

CITIZENS FOR NATIONAL SECURITY

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TASK FORCE ON ISLAMIC INFLUENCE IN FLORIDA K-12 PUBLIC SCHOOLS

INITIAL REPORT

ISLAM IN FLORIDA'S K-12 TEXTBOOKS

December 2009

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P.O. Box 880302 Boca Raton, Florida 33438 Tel. 561-483-6430 E-mail: info@CFNS.US

Executive Summary

Students in K-12 schools lack the experience and skills to validate most of what they hear, easily absorb propaganda, tend to believe what their textbooks and teachers tell them, and form opinions that are difficult to change once established. Zealous promoters of Islam trying to win the hearts and minds of these children with their messages are well aware of these factors. All Floridians should be, too.

In mid-2008, Citizens for National Security - a Florida nonprofit, 501(c)(3) Public Charity - assembled a volunteer Task Force to learn about and evaluate Islamic efforts to exert their influence in Florida's public schools. In this initial report, CFNS focuses exclusively on "flawed" K-12 history and geography textbooks. Flawed textbooks are defined, within the context of this study, as those that include egregious errors, glaring omissions, questionable inclusions, or political, ethnic, cultural and other biases that clearly seek to foster an Islamic agenda.

Although agenda-based campaigns to shape textbook content have existed for some time, the past decade has seen particularly aggressive and intense overt and stealth efforts by proponents of Islam to inject their beliefs into public K-12 classrooms via textbooks and associated material. Concerned parents and educators in California and Texas - the top two state purchasers of instructional materials - have had the most experience in recognizing and mitigating these attempts.

Florida, the third leading buyer of elementary and high school textbooks in America, has a combination statewide adoption and district selection process. That notwithstanding, agenda-based advocates in Florida, including Islamics, have opportunities at three levels to influence decisions that lead to getting their favored textbooks in front of K-12 public-school students. Against this backdrop of possible manipulation of textbook selection, there are also troubling national trends in the content of history and geography textbooks.

CFNS has compiled an extensive national list of Islam-tainted textbooks from reviews by outside sources, as well as Task-Force members. Over 200 fully referenced quotations and excerpts from flawed textbooks exemplify their Islamic slant. CFNS volunteers contacted all Florida school districts to determine what textbooks they were using. Data on over 900 of them, from all 67 districts, were eventually obtained.

Of all the Islam-flawed K-12 history and geography textbooks identified, almost half of them are used in Florida. Six school districts are using at least five of these flawed textbooks, and seven districts at least four. 64 of Florida's 67 districts use one or more, and nine are using flawed textbooks not adopted by Florida statewide.

This report reveals the methods used to distort and mold the content of Florida's elementary and high school history and geography textbooks in favor of Islam. The success of its supporters thus far in penetrating the state's K-12 public classrooms with their beliefs calls for urgent reexamination of the current textbook selection process, and future research focusing on "supplementary" instructional aids not subject to oversight, acquisitions by school libraries, and private schools.

Typical Quotations from Islam-Slanted K-12 History and Geography Textbooks Used in Florida

(excerpted from CFNS Task Force report)

Actual quotations and other wording from the textbooks referred to are in boldface; quotations or comments by authors and reviewers are in lightface, enclosed within brackets.

World History (McGraw-Hill/Glencoe, 2008)

Page 191

“...because humans rejected Allah’s earlier messengers, Allah sent his final revelation [to Mohammed].”

[This de-legitimizes Christianity and Judaism by turning Jesus and Abraham into Muslims, and marginalizing them.]

World History: The Human Journey, Modern World Houghton Mifflin Harcourt/Holt, Reinhart & Winston

“Hundreds of thousands of Palestinians who had been expelled from the land claimed by Israel were living as refugees in camps. The Israeli government would not allow the return of the Palestinians, nor would it pay the Palestinians for land seized. Palestinian lands were given to Jewish immigrants.”⁵⁴

⁵⁴ Page 701, Laurel Carrington, Mattie P. Collins, Kira Iriye, et al., eds., *World History the Human Journey, Modern World*, teacher’s ed. (Austin: Holt, Rinehart and Winston, 2005).

[“incorrectly asserts all or most of the refugees were expelled by Israel. Then it inaccurately implies that there were negotiations over the Palestinian refugees in which Israel refused Arab proposals for the refugees’ return or the payment of compensation.”]

World History (NJ: Pearson Prentice Hall, 2007)

Page 491

“Women, as wives and mothers, have an honored position in Saudi society.”

[It’s well known that they are limited members of Saudi society.]

World Cultures: A Global Mosaic (Pearson Prentice Hall, 2004)

Page 582

“Muslims believed that women were more likely than men to bring dishonor on the family. Women were expected to be modest and remain secluded within the home. They wore veils to conceal their faces from men who were not members of their family. In some Muslim homes, women used separate entrances and ate their meals only in the company of other women.

“The system gave women security.”

[Speaks for itself]

The Earth and Its People: A Global History

Houghton Mifflin Company

“Jesus was offended by what he perceived as Jewish religious and political leaders’ excessive concern with money and power...”⁴⁸

⁴⁸ Page 134, Richard W. Bulliet, Pamela Kyle Crossley, Daniel R. Hedrick, et al., *The Earth and Its People: A Global History*, advanced placement ed. (Boston: Houghton Mifflin Company, 2005)

["sets Jesus in opposition to Jewish leaders using some of the worst stereotypes of Jews as justification"]

Modern World History: Patterns of Interaction (IL: McDougal-Littell, 2007)

Page 583

“The land now called Palestine consists of Israel, the West Bank and the Gaza Strip.

[Self-serving inaccuracy speaks for itself.]