

**FORMAL RESPONSE TO WRITTEN COMMENTS,
AUGUST 23, 2002
Harcourt School Publishers**

PETITIONER'S COMMENTS

Margie Raborn

General Comment to Publishers

I decided to address another general topic today and that is the issue of using textbooks as advertising instruments. I do not mind if Time, CNN, National Geographic etc. receive recognition in the credits section for their contribution to making these books, but I think it is wrong. . . the repeated and blatant way these companies are advertised through out these books.

Texas Council for the Social Studies

Concerning *Harcourt Horizons: About My World, Grade 1*

Point 1

Strengths

Visual

- Use of dark blue, red for highlighting
- Picture glossary
- Graphics

Content

- President's timeline
- Good balance of socially, economically, politically

Age Appropriateness

- Clear, visually attractive
- Age appropriate

Texas Council for the Social Studies

Concerning *Harcourt Horizons: About My World, Grade 1*

Point 2

Weaknesses

Content

- Primary sources
- Bilingual aids

Texas Council for the Social Studies

Concerning *Harcourt Horizons: About My Community, Grade 2*

Point 3

Strengths

Visual

- Use of dark blue, red for highlighting

- Lots of pictures

Content

- Biographical dictionary
- Good balance of socially, economically, politically

Age Appropriateness

- On grade level

Texas Council for the Social Studies

Concerning *Harcourt Horizons: About My Community*, Grade 2

Point 4

Weaknesses

Content

- Primary sources
- Bilingual aids

Texas Council for the Social Studies

Concerning *Harcourt Horizons: People and Communities*, Grade 3

Point 5

Strengths

Visual

- Use of dark blue, red for highlighting
- Maps, many and varied
- Pictures throughout text

Content

- Glossary words punctuated and defined
- Point of view varies appropriately
- Sees balance of socially, economically, politically

Age Appropriateness

- On grade level

Texas Council for the Social Studies

Concerning *Harcourt Horizons: People and Communities*, Grade 3

Point 6

Weaknesses

Content

- Primary sources
- Bilingual aids

Texas Council for the Social Studies

Concerning *Harcourt Horizons: United States History*, Grade 5

Point 7

Strengths

Visual

- Good use of photos
- Good maps and graphics

Content

- Accuracy of content
- Balanced in political and economic but not in depth

Age Appropriateness

- On grade level

Texas Council for the Social Studies

Concerning *Harcourt Horizons: United States History, Grade 5*

Point 8

Weaknesses

Visual

- No regional/state maps

Content

- Lack of social issues

J. Jaime Urbina

Concerning *Harcourt Horizons: United States History, Grade 5*

Point 1

Pg. 310 has a total of four paragraphs dedicated to over 200,000 African-American participants who took part in the Civil War, and yet no mentioning of the over 15,000 Mexican-Americans who also took part in the Civil War.

J. Jaime Urbina

Concerning *Harcourt Horizons: United States History, Grade 5*

Point 2

Pg. 311 has a total of four paragraphs devoted to women and their fight for equality.

J. Jaime Urbina

Concerning *Harcourt Horizons: United States History, Grade 5*

Point 3

Pg[s]. 585-589 are dedicated to the Civil Rights movement. The two figures this text mentions are Dr. Martin Luther King and Cesar Chavez. There is a minute credit for Ms. Rosa Parks, but yet no mention of political parties such as La Raza Unida or the Synica [sic] Falls Convention. There is also no mentioning of other obstacles that minorities faced such as: literacy testing, all white primaries, or poll taxes.

Dina Marie Guerra

Concerning *Harcourt Horizons: People and Communities, Grade 3*

Point 1

The text I reviewed, *Harcourt Horizons People and Communities*, is well proportioned with the information it gave on communities and people. The cover page alone grasps the attention of the person by showing all different kinds of

individuals who accomplished major achievements in their life time. This cover obtained my attention and as a student would give me the curiosity to acquire more information.

Dina Marie Guerra

Concerning *Harcourt Horizons: People and Communities, Grade 3*

Point 2

One page 219 it gives information on David Crockett and how he fought at the Battle of the Alamo. However, it could have elaborated on what the battle was exactly about and given emphasis to the Mexicans who fought with the United States during this battle. The text does give credit to Hispanic leaders such as Cesar Chavez on page 225, and what his accomplishments were concerning the Mexican American farm workers.

Dina Marie Guerra

Concerning *Harcourt Horizons: People and Communities, Grade 3*

Point 3

Yet the text lacked in giving mention to women who have contributed the same amount of progress as men. For example on page 103 a small cap[itation] on Senator Kay Bailey Hutchinson is given. More could have been given on her description such as what measures she took to achieve the status she gained. It was interesting, however, to read about how Hispanic women like Virginia Ramirez (pages 74 and 75) has been given recognition to her accomplishments.

Dina Marie Guerra

Concerning *Harcourt Horizons: People and Communities, Grade 3*

Point 4

The text gives a variety of information that is simplified to give the elementary students a better understanding. Pictures on geography and on the definitions are implemented. This visualization makes the learning process easier for the students (example pages 202-203). Culture in customs and art are also provided in this text. A Mexican custom celebrated, Cinco de Mayo, on page 269 was mentioned in the text providing colorful pictures of the costumes work by children and adults so that the student may see the customs.

Eleanor Hutchinson

Concerning *Harcourt Horizons: United States History, Grade 5*

There is a picture of a black man on the cover and inside of McDougall 8th grade, inside Harcourt, grade 5, page 286 and Scott 5th grade page 262 and 277. He is reported to be Crispus Attucks the man that started the Boston Massacre by hitting a soldier on the neck with a large cudgel. According to the extant material in John Adams's Legal Papers concerning the trial he was an Indian from the Narragansett tribe and possibly could be a mulatto, which means a mixture white and Indian blood.

Margie Raborn

Concerning *Harcourt Horizons: World Regions, Grade 6*

Point 1

The type [of] method used to review this book was to scan general content and read specific sections, especially those that pertained to the U.S. . . . our history, our government, our leaders, our values, etc. Probably 20 to 30 percent was read carefully, while the rest was a general overview.

Our first question is, why couldn't the publishers design a book of equal quality, that would be less expensive to produce? Holograms on the cover seems excessive. We understand and support a profit system, but if your expenses are less, you could charge less and school districts could pay less and taxpayers could be taxed less. Indeed, you might even get more sales.

Margie Raborn

Concerning *Harcourt Horizons: World Regions, Grade 6*

Point 2

Second, why the name *Horizons*? What is wrong with history and geography? How can students or parents possibly know what this book is about? However, it doesn't take long to figure out why it doesn't say history and geography. Those subjects are about facts, this book, by its own words on page 5, is about "perspective" and "frame of reference." In other words, opinions.

- Page 4 states, "historians can often explain why events happened." *Why* is subjective. Teaching students history should be about what happened, not influencing them concerning why certain events happened.
- Also from page 5, students are instructed to "draw their own conclusions," on how or why things happened. When one draws their own conclusion from only the limited information they have been provided, it is not necessarily their own conclusion, but instead they have been led to the conclusion the writer wanted to be drawn.

Margie Raborn

Concerning *Harcourt Horizons: World Regions, Grade 6*

Point 3

From very limited information, the students are asked to answer such questions as

- "How do you think the borders established by the Allied Powers affected the lives of people in Southwest Asia?" page 393
- "Why do you think Gorbachev wanted to reform the Soviet Union?" page 339
- "Why might the government of China want to remain communist?" page 579
- "Imagine that you are head of the United States Dept. of energy. An oil tanker accident has caused a temporary shortage of oil around the world, including the U.S. (An absurd hypothesis that one tanker could cause a world

shortage.) You must present a list of actions that American citizens can take to conserve oil. Present your list to the class,” page 610. Numerous such questions and exercises seem a waste, if not totally inappropriate.

Margie Raborn

Concerning *Harcourt Horizons: World Regions, Grade 6*

Point 4

In the Introduction on page 1, in bold print is the quote, “A person's feet should be planted in his country, but his eyes should survey the world.” That sounds very good, but the quote at the bottom of the page in small print seems to more accurately describe of the purpose of the material in this book. Addressing the student it states, “you will also learn how they (the people of the world) and you are alike. In this way you will discover the meaning of being a citizen of the world.”

Margie Raborn

Concerning *Harcourt Horizons: World Regions, Grade 6*

Point 5

Page 11 under the title “A View of the World,” it states “we all live under the same sky, whether New York or Dhaka, we see the same sun and the same moon.” Maybe instead of “A View of the World” it would be more accurate to say this is about creating a “world view.”

Margie Raborn

Concerning *Harcourt Horizons: World Regions, Grade 6*

Point 6

Page 109 “The Constitution made the United States a republic. In a republic, citizens vote for officials who represent them in governing. The most important authority in a republic rest with the citizens, not with the government leaders.” It needs to be made clear rights come from God and the purpose of the Constitution is to protect those rights, but in general this sound pretty good until one reads....

- Page 209 “Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua and Panama are all republics, like the United States.” There seems to be a deliberate attempt to diminish the stature of the U.S.
- Page 423 “Egypt, Tunisia, and Algeria became democratic republics. More of the same.
- Page 543 “In 1949, a constitution similar to the United States Constitution was approved making India a federal republic. Like citizens of the United States, Russia and other republics, citizens in India elect officials who make the laws and run the government.”
- Page 543 “In 1971 East Pakistan became a democratic republic known as Bangladesh.” Continued effort to minimize and difference between the U.S. and other countries in the students’ eyes.

- Page 68 “A democracy is a governing system in which the people of the country take part. During his Gettysburg Address in 1863, United States President Abraham Lincoln describes democracy, calling it “of the people, by the people and for the people.” Nothing in his speech said Lincoln was describing democracy, this has been historians’ “subjective opinion” about what he was describing and now it is being taught as fact.
- Page 69 “In a democracy decisions need to be approved by a majority, or most of the group, before decisions take effect. This idea is called majority rule.” There is no explanation given concerning the dangers of a democracy and/or of majority rule.

Margie Raborn

Concerning *Harcourt Horizons: World Regions, Grade 6*

Point 7

In Lesson 3 on Governments and Economics, besides democracy, it names monarchy, dictatorship and oligarchy with no mention of a republic.

- Pages 149-150 Canada's democracy shares three important traits of all democracies. These traits are free elections, majority rule and a guarantee of individual rights . . . Canada like the United States, has a constitution, or a plan of government.”
- Pages 286 “Today most of the nations of Western Europe are democracies.”

How are students to understand the difference between a democracy and a republic? All the right words are there, but unless the teacher does a better job than the textbook, students will just be confused. Students will see no advantage to our being a constitutional republic or understand its foundation upon Biblical principles. A foundation that has provided more freedom and prosperity than any other country has enjoyed. A country where immigrants from around the world try to come both legally and illegally.

Margie Raborn

Concerning *Harcourt Horizons: World Regions, Grade 6*

Point 8

Neither are the benefits of the Protestant Reformation described or how our society differs from those countries that remain under Catholic domination. Instead on page 278 “It (the Protestant Reformation) led to more than 100 years of warfare between Catholics and Protestants. This conflict continues today.” From such limited or one-sided information, why should students place any value on their Protestant heritage? It would be better to omit all such information on this topic, if more balance can't be given.

Margie Raborn

Concerning *Harcourt Horizons: World Regions, Grade 6*

Point 9

Page 240 “The success of the American and French Revolutions showed many unhappy colonists in South America that people could fight for their freedom and

win.” From this again students would see no difference in the American Revolution and the French Revolution.

Margie Raborn

Concerning *Harcourt Horizons: World Regions, Grade 6*

Point 10

The same method was used for blurring the lines of distinction between religions. Numerous times where Christianity, Islam, Judaism, Hinduism, etc., are discussed, the focus seems to be how much they are alike and indeed Islam is presented in a more complete and favorable light.

- Pages 374-375 “South Lebanon...is often called the Holy Land, because three of the world's major religion—Judaism, Christianity, and Islam—began here . . . Judaism is one of the oldest major religions and the first to teach the belief in one God.” By 37 BC (that date could be questioned) . . . a Jewish teacher named Jesus traveled throughout Judaea. He taught the Ten Commandments (no where did I find these explained) and belief in one God. . . As followers spread Jesus' teachings. . . more people became Christian. They learned about Jesus from stories in the Gospels, the first four books in the Christians Bible's New Testament. . . During the AD 600s an Arab teacher named Muhammad preached that there is only one God and that he, Muhammad, was God's messenger. Mohammed's messages form the holy book of the religion of Islam, known as the Quran.” No indication that the words about Muhammad were just stories.
- Pages 381-382 “ Muslims are followers of the religion Islam. Their beliefs are based on the Quran, the holy book of Islam. The Quran teaches Muslim wisdom, laws and duties. The main duties, or the Five Pillars, are acts of worship. . . (1)stating their faith (2) praying five times a day (3) giving to charity (4) fasting during Ramadan, the Muslim holy month and (5) making a pilgrimage to Mecca, Saudi Arabia, the holiest city of Islam. This journey is called a hajj.”
- Pages 384-385 Considerable discussion and praise for the influence of Islam on the arts and architecture. I found no equivalent discussion of the positive contributions of Christianity.
- Pages 416-417 Two-page discussion of positive Islam influence on North Africa. A box with picture and text concerning Ramadan. One paragraph, “Before Islam came to North Africa, many Egyptians were Christians. Today many descendants of these early people are members of the Coptic Church. Coptic Christians are Egypt's largest minority. Other Christian groups in Egypt are Roman Catholic, Anglican, and Eastern Orthodox. A small number of Jews line [sic] in North Africa, mostly Morocco.” Hardly a balanced presentation.
- Pages 424-425 Another positive presentation of Islam. “Over centuries, Muslim scholars have developed a complex system of Islamic law . . . based on the Quran . . . contains principles for governing fairly and for relationships between individuals and society.”

- Pages R47 Definition for Quran R49 Definition for Torah. . . no definition for Bible

Margie Raborn

Concerning *Harcourt Horizons: World Regions, Grade 6*

Point 11

Socialism was not defined, explained, or warned against. Indeed, without naming socialism, countries that offered more government programs were viewed positively.

Margie Raborn

Concerning *Harcourt Horizons: World Regions, Grade 6*

Point 12

An attachment will show a summary of the Biographical Dictionary to illustrate how short changed students are being when it comes to learning about the founding fathers and heroes of this country.

- As an example George Washington is referred to one time, page 108 “The Congress chose George Washington to lead the Americans in a war against the British.” There are no mention of him as president or any quote from all his important writings. On page 109 there is picture, “The Signing of the Constitution” with Washington in the picture, but he nor anyone else is identified.
- There is one quote from Patrick Henry, “I know not what course others may take, but as for me, give me liberty or give me death.”
- There is one boxed Biography of Thomas Jefferson.
- However, Gorbachev is written up on pages 338, 339 and 395 with 2 pictures, Nelson Mandela is written up on pages 496 and 497 with a picture and even the following coverage of Castro is given. “Dictators controlled Cuba, Haiti and the Dominican Republic during much of the early 1900. Then in 1959 guerrilla leader Fidel Castro and his supporters overthrew Cuba's dictator. Castro had said his goals were to bring equal right to all Cubans and to solve many of Cuba's economic problems. To reach these goals, Castro introduced communism to Cuba.” A picture is included with this. This leaves the impression that Castro is not a dictator and the [sic] he accomplished his goals.

How would children learn the truth from such information? In every way there seems to be an effort to diminish the influence of America.

- Page 1 A picture of flags from around the world. No US flag.
- Page 74 and 75 Discussion and pictures of world currencies. No US money.
- Page 14-17 A collection of Poetry and Art from Around the World, but no US example.

ATTACHMENT

Summary of Horizons Biographical Dictionary

Letter Americans Recognized: Leaders from Other Countries:

A.	Susan B. Anthony	Abdulla II of Jordan, Kofi Anman Yasir Arafat, and 14 others
B.	George W. Bush	Bhutto of Pakistan, Bolivar of South America and 4 others
C.	William Clinton	Fidel Castro, Confucius, Cortes and 24 others
D.	0	De Klerk of South Africa and 2 others
E.	Einstein, Eisenhower	El-Asmar and 2 others
F.	Henry Ford	Vicente Fox, Ferdinand Francis and 6 others
G.	0	Genghis Khan, Gorbachev and 5 others
H.	Patrick Henry	Hassan II of Morocco, Saddam Hussein and 9 others
I.	0	Ivan the Terrible and 2 others
J.	American Poet Jeffers and Thomas Jefferson	Benito Juarez and 3 others
K.	Robert Kennedy, Martin Luther King	Jong Kim II, Kublai Khan and 6 others
L.	American Poet Lazarus and Abraham Lincoln	Lao-tzu, Lenin, and 6 others
M.	James Madison, Beryl Markham & Michener	Mandela, Mao, Marcos and Milosevic and 18 others
N.	0	Napoleon and 5 others
O.	0	O'Higgins and 1 other
P.	0	Putin and 10 others

Q.	0	Qaddafi and 1 other
R.	0	Romero-Barcelo and 4 others
S.	0	Sadat, Stalin and 15 others
T.	0	Tito, Tolstoy and 8 others
U.	0	Ulate of Costa Rica
V.	0	Vajpayee and 2 others
W.	George Washington	Lech Walesa and 1 other
X.	0	Xerxes
Y.	0	Yeltsin and 1 other
Z.	0	Zoser and 2 others

Margie Raborn

Concerning *Harcourt Horizons: World Regions, Grade 6*

Point 13

A similar imbalance is demonstrated in the Texas section. It starts with 1 and a half pages for the “First Texans” the Native Americans. Then a half page for the Spanish influence. Then 2 pages for the Mexican influence. One sentence for our border with Canada. It mentions Europeans come to Texas and gives a paragraph on Czechs, Norway and Hungary with no mention of German or any other European contribution. Then another page of Spanish influence. Then 2 pages for contributions from Lebanon, Syria and Morocco. Then 2 full pages for the contributions of African American with individual write ups and pictures. Then one half page each for China, the Philippines, Japan and Vietnam. Included in this section on Texas is an artist's drawing from some skeleton bones of how “Midland Minnie” (thought to be one of the first Texans) may have looked. One picture each of a Hungarian and Lebanese descendent. Yet there are 5 pictures of African descendants with write ups of others. If more balance can't be achieved, then perhaps it would be best to omit the special section on Texas.

Margie Raborn

Concerning *Harcourt Horizons: World Regions, Grade 6*

Point 14

Pages 42 and 43 refer to “millions” of years ago. This should be expressed as theory and other theories such as “young earth” and “intelligent design” should be given equal space.

Margie Raborn

Concerning *Harcourt Horizons: World Regions, Grade 6*

Point 15

There are numerous other examples, but this seems sufficient to show that this book, as presented, fails to meet the requirement of TEC 28.002 (h) “The State Board of Education and each school district shall foster the continuation of the tradition of teaching the United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks. A primary purpose of the public school curriculum is to prepare thoughtful, active citizens who understand the importance of patriotism and can function productively in a free enterprise society with appreciation for the basic democratic values of our state and national heritage.”

Margie Raborn

Concerning *Harcourt Horizons: World Regions, Grade 6*

Point 16

Horizons by Harcourt was by far superior in presenting the history of the U.S., though with only one line concerning George Washington and no mention of him as our first president, I still think it needs to be improved. They seem most willing to work with me. This is the way they defined and discussed “republic” and that our Constitution is the basis for that form of government.

Pages 109 and 110 “The Constitution made the United States a republic. In a republic, citizens vote for officials who represent them in governing. The most important authority in a republic rests with the citizens, not with the government leaders.” I would accept this as adequate, though I wish that they would have shared that it was the belief that our rights come from our creator and that all men are equal as expressed in the Declaration of Independence that served as a basis for our Constitution.

Pages 112 and 113 They gave excellent primary source references for both the Declaration and the Constitution. However, with all this good information on page 209 they go on to say, “Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Panama are all republics, like the United States.” What are students to think? Do we have a special historical heritage or are we just like any other democracy or republic? I believe this is sad and does a grave disservice to our students.

PUBLISHER’S RESPONSES TO WRITTEN COMMENTS

Harcourt School Publishers to Margie Raborn

General Comment to Publishers

The publisher understands the petitioner’s concern about having paid advertisements in textbooks. However, the publisher can assure the petitioner that it does not employ this practice. The use of the *Time for Kids* logo in *Harcourt Horizons* is an acknowledgment of an educational partnership between Harcourt and Time for Kids rather than a paid advertisement. In fact, Harcourt pays Time for Kids for the content it provides, just as Harcourt pays other educational partners such as Reading Rainbow, CNN, and MapQuest for the content they provide. Harcourt’s educational partners provide expertise and a source for content that Harcourt would not otherwise have for use by its customers. This content, however, is carefully critiqued and edited by Harcourt staff to meet state standards.

Harcourt School Publishers to Texas Council for the Social Studies Concerning *Harcourt Horizons: About My World, Grade 1*

Point 1

Strengths

The publisher wishes to thank the petitioner for the positive comments about *Harcourt Horizons*.

Harcourt School Publishers to Texas Council for the Social Studies Concerning *Harcourt Horizons: About My World, Grade 1*

Point 2

Weaknesses

Primary sources are an important part of the *Harcourt Horizons* program at all grade levels. Primary sources are those things, such as artifacts, photographs, paintings, spoken and written words, etc., which provide firsthand information about the past. In *Harcourt Horizons*, each unit starts with an artifact and a quotation relating to the content of the unit. Numerous photographs, paintings, and artifacts are used throughout the book to illustrate and instruct the lessons. Each book also includes a special feature called Examine Primary Sources. (See pages 148-151 and 216-217 in Grade 1.) Students study the objects and words highlighted in this feature by following a model for analyzing and gathering information from primary sources. In addition, students can examine American documents, such as the Constitution of the United States on page 56, the Pledge of Allegiance on page 62, and the National Anthem on page 65.

For Spanish speakers, Harcourt provides a Spanish-language edition of *Harcourt Horizons* called *Harcourt Horizontes*. For speakers of other languages, *Harcourt Horizons* provides illustrations, picture dictionaries, illustrated word cards, thinking organizers, activity patterns, and other graphic aids in its English edition. Bilingual aids, and other strategies for helping students with special needs, also

appear throughout the teacher's edition. In *About My World*, for example, see pages 1N, 2, 15, 26, 34, 41N, 41, 48, 63, 81N, 81, 82, 85, 90, 100, 112A, 122, 129N, 139, 146A, 158, 169N, 170, 172, 182A, 210, 225 N, 226, 232, 248, 260, and 274.

**Harcourt School Publishers to Texas Council for the Social Studies
Concerning *Harcourt Horizons: About My Community, Grade 2***

Point 1

Strengths

The publisher wishes to thank the petitioner for the positive comments about *Harcourt Horizons*.

**Harcourt School Publishers to Texas Council for the Social Studies
Concerning *Harcourt Horizons: About My Community, Grade 2***

Point 2

Weaknesses

Primary sources are an important part of the *Harcourt Horizons* program at all grade levels. Primary sources are those things, such as artifacts, photographs, paintings, spoken and written words, etc., which provide firsthand information about the past. In *Harcourt Horizons*, each unit starts with an artifact and a quotation relating to the content of the unit. Numerous photographs, paintings, and artifacts are used throughout the book to illustrate and instruct the lessons. Each book also includes a special feature called Examine Primary Sources. (See pages 136-139, 222-225, and 292-295 in Grade 2.) Students study the objects and words highlighted in this feature by following a model for analyzing and gathering information from primary sources. In addition, students can examine American documents, such as the Pledge of Allegiance on page 75 and the National Anthem on page 76.

For Spanish speakers, Harcourt provides a Spanish-language edition of *Harcourt Horizons* called *Harcourt Horizontes*. For speakers of other languages, *Harcourt Horizons* provides illustrations, picture dictionaries, illustrated word cards, thinking organizers, activity patterns, and other graphic aids in its English edition. Bilingual aids, and other strategies for helping students with special needs, also appear throughout the teacher's edition. In *About My Community*, for example, see pages 1N, 6, 13, 30A, 32, 41N, 43, 52, 59, 65, 88, 97N, 99, 104, 110, 117, 123, 128, 142, 148, 154, 161N, 162, 181, 187, 190, 198, 200, 209N, 213, 217, 222, 232, 237, 256A, 265N, 266, 273, 281, 286, 290, and 304.

**Harcourt School Publishers to Texas Council for the Social Studies
Concerning *Harcourt Horizons: People and Communities, Grade 3***

Point 1

The publisher wishes to thank the petitioner for the positive comments about *Harcourt Horizons*.

**Harcourt School Publishers to Texas Council for the Social Studies
Concerning *Harcourt Horizons: People and Communities*, Grade 3
Point 2**

Weaknesses

Primary sources are an important part of the *Harcourt Horizons* program at all grade levels. Primary sources are those things, such as artifacts, photographs, paintings, spoken and written words, etc., which provide firsthand information about the past. In *Harcourt Horizons*, each unit starts with an artifact and a quotation relating to the content of the unit. Numerous photographs, paintings, and artifacts are used throughout the book to illustrate and instruct the lessons. At grades 3 through 6, each book also includes special feature called Examine Primary Sources and Analyze Primary Sources. (For Examine Primary Sources in Grade 3, see pages 56-57, 128-129, 192-193, 272-273, 304-305, and 392-393. For Analyze Primary Sources in Grade 3, see pages 112, 309, and 427.) Students study the objects and words highlighted in this feature by following a model for analyzing and gathering information from primary sources.

For Spanish speakers, Harcourt provides a Spanish-language edition of *Harcourt Horizons* called *Harcourt Horizontes*. For speakers of other languages, *Harcourt Horizons* provides illustrations, picture dictionaries, illustrated word cards, thinking organizers, activity patterns, and other graphic aids in its English edition. Bilingual aids, and other strategies for helping students with special needs, also appear throughout the teacher's edition. In *People and Communities*, for example, see pages 1G, 13, 27, 37, 45, 65G, 74, 94, 114, 116, 122, 125, 137G, 146, 154, 174, 201G, 212, 233, 244, 254, 281G, 308, 314, 326, 338, 350, 369G, 380, 387, 398, 409, 425, and 439.

**Harcourt School Publishers to Texas Council for the Social Studies
Concerning *Harcourt Horizons: United States History*, Grade 5
Point 1**

The publisher wishes to thank the petitioner for the positive comments about *Harcourt Horizons*.

**Harcourt School Publishers to Texas Council for the Social Studies
Concerning *Harcourt Horizons: United States History*, Grade 5
Point 2**

Weaknesses

Since the Grade 5 course of study is United States history, the focus of the Grade 5 text is United States history. Nevertheless, *Harcourt Horizons: United States History* has numerous maps of states, maps of states in relation to their region, and maps of states in relation to the United States and North America.

Maps of Texas

See pages: Texas Extra 8, Texas Extra 13, 32, 404, 425, and 522.

Maps of Texas in Relation to Its Region

See pages: Texas Extra 10, A12-A13, 45, 97, 406, 425, 446, 488, 548, and 621.

Maps of Texas in Relation to the United States and North America

See Pages: Texas Extra 2, A2-A3, A10-A11, A14-A15, 20, 25, 29, 36, 38, 42, 47, 51, 65, 69, 129, 149, 154, 180-181, 260-261, 269, 279, 329, 340-341, 385, 411, 428-429, 438, 439, 440, 460, 489, 498, 516-517, 603, 612-613, 621, 626, 627, and 681.

Social issue topics such as slavery, education, immigration, and equal opportunity, for example, are covered in *United States History* where appropriate to the historical narrative. In addition, the book addresses social issues such as population growth and the growth of diversity on pages 620-623; effects of growth on pages 628-630; and challenges for the environment on pages 630-631. The book also contains two special features, Democratic Values and Points of View, which address a variety of social issue topics as they are linked to citizenship. For Democratic Values see pages 89, 163, 214, 290, 588, and 600. For Points of View see pages 124, 281, 368, 452, and 672.

Harcourt School Publishers to J. Jaime Urbina Concerning *Harcourt Horizons: United States History, Grade 5* Point 1

The publisher understands the petitioner's interest in including information about Mexican American soldiers during the Civil War and will request permission from the Texas Education Agency to change the photograph caption on page 464 to read "African American troops (left) played a key role in support of the Union. Thousands of Hispanic Americans also took part in the war, with some fighting for the Union and others fighting for the Confederacy. Unlike African American soldiers, most Hispanic Americans served in regular army units."

Harcourt School Publishers to J. Jaime Urbina Concerning *Harcourt Horizons: United States History, Grade 5* Point 2

The four paragraphs cited by the petitioner explain the general roles of women during the American Revolution and highlight the contributions of specific women, such as Mercy Otis Warren. On page 319, students have the opportunity to read about the contributions of other women during the American Revolution, including the deeds of Mary Slocumb, who joined her husband at the Battle of Moores Creek Bridge, and Mary Ludwig Hays McCauley, who earned the name Molly Pitcher by carrying water to the troops during the Battle of Monmouth. Coverage of women's equality appears on page 540 and 589, regarding employment. Pages 561 and 589 cover women in the labor force. Women leaders are covered on pages 405, 448, 449, 463, 535, 536, and 640. Women's rights are discussed on page 535.

**Harcourt School Publishers to J. Jaime Urbina
Concerning *Harcourt Horizons: United States History, Grade 5*
Point 3**

In addition to Dr. Martin Luther King, Jr., Cesar Chavez, and Rosa Parks, *Harcourt Horizons: United States History* includes references to other Civil Rights leaders, such as Booker T. Washington, W.E.B. Du Bois, Thurgood Marshall, and Dolores Huerta. It also describes the efforts of such Civil Rights organizations as the NAACP, the National Urban League, and the United Farm Workers. The Seneca Falls Convention is described on pages 447-448.

With the permission of the Texas Education Agency, the publisher will add a Background feature to page 587 of the Teacher's Edition to provide additional information about the efforts of Hispanic Americans to gain equal rights in the areas of politics, economics, and education. The Background feature will describe the work of the League of United Latin American Citizens, or LULAC, and will identify Ben Garza, a Mexican American who served as an early president of that organization.

The publisher understands the petitioner's interest in including the political party *La Raza Unida*. While space prohibits the publisher from including information about all political parties in the United States, on page 639 *Harcourt Horizons: United States History* does identify the nation's two main political parties.

The publisher agrees with the petitioner's concern and will request permission from the Texas Education Agency to add a Background feature on page 588 of the Teacher's Edition detailing how literacy testing, white-only primaries, and poll taxes kept many potential voters from voting.

**Harcourt School Publishers to Dina Marie Guerra
Concerning *Harcourt Horizons: People and Communities, Grade 3*
Point 1**

The publisher wishes to thank the petitioner for her positive comments about the Harcourt program.

**Harcourt School Publishers to Dina Marie Guerra
Concerning *Harcourt Horizons: People and Communities, Grade 3*
Point 2**

The context of Unit 4, Chapter 7, of the Grade 3 book includes the mythological and real heroes that are part of American culture. As part of the instruction, Davy Crockett was the subject of the "Tell Fact from Fiction" reading skill on pages 218-219. In these two pages the publisher was presenting a balance of fiction and nonfiction about Crockett. Therefore, the facts presented were brief since coverage of the Alamo is required by the TEKS at grade 4. As the petitioner noted, elsewhere in the textbook the publisher included greater detail about Hispanic people and Hispanic leaders. Some of these include: Roberto Barrio on

page 394, Pura Belpré on page 247, Cesar Chavez on page 225, Virginia Ramirez on page 75, and Oscar Arias Sanchez on page 76.

**Harcourt School Publishers to Dina Marie Guerra
Concerning *Harcourt Horizons: People and Communities*, Grade 3
Point 3**

As the publisher prepares captions and labels to accompany the visuals in the book, the aim is for a balance of information. Depending upon the photograph or visual, the captioning may be concise or it may be lengthy. The purpose of this photograph and caption is to show students one of the senators from Texas. On page 94 the publisher gives a similar photo and caption treatment to the governor of North Carolina. Throughout the textbook, however, there are numerous opportunities for students to learn about the contributions and achievements of women, including the following:

- Jane Addams, founder of Hull-House, pages 68-71
- Virginia Ramirez, leader in Communities Organized for Public Service (C.O.P.S.), pages 74-75
- Ruth Bader Ginsburg, Supreme Court justice, page 107
- Harriet Tubman, abolitionist, page 118
- Helen Keller, advocate for the deaf and blind, page 119
- Julia Morgan, architect, page 190
- Rosa Parks, civil rights leader, page 224
- Eleanor Roosevelt, human rights advocate, pages 226-227
- Elisabet Ney, sculptor, page 229
- Sarah Josepha Hale, writer and Thanksgiving Day advocate, page 233
- Madeleine K. Albright, U.S. Secretary of State, page 244
- Elizabeth Blackwell, physician, page 247
- Pura Belpre, writer and librarian, page 247
- Jeanie Low, inventor, page 390
- Jane Bryant Quinn, economist, page 405
- Clara Barton, page 439

**Harcourt School Publishers to Dina Marie Guerra
Concerning *Harcourt Horizons: People and Communities*, Grade 3
Point 4**

The publisher wishes to thank the petitioner for her positive comments about the Harcourt program.

**Harcourt School Publishers to Eleanor Hutchinson
Concerning *Harcourt Horizons: United States History*, Grade 5**

The publisher understands that the petitioner is questioning the ethnicity of Crispus Attucks. On page 285, where the picture of Crispus Attucks and the above paragraph appear, Attucks is described as "un ex-esclavo," or "a former slave," not an African. See *The Encyclopedia Americana*, Volume 1, page 663,

where Attucks is described as an "ex-slave" who had "runaway from his master in Farmington, Mass., on Sept. 30, 1750." See *The New Encyclopedia Britannica, Micropedia*, Volume 2, page 180, where Attucks is described as "a former slave." See *Webster's New Biographical Dictionary*, page 57, where Attucks is described as "probably mulatto" and "a runaway slave." See *Dictionary of American Biography*, Volume 1, page 415, where Attucks is described as "a runaway slave."

**Harcourt School Publishers to Margie Raborn
Concerning *Harcourt Horizons: World Regions, Grade 6***

Point 1

The publisher understands the petitioner's concern for less expensive books. However, the Texas Education Agency, not the publishers, sets prices for the textbooks sold in the state. The cover, which was created using foil paper and embossing, has not affected the cost of the textbook.

**Harcourt School Publishers to Margie Raborn
Concerning *Harcourt Horizons: World Regions, Grade 6***

Point 2

The publisher chose the name *Harcourt Horizons* to create a strong series identity. Each title in the series is more than a history and geography book. All the titles include history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills—all of which are required by the Texas TEKS.

- The petitioner is correct—on page 4, it is stated “historians can often explain why events happened as they did.” The Texas Grade 6 TEKS document includes the following information within its Glossary section under Frame of Reference:
 - “Historians and other social scientists also have a frame of reference, one based in the present. Their job is to sort through the evidence, prioritize it, distinguish important information from the less important, and interpret it.”Interpreting historical facts requires explaining why they occurred. While explaining why events took place, the book's authors have strived to remain objective, drawing from the diverse opinions of published scholars and often providing several different viewpoints.
- The publisher understands the petitioner's concern about students drawing their own conclusions about events. However, the Grade 6 TEKS 21B requires students to “analyze information by . . . drawing inferences and conclusions.” Because of this requirement, the publisher offers instruction on learning to draw conclusions on pages 133 and 553 and allows students opportunities to draw conclusions on pages 141, 147, 153, 156, 559, 565, 574, 579, and 580.

**Harcourt School Publishers to Margie Raborn
Concerning *Harcourt Horizons: World Regions, Grade 6*
Point 3**

The petitioner’s concern has merit. The questions listed as examples (on pages 339, 393, and 579) are critical thinking questions. Such questions, which are required by the TEKS for Grade 6, ask students to consider what they have learned as a way to expand their thinking. The questions that you pointed out are ones that ask students to take what they have learned and apply, analyze, synthesize, evaluate, or hypothesize information to formulate an informed response. Therefore, the exact answer may not be found in the text. The students are asked to take what they have learned about the Allied Powers redrawing borders, Gorbachev reforming the Soviet Union, the communist government of China, and the natural resource of oil and to use this information to answer the questions.

**Harcourt School Publishers to Margie Raborn
Concerning *Harcourt Horizons: World Regions, Grade 6*
Point 4**

The publisher agrees with the petitioner that the sentences at the end of the text on page 1 may give students an impression that was intended. The publisher will request permission from the Texas Education Agency to change the sentences “You will also learn how they and you are alike. In this way, you will discover the meaning of being a ‘citizen of the world.’” to read as follows: “You will also learn how they and you are alike and different. Knowing about people around the world will help you better understand world events of the past, present, and future.”

**Harcourt School Publishers to Margie Raborn
Concerning *Harcourt Horizons: World Regions, Grade 6*
Point 5**

The publisher understands the petitioner’s concern, but it did not intend that the title “A View of the World” and the quotation on page 1 imply the idea of a single world view or a world government. As the content of the lessons demonstrates, the purpose of the title is to tell that the unit is about different aspects of the world, such as climate, landforms, and natural resources. The purpose of the quotation is to remind student that all the world’s people share Earth and that all people need to adapt the land and adapt to the land.

**Harcourt School Publishers to Margie Raborn
Concerning *Harcourt Horizons: World Regions, Grade 6*
Point 6**

The publisher agrees that the Constitution is the absolute legal authority in the United States. To make sure this information is emphasized in the instruction, the publisher will request permission from the Texas Education Agency to add a background box to the teacher’s edition that addresses the role of the Constitution in regard to laws.

- The publisher did not intend to imply that the government of Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Panama are republics just like the United States government. To clarify the intent, the publisher will request permission from the Texas Education Agency to change the sentence to read “Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua and Panama are all republics, as is the United States.”
- The publisher understands the petitioner’s concern on page 423 about the statement that Egypt, Tunisia, and Algeria became democratic republics upon independence. However, the Grade 6 TEKS ask for students to learn about governments around the world and to compare these governments. TEKS 12D expects students to “compare how governments function in selected world societies such as China, Germany, India, and Russia.” Because these nations described themselves as republics at the time of independence and had many of the characteristics of republics, we say that they were republics when they became new nations.
- By describing India, Russia, and the other Eurasian nations as republics on page 543, the publisher did not intend to minimize the differences between the United States and these countries. Rather the intent was to point out that over time many of the world’s nations have adopted republican forms of government. TEKS 12D requires the publishers to “compare how governments function in selected world societies such as China, Germany, India, and Russia,” and in doing so *World Regions* uses the terms commonly used to describe their governments.
- The publisher agrees with your concern on page 68 about the references to Abraham Lincoln’s Gettysburg Address. To clarify the information the publisher will request permission from the Texas Education Agency to change the text on page 69 to read “A democracy is a governing system in which the people of the country take part. During his Gettysburg Address in 1863, United States President Abraham Lincoln describes the democratic government of the United States, calling it ‘of the people, by the people and for the people.’”
- The publisher agrees that the dangers of majority rule should be addressed. As a result, it will request permission from Texas Education Agency to add information to the teacher’s edition on page 69 that explains how the Constitution safeguards minority rights.

**Harcourt School Publishers to Margie Raborn
Concerning *Harcourt Horizons: World Regions, Grade 6*
Point 7**

The publisher will request permission from the Texas Education Agency to add a background box in the Teacher’s Edition that explains the difference between democracy and republic.

**Harcourt School Publishers to Margie Raborn
Concerning *Harcourt Horizons: World Regions, Grade 6*
Point 8**

The publisher did not intend to imply, in the unit on Europe, that the main result of the Protestant Reformation was war. However, to clarify the text the publisher will ask the Texas Education Agency for permission to change the text in the pupil book to talk more about the value of Protestant heritage and less about the Protestant–Catholic conflict. In addition, this kind of information will be described in detail in Grade 10.

**Harcourt School Publishers to Margie Raborn
Concerning *Harcourt Horizons: World Regions, Grade 6*
Point 9**

The publisher agrees with the petitioner that there are many differences between the American Revolution and the French Revolution. To avoid confusion by students reading the text, the publisher will request permission from the Texas Education Agency to change the text on page 240 to mention only of the American Revolution as an influence on the people of South America to seek freedom. We will delete mention of the French Revolution.

**Harcourt School Publishers to Margie Raborn
Concerning *Harcourt Horizons: World Regions, Grade 6*
Point 10**

In the Texas TEKS for Grade 6 the main statement regarding religion is “identify institutions basic to all societies, including government, economic, educational, and religious institutions.” We believe that we have been successful in this regard. Throughout the textbook we strived to provide appropriate and balanced treatment of Christianity, Judaism, and Islam. Judaism is introduced in 17 lines on page 374. Christianity is introduced in 46 lines on pages 375 and 376. Islam is introduced in 18 lines on pages 375 and 376 and 21 lines on pages 381-382 for a total of 39 lines. The Christian religion is discussed in almost every unit of the book, including pages 62–64, 117, 181–182, 234, 270, 277–278, 344, 359, 374–375, 417–419, 455, 462–463, 487, 497, 505, 572, and 657. In the Grade 6 textbook, many of the unique characteristics of Christianity are addressed including the importance of Jesus Christ’s birth, teaching, and resurrection, the idea that God loves and forgives sinners, and the fact that the Christian Bible contains the Old Testament and the New Testament.

**Harcourt School Publishers to Margie Raborn
Concerning *Harcourt Horizons: World Regions, Grade 6*
Point 11**

The petitioner is correct that the publisher does not define, explain, or warn against socialism in its *World Regions*. The publisher believes that the inclusion of socialism was not necessary in an overview of world regions. The term is more appropriately discussed in the Grade 10 book. However, the term communism is defined and explained in *World Regions*. See page 211 for its definition in the

discussion of Cuba. Also see pages 304-305, 308-310, 336, 337, 339, 563, 575, 576, 595, and 598.

**Harcourt School Publishers to Margie Raborn
Concerning *Harcourt Horizons: World Regions, Grade 6*
Point 12**

The publisher understands the petitioner’s concern that in the text lessons and in the book’s Biographical Dictionary greater emphasis is not placed on United States leaders than on leaders from other parts of the world. The Grade 6 TEKS call for a focus on world regions not a United States history. The Texas course requirements state: “In Grade 6, students study people and places of the contemporary world. Societies selected for study are chosen from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Middle America, South America, Southwest Asia–North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Realm.” Because the intent of the Grade 6 curriculum is world regions, the publishers were required to include people around the world as well as Americans. In contrast, most of the people featured in the Grade 5 United States History text and the Biographical Dictionary for Grades 1–5 are United States examples. In addition, many of the people will be featured in detail at Grade 8 and Grade 10.

**Harcourt School Publishers to Margie Raborn
Concerning *Harcourt Horizons: World Regions, Grade 6*
Point 13**

The publisher agrees with the petitioner’s concern for the need for ethnic balance throughout the book and believes that it has presented European heritage fairly. The Grade 6 book devotes more than 160 pages to countries with predominantly European-based cultures. No other heritage receives greater notice. In addition, more than 80 photographs feature people of European heritage. In the Texas section, the publisher tried to show the various world cultures that are represented in Texas’s population. In doing so, it attempted to include heritages from every part of the world in just 16 pages. A two-page spread is devoted to European heritage. In addition, the locations of the following people of European heritages are pinpointed on a map on page 3: Anglo-Americans, Belgians, Czechs, Danes, Dutch, French, Germans, Greeks, Hungarians, Italians, Norwegians, Poles, Russians, Spanish, Swedish, and Wendish.

**Harcourt School Publishers to Margie Raborn
Concerning *Harcourt Horizons: World Regions, Grade 6*
Point 14**

The publisher will request permission from the Texas Education Agency to change the text on page 43 to eliminate the reference to fossil fuels being formed millions of years ago.

**Harcourt School Publishers to Margie Raborn
Concerning *Harcourt Horizons: World Regions, Grade 6*
Point 15**

A major portion of the complete *Harcourt Horizons* series, grades 1 to 6, is devoted to teaching United States and Texas history. Free enterprise is defined and discussed in Grade 2 and in all subsequent titles of the series. The Grade 4 textbook focuses entirely on Texas and has more than 275 pages of Texas history. A comprehensive explanation of free enterprise in the Texas and the United States appears on pages 400–403. The Grade 5 textbook provides a detailed look at United States history, with more than 500 pages devoted specifically to this subject. Free enterprise is defined on page 494 and further explained on pages 626–637. While the primary focus of Grade 6 is world regions, a brief overview of United States history is included on pages 106–113. The free enterprise system is explained on page 73 and page 125.

**Harcourt School Publishers to Margie Raborn
Concerning *Harcourt Horizons: World Regions, Grade 6*
Point 16**

The publisher wishes to thank the petitioner for her positive comments regarding the *Harcourt Horizons* program.

The publisher agrees that the Constitution is the absolute legal authority in the United States. To make sure this information is emphasized in the instruction, the publisher will request permission from the Texas Education Agency to add a background box to the teacher’s edition that addresses the role of the Constitution in regard to laws in the United States.

The publisher did not intend to imply that the government of Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Panama are republics just like the United States government. To clarify the intent, the publisher will request permission from the Texas Education Agency to change the sentence to read “Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua and Panama are all republics, as is the United States.”