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Dear Ladies and Gentlemen of the Textbook Commission:

## Introduction

Thank you for the opportunity to participate in the Tennessee adoption for Social Studies. As a long-term partner to Tennessee schools, McGraw-Hill Education is committed to supporting the adoption process to ensure the highest-quality materials are available to Tennessee's students and teachers. We thank the reviewers for their work and thank the members of the Textbook Commission for consideration of this letter.

This letter concerns the recent review of McGraw-Hill Education's program *Tennessee Social Studies, World History and Geography: The Middle Ages to the 1700s*, by Jackson J. Spielvogel, ISBN 978-0-07-687163-6. This program was submitted for adoption to the state of Tennessee for use in course 0712 Seventh Grade Social Studies, World History and Geography: The Middle Ages to the Exploration of the Americas. The program was crafted specifically to meet Tennessee's curriculum and standards, and we believe strongly that it is the best program developed for the state of Tennessee for use in this course.

This program failed to pass the review panel by a vote of 3 to 2. We would like to formally appeal the finding of the panel not to recommend the program. The program is very close to passing. Every line item in Section 1 was passed by a majority of the reviewers and there are only three line items that received any no votes. For this reason, we would like to take the time to carefully explain why we believe that the program should have passed the review process, and we are asking the Commission to reconsider the review panel's conclusions and to place the program on the adoption list for recommendation to the Tennessee State Board of Education.

In the Executive Summary below, we address in detail the individual concerns of the three reviewers who failed the program, but here is a summary of the situation and our argument:

[The concerns of Reviewer 32](#): This reviewer concluded that that the program met all of the Tennessee standards, but determined that the program had too much extraneous content. The majority of the reviewers did not conclude the program has too much extraneous content. In the Executive Summary below, we explain why we believe the content the reviewer identified is necessary for learning and should not be considered extraneous. It should be noted that extraneous content was the only grounds for this reviewer's "No" recommendation.

[The concerns of Reviewer 37](#): This reviewer also failed the program in part because the reviewer identified some of the content as extraneous. Not all of the content this reviewer identified as extraneous is the same as the content reviewer 32 thought was extraneous, and as noted above, the majority of reviewers did not conclude that any of the content was extraneous.

Because there is no unanimity on which content is extraneous, we find ourselves in a difficult situation. Had we removed content one reviewer thought was extraneous, we might well have been removing content a different reviewer thought was necessary to meet the course

requirements. In the Executive Summary below we explain why we think the various content segments identified as extraneous are necessary to the program and should not be grounds for the program to be rejected.

Reviewer 37 also indicated that the program should not pass because it does not present the content in the same sequence as the Tennessee state standards. We address this concern below, and we note that we cannot locate a state requirement that a program must present material in the order of the state standards. In the Executive Summary below we explain our reasons for the course sequence we chose.

Further, Reviewer 37 concluded that the program had insufficient content to meet Standard 7.39. All of the other reviewers (4 of 5) concluded that the program had sufficient content to meet this standard. We address this issue in detail below and respectfully submit that the program does have sufficient content to meet this standard.

The concerns of Reviewer 29: This reviewer concluded that the program had insufficient content to meet Standard 7.59. All of the other reviewers (4 of 5) concluded that the program had sufficient content to meet this standard. We also believe our original response to this reviewer reflected a misunderstanding of the reviewer's comment about standard 7.59. Below, we explain our misunderstanding, and why we believe the content is sufficient to meet this standard.

## Executive Summary for World History and Geography: The Middle Ages for Section I

### 1. **Regarding the findings of extraneous content:**

Section 1, Part B, Focus requires that "*Materials focus on the grade level standards (i.e., does not include information from outside of the scope of the grade level standards or use disconnected facts and details).*"

Three of five reviewers concluded McGraw-Hill's Grade 7 program met this requirement. Two reviewers (reviewer 32 and reviewer 37) identified some content as extraneous and made the following comments:

Reviewer 32 (see Report RR 32 0712 MH2) stated the following as evidence of extraneous content:

- pages 4-13 Fall of Rome (6th grade standards)
- pages 62-66 czars (not in the standards)
- pages 178-184 Korea (not in the standards)
- pages 212-126 Olmec (not in the standards - with the exception of the map on 214)
- pages 329-342 Enlightenment (not in the standards)

Reviewer 37 (see Report RR 37 0712 MH2) stated the following as evidence of extraneous content:

- Ch 1, Lesson 1 is mostly superfluous. Covered in 6<sup>th</sup> grade. Could use some of the information to teach the diffusion of Christianity and the Latin language, but don't need most of it. Re-Review Update: Again, this information is covered in the 6th grade standards and should therefore be in the 6th grade text. *[McGraw-Hill Note: This comment refers to pages 4-13 on the fall of Rome. See our comments below]*

- P179 – 184 do not match TN Standards and should be considered superfluous. Re-Review Update: This information is not a part of the Tennessee state standards for 7th grade. *[McGraw-Hill Note: This comment refers to content on the history of Korea. See our comments below]*
- P329 – 339 do not match TN Standards and should be considered superfluous. Re-Review Update: This information is not a part of the Tennessee state standards for 7th grade. *[McGraw-Hill Note: This comment refers to content on the Enlightenment. See our comments below]*

McGraw-Hill’s Response to the comments of Reviewers 32 and 37 concerning extraneous content: The task of identifying appropriate content for a program to ensure effective learning is challenging, and different perspectives are very much to be expected. We believe the Tennessee curriculum envisions a full narrative history for this course of study—not simply selected topics that are disconnected from each other. Both the course description and the unit overviews that accompany the standards lend support to this conclusion in that they describe the content to be taught in more general sweeping terms than do the individual standards.

For a history program to successfully present the story of history, identifying causes and effects, and making connections between people and events over time, it is very important that a program provide students with sufficient context, background, and explanation so that they see the connections and narrative “storyline” that defines history as its own discipline. For world history, it also critical that a program make connections across cultures so that students can understand and compare the diverse civilizations of the world, and understand, in the words of the Grade 7 course description, “the exchange of ideas, beliefs, technologies, and commodities.”

To assist in achieving this, state standards act as vital milestones, identifying the key concepts and events that must be included in the programs. They define the content a program “must have” in order to succeed. But they are not detailed enough to identify all of the content needed to flesh out the entire history of a civilization or an era. An effective history text has to fill in the gaps with content that builds understanding and context for students—it must make the standards into a story that students can follow and from which they can learn.

With that in mind, here is our thinking as to why the content of concern to these reviewers is not extraneous:

- Regarding inclusion of the fall of Rome (pages 4-10): The Grade 7 standards require a unit on the history of the Byzantine Empire: 400-1500s CE (standards 7.12-7.14). The overview the Tennessee standards provide for this unit says that “Students will analyze the geographic, political, economic, and cultural structures of the Byzantine Empire.” As part of that goal, standard 7.12 specifies that students “Identify the continuation of the Eastern Roman Empire as the Byzantine Empire, and describe the diffusion of Christianity and the Latin language.”

After analyzing this standard and considering how to present the history of the Byzantine Empire, we decided that an introductory lesson describing the decline and fall of Rome was necessary. We believe the content in this lesson is needed to give students the background

behind the rise of the Byzantine Empire, why it was structured the way it was, and what shaped its culture and traditions.

We know that the history of Rome is usually the last unit taught in Grade 6 and that teachers are likely to review that content with students at the start of Grade 7. Many teachers will seek to activate students' prior knowledge of Rome, both to assess how much Grade 6 knowledge has been retained, and to establish the framework for their discussion of the Byzantine Empire.

For the above reasons, we do not believe the content on the fall of Rome falls "outside the scope of the grade level standards" or constitutes "disconnected facts and details" as defined in the screening instrument. We would note that three of the five reviewers of the program (reviewers 29, 58 and 62) did not identify the material on the fall of Rome as extraneous.

- Regarding inclusion of early Russian history and the czars (pages 62-66):

We acknowledge that there are no Tennessee standards that directly require the history of Russia. We would note however that Standard 7.04 requires students to "*Examine the rise of the Mongol Empire, including the conquests of Genghis Khan.*" The section on Russia is very short, only about 400 words, and much of it describes the Mongol invasion and conquest of Russia and necessary context for that discussion.

In addition, this section on Russia briefly discusses the role of the Byzantine Empire in the rise of the first Russian kingdom, and role the Byzantine Empire played in Russia becoming Orthodox Christian. This aligns the content with Standard 7.12, which requires students to describe the Byzantine empire's role in "the diffusion of Christianity. . ."

For the above reasons, we do not believe this brief segment on Russia, about one-quarter of a lesson, falls "outside the scope of the grade level standards" or constitutes "disconnected facts and details" as defined in the screening instrument. We also believe that the role Russia plays in both European and Asian history up to the present day is important enough that students should be provided some context about the origins of Russia in order to understand the maps and historical events of Western Europe described elsewhere in the program.

We would also note that four of the five reviewers of the program (reviewers 29, 37, 58, and 62) did not identify the material on Russia as extraneous.

- Regarding inclusion of Korea's history (pages 178-184):

Korea is mentioned directly in standard 7.01 "*Identify and locate the geographical features of East Asia, including . . . Korean Peninsula*" and standard 7.09 "*Explain how Japanese culture changed through Chinese and Korean influences (including Buddhism and Confucianism) as shown in the Constitution of Prince Shotoku and the adoption of the Chinese writing system.*"

In addition, standard 7.04, "*Examine the rise of the Mongol Empire, including the conquests of Genghis Khan*" necessarily involves Korea as well, as the Mongols not only conquered Korea, but also used it as the base to launch their attempted invasion of Japan.

In addition, the standards call for an entire unit on East Asia, 400s to 1500s CE, and while we fully acknowledge that the overview of the unit specifies a focus on China and Japan, we concluded that such a discussion requires content about Korea as well, since both China and

Japan at various points in their history have invaded Korea, and Korea has often served as a bridge between Chinese and Japanese cultures.

For all of the above reasons, we decided to include one lesson on Korea in the program. That lesson includes standards-based topics including the importance of Korea's location (aligning with standard 7.01); the role of Korea in transmitting culture between China and Japan (aligning with standard 7.09); the spread of Buddhism in Korea (aligning with the course overview for Grade 7, which specifies that this course *"teach students about the historical context of ancient and major world religions"* as well as tangentially with standard 7.02's requirement that students understand the "spread of Buddhist beliefs"); and discussion of both Chinese and Japanese invasions of Korea.

We do not believe the lesson on Korea should be considered extraneous to the extent that it is deemed "outside the scope of the grade level standards" as defined in the screening instrument. We would also note that three of the five reviewers of the program (reviewers 29, 58, and 62) did not identify the material on Korea as extraneous.

- Regarding inclusion of content on the Olmec (pages 212-216):  
The Grade 7 standards require a unit on Indigenous Civilizations of the Americas, 400-1500s CE, and the course overview for the unit states: *"Students will analyze the geographic, political, economic, and cultural structures of indigenous civilizations of the Americas."* Standard 7.57 requires students to *"Describe the social, economic, and political characteristics of the Maya, Aztec, and Incan civilizations."* We concluded that a very brief discussion of the Olmec (about 100 words long) would provide useful context for students.

The Olmec are the precursor civilization to the later civilizations of Central America. In telling the history of the Maya and Aztec, we believed it helpful to students to explain how it came to be that people settled the region and to briefly inform them who had come before the Maya and Aztec. For similar reasons, the text devotes about 100 words to the Moche people as well—the precursors to the Incan civilization.

For the above reasons, we do not believe this very short segment of content should be considered extraneous to the extent that the program falls "outside the scope of the grade level standards" as defined in the screening instrument. We would also note that four of the five reviewers of the program (reviewers 29, 37, 58, and 62) did not identify the material on the Olmec as extraneous.

- Regarding inclusion of the Enlightenment (pages 329-342):  
We acknowledge that the standards do not specifically reference the Enlightenment. But the Grade 7 standards do require a unit on Early Modern Europe: 1400-1700s CE. The Enlightenment is part of the story of modern Europe in the late 1600s and early 1700s, and in analyzing the content that teachers in Tennessee would expect to cover for this era, we concluded many would expect to find material on the Enlightenment.

The overview for the unit found in the standards states that *"Students will analyze the origins, accomplishments, and geographic diffusion of the Renaissance as well as the historical developments of the Protestant Reformation and Scientific Revolution."* Standards 7.50, 7.51 and 7.52 directly address aspects of the history of the Scientific Revolution. The ideas of the

Enlightenment flow directly from the Scientific Revolution with its emphasis on rationalism and inquiry, and its willingness to challenge long-established ideas. Content on the Enlightenment helps students to understand the effects of the Scientific Revolution. In other words, it helps to complete the story of how the Scientific Revolution changed Europe—not only technologically, but also politically. It also looks forward, preparing students for the course in modern World History in high school.

For the above reasons, we chose to include a single lesson on the Enlightenment. We believe it is necessary to explain the effects of certain historical developments and we do not believe it should be considered extraneous to the extent that the program falls “outside the scope of the grade level standards” as defined in the screening instrument. We would also note that three out of five reviewers (reviewers 29, 58, and 62) did not identify the material on the Enlightenment as extraneous.

In Summary:

We have tried to explain our decision-making process and reasons for including specific content in the program. We approached the Tennessee standards thoughtfully and carefully, weighing the requirements of the standards against the challenge of assembling a coherent integrated narrative that effectively teaches the history of various peoples and civilizations with sufficient context and depth to ensure successful learning. The book was deliberately crafted to align with the historical time period of Tennessee’s Grade 7 course. Instead of submitting a traditional “modern times” volume that covers history from Rome to the present day, and is used by many other states, we sought to deliver a program that reflected Tennessee’s unique needs.

We would note again that three of the five reviewers of the program (Reviewers 29, 58 and 62) did not identify any material in the program as extraneous and that at least one reviewer commended the program for its additional content because it was needed for context. This outcome itself suggests that the course content did not depart significantly from the standards and scope of Tennessee’s Grade 7 curriculum.

We would point out as well that the disagreement among the reviewers on this creates a difficult position for a publisher in that a decision to remove content to address the concerns of one reviewer may mean the removal of material that another reviewer believes is necessary for teaching the course content.

While there is of course much room for disagreement as to how much content is too little or too much, we do not believe any of the content we included should be considered extraneous to the extent that it falls “outside the scope of the grade level standards” so significantly that the program should not be adopted.

**2. Regarding the concern that the program does not match the order of the Tennessee Standards:**

Section 1, Part B, Focus requires that “*Materials focus on the grade level standards (i.e., does not include information from outside of the scope of the grade level standards or use disconnected facts and details).*”

Reviewer 37 stated that the program did not pass this requirement in part because the chapters did not match the order of the Tennessee standards. Here is Reviewer 37’s verbatim comment:

*“Chapters need to be reorganized to reflect the sequence of the Tennessee standards. Re-Review Update: Tennessee standards are written in a thoughtful, carefully researched format and the textbook should match this. It is very difficult to find necessary information throughout the book, as evidenced by this process. Students and teachers would benefit from a text that is aligned to our standards, including order of information.”*

McGraw-Hill’s Response to the comments of Reviewer 37 concerning the order of the chapters:

We cannot locate any state requirement that the chapters of the program must present content in the order of the Tennessee state standards for a program to be recommended for adoption and do not think this is grounds for a program to not meet Section 1, Item B.

We would also note, for teachers who use the digital edition of our program, that the online platform allows them to reorganize the chapters into any sequence they prefer. While not a complete solution, it provides teachers with additional options for organizing and presenting their content as they think best.

We do want to stress, however, that McGraw-Hill’s Grade 7 program was specifically created for the Tennessee Social Studies curriculum, and we made every effort to align the program to the state standards and to keep the content for each unit together. The chapters are chunked together so that all the chapters needed for a particular Tennessee unit are kept together (for example, the two chapters that cover the East Asia unit in the standards follow each other, and the two chapters needed to cover the Early Modern Europe unit follow each other).

We kept the content together as outlined in the standards. However, in deciding the best sequence of the chapters, we took a number of factors into consideration. We noted that the course description specifically states that the Grade 7 course *“is a continuation of the 6th grade survey of world history and geography.”* For this reason, we concluded that many districts and teachers will want to ensure continuity of learning between Grade 6 and Grade 7. The last content covered in Grade 6 is the Roman Empire. Grade 6 ends circa 500 CE. Because of this, it made sense to begin Grade 7 with the Byzantine empire, which succeeds Rome. Teachers will frequently begin Grade 7 with a quick overview of what students learned in Grade 6 and in effect “pick up the story” where students left off at the end of the previous grade. Having decided to start with the Byzantine Empire, it then made sense to follow immediately with the chapter on Medieval Europe given that it continued the regional history of Europe.

As to the rest of the program, we would note that our final 3 chapters proceed in the same order as the Tennessee standards. In between the opening and closing of the program, we decided to group chapters by region and present history in chronological order for each region. Thus, the Byzantine chapter is followed by the chapter on medieval Europe then the chapter on the Middle East (the rise of Islam). The interconnections of the content in those three chapters (resulting from trade, cultural transfer, and religious conflicts, including the Crusades) suggest that they should be kept together. Similarly, the two chapters on East Asia were kept together. This left two “outliers”—the chapter on Africa and the chapter on the Americas. They were placed before the final three chapters to avoid confusing students about the historical chronology. We concluded that it was better to place the chapter on the Americas ahead of the chapter on Africa because the civilizations discussed in the Americas chapter begin before the civilizations described in the Africa chapter.

Historians disagree about the best way to order chapters in a world history textbook. We consulted many college textbooks and there does not appear to be a consensus on how to sequence content when the subject matter is spread across multiple civilizations in the world, as well as across time.

Given that there is no agreement, and that the state of Tennessee did not require publishers to follow a particular sequence, we do not believe the sequence of our chapters should be grounds for the program to fail to pass Section 1, Part B. Three of five reviewers (Reviewers 32, 58 and 62) did not raise any concern about the sequence of the chapters. And although a fourth reviewer (Reviewer 29) expressed a preference for the program to be in the order of the Tennessee standards, the reviewer did not conclude the program’s sequence was grounds for failing the program.

**3. Regarding the lack of alignment with standard 7.39**

Reviewer 37 found that the program had insufficient content to meet standard 7.39. All other reviewers (Reviewers 29, 32, 58 and 62) concluded the content was sufficient.

Standard 7.39 states: *“Explain the significance of the Reconquista, Inquisition, and the rise of Spanish and Portuguese kingdoms in the Iberian Peninsula.”*

After the initial review of the program, Reviewer 37 (see Report RR 37 0712 MH2) stated the following regarding Standard 7.39:

*“Not enough information given for students to master this standard. Information given reflects on how the Reconquista and Inquisition took place, but not the significance of these actions. Additionally, while it mentions that Spain was created, it doesn’t explain the significance of the Spanish and Portuguese kingdoms.”*

McGraw-Hill Education responded to the reviewer’s comment by adding new content to specifically address the significance of the Reconquista and Inquisition as requested. The chart below shows the text addressing this standard, before and after McGraw-Hill’s revisions:

Original McGraw-Hill Student Edition Text pages 85-86	Revised McGraw-Hill Student Edition Text pages 85-86 (new added is in red)
<p><b>JEWES AND MUSLIMS IN SPAIN</b></p> <p>During the Middle Ages, Muslims ruled much of the Iberian Peninsula. Today, the Iberian Peninsula is made up of Spain and Portugal. Medieval Muslims in this area developed a rich culture. They set up schools and built beautiful mosques and palaces, such as the Alhambra in Granada.</p> <p>Non-Muslim groups in the Caliphate, which included Christians and Jews, were allowed to continue practicing their religions. They had their own courts of law and were able to hold minor positions in government. However,</p>	<p><b>JEWES AND MUSLIMS IN SPAIN</b></p> <p>During the Middle Ages, Muslims ruled much of the Iberian Peninsula. Today, the Iberian Peninsula is made up of Spain and Portugal. Medieval Muslims in this area developed a rich culture. They set up schools and built beautiful mosques and palaces, such as the Alhambra in Granada.</p> <p>Non-Muslim groups in the Caliphate, which included Christians and Jews, were allowed to continue practicing their religions. They had their own courts of law and were able to hold minor positions in government.</p>

non-Muslims had to pay a special tax. They also faced additional regulations that were meant to remind them that they lived under Muslim rule. Many people converted to Islam as a result.

The Christians drove out the Muslims in a struggle called the Reconquista (ray•kohn•KEES•tuh), or “reconquest.” By 1250, there were three Christian kingdoms: Portugal, Castile, and Aragon. The only remaining Muslim kingdom was Granada. In 1469, Prince Ferdinand of Aragon married Princess Isabella of Castile. They united their kingdoms into one Catholic country called Spain.

Under Muslim rule, Iberian Jews had lived freely for the most part. As Christians gained control, they sometimes mistreated the Jews. In order to avoid persecution by Christians, many Jews became Christian. Ferdinand and Isabella, however, believed that some of the Jews secretly practiced Judaism. To force obedience to the Catholic Church, the rulers put the Spanish Inquisition into place.

The Spanish Inquisition tried and tortured thousands of people who were accused of being disloyal to the Catholic Church in Spain. In 1492, Ferdinand and Isabella ordered Jews to convert or leave Spain. Most Jews left to avoid the charge of heresy. After Spain conquered Granada in 1492, Muslims were given the same choice. Rather than convert to Catholicism, most Muslims left for North Africa.

However, non-Muslims had to pay a special tax. They also faced additional regulations that were meant to remind them that they lived under Muslim rule. Many people converted to Islam as a result.

Areas of fierce Christian resistance to Muslim rule, however, remained in the Iberian Peninsula. The Christians drove out the Muslims in a struggle called the Reconquista (ray•kohn•KEES•tuh), or “reconquest.” An outcome of the Reconquista was that by 1250, Muslim rule in the Iberian Peninsula had been replaced with three powerful Christian kingdoms: Portugal, Castile, and Aragon. The only remaining Muslim kingdom was Granada. In 1469, Prince Ferdinand of Aragon married Princess Isabella of Castile. They united their kingdoms into one Catholic country called Spain.

Under Muslim rule, Iberian Jews had lived freely for the most part. As Christians gained control, they sometimes mistreated the Jews. In order to avoid persecution by Christians, many Jews became Christian. Ferdinand and Isabella, however, believed that some of the Jews secretly practiced Judaism. To force obedience to the Catholic Church, the rulers put the Spanish Inquisition into place.

The Spanish Inquisition tried and tortured thousands of people who were accused of being disloyal to the Catholic Church in Spain. A significant result of the Inquisition was the removal of Jewish and Muslim people from Spain. In 1492, Ferdinand and Isabella ordered Jews to convert or leave Spain. Most Jews left to avoid the charge of heresy. After Spain conquered Granada in 1492, Muslims were given the same choice. Rather than convert to Catholicism, most Muslims left for North Africa. As a result of the Inquisition, Spain became a wholly Catholic country, but the economic and cultural contributions Jews and Muslims made to Spanish life were lost.

After examining the changes that McGraw-Hill proposed, Reviewer 37 stated the following:

*“Re-Review Update: There is still not enough information in the text to satisfy alignment to this standard. There are brief mentions of Portugal as a Christian kingdom on p 86 (as noted by MHE), but that does not explain Portugal's rise to prominence. Additionally, more information is needed on the Reconquista and Inquisition for students to grasp the significance and be aligned to standard 7.39.”*

McGraw-Hill is unclear as to what other information or detail on the Reconquista and the Inquisition is sought by the reviewer. We have described the events and added content to clarify their significance. The other four reviewers (reviewers 29, 32, 58, and 62) believed the content sufficient to meet the standard.

We will note that the reviewer may have overlooked additional detail about the Inquisition and its significance that appears in the chapter on the Reformation. On pages 290-291, the text reads as follows:

**SPANISH INQUISITION** *The Spanish Inquisition was a religious court. It was similar to the one that the Catholic Church had set up earlier in Europe to root out heresy (HEHR•uh•see), or beliefs that opposed Church teaching.*

*The purpose of the Spanish Inquisition was to find and punish those guilty of heresy. Torture was used to force people to confess their guilt. The head of the Spanish Inquisition was Tomás de Torquemada (tawr•kay•MAH•duh). Even the pope could not stop him from eventually executing about 2,000 Spaniards. In 1492, the Spanish monarchs ordered all Jews to become Catholic or leave the country. Ten years later, they gave Muslims the same order. Many people left in response to these orders.*

McGraw-Hill acknowledges that we were remiss in not pointing out the location of additional content that addresses the reviewer's other concern—that the significance of the rise of Portugal is not adequately addressed.

The primary significance of the rise of Portugal to the course of world history is the nation's contributions to exploration. Portugal's contributions are described in the chapter on the Age of Exploration. On pages 348-349, the text states the following:

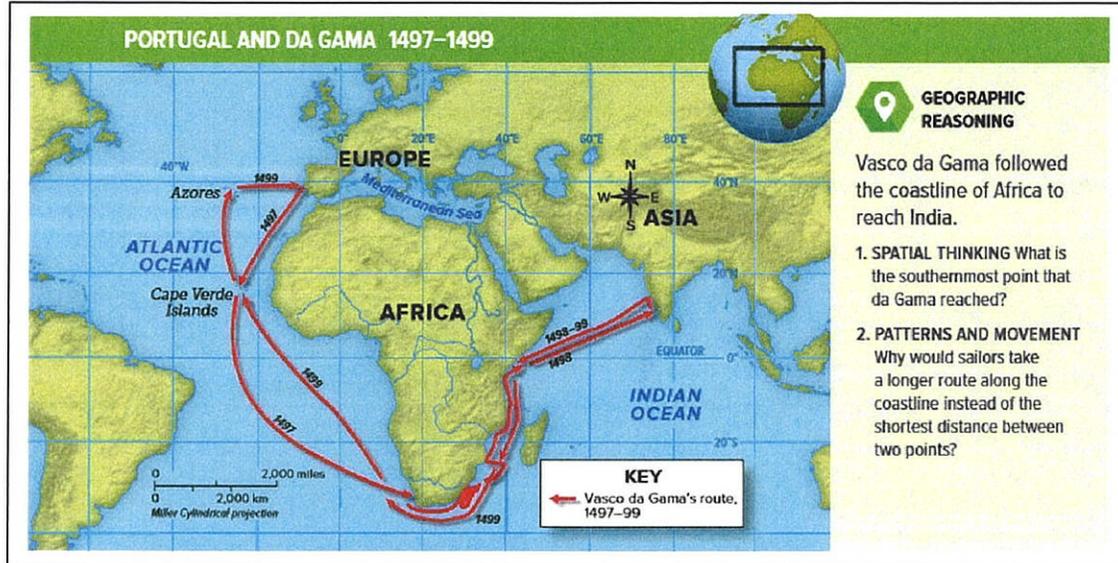
**"PORTUGAL LEADS THE WAY** *Prince Henry of Portugal became known as "Henry the Navigator," even though he had never made an ocean voyage. Eager for Portugal to explore the world, he paid for many voyages of exploration. About 1420, Henry's adventurers sailed along Africa's west coast, mapping its features. They obtained gold from trade with African kingdoms. The explorers also traveled west into the Atlantic Ocean, where they seized the Azores (AY•zawrz), Madeira (muh•DIHR•uh), and Cape Verde (VUHRD) islands. In 1488, the Portuguese explorer Bartolomeu Dias (bahr•tuh•luh•MEH•uh DEE•ahsh) sailed to the southern tip of Africa. Nine years later, Vasco da Gama (VAHS•koh dah GAM•uh) rounded the tip of Africa and landed on India's southwest coast. Europeans had at last found a water route to Asia."*

The text also includes a brief biography of Portugal's Prince Henry outlining both his contributions and Portugal's contributions. The biography appears on page 348 and reads as follows:

**"PRINCE HENRY THE NAVIGATOR** *Prince Henry's funding of exploration led to advances in geography, mapmaking, and navigation instruments such as the compass and astrolabe. During the 1400s, the Portuguese invented the caravel, a small, fast ship that allowed sailors to travel into the wind. Advances during Prince Henry's time made later*

technology possible, such as the first practical marine chronometer. It was invented in the 1700s by John Harrison to determine longitude at sea.”

The text also includes a detailed map on page 349 showing the routes of the explorer Vasco da Gama funded by Portugal (see below):



We believe that the content included in the program, as well as the new content we have added to address the reviewer’s concern, is sufficient to meet standard 7.39. The other four reviewers (Reviewers 29, 32, 58, and 62) believed the original text was sufficient to meet the standard. We would ask the commission to reconsider the reviewer’s recommendation to fail the program based on the program’s coverage of this standard.

#### 4. **Regarding the lack of alignment with standard 7.59**

Reviewer 29 found that the program had insufficient content to meet standard 7.59. All other reviewers (Reviewers 32, 37, 58 and 62) concluded the content was sufficient.

Standard 7.59 states:

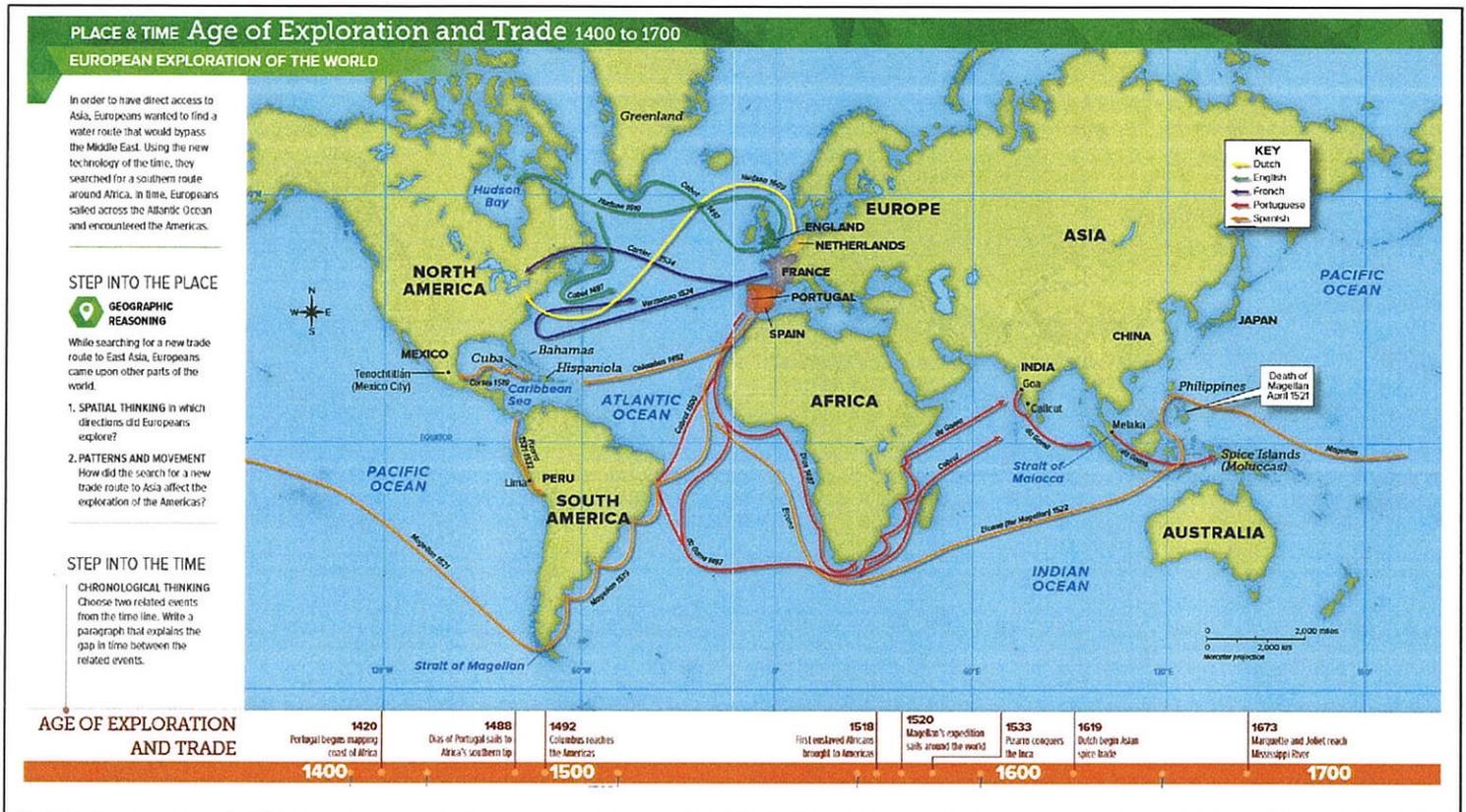
*“Identify the significance of the voyages and routes of discovery of the following explorers by their sponsoring country:*

- *England: Henry Hudson*
- *France: Jacques Cartier*
- *Portugal: Vasco da Gama, Bartolomeu Dias*
- *Spain: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Amerigo Vespucci”*

After the initial review of the program, Reviewer 29 (see Report RR 29 0712 MH2) stated the following regarding Standard 7.59:

*“Henry Hudson is only credited in the text as a Dutch Explorer. It would be helpful to have maps showing the corresponding routes and explorers the only one available in the text is Da Gama”*

McGraw-Hill responded to the reviewer’s concern by noting that the program does in fact include a map showing the routes of the explorers and that the map does identify Hudson as an English explorer. The map appears on pages 344-345 and is shown below:



After examining McGraw-Hill’s response, Reviewer 37 stated the following in their re-review:

*“Henry Hudson is not adequately covered as an English explorer. The text does not show the significance of the voyage while exploring for England as the standard details. One green arrow on a convoluted map at the beginning of the chapter is not adequate to meet the standard.”*

McGraw-Hill acknowledges that there appears to have been a misunderstanding of the reviewer’s concern. The reviewer’s original statement was taken to mean that the reviewer wanted the program to include a map that showed Henry Hudson labeled as an English explorer. The reviewer’s comment in the re-review is a request for additional content. We did not understand that request from the original comment.

McGraw-Hill includes the following content on Henry Hudson in Chapter 10 on page 361:

*“The 1600s were a golden age for the Netherlands. Dutch ships were efficient. Compared with ships from other European countries, Dutch ships could transport more goods and be operated by smaller crews. Dutch trading ships sailed to the southern tip of Africa to the islands of Southeast Asia and soon set out for North America. An English navigator named Henry Hudson claimed land for the Dutch along the Atlantic coast of North America. In 1621, Dutch traders established settlements in the Americas, including one on Manhattan Island that they called New Amsterdam. Today, this region is part of New York City. Unlike the Spanish, the Dutch were not as concerned with missionary activities. They focused mostly on building their colonies through trade and plantations.”*

In addition, we reference Hudson’s voyages and exploration in a chart of important European Explorers on page 361:

IMPORTANT EUROPEAN EXPLORERS				
Christopher Columbus	Vasco da Gama	Ferdinand Magellan	Jacques Cartier	Henry Hudson
				
<b>Voyages:</b> 1492, 1493, 1498, 1502	<b>Voyage:</b> 1497–1499	<b>Voyage:</b> 1519–1522	<b>Voyages:</b> 1534, 1535, 1541	<b>Voyages:</b> 1607, 1608, 1609, 1610
First European to sail west searching for a water route to Asia [Portrait c. 1800s]	First European to sail around the south of Africa and reach India [Portrait c. 1490s]	Led the first expedition to sail completely around the world [Portrait c. 1800s]	Explored the St. Lawrence River [Portrait c. 1800s]	Explored the Hudson River and Hudson Bay [Portrait published 1892–1893]

We also include a portrait of Hudson landing in North America along with a caption about his explorations. See the image below:



*Henry Hudson lands in North America ready to establish trade with Native Americans. He was sent by the Netherlands to find a Northwest Passage to Asia. (Painting c. 1838)*

**INTEGRATING VISUAL INFORMATION** What do you think Native Americans thought of Hudson and his crew?

As Europeans established trading posts and colonies in Asia and North America, the Pacific and Atlantic became battlegrounds. The Portuguese fought traders from India, the Arabian Peninsula, and Southeast Asia for control of the spice trade. The English, French, and Dutch attempted to weaken the Portuguese as early as the 1500s. In 1619, the Dutch built a fort on the island of Java, in what is now Indonesia. The Dutch

became so powerful that they pushed the Portuguese out of the spice trade.

Guns and powerful ships helped Europeans defeat Arab fleets and Indian armies. Across Asia, Europeans forced local rulers to open their lands to trade. The arrival of the Europeans in Japan caused a dramatic change in that society. A new Japanese shogun, the Tokugawa shogunate, used European-made guns and cannons to dominate his enemies. He was finally able to defeat the feudal lords and the daimyo and reunite Japan.

The Dutch, English, French, Portuguese, and Spanish battled for control of the Americas. To avoid war, they issued licenses, called letters of marque, that allowed individuals to become pirates and attack vessels from other nations. The Spanish took gold and silver from their colonies in the Americas. The Dutch, English, and French relied on trading different resources, including lumber and fur. In the following centuries, all European colonies set up plantations to encourage settlement of the Americas and to grow crops that were in demand in Europe, such as tobacco, sugar, and cotton.

We continue to believe we have sufficient content on Henry Hudson to meet the portion of standard 7.59 that references his explorations, and note again that all of the other reviewers (Reviewers 32, 37, 58, and 62) concluded that we had sufficient content to meet standard 7.59. We believe the text should not fail the review on the basis of our alignment with this portion of one standard and ask the Commission to reconsider the reviewer's findings on this issue.

Despite our confidence that we have met the standard, McGraw-Hill regrets the misunderstanding of the reviewer's concerns and we might well have taken additional steps had we understood the reviewer was requesting more narrative content not merely the addition of a map. It is our understanding that we are no longer allowed to make further revisions, but if the Commission is able to permit the addition of content at this stage, we will be happy to do so in consultation with reviewer 29.

## Conclusion

In summarizing the basis for our appeal, we wish to stress again that there is no line item in Section 1 where a majority of the reviewers failed this program. In every line item, except on the issue of extraneous content, 4 out of 5 reviewers passed the program. And on the issue of extraneous content, 3 out of 5 reviewers passed the program and the remaining two did not concur on the content they considered extraneous.

The failure to recommend was based on a vote of 3 to 2. One of the “no” votes (reviewer 32) was only based on a concern about extraneous content. The reviewer concluded the program had met all of the content standards in Section 1, Part A. Another “no” vote (reviewer 29) was based solely on the concern that a small portion of a single standard had not been met sufficiently (a viewpoint that no other reviewer shared), and the reviewer’s comment was sufficiently unclear that we misunderstood what was being requested.

We believe our detailed analysis above has shown that our program is aligned to the state standards and meets the requirements of all of Section 1. We ask that you reconsider the panel recommendation and choose to place McGraw-Hill Education’s Grade 7 program on the list recommended for adoption.

We greatly appreciate your time and attention to this matter. We believe our Grade 7 World History program, custom-built for Tennessee classrooms, is a superb program that is well-suited to the needs of Tennessee students and teachers, and that it will be an effective instructional tool for students and teachers alike should you grant our appeal and place it on the list of recommended titles.

On behalf of McGraw-Hill Education,

A handwritten signature in blue ink that reads "Darryl Fox". The signature is fluid and cursive, with the first name "Darryl" being larger and more prominent than the last name "Fox".

**Dr. Darryl Fox**

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