

Update to Content Accepted by SRP

Request to Update Content Reviewed and Accepted by the State Review Panel (SRP)

Proposed changes shall be made available for public review on Texas Education Agency's website for a minimum of seven calendar days prior to approval.

Indicate if the changes in the content were reviewed and accepted by the SRP to determine coverage of the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), or Texas Prekindergarten Guidelines (TPG) by selecting a box below. (**Note:** All request to update editions that do not change content reviewed and accepted by the SRP must be entered on the *Update to Content Not Reviewed by SRP* document.)

TEKS ELPS TPG TEKS and ELPS

Proclamation Year: Proclamation 2015
Publisher: McGraw Hill
Subject Area/Course: Social Studies/Grade 6

Adopted Program Information:

Title: Texas World Cultures And Geography
ISBN: 9780021407460

Enter the identical Program Title of your identical product that will contain the identical updates.

Identical Program Title: Texas World Cultures And Geography

Identical Program ISBN: 9780021407460

Adopted Component Information

Title: Texas World Cultures And Geography, Student Learning Center
ISBN: 9780021407460

Enter the identical component title of your identical product that will contain the identical updates.

Identical Component Title: Texas World Cultures And Geography, Student Learning Center

Identical Component ISBN: 9780021407460

Publisher's overall rationale for this update

To update the program with new material to align to the 2022 TEKS Update.

Publisher's overall description of the change

New material was added to the Texas World Cultures And Geography Student Learning Center to address the new 2022 TEKS approved by the State Board of Education

Update to Content Accepted by SRP

Access Information

Enter access information below to the adopted version of the instructional materials and the proposed new content.

Currently Adopted Content URL: <https://my.mheducation.com/login>

Currently Adopted Content Username: MHE_TX_Reviewer

Currently Adopted Content Password: 20education14

Proposed Updated Content URL: <https://my.mheducation.com/login>

Proposed Updated Content Username: TXTeks

Proposed Updated Content Password: TexasTeks24

Update comparison:

Each change in the component on this form should be documented in the update comparison below. You must submit a separate request for **each component**, not each change. (**Note:** Repeat this section as often as needed by copying and pasting the entire area from the (SE)(Breakout(s)) and (Citation Type(s)) to the dividing line for each change.)

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(19)(E)(i), Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 1, Lesson 2, Pg. 9; click on the Writing Skills Activity: Informative and Explanatory Writing

[https://connected.mcgraw-](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=V3CND14YDWJJQRGSXWH1KVXDG4&edition=STUDENT&page=9)

[hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=V3CND14YDWJJQRGSXWH1KVXDG4&edition=STUDENT&page=9](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=V3CND14YDWJJQRGSXWH1KVXDG4&edition=STUDENT&page=9)

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

NAME _____ DATE _____ CLASS _____

Writing Skills Activity

The Geographer's World

Informative and Explanatory Writing

Learning the Skill

Informative or explanatory writing is nonfiction writing that informs or explains. There are different types of explanatory writing including essays, articles, reports, and manuals. Your Student Edition includes informative writing. It provides specific information about people, places, and events.

Think about the different types of informative text that you have read. How has the author written the text so that it explains concepts well and is easy to understand? As you begin to write informative text, there are certain steps you can take to help improve your skills.

Getting Ready to Write

For example, you have been assigned to write an essay. Let us assume that you have already gathered and evaluated the primary and secondary sources that you will use to write your essay. You have evaluated the sources and found them to be valid, credible, accurate, and free of bias. Begin by organizing the research material you have gathered. You might develop a formal outline or simply sequence your research notes.

Keep in mind that significant claims made in your writing should be backed by reasoning and evidence. Reasoning is thinking about something logically. The evidence, which is your primary and secondary sources, includes facts or information you can use to support your claim. Think about what you are trying to prove or support. Then you can decide how you will write your essay.

You can choose from different types of text structures to present your essay in a logical format. Text structure refers to how your ideas are organized. Use the chart to see the different types of text structures that can be used in informative writing.

Type of Text Structure	Purpose
Cause and effect	Describes an outcome of a situation
Time/Order	Explains step-by-step or chronological order
Description	Provides qualities and characteristics of a subject
Compare and contrast	Describes likenesses or differences
Problem-solution	Presents a problem and then shows one or more solutions

Now you are ready to begin to write your essay. The final step of the writing process is to review and edit your written material and then communicate it with the intended audience.

Update to Content Accepted by SRP

NAME _____ DATE _____ CLASS _____

Writing Skills Activity *(continued)*

The Geographer's World

Informative and Explanatory Writing

Avoiding Plagiarism

When writers incorporate the research notes they have collected into their writing, they must be careful to present the information properly to avoid plagiarism. Plagiarism is the use of ideas or words of another person presented as your own without offering credit to the source. It is like forgery or copying something not yours. It also violates, or breaks, copyright laws. These laws prevent the unauthorized use of a writer's work.

Plagiarism uses a portion of written text word-for-word from a source without indicating it is someone else's work. Another example of plagiarism is when you repeat someone's idea as your own without identifying your source. Scholars can ruin their careers through plagiarism if they use content from books or the internet without citing the source or giving proper credit.

There are some general citation guidelines to use to avoid plagiarism, such as the following rules:

- Put information in your own words.
- When you restate something that you read, include a reference to the author:
"According to Smith and Jones, . . ."
- Always include a footnote or citation when you use a direct quotation from one of your sources.

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(19)(E)(i), Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 1, Lesson 2, Pg. 9; click on the Writing Skills Activity: Informative and Explanatory Writing, Applying the Skill Activity

[https://connected.mcgraw-](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=V3CND14YDWJJQRGSXWH1KVXDG4&edition=STUDENT&page=9)

[hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=V3CND14YDWJJQRGSXWH1KVXDG4&edition=STUDENT&page=9](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=V3CND14YDWJJQRGSXWH1KVXDG4&edition=STUDENT&page=9)

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

Applying the Skill

Informative/Explanatory Writing Research and write a report about a person or an innovation that you think changed the world for the better. Use reasoning to explain why you think the person or the innovation was significant. Include evidence to support your reasoning. Be sure you cite your sources in your report to avoid plagiarism.

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(19)(E)(ii), Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 1, Lesson 2, Pg. 9; click on the Writing Skills Activity: Informative and Explanatory Writing

[https://connected.mcgraw-](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=V3CND14YDWJJQRGSXWH1KVXDG4&edition=STUDENT&page=9)

[hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=V3CND14YDWJJQRGSXWH1KVXDG4&edition=STUDENT&page=9](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=V3CND14YDWJJQRGSXWH1KVXDG4&edition=STUDENT&page=9)

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

NAME _____ DATE _____ CLASS _____

Writing Skills Activity

The Geographer's World

Informative and Explanatory Writing

Learning the Skill

Informative or explanatory writing is nonfiction writing that informs or explains. There are different types of explanatory writing including essays, articles, reports, and manuals. Your Student Edition includes informative writing. It provides specific information about people, places, and events.

Think about the different types of informative text that you have read. How has the author written the text so that it explains concepts well and is easy to understand? As you begin to write informative text, there are certain steps you can take to help improve your skills.

Getting Ready to Write

For example, you have been assigned to write an essay. Let us assume that you have already gathered and evaluated the primary and secondary sources that you will use to write your essay. You have evaluated the sources and found them to be valid, credible, accurate, and free of bias. Begin by organizing the research material you have gathered. You might develop a formal outline or simply sequence your research notes.

Keep in mind that significant claims made in your writing should be backed by reasoning and evidence. Reasoning is thinking about something logically. The evidence, which is your primary and secondary sources, includes facts or information you can use to support your claim. Think about what you are trying to prove or support. Then you can decide how you will write your essay.

You can choose from different types of text structures to present your essay in a logical format. Text structure refers to how your ideas are organized. Use the chart to see the different types of text structures that can be used in informative writing.

Type of Text Structure	Purpose
Cause and effect	Describes an outcome of a situation
Time/Order	Explains step-by-step or chronological order
Description	Provides qualities and characteristics of a subject
Compare and contrast	Describes likenesses or differences
Problem-solution	Presents a problem and then shows one or more solutions

Now you are ready to begin to write your essay. The final step of the writing process is to review and edit your written material and then communicate it with the intended audience.

Update to Content Accepted by SRP

NAME _____ DATE _____ CLASS _____

Writing Skills Activity *(continued)*

The Geographer's World

Informative and Explanatory Writing

Avoiding Plagiarism

When writers incorporate the research notes they have collected into their writing, they must be careful to present the information properly to avoid plagiarism. Plagiarism is the use of ideas or words of another person presented as your own without offering credit to the source. It is like forgery or copying something not yours. It also violates, or breaks, copyright laws. These laws prevent the unauthorized use of a writer's work.

Plagiarism uses a portion of written text word-for-word from a source without indicating it is someone else's work. Another example of plagiarism is when you repeat someone's idea as your own without identifying your source. Scholars can ruin their careers through plagiarism if they use content from books or the internet without citing the source or giving proper credit.

There are some general citation guidelines to use to avoid plagiarism, such as the following rules:

- Put information in your own words.
- When you restate something that you read, include a reference to the author:
"According to Smith and Jones, . . ."
- Always include a footnote or citation when you use a direct quotation from one of your sources.

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(19)(E)(ii), Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 1, Lesson 2, Pg. 9; click on the Writing Skills Activity: Informative and Explanatory Writing; Applying the Skill Activity

[https://connected.mcgraw-](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=V3CND14YDWJJQRGSXWH1KVXDG4&edition=STUDENT&page=9)

[hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=V3CND14YDWJJQRGSXWH1KVXDG4&edition=STUDENT&page=9](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=V3CND14YDWJJQRGSXWH1KVXDG4&edition=STUDENT&page=9)

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

Applying the Skill

Informative/Explanatory Writing Research and write a report about a person or an innovation that you think changed the world for the better. Use reasoning to explain why you think the person or the innovation was significant. Include evidence to support your reasoning. Be sure you cite your sources in your report to avoid plagiarism.

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(19)(E)(iii), Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 1, Lesson 2, Pg. 9; click on the Writing Skills Activity: Informative and Explanatory Writing

[https://connected.mcgraw-](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=V3CND14YDWJJQRGSXWH1KVXDG4&edition=STUDENT&page=9)

[hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=V3CND14YDWJJQRGSXWH1KVXDG4&edition=STUDENT&page=9](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=V3CND14YDWJJQRGSXWH1KVXDG4&edition=STUDENT&page=9)

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

NAME _____ DATE _____ CLASS _____

Writing Skills Activity

The Geographer's World

Informative and Explanatory Writing

Learning the Skill

Informative or explanatory writing is nonfiction writing that informs or explains. There are different types of explanatory writing including essays, articles, reports, and manuals. Your Student Edition includes informative writing. It provides specific information about people, places, and events.

Think about the different types of informative text that you have read. How has the author written the text so that it explains concepts well and is easy to understand? As you begin to write informative text, there are certain steps you can take to help improve your skills.

Getting Ready to Write

For example, you have been assigned to write an essay. Let us assume that you have already gathered and evaluated the primary and secondary sources that you will use to write your essay. You have evaluated the sources and found them to be valid, credible, accurate, and free of bias. Begin by organizing the research material you have gathered. You might develop a formal outline or simply sequence your research notes.

Keep in mind that significant claims made in your writing should be backed by reasoning and evidence. Reasoning is thinking about something logically. The evidence, which is your primary and secondary sources, includes facts or information you can use to support your claim. Think about what you are trying to prove or support. Then you can decide how you will write your essay.

You can choose from different types of text structures to present your essay in a logical format. Text structure refers to how your ideas are organized. Use the chart to see the different types of text structures that can be used in informative writing.

Type of Text Structure	Purpose
Cause and effect	Describes an outcome of a situation
Time/Order	Explains step-by-step or chronological order
Description	Provides qualities and characteristics of a subject
Compare and contrast	Describes likenesses or differences
Problem-solution	Presents a problem and then shows one or more solutions

Now you are ready to begin to write your essay. The final step of the writing process is to review and edit your written material and then communicate it with the intended audience.

Update to Content Accepted by SRP

NAME _____ DATE _____ CLASS _____

Writing Skills Activity *(continued)*

The Geographer's World

Informative and Explanatory Writing

Avoiding Plagiarism

When writers incorporate the research notes they have collected into their writing, they must be careful to present the information properly to avoid plagiarism. Plagiarism is the use of ideas or words of another person presented as your own without offering credit to the source. It is like forgery or copying something not yours. It also violates, or breaks, copyright laws. These laws prevent the unauthorized use of a writer's work.

Plagiarism uses a portion of written text word-for-word from a source without indicating it is someone else's work. Another example of plagiarism is when you repeat someone's idea as your own without identifying your source. Scholars can ruin their careers through plagiarism if they use content from books or the internet without citing the source or giving proper credit.

There are some general citation guidelines to use to avoid plagiarism, such as the following rules:

- Put information in your own words.
 - When you restate something that you read, include a reference to the author:
"According to Smith and Jones, . . ."
 - Always include a footnote or citation when you use a direct quotation from one of your sources.
-

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(19)(E)(iii), Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 1, Lesson 2, Pg. 9; click on the Writing Skills Activity: Informative and Explanatory Writing; Applying the Skill Activity

[https://connected.mcgraw-](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=V3CND14YDWJJQRGSXWH1KVXDG4&edition=STUDENT&page=9)

[hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=V3CND14YDWJJQRGSXWH1KVXDG4&edition=STUDENT&page=9](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=V3CND14YDWJJQRGSXWH1KVXDG4&edition=STUDENT&page=9)

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

Applying the Skill

Informative/Explanatory Writing Research and write a report about a person or an innovation that you think changed the world for the better. Use reasoning to explain why you think the person or the innovation was significant. Include evidence to support your reasoning. Be sure you cite your sources in your report to avoid plagiarism.

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(19)(E)(iv), Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 1, Lesson 2, Pg. 9; click on the Writing Skills Activity: Informative and Explanatory Writing
<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=V3CND14YDWJJQRGSXWH1KVXDG4&edition=STUDENT&page=9>

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

NAME _____ DATE _____ CLASS _____

Writing Skills Activity

The Geographer's World

Informative and Explanatory Writing

Learning the Skill

Informative or explanatory writing is nonfiction writing that informs or explains. There are different types of explanatory writing including essays, articles, reports, and manuals. Your Student Edition includes informative writing. It provides specific information about people, places, and events.

Think about the different types of informative text that you have read. How has the author written the text so that it explains concepts well and is easy to understand? As you begin to write informative text, there are certain steps you can take to help improve your skills.

Getting Ready to Write

For example, you have been assigned to write an essay. Let us assume that you have already gathered and evaluated the primary and secondary sources that you will use to write your essay. You have evaluated the sources and found them to be valid, credible, accurate, and free of bias. Begin by organizing the research material you have gathered. You might develop a formal outline or simply sequence your research notes.

Keep in mind that significant claims made in your writing should be backed by reasoning and evidence. Reasoning is thinking about something logically. The evidence, which is your primary and secondary sources, includes facts or information you can use to support your claim. Think about what you are trying to prove or support. Then you can decide how you will write your essay.

You can choose from different types of text structures to present your essay in a logical format. Text structure refers to how your ideas are organized. Use the chart to see the different types of text structures that can be used in informative writing.

Type of Text Structure	Purpose
Cause and effect	Describes an outcome of a situation
Time/Order	Explains step-by-step or chronological order
Description	Provides qualities and characteristics of a subject
Compare and contrast	Describes likenesses or differences
Problem-solution	Presents a problem and then shows one or more solutions

Now you are ready to begin to write your essay. The final step of the writing process is to review and edit your written material and then communicate it with the intended audience.

Update to Content Accepted by SRP

NAME _____ DATE _____ CLASS _____

Writing Skills Activity *(continued)*

The Geographer's World

Informative and Explanatory Writing

Avoiding Plagiarism

When writers incorporate the research notes they have collected into their writing, they must be careful to present the information properly to avoid plagiarism. Plagiarism is the use of ideas or words of another person presented as your own without offering credit to the source. It is like forgery or copying something not yours. It also violates, or breaks, copyright laws. These laws prevent the unauthorized use of a writer's work.

Plagiarism uses a portion of written text word-for-word from a source without indicating it is someone else's work. Another example of plagiarism is when you repeat someone's idea as your own without identifying your source. Scholars can ruin their careers through plagiarism if they use content from books or the internet without citing the source or giving proper credit.

There are some general citation guidelines to use to avoid plagiarism, such as the following rules:

- Put information in your own words.
- When you restate something that you read, include a reference to the author:
"According to Smith and Jones, . . ."
- Always include a footnote or citation when you use a direct quotation from one of your sources.

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(19)(E)(iv), Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 1, Lesson 2, Pg. 9; click on the Writing Skills Activity; Applying the Skill Activity

[https://connected.mcgraw-](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=V3CND14YDWJJQRGSXWH1KVXDG4&edition=STUDENT&page=9)

[hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=V3CND14YDWJJQRGSXWH1KVXDG4&edition=STUDENT&page=9](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=V3CND14YDWJJQRGSXWH1KVXDG4&edition=STUDENT&page=9)

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

Applying the Skill

Informative/Explanatory Writing Research and write a report about a person or an innovation that you think changed the world for the better. Use reasoning to explain why you think the person or the innovation was significant. Include evidence to support your reasoning. Be sure you cite your sources in your report to avoid plagiarism.

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(19)(F)(i), Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 1, Lesson 1, Pg. 4; click on the Writing Skills Activity: Researching and Evaluating Sources

[https://connected.mcgraw-](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4)

[hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4)

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

NAME _____ DATE _____ CLASS _____

Writing Skills Activity

The Geographer's World

Researching and Evaluating Sources

Learning the Skill

Historians and social scientists get their evidence from various sources. Many of these sources are historical. Some sources, however, may be contemporary, meaning the source was created during the researcher's lifetime. Understanding types of sources and evaluating their quality is important when studying social studies.

Types of Sources

Historians and social scientists use a variety of source material to create the most complete picture possible of the event, society, or time period being studied. Historians and social scientists often use both primary and secondary sources.

Primary sources are pieces of evidence from people who saw or experienced the events described. Primary sources include written documents, such as letters, diaries, and official government records. Spoken interviews and objects such as photographs, tools, and clothing are primary sources. Literature or artwork from a particular time and place may be primary sources. Statistical data is also a type of primary source.

Secondary sources are created after the event occurred and by people who were not part of the event. The information in secondary sources is partially based on primary sources. Some common examples of secondary sources that you have likely used include biographies that describe people's lives and history books or historical magazines that provide overviews of events. Secondary sources can be used to gather background information and to gain a broader understanding of an event or historical period.

Evaluating Sources

As historians or other social scientists attempt to answer the questions they have developed, they often examine many possible sources. Social scientists must decide how useful each of those sources may be. To be useful, a source should be valid, credible, accurate, and free of bias.

Update to Content Accepted by SRP

NAME _____ DATE _____ CLASS _____

Writing Skills Activity *(continued)*

The Geographer's World

Researching and Evaluating Sources

The validity of a source refers to how closely the information being examined relates to the topic or question being studied. Researchers must determine that the source being considered is relevant and appropriate to the subject matter. This means selecting only the information that is essential to answering the question.

Sources should also be credible (truthful) and accurate. To determine the credibility of a source, a researcher asks the following questions:

- Does the creator of the source have a reputation for being believable and truthful, and does he or she have qualifications that suggest the source is credible?
- Who is the author and what are their qualifications?
- Are statements supported with evidence?
- Is the language objective and not emotional?
- Can the same information be found in another source?
- Does the creator of the source address other viewpoints?

The more you can answer "yes" to these questions about a primary or secondary source, the more reliable and credible you may consider the source.

The historian or geographer should also examine how and why the source was created. Is the source based on other, accurate, sources and strong evidence? Accuracy means the source presents the facts correctly. A researcher may look at other primary and secondary sources for agreement with the source being considered.

Social scientists must also consider the point of view of the creator of a source. Point of view is a general attitude about people or life. The creator of a source has a point of view that selects what event to focus on, who the important participants are, and which details are worth recording. It is important to identify the creator's point of view to evaluate the credibility of the source. For example, how does the person's point of view affect the way the facts are recorded?

Sometimes a writer's point of view is expressed as a bias, or an unreasoned judgment about people and events. A bias is a one-sided, unexamined view. A person who is biased has made a judgment about an event, a person, or a group without considering the many parts of the situation. Biased speakers and writers can be detected in various ways. Their statements use words expressing strong opinions or emotions such as *stupid, ignorant, impossible, great*, and

NAME _____ DATE _____ CLASS _____

Writing Skills Activity *(continued)*

The Geographer's World

Researching and Evaluating Sources

wonderful. They also tend to use words that allow no exceptions, such as *all, always*, and *never*. It is important to be aware of point of view and bias in your own research.

Researching on the Internet

Today, finding vast amounts of information online is easy. Many historical primary and secondary sources can be found in various online locations. However, online sources can be challenging when determining their credibility and accuracy. Often, articles on the internet do not provide an author. It may be unclear if the source was created by an expert on the subject or by someone who is simply interested in the subject. It is important to look for an author who you can research and learn about. Also, look for citations the writers refer to that support their content.

Looking at a web site's uniform resource locator, or URL, can help predict its credibility and accuracy. A URL that ends in .gov indicates it is part of a government entity. This site probably contains accurate data. A URL that ends in .edu is usually a site for an educational institution, such as a college or university. The information on such sites is often accurate but may contain opinions in addition to facts. Nonprofit organizations usually use .org at the end of their URLs. These sites may contain accurate information, but organizations sometimes emphasize information that supports their goals. Information at these sites should be examined for opinion-based statements and bias.

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(19)(F)(i), Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 1, Lesson 1, Pg. 4; click on the Writing Skills Activity: Researching and Evaluating Sources;
Applying the Skill Activity

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4>

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

Applying the Skill

Evaluating Sources Choose a topic from history that you have studied recently, or that you enjoy learning about. Then find 3-4 historical sources related to the topic and 3-4 contemporary sources about the topic. Examine each source for its validity (relation to your chosen topic), credibility, accuracy, and any signs of bias. Create a chart or report to show your findings for each of your sources.

|

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(19)(F)(ii), Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 1, Lesson 1, Pg. 4; click on the Writing Skills Activity: Researching and Evaluating Sources

[https://connected.mcgraw-](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4)

[hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4)

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

NAME _____ DATE _____ CLASS _____

Writing Skills Activity

The Geographer's World

Researching and Evaluating Sources

Learning the Skill

Historians and social scientists get their evidence from various sources. Many of these sources are historical. Some sources, however, may be contemporary, meaning the source was created during the researcher's lifetime. Understanding types of sources and evaluating their quality is important when studying social studies.

Types of Sources

Historians and social scientists use a variety of source material to create the most complete picture possible of the event, society, or time period being studied. Historians and social scientists often use both primary and secondary sources.

Primary sources are pieces of evidence from people who saw or experienced the events described. Primary sources include written documents, such as letters, diaries, and official government records. Spoken interviews and objects such as photographs, tools, and clothing are primary sources. Literature or artwork from a particular time and place may be primary sources. Statistical data is also a type of primary source.

Secondary sources are created after the event occurred and by people who were not part of the event. The information in secondary sources is partially based on primary sources. Some common examples of secondary sources that you have likely used include biographies that describe people's lives and history books or historical magazines that provide overviews of events. Secondary sources can be used to gather background information and to gain a broader understanding of an event or historical period.

Evaluating Sources

As historians or other social scientists attempt to answer the questions they have developed, they often examine many possible sources. Social scientists must decide how useful each of those sources may be. To be useful, a source should be valid, credible, accurate, and free of bias.

Update to Content Accepted by SRP

NAME _____ DATE _____ CLASS _____

Writing Skills Activity *(continued)*

The Geographer's World

Researching and Evaluating Sources

The validity of a source refers to how closely the information being examined relates to the topic or question being studied. Researchers must determine that the source being considered is relevant and appropriate to the subject matter. This means selecting only the information that is essential to answering the question.

Sources should also be credible (truthful) and accurate. To determine the credibility of a source, a researcher asks the following questions:

- Does the creator of the source have a reputation for being believable and truthful, and does he or she have qualifications that suggest the source is credible?
- Who is the author and what are their qualifications?
- Are statements supported with evidence?
- Is the language objective and not emotional?
- Can the same information be found in another source?
- Does the creator of the source address other viewpoints?

The more you can answer "yes" to these questions about a primary or secondary source, the more reliable and credible you may consider the source.

The historian or geographer should also examine how and why the source was created. Is the source based on other, accurate, sources and strong evidence? Accuracy means the source presents the facts correctly. A researcher may look at other primary and secondary sources for agreement with the source being considered.

Social scientists must also consider the point of view of the creator of a source. Point of view is a general attitude about people or life. The creator of a source has a point of view that selects what event to focus on, who the important participants are, and which details are worth recording. It is important to identify the creator's point of view to evaluate the credibility of the source. For example, how does the person's point of view affect the way the facts are recorded?

Sometimes a writer's point of view is expressed as a bias, or an unreasoned judgment about people and events. A bias is a one-sided, unexamined view. A person who is biased has made a judgment about an event, a person, or a group without considering the many parts of the situation. Biased speakers and writers can be detected in various ways. Their statements use words expressing strong opinions or emotions such as *stupid, ignorant, impossible, great*, and

NAME _____ DATE _____ CLASS _____

Writing Skills Activity *(continued)*

The Geographer's World

Researching and Evaluating Sources

wonderful. They also tend to use words that allow no exceptions, such as *all, always*, and *never*. It is important to be aware of point of view and bias in your own research.

Researching on the Internet

Today, finding vast amounts of information online is easy. Many historical primary and secondary sources can be found in various online locations. However, online sources can be challenging when determining their credibility and accuracy. Often, articles on the internet do not provide an author. It may be unclear if the source was created by an expert on the subject or by someone who is simply interested in the subject. It is important to look for an author who you can research and learn about. Also, look for citations the writers refer to that support their content.

Looking at a web site's uniform resource locator, or URL, can help predict its credibility and accuracy. A URL that ends in .gov indicates it is part of a government entity. This site probably contains accurate data. A URL that ends in .edu is usually a site for an educational institution, such as a college or university. The information on such sites is often accurate but may contain opinions in addition to facts. Nonprofit organizations usually use .org at the end of their URLs. These sites may contain accurate information, but organizations sometimes emphasize information that supports their goals. Information at these sites should be examined for opinion-based statements and bias.

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(19)(F)(ii), Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 1, Lesson 1, Pg. 4; click on the Writing Skills Activity: Researching and Evaluating Sources; Questions 4 and 5 and Applying the Skill Activity

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4>

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

NAME _____ DATE _____ CLASS _____

Writing Skills Activity *(continued)*

The Geographer's World

Researching and Evaluating Sources

4. **Describing** Why is it important to ensure your sources are credible and accurate when writing for social studies?
5. **Informative/Explanatory** On a separate sheet of paper, write a short essay explaining how you evaluate the credibility of primary and secondary sources. What questions should you ask about a source to determine if it presents facts in a reliable and objective way?

Applying the Skill

Evaluating Sources Choose a topic from history that you have studied recently, or that you enjoy learning about. Then find 3-4 historical sources related to the topic and 3-4 contemporary sources about the topic. Examine each source for its validity (relation to your chosen topic), credibility, accuracy, and any signs of bias. Create a chart or report to show your findings for each of your sources.

|

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(19)(F)(iii), Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 1, Lesson 1, Pg. 4; click on the Writing Skills Activity: Researching and Evaluating Sources

[https://connected.mcgraw-](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4)

[hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4)

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

NAME _____ DATE _____ CLASS _____

Writing Skills Activity

The Geographer's World

Researching and Evaluating Sources

Learning the Skill

Historians and social scientists get their evidence from various sources. Many of these sources are historical. Some sources, however, may be contemporary, meaning the source was created during the researcher's lifetime. Understanding types of sources and evaluating their quality is important when studying social studies.

Types of Sources

Historians and social scientists use a variety of source material to create the most complete picture possible of the event, society, or time period being studied. Historians and social scientists often use both primary and secondary sources.

Primary sources are pieces of evidence from people who saw or experienced the events described. Primary sources include written documents, such as letters, diaries, and official government records. Spoken interviews and objects such as photographs, tools, and clothing are primary sources. Literature or artwork from a particular time and place may be primary sources. Statistical data is also a type of primary source.

Secondary sources are created after the event occurred and by people who were not part of the event. The information in secondary sources is partially based on primary sources. Some common examples of secondary sources that you have likely used include biographies that describe people's lives and history books or historical magazines that provide overviews of events. Secondary sources can be used to gather background information and to gain a broader understanding of an event or historical period.

Evaluating Sources

As historians or other social scientists attempt to answer the questions they have developed, they often examine many possible sources. Social scientists must decide how useful each of those sources may be. To be useful, a source should be valid, credible, accurate, and free of bias.

Update to Content Accepted by SRP

NAME _____ DATE _____ CLASS _____

Writing Skills Activity *(continued)*

The Geographer's World

Researching and Evaluating Sources

The validity of a source refers to how closely the information being examined relates to the topic or question being studied. Researchers must determine that the source being considered is relevant and appropriate to the subject matter. This means selecting only the information that is essential to answering the question.

Sources should also be credible (truthful) and accurate. To determine the credibility of a source, a researcher asks the following questions:

- Does the creator of the source have a reputation for being believable and truthful, and does he or she have qualifications that suggest the source is credible?
- Who is the author and what are their qualifications?
- Are statements supported with evidence?
- Is the language objective and not emotional?
- Can the same information be found in another source?
- Does the creator of the source address other viewpoints?

The more you can answer "yes" to these questions about a primary or secondary source, the more reliable and credible you may consider the source.

The historian or geographer should also examine how and why the source was created. Is the source based on other, accurate, sources and strong evidence? Accuracy means the source presents the facts correctly. A researcher may look at other primary and secondary sources for agreement with the source being considered.

Social scientists must also consider the point of view of the creator of a source. Point of view is a general attitude about people or life. The creator of a source has a point of view that selects what event to focus on, who the important participants are, and which details are worth recording. It is important to identify the creator's point of view to evaluate the credibility of the source. For example, how does the person's point of view affect the way the facts are recorded?

Sometimes a writer's point of view is expressed as a bias, or an unreasoned judgment about people and events. A bias is a one-sided, unexamined view. A person who is biased has made a judgment about an event, a person, or a group without considering the many parts of the situation. Biased speakers and writers can be detected in various ways. Their statements use words expressing strong opinions or emotions such as *stupid, ignorant, impossible, great*, and

NAME _____ DATE _____ CLASS _____

Writing Skills Activity *(continued)*

The Geographer's World

Researching and Evaluating Sources

wonderful. They also tend to use words that allow no exceptions, such as *all, always*, and *never*. It is important to be aware of point of view and bias in your own research.

Researching on the Internet

Today, finding vast amounts of information online is easy. Many historical primary and secondary sources can be found in various online locations. However, online sources can be challenging when determining their credibility and accuracy. Often, articles on the internet do not provide an author. It may be unclear if the source was created by an expert on the subject or by someone who is simply interested in the subject. It is important to look for an author who you can research and learn about. Also, look for citations the writers refer to that support their content.

Looking at a web site's uniform resource locator, or URL, can help predict its credibility and accuracy. A URL that ends in .gov indicates it is part of a government entity. This site probably contains accurate data. A URL that ends in .edu is usually a site for an educational institution, such as a college or university. The information on such sites is often accurate but may contain opinions in addition to facts. Nonprofit organizations usually use .org at the end of their URLs. These sites may contain accurate information, but organizations sometimes emphasize information that supports their goals. Information at these sites should be examined for opinion-based statements and bias.

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(19)(F)(iii), Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 1, Lesson 1, Pg. 4; click on the Writing Skills Activity: Researching and Evaluating Sources; Question 3 and Applying the Skill Activity

[https://connected.mcgraw-](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4)

[hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4)

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

3. **Explaining** What is the meaning of bias? Why is it important to identify any bias in source material?

Applying the Skill

Evaluating Sources Choose a topic from history that you have studied recently, or that you enjoy learning about. Then find 3-4 historical sources related to the topic and 3-4 contemporary sources about the topic. Examine each source for its validity (relation to your chosen topic), credibility, accuracy, and any signs of bias. Create a chart or report to show your findings for each of your sources.

|

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(19)(F)(iv), Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 1, Lesson 1, Pg. 4; click on the Writing Skills Activity: Researching and Evaluating Sources

[https://connected.mcgraw-](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4)

[hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4)

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

NAME _____ DATE _____ CLASS _____

Writing Skills Activity

The Geographer's World

Researching and Evaluating Sources

Learning the Skill

Historians and social scientists get their evidence from various sources. Many of these sources are historical. Some sources, however, may be contemporary, meaning the source was created during the researcher's lifetime. Understanding types of sources and evaluating their quality is important when studying social studies.

Types of Sources

Historians and social scientists use a variety of source material to create the most complete picture possible of the event, society, or time period being studied. Historians and social scientists often use both primary and secondary sources.

Primary sources are pieces of evidence from people who saw or experienced the events described. Primary sources include written documents, such as letters, diaries, and official government records. Spoken interviews and objects such as photographs, tools, and clothing are primary sources. Literature or artwork from a particular time and place may be primary sources. Statistical data is also a type of primary source.

Secondary sources are created after the event occurred and by people who were not part of the event. The information in secondary sources is partially based on primary sources. Some common examples of secondary sources that you have likely used include biographies that describe people's lives and history books or historical magazines that provide overviews of events. Secondary sources can be used to gather background information and to gain a broader understanding of an event or historical period.

Evaluating Sources

As historians or other social scientists attempt to answer the questions they have developed, they often examine many possible sources. Social scientists must decide how useful each of those sources may be. To be useful, a source should be valid, credible, accurate, and free of bias.

Update to Content Accepted by SRP

NAME _____ DATE _____ CLASS _____

Writing Skills Activity *(continued)*

The Geographer's World

Researching and Evaluating Sources

The validity of a source refers to how closely the information being examined relates to the topic or question being studied. Researchers must determine that the source being considered is relevant and appropriate to the subject matter. This means selecting only the information that is essential to answering the question.

Sources should also be credible (truthful) and accurate. To determine the credibility of a source, a researcher asks the following questions:

- Does the creator of the source have a reputation for being believable and truthful, and does he or she have qualifications that suggest the source is credible?
- Who is the author and what are their qualifications?
- Are statements supported with evidence?
- Is the language objective and not emotional?
- Can the same information be found in another source?
- Does the creator of the source address other viewpoints?

The more you can answer "yes" to these questions about a primary or secondary source, the more reliable and credible you may consider the source.

The historian or geographer should also examine how and why the source was created. Is the source based on other, accurate, sources and strong evidence? Accuracy means the source presents the facts correctly. A researcher may look at other primary and secondary sources for agreement with the source being considered.

Social scientists must also consider the point of view of the creator of a source. Point of view is a general attitude about people or life. The creator of a source has a point of view that selects what event to focus on, who the important participants are, and which details are worth recording. It is important to identify the creator's point of view to evaluate the credibility of the source. For example, how does the person's point of view affect the way the facts are recorded?

Sometimes a writer's point of view is expressed as a bias, or an unreasoned judgment about people and events. A bias is a one-sided, unexamined view. A person who is biased has made a judgment about an event, a person, or a group without considering the many parts of the situation. Biased speakers and writers can be detected in various ways. Their statements use words expressing strong opinions or emotions such as *stupid, ignorant, impossible, great*, and

NAME _____ DATE _____ CLASS _____

Writing Skills Activity *(continued)*

The Geographer's World

Researching and Evaluating Sources

wonderful. They also tend to use words that allow no exceptions, such as *all, always*, and *never*. It is important to be aware of point of view and bias in your own research.

Researching on the Internet

Today, finding vast amounts of information online is easy. Many historical primary and secondary sources can be found in various online locations. However, online sources can be challenging when determining their credibility and accuracy. Often, articles on the internet do not provide an author. It may be unclear if the source was created by an expert on the subject or by someone who is simply interested in the subject. It is important to look for an author who you can research and learn about. Also, look for citations the writers refer to that support their content.

Looking at a web site's uniform resource locator, or URL, can help predict its credibility and accuracy. A URL that ends in .gov indicates it is part of a government entity. This site probably contains accurate data. A URL that ends in .edu is usually a site for an educational institution, such as a college or university. The information on such sites is often accurate but may contain opinions in addition to facts. Nonprofit organizations usually use .org at the end of their URLs. These sites may contain accurate information, but organizations sometimes emphasize information that supports their goals. Information at these sites should be examined for opinion-based statements and bias.

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(19)(F)(iv), Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 1, Lesson 1, Pg. 4; click on the Writing Skills Activity: Researching and Evaluating Sources; Question 4 and Applying the Skill Activity

[https://connected.mcgraw-](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4)

[hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4)

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

4. **Describing** Why is it important to ensure your sources are credible and accurate when writing for social studies?

Applying the Skill

Evaluating Sources Choose a topic from history that you have studied recently, or that you enjoy learning about. Then find 3-4 historical sources related to the topic and 3-4 contemporary sources about the topic. Examine each source for its validity (relation to your chosen topic), credibility, accuracy, and any signs of bias. Create a chart or report to show your findings for each of your sources.

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(19)(F)(v), Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 1, Lesson 1, Pg. 4; click on the Writing Skills Activity: Researching and Evaluating Sources

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4>

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

NAME _____ DATE _____ CLASS _____

Writing Skills Activity

The Geographer's World

Researching and Evaluating Sources

Learning the Skill

Historians and social scientists get their evidence from various sources. Many of these sources are historical. Some sources, however, may be contemporary, meaning the source was created during the researcher's lifetime. Understanding types of sources and evaluating their quality is important when studying social studies.

Types of Sources

Historians and social scientists use a variety of source material to create the most complete picture possible of the event, society, or time period being studied. Historians and social scientists often use both primary and secondary sources.

Primary sources are pieces of evidence from people who saw or experienced the events described. Primary sources include written documents, such as letters, diaries, and official government records. Spoken interviews and objects such as photographs, tools, and clothing are primary sources. Literature or artwork from a particular time and place may be primary sources. Statistical data is also a type of primary source.

Secondary sources are created after the event occurred and by people who were not part of the event. The information in secondary sources is partially based on primary sources. Some common examples of secondary sources that you have likely used include biographies that describe people's lives and history books or historical magazines that provide overviews of events. Secondary sources can be used to gather background information and to gain a broader understanding of an event or historical period.

Evaluating Sources

As historians or other social scientists attempt to answer the questions they have developed, they often examine many possible sources. Social scientists must decide how useful each of those sources may be. To be useful, a source should be valid, credible, accurate, and free of bias.

Update to Content Accepted by SRP

NAME _____ DATE _____ CLASS _____

Writing Skills Activity *(continued)*

The Geographer's World

Researching and Evaluating Sources

The validity of a source refers to how closely the information being examined relates to the topic or question being studied. Researchers must determine that the source being considered is relevant and appropriate to the subject matter. This means selecting only the information that is essential to answering the question.

Sources should also be credible (truthful) and accurate. To determine the credibility of a source, a researcher asks the following questions:

- Does the creator of the source have a reputation for being believable and truthful, and does he or she have qualifications that suggest the source is credible?
- Who is the author and what are their qualifications?
- Are statements supported with evidence?
- Is the language objective and not emotional?
- Can the same information be found in another source?
- Does the creator of the source address other viewpoints?

The more you can answer "yes" to these questions about a primary or secondary source, the more reliable and credible you may consider the source.

The historian or geographer should also examine how and why the source was created. Is the source based on other, accurate, sources and strong evidence? Accuracy means the source presents the facts correctly. A researcher may look at other primary and secondary sources for agreement with the source being considered.

Social scientists must also consider the point of view of the creator of a source. Point of view is a general attitude about people or life. The creator of a source has a point of view that selects what event to focus on, who the important participants are, and which details are worth recording. It is important to identify the creator's point of view to evaluate the credibility of the source. For example, how does the person's point of view affect the way the facts are recorded?

Sometimes a writer's point of view is expressed as a bias, or an unreasoned judgment about people and events. A bias is a one-sided, unexamined view. A person who is biased has made a judgment about an event, a person, or a group without considering the many parts of the situation. Biased speakers and writers can be detected in various ways. Their statements use words expressing strong opinions or emotions such as *stupid, ignorant, impossible, great*, and

NAME _____ DATE _____ CLASS _____

Writing Skills Activity *(continued)*

The Geographer's World

Researching and Evaluating Sources

wonderful. They also tend to use words that allow no exceptions, such as *all, always*, and *never*. It is important to be aware of point of view and bias in your own research.

Researching on the Internet

Today, finding vast amounts of information online is easy. Many historical primary and secondary sources can be found in various online locations. However, online sources can be challenging when determining their credibility and accuracy. Often, articles on the internet do not provide an author. It may be unclear if the source was created by an expert on the subject or by someone who is simply interested in the subject. It is important to look for an author who you can research and learn about. Also, look for citations the writers refer to that support their content.

Looking at a web site's uniform resource locator, or URL, can help predict its credibility and accuracy. A URL that ends in .gov indicates it is part of a government entity. This site probably contains accurate data. A URL that ends in .edu is usually a site for an educational institution, such as a college or university. The information on such sites is often accurate but may contain opinions in addition to facts. Nonprofit organizations usually use .org at the end of their URLs. These sites may contain accurate information, but organizations sometimes emphasize information that supports their goals. Information at these sites should be examined for opinion-based statements and bias.

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(19)(F)(v), Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 1, Lesson 1, Pg. 4; click on the Writing Skills Activity: Researching and Evaluating Sources; Applying the Skill Activity

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4>

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

Applying the Skill

Evaluating Sources Choose a topic from history that you have studied recently, or that you enjoy learning about. Then find 3-4 historical sources related to the topic and 3-4 contemporary sources about the topic. Examine each source for its validity (relation to your chosen topic), credibility, accuracy, and any signs of bias. Create a chart or report to show your findings for each of your sources.

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(19)(F)(vi), Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 1, Lesson 1, Pg. 4; click on the Writing Skills Activity: Researching and Evaluating Sources

[https://connected.mcgraw-](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4)

[hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4)

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

NAME _____ DATE _____ CLASS _____

Writing Skills Activity

The Geographer's World

Researching and Evaluating Sources

Learning the Skill

Historians and social scientists get their evidence from various sources. Many of these sources are historical. Some sources, however, may be contemporary, meaning the source was created during the researcher's lifetime. Understanding types of sources and evaluating their quality is important when studying social studies.

Types of Sources

Historians and social scientists use a variety of source material to create the most complete picture possible of the event, society, or time period being studied. Historians and social scientists often use both primary and secondary sources.

Primary sources are pieces of evidence from people who saw or experienced the events described. Primary sources include written documents, such as letters, diaries, and official government records. Spoken interviews and objects such as photographs, tools, and clothing are primary sources. Literature or artwork from a particular time and place may be primary sources. Statistical data is also a type of primary source.

Secondary sources are created after the event occurred and by people who were not part of the event. The information in secondary sources is partially based on primary sources. Some common examples of secondary sources that you have likely used include biographies that describe people's lives and history books or historical magazines that provide overviews of events. Secondary sources can be used to gather background information and to gain a broader understanding of an event or historical period.

Evaluating Sources

As historians or other social scientists attempt to answer the questions they have developed, they often examine many possible sources. Social scientists must decide how useful each of those sources may be. To be useful, a source should be valid, credible, accurate, and free of bias.

Update to Content Accepted by SRP

NAME _____ DATE _____ CLASS _____

Writing Skills Activity *(continued)*

The Geographer's World

Researching and Evaluating Sources

The validity of a source refers to how closely the information being examined relates to the topic or question being studied. Researchers must determine that the source being considered is relevant and appropriate to the subject matter. This means selecting only the information that is essential to answering the question.

Sources should also be credible (truthful) and accurate. To determine the credibility of a source, a researcher asks the following questions:

- Does the creator of the source have a reputation for being believable and truthful, and does he or she have qualifications that suggest the source is credible?
- Who is the author and what are their qualifications?
- Are statements supported with evidence?
- Is the language objective and not emotional?
- Can the same information be found in another source?
- Does the creator of the source address other viewpoints?

The more you can answer "yes" to these questions about a primary or secondary source, the more reliable and credible you may consider the source.

The historian or geographer should also examine how and why the source was created. Is the source based on other, accurate, sources and strong evidence? Accuracy means the source presents the facts correctly. A researcher may look at other primary and secondary sources for agreement with the source being considered.

Social scientists must also consider the point of view of the creator of a source. Point of view is a general attitude about people or life. The creator of a source has a point of view that selects what event to focus on, who the important participants are, and which details are worth recording. It is important to identify the creator's point of view to evaluate the credibility of the source. For example, how does the person's point of view affect the way the facts are recorded?

Sometimes a writer's point of view is expressed as a bias, or an unreasoned judgment about people and events. A bias is a one-sided, unexamined view. A person who is biased has made a judgment about an event, a person, or a group without considering the many parts of the situation. Biased speakers and writers can be detected in various ways. Their statements use words expressing strong opinions or emotions such as *stupid, ignorant, impossible, great*, and

NAME _____ DATE _____ CLASS _____

Writing Skills Activity *(continued)*

The Geographer's World

Researching and Evaluating Sources

wonderful. They also tend to use words that allow no exceptions, such as *all, always*, and *never*. It is important to be aware of point of view and bias in your own research.

Researching on the Internet

Today, finding vast amounts of information online is easy. Many historical primary and secondary sources can be found in various online locations. However, online sources can be challenging when determining their credibility and accuracy. Often, articles on the internet do not provide an author. It may be unclear if the source was created by an expert on the subject or by someone who is simply interested in the subject. It is important to look for an author who you can research and learn about. Also, look for citations the writers refer to that support their content.

Looking at a web site's uniform resource locator, or URL, can help predict its credibility and accuracy. A URL that ends in .gov indicates it is part of a government entity. This site probably contains accurate data. A URL that ends in .edu is usually a site for an educational institution, such as a college or university. The information on such sites is often accurate but may contain opinions in addition to facts. Nonprofit organizations usually use .org at the end of their URLs. These sites may contain accurate information, but organizations sometimes emphasize information that supports their goals. Information at these sites should be examined for opinion-based statements and bias.

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(19)(F)(vi), Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 1, Lesson 1, Pg. 4; click on the Writing Skills Activity: Researching and Evaluating Sources; Questions 4 and 5 and Applying the Skill Activity

[https://connected.mcgraw-](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4)

[hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4)

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

NAME _____ DATE _____ CLASS _____

Writing Skills Activity *(continued)*

The Geographer's World

Researching and Evaluating Sources

- 4. Describing** Why is it important to ensure your sources are credible and accurate when writing for social studies?
- 5. Informative/Explanatory** On a separate sheet of paper, write a short essay explaining how you evaluate the credibility of primary and secondary sources. What questions should you ask about a source to determine if it presents facts in a reliable and objective way?

Applying the Skill

Evaluating Sources Choose a topic from history that you have studied recently, or that you enjoy learning about. Then find 3-4 historical sources related to the topic and 3-4 contemporary sources about the topic. Examine each source for its validity (relation to your chosen topic), credibility, accuracy, and any signs of bias. Create a chart or report to show your findings for each of your sources.

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(19)(F)(vii), Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 1, Lesson 1, Pg. 4; click on the Writing Skills Activity: Researching and Evaluating Sources

[https://connected.mcgraw-](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4)

[hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4)

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

NAME _____ DATE _____ CLASS _____

Writing Skills Activity

The Geographer's World

Researching and Evaluating Sources

Learning the Skill

Historians and social scientists get their evidence from various sources. Many of these sources are historical. Some sources, however, may be contemporary, meaning the source was created during the researcher's lifetime. Understanding types of sources and evaluating their quality is important when studying social studies.

Types of Sources

Historians and social scientists use a variety of source material to create the most complete picture possible of the event, society, or time period being studied. Historians and social scientists often use both primary and secondary sources.

Primary sources are pieces of evidence from people who saw or experienced the events described. Primary sources include written documents, such as letters, diaries, and official government records. Spoken interviews and objects such as photographs, tools, and clothing are primary sources. Literature or artwork from a particular time and place may be primary sources. Statistical data is also a type of primary source.

Secondary sources are created after the event occurred and by people who were not part of the event. The information in secondary sources is partially based on primary sources. Some common examples of secondary sources that you have likely used include biographies that describe people's lives and history books or historical magazines that provide overviews of events. Secondary sources can be used to gather background information and to gain a broader understanding of an event or historical period.

Evaluating Sources

As historians or other social scientists attempt to answer the questions they have developed, they often examine many possible sources. Social scientists must decide how useful each of those sources may be. To be useful, a source should be valid, credible, accurate, and free of bias.

Update to Content Accepted by SRP

NAME _____ DATE _____ CLASS _____

Writing Skills Activity *(continued)*

The Geographer's World

Researching and Evaluating Sources

The validity of a source refers to how closely the information being examined relates to the topic or question being studied. Researchers must determine that the source being considered is relevant and appropriate to the subject matter. This means selecting only the information that is essential to answering the question.

Sources should also be credible (truthful) and accurate. To determine the credibility of a source, a researcher asks the following questions:

- Does the creator of the source have a reputation for being believable and truthful, and does he or she have qualifications that suggest the source is credible?
- Who is the author and what are their qualifications?
- Are statements supported with evidence?
- Is the language objective and not emotional?
- Can the same information be found in another source?
- Does the creator of the source address other viewpoints?

The more you can answer "yes" to these questions about a primary or secondary source, the more reliable and credible you may consider the source.

The historian or geographer should also examine how and why the source was created. Is the source based on other, accurate, sources and strong evidence? Accuracy means the source presents the facts correctly. A researcher may look at other primary and secondary sources for agreement with the source being considered.

Social scientists must also consider the point of view of the creator of a source. Point of view is a general attitude about people or life. The creator of a source has a point of view that selects what event to focus on, who the important participants are, and which details are worth recording. It is important to identify the creator's point of view to evaluate the credibility of the source. For example, how does the person's point of view affect the way the facts are recorded?

Sometimes a writer's point of view is expressed as a bias, or an unreasoned judgment about people and events. A bias is a one-sided, unexamined view. A person who is biased has made a judgment about an event, a person, or a group without considering the many parts of the situation. Biased speakers and writers can be detected in various ways. Their statements use words expressing strong opinions or emotions such as *stupid, ignorant, impossible, great*, and

NAME _____ DATE _____ CLASS _____

Writing Skills Activity *(continued)*

The Geographer's World

Researching and Evaluating Sources

wonderful. They also tend to use words that allow no exceptions, such as *all, always*, and *never*. It is important to be aware of point of view and bias in your own research.

Researching on the Internet

Today, finding vast amounts of information online is easy. Many historical primary and secondary sources can be found in various online locations. However, online sources can be challenging when determining their credibility and accuracy. Often, articles on the internet do not provide an author. It may be unclear if the source was created by an expert on the subject or by someone who is simply interested in the subject. It is important to look for an author who you can research and learn about. Also, look for citations the writers refer to that support their content.

Looking at a web site's uniform resource locator, or URL, can help predict its credibility and accuracy. A URL that ends in .gov indicates it is part of a government entity. This site probably contains accurate data. A URL that ends in .edu is usually a site for an educational institution, such as a college or university. The information on such sites is often accurate but may contain opinions in addition to facts. Nonprofit organizations usually use .org at the end of their URLs. These sites may contain accurate information, but organizations sometimes emphasize information that supports their goals. Information at these sites should be examined for opinion-based statements and bias.

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(19)(F)(vii), Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 1, Lesson 1, Pg. 4; click on the Writing Skills Activity: Researching and Evaluating Sources; Question 3 and Applying the Skill Activity

<https://connected.mcgraw->

[hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4)

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

3. **Explaining** What is the meaning of bias? Why is it important to identify any bias in source material?

Applying the Skill

Evaluating Sources Choose a topic from history that you have studied recently, or that you enjoy learning about. Then find 3-4 historical sources related to the topic and 3-4 contemporary sources about the topic. Examine each source for its validity (relation to your chosen topic), credibility, accuracy, and any signs of bias. Create a chart or report to show your findings for each of your sources.

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(19)(F)(viii), Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 1, Lesson 1, Pg. 4; click on the Writing Skills Activity: Researching and Evaluating Sources

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4>

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

NAME _____ DATE _____ CLASS _____

Writing Skills Activity

The Geographer's World

Researching and Evaluating Sources

Learning the Skill

Historians and social scientists get their evidence from various sources. Many of these sources are historical. Some sources, however, may be contemporary, meaning the source was created during the researcher's lifetime. Understanding types of sources and evaluating their quality is important when studying social studies.

Types of Sources

Historians and social scientists use a variety of source material to create the most complete picture possible of the event, society, or time period being studied. Historians and social scientists often use both primary and secondary sources.

Primary sources are pieces of evidence from people who saw or experienced the events described. Primary sources include written documents, such as letters, diaries, and official government records. Spoken interviews and objects such as photographs, tools, and clothing are primary sources. Literature or artwork from a particular time and place may be primary sources. Statistical data is also a type of primary source.

Secondary sources are created after the event occurred and by people who were not part of the event. The information in secondary sources is partially based on primary sources. Some common examples of secondary sources that you have likely used include biographies that describe people's lives and history books or historical magazines that provide overviews of events. Secondary sources can be used to gather background information and to gain a broader understanding of an event or historical period.

Evaluating Sources

As historians or other social scientists attempt to answer the questions they have developed, they often examine many possible sources. Social scientists must decide how useful each of those sources may be. To be useful, a source should be valid, credible, accurate, and free of bias.

Update to Content Accepted by SRP

NAME _____ DATE _____ CLASS _____

Writing Skills Activity *(continued)*

The Geographer's World

Researching and Evaluating Sources

The validity of a source refers to how closely the information being examined relates to the topic or question being studied. Researchers must determine that the source being considered is relevant and appropriate to the subject matter. This means selecting only the information that is essential to answering the question.

Sources should also be credible (truthful) and accurate. To determine the credibility of a source, a researcher asks the following questions:

- Does the creator of the source have a reputation for being believable and truthful, and does he or she have qualifications that suggest the source is credible?
- Who is the author and what are their qualifications?
- Are statements supported with evidence?
- Is the language objective and not emotional?
- Can the same information be found in another source?
- Does the creator of the source address other viewpoints?

The more you can answer "yes" to these questions about a primary or secondary source, the more reliable and credible you may consider the source.

The historian or geographer should also examine how and why the source was created. Is the source based on other, accurate, sources and strong evidence? Accuracy means the source presents the facts correctly. A researcher may look at other primary and secondary sources for agreement with the source being considered.

Social scientists must also consider the point of view of the creator of a source. Point of view is a general attitude about people or life. The creator of a source has a point of view that selects what event to focus on, who the important participants are, and which details are worth recording. It is important to identify the creator's point of view to evaluate the credibility of the source. For example, how does the person's point of view affect the way the facts are recorded?

Sometimes a writer's point of view is expressed as a bias, or an unreasoned judgment about people and events. A bias is a one-sided, unexamined view. A person who is biased has made a judgment about an event, a person, or a group without considering the many parts of the situation. Biased speakers and writers can be detected in various ways. Their statements use words expressing strong opinions or emotions such as *stupid, ignorant, impossible, great*, and

NAME _____ DATE _____ CLASS _____

Writing Skills Activity *(continued)*

The Geographer's World

Researching and Evaluating Sources

wonderful. They also tend to use words that allow no exceptions, such as *all, always*, and *never*. It is important to be aware of point of view and bias in your own research.

Researching on the Internet

Today, finding vast amounts of information online is easy. Many historical primary and secondary sources can be found in various online locations. However, online sources can be challenging when determining their credibility and accuracy. Often, articles on the internet do not provide an author. It may be unclear if the source was created by an expert on the subject or by someone who is simply interested in the subject. It is important to look for an author who you can research and learn about. Also, look for citations the writers refer to that support their content.

Looking at a web site's uniform resource locator, or URL, can help predict its credibility and accuracy. A URL that ends in .gov indicates it is part of a government entity. This site probably contains accurate data. A URL that ends in .edu is usually a site for an educational institution, such as a college or university. The information on such sites is often accurate but may contain opinions in addition to facts. Nonprofit organizations usually use .org at the end of their URLs. These sites may contain accurate information, but organizations sometimes emphasize information that supports their goals. Information at these sites should be examined for opinion-based statements and bias.

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(19)(F)(viii), Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 1, Lesson 1, Pg. 4; click on the Writing Skills Activity: Researching and Evaluating Sources; Question 4 and Applying the Skill Activity

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=7RDJQHSC3NQ5B8LYZHOEWE2D6Y&edition=STUDENT&page=4>

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

- 4. Describing** Why is it important to ensure your sources are credible and accurate when writing for social studies?

Applying the Skill

Evaluating Sources Choose a topic from history that you have studied recently, or that you enjoy learning about. Then find 3-4 historical sources related to the topic and 3-4 contemporary sources about the topic. Examine each source for its validity (relation to your chosen topic), credibility, accuracy, and any signs of bias. Create a chart or report to show your findings for each of your sources.

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(20)(D)(i), Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 1, Lesson 4, Pg. 3; Click on the Geography Skills Activity: Creating and Interpreting Sketch Maps

[https://connected.mcgraw-](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=WQKQRRXJG7VV1LLZ4VO57PC83Y&edition=STUDENT&page=3)

[hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=WQKQRRXJG7VV1LLZ4VO57PC83Y&edition=STUDENT&page=3](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=WQKQRRXJG7VV1LLZ4VO57PC83Y&edition=STUDENT&page=3)

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

NAME _____ DATE _____ CLASS _____

Geography Skills Activity

The Geographer's World

Creating and Interpreting Sketch Maps

Learning the Skill

A sketch map is a simple drawing of a geographical area. Most people create sketch maps by hand. A sketch map does not show exact distances. Rather, it is a basic drawing that shows where features are in relation to each other. For example, if a friend was not sure where you lived, you might draw a sketch map that identifies where your home is in relation to streets, buildings, or physical features.

Sometimes people use sketch maps to help them remember certain features about a place. Let's say that you are learning about the physical geography of the United States. You might study maps that show oceans, rivers, and mountains, but you still might not remember where the features are. If you draw your own sketch map of the United States, however, you will probably have a better understanding of where features are located.

Sketch maps can also help you interpret information. When you interpret a sketch map, you can often identify patterns, features, and spatial relationships more easily. For example, if you created a sketch map of the Mediterranean Sea region, you could predict that trade relationships probably developed among the lands that bordered the Mediterranean Sea. The Mediterranean Sea would make it easy for goods to be shipped to the lands.

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(20)(D)(i), Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 1, Lesson 4, Pg. 3; Click on the Geography Skills Activity: Creating and Interpreting Sketch Maps, Applying the Skill activity with questions

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=WQKQRRXJG7VV1LLZ4VO57PC83Y&edition=STUDENT&page=3>

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

Applying the Skill

Creating and Interpreting Regional Sketch Maps Find a map that shows information about how much land is used for farming in Africa. Then, create a sketch map that includes this same information. Remember to show specific physical features in addition to farmland. Using your sketch map, answer these questions:

1. About how much land in Africa is used for farming?
 2. Identify the regions where there is little farming.
 3. Based upon your sketch map, which regions in Africa would most be affected by droughts?
-

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(20)(D)(v), Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 1, Lesson 4, Pg. 3; Click on the Geography Skills Activity: Creating and Interpreting Sketch Maps

[https://connected.mcgraw-](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=WQKQRRXJG7VV1LLZ4VO57PC83Y&edition=STUDENT&page=3)

[hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=WQKQRRXJG7VV1LLZ4VO57PC83Y&edition=STUDENT&page=3](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=WQKQRRXJG7VV1LLZ4VO57PC83Y&edition=STUDENT&page=3)

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

NAME _____ DATE _____ CLASS _____

Geography Skills Activity

The Geographer's World

Creating and Interpreting Sketch Maps

Learning the Skill

A sketch map is a simple drawing of a geographical area. Most people create sketch maps by hand. A sketch map does not show exact distances. Rather, it is a basic drawing that shows where features are in relation to each other. For example, if a friend was not sure where you lived, you might draw a sketch map that identifies where your home is in relation to streets, buildings, or physical features.

Sometimes people use sketch maps to help them remember certain features about a place. Let's say that you are learning about the physical geography of the United States. You might study maps that show oceans, rivers, and mountains, but you still might not remember where the features are. If you draw your own sketch map of the United States, however, you will probably have a better understanding of where features are located.

Sketch maps can also help you interpret information. When you interpret a sketch map, you can often identify patterns, features, and spatial relationships more easily. For example, if you created a sketch map of the Mediterranean Sea region, you could predict that trade relationships probably developed among the lands that bordered the Mediterranean Sea. The Mediterranean Sea would make it easy for goods to be shipped to the lands.

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(20)(D)(v), Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 1, Lesson 4, Pg. 3; Click on the Geography Skills Activity: Creating and Interpreting Sketch Maps, Applying the Skill activity with questions

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=WQKQRRXJG7VV1LLZ4VO57PC83Y&edition=STUDENT&page=3>

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

Applying the Skill

Creating and Interpreting Regional Sketch Maps Find a map that shows information about how much land is used for farming in Africa. Then, create a sketch map that includes this same information. Remember to show specific physical features in addition to farmland. Using your sketch map, answer these questions:

1. About how much land in Africa is used for farming?
 2. Identify the regions where there is little farming.
 3. Based upon your sketch map, which regions in Africa would most be affected by droughts?
-

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(21)(F)(i), Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 4, Lesson 3, Pg. 1; Click on the Critical Thinking Skills Activity, Comparing and Contrasting: Types of Elections

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=HQP8N8TRN9VW4HBBNE9ERB75MTE&edition=STUDENT&page=1>

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

NAME _____ DATE _____ CLASS _____

Critical Thinking Skills Activity

The United States

Comparing and Contrasting: Types of Elections

Learning the Skill

When you compare two or more items, you identify their similarities. When you contrast two or more items, you identify their differences. You probably practice this skill and don't even know it. For example, if you compare dogs and cats as pets, you would identify how they are similar. Dogs and cats both require you to feed them. They both need to go to the vet to stay healthy. And most of the time, they enjoy human companionship.

However, there are differences between dogs and cats. When you contrast their characteristics, you describe how they are different. Dogs bark, but cats meow. Dogs enjoy walks in the park, but cats often prefer to take naps in the sun. Dogs need to be bathed, but cats bathe themselves.

Sometimes when you read text, you can spot words that act as clues that something is being compared. Words such as *like*, *similar to*, *also*, and *in the same way* are often used when comparing an event or concept. Clue words that reflect something being contrasted include *however*, *but*, *instead of*, or *on the contrary*.

Practicing the Skill

Directions Read the paragraphs then answer the questions.

Governmental and Democratic Processes: Elections

Free and fair elections are essential to a constitutional republic. In the United States, citizens can vote for issues that affect their community, as well as for the individuals who represent them in the different levels of government. Before a general election, in which voters choose the people to serve in government, an earlier election is often held to pick the candidates. Political parties in each state choose the method used to nominate, or choose, candidates. Political parties use primaries or caucuses to nominate candidates.

Primaries

Most states hold closed primaries. This means only registered members of a political party vote for the candidate they want to represent them in the general election. Some states have open primaries where voters can participate even if they are not a registered member of a party. However, they must select one party's primary to vote in.

NAME _____ DATE _____ CLASS _____

Critical Thinking Skills Activity *(continued)*

The United States

Comparing and Contrasting: Types of Elections

Caucuses

In a few states, instead of primaries, political parties hold caucuses to select candidates. Caucuses, unlike primaries, are a series of meetings. People at caucuses separate into groups according to the candidate they support and try to get others to join their group. At the end of the caucus, a vote is held, and delegates are given to candidates based on the number of votes they received. The delegates will vote for the selected candidate at the state or national convention.

Voting

States can set rules about who can vote as long as these rules do not conflict with the U.S. Constitution. All states require voters to be U.S. citizens to vote in state and federal elections, and to have resided in the state for a defined period of time. Voters must also register with the local government to vote. The registration rules and processes vary by state.

The democratic process relies on citizens to be informed and to vote. Voting gives citizens a voice in government. There are different ways to cast a ballot. Citizens can vote in person on Election Day or by absentee ballot, a ballot that allows people to vote without going to the polls. In many states, voters can also vote early in person up to a few weeks before an election at a central location.

Civil Discourse

Throughout this process of choosing candidates, people engage in civil discourse. A simple definition for "discourse" is the exchange of ideas in a conversation. "Civil discourse" takes place when people engage in conversation about issues or matters of public concern. The goal of civil discourse is to increase the knowledge of the participants and to promote understanding of different viewpoints. Democratic societies call for civil discourse, as every person has a right to think and speak for themselves and take an active role as a citizen. In such conversations, participants can disagree, but it should be done respectfully and never include personal attacks. The discussion should focus on an issue, and arguments should be logical and supported with evidence. This is particularly important when there are multiple and different perspectives on an issue. It is a shared responsibility among the speakers to make the conversation productive.

Engaging in civil discourse is necessary in a constitutional republic. Unlike authoritarian forms of government, a constitutional republic is responsible to its citizens. Policy decisions are made according to what the majority of the citizens prefer. But there are also safeguards in place to ensure that the majority does not silence those in the minority.

NAME _____ DATE _____ CLASS _____

Critical Thinking Skills Activity *(continued)*

The United States

Comparing and Contrasting: Types of Elections

Constitutional republics encourage civil discourse to listen to and share different views, gain understanding, and grow together as a society.

The social studies classroom is a place where you can engage in civil discourse on a range of social studies topics. Debates and deliberations provide two opportunities to practice those skills. Civil discourse involves a number of elements. These include showing respect for others, listening carefully, speaking effectively, evaluating arguments, and being ready to reach an agreement. These are attitudes and skills that you can practice and improve throughout your life.

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(21)(F)(i), Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 4, Lesson 3, Pg. 1; Click on the Critical Thinking Skills Activity, Comparing and Contrasting: Types of Elections, Questions 4 and 5

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=HQP8TRN9VW4HBBNE9ERB75MTE&edition=STUDENT&page=1>

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

4. **Defining** What is civil discourse?

5. **Describing** What are the elements of civil discourse?

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(22)(A)(i), Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 4, Lesson 3, Pg. 1; Click on the Critical Thinking Skills Activity, Comparing and Contrasting: Types of Elections

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=HQPN8TRN9VW4HBBNE9ERB75MTE&edition=STUDENT&page=1>

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

NAME _____ DATE _____ CLASS _____

Critical Thinking Skills Activity

The United States

Comparing and Contrasting: Types of Elections

Learning the Skill

When you compare two or more items, you identify their similarities. When you contrast two or more items, you identify their differences. You probably practice this skill and don't even know it. For example, if you compare dogs and cats as pets, you would identify how they are similar. Dogs and cats both require you to feed them. They both need to go to the vet to stay healthy. And most of the time, they enjoy human companionship.

However, there are differences between dogs and cats. When you contrast their characteristics, you describe how they are different. Dogs bark, but cats meow. Dogs enjoy walks in the park, but cats often prefer to take naps in the sun. Dogs need to be bathed, but cats bathe themselves.

Sometimes when you read text, you can spot words that act as clues that something is being compared. Words such as *like*, *similar to*, *also*, and *in the same way* are often used when comparing an event or concept. Clue words that reflect something being contrasted include *however*, *but*, *instead of*, or *on the contrary*.

Practicing the Skill

Directions Read the paragraphs then answer the questions.

Governmental and Democratic Processes: Elections

Free and fair elections are essential to a constitutional republic. In the United States, citizens can vote for issues that affect their community, as well as for the individuals who represent them in the different levels of government. Before a general election, in which voters choose the people to serve in government, an earlier election is often held to pick the candidates. Political parties in each state choose the method used to nominate, or choose, candidates. Political parties use primaries or caucuses to nominate candidates.

Primaries

Most states hold closed primaries. This means only registered members of a political party vote for the candidate they want to represent them in the general election. Some states have open primaries where voters can participate even if they are not a registered member of a party. However, they must select one party's primary to vote in.

Update to Content Accepted by SRP

NAME _____ DATE _____ CLASS _____

Critical Thinking Skills Activity *(continued)*

The United States

Comparing and Contrasting: Types of Elections

Caucuses

In a few states, instead of primaries, political parties hold caucuses to select candidates. Caucuses, unlike primaries, are a series of meetings. People at caucuses separate into groups according to the candidate they support and try to get others to join their group. At the end of the caucus, a vote is held, and delegates are given to candidates based on the number of votes they received. The delegates will vote for the selected candidate at the state or national convention.

Voting

States can set rules about who can vote as long as these rules do not conflict with the U.S. Constitution. All states require voters to be U.S. citizens to vote in state and federal elections, and to have resided in the state for a defined period of time. Voters must also register with the local government to vote. The registration rules and processes vary by state.

The democratic process relies on citizens to be informed and to vote. Voting gives citizens a voice in government. There are different ways to cast a ballot. Citizens can vote in person on Election Day or by absentee ballot, a ballot that allows people to vote without going to the polls. In many states, voters can also vote early in person up to a few weeks before an election at a central location.

Civil Discourse

Throughout this process of choosing candidates, people engage in civil discourse. A simple definition for "discourse" is the exchange of ideas in a conversation. "Civil discourse" takes place when people engage in conversation about issues or matters of public concern. The goal of civil discourse is to increase the knowledge of the participants and to promote understanding of different viewpoints. Democratic societies call for civil discourse, as every person has a right to think and speak for themselves and take an active role as a citizen. In such conversations, participants can disagree, but it should be done respectfully and never include personal attacks. The discussion should focus on an issue, and arguments should be logical and supported with evidence. This is particularly important when there are multiple and different perspectives on an issue. It is a shared responsibility among the speakers to make the conversation productive.

Engaging in civil discourse is necessary in a constitutional republic. Unlike authoritarian forms of government, a constitutional republic is responsible to its citizens. Policy decisions are made according to what the majority of the citizens prefer. But there are also safeguards in place to ensure that the majority does not silence those in the minority.

NAME _____ DATE _____ CLASS _____

Critical Thinking Skills Activity *(continued)*

The United States

Comparing and Contrasting: Types of Elections

Constitutional republics encourage civil discourse to listen to and share different views, gain understanding, and grow together as a society.

The social studies classroom is a place where you can engage in civil discourse on a range of social studies topics. Debates and deliberations provide two opportunities to practice those skills. Civil discourse involves a number of elements. These include showing respect for others, listening carefully, speaking effectively, evaluating arguments, and being ready to reach an agreement. These are attitudes and skills that you can practice and improve throughout your life.

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(22)(A)(i), Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 4, Lesson 3, Pg. 1; Click on the Critical Thinking Skills Activity, Comparing and Contrasting: Types of Elections, Questions 1-6 and Applying the Skill

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=HQPN8TRN9VW4HBBNE9ERB75MTE&edition=STUDENT&page=1>

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

1. **Identifying** What are two ways that political parties choose candidates?
2. **Comparing** How are primaries and caucuses similar?
3. **Contrasting** How do primaries and caucuses differ?
4. **Defining** What is civil discourse?
5. **Describing** What are the elements of civil discourse?

Update to Content Accepted by SRP

NAME _____ DATE _____ CLASS _____

Critical Thinking Skills Activity *(continued)*

The United States

Comparing and Contrasting: Types of Elections

6. **Modeling** Work individually or in a small group to create a model that explains the voting process in Texas. Use the Texas Secretary of State website to access information to include in your model about when, where, and how to vote.

Applying the Skill

Simulating a Primary and a Caucus As a class, list six or seven popular ice cream flavors without ranking them. Then hold a secret ballot primary election to choose the flavor that would "win" the primary. If results are too close, or there is a tie, drop some of the lower placing "candidates," then hold another vote. Before revealing the results, have the class hold a caucus to determine a winner from among the flavors. After both simulations are completed, reveal the results of the primary and the caucus. Have students write a reflection about each voting process and how it influenced the mock election and its outcomes.

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(22)(A)(i), Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 4, Lesson 3, Pg. 1; Click on the Critical Thinking Skills Activity: Identifying Central Issues and Due Process

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=HQP8TRN9VW4HBBNE9ERB75MTE&edition=STUDENT&page=1>

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

NAME _____ DATE _____ CLASS _____

Critical Thinking Skills Activity

The United States

Identifying Central Issues and Due Process

Learning the Skill

A central issue is the most important part of a subject that people are talking about. A central issue is like the main idea of a story. The phrase is usually used when discussing a problem that needs a resolution. Identifying the central, or main, issue of a problem helps you find possible solutions. For instance, let's say you find water all over the kitchen floor. As you investigate where the water is coming from, you find a busted pipe under the sink. The central issue is the busted pipe that needs fixed. That issue caused water to flow out onto the floor. In a society, various problems arise that affect its citizens, such as having safe schools, clean parks, or working streetlights. It is important to identify the central issues in a community and work together to resolve the problems.

When the Constitutional Convention delegates drafted the Constitution, they identified many central issues commonly faced by people when they were England's colonies, such as protecting the rights of citizens and limiting the power of government. Then they tried to address the central issues in the structure and processes of the government.

Practicing the Skill

Directions Read the paragraphs then answer the questions.

All citizens of the United States have certain basic rights. Many of those rights are included in the U.S. Constitution and may be familiar to you. For example, the Constitution guarantees the rights of speech and religion and the right to gather peacefully.

Due Process

The U.S. Constitution guarantees everyone due process rights. "Due process" means the government must follow fair procedures before it can take away a person's freedom or property. Legal procedures that are enacted by the United States government must be carried out equally and fairly. For example, before a person can be arrested for a crime, authorities must follow certain steps. Before police may search a person or a residence, they must show good cause for the search and obtain a warrant from a court. Once a person is arrested, due process means they are entitled to a court trial and legal representation.

Update to Content Accepted by SRP

NAME _____ DATE _____ CLASS _____

Critical Thinking Skills Activity *(continued)*

The United States

Another characteristic of due process refers to the fairness of laws themselves. A law cannot interfere with a person's basic freedoms or fundamental rights. This idea related to due process has been applied to laws that interfere with matters of privacy, marriage, and parental rights.

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(22)(A)(i), Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 4, Lesson 3, Pg. 1; Click on the Critical Thinking Skills Activity: Identifying Central Issues and Due Process; Questions 1-3 and Applying the Skill

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=HQP8TRN9VW4HBBNE9ERB75MTE&edition=STUDENT&page=1>

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

1. **Defining** What is due process?
2. **Identifying** What is one central issue addressed by the U.S. due process laws?
3. **Evaluating** Do you think due process is an important principle for a democracy? Explain.

Applying the Skill

Identifying Central Issues Research a recent court case that interests you and research the elements of due process that apply to the crime. In a poster or chart, describe the central issues of the crime and how due process was applied.

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(22)(A)(ii), Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 4, Lesson 3, Pg. 1; Click on the Critical Thinking Skills Activity, Comparing and Contrasting: Types of Elections

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=HQP8TRN9VW4HBBNE9ERB75MTE&edition=STUDENT&page=1>

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

NAME _____ DATE _____ CLASS _____

Critical Thinking Skills Activity

The United States

Comparing and Contrasting: Types of Elections

Learning the Skill

When you compare two or more items, you identify their similarities. When you contrast two or more items, you identify their differences. You probably practice this skill and don't even know it. For example, if you compare dogs and cats as pets, you would identify how they are similar. Dogs and cats both require you to feed them. They both need to go to the vet to stay healthy. And most of the time, they enjoy human companionship.

However, there are differences between dogs and cats. When you contrast their characteristics, you describe how they are different. Dogs bark, but cats meow. Dogs enjoy walks in the park, but cats often prefer to take naps in the sun. Dogs need to be bathed, but cats bathe themselves.

Sometimes when you read text, you can spot words that act as clues that something is being compared. Words such as *like*, *similar to*, *also*, and *in the same way* are often used when comparing an event or concept. Clue words that reflect something being contrasted include *however*, *but*, *instead of*, or *on the contrary*.

Practicing the Skill

Directions Read the paragraphs then answer the questions.

Governmental and Democratic Processes: Elections

Free and fair elections are essential to a constitutional republic. In the United States, citizens can vote for issues that affect their community, as well as for the individuals who represent them in the different levels of government. Before a general election, in which voters choose the people to serve in government, an earlier election is often held to pick the candidates. Political parties in each state choose the method used to nominate, or choose, candidates. Political parties use primaries or caucuses to nominate candidates.

Primaries

Most states hold closed primaries. This means only registered members of a political party vote for the candidate they want to represent them in the general election. Some states have open primaries where voters can participate even if they are not a registered member of a party. However, they must select one party's primary to vote in.

Update to Content Accepted by SRP

NAME _____ DATE _____ CLASS _____

Critical Thinking Skills Activity *(continued)*

The United States

Comparing and Contrasting: Types of Elections

Caucuses

In a few states, instead of primaries, political parties hold caucuses to select candidates. Caucuses, unlike primaries, are a series of meetings. People at caucuses separate into groups according to the candidate they support and try to get others to join their group. At the end of the caucus, a vote is held, and delegates are given to candidates based on the number of votes they received. The delegates will vote for the selected candidate at the state or national convention.

Voting

States can set rules about who can vote as long as these rules do not conflict with the U.S. Constitution. All states require voters to be U.S. citizens to vote in state and federal elections, and to have resided in the state for a defined period of time. Voters must also register with the local government to vote. The registration rules and processes vary by state.

The democratic process relies on citizens to be informed and to vote. Voting gives citizens a voice in government. There are different ways to cast a ballot. Citizens can vote in person on Election Day or by absentee ballot, a ballot that allows people to vote without going to the polls. In many states, voters can also vote early in person up to a few weeks before an election at a central location.

Civil Discourse

Throughout this process of choosing candidates, people engage in civil discourse. A simple definition for "discourse" is the exchange of ideas in a conversation. "Civil discourse" takes place when people engage in conversation about issues or matters of public concern. The goal of civil discourse is to increase the knowledge of the participants and to promote understanding of different viewpoints. Democratic societies call for civil discourse, as every person has a right to think and speak for themselves and take an active role as a citizen. In such conversations, participants can disagree, but it should be done respectfully and never include personal attacks. The discussion should focus on an issue, and arguments should be logical and supported with evidence. This is particularly important when there are multiple and different perspectives on an issue. It is a shared responsibility among the speakers to make the conversation productive.

Engaging in civil discourse is necessary in a constitutional republic. Unlike authoritarian forms of government, a constitutional republic is responsible to its citizens. Policy decisions are made according to what the majority of the citizens prefer. But there are also safeguards in place to ensure that the majority does not silence those in the minority.

NAME _____ DATE _____ CLASS _____

Critical Thinking Skills Activity *(continued)*

The United States

Comparing and Contrasting: Types of Elections

Constitutional republics encourage civil discourse to listen to and share different views, gain understanding, and grow together as a society.

The social studies classroom is a place where you can engage in civil discourse on a range of social studies topics. Debates and deliberations provide two opportunities to practice those skills. Civil discourse involves a number of elements. These include showing respect for others, listening carefully, speaking effectively, evaluating arguments, and being ready to reach an agreement. These are attitudes and skills that you can practice and improve throughout your life.

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(22)(A)(ii), Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 4, Lesson 3, Pg. 1; Click on the Critical Thinking Activity, Comparing and Contrasting: Types of Elections, Questions 1-6 and Applying the Skill

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=HQP8TRN9VW4HBBNE9ERB75MTE&edition=STUDENT&page=1>

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

1. **Identifying** What are two ways that political parties choose candidates?
2. **Comparing** How are primaries and caucuses similar?
3. **Contrasting** How do primaries and caucuses differ?
4. **Defining** What is civil discourse?
5. **Describing** What are the elements of civil discourse?

Update to Content Accepted by SRP

NAME _____ DATE _____ CLASS _____

Critical Thinking Skills Activity *(continued)*

The United States

Comparing and Contrasting: Types of Elections

6. **Modeling** Work individually or in a small group to create a model that explains the voting process in Texas. Use the Texas Secretary of State website to access information to include in your model about when, where, and how to vote.

Applying the Skill

Simulating a Primary and a Caucus As a class, list six or seven popular ice cream flavors without ranking them. Then hold a secret ballot primary election to choose the flavor that would "win" the primary. If results are too close, or there is a tie, drop some of the lower placing "candidates," then hold another vote. Before revealing the results, have the class hold a caucus to determine a winner from among the flavors. After both simulations are completed, reveal the results of the primary and the caucus. Have students write a reflection about each voting process and how it influenced the mock election and its outcomes.

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(22)(A)(ii), Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 4, Lesson 3, Pg. 1; Click on the Critical Thinking Skills Activity: Identifying Central Issues and Due Process

[https://connected.mcgraw-](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=HQP8N8TRN9VW4HBBNE9ERB75MTE&edition=STUDENT&page=1)

[hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=HQP8N8TRN9VW4HBBNE9ERB75MTE&edition=STUDENT&page=1](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=HQP8N8TRN9VW4HBBNE9ERB75MTE&edition=STUDENT&page=1)

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

NAME _____ DATE _____ CLASS _____

Critical Thinking Skills Activity

The United States

Identifying Central Issues and Due Process

Learning the Skill

A central issue is the most important part of a subject that people are talking about. A central issue is like the main idea of a story. The phrase is usually used when discussing a problem that needs a resolution. Identifying the central, or main, issue of a problem helps you find possible solutions. For instance, let's say you find water all over the kitchen floor. As you investigate where the water is coming from, you find a busted pipe under the sink. The central issue is the busted pipe that needs fixed. That issue caused water to flow out onto the floor. In a society, various problems arise that affect its citizens, such as having safe schools, clean parks, or working streetlights. It is important to identify the central issues in a community and work together to resolve the problems.

When the Constitutional Convention delegates drafted the Constitution, they identified many central issues commonly faced by people when they were England's colonies, such as protecting the rights of citizens and limiting the power of government. Then they tried to address the central issues in the structure and processes of the government.

Practicing the Skill

Directions Read the paragraphs then answer the questions.

All citizens of the United States have certain basic rights. Many of those rights are included in the U.S. Constitution and may be familiar to you. For example, the Constitution guarantees the rights of speech and religion and the right to gather peacefully.

Due Process

The U.S. Constitution guarantees everyone due process rights. "Due process" means the government must follow fair procedures before it can take away a person's freedom or property. Legal procedures that are enacted by the United States government must be carried out equally and fairly. For example, before a person can be arrested for a crime, authorities must follow certain steps. Before police may search a person or a residence, they must show good cause for the search and obtain a warrant from a court. Once a person is arrested, due process means they are entitled to a court trial and legal representation.

Update to Content Accepted by SRP

NAME _____ DATE _____ CLASS _____

Critical Thinking Skills Activity *(continued)*

The United States

Another characteristic of due process refers to the fairness of laws themselves. A law cannot interfere with a person's basic freedoms or fundamental rights. This idea related to due process has been applied to laws that interfere with matters of privacy, marriage, and parental rights.

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))

(22)(A)(ii), Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

There is no original content link because the content being added is to meet new 2022 TEKS.

Description of the specific location and hyperlink to the exact location of the proposed new content

Chapter 4, Lesson 3, Pg. 1; Click on the Critical Thinking Skills Activity: Identifying Central Issues and Due Process; Questions 1-3 and Applying the Skill

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=HQPN8TRN9VW4HBBNE9ERB75MTE&edition=STUDENT&page=1>

Screenshot of Currently Adopted Content

There is no original content link because the content being added is to meet new 2022 TEKS.

Screenshot of Proposed New Content

1. **Defining** What is due process?
2. **Identifying** What is one central issue addressed by the U.S. due process laws?
3. **Evaluating** Do you think due process is an important principle for a democracy? Explain.

Applying the Skill

Identifying Central Issues Research a recent court case that interests you and research the elements of due process that apply to the crime. In a poster or chart, describe the central issues of the crime and how due process was applied.

Update to Content Accepted by SRP

Signature: By entering your name below, you are signing this document electronically. You agree that your electronic signature is the equivalent of your manual signature.

x Kimberly A. Hawey

Date Submitted: 6/27/2024