

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 7

Adopted Program Information:

Title: Texas History
ISBN: 9780021357710

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

Identical Program Title: Texas History
Identical Program ISBN: 9780021357710

Adopted Component Information

Title: Texas History, Student Learning Center
ISBN: 9780021357710

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

Identical Component Title: Texas History, Student Learning Center
Identical Component ISBN: 9780021357710

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 History, 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))

(4)(A)(iii), Narrative

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

There is no original content to 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 15, Lesson 1, Pg. 5, Click on the Biography: Texas's Last President: Anson Jones

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=ZLS2Q2X511FVHKQDO82J738F31&nodeId=DQ52SGETQ93D5QYK4HMCJSX6PO&edition=STUDENT&page=5>

Screenshot of Currently Adopted Content

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

Screenshot of Proposed New Content

Name _____ Date _____ Class _____

Biography: Texas's Last President: Anson Jones (1798-1858)

The Lone Star State

Early Life and Texas Independence

Born in Massachusetts, Anson Jones became a doctor as a young man. Restless in his young life, Jones wandered from place to place, briefly living in far-away Venezuela. He settled in Texas in 1833, and his medical practice in Brazoria prospered.

As tensions between Texas and Mexico grew, Jones at first supported a peaceful solution. However, when the war began, he enlisted in a military unit and became its surgeon, taking part in the Battle of San Jacinto. After a brief service in the army, Jones returned to his medical practice in Brazoria.

Jones was soon elected to the Texas Congress. While in Congress, he pushed for improvements in education and the regulation of medical practices. When his congressional term ended, Texas President Sam Houston appointed Jones as Minister to the United States. In that position, Jones withdrew a Texas proposal for annexation to the United States. This began Jones's work with determining whether Texas would be an independent nation or a part of the United States of America.

More Government Service

During the presidency of Mirabeau Lamar, Jones served as a senator in the Texas Congress. Jones opposed many of Lamar's policies, and he returned to his medical practice when his term in the senate ended. After Sam Houston returned as Texas's president in 1841, he appointed Jones as his Secretary of State.

As Secretary of State, Jones carried out complex negotiations with Mexico, European powers such as Great Britain, and the United States. Texas sought a lasting peace with Mexico. With such a peace, Texas could remain an independent nation. Annexation by the United States was not guaranteed. Many Americans opposed annexation because Texas would become another slave state. A treaty between Texas and Great Britain or France could provide protection from Mexico and political and economic stability for the new country.

In 1844, U.S. President John Tyler was running for re-election. He promised Texas that annexation by the United States would be approved. However, Tyler was mistaken about the country's political feelings, and his proposal for annexation was voted down. Disappointed by the failure, Houston and Jones continued to appeal to European countries for recognition and assistance.

Update to Content Accepted by SRP

Name _____ Date _____ Class _____

Presidency and Annexation

Jones was elected president of Texas in 1844. As president, Jones was not committed to annexation by the United States. He did not even mention the subject of annexation in his inaugural address. However, both the new U.S. president, James K. Polk, and the Texas Congress sought annexation. Jones was still seeking recognition from Britain and France and did not call the Texas Congress into session. Texas legislators and citizens grew angry with Jones. Texas newspapers attacked Jones. When Jones achieved a treaty with Mexico, the legislature rejected it and demanded annexation by the United States. The Texas Congress also officially reprimanded Jones.

After the Texas Congress approved annexation, Jones had few official duties as president of Texas. A new Texas constitution was written and approved by the U.S. government in December, 1845. Jones's last act as president of Texas was to attend the February, 1846, ceremony of annexation. In a short speech, Jones commented, "The Republic of Texas is no more."

After annexation, Jones returned to his home and farmed for the remainder of his life. He was greatly disappointed when he was passed over for election to the U.S. Senate. He died in 1858. Today, his home can still be visited at the Washington-on-the-Brazos State Historic Site.

Update to Content Accepted by SRP

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

(4)(A)(iii), Activity

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

There is no original content to 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 15, Lesson 1, Pg. 5; Click on the Biography: Texas's Last President: Anson Jones, Question 1

[https://connected.mcgraw-](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=ZLS2Q2X511FVHKQDO82J738F31&nodeId=DQ52SGETQ93D5QYK4HMCJSX6PO&edition=STUDENT&page=5)

[hill.com/ssh/book.lesson.do?bookId=ZLS2Q2X511FVHKQDO82J738F31&nodeId=DQ52SGETQ93D5QYK4HMCJSX6PO&edition=STUDENT&page=5](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=ZLS2Q2X511FVHKQDO82J738F31&nodeId=DQ52SGETQ93D5QYK4HMCJSX6PO&edition=STUDENT&page=5)

Screenshot of Currently Adopted Content

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

Screenshot of Proposed New Content

Review

1. Which American presidents attempted to annex Texas? Which president was finally successful?
-

Update to Content Accepted by SRP

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

(4)(A)(vi), Activity

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

There is no original content to 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 15, Lesson 1, Pg. 5; Click on the Biography: Texas's Last President: Anson Jones, Question 3

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=ZLS2Q2X511FVHKQDO82J738F31&nodeId=DQ52SGETQ93D5QYK4HMCJSX6PO&edition=STUDENT&page=5>

Screenshot of Currently Adopted Content

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

Screenshot of Proposed New Content

3. Describe Anson Jones involvement in the annexation of Texas. Did Jones fully support annexation? Explain.

Update to Content Accepted by SRP

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

(20)(D)(ii), Activity

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

There is no original content to 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. 5; Click on the Writing Skills Activity-Researching and Evaluating Sources, Applying the Skill Question

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=ZLS2Q2X511FVHKQDO82J738F31&nodeId=1NZHPCN8NOZGNQX9KLNCPWHCD4&edition=STUDENT&page=5>

Screenshot of Currently Adopted Content

There is no original content screenshot 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))

(20)(E)(ii), Activity

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

There is no original content to 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 5, Pg. 6; Click on the Writing Skills Activity: Informative and Explanatory Writing, Applying the Skill Question

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=ZLS2Q2X511FVHKQDO82J738F31&nodeId=MJHETPRNCWY2Z9HVBMRMOE12CY&edition=STUDENT&page=6>

Screenshot of Currently Adopted Content

There is no original content screenshot 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))

(20)(E)(iv), Narrative

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

There is no original content to 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 5, Pg. 6; Click on the Writing Skills Activity: Informative and Explanatory Writing

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=ZLS2Q2X511FVHKQDO82J738F31&nodeId=MJHETPRNCWY2Z9HVBMRMOE12CY&edition=STUDENT&page=6>

Screenshot of Currently Adopted Content

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

Screenshot of Proposed New Content

NAME _____ DATE _____ CLASS _____

Writing Skills Activity

Understanding Social Studies

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)*

Understanding Social Studies

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))

(20)(E)(iv), Activity

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

There is no original content to 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 5, Pg. 6; Click on the Writing Skills Activity: Informative and Explanatory Writing, Applying the Skill Question

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=ZLS2Q2X511FVHKQDO82J738F31&nodeId=MJHETPRNCWY2Z9HVBMRMOE12CY&edition=STUDENT&page=6>

Screenshot of Currently Adopted Content

There is no original content screenshot 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))

(20)(F)(v), Activity

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

There is no original content to 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. 5; Click on the Writing Skills Activity: Researching and Evaluating Sources, Applying the Skill Question

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=ZLS2Q2X511FVHKQDO82J738F31&nodeId=1NZHPCN8NOZGNQX9KLNCPWHCD4&edition=STUDENT&page=5>

Screenshot of Currently Adopted Content

There is no original content screenshot 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))

(20)(F)(vi), Activity

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

There is no original content to 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. 5; Click on the Writing Skills Activity: Researching and Evaluating Sources, Applying the Skill Question

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=ZLS2Q2X511FVHKQDO82J738F31&nodeId=1NZHPCN8NOZGNQX9KLNCPWHCD4&edition=STUDENT&page=5>

Screenshot of Currently Adopted Content

There is no original content screenshot 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))

(20)(F)(vii), Activity

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

There is no original content to 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. 5; Click on the Writing Skills Activity: Researching and Evaluating Sources, Applying the Skill Question

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=ZLS2Q2X511FVHKQDO82J738F31&nodeId=1NZHPCN8NOZGNQX9KLNCPWHCD4&edition=STUDENT&page=5>

Screenshot of Currently Adopted Content

There is no original content screenshot 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))

(20)(F)(viii), Activity

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

There is no original content to 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. 5; Click on the Writing Skills Activity: Researching and Evaluating Sources, Applying the Skill Question

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=ZLS2Q2X511FVHKQDO82J738F31&nodeId=1NZHPCN8NOZGNQX9KLNCPWHCD4&edition=STUDENT&page=5>

Screenshot of Currently Adopted Content

There is no original content screenshot 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))

(21)(A)(iii), Activity

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

There is no original content to 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 27, Lesson 2, Pg. 1; Click on the Geography Skills Activity: Thematic Maps: Texas Population, Applying the Skill Question

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=ZLS2Q2X511FVHKQDO82J738F31&nodeId=L84EJ7GHKWHWGP9TYBY8HE5QL4&edition=STUDENT&page=1>

Screenshot of Currently Adopted Content

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

Screenshot of Proposed New Content

NAME _____ DATE _____ CLASS _____

Geography Skills Activity *(continued)* **Modern Texas**

Thematic Maps: Texas Population

Applying the Skill

Creating a Thematic Map Related to Population Use your research to plan and then create a thematic map dealing with Texas's population. You may wish to find a Texas outline map online or at the library to help begin your project. Be prepared to present your map to the class, explain what is represented on the map, and to answer the following questions:

1. Where did you find the information on your map?
 2. Why did you choose to present your population information in this way?
 3. What did you learn about recent population patterns in Texas as you created your map?
 4. As you completed your research, did anything you learn about Texas's population trends surprise you? Explain.
-

Update to Content Accepted by SRP

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

(22)(B)(ii), Activity

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

There is no original content to 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 5, Pg. 6; Click on the Writing Skills Activity: Informative and Explanatory Writing, Applying the Skill Question

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=ZLS2Q2X511FVHKQDO82J738F31&nodeId=MJHETPRNCWY2Z9HVBMRMOE12CY&edition=STUDENT&page=6>

Screenshot of Currently Adopted Content

There is no original content screenshot 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))

(22)(D)(i), Narrative

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

There is no original content to 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 3, Pg. 5; Click on the Critical Thinking Skills Activity: Comparing and Contrasting: Types of Elections

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=ZLS2Q2X511FVHKQDO82J738F31&nodeId=8C87O32XE9SKVK8DBB01CRQ4QE&edition=STUDENT&page=5>

Screenshot of Currently Adopted Content

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

Screenshot of Proposed New Content

NAME _____ DATE _____ CLASS _____

Critical Thinking Skills Activity

Understanding Social Studies

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)*

Understanding Social Studies

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. Consequently, constitutional republics are politically tolerant and allow for disagreement with the government and its policies.

NAME _____ DATE _____ CLASS _____

Critical Thinking Skills Activity *(continued)*

Understanding Social Studies

Comparing and Contrasting: Types of Elections

Constitutional republics encourage civil discourse as a way 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)(D)(i), Activity

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

There is no original content to 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 3, Pg. 5; Click on the Critical Thinking Skills Activity: Comparing and Contrasting: Types of Elections, Applying the Skill Question

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=ZLS2Q2X511FVHKQDO82J738F31&nodeId=8C87O32XE9SKVK8DBB01CRQ4QE&edition=STUDENT&page=5>

Screenshot of Currently Adopted Content

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

Screenshot of Proposed New Content

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))

(23)(A)(i), Narrative

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

There is no original content to 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 3, Pg. 5; Click on the Critical Thinking Skills Activity: Comparing and Contrasting: Types of Elections

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=ZLS2Q2X511FVHKQDO82J738F31&nodeId=8C87032XE9SKVK8DBB01CRQ4QE&edition=STUDENT&page=5>

Screenshot of Currently Adopted Content

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

Screenshot of Proposed New Content

NAME _____ DATE _____ CLASS _____

Critical Thinking Skills Activity

Understanding Social Studies

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)*

Understanding Social Studies

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. Consequently, constitutional republics are politically tolerant and allow for disagreement with the government and its policies.

NAME _____ DATE _____ CLASS _____

Critical Thinking Skills Activity *(continued)*

Understanding Social Studies

Comparing and Contrasting: Types of Elections

Constitutional republics encourage civil discourse as a way 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))

(23)(A)(i), Activity

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

There is no original content to 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 3, Pg. 5; Click on the Critical Thinking Skills Activity: Comparing and Contrasting: Types of Elections, Applying the Skill Question

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=ZLS2Q2X511FVHKQDO82J738F31&nodeId=8C87O32XE9SKVK8DBB01CRQ4QE&edition=STUDENT&page=5>

Screenshot of Currently Adopted Content

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

Screenshot of Proposed New Content

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))

(23)(A)(ii), Narrative

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

There is no original content to 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 3, Pg. 5; Click on the Critical Thinking Skills Activity: Comparing and Contrasting: Types of Elections

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=ZLS2Q2X511FVHKQDO82J738F31&nodeId=8C87O32XE9SKVK8DBB01CRQ4QE&edition=STUDENT&page=5>

Screenshot of Currently Adopted Content

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

Screenshot of Proposed New Content

NAME _____ DATE _____ CLASS _____

Critical Thinking Skills Activity

Understanding Social Studies

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)*

Understanding Social Studies

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. Consequently, constitutional republics are politically tolerant and allow for disagreement with the government and its policies.

NAME _____ DATE _____ CLASS _____

Critical Thinking Skills Activity *(continued)*

Understanding Social Studies

Comparing and Contrasting: Types of Elections

Constitutional republics encourage civil discourse as a way 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))

(23)(A)(ii), Activity

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

There is no original content to 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 3, Pg. 5; Click on the Critical Thinking Skills Activity: Comparing and Contrasting: Types of Elections, Applying the Skill Question

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=ZLS2Q2X511FVHKQDO82J738F31&nodeId=8C87O32XE9SKVK8DBB01CRQ4QE&edition=STUDENT&page=5>

Screenshot of Currently Adopted Content

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

Screenshot of Proposed New Content

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))

(23)(A)(iii), Narrative

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

There is no original content to 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 3, Pg. 5; Click on the Critical Thinking Skills Activity: Comparing and Contrasting: Types of Elections

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=ZLS2Q2X511FVHKQDO82J738F31&nodeId=8C87032XE9SKVK8DBB01CRQ4QE&edition=STUDENT&page=5>

Screenshot of Currently Adopted Content

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

Screenshot of Proposed New Content

NAME _____ DATE _____ CLASS _____

Critical Thinking Skills Activity

Understanding Social Studies

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)*

Understanding Social Studies

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. Consequently, constitutional republics are politically tolerant and allow for disagreement with the government and its policies.

NAME _____ DATE _____ CLASS _____

Critical Thinking Skills Activity *(continued)*

Understanding Social Studies

Comparing and Contrasting: Types of Elections

Constitutional republics encourage civil discourse as a way 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))

(23)(A)(iii), Activity

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

There is no original content to 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 3, Pg. 5; Click on the Critical Thinking Skills Activity: Comparing and Contrasting: Types of Elections, Applying the Skill Question

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=ZLS2Q2X511FVHKQDO82J738F31&nodeId=8C87O32XE9SKVK8DBB01CRQ4QE&edition=STUDENT&page=5>

Screenshot of Currently Adopted Content

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

Screenshot of Proposed New Content

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))

(23)(A)(iii), Narrative

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

There is no original content to 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 3, Pg. 6; Click on the Critical Thinking Skills Activity: Identifying Central Issues and Due Process

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=ZLS2Q2X511FVHKQDO82J738F31&nodeId=8C87O32XE9SKVK8DBB01CRQ4QE&edition=STUDENT&page=6>

Screenshot of Currently Adopted Content

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

Screenshot of Proposed New Content

NAME _____ DATE _____ CLASS _____

Critical Thinking Skills Activity **Understanding Social Studies**

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)*

Understanding Social Studies

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))

(23)(A)(iii), Activity

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

There is no original content to 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 3, Pg. 6; Click on the Critical Thinking Skills Activity: Identifying Central Issues and Due Process, Applying the Skill Question

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=ZLS2Q2X511FVHKQDO82J738F31&nodeId=8C87O32XE9SKVK8DBB01CRQ4QE&edition=STUDENT&page=6>

Screenshot of Currently Adopted Content

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

Screenshot of Proposed New Content

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))

(23)(A)(iv), Narrative

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

There is no original content to 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 3, Pg. 5; Click on the Critical Thinking Skills Activity: Comparing and Contrasting: Types of Elections

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=ZLS2Q2X511FVHKQDO82J738F31&nodeId=8C87O32XE9SKVK8DBB01CRQ4QE&edition=STUDENT&page=5>

Screenshot of Currently Adopted Content

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

Screenshot of Proposed New Content

NAME _____ DATE _____ CLASS _____

Critical Thinking Skills Activity

Understanding Social Studies

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)*

Understanding Social Studies

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. Consequently, constitutional republics are politically tolerant and allow for disagreement with the government and its policies.

NAME _____ DATE _____ CLASS _____

Critical Thinking Skills Activity *(continued)*

Understanding Social Studies

Comparing and Contrasting: Types of Elections

Constitutional republics encourage civil discourse as a way 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))

(23)(A)(iv), Activity

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

There is no original content to 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 3, Pg. 5; Click on the Critical Thinking Skills Activity: Comparing and Contrasting: Types of Elections, Practicing the Skill Question 6

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=ZLS2Q2X511FVHKQDO82J738F31&nodeId=8C87O32XE9SKVK8DBB01CRQ4QE&edition=STUDENT&page=5>

Screenshot of Currently Adopted Content

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

Screenshot of Proposed New Content

NAME _____ DATE _____ CLASS _____

Critical Thinking Skills Activity *(continued)*

Understanding Social Studies

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.
-

Update to Content Accepted by SRP

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

(23)(A)(iv), Narrative

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

There is no original content to 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 3, Pg. 6; Click on the Critical Thinking Skills Activity: Identifying Central Issues and Due Process

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=ZLS2Q2X511FVHKQDO82J738F31&nodeId=8C87O32XE9SKVK8DBB01CRQ4QE&edition=STUDENT&page=6>

Screenshot of Currently Adopted Content

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

Screenshot of Proposed New Content

NAME _____ DATE _____ CLASS _____

Critical Thinking Skills Activity

Understanding Social Studies

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)*

Understanding Social Studies

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))

(23)(A)(iv), Activity

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

There is no original content to 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 3, Pg. 6; Click on the Critical Thinking Skills Activity: Identifying Central Issues and Due Process, Applying the Skill Question

<https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=ZLS2Q2X511FVHKQDO82J738F31&nodeId=8C87O32XE9SKVK8DBB01CRQ4QE&edition=STUDENT&page=6>

Screenshot of Currently Adopted Content

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

Screenshot of Proposed New Content

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