# 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 8

## Adopted Program Information:
Title: Texas United States History to 1877
ISBN: 9780076598151

Enter the identical Program Title of your identical product that will contain the identical updates.
Identical Program Title: Texas United States History to 1877
Identical Program ISBN: 9780076598151

## Adopted Component Information
Title: Texas United States History to 1877, Student Learning Center
ISBN: 9780076598151

Enter the identical component title of your identical product that will contain the identical updates.
Identical Component Title: Texas United States History to 1877, Student Learning Center
Identical Component ISBN: 9780076598151

## 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 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.)

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**(SE)(Breakout(s)) and (Citation Type(s))**
(5)(B)(i), narrative

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**Description of the specific location and hyperlink to the exact location of the proposed new content**
Chapter 17, Lesson 1, Pg. 3; Click on Activity: Critical Thinking Skills Activity-Determining Cause and Effect and the Fugitive Slave Laws
https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=1YLPPBDGT55LSBBWSG2MCZVHBY&nodeId=ZQYX9D1NOEMYOQQFXGYQ9ZMYWE&edition=STUDENT&page=3

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**Fugitive Slave Laws**
As early as 1643, the New England Colonies required that runaway enslaved people be returned to their owners. The issue was even addressed in the newly ratified Constitution in 1788. Article IV, Section 2, Clause 3 of the Constitution is known as the Fugitive Slave Clause. This clause declared that enslaved people who fled to states where slavery was illegal would be returned to their owners.

The issue of returning runaway enslaved people, however, was not settled by the Constitution. Pro-slavery Southerners pushed for stricter legislation requiring the return of runaway enslaved people. As a result, Congress enacted two fugitive slave laws to settle the issue.

**The Fugitive Slave Act of 1793**
A dispute arose between Virginia and Pennsylvania that led to the passage of the Fugitive Slave Act of 1793. This law allowed slaveowners to seize runaway enslaved people and ordered state and federal authorities to help capture and return them. A judge could make the final decision whether the enslaved person was, in fact, a fugitive, without a jury. The act also fined people who helped runaway enslaved people.

The Fugitive Slave Act of 1793 was strongly opposed by Northerners, especially abolitionists. As a result of the Fugitive Slave Act, Northern states passed personal-liberty laws. These laws benefited people fleeing slavery. Any fugitive who appealed a decision against him or her was entitled to a trial by jury. In addition, a more efficient system emerged over time as people helped enslaved people escape through the Underground Railroad.

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3. **Identifying Cause and Effect** What were the effects of the Fugitive Slave Act of 1793?

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**(SE)(Breakout(s)) and (Citation Type(s))**
(7)(C)(ii), narrative

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**The Fugitive Slave Act of 1850**
As more states entered the Union, there was a growing tension among people living in the North and the South. Some states entered the Union as free states, others would have no limits on slavery. Tensions were so high that Southern states threatened to secede, or leave, the Union. To lessen the threat, Congress passed the Compromise of 1850. The Compromise was a series of bills to address issues related to slavery. One of those bills called for a stricter law concerning the return of runaway slaves. It was known as the Fugitive Slave Act of 1850.

The Fugitive Slave Act of 1850 had more regulations than the Fugitive Slave Act of 1793. The act required that enslaved people be returned to their owners, even if they were in a free state. If a fugitive was caught, they did not have the right to have the case heard in a court of law. Instead, their case was heard by a special commissioner, not a judge or jury. The act also made the federal government responsible for finding and returning fugitive enslaved people. Any African American, including free African Americans, could be sent to the South merely on the testimony of anyone claiming to be his or her owner. In addition, any person who aided a fugitive by providing food or shelter could be imprisoned for six months and forced to pay a $1000 fine.

**The Effects of the Fugitive Slave Act of 1850**
The effects of the new law were immediate. The new law did not resolve the issue of slavery. Abolitionists, including Northerners, refused to obey the law. They cited that if a law requires you to cause injustice to another, it was morally acceptable to break that law. Northern juries refused to convict people of breaking the new law. People gave money to buy freedom for enslaved people. Since a suspected enslaved person was not allowed a trial, freed African Americans were often kidnapped, taken south, and forced into slavery. Communities of freed African Americans in the North provided shelter and protection for fugitive enslaved people who were hunted by kidnappers, looking for runaways. About 15,000 free African Americans fled the United States for Canada, Haiti, the Caribbean, and Africa after the passage of the law.

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## Screenshot of Proposed New Content

4. **Identifying Effects** Analyze how each of these in the list below were impacted by the Fugitive Slave Act of 1850.

Slavery:

Abolitionists and Northerners:

Free African Americans:

**(SE)(Breakout(s)) and (Citation Type(s))**
(7)(C)(iii), narrative

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## Screenshot of Proposed New Content

4. **Identifying Effects** Analyze how each of these in the list below were impacted by the Fugitive Slave Act of 1850.

    Slavery:


    Abolitionists and Northerners:


    Free African Americans:

**(SE)(Breakout(s)) and (Citation Type(s))**
(7)(E)(i), narrative

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**Description of the specific location and hyperlink to the exact location of the proposed new content**
Chapter 16, Lesson 2, Pg. 3; Click on the Biography: John Quincy Adams
https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=1YLPPBDGT55LSBBWSG2MCZVHBY&nodeId=EVM1O7LN8Z8GHKKV1VDH9464J8&edition=STUDENT&page=3

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## Screenshot of Proposed New Content
Insert a screenshot of your proposed new content.

**A Second Congressional Career**
Adams's short retirement ended in 1830 when he was elected to the House of Representatives. During his time in the House, Adams fought against the expansion of slavery. The Southern states had passed a resolution to block any discussion of slavery in Congress. Adams fought for eight years to repeal this resolution until he succeeded. In 1841, Adams represented the Africans arrested in the *Amistad* slave ship case, winning their freedom before the U.S. Supreme Court.

# Update to Content Accepted by SRP

**(SE)(Breakout(s)) and (Citation Type(s))**
(17)(A)(v) narrative

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**Description of the specific location and hyperlink to the exact location of the proposed new content**
Chapter 8, Lesson 3, Pg. 4, Click on the Critical Thinking Skills Activity-Analyzing Information and Civil Discourse
https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=1YLPPBDGT55LSBBWSG2MCZVHBY&nodeId=D6JPTEQ13O8GQXE216OJCD7H21&edition=STUDENT&page=4

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## Screenshot of Proposed New Content

Civil discourse contributes to a successful debate. Effective debaters practice behaviors such as taking turns to speak, addressing the issue rather than attacking the other speaker, and demonstrating a willingness to listen. Civil discourse is reasoned conversation people use to discuss public issues. Sometimes at the conclusion of a debate, one side concedes to the other, sometimes no agreement is found, and sometimes the sides find a compromise. A compromise is the settling of a dispute when each party agrees to give up some of its demands to reach a resolution.

**A Convention in Philadelphia**
Not long after the Revolutionary War, it became apparent that the Articles of Confederation were not strong enough to bind the states together and protect them from foreign aggression and economic problems. Each state sent delegates to Philadelphia, Pennsylvania, to discuss the Articles of Confederation and the mounting problems facing the new nation. Although they agreed that a new plan for the government was needed, there was much debate about what this plan should look like.

The delegates started the convention by setting rules for the discussions, debates, and decisions. This ensured that the meetings would be civil and productive. Over a year, the delegates discussed how the

new government would be organized, what its duties would be, and what role the states and citizens wou play.

One important debate was about the strength of the national government. A national, or federal, government plays an important role in a country, but Americans just fought for their freedom from a powerful government. There were two views of the role a federal government should play.

**The Two Sides**
Federalists, such as Alexander Hamilton, James Madison, and John Jay believed that the nation needed strong federal government. They pushed for a federal government that had the power to deal with foreig powers and the economic difficulties of the country. They believed that individual rights could be protect in the way the government was organized.

Anti-Federalists, such as George Mason, Patrick Henry, and Richard Henry Lee, believed that a strong federal government would infringe on the rights of individuals. Keeping most of the power at the state lev would provide protection for individuals and control the power of the national government.

**Compromise and the Constitution**
The delegates ultimately created a federal government with the strength to handle national issues but shared its power with the states. It also divided the federal government into three branches: legislative, executive, and judicial, with a system of checks and balances in place to keep any one of the three branches from gaining too much power. The Anti-Federalists were still concerned about the rights of individuals. It was suggested that a bill of rights be added to the Constitution to address their concerns.

**(SE)(Breakout(s)) and (Citation Type(s))**
(17)(A)(v) activity

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4. **Drawing Inferences** What effect did setting rules for the discussions have on the meetings?

5. **Explaining** How did the rules set for the meetings reflect civil discourse?

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Chapter 1, Lesson 5, Pg. 8, Click on the Writing Skills Activity-Informative and Explanatory Writing
https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=1YLPPBDGT55LSBBWSG2MCZVHBY&nodeId=SXBQVQW28Q1MHBMQKP6T39L8FE&edition=STUDENT&page=8

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**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.

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## 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.

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1. **Analyzing** Using your reasoning skills, complete the chart by describing the type of text structure each sentence reflects.

| Text Structure | Type of Text Structure |
|---|---|
| The Mississippi River has affected the development of the United States. | |
| American artists, writers, and musicians have developed distinctly American styles. | |
| The Rocky Mountains differ greatly from the Appalachian Mountains. | |

## Applying the Skill

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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.

**(SE)(Breakout(s)) and (Citation Type(s))**
(29)(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. 8, Click on the Writing Skills Activity-Informative and Explanatory Writing
https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=1YLPPBDGT55LSBBWSG2MCZVHBY&nodeId=SXBQVQW28Q1MHBMQKP6T39L8FE&edition=STUDENT&page=8

## 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

1. **Analyzing** Using your reasoning skills, complete the chart by describing the type of text structure each sentence reflects.

| Text Structure | Type of Text Structure |
|---|---|
| The Mississippi River has affected the development of the United States. | |
| American artists, writers, and musicians have developed distinctly American styles. | |
| The Rocky Mountains differ greatly from the Appalachian Mountains. | |

## 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.

**(SE)(Breakout(s)) and (Citation Type(s))**
(29)(F)(ii), narrative

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**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=1YLPPBDGT55LSBBWSG2MCZVHBY&nodeId=1ZH23834DHTQXV5W9PZ5SMYT2E&edition=STUDENT&page=4

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## Screenshot of Proposed New Content

**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.

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.

**(SE)(Breakout(s)) and (Citation Type(s))**
(29)(F)(ii), activity

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## Screenshot of Proposed New Content

4. **Making Connections** Why is it important to make sure 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))**
 (29)(F)(iv), narrative

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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=1YLPPBDGT55LSBBWSG2MCZVHBY&nodeId=1ZH23834DHTQXV5W9PZ5SMYT2E&edition=STUDENT&page=4

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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.

**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.

**(SE)(Breakout(s)) and (Citation Type(s))**
 (29)(F)(iv), activity

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## Screenshot of Proposed New Content

4. **Making Connections** Why is it important to make sure 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))**
(29)(F)(v) narrative

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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=1YLPPBDGT55LSBBWSG2MCZVHBY&nodeId=1ZH23834DHTQXV5W9PZ5SMYT2E&edition=STUDENT&page=4

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**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.

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**(SE)(Breakout(s)) and (Citation Type(s))**
 (29)(F)(v) activity

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https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=1YLPPBDGT55LSBBWSG2MCZVHBY&nodeId=1ZH23834DHTQXV5W9PZ5SMYT2E&edition=STUDENT&page=4

## Screenshot of Currently Adopted Content
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## 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.

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 (29)(F)(vi) narrative

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## Screenshot of Proposed New Content

**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.

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- Does the creator of the source address other viewpoints?

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**Researching on the Internet**

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**(SE)(Breakout(s)) and (Citation Type(s))**
(29)(F)(vi) activity

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## Screenshot of Proposed New Content

4. **Making Connections** Why is it important to make sure 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.

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 (29)(F)(vii), narrative


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## Screenshot of Proposed New Content

**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.

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 *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.

**(SE)(Breakout(s)) and (Citation Type(s))**
(29)(F)(vii), activity

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https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=1YLPPBDGT55LSBBWSG2MCZVHBY&nodeId=1ZH23834DHTQXV5W9PZ5SMYT2E&edition=STUDENT&page=4

## Screenshot of Currently Adopted Content
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## 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.

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 (29)(F)(viii), narrative

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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.

### 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.

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## Screenshot of Proposed New Content

4. **Making Connections** Why is it important to make sure 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.

**(SE)(Breakout(s)) and (Citation Type(s))**
(30)(D)(i), narrative

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**Description of the specific location and hyperlink to the exact location of the proposed new content**
Chapter 8, Lesson 3, Pg. 4, Click on the Critical Thinking Skills Activity-Analyzing Information and Civil Discourse
https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=1YLPPBDGT55LSBBWSG2MCZVHBY&nodeId=D6JPTEQ13O8GQXE216OJCD7H21&edition=STUDENT&page=4

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## Screenshot of Proposed New Content

**Learning the Skill**

People debate when they have different opinions about a subject. Debate can occur in person or in writing. To debate a topic, a person must collect and analyze multiple pieces of information. The more information one gathers and analyzes, the more knowledgeable one becomes about an issue. Then, one must assess the information to arrive at a decision that one agrees with. This process of analyzing information helps a person form an opinion about an issue.

Then a person can engage in a debate about an issue. One feature of debate is engaging in civil discourse. Civil discourse is a way to discuss matters of public importance. *Discourse* means conversation or discussion. *Civil* has many different meanings, but two are relevant. First, *civil* refers to matters affecting the public. *Civil* also describes behavior that lets groups discuss topics positively and constructively.

Civil discourse contributes to a successful debate. Effective debaters practice behaviors such as taking turns to speak, addressing the issue rather than attacking the other speaker, and demonstrating a willingness to listen. Civil discourse is reasoned conversation people use to discuss public issues. Sometimes at the conclusion of a debate, one side concedes to the other, sometimes no agreement is found, and sometimes the sides find a compromise. A compromise is the settling of a dispute when each party agrees to give up some of its demands to reach a resolution.

**A Convention in Philadelphia**

Not long after the Revolutionary War, it became apparent that the Articles of Confederation were not strong enough to bind the states together and protect them from foreign aggression and economic problems. Each state sent delegates to Philadelphia, Pennsylvania, to discuss the Articles of Confederation and the mounting problems facing the new nation. Although they agreed that a new plan for the government was needed, there was much debate about what this plan should look like.

The delegates started the convention by setting rules for the discussions, debates, and decisions. This ensured that the meetings would be civil and productive. Over a year, the delegates discussed how the new government would be organized, what its duties would be, and what role the states and citizens would play.

One important debate was about the strength of the national government. A national, or federal, government plays an important role in a country, but Americans just fought for their freedom from a powerful government. There were two views of the role a federal government should play.

**The Two Sides**

Federalists, such as Alexander Hamilton, James Madison, and John Jay believed that the nation needed a strong federal government. They pushed for a federal government that had the power to deal with foreign powers and the economic difficulties of the country. They believed that individual rights could be protected in the way the government was organized.

**(SE)(Breakout(s)) and (Citation Type(s))**
 (30)(D)(i), activity

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## Screenshot of Proposed New Content

4. **Drawing Inferences** What effect did setting rules for the discussions have on the meetings?

5. **Explaining** How did the rules set for the meetings reflect civil discourse?

## Applying the Skill

**Analyzing and Assessing** Find the transcript or recording of a recent political debate that interests you. Reflect on how the speakers debated the issue. Think about whether they understood both sides of the issue and argued for their position. Think about the meaning of civil discourse as you listen carefully to the rules that were set and the performance of the speakers. Using the questions below, write an essay about your observations.

1. What was the topic of the debate?
2. Did the speakers understand the topic they were debating? Do you think each speaker analyzed the information ahead of time so that it was reflected in their opinions?
3. What were the rules of the debate? Did the speakers follow the rules?
4. Do you think the debate demonstrated civil discourse?
5. Did the debate end with any compromises or decisions?

**(SE)(Breakout(s)) and (Citation Type(s))**
(31)(A)(i), narrative

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**Description of the specific location and hyperlink to the exact location of the proposed new content**
Chapter 1, Lesson 3, Pg. 7; Click on the Critical Thinking Skills - Comparing and Contrasting Types of Elections
https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=1YLPPBDGT55LSBBWSG2MCZVHBY&nodeId=HTHCG4LHXKO28MN6BHHOYZZ2ZE&edition=STUDENT&page=7

## Screenshot of Currently Adopted Content
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## Screenshot of Proposed New Content

**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.

**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.

**(SE)(Breakout(s)) and (Citation Type(s))**
 (31)(A)(i), activity

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## Screenshot of Proposed New Content

2. **Comparing** How are primaries and caucuses similar?

3. **Contrasting How** do primaries and caucuses differ?

## 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.

**(SE)(Breakout(s)) and (Citation Type(s))**
 (31)(A)(ii), narrative

**Description of the specific location and hyperlink to the exact location of currently adopted content**
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Chapter 9, Lesson 2, Pg. 4, Click on the Critical Thinking Skills Activity-Identifying Central Issues and Due Process
https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=1YLPPBDGT55LSBBWSG2MCZVHBY&nodeId=V52V8L3KPD77P4QW5Q36B86EZ8&edition=STUDENT&page=4

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**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.

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.

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**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.

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Chapter 1, Lesson 3, Pg. 7; Click on the Critical Thinking Skills - Comparing and Contrasting Types of Elections
https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=1YLPPBDGT55LSBBWSG2MCZVHBY&nodeId=HTHCG4LHXKO28MN6BHHOYZZ2ZE&edition=STUDENT&page=7

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**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.

**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.

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2. **Comparing** How are primaries and caucuses similar?

3. **Contrasting How** do primaries and caucuses differ?

### 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.

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### 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.

### 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.

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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.

**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. Harvey*

**Date Submitted:   6/27/2024**