

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 requests 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/United States History Studies Since 1877

Adopted Program Information:

Title: Texas United States History Since 1877

ISBN: 9780076608508

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

Identical Program Title: Texas United States History Since 1877

Identical Program ISBN: 9780076608508

Adopted Component Information

Title: Texas United States History Since 1877 Student Learning Center

ISBN: 9780076608508

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

Identical Component Title: Texas United States History Since 1877 Student Learning Center

Identical Component ISBN: 9780076608508

Publisher's overall rationale for this update

To update program with material to align to the 2022 TEKS update and to the 2018 streamlined TEKS.

Publisher's overall description of the change

New material was added to the Student Learning Center to address the new 2022 TEKS and 2018 streamlined TEKS approved by the State Board of Education.

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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.)

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

(9)(I)(I), Narrative

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

There is no original content. This material is being added to meet the 2018 streamlined TEKS.

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Select Resources tab. In Search, select Chapter 16, Lesson 1 from the drop-down menus. Select Sweatt v. Painter.

[https://connected.mcgraw-](https://connected.mcgraw-hill.com/ssh/resourceLibraryAssetSearch.do?bookId=F9C68KGVRZOTQNHZFNW6199F6M&libraryId=N6LPD5D33K169HT3BBBP3RGLS8&mode=BROWSE&chapterId=SNWQ31R5DBQ868EGRZZTELC2XE&lessonId=N6LPD5D33K169HT3BBBP3RGLS8)

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Screenshot of Proposed New Content

The screenshot displays an educational resource platform interface. At the top, navigation tabs include "Student Lesson", "Skills Builder", "My Assignments and Projects", "Resources" (selected), "Test Prep", and "Collaborate". Below these, sub-tabs for "All Resources", "Primary Sources", "Biographies", "Videos", "21st Century Skills", and "Reading Essentials" are visible.

The left sidebar contains a "Favorites (0)" section, a "Search" box with filters for "Chapter 16" and "Lesson 1", and a "Search All Resources" field with a "Clear" button. Below the search are "Resource Tags" and "Resource Types" sections, each listing categories and counts: Audio (1), Reference Material (5), Video (1) under tags; and Audio (1), Document (1), Interactive (4), Video (1) under types.

The main content area, titled "All Resources", shows "Results Per Page" set to 12. It features a grid of resource cards:

- Civil Rights**: A video player showing a man speaking.
- Dr. Martin Luther King, Jr.**: A document snippet with a photo of King.
- Linda Brown Thompson**: A document snippet with a photo of Linda Brown.
- Rosa Parks**: A document snippet with a photo of Rosa Parks.
- Sweatt v. Painter**: A document snippet with text.
- The Movement Begins Lesson 1 Audio**: An audio player icon.
- Thurgood Marshall**: A document snippet with a photo of Thurgood Marshall.

Each card includes a star icon for favoriting and a "Tools" button.

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SUPREME COURT CASE STUDY

Sweatt v. Painter, 1950

Background of the Case

The civil rights case *Sweatt v. Painter* was part of litigation efforts to eliminate segregated schools for African Americans. The *Sweatt v. Painter* ruling was based on an interpretation of the Fourteenth Amendment, ratified after the Civil War in 1868. The last sentence of Section 1 of the Fourteenth Amendment says that "No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws." This is known as the equal protection clause and was meant to prevent states from discriminating against African Americans.

Then in 1896 in the ruling *Plessy v. Ferguson*, the Supreme Court upheld a Louisiana law allowing railroad cars to be segregated by race. The *Plessy* decision created something known as the separate but equal doctrine. This permitted racial segregation if separate facilities of equal quality were given to both African Americans and whites. Southern states used this justification to continue to discriminate against African Americans for decades regardless of the Fourteenth Amendment.

In 1946, African American law student Heman Sweatt, applied for admission to the University of Texas Law School. Texas state law did not allow African American students to enroll at the university. Sweatt's application was automatically rejected because of his race. Sweatt challenged this and asked the state courts to order the university to admit him as a student. Sweatt's petition was led by Robert Carter and Thurgood Marshall, attorneys working for the National Association for the Advancement of Colored People (NAACP). The state court agreed that Sweatt was not given equal protection, but it did not rule in Sweatt's favor and allow him to attend the University of Texas Law School. Instead, the state court continued to deliberate the case for six more months, to provide time for Texas to establish a separate law school for African American law students.

Constitutional Issue

The *Sweatt v. Painter* case required a reevaluation of the *Plessy* ruling. Did separate but equal facilities violate the equal protection clause of the Fourteenth Amendment? In the mid-twentieth century, more Americans wanted to put an end to racial discrimination and the continued existence of racially segregated public facilities and schools. Many civil rights reformers organized protest movements to put an end to such discrimination. The NAACP and other civil rights groups also began legal efforts to challenge the separate but equal doctrine in the court system.

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The Supreme Court's Decision

The Court made a unanimous decision in favor of Sweatt's admission to the University of Texas Law school. The ruling said that Sweatt's educational opportunity was under the protection of the equal protection clause of the Fourteenth Amendment. A new law school for African American students planned to open in 1947. But this new law school for African Americans was not equal to the University of Texas Law School and deemed inadequate for a proper legal education.

The ruling stated: "we cannot find substantial equality in the educational opportunities offered white and Negro law students by the State. In terms of number of the faculty, variety of courses and opportunity for specialization, size of the student body, scope of the library, availability of law review and similar activities, the University of Texas Law School is superior. . . . It is difficult to believe that one who had a free choice between these law schools would consider the question close."

The Court also pointed out that the state's plan for a separate set of legal facilities put African American graduates at a strong disadvantage in their future careers as lawyers. It noted that students admitted to the African American law school would not have the opportunity to learn and interact with the majority of the state's law students. They would be trained separately from the other lawyers, judges, and legal personnel that would then become their professional peers.

The Supreme Court did not overturn the *Plessy v. Ferguson* separate but equal doctrine with this ruling. Rather, it found that the separate facilities were not equal. *Plessy v. Ferguson* would be overturned a few years later when Thurgood Marshall and the NAACP challenged school segregation once more in the 1954 *Brown v. Board of Education* case. That ruling abolished the system of segregated public schools across the United States.

Case Analysis Questions

DIRECTIONS: Answer the following questions on a separate sheet of paper.

1. What was the constitutional issue in *Sweatt v. Painter* and what did the Supreme Court decide?
2. Using details of the case, describe how the *Sweatt* ruling protected the rights of minorities.

3. Both the *Sweatt* decision and the *Brown* decision were unanimous rulings by the Court. Do you think it was important for these decisions to be unanimous? Explain why or why not.

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See the Sweatt v. Painter Supreme Court Case Study file, questions 1, 2, 3

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Analyzing Sources

When you read a primary or secondary source, you should ask yourself these questions:

1. Who created the source?
2. Why was the source created—what was its purpose, and for whom was it written?
3. Identify the source's topic by asking what is the source about?
4. When was the source created?
5. How was the source created?
6. Is the source a primary or secondary source?
7. Analyze how the source's information is organized. What are its main points?

Once you identify this information, then you can evaluate the source to determine if it is credible, or truthful. This is because each source reflects a point of view. When you conduct research, you will gather several different sources and you should follow these analysis steps for each source. When analyzing multiple sources, it can be useful to organize and analyze them by categories. You can analyze primary source letters differently than maps and newspapers differently than photographs. Each type of source contains different types of information that can tell you different things when you complete your analysis.

Another thing to consider when analyzing sources is the time period when the source was created. If you are studying a historical event or a geographic phenomenon that takes place over many years, gathering source material and information across that entire time period is a key step in research. Analyzing the information at different points in time can help you form the most complete understanding of the event.

1 2 3 4 5 R

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Evaluate the Credibility of Sources

An important task of the social scientist is to determine whether information in a source is verifiable. This means the information can be proven by evidence. Evidence is something that shows proof or an indication that something is true. Evidence could be in the form of material objects, such as a soldier's uniform or artifacts from an archaeological dig. Other evidence may appear in historical documents or written materials.

Statistical data is another type of evidence. The data may be provided in data tables or in charts, graphs, and diagrams. Many subject areas in social studies use charts, graphs, and diagrams to provide detailed statistical information. This information must be evaluated for credibility in a similar manner to narrative sources. You should also check this type of information to be sure that the information presented is accurate and free of errors.

The more times you can answer "yes" to the following questions about a source, the more credible and reliable you may consider the source. You can ask these questions about historical and contemporary written and visual sources, statistical information, and maps.

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See Social Studies Handbook, Lesson 1, Lesson Review, p. R, Question 8

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Writing Activity

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Pop-out ▲1 2 3 4 5 RSave

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Sometimes a person'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 really considering the many parts of the situation.

Biased speakers and writers can be detected in various ways. Their statements use opinions or emotional words. 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, bias, and frame of reference in your own research.

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Reviewing Vocabulary

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

2. **Defining** What are credentials? Why are the credentials of an author

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- Are facts presented in the source supported with evidence?
- Are the facts accurate and free of error?
- Is the language used in the source objective?
- Can the same information be found in another source?
- Is the source's creator trustworthy? Does he or she have **credentials**, or qualifications, that establish an expert understanding of the subject matter?
- Does the author or speaker acknowledge and consider other viewpoints?

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(28)(D)(v), Activity

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See Social Studies Handbook, Lesson 1, Lesson Review, p. 6, Question 8

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Writing Activity

8. INFORMATIVE/EXPLANATORY Explain how you evaluate the validity and credibility of primary and secondary sources. What questions should you ask about a source to determine if it presents facts in a accurate and objective way?

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(28)(D)(vi), Narrative

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See Social Studies Handbook, Lesson 1 "Researching and Writing in Social Studies". See the paragraphs on pp. 2-3 under the heading "Analyzing Sources"

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Analyzing Sources

When you read a primary or secondary source, you should ask yourself these questions:

1. Who created the source?
2. Why was the source created—what was its purpose, and for whom was it written?
3. Identify the source's topic by asking what is the source about?
4. When was the source created?
5. How was the source created?
6. Is the source a primary or secondary source?
7. Analyze how the source's information is organized. What are its main points?

Once you identify this information, then you can evaluate the source to determine if it is credible, or truthful. This is because each source reflects a point of view. When you conduct research, you will gather several different sources and you should follow these analysis steps for each source. When analyzing multiple sources, it can be useful to organize and analyze them by categories. You can analyze primary source letters differently than maps and newspapers differently than photographs. Each type of source contains different types of information that can tell you different things when you complete your analysis.

Another thing to consider when analyzing sources is the time period when the source was created. If you are studying a historical event or a geographic phenomenon that takes place over many years, gathering source material and information across that entire time period is a key step in research. Analyzing the information at different points in time can help you form the most complete understanding of the event.

1 2 3 4 5 R

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Evaluate the Credibility of Sources

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Reviewing Vocabulary

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

2. *Defining* What are credentials? Why are the credentials of an author

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(28)(D)(viii), Narrative

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See Social Studies Handbook, Lesson 1 "Researching and Writing in Social Studies." See paragraphs 2 and 3 on p. 3 under the heading "Evaluate the Credibility of Sources."

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See Social Studies Handbook, Lesson 1, Lesson Review, p. R, Question 8

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(28)(F)(i), Narrative

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See Social Studies Handbook, Lesson 1 "Researching and Writing in Social Studies." See the paragraphs under "The Writing Process" on p. 4 and the paragraphs under "Presenting Information" on p. 5

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The Writing Process

Once the research is completed, the writing process begins. The first step is to organize the research material. Strategies include developing a formal outline or simply sequencing the research notes.

The next step in the writing process is to consider both the purpose of the writing and your intended audience. The purpose of the writing will likely determine much of the format of the writing project. For instance, a letter to the editor will be organized differently than a research report. The intended audiences would also be different, and these differences would influence the content and tone of the writing.

All significant claims made in writing should be backed by evidence. The strength or weakness of the written claims are a result of the relevance and credibility of the primary and secondary source material that is used as evidence.

The final step of the writing process is to review and edit your written material and then communicate it with the intended audience.

Save

1 2 3 4 5 R

Presenting Information

Social studies research and analysis can be presented in other formats too. A written research paper that explains a thesis, presents the researched evidence, and states conclusions is a common format for presenting information. But there are other ways to communicate claims.

Research can be presented in a digital format on a website. The final project could be presented on a poster or in a video. The research might be delivered in an oral presentation in front of a live audience. No matter in what format the information is presented, research must be carefully evaluated, claims must be clearly stated, and all sources must be cited.

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See Social Studies Handbook, Lesson 1, Writing Activity, p. 5

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Created, claims must be clearly stated, and all sources must be cited.

Writing Activity

Descriptive Writing Write a short 3 to 4 paragraph essay describing what you have learned about how historians and social scientists evaluate sources and apply those sources in their writing. Be sure to explain the differences between primary and secondary sources and why sources need to be validated before they can be used in effective writing.

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

(28)(F)(ii), Narrative

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See Social Studies Handbook, Lesson 1, "Researching and Writing in Social Studies." See the narrative text following "Writing About Social Studies Topics" on pp. 4-5.

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Writing About Social Studies Topics

GUIDING QUESTION *How can writers appropriately cite research in their work?*

Historians and social scientists communicate their conclusions after the completion of research and source evaluation. The researched claims should support other verified work done by others and new claims are based on evidence.

The Writing Process

Once the research is completed, the writing process begins. The first step is to organize the research material. Strategies include developing a formal outline or simply sequencing the research notes.

The next step in the writing process is to consider both the purpose of the writing and your intended audience. The purpose of the writing will likely determine much of the format of the writing project. For instance, a letter to the editor will be organized differently than a research report. The intended audiences would also be different, and these differences would influence the content and tone of the writing.

All significant claims made in writing should be backed by evidence. The strength or weakness of the written claims are a result of the relevance and credibility of the primary and secondary source material that is used as evidence.

The final step of the writing process is to review and edit your written material and then communicate it with the intended audience.

Save

1 2 3 4 5 R

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Writing Activity

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See Social Studies Handbook, Lesson 1 Presentation Activity, p. 5

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provide more details.

Presentation Activity

Preparing a Presentation Conduct research on ways that computers have changed the way that people work in the last 40 years. From your research, write an outline that summarizes your findings in your own words and restates the highlights of what you have learned with five main points of emphasis. From this outline, prepare a script and a series of digital slides that presents your five points. Also, prepare a slide providing all source citations for the research you completed. Present your presentation to the class and accompany your oral presentation with the digital slides and your list of sources.

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See Social Studies Handbook, Lesson 1 "Researching and Writing in Social Studies." See the paragraphs under the heading "Plagiarism" on p. 5.

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Plagiarism

When writers incorporate the research notes they have collected into their writing, they must be careful to present the information properly in order to avoid **plagiarism**. Plagiarism is the use of ideas or words of another person presented as your own without offering credit to the source. Plagiarism is similar to forgery, or copying something that is 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.

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Civil Discourse

GUIDING QUESTION *Why is engaging in civil discourse important in a democracy?*

Civil discourse is when people engage in conversation in which all parties share their views. The participants can disagree, but it should be done respectfully and never be personal. The discussion should focus on the issue, and arguments should be logical and supported with evidence. This is particularly important when there are multiple and different perspectives on an issue.

Engaging in civil discourse is necessary in a democratic society. Democratic societies are responsible to its citizens. Democracies make many policy decisions according to what the majority of its citizens prefer. But there are also safeguards in place to ensure that the majority does not silence those in the minority. Consequently, democracies are politically tolerant and allow for disagreement with the government and its policies. Democracies encourage civil discourse as a way to share different views, gain understanding, and grow together as a society.

The social studies classroom is a place where students can and should engage in civil discourse on a range of social studies topics. Debates and deliberations provide two distinct opportunities to practice those skills.

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

(29)(C)(i), Activity

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See Social Studies Handbook, Lesson 2, p. 5, Deliberation Activity "Should Voting be Mandatory?"

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Should Voting be Mandatory?

The United States Constitution guarantees citizens the right to vote. However, citizens are not required to vote. Only around two-thirds of the eligible voting population cast a ballot in the 2020 presidential election. The number is significantly lower for mid-term elections. Some nations require its citizens to vote. This is known as compulsory voting. In some countries with compulsory voting, non-voters face fines or even possible imprisonment.

Yes

Voting should be mandatory.

- Mandatory voting would fix the issues of low voter turnout and voter suppression as everyone would be required to vote.
- Mandatory voting is good for democracy because it makes citizens learn about issues and engage in the civic process.
- Voting is a civic duty and should be mandatory for all citizens.
- If all citizens voted, more views would be represented and there would naturally be a trend towards more moderate candidates and less political polarization.

No

Voting should be voluntary.

- Mandatory voting would cost a lot of money to enforce, and it violates the right not to vote.
- If everyone was required to vote, ballots would be cast by people who did not take the time to become informed about candidates or issues.
- Elections would become more costly because of the increase in voters and people intentionally casting blank or mismatched ballots.
- Mandatory voting violates the free exercise clause of the First Amendment as some religions discourage participation in politics.

Identifying Perspectives With a partner, review the main arguments for either side. Decide which points are most compelling. Then paraphrase those arguments to a pair of students who were assigned the other viewpoint. Listen to their strongest arguments. Switch sides and repeat the best arguments and add another compelling argument the other pair may not have thought of or presented. Then, drop your roles and have a free discussion about which policy you support and why. Can you find any areas of common ground between the two views? How might a sensible policy address that common ground? What do you think is the best answer? Why?

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

(29)(C)(i), Activity

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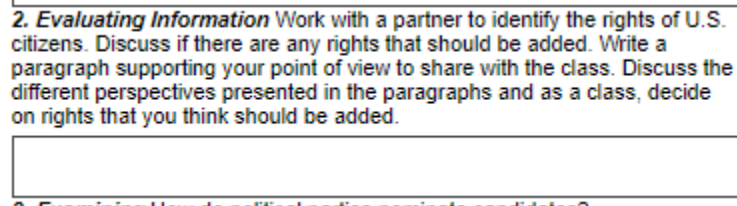
See Social Studies Handbook, Lesson 2, Lesson Review, p. 6, Question 2

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2. Evaluating Information Work with a partner to identify the rights of U.S. citizens. Discuss if there are any rights that should be added. Write a paragraph supporting your point of view to share with the class. Discuss the different perspectives presented in the paragraphs and as a class, decide on rights that you think should be added.

3. Examining How do political parties nominate candidates?

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

(31)(A)(i), Narrative

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See Social Studies Handbook, Lesson 2 "Civic Responsibility and the Democratic Process." See the text on p. 4, under the heading "Elections."

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Elections

GUIDING QUESTION *How are elections part of the democratic process?*

Free and fair elections are essential to a democracy. In the United States, citizens can vote for issues that appear on the ballot as well as the people who represent them. The political parties in each state choose the method used to nominate candidates. Political parties use **primaries** or **caucuses** to nominate candidates.

Primaries

Most states hold closed primaries where 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, political parties choose to hold caucuses to select candidates. Caucuses are a series of meetings. People at caucuses divide themselves 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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See Social Studies Handbook, Lesson 2, p. 2 "Simulation Activity."

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[hill.com/ssh/book.lesson.do?bookId=F9C68KGVRZOTQNHZFNW6199F6M&nodeId=QYZTQH7TDX9E7VRSK2YP61NCXY&edition=STUDENT&page=2](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=F9C68KGVRZOTQNHZFNW6199F6M&nodeId=QYZTQH7TDX9E7VRSK2YP61NCXY&edition=STUDENT&page=2)

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Simulation Activity

As a class, split into groups of prosecutors, defense lawyers, and judges. Then, discuss the following scenario and complete the activity steps below.

During the arrest of a suspect, the police officer neglects to inform the suspect of his right to remain silent. During the ride to the station, the suspect confesses to the crime without the officer asking any questions.

Developing Simulations Does using the suspect's confession violate their due process rights? Teams should do research and develop arguments about whether the suspect's confession does or does not violate due process rights. The judges should research relevant precedents to determine if there is any existing case law on the question. Then, the prosecution and the defense teams should argue their case before the judges, and the judges hand down their verdict.

Save

1 2 3 4 5 R

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

(31)(A)(i), Activity

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Voting Processes Simulation Activity

Using Models to Describe Voting Processes Work with 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.

Using Simulations to Describe Voting Processes As a class, create two fictional presidential candidates. Then hold a secret ballot primary election for the candidates. Before revealing the results, have the class hold a caucus with the same two fictional candidates. 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

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Due Process

Social scientists use mathematical equations, diagrams, and other tools to create models of the real world, and then use these models to create simulations of what may happen under different scenarios. For example, to understand how changes in voting patterns might alter electoral results, social scientists might create a model of a previous election and then model how results might have changed if more young people had voted.

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1 2 3 4 5 R

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(31)(A)(iii), Narrative

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(31)(A)(iii), Activity

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(31)(A)(iv), Narrative

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Voting

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