

LESSON 26

Elections in Texas

- *Primary Elections*
- *General Election*
- *Legislative Session*
- *Political Party Organizations*

SOCIAL STUDIES TEKS

4 - 15, 17, 18, 21, 22, 23

7 - 14, 15, 16, 17, 18, 21, 22, 23

8 - 17, 19, 20, 21, 22, 29,30

STAAR

4, 7 - Writing - 1, 2, 3

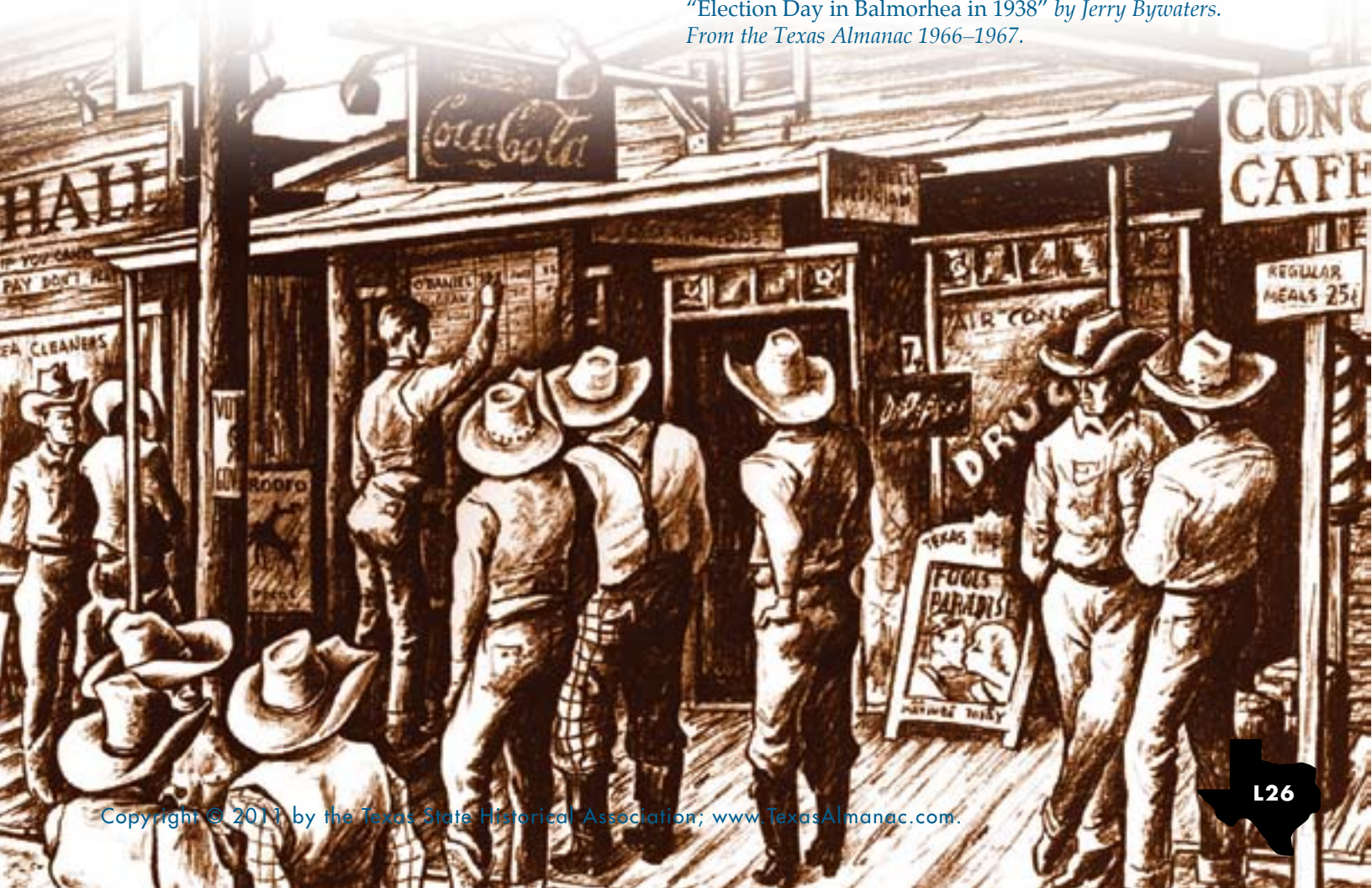
4, 7, 8 - Reading - 1, 2, 3

8 - Social Studies - 3

INSTRUCTIONAL SUGGESTIONS

1. Using information on the most recent presidential election, students should answer the following questions.
 - a. Who were the Democratic candidates for president and which one did Texas favor in primary voting?
 - b. Who were the Republican candidates for president and which one did Texas favor in primary voting?
 - c. Which presidential candidate did Texas voters favor in the general election and by what percentages?

*“Election Day in Balmorhea in 1938” by Jerry Bywaters.
From the Texas Almanac 1966–1967.*



- d. Was the choice of Texas voters elected president? Provide an explanation of why this was the case.
 - e. What is the likely impact of this presidential election on Texas's influence at the national level?
 - f. Since taking office, what has the president done and how has it impacted Texas?
 - g. Are there other factors such as increased representation or outcomes in other states that have increased or decreased the influence of Texas in national politics?
2. Using the section on the most recent elections of president, senator, or governor, students will select their county and four other counties to create a line graph depicting the votes cast in the election. Students will compare their findings to others in the class and will compare their charts to try to explain their results.
 3. Students will use the "General Election" section to locate their United States representative, a state senator, and a Court of Appeals justice. They will construct three pie graphs. Each graph will reflect all candidates, their party affiliation, and their vote percentage with party symbols.
 4. Using the recap of the most recent legislative session, students should identify five major issues or pieces of legislation from the session. They should then identify one issue that they feel has the most impact on them personally, create a T-chart listing its positives and negatives, and write a paragraph explaining the impact.
 5. Students will use the "Political Party Organizations" section and websites for the Democratic (<http://www.txdemocrats.org/>) and Republican (<http://www.texasgop.org/>) parties in order to research the platforms of both parties. They will create a campaign jingle, a billboard, a commercial, or a bumper sticker publicizing each party.
 6. Students will choose one of these suggested topics: social security, stem cell research, education, environment, homeland security, health care, or social security to write an essay comparing the philosophies of each party.
 7. From time to time, the question of Texas secession arises in conversation and in political circles. Students will write an editorial defending a position for or against Texas secession in modern times and why the outcome of such a decision could be different or the same. Students should consider both the short- and long-term political, economic, and social effects of secession in their arguments.

