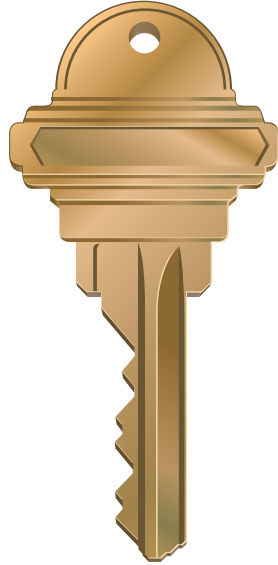


## Chapter Two: Activities Middle School



## Chapter Two: Vocabulary

**Revenue**—income

**Economic**—relating to business activities

**Eminent domain**—the taking of private or public land by a governmental entity for a public purpose

**Environmental**—relating to the natural world, especially to its conservation

**Unincorporated**—not organized into a corporation or municipality

## Chapter Two: Notes and Review

1. List five services that may be provided by county governments:

- 1.
- 2.
- 3.
- 4.
- 5.

2. The purpose of economic development corporations is to increase/decrease a county's tax base.

3. Name two new issues counties have to face as they become more urbanized.

- 1.
- 2.

4. A county parks and recreation program benefits citizens because it

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

5. The two types of disasters are \_\_\_\_\_ and \_\_\_\_\_.

6. In some counties, the \_\_\_\_\_ supervises the roads in his or her precinct.

In other counties, the county hires a \_\_\_\_\_ or \_\_\_\_\_ to plan, construct and maintain county roads.

7. In Texas you can dial \_\_\_\_\_ to find out about helpful services in your area.

## Chapter Two: Notes and Review Key

1. The following services may be provided by county governments:

**waste management, emergency management, animal control, veterans services, road and bridge maintenance and construction, economic development, health care, environmental regulations, parks and recreation**

2. The purpose of economic development corporations is to **increase** a county's tax base.

3. Name two new issues that counties have to face as they become more urbanized.

1. **Environment regulation**

2. **Waste management**

4. A county parks and recreation program benefits citizens because it **preserves natural and historic resources, creates local parks, fosters commitment to environmental conservation, and promotes physical and mental health.**

5. The two types of disasters are **natural** and **man-made**.

6. In some counties, the **commissioner** supervises the roads in his or her precinct. In other counties, the county hires a **supervisor** or **engineer** to plan, construct and maintain county roads.

7. In Texas you can dial **211** to find out about helpful services in your area.

## Chapter Two: Activity 1

**Supplies:** 3 x 5 note cards, copy of county services cards, glue, scissors, paper for a wall chart, marking pens, tacks or tape for hanging the wall chart

**Directions:** Cut out the county services cards and glue each one onto a note card. Explain to students that county governments serve their citizens' health, safety and general welfare. Ask students to think about what that means, but don't discuss it yet. Give one of the county services cards to each student, distributing the cards as equally as possible from each of the three service areas.

Have students look at their cards and decide if the service is best categorized as health, safety or general welfare. Students should then group themselves into the three categories of health, safety or general welfare. Within the three groups, students should discuss the services they have and how they fit the category. Ask each group to define its category and write those definitions on the wall chart.

Students should share their group definitions with the whole class and allow other groups to respond.

### **Key:**

**Safety** — law enforcement, civil defense, emergency medical service, fire fighting, jails/lock-ups, animal control, neighborhood watch, DARE, bicycle registration, 9-1-1 addressing

**Health** — vaccines/inoculations, smoking regulations, family planning, disease control, WIC, restaurant inspections, environmental threats, public facility safety, prenatal programs

**General Welfare** — garbage collection, storm water, public library, airport, water, sanitary / sewer, sidewalks, zoning, election administration, recycling center

## County Services Cards

Zoning	Sidewalks	Sanitary/ Sewer	Water
Airport	Public Library	Storm Water	Garbage Collection
Law Enforcement	Civil Defense	DARE	Emergency Medical Service
Fire Fighting	Jails/ Lock-ups	Animal Control	Neighbor- hood Watch
Bicycle Registration	Vaccines/ Inoculations	Smoking Regulations	9-1-1 Addressing
Family Planning	Disease Control	WIC (Women, Infants and Children Nutrition program)	Election Administra- tion
Restaurant inspections	Recycling center	Public facility safety	Environmen- tal threats
Prenatal programs			

## Chapter Two: Activity 2

**Supplies:** County services cards from Activity 1, bag or basket, Activity 2 worksheet, pens or pencils

**Directions:** Put the county services cards in a bag or basket. Have each student choose one card and complete the worksheet about that service and others.

# Activity 2 Worksheet

Name \_\_\_\_\_

Service you chose \_\_\_\_\_

## Where did it go?

What if this service was no longer provided or is not currently provided?

1. What effects would there be on the whole county?

\_\_\_\_\_

2. What effects would there be on you, individually?

\_\_\_\_\_

3. What effects would there be on other services provided by the county?

\_\_\_\_\_

## What is Missing?

What services are not currently provided in your county that should be provided?

1. What one service do you think should be provided for yourself?

\_\_\_\_\_

2. What one service to specialized groups do you think should be provided? (for example, families or senior citizens)

\_\_\_\_\_

3. What one service do you think should be provided for the whole county?

\_\_\_\_\_

## Future

What services might be needed or desired in the future?

1. What services do you think you will want in the next 5 years?

\_\_\_\_\_

2. What services do you think you will want when you have established a home of your own? \_\_\_\_\_

\_\_\_\_\_

3. What services do you think you will want when you are retirement age?

\_\_\_\_\_



## Chapter Two: Activity 3

**Supplies:** tourist brochures from your local area, statistics about your county from the Web or the courthouse, computers with Internet access, paper, pens or pencils, markers, glue

**Directions:** Have students choose a partner and brainstorm things they like about where they live. Give students information about their county and ask them to add information of their own. For example, students might bring in photographs, advertising materials or newspaper articles. Explain that each team will create a brochure that would make people want to move to their county. They could include the services provided by the county, employment opportunities or entertainment choices. Show samples of brochures about cities or counties. Distribute supplies; explain the three criteria you will use to score the brochures, and answer any questions students might have. When the brochures are complete, ask students to share their work with their classmates.

### Criteria for Scoring Brochures

	<b>Total Points</b>			
<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Attractiveness &amp; Organization</b>	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
<b>Content Accuracy &amp; Completeness</b>	All content is accurate and complete.	Most of the content is accurate and most important information is included.	Some of the content is accurate and some of the important information is included.	Little of the content is accurate and little important information is included.
<b>Spelling &amp; Grammar</b>	There are no spelling or grammar errors.	There is only one spelling or grammar error.	There are two or three spelling or grammar errors.	There are more than three spelling and/or grammar errors.

## Chapter Two: Activity 4

**Supplies:** copies of county organizational chart, pencils

**Directions:** Contact officials at your courthouse or visit the county Web site to determine which services are provided in the different offices of your county. Have students use the information to complete the county organizational chart.