Contents of the Grades 2-5 Version of Our Town, Texas

Grades 2-5 – Key to Sequence of .pdf Files

1. **What a Town Needs (1a)**
   - Ghost Town Tales (1b)
   - What a Town Lost (1c)
   - Successful Towns (1d)
   - Activity Sheet: What Do You Think? (1e)

2. **Community Signs (2a)**
   - Samples of Community Signs (2b)
   - Questions about Community Signs (2c)

3. **Important Places for People in Our Town (3a)**
   - Activity Sheet: Places for People in Our Town (3b)

   - Handout: How Towns Get Their Money (4b)
   - Graph: Where Shady Hollow Gets Money…. (4c)
   - Activity: What Do You Think Shady Hollow Spends Money For? (4d)
   - Test Your Revenue Knowledge (4e)
   - Answer Key for Test (4f)

5. **The Mayor and City Council (5a)**
   - Handout: The Mayor and City Council at Work (5b)
   - Venn Diagram: Mayor and City Council at Work (5c)
   - Diagram Answer Key (5d)
   - Handout: Issue Before the Council (5e)
   - Handout: Roles for the Mock City Council Meeting (5f)

6. **A Web of Work (6a)**
   - A List of Questions for a Guest Speaker (6b)
   - Handout: Job Descriptions of City Workers (6c)
   - Handout: Example of a Web of City Jobs (6d)
   - Handout: Some of the City Jobs in El Paso (6e)
   - Handout: Some of the City Jobs in McAllen (6f)
   - Handout: Some of the City Jobs in Kerrville (6g)
   - Handout: Some of the City Jobs in Weatherford (6h)
   - Handout: Some of the City Jobs in Hamilton (6i)
   - Handout: Some of the City Jobs in New Waverly (6j)

7. **Water: A Town’s Most Important Natural Resource (7a)**
   - Handout: Possible Pictures for Your Water Book (7b)
   - Handout: Instructions for Your Water Book Cover Page (7c)
   - Handout: Water Words (7d)
   - Transparency (Map): Water Sources for Some of Our Texas Towns (7e)
   - Handout: Sources of Water for the Towns on the Map (7f)
   - Handout: Water Treatment Plant (7g)
   - Handout: How Towns Use Water (7h)
   - Handout: Ways to Conserve Water Inside Our Homes (7i)
   - Handout: Ways to Conserve Water Outside Our Homes (7j)
   - Handout: Ways Towns Require Citizens to Conserve Water (7k)
8. The Problem with Trash (8a)
   Handout: How Important Is Recycling? (8b)
   Handout: What Can We Recycle? (8c)

9. How People of the Past Have Helped Our Town (9a)
   Handout: Relative Time Represented by Transportation (9b)
   Handout: Contributions of People of the Past (9c)
   Handouts: People of the Past Who Contributed to Texas Towns (9d)
   Worksheet: People of the Past (9e)
   Worksheet Key: People of the Past (9f)
   Handouts: Tell About Person of the Past (9g)

10. How Towns Help Citizens with Special Needs (10a)
    Handout: A Letter from Dave Smith (10b)
    Handout: Examples of Ways Towns Help Citizens with Special Needs (10c)
I. What a Town Needs

WHAT?
Students will determine factors a town needs to maintain success.

WHY?
To identify geographic, economic, social elements necessary to maintain a town’s success
To compare and contrast ghost towns with operational towns
To describe the elements of success in the students’ town
To identify cause and effect relationships
To gather information from the Internet successfully
To communicate ideas and findings
To draw conclusions

Texas Essential Knowledge and Skills Addressed in this lesson:

History
- Understand common characteristics of communities, past and present

Geography
- Understand how humans adapt to variations in the physical environment
- Understand the concepts of location, distance and direction on maps and globes
- Understand the location and patterns of settlement and the geographic factors that influence where people live

Social Studies Skills
- Apply critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology
- Communicate in oral and visual forms

TAKS:
- Objective 1: Issues and Events in U.S. History
- Objective 2: Geographic Influences on Historical Issues and Events
- Objective 3: Economic and Social Influences on Historical Issues and Events
- Objective 5: Critical-Thinking Skills
HOW?

Materials needed:
- A wall map of Texas
- One sticky note for each of the following locations to place on the map: Huntsville (Cincinnati), Rusk (New Birmingham), Lufkin (Aldridge), Palestine (Plenitude), and Tyler (Burning Bush)
- Handout titled “Ghost Town Tales”
- Handout titled “What a Town Lost”
- Handout titled “Successful Towns”
- Handout titled “What Do You Think?’’
- Internet access for student use

Suggested Teaching Time: 2 class periods

Suggested Procedures:
1. Brainstorm the question: What does a town need to be successful? Write student responses on the board. It would be helpful to lead students to include such elements as: A variety of places that provide jobs and access to means of transporting goods such as major highways and railroads.

2. Divide the students into home groups as a base for a jigsaw activity. In each group, each student selects one of the following Texas ghost towns: Cincinnati, New Birmingham, Aldridge, Plenitude, Burning Bush.

3. Students form ghost town groups. Example: All of the home group representatives of Cincinnati meet together.

4. Distribute the handouts titled “Ghost Town Tales” and “What a Town Lost.” Students read about their group’s ghost town and complete the data retrieval chart, “What a Town Lost” for their group’s ghost town.

5. It would be helpful for the teacher to check the information each group records for reasonableness and accuracy.

6. Students return to their home groups. Each student tells about his/her town and reports on how his/her group completed the data retrieval chart. Students complete their charts as they listen to the individual reports.

7. Return to the brainstorm list and ask students which elements on the list the ghost towns lost. Place an X mark beside the designated items.
8. Ask for volunteers to locate towns on the Texas map. Have volunteers place the pre-written sticky notes listed in the Materials Section on the appropriate places on the Texas map.

9. Tell the students that they have discovered why certain towns are not successful and eventually close. Now they will examine why certain towns very near the sites of the old ghost towns have remained successful.

10. Distribute the handout “Successful Towns.” Have the students work in pairs to complete their data retrieval charts by consulting the following Internet addresses:
    - http://www.huntsvilletexas.com/
    - http://www.rusktx.com/
    - http://www.tylertexas.com/index2.htm
    - http://www.cityoflufkin.com/
    - http://www.palestine-online.org/

11. Have each pair work with another pair to compare their findings and make adjustments to their charts.

12. Have the class consult the brainstorm list again. Ask students which elements on the list the successful towns have. Place a check mark beside the designated items.

13. Have students meet in their home groups’ and distribute the handout titled, “What Do You Think?”

14. As a group, students record five elements they think are important for a successful town. The groups report to the class and add items they hear from other groups they judge to be important.

15. As a group, students list elements on their “What Do You Think?” handout that they think make their own town successful.

16. Return to the brainstorm list. Ask each group to tell one item they wrote on their own list. If the item is part of the brainstorm list, place a star beside it. If it is not on the list, add the item to the list if it is appropriate.

Evaluation: Individually students write a paragraph titled “What a Town Needs.” Instruct students to tell why they think towns need certain elements in order to be successful.

Information about ghost towns comes from:
Ghost Town Tales

**Cincinnati, Texas** was once a large active town. It had churches, restaurants, a pharmacy, a bowling alley, a college, several doctor’s offices, and stores that sold furniture, saddles, and other items people used in the late 1800s. It had a post office and a cotton gin. The town was located on the Trinity River, and steamboats came everyday bringing people and trade goods to Cincinnati. Everyone believed that this important town would grow and last forever.

But serious problems developed for the town. A disease called yellow fever took the lives of many of the people who lived in Cincinnati. Some of the leading citizens of the town died, and there were not enough people left to replace them. Mosquitoes caused the illness, and the people of the town could not control the insects. The most serious problem for Cincinnati was that the railroads replaced the steamboats for transportation. A railroad did not come close enough to the town for the people to send their goods away to sell in other places. People moved to other towns, and by 1900, Cincinnati was a ghost town.

**New Birmingham, Texas** became famous for the area’s great iron deposits and its natural mineral water spas. The Southern hotel was so grand that it drew visitors from all over word. Famous people such as President Grover Cleveland stayed there. Wealthy people held their society balls and banquets there every week. The people who mined the iron ore near New Birmingham became rich. A railroad ran through the town to carry the iron and products made from iron all over the United States. New Birmingham became one of the first towns in Texas to have an electric light system.

But hard times came for the people of New Birmingham. During an economic problem called the Panic of 1893, many people lost their wealth and were unable to buy the iron company’s products. A Texas law kept the company’s owners from borrowing money in a foreign country. They could not borrow money from Englishmen who wanted to loan them money. An explosion burned up one of the company’s power plants, and the owners had no money to rebuild it. Many people left town because they could no longer work at the mining company, and the company went out of business. In 1893, the town died.
**Aldridge, Texas** was a sawmill settlement located deep into the Angelina National Forest. About 300 families lived there. The men worked in the sawmill, cut trees from the forest, and transported the trees from the forest to the mill. A nearby railroad hauled the lumber they made to markets all over the United States. The trees in the forest were large and were good quality for making wooden products. Like other thriving towns, Aldridge had churches, schools, and shops.

Then a fire swept through the town destroying the sawmill and many of the homes. The owners decided not to rebuild because most of the nearby trees were gone by then. The United States Forest Service bought the land to grow more trees and replace the ones that various lumber companies had cut down. But no one replaced the town of Aldridge.

**Plenitude, Texas** was an active town with a large factory that made gigantic equipment for cotton gins, gristmills and sawmills. In 1850, Plenitude had a post office, a Baptist academy, a newspaper, and several stores. People had secure jobs, and the business of the town progressed very well.

Then the Civil War broke out, and Texas went with the Confederate States of America. That government wanted the factory to make guns for the war. The Confederates lost the war, and the factory lost a lot of money. To try to keep the factory going, the owner moved it to a town that had a railroad running through it. Plenitude faded away.

**Burning Bush, Texas** had an unusual beginning. A group of people belonging to the Free Methodist Church started the town when they separated from their old church in Illinois. The people of Burning Bush did not agree with the way the Illinois church conducted their services. To make a living, the citizens grew vegetables and kept pecan and fruit orchards. They also built a cannery to process fruits from the orchards. But even with these businesses, the people did not make enough money to support their families, so some of them worked in other towns and sent their earnings back to Burning Bush.

However, these contributions were not enough, so the people of Burning Bush charged the groceries they purchased at a nearby store. They could not pay their debt, and the owner of the store sued them for the money they owed him. The storeowner won, but the people of Burning Bush still could not pay. They had to leave their town and move to other places. Only a few pecan trees remain.
# What a Town Lost

<table>
<thead>
<tr>
<th>Ghost Towns</th>
<th>What Made the Town Successful</th>
<th>What the Town Lost to Make it Decline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cincinnati</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Birmingham</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aldridge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plenitude</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Burning Bush</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Successful Towns

<table>
<thead>
<tr>
<th>Towns</th>
<th>What Makes the Town Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huntsville</td>
<td>(Near the ghost town of Cincinnati)</td>
</tr>
<tr>
<td>Rusk</td>
<td>(Near the ghost town of New Birmingham)</td>
</tr>
<tr>
<td>Lufkin</td>
<td>(Near the ghost town of Aldridge)</td>
</tr>
<tr>
<td>Palestine</td>
<td>(Near the ghost town of Plenitude)</td>
</tr>
<tr>
<td>Tyler</td>
<td>(Near the ghost town of Burning Bush)</td>
</tr>
</tbody>
</table>
What Do You Think?

List the five most important elements your group thinks a town needs to be successful.

1. 

2. 

3. 

4. 

5. 

After listening to the other groups’ ideas, list other elements a town needs to be successful.

1. 

2. 

3. 

4. 

5. 

What elements make your town successful?
II. Community Signs

WHAT?
Students will identify and determine the significance of signs common to communities.

WHY?
• To identify picture signs
• To recognize picture signs in their context
• To determine the functions of picture signs
• To explain the significance of picture signs
• To categorize signs

Texas Essential Knowledge and Skills addressed in this lesson:

*History*
• Understand common characteristics of communities

*Government*
• Understand the purpose of rules and laws
• Understand how governmental services provide security

*Social Studies Skills*
• Apply critical-thinking skills and use information acquired from a variety of sources including electronic technology
• Communicate effectively in a variety of forms

*TAKS:*
• Objective 1: Issues and Events in U.S. History
• Objective 4: Political Influences on Historical Issues and Events
• Objective 5: Critical-Thinking Skills
HOW?

Materials Needed:
- Transparency of the handout, “Pictures Needed for Community Signs”
- Four copies of each picture on the handout titled “Pictures Needed for Community Signs.” Cut out each picture and attach it to an index card.
- If available, a book to read that illustrates community signs such as Signs by Ron and Nancy Goor, published by Thomas Y. Crowell, 1983. ISBN 0-690-04354-6
- The handout titled “Questions for ‘Community Signs’”

Suggested Teaching Time: 1 class period

Suggested Procedures:
1. Ask students to look around the room for picture signs that give them information. Ask students to identify picture signs around the school.
2. Ask why we have these signs.
3. Tell students that our communities also provide signs to help people.
4. Read a book about signs such as Signs by Ron and Nancy Goor to the class.
5. Divide the students into four groups. Tell them that each group has a stack of index cards with pictures of signs on the cards.
6. Have the students distribute the cards among them so that each student has several cards apiece.
7. Tell the students that you are going to show them pictures of the signs on the overhead. When you show a picture, the student in the group who has that picture will tell the group what he/she thinks the sign means. The student places the picture in the middle of the table so that the end of viewing the transparency, all of the pictures will be visible to the students in each group.
8. Show each sign on the overhead. After viewing each sign, ask the group what they think the sign says. Clarify for understanding.
9. As each picture appears, ask students if the picture gives information about safety, about obeying a rule, or about a service. (Service items would include the water fountain sign and the open and closed signs.) Clarify for understanding.

Evaluation: Have students redistribute the index cards so that each student has an equal number of cards. Ask the questions on the handout “Questions for ‘Community Signs.’” Have students who have the correct card to hold it front of them so that the other teams cannot see the answer. After each question, call on one of the students holding a card to tell if the sign is for safety, rules, or service. Give team scores for a prize or individual scores for a grade.

Possible Follow-Up activity: Have students stay in their teams to play charades. Teams take turns acting out a picture sign while other teams guess the correct sign. Categories for the picture signs are: Safety, Rules, and Service.
Pictures Needed for Community Signs
Questions for “Community Signs”

1. Which sign tells the location of a water fountain?
2. Which sign says “No Smoking?”
3. Which sign says to stop for school children crossing the street?
4. Which sign is used to cover a picture of something we cannot do?
5. Which sign shows where people with handicaps can park?
6. Which sign warns drivers to watch for animals that might cross the road?
7. Which sign reminds people to dispose of trash properly?
8. Which sign says that a business is open?
9. Which sign says that a business is closed?
10. Which sign tells drivers to stop and turn right?
11. Which stop sign is attached to a pole?
12. Which sign warns a driver that a railroad track crosses the road?
13. Which sign tells a driver to stop because a train is coming?
14. Which sign tells a pedestrian that it is safe to cross a street?
15. Which sign tells drivers to watch for pedestrians crossing the street?
16. Which sign tells drivers when to stop, get ready to stop, and go?
17. Which sign tells drivers to watch for people riding bicycles?
III. Important Places for People in Our Town

WHAT?
Students will identify and locate significant buildings in their town including homes, stores, places of service, and recreational areas.

WHY?
To use maps to locate places in the students’ town
To create a visual composition of various places in the students’ town
To identify locations of stores and services in the students’ town
To identify places of governmental service in the students’ town
To examine developmental changes in the students’ town

Texas Essential Knowledge and Skills:
History
- Understand common characteristics of communities, past and present
Geography
- Understand the concept of location
- Understand the purpose of maps
- Use maps and photographs to determine and mark locations
- Understand the physical and human characteristics of an environment
Economics
- Understand the concept of goods and services
Government
- Understand services provided by a local government
Science, Technology, and Society
- Understand how technology has affected daily life, past and present
Social Studies Skills
- Apply critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology
- Communicate effectively in a variety of forms.

TAKS:
- Objective 1: Issues and Events in U.S. History
- Objective 2: Geographic Influences on Historical Issues and Events
- Objective 3: Economic Influences on Historical Issues and Events
- Objective 4: Political Influences on Historical Issues and Events
- Objective 5: Critical-Thinking Skills
HOW?

Materials Needed:
- *Murals: Walls That Sing* by George Ancona. Marshall Cavendish. 2003. (ISBN 0-7614-5131-5) or another book that illustrates murals. If a mural is available in your school or nearby, take the class to visit that particular mural.
- Handout titled “Places for People in Our Town”
- Large map of your town
- Small sticky notes
- If available: Polaroid, digital, or still shot cameras
- Polaroid or still shot camera film
- Large sheets of drawing paper
- Paint or markers

Suggested Resource Person: Someone who has photographs depicting the students’ town in the past. (Note: Some towns have these kinds of pictures on the Internet.)

Suggested Teaching Time: 2 class periods

Suggested Procedure:
1. Read the book *Communities* by Lisa Trumbauer or another book that shows places in a town or community.
2. Discuss the places people use in the students’ town or community. If they live in a small town or rural area, ask them to name a town that has some of the places mentioned in the book.
3. Divide the class into pairs. Have them complete the handout “Places for People in Our Town.” Tell students that if their town does not have some of the places, name the town they use to get the services. For example: doctor’s office or movie theater.
4. Have each pair join a pair to form groups of four. Each group compares their ideas and adds to their findings as they learn from each other.
5. Each group reports to the class and students add to their lists as needed.
6. Tell the students that they are going to make a mural of their town. If available show the book to the class titled *Murals: Wall That Sing* by George Ancona or another book that illustrates murals. If you use the *Murals: Walls That Sing* book, note especially pages 22, 33, and 34. If a mural is in the students’ school or nearby, take them for a visit. Discuss the components of a mural.
7. Students nominate places to depict on the mural. Have the class vote to select:
   - Five or six specific places to live (Example: person’s home, apartment complex, a street in a neighborhood)
   - Five or six specific stores
• Five or six specific places that offer services (Example: police station, fire station, library, post office, senior citizen’s center, hospital)
• Five or six specific places to have fun
(The total number of places should equal the total number of students in the class.)
8. Students take pictures of places in their town. Choose one of the following procedures or use a procedure that complies with the policies of your school.
   • Take a field trip to the places voted on by the class to be depicted in the mural they will construct. Have students take turn using the cameras.
   • Ask parents to take their children to one or two of the places the students voted on and let the children take pictures and bring them to the class. (Be sure each place will be photographed once.)
   • Ask a parent or group of parents to take the pictures and send them to you.
   • Take the pictures yourself and provide them for the class.
9. Give each student a photograph. Have them paint or use markers to replicate their photograph on large drawing paper. Students label their paintings to correspond with their photographs.
10. Each student writes the name of his/her photograph on a small sticky note and attaches it to its proper location on the large map of the town. (Note: If students live in a rural area or a small town, have them place a map of their town beside a map of the larger town where they shop or use services.)
11. Students attach their photographs to their paintings.
12. Students attach their paintings to a wall side-by-side in mural effect and in the order the places appear on the map(s). If they depict their town and another larger town, they could use a strip of paper to represent the road between their town and the larger one.
13. If available, show students pictures of their town in the past. Discuss differences and similarities. Ask students how they think their town might change in the future particularly in the areas of transportation, communication, and recreation.

Evaluation: Have each student write a paragraph titled, “Why Places for People are Important in a Town.” In the paragraph, students explain why they think the places are important.
Places for People in Our Town

Name of Our Town: ________________________

Some of the places people live in our town:
(Example: Names of apartments, of residential areas, housing developments, nursing homes)

Some of the stores in our town:
(Example: Places that sell food, clothes, toys, furniture, videos, books)

Some of the places in our town that meet our needs:
(Example: Doctor’s office, hospital, post office, schools, fire station, police station, libraries)

Some of the places in our town to have fun:
(Example: Restaurants, movie theaters, parks)
IV. A Town’s Money: Where Does It Come From? Where Does It Go?

**WHAT?**
Students will identify sources of revenues and expenditures of towns. They will examine their own town’s budget.

**WHY?**
- To identify ways towns gain revenue
- To determine the most common sources of revenue among towns
- To analyze various types of revenue sources for a town.
- To analyze various types of expenditures for a town
- To examine components of a town’s budget
- To identify some of the specific revenues and expenditures of the students’ town

Texas Essential Knowledge and Skills addressed in this lesson:

*Economics*
- Understand how budgets allocate money for spending

*Government*
- Understand the purpose of governments
- Understand the basic structure and functions of local government
- Understand how local government services are financed

*Social Studies Skills*
- Apply critical-thinking skills to organize and use information acquired from a variety of sources
- Analyze information from a graph
- Communicate in oral, written, and visual forms

*TAKS:*
- Objective 3: Economic and Social Influences on Historical Issues and Events
- Objective 4: Political Influences on Historical Issues and Events
- Objective 5: Critical-Thinking Skills
HOW?

Materials needed:
- Handout titled “How Towns Get their Money”
- Handout titled “Where Shady Hollow Gets Money to Help Their Town Be a Good Place for People to Live”
- Handout titled “What Do You Think Shady Hollow Spends Money for?”
- Handout titled “Test Your Revenue Knowledge”
- Make a transparency of a copy of a budget summary of the students’ town. If this is unattainable, secure a copy of another town’s budget summary from the Internet. Two possible sites include: Huntsville, Texas: www.ci.huntsville.tx.us and Brownwood, Texas: www.ci.brownwood.tx.us/admin/finance/gfexpdet.htm

Suggested teaching time: 1 class period

Suggested Procedures:
1. Ask the students what they think a town might spend money on. Discuss their answers.
2. Ask the students how they think a town gets money. Discuss their answers.
3. Group students. Give each group copies of the handout titled “How Towns Get their Money.” Have students read the handout, restate, and summarize the handout’s contents. Discuss the contents as a class. Determine if the students need clarification of any of the definitions.
4. Give students a copy of the handout titled “Where Shady Hollow Gets Money to Help Their Town Be a Good Place to Live.”
5. Explain that Shady Hollow is a pretend town, but that its budget represented on the graph is typical of the various ways towns get their money.
6. In their groups, students complete the ranking of the revenue categories.
7. Discuss why some of the categories would bring more money to the town than others.
8. In their groups, students complete the handout titled “What Do You Think Shady Hollow Spends Money for?”
9. Conduct a class discussion with each group reporting one expenditure item at a time. Record their ideas on the chalkboard. Some of their ideas could include supporting police and fire departments, street repair, salaries for town employees, parks and recreational places, traffic lights, libraries, making new streets, equipment for city offices, vehicles for city use, fine arts projects, shelters for the homeless, and building maintenance.
10. Show a transparency of a budget summary of the students’ town. Some towns have pie graphs of their revenues and expenditures. Other towns have a list. Simplify the document by highlighting categories and items the students have seen on the revenue handouts and generated in their expenditure lists.
11. Conclude the lesson by discussing why towns need money, how the money comes from the people, and how towns spend money to enhance the quality of life for the people of a town.
Evaluation: Individually, students complete the handout titled “Test Your Revenue Knowledge Using the pie graph on the handout titled “Where Shady Hollow Gets Money to Help Their Town Be a Good Place to Live.” If you feel it is appropriate, allow students to also refer to the handout titled “How Towns Get Their Money.”
How Towns Get Their Money

Words to Know:

**Budget** – A plan that tells how much money a town receives and how much money a town spends. Town budgets show all of the revenues and the expenditures.

**Revenues** – Where towns get money

**Expenditures** – Items that cost towns money

Some of the revenues for a town include:

- **Utility Fees** – Each month, citizens pay the town money to use water, gas, and electricity in their homes, schools, stores, and businesses

- **User Fees** – People pay money to use the facilities the town owns. Some of these facilities include swimming pools and golf courses.

- **Property Taxes** – Everyone who owns property pays taxes on how much the property is worth. For example, people who own expensive houses pay more than people who own less expensive houses. Other property includes land and buildings.

- **Sales Taxes** – Everyone who buys things in a town pays a little extra money to the city. For example, a tee shirt might cost $10.00. If you buy it, you pay a few cents extra for the tax.

- **Federal Grants** – A town can receive money from the United States government for special projects to help people in a town. For example, the money might be used to build low cost housing for low income families.

- **Street Taxes** – Companies and businesses that use the city streets pay the town money. Some of these companies include taxicabs and cable television.
- **Hotel taxes** – People who stay in hotels and motels pay a tax on the cost of their room.
Rank the revenue sources from greatest (biggest percent) to least (smallest percent).

First: ________________________________

Second: ______________________________

Third: ________________________________

Fourth: _______________________________

Fifth: _________________________________

Sixth: ________________________________

Seventh: ______________________________
What Do You Think Shady Hollow Spends Money for?

Why does a town need money?

List five items you think might be included in a town’s expenditures.

1. 

2. 

3. 

4. 

5. 

Which of these five items do you think a town spends the most money for?

Which of these five items do you think a town spends the least amount of money for?
Show that you know the meaning of the kinds of revenues a town like Shady Hollow can receive. Look at the Shady Hollow graph on the handout titled “Where Shady Hollow Gets Money to Help Their Town Be a Good Place for People to Live.” Read the sentences below and identify the kind of revenue the sentences describe by placing the correct percent in the percent column. For example, if you think a sentence describes a hotel tax, write 2% beside the sentence.

<table>
<thead>
<tr>
<th>Percent (%)</th>
<th>Revenue Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Amanda bought a video game. She paid for the game and a little more money for the tax.</td>
</tr>
<tr>
<td></td>
<td>Each month, an ice cream shop called The Big Scoop pays Shady Hollow for the electricity the store uses.</td>
</tr>
<tr>
<td></td>
<td>The town of Shady Hollow has a special program for children after school. The town gets the money to run the program from the United States government.</td>
</tr>
<tr>
<td></td>
<td>Walter enjoys swimming in Shady Hollow’s city pool. He pays $1.00 every time he visits the pool.</td>
</tr>
<tr>
<td></td>
<td>Uncle Joe and Aunt Ruth always stay in the Holiday Inn when they visit their nieces and nephews in Shady Hollow. They pay for their hotel room and little bit extra money to the city.</td>
</tr>
<tr>
<td></td>
<td>Mr. and Mrs. Branson bought a new house. Each year, they pay the town of Shady Hollow some money based on how much their house is worth.</td>
</tr>
<tr>
<td></td>
<td>Charles and Andy own a taxicab company. They pay a special tax to the city of Shady Hollow</td>
</tr>
</tbody>
</table>
Show that you know the meaning of the kinds of revenues a town like Shady Hollow can receive. Look at the Shady Hollow graph on the handout titled “Where Shady Hollow Gets Money to Help Their Town Be a Good Place for People to Live.” Read the sentences below and identify the kind of revenue the sentences describe by placing the correct percent in the percent column. For example, if you think a sentence describes a hotel tax, write 2% beside the sentence.

<table>
<thead>
<tr>
<th>Percent (%)</th>
<th>Revenue Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>Amanda bought a video game. She paid for the game and a little more money for the tax.</td>
</tr>
<tr>
<td>25%</td>
<td>Each month, an ice cream shop called The Big Scoop pays Shady Hollow for the electricity the store uses.</td>
</tr>
<tr>
<td>5%</td>
<td>The town of Shady Hollow has a special program for children after school. The town gets the money to run the program from the United States government.</td>
</tr>
<tr>
<td>8%</td>
<td>Walter enjoys swimming in Shady Hollow’s city pool. He pays $1.00 every time he visits the pool.</td>
</tr>
<tr>
<td>2%</td>
<td>Uncle Joe and Aunt Ruth always stay in the Holiday Inn when they visit their nieces and nephews in Shady Hollow. They pay for their hotel room and little bit extra money to the city.</td>
</tr>
<tr>
<td>30%</td>
<td>Mr. and Mrs. Branson bought a new house. Each year, they pay the town of Shady Hollow some money based on how much their house is worth.</td>
</tr>
<tr>
<td>10%</td>
<td>Charles and Andy own a taxicab company. They pay a special tax to the city of Shady Hollow</td>
</tr>
</tbody>
</table>
V. The Mayor and the City Council

WHAT?
Students will analyze the duties and responsibilities of mayors and the city councils. They will apply information through a simulated city council meeting.

WHY?
- To determine the difference between elected officials and employed leaders of the community
- To identify the duties of a mayor and a city council
- To analyze issues that come before the mayor and city council
- To describe a town’s organizational structure
- To engage in a decision-making process regarding a typical issue that comes before a mayor and city council

Texas Essential Knowledge and Skills addressed in this lesson:
Government:
- Understand the role of public officials
- Understand the basic structure and functions of local government
Citizenship:
- Understand the impact of individual and group decisions on communities in a democratic society.
- Understand the importance of effective leadership in a democratic society
- Understand the importance of individual participation in the democratic process
Social Studies Skills
- Apply critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology
- Communicate effectively in a variety of forms
- Use problem-solving and decision-making skills, working independently and with others in a variety of settings

TAKS:
- Objective 4: Political Influences on Historical Issues and Events
- Objective 5: Critical-Thinking Skills
HOW?

Materials Needed:
- Copies of the handout Venn diagram titled “The Mayor and the City Council”
- Copies of the handout “The Mayor and City Council at Work”
- Handout titled “Answer Key for ‘The Mayor and City Council at Work’”
- Pictures of the mayor and city councilmen of the students’ town (If available)
- City Council Meeting Role playing cards in the handout titled “Roles for the Mock City Council Meeting”

Suggested Advance Preparations: Arrange for the mayor or a city councilman of the students’ town to visit the classroom to:
- Speak to the class about the offices of mayor and city councilman
- OR
- Observe the students as they engage in a simulated city council meeting and give feedback to the students about their procedures.

Suggested Procedures:
1. Ask students what a mayor of a town does. Discuss their answers.
2. Ask students what a city council does. Discuss their answers. Explain that some towns are too small to have a city council. Some towns do not have a mayor. They have a city manager-city council system of government. A city manager is hired by the city to help its operations run smoothly. A mayor is elected by the people and gives the town leadership.
3. In pairs or groups, have students complete the Venn diagram titled “the Mayor and the City Council” using information on the handout titled “The Mayor and City Council at Work.”
4. Conduct a class discussion about mayors and city council members. Explain that the mayor and city council members usually have other jobs and are paid only a small amount for their services. For example, in an average sized town, a city council member might receive $10.00 per meeting the member attends. A mayor might receive $50.00 per month. In very large cities, the mayor would receive a salary because his duties would require his or her full attention.
5. Brainstorm the issues a mayor and city council might be concerned about. Lead students to include the following examples:
   - A city’s paid personnel and volunteers who serve on boards such as the library board or a committee such as a fine arts committee.
   - Building and maintaining streets
   - Creating and extending city services such as water lines
   - Approving activities of various city departments such as the Parks and Recreation Department installing water fountains along a walking trail or the Safety department adding a traffic light at an intersection
   - Review recommendations by department heads such as requests for new computers to use in their record keeping
Give permission for people build houses, churches, stores, or other buildings in keeping with a town’s codes and ordinances

6. Tell students that the mayor and city council deal with many issues. Sometimes citizens attend the city council meeting to make requests and to try to persuade the council to vote a certain way on an issue.

7. If you invite a guest speaker, ask that person to address the brainstorm list and add to it or correct any misunderstandings on the list. Ask the guest speaker to identify the duties of the mayor and city council members in the students’ town.

8. Students participate in a mock city council meeting. Have students draw a role from the handout titled, “Roles for the Mock City Council Meeting.” (Note: Drawing for roles is a fair way to distribute them. However, you know your students, so you might feel that you need to assign the roles.) The issue for discussion at the city council meeting is: Should the town add more recyclable items to the newspapers and cans they currently accept at the drop-off site? The pretend town is Shady Hollow.

9. Have students meet in groups to discuss how they will participate in the meeting. The mayor and city council members meet in one group. The citizens who are for adding items to the recycling site meet together, and the citizens who do not want the city to recycle more items, meet in another group.

10. In their groups, students read the scenario for the meeting titled “Issue before the Council.” Students use the information in the scenario and instructions on their role cards to make their plans.

11. Arrange the classroom by placing desks for the mayor and city council members in a line in front of the classroom so that they are facing the “citizens.” Create a wide aisle between the remaining seats so that the “pro citizens” can sit together on one side of the aisle, and the “against citizens” can sit together on the other side of the aisle. Place a podium or a representation of a podium at the head of the aisle. Instruct the citizen students that when it is their turn to speak, they come to podium one at a time, state their names, and give their opinions to the council. (Note: There are 22 roles. If you have fewer students, you might decrease the number of city council members. There are also guest citizens who present supplemental points rather than main points. These roles could be combined with those presenting main points, or they could be eliminated.)

12. If you engage a guest, ask him/her to instruct the students in council meeting proceedings. The guest can interrupt the meeting at anytime to re-orient or redirect the students in their proceedings.

13. After all of the citizens have spoken, the “mayor and city council members” discuss the issue and vote.

14. The mayor thanks the council members and the citizens and declares the meeting adjourned.

15. Once they are students again, discuss the simulation and what they learned. If a guest is in attendance, include his/her comments and clarification.

Evaluation: Students write paragraph titled “The Mayor and City Council: Their Duties and the Issues they Address.”
The Mayor and City Council at Work

The Mayor of a Town

Mayors are elected as the leader of a town.

Each town can decide the duties of the mayor. Many towns include most of the following duties of their mayors:

- Preside over the city council meetings
- Represent the town in ceremonies
- Listen to citizens’ opinions when they speak at city council meetings
- Keep up with problems and needs of the people of the town
- Recommend ordinances (city laws) to the city council that would help solve the town’s problems
- Vote with the city council on new ordinances
- Veto (say no) an ordinance passed by the city council*
- Sign all the ordinances made by the city council

*Note: In towns where the mayor votes with the city council, the mayor does not have veto power.

The City Council of a Town

Members of the City Council are also elected. Some towns are divided into sections called wards. The citizens of each ward elect a council member to represent them. In some towns, other council members represent all of the citizens, not just one ward. Some towns have both council members from wards and council members who represent all of the town’s citizens.

City Council members usually have the following duties:

- Attend all of the city council meetings unless they are ill or unless they are conducting city business
- Listen to citizens’ opinions when they speak at city council meetings
- Consider the mayor’s recommendations for new ordinances
- Give their opinions about how to solve the town’s problems
- Vote on new ordinances
- Override the mayor’s veto if a majority of the council members vote disagree with the mayor
The Mayor and the City Council

What the Mayor Does

What the City Council Does

What They Both Do
Answer Key for “The Mayor and the City Council”

What the Mayor Does

- Preside over city council meetings
- Represent the town in ceremonies
- Keep up with the problems and needs of the people of the town
- Recommend ordinances to the city council
- Veto ordinances
- Sign all ordinances

What the City Council Does

- Are elected
- Attend city council meetings
- Listen to citizens when they speak at city council meetings
- Make ordinances

What They Both Do

- Consider the mayor’s recommendation for new ordinances
- Override mayor’s veto
Issue Before the Council

The issue for discussion at the city council meeting is: Should the town add more recyclable items to the newspapers and cans they currently accept at the drop-off site?

You live in a pretend town called Shady Hollow. Your town has a mayor and six city council members. The city is going to decide if the town will accept more recyclable items at their drop-off site. They currently only accept aluminum cans and newspapers. Shady Hollow does not have a landfill (A special place made safe for dumping garbage). The town must haul its trash to a place 50 miles away and pay someone a lot of money to dump the garbage in a landfill. The less the trash weighs, the less Shady Hollow has to pay the landfill people. If the town can recycle more items, their garbage will not weigh much, and they can pay less money to the town with a landfill.

The main arguments people give for accepting more recyclable items include:

1. It is more helpful to people if they do not waste items. It is better to use them again. Someday we might not have enough land for good farms and growing towns because we will have too much trash.
2. Shady Hollow pays too much money for using another town’s landfill. Shady Hollow should cut down the amount they deliver to the landfill.
3. Some people need the items the additional items that people can recycle. There are places that buy glass and office and school paper.
The main arguments people give for not accepting more recyclable items include:

1. Most people do not want to take the time to clean bottles and cans or to remove sticky notes and paper clips from paper. They do not like to take up space in their homes or garages to store the items before they deliver to the drop-off sites. They do not like to haul items to drop-off sites, and it is too expensive to pay extra workers to pick up recyclable items at people’s homes.

2. The town would have to hire more people to sort the extra items and make sure that they are clean enough to sell or give away. This could be expensive.

3. Some recyclable items are dangerous and could harm children who might want to play with them. Glass can break and cut. Jagged edges of cans can also cut. People sometimes put off taking their items to the drop-off sites, and they pile up becoming a fire hazard or homes for unwanted insects and mice.
Roles for the Mock City Council Meeting

You are the **MAYOR.** You will call the city council meeting to order and welcome the guests.

Tell the council and guests that the city council will make a very important decision at the end of the meeting. They will decide if their town will add more recyclable items to the recyclables they currently collect: aluminum cans and newspapers.

Say that you know that several guests would like to speak about this issue, and they are welcome to talk to the council. Tell them that the first guest will speak for adding items to the recyclable list, and the second guest will speak against adding items. Each side will continue taking turns until everyone who wants to say something has spoken.

After all of the guests have spoken, discuss the issue with the council members. When everyone on the council has had a chance to express an opinion, take a vote. You may state your ideas during the discussion and you may also vote.

You are a **City Council Member.** After the guests have spoken about adding recyclables to the city collection, you and the other council members will discuss ideas the guests mentioned. Take the side of someone who **does not want** to add to the recycling list. Use the ideas presented by the guests to explain your position. After discussion with the other council members, either keep your opinion or change your mind. If you change your mind, give a good reason for doing so.

You are a **City Council Member.** After the guests have spoken about adding recyclables to the city collection, you and the other council members will discuss ideas the guests mentioned. Take the side of someone who **does not want** to add to the recycling list. Use the ideas presented by the guests to explain your position. After discussion with the other council members, either keep your opinion or change your mind. If you change your mind, give a good reason for doing so.
You are a **City Council Member**. After the guests have spoken about adding recyclables to the city collection, you and the other council members will discuss ideas the guests mentioned. Take the side of someone who **does not want** to add to the recycling list. Use the ideas presented by the guests to explain your position. After discussion with the other council members, either keep your opinion or change your mind. If you change your mind, give a good reason for doing so.

You are a **City Council Member**. After the guests have spoken about adding recyclables to the city collection, you and the other council members will discuss ideas the guests mentioned. Take the side of someone who **does want** to add to the recycling list. Use the ideas presented by the guests to explain your position. After discussion with the other council members, either keep your opinion or change your mind. If you change your mind, give a good reason for doing so.
You are a City Council Member. After the guests have spoken about adding recyclables to the city collection, you and the other council members will discuss ideas the guests mentioned. Take the side of someone who does want to add to the recycling list. Use the ideas presented by the guests to explain your position. After discussion with the other council members, either keep your opinion or change your mind. If you change your mind, give a good reason for doing so.

You are a Guest Citizen. You are for adding recyclables to the town’s collection because you think that we must stop dumping a lot of trash in landfills. You are concerned that someday we will not have enough land to use for farms and towns.

You are a Guest Citizen. You are for adding recyclables to the town’s recyclables list because you think that we are adding too much stuff to our Earth. We should reuse things and cut down on items, not add to them.

You are a Guest Citizen. You are for adding recyclables to the town’s collection because you think that your town pays too much money to another town to use their landfill. If Shady Hollow’s trash weighed less, your town would pay less to have our trash dumped at the landfill. The charge for dumping is by weight. If the trash load is heavy, the cost for dumping is high.

You are a Guest Citizen. You are for adding recyclables to the town’s collection because you think that the town can make money by selling the recyclable items.

You are a Guest Citizen. You are against adding recyclables to the town’s collection because you think that people do not want to go to the trouble it takes to sort items, find a place to store them, and take the time to haul them to the drop-off site.

You are a Guest Citizen. You are also against adding to the town’s recycling collection because of the trouble it takes to sort and separate the items. Tell people that you let the cans build up in your kitchen and then your garage. You keep putting off a trip to the drop-off site. Sometimes you just throw the cans in the trash to be carried off with the regular garbage.
You are a **Guest Citizen.** You are **against** adding recyclables to the town’s collection because you think that some recyclable items are dangerous and could harm children who might want to play with them. Glass can break and cut. Jagged edges of cans can also cut. People sometimes put off taking their items to the drop-off sites, and they pile up becoming a fire hazard or homes for unwanted insects and mice.

You are a **Guest Citizen.** After the other for and against guest citizens have spoken, present an idea to the council. Tell them that your cousin lives in Victoria, Texas, and told you that Victoria has drop-off centers for recyclables. They also have a Repeat Recyclers Club. When people bring their recyclables to the drop-off sites, they have their club card punched. After their fourth visit to the drop-off site, they can enter their card in a drawing. At the end of each month, five adult cards and five student cards are drawn for prizes. The adults get one month’s free garbage pick-up, and the students get a recycling package. You think that Shady Hollow could have a recycling club too. It would encourage people to recycle.

You are a **Guest Citizen.** You have also heard about the Repeat Recyclers Club in Victoria. Tell people that the students’ recycling package includes items such as tee shirts, pens, pencils, and magnets.

You are a **Guest Citizen.** After the guest citizens have told the council about the city of Victoria’s recycling club, tell them that you have heard about a good idea for recycling in Abilene, Texas. That town has a Teacher Recycle Locker. It is a drop-off place for recyclables that teachers can use in the classroom. Some of the items people bring for the teachers include cardboard rolls from paper towels and toilet paper, clean baby food jars with lids, large coffee cans, and other items teachers can use for arts and crafts projects. Tell the council that you think a lot of people would be willing to recycle items that would be useful in classrooms.
You are a **Guest Citizen**. After the guest citizens have presented their ideas about recycling in Victoria and Abilene, tell the council that you also have an idea for recycling. Maybe two or three times a year Shady Hollow could put on talent shows or plays. Instead of charging money for tickets, they could charge recyclables. The audience could bring stacks of office paper, or boxes of bottles, or whatever the city council will decide to add to the current recyclable list. It would be fun.

You are a **Guest Citizen**. You have an idea for the council. They should look at an Internet site called Global Recycling Network. The address is [www.grn.com](http://www.grn.com). This site tells about companies that will buy recycled items. Maybe Shady Hollow could make some money. The citizens would be willing to bring their items to the drop-off site because it would be helping the town. Maybe you could even have a recyclers’ appreciation party or something like that.

You are a **Guest Citizen**. You agree that Shady Hollow could make money by selling recyclable items, but the town has to also think about how much it costs to hire people to look at the items and make sure they are clean and ready to sell. Just be sure you won’t spend more than you make.
VI. A Web of Work

WHAT?
Students will analyze the non-elected and non-appointed jobs that keep a town operational.

WHY?
• To identify jobs necessary to maintaining a town’s operations
• To investigate what people do in various town related jobs
• To compare kinds of town-related jobs among various cities on the basis of size of population
• To build webs as graphic organizers to map out city jobs
• To discover information about town related jobs in the students’ own community through a classroom visitation of person from the city’s department of personnel.
• To visit one of the town’s area of work to see jobs in action
• To compare the students’ town jobs with the jobs of another town about the size of the students’ town.
• To contrast the jobs in a smaller or larger town with the students’ town

Texas Essential Knowledge and Skills addressed in this lesson:
History:
• Understand common characteristics of communities, past and present
Geography:
• Understand the locations and characteristics of places and regions
Government:
• Understand the purpose of government
• Understand basic structure and functions of local government
Social Studies Skills:
• Apply critical-thinking skills to organize and use information acquired from a variety of sources
• Communicate in oral, written, and visual forms

TAKS:
• Objective 1: Issues and Events in U.S. History
• Objective 2: Geographic Influences on Historical Issues and Events
• Objective 4: Political Influences on Historical Issues and Events
• Objective 5: Critical-thinking Skills
HOW?

Materials needed:
- If available, computers loaded with “Kidspiration” or Inspiration
- Butcher paper
- Construction paper
- Markers
- Glue or tape
- Handout “An Example of a Web of City Jobs” for a teacher-made transparency
- Five copies of the handout, “An Example of a Web of City Jobs” for distribution to groups to use when constructing their webs
- Handout titled “Job Descriptions of City Workers”
- Handout titled “A List of Questions For a Guest Speaker”
- Wall map of Texas
- Sticky flags attached to the Texas wall map labeled Huntsville, Kerrville, Weatherford, Hamilton, McAllen, El Paso, New Waverly.

Other resources:
- A person from the personnel or human resources department of the student’s town or community to visit the class (Note: Give the guest the handout titled “A List of Questions for a Guest Speaker” prior to the classroom visit.)
- Representatives from several of the city’s departments to visit the class with the person from personnel to discuss their jobs.
- Field trip to one of the job areas of the students’ town to see the duties carried out by the people who work there, such as the library or city hall.

Suggested teaching time: 2-3 class periods

Suggested Procedures:
1. Students brainstorm jobs they think are needed to run a city. Point out that these are not jobs held by people who are elected like the mayor or a city council member. Record answers on the board. If they record incorrect kinds of jobs, leave them on the board for the students to correct at a later time.
2. Tell the students that they are going to learn about the jobs needed to keep a city in good running order. As they go along, they will check the board to see which ideas they will keep and which ones they might decide to take away. (For example they would keep the job of policeman on the board, but later decide that a cashier at the grocery store does not work for the city.)
3. Give each student a piece of construction paper and one of the jobs described in the handout titled “Job Descriptions of City Workers.” Students write the name of the job on one side of the paper and glue or tape the description on the other side.
4. Tell students that these are some of the jobs that people have to help a town run smoothly.
5. Students take turns standing before the class and holding their signs for the rest of the students to see. Students read or tell the description for their jobs. As each student completes the report, attach the sign to the board beside the brainstorm list or on the wall nearby.
6. After all students have reported, review what students learned about the jobs.
7. Form five groups of students. Tell them that each group is going to receive information about jobs in a certain city. They will make a web to show the kinds of jobs that city has. Some of the cities are large, and some are small. Two cities are small enough that one of the groups will construct two webs, one for each small city. Students will include how many people are in the town and how many people have city jobs.
8. Note: There are several possibilities for constructing webs:
   - If “Kidspiration” or “Inspiration” is available, have students construct their webs on the computer. If the students construct their webs electronically, they will need to print five copies for groups to analyze later.
   - If students construct webs by hand, they can do so on large pieces of butcher paper that can hang on the wall for everyone to see.
   - Students could construct the webs electronically and then copy them on butcher paper.
9. Show students a sample web using a transparency of the handout titled “An Example of a Web of City Jobs” and discuss how students can construct their webs. Distribute one city information sheet to each group using the handouts titled “Some of the City Jobs in Kerrville,” “Some of the City Jobs in Weatherford,” “Some of the City Jobs in El Paso,” “Some of the City Jobs in McAllen.” Give one group both “Some of the City Jobs in Hamilton” and “City Jobs in New Waverly” because those towns are small.
10. Students construct webs and make them available for the class to see.
11. In groups, students analyze the webs and make a list of five things they notice when analyzing the webs. (For example they might see that every town has a city secretary or that some towns do not have firemen or policemen.)
12. Conduct a class discussion about their findings.
13. Tell students that a guest is coming to their classroom from the personnel department for their own city. Have groups write three questions about jobs in their city they would like for the guest to answer.
14. Have the groups report round robin, giving one question at a time until all questions have been suggested.
15. Compile the questions, and if necessary, alert the guest to new questions not addressed on the handout titled “A List of Questions for a Guest Speaker.”
16. Have the guest speaker visit the class with the students asking questions, and the guest answering. The guest will supply important information that might not arise in the questioning.
17. Students take a field trip to a city department and observe how people perform their duties.
18. Back in the classroom, return to the brainstorm list and ask students if they would add or subtract any of the items on the list.

Evaluation: Students list the five most important ideas they have learned about jobs in city government. Explain why they chose these ideas.
A List of Questions for a Guest Speaker

1. What is the population of our town?
2. How many city jobs are in our town?
3. Do we have a city manager?
4. What jobs provide for health services in our town?
5. What jobs provide for safety services in our town?
6. What jobs provide for recreation in our town?
7. Do we have a city judge?
8. Do we have a city attorney?
9. Do we have a dispatcher for fire and police emergencies?
10. What special jobs does our town have that are unusual in other towns?

Note to the speaker: Please add anything about city jobs that you think is important for the students to know.

The students have analyzed city jobs according these categories:

- Jobs that organize and manage city business
- Jobs that directly serve the people
- Jobs that indirectly serve the people
- Jobs that keep the city healthy
- Jobs that keep the city safe

Texas cities the students have analyzed include:

- El Paso
- McAllen
- Huntsville
- Kerrville
- Weatherford
- Hamilton
- New Waverly
Job Descriptions of City Workers

I am a **Desk Assistant** at the city library. When you visit the library, I will help you find a book and check out books to you.

I am a **Police Detective**. I figure out who commit the crimes in a city.

I am a **Patrolman**. I am a policeman who answers calls for help from people who are in trouble.

I am a **Garbage Collector**. I stop at homes, buildings, and offices and pick up people’s trash. I help make a city a cleaner place to live.

I am a **Firefighter**. I help put out fires in a town.

I am a **Fire Inspector**. I visit schools and businesses to make sure their buildings are meeting the fire codes. Fire codes are rules about keeping a place safe from starting fires.

I am a **Dispatcher**. I answer emergency calls and contact the fire or police department to send help.
I am the **City Secretary**. I make sure the city government is well organized so that it can run smoothly.

I am the **City Manager**. I am in charge of the departments in a city. I make sure that the business of the city is done correctly.

I am the **City Clerk**. I help people find information from written records about city business.

I am the **City Attorney**. I help the people in the city understand laws and show them how to follow the laws.

I am a **Health Inspector**. I make sure that places like restaurants and kitchens in schools, day care centers, and hospitals are clean.

I am the **Director of Parks and Recreation**. I make sure that places like the city’s parks, swimming pools, and golf courses are kept clean and pleasant for people to use.

I am the **Director of Public Works**. One of my duties is keeping the drinking water in a city safe. People who work in my department repair streets and keep the city’s streets from flooding.
I am a **Purchasing Agent**. I am in charge of buying the materials the city needs for building, repairing streets, and all of the other products a city needs to carry out its business.

I am the **Personnel Director**. I am in charge of hiring all the people who work for the city.

I am a **Public Information Officer**. I tell the newspapers and radio and television stations about important events in the city. I answer questions about things that are happening in the city.

I am a **City Computer Operator**. I enter information about the city’s business on computers.

I am a **Shipping and Receiving Clerk**. I help send out packages from people who work in city offices. I also make sure that packages mailed to the city go to the correct department.

I am **Director of Planning and Development**. I help the city understand what it will need to build in the future.

I am **Director of Finance**. I help the city keep a budget. I also let people know how much money each department is given to spend.
I am a City Engineer. I help people understand how to build buildings, bridges and streets.

I am a City Lab Technician. I test the city’s drinking water to make sure it is pure.

I am a City Mechanic. I repair the trucks the city uses for hauling, garbage pickup, and other services.

I am a Systems Operator. I work in a very small town. I make sure the people of my town have good water to drink. I hire people in a larger city to help the people in our town have the services they need such as garbage pickup.
An Example of a Web of City Jobs

Some of the City Jobs in Huntsville, Texas

Jobs that Organize and Manage City Business
City Secretary
City Manager
Personnel Director
Director of Planning
Purchasing Agent

Jobs that Directly Serve the People
Recreation Coordinator
Librarian
Golf Pro
City Judge
City Attorney

Jobs that Indirectly Serve the People
Garage Superintendent
City Engineer
Parks Superintendent

Jobs that Keep the City Healthy
Wastewater Plant Operator
Garbage Collector
Health Inspector

Jobs that Keep the City Safe
Director of Public Safety
Fire Chief
Police Officer
Dispatcher

Population of Huntsville: 35,078
Number of City Jobs in Huntsville: 260
Some of the City Jobs in El Paso, Texas

**Jobs that Organize and Manage City Business**
- City Secretary
- City Manager
- Personnel Director
- Director of Planning
- Purchasing Agent
- City Clerk

**Jobs that Directly Serve the People**
- Recreation Coordinator
- Librarian
- Zoo Keeper
- Cable Company Installer
- Mail Carrier
- Children Services Specialist
- City Judge
- City Attorney
- Directors of Community Centers
- City Bus Driver
- Art Museum Cashier
- History Museum Cashier

**Jobs that Indirectly Serve the People**
- Garage Superintendent
- City Engineer
- International Toll Bridge Collector
- Architect
- Graffiti Coordinator
- Animal Diets Specialist
- Parks Superintendent
- Airport Supervisor
- Public Information Officer
- Automotive Shop Helper
- Locksmith
- Zoo Veterinarian

**Jobs that Keep the City Healthy**
- Wastewater Plant Operator
- Garbage Collector
- Health Inspector
- Lab Technician

**Jobs that Keep the City Safe**
- Director of Public Safety
- Fire Chief
- Director of Traffic Safety Signs and Signals
- Police Detective
- Police Officer
- Dispatcher
- Building Inspector
- Fire Medic
- Safety Specialist

Population of El Paso: **563,662**

Number of City Jobs in El Paso: **5,500**
Some of the City Jobs in McAllen, Texas

**Jobs that Organize and Manage City Business**
- City Secretary
- City Manager
- Personnel Director
- Director of Planning
- Purchasing Agent
- City Clerk

**Jobs that Directly Serve the People**
- Recreation Coordinator
- Librarian
- Golf Pro
- Cable Company Installer
- Mail Carrier
- City Judge
- City Attorney
- Directors of Community Centers
- City Bus Driver

**Jobs that Indirectly Serve the People**
- Garage Superintendent
- City Engineer
- Director of the International Toll Bridge
- Parks Superintendent
- Airport Supervisor
- Public Information Officer

**Jobs that Keep the City Healthy**
- Wastewater Plant Operator
- Garbage Collector
- Health Inspector

**Jobs that Keep the City Safe**
- Director of Public Safety
- Fire Chief
- Director of Traffic Safety Signs and Signals
- Police Officer
- Dispatcher

Population of McAllen: 106,414

Number of City Jobs in McAllen: 1,400
Some of the City Jobs in Kerrville, Texas

**Jobs that Organize and Manage City Business**
- City Secretary
- City Manager
- Personnel Director
- Director of Planning
- Purchasing Agent
- City Clerk

**Jobs that Directly Serve the People**
- Golf Pro
- Librarian
- City Judge
- City Attorney

**Jobs that Indirectly Serve the People**
- Director of Public Services
- Airport Supervisor
- Director of Parks and Recreation
- Public Information Officer

**Jobs that Keep the City Healthy**
- Wastewater Plant Operator
- Garbage Collector
- Health Inspector
- Waste Water Lab Technician

**Jobs that Keep the City Safe**
- Traffic Engineer
- Fire Chief
- Emergency Medical Service Coordinator
- Police Officer
- Dispatcher

Population of Kerrville: **20,425**

Number of City Jobs in Weatherford: **318**
Some of the City Jobs in Weatherford, Texas

Jobs that Organize and Manage City Business
City Secretary          Director of Planning
City Manager            Purchasing Agent
Personnel Director      City Clerk

Jobs that Directly Serve the People
Cable TV installer      City Judge
Librarian               City Attorney

Jobs that Indirectly Serve the People
Garage Superintendent   Parks Superintendent
Recreation Coordinator   Public Information Officer

Jobs that Keep the City Healthy
Wastewater Plant Operator Health Inspector
Garbage Collector

Jobs that Keep the City Safe
Traffic Engineer         Police Officer
Fire Chief               Dispatcher
Police Detective

Population of Weatherford: 19,000

Number of City Jobs in Weatherford: 320
Some of the City Jobs in Hamilton, Texas

**Jobs that Organize and Manage City Business**
- City Secretary
- City Administrator
- Airport Supervisor
- Director of Planning
- Director of Public Works

**Jobs that Directly Serve the People**
- City Judge
- Library Director
- City Attorney
- Receptionist

Population of Hamilton: **2,937**

Number of City Jobs in Hamilton: **18**
The City Jobs in New Waverly, Texas

Jobs that Organize and Manage City Business
City Secretary Systems Operator*
Accounts Receivable Clerk 2 Water and Sewer Helpers

Population of New Waverly: 950

Number of City Jobs in Weatherford: 5

* Systems Operator: A person who makes sure the people have good water to drink. The systems operator hires people in a larger city to help the people in his town have the services they need.
VII. Water: A Town’s Most Important Natural Resource

WHAT?
Students will describe the importance of water to the citizens in a town and determine how cities supply water to the people.

WHY?
- To identify sources of water in specific towns
- To identify the source of water for the students’ town
- To identify terms associated with water usage in a town
- To determine how water is treated to make it usable for citizens
- To describe how people use water in their homes
- To investigate how towns use water in services to the citizens
- To analyze how people can conserve water
- To construct a picture book about water usage

Texas Essential Knowledge and Skills addressed in this lesson:

Geography
- Use maps to find locations
- Understand locations and characteristics of places and regions
- Understand how natural resources affect people’s activities and settlement patterns
- Understand how humans use and modify the physical environment
- Understand how humans adapt to variations in the physical environment

Government
- Understand the purpose of governments
- Understand services commonly provided by the local government

Citizenship
- Understand characteristics of good citizenship

Science, technology, and society
- Understand how science and technology have affected life, past and present

Social Studies Skills
- Apply critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology
- Communicate effectively in a variety of forms.

TAKS:
- Objective 2: Geographic Influences on Historical Issues and Events
- Objective 4: Political Influences on Historical Issues and Events
- Objective 5: Critical-Thinking Skills
HOW?

Materials needed:
- Large drawing paper
- Markers
- String or ribbon to secure a big book the students will construct
- If available, magazine and newspaper pictures illustrating water usage and storage for students to cut out or use for models in drawing pictures
- Transparency of the handout titled “Water Sources for Some of Our Texas Towns”
- Wall map of Texas
- Handout titled “Water Words”
- Handout titled “Sources of Water for the Towns on the Map”
- Handout titled “Water Conservation Tips”
- Handout titled “How Towns Use Water”
- Handout titled “Possible Pictures to Copy for Your Water Book”
- Handouts titled “Instructions for Your Page”

Suggested advanced planning: Secure information about the water source for the students’ town. Provide this information to students constructing pages 2 and 3 of their water book. If available, secure a copy of the latest water report for the student’s town. Find out if the water has fluoride and other ways the water is treated.

Suggested teaching time: 1 class period

Suggested Procedure:
1. Ask students what a natural resource is. After discussion, on the chalkboard write “material made by nature and used by people, such as water, coal, or wood.”
2. Ask students what natural resource every person in a town uses. Announce a wait time so that each student can think about the answer. When they answer, “water,” tell the students that they are going to learn about how a town provides water for the citizens.
3. Draw three columns on the chalkboard. Label each column as follows: Home Use of Water, Commercial and Services Use of Water, Town Business Use of Water.
4. Brainstorm items that belong in each category. A few ideas include:
   - **Home Use**: showers, dishwasher, washing machines, drinking, cooking, cleaning, lawn sprinkling, watering plants, and washing cars
   - **Commercial and Services Use**: cleaning buildings, washing windows, large dishwashers and drinking fountains in schools and restaurants, laundries, large amounts of water in industry
   - **Town Business Use**: Swimming pools, street sweeping, water for putting out fires, cleaning government buildings like City Hall, watering grass and plants in parks, drinking fountains

Keep the list visible for students to consult when constructing their pages.
5. Tell students that they are going to make a big book about ways towns get water and ways people use the water towns provide. There are ten pages to make. Students can work in pairs to make one page. Students follow the instructions for each page. They can illustrate their pages using ideas from the handout titled “Possible Pictures to Copy for Your Water Book,” pictures from magazines, newspapers, or their imaginations.

6. After students have constructed their pages, students show and explain their pages to the rest of the class in order of their appearance in the book:
   - Cover
   - Page 1 – Water Words
   - Page 2 – Water Sources for Some of Our Texas Towns (a Map)
   - Page 3 – Sources of Water for the Towns on the Map
   - Page 4 – Water Treatment Plant
   - Page 5 – Ways People of a Town Use Water at Home
   - Page 6 – Commercial and Services Use of Water
   - Page 7 – Town Business Use of Water
   - Page 8 – Ways to Conserve Water Inside Our Homes
   - Page 9 – Ways to Conserve Water Outside Our Homes
   - Page 10 – Ways Towns Require Citizens to Conserve Water

7. After students have explained their pages, stack the book in order, punch holes in the pages and bind it with a ribbon or string. Ask the students what they would like to do with their book. They could share it with other classes, place it on display in the classroom for visitors to read, place it on display in the school library, or any other feasible possibility.

Evaluation: Students write a paragraph on the topic “Our Town and Our Water.” Students include how a town provides and treats water, how people in a town use water, and how people conserve water.
Possible Pictures to Copy for Your Water Book
Instructions for Your Page: the Cover

1. Decide on a title for your book, and write the title on your cover. Your book is about how towns get water, how towns treat water to make it drinkable, how people use water, and how towns conserve water.

2. Write the title on your paper and illustrate your page.
Natural Resources – material made by nature and used by people, such as water, coal, or wood

Bolson – found in deserts, a flat bottomed depression surrounded by mountains, often containing a lake

Aquifer – a body of underground water

Ground water – a supply of water underground such in a spring or aquifer

Surface water – a supply of water above ground such as a river

Dam – a large wall built across a body of water to control the depth of water on each side of the dam, usually to create a reservoir

Reservoir – artificial lakes created by a dam to fill a valley for water storage

Water Well – a hole drilled into the earth to reach underground water

Water Treatment Plant – the place a town uses to make water clean for people of the town to drink

Drought – a long period of extremely dry weather when there is not enough rain for plants or for the replacement of water supplies.

Conservation – the preservation, management, and care of natural resources, not wasting water or other natural resources
1. Project a transparency of the map on your drawing paper.
2. Draw the outline of Texas.
3. Make dots for each town and write in the towns. Add your town.
4. Write the title of the map.
5. Make a legend for the map. On your drawing paper make a box.
   Draw a symbol for each of the kinds of water sources the towns have.
   For example – rivers might be represented by a squiggly line.
6. Make and label symbols for these water sources: lakes, rivers, reservoirs, wells from underground water, bolsons, and aquifers.
7. Draw the correct symbol beside each town. For example, Laredo gets water from a river. Draw you symbols for rivers beside Laredo.
Sources of Water for the Towns on the Map
(See page # 2 of your water book)

1. **El Paso** – Rio Grande River, Mesilla Bolson, and Hueco Bolson
2. **Alpine** – Wells from underground water
3. **Midland** – Wells from an aquifer and Lake Ivy
4. **Lubbock** – Ogallala Aquifer and Lake Meredith
5. **Pampa** – Ogallala Aquifer and Lake Meredith
6. **Wichita Falls** – Lake Arrowhead and Lake Kickapoo
7. **Lampasas** – Stillhouse Hollow Lake
8. **Uvalde** – Edwards Aquifer
9. **Laredo** – Rio Grande River
10. **Corpus Christi** – Lake Corpus Christi, Lake Texana, Choke Reservoir
11. **Houston** – San Jacinto River, Lake Conroe Reservoir, Lake Houston, Gulf Coast Aquifer
12. **College Station** – Simsboro Aquifer
13. **Waco** – Lake Waco, Bosque River
14. **Grand Saline** – Wells from Underground Water
15. **New Boston** – Lake Texarkana
16. **Tyler** – Lake Tyler, Lake Tyler East, Lake Bellwood
17. **Jasper** – Gulf Coast Aquifer
18. **Your Town** – (Ask Your Teacher.)
Water Treatment Plant

Include this information:

- Tell what a water treatment plant is. It is the place a town uses to make water clean for people of the town to drink.
- Water comes to the water treatment plant from its natural source.
- It is often muddy. Sometimes it has objects in it that could make people sick.
- The people who work in the water treatment plant test the water.
- They clean the water with a special process using large vats and chemicals.
- When the water is clean, it passes through pipes to homes, schools, business, and other places in the town.
Instructions for Your Page: #5

Ways People of a Town Use Water at Home

1. Write the title on your page
2. List the ways people use water at home from the list your class made. If you know more ways, add them to the list.
3. Illustrate your page.

Instructions for Your Page: #6

Commercial and Services Use of Water

1. Write the title on your page.
2. List the commercial and services use of water from the list your class made. If you know more ways, add them to the list.
3. Illustrate your page.

Instructions for Your Page: #7

Town Business Use of Water

1. Write the title on your page.
2. List the commercial and services use of water from the list your class made. If you know more ways, add them to the list.
3. Illustrate your page.
Instructions for Your Page: #8

Ways to Conserve Water Inside Our Homes

1. Write the title on your page.

2. Write the following list on your page:
   - Fix drips
   - Take quick showers instead of baths with filled tubs
   - Get in the shower as soon as the water becomes hot enough
   - Turn off the water when brushing your teeth and turn it on again to rinse
   - Avoid disposing of trash in the toilet
   - Run the dishwasher when there is a full load
   - Soak pots and pans before washing them
   - Turn off the water when you are not using it
   - Give your houseplants only the necessary amount of water
   - Keep cold water in the refrigerator instead of letting the water run until it gets cold

3. Illustrate your page.

4. When you give your report about your page remind the class that to conserve water means that you keep from wasting it.
Instructions for Your Page: #9

Ways to Conserve Water Outside Our Homes

1. Write the title on your page.
2. Write the following list on your page:
   • Give your lawn the right amount of water, not too much.
   • Set your sprinklers to water only the grass and plants, not the sidewalk, driveway, or street.
   • Water lawns in the cooler times of the day.
   • Cover swimming pools and hot tubs so that water will not evaporate from them.
   • Use a barrel to catch rainwater. Use it to water your plants.
   • When washing a car, turn off the water when you are scrubbing. Turn the water on again to rinse the car.
3. Illustrate your page.
4. When you give your report about your page remind the class that to conserve water means that you keep from wasting it.
Instructions for Your Page: #10

Ways Towns Require Citizens to Conserve Water

1. Write the title on your page.

2. Write the following list on your page:
   - Some towns charge citizens and businesses less money to use city water if they use certain appliances made to save water or if they catch rainwater to use for watering plants and lawns.
   - During the summer, especially during a drought, a town sets up a lawn-watering schedule. For example, people in one part of town might be allowed to water their lawns only on Tuesday and Friday. People in another part of town might be allowed to water their lawns only on Wednesday and Saturday.
   - Some towns charge citizens and businesses money if they waste too much water during a drought. This kind of charge is called a fine.

3. Illustrate your page.

4. When you give your report about your page remind the class that to conserve water means that you keep from wasting it.
VIII. The Problem with Trash

WHAT?
Students investigate the decisions towns must make about disposing of solid waste.

WHY?
• To describe the responsibilities a town has for properly disposing of solid waste
• To identify the problems towns have with waste issues
• To compare solutions towns use for disposing of solid waste
• To identify ways citizens can help with the disposing of solid waste
• To investigate recycling as one if the solutions towns have used to help with their problems of solid waste disposal

Texas Essential Knowledge and Skills addressed in this lesson:

Geography:
• Understand how people adapt to and modify their environment

Economics:
• Understand the purposes of spending and saving money

Government:
• Understand the purpose of a local government

Citizenship
• Understand characteristics of good citizenship
• Understand the impact of individual and group decisions on communities in a democratic society
• Understand the importance of voluntary individual participation in the democratic process

Social Studies Skills:
• Apply critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology
• Communicate effectively in a variety of forms.

TAKS:
• Objective 2: Geographic Influences on Historical Issues and Events
• Objective 3: Economic Influences on Historical Issues and Events
• Objective 4: Political Influences on Historical Issues and Events
• Objective 5: Critical-Thinking Skills
HOW?

Materials needed:
- Drawing paper
- Markers
- Wall Map of Texas with a flag marking the location of the town of Crockett
- Plastic garbage bags
- Large cardboard boxes
- Work gloves
- Handout titled “How Important is Recycling?”
- Handout titled “What Can We Recycle?”
- Camera

Suggested teaching time: two class periods

Suggested advanced planning:
- Prepare to either tell students their town’s recycling policies or arrange to have students investigate the policies by locating them on the Internet.
- Arrange for a safe area, such as a park or school ground, for students to pick up trash. Secure parental assistance.

Suggested Procedures:
1. Brainstorm with students why it is important to keep a town clean.
2. Arrange students in groups or pairs to read the handout titled “How Important is Recycling?”
3. After reading the information, in their pairs or groups, students discuss the questions on the handout, draw conclusions and give reasons for their decision.
4. Have each group report on their decisions and reasons.
5. Take a class vote: “Should a town make a law forcing people to recycle?”
6. Either directly tell students or let them investigate to discover their town’s recycling policies.
7. Discuss the benefits of recycling and have students make posters informing people about recycling and encouraging them to do so. Use the handout titled “What Can We Recycle?” for a source of information for creating the posters.
8. Have students collect litter from a safe area and sort the litter according to disposable and recyclable items.
9. Using still and/or video cameras, take pictures before, during and after cleanup. Display them in the classroom.

Follow-Up Possibilities: Have students decide on and carry out a recycling program in their classroom and/or school.

Evaluation: Have the students write a letter to the editor of the newspaper explaining the benefits of keeping their town free of litter and of recycling.
Sources:

Newspaper article:


Book:

Let’s Reduce and Recycle: Curriculum for Solid Waste Awareness. U.S. Environmental Protection Agency. 1990

Web sites:

Planetpals – Friends for Earth
www.planetpals.com/index.html

Earth 911
www.earth911.org/master.asp
How Important is Recycling?

**Words to Know:**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landfill</td>
<td>A special place made safe for dumping solid waste</td>
</tr>
<tr>
<td>Solid waste</td>
<td>Sometimes called trash or garbage; items people have thrown away</td>
</tr>
<tr>
<td>Recycle</td>
<td>Reuse items people have thrown away</td>
</tr>
<tr>
<td>Litter</td>
<td>Trash thrown away in inappropriate places</td>
</tr>
</tbody>
</table>

What are some of the problems with trash in a town?

- Some towns have litter. Litter is harmful to people and animals. It harms the natural beauty of the land.
- Disposing of trash is necessary for the health of a town’s citizens. Sometimes it is difficult to find a way to get rid of trash collected from a whole town of people.
- Getting rid of trash is expensive to a city.

Crockett is a Texas town that has found a way to solve some of their biggest problems with trash. Crockett has a law saying that the citizens must recycle. If they do not recycle, no one picks up their trash. Their garbage cans stay at the front of their homes. Sometime people have to pay a $2,000 fine if they continue to disobey the law.

Crockett is the only town in Texas with a law saying that all people in town must recycle their trash. Citizens must separate 22 different items from their garbage and place them in a special bag.

Why did Crockett pass this law? How does recycling help the town? The town of Crockett does not have a landfill for disposing of solid waste. They must take their garbage to another town 50 miles away. The people of Crockett must pay to dump their trash the landfill. The people at the landfill charge the town of Crockett money to use their dump. If they have a heavy load of trash, they pay more than if they have a lighter load.
By recycling, the town of Crockett sends a lighter load to the landfill. Now they pay only half of what they used to pay. Their recycled items go to other places that do not charge for receiving these items.

If recycling is so helpful, why don’t all towns require their citizens to recycle? Many of the citizens do not want to go to the trouble it takes to separate their reusable trash from their disposable trash. They must put the recycled items in special containers. They must rinse out bottle and cans.

Across the United States, people have praised Crockett for their recycling accomplishments. Recycling works for Crockett.

### What Do You Think?

Why do some people want their town to require recycling?

Why do some people not want their town to require recycling?

What do the people in your group think about requiring people in a town to recycle? Why?
What Can We Recycle?

### CANS

<table>
<thead>
<tr>
<th>YES!</th>
<th>NO!</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Aluminum cans</td>
<td>1. Aluminum foil pie pans or aluminum foil</td>
</tr>
<tr>
<td>2. Steel cans</td>
<td>2. Lids from cans</td>
</tr>
<tr>
<td>(Rinse out the can.)</td>
<td></td>
</tr>
</tbody>
</table>

### CARDBOARD

<table>
<thead>
<tr>
<th>YES!</th>
<th>NO!</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Toilet paper cores, cracker boxes, cereal boxes, large boxes</td>
<td>1. Contents of bags</td>
</tr>
<tr>
<td>2. Brown paper bags (sugar bags, cattle/horse feed bags, dog/cat food bags)</td>
<td>2. Bags with plastic liners</td>
</tr>
</tbody>
</table>

### GLASS

<table>
<thead>
<tr>
<th>YES!</th>
<th>NO!</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clear or brown glass (Rinse out bottles)</td>
<td>1. Green or blue glass</td>
</tr>
<tr>
<td>2. Window panes</td>
<td>2. Window panes</td>
</tr>
<tr>
<td>3. Light bulbs</td>
<td>3. Light bulbs</td>
</tr>
<tr>
<td>4. Drinking glasses</td>
<td>4. Drinking glasses</td>
</tr>
<tr>
<td>5. China dishes</td>
<td>5. China dishes</td>
</tr>
</tbody>
</table>
### PAPER

<table>
<thead>
<tr>
<th>YES!</th>
<th>NO!</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Computer paper</td>
<td>1. Post-it notes</td>
</tr>
<tr>
<td>2. White office paper</td>
<td>2. Paper clips</td>
</tr>
<tr>
<td>3. White and colored school paper</td>
<td>3. Staples</td>
</tr>
<tr>
<td>(Separate white and colored paper. All colored paper stays together.)</td>
<td></td>
</tr>
</tbody>
</table>

### NEWSPAPERS, MAGAZINES, CATALOGS, PHONEBOOKS

<table>
<thead>
<tr>
<th>YES!</th>
<th>NO!</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Whatever comes in a newspaper</td>
<td>1. Plastic rain sleeves</td>
</tr>
<tr>
<td>2. Keep magazines, catalogs, and phonebooks separate from newspapers</td>
<td>2. Rubber bands</td>
</tr>
</tbody>
</table>

### NOTE:

- **áticas** SAVE ALL CARDBOARD BOXES TO COLLECT THE RECYCLABLE PAPER.

- **áticas** DO NOT PLACE NEWSPAPERS, MAGAZINES, CATALOGS, OR PHONEBOOKS IN PLASTIC BAGS.
IX. How People of the Past Have Helped Our Town

WHAT?
Students will determine the various contributions people make to the growth or the quality of life of a town. They will examine how other towns have benefited from people of the past and investigate the contributions of historical personages in their own town.

WHY?
• To identify various ways people make contributions to a town’s heritage
• To identify certain people as examples of contributors to a town’s heritage
• To describe how individuals, events, and ideas have changed communities over time
• To explain how local people and events have influenced local community needs
• To relate incidents that exemplify contributions of historical personages
• To compare similarities and differences among the lives and activities of historical figures who have influenced the students’ town and other towns
• Identify examples of community changes that result from individual or group decisions
• To identify how people have modified the environment of given towns over time

Texas Essential Knowledge and Skills addressed in this lesson:

History
• Understand how historical figures have influenced a community
• Understand important issues, events, and individuals of the 19th and 20th centuries in Texas

Geography
• Understand the relative location of places
• Understand how humans adapt to and modify the environment
• Understand the locations and patterns of settlement and the geographic factors that influence where people live

Citizenship
• Understand the characteristics of good citizenship as exemplified by historic figures and ordinary people
• Understand the impact of individual group decisions on communities in a democratic society

Culture
• Understand the role of heroes in shaping the culture of communities
• Understand the contributions of people of various racial, ethnic, and religious groups to Texas

Social Studies Skills
• Apply critical-thinking skills to organize and use information acquired from a variety of sources
• Communicate in oral, written, and visual forms

TAKS:
• Objective 1: Issues and Events in U.S. History
• Objective 2: Geographic Influences on Historical Issues and Events
• Objective 3: Economic and Social Influences on Historical Issues and Events
• Objective 4: Political Influences on Historical Issues and Events
• Objective 5: Critical-Thinking Skills

HOW?

Materials needed:
• Handout titled “Relative Time Represented by Transportation”
• Copies of the data retrieval chart titled, “People of the Past”
• Copies of the handout titled, “People Who Contributed to their Texas Towns”
• Copies of the handout titled, “Contributions of People of the Past”
• Copies of the handout titled, “Tell About a Person of the Past”
• Wall map of Texas
• Sticky flags labeled, “Fort Davis, Bandera, Fredericksburg, Victoria, Dallas, Austin, San Antonio, San Augustine, Waco, Alabama-Coushatta Indian Reservation, Amarillo, Fort Worth, Alice, Galveston, Houston, and George West

Suggested teaching time: 1 or 2 days

Suggested Resources: Internet, field trip to a museum, or guest speaker for the purpose of acquainting students with significant historical figures of the their town.

Suggested Procedures:
1. Attach the pictures from the handout titled “Relative Time Represented by Transportation” to the wall for display during the lesson.
2. In a group discussion, ask students to name people of the past who made helpful contributions. Ask them to tell what the people did that was important. Students might name people like George Washington, Sam Houston, or Martin Luther King. Relate their people to the pictures in “Relative Time Represented by Transportation.” For example, George Washington lived during the time of the wagon picture, Sam Houston lived during the time of the train picture, and Martin Luther King lived during the time of the truck picture.
3. Tell students that every town has important people who got the town started and others who helped it grow. They will look at ways people of the past have helped some of the towns in Texas grow, and they will discover people who have helped their own town grow.
4. Form six groups. Distribute a copy of “Contributions of People of the Past” to each group. Distribute copies of “People of the Past” data retrieval chart and “People Who Contributed to their Texas Towns” to appropriate groups.
5. Have students complete the data retrieval chart by reading the handout titled “People Who Contributed to their Texas Towns.”
6. Check to see if each chart is completed correctly. (See the answer key.)

7. Distribute the handout titled “Tell About a Person of the Past” and have students follow directions on the handout. Students read about the individual for their group, and each student draws a picture to illustrate their person’s contribution.

8. As students are completing their drawings, one or two students from each group attach sticky flags labeled with their group’s towns on the Texas wall map.

9. Tell students that they will present their information and show their pictures to the class. As students listen, they should think about the kinds of contributions people make to a town and all the different people who have helped a town be a good place to live. Emphasize that they do not need to remember the names of the people, but by looking at these people, students can form ideas about how people contribute to the well being of other people.

10. Students report to the class about their towns and people. They point out the location of their towns on the Texas wall map, tell the story of their group’s individual, and show their pictures. Students point out where their people fit on the transportation relative time pictures.

11. Have students attach their drawings to a wall in the classroom, exhibit them in the library, or a hallway of the school.

12. Discuss contributions of people in general. Lead students to conclude the following:
   - There are many ways people can contribute to a town.
   - Both men and women and people of all races and background are contributors.
   - Some contributions are large, some are small, and all are important.

13. Through a guest speaker, a student Internet search, or a teacher presentation, acquaint students with a variety of people of the past who have made a variety of contributions to their own town. If the students live in a town that was presented in their lesson, have them discover other contributors as well as the people mentioned in the lesson.

Evaluation: Students write a paragraph titled “Why Contributions of People of the Past are Important to a Town.”
Relative Time Represented by Transportation

Long, Long Ago

(Great, Great, Great, Great, Great Grandparent's Time)

Late 1700’s and Early 1800s
Long Ago

(Great, Great, Great Grandparent's Time)

Mid – 1800s
Many, Many Years Ago

(Great, Great Grandparent's Time)

Late 1800s and Early 1900s
Many Years Ago

(Great Grandparent's Time)

Mid 1900s
Close to Our Time

(Parent's and Grandparent's Time)

Late 1900s and Early 2000s
Contributions of People of the Past

Some of the Ethnic or Culture Groups of People of the Past Who Have Contributed to a Texas Town

<table>
<thead>
<tr>
<th>Unknown</th>
<th>Austrian</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>Belgian</td>
</tr>
<tr>
<td>German</td>
<td>American Indian</td>
</tr>
<tr>
<td>Italian</td>
<td>French Canadian</td>
</tr>
<tr>
<td>Chinese</td>
<td>Irish</td>
</tr>
<tr>
<td>Hispanic (Spanish, Mexican, Mexican-American)</td>
<td></td>
</tr>
</tbody>
</table>

Some of the Ways People of the Past Have Contributed to a Town

| Established a town                           | Began a trade center |
| Started a business and provided jobs         | Served as mayor      |
| Provided health services                      | Brought a railroad to a town |
| Started ranches near a town                  | Began a newspaper in a town |
| Worked for the city                          | Began churches       |
| Was an educator                              | Was a merchant       |
| Began a stage coach and mail station         | Provided safety for citizens |
| First settlers                               | Designed a town      |
| Were artists or writers                      | Began a charity      |
| Served as a weatherman                       | Built beautiful buildings for a town |
| Settled on land that became a town           | Worked for the good of a town’s citizens |
| Showed how to make good use of the natural environment | Used natural resources to start a business |
People of the Past Who Contributed to Their Texas Towns

Victoria and Amarillo
(Group 1)

Victoria:

In the early 1800s, Martin DeLeon, from Mexico, began the town of Victoria. Right away the town became an important trade center. In the late 1800s, John W. Mackay, and Daniel E. Hungerford worked with an Italian count named Joseph Telfener to build a railroad from Houston to Victoria. These men continued to help Victoria develop as a trade center in South Texas. About that time, Tobias D. Wood brought cattle from Tennessee to build up the areas ranches. In the late 1800s, John Stillwell Munn became editor of the Victoria Advocate, the second oldest newspaper in Texas. In the early to mid 1900s, Vincent S. Fritz served fire chief for thirty-six years.

Amarillo:

In the late 1800s, J.T. Berry designed the town of Amarillo and worked hard to make the town the county seat of Potter County. About that time, Dr. J.C. Cornelius became the first doctor in Amarillo. His granddaughter, Mayvi, was the first child born in Amarillo. In the mid 1900s, Cal Farley started the Maverick Club to help boys who were very poor. Later he began Cal Farley’s Boys Ranch for boys who had no parents.
People of the Past Who Contributed to Their Texas Towns

Fredericksburg and Fort Worth
(Group 2)

Fredericksburg:

People from Germany settled Fredericksburg. In the mid 1800s, John O. Meusebach, a German who had moved to Texas, started the town for the new German settlers. He also made peace with the Indians who lived in the area so that the settlers would be safe. Later, J.L. Ransleben was a German merchant who opened the first store in Fredericksburg. Father Menzel from Germany was a missionary to Fredericksburg and Reverend Philip F. Zizelman, also from Germany, helped start a Lutheran church in the town. About that time, Johann Leyendecker began the first school in Fredericksburg.

Fort Worth:

In the mid 1800s Major Ripley S. Arnold started Fort Worth to protect people from Indians who did not want people to settle in the area. The town began as a military fort but soon became a town. After Fort Worth became an official town in the late 1800s, a newspaper was formed called the Democrat. K.M. Van Zandt owned the newspaper, and Buckley B. Paddock was the editor. These two men worked hard to get Fort Worth a fire department and other needed improvements. In the mid 1900s, Mary Sabina Daggett Lake helped bring beauty to Fort Worth. She was educational director for the Garden Center of Fort Worth.
People of the Past Who Contributed to Their Texas Towns

George West, Austin, and Houston

(Group 3)

George West:

In the early 1900s, George Washington West gave his land to build a town and paid to have a railroad run through the town.

Austin:

Austin is the capital of Texas. In the mid 1800s, Edwin Waller directed the designing of the town. He also was elected Austin’s first mayor. In the late 1800s, a famous sculptor, Elisabet Ney, lived in Austin and helped the town gain improvements. Her efforts helped many of Austin’s citizens have a better life. A famous author, William Sydney Porter, known as O. Henry, also lived in Austin. Later, Tillotson College was established. Mary Elizabeth Branch was one of the college’s most effective presidents. She was an African-American woman who made the college successful because of her good ideas for helping the school. In the mid 1900s, the city had some difficult times, but Tom Miller, the mayor, had many good qualities and helped the town during that time.

Houston:

In the early 1800s, Augustus Chapman Allen and his brother, John Kirby Allen established the town of Houston. They believed it would grow into a great city, and it did. Many people have contributed to the town since its beginning. One of these people was George H. Hermann. He was a wealthy oilman who gave a lot of land for Hermann Park. In the late 1900s, Barbara Jordan, an African-American lawyer, became a United States Congresswoman. She gave her time and talents to helping the people of Houston and the people of the United States.
People of the Past Who Contributed to Their Texas Towns

Bandera, Fort Davis, and Alice
(Group 4)

**Bandera:**

In the mid 1800s, John James, an Englishman, Charles DeMontel, a German, and John Herndon began the town of Bandera. They also built a lumber mill and gave many jobs to people who had moved to Texas from Poland. In the early 1900s, Cora and Ed Buck had the first guests pay to stay at their ranch. They began the dude ranch business in Bandera. Dude ranches are places for people from the cities to spend their vacations. They can ride horses and do ranch chores for fun.

**Fort Davis:**

Long before white settlers came to Texas, Indians lived in the place that later became Fort Davis. Their village was Painted Comanche Camp. The Indians showed how to make good use of the dry land around their village. In the mid 1800s, E.P. Webster and Diedrick Dutchover, from the country of Belgium, began a stagecoach station. Later Fort Davis was built to protect people from Indians, and the town of Fort Davis soon grew up near the fort. One of the soldiers, Sergeant Charles Mulhern from Ireland, became a landowner and rancher near the town.

**Alice:**

In the late 1800s, Mrs. E.D. Sidbury owned a lumberyard in Alice and the Methodist Church held its services there. Trinidad Salazar, from Mexico, was a merchant in the town at that time. He helped the town get a new elementary school. In the early 1900s, F.B. Nayer gave land for important public buildings to the town.
People of the Past Who Contributed to Their Texas Towns

Galveston, Alabama-Coushatta Indian Reservation, and Dallas
(Group 5)

Galveston:
Michel B. Menard, a French Canadian, began the town of Galveston in the early 1800s. Today, visitors can tour his beautiful home. In the late 1800s, Nicholas J. Clayton was famous for designing some of Galveston’s finest buildings. A terrible hurricane hit Galveston in the early 1900s. Isaac Cline, chief weatherman in Galveston at the time, rode through town urging people to leave before the great storm hit.

Alabama-Coushatta Indian Reservation:
In the late 1800s, John Scott, an Alabama-Coushatta Indian, became chief of his tribe. He served the people on the reservation well and helped them as their moral and governmental leader. Other Alabama-Coushatta chiefs have also contributed to the good of the reservation. Among them was Chief Kina (Robert Fulton Battise), who served as chief in the late 1900s. He was active in the Indian Presbyterian Church, and he also helped the people of the reservation get many improvements in education, health, and housing. He spoke to the Texas Legislature and the United States Congress and gained funds to help his people have a better life.

Dallas:
In the mid 1800s, John Neely Bryan founded the town of Dallas. He began a trading post for serve people who were moving to the area. A few years later, Maxime Guillot, a Frenchman, started the first factory in Dallas. He made wagons and carriages. In the mid 1900s, Trammell Crow and John M. Stemmons opened a Home Furnishings Mart. It grew to become the famous Dallas Market Center. It is the largest trading place in the world.
People of the Past Who Contributed to Their Texas Towns

San Antonio, San Augustine, and Waco
(Group 6)

San Antonio:

San Antonio is a very old Texas town. In the late 1700s, Don Jose Francisco de la Mata from Spain began the first school. Spaniards were the first people from Europe to settle the area around San Antonio, but in the early 1800s, other groups of people also lived in the town. In the mid 1800s, Simon Menger, from Germany, and his sons started the first soap factory in Texas. In the mid 1900s, Rose Wu, who was Chinese, worked to help all people be treated equally.

San Augustine:

In the early 1700s, Father Antonio Margil de Jesus began a Spanish mission on the land beside the Ais Indian village. Later, the town of San Augustine started nearby. In the early 1800s, George English became the town’s first sheriff. By the mid 1800s, Mrs. Stewart started her Female Academy, a school for young ladies. At that time, San Augustine had many private schools.

Waco:

The Waco Indians first lived on the land that became the town of Waco. The Cherokee Indians attacked the Wacos and took over their village. Then the Texas Rangers built a fort in the area. In the mid 1800s, George Barnard opened a trading post, and the town of Waco began. A few years later, Captain Shapley P. Ross, a Texas Ranger and Indian fighter, opened the town’s first hotel. He also served as Waco’s first postmaster and often carried people’s letters around inside his tall beaver hat.
<table>
<thead>
<tr>
<th>Historical People</th>
<th>Texas Town</th>
<th>Contribution</th>
<th>Ethnic or Culture Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin DeLeon (Early 1800s)</td>
<td>Victoria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John W. Mackay, Daniel E. Hungerford, and Joseph Telfener (late 1800s)</td>
<td>Victoria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tobias D. Wood (Late 1800s)</td>
<td>Victoria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John Stilwell Munn (Late 1800s)</td>
<td>Victoria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vincent S. Fritz (Early 1900s)</td>
<td>Victoria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J.T. Berry (Late 1800s)</td>
<td>Amarillo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. J.C. Cornelius (Late 1800s)</td>
<td>Amarillo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cal Farley (Mid 1900s)</td>
<td>Amarillo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Historical People</td>
<td>Texas Town</td>
<td>Contribution</td>
<td>Ethnic or Culture Group</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----------------</td>
<td>--------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>John O. Meusebach (Mid 1800s)</td>
<td>Fredericksburg</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J.L. Ransleben (Mid 1800s)</td>
<td>Fredericksburg</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father Menzel and Rev. Philip F. Zizelman (Mid 1800s)</td>
<td>Fredericksburg</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Johann Leyendecker (Mid 1800s)</td>
<td>Fredericksburg</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Ripley S. Arnold (Mid 1800s)</td>
<td>Fort Worth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K.M. Van Zandt and Buckley B. Paddock (Late 1800s)</td>
<td>Fort Worth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mary Sabina Daggett Lake (Mid 1900s)</td>
<td>Fort Worth</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## People of the Past

(Group 3)

<table>
<thead>
<tr>
<th>Historical People</th>
<th>Texas Town</th>
<th>Contribution</th>
<th>Ethnic or Culture Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Washington West (Early 1900s)</td>
<td>George West</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edwin Waller (Mid 1800s)</td>
<td>Austin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elisabet Ney (Late 1800s)</td>
<td>Austin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wiliam Sydney Porter (O. Henry) (Late 1800s)</td>
<td>Austin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mary Elizabeth Branch (Mid 1900s)</td>
<td>Austin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tom Miller (Mid 1900s)</td>
<td>Austin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Augustus Chapman Allen, John Kirby Allen (Early 1800s)</td>
<td>Houston</td>
<td></td>
<td></td>
</tr>
<tr>
<td>George H. Hermann (Early 1900s)</td>
<td>Houston</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barbara Jordan (Late 1900s)</td>
<td>Houston</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Historical People</td>
<td>Texas Town</td>
<td>Contribution</td>
<td>Ethnic or Culture Group</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------------</td>
<td>--------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>John James, John Herndon, and Charles DeMontel (Mid 1800s)</td>
<td>Bandera</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cora and Ed Buck (1920s)</td>
<td>Bandera</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indians (Unknown Time)</td>
<td>Painted Comanche Camp (Later: Fort Davis)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E.P. Webster and Diedrick Dutchover (Mid 1800s)</td>
<td>Fort Davis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charles Mulhern (Late 1800s)</td>
<td>Fort Davis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs. E.D. Sidbury (Late 1800s)</td>
<td>Alice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trinidad Salazar (Late 1800s)</td>
<td>Alice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F.B Nayer (Early 1900s)</td>
<td>Alice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## People of the Past
*(Group 5)*

<table>
<thead>
<tr>
<th>Historical People</th>
<th>Texas Town</th>
<th>Contribution</th>
<th>Ethnic or Culture Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michel B. Menard (Early 1800s)</td>
<td>Galveston</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nicholas J. Clayton (Late 1800s)</td>
<td>Galveston</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Isaac Cline (Early 1900s)</td>
<td>Galveston</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John Scott (Late 1800s)</td>
<td>Alabama-Coushatta Indian Reservation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chief Kina (Robert Fulton Battise) (Late 1900s)</td>
<td>Alabama-Coushatta Indian Reservation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John Neely Bryan (Mid 1800s)</td>
<td>Dallas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maxime Guillot (Mid 1800s)</td>
<td>Dallas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trammel Crow and John M Stemmons (Mid 1900s)</td>
<td>Dallas</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
People of the Past  
(Group 6)

<table>
<thead>
<tr>
<th>Historical People</th>
<th>Texas Town</th>
<th>Contribution</th>
<th>Ethnic or Culture Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don Jose Francisco de la Mata (Late 1700s)</td>
<td>San Antonio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simon Menger and Sons (Mid 1800s)</td>
<td>San Antonio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rose Wu (Mid 1900s)</td>
<td>San Antonio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father Antonio Margil de Jesus (Early 1700s)</td>
<td>San Augustine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>George English (Early 1800s)</td>
<td>San Augustine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs. Stewart (Mid 1800s)</td>
<td>San Augustine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>George Barnard (Mid 1800s)</td>
<td>Waco</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capt. Shapley P. Ross (Mid 1800s)</td>
<td>Waco</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Answer Key for People of the Past Retrieval Chart

**People of the Past**  
(Grupo 1)

<table>
<thead>
<tr>
<th>Historical People</th>
<th>Texas Town</th>
<th>Contribution</th>
<th>Ethnic or Culture Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin DeLeon (Early 1800s)</td>
<td>Victoria</td>
<td>Established a town</td>
<td>Hispanic</td>
</tr>
<tr>
<td>John W. Mackay, Daniel E. Hungerford, and Joseph Telfener (late 1800s)</td>
<td>Victoria</td>
<td>Brought a railroad to a town</td>
<td>Mackay and Hungerford: unknown Telfener: Italian</td>
</tr>
<tr>
<td>Tobias D. Wood (Late 1800s)</td>
<td>Victoria</td>
<td>Started ranches near a town</td>
<td>Unknown</td>
</tr>
<tr>
<td>John Stilwell Munn (Late 1800s)</td>
<td>Victoria</td>
<td>Began a newspaper in a town</td>
<td>Unknown</td>
</tr>
<tr>
<td>Vincent S. Fritz (Early 1900s)</td>
<td>Victoria</td>
<td>Provided safety for citizens</td>
<td>Unknown</td>
</tr>
<tr>
<td>J.T. Berry (Late 1800s)</td>
<td>Amarillo</td>
<td>Town designer</td>
<td>Unknown</td>
</tr>
<tr>
<td>Dr. J.C. Cornelius (Late 1800s)</td>
<td>Amarillo</td>
<td>Provided health services</td>
<td>Unknown</td>
</tr>
<tr>
<td>Cal Farley (Mid 1900s)</td>
<td>Amarillo</td>
<td>Began a charity</td>
<td>Unknown</td>
</tr>
</tbody>
</table>
## People of the Past
### (Group 2)

<table>
<thead>
<tr>
<th>Historical People</th>
<th>Texas Town</th>
<th>Contribution</th>
<th>Ethnic or Culture Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>John O. Meusebach (Mid 1800s)</td>
<td>Fredericksburg</td>
<td>Established a town</td>
<td>German</td>
</tr>
<tr>
<td>J.L. Ransleben (Mid 1800s)</td>
<td>Fredericksburg</td>
<td>Started a business and provided jobs</td>
<td>German</td>
</tr>
<tr>
<td>Father Menzel and Rev. Philip F. Zizelman (Mid 1800s)</td>
<td>Fredericksburg</td>
<td>Began churches</td>
<td>German</td>
</tr>
<tr>
<td>Johann Leyendecker (Mid 1800s)</td>
<td>Fredericksburg</td>
<td>Was an educator</td>
<td>German</td>
</tr>
<tr>
<td>Major Ripley S. Arnold (Mid 1800s)</td>
<td>Fort Worth</td>
<td>Established a town Provided safety for citizens</td>
<td>Unknown</td>
</tr>
<tr>
<td>K.M. Van Zandt and Buckley B. Paddock (Late 1800s)</td>
<td>Fort Worth</td>
<td>Began a newspaper in a town Worked for the good of a town’s citizens</td>
<td>Unknown</td>
</tr>
<tr>
<td>Mary Sabina Daggett Lake (Mid 1900s)</td>
<td>Fort Worth</td>
<td>Showed how to make good use of the natural environment</td>
<td>Unknown</td>
</tr>
<tr>
<td>Historical People</td>
<td>Texas Town</td>
<td>Contribution</td>
<td>Ethnic or Culture Group</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>George Washington West (Early 1900s)</td>
<td>George West</td>
<td>Established a town</td>
<td>Unknown</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Brought a railroad to a town</td>
<td></td>
</tr>
<tr>
<td>Edwin Waller (Mid 1800s)</td>
<td>Austin</td>
<td>Designed a town</td>
<td>Unknown</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Served as mayor</td>
<td></td>
</tr>
<tr>
<td>Elisabet Ney (Late 1800s)</td>
<td>Austin</td>
<td>Worked for the good of a town’s citizens, Was a sculptor</td>
<td>German</td>
</tr>
<tr>
<td>Wiliam Sydney Porter (O. Henry) (Late 1800s)</td>
<td>Austin</td>
<td>Was a writer</td>
<td>Unknown</td>
</tr>
<tr>
<td>Mary Elizabeth Branch (Mid 1900s)</td>
<td>Austin</td>
<td>Was an educator</td>
<td>African-American</td>
</tr>
<tr>
<td>Tom Miller (Mid 1900s)</td>
<td>Austin</td>
<td>Served as mayor, Worked for the good of the town’s citizens</td>
<td>Unknown</td>
</tr>
<tr>
<td>Augustus Chapman Allen, John Kirby Allen (Early 1800s)</td>
<td>Houston</td>
<td>Established a town</td>
<td>Unknown</td>
</tr>
<tr>
<td>George H. Hermann (Early 1900s)</td>
<td>Houston</td>
<td>Worked for the good of a town’s citizens</td>
<td>Unknown</td>
</tr>
<tr>
<td>Barbara Jordan (Late 1900s)</td>
<td>Houston</td>
<td>Worked for the good of a town’s citizens</td>
<td>African-American</td>
</tr>
<tr>
<td>Historical People</td>
<td>Texas Town</td>
<td>Contribution</td>
<td>Ethnic or Culture Group</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>John James, John Herndon, and Charles deMontel (Mid 1800s)</td>
<td>Bandera</td>
<td>Established a town, Started a business and provided jobs, Used natural resources to start a business</td>
<td>James: English, De Montel: German, Herndon: Unknown</td>
</tr>
<tr>
<td>Cora and Ed Buck (1920s)</td>
<td>Bandera</td>
<td>Started a business</td>
<td>Unknown</td>
</tr>
<tr>
<td>Indians (Unknown Time)</td>
<td>Painted Comanche Camp (Later: Fort Davis)</td>
<td>Showed how to make good use of the natural environment</td>
<td>American-Indian</td>
</tr>
<tr>
<td>E.P. Webster and Diedrick Dutchover (Mid 1800s)</td>
<td>Fort Davis</td>
<td>Began a stage coach and mail station</td>
<td>Webster: Unknown, Dutchover: Belgian</td>
</tr>
<tr>
<td>Charles Mulhern (Late 1800s)</td>
<td>Fort Davis</td>
<td>Started ranches near a town</td>
<td>Irish</td>
</tr>
<tr>
<td>Mrs. E.D. Sidbury (Late 1800s)</td>
<td>Alice</td>
<td>Started a business and provided jobs</td>
<td>Unknown</td>
</tr>
<tr>
<td>Trinidad Salazar (Late 1800s)</td>
<td>Alice</td>
<td>Was a merchant, Worked for the good of a town’s citizens</td>
<td>Hispanic</td>
</tr>
<tr>
<td>F. B. Nayer (Early 1900s)</td>
<td>Alice</td>
<td>Worked for the good of a town’s citizens</td>
<td>Unknown</td>
</tr>
<tr>
<td>Historical People</td>
<td>Texas Town</td>
<td>Contribution</td>
<td>Ethnic or Culture Group</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------------------------</td>
<td>--------------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Michel B. Menard (Early 1800s)</td>
<td>Galveston</td>
<td>Established a town</td>
<td>French-Canadian</td>
</tr>
<tr>
<td>Nicholas J. Clayton (Late 1800s)</td>
<td>Galveston</td>
<td>Designed beautiful buildings for a town</td>
<td>Unknown</td>
</tr>
<tr>
<td>Isaac Cline (Early 1900s)</td>
<td>Galveston</td>
<td>Served as a weatherman</td>
<td>Unknown</td>
</tr>
<tr>
<td>John Scott (Late 1800s)</td>
<td>Alabama-Coushatta Indian Reservation</td>
<td>Worked for the good of a town’s citizens</td>
<td>American Indian</td>
</tr>
<tr>
<td>Chief Kina (Robert Fulton Battise) (Late 1900s)</td>
<td>Alabama-Coushatta Indian Reservation</td>
<td>Worked for the good of a town’s citizens</td>
<td>American Indian</td>
</tr>
<tr>
<td>John Neely Bryan (Mid 1800s)</td>
<td>Dallas</td>
<td>Established a town, Was a merchant</td>
<td>Unknown</td>
</tr>
<tr>
<td>Maxime Guillot (Mid 1800s)</td>
<td>Dallas</td>
<td>Started a business and provided jobs</td>
<td>French</td>
</tr>
<tr>
<td>Trammel Crow and John M Stemmons (Mid 1900s)</td>
<td>Dallas</td>
<td>Began a trade center</td>
<td>Unknown</td>
</tr>
<tr>
<td>Historical People</td>
<td>Texas Town</td>
<td>Contribution</td>
<td>Ethnic or Culture Group</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>------------</td>
<td>---------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Don Jose Francisco de la Mata (Late 1700s)</td>
<td>San Antonio</td>
<td>Was an educator</td>
<td>Spanish</td>
</tr>
<tr>
<td>Simon Menger and Sons (Mid 1800s)</td>
<td>San Antonio</td>
<td>Started a business and provided jobs</td>
<td>German</td>
</tr>
<tr>
<td>Rose Wu (Mid 1900s)</td>
<td>San Antonio</td>
<td>Worked for the good of a town’s citizens</td>
<td>Chinese</td>
</tr>
<tr>
<td>Father Antonio Margil de Jesus (Early 1700s)</td>
<td>San Augustine</td>
<td>Began churches</td>
<td>Spanish</td>
</tr>
<tr>
<td>George English (Early 1800s)</td>
<td>San Augustine</td>
<td>Provided safety for citizens</td>
<td>Unknown</td>
</tr>
<tr>
<td>Mrs. Stewart (Mid 1800s)</td>
<td>San Augustine</td>
<td>Was an educator</td>
<td>Unknown</td>
</tr>
<tr>
<td>George Barnard (Mid 1800s)</td>
<td>Waco</td>
<td>Merchant</td>
<td>Unknown</td>
</tr>
<tr>
<td>Capt. Shapley P. Ross (Mid 1800s)</td>
<td>Waco</td>
<td>Started a business and provided jobs</td>
<td>Unknown</td>
</tr>
</tbody>
</table>
Tell about a Person of the Past

Group 1 – Cal Farley from Amarillo, Texas
Cal Farley was a man with many talents and great big heart. As a young man, he was in the Army and fought in World War 1. He was also baseball player and a wrestler.

When he moved to Amarillo, Texas, he bought a tire shop. Later he owned a department store. He became a very wealthy man. He wanted to use his money to help people. He and some other men started the Maverick Club to help young boys learn how to play sports.

Later, he sold his business so that he would have enough money to start Cal Farley’s Boys Ranch. He wanted to help boys who were in trouble and had no home. His work with these boys was highly successful.

Cal Farley received many honors and awards for his good work. One of his awards was being named “Outstanding Citizen of Texas.” He was one of Amarillo’s finest people.

Tell your story about Cal Farley to the class. Draw pictures to illustrate your story. Here are some suggestions for pictures to draw:

- A decorated page with Cal Farley’s name written on it
- Cal Farley in the army
- Cal Farley playing baseball
- Boys playing a game with “Cal Farley’s Boys Ranch” as sign in the background
- Cal Farley’s “Outstanding Citizen of Texas Award”
Tell about a Person of the Past

Group 2 – Mary Sabina Daggett Lake from Fort Worth, Texas

Mrs. Lake was an author and a botanist (person who studies plants). Her work in Fort Worth helped many people understand how to make their town more beautiful with flowers.

For twenty years, she was the educational director of Garden Center of Fort Worth. She taught nature classes to children and started a gardener’s library. She helped people have flower shows and helped start the Fort Worth Garden Club.

She wrote about flowers as garden editor for the *Fort Worth Star Telegram*. For her good work, Texas Christian University gave her a special degree from their school.

Mrs. Lake spent her life making people’s lives more beautiful with flowers.

Tell your story about Mary Sabina Dagget Lake to the class. Draw pictures to illustrate your story. Here are some suggestions for pictures to draw:

- A decorated page with Mrs. Lake’s name on it.
- Mrs. Lake with several children in a garden
- The gardener’s library Mrs. Lake started
- Flowers at a flower show
George Washington West was a cowboy. He was one of the first men to drive longhorn cattle from Texas to the railroads in Kansas. As a young man, he was the trail boss of a cattle drive from Texas to Montana. It was probably the longest cattle drive anyone ever made.

When he earned enough money from his cattle drives, he bought a large ranch with 26,000 cattle on it. In the early 1900s, he gave part of the ranch to become a town. He started the town and named it George West.

Later, he gave part of his land for a railroad to come through the town. He also used his money to build a courthouse, a school, highways, and bridges. He helped make George West a good town for the people who lived there.

Tell your story about George Washington West to the class. Draw pictures to illustrate your story. Here are some suggestions for pictures to draw:

- A decorated page with George Washington West’s name on it.
- George Washington West as a cowboy
- A longhorn cow
- A building, railroad, or highway that George Washington West built
Tell about a Person of the Past

**Group 4 – Trinidad Salazar from Alice, Texas**

Trinidad was born in Mexico. His parents died when he was very young. He moved to Texas to try to earn a living, and he worked on a ranch. He saved his money and opened a general store. He saved more money and moved to Alice where he opened another store. He became wealthy because he sold things people needed. He said that he sold everything from “thread to buggies and groceries to coffins.” He owned the first two telephones in Alice. He had a telephone at home and also at his store. Then he bought a hotel.

Trinidad Salazar wanted to use his wealth to help the people of Alice. He gave money to build an elementary school and to build the first bridge across a creek in Alice. When floods destroyed some of the town, Mr. Salazar let poor people who lost their homes stay in his home. Because he helped many people, a school in Alice was named in his honor.

Tell your story about Trinidad Salazar to the class. Draw pictures to illustrate your story. Here are some suggestions for pictures to draw:

- A decorated page with Trinidad Salazar’s name on it.
- Trinidad Salazar working on a ranch as young boy
- Trinidad Salazar’s store
- Trinidad Salazar’s hotel named the Lichtenstein Hotel.
- Trinidad Salazar’s telephones (Find out what telephones looked like in the early 1900s.)
- Trinidad Salazar Elementary School
Tell about a Person of the Past

Group 5 – John Scott from the Alabama-Coushatta Indian Reservation, Texas

John Scott was principal chief of the Alabama-Coushatta Indians in the late 1800s and early 1900s. When he was a young man, he fought in the Civil War. As an older man, he was elected chief of his tribe. As chief, he had many important responsibilities. He was expected to be a good example to the members of his tribe. He was the people’s moral leader as well as their government leader.

Also as chief, he attended many meetings across the state of Texas to speak for the good of his reservation. He kept all of the important records for the tribe. He settled arguments among the people on the reservation. He directed religious, educational, and hunting activities for his people. He helped make decisions for the school on the reservation. People across the United States wrote articles and reports about his good work in newspapers and books.

John Scott lived to be 108 years old. He served the citizens of the Alabama-Coushatta Indian Reservation as their chief even in the last year of his life.

Tell your story about John Scott to the class. Draw pictures to illustrate your story. Here are some suggestions for pictures to draw:

- A decorated page with John Scott’s name on it
- John Scott as a soldier in the Civil War
- John Scott making a speech
- John Scott directing a hunting activity
Tell about a Person of the Past

Group 6 – Rose Wu from San Antonio, Texas

Rose Wu always loved adventure and helping people. When she was a young girl, she lived in Tucson, Arizona. Rose was the only Chinese girl in town who drove a car in the early 1900s.

After she married, Rose Wu and her husband lived in San Antonio. She raised four children, and she did a lot of volunteer work in the town to help people. She was the Director of the Chinese Democratic Women of San Antonio. The Texas Senate wanted to pass a law to keep Chinese from owning property in Texas. Mrs. Wu went to Austin to talk to the members of the Senate. She asked them not to pass the law. She said that the Chinese people were good Texas citizens. They should be able to own property. The Senate did not pass the law.

Rose Wu returned to San Antonio and continued her work to help the people of the town.

Tell your story about Rose Wu to the class. Draw pictures to illustrate your story. Here are some suggestions for pictures to draw:

- A decorated page with Rose Wu’s name on it
- Rose Wu driving her car
- Rose Wu and her four children
- Rose Wu talking to the members of the Texas Senate
X. How Towns Help Citizens with Special Needs

WHAT?
Students will investigate how towns use programs to help citizens with special needs.

WHY?
• To determine how various towns help citizens with special needs
• To describe programs in the students’ town that help people with special needs
• To investigate the merits and positive results of volunteerism
• To identify how special programs in a town get funds to operate
• To analyze information using social studies skills
• To communicate understanding of how towns use programs to help citizens with special needs

Texas Essential Knowledge and Skills addressed in this lesson:

Citizenship
• Understand the characteristics of good citizenship
• Understand the impact of individual and group decisions on communities in a democratic society
• Understand how individuals and groups can improve a community
• Understand how nonprofit and/or civic organizations serve the common good
• Understand how individuals can participate voluntarily at the local level

Social Studies Skills:
• Apply critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology
• Communicate effectively in a variety of forms.

TAKS:
• Objective 4: Political Influences on Historical Issues and Events
• Objective 5: Critical-Thinking Skills
HOW?

Materials needed:
• A list of charities, volunteer programs, and programs that meet citizen’s special needs in the students’ town or in a nearby town where people of the students’ town can receive services as well as donate time and money
• Letter size paper for each student
• Markers
• Colored pens
• Magazines for students to cut out pictures or use pictures as models for drawing
• If available, a computer program that has a brochure setting so that students can create brochures electronically using clip art and word processing
• A tri-fold brochure for students to use as a pattern for making their own brochures
• Wall map of Texas
• Sticky flags to mark towns on the Texas map
• If available, any of the books by Alma Powell written about the program, America’s Promise:
  • America’s Promise By Alma Powell; illustrated by Marsha Winborn
    Tr 0-06-052172-4 · Lb 0-06-052173-2
  • America’s Promise (Spanish Edition) By Alma Powell; illustrated by Marsha Winborn
    Tr 0-06-052175-9
  • My Little Wagon By Alma Powell; illustrated by Marsha Winborn
    Fees 0-06-052193-7
  • My Little Wagon (Spanish Edition) By Alma Powell; illustrated by Marsha Winborn
    Fees 0-06-053402-8
• For teacher use, a teacher’s guide for Alma Powell’s books on the America’s Promise web site: www.americaspromise.org
• Handout titled “A Letter From Dave Smith*”
• Handouts titled “Examples of Ways Towns Help Citizens with Special Needs” including those subtitled: “San Antonio,” “Copperas Cove,” “Corpus Christi,” “America’s Promise,” “United Way”

Note to the teacher: This topic could be sensitive to your students because many of them could be in poverty situations and recipients of a town’s charitable services. If a question about the circumstances of an individual arises, help students realize that citizens need to develop a sense of community and that there is dignity in both giving and receiving assistance. Developing a sense of caring is one of the finest contributions a teacher can make to students and, through them, to all of humanity. Caring involves the ways individuals and communities protect the rights, interests, and well-being of others and invest in their on-going development.

Suggested teaching time: 2 class periods
Suggested Procedures:
1. Ask students what kind of special needs people of a town might have. Some of their ideas might include people in poverty, people who have lost their homes and belongings to fires or floods, people who need transportation, people who need shelters in times of storms and floods, and older people.
2. In pairs, students read the handout “A Letter From Dave Smith” and discuss the questions at the end of the letter.
3. Discuss the letter as a class. For question # 1, have students refer to the summary of services listed in the letter. For question # 2, discuss agencies and groups that help people. Ask students if they are aware of such agencies in their town. List places from their town or near their town on the board. For question # 3, lead students to understand that much of the money and goods to help people through agencies come through contributions of a town’s citizens. Other sources include money obtained through grants from certain foundations created for the purpose of helping people. Occasionally businesses and large companies give money for specific needs. In these cases, the money goes to the town, and the town sets up a program for helping those who need particular services.
4. Tell students that they are going to examine some examples of ways towns in Texas help some of their citizens with special needs. Divide the class into five groups. Assign each group an example from the handouts titled “Examples of Ways Towns Help Citizens with Special Needs” including those subtitled: “San Antonio,” “Copperas Cove,” “Corpus Christi,” “America’s Promise,” “United Way”
5. Students use the handouts to prepare their presentations to the class.
6. Students report to the class about their examples. Have the group presenting “America’s Promise” report last if you plan to read one of the books by Alma Powell and/or conduct any of the activities on the America’s Promise website that accompany the books.
7. Students create brochures about the services in their own town. If their town does not have services, they can make a brochure about a town nearby.
8. Display brochures in the classroom. Ask students if they would like to distribute their brochures to a group that might like to know more about community services. Possible recipients of the brochure might include the Chamber of Commerce, City Hall, or an Agency in the town that helps people with special needs.

Evaluation: Students write a paragraph “How and Why Towns Help People with Special Needs.”

A Letter From Dave Smith

Dave Smith is the director of the Good Shepherd Mission in Huntsville, Texas. He wrote a letter to the editor of the local newspaper, *The Huntsville Item*, about the services the Good Shepherd Mission gives to citizens who need help.

Here is part of his letter to the citizens of Huntsville,

I do hope you know there have been thousands of ordinary folks, some your very neighbors who have been by (The Good Shepherd Mission) to get some sort of help. Almost one out of every five families in Walker County receives some sort of service from this charity that you support. We may not stop poverty as we know it, but with your help, we have made thousands of lives better.

Included in this note is a list of services rendered on your behalf to those who we serve. Each number is a person, a family, a reason for us to keep going.

Summary of Services in 2002:

- 79,833 articles of clothing given to 3,000 different individuals, plus 802 coats
- 125 tons of groceries (402 local families per month, with 1,607 family members)
- 219 folks were helped with travel aid, mostly for medical reasons (transportation to a doctor’s office), 26 with bus tickets
- 109 individuals helped with medical prescriptions
- Over 2,130 pieces of furniture given away
- Over 15,500 hot meals served
- Over 4,800 sheltered lodgings

Questions for Discussion:

1. What kind of services do people of a town need when they cannot provide for themselves?
2. What is one of the ways people of a town receive services?
3. How do the Good Shepherd Mission and other groups get most of their money and goods to help people in need?
Examples of Ways Towns Help Citizens with Special Needs

Corpus Christi

When you give your report, take turns talking so that each one of you has something to say.

This is what your group can tell the class about Corpus Christi.

• Show the class where Corpus Christi is on the Texas wall map.

• Corpus Christi has a program called Neighborhood Services. The purpose of this program is to protect and improve the quality of life, health, and welfare of Corpus Christi citizens by assisting in the maintenance and development of safe neighborhoods.

• Being on the coast, Corpus Christi is sometimes hit by hurricanes. One of the ways the Neighborhood Services program helps is by providing shelters for people during storms.

• One of the ways Corpus Christi helps children is through their Latchkey Program. In this program, students have a safe place to stay after school. People provide activities such as art, drama, and games for the children in the Latchkey Program. Students can also go to tutoring classes.

• There is a charge for children in the Latchkey Program, but if the parents are unable to pay the fee, they can apply for a special scholarship, and the fee will be paid for them.

• Show the class the logo for the Latchkey Program.
Examples of Ways Towns Help Citizens with Special Needs

San Antonio

When you give your report, take turns talking so that each one of you has something to say.

This is what your group can tell the class about San Antonio.

- Show the class where San Antonio is on the Texas wall map.

- San Antonio has a strong volunteer program. Volunteers are people who give their time to help people. Volunteers do not receive money for the work they do. They want to help other people.

- One way that volunteers help in San Antonio is to work on keeping city parks in good shape. Volunteers can pick up trash, trim bushes, spread mulch on flowerbeds, and paint buildings and park benches. The Parks Department of San Antonio will furnish the tools and supplies.

- Volunteers can also help children with the sports they play in the city’s recreational programs.

- Volunteers help in San Antonio’s community centers. For example, in a center to help senior citizens, some of the elderly people make crafts such as Christmas ornaments and baskets. Volunteers work in a store to sell these crafts for the seniors.
Examples of Ways Towns Help Citizens with Special Needs

Copperas Cove

When you give your report, take turns talking so that each one of you has something to say.

This is what your group can tell the class about Copperas Cove.

• Show the class where Copperas Cove is on the Texas Wall Map

• Many of the churches in Copperas Cove and many agencies offer services to the citizens. Some of these services include free food, clothing, medical prescriptions and emergency shelter to those in need.

• These groups also help people pay their rent and utility bills. One center provides housing for low-income families, the elderly, and the homeless.

• One apartment complex provides units especially designed for people who are physically, sight, or hearing impaired.

• Copperas Cove has many volunteers to help with the large number of services that groups in the town provide.

• The Fire Department of Copperas Cove also helps people. They provide free fire safety materials and inspections. They provide child safety seat inspections and instructions and give free immunizations to children.
Examples of Ways Towns Help Citizens with Special Needs

United Way

When you give your report, take turns talking so that each one of you has something to say.

This is what your group can tell the class about the United Way.

- Show the class the United Way logo:

- United Way is a program that helps people across the United States. Over 1,400 towns participate in the program. Many of them are Texas towns.

- The idea of United Way is for a town to collect money from its citizens and place the money in a special fund. Then a group of people in the town examines community organizations that help people. The group decides how much of the money collected from the citizens will go to each helping organization.

- One helping organization might need more money than another because they serve more people or more money is needed to operate their services.

- Some examples of helping organizations in a town include day care centers, Girl Scouts, Boy Scouts, support groups for people in trouble, YMCA, YWCA, and groups that build homes for low-income families.
Examples of Ways Towns Help Citizens with Special Needs

America’s Promise

When you give your report, take turns talking so that each one of you has something to say.

This is what your group can tell the class about America’s Promise:

• Show the class America’s Promise Logo:

![America's Promise Logo]

• America’s Promise is an organization that helps young people from birth to 20 years old across the towns of the United States. Colin Powell and his wife, Alma Powell are the chairmen of the agency.

• Show the class the towns on the Texas wall map that participate in America’s Promise. Those towns include Abilene, Amarillo, Arlington, Austin, Baytown, Copperas Cove, Dallas, Fort Worth, Georgetown, Houston, Huntsville, Killeen, Midland, San Marcos, San Antonio, The Woodlands, Victoria, and Whitesboro.

• An example of one town’s participation in America’s Promise is Arlington. In one of their activities, they hosted a back-to-school fair giving information and help about school related issues to the students and parents. They gave free school supplies to more than 700 children whose parents could not afford to buy supplies. They also held drawings and gave away school bags, lunch boxes, backpacks, and other school items.