

X. Paying the Bills for Running Our Town

10 Activity

WHAT?

Students will describe, distinguish, and explain sources of revenue available to municipal government. They will consider ways towns pay for services and capital improvement.

WHY?

- To analyze the effects of the changing population distribution in Texas
- To explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas
- To describe the structure and functions of government at municipal, county, and state levels
- To analyze information by sequencing, categorizing, identifying cause-and-effect relationships, making generalizations and predictions, and drawing inferences and conclusions
- To use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages/disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution
- To use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision

Texas Essential Knowledge and Skills addressed in this lesson:

Economic:

- Understand the factors that caused Texas to change from an agrarian to an urban society.

Government:

- Understand the structure and functions of government created by the Texas Constitution

Citizenship:

- Understand the rights and responsibilities of Texas citizens
- Understand the importance of the expression of different points of view in a democratic society

Culture:

- Understand the concept of diversity within unity in Texas

Social Studies Skills:

- Apply critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology

Communicate in written, oral, and visual form

- Uses problem-solving and decision-making skills, working independently and with others, in a variety of settings

TAAS:

- Objective 1: Civic Values and Responsibilities
- Objective 2: Economic Influences on U. S. History
- Objective 3: Political Influences on U. S. History
- Objective 6: Sociological and Cultural Influences on U. S. History
- Objective 7: Interpret Social Studies Data
- Objective 8: Critical-Thinking Skills



HOW?

Materials Needed:

- Chalk board or overhead projector
- Copies of the continuum sheet for each student OR a transparency of that sheet

Suggested Teaching Time: 1 class period

Suggested Procedures:

1. Ask students to write down a definition of “tax” and the things they associate with taxes.
2. Have students share their answers, and then present them with a working definition.
3. Have students generate a list of things that are purchased with tax money. Write the list on the overhead or chalk board. The list will probably include such items as salaries, fire trucks, police uniforms, roads, city buses, street signs and street lights, city hall, furniture, desks, and so forth.
4. Introduce different ways of funding municipal government: **Sources of Revenue**
5. Ask students to complete the continuums called When is a Tax Fair?. Use the same ways to discuss the ideas that you did earlier in Lesson 2, with the continuum about student opinions on their town. These include bulletin board sharing of opinions or standing up and expressing one’s opinion by the position taken along the line. Allow students to change their minds as facts and interpretations are shared.

Follow-Up Possibilities: Put a transparency on the overhead at the beginning or ending of class that contains the following information. Ask students to tell you what these three sources of money are and define each.

The Biggest Sources of Money for Texas City Governments

F _____

T _____

B _____

Evaluation: Test the ability of students to distinguish among these sources of revenue.