

Chapter 25

Section 1: Counties, Towns, and Townships

Guiding Question: What are the similarities and differences of local governments, special districts, and tribal governments?

GET STARTED

Lesson Goals:

- Students will discuss the typical structure, functions, and drawbacks of county government.
- Students will explain the structure and functions of tribal governments.
- Students will examine the subdivisions of counties known as towns and townships.
- Students will recognize the importance of special districts.

Bellringer Write on the board: **What types of local government exist in our area? Who are the leaders of our local government? Write your answers in your notebook.**

Vocabulary On the board, write fill-in-the-blank sentences for each vocabulary term in the section. Have students write the answers on a sheet of paper. Review as a class.

TEACH

After discussing students' Bellringer answers, have students brainstorm and make a class list of all the things they know about their local governments, especially at the county and town levels. Then direct students' attention to the services provided by the county: courts, jails, tax collection, etc.

Explain to students that Native American tribes have their own governments, and are considered sovereign nations within the United States. Tell students that in this section they will learn more about how local and tribal governments are organized. Suggest that students scan section content by reading the Checkpoint questions.

Ask:

- In most states, what is the largest unit of local government? (*counties*)
- Where do county officials have their offices? (*usually in a courthouse or other building owned by the county in a town designated as the county seat*)

Learning Styles: Visual/Spatial

Have students create a three-column county government chart. In the first column, have students list the two types of areas that counties serve (*rural communities with small populations and those with larger populations*). In the second column, have students provide a concrete example of each responsibility in these two areas. For the third column, have students design a logo representing the responsibility. Have students share their charts.

Other Strategies

Learning Styles: Interpersonal/Group Learning
ELL/ESL Strategy

ASSESS AND REMEDIATE

- Assign the Section Assessment questions; grade student responses.

Chapter Resources

Essential Questions Journal

Prereading and Vocabulary Worksheet

(All-in-One, p. 74)

Chapter 25 Outline (All-in-One, pp. 75–76)

Other Resources

Reading Comprehension Worksheet

(All-in-One, pp. 79–80)

Extend Activity (All-in-One, p. 84)

Section Quiz B (All-in-One, p. 86)

Audio support is available for this section.

Additional features for Differentiated Instruction can be found throughout the Teacher's Edition.