

Chapter 15 Alabama's Government

Pages 418-441

Section 1

The Levels of Government

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Section 2

Making It Work

Pages 432-434

Section 3

Symbols of Alabama

Pages 435-439

Chapter Review

Pages 440-441

Introduce the chapter using the steps outlined on pages vii.

See the **Student Workbook** for this chapter's activities.

Preview Terms

Vocabulary words (terms) for each chapter are shown at the beginning of the chapter. Terms for each section are listed in the "As You Read" box at the beginning of the section. For the recommended vocabulary exercises, refer to page vi in To the Teacher.

NOTE: Websites appear, disappear, and change addresses constantly. The Internet addresses included throughout this program were operative when the text was published.

Chapter 15

Alabama's Government

Chapter Preview

TERMS

bill, veto, criminal court, trial, jury, civil court, county seat, municipal, revenue, assessment, motto, maritime

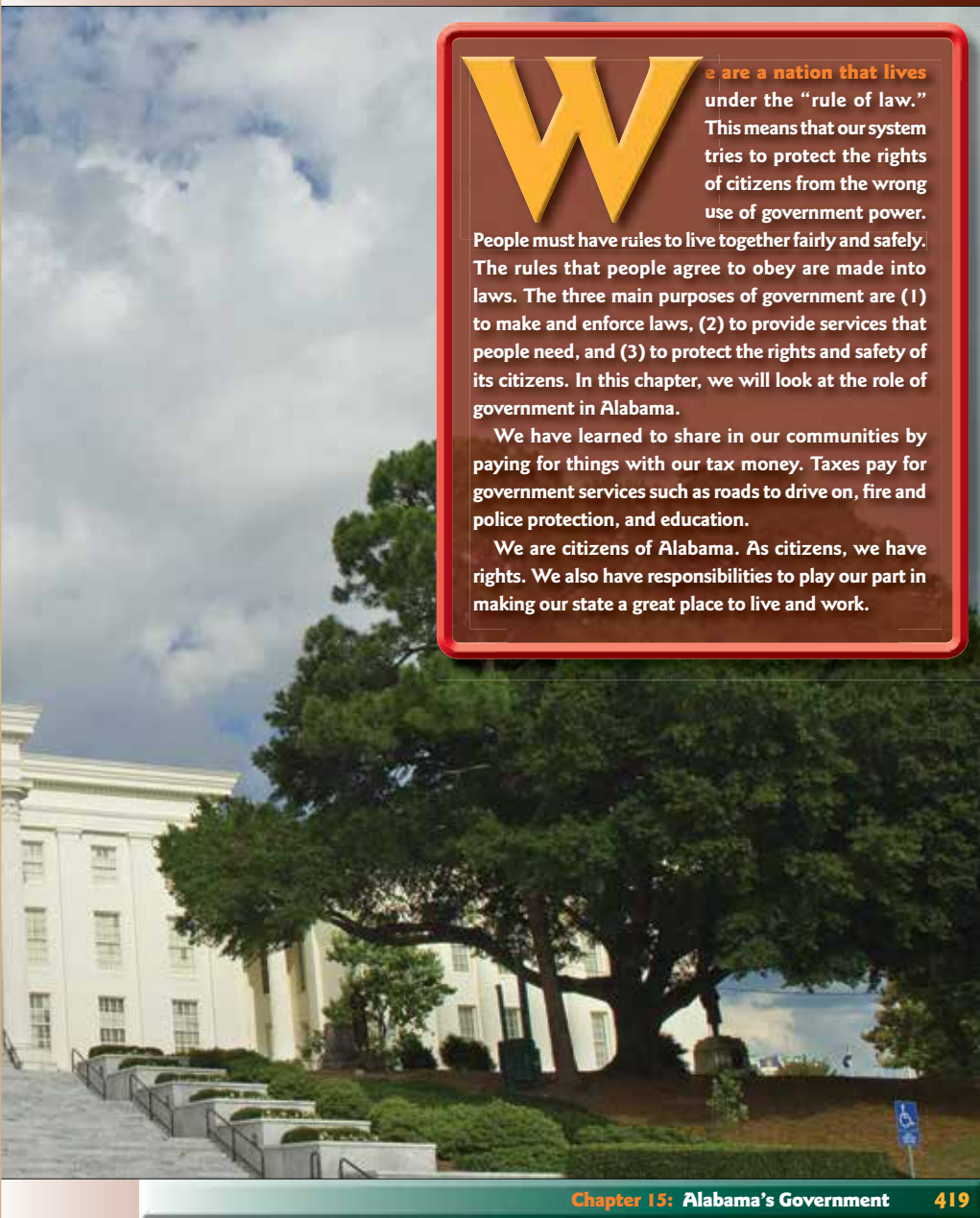
Above: The Alabama State Capitol is the main symbol of our state government. It no longer houses the state legislature, but the governor still has his offices here. It is now a museum and it is open to the public.

418 Alabama: Our Beautiful Home

Course of Study

There are no specific standards that relate to Chapter 15.

Note:



We are a nation that lives under the “rule of law.” This means that our system tries to protect the rights of citizens from the wrong use of government power.

People must have rules to live together fairly and safely. The rules that people agree to obey are made into laws. The three main purposes of government are (1) to make and enforce laws, (2) to provide services that people need, and (3) to protect the rights and safety of its citizens. In this chapter, we will look at the role of government in Alabama.

We have learned to share in our communities by paying for things with our tax money. Taxes pay for government services such as roads to drive on, fire and police protection, and education.

We are citizens of Alabama. As citizens, we have rights. We also have responsibilities to play our part in making our state a great place to live and work.

Chapter 15: Alabama's Government 419

Chapter Preview

This chapter introduces the structure of Alabama's government and describes how it works. The four levels of government in the United States of America are described. The organization and function of each level of government is outlined.

The purposes of government are explained. Government makes and enforces laws needed for an orderly society, provides services needed by the people, and protects the rights and safety of citizens. The relationship of citizens to their government is described. Citizens' responsibilities of participating in government and paying for the services it provides are covered.

The chapter looks at the state's symbols, including the flag, song, motto, and pledge. Citizenship is covered reminding students of how they will one day participate in ensuring good government in Alabama. The Pledges of Allegiance to the state and the national flags are highlighted.

Chapter Objectives

- Identify the levels of government in the U.S. and the roles of each.
- Understand how governments are organized into executive, legislative, and judicial branches, and the functions of each.
- Recognize the positions and officials associated with each branch of state government.
- Describe the functions of a county government.
- Explain the personnel and services provided by a municipal government.
- Recognize symbols that represent or are associated with the state of Alabama.

Note:

Using Photographs and Illustrations

Tell students to notice the photographs of several Alabama county courthouses in this chapter. (Jefferson County, page 420; Colbert County, page 428; and Macon County, page 429) Have students seen their own county courthouse? Can they speculate why the architecture of these beautiful buildings was often intended to be grand and imposing?

Reading a Table

Direct students to the table titled “Alabama Counties” in Appendix I of the textbook. Ask them what the title tells them about what kind of information this table will show. What kind of information about counties do they find in the first column? Have students identify the kind of information shown in each of the columns on the table. Demonstrate for them how to move across the table to find specific facts using a ruler or straight edge as a guide.

Using the Table

Have students use the table titled “Alabama Counties” in Appendix I of their textbook to answer the practice questions in the Reading Skill. You can do the practice exercise with students as a whole class or small group activity. Answers

1. Urban
2. Because people have to live closer together if there is not much available land for the population.
3. Factory worker

Alabama Counties

Students can use the table titled “Alabama Counties” in Appendix I to find the following information:

- The date your county was organized
- The origin of your county’s name
- The oldest county (*Madison*)
- The newest county (*Houston*)

Focus on Reading Skills

Using a Table

Learning

A table is a way to present a lot of information in a small space. People can find one part of the information without reading all of it. Tables usually present numbers. They are set up in columns and rows. Tables, like graphs, have a title and a source.

Look in the appendix at the table titled “Alabama Counties.” The title tells you what kind of information the table gives. For this exercise, you will only use the first three columns. The first column gives the names of all of counties Alabama. The second column gives the area (size) of each county. The third column gives the population of each county.

Practicing

Most people use a finger or paper guide to find a certain fact. Find the county with the largest population, the smallest population, the greatest area, and the least area. In which county would each person have the most land space? You may use a calculator. Divide the population into the land area. Find the land area per person in your county. Now compare it to other counties of a similar size. Is your county near the top of the list of those with the most area per person? Or is it near the bottom? Use your estimation skills.

What type of land would you find in a county with a large population and a small area per person (urban or rural)? Why? What kinds of jobs would people in that county do (factory worker or farmer)?



The Jefferson County Courthouse is in Birmingham.

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Notes:

Section 1

The Levels of Government

As you read, look for

- the levels of government;
- the three branches of government;
- which branch makes the laws;
- terms: bill, veto, criminal court, trial, jury, civil court, county seat, municipal.

There are four levels of government in our country: federal, state, county, and city. All of these governments work together for the health, education, safety, and well-being of their citizens.

Federal Government—Washington, D.C.

The offices of the United States (or federal) government are in Washington, D.C. In Chapter 3, you read about the Constitution of the United States. You will remember that it defines three branches of government.

The *legislative* branch is Congress, which makes the laws. The U.S. Con-

Right: The United States Congress—the Senate and the House of Representatives—meets in the U.S. Capitol.



Section 1: The Levels of Government 421

Section I The Levels of Government

INTRODUCE

Outline

- A. Federal Government – Washington, D.C.
- B. State Government – Montgomery
 1. Executive Branch
 2. Legislative Branch
 3. Judicial Branch
- C. County Government – County Seat
- D. Municipal Government

Materials

Textbook, pages 421-431

Teacher Tech CD

Lesson Plan

Visual Aids

17. Branches of Government

18. Levels of Government

Guided Reading, 15-1

mystatehistory.com

Online Textbook

Student Notebook

TEACH

Building Background

Write this quotation from Stephen Vincent Benet on the board: "...I myself am part of a democracy—I myself must accept responsibilities. Democracy is not merely a privilege to be enjoyed—it is a trust to keep and maintain." Encourage students to share their interpretations of this statement. Discuss the concept of democracy and the roles that citizens have in their government.

Notes:

Making Comparisons: Levels of Government

Have students draw a Venn diagram with three circles representing the federal, state, and local (city and county) governments. In the center area where the three circles overlap, tell students to write the things that all three levels provide and/or get from citizens. (*roads, education, taxes, protection, etc.*) In the outer area of each circle, have them list functions that only that level of government performs. You can summarize by drawing a large diagram on the board, and allowing students to help you complete it using the information they have on their papers. Students can then add to and correct their diagrams based on the completed diagram on the board.

Government in Motion

Make three signs, one for each of the three branches of government – EXECUTIVE, LEGISLATIVE, and JUDICIAL. Have three students stand in separate corners of the classroom, each holding one of the signs. State a duty, position, role, or function of one of these branches of government, and ask the remaining students to stand and move to the student holding the sign of the branch you have described. State another duty, position, etc., of one of the branches, and ask students to move again to stand with the student holding the appropriate sign. Continue the activity, with students moving each time to the sign of the appropriate branch.

Below: On special occasions, the president speaks to a joint session of Congress in the chamber of the U.S. House of Representatives.



Top: The president runs the executive branch of government from the White House. **Above:** The U.S. Supreme Court is the nation's highest court.

State Government—Montgomery

Alabama's first constitution was covered in Chapter 6. Today, our state government is organized under the Constitution of 1901. It is based on the United States Constitution. It tells just how the government will work. Our state government, like the

gress is made up of the Senate and the House of Representatives. The president of the United States is head of the executive branch. The executive branch sees that the laws of the land are carried out. The judicial branch rules on the meaning of the laws. The courts are the judicial branch. The U.S. Supreme Court is the highest court in the nation.

Elected officials, the U.S. senators and U.S. representatives from Alabama and other states, work in the U.S. Capitol. The president works in the White House. The U.S. Supreme Court is in the Supreme Court Building in Washington, D. C.

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Organizing Information: Branches of Government

Create a chart on the board for students to put in their notebooks. Across the top, write three headings: EXECUTIVE, LEGISLATIVE, and JUDICIAL. Down the left side of the chart, write the categories of information the students should complete, such as name or title (*example: president*), function or duties (*example: executes or carries out laws*), locations (*example: White House in Washington, D.C.*), etc.

Note:

Alabama Portrait

Carl Elliott: The Education Congressman

Carl Elliott was born in 1913 in Franklin County near Vina. He grew up there as the son of a tenant farmer. When he was just a child, Carl decided to improve himself. He thought the best way to do this was by reading books and going to school as long as he could. He set a goal of reading one book a week and continued to do this all of his life.

While in high school, Carl heard a speech from the University of Alabama (UA) president. The president said that a poor but worthy (deserving) student could get a college degree at UA. After graduating from high school, the young Carl took him at his word and went to Tuscaloosa. He arrived at UA with just \$2.30 and lived for a while in an empty building. While at the university, he was elected president of the student body.

From 1949 to 1965, Elliott represented Alabama in the U.S. Congress. He had two main goals. He wanted to make it easier for all young people to get an education and to read books. The congressman had a special concern for the ones who grew up poor like he had.

Elliott authored the National Defense Education Act (NDEA). This law, which passed in 1958, gave financial aid to needy students. He also pushed through Congress the Library



Above: Elliott ran for governor in 1966, but lost.

Service Act. It provided more books for rural libraries and funding for bookmobiles. These “libraries on wheels” carried books to rural youths who lived far from public libraries. Carl Elliott was the number one “education congressman” for Alabama and the nation.

One of his greatest pleasures came from certain letters he received. They were from people who were able to complete college because of an NDEA grant. More than 20 million students have received the grants.

In 1990, Carl Elliott was the first person chosen to receive the John F. Kennedy Profile in Courage Award. The seven-term congressman died in 1999.

Section 1: The Levels of Government

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The Education Congressman

Why do students think Carl Elliott is called the “education congressman”? In what ways did he show a passion for education throughout his life? Do they think he deserves this title?

Profile in Courage

Carl Elliott spoke out against segregation laws and refused to support Governor George Wallace during the struggle for civil rights in Alabama. As a result, Elliott’s political career was ruined. He was given the John F. Kennedy Profile in Courage Award because he “...improved education and opposed racism although faced with financial ruin.”

In what ways do students think Carl Elliott showed courage throughout his life? Do they think he deserved this award?

Financial Aid

The National Defense Education Act (NDEA) was passed in 1958 in response to concern that the United States of America was not keeping up with the Soviet Union in the race to explore outer space. NDEA grants made it easier for students to study science, mathematics, and modern languages. Ask students how a study of those subjects would have helped the United States win the race to space. Do any of the students know someone who was able to attend college with help from an NDEA grant?

Note:

A Book a Week

Have any students ever seen or been to a bookmobile? The Library Services Act funded libraries and bookmobiles in 22 Alabama counties. Why do students think it was so important to Carl Elliott to give people in Alabama access to libraries and books?

Challenge students to set a personal reading goal. Carl Elliott’s goal was to read a book each week. Post a “reading stars” chart in the classroom to celebrate students’ progress toward meeting their reading goals.

Who's Who in the Executive Branch

Ask students if they can identify the current governor of Alabama. Have them search to find the names of Alabama's current lieutenant governor, secretary of state, attorney general, and treasurer.

Critical Thinking

Ask students what qualities they think a person needs to be a good governor. List their ideas on the board, then have them prioritize these characteristics.

Let students brainstorm the responsibilities they think the office of governor entails. Review with them the duties and responsibilities of the governor.

Would any of the students aspire to hold the position of governor? Why, or why not?

What Would You Do?

Discuss with students some of the problems facing the state today. What do they think are the greatest problems? Pose this question to students: If you were governor, what one thing would you do to improve the state? Write their suggestions on the board and compile a class list.

Writing Letters

Have students write letters to the governor explaining the one thing they would do to improve the state if they were in his or her position. Or you can write a letter to the governor and share the students' lists.



Above: Robert Bentley, a Republican, was elected governor in 2010. **Below:** Alabama's governor lives in the governor's mansion in Montgomery.



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federal government, has three branches: executive, legislative, and judicial.

Alabama state government offices are in the state's capital, Montgomery. The governor works in the state Capitol. Our state senators and representatives work in the State House. The Alabama Supreme Court also works in Montgomery in the Alabama Judicial Center. These places of work are public buildings and they belong to all citizens.

Executive Branch

The governor is the elected head of the *executive* branch. The governor signs bills into laws after the legislature passes them. If the governor dies while in office, the lieutenant governor replaces him or her. The governor and the lieutenant governor are elected at the same time to four-year terms. According to the constitution, a governor can only serve two terms in a row. Then the governor can be reelected if he or she waits at least four years.

There are other elected officials in the executive branch. They include the secretary of state, the attorney general, the treasurer, the auditor, and the commissioner of agriculture and industries. These officials do not make the laws. Their jobs are to make sure that the laws are carried out. They also work to make sure that the business of the state runs smoothly.

Using Photographs and Illustrations

Have any students met our governor? Let them tell the class about it. The governor often hosts guests from other states and countries in the beautiful governor's mansion. The entrance hall shown in the photograph is an example of "symmetry" in architecture. Symmetry means balance, or the same on both sides. Let students identify elements of symmetry in the photograph – things that are the same on both sides of the hall. (*doors, arches, sconces, balconies, stair rails*)



Legislative Branch

The *legislative* branch is also made up of elected people, called legislators. These men and women are the senators and representatives of the legislature. Each senator and representative is elected from a district. There are 35 senate districts and 105 representative districts in Alabama.

The legislature creates new laws and makes changes to existing laws. A member of either “house” (the senate or the house of representatives) may suggest a new law. The legislators study the suggested law, which is called a **bill**. They find out how the people of their districts feel about the bill. Then after discussing it, both houses of the legislature vote separately on the bill. This is called *representative government*.

If both houses pass a bill, it still needs the governor’s signature to make it law. If the governor signs the bill, it then becomes a law. The governor may **veto** (say no to) the bill. The legislature may vote again on the vetoed bill. If the bill passes again, it becomes a law. That process is called *overriding the veto* of the governor. Then everyone in the state must obey the new law. If the legislature does not override the veto, the bill fails.

Above: *The Alabama legislature met at the State Capitol until 1985 when it moved to the Alabama State House. The 1901 constitution said the legislature had to meet in the capitol, so a constitutional amendment had to be passed to make the move legal.*

Who’s Who in the Legislative Branch

Let students research to find the names of Alabama’s representatives in the United States House of Representatives and the United States Senate. Have them also identify the state legislative district in which they live, and find the names of their representatives in the state legislature.

Mock Legislature

Create a mock legislature in your classroom, and guide students through the process of writing a bill and passing it into law. Have them follow the steps outlined in the section about the state’s legislative branch of government. Assign the roles of senators, representatives, and governor to students. You might appoint several student “committees” to write and propose bills. Follow the process through debating and voting in each house, to the governor’s signature or veto, and the final passage or failure of the bills.

Your Voice

Discuss with students the voter’s role in government. Citizens elect legislators to represent them in making laws and policies that benefit the people. Ask students what might happen if only a few citizens vote. Would the elected legislators and officials represent the opinions of all the people, or only a few?

Have students brainstorm a list of reasons why people do not vote. Ask them to suggest ways to encourage or enable people to vote.

FYI

The United States Constitution was the first complete written national constitution that is still in operation.

Note:

Art Activity

Let students make posters and signs encouraging people to register and vote in local, state, and national elections. Display these in public areas around the school.

Who's Who in the Judicial Branch

Have students research to find the names of the current Alabama Supreme Court justices. Who is the chief justice of the Alabama Supreme Court?

Justice Served

Review the purposes of the several types of courts in the state. Give students examples of situations and have them determine which court would hear the case. For example:

- Andrew was convicted of a crime in Jefferson County criminal court and is appealing the jury's decision.
- Emma was accused of stealing from a jewelry store.
- Ethan wants his neighbor to pay for causing damage to Ethan's fence.

Jury Duty

Write the word JURY on the board. Give students two minutes to jot down all the ideas or words that come to mind related to the word. Review with them the purpose and duties of a jury. How important do they think it is for citizens to be willing to serve on jury duty? Why?

Do students know anyone who has served on a jury? If so, have those students interview the person about his or her experience.

Juvenile Justice

Invite an official from the juvenile justice system to speak to the class about the differences in juvenile and adult court proceedings.

Senators and representatives serve four-year terms. There is no limit to the number of terms they may serve.

The legislature holds regular work sessions each year in Montgomery in the State House. If needed, the governor may call special sessions.

Judicial Branch

The *judicial* branch is made up of the state courts. There are criminal and civil courts. If a person is charged with a crime, that person will go to a **criminal court**. There, judges, attorneys, and others try to find out if a person has broken the law. If the answer is "possibly," then the person goes to trial. (A **trial** is a legal process where the facts are studied.) At the trial, attorneys on both sides interview the witnesses. A **jury** is a group of citizens chosen to attend the trial. They listen carefully to all of the witnesses. The jury then decides if the person is guilty or innocent. People on a jury promise to make fair rulings on legal cases. It is a citizen's responsibility to serve on a jury if called. When you are an adult, you may be called to serve on a jury.

The court system also rules on disputes between people. This court is called **civil court**. A person may feel wronged by another

Below: The Alabama Supreme Court hears cases in this courtroom in the Alabama Judicial Building which was built in 1994.



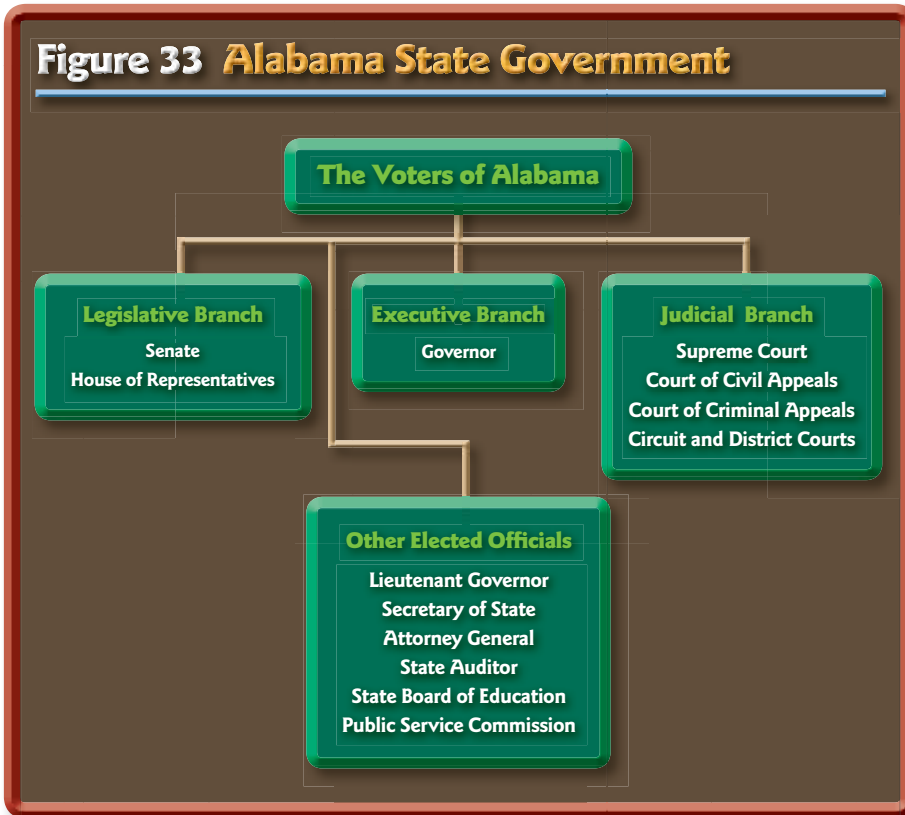
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Taking Care of Business

Consider a visit to the county courthouse. Have students list all the types of business they can think of that citizens can handle at the county courthouse. (*purchase car tags, get driver licenses, file deeds, pay taxes, pay traffic fines, etc.*) They can ask parent or family members to help with their lists.

Note:

Figure 33 Alabama State Government



person. For instance, one person may believe that another person owes him or her money. The person owed the money can take the case to court. The court decides which person is right. If money is owed, the court orders it to be paid.

The highest court in Alabama is the state supreme court. Its eight associate justices and one chief justice are elected to six-year terms.

Below the supreme court are the courts of civil appeals and the courts of criminal appeals. Judges in these courts are also elected to six-year terms.

Circuit courts, district courts, probate courts, and city courts are the third level of state courts. Whether judges are elected or appointed depends on the court.

Guest Speakers

Invite a state legislator, local judge, city or county official, or law enforcement officer to speak to your class. Help students prepare questions for the speaker about his or her role in government and how it affects the lives of the students.

Analyzing the Diagram: Figure 33

Place students in four groups. Assign one of these topics to each group: Executive, Legislative, Judicial, Other Elected Offices. Each group should answer the question: To whom are the officials in your category responsible? Each group will search to find the main duties of each of the state officials in their category. Groups will prepare a one-paragraph summary of each official's duties. (You may want to place more students in the "Other" group, since there are more offices to cover.)

Have each group present their information to the class. Make sure all group members contribute. Let students have a question and answer session at the end of each presentation.

Critical Thinking

Ask students who they think is ultimately responsible for Alabama's state government. For the county and city governments. Why? Have them look carefully at Figures 33, 34, and 35 on pages 427, 428, and 430. Students should conclude that the voters are responsible, because they elect all of the government officials. What are some ways citizens can take more responsibility for their governments?

Do You Know?

What is the origin of the title "Lieutenant Governor"? (*second in command, as in the military*)

Notes:

Analyzing the Diagram: Figure 34

Place students in three groups. Assign one of these topics to each group: Legislative, Judicial, Other Elected Offices. Each group should answer the question: To whom are the officials in your category responsible? Have each group research to find the main duties of each of the county officials in their category. Groups will prepare a one-paragraph summary of each official's duties.

Have each group present their information to the class. Make sure that all group members contribute. Let students have a question and answer session at the end of each presentation.

Reading a Newspaper

Ask students to bring newspapers from home, or take the class to the library to use the newspapers there. Have students search for articles about people or events in your county. In what section(s) of the newspaper do students find county news? Let students share their articles with the class.

Group Fun

Let students work in small groups to create a three-minute television advertisement promoting their city or county. Students should be creative in highlighting the desirable and unique features of their city or county. They might write a jingle or slogan, and use pictures, props, or other visual aids. Each group will present its advertisement to the class. Invite parents or guests to enjoy the presentations.

Do You Know?

Do students know whether their school is operated by the county government or by the city government?

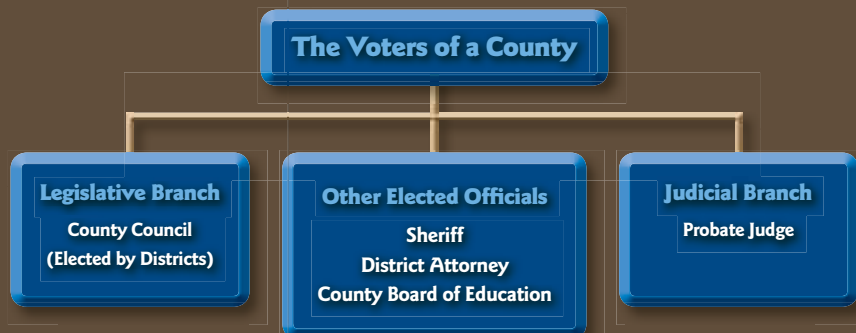


Above: The Colbert County Courthouse is in the county seat of Tusculum. Tusculum was the birthplace of Helen Keller.

County Government—County Seat

Our 67 counties also have governments. County offices are usually in the county courthouse. The **county seat** is the town or city where the courthouse is located. Some courthouses are old and historic, while others are more modern. But in all

Figure 34 County Government



Notes:



courthouses, the business of the people of the county is handled. This means it is where the county's citizens buy a car tag and register to vote. Citizens may get a building permit or pay their taxes at the courthouse. It is also where the county lawmakers meet. The county sheriff's office is sometimes in the courthouse. If the sheriff catches someone breaking the law, that person may pay a fine or go to court. The courthouse also has courtrooms where trials are held.

Map 30 Alabama County Seats

Map Skills: Locate the county seat of your county. Notice the locations *within the county* of the state's county seats. Why do you think that most county seats are located in the central part of the county?



Above: The Macon County Courthouse is in Tuskegee, the county seat.

Answer to Map 30 Skill

Students will use the map to identify their county seat. Most county seats are centrally located in order to provide easy access to the majority of citizens.

Measurements

Call students' attention to the scale of distance on Map 30. The scale shows both miles and kilometers. Measuring distance in miles is common in the United States, but many countries use kilometers as the official unit of measurement. Ask students which is longer, a mile or a kilometer. Have students make these calculations: A mile is equal to ____ kilometers. (1.6) A kilometer is equal to ____ mile. (0.62)

Have students use Map 30 to find the distance in kilometers from Columbiana to Athens. (Answers will vary, 200-220 kilometers, about 125-135 miles.) Columbiana is the county seat of what county? (Shelby) Athens is the county seat of what county? (Limestone)

Maps and Math

Have students use Map 30 to find the distance from their county seat to the state capital. How long would it take to drive to the capital traveling at 60 miles per hour? At 40 miles per hour?

Notes:

Group Fun

Let students work in small groups to brainstorm public improvements needed in the local community, such as repairing a road, clearing a vacant lot, improving handicapped access to a public building, sprucing up a public park, etc. Tell each group to decide on a specific project in their community. Have each group prepare an editorial article or letter to the editor of the local newspaper. Ensure that the editorial identifies the needed improvement or project and states why the students think the local or state government should address this need. You might wish to share students' editorial or letters with local officials in your city or county.

MUNICIPAL Acrostic

Have students write the letters in the word MUNICIPAL vertically down the left side of their paper. Beside each, describe a function of municipal government with a word or phrase that begins with that letter.

For example, P – pave streets.

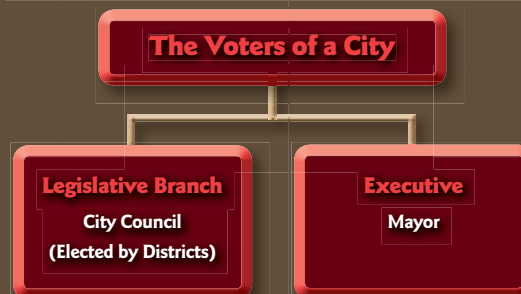
ASSESS

Answers to “Think It Through!”

1. Federal government – Washington, D.C.;
State government – Montgomery, Alabama;
County government – the county seat;
Municipal government – the local city or town
2. Executive, legislative, and judicial
3. Municipal government



Figure 35
Municipal Government



Top: The Auburn City Hall, built in the 1930s, used to be a post office.

Municipal Government

Cities and towns have governments too. These are called **municipal** governments. You may live in a city or town with a mayor (executive) and city council (legislative). These officers of the local government usually work in the city hall. The police chief may have an office in the city hall. The city courts (judicial) may have a courtroom there as well.

Think It Through!

1. List each level of government and its location.
2. What are the three branches of government?
3. Which level of government has the mayor as the head of the executive branch?

Notes:

Spotlight on Citizenship

Election Day

What Are a Citizen's Rights and Responsibilities?

- Good citizens learn about their government.
- Good citizens study the issues.
- Good citizens vote on Election Day.
- They choose the candidates they think will best represent them.

What Are the Requirements for Voting?

- Be a U.S. citizen.
- Be at least 18 years old.
- Be a resident of Alabama.
- Be registered to vote in the county in which he or she lives.

Who Is a Citizen?

- A person who is born in the United States.
- A person who comes to the United States from another country and becomes a naturalized citizen. (To become a naturalized

citizen, a person must live in the United States for five years and pass a test.)

How Does a Citizen Vote?

- He or she goes to the polling place (voting place), and marks a paper ballot. Then it is scanned into a computer that counts the votes.
- The citizen can also vote by absentee ballot (if the voter cannot go to the polling place on Election Day).

What or Who Do I Vote For or Against?

- You vote for the political candidate(s) of your choice. You may vote for many offices such as these: a mayor in a local election, a governor in a state election, or a president in a national election.
- You vote for or against important questions such as whether to raise taxes.



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Mathematics Connection

Students have heard adults talk about taxes, but they probably have had little firsthand experience. They are likely most familiar with sales taxes. Provide some real-life examples in which students will compute sales tax on items they might buy. Use the percentage that is current for your town or county (including state sales tax). When using examples, round off prices and use whole dollar amounts to make it easier to compute. For example: A ball costs two dollars. The sales tax is five cents for every dollar. How much sales tax must you pay on the ball? What is the total cost of the ball? Use at least one high-priced item in your examples so that students will realize how much sales tax might add to the cost of a more expensive item. Remind students that taxes are an issue on election day.

Citizenship Shout Out

Do students think it is important to be a good citizen? Why or why not? Draw a two-column chart on the board with the headings, Rights and Responsibilities. Have students take turns calling out rights and responsibilities of citizens to list under each heading.

Encourage students to talk with their parents or family members about the roles citizens can play in improving their communities. You might suggest ideas such as voting for good leaders, taking care of resources, keeping communities clean and healthy, supporting good schools, etc.

Critical Thinking

Ask students the following question: Do you think that voting is a right, a responsibility, or both? Write the three categories on the board, and list students' ideas under each heading. Have them explain or justify their conclusions.

Tell students that for many years, a citizen had to be 21 years of age in order to vote. In 1971 the 26th Amendment to the United States Constitution lowered the voting age to 18. Ask students why they think the voting age was lowered. Do they think a person 18 years old is too young to vote? Why or why not?

Section 2

Making It Work

INTRODUCE

Outline

- A. People and Services
- B. Revenue

Materials

Textbook, pages 432-434
Teacher Tech CD
Lesson Plan
Visual Aids
Guided Reading, 15-2
mystatehistory.com
Online Textbook
Student Notebook

TEACH

Building Background

Pose this question to students: Do you think citizens should pay taxes? After students respond, ask them to think about what it would be like if our roads were not repaired, our water systems failed, street lights were not on, or if there were no fire protection, no sanitation or waste disposal service, no police or paramedic service. Would they want to live in a city or county where none of those services existed? Remind them that cities and counties impose taxes to finance meeting the needs of the community. Would they change their answers to the question?

FYI

Mail delivery is one of the services provided by the federal government. Magnolia Springs, Alabama, has the only mail delivery route on a river in the United States. It receives regular delivery of mail by boat.

Section 2

Making It Work

As you read, look for

- services provided by the government;
- how the government pays for services;
- terms: **revenue**, **assessment**.

All levels of government depend on people to provide services.

It takes money to pay people who work for the government. The services also cost money. To pay for these workers and services, the various governments collect money from citizens.

People and Services

In our form of government, we elect people to serve as our representatives. They decide for us what services their departments

Below: *The Muscle Shoals Board of Education Building used to be Howell Graves Junior High School. The building is on the Alabama Register of Landmarks and Heritage.*



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Notes:

will provide. At the state level, the legislature decides these things. Locally, agencies such as the county commission plan the services to be provided. The county commission is a group of citizens elected to manage your county. They decide things such as which roads to repair or if a new water treatment plant is needed. There are also school boards to manage the whole system of schools. The school board members make policies and rules for students and teachers. But our representatives do not usually do the work themselves. For example, county commissioners do not install water meters. The employees of the different departments and agencies carry out the work.

At the federal, state, and local levels, there are departments that provide a wide variety of services. For example, the Alabama Department of Conservation and Natural Resources runs the state parks. The department's employees watch the forests for fires and pests that kill trees. They protect endangered plants and animals.

Almost every part of our lives depends on an agency and its employees. Imagine your life without a government employee to help you and your parents. Your parents need a record of your immunizations. Your school needs to find a qualified teacher. You travel on a highway. Your parents buy food at the market. Your cousin needs job training. Government employees help with all of these needs. They keep records of all types such as births, deaths, marriages, and immunizations. They watch for our food safety. They teach at schools and colleges. Governments hire people to run airports, guard our prisons, and much more.

Your local government also has workers who do many things to make our daily lives run smoothly. These people maintain roads, repair broken traffic lights, and operate health clinics. The police officers and firefighters that protect you work for



Above: De Soto Falls is on the Little River in De Soto State Park near Mentone. Alabama's state parks are run by the Alabama Department of Conservation and Natural Resources.

Writing: Civil Service Interviews

Ask students if they know someone who works for one of the government agencies or departments mentioned in this section. If some do, have those students interview the person about his or her job. The class might develop a list of questions for the interview. (For example: What are the necessary qualifications for the job? What are the person's duties and responsibilities? What does the person like or dislike about the job?)

Have students write a report of the interview in the form of a magazine or newspaper article. Allow them to share their interviews with the class.

Do You Know?

Have students identify how their city and/or county governments are organized. Is there a mayor, a council, or a mayor and a city council? Is there a county commission, a county manager, or both? After students determine the type of city and county government in your area, discuss with the class how it operates. Have them list the role and duties of the mayor, the council, the county commissioners, etc.

Who's Who in Local Government

Have students list the names of the mayor, city council members, county commissioners, county manager, city police chief, county sheriff, treasurer, etc.

Using Photographs and Illustrations

DeSoto State Park in northeast Alabama is beautiful and unspoiled. Why is it important to have an agency like the Alabama Department of Conservation and Natural Resources to manage our state parks?

Notes:

Family Involvement: Taxes!!!

Have students enlist their parents' help to track some of the taxes paid by their family for several days. You might choose gasoline and food as categories to be tracked. Assign students to keep a log of the items on which taxes are paid, the amount of the tax, and whether the tax is federal, state, or local (county or city). Students might also research to find which taxes are earmarked to pay for specific services; for example, property taxes are used to pay for schools. At the end of the exercise, have students discuss with their parents whether they think the taxes they paid were fair.

Pair and Share

Explain that an **assessment** is a determination of an amount of value or worth. Tax assessors determine the value of property for the purpose of collecting property taxes.

Have students work in pairs to list all the factors they think a tax assessor might consider in determining a home's value or worth. For example: built of brick or of siding, square footage, size of lot, number of bathrooms, number of bedrooms, etc.



Above: Municipalities and counties raise revenues through property taxes. The property can be a building or land. Tax assessors decide on the value of the property.

local governments. And there are your area's recreational programs and libraries—more services from government employees. Of course, you know that a local government runs public schools. The public schools provide buses and meals for students. They also offer sports and other programs for the whole community to enjoy.

Revenue

Money, or **revenue**, needed to run the state and local governments comes from various sources. Governments get most of their money from taxes. The government uses the money to pay for the services it provides.

The state of Alabama collects revenue. When you buy most items, you pay a sales tax. People who live and work in Alabama pay a state income tax. The state also collects fees for services such as campsites and drivers' licenses.

Counties and cities also collect fees, sales taxes, and property taxes. A property tax is a tax charged on property owned, such as a house or land. The **assessment** is the amount the property is valued at for taxation. School districts get a part of property taxes.

Alabamians also pay federal taxes. Some of that comes back to the state and local governments. It pays for the interstate highway system and other federal roads. The federal government pays for all of the costs of the military. Schools receive federal money for many programs such as vocational (job skills) training. Assistance for students with special needs is another example of this type of program.

Think It Through!

1. What types of taxes do you and your parents pay?
2. Why do governments need revenue?

ASSESS

Answers to "Think It Through!"

1. Answers will vary, but should include property, sales, fees and licenses, and income taxes.
2. To pay for the many services it provides

Notes:

Section 3

Symbols of Alabama

As you read, look for

- kinds of spoken things that are symbols;
- kinds of visual things that are symbols;
- kinds of living things that are symbols;
- terms: **motto**, **maritime**.

Do you have a nickname? Maybe your nickname tells something special about you. States have nicknames too. The nicknames often tell people something about the state. Alabama has several nicknames: “The Yellowhammer State,” “The Heart of Dixie,” “The Cotton State,” and “Alabama, the Beautiful.” What do these names tell you? When the nickname makes you think of Alabama, it is a symbol of the state.

Spoken Symbols

The state’s nicknames are *spoken* symbols. Another spoken symbol is the state motto. (A **motto** says what we believe or stand for.) The Alabama motto is “*Audemus jura nostra defendere*,” which is Latin for “We dare defend our rights.”

Each morning at school, do you pledge to the flag and then sing a song? Maybe you sing “Alabama,” the official state song. It is another spoken symbol of Alabama. The words are a poem written by Julia Tutwiler from Livingston. She became homesick for Alabama when she was studying in Germany. She wrote the poem to remind the people of Alabama what a great state we have. Each verse has a different main idea. The last verse is about love:

*Little, little, can I give thee,
Alabama, mother mine;*



About Alabama

The state flag is the only one in the United States that may be shown as a square.

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Section 3 Symbols of Alabama

INTRODUCE

Outline

- A. Spoken Symbols
- B. Visual Symbols
- C. Living Things as Symbols
 1. The State Bird
 2. The State Tree
 3. The State Flower
 4. The State Fossil
 5. The State Fish
- D. Other State Symbols

Materials

Textbook, pages 435-439
Teacher Tech CD
Lesson Plan
Visual Aids
Guided Reading, 15-3
mystatehistory.com
Online Textbook
Student Notebook

TEACH

Building Background

How many of your students have nicknames? Allow students to share their nicknames or those of friends and family. How did the nicknames originate? Does your school or athletic team have a nickname? Talk with students about familiar symbols or nicknames representing schools, teams, clubs, businesses, cities, or towns.

Note:

Think and Write

List Alabama’s nicknames on the board: “The Yellowhammer State,” “The Heart of Dixie,” “The Cotton State,” and “Alabama the Beautiful.” Have students write the list in their notebooks. Give them five minutes to write beside each nickname the reason(s) they think it was given to the state. When they have finished, allow students to share their reasoning and ideas with the class.

Research and Report

Let students research to find more about the life of Julia Tutwiler, author of “Alabama,” our state song. Have each student share one fact from his or her written report with the class. (Do not allow students to repeat information that has already been shared.) When they have finished, poll the class on what they think was her greatest accomplishment or contribution.

Musical Alabama

Collaborate with your school’s music teacher to help students learn to sing the state song, “Alabama.” Refer to Appendix III on page 480 of the textbook for the song’s lyrics.

The song has five verses, each with a different main idea. Tell students to study the song and identify the main idea of each verse. You might organize the class into five groups and assign a verse to each group for this activity. Do students think the song describes our state well?

FYI

The Alabama Department of Conservation and Natural Resources offers resource materials and educational experiences that promote the conservation ethic to teachers and students of all ages. Go to the website, outdooralabama.com, to find formal and informal educational programs and field experiences for students. Project Wild, Aquatic Wild, Project Wet, and Growing Up Wild are some of the field curricula designed to connect students with Alabama’s natural resources.



Top: The Alabama coat of arms includes the state motto.
Above: The Alabama state seal shows all of Alabama’s major rivers.

*But that little—hand, brain, spirit,
All I have and am are thine,
Take, O take the gift and giver,
Take and serve thyself with me,
Alabama, Alabama, I will aye be true to thee.*

You can see all the lyrics of the song in this book’s appendix. Mrs. Edna Gockel Gussen of Birmingham wrote the music. Alabama also has two unofficial state songs: “Sweet Home Alabama” and “Stars Fell on Alabama.”

Visual Symbols

A symbol that you can see (visual) is the state flag. It flies over the dome of the Capitol in Montgomery. It was adopted in 1895. How many years ago was that? The design is the red cross of Saint Andrew on a white field. It can be seen from a long distance and is easily recognized. The state flag flies below the U.S. flag, a national symbol. The Alabama coat of arms has a shield showing the five governments that have ruled Alabama: Spain, France, Great Britain, the United States of America, and the Confederate States of America. Two eagles, which symbolize courage, support the shield. On the crest (top) is a French ship, because the first colony in Alabama was French. The ship also stands for ocean travel because Alabama is a **maritime** state (one next to the sea). The state motto is part of the Alabama coat of arms.

The official state seal of Alabama was created in 1817. The seal has the shape of Alabama and its rivers to show the importance of our state’s waterways.

Living Things as Symbols

Just as words and flags can symbolize a state, living things can remind us of our home. The Alabama legislature has chosen several of our state’s creatures and plants as symbols. Below are just a few of the living symbols of our state.

The State Bird

The state bird is a woodpecker called the yellowhammer, or yellow-shafted flicker. The yellowhammer was chosen because

Notes:

of something that happened in the Civil War. The uniforms of the Huntsville troops had bright yellow trim. Some soldiers made fun of the Huntsville soldiers because of the yellow trim and called them “yellowhammers.” The Huntsville men were proud of their uniforms and proud of their nickname.

The State Tree

What kind of tree do you see most in Alabama? You are right if you said the pine tree. The Alabama state tree is the southern longleaf pine. Pine trees are just about everywhere in Alabama. They are evergreen trees with leaves that are like long, thin needles.

The State Flower

Another symbol of the state is the state flower. It is the beautiful common camellia, an evergreen flowering shrub (bush) from Japan. The color of the state camellia is not stated. Because Alabama’s official colors are red and white, most people choose red. What do you think?

The State Fossil

To remind citizens of the state’s long history, Alabama has a state fossil. It is the fossil of an ancient whale. Since *Basilosaurus cetoides* was a whale, we know it was a mammal. That is true



Above: The yellow-shafted flicker, or yellowhammer, is Alabama’s state bird.



Right: The camellia comes in many colors and patterns.



Above: The southern longleaf pine is our state tree.

Alabama the Beautiful

Did students create booklets illustrating the state symbols and emblems earlier this year? (Chapter 2) If not, do the activity now. Students can use resources in the media center or their textbooks to identify Alabama’s flag, seal, coat of arms, bird, flower, tree, wildflower, fruit, insect, reptile, amphibian, game bird, freshwater fish, and saltwater fish. Students can also go to alabama.gov and look under Facts about Alabama.

For the booklet, students can use construction paper and drawings or pictures and should label each page. Display their booklets in the classroom.

Go to the website of the Alabama Department of Archives and History, archives.state.al.us, to find student activity sheets and ready-to-color drawings that illustrate Alabama’s symbols, such as the state bird, flower, tree, etc.

Science Investigator: Alabama Wildlife

Have students choose one of the wild creatures that represent our state. (yellowhammer, black bear, wild turkey, monarch butterfly, eastern tiger swallowtail, Alabama red-bellied turtle, Red Hills salamander, fighting tarpon, largemouth bass, etc.) Tell students to research and report on the wildlife, including details about its habitat, life cycle, etc. The reports should include a picture or drawing of the animal.

Sweet Home Alabama Day

Let students write and perform a skit highlighting the features and attractions of the state. One scene might portray wildlife characters, another portray state symbols, another plants, another recreational or tourist destinations, etc. Enlist parents and family members to help with costumes, props, and sets. Invite families and guests to the performance.

Notes:

FYI

A large bronze relief map of Alabama, measuring 18 feet long and 12 feet wide, lies on the lawn of the State Archives building in Montgomery. Interstate highways and rivers crisscross the map, which shows the state's elevation changes in 100-foot intervals. Lakes and names of cities dot the map, as do 85 images sculpted in relief by talented sculptor Gregg LeFevre. The archives director asked fourth graders statewide to suggest images that reflected their home counties' culture and history. The images include a peanut plant, a peach, a pinecone, a beach, a rattlesnake rodeo, Vulcan, the boll weevil statue, a covered wagon on the Federal Road, a steamboat loaded with cotton, a Saturn rocket, catfish, chemistry equipment representing Tuskegee Institute, the march on the Edmund Pettus Bridge, and portraits of many well-known Alabamians.

Have any of the students visited the archives' bronze map? What image would your students choose to represent their community today?

ASSESS

Answers to "Think It Through!"

1. Answers may vary, but should state that the United States flag represents the nation.
2. Answers will vary.



although *Basilosaurus* means "king of the lizards." A fossil is not a *currently* living symbol, of course. It lived on this part of Earth about 50 million years ago and was 50 to 70 feet long. You can see part of "Basil" on display at the Alabama Museum of Natural History in Tuscaloosa.

The State Fish

People love to fish in Alabama. The state saltwater fish is the fighting tarpon. The state freshwater fish is the largemouth bass. They represent or symbolize the many fish found in Alabama for recreation, food, and tourism.

Other State Symbols

There are other creatures and events that just seem to say "Alabama." Below are more official symbols of our state.

Amphibian — Red Hills salamander
Folk Dance — Square dance
Fruit — Blackberry
Game bird — Wild turkey
Gemstone — Star blue quartz
Horse — Racking horse
Horse Show — AOHA Alabama State Championship Horse Show
Insect — Monarch butterfly
Mammal — Black bear

Mascot & Butterfly — Eastern tiger swallowtail
Mineral — Red iron ore (hematite)
Nut — Pecan
Outdoor Drama — *The Miracle Worker* (at the Helen Keller Festival in Tuscumbia)
Renaissance Faire — Florence Renaissance Faire in Florence
Reptile — Alabama red-bellied turtle
Rock — Marble
Shell — Johnstone's junonia
Soil — Bama soil series
Tree Fruit — Peach
Wildflower — Oak leaf hydrangea

Top: The largemouth bass is Alabama's state freshwater fish. Fishing for largemouth bass has become a sport, with prize money in the thousands.

Think It Through!

1. Why do you think the state flag flies below the U.S. flag?
2. Do you think the camellia was a good choice for the state flower? If not, what flower would you have chosen?

Planning Alabama's Future

After completing the chapter, ask students: What would you like Alabama to be like in the future? Give students a few minutes to jot their own ideas. Place them in small groups to share and brainstorm ideas. Have each group select one idea for the future. Instruct groups to develop an action plan and timetable for achieving their idea. Allow each group to present their idea and plan to the class.

Note:

Focus on Pledging Allegiance

Pledge of allegiance to the United States flag

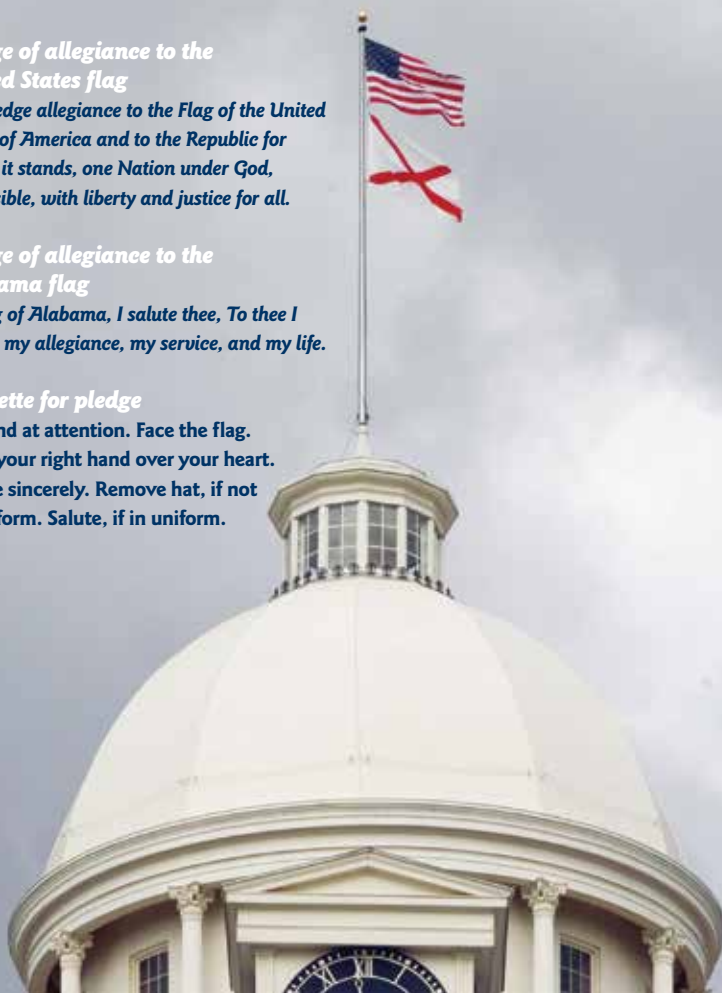
I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.

Pledge of allegiance to the Alabama flag

Flag of Alabama, I salute thee, To thee I pledge my allegiance, my service, and my life.

Etiquette for pledge

Stand at attention. Face the flag.
Place your right hand over your heart.
Pledge sincerely. Remove hat, if not in uniform. Salute, if in uniform.



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Invite a Guest: Pledging Allegiance

Invite a representative from a local organization, such as the American Legion, Scouts, Rotary, Chamber of Commerce, or a veterans group, to speak to your class about flag etiquette and the Pledges of Allegiance to the flags of Alabama and the United States of America.

Practice saying the pledges with the class. Members of the class might volunteer to serve on the flag detail to raise and lower the flag at your school each day.

Another Point of View

Point out to students that some citizens choose not to pledge allegiance to the flag or the country, due to religious or other reasons. In a democracy, citizens have the right to make different choices. What do students think about this? Do they respect the rights of others who have opinions or beliefs that are different from their own?

The Pledge

Write the Pledge of Allegiance to the United States flag on the board, and have students write it in their notebooks. Let them work with a partner to share ideas about the meaning of the words in the pledge. What phrases in the pledge tell us more about our country? (*one Nation under God, indivisible, with liberty and justice for all*) What do those words or phrases mean? How do they characterize the United States of America?

Notes:

CHAPTER REVIEW

Remember

1. Motto – says what we believe or stand for
2. Civil court – one person sues another to collect money that is owed
3. Criminal court – a person is accused of stealing
4. County seat – town or city where the county courthouse is located
5. Municipality – town or city with its own government
6. Jury – group of citizens chosen to make rulings on legal cases
7. Bill – a written suggestion or proposal for a law

Reviewing the Facts

1. The Alabama Supreme Court
2. Senator or representative
3. Federal, state, county, municipal (two of the four)
4. Four years

Using Critical Thinking Skills

1. Answers will vary.
2. Answers will vary, but should refer to the need to pay for public services.
3. Answers will vary.

Making Decisions

1. Answers will vary.
2. Answers will vary.

Chapter Review

Chapter Summary

Government in Alabama works on both the state and local levels. There are three branches of state government: executive, legislative, and judicial.

The government that people have the most contact with is the city (municipal) or county government. Each level of government provides services to make people's lives safer and more pleasant.

Citizens of the state have rights and receive services. They also have responsibilities to make our state better for everyone.



Remember

On a separate sheet of paper, write each word and give one example or definition. Example: Maritime—ships

1. Motto
2. Civil court (give an example of a case)
3. Criminal court (give an example of a case)
4. County seat
5. Municipality
6. Jury
7. Bill

When everyone is finished, the class should make a list of all the examples named.



Reviewing the Facts

1. What is the highest court in Alabama?
2. Give an example of an elected official in the legislative branch.
3. Name two levels of government in Alabama.
4. How long is the term for governor?



Using Critical Thinking Skills

1. Why do we need both a state and local government?
2. Why must citizens pay state and local taxes?
3. Why is it good to have most government officials elected?



Making Decisions

1. Would you sign a bill for a needed law if the state did not have the money to pay for it? Why or why not?
2. If you could be a government official, which one would you choose? Why? How would you prepare yourself for the job?

Notes:



Projects

1. You are running for public office. List all the steps you need to take to get elected. Your list should include making signs and speeches.
2. Design and create a campaign poster for a candidate for governor of Alabama. It might be you.



Writing

Write and give a campaign speech for yourself.



Preparing for Tests

Multiple Choice—These questions are like those you may see in tests. Write your answers on a separate sheet of paper.

1. Which of the following functions is paired with the correct provider? (Remember, public functions are paid for with taxpayer money.)
 - A. City fire protection—private
 - B. County health worker—public
 - C. Local fast food service—public
 - D. Police service—private
2. Consider the levels of government. At which level would a sheriff serve?
 - A. Federal
 - B. State
 - C. County
 - D. City



Using Technology

You are going to explore the state's websites and find out more about the levels of government.

1. Go to Alabama.gov

Look under the heading Government. Click a level of government from the list. Read the material and tell your class what you learned.

2. Go to Alabamavotes.gov

Go to Register to Vote, then download the Alabama Mail-In Voter Registration Form. Print the form. Of course, you are not 18 years old yet, but this is good practice. You may vote when you are 18, but you must have registered before Election Day. Complete as many of the blanks on the form as possible. Then check your form. Did you fill in the blanks correctly?

Projects

1. Answers will vary.
2. Posters will vary.

Writing

Speeches will vary. You might want to give students a rubric for the speech.

Preparing for Tests

1. B. County health worker – public
2. C. County

Using Technology

1. Choices will vary.
2. Assist students in checking the Voter Registration Forms they have completed.

Notes: