



Evolution of Traffic Laws

Renate Berger

6 Lessons

Knows

- The original purpose of a street
 - Who traveled on the street?
 - When did this start to change and why?
- Jaywalking
 - What is it?
 - How did the term come about?
- Who created the first traffic law and what was it? Why was it created?
- How did you originally obtain a driver's license?
- Left side or right side
 - What countries tend to drive on the right and why?
 - What countries tend to drive on the left and why?
- The traffic light
 - Where was the first successful traffic light?
 - What original colors did they choose and why?
 - Why did the colors change? What did they change to?
- Road Signs
 - How did the idea come about?
 - How did the shape idea come about?
 - What were the shapes and their meanings?
 - How did this become standardized?

Sources:

https://cdn1.vox-cdn.com/uploads/chorus_asset/file/2934608/Norton_Street_Rivals.0.pdf

<http://www.todayifoundout.com/index.php/2012/03/the-origin-of-the-green-yellow-and-red-color-scheme-for-traffic-lights/>

<https://www.esurance.com/info/car/the-history-of-street-signs>

<http://www.worldstandards.eu/cars/driving-on-the-left/>

Dos

- Compare and contrast
- Explain origins of traffic laws
- Reading
- Writing
- Research
- Analyzing

More Specific Dos

- Compare and contrast: the original purpose of a street and purpose of a street now
- Explain how “Jaywalking” came about
- Compare and contrast: How you originally obtained a driver’s license and how you obtain one now
- Research: Explore how traffic signs have changed throughout the years
- Explain why some countries drive on the right side of the road, and other countries drive on the left side of the road

- Explain why traffic light colors changed from the original colors to present day colors

EQ's

- Why are traffic laws important?
- Why did traffic laws come into being?
- How are signs and signals essential to these laws?

Prior Knowledge

- Traffic laws exist in our society
- The current purpose of a street
- What traffic signs are
- What road signs are
- You need a license to drive

Standards

Standard - CC.8.5.6-8.G

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Standard - CC.8.6.6-8.C

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Standard - CC.8.6.6-8.F

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Benchmarks

- Create a story with illustrations for first graders describing the rules of the road and road safety. Make sure it is written in a way that first grader will understand. Then, read it to a few first graders.
- Research different traffic signs used in the United States. Look at the different shapes, colors, and symbols and describe what they mean. Do certain shapes and/or colors have certain meanings? What are they? (This assignment can be modified for groups: each group can look at a certain number/class of signs)
- Test ☹

Performance Task

Create your own traffic laws for a new country. What vehicles will be used? What signs will be used? What kinds of traffic signals? What side of the road will they drive on? Make sure to draw your signs and design clear rules that can be easily understood. Draw a picture that shows at least 2 of your laws being obeyed.

Essential Questions:	Why are traffic laws important? How has the purpose of a street changed over time? SWBAT: draw, compare and contrast, read, write, discuss
Standards:	Standard - CC.8.5.6-8.G Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. Standard - CC.8.6.6-8.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Activating Strategy:	Complete anticipation guide- this can help determine differentiation later on. What do you think streets looked like before cars? Draw an illustration and explain.
Game Plan: Step-by-Step:	<ul style="list-style-type: none">❖ Compare and contrast: show pictures of old streets and streets of today. What has changed? How are they different?❖ Have students read first part of “Murder Machines: Why Cars will Kill 30,000 Americans This Year”, which explains how the purpose of the street changed as the popularity of cars evolved. Then have students write answers questions either individually, with a partner, or in small groups. (http://www.collectorsweekly.com/articles/murder-machines/?src=longreads)❖ Share out answers to questions
Summarizing Strategy:	Edit your original drawing, or draw a new drawing, showing what a street looked like before cars
Differentiation:	Those with higher reading levels can read unmodified reading. Those with lower reading levels can read in pairs.

Assessment/assignment & Materials needed:	<ul style="list-style-type: none"> ❖ Anticipation guide ❖ Plain white paper ❖ Art supplies (markers, colored pencils, or crayons) ❖ Document or PowerPoint with pictures for compare and contrast ❖ Copies of reading: “Murder Machines: Why Cars will Kill 30,000 Americans This Year”; two different versions: original (for high level readers) and modified (for grade level readers) ❖ Copy of questions to accompany reading
---	--

Name: _____

Traffic Laws Anticipation Guide

Directions: Read the statement in the left column, and write whether you think that statement is true or false in the right column. If you can, try to rewrite false statements to make them true.

Statements	Write true or false
The street was once a place where people walked/gathered and children played.	Rewrite:
The term “jaywalking” was coined because “jay” was an offensive term.	Rewrite:
Traffic lights used to contain the color white instead of yellow.	Rewrite:
The federal government was always in charge of traffic laws.	Rewrite:
Philadelphia was a pioneer in traffic laws.	Rewrite:
Driver’s licenses were always a requirement to operate an automobile.	Rewrite:

Original Reading: <http://www.collectorsweekly.com/articles/murder-machines/?src=longreads>

There's an open secret in America: If you want to kill someone, do it with a car. As long as you're sober, chances are you'll never be charged with any crime, much less manslaughter. Over the past hundred years, as automobiles have been woven into the fabric of our daily lives, our legal system has undermined public safety, and we've been collectively trained to think of these deaths as unavoidable "accidents" or acts of God. Today, despite the efforts of major public-health agencies and grassroots safety campaigns, few are aware that car crashes are the number one cause of death for Americans under 35. But it wasn't always this way.

“At some point, we decided that somebody on a bike or on foot is not traffic, but an obstruction to traffic.”

“If you look at newspapers from American cities in the 1910s and ’20s, you’ll find a lot of anger at cars and drivers, really an incredible amount,” says Peter Norton, the author of [*Fighting Traffic: The Dawn of the Motor Age in the American City*](#). “My impression is that you’d find more caricatures of the Grim Reaper driving a car over innocent children than you would images of Uncle Sam.”

Though various automobiles powered by steam, gas, and electricity were produced in the late 19th century, only a handful of these cars actually made it onto the roads due to high costs and unreliable technologies. That changed in 1908, when Ford's famous [Model T](#) standardized manufacturing methods and allowed for true mass production, making the car affordable to those without extreme wealth. By 1915, the number of registered motor vehicles was in the millions.

NATION ROUSED AGAINST MOTOR KILLINGS

THE need for vigorous nation-wide action to promote street and highway safety has prompted Secretary Hoover to call a conference of representatives of the various agencies interested in checking the steady increase in vehicular deaths. The conference will be held in Washington on Dec. 19. It will treat the subject from seven angles, including statistics, traffic control, construction and engineering, city planning and zoning, insurance, education and the motor vehicle and public relations.

THE horrors of war appear to be less appalling than the horrors of peace. The automobile looks up as a far more destructive piece of mechanism than the machine gun. The reckless motorist deals more death than the artilleryman. The man in the street seems less safe than the man in the trench.

Fifty thousand of our men were killed in action or died of wounds in the nineteen months of this country's participation in the World War. This is at the rate of 1,666 fatalities a month—a modest average when compared with the startling toll of 7,000 lives destroyed monthly

The greatest single fatal factor is the automobile. It left a shambles in it when it occurred through 1935. It accounted for 16,000 victims. According to the tragic auto mishaps recorded in the first nine months of this year there will be an increase of more than 2,000 for 1934. At the beginning of October approximately 34,000 motor deaths had already been

A conference called by Secretary Hoover for next month will concentrate its deliberations upon street and highway accidents. A Committee on Statistics was appointed by Mr. Hoover to supply the conference with a clearly defined picture of the public accident situation. This committee is placing particular emphasis upon the annual report of the United States Census Bureau on mortality statistics, which revealed that 12,621 persons died in vehicular mishaps in 1923, an increase of almost 3,000 over

While the number killed in automobile accidents last year was given as 34,431, the motor car was also concerned in other highway fatalities. The Census Bureau charges each accident to the heaviest vehicle involved. A collision between a train and an automobile is classified as a train accident. When street cars collide with machines, the street cars are blamed upon the records. There were 5,765 deaths in train grade crossing accidents in 1925. Many of the 2,406 who

Secretary Hoover's Conference Will Suggest Many Ways to Check The Alarming Increase of Automobile Fatalities.—Studying Huge Problem



The huge economic loss caused by street and highway accidents is set forth in a preliminary report prepared by the Cassidoree as Statistician appointed by Secretary Hoover. On this subject the report says in part:

"The economic loss due to these approximately 500,000 accidents is obviously enormous. In fact, our estimate probably has been too low. Several estimates have been made. The most conservative is based upon the usual liability of \$5,000 per life and average of \$275 for each percented injury.

*These two items, applied to 22,000 fatalities and 676,000 non-fatal injuries, respectively, give an approximate total of \$222,000,000. Add to this an average actual property damage of \$66 due to all accidents involving either personal injury or property damage (conservatively estimated at 7,000,000), there results a total estimated loss of nearly \$200,000,000 annually.

the streets and roads. Awesoretly, that would be a privileged class who would steer such maneuvers. In reality, the automobile drivers are a privileged class right now.

Under present conditions there is a deadly competition between pedestrian and motorist for a use of those strips of territory we call street & conflict is deadly to the wayfarer, with the victor in the contest.

"Frankly, it is largely a matter of viewpoint, this outer system, and to some individual it may be much altered from his other self, which he would. As both must use the highway, and as two bodies cannot occupy the same space at once, when the two meet, as they so often do, what is the result?"

"Manifestly, the sl. or cannot go on. The mangle and crushing cannot continue. How can? In for relief. The troubled mother who sends her little child off to school or out to play, the father and mother, in the background."

attempts a crossing and have some success of their society. Conversely, the unskillful operator who with trans nerves can the foot dart out into his very path from some unexpected direction is entitled to some regard.

"As it stands, the motorist has won his contest for the use of the streets over the foot passengers, despite the present efforts of police, courts and motor vehicle authorities to regulate him and his kind. The motorist has triumphed."

"If we have failed adequately to regulate motorists shall we succeed any better in attempts to regulate pedestrians? It is well enough to condemn the Jay-

walker, if by that term we mean the reckless individual who is bent on getting there, whether on or off a cross-walk, without looking or governing his movements. But if we mean the average and the under-average in intelligence and character, we are in a different

and someone in our population who do not use the best judgment because they cannot and who, concentrated by the never-ending, never-ending trails of automobiles that offend us roll endlessly toward them, clogging the highway as fast as to count all calculations of time.

and space, try to thread their way through, if they are to cross at all, then I disagree emphatically.

As to Regulating Jaywalkers.
 "Any regulating of the pedestrian is to be done with caution. His constitutional rights still exist on paper, at least. To place in the hands of any single official such as the Police Commissioner of this or any other city the unrestricted power to promulgate codes for his conduct is a questionable expedient, no matter how well meaning that official may be."

Wednesday, 11th & 12th

Top: A photo of a fatal car wreck in Somerville, Massachusetts, in 1933. Via the Boston Public Library. Above: The New York Times coverage of car violence from November 23, 1924.

Within a decade, the number of car collisions and fatalities skyrocketed. In the first four years after [World War I](#), more Americans died in auto accidents than had been killed during battle in Europe, but our legal system wasn't catching on. The negative effects of this unprecedented shift in transportation were especially felt in urban areas, where road space was limited and pedestrian habits were powerfully ingrained.

For those of us who grew up with cars, it's difficult to conceptualize American streets before automobiles were everywhere. "Imagine a busy corridor in an airport, or a crowded city park, where everybody's moving around, and everybody's got business to do," says Norton.

"Pedestrians favored the sidewalk because that was cleaner and you were less likely to have a vehicle bump against you, but pedestrians also went anywhere they wanted in the street, and there were no crosswalks and very few signs. It was a real free-for-all."

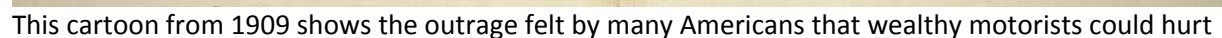


A typical busy street scene on Sixth Avenue in New York City shows how pedestrians ruled the roadways before automobiles arrived, circa 1903. Via Shorpy.

Roads were seen as a public space, which all citizens had an equal right to, even children at play. "Common law tended to pin responsibility on the person operating the heavier or more dangerous vehicle," says Norton, "so there was a bias in favor of the pedestrian." Since people on foot ruled the road, collisions weren't a major issue: Streetcars and horse-drawn carriages

“The real battle is for people’s minds, and this mental model of what a street is for.”

Eventually, the term spread to all types of automobile drivers, along with pejoratives like “vampire driver” or “death driver.” Political cartoons featured violent imagery of so-called “speed demons” murdering innocents as they plowed through city streets in their uncontrollable vehicles. Other editorials accused drivers of being afflicted with “motor madness” or “motor rabies,” which implied an addiction to speed at the expense of human life.



others without consequence. Via the Library of Congress

There's an open secret in America: If you want to kill someone, do it with a car. As long as you're not under the influence of alcohol, chances are you'll never be charged with any crime. Over the past hundred years, as automobiles have become a part of our daily lives, our legal system has not focused on public safety, and we've been collectively trained to think of these deaths as unavoidable "accidents" or acts of God. Today, despite the efforts of major public-health agencies and grassroots safety campaigns, few are aware that car crashes are the number one cause of death for Americans under 35. But it wasn't always this way.

“If you look at newspapers from American cities in the 1910s and ’20s, you’ll find a lot of anger at cars and drivers, really an incredible amount,” says Peter Norton, the author of *[Fighting Traffic: The Dawn of the Motor Age in the American City](#)*.

Though various automobiles powered by steam, gas, and electricity were produced in the late 19th century, only a handful of these cars actually made it onto the roads due to high costs and unreliable technologies. That changed in 1908, when Ford's famous [Model T](#) standardized manufacturing methods and allowed for true mass production, making the car affordable to those without extreme wealth. By 1915, the number of registered motor vehicles was in the millions.

THE need for vigorous law-enforcement action to promote street and highway safety has prompted Secretary Hoover to call a conference of representatives of the various agencies interested in checking the steady increase in vehicular accidents. The conference will be held at the White House on Jan. 19. It will treat the subject from seven angles, including statistics, traffic control, construction and engineering, city planning and zoning, insurance, education and the motor vehicle and public

THE horrors of war appear to be less appalling than the horrors of peace. The automobile looks up as a far more destructive piece of mechanism than the machine gun. The reckless motorist deals more death than the artilleryman. The man in the street seems less safe than the man in the trench.

Fifty thousand of our men were killed in action or died of wounds in the thirteen months of this country's participation in the World War. This is at the rate of 2,600 fatalities a month—a modest average when compared with the startling toll of 7,800 lives destroyed monthly by accidents in the United States.

It is a fact that the automobile is the automobile. It left a stupor in it while we it occurred through 1930. It averaged 36,400 victims. According to the tragic toll victims recorded in the first nine months of this year there will be an increase of more than 2,600 for 1931. At the beginning of October approximately 34,600 motor deaths had already been

A message called by Secretary Hoover for next month will concentrate his deliberations upon street and highway traffic. He will also discuss the use was supplied by Mr. Hoover supply the conditions with a clearly defined picture of the public accident situation. The message will be given in the auditorium upon the annual report of the United States Census Bureau on mortality statistics, which revealed that in 1925, the number of deaths in traffic in 1925, an increase of almost 3,000 over 1922.

While the number killed in automobile accidents last year was given at 34,621, the number killed in traffic accidents in other highway fatal on. The Census Bureau charges each accident to the heaviest vehicle involved. A collision between a truck and an automobile is charged to the truck, and a collision between two automobiles is charged to the heavier one.

There were 3,385 deaths in traffic during 1925.

Secretary Hoover's Conference Will Suggest Many Ways to Check The Alarming Increase of Automobile Fatalities.—Studying Huge Problem



The huge economic loss caused by street and highway accidents is set forth in a preliminary report prepared by the Commission on Statistics appointed by Secretary Hoover. On this subject the

Report says in part:

The economic loss due to these approximately 150,000 accidents in which serious injuries occur can probably never be known. Several estimates have been made. The most conservative is based upon the total liability of \$5,000 per life and average of \$175 for each permanent injury.

These figures, applied to 25,000 fatalities and 475,000 non-fatal injuries, respectively, give an approximate total of \$325,000,000. Add to this an average actual property damage of \$60 due to all accidents, and the total economic loss for injury or property damage (conservatively estimated at 1,000,000), then results a total estimated loss of nearly \$300,000,000 annually.

the streets and roads. As a result, the world is a privileged class who would share such resources. In reality, the automobile drivers are a privileged class.

"Under present conditions there is a deadly competition between pedestrians and motorists for a use of those strips of territory we call street and sidewalks as the wayfarer, with the victory to the motorist.

"Frankly, it is largely a matter of viewpoint. The motor system, and the same individual it affords, is much altered from his other and called the wheel. As both must use the highway and as two bodies cannot occupy the same space at once, when the two meet, as they so often do, what is the

"Manifestly, the el... or cannot go on. The mangling and crushing season continues. Human... In far relief, The troubled mother who send her little child off to school or out to play, the fathering aged person who tirelessly attempts at croning must have some assurance of their safety. Conversely, the communications operator who with tense nerves sees the foot dart out late his very path from some unexpected direction is entitled to some regard.

"As it stands, the motorist has won his contest for the use of the streets over the foot passengers, despite the present efforts of police, courts and motor vehicle authorities to regulate him and his kind. The motorist has inspired fear and the sort of respect that brute force inspires.

"If we have failed adequately to regulate activities that we succeed in keeping out of the arena to regulate politicians' behavior, it is no wonder that we have a political malaise. If by that term we mean the cynicism individuals who is born on growing things, whether on or off a green path, without looking at governing bodies. But if we see the cynicism as a result of the failure to regulate, we are and the under-achievement in individualism and alienation of our population who do not see the best judgment because they cannot and who, encouraged by their never-ending, never ending trials of success and failure, are not looking forward things, using up the highway as fast as to upset all calculations of time and space, try to thrust their way through, if they are to cross at all, then

As to Regulating Jaywalkers.
 "Any regulating of the pedestrian is to be done with caution. His constitutional rights still exist on paper, at least. To place in the hands of any single official such as the Police Commissioner of this or any other city the unrestricted power to promulgate codes for his conduct is a questionable expedient, no matter how well-meaning that official may be."

Above: The New York Times coverage of car violence from November 23, 1924.

Within a decade, the number of car collisions and deaths greatly increased. In the first four years after [World War I](#), more Americans died in auto accidents than had been killed during battle in Europe, but our legal system wasn't catching on. The negative effects of this un-heard of shift in transportation were especially felt in cities, where road space was limited and pedestrian habits were second nature.

For those of us who grew up with cars, it's difficult to imagine American streets before automobiles were everywhere. "Imagine a busy corridor in an airport, or a crowded city park, where everybody's moving around, and everybody's got business to do," says Norton. "Pedestrians favored the sidewalk because that was cleaner and you were less likely to have a vehicle bump against you, but pedestrians also went anywhere they wanted in the street, and there were no crosswalks and very few signs. It was a real free-for-all."

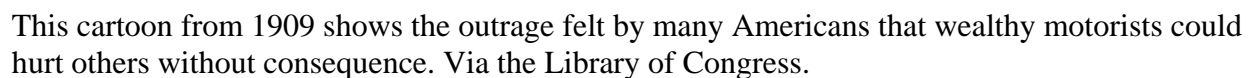


A typical busy street scene on Sixth Avenue in New York City shows how pedestrians ruled the roadways before automobiles arrived, circa 1903. Via Shorpy.

Roads were seen as a public space, which all citizens had an equal right to, even children at play. "Common law tended to pin responsibility on the person operating the heavier or more dangerous vehicle," says Norton, "so there was a bias in favor of the pedestrian." Since people on foot ruled the road, collisions weren't a major issue: Streetcars and horse-drawn carriages

“The real battle is for people’s minds, and this mental model of what a street is for.”

Eventually, the term spread to all types of automobile drivers, along with phrases like “vampire driver” or “death driver.” Political cartoons featured violent imagery of so-called “speed demons” murdering innocents as they plowed through city streets in their uncontrollable vehicles. Other editorials accused drivers of being stricken with “motor madness” or “motor rabies,” which implied an addiction to speed at the cost of human life.



Questions: “Murder Machines: Why Cars will Kill 30,000 Americans This Year” part 1

- 1.) What was the name of the first mass produced automobile?
- 2.) Which areas experienced the most negative effects from increased traffic? Why?
- 3.) How does the author of this article describe streets before automobiles?
- 4.) What does the author mean when they say the street was considered to be public space?

5.) How did rural communities feel about the automobile compared to cities?

6.) How did the term “joyrider” come about?

7.) Write a short paragraph outlining the main points of this reading.

Lesson 2

Topic: Jaywalking and the coming about of traffic laws Class:

Date:

Essential Questions:	Why are traffic laws important? Why did traffic laws come into being? How did they contribute to order? Are they similar or different from the laws of today? Objectives: SWBAT Read, Write
Standards:	Standard - CC.8.6.6-8.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Activating Strategy:	Based on prior knowledge and what you learned yesterday, what do you think jaywalking is? How do you think the term came about? Write your answer on a post-it and stick it on the board. (If used in a tech savvy classroom, you could also do this via padlet) Pick a few to share. Ask students why they answered the way they did.
Game Plan: Step-by-Step:	Optional: view the following clip on jaywalking https://www.youtube.com/watch?v=-AFn7MiJz_s This clip does contain one curse word If you do not show the clip, go over what a jay was and why companies used this term. This is basically what is accomplished with the video. Powerpoint: Early Traffic Laws-students should take notes using one of the notes options listed in the differentiation section
Summarizing Strategy:	Tweet out the door: write out a tweet about something interesting you learned today
Differentiation:	Different versions of notetaking: Cornell, Graphic Organizer, advanced students can write their own notes while listening to lecture.
Assessment/assignment & Materials needed:	❖ Post-it notes OR padlet link and technology needed for padlet

	<ul style="list-style-type: none">❖ Video clip (optional)❖ Notetaking sheets❖ Early Traffic Laws powerpoint❖ Tweet out the door papers
--	---

[illegible]

SUMMARY: Write 4 or more sentences describing specific learning from these notes.

Early Traffic Laws

Traffic Books

Cities Take Control

Detroit

The Federal Government Steps in

Lesson 3

Topic: drivers licenses and right vs left side Class:

Date:

Essential Questions:	Why are traffic laws important? How has obtaining a drivers license change? Why do some countries drive on the right side of the road and others on the left? Objectives: SWBAT compare and contrast, read, write, research
Standards:	Standard - CC.8.5.6-8.G Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. Standard - CC.8.6.6-8.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Activating Strategy:	Share out: What do you think is required to obtain a driver's license today? Why do you think we drive on the right side of the road?
Game Plan: Step-by-Step:	Scavenger hunt: teacher can choose to have students complete this individually or in partners
Summarizing Strategy:	Answer the essential question: Why are traffic laws important? This can be answered on the back of their scavenger hunt worksheet or on a separate sheet of paper.
Differentiation:	Students who need more of a challenge can complete the scavenger hunt without the provided links, having to find information on their own. Early finishers can write questions they think may appear on the test OR can help other individuals/pairs that may be struggling with the activity
Assessment/assignment & Materials needed:	<ul style="list-style-type: none">❖ Scavenger hunt papers❖ Separate sheets of paper for summarizing strategy (if not written on back of scavenger hunt papers)

Scavenger Hunt

Use the following link to answer questions 1-3

http://amhistory.si.edu/onthemove/exhibition/exhibition_8_2.html

- 1.) What was the first state to require vehicle registration?

- 2.) Who taught motorists how to drive vehicles?

- 3.) Look at the photos of different driver's licenses. What information is listed on them?

Use the following link to answer questions 4-7

<http://footework.com/when-was-the-first-drivers-license-issued-in-the-u-s/>

- 4.) What two states were the first to require that people need a license to operate an automobile?

5.) How many states required driver's licenses by 1935?

6.) Why did Rhode Island start to require a test before obtaining a license starting in 1908?

7.) What happened in 1959?

Use the following link to answer questions 8-10

<https://www.fhwa.dot.gov/ohim/summary95/dl230.pdf>

8.) When was the first driver's license law enacted in PA? The first driver license exam?

9.) Which state was the first state to enact a driver's license law?

10.) Which state was the first state to have a driver's license exam?

Use the link to answer questions 11-12

<http://www.dmv.pa.gov/Driver-Services/Driver-Licensing/Pages/get-driver-license.aspx>

11.) What are 3 requirements to obtain a permit today?

12.) How has the process of getting a driver's license changed? How is it similar and how is it different from the current process of obtaining a driver's license?

Use the link to answer questions 13-19

<http://www.worldstandards.eu/cars/driving-on-the-left/>

13.) List three countries that drive on the left side of the road

14.) Why did people always used to travel on the left side of the road?

15.) Why did this start to change in the 1700s in France and the U.S.?

16.) Do most countries drive on the right or left side in the present day?

17.) In which state was the first law passed that dictated all drivers must drive on the right side of the road? What year was the law passed?

18.) How did the mass production of cars in the U.S. affect what side of the road other countries drove on?

19.) Give 2 interesting facts from the article.

Lesson 4

Topic: traffic lights then and now Class:

Date:

Essential Questions:	Why are traffic laws important? How are signs and signals essential to these laws? How has the traffic light evolved over time? Objectives: SWBAT write, draw
Standards:	Standard - CC.8.6.6-8.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Activating Strategy:	Draw a modern day traffic light. Color in the different colors and label what each color means. Predict: how do you think the colors got those meanings?
Game Plan: Step-by-Step:	<ul style="list-style-type: none">❖ Distribute index cards to students. The student will write the year, draw the light color, and write what it meant and why that color was chosen for that specific action. The teacher can draw the same on a chalkboard, smartboard, or overhead projector. Colors needed: white, red, green, yellow (see example of a card below)❖ A card should also be created for the implementation of traffic lights. Students should write key phrases, and draw a picture that describes the event
Summarizing Strategy:	Ask students to name important things they have learned over the past few days. Tell students they will begin a project tomorrow where they will apply this knowledge.
Differentiation:	No differentiation
Assessment/assignment & Materials needed:	<ul style="list-style-type: none">❖ White paper❖ Crayons/markers/colored pencils❖ Notecards❖ Note sheet (for teacher)

Lights and meanings sheet for teacher

Source for information: <http://www.todayifoundout.com/index.php/2012/03/the-origin-of-the-green-yellow-and-red-color-scheme-for-traffic-lights/>

Original meanings

Derived from railroad industry in 1830s

Lighted means to let train engineers to stop and go

Red=stop; red had been used for centuries to indicate danger

White= go

Green=caution

White light caused problems; accident occurred in 1914 after a red lens fell out leaving a white light exposed; in turn a train ran into another train

It was then that they changed green to go

They changed caution to yellow; yellow was chosen because it was distinct from the other two colors

How it translated to the road

London, England 1865: horse drawn traffic was posing a danger to pedestrians; John Peake

Knight- proposed using lighted system from railroad for roads; arms during day, lights at night; approved

United States; police controlled traffic, using red and green lights or hand signals

1920: Detroit, Michigan; William L. Potts- created 4 way, 3 light traffic light system; Detroit was first city to use modern day traffic light

Lesson 5

Topic: book project Class:

Date:

Essential Questions:	Why are traffic laws important? How can you explain traffic laws/signals to first grade students? Objectives: SWBAT write, draw
Standards:	Standard - CC.8.6.6-8.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Activating Strategy:	How would you explain navigating the cafeteria to a first grade student? Write what students say on board. Explain to students that they need to use simple language and lots of illustrations when writing a book for children. Jump into explaining project
Game Plan: Step-by-Step:	<ul style="list-style-type: none">❖ Project (individual, pairs, or small groups): write and illustrate a short book explaining basic traffic laws and light signals for first grade students. (see rubric for details on expectations) Students should look back on notes and materials to gather their information. Focus should be on the main points. Students should focus on resources/notes from class and SHOULD NOT look for other sources. They should have all the information they need.
Summarizing Strategy:	Swap books with another individual/pair/group and offer feedback
Differentiation:	None
Assessment/assignment & Materials needed:	<ul style="list-style-type: none">❖ White paper or construction paper (for book pages)❖ Art supplies (crayons, markers, pencils)❖ Staples❖ Notebook paper for feedback

Book Rubric	Best seller	Seasoned author	Rising author	Book flop
content	All of the main points are covered about traffic laws/signals. Student(s) made good use of resources/notes from class.	Most of the main points are covered about traffic laws/signals. Student(s) made good use of resources/notes from class, but may have gotten some information from other sources.	Some of the main points are covered about traffic laws/signals. Student(s) made use of some resources/notes from class, but also relied on internet sites not used in class.	None of the main points are covered about traffic laws/signals. Student(s) did not use materials/notes provided to them in class.
Grammar	Book has no grammatical errors.	Book has 1-3 grammatical errors.	Book has 4-6 grammatical errors.	Book has more than 6 grammatical errors.
Illustrations	There is an illustration for each page, and the illustration clearly relates to the content. Lots of color is used.	There is an illustration on almost every page, and the illustration relates to the content. Lots of color is used.	There are few illustrations throughout the book, and illustration does not necessarily relate to the content. Little to no color is used.	There is not an illustration for each page, if any illustration at all. Illustration have no color and are not related to content in any way.
Language/age appropriate	Content is explained in simple first grade language. Unnecessary details are not included. All information is age appropriate.	Content is explained in simple first grade language for the most part, though some vocab used may be confusing. There may be 1 or 2 unnecessary details.	Content is explained in language that is difficult for first graders to understand. There are 2-4 unnecessary details.	Content is explained in language that a first grader cannot understand. There are many unnecessary details.

Lesson 6

Topic: book project Class:

Date:

Essential Questions:	Why are traffic laws important? How could you explain these to first grade students Objectives: SWBAT read
Standards:	Standard - CC.8.6.6-8.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Activating Strategy:	Look through your books and make any last minute changes.
Game Plan: Step-by-Step:	❖ Read your books to first graders. Make sure they understand what you are reading, give them time to look at pictures, and allow them to ask questions.
Summarizing Strategy:	What did you learn by reading to first graders? How much information did they know/not know? Turn in books to be graded.
Differentiation:	None
Assessment/assignment & Materials needed:	❖ Completed books

Lesson 7

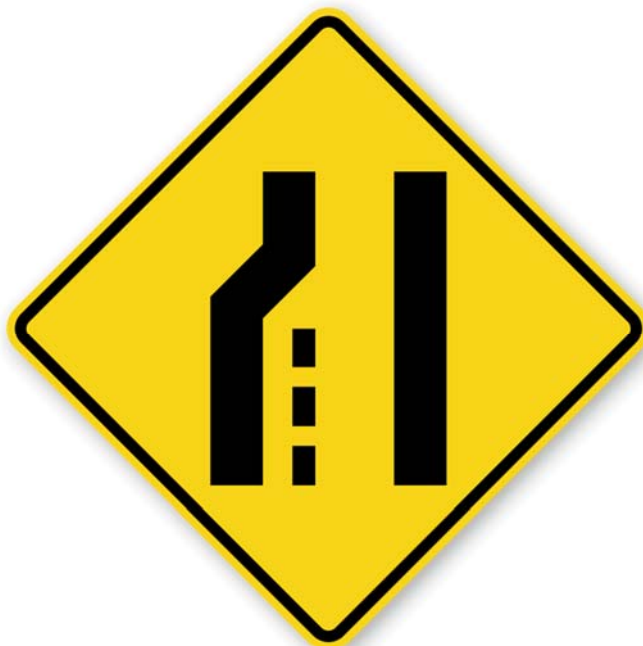
Topic: traffic signs Class:

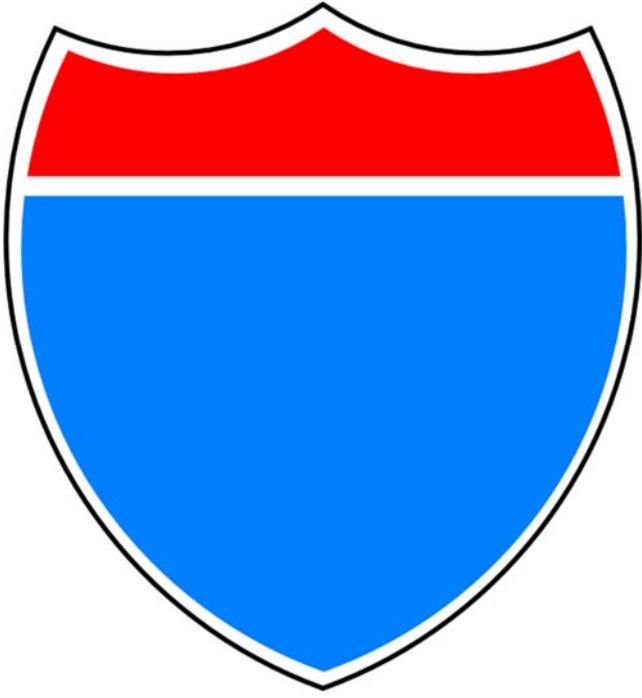
Date:

Essential Questions:	Why are traffic laws important? How have traffic signs changed from their original form? What common shapes and colors do you see? Objectives: SWBAT
Standards:	Standard - CC.8.5.6-8.G Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
Activating Strategy:	Pass out cutouts of popular road signs. In pairs or small groups, see how many students can identify.
Game Plan: Step-by-Step:	❖ Powerpoint: evolution of road signs
Summarizing Strategy:	Think, pair, share: How have road signs changed throughout the years? Share out
Differentiation :	Different ways to take notes: flashcard notes-students can sketch the sign on one side of a flashcard and put what the sign means on the back, sketchnotes-students draw pictures that act as notes. Examples: https://www.google.com/search?q=sketchnotes&biw=1366&bih=657&source=lnms&tbn=isch&sa=X&ved=0ahUKEwjIs5W82fnRAhXL5SYKHUNXAqQQ_AUIBigB&dpr=1#imgrc=M5An4FTm5xOmhM : , graphic organizer- this is more structured
Assessment/as signment & Materials needed:	❖ Road sign cutouts ❖ Notebook paper ❖ Note sheets: flashcards, blank sheets for sketchnotes, printouts of graphic organizer sheets ❖ Powerpoint: evolution of road signs

Popular Road Sign Cutouts









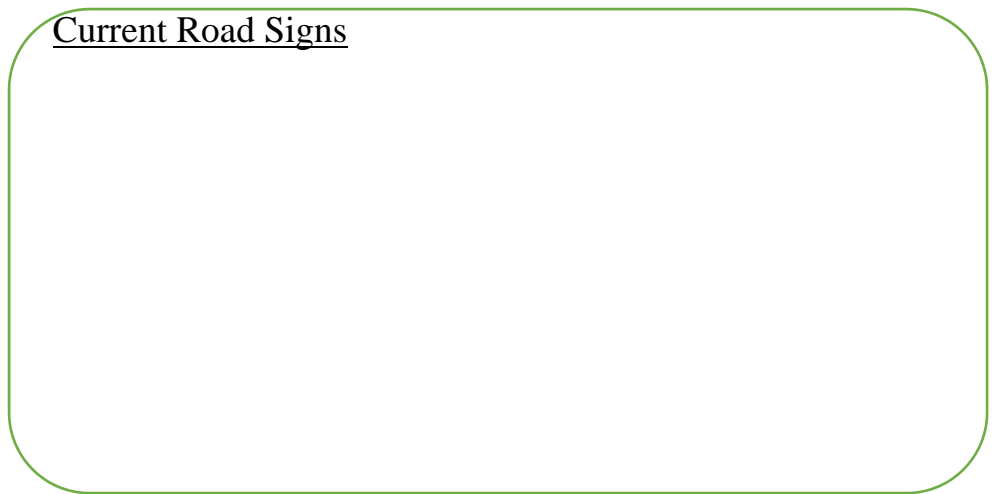
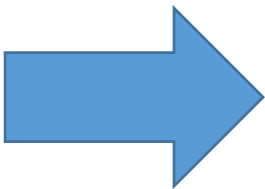
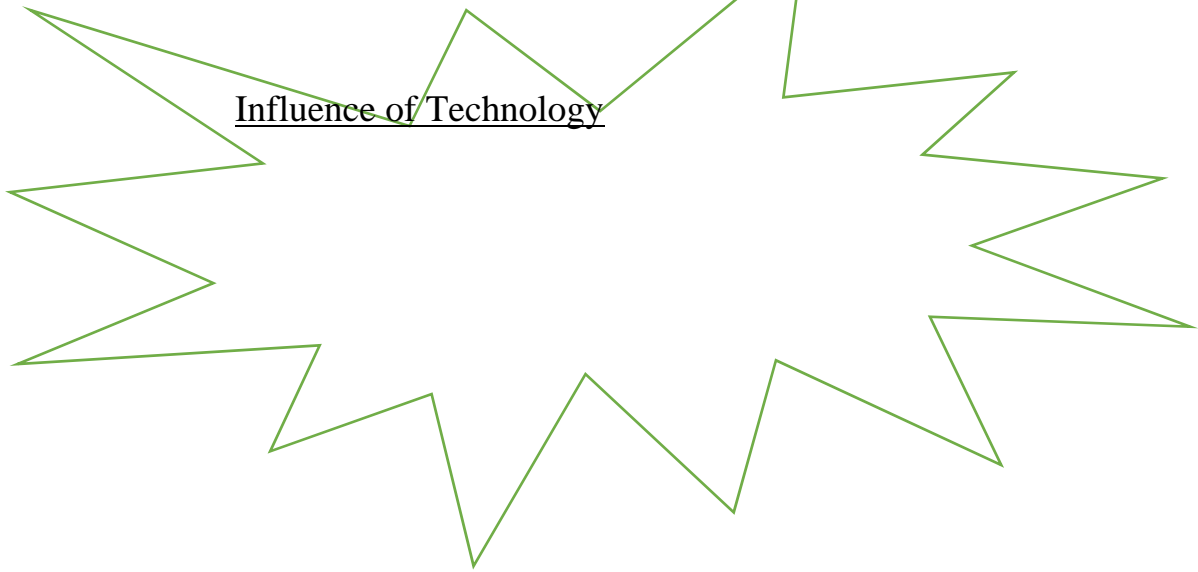
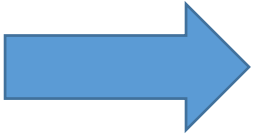
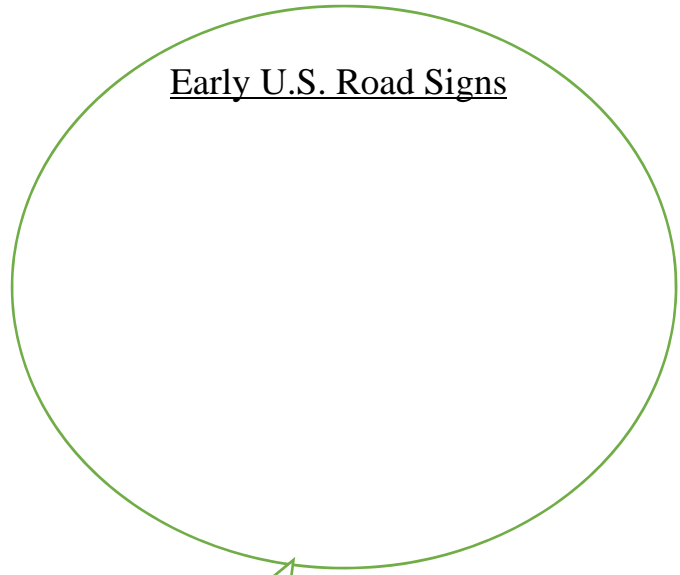
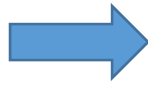
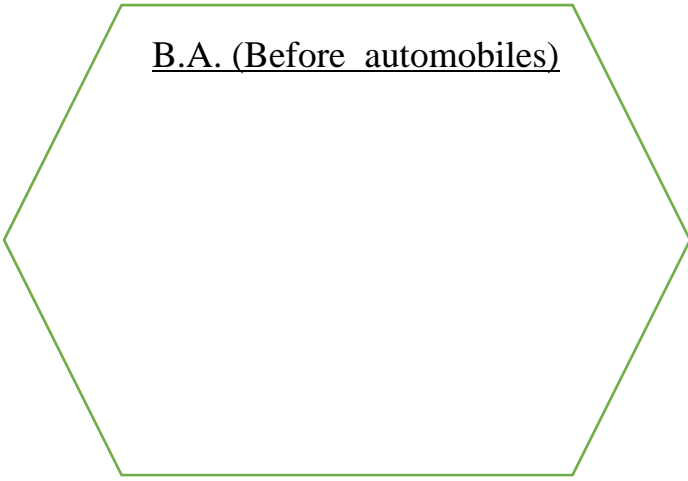
Evolution of Road Signs

B.A. (Before automobiles)

Early U.S. Road Signs

Influence of Technology

Current Road Signs



Lesson 8

Topic: traffic signs project Class:

Date:

Essential Questions:	Why are traffic laws important? What do different road signs mean? What do the various shapes and symbols mean? Objectives: SWBAT research road sign information
Standards:	Standard - CC.8.6.6-8.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Standard - CC.8.6.6-8.F Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
Activating Strategy:	Review: pass out index cards with letters A-D written on them. Show pictures of road signs that students learned about yesterday with four choices via the Powerpoint presentation. Have students hold up the card with the correct letter choice.
Game Plan: Step-by-Step:	<ul style="list-style-type: none">❖ Project: Research different traffic signs used in the United States. Look at the different shapes, colors, and symbols and describe what they mean. Do certain shapes and/or colors have certain meanings? What are they? (This assignment can be modified for groups: each group can look at a certain number/class of signs)❖ Students/groups will record the following information about each road sign: shape, color, symbols and note similarities and differences
Summarizing Strategy:	Ticket out the door: What did you learn about road signs today? Are certain colors/shapes/symbols used

	for certain types of signs? What do they mean?-looking for answers like yellow is used for caution/warning signs, stop signs are red just as red is used to mean stop for traffic lights, construction signs are orange and usually the same shape, etc.
Differentiation:	For students who already know a lot about road signs, they can independently research the history of certain signs, or they can create a book/pamphlet/poster about road signs
Assessment/assignment & Materials needed:	<ul style="list-style-type: none"> ❖ Laptops/netbooks/ipads ❖ Post-it notes

Lesson 9

Topic: traffic signs Class:

Date:

Note: You can devote multiple days to this lesson depending on how much class time you want to give students to work on their final performance task.

Essential Questions:	Why are traffic laws important? Objectives: SWBAT answer review questions, write laws for their own city, draw traffic signs for their own city
Standards:	Standard - CC.8.6.6-8.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Standard - CC.8.6.6-8.F Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
Activating Strategy:	Review activity: Kahoot! traffic laws: the Kahoot! has been made public and was created by MissBerger_12. It can be found by doing a search for Traffic Laws in Kahoot!. When I searched it was the second search result. Pin: 324175
Game Plan: Step-by-Step:	<ul style="list-style-type: none">❖ Introduce the final performance task❖ Allow students time to work on final performance task
Summarizing Strategy:	Peer edit: Share part of your project with a fellow student and ask for feedback. Do your laws and signs make sense? Are there any grammatical errors?
Differentiation:	This lesson has no differentiation

Assessment/assignment & Materials needed:	<ul style="list-style-type: none"> ❖ Kahoot! quiz ❖ Tablets, phones, laptops for students to take Kahoot! on ❖ Project description ❖ Project rubric ❖ Construction paper ❖ Art supplies (markers, crayons, colored pencils, scissors) ❖ Lined paper to write rules OR laptops to type rules
--	--

Traffic Laws Final Project

Now that we have learned the traffic laws of our country, it is your turn! You are going to create the traffic laws for a city, town, country, or planet of your choice. What side of the road will your country drive on? What traffic signs will be used? Do your people need a license to drive? Is there an age limit? Do they need vehicle registration? What about traffic lights? These are things that should be taken into consideration when you design your traffic laws.

Your task is to write the traffic laws and draw the traffic signs of your city, town, country, or planet. Make sure they are neat, easily understood, and make logical sense. You will also need to draw two pictures that show two or your traffic laws being obeyed. Keep in mind that people will have to obey these laws. For example, you should not have a law saying that people need to close their eyes while driving through an intersection, as that would create a very unsafe driving environment. Feel free to be creative, but make sure that the laws you create will not cause accidents.

Each student will present their laws and signs to the class the day after our traffic laws test so you can all see the different ideas for traffic laws.

The rubric I will use to grade this project can be found on the back of this paper. I wish you the best of luck. As always if you have any questions, do not hesitate to ask me.

Performance Task	Superior	Proficient	Average	Inadequate
Content	All criteria of the project are met and described in great detail. The traffic laws for this country are abundantly clear and make logical sense.	Most criteria are met, and are described in good detail. The traffic laws for this country are mostly clear and mostly logical.	Some of the criteria are met, and are described in some detail. How traffic would operate in this country is somewhat clear and make somewhat logical sense.	Not all of the criteria was met and few to no details were given. There is no way to know how traffic would operate in this county and do not make any logical sense.
Writing tasks	Laws are written in complete sentences using correct grammar and spelling with little to no errors. They are clear, concise, and could be easily understood.	Laws are written in complete sentences and have a few grammatical and/or spelling errors. They are mostly clear, concise, and are somewhat easily understood.	Laws are not written in complete sentences and have numerous grammatical and/or spelling errors. They were not very clear and/or concise, and were not easily understood.	Laws are not written in complete sentences and do not use correct grammar and spelling. Many errors are evident. They are not written clearly and are not easily understood.
Illustrations/visuals	Signs and pictures are neatly drawn and fully colored. The pictures clearly illustrate traffic laws. The signs make sense for the purpose they serve.	Signs and pictures are drawn mostly neatly, and are fully or almost fully colored. The pictures mostly clearly illustrate traffic laws. The signs make some sense for the purpose they serve.	Signs and pictures are not neatly drawn and colored and/or it seems it was thrown together. The pictures do not do a good job of illustrating traffic laws and the signs do not make much sense for the purpose they serve.	Signs and pictures are not neatly drawn and colored, and/or are not complete. The pictures do not illustrate traffic laws and the signs do not make sense for the purpose they serve.
Neatness/thoughtful	Papers are not crumpled or bent. They are	Papers may have a slight crumple or	Papers have a few crumples or bends. Laws are	Paper is crumpled and/or bent.

	<p>organized. Laws are thoughtful and would be possible to follow in an actual society.</p>	<p>bend, but are otherwise organized. Laws are mostly thoughtful, and could mostly be followed in an actual society</p>	<p>somewhat thoughtful, but some are not logical and could definitely cause confusion and would be mostly confusing to follow in an actual society.</p>	<p>They are not organized. Laws are not thoughtful and would be impossible to follow in a society, or would cause accidents.</p>
--	---	---	---	--

Lesson 10

Topic: traffic signs Class:

Date:

Essential Questions:	Why are traffic laws important? What have you learned in this unit? Objectives: SWBAT review information with their peers, complete an exam using knowledge learned throughout the unit, reflect on what they learned
Standards:	Standard - CC.8.6.6-8.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Activating Strategy:	Play pump up song, like “Eye of the Tiger” when students enter classroom. Have students walk around and share two important facts with fellow classmates
Game Plan: Step-by-Step:	❖ Distribute the tests-students should take as much time as they need to complete the test
Summarizing Strategy:	If students finish early, ask students what their favorite and least favorite parts of the unit were.
Differentiation:	Students have 4 choices for their essay question on the test.
Assessment/assignment & Materials needed:	❖ Pump up song ❖ Test papers

Traffic Laws Test

Directions: For each question, write the word True or False on the line. If the statement is false, rewrite it so it is true.

1. _____ Susie lives in Great Britain, so she would drive on the right side of the road.

2. _____ Traffic laws were slow to spread across the country

3. _____ Before automobiles, all roads led to Florence.

4. _____ The federal government never stepped in to help create traffic laws.

5. _____ Traffic signs had a certain shape because they were easier to see at night.

6. _____ The name of the first mass produced automobile was Kia.

7. _____ The first state to require vehicle registration was New York.

Directions: Select the best letter choice to answer each question. Write the letter choice on the line using a capital letter.

8._____ In Europe during the late middle ages, roads were named after what?

- A. People
- B. The countries they led to
- C. The towns they led to
- D. Famous Rulers

9._____ The city that was a pioneer in automobile laws was....

- A. Omaha
- B. Detroit
- C. New York City
- D. Los Angeles

10._____ The original traffic light scheme was....

- A. Red, White, Green
- B. White, Yellow, Green
- C. Red, Orange, Green
- D. Purple, Yellow, Green

11._____ The areas that had the most positive views on automobiles were

A. Suburban Areas

B. Cities

C. Rural Areas

D. All areas held positive views of automobiles

12._____ How many states required drivers licenses by 1935?

A. 50

B. 42

C. 39

D. 26

13._____ In regards to early US road signs, a round sign denoted what?

A. Railroad crossing

B. Dead End

C. Curve ahead

D. Speed limit

14._____ Technology has allowed for.....

A. Talking signs for blind pedestrians

B. Computerized signs

C. Both A and B

D. Neither A or B

15._____ What was the first state to enact a driver's license exam?

A. Pennsylvania

B. Oklahoma

C. Texas

D. Rhode Island

Directions: Choose one of the following essay questions to answer on the back of this paper.

Please circle which option you are responding to below. If you run out of room on the back of this paper, please raise your hand and I will bring you a piece of notebook paper.

A. Describe in as much detail as possible how the purpose of a street changed from before automobiles to the automobile age.

B. Describe in as much detail as possible how traffic signs changed from the early days of automobiles to the present day.

C. Explain which city was a pioneer in traffic laws and why.

D. Describe in as much detail as possible how the present day traffic light came into being.

Traffic Laws Test: Answer Key

Directions: For each question, write the word True or False on the line. If the statement is false, rewrite it so it is true.

1. _____ **False** _____ Susie lives in Great Britain, so she would drive on the right side of the road.

Susie lives in Great Britain, she would drive on the left side of the road.

2. _____ **True** _____ Traffic laws were slow to spread across the country

3. _____ **False** _____ Before automobiles, all roads led to Florence.

Before automobiles, all roads led to Rome.

4. _____ **False** _____ The federal government never stepped in to help create traffic laws.

The federal government did step in to help create traffic laws when traffic regulation became an issue in 1966.

5. _____ **True** _____ Traffic signs had a certain shape because they were easier to see at night.

6. _____ **False** _____ The name of the first mass produced automobile was Kia.

The first mass produced automobile was Ford, more specifically a Model T.

7.____True_____ The first state to require vehicle registration was New York.

Directions: Select the best letter choice to answer each question. Circle the letter choice and write the letter choice on the line using a capital letter.

8._____ In Europe during the late middle ages, roads were named after what?

A. People

B. The countries they led to

C. The towns they led to

D. Famous Rulers

9._____ The city that was a pioneer in automobile laws was....

A. Omaha

B. Detroit

C. New York City

D. Los Angeles

10._____ The original traffic light scheme was....

A. Red, White, Green

B. White, Yellow, Green

C. Red, Orange, Green

D. Purple, Yellow, Green

11._____ The areas that had the most positive views on automobiles were

A. Suburban Areas

B. Cities

C. Rural Areas

D. All areas held positive views of automobiles

12._____ How many states required drivers licenses by 1935?

A. 50

B. 42

C. 39

D. 26

13._____ In regards to early US road signs, a round sign denoted what?

A. Railroad crossing

B. Dead End

C. Curve ahead

D. Speed limit

14._____ Technology has allowed for.....

A. Talking signs for blind pedestrians

B. Computerized signs

C. Both A and B

D. Neither A or B

15._____ What was the first state to enact a drivers license exam?

A. Pennsylvania

B. Oklahoma

C. Texas

D. Rhode Island

Please circle which option you are responding to below. If you run out of room on the back of this paper, please raise your hand and I will bring you a piece of notebook paper.

A. Describe in as much detail as possible how the purpose of a street changed from before automobiles to the automobile age.

B. Describe in as much detail as possible how traffic signs changed from the early days of automobiles to the present day.

C. Explain what city was a pioneer in traffic laws and why.

D. Describe in as much detail as possible how the present day traffic light came into being.

A. Should describe how the street used to be a public space, and this changed when automobiles came about. The term “jaywalking” was coined to discourage people from walking in the streets. Chaos in the streets between people and automobiles prompted cities to start creating traffic laws.

B. Students should describe how all roads originally led to Rome and were named after the towns they led to. They should then describe why shapes were important, and what the original shapes of signs meant. They should then describe our present day signs, and what the shapes and current colors mean.

C. Students should describe all the laws the Detroit was the first to enact in regards to early traffic laws.

D. Students should describe how the colors of the original traffic light came about, and how they related to the railroad. They should then describe why it had to be changed, and what the current traffic light color scheme is.