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://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:
- **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](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.
<table>
<thead>
<tr>
<th>Assessment/assignment &amp; Materials needed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ Anticipation guide</td>
</tr>
<tr>
<td>❖ Plain white paper</td>
</tr>
<tr>
<td>❖ Art supplies (markers, colored pencils, or crayons)</td>
</tr>
<tr>
<td>❖ Document or PowerPoint with pictures for compare and contrast</td>
</tr>
<tr>
<td>❖ 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)</td>
</tr>
<tr>
<td>❖ Copy of questions to accompany reading</td>
</tr>
</tbody>
</table>
# 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.*

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

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
yielded right of way to pedestrians and slowed to a human pace. The fastest traffic went around 10 to 12 miles per hour, and few vehicles even had the capacity to reach higher speeds.

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

In rural areas, the car was generally welcomed as an antidote to extreme isolation, but in cities with dense neighborhoods and many alternate methods of transit, most viewed private vehicles as an unnecessary luxury. “The most popular term of derision for a motorist was a ‘joyrider,’ and that was originally directed at chauffeurs,” says Norton. “Most of the earliest cars had professional drivers who would drop their passengers somewhere, and were expected to pick them up again later. But in the meantime, they could drive around, and they got this reputation for speeding around wildly, so they were called joyriders.”

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.

This cartoon from 1909 shows the outrage felt by many Americans that wealthy motorists could hurt 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.

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

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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.
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
yielded right of way to pedestrians and slowed to a human pace. The fastest traffic went around 10 to 12 miles per hour, and few vehicles even had the capacity to reach higher speeds.

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

In rural areas, the car was generally welcomed as an cure to extreme isolation, but in cities with dense neighborhoods and many different ways to get around, most viewed private vehicles as an unnecessary luxury. “The most popular term of derision for a motorist was a ‘joyrider,’ and that was originally directed at chauffeurs,” says Norton. “Most of the earliest cars had professional drivers who would drop their passengers somewhere, and were expected to pick them up again later. But in the meantime, they could drive around, and they got this reputation for speeding around wildly, so they were called joyriders.”

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.

This cartoon from 1909 shows the outrage felt by many Americans that wealthy motorists could hurt others without consequence. Via the Library of Congress.
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:

<table>
<thead>
<tr>
<th>Essential Questions:</th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards:</td>
<td>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.</td>
</tr>
<tr>
<td>Activating Strategy:</td>
<td>Based on prior knowledge and what you learned yesterday, what do you think jaywalking is? How do you think the term came about? Write you 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.</td>
</tr>
<tr>
<td>Game Plan: Step-by-Step:</td>
<td>Optional: view the following clip on jaywalking <a href="https://www.youtube.com/watch?v=-AFn7MiJz_s">https://www.youtube.com/watch?v=-AFn7MiJz_s</a> 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</td>
</tr>
<tr>
<td>Summarizing Strategy:</td>
<td>Tweet out the door: write out a tweet about something interesting you learned today</td>
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<tr>
<td>Differentiation:</td>
<td>Different versions of notetaking: Cornell, Graphic Organizer, advanced students can write their own notes while listening to lecture.</td>
</tr>
<tr>
<td>Assessment/assignment &amp; Materials needed:</td>
<td>❖ Post-it notes OR padlet link and technology needed for padlet</td>
</tr>
</tbody>
</table>
- Video clip (optional)
- Notetaking sheets
- Early Traffic Laws powerpoint
- Tweet out the door papers
<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>NOTES</th>
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</table>
SUMMARY: Write 4 or more sentences describing specific learning from these notes.

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____________________________________________________________________________
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:

<table>
<thead>
<tr>
<th>Essential Questions:</th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards:</td>
<td>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.</td>
</tr>
<tr>
<td>Activating Strategy:</td>
<td>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?</td>
</tr>
<tr>
<td>Game Plan: Step-by-Step:</td>
<td>Scavenger hunt: teacher can choose to have students complete this individually or in partners</td>
</tr>
<tr>
<td>Summarizing Strategy:</td>
<td>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.</td>
</tr>
<tr>
<td>Differentiation:</td>
<td>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</td>
</tr>
<tr>
<td>Assessment/assignment &amp; Materials needed:</td>
<td>❖ Scavenger hunt papers  ❖ Separate sheets of paper for summarizing strategy (if not written on back of scavenger hunt papers)</td>
</tr>
</tbody>
</table>
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


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


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

Date:

<table>
<thead>
<tr>
<th>Essential Questions:</th>
<th>Why are traffic laws important? How are signs and signals essential to these laws? How has the traffic light evolved over time?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives: SWBAT write, draw</td>
<td></td>
</tr>
</tbody>
</table>

| 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? |

<table>
<thead>
<tr>
<th>Game Plan: Step-by-Step:</th>
<th>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)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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</td>
</tr>
</tbody>
</table>

| 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 |

<table>
<thead>
<tr>
<th>Assessment/assignment &amp; Materials needed:</th>
<th>White paper</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Crayons/markers/color pencils</td>
</tr>
<tr>
<td></td>
<td>Notecards</td>
</tr>
<tr>
<td></td>
<td>Note sheet (for teacher)</td>
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</tbody>
</table>
Lights and meanings sheet for teacher


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:**

<table>
<thead>
<tr>
<th>Essential Questions:</th>
<th>Why are traffic laws important? How can you explain traffic laws/signals to first grade students? Objectives: SWBAT write, draw</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards:</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Activating Strategy:</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>Game Plan: Step-by-Step:</strong></td>
<td>❖ 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.</td>
</tr>
<tr>
<td><strong>Summarizing Strategy:</strong></td>
<td>Swap books with another individual/pair/group and offer feedback</td>
</tr>
<tr>
<td><strong>Differentiation:</strong></td>
<td>None</td>
</tr>
</tbody>
</table>
| **Assessment/assignment & Materials needed:** | ❖ White paper or construction paper (for book pages)  
❖ Art supplies (crayons, markers, pencils)  
❖ Staples  
❖ Notebook paper for feedback |
<table>
<thead>
<tr>
<th>Book Rubric</th>
<th>Best seller</th>
<th>Seasoned author</th>
<th>Rising author</th>
<th>Book flop</th>
</tr>
</thead>
<tbody>
<tr>
<td>content</td>
<td>All of the main points are covered about traffic laws/signals. Student(s) made good use of resources/notes from class.</td>
<td>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.</td>
<td>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.</td>
<td>None of the main points are covered about traffic laws/signals. Student(s) did not use materials/notes provided to them in class.</td>
</tr>
<tr>
<td>Grammar</td>
<td>Book has no grammatical errors.</td>
<td>Book has 1-3 grammatical errors.</td>
<td>Book has 4-6 grammatical errors.</td>
<td>Book has more than 6 grammatical errors.</td>
</tr>
<tr>
<td>Illustrations</td>
<td>There is an illustration for each page, and the illustration clearly relates to the content. Lots of color is used.</td>
<td>There is an illustration on almost every page, and the illustration relates to the content. Lots of color is used.</td>
<td>There are few illustrations throughout the book, and illustration does not necessarily relate to the content. Little to no color is used.</td>
<td>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.</td>
</tr>
<tr>
<td>Language/age</td>
<td>Content is explained in simple first grade language. Unnecessary details are not included. All information is age appropriate.</td>
<td>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.</td>
<td>Content is explained in language that is difficult for first graders to understand. There are 2-4 unnecessary details.</td>
<td>Content is explained in language that a first grader cannot understand. There are many unnecessary details.</td>
</tr>
<tr>
<td>appropriate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 6

Topic: book project Class:

Date:

<table>
<thead>
<tr>
<th>Essential Questions:</th>
<th>Why are traffic laws important? How could you explain these to first grade students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives:</td>
<td>SWBAT read</td>
</tr>
<tr>
<td>Standards:</td>
<td>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.</td>
</tr>
<tr>
<td>Activating Strategy:</td>
<td>Look through your books and make any last minute changes.</td>
</tr>
<tr>
<td>Game Plan: Step-by-Step:</td>
<td>❖ 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.</td>
</tr>
<tr>
<td>Summarizing Strategy:</td>
<td>What did you learn by reading to first graders? How much information did they know/not know? Turn in books to be graded.</td>
</tr>
<tr>
<td>Differentiation:</td>
<td>None</td>
</tr>
<tr>
<td>Assessment/assignment &amp; Materials needed:</td>
<td>❖ Completed books</td>
</tr>
</tbody>
</table>
Lesson 7

Topic: traffic signs Class:

Date:

<table>
<thead>
<tr>
<th>Essential Questions:</th>
<th>Why are traffic laws important? How have traffic signs changed from their original form? What common shapes and colors do you see?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives: SWBAT</td>
<td></td>
</tr>
</tbody>
</table>

| 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&tbm=isch&sa=X&ved=0ahUKEwjIs5W82fnRAhXL5SYKHUNXAnaQqQQ_AUIBigB&dpr=1#imgrc=M5An4FTm5xOmhM: , graphic organizer- this is more structured |

| Assessment/assignment & 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

STOP

Pedestrian Crossing

AHEAD

Wildlife Crossing
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:

<table>
<thead>
<tr>
<th>Essential Questions:</th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards:</td>
<td>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.</td>
</tr>
<tr>
<td>Activating Strategy:</td>
<td>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.</td>
</tr>
<tr>
<td>Game Plan: Step-by-Step:</td>
<td>❖ 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</td>
</tr>
<tr>
<td>Summarizing Strategy:</td>
<td>Ticket out the door: What did you learn about road signs today? Are certain colors/shapes/symbols used</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Differentiation:</th>
<th>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</th>
</tr>
</thead>
</table>
| Assessment/assignment & Materials needed: | ❖ 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: |  
❖ 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: | - 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.
<table>
<thead>
<tr>
<th>Performance Task</th>
<th>Superior</th>
<th>Proficient</th>
<th>Average</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>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.</td>
<td>Most criteria are met, and are described in good detail. The traffic laws for this country are mostly clear and mostly logical.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Writing tasks</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Illustrations/visuals</td>
<td>Signs and pictures are neatly drawn and fully colored. The pictures clearly illustrate traffic laws. The signs make sense for the purpose they serve.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Neatness/thoughtful</td>
<td>Papers are not crumpled or bent. They are</td>
<td>Papers may have a slight crumple or</td>
<td>Papers have a few crumples or bends. Laws are</td>
<td>Paper is crumpled and/or bent.</td>
</tr>
<tr>
<td>organized. Laws are thoughtful and would be possible to follow in an actual society.</td>
<td>bend, but are otherwise organized. Laws are mostly thoughtful, and could mostly be followed in an actual society.</td>
<td>somewhat thoughtful, but some are not logical and could definitely cause confusion and would be mostly confusing to follow in an actual society.</td>
<td>They are not organized. Laws are not thoughtful and would be impossible to follow in a society, or would cause accidents.</td>
<td></td>
</tr>
</tbody>
</table>
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
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   D. Los Angeles

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    B. White, Yellow, Green
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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.

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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.