

From

Gov't

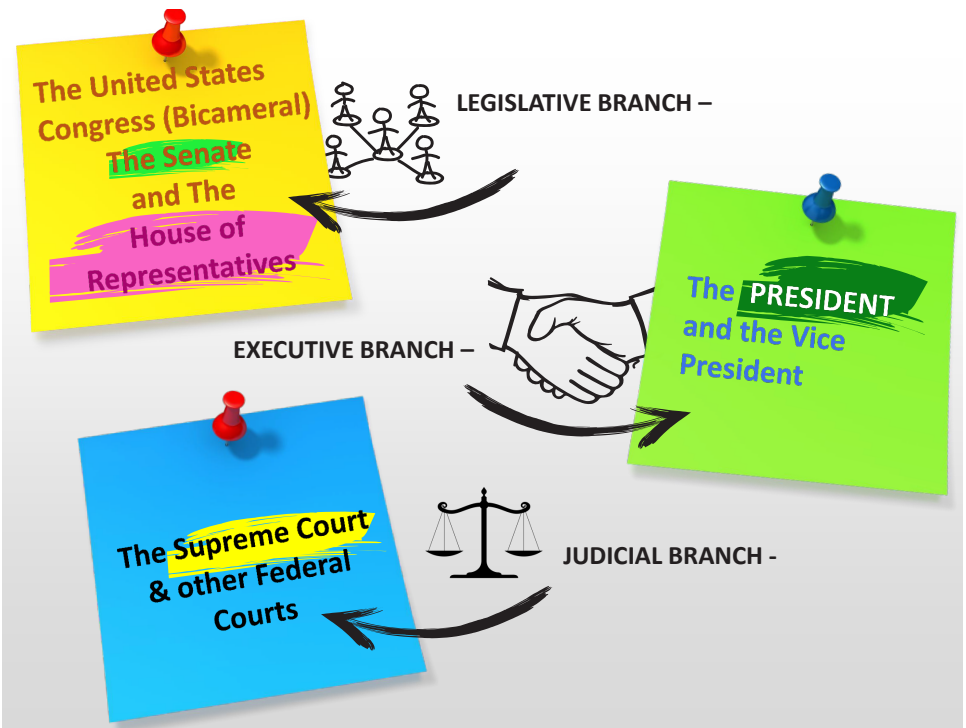
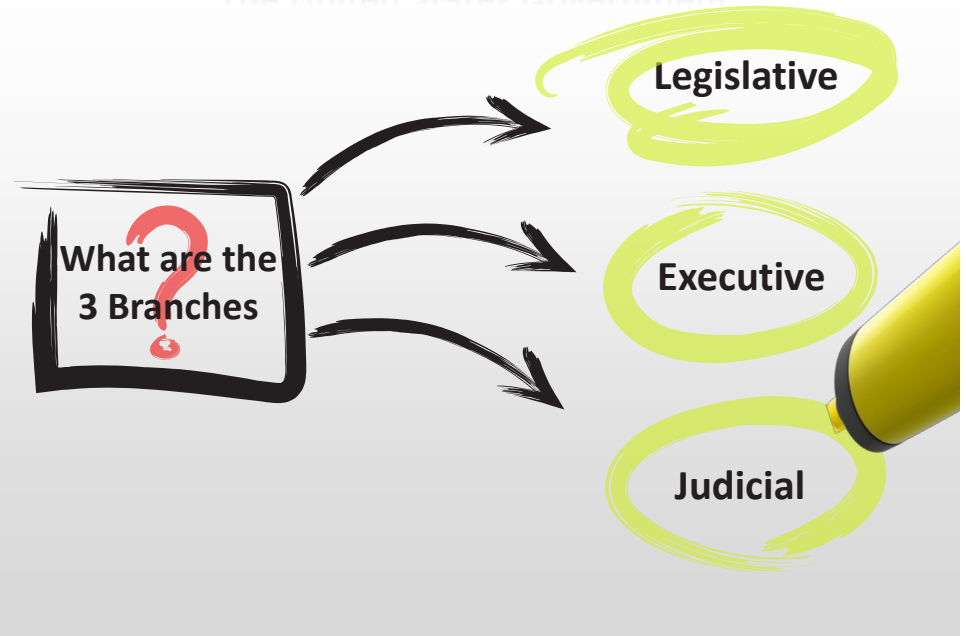
Inaction

To a

Gov't

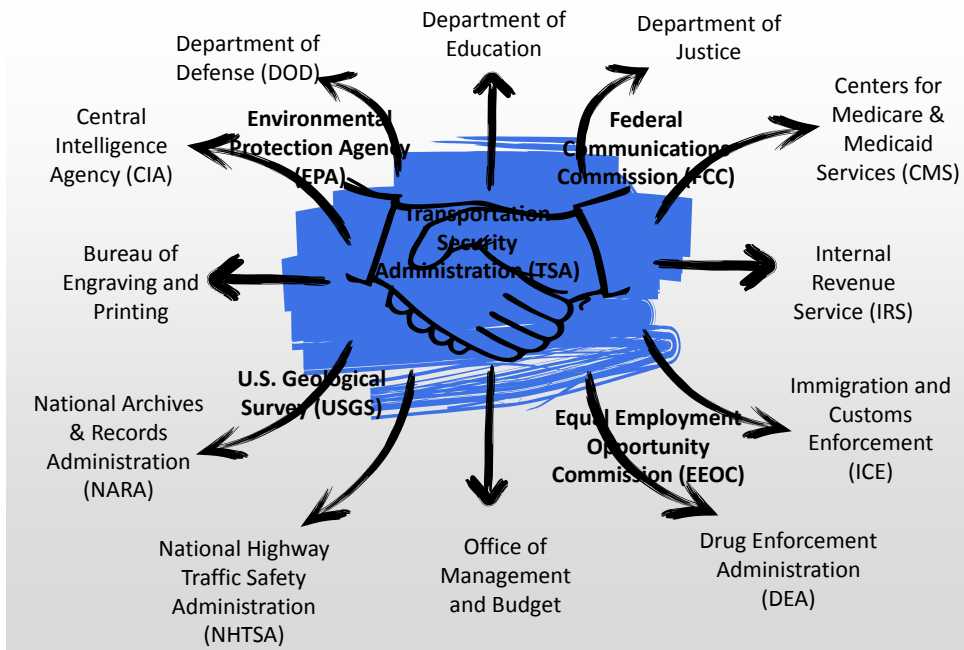
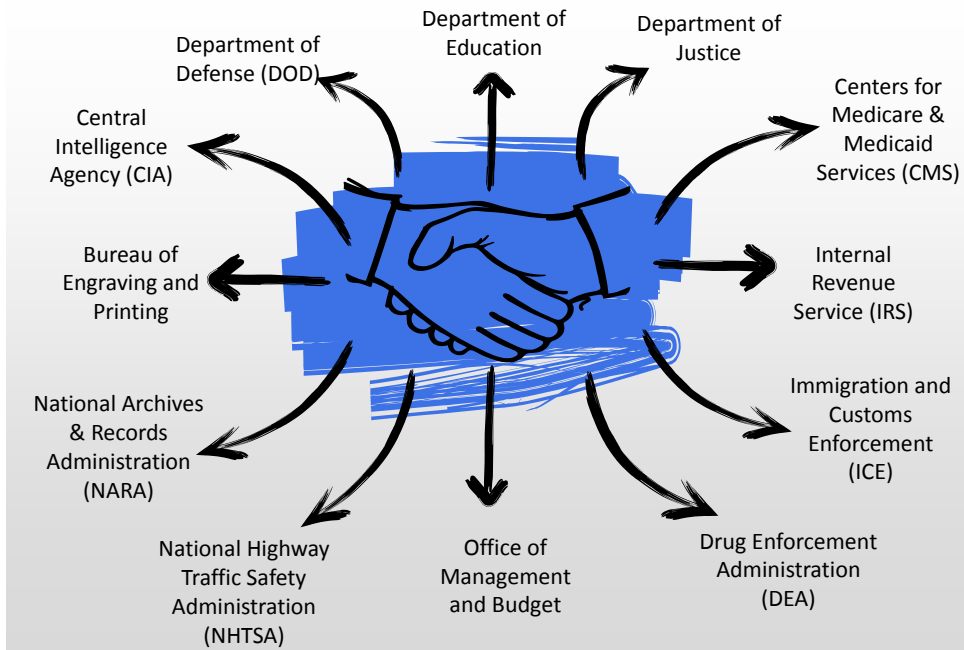
In Action!

# The United States Government

















# LAW:

The legislative pronouncement of the rules which should guide one's actions in society. – Barron's Law Dictionary

While one might debate the extent to which our system of government legislates rules that govern our society, we can all agree that some laws are necessary to maintain a civilized society. Our ideas about collective government and law have a rich history!

John Locke – Social Contract Theory

Jean Jacques Rousseau

Thomas Hobbes

The Magna Carta – Rule of Law

## LET'S LOOK AT HOW ONE ISSUE BECAME A GOVERNMENT PRIORITY

It's an issue that  
AFFECTS ALL OF SOCIETY,  
SAVES LIVES,  
& is a PUBLIC SAFETY ISSUE

LET'S LOOK AT HOW ONE ISSUE BECAME A GOVERNMENT PRIORITY

It's an issue that AFFECTS ALL OF SOCIETY, SAVES LIVES, & is a PUBLIC SAFETY ISSUE

We will use "WHAT? SO WHAT? NOW WHAT?!" to analyze how this issue developed into legislation...





## Web-Scavenger Hunt

You will investigate these three Eras through a web-based scavenger hunt. Be sure to answer the questions in your packet as you visit the links provided.



**(WHAT)** A growing public safety concern,

**(SO WHAT)** To a ground-breaking legislative agenda,

**(NOW WHAT)** To a broad task (and challenge) of law-enforcement agencies in the Executive Branch of the State and Federal governments.

# AFTERWARDS...

Your assignment will be to create a soundtrack that exemplifies the trajectory of Traffic Safety from:



**(WHAT)** A growing public safety concern,



**(SO WHAT)** To a ground-breaking legislative agenda,



**(NOW WHAT)** To a broad task (and challenge) of law-enforcement agencies in the Executive Branch of the State and Federal governments.

You will choose one song for each of these three segments and you will explain the symbolism of your selections. You can choose music from any genre (Disney, Hip Hop, Metal, Country, Classic Rock, Indie, whatever!)

## Your Traffic Safety Soundtrack will include:

- A CD cover
- At least 3 songs
- Analysis of each song

Be creative in choosing your songs and explaining how each represents a different era.

[https://c1.staticflickr.com/5/4144/5007550955\\_812c29b819\\_b.jpg](https://c1.staticflickr.com/5/4144/5007550955_812c29b819_b.jpg)



# **From Government Inaction to Government *In Action*: Traffic Safety & Executive Enforcement Soundtrack Lesson Plan**

## **Learning Objectives: Students will:**

- Analyze the roles of the three branches of government.
- Compare the structure and functions of state and federal governments (federalism).
- Research how a public safety issue developed into legislation.
- Explore the depth and breadth of the Executive Branch beyond the President (and Governors at the state level).
- Identify executive agencies and their function in government.
- Evaluate how the agencies of the Executive Branch carry out the laws.

## **TEKS:**

- 7th Grade Texas History (113.19): 7.7D, 14A, 16A, 18A, 20A
- 8<sup>th</sup> Grade U.S. History (113.20): 8.1B, 15A, 15D, 19C-D, 20A, 28A-B, 29B-C
- 10<sup>th</sup> Grade World History (113.42): 20B-C, 22A, 26C, 28A, 29F
- 11<sup>th</sup> Grade U.S. History (113.41): 2A, 2C, 14C, 17D, 19D, 24A-B, 28A-C
- 12<sup>th</sup> Grade U.S. Government (113.44): 1A, 1C, 7D, 8B, 8D, 8H, 9B-D, 13A, 18B, 20A

## **Materials Needed:**

- Accompanying Power Point Presentation
- Interactive Intro Handout for Note-Taking
- Student Handouts for Web Scavenger Hunt – 1 per student [Suggest posting to Google Classroom or using Google Doc that students can copy. This will save you from making copies, allow students to type their answers into the document, and it will allow them easy access to websites as the links will be active and “clickable.”]
- Soundtrack Instructions Handout with Included Rubric
- Computers or Devices for Online Research

## **Relevant Vocabulary:**

- 3 Branches of Government: Executive, Legislative, Judicial
- Executive (President and Governor)
- Local, State, and Federal Government
- Federalism
- John Locke – Social Contract
- Magna Carta – Rule of Law
- Law, Legislation, Statute, Ordinance
- Lyndon B. Johnson
- Executive Agencies (for example the Department of Transportation)

## Teaching Strategy:

1. Give students the Intro Note-Taking Handout to complete during the introduction and power point. The accompanying power point will walk through each of the steps in this lesson.
2. Ask students why it is that our government (in particular the political branches: executive and legislative) get a bad rap for “inaction.” Use the power point as your guide to introduce or review the basic structure of the federal government. Then discuss the similarities to the structure of the State of Texas government.
3. Following the power point, ask students to brainstorm as many agencies, department, bureaus, or organizations as possible that fall into the executive branch. Then discuss those listed in the presentation, briefly. Ask students if they realized that these are part of the executive branch.
4. Briefly discuss the questions at this point in the power point: How did all these agencies come to exist? Why are there so many? What are some state agencies that perform these functions on the state level? What is the Governor’s role in the State government? What do we call it when power is shared/divided between the STATE and the FEDERAL governments? [Federalism] Why are laws written in the first place?
5. Tailor the discussion to fit your curriculum needs. If it fits your TEKS, this would be a good place to reinforce John Locke and the Social Contract Theory (the idea that people can enter into a rational compromise in which they are willing to relinquish a little bit of freedom in the interest of securing their safety and establishing a civil society), as well as the Magna Carta and the Rule of Law (that we are a society of laws and no one is above the law; we are “ruled by laws and not by men”).
6. Tell students that they are now going to look more closely at how an issue can develop that necessitates the creation of laws, and that government must then determine how best to enforce those laws. Students will conduct a web-based scavenger hunt into the three eras of this issue (traffic safety). The power point explains how students will look at this issue through the lens of “What, So What, and Now What,” and it previews the assignment that they will complete as a culminating activity (the Soundtrack).
7. Each student will need a copy of the web scavenger hunt. Instead of making copies, it is easier to post the scavenger hunt online, using your district’s online learning hub or Google Classroom (in Google Doc format works very well). This allows students to click on the active links instead of searching for the sites, and if you set it up so that students can each make their own copy of the assignment, then they can type their answers right into the document.
8. Allow students time to complete the online scavenger hunt. If you are short on time, consider assigning students one of the eras to focus on (perhaps doing a jigsaw in groups of three, in which each student in the group completes a different era and shares their information with the other two).
9. Once students complete the scavenger hunt, give them the Student Instructions for the Soundtrack portion of the assignment (with rubric). Go through the directions together as a class and answer any questions. Assign a due date. Optional: Have students complete the Rubric Self-Assessment prior to turning in their project.
10. On the due date, student presentations of soundtracks are optional. This can be done as a whole class or in small groups. Students do not need to play the songs, but if time allows, you can choose to allow them to play a segment or clip of songs.

**Extension for Gifted/Talented:** In the scavenger hunt, students will find: *“The National Highway Safety Bureau (which became the NHTSA) took a ‘public health’ approach to studying safety. Dr. Haddon defined, ‘interactions between host \_\_\_\_\_, agent \_\_\_\_\_, and environmental \_\_\_\_\_ factors before, during, and after crashes resulting in injuries.’”* Ask students to conduct research, write a reflection, or host a debate on whether this same approach could be successfully applied to gun safety/regulation today.

# From Government Inaction to a Government *IN ACTION*:

## Trajectory of Traffic Safety Enforcement Project - Soundtrack

You will create a soundtrack that exemplifies the trajectory of Traffic Safety from a growing public safety nightmare to a broad mandate for various executive agencies to enforce. You will choose three songs, one for each era (summarized below).

### Era 1: WHAT is the problem? Growing Public Safety Concerns

**Summary:** From wagons and horse-drawn carriages to self-driving cars, our nation has always been on the move! *Without any driving regulations or consistent practices, the early efforts at shaping our increasing speed had mixed results.*

### Era 2: SO, WHAT are we going to DO about it? A Ground-Breaking Legislative Agenda

**Summary:** *The problems created by chaotic driving without any regulations reached a critical mass. Increasing national attention to the issue as a public health crisis, coupled with the commitment of the executive branch, led eventually to the creation of national policies put in place to increase public safety.*

### Era 3: NOW WHAT do we do? The Executive Branch and the Challenge of Enforcement

**Summary:** When people think of the Executive Branch, they typically just think of the President (or the Governor at the state level), but the executive branches of our national and state governments house a vast number of agencies. These agencies have the difficult task of enforcing the laws, upholding government regulations, and sometimes dealing with difficult people in the process.

### Instructions:

1. Complete the web-based scavenger hunt.
2. Choose at least one song for each of the three segments, for a total of 3 songs. You can choose music from any genre, such as Disney, Hip Hop, Metal, Pop, Country, Classic Rock, Indie, Easy Listening, whatever! You do not have to use the same genre for all three songs; you can mix it up. The lyrics must be school appropriate.
3. Type the lyrics. Write an analysis for each song, explaining how it exemplifies the era it goes with. What elements of the song make you think about the events of that era? Use detailed information about the era and events in your explanation.
4. Create a CD jacket cover that creatively illustrates your soundtrack. This can be a collage of photographs or original artwork.
5. On the due date, be prepared to share a portion of your songs and explain your song choices to the class.

**RUBRIC: SELF-ASSESSMENT:**

<b>Element of Assignment:</b>	<b>Points earned:</b>
[10 points] At least 3 songs chosen; 1 for each era	
[10 points] Song lyrics are school appropriate; lyrics included	
[10 points] Written explanations are clear, coherent, and understandable	
[10 points] CD jacket/cover included; creative; relevant	
[20 points] Evaluation of Era 1: accurate details, events, and/or information included; depth and complexity of analysis	
[20 points] Evaluation of Era 2: accurate details, events, and/or information included; depth and complexity of analysis	
[20 points] Evaluation of Era 3: accurate details, events, and/or information included; depth and complexity of analysis	
<b>Comments:</b>	<b>Total Points Earned:</b>

**RUBRIC: TEACHER-ASSESSMENT:**

<b>Element of Assignment:</b>	<b>Points earned:</b>
[10 points] At least 3 songs chosen; 1 for each era	
[10 points] Song lyrics are school appropriate; lyrics included	
[10 points] Written explanations are clear, coherent, and understandable	
[10 points] CD jacket/cover included; creative; relevant	
[20 points] Evaluation of Era 1: accurate details, events, and/or information included; depth and complexity of analysis	
[20 points] Evaluation of Era 2: accurate details, events, and/or information included; depth and complexity of analysis	
[20 points] Evaluation of Era 3: accurate details, events, and/or information included; depth and complexity of analysis	
<b>Comments:</b>	<b>Total Points Earned:</b>



## From Government Inaction to a Government *IN ACTION*:

### Trajectory of Traffic Safety Enforcement Project – Product or Presentation

You will create a product or presentation that exemplifies the trajectory of Traffic Safety from growing public safety nightmare to a broad mandate for various executive agencies to enforce. Each of the Eras (described below) need to be included in your final product. There are several options for the type of product or presentation you can give (listed below).

#### Era 1: WHAT is the problem? Growing Public Safety Concerns

**Summary:** From wagons and horse-drawn carriages to self-driving cars, our nation has always been on the move! Without any driving regulations or consistent practices, the early efforts at shaping our increasing speed had mixed results.

#### Era 2: SO, WHAT are we going to DO about it? A Ground-Breaking Legislative Agenda

**Summary:** *The problems created by chaotic driving without any regulations reached a critical mass. Increasing national attention to the issue as a public health crisis, coupled with the commitment of the executive branch, led eventually to the creation of national policies put in place to increase public safety.*

#### Era 3: NOW WHAT do we do? The Executive Branch and the Challenge of Enforcement

**Summary:** When people think of the Executive Branch, they typically just think of the President (or the Governor at the state level), but the executive branches of our national and state governments house a vast number of agencies. These agencies have the difficult task of enforcing the laws, upholding government regulations, and sometimes dealing with difficult people in the process.

### Product/Presentation Options:

**Public Service Announcement (PSA)** – This should be a pre-recorded, 5-10 minute, original video that uses detailed information about the eras and events. It should illustrate the development of traffic laws and it should end with a message to the public about the importance of traffic safety.

**Visual Art** – This should be a work of original art that illustrates each of the eras and includes details that reflect the events in each era. Discuss with your teacher and get approval for what medium (materials) you plan to work with (for example, “oil paint, pencil or pen sketches, watercolor, collage, photography, sculptures, paper mache, mobile, etc.).

**Tri-fold Presentation Board or Slides Presentation** – This should be a Power Point or Google Slides Presentation, or a tri-fold (science-fair style) presentation board to be presented in class. It should include information and visuals that explain each of the eras and you should be prepared to present this in class and answer questions from the audience.

### Instructions:

1. Complete the web-based scavenger hunt first.
2. Choose what type of product or presentation you plan to create and get approval from your teacher. Remember that your product/presentation must cover all three eras! Use detailed information about the era and events in your explanation.
3. Check the rubric PRIOR to the day of presentations to make sure that you have completed all of the required elements.
4. On the due date, be prepared to share your product or presentation to the class, and be prepared to answer questions.

1.

**RUBRIC: SELF-ASSESSMENT:**

<b>Element of Assignment:</b>	<b>Points earned:</b>
[20 points] Explanation is clear, included elements are fitting and appropriate	
[20 points] Product is very creative; or Presentation is highly relevant	
[20 points] Evaluation of Era 1: accurate details, events, and/or information included; depth and complexity of analysis	
[20 points] Evaluation of Era 2: accurate details, events, and/or information included; depth and complexity of analysis	
[20 points] Evaluation of Era 3: accurate details, events, and/or information included; depth and complexity of analysis	
<b>Comments:</b>	<b>Total Points Earned:</b>

**RUBRIC: TEACHER-ASSESSMENT:**

<b>Element of Assignment:</b>	<b>Points earned:</b>
[20 points] Explanation is clear, included elements are fitting and appropriate	
[20 points] Product is very creative; or Presentation is highly relevant	
[20 points] Evaluation of Era 1: accurate details, events, and/or information included; depth and complexity of analysis	
[20 points] Evaluation of Era 2: accurate details, events, and/or information included; depth and complexity of analysis	
[20 points] Evaluation of Era 3: accurate details, events, and/or information included; depth and complexity of analysis	
<b>Comments:</b>	<b>Total Points Earned:</b>

Your NAME:

## From Government Inaction to a Government IN ACTION: Trajectory of Traffic Safety Enforcement

**Instructions:** You will use a web-based scavenger hunt to research each of the three Eras of Traffic Safety. For each Era, click on the links provided and then answer the corresponding questions for each link. Some will be videos, so you will need headphones if completing in class.

**NOTE:** If completing in Google Docs, be sure you have made your own copy of this document and please type in BLUE or GREEN or some other color (it makes it easier for me to read).



Mr. and Mrs. Henry Ford in his first car.

PICTURE SOURCE: [https://commons.wikimedia.org/wiki/File:Mr\\_and\\_Mrs\\_Henry\\_Ford\\_in\\_his\\_first\\_car.jpg](https://commons.wikimedia.org/wiki/File:Mr_and_Mrs_Henry_Ford_in_his_first_car.jpg)

### Era/Part 1: **WHAT** is the problem? Growing Public Safety Concerns

**Summary:** From wagons and horse-drawn carriages to self-driving cars, our nation has always been on the move! Part 1 of your journey will take you through the early history and development of traffic issues; and let's just say that with the advent of cars came lots of confusion! Without any driving regulations or consistent practices, early efforts at controlling our increasing speed had mixed results.

**Click link below, then answer the first series of questions:**

<https://www.autoevolution.com/news/road-traffic-history-before-the-streets-got-swamped-12954.html>

Before cars, innocent bystanders (and horses) were at risk of getting hit by what modern industrial invention passing through urban, populated areas?

What was the speed limit imposed by the British Parliament's Locomotive on Highways Act of 1861?

Which nation was the first to issue license plates?

How were the first driver's licenses obtained?

In what year was the first traffic light reportedly installed in Cleveland, Ohio?

**Click link below, then answer the series of questions:**

<http://www.detroitnews.com/story/news/local/michigan-history/2015/04/26/auto-traffic-history-detroit/26312107/>

Detroit has been known as “Motor City” due to a long history of modern car manufacturing. Flip back through some of these pictures of Detroit’s earliest traffic issues. Choose two pictures that stand out to you. What do you notice about each?

Write a brief description of first picture you have chosen:

Write a brief description of second picture you have chosen:

**Click link below, then answer the series of questions:**

<https://youtu.be/UMVnQHctQTE>

Watch this 100 year evolution of traffic (set to music). Aside from the look/style of the cars, list three changes that you notice, as well as three things that remain fairly constant (the same):

CHANGES	CONSTANTS
1.	1.
2.	2.
3.	3.

Are there any things that have continually evolved over time?

**Click link below, then answer the series of questions:**

<http://mentalfloss.com/article/31807/when-and-where-was-first-car-accident>

Describe the circumstances of the first reported pedestrian death in the U.S. in 1899:

Mr. Henry Lindfield and his son were driving from Brighton to London in 1898. How did Lindfield lose control of the car?

Did the driver, Mr. Lindfield, survive his injuries?

What modern day invention would have prevented Mr. Lindfield from being thrown from the car?

**Click link below, then answer the series of questions:**

<https://youtu.be/el9faXiF-ps>

What did mothers do to help protect children walking to school?

How were steel road barriers tested in the United States?

What type of barrier was determined to be best?

**Click link below, then answer the series of questions:**

<https://youtu.be/QZgUFAWddpQ>

Who invented one of the most influential traffic signals?

What were the three different direction instructions?

*Interested in more information on the history and development of traffic-related issues? Here are a few other links to check out if you'd like:*

<https://youtu.be/vF606fogBng> History Channel Documentary

<https://youtu.be/fjZR7sWMSAo> Disney: Goofy's Freewayphobia



PICTURE SOURCE: <https://commons.wikimedia.org/wiki/File:Dummies.jpg>

## Era/Part 2: SO, WHAT are we going to DO about it? A Ground-Breaking Legislative Agenda

**Summary:** By the end of Era 1, the problems created by chaotic driving without any regulations reached a critical mass (kind of like when water reaches its boiling point). Increasing national attention to the issue as a public health crisis, coupled with the commitment of the executive branch, eventually led to the creation of national policies put in place to increase public safety. Let's take a look...

**Click link below, then answer the series of questions:**

[https://youtu.be/jlJCXO\\_H47M](https://youtu.be/jlJCXO_H47M)

Injuries were often caused by colliding with a solid steering wheel. At first, they encouraged engineers to build steering wheels that \_\_\_\_\_ or \_\_\_\_\_ in a crash.

It wasn't until the \_\_\_\_\_ that seatbelts started to catch on.

Initial tests of three-point harness seatbelts were done with \_\_\_\_\_.

In the U.S. now, we're seeing around 15,000 people a year whose lives are saved by seatbelts.

What car company helped pioneer seatbelt research and usage?

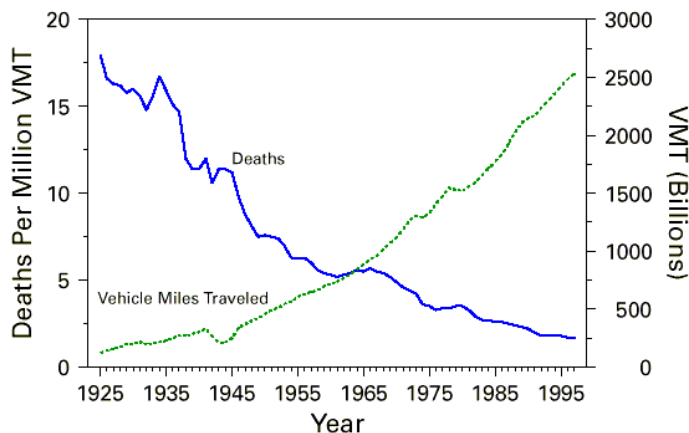
If everyone would buckle up, they believe another \_\_\_\_\_ deaths a year could be prevented.

**Click link below, then answer the series of questions:**

<https://www.cdc.gov/mmwr/preview/mmwrhtml/mm4818a1.htm>

According to the introduction, " \_\_\_\_\_ times as many people drive today as in 1925, and the number of motor vehicles in the country has increased 11-fold since then to approximately \_\_\_\_\_ million. The number of miles traveled in motor vehicles is \_\_\_\_\_ times higher than in the mid-1920s. Despite this steep increase in motor-vehicle travel, the annual death rate has \_\_\_\_\_ from \_\_\_\_\_ per 100 million vehicle miles traveled (VMT) in 1925 to \_\_\_\_\_ per 100 million VMT in 1997, a 90% decrease (Figure 1)."

FIGURE 1. Motor-vehicle-related deaths per million vehicle miles traveled (VMT) and annual VMT, by year — United States, 1925–1997



Looking at those same statistics in graph form (Figure 1 above), which of the following is true?

- a. People travel farther today than they did in the past?
- b. Deaths per million VMT have decreased.
- c. Motor vehicle safety has improved over time.
- d. All of the above.

The National Highway Safety Bureau (which became the National Highway Traffic Safety Association) took a “public health” approach to studying safety. Dr. Haddon defined, “interactions between host (\_\_\_\_\_), agent (\_\_\_\_\_), and environmental (\_\_\_\_\_) factors before, during, and after crashes resulting in injuries.”

What Act “authorized the federal government to set and regulate standards for motor vehicles and highways?”

“Changes in driver and passenger (host) behavior also have reduced motor-vehicle crashes and injuries. Enactment and enforcement of traffic safety laws, reinforced by \_\_\_\_\_, have led to safer behavior choices. Examples include enforcement of laws against driving while intoxicated (\_\_\_\_\_) and underage drinking, and enforcement of safety-belt, child-safety seat, and motorcycle \_\_\_\_\_ use laws (5,6).”

Explain why young drivers and passengers are described as a “high risk population”:

What are the four steps identified that will help meet the challenges of the 21st century in sustaining and improving motor-vehicle safety.

**Click link below, then answer the series of questions:**

<http://www.lbjlibrary.org/press/click-it-or-ticket-campaign-celebrates-lbj-traffic-safety-legacy>

What President signed into law the National Traffic and Motor Vehicle Safety Act in 1966?

Scroll down to read the remarks by Nicole Nugent Covert. Complete the following as you read...

LBJ SOUNDBITE: *“In this century, more than one million five hundred thousand of our fellow citizens have died on our streets and our highways ... nearly three times as many Americans as we have lost in all of our \_\_\_\_\_. We are going to cut down this senseless loss of life. We are going to cut down the pointless injury. We are going to cut down the heart-break. Safety is no \_\_\_\_\_ item, no optional extra; it must be a normal cost of doing business.”*

The remarks you just heard were taken from a speech given by my grandfather as he signed the National Traffic and Motor Vehicle Safety Act and the \_\_\_\_\_ Act in 1966. They are just a few of the reasons why he was such a vocal supporter of legislation to make our nation’s cars and roads safer.

At the time he signed the legislation, our country knew more about sending a man into \_\_\_\_\_ than it did about protecting a family as they drove down one our nation’s highways. Safety features, such as seat belts and air bags, were not required in automobiles.

As a mother with a son who just started driving, I cannot even imagine letting him get into a car that did not have seat belts, much less drive one. I still worry every time he gets behind the wheel. However, I take great comfort because of the work done by my grandfather – his great grandfather – to make seat belts standard in all vehicles starting in \_\_\_\_\_.



PICTURE SOURCE: [https://commons.wikimedia.org/wiki/File:Lyndon\\_Johnson\\_and\\_Richard\\_Russell.jpg](https://commons.wikimedia.org/wiki/File:Lyndon_Johnson_and_Richard_Russell.jpg)

**Complete these questions for reflection before moving on:**

How might The President, the leader of the Executive Branch, influence the creation of legislation in the Legislative Branch?

Can you give a more recent example of when/how a president may have spearheaded legislation?

Can a President force the Legislature to create legislation?

Can a Governor (the head of the executive branch at the state level) force the state legislature to create legislation?



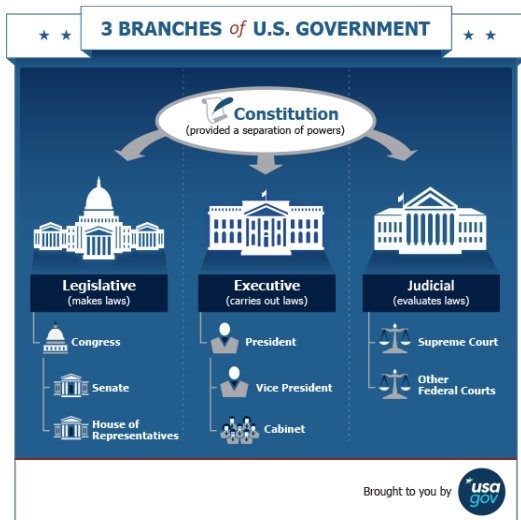
PICTURE SOURCE: <https://commons.wikimedia.org/wiki/File:090610-Minneapolis-Traffic-Officer-1.jpg>

### Era/Part 3: NOW WHAT do we do? The Executive Branch and the Challenge of Enforcement

**Summary:** Once laws are created, how are they enforced, and by whom? When people think of the Executive Branch, they typically just think of the President (or the Governor at the state level), but the executive branches of our national and state governments house a vast number of agencies. Part 3 will explore some of these agencies that have the difficult task of enforcing the laws, upholding government regulations, and sometimes dealing with difficult people in the process!

**Click link below, then answer the series of questions:**

<https://www.usa.gov/branches-of-government>



The government for the State of Texas is similarly structured to the U.S. government. Looking at this diagram above (also available on the website), what do we call the head of the Executive Branch in Texas? In other words, who would be in place of the President and Vice President in the diagram above, to make it accurate for Texas?



Now from the left side of this website, click on the “A-Z Index of U.S. Government Agencies” to see a list of all the agencies that fall under the Executive Branch. (Or click the direct link here <https://www.usa.gov/federal-agencies/a>)

Click several letters to explore the wide variety of government agencies. List 3 government agencies and what purpose they serve (please do not choose all three from the same letter of the alphabet).

NAME OF AGENCY	PURPOSE

Now find the Transportation Department (or DOT) from the list of Agencies. What is the purpose of this agency?

What is the main address for this agency?

Scroll down to find Related Agencies. Is the National Highway Traffic Safety Administration (originally created back in the 1960’s) still in existence today?

**Click link below, then answer the series of questions:**

<https://www.nhtsa.gov/>

What are some of the “Trending Topics” on this site?

Scroll down to look at the Recall Spotlight statistics. What is a car-safety “Recall?” If you don’t know, look it up!

What recalls are spotlighted on this site?

**Click link below, then answer the series of questions:**

<http://www.nsc.org/learn/pages/nsc-on-the-road.aspx>

According to Injury Facts, a publication from the National Safety Council, of the 38,000 motor vehicle crash deaths, the top three causes of fatalities were:

1.
2.
3.

**Click link below, then answer the series of questions:**

[https://www.nytimes.com/2017/02/15/business/highway-traffic-safety.html?smprod=nytcore-iphone&smid=nytcore-iphone-share&\\_r=0](https://www.nytimes.com/2017/02/15/business/highway-traffic-safety.html?smprod=nytcore-iphone&smid=nytcore-iphone-share&_r=0)

What alarming trend are researchers seeing?

What does Deborah Hersman say is “killing us?”

What are some of the concerns in driving trends?

What do government officials and safety advocates contend is also to blame?

About half of all traffic fatalities involve unbelted occupants, and almost a third involve drivers who were impaired by drugs or alcohol. TRUE or FALSE

**Click link below, then answer the series of questions:**

<http://www.tyla.org/tyla/index.cfm/resources/general-public/strength-in-unity/>

Law enforcement officers want to maintain public safety. If someone disagrees with the law or the manner in which it is being enforced, they will get to have their day in court. But it's called, "your day in court" for a reason: it will be in court, NOT on the side of the road. Being argumentative or noncompliant with a law enforcement officer is not productive and it can escalate a situation unnecessarily. Watch the video titled "Strength in Unity" and then answer the questions below.

Scenario 1: List some of the things this motorist should have done differently:

If you are already driving, do you know where your insurance is stored and how to access it easily? (Proof of insurance is required under the Texas Motor Vehicle Safety Responsibility Act: Evidence of Financial Responsibility.)

Scenario 2: List some of the things this motorist (and the passengers) should have done differently:

Law-enforcement officers in Texas are not required to show motorists their radar, nor are they required to "lock in" the offending speed on their screen. Do you think making demands like this of the officer is going to improve the outcome?

Did you know that failure to show one's driver's license to the officer is a statutory violation?

The Texas Department of Criminal Justice and the National Institute of Justice both have published use-of-force continuums that help law-enforcement officers determine what steps they can take next in an escalating situation. Some of these steps include things like:

1. Officer Presence
2. Verbal Direction
3. Empty Hand Techniques
4. Intermediate Weapons
5. Deadly Force

Which of these can you identify that the officer in this scenario has already used with the motorist and/or passengers?

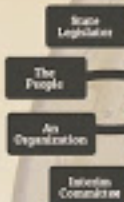
Below the video is a list of "20 Tips for Interacting with Police." What does #3 state?

List one thing from this list that you did not already know (or had not heard before)?

**LASTLY:**

Researching on your own, list as many STATE agencies as you can find that are involved in the enforcement of Traffic Safety, and list their role?

# HOW TEXAS LAWS ARE MADE



## BILL

**Introduce Legislation**  
beginning 60 days prior to session

First Reading and Referral to Committee

**Committee Work**

**Committee Chair**

Fiscal impact statement prepared and distributed to committee.

**Bill Analysis**

**Debate and Amend**

**Public Hearings**

**Committee Report**

**Sent to Calendars Committee**

The House has 150 members. The Senate has 31 members. Sessions held biennially for 140 days. Bills can originate in either chamber.

The chair can refuse to schedule a bill for a committee hearing.

Majority vote of committee membership required.

Majority vote needed to set for House floor.

**LEGEND**

House Senate Governor

Change for Bill failure Extra info

Design by: bill@billat.com

A senator may call for written notice of a hearing 48 hours in advance, a tactic used to slow down or defeat a bill.

First Reading and Referral to Committee

Approved House bill and amendments printed and sent to Senate for consideration.

A tie vote or failure to gain a simple majority.



**Tagging**

**Committee Work**

**House bill on Senate floor**

**House bill sent to Senate**

**Vote**

**Third Reading**

**Debate and Amend**

**House Floor**

Failure to concur with Senate amendments

Each conference committee must report to their respective chambers and both the House and Senate must pass before the bill goes to enrollment.

The governor may veto a bill. Legislature may override by 2/3 vote.

**Conference Committee**

Failure to reconcile differences or gain a majority in either chamber.



A senator may filibuster and hold the floor for an unlimited debate.

**Public Hearings**

**Debate and Amend**

**Committee Report**



**Placed on regular order of business**

**Debate and Amend**

**Third Reading**

**Enrollment**

**Signing in presence of House**

**Governor**

Vetoes Bill

Signed Bill

Invaded Bill

**LAW**

Goes into effect after 90 days unless otherwise stipulated.

A 2/3 vote required to bring bill to Senate floor.

**Second Reading**

**Vote**

**Vote**

A tie vote or failure to gain a simple majority.

# HOW OUR LAWS ARE MADE

*"Congress shall have Power... To make all laws which shall be necessary and proper"*  
**U.S. Constitution Article 1 Section 8**



**The code of a bill**  
**H. R. 301 [110]**  
 House Of Representatives # in which bill was received Congressional Session

**CBO** or Congressional Budget office is a non-partisan office charged with checking and creating budget estimates.

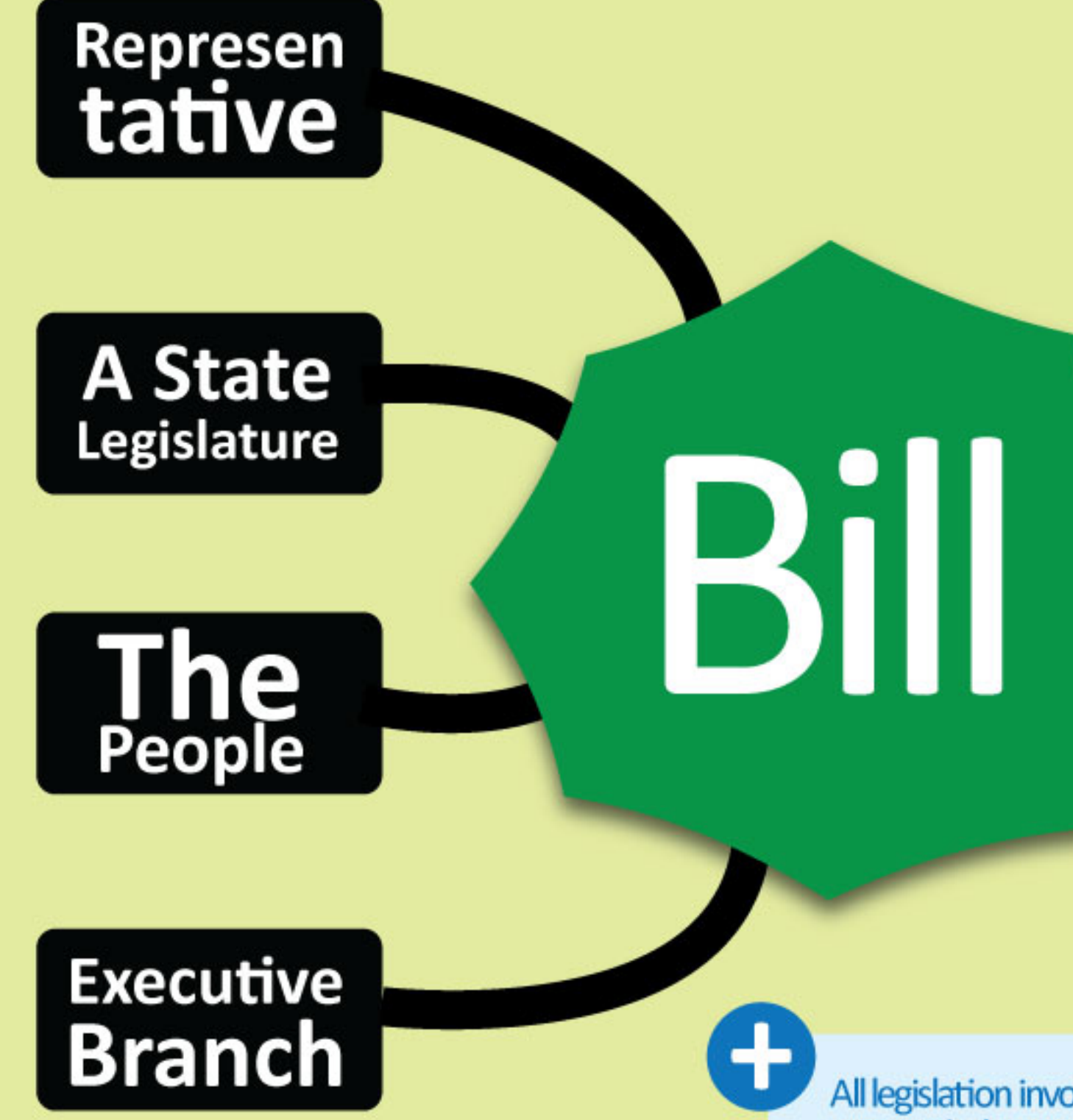
A bill originating in the Senate must go through HOR approval before going to the President.

**SEN** has 100 members and 16 standing committees.

**Filibuster:** A Senator or group of Senators deliver speeches and "hold" the floor indefinitely, hoping the prolonged debate will prevent passage of a bill. A filibuster can only be ended if a motion to end it is carried by 60 votes (a super majority).

**A Reconciliation** bill is part of the budget process and allows Congress to make changes in law to conform with budget levels set in the budget resolution. It has become an alternative way to pass contentious legislation in the Senate because it only requires a simple majority to pass.

**A Lobbyist** is an activist paid by an interest group to promote their position in the legislature. He/She can also work to change public opinion through advertising and other media outlets.



All legislation involving appropriations must originate in HOR.



**HOR** has 435 members and 20 standing committees.



The President has ten days to sign a bill into law or veto it OR the bill automatically becomes a law. Congress can override with a 2/3 majority.

**A Pocket Veto** occurs when the President fails to sign a bill into law AND Congress adjourns BEFORE ten days expire.

Your NAME:

## From Government Inaction to a Government *IN ACTION*: Trajectory of Traffic Safety Enforcement

**Instructions:** You will use a web-based scavenger hunt to research each of the three Eras of Traffic Safety. For each Era, click on the links provided and then answer the corresponding questions for each link. Some will be videos, so you will need headphones if completing this in class.

**NOTE:** If completing in Google Docs, be sure you have made your own copy of this document and please type in BLUE or GREEN or some other color (it makes it easier for me to read).



Mr. and Mrs. Henry Ford in his first car.

PICTURE SOURCE: [https://commons.wikimedia.org/wiki/File:Mr\\_and\\_Mrs\\_Henry\\_Ford\\_in\\_his\\_first\\_car.jpg](https://commons.wikimedia.org/wiki/File:Mr_and_Mrs_Henry_Ford_in_his_first_car.jpg)

### Era/Part 1: **WHAT** is the problem? Growing Public Safety Concerns

**Summary:** From wagons and horse-drawn carriages to self-driving cars, our nation has always been on the move! Part 1 of your journey will take you through the early history and development of traffic issues; and let's just say that with the advent of cars came lots of confusion! Without any driving regulations or consistent practices, early efforts at controlling our increasing speed had mixed results.

**Click link below, then answer the first series of questions:** <https://www.autoevolution.com/news/road-traffic-history-before-the-streets-got-swamped-12954.html>

Before cars, innocent bystanders (and horses) were at risk of getting hit by what modern industrial invention passing through urban, populated areas?

What was the speed limit imposed by the British Parliament's Locomotive on Highways Act of 1861?

Which nation was the first to issue license plates?

How were the first driver's licenses obtained?

In what year was the first traffic light reportedly installed in Cleveland, Ohio?

**Click link below, then answer the series of questions:**

<https://youtu.be/el9faXIF-ps>

What did mothers do to help protect children walking to school?

How were steel road barriers tested in the United States?

What type of barrier was determined to be best?

**Click link below, then answer the series of questions:**

<https://youtu.be/QZgUFAWddpQ>

Who invented one of the most influential traffic signals?

What were the three different direction instructions?



PICTURE SOURCE: <https://commons.wikimedia.org/wiki/File:Dummies.jpg>

## Era/Part 2: SO, WHAT are we going to DO about it? A Ground-Breaking Legislative Agenda

**Summary:** By the end of Era 1, the problems created by chaotic driving without any regulations reached a critical mass (kind of like when water reaches its boiling point). Increasing national attention to the issue as a public health crisis, coupled with the commitment of the executive branch, eventually led to the creation of national policies put in place to increase public safety. Let's take a look...

**Click link below, then answer the series of questions:**

[https://youtu.be/jlJCXO\\_H47M](https://youtu.be/jlJCXO_H47M)

Injuries were often caused by colliding with a solid steering wheel. At first, they encouraged engineers to build steering wheels that \_\_\_\_\_ or \_\_\_\_\_ in a crash.

It wasn't until the \_\_\_\_\_ that seatbelts started to catch on.

Initial tests of three-point harness seatbelts were done with \_\_\_\_\_.

In the U.S. now, we're seeing around 15,000 people a year whose lives are saved by seatbelts.

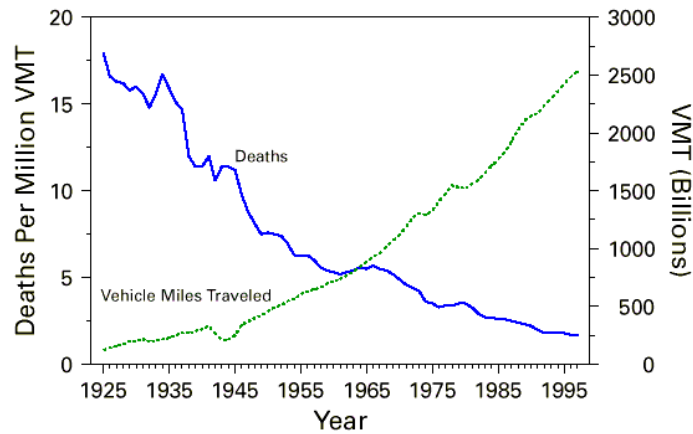
What car company helped pioneer seatbelt research and usage?

If everyone would buckle up, they believe another \_\_\_\_\_ deaths a year could be prevented.

**Click link below, then answer the series of questions:**

<https://www.cdc.gov/mmwr/preview/mmwrhtml/mm4818a1.htm>

FIGURE 1. Motor-vehicle–related deaths per million vehicle miles traveled (VMT) and annual VMT, by year — United States, 1925–1997



Looking at these statistics in graph form (Figure 1 above), which of the following is true?

- a. People travel farther today than they did in the past?
- b. Deaths per million VMT have decreased.
- c. Motor vehicle safety has improved over time.
- d. All of the above.

The National Highway Safety Bureau (which became the National Highway Traffic Safety Administration) took a “public health” approach to studying safety. Dr. Haddon defined, “interactions between host \_\_\_\_\_, agent \_\_\_\_\_, and environmental \_\_\_\_\_ factors before, during, and after crashes resulting in injuries.”

What Act “authorized the federal government to set and regulate standards for motor vehicles and highways?”

Explain why Young Drivers and Passengers are described as a “High Risk Population:”

**Click link below, then answer the series of questions:**

<http://www.lbjlibrary.org/press/click-it-or-ticket-campaign-celebrates-lbj-traffic-safety-legacy>

What President signed into law the National Traffic and Motor Vehicle Safety Act in 1966?

Scroll down to read the remarks by Nicole Nugent Covert. Complete the following as you read...

LBJ SOUNDBITE: *“In this century, more than one million five hundred thousand of our fellow citizens have died on our streets and our highways ... nearly three times as many Americans as we have lost in all of our \_\_\_\_\_. We are going to cut down this senseless loss of life. We are going to cut down the pointless injury. We are going to cut down the heart-break. Safety is no \_\_\_\_\_ item, no optional extra; it must be a normal cost of doing business.”*

The remarks you just heard were taken from a speech given by my grandfather as he signed the National Traffic and Motor Vehicle Safety Act and the \_\_\_\_\_ Act in 1966. They are just a few of the reasons why he was such a vocal supporter of legislation to make our nation’s cars and roads safer.



At the time he signed the legislation, our country knew more about sending a man into \_\_\_\_\_ than it did about protecting a family as they drove down one of our nation's highways. Safety features, such as seat belts and air bags, were not required in automobiles.

As a mother with a son who just started driving, I cannot even imagine letting him get into a car that did not have seat belts, much less drive one. I still worry every time he gets behind the wheel. However, I take great comfort because of the work done by my grandfather – his great grandfather – to make seat belts standard in all vehicles starting in \_\_\_\_\_.



PICTURE SOURCE: [https://commons.wikimedia.org/wiki/File:Lyndon\\_Johnson\\_and\\_Richard\\_Russell.jpg](https://commons.wikimedia.org/wiki/File:Lyndon_Johnson_and_Richard_Russell.jpg)



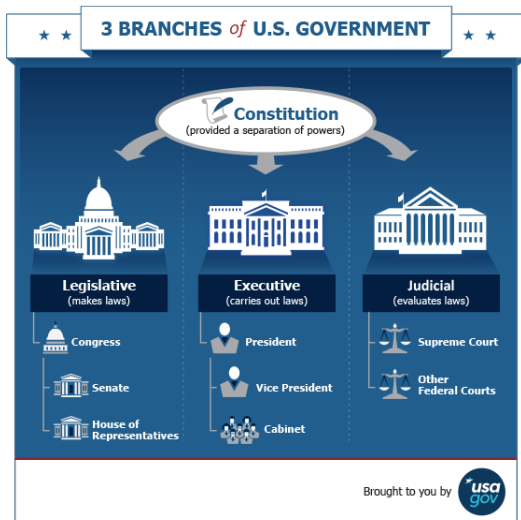
PICTURE SOURCE: <https://commons.wikimedia.org/wiki/File:090610-Minneapolis-Traffic-Officer-1.jpg>

### Era/Part 3: NOW WHAT do we do? The Executive Branch and the Challenge of Enforcement

**Summary:** Once laws are created, how are they enforced, and by whom? When people think of the Executive Branch, they typically just think of the President (or the Governor at the state level), but the executive branches of our national and state governments house a vast number of agencies. Part 3 will explore some of these agencies that have the difficult task of enforcing the laws, upholding government regulations, and sometimes dealing with difficult people in the process!

**Click link below, then answer the series of questions:**

<https://www.usa.gov/branches-of-government>



The government for the State of Texas is similarly structured to the U.S. government. Looking at this diagram above (also available on the website), what do we call the head of the Executive Branch in Texas? In other words, who would be in place of the President and Vice President in the diagram above, to make it accurate for Texas?

Now from the left side of this website, click on the “A-Z Index of U.S. Government Agencies” to see a list of all the agencies that fall under the Executive Branch. (Or click the direct link here <https://www.usa.gov/federal-agencies/a>)

Click several letters to explore the wide variety of government agencies. List 3 government agencies and what purpose they serve (please do not choose all three from the same letter of the alphabet).

NAME OF AGENCY	PURPOSE

Now find the Transportation Department (or DOT) from the list of Agencies. What is the purpose of this agency?

**Click link below, then answer the series of questions:**

<https://www.nhtsa.gov/>

What are some of the “Trending Topics” on this site?

Scroll down to look at the Recall Spotlight statistics. What recalls are spotlighted on this site?

**Click link below, then answer the series of questions:**

<http://www.nsc.org/learn/pages/nsc-on-the-road.aspx>

According to Injury Facts, a publication from the National Safety Council, of the 38,000 motor vehicle crash deaths, the top three causes of fatalities were:

1.
2.
3.

**Click link below, then answer the series of questions:**

<http://www.tyla.org/tyla/index.cfm/resources/general-public/strength-in-unity/>

Law enforcement officers want to maintain public safety. If someone disagrees with the law or the manner in which it is being enforced, they will get to have their day in court. But it’s called, “your day in court” for a reason, it will be in court, NOT on the side of the road. Being argumentative or noncompliant with a law enforcement officer is not productive and it can escalate a situation unnecessarily. Watch the video titled, “Strength in Unity,” and then answer the questions below.

Scenario 1: List some of the things this motorist should have done differently:

Scenario 2: List some of the things this motorist (and the passengers) should have done differently:

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Below the video is a list of “20 Tips for Interacting with Police.” What does #3 state?

List one thing from this list that you did not already know (or had not heard before)?

<http://www.austintexas.gov/department/municipal-court>

The Municipal Court is the \_\_\_\_\_ branch of the City of Austin.

The courts adjudicate \_\_\_\_\_ misdemeanor cases most of which are \_\_\_\_\_, including

\_\_\_\_\_, city ordinance, state code, juvenile, and disabled parking. Camera at Red Light violation are \_\_\_\_\_(non-criminal) cases as are most \_\_\_\_\_violations.

Scroll down and click the gavels on the left, marked "Deferred Disposition." What are the three main reasons a person is NOT eligible for deferred disposition?

- 1.
- 2.
- 3.

Now click back to the Municipal Court page. Scroll down to "Resources" and click "Organizational Chart." How many full time judges are on the Municipal Court Judiciary?

# From Government Inaction to a Government In Action:

## Traffic Safety & Executive Enforcement Intro



What are the 3 Branches?

: \_\_\_\_\_ the laws

: \_\_\_\_\_ the laws

: \_\_\_\_\_ the laws

**LAW:** The legislative pronouncement of the rules which should guide one's actions in society. – Barron's Law Dictionary

Where did we get some of our ideas about the purpose of laws?



( ) A growing public safety concern,



( ) To a groundbreaking legislative agenda,



( ) To a broad task (and challenge) of law-enforcement agencies in the Executive Branch of the State and Federal governments.

What is the head of the executive branch called at the state level?

Who currently holds this title?

**EXECUTIVE BRANCH BRAINSTORM:** How many Departments, Agencies, Bureaus, and Administrations can you name

What do some of these agencies DO?

What are some STATE AGENCIES that perform these functions at the STATE LEVEL?