



Driving on the Right Side of the Road

Texas Municipal Courts Education Center

Secondary Curriculum Guide



Sponsored by:
Law Focused Education, Inc
State Bar of Texas
Texas Municipal Courts Education Center
Texas Department of Transportation



Additional Resources

To support the DRSR program, the following materials are also available:

Websites: www.drsr.infowww.tmcec.comwww.texaslr.org

- K-12 Curriculum Lesson Plans
- Elementary Curriculum Guide
- Secondary Curriculum Guide
- Elementary Do NOW Classroom Warmups
- Substitute Lesson Plans

Online Learning Games: www.tmcec.com/drsl/educators/traffic-safety-resources/games/

- Mock Trials
- Mock Trial Guide
- State v. Young
- Audio and PowerPoint of Children's Books in English and Spanish
- Audio of Children's Books in English & Spanish
- Judges as Resource Persons in the Classroom
- "Our Town" Traffic Safety Map
- Other available TxDOT Traffic Safety Education Materials

Contact us for additional free traffic safety education resources at DRSR@tmcec.com.

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TEXAS MUNICIPAL COURTS EDUCATION CENTER

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A Letter to Teachers

In Texas, school-age children use all kinds of transportation: cars, buses, bicycles, and scooters—just to name a few. Knowing how to safely navigate Texas's roadways, whether as pedestrians, bicyclists, or motorists, saves lives. Learning about these traffic safety issues as they relate to students' rights and responsibilities as citizens helps bring ideas of civic virtue to life.

Driving on the Right Side of the Road (DRSR) is a program, in cooperation with the Texas Municipal Courts Education Center (TMCEC), Texas Law-Related Education (LRE), and the Texas Department of Transportation (TxDOT), that seeks to bring traffic safety back to Texas classrooms. You can visit each organization's website:

DRSR: www.drsr.info TMCEC: www.tmcec.com LRE: www.texaslre.org TxDOT: www.txdot.gov

The DRSR program consists of teaching units that infuse traffic safety issues and traffic safety laws into language arts, social studies, math, and health classes for grades Kindergarten through 12th grade. Lessons incorporate the latest LRE instructional strategies as well as the opportunity to utilize judges and court support personnel as resource persons in classrooms. The DRSR curriculum includes hands-on interactive lessons that promote critical and creative thinking skills, appropriate activity sheets, online computer-based learning games, and gifted and talented extension activities. Finally, these lessons provide opportunities for students to conduct research, incorporate independent study, and participate in simulations. All materials are provided free of charge thanks to generous funding from TxDOT.

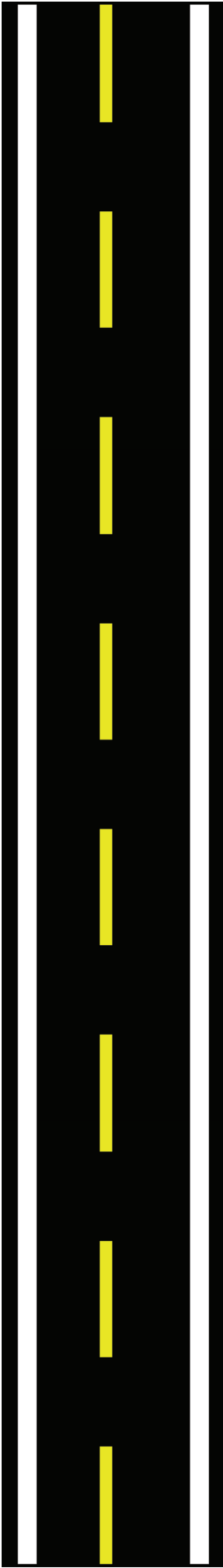
We encourage you to invite guest speakers from the judiciary as a resource to assist in teaching these lessons. Judges, lawyers, and court support personnel, as well as those working in law enforcement, can answer many of the questions that may arise, while giving your students an opportunity to interact with positive role models. Contact your local municipal judge and invite him or her to visit your classroom as a member of your academic team. Give the judge a specific topic to teach or lesson to use. If you have trouble identifying local resource persons, please email us and we will be happy to assist you (drsr@tmcec.com).

Many of the materials are available in Spanish, as are many other DRSR materials and resources. Please explore our website or contact us for additional free traffic safety and educational resources.

We hope that you have a successful school year!

Ryan Kellus Turner
Executive Director
TMCEC

Elizabeth De La Garza
DRSR Grant Administrator
TMCEC



Secondary Curriculum Guide

Driving on the Right Side of the Road (DRSR) would like to thank the following educators for creating and updating this curriculum:

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A special thank you to TxDOT Print Services for their assistance in printing these materials.

*Note these resources are for educational purposes and are based generally on laws and procedures in Texas. For the purposes of this exercise procedures have been modified for the appropriate age group.



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SECONDARY LESSONS TEKS CHART

Lesson	Social Studies TEKS	Government/U.S. History	ELA
Designing a Message	6.19BC, 6.21BCD, 7.20B, 7.22BC, 8.19C, 8.29BC, 8.30BC		
Claim Your Powers	7.13A, 8.15 D, G.6D, G.7ABCE, G.8BC		
Interpreting the Law	G.7CF, G.13A, G19AD, G.20AB		
Why Did the Chicken Cross the Road?	8.4B, 8.8A	US.7F, US.9F 16B&D, 26A&B, 27A	
Pick Six	7.15B, 7.20B, 7.23A	Govt.13A&B, 19A, 21A	
Jetpack: Creating a Set of Just and Fair Laws	6.14B, 6.22D, 6.23A; 7.16B, 7.22D, 7.23A; 8.19D, 8.30B, 8.31A		
"Our Town" Map of Dos and Don'ts	6.4E, 6.13A, 6.21F; 7.15B, 7.21C, 7.22C; 8.19C, 8.29C 8.30C	Govt. 13.B	6.17B; 7.17B; 8.17B
X Car O (Automobile Tic, Tac, Toe)	6.13A, 6.14A, 6.21C; 7.15A-C, 7.16B, 7.21C; 8.19C, 8.29C		6.17B; 7.17B; 8.17B
In the Driver's Seat: Do You Have What It Takes to be a Good Driver In Texas	7.15A&B, 7.16A&B, 7.22A&D; 8.19C, 8.29B		7.17C, 8.17A
Rules of the Road	6.21C&D, 6.22D; 7.15A&B, 7.16A&B, 7.22A-D, 7.23B; 8.19C, 8.29B, 8.30D		6.17D, 7.10D, 7.17C, 7.17D, 8.17D
Just Breathe!	7.13A, 7.14A&B, 7.16B, 7.22A, 7.23A	Govt.7H, 13B, 19A,C&D, 20B, 21	
How a Bill Moves Through the Texas Legislature	7.13A, 7.14A&B, 7.20B&E, 7.22B	Govt.6D, 7H, 8B	
Evaluating Proposed Traffic Safety Legislation	7.15A, 7.21C, 7.29H	Govt.8A, 20A&E	
License to Drive—Framing the Problem		Govt. 19B, 21	
Safe Driver—It's In the Cards	7.13A, 7.14B; 8.15D	Govt.6D, 7H, 8B	



DESIGNING A MESSAGE

Learning Objectives: Students will

1. Recognize the importance of traffic safety
2. Design a message for a t-shirt that promotes traffic safety
3. Evaluate the T-shirt designs in terms of specific criteria

Materials Needed: T-shirt template handouts, handout titled Artwork & Designs that Promote Traffic Safety

TEKS: Social Studies: 6.19BC, 6.21BCD, 7.20B, 7.22BC, 8.19C, 8.29BC, 8.30BC


Teaching Strategy:

1. After teaching any of the DRSR lessons or information sheets, conclude the study by asking students to design a t-shirt promoting safe traffic practices.

Note: Information sheets may be accessed at www.tmcec.com/drsr_information_sheets/

Sample Topics:

- All levels - Seat belts, Distracted Driving, Pedestrian Safety, Cell Phones
 - Elementary - Child Safety Seat, Booster Seat, Bicycle, Skateboard, Inline Skates, and/or School Bus
 - Middle School - Bicycles, Skateboards, Inline Skates, School Buses, Motorcycles, and/or DUI
 - High School - DUI, DWI, Texting & Driving, Speeding, Distracted Driving, Railroad Crossings, Motorcycles, Pets & Driving, Drowsy Driving
2. Tell students that in designing their logo or t-shirt design to:
 - A. Be clear and simple
 - B. Define and consider their audience
 - C. Consider using colors (i.e., red symbolizes passion and emotional intensity, blue makes people feel calm and reminds them of loyalty and duty, and yellow is upbeat and may infer caution or danger)
 - D. Possibly include a jingle, motto, photograph, sketch, text, or statistic.
 - E. Remind students to think about what will get the attention of the viewer and buyer.

- 
3. Show examples of TxDOT logos, mottos and ad campaigns on the attachment “Artwork & Designs that Promote Traffic Safety.”
 4. After students have designed their T-Shirts, ask each to explain the message and why they designed it as they did.
 5. Ask students to write their names on the back of the handout. Put the designs on the bulletin board and number each one so that students can reference them by number rather than by designer.
 6. As an evaluation, ask students to write a journal entry as to which T-shirts, in their opinion, most clearly promoted traffic safety and to comment on which they like the best and why.

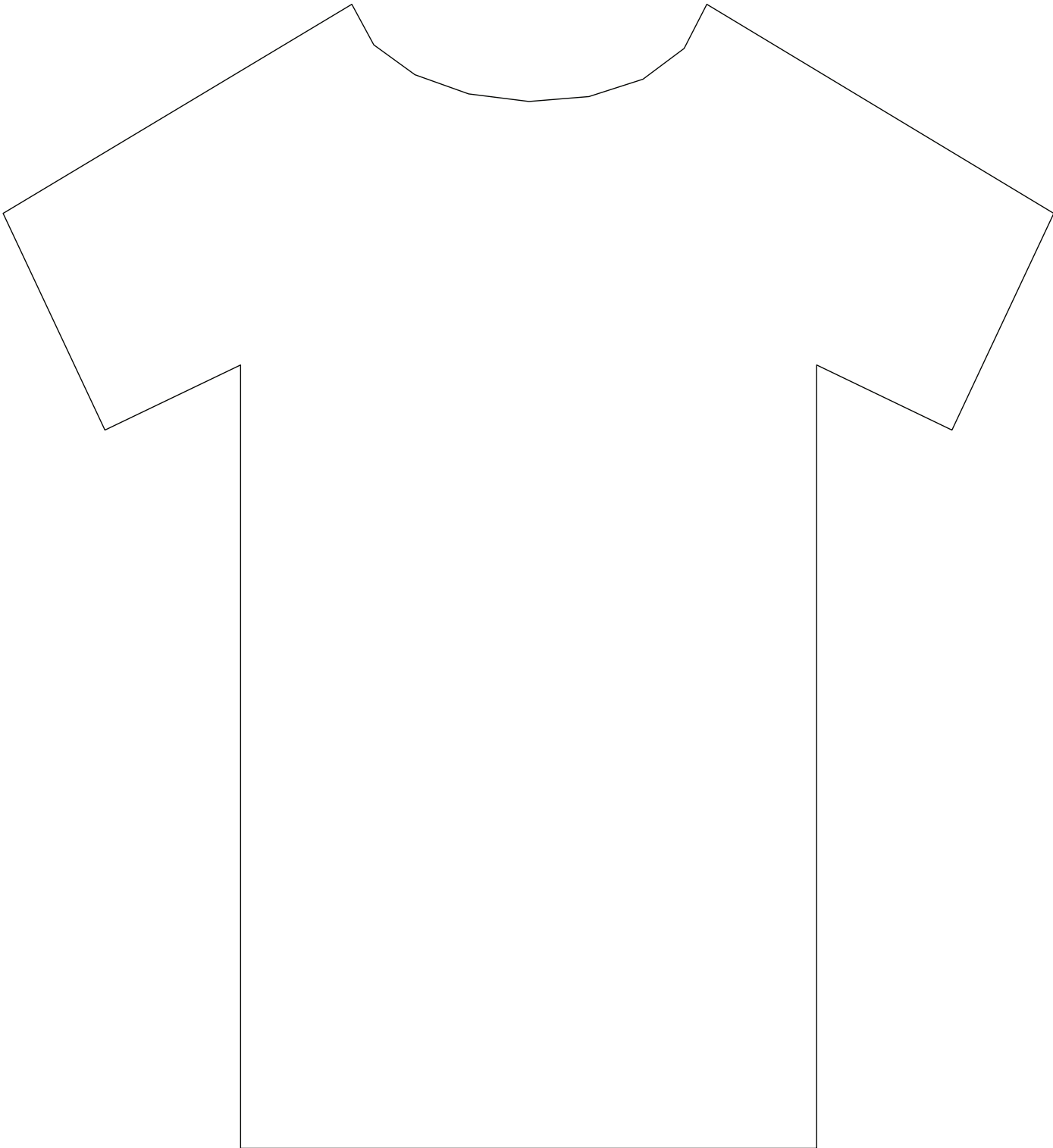
Note: The following templates for designing a traffic message are included: wristband, bumper sticker, badge and stickers are also provided.



Extension for Gifted/Talented:

Students will create an advertising campaign using the most effective design(s) of those submitted by classmates. The campaign will include identifying the audience, how to distribute the materials, and the appropriate medium for the message: T-shirt, wristband, bumper sticker, badge and stickers.







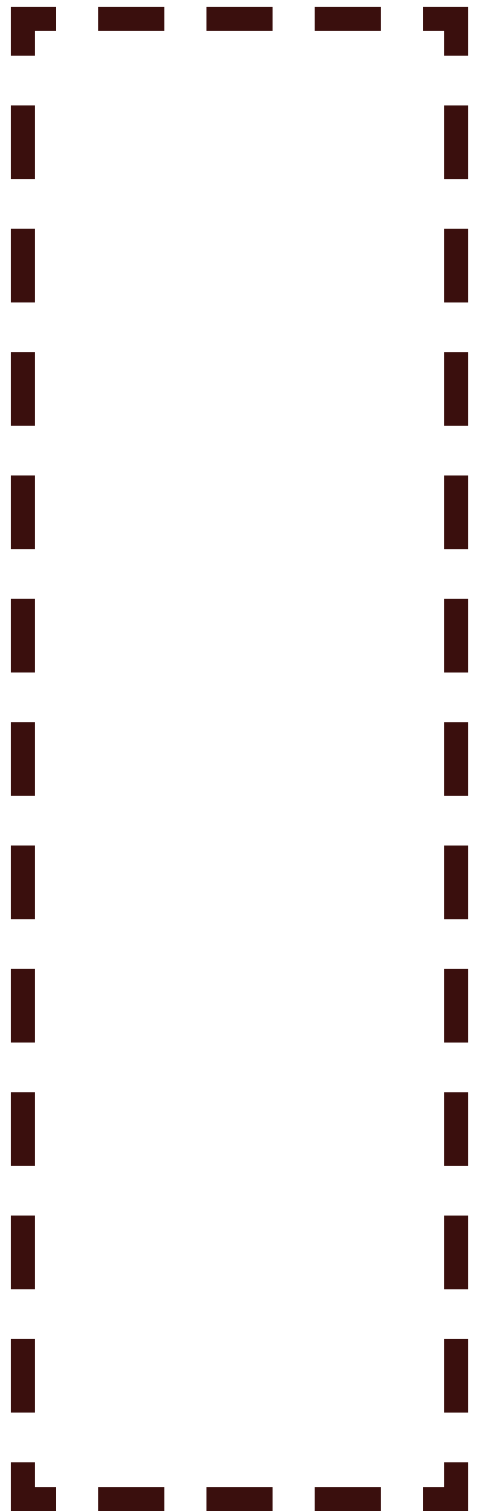
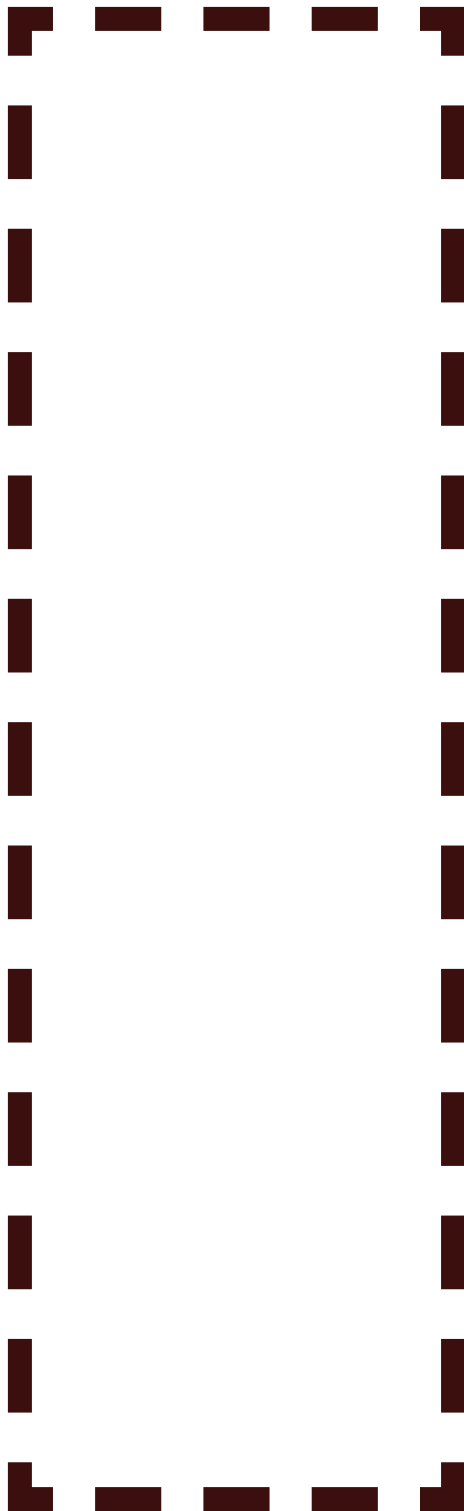
WRISTBANDS

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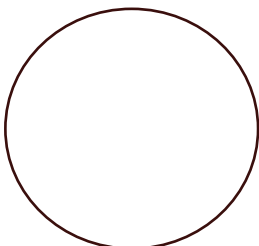
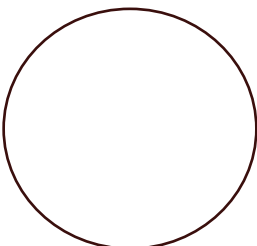
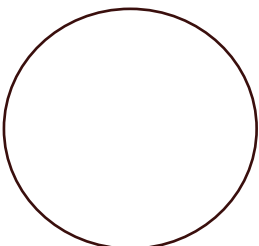
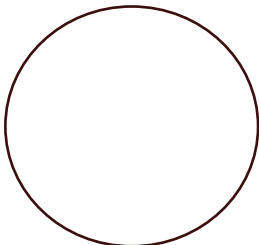
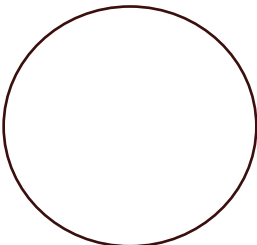
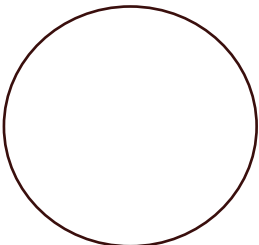
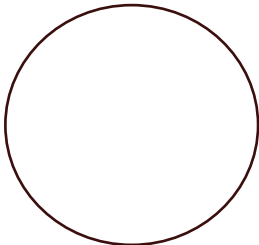
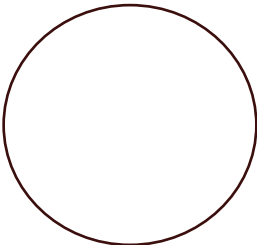
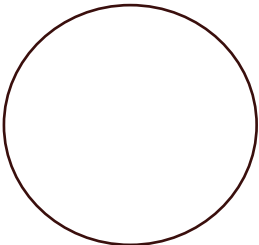
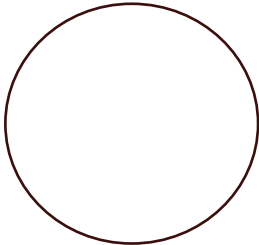
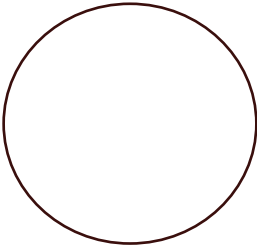
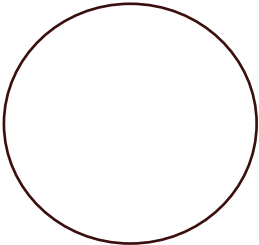
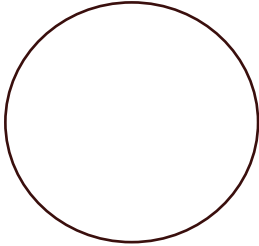
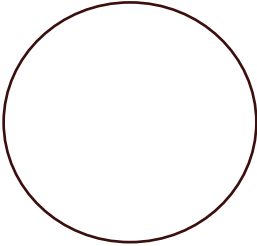
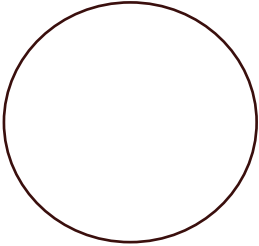


BUMPER STICKER





BADGES OR STICKERS



CLAIM YOUR POWERS

Learning Objectives: Students will

1. Define the powers of the legislative, executive, and judicial branches of government.
2. Describe separation of powers.
3. Identify examples of checks and balances.

Materials Needed: Day 1 - U.S. Constitutions, large paper, markers, and chart on branches of government.

Day 2 - Claim and Do Not Claim Signs for each group, U.S. Constitution, Student Handout (blank chart)

Note: A limited number of pocket-sized U.S. Constitutions are available at no charge (while supplies last) from the DRSR project. Email drsr@tmcec.com

Vocabulary: legislative, executive, judicial, branch, separation of powers, checks & balances.

TEKS: Social Studies 7.13A, 8.15 D, G.6D, G.7ABCE, G.8BC

Teaching Strategy:

1. Divide students into three groups: each group representing one of the three branches of government. Larger classes may be divided in six groups with two groups representing each branch. Give them the following instructions:
 - A. Using the U.S. Constitution, make a list of the powers of your branch of government on butcher paper (or using handout entitled Separation of Powers):
 - Legislative (Article I: paragraphs 4, 5, and 6 of Section 3; Sections 7 and 8)
 - Executive (Article II: Sections 2, 3, and 4)
 - Judicial (Article III)
 - B. Each branch may find a statement of power belonging to another branch contained in its Article. If so, this information should be shared with the other branch of government.
 - C. Post the sheets of paper on the wall and discuss, checking for accuracy.

D. Debrief their analysis by discussing the following questions:

- Define separation of powers.
- Why do you think the writers of the Constitution separated powers?
- What are the advantages and disadvantages of separation of powers?
- Are the branches of government completely separate? If not, give examples.
- What powers of government did you find in your article that belonged to another branch? Why was this? (Explain that this is an example of checks and balances.)
- Define checks and balances.
- What are some current examples of checks and balances that you have heard about from the media?
- Do you think checks and balances is the most efficient form of governance? What does it hope to ensure?
- Are there enough checks and balances? Too few?

E. Pass out the blank handout and ask students to create their own chart of the powers of each branch. Students should identify at least three checks and balances for each branch – there are more in some instances. Post completed chart on whiteboard and compare answers.

2. Day Two -- Check for understanding playing the game “Claim Your Powers.”

A. Divide the class into groups in the same fashion as earlier.


B. Create “Claim” and “Do Not Claim” signs using rulers or yardsticks as handles. Mount a symbol of the branch (see attachments) on cardboard with the ruler taped to the back.

C. Provide each group with two signs: “Claim” and “Do Not Claim.” Each branch will also need the list of its powers developed earlier in the lesson.

D. Tell the class that they will be acting as a branch of government and that it is their responsibility to maintain the powers granted to them in the Constitution.

E. Tell the class that they will be acting as a branch of government and that it is their responsibility to maintain the powers granted to them in the Constitution.

F. Tell the class that you will read a series of situations involving traffic safety, each involving a power of one or more branches of the government. In some instances, a branch will have the sole power; in others, the power may be shared. After each situation is read, each group will have one minute to discuss the situation and decide if the power belongs to its branch and to find the part of the Constitution justifying their decision. At the end of one minute, the leader will say the word “vote” and each group must hold up a sign, either “Claim” or “Do Not



Claim.” Every group must vote on each situation. Each group will then explain its reasons for its decision, and the teacher will rule on the accuracy of the choice. In large classes with more than three groups, groups representing the same branch of government can alternate voting.

G. Explain that scoring will be as follows:

- Two points will be given for correctly claiming and justifying the claim of a power.
- One point will be given for correctly voting not to claim a power.
- No points will be given to a group incorrectly claiming or not claiming a power.

Note: The teacher will have to use judgment in deciding when to give points if groups get creative and extrapolate.



Extension for Gifted/Talented:

Ask students to write in their journal and comment on the following quotation: “Power corrupts and absolute power corrupts absolutely.” -Lord Acton

CLAIM YOUR POWERS SCENARIOS (FOR TEACHERS)

Note to Teacher: Modify the scenarios as appropriate for the age group of students. Greater emphasis might be placed on impaired driving in high school and middle school.

A bill on banning the use of cell phones while driving is vetoed.

The
Secretary of Transportation
is appointed.

A law is declared null and void.

A treaty is approved with Mexico over commercial trucks travelling on interstate highways.

A tax to construct and maintain interstate highways is passed.

A law recently passed by Congress has been challenged as unconstitutional.

An executive order is signed to give the Department of Transportation authority over the nation's transportation

infrastructure.

A case over mandatory child safety seats is heard in court.

Bruce has been arrested with the federal crime of transporting stolen automobiles from Texas to Oklahoma.

Impeachment proceedings have been brought against the President.

You hold your office for life during good behavior.

A law is being considered requiring air bags in all motor vehicles made in America.

The man in Texas is suing the state of Louisiana for having unsafe roadways.

A law prohibiting skateboards at the Lincoln Monument is enforced.

A hearing over the fuel efficiency standards on cars is held to determine whether a new law is needed.

A search warrant is prepared for the search of the trunk of a car for stolen hubcaps.

Federal money is appropriated for traffic safety grants.

The FBI is investigating crimes involving interstate commerce.

SEPARATION OF POWERS

Executive

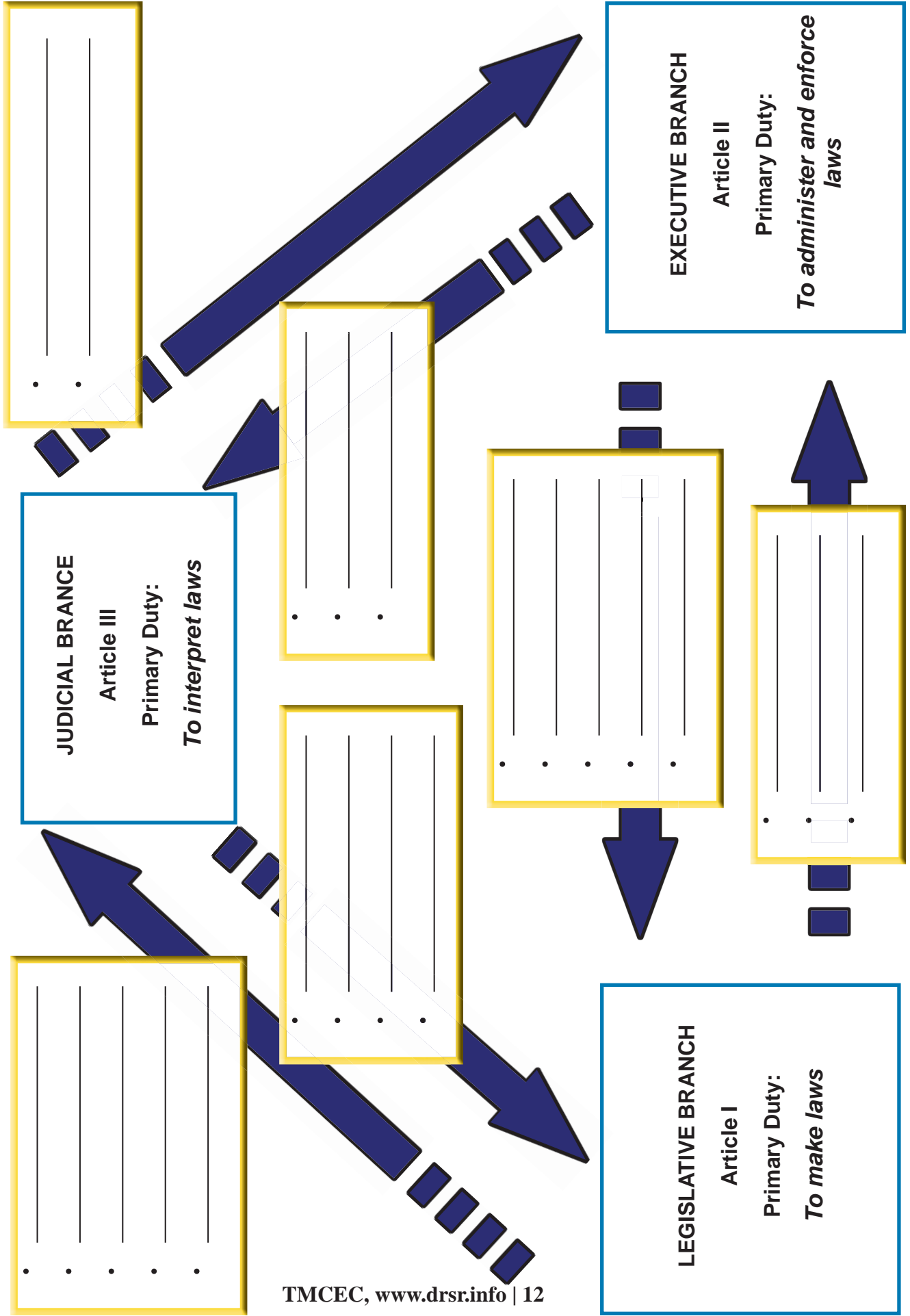
Judicial

Legislative



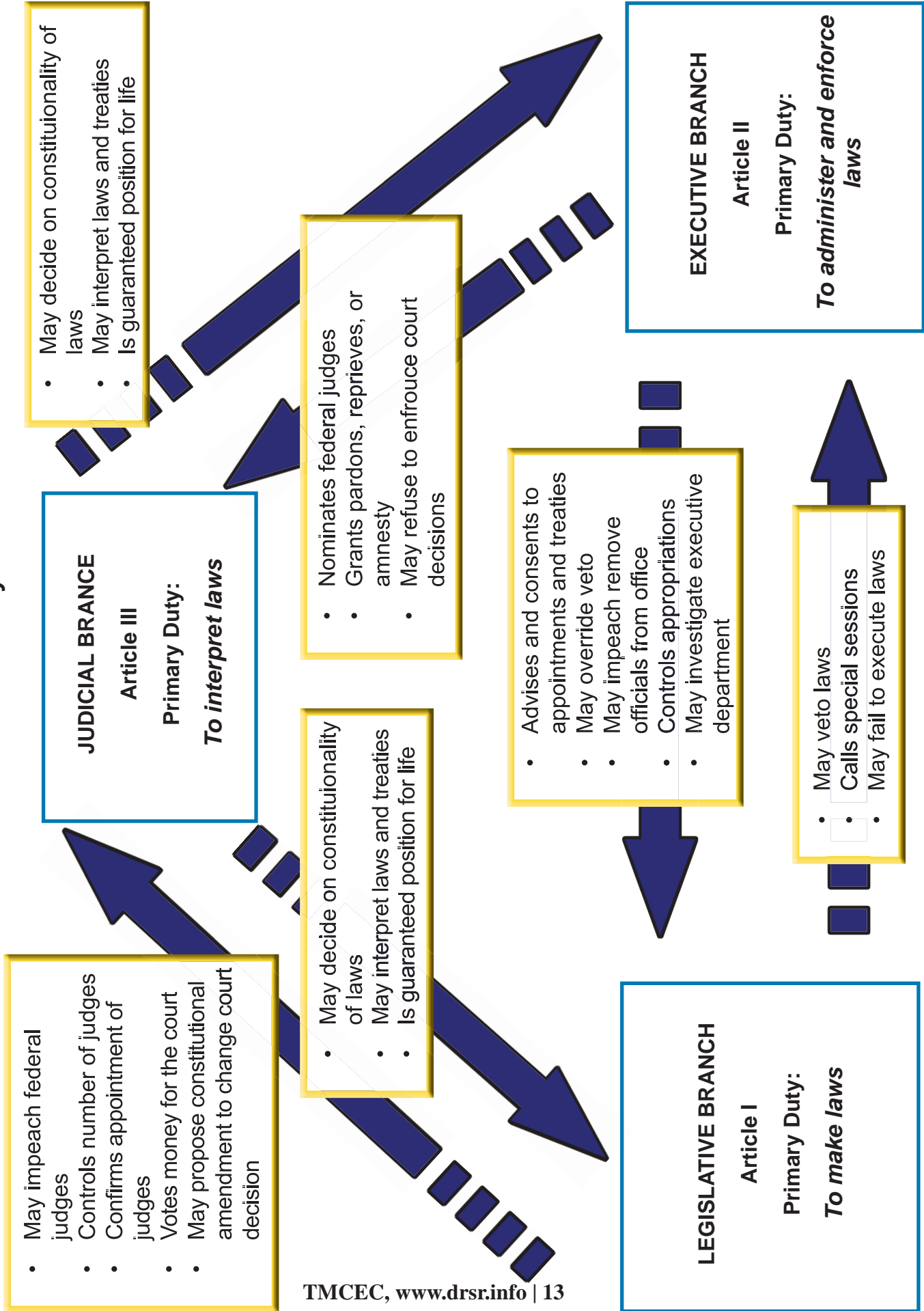
SEPARATION OF POWERS—CHECKS AND BALANCES

Student Handout



SEPARATION OF POWERS—CHECKS AND BALANCES

Teacher Key



Executive

CLAIM



Do NOT CLAIM



Legislative CLAIM

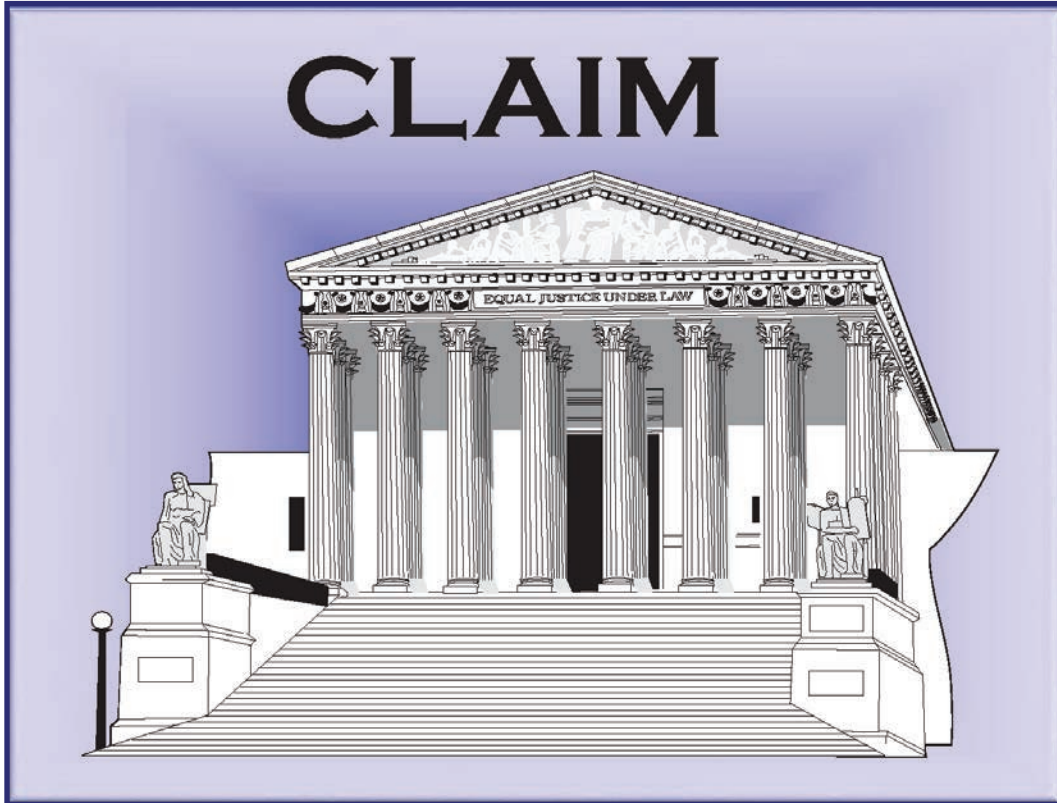


Do NOT CLAIM

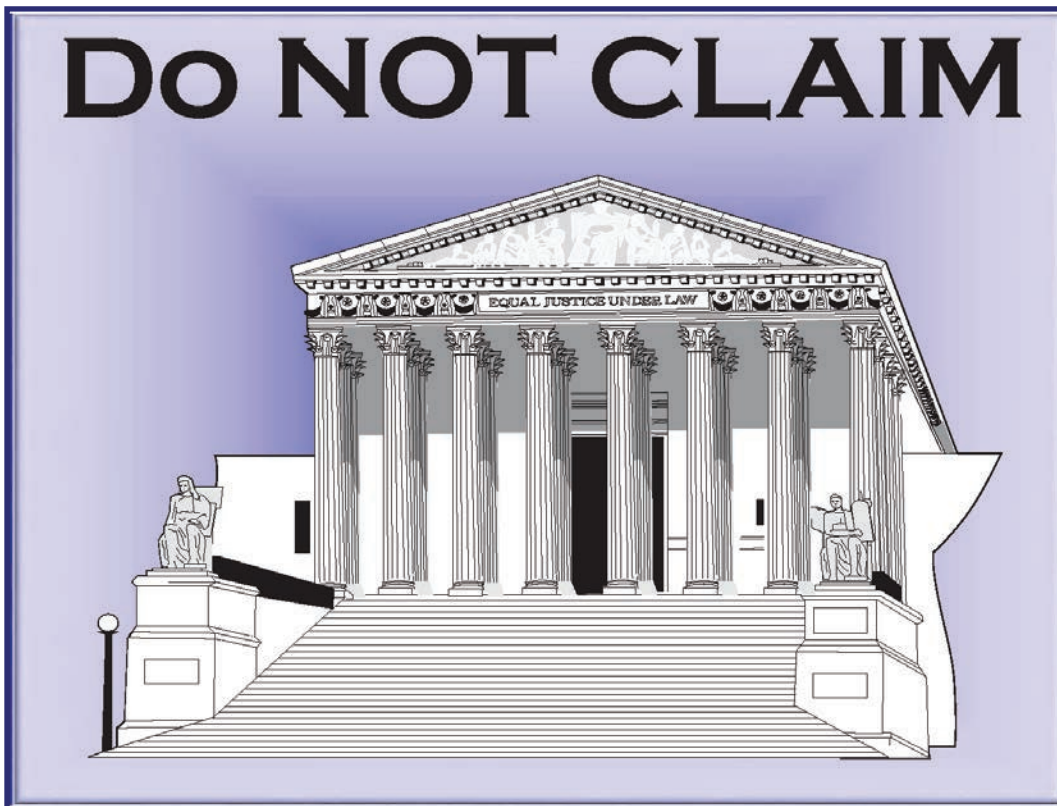


Judicial

CLAIM



DO NOT CLAIM



INTERPRETING THE LAW

Learning Objectives: Students will

1. Recognize the functions of laws and ordinances.
2. Describe why it is important that laws be written clearly and fairly.
3. Describe the role of a judge.


Materials Needed: Student Handout: *The Function of the Courts - To Interpret the Law*

Vocabulary: interpret, letter of the law, intent of the law, ordinance.

TEKS: SS G.7CF, G.13A, G19AD, G.20AB

Teaching Strategy:

1. This can be done individually or in small groups.
2. Tell students that they are going to serve as judges. Explain that there is a nearby community where a law was passed by the city council as an ordinance, called “No Vehicles in the Park.”
3. The handout presents students with a series of cases in which there may be violations. Each student (or each group) should decide whether they believe the case is a violation and why. Remind the students to consider the letter of the law (the exact wording of the law) and the intent (the reasons for the law).
4. If the students or groups come up with exceptions, keep a running list. Refine the list as the discussion continues.
5. Call on individual students to explain their reasoning or for small groups to report back their discussion and determination. Compare their answers and reasoning.
6. At the end of the discussion or for an evaluation, ask students to rewrite the law and share their revisions.
7. Guide the discussion with the following questions:
 - Why would a community pass such a law?
 - What is the purpose of a park?
 - Does the ordinance protect that purpose?
 - Is the intent behind a law important in how it is interpreted?

- 
- What is the role of the judge? How do you rate the experience?
 - If you were playing the role of legislator rather than a judge, how would you rewrite this law?
 - If you were a police officer (executive) who was responsible for enforcing this law, how would you be fair to all?

Extension for Gifted/Talented:

Have the students brainstorm about an issue in their school or community that might be solved with a new law. Have the students in small groups. Write a law to address this issue. Classes should pick the best law that fixes this problem. Then have students research how they would proceed to try and make this law a reality. Who do they need to contact? What is this procedure for turning their suggested law into a real law?



THE FUNCTION OF COURTS TO INTERPRET THE LAW

The authors of the Constitution decided to divide the power to govern among three branches of government. The Congress makes laws. The President and other officials in the executive branch enforce and administer those laws. The primary duty of the courts is to interpret those laws. But what is meant by interpretation? Why do we need someone to interpret law? You be the judge for the story below. Mark the violations of the law with the letter “V.” Leave blank the ones that do not violate the law. Be ready to explain your answer.

NO VEHICLES IN THE PARK

The town of Beautifica has established a lovely park in the city. The city council wished to preserve some elements of nature—undisturbed by city noise, traffic, pollution, and crowding—so they blocked several streets and created a new park. It is a place where citizens can go and find grass, trees, flowers, and quiet. In addition, there are playgrounds and picnic areas. At all entrances to the park, the following sign has been posted:

NO VEHICLES IN THE PARK

The law seems clear but some disputes have arisen over the interpretation of the law. Interpret the law in the cases below keeping in mind the **letter** of the law as well as the **intent** of the law.

1. John Smith lives on one side of the town and works on the other side. He will save 10 minutes if he drives through the park.
2. There are many trash barrels in the park so that people may deposit all litter there, thereby keeping the park clean. The sanitation department wants to go in to collect the trash.
3. Two police cars are chasing a suspected drunk driver. If one cuts through the park, he can get in front of the suspect’s car and trap him between the patrol cars.
4. An ambulance has a severely injured car crash victim in it and is racing to the hospital. The shortest route is through the park.
5. Some of the children who visit the park want to ride their bicycles there.
6. Mrs. Thomas wants to take her baby to the park in a baby buggy.
7. A monument to the town’s citizens who died in the Iraq War is being constructed in the park. A tank, donated by the government, is to be placed beside the monument.
8. Several of the town’s citizens have made a living for several years by driving people around scenic spots in the city in an old-fashioned horse and buggy. They want to drive people through the park.
9. Some children in the town would like to use their roller blades and skate boards in the park.

WHY DID THE CHICKEN CROSS THE ROAD?

Learning Objectives: Students will

Analyze key historical figures and famous quotes for which they are most noted.

TEKS: SS 8.4.B, 8.8.A; US 9F, 16B&D, 26A&B, 27A

Materials Needed: A set of the cards

Teaching Strategy:

1. Post the question, “Why did the chicken cross the road?” Explain that while the question might seem nonsensical, it is actually a well-known question from a joke. Explain that they are going to play a matching game using the question and famous people from history. Pass the cards out to the students. Explain to the students that they either have the name of a person in history or a fictitious response from a famous person to the question. Ask the students who have a name to reflect on what they know about the person and how they think he or she might respond to the question about the chicken crossing the road. Tell the students the response cards are answers to the posted question based on something for which a famous person is known or a famous quote made by the person. Students should try to identify who the person is, based on this response.
2. After the students have had time to analyze their cards, have everyone stand who has a card with a person’s name. Ask one of the students standing to give the name on his or her card. The student who has the response of that person should stand and come and stand by the person. At that time, the student reads the response and the teacher and class verify the match. If the match is incorrect, the person sits down to wait to again. This continues until all of the people are correctly matched with the responses.

Extension for GT/AP:

Have the students use other famous people in history or current events to prepare additional responses to the question, “Why did the chicken cross the road?”

Herbert Hoover



Four score and seven years ago, a chicken tried to cross the road, conceived in liberty and dedicated to the proposition that all chickens are created equal.



The chicken won't have to worry about crossing the road because there will be a chicken in every pot and a car in every garage.



General Macarthur



Abraham Lincoln



I shall return and help that chicken across the road.



Edgar Allen Poe



To boldly go where
no chicken has gone
before.



Quote the Raven--
Nevermore will the
chicken cross the
road.



Franklin D. Roosevelt



Captain Kirk



The chicken has
nothing to fear but
fear itself if they want
to cross the road.



Bill Gates



I have just released MicroChicken 2021, which will not only cross roads but will lay eggs, file your important documents, and balance your checkbook.



Willie Nelson



On the road again, I'm just trying to cross the road again.



Dwight D. Eisenhower



I'm building a vast system of interconnected highways crisscrossing the country, so you won't ever have trouble crossing a road



Oprah Winfrey



Imagine all the chickens in the world crossing roads together, in peace.



Well, I understand that the chicken is having a problem, which is why he wants to cross the road so badly. So, I am going to give this chicken a car so that he can just drive across the road.



John F. Kennedy



John Lennon



Ask not why that chicken crossed the road, ask what you can do to help the chicken cross the road.



Patrick Henry



Did the chicken cross
the road? Did he
cross it with a toad?
Yes, the chicken
crossed the road, but
why it crossed I've not
been told.



Give me that chicken
after he crosses the
road or give me death



Martin Luther King, Jr.



Dr. Seuss



I have a dream that
one day every chicken
will be able to cross
the road if he wants.



Albert Einstein



Did the chicken really cross the road, or did the road move beneath the chicken?



Shakespeare



To cross the road or not to cross the road, that is the question.



Thomas Jefferson



When in the course of human events, it becomes necessary for one chicken to cross the road to dissolve the political bands which have connected them with another...



Why Did the Chicken Cross the Road? — TEACHER KEY

<p>Albert Einstein—</p> <p>Did the chicken really cross the road, or did the road move beneath the chicken?</p>	<p>Willie Nelson—</p> <p>On the road again, I'm just trying to cross the road again.</p>
<p>Shakespeare—</p> <p>To cross the road or not to cross the road, that is the question.</p>	<p>Dwight D. Eisenhower—</p> <p>I'm building a vast system of interconnected highways crisscrossing the country, so you won't ever have trouble crossing a road.</p>
<p>Thomas Jefferson—</p> <p>When in the course of human events, it becomes necessary for one chicken to cross the road to dissolve the political bands which have connected them with another...</p>	<p>Herbert Hoover—</p> <p>The chicken won't have to worry about crossing the road because there will be a chicken in every pot and a car in every garage.</p>
<p>Patrick Henry—</p> <p>Give me that chicken after he crosses the road or give me death.</p>	<p>Abraham Lincoln—</p> <p>Four score and seven years ago, a chicken tried to cross the road, conceived in liberty and dedicated to the proposition that all chickens are created equal.</p>
<p>Dr. Seuss—</p> <p>Did the chicken cross the road? Did he cross it with a toad? Yes, the chicken crossed the road, but why it crossed I've not been told.</p>	<p>General MacArthur—</p> <p>I shall return and help that chicken cross the road.</p>
<p>Martin Luther King, Jr.-</p> <p>I have a dream that one day every chicken will be able to cross the road if the wants.</p>	<p>Franklin D. Roosevelt—</p> <p>The chicken has nothing to fear but fear itself if they want to cross the road.</p>
<p>Oprah Winfrey—</p> <p>Well, I understand that the chicken is having a problem, which is why he wants to cross the road so badly. So, I am going to give this chicken a car so that he can just drive across the road.</p>	<p>Edgar Allen Poe—</p> <p>Quote the raven— Nevermore will the chicken cross the road.</p>
<p>John Lennon—</p> <p>Imagine all the chickens in the world crossing roads together, in peace.</p>	<p>Captain Kirk—</p> <p>To boldly go where no chicken has gone before.</p>
<p>John F. Kennedy—</p> <p>Ask not why that chicken crossed the road, ask what you can do to help the chicken cross the road.</p>	<p>Bill Gates—</p> <p>I have just released MicroChicken 2010, which will not only cross roads but will lay eggs, file your important documents, and balance your check book.</p>

PICK SIX

TEKS: 7.15B; 7.20B,
7.23A; Govt.13A&B,
Govt.19A, Govt. 21A

INTRODUCTION: Many attorneys, judges, and other court officials feel that many jury trials are won or lost during the process known as voir dire. Voir dire literally means, “to speak the truth,” but it is used in court to mean the process of selecting the people who will actually serve on the jury. For a municipal court case, approximately 20 people is usually issued a juror’s summons, with the goal of selecting six jurors from that panel to hear and decide the case. Through questioning the people and studying their “Juror Information Cards,” the attorneys for both sides have limited numbers of exemptions (called “challenges”) they may use. Attorneys remove from the panel those who they believe would be least likely to find for their clients or may not be able to be objective. The panelists who remain serve on the jury.

(To play the “Pick Six” online version of this lesson go to www.texaslre.org under the GAMES tab.)

Read the case carefully. Decide if you will be the prosecution or the defense attorney in this case.

Identify characteristics of an ideal juror for your side. Consider: age, profession, common interests and values, and previous jury experience.

(NOTE: Attorneys may NOT consider race or gender when eliminating panelists from serving on the jury.)

Next, read the available information for each person on the jury panel. This information is similar to what would be on a Juror Information Card, plus additional observable information or information obtained during the voir dire.

Pick the six people you feel would be most likely to decide the case in your favor.

When you have picked your jury, click on the “finished” button. A score will come up that will indicate how well you did.

Realizing that there is no such thing as a “perfect jury,” and no good attorney would ever guarantee a victory based on the voir dire, the following point system has been developed for the purposes of this game:

- 30 points - Highest score possible...Excellent Job!
- 23 to 29 points - Very good job of selecting!
- 16 to 22 points - Good Job!
- 9 to 15 points - Maybe you should go back and make some changes;
- 8 points or below - Start over and try again!

For complete game go to www.texaslre.org. A paper copy of the case and juror identities are provided on pages 28-36 if needed.

State v. Junior

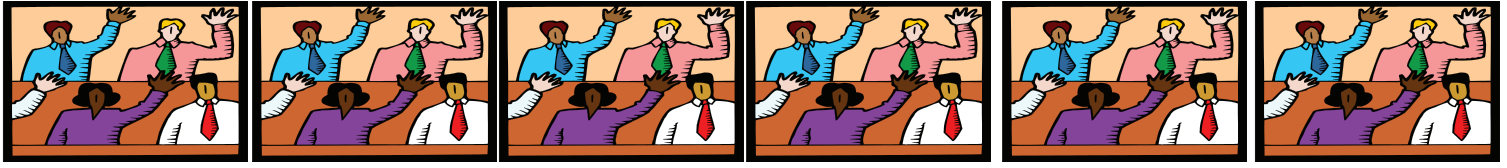
Johnny Junior got his Texas driver license and a new car on his 16th birthday. To celebrate his birthday, he and his friend went cruising around town in the new car. While riding around, Johnny got a call on his cell phone from his brother. It seems that their grandfather had gone out of town for the weekend and had given the brothers permission to have a few friends over to his house to “hang out.” With the use of text-messaging, within three hours 30 people under the age of 21, including Johnny and his friend, were at the grandfather’s house. After a while, Johnny decided there were too many people at the house and that it was just a matter of time until the police came, so he left.

As he was driving away, Johnny heard sirens and then saw a police car. The police in the car activated siren and lights, and Johnny pulled his car over. When the officer approached the car and asked to see Johnny’s license and proof of insurance, Johnny readily produced both documents.

The officer asked Johnny if he had just left the party, and when Johnny answered in the affirmative the officer instructed him to get out of the car. Johnny complied and then was informed that he was under arrest. Charges were for violating Sec. 106.041 of the Alcoholic Beverage Code (driving under the influence of alcohol by a minor).

After Johnny had left the party, more than 10 police officers arrived there and issued 28 citations for minors in possession of alcohol. The house was littered with beer bottles and the liquor cabinet found empty.





JURY IDENTITIES FOR JOHNNY JUNIOR'S TRIAL:

Juror #1: Male

Forty-five years old

Truck driver for a local lumberyard

Catholic

Married; six children ranging in age from six months to 14 years of age

Wife a stay-at-home mom

A strict disciplinarian with his children

Juror #2: Female

Thirty-five years old

Owns a job placement service

Protestant

Married 10 years; two children in elementary school

Husband an assistant district attorney

President of the PTA

Juror #3: Female

Twenty-five years old

Works for Department of Child Protective Services

Muslim

Never married

Juror #4: Female

Twenty-two years old

Secondary Education major

Baptist

Engaged to marry a YMCA Youth Director

Recently involved in a traffic crash with a teenage driver who was at fault

No prior jury duty

Juror #5: Male

Forty-six years old

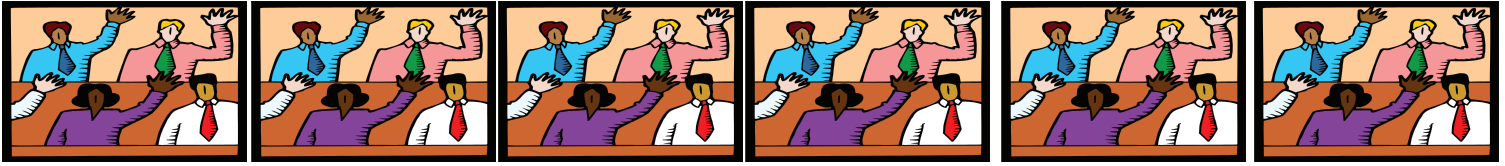
Dentist

Methodist

Married; three teenage children

Wife a high school teacher





Juror #6: Male
Forty-one years old
Works in information technology
Methodist
Married; two children
Wife a homemaker
Scoutmaster

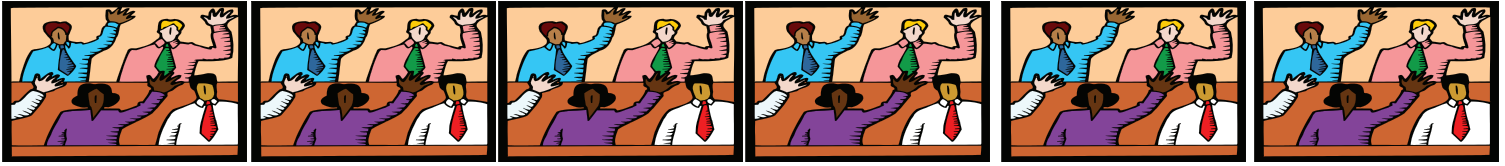
Juror #7: Male
Twenty-eight years old
Criminal defense attorney
No religion stated
Married two years; no children
Wife a kindergarten teacher
Never served on a jury

Juror #8: Female
Nineteen years old
College freshman majoring in pre-law
No religious affiliation
Single
Never served on a jury

Juror #9: Male
Thirty-four years old
Investment banker
Presbyterian
Married 10 years; three children
Wife an emergency room nurse
Served on one juvenile case which resulted in the teenager being sent to a juvenile detention center for six months; served on a civil jury finding for the plaintiff injured in a car accident

Juror #10: Male
Twenty-one years old
Stocking clerk for a supermarket
Catholic
Engaged to be married
Attending night college after being turned down for admission in the police academy
No prior jury duty





Juror #11: Female
Twenty-six years old
Executive assistant to bank president
Protestant
Single
Recently in an automobile accident that was caused by a drunk driver

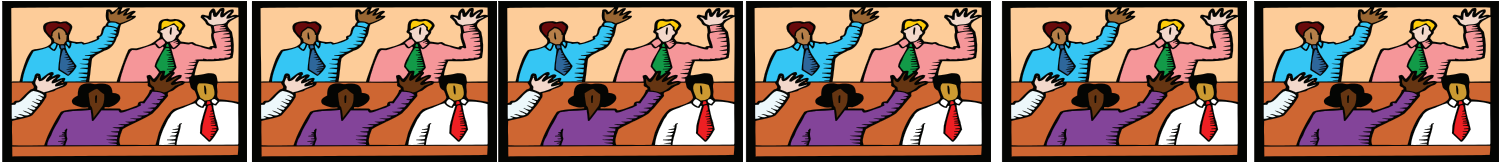
Juror #12: Male
Forty years old
Writer
Jewish
Married; two teenage children
Previously served as the foreman of a jury that acquitted a man on trial for a DWI

Juror #13: Female
Thirty years old
Waitress
No religion given
Single
Enjoys socializing at local establishments on the weekends
Served on two prior civil juries, both of which found for the defense

Juror #14: Female
Twenty-four years old
Flight attendant for a major airline
Methodist
Engaged to be married
Fiancé scheduled to join the local police force upon graduation from the police academy

Juror #15: Male
Thirty-three years old
Waiter and semi-professional baseball player
Methodist
Single
Coaches youth baseball in spare time





Juror #16: Male
Twenty-seven years old
Manager of fast-food restaurant
Catholic
Married; two small children
Works close to a local high school and enjoys being around teenagers

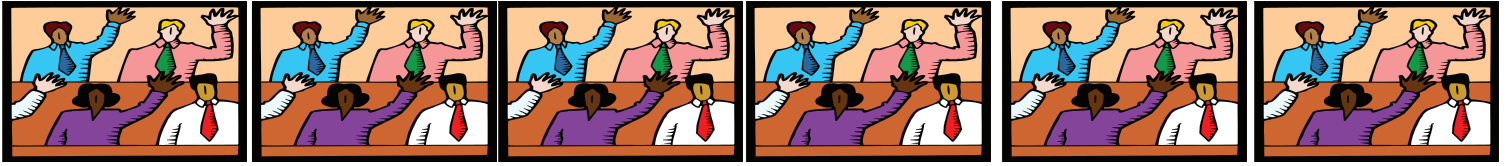
Juror #17: Female
Sixty-three years old
Retired librarian
Episcopal
Widowed, two adult children; two teenage grandchildren
Served on a civil jury and on a criminal jury—the civil jury found for the defendant and the criminal defendant was acquitted

Juror #18: Female
Thirty-four years old
Homemaker
Presbyterian
Married, two children
Husband an automobile insurance agent
Served as PTA president and won several awards for her commitment to volunteer activities

Juror #19: Female
Forty-eight years old
Homemaker
Episcopalian
Married; one adult daughter
Husband corporate attorney
President of local MADD chapter

Juror #20: Male
Twenty-eight years old
Professional artist
No religion given
Single
Stopped by the police and given a sobriety test on two occasions but
Never charged





CRIMINAL CASE KEY: Although there is no exact and precise way to guarantee that a prospective juror will vote in a specific way, the answers given here are strong probabilities. Panelists have been rated five, three or one points each for purposes of this game.

Juror #1: Five points for the state—this juror served on a jury that convicted the defendant, as well as is the father of six children. His ideas of discipline make him a juror that would be a top choice of the state.

Three points for the defense—this panelist would not be a high defense choice because of his prior jury duty results. However, he would not be totally dismissed because as a father of six, he could be seen as favoring children.

Juror #2: Five points for the state—because her husband is an Assistant District Attorney, she would probably be a top pick for the prosecution.

One point for the defense—because this juror’s husband is an Assistant District Attorney, she definitely would not be a pick of the defense.

Juror #3: Three points for the state—this juror has a prior history of acquitting a defendant; however, as an employee of Child Protective Services, she could be seen as an advocate for youth.

Three points for the defense—juror #3’s prior jury duty in which the defendant was acquitted would make her an acceptable juror for the defense.

Juror #4: Five points for the state—although this juror is close in age to the defendant, she might be inclined to favor the prosecution because of her religion and the possibility that the defendant had been drinking. Additionally, her recent accident with a young driver makes her an ideal choice for the prosecution.

One point for the defense—most Baptists are non-drinkers and therefore would not be a high choice for the defendant in this case.

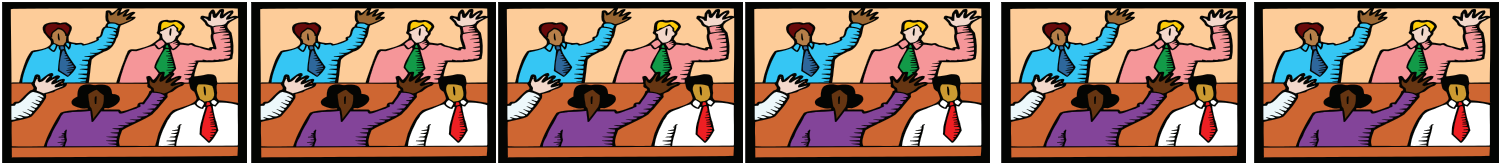
Juror #5: One point for the state—this juror had previously served on a DWI jury that acquitted the defendant.

Five points for the defense—juror #6 once served on a jury that acquitted the defendant for DWI. Having three teenage children and a wife who teaches high school students also leads toward favoring the defense.

Juror #6: Three points for the state—there is not enough information to determine which direction Juror #7 might lean.

Three points for the defense—this juror’s age and the fact that he is a scoutmaster would lead to his possibly being unsympathetic with the defendant.





Juror #7: One point for the state—a criminal defense attorney might not agree with the prosecution.

Five points for the defense—a criminal defense attorney is an ideal juror for the defendant.

Juror #8: Three points for the state—there is not enough information to determine which direction juror #9 might lean, even though she is a pre-law major.

Five points for the defense—with no additional information during voir dire, this juror's age would make her attractive to the defense.

Juror #9: Five points for the state—juror #9 would be a top pick for the prosecution because of his age and prior jury duty.

One point for the defense—his prior jury duty and the fact that his wife is an emergency nurse would make this juror undesirable to the defendant.

Juror #10: One point for the state—this 21-year-old male would probably favor the defense in this case. The fact that he was turned down for the police academy might make him prejudiced against the prosecution.

Five points for the defense—because juror #10 is close in age to the defendant and also male, he most likely would be chosen by the defense.

Juror #11: Five points for the state—the fact that this juror was recently in an automobile accident would lead the defense to conclude that she would support the state in this case.

One point for the defense—the fact that this juror was recently in an automobile accident would lead the defense to conclude that she would support the state in this case.

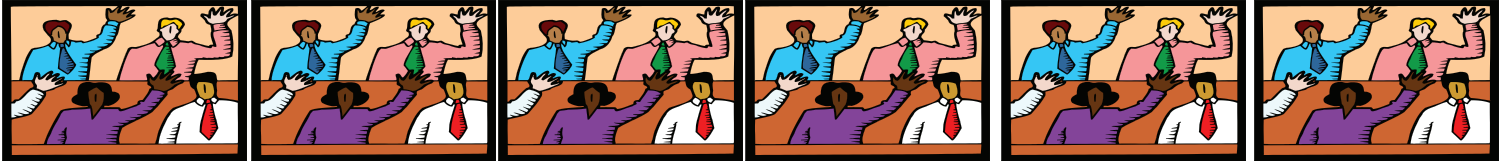
Juror #12: One point for the state—he is not a top pick because he has previously acquitted a person on trial for DWI.

Five points for the defense—because of the fact he has previously served on a DWI jury as well as having teenage children, he is a top choice for the defense.

Juror #13: One point for the state—this juror is single and admitted to enjoying socializing. This could make her sympathetic to the defendant.

Five points for the defense—this juror is single and admitted to enjoying socializing. This could make her sympathetic to the defendant.





Juror #14: Five points for the state—juror #14 probably would favor the prosecution in this case because of the chosen career of her fiancé.

Three points for the defense—even though her fiancé is scheduled to join the police force, this juror might be acceptable to for the defense because of her age.

Juror #15: Three points for the state—juror’s coaching experience with youth would make him a possible choice for the prosecution; however, it is not a clear how he would lean.

Three points for the defense—this juror coaches youth and therefore could be sympathetic to the defendant; however, that is not clear enough to disqualify him.

Juror #16: Three points for the state—although juror #16 enjoys working around teenagers, there is nothing to indicate that he wouldn’t be a good choice for the prosecution, but not a top pick.

Five points for the defense—juror #16’s livelihood involves working with young people, and there is nothing to indicate that he would not be a good defense juror.

Juror #17: Three points for the state—there is not enough evidence to know which way she would likely lean.

Three points for the defense— this juror’s age and prior jury outcome would not make her a top pick for the defense, but because she has teenage grandchildren she might be sympathetic.

Juror #18: Five points for the state—the fact that juror #18’s husband is an automobile insurance agent would probably make her a good prosecution juror.

One point for the defense—this juror is suspect for the defense because of her PTA involvement. Also, her husband is an insurance agent.

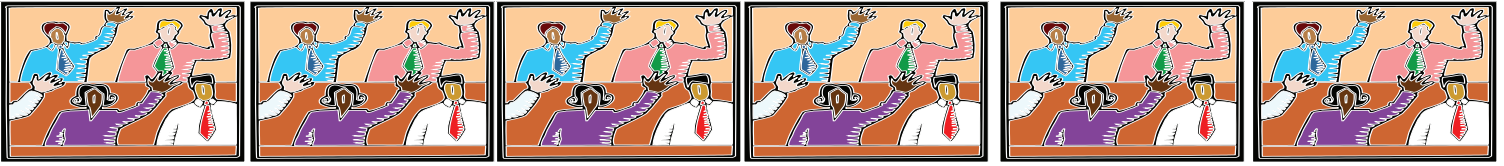
Juror #19: Five points for the state—the president of the local MADD chapter would be an ideal juror for the prosecution.

One point for the defense—the president of the local MADD chapter would not be acceptable to the defense.

Juror #20: One point for the state—because of juror #20’s prior incidents with the police, he would not be a good juror for the prosecution.

Five points for the defense—because of juror #20’s prior incidents with the police, he would be an ideal defense juror.





Juror Number Points for Prosecution and Defense

Juror Number	Criminal Case	
	Prosecution	Defense
1	5	3
2	5	1
3	3	3
4	5	1
5	1	5
6	3	3
7	1	5
8	3	5
9	5	1
10	1	5
11	5	1
12	1	5
13	1	5
14	5	3
15	3	3
16	3	5
17	3	3
18	5	1
19	5	1
20	1	5

JET PACK: CREATING A SET OF JUST AND FAIR LAWS

Learning Objectives: Students will

1. Create a set of laws for a hypothetical form of transportation.
2. Evaluate the laws according to the given criteria in order to discover the difficulties in creating new laws.

Materials Needed: supplies for making posters, PowerPoint (optional)

TEKS: 6.14B, 6.22D, 6.23A; 7.16B, 7.22D, 7.23A; 8.19C, 8.30B, 8.31A

Teaching Strategy:

1. Brainstorm a list of categories that traffic laws can be divided into, such as: speed, parking, safety, size, license, area of operation, traffic flow, and design requirements,”

OR

Show the Youtube video entitled “Addis Ababa Crazy Traffic Near Meskel Square Amazing Video.” Afterwards, ask students what this city could do to improve their traffic situation.

NOTE: DRSR always suggests teachers preview any video they are going to show their students.


2. Tell the following fictional scenario:

Recently a breakthrough in technology has made it affordable to mass produce jetpacks for use by the general public. A jetpack is worn like a backpack and allows a person to travel like a helicopter. Before these can be sold in stores, laws must be developed to regulate their use.

Your job will be to create a set of laws that will control the use of this new vehicle. Be sure your laws cover all aspects necessary to maintain order in society with this new means of transportation.

(Note: It might be helpful to search the internet for a video of a jetpack in operation in order to show the students what laws might be needed. One good example is the YouTube video entitled “GO FAST JET PACK – Highlight Reel.”)

3. Divide the class into groups of 3-4. Each group will generate a list of laws to regulate jetpack operation. Groups may create laws for all aspects of jet pack operation **or** you may assign them one or two categories generated in step one. The teacher should be circulating among groups facilitating problem solving and encouraging the students.

- 
4. Present the “Criteria for Just and Fair Laws” chart. Discuss the meanings and practice discerning how to improve laws with the example page.
 5. Once groups have written down their laws, they need to have their laws evaluated against the qualities that describe just and fair laws (see the “Criteria for Just and Fair Laws” chart). Assign each group to analyze another group’s laws using the student rubric. Afterwards, each group should make revisions to their laws.
 6. Have the group create a poster or PowerPoint that will be used to present their laws to the class. The presentation should clearly state the laws for all to see. A song, skit, or news report might also help make an effective presentation.
 7. Debrief the activity by comparing safety issues on futurist jet packs with current laws controlling traffic safety.

Extension for Gifted/Talented:

Ask students to write an editorial column or TV commercial to promote or oppose the actual use of jet packs in the community.





CRITERIA FOR JUST AND FAIR LAWS

Fair to everyone

The law should not show favor/disfavor to people with certain qualities, wealth, knowledge, or ability

Possible to follow

The law should work in the real world. Sometimes on paper it looks good, but in practice it never happens or might limit a required action.

Easily understood

While not eliminating quality vocabulary, the law should be written with language most people comprehend.

Enforceable

Does the law require law enforcement to do a task or observe a behavior that requires them to do something impossible or rare?



Just and Fair Laws:

Examples to Evaluate

1. **Ambulatory privileges in the classroom are henceforth revoked.**

Criterion broken: _____

The rule would be better if it was rewritten to say: _____

2. **“All people wearing purple must behave themselves.”**

Criterion broken: _____

The rule would be better if it was rewritten to say: _____

3. **Only sharpen pencils at night when no one is here to be disturbed.**

Criterion broken: _____

The rule would be better it was written to say: _____

4. **“Never talk to anyone.”**

Criterion broken: _____

The rule would be better it was written to say: _____





Just and Fair Laws Student Student Rubric _____

List the laws that you think need to be improved next to the criteria it does not fit.

Law	Criteria	Suggestion for Improvement



Group: _____

Teacher Rubric _____

Jet Pack and Fair Law Making

A. How complete is the project? Did the group create a law to cover all the needed aspects?

Well Done

Mostly Covered

Somewhat Covered

Lacking Several

10

7

4

1

B. Criteria 1- 10 points

Fair to everyone _____

Possible to follow _____

Easily understood _____

Enforceable _____

C. Poster/PowerPoint presentation 1-10 points each

Readable/interesting poster _____

Professional-like presentation _____

All participated in presentation _____

D. Team player/behavior (based on the individual)

Responsible teammate _____ 20 points

Disruptive -5 _____ Off task -5 ____ Non-participating -5 ____ Overbearing -5 _____



"OUR TOWN" MAP OF DO'S AND DON'TS

Learning Objectives: Students will

1. Develop map reading skills by using the TxDOT "Our Town" map.
2. Identify safe and unsafe behavior.
3. Write a letter stating an opinion.

TEKS: ELA 6.17B, 7.17B, 8.17B; SS 6.4E, 6.13A, 6.21F; 7.15B, 7.21C, 7.22D; 8.19C, 8.29C, 8.30C; Govt.13B

Materials Needed: 1 TxDOT "Our Town" map per group; 1 blank map template per each student, and strips of construction paper for wristbands.

Vocabulary: Map coordinates, longitude, latitude, compass rose

Teaching Strategy:

1. Ask students to create a KWL chart about safe and unsafe traffic behavior.
 - Students will need to write down what they know about keeping safe in traffic, then what they want to know about traffic safety. They will fill out the "What I learned" section at the end of this lesson.
2. Distribute a copy of the "Our Town" safety map to each student. If using the large map, distribute one per two to three students. (Large maps available in limited quantities at www.tmcec.com)
3. Ask students to make a copy of the "Our Town" Map of Do's and Don'ts Student Handout. Project on document camera if available, or have students use a copy from the class set if obtained from the www.tmcec.com website.
4. Ask students to locate examples of both safe and unsafe transportation behavior and fill out the Do's and Don'ts page.
5. As a class, discuss each example using the coordinates to check the examples. Have students discuss ways to correct unsafe behavior.
6. Ask students which safe behavior, enforced by current law, has the greatest impact on public safety.
7. Have students write a letter, persuading or defending their point of view about which law has the greatest impact on public safety.
8. Using the blank grid provided, have students "map" their own neighborhood or an imaginary town. The map should have illustrations of both safe and unsafe transportation behavior.
9. Have students fill in the last blank in the KWL chart. What have they learned about safe and unsafe traffic safety behaviors after completing this lesson.

Extension for Gifted/Talented:

Students will create and present daily announcements about cell phone use, bike, pedestrian, and driver safe behavior for a designated "Safety Week." Each day's announcement should highlight a safe transportation behavior, why it is important, and what if, any, behavior is enforced by law.



EXAMPLES FOR TEACHER’S USE

<u>Safe Behaviors</u>	<u>Coordinates</u>
1. Walking in a crosswalk	F-13
2. Helmet on skater	D-11
<u>Unsafe Behaviors</u>	<u>Coordinates</u>
1. Crossing without crosswalk	A-17
2. Riding in back of pick-up truck	D-16

Note: A limited number of class sets of the “Our Town” map are available at no charge. Contact drsr@tmcec.com for availability.



“OUR TOWN” MAP OF DOS AND DON'TS STUDENT HANDOUT

Safe Behaviors

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Coordinates

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



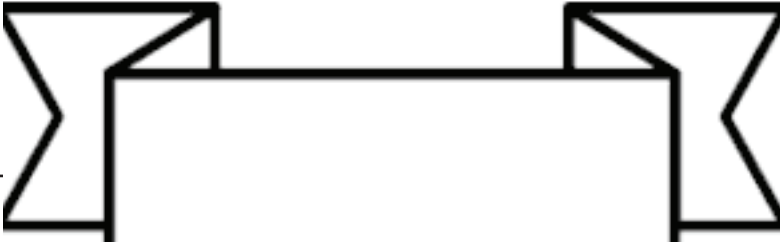




Unsafe Behaviors

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Coordinates

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	
1															1
2															2
3															3
4															4
5															5
6															6
7															7
8															8
9															9
10															10
11															11
12															12
13															13
14															14
15															15
16															16
17															17
18															18
19															19
20															20
															

Name:

Topic:

KWL Chart!

K

What I already
know about my
topic!

W

What I want
to know about
my topic!

L

What I learned
about my topic!

X CAR O (AUTOMOBILE TIC, TAC, TOE)

Learning Objectives: Students will

1. Evaluate and analyze safe driving practices
2. Identify the branches of government
3. Differentiate the responsibilities of the levels of government

TEKS: ELA 6.17B, 7.17,B 8.17B


SS 6.13A, 6.14A, 6.21C, 7.15A-C, 7.16B, 7.21C; 8.15D, 8.19C, 8.29C

Materials Needed: Texas Drivers Handbook, Texas Government Packet, Levels of Government Chart, 9 students desks lined up in rows of 3, car pictures, laptop or tablets, whiteboard or flipchart paper for Tic Toc Toe board, markers, timer
Optional Post test

Vocabulary: Distraction, aggressive driving, suspension, conviction, DWI (Driving While intoxicated) or DUI (Driving Under the Influence), tailgating, federalism, legislative, executive, judicial branches of government

Teaching Strategy:

1. Ask students to list 5 facts they know about traffic safety laws. Discuss their answers. Provide each student with a copy of the Texas Drivers Handbook or have students go online to: <http://www.txdps.state.tx.us/DriverLicense/documents/DL-7.pdf>, the Texas Government Packet, and the Levels of Government Chart from the lesson Safe Driver, It's in the Cards. Allow students time to review handbook, packet and chart the day before playing game. As students review the information, have them verify their 5 facts from the beginning of class from the resources.
2. Explain to students that the class will now participate in a game similar to the "Hollywood Squares" or the game Tic Tac Toe as reinforcement or review for what they have learned.
3. Nine students will volunteer or be chosen to be car drivers. Give each one of the drivers a picture of one of the cars. They will take their places in the nine student desks.
4. Divide the remainder of the class into two teams. One team will be the "X's" and the other the "O's." Draw a Tic, Tac, Toe form on the board or flipchart to keep score (a designated student should serve as the scorekeeper). Each team should number off.
5. Call on student #1 in the "X" group. That student should pick one of the car drivers. The teacher then asks the chosen car driver a question, who answers the question. Explain that the drivers are allowed to bluff if they don't know the answer, or if they simply want to try and trick the student with an answer. Student #1 agrees or disagrees with the answer given by the driver. Students may



talk with other team members before answering, but they should be discouraged from actually looking up the answers. If the student is correct, an X is placed on the board in the corresponding spot. If the student misses the question, the O's get the square unless that would make that team win. In this case, the next student must answer a question and earn the win. The game continues until one of the groups scores Tic, Tac, Toe (vertically, horizontally, or diagonally).

The game may be repeated until class time is over or all questions are covered.

6. After completing the game, teacher may assign the Post Test to check for understanding.

Notes to the Teacher:

- In order to keep the game moving and be able to cover all the questions, it might be necessary to set a timer. When the timer goes off, the student must agree or disagree with the car driver.
- The teacher might find it helpful to have students write down the questions and correct answers to be turned in to check their understanding.
- It is suggested that this lesson be followed with the TxDOT lesson entitled “In the Driver’s Seat: Do You Have What It Takes to be a Good Driver in Texas?”
- Question numbers in red indicate government based questions.

Extension for GP/Pre-AP

Each car team will design a concept car that will incorporate a new safety feature into the car. Students will write a description of the new car and its safety features, and will also draw a picture of the new car. Students will research how to send the new design to a car manufacturer and then do so if possible.

Students will spend one morning before school observing cars entering the school parking lot. Teams will count different infractions, such as safety belt usage, speeding, usage of turn signals, and miscellaneous other violations. Using their graphing skills, students will average the percentage of students, teachers, or parents who violate or follow each rule and then create graphs from those statistics. Using this data, students should produce a school public safety ad that suggests solutions for frequent and/or dangerous infractions.



LEVELS OF GOVERNMENT

LOCAL



- ❖ Setting school zone speed limits
- ❖ Prohibiting jaywalking
- ❖ Establishing a police department
- ❖ Regulating noise restrictions on vehicles
- ❖ Setting speed limits on private roads
- ❖ Funding school crossing guards
- ❖ Regulating parking on city streets
- ❖ Determining the placement of stop signs
- ❖ Placing red light cameras on street intersections

STATE



- ❖ Issuing driver licenses
- ❖ Requiring vehicle inspections
- ❖ Establishing toll roads
- ❖ Setting requirements for driving safety courses
- ❖ Defining the elements of driving while intoxicated
- ❖ Maintaining a highway patrol
- ❖ Setting the requirements for child traffic safety seats
- ❖ Handling transfer of vehicle titles
- ❖ Setting speed limits for intrastate roads

FEDERAL



- ❖ Requiring air bags on motor vehicles
- ❖ Setting vehicle emission standards
- ❖ Requiring disabled parking
- ❖ Prescribing fuel efficiency standards on automobiles
- ❖ Appointing a Secretary of Transportation
- ❖ Regulating interstate commerce
- ❖ Setting speed limits on interstate highways
- ❖ Levying taxes to construct and maintain interstate highways
- ❖ Regulating entry and exit at national borders

WILD CARDS



(These cards can be used with all three levels)

- ❖ Naming of roads
- ❖ Passing laws regulating traffic safety
- ❖ Setting speed limits



TABLE 1
Examples of How the Constitution Divides Powers

	TO NATIONAL GOVERNMENT	TO STATE GOVERNMENTS	TO BOTH LEVELS OF GOVERNMENT
POWERS GRANTED	<ul style="list-style-type: none"> ❖ To coin money ❖ To conduct foreign relations ❖ To regulate commerce with foreign nations among states ❖ To provide an army and a navy ❖ To declare war ❖ To establish courts inferior to the Supreme Court ❖ To establish post offices ❖ To make laws necessary and proper to carry out the foregoing 	<ul style="list-style-type: none"> ❖ To establish local governments ❖ To regulate commerce within a state ❖ To conduct elections ❖ To ratify amendments to the federal Constitution ❖ To take measures for public health, safety, and morals ❖ To exert powers the Constitution does not delegate to the national government or prohibit states from using 	<ul style="list-style-type: none"> ❖ To tax ❖ To borrow money ❖ To establish courts ❖ To make and enforce laws ❖ To charter banks and corporations ❖ To spend money for the general welfare ❖ To make private property for public purposes, with just compensation

Table adapted from Robert L. Lineberry, *Government in America* (Boston: Little, Brown and Company, 1981), p. 93.





TRAFFIC SAFETY INFORMATION SHEETS

Pedestrians

- On average, a pedestrian is injured every eight minutes.
- In 2017, Texas had the third highest number of pedestrian fatalities with 607.
- In 2017 nearly one-fifth (19%) of the children 14 and younger killed in traffic crashes were pedestrians.
- Drivers are required to yield the right of way to pedestrians in crosswalks.
- Children under the age of 10 should not cross a street alone.
- Keep an eye on younger siblings when playing near a roadway.
- Never run into the street to catch a ball or to chase a toy, friend, or pet.
- Walk—do not run—across the street.
- Look left, right, and left again before crossing the street; cross when the street is clear and keep looking both ways while crossing.
- Cross at corners and use crosswalks whenever possible. Avoid jaywalking (crossing the street in the middle of the block).
- Always stay within the lines of the crosswalk.
- Walk on the right side of the crosswalk.
- Try to make eye contact with the drivers before crossing in front of them; you may see the driver, but the driver might not see you.
- Watch for cars that are turning or backing up.
- Look for traffic when stepping off a bus or from behind parked cars.
- Wear bright clothing in daytime and reflective clothing or tape at night. More pedestrian fatalities occurred in the dark (75%) than in daylight (21%), dusk (2%), and dawn (2%).
- There was a more than 3% increase in the number of pedestrians killed in traffic crashes in 2018, totaling 6,283 deaths — the most deaths since 1990.
- Be careful around parked cars. Do not play in parking lots.
- Learn and follow traffic signals, signs, and laws.
- Always walk facing the traffic.

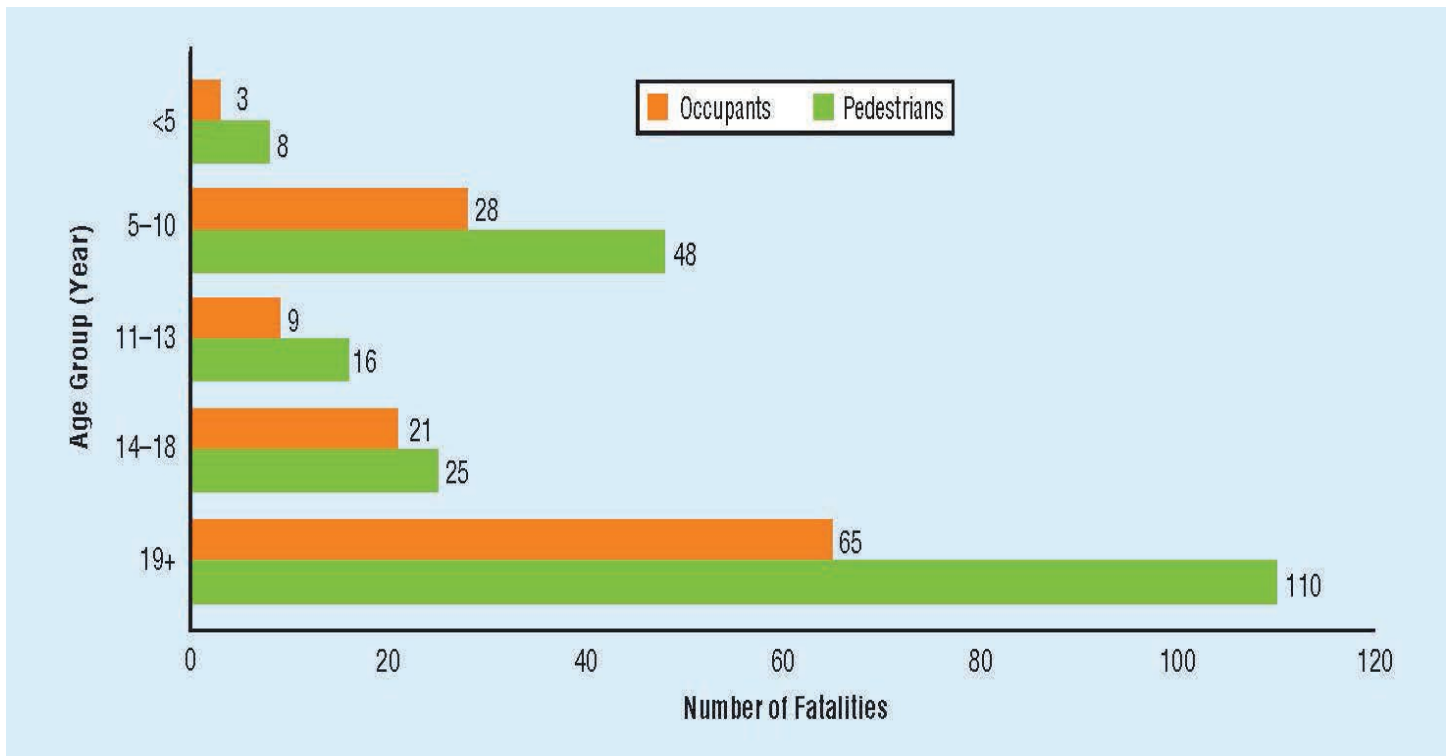


TRAFFIC SAFETY INFORMATION SHEET

Passenger Safety

- Texas law requires all passengers in all vehicles to wear seat belts. Drivers and violators can be ticketed for not wearing a seatbelt in a moving vehicle.
- The safest place for children 13 years of age and under to ride in a vehicle is the back seat.
- Kids over 100 pounds and 4'9" tall will usually fit safely in vehicle lap belts and shoulder straps.
- Children under the age of eight are required to use a child safety seat when riding in a vehicle, unless the child is taller than 4'9" tall.
- Air bags work well with older children and adults riding in the front seat but may cause serious injury to young children.
- Children and teens should never ride in the bed of a pick-up truck—even if it is covered.
- More than half of the deaths of passengers riding in the bed of pick-up trucks involve children and teenagers.
- A car left in direct sunlight can reach 131-172 Fahrenheit degrees in only 15 minutes.
- Each year more than 35 children die on average from heat stroke each year because they have been left inside a vehicle. Keep vehicles locked and keep car keys out of reach; nearly 3 in 10 heatstroke deaths happen when an unattended child gains access to a vehicle.
- If you see a child alone in a car, don't wait more than a few minutes for the driver to return. Call 911, get the child out of the car, and spray the child with cool water (NOT ICE). If the child is unresponsive stay with them until help arrives and ask someone else to search for the driver.
- A total of 1,038 children 14 and younger were killed in motor vehicle traffic crashes in 2018. Of these 1,038 fatalities, 231 children (22%) died in alcohol-impaired-driving crashes.
- Distracted driving is dangerous, claiming 3,166 lives in 2017.
- Distractions that may cause injury to drivers and/or passengers include using cell phones, shouting, arguing, joking around, or loud music.
- Use the handrail to enter and exit a bus.
- Stand back (at least 10 feet away from the curb) when waiting for a bus.
- Don't play in or around vehicles.
- Never play in the trunk of a vehicle.

Total School Bus Occupant and Pedestrian Fatalities in School Transportation- Related Crashes by Age Group, 2008-2017



Source: Fatality Analysis Reporting System (FARS) 2006-2014 Final File, 2015 Annual Report File (ARF).
 Note: Occupant fatalities shown are for occupants of school buses and non-school buses used as school buses.

- In 2018, alcohol was found to be the main cause of 26% of all fatal crashes.
- In 2017, the number one cause of death for teenagers in the United States was motor crashes.



TRAFFIC SAFETY INFORMATION SHEET

Bicycle Safety

- There were 857 bicyclists killed in traffic crashes in the United States in 2018. A large percentage of crashes can be avoided if motorists and cyclists follow the rules of the road and watch out for each other.
- A person riding a bicycle has the same responsibilities and rules as someone driving a car.
- Bicyclists must obey all stop signs, stoplights, and other traffic signs.
- Bicycle helmets are not required by state law but are highly recommended.
- A helmet is the most important piece of safety equipment for a bicyclist.
- Remove your helmet before using playground equipment or climbing a tree because of the risk of being strangled by the strap getting hung.
- A helmet should be worn one inch above the eyebrows, straight on the head, and fastened securely under the chin.
- Someone riding a bicycle must not carry more people than the bike is designed to carry.
- When riding a bicycle, a person may not carry anything that prevents him or her from having at least one hand on the handlebars.
- A person riding a bicycle may not hang onto or be pulled by a car, pick-up truck, or other moving vehicle.
- All bicycles must be equipped with brakes that can stop the bike.
- If riding a bicycle at night, the bicycle must have a front white light and back blinking red light.
- Children under 10 years old should not ride a bicycle in the street unless monitored by an adult.
- Rearview mirrors are recommended for safety purposes.
- Do not weave in and out of parked cars.
- Slow down and be careful around pedestrians.
- Attending a bicycle safety class is a good idea.
- When crossing an intersection, riders should walk their bicycles.
- Never ride a bicycle opposite the flow of traffic.



TRAFFIC SAFETY INFORMATION SHEET

Skateboard and Inline Skating Safety

- Each year over 67,000 people are treated for injuries related to Inline skating, and most of these people are under 25 years of age. In 2018, almost 1/3 of skateboarding injuries involve kids under the age of 15.
- The most common Inline skating injury is a wrist injury.
- There are no specific Texas laws concerning Inline skating, but many cities have ordinances or laws that apply to various forms of skating.
- Inline skaters should follow local traffic laws and ordinances.
- Don't skate in areas with pedestrian or vehicle traffic.
- When skating, always wear protective equipment including elbow and knee pads, light gloves, helmets, and wrist guards.
- Heavy duty gear should be worn if the skater is performing tricks or playing roller hockey.
- Don't "skitch" (holding onto a moving vehicle) while skating.
- Skaters should pass on the left.
- Many cities don't allow Inline skating on any public street except when crossing a street in a crosswalk.
- Many cities forbid Inline skating in certain areas.
- Pedestrians always have the right of way on sidewalks.
- Skaters should look left, right, and then left again before entering a roadway.
- According to the Center for Disease Control, bicycles are involved in more accidents than Inline skates.
- Take a class on skating to learn proper stopping procedures, body posture for balance, and warm up exercises.
- Skaters should always skate on the right side of a sidewalk or path.

X CAR O POST TEST

Teacher: _____

Student name: _____

Answer **True** or **False** for the following questions.

- ____ 1. Any drug, legal or illegal, can affect the ability to drive a motor vehicle.
- ____ 2. The maximum fine for a first offense DWI is \$50.
- ____ 3. Federalism is the sharing of powers between local, state and national government.
- ____ 4. The minimum age for a person to obtain an instruction permit is 14.
- ____ 5. The city is the level of government to set requirements for driving safety courses.
- ____ 6. There are two U.S. senators for each state.
- ____ 7. A flashing yellow light means to slow down and proceed with caution.
- ____ 8. Only the state government sets speed limits.
- ____ 9. The federal government issues drivers licenses.
- ____ 10. In Texas, the legal definition of a minor is any person under the age of 15.



X CAR O POST ANSWER KEY

Teacher: _____

Student name: _____

Answer **True** or **False** for the following questions.

 T 1. Any drug, legal or illegal, can affect the ability to drive a motor vehicle.

 F 2. The maximum fine for a first offense DWI is \$50.

 T 3. Federalism is the sharing of powers between local, state and national government.

 F 4. The minimum age for a person to obtain an instruction permit is 14.

 F 5. The city is the level of government to set requirements for driving safety courses.

 T 6. There are two U.S. senators for each state.

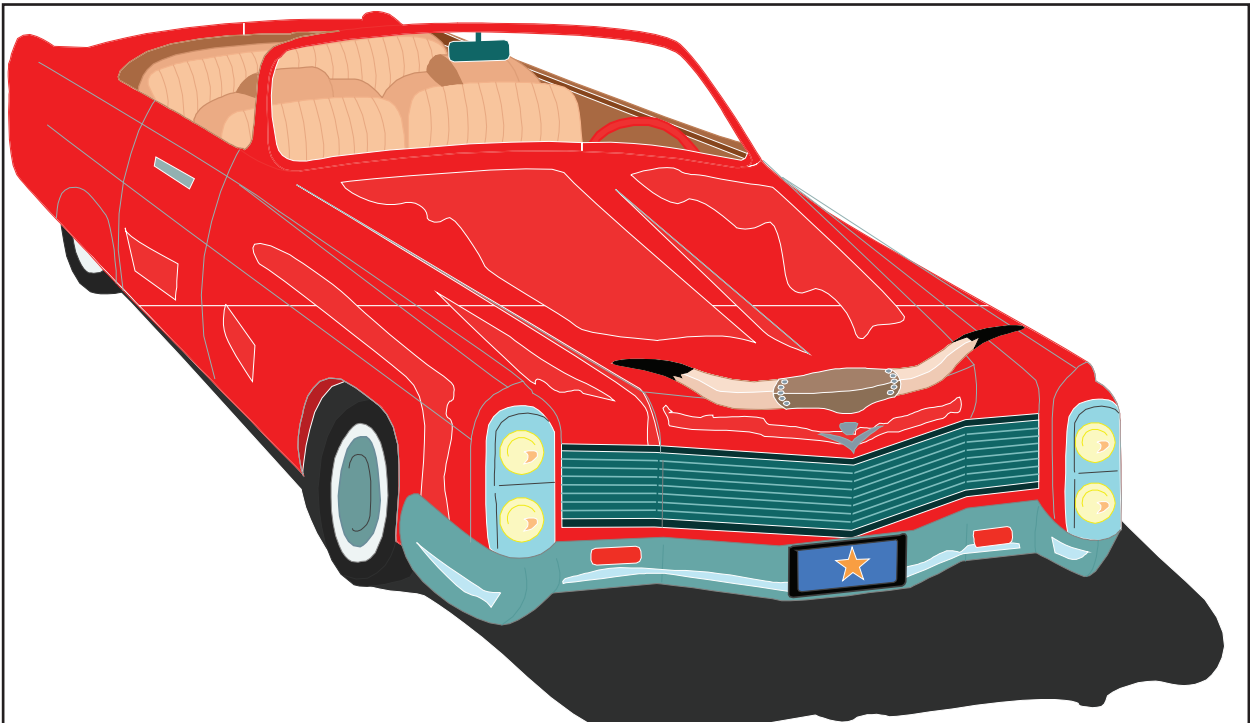
 T 7. A flashing yellow light means to slow down and proceed with caution.

 F 8. Only the state government sets speed limits.

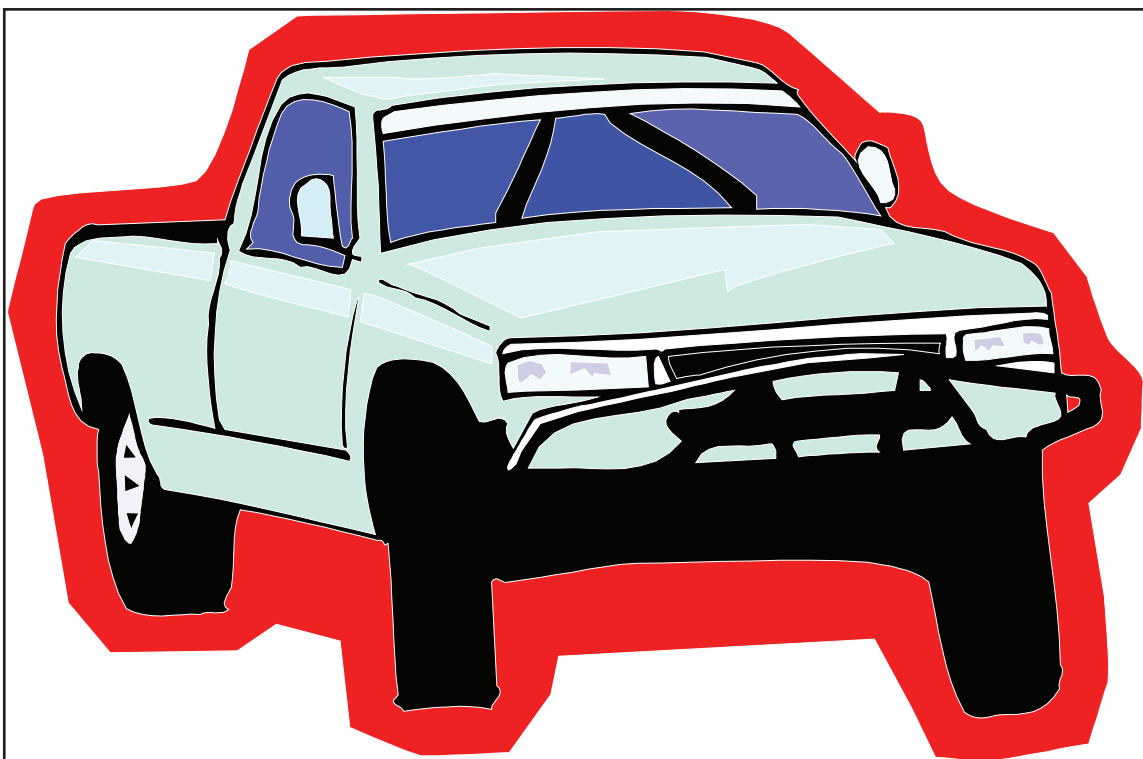
 F 9. The federal government issues drivers licenses.

 F 10. In Texas, the legal definition of a minor is any person under the age of 15.





CONVERTIBLE



PICK-UP TRUCK



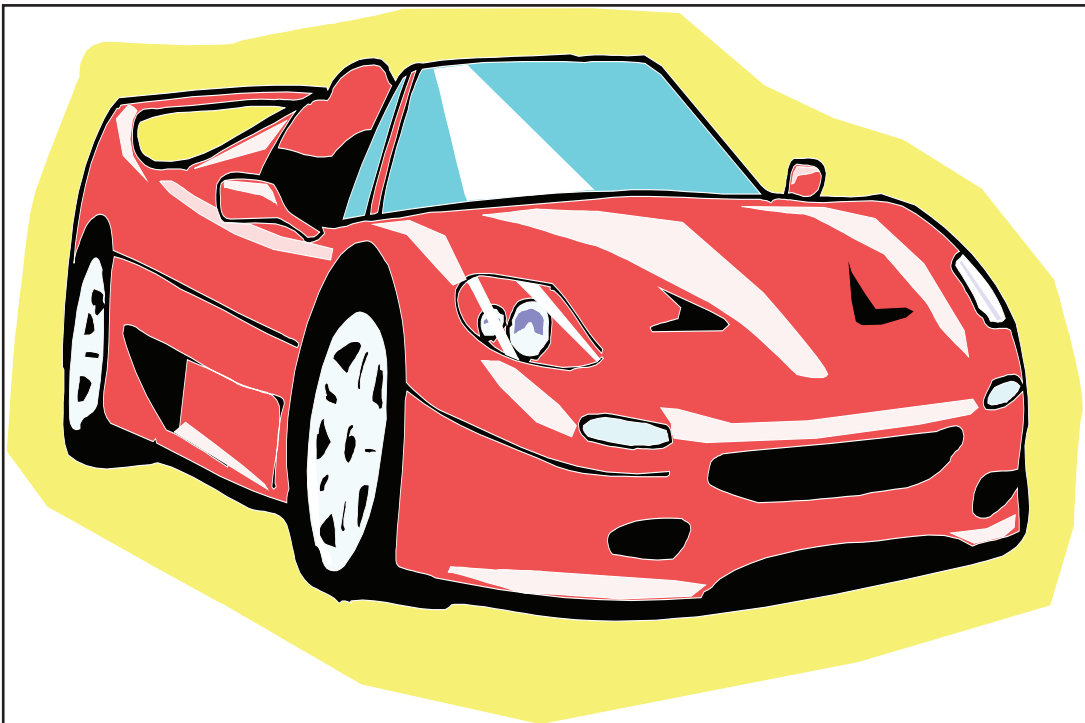
HUMMER



JEEP



VAN



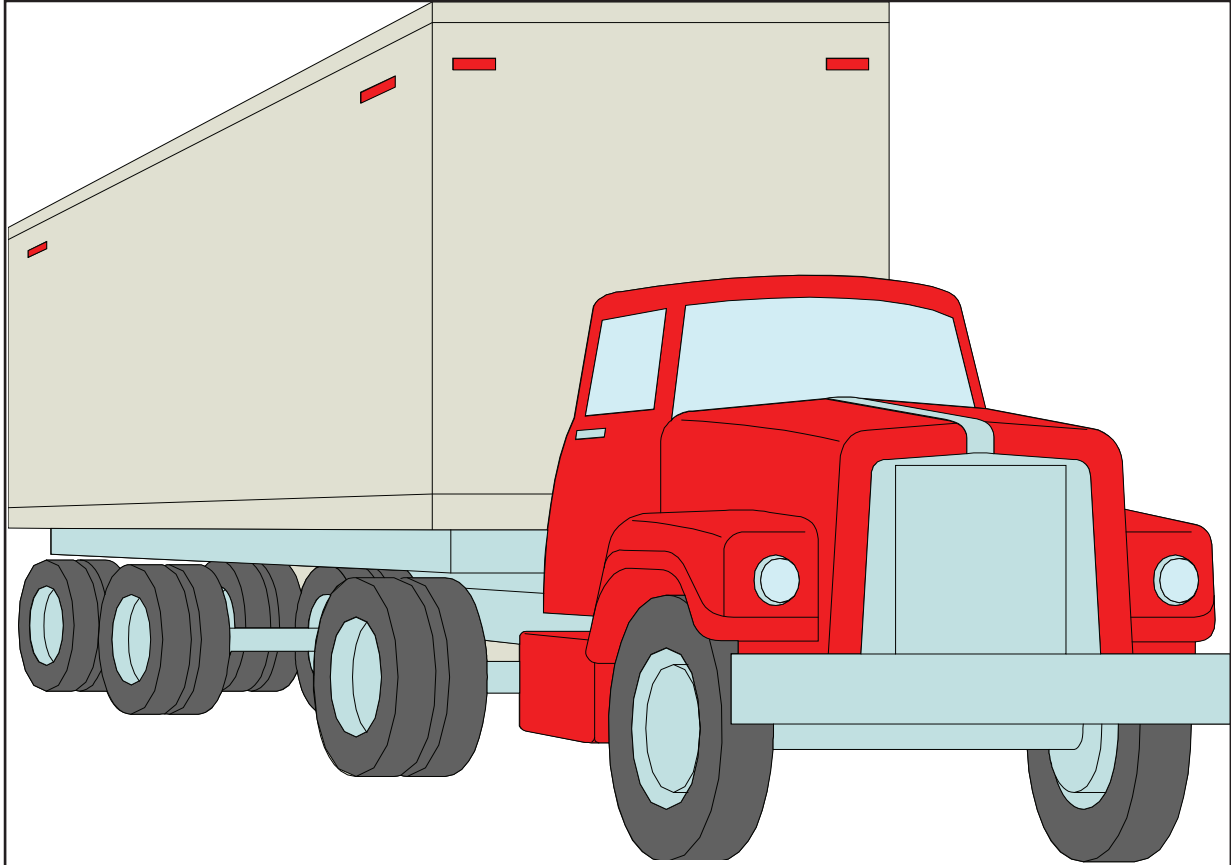
SPORTS CAR

SMALL SPORTS CAR



SUV





SEMI TRUCK

Texas Government Packet



COMPARING THE TEXAS CONSTITUTION AND THE U.S CONSTITUTION

1. APPROXIMATE LENGTH



87,000 WORDS



7,600 WORDS

2. DATE ADOPTED

1876

1789

3. AMENDMENTS

**SINCE 2019
OVER 507**

27

4. BILL OF RIGHTS

ARTICLE I

AMENDMENTS 1-10

5. SYSTEM OF GOVERNMENT

UNITARY

FEDERAL

6. PUBLIC POLICY

**DETAILED
DISCUSSION OF
SPECIFIC POLICY
ISSUES**

**NO DISCUSSION OF
SPECIFIC POLICY
ISSUES**

7. GOVERNMENT STRUCTURE

**PLURAL, WEAK
EXECUTIVE, TWO
HIGHEST APPELLATE
COURTS, BICAMERAL
LEGISLAUTRE**

**SINGULAR, STRONG
EXECUTIVE, ONE
SUPERME COURT,
BICAMERAL
LEGISLATURE**





CITY GOVERNMENT



In Texas, there are essentially two forms of municipal governments today: Mayor-Council and Council-Manager. Cities are divided into general law and home rule cities. The type of city is defined in its charter. The main difference is that home rule cities have rule making authority and are allowed to create and modify their form of government to meet local needs, rather than being defined by the general law, created by the Texas legislature. Thus, general law cities have less flexibility.

Charter – The city’s founding legal document that defines its structure and powers. It is similar to a constitution, but adopted by voters living in the city. Only a general law city has a charter.

Mayor-Council – This is the most widely used form of city government in less populated, rural cities. Most of the day-to-day operations of the city are carried out by either the mayor or the city council. In this form of city government, there are structures with strong mayors or weak mayors. For example, in a strong mayor form of city government, the mayor has veto power over ordinances passed by the council and often may hire and fire employees.

Council-Manager – This form of government is more popular in mid-sized and larger cities. Voters who reside in that city elect a city council and mayor, who in turn hire a city manager to carry out the council’s policies and manage the city employees.

City Council – A City Council acts as the legislative body for the city. Its involvement in the operations of the city typically depend on the size of the city.

Mayor – The mayor acts as the chief executive or head of the city, presides over city council meetings, and often serves the city spokesperson.

City Council Members – City Council members are elected by the residents of the city who are qualified to vote.

City Elections – Municipal elections in Texas are nonpartisan in the sense that candidates do not appear on the ballot on party lines, and do not run on party tickets.

City Manager – In larger cities, a city manager is hired by the council to manage the day-to-day operations of the city.



CITY GOVERNMENT (CONT.)

City Secretary – The City Secretary records and maintains custody of all official city documents. He/She can serve as city treasurer in smaller cities.

Chief of Police – The Chief of Police is hired by the city to run the police department and handle criminal offenses within the city limits.

Municipal Judge – In Texas the Municipal Judge is usually appointed by the city council, but are elected in more than a dozen Texas cities.

Court Support Personnel – Court Support Personnel are usually hired by the city council, manager, or judge to process the cases that appear in municipal court.

Ordinance – An ordinance is a law passed by the city council.

THE FUNCTIONS OF CITY GOVERNMENT

The terms city, town, and municipality are used to describe local government in urban areas. A town is usually a smaller geographic area than a city. A big city, or metropolis, may have suburbs. The larger the municipality, the larger the range of services and functions.

Required functions of cities in Texas:

1. Passing local laws affecting quality of life and public safety or health issues
2. Protecting public safety by enforcing traffic laws, maintaining a police and fire department, and building roads and necessary sidewalks
3. Providing for public sanitation by handling waste and sewage

Certain functions are optional for cities in Texas:

1. Protecting public health against communicable diseases and maintaining hospitals, clinics, and emergency medical services
2. Providing utilities to citizens including electricity, water
3. Managing land use through zoning regulations
4. Providing local transportation including buses, light rails, and airports
5. Providing housing for local income groups and senior citizens
6. Providing for quality of life with such services as libraries, public swimming pools, recreation centers, community colleges, and parks



THE FUNCTIONS OF TEXAS COUNTIES

Texas counties largely exist to perform certain functions for the state including :

1. Collecting certain state taxes and fees (such as the sales tax on automobiles)
2. Administrating and financing state elections
3. Maintaining records for the state (deeds, marriage licenses, wills, etc.)
4. Enforcing state law (particularly in rural areas)
5. Handling minor civil cases by county level judges and justices of the peace (counties also provide office space for Texas district court judges and supplement their salaries)
6. Prosecuting violators of state law by the county or district attorney
7. Registering automobiles



In addition, counties in Texas perform limited functions regarding transportation and welfare:

1. Road and bridge building was once a major county function. Now only counties in rural areas are largely responsible for these.
2. Counties may also provide certain welfare services although this varies from county to county.

Certain functions are optional for counties in Texas:

1. Establishing county libraries
2. Operating public cemeteries
3. Financing and managing a county hospital and other health services
4. Creating a county community college district
5. Providing parks and airports
6. Contracting with other local governments to provide services such as fire protection and emergency medical services



COUNTY ELECTED AND APPOINTED OFFICIALS

Commissioners Court — This is not a court but instead is the legislative (policy-making) and executive (policy-administering) body for each county in the state. It is made up of a county judge who is chosen in a partisan election by the voters of the entire county and four commissioners, each of whom is chosen in a partisan election by the voters in one of the four county commissioners precincts into which every Texas county is divided. Each commissioner is also responsible for his or her own precinct which includes the building and maintenance of roads and bridges.

County Judge — In addition to membership on the county commissioners court and participation in its decision-making, the county judge also has some judicial duties. He/she presides over the constitutional county court which in some counties means he/she hears minor civil cases as well as Class A and Class B criminal misdemeanors. In the largest Texas counties, the Texas legislature has created one or more county courts at law for the purpose of relieving the county judge of most, or all, judicial duties.

County Sheriff — The sheriff has jurisdiction over the entire county but especially in those counties with large cities, the sheriff is limited to enforcing the law outside the city limits. One of the sheriff's main duties is maintaining the county jail.

County Attorney — This individual serves as legal counsel for the county and as such represents the county in legal matters and prosecutes criminal misdemeanors in county and justice of the peace courts.

County Clerk — This officer is the recorder of all legal documents such as deeds and contracts. In addition, this office issues marriage licenses and birth certificates and serves as the clerk of both the county court and the commissioners court. This individual is also responsible for the conduct of elections.

County Tax Assessor-Collector — This officer collects the general property tax for the county. In addition, this office collects fees for license plates and certificates of title for motor vehicles and serves as the county's registrar of voters.



COUNTY ELECTED AND APPOINTED OFFICIALS (CONT.)

County Treasurer — This officer is responsible for receiving, maintaining, and disbursing county funds. In many counties the office has been eliminated by constitutional amendment.

District Clerk — This individual is principally a court official who keeps court records for county and district courts. In addition, this officer schedules cases in these courts.

Justice of the Peace — In most, but not all, Texas counties there is at least one justice of the peace for each of the four county commissioners precincts. Larger counties may have more justices of the peace. The justice of the peace has jurisdiction over minor civil cases in Texas' small claims court and Class C misdemeanor criminal cases.

Constable — In most, but not all, Texas counties there is at least one constable for each of the four county commissioners precincts. This individual's duties include executing judgments and serving subpoenas for the justice of the peace courts.



CITY AND COUNTY GOVERNMENT COMPARISON



CITY

In Texas, city executive officers are usually the mayor.

Pay for the executive varies—some are volunteers.

City council elections are nonpartisan.

Council members have limited terms.

Hundreds of people can attend and pack a council meeting.

City council meetings in larger urban areas often run all day and into the evening.

Some of the main duties of the city include zoning, public safety, and sanitation.



COUNTY

In Texas, county executive officer is usually designated as the county judge.

The executive officer earns a salary.

Commissioners run as Republicans, Democrats, or members of another political party.

Commissioners have no term limits.

Half a dozen or fewer often attend a commissioners court meeting.

Commissioners Court meetings usually wrap up before noon.

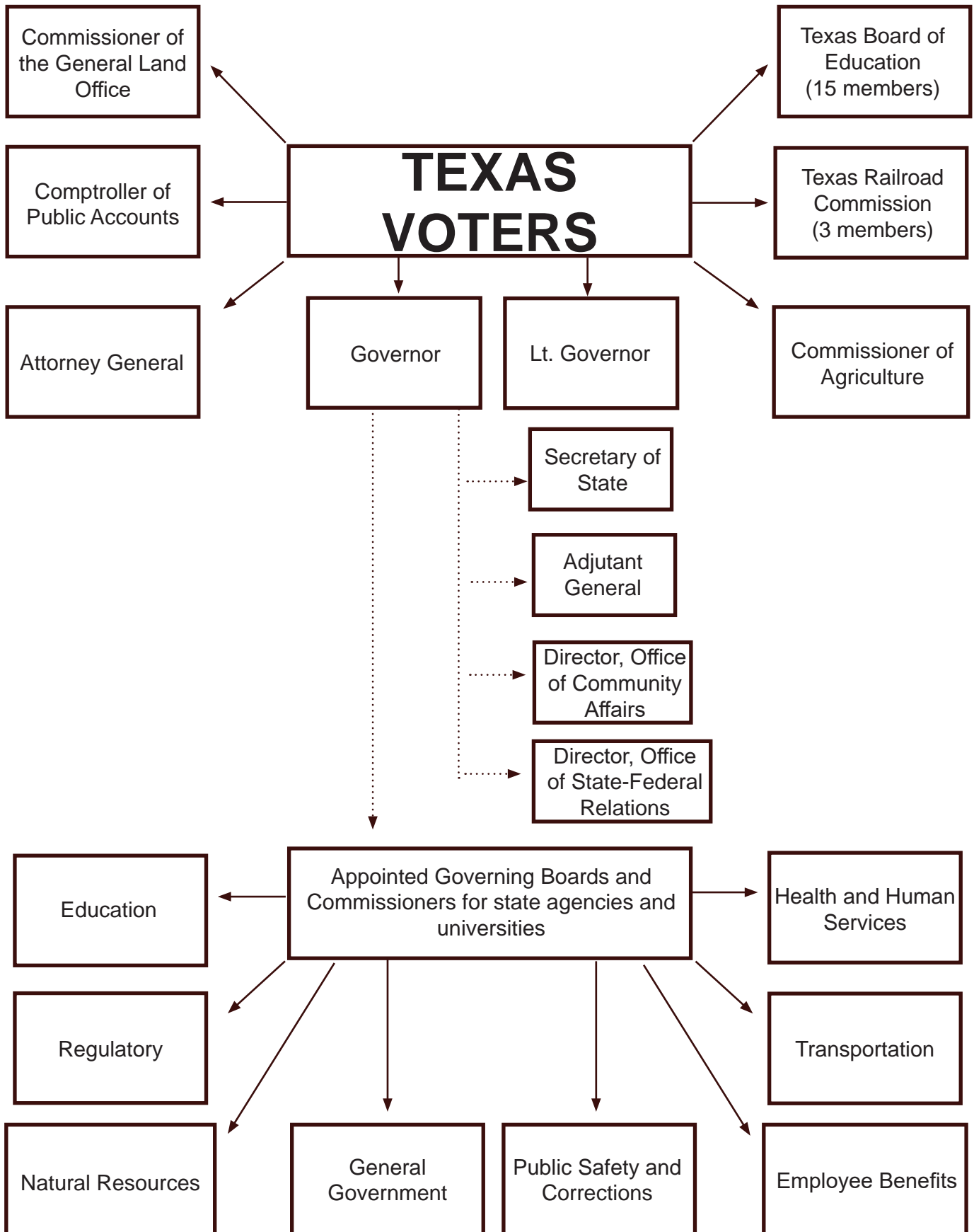
One of the commissioners' main duties is to maintain miles of county roads in their districts.

County government in Texas is often called an extension of state government. For instance, counties collect auto registration fees for the state, conduct statewide elections, and administer state health programs..

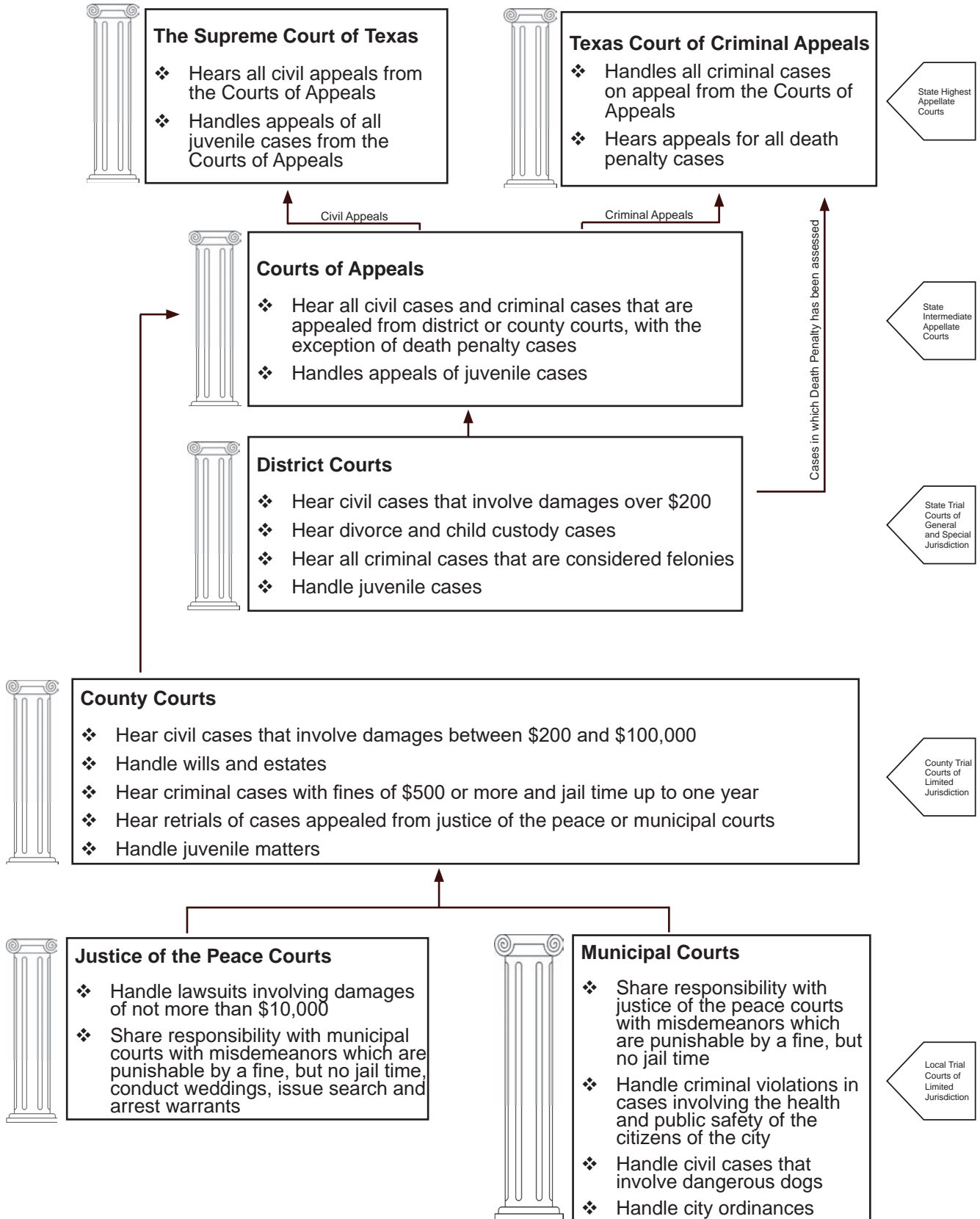
Commissioners also approve the budgets for other elected county officials. These include the sheriff, district attorney, treasurer, county clerk, district clerk, tax assessor-collector, constable, and justices of the peace. Like judges, these officials don't work directly for the commissioners court.



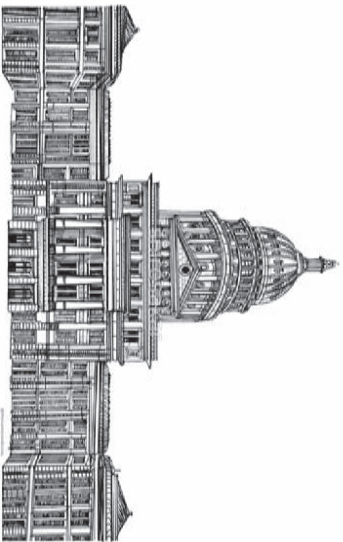
THE EXECUTIVE BRANCH IN TEXAS



COURT STRUCTURE OF TEXAS

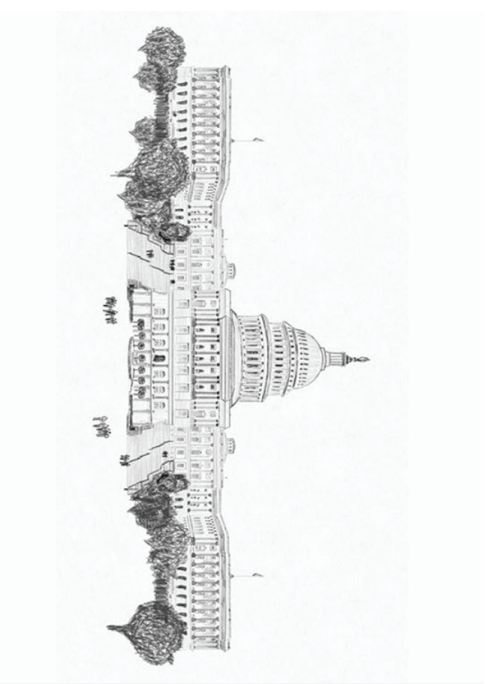


**TEXAS STATE CAPITOL
AUSTIN, TEXAS**



Number of members of the House of Representatives	150
Number of members of the Senate	31
Term of office of the House of Representatives	Two years
Term of office of the Senate	Four years
Minimum Age to hold office in House	21 years old
Minimum Age to hold office in Senate	26 years old
Presiding Officer in Senate	Lt. Governor
Presiding Officer in House	Speaker of House
Regular Session of Legislature	Every other year for 140 days
Major Sources of Revenue	Sales tax and Motor vehicle sales/rental taxes

**UNITED STATES CAPITOL
WASHINGTON, D.C.**



Number of members of the House of Representatives	435
Number of members of the Senate	100
Term of office of the House of Representatives	Two years
Term of office of the Senate	Six years
Minimum Age to hold office in House	25 years old
Minimum Age to hold office in Senate	30 years old
Presiding Officer in Senate	President of the Senate (Vice President of U.S.)
Presiding Officer in House	Speaker of House
Regular Session of Legislature	Two years
Major Sources of Revenue	Individual and payroll taxes





1. What does the color orange mean on a traffic sign?
It means a construction and maintenance warning
2. Which is longer - the U.S. Constitution or the Texas Constitution?
The Texas Constitution by over 79,400 words
3. True or False: If a sidewalk is not available, a pedestrian should walk on left-hand side or on the shoulder facing traffic.
True
4. True or False: Before crossing the street, make sure the street is clear by looking left then right then left.
True
5. True or False: A bicycle helmet can still be used to protect your head if it has already been involved in a crash that involved no visible damage to the helmet.
Every helmet that has been worn by a rider involved in a crash should be replaced. This helmet could have invisible damage that would make it less able to protect a riders head.
6. True or False: One of the duties of city governments in Texas is collecting automobile registration fees (for license plates) for the state.
False
7. What does a flashing yellow light mean?
Slow down and proceed with caution, see <https://www.dps.texas.gov/DriverLicense/>
8. True or False: When on a skateboard and you start to lose your balance, crouch down so that you don't have so far to fall.
True
9. Who is in charge of the county jail where you might be held if you are arrested for not contacting the appropriate court and dealing with tickets which you have received for a variety of serious traffic offenses?
The county sheriff





10. What is skitching?
Clinging to outside of a vehicle on a roadway—very dangerous
11. Approximately how many skateboarding injuries are reported each year?
Almost 125,000 in 2018
12. Name at least four types of protective gear for skateboarding.
Helmet, wrist brace, slip resistant shoes, gloves, and padding
13. Who is the official who serves as legal counsel for the county and, as such, prosecutes criminal misdemeanors in county and justice of peace courts?
The county attorney
14. True or False: Although there are currently no state laws regulating inline skating on Texas roadways, cities may have local laws.
True
15. What is the maximum fine for parking in a disabled parking space without the approved license plate or windshield identification card?
\$500, see www.dps.gov/DriverLicense
16. What is the minimum age for a person to hold an instruction permit?
15 years of age, see www.dps.texas.gov/driverlicense/qdl.htm
17. Who is the presiding officer of the Texas Senate?
The Lieutenant Governor
18. What is the maximum speed limit (unless otherwise posted) allowed for a passenger car on a highway outside an urban district?
70 mph, see www.dps.gov/DriverLicense
19. Who, if anyone, can give authorization to a person to stand in the roadway for the purpose of soliciting a contribution?
The local authority having jurisdiction over the roadway, see www.dps.gov/DriverLicense Driver Handbook- Pedestrian Safety
20. What are city laws called?
Ordinances





21. How often should a driver stop when driving for a long distance?
Every two hours or every 100 miles, see www.dps.gov/DriverLicense
22. On what side of the road should a pedestrian walk if there are no sidewalks?
Left, see www.dps.gov/DriverLicense
23. What courts handle the greatest number of traffic violations which are misdemeanors punishable by a fine but no jail time?
Justice of the peace courts and municipal courts
24. True or False: ANY drug, legal or illegal, can affect the mental and physical skills needed to drive a motor vehicle.
True
25. If a pedestrian crosses a street without using a pedestrian tunnel or overhead pedestrian crossing, to which vehicles must he or she yield the right-of-way?
All vehicles
26. Who is the Chief Executive in a city?
Mayor
27. What does a driver do if an emergency vehicle is sounding a siren or flashing a red light?
Pull to the right edge of the roadway and stop
28. True or False: The members of the State Board of Education are appointed by the Governor of Texas.
False
29. How is a minor defined in Texas law as far as possession and consumption of alcohol is concerned?
Someone under 21 years of age
30. May bicyclists ride on shoulders of a road?
Yes
31. What does a guide sign tell a driver?
It identifies the road and in some cases furnishes information which makes the trip more pleasant and interesting.





32. Where is the Bill of Rights found in the Texas Constitution?
Article I
33. Who, under Texas law, is required to wear safety belts?
The driver and all passengers are required to wear seat belts at all times.
34. True or False: It is permissible to park in a disabled parking spot as long as there are at least two additional disabled spots available.
False
35. To what court would you appeal a conviction for a traffic violation and a fine given you by a municipal court or a justice of the peace court?
County court
36. What are two forms of city government in Texas?
Mayor-Council and Council-Manager
37. True or False: The faster one goes the greater the distance one should keep from the car ahead of him or her.
True
38. In what Texas court would you file your case if you wanted to sue for \$3,000,000 the person who hit your car and caused serious physical and property damage to you, your family, and your automobile?
District court
39. In 2018, in what percentage of fatal crashes in Texas was alcohol found to be the main cause of the accident?
26%
40. What happens to traffic fines in a construction zone?
They are doubled when workers are present.
41. What is the term for a two non-tandem wheeled device designed for transporting one person that is self-balancing and propelled by an electric propulsion system with an average power of 750 watts or one horse-power?
Electric Personal Assistance Mobility Device (EPAMD) or Segway





42. What is the highest court in the state for civil appeals only?
The Supreme Court of Texas
43. What does Restriction Code A mean?
A person must drive with corrective lenses
44. True or False: The state is the only level of government that sets speed limits.
False
45. What is the legislative (policy-making) and executive (policy-administering) body for each county in the state called?
Commissioners Court
46. True or False: A group of drivers who use the same impairing drug will all have their driving skills affected in exactly matching ways.
False
47. What do the diagonal stripes on barricades mean?
They guide the driver towards the direction to which the traffic is to pass.
48. True or False: Texas counties largely exist to perform certain functions for the state.
True
49. How much could a DWI or DUI arrest cost?
Some fines can be up to \$10,000.
50. True or False: Texas law requires bicycle riders to wear an approved bicycle helmet.
False, but it is highly recommended.
51. Which has been amended more - the Texas Constitution or the U.S. Constitution?
The Texas Constitution – 456 to 27 for the U.S.
52. What is the leading cause of death for U.S. teenagers?
Motor vehicle crashes





53. When does the Texas Legislature meet in regular session?
Every other year for 140 days
54. What is the highest court in the state for criminal cases?
Texas Court of Criminal Appeals
55. What causes almost two-thirds of all motorcycle crashes?
An automobile turning left in front of the motorcycle
56. When turning left, does the driver have to yield to vehicles that are coming from the other direction?
Yes
57. What is the number of members of the Texas Senate?
31
58. True or False: If a driver experiences a skid, he or she should steer in the direction of the skid and then gently straighten the wheels to help recover control of the car.
True
59. What is one of the major sources of revenue for the State of Texas?
Sales tax or motor fuels tax
60. What deadly gas might be produced when a motor is left running inside a garage?
Carbon monoxide
61. What is the minimum age to hold office in the Texas House of Representatives?
21 years of age
62. What courts hear all civil cases and criminal cases that are appealed from district or county courts with the exception of death penalty cases?
Court of Appeals





63. True or False: If one's car breaks down on the highway, one should tie a white cloth on the antenna or raise the hood.
True
64. True or False: Speed limits are the same for both day and night.
True
65. Certain functions are optional for counties in Texas. Name one of these.
Establishing county libraries OR operating public cemeteries OR financing and managing a county hospital and other health services OR creating a community college district OR providing parks and airports
66. Is it legal for a car to have a siren on it?
No, unless it is an emergency vehicle
67. What is the maximum fine for possessing an open container of alcohol in a passenger area of a vehicle located on a public roadway?
\$500
68. What is the title of the county officer who is the recorder of all legal documents such as deeds and contracts and also issues marriage licenses and birth certificates?
County clerk
69. What is the maximum fine for a person driving without a license on the first conviction?
\$200
70. What should a driver do if he or she experiences a flat tire or blowout?
Take his or her foot off the gas and gently apply the brakes
71. True or False: City council elections in Texas are nonpartisan, but county commissioners run as Republicans, Democrats, or members of another political party.
True





72. True or False: Responsibilities of a driver of a motor vehicle do not apply to a person operating a bicycle.
False
73. True or False: Texas voters elect the Commissioner of the General Land Office, the Comptroller of Public Accounts, the Attorney General, the Commissioner of Agriculture, and the Railroad Commissioners.
True
74. What is the minimum amount of liability insurance a motor vehicle operator must carry against property damage?
\$25,000
75. In what Texas courts are all criminal cases that are considered felonies first heard?
District courts



IN THE DRIVER'S SEAT:
DO YOU HAVE WHAT IT TAKES
TO BE A GOOD DRIVER IN TEXAS?

Learning Objectives: Students will

1. Explain the graduated drivers license process.
2. Identify the major sources of revenue for municipal, county, and state governments.
3. Identify the rights and responsibilities of Texas citizens.
4. Use decision-making skills to correctly answer questions needed to complete the final phase of the lesson.
5. Analyze current traffic rules and evaluate their purpose and effectiveness.

TEKS: ELA 7.17C, 8.17A ; SS 7.15A&B, 7.16A&B, 7.22A&D; 8.19C, 8.29B

Materials Needed: Texas Drivers Handbook (available online), license card for each student, face stickers for profile, ink stamp pad for fingerprinting, internet availability

Vocabulary:

contest	municipal
eligible	municipal judge
federal	privilege
guardian	provisional
impairment	revenue.
implementation	Social Security
impulsiveness	TxDOT
justice of the peace (JP)	violate
misrepresent	

Teaching Strategy:

1. On Day One give students an opportunity to explore the Texas Drivers Handbook (available online at www.dps.texas.gov/DriversLicense/) to be ready to simulate the process of obtaining a driver's license in Texas. This process will begin with the students taking the written driving test. To help them prepare, divide the class into small groups of three and let them quiz each other on the information in the handbook. Finally, each student should write one question from the handbook that would be important for a new driver to know.
2. When all the students have their question, ask the students to read their question to the class one at a time. Have the other students write the answer to the question. Have the student then give the correct answer and let the class discuss. When finished move to the next student's question until everyone has asked, answered, and discussed his/her question.
3. On the next day, the teacher should set up the classroom to reflect a Department of Public Safety (DPS) office. Students can continue to study in groups of three until the teacher feels they are ready to take the Driver's Test.
4. Ask for three volunteers to be designated as DPS employees. Two will be the Test Proctors/ Graders who will give and score the test. The third student volunteer will be the Photo and Fingerprinting Clerk who will produce a "license" for each student passing the final test.
5. Distribute the tests and explain when the finish the test, they will hand their tests to the students designated as proctors/graders, who will grade the tests.

Note: Students must earn a grade of 70 or above to receive their licenses. They may retake the test until they get a 70 but should be encouraged to study again before retaking it. If there are students who continue to have difficulty passing the test, give them a copy of the questions and allow them to use the Texas Drivers Handbook to complete the answers.

6. Once a student passes the test with a 70, he or she should go to the licensing clerk, who fingerprints the student, placing the fingerprint on the license along with the profile sticker to simulate the photograph. The student then goes to the teacher, who signs the license as the issuing authority.
7. Follow up Activity – Tell the students to pick the four rules they consider the most important and rewrite them in "student friendly" language:
 - What is the purpose of these rules?
 - Which rules make the most sense to you? Why?
 - Which rules make the least sense to you? Why?
 - If you were asked to create a new traffic law, what would it be?
 - What traffic laws should be made concerning the use of cell phones while driving? Find out how this is addressed in other cities in Texas and in other states.
 - If you could repeal one rule, which would it be?
 - On some sections of the Autobahn in Germany, there is no speed limit. Do you think this is a good idea or not? Explain your reasoning.
 - Why do you think most traffic laws are passed by state governments rather than national or local governments?

TEACHER KEY FOR DRIVER'S TEST		
1. C	6. D	11. B
2. D	7. C	12. A
3. A	8. B	13. C
4. C	9. B	14. B
5. A	10. A	15. A

Extension for GT/Pre-AP

Students will draw a distinction between the concepts of "right" and "privilege." Then the class will conduct a debate in which the students have to first decide, then defend their position as to whether having a driver license is a right or a privilege.

Have students create their own questions for the driving test using the existing Texas Driver Handbook and/or the National Highway Transportation Safety Administration online site (www.nhtsa.gov).





Texas USA
TX

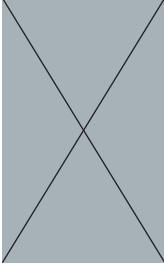
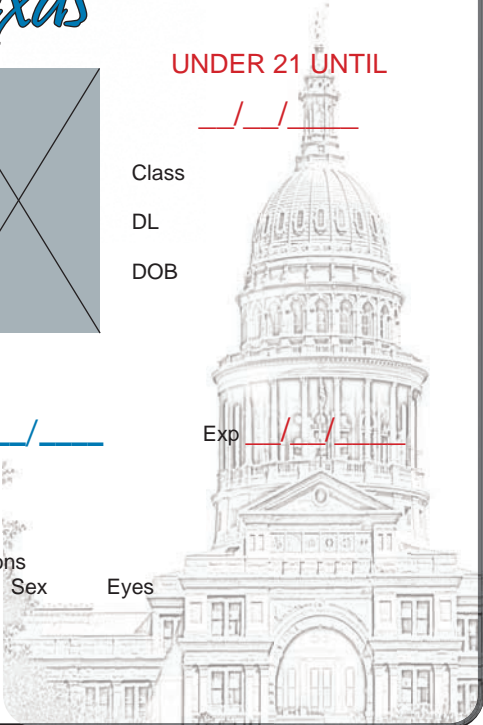
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Restrictions
Hgt Sex Eyes
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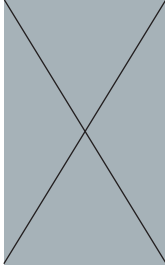
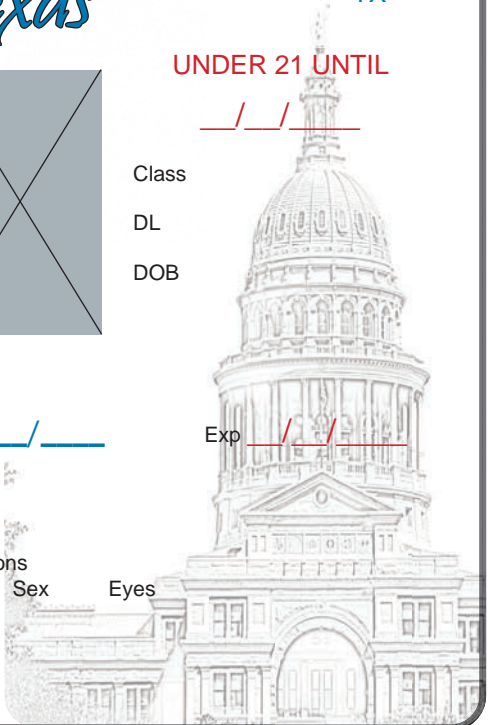
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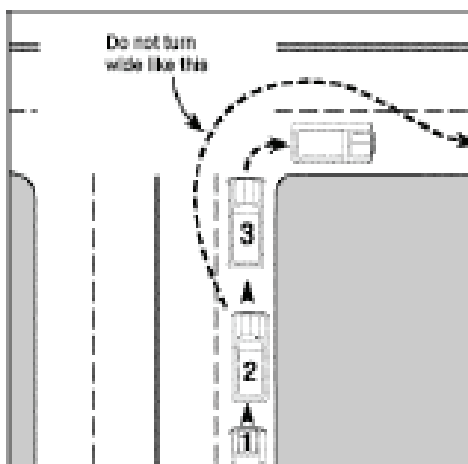
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DRIVER'S TEST

1. In Texas, a “minor” is someone under what age in the context of underage drinking?
 - A. 18
 - B. 19
 - C. 21
 - D. 25
2. Which of the following is a time when a driver should use signal lights or the appropriate hand signal?
 - A. When changing lanes
 - B. When make a left or right turn
 - C. When pulling away from a parking space that is parallel to the curb
 - D. All of these
3. In Texas, an adult person is legally intoxicated and may be arrested and charged with Driving While Intoxicated (DWI) with a _____ Blood Alcohol Concentration (BAC).
 - A. 0.08 BAC
 - B. 0.09 BAC
 - C. 0.10 BAC
 - D. 0.12 BAC
4. Which of the following is a TRUE statement?
 - A. Walk on the right side of the road if there are no sidewalks.
 - B. The pedestrian ALWAYS has the right-of-way.
 - C. When crossing at a crosswalk, keep right if possible.
 - D. It is permissible to stand in the roadway in order to get a ride, contributions, or conduct business.
5. A conclusion one can make from the diagram on “How to Make a Right Turn” is:



- A. A driver such as the one illustrated by “Car 3” would have to slow down when making the right turn in order to pull sharply into the right lane.
- B. “Car 2” veering into the left lane when making a right turn was permissible because the driver quickly returned to the right lane.
- C. It would be permissible to turn right from the left lane if there were no cars in the right lane.
- D. All of these are accurate conclusions.

DRIVER'S TEST

6. Which of the following drugs can affect the mental and physical (psychomotor) skills needed to drive?
 - A. Alcohol
 - B. Marijuana
 - C. Cold and flu medications
 - D. All of the above

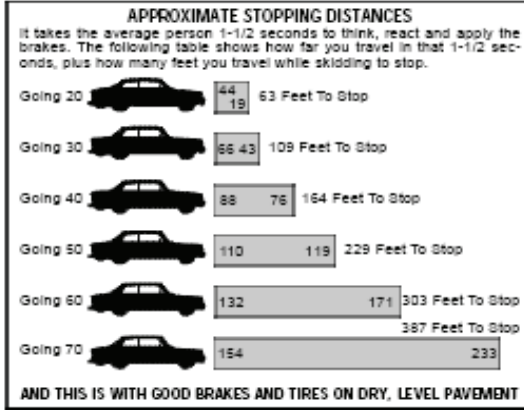
7. The reason there are striped areas adjacent to disabled parking spaces is because:
 - A. The striped area can sometimes be used for additional parking space for the disabled if needed.
 - B. The striped area is considered a warning area to highlight the disabled parking spaces.
 - C. The striped area is provided for wheelchair lifts.
 - D. The striped area is given for non-disabled to get the best parking spaces.

8. In 2018, alcohol was found to be the main cause of what percent of all fatal crashes in the U.S.?
 - A. 10 percent
 - B. 29 percent
 - C. 50 percent
 - D. 99 percent

9. What is the number one killer of teenagers?
 - A. Driving to school or work
 - B. Vehicle crashes
 - C. Reckless driving
 - D. Underage driving

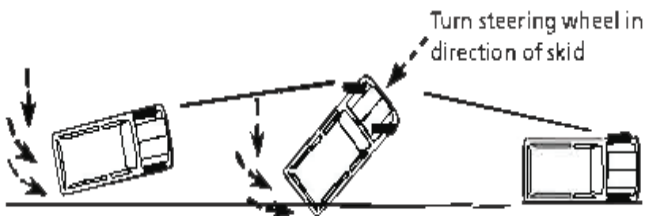
10. Which of the statements below is NOT TRUE about bicycles?
 - A. Bicycles are not classified as a vehicle
 - B. Any person riding a bicycle has the same rights and responsibilities that apply to drivers of cars.
 - C. Any person operating a bicycle is subject to the same penalties for violations of traffic law as cars
 - D. Every bike must be equipped with a brake.

DRIVER'S TEST



11. Looking at the table, what is the difference of the necessary feet needed to make a stop from a car going 40 miles per hour and a car going 60 miles per hour?
- 65 feet
 - 139 feet
 - 62 feet
 - 76 feet

Steering out of a skid



12. What would be the BEST title for the diagram shown to the left?
- The Proper Way to Steer Out of a Skid
 - The Improper Way to Steer Out of a Skid
 - Thinking About Skidding
 - Reasons to Keep Tires at the Proper Inflation

13. Which of the following is a TRUE statement regarding bicycles?

- Bicycles **MUST** be equipped with a mirror.
- Bicycle riders **MUST** wear an approved bicycle helmet.
- Bicycles ridden at night **MUST** be equipped with a white light visible at a distance of at least 500 feet to the front of the bicycle.
- Bicyclists may **NOT** ride on the shoulders of a road.

14. Penalties for DWI for minors with an open container of an alcoholic beverage increases the minimum term of confinement for a first offense by how much?

- 1 day
- 5 days
- 8 days
- 10 days

15. How far should one park from a fire hydrant?

- 15 feet
- 20 feet
- 25 feet
- 30 feet

RULES OF THE ROAD

Learning Objectives: Students will

1. Analyze the reasons behind common traffic safety rules.
2. Apply rules and laws to simulated driving experience on the TxDOT Land game board.
3. Use decision-making skills to answer questions regarding safety rules in a game setting.

TEKS: ELA 6.17D; 7.10D, 7.17C&D; 8.17D
SS 6.13A, 6.14A,6.22D; 7.15A&B, 7.16A&B;
7.22A&D 7.23B; 8.19


Materials: Each group will need the following:
TxDOT Land game board, one TxDOT spinner, one set of question cards, one set of consequence cards, rules of the game, game pieces, and Traffic Safety Information Sheets

Vocabulary:

Department of Public Safety	legislative
pedestrian	executive
intersection	judicial

Teaching Strategy

1. Divide the class into groups of four and assign each member of the group one of the following topics: rules for pedestrians, rules for passengers in cars, rules for bicycle safety, and rules for inline skating.
2. Have students assigned to pedestrians get together, students assigned passengers get together, and so forth. They should read and analyze the Traffic Safety Information Sheet for their group.
3. Give each student a “Learning Wheel” handout. Students should read and analyze the Traffic Safety Information Sheet for their group to complete the assignment.
 - Tell the students to put the name of their topic in the center of the wheel.
 - Tell them to pick the four rules they consider the most important and rewrite them in “kid friendly” language in the “Rule” space on the wheel.
 - Pick one good consequence for following the rule and write that in the “Good Consequence” section. Pick one bad consequence for NOT following the rule and write that in the section marked “Bad Consequence.”
4. When visuals have been completed, ask students to move back to their original groups of four students. Allow each member of the group five minutes to share what they have learned, using their visuals.
5. Once each member of the group has finished sharing information on their topics, explain to the students they are about to play a board game entitled, “The Rules of the Road.” This game will require the players in the group to travel around the board by answering questions dealing with traffic safety issues from the information sheets they studied. The first player in each group to safely navigate the board from home to the mall wins.

- 
- Hand out the game board, one set of the playing cards, one traffic safety spinner, game pieces, Traffic Safety Information Sheets, “Learning Wheel,” and the “Rules of the Road” instructions to each group. Go over the instructions with the students. Allow students to reference the visuals created as needed to play the game.

Note: Contact TMCEC for a 2’ x 3’ version of the TxDOT Land game board (tmcec@tmcec.com)

Extensions for Gifted/Talented:

Students will create an original game piece representing the four players in the game—pedestrian, bicyclist, inline skater/skate boarder, and car passenger. After completing the game pieces, they should design a box for the game that illustrates its purpose and goal of safety by following the rules of the road.

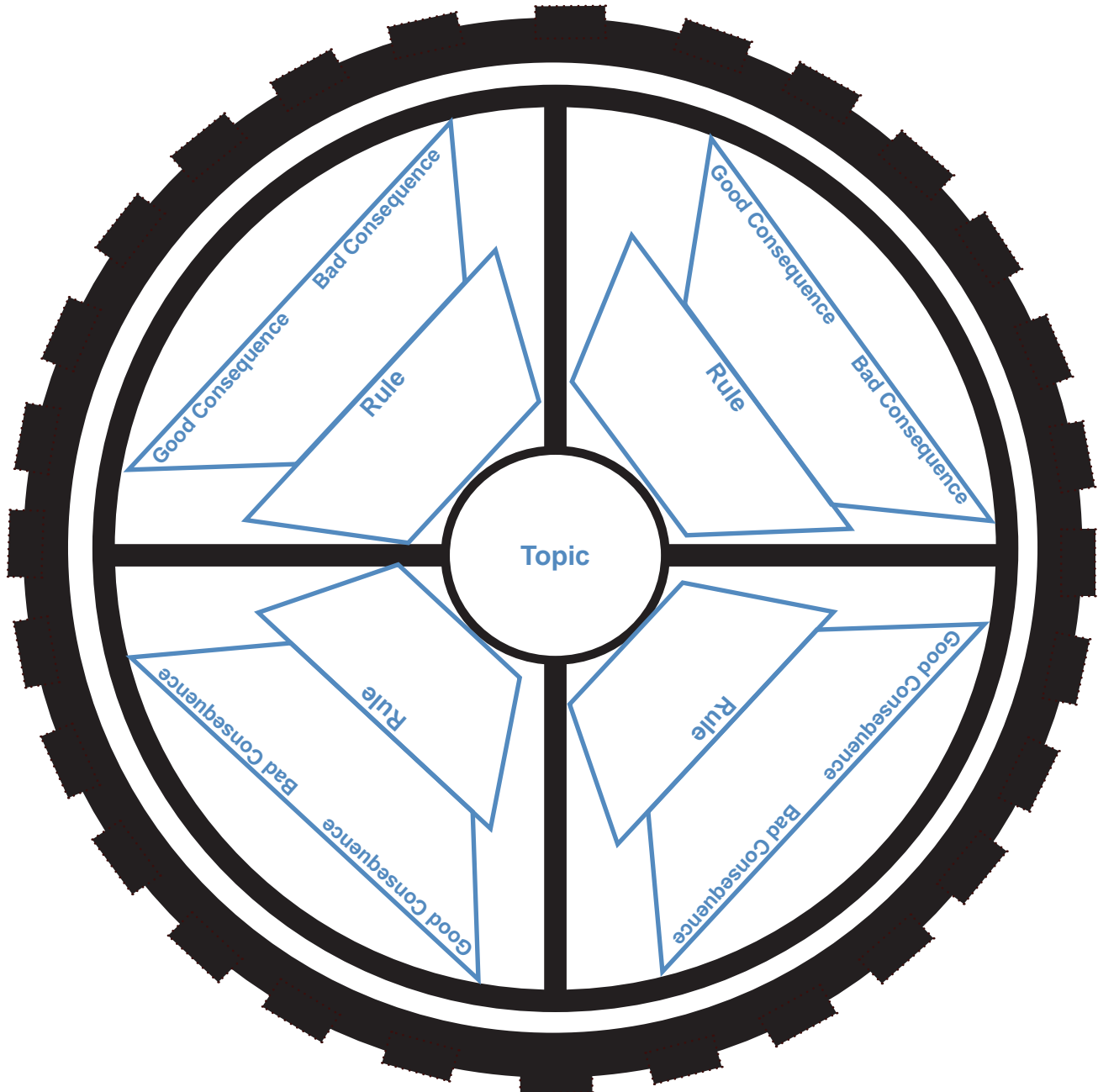
Students will analyze the consequences or penalties associated with breaking common traffic safety rules to determine if they are fair, strict enough, or not strict enough. If the penalties are found to be deficient in some way, students should decide how they should be changed.

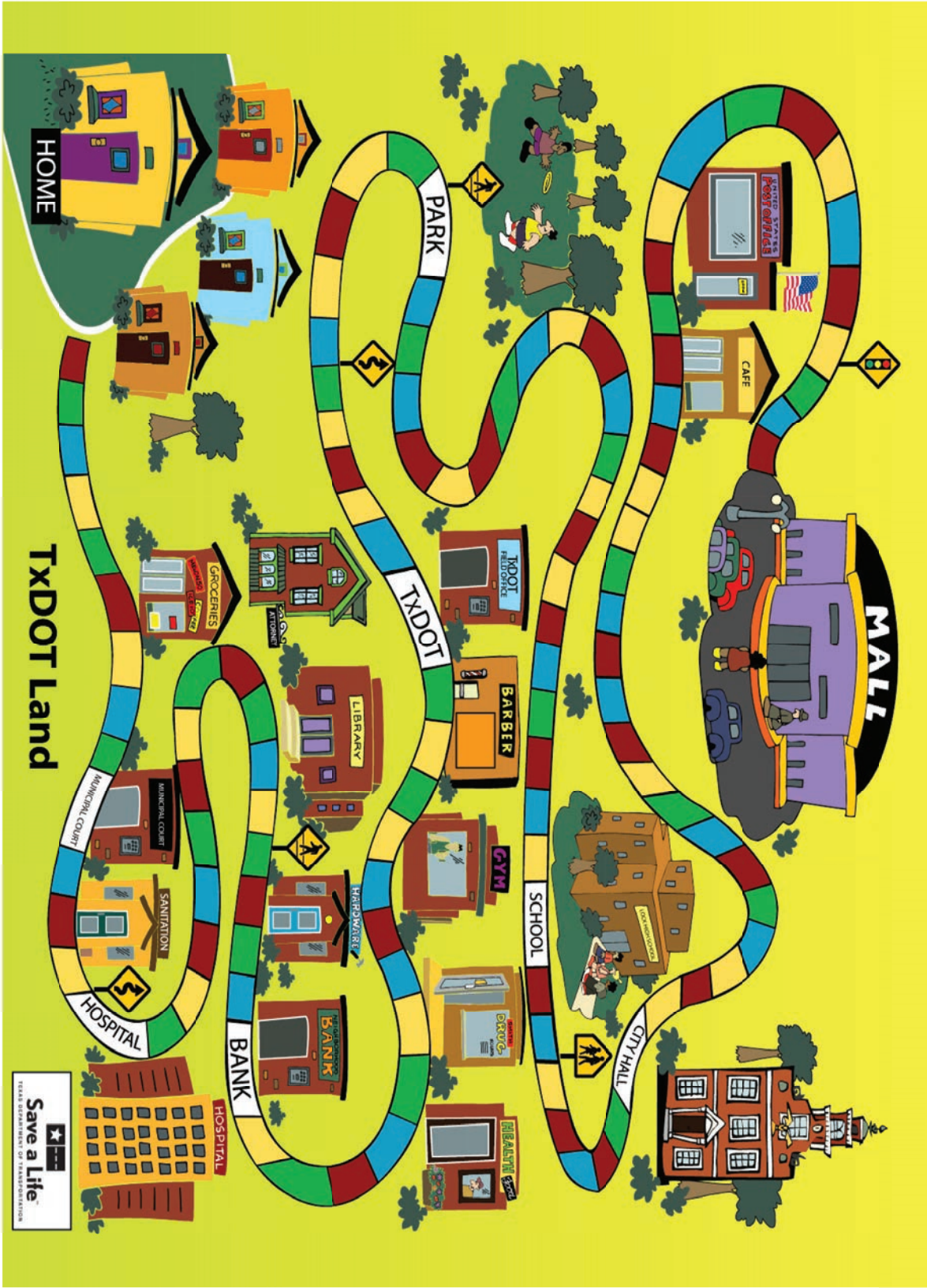


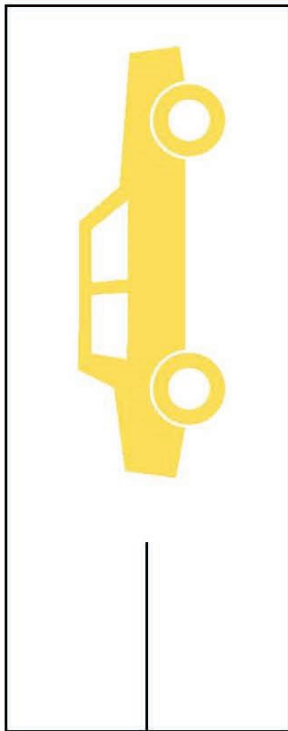
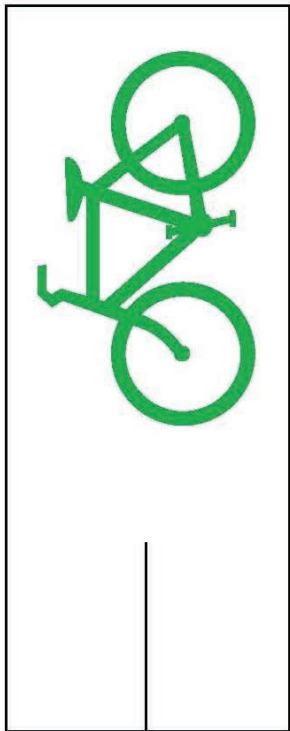
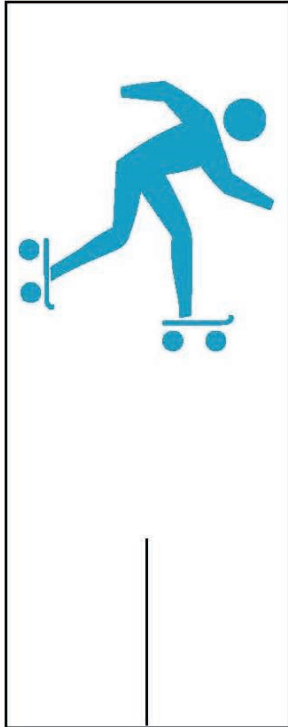
DRSR LEARNING WHEEL

Directions: After reading and analyzing your Traffic Safety Information sheet, put the name of your topic in the hub of the wheel

- Pick four (4) rules your group considers important.
- Rewrite them in kid-friendly language in the RULE space.
- Pick one (1) GOOD consequence for following the rule.
- Pick one (1) BAD consequence for not following the rule.
- Be ready to share your work with your group.









TRAFFIC SAFETY SPINNER



RULES OF THE ROAD INSTRUCTION SHEET

Object of the Game: To be the first player to get from home to the mall safely.

1. Set the board up, have each player choose a graphic square to use as a token, and number players ONE through FOUR.
2. Separate the playing cards into five stacks by color:

Red:	Pedestrians	Green:	Bicycle Riders
Blue:	Skateboarders and Inline skaters	Yellow:	Car Passengers
White:	Consequences	Purple:	Government


Turn the cards face down. Each card has a question, with the exception of the consequences (white) cards. The consequences cards will have an instruction for the player to be able to advance or not.

3. Instructions:
 - Play will move clockwise.
 - Player ONE spins the TxDOT spinner.
 - Player TWO draws a question card corresponding to the color on which the spinner has landed.
 - Player TWO will place the card, question side up, on the table for player ONE to read. (The pair read strategy could also be used.)
 - If player ONE answers the question correctly, he or she moves his or her game piece the number of squares indicated on the spinner.
 - If player ONE does not answer the question correctly, he or she does not advance.
 - It is now player TWO's turn to spin, with player THREE drawing the question card for player TWO. Play continues in the same manner for subsequent players.
 - If the spinner lands on white, the player should draw a white consequences card and follow the instructions.
4. Put the used cards at the bottom of each deck, face down.
5. Play continues around the board until a player reaches the mall safely.







RULES OF THE ROAD



**PEDESTRIAN
CARD COVER**




RULES OF THE ROAD



**PASSENGER
CARD COVER**




RULES OF THE ROAD





**BICYCLE
CARD COVER**




RULES OF THE ROAD




**INLINE
SKATING
CARD COVER**



RULES OF THE ROAD





**CONSEQUENCES
CARD COVER**



RULES OF THE ROAD




**GOVERNMENT
CARD COVER**



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Pedestrian Questions

RULES OF THE ROAD




1.

True or False: A pedestrian is killed in traffic crashes on average every 120 minutes.





Save a Life
Texas Department of Transportation

RULES OF THE ROAD




2.

Who has the right-of-way at all intersections and crosswalks?





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Texas Department of Transportation

RULES OF THE ROAD




3.

Where does the highest number of pedestrian fatalities of children younger than 14 occur?





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RULES OF THE ROAD




4.

Name ONE thing a pedestrian should do when crossing an intersection.





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RULES OF THE ROAD




5.

What is it called when a person crosses the street in the middle of the block instead of at the corner?





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RULES OF THE ROAD



6.


Name TWO groups of law enforcement that are responsible for keeping people safe on the road.



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Pedestrian Answers

RULES OF THE ROAD




3.

Outside of a crosswalk





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RULES OF THE ROAD




2.

Pedestrians





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RULES OF THE ROAD




1.

False. In the US a pedestrian is killed in traffic crashes on average every 88 minutes.





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RULES OF THE ROAD




6.

Police,
Department of
Public Safety,
Sheriff, Highway
Patrol





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RULES OF THE ROAD




5.

Jaywalking





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Texas Department of Transportation

RULES OF THE ROAD



4.


One of the following: Look both ways, stop, walk in crosswalk, stay on right side of the crosswalk



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Pedestrian Questions

RULES OF THE ROAD




7.

When stepping off of a bus, what is the first thing one should do?





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RULES OF THE ROAD




8.

What should a pedestrian wait for before crossing in the middle of the street?





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Texas Department of Transportation

RULES OF THE ROAD




9.

If a pedestrian is already in the middle of the crosswalk and "Don't Walk" begins flashing, what should he or she do?





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Texas Department of Transportation

RULES OF THE ROAD




10.

What sort of clothing is best to wear while walking at night?





Save a Life
Texas Department of Transportation

RULES OF THE ROAD




11.

What equipment do blind pedestrians carry that differentiates them from sighted pedestrians?





Save a Life
Texas Department of Transportation

RULES OF THE ROAD



12.


True or False: The only time a person can stand in the road and solicit charitable contributions is with a local authorization.



Save a Life
Texas Department of Transportation



Pedestrian Answers

RULES OF THE ROAD




9.

Continue crossing, don't stop





RULES OF THE ROAD




8.

Nothing. Only cross when there is a crosswalk, signal, or crossing guard




RULES OF THE ROAD




7

Look for oncoming traffic.





RULES OF THE ROAD




12.

True





RULES OF THE ROAD




11.

White cane





RULES OF THE ROAD



10.

Reflective clothing



Passenger Safety Questions

RULES OF THE ROAD



1.

Who accounts for more than 50 percent of the deaths of passengers riding in the bed of a pick-up truck?



RULES OF THE ROAD



2.

Wearing a seat belt in the front seat of a car increases a passenger's chance of survival by what percent?



RULES OF THE ROAD



3.

Using the 2016 NHTSA Total Occupant and Pedestrian Fatalities in School Transportation chart, what group has the highest number of fatalities amongst pedestrians?



RULES OF THE ROAD



4.

Name three possible distractions that would endanger drivers or passengers.



RULES OF THE ROAD



5.

A car parked in direct sunlight can reach 131-172 degrees F in only how many minutes?



RULES OF THE ROAD




6.

True or False: Air bags protect adults from injury during a collision but can be dangerous to children riding in the front seat.





Passenger Safety Answers

RULES OF THE ROAD




3.

19 years of age or older





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RULES OF THE ROAD




2.

50 percent





Save a Life
Texas Department of Transportation

RULES OF THE ROAD




1.

Children and teenagers





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Texas Department of Transportation

RULES OF THE ROAD




6.

True





Save a Life
Texas Department of Transportation

RULES OF THE ROAD




5.

15 minutes





Save a Life
Texas Department of Transportation

RULES OF THE ROAD



4.

Cell phone use, loud music, adjusting the radio, eating or drinking



Save a Life
Texas Department of Transportation

Passenger Safety Questions

RULES OF THE ROAD



7.

At what, weight and height does a child no longer have to ride in a car seat?



RULES OF THE ROAD



8.

What gas is a possible poison to children riding in the back of a pick-up truck?



RULES OF THE ROAD



9.

Where in the car is the safest place for children 12 and under to ride?



RULES OF THE ROAD



10.

Who is the citation given to when a 16-year-old does not wear his/her safety belt?



RULES OF THE ROAD



11.

If a person is younger than 15 and riding with a driver who is intoxicated, what crime can the driver be charged with?



RULES OF THE ROAD




12.

Using the 2016 NHTSA Total Occupant and Pedestrian Fatalities chart, who is most likely to be killed in a school transportation collision among the age group 8-13?





Passenger Safety Answers

RULES OF THE ROAD




9.

The back seat





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8.

Carbon monoxide





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7.

Over 100 pounds and
at least 4'9" tall





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12.

Pedestrians





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11.

Child endangerment





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10.

Driver, unsecured
passenger, or both



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Passenger Safety Questions

RULES OF THE ROAD



13.

True or False: A person under 18 years of age may not use a wireless communication device while driving, not even a hands-free device.



RULES OF THE ROAD



14.

How many people can a driver under 18 years of age legally transport?



RULES OF THE ROAD



15.

Name two ways drowsiness affects drivers.



RULES OF THE ROAD



16.

About what percent of American drivers surveyed admitted to driving drowsy at some time?



RULES OF THE ROAD



17.

About how many people were killed in 2018 in crashes that involved distracted driving?



RULES OF THE ROAD



18.

When do drowsy driving problems usually occur?



Passenger Safety Answers

RULES OF THE ROAD



15.

They may fall asleep, drowsiness affects reaction time, attention to the road, and information processing?



RULES OF THE ROAD



14.

No more than one passenger under 21 who is not a family member



RULES OF THE ROAD



13.

True



RULES OF THE ROAD



18.

Late night, early morning, or mid afternoon



RULES OF THE ROAD



17.

About 3,841 people



RULES OF THE ROAD




16.

50 percent





Bicycle Rider Questions

RULES OF THE ROAD




1.

True or False:
A person riding a bicycle has the same duties as someone driving a car.





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2.

What are TWO reasons to wear a helmet when riding a bike?





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3.

True or False:
On a bike built for one, up to three people may be carried.





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4.

True or False:
It is state law that a helmet be worn when riding a bike.





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5.

What type of seat must be on a bike in order to ride the bike?





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6.


Name ONE item that is required in order to ride a bike at night.



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Bicycle Rider Answers

RULES OF THE ROAD




3.

False





RULES OF THE ROAD




2.

To protect your skull and prevent brain damage and death





RULES OF THE ROAD




1.

True





RULES OF THE ROAD




6.

Front white light, back reflectors (recommended blinking red light)





RULES OF THE ROAD




5.

Permanent and regular





RULES OF THE ROAD




4.

False





Bicycle Rider Questions

RULES OF THE ROAD




7.

True or False:
The correct place to wear a helmet is one inch above the eyebrows.





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8.

Can two people ride side-by-side in a single lane if they do not interfere with the normal flow of traffic?





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9.

When is it legal to attach a bike to a moving car or truck on the road?





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10.

Is a bicycle rider legally required to use hand signals?





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11.

At what speed can a human skull be shattered on impact?





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RULES OF THE ROAD



12.


What might happen if one wears a helmet at a playground?



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Bicycle Rider Answers

RULES OF THE ROAD




9.

Never





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RULES OF THE ROAD




8.

Yes





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RULES OF THE ROAD




7.

True





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RULES OF THE ROAD




12.

Strangulation





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11.

4-6 mph





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RULES OF THE ROAD



10.

No, but it is strongly recommended



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Inline Skating Questions

RULES OF THE ROAD



1.

True or False: A person should not skate in the street except when crossing the street.



RULES OF THE ROAD



2.

Name THREE pieces of safety equipment one should use when in-line skating or skateboarding.



RULES OF THE ROAD



3.

When can a skater "skitch," or hold onto a moving vehicle, while skating?



RULES OF THE ROAD



4.

Approximately how many people each year are treated in hospital emergency rooms for skateboard-related injuries?



RULES OF THE ROAD



5.

Who has the right of way when a skater is sharing the sidewalk with a pedestrian?



RULES OF THE ROAD




6.

Where is the best place to look for laws that govern skateboarding or in-line skating?





Inline Skating Answers

RULES OF THE ROAD




3.

Never





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2.

Helmet, knee, elbow pads, wrist guards, light gloves





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RULES OF THE ROAD




1.

True





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6.

City or town website





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5.

Pedestrian





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4.

In 2017, over 98,000



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Inline Skating Questions

RULES OF THE ROAD



7.

What is the most common injury associated with in-line skating or skates?



RULES OF THE ROAD



8.

What is the percentage of skateboard injuries to young people under 15 years old?



RULES OF THE ROAD



9.

True or False: There are no state laws about the use of in-line skates.



RULES OF THE ROAD



10.

True or False: With a proper headlamp, one can operate a skateboard or in-line skates at night.



RULES OF THE ROAD



11.

What should be worn if a skater is performing tricks or playing street hockey?



RULES OF THE ROAD




12.

In which direction(s) should a skater look before entering a roadway?





Inline Skating Answers

RULES OF THE ROAD




9.

True





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RULES OF THE ROAD




8.

60%





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7.

Wrist injuries





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12.

Left, right, then left again





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RULES OF THE ROAD




11.

Heavy-duty safety gear





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10.

False



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Consequences Cards

RULES OF THE ROAD



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Consequences Cards

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1.

You were caught speeding in a school zone. Go to Municipal Court to pay your fine and miss your next TWO turns.

CONSEQUENCES!

RULES OF THE ROAD



2.

You were caught jaywalking. Go back THREE spaces.

CONSEQUENCES!

RULES OF THE ROAD



3.

You were inline skating without a helmet and crashed into a tree. Return home and start again.

CONSEQUENCES!

RULES OF THE ROAD



4.

You allowed your friends to ride in the back of your pickup on the way to the mall. Go to City Hall to pay your fine, which costs you TWO turns.

CONSEQUENCES!

RULES OF THE ROAD



5.

You were injured riding a motorcycle without a helmet. Go back FIVE spaces.

CONSEQUENCES!

RULES OF THE ROAD



6.

Congratulations! The Governor wants to honor you for creating a bicycle traffic safety program for your school. Go to the school, where you will be honored at a special ceremony. You also win an extra turn.

CONSEQUENCES!



Consequences Cards

RULES OF THE ROAD



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Consequences Cards

RULES OF THE ROAD



7.

You tried to drive through a low water crossing during a heavy rainstorm. Your car stalls. You are rescued and taken to the hospital. Move directly to the hospital and lose ONE turn while you recover.

CONSEQUENCES!

RULES OF THE ROAD



8.

Congratulations! You aced your written driving test. Move forward FIVE spaces.

CONSEQUENCES!

RULES OF THE ROAD



9.

You walked to the intersection and waited for a green light when crossing a busy street. Move ahead THREE spaces.

CONSEQUENCES!

RULES OF THE ROAD



10.

Go to the park to try out your new inline skates.

CONSEQUENCES!

RULES OF THE ROAD



11.

You got a ticket for skateboarding on a city sidewalk. Go to the bank to get the money to pay your fine, and lose ONE turn.

CONSEQUENCES!

RULES OF THE ROAD




12.

Go to the TxDOT office to get the latest information on traffic safety. Take an EXTRA turn for your efforts to learn about traffic safety.

CONSEQUENCES!

Government Cards: Questions

RULES OF THE ROAD




1.

You ran into the street to get your soccer ball and almost got hit by a car. To keep from losing TWO turns, answer the following question correctly:
How many senators are there in the Texas Senate?

GOVERNMENT

RULES OF THE ROAD




2.

You can't find your bicycle helmet but you go ahead and ride to your friend's house. Rather than go back FIVE spaces, answer the following question correctly:
What is the term of office of a legislator in the Texas House?

GOVERNMENT

RULES OF THE ROAD




3.

You were texting your friend while driving and hit a car. Rather than going back to home and starting again, answer the following question correctly:
A member of the U.S. House of Representatives must be 25 years of age to run. How old does a person running for the Texas House have to be?

GOVERNMENT

RULES OF THE ROAD




4.

There is a great new parking lot that you and your friends use for skateboarding, even though it is posted that skateboarding is not allowed. Rather than losing TWO turns, answer the following question correctly:
What is one major source of revenue for Texas?

GOVERNMENT

RULES OF THE ROAD




5.

You think you can beat the oncoming traffic and decide to cross in the middle of the street. Rather than having to go back TEN spaces and lose ONE turn, answer the following question correctly:
How many members are in the U.S. House of Representatives?

GOVERNMENT

RULES OF THE ROAD



6.

The reflector light on your bike is broken and you still go riding in the street at night. Rather than having to go back EIGHT spaces, answer the following question correctly:
What is the term of office for a U.S. Senator?

GOVERNMENT

Government Cards: Answers


RULES OF THE ROAD



GOVERNMENT

Answer: 21 years of age

RULES OF THE ROAD



GOVERNMENT

Answer: Two years


RULES OF THE ROAD



GOVERNMENT

Answer: 31 Senators

RULES OF THE ROAD



GOVERNMENT

Answer: Six-year term


RULES OF THE ROAD



GOVERNMENT

Answer: 435 members

RULES OF THE ROAD



GOVERNMENT

Answer: Sales Tax or Motor Fuel Tax

JUST BREATHE!

Learning Objectives: Students will

1. Participate in a role-play dealing with decision-making and political pressure from interest groups.
2. Analyze information from different perspectives.
3. Evaluate information in order to make a well-reasoned decision.

TEKS: 7.13A, 7.14A&B, 7.16B, 7.22A, 7.23B; Govt.7H, Govt.13B, Govt.19A,C&D, Govt.20B, Govt.21

Materials Needed: Role cards, Information Sheet: Ignition Interlock Devices

Vocabulary:


Interest groups
PAC

political pressure
legislative committee
hearing

Teaching Strategy:

1. Hand out to the class copies of the "Information Sheet: Ignition Interlock Devices." Instruct students to read the information carefully.
2. Explain that students will take part in a legislative committee hearing. The purpose of this hearing is to consider a law strengthening the use of ignition interlock devices for automobiles owned or used by those arrested and facing trial for driving while intoxicated. The current law states that a person who has a DWI conviction and is arrested for a second offense must have the ignition interlock device installed on the car used by that person while awaiting trial and through the probation period if convicted. The idea for the proposed legislation is that when a person with no previous DWI conviction is arrested on a DWI charge, he or she must have this device installed on his or her car while awaiting trial and through probation, if convicted of the offense.
3. Have each student draw a card on which defines his or her assigned role for the hearing. Some students will be members of the legislative committee and others will be speakers at the committee hearing.
4. Allow approximately 10 minutes for students to prepare their presentations for the hearing. This presentation will include the following information learned from the information sheets:

Their opinion regarding the proposed law
The major reason(s) for his or her opinion
5. While speakers are preparing, they will examine their positions based on their scenario cards and an analysis of the constituents (voters) in their districts. They should be prepared to ask questions during the testimony.

- 
6. The chairperson of the committee will call the hearing to order and present the idea for the proposed law. The chairperson will then call on each participant to fully express his or her view. No interruptions should be allowed during the initial presentation by the witness. At the conclusion of the participant's statement, the representatives may or may not ask questions. However, each student must try to speak at least once during the hearing.
 7. After all presentations have been heard, the committee will weigh all the issues and make a decision regarding the law.
 8. The committee chairperson should announce the committee decision (recommended passage with or without amendments or take no action) and reasons behind the decision.
 9. Optional: Have students complete the Post-test at the end of this lesson and/or conduct a Guided Discussion with the questions below:
 - 1) *What happens when the needs of the constituents conflict with what the representative believes is right?*
 - 2) *What happens when the needs of the constituents conflict with the welfare of the people as a whole?*
 - 3) *Should a representative vote according to his or her own opinion or according to the majority opinion of the constituents?*
 - 4) *What happens to a representative whose voting record goes against the opinions of most of the constituents?*
 - 5) *What did students learn about the legislative process? Are committee hearings a help or a hindrance to the passage of laws?*

Key to Abbreviations on Role Cards:

ACLU: American Civil Liberties Union

TABC: Texas Alcoholic Beverage Commission

SADD: Students Against Destructive Decisions

MADD: Mothers Against Drunk Driving

Extension for AP/GT:

Conduct a class discussion as to whether the law, as determined by the committee, is realistic. Analyze its effectiveness on the problem of driving while intoxicated.





Driving on the Right Side of the Road Ignition Interlock Devices



JUST THE FACTS

Alcohol-Impaired Driving Nationally

- An Ignition Interlock Device (IID) is a device designed to prevent a car from starting when the driver has consumed alcohol. IIDs are effective in preventing future alcohol-impaired driving.
- Drivers are generally considered to be legally intoxicated when their blood-alcohol concentration (BAC) is .08 grams per deciliter (g/dL) or higher.¹
- In 2018, 6,364 passenger vehicle drivers killed had a BAC of .08 or higher.²
- Drivers with a BAC of .08 or higher involved in fatal crashes were four times more likely to have a prior conviction for driving while impaired than were drivers with no alcohol.³
- An average of one alcohol-impaired driving fatality occurred every 50 minutes in 2018.⁴
- In 2018, a total of 1,038 children age 14 and younger were killed in motor vehicle crashes.⁵ Of those fatalities, 231 (22%) occurred in alcohol-impaired driving crashes.⁶

Drivers Involved in Fatal Crashes by BAC of the Driver, 2018⁷

*Includes fatalities in crashes in which there was no driver present.

State	Total Fatalities	BAC=.00		BAC=.01-.07		BAC=.08+		BAC=.01+	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Texas	3,642	1,965	54	1,673	46	1,439	40	974	27
U.S.	36,560	24,078	66	12,389	34	10,511	29	7,051	19

Alcohol-Impaired Driving in Texas

- In 2018, 124 juveniles and 73,854 adults were arrested for impaired driving-related offenses.⁸
- Approximately every 20 minutes, someone in Texas is injured or killed in a traffic crash involving alcohol.⁹
 - In 2018, there were 82,550 alcohol-related crashes in Texas that resulted in 1,638 deaths and 62,393 injuries.¹⁰
 - In 2018, 26% of the total traffic fatalities in Texas involved drivers who had consumed alcohol.¹¹

IIDs Explained

- An IID is a small breath alcohol detector (about the size of a cell phone) that is attached to the car's ignition to determine if the driver has recently consumed alcohol.
- A driver must blow an alcohol-free breath sample in order to start the car. If the alcohol concentration meets or exceeds the startup point on the IID, the vehicle's engine will not start.
- After the engine has been started, the IID will, at random intervals, require another breath sample.
 - If the breath sample is not provided or the sample exceeds the ignition interlock's preset blood alcohol level, the device will log the event, warn the driver, and then start an alarm (lights flashing, horn honking, etc.) until the ignition is turned off.
 - The IID will not simply turn off the engine if alcohol is detected because that would create an unsafe driving situation.

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Revised August 2020

For more information: www.tmcec.com/mtsi, www.drsr.info, or www.texaslr.org



Adapted from DUI Foundation Financial Cost,¹² Texas Ignition Interlock Device Regulations,¹³ Texas Ignition Interlock Laws,¹⁴ and Ignition Interlock Devices.¹⁵

IT'S THE LAW

- In 2018, all 50 states, the District of Columbia, and Puerto Rico had by law created a threshold making it illegal to drive with a BAC of .08 or higher.¹⁶ Utah's threshold was reduced to .05 in 2018.¹⁷
- Texas law provides that a person commits an offense if the person is intoxicated while operating a motor vehicle in a public place.¹⁸ The term "intoxicated" is defined as:

(1) *Not having the normal use of mental or physical faculties by reason of the introduction of alcohol, a controlled substance, a drug, a dangerous drug, a combination of two or more of those substances, or any other substance into the body; or*

(2) *Having a blood alcohol concentration of 0.08 or more.*¹⁹

Texas Ignition Interlock Statutes

<p>Code of Criminal Procedure § 17.441 Pre-Trial IID Requirements</p>	<p>A magistrate shall require an IID as a condition of bond for a second or subsequent offense under § 49.04 - 49.06, Penal Code, or an offense under § 49.07 or 49.08 of that Code. It must be installed at the defendant's expense, before the 30th day after released on bond. A magistrate may designate an appropriate agency to verify installation of the device and to monitor the device (typically probation or pre-trial services, is the agency that collects and administers the fee). A magistrate may order payment of a monthly monitoring and verification fee set by the auditor, or if the county does not have one, then by commissioner's court of not more than \$10.00.</p>
<p>Code of Criminal Procedure, Article 42.12</p>	<p>Unless the interests of justice indicate otherwise, a magistrate shall require an offender (Intoxicated Assault, Intoxicated Manslaughter or a subsequent DWI offense), after release from confinement, to only operate vehicles that are equipped with an IID.</p>
<p>Transportation Code § 521.246 Post-Conviction IID Requirements</p>	<p>If a person's license has been suspended following an impaired driving related conviction, the judge shall restrict the person to operating vehicles equipped with an IID for the duration of the suspension.</p>

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Penal Code § 49.09(h) Enhanced Offenses and Penalties	For persons convicted of a second and subsequent offense relating to a DWI committed within 5 years, the court shall require the installation of an IID. The court shall require the defendant to obtain the device on or before the ending date of the suspension and the device is to remain installed on each vehicle until the first anniversary of that ending date. Failure to comply is punishable by contempt.
Penal Code § 49.09(g), § 521.241 et seq. Enhanced Post-Conviction IID Requirements	For second or subsequent offenses or >.15 B.A.C.: The court must order offender to install IIDs on all of the motor vehicles he or she owns for 1 year following a period of license suspension. When applying for an occupational license, the court may require a first offender and must require subsequent offenders within 10 years to only operate vehicles that are equipped with IIDs.

The Magistrate’s IID Order (Pre-Trial)—Special Considerations:

- (1) When the magistrate orders the defendant to install an IID, the magistrate’s order must require the defendant to install an IID (at his or her own expense) within 30 days of release. The order must also require that the accused may not operate any motor vehicle unless it is equipped with an IID.
- (2) If the magistrate finds that an IID is not required because it is not in the best interest of justice, the magistrate should make a written order stating the reasons for excusing the accused from the IID requirement. For example, economic hardship and health reasons may justify lifting the IID requirement.
- (3) If the defendant fails to comply with the magistrate’s order, the magistrate may revoke the bond upon finding by a preponderance of the evidence that the defendant violated the conditions of the bond.²⁰

Texas laws requiring the installation of IIDs have been challenged as unconstitutional. The Fort Worth Court of Appeals, however, upheld the IID requirement, finding:

The interlock device serves the narrow governmental purpose of assuring that such persons not drive an automobile after they have consumed alcohol. See *Ex parte Tharp*, 912 S.W.2d 887, 890 (Tex. App. Fort Worth 1995), *aff’d*, 935 S.W.2d 157 (Tex. Crim. App. 1996). Driving an automobile is a privilege, not a right. See *Naff v. State*, 946 S.W.2d 529 (Tex. App. Fort Worth 1997); *Texas Dep’t of Pub. Safety v. Schaejbe*, 687 S.W.2d 727, 728 (Tex. 1985); *Ex parte Tharp*, 912 S.W.2d at 890. The revocation of licenses and privileges in general have traditionally not been found to be punitive in nature. See *Ex parte Tharp*, 912 S.W.2d at 891. Accordingly, the requirement of an interlock device, which is less severe infringement on the privilege to driving an automobile, does not constitute punishment and is not oppressive.²¹

Finally, the magistrate’s order requiring an IID does not trigger the bar against double jeopardy when the defendant is prosecuted on the charge of driving while intoxicated.



Monitoring the IID

- (1) The magistrate is empowered to designate an appropriate agency to monitor the installation and operation of the IID. In practice, the monitoring function has been delegated to pre-trial services or the probation department. In some cases, the magistrate has assigned the monitoring function to members of the judge's staff.
- (2) The monitoring function is critical to an effective program of reducing drunk driving through the use of IIDs. The defendant must provide a monthly report to a field office of the IID vendor company. The information regarding ignition attempts maintained by the IID is downloaded at that time. The report from the downloaded data is then reformatted and sent to the monitoring official. The IID monthly report is a listing of each start prevented by the IID, and it identifies the reason the start was prevented. For example, if the defendant registered a BAC over .03, the monthly report would state the BAC measurement, date, and time.
- (3) If the report indicates non-compliance, the monitoring officer might recommend the magistrate modify the bond to include alcohol/drug counseling, outpatient or inpatient treatment, or increased supervision of the defendant. Any action taken by the magistrate should be proportional to the extent of the non-compliance.

Cost

- On average, an IID can cost an offender up to \$200 to install and \$80 in monthly maintenance and calibration fees.²²

State Approved Devices

- The Department of Public Safety's Breath Alcohol Laboratory approves devices for use in Texas.²³
- Though each device has different features, they all share some important common features, including:
 - The ability to prevent the vehicle from being started if the device measures a BAC of over .03.
 - The ability to limit the driver to no more than 5 opportunities to start the vehicle within a short period of time.
 - The ability to prevent the vehicle from starting for a period of time if the driver fails multiple tests.
 - The ability to measure only ethanol alcohol.
 - The ability to maintain tamper-proof internal records of each attempted start that can be downloaded monthly and reported to the supervising court.

*Adapted from Magistrate's Duty to Order the Installation of Ignition Interlock Devices.*²⁴

¹ National Highway Traffic Safety Administration, Traffic Safety Facts, 2018 Data, *Alcohol-Impaired Driving*, DOT HS 812 864, <http://www-nrd.nhtsa.dot.gov/Pubs/812864.pdf> (hereinafter referred as *Alcohol-Impaired Driving*).

² *Id.*

³ *Id.*

⁴ *Id.*

⁵ *Id.*

⁶ *Id.*

⁷ *Id.*

⁸ Texas Department of Public Safety, *The Texas Crime Report for 2018 – Arrest Data*, retrieved on May 6, 2020, at <https://www.dps.texas.gov/crimereports/18/citCh9.pdf>.

⁹ Texas Department of Transportation, *Driving While Intoxicated (DWI)*, retrieved on April 8, 2020, at <http://www.txdot.gov/safety/tips/intoxication.htm>.

¹⁰ See *Alcohol-Impaired Driving*.

¹¹ *Id.*

¹² DUI Foundation, *Financial Cost*, retrieved on April 8, 2020, at <http://www.duifoundation.org/support/financial/> (hereinafter *DUI Foundation*).

¹³ Texas Ignition Interlock Device Regulations, retrieved on April 8, 2020, at <https://www.county.org/TAC/media/TACMedia/Education/State-of-Texas-Ignition-Interlock-Laws.pdf>.

¹⁴ *State of Texas Ignition Interlock Laws: A Policy Evaluation 2018*, retrieved on January 17, 2013, at <http://www.interlock-devices.com/texas-ignition-interlock-laws/>.

¹⁵ Texas Department of Public Safety, *Ignition Interlock Devices*, retrieved on April 8, 2020, at <http://www.dps.texas.gov/DriverLicense/IgnitionInterlock.htm> (hereinafter referred as *Ignition Interlock Devices*).

¹⁶ See *Alcohol-Impaired Driving*.

¹⁷ <https://www.npr.org/2018/12/26/679833767/utah-first-in-the-nation-to-lower-its- DUI-limit-to-05-percent>

¹⁸ Texas Penal Code §49.04(a).

¹⁹ Texas Penal Code §49.01(2).

²⁰ Texas Code of Criminal Procedure, Art. 17.40.

²¹ *Ex parte Kevin Elliott*, 950 S.W.2d 714, 717 (Tex. App. Fort Worth, 1997).

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²² See *DUI Foundation*.

²³ Texas Department of Public Safety, *Ignition Interlock*, retrieved on April 8, 2020, at <http://www.dps.texas.gov/RSD/IgnitionInterlock/index.htm>.


²⁴ Hon. John Vasquez, *Magistrate's Duty to Order the Installation of Ignition Interlock Devices*, MUNICIPAL COURT RECORDER, Vol. 15, Issue 3 (July 2006), <http://www.tmcec.com/public/files/File/The%20Recorder/2006/NL%20July%202006.pdf>.

DRSR, Ignition Interlock Devices, Page 5 of 5,
Revised August 2020


For more information: www.tmcec.com/mtsj, www.drsr.info, or www.texaslr.org




REPRESENTATIVES:




State Representative 1:
Represents a district that includes a major alcohol distribution company




State Representative 2:
Represents a district that has a history of electing very conservative candidates



State Representative 3:
Represents the largest rural area in Texas and is the chairperson of this committee




State Representative 4:
Represents the district that contains the largest state university




State Representative 5:
Represents an urban district with a high traffic density

SPEAKERS:



Court Officer:
You are in charge of monitoring the ignition interlock device for your courts



Parent:
You are a parent whose child was killed in a drunk driving accident, and you live in Representative One's district





Bar Owner #1:

You are a bar owner who in the past has been fined by the TABC for over-serving patrons.



Bar Owner #2:

You are the owner of the most popular bar in State Representative Two's district and are known for being liberal.



Taxi Driver:

You are a taxi driver who often stops at the local bar after work.



High School Student:

You are president of the state SADD organization (Students Against Destructive Decisions).



Owner of an Insurance Company:

You own an insurance company that sells automobile insurance.



Executive Director of the Texas Association of Secondary School Principals:

Your organization represents principals and their concerns with educating secondary students across the state.



Commissioner of the Texas Department of Health:

You monitor the health and welfare of Texas citizens.



Representative of MADD:

You are the president of the state MADD (Mothers Against Drunk Driving) chapter.



Attorney #1:

You are an attorney who routinely handles cases for the ACLU.



Attorney #2:

You are a local criminal defense attorney.





Attorney #3:

You are the district attorney for the largest city in the state.



Constituent #1:

You live in Representative One's district and have been a major contributor to his/her campaign. You are also a member of MADD.



Constituent #2:

You do not personally drink and have a relative who is a recovering alcoholic.



Constituent #3:

You are a minister in a rural community.



Constituent #4:

You are the head of the Convention and Visitor's Bureau for the state.



Constituent # 5:

As an employee of TxDOT, you live close to the state's largest university.



Highway Patrol Officer:

You have patrolled the Texas highways for the past 20 years and have witnessed the result of many crashes caused by impaired driving.



Company Owner:

You own the large liquor distribution company in Representative One's district.





HOW SHOULD REPRESENTATIVES VOTE?

(Representatives: Think of questions you might ask each of the following groups.)

Parent

Bar Owner #1

Bar Owner #2

Taxi Driver

High School Student

Owner of an Insurance Company

Executive Director of the Texas Association of

Secondary School Principals

Commissioner of the Texas Department of Health

Representative of MADD

Attorney #1

Attorney #2

Attorney #3

Constituent #1

Constituent #2

Constituent #3

Constituent #4

Constituent #5

Court Officer

Highway Patrol Officer

Owner of a Liquor Distribution Company



The following role cards are provided without information about each witness. If the teacher chooses to use them instead of the role cards, students will have to decide which side they would support in the question.

Court Officer	Attorney #1
Parent	Attorney #2
Bar Owner #1	Attorney #3
Bar Owner #2	Constituent #1
Taxi Driver	Constituent #2
High School Student	Constituent #3
Owner of an Insurance Company	Constituent #4
Executive Director of the Texas Association of Secondary School Principals	Constituent #5
Commissioner of the Texas Department of Health	Highway Patrol Officer
Representative of MADD	Owner of a Liquor Distribution Company



HOW A BILL MOVES THROUGH THE TEXAS LEGISLATURE

Learning Objectives: Students will


1. Analyze the steps a bill goes through in the Texas legislature to become a law.
2. Demonstrate problem solving skills by participating in a team activity to unscramble the steps in passing a bill into law.

TEKS: SS 7.13.A, 7.14B, 7.20B&E, 7.22B; Govt. 6D, Govt.7H, Govt.8B

Materials Needed: Copies of the chart *How a Bill Moves Through the Texas Legislature* for each student, two sets of the steps in passing a bill scrambled, background reading for the teacher, "How a Bill Becomes a Law"

Teaching Strategy:

1. Before teaching this lesson the teacher should read the background reading How a Bill Becomes a Law.
2. Distribute copies of the chart How a Bill Moves Through the Texas Legislature to each student. Discuss the steps on the chart. Ask the following questions to check student understanding:
 - Is a bill sent to committee before or after first reading? **After**
 - Is the entire bill read at first reading? **No**
 - Who assigns bills to committee in the House? In the Senate? **Speaker and Lieutenant Governor**
 - What two actions by a committee will kill a bill? **See the asterisks – may not report (known as pigeonholing) or report unfavorably**
 - How many times does the WHOLE House or WHOLE Senate vote on a bill? **Two times each**
 - If you were a Senator, at which step would you filibuster a bill? **2nd reading**
 - Why is it more difficult to amend a bill at third reading? **Needs more votes because the bill is about to leave that house and an amendment added at that step would not have had careful consideration**
 - If the Senate amends a bill sent to it by the House, where does it go? **Back to the House to ask concurrence with the amendment**
 - If the House does not like the Senate's amendment, where can the bill be sent? **Conference committee**
 - Can the Governor amend a bill and send it back to the legislature? **No**
 - How can the legislature overcome a Governor's veto? **2/3 vote in each house**

- 
3. Divide the class into two teams. Have each team designate a captain. Give each captain a set of the scrambled steps in passing a bill. Instruct students that they are to unscramble the steps. The bill begins in the Senate, so the first step is FIRST READING IN THE SENATE. This will require students to read the chart “backwards.” When a team believes it has correctly unscrambled the steps, they are to line up, holding the steps in order in front of them. Some students may need to hold more than one step. When both teams are lined up, compare their answers and discuss any discrepancies
 4. In September of 2017, texting while driving became illegal:
 - A) Pair students. Using a sheet of butcher paper have the students illustrate the legislative course this bill took in 2017 to become law.
 - B) Many believe the current law is flawed. Discuss the reasons the legislature passed a bill that wouldn’t save lives and has so many loopholes.
 - C) Texting bills failed in the Texas Legislature in 2011 and 2015. Have students investigate how and why these bills failed. Discuss as a class whether this process is efficient. Why does Texas follow this proceduree?

Extension for AP/GT:

Extension activity: During a legislative session, have students select a bill and track its progress through the legislature. Information on bills may be found at <http://www.capitol.state.tx.us>





HOW A BILL BECOMES A LAW

Introducing a Bill

A representative or senator gets an idea for a bill by listening to the people he or she represents and then begins working to solve their problem. Other ideas for legislation come from interest groups, lobbyists, and local or state government institutions or agencies. A bill may also grow out of the recommendations of an interim committee study conducted when the legislature is not in session. The idea is researched to determine what state law needs to be changed or created to best solve that problem. A bill is then written by the legislator, often with legal assistance from the Texas Legislative Council, a legislative agency which provides bill drafting services, research assistance, computer support, and other services for legislators.

Once a bill has been written, it is introduced by a member of the House or Senate in the member's own chamber. Sometimes, similar bills about a particular issue are introduced in both houses at the same time by a representative and senator working together. However, any bill increasing taxes or raising money for use by the state must start in the House of Representatives.

House members and senators can introduce bills on any subject during the first 60 calendar days of a regular session. After 60 days, the introduction of any bill other than a local bill or a bill related to an emergency declared by the Governor requires the consent of at least four-fifths of the members present and voting in the House or four-fifths of the membership in the Senate.

After a bill has been introduced, a short description of the bill, called a caption, is read aloud while the chamber is in session so that all of the members are aware of the bill and its subject. This is called the first reading, and it is the point in the process where the presiding officer assigns the bill to a committee. This assignment is announced on the chamber floor during the first reading of the bill.

The Committee Process

The chair of each committee decides when the committee will meet and which bills will be considered. The House rules permit a House committee or subcommittee to meet: (1) in a public hearing where testimony is heard and where official action may be taken on bills, resolutions, or other matters; (2) in a formal meeting where the members may discuss and take official action without hearing public testimony; or (3) in a work session for discussion of matters before the committee without taking formal action. In the Senate, testimony may be heard and official action may be taken at any meeting of a Senate committee or subcommittee. Public testimony is almost always solicited on bills, allowing citizens the opportunity to present arguments on different sides of an issue.





The Committee Process continued....

A House committee or subcommittee holding a public hearing during a legislative session must post notice of the hearing at least five calendar days before the hearing during a regular session and at least 24 hours in advance during a special session. For a formal meeting or a work session, written notice must be posted and sent to each member of the committee two hours in advance of the meeting or an announcement must be filed with the journal clerk and read while the House is in session. A Senate committee or subcommittee must post notice of a meeting at least 24 hours before the meeting.

After considering a bill, a committee may choose to take no action or may issue a report on the bill. The committee report, expressing the committee's recommendations regarding action on a bill, includes a record of the committee's vote on the report, the text of the bill as reported by the committee, a detailed bill analysis, and a fiscal note or other impact statement, as necessary. The report is then printed, and a copy is distributed to every member of the House or Senate.

In the House, a copy of the committee report is sent to either the Committee on Calendars or the Committee on Local and Consent Calendars for placement on a calendar for consideration by the full House. In the Senate, local and noncontroversial bills are scheduled for Senate consideration by the Senate Administration Committee. All other bills in the Senate are placed on the regular order of business for consideration by the full Senate in the order in which the bills were reported from the Senate committee. A bill on the regular order of business may not be brought up for floor consideration unless the Senate sponsor of the bill has filed a written notice of intent to suspend the regular order of business for consideration of the bill.

Floor Action

When a bill comes up for consideration by the full House or Senate, it receives its second reading. The bill is read, again by caption only, and then debated by the full membership of the chamber. Any member may offer an amendment, but it must be approved by a majority of the members present and voting to be adopted. The members then vote on whether to pass the bill. The bill is then considered by the full body again on third reading and final passage. A bill may be amended again on third reading, but amendments at this stage require a two-thirds majority for adoption. Although the Texas Constitution requires a bill to be read on three separate days in each House before it can have the force of law, this constitutional rule may be suspended by a four-fifths vote of the House in which the bill is pending. The Senate routinely suspends this constitutional provision in order to give a bill an immediate third reading after its second reading consideration. The House, however, rarely suspends this provision, and third reading of a bill in the House normally occurs on the day following its second reading consideration.



Floor Action continued...

In either House, a bill may be passed on a voice vote or a record vote. In the House, record votes are tallied by an electronic vote board controlled by buttons on each member's desk. In the Senate, record votes are taken by calling the roll of the members.

If a bill receives a majority vote on third reading, it is considered passed. When a bill is passed in the House where it originated, the bill is engrossed, and a new copy of the bill which incorporates all corrections and amendments is prepared and sent to the opposite chamber for consideration. In the second House, the bill follows basically the same steps it followed in the first House. When the bill is passed in the opposite House, it is returned to the originating chamber with any amendments that have been adopted simply attached to the bill.

If a bill is returned to the originating chamber without amendments, it is put in final form, signed by the Speaker and Lieutenant Governor, and sent to the Governor.

Action on the Other House's Amendments and Conference Committees

If a bill is returned to the originating chamber with amendments, the originating chamber can either agree to the amendments or request a conference committee to work out differences between the House version and the Senate version. If the amendments are agreed to, the bill is put in final form, signed by the presiding officers, and sent to the Governor.

Conference committees are composed of five members from each House appointed by the presiding officers. Once the conference committee reaches agreement, a conference committee report is prepared and must be approved by at least three of the five conferees from each House. Conference committee reports are voted on in each House and must be approved or rejected without amendment. If approved by both Houses, the bill is signed by the presiding officers and sent to the Governor.

Governor's Action

Upon receiving a bill, the Governor has 10 days in which to sign the bill, veto it, or allow it to become law without a signature. If the Governor vetoes the bill and the legislature is still in session, the bill is returned to the House in which it originated with an explanation of the Governor's objections. A two-thirds majority in each House is required to override the veto. If the Governor neither vetoes nor signs the bill within 10 days, the bill becomes a law. If a bill is sent to the Governor within 10 days of final adjournment, the Governor has until 20 days after final adjournment to sign the bill, veto it, or allow it to become law without a signature.

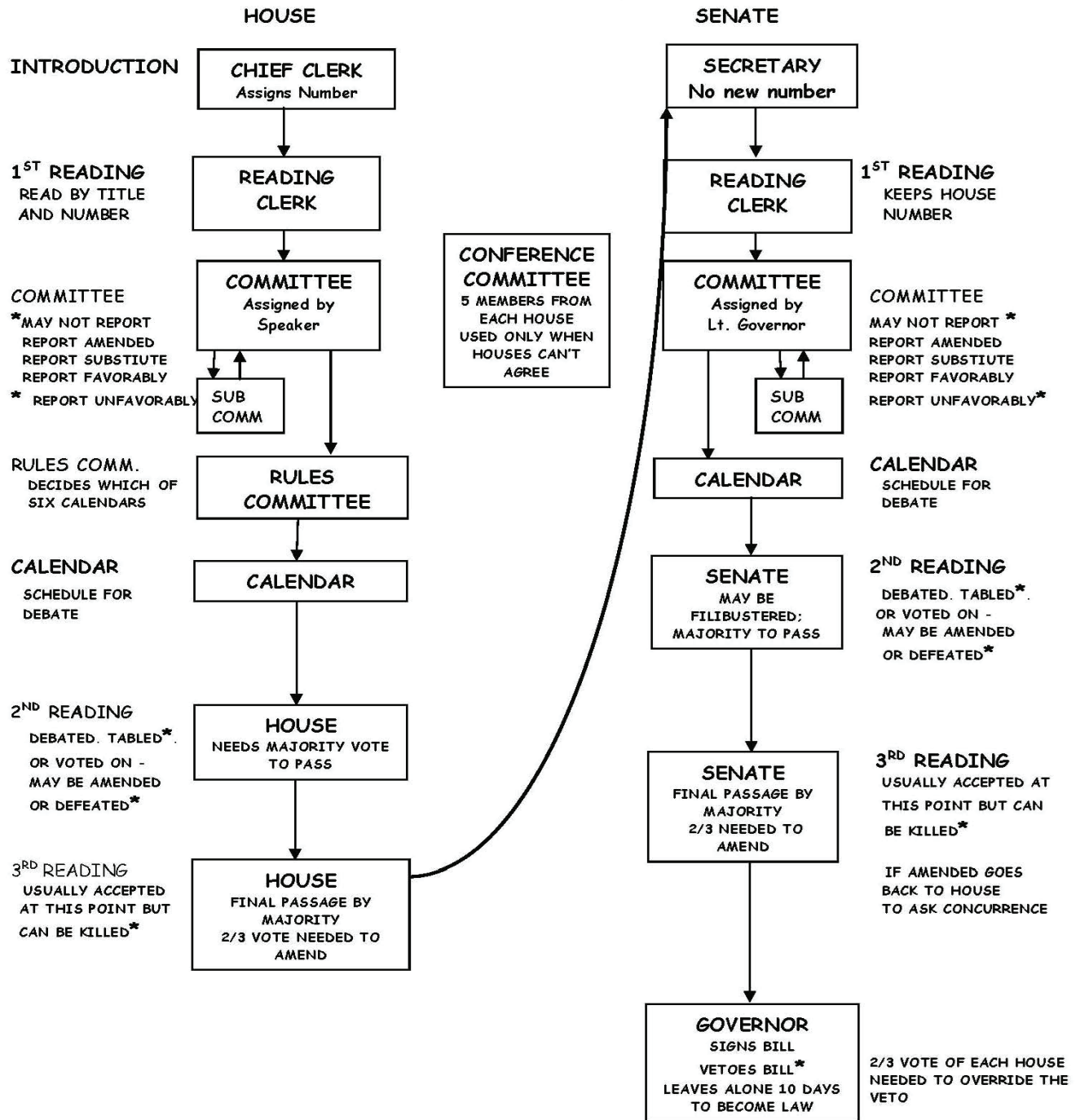
Adapted from Texas House of Representatives website.
<http://www.house.state.tx.us>



HOW A BILL MOVES THROUGH THE TEXAS LEGISLATURE

Example shows introduction in the House - Senate Introduction reverses the order.

***Place where a bill can die**



**A BILL TO BE ENTITLED
AN ACT**

requiring that all cats and dogs be confined in pet carriers when being transported in a motor vehicle.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. SHORT TITLE. This Act may be cited as the “Fluffy and Fido Act.”

SECTION 2. DEFINITIONS. In this Act, unless the context requires a different meaning, the term:

- (a) “pet carrier” means a box, cage, or other small enclosure used to confine an animal;
- (b) “motor vehicle” means an automobile, van, truck, utility vehicle, or bus.

SECTION 3. All cats and dogs must be confined in pet carriers when being transported in a motor vehicle.

SECTION 4. Persons adjudged guilty of violating this act by not confining cats and dogs to carriers when transporting them in a motor vehicle will be guilty of a Class C misdemeanor and be punished by a fine not to exceed \$500 or be required to volunteer at an animal shelter for up to 60 clock hours.

**A BILL TO BE ENTITLED
AN ACT**

relating to the penalty for a traffic offense committed when operating a motor vehicle while simultaneously engaged in personal grooming.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. SHORT TITLE. This Act may be cited as the “Grooming While Driving Act.”

SECTION 2. DEFINITIONS. In this Act, unless the context requires a different meaning, the term “personal grooming” includes:

- (a) applying makeup;
- (b) shaving;
- (c) combing hair; or
- (d) attending to another personal hygiene or appearance task.

SECTION 3. PENALTIES. A traffic offense committed while simultaneously engaged in an act of personal grooming will be punishable by a fine that is at least twice the minimum fine applicable to the offense and not more than twice the maximum fine that is applicable to the offense.

**A BILL TO BE ENTITLED
AN ACT**

relating to the maximum speed limit on roads and highways in Texas.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. SHORT TITLE. This Act may be cited as the "Fuel Conservation Act."

SECTION 2. MAXIMUM SPEED LIMIT. When the price of a gallon of regular gasoline exceeds \$4.00 per gallon in Houston, San Antonio, Austin, Dallas, and El Paso for a period of 14 consecutive days, the maximum speed limit on roads and highways outside of urban districts in the State of Texas will be 55 miles per hour in both daytime and nighttime.

**A BILL TO BE ENTITLED
AN ACT**

relating to the issuance of drivers' licenses to persons over the age of 70.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. SHORT TITLE. This Act may be cited as the "Driving While Old Act."

SECTION 2. Upon reaching the age of 70, persons applying for first time or renewal driver's licenses will be issued licenses that must be renewed annually. At the time of such renewals, in order to renew the license the applicant must pass a vision test and a behind-the-wheel driving test conducted by a member of the Department of Public Safety.

SECTION 3. Renewal fees for these annual licenses will be \$15 per year.

**A BILL TO BE ENTITLED
AN ACT**

relating to the operation of a bicycle on a roadway within a designated bike lane.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. SHORT TITLE. This Act may be cited as the "Stay in Your Lane Act."

SECTION 2. A person operating a bicycle on a roadway with a designated bike lane must ride the bicycle so that no part of the bicycle is outside the designated bike lane unless:

- (a) the person is passing another vehicle parked in the bike lane;
- (b) the person is preparing to turn left at an intersection or on to a private road or driveway;
- (c) a condition on or of the roadway prevents the person from riding entirely within the bike lane.

SECTION 3. PENALTIES. Persons adjudged guilty of violating this act by not operating a bicycle entirely within a designated bike lane on a roadway where such lane exists, when not subject to one of the exceptions listed above, shall be guilty of a Class C misdemeanor and be subject to a fine of up to \$500.

**A BILL TO BE ENTITLED
AN ACT**

relating to the size of window decorations on certain motor vehicles.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. SHORT TITLE. This Act may be cited as the “Window Sticker Act.”

SECTION 2. DEFINITIONS. In this Act, unless the context requires a different meaning, the term:

- (a) “window decoration” means a sticker, decal, painting, or other display;
- (b) “motor vehicle” means any motor driven or propelled vehicle required to be registered under the laws of this state.

SECTION 3. Window decorations affixed to any window of a motor vehicle may not exceed 3 inches in height and/or 24 inches in length. Exceptions to this requirement are any decals or stickers required to be displayed by state law.

SUBCOMMITTEE REPORT

BILL NUMBER _____ **SHORT TITLE** _____

Evaluation: Indicate yes or no for each of these criteria, explaining briefly the subcommittee's evaluation.

The Bill -

_____ says who or which groups are expected to obey it

_____ if applicable, states the penalty for a person or group who disobeys it

_____ is enforceable

_____ is fair

_____ explains the meaning of words people might not understand

_____ has no vague words or phrases

_____ does not conflict with another law or the Constitution

_____ provides for funding if needed

What groups would be most likely to support this bill?

What groups would be most likely to oppose this bill?

If the bill fails to meet any of the standards above, what amendments to the bill would the subcommittee recommend so that the bill would meet the standards? Be prepared to present your subcommittee report to a meeting of the entire committee. You may recommend passing the bill as is, pass it with amendments, or kill the bill.

EVALUATING PROPOSED TRAFFIC SAFETY LEGISLATION

Learning Objectives: Students will

1. Participate in a simulation of a subcommittee and committee meeting in the legislative process.
2. Analyze proposed legislation.
3. Evaluate information in order to make a well-reasoned decision.

TEKS: 7.15A, 7.21C, 7.29H; Govt.8A , Govt.20A&E


Materials Needed: Copies of the Subcommittee Report, copies of the six proposed bills

Teaching Strategy:

1. This lesson focuses on the role of committees and subcommittees in the legislative process. Divide the class into six groups and designate each as a subcommittee of the Transportation Committee.
2. Assign each subcommittee one of the six bills found in this lesson. Give each student a copy of the Subcommittee Report. Instruct each subcommittee to work as a group to complete the report for their assigned bill.
3. When groups have completed their subcommittee reports, convene the class into a meeting of the Transportation Committee. Designate one student to be the Chairperson of the Committee and conduct a “mark-up” session to evaluate each bill. The chairperson should call on each subcommittee to present its report. After the report is presented, the committee as a whole can vote to pass the bill as is, amend the bill and pass it, or kill the bill. All votes will need a majority to prevail.

Suggested evaluation key for the teacher:

- HB 1 – Is it fair to only require cats and dogs to be confined but not other animals that might be carried in a motor vehicle? Are the definitions of pet carrier and motor vehicle adequate? What about people who cannot afford pet carriers? Does the bill account for emergencies?
- HB 2 – Why stop at just personal grooming as an activity that distracts drivers? Is the punishment section confusing?
- HB 3 – What is an urban district? Why are just five cities listed? How will the change in speed limits be communicated to all parts of the state? How long will the speed limit change last?

- 
- HB 4 – Is this fair to those over 70? Who will bear the cost of additional DPS troopers to administer the behind the wheel tests? Is the price of license renewal too low or too high?
 - HB 5 – Is this enforceable? Have all the exceptions been considered?
 - HB 6 – Are the definitions correct? Is the size restriction reasonable? What about people traveling through the state whose cars are not registered in Texas?
4. Optional: Allow students to briefly debate the merits of each bill proposed.
 5. Optional: Have students complete the Post-test provided with this lesson.

Extension for AP/GT:

Extension activity: Apply the checklist for evaluating bills to a current piece of legislation. Copies of bills may be found online at <http://www.capitol.state.tx.us>

Research Texas's law banning texting while driving, and use the Subcommittee Report to make suggested amendments to the law.

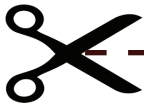




“HOW A BILL MOVES THROUGH THE LEGISLATURE” LESSON PRE-TEST

Mark the following statements as TRUE (T) or FALSE (F). Circle your answer.

- T / F 1. When a bill is proposed, the entire bill is read aloud at a “first reading.”
- T / F 2. A bill must pass the house and senate in identical form to become law.
- T / F 3. Filibusters take place at the “first reading” of a bill.
- T / F 4. Governors may amend a bill and send it back to the legislature.
- T / F 5. A governor’s veto can be overridden by a 2/3 majority in each house.



“HOW A BILL MOVES THROUGH THE LEGISLATURE” LESSON POST-TEST

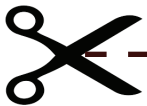
Mark the following statements as TRUE (T) or FALSE (F). Circle your answer.

- T / F 1. Conference Committees help bring compromise on proposed changes to a bill.
- T / F 2. If the governor does not act on a bill sent to him/her for a signature within ten days, it becomes a law without the signature.
- T / F 3. The Governor may veto a bill.
- T / F 4. When a bill is proposed, the entire bill is read aloud at a “first reading.”
- T / F 5. A bill must pass the house and senate in identical form to become law.
- T / F 6. Filibusters take place at the “first reading” of a bill.
- T / F 7. Governors may amend a bill and send it back to the legislature.
- T / F 8. A governor’s veto can be overridden by a 2/3 majority in each house.
- T / F 9. The congressional calendar lets one know when debate on a bill may take place.
- T / F 10. The Texas Legislature and the U.S. Legislature (Congress) are both bicameral legislatures.

TEACHER KEY — “HOW A BILL MOVES...” LESSON PRE-TEST

Mark the following statements as TRUE (T) or FALSE (F). Circle your answer.

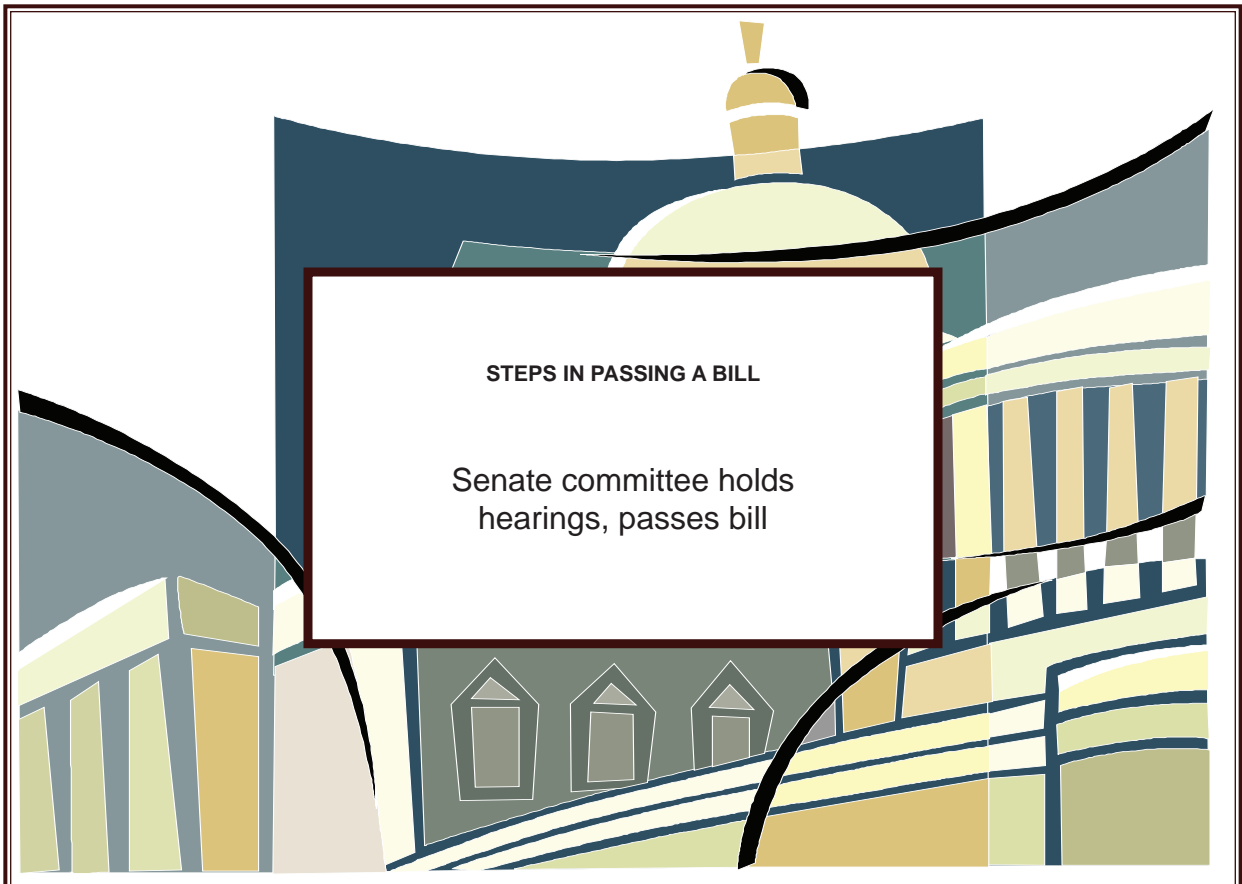
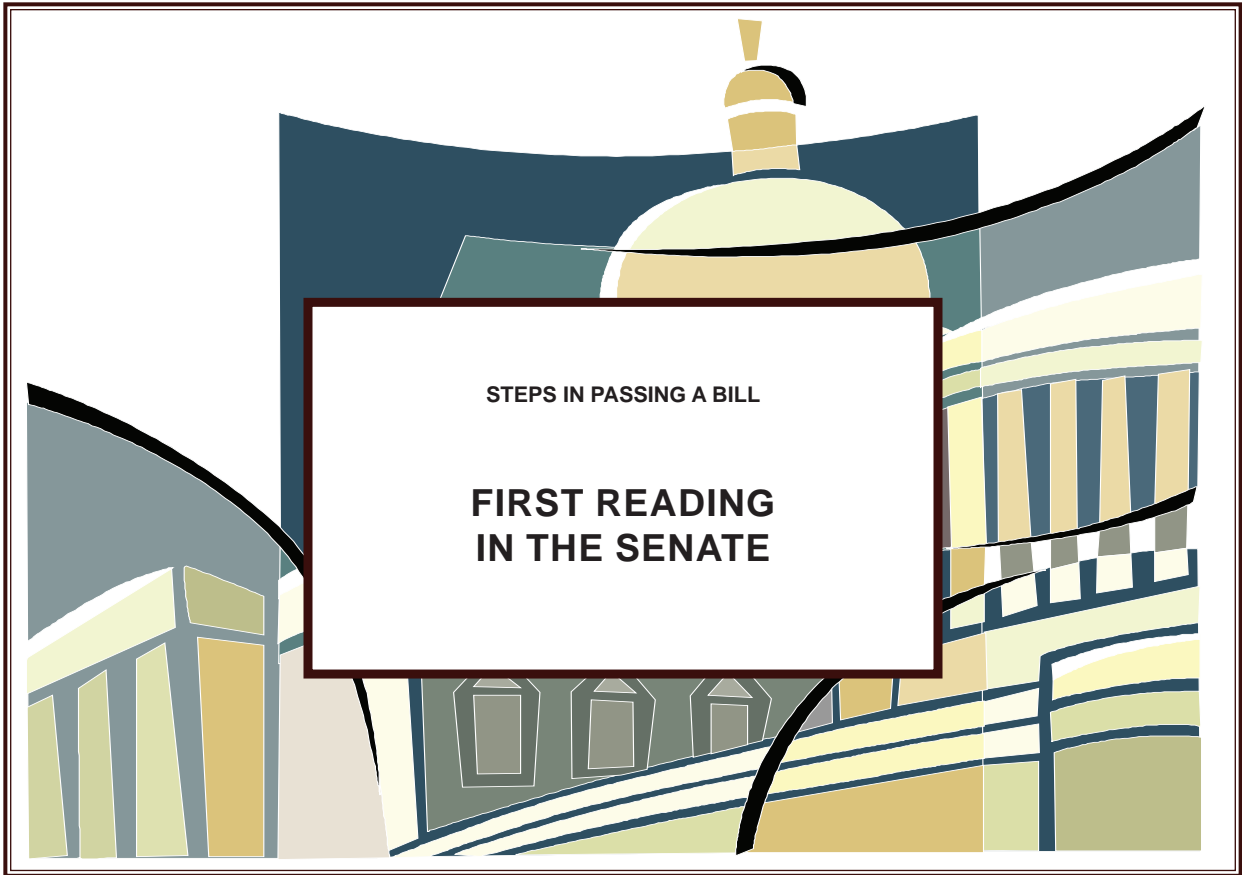
- T / F 1. When a bill is proposed, the entire bill is read aloud at a “first reading.” (F)
- T / F 2. A bill must pass the house and senate in identical form to become law. (T)
- T / F 3. Filibusters take place at the “first reading” of a bill. (F)
- T / F 4. Governors may amend a bill and send it back to the legislature. (T)
- T / F 5. A governor’s veto can be overridden by a 2/3 majority in each house. (T)

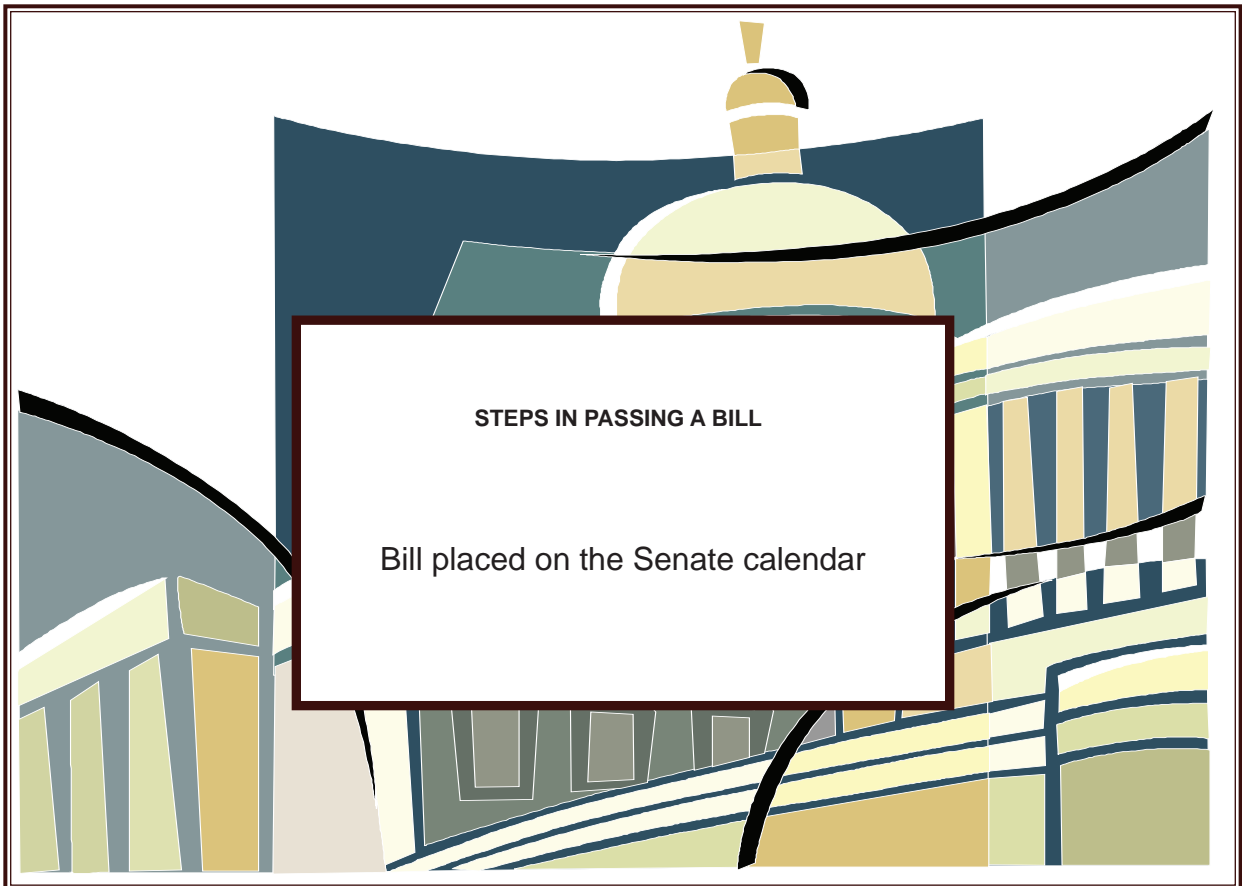
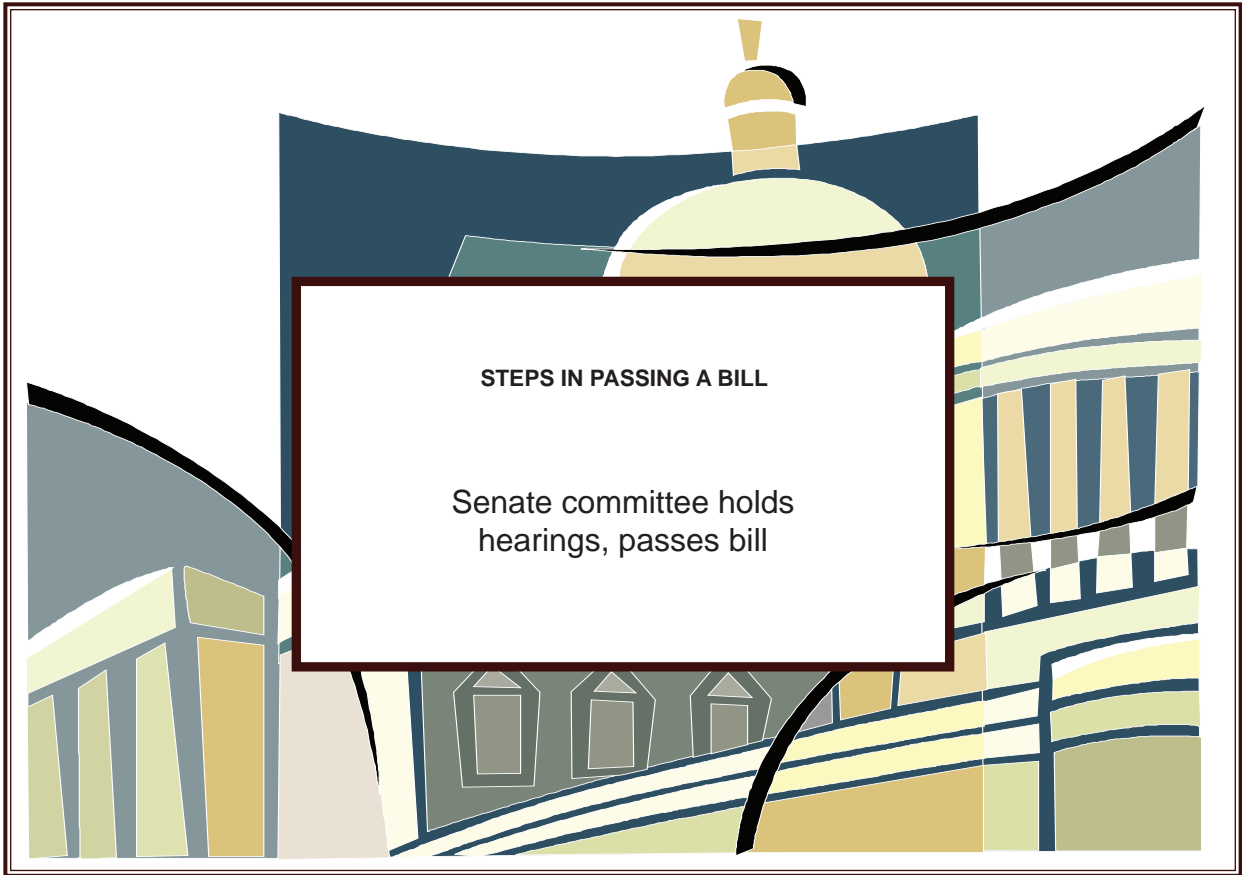


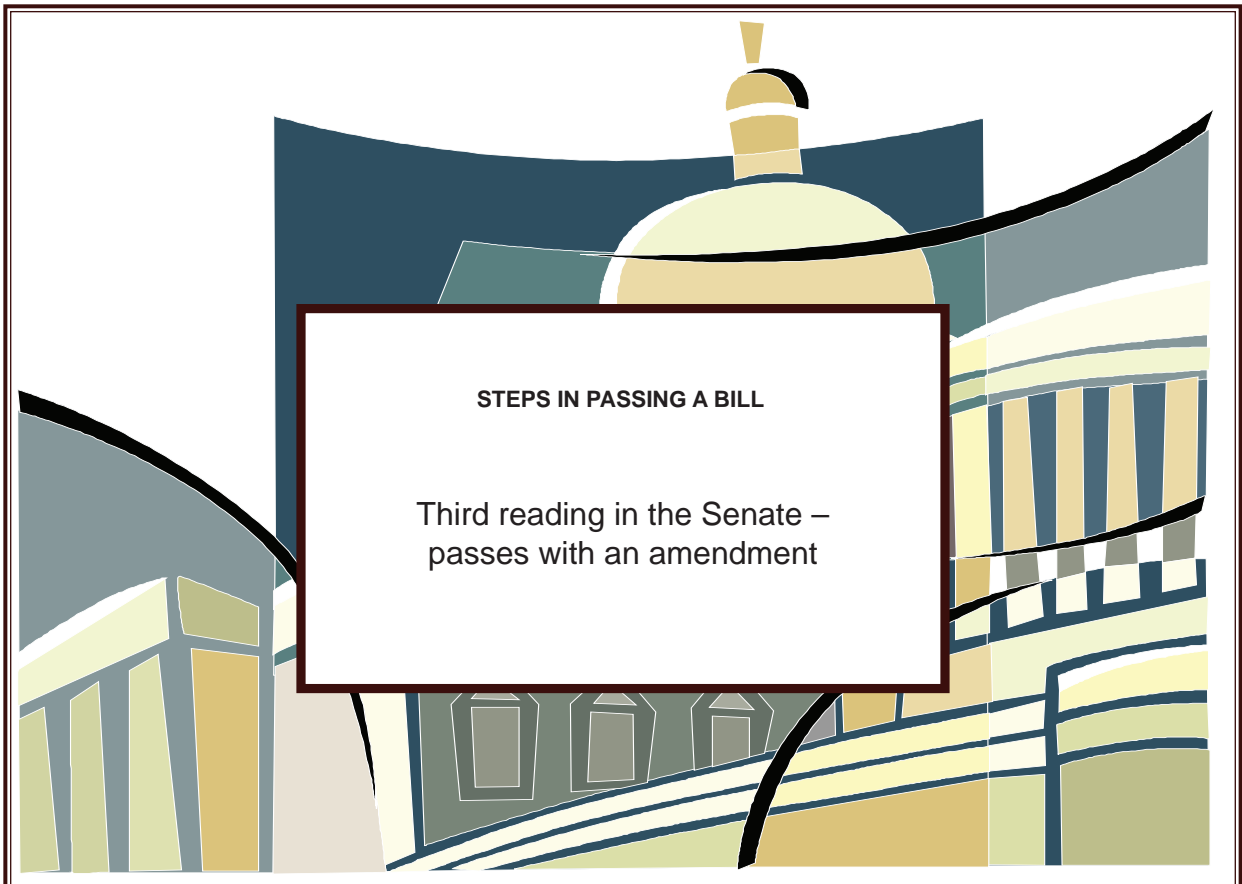
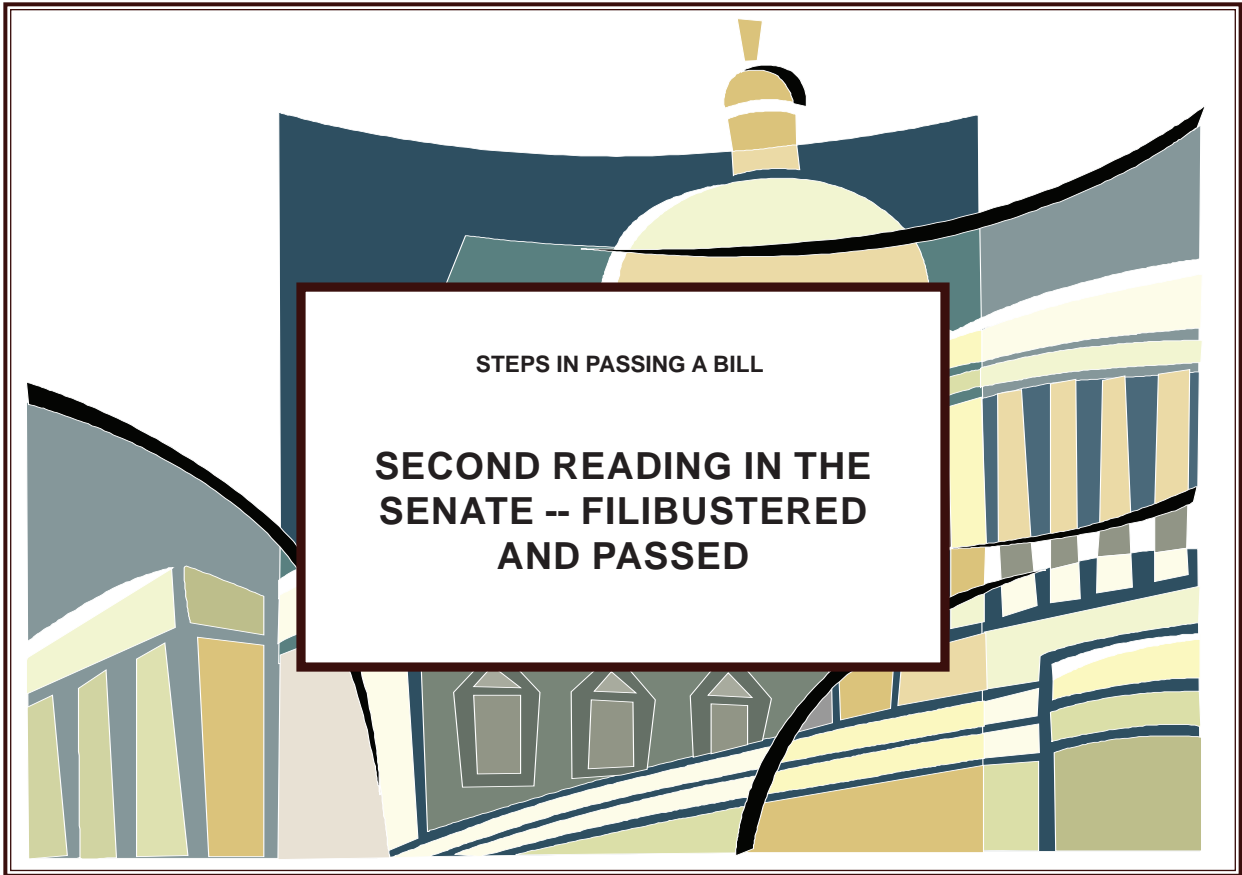
TEACHER KEY — “HOW A BILL MOVES...” LESSON POST-TEST

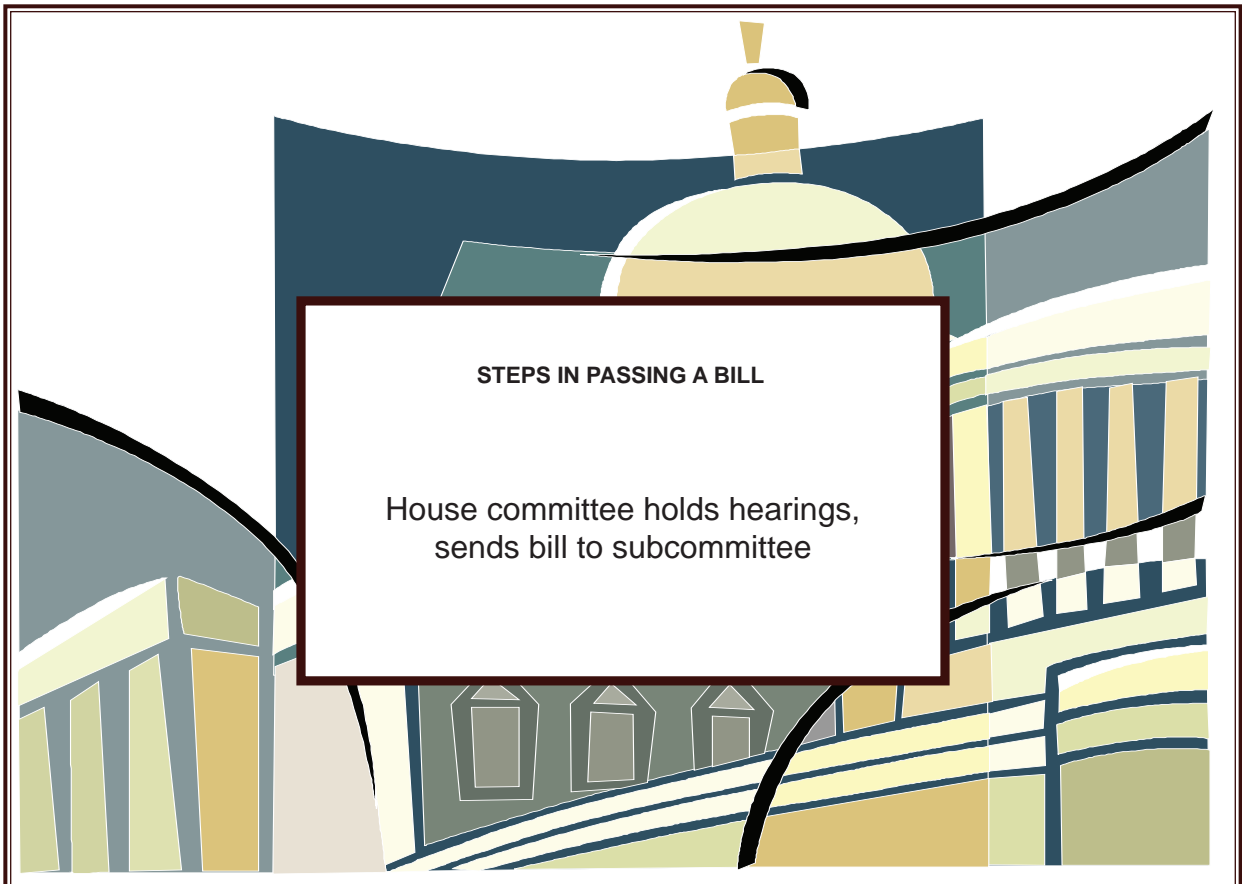
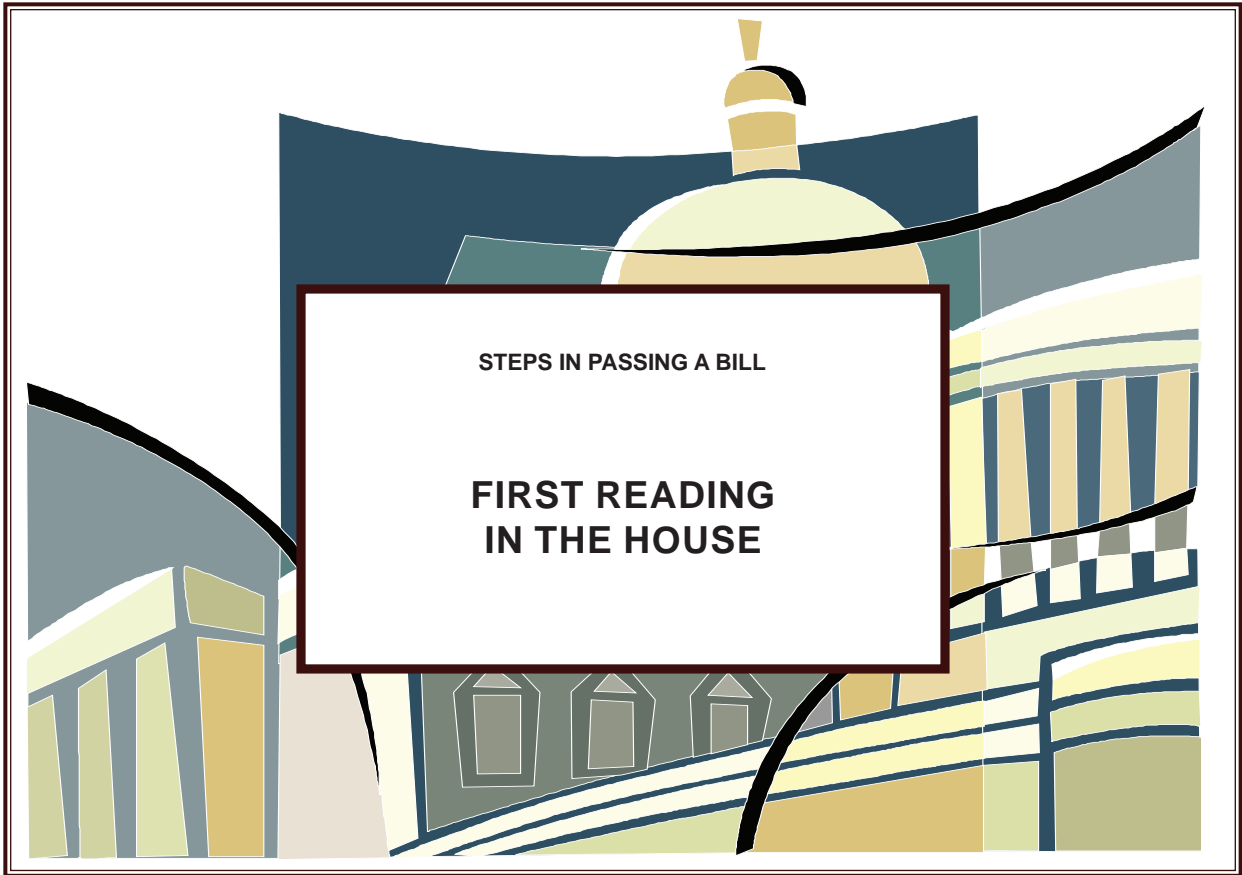
Mark the following statements as TRUE (T) or FALSE (F). Circle your answer.

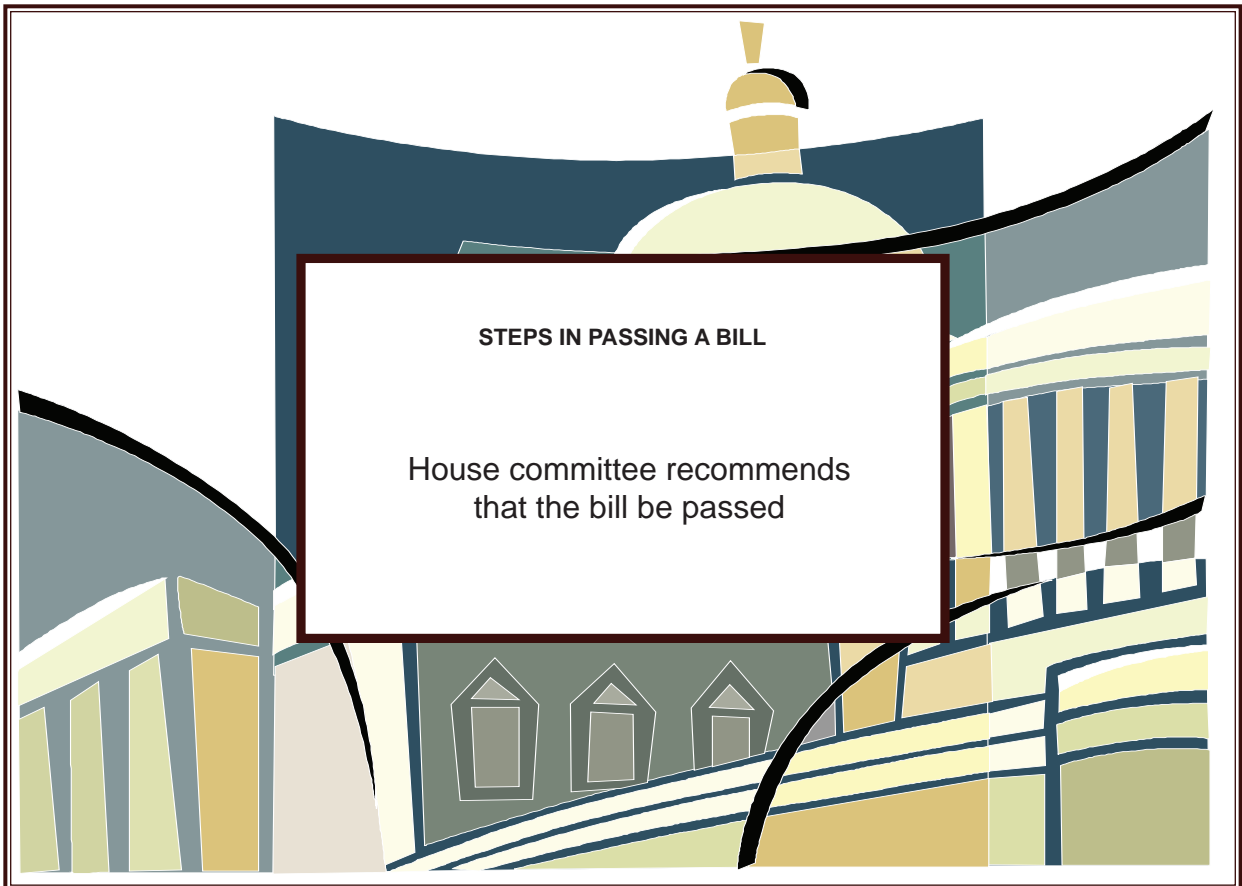
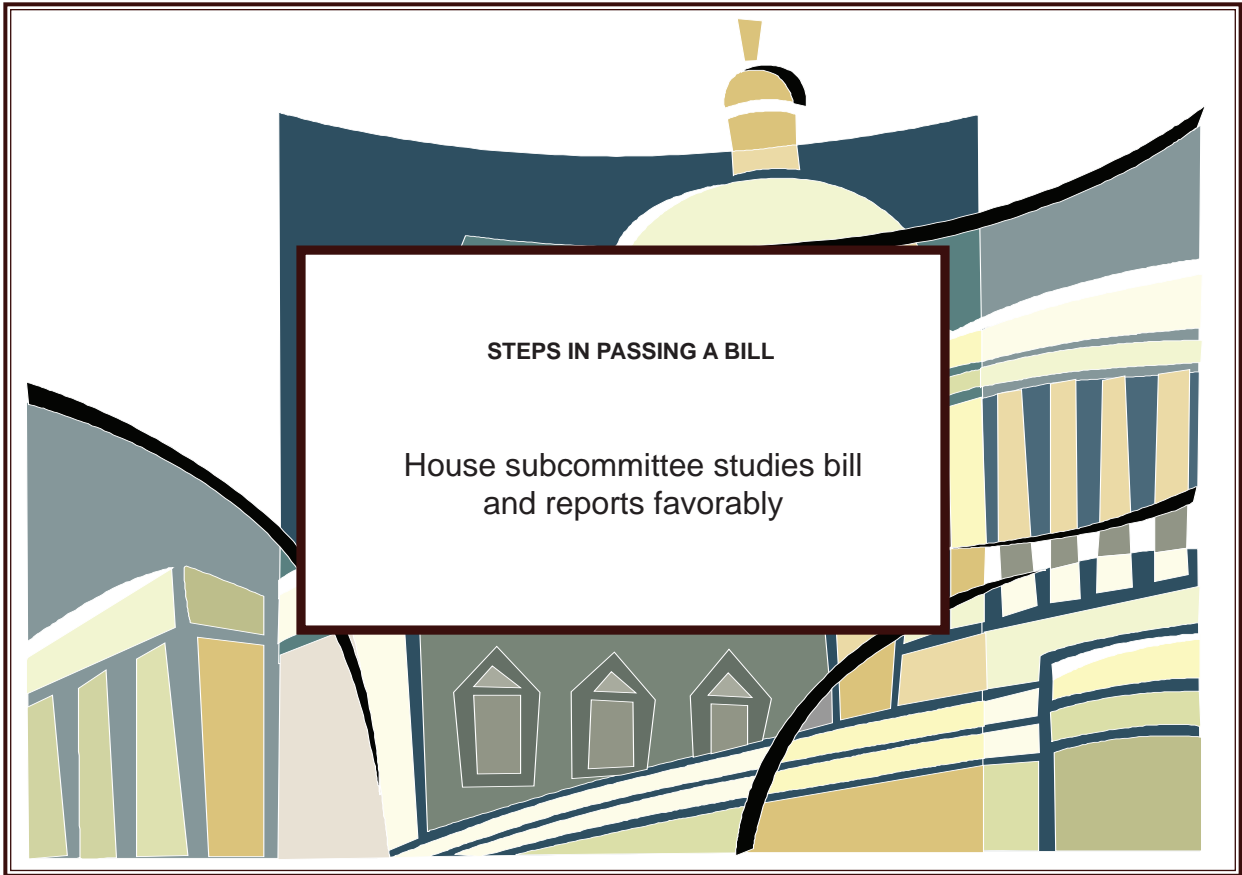
- T / F 1. Conference Committees help bring compromise on proposed changes to a bill. (T)
- T / F 2. If the governor does not act on a bill sent to him/her for a signature within ten days, it becomes a law without the signature. (T)
- T / F 3. The Governor may veto a bill. (T)
- T / F 4. When a bill is proposed, the entire bill is read aloud at a “first reading.” (F)
- T / F 5. A bill must pass the house and senate in identical form to become law. (T)
- T / F 6. Filibusters take place at the “first reading” of a bill. (F)
- T / F 7. Governors may amend a bill and send it back to the legislature. (T)
- T / F 8. A governor’s veto can be overridden by a 2/3 majority in each house. (T)
- T / F 9. The congressional calendar lets one know when debate on a bill may take place. (T)
- T / F 10. The Texas Legislature and the U.S. Legislature (Congress) are both bicameral legislatures. (T)

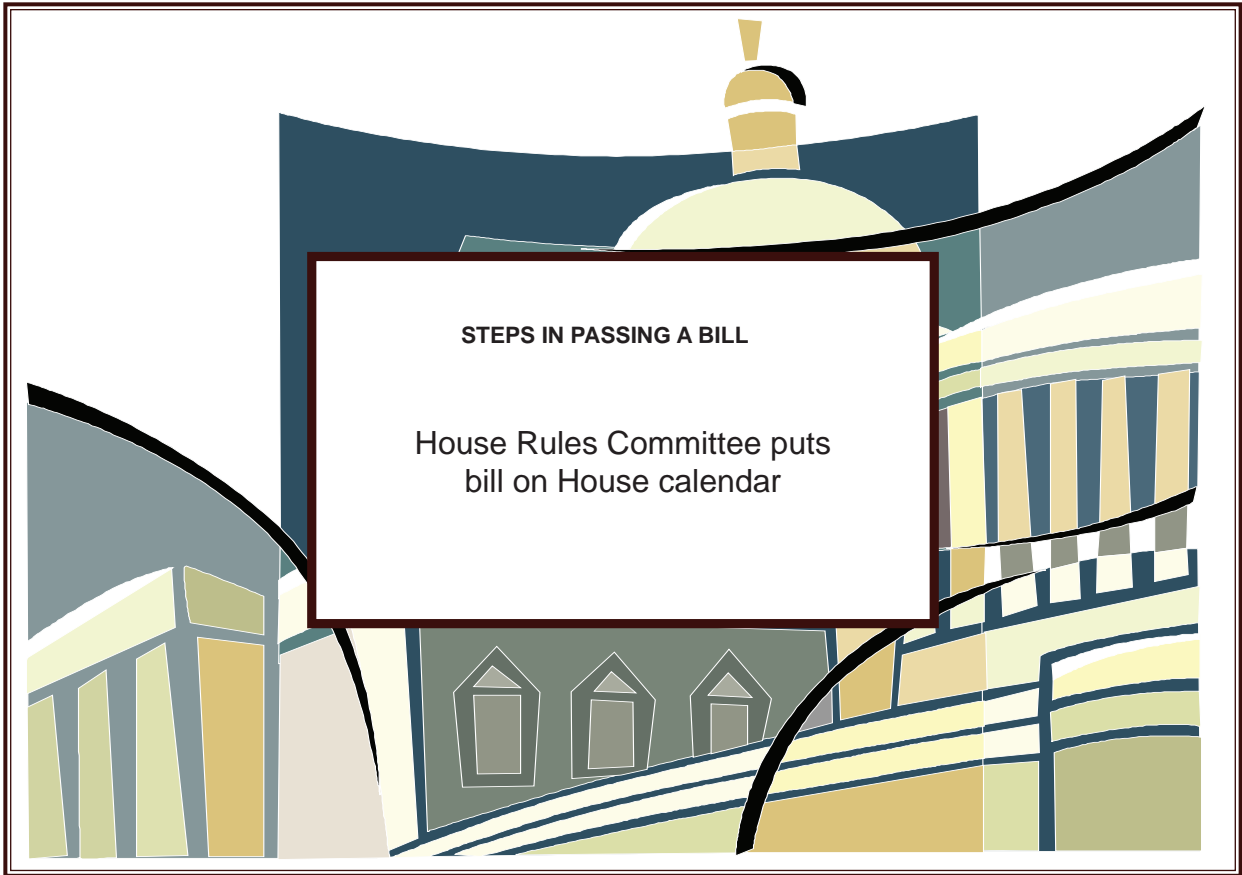






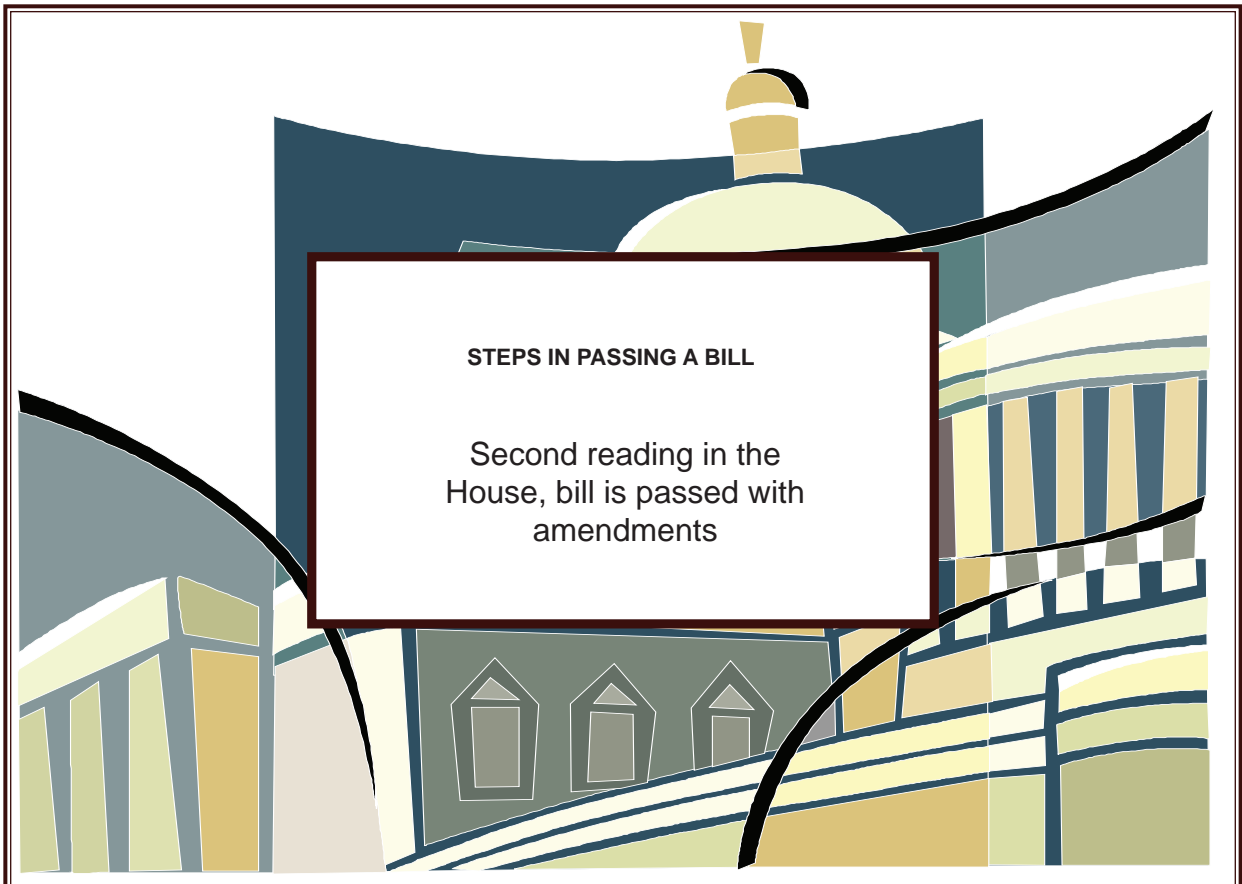






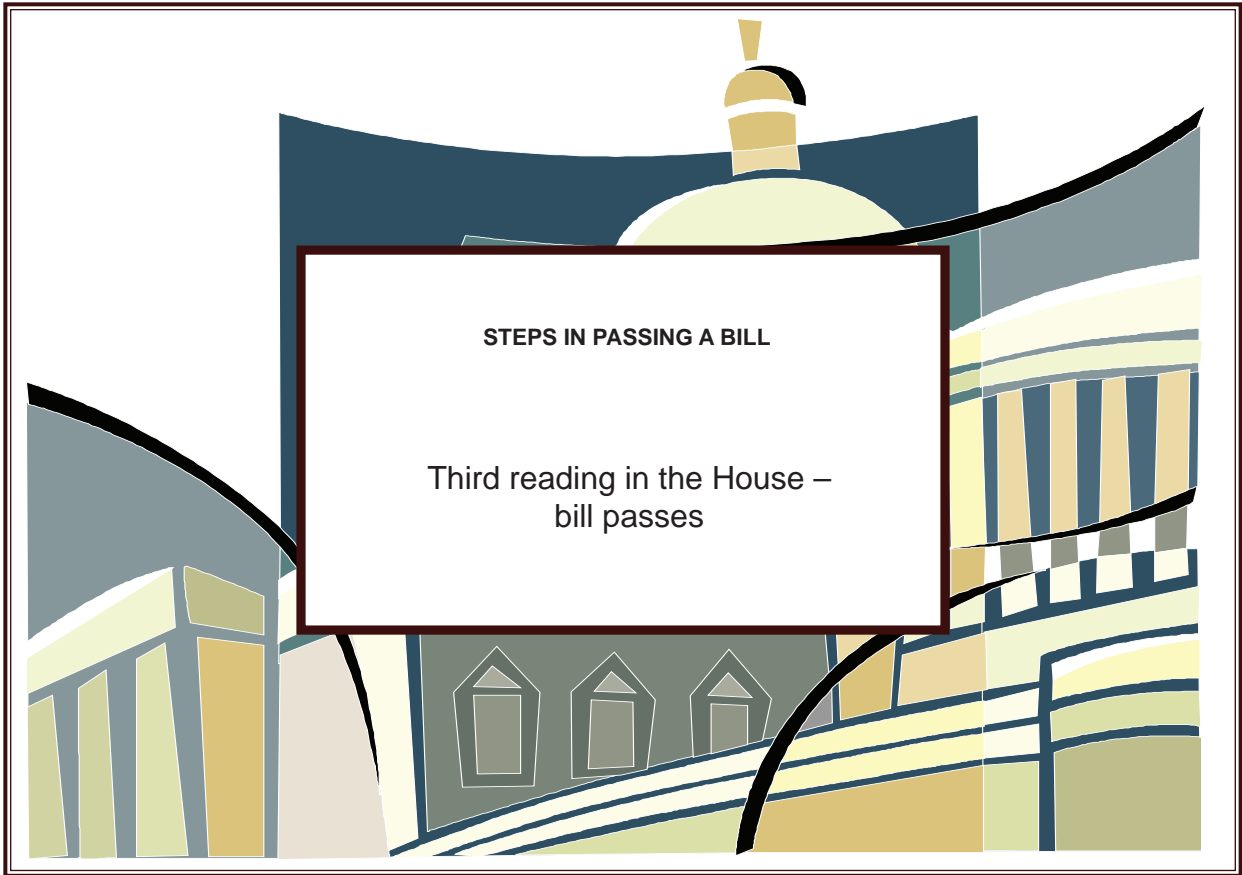
STEPS IN PASSING A BILL

House Rules Committee puts
bill on House calendar



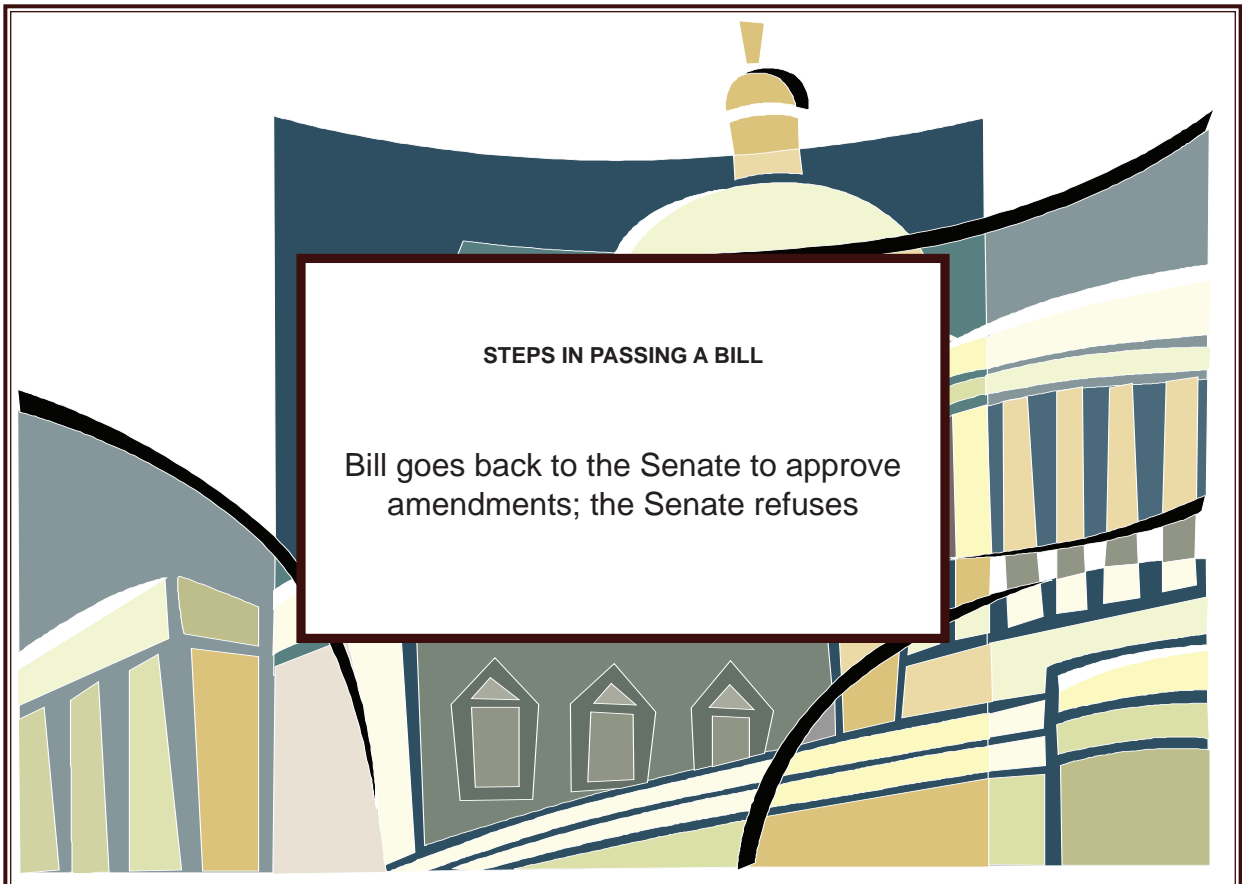
STEPS IN PASSING A BILL

Second reading in the
House, bill is passed with
amendments



STEPS IN PASSING A BILL

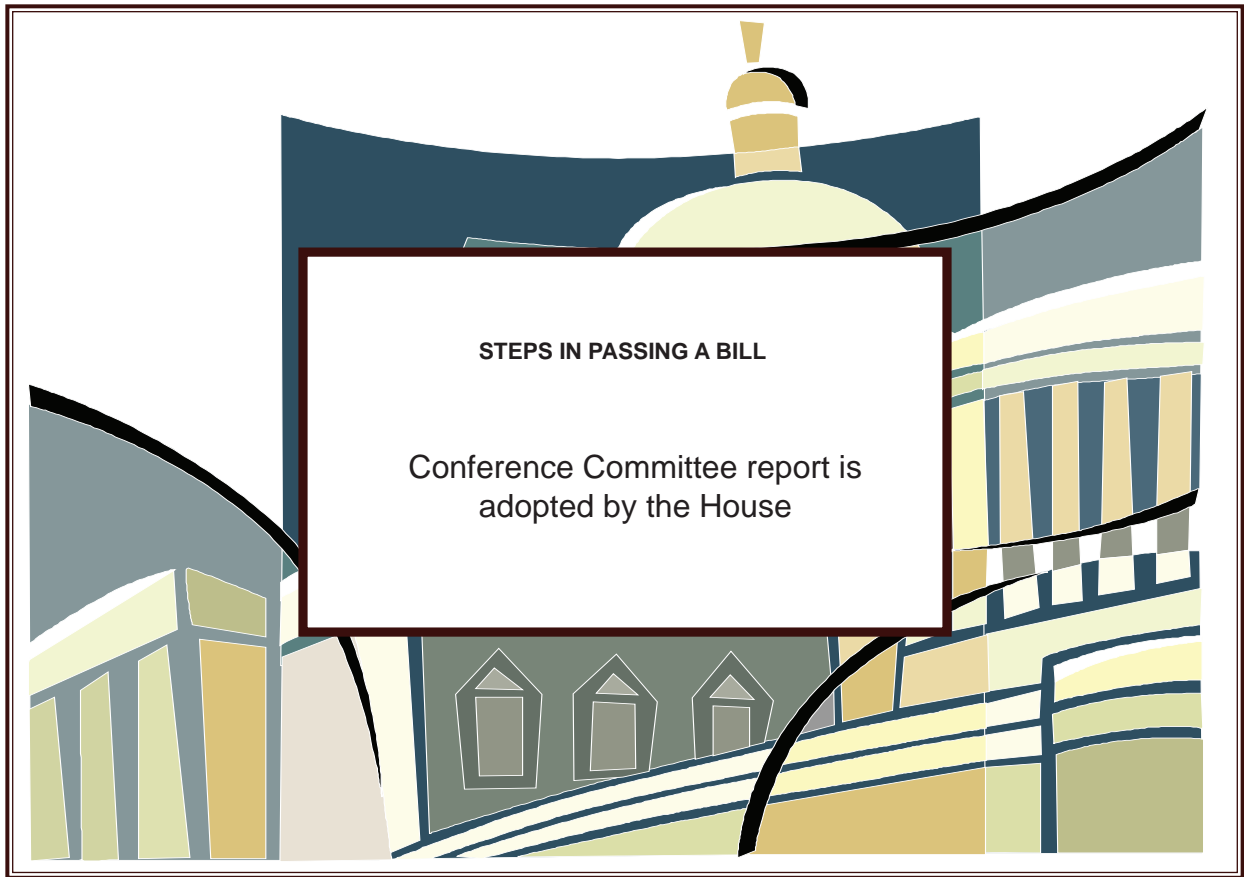
Third reading in the House –
bill passes



STEPS IN PASSING A BILL

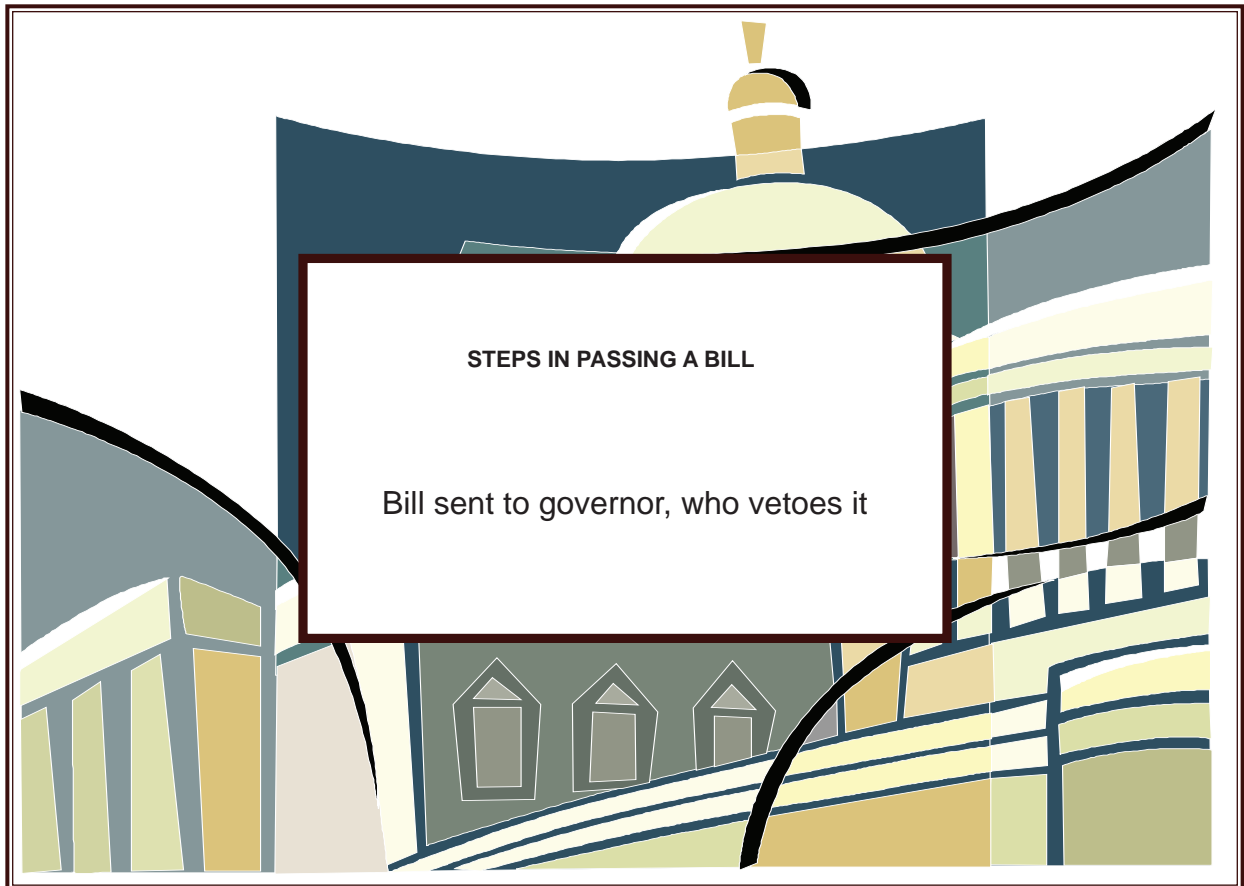
Bill goes back to the Senate to approve
amendments; the Senate refuses





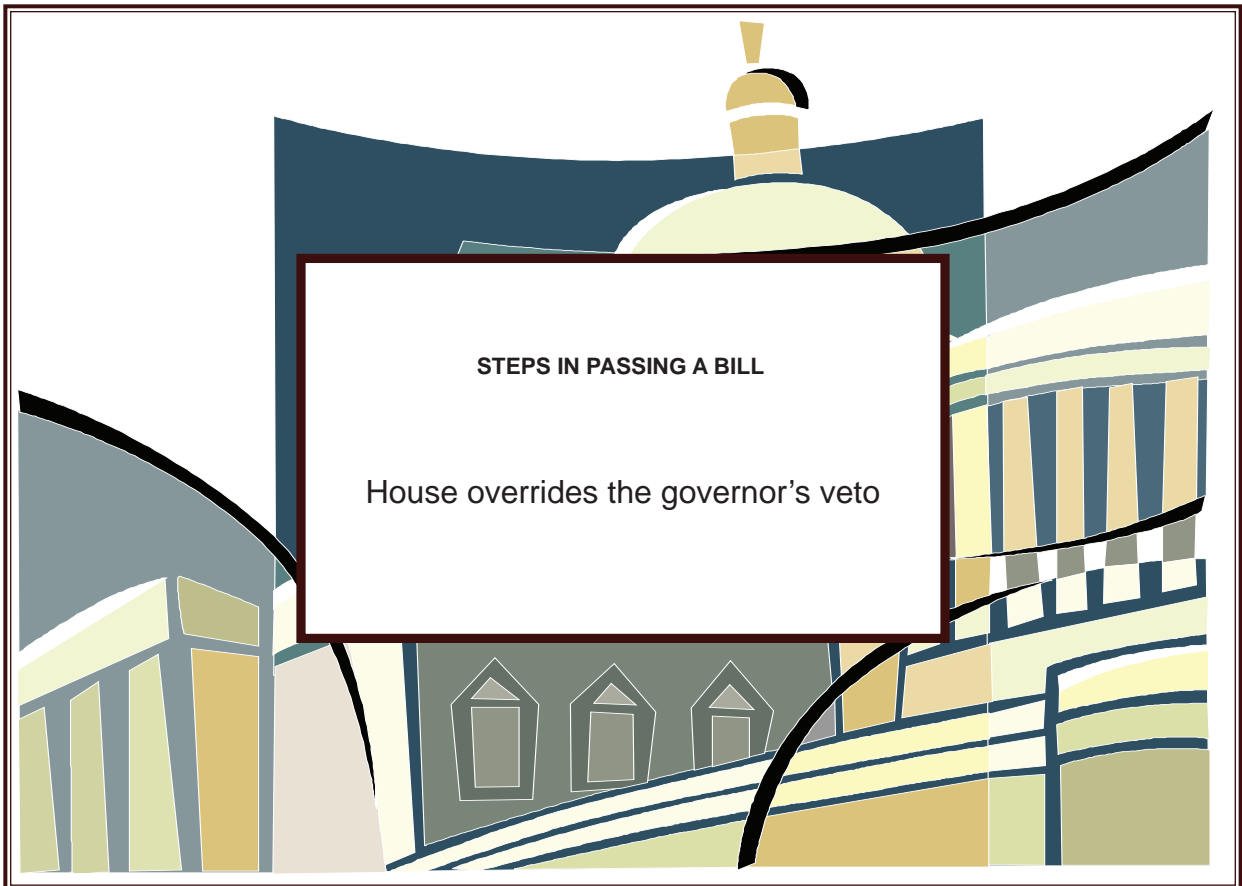
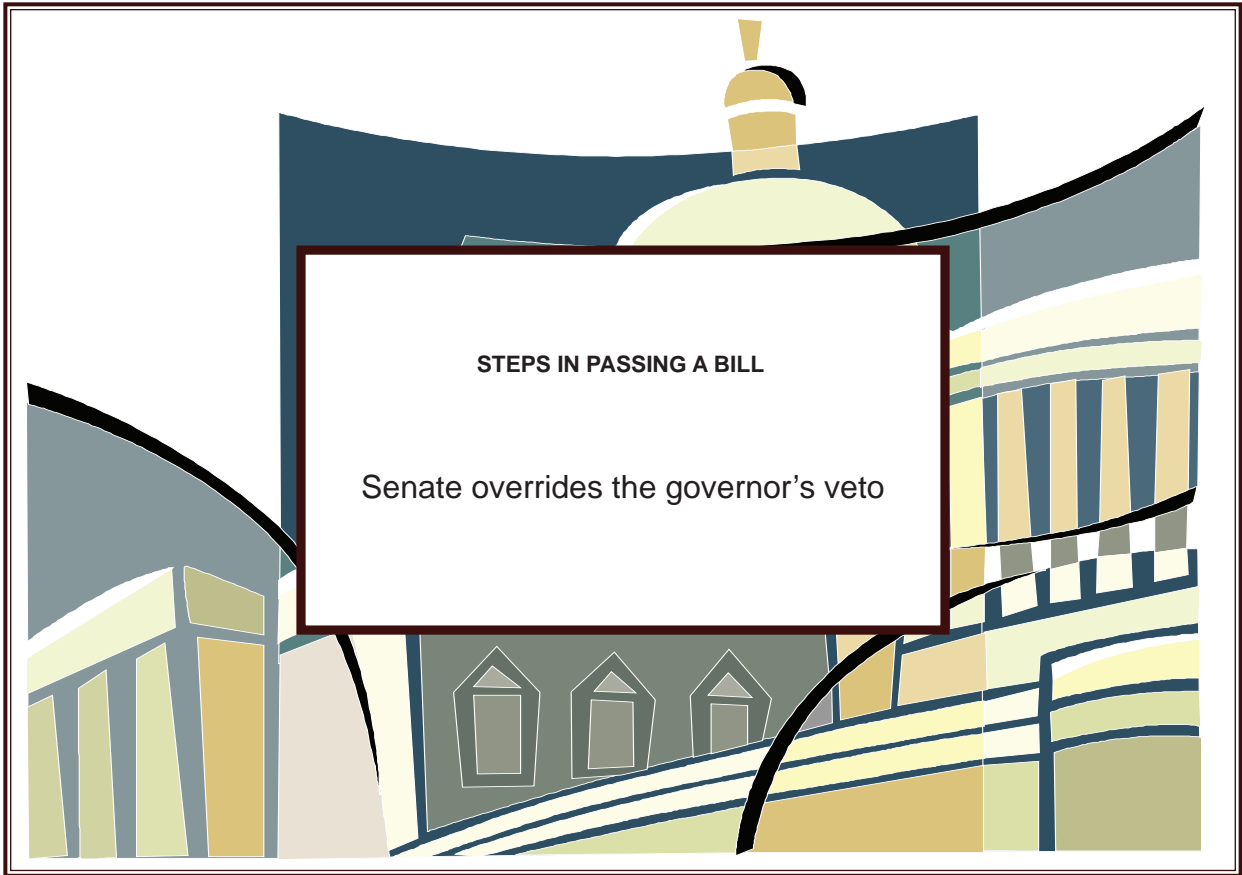
STEPS IN PASSING A BILL

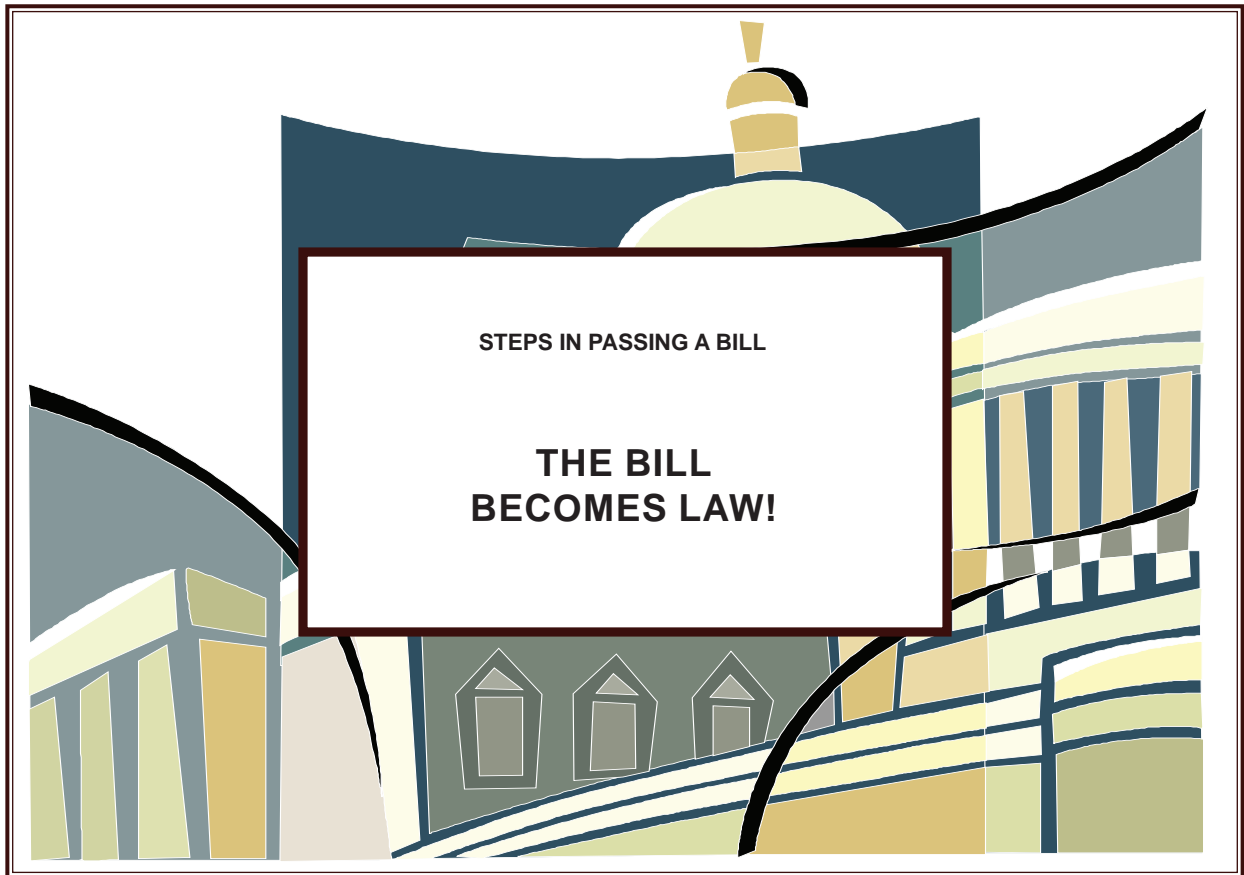
Conference Committee report is adopted by the House



STEPS IN PASSING A BILL

Bill sent to governor, who vetoes it





LICENSE TO DRIVE — FRAMING THE PROBLEM

Learning Objectives: Students will

1. Analyze the social and economic consequences caused by unsafe driving behaviors.
2. Use technology and research skills for information on the Transportation Code.
3. Synthesize information representing it in the form of a symbol or illustration.
4. Evaluate appropriate penalties for unsafe driving behaviors.


TEKS: Govt. 2A, Govt. 19B,

Materials Needed: A copy of the license plate frame for each group of three or four students, devices with access to the internet for research

Teaching Strategy:

Optional: Have students take the short pre-test provided. Collect or grade together as a class. The post test (if assigned) will have the students create ten T/F questions about the laws they heard in the presentations.

1. Brainstorm unsafe driving behaviors (the teacher should list them on the board as students identify them).
2. Divide the class into groups of approximately four and assign each group one of the unsafe driving behaviors previously identified.
3. Have the group research the driving behavior assigned to them, using the Transportation Code on the Texas Legislature Online website and the National Highway Traffic Safety Administration website.
4. Additionally, students should research the social and economic consequences caused by their assigned driving behavior. The following sites identified above have an excellent section of Summary Tables with associated costs:
5. Have the students complete the license plate frame provided, incorporating their research.
 - Top side of the frame: Summary of the law
 - Right side of the frame: Implications on the economy from drivers exhibiting the behavior
 - Left side of the frame: Implications on society from drivers exhibiting the behavior

- 
- Bottom side of the frame: Levels of punishment for people convicted of the unsafe driving behavior
 - In the center, students should create an illustration that summarizes the social and economic implications of the law and its punishment.
6. Have each group share its license plate frame. Discuss with the class the reasons why this is considered an unsafe driving behavior. Have students discuss the clarity and fairness of the law and its punishment.



Extension for AP/GT:

Students will investigate the effect of unsafe driving habits on insurance. What happens to the driver's insurance premiums after a wreck or traffic ticket? Why does this happen? Look at this issue from the perspective of both the insurance industry and the driver.



Implications on Society

Summary of the Law

Original illustrated picture that summarizes the social and economic implications of the law and its punishment.

Economic Implications

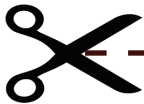
Levels of Punishment



“LICENSE TO DRIVE” LESSON PRE-TEST

Mark the following statements as TRUE (T) or FALSE (F). Circle your answer.

- T / F 1. Texting while stationary at a stop light is permissible.
- T / F 2. DWI’s could be defined as drunk-driving.
- T / F 3. Distracted driving has decreased between 2016-2018 in Texas.
- T / F 4. Speeding is less dangerous than distracted driving.
- T / F 5. Children may ride in the back of a pickup truck on rural county roads at speeds under 20 miles per hour



“LICENSE TO DRIVE” LESSON POST-TEST

Instructions: Create 10 TRUE (T) or FALSE (F) statements based on your own research and the presentations from students/group in your class. Circle the correct answers.

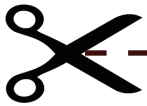
- T / F 1.
- T / F 2.
- T / F 3.
- T / F 4.
- T / F 5.
- T / F 6.
- T / F 7.
- T / F 8.
- T / F 9.
- T / F 10.



TEACHER KEY --- “LICENSE TO DRIVE” LESSON PRE-TEST

Mark the following statements as TRUE (T) or FALSE (F). Circle your answer.

- T / F 1. Texting while stationary at a stop light is permissible. (F)
- T / F 2. DWI's could be defined as drunk-driving. (T)
- T / F 3. Distracted driving has decreased between 2016-2018 in Texas. (T)
- T / F 4. Speeding is less dangerous than distracted driving. (F)
- T / F 5. Children may ride in the back of a pickup truck on rural county roads at speeds under 20 miles per hour (F)



TEACHER KEY --- “LICENSE TO DRIVE” LESSON POST-TEST

Write 10 TRUE (T) or FALSE (F) statements based on your own research and the presentations from students/group in your class. Circle the correct answers.

- T / F 1.
- T / F 2.
- T / F 3.
- T / F 4.
- T / F 5.
- T / F 6.
- T / F 7.
- T / F 8.
- T / F 9.
- T / F 10.

SAFE DRIVER IT'S IN THE CARDS

Learning Objectives:

Students will

1. Analyze the role of local, state, and federal governments in traffic issues.
2. Categorize traffic issues as to the level of government responsible for implementation.

TEKS: 7.13A, 7.14A; 8.15D; Govt. 6D, Govt. 7H, Govt. 8B

Materials Needed: A copy of the federalism chart for class discussion, a set of cards for each group of three to five students.

Sets of the federalism cards are available at no cost from DRSR on a limited basis. Please contact DRSR at drsr@tmcec.com for more information.

Vocabulary:

Federalism, intrastate, interstate


Teaching Strategy:

Optional: Have students take the short pre-test provided. Collect and discuss together as a class.

1. Using the federalism chart, discuss with the students the concept of federalism as it relates to traffic safety issues. Be sure students have a thorough understanding of the division of power between local, state, and federal governments.

NOTE: Be sure that students understand that traffic safety at the local level sometimes requires different levels of government working together. For instance, while state law prohibits and criminalizes running through a stop light ("Failure to Yield and Stop Intersection," Sec. 545.151(a), Transportation Code), local governments are in a better position to determine where traffic lights on local roads are best located. The placement of such traffic control devices is determined by enacting local laws ("ordinances" in cities; "regulations" in counties).

2. Explain to the class that they will participate in a card game that is similar to the game of Gin Rummy. The object of the game is to obtain a hand of five cards containing only powers of local, state, OR federal governments with regards to traffic issues. Additionally, students should know that there are some wild cards. A wild card identifies a power that would be able to be used for ANY level (in other words, all three levels have that power and it may be used in any set).
3. Divide students into groups of three to four. Give each group a set of cards, with one person in the group being designated as the dealer.
4. The dealer begins the game by dealing five cards to each player. The students will then look at their cards and silently identify the level of government (local, state, or federal) involved in the traffic issue written on each card. At this point, each student should decide the level he/she is trying to get. Remind them that the wild cards go with all three levels.

- 
5. The player to the left of the dealer plays first by drawing a card from the remaining deck. After evaluating the level of government on the card drawn, the player decides whether to keep the card or discard it. If he or she keeps the card, another card must be discarded from the hand face up next to the deck. The next player (moving clockwise) draws a card from the deck OR takes the previous player's discarded one. He or she then evaluates whether or not this card fits or doesn't fit the level of government he or she is attempting to collect. That player then discards a card face up on the discard pile. The process is repeated until someone declares "Safe Driver — Local" (or state or federal).
 6. The teacher should verify that all five cards are correctly identified as powers of the level of government the student has declared. If the student does not have "Safe Driver," the teacher should tell the student how many cards he or she has correctly matched to the level of government declared. Play resumes until someone in the group correctly achieves "Safe Driver."
 7. Optional: Have students complete the Post-test provided with this lesson.

Alternate Method: The game could also be played similar to the card game Spoons. The object of the game is to get four matching cards, matched by level of government:

1. Place objects in the center of the table, one less object than the number of students playing. Spoons are typical, but little matchbox cars could be used.
2. One student should be designated as the dealer and deal four cards, face down, to all players.
3. The dealer places the remaining cards face down in a pile within easy reach. All players look at their own cards and sort them according to the level of government.
4. The dealer begins to go through the leftover stack one card at a time. If the card is not a match he or she is looking for, the card is passed to the player to the dealer's left. If the card is one he or she wants to keep to make a match of four, then another card should be discarded from the hand.
5. Each player can only have four cards in his or her hand at one time, and players look at the cards sent around to decide if they want to keep it for a match and pass along one of their own or pass the new card along.

Extension for Gifted/Talented:

Have each group of students make up two additional cards for each category: federal, state, and local. Extra credit may be given to students who come up with additional wild cards. Have students research the local, state, and federal agencies tasked with enforcing traffic safety.





6. Play should be played as rapidly as possible.
7. The first player to get a four-card match QUIETLY takes one of the objects from the center of the table.
8. When other players notice an object has been taken, they also take an object. One player will be left without an object, and therefore comes in “last.”
9. The players have to agree that the “winner” who took the first object has a match of all four cards. Players check for correct match.



LEVELS OF GOVERNMENT

LOCAL



- ❖ Setting school zone speed limits
- ❖ Prohibiting jaywalking
- ❖ Establishing a police department
- ❖ Regulating noise restrictions on vehicles
- ❖ Setting speed limits on private roads
- ❖ Funding school crossing guards
- ❖ Regulating parking on city streets
- ❖ Determining the placement of stop signs
- ❖ Placing red light cameras on street intersections

STATE



- ❖ Issuing driver licenses
- ❖ Requiring vehicle inspections
- ❖ Establishing toll roads
- ❖ Setting requirements for driving safety courses
- ❖ Defining the elements of driving while intoxicated
- ❖ Maintaining a highway patrol
- ❖ Setting the requirements for child traffic safety seats
- ❖ Handling transfer of vehicle titles
- ❖ Setting speed limits for intrastate roads

FEDERAL



- ❖ Requiring air bags on motor vehicles
- ❖ Setting vehicle emission standards
- ❖ Requiring disabled parking
- ❖ Prescribing fuel efficiency standards on automobiles
- ❖ Appointing a Secretary of Transportation
- ❖ Regulating interstate commerce
- ❖ Setting speed limits on interstate highways
- ❖ Levying taxes to construct and maintain interstate highways
- ❖ Regulating entry and exit at national borders

WILD CARDS



(These cards can be used with all three levels)

- ❖ Naming of roads
- ❖ Passing laws regulating traffic safety
- ❖ Setting speed limits




TABLE 1
Examples of How the Constitution Divides Powers



	TO NATIONAL GOVERNMENT	TO STATE GOVERNMENTS	TO BOTH LEVELS OF GOVERNMENT
POWERS GRANTED	<ul style="list-style-type: none"> ❖ To coin money ❖ To conduct foreign relations ❖ To regulate commerce with foreign nations among states ❖ To provide an army and a navy ❖ To declare war ❖ To establish courts inferior to the Supreme Court ❖ To establish post offices ❖ To make laws necessary and proper to carry out the foregoing 	<ul style="list-style-type: none"> ❖ To establish local governments ❖ To regulate commerce within a state ❖ To conduct elections ❖ To ratify amendments to the federal Constitution ❖ To take measures for public health, safety, and morals ❖ To exert powers the Constitution does not delegate to the national government or prohibit states from using 	<ul style="list-style-type: none"> ❖ To tax ❖ To borrow money ❖ To establish courts ❖ To make and enforce laws ❖ To charter banks and corporations ❖ To spend money for the general welfare ❖ To make private property for public purposes, with just compensation

Table adapted from Robert L. Lineberry, *Government in America* (Boston: Little, Brown and Company, 1981), p. 93.









Requiring air bags on motor vehicles





Setting vehicle emission standards





Requiring disabled parking





Prescribing fuel efficiency standards on automobiles





Appointing a Secretary of Transportation





Regulating interstate commerce



Setting speed limits on interstate highways





Levying taxes to construct and maintain interstate highways




Regulating entry and exits at national borders









Issuing driver licenses





Requiring vehicle inspections



Establish toll roads





Setting requirements for driving safety courses



Defining the elements of driving while intoxicated





Maintaining a highway patrol




Setting the requirements for child traffic safety seats





Handling transfer of vehicle titles




Setting speed limits for intrastate roads



Setting school zone speed limits




Prohibiting jaywalking




Establishing a police department



Regulating noise restrictions on vehicles




Setting speed limits on private roads




Funding school crossing guards



Regulating parking on city streets




Determining the placement of stop signs





Placing red light cameras on street intersections


















Naming of roads



Passing laws
regulating traffic
safety



Setting speed
limits



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Texas Department of Transportation

