



NEW YORK  
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**Educator Guide**

**Fall 2018**

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## The Power of Propaganda

Posters and broadsides have been a tool for persuading individuals to support a variety of causes for centuries. The Standard Time Act was passed in 1918 and required the observation of Daylight Savings Time. The push for the passage of the act and public support for the practice originated with patriotic citizens who viewed it as a strategy to help win World War I. ***A Century of Saving Daylight*** provides a brief history of Daylight Savings Time in both New York and the United States. The article features posters supporting Daylight Savings Time held by the New York State Library.

## Compelling Question

**How did advocates for Daylight Savings Time try to persuade others to support their cause?**

## Learning Objectives

Students will be able to:

- create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present

Additional information about Daylight Savings Time can be found here. <http://blog.nyhistory.org/daylight-saving-time-wwi-beginnings/>

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## Selection

### A Century of Saving Daylight

By Jeremy W. Naidus



Courtesy: New York State Library



Courtesy: New York State Library

This guide includes supporting questions to guide students in the reading of the article and analysis questions for understanding the primary sources. All educational materials are aligned to the New York State Social Studies Framework. The learning objectives are taken directly from the Social Studies Practices and the content fits within the framework.



# A CENTURY OF SAVING DAYLIGHT

## Setting the Stage

Show this video from [pbslearningmedia.org](https://ny.pbslearningmedia.org/resource/buac18-35-sci-ess-daylightsunpath/daylight-hours-and-the-suns-apparent-path/) and discuss the differences in daylight between summer and winter.

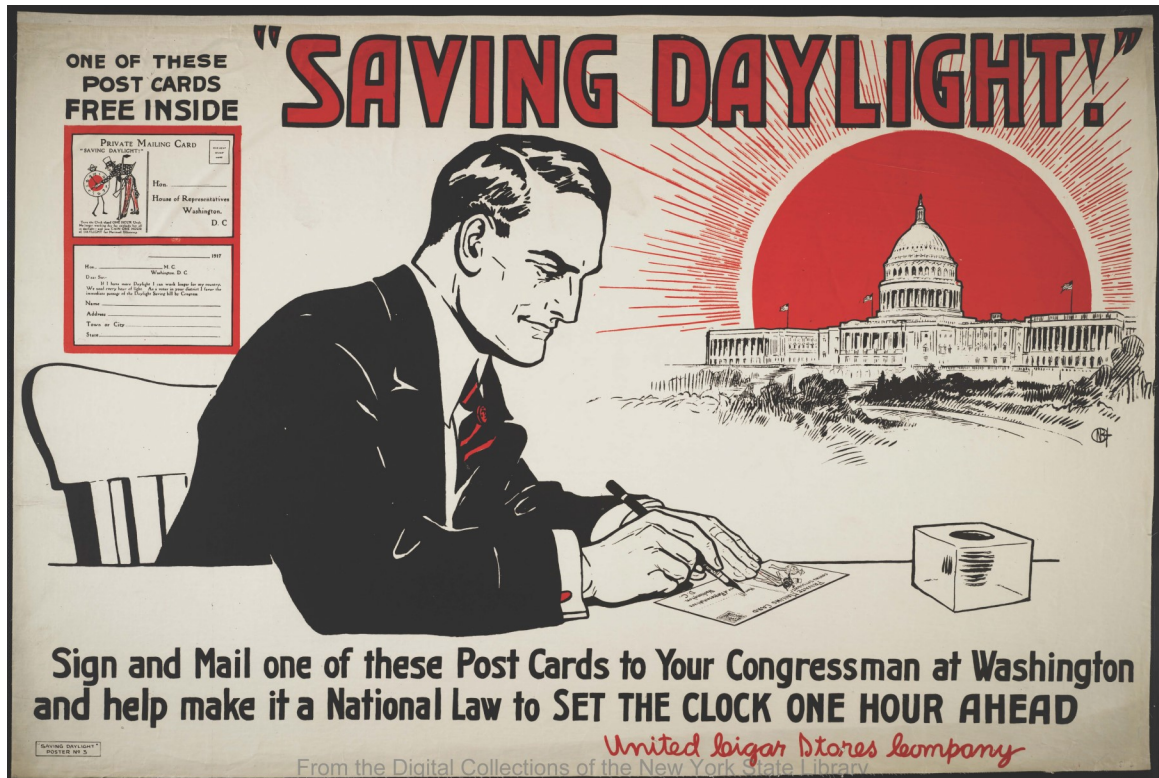
<https://ny.pbslearningmedia.org/resource/buac18-35-sci-ess-daylightsunpath/daylight-hours-and-the-suns-apparent-path/>



## Guided Reading Questions

1. Why did people support Daylight Savings Time (DST) in 1918?  
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2. What was the main argument made by Marcus M. Marks in support of DST?  
\_\_\_\_\_
3. Why did businesses support DST?  
\_\_\_\_\_
4. What role did posters play in the passage of the Standard Time Act of 1918?  
\_\_\_\_\_
5. How did supporters celebrate the passage of the law?  
\_\_\_\_\_
6. Why did farmers dislike DST?  
\_\_\_\_\_
7. What law made DST permanent? \_\_\_\_\_

## Document Analysis



### Analysis Questions

1. What objects do you see in this poster?

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2. What people do you see in this poster?

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3. Who made this poster? \_\_\_\_\_

4. What does the creator of the poster want the reader to do?

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5. How does the creator of the poster try to convince the reader to do what they are asking?

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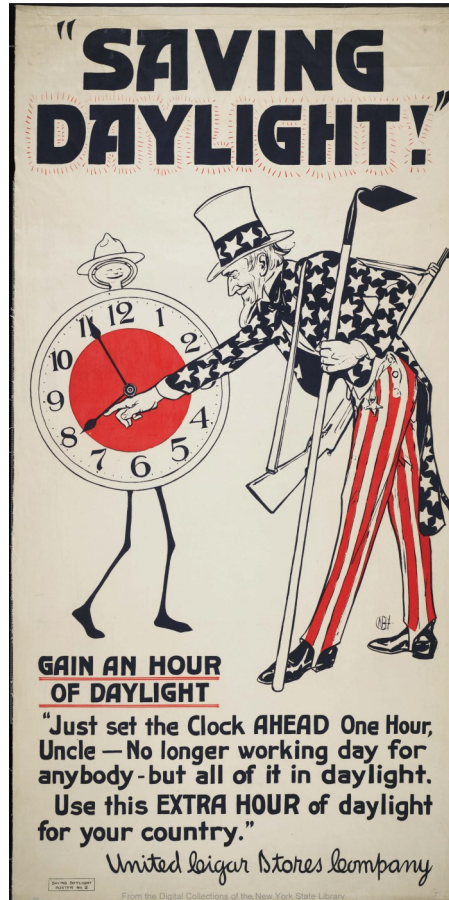
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