

Inquiry Design Model (IDM) Blueprint™

	How does war impact a society?	
	8.4b Gathering, Interpreting, and Using Evidence Comparison and Contextualization	
	Analyze “Boys on the Farms” propaganda poster by responding to the following questions: What is the poster asking American boys to do? How might this activity aid the U.S. during World War I?	
What did New York State hope to achieve by creating the Farm Cadets program during WWI?	How did participation in the Farm Cadets program impact the lives of New York’s teenagers?	Was the Farm Cadets program a significant part of the American War effort in World War I?
Analyze official New York State documents which establish the Farm Cadets program. Identify the goals of the New York State Farm Cadets program.	Read and analyze essays from teens who participated in the Farm Cadets program. Determine how these teens were affected by their participation.	Synthesize evidence and judge whether or not the Farm Cadets program had a significant impact on the home front during World War I.
Patriotic Emergency Farm Labor Enrollment Card, 1918 “What the Education Department has Undertaken,” Farm Cadet Program, Agriculture and Training, World War I, ca. 1917 Governor Whitman’s Proclamation about the New York State Boys Working Reserve, March 14, 1918	Charlotte Avery’s Farm Cadet Essay, ca. 1918 William Sogg’s Farm Cadet Essay, 1918 Peter C. Kelly’s Farm Cadet Essay George Baker’s Farm Cadet Essay. Dec. 10 th , 1918	Notes from previous days’ activities Farmer Friend, Ontario County Emergency Farm Labor Application, World War I, ca. 1917 New York State Food Supply Commission Poster, May 8, 1917 “Wake Up Men of Canandaigua!” Broadside, World War I, ca. 1917 “Keep Old Glory Waving” Palladium Times, Oswego, June 26, 1918
		Write an EBC (Evidence-Based Claim) which responds to the compelling question.

Performance Task	Extension	Consider how national implementation of a similar program would impact a total war effort.
Taking Informed Action	Identify work or volunteer opportunities that would to help alleviate the needs of the public in your community.	

BOYS! SERVE YOUR COUNTRY

ON THE FARMS

Join the U.S. Boys' Working Reserve



Apply

EARN A BADGE OF HONOR

NEW YORK STATE FOOD COMMISSION

COMMISSIONERS:

JOHN MITCHELL, President
JACOB GOULD SCHURMAN
CHARLES A. WIETING

CHARLES H. BETTS, *Secretary*
Agricultural Hall, Albany, N. Y.

CALVIN J. HUSON
Director Bureau of Production
Agricultural Hall, Albany, N. Y.

Patriotic Emergency Farm Labor Enrollment Card

The undersigned, desiring to contribute his share towards food production, hereby enrolls for emergency farm labor for.....days during the month of1918, upon some farm or farms within six miles

of the Village of.....at the current price for farm labor and to be conveyed to and from the farm where such labor is to be performed. It is understood I am not to be called upon only in case of such emergency arising as will render my services necessary to the planting, cultivating and harvesting of farm crops.

Dated.....

Name.....
Residence.....

The undersigned employer of the person signing this card hereby consents thereto.

Feb. 7th 1918

1. FARM CADETS

- a. Superintendents and principals notified to put Farm Cadet idea before all able-bodied boys of suitable age.
- b. Enlistment blanks printed.
- c. Called meetings in every county (including New York City) sending a representative of the Department to each meeting to explain the farm cadet idea and to announce that any pupil who enlists for and renders satisfactory agricultural or industrial service will be credited with the work of the present term without examination.
- d. Organization of home aid units for girls. (Not members of Corps of Cadets). Red Cross; canning clubs, etc.

2. SURVEY OF AGRICULTURAL RESOURCES.

- a. 207 District Superintendents directed by telegram to secure data for the survey by the Governor's Committee.
- b. Supplement to bulletin sent out with directions for teachers. ✓
- c. Superintendents and teachers in hearty cooperation. ✓

3. GARDENS.

- a. Bill introduced in Legislature (passed Assembly) authorizing Department to pay one-half salary of agricultural supervisor. Waverly, Troy, Rochester, Oneonta, North Tarrytown, Scarsdale have gone ahead. Others waiting until bill is passed. ✓
- b. Seventy agricultural teachers have been instructed to serve the community first in farm and garden activities and make class room work secondary. These men are to be in service during the summer. 1500 boys who have had from one to four years agricultural instruction are released to return to the home farm. 90% of these boys are from the farm. ✓

4. PREPAREDNESS TRAINING FOR TEACHERS.

- a. Junior and Senior Home Economics girls at State College for Teachers are to be released from regular work on May 1 and start intensive training in "Cooking for Agricultural Camp Cadets"; "Preserving Foods usually Wasted"; "The Use of jars, bottles, etc. ordinarily discarded, for canning and preserving."
- b. Information received from inquiries sent out. Buffalo and Oswego Normal Schools, Mechanics Institute, Teachers College and Skidmore School of Practical Arts have similar plans under way.
- c. 1200 teachers of manual and household arts in the public schools have been notified to change the usual plan of work wherever necessary to adjust it to the mobilization plan; i. e., manual training teachers to give over the indoor bench work to garden work; sewing teachers to be thinking in terms of Red Cross, mending, darning and repairing; cooking teachers to confine instruction to simple and necessary dishes.

WHAT MAY BE DONE BY THE EDUCATION DEPARTMENT.

1. Follow up of Farm Cadets' agricultural or industrial service to determine if satisfactory in order that the boy may be credited with the school work. Colleges which have already started this plan find that it is necessary

to follow up students in order that the privilege may not be abused.

To be done through three hundred assistants to district superintendents and teachers of agriculture.

2. Continue during the summer instruction in preserving food as present necessity requires: i. e., instead of glass and tin containers, old fashioned methods of preserving, etc. 1000 teachers are now giving this instruction but the real work will be during the vacation period.

At least three hundred of these teachers should be retained in cities and rural districts.

WHAT THE MILITARY TRAINING COMMISSION HAS UNDERTAKEN.

1. The establishment of the Farm Cadet Unit of the Corps of Cadets, State of New York. As a result of this action every boy 16, 17 and 18 years of age who enlists for farm work will not simply be doing work which will be recognized as having a military value, but will become actually a member of the military training corps of the State. The compulsory military training amendment adopted this year, under which the Military Training Commission is working during the present emergency, gives the Commission authority to accept vocational training or experience as meeting in part the military training requirement of not more than three hours a week. Acting upon the authority so granted, the Commission voted to recognize the farm work during the present emergency as meeting the military training requirement for boys of training age during the remainder of the present year, that is, until January 1, 1918.
2. Appointed Arthur Dean, Director of Agricultural and Industrial Education of the Education Department, as Temporary Supervising Officer of the Bureau of Vocational Training, Military Training Commission to organize the Farm Cadet Unit.
3. Has established a New York City office with Doctor Fisher of the Commission in direct charge to cooperate with all agencies concerned with placing New York City boys, who are 16, 17 and 18 years of age, on farms: agencies like public schools, private and parochial schools, Y. M. C. A's, Young Men's Hebrew Associations, railroads leading out of the city, agricultural societies on Long Island, etc.

THE MILITARY TRAINING COMMISSION IS READY TO OFFER ITS SERVICES

1. To extend its work which is not defined by law to military training equivalents in agriculture and industry to boys of 16, 17 and 18 years of age, to the larger field of cooperating with the Governor's Patriotic Agricultural Service Committee in the placement of all able-bodied boys over 14 years of age in fields of agricultural and industrial service irrespective of the military training service applicable to a limited number of youth of the State.
2. It ~~is~~ respectfully suggests that the problem of placing the boys now living on farms is adequately provided for by the action of the Education Department in releasing boys from school work, in that these boys have a job provided for them by the home conditions and that practically no attention for this group of boys is necessary on the part of the Committee.
3. It believes that the problem of placing boys now attending schools in villages and small cities may be safeguarded and handled adequately by the local superintendent, principal and farm bureau man who will inquire into the status of the position which the boy will fill and these men will be somewhat responsible for the plan for placing boys on farms adjacent to

the community in which they live. Boys in such communities will not be encouraged to seek work or accept offers outside of the county in which they live.

4. The Commission is of the opinion that the great problem is the placing of the city boys of such cities as New York, Rochester, Buffalo, Syracuse, Utica and Albany upon farms which are not necessarily adjacent to these cities. It is ready to cooperate with the Governor's Committees on labor and transportation in establishing and conducting offices in these larger cities for placing boys over 14 years of age in such agricultural and industrial service as is related to food production and conservation. It is willing to assume its part of the program concerning the employment of boys.
5. To do this the Military Training Commission recommends to the Governor's Committee:
 - (a) That the Committee authorize the Commission to appoint a committee to handle the boy employment work in each of the six Military Training zones (New York City, including ~~Manhattan~~, Bronx and Richmond; Long Island, including Brooklyn; Hudson Valley at Albany; East Central at Syracuse; West Central at Rochester and Western at Buffalo), the said Committee to co-ordinate all the forces concerned with the problem and to deal directly with any office of the Governor's Committee which may be established in these cities. The Commission requests authorization to engage a paid executive and sufficient office force to do the work incident to the placing of boys.
 - (b) The Commission will seek, through these committees, to provide for adequate care and protection of the boys while at work by entering into relations with leaders of Boys Scouts, State, County and City Y. M. C. A.'s, religious and civic organizations, for that social and moral direction essential to the boys who are sent in squads to work at seasonal occupations.

PROCLAMATION.



State of New York

Executive Chamber

The matter of food production is one of supreme importance to our people, our troops and our allies. We must produce not only our usual supplies of food but we must feed a large part of the world. Just as we entered this War from no selfish motive, but for the benefit of all mankind, so, also, we must be unselfish in the homely tasks of every day life and take care to make productive in the highest degree our broad acres and fertile lands. The task of the farmer is the oldest in the history of mankind; it is at the very foundation of our national life and civilization.

At the beginning of our second year of the War we find ourselves sorely strained to find an available and sufficient supply of labor to work properly our farms and to assure the harvest which we so greatly need. The military and naval forces have drawn many away from the farms, while still other thousands have gone to the cities to work in those great industries which have been so tremendously stimulated and enlarged by the demand for war supplies of all kinds. There is still available, however, a great supply of labor for work on the farms. It is to be found in the boys and young men of the country who are as yet too young to shoulder the rifle, but who readily can be trained to fight for their country with the hoe and plough. Much of the success of our next harvest must depend upon these boys.

Accordingly, there has been formed under the New York State Food Commission, the New York State Boys Working Reserve, which is co-operating with the United States Boys Working Reserve to organize and enroll the boys of the State for work on the farms, to see that they are suitably employed and to supervise and observe the conditions under which they are permitted to work.

Charlotte Avery's Farm Cadet Essay (Transcript)

After war was declared by the United States thousands of men engaged in various industries throughout the country were called upon to serve in the military, naval, and other branches of the United States fighting forces. This great demand for men for fighting caused a great scarcity of workers in the industrial and agricultural activities of the country. The lack of sufficient help to carry on these necessary pursuits became greater as the United State became deeper involved in the war and in the rural districts, the problems of farm help became serious. This problem had to be faced and met by both individuals and the government. Farm produce is as essential to carry on the war as the munitions and other weapons of warfare. Every effort was made to meet the growing demand for farm help and as a result school boys and girls were released to help on the farms. Early in the spring of nineteen seventeen I felt that my opportunity to do my bit had

come when the plan for releasing High students to work on the farm was put into operations. I asked to be released to undertake this work because I know that my father needed some one to do the transplanting in the greenhouse on his farm. The plants were ready but for lack of help and time were not being cared for at the proper time. The help available were greatly needed for the Spring farm work which must be done immediately and so someone must be found to help in the greenhouse at once. I understood what needed to be done and so took the opportunity afforded to serve the best of my ability. I found at the end of my term of service that I had been able to accomplish what was required of me, thus it was that I eagerly seized the opportunity to render a similar service in nineteen eighteen.

The last Friday in March of the Spring term of nineteen eighteen I left school and began my work on the farm the following Monday. My duties consisted of transplanting vegetable seedlings such as cabbage, tomatoes, lettuce, peppers. All kinds of vegetables which are not planted out of doors immediately, or from seedlings, I transplanted. I liked the work very well, and found not only profitable but interesting to note the growth of the plants and the effects of cold, heat, water and sun upon this growth. The plants must be kept growing when once started until they reach the proper size and strength for transplanting. The time for this outdoor planting is Spring so the

seed must be sown and the plants cared for for several weeks before they are ready to be put out of doors. I planned to spend eight hours, six days each week transplanting and nourishing the plants until they reached the necessary stage of sturdiness to be put out-of-doors. I was engaged in this work from the first of April until the first part of July and during this time failed to work but very few days. During July and part of August I worked in the farm engaged in various duties such as weeding and hoeing.

I feel that this work which I did released a man somewhere in in some way either enter the army, work on a farm or engage in some other industrial occupation. I am sure that it benefited my employer for had I not have undertaken the work it would have meant longer hours and harder labor for him, and in the end much of the work here have been left undone. To have done that work makes me feel that I have really done something that has been of service to the

country in this time of need. I also feel that the work has benefited one in regard to my health for farm work of any kind is not easy and to stand it one must keep physically fit at all times. At the end of my term of service, I was in good health and felt that I had learned many things that would always help me. Some of these things were directly connected with the work I had been doing in school. For instance, accurate readings of thermometers which I had been studying in physics class. I am very glad that I took advantage of this opportunity not only To be of service to my country but to learn A few of nature's secrets.

Charlotte E. Avery
Syracuse
N.Y.
R.F.D. #1

William Sogg's Farm Cadet Essay (Transcription)

Last spring when the men were leaving by the thousands for different camps, there came a call for farm hands. Many of the farmers of the draft age had to go to war so that not many men were left to work the farms. I saw my chance to do my bit and felt that it was my duty to my country to help take the place of the boys who are fighting. So on the first of May 1918 I left North High School for the Bevan Farms of Marcellus, New York.

After the first day's work I was very tired but gradually got hardened to it. I was engaged in general farming. My working hours were from between six and six-thirty A.M. until between seven and seven-thirty P.M. I had ten hogs and two horses to care for besides milking two or three cows each chore time. Everyday after dinner I had to chop wood for the kitchen fire. I spent the evenings reading or

took long walks up the road. On rainy days the work was not as hard but I was busy running a farming mill which takes the dirt out and leaves the grain. The barns had to be cleaned also. My employer treated me very well. I had a good comfortable bed which was always clean and neat. My meals came at seven A.M. one-thirty or one P.M. and six-thirty P.M. Every morning before breakfast twelve cows had to be milked, five horses and the stables cleaned and ten hogs fed. By the time I had helped to do all this I was quite hungry and was ready for a good breakfast. All of my meals consisted of good, substantial food. Most of the farmers around the countryside worked by the old time.

I was hardly able to pitch a small bunch of hay but later on my strength kept increasing until I could pitch any good sized bunch and could roll boulders onto the stone-boat which I could not do before I went out on a farm. In all I was absent three days from farm work, two Fridays and one Saturday. Each one of these absences was very necessary. I returned

to school with my duty done and was ready to study. I expect to do farm work next year if I am needed for it, as a whole, I am very fond of farm life.

Peter C Kelly

My Work During the Summer on the Farm

It would be impossible for me to tell in detail the work which I did every day while on the farm so I will tell only of the work done on the average week day which began at six thirty and ended at six PM.

I arose at six fifteen washed and dressed in about fifteen minutes. I then went and milked the four cows which took me about forty minutes. I then drove the cows out to the pasture this took twenty minutes more. It was then seven thirty and time for breakfast. This I was allowed one hour for. From eight thirty until about nine thirty I spent in cleaning in the barns and about the place. Then from nine thirty until noon I spent in the fields pulling weeds, hoeing, planting and the like. From twelve to about twelve thirty I spent bringing in the cows and giving them water and driving them back to the pasture again. From twelve thirty until one thirty I was allowed for my lunch. Then from one thirty until five I stopped work in the fields and brought in the cows milked and fed them by that time it was six oclock and time to be finished. This describes briefly the work of the average day this summer and spring while engaged in farm service.

Peter Kelly

George Baker
4th Year High School
Freeport L.I.
Dec. 10,

1918

My Work on the Farm.

On April 21st, 1918, with two friends of mine, I started work on Geo. C. Smiths Farm, East Norwich.

We worked a nine hour day, starting at seven o'clock and quitting at five, with an hour for dinner. Our work consisted of planting potatoes for the most part, fertilizing the fields and removing fertilizer from trees. Every Sat. after work we went to our home (Freeport) and returned late Sunday afternoon. After two weeks work at this place I came to the conclusion that conditions were not satisfactory. On May 6, I left this place and obtained employment at Brewster farm also in East Norwich. By doing this I not only bettered myself from a financial standpoint but also the conditions were much better. The hours were the same at this place. In May and June we did mostly all cultivating. We had a hundred acres under cultivation so we had our hands full all the time. In the months July-August, we put in ten acres of alfalfa, four of Timothy and five of rye also two acres of buckwheat. On rainy day we would all work on grading off a place for a big pig house. This was the hardest work I had to do. After swinging pick-ax for nine hours I felt rather tired.

I do not hesitate to say that the work built me up and developed me physically. Nine hours in the fresh air, six days a week will build any man up. I would advise any young man to look into this matter and give it deep consideration. I might say that my experience was also a financial success.

George P. Baker

FARMER FRIEND

The business and professional men of the City of Canandaigua, appreciating your splendid efforts to provide food to win the war and aware of the labor difficulties which confront you, have organized as **VOLUNTEERS FOR PATRIOTIC EMERGENCY FARM LABOR** on farms within six miles of the City of Canandaigua.

It is not possible to supply experienced, competent and seasoned help, but the spirit and good will are there.

Some have volunteered to go when called; others have volunteered for Sundays and Thursday afternoons.

YOU FARMERS, who are or will be in need of emergency help, should immediately fill out and sign the following card

NEW YORK STATE FOOD COMMISSION EMERGENCY FARM LABOR APPLICATION

I, the undersigned farmer, needing day labor for the production and harvesting of crops, apply to the Patriotic Emergency Farm Labor Committee of Canandaigua for.....men,boys,girls fordays labor required on or about the.....day of....., 191....., for the purpose of

I agree to pay for competent help at the rate of \$.....per 8 hours, I agree to pay for inexperienced help at rate of \$..... per 8 hours and to provide dinner and conveyance to and return from my farm at my expense.

Name.....

Address.....

Dated..... Telephone No.

and hand or mail it to

**ONTARIO COUNTY TRUST COMPANY or
ONTARIO COUNTY FARM BUREAU.**

You should give telephone notice of the time you require help at least a day in advance.

DO NOT NEGLECT THIS

for it requires time to make necessary arrangements.

CALL

**ONTARIO COUNTY TRUST COMPANY, Home, 30, Bell, 177
ONTARIO COUNTY FARM BUREAU, Home, 230x, Bell, 76**

Yours to win the war,
GANANDAIGUA PATRIOTIC EMERGENCY FARM LABOR COMMITTEE.

MAY 15 1917

(PLEASE POST)

May 8, 1917

No. 1

THE ANNOUNCER

OF THE

NEW YORK STATE FOOD SUPPLY COMMISSION

FOR PATRIOTIC AGRICULTURAL SERVICE

Agricultural Hall, Albany, N. Y.

TRACTORS TO INCREASE TILLAGE

Twenty-two tractors have been purchased and options taken on forty more. These will be operated under the supervision of the Commission's County Representative at cost of operation.

SEED POTATOES

Thirty-five cars of seed potatoes, (25,000 bushels) have been purchased for county organizations by the Commission's agent sent to Maine for that purpose. Several cars are now being bought daily. The Commission acts as a purchasing agent and is not distributing seed free. This seed is available in small quantities through our county representatives.

BUCKWHEAT AND CORN SEED

Supplies of buckwheat and early corn seed are being located. If you cannot secure what you need, see our county representative.

UNUSED LAND

Every acre of good land should grow crops this year. Vacant and unused lands are being listed with the Commission, which will attempt to secure their use for local farmers or by those seeking opportunity to farm.

TRANSPORTATION TROUBLES

Railroad officials are heartily cooperating to secure prompt deliveries of delayed seed, fertilizer and agricultural machinery, realizing that greater food production is the most essential war measure at the present moment. If your shipments are unduly delayed, give our local representative the name of shipper, route, date shipped, car number, etc., or write direct to our Albany office.

FARM BOYS AT WORK

A small army of Farm Cadets is already in the furrows. Three thousand boys have been released from high school and are at work on their home farms and 1300 are working on other farms. The Delhi school of agriculture has established a Training school for city boys who wish to enlist as Farm Cadets.

WAKE UP

MEN OF CANANDAIGUA!

A wonderful harvest is at your doors and demands your energetic assistance to make it secure.

The farmer has done his part—no better could be done—and Providence has blessed his efforts.

The business of the nation is to win the war and **FOOD** is a vital factor in the fight. **FOOD** is in the fields and farmers are calling for help to make it safe. Weather conditions may at any time put it in peril.

WHEAT, BARLEY and OATS, precious beyond words, to sustain and save the lives of those who are fighting for you, to safeguard your own life and the lives of those dependent upon you.

VOLUNTEER

to help in the harvest fields. **YOU ARE NEEDED!** Some have already volunteered.

HAVE YOU?

Let no small or selfish reason keep you from quick and ready response when you are called on. What is a hard day's work in the fields compared with the sacrifices, the danger and the hardships the boys are facing to make you and yours safe.

Volunteer and Answer "Here"

when you are called. Put on your old clothes and go to it. It won't hurt you—and suppose your back does ache for a day or two or you are inconvenienced in your business. You will have had an honorable part in winning the war.

THE BUSINESS OF CANANDAIGUA is largely dependent upon the **FARMERS**. The greater their prosperity the greater you will benefit. You are helping yourselves in helping the farmer.

Do not think it is a favor to the farmer. He is willing to pay well for what he gets. The main thing is to **SAVE THE FOOD!**

Some men in Canandaigua are awakening to the serious conditions in the world and right here at home.

HAVE YOU?

Have you volunteered to **SAVE FOOD**? If not, do so quickly. Don't wait to be canvassed or urged. Go to **ONTARIO COUNTY TRUST COMPANY** or **ONTARIO COUNTY FARM BUREAU** and sign up and don't make thin excuses when you are called.

**CANANDAIGUA PATRIOTIC EMERGENCY
FARM LABOR COMMITTEE**

Chicago Palladium

United States Food Administration
New York State Food Commission



DISCHARGING A PUBLIC DUTY.

Written Document Analysis

1. **Title/Type:** _____
2. **Speaker/Author:** _____
3. **Intended Audience:** _____
4. **Date/Historic Context:** _____

Part 1: <i>I Read</i>	Part 1: <i>I Think</i>	Part 1: <i>It Means</i>
Part 2: <i>I Read</i>	Part 2: <i>I Think</i>	Part 2: <i>It Means</i>
Part 3: <i>I Read</i>	Part 3: <i>I Think</i>	Part 3: <i>It Means</i>
Overall Observations of Document: Consider physical appearance, condition of document, symbols, handwritten or typed.		
<i>I wonder...</i>	<i>Where can I find the answer?</i>	<i>I learned...</i>
Summarize the Main Idea: Using all the information above, write a brief paragraph summarizing the overall message of this document.		

Primary Source Analysis

Describing the Historical Record

Type of Record:	Date of Record:	Creator of Record:	Physical Appearance of Record:
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Analyzing the Historical Record

What specific information does this record provide?
Why was this record created?
Why was this record saved?

Interpreting the Historical Record

What does this record say about American life during this time period?

Broadside Analysis

Predict what the broadside is saying.

Look for objects, backgrounds, and clues for timeperiod and purpose of broadside.	Objects and People: <i>I See</i>	Objects and People: <i>I Think</i>	Objects and People: <i>It Means</i>
	Text, Captions, Labels: <i>I See</i>	Text, Captions, Labels: <i>I Think</i>	Text, Captions, Labels: <i>It Means</i>

Based on analysis, what do you think?	<i>Hypothesis: Why was the broadside created?</i>	<i>Provide evidence to support hypothesis.</i>

Still have questions?	I wonder...	Where can I find the answer?	I learned...

Summarize the Main of Idea: Using all the information above, write a brief paragraph evaluating the overall message of this broadside.

Political Cartoon Analysis

Predict what the political cartoon is saying.

Look for objects, backgrounds, and clues for timeperiod and purpose of cartoon.	Objects and People: <i>I See</i>	Objects and People: <i>I Think</i>	Objects and People: <i>It Means</i>
	Exaggeration: <i>I See</i>	Exaggeration: <i>I Think</i>	Exaggeration: <i>It Means</i>
	Text, Caption, Labels: <i>I Read</i>	Text, Caption, Labels: <i>I Think</i>	Text, Caption, Labels: <i>It Means</i>

Based on analysis, what do you think?	<i>Hypothesis: Why was the cartoon created?</i>	<i>Provide evidence to support hypothesis.</i>

Still have questions?	I wonder...	Where can I find the answer?	I learned...

Summarize the Main of Idea: Using all the information above, write a brief paragraph evaluating the overall message of this political cartoon.

Lesson Plan Template

Setting the Stage (Anticipatory Set):

Title of Document/Resource:

Description of Activity:

Direct Instruction (Historical Background/Context):

Title of Document/Resource:

Description of Instruction:

Guided Practice (Teacher-Directed Analysis/How-To):

Title of Document/Resource:

Description of Activity:

Independent Practice (Student Analysis):

Title of Document/Resource:

Description of Activity:

Assessment (Check for Understanding):

Description of Assessment:
