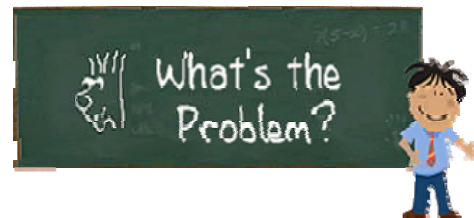


# Teacher Instructions:



## Problem Scenario: “Daylight Saving Time, Dilemma”

### The Main Problem:

Daylight Saving Time was created to "extend" the day time hours during the late spring, summer, and early fall. But does it really provide extra time? Is it really needed? Your task is to investigate DST and decide.

Your students will be viewing this problem from an **integrated** perspective.



### “Daylight Saving Time” - Yea or Nay?

Students will review the pros and cons of daylight saving time and then decide whether it is a good idea or not.

## Step ①

Review  
Stimulus  
Items

Stimulus Item #1 — “Daylight Saving Time 2013”

Stimulus Item #2 — “Visual Representation of DST” (graph)

Stimulus Item #3 — “Daylight Saving Time Explained” (video)

*A low-readability option has been provided so students in lower grades can participate in this problem scenario*

**ALTERNATE Stimulus and Activity for Lower Grades —**

**“Daylight Saving Time Information (webpage article)**

*\*\*Students should take notes as they review the Stimulus Items*

Lead a **class discussion** about issues related to the topic. You are being provided a sheet to help you guide the classroom discussion.

## Step ②

Classroom  
Discussion

**Extended Responses:** Have students answer the following questions. Remind students to use information from the Stimulus Items to support their response.

1. What would be the positive and negative outcomes of stopping Daylight Saving Time? Should we continue it or do away with it?
2. What is your opinion of Daylight Saving time? How does Daylight Saving time impact your life?

## Step ③

Student  
Response

*\*\*\*students should have access to their notes as they enter their answers*

*\*\*\*students may also have access to the Stimulus Items as they enter their answers*

**EXTENDED PRODUCT (Optional):** Prepare slips of paper writing “in favor of DST” on half of the slips and “against DST” on the remaining slips. Have students draw a slip, then group the students, based on which position slip they drew. All “in favors together” and all “against together”. (Students may end up getting a position that is opposite of what they think, but this is a good way to encourage critical thinking and “seeing both sides of an issue”.) Each group should meet to gather evidence from the stimulus items and possibly their own research. Have a class debate on the issue.

## Step ④

Analysis

Rubrics to grade student entries have been provided, and all questions have been mapped to the content standards.