



AMERICA ON THE WORLD STAGE

ALBEMARLE | CHARLOTTESVILLE | GREENE | MADISON | ORANGE

A
TEACHING
AMERICAN
HISTORY
GRANT PROGRAM

TITLE: Prohibition: Success or Failure?	AUTHOR: Will Schaffer, Charlottesville City Schools
SUBJECT & GRADE LEVEL Virginia & US History Grades 7 or 11	TIME ALOTTED: 60 minutes
Overview/Rationale: Alcohol had strong impact on American family and social values during the early 20 th century; and the nation's response was Prohibition. Whether the effects were positive or negative is dependent upon the individual during the time period. A study of Prohibition and why it had an impact on the lives and values of families and social circles within American society will allow students to take a stance on the 18 th Amendment's effectiveness.	

Guiding Question(s):

- Was Prohibition a success or failure?

Learning Objectives:

- Students will analyze primary source documents to identify ways in which alcohol impacted American society.
- Students will create and defend arguments related to the effectiveness of the 18th Amendment based on the perspective of a chosen stakeholder in American society during the time period.

Relevance:

OAH Historical Skills Taught:

- **Standard 2-Historical Comprehension**
 - g. Draw upon, visual, literary, and musical sources including: (a) photographs, paintings, cartoons, and architectural drawings; (b) novels, poetry, and plays; and (c) folk, popular, classical music to clarify, illustrate, or elaborate upon information presented in the historical narrative.
- **Standard 5-Historical Issues-Analyses and Decision Making**
 - a. Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.
 - f. Evaluate the implementation of a decision by analyzing the interests it served; estimate the position, power, and priority of each player involved; assessing the ethical dimensions of the decision; and evaluating its costs and benefits from a variety of perspectives.

Virginia SOL:

- **US II.6** The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by:
 - b) describing the social and economic changes that took place, including prohibition and the Great Migration north and west.
- **VUS.8** The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by:
 - d) identifying the causes and impact of the Progressive Movement, including the excesses of the Gilded Age, child labor and antitrust laws, the rise of labor unions, and the success of the women's suffrage movement.

Assessment Tool(s):

- Think, Pair, Share and class discussion
- Primary Source Inquiry Chart
- Recommendations to Congress: Exit Slip

Materials/Resources (question frame, primary source(s), answer key, exit slip, etc)

- **18th Amendment (Documents 1a,b)**
 - Student copy
 - Teacher's copy with interpretations and discussion questions/answers.
- **Primary Source Inquiry Chart (Document 2a,b)**
 - Student Copy
 - Teachers Copy with Answers
- **Stations**
 - **"The Drunkard's Child"** By Hank Snow (Song on laptop: <http://www.youtube.com/watch?v=huJ0xyomgKE>) w/printout of song lyrics (Document 3)
 - **"Help Me to Keep Him Pure"** (Document 4 Poster)
 - **"Both Sides"** (Document 5 Political Cartoon)
 - **"St. Valentine's Day Massacre"** (On laptop: NY Times <http://www.chicagotribune.com/news/politics/chi-chicagodays-valentinesmassacre-story,0,1233196.story>)
 - **"Prohibition Blues"** By Nora Bayes (On laptop: <http://www.youtube.com/watch?v=tOQJN5cVMpA&feature=related>) w/printout of song lyrics (Document 6)
 - **"Gangsters Dancing"** (Document 7 Political Cartoon)
- **Exit Slip: 18th Amendment (Document 8)**

Modifications (to meet needs of diverse learners):

- Teachers may assign mixed groups instead of requiring students visit each station individually.
- Teachers may give students partially completed charts while requiring them to only visit specific stations.

Instructional Bibliography:

“Media of Prohibition.” Retrieved October 18, 2011.

<http://www.albany.edu/~wm731882/media_during_prohibition_final.html>

“The Drunkard’s Child.” Retrieved October 18, 2011.

<<http://www.youtube.com/watch?v=hujOxyomgKE>>

“The Drunkard’s Child Lyrics.” Retrieved October 30, 2011. <<http://www.metrolyrics.com/drunkards-child-lyrics-hank-snow.html>>

“Help Me to Keep Him Pure.” Retrieved October 18, 2011.

<<http://www.antifascistencyclopedia.com/wp-content/uploads/2010/02/prohibition1.jpg>>

“The St. Valentine’s Day Massacre.” Newspaper article originally published in The Chicago Tribune [1929]. Retrieved October 18, 2011. <<http://www.chicagotribune.com/news/politics/chicagodays-valentinesmassacre-story,0,1233196.story>>

“Prohibition Blues.” Retrieved October 18, 2011.

<<http://www.youtube.com/watch?v=tOQJN5cVMpA&feature=related>>

“Prohibition Blues.” Retrieved October 18, 2011.

<<http://hummingadifferenttune.blogspot.com/2009/04/prohibition-blues-ring-lardner-nora.html>>

“Gangsters Dancing.” Retrieved October 18, 2011.

<http://drugpolicycentral.com/bot/images/prohibition_era_cartoons/gangsters_dancing.jpg>

Instructional Procedures/Process:

1. **Preparation**: Create approximately 6 stations with one source at each station (***Documents 3-7, and St. Valentine's Day Massacre website***). Arrange the room for smooth student movement. Ensure that you have copies of song lyrics for stations with music, and ensure that you have copies of the Exit Slip and Documents 1A & 2A for each student. Set up a timer to limit the amount of time spent at each station. Ensure laptops display the proper web pages and standby settings are set for the computers to remain on.
2. **Bell Ringer (5 min)**: On the board write "What can you remember about the purposes of the Progressive Movement?" Have students individually write their thoughts down on a slip of paper. As a class have students share answers aloud. Responses should include: Working conditions, child labor, maintaining American values, expanding the role of women in society, etc...
3. **Announce**: Today they will be learning about the 18th Amendment, its unintended consequences, and that they will have to determine for themselves whether or not passing the Amendment was beneficial.
4. **Introduction (5 min)**: Distribute ***Document 1A***. Use teacher copy ***Document 1B*** to introduce the 18th Amendment. Ask students ***Question 1*** to elicit student response about issues related to excessive use of alcohol. Describe the reasons why the 18th Amendment was supported (Use examples supplied under ***Question 1*** while drawing connections to student responses).
5. **Think, Pair, Share (5 min)**: Split students into groups of two. Instruct groups to read section 1 of the 18th Amendment, discuss, and place in their own words the meaning of the section.
6. **Discuss 18th Amendment (5 min)**: Have pairs share their interpretations of the 18th Amendment. Using ***Document 1B***, ensure students understand section 1 of the Amendment. Ask students Questions 2 & 3 from the teacher copy, and discuss.
7. **Primary Source Inquiry Chart (25 minutes)**: Distribute ***Document 2A***, complete one station as a class while communicating expectations. Then have students visit each station to complete their charts.
8. **Discussion (10 minutes)**: Discuss student responses to guiding questions on the chart. Answer questions that students may have written in the column designated for that purpose (Use ***Document 2B*** for potential responses).
9. **Exit Slip (5 minutes)**: Distribute ***Document 8*** and instruct students to assume the roles of representatives in Congress during Prohibition. Have them complete the exit slip by providing their names, circling whether the 18th Amendment should be upheld or repealed, and writing the reasons for their decisions. Tell them that the votes will be added to see if the class as a whole believes the 18th Amendment was a Success or Failure.
10. **Homework**: While students are completing their exit slips, write on the board "What is the 21st Amendment?" Tell students that they are to read about the 21st Amendment for homework and be prepared to discuss it at the beginning of next class (this is when student votes will be revealed).

Closure:

- Exit Slip (***Document 8***)
- Homework Assignment