



## PROHIBITION

# Lesson Plans

## What It Means to Go “Dry”

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### Introduction

This lesson coordinates with *You Are There 1920: Busted! Prohibition Enforced*, a component of the *Indiana Experience* at the Eugene and Marilyn Glick Indiana History Center. In this experience, guests are invited to step back in time to December 9, 1920, to visit the re-created Indianapolis police headquarters. Earlier that day, three Indianapolis police officers conducted a raid at a farm one-half mile east of New Bethel (now Wanamaker) and confiscated a large still, thirty-eight gallons of “white mule” whiskey, one gallon of malt, fifteen pounds of flour, a hundred pounds of corn sugar, and two hundred gallons of mash. The bootlegger, Roy Taylor, later pleaded guilty to operating a “blind tiger” (illegal saloon), was fined \$100, and sentenced to serve 120 days at the Indiana State Penal Farm.

This lesson may be used to prepare students for a visit to *You Are There 1920: Busted! Prohibition Enforced*, as a follow-up to the visit, or for stand-alone classroom instruction.

*You Are There 1920: Busted! Prohibition Enforced* will be open from May 31, 2011, until February 5, 2012.

### Overview/Description

In this lesson students will learn about the Prohibition era and the Eighteenth Amendment to the U.S. Constitution by examining primary sources that present pro- and anti-prohibition arguments and role playing an individual’s involvement in the Prohibition debate.

### Grade Level

Elementary (grade 4) and middle/intermediate school (grade 8)

### Academic Standards for the Social Studies

- Indiana Standards
  - Grade 4
    - Social Studies 4.1.11—Identify and describe important events and movements that changed life in Indiana in the early twentieth century.
    - Social Studies 4.1.12—Describe the transformation of Indiana through immigration and through developments in agriculture, industry and transportation. (Individuals, Society and Culture).

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- Social Studies 4.1.15—Create and interpret time lines that show relationships among people, events, and movements in the history of Indiana. (Individuals, Society and Culture).
- Social Studies 4.1.16—Distinguish fact from opinion and fact from fiction in historical documents and other information resources and identify the central question each narrative addresses.
- Social Studies 4.2.7—Use a variety of information resources to take a position or recommend a course of action on a public issue relating to Indiana’s past or present.
- Grade 8
  - Social Studies 8.1.18—Analyze different interests and points of view of individuals and groups involved in the abolitionist, feminist and social reform movements, and in sectional conflicts. (Individuals, Society and Culture).
  - Social Studies 8.1.19—Explain the influence of individual social reformers and movements. (Individuals, Society and Culture).
- National Standards (National Council for the Social Studies)
  - II. Time, Continuity, and Change  
Learners will understand:
    - The study of the past is the story of communities, nations, and the world.
    - That we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources, such as documents, letters, photographs, and artifacts.
  - That people view and interpret historical events differently because of the times in which they live, the experiences they have, and the points of view they hold.
  - That knowledge of the past is influenced by the questions investigated, the sources used, and the perspective of the historian.
  - The contributions of philosophies, ideologies, individuals, institutions, and key events and turning points in shaping history.
  - V. Individuals, Groups, and Institutions  
Learners will understand:
    - This theme helps us know that people belong to groups and institutions that influence them and by which they are influenced.
    - That when two or more groups with differing norms and beliefs interact, accommodation or conflict may result.
    - How groups and institutions work to meet individual needs, and can promote the common good and address persistent social issues.
  - VI. Power, Authority, and Governance  
Learners will understand:
    - Rules and laws can serve to support order and protect individual rights.
  - X. Civic Ideals and Practices  
Learners will understand:
    - Concepts and details such as: individual dignity, fairness, freedom, the common good, rule of law, civic life, rights, and responsibilities.

### **Social Studies/Historical Concepts**

Temperance movement, Prohibition, social reform, and amending the U.S. Constitution

## Learning/Instructional Objectives

Students will:

- Listen to a temperance song.
- Define the terms “temperance” and “prohibition.”
- Examine and analyze primary sources illustrating both pro- and anti-Prohibition sentiments.
- Write a letter to the editor from the perspective of a Prohibition-era person and describe their character’s opinions about a Prohibition amendment.

## Time Required

Two class periods

## Materials Required

- Internet access and a computer with speakers
- Sound recording and copies of the lyrics for “King Alcohol: A Comic Temperance Glee” from the Illinois during the Gilded Age Web site at <http://dig.lib.niu.edu/gildedage/songs/kingalcohol.html> (accessed May 25, 2011).
- Copies of the following materials:
  - “The Drunkard’s Home” engraving from Uncle Tom’s Cabin and American Culture: A Multimedia Archive at <http://utc.iath.virginia.edu/sentimnt/galltempff.html> (accessed May 25, 2011).
    - Select this image from the scroll-down menu on the left side of the Web page. Scroll over the thumbnails to see the image titles. Click on the image to see an enlarged view and a description.
  - “A Moral and Physical Thermometer” in *An Inquiry into the Effects of Ardent Spirits upon the Human Body and Mind: With an Account of the Means of Preventing, and of the Remedies for Curing Them* by Benjamin Rush. Boston: James Loring, 1823. (IHS Digital Image Collections, Item ID: PAM\_RC\_565\_7\_R85\_1823\_MORAL\_PHYSICAL\_THERMOMETER).
    - See page 8 of this lesson.
  - “Are You Directly or Indirectly Interested in the Liquor Business?” in *The Anti-Prohibition Manual: A Summary of Facts and Figures Dealing with Prohibition* (Cincinnati: National Wholesale Liquor Dealers Association of America, 1915), 3. University of Connecticut Internet Archives. <http://www.archive.org/details/antiprohibitionm15nati> (accessed May 25, 2011).
    - Select an option to view the material from the menu on the left side of the Web page. The essay appears on page 3 of the manual.
  - Excerpt from *The Anti-Prohibition Manual: A Summary of Facts and Figures Dealing with Prohibition* (Cincinnati: National Wholesale Liquor Dealers Association of America, 1917), 127.
    - The excerpt is provided on page 5 of this lesson.
- Copies of character cards, one for each student, provided on pages 9 through 11 of this lesson.

## Background/Historical Context

Download and read “The Road to Prohibition in Indiana” essay at <http://www.indianahistory.org/teachers-students/plan-a-field-trip/indiana-experience-curriculum-guides> (accessed June 23, 2011).

## Teacher’s Instructional Plan

### Introduction

From the Illinois during the Gilded Age Web site at <http://dig.lib.niu.edu/gildedage/songs/kingalcohol.html>, download the sound recording and print copies of the lyrics for “King Alcohol: A Comic Temperance Glee.”

Distribute copies of the lyrics to students and play the sound recording. Make sure that the volume for the speakers is loud enough for students to hear the audio. Instruct students to follow the printed lyrics as they listen.

After listening to the song, review the lyrics together as a class. Explain to the students that this is a temperance song. Ask students to identify any unfamiliar vocabulary and discuss the meanings of these words. Work together to help students summarize each stanza.

Define the word “temperance” for students as an effort to drink alcohol only in moderation or not at all. In what ways does this song encourage people to be temperate (not to drink very much or not to drink at all)?

Describe the “temperance movement” as an organized effort beginning in the early 1800s to reduce the amount of alcohol that people drank. Beginning in the 1830s supporters of the temperance movement began to promote total abstinence, or not drinking alcohol at all. They tried to get laws passed that would prohibit, or stop, people from making, selling, or transporting alcohol. Ultimately, these “prohibitionists” succeeded in getting Congress to propose an amendment to the U.S. Constitution—the Eighteenth Amendment—that made it illegal to manufacture, sell, transport, import, or export alcohol.

An “amendment” is a change that can revise or add to the U.S. Constitution. A constitutional amendment must be approved by the legislatures of three-fourths of the states to become law. In the United States, citizens do not have the opportunity to vote in a direct, or popular, election to decide whether or not to pass the amendment.

After the required number of states (thirty-six) ratified the Eighteenth Amendment in 1919, the new law went into effect on January 16, 1920, making it illegal to drink, make, sell, or transport alcohol.

### Procedure

- As a class, brainstorm reasons why people who supported the temperance movement might have wanted to prohibit people from drinking. Record student answers on the board. To help guide students’ thinking, you may use the following documents:
  - “The Drunkard’s Home” engraving from Uncle Tom’s Cabin and American Culture: A Multimedia Archive at <http://utc.iath.virginia.edu/sentimnt/galltempff.html> (accessed May 25, 2011).
    - How has the father’s drinking affected his family?
    - Describe the emotions of the mother and children. (What are the emotional effects of alcohol on family members of those who drink?)
    - Would you want to live in this home? Why or why not?
  - “The Moral and Physical Thermometer” in *An Inquiry into the Effects of Ardent Spirits on the Human Mind and Body* by Benjamin Rush. See page 8 of this lesson.
    - What are some of the physical ailments/diseases caused by alcohol according to Rush?
    - According to this chart, drinking leads to what kinds of criminal activities?
    - What punishments might the drunken person suffer?
- After the brainstorming session, help students categorize the aims of temperance advocates under the concepts of improving health, decreasing crime, and protecting women and children.

- Next, ask students to consider reasons why some people might have been against laws that made it illegal to drink alcohol. Record student answers on the board. The following may be used as focusing documents:
  - “Are You Directly or Indirectly Interested in the Liquor Business?” in *The Anti-Prohibition Manual: A Summary of Facts and Figures Dealing with Prohibition* (Cincinnati: National Wholesale Liquor Dealers Association of America, 1915), 3. University of Connecticut Internet Archives. <http://www.archive.org/details/antiprohibitionm15nati> (accessed May 25, 2011).
    - How much money (revenue) would a national prohibition law cause the U.S. government to lose according to this document?
    - Where do you think this revenue comes from? (taxes, license fees) Why would the revenues be lost under Prohibition?
  - Excerpt from *The Anti-Prohibition Manual: A Summary of Facts and Figures Dealing with Prohibition* (Cincinnati: National Wholesale Liquor Dealers Association of America, 1917), 127:
 

It has always been an acknowledged right that freedom of choice be granted to all as long as the exercise of this right in no way conflicted with the right of others. How can the Prohibitionist stand up and tell us that by taking a drink man infringes upon the rights of others? By preventing man from freedom of choice in the matter of drink the Prohibitionist violates his right by destroying his freedom.

    - What is this author’s argument against Prohibition?
- How would Prohibition violate individual rights according to the author?
- After brainstorming about anti-Prohibition arguments, help students categorize these arguments under the concepts of violating individual rights and lost revenue.
- Remind students that Prohibition went into effect throughout the United States on January 16, 1920.
  - Because it was a constitutional amendment, the American people did not vote directly on whether or not to accept Prohibition. Instead, their elected state representatives and senators voted to pass the Eighteenth Amendment on their behalf. Ask students to predict whether or not Prohibition had the support of most Americans.
- After listening to student predictions, tell them that Prohibition was not a popular idea among all Americans and it proved to be difficult to enforce.
  - During Prohibition, Americans had to turn to illegal methods to make, buy, or sell liquor. “Bootleggers” illegally made their own alcohol and often sold it on the “black market” for a huge profit. People drank illegal liquor purchased at “speakeasies,” “blind tigers,” or “blind pigs.” Organized crime grew as gangsters such as Al Capone got rich by smuggling alcohol. Jails became crowded as police officers tried to enforce Prohibition.
  - Prohibition lasted for thirteen years, from 1920 to 1933. In 1933 the Twenty-first Amendment repealed the Eighteenth Amendment. This time, state conventions were used to vote on the Twenty-first Amendment. Conventions were generally made up of ordinary citizens, not lawmakers, so it was thought that the conventions would better represent the opinion of the American people. Each state convention cast one vote to repeal Prohibition.

- For the purpose of this activity, divide students into groups of five. Each student will role-play a different individual with interests in either the Temperance/Prohibition movement or in the liquor business. Each student will compose a letter to the editor of the *Indiana Daily Times*, an Indianapolis newspaper of the era, from the perspective of his or her assigned character. After students are divided into their groups, provide each student with one character card handout. These descriptions will help students understand their character’s point of view.
- In addition, you may choose to put together a classroom library with student resources about Prohibition and the Temperance movement. Suggestions are included under the Additional Resources section of this lesson. Allow students the remainder of the class period for quiet research using these materials. Students should read these materials to better understand their character’s viewpoint.
- In writing their editorials, students should try to answer the following questions from the perspective of their characters and as if they are reacting to a proposed Prohibition amendment in 1918:
  - Do you think that there is a problem with alcohol use in America? Why or why not?
  - Do you support the proposed Eighteenth Amendment that would prohibit the manufacture, sale, and transport of alcoholic beverages? Why or why not?
  - If Prohibition should go into effect, what do you predict the results will be?
  - What would Prohibition mean to you?
- Conclude the lesson with a discussion about what students have learned.

## Vocabulary

Temperance—a movement encouraging people to drink alcohol in moderation or not at all

Prohibition—a law making it illegal to drink, make, sell, or transport alcohol

Amendment—a change to the Constitution

Bootlegger—a person who illegally makes his own alcohol

Black Market—illegal buying or selling of goods that are restricted

Speakeasy—an illegal bar that served liquor during Prohibition

Blind Pig—a store that sold liquor illegally during Prohibition

Blind Tiger—a saloon that sold liquor illegally during Prohibition

Brewery—a place where beer is made

## Assessment

Use a teacher-developed rubric to assess students’ participation in class discussions and their letters to the editor. The rubric should evaluate historical accuracy, clarity of thought and presentation, thoroughness, and quality of writing.

## Suggested Modifications

- For less advanced students who may have trouble putting themselves in the shoes of a historical character, create a reader’s theater where you develop dialogue for each character and students read the script aloud.
- Create a fictional scenario in which your city bans the playing of video games because city officials believe that they lead to violent behavior and are related to the obesity epidemic. Present evidence such as the “Children and Video Games: Playing with Violence” report from the American Academy of Child and Adolescent Psychiatry,

available at [http://www.aacap.org/cs/root/facts\\_for\\_families/children\\_and\\_video\\_games\\_playing\\_with\\_violence](http://www.aacap.org/cs/root/facts_for_families/children_and_video_games_playing_with_violence) (accessed May 25, 2011), or a related article, “Video Games, TV Double Childhood Obesity Risk” from WebMD at <http://children.webmd.com/news/20040702/video-games-tv-double-childhood-obesity-risk> (accessed May 25, 2011). Assign students roles to argue for or against this ban in a debate. Following the debate, introduce the Eighteenth Amendment and Prohibition and draw parallels between the two scenarios.

- Advanced students may engage in a debate within their groups. During this debate, students will represent the point of view of their historical character, but they may also bolster their argument using information gained through research of the Prohibition era.
- Have students recite “Cold Water Boys” and “The Temperance Boy,” pages 5 through 7 of *A Child’s Own Speaker* by Emma Cecilia Rook, from the Ball State University Digital Media Repository at <http://libx.bsu.edu/cdm4/document.php?CISOROOT=/HistChldBks&CISOPTR=37424&REC=6> (accessed May 25, 2011). Published in 1915, these poems were intended to teach the importance of abstaining from drink.

## Additional Resources

### Publications

Bever, Mark. *Temperance and Prohibition: The Movement to Pass Anti-Liquor Laws*. America in the Progressive Movement, 1900–1920. New York: Rosen Publishing Group, 2006.

Blumenthal, Karen. *Bootleg: Murder, Moonshine, and the Lawless Years of Prohibition*. New York: Flash Point, 2011.

Gitlin, Martin. *The Prohibition Era*. Essential Events. Edina, MN: Abdo Publishing Company, 2010.

Lieurance, Suzanne. *The Prohibition Era in American History*. Berkeley Heights, NJ: Enslow Publishers, 2003.

Slavicek, Louise Chipley. *The Prohibition Era: Temperance in the United States*. Milestones in American History. New York: Chelsea House Publications, 2008.

Woog, Adam. *Prohibition: Banning Alcohol*. Words that Changed History. Farmington Hills, MI: Lucent Books, 2003.

Worth, Richard. *Teetotalers and Saloon Smashers: The Temperance Movement and Prohibition*. Berkeley Heights, NJ: Enslow Publishers, 2009.

### Web sites

Distilled Spirits Council of the United States. ProhibitionRepeal.com Web site. <http://www.prohibitionrepeal.com> (accessed May 25, 2011).

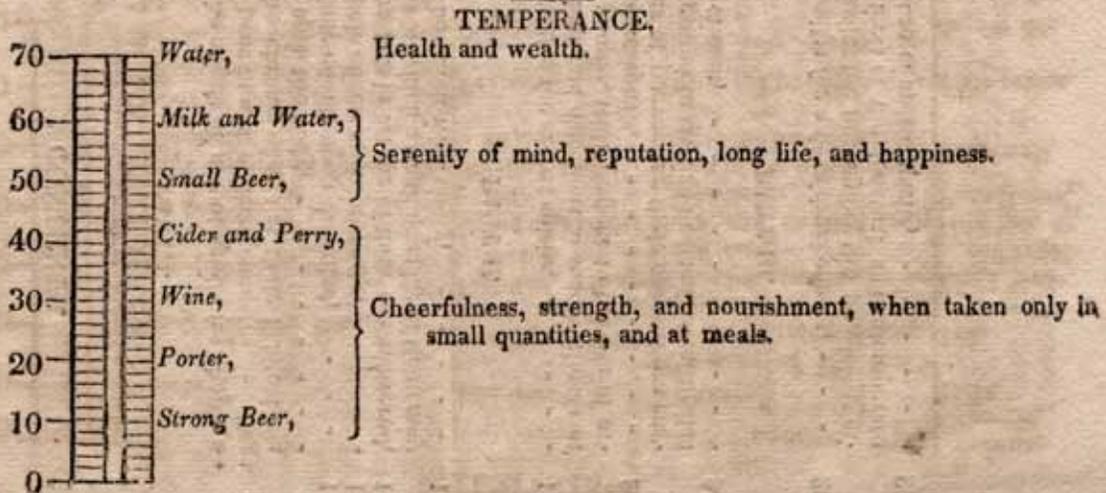
Hanson, David J. “National Prohibition of Alcohol in the U.S.” Alcohol Problems and Solutions Web site. <http://www2.potsdam.edu/hansondj/controversies/1091124904.html> (accessed May 25, 2011).

Meredith, William A. “The Great Experiment” Prohibition: The Great Experiment Web site. <http://www.albany.edu/~wm731882/> (accessed May 25, 2011).

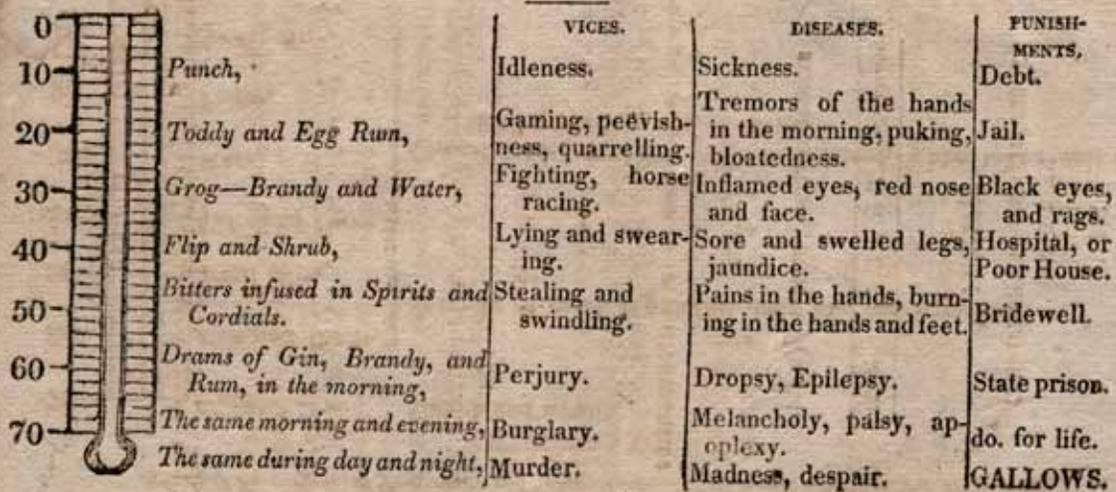
Mintz, S. “The Jazz Age: The American 1920s—Prohibition.” Digital History Web site. [http://www.digitalhistory.uh.edu/database/article\\_display.cfm?HHID=441](http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=441) (accessed May 25, 2011).

## A MORAL AND PHYSICAL THERMOMETER.

*A scale of the progress of Temperance and Intemperance.—Liquors with effects in their usual order.*



## INTEMPERANCE.



“A Moral and Physical Thermometer” in *An Inquiry into the Effects of Ardent Spirits upon the Human Body and Mind: With an Account of the Means of Preventing, and of the Remedies for Curing Them* by Benjamin Rush. Boston: James Loring, 1823. (IHS Digital Image Collections, Item ID: PAM\_RC\_565\_7\_R85\_1823\_MORAL\_PHYSICAL\_THERMOMETER).

## **Women's Christian Temperance Union Member**

- You belong to the Woman's Christian Temperance Union, an organization of women that supports the prohibition of alcohol.
- You believe that when men drink alcohol, their wives and children suffer because the men use their money on liquor and not on food or clothing for the family. You think that Prohibition is necessary to "protect the home."
- You go to church every Sunday and believe that drunkenness is a sin.

## **Member of the Indiana Anti-Saloon League**

- You belong to the Indiana chapter of the Anti-Saloon League, an organization that tries to get politicians to support Prohibition.
- You think that alcohol causes "social evils," such as poverty and crime.
- You also think that the liquor business leads to corruption because business leaders in the liquor industry can buy politicians' votes.
- You think Prohibition will reduce corruption and improve society.

## **Police Officer**

- If Prohibition should become law, you know that it will be your job to enforce it.
- You have mixed feelings about a Prohibition law.
- On one hand, it could lead to a decrease in drunkenness and crimes committed by people who are drunk.
- On the other hand, you worry that if people can't legally buy alcohol, they will find a way to buy it illegally. How will police be able to enforce such a law?
- You enjoy an alcoholic beverage every now and then. You wonder if it is fair to “punish” people who drink responsibly simply because some people don't.

## **Member of the Wholesale Liquor Dealers Association**

- Your business depends on the sale of alcohol remaining legal.
- You know that the fees liquor stores and saloons pay for licenses bring revenue to local governments.
- The sale of alcohol contributes a lot of money to the economy. Taxes on alcohol sales provide revenue to governments. Taxes paid by alcohol manufacturers provide money to the federal government.
- Many American jobs are tied to the manufacture, sale, and transport of liquor. All of these people might lose their jobs if Prohibition becomes law.

## Brewery Owner

- Your family owns a brewery and you fear you will have to close it if Prohibition takes effect.
- Like many brewers, your heritage is German and you have noticed that some people think immigrants such as you are to blame for many of the problems in America. Some think that Prohibition would discourage immigration, especially for those who might be fond of alcohol.
- Since brewing beer is part of your heritage, you wonder what you will do if you cannot do it anymore.