The Roaring Twenties ‖ Prohibition Dinner Party

This lesson has been adapted from another plan provided by the National Constitution Center. The original outline for the lesson can be accessed here: <http://constitutioncenter.org/media/files/Probition_DinnerParty_final.pdf>

## Goals & Objectives

Goals:

Students will understand how different groups dealt with, challenged, or felt about Prohibition.

Objectives:

Students will investigate a key figure of the Prohibition era and participate in a group discussion using their assigned role.

## California State Content Standards

11.5.3- Examine the passage of the Eighteenth Amendment to the Constitution and the

Volstead Act (Prohibition).

## Common Core Literacy Standards

[CCSS.ELA-Literacy.RH.11-12.3](http://www.corestandards.org/ELA-Literacy/RH/11-12/3/)  
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

[CCSS.ELA-Literacy.WHST.11-12.9](http://www.corestandards.org/ELA-Literacy/WHST/11-12/9/)  
Draw evidence from informational texts to support analysis, reflection, and research.

## Driving Historical Question

### How did different public figures influence or respond to the Volstead Act?

### Lesson Introduction (Anticipatory Set/Hook/Accessing Prior Knowledge) ‖ **Time: 7 mins**

Students will look at political cartoon from the Prohibition era which depicts barrels of booze as a travelling mob, destroying everything in its path. Students will be asked to respond to what they see in the picture, how they think it represents the feelings of Americans during the time, and if they feel the same way.

### Vocabulary (Content Language Development) ‖ **Time:**

Vocabulary terms will be written on the board in advance and left for the duration of the lesson. Each student will be assigned a key historical figure associated with the Prohibition movement, so the students will also learn about a variety of people with different views on Prohibition through discussions, including Al Capone, Frances Willard, and Howard Hyde Russell.

Prohibition

Volstead Act

Temperance

Speakeasy

### Content Delivery(Method of Instruction) ‖ **Time:**

(7 mins) Students will watch a brief video overview about Prohibition prior to engaging with the activity to familiarize them with key points and opinions related to the passage of the 18th Amendment. As the video plays, I will hand them a numbered and lettered card which is assigned to a specific historical role. Numbers will be sequential so I can ensure each group has a representative from multiple perspectives on Prohibition (each group will have on gangster, progressive, Prohibitionist, and anti-Prohibitionist). After the video ends, I will ask students questions related to the video and the previous day’s lesson using equity cards.

(12 mins) Directions for the assignment will be printed on the handout so students can reference them during the lesson. A total of 16 figures will be used, meaning the class will be split in to two separate “dinner parties,” A and B. Once the student is aware of who their key figure is, they will individually read a brief biography regarding their relevance to the passage of the Volstead Act and answer some questions related to the role they are about to take on.

### Student Engagement (Critical Thinking &Student Activities) ‖ **Time:**

(15 mins) Students will be placed in groups of 4 with each student representing a different viewpoint (one gangster, one progressive, one anti-prohibitionist, one prohibitionist: for instance, Al Capone, Franklin Roosevelt, Carry Nation, and Howard Hyde Russell could be one group). The students will introduce themselves to one another and discuss their opinions on Prohibition related to the questions they answered about their assigned role. During the discussion, each student must also come up with their own question for the person sitting to the left of them in the group and ask them in order to get students thinking about their specific role’s perspective.

(10 mins) Once each group has had a chance to discuss and answer each other’s questions, students will be asked to leave their group and talk with other students to find similar minded roles (Example: Al Capone will need to find Olmstead, Ness, and Rothstein). Students will not be able to tell each other their names, requiring them to provide enough detail about their specific role to be sure they are in the correct groups. After the students have found their groups, the teacher will provide them with a correct list to see how well they were able to determine the correct groupings.

### Lesson Closure‖ **Time: 5 mins**

Each student will be asked to write a brief summary of who their character was and how they influenced the prohibition movement in America, whether positively or negatively. The students must submit their summary as an exit card before leaving the class.

### Assessments (Formative & Summative)

Formative: Students will answer the questions related to their specific role as well as writing a question for the person to the left of them in their group. This paper will be collected along with student exit cards and checked for content/completion.

Formative: Students will submit a brief summary regarding who their assigned role was and how they influence the Prohibition movement in America as an exit card. This will allow me to see how well students understood the assignment and what I may need to review the following day.

### Accommodations for English Learners, Striving Readers and Students with Special Needs

English learners: Working in groups will provide EL students with a chance to practice listening and speaking in English in a low risk environment amongst peers. As well, the summaries for each role are short and provide only crucial information about their participation in the Prohibition era and not other trivial details. The students also must write out short answers in complete sentences related to their assigned role, giving them a chance to also practice their English writing skills.

Striving readers: The lesson does not rely on a large amount of reading, which will make striving readers feel comfortable participating in discussions and answering the questions related to their assigned roles. As well, the reading provided is short, coherent, and to the point, helping striving readers identify the text’s key information.

Special needs: Allowing students to move around the room and talk with one another in small group environments benefits SN students. In addition, having key vocabulary on the board along with the goals and objectives will help to keep any SN students on track during the duration of the lesson.

### Resources (Books, Websites, Handouts, Materials)

Students will review the previous day’s discussion with this video to start the lesson:

<https://www.youtube.com/watch?v=_CE4u6jI_rc>

Bios for each assigned role and questions the students will answer have been provided from:

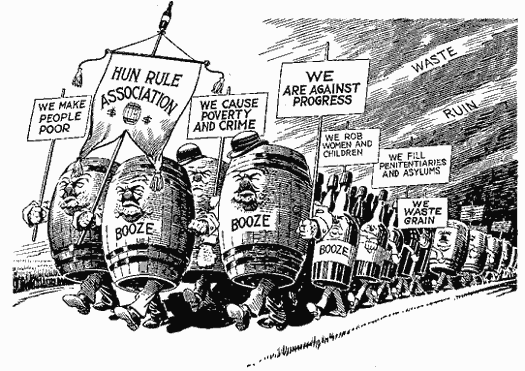
<http://constitutioncenter.org/media/files/Probition_DinnerParty_final.pdf>

Handout which covers clear details and has questions for all portions of the lesson is attached below

Prohibition “Dinner Party”

Use this paper as a guideline for the day’s assignment. Answer all questions on a separate sheet of paper

* Journal: Look at the political cartoon below and then answer the questions.



1. What do you see in the picture?
2. How do you think the illustrator feels about Prohibition?
3. Do you agree with the illustrator’s point of view? Why or why not?

* When instructed, you will use the card I’ve given you to find your group and assigned role. If you forget the instructions or where you’re supposed to go, reference the detailed instructions below.
* “Dinner Party” Discussion: If your card has an A, you are on the North side of the room. If your card has a B, you are on the South side of the room. Go to the pocket on the wall on your side and retrieve the bio that corresponds to your number. (If you are A1, you are on the North side with the paper marked 1). A1-4 , A5-8, A9-12, amd A13-16 will be the North side groups. B1-4, B5-8. B9-12, and B13-16 will be the South side groups.

Once you have your bio, find your group. You will start by completing these questions by yourself:

1. What is your person’s name and historical significance?
2. What was this person’s role leading up to, during, or after the Prohibition era?
3. Did their beliefs about temperance or Prohibition change over time? If so, how?
4. How is this person similar to you? How is he or she different?

* Starting with the lowest number in your group to the highest, you will each take turns describing who your assigned role is and how they influenced the Prohibition era.
* You must also develop at least one question for someone else in your group related to their assigned role. Write the question you came up with on your own paper.
* When the buzzer goes off, you will get up from your group and begin discussions with other members of your dinner party (If you’re an A, you are only discussing with other A’s). Without telling each other the names of your assigned roles, discuss your feelings about Prohibition and try to find a new group of 4 who share similar views.
* Before you leave class, complete an exit card responding to the following questions:

1. Who was your assigned character?
2. How did they influence the Prohibition era?
3. Was their impact on Prohibition positive or negative?