

Spirited: Prohibition in America

Lesson Idea 2

Regional Relics of Prohibition

Grade Levels 9-12

Summary:

In this lesson, high school students will research, write about, and document Prohibition history in his or her own community. Using varied research from resources (such as the local library, the local historical society, and community historic objects related to Prohibition); interviews with local residents (bar owners, wineries, law enforcement, antique shop owners etc.); and by documenting research and interviews using cell phone photography or video; students can compare and contrast local stories with historic facts and objects experienced through the *Spirited: Prohibition in America* exhibition. Information can be shared with fellow students or the public as a simple oral presentation, multi-media presentation, (YOU Tube video, PowerPoint), or as an online web-based class project using free Open Source website design software that integrates text, photos, and video.

Objectives:

- Students will read and process historic information from varied sources.
- Students will integrate Prohibition stories collected from personal interviews and compare with stories with researched historic facts.
- Students will consider how objects (documents, artifacts, or photos) can communicate a story about local history.
- Students will synthesize research and create a factual narrative.
- Students will support their written article/text using images (photographs and or video).
- Students will present their historic research as an oral presentation or multimedia presentation.

Materials Needed:

- Notebooks and writing tool for recording research
- Internet access for conducting research
- Cell phone or other device to make photos, movie, or audio record interview
- Computer with PowerPoint software (if desired) for creating presentation or making Open Source website

- Projector to connect to computer for presentation

Lesson Time:

- One class period for visiting the exhibition *Spirited: Prohibition in America*
- One class period for research
- Out of class time for conducting interviews or for doing research in person
- Out of class time (or in class if desired) to prepare presentation
- One class period to share presentations with others using Power Point or through viewing and discussing multi-media presentation

Lesson Procedures:

Following a visit to the *Spirited: Prohibition in America* exhibition, pose this question to students to prompt investigation: **“How did Prohibition impact our town and specifically the life of one of its residents?”** Have students explore how Prohibition affected their local community and residents (or descendants of residents) who lived in their city between 1920 and 1933 by researching online, at the library, and through the local historical society or other local government or cultural agencies. Have students conduct a research interview with one local resident (bar owner of an establishment that was a speakeasy in that era, a person whose family might have bootlegged liquor or made moonshine, a notorious local gangster or relative of that gangster, someone who enforced the law in the 1920s or was related to this person, a local distillery or winery or brewery that was open in the 1920s that might have been affected by the 18th Amendment, or an antique dealer or collector who owns an object from that era that relays a local story). Have students record the interview, take notes, and make photos or a video of the person and/or the related Prohibition artifact. Have students synthesize the research content and interview into an illustrated one or two-page factual narrative to describe a local Prohibition story. Present ideas for inspiring students to share their researched narrative content with others: suggest they create an oral presentation and share photos, create a PowerPoint presentation that tells the story through text and image or with video, make a short movie, or design a website that integrates image and text. Following the creation of the presentation, have each student share his or her local Prohibition stories with the class or a broader public.

Resources:

View the PBS Ken Burns’ *Prohibition* documentary as a classroom follow-up to the *Spirited: Prohibition in America* exhibition and to inspire students to research and write their own local Prohibition story.

Build your own website to share the student research projects using a free platform <http://www.wix.com/>

Connections to Common Core Standards (example standards grades 9-10)

Reading Literacy in History/Social Studies

Key Ideas and Details

- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

- Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

- Compare and contrast treatments of the same topic in several primary and secondary sources

Writing Literacy in History/Social Studies

Text Types and Purposes

- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples
- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- Draw evidence from informational texts to support analysis, reflection, and research.

English Language Arts Speaking and Listening **Comprehension and Collaboration**

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.