

Spirited: Prohibition in America

Lesson Idea 3

Temperance Tantrum—Civic Action and Protest

Grade levels 9-12

Summary:

Using historical knowledge about the origins and impact of the temperance movement in America, students will explore a contemporary topic in their community they desire to change. By examining methods of protest employed by temperance leaders (such as Diocletian Lewis, Eliza Thompson, Frances Willard, and Carry Nation), understanding the temperance movement's relationship to Women's Suffrage and the ultimate power of the church and state led by the Anti Saloon League (which ultimately impacted Constitutional change), students will research, discuss, plan, and collaborate with each other and community members to design a civic action project to make change.

Objectives:

- Students will understand the origins of the temperance movement and its progression.
- Students will compare and contrast methods of protest employed by early leaders in the movement with others of women's suffrage and those led by the lobbying organization of the Anti Saloon League.
- Students will identify and research a local public problem and develop a position as a team.
- Students will discuss and debate methods of protest used by various groups rallying for a common cause in the news and share opinions about methodology and impact.
- Students will discuss community problems and decide what problem as a group they wish to change.
- Students will engage in civic dialogue and build local support for their cause.
- Students will discuss and design appropriate communication tools for their cause.
- Students will build critical thinking and persuasive presentation skills.
- Students will become empowered as leaders for implementing a change in their community.

Materials Needed (*if desired as a direction):

- Notebooks and writing tool for recording research

- Internet access for conducting research
- Information or articles related to local community issues
- Design materials (markers, poster board, butcher paper for banners, tape)*
- Button-making machine or stickers to use as buttons*
- Computer access for using free Open Source website software or other social media tool/campaign*
- Examples of Prohibition era propaganda (see exhibition materials such as temperance songsheets, banners, sashes, posters, etc.)

Lesson Time:

- One class period for visiting the exhibition
- One class period for viewing excerpts of the DVD Ken Burns' *Prohibition**
- One class period for discussion and debate of contemporary issues and methods of protest
- Out of class time for conducting research
- One class period to work as a group to decide upon topic for civic action project and goals
- Out of class time for community research to determine needed change or potential community organizational partners
- One class period to work as a group to plan and lay out action steps
- One class period to discuss and design communication tools or plan
- One class period to share presentation with rest of the school or other groups about the cause
- Out of class time to work with community group to implement and evaluate the project

Lesson Procedure:

Following a visit to the exhibition *Spirited: Prohibition in America* and/or an in class screening of excerpts of Ken Burn's *Prohibition* DVD, share and discuss the timeline history of the temperance movement calling out the role and impact of particular individuals including: Diocletian Lewis, Eliza Thompson, Frances Willard, Carry Nation, Susan B. Anthony, and Wayne Wheeler.

Compare these individuals' methodology for impacting change to that of individuals rallying/protesting for a contemporary cause in the news today. Discuss and debate what methods seem most impactful (make a difference) and why. Discuss and debate as a class some community problems that seem worth solving and share reasons why.

Have each student research on his or her own a potential community collaborators for a community problem to solve. Select one problem as a group for the project and share the brainstormed potential community partners. Have students follow the steps in class

as a group for planning and designing their civic action project in a clear and well researched and planned fashion.

Designing A Civic Action Project

(created by the Constitutional Rights Foundation <http://crf-usa.org/>)

Part 1. Project Name. Invent a catchy name for your project. Use it on anything you create for the project—fliers, posters, letterhead, etc.

Part 2. Team Members. Write the names of your team members down. It's good to start thinking about the strengths and talents of each team member so you can make use of everyone on the project.

Part 3. Problem Statement. Try to describe your problem with a single sentence. This is hard to do, but describing your problem clearly and simply can help you focus on what you can do about it. Then briefly write what else you know about the problem by answering the following questions:

What causes the problem?

What are its effects on the community?

What do people affected by the problem want done?

Part 4. Goals. Describe your goals. Be specific and practical. Can you achieve your goals? Keep your goal statement clear and simple, like your problem statement. Goals help chart your course. If you know where you want to go, you can usually determine how to get there.

Part 5. Project Description. Describe your project in two or three sentences. Look at your problem statement and goals. How will your project deal with your problem and address your goals? Describing your project clearly and simply can give you a chance to think about what you are going to do, how you are going to do it, and why.

Part 6. Resources. List different individuals or organizations who might help you with your project. Government, non-profit, and business organizations may be working on the problem or interested in it. Tap into these resources.

Part 7. Action Steps. Your goal tells you where you're going. What steps will you take to get there? Write down the details of your plan. Explain how the project will work.

Part 8. Task Chart. Once you have decided on the steps to your plan, break down the steps into tasks. Try to think of everything that needs to be done. Then assign people jobs that they want to do and *can* do. Put someone in charge of reminding people to do their tasks. Set a deadline, or due date, for each task.

Part 9. Evaluation Plan. Take time now to figure out how you are going to measure the success of your project. There are several ways to evaluate a project. Pick the best ways and figure out how to do it for your project.

Before-and-After Comparisons. You can show how things looked or how people felt before your project, then show how your project caused changed. You might use the following to make comparisons: photos, videos, survey results, or test scores.

Counting and Measuring. You can count or measure many different things in a project. For example: How many meetings did you have? How many people attended? How many voters did you register? How much time did you spend? Numbers like these will help you measure your impact on the community.

Comparisons With a Control Group. You may be able to measure your project against a control group—a comparable group that your project does not reach. If, for example, you are trying to rid one part of town of graffiti, you could compare your results to another part of town with the same problem.”

Consider and discuss any local sources of funding the project
Investigate (if desired) local foundations or other sources of funding for costs involved in implementing the project.

Executing the Plan

As a class, discuss and debate the best tools to communicate to others about the project. Is social media best? Should simple banners or poster be designed? Is a website about the project a good communication tool? What methods work best with the partners of the project (local government, community groups, etc.)? Have students design communication tools and plan as a group to present to others (the whole school, the community, etc.) about the project. Support students in executing the project and evaluating its success and impact. Share impact and or success with any potential funders or community supporters.

Resources:

Women’s Christian Temperance Union

<http://www.wctu.org/crusades.html>

Constitutional Rights Foundation Civic Action Project

<http://www.crf-usa.org/programs/civic-action-project>

Free website design software

<http://www.wix.com/>

Origins of the Temperance Movement

<http://www.pbs.org/kenburns/prohibition/roots-of-prohibition/>

“By 1830, the average American over 15 years old consumed nearly seven gallons of pure alcohol a year – three times as much as we drink today – and alcohol abuse (primarily by men) was wreaking havoc on the lives of many, particularly in an age when women had few legal rights and were utterly dependent on their husbands for sustenance and support.

The country's first serious anti-alcohol movement grew out of a fervor for reform that swept the nation in the 1830s and 1840s. Many abolitionists fighting to rid the country of slavery came to see drink as an equally great evil to be eradicated – if America were ever to be fully cleansed of sin. The temperance movement, rooted in America's Protestant churches, first urged moderation, then encouraged drinkers to help each other to resist temptation, and ultimately demanded that local, state, and national governments prohibit alcohol outright.” (PBS, Ken Burns)

Temperance Timeline

1826

American Society for the Promotion of Temperance, the first national temperance organization, founded in Boston.

1840

Washingtonian Movement founded in Baltimore. Members attempt to persuade others to voluntarily abstain from alcohol.

1851

Maine passes law limiting availability of alcoholic beverages. Riots ensue, and the law is later repealed.

1869

Prohibition Party forms and runs first candidate in next presidential election.

1873

Mother Eliza Thompson launches her crusade against saloons.

1874

WCTU founded.

1880

Kansas becomes first state to outlaw manufacture and sale of liquor in its state constitution.

1893

Anti-Saloon League founded in Ohio; it soon goes national.

1913

Congress outlaws sale and shipment of liquor from wet states to dry states.

1914

Nearly half the states have a law restricting alcohol by statewide ban or by local choice.

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

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 grades 9–10 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.
- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- 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.

Literacy in Writing Social Studies and History

Text Types and Purposes

- Write arguments focused on *discipline-specific content*.
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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.