

Prohibition

Lesson plans for primary sources at the Tennessee State Library & Archives

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Grade Level: 5th grade

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Visit <http://sos.tn.gov/tsla/education> for additional lesson plans.



Introduction: Progressive Era reform was intended to build a better society. In this lesson, students will explore what prohibition is, how it came about and the reason why some people agree/disagree with prohibition.

Guiding Questions:

- What role did the Prohibition play in society in American and Tennessee during the early 20th century?
- What do prohibitionists believe? Who are some people who might have been prohibitionists?

Learning Objectives: In the course of the lesson, students will

- Identify the 5 W's of prohibition (who, where, when, why, and how.)
- Conduct a friendly prohibition experiment.
- Analyze primary sources from the period of prohibition in the U.S.
- Formulate experiences based about prohibition from the activities.



Curriculum Standards:

5.40 Analyze the major goals, struggles, and achievements of the Progressive Era, including at tackling racial discrimination, child labor, big business, conservation, and alcohol use.

CCSS.ELA-LITERACY.RH.6-8.1- Cite specific textual evidence to support analysis of primary and secondary sources .

CCSS – RI 5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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Materials Needed:

- Tennessee State Library & Archives exhibit, [The Saloon & Anarchy: Prohibition in Tennessee](#)
- [Tools for Educators](#)
- Art Material (paper, crayons, markers, etc.)
- Primary Sources from the website

Background:

[The Saloon and Anarchy: Prohibition in Tennessee](#)

Author: TSLA Source Location:

[Tennessee State Library & Archives](#)

[“Temperance”](#)

Author: Calvin Dickinson Source Location:

[Tennessee Encyclopedia of History & Culture](#)



Lesson Activities:

Introduction

The students will each select something they want to prohibit from being brought to school that is currently allowed. (Example: Takis, sparkle-toes, mechanical pencils, etc.) DO NOT HAVE THEM REVEAL WHAT THEY WANT TO PROHIBIT. Give the students 30 minutes to create a flyer of what they are prohibiting and why. Allow them to present, or post, in the class. Monitor the students' reactions to the different items that are being prohibited. Do they agree or disagree? Was there uproar or a strange silence?

Whole Group Activity:

Use the online exhibit, [“The Saloon and Anarchy: Prohibition in Tennessee”](#) at the TSLA website to show relevant, informational text that explains what leads to prohibition, its passage, and the repeal of prohibition. This exhibit includes the answers to the guiding questions as well as a plethora of information pertaining to prohibition.

Small Group or Independent Assignments:

- 1) Based upon [The Passage of Prohibition article](#), do you agree or disagree with WHY prohibition was passed? Write a letter to the Anti-Saloon League either supporting their cause or chastising them for their beliefs.
- 2) Newspaper clippings about prohibition – Analyze this [newspaper article](#) using the TSLA worksheet for the [analysis of a newspaper article](#).
- 3) Post the [“Now Watch Your Step”](#) picture from *The Nashville Tennessean* in 1933. Ask the students to analyze the political cartoon using the [TSLA analysis guide](#).
- 4) Compare and Contrast: Think about a time in your life where something was prohibited? How did you feel and what actions did you take?