

1900 – 1924

PROHIBITION OF ALCOHOL

ACTIVITIES

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The Saloons' Waterloo: Discussion	4 th - 8 th	3
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RESOURCES

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*Created by Michael Young,
former History Department Chair, Omaha Burke High School*

Activity 1: The Debate

Activity Grade Level:

4th & 8th Grades

Activity: Discussion

Have students compare and contrast the quotes about the proposed Nebraska prohibition amendment of 1890 that are included in the Nebraska Studies story about prohibition

http://nebraskastudies.org/0700/stories/0701_0120.html

as well as in the Resources Section at the end of this document. (Show them on an overhead or make copies and print them for students.)

- Which quote do you think contains the best argument for supporting the proposed prohibition amendment?
- Which quote contains the best argument against prohibition?

Nebraska State SOCIAL STUDIES Standards

Standard 4.1.7. By the end of fourth grade, student will use higher level thinking processes to evaluate and analyze primary sources and other resources.

Standard 8.1.7. By the end of eighth grade, students will explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.

Standard 8.4.2. By the end of eighth grade, students will demonstrate skills for historical analysis.

Activity 2: The Saloons' Waterloo

Activity Grade Level:
8th Grade

Activity: Discussion

Have students read or sing the poem titled "The Saloons' Waterloo" sung to the tune of Yankee Doodle that is located on the Temperance Movement in Lincoln page in the Prohibition of Alcohol section of Nebraska Studies:

http://nebraskastudies.org/0700/stories/0701_0122.html

as well as in the Resources section at the end of this document. Then, have students discuss the following questions:

- What does it mean to meet your Waterloo?
- Why would closing the saloons help businessmen?
- How do saloons hurt children?
- Why was this poem written?

Nebraska State SOCIAL STUDIES Standards

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Standard 8.4.2. By the end of eighth grade, students will demonstrate skills for historical analysis.

Nebraska State READING & WRITING Standards

Standard 4.1.3. By the end of the fourth grade, students will identify the main idea and supporting details in what they have read.

Standard 8.1.1. By the end of the eighth grade, students will identify the main idea and supporting details in what they have read.

Activity 3: The Burden

Activity Grade Level:
12th Grade

Activity: Cartoon Analysis

Use the National Archives *Cartoon Analysis Worksheet* or *Interpreting Political Cartoons* in the Resources section at the end of this document as a guide to analyze the political cartoon of the man shackled to a bar on the Temperance Movement in Lincoln page of the Prohibition of Alcohol section of Nebraska Studies:

http://nebraskastudies.org/0700/stories/0701_0122.html

Nebraska State SOCIAL STUDIES Standards

Standard 12.2.10. By the end of twelfth grade, students will analyze major 20th century historical events.

Standard 12.3.5. By the end of twelfth grade, students will analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.

Standard 12.4.6 By the end of twelfth grade, students will analyze the forces of conflict and cooperation.

Nebraska State READING & WRITING Standards

Standard 12.1.1. By the end of the twelfth grade, students will identify the main idea and supporting details in what they have read.

Standard 12.1.8. By the end of the twelfth grade, students will demonstrate the ability to analyze literary works, nonfiction, films, and media.

Activity 4: Strong Drink

Activity Grade Level:
12th Grade

Activity: Cartoon Analysis

Use the National Archives *Cartoon Analysis Worksheet* or *Interpreting Political Cartoons* in the Resources section at the end of this document as a guide to analyze the political cartoon titled "Nebraska's Duty, Strong Drink Threatens the Cradle." from the *Nebraska Dry Federationist* newspaper dated July 4, 1916 on The Battle page of the Prohibition of Alcohol section of Nebraska Studies:

http://nebraskastudies.org/0700/stories/0701_0124.html

Nebraska State SOCIAL STUDIES Standards

Standard 12.2.10. By the end of twelfth grade, students will analyze major 20th century historical events.

Standard 12.3.5. By the end of twelfth grade, students will analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.

Standard 12.4.6 By the end of twelfth grade, students will analyze the forces of conflict and cooperation.

Nebraska State READING & WRITING Standards

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RESOURCES

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Nebraska Department of Education Academic Standards

<http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

Nebraska Department of Education Social Studies and History Standards

<http://www.nde.state.ne.us/SS/DOCUMENTS/TheHistory-SocialStudiesStandardsPDF.pdf>

National Archives

<http://www.archives.gov/index.html>

Library of Congress Learning Page Lesson Plans

<http://memory.loc.gov/ammem/ndlpedu/lessons/index.html>

Six Trait Writing: Ideas, Organization, Voice, Sentence Fluency, Word Choice, and Conventions.

<http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html>

RESOURCES

Quotes concerning Prohibition

"We fail to discover any reason why the liquor traffic should be legalized any more than any other known blight, contagion or disorder. As to prohibiting the traffic entirely, of course that is not possible; but it can be made an outlaw from society and driven as a criminal into hiding. [We must decide] whether the sale of liquors will be prohibited in this state, under an amendment to the constitution, or whether the saloon is to continue its licensed work of destruction."

— from Prohibition Party speeches, 1890.

"Out of due respect for the dignity of the individual, even — or especially — in a democratic society, the majority must refrain from imposing its almighty will on the minority, and it must never attempt by majority vote to regulate or legislate on questions what we eat and drink, how we dress, what books we read, how we spend our leisure time, and in what kind of schools we send our children."

— Republican Congressman from St. Louis, Richard Bartholdt, in an address to the German-American Teachers Association in 1909.

"Nebraska will be a state where the schoolhouse and the home are given precedence over the man traps created by a licensed whiskey traffic."

— from Prohibition Party speeches, 1890.



"I've got the blues
I've got the blues,
I've got the alcoholic blues.
No more beer my heart to cheer;
Good-bye whiskey, you used to make me frisky.
So long highball, so long gin.
Oh, tell me when you comin' back again?
Blues, I've got the blues
Since they amputated my booze.
Lordy, Lordy, war is well,
You know, I don't have to tell
Oh, I've got the alcoholic blues, some blues."

— From "The Alcoholic Blues," 1919,
words by Edward Laska

RESOURCES

The Saloons' "Waterloo" Tune: Yankee Doodle

Saloons have been by Lincoln tried . . .
And drinking has been easy.
And many of our men and boys
Occasionally are boozy.

Chorus
Lincoln now is going dry
Yankee doodle dandy,
Saloons have met their "Waterloo"
Strong drink no more is handy.

We will no longer give consent
Our sons are far too precious,
We now unite saloons to rout
And ask the Lord to help us.

Chorus

Let all now join the Civic League
And help to clean up Lincoln
And if we turn these leeches out
Some poor folks will have plenty.

Chorus

Our buildings would soon fill again
And business go a humming,
When people spend their money right
And quit their foolish bumming.

Chorus

— By T.J. Merryman, from *Nebraska's Favorite Temperance Rallying Songs*
(1908), compiled by Mrs. Frances B. Heald, Nebraska WCTU president.

RESOURCES

National Archives Cartoon Analysis Worksheet

Visuals	Words (not all cartoons include words)
<p>Level One:</p> <p>1. List the objects or people you see in the cartoon.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>1. Identify the cartoon caption and/or title.</p> <p>_____</p> <p>2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>3. Record any important dates or numbers that appear in the cartoon.</p> <p>_____</p> <p>_____</p>
<p>Level Two:</p> <p>2. Which of the objects on your list are symbols?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>3. What do you think each symbol means?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>5. List adjectives that describe the emotions portrayed in the cartoon.</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Level Three:</p> <p>A. Describe the action taking place in the cartoon.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>B. Explain how the words in the cartoon clarify the symbols.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>C. Explain the message of the cartoon.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>D. What special interest groups would agree/disagree with the cartoon's message? Why?</p> <p>_____</p> <p>_____</p> <p>_____</p>	

RESOURCES

Interpreting Political Cartoons

By Michael Young, former History Department Chair, Omaha Burke High School

Directions for Handout

Use the following questions as a guide when you analyze political cartoons. Answer each question that is pertinent to the political cartoons you are analyzing.

1. List the historical time period indicated:

2. State the issue or historical event that the cartoon addresses:

3. Caption:

4. Geographic location:

5. Label(s) indicated:

6. Use of symbolism, irony, caricatures, etc.

7. Inferences you can make with reference to the author's opinion (s):

8. Identify two or more historical, political, social, geographic and/or economic concepts that relate to the political cartoon and defend your choices:

Guideline for Using Political Cartoons to Teach Social Studies Concepts

The use of pictorial representations can be an effective way to teach social studies concepts. Pictorial representations include cartoons, pictures, and diagrams. Cartoons are the most symbolic of these pictorial representatives because they usually contain satire, exaggeration, and frequently humor. The editorial cartoonist can replicate life with a few strokes of the pen, with stark directness. The reader needs to have familiarity with basic social studies (economics, geography, history, political science, etc.) concepts in order to interpret the cartoons and understand the symbolic representations.

The goal of using cartoon interpretation activities is to provide students with practice in dealing with editorial cartoons in an analytical and critical way. Most social studies standards stress the importance of students developing the skills necessary to analyze documents and images.

The following four-step model is provided as a guide for introducing editorial cartoons to illustrate social studies concepts.

1. Provide background information for the social studies concept to be portrayed. For example, students will need a basic understanding of imperialism before a cartoon on this topic can be analyzed.

RESOURCES Interpreting Political Cartoons (continued)

2. Provide background information on editorial cartoons. Discuss the purpose of editorial cartoons. Make the students aware that such cartoons represent a specific viewpoint. Consequently, students should become familiar with the concept of bias. Students should, when possible, research the background of the political cartoonist.
3. Discuss the nature of editorial cartoons. Stress that such cartoons rely on oversimplification in order to clearly emphasize a particular point. Distortions of individuals and objects are frequently used to add dramatic or provocative qualities. Symbolism is used to represent reality as the cartoonist views it. Students should become familiar with symbols that are typically used in the various areas of social studies i.e. Uncle Sam and the eagle for the U.S., an empty bowl for scarcity, the donkey for the Democrat Party and the elephant for the Republican Party, etc.
4. Sequential guide for teaching how to analyze political cartoons:
 - a. Who is the author of the cartoon? Discuss the author's background.
 - b. What is the topic/issue of the cartoon?
 - c. What social studies concept is being presented?
 - d. What symbols are used?
 - e. What exaggerations or distortions exist?
 - f. What message is the cartoonist presenting? The teacher may want to introduce a variety of cartoons that deal with different issues as well as social studies disciplines. Students can then compare and contrast the various cartoon examples.
 - g. Encourage students to discuss their reactions with their classmates. Review the social studies concepts stressed in each political cartoon.

RESOURCES

National Archives Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):

- | | | |
|-------------------------------------|--|---|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Map | <input type="checkbox"/> Advertisement |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Telegram | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report | <input type="checkbox"/> Other |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- | | |
|---|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed | <input type="checkbox"/> Other |
| <input type="checkbox"/> Seals | |

3. DATE(S) OF DOCUMENT: _____

4. AUTHOR (OR CREATOR) OF THE DOCUMENT: _____

POSITION (TITLE): _____

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

1. _____
2. _____
3. _____

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written:

E. Write a question to the author that is left unanswered by the document:

Designed and developed by the Education Staff
National Archives and Records Administration, Washington, DC 20408
<http://www.archives.gov>