Using the [Ken Burns/PBS.org Prohibition](http://www.pbs.org/kenburns/prohibition/) website complete ***ONE*** of the projects below.

The Music of Prohibition

Between 1920 and 1933, the United States embarked on a "noble experiment" to prohibit the sale and consumption of alcoholic beverages. This gave rise to underground clubs called "speakeasies" which served drinks illegally and provided great music and entertainment. In addition to the alcohol, the clandestine nature of the clubs and the driving beat of the music allowed young couples to meet, dance, and flirt while keeping one eye out for a potential police raid. The music that came out of this time period brought American jazz into full flower and did much to help break down racial stereotypes.

**DIRECTIONS**:

Research the jazz music of the prohibition era. You can listen to selections from Duke Ellington, Louis Armstrong, Bessie Smith, Ma Rainey, and Cab Calloway. Analyze the music, lyrics and instrument arrangements and explain the hypnotic effect the music and dancing had on the audience. Resources: [Jazz: A film by Ken Burns](http://www.pbs.org/jazz/); [The Music of Prohibition](http://www.last.fm/music/Various+Artists/The+Music+of+Prohibition)

Your product will be a POWERPOINT presentation of at least 5 slides with at least 4 images that are school appropriate and relate the information contained on the slide or 1920s/prohibition era.

* Title Slide
* Slide 1: Informational slide about one of the Jazz musicians listed above.
* Slide 2: BREIF history of jazz music
* Slide 3: Sample lyrics from one of the songs of the musician from slide AND provide your own analysis of what the lyrics mean.
* Slide 4: For the song from slide 3 list all the instruments that are used in the song.
* Slide 5: Explain how jazz music reflects the time period of the 1920s/prohibition.

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| Criteria | Above Average | Below Average |
| Research – through researched presentation with adequate information on each topic. | 5 | 3 |
| Required Elements – All slides with appropriate information is included | 5 | 3 |
| Presentation Design – Design theme, images, transitions and font are used effectively | 5 | 3 |

Prohibition’s Characters

Like many periods on history the temperance and Prohibition eras were abundant with larger-than-life personalities: Al Capone, Pauline Sabin, Wayne Wheeler, Carry Nation, Roy Olmstead, Frances Willard, George Remus and Mable Walker Willebrandt, just to name a few. (Click here to view a [slideshow](http://www.pbs.org/kenburns/prohibition/educators/activities/)) Some of these individuals were house-hold names at the time and have fallen into obscurity while others are practically icons of the era. But all have fascinating stories that are colorful and insightful.

**DIRECTIONS**

Watch the [character vignettes](http://www.pbs.org/kenburns/prohibition/watch-video/#id=2082675582) of these individuals on the website. Conduct [further research](http://www.pbs.org/kenburns/prohibition/people/) to find out their about earlier lives, additional activities surrounding temperance and Prohibition and their lives after Prohibition ended.

Your product will be a “FARCEBOOK” poster created in Word or Publisher that should include 1) a picture of the person, 2) biographical information including birth and death dates, marriages, hometown, etc 3) people they are friends with, 4) comments (at least 3) that would be posted on their wall from friends or comments they would make to their friends and 5) a newsfeed that contains information about the person.

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| Criteria | Above Average | Below Average |
| Research – through researched presentation with adequate information on each topic. | 5 | 3 |
| Required Elements – All elements with appropriate information are included | 5 | 3 |
| Presentation Design – Format, images, and font are used effectively | 5 | 3 |

Prohibition Editorial Cartoons

Prohibition and temperance were characteristic of those events in American history that was treated with respect and ridicule. Many people fought hard for its inclusion into the Constitution, believing that legislation could regulate people's behavior. Others saw the endeavor as folly and hypocritical, reflecting an attitude that the law was poorly conceived and inadequately supported. All this made great fodder for political commentators like Mark Twain, H.L. Mencken, and an army of cartoonists who filled local and national publications with their wit and witticism.

**DIRECTIONS**

Analyze various cartoons exhibiting themes and viewpoints on Prohibition. In your analysis you should identify the event or issue depicted in the cartoon; explain what any labels, symbols, or caricatures are representing; the cartoonist's message and their thoughts/reaction on the message of the cartoon. Examples of Prohibition cartoons can be found at [Temperance & Prohibition](http://prohibition.osu.edu/) or the [Anti-Saloon League](http://wpl.lib.oh.us/AntiSaloon/pmaterial/cartoons/).

Choose one cartoon from EACH website that interests you and answer the following questions.

Your product with be an ANALYSIS of the political cartoons in a word document. FIRST, copy and paste the cartoon you are analyzing into a word document. Then copy the questions below and paste them below the cartoon. Then answer each of the questions in complete sentences.

1. Who is represented or a real-life person who appears in the cartoon?
2. What is the issue/current event that inspired the cartoon?
3. What is the setting for the cartoon?
4. When was the cartoon published?
5. What is the artists point?

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| Criteria | Above Average | Below Average |
| Research – through researched presentation with adequate information on each topic. | 5 | 3 |
| Required Elements – All questions are answered; appropriate information is included | 5 | 3 |
| Format – 7th edition MLA format is used | 5 | 3 |

Prohibition In Your Town

Prohibition had its beginnings in grassroots organizing at the local level - small towns and communities were the first to put some limits on alcohol sale and consumption. The most obvious target was the saloon establishment which was targeted with boycotts, sit-in demonstrations and in one instance attacks by a hatched wielding vigilante. Some of the local initiatives were successful and others weren't, but all helped build momentum thought out the 19th century to eventually get a national prohibition amendment passed.

Look at several video segments on the [Prohibition nationwide map](http://www.pbs.org/kenburns/prohibition/prohibition-nationwide/). Then have students contact their local or state historical society ([www.stenseth.org/us/statehs.html](http://www.stenseth.org/us/statehs.html)) and research some local incidents or events surrounding the Prohibition period.

Your product will be either traditional REPORT or as multimedia PRESENTATION.

You should include:

1. Introduction or Title Slide
2. Paragraph 1 or Slide 1: A brief timeline highlighting major points (at least 4) of the prohibition movement from 1890s – 1930.
3. Paragraph 2 or Slide 2: A brief summary of at least 3 of the prohibition incidents from the map.
4. Paragraph 3 or Slide 3: A summary of the prohibition movement in Berks County including any significant events that happened in the county during prohibition.
5. Conclusion or Slide 4: Your ideas about whether prohibition was a success/failure.

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| Criteria | Above Average | Below Average |
| Research – through researched presentation with adequate information on each topic. | 5 | 3 |
| Required Elements – All slides/paragraphs with appropriate information is included | 5 | 3 |
| Presentation Design – Design theme, images, transitions and font are used effectively  7th edition MLA format used | 5 | 3 |

Women of Prohibition

Women were at the forefront of the Prohibition movement, as well as other issues of social reform in the late 19th and early 20th Centuries.

**DIRECTIONS**

Watch the [video clips](http://www.pbs.org/kenburns/prohibition/watch-video/#id=2082675582) related to each woman ***and*** answer the discussion questions. Then further research the role of women in Prohibition and temperance movements and the crucial role of women in both temperance and Repeal.

Your product will be a REPORT ***OR*** POWERPOINT presentation and completion of the discussion questions (in a word document) on the life and work of the woman you choose.

You should include 4 slides:

Introduction/Title Slide

Paragraph/Slide 1: for early life

Paragraph/Slide 2: her beliefs about prohibition AND how she first got involved in prohibition

Paragraph/Slide 3: major accomplishments

Paragraph/Slide 4: life after prohibition.

**Discussion Questions**

[**Frances Willard**](http://www.pbs.org/kenburns/prohibition/popup/2082505810/)

#### What characteristics of Frances Willard's might have made her a "whirlwind" in the Temperance movement?

1. In the segment, Willard is mentioned as an "unsung hero" of American History. Does your group agree or disagree with this statement? What evidence in the clip supports your view?
2. How did Willard use the education system to further the Temperance movement? Discuss your views on having this type of subject be a part of the education curriculum?
3. Do you think Willard's focus on Temperance was helpful or hurtful as far as achieving other social goals of the WCTU? Reach a consensus in your group and explain your decision.

#### [Carry Nation](http://www.pbs.org/kenburns/prohibition/popup/2082490795/)

1. What factors led Carry Nation to oppose alcohol use?
2. What tactics did she use? How did they differ from Thompson's crusade?
3. What opinions did many develop regarding Nation and her Crusade?
4. Do you think her methods were effective? Why or why not?

#### [Mable Walker Willebrandt](http://www.pbs.org/kenburns/prohibition/popup/2082505810/)

1. Do you think Mabel Walker Willebrandt was a typical woman of the 1920s? What information in the clip supports your view?
2. Using information from the clip, describe Willebrandt's character, especially her tenacity and work ethic. Would you consider her a strong woman? Why or why not?
3. What problems did she face when she first took the job in the Justice Department? Why do you think she decided to pursue prosecution of violators even with these conditions?
4. What tactics did she use to infiltrate bootlegging rings and arrest violators of the Volstead Act? How successful was she?
5. Do you think Willebrandt believed in the cause of Prohibition, or did she take an enforcement position in order to further her own career? Explain your answer.

#### [Lois Long](http://www.pbs.org/kenburns/prohibition/popup/S4772/)

1. What was Lois Long's writing style like? Why do you think she embodied the 1920s "flapper" image? Explain.
2. Comment on whether you think the views expressed in Lois Long's columns were representative of how most Americans felt about Prohibition.
3. Why do you think The New Yorker might have published columns that highlighted alcohol use, which was a violation of Federal law?
4. Why do you think Long might have used the pen name "Lipstick" instead of her real name?

#### [Pauline Sabin](http://www.pbs.org/kenburns/prohibition/popup/S2775/)

1. Why did Pauline Sabin at first support Prohibition, but later reject it?
2. What factors made her a powerful spokesperson for repeal?
3. Why was it important to have women join in the "repeal" movement?
4. What do you think Sabin meant in one of the quotes about the United States being a "nation of hypocrites" in regard to the Volstead Act?

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| Criteria | Above Average | Below Average |
| Research – through researched presentation with adequate information on each topic; thorough answers to discussion questions | 5 | 3 |
| Required Elements – All slides with appropriate information are included | 5 | 3 |
| Presentation Design – Design theme, images, transitions and font are used effectively | 5 | 3 |

**\*\* Note: For some presentation other formats that are acceptable are Glog (glogster.edu) ; an interactive timeline (dipity.com). Please see Mrs. Mennig if you would like to use one of these formats.**