

## TEACHING AMERICAN HISTORY PROJECT

### Lesson Title—*Two Different Views On The Prohibition Act* (by Sean Gilligan)

Grade: 9-12

Length of class period: 60 minutes

Inquiry (what essential question are students answering, what problem are they solving, or what decision are they making?)

-If you lived in 1920s America, would you have supported or opposed continuing the Prohibition Act?

Objectives (What content and skills do you expect students to learn from this lesson?)

-Students will interpret speeches by both a supporter and opponent of the Prohibition Act in order to learn about views on Prohibition.

-Students will pretend to live in 1920s America and decide if they would have supported or opposed the Prohibition Act.

Materials (What primary sources or local resources are the basis for this lesson?)-(please attach)

Speeches on Prohibition (1926)  
Prohibition Speeches Analysis Sheet  
Letter on Prohibition Writing Activity

Activities (What will you and your students do during the lesson to promote learning?)

For initiation, students are asked to share what they have learned about the 1920s so far. Then students are asked to define again what Prohibition was. Also, the question “why would some people have been for or against Prohibition?” could be asked.

Then reading aloud is done of the 1926 Prohibition speeches from Fiorello La Guardia and Ella A. Boole. There should be frequent checks for reading comprehension and clarification.

After the reading, students work in partnerships on the speeches analysis sheet. Students must determine La Guardia and Boole's stands on Prohibition. Also, students must supply evidence from the speeches that shows this stand. Results are shared.

Finally, students will share their stand on Prohibition by pretending they live in 1920s America. The Letter on Prohibition Writing Activity is explained. Students work independently on this assignment. For closure, a few students share their stands on Prohibition and why they hold those stands.

**How will you assess what students learned during this lesson?**

- Prohibition Speeches Analysis Sheet
- Letter on Prohibition Writing Activity

**Connecticut Framework Performance Standards—**

- use primary source documents to analyze multiple perspectives.
- display empathy for people who have lived in the past.