

# **PROHIBITION**

# Lesson Plans

# **Prohibition Undertones**

🏋 by Isabella Gabbard, Troy Guthrie and Jane Hedeen

### Introduction

This lesson coordinates with You Are There 1920: Busted! Prohibition Enforced, a component of the Indiana Experience at the Eugene and Marilyn Glick Indiana History Center. In this experience, guests are invited to step back in time to December 9, 1920, to visit the re-created Indianapolis police headquarters. Earlier that day, three Indianapolis police officers conducted a raid at a farm one-half mile east of New Bethel (now Wanamaker) and confiscated a large still, thirty-eight gallons of "white mule" whiskey, one gallon of malt, fifteen pounds of flour, a hundred pounds of corn sugar, and two hundred gallons of mash. The bootlegger, Roy Taylor, later pleaded guilty to operating a "blind tiger" (illegal saloon), was fined \$100, and sentenced to serve 120 days at the Indiana State Penal Farm.

This lesson may be used to prepare students for a visit to *You Are There 1920: Busted! Prohibition Enforced*, as a follow-up to the visit, or for stand-alone classroom instruction.

You Are There 1920: Busted! Prohibition Enforced will be open from May 31, 2011, until February 5, 2012.

## Overview/Description

In this lesson students will learn how Prohibition resulted, in part, from a late-nineteenth and early-twentieth century surge of xenophobia and nativism in the United States. Students will read and analyze a primary source newspaper editorial and examine a political cartoon, both of which blame immigrants and their "propensity for strong drink" for America's social problems.

#### **Grade Level**

High School (grades 9, 10, 11, and 12)

#### Academic Standards for the Social Studies

- Indiana Standards
  - U.S. History 2.2—Identify key ideas, movements and inventions and explain their impact on rural communities and urban communities in the United States. (Economics, Sociology)
  - Outson U.S. History 2.3—Identify the contributions of individuals and groups and explain developments associated with industrialization and immigration. (Government, Economics; Individuals, Society and Culture)

Copyright 2011 Indiana Historical Society All rights reserved

This is a publication of the Indiana Historical Society, Eugene and Marilyn Glick Indiana History Center, 450 West Ohio Street, Indianapolis, IN 46202-3269 USA. Except for copying portions of the teacher resources by educators for classroom use, or for quoting of brief passages for reviews, no part of this publication may be reproduced, stored in or introduced into a retrieval system, or transmitted, in any form or by any means (electronic, mechanical, photocopying, recording, or otherwise), without written permission of the copyright owner. All inquiries should be addressed to the Public Programs Division, Indiana Historical Society. Teacher Resource available online: www.indianahistory.org/.

- U.S. History 3.8—Describe the Progressive movement and its impact on political, economic and social reform. (Government; Economics; Individuals, Society and Culture)
- OU.S. History 4.3—Explain how America reacted to a changing society by examining issues associated with the Red Scare, Prohibition, the Scopes Trial, the changing role of women and African Americans, the Ku Klux Klan, the Palmer Raids, the National Origins Act, and restrictions on immigration. (Government; Economics; Geography; Individuals, Society and Culture)
- National Standards (National Council for the Social Studies)
  - I. Culture Learners will understand:
    - That behaviors, values, and beliefs of different cultures can lead to cooperation or pose barriers to cross-cultural understanding.
  - o II. Time, Continuity, and Change Learners will understand:
    - The impact across time and place of key historical forces, such as nationalism, imperialism, globalization, leadership, revolution, wars, concepts of rights and responsibilities, and religion.
    - Different interpretations of the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.
  - ° III. People, Places, and Environment Learners will understand:
    - Factors that contribute to cooperation and conflict among peoples of the nation and world, including language, religion, and political beliefs.

- V. Individuals, Groups, and Institution Learners will understand:
  - Concepts such as: mores, norms, ritual, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, assimilation, race, ethnicity, and gender.
  - The influence of individuals, groups, and institutions on people and events in historical and contemporary settings.
  - The impact of tensions and examples of cooperation between individuals, groups, and institutions, with their different belief systems.
  - How groups and institutions work to meet individual needs, and can promote the common good and address persistent social issues.

## Social Studies/Historical Concepts

Immigration, nativism, xenophobia, social reform movements, temperance, and prohibition

## Learning/Instructional Objectives

Students will:

- Read and analyze a contemporary editorial,
   "The Immigration Menace," from the Anti-Saloon League publication, The American Issue.
- Analyze a political cartoon about "the foreign element" and alcohol.
- Make connections to current immigration issues.
- Research ways in which progressives sought to curb alcohol abuse by restricting immigration or Americanizing immigrants.

# Time Required

One to two class periods

## Materials Required

- Copies of the following images from the Indiana Histocial Society collections, shown on pages 7 and 8 of this lesson:
  - "The Immigration Menace." The American Issue, Indiana Edition, December 18, 1920. (Indiana Historical Society Digital Image Collections, Item ID FOLIO \_HV5285\_A55\_1920\_12-18-1920\_004).
  - "Stop! I put him there. If you can't do without go back home." The American Issue, Indiana Edition, January 29, 1921. (Indiana Historical Society Digital Image Collections, Item ID FOLIO \_HV5285\_A55\_1921\_01-29-1921\_004).
- Copies of the "The Immigration Menace" student handout. Refer to page 6 of this lesson.
- Copies of the "Hooch, Mon!" political cartoon. Drake University, J.N. "Ding" Darling Collection. http://ddr.lib.drake .edu/u?/ddarling,1473 (accessed May 25, 2011).
- Copies of "It's About Time I Dismantle
  This Thing" cartoon by Brian Fairington.
  Immivision Web site. http://immivasion.us
  /cartoons/cagle\_fairrington\_2002apr14
  \_w.html (accessed May 25, 2011).
  - On alternate site for this cartoon is Daryl Cagle's Political Cartoonists Index, http://www.cagle.com/politicalcartoons/PCcartoons/fairrington.asp (accessed May 25, 2011).
    - From the drop down box below the cartoon on the main page, select the date 4/14/02 and click the "get image" tab.

- Copies of the National Archives and Records Administration Cartoon Analysis Worksheet, at http://www.archives.gov/education /lessons/worksheets/cartoon\_analysis \_worksheet.pdf (accessed May 25, 2011).
- Pencils or pens

## Background/Historical Context

Download and read "The Road to Prohibition in Indiana" essay at http://www.indianahistory.org/teachers-students/plan-a-field-trip/indiana-experience-curriculum-guides (accessed June 23, 2011).

## Teacher's Instructional Plan

#### Introduction

Introduce the lesson by reviewing with students the connections between a prevailing anti-immigrant sentiment on the part of White Anglo-Saxon Protestants in the late-nineteenth and early-twentieth centuries and the temperance movement's push for prohibition.

According to historian Steve Goodson, "Between 1880 and 1921, more than 23.5 million immigrants entered the United States."1 Prior to the 1880s, immigrants had come to the United States mainly from western and northern Europe, but this new wave of immigrants hailed mainly from southern and eastern Europe. Many were Catholic or Jewish and were often unskilled workers. Simultaneously, urbanization was occurring in the United States and these new Americans settled largely in cities rather than spreading into rural areas to work the land. Slums grew up in the cities as a result of the large influx of newcomers. Native-born Americans came to associate immigrants, those from southern and eastern Europe in particular, with many of America's social ills, including:

<sup>1.</sup> Steve Goodson, "Late Nineteenth- and Early Twentieth-Century Economic Trends," University of Web Georgia, http://www.westga.edu/~hgoodson/Economic%20Trends.htm (accessed May 25, 2011).

- High unemployment
- Labor unrest
- Political corruption
- Urban decay
- High rates of poverty
- Perceived decay in morals

Progressive reformers of the early 1900s also believed that alcohol abuse created an environment in which the above vices could thrive. Reformers believed the "foreign element" had a particular fondness for alcohol and could be held in large part responsible for the crime, delinquency, and public health problems its abuse caused.

Progressives, along with the anti-immigrant Know-Nothing Party, not only saw a connection between the "new" immigrants from eastern and southern Europe and the alcohol problem, but they also noted that many brewers were German, and that the Irish and Scots enjoyed whiskey and scotch. Progressive propaganda urging prohibition characterized immigrants, and the Germans, Irish, and Scots, in particular, as drunkards who were at the very least enemies of a happy home and at the worst enemies of the nation.

#### **Procedure**

- Distribute copies of "The Immigration Menace" editorial found on page 7 of this lesson. Allow students fifteen minutes to read the editorial quietly to themselves.
- Distribute copies of "The Immigration Menace" student handout found on page 6 of this lesson. Allow students twenty minutes to complete this worksheet.
- Ask students for their reactions to this editorial. Do they find this editorial convincing or do they think it lacks concrete evidence to support its claims?

- Provide students with copies of the "Stop! I put him there. If you can't do without go back home" cartoon found on page 8 of this lesson as well as the National Archives and Records Administration's Cartoon Analysis Worksheet. Have students work in pairs to complete a worksheet for each cartoon. Allow students twenty to thirty minutes for this task.
- In a think-aloud discussion, ask students to list the various stereotypes of specific ethnicities and immigrants in general that these cartoons depict. Some examples are:
  - Scotsman is depicted as drunk. He is shown to have an apelike face and to be almost monstrous.
  - o The man behind the Scotsman (who is perhaps an Irishman?) appears to be in a rage, shaking his fists and stomping his feet.
  - "Pussyfoot" (William E. Johnson), a leader in the Anti-Saloon League, represents the WASP population and is depicted as a calm, rational force seeking to better the living conditions in this household.
- Progressive reformers claimed to be helping
  "uplift" the immigrant population by
  removing the dangers of alcohol through
  prohibition. Using their prior knowledge about
  the effects/outcomes of Prohibition, ask
  students to make a judgment about whether or
  not the Eighteenth Amendment had its intended
  effect of "improving" the lives of immigrants.
- Distribute copies of the cartoon, "It's About Time I Dismantle This Thing," and the National Archives and Records Administration's Cartoon Analysis Worksheet. This modernday cartoon discusses the perceived threats related to immigration, especially illegal immigration. Allow students fifteen to twenty minutes to complete the worksheet.
- In a think-aloud discussion, ask students to list the various symbols and messages in this cartoon. Examples include:

- Immigration and Naturalization Services is an ineffective agency, allowing illegal and dangerous immigrants free entry into the United States.
- Terrorism results from a lax immigration policy.
- ° Immigrants bring vice to the United States
- Ask students to compare and contrast the depiction of immigrants in the early 1900s with the contemporary depiction in the 2002 cartoon.
  - o Is it a reality that immigrants bring vice to the United States, or do these cartoons reflect an irrational, nativist viewpoint?
  - o How does nativism and xenophobia play out in our society today?
  - Of Are Hispanic Americans and Arab Americans the targets of nativist sentiment?
  - o Are these cartoonists fearmongering? Why or why not?

## **Suggested Modifications**

- Students might research how local Germanowned breweries fared during Prohibition.
   German-language newspapers are a great source of information and allow an opportunity for partnering with your school's German-language department.
- Students may create a time line of antiimmigrant legislation (legislation restricting immigration) and intersperse it with details from the temperance and prohibition time line found on the IHS Web site at http:// www.indianahistory.org/prohibition (accessed June 20, 2011).

## **Additional Resources**

## **Publications**

Okrent, Daniel. Last Call: The Rise and Fall of Prohibition. New York: Scribner, 2010.

#### Web Sites

- Berk, Leah Rae. "Temperance and Prohibition Era Propaganda: A Study in Rhetoric." Alcohol, Temperance and Prohibition Web site, Brown University Library Center for Digital Initiatives. http://dl.lib.brown .edu/temperance/essay.html (accessed May 25, 2011).
- Holian, Timothy J. "Temperance and Ethnicity" in Over the Barrel: The Brewing History and Beer Culture of Cincinnati, 1800 to the Present.

  Cincinnati: Sudhaus Press, 2002. Sudhaus Press Web site, http://www.sudhauspress.com/temperance.html (accessed May 25, 2011).
- Sasso, Peter. "Prohibition, the Great War, and Political Advocacy: The Wartime Campaign for Prohibition." Master's Thesis, University of Waterloo, 2010. http://uwspace.uwaterloo.ca/bitstream/10012/5727/1/Sasso\_Peter.pdf (accessed May 25, 2011).
- Walker, Jesse. "Hooded Progressivism: The Secret Reformist History of the Ku Klux Klan." Reason.com. http://reason.com/archives/2005/12/02/hooded-progressivism (accessed May 24, 2011).

# Student Handout: "The Immigration Menace"

1) According to the author of this editorial, how many Europeans are trying to immigrate to America?
When immigrants arrived at a processing station, such as Ellis Island, doctors gave them a physical examination and they had to answer a set of questions such as: name, age, sex, marital status, occupation, nationality, ability to read or write, race, physical and mental health, money in possession, prison record, if any, and whether they were polygamists or anarchists. Of the number attempting to immigrate to America how many does the author estimate would fail this entrance examination?
2) Why, according to the author, is this "human flood" dangerous?
3) What evidence does the author offer to support his opinion that immigrants have an inclination to abuse alcohol?
4) In what way will prohibition help assimilate these immigrants to the American way of life?

# The Immigration Menace

It is practically assured that Congress will immediately enact a restrictive immigration law. This step will have to be taken in self-defense.

Recently Frederick A. Wallis, United States Commissioner of Immigration, said that seventeen representatives of trans-Atlantic steamship lines had reported to him that fifteen million Europeans, representing all classes and governments, were clamoring for passage to America. It is estimated that perhaps 30 per cent of these would fail to pass entrance examinations even if they could obtain passage.

And while this appalling waiting list is ever increasing, the number of weekly admissions through our ports have reached proportions probably never before known. It is reported that 16,000 immigrants passed through one port alone last week.

From every viewpoint this human flood from the countries of Europe is dangerous. As Congressman Johnson of Washington recently declared on the floor of the House, "We are receiving the dependents, the human wreckage of the war, not the strength and virility that once came to hew our forests and toil in our factories, and the worst of all, they are coming in such numbers and at such a time when we are unable to adequately take care of them." Congressman Campbell, chairman of the rules committee of the House, declared that "unless the flood gates are closed, the standard of living will be lowered. The unemployed, already estimated at two million men, will run rampant and the wage scale be destroyed."

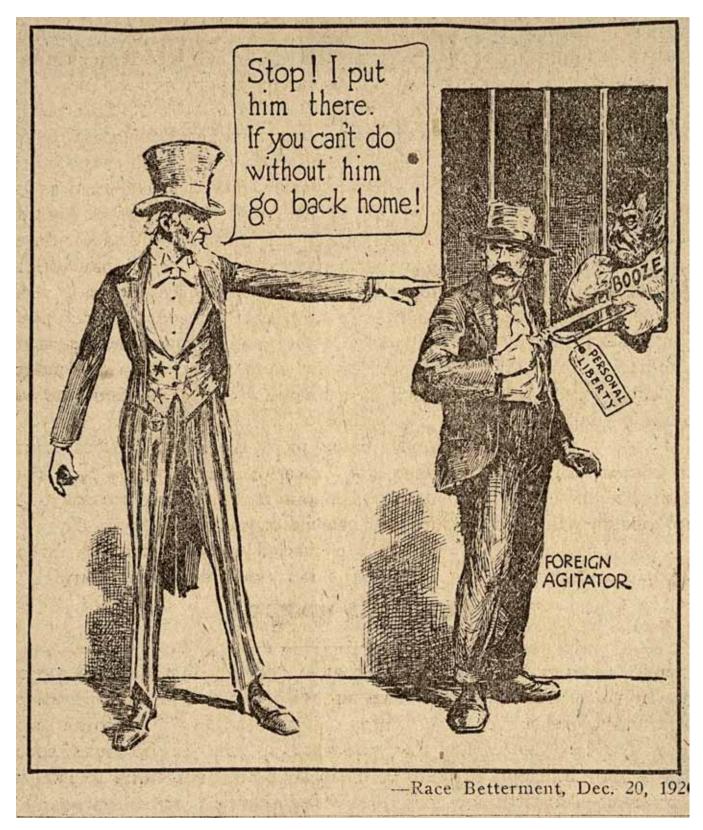
These immigrants will flock to the cities. Houses are at a premium. It is conservatively estimated that the country is in need of at least two million homes at this time.

But there are other than economic reasons why immigration ought to be restricted if not entirely suspended for a time. Chief among these is the moral problem aliens of the character described by Congressman Johnson present, especially in our cities. This is a phase of the problem that deeply concerns all who are interested in the enforcement of the Prohibtiion laws.

Note the names of the violators of the Volstead Code as they are recorded in the press dispatches for the next week and you will probably be surprised to see the preponderance of names clearly designating these offenders as aliens. They come to us with an alcoholic appetite and with a tradition that gives alcoholic beverages as rightful a place in the daily ration as bread. They can't understand the justice of a law that prohibits the traffic in alcoholic beverages and they do not hesitate to violate that law. It will take years of patient educational work to bring these people to the high standard set by the Eighteenth Amendment. We can not perform this task successfully unless immigration is restricted.

It will be easier to make good citizens of these people now that the saloons are closed for in the old license days the average alien got his first impressions of American government from the bartender and the saloon hangers-on, and they can be educated to American ideals if they come in restricted numbers, but not if they come as an avalanche.

"The Immigration Menace." *The American Issue*, Indiana Edition, December 18, 1920. (Indiana Historical Society Digital Image Collections, Item ID FOLIO HV5285 A55 1920 12-18-1920 004).



"Stop! I put him there. If you can't do without go back home." *The American Issue*, Indiana Edition, January 29, 1921. (Indiana Historical Society Digital Image Collections, Item ID FOLIO\_HV5285 \_A55\_1921\_01-29-1921\_004).