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CEP 842  
1920's and Prohibition Unit Plan

**Description of Classroom:**

This is an 11<sup>th</sup> grade Social Studies class of 23 students. Within that class I have:  
1 who speaks Spanish at home and has poor attendance  
1 foreign exchange student from Germany who speaks Cantonese at home  
1 dismissed from SPED services who has extremely low skills and poor attendance  
1 student LD in reading  
2 students with autism  
1 Super intelligent but lazy  
1 student with ED  
3 grade level repeats  
The school is 86% free and reduced lunch. Motivation is low due to issues outside of school.

**Unit Topic:** 1920s Prohibition

This unit will be taught in conjunction with the English 11: 1920's The Great Gatsby and the fall of the American Dream.

This unit is intended to teach students about life in the 1920s. It should begin with life after WWI and end with the Depression. Students must understand how social attitudes contributed to Prohibition and later to the Depression.

**Unit Objectives:**

Students will be able to trace, from origins to demise, Prohibition. Students will be able to evaluate how the role of government changed during those 13 years with the 18<sup>th</sup> and 21<sup>st</sup> Amendments.

**Standards Missouri Class Level Expectations (CLEs):**

2a. Knowledge of continuity and change in history of Missouri, the United States, and the World. B. Political Development in the United States: Analyze the evolution of American democracy, its ideas, institutions and political process from colonial days to present including: Constitutions and Amendments and expanding role of government. E. Understanding cultural changes  
7. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents) D. Interpreting various social-studies resources (i.e. Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts).

**Daily Lessons:****Day 1:**

**Goal:** Student will get an overview of Prohibition. They will define key terms for Prohibition.

**Materials:**

- \* KWL Sheet
- \* Computer with internet
- \* Websites: <http://www.youtube.com/watch?v=OiYqFXmVAFg> and <http://www.thedailyshow.com/watch/wed-july-7-2010/daniel-okrent>
- \* Projector or TV hooked up to computer
- \* Vocabulary Graphic Organizers
- \* Journal (Notebook)

**Instruction:**

1. Bell work: KWL (attached) and Discussion

Students are given the topic: Prohibition 1920s. They are to fill in the KWL Chart in their notebooks. What do you know about Prohibition? What would you like to know? And at the end of class we can fill in what we learned. After about 5-10 minutes we will brainstorm on the board what we already know and then discuss/list questions for the day.

2. Vocabulary Graphic Organizer (attached)

1. Temperance
2. Prohibition
3. Speakeasy
4. Volstead Act
5. Bootlegger/Bootlegging

Student will use the Dictionary Graphic organizer to define vocabulary words. They will work with their table partner to discuss the correct definitions.

3. Videos:

View <http://www.youtube.com/watch?v=OiYqFXmVAFg> and take 10-20 notes about the content (on KWL sheet)

View <http://www.thedailyshow.com/watch/wed-july-7-2010/daniel-okrent>

4. Journal entry is similar to the KWL. Write down 1 thing you learned, write 2 things you still have questions about.

**Evaluation:** Discuss what information learned today as verbal review just before writing in journals.

Day 2:

**Goal:**

Students will be able to identify the reason(s) for starting Prohibition.

**Materials:**

- \* Teacher PowerPoint about the causes of Prohibition
- \* Extra! Extra! Newspaper Graphic Organizer (attached)
- \* Student Journals

**Instruction:**

1. Review/Bell work activity: Students write on the board one of their questions from yesterday's end of day journal. Discuss review items and separate new items for today.  
2. Teacher will lecture with PowerPoint about the events leading to Prohibition. Students take notes (or outlines). Modification for LD and autistic students: PowerPoint printed out with key words missing. Students fill in the PowerPoint as they listen.

**3. Activity/Summary:**

Stand Up-Hand Up-Pair Up: Find a partner. Review with their partner the main events leading to the causes of Prohibition. Fill out together the Extra! Extra! Newspaper graphic organizer.

5. Journal entry is similar to the KWL. Write down 1 thing you learned, write 2 things you still have questions about.

**Evaluation:**

Students place their Graphic organizers on the wall in the classroom.

Day 3:

**Goal:**

Students will be able to identify speakeasy, bootlegging, and the reason(s) Prohibition was unsuccessful.

**Materials:**

- \* Articles from <http://1920-30.com/blog/category/society/prohibition/>
- \* Text book charts

**Instruction:**

1. Review: Students write on the board one of their questions from yesterday's end of day journal. Discuss review items and separate new items for today.

2. Bell work: Gallery Walk, walk through the headlines from yesterday's class. Which is your favorite?

3. With your table partner read the two articles from <http://1920-30.com/blog/category/society/prohibition/> highlight data about drinking in the 1920s.

Also use the photo copy of the text book pages to take notes/highlight data.

4. Socratic Seminar Topic: Why didn't Prohibition work? (Each student must speak twice. A simple 'I agree' will not suffice. You must further the discussion.) Modification: Teacher prompts students who are struggling. Or teacher can meet individually with students who do not participate with the class.

5. Journal entry is similar to the KWL. Write down 1 thing you learned, write 2 things you still have questions about.

**Evaluation:**

Teacher observation of the discussion, redirecting when necessary

Day 4:

**Goal:** Students will become familiar with 1920s ‘gangsters’. Why are they famous and what are they famous for?

**Materials:**

- \* Pictures and Bios of each gangster: Al Capone, Lucky Luciano, Bug Moran, Dutch Schultz,
- \* Gangster 2 Column Matching game (one column is their name or a blank box; in the other their bio or a blank space)
- \* Video [http://www.youtube.com/watch?v=g59y65aEW\\_I](http://www.youtube.com/watch?v=g59y65aEW_I)
- \* Computers with internet

**Instruction:**

1. Review/Bell work activity: Students write on the board one of their questions from yesterday’s end of day journal. Discuss review items and separate new items for today.
2. Rogues’ Gallery Walk
3. Video of Capone
4. Group internet search about Organized Crime in 1920, Bugs Moran, Lucky Luciano, and The Saint Valentine’s Day Massacre
5. End of Class Round Robin to share information.
6. Journal entry is similar to the KWL. Write down 1 thing you learned, write 2 things you still have questions about.

**Evaluation:**

Teacher(s) will be part of the Round Robin.

Day 5:

**Goal:** Student will be able to identify reason(s) why Prohibition failed and why it was repealed with the 21<sup>st</sup> Amendment.

**Materials:**

- \* All notes from all previous days
- \* PowerPoint about 21<sup>st</sup> Amendment

**Instruction:**

1. Review/Bell work activity: Students write on the board one of their questions from yesterday’s end of day journal. Discuss review items and separate new items for today.
2. Question of the Day: How did the role of government change over the 13 years of Prohibition?
3. Lecture 21<sup>st</sup> Amendment
4. Socratic Seminar: Change in the role of government in the 13 years of Prohibition.

**Evaluation:**

Take home, one page essay about why Prohibition ended or how government changed in 13 years of Prohibition.

**UDL:**

Each lesson is planned with every student in mind. The co-teachers use BASE model of planning to plan each day's activities. Students are broken into smaller groups when necessary, which contributes to Equitable Use and Flexibility of Use. Co-teachers plan for error and (especially for special needs) create the lesson for maximum content understanding and low physical effort to reduce anxiety.

Collaborative tools, graphic organizers, and other study skills tools are incorporated into lessons to help student interact with the information presented.

**Content Enhancement Series:**

**Organizing Routines:** Students use graphic organizers to organize main ideas and vocabulary.

**Understanding Routines:** Students use graphic organizers, partner discussion, journals, and Socratic Seminar to discuss major concepts and ideas. Teachers are always checking for understanding and checking journals for questions for the next day's review.

**Recall Routines:** Students look at their journal from the day before to review the previous day and are able to recall their questions for today's lessons. At the end of each class period they write down what they learned and the questions that they have. This is a self review.

**Application Routines:** Every class there is an opportunity to write or tell your partner about today's lesson. At the end of a mini unit there is a writing activity where student must use all of their notes to help them answer the question. During class that day they use their notes in the discussion, taking more notes so that they have what they need to apply the lessons to their writing.

**Co-Teach and Co-Plan:**

BASE model

**Big Idea--Prohibition**

Analyze area of difficulty—note taking, reading information, applying knowledge and notes to a written assignment

Strategies and support—Students will work with partner, use graphic organizers, teacher check in, and student discussions

Evaluate the process—checking student questions will allow us to see where we need to pick up the next day. Chances are good that this lesson will be more than five days, just because of skill level of some students, review and discussion will help students keep up with the class. If something is not working teachers can re-evaluate their strategies and decide how best to proceed.

**Assessments:**

1. Graphic organizers
2. Journals
3. Partner discussions
4. Socratic Seminars
5. Written Essay

## Graphic Organizer #10

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