

## **Prohibition through Political Cartoons**

**By: Melissa Robertson—Daniel Jenkins Academy**

**Summary:** In this lesson, students will gain an understanding of the National Prohibition Movement through the use of political cartoons. Students will work in groups of three to identify specific characteristics in the Prohibition political cartoons provided for them. Each group will be given a cartoon analysis worksheet to complete then use to present to the class the meaning and detail in their assigned cartoon.

### **Objectives:**

SS.A.1.3.2 – Knows the value of primary and secondary sources.  
SS.A.2.3.2 – Knows major historical events.  
SS.A.4.3.3 – Understands the impact of significant people and ideas.

**US History Time Period:** Prohibition 1919-1933

**Grade Level:** 8<sup>th</sup> to 11<sup>th</sup> grade U.S. History

This lesson is set for an 8<sup>th</sup> grade U.S. History class. It may be modified for use in a higher grade level.

### **Materials Needed:**

Cartoon Analysis Worksheet—one for each group  
Sufficient copies of the political cartoon sheets for each group to have a set  
Transparencies of each political cartoon  
Sample political cartoon transparency for modeling  
Sample cartoon analysis worksheet transparency for modeling

**Lesson Time:** 90 minutes total.

Time Break Down: 10 minutes to introduce the lesson and move students into groups; 15 minutes to model the sample political cartoon and cartoon analysis worksheet; 20 minutes for individual groups to analyze the cartoon; 35 minutes for groups to present characteristics of their assigned cartoon. Remaining 10 minutes can be used to wrap the lesson up with feedback from students on the usefulness of the lesson or to finish group presentations.

**Lesson Procedures:** Separate students into groups of at least 3 and no more than 4. Assign and distribute a political cartoon and cartoon analysis worksheet or every group and remind them to await instruction prior to completing the worksheet.

Next, model the cartoon analysis worksheet for the class so each student is clear on how to do the activity. I have provided a sample cartoon and analysis sheet for you to use or use one of your choice. Advise students they have 20 minutes to complete their worksheet as a group and you will be available to help with questions or concerns. Students need to be aware that their presentation will be to answer the 4 questions of Level 3 located on the analysis worksheet.

Once the time frame of 20 minutes is up select a group to present using any method you choose. That group needs to select a representative to come up front and place a copy of their political cartoon on the overhead for all students to see. Next, they will use their group's worksheet to go over the theme of the cartoon. They should present to the class their group's answers to Level 3 of the analysis worksheet:

- Describe the action taking place in the cartoon.
- Explain how the words in the cartoon clarify the symbols.
- Explain the message of the cartoon.
- What special interest groups would agree/disagree with the cartoon's message? Why?

**Activities:** Below are the political cartoons and cartoon analysis worksheets. Make sure to have enough copies and transparencies as described above in materials needed. The sample political cartoon

that I have provided may be changed to any cartoon you choose just remember to complete a sample cartoon analysis worksheet to use with it rather than the sample provided.

**Assessment:** I designed this lesson plan to be used in conjuncture with the textbook lesson. This is a great reinforcement activity of your overall Prohibition Lesson. For assessment of the overall unit I would use the Prohibition DBQ.

### **Resources:**

#### **Cartoon Analysis Worksheet:**

United States. National Archives and Records Administration, Education Staff .[Cartoon Analysis Worksheet](#). Washington D.C.: National Archives, 2008.

#### **Political Cartoons:**

[The Saloon Tree](#) -- "Prohibition: Its Effects on Chicagoans and Organized Crime." [University of Michigan](#). 18 Jun 2008 <[http://www.umich.edu/~eng217/student\\_projects/nkazmers/prohibition%20cartoon.jpg](http://www.umich.edu/~eng217/student_projects/nkazmers/prohibition%20cartoon.jpg)>.

[Nuttly Aunt Carrie](#) -- "Media of Prohibition." 19 Jun 2008

<<http://www.albany.edu/~wm731882/carrynation.jpg>>.

[Noble Experiment](#) -- "Media of Prohibition." 19 Jun 2008

<<http://www.albany.edu/~wm731882/nobleexperiment.jpg>>.

[Octopus](#) -- "Political Cartoons of the 1920's." [Montgomery College](#). 19 Jun 2008

<[www.montgomerycollege.edu/.../pinedoc4.jpg](http://www.montgomerycollege.edu/.../pinedoc4.jpg)>.

[Frisky Kitty](#) -- "Major Events of the 1920's." 19 Jun 2008

<<http://www.tqny.org/NYC063369/prohibition3.bmp>>.

[Prohibition Line Dance](#) -- "Anti-Prohibition Cartoons from Prohibition I." 19 Jun 2008

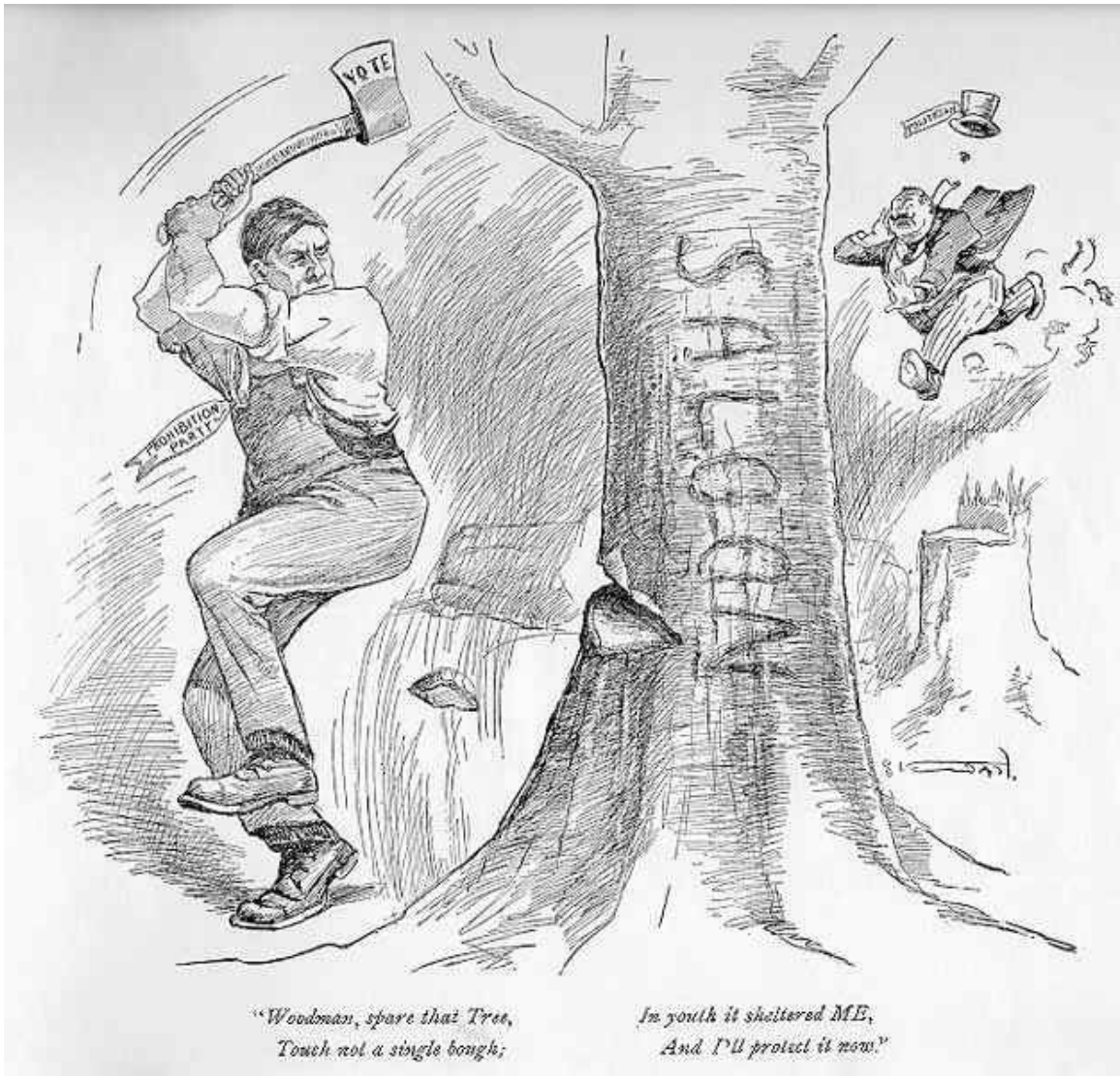
<[http://drugpolicycentral.com/bot/images/prohibition\\_era\\_cartoons/gangsters\\_dancing.jpg](http://drugpolicycentral.com/bot/images/prohibition_era_cartoons/gangsters_dancing.jpg)>.

[Barrels on Parade](#) -- "Nebraska Prohibits Alcohol 1916." 19 Jun 2008

<[http://www.nebraskastudies.org/.../0701\\_012001.gif](http://www.nebraskastudies.org/.../0701_012001.gif)>.

# Your Nutty Aunt Carrie Is Loose Again!

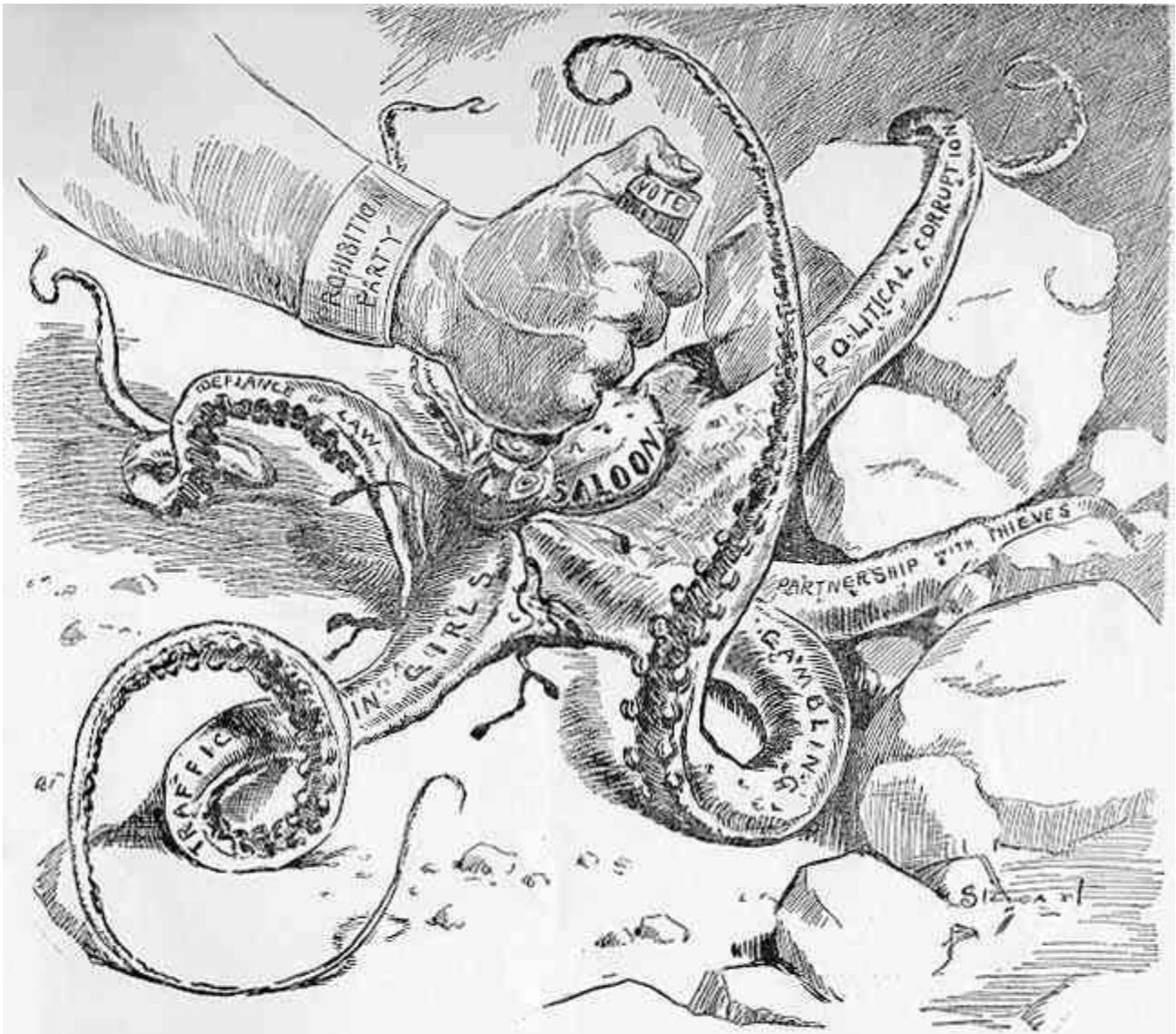




*"Woodman, spare that Tree,  
Touch not a single bough;*

*In youth it sheltered ME,  
And I'll protect it now!"*

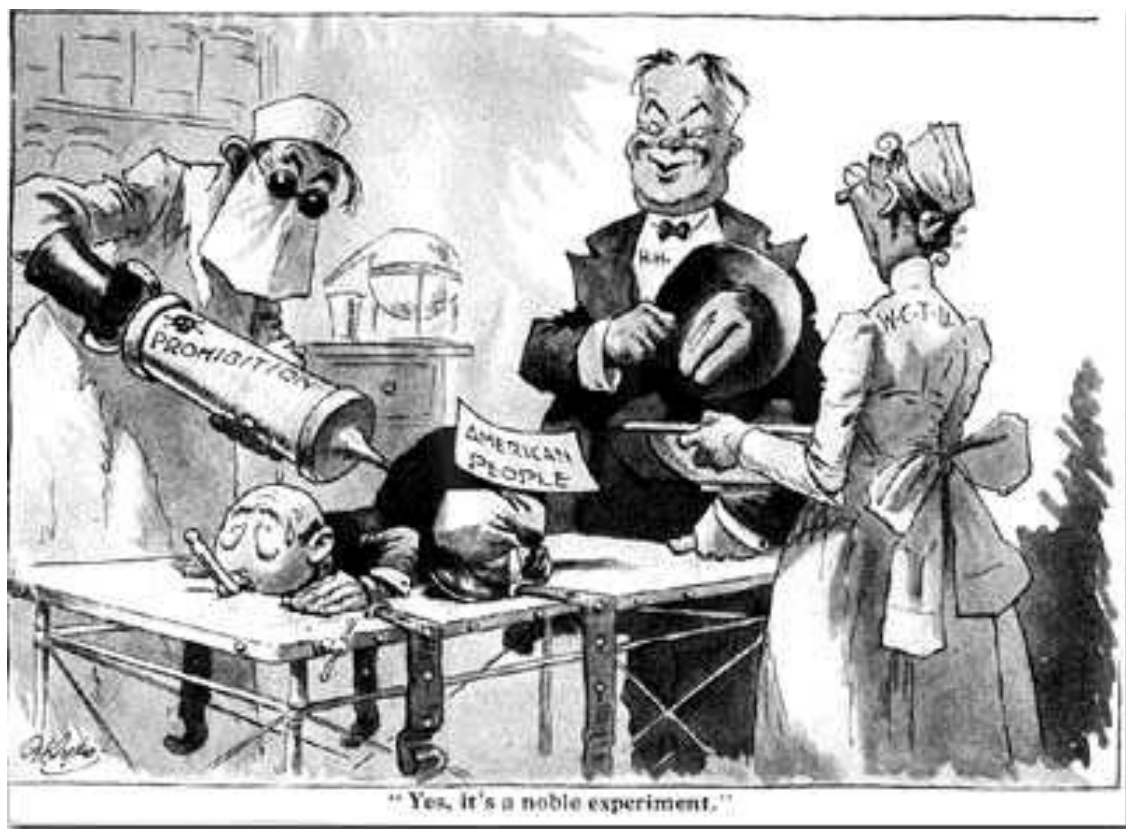




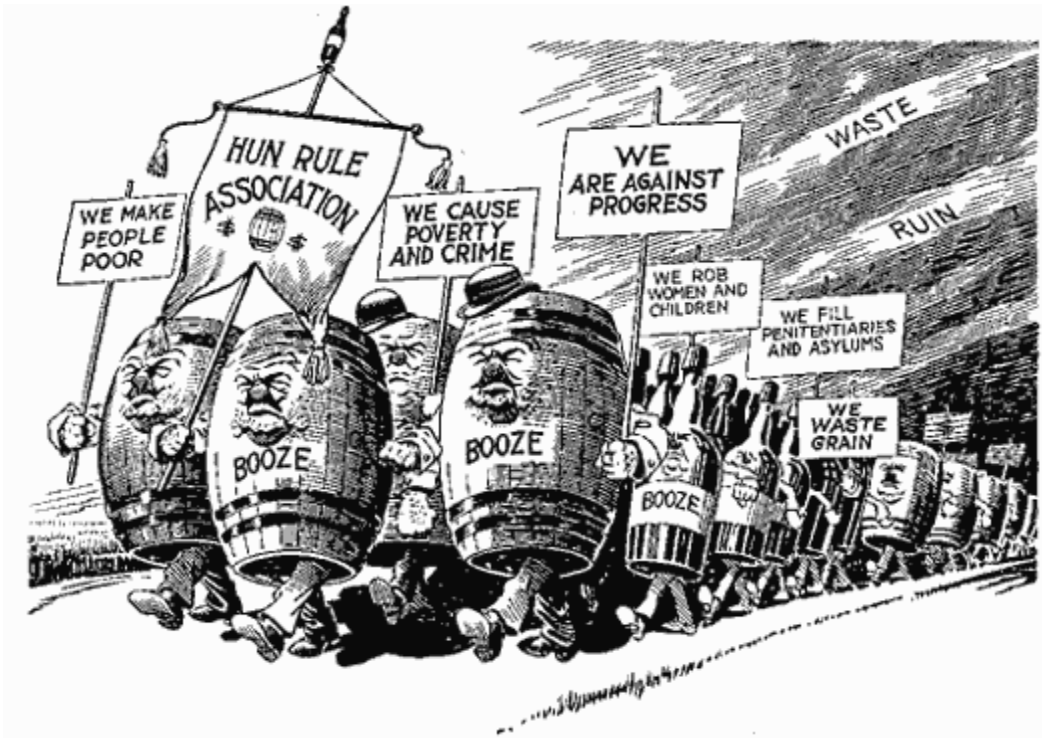
*The Modern Devil Fish*

*"The tentacles of the Devil Fish cannot be destroyed unless the HEAD, the source of their sustaining power, is destroyed."—Victor Hugo's "Toilers of the Sea."*





**Sample Cartoon:** The evils of booze, Ohio prohibition campaign cartoon.



# Cartoon Analysis Worksheet (Sample)

<b>Name(s):</b>	<b>Period:</b>	<b>Date:</b>
<b>Level 1</b>		
<b>Visuals</b>	<b>Words (not all cartoons include words)</b>	
<p>1. List the objects or people you see in the cartoon.</p> <p>Barrels, bottles and cans of booze. Protest signs/banners, protest march</p>	<p>1. Identify the cartoon caption and/or title.</p> <p>The Evils of Booze</p> <p>2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.</p> <p>“Booze”, “We make people poor”, and “We rob women and children”</p> <p>3. Record any important dates or numbers that appear in the cartoon.</p> <p style="text-align: center;">None</p>	
<b>Level 2</b>		
<b>Visuals</b>	<b>Words</b>	
<p>2. Which of the objects on your list are symbols?</p> <p>Each container of booze.</p> <p>3. What do you think each symbol means?</p> <p>Each one stands for something evil or corrupt. They are marching to end this corruption.</p>	<p>4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?</p> <p>“Booze”, “We make people poor”, and “We rob women and children” because they represent the problem and its effects on individuals.</p> <p>5. List adjectives that describe the emotions portrayed in the cartoon. Hate, disgust, protest, etc.</p>	
<b>Level 3</b>		
<p>A. Describe the action taking place in the cartoon. <u>The booze is on a protest march stating the evils of their consumption.</u></p> <p>B. Explain how the words in the cartoon clarify the symbols. <u>The words emphasize the problems of alcohol usage in America.</u></p> <p>C. Explain the message of the cartoon. <u>Stop alcohol usage to clean up society.</u></p> <p>D. What special interest groups would agree/disagree with the cartoon's message? Why?</p> <p style="text-align: center;"><u>Anti-Saloon League, Prohibitionists and the Women's Christian Temperance Movement</u></p>		

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<p>1. List the objects or people you see in the cartoon.</p>	<p>1. Identify the cartoon caption and/or title.</p> <p>2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.</p> <p>3. Record any important dates or numbers that appear in the cartoon.</p>	
<b>Level 2</b>		
<b>Visuals</b>	<b>Words</b>	
<p>2. Which of the objects on your list are symbols?</p> <p>3. What do you think each symbol means?</p>	<p>4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?</p> <p>5. List adjectives that describe the emotions portrayed in the cartoon.</p>	
<b>Level 3</b>		
<p>A. Describe the action taking place in the cartoon.</p> <p>B. Explain how the words in the cartoon clarify the symbols.</p> <p>C. Explain the message of the cartoon.</p> <p>D. What special interest groups would agree/disagree with the cartoon's message? Why?</p>		