

## Northwest History Consortium

### Lessons of Prohibition

Ross Chaney  
7<sup>th</sup> Grade

#### National Standard

#### **Era 7: The Emergence of Modern America (1890-1930) / Standard 3A**

*Standard 3A: The student understands social tensions and their consequences in the postwar era. [Examine the rise of religious fundamentalism and the clash between traditional moral values and changing ideas as exemplified in the controversy over Prohibition and the Scopes trial.]*

#### Washington State Standard

*EALR 4.1.2: Understands how the following themes and developments help to define eras in Washington State history from 1854 to the present: railroads, reform, immigration, and labor (1889—1930).*

*EALR 5.4.1: Uses sources within the body of work to support positions in a paper or presentation. [Analyzes multiple factors, makes generalizations, and interprets primary sources to formulate a thesis in a paper or presentation.]*

#### **PROBLEM**

Often times, the best of intentions can lead to unintended consequences, and our efforts to solve one problem lead only to the creation of another. The effort to lead America into sobriety, thrift, and charity by outlawing alcohol ultimately led to widespread disregard for the law and the creation of organized crime.

Where did Prohibition go wrong? How did it reflect the goals of the reform movement? Why did it fail when so many other aspects of the reform movement succeeded?

Students will address these questions, while studying Prohibition as it played out locally in Washington State.

#### **SCENARIO**

As part of the ongoing debate regarding medical use of marijuana, the governor of Washington State has come under pressure from many different directions. She has been lobbied extensively by advocates of medical and recreational marijuana users, as well as religious groups and representatives of federal anti-drug agencies. Seeking a historical perspective to aid in her decision-making process, she has asked your group to investigate the origins and impacts of Prohibition on the state of Washington, and to report back to her with your findings. In particular, she would like your group to address the following issue: define government's proper role in protecting its citizens from potentially harmful substances.

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#### TASK

Your team is to create a PowerPoint presentation, a copy of which may be sent to the offices of the governor and the state attorney general. In it, you are to use your knowledge of Prohibition's origins and consequences to provide a yes or no recommendation on the advisability of Washington's current prohibition of marijuana.

#### RESOURCES

##### Books

“Drinking Songs of Prohibition.” Annals of America. Volume 14. Chicago, IL: Encyclopedia Britannica, 2007.

Haines, Roy. “The Success of Prohibition.” Annals of America. Volume 14. Chicago, IL: Encyclopedia Britannica, 2007.

Luckner, Felix von. “Prohibition in America.” Annals of America. Volume 14. Chicago, IL: Encyclopedia Britannica, 2007.

Parker, Marion and Tyrell, Robert. Rumrunner: The Life and Times of Johnny Schnarr. Victoria, BC, Canada: Orca Books, 1992.

##### Miscellaneous

Suggested interviews with:

- Border patrol
- Local law enforcement
- Coast Guard

Current law enforcement officials could not provide first-hand historical accounts, but they could be very useful in their professional opinions regarding the feasibility of enforcing Prohibition era laws.

##### Internet

Andrews, Mildred. “Prohibition.” 2 Dec. 1998. HistoryLink.Org: The Free Online Encyclopedia of Washington State History. 1998 – 2010. Seattle, WA. 14 June 2010 <[http://www.historylink.org/index.cfm?DisplayPage=output.cfm&file\\_id=405](http://www.historylink.org/index.cfm?DisplayPage=output.cfm&file_id=405)>.

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### ASSESSMENT

#### Presentation Scoring Guide/Rubric

##### Origins of Prohibition

- 4 - Presentation correctly identifies and thoroughly explains 5 or more social and legal precursors to Prohibition in Washington State.
- 3 - Presentation correctly identifies and explains fewer than five social and legal precursors to Prohibition.
- 2 - Students identify and explain fewer than five social and legal precursors to Prohibition. Explanations are inaccurate or lack detail.
- 1 - Students do not address the origins of Prohibition.

##### Impacts of Prohibition

- 4 - Student presentations analyze prohibition's lasting impact on the reform movement and the people of Washington State. Presentation provides ample logical support for the group's recommendation to the governor.
- 3 - Presentations identify prohibition's impact on the reform movement and the people of Washington state. Presentation provides adequate support for the group's recommendation to the governor.
- 2 - Presentation makes inaccurate or poorly supported assumptions about Prohibition's impact, and it fails to support group's recommendation to the governor.
- 1 - Presentation does not address impacts or consequences of Prohibition. Group's recommendation does not exist or is inappropriate.

##### Teamwork and Participation

- 4 - All team members contribute to and participate fully in final presentation.
- 3 - Most team members contribute to and participate in the final presentation.
- 2 - A few team members do the majority of the work.
- 1 - One team member clearly dominates the production of work and the delivery of the presentation.

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### REFERENCES/CITATIONS

Chaney, Ross. "Lessons of Prohibition." NWESD Organization. 2008. Anacortes, WA. 14 June 2010 <[http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/7.3A\\_Lessons.Prohibition.Chaney.7.pdf](http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/7.3A_Lessons.Prohibition.Chaney.7.pdf)>.

Chaney, Ross. "Presentation Scoring Guide/Rubric." NWESD Organization. 2008. Anacortes, WA. 28 March 2010 <[http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/7.3A\\_Lessons.Prohibition.Chaney.7.pdf](http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/7.3A_Lessons.Prohibition.Chaney.7.pdf)>.

"History Standards for Grades K-4 United States." UCLA National Center for History in the Schools. 2005. Los Angeles, CA. 14 June 2010 <<http://nchs.ucla.edu/standards/us-standards5-12.html>>.

OSPI. "Social Studies Essential Learning Requirements: Recommended Grade-by-Grade Sequence for Grade Level Expectations – K-12." Office of Superintendent of Public Instruction. 2009. Olympia, WA. 14 June 2010 <<http://www.k12.wa.us/SocialStudies/pubdocs/SocialStudiesStandards.pdf>>.