TEACHER GUIDE

Bullet Proof: Organized Crime and Prohibition

Lesson Question

Why did the government have a hard time enforcing Prohibition?

Lesson Task

After learning about Prohibition and analyzing a political cartoon from 1926 about its impact, students write a three-paragraph essay explaining the claims the cartoonist made about why Prohibition was difficult to enforce.

NAEP Era: 7. Modern America and the World Wars (1914 to 1945)
Focal Skill: Reading for key ideas and details
Number of Documents: 1
Number of Days: 3–4
Common Core Standards

- CC reading standard: RHSS.6-8.2 Determine the central ideas or information of a primary source; provide an accurate summary of the source distinct from prior knowledge or opinions
- CC writing standard: WHSS.6-8.2 Write informative/explanatory texts

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OVERVIEW

[Suggested time: 5 minutes]

Content Objectives

Students will understand the difficulties the federal government faced in enforcing Prohibition, and specifically, the failures to stem the rising power of organized crime.

Prohibition made it illegal to make or sell alcohol

Rise of organized crime stemmed from a public willing to buy illegal alcohol; gangsters used their large profits to bribe public officials and avoid prosecution

The U.S. government lacked the power necessary to enforce Prohibition

Historical Thinking Objectives

- Close Reading
- Contextualization

Skill Objective

- Identify key details in a document

Instructional Sequence

Before you begin the lesson you should share a brief agenda with students:

HOOK	Together, we will look at and discuss two scenarios about cheating as a way of thinking about the power of organization.
CONTEXT	We'll then review some background context about Prohibition.
DOCUMENTS	On your own, you will examine a political cartoon made six years into Prohibition. We will discuss the document after you read and take notes on it.
CONNECT	We'll discuss what claims the cartoonist was making about the difficulty of enforcing Prohibition.
WRITE	You'll write a three-paragraph explanatory essay that responds to the lesson question.

Lesson Background

What led to the passage of Prohibition in 1919?

In 1919, Congress ratified the 18th amendment to the Constitution, which banned the manufacture, transport, or sale of alcoholic beverages. For almost a hundred years, temperance reformers had advocated Prohibition on both moral grounds and the claim that it would boost economic productivity. Why did their arguments finally sway the public? Historians point to a confluence of events. Since the unprecedented waves of immigration in the early 1900s, nativism was on the rise. Many people associated alcohol with immigrants, specifically German Americans, who dominated the brewing industry. During World War I, as Americans fought Germans overseas, this claim took on new vigor. The international crisis seemed to validate nativist fears, legitimizing the use of government power to enforce

social, cultural, and political traditions. Prohibition also gained momentum in the 1900s and 1910s from the Progressive Movement, which embraced a more activist government and advocated for a more orderly and "moral" society. Finally, the suffrage movement, which had long been associated with temperance, was also reaching the height of its political influence (women gained the right to vote with the ratification of the 19th amendment in 1920).

What led to the repeal of Prohibition in 1933?

The ratification of Prohibition did not reflect a national consensus on drinking. Alcohol consumption did decline, perhaps by as much as half, but tens of millions of normally law abiding Americans either broke the law or abetted those who did. To meet consumer demand, alcohol was smuggled across the border. Bootlegging and the production of alcohol for medical and religious purposes added to the supply. The vast profits from illegal liquor fed gangsters who were also involved in prostitution and high interest loans. Gangster organizations grew in size, sophistication, and power fighting to establish regional monopolies by using the latest technology, from fast automobiles to submachine guns. They also bought off politicians and police wholesale. Opponents of Prohibition soon galvanized around the charge that the authorities could not enforce Prohibition laws, and that organized crime and corruption had become rampant. Over the course of the 1920s, as violent crimes continued to rise, public opinion became increasingly vocal against Prohibition. The Stock Market Crash of 1929, and ensuing Great Depression, only increased the sentiment among politicians and voters that the resources used to enforce Prohibition could be better directed elsewhere. Pro-alcohol lobbyists added to the calls for repeal by publicizing the millions of dollars in tax revenue that would follow from resuming the legal sale of alcohol. During the election of 1932, democratic candidate Franklin Delano Roosevelt campaigned on the promise that he would repeal the 18th amendment. With Roosevelt's election, state conventions dominated by Democrats succeeded in ratifying the 21st amendment repealing Prohibition.

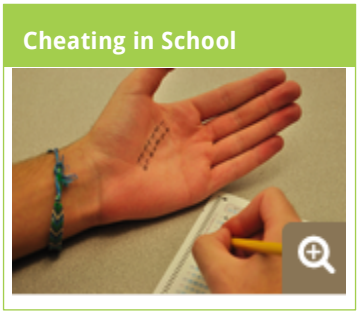
Student Background Knowledge

- In 1920, the 18th amendment to the Constitution went into effect. Known as Prohibition, this law banned the manufacture, sale, and distribution of alcohol.

THE HOOK

[Suggested time: 10 minutes]

Cheating in School



Purpose

To introduce students to concepts that will help them understand the power of organized crime.

- The two situations highlight the idea that an organized, multi-pronged approach to an "illegal activity" is harder to stop than individuals acting alone. In order to deeply understand the cartoon "Bullet Proof," students need to have some awareness of organized crime as a business organization that derived power from bribery, corruption, and violence.

To grab students' interest and connect them to the central lesson inquiry through the use of engaging situations.

Process

Have students **read** the two situations aloud or independently.

Ask them the **Think About It** question: Which situation would be harder for school administrators to get under control and why?

Ideas to **highlight** with students include:

- Individuals acting alone:
  - Are easier to catch and to stop.
  - Don't include others in their actions. (Other people don't have to feel pressured or unsafe.)
  - Have a smaller impact on the class and school.
  - Can be stopped. If you catch an individual cheating, the problem can be stopped.
- Individuals acting together:
  - Have to have some degree of organization (role, responsibilities, plans).
  - Are harder to stop. (If you catch one person cheating, you may not stop the flow of stolen test materials from reaching others.)
  - Use tactics to support their goals such as:
    - Threats
    - Bribes
    - Taking money
    - Promises of violence/protection
  - Impact more people in negative ways because more people know about the cheating.

Tell students that in this lesson they will be learning about the role organized crime had in making Prohibition so difficult to enforce.

- Talk with students about what organized crime has in common with the cheating ring Situation 2 describes.

Have students **look** at the lesson question: Why did the government have a hard time enforcing Prohibition?

Tell students: Before we think more about this question, we need to look at/remind ourselves of what Prohibition was and what it led to.

TRANSITION TO CONTEXT-SETTING

Transition students to the Context slides by letting them know that they are now going to look in a little more detail at what Prohibition was and what it led to.

Context slides are intended to serve as a support for a relatively quick "interactive lecture" with students. The goal is to both provide essential background information and engage students' prior knowledge and thinking.

While you can certainly slow the process down according to your students' needs, context is not intended to be a "deep dive" into slide images. Documents in the Context slides serve the role of illustrating content, sparking quick observations and reactions, and making abstract ideas more concrete.

CONTEXT

[Suggested time: 25–30 minutes—to be completed in the first session]

Context Overview

The purpose of these slides is to provide the background information that students need in order to understand the political cartoon and the lesson question.

The four Context slides focus on these ideas:

Prohibition Supporters Celebrate the 18th Amendment—Supporters believed crime would decrease and morality would improve

Law Enforcement of Prohibition Begins—The Volstead Act banned making, selling or transporting alcohol and enabled federal agents to destroy any illegal alcohol they found

Alcohol Consumption Declines (But Does Not Stop)—Desire to drink remained high in the public, and many people were willing to buy and consume illegal alcohol

Gangsters and Bootleggers Meet the Demand—Organized crime created highly profitable structures to produce, distribute and sell alcohol to meet public demand

Slide 1: PROHIBITION SUPPORTERS CELEBRATE THE 18TH AMENDMENT

Purpose

To introduce the 18th Amendment and what its supporters hoped it would accomplish.

Rev. Billy Sunday Celebrates Prohibition

Reverend Billy Sunday, America's most famous Christian evangelist, in the early 1900s

"The reign of tears is over … We will turn our prisons into factories … Men will walk upright now, women will smile and children will laugh. Hell will be forever for rent."

–Reverend Billy Sunday, evangelical preacher and Prohibition crusader speaking to a crowd of 10,000 people in January 1920

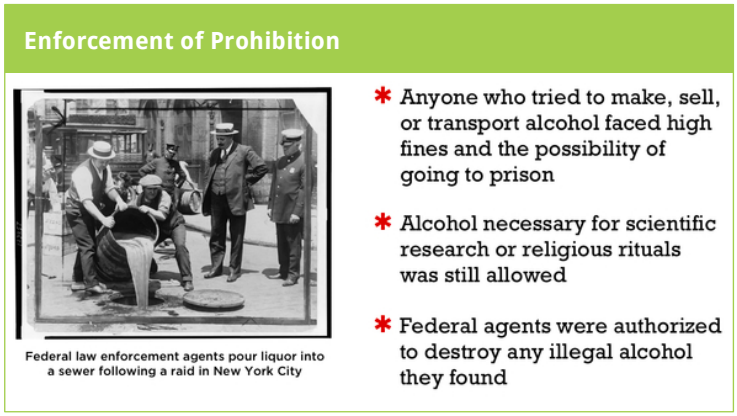
Suggested Process

- **Read** the slide title and introduction with students and review (if needed) what it meant that Prohibition was an Amendment.
- If students are not familiar with the temperance movement, **provide** them with a little background knowledge:
  - Beginning in the 1820s, temperance advocates argued that drinking alcohol was bad for society because men who drank too much couldn't work regularly and support their families and often abused their wives and children.
  - The temperance movement was a major force behind the passage of Prohibition.
  - The 18th Amendment to the Constitution, banning the sale, manufacture, and distribution of "intoxicating liquors," was ratified and went into effect in January 1920.
- **Read** the quote from Reverend Sunday.
- **Tell** students that Prohibition crusaders celebrated the 18th Amendment by holding large rallies. The quote from Reverend Billy Sunday is from a rally he held in Virginia attended by 10,000 people.
- Students may need some support with the language in the quote. To support students, **ask**:
  - What does he mean by a "Reign of tears"? [Alcohol has been an evil "ruler" who brought misery.]
  - Why does he say we will "turn our prisons into factories"? What can we infer he thinks drinking leads to?
  - What about "men will walk upright now"? Could this have both a literal meaning as well as be saying something about the character of men who don't drink?
  - Why will hell "be forever for rent"?
- Once students have worked through the language, **ask** them the **Think About It** question: What did supporters of Prohibition think would happen after the law went into effect?
  - This should help them to summarize the slide's Big Ideas. Be sure to point out that Sunday's ideas were shared by many people at this time, though not by everyone.
- Finally, **tell** students that not everyone supported the new amendment. Many people in the United States were shocked and angry that such a law—one that restricted the daily life of every citizen in every city and state in the country—had passed.

Slide 2: LAW ENFORCEMENT OF PROHIBITION BEGINS

Purpose

To support students in understanding that as soon as Prohibition was passed, the government had to begin to develop tools to enforce its enactment.



Suggested Process

- **Guide** students in reading the slide text.
- **Ask** students what they think the image shows [law enforcement overseeing the disposal of a barrel of alcohol in New York City].
- **Ask** students:
  - Why do you think the government had to pass a law after the passage of the 18th Amendment?
  - What did the Volstead Act allow law enforcement to do?
- Then, **ask** the **Think About It** question: What might have been hard about enforcing Prohibition?
  - Students' answers may be somewhat hypothetical at this point. It is okay to let them hypothesize; they will be investigating this question further through the lesson document.
  - Answers they might generate based on this slide/prior knowledge include: People did not want to get rid of their alcohol; there was a lot of alcohol around; without the Volstead Act, law enforcement might not have known what it had the power to do; not everyone supported Prohibition.
- As students discuss this slide, **provide** additional background information:
  - There was a year's gap between the ratification of the 18th amendment (in January 1919) and its enforcement (in January 1920). This gap gave people (especially the wealthy, who had large amounts of money and space) the opportunity to stockpile large quantities of alcohol.

Slide 3: ALCOHOL CONSUMPTION DECLINES (BUT DOES NOT STOP)

Purpose

To inform students about the public resistance to Prohibition.

- The lesson focuses on the role of organized crime, but it is essential that students understand that organized crime was responding to a significant portion of the public who wanted to continue to buy and drink alcohol. Without people willing to buy alcohol illegally, organized crime would have had no reason to support alcohol production, distribution, and sale.

Public Resistance to Prohibition

An actress shows off her hidden flask in Washington, D.C.

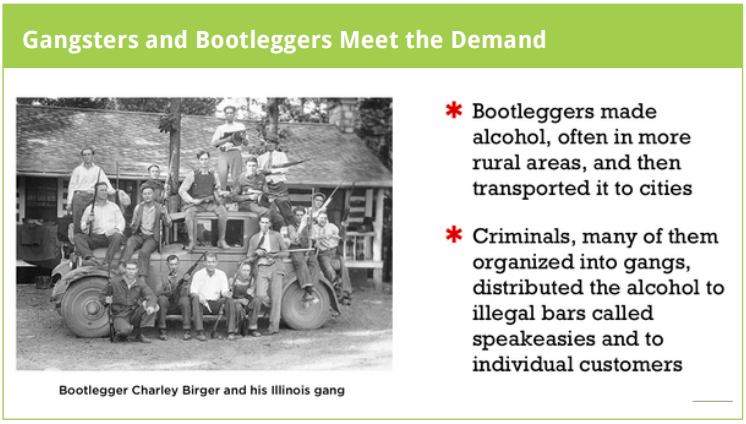
Suggested Process

- Have students **read** the slide title and text.
- Give them a moment to **observe** the photograph.
- Then, **ask**:
  - What is this woman doing?
  - What do you think is in her flask?
  - Why would she carry it there?
- **Ask** the **Think About It** question: How do you think this woman got alcohol if Prohibition made it illegal?
  - Again, it is fine if students are mostly guessing at this stage. You can let them know they will learn more about this in the next slide and when they examine the lesson document.
- **Provide** students with additional content as you discuss the slide:
  - The amendment worked at first: liquor consumption dropped, arrests for drunkenness fell, and the price for illegal alcohol rose higher than the average worker could afford.
  - Scholars estimate that alcohol consumption dropped by 30 percent during Prohibition, which means a lot of people were continuing to drink despite the law.
  - Drinking was more likely to drop in rural areas and in midwestern cities dominated by Protestants; in urban areas, particularly those with high immigrant populations, the law was much more likely to be flouted.
  - Prior to Prohibition, few women drank because saloons were seen as places where respectable women did not go. But, attempts to evade Prohibition moved drinking into private homes and secret clubs (known as speakeasies) and resulted in more women drinking than before.

Slide 4: GANGSTERS AND BOOTLEGGERS MEET THE DEMAND

Purpose

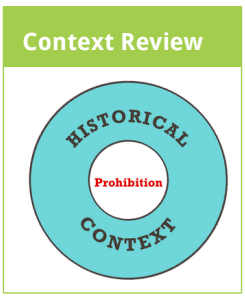
To introduce students to the rise of organized crime in response to Prohibition.



Suggested Process

- Have students **read** the slide text and **observe** the photograph.
- **Support** students with some of the slide vocabulary, in particular, gangsters, bootleggers and speakeasies.
  - The term "bootlegger" was first used in the 19th century to describe men who concealed flasks of alcohol in their boot top. It became much more widely used during Prohibition.
  - The term "speakeasy" was also in use in the 19th century to describe places where liquor was sold illegally; because it was illegal, you would speak quietly about such a place so the police wouldn't find out about it. By 1925, in New York City alone there were anywhere from 30,000 to 100,000 speakeasies.
- **Ask** students:
  - Who do you think is in this photograph?
  - The **Think About It** question: Why did bootleggers need so many guns?
    - Remind students what the Volstead Act authorized law enforcement to do.
  - What does it mean that "criminals organized into gangs"? Why would criminals want to do this?
    - **Say:** Let's remember some of what we discussed during the lesson Hook when we were talking about the power of being organized when people want to commit illegal acts.
- **Tell** students that while the government did pass a law to enforce Prohibition, federal, state, and local governments never allocated enough resources to effectively enforce the Volstead Act.

Slide 5: CONTEXT REVIEW: PROHIBITION



Purpose

To review and take notes on key Context ideas and information that students will need to understand the "Bullet Proof" cartoon. Students will draw on their notes from Context when writing their essays.

Process

- **Look** at the image on this slide.
- **Tell** students that they will use some of the information they've just learned or reviewed to answer the lesson question. They will now spend a few moments to *review and take some notes*.

- **Guide** students in remembering the most important information to answer the two **Take Notes on Context** questions:
  - How did the government try to enforce Prohibition?
  - What were the challenges to enforcing the laws against making and drinking alcohol?
- If necessary, click back to past slides to jog students' memories. Allow students to **discuss** their answers at table groups or with a partner.
- Each student, however, should **record** his/her own notes.

TRANSITION TO DOCUMENTS

After reviewing the Context slides say to students:

Now we know a little more about Prohibition. The next step is to look at a political cartoon from 1926 on your own. You will look for claims the cartoonist made about the difficulty of enforcing Prohibition. Remember, the lesson question is: **Why did the government have a hard time enforcing Prohibition?**

DOCUMENT

[Suggested time: 1 session]

Document: Overview

Students gather evidence from a primary source document to understand the claims the cartoonist is making about why Prohibition was difficult to enforce.

Bullet Proof, *political cartoon, 1926*

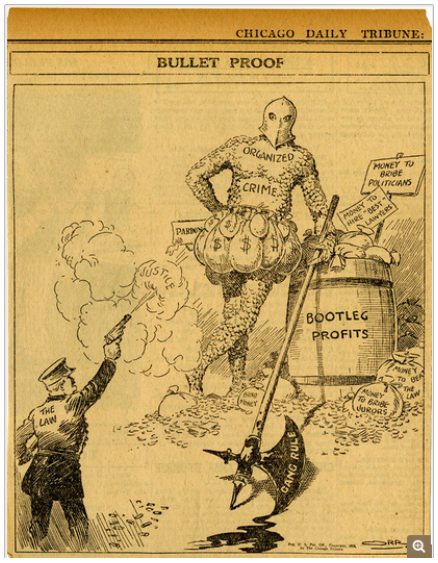
Central Information: Depicts failures of Prohibition, and shows how organized crime used violence and money to corrupt and overpower public institutions (e.g., law enforcement and judicial system)

The central reading skill is to determine the central ideas and information of a primary source.

Note: Students can work on these documents independently while you circulate and support their work. (See PD Doc on supporting students during document work.)

Document 1: "BULLET PROOF" CARTOON

"Bullet Proof," 1926



Purpose

To show why the government had a difficult time enforcing Prohibition.

Key Reading Challenge

> While students may have an easy time picking up on the themes of violence and money in the cartoon, as well as the relative power of organized crime, they may need more support to understand the deeper messages about corruption.

Suggested Process

- As students read independently, move around the room to diagnose difficulties and offer coaching. When you note several students struggling with particular images or questions bring them to the attention of the class as appropriate.
- If students are not familiar with identifying claims, or have had limited experiences with complex visual documents, you may want to read and discuss this images as a whole group.
- Use your Teacher Dashboard to scan and assess student responses to specific Document questions (such as the Big Idea question) once a majority of students have finished reading the document. This will prepare you for the class discussion.

Document 1: Class Discussion

It is critical for students to briefly discuss each document after they have read it.

Purpose

Check for and deepen students'

- comprehension of the document
- grasp of the "Big Idea"—i.e., why Prohibition was difficult to enforce

Process

Engage students in discussing one or two key questions they have answered in the tool.

- *Zoom In* provides Source It, Read Closely, Gather Evidence, Big Idea and Think About It questions and prompts alongside this document. Depending on your class's needs, you may choose to focus on certain question types over others.
- We strongly recommend using structures such as turn-and-talk and table group discussions as you engage students in these questions.
- Most important, be sure to follow up on student comments by *pressing for reasons and evidence*, and *for accountable talk*. Use the prompts for the extension questions below.

FORMATIVE ASSESSMENT STRATEGY

Select student responses to the "Big Idea" question, and use them to guide discussion.

- Ahead of time, use the Lesson Dashboard to quickly scan your students' responses to the "Big Idea" questions:
  - What is one claim the cartoonist made about why Prohibition was difficult to enforce?
  - What evidence in the document supports your answer?
  - What is a second claim the cartoonist made about why Prohibition was difficult to enforce?
  - What evidence in the document supports your answer?
- Identify student responses that reflect understanding of the Big Idea, and good use of supporting evidence, and those that reflect confusion or misunderstanding.
- Select and project a range of student responses to the summary questions. You can choose model responses as well as responses that need development as a way to spark student discussion. (See the PD document and video on "Discussion Phase 1: Formative Assessment of Student Comprehension of Individual Documents" for more support on using students' responses to analyze their reading strengths and needs.)

Discuss the Source It Questions

Help students to probe and deepen their understanding of political cartoons.

Ask: What are political cartoons? Where do we see them? Why do people create them? Why do you think Prohibition might have been the subject of a political cartoon at this time? (Note with students that the cartoon was created six years after the implementation of Prohibition.)

Ask students: What do you think the purpose of this source is?

- Students may debate between "inform" and "persuade." It is not necessary to land on the "right" answer as long as students can articulate a logical reason for their thinking based in what they know.

Discuss the Read Closely Questions

The idea here is to help students develop a global understanding of the image before they begin to discuss the specific details they've tagged in the Gathering Evidence questions.

The first **Read Closely** question here asks "According to the introduction, why was Prohibition difficult to enforce, especially in large cities such as Chicago?" Make sure students understand:

- Many people opposed Prohibition and wanted to keep drinking, so organized crime networks supplied alcohol illegally to speakeasies to meet the public demand.
- Organized crime then used the profits from alcohol sales to bribe public officials. (**Most important in understanding the cartoon**)

Prompt students to cite information from the introduction *in their own words*.

The second **Read Closely** question asks students to "Describe what the figure of organized crime looks like, according to this cartoonist." Words they might use to describe the way the cartoonist portrayed the figure include:

- Larger than the policeman ("law enforcement")
- Covered in armor
- Towards the center of the image, the center of attention

Other details that some students may notice, or that you might want to support them in thinking about include:

- His face is covered (he is not an "individual" but represents a group of people)
- He's resting, or leaning, on his profits

Help students to think through what these various traits might symbolize for the cartoonist.

The third **Read Closely** question asks, "What do you think the title of the cartoon refers to?"

  - Students may need support in understanding the pun in the use of the word "proof." Again, help students think about both the literal as well as the symbolic meaning of this title.

Ask these follow-up questions to deepen students' thinking about the questions:

- Where did you see that idea in the introduction/cartoon?
- Can you find an example? Does anyone else have a different example?

Discuss the Gather Evidence Questions

Ask students to share quotes they highlighted for the first **Gather Evidence** question: According to the cartoonist, what is the relationship between "The Law" and organized crime?

This question is abstract and students may need some support with it.

Focus on key details, including:

- The size of the figure of law as compared to the size of the figure of organized crime
- Law's bullet is deflected by crime's armor (and a "pardon")
- Law is shooting at organized crime (unsuccessfully)

Follow-up questions you could **ask** include:

- What do these details tell us about this relationship?

Ask students to share quotes they highlighted for the second **Gather Evidence** question: According to the cartoonist, what role does *money* play in making organized crime so powerful? This question is also abstract.

Focus on key visual details, including:

- Crime is covered in (and protected by) moneybags
- Crime is leaning on a barrel of profits

Also, most of the text in the cartoon refers to money. **Focus on** key words and phrases, including:

- Money to Hire "Best" Lawyers
- Money to Bribe Politicians
- Money to Beat the Law
- Bond Money
- Money to Bribe Jurors

Explore this money trail with students and the web of interconnected relationships between: the public; law; politicians; the judicial system; and, organized crime.

  - Be sure to have students think about where organized crime got all this money. Who was willing to pay for illegal alcohol? (Speakeasy owners, and ultimately, the public.) How did money contribute to the government's difficulties enforcing prohibition? (Have students think back to the Context, where they learned that the government did not properly fund enforcement.)

Follow-up questions you could **ask** include:

- How do you know?
- What makes you think that?
- How do those words connect to the object/person in the cartoon?
- What does this symbolize? What is the cartoonist trying to say here?
- What's the Big Idea?
- How does the introduction help us better understand this image?

Prompt students to put the text *in their own words*.

Discuss the Big Idea Questions

At this stage students will move from discussing the document details to identifying and articulating the Big Ideas, in this case the claims the cartoonist makes about why Prohibition was difficult to enforce.

We recommend that you give students time to discuss these questions with each other in small groups or partnerships before engaging with them as a whole group.

The cartoonist's central claims about why Prohibition was difficult to enforce include:

- Prohibition was difficult to enforce because organized crime used the profits of bootleg sales to become more powerful than the law.
  - OR: Prohibition was difficult to enforce because the law did not have enough power to stop the work of organized crime.
- Prohibition was difficult to enforce because organized crime used the profits of bootleg sales to bribe jurors and politicians.
  - OR: Prohibition was difficult to enforce because jurors and politicians were willing to accept large bribes in exchange for not prosecuting organized crime.
- Prohibition was difficult to enforce because it led to violence and gang rule.

Anticipate these difficulties that students will have getting to the Big Idea:

- Students may focus on smaller details and have a harder time articulating these as larger claims (for example: Prohibition was difficult to enforce because of pardons).
- Or, they may articulate their ideas quite generally, without staying connected enough to the document details (for example: Prohibition was difficult to enforce because there was a lot of crime).

Ask these questions to help students *identify and articulate the cartoonist's claims:*

- Why did the cartoonist include those details? How do these details connect? How can we take that smaller detail and connect it to a bigger idea?
- How does that detail connect to why enforcement might have been so hard?
- Did anyone see a different claim? How did you write it? What evidence do you see in the cartoon for that claim?
- OK, we have several ideas here about possible claims this document is making. Which ideas seem to have the strongest evidence from the document? What makes this evidence stronger?
- Which seem to be the central claims?

The idea here is not to push students towards the "right" answer, as there are many possible ways to articulate the Big Idea, but to push them to **engage in a rich discussion with one another** in which they have to articulate their ideas and ground their thinking in the document.

Discuss the Think About It Questions

Ask the **Think About It** questions:

- What do you think the readers of the Chicago Tribune might have said about this cartoon?
  - Students may want to think back to the Context slides and the Document introduction to think about the people that supported/opposed the ban on alcohol.
- What do you think police and other people responsible for Prohibition would have said?
  - Students should consider how law enforcement officials would respond to the ways in which they were represented in the cartoon. Would police agree or disagree with this representation? Why?

During this last phase of the discussion, help students step back from the claims to see the "bigger picture."

- Where might this cartoon have fit in an overall debate over Prohibition?
- Why do you think after 100 years of trying to pass Prohibition, it only lasted 13 years?

Have students revise their notes. Allow students time to revise their notes after and/or during the discussion. Students may need to be prompted to revise how they have articulated the document claims.

CONNECT

[Suggested time: ½ session]

Purpose

Before students write in response to a historical question, they need opportunities to talk. They need to clarify their understanding of the documents and how they connect with the larger context and the question they are answering. Your job as a *Zoom In* teacher is to create these discourse opportunities.

Discussion: Connecting the Document and Context

In this discussion the main goal is to help students to synthesize their learning in the document and to connect back to the Context and the larger historical question under investigation. This supports the historical thinking skill of contextualization.

Three major moves should happen here:

- Re-engage students in the historical inquiry
- Support students in using evidence from the document to support historical ideas
- Support students in articulating their own thinking, while listening and responding to their peers

A) Re-engage students in the historical inquiry

Begin by reminding students of the lesson question and the larger historical context. Do an initial informal assessment of what "big picture" students have walked away with. **Say** to students:

- During the Context, we learned more about Prohibition and its enforcement. My guess is that after analyzing the cartoon you are now able to understand the difficulties of enforcement even better.
- Let's remember that we are examining the lesson question: **Why did the government have a hard time enforcing Prohibition?**

In turn-and-talk or table groups, have students **discuss** the following questions about context.

- How did the government try to enforce Prohibition? What kinds of issues made this challenging? (What role did the public and organized crime play in these challenges?)
  - Prompt students to think back to the Context slides. Students can return to the slides and/or their notes to support this part of the discussion.

The purpose of this initial phase is to prime students' thinking and to give you an initial assessment of their general level of understanding. You do not need to spend a long time on these questions because you will dig in deeper in the next phases.

B) Support students in using details and evidence to support historical ideas

Display the Connect Tab.

Tell students:

- Let's look at the two claims (Big Ideas) you identified in the document.

The Connect tab will display the key discussion question:

- What can we tell about the cartoonist's position on Prohibition from looking at these claims?

Connect will also display a t-chart labeled "First Claim" and "Second Claim" that displays student notes on the Big Idea questions, and their supporting evidence. You can choose one student's work to project to guide the discussion, or you can project notes you've "starred" while using the Teacher Dashboard to review students' Big Idea notes.

CONNECT	
First Claim	**Second Claim**
"Bullet Proof" Cartoon **Big Idea:** • Prohibition was difficult to enforce because organized crime was more powerful than law enforcement. **Evidence:** • In the cartoon, the figure of 'the law' is much smaller than organized crime, and his bullets bounce off of crime's armor.	**"Bullet Proof" Cartoon** **Big Idea:** • Prohibition was difficult to enforce because organized crime used their huge profits to bribe public officials and stay out of trouble. **Evidence:** • In the cartoon, there is a large barrel labeled 'bootleg profits' and many smaller bags of money are each going to bribe different officials.

Engage students in the Connect question.

We recommend that you give students time to discuss these questions with each other in small groups or turn-and-talks before engaging with them as a whole group. Follow-up questions you could **ask** include:

- What do you think was the main purpose of the cartoon?
- What support from the document do you have for your thinking? Let's go look; what did it say here…?
- How did this purpose connect to what was going on at the time? What challenges did the government face? Why? What do you think the cartoonist thought should happen next? (Would he want Prohibition to continue, or be repealed?) Let's go back to the cartoon and look. How did these details connect to the cartoonist's point of view? How do you know?

This part of the discussion is intended to support students in both connecting the cartoonist's claims to his stance on Prohibition and reflecting on their larger historical significance.

Give students time to **edit** their responses in *Zoom In* based on class discussion.

C) Support students in articulating their own thinking

Finally, be sure to allow students time to speak with each other about their own thinking. This can happen at any stage of the discussion through turn-and-talks or small group discussion. Questions to support this kind of thinking include:

- So, what do you think about this?
- What ideas were new for you and why?
- What do you think is most important here and why?
- Do you think this cartoon is effective in communicating its message?

WRITING

[Suggested time: 1–2 sessions]

In this three-paragraph essay, students must describe the challenges of enforcing Prohibition. The focal writing skill is for students to identify two claims the cartoonist made in support of this idea. In their conclusion, students are asked to argue whether or not the cartoonist was convincing.

Teacher's Roles During Writing

As students are writing, support them in these key ways according to their needs:

- Circulate and observe students' progress through the template or outline. Take some notes to help you think about mini-lessons in writing you may want to teach to the whole class.
- Conference individually with students on their writing. Support their development through asking probing questions:
  - You seem stuck; where might you find that information?
  - If you don't remember what that quote means, where can you go?
  - Tell me why you introduced that evidence that way? What more do you think the reader might want to know?
  - Can you tell out-loud what the Big Idea is here? OK, how could you put that into writing?
- If you see patterns, pull together small groups of students for mini-lessons, or to review instructions.
- Support students in being peer editors.
- Help students move on to polished writing.

Preparing Students to Write

Tell students that the next stage of the lesson will be their writing. Remind them they will be writing a three-paragraph explanatory essay. The key elements of historical essay writing you will help them with are:

- Explaining the historical context in which the political cartoon was created
- Identifying two claims the cartoonist made about why Prohibition was difficult to enforce
- Citing details from the cartoon to support your explanation of the claims the cartoonist made

Project the Essay Outline View. Use this to review the writing prompt and preview the essay structure with students. Review explicitly each part of the essay and the role it serves in developing an answer to the historical question. Making these elements of the essay explicit for students will help them to develop the skills to construct essays more independently down the road.

Essay Outline View

Prompt: Write a three-paragraph essay explaining why the government had a hard time enforcing Prohibition, using evidence from the cartoon.

Paragraph-by-paragraph guidance: In your essay you must have the following sections:

- **An introduction in which you describe what Prohibition was and what it led to**
  - State the topic of your essay.
  - Provide historical context about Prohibition and its impact.
  - Introduce your thesis about the claims the cartoonist made.

- **A body paragraph in which you describe one claim the cartoonist made about why Prohibition was difficult to enforce**
  - Introduce one claim the cartoonist made about why Prohibition was difficult to enforce.
  - Provide 1–2 details from the cartoon that supports the claim you are writing about.
  - Describe each detail and explain how the detail connects back to the cartoonist's claim.

- **A second body paragraph in which you describe a second claim the cartoonist made about why Prohibition was difficult to enforce**
  - Introduce a second claim the cartoonist made about why Prohibition was difficult to enforce.
  - Provide 1–2 new details from the cartoon that supports the claim you are writing about.
  - Describe each detail and explain how the detail connects back to the cartoonist's claim.
  - End strong! Explain why the cartoonist's claims were or were not convincing.

Setting the Level of Writing Support

Using the Teacher Dashboard, you can set the level of students' writing support. (Note: Do this before they begin drafting their essays, or essay writing will be lost.) *Zoom In* offers two levels of writing support. High Support (the default) gives all students sentence-level tips, optional sentence-starters, and guidance in selecting and using evidence. As students show progress as historical writers – especially in using evidence from documents to support their ideas – teachers can set writing support for individual students to Low Support. The system will provide these students with paragraph-level tips only, meaning students will shape and support their essays substantially on their own.

Preparing Students to Write with Low Supports

If most of your students are writing with Low Supports (meaning with outline only, rather than the detailed Writing Template), you may wish to give them more up-front preparation to write their historical essays. The following outline may help.

Overview

- Let students know that the next stage of the lesson will be their writing.
- Remind them that they will be describing why Prohibition was difficult to enforce, citing evidence from the cartoon.
- Their final product will be a three-paragraph explanatory essay.

Introduction

- Remember, what is the purpose of your essay? Right, you are going to explain what claims this cartoonist made about why Prohibition was so hard to enforce.
- What do the pieces of this essay need to be? [Review the overarching structure of the paragraphs.]
- What's going to go into this introduction?
- How will you start this essay?
- What background information will you need to provide? Your reader will probably want to know what Prohibition was and what happened after it passed.
- What is the thesis statement in an essay like this? Right, you have to set up the fact that you are going to provide evidence for the claims.

Body Paragraphs One and Two

- OK, now that we have a sense of what needs to go into the introduction, let's think about the two body paragraphs.
- You will need to discuss at least two claims. Each will have its own paragraph.
- In each paragraph you will need to introduce the claim.
- Then you'll provide evidence from the cartoon that supports the claim.
- Finally, you will need to end the essay with a concluding idea. Did the cartoonist make convincing claims? Why or why not?

Sample Student Essay

The cartoon "Bullet Proof" was published in Chicago in 1926 to persuade people that Prohibition was too difficult to enforce and was leading to violence and crime. Prohibition was an amendment that made making, selling, and buying alcohol illegal. People still wanted to drink alcohol so gangsters started to make and sell it illegally. The cartoonist of "Bullet Proof" made several claims about why Prohibition was difficult for the government to enforce.

One claim the cartoonist made was that after Prohibition was passed, organized crime became more powerful than the government. In the cartoon organized crime is dressed in armor and the law is trying to shoot organized crime but has no power against him. This means that the government could not stop organized crime from breaking the law. This supports the cartoonist's claim about the power of organized crime.

Another claim the cartoonist made was that during Prohibition jurors and the politicians allowed criminals to continue to break the law. In the cartoon there are signs that say "money to bribe politicians" and "money to bribe jurors." This means that organized crime paid people so that they could continue to make and sell alcohol. This supports the cartoonist's claim that during Prohibition people other than just organized crime supported this illegal activity. This cartoon is convincing because it shows that Prohibition led to illegal activity and violence that the government could not stop.

Assessing Student Writing with the Essay Rubric

For information on assessing student writing, see these documents:

- "*Zoom In* Essay Rubric" (PDF)
- "Tracking Students' Progress and Assessing Student Work" (PDF)