1900-1924
Prohibition of Alcohol

activities

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1 DISCUSSION
The Debate

2 DISCUSSION
The Saloons’ Waterloo

3 CARTOON ANALYSIS
The Burden & Strong Drink

Resources

Nebraska Department of Education
Content Area Standards

nebraskastudies.org
The Debate

Activity Discussion

Have students compare and contrast the quotes about the proposed Nebraska prohibition amendment of 1890 that are included in the Nebraska Studies story about prohibition http://nebraskastudies.org/1900-1924/prohibition-of-alcohol/ as well as in the Resources Section at the end of this document. (Show them on an overhead or make copies and print them for students.)

• Which quote do you think contains the best argument for supporting the proposed prohibition amendment?

• Which quote contains the best argument against prohibition?

Nebraska Department of Education Content Area Standards

Social Studies
SS HS.1.1; SS HS.4.1; SS HS.4.4
The Saloons’ Waterloo

**activity**

**Discussion**

Have students read or sing the song titled “The Saloons' Waterloo” sung to the tune of Yankee Doodle that is located on the Temperance Movement in Lincoln page in the Prohibition of Alcohol section of Nebraska Studies: [http://nebraskastudies.org/1900-1924/prohibition-of-alcohol/](http://nebraskastudies.org/1900-1924/prohibition-of-alcohol/) as well as in the Resources section at the end of this document.

Then, have students discuss the following questions:

- What does it mean to meet your Waterloo?
- Why would closing the saloons help businessmen?
- How do saloons hurt children?
- Why was this poem written?

**Nebraska Department of Education Content Area Standards**

**Social Studies**

SS HS.1.1; SS HS.4.1; SS HS.4.4

**Language Arts**

LA 8.1.6 Comprehension; LA 8.2.2 Writing Modes; LA 8.4.1 Information Fluency
activity

Cartoon Analysis

Activity

Use the National Archives Cartoon Analysis Worksheet or Interpreting Political Cartoons in the Resources section at the end of this document as a guide to analyze the political cartoon titled "Nebraska’s Duty, Strong Drink Threatens the Cradle." from the Nebraska Dry Federationist newspaper dated July 4, 1916 on The Battle page of the Prohibition of Alcohol section of Nebraska Studies: http://nebraskastudies.org/1900-1924/prohibition-of-alcohol/the-bat-new/
1900-1924
Prohibition of Alcohol

resources

Quotes concerning Prohibition 6
The Saloons' Waterloo Lyrics 7
Cartoon Analysis Worksheet 8
Interpreting Political Cartoons 9
Written Document Analysis Worksheet 11

Nebraska Department of Education Academic Standards
https://www.education.ne.gov/contentareastandards/

Nebraska Department of Education Social Studies and History Standards

National Archives http://www.archives.gov/index.html

Library of Congress Learning Page Lesson Plans
https://www.loc.gov/search/?in=&q=lesson+plans&new=true&st=
"We fail to discover any reason why the liquor traffic should be legalized any more than any other known blight, contagion or disorder. As to prohibiting the traffic entirely, of course that is not possible; but it can be made an outlaw from society and driven as a criminal into hiding. [We must decide] whether the sale of liquors will be prohibited in this state, under an amendment to the constitution, or whether the saloon is to continue its licensed work of destruction."

— from Prohibition Party speeches, 1890.

"Out of due respect for the dignity of the individual, even — or especially — in a democratic society, the majority must refrain from imposing its almighty will on the minority, and it must never attempt by majority vote to regulate or legislate on questions what we eat and drink, how we dress, what books we read, how we spend our leisure time, and in what kind of schools we send our children."

— Republican Congressman from St. Louis, Richard Bartholdt, in an address to the German-American Teachers Association in 1909.

"Nebraska will be a state where the schoolhouse and the home are given precedence over the man traps created by a licensed whiskey traffic."

— from Prohibition Party speeches, 1890.

"I've got the blues
I've got the blues,
I've got the alcoholic blues.
No more beer my heart to cheer;
Good-bye whiskey, you used to make me frisky.
So long highball, so long gin.
Oh, tell me when you comin' back again?
Blues, I've got the blues
Since they amputated my booze.
Lordy, Lordy, war is well,
You know, I don't have to tell
Oh, I've got the alcoholic blues, some blues."

— From "The Alcoholic Blues, 1919, words by Edward Laska"
The Saloons’ “Waterloo”
Tune: Yankee Doodle

Saloons have been by Lincoln tried . . .
And drinking has been easy.
And many of our men and boys
Occasionally are boozy.

(Chorus)
Lincoln now is going dry
Yankee doodle dandy,
Saloons have met their “Waterloo”
Strong drink no more is handy.

We will no longer give consent
Our sons are far too precious,
We now unite saloons to rout
And ask the Lord to help us.

(Chorus)
Let all now join the Civic League
And help to clean up Lincoln
And if we turn these leeches out
Some poor folks will have plenty.

(Chorus)
Our buildings would soon fill again
And business go a humming,
When people spend their money right
And quit their foolish bumming.

(Chorus)

— By T.J. Merryman, from Nebraska’s Favorite Temperance Rallying Songs (1908), compiled by Mrs. Frances B. Heald, Nebraska WCTU president.
# Analyze a Cartoon

## Meet the cartoon.
Quickly scan the cartoon. What do you notice first?

What is the title or caption?

## Observe its parts.

<table>
<thead>
<tr>
<th>WORDS</th>
<th>VISUALS</th>
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<tbody>
<tr>
<td>Are there labels, descriptions, thoughts, or dialogue?</td>
<td>List the people, objects, and places in the cartoon.</td>
</tr>
<tr>
<td></td>
<td>List the actions or activities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VISUALS</th>
<th>WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>List the actions or activities.</td>
<td>Which words or phrases are the most significant?</td>
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<tr>
<td></td>
<td>List adjectives that describe the emotions portrayed.</td>
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<tr>
<td></td>
<td>Which of the visuals are symbols?</td>
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<tr>
<td></td>
<td>What do they stand for?</td>
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Who drew this cartoon? When is it from?

What was happening at the time in history it was created?

What is the message? List evidence from the cartoon or your knowledge about the cartoonist that led you to your conclusion.

## Try to make sense of it.

## Use it as historical evidence.

What did you find out from this cartoon that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?
Directions for Handout

Use the following questions as a guide when you analyze political cartoons. Answer each question that is pertinent to the political cartoons you are analyzing.

1. List the historical time period indicated: ............................................................................................................

2. State the issue or historical event that the cartoon addresses:

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3. Caption: ..................................................................................................................................................................

......................................................................................................................................................................................

4. Geographic location: ...........................................................................................................................................

5. Label(s) indicated: ................................................................................................................................................

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6. Use of symbolism, irony, caricatures, etc.: .......................................................................................................  

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7. Inferences you can make with reference to the author’s opinion(s):

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8. Identify two or more historical, political, social, geographic and/or economic concepts that relate to the political cartoon and defend your choices:

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Guideline for Using Political Cartoons to Teach Social Studies Concept

The use of pictorial representations can be an effective way to teach social studies concepts. Pictorial representations include cartoons, pictures, and diagrams. Cartoons are the most symbolic of these pictorial representatives because they usually contain satire, exaggeration, and frequently humor. The editorial cartoonist can replicate life with a few strokes of the pen, with stark directness. The reader needs to have familiarity with basic social studies (economics, geography, history, political science, etc.) concepts in order to interpret the cartoons and understand the symbolic representations. The goal of using cartoon interpretation activities is to provide students with practice in dealing with editorial cartoons in an analytical and critical way. Most social studies standards stress the importance of students developing the skills necessary to analyze documents and images.

The following four-step model is provided as a guide for introducing editorial cartoons to illustrate social studies concepts.

1. Provide background information for the social studies concept to be portrayed. For example, students will need a basic understanding of imperialism before a cartoon on this topic can be analyzed.

2. Provide background information on editorial cartoons. Discuss the purpose of editorial cartons. Make the students aware that such cartoons represent a specific viewpoint. Consequently, students should become familiar with the concept of bias. Students should, when possible, research the background of the political cartoonist.

3. Discuss the nature of editorial cartoons. Stress that such cartoons rely on oversimplification in order to clearly emphasize a particular point. Distortions of individuals and objects are frequently used to add dramatic or provocative qualities. Symbolism is used to represent reality as the cartoonist views it. Students should become familiar with symbols that are typically used in the various areas of social studies i.e. Uncle Sam and the eagle for the U.S., an empty bowl for scarcity, the donkey for the Democrat Party and the elephant for the Republican Party, etc.

4. Sequential guide for teaching how to analyze political cartoons:
   a. Who is the author of the cartoon? Discuss the author’s background.
   b. What is the topic/issue of the cartoon?
   c. What social studies concept is being presented?
   d. What symbols are used?
   e. What exaggerations or distortions exist?
   f. What message is the cartoonist presenting? The teacher may want to introduce a variety of cartoons that deal with different issues as well as social studies disciplines. Students can then compare and contrast the various cartoon examples.
   g. Encourage students to discuss their reactions with their classmates. Review the social studies concepts stressed in each political cartoon.
Analyze a Written Document

Meet the document.
Type (check all that apply):
- Letter
- Speech
- Patent
- Telegram
- Court document
- Chart
- Newspaper
- Advertisement
- Press Release
- Memorandum
- Report
- Email
- Identification document
- Presidential document
- Congressional document
- Other

Describe it as if you were explaining to someone who can’t see it.
Think about: Is it handwritten or typed? Is it all by the same person? Are there stamps or other marks? What else do you see on it?

Observe its parts.
Who wrote it?
Who read/received it?
When is it from?
Where is it from?

Try to make sense of it.
What is it talking about?
Write one sentence summarizing this document.
Why did the author write it?
Quote evidence from the document that tells you this.
What was happening at the time in history this document was created?

Use it as historical evidence.
What did you find out from this document that you might not learn anywhere else?
What other documents or historical evidence are you going to use to help you understand this event or topic?

Materials created by the National Archives and Records Administration are in the public domain.
Social Studies Standards

**HS**

*SS HS.1.1* Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments.

*SS HS.4.1* Analyze and evaluate patterns of continuity and change over time in history.

*SS HS.4.4* Evaluate sources for perspective, limitations, accuracy, and historical context.
Language Arts Standards

8

LA 8.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 8.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 8.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 8.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).