

TEACHING AMERICAN HISTORY PROJECT

Lesson Title – Fighting the Demons: The Early American Temperance/Anti-tobacco Movement

Grade – 10

Length of class period – 84 min. block period

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

How do the means and methods used to combat the societal problem of alcohol and tobacco abuse in the 1800s compare and contrast with those used in the modern era?

Objectives (What content and skills do you expect students to learn from this lesson?)

1. Students will interpret persuasive techniques used in propaganda.
2. Using the internet, students will research the methods used to combat alcoholism and smoking in the modern era.
3. Students will complete a five paragraph comparison/contrast essay
4. Students will share their findings orally with the group

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach)

If possible, I would conduct all (or at least the second part) of this lesson in the computer lab so the students can begin their research right away.

Cartoons/ Images:

1. The Smokers (w/transcription) / Women's Fumigatory Rights (no transcription)
2. The Victim of Ardent Spirits (w/transcription)
3. The Effects of Drunkenness (w/Companion piece)
4. The Tree of Temperance (w/transcription)
5. Death on a Striped Pig (w/transcription)

Text Documents:

1. Ten Dialogues on the Effects of Ardent Spirits
2. Be Careful Whom You Marry
3. Scale of Temperance
4. Advice To Young Women and Young Men
5. Notices from the Massachusetts Spy

Activities (What will you and your students do during the lesson to promote learning?)

1. In cooperative learning groups students will examine various pieces of anti-drinking and anti-smoking propaganda used in the 1800s. Each of the 5 pre-divided groups will receive a cartoon/image (along with a transcription or companion piece) and a text document to analyze.
2. Students will work together to complete the Document Analysis sheet for their assigned documents.
3. For the last half of the class, each student will use the internet to research the topic of fighting alcohol and tobacco abuse in the modern era, locating and gathering an example of the materials used in that effort (ie. organizations, print and television advertising campaigns, bumper stickers, school programs, etc.). Each student in the group should find a separate example.
4. For homework, students will complete a five paragraph essay comparing and contrasting the methods of persuasion (and their perceived effectiveness) used in the two eras. Students should include thoughts on how and why the modes of propaganda may have evolved over time. Students may offer their own suggestions as how to best deal with these social problems with which we still struggle.
5. The following day, selected students will share their responses orally in class.

How will you assess what student learned during this lesson?

During the groupwork portion of the lesson, instructor should circulate through the room and assist and informally assess student comprehension and progress. Students must use the internet to complete the research piece and then write a 5 paragraph essay which can be scored holistically.

Connecticut Framework Performance Standards –

- gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses;
- evaluate data within the historical, social, political and economic context in which it was created, testing its credibility and evaluating its bias;
- describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.