

Picturing History: Editorial Cartooning in America, 1754-2011

Lesson Plan

Laura Putinski

Lesson Title: Want a Drink, Anybody? (Temperance)

Grade Level: Grade 8 American History

Ohio Academic Content Standards:

History 1 – Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

Geography 16 – Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population.

Government 19 – Informed citizens understand how media and communication technology influence public opinion.

Duration of Lesson: Two to three 45 minute class periods

Learning Objectives:

- The students will interpret messages portrayed in cartoons from the 1800s
- The students will analyze a book from the 1880s and determine the author’s purpose
- The students will generate an original piece of writing

Lesson Summary: In this lesson students will evaluate several primary source documents which originated during the Temperance Movement as they explore ways that society and its prejudices influence civic development.

Pre-assessment:

- Approx. 10 minutes
- Ask students to generate (with their seat neighbors) a list of people/institutions that influence a person’s attitudes about alcohol use
- Possible answers: family, peers, church, media
- From student lists, generate a master list on the board
- Now, ask students (as a group) to think of specific examples of ways that each group exerts its influence
- Possible answers:
 1. Family
 - ❖ Behaviors of parents – do they drink – when and where
 - ❖ “House” rules
 - ❖ Conditions under which alcohol is kept in the house

2. Peers

- ❖ Who talks about alcohol use
- ❖ Which peer groups are known for using alcohol

3. Media

- ❖ Advertising
- ❖ Music
- ❖ Sports advertisements

4. Church

- ❖ Rules about alcohol use and membership
- ❖ Pastor's beliefs and attitudes
- ❖ Alcohol use at church functions

- Ask students to think about which group has the most effectual influence and why
- Explain to students that for the next several class periods they will be exploring attitudes and beliefs about alcohol use in the mid 1800s
- Define "temperance" (the trait of avoiding excess)
- Ask students to predict the definition of "Temperance Movement"

Instructional Steps:

Part I

- Display a transparency copy of the Editorial Cartoon Analysis Worksheet or the Cartoon Analysis Worksheet (teacher preference) using the overhead projector
- Read through the instructions on the worksheet with the students and offer explanation when needed
 - Define "symbol" if needed and offer an example – a quick and easy symbol that almost all students will recognize and identify with is the American eagle as a symbol of freedom
- Divide the students into groups of 2-3 students each
- Distribute copies of the cartoons so that there are an equal number of each cartoon distributed throughout the class
- Ask students to complete the worksheet - one per group
- Allow approximately 15 minutes for this activity
- Ask students to return to their own seats and have a class discussion about their findings

The Bar of Destruction

Clearly demonstrates the ill effects of alcohol use by symbolism – skeleton (death), violence in background, disorder

Outside the bar are wide eyed children being exposed to the effects of alcohol, and “orderly” home – presumably where the man should be, but is not

Women’s Holy War

The Temperance Movement is compared to the Crusades which were known in history as a “holy war”

This movement was largely conducted by Christian women

A female “warrior” is breaking open and destroying the kegs

The flag in the background indicates that this cause is for all of humanity

The only man in the cartoon is “fleeing” from the mighty women

The women appear victorious

The Fruits of Temperance

Ideal family

Happy/well fed children

“White picket fence”

Lush landscape

Prosperous town in background

Children’s proximity to the father in the illustration

Part 2

- Distribute copies of the preface of *The Glorious Cause: A Collection of Songs, Hymns, and Choruses for the Earnest Temperance Worker* by George F. Root
- Read aloud the selection to the students
- Ask students to re-read the selection with their seat partner and look for specific ideas that the author is trying to convey
- The teacher should define the word *pauperism* for the students in advance if needed

- The teacher should circulate throughout the room and guide/prompt students in their discussions
- Students should be asked to look for specific words and/or phrases that demonstrate the author’s attitudes and beliefs towards Temperance
- Possible discussion topics
 - Alcohol use should not simply be abandoned, it should be avoided before it begins
 - Education against the evils of alcohol must begin in youth
 - Words to identify/discuss
 - Insanity
 - Evils
 - All/total suspension
 - Wretched victims
 - Deliverance
 - Drunkards
- Distribute copies of the song “Hush! Children, Hush” from the above book
- Ask students to read the song lyrics and summarize the theme in a sentence
- Possible answer: The song lyrics describe the anticipation that a family experiences as it waits for the father to return home and the disappointment that they experience once the family realizes that he is indeed drunk.
- Ask multiple students to share their sentences

Post Assessment

- Ask the students to create a cartoon or short song that conveys the attitudes and beliefs that were promoted during the Temperance Movement
- Distribute copies of the rubrics in advance so that students can identify how they will be assessed
- Several minutes of brainstorming might be needed to help a class jump into this writing assignment
- Possible cartoon topics: children’s point of view, schoolroom “lessons” on Temperance, bar tender’s point of view, etc...
- Possible song ideas: a child catching Mom replacing Dad’s alcohol with another substance, all of the liquor factories switching to candy production instead of making alcohol, a song written about animal characters (like a fable), a song written about a “super hero” that saves everyone from the evils of alcohol, etc...

Materials for students and teachers:

Transparency copy of the Editorial Cartoon Analysis Worksheet (The Opper Project) or the Cartoon Analysis Worksheet (Library of Congress) – teacher preference

Copies of the above worksheet for each student group

Rubrics for grading

2-3 copies of each of the following cartoons (enough so that each small group of 2-3 students can have one cartoon to read):

“Bar of Destruction”

“Women’s Holy War”

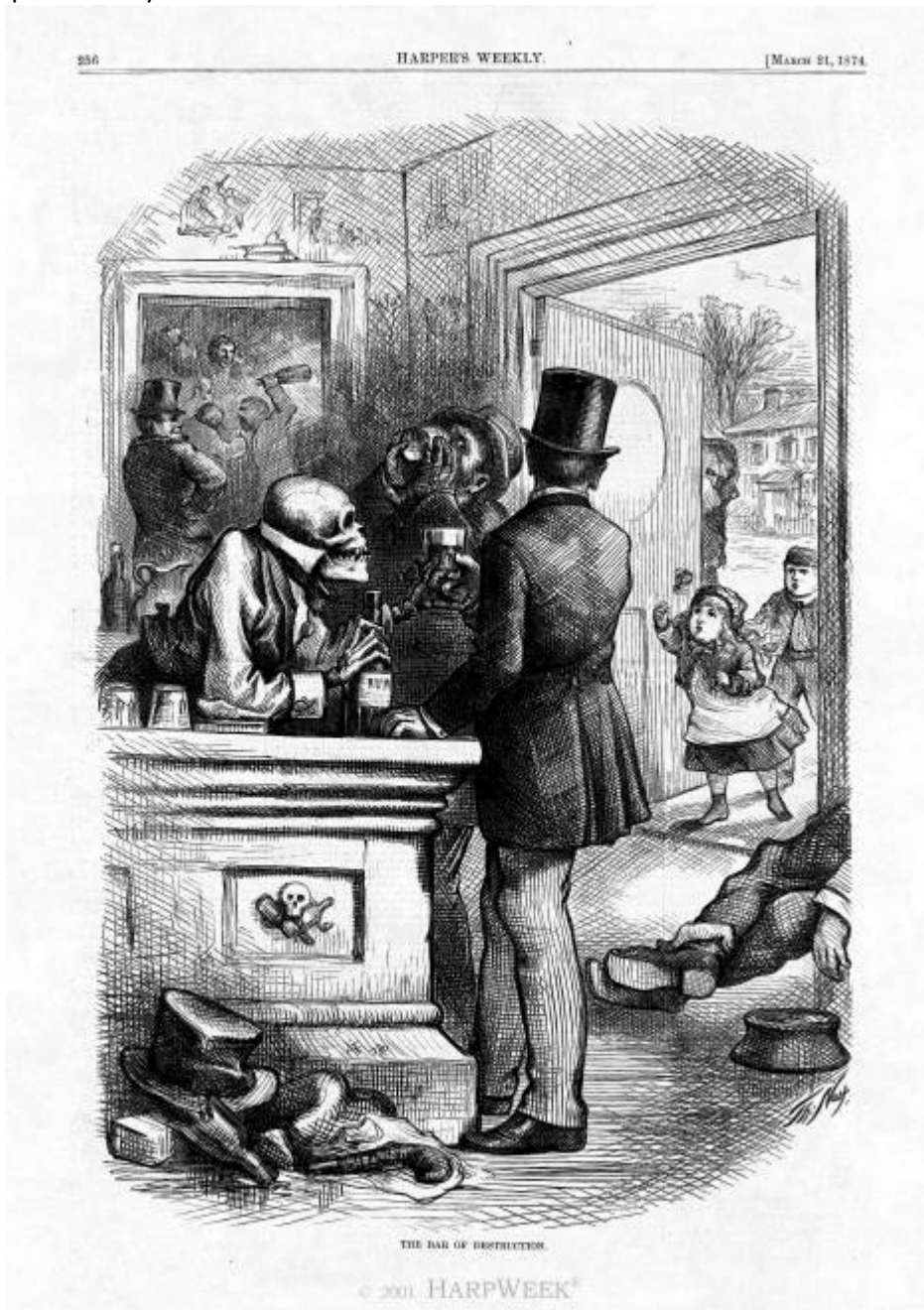
“Fruits of Temperance”

Copies of the preface of *The Glorious Cause: A Collection of Songs, Hymns, and Choruses for the Earnest Temperance Worker* by George F. Root for each pair of students

Copies of the song “Hush! Children, Hush” from the above book for each student

“The Bar of Destruction”

Harpers Weekly



“Bar of Destruction”

Harpers Weekly March 21 1874

Created by: Thomas Nast

“Women’s Holy War”

Currier and Ives



“Women’s Holy War”

Currier and Ives

1874

LOC: LC-USX62-683

Billy Ireland Cartoon Library

Reilly, Bernard. *American Political Prints 1766-1876*. Massachusetts: GK Hall & Co, 1991.

“The Fruits of Temperance”

Currier and Ives



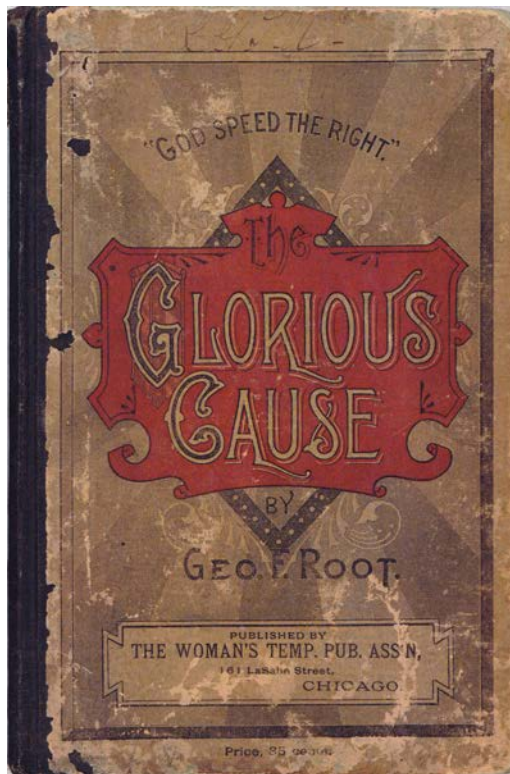
“Fruits of Temperance”

Currier and Ives

1848

LOC: LC-USZC2-2380

Published by: JB Allen in New York



The Glorious Cause.

God Speed the Right.

ANON. GERMAN.

1. [New to heaven our prayer as-cend-ing, God speed the right;]
 [In a no-ble cause con-tend-ing, God speed the right;]
 2. [Be that prayer a-gain re-peat-ed, God speed the right;]
 [Ne'er de-spair-ing, tho' de-feat-ed, God speed the right;]
 3. [Pa-tient, firm, and per-se-ver-ing, God speed the right;]
 [Ne'er the-vent nor dan-ger fear-ing, God speed the right.]

Be our zeal in heaven re-cord-ed, With suc-cess as
 Like the good and great in sto-ry, If we fail, we
 Pains, nor toils, nor tri-als heed-ing, In the strength of

earth re-ward-ed, God speed the right, God speed the right,
 fail with glo-ry, God speed the right, God speed the right,
 heaven suc-ceed-ing—God speed the right, God speed the right.

GEO. F. ROOT.

COPYRIGHT, 1888, BY THE JOHN CHURCH CO.

Licensed—to do What?

G. F. Root.

1. Licensed—to make the strong man weak; Licensed—to lay the
2. Licensed—to do thy neigh-ber harm; Licensed—to kin-die
3. Licensed—thy neighbor's purse to drain; Licensed—his pros-pects
4. Licensed—where peace and qui-et dwell— Licensed—to break the

wise man low; Licensed—a fond wife's heart to break;
hate and strife; Licensed—to nerve the rob-ber's arm;
here to blast; Licensed—to heat his fever-ish brain;
dear-est bond; Licensed—to make this world a hell-

Licensed—to make her tears to flow; Yes, Licensed—
Licensed—to what the murd-er's knife; Yes, Licensed—
Licensed—to ru-in him at last; Yes, Licensed—
Licensed—to wret-ched-ness be-yond; Yes, Licensed—

yes, Licensed— Licensed—to fill her heart with woe.
yes, Licensed— Licensed—to plot a- gainst a life.
yes, Licensed— Licensed—to ru- in him at last.
yes, Licensed— Licensed—to end- less woe be- yond.

Copyright, 1898, by THE JOHN CHURCH CO.

Hush! Children, Hush.

G. F. Root.

1. Hush! children, hush! your father'll soon be here, And we must bear the
2. Ah! here he comes! he said he could not pass The o- pen door that
3. Blow come at last, the trembling children cower Beneath the hand some-

dread suspense in si-lence and in fear. When he is him-self, no
looked so bright, without an- oth-er glass. Now he calls for food, and
times so kind, now in the demon's power. Oaths and curs-es dire drive

let- ter man can be, But when the de- mon mas- ters him, a
cru- el is his tone, The glar- ing eye and thickened speech show
sleep and rest a- way, And we must watch and wait in ter- ror

CHORUS.
de- mon then is he.
rua- son al-most flown. Oh, cru- el, cru- el law that says a man may
till an- oth-er day.

sell The drink that kindles in my home The ver- y fires of hell.

Copyright, 1898, by THE JOHN CHURCH CO.

Editorial Cartoon Rubric

	Exceeds	Meets	Approaching	Below
Historical Content	Contains several facts and details that explain and explore the main ideas of each topic. Information goes beyond the basic and demonstrates a deeper level of research and understanding.	Contains sufficient facts and details to explain the main ideas of each topic	Some necessary facts and details are present; may contain irrelevant or incorrect information; may be very basic or simplistic	Few facts or details are present; may contain several pieces of incorrect or irrelevant information
Creativity	Original and unique symbols included. Analogy, humor, or insight used. Point of cartoon is clear, but not explicitly stated as text; clear position taken	Appropriate symbols used; point of cartoon is clear; position taken	Slightly inaccurate or inappropriate symbols used; point of cartoon not clear; no position taken	Incorrect symbols used. Cartoon and/or symbols not understandable.
Visual Appeal	Color well used. Neat and clear with no visible pencil lines. Publishable	Color used. Neat.	Color missing. Slightly messy.	No color used. Messy.

Song Rubric

<u>Criteria</u>	Poor 1 pt	Fair 2 pts.	Average 3 pts.	Good 4 pts.	Excellent 5 pts.
Quality of Work	<p>Poorly prepared and presented.</p> <p>Missing a song title, lyrics, and cover sheet.</p> <p>Multiple (more than 5) spelling and mechanics errors are evident.</p> <p>No evidence of effort.</p>	<p>Poorly prepared and presented.</p> <p>Missing song title, lyrics, and/or cover sheet.</p> <p>Multiple (more than 4) spelling and mechanics errors.</p> <p>Minimal evidence of effort.</p>	<p>Adequately prepared and presented.</p> <p>Product is missing one of the following: song title, lyrics, and cover sheet.</p> <p>Few (3-4) spelling and mechanics errors.</p> <p>Some evidence of effort.</p>	<p>Neatly prepared and presented.</p> <p>Includes title, lyrics, and cover sheet.</p> <p>One or two spelling and mechanics errors.</p> <p>Good evidence of effort.</p>	<p>Prepared and presented in a superior way.</p> <p>Includes title, lyrics, and cover sheet.</p> <p>No spelling and mechanics errors.</p> <p>Superior evidence of effort.</p>
Content of Song	<p>Does not reflect an understanding of the topic</p> <p>Does not express a clear opinion on the topic.</p> <p>Does not include facts to support an opinion.</p>	<p>Reflects little understanding of the topic</p> <p>Does not express a clear opinion on the topic.</p> <p>Includes a few facts to support an opinion.</p>	<p>Reflects some understanding of the topic</p> <p>Expresses an opinion on the topic.</p> <p>Includes some facts to support an opinion.</p>	<p>Reflects an understanding of the topic</p> <p>Expresses a clear opinion on the topic.</p> <p>Includes a four facts to support the opinion.</p>	<p>Clearly reflects an understanding of the topic</p> <p>Clearly expresses an opinion on the topic.</p> <p>Includes more than five facts to support an opinion.</p>
Total					

Instructional Support/Extension

- Students will be reading in pairs or partners for most reading selections
- Assign the simplest of the three cartoons (Women's Holy War) to lower achieving students
- Higher achieving students can create a series of cartoons that demonstrate the changes in attitudes towards alcohol use during the 19th century
- Ask students to contribute to a classroom list of other behaviors that society has influenced throughout history

Bibliography/Sources:

Book:

Root, George F. *The Glorious Cause: A Collection of Songs, Hymns, and Choruses for the Earnest Temperance Worker*. Cincinnati: John Church Company, 1888.

(Book available through the Ohio Historical Society Archives/Library)

Rubric: (Rubrics are not original and were gathered and adapted from cited internet sources)

Editorial Cartoon Rubric

http://www.kapoleims.k12.hi.us/campuslife/teams/05-06/G81/SocStud/Jackson/Editorial_Cartoon_Rubric.htm

Song Rubric

www.wyckoffschools.org