



**Literacy Design
Collaborative**

Drinking, Flappers and the Changing Culture of the 1920's

★ TASK

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This module sits inside a unit in which students study the 1920's and the changing society. Students will pull together knowledge about the 1920's from content studied in previous lessons and their readings of primary and secondary sources about the module topic to write an informative essay.

GRADES

9 - 12

DISCIPLINE

 **Social
Studies**

COURSE

 **U.S.
History
Contemporary
Studies**

PACING

 **N/A**

Section 1: What Task?

Teaching Task

Task Template 23 - Informational or Explanatory

How did the amount of illegal drinking and illegal activity during Prohibition relate to the changing social values and culture, such as the flapper, of the 1920's? After reading primary and secondary sources on Prohibition and the 1920's, write an essay in which you compare the effects of Prohibition with the changing social values of the 1920's. Support your discussion with evidence from the text(s).

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11—CCR text complexity band independently and proficiently.

WHST.11-12.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

WHST.11-12.9

Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Custom Standards

SS.11.H.CL2.4

investigate literary, musical and artistic movements (e.g., Harlem Renaissance, jazz and the Lost Generation).

SS.11.H.CL2.3

research the social issues that led to the passage of the 18th Amendment, establishment of Prohibition, and discuss the factors that led to its repeal by the 21st Amendment (e.g. organized crime, Great Depression and changing social values)

SS.11.H.CL2.2

analyze the impact the emerging independence of women (e.g., suffrage, double standard, flappers and employment opportunities) and immigration issues had on society

SS.11.E.4

apply the concept of supply and demand in various historic events as a cause of economic turmoil (e.g., Prohibition, O.P.E.C, etc.)

Texts

🔗 Clash of Cultures in the 1910's and 1920's Introduction

🔗 **18th Amendment**

🔗 **Volstead Act**

🔗 **A National Survey of Conditions Under Prohibition 1928**

🔗 **Volstead Act Explained: Read till the section on the Effect of Prohibition**

🔗 **Modern Youth in the 1920s pages 1,2,3,5,6,8 then 9 and 11 for political cartoons**

🔗 **Prohibition and Its Effects Essay**

Student Work Rubric - Informational or Explanatory Task - Grades 9-12

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Controlling Idea	Presents a general or unclear controlling idea.	Presents a clear controlling idea that addresses the prompt , with an uneven focus .	Presents and maintains a clear, specific controlling idea that addresses all aspects of the prompt and takes into account the complexity of the topic .	Presents and maintains a precise, substantive controlling idea that addresses all aspects of the prompt, takes into account the complexity of the topic and, where appropriate, acknowledges gaps in evidence or information .
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the controlling idea . Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that support the controlling and supporting ideas . Consistently cites sources with minor formatting errors .	Includes well-chosen details, examples, and/or quotations from sources that fully support the controlling and supporting ideas. Consistently cites sources using appropriate format .
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explains ideas and source material to support the controlling idea , with some incomplete reasoning or explanations .	Accurately explains ideas and source material and how they support the controlling idea.	Thoroughly and accurately explains ideas and source material to support and develop the controlling idea.
Organization	Lacks an evident structure. Makes unclear connections among ideas, concepts, and information.	Groups ideas and uses transitions to develop the controlling idea, with some lapses in coherence or organization .	Groups and sequences ideas to develop a cohesive explanation . Uses transitions to clarify the relationships among complex ideas, concepts, and information .	Groups and sequences ideas in a logical progression in which ideas build to create a unified whole . Uses varied transitions to clarify the precise relationships among complex ideas, concepts, and information.
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	Errors in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are sometimes inappropriate for the audience and purpose.	Consistently applies standard English conventions; minor errors , while noticeable, do not interfere with the clarity of the writing. Uses language and tone appropriate to the audience and purpose .	Consistently applies standard English conventions, with few errors . Demonstrates varied syntax and precise word choice . Consistently uses language and tone appropriate to the audience and purpose.
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

In this module you will take a deeper look at culture during the 1920's. With the end of World War One and new technologies available to many families the 1920's were a time of change. It was a transformative decade that was characterized by a clash of cultures. A clash between the old Victorian values and the New Modern Age. Women shortened their hair and skirts, men broke the law, teenagers rebelled against their parents and the whole family gathered to go driving in the old jalopy; in short it was the "Roaring Twenties".

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

ACTIVE READING > ANNOTATION: Ability to identify important aspects of a text and to interact with the text while reading

POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

Transition to Writing

BRIDGING CONVERSATION > PREPARING FOR WRITING: Ability to begin linking reading results to writing task.


Writing Process



PLANNING > OUTLINING THE WRITING: Ability to identify the claim, scope and sequence of the writing



DEVELOPMENT > BODY PARAGRAPHS: Ability to create appropriate body paragraphs based on the claim.




REVISION, EDITING, AND COMPLETION > PEER EDITING: Ability to identify and edit inconsistencies within the piece of writing

Section 3: What Instruction?




PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
10 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	COMING SOON...1920'S MOVIE TRAILER Watch a teacher made movie trailer and list at least 5 terms or ideas that come to mind while watching the movie trailer.	Meets expectations by responding thoroughly.	Play the video for the students Instruct them to write words and phrases that come to mind while watching the video. Ask the students how are the pictures are different from previous eras we have studied?
Standards: SL.11-12.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.				
Additional Attachments:  1920's movie trailer				
20 mins	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	TASK ANALYSIS As a class we will analyze the prompt for this module and break it down so we know what we're going to be learning about.	Meets Expectations: <ul style="list-style-type: none"> Sheet is fully filled out and student responses reflect understanding of the task. 	<ul style="list-style-type: none"> Read / share important background knowledge about the unit/module with your students. Explain to the class that the goal of this unit/module is to read primary and secondary sources and learn more about the 1920's. After doing all this learning they will write an essay in which they compare the effects of Prohibition with the changing social values of the 1920's. Support their discussion with evidence from the text(s). Pass out Prompt Reflection Sheet and guide a class discussion about what each part of the prompt means. Use questions like: <ul style="list-style-type: none"> What will you have to do to successfully answer this part of the prompt? What do you need to learn to be able to do this? What parts of this seem easy / what parts seem hard? Review the reflection sheets and read them over so you have a good sense of how well each student understands the task – provide additional feedback and support as necessary in the following days.
Standards: CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				

	<p>Additional Attachments:</p> <p> Prompt Reflection TEMPLATE</p>			
20 mins	<p>TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.</p>	<p>RUBRIC ANALYSIS Each group will rewrite a level 3 and 4 of each indicator in student friendly language and share it with the class.</p>	<ul style="list-style-type: none"> Students will list the needed elements of a 3 and 4 paper. 	<ul style="list-style-type: none"> This will be introduced after the reading component is finished Divide students into random groups. Give each student a copy of the rubric and assign areas of the rubric to each group. Direct students to dictionaries and thesauruses as needed. Provide help clarifying unfamiliar terms as needed. Use questioning techniques to guide students during sharing phase as needed.
<p>Standards:</p> <p>CCR.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCR.SL.4 : Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>				
Reading Process				
30 mins	<p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>GETTING THE G.I.S.T. Given the reading use the G.I.S.T. summarizing strategy to summarize the <i>Introduction to the Clash of Cultures in the 1910's and 1920's</i> in 20 words or less.</p>	<p>Successful completion of a 20 word or less summary</p>	<p>Introduce the G.I.S.T. strategy to the students.</p> <p>Have the students read the text selection chunk the selection and have them summarize the chunks into 20 words or less.</p> <p>Then have the students read all their chunk summaries and create a final summary of the whole reading</p> <p>With students who require more scaffolding have groups work on the summaries and then report to the class.</p>
<p>Standards:</p> <p>RH.11-12.2 : Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>				
<p>Additional Attachments:</p> <p> Get the GIST: A Summarizing Strategy for any Content Area</p>				
45 mins	<p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>PRIMARY SOURCE GRAPHIC ORGANIZER Using the National Archives Written Document Analysis Worksheet, analyze the 18th Amendment and the Volstead Act. You do not have to answer question E on the Analysis</p>	<p>Meets expectations if worksheet is completed in a way that indicates an understanding of authorship and historical context.</p>	<p>* This is an activity that asks students to read closely and infer. It might be helpful to provide a lot of modeling, scaffolding and support the first time this organizer is used.</p>

		worksheets. This worksheet will also be used to analyze the National Survey of Conditions Under Prohibition Document.		
	<p>Standards:</p> <p>CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCR.R.3 : Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>CCR.R.6 : Assess how point of view or purpose shapes the content and style of a text.</p> <p>Additional Attachments:</p> <p> National Archives Written Document Analysis Worksheet</p>			
45 mins	<p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>CARTOON ANALYSIS GRAPHIC ORGANIZER</p> <p>Using the National Archives Cartoon Analysis Worksheet, analyze the provided political cartoons from pages 9 and 11 of The Twenties in Contemporary Commentary.</p>	<p>Meets expectations if worksheet is completed in a way that indicates an understanding of authorship and historical context.</p>	<p>* This is an activity that asks students to look closely at a cartoon and infer. It might be helpful to provide a lot of modeling, scaffolding and support the first time this organizer is used.</p>
	<p>Standards:</p> <p>CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCR.R.3 : Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>CCR.R.6 : Assess how point of view or purpose shapes the content and style of a text.</p> <p>Additional Attachments:</p> <p> Cartoon Analysis Worksheet</p>			
30 mins	<p>ACTIVE READING > ANNOTATION: Ability to identify important aspects of a text and to interact with the text while reading</p>	<p>ANNOTATING A TEXT</p> <p>As you read the assigned reading annotate the text per the guidelines. At the end of the text summarize your annotations and the text. Annotate the readings Volstead Act Explains, Modern Youth packet (except the cartoon at the end), and Effects of Prohibition Essay.</p>	<p>Meets expectations if students annotate all parts of the text and provide a summary.</p>	<p>Distribute the Annotating Guide to the students.</p> <p>Demonstrate the annotation strategy with the students for at least half the reading</p> <p>Have the students finish the annotation strategy for the rest of the reading.</p> <p>Have students re-read their annotations and write a 20-30 word summary of the text.</p> <p>Students should share their summary with a partner and then share few summaries with the class.</p> <p>Students can repeat this strategy for any other readings in the moudle</p>
	<p>Standards:</p>			

<p>RH.11-12.2 : Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.4 : Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RH.11-12.1 : Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>Additional Attachments:</p> <p> Annotating a Text</p>				
40 mins	<p>POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.</p>	<p>CITATION OF SOURCES/ AVOIDING PLAGIARISM</p> <p>Define “plagiarism” and list ways to avoid it.</p> <p>Create correct citations for the readings included in the LDC.</p>	<p>Students have correctly created citations for the sources in the module.</p>	<ul style="list-style-type: none"> • Distribute and review the handout (What is plagiarism?) from The Writing Center at UNC. Discuss with students plagiarism and its consequences. Give students examples of different types of plagiarism. • Give students the handout from the Online Writing Lab (OWL) at Purdue University to assist them with creating citations. • Have students use the readings included to create citations. Post these citations on the board. • <i>Optional</i> - students can use an online citation generator (e.g. Son of Citation, EasyBib, BibMe, etc.)
<p>Standards:</p> <p>CCR.W.8 : Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Additional Attachments:</p> <p> MLA Formatting OWL Purdue University</p> <p> What is plagiarism?</p>				
<p>Transition to Writing</p>				
25 mins	<p>BRIDGING CONVERSATION > PREPARING FOR WRITING: Ability to begin linking reading results to writing task.</p>	<p>USEFUL INFORMATION DISPLAY</p> <p>From each text, make a list of the elements that are most important for answering the prompt. Do what you need to do to avoid plagiarism.</p>	<ul style="list-style-type: none"> • Identifies relevant elements • Begins to connect readings with prompt. 	<ul style="list-style-type: none"> • Break the students up into 7 groups. Each group will take a reading. • Give students 15 minutes to discuss the reading and record 3-5 important aspects of that reading on their chart paper that can aid in answering the prompt. • Share the papers with the rest of the class and discuss the connections.
<p>Standards:</p> <p>CCR.R.2 : Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCR.R.8 : Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>				
15 mins	<p>BRIDGING CONVERSATION ></p>	<p>WRITE-TOSS-READ</p> <p>In the next five minutes</p>	<p>Completion of the writing and</p>	<p>1.Tell students to treat the prompt as they would an essay question on the test and they have 10 minutes to</p>

	<p>PREPARING FOR WRITING: Ability to begin linking reading results to writing task.</p>	<p>write an answer to the prompt.</p> <p>Crumble up your piece of paper and throw it</p> <p>Find another students paper and read what they wrote</p> <p>What ideas have you developed from this activity?</p>	<p>participation in the discussion will demonstrate where the students are with understanding the prompt.</p>	<p>write.</p> <ol style="list-style-type: none"> 2. Allow students to time to write, once they are finished students should crumble up their paper and throw it. 3. Tell the students to go find a paper that is not theirs and read it. What good ideas did your classmate have? 4. You can repeat the throwing again if you believe students need more ideas 5. Teachers can keep the papers to gauge student understanding
<p>Standards:</p> <p>CCR.W.10 : Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>				
Writing Process				
30 mins	<p>PLANNING > OUTLINING THE WRITING: Ability to identify the claim, scope and sequence of the writing</p>	<p>ESSAY GRAPHIC ORGANIZER: DEFINING THE ESSAY STRUCTURE</p> <p>Define the thesis sentence, topic sentences, and rhetorical strategy of your essay.</p>	<ul style="list-style-type: none"> - Graphic organizer contains a thesis sentence - Graphic organizer contains topic sentences - Graphic organizer contains a rhetorical strategy - The sequence and content of topic sentences reflect the chosen rhetorical strategy 	<ol style="list-style-type: none"> 1. Post the writing task assignment on the board and distribute the attached graphic organizer. 2. Ask for volunteers to read aloud the "Rhetorical Strategies and Organization Patterns" handout. As students follow along, they should annotate the document by (1) Circling key words and (2) Writing questions about confusing ideas in the margins. 3. Fill out sample graphic organizers (using the board, overhead transparencies, or other media) for at least two possible rhetorical structures that students could use to design their essays, responding to a similar prompt. For example, demonstrate how to structure the essay using a chronological sequence of source texts and a second strategy that sequences the main points from weakest to strongest. 3. Have each student fill out his or her graphic organizer using the thesis statement and list of main points already generated. First the students should list the rhetorical strategy he or she plans to use, then fill in the thesis statement plus topic sentences, and then respond to the question on how this strategy will effectively support the thesis. 4. Have each student show you his or her graphic organizer and check their understanding. <p>Additional Instruction</p> <ol style="list-style-type: none"> 1. The purpose of this lesson is for each student to articulate a structure for his or her essay depending on the type of essay and then organize the main points according to that structure. 2. The possible structures should be related to the type of essay task that has been assigned: analysis, comparison, evaluation, etc.
Standards:				

		<p>CCR.W.10 : Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>CCR.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCR.W.1 : Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>		
		<p>Additional Attachments:</p> <p> Rhetorical Strategies and Organization Patterns.pdf</p> <p> minitask.sequence of points.doc</p>		
1 hr	<p>DEVELOPMENT > BODY</p> <p>PARAGRAPHS:</p> <p>Ability to create appropriate body paragraphs based on the claim.</p>	<p>INITIAL DRAFT</p> <p>Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.</p>	<ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. 	<ul style="list-style-type: none"> Encourage students to re-read prompt partway through writing, to check that they are on track.
45 mins	<p>REVISION, EDITING, AND COMPLETION > PEER EDITING:</p> <p>Ability to identify and edit inconsistencies within the piece of writing</p>	<p>PEER REVIEW</p> <p>Read your partners paper and make basic grammatical revisions. Then using the handout answer the questions to elaborate on your critique.</p>	<p>Completion of handout.</p>	<p>Discuss with students what makes a good peer review? Elicit such responses as honest critique, peer should read the whole paper, actually make usable suggestions.</p> <p>Distribute the handout to students. Discuss each of the questions and your expectations with how those questions should be approached.</p>
		<p>Standards:</p> <p>WHST.11-12.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.11-12.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		
		<p>Additional Attachments:</p> <p> peer review worksheet.docx</p>		

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

Not Yet

 20s essay 1.pdf

Approaches Expectations

 20s essay 2.pdf

Meets Expectations

 20s essay 31.pdf

Advanced

 20s essay 4.pdf

Teacher Reflection

Not provided

All Attachments

🔗 **Clash of Cultures in the 1910's and 1920's Introduction :**

<https://s ldc.org/u/6afr7gbwbi9spot4e0a4f6vfv>

🔗 **18th Amendment :** **<https://s ldc.org/u/8yf04v05bjp2cv4twgqb219km>**

🔗 **Volstead Act :** **<https://s ldc.org/u/83nrwm2hq4hlin6gl875p47th>**

🔗 **A National Survey of Conditions Under Prohibition 1928 :**

<https://s ldc.org/u/4r8mki881dp238yvrqioqmjrn>

🔗 **Volstead Act Explained: Read till the section on the Effect of Prohibition :**

<https://s ldc.org/u/4nehhcu869dsvy4t0x0qz83t>

🔗 **Modern Youth in the 1920s pages 1,2,3,5,6,8 then 9 and 11 for political cartoons :**

<https://s ldc.org/u/9sz0t43ijttjdlege4aoetp92>

🔗 **Prohibition and Its Effects Essay :** **<https://s ldc.org/u/2qds lbf4ry96g53usni9dnyra>**

📄 **20s essay 1.pdf :** **<https://s ldc.org/u/47ell7g5pf4t4i1uxr6w5f44l>**

📄 **20s essay 2.pdf :** **<https://s ldc.org/u/37nxvtbi93o7vly4h70mgkltr>**

📄 **20s essay 31.pdf :** **<https://s ldc.org/u/8hieyruljpu8kfp7be1nl33bv>**

📄 **20s essay 4.pdf :** **<https://s ldc.org/u/82whxvwilit4xaextli0760cy>**