

PROHIBITION COURSEWORK ASSIGNMENTS

GCSE HISTORY COURSEWORK ASSIGNMENTS

Teacher Information

Introduction:

These assignments comprise sources, questions and mark schemes which will enable your pupils to fulfil the coursework requirements in history for Edexcel Foundation specifications for first examination in summer 2003. You may use these assignments as they stand. They have been designed to assess the full range of grades targeted by the syllabus (Grades G-A*). Assistance may be given in class to aid the comprehension of the sources.

You may also adapt these assignments if wished by:

- providing additional or replacement sources
- providing additional or replacement questions.

However, if you wish to make changes you should submit these to the Edexcel Foundation for approval to ensure that revised sources or questions give candidates appropriate opportunity to meet the targets specified at the appropriate level.

Management of the assignment:

The assignment has been designed to accommodate some flexibility of classroom practice. The following points should be borne in mind:

- Although all the questions *may* be tackled as part of a single task, this is not necessary. The timing of individual questions within an assignment may be staggered over a period of time and integrated into the programme of study.
- Candidates may use the sources provided in the pack as part of their preparation for Assignment 1 but this is not a requirement.
- Your candidates should draw upon their contextual knowledge when using the sources for Assignment 2. The historical content listed below should be familiar to candidates before they attempt to answer the questions.

Prohibition

This assignment should arise from a teaching programme designed to occupy approximately half a term. Before candidates begin this assignment they should have knowledge of:

- The impact of the First World War on US society and economy
- The Roaring Twenties
- Causes and consequences of the Wall Street Crash.

Introduction

In January 1920, the Eighteenth Amendment to the Constitution of the USA came into force. It prohibited (banned) the manufacture and sale of alcoholic drinks. Organisations, such as the Anti-Saloon League, had been campaigning for a total ban on alcoholic drinks for many years.

The Anti-Saloon League were supported by the churches and many small towns and rural areas. It was argued that the Prohibition of alcohol would reduce drunkenness, crime and poverty. However, organised crime used Prohibition as an opportunity to make large amounts of money by selling illegal drinks. Gangsters set up an alternative industry making and distributing illegal (bootleg) drink. Illegal bars, called speakeasies, opened up across the country. The most famous of the gangsters was Al Capone, a racketeer from Chicago.

Why was the Anti-Saloon League so successful? What were the consequences of Prohibition? Why were so many law-abiding citizens prepared to break the Prohibition laws? These are some of the issues that you will investigate when you tackle this assignment.

SOURCE A: This poster was issued by 1910 by the Anti-Saloon League. The Anti-Saloon League was a US organisation which wanted to prohibit alcohol.

"THE POOR MAN'S CLUB"
THE MOST EXPENSIVE IN THE WORLD TO BELONG TO

WEEKS WAGES

THE SALOON IS WELL NAMED "THE POOR MAN'S CLUB" IT KEEPS ITS MEMBERS AND THEIR FAMILIES ALWAYS POOR.

A CLUB MEMBER IN GOOD STANDING
"PAYING HIS DUES"

SLAVES OF THE SALOON

The saloon business cannot exist without slaves. You may smile at that statement, but it is absolutely true. Is not the man who is addicted to the drink habit a slave? There are 1,000,000 such slaves in the United States. They are slaves of the saloon. They go out and work a week or a month, draw their pay, go into the saloon, and hand the saloon keeper their money for something which ruins their own lives. Is not this slavery? Has there ever been in the history of the world a worse system of slavery? It is quite natural, of course, that the slaveholder should not care to liberate these slaves.— *Richmond P. Hobson.*

A woman entered a barroom, and advanced quietly to her husband, who sat drinking with three other men. "Thinkin' yc'd be too busy to come home to supper, Jack, I've fetched it to you here."

And she departed. The man laughed awkwardly. He invited his friends to share the meal with him. Then he removed the cover from the dish. The dish was empty. It contained a slip of paper that said: "I hope you will enjoy your supper. It is the same your wife and children have at home."— *Chicago Chronicle.*

The liquor traffic, like the slave trade or piracy, cannot be mended, and therefore must be actually ended.— *Joseph Cook.*

SOURCE B: From *The American Issue*, an anti-alcohol paper, dated 16 January 1920. The slogan of this paper was “A Saloonless Nation and a Stainless Flag.

All Liquor Stains Wiped from the Stars and Stripes. Faith and devotion have triumphed. The American saloon with its long train of attendant evils has been overthrown. No more will broken-hearted, poverty-stricken mothers be seen in very agony of soul, wringing their hands at the graves of drunken sons. Christmas will be an occasion of joy and cheer in the home – no longer one of dire apprehension of a drunken husband and father’s homecoming. Daddy too, will be industrious, a better provider. The state will have less crime to prosecute. There will be an increase in the respect for the law.

SOURCE C: A German cartoon, commenting on Prohibition in the 1920s. The figure shown smashing bottles with a hammer is Uncle Sam



SOURCE D: From *Only Yesterday*, a book by a US journalist in 1931

The Government provided a force of Prohibition agents which in 1920 numbered only 1,520 men and by 1930 numbered only 2,836. The agents' salaries in 1920 mostly ranged between \$1,200 and \$2,000; by 1930 they had been munificently raised to range between \$2,300 and \$2,800. Anybody who believed that men employed at 30 to 40 or 50 dollars a week would have the expert technical knowledge and the diligence to supervise Prohibition or to resist corruption by men whose pockets were bulging with money, would be ready to believe also in Santa Claus, perpetual motion and pixies.

SOURCE E: A table showing arrests for drinking offences in Philadelphia 1920-25.

Year	Drunkenness	Drunkenness and disorderly conduct	Drunken driving	Habitual drunkenness	Total prosecutions for drink related offences
1920	14313	6097	-	33	20443
1921	21850	5232	494	33	27609
1922	36299	7925	472	50	44746
1923	45226	8076	645	177	54124
1924	47805	6404	683	874	55766
1925	51361	5522	820	814	58517

SOURCE F: Alec Wilder, a New York composer, speaking in the 1950s

I loved speakeasies. If you knew the right ones you never worried about being poisoned by bad whiskey. The speaks were so romantic. As soon as you walked in the door you were a special person, you belonged to a special society. You had to know somebody who knew somebody. It had that marvellous movie-like quality, unreality. I started drinking in speaks. I didn't even know about open drinking. I'd got used to being disreputable.

SOURCE G: From *Only Yesterday*, book written by a US journalist in 1931

He (Al Capone) had discovered that there was big money in the newly outlawed liquor business. He hoped to control the dispensation of booze to the whole city of Chicago. As the profits from beer and "alky-cooking" (illicit distilling) rolled in young Capone acquired more finesse – particularly skill in the management of politics and politicians. By the middle of the decade he had gained complete control of the suburb of Cicero, and had installed his own mayor in office.

SOURCE H: A quote from Al Capone, speaking in 1930

"I call myself a businessman. I make my money by supplying a popular demand. If I break the law, my customers are as guilty as I am. You can't cure thirst by law."

SOURCE I: A photograph of Al Capone shown on the front of *Time*, a leading US weekly magazine, 1930



SOURCE J: President Roosevelt, after announcing the repeal of the Eighteenth Amendment in 1933

“I think this would be a good time for a beer”.

Assignment One: Objective 1

1. Why was Prohibition introduced in the USA in 1919? **(15)**

2. In what ways did Prohibition change US society in the 1920s? **(20)**

3. Describe the main aspects of the economic boom in the 1920s. **(15)**

(Total: 50 marks)

Assignment Two: Objectives 2 and 3

1. Study Source A.
What can you learn from Source A about why the Anti-Saloon League opposed the sale of alcohol?
(6)
2. Study Sources C, D and E.
Is the message of Source C supported by the evidence of Sources D and E? Explain your answer by reference to all these sources.
(8)
3. Study Sources B, D and H, and use your own knowledge.
Use Sources D and H, and your own knowledge, to explain why the way of life described in Source B did not come about.
(12)
4. Study Sources F, I and J.
How useful are these sources in helping you to understand public attitudes to Prohibition in the 1920s and early 1930s?
(10)
5. Study all the sources and use your own knowledge.
Al Capone was viewed by the authorities in the USA as Public Enemy Number One. Do the sources, and your own knowledge of US society in the 1920s and 1930s, support this view? Explain your answer using the sources and your own knowledge.
(14)

(Total: 50 marks)

Coursework Assignments Mark Scheme

Prohibition

Assignment One: Assessment Objective 1

1. *Why was Prohibition introduced in the US in 1919?* (15)
- Target: Causation/recall of knowledge**
- Level 1:** Simple statements giving reasons supported by some knowledge, e.g. to stop people drinking, because of anti-drink campaign. (1-5)
- Level 2:** Developed statements giving reasons supported by relevant knowledge, e.g. describes the campaign of the Anti-Saloon League, and work of the National Prohibition Party. (6-10)
- Level 3:** Developed explanation supported by appropriately selected knowledge showing the links between events and developments, e.g. the influence of the First World War, the rule of religious groups and of big business in financing the campaigns. (11-15)
2. *In what ways did Prohibition change US society in the 1920s?* (20)
- Target: Key features/consequence/recall of knowledge**
- Level 1:** Simple statements giving some changes supported by some knowledge, e.g. Speakeasies, gangsters. (1-5)
- Level 2:** Developed statements giving changes supported by relevant knowledge, e.g. describes the activities of Al Capone and other gangsters and bootleggers, illicit drinking in Speakeasies. (6-10)
- Level 3:** Developed explanation supported by selected knowledge showing understanding of the nature of change in US society in the 1920s, e.g. shows the link between Prohibition and the rise in crime, outlaw liquor as a business, the rise of the gangsterism and corruption, St Valentine's Day Massacre. (11-15)
- Level 4:** Sustained argument supported by precisely selected knowledge showing clear understanding of the nature and degree of change brought about by Prohibition, e.g. the extent to which respect for the law diminished, the extent and influence of gangsterism, its impact on local government and police. (16-20)

3. *Describe the main aspects of the economic boom in the 1920s.* (15)

Target: Key features/recall of knowledge

Level 1: Simple statements offering some examples of the boom, e.g. growth in car sales, electrical goods. (1-5)

Level 2: Developed statements giving examples of the boom supported by relevant knowledge e.g. the development of mass production leading to growth in car production and ownership. (6-10)

Level 3: Developed exposition showing how economic features affected society and vice versa, e.g. the cycle of more production and demand and the mass consumer society, the growth of leisure and the Jazz Age. (11-15)

Coursework Assignments Mark Scheme

Prohibition

Assignment Two: Assessment Objectives 2 and 3

1. *Study Source A.
What can you learn from Source A about why the Anti-Saloon League opposed the sale of alcohol?* (6)
- Target: Comprehension of, and inference from, a source**
- Level 1:** Information taken from source at face value, e.g. waste of money, poor families. (1-3)
- Level 2:** Developed statements using information from the Source, e.g. role of alcohol in destroyed family life, drink is addictive – families starve. (4-6)
2. *Study Sources C, D and E.
Is the message of Source C supported by the evidence of Sources D and E?
Explain your answer by reference to all these sources.* (8)
- Target: Cross referencing to make a judgement**
- Level 1:** Simple statements using sources to support judgement, e.g. uses Source D to show not enough agents or Source E to show growth of drunkenness. (1-3)
- Level 2:** Developed statements in support of choice making detailed use of the sources, e.g. identifies the message of the cartoon – Uncle Sam cannot cope. – and supports this, using Source D to show not enough agents. (4-6)
- Level 3:** Developed explanation giving a judgement making confident use of all three sources, e.g. yes, Source D supports Source C, scale of problem shown in C supported by evidence of growing drunkenness in E, inadequate agents, salaries in Source D and extent of corruption. (7-8)

3. *Study Sources B, D and H, and use your own knowledge.
Uses Sources D and H, and your own knowledge to explain why the way of life described in Source B did not come about.* (12)

Target: Cross referencing and interpretation of sources/recall of knowledge for explanation

Level 1: Simple statements giving reasons for supported by sources or own knowledge, e.g. not enough agents, people opposed it. (1-3)

Level 2: Developed statements giving reasons supported from sources and own knowledge, e.g. growth of Speakeasies, corruption of government agents, gangsters. (4-6)

Level 3: Developed explanation using the sources as evidence and supported by appropriate selected knowledge analysing the ideal way of life in Source B, e.g. shows why saloons did not end (people did not want them to end), drunkenness did not disappear (insufficient agents and corruption), crime did not decrease (gangsterism and unpopular law). (7-10)

Level 4: Sustained argument using the sources as evidence and supported by precisely selected knowledge showing the inter-relating of factors, e.g. analyses sources as in Level 3 to show the various factors and links between them that made law unworkable and unenforceable. (11-12)

4. *Study Sources F, I and J.
How useful are these sources in helping you to understand the public attitudes to Prohibition in the 1920s and early 1930s?* (10)

Target: Evaluation of utility of sources for an enquiry

Level 1: Simple statement about value based on content or nature of sources, e.g. Source F useful because he went to Speakeasies/tells you about what it was like. (1-3)

Level 2: Developed statements about usefulness evaluating nature, origin and purpose of sources, e.g. Source I shows Capone in a favourable light, and was a leading magazine, Source J shows President approved of drinking. (4-6)

Level 3: Developed explanation, using the sources as evidence, of strengths and/or weaknesses of sources in considering usefulness, e.g. in considering Source F notes strengths and limitations on an individual's experience and that it was recalled after a period of time. (7-10)

5. *Study all the Sources and use your own knowledge.*
'Al Capone was viewed by the authorities in the USA as Public Enemy Number One.'

Use the sources and your own knowledge to explain whether you agree with this view. (14)

Target: **Analysis of sources to reach a judgement about a interpretation of an individual; recall of knowledge**

Level 1: Simple statement offering points in support of choice, using sources or own knowledge, e.g. yes, important gangster, Valentine's Day Massacre. (1-3)

Level 2: Developed statements making inferences from the sources and supported by relevant knowledge offering points in support of judgement, e.g. yes, Source G shows he controlled politicians, bribing and corruption increased in areas he controlled. (4-6)

Level 3: Developed explanation using the sources as evidence giving a judgement about the view making confident and supported by appropriately selected knowledge, e.g. Source G shows bootlegging activities and political corruption, Source H shows he thought of himself as a businessman. (7-11)

Level 4: Sustained argument giving a reasoned choice using sources as evidence and supported by precisely selected knowledge which assesses alternative views etc. (12-14)