Knox College – Department of Educational Studies

Teacher: Zane Carlson   Grade Level: 9-12

Subject: US History

Lesson/Unit focus: 1931-1932 - The Last Years of Prohibition: Al Capone's Incarceration

Objectives: Students will:
- Analyze photojournalism pieces over Al Capone arrest in '31
- Develop news stories to accompany the photojournalism in the Gallery Walk
- Evaluate the replicated authenticity of those news stories based upon the terminology and writing style of the "Dirty 30s"

Materials:
- Gallery Walk – 3 photos, 1 ea. (1930-1931) Capone
- Pen and note paper
- "30s Lingo"
- Chicago Tribune 30s writing style
- Data Retrieval Chart (attached)

Duration:
2 days, 85 minute blocks

Academic Language: (What are the terms students need to know in order to "talk the talk?" How will students show this (speaking, writing, …)
- 30s Lingo
- Editorial
- Photojournalism
- Prohibition
- Source – Primary
- Data
- Gallery Walk

Anticipatory Set:
1. Have them start in groups (individual workers) at each of the three Gallery Walk points.
2. Explain that they will be recording info from the photojournalism pieces and planning a story to write.
3. Demonstrate by using a *Chicago Tribune* news article or one from a local paper. Point out the use of the "who, what, where, when, why, and how" strategy. (Reporters include all the relevant information

early in the story.) Distribute a list of provided 30's Lingo to draft a news story that students would be submitting using the photo evidence that is provided in the Gallery Walk pts.
4. Ask for any knowledge student may have about Al Capone and his relationship to Chicago in the 1930s.
5. Explain that students will write news stories using research and answers inspired by the Capone photos. News stories are written on provided reporter's notepad; initial notes are taken on Data Retrieval Chart.
6. Hand out Data Retrieval Chart.
7. Introduce 3 questions to use to interrogate data:
    a. What evidence does the source provide that supports any of your news stories?
    b. What evidence does the source provide that refutes any of our current knowledge before writing the news story? (Note: difference between refuted and disproved.)
    c. What evidence does the source provide that suggests new journalistic evidence?
8. Explain that all students will need to report on their revised stories for the inquiry topic and cite photo evidence from the Data sets.
9. Walk through 3 phases with the groups. Have students write observations/information on data retrieval chart. If not brought up, guide students to components of evidence, unbiased, photojournalism, repealed prohibition, Capone, and Chicago.

Teaching-Checking for Understanding:
10.   Have students use Data Retrieval Chart and analyze Data Sets 1-3. Allow sufficient time for each Data set. Groups move between data sets. Make sure students stick with groups to ensure classroom management.
11.   During whole group assessment of Data Sets 1-3, guide questions to raise issues of evidence, unbiased, photojournalism, repealed prohibition, Capone, and Chicago (if not suggested by students).
12.   Allow time for research over any questions they have. Allow students time to work with their Chromebooks on this research.
13.   Once all groups have seen all data, debrief the data as a whole group. Students provide information on their notes and news stories from specific sources throughout Data Sets 1-3 and how that evidence influenced their thinking about the inquiry topic(s).
14.   Reiterate that they can add with their own slant or style into the story, not their own facts. News stories are acceptable if factual information can back up the story.

Closure:

15. Review the impact of Capone's imprisonment, trial, and the Repeal of Prohibition by FDR in the early '30s. (Gangster Al Capone was convicted of income tax evasion on Oct. 17, 1931. In May of 1932, he began his sentence. His rise to power began with the growth of bootlegging that flourished during prohibition. Capone seized control in 1929 during the famous St. Valentine's Day Massacre. Capone's conviction resulted in 11 years of prison and became a model for future court cases against organized crime.)

16. Explain that photojournalism contributed to journalists from afar.
    a. Before the Internet, newspaper photographs were a way for readers to have "lived" the event if they were not there. Journalists often used photos to help readers visualize regions and social issues that were unfamiliar.
    b. Photographers who were part of the newspaper team allowed journalists to be many places at once.
    c. "A picture is worth a thousand words." Journalists had substance for their reports and connection to these far places.

Alphonse Gabriel "Al" Capone, pictured in 1930.
Capone was born in Brooklyn, New York, on January 17th,
1899. It was there he became a Five Points gang member,
working his way up the New York syndicate before moving to
Chicago in his early twenties, where he would eventually become
the head of The Chicago Outfit (The Outfit), Chicago's most
notorious Italian crime syndicate, succeeding original leader
Johnny Torrio.

"Butter and egg man, Al Capone, posing during an interview with
the Tribune. Capone has quickly become Pally to all the
unemployed Joes of the Chicago Apple."

Gallery Walk Photo 2

Capone's criminal activity was widely overlooked by many unemployed working class citizens; to them, he was a hero. Capone kept these citizens pacified by paying for soup and bread kitchens. Pictured above, in 1931, is one of his many kitchens. Here the unemployed men gathered in lines, sometimes stretching several city blocks, waiting to be served. To the left is presumed to be a few men that worked for The Chicago Outfit.

"Chisel? Grifter? Or Patsy? Capone has been keen on helping the down on luck Joes and scrubs of Chicago. Some say he knows how to speakeasy. So to this we ask, "What's your story, morning glory?"

Capone was one of the slickest mobsters at the time. He had evaded arrest for running many illegal, hidden bars during prohibition known as "Speakeasies." Because Capone was allegedly head of The Outfit, Federal investigators became intent on bringing him down. However, he was so careful with his work and payoffs to corrupt judges and police that he avoided arrest for racketeering...that is until he forgot to pay his taxes. Federal investigators were able to peg him with tax evasion, incarcerating, and later imprisoning him, ending the "Al" Capone legacy of organized crime.

"Alphonse 'Al' Capone in the big house for tax evasion--Federal investigators expect this to be 'the kiss off' for Capone. They claim they have 'the low down' on Capone's criminal activities. Capone claims 'patsy' for all accusations of tax evasion, states it's 'all wet'. More details to come in evening edition!"

Name:_____   Date:_____   Class:_____   Points:____

Data Retrieval Chart

Observe the Gallery Walk photos. How can they contribute to your stories? What do you see?

	Photo/Scene	Supporting Evidence/Refutes/Suggests New Hypothesis
Data Set 1		
Data Set 2		
Data Set 3		

What other data or types of data would be helpful in writing your news story?

Additional Notes:

Name:_____ Date:_____ Points:____

Exit Ticket

Have you…

1. Included *at least* three facts in the Al Capone report to support your writing? _____

2. Used '30s specific terminology in the Al Capone report to make the story seem authentic? _____

3. Attached your Data Retrieval Chart from the Gallery Walk for your participation points for the lesson? _____

4. Found your two/three photos to write about from the Chicago political conventions of 1932? _____

If all of these are checked with a yes, then have a great, great day and I'll see you tomorrow!