

Introduction

This unit emphasizes writing and critical thinking. There are basically three types of activities. The news stories, writing exercises and telegrams require students to evaluate, prioritize and write about historical events. They must **use** the information, rather than just memorize it.

The chronology activity requires students to detect trends and draw conclusions.

The viewpoints and issues activities present different views of the same event as opposed to the single view usually presented by textbooks. The critical thinking exercises that accompany these units require the students to evaluate the information.

Many of the activities deal with popular news stories of the decade that are usually not covered in textbooks.

This unit may be reproduced for use in the school that purchased it. All other forms of reproduction by any means and for any purpose are strictly prohibited without the written permission of the publisher.

Creative Activities for Teaching Critical Thinking and Writing U.S. History: The 20th Century

There are nine units in this series.

- SS140 **1900's**
- SS141 **1910's**
- SS142 **1920's**
- SS143 **1930's**
- SS144 **1940's**
- SS145 **1950's**
- SS146 **1960's**
- SS147 **1970's**
- SS148 **1980's**



Contents 1910's

Page

4	Chronology Logic	
5-6	Chronology	
7-8	Decisions	
	Trusts	
	Civil rights	
	Child labor	
	War with Mexico	
	Neutrality	
	League of Nations	
9-10	People and Terms Lists	
11-12	Crosswords	
13-15	Viewpoints: World War I	
	Liberal and conservative views.	
16-18	Viewpoints: Wilson Administration	
	Liberal and conservative views.	
19-21	News Stories	
	J.P. Morgan's death	
	Suffrage parade	
	Armory Show	
22-28	Issues	
	Banking regulation	
	Income tax	
	Tariffs	
	Intervention	
	Japanese land ownership	
	Neutrality	
	League of Nations	
29	News Writing	
	Child labor	
30	Telegrams	
31	Data Analysis	
	Cars	
	Transportation	
32-33	Critical Thinking	

Original copyright 1990
ISBN: 0-89550-282-8

Stevens & Shea Publishers, Inc.
P.O. Box 794, Stockton, CA 95201
Phone: (209) 465-1880

War With Mexico

Revolution broke out in Mexico in 1910. Francisco Madero, a reformer, became president but was assassinated in 1913 by General Huerta who took control of the government. A civil war broke out. Wilson refused to recognize Huerta's government. Theodore Roosevelt demanded American intervention in Mexico to prevent damage to Americans. Seventy Americans had been killed in the civil war and American property had been damaged.

In April 1914, a group of American sailors were arrested in Tampico for violating martial law. They were kept in jail overnight and released with an apology from the Mexican officer. Admiral Mayo, commander of the American fleet in the area, insisted that the Mexican government issue a formal apology and raise the American flag and salute it with a 21-gun salute. General Huerta refused. Wilson was urged to use armed force to back up Admiral Mayo. Would you...

- A. Use armed force?
- B. Ignore the incident?
- C. Have other Latin American countries mediate the dispute?

Neutrality

Most Americans wanted the U.S. to stay out of World War I. They saw it as a European War that had nothing to do with the U.S. Wilson promised to keep the U.S. out of the war. The Germans were attempting to blockade Great Britain. The Germans threatened to sink U.S. ships trading with Great Britain without warning. Wilson asked them to provide a warning so that the crews could escape the ships before they were sunk. The Germans refused to change their policy and sunk three U.S. merchant ships. What would you do?

- A. Declare war on Germany.
- B. Escort American merchant ships with navy ships.
- C. Continue to try to persuade Germany to provide a warning.

League of Nations

Woodrow Wilson had proposed a League of Nations at the end of World War I. The purpose of the war was to prevent future wars from taking place. In Wilson's proposal the League could require the countries to send troops to prevent aggression. Henry Cabot Lodge, a U.S. Senator, opposed the idea of the U.S. being required to send troops. Lodge had no objection to the idea of the League and would not have opposed the idea if it hadn't been for this one provision. Wilson could get the Senate to approve the treaty without this requirement; otherwise, he faced stiff opposition and the possibility the League would not be approved at all. What would you do?

- A. Drop the provision that required the sending of troops.
- B. Keep the treaty as proposed and appeal to the American people to support your idea.



Henry Cabot Lodge