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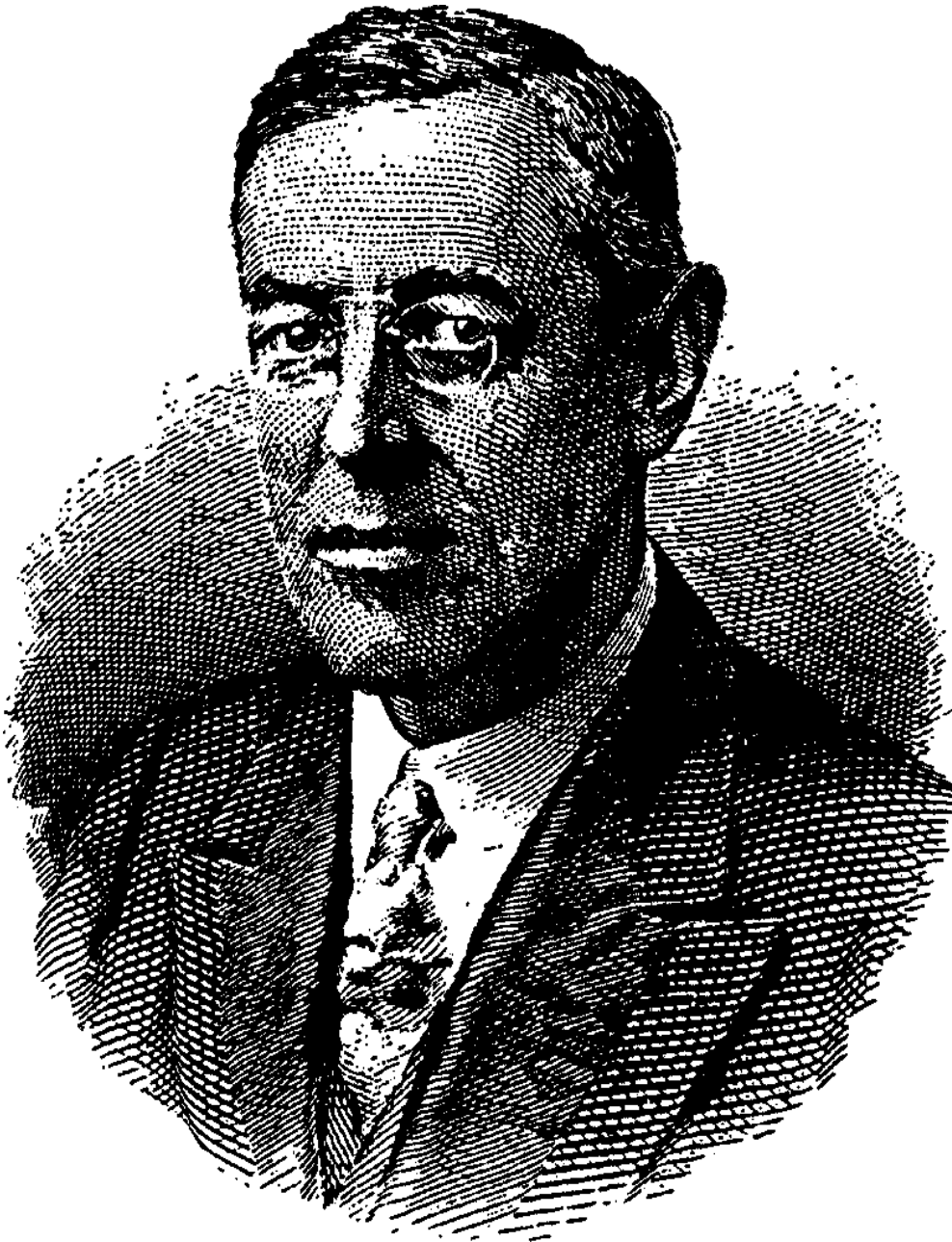
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1910's

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***Creative Activities for Teaching  
Critical Thinking & Writing***

**U. S. History: The 1910's**



**Stevens & Shea Publishers**

## 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.

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## 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

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

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# 1910's

## Directions

### Chronology Logic

Events must be placed in chronological order. Each event has internal clues which place it in between other events. Students must read carefully and evaluate what they read.

### Chronology

The major events of the decade are listed year by year. Students must categorize events, detect trends and decide on the ten most important events of the decade.

### Decisions

Major decisions of the decade are presented and students are to discuss and decide the best possible choice.

### People and Terms

Students can categorize the people and decide who was the most important or influential in each category.

### Crosswords

Puzzles reinforce the items on the people and terms lists.

### Viewpoints

Events and personalities are viewed from two different points of view. There is a page of questions and activities that emphasize critical thinking that accompanies the two viewpoints. Students should discuss and compare answers.

### News Stories

The facts of major news stories of the decade are presented in random order. The students must write a news story using the inverted pyramid—mention the most important facts at the beginning of the story and the least important facts at the end. The stories should be limited in the number of words, e.g., 75 words. Students must prioritize information. Students can read and compare their stories.

### Issues

Major issues are presented from two points of view. Students must decide which they agree with the most. Students can write short essays stating their position.

### News Writing

Several primary resources are provided for students to write a story. The sources and events are fictional but are typical of the decade. The student must assess the information and write a news report. Students should be reminded to cover who, what, when, where, why and how. They should also write the story placing the important facts first and the least important last.

### Telegrams

Major news stories of the decade are described and students must condense the information into telegrams of no more than 10 or 20 words. Complete sen-

tences are not required. Emphasis is upon selecting the important details.

### Data Analysis

Data is presented for students to interpret and graph.

### Critical Thinking

Students must critically evaluate statements about the decade, select the most precise and general statements, detect emotional words and write generalizations.

## Answers

### Page

4

### Chronology Logic

1. A 2. F 3. G 4. E 5. D 6. C 7. C.

7-8

### Decisions

Have students research what actually happened.

11

### Crossword: People

**Across:** 5. Creel 6. Herbert Hoover 8. Taft 9. Woodrow Wilson 10. Bryan 11. Eugene Debs 16. Villa 17. Huerta 18. Henry Cabot Lodge.

**Down:** 1. Hiram Johnson 2. New Jersey 3. Pershing 4. Newton Baker 7. Roosevelt 12. Baruch 13. Diaz 14. Madero 15. Hughes.

12

### Crossword: Terms

**Across:** 1. submarines 5. League of Nations 7. Red Scare 10. Paris 11. trench 12. Fourteen Points 16. neutrality. **Down:** 2. Bull Moose 3. Federal Reserve 4. Underwood Simmons 6. Keating Owen 8. Espionage Act 9. Clayton Act 13. New Freedom 14. Zimmermann 15. Lusitania.

13-18

### Viewpoints

Students should compare and discuss answers.

19-21

### News Stories

Students should compare reports.

22-28

### Issues

Students should compare reports.

29

### News Writing

Students should compare reports.

30

### Telegrams

Students should compare telegrams.

31

### Data Analysis

Students should discuss and compare answers.

32-33

### Critical Thinking

Students should discuss and vote on correct answers. There are not always correct answers to these items.

**Directions**

Below are some of the major events of the 1910's. Read them carefully, and using the clues offered, arrange them in chronological order beginning with the earliest.

**Answers****A. Woodrow Wilson elected president**

Woodrow Wilson promised to continue the progressive tradition established by Theodore Roosevelt if elected president. The Republicans split their vote between William Howard Taft, the Republican candidate, and Theodore Roosevelt who ran as the Progressive Party candidate.

1. \_\_\_\_\_

2. \_\_\_\_\_

**B. U.S. enters World War I**

Woodrow Wilson declares that the war in Europe is "none of our business." The United States sells goods to both sides during the war. After Germany declares unrestricted submarine warfare and sinks four U.S. merchant ships, Wilson asks Congress to declare war.

3. \_\_\_\_\_

4. \_\_\_\_\_

**C. U.S. Senate refuses to approve League of Nations**

Woodrow Wilson, appalled by the destruction of World War I, wants to end the war. He proposes a League of Nations to settle conflicts among nations. The U.S. Senate refuses to approve the treaty.

5. \_\_\_\_\_

6. \_\_\_\_\_

**D. Germany declares unrestricted submarine warfare**

After suffering serious defeats on the battlefield, Germany declares that it will sink any ship carrying supplies to Britain or France. It sinks four U.S. merchant ships.

7. \_\_\_\_\_

8. \_\_\_\_\_

**E. Wilson re-elected on platform of neutrality**

Wilson accomplished a number reforms during his first term. In his re-election bid against Republican Charles Evans Hughes he promises to keep America out of the war. Less than a year later, he asks Congress to declare war.

9. \_\_\_\_\_

**F. Wilson establishes Federal Reserve System**

One of Wilson's most important reforms in his first two years of office is the creation of the Federal Reserve System to regulate banking and the money supply.

**G. World War I Begins**

In August the assassination of an Austrian prince starts a war. Germany attacks France. In America, Wilson, who has been president for two years, is proceeding with the reforms of his New Freedom policy. The American people pay little attention to the events in Europe.

# 1910's

# Chronology

## 1910

- Boy Scouts of America founded.

## 1911

- Supreme Court dissolves Standard Oil Co.
- First trans-continental airplane flight. It takes 82 hours of air time.

## 1912

- American Girl Guides founded. Name later changed to Girl Scouts.
- U.S. Marines sent to Nicaragua. Nicaragua had failed to pay loans made by Europe and U.S.

## 1913

- Modern art introduced to U.S. at the New York Armory show.
- U.S. blockade Mexico in support of revolutionaries attempting to overthrow a military dictatorship.
- Charles Beard publishes famous *Economic Interpretation of the U.S. Constitution*.
- Federal Reserve System created to regulate U.S. banking and currency.

## 1914

- Ford Motor Company raises basic wage rates from \$2.40 for a 9 hour day to \$5 for an 8 hour day.
- U.S. marines occupy Vera Cruz, Mexico, when U.S. sailors are arrested.
- U.S. proclaims neutrality in World War I which starts on Aug. 6 in Europe.
- Clayton Antitrust Act passed to strengthen the powers of the U.S. government to break up monopolies.

## Directions

Use the chronology for the following activities.

1. Put the events into groups. Decide what categories you would put them into. For example, Latin America, war, domestic reforms, etc.

2. What general trends do you see in the 1910's? Write a report. For example, What is the trend in Latin America?

3. Decide what are the ten most important events of the 1910's. Tell why.

## 1915

- First telephone conversation between New York and San Francisco takes place.
- British ship Lusitania is sunk by German submarines. 128 Americans killed. Germany apologizes and promises to pay damages.

- U.S. lands troops in Haiti and takes over country.

## 1916

- U.S. Army invades Mexico in pursuit of Pancho Villa who attacked a town in New Mexico.



**General John J. Pershing**

Commander of U.S. forces in Europe.

## 1915 (cont'd)

- Rural Credits Act and Warehouse Act passed to help provide financial aid to farmers.

- Bomb exploded at Preparedness Day parade in San Francisco. 10 killed. Tom Mooney, labor organizer, and Warren Billings are convicted.

- U.S. buys Virgin Islands from Denmark.

- Jeanette Rankin, first congresswoman, is elected from Wyoming.

## 1916

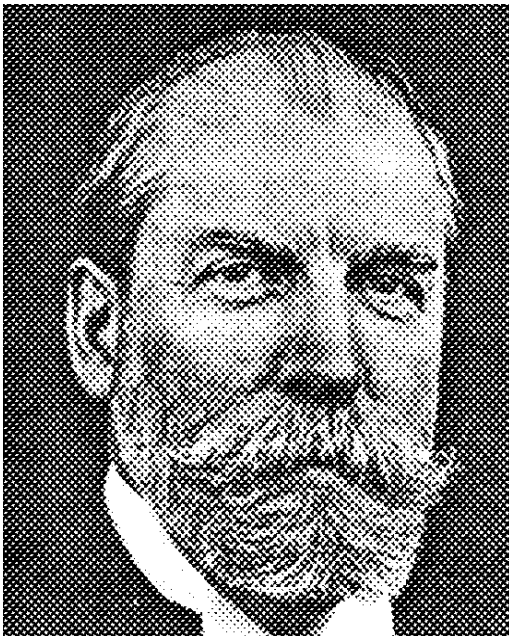
- U.S. establishes a military government in Dominican Republic.

- U.S. trade and loans to France and Great Britain increase.

- John Dewey publishes *Democracy and Education*.

- Carl Sandburg publishes *Chicago Poems*.

- Wilson defeats Charles Evans Hughes in presidential election.



**Charles Evans Hughes**

## 1917

- Germany declares unrestricted submarine warfare.

- U.S. breaks diplomatic relations with Germany.

- U.S. declares war with Germany.

- Conscription Law passed.

- First U.S. troops arrive in Europe.

- 18th Amendment prohibiting the manufacture and sale of alcoholic beverages submitted to states. Ratified in 1919.

## 1918

- Over 1 million U.S. troops in Europe by July.

- World War I ends on Nov. 11.

- Influenza epidemic sweeps the world. 20 million killed world-wide. 548,000 killed in U.S.

## 1919

- First plane crosses Atlantic. It is a U.S. sea-plane which stops at New Foundland and Azores.

- Boston police go on strike. Strike broken by National Guard.

- Attorney General Palmer leads raids against radicals. 250 alien radicals are deported.

- Sherwood Anderson publishes *Winesburg, Ohio*.

**Directions**

These are some of the important decisions faced by President Woodrow Wilson. If you were president how would you have decided? Check a reference book to find out what decisions were made and why.

**Trusts**

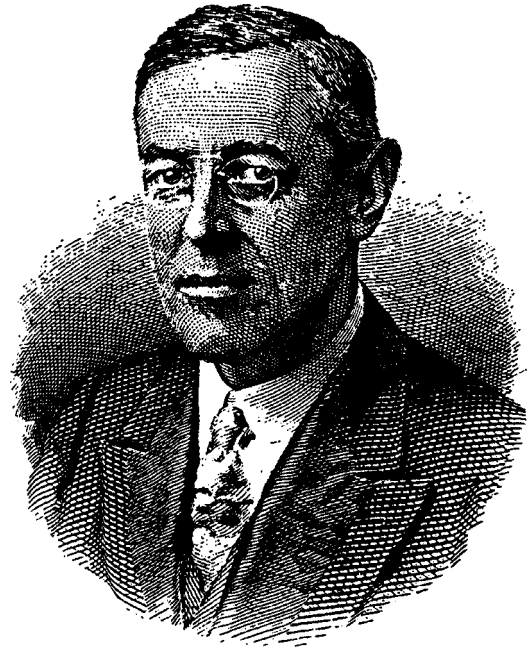
Senator Clayton from Alabama proposed a tough antitrust bill. The Sherman Antitrust Act was vague, and large corporations continued to grow larger. Senator Clayton's bill would have outlawed interlocking directorates and other monopolistic practices. Businessmen did not like Clayton's bill. They said it would hamper the legitimate growth of corporations. Clayton believed that large corporations should not be allowed to grow in size; big business was bad.

Progressives did not want more antitrust suits. In order to enforce the Clayton Act the government would have to sue the corporation. They wanted the federal government to set up a regulatory commission to prevent corporations from abusing their power. They believed that it was alright for a corporation to grow in size but it must be prevented from abusing its power. Which philosophy would you support?

- A. Break up trusts and prevent corporations from growing in size.
- B. Allow corporations to grow in size but prevent them from abusing their power.

**Civil Rights**

Woodrow Wilson's Secretary of the Treasury and Postmaster General segregated black workers into separate departments because of the complaints of white workers. Some southern Democrats wanted the Federal government to get rid of all African Americans employed by the government. Wilson was a Democrat and drew support from Southern Democrats. Liberals, on the other hand, wanted Wilson to appoint a commission to study the problems of blacks and recommend ways of improving their position. They did not want blacks to be segregated in



**Woodrow Wilson**

government departments and thought Wilson should put a stop to it. Wilson received the support of many blacks during the election. What would you do?

- A. Allow blacks to be segregated.
- B. Stop the practice of segregation.
- C. Appoint a commission to study the problems of blacks.

**Child Labor**

Many children worked regular jobs in industry and mining. Many of these children were injured and suffered from disease. The National Child Labor Committee promoted a bill that would stop child labor. The bill did this by prohibiting the shipment of goods made by children 14 years old and under across state boundaries. Critics of the bill argued that this extended federal power too far. Child labor was a matter for state regulation, not the federal government. What would you do?

- A. Support the bill.
- B. Oppose it.



**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**

## **William Howard Taft**

Elected president in 1908 as Teddy Roosevelt's hand-picked successor. Roosevelt and Taft had a falling out in the election of 1912.

## **Theodore Roosevelt**

Became president in 1901 after the assassination of President William McKinley. Elected in 1904. A progressive Republican.

## **Hiram Johnson**

Progressive Republican senator from California. As governor of California he helped reduce the power of the Southern Pacific Railroad.

## **Woodrow Wilson**

A former college president (Princeton), elected president in 1912. Re-elected in 1916.

## **George Creel**

Organized and directed the U.S. government's propaganda campaign to rally support for World War I.

## **Henry Cabot Lodge**

U.S. Senator opposed to Wilson's League of Nations. Republican from Massachusetts.

## **Herbert Hoover**

A mining engineer who headed up relief efforts to prevent starvation in Europe. Widely respected for honesty and competence.

## **Newton D. Baker**

Wilson's Secretary of War.

## **William Jennings Bryan**

Wilson's teetotaling, pacifist Secretary of State.

## **Louis Brandeis**

Wilson advisor who drafted the Federal Trade Commission Act. Later became a Supreme Court Justice.

## **W. Mitchell Palmer**

Wilson's Attorney General who became famous for raids on radicals in 1919.

## **Carter Glass**

Congressman from Virginia who was head of the Banking Committee and instrumental in the passage of the Federal Reserve System.

## **Bernard Baruch**

Financier who headed government efforts to finance and supply the war.

## **Charles Evans Hughes**

Republican candidate for president in 1916.

## **Eugene Debs**

Leader of the Socialist Party and Socialist candidate for president five times. Jailed for opposing World War I.

## **Robert LaFollette**

Progressive U.S. Senator from Wisconsin.

## **Georges Clemenceau**

Leader of France during World War I.

## **David Lloyd George**

Prime Minister of Great Britain during World War I.

## **General John J. Pershing**

Nicknamed "Blackjack." Commander of U.S. forces in Europe during World War I.

## **Pancho Villa**

Mexican Revolutionary who attacked a U.S. town prompting an invasion of Mexico by U.S. forces.

## **Victoriano Huerta**

Military dictator of Mexico. U.S. refused to recognize him.

## **Venustiano Carranza**

Became leader of Mexico. U.S. recognized him.

## **Margaret Sanger**

The founder of Planned Parenthood. She provided birth control information. This was against the law and she fled the country to avoid arrest.

## **John Muir**

A conservationist who wanted to preserve the natural beauty of the forests and mountains. He started the Sierra Club.

**New Freedom**

The name for Wilson's program. Wilson wanted little government interference and was opposed to monopoly. He wanted equal opportunity for the little person.

**New Nationalism**

Teddy Roosevelt's program. Accepted big business and the role of federal government to regulate it.

**Progressive Party**

Reformers, usually Republican, who wanted to end corruption in government.

**Bull Moose Party**

Teddy Roosevelt was the Progressive Party candidate for president in 1912. Nick-name given to his party which took enough votes from the Republicans to throw the election to Wilson.

**League of Nations**

Wilson's idea for an international body to prevent future wars. U.S. refused to join.

**Neutrality**

Wilson's policy of staying out of World War I.

**Zimmermann Telegram**

A telegram sent by Germany's Foreign Minister promising Mexico the return of lands the U.S. took in the Mexican-American War if it joined Germany in World War I.

**Lusitania**

A British ship sunk by German subs with loss of American lives.

**Unrestricted submarine warfare**

The German policy of sinking ships carrying supplies to Britain and France.

**Treaty of Versailles**

The treaty ended World War I. The U.S. did not sign it.

**Paris Peace Conference**

The meeting of France, Britain and U.S. to end World War I.

**Fourteen Points**

Wilson's program for peace at the end of World War I.

**Espionage Act**

A law used to jail those opposed to World War I.

**Red Scare**

The fear that radicals would try to overthrow the government in 1919.

**Clayton Act**

Strengthened Sherman Antitrust Act.

**Industrial Workers of the World (IWW)**

A radical labor union that organized unskilled workers.

**Keating-Owen Child Labor Act**

Prohibited certain types of child labor.

**Federal Reserve Act**

Created the Federal Reserve System which regulated banks and money supply.

**Federal Highways Act**

Provided money for building roads for cars which were becoming popular.

**Adamson Act**

Created 8 hour day for railroad workers.

**Underwood-Simmons Tariff**

The first tariff to lower taxes on imported goods since the Civil War.

**Amory Show**

Art show held in 1913 which introduced modern art to America.

**Suffragettes**

Women were not allowed to vote. Women who demonstrated for the right to vote were called suffragettes.

**League of Women Voters**

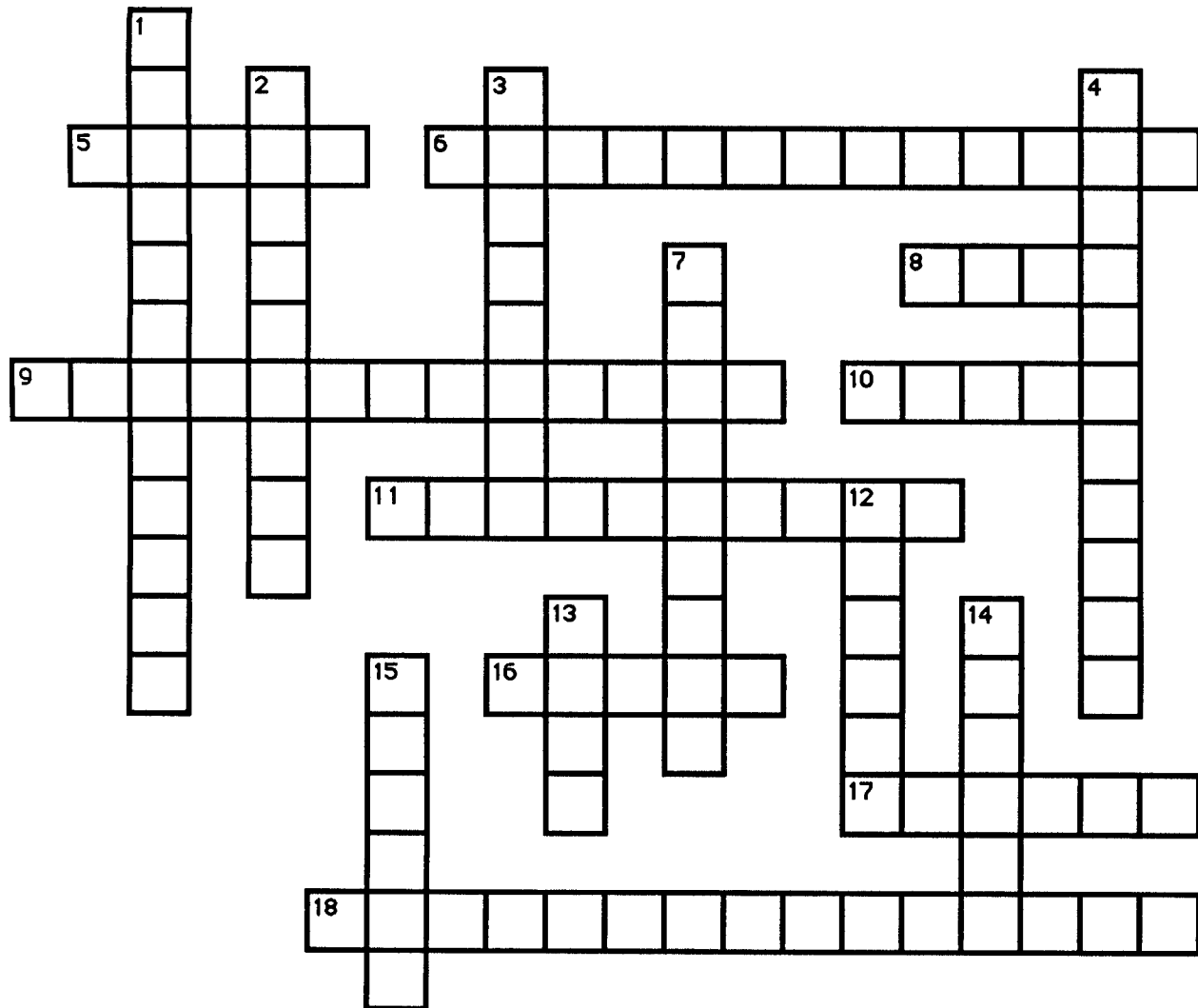
Founded in 1919 when women received the right to vote. Still exists. Active in providing voter information.

**WCTU**

Women's Christian Temperance Union. A group that wanted to make alcohol illegal.

**Anti-Saloon League**

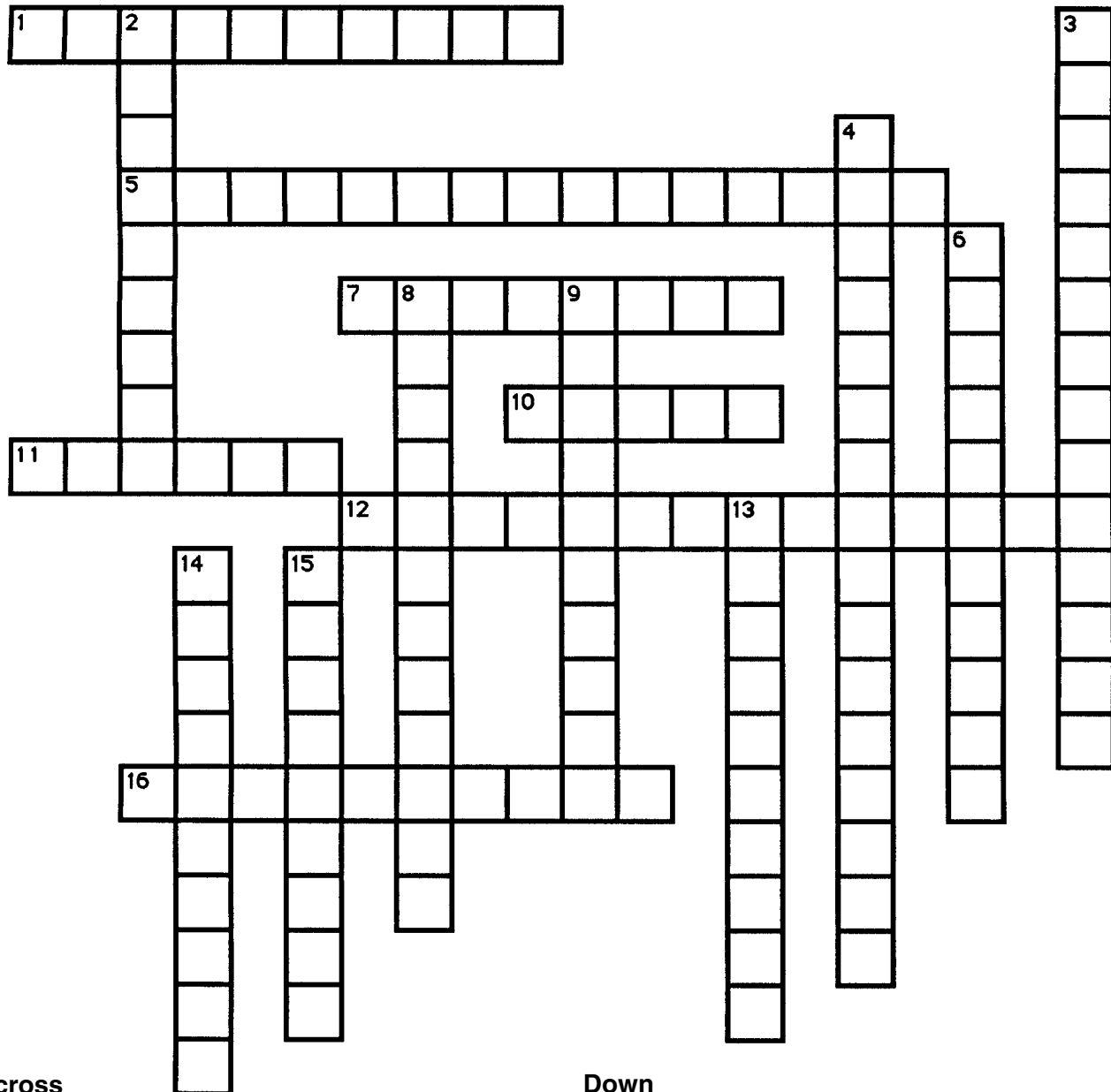
A group that wanted to abolish the consumption of alcohol. This idea became known as Prohibition. An amendment to the Constitution was passed in 1919 which banned the selling of alcoholic beverages.

**Across**

5. Organized government propaganda efforts to mold support for the war.
6. Organized food relief for Europe (2 words).
8. Wilson defeated him in 1912.
9. Former president of Princeton University. (2 words)
10. Wilson's Secretary of State.
11. Opposed World War I and went to jail. (2 words)
16. Mexican revolutionary who attacked a U.S. town.
17. General who took power from Madero.
18. U.S. Senator who opposed the League of Nations. (3 words)

**Down**

1. Progressive governor of California. (2 words)
2. Woodrow Wilson was governor of this state (2 words).
3. Commander of American forces in Europe.
4. Wilson's Secretary of War. (2 words)
7. Headed Bull Moose Party in election of 1912.
12. Helped finance war effort.
13. Long-time dictator of Mexico.
14. Liberal who led revolution against Diaz.
15. Republican candidate for president in 1916.

**Across**

1. Used for weapons by Germans during World War I.
5. A group devoted to keeping the peace. (3 words).
7. Fear of radicals overthrowing the U.S. government (2 words).
10. Where peace was made after World War I.
11. The type of warfare during World War I.
12. Wilson's plan for peace (2 words).
16. What the U.S. tried to keep during the first two years of World War I.

**Down**

2. The nickname for Roosevelt's party in the election of 1912 (2 words).
3. A system to regulate banks and currency (2 words).
4. The first law to lower taxes on imports (2 wds.).
6. Abolished child labor (2 words).
8. An act to put those opposed to the war in jail (2 words).
9. A law to strengthen anti-trust laws (2 words).
13. Wilson's domestic program (2 words).
14. The German foreign minister who sent a famous telegram.
15. A British ship sunk by German submarines.

**Directions**

Read both viewpoints on the following pages and answer the questions below.

**General questions for both viewpoints**

1. Which viewpoint favors U.S. involvement in World War I?
2. What evidence is used to favor U.S. involvement in World War I?
3. Which viewpoint is critical of U.S. involvement in World War I?
4. What evidence is used to indicate why the U.S. should not have been involved in World War I?
5. What events are mentioned in the favorable viewpoint that are not mentioned in the unfavorable viewpoint?
6. What events are mentioned in the unfavorable viewpoint that are not mentioned in the favorable viewpoint?
7. Are there any opinions and facts which are agreed upon by both viewpoints? If any, what are they?

**Valid generalizations**

Which statements are valid generalizations? A generalization is a conclusion based on the facts. It may also include a value judgment or opinion. A valid generalization is supported by the facts. An invalid generalization is not supported by the facts and tends to be more of an opinion. Mark (V) for valid and (I) for an invalid generalization. Use (CT) if you can't tell.

1. \_\_\_\_\_ The Germans forced the U.S. to enter the war.

2. \_\_\_\_\_ In the first six weeks of the war, 73,000 volunteered to fight.

3. \_\_\_\_\_ The government put Eugene Debs, the Socialist leader in jail.

4. \_\_\_\_\_ To suppress opposition to the war, Congress passed the Espionage Act.

5. \_\_\_\_\_ The U.S. government lied about the contents of the Lusitania.

**Viewpoint A author's biases and assumptions**

Which statements would the author of Viewpoint A agree with? Mark an (A) for those that you think the author would agree with and a (D) for those you think the author would disagree with. Use (CT) if you can't tell.

1. \_\_\_\_\_ War only benefits big business.
2. \_\_\_\_\_ Some wars need to be fought.
3. \_\_\_\_\_ Most Americans really wanted to fight World War I.
4. \_\_\_\_\_ Big business used the war as an excuse to get rid of its enemies.
5. \_\_\_\_\_ Wilson really wanted to avoid war.

**Emotional words**

Certain words are used to influence the reader's feelings. Identify these words in the statements below. Underline or write the words.

1. The people at home were not told of the enormous losses.
2. The Espionage Act was a tool for business to crack down on labor unions.
3. Wilson reluctantly asked Congress to declare war.

WW I began Aug 6. It was a brutal war. The killing started very fast. The British and French stopped the German advance at the Marne. Each side suffered 500,000 casualties. Both sides dug in and trench warfare began. Hundreds of thousands of men were sacrificed to gain a few miles of land. The people at home were not told of the enormous losses.

The United States remained officially neutral at the beginning of the war. However, when WW I began the U.S. was entering a recession. People were out of work. The United States began selling supplies to England. By April 1917 the U.S. had sold \$2 billion worth of goods to the Allies. It was highly profitable for American businesses. U.S. Steel made \$348 million in profits in 1916 alone. In 1915 President Wilson lifted a ban on loans to England and J.P. Morgan, the American financier, began to make large profits from loans to England.

The Germans attempted to cut off supplies shipped to England from the U.S. by the use of submarine warfare. The most famous sinking was that of the British passenger liner, the *Lusitania*. The U.S. claimed that the ship was not carrying munitions and that this was a monstrous German atrocity. In fact, the ship carried 4,927 cases of rifle cartridges, 2000 cases of small arms ammo and 1,248 cases of cannon shells. The U.S. government lied about the contents of the ship.

President Wilson promised in the election of 1916 that the U.S. would stay out of the war. However, the war began to go badly for the Allies, Britain and France. By 1916 soldiers began to mutiny against the senseless killing. In the French army, out of 112 divisions, 68 had mutinies. 629 men were condemned and 50 were shot. The Allies needed American soldiers. The United States needed to protect its investment in loans to England.

President Wilson used as a pretext for entering the war the Germans' use of submarine warfare. However, the Americans had little interest in fighting a war between two European imperialist powers. While Wilson claimed that this was a war "to make the world safe for democracy" and "a war to end all wars," in the first six weeks after the declaration of war only 73,000 volunteered. In order to make the Americans fight Congress had to pass a draft.

To convince the American people the war was just, the government created the Committee on

Public Information. The office was headed by George Creel. The office sponsored 75,000 speakers who gave 750,000 speeches in 5,000 cities across America to convince the public to support the war.

The Socialist Party opposed the war realizing it was fought to benefit big business and the imperialist ambitions of countries. In response to the war, support for the Socialists began to increase. In Chicago, for example, the socialist vote increased from 3.6 percent in 1915 to 34.7 percent in 1917. Ten socialists were elected to the New York state legislature.

To suppress all opposition to the war Congress passed the Espionage Act in 1917. The purpose of the act was to put in prison all those who opposed the war. The leader of the socialists, Eugene Debs, was arrested for speaking against the war and sentenced to ten years in prison. About 900 people in all were sent to prison under the Espionage Act.

The Espionage Act was a useful tool for business to crack down on radical labor unions. The Industrial Workers of the World (IWW), which was active in organizing factory workers, miners and tenant farmers, was attacked by the federal government in September of 1917. The government raided 48 IWW offices arresting 165 of their leaders. The leader of the IWW, Bill Haywood, was sentenced to 20 years in jail and the union was fined a total of \$2,500,000. The IWW was destroyed.

In spite of the government's efforts to crack down on dissent and convince the public with propaganda to support the war, many Americans refused to participate. There were 65,000 conscientious objectors and 330,000 draft evaders.

American intervention in the war enabled the Allies to defeat Germany. The war ended on November 11, 1918. Over 116,000 Americans died in the war.

## Questions

### Bias

1. What is the main point of the article?
2. What evidence does the author use to support her point?

George Washington warned that the U.S. should not get involved in the affairs of European countries. The U.S. followed that principle throughout the 19th Century. When World War I began in August of 1914 it attracted little interest in the United States. The U.S. was accustomed to European wars and found it easy to ignore them.

The United States remained neutral during the first two years of the war. The U.S. traded with both sides in the war. When he ran for re-election in 1916 Woodrow Wilson promised that the U.S. would stay out of the war.

World War I had developed into a war of attrition. Both sides settled into trench warfare, each side attacking the other and gaining a few yards of land at the cost of hundreds of thousands of lives. Both the Germans and the British attempted to blockade each other's countries, hoping that stemming the flow of supplies would weaken the other.

The Germans used submarines in an attempt to stop the flow of supplies to Britain. In March of 1916 the Germans sank an ocean liner without warning. Several Americans were injured. Wilson demanded that the Germans give warning before attacking ships. The Germans agreed to Wilson's demand.

The Germans reversed their policy after Wilson's re-election. Germany had failed to gain victory in the battle for Verdun and had serious losses in the battle of Somme. The British blockade was reducing supplies to Germany. Germany decided to retaliate. On January 31, 1917 the Germans announced they would not warn ships before they sank them. Wilson responded by arming American merchant ships and allowing them to fire on German subs. On March 1 it was revealed that the German foreign minister Arthur Zimmermann telegraphed Mexico asking it to enter the war on Germany's side and promised them territory that they had lost to the United States in the Mexican American War.

When Germany sank four American merchant ships without warning, President Wilson called a special session of Congress. Wilson reluctantly asked Congress to declare war against Germany. On April 6, 1917, Congress voted to declare war against Germany.

U.S. aid was none too late in helping the Allies – Britain and France. Germany's policy of unrestricted submarine warfare was sinking ships at a fast rate. When the Russian tsar was overthrown in March 1917, the Russian war effort against Germany slackened. When the communists took over in November 1917 the Russians dropped out of the war entirely allowing the Germans to transfer their soldiers to the fight against the French and English.

American intervention in the war was what was needed to bring the war to an end with an Allied victory. On November 11, 1918 the war ended. Wilson did not like war. He wanted World War I to be the "war to end all wars."

Wilson came up with a 14 point peace proposal which included self-determination and a League of Nations to settle disputes peaceably. By self-determination he wanted an end to empires – one country controlling other countries. Wilson was disappointed. The U.S. refused to join the League of Nations and France and Britain refused to give up their empires.

## Questions

### Bias

1. What is the main point of the article?
2. What evidence does the author use to support her point?



# 1910's Questions: Wilson Viewpoints

## Directions

Read both viewpoints on the following pages and answer the questions below.

## General questions for both viewpoints

1. Which viewpoint favors Woodrow Wilson?
2. What evidence or arguments are used to indicate Woodrow Wilson was a good president?
3. Which viewpoint is critical of Wilson?
4. What evidence or arguments are used to indicate Woodrow Wilson was not a good president?
5. What evidence is mentioned in the favorable viewpoint that is not mentioned in the unfavorable viewpoint?
6. What evidence is mentioned in the unfavorable viewpoint that is not mentioned in the favorable viewpoint?
7. Are there any events or generalizations which are agreed upon by both viewpoints? If any, what are they?

## Valid generalizations

Which statements are valid generalizations? A generalization is a conclusion based on the facts. It may also include a value judgment or opinion. A valid generalization is supported by the facts. An invalid generalization is not supported by the facts and tends to be more of an opinion. Mark (V) for valid and (I) for an invalid generalization. Use (CT) if you can't tell.

1. \_\_\_\_\_ Wilson followed a careful path in enforcing the Clayton Act.
2. \_\_\_\_\_ The Clayton Act exempted labor from antitrust prosecution.

3. \_\_\_\_\_ Wilson eliminated unfair competition.
4. \_\_\_\_\_ Wilson ordered the shelling of Vera Cruz.
5. \_\_\_\_\_ The Federal Farm Loan Act was passed in 1916.

## Viewpoint A author's assumptions

An assumption is something that is believed to be true without proof. Our values and beliefs influence our generalizations about things. This is called bias. Often an author's values and assumptions are not openly stated. Which statements would the author of Viewpoint A agree with? Mark an (A) for those that you think the author would agree with and a (D) for those you think the author would disagree with. Use (CT) if you can't tell.

1. \_\_\_\_\_ It is good for the government to protect the average person from big business.
2. \_\_\_\_\_ Wilson did not do enough to help people.
3. \_\_\_\_\_ The federal government should be run by competent employees.
4. \_\_\_\_\_ The government should make sure that other countries are democratic.
5. \_\_\_\_\_ It is not good for a president to be too idealistic.

## Emotional words

Certain words are used to influence the reader's feelings. Identify these words in the statements below. Underline or write the words.

1. Wilson took aggressive action against trusts.
2. He wanted to provide fairness for the average person.
3. Wilson supported a weak child labor bill.

Woodrow Wilson was elected president in 1912. He was a college professor turned politician. He was president of Princeton University and governor of New Jersey. His nomination by the Democrats and his election to president brought the country into a new age.

President Wilson demonstrated his aggressive leadership by speaking to a special session of Congress soon after he took office. He called for a lowering of tariffs. Congress passed the Underwood Tariff which was the first reduction in tariffs since the Civil War. Wheat, corn, sugar, meat, eggs and milk were placed on the free list. On hundreds of other items there were still taxes but the tariffs were lowered. The cost of living was lowered for the average consumer. The Underwood Tariff Act also included the first income tax provision to make up for the lost revenues to the Federal government.

Wilson set out to reform the banking and currency system. He proposed the Federal Reserve system. Twelve regional banks were established to regulate the flow of money. The regional banks were owned by the member banks, national banks and any state banks who wanted to join. The Federal Reserve system could channel money to where it was needed for loans.

Wilson also took aggressive action against trusts. He appeared before Congress in 1914 and asked Congress to pass new antitrust legislation. Wilson rejected the notion of Theodore Roosevelt that trusts were inevitable. Wilson believed that competition was important to the American economy. Congress passed the Clayton Antitrust Act which put teeth into the Sherman Antitrust law. It forced big businesses to compete. The Clayton Act also exempted labor from prosecution under the antitrust law. The right of labor unions to strike, picket, pay out strike benefits, and boycott was protected. Labor unions had been prosecuted under the Sherman Antitrust law for restraining trade.

Wilson created a Federal Trade Commission was designed to regulate large businesses. Unfair methods of competition were unlawful and any person or corporation using unfair methods could be ordered to "cease and desist."

Wilson followed a careful path in enforcing the Clayton Antitrust Act and the Federal Trade Commission Act. He did not want to alarm big business, but he wanted to provide fairness for the average person.

To help the farmers the Federal Farm Loan Act was passed in 1916. This act established twelve Federal Land Banks that provided loans to farmers. Wilson also provided for the uniform grading of staple crops and better warehousing. The Agricultural Extension Act was enacted to provide agents to the 2,850 rural counties in the country to provide expert assistance to farmers. Roadbuilding was assisted by the Federal Highway Act of 1916 which provided matching funds for improved rural roads.

In addition to the Clayton Act which protected unions from antitrust actions, the Wilson administration introduced a number of other items which protected working people. The LaFollette Seamen's Act of 1915 protected sailors from many injustices. A Board of Mediation and Conciliation was set up to regulate railroad workers' disputes. Child labor laws were passed to protect young people from exploitation.

Wilson also applied his ideals to dealings with other countries. He encouraged independence for the Philippines. He wanted "cooling off" treaties to prevent wars with other countries. He made Puerto Rico a territory of the United States. Wilson protected American interests in the Caribbean by buying the Virgin Islands and making sure that there were democratic governments in Haiti, Dominican Republic and Nicaragua.

Wilson led the United States into a new era. He applied government power to solving the problems of average people.

When Woodrow Wilson took office in 1912 he shared the standard beliefs of most Democrats. He believed in laissez faire economics; that the government should not regulate business. He also believed in state's rights, that the Federal government should not interfere in the powers of the state. However, capitalism was in danger of being overthrown by socialists and radicals. Socialism was on the rise when Wilson was elected. In 1911 socialist mayors were elected in 73 cities and 1200 lesser socialist officials were elected in 340 cities.

Much of Wilson's program was designed to save capitalism. He even gave up his ideas about the government not regulating business and protecting states' rights in order to preserve capitalism. Wilson's program, which was called the New Freedom, was in practice the same program that Theodore Roosevelt had proposed, and a program which he called the New Nationalism. Roosevelt accepted the growth of big business. Wilson also learned to accept the power of big business.

Wilson introduced the Federal Reserve System to regulate banking and money. The Federal Reserve system did little to control the abuses of the banking system. Most banks did not belong. Non-member banks outnumbered member banks two to one. Proposals for compulsory membership were turned down because Wilson thought it would be a violation of states' rights. Later, in the 1920's, bank fraud and bad investments would cause many banks to close their doors causing millions of Americans to lose their savings.

Wilson supported antitrust legislation, but rather than break up large monopolies, he learned to accept their existence. The Clayton Act and the Federal Trade Commission were designed to control abuses. Corporations continued to grow in power.

The Clayton Act exempted labor from antitrust legislation. It allowed labor the right to strike and picket. However, conditions for labor did not change significantly in major industries. When miners went on strike in Colorado in 1914, the strike was brutally suppressed by the Colorado National Guard. 27 were killed. Eleven children and two women were burned to death when the National Guard set fire to tents that the miners were living in.

Wilson's notion of freedom did not extend to African Americans whose position worsened under the Wilson administration. The Democratic party

was dominated by Southern Democrats who believed in segregation. The only opportunities that African-Americans had were in federal employment. Wilson allowed his cabinet officers to segregate employees. Under Republican administrations blacks were integrated with white employees. When World War I was over there were race riots across the country in which blacks were attacked and brutally killed. The Wilson administration did nothing to stop the race riots.

Wilson was opposed to legislation preventing child labor believing that it was a matter for the states to regulate. He later was persuaded to support a weak child labor bill which was declared unconstitutional by the conservative Supreme Court.

Wilson proposed self-determination for people in European empires after World War I. He did not follow this principle in Latin America. In 1915 he sent U.S. Marines to Haiti and set up a government to control the country. Thousands of Haitians were slaughtered by U.S. troops. The U.S. occupied the country for 19 years. He also ordered the shelling of Vera Cruz, Mexico, in 1914 in which hundreds of Mexicans were killed, all because the Mexican government refused to salute the American flag. He also intervened in the Dominican Republic and Cuba. He intervened more in the affairs of Latin American countries than either Taft or Roosevelt.

Wilson promised that he would not lead the nation to war when he was re-elected in 1916. In 1917 the U.S. entered the war. Wilson was particularly harsh on those who opposed the war. Hundreds were jailed including Eugene Debs, the leader of the Socialist Party. After the war Wilson's Attorney General J. Mitchell Palmer continued to lock up and deport radicals.

Wilson's administration was marked by hypocrisy. While Wilson spoke of freedom, social justice and self-determination for people, in reality he did the opposite.

## Questions

1. What is the main point of the article?
2. What evidence does the author use to support her main point?

**Directions**

Write a news story using the facts below. Write the story using the inverted pyramid. Decide which facts are the most important and put them at the beginning of the story. Place the least important facts at the end of the story. You may combine facts into one sentence and you may rewrite sentences.

Write the story in a journalistic style. Put no more than five sentences in a paragraph and limit the sentences to 20 words or less.

**Facts: Suffrage March**

- Suffrage parade held on Sunday, May 4, 1912.
- Marched up 5th Avenue in New York City.
- Only six states allow women the right to vote.
- 15,000 women and men march.
- Most successful demonstration for women's right to vote ever held.
- Parade began at 5 P.M.
- Parade was led by 50 women mounted on horses.
- The parade the year before drew only 3,000 marchers.
- Among the marchers was Mrs. O.H.P. Belmont, society leader.
- The first suffrage parade was held May 21, 1910. Only a few hundred ladies showed up.
- The states that allowed women to vote are Wyoming, Colorado, Utah, Idaho, California and Washington.
- The parade was organized by Mrs. Blatch.
- Marchers include Cornelia Otis Skinner, the actress, and John Dewey, the philosopher.
- The parade also included shop girls, factory workers, nurses, artists and housewives.

**Directions**

Write a news story using the facts below. Write the story using the inverted pyramid. Decide which facts are the most important and put them at the beginning of the story. Place the least important facts at the end of the story. You may combine facts into one sentence and you may rewrite sentences.

Write the story in a journalistic style. Put no more than five sentences in a paragraph and limit the sentences to 20 words or less.

**Facts: J.P Morgan's Death**

- John Pierpont Morgan died at 12:05 P.M. on March 31, 1913.
- He was 76.
- J.P. Morgan was the most powerful man in the United States.
- Morgan gave \$9 million to his three daughters.
- Morgan gave \$450,000 to his servants.
- Morgan gave \$100,000 a year to his wife.
- His son, J.P. Morgan, Jr., inherited between \$100 and \$200 million and his fabulous art collection.
- Morgan formed the International Harvester Corporation and United States Steel.
- Morgan also saved the U.S. economy twice by loaning the U.S. government \$65 million in gold in 1895, and with deposits from the treasury, saving shaky banks in 1907.
- Morgan died in the Grand Hotel in Rome, Italy.
- Morgan began his career by taking control of the Albany and Susquehanna Railroad from Jay Gould and Jim Fisk.
- He spent the 1880's and 1890's reorganizing railroads.
- President Theodore Roosevelt defeated his efforts to organize railroads in the north-west by the first major anti-trust suit under the Sherman Antitrust Act.

**Directions**

Write a news story using the facts below. Write the story using the inverted pyramid. Decide which facts are the most important and put them at the beginning of the story. Place the least important facts at the end of the story. You may combine facts into one sentence and you may rewrite sentences.

Write the story in a journalistic style. Put no more than five sentences in a paragraph and limit the sentences to 20 words or less.

**Facts: Armory Show**

- The art exhibition was held Feb. 17 to March 15 in 1913.
- The show consisted of 1,100 paintings.
- 56,000 visitors saw the four week show.
- The show was held in the Sixty Ninth Regiment Armory in New York City.
- It was the first time that modern European art had been shown in the United States.
- The show displayed the development of modern art from Ingres and Courbet to Cezanne, Manet, Gauguin and Van Gogh and Matisse.
- Post-Impressionist art was also shown. These included the Cubist works of Picasso, Duchamp and Picabia.
- The show was sponsored by the Association of American Painters and Sculptors.
- 200 paintings were sold at prices ranging from \$100 to \$2,000.
- David Lloyd said that "No such hubbub had been raised in many years, no such chatter about the province of art."
- David Lloyd is the art critic for the *New York Evening Post*.
- Miss Lucia Fairchild Fuller, a miniature painter, said of Matisse, "I can't see why this person is tolerated."

**Directions**

Read the background information and the pro and con views. The issue is, should the U.S. regulate banks? What do you think? Tell why.

**Background: Regulation of Banking**

The banking and monetary systems of the United States were in serious need of repair when Woodrow Wilson took office. There were 7,000 banks that were virtually unregulated. The money system was a hodgepodge of gold coins, gold certificates, greenbacks, which were unsecured notes, and national bank notes. There was no system for increasing or decreasing the money supply as needed.

Wilson had Senator Carter Glass from Virginia frame the Federal Reserve Act. The bill called for 12 regional banks which would be owned and controlled by member banks. The regional banks would hold a portion of the reserves of member banks. The federal reserve would issue currency based upon gold and commercial assets. A Federal Reserve Board which would have six public members and 3 members chosen by members of the regional banks would oversee the system.

**Pro**

The banking system produced “panics” when the money supply did not keep up with the needs of the economy. With the Federal Reserve system money could be moved to the areas of the country that needed it. The country had suffered from financial panics where there was not enough money to cover the needs of people and businesses.

Many people were distrustful of bankers. They felt that bankers had too much control over the economy and operated for their own benefit rather than the public good.

The Federal Reserve system would require banks to keep reserves which would protect depositors if they wanted their money.

**The Issue Today**

Many banks failed during the Depression of the 1930's. They had made loans which could not be paid back. Depositors wanted their money but the banks did not have enough money to pay the depositors. The banks had to close. One solution to the problem was to create the Federal Deposit Insurance Corporation which would insure deposits up to \$100,000. A similar insurance program was created to cover depositors in savings and loans corporations. Banks and savings and loans were put under closer super-

Critics of Wilson's plan said that a ruling body controlling the banks should be made up of public members only. No bankers should be on the Board.

Bankers did not like the idea of any public members controlling the banking system. Money should be controlled by those who supply it.

Banks were not required to join the Federal Reserve system. State banks did not have to join. Two out of three banks were still not regulated.

vision by the government to protect the depositors against bad business decisions and fraud.

During the 1980's a number of banks and a large number of savings and loan companies failed. The federal insurance was not enough to cover the amount of deposits that could be lost. In many cases the financial institutions had made “bad” loans which could not be paid back. In some cases there was fraud. The owners of the financial institutions spent or stole the money. Many said that the government did not regulate the financial institutions closely enough. What is your solution to the problem?

**Directions**

Read the background information and the pro and con views. The issue is whether the U.S. should tax incomes. What do you think? Tell why.

**Background: Income Tax**

Progressives in both political parties had been urging a federal income tax for some years. During the Civil War the government had used the income tax to raise money for the war. The income tax remained in effect from 1862 to 1872. After that the government depended on tariffs for its income. In 1894 there was another attempt to impose an income tax of 2% on incomes over \$4,000. It was declared unconstitutional. In 1909 President Taft recommended a constitutional amendment to make the income tax legal. On February 25, 1913 the Sixteenth Amendment was adopted.

The Underwood Tariff bill which reduced tariffs on many goods would cause a loss of \$100 million in revenues to the government. An amendment was proposed by Representative Cordell Hull from Tennessee. The amendment placed a 1% tax on incomes over \$4,000, and an additional 1% on incomes between \$20,000 and \$50,000, 2% on incomes of \$50,000 to \$100,000, 3% on incomes over \$100,000 and 6% on incomes over \$500,000. Single people making less than \$3,000 and married couples making less than \$4,000 did not pay income tax. This meant that 39 out of 40 people would pay no income tax.

Senator Robert LaFollette and other progressives thought that the rates were too low. Of course, many were opposed to a tax on income.

**Pro**

The Government needs money to run programs which help everyone. The Federal government must provide for the defense of the country. It costs money to maintain an army and navy.

The government also provides many other services which benefit both rich and poor. These include such as items as building highways, protecting consumers, helping farmers, maintaining parks, etc.

**The Issue Today**

Most people do not question whether or not the government should tax incomes but who should be taxed. Should the rich pay a higher percentage of their incomes in taxes than the middle class and poor or should everyone pay the same percentage? There is also the question of whether or not income from the sale of property should be taxed at the same rate as income from a job?

**Con**

The income tax on the very rich was not high enough. It should be 10% on incomes of over \$100,000.

There should be no tax which exempts 39 out of 40 people. This will lead people to "soak the rich" to get benefits.

People who work for their money should not be deprived of their income by the federal government. The government should obtain money in another way.

There is no limit to the amount that may be taxed. Other taxes such as the tariff and the property tax have "natural limits."



**Directions**

Read the background information and the pro and con views. The issue is whether the U.S. should have tariffs on imported goods to protect American industry. What do you think? Tell why.

**Background: Tariffs**

Tariffs are taxes on imported goods. Tariffs protect U.S. industry from foreign competition and thus provide jobs for American workers. Businesses and labor unions in a particular industry often want high tariffs to protect their industry. Tariffs also raise the price of consumer goods for the average person. The issues of whether or not we should have tariffs (not having them is called "free trade"), how high they should be and to what industries they should apply have been a constant problem in the United States.

Tariffs had remained high since the Civil War. The idea behind the high tariffs was to protect a new and growing American industry. The tariff was also the principle source of income for the government. The income tax had not yet come into use. By the 1900's the U.S. had become one of the leading industrial powers in the world and was selling more to other countries than it was importing. Many people wanted to lower tariffs. Wilson promised in his 1912 campaign to lower tariffs.

The problem with passing a tariff bill in Congress that would lower tariffs was that many Congressmen came from states that had a particular interest they wanted protected. For example, Louisiana wanted a tax on imported sugar to protect its local sugar cane growers.

Tariffs are still an issue today. Many American industries complain of unfair competition from other countries. Some other countries pay their workers less. Sometimes the government subsidizes an industry allowing them to produce goods for a smaller cost than American companies. Occasionally other countries will "dump" their products in the United States, selling the products for less than it costs to produce them. The United States has lost millions of manufacturing jobs to foreign countries.

**Pro**

The government should protect jobs from foreign competition even if it means higher prices for consumers. Many countries have a lower standard of living than Americans and they pay workers less. Therefore, they can produce goods at a lower price.

Americans cannot compete with lower wages without lowering the standard of living of American workers.

Tariffs can protect American industry from unfair practices of foreign countries. Some countries want to "dump" products at below cost or sell government subsidized products. These practices are unfair to American workers and they should be protected.

**Con**

High tariffs do not really protect American jobs. They cause other countries to raise their tariffs and fewer American products are sold to other countries. This leads to more unemployment at home.

High tariffs may protect inefficient practices. This causes American goods to be produced at a higher cost than is needed.

High tariffs are unfair to American consumers. Tariffs raise prices and this hurts the American consumer.

**Directions**

Read the background information and the pro and con views. The issue is, should the U.S. intervene in the affairs of Latin American countries? What do you think? Tell why.

**Background: Intervention in Latin American Countries**

President Theodore Roosevelt intervened in the affairs of Colombia to get the Panama Canal built. Colombia wanted more money and power over the canal which was to be built in Panama. Roosevelt used U.S. ships to protect Panamanians who revolted against Colombia. The Panamanians created a separate country breaking away from Panama. Roosevelt encouraged the revolt.

President Wilson intervened in the affairs of several Latin American countries. Haiti had fallen into anarchy. It could not pay its debts to U.S. banks. American naval officers landed in December 1914 and removed \$500,000 of gold from Haitian banks to cover U.S. loans to the country. The government refused to reform its finances. The dictator of Haiti had 160 political prisoners killed. U.S. marines landed and occupied the country. While some Haitians resisted – more than 2,000 were killed by U.S. soldiers, the U.S. organized an efficient government, built roads and improved sanitation.

The United States intervened in the Dominican Republic in 1916. U.S. forces brought about an end to constant civil war, which improved the material life of the people.

In Nicaragua the U.S. paid the country \$3 million for a naval base and the right to build a canal through the country. This was to prevent any other country from building a canal.

In Cuba the U.S. sent troops in 1917 to prevent civil war. The troops remained until 1922. The U.S. helped free Cuba from Spanish rule in 1898 and helped set up a new government. U.S. helped cure many tropical diseases in the country.

**Pro**

The United States is the most powerful country in the western hemisphere. It has the right to intervene in the affairs of nearby countries when they are not operating according to the best interests of the western hemisphere countries.

Many countries in Latin America have no tradition of democracy or efficient government. The U.S. must teach these principles to the countries.

The United States must protect the Panama Canal. Many of the small countries in Latin America are unstable and could be taken over by a foreign power. In the early part of the century the U.S. was worried about Germany taking over countries. Today it is the Soviet Union.

American intervention brought many benefits to the people of Haiti, Dominican Republic, Cuba, Panama and Nicaragua. Improved sanitation and roads were products of American intervention.

**Con**

No country has the right to intervene in the affairs of other countries if they make mistakes.

Problems between countries in the western hemisphere should be worked out through diplomatic means, negotiation and mediation.

**The Issue Today**

The U.S. has problems with a pro-communist government in Nicaragua and a drug-dealing dictator in Panama. Should the U.S. intervene or ask Latin American countries to mediate?

**Directions**

Read the background information and the pro and con views. The issue is, should the U.S. prevent foreigners from buying U.S. land? What do you think? Tell why.

**Background: Japanese Land Ownership**

The California legislature met in March, 1913 to pass a law to prevent Japanese from owning land in California. There were 50,000 Japanese, 2% of the population, living in the state. They owned 17,000 acres of farm land and leased another 150,000. The Californians resented the Japanese.

In 1908 President Roosevelt signed a "Gentlemen's Agreement" with Japan to limit migration to the United States. Yet Californians still resented the Japanese. President Woodrow Wilson was worried that California's passing such a law would make relations with Japan difficult. The Japanese ambassador had already protested to Wilson. Wilson sent his Secretary of State, William Jennings Bryan, to California to plead with the legislature to change the law to make it less offensive to the Japanese.

California changed the wording of the law from prohibiting persons "ineligible for citizenship" from owning land to allowing all aliens "eligible for citizenship" to be able to acquire land. Japanese immigrants were already barred from becoming citizens.

Should Wilson take strong measures to prevent California from passing a law that would offend a foreign country?

**Pro**

California's actions embittered Japanese-American relations for many years. The president should have been much firmer with California. He should have assured California that no more Japanese would be allowed to immigrate.

**Con**

The people of California had a right to pass the law. The president could do nothing more than he did.

**The Issue Today**

The issue of Japanese owning land during the Wilson administration had to do with Japanese living in California. Today, the issue still exists but with a twist. Foreign investors, taking advantage of a favorable international economic situation, are buying property in the United States. Japanese investors own 40% of downtown Los Angeles and several major banks. Investors from Europe and Latin America also are investing in American real estate. Should a state or the United States pass a law restricting foreign investment in U.S. property?

**Directions**

Read the background information and the pro and con views. The issue is, should the U.S. stay out of other countries' conflicts? What do you think? Tell why.

**Background: Neutrality**

The United States is isolated from Europe by the Atlantic Ocean and from Asia by the Pacific. Before the age of airplanes this isolation provided protection from attacks by other countries. Most people did not care what happened in Asia or Europe.

**Pro**

The United States had asked Germany not to sink merchant ships without warning them first so that the crews could get off the boats. Germany complied with this request for a time but later changed its policy to attacking ships without warning. Four American merchant ships were sunk without warning. In addition, the German foreign minister sent a telegram to Mexico asking it to join Germany if the U.S. went to war with Germany. It promised them the return of the land they had lost in the Mexican American War.

In addition, Germany was not a true democracy. It was ruled by a king and a military autocracy. Britain and France were democracies and many of our traditions had come from Britain as well as the ancestors of much of the American population. France also had helped America gain its independence during the American Revolution.

**Con**

Germany was fighting for its survival. It was being hurt by the British blockade. Using submarines to sink ships, even American ships, was justifiable. The British in carrying out its blockade of Germany had also interfered with United States' ships.

Much of the American population was opposed to involvement in the war. The merchant ships that were sunk were carrying war supplies. Only the manufacturers of war material were hurt by the sinking of the ships. They were the ones making profits from the war. The average American did not benefit from the war and would only be hurt by the U.S. being involved.

**The Issue Today**

The United States is no longer isolated geographically. Jets can fly the oceans in hours, rockets can strike across the oceans in minutes. Through satellites and computers information can travel around the world in seconds. Yet, the question remains how much should the United States be involved in the affairs of other countries. Should the United States send troops around the world to help other countries that are friendly to us? What do you think?

**Directions**

Read the background information and the pro and con views. The issue is, should the U.S. give up some of its power to be part of an international body? What do you think? Tell why.

**Background: Peace**

Wilson felt that the U.S. was forced to enter World War I by the aggressive actions of the Germans. Wilson did not want to enter the war. Like most Americans he wanted to stay neutral. Once the U.S. was involved in war Wilson wanted to end the war. He wanted a League of Nations that would prevent future wars.

Woodrow Wilson proposed the first mechanism to prevent wars among nations.

**Pro**

World War I killed at least 10 million people. The United States suffered over 50,000 killed. The war destroyed a large part of Europe. If countries had been united in an effort to stop World War I these deaths would have been prevented. The League of Nations would be an effective preventive to future wars.

**Con**

The League of Nations, as created, would require the United States to send soldiers into possible battle if other member nations required it. No independent nation should allow other nations to require that it send soldiers into war.

The best way to preserve peace for the United States is to stay out of others people's business.

**The Issue Today**

After World War II, the U.S. became the leader in creating an international body to settle disputes between countries. The United Nations was created in 1945. The U.S. created the U.N. in such a way that it would control whatever the U.N. decided to do. The U.N. is dominated by the Security Council which is made up of the five most powerful countries in the world. The countries are the United States, Soviet Russia, France, Great Britain and China. All five countries must agree before any action is taken.

However, the question still remains: should the U.S. send soldiers to a far off place in the world to help keep the peace?

**Directions**

Child labor was one of the important issues in the early years of the 20th Century.

Using the information below, write a news story about the event. Use the inverted pyramid approach putting the important information first and the least important last. If you quote someone use quotation marks and identify the source. The events described below are fictional but typical of the time.

**Press Release****March 12, 1911**

**From: Jack Spaulding, chairman of the Legislative Committee of the Georgia Industrial Association**

The people of Georgia are opposed to any attempts to shorten work hours and limit child labor. The workers themselves are opposed to any legislation to restrict the hours of work. We have presented petitions to the Georgia legislature signed by thousands of workers. We are sure that the people of Georgia are not ready for any attempt to restrict the amount of money a worker can earn.

**Press Release****March 12, 1911**

**From: Dr. McKelway, Chairman of the National Child Labor Committee**

Many of the cotton mills in Georgia are owned by firms located in Massachusetts. These mill owners would not be allowed to use child labor in Massachusetts yet they come to Georgia and oppose any attempts to provide a more decent life for the children of our state. We are asking the Georgia legislature to limit the number of hours workers can work to 10 hours a day and to ban the hiring of any child under the age of 14. We are sure the people of Georgia resent the mill owners of Massachusetts exploiting our children.

**Interview with Mr. Frederick B. Gordon, an owner of a cotton mill.**

**Interviewer:** Mr. Gordon do you think that children are exploited in textile mills?

**Gordon:** No, definitely not! It is to their benefit that they have jobs.

**Interviewer:** Some of these children are as young as ten years old.

**Gordon:** We employ these children purely as a matter of charity.

**Interviewer:** Aren't the conditions unhealthy?

**Gordon:** Quite the contrary. It is good for these children to be working. Otherwise they would be vagrants on the streets.

**Interviewer:** Shouldn't the children be in school?

**Gordon:** Working is the best education they can get. They learn the value of a dollar.

**Interview with Dr. Harvey P. Vaughn, a minister from Tennessee.**

**Interviewer:** What did you find in Mr. Gordon's mill?

**Vaughn:** I've never seen so many children working in a cotton mill.

**Interviewer:** How many are there?

**Vaughn:** Mr. Gordon refused to tell me.

**Interviewer:** How long do the children work?

**Vaughn:** A 12 hour day. They work from 5:30 in the morning until 5:30 in the afternoon. They don't even have a lunch break.

**Interviewer:** Are the conditions healthy?

**Vaughn:** No. Many are injured and get sick. They work in bare feet on cement floors covered with water.

**James Thorpe**

James Thorpe confessed on January 26, 1913, to the Amateur Athletic Union that he played professional baseball in the South in 1909 and 1910. Thorpe had won two Olympic gold medals in the Stockholm Olympics of 1912. He won the pentathlon and decathlon. Thorpe was born in 1888 in Oklahoma Indian Territory. He attended Carlisle Indian School in Pennsylvania where he was an All-American in football. He was forced to give up his Olympic medals because professional athletes cannot participate in the Olympics.

**Dayton Flood**

On Sunday, March 23, 1913, a half-inch of rain fell on southwestern Ohio. The next day two and one-half inches fell. The Miami River that night was eleven feet deep – seven feet below flood stage. During the night the river rose more than seven feet. As the people of Dayton were going to work on March 25 the waters flooded over the banks of the Miami River, flooding the city. People were marooned on top of their houses. This happened to many other towns in Ohio. Governor Cox called out the National Guard.

**Jack Johnson**

On July 4, 1913, Jess Willard won a decision against Al Williams in a heavyweight boxing match in Reno, Nevada. Willard was six feet seven inches tall and weighed 235 pounds. In two years of fighting he was undefeated. Many viewed Willard as the “Great White Hope,” the person to take the heavyweight title away from Jack Johnson. Johnson, an African-American, was unpopular with white fans. In 1912 he married a white woman who later killed herself. A few months later he was arrested for violating the Mann Act which prohibited bringing a woman across state lines for immoral purposes. The woman was white. Johnson was sentenced to a year in jail but fled the country. He was arrested in Montreal.

**Directions**

Write a telegram containing no more than 20 words reporting each of the events below. You do not have to write complete sentences. Imagine you are a reporter on the scene and you have to send a telegram to your paper reporting the news story and you only have enough money for 20 words.

**Paterson Strike**

In late January 1913 silk workers at the Henry Daugherty Company went on strike. They resented new rules that required them to work four looms instead of the customary two without any increase in pay. By February 25, 25,000 workers were on strike. Dyers wanted \$12 a week and weavers wanted a return to the two loom system and a 25% increase in wages. Paterson is a city of 125,000 and has 300 silk mills which produce one fifth of the silk in the country. The strike was led by the I.W.W.

**Binghamton Fire**

In the afternoon of July 21, 1913, the fire alarm rang at the Binghamton Clothing Company in Binghamton, New York. The building had passed a fire inspection a few weeks before. The building was four stories high and had brick walls 16 inches thick. There were 111 women in the building at the time. They had numerous fire drills. When the alarm rang some of the women went to the stairway. They found the stairs on fire between the first and second floors. They jumped over the fire and fell in a heap at the bottom of the stairs. Those who stayed at work went out to the fire escape. The fire escape stopped at the second floor. The women who hesitated to jump were pushed off the fire escape by the workers behind them. Soon a heap of bodies lay on the ground. 58 were killed.

## Automobile sales

| Year | Passenger cars | Trucks, buses | Total      |
|------|----------------|---------------|------------|
| 1900 | 4,192          |               |            |
| 1910 | 181,000        | 6,000         | 187,000    |
| 1920 | 1,905,560      | 321,789       | 2,227,349  |
| 1930 | 2,787,456      | 575,364       | 3,362,820  |
| 1940 | 3,717,385      | 754,901       | 4,472,286  |
| 1950 | 6,665,863      | 1,337,193     | 8,003,056  |
| 1960 | 6,665,863      | 1,194,475     | 7,869,271  |
| 1970 | 6,546,817      | 1,692,440     | 8,239,257  |
| 1987 | 7,085,147      | 3,821,410     | 10,906,557 |

**Activities**

1. Which decade saw the greatest increase in cars? Calculate the percentage increase for each decade.
2. What is the general trend in the use of cars and trucks?

## Transportation

|                            | 1900            | 1960            |
|----------------------------|-----------------|-----------------|
| <b>Railroads</b>           |                 |                 |
| Passenger miles            | 16,030,000,000  | 21,284,000,000  |
| Freight ton miles          | 141,597,000,000 | 575,360,000,000 |
| Number of companies        | 1,224           | 407             |
| Steam locomotives          | 37,463          | 374             |
| Electric locomotives       | 200             | 498             |
| Diesel locomotives         | none            | 30,240          |
| <b>Ships</b>               |                 |                 |
| Total commercial ships     | 23,333          | 43,088          |
| Steam tonnage              | 2,658,000       | 23,553,000      |
| Sail tonnage               | 1,885,000       | 23,000          |
| <b>Automobiles</b>         |                 |                 |
| Total cars                 | 8,000           | 61,682,000      |
| Total trucks and buses     | none            | 12,213,000      |
| Total miles of paved roads | 150             | 3,546,000       |
| <b>Trolley Cars</b>        |                 |                 |
| Total miles of track       | 22,577          | 2,196           |
| Vehicles miles             | 1,144,000,000   | 100,700,000     |

**Activities**

1. What are the general trends in railroad use?
2. Can you explain why freight and passenger use of the railroads is in opposite directions?
3. Can you explain why the number of commercial ships doubled but the amount of tonnage went up almost ten times?
4. Compare the trends in cars and trolleys. Why is there a difference?



**Directions**

Below is a series of statements about the 1910's. There are four types of statements. 1. True facts which are well-documented. 2. Arguable facts which are not well-documented but can be proven true or false with further research. 3. Purely opinion which are statements judging the facts. 4. Mixed fact and opinion in which the facts are interpreted with a person's opinion. Decide which statements are factual and which are opinions. Mark an F for truly factual statements, AF for an arguable fact, O for opinion and FO for statements that contain an interpreted fact.

1. \_\_\_\_ Woodrow Wilson would not have been president if it hadn't been for Teddy Roosevelt running and splitting Taft's vote.
2. \_\_\_\_ Wilson was an idealist.
3. \_\_\_\_ Wilson wanted to avoid war with Germany.
4. \_\_\_\_ Wilson helped reform the nation's banking system.
5. \_\_\_\_ Wilson reformed the banking system by creating the Federal Reserve system.
6. \_\_\_\_ Wilson wanted a League of Nations to prevent future wars.
7. \_\_\_\_ Wilson was governor of New Jersey.
8. \_\_\_\_ Wilson was a Democrat.
9. \_\_\_\_ Wilson was not a good president.
10. \_\_\_\_ Wilson did more for the common man than Roosevelt and Taft combined.
11. \_\_\_\_ Most Americans did not want to go to war.
12. \_\_\_\_ World War I was fought to benefit bankers and big business who made a lot of money from the war.
13. \_\_\_\_ Over 10 million died in World War I.
14. \_\_\_\_ Wilson was a racist.
15. \_\_\_\_ Wilson was a racist because he allowed departments of the federal government to be segregated by race.
16. \_\_\_\_ Wilson needed the votes of Southern Democrats to get his legislation past Congress and had to give in to them on matters affecting African Americans.
17. \_\_\_\_ Wilson was an imperialist.
18. \_\_\_\_ Wilson was an imperialist because he intervened in the affairs of several Latin American countries.
19. \_\_\_\_ Wilson had to intervene in the affairs of Latin American countries to protect the U.S. owned Panama Canal, which was vital to U.S. interests.
20. \_\_\_\_ Wilson proposed at the end of World War I that all empires be broken up and people be given self-government.
21. \_\_\_\_ Congress was unreasonable in failing to approve joining the League of Nations.
22. \_\_\_\_ Congress disapproved of the League of Nations only because of the provision that could require the sending of U.S. troops to a war which the U.S. might not approve of.
23. \_\_\_\_ The Federal Reserve system was not very good.

**Directions**

Below is a series of statements. Select the statement that you think is most precise in each group.

**Group 1**

- A. Wilson helped farmers.
- B. Wilson built roads.
- C. Wilson wanted government to help the average person.
- D. Wilson proposed the Federal Farm Loan Act and the Federal Highway Act to help farmers.

**Group 2**

- A. Banking was not very good in those days.
- B. Banks were unregulated.
- C. Wilson set out to reform the banking and currency system.
- D. Wilson's Federal Reserve system had twelve regional banks to regulate banking and currency.

**Directions**

From the statements below select the most general statement .

**Group 1**

- A. Wilson protected U.S. interests.
- B. Wilson was willing to intervene in the affairs of other countries to protect U.S. interests.
- C. Wilson sent soldiers to Nicaragua.
- D. Wilson sent soldiers to Haiti because the government owed money to U.S. banks.

**Directions**

Write a general statement that is supported by all of the facts in each group.

**Group 1**

- A. Wilson campaigned in 1916 to keep the U.S. out of World War I.

B. Wilson tried to negotiate with the Germans to restrict their attacks on neutral ships.

C. The Germans sunk American ships without warning.

D. The Germans tried to persuade Mexico to join the war on the German side.

**Group 2**

A. Pancho Villa attacked Columbus, New Mexico.

B. Mexican authorities arrested some American sailors.

C. Wilson ordered U.S. troops into Mexico to catch Villa.

D. Wilson ordered U.S. ships to shell Veracruz, Mexico.

**Group 3**

A. Lack of money caused depressions.

B. Depressions put people out of work.

C. Money was lacking because there was no control over the supply of money.

D. Wilson created the Federal Reserve system to regulate banks and the money supply.

**Group 4**

A. Wilson encouraged the independence of the Philippines.

B. Wilson intervened in Latin American countries to prevent chaos.

C. Wilson wanted a League of Nations to prevent wars.

D. Wilson negotiated "cooling off" treaties with other countries to prevent conflict.

**Directions**

Emotional words are used to influence how people think about events. They also are used to distort reality. Select what you think might be the emotional word or phrase in each of the statements below.

1. Wilson was a racist.

2. Woodrow Wilson was an idealist who did not comprehend the realities of the world.