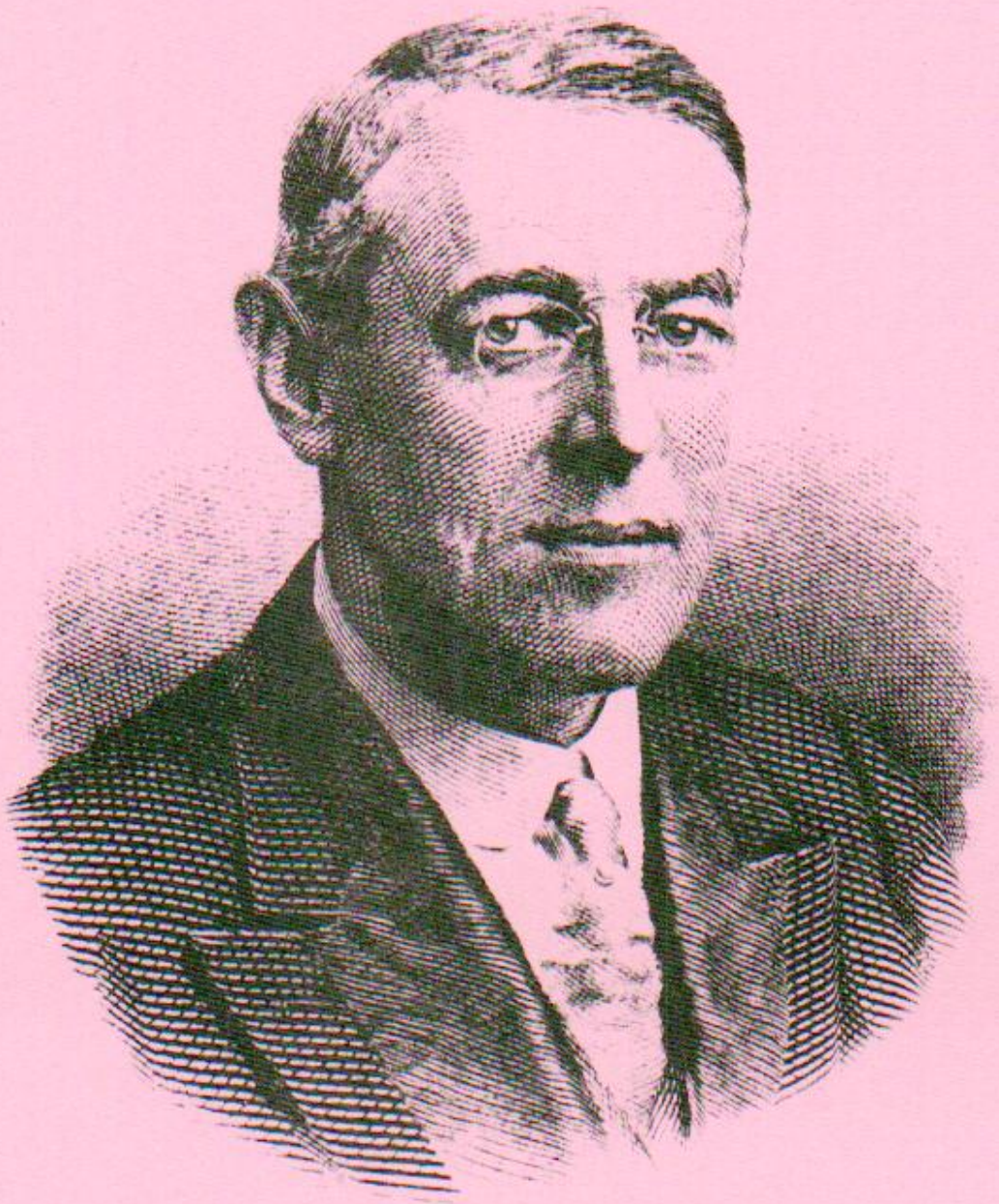


CRITICAL DECISIONS OF WOODROW WILSON



**Classroom Simulation Game
and Activities**

CRITICAL DECISIONS IN UNITED STATES HISTORY

PRESIDENT THOMAS WOODROW WILSON GAME

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PRESIDENTIAL DECISION-MAKING: GAME AND STUDY GUIDE OVERVIEW

This PRESIDENTIAL DECISION-MAKING: GAME AND STUDY GUIDE confronts students with a series of issues on which United States Presidents made critical decisions during their administrations. The GAME option rewards student teams which match the historical decision made by the President. The STUDY GUIDE option uses the same decisions as study questions to lead a student through his investigation of this period of U.S. History. It also includes SUPPLEMENTARY MATERIALS that have a variety of uses.

STUDY GUIDE OPTION: Using the materials as a class or home work assignment.

Using the assigned textbook, the student will research the events and issues confronting one of our Presidents. Since the DECISIONS are printed in chronological order, the assignment pulls a student through the assigned reading. Some DECISIONS may require additional research. Students submit their answers to the DECISIONS to the teacher.

GAME OBJECTIVES

By participating in this simulation game, students will:

- 1 . Apply their knowledge of United States History by making DECISIONS based on issues which faced the President.
- 2 . Understand and apply the necessity of compromise in the formation of public policy in democracy.
- 3 . Develop and apply techniques necessary to effective decision-making in a group setting.
- 4 . Acquire historical facts and concepts in a non traditional class activity.

INSTRUCTIONS

- 1 . Read the GAME SUMMARY. As you read, inspect each game item as it is mentioned.
- 2 . Read the HOW TO PLAY section. Play out a few DECISIONS to familiarize yourself with the game procedures.
- 3 . Duplicate the following game materials (minimum of one copy for each team):
 - a . BIOGRAPHICAL SKETCH
 - b . SCORE SHEET
 - c . DECISIONS(questions)- need one per student if it is being used with the STUDY GUIDE option.
- 4 Duplicate SUPPLEMENTARY MATERIALS according the uses planned by the teacher.
- 5 . Sections of the class textbook dealing with this period of U.S. History may be assigned for student reading. This will serve as an introduction to the issues and events upon which the game is based. Alternately, playing the game first can serve as an introduction to the assigned reading.

GAME SUMMARY (see HOW TO PLAY Section for details).

- 1 . Divide the class into teams. Students read the BIOGRAPHICAL SKETCH and DECISION #1.
- 2 . Based on the facts presented, their acquired knowledge, and their own judgment, students reach a DECISION for their team.
- 3 . These DECISIONS are then evaluated by the teacher using the TEACHER CONFIDENTIAL SHEET.
- 4 . A team making a correct DECISION is rewarded with VICTORY POINTS which are recorded on the SCORESHEET. There is no penalty for incorrect responses. The students may now discuss the DECISION they have made. The game ends with the final DECISION.

HOW TO PLAY

A. ORGANIZATION

- 1 . Divide the class into teams. The number of teams will vary according to the needs of the particular class. Assign each team a name or a number.
- 2 . Distribute the following game materials to each team:
 - a) one SCORESHEET
 - b) one (or more) BIOGRAPHICAL SKETCH
 - c) one (or more) DECISION #1
- 3 . Write each team name (or number) on the chalkboard.
- 4 . Students write their team name on the SCORESHEET.
- 5 . Students read the BIOGRAPHICAL SKETCH to gain an historical perspective on the career and character of the President.

B. DECISION #1

- 1 . Students read the introductory paragraph to DECISION #1
- 2 . Within their teams, students discuss and make DECISION #1.
- 3 . They record their DECISION by writing the appropriate letter on the SCORESHEET under the category "TEAM ANSWER".
- 4 . The SCORESHEETS are collected by the teacher.
- 5 . The teacher records each team's DECISION on the chalkboard. Referring to the TEACHER CONFIDENTIAL SHEET, the teacher awards 5 VICTORY POINTS to each team which made a correct DECISION. These VICTORY POINTS are also recorded by each team on the SCORESHEET in the columns labeled "VICTORY POINTS" and "TOTAL POINTS."

C. SUBSEQUENT DECISIONS

- 1 . Follow steps "B 1" through "B 5" above in making DECISIONS #2 through the final DECISION.
- 2 . The TOTAL POINTS column of the SCORESHEET is used to maintain a running grand total of the VICTORY POINTS accumulated by each team during the game. The teacher also keeps a record of TOTAL POINTS on the chalkboard.
- 3 . The team with the highest number of TOTAL POINTS after the completion of the final DECISION is the winner.

D. SCORING EXAMPLE

The teams have made the next-to-last DECISION and have been awarded VICTORY POINTS for that DECISION. The chalkboard shows 6 teams (line I) numbered #1 through #6 and their total points through the next-to-last DECISION (line II).

The 6 teams record their choices for the final DECISION and submit their SCORESHEETS to the teacher who enters the DECISIONS on the chalkboard (line III). The teacher consults the TEACHER CONFIDENTIAL SHEET to determine the correct answer. In our example, choice "D" is correct, so teams #1 and #5 are awarded five VICTORY POINTS (line IV).

The new TOTAL POINTS result (line V) show team #5 to be the winning team, with team #4 finishing second, while teams #1 and #2 tie for third. Ties may be broken by asking a TEST question (see SUPPLEMENTARY MATERIALS).

I.	#1	#2	#3	#4	#5	#6
II.	60	65	60	75	75	55
III.	D	B	C	A	D	C
IV.	+5				+5	
V.	65	65	60	75	80	55

E. OPTIONAL RULE

Teachers may decide not to collect the SCORESHEETS if they deem the class will record and score themselves truthfully. In this case, the teacher will read the answer after teams have completed the TEAM ANSWER column. This OPTIONAL RULE eliminates the need to use the chalkboard.

SUPPLEMENTARY MATERIALS

The following materials, while not necessary to the game, provide the student with an enriched learning experience. They may be used either before or after playing the game or completing the STUDY GUIDE.

A. The READING QUESTIONS are based on the BIOGRAPHICAL SKETCH. They may be used as an assignment to guide the student's reading or as a test of reading comprehension.

B. The TEST questions are based upon the DECISIONS and are useful for evaluating learning gained by playing the game. The READING QUESTIONS and TEST may be combined and administered as a pre and/or post test to more accurately measure learning.

C. RESEARCH LISTS

1. VOCABULARY LISTS I (basic) and II (advanced) may be used to generate assignments or to aid the teacher in preparing the class for the game.
2. The lists of HISTORICAL TERMS and PERSONALITIES may be used as research topics to prepare the class for the game.

3. Items in the four lists marked by an asterisk (*) are from the BIOGRAPHICAL SKETCH. The remainder are from the DECISIONS.
- D. The two CROSSWORD PUZZLES are designed to reinforce learning. PUZZLE #1 is based on the HISTORICAL TERMS while PUZZLE #2 is based on the PERSONALITIES list. The WORD SEARCH combines words from both VOCABULARY LISTS.

CRITICAL DECISIONS IN UNITED STATES HISTORY
CLASSROOM GAMES AND ACTIVITIES
for grades 7-12

TITLES.

1. Critical Decisions of George Washington
2. Critical Decisions of Thomas Jefferson.
3. Critical Decisions of Abraham Lincoln, 1860-1862.
4. Critical Decisions of Abraham Lincoln, 1862-1865
5. Critical Decisions of Theodore Roosevelt
6. Critical Decisions of Woodrow Wilson.
7. Critical Decisions of Harry Truman
8. Critical Decisions of John F. Kennedy

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Instructions



WOODROW WILSON: A BIOGRAPHICAL SKETCH

Thomas Woodrow Wilson was born December 28, 1856, in Staunton, Virginia. His father, Joseph Wilson, was a Presbyterian minister and his mother, the former Jennie Woodrow, was the daughter of a minister of the same faith. "Tommy" was the third of four children. He would later abandon the use of his first name and is known to history as Woodrow Wilson.

Young Wilson was a frail and timid boy, often suffering from illness. His family moved often, to Georgia, South Carolina, and North Carolina, as his father changed churches. The disruption of Southern educational systems in the Reconstruction period following the Civil War delayed Wilson's schooling until he was nine years old. Perhaps the late start encouraged his educational ambitions for Wilson would become the most highly educated president in U.S. history.

In 1873, he entered Davidson College (South Carolina) to prepare for the ministry but had to withdraw due to poor health. Two years later, he enrolled at Princeton University in New Jersey where his ambition shifted to a career as a statesman. He envisioned himself as a future senator. Wilson was a very capable and active college student, editing the school paper and performing skillfully as an orator on the debate club which he helped found. In 1879, he began the study of law at the University of Virginia and, after another disruption due to illness, earned a degree in 1882.

After an unsuccessful year as a lawyer, his ambition shifted once more, this time to the field of teaching. He enrolled at Johns Hopkins University, receiving a Ph.D. in 1886. During graduate school, he wrote his first book, Congressional Government, which argued that the president was too weak under the U.S. system of government. Wilson preferred the parliamentary system in which the executive, although elected and removable by the legislature, has the continued support of the legislature for his programs.

Wilson began teaching at Bryn Mawr, a private women's college in Pennsylvania. The same year (1885) he married Ellen Axton, the daughter of a Presbyterian minister. The Wilson's had three daughters, two of whom were later married in the White House. Mrs. Wilson would set a precedent of social involvement as First Lady by working for slum clearance in Washington D.C. before her death in 1914. Wilson later married Edith Galt, an attractive widow, who would exercise much executive authority when the President was incapacitated by a stroke in 1919.

From Bryn Mawr, Wilson moved to Wesleyan University (Connecticut) where, in addition to his teaching duties, he coached football. In 1890 he accepted a position at his alma mater (Princeton) where he gained a reputation as a popular lecturer and diligent researcher. He wrote many articles and several books, including a five volume History of the American People.

In 1902 he entered the world of politics by the backdoor with his appointment as President of Princeton University. Wilson became a public figure in New Jersey as he engaged in (sometimes bitter) fights over academic reforms. He succeeded in introducing new courses of study but remained critical of private universities for failing to serve the needs of the entire country.

Democratic Party leaders were interested in this political neophyte who captured public attention by his eloquence, erudition, and fighting spirit. He was a new face who seemed both electable and controllable. These political "bosses" planned to ride Wilson all the way to the White House.

The first step was the governorship of New Jersey which Wilson won, ousting a Republican administration of fourteen years tenure. Wilson early showed his independence by successfully opposing James Smith, one of his "boss" supporters, who wanted to become Senator. He proved to be an outstanding governor, initiating many reforms including: direct primary elections, regulation of public utilities, health and safety laws, and improving the lot of the workingman. When the Republicans regained control of the New Jersey legislature, however, Wilson was less successful. He often refused to compromise with the opposition and vetoed many bills.

The presidential election of 1912 presented the Democrats with a great opportunity since the Republicans split their support between the incumbent William Howard Taft and former President Theodore Roosevelt, running as a Progressive independent. Wilson entered the convention with fewer delegates than Champ Clark, the Speaker of the House of Representatives, but stubbornly refused to make deals, support another candidate, or concede. His tenacity paid off in victory on the 46th ballot. Reluctant at first to campaign vigorously, Wilson found that he enjoyed the public adulation accorded a presidential candidate. Wilson spoke of a "New Freedom"--a progressive program of economic, political, but not social reform. The Republican split proved decisive as Wilson, with less than half of the popular votes, won a majority in the Electoral College.

Wilson brought to the presidency a wealth of political experience, both practical and theoretical. He was a crusader who fought for what he believed, but his assurance sometimes turned to self-righteousness and his abhorrence of compromise sometimes led to stalemate. His public personality was that of a cold, solemn idealist. Only his family and close friends knew of his deep emotional attachments and keen sense of humor.

Wilson was the first President to take a primary role in world affairs, refusing to return to the traditional policy of isolationism after World War I. For his efforts he was awarded the Nobel Peace Prize in 1920. The rejection by the U.S. of the League of Nations, his proposed organization to maintain world peace, embittered Wilson. He refused to reconcile himself to those he held responsible for its defeat--especially Senator Henry Cabot Lodge and Colonel Edward House, his former closest friend and advisor. Wilson's comprehensive domestic program of reform was the culmination of the Progressive Movement in the U S

A stroke, which paralyzed him in 1919, forced Wilson into a secluded retirement after his second term (1921) and led to his death in 1924 at age 67. In college he had written that "the President is at liberty, both in law and conscience, to be as big a man as he can be"--a description aptly befitting the Wilson administration.

PRESIDENT WILSON GAME OF STATE, 1913



DECISION #1: SECRETARY OF STATE, 1913

Who should the President select for the highest appointed office in the new administration? Several names have been suggested.

- A. Edward M. House, a good friend who worked hard for the President's election.
- B. William J. Bryan, one of the most powerful leaders of the Democratic Party and a three time candidate for president.
- C. Franklin D. Roosevelt, a rising star in the party.

DECISION #2: UNDERWOOD TARIFF, 1913

The current tariff law is highly protective and the President has proposed a reduction in the rates to provide a freer competitive environment. The House of Representatives has passed the new tariff reduction act but lobbyists have prevented its passage in the Senate. What should the President do to get his law passed?

- A. Pressure key senators to get the law passed.
- B. Threaten to propose legislation limiting the power of lobbyists.
- C. Appeal to the American people to pressure the Senate to counter the influence of the lobbyists.

DECISION #3: INCOME TAX, 1913

The 16th Amendment to the Constitution legalized an income tax. Congress wants to include an income tax in the new tariff act. Should the President support this type of taxation which has not been used since the Civil War?

- A. No. The new tariff law will mainly affect the wealthy. The proposed income tax will be on the wealthy also. We should not include two taxes on the rich at the same time.
- B. Yes. But make sure that the taxes are small.
- C. No. Propose that the income tax be introduced at a later time.

DECISION #4: BANKING AND CURRENCY SYSTEM, 1913



Sen Carter Glass

The nation's banking system is outmoded and cannot meet the demands of our growing economy. Several different ideas have been proposed to solve the banking and currency problems. Which one should the President support?

- A. A bill by Senator Carter Glass of Virginia that would set up a decentralized government bank under the control of the federal government.
- B. A third "Bank of the United States" proposed by Senator Aldrich and others. This bank would be under the control of Wall Street financiers.
- C. A large privately operated government bank that would operate under federal regulations.

DECISION #5: CLAYTON ANTI-TRUST ACT, 1914



Unions have been complaining that the Sherman Anti-Trust Act of 1890 has been used to harm the labor movement. Attempts to remedy these harmful practices are being considered in the debates over the Clayton Anti-Trust Act. What provisions should the President work to have included?

- A. Exempt labor unions from anti-trust prosecution but do not legalize strikes and picketing.
- B. Exempt labor unions from anti-trust prosecution and legalize strikes and picketing.
- C. Include no provisions affecting labor. To do so might endanger the passage of the proposed anti-trust act.

DECISION #6: SEGREGATION OF FEDERAL EMPLOYEES, 1913

Postmaster General Burleson has suggested the segregation of all Black workers in the federal government. Under his suggestion Black workers would either be segregated, demoted or fired. How should the President deal with his Postmaster General's suggestion?

- A. Approve it and allow immediate implementation of a segregation policy for federal workers.
- B. Reject the idea and reprimand Burleson for his racist proposal.
- C. Accept a modified segregation policy. Black workers will be segregated but in no case will they be demoted or fired.



DECISION #7: RECESSION OF 1913-1914

A business recession has harmed the economy, throwing many people out of work. Business leaders are blaming Wilson's low tariff as a major cause of the recession. Wilson stands to lose considerable support from conservatives in the next election. What, if anything, should he do?

- A. Pressure Congress to raise the rates of the Underwood Tariff. The low rates are allowing cheap foreign products in, causing Americans to lose their jobs.
- B. Take action to avoid angering the business community. Appoint business people and conservatives to the new Federal Reserve and Federal Trade commissions.
- C. Propose a series of relief measures to aid the unemployed.

DECISION #8: DOLLAR DIPLOMACY, 1913

Under President Taft, American bankers were encouraged to loan money to China. Taft had given assurances that the government would support their Chinese loans. President

Wilson has gone on record as being opposed to this Dollar Diplomacy. How should he deal with these loans to China?

- A. Announce that he will give no preferential treatment to bankers who are involved with Chinese loans.
- B. Announce that the government will no longer support additional loans to China. Any loans made after this announcement would be at the bankers own risk.
- C. Announce that the government will only support bankers if their loans serve to further the interests of the nation.



DECISION #9: MEXICO, 1913-1914

The Mexican dictator, Porfirio Diaz, had encouraged foreign investment during his thirty years in power. Americans had invested over a billion dollars in Mexico. Diaz was overthrown in 1911, and his successor, Francisco Madero, was murdered by General Huerta who made himself the new dictator of Mexico. Several governments have recognized the government of General Huerta. Should Wilson have the United States recognize Huerta's government?

- A. Yes. Although we may disagree with Huerta's methods, he has brought order to Mexico.
- B. No. Huerta became dictator through murder. We cannot condone his violent methods.
- C. No. Not only should we not recognize Huerta but we should actively support Mexicans fighting to overthrow him.

DECISION #10: MEXICO, 1914

Great pressure has been put on the President to intervene in Mexico. Many Americans have been murdered and Wilson has been called a coward by Theodore Roosevelt and others for not intervening when American sailors were arrested in Tampico, Mexico. Although they were quickly released Huerta refused to apologize and salute our flag. Also reports that a German ship carrying arms to Huerta have been confirmed. What should the President's response be to these actions?

- A. Go before Congress to secure approval for the use of armed forces against Mexico.
- B. Order our navy and army into action without securing Congressional approval.
- C. Ignore the incident. Send a representative to Huerta warning him that force will be used in the future if there is a recurrence of such incidents.



DECISION #11: WAR IN EUROPE, 1914

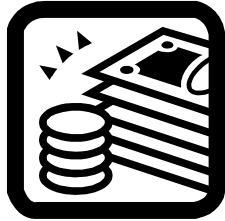
A devastating war has broken out involving all the major European powers. What should the position of the United States be?

- A. We should join with Great Britain and France against Germany and her allies.

- B. We should join with Germany and her allies against Great Britain, France, and their allies.
- C. We should declare our neutrality and avoid becoming involved.

DECISION #12: LOANS TO THE ALLIES, 1914-1915

All the belligerents, both the Central Powers (Germany and her allies) and the Allies



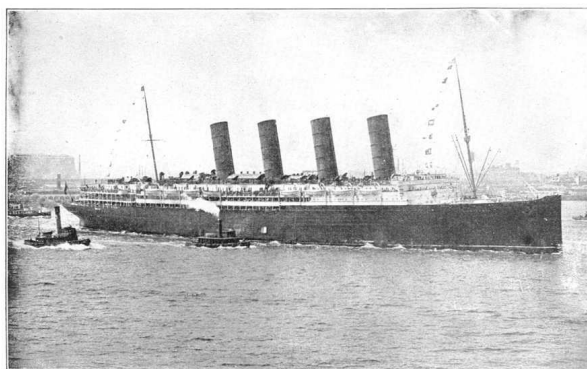
(Great Britain, France and their allies) have bought war materials from the United States. The Central Powers have bought much less, due to the fact that the Allies control the sea. The gigantic war orders from the Allies have brought the nation out of the recession. Recently the Allies have begun to run out of money to pay for war supplies. Wall Street bankers are proposing raising billions of dollars for the Allies. Almost no money is being raised for the Central Powers who are considered poor credit risks. Should President Wilson allow these loans to proceed?

- A. No. We are pledged to neutrality and these loans put us squarely on the Allies' side.
- B. Approve the loans only if an equal amount of money is offered to the Central Powers.
- C. Yes. Approve the loans.

DECISION #13: PROBLEMS WITH BRITAIN, 1914-1916

Britain's blockade of the Central Powers and her other trade restrictions have hampered our free trade. They have been confiscating goods ordered by neutral countries on the European continent. What steps should Wilson take to ensure that our sea rights are respected?

- A. We have the third strongest navy in the world. Use our navy to escort merchant ships to their destinations.
- B. Inform the British if their interference with our free trade is not halted we will impose an embargo on shipments to them.
- C. Take no actions, except for written protests.



DECISION #14: LUSITANIA, 1915

In May of 1915, the British-registered passenger liner, Lusitania, was sunk by a German U-boat (submarine). 1,198 men, women, and children were killed, including 128 American citizens. Several months later, a second passenger ship, the Arabic was sunk with loss of two Americans. Americans are angry and many are calling for a declaration of war against Germany.

Secretary of State Bryan, a pacifist, has resigned when asked to sign a protest note. How should the President deal with the sinking of these two ships?

- A. Send the strongest protest possible to Germany warning her that the sinking of passenger ships must halt.

- B. Forbid all Americans from traveling on belligerent ships.
- C. Use our navy to escort any nation's passenger ships.

DECISION #15: PREPAREDNESS, 1915-1916



While our navy is strong our army is extremely weak, having only 100,000 soldiers. Calls for strengthening the army are met by opposition from pacifists and pro-German Americans. Should Wilson begin preparing for war?

- A. No. The surest way for the nation to become involved in a war is to begin preparations for war.
- B. Yes. Encourage Congress to begin funding an increase in our fighting forces.
- C. Ask Congress for a increase for the navy. If we build the strongest navy in the world we will not need a large army.

DECISION #16: ANTI-TRAVEL LEGISLATION, 1916

Congress is considering passing legislation forbidding Americans from traveling on belligerent ships. This will prevent a recurrence of the Lusitanian incident where Americans were killed by a German U-boat while traveling on a British ship. Should the President work to have this legislation passed?

- A. Yes. It will us keep out of war.
- B. Take no position. Pledge to enforce the position Congress takes.
- C. No. To pass such legislation would mean surrendering our rights. Work to defeat the legislation.

DECISION #17: SINKING OF THE. SUSSEX, 1916

In March of 1916 a German U-boat sunk a French passenger ship, the Sussex. This is a clear violation of Germany's promise made after the sinking of the Lusitanian and Arabic. How should the President react to Germany's sinking, once again, of a passenger ship?

- A. Warn Germany if she does not halt the sinking of passenger ships we will break diplomatic relations and consider a declaration of war.
- B. Take no actions outside of a diplomatic protest.
- C. Go before Congress and ask for a declaration of war against Germany.



DECISION #18: PRESIDENTIAL ELECTION OF 1916

Wilson was unanimously nominated for a second term. His Republican opponent is Charles Evans Hughes. What should be Wilson's overall campaign theme?

- A. "Preparedness."
- B. "Break the money trusts."
- C. "He kept us out of war."

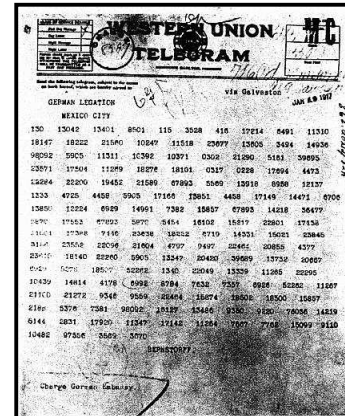
DECISION #19: GERMAN U-BOAT DECLARATION, 1917

Germany announced that they will begin sinking all merchant ships, including American, found within their stated war zone. This is a clear renunciation of their Sussex Pledge of 1916. How should the President respond?

- A. Go before Congress and ask for a declaration of war against Germany.
- B. Take no action except issuing a diplomatic protest against Germany. Wait and see if Germany will actually begin sinking U.S. ships.
- C. Break diplomatic relations with Germany.

DECISION #20: GERMAN PROVOCATIONS, 1917

An intercepted telegram from the German Foreign Secretary to the Mexican Government has been given to the United States by Great Britain. In the note Germany declares that, in case of war with the United States, a German-Mexican alliance can be formed with Mexico getting back Arizona, Texas, and New Mexico. Shortly after, German U-boats sank four unarmed American ships. What should the President do to counter these new German outrages?



- A. Go before Congress and ask for a declaration of war against Germany.
- B. Issue an ultimatum to Germany. If they do not renounce submarine warfare, we will declare war.
- C. Arm our merchant ships and begin convoying them across the ocean. Order the navy to sink any German submarine spotted. This will protect our maritime rights and avoid a full scale war.

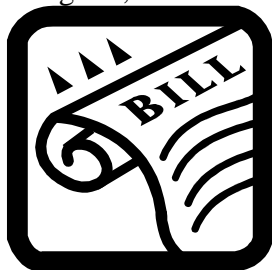
DECISION #21: WAR OBJECTIVES, 1917

With the United States now in the world war the President and his advisers are working on a document that would spell out the goals for the war. What should the President include in this document?

- A. An indictment of Germany and her allies and a demand for an unconditional surrender.
- B. A statement pledging to return the world to the status quo of pre-war years once the fighting stops.
- C. Broad idealist goals that would appeal to peoples all over the world.

DECISION #22: ESPIONAGE AND SEDITION ACTS, 1917-18

Congress, with the backing of many Americans, is working on two bills aimed at curbing dissent and the freedoms of speech and press. Should the President sign these bills and make them the law of the land?



- A. No, let them become law without the President's signature.
- B. Yes, the nation must be protected against traitors and saboteurs.
- C. Veto the bills. They are clearly violations of the Constitution and Bill of Rights.

DECISION #23: SURRENDER TERMS, 1918

Germany has offered to surrender under terms spelled out in Wilson Fourteen Points declaration. The Allies (Britain and France) insist on adding two reservations to the surrender terms. How should the President deal with this?

- A. Offer the terms the Allies want to the Germans.
- B. Do not accept any surrender from Germany until Allied armies have entered Germany itself.
- C. Insist to our Allies that the surrender terms be based solely on the Fourteen Points.



DECISION #24: VERSAILLES PEACE CONFERENCE

President Wilson, who has gone to Europe, is having difficulty with our Allies in working out a treaty for the surrender of Germany. What should his strategy be to secure a treaty?

- A. Insist that all Fourteen points must be included. Accept no compromises.
- B. Compromise on most items as long as the League of Nations is in the final draft treaty.
- C. Compromise on all items. It is extremely important to get a treaty before the American people lose interest and return to their isolationist ways of thinking.

DECISION #25: CONFRONTATION WITH THE SENATE, 1919

Ratification of the Treaty of Versailles is being debated in the U.S. Senate. A group of Senators, led by Henry Cabot Lodge, William Borah, and Hiram Johnson will support the treaty only if amended to protect U.S. interests. How should the President deal with these opponents to the treaty ratification?

- A. Negotiate with the Senate and work out an acceptable compromise.
- B. Appeal directly to the American people by undertaking a nationwide speech making tour and instruct Democrats not to vote for a treaty with any amendments.
- C. Accept whatever reservations the Senate insists on as long as the League of Nations language is untouched.



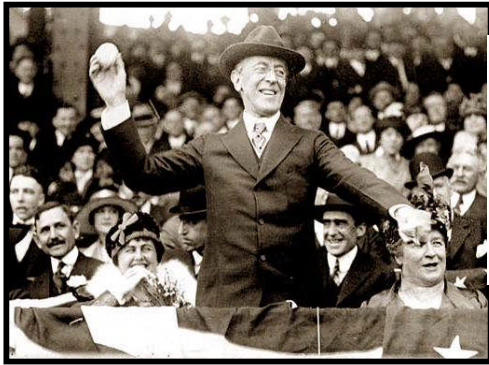
QUESTIONS from
BIOGRAPHICAL SKETCH:
PRESIDENT WILSON

I. MULTIPLE CHOICE: Write the letter which indicates the correct answer.

- _____ 1. Which relative of Wilson was a Presbyterian minister? A) father B) grandfather C) father-in-law D) all three
- _____ 2. Wilson's college ambition was to become a: A) Senator B) actor C) writer D) minister
- _____ 3. Wilson attended college in: A) South Carolina B) Virginia C) New Jersey D) all three
- _____ 4. Wilson's first job was as a: A) teacher B) lawyer C) minister D) reporter
- _____ 5. Wilson's wife, Ellen, was actively involved as a: A) politician B) preacher C) first lady D) author
- _____ 6. Wilson gained a reputation as a: A) college president B) researcher and author C) popular teacher D) all three
- _____ 7. Political bosses were attracted to Wilson because he was: A) independent B) intelligent C) popular D) all three
- _____ 8. Wilson's first political position was: A) Governor B) Senator C) Mayor D) President
- _____ 9. In the 1912 presidential election, Wilson ran against: A) Taft B) T. Roosevelt C) both D) neither

II. TRUE-FALSE: Mark "T" or "F."

- _____ 10. Wilson's first name was Woodrow.
- _____ 11. Wilson was a sickly and shy child.
- _____ 12. Wilson was the most highly educated President in U.S. history.
- _____ 13. Wilson was an accomplished writer but a poor public speaker.
- _____ 14. Wilson favored a weak president who followed the lead of Congress.
- _____ 15. Mrs. Wilson was, in effect, "acting President," when her husband was incapacitated in 1919.
- _____ 16. Wilson was a student, teacher, and President at Princeton University.
- _____ 17. Wilson instituted many reforms as Governor of New Jersey.
- _____ 18. Wilson worked best when the legislature was controlled by the opposition party.
- _____ 19. Wilson was easily nominated for President in 1912 at the Democratic convention.
- _____ 20. Wilson was elected President in 1912 although his opponents had more popular votes.
- _____ 21. Wilson was awarded the Nobel Peace Prize.



TEST ON DECISIONS:

PRESIDENT WILSON GAME

I. MATCHING NAMES: Write the letter which indicates the correct answer.

- _____ 1. William J. Bryan
- _____ 2. Porfirio Diaz
- _____ 3. Charles E. Hughes
- _____ 4. Henry C. Lodge
- _____ 5. Theodore Roosevelt

- A. Lost 1916 election to Wilson
- B. Wilson's Secretary of State
- C. Senator who opposed the Treaty of Versailles
- D. former President who criticized Wilson's policy toward Mexico
- E. Mexican dictator overthrown by revolution

II. MATCHING TERMS: Write the letter which indicates the correct answer.

- _____ 6. Lobbyist
- _____ 7. 16th Amendment
- _____ 8. Clayton Anti-trust Act
- _____ 9. Dollar Diplomacy
- _____ 10. Pacifist
- _____ 11. Fourteen Points
- _____ 12. Versailles

- A. The U.S. would protect investments in foreign countries
- B. Provided for an income tax
- C. Wilson's war aims
- D. Opposes war for any purpose
- E. Expanded rights of labor unions
- F. Scene of peace conference after World War I
- G. Attempts to influence legislation through pressure and persuasion

III. MULTIPLE CHOICE: Write the letter which indicates the correct answer.

- _____ 13. Wilson tried to satisfy: A) business B) labor C) both D) neither
- _____ 14. A recession is like a: A) depression B) meeting C) civil war D) retirement

- _____15. Because of its illegal origin, Wilson refused to recognize the government of: A) China B) Mexico C) France D) South Africa
- _____16. Who was not originally involved in World War I? A) France B) Germany C) England D) U.S.
- _____17. Who interfered with U.S. trade during World War I? A) England B) Germany C) both D) neither
- _____18. A German submarine sunk the Lusitanian, a ship carrying: A) soldiers B) passengers C) oil D) foodstuffs
- _____19. The U.S. had a weak: A) army B) navy C) both D) neither
- _____20. A U-Boat was a : A) submarine B) passenger liner C) oil tanker D) none of these
- _____21. Germany tried to spark war between the U.S. and: A) England B) China C) France D) Mexico
- _____22. To whom did Wilson appeal for support of the Treaty of Versailles? A) Senate B) Cabinet C) American people D) Supreme Court

IV. TRUE-FALSE: Mark "T" or "F."

- _____23. Wilson wanted to lower tariffs (taxes on imports).
- _____24. Wilson opposed a tax on the incomes of individuals.
- _____25. Wilson believed the federal government should stay out of the banking business.
- _____26. The federal government's policy was to segregate (keep separate) Black workers.
- _____27. Wilson believed that the President, not Congress, should decide when military force should be used.
- _____28. The U.S. loaned money to European countries so they could buy war materials from us.
- _____29. Germany was careful not to attack any ship carrying American passengers.
- _____30. Wilson warned American citizens not to travel by ship during World War I.
- _____31. In 1916, Wilson campaigned on the theme that "he kept us out of the war."
- _____32. Wilson's goal in World War I was to protect American rights, not to change the world situation.
- _____33. Wilson signed laws limiting freedom of speech and the press.
- _____34. Wilson went to Europe to represent the U.S. at the peace conference

RESEARCH LISTS: PRESIDENT WILSON

VOCABULARY I

*Frail
*Ambition
*Envision
*Orator
*Precedent
*Incapacitate
*Diligent
*Critical
*Oust
*Initiate
*Self-righteous
*Sustained
*Reconcile
*Culmination
Counter
Outmoded
Segregation
Reprimand
Condone
Intervene
Hamper
Confiscate
Escort
Recurrence
Unanimous
Provocation
Dissent

VOCABULARY II

*Ph. D.
*Executive
*Academic
*Neophyte
*Eloquence
*Erudition
*Tenure
*Tenacity
*Adulation
*Theoretical
*Abhorrence
Decentralize
Preferential
Belligerents
Embargo
Pacifist
Ultimatum
Renounce
Maritime
Status Quo
Espionage

HISTORICAL TERMS

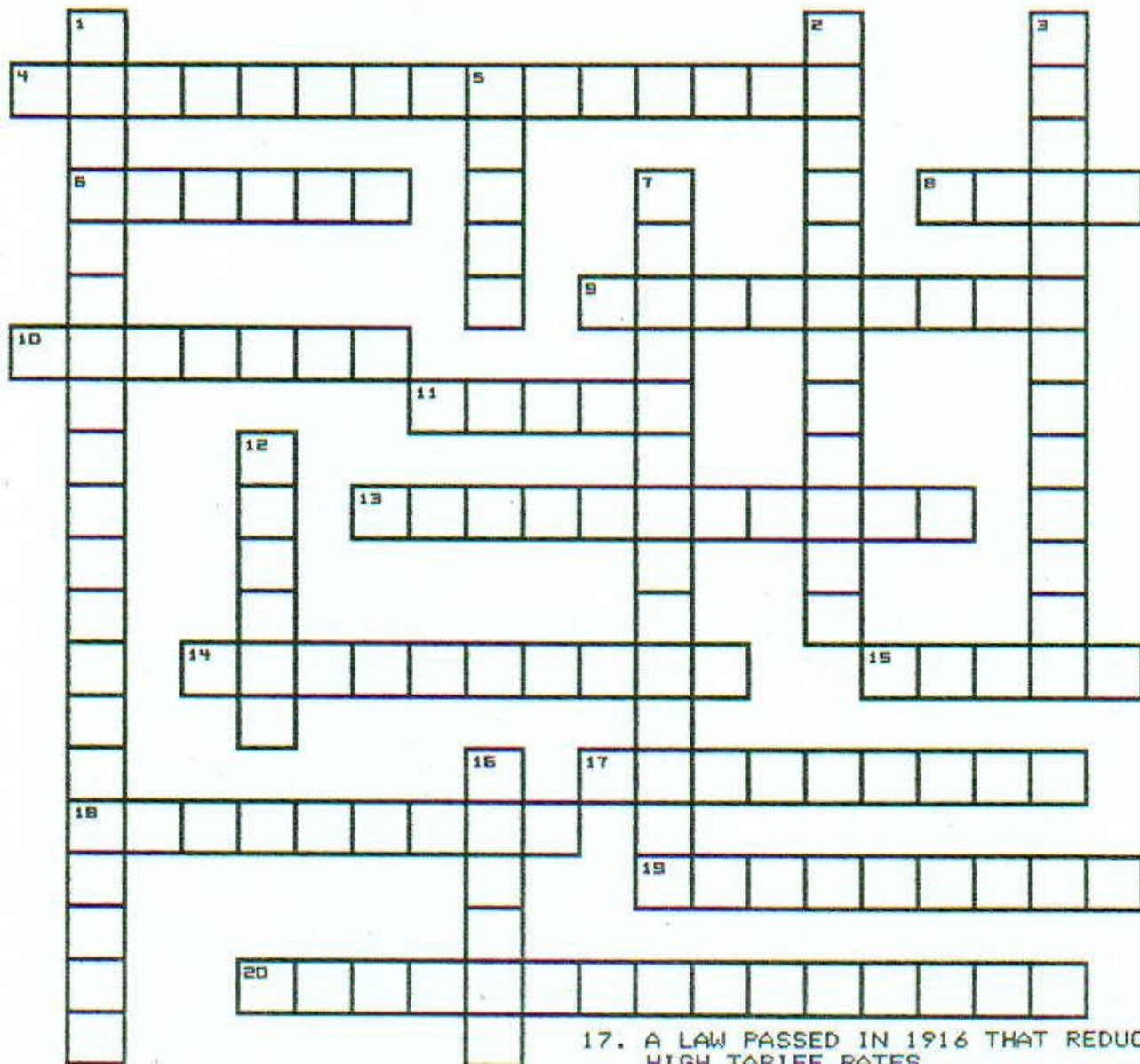
*Presbyterian
*Reconstruction
*Parliamentary
*First Lady
*Primary Election
*Public Utility
*Veto
*Progressive
*New Freedom
*Electoral College
*Isolationism
*Nobel Peace Prize
*League of Nations
Underwood Tariff
Lobbyist
16th Amendment
Clayton Anti-trust Act
Recession
Dollar Diplomacy
Central Powers
Allies
Lusitania
U-Boat
Sussex
Convoy
Fourteen Points
Versailles Conference
League of Nations

PERSONALITIES

*James Smith
*William H. Taft
*Theodore Roosevelt
*Champ Clark
*Henry C. Lodge
*Edward House
William J. Bryan
Franklin Roosevelt
Carter Glass
Nelson Aldrich
Albert Burleson
Porfirio Diaz
Francisco Madera
Victoriano Huerta
Charles E. Hughes
William Borah
Hiram Johnson

*Derived from BIOGRAPHICAL
SKETCH

WILSON:TERMS



ACROSS CLUES

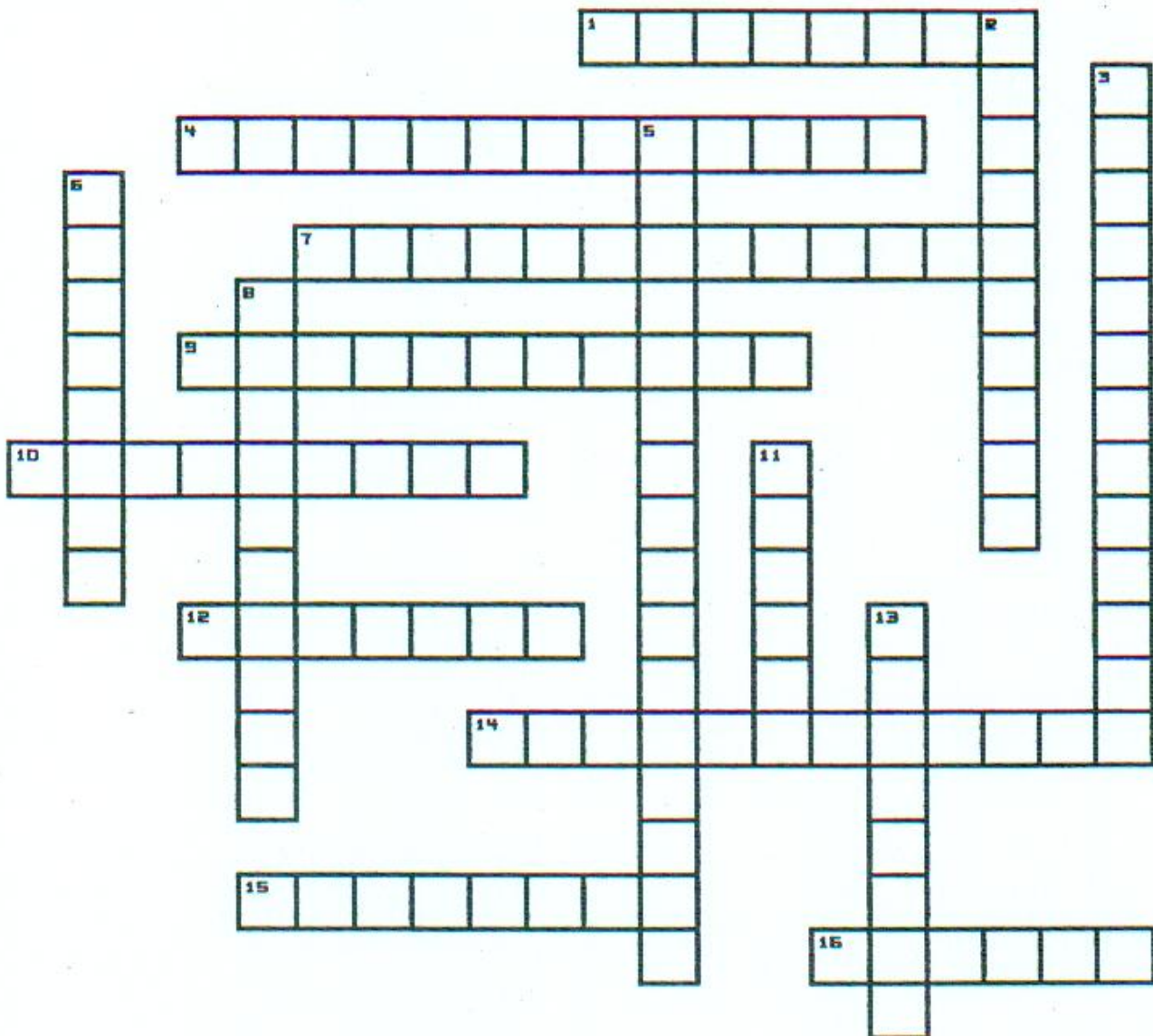
4. ALTHOUGH THE IDEA WAS PROPOSED BY WILSON, THE U.S. NEVER JOINED THIS WORLD ORGANIZATION
6. A FRENCH PASSENGER SHIP SUNK BY GERMANY IN 1916
8. WHAT A PRESIDENT CAN DO TO A BILL PASSED BY CONGRESS THAT HE DOES NOT APPROVE OF
9. A BRITISH PASSENGER SHIP SUNK BY U-BOATS IN 1915
10. THE _____ ANTI-TRUST ACT EXEMPTED UNIONS
11. NAME FOR GERMAN SUBMARINES
13. WILSON WAS A _____ IN THE AREAS OF ECONOMIC, POLITICAL, BUT NOT SOCIAL REFORM
14. WHAT WILSON CALLED HIS LEGISLATIVE PROGRAM
15. THE PRESIDENT'S WIFE IS KNOWN AS THE _____ LADY

17. A LAW PASSED IN 1916 THAT REDUCED HIGH TARIFF RATES
18. ONE OF THESE BUSINESS DOWNTURNS OCCURRED IN 1913
19. THE _____ AMENDMENT LEGALIZED THE _____ INCOME TAX
20. THE GOVERNMENT PROTECTS U.S. INVESTMENTS IN FOREIGN COUNTRIES

DOWN CLUES

1. AT THIS GATHERING IN 1919 THE TERMS FOR A PEACE TREATY WERE WORKED OUT
2. _____ MEANS THAT THE U.S. SHOULD NOT BE INVOLVED IN WORLD AFFAIRS
3. THE NAME GIVEN TO GERMANY AND HER ALLIES IN WORLD WAR I
5. WILSON WON THE _____ PEACE PRIZE IN 1920
7. WILSON'S PLAN FOR ENDING THE WAR AND INSURING FUTURE PEACE
12. THE NAME GIVEN TO BRITAIN, FRANCE, AND OTHERS WHO FOUGHT AGAINST GERMANY IN WW I

KENNEDY: PEOPLE



ACROSS CLUES

1. A BLACK VETERAN WHO WAS NOT ALLOWED TO ATTEND THE UNIVERSITY OF MISSISSIPPI
4. THE PRESIDENT'S FATHER
7. KENNEDY'S BROTHER AND ATTORNEY GENERAL
9. THE COMMUNIST DICTATOR OF CUBA
10. KENNEDY CAMPAIGNED FOR THIS MAN IN THE 1956 ELECTION
12. JACQUELINE KENNEDY'S MAIDEN NAME
14. KENNEDY'S REPUBLICAN OPPONENT IN THE 1960 PRESIDENTIAL ELECTION
15. THE LEADER OF FRANCE WHO REJECTED AMERICAN LEADERSHIP FOR EUROPE
16. A FORMER PRESIDENT WHO THOUGHT JOHN KENNEDY MIGHT BE TOO YOUNG TO BE PRESIDENT

DOWN CLUES

2. THE MAN KENNEDY DEFEATED FOR SENATOR IN 1952
3. KENNEDY'S VICE PRESIDENT
5. THE RUSSIAN PREMIER IN THE LATE 50'S AND EARLY 60'S
6. A SENATOR WHO CHARGED THAT COMMUNISTS WERE DEEPLY INVOLVED IN THE GOVERNMENT
8. THE REPUBLICAN PRESIDENT FROM 1952 TO 1960
11. KENNEDY WROTE A BOOK ABOUT THE APPEASEMENT OF THIS MAN IN THE 1930'S
13. KENNEDY'S SECRETARY OF DEFENSE

NAME

** WILSON:WORDSEARCH **

D H D E R D D I N C A P A C I T A T E R
I A J R Q P T S H C U L M I N A T I O N
S C P U G U U L T I M A T U M T F A L N
S A U N P D P R O V O C A T I O N I V E
E D O E X S E G R E G A T I O N A M V O
N E O T V V W S L P T J L C H R C R S P
T M B R T E N A C I T Y P Y F A O Q Z H
F I B E Y F C P R E C E D E N T M Y Q Y
Y C P R L I S L R E P R I M A N D P H T
M F X A T L O H N R E C U R R E N C E E
A O C I C D I O O U T M O D E D N V C R
R U R O M I I G A B H O R R E N C E O I
I C N E N T F R E O V A L V M C J W U N
T E D A A F S I G R D Y M Z F P D T N T
I B S L N E I R S H E M S B U Y Z S T E
M J U C X I A S P T A N Q S I A Z U E R
E D X O O B M P C R X G T L W T O O R V
A D Q F M R B O O A O V I S Q B I R O E
J O C E X J T I U V T K P P Y M O O Z N
Y R N B G P S E N S J E N F A X K D N E

LIST OF WORDS

PROVOCATION
BELLIGERENTS
ORATOR
MARITIME
AMBITION
EMBARGO
HAMPER
TENURE
NEOPHYTE
RECURRENCE
DISSENT

PRECEDENT
CONFISCATE
INTERVENE
CULMINATION
ESCORT
PACIFIST
INCAPACITATE
OUST
FRAIL
TENACITY
OUTMODED

ABHORRENCE
CRITICAL
ACADEMIC
SEGREGATION
ADULATION
UNANIMOUS
ULTIMATUM
COUNTER
REPRIMAND
PHD

TEACHER CONFIDENTIAL SHEET: PRESIDENT WILSON

ANSWERS TO DECISIONS

1. B
2. C
3. B
4. A
5. B
6. A
7. B
8. A
9. C
10. A
11. C
12. C
13. C
14. A
15. B
16. C
17. A
18. C
19. C
20. A
21. C
22. B
23. A
24. B
25. B

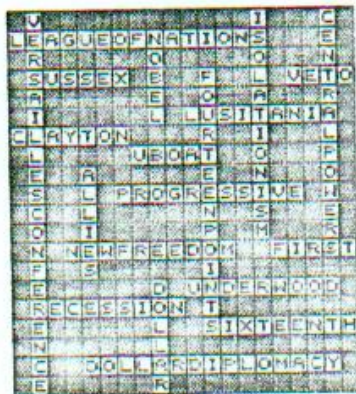
ANSWERS TO BIOGRAPHICAL SKETCH READING QUESTIONS

1. D
2. A
3. D
4. B
5. C
6. D
7. C
8. A
9. C
10. F
11. T
12. T
13. F
14. F
15. T
16. T
17. T
18. F
19. F
20. T
21. T

ANSWERS TO TEST QUESTIONS

1. B
2. E
3. A
4. C
5. D
6. G
7. B
8. E
9. A
10. D
11. C
12. F
13. C
14. A
15. B
16. D
17. C
18. B
19. A
20. A
21. D
22. C
23. T
24. F
25. F
26. T
27. F
28. T
29. F
30. F
31. T
32. F
33. T
34. T

ANSWERS: WILSON: TERMS



ANSWERS: WILSON: PEOPLE



** WILSON:WORDSEARCH **

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D . . E . . . I N C A P A C I T A T E .
I A . R . . . . C U L M I N A T I O N
S C . U . . U L T I M A T U M . . . L N
S A . N . . P R O V O C A T I O N I . E
E D . E . S E G R E G A T I O N A . . O
N E . T . . . . L . . . . H R . R . P
T M B . T E N A C I T Y . . F A D . . H
. I . E . . C P R E C E D E N T M . . Y
. C P . L I . . R E P R I M A N D P . T
M . . A T L . . N R E C U R R E N C E E
A . C I C . I O O U T M O D E D . . C R
R U R O . I I G A B H O R R E N C E O I
I C N . N T F . E O . A . . . . . U N
T E . A A F . I G R D . M . . . . T N T
I . S L N . I R S H E . . B . . . S T E
M . U C . I A S P T . N . . I . . U E R
E D . . O B M . C . . . T . . T . O R V
A . . . M R . O . A . . . S . . I . . E
. . . E . . T . U . T . . . . . O . N
. . . . . S . E . . . . . N E

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LIST OF WORDS

PROVOCATION	PRECEDENT	ABHORRENCE
BELLIGERENTS	CONFISCATE	CRITICAL
ORATOR	INTERVENE	ACADEMIC
MARITIME	CULMINATION	SEGREGATION
AMBITION	ESCORT	ADULATION
EMBARGO	PACIFIST	UNANIMOUS
HAMPER	INCAPACITATE	ULTIMATUM
RENTURE	OUST	COUNTER
NEOPHYTE	FRAIL	REPRIMAND
RECURRENCE	TENACITY	PHD
DISSSENT	OUTMODED	

WORD LIST: WILSON:TERMS

ALLIES	ISOLATIONISM	SIXTEENTH
CENTRAL POWERS	LEAGUE OF NATIONS	SUSSEX
CLAYTON	LUSITANIA	UBOAT
DOLLARDIPLOMACY	NEW FREEDOM	UNDERWOOD
DOLLAR	NOBEL	VETO
FIRST	PROGRESSIVE	VERSAILLES CONFERENCE
FOURTEENPOINTS	RECESSION	

WORD LIST: WILSON: PEOPLE

ALDRICH	FRANKLIN ROOSEVELT	JAMES SMITH
BORAH	GLASS	LODGE
BRYAN	HIRAM JOHNSON	MADERA
BURLESON	HOUSE	TAFT
CHAMP CLARK	HUGHES	THEODORER ROOSEVELT
DIAZ	HUERTA	