

MCHCE

The Montana Council for History and Civics Education

Biographies of the Nation Instructional Plan

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Grade 11
US History**

James Monroe and the “Monroe Doctrine”

A. Essential Question:

What was the original intent of President Monroe’s seventh annual State of the Union Address to Congress and how has the original intent of the policy put forth been used and changed close to two centuries since its inception?

B. Statement of Standards:

ERA 3: Revolution and the New Nation (1754-1820s)

Standard 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.

Standard 1A: The student understands the international background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.

ERA 6: The Development of the Industrial United States (1870-1900)

Standard 4: Federal Indian policy and United States foreign policy after the Civil War.

Standard 4B: The student understands the roots and development of American expansionism and the causes and outcomes of the Spanish-American War.

ERA 7: The Emergence of Modern America (1890-1930)

Standard 2: The changing role of the United States in world affairs through World War I.

Standard 2A: The student understands how the American role in the world changed in the early 20th century.

Learning Objective: After completing this lesson, students will be able to:
Relate appropriate passages in the Monroe Doctrine to events in early U.S. diplomacy.
Relate appropriate passages that pertain to future applications of the Monroe Doctrine in guiding the foreign affairs of the United States.

C: Researched Historical Background:

After the victorious result over the British at the Battle of New Orleans in early 1815, and the implosion of the Federalist Party after the fiasco of the secessionist Hartford Convention in 1814, by 1816 a new feeling of peace, prosperity and optimism pervaded the new nation. With the election of James Monroe, the last of the revolutionary generation to hold the office of president (Monroe was wounded at the Battle of Trenton) the new administration began what historians call the "Era of Good Feeling" which is enduringly associated with his name. President Monroe's lasting contribution is his announcement of the policy of the United States to non-interference in European affairs, echoing Thomas Paine and George Washington, and in respect to our disapproval of foreign interference in the affairs of both American Continents. This announcement bears the name of the "Monroe Doctrine." It is commonly regarded as one of the core principles of foreign policy of the United States with respect to its attitude toward political relations with all the American states of the Western hemisphere. The Monroe Doctrine is embodied in Monroe's message to Congress December 2, 1823. The two passages which relate to foreign interference were separated by the introduction of other matters. There were actually two parts to the speech.

The first dealt with actions of the Russian government with respect to access to Alaska by ships of other nations as laid out in the Ukase of 1821 by the Czar which prohibited foreign vessels from trading in Russian claimed waters. The United States objected to this.

The second related to the former Spanish colonies in Latin America, which had taken advantage of the mother country's distraction by the Napoleonic Wars and achieved for independence in the early years of the 19th century. By the early 1820s, monarchical elements were in control in continental Europe and rumors about the restoration of the Spanish empire began to fly. This was not good news for the United States, which resented European involvement in its backyard, nor was it met with approval by Britain, which profited richly from Latin American trade.

British foreign minister George Canning proposed to the American government that a joint warning be issued to continental Europe. President Monroe considered the British proposal, but eventually accepted [John Quincy Adams](#)' counsel that America craft an independent statement.

The parts of the message which have come to be regarded as the "Monroe Doctrine" are as follows:

...from President James Monroe's seventh annual message to Congress, December 2, 1823:

At the proposal of the Russian Imperial Government, made through the minister of the Emperor residing here, a full power and instructions have been transmitted to the Minister of the United States at St. Petersburg to arrange, by amicable negotiation, the respective rights and interests of the two nations on the northwest coast of this continent. A similar proposal has been made by His Imperial Majesty to the Government of Great Britain, which has likewise been acceded to. The Government of the United States has

been desirous, by this friendly proceeding, of manifesting the great value which they have invariably attached to the friendship of the Emperor, and their solicitude to cultivate the best understanding with his Government. In the discussions to which this interest has given rise, and in the arrangements by which they may terminate the occasion has been judged proper for asserting, as a principle in which the rights and interests of the United States are involved, that the American continents, by the free and independent condition which they have assumed and maintain, are henceforth not to be considered as subjects for future colonization by any European powers....

...The citizens of the United States cherish sentiments the most friendly in favor of the liberty and happiness of their fellow-men on that side of the Atlantic. In the wars of the European powers in matters relating to themselves we have never taken any part, nor does it comport with our policy to do so...

...The political system of the allied powers is essentially different in this respect from that of America. This difference proceeds from that which exists in their respective Governments; and to the defense of our own, which has been achieved by the loss of so much blood and treasure, and matured by the wisdom of their most enlightened citizens, and under which we have enjoyed unexampled felicity, this whole nation is devoted. We owe it, therefore, to candor and to the amicable relations existing between the United States and those powers to declare that we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety. With the existing colonies or dependencies of any European power we have not interfered and shall not interfere....

...Our policy in regard to Europe, which was adopted at an early stage of the wars which have so long agitated that quarter of the globe, nevertheless remains the same, which is, not to interfere in the internal concerns of any of its powers; to consider the government de facto as the legitimate government for us; to cultivate friendly relations with it, and to preserve those relations by a frank, firm, and manly policy, meeting in all instances the just claims of every power, submitting to injuries from none....

D. Guided Discovery Activity/Student Learning Activity

Students will research one instance where the US used the Monroe Doctrine explicitly to justify its involvement in a historical incident or event, and be able to explain how the Monroe Doctrine was used in the event by the US or if its interpretation had changed from its original intent.

1. Students will provide three sources from the internet
2. Students will use one historical document/primary source
3. Paper should be at least three pages or more to be adequate to cover material.
4. Students will use MLA format for writing paper

E Integrates Images/Employ Historical Images:

Student will create a PowerPoint presentation to accompany research,

PowerPoint should be 8-10 slides
Bullet Phrasing (No Text)

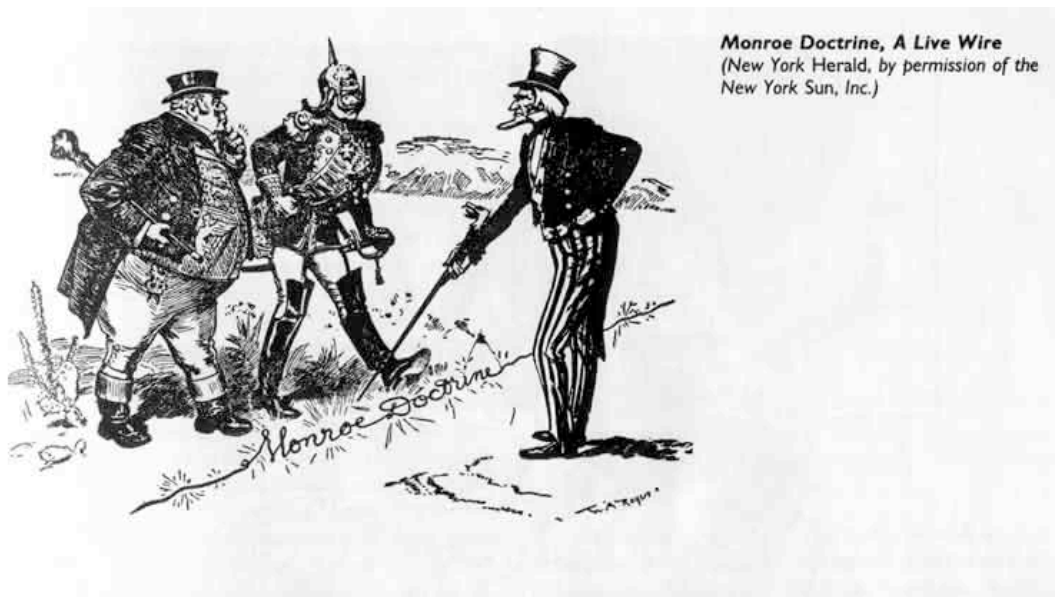
Which shall include

- | | | |
|----------------|--------------------|-----------|
| 1. Photographs | 2. Paintings | 3. Maps |
| 4. Cartoons | 5. Poster pictures | 6. Prints |
| 7. Lithographs | 8. Engravings | 9. Other |

F. Historical Images:

For class discussion students will view two cartoons and provide their interpretation of them.

Next class will be broken up into groups of two or three and each group will be given a point of view from which to design a political cartoon on the Monroe Doctrine from the point of view of one of the following: the reaction of an North American citizen, the reaction of a Latin American citizen, the reaction of a European diplomat, the reaction of a Latin American Caudillo, and the reaction of a Latin American revolutionary, the reaction of a North American business person.



1. Who does the gentleman on the right side represent?
2. According to this document, what does the terminology “A Live Wire” mean?
3. If you stepped on the “Monroe Doctrine” what would happen?



1. According to this cartoon who does the King represent?
2. What is the view of the United States on foreign relations?
3. Which countries were affected?

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It is unnecessary to treat here, of the least
improvements made in the system itself, by
the adoption of this constitution, and of its
happy effect in elevating the character, and
in protecting the rights of the nation, as
well as of individuals. To what then do
we owe these blessings? It is known to
all that we derive them from the
excellence of our Institutions. Ought we
not then to adopt every measure, which
may be necessary to perpetuate them?

JAMES MONROE

Washington 2nd Decr. 1823.

1. Looking at this hand written journal entry what do you see?
2. What feelings were depicted when James Monroe when he wrote this journal entry?
3. If you were writing what would your next journal entry look like?

G. Assessment Plan

Students will be assessed by three methods,
Research Paper Rubric
PowerPoint Rubric
Peer Assessment

Research Paper Rubric

Yes Test: You must receive all “yeses” for your paper to be scored. Any “no” will stop the process.

Yes	No	Basic Requirement
		1. Paper typed
		2. Thesis clearly stated in intro and referenced in the conclusion
		3. Correct documentation style used in text
		4. Citing evident
		5. Minimum 8 sources (and a variety of types)
		6. Works Cited/Bibliography or References accurate and correctly formatted
		7. Paper written in 3 rd person; content not personal essay but non-biased research
		8. Paper meets minimum length standard (7-10 pages, excluding title and Works Cited/Bibliography or References)
		9. Evidence of consistent and conscientious editing

- 4—Clearly a knowledgeable, practiced, skilled pattern**
3—Evidence of a developing pattern
2—Superficial, random, limited consistencies
1—Unacceptable skill application

Use of Sources

Skill application demonstrates use which represents →	4	3	2	1
Researched information appropriately documented				
Enough outside information to clearly represent a research process				
Demonstrates use of paraphrasing, direct, and indirect quotations				
Information connects to the thesis				
Sources on Works Cited/Bibliography or References accurately match sources cited within the text				

_____/20

Content/Organization

Skill application demonstrates use which represents →	4	3	2	1
Introduction engaging and clearly defines thesis				
Thesis is challenging and focused				
Content connecting to thesis is clarifying, exploring, explaining, developing				
Text organization flows sensibly and smoothly				
Mixture of personal voice interwoven with research (commentary)				
Conclusion thoughtful, engaging, and clear				

_____/24

Mechanics/Usage/Spelling/Format

Skill application demonstrates use which represents →	4	3	2	1
Pagination (top right following last name)				
12 point Times New Roman font and appropriate margins				
Usage/Grammar				
Correct paragraphing				
Written in formal style				

_____/20

Information Literacy

Skill application demonstrates use which represents →	4	3	2	1
Consistent Format (MLA or APA)				
Evidence of thorough research (sources represent variety and types)				
Documentation demonstrates conscientious application of citing ethics				
Evidence of sorting and selecting appropriate material				
Evidence of importance of author’s credibility and validity				
Research offers non-biased, fair research perspective from which a conclusion is drawn				
Research information goes beyond surface information				

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Total Score: _____/92 **Total Percentage:** _____%

PowerPoint Rubric

ACTIVITY	Exemplary	Proficient	Partially Proficient	Incomplete
Research and information	Information indicate you accurately researched a variety of information sources, recorded and interpreted significant facts, meaningful graphics, accurate sounds and evaluated alternative points of view.	Information shows you recorded relevant information from multiple sources of information, evaluated and synthesized relevant information.	Information shows you misinterpreted statements, graphics and questions and failed to identify relevant arguments.	Information shows you recorded information from four or less resource, did not find graphics or sounds, and ignored alternative points of view.
Introduction	The introduction presents the overall topic and draws the audience into the presentation with compelling questions or by relating to the audience's interests or goals.	The introduction is clear and coherent and relates to the topic.	The introduction shows some structure but does not create a strong sense of what is to follow. May be overly detailed or incomplete and is somewhat appealing to the audience.	The introduction does not orient the audience to what will follow. The sequencing is unclear and does not appear interesting or relevant to the audience.
Content	<p>The content is written clearly and concisely with a logical progression of ideas and supporting information.</p> <p>The project includes motivating questions and advanced organizers. The project gives the audience a clear sense of the main idea.</p> <p>Information is accurate, current and comes mainly from credible sources.</p>	<p>The content is written with a logical progression of ideas and supporting information.</p> <p>Includes persuasive information from reliable sources.</p>	<p>The content is vague in conveying a point of view and does not create a strong sense of purpose.</p> <p>Includes some persuasive information with few facts.</p> <p>Some of the information may not seem to fit.</p> <p>Sources used appear unreliable.</p>	<p>The content lacks a clear point of view and logical sequence of information.</p> <p>Includes little persuasive information and only one or two facts about the topic.</p> <p>Information is incomplete, out of date and/or incorrect.</p> <p>Sequencing of ideas is unclear.</p>
Text Elements	<p>The fonts are easy-to-read and point size varies appropriately for headings and text.</p> <p>Use of italics, bold, and indentations enhances readability.</p>	Sometimes the fonts are easy-to-read, but in a few places the use of fonts, italics, bold, long paragraphs, color or busy background detracts and does not enhance readability.	Overall readability is difficult with lengthy paragraphs, too many different fonts, dark or busy background, overuse of bold or lack of appropriate indentations of text.	The text is extremely difficult to read with long blocks of text and small point size of fonts, inappropriate contrasting colors, poor use of headings, subheadings, indentations, or bold formatting.

Layout	The layout is visually pleasing and contributes to the overall message with appropriate use of headings, subheadings and white space.	The layout uses horizontal and vertical white space appropriately.	The layout shows some structure, but appears cluttered and busy or distracting with large gaps of white space or uses a distracting background.	The layout is cluttered, confusing, and does not use spacing, headings and subheadings to enhance the readability.
Citations	Sources of information are properly cited so that the audience can determine the credibility and authority of the information presented. All sources of information are clearly identified and credited using MLA citations throughout the project.	Most sources of information use proper MLA citation, and sources are documented to make it possible to check on the accuracy of information.	Sometimes copyright guidelines are followed and some information, photos and graphics do not use proper MLA citations.	No way to check validity of information.
Graphics, Sound and/or Animation	The graphics, sound and/or animation assist in presenting an overall theme and enhance understanding of concept, ideas and relationships. Original images are created using proper size and resolution, and all images enhance the content.	The graphics, sound/and or animation visually depict material and assist the audience in understanding the flow of information or content. Original images are used. Images are proper size, resolution.	Some of the graphics, sounds, and/or animations seem unrelated to the topic/theme and do not enhance the overall concepts. Most images are clipart or recycled from the WWW. Images are too large/small in size. Images are poorly cropped or the color/resolution is fuzzy.	The graphics, sounds, and/or animations are unrelated to the content. Graphics do not enhance understanding of the content, or are distracting decorations that create a busy feeling and detract from the content.
Writing Mechanics	The text is written with no errors in grammar, capitalization, punctuation, and spelling.	The text is clearly written with little or no editing required for grammar, punctuation, and spelling.	Spelling, punctuation, and grammar errors distract or impair readability. (3 or more errors)	Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader and major editing and revision is required. (more than 5 errors)

Peer Evaluation Form

Name _____

Date _____

Project _____

Self-Evaluation/Critique

Answer the questions below in **complete sentences**.

1. Please describe your completed project.
2. In what ways did you contribute to your group's efforts?
3. Please describe any difficulties you may have run into during this production and how they were handled. (Technical issues? Planning problems? Etc.)
4. What do you feel is the weakest aspect of this project? Also, what is the strongest aspect? Explain and be specific!
5. If you had to evaluate this project, what would you give yourself in terms of a letter grade with respect to the amount of effort you personally put into the assignment? Explain why.

Name _____
Date _____
Project _____

Partner Evaluation

Answer the questions below in **complete sentences**.

1. What did YOUR PARTNER do well on this final project?

2. What do you think YOUR PARTNER should have done better?

3. What were the main responsibilities of your partner?

Next to the item, write your name or your partner's name. If you both did the work equally, write BOTH.

- Edited the project =
- Created the idea =
- Worked on the project outside of class time =
- Wrote bullets =

If you don't feel your partner did an equal amount of work, please explain WHY below.
Be VERY specific...

Internet Archive

http://www.archive.org/stream/monroedoctrineal00unit/monroedoctrineal00unit_djvu.txt

Monroe Doctrine Cartoons

<http://www.dreamhistory.org/sitebuildercontent/sitebuilderfiles/monroedoctrinecartoons.doc>