



ISD Virtual Learning

APUSH Period 4 Review: The Monroe Doctrine

April 13, 2020



APUSH

Lesson: April 13, 2020

Objective/Learning Target: Students will explain how and why American foreign policy developed and expanded over time.

Warm Up

How are the people *across* from Uncle Sam portrayed? Who do they represent? Why do you think the artist portrayed them this way?

How are the people *behind* Uncle Sam portrayed? Who do they represent? Why do you think the artist portrayed them this way?

What historic event does this event reference?
This political cartoon was made in 1896, however it references an event that took place in 1823.



Lesson Activity - Primary Source Analysis

Read the Monroe Doctrine and answer the corresponding reading questions:

Excerpts from The Monroe Doctrine was expressed during President Monroe's seventh annual message to Congress, December 2, 1823.

PART 1

. . . 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 had 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. . . .

Summarize, in your own words, the principle that Monore expressed in this speech.

PART 2

It was stated at the commencement of the last session, that a great effort was then making in Spain and Portugal to improve the condition of the people of those countries, and that it appeared to be conducted with extraordinary moderation. It need scarcely be remarked, that the result has been, so far, very different from what was then anticipated. Of events in that quarter of the globe, with which we have so much intercourse, and from which we derive our origin, we have always been anxious and interested spectators. The citizens of the U. 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 so to do. It is only when our rights are invaded, or seriously menaced, that we resent injuries, or make preparation for our defence.

How does Monroe characterize the relationship between the United States and Europe up to this point?

PART 3

And to the defence 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.

What justification does Monroe give for this policy?

PART 4

With the existing colonies or dependencies of any European power, we have not interfered, and shall not interfere. But, with the governments who have declared their independence and maintained it, and whose independence we have, on great consideration, and on just principles, acknowledged, we could not view any interposition for the purpose of oppressing them, or controlling, in any other manner, their destiny, by any European power, in any other light than as the manifestation of an unfriendly disposition towards the United States. In the war between those new governments and Spain, we declared our neutrality at the time of their recognition, and to this we have adhered, and shall continue to adhere, provided no change shall occur which, in the judgment of the competent authorities of this government, shall make a corresponding change, on the part of the United States, indispensable to their security.... If we look to the comparative strength and resources of Spain and those new governments, and their distance from each other, it must be obvious that she can never subdue them. It is still the true policy of the United States, to leave the parties to themselves, in the hope that other powers will pursue the same course. . . .

Explain the position of the United States regarding the wars of Latin American independence.

Lesson Activity - Contextualization

Contextualization - Relating the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question.

1. Pick THREE of the following timeline events and explain in one paragraph how each of them relate to the declaration of the Monroe Doctrine.

Basic Timeline: American Diplomacy and Latin American Independence

1782, Nov. 30: The king of England recognizes the United States. U.S. border defined.

1783: Treaty of Paris

1784: Spain closes the Mississippi River to American shipping

1789, July 14: Bastille Day The French Revolution begins

1792, Sept. 21: French Republic proclaimed. American sympathy toward France weakens

1793, Feb. 1: France declares war on Great Britain, Spain, and Holland

1793, April 22: Washington issues a proclamation of neutrality

1794, Nov. 19: Jay's Treaty signed

1796, Sept. 17: Washington's Farewell Address

1797: April: John Adams becomes president

1798-1800: Undeclared Naval War (Quasi War) with France

1800: Spain secretly cedes Louisiana back to France

1801: Thomas Jefferson becomes president

1803: Louisiana Purchase Negotiations and Treaty

1803 May: France declares war on Great Britain

1807, Dec. 22: Embargo of 1807

1808-1814: The Napoleonic War

1810: Miguel Hidalgo Leads Uprising in New Spain

1812, June 18: US Congress declares war against Great Britain, War of 1812

1814, Dec. 24: Peace Treaty with Great Britain

1816 December: The Barbary Treaties

1817, March 4: James Monroe becomes president

1819 February: Spain sells Florida to the United States and sets a definite border between Spanish possessions and the Louisiana Territory

1819: Simon Bolivar leads Venezuela to independence from Spain

1821 Jose San Martín wins Peru its independence

1822: Brazil declares its independence from Portugal.

1823, Dec. 2: Monroe Doctrine

Additional Unit 4 Practice- *America's History*

Textbook Review Videos

[CLICK HERE](#) to watch a review video for Chapter 7: Hammering Out a Federal Republic (1787-1820)

[CLICK HERE](#) to watch a review video for Chapter 8: Creating a Republican Culture (1790-1820)

Additional Unit 4 Practice- Define and Review Key Terms

Chapter 7 Part 2

1. John Adams
2. XYZ Affair
3. Democratic- Republican Party
4. Alien and Sedition Acts
5. Election of 1800
6. Tariff
7. John Marshall
8. Marbury v Madison
9. Louisiana Purchase
10. War of 1812
11. McCulloch v Maryland
12. Adams-Onis Treaty
13. Monroe Doctrine
14. Henry Clay

Chapter 8

1. Neo-mercantilism
2. Commonwealth System
3. Sentimentalism
4. Republican Motherhood
5. Manumission
6. American Colonization Society
7. Missouri Compromise
8. The Second Great Awakening

Reflection

Looking Ahead: What impact do you think the Monroe Doctrine has on US foreign policy today?



ISD Virtual Learning

APUSH: Period 4, Rise of Political Parties

April 13, 2020



APUSH

Period 4: Rise of Political Parties and the Marshall Court

April 13, 2020

Objective/Learning Target:

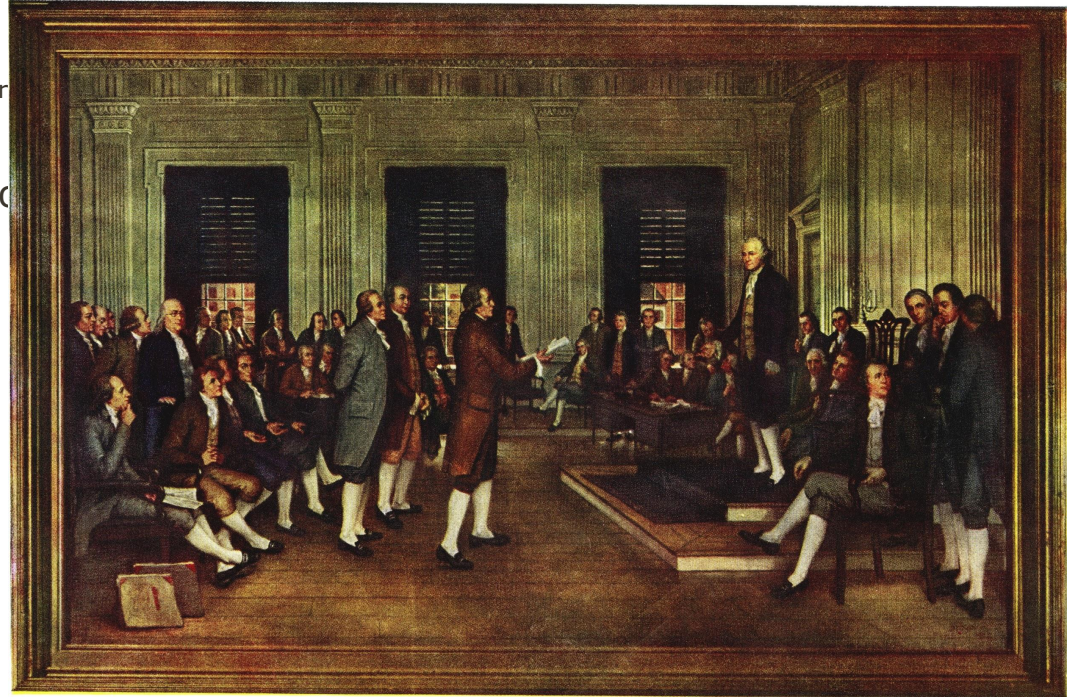
Explain the causes and effects of policy debates in the early republic.

Warm Up

Think about the development of the US Constitution and answer this question in your binders/notebooks.

_____ ensured that the free citizens of the slave states would have more influence in Congress and the Electoral College than their counterparts in non-slave states.

- a. The three-fifths clause
- b. The fugitive slave clause
- c. The supremacy clause
- d. The prohibition against bills of attainder



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The answer is (a)-The Three-Fifths Clause.

Lesson Activity: Rise of Political Parties

Let's start with a little review about this topic. It would be a great idea to write this review in your binders and notebooks.



The early 1800's presented several challenges to the new country:

1. Refine its own political system
2. Establish itself on the World Stage

This lesson will focus on the first challenge. Mainly the Rise of Political Parties.

-They were created because of the debate between federal vs. state power.

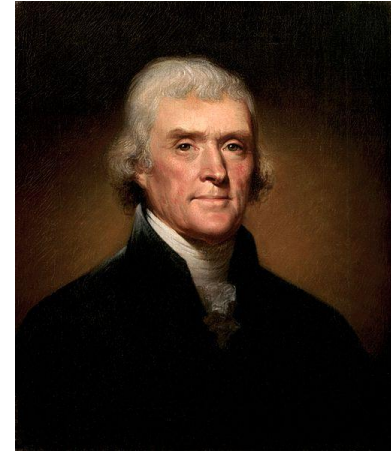
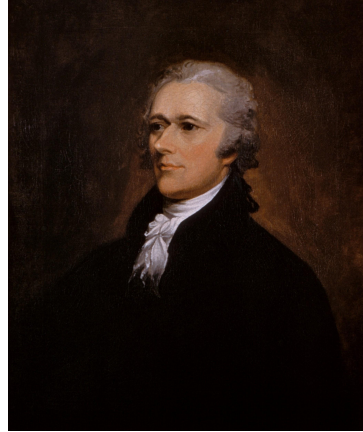
Lesson Activity: Rise of Political Parties

In your binder/notebook create a T-Chart that will define the first political parties:

Federalist vs. Anti-Federalist

Make sure you are noting what each party finds important and believed should be included in the Government.

[Political Parties Crash Course](#)



Practice: Hamilton vs. Jefferson

Now you will read some documents by Hamilton and Jefferson. As you read the documents you should do two things in your binders or notebooks:

1. HAPPY or HIPPO the three documents
2. Answer the questions at the end of the documents.

[Documents](#)

Practice: The Marshall Court

A short review:

-This Supreme Court established the foundation for modern law in the US.

Watch, and read about two of the most important cases. As you watch, in your notebooks, record what powers of the US Government the decisions increased and decreased:

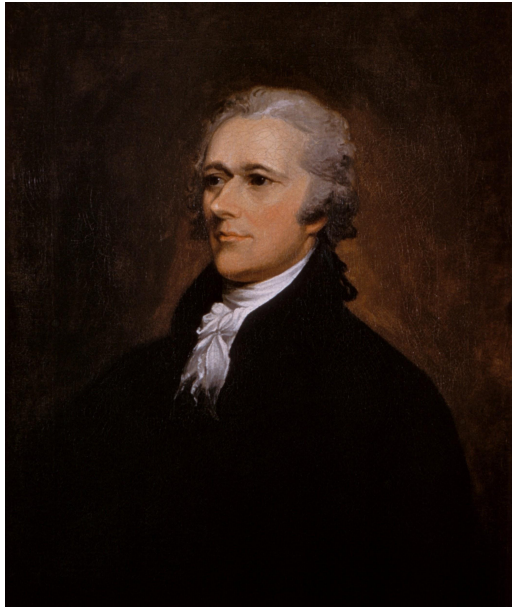
[Marbury v Madison](#)

[McCulloch v Maryland](#)

Reflection

Just for fun: Here is the Rap Battle #1 from Hamilton! It is a great reminder of the Federalist v Anti Federalist debate. Enjoy!!!! (I did attach the clean version).

[Rap Battle #1](#)



The Marshall Court:

After reading about the Marshall Court:

Why do you think the idea of judicial review is so important to our process of checks and balances in our government?

