

**America Under James Monroe
and
John Quincy Adams, 1817-1828**
*The Monroe Doctrine and the
Missouri Compromise*

From the Series
***America's Era of Expansion and Reform
1817-1860***

**Produced by
Ancient Lights Educational Media**

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**America Under James Monroe and
John Quincy Adams, 1817-1828**
The Monroe Doctrine and the Missouri Compromise
From the Series
"America's Era of Expansion and Reform, 1817-1860"
**Viewing Time: 14 minutes with a one-minute,
five-question Video Quiz**

INTRODUCTION TO THE SERIES

This standards-based series of programs for grades 5-9 examines the period of expansion and reform that occurred in the United States starting with the presidency of James Monroe in 1817 up to the election of Abraham Lincoln in 1860.

The five programs in this series focus on key events that shaped the history of the United States from 1817 to 1860. Major topics examined are:

- United States expansion and how it affected American Indians and foreign powers.
- How industrialization, immigration, expansion of slavery, and westward movement changed the lives of Americans and led toward regional tensions.
- The extension, restriction, and reorganization of American political democracy.
- The sources and character of cultural, religious, and social reform movements in the antebellum period.

INTRODUCTION TO THE PROGRAM

America Under James Monroe and John Quincy Adams, 1817-1828: *The Monroe Doctrine and the Missouri Compromise* presents the following topics:

1. Defining America's Boundaries, 1817-1819: The Seminole War and the Adams-Onis Treaty
2. The Missouri Compromise, 1820

3. Mexican Independence and the Opening of the Santa Fe Trail, 1821
4. The Monroe Doctrine, 1823
5. The Election of John Quincy Adams and the Founding of Fort Vancouver, 1824-1825
6. Implementing the "American System": The Chesapeake and Ohio Canal and the "Tariff of Abominations," 1828

LINKS TO CURRICULUM STANDARDS

The series of which this program is a part is correlated to the U.S. National History Standards, listed below.
(www.sscnet.ucla.edu)

U.S. National History 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.

Standard 1B

The student understands federal and state Indian policy and the strategies for survival forged by Native Americans.

Standard 1C

The student understands Manifest Destiny, the nation's expansion to the Northwest, and the Mexican-American War

U.S. National History Standard 2

How the Industrial Revolution, increasing immigration, the rapid expansion of slavery, and westward movement changed the lives of Americans and led to regional tensions.

Standard 2A

The student understands how the factory system and the transportation and market revolutions shaped regional patterns of economic development.

Standard 2B

The student understands the first era of American urbanization.

Standard 2C

The student understands how antebellum immigration changed American society.

Standard 2D

The student understands the rapid growth of "the peculiar institution" after 1800 and the varied experiences of African Americans under slavery.

Standard 2E

The student understands the settlement of the West.

U.S. National History Standard 3

The extension, restriction, and reorganization of political democracy after 1800

Standard 3A

The student understands the changing character of American political life in "the age of the common man."

Standard 3B

The student understands how the debates over slavery influenced politics and sectionalism.

U.S. National History Standard 4

The sources and character of cultural, religious, and social reform movements in the antebellum period

Standard 4a

The student understands the abolitionist movement.

Standard 4b

The student understands how Americans strived to reform society and create a distinct culture.

Standard 4c

The student understands changing gender roles and the ideas and activities of woman reformers.

INSTRUCTIONAL NOTES

Before presenting this lesson to your students, we suggest that you preview the program, review the guide, and the accompanying Blackline Master activities in order to familiarize yourself with their content.

As you review the materials presented in this guide, you may find it necessary to make some changes, additions or deletions to meet the specific needs of your class. We encourage you to do so; for only by tailoring this program to your class will they obtain the maximum instructional benefits afforded by the materials.

PRE-TEST

Pre-Test is an assessment tool intended to gauge student comprehension of the objectives prior to viewing the program. Explain that they are not expected to get all the answers correct. You can remind your students that these are key concepts that they should focus on while watching the program.

STUDENT PREPARATION

Set up a Learning Center with images relevant to the topics presented in this program such as:

- ✓ A map of slave and free states around the time of the Missouri Compromise. This map could include the Adam-Onis Treaty boundary lines and the new 1818 boundary between the United States and Canada.

- ✓ Pictures of Fort Vancouver, Bent's Fort, and the Chesapeake and Ohio Canal.
- ✓ A map of the Chesapeake and Ohio Canal and the Erie Canal.
- ✓ A map of the Santa Fe Trail.
- ✓ A map of North and South America showing former colonies and the dates of their independence for the Monroe Doctrine.

STUDENT OBJECTIVES

After viewing the program and completing the follow-up activities, students should be able to:

- Define the Missouri Compromise.
- Define the Monroe Doctrine.
- Explain the goals and outcomes of the "Tariff of Abominations."
- Describe the results of the Adams-Onis Treaty.

INTRODUCING THE PROGRAM

Duplicate and administer **Blackline Master #1, Pre-Test**. Remind your students that they are not expected to know all the answers. Suggest that they use these questions as a guide for taking notes on the key concepts while viewing the program.

VIEW THE PROGRAM

Running Time: 14 minutes plus a one-minute, five-question Video Quiz.

Hand out **Blackline Master #3, Video Quiz**.

DISCUSSION QUESTIONS

After viewing the program, you may find it helpful to discuss key concepts as a class. The following questions/statements may prove to be useful. You may also choose to use these topics to begin a discussion prior to viewing the program.

1. How did the other nations of the Western Hemisphere view the Monroe Doctrine when it was first made public? How is it viewed by these nations today?
2. Discuss the Cuban Missile Crisis and how it relates to the Monroe Doctrine.
3. Discuss the system of canals that were built in the early 19th century and how it was used to move materials.
4. Discuss how tariffs are used by the United States today to protect industries such as steel making.
5. Discuss the meaning of "free trade" and "free trade agreements" such as NAFTA.

DESCRIPTION OF BLACKLINE MASTERS

Blackline Master #1, Pre-Test, is an assessment tool intended to gauge student comprehension of the objectives prior to viewing the program.

Blackline Master #2, Post-Test, is an assessment tool to be administered after viewing the program and completing additional activities. The results of this assessment can be compared to the results of the Pre-Test to determine the change in student comprehension before and after participation in this lesson.

Blackline Master #3, Video Quiz, is intended to reinforce the key concepts of the program following the presentation of the program. Student awareness that a Video Quiz will be given also helps promote attention to the video presentation.

Blackline Master #4, Crossword Puzzle, is a puzzle game based on information presented in the Vocabulary.

Blackline Masters #5 and #6, Timeline and Activity, presents important chronological events from 1816 to 1828.

Blackline Masters #7 and #8, Vocabulary List and Activity, includes important names, people, places, and words relating to events that occurred during this era in history.

EXTENDED LEARNING ACTIVITIES

Field trips to historic sites are the best way to savor the flavor of America's early days. Research papers, oral reports, news reports, or PowerPoint® presentations could be done on the following subjects:

- Biographical sketches of John Quincy Adams and James Monroe
- Examples of putting the principals of the Monroe Doctrine into effect (the Cuban Missile Crisis, for example).
- America's canal-building era: How the canals were built and how the system worked.
- The "American System" as first proposed by Republicans in 1816: How it was implemented and how it shaped the course of American history.
- The four-way election of 1824 and how John Quincy Adams became President.
- The role of the Santa Fe Trail in American history.
- A brief history of Fort Vancouver: How it was laid out and how it functioned as a fur-trading outpost.
- Andrew Jackson and the Seminole Wars.

ANSWER KEY

Blackline Master #1, Pre-Test

1. True
2. False. He issued the Monroe Doctrine warning the European powers to keep out of the Americas.
3. True
4. True
5. False. It was very unpopular with Southerners.

Blackline Master #2, Post-Test

Essay Questions

A. The Monroe Doctrine and the reasons it became American Policy

During the first quarter of the 19th century, besides Mexico,

almost every other important colony in Latin America gained independence from its mother country in Europe. However, as this occurred, certain powerful monarchies in Europe threatened to stamp out representative governments if they developed in the old colonies. That was the reason that in 1823, President James Monroe issued his now famous policy statement called the Monroe Doctrine. In it, Monroe warned the European powers that he "would consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety." In other words, the Monroe Doctrine warned the European monarchies that they could expect a strong response from the United States if they interfered with the affairs of any independent nation in North or South America. The ideas spelled out in the Monroe Doctrine were very important and continue to shape American foreign policy to this very day.

B. The Missouri Compromise

As America's new boundary lines were being drawn during the presidency of James Monroe, the nation's population reached 10 million. During this period of explosive growth, new states were being added almost every year and the issue of slavery increasingly divided the nation. Mississippi was added to the Union in 1817 as a slave state, meaning a state in which slavery was legal. The next year, Illinois was added as a free state, meaning a state in which slavery was banned. And, in 1819, Alabama was added as a slave state. At that point, the number of free and slave states was equal. However the application by Missouri for statehood as a slave state threatened to upset this balance, unless the U.S. Congress took decisive action. The leaders of the northern free states claimed Congress had the right to prohibit slavery in Missouri as well as any other new states created west of the Mississippi River. But the leaders of the southern slave states strongly resisted this notion. They feared that if the balance of power was shifted in favor of the free states, slavery might be made illegal and undermine the South's slave-based economy.

In 1820, Congressman Henry Clay of Kentucky helped enact a law called the Missouri Compromise, designed to appease both sides. This law allowed Missouri to be admitted as a slave state, but it banned slavery from the entire region north of the "Missouri Compromise Line" that corresponded to its southern boundary.

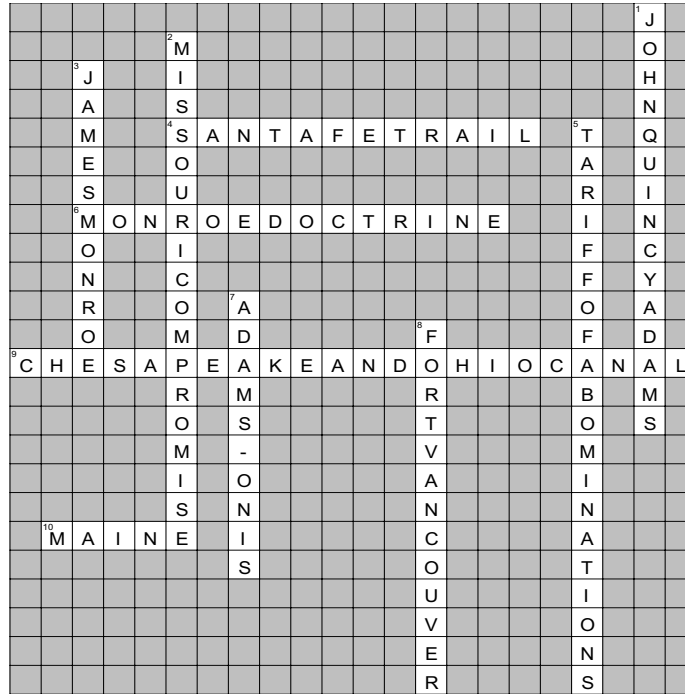
Fill in the blank

1. House of Representatives
2. Santa Fe Trail
3. Tariff of Abominations
4. Efficiently transport goods between the Chesapeake Bay and Cumberland, Maryland, in America's interior.
5. Prevent European nations from interfering with the independent nations in North and South America.
6. free states
7. Hudson's Bay Company
8. Seminole Indians
9. Maine
10. slavery

Blackline Master #3, Video Quiz

1. False. The Monroe Doctrine warned European nations to not interfere with the independent nations of the Western Hemisphere.
2. False. Fort Vancouver was located on the Columbia River
3. True
4. False. John Quincy Adams trailed in the popular vote and was chosen President by the House of Representatives
5. False. The Tariff of Abominations increased tensions between the North and South.

Blackline Master #4, Crossword Puzzle



Blackline Master #6, Timeline Activity

- | | |
|---------|----------|
| 1. 1820 | 6. 1819 |
| 2. 1819 | 7. 1821 |
| 3. 1823 | 8. 1825 |
| 4. 1825 | 9. 1819 |
| 5. 1821 | 10. 1822 |

Blackline Master #8, Vocabulary Activity

1. supplant
2. Oregon Country
3. barges
4. slave states, free states
5. electoral votes, popular vote
6. American Plan
7. Hudson's Bay Company
8. The Great National Project
9. Cumberland, Maryland; Vandalia, Illinois
10. Seminoles, escaped slaves

SCRIPT OF NARRATION

America Under James Monroe and John Quincy Adams, 1817-1828 *The Monroe Doctrine and the Missouri Compromise*

James Monroe, the man who served as America's fifth President, was incredibly well qualified for that difficult job. Before being elected President, Monroe had served as an officer during the Revolutionary War, as a U.S. Senator, minister to France, to Spain, and to Great Britain, Governor of Virginia, and both Secretary of State and Secretary of War during the War of 1812. James Monroe spent many happy days of his life here at Ash Lawn in the foothills of Virginia's Blue Ridge Mountains. Having this place made it easy for him to spend time next door at Monticello, the home of his good friend Thomas Jefferson, the third President of the United States. And to visit Montpelier, the nearby home of another important friend, James Madison, America's fourth President, whose strong support had been essential in helping Monroe win the election of 1816.

Defining America's Boundaries 1817-1819

When James Monroe assumed the office of U.S. President in 1817, workmen in Washington, D.C., were still busy repairing the White House and other government buildings damaged by the British during the War of 1812. That year, there was trouble far to the south in the Spanish territory of East Florida. Here, U.S. troops, led by future president Andrew Jackson, were busy trying to defeat the Seminole Indians for harboring runaway slaves in their villages and for attacking American settlers just north of the border in Georgia. It was in response to the Seminole War that Secretary of State John Quincy Adams offered to buy East Florida from the Spanish. Spain accepted the offer, and in 1819, the Adams-Onis Treaty was signed. Under this agreement, ownership of all the lands that now make up the state of Florida was transferred to the United States for a cost of only five million dollars. But the Adams-Onis Treaty was important for another reason, because it defined a clear

southern boundary between New Spain and U.S. territory west of the Mississippi River.

In 1818, the year before the treaty with Spain was signed, an agreement had been reached between the United States and Great Britain that established most of the U.S. boundary with British Canada. However, at the Oregon Country, the name for the lands between the Rocky Mountains and the Pacific Ocean, no agreement was made and the boundary ended. Britain and the United States agreed to share access to the Oregon Country. People of each nation would be free to trade and settle here until the boundary could be decided. Of course, as was typical of that era, little importance was attached to how the Native Americans of the region would be affected after white settlers started displacing them from their ancient homelands. However, as a result of this agreement, the United States moved a little bit closer to becoming a nation that spanned the entire continent.

The Missouri Compromise, 1820

As America's new boundary lines were being drawn during the Presidency of James Monroe, the nation's population reached 10 million. During this period of explosive growth, new states were being added almost every year and the issue of slavery increasingly divided the nation. Mississippi was added to the Union in 1817 as a slave state, meaning a state in which slavery was legal. The next year, Illinois was added as a free state, meaning a state in which slavery was banned. And in 1819, Alabama was added as a slave state. At that point, the number of free and slave states was equal. However the application by Missouri for statehood as a slave state threatened to upset this balance, unless the U.S. Congress took decisive action. The leaders of the northern free states claimed Congress had the right to prohibit slavery in Missouri, as well as any other new states created west of the Mississippi River. But the leaders of the southern slave states strongly resisted this notion. They feared that if the balance of power was shifted in favor of the free states, slavery might be made illegal and undermine the South's slave-based economy.

In 1820, Congressman Henry Clay of Kentucky helped enact a law called the Missouri Compromise, designed to appease both sides. This law allowed Missouri to be admitted as a slave state, but it banned slavery from the entire region north of the "Missouri Compromise Line" that corresponded to its southern boundary.

It is interesting to note that while the Missouri Compromise was being worked out, voters in the state of Massachusetts decided to create a new free state from northern lands that had been part of Massachusetts since early colonial times. So that when the state of Maine entered the Union in 1820, it balanced the influence of the new slave state of Missouri when it became a state the next year.

Mexican Independence and the Opening of the Santa Fe Trail, 1821

In 1821, the same year that Missouri became America's 24th state, Mexico was granted independence from Spain. And, just as soon as Spain's long-time restrictions on foreign imports were lifted, a new trade route called the Santa Fe Trail was established between the town of Independence in Missouri, and Mexico's old city of Santa Fe, 780 miles, or 1,260 kilometers, to the west.

After that, every year for the next twenty years, about 80 American wagons filled with manufactured goods would make the long and difficult journey to Santa Fe, returning along the same route with Mexican gold, silver, furs, and mules. The traders would always stop here at the remote fur-trading outpost known as Bent's Fort, which back then lay just across the Arkansas River from Mexico in what is today the state of Colorado. For Bent's Fort was the only place people traveling on the Santa Fe Trail could purchase needed supplies and have their wagons repaired.

The Monroe Doctrine, 1823

During the first quarter of the 19th century, besides Mexico, almost every other important colony in Latin America gained independence from its mother country in Europe. However, as this occurred, certain powerful monarchies in Europe threatened to stamp out representative governments if they developed in the old colonies. That was the reason, that in 1823, President James Monroe issued his now famous policy statement called the Monroe Doctrine. In it, Monroe warned the European powers that he "would consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety." In other words, the Monroe Doctrine warned the European monarchies that they could expect a strong response from the United States if they interfered with the affairs of any independent nation in North or South America. The ideas spelled out in the Monroe Doctrine were very important and continue to shape American foreign policy to this very day

The Election of John Quincy Adams and The Founding of Fort Vancouver, 1824- 1825

The ideas set forth in the Monroe Doctrine were actually first proposed by Monroe's Secretary of State, John Quincy Adams. He was the son of second President John Adams and a man who, on his own, had accomplished a tremendous amount in the United States government. However, in the four-way presidential election of 1824, candidate Andrew Jackson beat Adams in the popular vote and even received 15 more electoral votes than Adams. Even at that, Jackson still did not have enough electoral votes to be declared the official winner and the House of Representatives had to decide the contest. After the fourth place candidate Henry Clay threw his support to Adams, the House declared Adams the winner. Many Americans were outraged by their decision, but under the law, the way John Quincy Adams became the sixth U.S. President was perfectly legal.

In 1825, the year Adams took office, Great Britain made a bold move to bolster its claim to the Oregon Country. Just to the west

of here, along the Columbia River, Britain's Hudson's Bay Company began to construct a huge fur-trading outpost where today's city of Vancouver, Washington, stands. When it was done, Fort Vancouver was a sprawling compound that bustled with activity. It was comprised of big warehouses, a hospital, a store, workshops, and dwellings. The fort was visited regularly by ocean-going ships. It rapidly became the center of trade and civilization for the region and it played a key role in later white settlement of the Oregon Country.

**Implementing the "American System"
The Chesapeake and Ohio Canal and the "Tariff of Abominations," 1828**

President John Quincy Adams was a firm believer in what was called the American System. This was a plan first instituted by Republicans in Congress in 1816. It required the federal government to take certain bold steps to make the United States a stronger nation. A key part of this plan was to have the government make important improvements in the nation's transportation system. One of these improvements was the Chesapeake and Ohio Canal seen here. When President John Quincy Adams broke ground for this canal on July 4th, 1828, it was envisioned as a "Great National Project" that would increase the speed that materials could be transported between the Atlantic seaboard and the nation's interior. It connected Washington, D.C., and the Great National Road that began at Cumberland, Maryland, which at that time was the country's main route to the west

For many years, a steady stream of barge traffic loaded with valuable cargoes such as grain and coal moved up and down the Chesapeake and Ohio Canal. However, by the time it was completed in 1850, the use of canals for transportation was already being supplanted by much faster steam-powered railroads and the canal was rapidly becoming obsolete.

The same year construction began on the Chesapeake and Ohio Canal, Congress took another bold step intended to promote the nation's well-being when it passed a very high tariff, or tax, on

imported goods. The tariff was enacted to protect the factories of New England from overseas competition by making foreign products more expensive than their American counterparts. But the owners of southern slave plantations hated it. They called it the "Tariff of Abominations," abomination being a word that means disgusting or loathsome. The reason they hated it was that a large percentage of southern agricultural products, mainly cotton, was sold overseas. In payment, instead of money, they often received finished goods, such as woven cloth. And the tariff on these goods was a major expense. Southerners believed that the owners of northern factories were growing richer at their expense. They also thought that by imposing the tariff, the federal government was interfering with their rights. Besides that, many white southerners were beginning to fear that the government might also try to outlaw slavery itself and that was something they would not tolerate.

And so, with the Tariff of Abominations tearing away at the fabric of national unity, another election was held in which Andrew Jackson soundly defeated John Quincy Adams for the job of President of the United States. And with that, a new era in American history began.

Video Quiz

1. True or False? The Monroe Doctrine placed high tariffs on foreign goods.
2. True or False? Fort Vancouver was located on the Ohio River.
3. True or False? The Santa Fe Trail opened after Mexico gained independence from Spain.
4. True or False? John Quincy Adams became President after winning a very small majority of the popular vote.
5. True or False? The "Tariff of Abominations" helped improve national unity in the United States.