

James Monroe and the Expansion of America

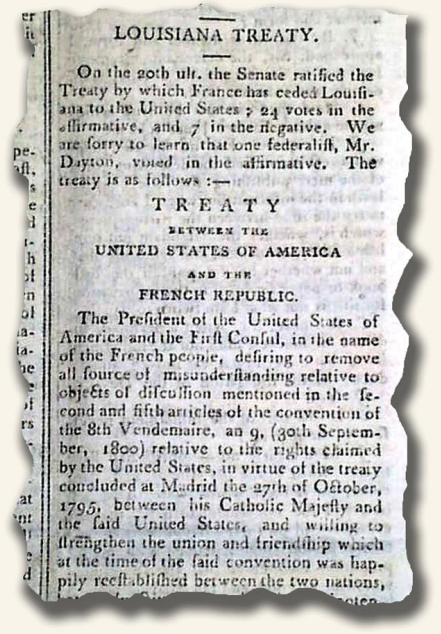
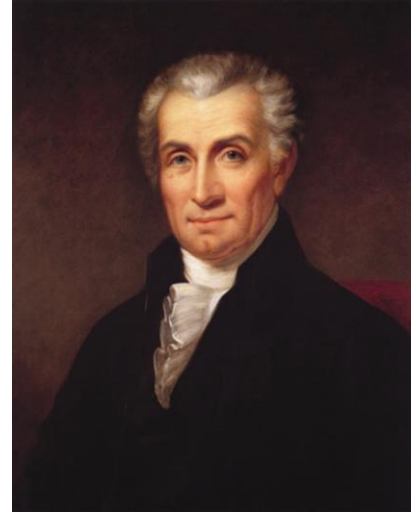
4th-6th Grade Lesson Plan

Following Virginia Standards of Learning

James Monroe Museum and Memorial Library

Created by: Paige Gibbons, Bowley Scholar,
University of Mary Washington, 2011-2012

Stephanie Armbrust, Guide, James Monroe Museum



The Monroe Doctrine

December 2, 1823

FELLOW CITIZENS of the Senate and House of Representatives . . . 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 negotiations 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 in 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. . . .

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 United States cherish sentiments the most friendly in favor of the liberty and happiness of their fellowmen 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 defense.

With the movements in this hemisphere we are of necessity more immediately connected, and by causes which must be obvious to all enlightened and impartial observers. 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. 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 toward the United States. In the war between these 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.

The late events in Spain and Portugal show that Europe is still unsettled. Of this important fact no stronger proof can be adduced than that the allied powers should have thought it proper, on any principle satisfactory to themselves, to have interposed by force in the internal concerns of Spain. To what extent such interpositions may be carried, on the same principle, is a question in which all independent powers whose governments differ from theirs are interested, even those most remote, and surely none more so than the United States. 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.

But in regard to these (the American) continents circumstances are eminently and conspicuously different. It is impossible that the allied powers should extend their political system to any portion of either continent without endangering our peace and happiness; nor can anyone believe that our southern brethren, if left to themselves, would adopt it of their own accord. It is equally impossible, therefore, that we should behold such interpositions in any form with indifference. 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. . . .

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Standards of Learning Applicable to This Lesson Plan: US History to 1865

USI.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to:

- Make connections between the past and the present
- Interpret ideas and events from different historical perspectives
- Evaluate and discuss issues orally and in writing

USI.2 The student will use maps, globes, photographs, pictures, or tables to:

- Locate and identify the water features important to the early history of the United States: Mississippi River, Missouri River, Ohio River, Atlantic Ocean, and Pacific Ocean
- Recognize key geographic features on maps, diagrams, and/or photographs.

USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by:

- Describing the major accomplishments of the first five presidents of the United States.

USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by:

- Describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, and the Lewis and Clark expedition
- Identifying the geographic and economic factors that influenced the westward movement of settlers

LESSON PLAN OUTLINE

Concepts: James Monroe, the Birth and Expansion of a New America

Objectives:

1. Students will be able to identify James Monroe and the order and term of his presidency.
2. Students will be able to understand James Monroe's role in the expansion of America.
3. Students will be able to understand the importance of the Louisiana Purchase and the Monroe Doctrine and the effect it has had on America today.

Entry Level Skills and Knowledge:

1. Students should have some basic geography skills.
2. Students should be able to read works of nonfiction and be able to construct and answer questions.
3. Students would have by this point already talked about America as a newly formed country, including the Articles of Confederation.
4. Students would have already talked a little bit about the Expansion of America.

Materials:

Large Image of James Monroe (Peale Portrait)
Map of the Western Hemisphere
Early Map of the United States with the Louisiana Territory
Excerpt of the Louisiana Purchase

Procedure:

1. The teacher begins by showing the class the portrait of James Monroe asking to see if anyone knows who he is. (The teacher would state that the man in the portrait is James Monroe).
2. The teacher asks the class if anyone knows anything about James Monroe.
3. The teacher teaches aspects of Monroe's life (Key Life Points).
4. The teacher talks about the 1785 Treaty Proposal with Spain.
5. The teacher gives an overview of James Monroe and the Louisiana Purchase.

6. The teacher then talks about the impact the Louisiana Purchase had on the expansion of the United States.

a. Activity Options:

- *The teacher has the students work on the Louisiana Purchase worksheet and discuss any questions that they might have. (The worksheet can also be completed as homework and then discussed the next class).*

or

- *The teacher has the students work on the Louisiana Purchase map worksheet only.*

7. The teacher discusses the gaining of Florida in 1819.

8. The teacher talks about James Monroe and Protecting the Americas from European Colonization.

9. The teacher discusses the Monroe Doctrine

a. Activity Options:

- *The teacher has the students read an excerpt from the Monroe Doctrine and the teacher works with the students to understand the language, and help if they have any questions.*

or

- *The teacher shows the students a picture of James Monroe's desk, one with the secret compartment closed. The teacher asks the students where they think Monroe would have hidden the document while he was working on it. Then the teacher has a picture of the desk with the secret compartment open.*

10. The teacher discusses the how the Louisiana Purchase and Monroe Doctrine have affected the world today.

Conclusion:

1. Students give a brief review of what they learned in the lesson.
2. Students state what they think is the greatest thing that James Monroe did.
3. Students state the effects of the Louisiana Purchase and the Monroe Doctrine on America today.

Included Worksheets:

1. Fill-in-the-Blank worksheet about James Monroe's life and accomplishments.
2. Question and Answer worksheets about the Monroe Doctrine and the Louisiana Purchase.
3. Multiple Choice Worksheets about James Monroe and the Expansion and America.

INFORMATION PACKET OUTLINE

Objectives:

- Students will be able to identify James Monroe and the order and term of his presidency.
- Students will be able to understand James Monroe's role in the expansion of America.
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Entry Level Skills and Knowledge:

- Students should have some basic geography skills.
- Students should be able to read works of nonfiction and be able to construct and answer questions.
- Students would have by this point already talked about America as a newly formed country, including the Articles of Confederation.
- Students would have already talked a little bit about the Expansion of America.

Procedure:

Introduction

1. The teacher begins by showing the class the portrait of James Monroe asking to see if anyone knows who he is. (The teacher would state that the man in the portrait is James Monroe).
2. The teacher asks the class if anyone knows anything about James Monroe:
 - He was the 5th President of the United States
 - He was from Virginia
 - He fought in the Revolutionary War
 - The Monroe Doctrine
3. The teacher teaches aspects of Monroe's life (Key Life Points):

Early Life:

- Was born in Westmoreland County, Virginia, on April 28, 1758, the son of Spence and Elizabeth Monroe. Westmoreland County is located on the Potomac River in northern Virginia.

- The Monroes were not as wealthy as their neighbors living in Westmoreland County (the Lees and Washingtons) but they were still able to live comfortably and in affluence.
- His mother died when he was young and Spence Monroe died in 1774 when James Monroe was sixteen years old.
- His uncle, Joseph Jones sent James Monroe to study at the College of William and Mary in Williamsburg, VA after his father died.

Revolution:

- The fighting of the Revolution began in April 1775. In June 1775 Lord Dunmore, the royal governor, fled Williamsburg, and several nights later, a group of students raided the Governor's Palace, seized the arms, and delivered them to the local militia.
- James Monroe joined the military to fight in the Revolution in the late summer of 1775.
- In December 26, 1776, -- Battle of Trenton – James Monroe under the command of Captain William Washington went ahead of Washington's troops to secure a route leading to the town of Trenton. General Washington's troops followed the next morning and then the Hessian (German) troops tried to rally, Monroe and Capt. Washington dispersed them. During the Battle, James Monroe was wounded in the left shoulder.
- While James Monroe was recovering from his wounds, he was sent on recruiting duty in Virginia.
- In 1778, James Monroe was appointed as a colonial in one of four Virginia regiments being raised, however, when that number was reduced to one, Monroe was without a command, which hurt his military career.

Early Political Career:

- In 1786, Monroe and his new wife Elizabeth Kortright-Monroe settled in Fredericksburg, Virginia, and there he studied law for three years.
- In 1794, President Washington appointed James Monroe as minister to France, much to everyone's surprise since Robert R. Livingston was the favored candidate.
- While minister to France, Monroe obtained the release of Thomas Paine, author of "Common Sense" and Madame de Lafayette, Marquis de Lafayette's wife, who were both imprisoned by the French Government.
- 1797 Monroe's term as Minister to France ended when relations between France and the United States were not improving. (France felt that the United States abandoned them for Great Britain when John Jay signed a new treaty with Great Britain).

- From 1799 to 1802 Monroe served as the Governor of Virginia, and during his terms, he oversaw the construction of the state's first penitentiary and state armory, he also approved the manufacturing and purchase of arms.

Presidency:

- James Monroe started having thoughts about running for president in 1815 and with the help of his son-in-law George Hay, began to plan his campaign.
- James Monroe was elected president in 1816, and served from 1817- 1825. He was the fifth President, and the last of the founding fathers.
- Monroe selected for his cabinet John Quincy Adams as Secretary of State, William H. Crawford as Secretary of the Treasury, John C. Calhoun as Secretary of War, and William Wirt as Attorney General. Daniel D. Tompkins was elected vice president. Because Monroe appointed both Democratic-Republicans and Federalists, and tried to avoid political tension, his presidency was called the "Era of Good Feelings."
- James Monroe was concerned with military defense and so he reorganized the army and the navy, and reformed the military academy of West Point.
- He resolved the majority of border disputes of the United States, particularly north and south.

4. The teacher talks about the proposed treaty with Spain in 1785:

- John Jay proposed a treaty with Spain in which the United States would forgo its use of the mouth of the Mississippi River for 25 years in exchange for a commercial treaty.
- John Jay supported the treaty since he felt that the interests of eastern merchants were much more important than western settlers.
- James Monroe opposed the treaty since closing of the Mississippi would bring western expansion to a halt, and he felt that Spain was not an important trading partner.
- The treaty was not approved.
- The debate began Monroe's career in foreign affairs.

5. The teacher talks about James Monroe and the Louisiana Purchase, by giving an overview:

- In 1803, Thomas Jefferson, president, appointed James Monroe as special envoy to France to aide Robert R. Livingston, minister to France, in the negotiation of New Orleans from the French.

- In April of 1803 Napoleon decided to sell all of the Louisiana Territory, in addition to New Orleans. Livingston and Monroe were afraid that Napoleon was going to change his mind and so they purchased the Louisiana Territory without his consent.
 - The Louisiana Territory was purchased by the United States from France (after Napoleon Bonaparte had acquired it back from Spain) and the treaty was signed by Barbé Marbois, a French Politician.
 - One of Napoleon Bonaparte's titles was First Consul of the French Republic.
6. The teacher then talks about the impact the Louisiana Purchase had on the expansion of the United States:
- The Louisiana Purchase almost doubled the size of the United States at the time.
 - The United States now controlled the port of New Orleans where the Mississippi River empties into the Gulf of Mexico.
 - What natural resources were thus available that promoted the western migration of settlers?
 - Jefferson's opponents, the Federalists, saw the deal as unconstitutional since the Senate did not give its consent.
 - Some thought the purchase could be illegal, believing that Napoleon did not have the right to sell the Louisiana Territory to the U.S. [It violated the 1800 Third Treaty of San Ildefonso in which the Louisiana Territory was given back to France from Spain with the agreement that it would not be sold to a third party.]
 - A major question was whether slavery should be permitted in the new territory. [Jefferson allowed it which contributed to the Civil War 58 years later.]
7. The teacher discusses the acquisition of Florida in 1819:
- Florida at the beginning of the 18th Century belonged to Spain.
 - The United States viewed this as a threat to American security.
 - In 1805, while Monroe was minister to Spain, he made numerous attempts to purchase Florida from Spain, however all attempts failed.
 - During the War of 1812, in 1814 Andrew Jackson captured the Spanish forts at St. Marks and Pensacola, Florida. President Monroe and Secretary of State Adams used this as democratic leverage to force Spain to cede the province.
 - In February 1819, Spain decided to give Florida to the U.S. due to pressure and domestic unrest and revolt throughout its American empire.

8. The teacher talks about James Monroe and Protecting the Americas from European Colonization:

- Russia owned Alaska and American territory along the 51st parallel all the way to present day Oregon.
- Many Spanish colonies in South America had recently declared their independence and were afraid that Spain was trying to recover its former territories.

9. The teacher discusses the Monroe Doctrine:

- The Monroe Doctrine is the name given to a portion of President Monroe's annual message to Congress on December 2, 1823.
- The Doctrine stated that any effort by European nations to establish new colonies or retake former colonies in the Western Hemisphere would be seen as an act of aggression requiring U.S. intervention.
- The United States would not interfere with European colonies already existing in the Western Hemisphere, including Central and South America.
- The Monroe Doctrine safeguarded newly independent Latin American countries from European intervention and control, ensured U.S. national security, and established an American sphere of influence in the Western Hemisphere.

10. The teacher discusses how U.S. presidents have used the Monroe Doctrine over time:

- Theodore Roosevelt announced the "Roosevelt Corollary" to the Monroe Doctrine in 1904. It stated that the United States had the right to intervene militarily in cases of "flagrant and chronic wrongdoing by a Latin American Nation."
- John F. Kennedy took action against missiles placed in Cuba by the Soviet Union in 1962, citing the Monroe Doctrine as one justification.
- Ronald Regan ordered the Central Intelligence Agency (CIA) to train "Contra" guerilla fighters to overthrow the Soviet-backed "Sandinista" government of Nicaragua in the 1980s. CIA Director Robert Gates said that not opposing the Sandinistas would be "totally to abandon the Monroe Doctrine."

Conclusion:

1. Students give a brief review of what they learned in the lesson.
2. Students discuss what they think is the greatest thing that James Monroe did.
3. Students discuss the effects of the Louisiana Purchase and the Monroe Doctrine in America today.

James Monroe Timeline

18 April 1758	Born, Westmoreland County, VA, April 28
1774	Entered the College of William and Mary, Williamsburg, VA
1776	Army Officer, American Revolution
28 December 1776	Wounded, Battle of Trenton
1777-78	Wintered at Valley Forge with Continental Army
1780	Law student under Thomas Jefferson
1786	Married Elizabeth Kortright 16 February; daughter Eliza born in December
1786-88	Lived in Fredericksburg. Lawyer, member of Virginia House of Delegates, Virginia constitutional ratifying convention
1788-1808	Resident of Albemarle County, Virginia; built farm "Highland."
1790-94	United States Senator from Virginia
1794	U.S. Minister to France
1796	Recalled from France
1799	Began first term as Governor of Virginia; son James Spence Monroe born in May
1800	Gabriel's conspiracy thwarted; James Spence Monroe dies in September
1802	Third term as Governor ends; daughter Maria Hester Monroe born in April
1803	U.S. minister extraordinary to France, England, and Spain
1803	Helped negotiate Louisiana Purchase Treaty
1808	Acquired farm "Oak Hill," Loudoun County, Virginia
1810	Elected to Virginia House of Delegates
18 January 1811	Began fourth term as Governor of Virginia
2 April 1811	Appointed U.S. Secretary of State
1812-1814	War of 1812. British capture Washington, DC, burn White House. Monroe serves briefly as both Secretary of State and Secretary of War simultaneously
4 March 1817	Inaugurated as President
June-September 1817	Tours northern states
April-May 1818	General Andrew Jackson invades Florida Territory, owned by Spain
1819	Florida ceded to the U.S. by Spain
5 March 1820	Signs Missouri Compromise legislation
3 March 1821	Inaugurated for second presidential term
2 December 1823	Annual message to Congress containing "The Monroe Doctrine"
23 September 1830	Death of Elizabeth Monroe
4 July 1831	Death of James Monroe

NAME _____ DATE _____

THE LIFE OF JAMES MONROE

Directions: Use the word bank to fill in the blanks about different aspects of James Monroe's life.

WORD BANK

Revolutionary War

Monroe Doctrine

Battle of Trenton

Fredericksburg

Westmoreland County

France

Louisiana Purchase

President

Secretary of War

College of William and Mary

1. James Monroe was born in _____, Virginia on April 28, 1758.
2. James Monroe attended the _____ in Williamsburg, Virginia.
3. When James Monroe was only 18, he joined the army to fight in the _____
_____.
4. During the war, James Monroe played an important role in the _____
_____ where he was wounded in the left shoulder.
5. After the Revolutionary War, James Monroe moved to _____
to practice law.

6. Under Presidents George Washington and Thomas Jefferson, James Monroe became an ambassador to _____.
7. In 1803 while serving under President Thomas Jefferson, James Monroe and Robert Livingston negotiated with Napoleon Bonaparte, the _____.
8. While James Madison was President, James Monroe first served as Secretary of State. During the War of 1812, what additional cabinet job did Monroe hold? _____
_____.
9. James Monroe served as the 5th _____ of the United States from 1817 to 1825.
10. In 1823, James Monroe announced the _____, _____, which prevented European intervention in the Western Hemisphere.

(Answer Key)

NAME _____ DATE _____

THE LIFE OF JAMES MONROE

Directions: Use the word bank to fill in the blanks about different aspects of James Monroe's life.

WORD BANK

Revolutionary War	Monroe Doctrine	Battle of Trenton
Fredericksburg	Westmoreland County	France
Louisiana Purchase	President	Secretary of War
College of William and Mary		

1. James Monroe was born in Westmoreland County, Virginia on April 28, 1758.
2. James Monroe attended the College of William and Mary in Williamsburg, VA.
3. When James Monroe was only 18, he joined the army to fight in the Revolutionary War/ American Revolution.
4. During the war, James Monroe played an important role in the Battle of Trenton where he was wounded in the left shoulder.
5. After the Revolutionary War, James Monroe went to Fredericksburg, Virginia

to practice law.

6. Under Presidents George Washington and Thomas Jefferson, James Monroe became an ambassador to France.
7. In 1803 while serving under President Thomas Jefferson, James Monroe and Robert Livingston negotiated with Napoleon Bonaparte the Louisiana Purchase Treaty.
8. While James Madison was President, James Monroe first served as the Secretary of State, During the War of 1812, what additional cabinet job did Monroe hold? Secretary of War.
9. James Monroe served as the 5th President of the United States from 1817 to 1825.
10. 1823 James Monroe announced the Monroe Doctrine, which prevented European intervention in the Western Hemisphere.

NAME _____ DATE _____

JAMES MONROE AND THE LOUISIANA PURCHASE

Directions: Read a portion of the Louisiana Purchase below and answer the following questions in complete sentences.

“...and whereas the First Consul of the French Republic is desirous of removing all Causes of Distress & jealousies that might exist between the Republic of France and the United States of America... Doth hereby cede to the United States of America, in full Sovereignty for ever, all the above described Territory, with all Rights thereunto appertaining ... And further he renounces for ever in favor of the United States all Claim of the Republic of France to any Part of the Territory of His Catholic majesty, on the continent of North America laying to the East of the River of the Mississipi.”

Questions:

1. To whom does the text refer to when it mentions the “First Consul of the French Republic”?

2. What might have been the causes of “distress and jealousies” between the United States and the Republic of France before the signing of the Louisiana Purchase?

3. When the purchase describes “all the above territory” it is referring to the boundaries of the Louisiana territory. Name at least **five** states that make up the territory purchased by Monroe and Livingston: _____

4. James Monroe did not learn the same grammar and spelling that you learn today. In the text above, find any things that you think are spelling or grammar errors and change them so they are correct by today’s standards.

JAMES MONROE AND THE LOUISIANA PURCHASE

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“ . . . and whereas the First Consul of the French Republic is desirous of removing all ~~E~~causes of ~~D~~istress & jealousies that might exist between the Republic of France and the United States of America . . . Doth hereby cede to the United States of America, in full ~~S~~overeignty ~~for ever~~ forever, all the above described ~~T~~erritory, with all ~~R~~ights thereunto appertaining . . . And further he renounces ~~for ever~~ forever in favor of the United States all ~~E~~claims of the Republic of France to any ~~P~~part of the ~~T~~erritory of His Catholic majesty, on the continent of North America laying to the ~~E~~east of the ~~R~~iver of the ~~Mississippi~~ Mississippi.”

Questions:

1. Who does the text refer to when they say “First Consul of the French Republic”?

Napoleon Bonaparte

2. What causes of distress and jealousies may have occurred between the United States and the Republic of France before the signing of the Louisiana Purchase?

The Louisiana Purchase could have been seen as illegal due to the Third Treaty of San Ildefonso of 1800; the Federalists opposed the Louisiana Purchase, calling it unconstitutional because the Senate did not approve it; and France was in debt for helping the Americans win the Revolution.

3. When the purchase describes “all the above territory” Monroe is referring to the boundaries of the Louisiana territory. Name at least **five** states that make up the territory purchased by Monroe and Livingston. Arkansas, Oklahoma, Kansas, Nebraska, Iowa, South Dakota, and portions of Louisiana, Colorado, Wyoming, North Dakota, Montana, and Minnesota

4. James Monroe did not learn the same grammar and spelling that you learn today. In the text above, find any spelling or grammar errors and correct them so they are correct by today’s standards.

NAME _____ DATE _____

JAMES MONROE AND THE MONROE DOCTRINE

Directions: Read a portion of the Monroe Doctrine below and answer the following questions in complete sentences.

“ . . . In the wars of the European powers in matters relating to themselves we have never taken any part . . . It is only when our rights are invaded or seriously menaced that we resent injuries or make preparation for our defense. With the movements in this hemisphere we are of necessity more immediately connected . . . 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 maintain 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 toward the United States.”

Questions:

1. Who wrote the Monroe Doctrine and in what year? _____

2. When the document says “we” and “our rights,” to which country does it refer? _____

3. To which hemisphere does the Monroe Doctrine refer, and which continents does it include?

JAMES MONROE AND THE MONROE DOCTRINE

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Questions:

1. Who wrote the Monroe Doctrine and in what year? **James Monroe in 1823**

2. When the document says “we” and “our rights,” to which country does it refer?

The United States

3. To which hemisphere does the Monroe Doctrine refer, and which continents does it include?

The Western Hemisphere

North America and South America

Name _____ Date _____

James Monroe and the Expansion of America Review

Directions: Answer the following questions by circling the correct answer.

- When James Monroe and Robert Livingston discussed the Louisiana Purchase James Monroe was serving as a special envoy to which country?
Spain Great Britain France Italy
- The Louisiana Purchase was bought from _____, the leader of France in 1803.
Barbé Marbois Thomas Jefferson King George III Napoleon Bonaparte
- In what year was the Louisiana Purchase signed?
1803 1819 1807 1823
- At the beginning of the 19th Century, which country did not own territory in North America?
Russia Germany France Spain
- Why could the Louisiana Purchase have been illegal?
 - The territory could still have been owned by Spain, not France.
 - Monroe and Livingston bought more land than Thomas Jefferson wanted them to.
 - People living in the territory were allowed to have slaves.
 - It pushed out many of the Native Americans who were already living in the territory.
- Which of the following **is not** an effect of the Louisiana Purchase?
 - The United States controlled New Orleans, a port city into the Gulf of Mexico.
 - The United States almost doubled in size.
 - The United States made all Indians living in the territory American citizens.
 - The United States received a new wealth of natural resources.
- The United States gained Florida from Spain in what year?
1823 1819 1803 1812
- James Monroe was the _____ President of the United States.
Third Fifth Second Fourth
- In what year was the Monroe Doctrine announced?
1803 1823 1813 1819
- Which of the following **is not** an effect of the Monroe Doctrine?
 - It freed newly independent Latin American countries from European intervention and control.
 - It ensured U.S. national security.
 - It established an American sphere of influence in the western hemisphere.
 - It allowed the U.S. to form colonies in Latin America.

Name _____ **ANSWER KEY** _____ Date _____

James Monroe and the Expansion of America Review

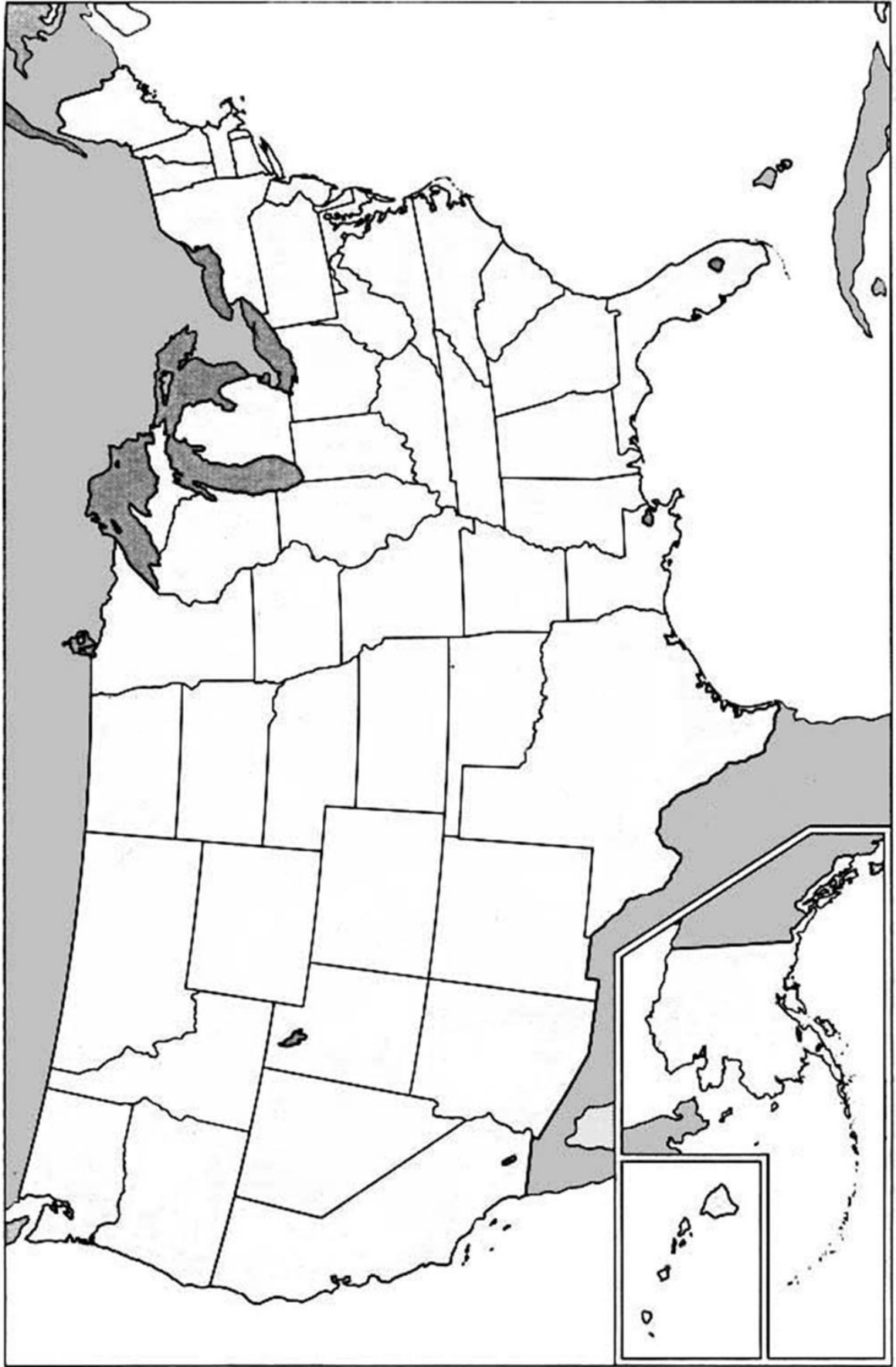
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1803 1823 1813 1819
- Which of the following **is not** an effect of the Monroe Doctrine?
 - It freed newly independent Latin American countries from European intervention and control.
 - It ensured U.S. national security.
 - It established an American sphere of influence in the western hemisphere.
 - It allowed the U.S. to form colonies in Latin America.

JAMES MONROE AND THE EXPANSION OF AMERICA

NAME: _____ DATE: _____

Directions: Color in the Louisiana Territory. Draw a black line showing the Mississippi River, and a dot for the City of New Orleans.



JAMES MONROE AND THE EXPANSION OF AMERICA

NAME: _____ Answer Key _____ DATE: _____

Directions: Color in the Louisiana Territory. Draw a black line showing the Mississippi River, and a dot for the City of New Orleans.

