

Unit Title: The Jeffersonian Era (Chapt 3, Sec 1, The Americans) ||

Lesson Title: The Monroe Doctrine and You

Goals & Objectives:

Goals: Provide students with an idea of what the Monroe Doctrine was and why it was so important to our young nation, so they can connect it to our foreign policy today.

Objective: Students will demonstrate that they can discuss the role of the Monroe Doctrine in context and can state whether they feel it was realistic and reasonable at the time, and if it remained that way over time

California State Content Standards

11.4.2. Describe the Spanish-American War and U.S. expansion in the South Pacific.

11.4.4. Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.

11.4.5. Analyze the political, economic, and social ramifications of World War I on the home front.

11.7.1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.

11.9.3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy

NOTE: Monroe Doctrine as precursor foreign policy statement that influenced subsequent American reaction to these items (i.e. Justification for American colonies like Hawaii, beginnings of 20th century Isolationism, etc)

Common Core Literacy Standards

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist No. 10*).



CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Driving Historical Questions

Was the Monroe Doctrine a realistic warning?

How did the Monroe Doctrine affect the way the United States is shaped today?

Was the Monroe Doctrine justified in what is said?

Lesson Introduction (Anticipatory Set/Hook/Accessing Prior Knowledge)

Students will be asked to consider some questions prior to beginning the activities for the day. These are Before and After Questions. The concept behind this is to provide a goal, a reason for diving into the material further, and a clear view of what they should be able to answer by the end of the day.

I, the teacher, will ask if students can answer them right now as I am writing them on the board. If they can, then the question becomes "how will their answers change by the end of the activity?". If they do not know the answers, then it is clear that they should read and work with the intent of being able to do so by the end of class. This information will be relayed verbally by myself prior to going further into the lesson.

The questions are as follows:

Before and After Questions:

- What was the Monroe Doctrine?
- Why was it important?
- Why does it matter to the United States today?
- Why does it matter to you?

|| Time: 10 min

Vocabulary (Content Language Development)

Monroe Doctrine

Opposition

European Interference

Western Hemisphere

Infrastructure

Economy

Secretary of State

Nationalism

Adams-Onis Treaty

Olive Branch



Foreign Policy
Isolationism
Balkanism/Balkanization
1823

|| Time: 20 min (Mixed in with delivery)

Content Delivery (Method of Instruction)

We will be relying on my Powerpoint and accompanying lecture as primary instruction method. Students are welcome to have their books open to follow along with how the chapter relays the same information.

The Powerpoint presentation used provides clear, concise textual explanations to go along with my verbal lecture, and contains photos, maps, and diagrams to assist visual/spatial comprehension.

Students are not required to take notes on their own or copy from the Powerpoint. This is intended to alleviate the stress of keeping pace and making sure that the correct information was written down. It also seeks to avoid the habit of just copying information at the expense of listening to the lecture and actually comprehending the information.

Instead, Guided Notes are used to help provide content visually and in written text, while allowing time for comprehension and attention to the lecture.

As we go through the Powerpoint and lecture, I will ask questions related to the material (i.e. what is vocab definition, who do we mean when we say European powers, etc.). While there are specific questions embedded in the Powerpoint that I will read and stop to allow the class to answer, I will also direct questions to the class based on my need for a quick formative assessment. If, while observing the class, I notice confusion on a specific concept or piece of information, I will stop to address it, and ask questions relating to what they may be having trouble with. This basic troubleshooting will allow students to ask me questions for clarification, just as I have asked them questions for my own purposes.

|| Time: 20 min (Mixed in with vocabulary)

Student Engagement (Critical Thinking & Student Activities)

At the end of the Powerpoint and lecture, students will be asked to write short paragraph on a piece of paper answering Question 5 in their book on pg 117. This is represented in written form on the last slide of the Powerpoint.

In addition to answering the specific question, students are also asked to provide their thoughts as to why the Monroe Doctrine was a good or bad idea. They must write this response as a separate answer on the same piece of paper used to answer Question 5.

If they are unable to finish in class, students are allowed to take the work home and bring it in the next day for grading. Same goes for the Guided Notes.

|| Time: 10 min

Lesson Closure

Once the majority of students have completed answering the questions asked of them, we will come together as a class to return to the Before and After questions. Students will be asked to answer the questions now that they have the knowledge. For those that already had an answer, they will be directly picked out to explain how their answer has changed now that they have heard a more in-depth explanation.

|| Time: 10 min

Assessments (Formative & Summative)

- Before and After Questions operate as summative
- Questioning and light discussion throughout the presentation offer formative feedback
- Short paragraph as summative assessment
- Guided Notes are formative

Accommodations for English Learners, Striving Readers and Students with Special Needs

ELs: These students will benefit from the connection of written and verbal information to visual representations of what we are covering. This is especially true with the Guided Notes as a visual reference that they can study for future reference.

The definition of the Monroe Doctrine is included in both English and Spanish. It will also be reiterated in the lecture that a Spanish Glossary exists in the back of their book on pages R67-R81 with which they can look up specific vocabulary words that will otherwise not be defined in Spanish.

Striving Readers: Much like that for the EL students, the emphasis on visual and verbal explanation of the text will help to alleviate comprehension of the written material.

SSNs: The only adaptations noted thus far for my Special Needs students are test-taking room accommodations. However, they, along with all other students in the class, are allowed to take home any assignment that they were not able to finish in class and bring it back the next day completed, without penalty.

They are also able to access the content from home on the website to help them complete the work, and more easily facilitate parental support.

Resources (Books, Websites, Handouts, Materials)

- Visual illustration of Monroe Doctrine handout
- Textbook: The Americans pgs 116-117
- Class website: <http://mrmartinsamericanimperialism.weebly.com/>