

Cobblestone™

JOHN QUINCY ADAMS, AMERICAN STATESMAN

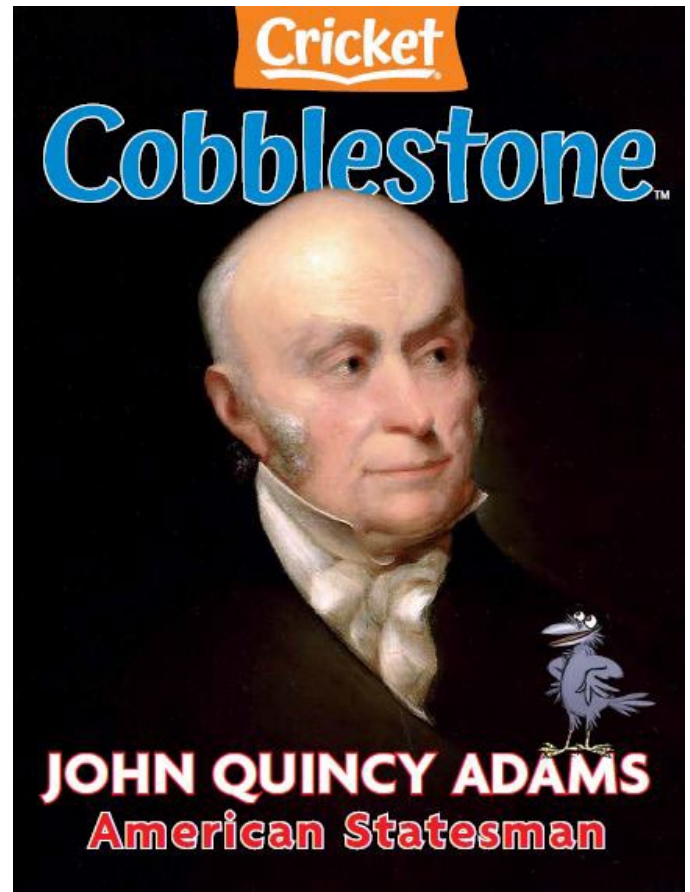
Use the articles, lessons, and activities in this Teacher Guide to help students understand the life of John Quincy Adams, the 6th U.S. President, and his role in U.S. history.

CONVERSATION QUESTION

How did John Quincy Adams influence the history of the United States?

TEACHING OBJECTIVES

- Students will learn about John Quincy Adams.
- Students will explore why individuals and groups during this time had different perspectives.
- Students will explain how people's perspectives shape the historical sources they create.
- Students will explain how different kinds of historical sources are used to explain events in the past.
- Students will conduct research.
- Students will write a historical letter.
- Students will participate in debate.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

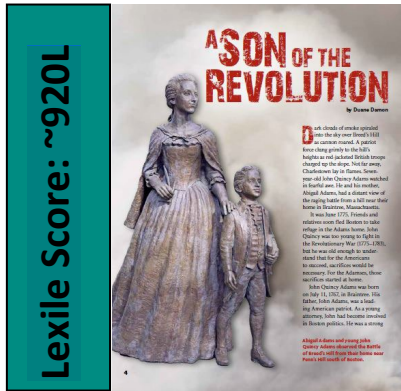
- **A Son of the Revolution**
Expository Nonfiction, ~920L
- **Fight for Freedom**
Expository Nonfiction, ~890L
- **Old Man Eloquent and the Gag Rule**
Expository Nonfiction, ~940L

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A Son of the Revolution

pp. 4–7, Expository Nonfiction

Use this article about John Quincy Adams' childhood to let students explore how Adams' childhood shaped his perspective as an adult.



ENGAGE

Conversation Question: How did John Quincy Adams influence the history of the United States?

Ask students what they know about John Quincy Adams. Then, ask them what they know about the American Revolution. What was it about? Why did it happen? Have them create a K-W-L (know, want to know, learned) chart. After completing the reading and the Read & Discuss questions, have students return to the chart and complete the final (“learned”) column.

INTRODUCE VOCABULARY

Read the vocabulary words and definitions. Then have students work in three groups and assign each group one of the words. Instruct them to create at least ten sentences using that word correctly. Have a volunteer for each group read the sentences aloud. Finally, remind students to look for the vocabulary words as they read.

RESOURCES

- Sequence of Events

OBJECTIVES

- Students will learn about John Quincy Adams' childhood.
- Students will analyze the ways in which the American Revolution affected Adams' perspective.
- Students will explore Adams' journals.

KEY VOCABULARY

- **vocal (p. 5)** speaking forcefully about something that the person feels strongly about
- **delegate (p. 5)** a person, especially an elected official, who is sent to represent others at a conference or important occasion
- **endeavor (p. 6)** to try hard to do or achieve something

READ & DISCUSS

Have students answer these questions after reading the article.

1. What was the American Revolution?
2. What kinds of roles did John Quincy Adams' family play during the war?
3. Why was John Adams' work dangerous?
4. What did John Quincy Adams end up doing to help the American colonies gain recognition in the world?

SKILL FOCUS: Analyze Historical Sources

INSTRUCT: Explain that people's perspectives shape the historical sources that they create. Share some of John Quincy Adams' journals as a young man, as well as letters that he wrote to his family when he was overseas. How was his perspective affected by the events of the American Revolution? Have students work in pairs to write their own version of a letter from John Quincy in Paris to his younger sister Nabby.

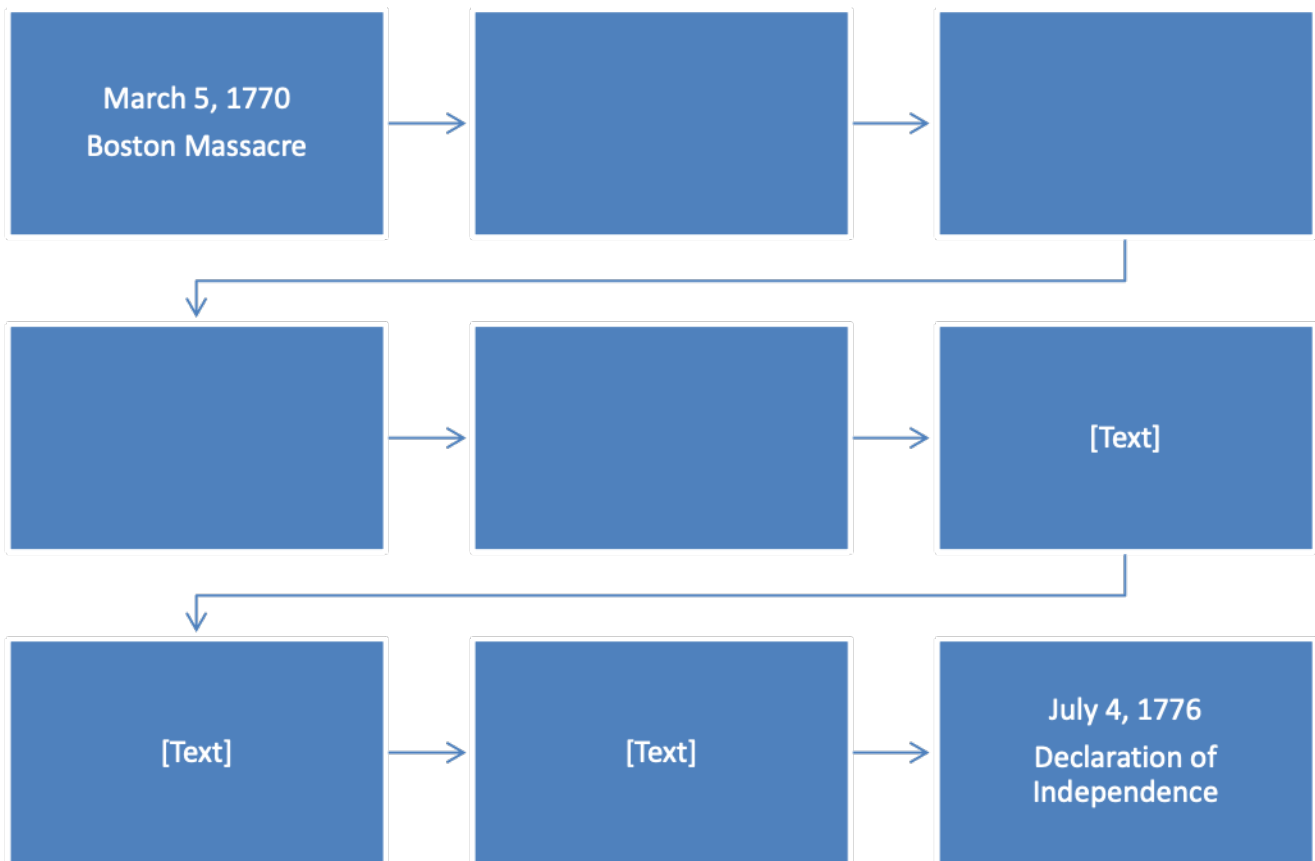
ASSESS: What does he tell her about their mission in France in 1778 and its relationship to the revolution? Have students gather in groups to share their letters.

EXTEND

Language Arts Have students research additional John Quincy Adams journals. Then have them write their own journal entries about a current event in their lives and how it has influenced them. Students can share their entries with the class.

Sequence of Events Understanding the sequence of events helps us see how a historical event often develops from a single incident or circumstance. The American Revolution was ignited by several events that forced the colonists and the British into a war. Below is a list of events of the American Revolution. Starting with the Boston Massacre, research the dates when each event happened, and put these events in chronological order.

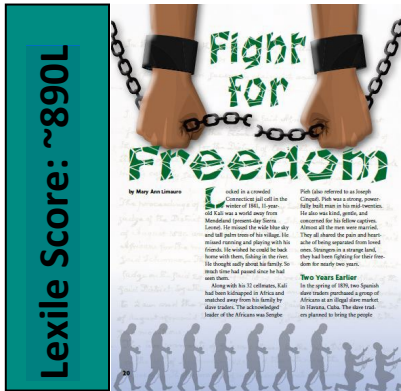
EVENT	DATE
Boston Tea Party	
Battle of Lexington Concord	
The Stamp Act	
Battle of Bunker Hill	
Paul Revere's Ride	
Winter at Valley Forge	
Battle of Saratoga	



Fight for Freedom

pp. 20–23, Expository Nonfiction

Use this article about the *Amistad* rebellion to explore the issue of slavery, as well as John Quincy Adams' role in the case.



OBJECTIVES

- Students will learn about the history of the *Amistad* rebellion.
- Students will analyze the ways in which different kinds of historical sources have been used to explain the *Amistad* events.
- Students will create a map.

KEY VOCABULARY

- **abolitionist** (p. 21) a person who supports the end of a practice or institution they find intolerable or unacceptable, such as slavery
- **shackles** (p. 21) a pair of metal rings connected by a chain and fastened to a person's wrists or ankles to prevent the person from escaping
- **foe** (p. 22) an enemy or opponent

ENGAGE

Conversation Question: How did John Quincy Adams influence the history of the United States?

Ask students what they know about how slaves were captured and sold. Slavery was still legal in the U.S. when the *Amistad* mutiny happened. Who helped the *Amistad* slaves when they came to New York? What are some different ways that the news of the *Amistad* spread? Have students list some ways that news spread before there was television or the internet.

INTRODUCE VOCABULARY

Read the vocabulary words and definitions. Introduce the article, “Fight for Freedom,” and ask students how these three words can be associated with the title. As a post-reading activity, have students review the text and circle other theme-related words. They will use these words to create a word search puzzle.

READ & DISCUSS

Have students answer these questions after reading the article.

1. Why was the *Amistad* case controversial?
2. How did John Quincy Adams argue the *Amistad* case?
3. What were some of the different ways that people learned about the *Amistad* case?
4. What kind of sources, other than history books, can be used to learn about the *Amistad*?

SKILL FOCUS: Analyze Historical Sources

INSTRUCT: Explain that historical sources can be primary or secondary: primary sources come from accounts at the time of the event, or the person directly involved in that event. Things like letters, newspaper articles, and journals are primary sources. Secondary sources are secondhand information or commentary from other researchers, such as history books and essays about an event in the past. Have students work in pairs to find a primary source about the *Amistad*, as well as a secondary source.

ASSESS: Students will share their choices with the rest of the class and discuss whether primary or secondary sources are the most useful for learning about a historic event.

EXTEND

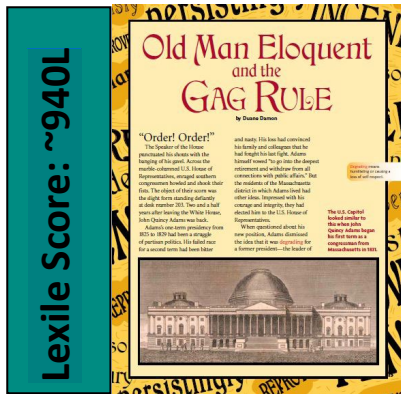
Geography Using research sources such as books and digital sources, have students create a map showing the voyage of the *Amistad* from Sierra Leone to Cuba to New York.

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Old Man Eloquent and the Gag Rule

pp. 15–19, Expository Nonfiction

Use this article about John Quincy Adams' return to Congress in 1831 and the debate over slavery to give students an opportunity to analyze how people during the same historical period differed in their perspectives.



OBJECTIVES

- Students will learn about the Congressional debate over slavery.
- Students will analyze how the issue of slavery divided people according to their viewpoints.
- Students will participate in a debate.

KEY VOCABULARY

- **condescending** (p. 17) having or showing a feeling of being superior to others
- **opponent** (p. 16) A person who disagrees with something and speaks against it or tries to change it
- **aggressor** (p. 19) a person or country that attacks another first

ENGAGE

Conversation Question: How did John Quincy Adams influence the history of the United States?

Ask students about an event that has taken place recently and is somewhat controversial. Ask them to identify what issues are related to that event. Does everyone share the same perspective on the event? Why might they have different feelings about the event?

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. For each word, have students write a sentence that shows how the word might be used to describe a person during an argument. Have students share their sentences with a partner. Then remind students to look for the vocabulary words as they read the article.

READ & DISCUSS

Have students answer these questions after reading the article.

1. What was the main issue that divided the U.S. House of Representatives during Adams' term?
2. What two perspectives did people have about this issue?
3. How did John Quincy Adams argue this controversial issue? What was the result of his tactic? Did he succeed?

SKILL FOCUS: Analyze Historical Perspectives

INSTRUCT: Explain that historical perspectives differed between people even when they lived during the same historical period and were involved in the same events. The article shows a violent difference in perspectives between two groups in the U.S. House of Representatives. The events of the article would be part of an important change in the history of the United States. Have students work in two groups and participate in a debate. One group will be proslavery, and the other group will be antislavery. Each group must argue their perspective about slave and free states based on the historical details given in the article and from additional research if needed.

ASSESS: Invite another class to come and observe the debate and play the roles of officials and townspeople. After the closing arguments, open the floor for comments and decide who (if anyone) won the debate. Discuss whose arguments were stronger and why.

EXTEND

Math Research and compare the number of slave states and free states in the U.S. in 1821, 1837, 1846, and 1858. Create a chart or table that compares the number of free states, slave states, free territories, and slave territories in each of those years.