

# Cobblestone™

## JAMES MONROE: FIFTH U.S. PRESIDENT

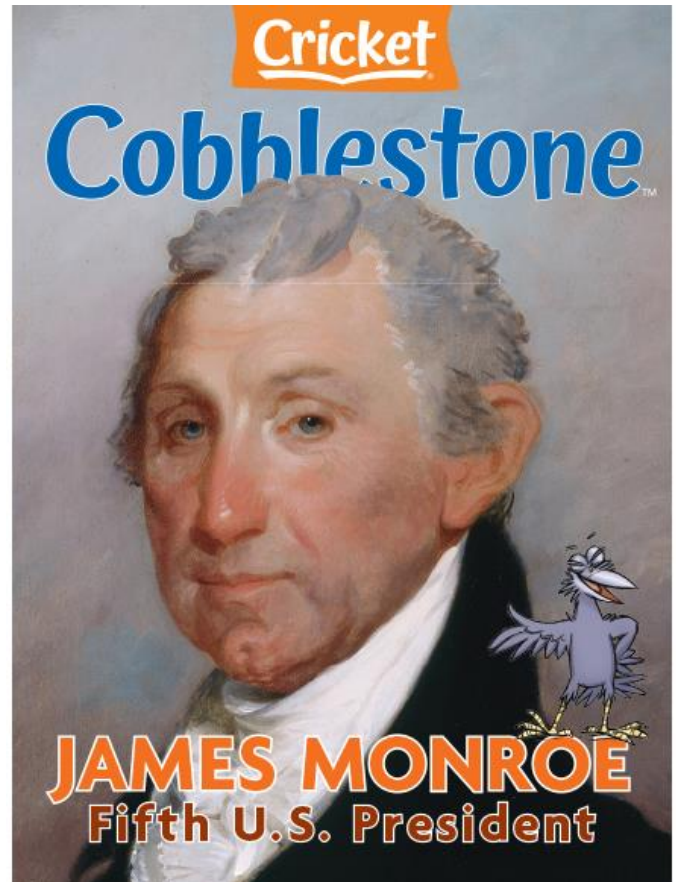
Use the articles, lessons, and activities in this Teacher Guide to help students understand James Monroe and his presidency.

### CONVERSATION QUESTION

How did the events of James Monroe's lifetime and presidency shape the United States?

### TEACHING OBJECTIVES

- Students will explore how James Monroe's life demonstrated the participation needed for a democracy.
- Students will identify the important American historical events that took place during Monroe's lifetime.
- Students will create a timeline of the important events and Monroe's role in them.
- Students will explain why Monroe and Calhoun supported better methods of transportation.
- Students will explain how the development of new kinds of transportation helped build the United States' economy.
- Students will create a map.
- Students will understand why the ACS wanted to create a new colony in Africa.
- Students will explore the perspectives of people on both sides of the argument concerning an African colony in Liberia.
- Students will engage in a 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

- **Virginia Patriot**  
Expository Nonfiction, ~950L
- **Binding the Republic Together**  
Expository Nonfiction, ~920L
- **The American Colonization Society**  
Expository Nonfiction, ~1040L

## Virginia Patriot

pp. 4–6, Expository Nonfiction

Use this article about James Monroe's early life to understand how he came to participate in democracy.



## RESOURCES

- Sequence of Events

## OBJECTIVES

- Students will explore how James Monroe's life demonstrated the participation needed for a democracy.
- Students will identify the important American historical events that took place during Monroe's lifetime.
- Students will create a timeline of the important events and Monroe's role in them.

## KEY VOCABULARY

- **patriot (p. 4)** a person who loves his or her country and is ready to boldly support and defend it
- **resolution (p. 5)** a formal statement of the feelings, wishes, or decision of a group
- **idealistic (p. 6)** believing that very good things can be achieved, often when this does not seem likely to other people

## ENGAGE

**Conversation Question:** How did the events of James Monroe's lifetime and presidency shape the United States?

Ask students if they know what a democracy is. Discuss with them that the United States is a democracy, and that a democracy requires that citizens participate in their government. Can they give examples of ways that people can participate? How have they and their families participated in the U.S. democracy? Do they think it is important for citizens to do this?

## INTRODUCE VOCABULARY

Define each word with students. Then arrange students in small groups and have them create a word search puzzle, including the vocabulary words as well as a word from each definition. Finally, tell students to trade puzzles and solve them.

## READ & DISCUSS

Have students read the article. Then use these questions for discussion:

1. Why was Monroe's uncle, Joseph Jones, an important part of Monroe's future in politics?
2. How were the patriots expressing dissatisfaction with British rules?
3. Why did Monroe drop out of college? Was this a good decision?
4. Why do you think Governor Thomas Jefferson gave Monroe a special job instead of having him fight in the army?
5. Explain the details surrounding two of the famous battles discussed in the article.

## CONCEPT/SKILL FOCUS: Sequence of Events

**INSTRUCT:** Explain to students that this article describes Monroe's early life, much of which took place during the events leading up to and including the American Revolutionary War. Working in pairs, have students identify the historic events of the article, and what Monroe was doing at that time. Then have them fill in the *Sequence of Events* graphic organizer as a chronological timeline of both the events and Monroe's actions.

**ASSESS:** Have students compare their timelines with the rest of the class and discuss any differences.

## EXTEND

**English:** Invite students to write an imaginary letter from Monroe to one of his younger brothers, describing his experiences during one of the battles of the revolution. Have them use print and digital sources to research details about that battle.

## Sequence of Events

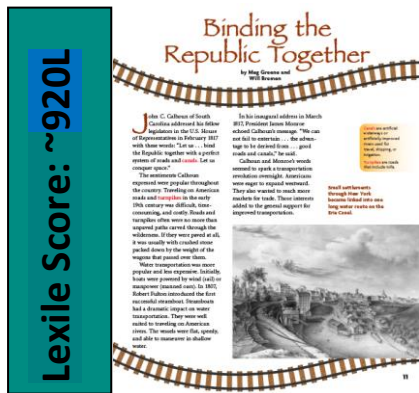
Understanding the sequence of events helps to see how historical events unfolded over time. In this article, it also helps to see how James Monroe's life reflected those events. In the first column, list three events from the article. In the second column, describe what Monroe was doing during that event.

EVENT	JAMES MONROE'S LIFE
Virginia patriots are beginning to rebel against British rule.	James Monroe is born in Virginia to a family of patriots.

## Binding the Republic Together

pp. 11–13, Expository Nonfiction

Use this article about how President James Monroe helped spark a revolution in transportation to analyze why it opened up a new era and helped unify the country.



## ENGAGE

**Conversation Question:** How did the events of James Monroe's lifetime and presidency shape the United States?

Ask students what they know about transportation in the United States. What are some of the different ways we move around the country now? What do they know about how people traveled in the U.S. in the 1800s? Have them create a K-W-L (know, want to know, learned) chart about transportation in the past. 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 display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read.

1. Early transportation often relied on \_\_\_\_\_ instead of mechanical power.
2. Steamboats were \_\_\_\_\_ that could maneuver well in shallow water.
3. It would be difficult to \_\_\_\_\_ a ship in the Atlantic Ocean.

## READ & DISCUSS

Have students answer these questions after reading the article.

1. Why was the development of new forms transportation so important to the United States during the 1800s?
2. Why was the Erie Canal such a great achievement for the time?
3. What advantage did railroads have over canals and roads?
4. Why were hot air balloons unreliable as a type of transportation?
5. How did the advancements in transportation signal the beginning of an exciting new age?

## SKILL FOCUS: Analyze Geographic Characteristics

**INSTRUCT:** Explain that geographic characteristics such as mountains, rivers, and oceans can influence what forms of transportation are most practical. The article describes the types of transportation that developed as the United States grew, and how those types reflected the characteristics of the places they connected. Have students work in groups to review the article. They will choose one type of transportation and create a map showing routes that the transportation took during Monroe's presidency, using print and online sources.

**ASSESS:** Have volunteers share their work with the class.

## EXTEND

**Math:** Have students use print and digital sources to find the average speed of a steamboat, a train, a modern truck, and an airplane, and then create a chart comparing the different rates.

## OBJECTIVES

- Students will explain why Monroe and Calhoun supported better methods of transportation.
- Students will explain how the development of new kinds of transportation helped build the United States' economy.
- Students will create a map.

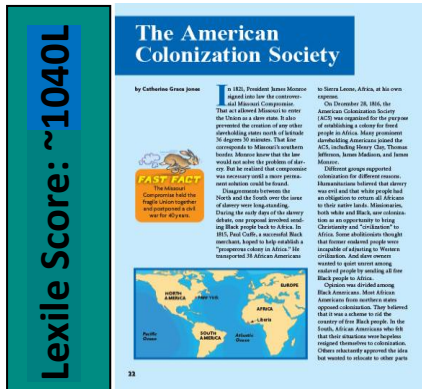
## KEY VOCABULARY

- **manpower** (p. 11) power available from or supplied by the physical effort of human beings
- **vessels** (p. 11) large boats or ships
- **navigate** (p. 12) to move on, over, or through water, air, or land in a ship or aircraft

## The American Colonization Society

pp. 22–23, Expository Nonfiction

Use this article about Paul Cuffe and the American Colonization Society to analyze the debate about the creation of a colony in Africa for African Americans.



### OBJECTIVES

- Students will learn why the ACS wanted to create a new colony in Africa.
- Students will explore the perspectives of people on both sides of the argument concerning an African colony in Liberia.
- Students will engage in a debate.

### KEY VOCABULARY

- **compromise (p. 22)** a way of reaching agreement in which each person or group gives up something that was wanted
- **emigrate (p. 23)** to leave a country permanently and go to live in another one
- **treaty (p. 23)** a formal, legally binding written agreement between states or countries

### ENGAGE

**Conversation Question:** How did the events of James Monroe’s lifetime and presidency shape the United States?

Ask the class what they know about the Missouri Compromise and the conflict over slave states and free states. Why did people believe it was important to have a balance of the two in the United States? Have students predict whether enslaved people would prefer to leave the U.S. completely and create a colony of their own if they could. Why or why not? Present the article, “The American Colonization Society.”

### INTRODUCE VOCABULARY

Read the vocabulary words and definitions. Then have students work in pairs to create sentences containing one, two, or even three vocabulary words. Have them share their sentences with the class.

### READ & DISCUSS

Have students answer these questions after reading the article.

1. Why did the Missouri Compromise inspire some people to want to create a colony in Africa?
2. What was the intention of Paul Cuffe?
3. Who joined the American Colonization Society?
4. Why did Black Americans have varying reactions to the idea of moving to a colony?
5. Why did the people moving to the new colony create treaties with nearby tribal leaders?
6. Why do you think Congress provided money for a new colony?

### SKILL FOCUS: Examine Different Perspectives

**INSTRUCT:** Explain that different groups of people had different opinions about the creation of a colony in Sierra Leone. Missionaries, slave owners, and abolitionists supported the idea, most Northern Black people opposed it, and Southern Black people felt they would have no choice. Each group had its own reasons. Divide students into five groups. Each group will represent one of the perspectives listed above. Groups take turns debating why their perspective is the right one, based on information in the article and additional research if necessary.

**ASSESS:** Assess students based on the strength of the group’s arguments.

### EXTEND

**Art:** Using their choice of media, have students create a travel poster advertising the colony of Liberia and persuading people to move there.