

# BUILD A WEBSITE: TELL US HISTORY

## Lesson Plan

### Lesson 12

#### WEEKLY WORK:

*Length: One or two approximately 5-10 -minute asynchronous video with virtual instructor each week, homework will be assigned for the rest of the week. The video will drop on Sunday nights.*

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#### LESSON 12: 1816 - 1824: The Era of Good Feelings and Monroe Doctrine

##### Weekly Homework:

- Review the videos/materials
- Work on Website Task list Items. This week Trailblazers will work on their “Website Launch Checklist” that is in the materials.
- Continue to plan your first semester timeline. It will be the assignment for the next four weeks. Keep researching each week’s topics but add details to your own timeline a little each week. Prepare to present it to someone as well.

##### Watch the Weekly Video:

- <https://logcabinschoolhouse.com/course-catalog>

##### Checklist items from the “Website Launch Checklist”.

- Homepage Basics**
  - Write a welcome message explaining the project.
  - Add a title and a few images to make it look inviting.
- Meet the Team**
  - Create a short bio for each team member. Launch with a minimum of four team members. This will bring visibility to others for what their bio might look like.
- Timeline Page**
  - Set up a simple timeline or list of historical topics that you’ll expand over time.
  - Even placeholders are fine! Just outline the key events.
  - Schedule 8-10 blog posts minimum. They can populate a blog post stream page or show up on the timeline page as links to individual posts. Or both.
- Navigation Menu**
  - Make sure visitors can find the Homepage, Meet the Team, and Timeline pages easily.
- Design & Images**

- Choose a few colors and fonts that fit the theme.
- Add a couple of historical images or illustrations.
- **Contact Form**
  - Set up a form so visitors can reach out to your Guide (teacher).
  - Make sure it has fields for Name, Email, and Message.
  - Try to make the contact form a popup.
- **Check for Functionality**
  - Test the website on a computer and a phone to see that it looks good.
  - Make sure links and buttons work and take you to the right pages.
- **Proofread**
  - Double-check spelling and facts on each page to make sure they're correct.

### Materials:

- Your own curriculum (everyone should have chosen their own US History curriculum to read throughout the year by now.)
- Lesson Plan Week 12
- Timeline Assignment First Semester (handout in lesson 11 materials)

## LESSON TRANSCRIPT:

Hey there, Trailblazers! Buckle up, because today we're stepping into one of the most oddly-named periods in U.S. history: The Era of Good Feelings! Sounds like everyone was skipping through meadows and sharing cupcakes, right? Well... sort of. Let's dive in!

The Era of Good Feelings, which lasted from about 1816 to 1824, was all about national unity. Picture this: the War of 1812 is over, and for the first time in a long time, America's not squabbling with other countries—or itself, much. Think of it like that brief moment of calm in a group project when everyone agrees on what to do... before chaos resumes.

President James Monroe, the main character of this story, took office in 1817. With his calming presence, Monroe helped usher in a time when Americans started to really feel proud of their country. There was a booming economy, western expansion, and—get this—a temporary pause in political bickering. That's right, for a while, there was only one major political party: the Democratic-Republicans. Imagine social media today with everyone agreeing. Crazy, huh?

But don't let the name fool you. Not everyone was feeling good. This era also had growing tensions over things like slavery and states' rights. It's like when someone eats the last slice of pizza at a party—it's all fun and games until someone starts arguing.

Now let's shift gears to one of Monroe's most famous power moves: the Monroe Doctrine of 1823. Trailblazers, this was the ultimate “you can't sit with us” moment in U.S. history.

Here's the tea: Europe had been eyeing the Americas like a buffet, hoping to reclaim or expand their colonies. Monroe, with a little nudge from his secretary of state, John Quincy Adams, decided to shut that down. The Monroe Doctrine basically said, “Hey, Europe, hands off! The Americas are our turf now. You stick to your hemisphere, and we'll stick to ours.”

What's wild is that Monroe's bold statement didn't come with much muscle behind it. The U.S. wasn't exactly a global superpower yet. But guess what? Europe mostly respected it! It was like a small dog barking at a big one and somehow scaring it off.

The Monroe Doctrine became a cornerstone of U.S. foreign policy. Over the years, it was used to justify everything from protecting Latin American countries to... well, meddling in their business. But that's a story for another time.

So there you have it, Trailblazers! The Era of Good Feelings brought a moment of peace and unity (with some underlying drama), and the Monroe Doctrine made it clear that the U.S. was ready to play in the big leagues of global politics. Pretty bold for a country still figuring itself out, huh?

Stay curious, stay sharp, and remember: history isn't just about facts and dates—it's about stories that shape who we are. Until next time, Trailblazers, keep blazing those trails!

## **THINGS TO THINK ABOUT: The Era of Good Feelings and the Monroe Doctrine (1816-1824)**

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### **Part 1: National Unity and Identity**

#### **1. The Era of Good Feelings**

- What factors contributed to the sense of unity and national pride during the Era of Good Feelings?
- How did the absence of major political divisions (for a time) shape the nation's politics and society?

#### **2. Challenges to Unity**

- Even during the Era of Good Feelings, tensions were brewing. How did issues like slavery and economic inequality challenge the period's unity?
  - In what ways did these challenges foreshadow future conflicts in the United States?
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### **Part 2: Foreign Policy and Bold Declarations**

#### **1. The Monroe Doctrine**

- Why was the Monroe Doctrine a significant turning point in U.S. foreign policy?
- How did the Monroe Doctrine reflect the growing confidence and independence of the United States on the world stage?

#### **2. European Relations**

- How might European nations have viewed the Monroe Doctrine?
  - What risks did the United States take by issuing such a bold statement, and how might it have impacted relationships with other countries?
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### **Part 3: Expansion and Diplomacy**

#### **1. National Growth and Ambitions**

- How did the Monroe Doctrine align with America's broader goals for expansion and influence?
- In what ways did the United States' growing ambitions begin to shape its role as a global player?

#### **2. Protection vs. Interference**

- The Monroe Doctrine was meant to protect the Americas from European interference, but it also set the stage for U.S. involvement in Latin America. How do you view this balance between protection and interference?
- What might be the long-term effects of such a policy on the nations of Latin America?

#### **Part 4: Building a National Identity**

##### **1. Symbols of Unity and Patriotism**

- How did the Era of Good Feelings contribute to a growing sense of what it meant to be “American”?
- What symbols, events, or ideas from this period continue to resonate as part of the American identity?

##### **2. The Role of Leadership**

- How did James Monroe’s leadership and policies during this time contribute to the sense of national pride?
  - What lessons in leadership can we draw from Monroe’s presidency?
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#### **Part 5: Reflection and Modern Connections**

##### **1. Lessons from the Era of Good Feelings**

- What can we learn about unity and division from this period in U.S. history?
- How do the successes and challenges of this era inform our understanding of modern America?

##### **2. The Monroe Doctrine’s Legacy**

- How has the Monroe Doctrine influenced U.S. foreign policy over the years?
  - In what ways do debates about U.S. involvement overseas today reflect the principles behind the Monroe Doctrine?
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#### **Part 6: In-Person Discussion Activities**

##### **1. Debate: Unity or Illusion?**

- Discuss whether the Era of Good Feelings truly lived up to its name or if it masked deeper divisions. Present arguments for both sides.

##### **2. Role-Playing: The Monroe Doctrine Announcement**

- Act as James Monroe or a European diplomat reacting to the Monroe Doctrine. Debate its impact from different perspectives.

##### **3. Gallery Walk: Symbols of the Era**

- Create stations highlighting key symbols, such as the Monroe Doctrine or portraits of James Monroe. Reflect on how these represent America’s identity and ambitions.

##### **4. Simulation: Creating a Doctrine for Today**

- Imagine you are creating a modern version of the Monroe Doctrine. What challenges would it address, and how would it reflect America’s role in the world today?

## CCSS:

The Common Core State Standards (CCSS) do not have specific standards for U.S. History alone. However, U.S. History can be taught within the framework of the **Common Core Standards for Literacy in History/Social Studies** for grades 6-12. These standards focus on developing students' abilities to read, analyze, and write about historical texts.

Here's a breakdown of the relevant Common Core Literacy Standards for History/Social Studies for grades 6-12:

### Grades 6-8:

#### 1. Key Ideas and Details

- **RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- **RH.6-8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **RH.6-8.3:** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

#### 2. Craft and Structure

- **RH.6-8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **RH.6-8.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- **RH.6-8.6:** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

#### 3. Integration of Knowledge and Ideas

- **RH.6-8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text.
- **RH.6-8.9:** Analyze the relationship between a primary and secondary source on the same topic.

#### 4. Range of Reading and Level of Text Complexity

- **RH.6-8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

### Grades 9-10:

#### 1. Key Ideas and Details

- **RH.9-10.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

- **RH.9-10.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
  - **RH.9-10.3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
2. **Craft and Structure**
- **RH.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
  - **RH.9-10.5:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
  - **RH.9-10.6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
3. **Integration of Knowledge and Ideas**
- **RH.9-10.7:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
  - **RH.9-10.8:** Assess the extent to which the reasoning and evidence in a text support the author's claims.
  - **RH.9-10.9:** Compare and contrast treatments of the same topic in several primary and secondary sources.
4. **Range of Reading and Level of Text Complexity**
- **RH.9-10.10:** By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

## **Grades 11-12:**

1. **Key Ideas and Details**
- **RH.11-12.1:** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
  - **RH.11-12.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
  - **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.
2. **Craft and Structure**
- **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.
  - **RH.11-12.5:** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
  - **RH.11-12.6:** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.



3. **Integration of Knowledge and Ideas**

- **RH.11-12.7:** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **RH.11-12.8:** Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
- **RH.11-12.9:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

4. **Range of Reading and Level of Text Complexity**

- **RH.11-12.10:** By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

These literacy standards help guide the integration of U.S. History content within the Common Core framework by ensuring students develop critical reading, writing, and analytical skills relevant to understanding historical texts and contexts.

**AP US History by the College Board:**

Yes, there are standards for Advanced Placement (AP) U.S. History (APUSH). However, these standards are developed by the College Board, not the Common Core State Standards. The AP U.S. History course framework outlines the skills and knowledge students should acquire to be successful on the AP exam and in future college-level history courses.

**AP U.S. History Course Framework:**

The APUSH framework is organized into nine historical periods, each with key concepts, themes, and historical thinking skills:

1. **Historical Thinking Skills:**

- **Analyzing Evidence:** Ability to analyze and interpret primary and secondary sources.
- **Argument Development:** Crafting coherent historical arguments using evidence.
- **Contextualization:** Placing historical events within a broader context to understand their significance.
- **Comparison:** Comparing historical developments across time, geography, and cultures.
- **Causation:** Understanding cause-and-effect relationships in history.
- **Continuity and Change Over Time:** Identifying patterns of continuity and change over time.
- **Synthesis:** Connecting insights from different historical events or processes to develop new understandings.

2. **Thematic Learning Objectives:** APUSH is structured around seven themes that help students make connections between different historical periods:

- **American and National Identity (NAT)**
- **Work, Exchange, and Technology (WXT)**

- **Geography and the Environment (GEO)**
  - **Migration and Settlement (MIG)**
  - **Politics and Power (PCE)**
  - **America in the World (WOR)**
  - **American and Regional Culture (ARC)**
  - **Social Structures (SOC)**
3. **Key Concepts by Period:**
- **Period 1 (1491-1607):** The development of indigenous societies in North America before European contact and early European exploration and colonization.
  - **Period 2 (1607-1754):** European colonization, regional differences, and conflicts with indigenous peoples.
  - **Period 3 (1754-1800):** The American Revolution, the creation of the U.S. Constitution, and the early Republic.
  - **Period 4 (1800-1848):** The rise of American democracy, market economy, and social reforms.
  - **Period 5 (1844-1877):** Manifest Destiny, the Civil War, and Reconstruction.
  - **Period 6 (1865-1898):** Industrialization, urbanization, and the Gilded Age.
  - **Period 7 (1890-1945):** The Progressive Era, World Wars, and the Great Depression.
  - **Period 8 (1945-1980):** The Cold War, civil rights movements, and postwar prosperity.
  - **Period 9 (1980-present):** Contemporary U.S. history, including globalization, technological change, and shifts in social and political dynamics.

### **AP U.S. History Exam Format:**

The APUSH exam assesses students' understanding of these periods, their ability to think critically, and their skills in analyzing historical evidence. The exam includes multiple-choice questions, short-answer questions, a document-based question (DBQ), and a long essay question (LEQ).

### **APUSH Skills and Practices:**

- **Practice 1:** Analyzing and interpreting primary and secondary sources.
- **Practice 2:** Making historical arguments.
- **Practice 3:** Using historical evidence.
- **Practice 4:** Contextualization.
- **Practice 5:** Making connections across periods, regions, and themes.

These standards ensure that AP U.S. History students are prepared to engage in college-level historical analysis and develop a deep understanding of U.S. history across different periods and themes.