# Table of Contents

Chapter 1. **Introduction to the Monroe Doctrine Guide**
- The Essential Question and Unit Rationale
- Learning Goals

Chapter 2. **Background Narrative & Historical Interpretation**

Chapter 3. **Classroom Activities**
- Google Earth Mapping Exercise
- Drama: Playing the Game
- DBQ Exercise
  - Middle School – Monroe Doctrine Focus
  - High School – Roosevelt Corollary Focus

Chapter 4. **Annotated Bibliography**
Chapter 1: Introduction to the Monroe Doctrine Guide

**Essential Question:** Has the Monroe Doctrine driven American foreign policy or has it been used to justify policies resulting from other motives?

**Unit Rationale:**

The Monroe Doctrine provides a framework within which one may examine the establishment of The Unites States as a world power at the middle school level, and the relationship of the United States to Latin America through the Cold War at the high school level. The evolution of the Monroe Doctrine from its British enabled phase to the Roosevelt Corollary serves as an appropriate exemplar of the twin development of U.S. power and foreign policy. It allows many opportunities for the teacher to narrow and deepen the study of U.S. foreign policy while giving the students a useful context for understanding U.S. relations with the developing world.

**DBQ Question:** Was the Roosevelt Corollary a justifiable (appropriate) response to European imperialism?

**Learning Objectives:** After completing all of the lessons in this unit, students will be able to…

- List events in early American diplomatic history that contributed to the formulation of the Monroe Doctrine.
- Discuss the reasons President Monroe used when recommending that Congress recognize the revolutionary governments of Spanish America.
- Paraphrase the central points of the Monroe Doctrine.
- Decide whether the Doctrine was intended to provide peace and safety for the United States, protect the newly independent Latin American states, and/or promote expansionist goals of the United States in the Western Hemisphere.
Chapter 2: Background Narrative

Note: The background narrative is designed to provide the teacher with information that will assist in presenting the subject matter in the classroom. The annotated bibliography provides further resources.

The Monroe Doctrine Background Narrative

James Monroe’s Background

James Monroe spent most of his life in public office devoting a significant portion of his career to foreign affairs. In the winter of 1823, President Monroe gave a speech to Congress where he outlined his foreign policy objectives. His speech, soon after known as the Monroe Doctrine, was successful in raising nationalism in the country as well as setting the framework upon which future Presidents would follow. The Monroe Doctrine was built upon the idea of keeping Europe and the New World as separate as possible. President Monroe stressed that Europe was not to colonize the Americas and that any attempt from Europe to do so would endanger our peace and safety.

World Affairs (1823 – 1904)

Spain’s Latin American colonies’ struggle for independence provided the opportunity for the United States to create our first real international policy. By the early 1820s, monarchical elements were in control in continental Europe and there were rumors about the restoration of the Spanish empire in the New World. In particular, we feared that Spain and France might reassert colonialism over the Latin American peoples who had just overthrown European rule. Signs that Russia was expanding its presence southward from Alaska toward the Oregon Territory also were disconcerting.

This was not good news for the United States, which resented European involvement in its backyard. Nor was it met with approval by Britain, which profited richly from Latin American trade. British foreign minister George Canning proposed to the American government that a joint warning be issued to continental Europe. President Monroe considered the British proposal, but eventually accepted Secretary of State John Quincy Adams’ view that the United States creates its own independent statement (www.u-s-history.com/pages).

While Americans generally objected to European colonies in the New World, we also wanted to increase U.S. influence and trading ties throughout the region to our south. European mercantilism posed the greatest obstacle to desired economic expansion. If a bilateral statement (Great Britain and the U.S.) was issued, it could limit U.S. expansion in the future. He also argued that the British were not committed to recognizing the Latin American republics and may have imperial motivations themselves.
In December 1823, in a message to Congress, Monroe set forth the following principles, which would later become known as the Monroe Doctrine:

- The Western Hemisphere was no longer open for colonization.
- The United States would regard any interference in Western Hemisphere affairs as a threat to its security.
- The United States would refrain from participation in European wars and would not disturb existing colonies in the Western Hemisphere.

The impact of the Monroe Doctrine was mixed. It was successful to the extent that the continental powers did not immediately attempt to revive the Spanish empire, but this was on account of the strength of the British Navy, not American military might. It was not until the 1880s that the newly built steel navy provided the United States with the clout to enforce the Monroe Doctrine (www.u-s-history.com/pages). The Doctrine also was successful in that it kept France, Spain and other powers out of the region, but Britain would long remain the dominant trade power in Latin America for decades. The Doctrine would become a failure from the standpoint that the Latin American nations would come to resent the “Big Brother” behavior of the United States.

By the mid-1800s Monroe's declaration combined with ideas of Manifest Destiny provided precedent and support for U.S. expansion on the American continent. In the late 1800s, U.S. economic and military power enabled it to enforce the Monroe Doctrine. The doctrine's greatest extension came with Theodore Roosevelt's Corollary, which inverted the original meaning of the doctrine and came to justify unilateral U.S. broadened involvement in Latin America.

**World Affairs (1904 – 1916)**

**The Roosevelt Corollary:** The Roosevelt Corollary stated that if a nation shows that it knows how to act with reasonable efficiency and decency in social and political matters, if it keeps order and pays its obligations, it should not fear interference from the United States. However, if a country engages in chronic wrongdoing or fails to act so that there results a general loosening of the ties of civilized society, civilized nations may be required to intervene, and in the western hemisphere the adherence to the Monroe Doctrine may force the United States to exercise its’ *international police power*.

In 1904, President Theodore Roosevelt announced an extension of the Monroe Doctrine that would later be called The Roosevelt Corollary. The Corollary was created to keep European countries from coming into the Western Hemisphere to collect debts. He feared those countries would come in as legitimate creditors but would remain long after those debts had been repaid. This could ultimately lead to unwarranted colonization in “our” hemisphere.

The Monroe Doctrine had originally been intended to keep European nations out of Latin America, but the Roosevelt Corollary expanded this policy statement and was used as a justification for U.S. intervention in Latin America affairs.
There was little immediate reaction to the Corollary. But as the years passed, the U.S. routinely intervened in the Caribbean and Central America and attitudes changed dramatically. The United States was viewed with increased distrust and outright hatred in many instances. The Corollary would later be extended even further with President Taft’s policy of Dollar Diplomacy and Woodrow Wilson’s intervention in Haiti, Cuba, Nicaragua, Mexico and the Dominican Republic.
Chapter 3: Classroom Activities

Monroe Doctrine Google Earth Map Exercise

The Monroe Doctrine Google Earth project organizes data folders that provide a geographic context for the events, issues, and global political, economic and cultural dynamics that led to the formation of the Monroe Doctrine in 1823 and the various corollaries that followed. Understanding the jockeying for territory and control of resources in the Western Hemisphere between the imperial powers of Europe and the fledgling United States will help students to contextualize and understand the Monroe Doctrine and the foreign policy statements that it outlines.

Option 1: Using Google Earth Interactively

1. Secure a computer lab and confirm that it has Google Earth loaded. Have students run through a quick Google Earth tutorial to get familiar with the program. A short tutorial can be found on the TAHPDX <Curricula> webpage at http://www.upa.pdx.edu/IMS/currentprojects/TAHv3/Curricula.html (linked at the top of the page).

2. Have students open (double-click) the Monroe Doctrine Google Earth project from the TAHPDX <Curricula> webpage. It will be included with the Monroe Doctrine Guide (listed alphabetically).

3. Have students work through the following steps, writing down the information they gather from the various Google Earth map layers in a notebook.

   a. Expand the <MONROE’S WORLD> layer. Click on the title and read the information window. What time period does the layer cover? What does “colonialism” mean? What does “sovereignty” mean?

   b. Turn ON the <Colonization (1700s)> layer. Who are the big imperial powers evident on the map of the Western Hemisphere? Which power has control over the most territory? Click on the layer and read the information window. What is going on in the 1700s that might explain the territorial patterns you observe on the map? Turn OFF the layer.

   c. Turn ON the <Kingdom of Great Britain (1763)> layer – expand the layer to better see the color legend and interpret the map. What key changes in territorial boundaries do you see? What boundaries do you now see in the eastern part of North America? Hint: Turn the <Colonization> and <Kingdom of Great Britain> layers on and off so that you can toggle between the time periods and see the differences (hint: focus on North America and zoom into the Caribbean islands; use the colors on the map legend to quickly identify territorial sovereignty). Which powers are dominant in this time period? Which powers have lost territory? Click on the layer title and read the information window. What happened in 1763 that might explain the boundary changes you see in the map? How did France and Spain...
maintain their presence in the Western Hemisphere? What territory do you think they valued most based on what they held on to (you will think about why in the next step)?

d. Turn ON the <Economics of the Hemisphere> layer. Take some time to read the information windows for each of the data layers (Fur Trade, Trade Winds, Mining, Plantations, Haciendas). With the <Kingdom of Great Britain> layer on, which imperial powers controlled what key economic activities in the Western Hemisphere? Which economic activity might have been the most competitive between the imperial powers (hint: focus on the Caribbean islands)? Based on where economic activity occurred, locate those geographic features or regions that were most critical to trade (tropical regions, waterways, ports, etc.). Think about what you observed about the changing territorial boundaries between 1700 and 1763. How might control of resources have influenced an imperial power’s desire to keep some territory and give up others? Turn OFF the layers.

e. Turn ON the <United States of America (1783)> layer – expand to better see the color legend. What key changes in territorial boundaries do you see between 1763 and 1783? What significant change has occurred in North America (both in the east and the west)? How much territories do the “old” imperial powers now control (Spain, Great Britain, France)? Who are the “new” players in this picture? Click on the layer title and read the information window. Turn OFF the <United States of America> layer.

f. Turn ON the <Louisiana Purchase (1803-10)> layer. Focusing on North America, what has changed? Click on the layer title and read the information window. What do the changing territorial boundaries on the map tell you about the changing political relationships between the European powers and the United States? What do you think “exceptionalism” means? How might the changing boundaries and control of territory on the map of North America support the notion of “manifest destiny?” Turn OFF the <Louisiana Purchase> layer.

g. Turn ON the <Latin American Independence (1810-25)> layer. Read the information window. Click on the various countries (there will be a point next to the label) to access a pop-up window. Using the chart below, list the independence dates for the various countries as well as any additional information that you find (or see on the map). What is happening in the Western Hemisphere during this time period?

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<thead>
<tr>
<th>Country</th>
<th>Date of Independence</th>
<th>Notes</th>
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<tbody>
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<td>Ruperts Land/Quebec</td>
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<td>Mexico</td>
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<td>British Honduras/Belize</td>
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<td>St. Vincent &amp; Grenadines</td>
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<td>Country</td>
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4. Working alone or in pairs, answer the following questions:

   a. Based on the maps, what colonial empires are becoming more powerful and which are in decline over a period from 1700 to 1823?

   b. What new countries are emerging and how might this relate to historical events that occurred in 1700, 1763, 1783, 1803 and 1823? You may refer back to the information windows and your notes before you answer this question. Integrate at least 3 specific pieces of evidence from the maps and the information windows.

   c. What are some key economic motivations related to the colonization of North, Central and South America? Where are some of these key economic resources located? Who controlled these resources and did the control of the resources change over time?

Option 2:

If access to a computer lab is difficult, the teacher can lead students through the series of Google Earth maps on a computer overhead and discuss the questions as a class. Students should be instructed to write down notes from the discussion and answer the questions at the end.

Option 3:

1. Divide students into groups of 4-5 and pass out sets of printed maps of the Western Hemisphere from the time periods 1700, 1763, 1783, 1803 and 1823. Have the students place these maps in chronological order without giving them any hints. Encourage students to create explanations as to why they put the maps in the order that they did.

2. Next, post the map titles on the board or pass out the titles on a separate sheet. Now have students match the map titles to their maps and rearrange maps if necessary. Students should be able to explain (either orally or in writing) the logic behind how they labeled their maps.

3. Have student groups present their order that they chose and to justify it to the rest of the groups.

4. Reveal the final order and ask follow up questions, like the ones in option 1.
The Monroe Doctrine Drama

Playing the Game

CHARACTERS
JON- represents the disempowered of the world, the regular folks. He narrates and explains what is happening in the game.
US - The United States. A small ex-colony that becomes a global power and simultaneously moves from isolation to global policeman.
GB – The British Empire/British King.
FR – The French Empire/French King.
OTTO – The Ottoman Empire, a giant but fracturing empire.
ESP – Spain, another giant but fracturing empire.
GER – The Prussian/German Empire.
CH – China, yet another giant but failing empire.
SIMON – Simon Bolivar, representing independent Latin America.
NAPOLEON – France in the Napoleonic and post-Napoleonic Empire (late 1700s).
AF – Africa, representing the whole continent, mostly as the object of European ambitions.

PROPS
Game Board (you can use Risk or any other game that has a world map; you can also create your own board); Playing Pieces
Long Table with Chairs
Various Hats or Signs (to delineate the players); you can also distinguish characters with color coding, such as flag colors, using costumes, flags, or signs.

TIMING
The game takes place between the years 1823 and 1906. Europe still is controlled by a monarchy system with the great imperial powers (Great Britain, France, Spain and the Ottoman Empire) in stiff competition for the land and resources of the world. Colonialism and mercantilism is still the norm in most of the world, but Latin America is embroiled in a struggle for independence from Spain (mid to late-1800s). Africa and Asia are being colonized and exploited by the various powers during this time period. The United States is emerging as a global power (or at least thinks it is) following its victory over Great Britain in the War of 1812 and its purchase of the Louisiana Territory from France in 1804. Its interest in the Western Hemisphere extends to the Caribbean and Central America (the 1904 Roosevelt Corollary) and it considers itself the “police” power in the region.
SETTING
We see the imperial powers – GB, FR, OTTO, ESP – sitting at a long table playing the game “European Imperialism.” They are seated perpendicular to a game board laid out on the table (and projected on the wall as well if possible). SIMON, CH and AF are at the peripheries. As each player takes their turn they place arrows or playing pieces in their color on the game board. JON stands toward the side, addressing the audience.

SCENE ONE

JON
Good morning! I am Jon, or you can call me Juan, or Jiang, or Jamal. Welcome to The Game. I will try to explain the game as best I can, but I am not a player. No…this is a game of power. In this first round the Europeans are really doing well. So well in fact that one of their colonies has split off and become a player on its own.

(US walks in, carrying a chair, slams it down at the table, and abruptly joins the game.)

US
Alright, I'm new to this game, but as I understand it, we try for what we want, and we take our chances. If we win, we have security, territory, wealth and power. With every losing roll we get closer to becoming the property of the winners. Well, we're just trying to stay in the game. If none of you attacks us, I'll stay out of your way. If you move against our hemisphere, I'll consider it an attack and I'll respond accordingly.

(FR, ESP & OTTO burst out laughing, except GB.)

GB
(Rolls the dice.)
I suggest you listen to my colonial…

US
(--interrupts GB)
Ex-colonial!

GB
Ex-colonial friend. Five more ships to the Atlantic.
(Moves 5 pieces to the Atlantic Ocean.)
And we outlaw slavery and suttee in India.

(NAPOLEON leaps up onto the chair standing over FR, hand in jacket a la Napoleon.)

NAPOLEON
Liberte, Egalite Fraternite! All of Europe! Egypt! And we're keeping Haiti!
ALL
(in chorus…)

Waterloo!

(Napoleon slumps away from table. ESP leans back, snoring.)

JON
It always amuses me to see the Europeans fight. They can’t all be invincible at once! Take poor Señor España there. He ruled a whole hemisphere, and now look at the old man. He’s exhausted.

OTTO
(to sleeping ESP)
Señor, Señor! It's your turn.

ESP
Lo ciento. I'm tired!

OTTO
I know what you mean, Señor. Great Empires such as ours can never rest. These other guys worry me.

JON
Part of the game is that old powers get pushed out, and new ones are always trying to push their way in. The old giants of the Spanish and Ottoman Empires have been losing ground, first to the Europeans and now the Americans.

SIMON
(reaches for the dice…looking at ESP)
I'll do that for you Señor.

ESP
(offended, slides chair back from table as if to rise)
But it is my privilege, it is my…

SIMON
(interrupts ESP…)
No, I insist. The peoples of the Americas insist.
(Simon Bolivar reaches past ESP, rolls the dice, moves a piece to the Andes.)
One army of liberation to the Andes.

JON
Simon Bolivar looks like a rising new power, but I don’t think he’ll be able to keep it together.
US
(grabs the dice, rolls, moves a piece to Mexico)

And in response to your attack in the hemisphere, I'm taking Northern Mexico.

SIMON
(jumps up from his chair)

What attack? You were in Mexico!
(points to Mexico)
That is Mexico!

US
That depends on the definition of the words “Mexico” and “is” doesn’t it?

ESP
Yanqui Imperialist!
(slumps down)
Oh, why bother?

GB
(nonchalantly takes dice while US & SIMON are arguing, rolls, and calmly moves a piece to India and China)

We’re taking a few more princely states in Hindustan, and I am opening trade with China.

JON
Speaking of old empires on the slide…

CH
(addresses GB)

No you aren’t! You barbarians have nothing to trade that we need. The Celestial Kingdom is self sufficient.

GB
(addresses CH)

We will trade…hmm…opium for tea. Besides, it’s not as if you can stop us.

CH
His Imperial Highness forbids it! We confiscate your opium! We have a vast fleet that will sweep you from the sea!
GB
You have a vast fleet and no cannons. Perhaps you spoke rashly when you said we make nothing you need.

(GB rolls dice.)
Hah...our navy sinks yours.

(GB places piece on Hong Kong)
As a consequence of your intransigence, you are now going to lease Hong Kong to us, and our people are no longer subject to your laws.

CH
(rolls eyes and looks to the heavens)
The Son of Heaven shamed by long nose barbarians. The Mandate of Heaven broken. What will become of us?

JON
I could tell him, but it’s too depressing. Rebellion, fracture, warlordism, invasion. A rough century ahead for China.

AF
(speaking to CH)
Hey...it seems some players get more turns than others. I haven’t had a turn since the Romans beat Carthage!

(CH nods, gesturing at the Great powers.)

GER
(speaking to AF)
The strong do what they will; the weak do what they must. Humph. I like that. I may have to use that later.

(Rolls dice. Moves pieces to the North Sea and China)
Two more battleships, like my cousin the Prince of Wales! And more troops to China.

FR
(Grabs dice and rolls. Places pieces in Southeast Asia)
One battleship...and troops to Southeast Asia...which I now rename French Indochina.

OTTO
(Grabs dice and rolls. Places pieces in Egypt, Palestine, Oman, Greece, Morocco)
Troops to Cairo, Palestine, Oman, Greece, and Morocco.
(Grabs another piece and places in the Balkans)

Oh…and the Balkans…again!

GB

But that's all inside your territory!

OTTO

You have your enemies, I have mine.

JON

This is what happens to the old empires. Once the internal problems weaken them, the competition destroys them.

(AF reaches for the dice, but the GB, FR, ESP & OTTO protest.)

GB

(puts hands over dice)

Harumph! No industrial units, no dice.

FR

Sans puissance, sans pays ! No power, no country!

ESP

No puedes hacer nada! You can’t do anything!

GER

(reaches for dice)

Gentlemen, let's be reasonable. If you want take possession of territory in Africa you must ask – (low laugh)..or beat the other Great Powers.

(GER hands dice to US.)

US

(rolls dice and places pieces in China, Central America, and Caribbean)

Marines to China and a few spots in the Central America, and some ships to the Caribbean.

GB

Are you taking all of those?
US
None of them! We're not imperialists; we just have interests to protect. How do you expect us to compete with you if we can’t do what you do? We need to protect investments, collect debts, and protect our citizens abroad. While you all carve up the world, we sit huddled on our shore.

SIMON
Perhaps you could huddle on someone else’s shore?

GB
(rolls dice and places more pieces in India)

India becomes the jewel in our crown. Queen Victoria is now Empress of India.

FR
(leans toward GB)
Want to go halves on Egypt?
(GB nods yes. FR rolls dice again.)
And a canal in Nicaragua!

US
(rolls dice, grabs a piece from GB and places on Egypt, takes away piece on Nicaragua)

GB gets Egypt! Yellow fever and financial crisis…Nicaraguan canal fails!

FR
Quel dommage!

OTTO
But Egypt was mine!

GB
Fine, can I get a refund?

OTTO
(Turns his pockets out. GB looks exasperated.)

GB
White man's burden again. When you’re building their dams and opera houses they are mighty sovereigns, when the bill comes due they can’t live without us.

(AF reaches for the dice, but GB and FR shoulder their way through him, each grabbing for the dice with one hand after another pushing the dice just out of grasp, until finally they both have a hold on the dice. They look as if they are about to come to blows when they look around, realize their folly and allow GER to remove the dice from their hands and place them gently on the table.)
GER

Let's just leave that there.
(FR and GB back into their seats.)
No sandbox in Africa is worth a war in Europe.
(GER gestures like Bismarck.)
I propose we all send troops to China. Seems some boxing clubs have issues with foreign influence in China. All in favor?

(GB, FR, ESP, CH & US raise their hands, SIMON and AF and OTTO do not. CH looks indignant.)

CH

I do not need your help! Stay out! This is an internal matter for China.

GER

Then it’s unanimous! Troops to China to put down the boxer rebellion.

(GER moves pieces to China.)

US

Well if that's how the game is played, I think it’s prudent to add a corollary to my previous doctrine. We still regard the attacks on the Americas as attacks on America, the US that is, but we also reserve the right to restore order where there is none, and exact payments…

Where there are none!

SIMON

…where the national authority is derelict in its obligations. It also seems clear to me that, as a trading nation, we will need freedom to transit the globe.

(places pieces on various areas on the map)
We need the Canal, the Caribbean and Asia to give the fleet, and our trade, global reach. Well, as long as we don't end up with an empire.

(pause, places pieces on various areas of the map)
In response to Spanish tyranny we take Cuba, the Philippines, and Panama from Colombia.

(whisper from another player)
I should say: “We assist the brave people of Panama in achieving independence."

ESP

What happened to “If you don't attack us, we won't attack you?”

US

It’s a corollary!

SIMON

I think “corollary” is English for “I changed my mind.”
The Monroe Doctrine DBQ

Middle School

Question: Was the Monroe Doctrine an appropriate foreign policy statement for the United States in 1823?

Students will evaluate a 1783 map of European colonization in the Americas, create and analyze an 1823 map of European colonial holdings in North and South America, and focus on the flux of political control over these countries. For the middle school DBQ, students will also analyze an excerpt of the Monroe Doctrine and President Washington’s Farewell Speech of 1796.

The Hook: What motivates countries to respect the sovereignty of other countries?

A good option to approach this question could be through classroom or small group discussion, journaling, or quick writes. Possible prompts are:

- Money – trade (oil, commodities)
- Military might and fear
- Common cultures /religions
- Common border/coexistence
- Countries as a role model (fair foreign policy, justice, democracy)

Student Background Information:

When the United States became a nation, its first President, George Washington, believed the U.S. should isolate itself and U.S. foreign policy should focus on not interfering in foreign affairs, particularly in Europe. In 1823, President James Monroe and his Secretary of State John Quincy Adams (who later became President) took this foreign policy statement a step further. They not only wanted to avoid getting tangled in European conflicts, but the statement also gave a stern warning to Europe not to interfere in Western Hemisphere affairs. This “Monroe Doctrine” asserted United States’ dominance in the Western Hemisphere, despite the fact that we were a young nation. Initially, British political and military support of this political stance made the assertion credible (and enforceable) in spite of the obvious weaknesses of the United States and its fledgling military.
At the time that Monroe crafted his speech (which later became known as the Monroe Doctrine), many European colonies in Central and South America (Latin America) had broken free from their European imperial powers (namely Spain and Portugal) in an outburst of independence movements. The United States was first to recognize and acknowledge the newly formed countries. In response, the Monroe Doctrine boldly prohibited any European effort to re-take former colonies or form new colonies in the Western Hemisphere. President Monroe stated that any new attempt by European imperial powers to take territory in the Western Hemisphere would be considered “dangerous to our peace and safety.” In turn, the U.S. promised not to intervene in European conflicts or to interfere in colonies that were already in existence.

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**Document 1:** President George Washington’s Farewell Address, 1793

The Great rule of conduct for us, in regard to foreign nations is in extending our commercial relations to have with them as little political connection as possible… Europe has a set of primary interest, which to us have none, or a very remote relation… Why quit our own to stand upon foreign ground? – Why, by interweaving our destiny with that of any part of Europe, entangle our peace and prosperity in the toils of European ambition… Tis our true policy to steer clear of permanent alliances, with any portion of the foreign world…

1. What does President Washington suggest the United States’ foreign policy should be?

   ________________________________________________________________
   ________________________________________________________________

2. What does Washington think is the danger of foreign entanglements?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
NOTE: Maps are not to scale relative to each other.
Based on the 1783 maps above, which imperial country do you think dominates the Western Hemisphere (look at the legends to identify the sovereign countries and the territory they control)?

______________________________________________________________________________
______________________________________________________________________________

Who are the smaller political players in the hemisphere? Where are they located and why might they be interested in maintaining a presence in the region?

______________________________________________________________________________
______________________________________________________________________________
NOTE: Maps are not to scale relative to each other.
Based on the 1823 maps above, which imperial country dominated the Western Hemisphere (look at the legends to identify the sovereign countries and the territory they control)?

___________________________________________________________________________

What territorial boundaries or sovereignty have changed between 1783 and 1823? Which region experienced the most change?  __________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Source: Western Hemisphere Maps
Central America/Caribbean: http://commons.wikimedia.org/wiki/File:Political_Evolution_of_Central_America_and_the_Caribbean_1700_and_on.gif
South America: http://commons.wikimedia.org/wiki/File:Non-Native_American_Nations_Control_over_South_America_1700_and_on.gif
As an alternative mapping activity, students can create their own 1823 map.

**For this activity you will need to have your chart and notes from the Google Earth Mapping Exercise. Using this chart, you will create an 1823 map. You will need seven (7) colored pencils or highlighters and a black fine tip pen to label your map.**

1. Identify and clearly label -- using blue color/highlight -- the major water features on this map: Atlantic Ocean, Caribbean Sea, Gulf of Mexico, Hudson Bay, Mediterranean Sea, North Sea, Pacific Ocean, and The Great Lakes.

2. Using your chart from the mapping activity, identify the following countries and their colonies *(that existed in 1823)*. Assign a color to each country and their colonial holdings and then color them in with the appropriate color.

   - **British**
     Great Britain – Oregon Country, British North America, Bahamas, Barbados, Trinidad, Guiana, Jamaica, Falkland Islands, Belize
   - **Spanish**
     Spain – Oregon Country, Cuba, Bolivia, Puerto Rico
   - **French**
     France – French Guiana, Guadeloupe, Martinique
   - **Danish**
     Denmark – Greenland
   - **Russian**
     Russia – Alaska
   - **United States**
     United States of America
   - **Independent Nations**
     Republic of Haiti, Santo Domingo, Paraguay, United Provinces of Central America, Uruguay, United Provinces of La Plata/Argentina, Chile, Republic of Gran Colombia, Peru, Republic of Mexico, and the Empire of Brazil

**Upon completion of this map, answer the following questions.**

1. What European country in 1823 had the greatest colonial holdings in the Americas?  
   ____________________________.

2. Based on prior knowledge of European colonization of the Americas (1783), what European country had lost the most territory by 1823?  ____________________________.
Document 3: Monroe’s Speech to Congress, December 2, 1823

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... 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....

In the wars of the European powers in matters relating to themselves we have never taken any part, nor does it comport (fit) with our policy to do so....

Our policy in regard to Europe...nevertheless remains the same, which is, not to interfere in the internal concerns of any of its powers, to consider the de facto [existing] Government as the legitimate Government for us, to cultivate friendly relations with it, and to preserve those relations by a frank, firm... policy, meeting, in all instances, the just claims of every power; submitting to injuries from none.

1. What position did Monroe take regarding the internal problems of European countries?

2. Under this Doctrine, what is the possibility for future European colonization in the Americas?
Classroom Activities, cont.

The Monroe Doctrine DBQ

High School

**Question:** Was the Roosevelt Corollary an appropriate response to European imperialist aspirations in the Western Hemisphere?

Students will evaluate an 1823 map of European colonization in the Americas (during Monroe’s time). They will also analyze a 1900 map of the Western Hemisphere and compare the changing political control in the region. The High School students will read an expanded text of the Monroe Doctrine and analyze several political cartoons and various excerpts to determine if the Roosevelt Corollary was an appropriate or justifiable response to European imperialist intentions in the Western Hemisphere.

Students will be expected to critically analyze the documents and maps to form an argument based on the DBQ question. Essays should begin with an introductory argument followed by paragraphs that use objective evidence from the sources provided to support their argument. The essay should end with a concluding paragraph that summarizes their position.

**The Hook:** What motivates countries to respect the sovereignty of other countries?

A good option to approach this question could be through classroom or small group discussion, journaling, or quick writes. Possible prompts are:

- Money – trade (oil, commodities)
- Military might and fear
- Common cultures /religions
- Common border/coexistence
- Countries as a role model (fair foreign policy, justice, democracy)
Student Background Information:

Monroe and the Doctrine

When the United States became a nation, its first President, George Washington, believed the U.S. should isolate itself and U.S. foreign policy should focus on not interfering in foreign affairs, particularly in Europe. In 1823, President James Monroe and his Secretary of State John Quincy Adams (who later became President) took this foreign policy statement a step further. They not only wanted to avoid getting tangled in European conflicts, but the statement also gave a stern warning to Europe not to interfere in Western Hemisphere affairs. This “Monroe Doctrine” asserted United States’ dominance in the Western Hemisphere, despite the fact that we were a young nation. Initially, British political and military support of this political stance made the assertion credible (and enforceable) in spite of the obvious weaknesses of the United States and its fledgling military.

At the time that Monroe crafted his speech (which later became known as the Monroe Doctrine), many European colonies in Central and South America (Latin America) had broken free from their European imperial powers (namely Spain and Portugal) in an outburst of independence movements. The United States was first to recognize and acknowledge the newly formed countries. In response, the Monroe Doctrine boldly prohibited any European effort to re-take former colonies or form new colonies in the Western Hemisphere. President Monroe stated that any new attempt by European imperial powers to take territory in the Western Hemisphere would be considered “dangerous to our peace and safety.” In turn, the U.S. promised not to intervene in European conflicts or to interfere in colonies that were already in existence.

A New Manifest Destiny

The United States departed from elements of its traditional foreign policy under President Theodore Roosevelt. Until 1898, the U.S. limited its expansionist efforts (supported by the idea of “manifest destiny”) to the North American continent. For the most part, the U.S. kept out of international affairs. But a New Manifest Destiny emerged in the United States at the turn of the 20th century, the result of concern for establishing naval bases in the Caribbean to protect U.S. interests, developing new markets for U.S. products, and the desire to compete with Europe globally. Following the Spanish-American War in 1898, the U.S. expanded its territories outside of the North American continent – to include Puerto Rico, the Virgin Islands, Guam, and the Philippines. The United States’ defeat of Spain proved that it could exercise a great amount of military power in the Western Hemisphere and it soon emerged as the strongest industrial power in the world as well. Alfred Mahan’s book, The Influence of Sea Power upon History, convinced influential U.S. Americans at the time that the U.S. needed a global navy and supportive bases in the Pacific Ocean and Caribbean Sea in order to protect U.S. political and trade interests against potential European interference and competition.

Naval Power: In discussing navies at the time of the Monroe Doctrine, it is hard to compare actual naval strength of nations due to a variety of ships involved, both military and private. In addition, fueling stations also played a key role in a navy’s strength as navies were much more limited when they did not have places to refuel. Starting in the 1830s, battleships were being
produced that were heavily armored. Previous to the 1830’s fighting ships were called “ships of the line” and were less protected as they were made primarily of wood. A common term for these ships was “74s” as they had 74 mounted guns on board.

In 1823, the United States had ten ships of the line in various states of service. France’s fleet was approximately twice the size of the United States and Great Britain’s navy was approximately 10 times bigger than that of the United States’ fleet.

The political debate about the United States’ new role in the Western Hemisphere was not without controversy. Two groups emerged, the first being the Imperialists. The Imperialists supported this New Manifest Destiny and saw a need for a strong military presence in the region (particularly the sensitive Caribbean Sea – gateway to the U.S. mainland). Some Imperialists also felt the need to expand U.S. ideas about democracy, culture, and Christianity to what many considered the “backwater” countries in Latin America (the White Man’s Burden poem addresses this position). The Anti-imperialists wanted to revert to the U.S. isolationist position and avoid foreign entanglements. They were concerned about the absorption of “non-White” cultures and peoples into the nation. They also were opposed to the financial costs involved in maintaining a large military (particularly the Navy) and the supporting naval bases.

**The Roosevelt Corollary**

In 1904, President Theodore Roosevelt made a statement that would one day be called “The Roosevelt Corollary to the Monroe Doctrine.” Roosevelt asserted that in the event that politics and finances became destabilized in Latin America, the U.S. would have to assume the role of “an international police power.” The United States insisted that Latin American countries create and maintain stable governments in order to establish order (and thus safety) in the region. Their failure to do so – in accordance with U.S. standards – led to many U.S. interventions in the region from 1900-1917 in such places as Cuba, Panama, Nicaragua, Honduras, the Dominican Republic, Mexico, and Haiti. The U.S. proceeded to take over custom houses in the Dominican Republic in order to control incoming revenue and renegotiated foreign debts (mostly to European countries) in order to keep those countries from coming into the hemisphere. The U.S. landed marines in several countries (Nicaragua and Honduras) to “keep the peace” during times of internal political upheaval and often trained internal militia units in these countries.

This new interventionist foreign policy often did severe damage to US–Latin American relations. Future presidents would attempt to repair the damage (such as Franklin Roosevelt’s “Good Neighbor Policy”), but many Latin American countries would continue to mistrust U.S. political and economic intentions well into the 20th century.
Document 1: The Monroe Doctrine


Excerpt from President James Monroe's message to Congress in December, 1823 (later to be called the Monroe Doctrine) which proclaimed the United States' preeminence in the Western Hemisphere. It also served as a basic principle of American foreign policy for years to come. James Monroe was President from 1817 to 1825.

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…

…The citizens of the United States cherish sentiments of 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 [fit] with our policy to do so. It is only when our rights are invaded or seriously menaced that we prevent injuries or make preparation for our defense.

…With the movements in this hemisphere we are, of necessity, more immediately connected… the political system of the allied powers is essentially different in this respect from that of Americas…We owe it, therefore, to candor, and to the amicable [friendly] 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….

Our policy in regard to Europe,…nevertheless remains the same, which is, not to interfere in the internal concerns of any of its powers, to consider the de facto [existing] Government as the legitimate Government for us, to cultivate friendly relations with it, and to preserve those relations by a frank, firm… policy, meeting, in all instances, the just claims of every power…
Answer the following questions using “The Monroe Doctrine” text:

Summarize three major points of the Monroe Doctrine:

A. _________________________________________________________________
B. _________________________________________________________________
C. _________________________________________________________________

1. The main point of Monroe Doctrine is to prevent:________________________
2. What position did Monroe take regarding the internal problems of European Countries?____
3. Under this Doctrine, what would happen to current European colonies in the western hemisphere?________________________
4. What was America's position towards the South American countries that had declared their independence from Europe?________________________
5. Imagine you are a leader in the British Parliament, how would you react to such a Doctrine?________________________
6. Imagine you are a poor farmer from Peru, which is still under Spanish rule. How would you react to the Doctrine?________________________
7. In your opinion why did Monroe think he could get away with making these statements considering the United States’ weak position in comparison to the European powers?______
NOTE: Maps are not to scale relative to each other.
Based on the 1823 maps above, which imperial country do you think dominates the Western Hemisphere (look at the legends to identify the sovereign countries and the territory they control)?

______________________________________________________________________________
______________________________________________________________________________

Who are the smaller political players in the hemisphere? Where are they located and why might they be interested in maintaining a presence in the region?

______________________________________________________________________________
______________________________________________________________________________
NOTE: Maps are not to scale relative to each other.
Based on the 1900 maps above, which imperial country dominated the Western Hemisphere (look at the legends to identify the sovereign countries and the territory they control)?

___________________________________________________________________________

What territorial boundaries or sovereignty have changed between 1823 and 1900? Which region experienced the most change?

________________________________________________________

________________________________________________________

Source: Western Hemisphere Maps
North America:
http://commons.wikimedia.org/wiki/File:Non-Native_American_Nations_Control_over_N_America_1750-2008.gif
Central America/Caribbean:
http://commons.wikimedia.org/wiki/File:Political_Evolution_of_Central_America_and_the_Caribbean_1700_and_on.gif
South America:
http://commons.wikimedia.org/wiki/File:Non-Native_American_Nations_Control_over_South_America_1700_and_on.gif
**Document 3:** “The News Reaches Bogota.”

Source: This cartoon by W. A. Rogers from the New York Herald, 1903, depicts Theodore Roosevelt shoveling dirt from the Panama Canal onto Bogota, Colombia, after the U.S. supported Panama's revolution for independence from Colombia in exchange for control of the Panama Canal Zone (located at http://apus-06-07.wikispaces.com/political+cartoons+imperial).

“The News Reaches Bogotá”

1. List the objects or people you see in the cartoon.
   - [ ]
   - [ ]
   - [ ]

2. Describe the action-taking place in the cartoon.
   - [ ]
   - [ ]
   - [ ]

3. What do you think the artist wanted to say about U.S. actions in Central America? ________
1. List the objects or people you see in the cartoon.

2. Describe the action-taking place in the cartoon.

3. What do you think the artist wanted to say about U.S. actions in the Caribbean?
Document 5: The Roosevelt Corollary


It is not true that the United States feels any land hunger or entertains any projects as regards the other nations of the Western Hemisphere save such as are for their welfare. All that this country desires is to see the neighboring countries stable, orderly, and prosperous. Any country whose people conduct themselves well can count upon our hearty friendship. If a nation shows that it knows how to act with reasonable efficiency and decency in social and political matters, if it keeps order and pays its obligations, it need fear no interference from the United States. Chronic wrongdoing, or an impotence which results in a general loosening of the ties of civilized society, may in America, as elsewhere, ultimately require intervention by some civilized nation, and in the Western Hemisphere the adherence of the United States to the Monroe Doctrine may force the United States, however reluctantly, in flagrant cases of such wrongdoing or impotence, to the exercise of an international police power.

1. What does the Roosevelt Corollary reveal about how the United States sees its role in the region?

2. What are Roosevelt’s goals in the Western Hemisphere?

3. How does this corollary change Monroe’s doctrine?
Document 6: Writings of Navy Captain Alfred Thayer Mahan (1890)

Source: “The Influence of Seapower Upon History, 1660-1783” (1890). Alfred Thayer Mahan was a U.S. Navy flag officer, geostrategist, and educator. His ideas on the importance of sea power influenced navies around the world (http://www.mtholyoke.edu/acad/intrel/protected/alfred.htm).

Having therefore no foreign establishments, either colonial or military, the ships of war in the United States, in war, will be like land birds, unable to fly far from their own shores. To provide resting places for them, where they can coal and repair, would be one of the first duties of a government proposing to itself the development of the power of the nation at sea.

Control of a maritime region is insured primarily by a navy; secondarily, by positions, suitable chosen and spaced one from the other, upon which as bases the navy rests, and from which it can exert its strength. At present the positions of the Caribbean are occupied by foreign powers, nor may we, however dispersed to acquisition, obtain them by means other than righteous; but a distinct advance will have been made when public opinion is convinced that we need them…”

1. According to Capt. Mahan, what are the purposes of the American bases and the Navy?

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___________________________________________________________________________
___________________________________________________________________________

2. According to Mahan, what is the duty of a government regarding the Navy?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

3. What regions in the Western Hemisphere were important to Mahan’s naval strategy?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
“American factories are making more than the American people can use; American soil is producing more than they can consume. Fate has written our policy for us; the trade of the world must and shall be ours…We will establish trading posts throughout the world as distributing points for American products. We will cover the ocean with our merchant marines. Great colonies governing themselves, flying our flag and trading with us, will grow about our posts of trade. Our institutions will follow our flag on the wings of commerce.

They ask us how we will govern these new possessions. I answer: …if England can govern foreign lands, so can America. If Germany can govern foreign lands, so can America. If they can supervise protectorates, so can America…”

1. What is the author’s position on American foreign policy?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

2. According to the author, what should drive U.S. foreign policy?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
Document 8: Excerpt from the “White Man’s Burden,” a poem by British writer Rudyard Kipling.

Note: This was circulated in the popular American magazine, *McClures*, in February 1899. The poem was widely quoted during the months that followed its publication.

Take up the white man’s burden,
Send forth the best ye breed
Go, bind your sons to exile
To serve your captives’ need;
To wait, in heavy harness,
On fluttered folk and wild
Your new-caught sullen peoples,
Half devil and half child,

Take up the white man’s burden,
And reap his old reward
The blame of those ye better
The hate of those ye guard
The cry of hosts ye humor
(Ah slowly!) Toward the light;
“Why brought ye us from bondage,
Our loved Egyptian (heathen) night?”

1. What words are used to describe the “white man?” _________________________________
________________________________________________________________________

2. What other characters are in this poem? What words are used to describe them? __________
___________________________________________________________________________
___________________________________________________________________________

3. Paraphrase in your own words, what is the “white man’s burden?” __________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Signed by the representatives of the United Kingdom, France, Germany, Austria, Belgium, Denmark, Spain, the United States of America, Italy, the Netherlands, Portugal, Russia, Sweden-Norway, and Turkey (Ottoman Empire).

CHAPTER VI

DECLARATION RELATIVE TO THE ESSENTIAL CONDITIONS TO BE OBSERVED IN ORDER THAT NEW OCCUPATIONS ON THE COASTS OF THE AFRICAN CONTINENT MAY BE HELD TO BE EFFECTIVE

Article 34

Any Power which henceforth takes possession of a tract of land on the coasts of the African continent outside of its present possessions, or which, being hitherto without such possessions, shall acquire them, as well as the Power which assumes a Protectorate there, shall accompany the respective act with a notification thereof, addressed to the other Signatory Powers of the present Act, in order to enable them, if need be, to make good any claims of their own.

Article 35

The Signatory Powers of the present Act recognize the obligation to insure the establishment of authority in the regions occupied by them on the coasts of the African continent sufficient to protect existing rights, and, as the case may be, freedom of trade and of transit under the conditions agreed upon.

DONE at Berlin, the 26th day of February 1885.

1. Summarize what Article 34 says: ________________________________

2. Summarize what Article 35 says: ________________________________

3. Which countries were subjects of this agreement, but were not signers? ________________

4. Do you think Monroe would have agreed with the provisions in this document? Do these provisions support or contradict Theodore Roosevelt’s ideas? ________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
Chapter 4: Annotated Bibliography

General Resources:

This textbook is for college level survey history courses or Honors/AP high school courses. It provides a comprehensive overview of American History with a focus on historiographical challenges.

This article provides a current view and discussion of the present usefulness of the Monroe Doctrine as an instrument of U.S. foreign policy.

This book takes on historians who are overly critical of Roosevelt’s policies in Latin America. Given the debt crisis that existed in many Latin American countries, the author concludes that Roosevelt actually acted quite wisely in his handling of policies related to central and South America. It provides a nice balancing view to other historians that are more critical of Roosevelt’s motives and policies.

This source discusses different phases of the Monroe Doctrine. Specifically, Longley distinguishes between pre-Civil War and post-Civil war aspects of U.S. foreign policy.

This is a revisionist study of the Monroe Doctrine. The author argues that the Doctrine was a calculated ploy that was used to influence the outcome of the 1824 presidential election.

The Roosevelt Corollary to the Monroe Doctrine proclaimed that the United States would intervene in the affairs of unstable Central American and Caribbean countries that did not pay their debts. This article provides a good basic economic analysis of gunboat diplomacy.


This book provides a basic background of foreign policy and is geared towards a middle school student. The language is less academic and more accessible to younger students.

**Maps:**


*The Monroe Doctrine Google Earth Project.* Institute of Portland Metropolitan Studies, Portland State University (Diane Besser, Researcher and TAH Coordinator).

Historical maps of the Western Hemisphere. Google Earth Monroe Doctrine data set which was implemented in the geography lesson. The project can be accessed at the Teaching American History PSU website: [http://www.upa.pdx.edu/IMS/currentprojects/TAHv3/Curricula.html](http://www.upa.pdx.edu/IMS/currentprojects/TAHv3/Curricula.html).

**Websites:**


Background information on Theodore Roosevelt.

*The Big Stick in the Caribbean Sea* Cartoon (available at [http://apus-06-07.wikispaces.com/political+cartoons+imperial](http://apus-06-07.wikispaces.com/political+cartoons+imperial),

Big stick political cartoon. This source is appropriate for a DBQ document or could be used for a lesson in the interpretation of primary documents and/or political cartoons.

*1823 Monroe Speech* (available at [http://avalon.law.yale.edu/19century/Monroe.asp](http://avalon.law.yale.edu/19century/Monroe.asp)).


These sites were used to gain insight into ship levels (naval power) for Great Britain, The U.S., and France at the time of the Monroe Doctrine.

*The Roosevelt Corollary* (available at [http://www.pinzler.com/ushistory/corollarysupp.html](http://www.pinzler.com/ushistory/corollarysupp.html)).
President Monroe to Congress: Recognition of the Independent States of South America (available at http://memory.loc.gov/cgi-bin/ampage?collId=llsj&fileName=011/llsj011.db&recNum=178)  
Ratified Convention with Russia (April 5, 1824).  
http://memory.loc.gov/cgi-bin/ampage?collId=llsp&fileName=005/llsp005.db&recNum=592  
  
Background information on the Monroe Doctrine.  

  
Background information for Monroe Doctrine.  