

- Madison appointed Monroe to be secretary of state in 1811 and then also as secretary of war in 1814.*
NOTE: Monroe was the only man in American history to serve in both positions at the same time.

3. Ask students, “Why was the time during Monroe’s presidency called the ‘Era of Good Feeling’”?
 - Americans were grateful for the peace agreement that ended the War of 1812 and for the easing of tensions with both Great Britain and France. They were eager for peace with foreign nations.*
 - Once again seeing themselves as a unified country, people forgot many of their former differences of opinion.*
 - The Federalist party all but disappeared. People accepted the Democratic-Republicans as the main political party. Thus, there were very few partisan disagreements.*
 - Industries were growing in the North, and American settlers continued to push westward.*

4. Ask students, “What significant events occurred during Monroe’s presidency?”
NOTE: This is a summary question. We go into the Seminole War, the Missouri Compromise, and the Monroe Doctrine in more detail in the following questions.

- First Seminole War (1817-1818)*
- Five states added to the Union*
 - Mississippi (1817)*
 - Illinois (1818)*
 - Alabama (1819)*
 - Maine (1820)*
 - Missouri (1821)*
- The Missouri Compromise (1820)*
- Monroe Doctrine (1823)*

5. Ask students the following questions about the First Seminole War.

- Who owned Florida before 1821?
Spain owned the territory of Florida.
- What tensions led to the First Seminole War?
 - Since the War of 1812, American settlers had experienced ongoing attacks from the tribes (Seminole and Red Sticks) in Florida and Georgia. The Indians had farms and large cattle herds, and were often accused of “cattle rustling” (i.e. stealing settlers’ cattle).*
 - The Indians were not the only ones at fault, however, because the settlers often treated them with cruelty and contempt and were also accused of stealing from the Indians’ herds.*
 - Both sides initiated violence: burning farms and murdering people.*
 - Also, many slaves were escaping to Florida where they often found refuge in the Seminole villages. This angered the southern plantation owners, who blamed the Indians for stealing their slaves.*
- What happened during the First Seminole War?
 - In 1817, President Monroe sent General Andrew Jackson to subdue the Indian violence.*
 - Jackson quickly defeated the Indians, pushing them further into Florida and even capturing Pensacola, Spain’s capital of Florida.*
- What was the result of the war?
 - Jackson’s quick defeat of the Indians and conquest of Pensacola showed the Spanish that they could not easily defend Florida.*
 - In 1819, Spain sold Florida to the United States for five million dollars, giving the United States more territory and weakening Spain’s power on the American continent.*

6. Discuss the reasons for the conflict over free and slave states entering the Union.

- Westward expansion
 - As more people moved West, they began to settle in new regions and form new territories.*
 - These newly formed territories were eager to be accepted into the Union as new states.*
- Mason-Dixon Line
 - The Mason-Dixon Line and the Ohio River formed an accepted boundary determining slave and free states east of the Mississippi River. People expected territories below the Mason-Dixon Line to become slave states, while those north of the line were expected to come into the Union as free states.*
 - It had been easy to determine whether a state was to be a free or slave state when it was east of the Mississippi River. Nothing, however, had been decided about states west of the Mississippi River.*

- ❑ Missouri's request for admittance
 - ❑ *When Missouri sought admittance into the Union, the question became whether it should be a free or slave state because it was west of the Mississippi River, which opened new questions for this region.*
 - ❑ *At the time, there was an even number of slave and free states represented in the Senate. The balance between the representation of slave and free states would be upset with Missouri's entrance.*
 - ❑ *Those in the South strongly favored unlimited slavery within Missouri. If the balance in the Senate swung in the North's favor, they feared that slavery would be outlawed. This, in turn, would put a great strain on their economy because slavery was the main source of labor for their plantations.*
 - ❑ *Those in the North were concerned about expansion of slavery west of the Mississippi in the Louisiana Territory. They supported a proposition that would limit slavery in Missouri.*
7. Ask students, "What was the Missouri Compromise?"
- ❑ *While those in the government debated the pros and cons of both sides to the argument about Missouri, Maine also sought admittance to the Union.*
 - ❑ *It was decided that Maine would be accepted as a free state, and Missouri would be accepted as a slave state in order to maintain the balance of free and slave states in the Senate.*
 - ❑ *However, the compromise included an official ban of slavery from the Louisiana Purchase territories north of the southern boundary of Missouri (the line of 36° 30' north latitude), excepting the state of Missouri.*
8. Discuss the fact that the Missouri Compromise failed to fully resolve sectional tensions.
- ❑ *Open this discussion by asking students if any of them have recently been asked to compromise on an issue with anyone else. Talk about how they felt before, during, and after the situation. Were they satisfied with the outcome? Did they feel that they were able to achieve closure on the issue? After discussing the difficulties of reaching a satisfactory compromise, help students see that the Missouri Compromise did not solve the problem.*
 - ❑ *While many thought that the Missouri Compromise answered the question of slavery for the immediate future of the country, others, like Thomas Jefferson, saw it as the beginning of a great struggle over the issue.*
 - ❑ *Daniel Webster, for instance, was alarmed at the way the South had made threats of secession similar to the ones the New Englanders had made during the War of 1812. He and others wondered if the nation would be able to withstand any major controversy if people were so quick to leave the safety of the Union over disagreements.*
9. Ask students, "What were the factors that brought about the declaration of the Monroe Doctrine?"
- ❑ Spain and South America
 - ❑ *During the Napoleonic Wars, the French overthrew the Spanish monarchy. As they struggled, both the French and the Spanish neglected Spain's South American colonies.*
 - ❑ *As we have been learning through studying Simón Bolívar and South America, Spain's South American colonies took advantage of the situation; many declared themselves independent and fought to secure their rights.*
 - ❑ *Many Americans, including Speaker of the House, Henry Clay, felt sympathetic towards those in South America who were fighting for their freedom.*
 - ❑ European allies
 - ❑ *After the Napoleonic Wars, the three absolute monarchies of Europe—Prussia, Russia, and Austria— were alarmed at the democratic independence movements that threatened the old order. To counter these movements, they formed the so-called "Holy Alliance" in 1815.*
 - ❑ *One of their aims was to help reinstate those whom they saw as the rightful rulers of the countries that Napoleon had overrun.*
 - ❑ *When the Spanish monarchy was restored, the newly-free South American countries feared that European countries might aid Spain in reestablishing Spanish rule.*
10. Ask students, "What did the Monroe Doctrine communicate?"
- ❑ *President Monroe delivered a speech to Congress in response to rumors that European rulers planned to help Spain restore control of her colonies. Monroe announced that the United States would not allow European nations to meddle with affairs in the Western Hemisphere by either attempting to expand their territory there or interfere with nations of the Americas.*
 - ❑ *Monroe's warning stated that European intervention would be viewed as "dangerous to our peace and safety and as the manifestation of an unfriendly disposition towards the United States."¹*
 - ❑ *The British agreed with this foreign policy and publicly supported the Monroe Doctrine.*

1 Genevieve Foster, *Abraham Lincoln's World* (San Luis Obispo, CA: Beautiful Feet Books, 2001) 97.