

ASSESSMENT INSTRUCTIONS FOR TEACHERS HISTORY UNIT

From *The Expansion of NATO: Teaching American Democracy Using Primary Sources*.
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The rubric should be given to the students at the beginning of the NATO unit. Make sure the students understand the rubric and what will be expected of them at the time of the assessment.

The three activities should be done in the classes preceding the Assessment—they may be mixed in with a variety of background reading and teacher instructions or they may be given during the class periods immediately preceding the Assessment.

On the day of the assessment pass out "The Task" explanation and the packet of background information (prepare by the research staff). Go over the instructions and make sure the students understand exactly what they are to do.

The first day of the assessment should be spent going through the research packet and organizing the information into an outline and/or graphic organizer in preparation for writing the final recommendation.

On the second day of the assessment, the students should actually analyze the pros and cons of NATO enlargement and give their personal recommendation for enlarging/not enlarging NATO to the Ambassador.

Students may not use notes or books; the assessment relies solely on the Document Based research package and the students background knowledge.