

ASSESSMENT INSTRUCTIONS FOR TEACHERS

CIVICS UNIT

From *The Monroe Doctrine: Teaching American Democracy Using Primary Sources*.
© Center for Teaching International Relations.

This assessment provides a vehicle for students to demonstrate understanding of the civics standard with regard to the creation and content of the Monroe Doctrine, and its influence on US foreign policy in the 19th and 20th century. The first part of the assessment assignment requires students to apply their knowledge of the different opinions expressed by individuals during the creation of this policy. The second part of the assessment should include a review of the events which created the historical context of the Monroe Doctrine, such as the independence of the colonies in Latin America and the political situation in Europe.

Distribute the assessment assignment sheet the class prior to the assessment day. Allow students a few minutes to read the paper. Draw their attention to the list of roles they may choose from and the topics each must address in their policy recommendations in Part 1 of the assessment. Emphasize that they must write a paper from a point of view of one of the characters listed. Read through the directions for Part 2 of the assessment with them. Explain how a fishbowl discussion works. If they are confused or unfamiliar with this technique, you may want to have a short, five-minute practice fishbowl discussion on a timely topic to demonstrate the process.

Allow students 75 minutes to complete Part 1 of the assessment. Part 2 of the assessment will take one hour divided into two 30-minute discussions. You may want to provide them with a copy of the scoring rubric and fishbowl observations sheet if you have not already done so. The rubric will help to keep the students' responses focused. Students should have access to the primary documents and preparation notes during the assessment.