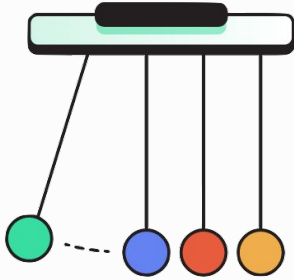


## Formative Assessment:

# Causation



**Thinking historically means considering why certain things happened and what effects occurred because of an event, development, or process. It also means recognizing that there are multiple causes of and multiple effects from any event, development, or process.**

**Directions:** Read the following historical context and primary source. Then, answer the questions on causation that follow. This question is Weighted Multiple Choice (WMC). The two best answers are 2 points, the next-best answer is 1 point, and the incorrect answer is 0 points.

# Formative Assessment: Causation

## Historical Context:

By 1852, slavery was only growing stronger in the United States. The recent Fugitive Slave Act of 1850 forced free states to return escaped enslaved people to bondage. By this time, Frederick Douglass, once enslaved himself, had become a leading abolitionist. Although invited to speak at a Fourth of July celebration, he insisted on speaking the day after as an act of protest. Early in his activism, Douglass had condemned the U.S. Constitution as pro-slavery, but by this time, he believed it contained the principles needed to end slavery. In this speech, he called out the hypocrisy of a liberty-loving nation that enslaved over three million Black Americans. He therefore challenged white Americans to live up to the ideals of liberty that they celebrated and that he saw in the Constitution.

Source: Frederick Douglass, "What to the Slave is the Fourth of July?" July 5, 1852. [Library of Congress](#).

Note: Frederick Douglass was invited by the Rochester Ladies' Anti-Slavery Sewing Society to give this speech in Rochester, New York to commemorate the 76th Anniversary of the Declaration of Independence.

...Citizens, your fathers made good that resolution [to separate from England]. They succeeded; and to-day you reap the fruits of their success. The freedom gained is yours; and you, therefore, may properly celebrate this anniversary. The 4th of July is the first great fact in your nation's history...the Declaration of Independence is the ring-bolt to the chain of your nation's destiny...The principles contained in that instrument are saving principles. Stand by those principles, be true to them on all occasions, in all places, against all foes, and at whatever cost...

...I am not included within the pale of this glorious anniversary! Your high independence only reveals the immeasurable distance between us. The blessings in which you, this day, rejoice, are not enjoyed in common. The rich inheritance of justice, liberty, prosperity and independence, bequeathed by your fathers, is shared by you, not by me. The sunlight that brought life and healing to you, has brought stripes and death to me. This Fourth of July is yours, not mine. You may rejoice, I must mourn...

What, to the American slave, is your Fourth of July? I answer: a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim. To him, your celebration is a sham; your boasted liberty, an unholy license; your national greatness, swelling vanity; your sounds of rejoicing are empty and heartless; your denunciations of tyrants, brass fronted impudence; your shouts of liberty and equality, hollow mockery; your prayers and hymns, your sermons and thanksgivings, with all your religious parade, and solemnity, are, to him, mere bombast, fraud, deception, impiety, and hypocrisy—a thin veil to cover up crimes which would disgrace a nation of savages.



# Formative Assessment: Causation

1. Identify the source information and source type.
  
2. Using both the historical context and the primary source, select the **two statements** that best demonstrate the effects of American slavery, according to Frederick Douglass in his 1852 speech.
  - A. Slavery caused the Constitution to lose its meaning, which is why Douglass believed it should no longer guide the country.
  - B. Slavery damaged the perceived upstanding religious and moral reputation of the United States.
  - C. Slavery revealed the gap between American ideals and reality, turning words like "liberty" and "equality" into symbols of national hypocrisy.
  - D. Slavery made national celebrations like the Fourth of July painful and alienating for Black Americans, who were excluded from the freedom being celebrated.

2. Historians rank effects to establish which effects are more significant. Using both the historical context and primary source, explain why one of the statements you chose represents a more significant effect of American slavery according to Frederick Douglass. Cite evidence.



# Teacher Key for Formative Assessment: Causation

1. Identify the source information and source type.

**This speech was given by Frederick Douglass on July 5, 1852 in Rochester, NY for Independence Day. It is a primary source.**

2. Using both the historical context *and* the primary source, select the **two statements** that best demonstrate why Arjuna fought in a battle even though he had relatives on the opposing side.
  - A. Slavery caused the Constitution to lose its meaning, which is why Douglass believed it should no longer guide the country. **(0 points)**
  - B. Slavery damaged the perceived upstanding religious and moral reputation of the United States. **(1 point)**
  - C. Slavery revealed the gap between American ideals and reality, turning words like "liberty" and "equality" into symbols of national hypocrisy. **(2 points)**
  - D. Slavery made national celebrations like the Fourth of July painful and alienating for Black Americans, who were excluded from the freedom being celebrated. **(2 points)**

2. Historians rank effects to establish which effects are more significant. Using both the historical context and primary source, explain why one of the statements you chose represents a more significant effect of American slavery according to Frederick Douglass. Cite evidence.

**Based on the historical context and the primary source, Choice C and Choice D are clear examples of the effects of American slavery described by Douglass. (Choice B is a true statement supported by the excerpt, but it is less central to Douglass's main argument. Choice A, however, misrepresents Douglass's views—he actually calls the Constitution a "Glorious Liberty Document" at a different part of the speech and believes it can be used to end slavery. In this excerpt, he writes that his audience should "Stand by those principles" of the Declaration of Independence). Choice C is arguably a more significant effect. Douglass repeatedly shows how slavery empties American values of their meaning, calling the nation's liberty "hollow mockery." However, a strong case can also be made for Choice D, as Douglass explains that the Fourth of July celebration brings mourning, not joy, for enslaved people. Students who justify either Choice C or Choice D with both the historical context and the excerpt can receive full credit.**



## 1. Weighted Multiple Choice

<b>Choice 1</b>	2 points (Choice C or D)	1 point (Choice B)	0 points (Choice A)
<b>Choice 2</b>	2 points (Choice C or D)	1 point (Choice B)	0 points (Choice A)
			<b>Subtotal: _____ / 4</b>

## 2. Short Answer: More Significant Effect

3 points	2 points	1 point	0 points
Student identifies one choice as a more significant effect and cites clear evidence from both the historical context and primary source to justify their choice.	Student identifies one choice as more significant and cites clear evidence from one source to justify their answer. Both sources may be cited, but only one provides clear justification.	Student identifies one choice as more significant and may or may not cite evidence to justify their answer. If evidence is cited, it does not provide clear justification for their choice.	Students does not identify one choice as more significant. Student either misunderstood question or did not attempt to answer it.
			<b>Subtotal: _____ / 3</b>

**Total: \_\_\_\_\_ / 7**

