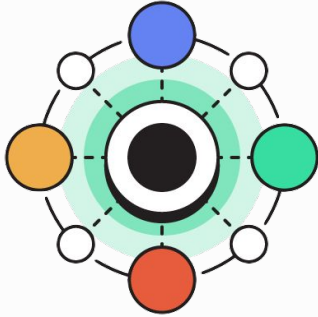


Formative Assessment: Contextualization and Sourcing



Thinking historically means interpreting historical events, developments, or processes in light of the surrounding historical context. It also means understanding key information about a historical source, such as its purpose, perspective, and reliability as a piece of evidence.

Directions: Read the following primary source. Then, answer the questions on contextualization that follow. The multiple choice questions for this formative assessment are Weighted Multiple Choice (WMC) questions. This means that there is only one *incorrect* answer, but the other 3 choices are weighted. The *best* answer is 3 points, the *second-best* answer is 2 points, and the *third-best* answer is 1 point. The *incorrect* answer is 0 points.

Formative Assessment: Contextualization and Sourcing

Source: Left: *La France Figurée sous un Globe est soutenu du Peuple La Noblesse et le Clergé aide au premier, la ruche represente les trois Ordres reunies*, 1789. [Library of Congress](#). Right: *Vive le roi, vive la nation J'savois ben qu'jaurions not tour*, 1789. [Library of Congress](#).

Note: Homer's *The Odyssey* is one of the oldest surviving works of literature. It follows a king, Odysseus, and his homecoming journey after the Trojan War. His journey lasts ten years, during which time he encounters many perils and all of his crewmates are killed. This excerpt describes his encounter with one of his crewmates that was killed, Elpenor, when he visits Hades, or the underworld.



Library of Congress Summary: Print shows a nobleman dressed as a knight and a bishop standing on either side of a globe which is resting on the shoulders of a member of the Third Estate, indicating that the burden of supporting the state was borne largely by the peasantry. The globe is decorated with three fleur-de-lis and topped by a large crown.



Library of Congress Summary: Print shows a well-dressed peasant woman nursing an infant, riding on the back of a noblewoman who is holding onto the shoulders of a nun, representing the clergy. This cartoon presents a realignment of the Estates General, with the Third Estate, believing that their turn had come, rising (or riding) to the top.

1. Each of the following statements is a historical fact that is related to the above images. Which historical fact best helps to contextualize the purpose of the above images? In other words, which fact best helps us understand why these cartoons were made?
 - A.** Prior to the Revolution, the Third Estate represented nearly 98% of France's population and paid the majority of taxes, but had the least political power of the three Estates.
 - B.** The convening of the Estates General in 1789 gave the Third Estate a formal political platform for the first time in 175 years, emboldening calls for reform.
 - C.** The French Revolution began in 1789 and ultimately led to the abolition of the monarchy and the execution of King Louis XVI in 1793.
 - D.** During the Reign of Terror, the revolutionary government executed thousands of perceived enemies of the revolution, representing the Third Estate's most radical attempt to seize power from the nobility and clergy.

2. Justify your choice in the space below.



1. Each of the following statements is a historical fact that is related to the above images. Which historical fact best helps to contextualize the purpose of the above images? In other words, which fact best helps us understand why these cartoons were made?
 - A. Prior to the Revolution, the Third Estate represented nearly 98% of France's population and paid the majority of taxes, but had the least political power of the three Estates. **(3 points)**
 - B. The convening of the Estates General in 1789 gave the Third Estate a formal political platform for the first time in 175 years, emboldening calls for reform. **(2 points)**
 - C. The French Revolution began in 1789 and ultimately led to the abolition of the monarchy and the execution of King Louis XVI in 1793. **(1 point)**
 - D. During the Reign of Terror, the revolutionary government executed thousands of perceived enemies of the revolution, representing the Third Estate's most radical attempt to seize power from the nobility and clergy. **(0 points)**

2. Justify your choice in the space below.

Choice A, worth 3 points, best explains the purpose of both cartoons, as it acknowledges the direct social relationships that led to the revolution depicted in both images. The first shows the Third Estate crushed under the weight of the other Estates, and the second shows them rising to the top. Choice B also reveals the purpose of such cartoons, as the convening of the Estates General gave the Third Estate a formal platform that emboldened the power reversal visible in the second cartoon, but it does not account for the burden and oppression depicted in the first, so it is worth 2 points. Choice C is worth 1 point because it describes the context of the revolution, which began at the time these cartoons were created, but then focuses more on the result, rather than the purpose of the cartoons. Choice D describes the Reign of Terror as a critical effect of the mindset demonstrated in these cartoons but only focuses on the result rather than the purpose of that mindset.



1. Weighted Multiple Choice

3 points (Choice A)	2 points (Choice B)	1 point (Choice C)	0 points (Choice D)
			Subtotal: _____ / 3

2. Short Answer: Justify Your Answer

3 points	2 points	1 point	0 points
Student thoroughly justifies their choice of the <i>best</i> fact—which was worth three points as shown on the teacher key—that would help contextualize the purpose of the source.	Student thoroughly justifies their choice of either the 1 or 2 point option from the WMC question. OR Student’s justification of the 3 point option needs deeper analysis.	Student’s justification of their choice (either the 1 or 2 point option) lacks deep analysis.	Student either makes no attempt to justify their choice OR tries to justify the 0 point option.
			Subtotal: _____ / 3

Total: _____ / 6

