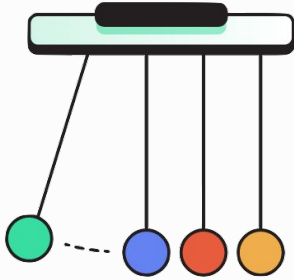


Formative Assessment:

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. The multiple choice questions for this formative assessment are Weighted Multiple Choice (WMC) questions. The two best answers are 2 points, the next-best answer is 1 point, and the incorrect answer is 0 points.

Formative Assessment: Causation

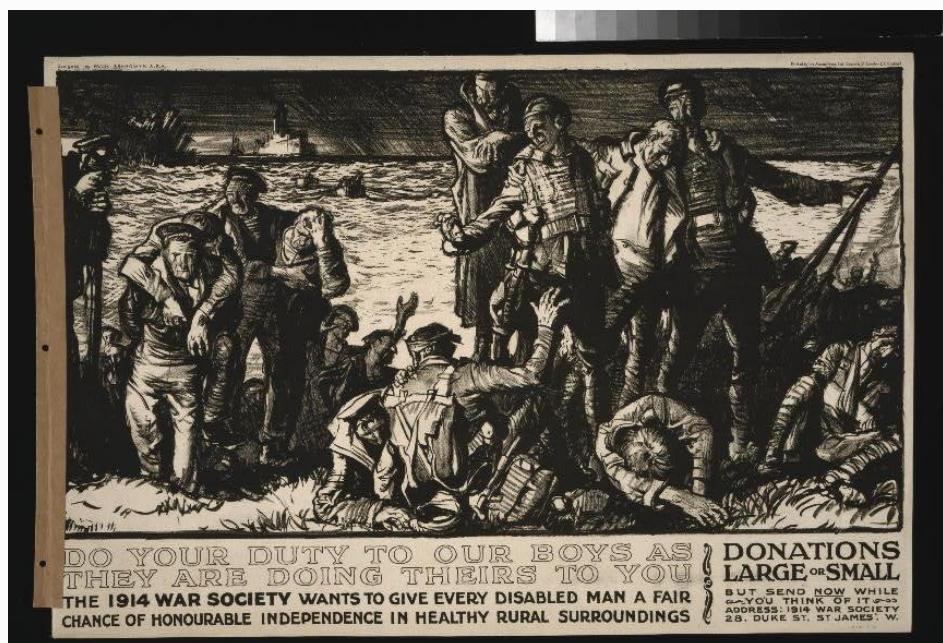
Source: Wilfred Owen, "Dulce et Decorum Est," 1920.

Note: This poem was published posthumously (after death) in 1920. English poet Wilfred Owen died on November 4, 1918, just a week before the armistice was declared that ended WWI.

Bent double, like old
beggars under sacks,
Knock-kneed, coughing like
hags, we cursed through
sludge,
Till on the haunting flares
we turned our backs,
And towards our distant
rest began to trudge.
Men marched asleep. Many
had lost their boots,
But limped on, blood-shod.
All went lame; all blind;
Drunk with fatigue; deaf
even to the hoots
Of gas-shells dropping
softly behind...

Source: Frank Brangwyn, *Do Your Duty to Our Boys as They are Doing Theirs to You*, Great Britain, 1914. [Library of Congress](#).

Note: This poster by the 1914 War Society shows soldiers, both injured and those helping them, arriving on a shore. The full text of the poster is "Do your duty to our boys as they are doing theirs to you. The 1914 War Society wants to give every disabled man a fair chance of honourable independence in healthy rural surroundings. Donations large or small. But send now while you think of it. Address 1914 War Society, 28 Duke St. Saint James W."



Formative Assessment: Causation

1. Using both the poem and the poster, select the **two statements** that best identify the effects of WWI on the soldiers who fought in it.
 - A. WWI inflicted severe and lasting physical damage on the soldiers who fought in it.
 - B. WWI caused profound psychological exhaustion in the soldiers who fought in it.
 - C. Society was unprepared for and overwhelmed by the human cost of WWI, leaving soldiers with real, unfulfilled needs.
 - D. Soldiers felt honored by society with their post-war needs being taken care of by collective organizations.

2. Historians rank effects to establish which effects are more significant. Using both sources, explain why one of the statements you chose represents a more significant effect of WWI on the soldiers who fought in it. Cite evidence.



Formative Assessment: Causation

- Using both the poem and the poster, select the **two statements** that best identify the effects of WWI on the soldiers who fought in it.
 - WWI inflicted severe and lasting physical damage on the soldiers who fought in it. **(2 points)**
 - WWI caused profound psychological exhaustion in the soldiers who fought in it. **(1 point)**
 - Society was unprepared for and overwhelmed by the human cost of WWI, leaving soldiers with real, unfulfilled needs. **(2 points)**
 - Soldiers felt honored by society with their post-war needs being taken care of by collective organizations. **(0 points)**

2. Historians rank effects to establish which effects are more significant. Using both sources, explain why one of the statements you chose represents a more significant effect of WWI on the soldiers who fought in it. Cite evidence.

With properly cited evidence from both the poem and the poster, students can successfully make the case that either Choice A or Choice C best identifies an effect of WWI on soldiers. Owen's description of soldiers as "blood-shod" and "all went lame" combined with the poster's depiction of wounded and collapsed men on the battlefield both support the physical toll identified in Choice A. Choice C is equally supported, as Owen's portrayal of soldiers as broken and abandoned on the battlefield paired with the poster's appeal for charitable donations to support disabled veterans together suggest that society was unprepared for the human cost of the war. Therefore, Choices A and C are worth 2 points. Choice B is worth 1 point because Owen's depiction of men "drunk with fatigue" and marching asleep does support psychological exhaustion, but it draws only on the poem without engaging the poster. Choice D, worth 0 points, misreads the sources, as Owen's tone is explicitly defeatist rather than celebratory, and the poster's appeal for donations implies societal inadequacy rather than strength or resilience.



1. Weighted Multiple Choice

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

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.
			Subtotal: _____ / 3

Total: _____ / 7

