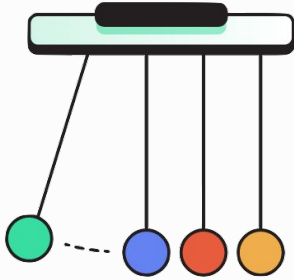


Formative Assessment:

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:

In 1763, Great Britain won the French and Indian War in the American Colonies. While American colonists initially cheered this victory, the British government began taxing the colonies in order to pay for the expensive war. Since the colonies did not have representation in British Parliament, many felt that this violated their rights. Protests and boycotts began against British acts like The Stamp Act (1765), The Townshend Acts (1767), and most famously, The Tea Act (1773). By 1776, a Continental Congress was formed, and a Declaration of Independence from Great Britain was drafted. The Colonies no longer wanted to be subject to Great Britain.

Source: The Declaration of Independence, ratified July 4, 1776.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, —That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes... But when [there is] a long train of abuses and usurpations... it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.—Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States.



Source: John Binns [Copyright Claimant], *Declaration of Independence*, 1818. [Library of Congress](#).



Formative Assessment: Causation

1. Using both the historical context *and* the primary source, select the **two statements** that best demonstrate why the American colonies separated from Great Britain.
 - A. The American colonies separated in order to join with the French government.
 - B. The American colonies argued that they were being taxed without having representation in Parliament, which they believed was their right.
 - C. The American colonies separated because they felt that the British King was abusing his power and taking away their rights.
 - D. The American colonies wanted to exercise the rights they believed God gave them.

2. Historians rank causes to establish which causes are more significant. Using both the historical context and primary source, explain why one of the statements you chose represents a more significant reason that the American colonies separated from Great Britain. Cite evidence.



Teacher Key for Formative Assessment: Causation

1. Using both the historical context *and* the primary source, select the **two statements** that best demonstrate why the American colonies separated from Great Britain.
 - A. The American colonies separated in order to join with the French government. **(0 points)**
 - B. The American colonies argued that they were being taxed without having representation in Parliament, which they believed was their right. **(2 points)**
 - C. The American colonies separated because they felt that the British King was abusing his power and taking away their rights. **(2 points)**
 - D. The American colonies wanted to exercise the rights they believed God gave them. **(1 point)**

2. Historians rank causes to establish which causes are more significant. Using both the historical context and primary source, explain why one of the statements you chose represents a more significant reason that the American colonies separated from Great Britain. Cite evidence.

Based on this historical context and primary source provided, Choice B and Choice C are clear causes for why the American colonies separated from Great Britain. However, since both the historical context and document deal with rights broadly, but only the context deals with lack of representation specifically, Choice C is stronger example of a cause for separation. The Historical Context mentions that many colonists felt that British actions "violated their rights." Likewise, the Declaration of Independence states that if a government becomes "destructive" of the ends of securing people's rights, "it is the Right of the People to alter or to abolish it." With these two evidences is tandem, Choice C is the more significant reason that the American colonies separated from Great Britain.



1. Weighted Multiple Choice

Choice 1	2 points (Choice B or C)	1 point (Choice D)	0 points (Choice A)
Choice 2	2 points (Choice B or C)	1 point (Choice D)	0 points (Choice A)
			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

