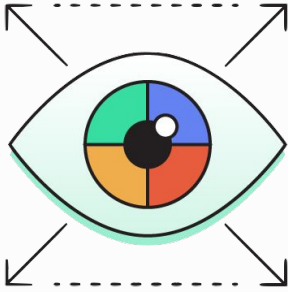


## Formative Assessment:

# Perspective



**Thinking historically means considering how one's personhood has influenced their perspective. It also means recognizing how diverse viewpoints and experiences shape the understanding of historical events. This allows students of history to cultivate empathy for the people of the past that are studied.**

**Directions:** Read the following author context and primary source. Then, answer the questions on perspective 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 *two best* answers are 2 points, the *next-best* answer is 1 points, and the *incorrect* answer is 0 points.

## Author Context:

James Lindsay Smith (ca. 1816 – ca. 1883) was born into slavery in Northumberland County, Virginia. Smith was disabled by a broken leg in his youth. He was assigned to scaring crows in the field every day. While enslaved, he often thought of freedom, and, in 1838 he emancipated himself by escaping slavery. While enslaved, Smith also learned the craft of shoemaking, a skill he could do well despite his disability. After 1838, in his life in freedom, he served as both a Methodist Episcopal minister and established a successful shoemaking business. The excerpt below, from his autobiography, documents his strategies to avoid doing his work scaring crows.

Source: James Lindsay Smith, *Autobiography of James L. Smith*, 1881. [Library of Congress](#).

Mr. Mitchell told me to take some corn and replant those hills I had allowed the crows to pull up. I took the corn and started to do my work, groaning and crying at every step; I did not get far before he called me back and asked me if I had eaten my breakfast; I told him I had not. As his passions had subsided, he told me to get my breakfast and then go out and plant the corn. I first went into the kitchen, and then to my room to lie down on the floor. Jinny came to me and asked me if I would have something to eat; I told her I was in too much pain to eat. (Just that moment I was so hungry that I could have eaten the flesh of a dead horse.)...

I lay on the floor in my room about two weeks. In the course of the afternoon Jinny came into my room and asked me if I would have something to eat; I told her I would try and eat a little something. When she returned with some bacon and corn-cake, I did not dare to eat much for fear that the rest of the family would mistrust that I was not sick. At the end of two weeks I asked one of the field hands if the crows had stopped coming to trouble the corn, his reply was, "yes, it was so, for the cherries were getting ripe and they were eating them instead." After hearing this joyful news I began to grow better very fast. The first day I sat up nearly all day; the next day I was able to go out some. When Saturday came I could walk quite a distance to see my mother, who lived some ten miles off.



## Formative Assessment: Perspective

1. Using both the author context *and* the primary source, select the **two statements** that best demonstrate how the perspective of James Lindsay Smith shaped his actions when enslaved.
  - A. James Lindsay Smith felt trapped and helpless as an enslaved person.
  - B. James Lindsay Smith's hope in a future freedom gave him courage to resist his enslavement in certain ways.
  - C. James Lindsay Smith intentionally pretended to be sick to resist his labor, showing how his desire for freedom shaped his actions while enslaved.
  - D. While enslaved, James Lindsay Smith often thought about a future in freedom.

2. Historians evaluate the significance of the attributes of a person to better interpret a source. Using both the author context and the primary source, explain why one of the statements you chose represents a more significant influence on James Lindsay Smith's actions. Cite evidence.



## Formative Assessment: Perspective

- Using both the author context *and* the primary source, select the **two statements** that best demonstrate how the perspective of James Lindsay Smith shaped his actions when enslaved.
  - James Lindsay Smith felt trapped and helpless as an enslaved person. **(0 points)**
  - James Lindsay Smith's hope in a future freedom gave him courage to resist his enslavement in certain ways. **(2 points)**
  - James Lindsay Smith intentionally pretended to be sick to resist his labor, showing how his desire for freedom shaped his actions while enslaved. **(2 points)**
  - While enslaved, James Lindsay Smith often thought about a future in freedom. **(1 point)**

2. Historians evaluate the significance of the attributes of a person to better interpret a source. Using both the author context and the primary source, explain why one of the statements you chose represents a more significant influence on James Lindsay Smith's actions. Cite evidence.

**With properly cited evidence from the primary source and author context, students can successfully make the case that either Choice B or Choice C held more influence on Smith's actions when enslaved. Choice B clearly connects the idea that Smith often "thought of freedom," as outlined in the context, to the resistance addressed in his autobiography. Choice C also connects his actions to freedom, providing a specific example of him pretending to be sick. To intentionally go without food to avoid doing work is not an easy thing to do, and surely cause him pain. Since he was willing to do that, it is clear he was not content with his life while enslaved. Choice D is true, but only addresses the context without connecting it to the primary source, and so is worth 1 point. Finally, Choice A is false, as neither the context nor the excerpt describe a "trapped and helpless" person, and is therefore 0 points.**



## 1. Weighted Multiple Choice

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

## 2. Short Answer: More Significant Factor

3 points	2 points	1 point	0 points
Student identifies one choice as a more significant factor and cites clear evidence from both the author 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:</b>			<b>_____/ 3</b>

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

