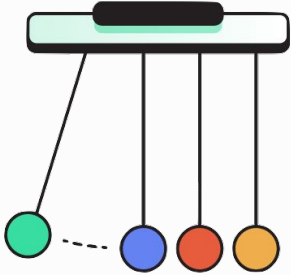


## Formative Assessment:

# 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

## Historical Context:

During the mid-20th century, several groups dedicated to the advancement of the rights of marginalized communities emerged, including the Chicano movement. During the 1960s and 70s, Chicano Americans grew bolder in their collective efforts to oppose their treatment as second-class citizen. Due to inspiration gained from the successes of the African American civil rights movement, Chicano Americans voiced their concerns over a variety of issues including the Vietnam War, educational inequalities, and economic disparities. In East Los Angeles, thousands of students banded together and participated in school walkouts to demand improvements in conditions as well as increased educational equality.

Source: “Carlos Montes Oral History Interview,” conducted by David P. Cline, in Alhambra, California, June 27, 2017. [Library of Congress](#).

Note: Carlos Montes (born in 1947) is a nationally respected leader of the Chicano movement, a founding member of the Brown Berets, and participated in several aspects of the Chicano movement including the Brown Power Movement, MEChA (an on-campus student organization), the East L.A. blowouts, the Chicano moratorium against the Vietnam War, and others.

David Cline: ...So, can you tell us about the origins of the Chicano Blowouts or walkouts?

Carlos Montes: Yes. OK, conditions in the East LA high schools were really bad. Overcrowded conditions, high dropout rate, lack of ethnic studies, old facilities, antiquated facilities, lack of—an emphasis on industrial arts and the military... So we started, what I use the word now, agitating... Criticizing the conditions, and then just popularizing the word walkout...

There were student strike committees set up in all the major high schools in East LA. [We] went to community meetings, we went to board meetings, and the students presented a set of demands to the school board, and the school board said we're going to study them... So then, before you know it, thousands of students started to come out of all the different buildings, marching out, it was beautiful... And there's pictures of marching up and down Broadway, and rallying in front of the school, students getting on top of cars, and posters with “Chicano Power,” “Education,” all the main demands. We wanted equitable education, Chicano studies, bilingual education, better facility, more schools, and that went on for two weeks.



## Formative Assessment: Causation

1. Using both the historical context *and* the primary source, select the **two statements** that best demonstrate the causes of the Chicano/East L.A. blowouts.
  - A. The growth of the Chicano movement created an environment that supported collective action and protest.
  - B. The school board promised to study the conditions and demands of the Chicano students.
  - C. The dismal educational setting in L.A. schools reflected inequalities and fueled frustration.
  - D. Other movements, including the African American civil rights movement, inspired Americans to raise awareness about instances of discrimination.

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 cause of the Chicano/East L.A. blowouts. 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 the causes of the Chicano/East L.A. blowouts.

- A. The growth of the Chicano movement created an environment that supported collective action and protest. **(2 points)**
- B. The school board promised to study the conditions and demands of the Chicano students. **(0 points)**
- C. The dismal educational setting in L.A. schools reflected inequalities and fueled frustration. **(2 points)**
- D. Other movements, including the African American civil rights movement, inspired Americans to raise awareness about instances of discrimination. **(1 point)**

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 cause of the Chicano/East L.A. blowouts. Cite evidence.

**Based on this historical context and primary source provided, Choice A and Choice C are clear causes of the Chicano/East L.A. blowouts. However, when looking at the historical context and primary source, Choice C is a more significant example as it is explicitly connected to school walkouts. Choice A does provide an important context as the students likely felt supported by the broader Chicano movement but it isn't as directly connected to the actual protest of educational conditions. Similarly, Choice D (worth 1 point) is a relevant context but is not as clearly connected to both Chicanos and protests over educational equality. Choice B (worth 0 points), while mentioned in the primary source, may have been a positive step toward equality rather than a cause for the protest.**



## 1. Weighted Multiple Choice

<b>Choice 1</b>	2 points (Choice A or C)	1 point (Choice D)	0 points (Choice B)
<b>Choice 2</b>	2 points (Choice A or C)	1 point (Choice D)	0 points (Choice B)
			<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**

