

## Formative Assessment: Evaluating Evidence



**Thinking historically means identifying the evidence related to a claim, assessing its validity, and corroborating it by comparing multiple sources' interpretations of events, developments, or processes.**

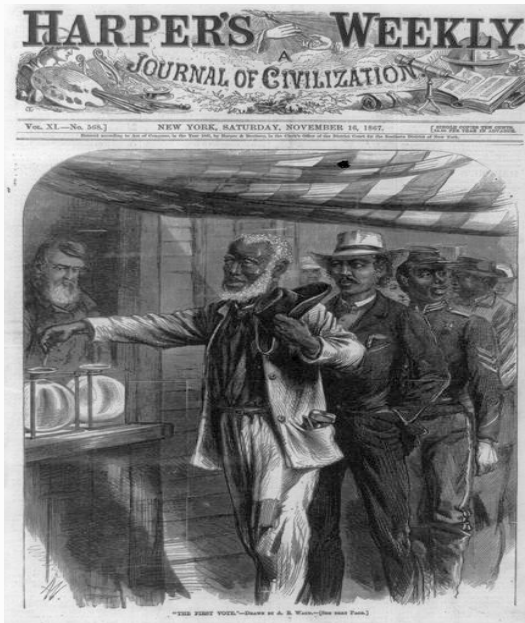
**Directions:** Review the following documents and answer the questions on evaluating evidence that follow. The multiple choice questions for this formative assessment are Weighted Multiple Choice (WMC) Questions. This means that there is only one *incorrect* answer, but the other 3 choices are weighted. 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: Evaluating Evidence

Source: (Left) Martha S. Jones, *Vanguard: How Black Women Broke Barriers, Won the Vote, and Insisted on Equality for All*, 2020; (Right) A. R. Waud, “The First Vote,” *Harper’s Weekly*, November 16, 1867. [Library of Congress](#).

Note: Martha S. Jones is the Society of Black Alumni Presidential Professor and professor of history at Johns Hopkins University.

[By the late 1940s, t]oo many African Americans—women and men—were being kept from the polls by law, custom, and the specter of violence. But women’s activism still always mixed the fight for political rights with other long-standing concerns, including freedom from sexual violence, equality in the church, and the liberty to set the terms of work, wages, and family life. Black women were knit together by their critique of how racism and sexism truncated their access to political power...



A century earlier, *Harper’s Weekly* had published another image of African Americans and “The First Vote” in 1867. It depicts African American men only, though a varied trio... Together—casting their first ballots—these figures explain that Black men were entitled to voting rights after the Civil War in recognition for their labor, education, and military service.

The editors at *Harper’s* encouraged support for Black men’s voting rights... Artist Alfred Waud left Black women out of the scene, when in reality they had been very much present. Not only were Black women participants in the Reconstruction-era political conventions. They deliberated with men about politics. They stood guard at polling places while men voted... There is no sign of Frances Ellen Watkins Harper, who might have critiqued the scene for leaving Black women to be represented by their fathers, husbands, and sons. This veneration of Black voting rights left a great deal unsaid when it came to women.



1. Select the piece of evidence from the above document that *best* supports the claim: **Even without voting rights, Black women participated in the political process.**
  - A. “Black women were knit together by their critique of how racism and sexism truncated their access to political power...”
  - B. “Artist Alfred Waud left Black women out of the scene, when in reality they had been very much present.”
  - C. “[t]oo many African Americans—women and men—were being kept from the polls by law, custom, and the specter of violence.”
  - D. “Black women... deliberated with men about politics. They stood guard at polling places while men voted...”

2. Justify your choice in the space below.



1. Select the piece of evidence from the above document that *best* supports the claim: **Even without voting rights, Black women participated in the political process.**
  - A. “Black women were knit together by their critique of how racism and sexism truncated their access to political power...” (1 point)
  - B. “Artist Alfred Waud left Black women out of the scene, when in reality they had been very much present.” (2 points)
  - C. “[t]oo many African Americans—women and men—were being kept from the polls by law, custom, and the specter of violence.” (0 points)
  - D. “Black women... deliberated with men about politics. They stood guard at polling places while men voted...” (3 points)

2. Justify your choice in the space below.

**Choice D, worth 3 points, is the best piece of evidence to demonstrate how Black women participated in the political process. It provides two specific ways (their deliberations and standing guard) as examples. Choice B addresses how women were errantly not portrayed as being part of the political process. It is not as explicit with examples as Choice D, however. Choice A (worth 1 point) references the “critique” of Black women regarding their “access to political power” which does indicate a lesser degree of participation than the descriptions in Choices B and D. Lastly Choice C, worth 0 points, explains the exclusion of Black women (and men) from the polls which is contrary to the claim.**



## 1. Weighted Multiple Choice

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

## 2. Short Answer: Justify Your Answer

3 points	2 points	1 point	0 points
Student thoroughly justifies their choice of the <i>best</i> piece of evidence—which is worth three points as shown on the teacher key—that supports the claim.	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 try to justify the 0 point option.
			<b>Subtotal: _____ / 3</b>

**Total: \_\_\_\_\_ / 6**

