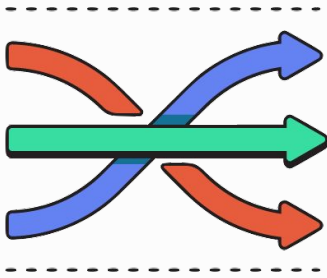


Formative Assessment:

Continuity and Change over Time



Thinking historically means identifying and exploring the reasons behind both what has changed and what has stayed the same within a given time period or around a specific historical event.

Directions: Read the following source(s). Then, answer the questions on continuity and change over time 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: Continuity and Change Over Time

Source: Elaine Weiss, *The Women's Hour: The Great Fight to Win the Vote*, 2019.

Personally, Catt was offended by Jim Crow segregation and appalled by lynchings, but even after the war, after... black women distinguished themselves on the home front, Catt resisted the request of a consortium of black women's clubs to become cooperative members of NAWSA... This was in the winter of 1919, when the U.S. Senate was still stalling on the federal amendment, several southern senators still digging in their heels. Catt feared the repercussions if NAWSA welcomed the black suffrage clubs. She asked them to withdraw their application for membership until the federal amendment was law, until suffrage for white women was safe.

Source: "The Combahee River Collective Statement," April 1977. [Library of Congress](#).

A combined anti-racist and anti-sexist position drew us together initially... We also often find it difficult to separate race from class from sex oppression because in our lives they are most often experienced simultaneously... One issue that is of major concern to us and that we have begun to publicly address is racism in the white women's movement. As Black feminists we are made constantly and painfully aware of how little effort white women have made to understand and combat their racism, which requires among other things that they have a more than superficial comprehension of race, color, and Black history and culture. Eliminating racism in the white women's movement is by definition work for white women to do, but we will continue to speak to and demand accountability on this issue.

Source: Jo Carillo, "And When You Leave, Take Your Pictures With You," in *This Bridge Called My Back: Writings by Radical Women of Color*, 1981.

Our white sisters / radical friends
love to own pictures of us
walking to the fields in the hot sun
with straw hat on head if brown
bandana if black
in bright embroidered shirts
holding brown yellow black red children
reading books from literacy campaigns
smiling.
Our white sisters / should think again.
No one smiles
at the beginning of a day spent
digging for souvenir chunks of uranium
of cleaning up after
our white sisters / radical friends.

And when our white sisters
radical friends see us
in the flesh
not as a picture they own,
they are not quite sure
if
they like us as much.
We're not as happy as we look
on
their
wall.



Formative Assessment: Continuity and Change Over Time

1. What is the *best* example of a **continuity** in the treatment and participation of women of color in movements for women's rights?
 - A. The movement cared about women of color but only to a certain extent and was unwilling to allow for their full participation.
 - B. White women believed women of color were worthy of equal rights because of their strong work ethic.
 - C. The movement advocated for better treatment of all women.
 - D. Women of color felt excluded from the broader women's rights movement.

2. Justify your answer in the space below.

3. What is the *best* example of a **change** in the treatment and participation of women of color in movements for women's rights?
 - A. White women began to seek ways to better incorporate women of color into the broader movement.
 - B. In early women's rights movements, women of color desired full participation while in later movements they called out existing racism.
 - C. Women of color began to form their own organizations to improve conditions for women in the United States.
 - D. Women of color asserted their humanity and voiced their concerns more blatantly in the later years of the movement.

4. Justify your answer in the space below.



Teacher Key for Formative Assessment: Continuity and Change Over Time

1. What is the *best* example of a **continuity** in the treatment and participation of women of color in movements for women's rights?
 - A. The movement cared about women of color but only to a certain extent and was unwilling to allow for their full participation. **(3 points)**
 - B. White women believed women of color were worthy of equal rights because of their strong work ethic. **(1 point)**
 - C. The movement advocated for better treatment of all women. **(0 points)**
 - D. Women of color felt excluded from the broader women's rights movement. **(2 points)**

2. Justify your answer in the space below.

Choice A, worth 3 points, is the most supported claim about the treatment of women of color as the sources reference concern over the situation of women of color, but an exclusiveness to the movement as well. Choice D (2 points) is also a true statement, but less explicit about the treatment of women of color and more about how they felt about their treatment. Choice B, worth 1 point, is a vague interpretation of the sources. It could be suggested that white women felt this way, but is not stated clearly. Lastly, Choice C is not represented in either document, so is worth 0 points.

3. What is the *best* example of a **change** in the treatment and participation of women of color in movements for women's rights?
 - A. White women began to seek ways to better incorporate women of color into the broader movement. **(0 points)**
 - B. In early women's rights movements, women of color desired full participation while in later movements they called out existing racism. **(3 points)**
 - C. Women of color began to form their own organizations to improve conditions for women in the United States. **(1 point)**
 - D. Women of color asserted their humanity and voiced their concerns more blatantly in the later years of the movement. **(2 points)**

4. Justify your answer in the space below.

Choice D, worth 3 points, is the most supported claim as the sources connect to the idea that women of color experienced racism in the movement. The Combahee River Collective Statement clearly states that women of color have "begun to publicly address racism." Choice D is also true, but is more implied that stated explicitly and as such is worth 2 point. Choice C (worth 1 point) is somewhat true and isn't fully proven with these sources. Organizations led by women of color increased in this period but have existed through much of American history. Lastly, Choice A is worth 0 points since this idea appears nowhere in either document.



1. Weighted Multiple Choice – Continuity

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

2. Short Answer: Justify Your Answer

3 points	2 points	1 point	0 points
Student thoroughly justifies their choice of the <i>best</i> example of a continuity—which is worth three points as shown on the teacher key.	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.
Subtotal: _____ / 3			

3. Weighted Multiple Choice – Change

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

4. Short Answer: Justify Your Answer

3 points	2 points	1 point	0 points
Student thoroughly justifies their choice of the <i>best</i> example of a change—which is worth three points as shown on the teacher key.	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.
Subtotal: _____ / 3			

Total: _____ / 12

