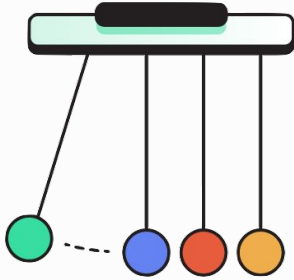


Formative Assessment:

# 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.

## Historical Context:

It is argued that the second wave of feminism began in 1963 with the publication of Betty Friedan's book, *The Feminine Mystique*. Friedan argued against the prominent "suburban housewife" stereotype. Regardless of what was said, she pointed out many women's discontent with this life. Women wanted more in their professional life and to be seen as equal to men in the workplace. At the same time, both the Civil Rights and Chicano Movements were fighting against racism and for the rights of Black and Hispanic Americans.

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

Note: The Combahee River Collective was a Black feminist lesbian socialist organization active in Boston from 1974 to 1980.

The most general statement of our politics at the present time would be that we are actively committed to struggling against racial, sexual, heterosexual, and class oppression, and see as our particular task the development of integrated analysis and practice based upon the fact that the major systems of oppression are interlocking. The synthesis of these oppressions creates the conditions of our lives. As Black women we see Black feminism as the logical political movement to combat the manifold and simultaneous oppressions that all women of color face...

A Black feminist presence has evolved most obviously in connection with the second wave of the American women's movement beginning in the late 1960s... Black feminist politics also have an obvious connection to movements for Black liberation, particularly those of the 1960s and 1970s...

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.



## Formative Assessment: Causation

1. Using both the historical context *and* the primary source, select the **two statements** that best demonstrate why Black feminists distinguished “Black feminism” from “feminism.”
  - A. Black feminists hated white feminists.
  - B. Many Black feminists felt that they did not resonate with the “suburban housewife” stereotype.
  - C. Black feminism was informed by the interlocking nature of racism and feminism, something that feminism on its own did not cover.
  - D. Black feminists saw themselves connected to both the Feminist movement and the Black liberation movements of the 1960s-70s.

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 the most important reason that Black feminists distinguished “Black feminism” from “feminism.” 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 Black feminists distinguished “Black feminism” from “feminism.”
  - A. Black feminists hated white feminists. **(0 points)**
  - B. Many Black feminists felt that they did not resonate with the “suburban housewife” stereotype. **(1 point)**
  - C. Black feminism was informed by the interlocking nature of racism and feminism, something that feminism on its own did not cover. **(2 points)**
  - D. Black feminists saw themselves connected to both the Feminist movement and the Black liberation movements of the 1960s-70s. **(2 points)**

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 the most important reason that Black feminists distinguished “Black feminism” from “feminism.” Cite evidence.

**Based on the historical context and primary source, Choice C and Choice D are clear reasons that Black feminists distinguished “Black feminism” from “feminism.” (Choice B is a true statement but it is only clearly connected to the historical context). However, based on the historical context and primary source, Choice D is the more significant reason. The historical context describes that the Civil Rights and Chicano Movement were occurring simultaneously to the Feminist Movement. The document also states that “Black feminist politics also have an obvious connection to movements for Black liberation.” Still, since there is ample evidence for Choice D in both the historical context and the document, students can receive full credit if they justify that choice with both texts.**



## 1. Weighted Multiple Choice

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

