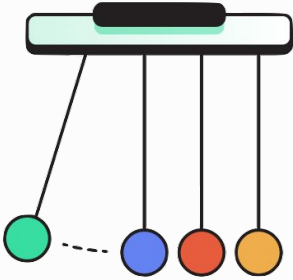


Formative Assessment:

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:

The Stono Rebellion, which occurred in September 1739 in South Carolina, was a major slave uprising in colonial America. At the time, South Carolina's economy heavily relied on enslaved Africans to work on plantations. Enslaved persons were subjected to harsh living conditions and limited freedoms. Enslaved rebels organized a coordinated attack against plantation owners to seek freedom in Spanish Florida. The rebellion reflected the determination and resilience of enslaved Africans to resist their oppression and fight for their freedom. After the rebellion, stricter slave codes were passed as colonial whites were fearful of future armed rebellions.

Source: Unknown white South Carolinian, "An Account of the Negroe Insurrection in South Carolina, 1739," The Colonial Records of the State of Georgia.

Sometime since there was a Proclamation published at Augustine [Spanish Florida], in which the King of Spain promised Protection and freedom to all Negroes Slaves that would resort thither. Certain Negroes belonging to Captain Davis escaped to Augustine, and were received there. They were demanded by General Oglethorpe who sent Lieutenant Demere to Augustine, and the Governour assured the General of his sincere Friendship, but at the same time showed his Orders from the Court of Spain, by which he was to receive all Run away Negroes. Of this other Negroes having notice, as it is believed, from the Spanish Emissaries, and knew the Woods, some of whom belonged to Captain Macpherson, ran away with His Horses, wounded his Son and killed another Man. The good reception of the Negroes at Augustine was spread about. Several attempted to escape to the Spaniards, & were taken, one of them was hanged at Charles Town. . . .

On the 9th day of September last, being Sunday, which is the day the Planters allow them to work for themselves, Some Angola Negroes assembled to the number of Twenty; and one who was called Jemmy was their Captain. They surprised a Warehouse belonging to Mr. Hutchenson at a place called Stonehow [Stono]; they there killed Mr. Robert Bathurst and Mr. Gibbs, plundered the House and took a pretty many small Arms and Powder, which were there for Sale. Next they plundered and burnt Mr. Godfrey's house and killed him, his Daughter and Son. They then turned back and marched Southward along Pons Pons, which is the Road through Georgia to Augustine.



Formative Assessment: Causation

1. Using both the historical context *and* the primary source, select the **two statements** that best demonstrate why the Stono Rebellion started.
 - A. The enslaved were able utilize their time on Sundays to plan the rebellion away from their enslavers.
 - B. The Spanish had promised freedom and support for runaway slaves who reached their territory.
 - C. The enslaved in the South were subjected to harsh living and working conditions.
 - D. The enslaved had free and easy access to weapons that would support their fight for freedom.

2. Historians rank effects to establish which effects are more significant. Using both the historical context and primary source, explain why the Stono Rebellion started. 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 the Stono Rebellion started.
 - A. The enslaved were able utilize their time on Sundays to plan the rebellion away from their enslavers. **(1 point)**
 - B. The Spanish had promised freedom and support for runaway slaves who reached their territory. **(2 points)**
 - C. The enslaved in the South were subjected to harsh living and working conditions. **(2 points)**
 - D. The enslaved had free and easy access to weapons that would support their fight for freedom. **(0 points)**

2. Historians rank effects to establish which effects are more significant. Using both the historical context and primary source, explain why the Stono Rebellion started. Cite evidence. **Based on this historical context and primary source provided, Choice B and Choice C are clear causes of the Stono Rebellion. When looking at the historical context and primary source, Choice B is the most significant cause, as Spain's proclamation is the immediate motivation for the rebellion. Choice C is also a cause, but more general and a long term reason for the resentment and eventual actions of the enslaved. Choice A, worth 1 point, is also an interesting choice, as it is mentioned in the primary source itself, "On the 9th day of September last, being Sunday, which is the day the Planters allow them to work for themselves" and also given support in the context by describing the rebellion as organized and coordinated. There is an implication that this day was used for the planning of the rebellion and chosen as the day of the rebellion because of the role of Sunday, being a day where many enslaved would be available and also the day many whites would be occupied with church. Choice D, is not supported in the context and the primary source specifically states there was fighting involved in obtaining weaponry for the rebellion, so it earns 0 points.**



1. Weighted Multiple Choice

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

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.
			Subtotal: _____ / 3

Total: _____ / 7

