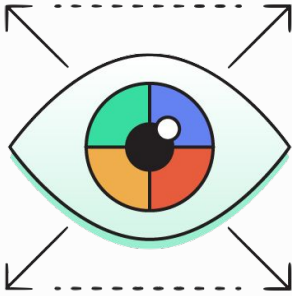


Formative Assessment:

Perspective



Thinking historically means considering how one's personhood has influenced their perspective. It also means recognizing how diverse viewpoints and experiences shape the understanding of historical events. This allows students of history to cultivate empathy for the people of the past that are studied.

Directions: Read the following author context and primary source. Then, answer the questions on perspective 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 *two best* answers are 2 points, the *next-best* answer is 1 points, and the *incorrect* answer is 0 points.

Formative Assessment: Perspective

Author Context:

Hatshepsut (r. 1479-1458 BCE) was the first female monarch in ancient Egypt to rule like a male with full authority as a pharaoh. By adopting the clothing of male pharaohs in official representations, Hatshepsut asserted her authority and sought legitimacy in the eyes of her subjects. That authority is seen in her mortuary temple, Deir el-Bahri. She designed it after the temple of Mentuhotep II, a pharaoh who ruled 500 years before her. Her temple elevated her public image and immortalized her name. Furthermore, Hatshepsut's devotion to Amun, the Egyptian sun god, played a crucial role in legitimizing her reign. She positioned herself as the deity's chosen representative on Earth, which cemented her authority and linked her to the divine.

Source: "Speech of the Queen," Inscribed at the base of an obelisk erected under Queen Hatshepsut.

Note: An obelisk is a tall, pointed, four-sided pillar. Today, this obelisk is the tallest in Egypt, at 97.5 feet high. Of the four erected under Queen Hatshepsut, this is the only one still standing.

I have done this [built the obelisks] with a loving heart for my father Amun;

...

I did not forget whatever he had ordained.

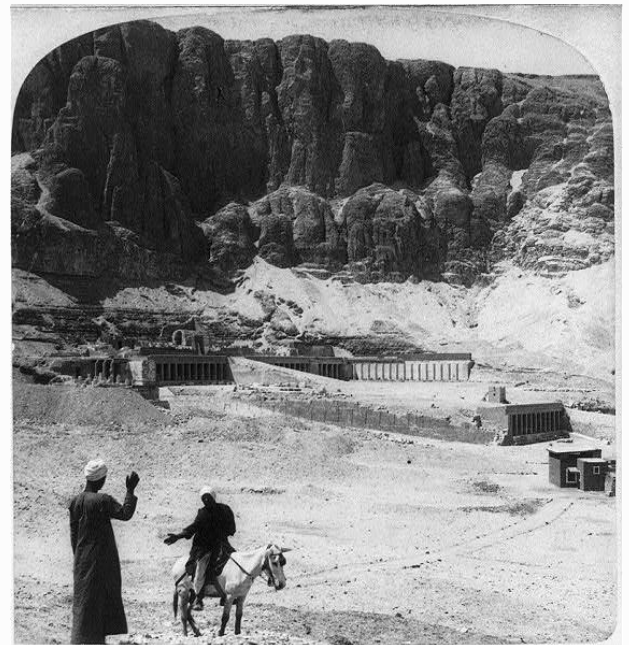
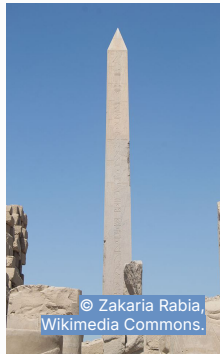
My majesty knows his divinity,
I acted under his command;
It was he who led me,

...

Now my heart turns to and fro,
In thinking what will the people say,
They who shall see my monument in after years,
And shall speak of what I have done.

...

In order that my name may endure in this temple,
For eternity and everlastingness,



Buried for Ages—the newly excavated and famous terraced Temple of Der el-Bahri, Thebes, Egypt. Copyright 1902 by Underwood & Underwood.

"Buried for ages - the newly excavated and famous Temple of Der el-Bahri, Thebes, Egypt." , ca. 1902 [Library of Congress](#).



Formative Assessment: Perspective

1. Using both the author context *and* the primary source, select the **two statements** that best demonstrate how the cultural perspective of Hatshepsut influenced her actions as pharaoh.
 - A. As a female monarch, Hatshepsut repeatedly looked for opportunities to demonstrate legitimacy.
 - B. Large-scale construction projects would have provided employment to the subjects of Hatshepsut.
 - C. Hatshepsut had to adapt her physical representation to the expectations that Egyptian people would have had of a male leader.
 - D. Hatshepsut utilized public works, such as monuments, to connect her reign to the authority of the Egyptian state religion.

2. Historians evaluate the significance of the attributes of a person to better interpret a source. Using both the author context and the primary source, explain why one of the statements you chose represents a more significant influence on Hatshepsut's actions as pharaoh. Cite evidence.



Teacher Key for Formative Assessment: Perspective

1. Using both the author context *and* the primary source, select the **two statements** that best demonstrate how the cultural perspective of Hatshepsut influenced her actions as pharaoh.
 - A. As a female monarch, Hatshepsut repeatedly looked for opportunities to demonstrate legitimacy. **(2 points)**
 - B. Large-scale construction projects would have provided employment to the subjects of Hatshepsut. **(0 points)**
 - C. Hatshepsut had to adapt her physical representation to the expectations that Egyptian people would have had of a male leader. **(1 point)**
 - D. Hatshepsut utilized public works, such as monuments, to connect her reign to the authority of the Egyptian state religion. **(2 points)**

2. Historians evaluate the significance of the attributes of a person to better interpret a source. Using both the author context and the primary source, explain why one of the statements you chose represents a more significant influence on Hatshepsut's actions as pharaoh. Cite evidence. **Based on the primary source and the author context provided, Choice A and Choice D are clear examples of how Hatshepsut's cultural perspective influenced her actions as pharaoh. As referenced in the Author Context, Hatshepsut's position as a female monarch was unique for Ancient Egypt, and it was important for her to control the narrative and solidify support for her reign. Modeling her temple after a previous male pharaoh demonstrates this. Additionally, by specifically demonstrating her devotion to one of Egypt's main gods, she connects her reign to an authority figure all Egyptians would have been conditioned to respect and obey. Therefore, choices A and D are worth 2 points. Choice C, while providing a true statement about Hatshepsut, is not represented in the primary source itself but only in the historical context, making it a weaker choice and worth 1 point. Choice B, is not an example of an action directed by Hatshepsut's cultural perspective, so it is worth 0 points.**



1. Weighted Multiple Choice

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

2. Short Answer: More Significant Factor

3 points	2 points	1 point	0 points
Student identifies one choice as a more significant factor and cites clear evidence from both the author 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

