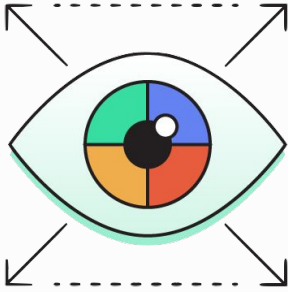


Formative Assessment:

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 point, and the *incorrect* answer is 0 points.

Author Context:

James Madison (1751-1836) was a wealthy Virginia statesman and one of the primary architects of the United States Constitution. As a delegate to the Continental Congress in the 1780s, Madison witnessed firsthand the dysfunction of the Articles of Confederation, which left the central government weak without the authority to properly govern. In 1786, Shays' Rebellion—an armed uprising of indebted Massachusetts farmers against the state government—showed Madison that a weak central government could not control the violence of popular uprisings, or more broadly, factions. Madison wrote Federalist 10 in 1787 to persuade the state of New York to ratify the newly proposed Constitution, arguing that a large republic with representative government was the best remedy for the dangers of faction.



Formative Assessment: Perspective

Source: James Madison, Federalist No. 10, *The Daily Advertiser*, November 22, 1787. [Library of Congress](#).

AMONG the numerous advantages promised by a well constructed Union, none deserves to be more accurately developed than its tendency to break and control the violence of faction...

By a faction, I understand a number of citizens, whether amounting to a majority or a minority of the whole, who are united and actuated by some common impulse of passion, or of interest, adverse to the rights of other citizens, or to the permanent and aggregate interests of the community.

There are two methods of curing the mischiefs of faction: the one, by removing its causes; the other, by controlling its effects.

There are again two methods of removing the causes of faction: the one, by destroying the liberty which is essential to its existence; the other, by giving to every citizen the same opinions, the same passions, and the same interests. It could never be more truly said than of the first remedy, that it was worse than the disease. Liberty is to faction what air is to fire, an aliment without which it instantly expires. But it could not be less folly to abolish liberty, which is essential to political life, because it nourishes faction, than it would be to wish the annihilation of air, which is essential to animal life, because it imparts to fire its destructive agency...

The inference to which we are brought is, that the CAUSES of faction cannot be removed, and that relief is only to be sought in the means of controlling its EFFECTS.

A republic, by which I mean a government in which the scheme of representation takes place, opens a different prospect, and promises the cure for which we are seeking... In the first place, it is to be remarked that, however small the republic may be, the representatives must be raised to a certain number, in order to guard against the cabals of a few; and that, however large it may be, they must be limited to a certain number, in order to guard against the confusion of a multitude... in the next place, as each representative will be chosen by a greater number of citizens in the large than in the small republic, it will be more difficult for unworthy candidates to practice with success the vicious arts by which elections are too often carried; and the suffrages of the people being more free, will be more likely to centre in men who possess the most attractive merit and the most diffusive and established characters...

Hence, it clearly appears, that the same advantage which a republic has over a democracy, in controlling the effects of faction, is enjoyed by a large over a small republic, -is enjoyed by the Union over the States composing it.



Formative Assessment: Perspective

1. Using both the author context and the primary source, select the **two statements** that best demonstrate how the perspective of James Madison influenced his argument in Federalist 10.
 - A. Madison witnessed the inability of the federal government to effectively govern under the Articles of Confederation.
 - B. Given Madison's wealth and Virginian heritage, he advocated a strong government to suppress the weak citizens.
 - C. Madison envisioned a centralized government that could prevent popular uprisings from diminishing its authority.
 - D. Madison, along with coauthors John Jay and Alexander Hamilton, appealed to New Yorkers with logical arguments to support the ratification of the U.S. Constitution in *The Federalist Papers*.

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 Madison's argument. Cite evidence.



Formative Assessment: Perspective

- Using both the author context and the primary source, select the **two statements** that best demonstrate how the perspective of James Madison influenced his argument in Federalist 10.
 - Madison witnessed the inability of the federal government to effectively govern under the Articles of Confederation. **(2 points)**
 - Given Madison's wealth and Virginian heritage, he advocated a strong government to suppress the weak citizens. **(0 points)**
 - Madison envisioned a centralized government that could prevent popular uprisings from diminishing its authority. **(2 points)**
 - Madison, along with coauthors John Jay and Alexander Hamilton, appealed to New Yorkers with logical arguments to support the ratification of the U.S. Constitution in *The Federalist Papers*. **(1 point)**

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 Madison's argument. Cite evidence.

With properly cited evidence from the primary source and author context, students can successfully make the case that either Choice A or Choice C held more influence on Madison's argument for controlling factions in Federalist 10. Choice A highlights Madison's real frustration with the Articles of Confederation, which was acknowledged in the historical context as well as alluded to when he writes "a well constructed Union" and "enjoyed by the Union over the States composing it." Choice C is also evidenced in both sources: the reference to Shay's Rebellion in the context and "in order to guard against the confusion of a multitude" in the source. Choice D is a true (worth 1 point) but broad statement that isn't explicitly referenced in the sources. Finally, Choice B is a misleading statement. While Madison didn't want a government to succumb to a tyranny of the majority, his statements on liberty show his qualms with an oppressive government, and so this is worth 0 points.



1. Weighted Multiple Choice

Choice 1	2 points (Choice A or C)	1 point (Choice D)	0 points (Choice B)
Choice 2	2 points (Choice A or C)	1 point (Choice D)	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

