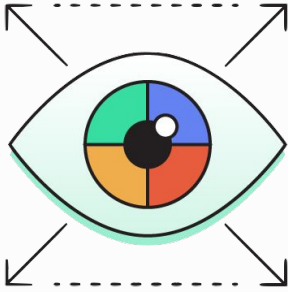


Formative Assessment:

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.

Formative Assessment: Perspective

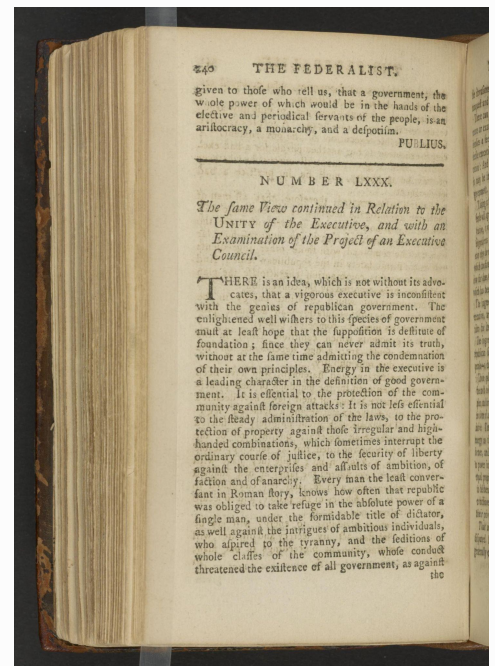
Author Context:

Alexander Hamilton (1755-1804) was a New York statesman and lawyer. As George Washington's aide-de-camp during the Revolutionary War, Hamilton witnessed firsthand how weak central command led to military dysfunction, showing the importance of decisive and unified executive leadership. Hamilton was skeptical of popular democracy and believed that educated, propertied men of distinction were best suited to govern. He admired aspects of the British system of government, including its strong executive, and saw concentrated authority in capable hands as necessary for effective governance. Hamilton contributed to the Federalist Papers to persuade New Yorkers to ratify the Constitution. His arguments reflect both his military experience and his belief that a strong central government was the foundation of a well-functioning republic.

Source: Alexander Hamilton, Federalist No. 70, *New York Packet*, March 18, 1788. [Library of Congress](#).

THERE is an idea, which is not without its advocates, that a vigorous Executive is inconsistent with the genius of republican government... [But] Energy in the Executive is a leading character in the definition of good government. It is essential to the protection of the community against foreign attacks; it is not less essential to the steady administration of the laws; to the protection of property against those irregular and high-handed combinations which sometimes interrupt the ordinary course of justice; to the security of liberty against the enterprises and assaults of ambition, of faction, and of anarchy...

There can be no need, however, to multiply arguments or examples on this head. A feeble Executive implies a feeble execution of the government. A feeble execution is but another phrase for a bad execution; and a government ill executed, whatever it may be in theory, must be, in practice, a bad government.



...The ingredients which constitute energy in the Executive are, first, unity; secondly, duration; thirdly, an adequate provision for its support; fourthly, competent powers...

Those politicians and statesmen who have been the most celebrated for the soundness of their principles and for the justice of their views, have declared in favor of a single Executive and a numerous legislature. They have with great propriety, considered energy as the most necessary qualification of the former, and have regarded this as most applicable to power in a single hand, while they have, with equal propriety, considered the latter as best adapted to deliberation and wisdom, and best calculated to conciliate the confidence of the people and to secure their privileges and interests.



Formative Assessment: Perspective

1. Using both the author context and the primary source, select the **two statements** that best demonstrate how the perspective of Alexander Hamilton influenced his argument in Federalist 70.
 - A. Hamilton was inspired by many facets of British government.
 - B. Hamilton advocated for a deliberative executive body that moved slowly to make calculated decisions for the electorate.
 - C. Hamilton believed that an educated elite should govern, fearing a tyranny of the majority.
 - D. Hamilton witnessed the effectiveness of a strong executive while serving as George Washington's aid-de-camp during the Revolutionary War.

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 Hamilton's argument. Cite evidence.



Formative Assessment: Perspective

1. Using both the author context and the primary source, select the **two statements** that best demonstrate how the perspective of Alexander Hamilton influenced his argument in Federalist 70.
 - A. Hamilton was inspired by many facets of British government. **(1 point)**
 - B. Hamilton advocated for a deliberative executive body that moved slowly to make calculated decisions for the electorate. **(0 points)**
 - C. Hamilton believed that an educated elite should govern, fearing a tyranny of the majority. **(2 points)**
 - D. Hamilton witnessed the effectiveness of a strong executive while serving as George Washington's aid-de-camp during the Revolutionary War. **(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 Hamilton's argument. Cite evidence.

With properly cited evidence from the primary source and author context, students can successfully make the case that either Choice C or Choice D held more influence on Hamilton's argument for a consolidated executive power in Federalist 70. Choice C acknowledges his belief in elite governance, supported by his statement that "ambition, of faction, and of anarchy" are assaults on liberty. Further, the context's note about Hamilton's relationship to Washington during the Revolutionary War, combined with his point that "A feeble execution is but another phrase for a bad execution." Choice A is true (worth 1 point) and acknowledged in the context (and a different excerpt of Federalist 70), but it is too vague to warrant 2 points. Finally, Choice B is 0 points because it conflates Hamilton's argument regarding a legislative body with his argument for a concentrated executive.



1. Weighted Multiple Choice

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

