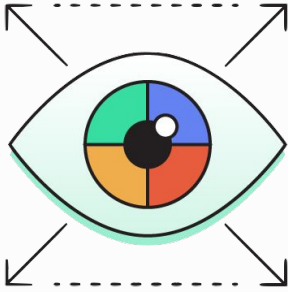


## Formative Assessment:

# 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.

## Author Context:

Virginian Thomas Jefferson (1743-1826) quickly rose to political prominence in the Revolutionary era. His commitment to Enlightenment ideals was clearly evidenced through his authorship in the Declaration of Independence and his support of the Bill of Rights. In the election of 1796, Thomas Jefferson, a Democratic-Republican, lost to John Adams, a Federalist. As a result of the rules of the day, Jefferson became the Vice President despite their opposing political views. As Vice President, Jefferson witnessed the efforts of Federalists to expand the role and power of the federal government. As a Democratic-Republican, Jefferson instead favored a strict interpretation of the Constitution and states' rights over a strong central government. Although he was Vice President, Jefferson vocally opposed Adams and the Federalists. Due, in part to, the national discontent that was fueled by attacks by Jefferson, especially following the passage of the Alien and Sedition Acts, he won the election of 1800 against Adams.

Source: Thomas Jefferson, Letter to James Madison, June 7, 1798. [Library of Congress](#).

They have brought into the lower House a sedition bill, which, among other enormities, undertakes to make printing certain matters criminal, though one of the amendments to the Constitution has so expressly taken religion, printing presses, &c. out of their coercion (ability to limit them). Indeed this bill, and the alien bill are both so palpably [obviously] in the teeth of the Constitution as to show they mean to pay no respect to it [the Constitution].



## Formative Assessment: Perspective

1. Using both the author context *and* the primary source, select the **two statements** that best demonstrate how the political perspective of Thomas Jefferson fueled his criticism of the Alien and Sedition Acts.
  - A. Democratic-Republicans, including Jefferson, supported a strict interpretation of the Constitution and a limited central government.
  - B. Jefferson believed that the Alien and Sedition Acts were clear violations of Constitutional principles.
  - C. Jefferson's commitment in the natural rights of life, liberty, and the pursuit of happiness was clear in the Declaration of Independence.
  - D. In his role as Vice President to John Adams, Jefferson had a clear view into the political activities and goals of the Federalists.

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 Jefferson's criticism. Cite evidence.



## Teacher Key for Formative Assessment: Perspective

- Using both the author context *and* the primary source, select the **two statements** that best demonstrate how the political perspective of Thomas Jefferson fueled his criticism of the Alien and Sedition Acts.
  - Democratic-Republicans, including Jefferson, supported a strict interpretation of the Constitution and a limited central government. **(2 points)**
  - Jefferson believed that the Alien and Sedition Acts were clear violations of Constitutional principles. **(2 points)**
  - Jefferson's commitment in the natural rights of life, liberty, and the pursuit of happiness was clear in the Declaration of Independence. **(0 points)**
  - In his role as Vice President to John Adams, Jefferson had a clear view into the political activities and goals of the Federalists. **(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 Jefferson's criticism. 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 B held more influence on Jefferson's criticism of the Alien and Sedition Acts. The idea of strict interpretation of the Constitution, as stated in Choice A, and Jefferson's statements in his Letter to James Madison, as described in Choice B clearly demonstrate his belief that the legislation was disrespectful to the Constitution. Therefore, Choices A and B are worth 2 points. Choice D, while providing a true statement about how Jefferson's role may have increased his criticism, does not provide a description of his political perspective and thus, is worth 1 point. Choice C, worth 0 points, does not explain Jefferson's view of the Alien and Sedition Acts but rather lists Enlightenment ideals.**



## 1. Weighted Multiple Choice

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

## 2. Short Answer: More Significant Factor

<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>
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.
			<b>Subtotal: _____ / 3</b>

**Total: \_\_\_\_\_ / 7**

