

Continuity/Change over Time, 1865–1898

w/ Chronological Reasoning, Historical Argumentation, and Periodization

Skill Type 1: Chronological Reasoning

Historical thinking involves the ability to identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.

Skill 2: Patterns of Continuity and Change over Time

Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying lengths, as well as the ability to relate these patterns to larger historical processes or themes.

Proficient students should be able to

- Analyze and evaluate historical patterns of continuity and change over time.
- Connect patterns of continuity and change over time to larger historical processes or themes

B eliefs
A merica in the World
G eography
P olitics and Power
I dentity
P eopling
E conomy

**When analyzing continuity
and change over time, think in
terms of historical theme.**

Thesis Formula for Continuity and Change over Time:

What are the major patterns of continuity or change over the time period and was there **more** continuity or change over that time period?

X = continuity or change, your counter-argument

A, B, C = continuity or change during the specified time period, broken up into organizational categories

Y = your assertion statement with clear context of era/parameters and clear assessment of extent

Sample Prompt: To what extent did _____ maintain continuity or foster change from 1865-1898?

Possible topics for this sort of prompt include innovation and technology, Gilded Age politics, labor movements, cultural and intellectual movements, international and internal migration.

Chronological Reasoning and Continuity/Change over Time 1865-1898

Choose 6 items from the list below, and place them in chronological order. Then explain how each one connects to another, i.e. "six degrees of separation."

Ghost Dance	NAWSA	Americanization	Telephone	General Electric	Atlanta Compromise
John D. Rockefeller	Bessemer Process	Sherman Anti-Trust Act	Conspicuous Consumption	Transcontinental Railroad	Transatlantic Cable
George Washington Carver	Andrew Carnegie	William Marcy Tweed	Birds of Passage	American Federation of Labor	Sherman Silver Purchase Act
Wounded Knee	Homestead Strike	Columbian Exposition	Crime of 73	Populist Party (People's)	the Grange
Interstate Commerce Act	Buffalo Bill	Pendleton Act	McKinley Tariff	Buffalo Soldiers	Pinkertons
Yellowstone	Sharecropping	Crop Lien	J.P. Morgan	New Immigrants	Chinese Exclusion Act
<i>Plessy v Ferguson</i>	<i>Munn v Illinois</i>	<i>Wabash v Illinois</i>	Cornelius Vanderbilt	Social Gospel	Hull House
Gospel of Wealth	Custer's Last Stand	Chief Joseph	Pullman Strike	Dawes Act	Talented Tenth
Laissez-Faire	Social Darwinism	Looking Backward	Progress and Poverty	Helen Hunt Jackson	Cross of Gold Speech

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Identify the overarching theme of your list. (Circle One)

- ☐ Beliefs
- ☐ America in the World
- ☐ Geography
- ☐ Politics and Power
- ☐ Identity
- ☐ Peopling
- ☐ Economy

In what way did this theme change over time?

In what way did it stay the same? (continuity)

Was there more continuity or change? WHY?

Compare this continuity and change to the Antebellum Era.

Extension: On a separate sheet of paper, choose two other themes and generate a list of evidence for each. Then, write a thesis and a conclusion using your formulas addressing the prompt on page 1.

Periodization and Continuity/Change over Time ... *The Gilded Age*

Prompt: Explain the extent to which TWO of the following maintained continuity and/or fostered change from 1865-1898.
innovation and technology, Gilded Age politics, labor movements, cultural and intellectual movements, international and internal migration.

- 1. Define your parameters. Identify two major turning points to define the beginning and end of this era.**



Era began with_____

Era ended with _____

- 2. Review the appropriate notes for these topics if you are unable to generate 14 pieces of evidence on your own, and complete the pre-writing below.**

	Topic #1: _____	Topic #2: _____
Facts/Events/People	1. 2. 3. 4. 5. 6. 7.	1. 2. 3. 4. 5. 6. 7.
Continuities <i>(How did the broad context stay the same throughout the era?)</i>		
Changes <i>(How did the broad context change from the beginning to the end of the era?)</i>		
To what extent did this theme remain the same?		
To what extent did this them change?		

Was there more continuity or change?

What was the main reason for the continuity and/or change?

How did the topic/theme you DID NOT choose maintain continuity or foster change? Explain and provide one specific example or piece of evidence. *Use this as your X!*

Extension: On a separate sheet of paper, Write your thesis. Use your formula and include your definition of the era (periodization with your two turning points noted above).