ne:	Class Period:	Unit 5, Period 6
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# Continuity/Change over Time, 1865-1898

w/ Chronological Reasoning, Historical Argumentation, and Periodization

### Skill Type 1: Chronological Reasoning

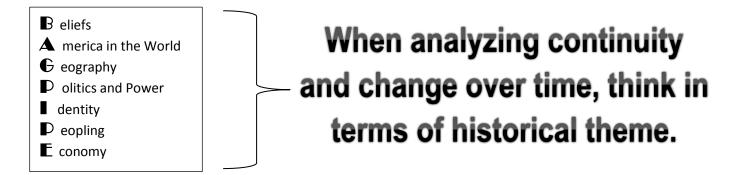
Historical thinking involves the ability to identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.

### 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



## 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 John D. Rockefeller George Washington Carver Wounded Knee Interstate Commerce Act Yellowstone Plessy v Ferguson Gospel of Wealth Laissez-Faire	NAWSA Bessemer Process Andrew Carnegie Homestead Strike Buffalo Bill Sharecropping Munn v Illinois Custer's Last Stand Social Darwinism	Americanization Sherman Anti-Trust Act William Marcy Tweed Columbian Exposition Pendleton Act Crop Lien Wabash v Illinois Chief Joseph Looking Backward	Telephone Conspicuous Consumption Birds of Passage Crime of 73 McKinley Tariff J.P. Morgan Cornelius Vanderbilt Pullman Strike Progress and Poverty	General Electric Transcontinental Railroad American Federation of Lab Populist Party (People's) Buffalo Soldiers New Immigrants Social Gospel Dawes Act Helen Hunt Jackson	Atlanta Compromise Transatlantic Cable or Sherman Silver Purchase Act the Grange Pinkertons Chinese Exclusion Act Hull House Talented Tenth Cross of Gold Speech
1					
2					
3					
4					
5					
6					
Identify the overarching theme of your list. (Circle C	One)				
B eliefs A merica in the World C eography D olitics and Power I dentity D eopling C conomy	In w hat way did this change over time?		ay did it ame? (continuity)		Compare this continuity and change to the Antebellum Era.
Extension: On a separate sheet o	f paper, choose two other themes	s and generate a list of evidence for each	ch. Then, write a thesis and a conclusion	I 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.

<del>&lt;</del>	<del></del>
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.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
	6.	6.
	7.	7.
Continuities (How did the broad context stay the same throughout the era?)		
Changes (How did the broad context change from the beginning to the end of the era?)		
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).