

Continuity/Change over Time, 1844-1877

From the 2015 Revised Framework:

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 length, as well as the ability to relate these patterns to larger historical processes or themes.

Students will ...

- Identify patterns of continuity and change over time and explain the significance of such patterns.
- Explain how patterns of continuity and change over time relate to larger historical processes or themes.

From the Revised Long Essay Rubric (2 of 6 points)

1 Point - Describes historical continuity AND change over time.

1 Point - Explains the reasons for historical continuity AND change over time.

When analyzing continuity and change over time, think in terms of historical theme. Some prompts will give you themes/categories. If they do, focus on them! If they don't, think MAGPIES!

MAGPIES

- M**igration and Settlement
- A**merica in the World
- G**eography and the Environment
- P**olitics and Power
- I**dentify; American and National
- E**conomy; Work, Exchange, & Technology
- S**ociety and Culture



Thesis Formulas... kickin' it up a notch...

(Thesis formula adapted from John P. Irish's formula, Carroll High School)

LC. Although X, Y because ABC

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?

- LC = local context... what was going on at the time and what era was it? (set the scene)
- X = continuity or change, your counter-argument explained thoroughly with a piece of specific evidence
- A, B, C = continuity or change during the specified time period, broken up into organizational categories
- Y = your assertion statement

LC. X. However A and B. Therefore, Y.

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?

- LC = local context... what was going on at the time and what era was it? (set the scene)
- X = continuity or change, your counter-argument – linked to a theme or organizational category which will also be topic of first body paragraph
- A, B = continuity or change during the specified time period linked to your Y, broken into 2 organizational categories (topics of your 2nd and 3rd body paragraphs)
- Y = your assertion statement

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

Possible topics for this sort of prompt include: business consolidation, laissez-faire, labor unions, agrarian activists, political machines, transcontinental railroad, Social Darwinism, Gospel of Wealth, Social Gospel, Plessy vs Ferguson, Settlement House movement, sharecropping, People's Party.

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.” (lesson strategy inspired by Mike Klapka)

Ghost Dance	NAWSA	Americanization	Telephone	General Electric	Atlanta Compromise
John D. Rockefeller	Bessemer Process	Sherman Anti-Trust Act	Business consolidation	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	Near extinction of American bison	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	<i>Looking Backward</i>	<i>Progress and Poverty</i>	Helen Hunt Jackson	Cross of Gold Speech

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____



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

MAGPIES

- M**igration and Settlement
- A**merica in the World
- G**eography and the Environment
- P**olitics and Power
- I**dentify; American and National
- E**conomy; Work, Exchange, & Technology
- S**ociety and Culture

<p>In what way did this theme change over time?</p>	<p>In what way did it stay the same? (continuity)</p>	<p>Was there more continuity or change? WHY?</p>	<p>Compare this continuity and change to the Antebellum Era.</p>
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Extension: On a separate sheet of paper, choose two other themes and generate a list of evidence for each.

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.
Business Consolidation, Labor Unions, Agricultural Activists.

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: _____
Brainstorm SPECIFIC evidence, at least 3 per topic. Facts/Events/People		
Explain your REASONS, at least one way things stayed the same... Continuities (How did the broad context stay the same throughout the era?)		
Explain your REASONS, at least one way things changed. Changes (How did the broad context change from the beginning to the end of the era?)		
To what extent?	...maintained continuity to a _____ extent ...fostered change to a _____ extent	...maintained continuity to a _____ extent ...fostered change to a _____ extent

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!*

Write your thesis!