

Name: _____

Class Period: _____

Unit 1, Periods 1 & 2

Chronological Reasoning and Continuity/Change over Time

Purpose: The information gathered will be used to analyze content and practice historical writing using one or more historical thinking skills and/or addressing one or more thematic learning objectives.
Directions: With your partner or group, complete the graphic organizer using your knowledge of history, Period 1 & 2 content outline, unit reading guides, and other resources.
The best answers/notes include specificity and ATFP (*Address The Full Prompt*).

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

Understanding chronology is essential to understanding history. It doesn't necessarily mean that names & dates must be memorized, but it does mean that we must understand what happened first: relative not absolute chronology. For example, it is not imperative that we know the years each of the 13 colonies were founded. It is essential that we understand that Jamestown was the first, that the colonies developed in the 17th and 18th centuries, etc. We must know that the Colonial Era came before the Revolutionary Era, and so on. Without understanding of chronology, analyzing history becomes over-simplified fluff. Consider this class a no-fluff zone!

In order to recognize and explain continuity and change over time in U.S. history, we need to remember our thematic learning objectives: BAGPIPE. Using the themes to categorize patterns will yield higher level analysis and writing. It is about seeing the big picture of an era, analyzing how that big picture changed or stayed the same, and then comparing that big picture to other eras.

For example, the concept of religious freedom to early colonists meant something very different than it did to the founding fathers at the end of the era. Puritans (Congregational Church) in New England persecuted and even executed non-Puritans. In the south, where the Anglican Church dominated, colonies had established supported by the colony. There were other large groups of Protestants in the colonies including Presbyterians, Baptists, Dutch Reformed, Quakers, and Lutherans. Very few of these populations respected Catholics. Eventually, however, separating Church and State and respecting religious freedom began to develop while religion remained important to most people's identity. Therefore, the Beliefs concerning religious freedom changed over time while religion continued to influence the developing American identity.

Once you recognize a pattern or change, the next step is to connect it to other contexts. How do the change in beliefs concerning religion in the 17th-18th centuries compare to the same theme of another era? How is it similar to or different from today? Making such connections will communicate a broader understanding of history, while also earning precious points on short answer and essay questions. ☺

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

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

