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Change and Continuity about Worksheet الملف

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Learning about continuity and change

Suggested activities

BEFORE THE VIDEO

Consider personal constants and changes

Invite students to create two lists, one of changes in their lives between kindergarten and now, and one of constants in their lives during the same time period. You may wish to brainstorm with the class aspects of life students might consider (e.g., family, school, friends and community).

Discuss as a class and develop criteria

Based on their comments, discuss the statement, "*The more things change the more they stay the same.*" Discuss with students how change and continuity are ever-present and simultaneous in their own lives as well as in history. Ask students to review their lists and identify the two biggest changes and the two main constants and to share their conclusions in small groups or with the class. Ask students to consider the criteria they used to determine the importance of changes and constants, and make a list of student responses. Use these responses to arrive at criteria for determining important changes and constants in history.

Criteria for an important change:

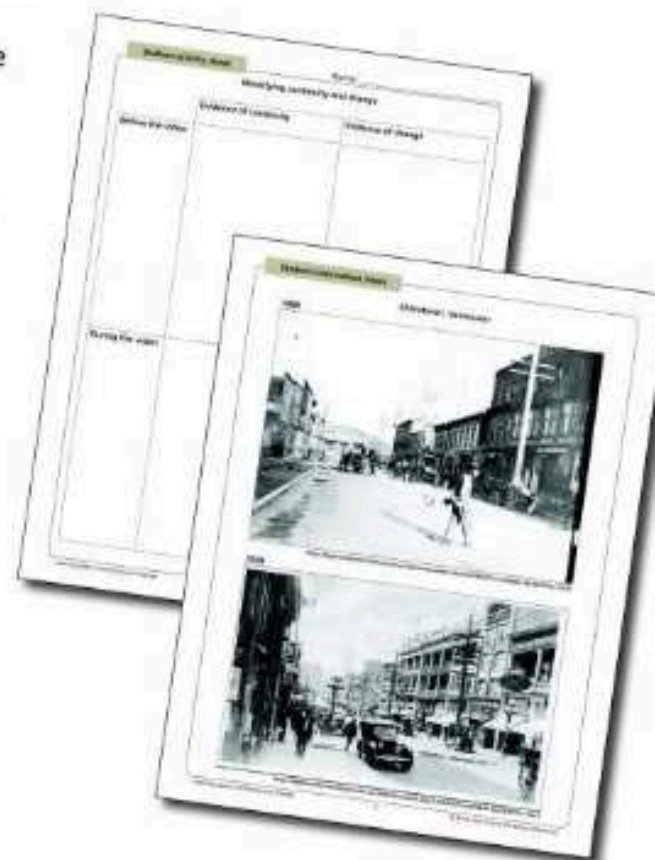
- **Substantial effect:** Dramatic difference in the way things function
- **Relatively permanent:** Lasting condition or development
- **Widespread:** Effects are broadly felt across society/time period

Criteria for an important constant:

- **No substantial deviation:** Little or no difference in the way things function
- **Important aspects:** The similarities are found in significant aspects of life
- **Widespread:** Similarities are broadly present across society/time period

Connect to the lesson

Provide students with the information sheet, *Chinatown, Vancouver* which displays two photographs from different time periods. Ask students to make a preliminary identification of constants and changes using the activity sheet, *Identifying continuity and change*.



Learning about continuity and change

DURING THE VIDEO

Discuss each section

Show the video and ask students to note which aspects of change and continuity are discussed for the first two photographs in the video, and record them on their activity sheet, *Identifying continuity and change*. Pause the video at each of the three questions posed by the presenter (at approximately 2:15, 3:08 and 5:13 minutes). Discuss each set of questions in relation to the photographs. Ask students what aspects of continuity and change they considered before the video and what new aspects the video introduced. If possible, provide students with multiple opportunities for viewing at their own pace.

This activity sheet is titled "Identifying continuity and change". It has a header section for "Student name" and "Date". Below the header, there are two main columns: "Aspects of continuity" and "Aspects of change". The sheet is divided into three rows, each corresponding to a question from the video. The first row is labeled "Before the video" and the second row is labeled "During the video". The third row is blank. There is a large watermark "DOWNLOAD MORE FROM" overlaid on the page.

AFTER THE VIDEO

Analyze important changes and constants

Invite students to use the activity sheet, *Analyzing important changes and constants* to assess the importance of the changes and constants they identified in the photographs. Remind students that, in order to determine important changes and constants, they will be using the criteria established earlier.

This activity sheet is titled "Analyzing important changes and constants". It has a header section for "Student name" and "Date". Below the header, there is a section for "Key list of important changes and constants" and "Key list of important constants". Below this, there are two tables. The first table has columns for "Change/Constant", "Importance", "Evidence", and "Criteria". The second table has columns for "Change/Constant", "Importance", "Evidence", and "Criteria". There is a large watermark "DOWNLOAD MORE FROM" overlaid on the page.

Share conclusions

Discuss students' conclusions and ask students to provide evidence in light of criteria to support their positions. Emphasize the quality of reasoning given for a position, rather than focussing on any one particular response.

Consider historical periods

Inform students that their challenge is to sort historical photographs depicting Chinese labourers from 1875 to 1945 into at least three, logical historical periods of their own creation. Invite students to examine the photographs and additional background information about Chinese-Canadian workers between 1875 and 1945 found in the *History docs* package titled *Chinese employment 1875-1945*.¹

Ask students to consider in small groups how they might use an analysis of continuity and change to accomplish the task. Once students have discussed possible strategies for approaching the problem, provide additional guidance as necessary. One step in the task is to determine the most important changes and constants over the time represented in the photos, and to look for turning points where important changes signal the start of new constants.

Learning about continuity and change

A strategy to assist in determining important changes is to devise categories of aspects of life related to the theme (in this case employment), such as wages or working conditions. The activity sheet, *Historical periods: Chinese employment in Canada, 1875-1940*, provides a framework for this task. It can be introduced at the beginning of the activity or after students have had the opportunity to consider strategies independently.

Provide students with access to the photos and a copy of *Historical periods: Chinese employment in Canada, 1875-1940* to organize their information. Ask students to use their analysis of continuity and change to divide the photographs into historic periods and create suitable names for their periods. If desired, share the example of a historical period found on the sample response, *Historical periods: Chinese employment in Canada, 1875-1940*.

Form and share judgments

Ask students to share their conclusions with the rest of the class. You might ask students to create visual displays of their historical periods and present them to their classmates. Be sure to have students share the reasoning for their conclusions.

Relate historical periods to own lives

You may also wish to invite students to follow a similar process to periodize (create periods for) some aspect of their own life (e.g., school, clothes, friends).

Assessment for understanding

You may wish to ask students to use the rubric *Assessing understanding of continuity and change*. This self-assessment can be used to help further identify what aspects of the concept students understand and what aspects need review.

TAKING IT FURTHER

The following activities might be used to further develop the concept of continuity and change:

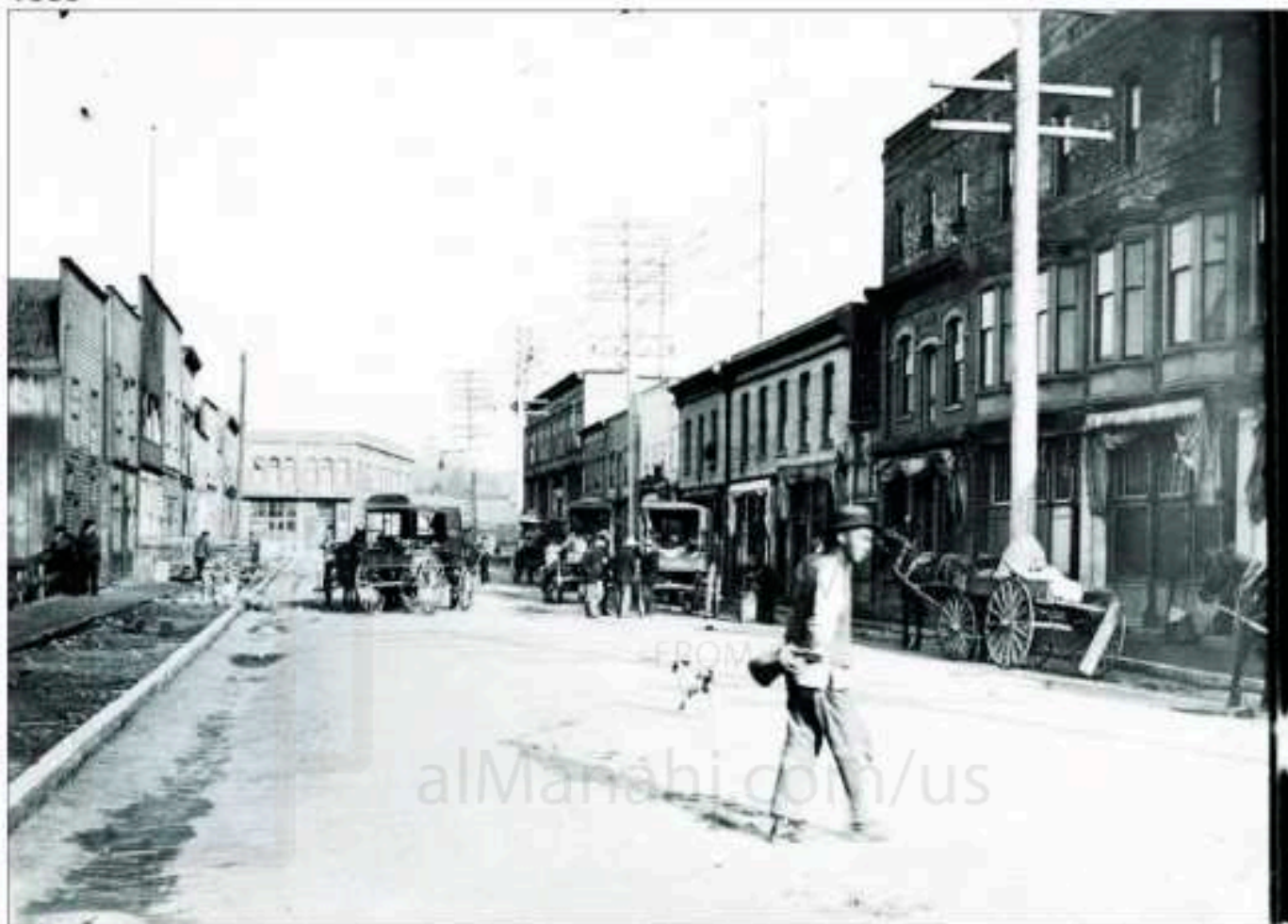
- Regularly identify changes and/or constants between two historical periods (e.g., changes to North American Aboriginal people before and after European contact; constants in agriculture prior to mechanization).
- Identify turning points. For example, given a series of events presented in photographs, in a list or timeline, such as major battles and other events in World War II, identify drastic changes that might signal turning points.
- Reperiodize history. For example, the history of Western civilization is divided into the ancient, middle and modern ages. Invite students to reconsider an alternate system.

The image shows two overlapping activity sheets. The top sheet is titled "Historical periods: Chinese employment in Canada, 1875-1940". It features a table with columns for "Historical period", "Wages", "Working conditions", "Immigration", and "Social status". Below the table, there is a section for "Identifying historical periods" with a list of criteria and a space for students to write their answers. The bottom sheet is a similar version of the same activity sheet, partially obscured by the top one.

The image shows a rubric titled "Assessing understanding of continuity and change". It includes a table for self-assessment with columns for "Understanding of continuity and change" and "Understanding of change and continuity". Below the table, there is a section for "Identifying historical periods" with a list of criteria and a space for students to write their answers.

Chinatown, Vancouver

1889



<http://digitalcollections.library.ubc.ca/cdm4/document.php?CISOROOT=/coll0803-7&CISOPTR=17337>

1928



<http://digitalcollections.library.ubc.ca/cdm4/document.php?CISOROOT=/coll0803-7&CISOPTR=17291>

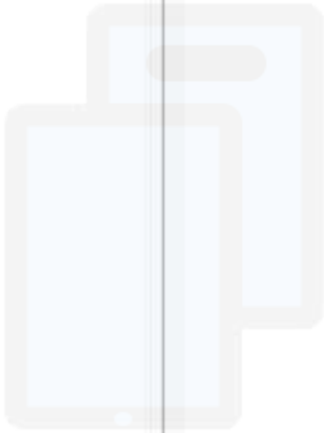
Identifying continuity and change

Evidence of continuity

Evidence of change

Before the video

During the video



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Student activity sheet

Name: _____

Historical periods: Chinese employment in Canada, 1875-1940

For each aspect of employment, note details from photos and background documents about the time period. Underline changes; circle those you feel are most important in order to determine at least three historical periods in Chinese employment in Canada.

Historical item, primary or secondary source, date	Status in society	Working conditions	Integrated with Western culture	Autonomy	Manual vs. intellectual
A					
B					
C					
D					
E					
F					
G					
H					

These items can be grouped together in the following historical periods:

	Period 1 dates:	Period 2 dates:	Period 3 dates:	Period 4 dates:
Period name				
Items in this period				
Important characteristics (constants) of period				

Historical periods: Chinese employment in Canada, 1875-1940

For each aspect of employment, note details from photos and background documents about the time period. Underline changes; circle those you feel are most important in order to determine at least three historical periods in Chinese employment in Canada.

Historical item, primary or secondary source, date	Status in society	Working conditions	Integrated with Western culture	Autonomy	Manual vs. intellectual
A Chinese work gang: CPR, primary source photo, 1889	poor	harsh	isolated	little	manual
B Occupations of Chinese in BC, secondary source, 1935	working class	difficult	limited	little	mostly manual
C Chinese labour and the development of BC, secondary source 1936	do jobs whites won't/don't want	hard	very limited	little	almost entirely manual
D					
E					
F					
G					
H					

These items can be grouped together in the following historical periods:

	Period 1 dates: 1885-1889	Period 2 dates:	Period 3 dates:	Period 4 dates:
Period name	Years of exploitation			
Items in this period	A, B, C			
Important characteristics (constants) of period	Chinese were regarded as cheap manual laborers. They were poor, marginalized and experienced harsh life and working conditions.			

Analyzing important changes and constants

Rate the level of importance according to the relevant criteria using the following scale:

1

2

3

4

5

Not at all significant ←

→ Very important

	Substantial effect: Dramatic difference in the way things function	Relatively permanent: Lasting condition or development	Widespread: Effects are broadly felt across society/ time period	Overall importance (0-5)
Change:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Change:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Change:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Change:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

	No substantial deviation: Little or no difference in the way things function	Important aspects: The similarities are found in significant aspects of life	Widespread: Similarities are broadly present across society/ time period	Overall importance (0-5)
Constant:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Constant:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Constant:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Constant:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Assessing understanding of continuity and change

Rate your level of understanding for each aspect using the following scale:

1 2 3 4 5
Complete confusion ←-----→ Total understanding

In rating your understanding consider the extent to which you are able to:

- accurately explain the relevant concept(s) in your own words
- give specific and informative examples and evidence to support your ideas

Aspect of understanding	Ratings					
I understand the concepts of continuity and change.	Level of understanding:	1	2	3	4	5
	Evidence/explanation:					
I can explain how change can occur at different rates.	Level of understanding:	1	2	3	4	5
	Evidence/explanation:					
I can explain how change and continuity can be both positive and negative.	Level of understanding:	1	2	3	4	5
	Evidence/explanation:					
I can explain the idea of a historical turning point.	Level of understanding:	1	2	3	4	5
	Evidence/explanation:					
I can explain how periodization is a way of marking historical change and continuity.	Level of understanding:	1	2	3	4	5
	Evidence/explanation:					
I can evaluate the importance of changes using the following criteria:	Level of understanding:	1	2	3	4	5
	Evidence/explanation:					
<ul style="list-style-type: none"> • <i>Substantial effect:</i> Dramatic difference in the way things function • <i>Relatively permanent:</i> Lasting condition or development • <i>Widespread:</i> Effects are broadly felt across society/ time period. 						
I can evaluate the importance of constants using the following criteria:	Level of understanding:	1	2	3	4	5
	Evidence/explanation:					
<ul style="list-style-type: none"> • <i>No substantial deviation:</i> Little or no difference in the way things function • <i>Important aspects:</i> The similarities are found in significant aspects of life • <i>Widespread:</i> Similarities are broadly present across society/time period 						