

Grades 6-8

Learning about continuity and change

Overview

This lesson is one of a series that introduces six historical thinking concepts developed by Peter Seixas of the University of British Columbia. Each lesson supports teachers in using a video to introduce one of the concepts. The videos are available at <http://www.tc2.ca/videos.php>. The lessons are available in different versions for grades 6-8 and grades 9-12.

This lesson's written materials and six-minute *Continuity and Change* video introduce students to the concept of continuity and change using photographs of Vancouver's Chinatown from different time periods to illustrate changes and constants in various aspects of daily life. Photographs of Chinese workers over time are the focus for a discussion of positive and negative changes and differences in the rate of change. Students also identify turning points as they look at Chinese immigration over time.

Continuity and change

The old expression, "the more things change, the more they remain the same," is only partly true; while things have changed in certain respects, they have also remained constant. When considering continuity and change, we ask, *How are lives and conditions alike over time and how have they changed?*

Objectives

Students will understand that:

- continuity and change pervade all aspects of life
- change can occur at different rates
- change can be both positive and negative
- times at which significant and dramatic changes occur are considered turning points
- judging the importance of changes and constants helps us to understand our place in history

This resource was developed with contributions from:



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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*.

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.

The image shows two overlapping worksheets. The top one is titled "Student information sheet" and features two historical photographs of Chinatown, Vancouver. The first photograph is from 1889 and shows a street scene with wooden buildings and a horse-drawn carriage. The second photograph is from 1928 and shows a similar street scene but with modern buildings and a streetcar. The bottom worksheet is titled "Student activity sheet" and has a table for recording observations.

Identifying continuity and change		Name: _____	
Before the video	Evidence of continuity	Evidence of change	
During the video			

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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.

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.

Assessment for understanding

In order to assess whether students are beginning to develop an understanding of cause and consequence, you might use the following activities:

- Listen to student conversations when they are asked to discuss continuity and change. Are they using criteria and evidence in their conversations?
- When identifying examples of continuity and change, do they choose powerful and relevant pieces of evidence to support their justifications?
- Examine student use of the activity sheets *Identifying continuity and change* and *Analyzing important changes and constants*. Have they selected accurate and relevant evidence? Do their ratings reflect an understanding of the evidence?
- At a later date, when students are once again asked to identify continuity and change in history, do they continue to consider the criteria discussed during this lesson?

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.

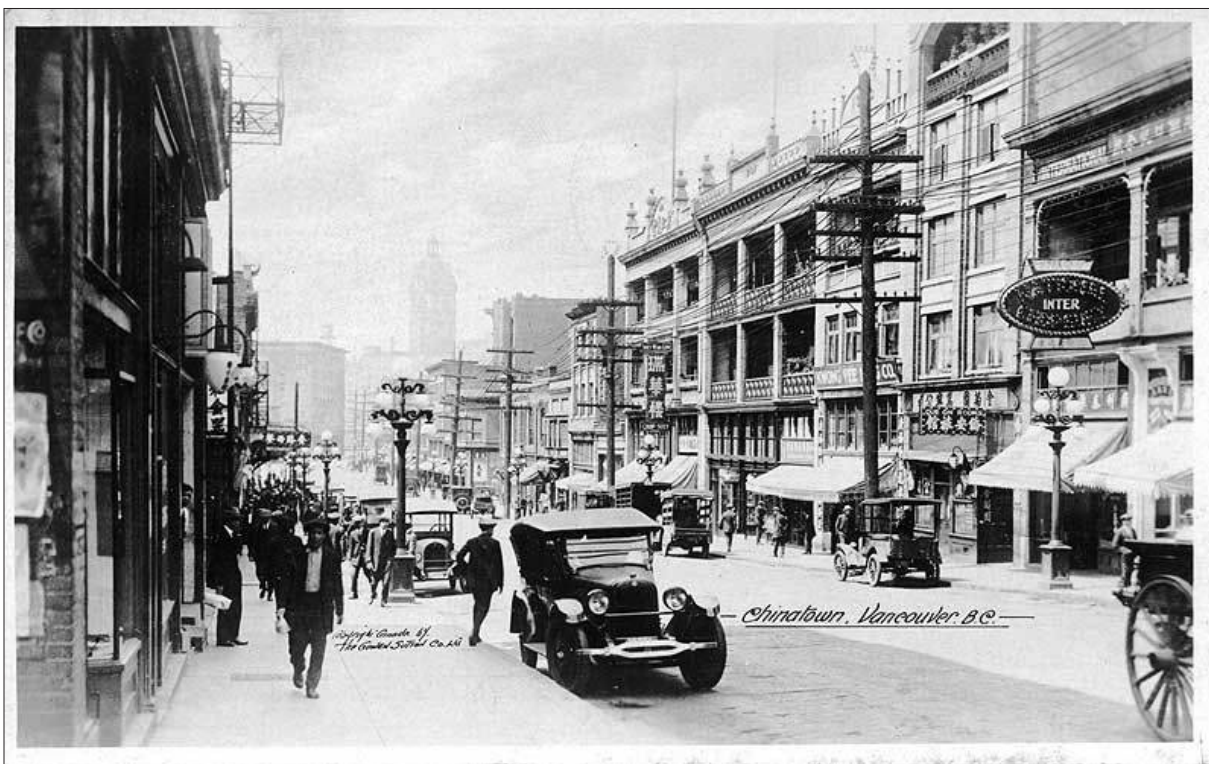
Chinatown, Vancouver

1889



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

1928



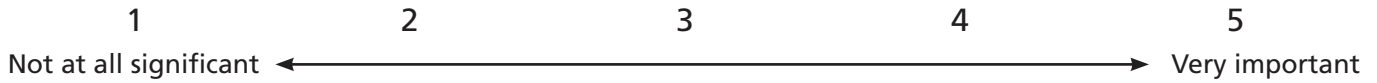
<http://digitalcollections.library.ubc.ca/cdm4/document.php?CISOROOT=/coll0803-7&CISOPTR=17291>

Identifying continuity and change

	Evidence of continuity	Evidence of change
Before the video		
During the video		

Analyzing important changes and constants

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



	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