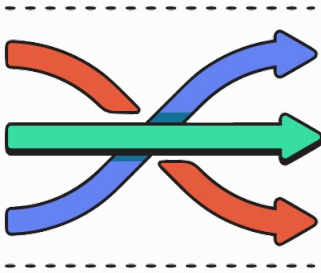


Formative Assessment:

Continuity and Change over Time



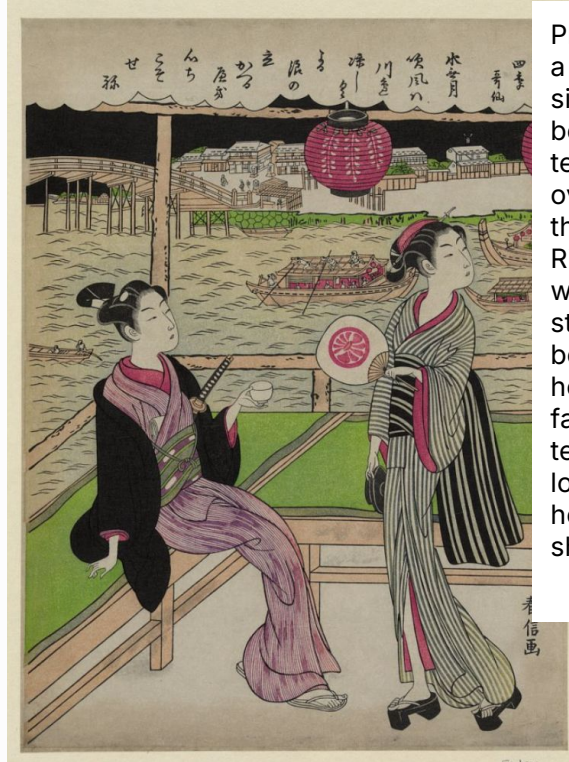
Thinking historically means identifying and exploring the reasons behind both what has changed and what has stayed the same within a given time period or around a specific historical event.

Directions: Read the following source(s). Then, answer the questions on continuity and change over time that follow. The multiple choice questions for this formative assessment are Weighted Multiple Choice (WMC) Questions. This means that there is only one *incorrect* answer, but the other 3 choices are weighted. The *best* answer is 3 points, the *second-best* answer is 2 points, and the *third-best* answer is 1 point. The *incorrect* answer is 0 points.

Formative Assessment: Continuity and Change Over Time

Source: Shuntei Katsukawa, Tomoegozen yūriki [The powerful Tomoe Gozen], woodcut, between 1804–1818. [Library of Congress](#). Right: Harunobu Suzuki, Minazuki [June], 1770. [Library of Congress](#).

Print shows the powerful female samurai Tomoe Gozen on horseback disarming another warrior. Tomoe Gozen lived in the 12th century, famously killing the samurai Uchida Saburō in the Battle of Awazu in 1184.



Print shows a man sitting on a bench at a teahouse overlooking the Sumida River, the waitress standing before him holding a fan and teapot, is looking over her left shoulder.

Source: William Wayne Farris, *Japan's Medieval Population: Famine, Fertility, and Warfare in a Transformative Age*, 2009.

The conventional view is that after 1300 women lost their rights to inherit and hold property... Over the last twenty years, however, women in general, and peasant women in particular, have been receiving less stereotypical treatment from scholars. For example, it has been established that several females donned armor and fought in battles...

Because their labor was essential for the village, wives still had political power in the late 1400s and 1500s... Comical sketches (kyōgen) hint that many women did not begin to lose their higher status until the very end of the sixteenth and seventeenth centuries. In fact, a woman's lot may not have been so harsh right up to 1600. Peasant women could rid themselves of an undesirable mate simply by leaving... They could make land transactions... They could even manage their own farms... This more optimistic view concerning late medieval women comes in light of the realization that Tokugawa-period [1603–1867] peasant women may not have had it so bad as the laws dictated...



Formative Assessment: Continuity and Change Over Time

1. Considering the images and the text excerpt, which observation is the best example of a **continuity** in the portrayal of women in Feudal Japan?
 - A. Both images depict women in active social roles, and Farris suggests that despite legal restrictions, women maintained influence in their communities well into the Tokugawa period.
 - B. Both images show women as visible and present in Japanese public life, suggesting a continuous participation in society across feudal Japan.
 - C. Both images depict women in traditional Japanese clothing, suggesting continuity in how women presented themselves across feudal Japan.
 - D. Both images show women in positions of political and legal authority, consistent with Farris's argument that women held equal rights throughout feudal Japan.

2. Justify your answer in the space below.

3. Considering the images and the text excerpt, which observation is the best example of a **change** in the portrayal of women in Feudal Japan?

- A. Both images show women losing political and social power, reflecting Farris's argument that women's rights declined throughout the entire feudal period.
- B. Tomoe Gozen's portrayal as a fierce warrior in battle suggests that some women in early feudal Japan were seen as capable of traditionally male roles.
- C. The shift from Tomoe Gozen's armor and weapons to the waitress's fan and teapot suggests that the portrayal of women in Japanese art moved away from military power toward domestic service.
- D. While Tomoe Gozen is depicted as a powerful warrior, the teahouse image shows a woman in a servile role, reflecting Farris's observation that women began losing their higher status by the late sixteenth and seventeenth centuries.

4. Justify your answer in the space below.



Formative Assessment: Continuity and Change Over Time

1. Considering the images and the text excerpt, which observation is the best example of a **continuity** in the portrayal of women in Feudal Japan?
- A. Both images depict women in traditional Japanese clothing, suggesting continuity in how women presented themselves across feudal Japan. **(1 point)**
 - B. Both images show women as visible and present in Japanese public life, suggesting a continuous participation in society across feudal Japan. **(2 points)**
 - C. Both images depict women in active social roles, and Farris suggests that despite legal restrictions, women maintained influence in their communities well into the Tokugawa period. **(3 points)**
 - D. Both images show women in positions of political and legal authority, consistent with Farris's argument that women held equal rights throughout feudal Japan. **(0 points)**

2. Justify your answer in the space below.

Both images and the Farris excerpt support the idea that women maintained active social roles throughout feudal Japan, making Choice A worth 3 points. Choice B is also supported by both images but does not engage the Farris excerpt, making it a less complete observation and worth 2 points. Choice C is accurate but reduces the continuity to clothing rather than women's social presence, worth 1 point. Choice D overstates Farris's argument, as he never claims women held equal political and legal authority throughout feudal Japan, worth 0 points.

3. Considering the images and the text excerpt, which observation is the best example of a **change** in the portrayal of women in Feudal Japan?

- A. Both images show women losing political and social power, reflecting Farris's argument that women's rights declined throughout the entire feudal period. **(0 points)**
- B. Tomoe Gozen's portrayal as a fierce warrior in battle suggests that some women in early feudal Japan were seen as capable of traditionally male roles. **(1 points)**
- C. The shift from Tomoe Gozen's armor and weapons to the waitress's fan and teapot suggests that the portrayal of women in Japanese art moved away from military power toward domestic service. **(2 points)**
- D. While Tomoe Gozen is depicted as a powerful warrior, the teahouse image shows a woman in a servile role, reflecting Farris's observation that women began losing their higher status by the late sixteenth and seventeenth centuries. **(3 points)**

4. Justify your answer in the space below.

Both images and the Farris excerpt support the idea that women's portrayal shifted from powerful to servile, making Choice A worth 3 points. Choice B identifies the same change through visual details but does not engage the excerpt, worth 2 points. Choice C accurately observes a change but only engages one image without comparing both, worth 1 point. Choice D misreads Farris, who argues against a decline in women's rights rather than confirming one, worth 0 points.



1. Weighted Multiple Choice – Continuity

3 points (Choice C)	2 points (Choice B)	1 point (Choice A)	0 points (Choice D)
Subtotal: _____ / 3			

2. Short Answer: Justify Your Answer

3 points	2 points	1 point	0 points
Student thoroughly justifies their choice of the <i>best</i> example of a continuity—which is worth three points as shown on the teacher key.	Student thoroughly justifies their choice of either the 1 or 2 point option from the WMC question. OR Student's justification of the 3 point option needs deeper analysis.	Student's justification of their choice (either the 1 or 2 point option) lacks deep analysis.	Student either makes no attempt to justify their choice OR try to justify the 0 point option.
Subtotal: _____ / 3			

3. Weighted Multiple Choice – Change

3 points (Choice D)	2 points (Choice C)	1 point (Choice B)	0 points (Choice A)
Subtotal: _____ / 3			

4. Short Answer: Justify Your Answer

3 points	2 points	1 point	0 points
Student thoroughly justifies their choice of the <i>best</i> example of a change—which is worth three points as shown on the teacher key.	Student thoroughly justifies their choice of either the 1 or 2 point option from the WMC question. OR Student's justification of the 3 point option needs deeper analysis.	Student's justification of their choice (either the 1 or 2 point option) lacks deep analysis.	Student either makes no attempt to justify their choice OR try to justify the 0 point option.
Subtotal: _____ / 3			

Total: _____ / 12

