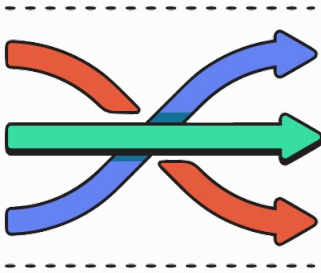


Formative Assessment:

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: Edmund S. Valtman, "I'd rather be red than dead'," 1963. [Library of Congress](#).



From Library of Congress: Cartoon drawing shows Nikita Khrushchev on left holding a sign reading 'Coexistence (whatever that means)' and Mao Zedong on right holding a sign reading 'War on Imperialists!' A large missile with a skull that has an atomic symbol on it comes down above them. [The cartoon reflects the public split between the Soviet Union and China over how to confront Western nations during the Cold War.]

Source: Edmund S. Valtman, "[Chinese dragon breathing fire on Soviet bear]," August 24, 1978. [Library of Congress](#).



From Library of Congress: Cartoon shows a huge dragon (labeled "China") with Mao Zedong's head breathing flames on a bear labeled with a hammer and sickle. Relations between the Soviet Union and China, the two great Communist superpowers, were frequently acrimonious, due to a long history of rivalry and conflict. In the 1970s, border disputes contributed to the problem. In March, 1978, the Chinese rebuffed a Soviet offer to discuss improving relations.



Formative Assessment: Continuity and Change Over Time

1. Which observation about the two cartoons is the best example of a **continuity** in the relationship between the Soviet Union and China between 1963 and 1978?
- A. Both cartoons depict the USSR and China as powerful nations unwilling to compromise or back down from their competing positions.
 - B. Both cartoons show the USSR and China united in their opposition to Western imperialism and, therefore, communist solidarity.
 - C. Both cartoons depict the USSR and China as communist nations, showing that they both retained their communist identities throughout this period.
 - D. Both cartoons depict hostility between the USSR and China, showing a clear antagonism that remained unresolved between 1963 and 1978.

2. Justify your answer in the space below.

3. Which observation about the two cartoons is the best example of a **change** in the relationship between the Soviet Union and China between 1963 and 1978?

- A. In 1963 the threat of nuclear destruction was pictured above both nations from an outside source, but by 1978 the two nations were directing that destructive force directly at each other.
- B. In 1963 the USSR and China disagreed over how to confront a shared Western enemy, but by 1978 this external threat was replaced by hostility between the two nations themselves.
- C. In 1963 the conflict between the USSR and China was depicted as mostly ideological, but by 1978 it was depicted more as physical.
- D. In 1963, there was clear disagreement and tension between the USSR and China, but by 1978 there were improved diplomatic relations.

4. Justify your answer in the space below.



Formative Assessment: Continuity and Change Over Time

1. Which observation about the two cartoons is the best example of a **continuity** in the relationship between the Soviet Union and China between 1963 and 1978?
 - A. Both cartoons depict the USSR and China as powerful nations unwilling to compromise or back down from their competing positions. **(1 point)**
 - B. Both cartoons show the USSR and China united in their opposition to Western imperialism and, therefore, communist solidarity. **(0 points)**
 - C. Both cartoons depict the USSR and China as communist nations, showing that they both retained their communist identities throughout this period. **(2 points)**
 - D. Both cartoons depict hostility between the USSR and China, showing a clear antagonism that remained unresolved between 1963 and 1978. **(3 points)**

2. Justify your answer in the space below.

Choice D, worth 3 points, best identifies a continuity between the two cartoons, as both depict persistent and unresolved hostility between the USSR and China. Khrushchev and Mao argue in 1963, and a Soviet bear faces a fire-breathing Chinese dragon in 1978. This suggests that the antagonism never dissipated. Choice C is also a continuity, as both nations retained their communist identities throughout the period, as shown by the hammer and sickle in 1978 and implicitly in the 1963 source note, but it reflects a background characteristic rather than a relationship continuity, worth 2 points. Choice A is accurate in that both cartoons depict neither nation backing down, but is just a general observation, worth 1 point. Choice B, worth 0 points, directly contradicts both cartoons, as they show hostility, not solidarity.

3. Which observation about the two cartoons is the best example of a **change** in the relationship between the Soviet Union and China between 1963 and 1978?
 - A. In 1963 the threat of nuclear destruction was pictured above both nations from an outside source, but by 1978 the two nations were directing that destructive force directly at each other. **(2 points)**
 - B. In 1963 the USSR and China disagreed over how to confront a shared Western enemy, but by 1978 this external threat was replaced by hostility between the two nations themselves. **(3 points)**
 - C. In 1963 the conflict between the USSR and China was depicted as mostly ideological, but by 1978 it was depicted more as physical. **(1 point)**
 - D. In 1963, there was clear disagreement and tension between the USSR and China, but by 1978 there were improved diplomatic relations. **(0 points)**

4. Justify your answer in the space below.

Choice B, worth 3 points, best identifies a change, as the 1963 cartoon depicts both nations with a shared Western enemy represented by the nuclear bomb hovering above them. But, the 1978 cartoon shows that external threat replaced by geopolitical hostility between the two nations. Choice A is worth 2 points as the nuclear bomb looming above both nations in 1963 gives way to the Chinese dragon breathing fire directly at the Soviet bear in 1978. Choice C is worth 1 point because it accurately identifies the shift from ideological argument to physical aggression, but it describes a change in artistic style rather than a deeper change in the nature of the relationship between the two nations. Choice D, worth 0 points, directly contradicts both cartoons and the 1978 source note.



1. Weighted Multiple Choice – Continuity

3 points (Choice D)	2 points (Choice C)	1 point (Choice A)	0 points (Choice B)
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 B)	2 points (Choice A)	1 point (Choice C)	0 points (Choice D)
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

