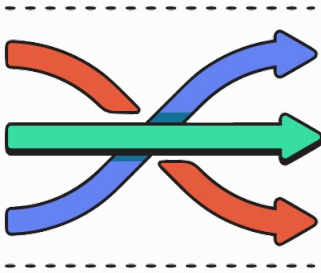


Formative Assessment:

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.

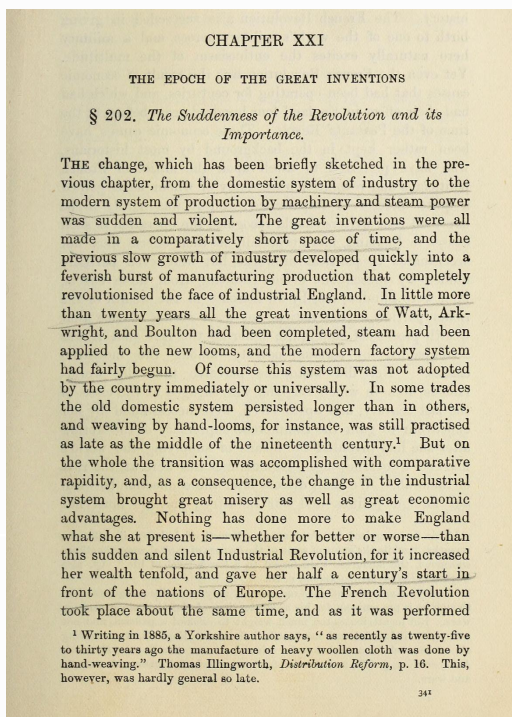
Directions: Read the following source(s). Then, answer the questions on continuity and change over time that follow. The multiple choice questions for this formative assessment are Weighted Multiple Choice (WMC) Questions. This means that there is only one *incorrect* answer, but the other 3 choices 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: Henry de Beltgens Gibbins, *Industry in England: Historical Outlines*, 1897. [Library of Congress](#).

Note: Henry de Beltgens Gibbins was a popular historian in 19th century England.

The change... from the domestic system of industry to the modern system of production by machinery and steam power was sudden and violent. The great inventions were all made in a comparatively short space of time, and the previous slow growth of industry developed quickly into a feverish burst of manufacturing production that completely revolutionised the face of industrial England. Of course this system was not adopted by the country immediately or universally... But on the whole the transition was accomplished with comparative rapidity, and, as a consequence, the change in the industrial system brought great misery as well as great economic advantages. Nothing has done more to make England what she at present is—whether for better or worse—than this sudden and silent Industrial Revolution, for it increased her wealth tenfold, and gave her half a century's start in front of the nations of Europe.



Source: Abbott Payson Usher, *An Introduction to the Industrial History of England*, 1920.

Note: A.P. Usher was an American economic historian. He was professor of Economics at Harvard University for most of his career, but wrote this book while at Cornell University.

Both in France and in England the magnitude of the event was soon perceived, but the nature of the transformation was very inadequately understood and some of these misunderstandings are closely associated with the phrase "Industrial Revolution." The term has captured the imagination, and despite misleading connotations it will doubtless hold its place in the literature of the subject, but interpretation becomes more and more necessary. The earlier writers were so powerfully impressed by the inventions in the textile industries and the development of the steam engine that they usually referred to the inventions as the prime cause of the great changes. The great inventions become more or less completely identified with the Industrial Revolution... The view is stated in its usual form by Gibbins. "The change," he says, "... was sudden and violent. The great inventions were all made in a comparatively short space of time." This conception of the Industrial Revolution exhibits all the higher forms of historical inaccuracy. The movement was not sudden and violent: the inventions were an effect no less than a cause...



Formative Assessment: Continuity and Change Over Time

1. Which observation about the two sources is the best example of a **continuity** in how these historians understood the British Industrial Revolution?
- A. Both historians positioned England as the central case study for understanding the Industrial Revolution.
 - B. Both historians agreed that the Industrial Revolution was "sudden and violent," representing a dramatic and rapid break from the past.
 - C. Both historians argue that the Industrial Revolution was a moment of great magnitude, impacting society deeply.
 - D. Both historians affirmed that "Industrial Revolution" was a proper descriptor for the period, even if its connotations were debated.

2. Justify your answer in the space below.

3. Which observation about the two sources is the best example of a **change** in how these historians understood the British Industrial Revolution?

- A. Gibbins treated inventions as the prime cause of the Industrial Revolution, while Usher argued that inventions were an effect of broader changes as much as a cause.
- B. Gibbins characterized the Industrial Revolution as "sudden and violent," while Usher rejected this interpretation, stating that that view represented "all the higher forms of historical inaccuracy."
- C. Gibbins wrote with celebration and national pride, while Usher approached the subject with analytical skepticism and careful interpretation.
- D. While Gibbins acknowledged that the Industrial Revolution brought both misery and economic advantages, Usher argued that the revolution was overwhelmingly positive and that its economic benefits outweighed its social costs.

4. Justify your answer in the space below.



Formative Assessment: Continuity and Change Over Time

1. Which observation about the two sources is the best example of a **continuity** in how these historians understood the British Industrial Revolution?
- A. Both historians positioned England as the central case study for understanding the Industrial Revolution. **(1 point)**
 - B. Both historians agreed that the Industrial Revolution was "sudden and violent," representing a dramatic and rapid break from the past. **(0 points)**
 - C. Both historians argue that the Industrial Revolution was a moment of great magnitude, impacting society deeply. **(3 points)**
 - D. Both historians affirmed that "Industrial Revolution" was a proper descriptor for the period, even if its connotations were debated. **(2 points)**

2. Justify your answer in the space below.

Choice C, worth 3 points, best identifies a continuity between the two historians, as both Gibbins and Usher agree that the Industrial Revolution was a transformative and significant moment in history. Gibbins called it a revolution that "increased her wealth tenfold" and Usher acknowledged that "the magnitude of the event was soon perceived." Choice D is also a continuity, as both historians use the term "Industrial Revolution" to describe the period, but it shows a surface-level observation, worth 2 points. Choice A is accurate in that both historians focus primarily on England, but this is less substantive to understanding the Industrial Revolution. Choice B, worth 0 points, directly contradicts the sources.

3. Which observation about the two sources is the best example of a **change** in how these historians understood the British Industrial Revolution?
- A. Gibbins treated inventions as the prime cause of the Industrial Revolution, while Usher argued that inventions were an effect of broader changes as much as a cause. **(2 points)**
 - B. Gibbins characterized the Industrial Revolution as "sudden and violent," while Usher rejected this interpretation, stating that that view represented "all the higher forms of historical inaccuracy." **(3 points)**
 - C. Gibbins wrote with celebration and national pride, while Usher approached the subject with analytical skepticism and careful interpretation. **(1 point)**
 - D. While Gibbins acknowledged that the Industrial Revolution brought both misery and economic advantages, Usher argued that the revolution was overwhelmingly positive and that its economic benefits outweighed its social costs. **(0 points)**

4. Justify your answer in the space below.

Choice B, worth 3 points, best identifies a change between the two historians, as Usher explicitly rejects this claim by Gibbins. Choice A is also supported by both sources, as Gibbins treats inventions as a cause of change while Usher argues they were an effect as much as a cause, but this shift is introduced more briefly and without the same confrontation as Choice B, worth 2 points. Choice C is worth 1 point because the tonal shift is accurate, but not reflective of how historians understood the Industrial Revolution. Choice D misrepresents Usher's position and is therefore worth 0 points.



1. Weighted Multiple Choice – Continuity

3 points (Choice C)	2 points (Choice D)	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

