

Ways of the World: A Global History with Sources for the AP® Course
AP® Skills Workshop Activity Handout: Continuity and Change
Chapter 12: The Worlds of the Fifteenth Century

Name _____
Date _____ Class _____

1. Activity: Identifying Continuity and Change Read the following sentences from this chapter, identifying each one as a statement of either continuity or change:

a. Whatever caused it, this increased level of conflict among Iroquois peoples triggered a remarkable political innovation around the fifteenth century: a loose alliance or confederation among five Iroquois-speaking peoples—the Mohawk, Oneida, Onondaga, Cayuga, and Seneca. (page 497)

b. Pastoral peoples had long impinged more directly and dramatically on civilizations than did gathering and hunting or agricultural village societies. (page 498)

c. Since the First Civilizations had emerged between 3500 and 1000 B.C.E., both the geographic space they encompassed and the number of people they embraced had grown substantially. (page 500)

d. That civilization [China] had been greatly disrupted by a century of Mongol rule, and its population had been sharply reduced by the plague. (page 500)

2. Activity: Identifying Continuity and Change Read the paragraph below, taken from page 500 of this chapter. What words and evidence indicate continuity? What words and evidence indicate change?

In the early decades of th[e Ming] dynasty, the Chinese attempted to eliminate all signs of foreign rule, discouraging the use of Mongol names and dress while promoting Confucian learning and orthodox gender roles based on earlier models from the Han, Tang, and Song dynasties. Emperor Yongle (YAHNG-leh) (r. 1402–1424) sponsored an enormous Encyclopedia of some 11,000 volumes. With contributions from more than 2,000 scholars, this work sought to summarize or compile all previous writing on history, geography, philosophy, ethics, government, and more. Yongle also relocated the capital to Beijing, ordered the building of a magnificent imperial residence known as the Forbidden City, and constructed the Temple of Heaven, where subsequent rulers performed Confucian-based rituals to ensure the well-being of Chinese society. Two empresses wrote instructions for female behavior, emphasizing traditional expectations after the disruptions of the previous century. Culturally speaking, China was looking to its past.

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3. Activity: Identifying Continuity and Change Read the section entitled “European Comparisons: State Building and Cultural Renewal,” which begins on page 502. Based on your knowledge of continuity and change, are continuities or changes being described in this section? If so, what continuities or changes are being discussed?

4. Activity: Working with Continuity and Change Based on the information in the section “Civilizations of the Fifteenth Century: The Islamic World,” which begins on page 508, use the chart here in order to track the continuities and changes discussed.

Continuities	Changes

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5. Activity: Creating a Continuity and Change Paragraph Now that you understand the skill of tracing continuity and change over time, read the section “Civilizations of the Fifteenth Century: The Americas” on page 514 and create a paragraph in response to the following prompt:

To what extent did Native American civilizations change over time?

Make sure that you create a claim that clearly conveys both changes and continuities, while emphasizing which you believe is most significant. In addition, use evidence from the text to support your claim.
