<table>
<thead>
<tr>
<th>Skills</th>
<th>Underlying questions</th>
<th>Why are the questions significant for analysis?</th>
<th>Suggested instructional strategies to develop proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuity and Change over Time</td>
<td>What has changed within a specific time period?</td>
<td>Discussions of cause and effect focus on change, but both change and continuity are important to historians. Even in moments of tremendous change, such as the American Civil War, for most people who lived through it, attitudes concerning the family and gender roles remained the same. Some of the most interesting questions that historians investigate ask why, at the same moment in history, some things change while others do not.</td>
<td>Give students a range of years, such as 1850–1914, and ask them to identify three aspects of American life and society that changed in those years and three aspects that did not.</td>
</tr>
<tr>
<td></td>
<td>What has remained the same within a specific time period?</td>
<td></td>
<td>Pick a specific date or event that is usually associated with great change, such as 1945. Have students discuss what did not change from before 1945 to after 1945.</td>
</tr>
<tr>
<td></td>
<td>What can explain why some things have changed and others have not?</td>
<td></td>
<td>After a class discussion focusing on change and continuity during a certain period or around a specific event, ask students to write a short paragraph explaining why some aspects of society changed while others didn’t.</td>
</tr>
<tr>
<td></td>
<td>How are continuity and change represented in different types of sources, for example, in graphs, charts, political cartoons, and texts? What might be the reasons behind different depictions of continuity and change?</td>
<td></td>
<td>Compare a variety of primary and secondary sources concerning the Industrial Revolution. Discuss with students how each source depicts and explains change during the Industrial Revolution. Then ask students what the sources don’t include, focusing on both change and continuity.</td>
</tr>
</tbody>
</table>
For the skills in the chart above, students could:

- Employ sophisticated comparisons (i.e., “On the one hand ... while on the other ...”, etc.). — *Comparison*

- Address the regional, national, or global context of an event, and weigh the relative significance of each for understanding that event. — *Contextualization*

- Address not only the most immediate causes or effects of an event or development, but also how the event or development is part of longer-term processes. — *Causation*

- Identify areas of continuity even during periods of profound change and vice versa. — *Continuity and Change over Time*

- Recognize competing models of periodization and analyze the reasons why those models differ. — *Periodization*

**Using Evidence to Support an Argument**

Historians use these skills — comparison, contextualization, causation, patterns of continuity and change over time, and periodization — in tandem with their analysis of historical evidence, to develop and support a historical argument. As historians analyze primary sources, they recognize and account for disparate, sometimes contradictory evidence and recognize the complexity of processes they are examining. They organize the evidence from historical sources in meaningful and persuasive ways to support a thesis that addresses one of these skills. This ability to select and use relevant historical evidence to support an argument is one of the most challenging aspects of the skill of historical argumentation.

The chart below lists some of the possible ways students might demonstrate their ability to relate diverse historical evidence in a cohesive way to illustrate contradiction, corroboration, qualification, and other types of historical relationships in developing an argument, as well as suggestions for developing student proficiency in this skill.

<table>
<thead>
<tr>
<th>Students can</th>
<th>Students should be encouraged to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employ a style of writing that shows that he or she is capable of sophisticated comparisons. (For example, “While Historian A advocates ... Historian B criticizes ...”; “On the one hand ... while on the other hand ...”; etc.).</td>
<td>Think about differences in opinions as they read and analyze sources.</td>
</tr>
<tr>
<td>Clearly state how one perspective or argument might undermine another or lead to different conclusions.</td>
<td>Look for relationships between sources and be attentive to the ways in which different sources might approach the same topic from very different perspectives.</td>
</tr>
<tr>
<td>Illustrate how one source functions as an explicit or implicit critique of another.</td>
<td>Think of sources as being in dialogue with each other.</td>
</tr>
<tr>
<td>Demonstrate how different types of sources (e.g., texts, images, maps) can be used to create a coherent argument.</td>
<td>Practice using a variety of sources, not just written texts, to craft coherent arguments.</td>
</tr>
</tbody>
</table>
Synthesis

The skill of synthesis can be the most challenging of the skills outlined in the *AP U.S. History Curriculum Framework*. While complete mastery of this skill is the hallmark of professional historians, there are a variety of ways that a student at the AP/introductory college level can begin to demonstrate proficiency in this skill, including but not limited to the following:

- Make connections between a given historical issue and related developments in a different historical context, geographical area, period, or era, including the present.

- Make connections between different course themes and/or approaches to history (such as political, economic, social, cultural, or intellectual) for a given historical issue.

- Use insights from a different discipline or field of inquiry (such as economics, government, and politics, art history, anthropology) to better understand a given historical issue. *(Note: Proficiency is defined in this area for World and European Histories only).*

In many but not all cases, the student will demonstrate the skill of synthesis in the conclusion of an essay or presentation, after the major lines of the main argument have been developed. While synthesis is typically evident in written arguments, other forms of expression, including oral or visual, can also provide opportunities for demonstrating this skill.

The chart below lists some of the possible ways of demonstrating the skill of synthesis, as well as suggestions for developing student proficiency for each.

<table>
<thead>
<tr>
<th>Students can</th>
<th>Students should be encouraged to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make connections between a given historical issue and related developments in a different historical context, geographical area, period, or era, including the present.</td>
<td>Compare developments in one region with developments in another, even when not asked for in the prompt.</td>
</tr>
<tr>
<td></td>
<td>Consistently consider the different ways in which Americans experienced global phenomena.</td>
</tr>
<tr>
<td></td>
<td>Illustrate how developments in one period might be compared to those in another; for example, by drawing attention to a major difference in the peace settlements following the first and second world wars.</td>
</tr>
<tr>
<td></td>
<td>Perform a variety of comparative exercises (by creating charts, etc.) that allow them to see and illustrate difference across time periods.</td>
</tr>
</tbody>
</table>