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| Name: |  | Date: |  |

## Purpose

You have been introduced to the CCOT Tool, and in this activity you will use your continuity and change over time skills to analyze a historical topic. This process will help you make claims in response to questions about how things have stayed the same or changed in history.

## Practices

### Comparison, causation, claim testing

In this activity, you will use both your comparison and causation skills and apply them to analyzing changes and continuities that took place from Unit 2: The Global Tapestry (1200–1450) to Unit 3: Transoceanic Connections (1450–1750). Additionally, you are making claims in this activity by determining which changes and continuities are most historically significant.

## Process

You’ve read a lot about the different types of communities around the world. One type of community you’ve studied is the empire, and one empire in particular stands out—the Mongols. But with the fall of the Mongol dynasty and the rise of new, land-based empires, what really changed in the period covered in the previous unit and this one? Was this a period where there were more continuities than changes? Or were there a few changes that took place on a much larger scale during this period? We’ll look at the time period from about 1200 to 1750 CE to decide just how much the world actually changed during this time.

1. Your teacher will either hand out or have you download the CCOT—The Global Tapestry to Transoceanic Connections worksheet and divide the class into small groups of three to four students.
2. You’ll follow the directions on the CCOT Tool, included in the worksheet, and start by adding the timeframe you’ll be investigating.
3. Work with your group members to identify and write down on sticky notes as many continuities and changes (one continuity or change per sticky note) you can find for this time period. Remember that you can review any of the articles or videos in these units to jog your memory—looking over the Units 2 and 3 introduction articles is a good place to start!
4. Once your group has written your changes and continuities on sticky notes, you’ll determine if each change or continuity was positive or negative.
5. You’ll share your changes and continuities with the class by placing your sticky notes on the graph on the board. Be sure to share your reasons for categorizing your changes and continuities as positive or negative. You are allowed to move any sticky notes that you think were placed incorrectly by the prior group, but you must provide justification for doing that. After your group has moved any of the previous group’s sticky notes, you can place any of your changes or continuities that are not already up on the graph and explain your reasoning to the class.
6. Finally, return to your groups to answer the remaining questions on the tool. Remember that you can use the acronym ADE to determine historical significance. Consider if most people’s lives were affected by these changes and continuities (amount); if people living in this time period were deeply affected by these changes and continuities (depth); or if these changes and continuities were long lasting (endurance). Be prepared to share your most significant change and continuity with the class along with your reasoning for your selections.
7. Your teacher will collect these worksheets to review your understanding of these historical processes and to assess your CCOT skills.

**Directions:** Fill in the following information for the assigned topic.

1. Write the dates for time period being studied.
2. Write down on sticky notes as many continuities and changes for the time period that you can find. Write one per sticky note and place each on the graph to show whether it was a continuity or a change, and whether it was positive or negative. Be prepared to explain your thinking.

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| **Positive** |
| **Continuity** |  |  | **Change** |
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| **Negative** |

1. Were there more changes or continuities? Explain why there were more of one than the other for this time period.

Historical significance can be determined in several ways. Use the acronym ADE to help you:

* **A**mount: How many people’s lives were affected by the continuity/change?
* **D**epth: Were people living in the time period being studied deeply affected by the continuity/change?
* **E**ndurance: Were the changes people experienced as a result of this continuity/ change long-lasting and/or recurring?

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1. Look over the **changes** on your graph.
	* Were they more positive or negative, overall? Explain why these were more positive or negative during this time period.

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* + What was the most significant change during this time period? Why?

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1. Look over the **continuities** on your graph.
	* Were they more positive or negative, overall? Explain why these were more positive or negative during this time period.

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* + What was the most significant continuity during this time period? Why?

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