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

1. Write the dates for time period being studied. *Sample answer: 1450 to 1914*
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** | *Some of the continuities might include the following (note that this is just a list and students will decide on the placement of these continuities):** Farming and trade were the backbone of economies.
* Large empires continued to exert control over large areas of the world.
* Patriarchy persisted, limiting opportunities and roles for women.
* Class divisions persisted, although these divisions became more fluid as wealth increased among non-aristocratic members of societies.
 | *Some of the changes might include the following (note that this is just a list and students will decide on the placement of these changes):** *New ideas and innovations traveled along global networks, inspiring many people to call for changes to their governments and demand more rights.*
* *Political revolutions led to new forms of government.*
* *Middle class grew due to increased trade and investments.*
* *Creation of national identities promoted the rise of nation-states.*
* *Loyalty to the state over loyalty to an individual grew.*
* *Demographic changes occurred, including population increase and a dramatic rise in urbanization.*
 | **Change** |
| * Non-free labor systems persist.
* Power, wealth, and control of resources drive political and economic life.
 |  |

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?

*Sample answer: Student answers will vary depending on how many changes and continuities they identified, but some might say that there were more changes during these eras as political revolutions led to the creation of new states. However, others might say that there were more continuities as most people continued to live under class and gender divisions.*

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.

Sample answer: Student answers will vary.

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

Sample answer: Student answers will vary but students should be able to support their choices using evidence from this unit’s lessons.

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.

Sample answer: Student answers will vary.

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

Sample answer: Student answers will vary but students should be able to support their choices using evidence from this unit’s lessons.

1. Craft two thesis statements in response to the following CCOT prompts:
	* To what extent were the changes that occurred from c. 1450 to c. 1914 positive?

Sample answer: For the most part, changes such as the expansion of networks and the fight for political rights and equality were positive; however, the creation of global networks and political revolutions led to millions of deaths and many people continued to fight for equality, in particular in regions that were part of Western colonial empires.

* + To what extent were the continuities that occurred from c. 1450 to 1914 positive?

Sample answer: The continuities that persisted from c. 1450 to c. 1914 were, for the most part, negative in that systems of inequality remained in place, such as patriarchal systems, socioeconomic hierarchies, and discrimination based on race and ethnicity.

**Directions:** Not all activities require students to meet each criterion. We recommend crossing out any criteria that is not evaluated and communicating that to your students.

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| **Changes** | [ ]  No changes are identified. | [ ]  Changes are identified.[ ]  Positive changes are identified.[ ]  Negative changes are identified. | [ ]  A brief analysis of positive or negative changes is provided. | [ ]  An extended analysis of positive or negative changes is provided. |
| **Notes** |

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| **Continuities** | [ ]  No continuities are identified. | [ ]  Continuities are identified.[ ]  Positive continuities are identified.[ ]  Negative continuities are identified. | [ ]  A brief analysis of positive or negative continuities is provided. | [ ]  An extended analysis of positive or negative continuities is provided. |
| **Notes** |

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| **Historical Significance** | [ ]  No explanation of historical significance provided. | [ ]  Attempts but does not fully explain how the causes and/or effects are historically significant in terms of amount, depth and/or endurance.\* | [ ]  Fully explains how the causes and/or effects are historically significant in terms of amount, depth and/or endurance.\* |
| **Notes** |

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| **Historical accuracy** | [ ]  Incorrectly refers to historical content and may include misconceptions of that content.[ ]  There are many minor errors or a major error in applying historical content.[ ]  Uses many unsupported opinions. | [ ]  Avoids explicit misconceptions of the content.[ ]  May make an occasional minor error in applying historical content.[ ]  Uses some unsupported opinions. | [ ]  Avoids misconceptions.[ ]  There are no errors in applying historical content.[ ]  Avoids using unsupported opinions. |
| **Notes** |

\* **Amount**: How many people’s lives were affected by the cause/effect? **Depth**: Were people living in the time period being studied deeply affected by the cause/effect? **Endurance**: Were the changes people experienced as a result of this cause/effect long-lasting and/or recurring?