## CCOT Tool

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

1. Write the dates for time period being studied. Sample answer: c. 600 BCE to c. 1500 CE
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):   * Most people lived very local lives and only interacted with those in their community. * These communities usually shared a common culture and language. * Foragers and pastoralists continued to interact with different states and empires. * Life did not universally improve, especially for those in the lower levels of society. * Both large and small states existed throughout Units 4 and 5. | 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):   * Networks expanded thanks to improved transportation and commercial innovations. * New diseases were shared across networks and some, such as the Black Death, were detrimental to states. * More-complex societies and empires were formed with different political and economic systems. | **Change** | |
| * People continued to produce and distribute goods along networks of exchange. * Belief systems continued to exist. | * Some local and regional belief systems became world religions. |
| **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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| Sample answer: Student answers will vary depending on how many changes and continuities they identified but some might say that there were more continuities during this period as most people continued to live very local lives and while some belief systems expanded and new empires emerged, these structures existed previously. |

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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| Sample answer: Student answers will vary. |

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

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| 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.

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| Sample answer: Student answers will vary. |

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

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| 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. 600 BCE to c. 1500 CE positive?

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| Sample answer: For the most part, changes such as the expansion of networks and technological development, and the sharing of ideas and beliefs were positive; however, these changes also strengthened social hierarchies, increased tension within and amongst communities, and spread catastrophic diseases. |

* + To what extent were the continuities that occurred from c. 600 BCE to c. 1500 CE positive?

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| Sample answer: The continuities that persisted from c. 600 BCE to c. 1500 CE were, for the most part, negative: although networks expanded greatly, life did not universally improve, especially for those in the lower levels of society. |

**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?