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| Name: |  | Date: |  |

## Purpose

In this activity, you’ll learn how to identify, categorize, and evaluate changes and continuities. By focusing on the changes and continuities that took place from one unit to the next, you’ll further develop this historical thinking practice by applying your historical knowledge to formulate thesis statements for two CCOT prompts.

## Practices

### Comparison, causation, contextualization, writing

As with the other CCOT activities that you’ve encountered, this historical thinking practice combines elements of comparison, contextualization, and causation. You’ll compare events and processes that took place from Unit 4: Empires and Belief Systems (c. 600 BCE to 700 CE) to Unit 5: Regional Webs (c. 200 to 1500 CE); you’ll flesh out the context of this period; and you’ll begin to consider what caused these changes to take place. In addition, you’ll be writing thesis statements in response to two CCOT prompts.

## Process

1. By now, you should be familiar with the CCOT Tool (included in the worksheet) and practice. Your teacher will start by either handing out or asking you to download the CCOT—Empires and Beliefs to Regional Webs worksheet and breaking the class into small groups of three to four students.
2. Once you’re in groups, follow the directions on the tool and start by adding the timeframe. Then, identify the continuities and changes that took place from Unit 4: Empires and Belief Systems (c. 600 BCE to 700 CE) to Unit 5: Regional Webs (c. 200 to 1500 CE). Remember that you can use any of the articles and videos from these units to help you identify continuities and changes—the Units 4 and 5 introduction articles are a good place to start!
3. Once your group has identified the continuities and changes, write these on sticky notes (one change or continuity per note).
4. Decide if the continuities and changes you identified are positive or negative and place them on the graph in the tool.
5. Your group will join up with another group to share your continuities and changes and reasons for their positions on the graph. Members of each group are allowed to reposition the other group’s sticky notes as long as they justify their reasoning.
6. Return to your original group to complete the remaining questions on the tool.
7. Be prepared to share your most significant continuity and change. 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).
8. After your group has completed the tool, work together to craft 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?*
	* *To what extent were the continuities that occurred from c. 600 BCE to c. 1500 CE positive?*
9. Write your thesis statements on a large piece of paper and post your paper on the board.
10. After all groups have posted their thesis statements, walk around the classroom and read other groups’ thesis statements. You’ll write at least two comments on the thesis statements of at least three other groups in the class. One comment should be a suggestion for how to improve the thesis statement and the second comment should be a counterclaim, or an argument against the thesis statement.
11. Write down the thesis statement that you think best answered or addressed one of the prompts. Note that it cannot be your own group’s thesis statement.
12. Finally, provide a one- to two-sentence explanation for why you believe the thesis statement you chose best answers the prompt. Hand this in as an exit ticket so your teacher can assess your understanding of CCOT and the content addressed in this activity.

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

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