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

1. Write the dates for time period being studied. Sample answer: c. 200 to c. 1750 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.

|  |  |  |  |
| --- | --- | --- | --- |
| **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):   * People continued to trade goods, ideas, and diseases along networks of exchange. * Many people remained farmers living in rural communities. * Some people still lived in foraging and pastoralist communities. * Most goods were produced locally either in homes or shops. | 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 shift from being regional to global. * New crops move between formerly separate world zones, changing communities, networks, and production and distribution. | **Change** | |
| * Social hierarchies, usually based on wealth accumulation, persisted. * Large regions of Africa lost population as did most of the Indigenous population of the Americas. * European states expanded and established colonies in the Americas and Australasia, which greatly altered communities. * New technology, discoveries, philosophies, and goods emerged along these new networks of exchange. | * Diseases also moved between these world zones, devastating communities, in particular Indigenous peoples in the Americas and later Australasia. * People also moved between these world zones, sometimes forcibly. These migrations, both forced and voluntary, changed communities but they also changed networks and production and distribution. * New global networks and systems of production and distribution were created and silver became a global currency along these networks of exchange. * Europe’s position of power and influence in the world increased dramatically after the Columbian Exchange. |
| **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?

|  |
| --- |
| 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 Afro-Eurasia and the Americas became interconnected. However, some students could make a case for more continuities considering most people continued to participate in networks of exchange even though those networks expanded. |

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. 200 to c. 1750 CE positive?*

|  |
| --- |
| Sample answer: While there were significant positive changes from c. 200 to c. 1750 CE as the world became more interconnected and new technologies and ideas spread, there were also many negative changes including the sharing of diseases such as the Black Death and smallpox that killed millions of Indigenous Americans as well as the enslavement of millions of Africans. |

* + *To what extent were the continuities that occurred from c. 200 to c. 1750 CE positive?*

|  |
| --- |
|  |

1. Use your thesis statements to write a one-paragraph response for the following CCOT prompt:
   * *To what extent were the changes AND continuities that occurred from c. 200 to c. 1750 CE positive?*

|  |
| --- |
| Sample answer: There were significant positive changes from c. 200 to c. 1750 CE as the world became more interconnected and new technologies and ideas spread. New, global networks transformed communities, systems of trade, and production and distribution as goods moved between formerly separate world zones. However, there were also many negative changes during this period including the sharing of diseases such as the Black Death and smallpox. Diseases and people (sometimes by force) moved along these new networks, which led to long-lasting negative impacts on many communities, particularly indigenous Americans. On the other hand, the continuities that persisted from c. 200 to c. 1750 CE were, for the most part, positive in that people continued to spread knowledge and goods along networks of exchange and most people sustained traditional livelihoods based on farming or pastoralism. But social hierarchies based on wealth accumulation also persisted. These hierarchies became more complex after the Columbian Exchange as Europeans developed new ways of identifying and discriminating against Indigenous Americans and Africans with the creation of hierarchical systems like castas. |

**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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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** | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **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** | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **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?