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| Name: |  | Date: |  |

## Purpose

In this activity, you will continue practicing your CCOT skills by evaluating the continuities and changes in the time period from c. 200 to c. 1750 CE. With each CCOT activity in the course, you will get better at identifying and describing changes and continuities over time. This historical thinking practice will help you explain the changes as you move through the eras and also allow you to see patterns that emerge through the continuities.

## Practices

### Comparison, causation, contextualization, writing

In this activity, you’ll use your comparison, contextualization, and causation skills to complete the CCOT Tool and compare events and processes that took place from Unit 5: Regional Webs (c. 200–1500 CE) through Unit 6: The First Global Age (c. 1200–1750 CE). In addition, you’ll be writing a paragraph response to answer a CCOT prompt.

## Process

1. Your teacher will either hand out or have you download the CCOT—Regional Webs to the First Global Age worksheet.
2. Your teacher will then divide the class into pairs or small groups.
3. Once you’re in groups, follow the tool directions and start by adding the timeframe.
4. Then, you’ll identify the continuities and changes that took place across Units 5 and 6. Remember that you can use any of the articles and videos from these units to help you identify continuities and changes— the Units 5 and 6 introduction articles are a good place to start!
5. Once you’ve identified the continuities and changes, write these on sticky notes (one change or continuity per note).
6. Work together to decide if the continuities and changes you identified are positive or negative and place them on the graph in the tool.
7. Work with your partner or group to complete 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).
8. Then, craft 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?
   * To what extent were the continuities that occurred from c. 200 to c. 1750 CE positive?
9. Finally, use your thesis statements to individually write a paragraph response as an exit ticket that fully answers the following question:
   * To what extent were the changes AND continuities that occurred from c. 200 to c. 1750 CE positive?
10. Your teacher will collect your worksheets and paragraphs to evaluate how your CCOT skills are progressing.

**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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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?*

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

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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?*

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