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

1. Write the dates for time period being studied. Sample answer: c. 6000 BCE to present
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):   * There were some aspects of globalization taking place before Unit 9, including the networks that were formed in the fifteenth century. * Environmental damage continues despite the increased knowledge we have of our impact on the Earth. * Many of the advances and problems of Unit 9 are a continuation of the changes that took place in previous units. * Networks of exchange existed for centuries. * People organized into a variety of different communities—ranging from small local communities to large empires—for centuries. * People continue to farm and make artisanal goods. * Many of the belief systems that formed networks and bonded communities together continue to exist today, including Hinduism, Judaism, Buddhism, Christianity, and Islam. | 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):   * We live in a world of increased globalization. * More people travel around the world and connect with others through technology than ever before. * Production and distribution has become more global with some goods being manufactured in a wide variety of regions before being shipped out to other places around the world. * Transnational institutions connect communities all over the world and new networks of interaction and cooperation have developed. * Global wars have changed communities and broken down networks. * Inequalities, or gaps between the wealthy and the poor, have increased on a national and international scale. * Rising sea levels, pollution, and loss of habitats are currently and will continue to affect communities, disrupting networks and production and distribution in the process. * Overall, poverty has declined from previous levels, more people are literate, and medical advances have accelerated. | **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?

|  |
| --- |
| Sample answer: Student answers will vary depending on how many changes and continuities they identified. |

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. 6000 BCE to the present positive?*

|  |
| --- |
| Sample answer: While the period from c. 6000 BCE to the present brought about many negative changes (climate change, increased income inequality, and global disruption because of war, for example), overall quality of life has improved for most people around the world as people share ideas and innovations along global exchange networks. |

* + *To what extent were the continuities that occurred from c. 6000 BCE to the present positive?*

|  |
| --- |
| Sample answer: The continuities that have persisted from c. 6000 BCE to the present are, for the most part, positive as people continue to connect across enduring exchange networks and share ideas, beliefs, and innovations. |

1. Use your thesis statements to write a one-paragraph response for the following CCOT prompt:
   * *Describe and explain the most significant changes AND continuities to communities, OR production and distribution, OR networks from c. 6000 BCE to the present.*

|  |
| --- |
| Sample answer: Student answers will vary. |

**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?