

CCOT: TRANSOCEANIC INTERCONNECTIONS TO REVOLUTIONS

Purpose

In this activity, you'll find the continuities and changes that took place between Unit 4: Transoceanic Interconnections and the Unit 5: Revolutions, complete the CCOT Tool (included in the worksheet), and write a response to a CCOT prompt. With each CCOT activity in the course, you should get better at identifying and describing changes and continuities over time. This historical reasoning process will help you explain the changes as you move through the units and also allow you to see patterns that emerge through the continuities.

Practices

Comparison, causation, contextualization, writing

Since you've been introduced to many of these practices throughout the course, you should recognize that CCOT employs comparison, causation, and contextualization to analyze historical events from a number of perspectives. You will have to use all these skills to recognize continuities and changes, categorize or contextualize them, and decide how one event might cause another or how events or time periods compare to one another. In addition, you'll be writing a paragraph response to answer a CCOT prompt that focuses on the economic systems and social interaction and organization themes.

Process

Your teacher will either hand out or have you download the CCOT—Transoceanic Interconnections to Revolutions worksheet (which includes the CCOT Tool) and divide the class into pairs or small groups. Once you're in groups, follow the tool directions and start by adding the timeframe (c. 1450 to c. 1900 CE). Then, you'll identify the continuities and changes that took place from Unit 4: Transoceanic Interconnections to Unit 5: Revolutions. Remember, 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!

Once your group has identified the continuities and changes, write these on sticky notes (one change or continuity per note). Then, work together to decide if the continuities and changes you identified are positive or negative and place them on the graph in the tool.

Next, you'll work together 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).

Then, craft thesis statements in response to the following CCOT prompts:

- *To what extent were the economic changes that occurred from c. 1450 to c. 1900 positive?*
- *To what extent were the political continuities that occurred from c. 1450 to c. 1900 positive?*

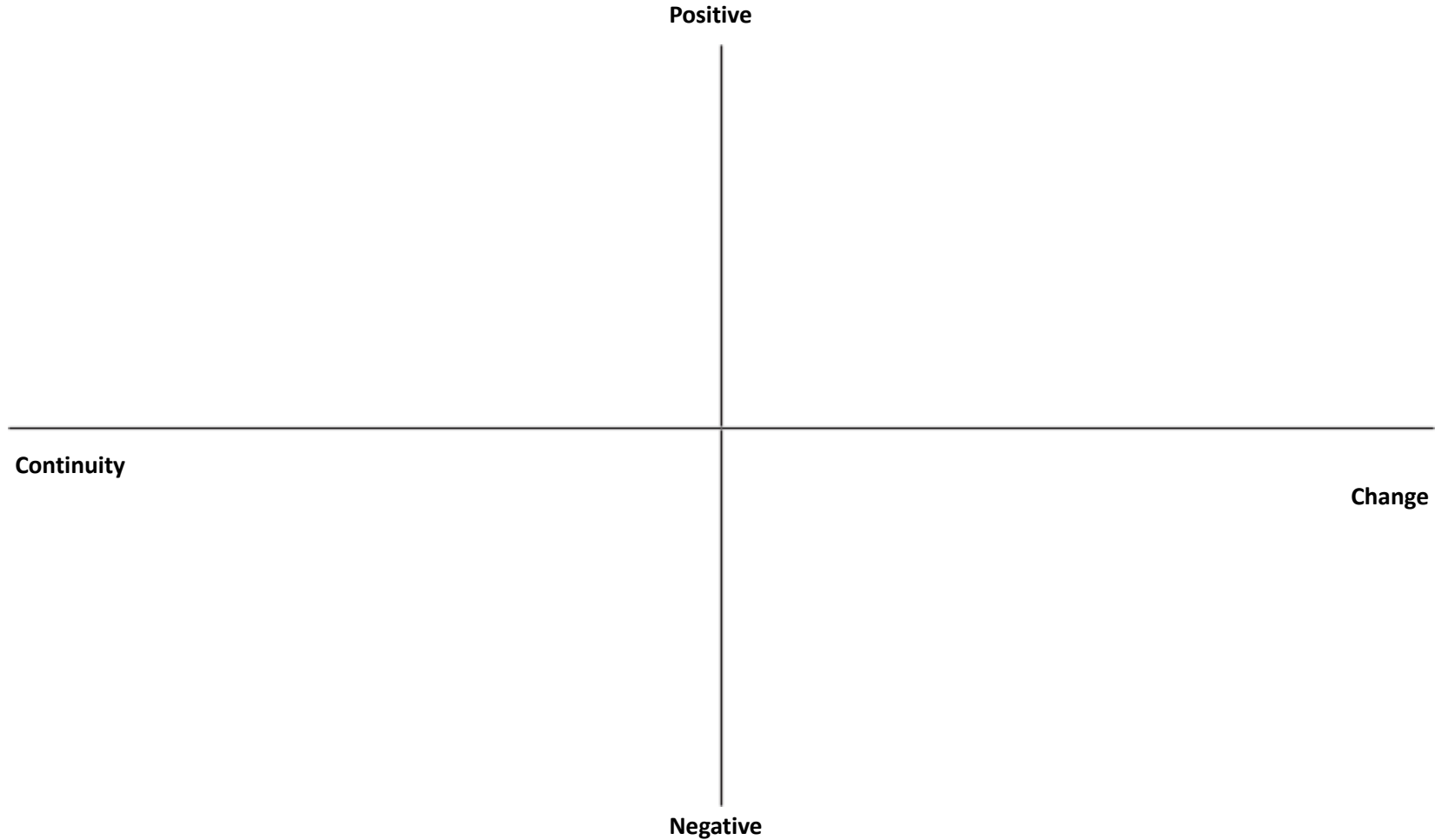
Finally, use your thesis statements to individually write a paragraph response as an exit ticket that fully responds to the following prompt: *Explain how economic developments from c. 1450 to c. 1900 CE affected social interactions and organization over time.*

Your teacher will collect your worksheets and paragraphs and will use them to evaluate how your CCOT skills are progressing.

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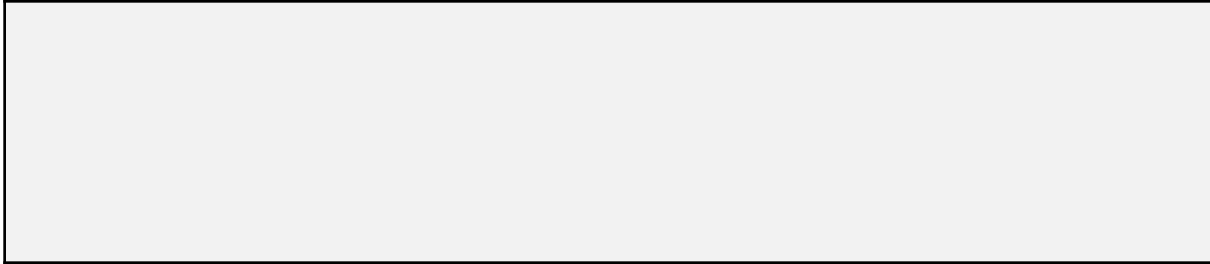
Directions: Fill in the following information for the assigned topic.

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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3. Were there more changes or continuities? Explain why there were more of one than the other for this time period.



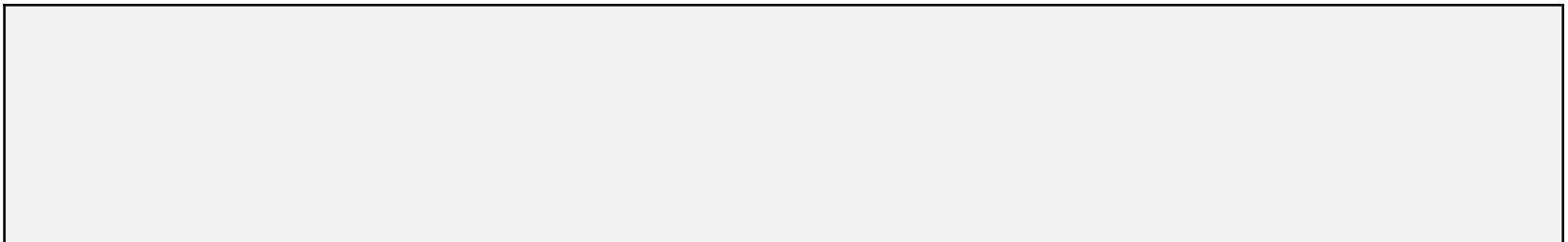
4. Look over the **changes** on your graph.

- Were they more positive or negative, overall? Explain why these were more positive or negative during this time period.
- What was the most significant change during this time period? Why?



5. 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.
- What was the most significant continuity during this time period? Why?



Historical significance can be determined in several ways. Use the acronym ADE to help you:

- **Amount:** How many people's lives were affected by the continuity/ change?
- **Depth:** Were people living in the time period being studied deeply affected by the continuity/ change?
- **Endurance:** Were the changes people experienced as a result of this continuity/ change long-lasting and/or recurring?

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6. Craft two thesis statements in response to the following CCOT prompts:

- *To what extent were the changes that occurred from c. 1450 to c. 1900 CE positive?*
- *To what extent were the continuities that occurred from c. 1450 to c. 1900 CE positive?*

7. Use your thesis statements to write a one-paragraph response to the following CCOT prompt: *Explain how economic developments from c. 1450 to c. 1900 CE affected social interactions and organization over time.*