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| **Welcome to Class! Do Now Please!**  **Questions/Concerns** |

**Directions**: Using your CN from last night, please complete the SPICE chart below using **detailed bullet points**. The “Political” section has already been completed for you as a reference.

|  |  |  |
| --- | --- | --- |
|  | **Ghana – 4th-13th centuries** | **Mali – 13th -16th centuries** |
| **P** | * **Capital was Koumbi-Saleh.** * **Kings supported Muslim scholars.** * **Taxes on trade supported an army of 200,000 soldiers.** * **Local chiefs ruled over rural villages.** * **Fell after invasions by nomads from the Sahara/North Africa.** | * **Kingdom established by Sundiata, who built up a powerful cavalry and formed alliances with rivals.** * **Built a new capital at Niani on the Niger River.** * **Mansa Musa established Mali’s reputation in Europe and the Islamic world after his hajj in 1325, and promoted the spread of Islam.** * **Local chiefs ruled over rural villages.** * **Mali collapsed due to the secession of provinces and invasions by neighbors and nomadic Tuareg.** |
| ***I*** |  |  |
| ***C*** |  |  |
| ***E*** |  |  |

**Intro to CCOT**

**Directions**: Please read and annotate the text below at your tables. Then, answer the CFU questions that follow.

This year, we’ve learned how to write two type of essays- the DBQ and the LEQ. The new APWH exam still has an LEQ, but it can be centered on one of four historical thinking skills: Comparison (which we’ve already learned), Causation, Change and Continuity Over Time, and Periodization.

Today, we’re going to focusing on the historical thinking skill of Change and Continuity Over Time, or CCOT, in order to write a thesis statement that could be used in an LEQ essay. The AP defines Change and Continuity Over Time as the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying length, as well as the ability to relate these patterns to larger historical processes or themes. This skill allows us to see and explore the patterns of history, while also taking a closer look at the cultural, economic, social, and political shifts that emerge over time. For this type of thinking and essay, you’ll be asked to notice what changed and what stayed the same in a certain place over two periods of time.

The rubric for this essay is actually the same as the LEQ rubric that we’ve been using, the only thing that changed is that, instead of being graded on noticing similarities and differences, you’re being graded on changes and continuities over time. And, unlike a comparison essay, you only need to define, explain, and analyze **one** change and **one** continuity!

**CFU Questions**

\*\*1. **In your own words**, what does Change and Continuity Over Time ask you to look for?

\*\*2. How many changes do you need to include?

\*\*3. How many continuities do you need to include?

**Teacher Model: CCOT Statements**

**CCOT: Key Steps**

* Step 1: Define “scope” of the question (Topic, Place, Time)
* Step 2: Brainstorm & Evaluate possible evidence (make notes in planning space)
* Step 3: Find continuities and changes
* Step 4: Create CCOT Thesis Statement using sentence stem

**Key Ideas and Questions:**

|  |  |  |
| --- | --- | --- |
| **Interactions with Environment** | * Located between the Senegal and Niger rivers – used for transportation. * Used camel caravans to cross the Sahara. * Started the Gold/Salt trade, which declined as Ghana lost power | * Located between the Senegal and Niger rivers – used for transportation. * Used camel caravans to cross the Sahara. * Controlled trade along the Sand Roads to build their wealth. * Revitalized the gold-salt trade |

|  |  |
| --- | --- |
| **Continuities** | **Changes** |
| * Camel Caravans used to travel along Sahara * Senegal and Niger Rivers used for transportation | * Ghana uses Sand Roads, Mali has control over them * Fall of Ghana leads to end of Salt/Gold Trade, Mali has to restart that trade |

**There were clear continuities in \_\_\_TOPIC AND SCOPE \_\_\_, as seen in \_\_\_\_\_\_\_\_\_\_\_\_\_. However, some things that changed over time in \_\_\_ SCOPE \_\_\_ included a shift from \_\_BEGINNING STRUCTURE\_\_ to \_\_ENDING STRUCTURE\_\_\_.**

*There were clear continuities in West Africa’s interactions with the environment from the Ghanaian to the Mali Empires, as seen in the use of camel caravans as a means to cross the Sahara Desert. However, some things that changed over time in West Africa included the decline of the Salt and Gold Trade during the collapse of Ghanaian Empire, to the revitalization of this trade under the Mali Empire.*

**We Do: CCOT Statements**

**Directions**: Using your SPICE chart from your Do Now, please breakdown the prompt below. Then, brainstorm the changes and continuities in the space below.

Using specific examples, analyze continuities and changes in political structures in West Africa from the Ghanaian to Mali Empires.

Scope:

Topic:

HTS:

Re-Written Question**:**

|  |  |
| --- | --- |
| **Continuities** | **Changes** |
|  |  |

**You Do: CCOT Statements**

**Directions**: Using the continuities and changes that you brainstormed, please write a CCOT thesis statement below. Remember to use our sentence stem: There were clear continuities in \_\_\_TOPIC AND SCOPE \_\_\_, as seen in \_\_\_\_\_\_\_\_\_\_\_\_\_. However, some things that changed over time in \_\_\_ SCOPE \_\_\_ included a shift from \_\_BEGINNING STRUCTURE\_\_ to \_\_ENDING STRUCTURE\_\_\_.

CCOT Thesis: *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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|  | Points |
| Uses Sentence Stem | \_\_\_\_\_/1 |
| Includes both continuities and changes | \_\_\_\_\_/1 |
| Clear | \_\_\_\_\_/1 |
| Accurate | \_\_\_\_\_/1 |

**Exit Ticket**

**Directions**: Using your SPICE chart from your Do Now, please breakdown the prompt below. Then, brainstorm the changes and continuities in the space below.

Using specific examples, analyze continuities and changes in economic structures in West Africa from the Ghanaian to Mali Empires.

Scope:

Topic:

HTS:

Re-Written Question**:**

|  |  |
| --- | --- |
| **Continuities** | **Changes** |
|  |  |

Using the continuities and changes that you brainstormed, please write a CCOT thesis statement below. Remember to use our sentence stem: There were clear continuities in \_\_\_TOPIC AND SCOPE \_\_\_, as seen in \_\_\_\_\_\_\_\_\_\_\_\_\_. However, some things that changed over time in \_\_\_ SCOPE \_\_\_ included a shift from \_\_BEGINNING STRUCTURE\_\_ to \_\_ENDING STRUCTURE\_\_\_.

CCOT Thesis: *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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Revised Thesis:\_\_\_\_\_\_\_\_\_\_*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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**Homework**

**Directions:** Please answer the questions below ***in complete sentences***.

\*\*1. What were the three major trade routes used in the Classical Era?

\*\*2. What goods were traded on these trade routes? Why?

\*\*3. What technology allowed for long-distance trade to develop?

\*\*4. Name and describe one benefit of long-distance trade.

\*\*5. Name and describe one consequence of long-distance trade.

\*6. Define cultural diffusion.

7. Name three religions that were able to spread over trade routes.

8. How did Islam spread in the Post-Classical Era?