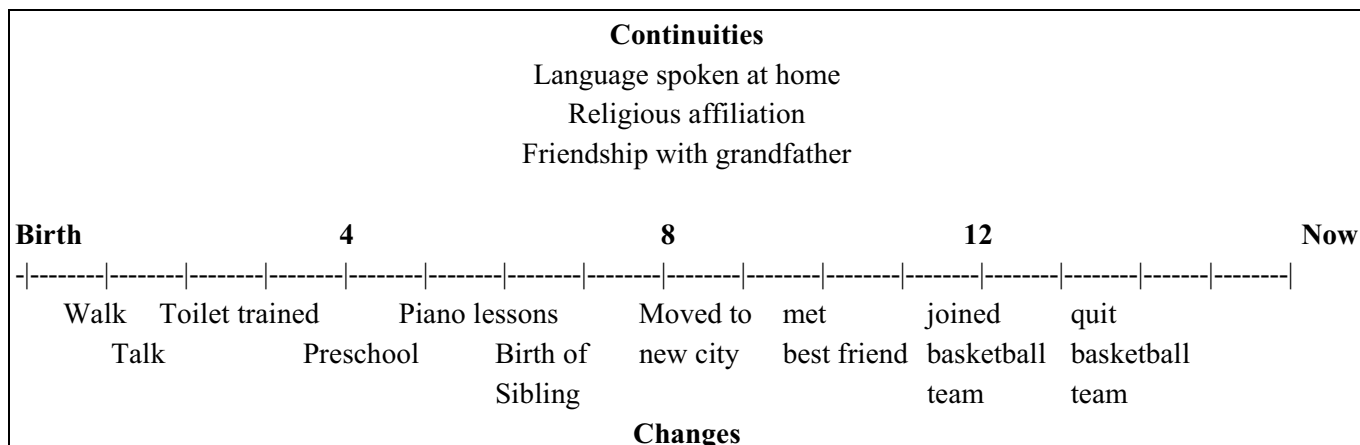## Background: The Rubric

Like the DBQ and Comparative essays, the CCOT is scored according to a rubric. The rubric is structured into "Core" characteristics and "Expanded Core" (extra credit) characteristics. If an essay earns all 7 "Core" rubric points it is eligible to earn up to an additional 2 points, for a maximum score of 9. The "Expanded Core" categories are basically just the same as the Core categories, but require a higher quality of performance.

The CCOT "Core" Rubric

	Official Description	Points	Plain English Description
1	Has an acceptable Thesis	1	Thesis
2	Addresses all parts of the question, though not necessarily evenly or thoroughly.	2	Addresses Parts of the Question
	Addresses most parts of the question: for example, addresses change but not continuity.	1	
3	Substantiates thesis with appropriate historical evidence.	2	Evidence
	Partially substantiates thesis with appropriate historical evidence.	1	
4	Uses relevant world historical context effectively to explain continuity and change over time.	1	Global Context
5	Analyzes the process of continuity and change over time.	1	Analysis

The Complexity of Change and Continuity

Imagine a simple timeline that represents your own life. If you were to note the 10-12 most important events on your timeline, what might that timeline look like, and how would you analyze the changes and continuities of your own life? Consider the hypothetical example below.

Continuities
Language spoken at home
Religious affiliation
Friendship with grandfather

Birth	4	8	12	Now

-|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------|--------|

Walk	Toilet trained	Piano lessons	Moved to	met	joined	quit
	Talk	Preschool	Birth of	new city	best friend	basketball	basketball
			Sibling			team	team

Changes

At first glance this timeline appears fairly simple. Events happen. Things change. But if you look more carefully you should begin to notice that each event and change listed has very different characteristics.

Type of Change	Example(s)
Clear, definite "date" of beginning and end.	• Basketball team
Clear, definite beginning "date," but no ending date.	• Birth of sibling (sibling is still a family member!) • moved to new city (you still live in that city!)
Clear beginning date, but significant developmental changes since that beginning. This "event" still exists, but is significantly different now compared to when it first started.	• walking • talking • piano lessons • school
Vague, slow, gradual process with no clear beginning or ending date.	• relationship with best friend • relationship with grandfather

So this timeline would need serious revisions in order to be truly accurate, noting the various types of each change and/or continuity. Something like this would be much better:

```
                                    Continuities
  <-------------------------------------Language spoken at home ----------------------------------->
   <--------------------------------------- Religious affiliation --------------------------------------->
   <------------------------------------- Relationship with grandfather ------------------------------------->

Birth                     4                    8                    12                   Now
-|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|------|-
     Walk -----------(Run)-------------------------------------------------------------------------------->
         Talk ----(3 word sentences) -------------(3 syllable words)------(complex speech patterns & vocabulary)-->
             Toilet trained ------------------------------------------------------------------------------------------->
                   Preschool -------->  Elementary School--------------------->Middle School --->High School
                        Piano lessons ----------------------------------------------------------->stopped
                     Birth of Sibling (3/26/1999)
                            Moved to new city (8/15/2001)
                                    met best friend -   -  -  -  - - - - - - -  ----------->
                                              joined basketball (9/2003)
                                                    quit basketball (5/2004)
                                    Changes
```

If you were to use this timeline as an outline to help you write your autobiography, you'd want to be sure to make clear the nature of each change or continuity in your life. Your reader would want you to specifically note the amount, pace, location, and significance of whatever changes you described. Additionally, your autobiography would be woefully incomplete without noting the characteristics of your life that *haven't* changed, because it is those fundamental continuities in your life that form the background and context for understanding and interpreting the changes in your life. Lastly, good writing would require you to analyze the *reasons* for the continuities and changes (What *caused* each continuity or change? *Why* were some changes sudden, while others were gradual?)

Now convert these principles from the autobiographical timeline example to an actual CCOT essay and you'll quickly realize why the CCOT has earned a reputation as the hardest essay on the APWH exam. It requires students to quantify the nature, amount, and timing of continuity and change. Merely *acknowledging* continuity and change isn't sufficient. Essays should note the amount, timing, location, causes, and effects of continuity and change relevant to the question. The more specific you can be about these characteristics, the better your score. So how does one do this?

Step 1: Read the Question

You'd think this is an obvious recommendation, but unfortunately the biggest mistake that thousands of students make each year on the APWH Exam is that their essay does not *specifically* answer the question. Why not? Usually because their response is *closely related* to the question, but is off topic in one or more significant ways. Consider the sample CCOT question below.

Analyze the factors that influenced the transmission and interaction of religions in the Indian Ocean basin from 600 to 1750 C.E.

What is the question asking you to *do*? (What's the *verb* in the question? Restate the verb(s) in your own words.)

_____

_____

_____

O.K., now what is the object of the verb? (Analyze *what? where? when*?) Make sure you focus your essay so that it answers ALL of these key characteristics.

What _____

Where _____

When _____

Step 2: Brainstorm Evidence

Now begins the hard part of recalling information that will answer the question. Here is a generic template that you can use to help you organize your essay. Write any Continuities above the timeline, Changes below.

Timeline

Continuities

Beginning Date   End Date

--|------------------|----------------|----------------|----------------|----------------|----------------|-------------|--

Changes

Characteristics at beginning of Time Period	Examples of Significant Changes, Turning Points, or Developments Note *type* of change (sudden, gradual, developmental)	Characteristics at end of Time Period
	1 2 3	
	Significant Continuities	
	1 2 3	
Reasons *Why* Changes & Continuities Occurred	1 2 3	
Global Context		

Here's one possible way a completed organizer might look.

Continuities

Hinduism in India

Existence of Caste system

Weather Patterns that influence trade & spread of religion (monsoons and rohinis)

Beginning Date   End Date

600   800   1000   1200   1400   1600   1750

--|---------------------|---------------------|--------------------|----------------------|------------------|----------|--

Islam

Founding of Islam (622)   Introduction of Islam to India (ca. 1000)   Islam in SE Asia (ca 1500)

Sultanate of Delhi (1200-1500)   Melaka

Hinduism

Development of *jati*   Vijayanagar, Islam -> Hindu (1300s)

Buddhism

Harsha   Decline of Buddhism

Other Religions

Axum Christians (600-900)   Jesuits   British EIC

Changes

Characteristics at beginning of Time Period	Examples of Significant Changes, Turning Points, or Developments Note *type* of change (sudden, gradual, developmental)	Characteristics at end of Time Period
• Hinduism prevalent in India (but less so in Deccan India) • Buddhism present in India • Islam not yet founded (622) • Christianity in small numbers in E Africa, C Asia Silk Roads	1 Islam spreads W–> E through ocean basin. (Ibn Battuta, ca 1300) Sultanate of Delhi, Mughal Dynasty, Akbar, Aurangzeb, Melaka 2 Buddhism extends into SE Asia (existed since c. 500 B.C.E.) Harsha (600 C.E.) 3 Hinduism: Chola (c. 850-1250) in S India, Vijayanagar (c.1350-1550), both allowed religious diversity, more concerned w/ political authority & financial tribute	• Blending of religions (Akbar, Sikhism) • Religious diversity in most empires • Far more cross-cultural contact among religions than in 600 • India 25% Muslim • British EIC arrives in India
	Significant Continuities	
	1 Hinduism for majority of population 2 trade means of spreading of religion (due to weather patterns) 3 Hindu caste system	
Reasons *Why* Changes & Continuities Occurred	1 SE Asian social elites tended to accept Hinduism & Buddhism more than Islam, because religion reinforced their own monarchical rule, kingdoms often had mix of Hinduism and Buddhism 2 struggle for control of trade routes often caused religious change (Melaka, Hindu *jati* and guilds in S India as merchants) 3 Islam spread through military (Mahmud of Ghazni), missionary (Sufis), migratory (Turks), and commercial means 4 Muslim conquerors destroyed Buddhist schools & libraries. Hinduism benefitted from Buddhism's decline (Vishnu & Shiva cults)	
Global Context	1 Americas also blended religious traditions after 1492 2 Christian missionaries arrive in India after 1500 3 Buddhism's acceptance in SE Asia often helped by China's influence in SE Asia	

Step 3: Organize Evidence by Paragraphs

The next step is to choose an essay structure to answer the question. What is the "best" structure to use? There is no single "best" structure for a CCOT essay. Students should be flexible, choosing an essay structure that reflects the nature of the continuities and changes specific to the question. One question may require one type of structure, while a different question lends itself better to a different structure.

Here are two possible and common essay structures. Note how each structure contains the same *content*. The only difference is the organization each structure uses to present the evidence.

Chronological Essay Structure

Thesis Paragraph

  Background (Optional)

  Thesis Statement (1-2 sentences)

  "Forecast" of later paragraphs

Body Paragraph #1: Early/Beginning Time Period

- Beginning Situation (start with "changing *from what*?" so the reader can recognize the later changes in the paragraph)
- Change(s) at/near beginning date, including description of the type of change (sudden, gradual, etc.)
  - Evidence of change (if possible, name a specific example that represents this change)
  - Analysis of the *process* of change (What *caused* the changes? What were the later *effects*? How did these changes propel history into the next chronological era?)
- Contextualization. How do the example(s) in this paragraph fit into to the larger world context?

Body Paragraph #2: Middle Time Period. (same characteristics as above)

Body Paragraph #3: Late/Ending Period (same characteristics as above)

Body Paragraph #4: Continuities

- What characteristics exist throughout the entire time period?
- Analysis of the continuities (What *caused* the continuities?)
- Global Context (How do these examples of continuities fit into the larger world context?)

Concluding Paragraph (recommended, but optional)

  Restatement/summarization of Thesis

Here's a table that graphically represents the same organizational content printed above.

Chronological Structure			
Topic	**Paragraph #1 Beginning/Early**	**Paragraph #2 Middle**	**Paragraph #3 End/Late**
Topic #1: Hinduism			
Topic #2: Buddhism			
Topic #3: Islam			
Topic #4: Other Religions			

Advantage(s)	**Disadvantage(s)**

• Structure provides easy, clear organization
  • Paragraph #1 = Early
  • Paragraph #2 = Middle
  • Paragraph #3 = Late
	• Easy to mention changes, but omit "motion," No change over time, merely three "snapshots" rather than "motion picture" that shows *how* 'Early' *became* 'Middle' which then became 'Late.'
	• Historical evidence doesn't always conform to 'Early/Middle/Late' structure
	• Easy to forget/omit Continuities

A second common essay structure is to organize each paragraph by a separate topic.

Topical Structure

Thesis Paragraph
   Background (Optional)
   Thesis Statement (1-2 sentences)
   "Forecast" of later paragraphs

Body Paragraph #1: Topic #1
- Beginning Situation (before you begin to describe changes, start with "changing *from what*?" so the reader can recognize the later changes in the paragraph)
- Change(s), including description of the type of change (sudden, gradual, etc.)
   - Evidence of change (if possible, name a specific example that represents this change)
   - Analysis of the *process* of change (What *caused* the changes? What were the later *effects*? How did these changes propel history into the next chronological era?)
- Continuity (What characteristics of this topic exist throughout the entire time period?)
- Contextualization. How do the examples in this paragraph fit into the larger world context?

Body Paragraph #2: Topic #2 (same characteristics as above)
Body Paragraph #3: Topic #3 (same characteristics as above)
Body Paragraph #4: Topic #4 (same characteristics as above)

Concluding Paragraph (recommended, but optional)
   Restatement/summarization of Thesis

Here's a table that graphically represents the same organizational content printed above.

Topical Structure			
Topic	**Beginning/Early**	**Middle**	**End/Late**
Paragraph #1:Hinduism			
Paragraph #2:Buddhism			
Paragraph #3: Islam			
Paragraph #4: Other Religions			
Advantage(s) of Structure		**Disadvantage(s)/Dangers of Structure**	
• Periodization of 'Middle' section in each paragraph can easily change from paragraph to paragraph. • Organizing each paragraph by topic encourages analytical cause-effect statements *within* each paragraph. (Why did A cause B?) • Easy to include continuities in each paragraph.		• Requires students to know chronological order • Difficult to make cause-effect analysis *between* paragraphs. (Why did A in the last paragraph cause B in this paragraph?)	

No matter which essay structure you choose, you must make sure to compensate for the likely disadvantages of that structure. For the purpose of this example, we'll choose the Topical structured essay.

Step 4: Write the Thesis Paragraph

Using your Evidence notes from Step 2, here's a blank Thesis paragraph "template."

Background / Introduction (Optional)

Some people prefer to write a "warm up" sentence rather than starting immediately with their thesis.
Feel free to "set the context or background," but do NOT take more than <u>one sentence</u> to do so.

_____

_____

My Thesis (1-2 sentences)

Suggestion: Begin your thesis sentence with "While," "Although," "Despite," or "In spite of."

_____

_____

_____

_____

_____

The rest of the Thesis Paragraph ("Forecast")

Now summarize the main points that you'll use to <u>support or prove your thesis</u>. The second part of the Thesis Paragraph should preview the topic sentences of your later paragraphs. By the time your reader finishes the Thesis Paragraph, s/he should know what your thesis is, and have an idea of what evidence you will use to prove it. How do you know what evidence you'll use to support your thesis? Look back at your notes on the last page. Those document characteristics that are shared by more than one document now become a "<u>Forecast</u>" previewing the topic sentences of your body paragraphs.

Main Point/Body Paragraph #1

_____

_____

_____

Main Point/Body Paragraph #2

_____

_____

_____

Main Point/Body Paragraph #3

_____

_____

_____

Main Point/Body Paragraph #4 (as needed)

_____

_____

_____

Here's how a completed Thesis Paragraph notes might look.

Background / Introduction (Optional)

Native to the Indian subcontinent, both Hinduism and Buddhism were well established in northern India by 600 C.E.

My Thesis (1-2 sentences)

While Hinduism and the Hindu caste system strongly influenced the Indian subcontinent throughout 600-1750 C.E., Hinduism slowly lost its near monopoly of followers as Buddhism, Islam, Christianity, and syncretic faiths gradually moved in and across the Indian Ocean basin by 1750 C.E.

The rest of the Thesis Paragraph ("Forecast")

Main Point / Body Paragraph #1 **Hinduism**
Nevertheless, Hinduism did spread from northern India through southern (Deccan) India to SE Asia. The caste system endured from 600-1750, even as the well-established varna developed new jati (sub-castes).

Main Point / Body Paragraph #2 **Buddhism**
Buddhism actually lost ground to Hinduism and Islam in its native India only to slowly gain influence in SE Asia.

Main Point / Body Paragraph #3 **Islam**
Founded shortly after 600, Islam steadily expanded through from Arabia all the way to Indonesia, propelled by military, missionary, and economic factors.

Main Point / Body Paragraph #4 **Other Faiths**
Other faiths like Christianity, Sikhism, and Akbar's "Divine Faith" enjoyed limited, temporary success without spreading widely through the population.

Conclusion
By 1750, the Indian Ocean was truly a religious kaleidoscope as each faith influenced various empires, social classes, and port cities to differing degrees.

Now, in order to help you visualize how to write an excellent CCOT essay, see the "Annotated Rubric" on the following pages.

The Question:

Analyze the factors that influenced the transmission and interaction of religions in the Indian Ocean basin from 600 to 1750 C.E.

Category	Rubric Description *Required Characteristics*	Example and *Commentary*
1 Thesis	Has an acceptable thesis. **1 pt** • *Must be explicitly stated in the introduction or conclusion of the essay.* • *May appear as 1 sentence or as multiple (contiguous) sentences.* • *May not be split among separated sentences, or a mere restatement of the question.*	**Unacceptable** • There were many factors that influence the transmission and interaction of religions in the Indian Ocean basin from 600-1750. *This is a mere restatement of the question.* • Religion in the Indian Ocean basin was influenced by politics, economics, and social structures. *This thesis is also far too vague.* • Islam arrived in the Indian ocean by approximately 1000 C.E., gradually replacing Hinduism in much of India. *True, but the question extends all the way to 1750 C.E.. What happened between 1000-1750?* • Islam was more successful than Hinduism or Buddhism in spreading to distant lands. *This statement is not related to the <u>transmission</u> and <u>interaction</u> of religions. In short, it doesn't answer the question as asked.* **Acceptable** • Islam spread the most in Indian Ocean basin from 600-1750. By 1750 most regions in S and SE Asia had peoples who practiced Hinduism, Islam, and/or Buddhism. **Excellent** • While Hinduism and the Hindu caste system strongly influenced the Indian subcontinent throughout 600-1750 C.E., Hinduism slowly lost its near monopoly of followers as Buddhism, Islam, Christianity, and syncretic faiths gradually moved in and across the Indian Ocean basin by 1750 C.E.

Category	Rubric Description *Required Characteristics*	Example and *Commentary*
2 Addresses Parts of Question	Addresses all parts of the question, though not necessarily evenly or thoroughly **2 pts** *For 2 Points: Address BOTH change AND continuity.* (Addresses most parts of the question: for example, addresses change but not continuity.) **1 pt** *For 1 Point: Address EITHER change OR continuity.*[1]	*Obviously it helps to know the Rubric requirements when writing a CCOT essay. While most students address changes, too many forget to include continuities. Possible synonyms for "continue" include:* *carry on persist preserve* *proceed remain retain* *stay unceasing uphold* *Likewise, qualifying the type, pace, and/or degree of change can help an essay be far more precise. When describing change, consider using the following qualifiers:* **Unacceptable** Change continued to happen." *or* "There was continuous change." *Change is change. Continuity is LACK of change, not perpetual change. "The only thing permanent is change" kind of writing doesn't qualify.* **Acceptable** *Virtually any accurate statement of continuities or changes is acceptable, but it must conform to the "when, where, and what" relevant to the question.*

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[1] This illustrates an important point. This Annotated Rubric is designed to give students a realistic description of what grading standard will be enforced at the official Reading. (such "addresses both change and continuity") The precise "minimum acceptability" for each Rubric category may fluctuate each year on each question within the range allowed in the Rubric. So how many Changes, Continuities, etc. should students aim for as 'enough?' The answer is the "Rule of 3." No matter what the category, give three examples if at all possible. 3 Changes & Continuities, 3 POV's, 3 Groupings, (for the DBQ essay) 3 Similarities & Differences (for Comparative essays) etc.

Category	Rubric Description *Required Characteristics*	Example and *Commentary*
3 Evidence	Substantiates thesis with appropriate historical evidence. **2 pts** *Provides <u>6</u> pieces of accurate evidence of change and/or continuity.* • *evidence for continuity or change must be related to <u>transmission</u> or <u>interaction</u> of religions.* • *at least 1 piece of evidence must be a continuity, and at least 1 must be a change.* (Partially substantiates thesis with appropriate historical evidence.) **1 pt** *Provides <u>3</u> pieces of accurate evidence of change and/or continuity.* • *evidence for continuity or change must be related to <u>transmission</u> or <u>interaction</u> of religions.*	*In cases where an essay does not have an acceptable thesis, it is possible to earn the points for evidence if the evidence cited would support a (non-existent) thesis. In other words, essays aren't 'double penalized' for not having a thesis.* **Unacceptable** • Hinduism was founded in India. *While true, this statement occurs before 600 C.E. and is therefore inadmissable. If the rest of the sentence developed Hinduism past 600 C.E, then it might well work.* • India is still Hindu today. *This is outside the time period 600-1750 C.E. time period.* • Like Hinduism, Buddhism teaches that humans can achieve perfection in nirvana, which releases a soul from reincarnation. *While this is a true statement, it's not related to the <u>transmission</u> or <u>interaction</u> of religions.* **Acceptable** • *There are a myriad of relevant examples that can be used to support thesis statements. Readers are well familiar with the question and the likely evidence that students marshal to support their theses.* **Excellent** *An essay that provides ample historical evidence to substantiate the thesis.*

Category	Rubric Description *Required Characteristics*	Example and *Commentary*
4 World Historical Context	Uses relevant world historical context effectively to explain continuity and change over time. **1 pt** • *Provides accurate and relevant world historical context for <u>either</u> change or continuity.* • *This context may relate to broad world historical patterns or to specific global historical developments.*	*This part of the rubric is based on the Historical Thinking Skill of Contextualization, "the ability to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes."* *This is one of the most difficult skills for students to master. In other words, students should know how 'Specific Example A' fits into 'Global Trend #1.' (e.g. Does the example reflect or contradict the overall global trend?) Students should "zoom out" to contextualize a specific example within the larger trend, and/or to "zoom in" to know how a larger trend is comprised of individual examples.* **Unacceptable** • Hinduism and Buddhism both continue to exist today. *This is outside the time period 600-1750 C.E. Contextualization must directly 'connect' to the time period in the question.* • Christianity also expanded across the Atlantic Ocean during this time period. *This is a <u>comparison</u>, not a <u>contextualization</u>. Any statement that is "parallel" to the question but does not directly "connect" is inadmissable.* **Acceptable** • Hinduism was not the only religion spreading along the Indian Ocean rim. Christianity also began to send missionaries into the Indian basin after 1500. *This statement "zooms out" beyond the Indian Ocean and 'connects' those 'external' developments 'outside the question' to the Indian Ocean basin 'inside' the question. it successfully demonstrates the skill of Contextualization.* **Excellent** An essay that provides links with relevant ideas, events, trends in an innovative way

Category	Rubric Description *Required Characteristics*	Example and *Commentary*
5 Analysis	Analyzes the process of continuity and change over time. **1 pt** *Analyze (with accuracy and specificity) the causes and/or effects of <u>either</u> change or continuity during the time period.* • *Analysis may NOT count as the thesis point.* *Analysis "Cue" Words* because caused / caused by led to came from *in order to* *due to*	*Analysis requires students to ask different questions and think on a higher plane than most of the rest of the rubric. Rather than asking "what happened" ask "why did it happen?"* **Unacceptable** *Most essays don't include ANY analysis, only simple narratives that list events in seeming isolation from each other.* **Acceptable** • *See Model Essay at the end of this section..* **Excellent** *Essays that analyze all issues of the question (as relevant): global context, chronology, causation, change, continuity, effects, content.*

Model CCOT Essay

This essay example is <u>NOT representative</u> of what could be done in 35 minutes under testing conditions. Just as with the other essays, we have written and reworked this example many times to point out the best elements in a potential response. Your essay will almost certainly be shorter and contain fewer specific details, but it could still demonstrate enough proficiency to garner a high score. Read this essay carefully and note the scoring notes in the side margin.

Native to the Indian subcontinent, both Hinduism and Buddhism were well established in northern India by 600 C.E. While Hinduism and the Hindu caste system strongly influenced the Indian subcontinent throughout 600-1750 C.E., Hinduism slowly lost its near monopoly of followers as Buddhism, Islam, Christianity, and syncretic faiths gradually moved in and across the Indian Ocean basin by 1750 C.E. Nevertheless, Hinduism did spread from northern India through southern (Deccan) India to SE Asia. The caste system endured from 600-1750, even as the well-established *varna* developed new *jati* (sub-castes). Buddhism actually lost ground to Hinduism and Islam in its native India only to slowly gain influence in SE Asia. Founded shortly after 600, Islam steadily expanded through from Arabia all the way to Indonesia, propelled by military, missionary, and economic factors. Other faiths like Christianity, Sikhism, and Akbar's "Divine Faith" enjoyed limited, temporary success without spreading widely through the population. By 1750, the Indian Ocean was truly a religious kaleidoscope as each faith influenced various empires, social classes, and port cities to differing degrees.	**Background/Intro**
	
	Thesis
	
	"Forecast"
	  #1 Hinduism
	
	  #2 Buddhism
	
	  #3 Islam
	
	  #4 Other

In 600, Hinduism was already well established in northern India, though not in southern (Deccan) India. As Buddhism declined in popularity after 600, Hinduism often benefitted, frequently because the devotional cults of Vishnu and Shiva attracted large numbers of followers. Between 600 and 1400, Hinduism slowly spread throughout the subcontinent, eventually permeating both the Chola kingdom (c. 850-1250) and Vijayanagar (c. 1350-1550) which both allowed religious diversity, largely because they were more concerned with maintaining and strengthening political authority and gaining economically than with enforcing religious conformity. The *varna* from northern India also began to specialize into specific *jati*, or sub-castes as Hinduism spread. As merchants plied their goods throughout the ocean basin powered by the ever-present trade winds (monsoons and rohinis) they identified their social status within Hinduism by occupation, thus encouraging the development of trade guilds as well. Indian merchants already had trade contact with SE Asia by 600. These commercial ties enabled Indian Hindu values and religion to appear in Angkor (c. 900-1400) even Angkor also adopted Buddhist values as well. Hinduism remained a strong influence throughout India from 600-1750.	**Topic Sentence:**
	  Hinduism
	Beginning status
	Early Change(s)
	  Evidence (Vishnu ...)
	  Analysis ("because")
	Middle Change(s)
	  Evidence (Chola ...)
	  Analysis
	
	Continuity (trade winds)
	
	Analysis ("enabled")
	Evidence (Angkor)
	
	Continuity (influence)

Body	Annotation
Native to India and established for over a millenium, Buddhism was already in decline in India by 600 C.E. Temporarily revived by Harsha (ca. 600) in India, Buddhism was simultaneously flourishing across the Himalayas in China. Because Buddhism had started its cultural diffusion so much earlier, it already had significant commercial and missionary contact with southeast Asia by 600. Buddhism often had a non-exclusive religious influence in SE Asia because of the presence of merchants of other faiths, namely Hinduism and, later, Islam. As Islam moved into Buddhism's place of origin in northern India after 1000, Muslim conquerors destroyed Buddhist schools and libraries, and often exiled Buddhists themselves, resulting in a sharp decline in Buddhism in India that persisted through 1750. Buddhism's place in SE Asian society was analogous to the religious transformation occurring in the Americas after 1492, as Christianity was introduced but was also influenced by native and African religious traditions.	**Beginning Status** **Change** **Evidence (Harsha)** **Analysis (cause-effect)** **Global Context (China)** **Middle Change** **Evidence** **Analysis** **Late Status** **Global Context (Americas)**
Of all religions in the Indian Ocean basin, Islam had the most stunning growth from 600-1750. Founded shortly after 600, Islam spread first most quickly by military conquest, such as those led by Mahmud of Ghazni into northern India by 1000. Islam continued a strong presence in northern India, as reflected in the Sultanate of Delhi (c. 1200-1500) the Mughal Dynasty (ca. 1500-1850), and the famous Ibn Battuta (14th century). After 1000 merchants and Sufi missionaries continued to spread Islam across the rimlands, reaching as far as Melaka in modern Indonesia by 1500. However, even where Muslim rulers controlled the government and military, most social elites tended to accept/retain Hinduism and Buddhism more than Islam. Islam stressed the equality of all people, but a brahmin's social status was reinforced by Hinduism. The result of all this was that most empires had a high degree of religious diversity, and Islam never exceeded 25% of India's overall population while Hinduism constituted the plurality if not outright majority of the population.	**Beginning Status** **Early Change** **Evidence** **Evidence** **Middle Developments** **Continuity** **Analysis**
Other faiths played a role as well, included faiths that tried to combine existing traditions. Christianity existed in 600 on the E. Africa coast in Axum. While Jesuit missionaries had high hopes for converting various rulers in India, their efforts met with little success. Christianity would largely stall until the arrival of the British East India Tea Company in the 18th century. As religious pluralism became more common, some leaders looked for new faiths to unite their peoples and provide a cultural common ground. The 16th century Mughal emperor Akbar tried to encourage his own "Divine Faith," though his own son Aurangzeb later revoked toleration in favor of Islam. Sikhism also developed in northern India where Islam and Hinduism were most thoroughly intermixed.	**Topic Sentence: Christianity** **Evidence (Axum)** **Global Context (Jesuits)** **Evidence (British)** **Analysis - Motive** **Evidence (Akbar, Aurangzeb)** **Evidence (Sikhism)**
By 1750, the Indian Ocean basin was a unique mix of multiple religions. Hinduism remained in India, though members of the lower *varna* had been more likely than more socially elite members to adopt Islam. Buddhism had seeped into SE Asia, often circuitously through China, though it did not have a religious 'monopoly' in SE Asia as Hinduism, and later Islam, also arrived. Islam swept across the ocean basin from west to east, beginning in Arabia and finally reaching Indonesia. This unique mixture encouraged the creation of syncretic faiths to reconcile conflict among believers and political entities as well.	**Conclusion** **Summarization of Thesis and restatement of Paragraph Topic Sentences**