The Columbian Exchange
Lesson Plan by Julia Brittain Arth

Essential Questions

In what ways did the Eastern Hemisphere and the Western Hemisphere of our world differ prior to 1492? How does exploration and interactions among different groups of people lead to change? How do these interactions impact our lives today? Is change good or bad? How do we decide?

Grade Level- 5th

Background Information

Prior to the “discovery” of the Americas by Europeans in 1492, the “Old World” and the “New World” had not exchanged plants, animals, diseases, ideas, or technologies. The exchange, once begun, has not ceased. The time period following the voyages of Christopher Columbus, in which this great exchange began to unfold is referred to as the Columbian Exchange.

Time Required- 2 class periods, plus additional time for research

Objectives

As a result of this lesson, students will:

Know:
1. Lesson Vocabulary: Old World, New World, and Columbian Exchange
2. How to access and use shared files.

Understand:
1. That prior to 1492 societies in the Old World and the New World grew independently, yet there were commonalities.
2. Exploration and colonization of the Americas affected the culture of Native Americans and Europeans.
3. The exchange of goods and ideas continues today and impacts our daily lives.

Do:
1. Conduct short web-based investigation
2. Compose and illustrate visual aid for presentation
3. Discuss relevance of findings in a small group
4. Identify and rank findings based on perceived significance
5. Present findings to class
6. Apply information from class presentations to current life situation
7. Analyze paintings to extend understandings
Standards:

- Missouri Show-Me Standards in Social Studies: acquire a solid foundation which includes knowledge of:
  a. continuity and change in the history of Missouri, the United States and the world
  b. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
  c. relationships of the individual and groups to institutions and cultural traditions

- Missouri Show-Me Standards for Goal 1: Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas.

Materials

- Paintings and illustrations of Columbus. (Attachments A and I)
- Smart Board (or computer projection system) with bookmarked illustrations
- Chart paper
- Markers
- Large world map (not a pull down - must be applied to wall with open space around it)
- Copy labels for the map; affix them to the top of the map before lesson begins. (see Attachment C)
- Copies of “What’s for Dinner?” handout (One per student, Attachment D)
- Copies of organizers for student research; three available - plants, animals, and diseases. (Each student needs one of one type only, based on student readiness.* Attachment E)
- Banks of web resources: Plants, animals and diseases. (Attachment F. If received electronically, they are already linked for use. If received in paper format, it is suggested that the teacher retype and link for use. These banks may be saved to a common location with student access for use from all classroom or library computers within a school.)
- Student computers with internet access.
- Masking tape
- Copies of “Painting Analysis” (One per student, Attachment J)
- Copies of “How does exploration and interaction among different groups of people lead to change?” (One per home team, Attachment K)
- Book; Fortunately by Remy Charlip (Simon and Schuster, 1984).
- Copies of assessment assignment with scoring rubric. (One per student, 2 pages, Attachment L)
Procedure:

Teacher Notes:

- Students have previously learned that technology refers to the science and tools developed to help with any task—not only electronic devices. They have been exposed to navigational ship technology.
- Students have studied exploration; they have knowledge of Columbus’ explorations as well as other explorers; they have learned about reasons for exploration and worked with the essential question, “Why do people explore?” throughout a unit on Exploration.
- Student readiness, reading levels, and interests have been previously identified. Students should be assigned research as follows: advanced readers—diseases; below level readers—plants. Animals fall in the middle regarding text difficulty.
- Students have assigned partners for specific activities such as Think-Pair-Share, or Research Buddies. For this lesson, research buddies need to have similar readiness and reading level. Student “home teams” refers to student desk groupings.

Setting the Stage

- Ask students: How different do you think life was in the New World before Columbus “discovered” it? In what ways? What about the Old World? In what ways was it different? What do you think was the same? Use a world map to clarify locations of Old World and New World.
- On Smart Board show an illustration of Columbus in the New World. (Attachment A1 and 2; other options available) Use the spotlight feature to highlight and briefly discuss things in the illustration such as native plant material, European clothing—fabrics made of wool contrasted with Native minimal attire, ships in background, cross signifying Christian religion (let students know that the Tainos practiced their own religion).
- Show multiple versions of Columbus in the New World, as time allows. Each illustration emphasizes various details.
- Suggest to students that the “Old World” and the “New World” had many differences in the areas of plants, animals, diseases, ideas, and technologies; these illustrations show only a few.
- Draw a T-chart on the chart paper; label the right side “Old World” and the left side “New World”. Title the chart: Where We Think Things Originated. Write the words: plants, animals, diseases, ideas, and technology in a column to the left of the T-chart. (see Attachment B1 for example of chart, and B2 for example of possible responses)
- To activate prior knowledge and assess current understandings, use Think-Pair-Share in this way: Ask students to think about the origin of items in several of the different categories represented on the chart; do they know where different plants, animals, diseases, or technologies originally came from? What about concepts/ideas, such as religion, freedom, slavery, ownership? Students will share ideas with a pre-determined partner.
- Hold a brief class discussion to share students’ ideas. Guide students to remember what they have learned previously about navigational technology, and reasons for exploration, such as increased wealth through land ownership or resources, power, and religion. Add student suggestions to the chart, including misconceptions.
Close this portion of the lesson by announcing that the class will soon find out if what they think is true really is true, plus, they will find out about many more items.

**Strategy**

Teacher note: My preference is to complete this portion (What’s For Dinner? Attachment D) of the lesson as morning work, or at some time apart from regular Social Studies instruction so that students do not attempt to connect the assignment with the Columbian Exchange until later in the lesson; after their research is complete.

- Initiate a conversation about favorite dinners. Illicit several responses; may list them on the board. The more complex, the better!
- Share a favorite dinner and how to create a shopping list with at least ten items. Example: Cheeseburger, fruit salad, fries, and chocolate brownie for dessert. Shopping list would include meat, wheat for bun and brownies, cheese, tomatoes, sugar for ketchup and brownies, bananas, apples, grapes, potatoes, eggs, and chocolate.
- Distribute “What’s For Dinner?” handout; instruct students to complete it using their favorite dinner. If students need to take it home to ask a parent for ingredients in a favorite meal, then they may do so.

Teacher note: The “What’s For Dinner?” portion of the lesson is complete. Have students put the assignment away before continuing.

- Ask the class about their experiences with travel: Where have they traveled? What did they do there? Did they eat anything unusual? Did they like it? What did they bring home as a souvenir? Did anyone ever bring home seashells from the beach? What about unusual plants, or seeds, or foods? Do they think that most people bring home things from their travels? Did they ever take something as a hostess gift? Did they ever leave something behind by accident? Did they ever give a visiting grandparent a cold? Is it typical for people to exchange ideas, foods, and illnesses when they travel?
- Share: when Columbus and the explorers who came after him explored, they also took home some souvenirs, and left things behind.
- Tell students that they will be investigating plants, animals, and diseases to determine their world of origin.
- Show students the research organizers. (Attachment E 1-3) The organizers are to be folded in half horizontally to create a cover and information inside. The cover will be labeled and illustrated with an image of the researched item. The image must be large and clear. Review the types of information students will look for in their research.
- Show the students how to access the online information files. (Attachment F 1-7) Demonstrate how to read through the information, looking for the critical information to complete the research.
- Assign topics, based on reading readiness (advanced readers- diseases; below level readers- plants. Animals fall in the middle regarding text difficulty) and interest. Assign these twelve topics first: plants: corn, cocoa, potatoes, rice, sugar cane, tobacco, wheat, and tomatoes. Animals: cattle, chicken, horse. Diseases: smallpox. Use the lists from Attachment F to assign other areas. Plants and animals will be the most beneficial topics at this time. NOTE: Diseases are already sorted by location of origin due to the
unreasonable challenge of determining pathology. Some known diseases have been left off this list due to the inappropriateness of the topic for elementary aged students.

- Students may work with a Research Buddy to complete their organizer. Buddies should be working on the same topic area, such as plants or animals.
- Some students may wish to complete a second area of research; plan ahead which students and which areas of research would be best for second projects.
- Research may be completed over a period of a day or so, depending on class schedule and computer access.
- When research is complete, tell students that they will meet with all the others who have researched items from the same topic. The group task is to decide which of the items had the most significant impact, either good or bad, on Native Americans and Europeans and why they believe what they believe. The group should be prepared to share their group findings orally with the rest of the class.
- Using the prepared wall map, have each student share his or her research and tape the report to the wall or map on the side from which that item originated. (See Attachment G)
- One student from each topic group shares what their group felt was the item that had the most significant impact on Native Americans and Europeans and why the group decided on that item. Teacher may wish to pursue specific items to clarify significance. (Use Attachment H to verify research)
- Look back at the original T-chart; discuss and correct predictions. (Use Attachment H to help sort)
- Students take out their assignment, “What’s For Dinner?” and write “Old World” or “New World” next to each item on the shopping list. There will be some questions at this point regarding items not researched. Be prepared with Attachment H! This is also a good time to discuss additional ingredients such as the sugar in ketchup, ice cream, and baked products, eggs and vanilla in ice cream, etc. Encourage student questions and sharing of information.
- Students discuss with their home team which parts of their meal they could have had if they had lived in either the Old World or the New World prior to the Columbian Exchange. Which would they have liked more?
- Students write two paragraphs (in journal or on notebook paper)about what their favorite dinner would have consisted of prior to 1492; one paragraph from the New World perspective and one from the Old World perspective.
- On Smart Board show an illustration of Columbus returning to Spain. (Attachments I1 and I2; options available; can show two paintings using split screen feature)
- Students view the painting(s) and complete the Painting Analysis Sheet (Attachment J1; Possible response and scoring rubric J2) Allow time for task completion.
- Have students share their analysis with their home teams.
- Pass out “Changes” worksheet, one per team. (Attachment K1; possible responses K2)
  Students write and pass their discussion responses to “How does exploration and interaction among different groups of people lead to change?” One team member can share group responses with class; class may continue interesting discussion threads as time allows.
- Ask the class, “Is change good or bad?” Help them to determine how point of view impacts response.
Assessment

Planned Assessment:

- Read aloud the book Fortunately to students. Discuss text structure and pattern.
- Formative Assessment- Create a four page Fortunately/Unfortunately booklet to demonstrate understanding of the ramifications of the Columbian Exchange. (Assignment and Scoring guide attached; Attachment H)

Internal Assessments:

- Use “What’s For Dinner?” as a formative assessment. (Attachment D includes possible response and scoring guide)
- Use topic research as a formative assessment. Score for completion.
- May use research presentations as oral presentation formative assessment.
- Use Painting Analysis as a formative assessment. (Attachment J includes possible response and scoring guide.)
- Use Changes worksheet as formative assessment for student participation.

Alternate Plans/Extensions

To extend the understandings of this lesson, students may:

- Continue to have access to the saved files to research all areas of interest
- Plot the items from their dinner menu onto a world map to visualize personal choices
- Pretend to be a crew member from Columbus’ voyage. Create a journal with entries describing the plants and animals found in the “New World”.

Credits/Sources

- Library of Congress
  http://www.loc.gov/rr/print/list/080_columbus.html

- Indexed research websites; credited at source

- World Map

- Rubistar
  http://rubistar.4teachers.org/index.php

- Fortunately by Remy Charlip (Simon and Schuster, 1984)
Columbus in the “New World” and Columbus returns to Spain; this link will take you to an assortment of images housed by the Library of Congress.

http://www.loc.gov/rr/print/list/080_columbus.html Additionally, this site is searchable, and there are other images of Columbus available, although not all have clear copyright issues.

- Select your favorite or use one of my favorites! I have pasted two of Columbus in the New World below for immediate use. (In the second one, the timid Tainos are hiding in the plant material far to the right.)
- Also shown are two paintings of Columbus’ return to Spain- he is depicted showing plants, natives, parrots, and other New World finds to the royal court.
COLUMBUS TAKING POSSESSION OF THE NEW COUNTRY.

The voyage had lasted 35 3/4 days during which time they were on the Spanish island. On August 6th the voyage was completed, and the island was said to be the largest of the New World. Columbus named it San Salvador. The island was inhabited by the Spaniards, and its name was later changed to Martinique. It is the site of the first settlement on the island by the French, and it was called Martinique Island. There are two important cities on the coast of the island, and the capital is called Martinique City.

Library of Congress, LC-USZC2- 1687
### Where We Think Things Came From!

<table>
<thead>
<tr>
<th>New World</th>
<th>Old World</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plants</td>
<td></td>
</tr>
<tr>
<td>Animals</td>
<td></td>
</tr>
<tr>
<td>Diseases</td>
<td></td>
</tr>
<tr>
<td>Ideas</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
</tr>
</tbody>
</table>
Key of possible expected responses (teacher note: responses will vary based on students’ prior knowledge. The expected responses below ARE NOT accurate representations of actual Old World/New World plants, animals, etc. but are representations of student beliefs prior to research portion of lesson.)

### Where We Think Things Came From!

<table>
<thead>
<tr>
<th></th>
<th>New World</th>
<th>Old World</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plants</strong></td>
<td>corn, wheat, spices, lettuce, cotton, squash</td>
<td>potatoes, wheat, carrots, potatoes, wheat, carrots,</td>
</tr>
<tr>
<td><strong>Animals</strong></td>
<td>horses, chickens, cows, dogs, buffalo, turkey</td>
<td>cows, oxen, chickens, turkeys, sheep</td>
</tr>
<tr>
<td><strong>Diseases</strong></td>
<td>flu, chickenpox</td>
<td>plague, smallpox</td>
</tr>
<tr>
<td><strong>Ideas</strong></td>
<td>many gods, origin stories, tribes</td>
<td>Christianity, kings</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>how to farm</td>
<td>ship building, compass</td>
</tr>
</tbody>
</table>
What's For Dinner?


Write down your favorite dinner, including side dishes, and dessert. Then, make a shopping list of at least ten ingredients you will need to prepare the meal. Break it down to basic ingredients ~ for example, pizza has a crust, sauce, toppings.... If you are having a burger, don't forget the condiments!

My favorite dinner is:

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Shopping List
1. ______________
2. ______________
3. ______________
4. ______________
5. ______________
6. ______________
7. ______________
8. ______________
9. ______________
10. ______________
What’s For Dinner?


Write down your favorite dinner, including side dishes, and dessert. Then, make a shopping list of at least ten ingredients you will need to prepare the meal. Break it down to basic ingredients ~ for example, pizza has a crust, sauce, toppings.... If you are having a burger, don’t forget the condiments!

My favorite dinner is:

A cheeseburger with all the toppings, french fries, and a chocolate milkshake!

Shopping List

1. hamburger meat (Old World- cow)
2. bun (Old World- wheat)
3. cheese (Old World- cow- milk)
4. lettuce (Old World)
5. tomato (New World)
6. potatoes (New World)
7. ketchup (New World- tomatoes)
8. Ice Cream (Old World- cow- milk)
9. Sugar (Old World)
10. Eggs (Old World)
8. Chocolate (New World)
If I lived in the Old World prior to 1492, I could have had a cheeseburger with the meat and the cheese, and some lettuce, but no tomato or ketchup on it. There would have been no French fries. My second choice for a side dish would be corn on the cob, and I could not have had that, either! I could have had some ice cream, but no chocolate, or strawberry, or even plain vanilla. I learned that I could have had peach ice cream though.

If I lived in the New World prior to 1492, I could have had the tomato, but no burger! I could not have had a bun, or cheese. I could not even have had chicken nuggets! Really, there was no good meat in the New World, except maybe turkey. I could have had French fries with ketchup though! I learned that the way ketchup is made now, it has sugar in it, and there would not have been sugar, so I don’t know if it would have tasted very good, but at least I could have had fries. I could not have had ice cream, but I could have had chocolate. The chocolate would have tasted bitter.
though, because there was no sugar. I guess I would have had strawberries instead.
Name: ____________________

Plant Researched: ________________

Was this plant originally from the Old World or the New World? ________________

Describe the typical uses of this plant:
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Describe the impact of this plant on the receiving world:
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

What interesting facts did you learn about this plant?
______________________________________________________________________________________
______________________________________________________________________________________
Name: ____________________

Animal Researched: ______________

Was this animal originally from the Old World or the New World? ________________

Describe the typical uses of this animal:
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Describe the impact of this animal on the receiving world:
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

What interesting facts did you learn about this animal?
______________________________________________________________________________________
Name: ____________________

Disease Researched: ______________

Was this disease originally from the Old World or the New World? ______________

Describe this disease; what are the symptoms, what are the cures?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Describe the impact of this disease on the receiving world:

____________________________________________________________________________________
____________________________________________________________________________________

What about now? Is this disease a threat to us today?

____________________________________________________________________________________

What interesting facts did you learn about this disease?

____________________________________________________________________________________
Plants:

Domesticated Plants

Avocado:
http://www.socalsail.com/cyberfair/avocado/history.html

Beans:
http://www.mnh.si.edu/archives/garden/history/

Black Pepper:
http://www.whfoods.org/genpage.php?tname=foodspice&dbid=74#historyuse

Bananas:
http://www.vandamme.be/history.html#anchor610871

Beets:
http://www.mnh.si.edu/archives/garden/history/

Broccoli:
http://www.mnh.si.edu/archives/garden/history/

Carrots:
http://www.mnh.si.edu/archives/garden/history/

Chili pepper:
http://www.plantcultures.org/plants/chilli_pepper_history.html
http://groups.msn.com/FoodiesCorner/chilehistory.msnw

Cocoa:
http://www.mnh.si.edu/archives/garden/history/

Coffee:
http://www.telusplanet.net/public/coffee/history.htm

Cotton (varieties/origin varies):
http://www.cotton.org/pubs/cottoncounts/story/index.cfm
http://www.pcga.org/cotton_history.html

Corn/Maize:
http://www.mnh.si.edu/archives/garden/history/
http://www.campsilos.org/mod3/students/c_history.shtml
http://www.campsilos.org/mod3/students/c_history2.shtml

Eggplant:
http://www.mnh.si.edu/archives/garden/history/
Garlic:
http://www.plantcultures.org/plants/garlic_history.html
http://homecooking.about.com/od/foodhistory/a/garlichistory.htm

Gourd:
http://www.mnh.si.edu/archives/garden/history/

Hemp:
http://www.plantcultures.org/plants/hemp_history.html

Indigo:
http://www.plantcultures.org/plants/indigo_history.html

Lettuce:
http://www.mnh.si.edu/archives/garden/history/

Okra:
http://www.mnh.si.edu/archives/garden/history/

Onion:
http://www.mnh.si.edu/archives/garden/history/

Peanut:
http://www.mnh.si.edu/archives/garden/history/

Peas:
http://www.mnh.si.edu/archives/garden/history/

Pineapple:
http://www.mnh.si.edu/archives/garden/history/

Potato:
http://www.mnh.si.edu/archives/garden/history/
http://whatscookingamerica.net/History/PotatoHistory.htm

Pumpkin:
http://www.mnh.si.edu/archives/garden/history/

Radish:
http://www.mnh.si.edu/archives/garden/history/

Rice:
http://www.plantcultures.org/plants/rice_history.html
http://www.historyforkids.org/learn/food/rice.htm

Strawberry:
http://www.mnh.si.edu/archives/garden/history/
Sugar Cane:
http://en.wikipedia.org/wiki/Sugarcane
http://www.plantcultures.org/plants/sugar_cane_history.html

Tobacco:
http://www.tobacco.org/History/Tobacco_History.html

Tomato:
http://www.mnh.si.edu/archives/garden/history/

Vanilla:
http://www.nielsenmassey.com/historyofvanilla.htm
http://www.nielsenmassey.com/vanillafunfacts.htm
http://www.kitchenproject.com/vanilla/history.htm

Wheat:
http://www.mnh.si.edu/archives/garden/history/

Yams:
http://www.mnh.si.edu/archives/garden/history/
Animals

Alpaca:
http://netvet.wustl.edu/species/exotic/alpaca.txt

Camel:
http://www.marisamontes.com/all_about_camels.htm

Domestic Cat:
http://www.catsinfo.com/history.html

Cattle:
http://www.ansi.okstate.edu/breeds/

Donkey:
http://www.donkeybreedsociety.co.uk/Page.aspx?TagName=AboutDonkeys
http://www.lovelongears.com/about_donkeys2.html

Chicken:
http://www.urbanext.uiuc.edu/eggs/res08-whatis.html

Goat:
http://www.ansi.okstate.edu/breeds/
http://www.goats4h.com/GoatsHome.html

Guinea Pig:
http://www.answers.com/topic/guinea-pig?cat=health
http://netvet.wustl.edu/species/guinea/guinpig.txt

Horse:
http://www.ansi.okstate.edu/breeds/
http://mysite.verizon.net/mmaidens/

Llama:

Pigs/Swine:
http://www.ansi.okstate.edu/breeds/

Rabbit:
http://www.lvma.org/rabbit.html

Raccoon:
http://www.raccoons-raccoons.com/
http://animaldiversity.ummz.umich.edu/site/accounts/information/Procyon_lotor.html
http://www.loomcom.com/raccoons/info/namesake.html
Rat:
http://www.russelrabbit.com/languages/sus/49.htm

Sheep:
http://www.ansi.okstate.edu/breeds/

Turkey:
Diseases
General Information
http://www.uic.edu/classes/osci/osci590/3_3%20European%20Disease%20in%20the%20New%20World.htm
http://amos.indiana.edu/library/scripts/typhus.html

What “Old” World had and shared:
Bubonic Plague:
http://www.learner.org/interactives/renaissance/middleages.html
http://atschool.eduweb.co.uk/heathsid/Subjects/History/plague.htm

Cholera:
http://www.cdc.gov/ncidod/dbmd/diseaseinfo/cholera_g.htm

Influenza:
http://www.cdc.gov/flu/about/disease.htm

Malaria:
http://www.cdc.gov/malaria/disease.htm

Measles:
http://www.cdc.gov/vaccines/vpd-vac/adult-vpd.htm

Scarlet Fever:
http://www.cdc.gov/ncidod/dbmd/diseaseinfo/scarletfever_g.htm

Sleeping Sickness:
http://www.cdc.gov/NCIDOD/DPD/parasites/trypanosomiasis/factsht_wa_trypanosomiasis.htm

Smallpox:
http://www.bt.cdc.gov/agent/smallpox/disease/movies.asp

Typhoid:
http://www.cdc.gov/NCIDOD/DBMD/DISEASEINFO/typhoidfever_g.htm
http://amos.indiana.edu/library/scripts/typhus.html

Typhus:
http://amos.indiana.edu/library/scripts/typhus.html

Both “Old” World and “New” World:

Tuberculosis:

Yellow Fever:
http://www.cdc.gov/ncidod/dvbid/yellowfever/index.htm
What “New” World had and shared:
Yaws:
http://www.intelihealth.com/IH/ihtIH/WSIHW000/9339/23810.html
*The sticky notes represent the fold-over reports! Attach them with masking tape to create a neat and usable display.

Map from:
Teacher note: diseases are already sorted by Old World/New World on the linked sites.

<table>
<thead>
<tr>
<th>From New World (what they had)</th>
<th>From Old World (what they had)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpaca</td>
<td>Camel</td>
</tr>
<tr>
<td>Guinea Pig</td>
<td>Cat</td>
</tr>
<tr>
<td>Raccoon</td>
<td>Cattle</td>
</tr>
<tr>
<td>Llama</td>
<td>Donkey</td>
</tr>
<tr>
<td>Turkey</td>
<td>Chicken</td>
</tr>
<tr>
<td></td>
<td>Goat</td>
</tr>
<tr>
<td></td>
<td>Horse</td>
</tr>
<tr>
<td></td>
<td>Pigs</td>
</tr>
<tr>
<td></td>
<td>Rabbit</td>
</tr>
<tr>
<td></td>
<td>Sheep</td>
</tr>
<tr>
<td>Avocado</td>
<td>Bananas</td>
</tr>
<tr>
<td>Beans</td>
<td>Black pepper</td>
</tr>
<tr>
<td>Cashew</td>
<td>Beans</td>
</tr>
<tr>
<td>Chili pepper</td>
<td>Beets</td>
</tr>
<tr>
<td>Cocoa</td>
<td>Broccoli</td>
</tr>
<tr>
<td>Cotton</td>
<td>Cabbage</td>
</tr>
<tr>
<td>Corn/maize</td>
<td>Carrots</td>
</tr>
<tr>
<td>Peanut</td>
<td>Coffee</td>
</tr>
<tr>
<td>Pecan</td>
<td>Cotton</td>
</tr>
<tr>
<td>Pineapple</td>
<td>Citrus</td>
</tr>
<tr>
<td>Potato</td>
<td>Eggplant</td>
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<tr>
<td>Pumpkin</td>
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<td>Rubber</td>
<td>Hemp</td>
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<td>Strawberry</td>
<td>Indigo</td>
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<tr>
<td>Squash</td>
<td>Lettuce</td>
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<td>Sunflower</td>
<td>Onion</td>
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<td>Sweet Potato</td>
<td>Okra</td>
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<td>Tobacco</td>
<td>Peach</td>
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<tr>
<td>Tomato</td>
<td>Pear</td>
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<td>Vanilla</td>
<td>Peas</td>
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<td>Radish</td>
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<td>Rice</td>
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<td></td>
<td>Sugarcane</td>
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<td>Wheat</td>
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<td>Yams</td>
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Attachment II

Columbus returns to Spain; this link will take you to an assortment of images housed by the Library of Congress.

http://www.loc.gov/rr/print/list/080_columbus.html Additionally, this site is searchable, and there are other images of Columbus available, although not all have clear copyright issues.

- Below are two paintings of Columbus’ return to Spain- he is depicted showing plants, natives, parrots, and other New World finds to the royal court.

http://memory.loc.gov/service/pnp/cph/3b40000/3b49000/3b49400/3b49489r.jpg

Library of Congress LC-USZC2-1589
Painting Analysis

View the painting(s) of the return of Columbus. He is pictured at the royal court of Barcelona. Respond to the following:

1. What is happening in the painting?

2. Describe some of the items in the painting that you find interesting or meaningful, and tell why they are interesting or meaningful.

3. What might Columbus be saying to the court?

4. Notice the various expressions depicted.
   a. What do you think the "Indians" are thinking?

   b. What do you think the members of the court are thinking?

5. Why might someone want to paint this particular scene?
Painting Analysis

View the painting(s) of the return of Columbus. He is pictured at the royal court of Barcelona. Respond to the following:

1. What is happening in the painting?

In the painting, Columbus is showing the King and Queen all of the things he has found on his trip, including some of the people he called Indians. I think he is showing off a little bit, and wants everyone to be impressed with all of the cool things he has to show them.

2. Describe some of the items in the painting that you find interesting or meaningful, and tell why they are interesting or meaningful.

I think it is interesting that Columbus actually brought people with him to share. I think that is interesting because usually when you go somewhere, you don’t plan to bring home people, usually you would only bring home things. I also notice that there is a lot of gold that the Indians are wearing, and I didn’t think that they really wore all that gold. Different paintings seem to show different things, and it makes me wonder who painted things the right way. Also, I think it is interesting that there is a parrot because I thought that they would have seen a parrot before.

3. What might Columbus be saying to the court?

Columbus is probably saying, “I am really successful and very brave to have gone to the Indies. (even though he was wrong!) Look at everything I have brought here to show you! Don’t you think I am very brave to stand here with these Indians who are not wearing very many clothes? Don’t you think I am important since I found all these new plants and animals?”
4. Notice the various expressions depicted.
   a. What do you think the “Indians” are thinking?

I think that the Indians are thinking that they miss their home, and that this place is pretty fancy, and that they wonder why everyone is wearing so many clothes. They probably also wish no one was looking at them. In the one painting it looks like the chief is there with a big sword and spear. He looks like he is very proud and is protecting the others. In the other painting, the person towards the front of the painting looks like he is trying to give the Spanish person some gold.

b. What do you think the members of the court are thinking?

The members of the court are probably thinking that the Indians should wear more clothes. And, I think they are thinking that Columbus is brave to stand near them. The one guy looks very interested in the Indians. He is really staring at them, and sort of leaning forward to get a better look. Some of the people look a little bit worried.

5. Why might someone want to paint this particular scene?

I think that the painter painted this scene because it was an important event and there were no cameras, so he wanted to paint it to show everyone who couldn’t be there what happened that day.
Teams, please discuss the following question:

How does exploration and interaction among different groups of people lead to change?

Pass the paper around to each team member for written contributions and member names. Continue passing until each member has added at least two responses, comments, or further questions to this paper.
Teams, please discuss the following question:

**How does exploration and interaction among different groups of people lead to change?**

Pass the paper around to each team member for written contributions and member names. Continue passing until each member has added at least two responses, comments, or further questions to this paper.

*People exchange diseases when they interact; sometimes the diseases kill many people.* Lori

*People learn how to do new things from each other, like how to be better at farming, or how to build better ships.* Thomas

*I don’t understand why people would kill each other sometimes, just because they wanted something new.* Josh

*It’s cool how once the Old World and the New World got together they could make new things, like sweet chocolate.* Janet

*I agree, I don’t think that plain chocolate mixed with water sounds good at all. I’m glad that exploration happened.* Lori

*What about what Josh said? Did people always kill other people? Look at the painting- Columbus brought people back to Spain with him. I think that’s wrong.* Thomas

*That doesn’t mean he killed them. I meant about later on. When people get together they sometimes just think they should have whatever they want. But I think it is wrong that Columbus brought back people, too. What about their families?* Josh
Maybe they wanted to go. Maybe they were interested in exploring
and getting new things, too. Janet
Your assignment is to create a Fortunately/Unfortunately book about the Columbian Exchange. We have discussed the good things (the fortunate part) and the bad things (the unfortunate part). Now, put what you have learned into paragraph form and share the changes that impacted people in both the New World and the Old World following 1492.

You must include the following things:
1. Pages 1-4, complete paragraph on each page describing specific things that were fortunate or unfortunate for the Old World or the New World as each page indicates.
2. Illustrations on each page.
3. Cut out the pages, fold them, and staple two times close to the fold.
4. Complete the cover: title, by line, relevant illustration

Scoring:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<td>Quality of Information</td>
<td>Information clearly relates to the topic. It includes several supporting details and/or examples.</td>
<td>Information clearly relates to the topic. It provides 1-2 supporting details and/or examples.</td>
<td>Information clearly relates to the topic. No details and/or examples are given.</td>
<td>Information has little or nothing to do with the topic.</td>
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<tr>
<td>Mechanics</td>
<td>No grammatical, spelling or punctuation errors.</td>
<td>Almost no grammatical, spelling or punctuation errors.</td>
<td>A few grammatical spelling, or punctuation errors.</td>
<td>Several grammatical, spelling, or punctuation errors.</td>
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<td>Diagrams &amp; Illustrations</td>
<td>Diagrams and illustrations are neat, accurate and add to the reader's understanding of the topic.</td>
<td>Diagrams and illustrations are neat and accurate and add to the reader's understanding of the topic.</td>
<td>Diagrams and illustrations are not neat and accurate OR do not add to the reader's understanding of the topic.</td>
<td>Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the topic.</td>
</tr>
<tr>
<td>Cover</td>
<td>Cover is neat and complete with title, byline, and relevant colored illustration.</td>
<td>Cover is complete with title, byline and a relevant illustration.</td>
<td>Cover has title, byline and illustration.</td>
<td>One part of cover has been omitted.</td>
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<tr>
<td>Construction</td>
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<td>Booklet has been cut out, carefully folded, and stapled close to the edge.</td>
<td>Booklet has been cut out, folded and stapled.</td>
<td>One part of booklet construction has been omitted.</td>
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Fortunately for the Old World

Unfortunately for the Old World

Fortunately for the New World

Unfortunately for the New World