

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. Elicit 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 desert. 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
http://www.lib.utexas.edu/maps/world_maps/world_rel_803005AI_2003.jpg
- Rubistar
<http://rubistar.4teachers.org/index.php>
- Fortunately by Remy Charlip (Simon and Schuster, 1984)

Attachment A1

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.



2-73-74
FIRST LANDING OF COLUMBUS ON THE SHORES OF THE NEW WORLD

AT SAN SALVADOR, W. I. OCT. 12TH 1492.

Library of Congress, LC-USZ62-3385

Attachment A2



COLUMBUS TAKING POSSESSION OF THE NEW COUNTRY.

The voyage had lasted 33 days (26 of which being laid to drift at the Spanish station, from August 3 to October 13, 1492) when Columbus wrote on the island called Hispaniola the 12d October, and named it after St. Raphael. This island was afterwards by the English, and its then called Watling Island. Columbus took possession of the land in the name of His Lord the King, for the crown of Castile.

Attachment B1

Where We Think Things Came From!

	New World	Old World
<i>Plants</i>		
<i>Animals</i>		
<i>Diseases</i>		
<i>Ideas</i>		
<i>Technology</i>		

Attachment B2

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!

	New World	Old World
<i>Plants</i>	corn, wheat, spices, lettuce, cotton, squash	potatoes, wheat, carrots,
<i>Animals</i>	horses, chickens, cows, dogs, buffalo, turkey	cows, oxen, chickens, turkeys, sheep
<i>Diseases</i>	flu, chickenpox	plague, smallpox
<i>Ideas</i>	many gods, origin stories, tribes	Christianity, kings
<i>Technology</i>	how to farm	ship building, compass

Attachment C

Old World

New World

New World

Old World

Physical Map of the World, June 2003



Map from: http://www.lib.utexas.edu/maps/world_maps/world_rel_803005AI_2003.jpg

Attachment D1

Name: _____

What's For Dinner?

What is your very favorite dinner? Cheeseburgers and fries? Pizza and salad?

What about dessert? Ice cream? Brownies?

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. _____

Attachment D2-3 (possible response key)

Name: _____

What's For Dinner?

What is your very favorite dinner? Cheeseburgers and fries? Pizza and salad?

What about dessert? Ice cream? Brownies?

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)**

Below is a possible response to the paragraphing assignment. Students should write on notebook paper with appropriate classroom heading. Score student responses as follows:

CATEGORY	4	3	2	1
Quality of response	Both Old World and New World dinners are thoroughly discussed; options are given, information is correct.	Both Old World and New World dinners are thoroughly discussed; information is correct.	Both Old World and New World dinners are discussed; information is correct.	Old World or New World dinner is discussed; most information is correct.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical, spelling or punctuation errors.	Several grammatical, spelling or punctuation errors.

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.

Attachment E1

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?

Attachment E2

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?

Attachment E3

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?

Attachment F 1-7

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>

<http://www-plb.ucdavis.edu/labs/rost/Rice/introduction/intro.html>

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.cnn.com/US/9705/tobacco/history/index.html>

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://www.gateway-alpacas.com/alpaca.php>

<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>

http://www.judithstock.com/Speaking_of_Animals/History_of_Cats/history_of_cats.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-what-is.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:

http://news.nationalgeographic.com/news/2003/06/0610_030610_llamashepherds.html

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>

<http://www.nhc.ed.ac.uk/index.php?page=493.171.192.209>

Sheep:

<http://www.ansi.okstate.edu/breeds/>

Turkey:

http://news.nationalgeographic.com/news/2001/11/1119_wildturkey.html

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/overview/disease-facts.asp>

<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>

<http://www.nlm.nih.gov/medlineplus/ency/article/001363.htm>

Both “Old” World and “New” World:

Tuberculosis:

<http://www.cdc.gov/tb/pubs/tbfactsheets/tb.htm>

Yellow Fever:

<http://www.cdc.gov/ncidod/dvbid/yellowfever/index.htm>

What “New” World had and shared:

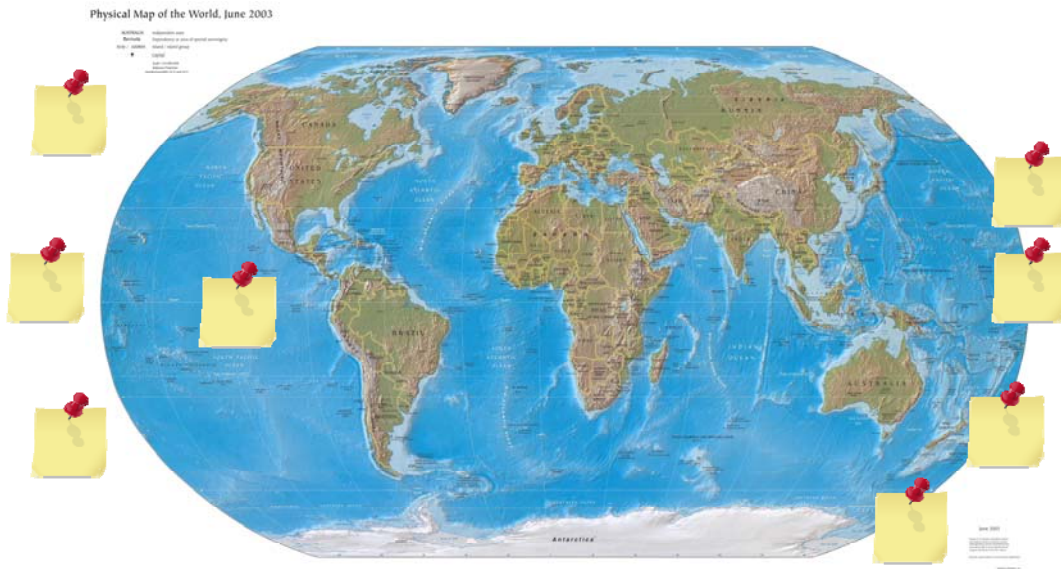
Yaws:

<http://www.intelihealth.com/IH/ihIH/WSIHW000/9339/23810.html>

Attachment G

New World

Old World



*The sticky notes represent the fold-over reports! Attach them with masking tape to create a neat and usable display.

Map from:

http://www.lib.utexas.edu/maps/world_maps/world_rel_803005AI_2003.jpg

Attachment H

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

From New World (what they had)

Alpaca
Guinea Pig
Raccoon
Llama
Turkey

Avocado
Beans
Cashew
Chili pepper
Cocoa
Cotton
Corn/maize
Peanut
Pecan
Pineapple
Potato
Pumpkin
Rubber
Strawberry
Squash
Sunflower
Sweet Potato
Tobacco
Tomato
Vanilla

From Old World (what they had)

Camel
Cat
Cattle
Donkey
Chicken
Goat
Horse
Pigs
Rabbit
Rats
Sheep

Bananas
Black pepper
Beans
Beets
Broccoli
Cabbage
Carrots
Coffee
Cotton
Citrus
Eggplant
Garlic
Hemp
Indigo
Lettuce
Onion
Okra
Peach
Pear
Peas
Radish
Rice
Sugarcane
Wheat
Yams

Attachment I1

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

Attachment I2



RETOUR DE CHRISTOPHE COLOMB

YUKITA DE CRISTOBAL COLOM

Après avoir découvert le premier continent découvert par l'Europe, Colomb retourna en Espagne en 1493. Il rapporta avec lui de nombreuses richesses, notamment de l'or et de l'argent. Il fut reçu avec honneur par le roi et la reine, qui le récompensèrent de ses services. Cependant, il fut accusé de malversation et de fraude. Il fut arrêté et emprisonné. Il fut relâché après avoir prouvé son innocence. Il retourna en Espagne en 1495. Il fut nommé gouverneur de toutes les îles découvertes par lui. Il mourut en 1506.

Yukita de Cristobal Colon. Yukita de Cristobal Colon est une œuvre de l'artiste espagnol Juan Pantoja de la Cruz. Elle représente la présentation de l'indien Taino à la cour des Rois catholiques. L'œuvre est une gravure en bois, datant de 1493. Elle est conservée au Musée de l'histoire de l'Espagne à Madrid.

<http://memory.loc.gov/service/pnp/cph/3f00000/3f03000/3f03700/3f03750v.jpg>

Library of Congress, LC-USZC2-3750

Name: _____

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?

Name: _____

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.

CATEGORY	4	3	2	1
Quality of responses	All questions are answered completely; many supporting details from the paintings are provided.	Most questions are answered completely; supporting details from the paintings are provided.	Questions are answered; some supporting details from the paintings are provided.	Questions are answered; few supporting details from the paintings are provided.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical, spelling or punctuation errors.	Several grammatical, spelling or punctuation errors.

Attachment K1

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.

Attachment K2 (Possible responses)

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

Attachment L1

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:

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

Attachment L2

<p>Fortunately for the Old World _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Unfortunately for the Old World _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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<p>Fortunately for the New World _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Unfortunately for the New World _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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