Overview

When Christopher Columbus returned to the Americas in 1492 (his second voyage) he brought with him many seeds, plants and livestock. This cargo started a “grand exchange” and revolution between the New World and the Old World that would alter the world forever because he had brought with him seed, plants and livestock that were not originally occurring in the New World. This exchange would be called the “Columbian Exchange” by historian Alfred Crosby. The major exchange between the two worlds centered on the exchange of plants, animals, diseases and technology. Although the exchange began with Christopher Columbus it continued and developed throughout the major years of the Age of Exploration. Ultimately the Columbian Exchange impacted the social and cultural makeup of both sides of the Atlantic and dramatically impacted the people on both sides.

The Columbian Exchange is often considered to be one of the most important events of the modern world. Understanding the Columbian Exchange helps you to understand the impact of the cultural contact of the New and Old World’s.

Task

Students will use the included readings in order to complete the related activities.
Directions: Summarize the ideas of the readings in the chart below using point-form.

<table>
<thead>
<tr>
<th>Point-form Summary Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISEASES</td>
</tr>
<tr>
<td>PLANTS</td>
</tr>
<tr>
<td>ANIMALS</td>
</tr>
</tbody>
</table>

Social Studies

Name: __________________________
Directions: On the map below, show the movement of plants, animals and diseases during the Columbian Exchange by writing the different items on the arrows. Use the information you gained from the reading activity to complete the map.
The Columbian Exchange has had a profound effect on our modern lives, especially in regards to the food we eat. For this assignment students keep a record of the food they eat over the course of _____ day(s). Students will write the individual food items/meals in the spaces below and then determine whether the ingredients of the food are originally from the New World or the Old World.

<table>
<thead>
<tr>
<th>DATE</th>
<th>FOOD I ATE</th>
<th>NEW WORLD OR OLD WORLD?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What does the above activity show about how the Columbian Exchange impacts your life?

__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

©Copyright Brodie Millar 2014. (http://www.teacherspayteachers.com/Store/Brodie-Millar)
The Columbian Exchange has had a profound effect on the history of the world. It created both positive and negative effects for the people, environment, and species of the planet. Your task is to write a paragraph response in which you answer the question: Does the Columbian Exchange have a positive or negative legacy? In your response identify the positive and negative aspects of the Columbian Exchange, as you learned in class, and then argue a position related to the question. You need to fully explain your ideas and support your position by using specific evidence learned in class.

__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
©Copyright Brodie Millar 2014. (http://www.teacherspayteachers.com/Store/Brodie-Millar)
<table>
<thead>
<tr>
<th></th>
<th>EXPLANATIONS AND SUPPORT (8 marks)</th>
<th>COMMUNICATION (2 marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>8 Explanations are deliberate and comprehensive, revealing a perceptive understanding. Support is specific and accurate, and errors, if present, do not detract from the response. A thorough understanding of the assigned task is demonstrated.</td>
<td>2 The writing is fluent and purposefully organized. Vocabulary is precise. The writing demonstrates confident control of sentence construction, grammar, and mechanics. Errors, if present, are inconsequential.</td>
</tr>
<tr>
<td>Proficient</td>
<td>6.4 Explanations are appropriate and purposeful, revealing a clear understanding. Support is relevant and appropriate, but may contain some minor errors. A clear understanding of the assigned task is demonstrated.</td>
<td>1.6 The writing is straightforward and clearly organized. Vocabulary is specific. The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics. Errors do not detract from communication.</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>4.8 Explanations are general and straightforward, revealing an acceptable understanding. Support is relevant but general, may be incompletely developed, and/or contains errors. An acceptable understanding of the assigned task is demonstrated.</td>
<td>1.2 The writing is generally clear and functionally organized. Vocabulary is adequate. The writing demonstrates basic control of sentence construction, grammar, and mechanics. Errors do not seriously interfere with communication.</td>
</tr>
<tr>
<td>Limited</td>
<td>3.2 Explanations are overgeneralized and/or redundant, revealing a confused, though discernible, understanding. Support is superficial, may not be always relevant, and may contain significant errors. An incomplete understanding of the assigned task is demonstrated.</td>
<td>0.8 The writing is uneven and incomplete, but is discernibly organized. Vocabulary is imprecise and/or inappropriate. The writing demonstrates a faltering control of sentence construction, grammar, and mechanics. Errors hinder communication.</td>
</tr>
<tr>
<td>Poor</td>
<td>1.6 Explanations are tangential or minimal, revealing a negligible understanding. Support, if present, is incomplete, may be marginally relevant, and contains significant and/or frequent errors. A minimal understanding of the assigned task is demonstrated.</td>
<td>0.4 The writing is unclear and disorganized. Vocabulary is ineffective and frequently incorrect. A lack of control of sentence construction, grammar, and mechanics is demonstrated. Errors impede communication.</td>
</tr>
<tr>
<td>Insufficient</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Mark:** ______ /10
One of the major aspects of the Columbian Exchange was the spread of diseases around the world between the Old World and the New World. When Christopher Columbus made his voyage to the New World in 1492 unbeknownst to him he and his crew brought a series of diseases that would be devastating to the indigenous peoples of the New World. In particular, the European explorers transmitted smallpox to the indigenous peoples, which the ingenious peoples did not have immunity to and thus resulted in a large number of deaths among the indigenous peoples in the Americas.

Historians disagree on the how many indigenous people of the Americas died as a result of European diseases with estimates ranging from as low as 50% to as high as 90%. Regardless, the spread of Europeans diseases had a dramatic effect on the societies and cultures of indigenous peoples. While smallpox was the most deadly of European diseases, it was not the only disease that spread to the New World. Other common Old World diseases included: measles, malaria, yellow fever, influenza and chicken pox.

The above image shows the effects of smallpox as the rash and blisters of the disease spread over the body of the infected person.
The nature of the Columbian Exchange was that the “exchange” occurred both ways between the New and Old Worlds. Therefore, some diseases also spread from the New World to the Old World. For example, syphilis originated in the New World and returned to Europe when European explorers contracted the disease and then returned to Europe. Also, New World diseases also made their way to Europe when indigenous peoples were brought back to Europe on the return voyages.

With that said, New World diseases did not devastate Europe, Asia or Africa the way Old World diseases devastated the indigenous peoples of the New World. The indigenous population of the New World was impacted for several reasons. Firstly, the indigenous peoples had no prior exposure to the Old World diseases and therefore their immune systems were not fully prepared to fight the new diseases. Secondly, most of the European diseases were transmitted by air and touch making them spread quickly and easily among the people.

Syphilis had a severe effect on Europeans. It was transmitted by sexual contact. It was common for sailors to contract the disease. Historian Alfred Crosby stated, “If we may assume that the nature of sailors in the 16th century was not radically different than in the 20th century, then we can imagine no group more perfectly suited for guaranteeing that syphilis would have worldwide distribution”.

©Copyright Brodie Millar 2014. (http://www.teacherspayteachers.com/Store/Brodie-Millar)
The plants involved in the Columbian Exchange dramatically changed both the economy and culture of the New and Old Worlds. European explorers returned home with New World plants, such as: beans, squash, chili peppers, sunflowers, peanuts, tomatoes, sweet potatoes, avocado and pineapple. However, the two most important New World plants were the potato and maize (corn). They would eventually have profound effects on the Old World and modern peoples.

Maize (corn) is an important New World crop involved in the Columbian Exchange. It was always important to the societies of Central America because it could be dried and stored for long periods of time. It was easily transported to Europe because of its adaptable nature and would eventually be grown in many different regions around the world. The introduction of maize into the Old World, along with other New World foods, led to a population growth as the new foods helped support larger societies.
Potatoes are native to South America but were transported to the Old World where they would become a key component of the diet of many Europeans for years to come. The potato was important because they could resist cold temperatures and grow in relatively thin soil. Specifically, the potato would be vital to Ireland in particular and by the 19th century, Ireland was so dependent on the potato as a source of food that the “Irish Potato Famine” in the 1840’s and 1850’s caused mass starvation and emigration from Ireland. Approximately two-fifths of the population was solely reliant on the potato as a source of food, and when a potato disease destroyed the crops it had dramatic effects for Ireland and Irish people. Ireland’s population dropped approximately 20% to 25% between the years of the famine.
Many Old World plants were brought to the New World and would have a dramatic impact on the Americas. Most importantly, Old World crops like wheat and barley became staple growing crops on the American prairies. A more specific example of an Old World crop was the sugarcane. The sugarcane was a very significant crop historically. Christopher Columbus introduced the crop to the Caribbean on his second voyage to the Americas. The new crop flourished in the New World with sugarcane plantations being developed in Cuba, Puerto Rico and Jamaica. Sugar today is used in many foods and has since become one of the largest cash crops in history.

Coffee had been grown in Africa and the Middle East before it was transported to the Americas. Once in the New World, coffee became an important new crop in Central and South America. It has continued to be an important crop of the region due to its ability to grow easily in the climate of Central and South America. Today coffee is a popular drink around the world.
Animals were another key component of the Columbian Exchange. The animals were transported by European sailors aboard early ships and would quickly impact the societies and environment of the Americas. The differences between the animals in the New and Old Worlds were dramatic with the indigenous peoples of the Americas only having a few animals for use. For example, indigenous peoples on the New World had only domesticated the dog, and llamas. Prior to the Columbian Exchange, the Americas had no major beasts of burden (work animals) and therefore all manual labor had to be completed by human hands. On Columbus’ second voyage in 1493 he brought a variety of Old World livestock, including: horses, pigs, sheep, dogs, cattle, chickens, and goats. When explorers brought new animals across the Atlantic, it introduced a whole new means of transportation, a new labor form, and new sources of food.
Pigs were extremely successful in the New World after being introduced by early European explorers and became very important to the Americas. For example, the pigs reproduced very fast and were able to serve as meat for early explorers and other societies. Specifically, Hernando de Soto brought thirteen pigs with him to Florida and within three years the pigs had reached a population of over 700.

Horses were extremely plentiful in Europe, especially in Spain and Portugal. The first horses arrived in the Americas with Columbus aboard his second voyage in 1493. The early European explorers brought horses across the Atlantic despite the difficulties of the voyage because horses served such an important function in the life of Europeans. The explorers used the horse successfully in battle against the indigenous peoples of the Americas and were tremendously helpful because the indigenous cultures had never experienced an animal as large as a horse in battle before. Horses today are common in the Americas and exist both as a work animal for humans as well as a wild animal.
Paul Kane’s Assiniboine Hunting Buffalo circa 1851-1856 painting depicts two Plains First Nations on horseback hunting a buffalo. The introduction of horses by Spanish settlers changed the way Plains Indians hunted, allowing them to overtake buffalo by speed. This would not have been possible without the overall process of the Columbian Exchange.
Social Studies

The intention of this resource is for students to learn about the Columbian Exchange in a way that fosters reading skills, critical thinking, and collaborative learning. The package contains a range of resources, which are explained in this teacher guide.

Student Handout

First, the resource begins with an introductory student handout that contains an overview of the Columbian Exchange and a Graphic Organizer (pages 1 and 2 of this package). The teacher should print and give each student a copy of this handout and then as a class go over or read out loud the “Overview” portion of the handout. Going over this section with students will introduce them to the big ideas of the Columbian Exchange and prepare them for the later activities.

Jigsaw Reading Activity

Next, students will participate in a jigsaw “reading” activity. First, the teacher should print several copies of each of the included reading (diseases, animals, and plants). The teacher will divide the class into groups of 3 with each group of 3 being given one of the readings. For example, if you divide a class of 18 students into groups of 3, then you will have 6 groups total. The teacher would then have 2 groups that are given the “Diseases” readings, 2 groups that are given the “Animals” readings, and 2 groups that are given the “Plants” readings. Each group of 3 then reads and reviews their assigned reading and as a group they summarize in point-form the main ideas and concepts on their copy of the graphic organizer that the teacher provided earlier. Each student in the group must have summary notes as they will need them when they move onto another group in the jigsaw activity. This step may take the groups several minutes. The teacher should circulate the room to ensure each group completes the task.

Next, the teacher should reorganize the groups to further the jigsaw activity. For this the teacher will tell students to find two new group members but that the new group members must be from different “readings”. For example, each new group must have 1 member that summarized the “Diseases” reading, 1 member that summarized the “Animals” reading, and another member that summarized the “Plants” reading. In these new groups, students will be considered “experts” of their assigned reading and will share their knowledge/summaries with the other 2 group members. By the end of this activity, each student in the class should have completed notes for all 3 elements of the Columbian Exchange. Again, this step may take the groups several minutes. The teacher should circulate the room to ensure each group completes the task. These completed
summaries on the graphic organizers will assist the students in completing further assessments. See the included “teacher key” to see an example of how this could be completed.

Map Activity

The next activity to use in the bundle is to have students complete the map activity in which they show the diseases, animals and plants that were exchanged between the New World and Old World. Students will need to use the included readings (or their summaries of the readings) to find the individual items that were exchanged during the Columbian Exchange and then write them on the arrows to show the direction that the item was transported. The teacher may require students to do this in groups or individually. As well, the teacher may allow students access to the internet, textbook or library sources to find further diseases, plants and animals that were exchanged during the Columbian Exchange. See the included “teacher key” to see an example of how this could be completed.

Food Assignment: “How does the Columbian Exchange impact me?”

The next activity in the bundle is the assignment titled “How does the Columbian Exchange impact me?” This is an activity that can be completed over several days. The instructions on the page handout detail how best to carry out the assignment, but a blank space has been left for the length of days of the assignment. I typically ask my students to record their meals over 2 days, but I left the space blank so the teacher could modify as needed with their particular group of students. Simply explain the assignment to the students and tell them how many days they should record their meals. The purpose is for students to see that the food they each comes from a mixture of both New World and Old World foods and to see how the Columbian Exchange made this possible. Once the students record their meals over the desired timeframe, the teacher could facilitate a discussion in which the class identifies which foods came from the New World and which came from the Old World. Once completed, the teacher could have students complete the question at the bottom of the page. See the included “teacher key” to see an example of how this could be completed.

Writing Assignment

Finally, the resource includes a writing assignment centered on whether or not the Columbian Exchange was a positive or negative event in history. The purpose of the assignment is for students to critically think about the effects of the Columbian Exchange (as discussed in the readings) and to argue a position. A marking rubric has been included for ease of assessment. The teacher could facilitate a debate centered on the question of the writing assignment to foster student thinking.
### DISEASES
- European explorers unknowingly spread Old World diseases to the indigenous peoples of the Americas, such as: small pox.
- Small pox was the worst disease to impact the indigenous peoples.
- As many at 50%-90% of indigenous peoples dying of disease.
- Syphilis was a New World disease that would be transmitted back to the Old World.
- Overall, disease played a larger impact on the societies of the New World.

### PLANTS
- Many plants were exchanged as part of the Columbian Exchange.
- For example, tomatoes, corn, and potatoes are New World foods that were not seen in the Old World before the arrival of Europeans. These foods would become incredibly popular in the Old World. (Ireland and potatoes)
- As well, foods like sugar and coffee were Old World foods that were brought to the New World with European explorers and began to be harvested in the New World on plantations.

### ANIMALS
- Many animals (including livestock) were exchanged during the Columbian Exchange.
- The Old World had many more domesticated animals (livestock) than did the New World. (For example, the New World had no work animals)
- The European explorers brought pigs, cattle, sheep, goats and chickens to the New World, while the only large domesticated animals in the New World was the llama.
- The Old World animals populated quickly in the Americas (ex. Pigs) and transformed the societies and environment. For example, Old World horses changed the hunting habits of Native Americans.
COLUMBIAN EXCHANGE

Directions: On the map below, show the movement of plants, animals and diseases during the Columbian Exchange by writing the different items on the arrows. Use the information you gained from the reading activity to complete the map.

NEW WORLD
- wheat
- sugar
- coffee
- cattle / horses
- pigs
- sheep
- goats
- small pox

OLD WORLD
- tomato
- potato
- maize (corn)
- llamas
- syphilis

Name: __________________________
The Columbian Exchange has had a profound effect on our modern lives, especially in regards to the food we eat. For this assignment students keep a record of the food they eat over the course of 2 days. Students will write the individual food items/meals in the spaces below and then determine whether the ingredients of the food are originally from the New World or the Old World.

<table>
<thead>
<tr>
<th>DATE</th>
<th>FOOD I ATE</th>
<th>NEW WORLD OR OLD WORLD?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 3rd</td>
<td>Hamburger Bun</td>
<td>Wheat – Old World</td>
</tr>
<tr>
<td>Oct. 3rd</td>
<td>Hamburger Patty</td>
<td>Cattle – Old World</td>
</tr>
<tr>
<td>Oct. 3rd</td>
<td>French Fries</td>
<td>Potato – New World</td>
</tr>
<tr>
<td>Oct. 4th</td>
<td>Apple</td>
<td>Apple – Old World</td>
</tr>
<tr>
<td>Oct. 4th</td>
<td>Pasta Sauce</td>
<td>Tomato – New World</td>
</tr>
<tr>
<td>Oct. 4th</td>
<td>Pasta Noodles</td>
<td>Wheat – Old World</td>
</tr>
</tbody>
</table>

What does the above activity show about how the Columbian Exchange impacts your life?

While student responses may vary student responses should center on the idea that our modern diets come from foods that were in both the New World and Old World and therefore the Columbian Exchange has allowed us access to a wider variety of foods.