

Columbian Exchange Lesson

Unit: European Expansion and Colonization

Lesson: Columbian Exchange

Content Objectives: The student will

- categorize foods as originating in the Old World or the New World.
- analyze the effects of the Columbian Exchange of plants, animals, and diseases on world history and modern life.

Language Objective: The student will

- identify key concepts and vocabulary words related to the Columbian Exchange.

Metacognitive Objective: The student will

- develop a graphic organizer on the Columbian Exchange of plants, animals, and diseases

Materials:

- Handout: List of Old World and New World Plants, Animals, and Diseases
- Handout: Graphic Organizer on Columbian Exchange
- Word Wall: Columbian Exchange, Spatial Diffusion
- Realia: ear of corn, potato, tomato, etc.

Procedure:

Allow approximately one 50-minute class period for instruction and 10 minutes for assessment.

1. Ask students to list on paper the foods that they ate either yesterday (morning classes) or today (afternoon classes). [5 minutes]
2. Explain Columbian Exchange vocabulary words and concepts from word wall. [5 minutes]
3. Use realia like an ear of corn or a potato in short explanation of concept of cultural (spatial) diffusion. [5 minutes]
4. Hand out list of plants, animals, and diseases that came from Old World and New World.
5. Divide students into small groups of about four. Have them working in small groups decide whether the foods they have eaten recently originated in either the Old World or New World. Some foods (pizza) may have ingredients from both worlds. [5-10 minutes]
6. Pass out copies of Columbian Exchange graphic organizer. Have students fold the handout and put title and student name on the front panel. They may also add other pertinent information and an illustration of a Columbian Exchange product. On the graphic organizer inside each student should name the continents in the Old World and New World and list foods they normally eat in either the Old World or New World arrows. Then each student should add at least one animal and disease from the Old World and the New World. On the back panel have students write in their own words the definitions of spatial diffusion and Columbian Exchange and write a sentence or two on the relationship between the two concepts. [15-20 minutes]
7. Regroup students into their small groups. Have them discuss how the Columbian Exchange affected each of them personally and at least one impact on world history. [5-10 minutes]

8. If time permits, review the concepts associated with the Columbian Exchange, and the products from the Old World and the New World.

Technology:

Have students use the Internet to find out more information on the Columbian Exchange. Use phrases “Columbian Exchange” or “Seeds of Change” to search the Internet.

Assessment:

On the second day, do a short review of the Columbian Exchange concepts and products. Assess students by asking them to list five Old World and five New World contributions. Then ask them to explain the significance of the Columbian Exchange in history. [10 minutes]

Extension:

Have students select one of the Old World or New World products and research the importance of and impact of that product on history and the contemporary world.

Columbian Exchange
Vocabulary and Word Wall

Spatial diffusion

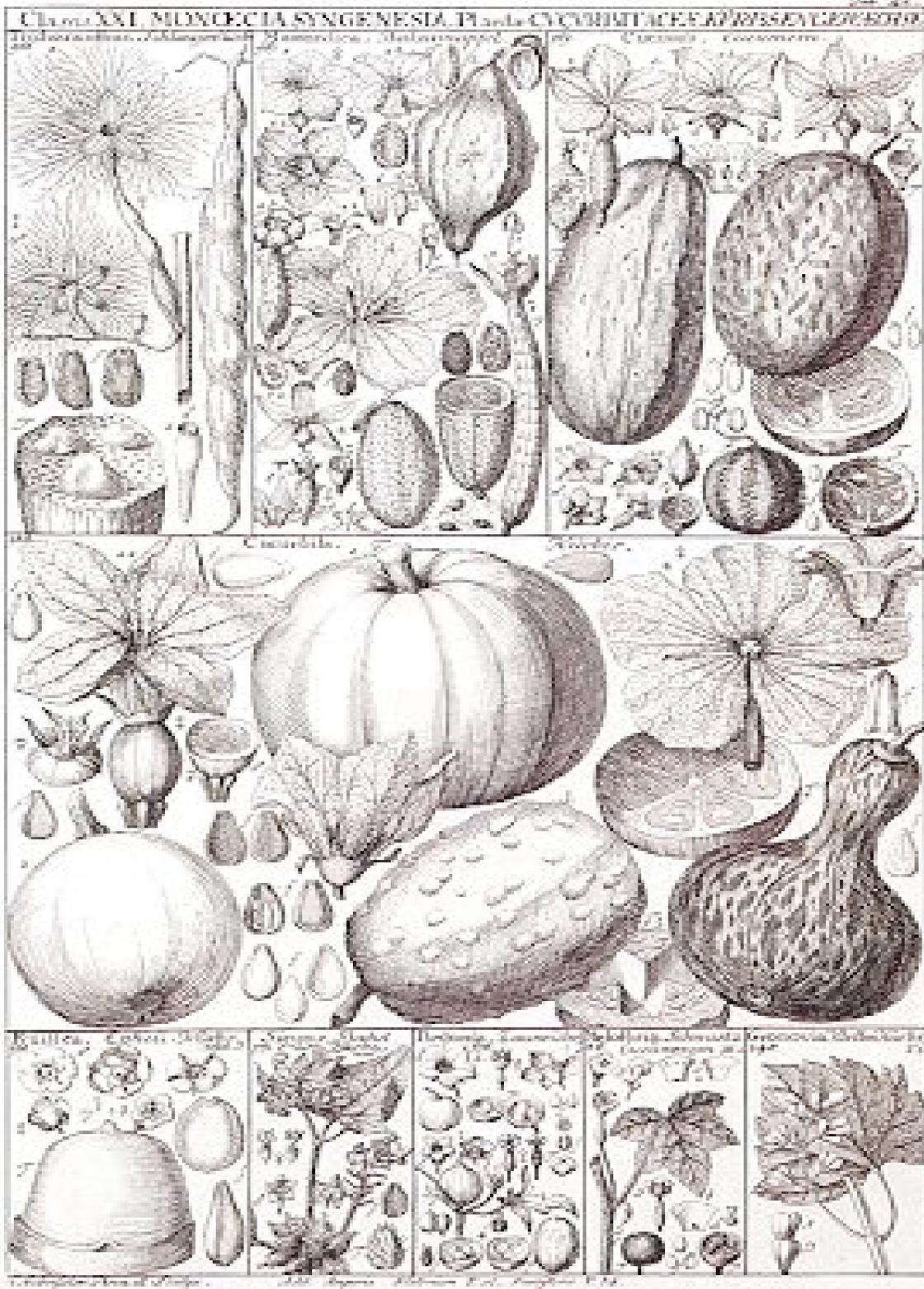
Columbian exchange

Old World

New World

The Columbian Exchange

Old World (Asia, Europe, Africa)	Contribution	New World (the Americas)
apples, bananas, citrus fruits, grapes, melons, peaches, pears	Fruits	pineapples, tomatoes, papaya, strawberries
broccoli, cabbage, carrots, lettuce, onions, radishes	Vegetables	avocados, green beans, pumpkins, squash
barley, oats, rice, rye, wheat	Cereals and Grains	maize (corn)
taro, yams	Starchy roots	manioc, peanuts, potatoes, sweet potatoes
chickpeas, lentils, peas	Legumes	beans, Lima beans
black pepper, cinnamon, cloves, ginger	Spices	chili peppers, vanilla
coffee, tea	Drinks	chocolate
sugar cane, olives	Other Plants	quinine , tobacco
cattle, chickens, donkeys, goats, horses, pigs, sheep	Animals	guinea pigs, llamas, turkeys
cholera, malaria, measles, mumps, smallpox, typhoid, yellow fever	Diseases	syphilis



Plants cultivated by Native Americans and introduced to Europe after 1492

From -- <http://www.nhc.rtp.nc.us:8080/tserve/nattrans/ntecoindian/essays/columbian.htm>

Resources for the Columbian Exchange

Printed Resources:

Cook, Noble David. *Born to Die: Disease and New World Conquest, 1492-1650*. Cambridge; New York: Cambridge University Press, 1998.

Crosby, Alfred W. *The Columbian Exchange: Biological and Cultural Consequences of 1492*. Westport, Connecticut: Greenwood Publishing Co., 1972.

Kiple, Kenneth F. *The Cambridge World History of Food*. Cambridge; New York: Cambridge University Press, 2000.

Kiple, Kenneth F. *The Cambridge World History of Human Disease*. Cambridge; New York: Cambridge University Press, 1993.

M^cNeill, William H. *Plagues and Peoples*. Garden City, New York: Anchor Press, 1976.

Salaman, Redcliffe N. *The History and Social Influence of the Potato*. Cambridge; New York: Cambridge University Press, 1993.

Viola, Herman J. and Carolyn Margolis, 1991, *Seeds of Change: A Quincentennial Commemoration*, Washington DC, Smithsonian Institution Press.

Internet Resources:

<http://www.nhc.rtp.nc.us:8080/tserve/nattrans/ntecoindian/essays/columbian.htm>

The Columbian Exchange: Plants, Animals, and Disease between the Old and New Worlds

<http://daphne.palomar.edu/scrout/colexc.htm>

Columbian Exchange

<http://www.mnh.si.edu/garden/welcome.html>

Seeds of Change from the Smithsonian Institution

<http://www.umanitoba.ca/faculties/medicine/history/histories/plagues.html>

“Plagues and Peoples: the Columbian Exchange” by Dr. Ian Carr

<http://spider.georgetowncollege.edu/htallant/courses/his111/columb.htm>

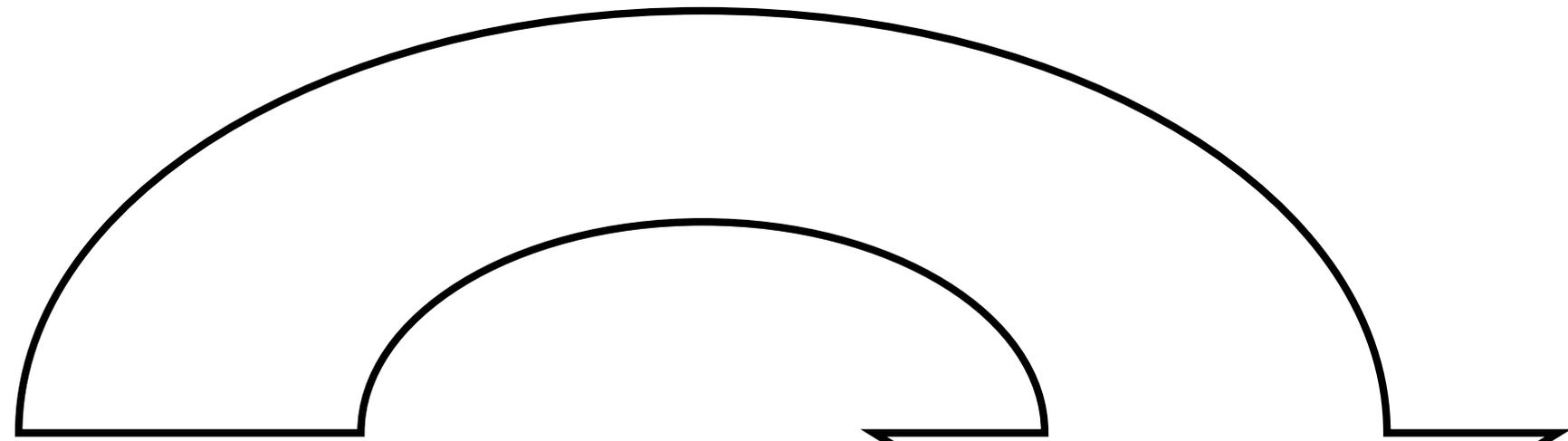
Columbian Biological Exchange

<http://www.harpercollege.edu/mhealy/reggeog/midamer/mmh/mmhenc/encount.htm>

Changes Brought About By Encounter Between "Old" And 'New' Worlds

<http://teachingcollege.com/courses/hist108/Slideshows/Columbian%20Exchange/>

The Columbian Exchange presentation by Thomas M. Heaney

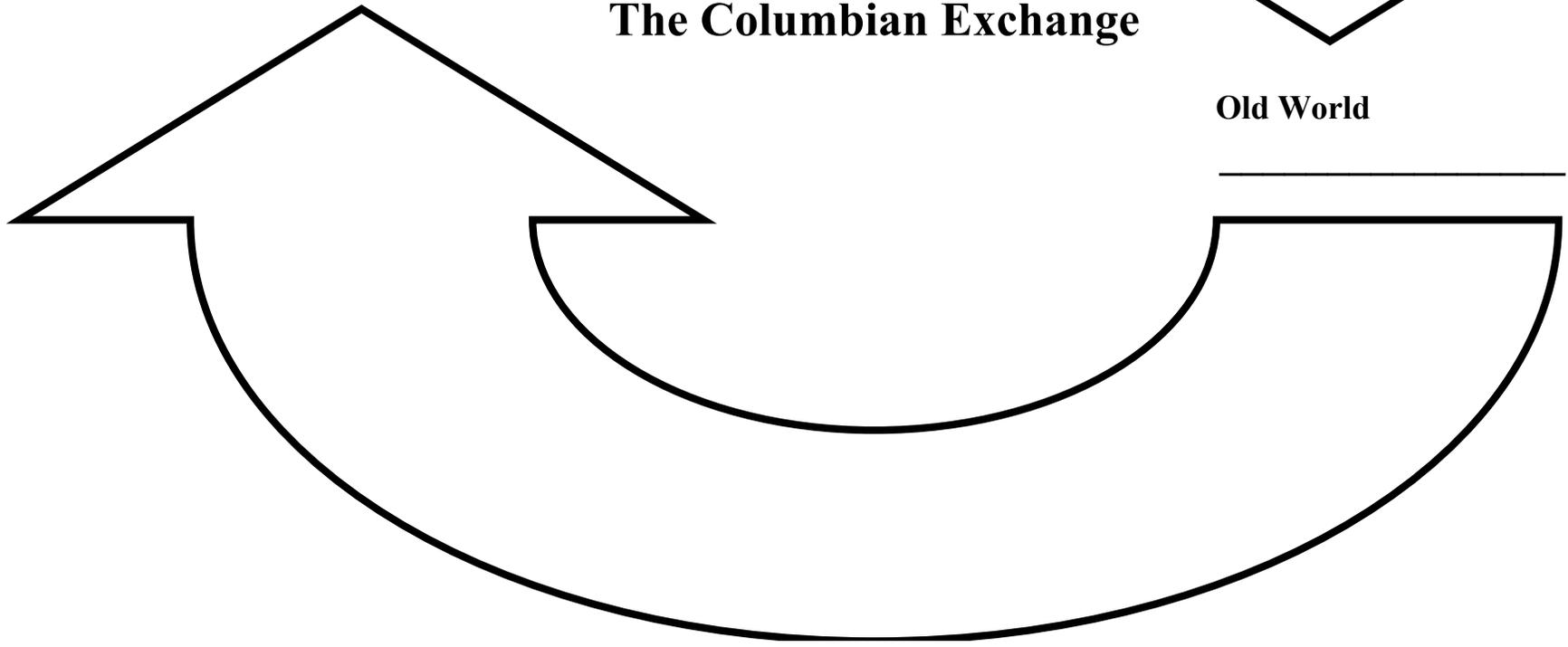


New World



The Columbian Exchange

Old World



Climates of Africa

Unit: Africa

Lesson: Climates of Africa

Authors: Tom Jones from Houston High School, Robert Szczepanski from Lanier High School

Amount of Time: Two class periods

Objectives

Content:

The students will identify the major climatic regions of Africa and their location.
The students will analyze the effect of climate on population and life styles in Africa and the effect of climate on biosystems.

Language:

The students will identify key concepts and vocabulary words related to the climates of Africa – desertification, savanna, rainforest, Sahel, oasis

Metacognitive:

The students will create a foldable chart with the major climatic zones of Africa.

Materials:

Textbooks
Map of Africa
Colored pencils
Colored cardstock paper
Scissors

Procedures and Activities:

- Have students describe how the climate in San Antonio is during the summer months.
- Provide students with a blank physical map of Africa. Describe the physical characteristics of Africa – desert, rainforest, grasslands (savanna), coast, highlands. Have students label these physical characteristics on their blank map of Africa.
- Have students prepare a foldable showing the five climatic zones in Africa. Pass out a sheet of colored card stock paper to each student. Have them fold the paper using a hamburger fold. Have students divide the front into five equal sections and then write the five climatic zones of Africa – Desert, Semi-arid, Tropical wet, Savanna, Highland. On

the inside at the top have students write “Characteristics” on the left-hand side and “Location” on the right-hand side. Have student cut each of the five climatic sections apart. Using the textbook, have them describe the characteristics of each climate under the “Characteristics” heading and the countries where the climate is located under the “Location” heading. On the back of the foldable have students draw an outline map of Africa and use colored pencils to shade in the different climatic regions of the continent.

Outside

Desert	
Semi-arid	
Tropical Wet	
Savanna	
Highland	

Inside

Characteristics	Location

Assessment:

Completion of foldable on Climates of Africa

Technology Application:

none

Extension:

none

SIOP Lesson Plan

Unit: Africa

Lesson: Colonization of Africa

Authors: John Chavez, Sandra Morales, and Ron Cook from Fox Tech High School

Amount of Time: Three 50-minute class periods

Objectives

Content:

Categorize the causes of the colonization of Africa

Analyze the causes and effects of the colonization of the countries of Africa.

Language:

Identify vocabulary words related to the colonization of Africa.

Metacognitive:

Compare and contrast how people meet their basic needs.

Develop a time line of trade patterns of African countries and the European controlling nations.

Materials:

Colored card stock paper

Scissors

Markers

Procedures and Activities:

- Build background knowledge of students by asking them to write a response to these questions: “Has your parents made you do something (for example, chores) that you didn’t want to do? What was the reason for using you?”
- Language activity – review the vocabulary words related to the lesson: colonialism, subsistence agriculture, market-oriented agriculture, cottage industries, commercial industries
- Generate a list of goods grown or produced in Africa – for example, oil, gold, cotton, corn, wheat, tomatoes, peanuts, diamonds, phosphate, coffee, salt. Have students draw a T-chart like the one below and write the African products under the appropriate category. Review the definitions of the words and the placement of the examples under each category.

T-Chart

Subsistence agriculture Cottage industries	Market-oriented agriculture Commercial industries

- Have students create a foldable that will match European countries with their African colonies (nations) and lists the resources in each region of Africa. Pass out a square sheet of colored paper to each student. Have each student draw a cross on the sheet that creates four equal squares (see figure 1) and then fold each point of the paper to the center (see figure 2).

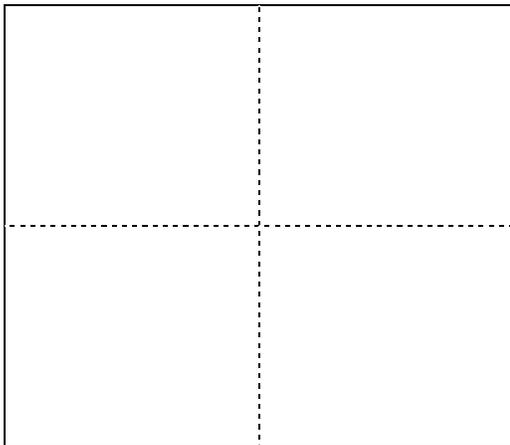


Figure 1

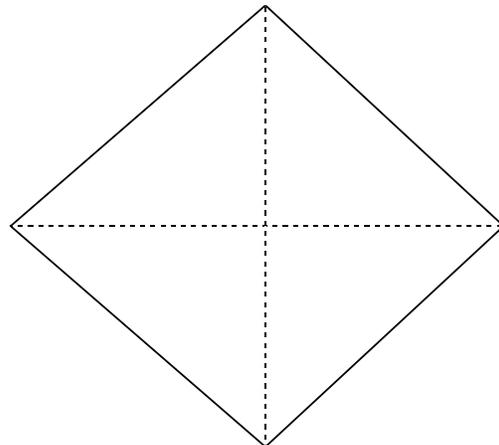
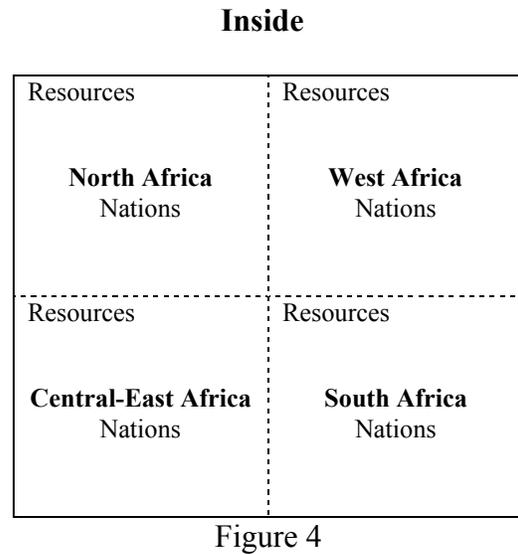
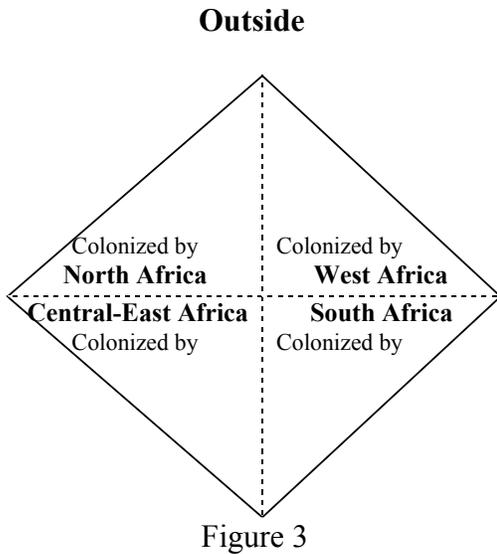


Figure 2

On the outside of the foldable have students write the four regions of Africa (North Africa, West Africa, Central-East Africa, and South Africa) and the European countries that colonize in each region (see figure 3). Open the foldable and on the inside have students write the main resources for each region and list the African countries in that particular region (see figure 4). A map of Africa and Europe can be added on the back of the foldable.



- Have students create a matchbook foldable of the political, economic, and social causes and effects of European colonization of Africa. Pass out a sheet of colored paper to each student. Have each one fold the sheet of colored paper using a hamburger fold, leaving an inch or less strip on the right-hand side of the fold (see figure 1). Have students write “Causes and Effects of Colonization” long-way along this strip. Then have each student divide the front of the foldable equally into three parts and write Political, Economic, and Social in the three parts (see figure 1). Have them open the foldable and on the inside write at least one cause and one effect for each sections (see figure 2). Have students cut the fold between each of these sections.

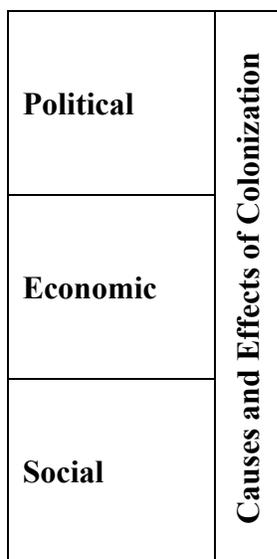


Figure 1

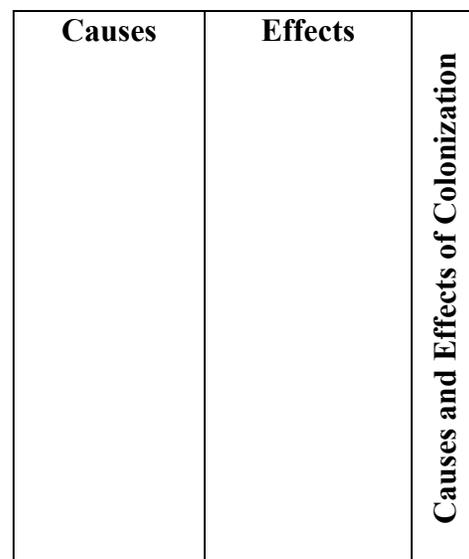


Figure 2

Assessment:

Ask students to categorize African products as either subsistence agriculture/cottage industry or market-oriented agriculture/commercial industry.

Have students list at least five European nations that colonized Africa and at least five resources Africa provided these countries.

Have student identify at least one political, economic, and social cause and effect of the colonization of Africa.

Technology Application:

none

Extension:

Connect the European colonization of Africa to the Spanish and Portuguese colonization of Latin America and the British colonization of North America.

Cultures of Africa's Subregions

Unit: Africa

Lesson: Cultures of Africa's Five Subregions

Authors: Angelita Toscano of Navarro Academy
Elizabeth McBroom of Alamo Achievement

Amount of Time: Two class periods

Objectives

Content:

The students will identify Africa's five subregions.

The students will compare and contrast the cultures of the African subregions.

Language:

The students will identify key concepts and vocabulary words related to African culture.

Metacognitive:

The students will develop an understanding of Africa's diverse cultures by completing the culture chart of Africa.

Materials:

Posters
Teacher chart
Markers
Culture chart

Procedures and Activities:

Day One:

Divide the class into five groups. Each group will focus on one subregion – North Africa, West Africa, Central Africa, South Africa, or East Africa. Each group will identify all the cultural aspects of their respective subregion. Each group will present their findings to the rest of the class.

Day Two:

Have each student complete the teacher-made chart using the Internet, the textbook, and other resources on Africa.

Teacher-made Chart

Subregion:	East Africa	West Africa	North Africa	Central Africa	South Africa
Religion					
Ethnic groups					
Languages spoken					
Traditions					
Rituals					
Art					
Music					
Role of men					
Role of women					
Role of elderly					

Assessment:

Teacher-made culture chart

Technology Application:

Have students use the Internet to collect information on African cultures to complete the teacher-made chart.

Extension:

Discuss with students how African culture has influenced American culture.

AIDS Pandemic in Africa

Unit: Africa

Lesson: AIDS Pandemic in Africa

Authors: Andrew Huebner, Diana Hernandez, and Dustin Domineue from Jefferson High School

Amount of Time: Two 50-minute class periods

Objectives

Content:

The students will categorize and analyze the effects of AIDS pandemic on life in Africa and the possible solutions for dealing with the pandemic.

Language:

The students will identify key concepts and vocabulary related to AIDS pandemic.

Metacognitive:

The students will develop a graphic organizer that shows the relationship of the effects of and possible solutions to AIDS.

Materials:

Colored card stock paper
Markers or colored pencils
Scissors

Procedures and Activities:

Day One:

- Create a word wall of key vocabulary and concepts where students can get information in the future. Words for word wall – AIDS, HIV, pandemic, epidemic
- Review the word wall with students and check for understanding by having students show thumbs up.
- In order to test their prior knowledge, organize students into small groups and have them arrange strips of paper with AIDS information (produced by the teacher) as either “fact” or “myth.” When the students are finished, the teacher will list which statements are facts and which are myths, allowing students to correct their answers and to discuss any statement.

AIDS

Myth		Fact

- Survey the health care/AIDS section of the textbook (pp. 465-467), making a list on the board or overhead of five predictions of what students think they will learn from the section.
- Lead a reading of the first part of the section, then have students independently read and finish the reading. While they are reading, the students will keep notes of the effects and possible solutions on their own paper or a spiral notebook.

Day Two:

- Review the word wall and facts about AIDS.
- Have students get into small groups to compare and contrast their notes from the reading.
- Each group will go to the board and list one effect and one solution to prompt discussion and debate and to generate a definitive class list.
- Have students create a foldable graphic organizer showing the effects of and solutions for AIDS pandemic. Pass out a sheet of colored card stock paper to each student. Have them fold the paper using a hamburger fold. Inside have students write “Effects of AIDS” on the left-hand side and “Solutions” on the right-hand side. Underneath these titles have them list the effects and solutions. On the front have students give the foldable a title, write their name, and draw an illustration. On the back, have them define key concepts related to AIDS.

Assessment:

Creation of a foldable graphic organizer on the effects of and possible solutions for AIDS.

Technology Application:

Teacher will list websites where students can get more information about AIDS and other pandemic diseases.

Extension:

Effects of Colonialism in Africa

Unit: Africa

Lesson: Effects of Colonialism in Africa

Authors: Amber Acuña and Gay Lynn Dickerson from Burbank High School

Amount of Time: Two 50-minute class periods

Objectives

Content:

The students will analyze the causes and effects of colonialism in Africa.

The students will evaluate the impact of colonialism in Africa.

Language:

The students will identify key concepts and vocabulary words related to colonialism in Africa.

Metacognitive:

The students will develop a cause-and-effect relationship chart on the political, economic, and social aspects of colonialism in Africa.

Materials:

Colored paper

Scissors

Markers

Transparency of PEST graphic organizer

Zaire political cartoon transparency

Procedures and Activities:

- Show “Zaire political cartoon” from p. 471 in textbook and explain what the vocabulary words on each hut mean. Compare them to the students’ real life experiences when they leave home (political – boss, economic – paycheck/bills, social – responsibilities).
- Place vocabulary words – political boundaries, ambivalence, apathy, neglect, intervention – on the word wall. Review the meanings of these words.
- Lead a class discussion about colonialism in Africa with textual references. Show the video clip related to Nelson Mandela and apartheid. Focus learning on the causes and effects of colonialism.

- Have students participate in a hands-on activity to create a foldable cause-and-effect chart of the political, economic, and social causes and effects of colonialism in Africa. Pass out a sheet of colored paper to each student. Have each one fold the sheet of colored paper using a hamburger fold, leaving an inch or less strip on the right-hand side of the fold (see figure 1). Have students write “Causes and Effects of Colonialism” long-way along this strip. Then have each student divide the front of the foldable equally into three parts and write Political, Economic, and Social in the three parts (see figure 1). Have them open the foldable and on the inside write at least one cause and one effect for each sections (see figure 2). Have students cut the fold between each of these sections.

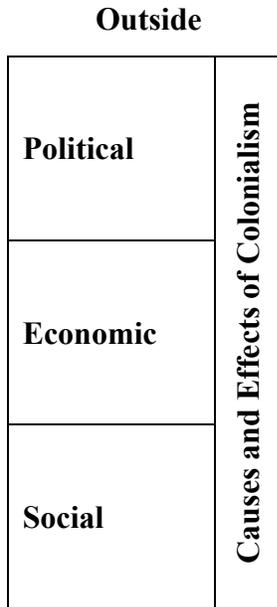


Figure 1

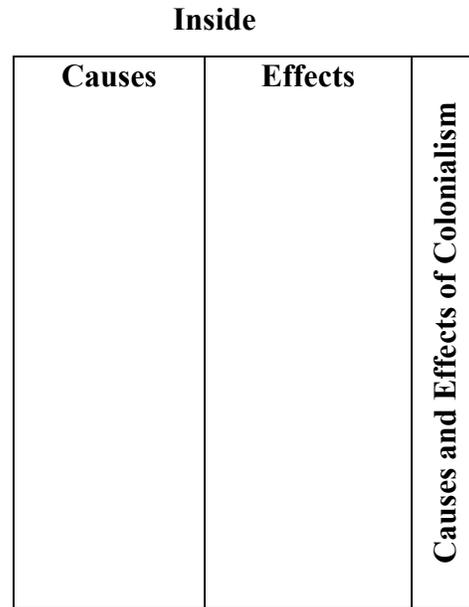


Figure 2

Assessment:

Have students complete a cause-and-effect graphic organizer of one cause and one effect for each of the three categories – political, economic, and social.

Technology Application:

Have students use the Internet to find a map of an African country during the colonial period and a current map of the same country. This will be used as an extension activity.

Extension:

Have students evaluate the impact of colonialism on a particular African country (see above).

Impact of Colonialism on Development of Africa

Unit: Africa

Lesson: Impact of Colonialism on Development of Africa

Authors: World Geography Teachers at Highlands High School

Amount of Time: Two classes periods

Objectives

Content:

The students will explain how colonialism impacted the economic development of Africa.

Language:

The students will identify key concepts and vocabulary words related to colonialism in Africa.

Metacognitive:

The students will develop a cause-and-effect relationship on the economic aspects of colonialism in Africa.

Materials:

Scissors

Markers

Colored paper

Sentence strips

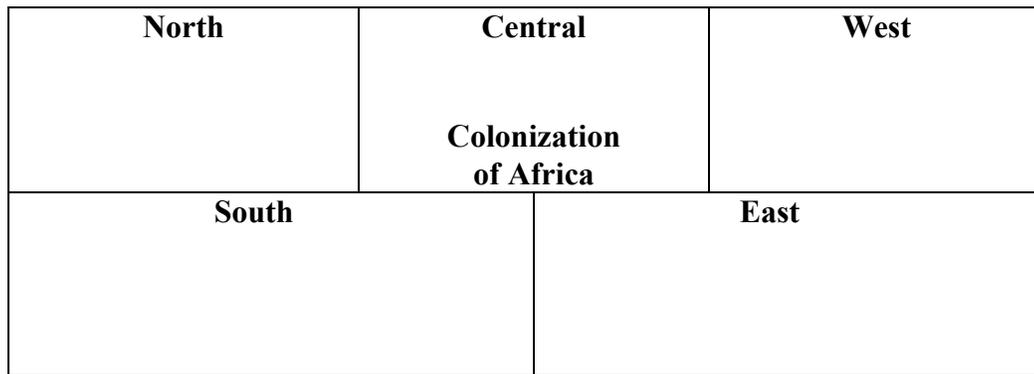
Background handouts

Transparencies

Procedures and Activities:

- Begin class with a discussion on these questions:
“Why do people move from one location to another?”
“Why do groups of people migrate from one area to another?”
“Why do governments move groups of people to new locations?”
- Divide students into five groups according to the five regions of Africa – North, West, Central, East, and South Africa
- Review vocabulary from word wall. Vocabulary words include region, colonialism, raw materials, Berlin Conference, and apartheid.
- Provide groups with sentence strips of the causes and effects of colonialism on Africa to sort.

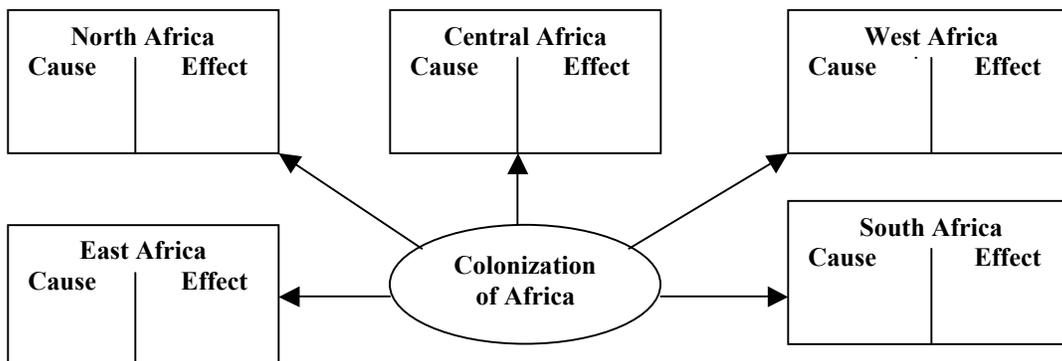
- Provide a handout on the appropriate region to each group.
- Have the groups brainstorm answers to the Reading Guide questions.
- Have each student create a cause-and-effect foldable on colonialism in Africa. Pass out a sheet of colored paper to each student. Have each one fold the sheet of colored paper using a shutter hamburger fold. Then have them to divide the top shutter into three equal parts and write North, Central, and West in the three sections. Divide the bottom shutter into two equal parts and write South and East in these two sections (see diagram). Have students write “Causes and Effects of Colonialism” beneath the Central section of the shutter. Have students cut the sections apart so that each section opens either up for the top shutter or down for the bottom shutter. Inside the foldable write “Cause” and “Effect” under each region of Africa.



- Transfer the information on the causes and effects of colonialism in Africa from the Reading Guide into the cause-and-effect foldable.

Assessment:

Have students list one cause and one effect of European colonization on each region of Africa on the graphic organizer.



Technology Application:

none

Extension:

Color code a blank map of Europe and Africa with each colonizing European country and its corresponding colonies in the same color.

Geography of Africa

Unit: Africa

Lesson: Geography of Africa

Amount of Time: 52 minutes

Objectives

Content:

The students will categorize the different types of climates and landforms of Africa.
The students will explain the distribution of plants and animals in the different subregions of Africa.

Language:

The students will identify key concepts and vocabulary words related to the climate, landforms, and ecosystems of Africa.

Metacognitive:

The students will develop a relationship between landscapes and organisms within their ecosystems.

Materials:

Maps of Africa
Textbook
Video
Realia
Colored paper
Scissors
Markers or colored pencils

Procedures and Activities:

- Discuss the regions, climates, and landforms of Africa. Introduce the vocabulary terms – savanna, plateau, Great Rift Valley, Congo, tropical rainforest, desert, Sahara, Namibia
- Divide students into small cooperative learning groups. Have students develop the characteristics and examples of a desert, savanna, and rainforest. Then have students identify animals that live in each of the three ecosystems.

- Have students develop a foldable on the geography of Africa. Pass out a sheet of colored card stock paper to each student. Have them fold the paper using a hamburger fold. Have students divide the front into three equal sections and then write the three ecosystems of Africa – desert, savanna, and rainforest. On the inside at the top have students write “Landforms and Nations” on the left-hand side and “Animals” on the right-hand side. Have student cut each of the three ecosystem sections apart. Using the textbook, have them identify the landforms and nations of each ecosystem under its heading and the animals of each ecosystem under its heading.

Assessment:

Have each student develop a list of animals found on the African continent and place each animals in the correct ecosystem.

Technology Application:

Show video on ecosystems and animals of Africa.

Extension:

Collect information on the demise of the African rhinoceros and elephant because of the world market for ivory.