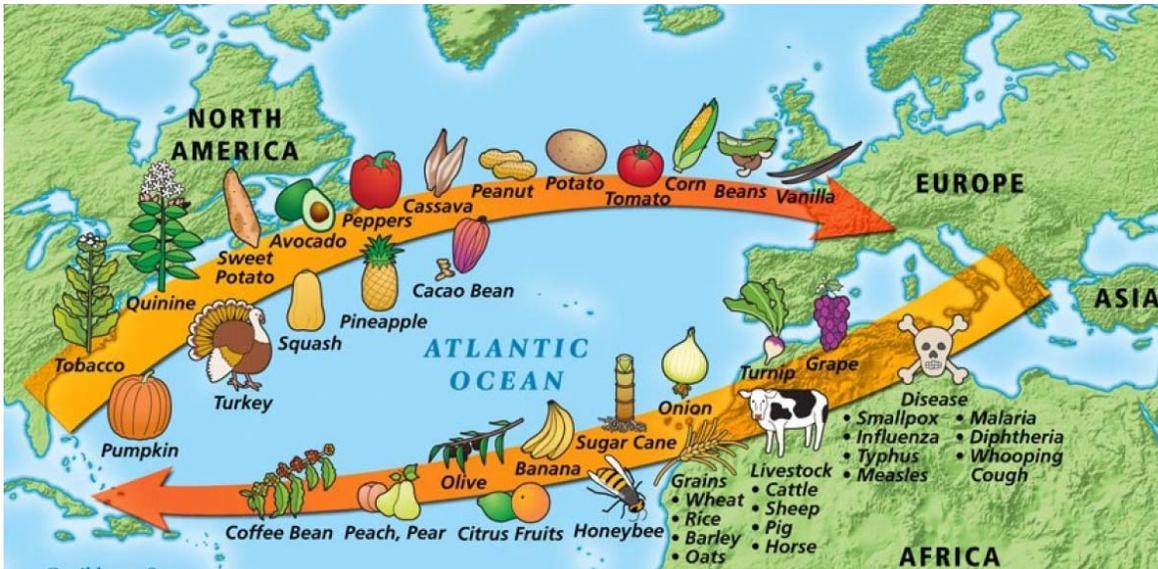


The Columbian Exchange

Coronado Historic Site



Essential Question

What was the Columbian Exchange and what were the consequences for the inhabitants of the New World?

The Columbian Exchange — the interchange of plants, animals, disease, and technology sparked by Columbus’s voyages to the New World — marked a critical point in history. It allowed ecologies and cultures that had previously been separated by oceans to mix in new and unpredictable ways. It was an interconnected web of events with immediate and extended consequences that could neither be predicted nor controlled.

Objectives

After completing this lesson, students will be able to:

1. Define the Columbian Exchange.
2. Identify the objects and ideas exchanged during the Columbian Exchange.
3. Describe the consequences, positive and negative, for both the New World and the Old World.

Background

The Columbian Exchange was the movement of people, animals, plants, ideas, and even diseases between Europe and the Americas. It first started when European explorers reached the Americas. The Columbian Exchange was the movement of people, animals, plants, ideas, and even diseases between Europe and the Americas. It first started when European explorers reached the Americas.

Think about your everyday vanilla and chocolate ice cream cone. Vanilla and chocolate come from plants that are indigenous, or native, to Mexico. But before European exploration, there were no cows in the Americas to produce cream. There was no sugarcane to provide sugar. The Columbian Exchange changed the world forever—in good ways and bad.

Some historians believe that as many as nine out of ten Native Americans may have died from European diseases. These included influenza, smallpox, and measles. Why did so many natives die? Because unlike the Spanish, they had never developed an immunity, or resistance, to these diseases.

Almost as soon as their first colonists landed in the Americas, the Spanish were shipping gold, silver, and jewels home. In the 1500s, Spain became the world's richest and most powerful nation. It was all thanks to treasures they took from the Americas.

The Spanish colonies used the encomienda system. The Spanish ruler gave conquistadors and other colonists the “right” to force native people to work for them. According to Spanish law, colonists were supposed to protect and house their workers. They also had to teach them to be Catholic. Under the encomienda system, many Native Americans lived like enslaved people. They were forced to work very hard on farms and in mines. Those who rebelled could be killed.

“New World” crops such as corn, beans, squash, tomatoes, peppers, and tobacco became widely grown in Europe. Poor Europeans began to grow and eat “new world” potatoes as cheap substitutes for grain. “New World” peanuts became an important food in many parts of Africa and Asia. European farm animals, including cattle, pigs, chickens, and sheep, brought great changes to the Americas. Some Native American nations adapted their whole way of life to use horses—first brought by the conquistadors—for hunting, warfare, and transportation.

Activities

- K-4 Columbian Exchange Matching Game
- 5-8 Breaking It Down: New World vs. Old World Ingredients
- 9-12 Columbian Exchange Essay Challenge

New Mexico Content Standards

<http://webnew.ped.state.nm.us/bureaus/instructional-materials/new-mexico-content-standards/>

K-4th Grade Standards

STRAND: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

K-4 Benchmark I-A—New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions.

K-4 Grade Performance Standards

(2nd) 1. Describe how historical people, groups, and events have influenced the local community.

(4th Grade) 1. Identify important issues, events, and individuals from New Mexico pre-history to the present.

K-4 Benchmark I-B—United States: Understand connections among historical events, people, and symbols significant to United States history and cultures.

K-4 Grade Performance Standards

(1st Grade) 1. Identify the significance of United States historical events and symbols.

(4th Grade) 1. Describe local events and their connections and relationships to national history.

K-4 Benchmark I-C—World: Students will identify and describe similar historical characteristics of the United States and its neighboring countries.

K-4 Grade Performance Standards

(4th Grade) 1. Explain how historical events, people, and culture influence present day Canada, Mexico, and the United States (e.g., food, art, shelter, language).

5th-8th Standards

STRAND: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

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5-8 Benchmark I-A—New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day.

5-8 Grade Performance Standards

(5th Grade) 2. Explain the reasons for European exploration of the Americas.

(7th Grade) 4. Describe how important individuals, groups and events impacted the development of New Mexico from 16th century to the present (e.g., Don Juan de Oñate, Don Diego de Vargas, pueblo revolt, Popé, 1837 revolt, 1848 rebellion, treaty of Guadalupe Hildago, William Becknell and the Santa Fe trail, buffalo soldiers, Lincoln county war, Navajo long walk, Theodore Roosevelt and the rough riders, Robert Goddard, J. Robert Oppenheimer, Smokey Bear, Dennis Chavez, Manuel Lujan, Manhattan project, Harrison Schmitt, Albuquerque international balloon fiesta).

5-8 Benchmark I-B—United States: Analyze and interpret major eras, events and individuals from the periods of exploration and colonization through the civil war and reconstruction in United States history.

5-8 Performance Standards

(5th Grade) 1. Explain the motivations for the European exploration of the Americas (e.g., Leif Ericson, Christopher Columbus, John Cabot, Hernán Cortez, Jacques Cartier, Henry Hudson).

(5th Grade) 2. Describe and explain the reasons for colonization, to include: religious freedom, desire for land, economic opportunity, a new way of life, including the roles and views of key individuals who founded colonies (e.g., John Smith, William Penn, Lord Baltimore).

(5th Grade) 4. Identify the interactions between American Indians and European settlers, including agriculture, cultural exchanges, alliances and conflicts (e.g., the first Thanksgiving, the pueblo revolt, French and Indian war).

(6th Grade) 1. Explain and describe the origins, obstacles and impact of the age of exploration, to include: improvements in technology (e.g., the clock, the sextant, work of Prince Henry the navigator), voyages of Columbus to the new world and the later searches for the northwest passage, introduction of disease and the resulting population decline (especially among indigenous peoples), exchanges of technology, ideas, agricultural products and practices.

5-8 Benchmark 1-C—World: Compare and contrast major historical eras, events and figures from ancient civilizations to the age of exploration.

5-8 Performance Standards

(5th Grade) 3. Identify the European countries that colonized the North American continent and their areas of settlement.

(7th Grade) 1. Compare and contrast the influence of Spain on the western hemisphere from colonization to the present.

9th-12th Standards

STRAND: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

9-12 Benchmark 1-A—New Mexico: Analyze how people and events of New Mexico have influenced United States and world history since statehood.

9-12 Performance Standards

1. Compare and contrast the relationships over time of Native American tribes in New Mexico with other cultures.

9-12 Benchmark 1-C—World: Analyze and interpret the major eras and important turning points in world history from the age of enlightenment to the present, to develop an understanding of the complexity of the human experience.

9-12 Performance Standards

2. Analyze and evaluate the actions of competing European nations for colonies around the world and the impact on indigenous populations.

9-12 Benchmark I-D—Skills: Use critical thinking skills to understand and communicate perspectives of individuals, groups and societies from multiple contexts.

9-12 Grade Performance Standards

1. Describe primary and secondary sources and their uses in research.
2. Distinguish “facts” from authors’ opinions and evaluate an author’s implicit and explicit philosophical assumptions, beliefs or biases about the subject.
3. Interpret events and issues based upon the historical, economic, political, social and geographic context of the participants.

Additional Resources

https://scholar.harvard.edu/files/nunn/files/nunn_qian_jep_2010.pdf

<http://nationalhumanitiescenter.org/tserve/nattrans/ntecoindian/essays/columbian.htm>

<https://www.smithsonianmag.com/history/alfred-w-crosby-on-the-columbian-exchange-98116477/>



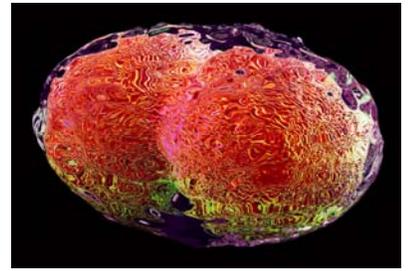
K-4 Columbian Exchange Matching Game

Look at the items below and try to match them to where they originally came from. During the Columbian Exchange items were shipped across the Atlantic Ocean between the New World and the Old World.

New World



Old World





5-8 Breaking It Down: New World vs. Old World Ingredients

Think about your three favorite meals and using the list of foods below, break each meal down into its New World and Old World ingredients.

Old World (Asia, Europe, Africa)

Barley, wheat, millet, rice, garbanzo beans, peas, lentils, cantaloupe, pomegranate, red cherry, red grapes, raspberries, apple, pear, onion, spinach, carrot, asparagus, garlic, cucumber, radish, walnut, pistachio, saffron, basil, cows milk, butter, cheese, yoghurt, sesame seeds, pigs, goats, sheep, chickens, beef, banana, broccoli, cauliflower, mint, almonds, beets, cabbage, cashews, celery, cinnamon, cloves, coconut, cucumber, dates, figs, ginger, kiwi, lemon, orange, peaches, mango, mustard, oats, olives,

New World (North and South America)

Cacao, chilies, corn, pumpkin, pineapple, potatoes, squash, black cherry, sunflower seeds, tomatoes, avocado, blueberries, cranberries, strawberries, grapefruit, guava, papaya, concord grapes, bell peppers, acorn squash, spaghetti squash, tomatillo, green beans, wax beans, kidney beans, lima beans, peanuts, maple syrup, vanilla, sweet potato, pecans, macadamia nuts, pecans, wild turkey, buffalo, sunflower seeds, lobsters, scallops, clams, shrimp, fish, duck.

Your Favorite Breakfast:

Old World Ingredients

New World Ingredients

Your Favorite Lunch:

Old World Ingredients

New World Ingredients

| | |
|-------------------------------|------------------------------|
| Your Favorite Dinner: | |
| Old World Ingredients | New World Ingredients |
| Your Favorite Dessert: | |
| Old World Ingredients | New World Ingredients |

What recipe could you make with only Old World ingredients?

What recipe could you make with only New World ingredients?



9-12 The Columbian Exchange Essay Challenge

In this lesson, you have learned about the Columbian Exchange and its impact on the world. You will now write an essay that shares what you have learned and what you think about it.

Instructions

- Choose one of the topics below and write an essay.
- Organize your response so that it includes at least three supporting details that you have learned from the lesson plan background passage, video, and any other materials in this lesson.
- Use at least three vocabulary words (or a form of the words) as part of your supporting details.

Essay Topics

1. The Atlantic Ocean once kept the Americas separated from the rest of the world. After Columbus, the ocean was like a highway connecting the Americas to Europe, Asia, and Africa. What was exchanged? How did the Columbian Exchange change life for people on these continents? Use at least three examples to support your ideas.
2. Describe some of the long-term effects of the Columbian Exchange. Explain which effects you consider positive and which you consider negative, and why. Use at least three examples to support your ideas.

Vocabulary Words

- conquistador
- encomendero
- pre-Columbian
- encomienda
- pueblo
- native