The Columbian Exchange Elementary

Historic Homes • Gardens • Artifacts • Costumed Crafts People
Boat Tours • Gift Shop • Restaurant
Standards

Standards as developed by the Louisiana Department of Education. Available online at http://www.vermilionville.org/vermilionville/educate/lesson-plans.

Grade 1
Social Studies
Standard 3 - Maps, Globes, and Environment
- GLE 1.3.10: Predict ways human actions impact the environment

Standard 5 - Basic Economic Concepts
- GLE 1.5.5: Identify ways people exchange/trade goods and services

Grade 2
Social Studies
Standard 2 - Maps, Globes, and Environment
- GLE 2.2.9: Identify natural resources and cite ways people conserve, protect, and replenish them

Standard 6 - Producers and Consumers
- GLE 2.6.3: Provide examples of how money and barter are used to obtain resources (goods and services)

Grade 3
Social Studies
Environment and Society
- GLE #19: Identify and explain ways in which people in Louisiana modify the physical environment to meet basic needs and achieve certain purposes (e.g. clearing land for urban development) (G-1D-E1)
- GLE #21: Identify natural resources in Louisiana and describe their uses and importance (G-1D-E4)

Individuals, Households, Businesses, and Governments
- GLE #45: Identify major goods and services produced in Louisiana (E-1B-E5)

Grade 4
Social Studies
Environment and Society
- GLE #16: Identify ways in which people in the United States depend upon and modify the physical environment (G-1D-E1)

Individuals, Households, Businesses, and Governments
- GLE #46: Describe how supply and demand affect the price of a good or service in a given situation (E-1B-E1)

Louisiana and United States History
- GLE #61: Identify the causes and effects of the major historical (voluntary and involuntary) migrations to and within America (H-1C-E3) (G-1C-E3)
- GLE #65: Identify and describe inventions that have affected people’s lives or altered their view of the world (H-1D-E2)
Grade 5
Social Studies
United States History

- GLE #28: Describe the trade that connected the Americas, Western Europe, and Western Africa prior to 1620, including the origins of the West Africa-European trade connection (H-1B-M1)
- GLE #30: Explain that cultures change through cultural diffusion, invention, and innovation (H-1B-M2)
- GLE #33: Explain the course and consequences of the Columbian Exchange, including its cultural, ecological, and economic impact on Europe, the Americas, and West Africa (H-1B-M2)

Objectives

1. The learner will identify the purpose of the Columbian Exchange.
2. The learner will recognize the goods imported and exported between the Old and the New Worlds.
3. The learner will connect with modifications of resources by planting seeds of imported crops.
4. The learner will evaluate the transfer of goods during the Columbian Exchange using maps.

Pre-Visit Activity

Materials needed: KWL chart, white board/promethean board

Teachers. We have made two introduction documents available to you on our website – a word document as well as a PowerPoint with pictures depicting the cultures that we represent. Please take some time to review these two documents with your class prior to your visit here. You can access them here, by clicking on
- Introduction to Vermilionville and
- Vermilionville PowerPoint

The teacher will lead the students through a KWL chart on the Columbian Exchange. The teacher will ask questions such as:
- What do you know about the Columbian Exchange?
- What can you infer from its title?
- What do you know about the crops that are prevalent in Louisiana?
- What are some goods that you use often that are native to Louisiana?
- Why do you think that humans in Louisiana began to import and export goods in order to meet their needs?
- What would you like to know more about the Columbian Exchange?
- What else do you want to know about goods that are native to Louisiana?
**Anchor Lesson**

**Materials needed:** fresh crops (such as sugarcane, squash, peppers, coffee beans), map of exchanged goods between Old and New World (attached document),

**Activity (T = teacher, S = students)**

*T:* The Columbian Exchange was a widespread exchange of animals, plants, culture, and disease between the Old and New World. This name was given to the exchange because it began after Christopher Columbus landed in the Americas, the New World, in 1492.

*T:* I have some items on this table. I will let each of you come up and look at them. I want you to pick whether you think they originated in the Old or in the New World.

*S:* Look at the following items on the table: coffee beans, peppers, sugarcane, squash, turkey, and cow (items can change depending on availability).

*T:* Lead the students in a discussion of the origin of each item.

<table>
<thead>
<tr>
<th>From New World</th>
<th>From Old World</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chili peppers</td>
<td>Coffee beans</td>
</tr>
<tr>
<td>Squash</td>
<td>Sugarcane</td>
</tr>
<tr>
<td>Turkey</td>
<td>Cow</td>
</tr>
</tbody>
</table>

*T:* Show map and explain more exchanges (a quick internet search will yield several maps of the Columbian Exchange – choose one you like or refer to the one attached).

**Post-Visit Activity**

**Materials needed:** empty aluminum food cans, soil, ziploc bags, sharpie markers, seeds, Columbian Exchange Worksheet (document #1), map of exchanged goods between Old and New World (document #2), KWL chart

Following the visit at Vermilionville, the teacher will complete the “What you learned” part of the KWL chart. Then, teacher will hand out the worksheet on the Columbian Exchange.

**Farming activity (T = teacher, S = students)**

*T:* The Columbian Exchange began after Christopher Columbus came to the New World. Many things were exchanged between the New and the Old World (show map and go over it).

*T:* Many of the goods that were exchanged from the Old World to the New World, are things that we consume every day. However, we have to continue to grow these crops in order to consume them. Who knows what a plant needs in order to grow?

*S:* Discuss what they think plants need to grow.

*T:* Plants need three main things to grow: air, water, and sun. Plants also need fertile soil in order to grow (refer to the following website for more details, [www.kidsgrowingstrong.org/PlantNeeds](http://www.kidsgrowingstrong.org/PlantNeeds)). When people in the Americas received these goods, they had to farm them in order to produce something that could be useful to
them. Today, you are going to be a farmer. You will each be able to plant and grow your own vegetable (possibly carrots or any other crop you choose).

S: Each student will get the materials needed to grow their own crop.

T: Move around students and monitor while asking them questions such as:
- What do you think about farming?
- What if you had to grow all of the crops that you consume?

**Evaluation**

The teacher will be able to evaluate the student on this lesson based on the KWL chart. If the lesson was effective, then the student will be able to recall information taught during the anchor lesson at Vermilionville. The students may also be evaluated on the crop identifying worksheet completed as the post-visit activity. The activity sheet will show if students have a firm understanding of what crops were imported into, and exported out of Louisiana during the Columbian Exchange.

**Differentiation of Instruction:**

Visual learners will benefit from the maps available during the lesson.

Kinesthetic learners will benefit from the activities implemented during the lesson.

**Cross-Curricular Connections:**

This lesson will provide a cross-curricular lesson in the science subject. Students will learn more about the life cycle of certain plants, how they are able to grow, and what they need to survive. The students will also be able to put this knowledge into practice, as they are able to actually plant a seed, and over time, watch it grow into a plant.
Document #1 - Columbian Exchange Worksheet

Identify the goods that were exchanged during the Columbian Exchange by circling them. Draw an X over those that weren’t.

Choose one of the items above that was imported to the New World during the Columbian Exchange. Explain how you use the item you selected in your life today (continue writing on the back on the worksheet if needed).
Document #1 - Map of Exchanged Goods between Old and New World