Grade Level:    7th Grade

Subject / Content area:   History of the United States and New York State

Unit of Study:   Age of Exploration

Lesson Title:    The Columbian Exchange

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| **Central Focus for the learning segment:**  The central focus of these two lessons is for students to define the Columbian Exchange and its purpose through a simulation of trading products and ideas that are similar to those conducted between Europeans and Native Americans.  Essential Question: What were the voyages and impacts of Columbus on the “New World”? |
| **Content Standard(s):** NYS CCLS or Content Standards (List the number and text of the standard. If only a portion of a standard is being addressed, then only list the relevant part[s].)  New York State Social Studies Standards:   * **Standard 1 – History of the United States and New York:** Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States.   New York State K-8 Social Studies Framework:  7.2 Colonial Developments: European exploration of the New World resulted in various interactions with Native Americans and in colonization. The American colonies were established for a variety of reasons and developed differently based on economic, social, and geographic factors. Colonial America had a variety of social structures under which not all people were treated equally.  7.2a Social, economic, and scientific improvements helped European nations launch an Age of Exploration.   * Students will examine the voyage of Columbus, leading to the Columbian Exchange and the voyages of other explorers such as Champlain, Hudson, and Verrazano. |
| **Learning Objectives** associated with the content standards.   * Students will be able to summarize the Columbian Exchange, along with its uses and purposes. * Students will be able to identify and describe the impact of the European influence on Native American tribes that were associated with the Columbian Exchange. * Students will be able to conclude whether the Columbian Exchange had a positive or negative effect on the Native American tribes. |
| **Instructional Resources and Materials** to engage students in learning**:**  -Clear Touch Board, Index Cards, Google Slide, teacher-made Columbian Exchange “artifacts, Activity resources from the Southern Food and Beverage Museum and from the Council of Economic Education  Online trading game: <https://exploration.marinersmuseum.org/resources/> |
| **Instructional Strategies and Learning Tasks** that support diverse student needs. (Include what you and students will be doing.)**:**  **Beginning:**  When the students come into the room, they will have a bellwork on their desks to complete in a 5-minute time span. The two-part question reads, “What did Europeans get from the Americas during the Columbian Exchange?” and “What did the Americas get from the Europeans during the Columbian Exchange?”. Students will be encouraged to use their notes that were taken throughout the week, specifically the ones that discuss the Columbian Exchange. Once the 5-7 minute time span is over, the teacher will go over the bellwork questions with the students, asking them to Think-Pair-Share within their groups, and then ask them to share their answers with the rest of the class.  **Middle:**  In order to get fully understanding what they Columbian Exchange was like and the effects it had on Europeans and Native Americans, students will be acting out the Columbian Exchange. Students will be split up into “teams”, even teams of 5 and 5, one side being the Europeans and the other side will be the Europeans. A variety of cards will be made up by the teacher. Each card will either have food that came from Europe or the Americas. There will be cards that have an “X” on the back of the card, but not noticeable enough for the student to see it, many of the “X’s” will be on the European cards. Students will then be given 5 minutes to trade with their classmates on their team. Students can keep the card they have if they like their product, or they can trade it. This is to show students how the Europeans and Native Americans got products pre-Columbian Exchange. After the 5 minutes have been completed. The teacher will then act as the continent “Asia” and spend 5-7 minutes trading with the Europeans. Then at random the supervising teacher will step in and act as the “Ottoman Empire” blocking the Europeans from trading with Asia. The supervising teacher will either send students back to Europe or let 1 or 2 people through to trade with Asia, proving its insufficiency. While the Native American team is still trading with each other, the Europeans will be asked to develop a plan of how they are going to trade with Asia. After a couple of minutes, students should come to the conclusion that they are going to have to find an all-water route to Asia. A student from the European group will be designated as Christopher Columbus and that student will be asked to explain what they thought was the best way to go to get to Asia. Students will then act the Europeans trying to get to Asia, but then “accidentally discovering America”. Students will then be asked what they see, and what they see the Europeans have, and if they should trust them. The Native American and European teams will then begin to trade with one another for another 5-7 minutes. They will be instructed not to have the same card as they started with. After the time is up, students will be asked to return to their seats. They will be asked to turn their cards over and see if they can spot an “X” on the card. If they have an “X”, they have a disease. If they are a European with a disease they have contracted syphilis from the Americas. If they are Native American, they have contracted smallpox from the Europeans, and likely have died. This is to show the relationship between Europeans and Native Americans.  **End:**  Students will then be asked to go back into their “teams” and answer a single sheet of questions. Questions will range from “Where you a Native American or a European?, What caused you to trade with the opposite “team”? What kind of plants, animals, or diseases did you get from trading with the opposite “team”? What impact did the Columbian Exchange have on you and your “team”?”. Students will have until the end of the period to work on those questions. If the groups finish early, we will go over those questions as a class. If time allows it, students will have an opportunity to play an online game that depicts the foods that were native to both the Americas and Europe by making lunch. |
| **Differentiation and planned universal supports:**  This lesson forces students to interact with one another while learning about the Columbian Exchange and what happened to cause the Columbian Exchange to occur and the effects of it. The teacher will continue to ask questions such as “what are you doing?” and “why are you doing this? What caused you to do this?”. Many students in this class struggle with reading and writing, thus allowing them to explain the purpose of their actions, or the European or Native Americans’ actions, is a benefit to them. Students are also given the opportunity to act out the Columbian Exchange to make it relatable to them and have them moving throughout the classroom. At the end of the lesson, students are asked to answer reflection questions regarding the activity they completed, but they are allowed to work in groups to gain more ideas, develop their critical thinking skills, and their communication skills, along with their reading and writing skills. When students get to the reflection questions, the teacher will read the questions aloud to support those with reading difficulties. Then they will work in their groups to find the best answer. |
| **Language Function students will develop:** This lesson will show students how they have many of the foods, plants, animals, and diseases that are prevalent in the United States were brought by the Columbian Exchange. Students will be exposed to content-specific terms that are important when understanding the Age of Exploration, the Columbian Exchange, and the very early formation of the United States. This lesson will force students to become comfortable and confident with using these terms and understanding their meaning, and what time frame they are from.  **Additional language demands and language supports:**  **Key Vocabulary Words:**   * Columbian Exchange * Christopher Columbus * Ottoman Empire * European * Native American * Continent * Constantinople * Europe * Asia * North America * South America * Atlantic Ocean * Pacific Ocean   As students are practicing the Columbian Exchange they will be exposed to these terms numerous times and they will have to use these terms in their answers they give orally and when they are writing down the reflection questions in their groups. The constant exposure to these terms will allow students to become comfortable with using these terms and understanding their meanings in the correct context. |
| **Type of Student Assessments and what is being assessed:**   * **Informal Assessment:**   Students will be assessed on their participation and how well they interact with students during this simulation. Students who have difficulty with the lesson or assignments will be assisted. * **Formal Assessment**:   Students will be formally assessed on their reflection questions after the simulation has been completed. They will be assessed on the quality of their answers and how much detail they provide. * **Modifications to the Assessments:**  Students with specific needs will be provided additional supports through modeling and additional clarification and repeated instruction in accordance with their individual IEP and 504 Plans. Should these students require additional time, they will receive the time they need. Those students who struggle with reading will have the questions read to them, and those who struggle with writing will have the option of drawing a picture of their answer rather than writing it. Students who choose this option will either have to tell me what their picture is or write a sentence indicating what their picture is. |
| **Evaluation Criteria:** The criteria for the formal assessment will be out of 4 points.   |  |  | | --- | --- | | 1-1.5 points | Very little effort given, answers are wrong or incomplete | | 2-2.5 points | Some effort is given, some answers have historical inaccuracies | | 3-3.5 points | A good effort was given, some answers are still lacking details | | 4 points | Excellent amount of effort given, everything is answered with strong and correct details | |
| **Relevant theories and/or research best practices:**  There are several research theories that are used in this lesson. One is Nelson’s Universal Design for Learning (2014) which is used to present information to students in a variety of different ways like videos, text, and oral presentations from teachers and students. Another theory is Lev Vygotsky’s Social Development Theory (1962) which is used in small and large group settings. Buehl’s (2014) strategy of using a warm-up assignment, or in this lesson, bellwork is also used to initiate a student’s thinking skills. Lastly, The Schema Theory (1978) by Rumelhart & Norman is used to provide a variety of ways to introduce information based on how students learn. Nelson, L. L. (2014). Design and deliver: Planning and teaching using universal design for learning. Baltimore: Paul H. Brookes Pub. Co.  Culatta, R. (2018). Social Development Theory (Lev Vygotsky). Retrieved from <http://instructionaldesign.org/theories/social-development/>.  Buehl, D. (2014). Classroom Strategies for Interactive Learning. *4th Edition* (Portland, OR; Steinhouse Publishers).  Weibell, C. J. (2011). Principles of learning: 7 principles to guide personalized, student-centered learning in the technology-enhanced, blended learning environment. Retrieved July 4, 2011 from [<https://principlesoflearning.wordpress.com>]. |
| **Lesson Timeline**: 5 minutes: bellwork 35 minutes: Columbian Exchange simulation  10 minutes: Columbian Exchange reflection questions (informal assessment) |