

Columbian Exchange Activity

Instructional Objective: This lesson will help students think about the effects of the Columbian Exchange, particularly the exchange of disease as it affected the psychology of the Europeans and Native populations in the early settlement of the Americas.

Learning outcomes:

- Students will analyze the effects of the Columbian Exchange.
- Students will use higher order thinking to imagine the psychological effects of disease on both native cultures and the Europeans.
- Students will analyze the food items that were introduced to each side of the Atlantic Ocean and how those introductions changed the daily dietary intake of people on both shores
- Students will reflect on the impact of introducing domesticated farm animals (labor, meat, skins, fur/hair) into the culture of the Americas.

PART 1: DISEASE DIFFUSION

Download the world map from the classroom blog and put it on 3 separate slides. Make a 4th slide for the answers to the questions listed at the bottom of each page.

For each of these activities, you will be creating a detailed map that shows the exchange of all things via the “Columbian Exchange”. Work by yourself, but be sure to put in as much detail as possible

DIRECTIONS



1. On one of the world maps, draw the *general* diffusion routes for the following diseases on the world map provided. There were several diseases “sent” from Europe to the Americas. Create a visual representation of the transfer of these diseases back and forth. One idea is to use a line with an arrow to show direction from where it started to where it landed. Use a different color to represent each disease (i.e. Red = SmallPox). You could also use one big arrow and place disease icons along the arrow, or inside the arrow...it’s up to you on how you visually represent the data

2. Make a color-key that shows the color or icon associated with the disease. In addition, write the name of the disease along the line itself or within the icon.

3. Title your map, “Disease Diffusion in the Columbian Exchange”

- DISEASES AND THEIR DESTINATION -

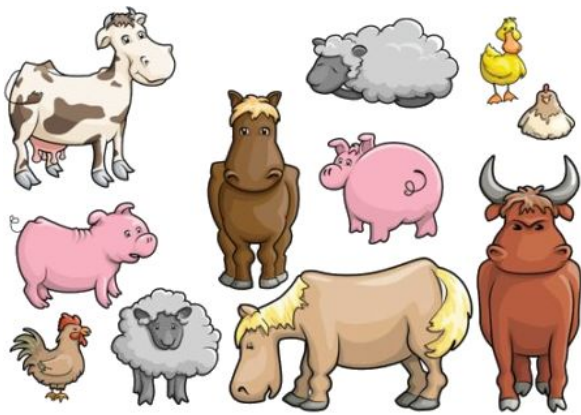
Europe to Americas	Americas to Europe	Europe to Africa	Africa to Americas
bubonic plague chicken pox cholera common cold diphtheria influenza leprosy malaria measles	syphilis polio hepatitis encephalitis	syphilis (after it was brought from Americas) chagas disease	malaria yellow Fever

Answer the following on slide #4: (in complete sentences)

1. How did “syphilis” diffuse across Europe AND Africa if the Americas never “gave” it to Africa?
2. Who is the “loser” in the “Disease Diffusion” game? Why?
3. Why do you think the Americas had so many diseases transmitted to them, when the Europeans only “gave” Africa one disease (syphilis)?

Columbian Exchange Activity
PART 2: PRODUCT DIFFUSION

DIRECTIONS



1. On a NEW map, draw the *general* diffusion routes for the following products (animals and crops). This is very similar to the first map, only it’s with products, not diseases

2. Make symbols for the products exchanged and include these on your map. Make a key that tells what those symbols mean.

3. Title your map, “Product Diffusion in the Columbian Exchange”

- PRODUCTS AND THEIR DESTINATION -

Europe to Americas	Americas to Europe	Europe to Africa	Africa to Americas
Horses Cows Goats Sheep Pigs Apple Asparagus Banana Black Pepper Carrot Coffee Grapes Lettuce Olive Onion Rice Wheat	(essentially) No animals Rubber Sugarcane Tobacco Molasses Indigo (blue dye) Lumber Potatoes Cocoa Corn (maize) Vanilla Grapes Peanuts Tomatoes	Clothing Guns Cloth Beer Iron Gun Powder	Slaves Ivory

Answer the following on slide #4: (in complete sentences)

1. What impact do you think the horse has on the “New World”?
2. Why do you think so few animals “diffused” from the Americas to Europe?
3. Why do you think planting wheat, grapes, and tobacco in the “New World” is so important to Europeans?
4. In your opinion, what are the 2 most important crops “diffused” from the Americas to Europe?
5. Who are the losers in the “Product Diffusion” game.

**Columbian Exchange Activity
PART 3: PEOPLE DIFFUSION**



DIRECTIONS

1. On a NEW map, draw the *general* diffusion of slaves to the different parts of the New World. There are various destinations for these slaves, so be sure to use a different color for each.

2. Make a symbol for a slave and include this on your map. **NOTE: FOR THIS ACTIVITY, MAKE ONE SLAVE “SYMBOL” EQUAL TO 100,000 SLAVES. THEREFORE, MAKE SURE TO INCLUDE AS MANY SYMBOLS AS NEEDED TO SHOW HOW MANY SLAVES ACTUALLY WENT TO THESE DESTINATIONS.** (You can also make a slave symbol = to 1 million, but make sure its diff than the one you used for 100K).

3. For example, 400,000 slaves went to South America, so you should include 4 “slave symbols” on this arrow. Then have little arrows breaking off from the big one to show which cities in South America the slaves went to. For India, 1.5 million slaves went there. So you should include 15 “slave symbols”. You can also make a larger slve symbol to = 1 Million

4. Title your map, “People Diffusion in the Columbian Exchange”

- SLAVES AND THEIR DESTINATION -

Africa to South America	Africa to Mesoamerica	Africa to Europe/N.Afr	Africa to Asia	Africa to Mid East
(see below) Buenos Aires (200,000) Rio de Janeiro (200,000) Salvador da Bahia (3.9 mil)	(12,000,000) Jamaica Puerto Rico Dominican Republic Mexico City Yucatan Peninsula	(1,500,000) Spain Portugal Morocco	(1,500,000) India	(500,000) Saudi Arabia Egypt

Answer the following on slide #4: (in complete sentences)

1. Do some quick math: what percentage of all slaves went to “Mesoamerica”? What percentage went to “South America”?
2. Based on the number of slaves diffused, what areas of the world do you think grew the fastest, in terms of economics, etc.? Why?