

## THE COLUMBIAN EXCHANGE

### Performance Standards (16DW/18C).I

Make a poster and prepare a presentation that shows instances of cultural diffusion and analyze a specific instance accordingly:

- *Knowledge*: define the exchange by identifying the people involved, items exchanged, and when the exchange took place;
- *Reasoning*: analyze the exchange and explain the effects; and
- *Communication*: develop a poster and a presentation (written or oral) that is well-organized, well-focused, well-detailed and well-defended; express all items in a way that provides evidence of knowledge and reasoning processes.

### Procedures

1. ***In order to understand Illinois, United States, and world social history (16D), and understand how social systems form and develop over time (18C)***, students should experience sufficient learning opportunities to develop the following:
  - Describe the impact of cultural diffusion and cultural encounters upon the political, economic, and environmental aspects of different cultures, and
  - Analyze the social effects of major cultural exchanges.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Define cultural diffusion (spread of cultural traits from one society to another) and brainstorm examples as a class. Conduct research to further investigate one example of exchange.
4. Have students make a chart (poster) of a cultural exchange. This chart should include:
  - The cultures that were involved (i.e., European and Native American cultures).
  - The event and time that brought these cultures together. For example, Christopher Columbus reaching the West Indies.
  - The items that were exchanged. Europeans were now introduced to new foods (corn, potatoes, etc.); the Native Americans were introduced to new diseases (measles, smallpox, etc.)
5. Prepare a written presentation (oral presentation is optional) that
  - elaborates on the bulleted points above
  - analyzes the effects of the cultural exchange. *Teachers Note: For example, while the exchange of different foods to each culture may have prolonged life spans, over half of the Native American population died of diseases introduced by the Europeans.*
  - describes an “educated guess” about what life would have been like for the two cultures had they not met. *Teachers Note: For example, students could say that another explorer would have made the connection between the two cultures eventually. On the other hand, they could say that the health of the Native Americans would have been better of for not meeting the Europeans.*
6. Evaluate each student’s work using the Social Science Rubric as follows and add the scores to determine the performance level:
  - *Knowledge*: the description of those involved with the exchange, the items that were exchanged, and when it took place is complete and accurate. Examples are clearly understood.
  - *Reasoning*: the written (oral) analysis shows the effects of the exchange and the prediction of life without the exchange is logical and complete.
  - *Communication*: the chart and the written presentation are well-organized, well-focused, well-detailed and well-defended; the knowledge and reasoning were completely and effectively communicated.

### **Examples of Student Work not available**

#### **Time Requirements**

- One period for brainstorming and starting research
- One period to complete the research
- One period for presentations

#### **Resources**

- Paper
- Pen or pencil
- Poster board
- Sources of information (primary and secondary) that includes information about famous people and their family backgrounds
- Social Science Rubric