

Columbian Exchange





Directions

Prior to the lesson –

- ☐ **Print the Word Wall terms, vocabulary chart, preview, readings, Doodle Notes™, and hexagons.** Make copies according to the number of students you teach. You do not need to copy a set of the readings for each student unless you wish for them to mark the text with highlighting, etc. When you copy the hexagons, I recommend using different colored cardstock for each round to help students see connections.
- ☐ **Print the images in color if possible, and the crop-it tool on colored cardstock.** Laminate to preserve the durability of the tools.
- ☐ **Prepare your materials.** Each group of 3 will need a large sheet of construction, manilla or chart paper and post-it notes or index cards. Either cut the hexagon shapes in advance or give scissors to the groups to cut them out in each round of the activity.

Day of the lesson –

1. Share with your students the purpose of this lesson. It is designed for your students to examine the impact of colonization on Latin America.
2. Use the **Word Wall** images to teach the vocabulary. Be sure to pronounce each term for your students and discuss the images before you assign the vocabulary activity. The **vocabulary chart** can be used to record the definitions of the terms.
3. Introduce the lesson using **preview activity**. Debrief the questions with your class.
4. Pass out the different images. Use the crop-it tool to examine each of the images prior to the reading.
5. Place your students into groups of 3. Give each group a sheet of manila paper, copy of the first page of the reading (**Spanish Exploration**), the first page of Doodle Notes™ (**Latin America Colonization**) and Conquest and the first page of hexagons (**Round One**).
6. Read Spanish Exploration together as a class. Guide your students through taking notes on the **Doodle Notes™**.
7. For the Hexagon portion of the lesson, model how to use the hexagon shapes to make connections – further details are on the next page.
8. When your groups are finished arranging the hexagon shapes, have each group share out one set of connections they have made.
9. Repeat the process (reading, notes, then hexagons) for **Spanish Conquest** (round two) and the **Columbian Exchange** (round three – note there are 3 pages of readings for this round). I have included a blank hexagon page in the supplemental resources if you want to add your own terms or pictures.

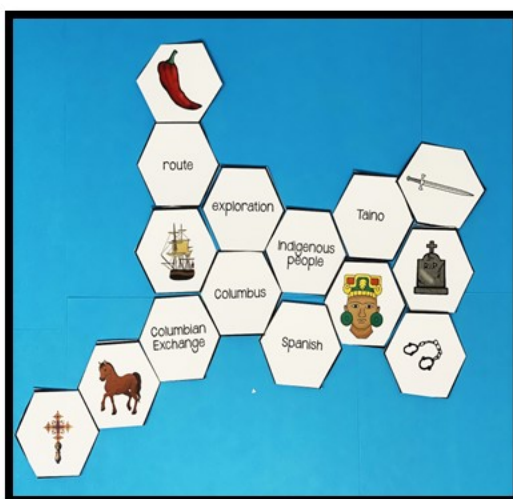


Directions

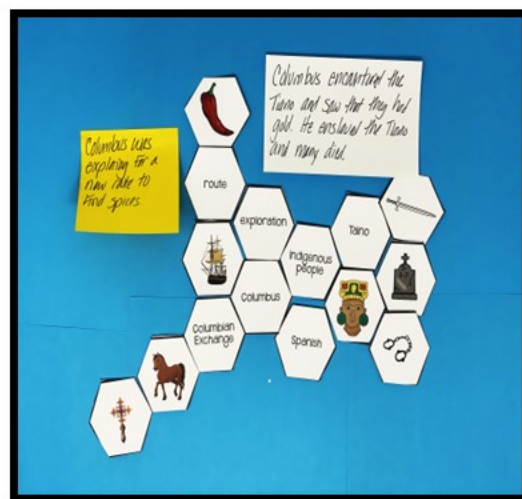
Hexagonal thinking is a strategy that allows students to make connections between people, places, and events. Follow these directions to use hexagonal thinking in this lesson.



Prepare Round One
hexagon shapes prior to the lesson, or give your students scissors to cut them out quickly. If you have students cut the shapes out in class, I recommend putting them on a timer, so it is completed quickly.



Challenge students to make connections between the hexagon shapes. For every connection they make, they earn 1 point. For example, the indigenous people shape is connected on 5 sides, exploration, Columbus, Spanish, person figure and Taino. A student should be able to explain how all of these are connected. If they can, they earn 5 points.



Require students to explain their connections, either on an index card or post-it note. They should also be able to explain their connections to another group or you.



Make the Round Two hexagons on a different colored sheet of cardstock. When students cut out and apply these shapes, the connections should grow. If a group wants to move a shape, they can.



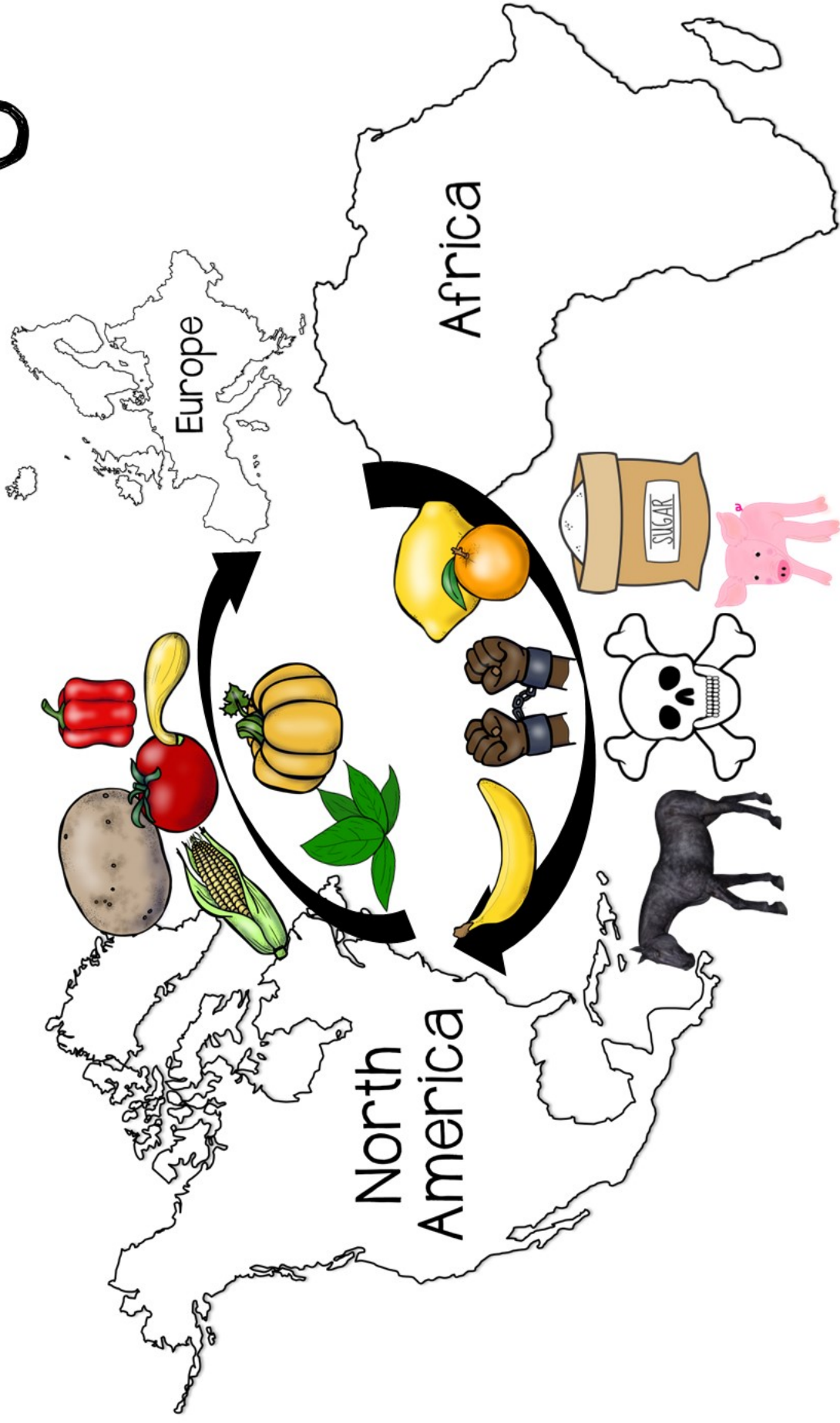
After reading about the Columbian Exchange, give the final sets of hexagons to your students to arrange. Conduct a class discussion or writing assignment when you are done.

Word Wall Terms and Activity

PRINT ONE SET OF THE TERMS

COPY THE CHARTS FOR YOUR STUDENTS

Columbian Exchange



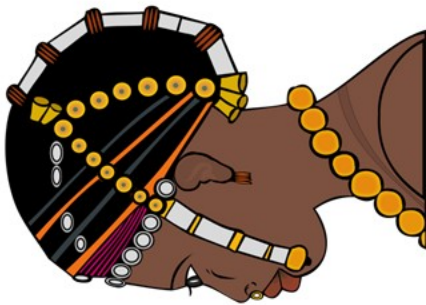
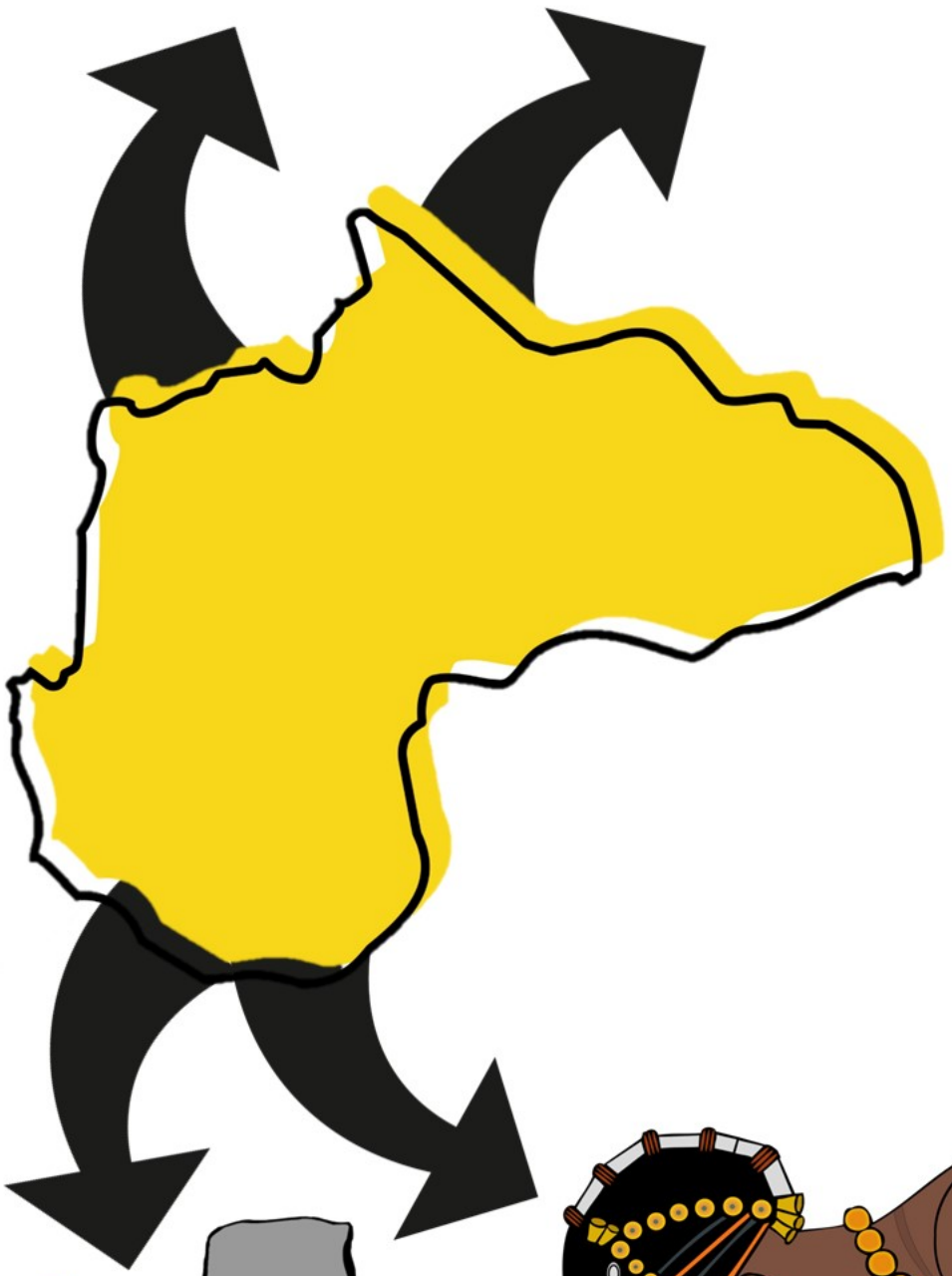
Conquistador



convert



diaspora



epidemic



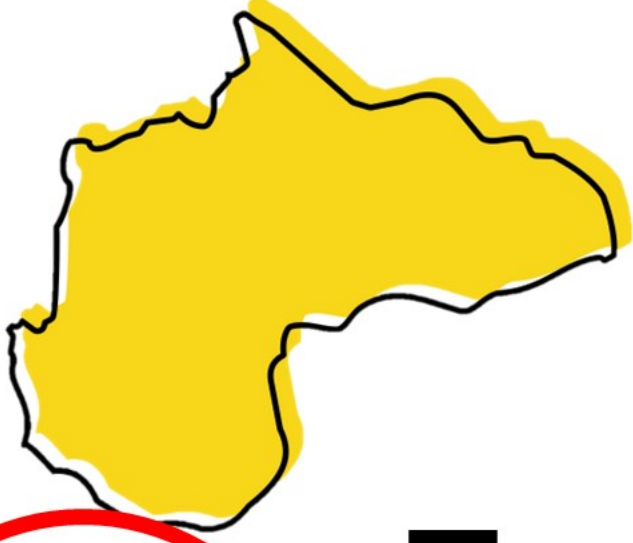
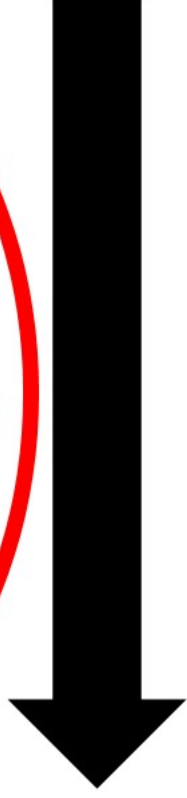
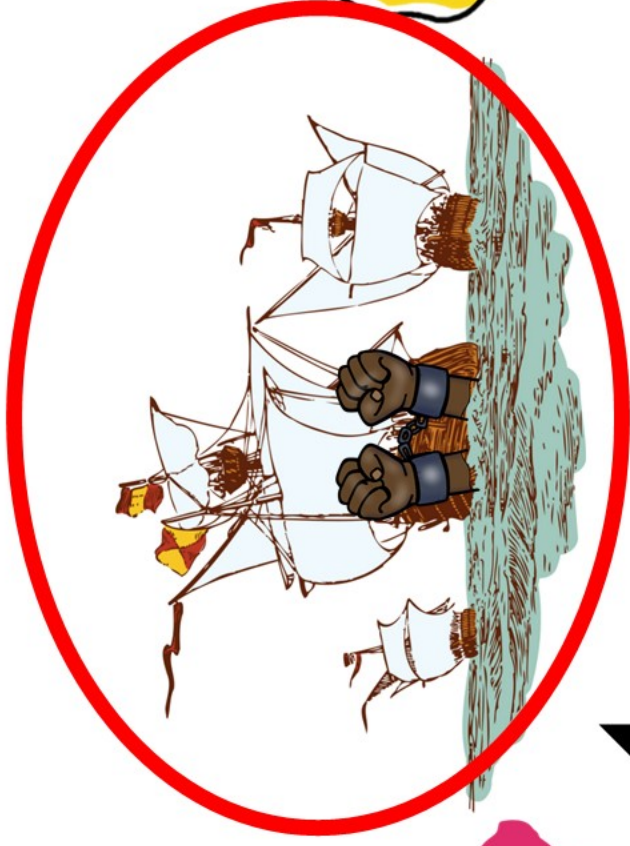
indigenous



Mestizo



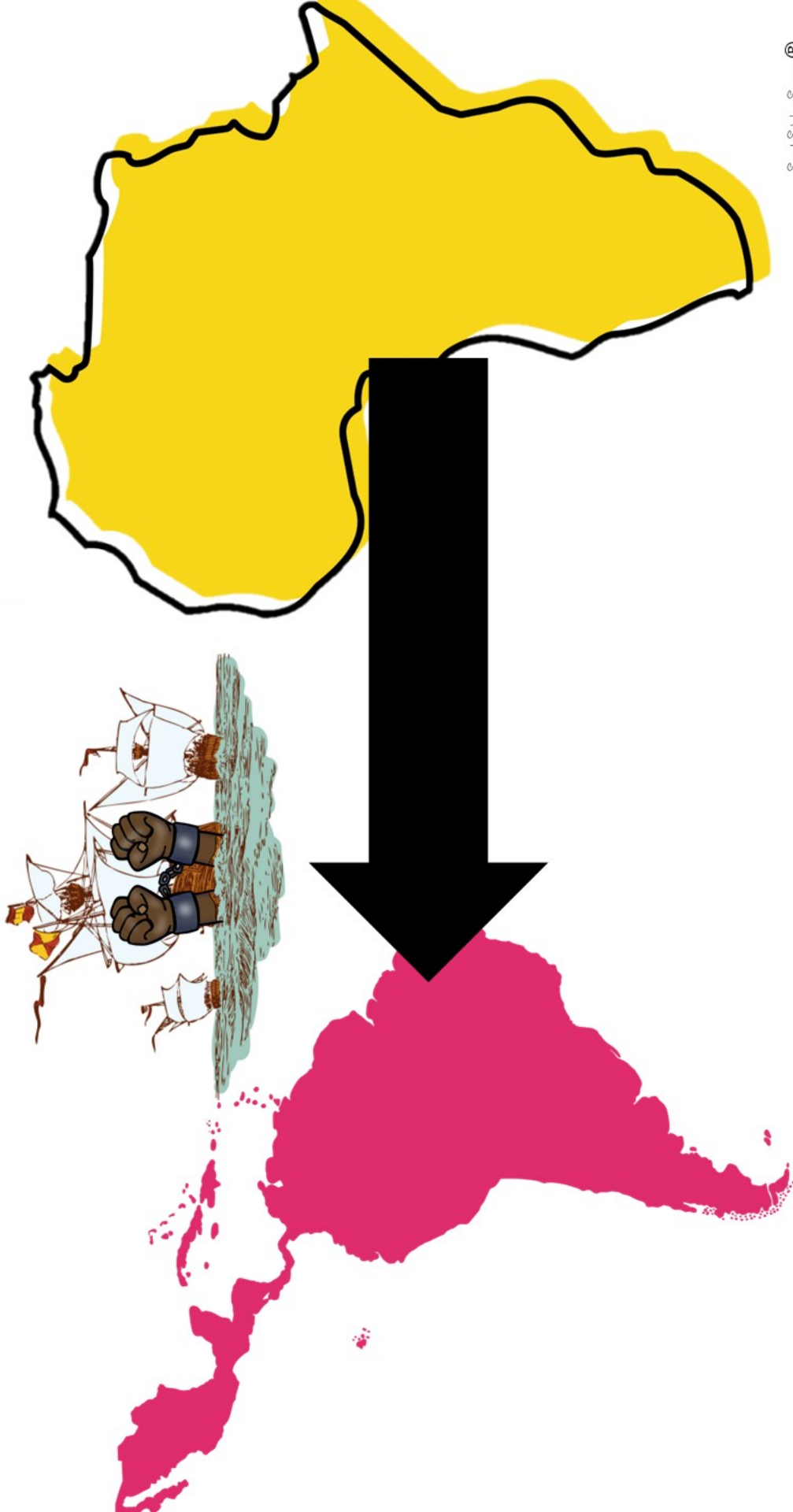
Middle Passage



plantation



Transatlantic slave Trade



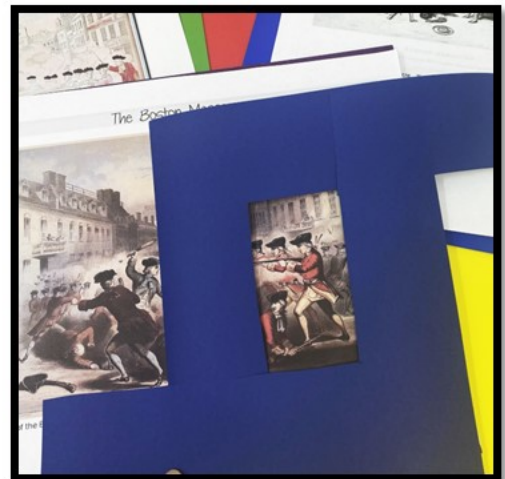
Preview Activity

USE THE CROP-IT TOOL, QUESTIONS, AND
IMAGES TO PREVIEW THE LESSON

Crop-It Questions

Choose from the following questions for your students to use the Crop-It Tool.

- Crop to show what first caught your eye – Why did you first notice this part?
- Crop to show who or what this image is about. Why is this person or thing important?
- Crop to a clue that shows where this takes place. What do you think is happening?
- Crop to a clue that tells when this is happening. What helps us recognize specific times or eras?
- Crop to show the most important part of the image. Why is this part important?
- Crop to show tension or a problem in the image. Why is this important to the image or era?
- If you were to create a title for the image, what part of the image would you crop to highlight the title? What is the title you would create?
- Crop to a spot that you have a question about. What is your question?
- Crop to a spot that this image tells us about the past. How does it show the past?
- Crop to a place where you would add something to this image. What would you add and why?
- Crop to a spot that shows the emotion expressed in the image. What emotions are you seeing? Why are they important to the image?
- Crop to a spot that shows action. What action is occurring and why is it important to the image?





Crop It Tool

Cut along the dotted
lines to create a frame.
Discard the center
piece.

Exploration of the Americas



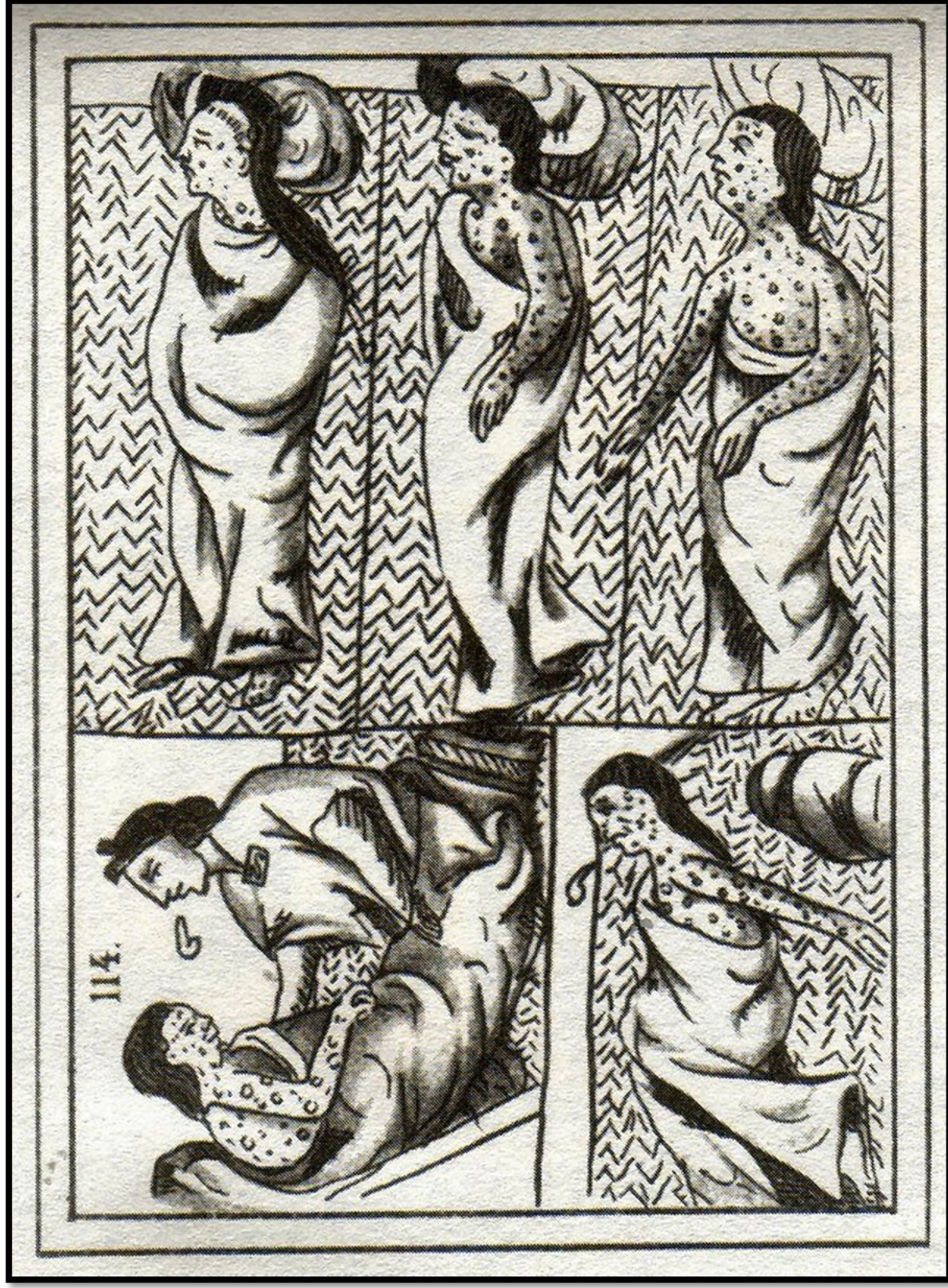
Landing of Columbus at the Island of Guanahani, West Indies (1846), (John Vanderlyn, artist).

Exploration of the Americas



The Conquistadors enter (Mexico), 1909 Margaret Coxhead

Exploration of the Americas



Sixteenth-century Aztec drawings of victims of smallpox.

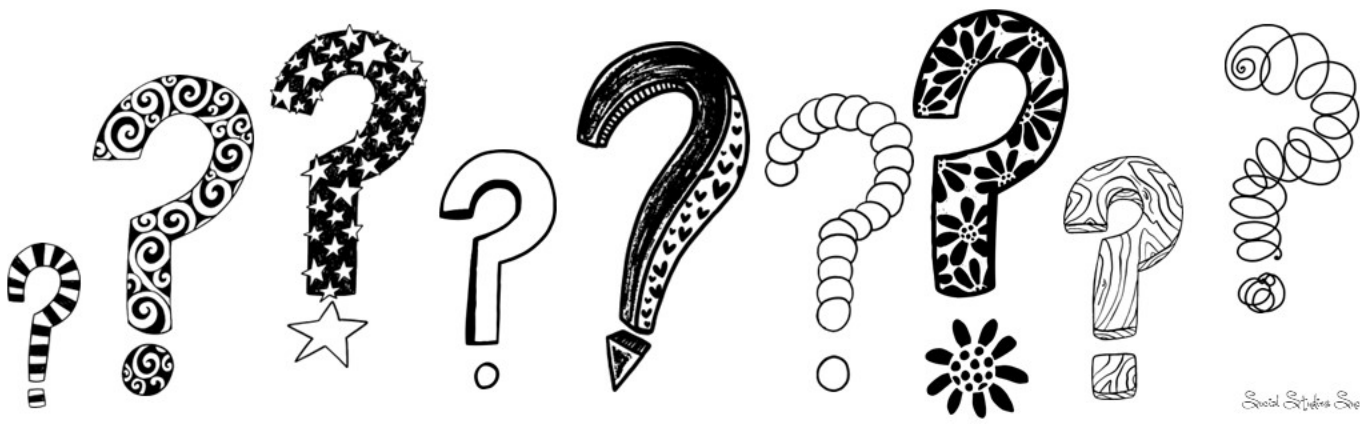
Doodle Notes and Preview

COPY FOR EACH STUDENT

History of Latin America

Directions: Check the statements that you think are true.

- ☐ Columbus was the first European explorer to the Americas.
- ☐ The people Columbus encountered when he came to the Americas were friendly and helpful.
- ☐ Columbus and the Spanish searched the Americas for gold.
- ☐ The Spanish explorers brought new animals like the horse to the Americas.
- ☐ Over 2 million indigenous people moved from South America to Spain.
- ☐ New diseases brought over by the Spanish killed millions of people.
- ☐ The Spanish brought their language, faith, and customs to the Americas.
- ☐ Enslaved Africans were brought over to work in the Americas.
- ☐ The Aztec and the Inca were excited to meet Spanish people and gave them gifts.
- ☐ The exploration and colonization of the Americas changed the entire world.



Latin America

Colonization and Conquest

WHO WHAT WHEN
HOW ??? WHY



The Voyages of Columbus
Describe what happened when Columbus sailed to the Americas.



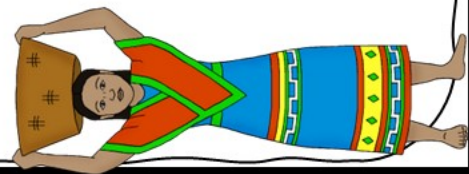
Conquest of the Inca
Describe how the Inca were conquered.

Conquest of the Aztec
Describe how the Aztecs were conquered.



Social Studies Success ®

The Legacy of the Aztec & Inca
Describe the legacy of the Aztec and Inca.



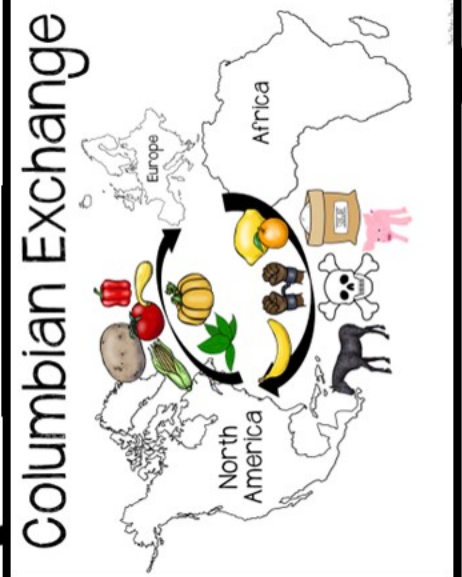
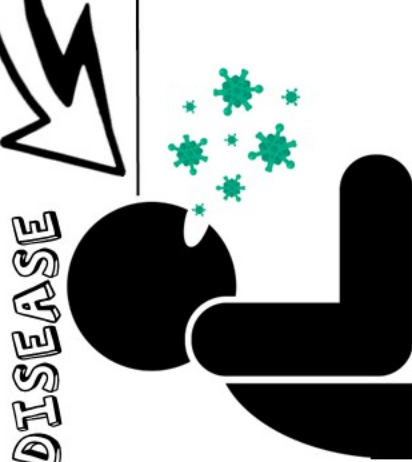
How is the world we live in today a direct result of the Columbian Exchange and its impact on the land and people of the Americas?



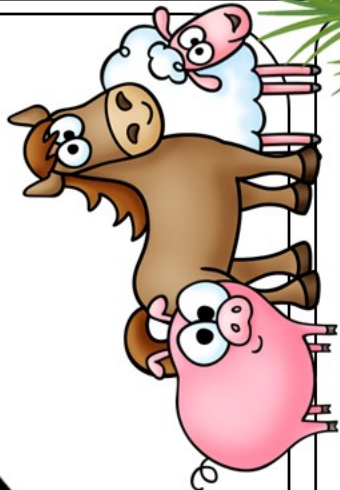
PEOPLE



DISEASE



ANIMALS



Answer these questions in your notes-

What came to the Americas from Africa and Europe? What came to Africa and Europe from the Americas? How did it impact each region?

PLANTS



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Readings

MAKE A CLASS SET

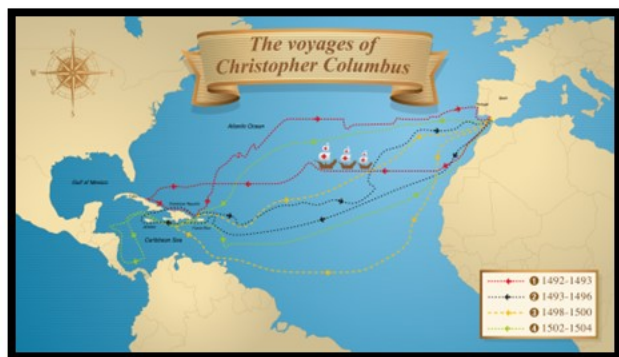
Spanish Exploration

The first attempts at European exploration in the Americas started around the year 1000 CE, when Norse Viking explorers crossed over from Greenland and Iceland. Vikings established a settlement in current day Canada called Vinland. The settlement only lasted for a few years and was later abandoned by the Vikings.

The Voyages of Columbus

Spanish exploration and conquest in the Americas began with Christopher Columbus in 1492. Columbus thought he could reach India in Asia more quickly to obtain spices and luxury items by sailing west around the globe, instead of the longer, more dangerous route around Africa. Columbus underestimated the size of the world and reached not India, but the Americas, specifically an island in the Bahamas. He called the **indigenous** people living there (the Taino) Indians since he originally believed he had found India. He was incorrect, but his new route would change the world.

Columbus made four voyages across the Atlantic Ocean, searching for wealth and building settlements. Columbus sent all the resources he found back to Spain. With him came priests to **convert** the Indigenous people to the Catholic faith, warriors to fight and claim the land, and settlers to build farms.



Initially the Taino welcomed Columbus and the Spanish sailors by giving gifts and feeding them, but that soon changed when Columbus realized what the gifts included - gold. When Columbus realized the wealth he could gain from the indigenous people, Columbus and his sailors required the Taino to dig for gold to bring to the Spanish. If the Taino did not bring enough gold, they were tortured or killed. The Taino rebelled against the Spanish as best they could, but without iron weapons, horses, or guns they were unsuccessful in defeating the Spanish invaders. In less than 100 years after contact, the Taino ceased to exist as a civilization.

Although Columbus was not the first European explorer to reach the Americas, his voyages began the **Columbian Exchange**. The Columbian Exchange refers to the transfer of plants, animals, culture, people, technology, diseases, and ideas between the Americas, Europe, and Africa. The Columbian Exchange was the first-time large groups of people came to the Americas from Europe. They conquered the people living in Central and South America and sent back the wealth they claimed to Europe.

Spanish Conquest



The Conquistadors

Columbus's voyages began a period of European exploration, conquest, and colonization by the Spanish in the Americas. To explore and conquer the land, the Spanish turned to men called **conquistadors**. The conquistadors were allowed to establish settlements and take the wealth of the native population. In return, the Spanish government took part of the treasures they found. The conquistadors gained glory and fame in their home country of Spain.

Conquest of the Aztec and Inca

Stories of gold and great wealth soon inspired conquistadors to come to the Americas. In 1519, Spanish conquistador Hernan Cortes started the conquest of present-day Mexico. The Aztecs were a powerful group of people who had built a large and wealthy empire in Mexico. Cortes wanted to conquer the Aztec people and take their wealth back to Spain. After years of Aztec control, many indigenous people in Mexico supported the Spanish invasion. After uniting with the enemies of the Aztecs, Cortes conquered the Aztec capital of Tenochtitlan. A smallpox **epidemic** had killed many Aztecs, making an attack on the city and invasion easier. The city and the Aztec empire were destroyed.

In 1532, Spanish conquistadors led by Francisco Pizarro encountered the immense Inca Empire: it ruled parts of present-day Peru, Ecuador, Chile, Bolivia, and Colombia. The Inca had skilled generals, veteran soldiers, and massive armies numbering in the tens or hundreds of thousands, but they were not successful fighting against the advanced technology of the Spanish conquistadors. Horses, armor, and weapons gave the conquistadors an advantage over the Inca despite the smaller size of their army. Prior to the Columbian Exchange, there were no horses in South America. Indigenous warriors were terrified of them and ran away. Spanish armor and helmets, made of steel, protected the Spanish soldiers. But the main weapon of the Spanish army was a silent one; disease. Every advanced civilization the Spanish encountered were devastated by the diseases brought over by the Europeans. Within 20 years, the Empire was in ruins and the Spanish were in undisputed possession of the Inca cities and wealth.

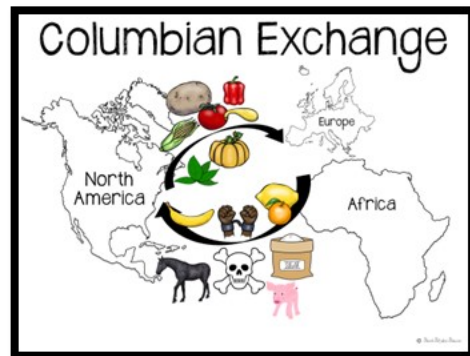
Legacy of the Conquered

The legacy of the Aztecs lives on today in Mexico. Many cultural aspects of Mexicans are directly traced back to the Aztec empire. The practice of honoring past ancestors on *Día de Los Muertos* is an Aztec tradition. Another interesting contribution is popcorn. Aztecs used popcorn not only for eating but also for decorating clothing and other ceremonial embellishments. Advanced medical practices and surgical techniques were also gained from the Aztec empire.

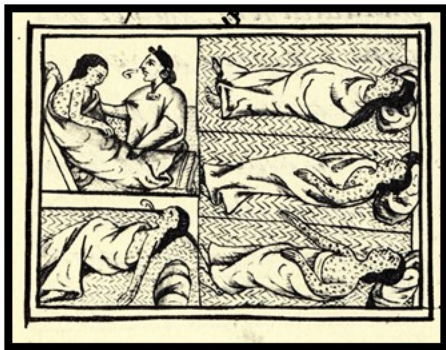
Many of the cultural traditions of the Inca are still found in the Andes. Textile making is still popular, and traditional foods still make up a majority of modern recipes. City sites like Machu Picchu are popular tourist attractions. Even their ancient language, Quechua, is still widely spoken in areas of Peru.

The Legacy of Conquest

The explorations and conquests of the conquistadors changed the world. Prior to 1492, the world was divided into distinct regions, with different native plants, animals, and people. After the voyages of Columbus and the Spanish conquistadors, the diversity of these regions changed. This conquest began what is called the **Columbian Exchange** - the exchange of ideas and goods from Europe and Africa to the Americas. Plants, animals, cultural ideas, technology, and diseases were all part of the Columbian Exchange. Some exchanges were purposeful, such as the transfer of food and animals, but some like disease were accidental and devastating. The Columbian Exchange can be broken down into four main categories; the movement of diseases, animals, plants, and people.



To the Americas - Disease



Millions died from diseases brought over by the Spanish.

Smallpox, measles, mumps, and chicken pox were all diseases brought into the Americas by Europeans. Generations of living with domesticated animals had created diseases unique to Europe and Africa. The indigenous people had never been exposed to these infectious diseases. Millions of people died immediately from these disease, and millions more died of starvation and malnutrition when communities lost their workforce. Nearly 55 million indigenous people died in the Americas from the Columbian Exchange - a staggering 90% of the population of the Americas. In Mexico, for example, there were about 25 million native people in 1519. By 1605, this number had dropped to 1 million.

To the Americas - Animals

In addition to diseases, new animals were transported over to the Americas. These animals changed the way people lived. The Spanish introduced horses, cattle, sheep, and pigs. With the new animals, the indigenous people acquired new sources of hides, wool, and food. Donkeys, mules, and horses provided new methods of transportation and impacted farming traditions. Prior to the Columbian Exchange, the only pack animal in the Americas was the Llama, an animal unable to carry more than 100 pounds. After these new animals came to the Americas, farming was revolutionized. Animals such as the pig provided a new food source that was easy to raise. Areas like Argentina developed ranching activities after the introduction of cattle and horses to the region in the Columbian Exchange.



Horses were brought to the Americas.

The Legacy of Conquest

To and From the Americas - Plants

Besides gold and silver, ships brought tomatoes, potatoes, corn, beans, and peanuts from the Americas to Spain. Many of these new foods like the potato were high in calories and helped people living in poverty fight off hunger. These crops grew well in Europe. By increasing the food supply, they helped spur a population boom, and the population of Europe increased. New foods like the manioc and sweet potato were introduced to Africa, making them the basis of many African meals. Conquistadors also introduced Europeans to other important items like chocolate and tobacco. For a time, wealth from the Americas made Spain one of the world's richest and most powerful countries.



Sugarcane originated in India.

One of the plants to come to the Americas was sugarcane. At this time, sugar was one of the most important economic goods in the world. Europeans could grow it, but the climate in parts of the Caribbean and Latin America were perfect for the cultivation of sugarcane. The indigenous people were forced to farm this new crop, but when they resisted, rebelled, and died the Europeans needed a new source of manual laborer.

To the Americas - People

In addition to searching for gold, the Spanish also came to spread their language and their faith. Catholic priests came with the Conquistadors to convert the indigenous people to Christianity. Priests built churches across the Americas. The Catholic religion became the most important form of Christianity in Central and Southern America.

Many Europeans looking for wealth, land, and economic security came to the Americas. These men would eventually begin to create homes, marry indigenous women, and have children creating the *mestizo* population, a people of both European and Native ancestry. Mestizos are a combination of their indigenous and Spanish heritage and created Catholic religious images such as our Lady of Guadalupe - a brown-skinned, Latin American Mary who differed from her lighter-skinned European examples. Our Lady of Guadalupe became the patron saint of the Americas and the most popular among Catholic saints in the region. Our Lady of Guadalupe remains an enduring example and evidence of the Columbian Exchange.



Our Lady of Guadalupe

Spain was not the only European country to colonize the Americas. Portugal claimed the area we now call Brazil and brought over millions of enslaved Africans to work on their **plantations**. France claimed a small part of South America and a few islands in the Caribbean such as Haiti to grow sugar. The British claimed the West Indies and Belize. Each of these European colonizing countries established settlements and brought over their languages and traditions.

The Legacy of Conquest

To the Americas - People

With the death of millions of indigenous people, Europeans needed a new source of labor for their plantations. Starting in the 1500's, over 12.5 million Africans were enslaved and sold in the Americas in the **Transatlantic Slave Trade**. Europeans purchased, traded, and brutally enslaved Africans to work in the plantations in North, Central, and South America.

Africans from West and Central Africa were violently captured and brutally transported across the Atlantic Ocean. This African **Diaspora** took millions of people from Western and Central Africa to different regions throughout the Americas and the Caribbean. Millions of African men, women, and children died during the **Middle Passage**, the inhumane journey across the Atlantic Ocean. The Columbian Exchange and enslavement of millions of Africans forever changed the continents of Africa and the Americas.

In the Americas, enslaved Africans blended their native religion, traditions, and language with both those of the Europeans and the indigenous population creating a culture and people unique to each area. Languages developed and changed as different African languages blended with Spanish and French vocabulary. New religious beliefs such as *Vodou* developed as a combination of West African and Catholic belief systems. Cultural traditions mixed with European and indigenous influences are reflected in dance and music, such as the rumba, steel drums, and calypso music in the Caribbean and the samba in Brazil.

The world we live in today is a direct result of the Columbian Exchange and its impact on the land and people of the Americas.



Hexagons

GIVE EACH GROUP OF 3 A SET
COPY EACH PAGE ON DIFFERENT COLORED PAPER

Spanish

Columbian
Exchange



exploration

Indigenous
people



Columbus



route



Taino



conquistador

Mexico



New Spain

soldiers



Inca



Dia de Los Muertos

legacy



epidemic



Machu Picchu



Tenochtitlan

animals

Africa



millions

diaspora



farming



Catholic

mestizo



plantations



Doodle Notes Sample



The Voyages of Columbus

Describe what happened when Columbus sailed to the Americas.

Columbus sailed to the Americas looking for a new route to Asia. He ended up in the Americas.

He enslaved the local people, the Taino. Columbus' voyage began the Columbian Exchange.



Latin America

Colonization and Conquest

Conquest of the Aztec

Describe how the Aztecs were conquered.



Conquest of the Inca

Describe how the Inca were conquered.

The Inca were conquered by Pizarro in 1532. He was able to beat the Inca because he had horses, armor and weapons.

Many Inca had already died of disease.



WHO WHERE
WHAT WHEN
HOW ??? WHY

The Aztecs were conquered by Cortes in 1519. He was helped by enemies of the Aztecs and the fact that many had died of disease.



The Legacy of the Aztec & Inca

Describe the legacy of the Aztec and Inca.

Many cultural traditions in Latin America can be traced back to the Aztecs and Inca. These include Dan de las Muertos + medicine.





How is the world we live in today a direct result of the Columbian Exchange and its impact on the land and people of the Americas?

Answers vary



Spanish came to spread their religion and language. The Mestizo population was created from Europeans + indigenous people. Enslaved Africans were forced over in the Transatlantic slave trade.

PEOPLE

DISEASE



Smallpox, measles, Mumps and chicken pox from Europe and Africa killed millions in the Americas.

Columbian Exchange



Answer these questions in your notes-

What came to the Americas from Africa and Europe? What came to Africa and Europe from the Americas? How did it impact each region?

PLANTS



Many plants went to Europe like corn and potatoes causing a population boom.

Sweetcorn came to the Americas to be farmed.

ANIMALS

New animals to the Americas included horses, cattle, sheep and pigs. Farming and ranching changed in the Americas.

