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8th Grade Social Studies
John Muir Middle School
Crossing Boundaries in East Asia
Summer 2020

Global Exchange in the 15th & 16th Centuries

Rationale:

This curriculum project consists of a 5-day lesson about Global Exchange in the 15th and 16th centuries between the continents. This topic should be a review for 8th graders because they should have learned about this in 7th grade. Students will complete different activities for this curriculum project: maps, vocabulary, reading comprehension, and ACE Writing Frame. They will compare and contrast the information from their history textbook: McGraw Hill Impact: United States History & Geography, Growth & Conflict vs. the article “Asia and the New World” by Dennis Carr and Long View: The 16th Century Trade Route That Brought China to Mexico Article: BY PETER GORDON AND JUAN JOSÉ MORALES | APRIL 15, 2019. They will also have to answer why do they think our history textbook focuses on the success from the European’s point of view and don’t focus on the Asian’s side. The final product will be a paragraph response about who benefited the most from the Columbian exchange? Why?

***The activities for this curriculum project were placed in google slides and will be found as an assignment in Schoology. ***

Standards:

7.11.2: Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and the sixteenth centuries and the major economic and social effects on each continent.

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Day 1: Geography

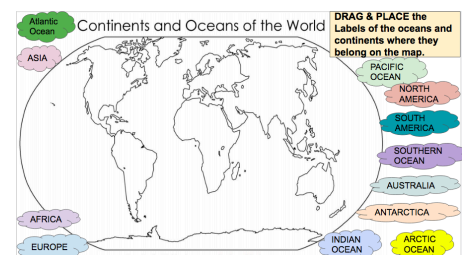
Objectives:

Students will be able to locate all seven continents and five oceans on a map.

Students will be able to integrate visual information (maps) with other information in print.

1. **DO NOW:** Students will look at a world map and they will have to drag and place clouds (with the names of the continents and oceans) where they belong on the map. They will complete this assignment on slide 3. This will demonstrate what students already know about where the continents and oceans are located on the world map. After 5 minutes we will review the locations of the continents and oceans. Map grabbed from Cody Thomas from teacherspayteachers.

<https://www.teacherspayteachers.com/Product/Continents-and-Oceans-Map-Labeling-PDF-Format-1983075> An image of

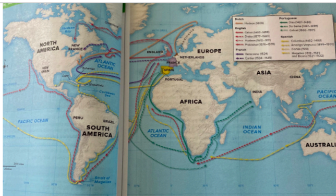


the DO NOW □

2. **Map Activities:** Step Into the Place: *from Impact: United States History & Geography textbook.* **Whole Group:**

Starting in the 1400s, Europeans explored the oceans, hoping to find a direct sea route to the East Indies. Instead, they found what to them was a "New World." Over the next few centuries, they explored and settled in the Americas.

Step into the Place
This map shows the routes taken by different explorers. Answer the following questions (use the map).



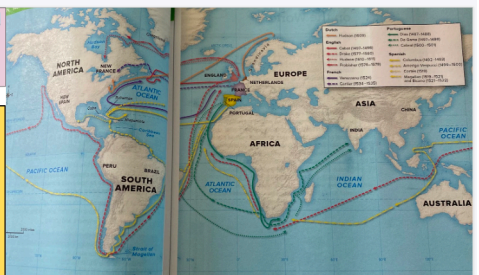
1. What information does the legend on this map provide?
2. In which direction did most of the explorers travel?

As a class we will analyze the world map from page 2 and 3 from the textbook. The questions will be answered on slide 5. After we have analyzed the world map we will answer the first question: What information does the legend on this map provide? Then the students will answer the second question: In which direction did most of the explorers travel?, with a partner. We will review the last question and share out.

Independent Work:

Students will answer two geographic questions using the same map on slide 5. The second question will have to have a response of minimum sentences. Then students will go back to their partners and share their response for the second question. After about 3 minutes of sharing, we will come together and share a minimum of five responses to the second question.

Step into the Place
Page 2-3
Geographic Reasoning
This map shows the routes taken by different explorers.



1. **Patterns and Movement:** How many European nations made explorations of North and South America?
2. **Global Interconnections:** Why do you think so many nations sent out voyages of exploration at this time?

3. Exit Slip: 3-2-1 Activity

Students will state three things they learned, two things that they found interesting, and give one thing they still have a question about.

Day 2: Reading from textbook

Objectives:

Students will be able to discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and the sixteenth centuries and the major economic and social effects on each continent.

1. DO NOW: Students will complete the Kim's Vocabulary about Columbian Exchange and Read about Global Exchange and answer one question. *Can be found on slide 8 & 9.*

(K) Key Word	(I) Information/definition	(M) Memory Clue/Picture
1. Columbian Exchange:		
Sentence:		

GLOBAL EXCHANGE

QUESTIONS: How did exploration and trade lead to a worldwide exchange of products, people, and ideas?

The voyages of Columbus and other explorers brought together two parts of the world that previously had no contact: the continents of Europe, Asia, and Africa in one hemisphere and the Americas in another. As European countries traded and built new colonies, a global exchange of people, goods, technology, ideas, and even diseases began. This transfer is called the **Columbian Exchange**, after Christopher Columbus.

EXCHANGE OF GOODS
The transfer of products from continent to continent brought changes in ways of life throughout the world. Europeans planted many European and Asian crops, such as wheat, oats, barley, rye, and rice, in the Americas. They also brought new animals, such as pigs, sheep, cattle, chickens, and horses. Chickens changed the diet of many people in the Americas. Horses provided a faster way to move from place to place and a more effective way to hunt. From Asia and Africa, Europeans brought to Europe and the Americas tropical plants such as bananas, coffee, tea, and sugarcane.

From Native Americans, Europeans acquired food items such as corn, tomatoes, potatoes, squash, and beans. Corn was used to feed animals as well as people. Larger, healthier animals resulted in more meat, leather, and wool. Tomatoes greatly changed cooking in Italy, where tomato sauces became common.

The potato was also important. Europeans discovered that if they planted potatoes instead of grain, about four times as many people could live off the same amount of land.

Many American foods, such as chili peppers and peanuts, were taken to Europe but also made their way to Asia and Africa. Finally, with sea corn also spread to Asia and Africa, boosting population growth there. Both Europeans and Asians also began smoking tobacco, an American plant.

Analyzing Key Ideas and Details:


1. Citing Text Evidence: What evidence from the text explains how the transfer of American corn affected life in Europe? How did it affect life in Asia and Africa?

2. Read and Answer Questions:

- a. Movement of Peoples and Cultures: Whole Group: We will read about this topic and answer different type of questions. We will also analyze The Columbian Exchange map from the impact textbook. Slides 11 & 12

Geographic Reasoning

Global Interconnections:
What do you think was the most important item sent from the Americas to Europe, Asia and Africa?



What do you think was the most important item sent from Europe, Asia and Africa to the Americas?

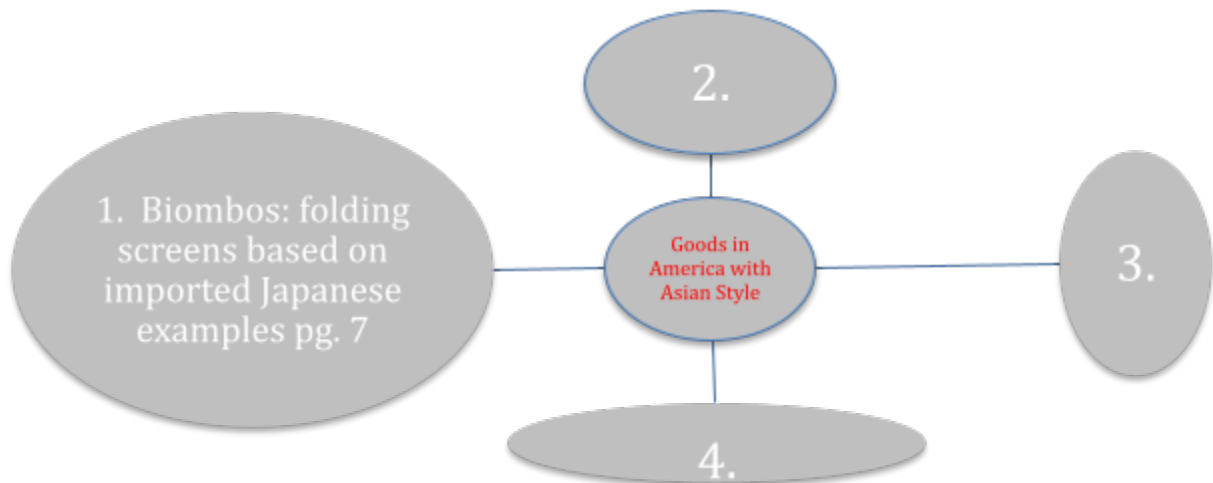
- b. Beginnings of the Slave Trade: Independent Work: Students will read about the Slave trade and answer questions. We will share out and review what was read. Slide 13.
3. Exit Slip: How did the Columbian Exchange affect the Americas? How did it affect Europe, Asia, and Africa? Slide 14.

Day 3: Reading from article: “Asia and the New World” by Dennis Carr.

Objectives:

Students will be able to discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and the sixteenth centuries and the major economic and social effects on each continent

1. DO NOW: Students will analyze and image from, “Asia and the New World” by Dennis Carr. They will answer two questions and then students will share what they notice and what they believe the image represents. Slide 15.
2. Read: “Asia and the New World” by Dennis Carr. The google slides has different paragraphs from the pages in the article. Students will answer questions and complete the graphic organizer about the goods in America with the Asian Style. Slides 17-20.



3. Exit Slip: Why is it important to learn about the impact Asia played in helping create the American culture in this time period? (Five to Seven sentences response).

Day 4: Compare and Contrast.

Objectives:

Students will be able to compare and contrast the information provided in different sources.

1. **Do NOW:** Analyze the image and answer three questions. Students will answer all three questions and they will share their responses.

2. **Read:** Long View: The 16th Century Trade Route That Brought China to Mexico Article: By PETER GORDON AND JUAN JOSÉ MORALES | APRIL 15, 2019.
 - a. Partner work: Students will complete the 3-2-1 activity in pairs and share with each other what they learned from the article.
 - b. Independent Work: Students will complete a 3-way Venn Diagram using all of the resources that they have read: 8th grade textbook, Carr's article, and Gordon and Morales.
3. Exit Slip: Why do you think your American History textbook gives you the bare minimum information about Asian goods coming to America?

Day 5: Paragraph Response

Objectives:

Students will be able to write a minimum of one paragraph response answering who benefited the most from the Columbian Exchange.

1. **DO NOW:** Read about "Silver and Gold" section from newsela and analyze the chart to responds to the questions. "Which paragraph section in this section explains what happened because Spain did not pay attention to the silver trade? Why do you think it is important for people to know that Acapulco (Mexico) and Manila (Asia) were trading in the 16th century?"
2. **ACE WRITING FRAME:** Students will complete the Ace Writing Frame to answer the question: Who benefited the most from the Columbian Exchange? Why?" They will grab evidence from the Carr article and one more source.
3. **Exit Slip: Paragraph Response:** Students will write their paragraph answering the question: "Who benefited the most from the Columbian Exchange? Why?" They will grab their information from the writing frame.