![Description: MC900052882[1]]()**Learning-Focused Strategies Extending/ Refining Lesson Plan: EATS**

**6th Grade: Pardee Unit 7 – History of Latin America Date:**

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| **Title:** |  Graduated Difficulty |
| **Type:** |  Lesson Plan |
| **Subject:** |  Social Studies |
| **Grade Range:** | 6 |
| **Description:** |  Colombian Exchange |
| **Duration:** |  180+ Minutes |
| **Author(s):** |  Katie Pardee |

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| Instructional Unit Content | At the end of this unit the student will understand that* **Cultural interaction leads to cultural diffusion.**
* **Nationalism plays an important role in the development of nations.**

In this unit, students will understand how European contact changed the cultural landscape of Latin America. While the early civilizations were destroyed there remains some continuity seen through existing societies. Conflict & change are furthered through the ideas and impact of revolutionary leaders. Students will explore how the movement & migration of people during the building of colonial empires resulted in an economic and cultural legacy. Students will also analyze the impact of nationalism and guerilla movements on the development of modern Latin America and how this conflict brought about change. Students will explore the organizational structure of specific Latin American countries and determine why different governments exist in this region |
| **E** | **Standard (s)** | **SS6H1 The student will describe the impact of European contact on Latin America.**[x] b. Explain the impact of the Columbian Exchange on Latin America and Europe in terms of the decline of the indigenous population, agricultural change, and the introduction of the horse. |
| **TAG Standard** | Higher Order and Critical Thinking Skills* Make and evaluate decisions using criteria
* The student responds to questions with supporting information that reflects in-depth knowledge of a topic.
* The student makes and evaluates decisions using criteria.
* The student predicts probable consequences of decisions.
* The student identifies and illustrates basic principles and the foundational concepts that are central to understanding the essence of a field of study
 |
| **Summary/Overview** | The focus of this less is to give students the opportunity to assess their own understanding of how to determine the impact of the Colombian Exchange and make decisions about what they need to do to improve their understanding. |
| **Enduring Understanding** | MOVEMENT / MIGRATION: At the end of this lesson the student will understand that the movement or migration of people and ideas affect all societies involved. * How did European encounter influence development in Latin America and the Caribbean?
* How did African slavery influence the development of the Americas?
* What new technology, ideas, and things did the Europeans introduce to Latin America in the Columbian Exchange?
* How did the Columbian Exchange lead to the decline of the indigenous population, change agriculture and introduce the horse?
 |
| **Essential Question** | If the Colombian Exchange never happened, how would Latin America and the world be different today? |
| **Concepts to Maintain** | **CONCEPT: Movement*** Colonization
* African slavery
* Diffusion
 |
| **Evidence of Learning** | **What students should know:**a.        The motivation and history Europeans conquering Latin America.b.       Which countries/regions were impacted by the Colombian Exchange.c.        Where those countries are located on a map.e.       What was the impact of the agricultural change on Latin America and Europe (such as increase in food production and human populations)? f.         What was the impact of the introduction of the horse to the Americas? **What students should be able to do:**a.  Identify on a map of the continent, which regions/countries were affected by the Colombian Exchange.b.      Explain the impact of European encounters with the indigenous peoples of Latin America.c.      Explain how the Colombian Exchange impacted the world. |
| **Suggested Vocabulary** | * Columbian Exchange
* African Slave Trade
* Indigenous
* Smallpox
* Agriculture
* Diffusion
 |
| **PROCEDURES** |
| **A** | **PHASE 1: Hook/****Activating Strategy** | [ ]  KWL[ ]  Wordsplash | [ ]  Draw Pic/Diagram[ ]  Brainstorm | [ ]  Draw Pic/Diagram[ ]  Anticipation Guide | [ ]  Activating Acrostic[ ]  Dear Teacher | [x]  Sponge[x]  Other: Colombian Exchange Mystery Item \* See handout\* |
| **Details of Activator:****\*Each group is given a bag with slips of paper in it. They will then follow the directions below\**** With your group, each person needs to take out a clue and read it aloud.
* Pass the bag around so that everyone reads a clue
* Continue until all the clues are gone.
* At the end, make a hypothesis what the item is.

TW (teacher work): As a class go over each groups hypothesis and why they think that. At the end, tell them the real answer and explain how this is only one item that was exchanged between Europe and the Americas, and today we are learning about some more and what impact that exchange has had. Colombian Exchange Mystery Item: Potato |
| **T** | **Teaching STRATEGIES**: | [ ]  Peer Tutoring[ ]  Simulations[ ]  Hands On | [ ]  Lecture[x] Independent Activities[ ]  Cooperative Learning | [ ]  Visuals[x]  Graphic Organizers[ ]  Pairings[ ]  Centers | [ ]  Whole group instruction[ ]  Projects[x]  Technology Integration | [ ]  Guided Reading[ ]  Response Cards | [ ]  Gallery Walk[ ]  Quick Write[ ]  Other: |
| **Differentiation****STRATEGIES**: | [ ]  Anchor Activities[x]  Choices of Review[ ]  Flexible grouping/ seating | [ ]  Simulations[ ]  Games [ ]  Centers | [ ]  Centers[ ]  Lit Circles[ ]  Cubing | [ ]  Menus/ Choice Boards[x]  Multiple levels of questions | [ ]  Think-Pair- Share[ ]  Interest Groups[ ]  Multiple Intelligence | [ ]  Jigsaw[x]  Varied Modes of Products[ ]  OTHER: |
| **PHASE 2/3:****2: Acquiring Content****3: DECIDE and practice and DECIDE****(Learning Plan)** | **Phase 2:** **Acquiring Content** 1. **Pose the Essential Question**. “If the Colombian Exchange never happened, how would Latin America and the world be different today?” Gather student responses.
2. Explain that today we are going to learn about the exchange of foods and diseases between Europe and the Americas called “the Colombian Exchange.” What does the name of this exchange signify?
3. Use the Colombian Exchange Powerpoint to teach students about the subject.

Phase 3: **DECIDE and Practice and DECIDE**1. Explain “You will now be given an opportunity to practice what you have learned. Because everyone learns at a different pace, I will leave it up to you to decide which problem set is most appropriate for you. To help you make the best choice let’s consider a few questions.”
2. Distribute the DECIDE handout and 4 Levels of Activities. Provide time for students to examine the three sets and decide which is the most appropriate challenge to complete.
3. Students will complete the activity of their choice and check their work. Students who quickly and accurately complete their selected set should try the next level. Students who quickly and accurately complete Level C should create a more difficult Level D with a corresponding answer sheet.
4. When all students have had an opportunity to complete and check at least one activity, lead the students in a discussion to identify the criteria they used to make their choice, determine if the first choice was the best choice, and determine the knowledge/skills needed to move to the next level.
5. Each student will establish a learning goal to improve their own achievement related to understanding and using the order of operations.
 |
| **S** | **Summarizing STRATIGIES(Students are doing the summarizing)**  | [ ]  **Answer EQ** [ ]  **Journal Entry** [ ]  **ABC Summary** [ ]  **One Minute Essay** [ ]  **Index Card Summary** [ ]  **Debriefing** [ ]  **Hand Signals** [ ]  **TOTD** [ ]  **Oral Questioning** [x]  **Other: Sum it Up!****Details of the Summarizer (What are students doing?):*** Sum It Up!: Considering the consequences of the Colombian Exchange, do you think it had more negative or more positive consequences? Explain why with evidence from your learning.

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| **Resources** | **Anchor Text(s):** **Technology:** PowerPoint: Colombian Exchange**Handouts:**Handout 1: DECIDEHandout 2: Activator- Colombian Exchange Mystery ItemHandout 3: PowerPoint- Colombian ExchangeHandout 4: Level AHandout 5: Level BHandout 6: Level CHandout 7: Level DHandout 8: Sum it Up! |

**Handout #1: DECIDE**

|  |  |
| --- | --- |
| **D** | **Determine what you know about the skill to be practiced.*** What skills or knowledge do I need in order to identify the impact of the Colombian Exchange?
 |
| **E** | **Examine the levels of difficulty and choose the level that is best for you.*** What makes one level harder than the next?
* What level do you think will work best for you? Why?
 |
| **C** | **Check your work. Change your level or create a new level if you completed Level 3.*** What was easy about the level you chose?
* What was difficult about the level you chose?
 |
| **I** | **Identify the criteria you used to make your choice.*** What criteria did you use to select the level at which you wanted to work?
* If you are given another opportunity to choose the difficulty of your class work, will you change the criteria? Why?
 |
| **D** | **Determine if you made a good choice and decide what you need to know/understand to move to the next level.*** Was your choice a good one for you? Why or why not?
* What do you need to know/do to move to the next level?
 |
| **E** | **Establish a goal for improvement.** |

 **Handout #2: Colombian Exchange Mystery Item**

* Francisco Pizarro and his men despised this, even though it was probably the biggest reason his men were able to survive in the Andes and essentially conquer the Incas.
* In the long run, this was the most valuable item taken from Peru by the Spanish.
* Once the mother lode of silver was discovered in Potassi, Spain, this item was responsible for the Spanish being able to mine that silver and produce more than any other region in the world at that time. So much silver was mined that there was world-wide inflation.
* This item was very difficult to tax.
* This item spread all over Europe from Peru, but started in northwestern Spain and then in the Po River Valley. It was found most often near important trails that armies traveled.
* This caused the Spanish military to grow to extreme power in the late 1500’s.
* The Irish began to fight off their English oppressors because of the success of this item.
* This inadvertently caused the death of more than a million people in 1845 and 1846.
* This item spread to Siberia and became extremely important for survival as well as socialization world-wide.
* Its Latin name is Solanum Tuberosum
* This item was very easy to hide, especially from approaching armies.
* The Spanish called this *chuno* when they discovered it among the Incas in Peru.
* This item could be stored for years in Peru but only for a month or two in Europe.

**Handout 3: Powerpoint Colombian Exchange**

**\*\*Please see attached ppt/pdf file\*\***

**Handout 4: Level A**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Level A: Colombian Exchange Graphic Organizer**

**Complete the chart below with items from the Colombian Exchange. Make sure to label each region.**

 **Region:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Region:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Choose two items and specifically explain how they impacted that country/region.
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Handout #5- Level B**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Level B: Political Cartoon**

**Analyze the political cartoon below and answer**

1. **Whom does the figure holding the sword represent?**
2. **What is in the pile behind him that he received in the exchange?**
3. **Who is the figure in the right of the cartoon?**
4. **Why is the character carrying the bag shown as smaller?**

1. **What are the “advantages” of contact with Spain for this figure?**
2. **What does the cartoonist think of the Columbian Exchange?**

**Handout #6- Level C**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Level C: Colombian Exchange Menu**

**Directions: Create a cafeteria menu using only food from the Old World and New World in the Colombian Exchange.**

|  |  |  |
| --- | --- | --- |
|  | New World | Old World |
| Snack |  |  |
| Main Dish |  |  |
| Side Dish |  |  |
| Dessert |  |  |

1. **Which item do you think had the biggest impact on the New World? Why?**
2. **Which item do you think had the biggest impact on the Old World? Why?**
3. **What were some possible negative consequences of the Colombian Exchange?**
4. **What were some possible positive consequences of the Colombian Exchange?**
5. **What do you think the world would be like today if the Colombian Exchange had not occurred?**

**Handout #7- Level D**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Level D:** Thumbprint cartoon

**Directions:** Using the boxes below (and more on the back if you need them) create a cartoon that explains the Colombian Exchange. You will use your thumbprints to create your characters.
Things to Consider:

|  |  |  |
| --- | --- | --- |
| * Items exchanged. BE SPECIFIC.
* Who was involved?
* Where this took place.
 | * Why this took place?
* How was the horse involved?
 | * Consequences on indigenous and Africans.
* Consequences on Latin America and the World.
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|  |  |  |  |

**Handout #8- Sum it Up**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_\_\_\_\_\_\_**

Sum It Up!

Considering the consequences of the Colombian Exchange, do you think it had more negative or more positive consequences? Explain why with evidence from your learning. *Extension: Illustrate your response.*

 **Answer the Essential Question:** If the Colombian Exchange never happened, how would Latin America and the world be different today?