

COLUMBIAN EXCHANGE BUFFET PROJECT

Group # _____

Group member names: _____

The Columbian Exchange (also sometimes known as The Grand Exchange) has been one of the most significant events in the history of world ecology, agriculture, and culture. The term is used to describe the enormous widespread exchange of plants, animals, foods, human populations (including slaves), communicable diseases, and ideas between the Eastern and Western hemispheres that occurred after 1492. In 1492, Christopher Columbus' first voyage launched an era of large-scale contact between the Old and the New World that resulted in this ecological revolution: hence the name "Columbian" Exchange.

In order to understand the significance of the Columbian Exchange, you will create a "profile" of a particular food and display on a poster. Your chosen food is _____. That profile must include the following:

- Name of the item and pictures/representations of the item
- Area of the world from which the item originated
- Area of the world to which the item traveled
- Three examples of how the item was incorporated into the culture of a group(s) of people in the new hemisphere (examples must be specific and concrete). Examples may come from different cultures/people.
- A brief (3-5 sentences) explanation of how the transference of your item affected the world during this time period (1450-1750...you may include some effects from the early 19th century if necessary).
- Creativity/effort will be taken into account for your grade! See the rubric below for grading considerations.
- We will have a Columbian Exchange Buffet where you will display your assigned item. In addition, you may bring in "examples" of your item to share with the class!

Category	Possible Points
Name AND Pictures of the item	5
Statement/Representation of where the item originated	5
Statement/Representation of area(s) of the world to which it traveled	5
3 Examples of incorporation of item into culture of a new people <ul style="list-style-type: none"> • Examples must be specific. They must mention the new people/culture AND how they used the new item. • Examples must be historically correct. They should demonstrate the transference of goods between hemispheres (For example, while pasta was incorporated into the Italian culture from some place else, it does not show movement between hemispheres). 	0-15
Explanation of the effects of the item <ul style="list-style-type: none"> • Effects could be good or bad. Effects should be specific to your item, not general to the Columbian Exchange in total. 	0-15
Creativity and effort	0-5

Global Impact: Food Exchange

The Columbian Exchange

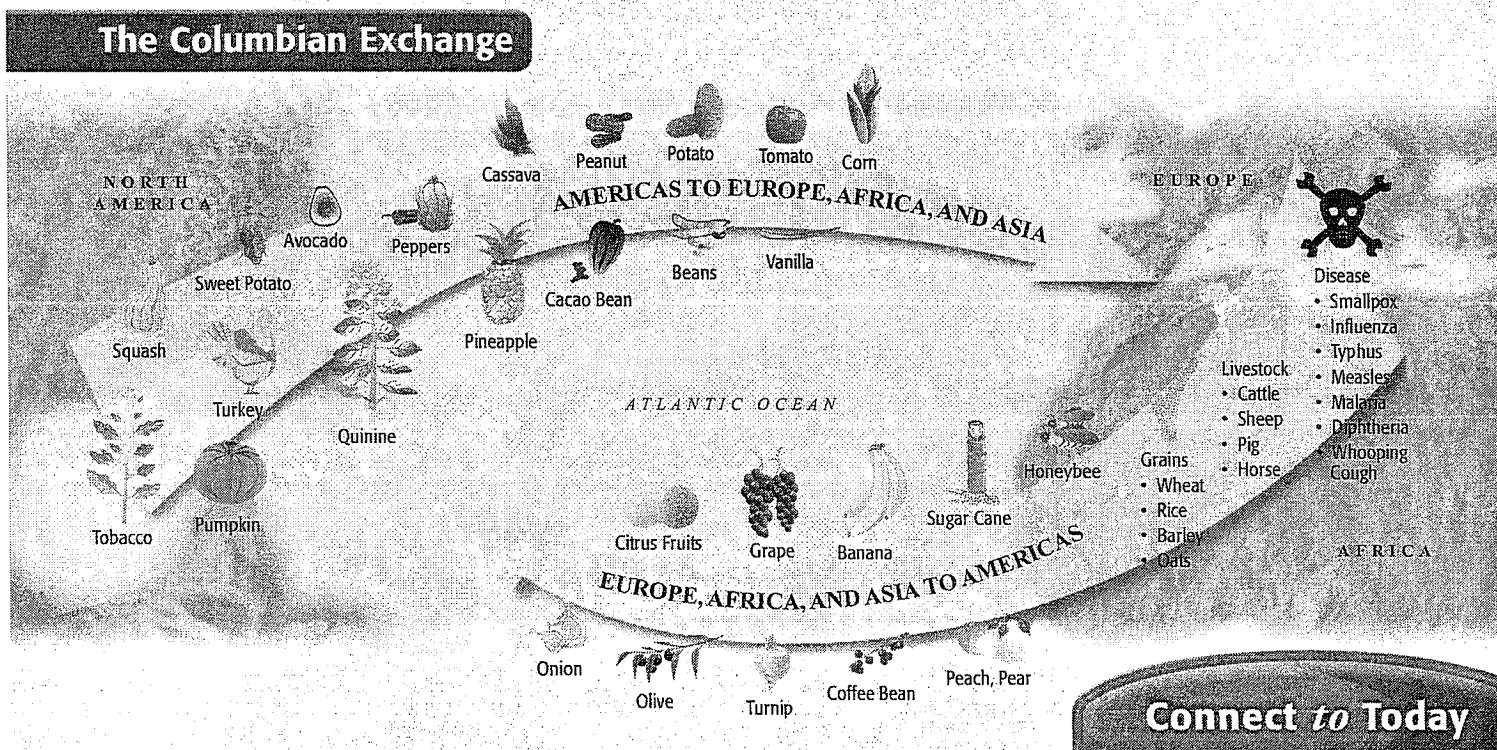
Few events transformed the world like the Columbian Exchange. This global transfer of plants, animals, disease, and especially food brought together the Eastern and Western hemispheres and touched, in some way, nearly all the peoples of the world.

Frightening Foods

Several foods from the Americas that we now take for granted at first amazed and terrified Europeans. Early on, people thought the tomato was harmful to eat. One German official warned that the tomato "should not be taken internally." In 1619, officials in Burgundy, France, banned potatoes, explaining that "too frequent use of them caused the leprosy." In 1774, starving peasants in Prussia refused to eat the spud.

"The culinary life we owe Columbus is a progressive dinner in which the whole human race takes part but no one need leave home to sample all the courses."

Raymond Sokolov



Patterns of Interaction

The Geography of Food: The Impact of Potatoes and Sugar

Think about your favorite foods. Chances are that at least one originated in a distant land. Throughout history, the introduction of new foods into a region has dramatically changed lives—for better and worse. Dependence on the potato, for example, led to a famine in Ireland. This prompted a massive migration of Irish people to other countries. In the Americas, the introduction of sugar led to riches for some and enslavement for many others.

Connect to Today

1. Forming Opinions Have students work in small groups to pose and answer questions about the beneficial and harmful aspects of the Columbian Exchange.

See Skillbuilder Handbook, page R20.

2. Comparing and Contrasting Find out what major items are exchanged or traded between the United States and either Asia, Africa, or Europe. How do the items compare with those of the Columbian Exchange? Report your findings to the class.