

Island Grown Schools History Unit

Columbian Exchange

Unit Title: World History through Food: Columbian Exchange

Grade: 9-12

Essential Questions: Where does our food come from? / What role does food play in our identity?

<p style="text-align: center;">Connections to IGS Enduring Understandings:</p> <ol style="list-style-type: none"> 1. Appreciate the farming profession 2. Recognize difference between the industrial food system and localized food systems 3. Understand the connection between healthy soil, healthy plants, and healthy people 4. Know that everyone can grow food 5. Feel confident in making healthy food choices 	<p style="text-align: center;">Knowledge:</p> <p>Unit Enduring Understandings:</p> <ol style="list-style-type: none"> 1. Students will understand how the Columbian Exchange has impacted our food choices today 2. Students will understand how food travels and evolves over time 3. Students will understand how history has informed our access to food today <p>Students will know:</p> <ol style="list-style-type: none"> 1. Where common food items originated and reached their current place in our food system 2. Our food choices today are reflections of our own histories (cultural, environmental, and economic) 3. Our food choices today inform global access to food in the future
<p style="text-align: center;">Connections to MA Frameworks/Common Core:</p> <p>WHI. 12 Explain why European nations sent explorers westward and how overseas expansion led to the growth of commerce and the development of the trans-Atlantic slave trade</p> <p>WHI.15 Identify the major economic, political and social effects of the European colonial period in South America</p> <p>WHI.20 Describe the development and effects of the trans-African slave trade to the Middle East from the 8th century on, and the trans-Atlantic slave trade to the Western Hemisphere from the 16th century on</p>	<p style="text-align: center;">Skills:</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> A. Trace a meal from its geographic origin to its current state B. Identify the specific impacts of the Columbian Exchange on a common dish C. Create a meal based on a geographic location and/or historical time period

Stage 2: Evidence

Performance Tasks(s): <i>Specific activities we create for students, to engage in learning concepts...</i>	Evaluative Criteria
<p><i>* Trace origins of ingredients in traditional meal from designated region of the world (West Africa, Western Europe, Latin America, North America)</i></p> <p><i>* Create display presenting map of food origins and explanations of implications of globalized food system during Columbian Exchange</i></p>	<p><i>* Students go into depth in their research and trace food items from their earliest known origin to their state in the 15th c.</i></p> <p><i>* Students effectively communicate (verbally and through their trifold) the historical and geographical path of their food, and present ideas on its economic, environmental and social impacts</i></p>
<p><i>Non-activity based evidence: Educators will be able to assess student learning by...</i></p> <p><i>* Class discussions</i></p> <p><i>* Student feedback</i></p>	<p><i>* Students raise questions and connect their research to the current food system</i></p> <p><i>* Students are able to assess their learning, and the impact of this project on their own life/food choices</i></p>

Stage 3: Learning Plan

Code (link to IGS Enduring Understandings, Standards)	Learning Events: <i>Specific steps students will take in this unit, with and without IGS coordinator, in chronological order</i>	Notes to support learning event success:
IGS EU 1 WHI.20	* <i>Introduction to Columbian Exchange. Students read chapters from Food and World History, including "Sugar, Silver, Slaves."</i>	
WHI. 12	* <i>Class discussion regarding the connections between currency, trade, slavery, and food during this time period</i>	
IGS EU 1, 2, 5	* <i>Students reflect on their current food choices, and analyze meals based on where the ingredients originated</i>	
IGS EU 2 WHI.15	* <i>Working on their own or in groups (no more than 3), students research one dish, its origin, and the impact of the Columbian Exchange on its existence.</i>	
IGS EU 3 WHI.20	* <i>Students create a trifold display that includes information on the ingredients, their origin, their cultural, economic and environmental significance.</i>	
IGS EU 5	* <i>Students make the dish and bring it to school for their feast/presentation</i>	* Dishes can have themes, depending on the time of year (Christmas/Winter Solstic; Harvest Season; Spring Solstic)
IGS EU 1, 5 WHI.20	* <i>Using the classroom or the Culinary Arts Dining Room, students create an exhibition hall with their trifold displays and their dish. Each student/group presents their dish, the research behind the dish, and students are able to taste each of them.</i>	

Materials:

- Ingredients for student cooking
- Trifold displays (recycled)
- Food magazines and cookbooks

Resources:**Books:**

1493: Uncovering the New World Columbus Created, by Charles Mann
West Africa – African roots/American cultures: Africa in the creation of the Americas
By Sheila S. Walker (p. 171-183)
Food in World History, by Jeffrey M. Pilcher
The Visual Food Encyclopedia, by François Fortin and Serge D'Amico

Articles:

What We Eat, by Burt Wolf.

Websites:

PBS curriculum, When Worlds Collide: The Untold Story of the Americas after Columbus <http://www.pbs.org/kcet/when-worlds-collide/education/lesson-5.html>

PBS, The Journey of New World Foods: <http://www.pbs.org/kcet/when-worlds-collide/essays/the-journey-of-new-world-foods.html>

Bridging World History: http://www.learner.org/courses/worldhistory/unit_video_16-2.html

Recipes:

<http://www.whats4eats.com/>

<http://www.world-recipes.info/>

<http://www.recipesource.com/>

<http://www.foodtimeline.org/index.html>

Movies:

PBS, When Worlds Collide: <http://www.pbs.org/kcet/when-worlds-collide/video/>

Other involved organizations:

Slow Food MV