

# 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;"><b>Connections to IGS Enduring Understandings:</b></p> <ol style="list-style-type: none"> <li>1. Appreciate the farming profession</li> <li>2. Recognize difference between the industrial food system and localized food systems</li> <li>3. Understand the connection between healthy soil, healthy plants, and healthy people</li> <li>4. Know that everyone can grow food</li> <li>5. Feel confident in making healthy food choices</li> </ol>	<p style="text-align: center;"><b>Knowledge:</b></p> <p>Unit Enduring Understandings:</p> <ol style="list-style-type: none"> <li>1. Students will understand how the Columbian Exchange has impacted our food choices today</li> <li>2. Students will understand how food travels and evolves over time</li> <li>3. Students will understand how history has informed our access to food today</li> </ol> <p>Students will know:</p> <ol style="list-style-type: none"> <li>1. Where common food items originated and reached their current place in our food system</li> <li>2. Our food choices today are reflections of our own histories (cultural, environmental, and economic)</li> <li>3. Our food choices today inform global access to food in the future</li> </ol>
<p style="text-align: center;"><b>Connections to MA Frameworks/Common Core:</b></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;"><b>Skills:</b></p> <p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>A. Trace a meal from its geographic origin to its current state</li> <li>B. Identify the specific impacts of the Columbian Exchange on a common dish</li> <li>C. Create a meal based on a geographic location and/or historical time period</li> </ol>

## 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](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