

In the Beginning....Objectives:

1. to create generalizations about the people of the Americas, Europe and Africa prior to 1492.
2. Learn how to take notes based on a Focus Question.
3. evaluate the impact of the TransAtlantic/
Columbian Exchange.

Bellringer:

A. Complete each of the following Map Skills activities with your learning partner:

1. p. 5 - Migration to the Americas
2. p. 8 - Native American Cultures
3. p. 13 - Trade Routes in Europe
4. p. 16 - West African Trade Routes










Intro:

Make a generalization that can be supported by the maps.

Share.



Bellringer - Sort the Pictures Into the Area of **Origin** in the Columbian Exchange (drag into the proper area) -the answers are listed below...

New World	Old World	Don't Know
 	    	
 		



Pumpkins came from the New World.



Potatoes came from the New World.



Tomatoes came from the New World.



Smallpox came from the Old World.



Coffee came from the Old World.



Apples came from the Old World.



The slave trade came from the Old World.



Tobacco came from the New World.



Horses came from the Old World.



Body

Take notes together on p. 25-26 using the Focus Question: *What was the impact of the Columbian Exchange?*

p. 25-26

9/12/12

Impact(s) of the Columbian Exchange

Exchange: → exchange of plants, animals + micro-organisms between the old + new world.

1) Exchange of plants + animals

• Europeans brought over domesticated animals (pigs, horses) + plants (wheat, grapes)

- roaming living ruined N.A. crops
- NAs started eat + use

European plants + animals

- Europeans also adopted New World food (potatoes, tomatoes, beans, etc)

2) Population Shifts

- Europe's pop. ↑
- NA " ↓
- Europeans + Afr. slaves move to the Ams