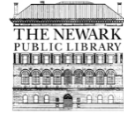




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## Lesson Plan for Grade 3-5 (with upper grade level extensions) **The Columbian Exchange**

### **Interactive Timeline:**

Students will use this interactive tool to build a timeline made up of at least five key dates or events collected during their cyber scavenger hunt.

- This lesson supports third- through fifth-grade students' exploration of multiple online sources to gather information about the domestication of crops and animals in South and Central America prior to the Columbian Exchange. Students can use the foods listed on the panel as a starting point to prepare a timeline.
- Extension activities promote critical literacy by exposing students to Latino food origins from the perspective of the Natives.

### **Objectives:**

1. Use prior knowledge to extend the depth of inquiry
2. Collect and organize historical information
3. Create a timeline representing historical facts and events
4. Learn how to import Internet photographs and credit the source

### **Activities:**

Have students begin creating a chart by brainstorming what they already know about South & Central American crops & animal domestication before Columbus arrived in 1492.

What I Know	What I Want to Know	What I Learned


Ask students:

- What are domesticated crops/animals?
- Why is did the natives of South and Central America domesticate crops & animals?
- What did the natives do before the domestication of crops & animals?

Record students' responses on Smartboard and have students make notes in the *Know* column of their chart.

Once students have created a list of their prior knowledge, move to the *Want to Know* column.

Encourage students' curiosity by asking questions that focus on Early South & Central American farming:

- What would you like to know about South & Central American domesticated crops & animals?
- In what time period did the domestication of crops and animals occur in South & Central America?
- Were the natives successful farmers?
- Did they experience any difficulties?

Have students make notes on their chart as they brainstorm as a class the things they would like to know about South & Central American crop and animal domestication.

Before beginning the scavenger hunt, instruct students to open the website *10 Foods America Gave the World* - <https://www.thespruce.com/foods-america-gave-the-world-102174>

Invite students to click on an image decide which picture they would like to use. Monitor student progress, alerting them to take note of how the pictures look (if they choose a photo to use in their timeline they must continue to use photos through their timeline. If they choose a drawing/cartoon all of their images for their will have to be illustrations).

If necessary, model the procedure for copying and saving picture from the Internet. Go to the same website and copy the image address. Slowly demonstrate the following steps:

- Click and hold on the picture until a drop-down menu reveals selections.
- Select "Save Image as..."
- Select "Desktop" as the location to save the picture.

- Click "Save."

Students should proceed to find more images (from different websites) of different crops & domesticated animals from Mesoamerica and save them to their desktop.

Students should note information about each of their images in a Google Doc. Information should include a picture description, date the crop or animal was domesticated, & regional origin. More information can be included depending on grade level (examples: calories, modern uses for the same crops & animals, translations English/Spanish etc.).

Look back at chart to refresh students on what they already know about South & Central American crop & animal domestication and what they wanted to know.

Encourage a discussion on what it was like to be a farmer in Mesoamerica. Answer any questions that students may have. Explain that students they are going to use the information they collected during their cyber scavenger hunt to create a timeline highlighting important dates and events in Mesoamerican crop & animal domestication.

Have students connect to the interactive Timeline on [http://www.readwritethink.org/files/resources/interactives/timeline\\_2/](http://www.readwritethink.org/files/resources/interactives/timeline_2/)

Follow these introductory instructions:

- Enter "Mesoamerican Domestication of Crops & Animals" as the *Title*.
- Enter your name in the field *By*.
- Select "Date" from the drop-down menu for *Unit of Measure*.
- Click on "Next Entry" in the upper right-hand corner of the screen to begin creating your timeline.

Instruct students to build a timeline made up of at least five key dates or events collected during their cyber scavenger hunt.

To get students started, you might model how to create a timeline entry using the Smartboard. Remind students to print out their timeline when they are finished working.

Have students reflect on the motivations behind animal & crop domestication in Mesoamerica, reactions to farmers ability to domesticate crops and animals with limited technology, environmental consequences of domestication, intended or unintended.