



Grade Level: 3-5

Essential Skills: 4, 5, 9

Social Science: 4.13, 5.10

CCSS: 3.RL.1, 3.RI.1, 3.SL.1, 4.RI.1, 4.SL.1, 5.RI.1, 5.SL.1

Time: 60 minutes

Materials:

- World map
- Food cards
- Food, Land, and People and World Civilizations PowerPoint
- Where in the World Food Cards Answer Key
- Food Origin Research Project Rubric

AITC Library Resources:

Books:

- What's for Lunch?: How Schoolchildren Eat Around the World
- How did that get in by Lunchbox?
- Who Grew my Soup?

More Lessons:

- Ag Tag Matching Game
- Breakfast Relay

Lesson to Grow

The Columbian Exchange of Old and New World Foods

Description:

Students explore New World and Old World food origins to understand how the Columbian Exchange altered people's lives worldwide.

Activity Directions:

Activity 1: Try It!

1. Explain to students that today they will be learning about origin of our food. Read the book, *Try It!: How Frieda Chaplan Changed the Way we Eat* by Mara Rockliff.
2. After reading, ask student the following questions:
 - a. How was Frieda successful at the market?
 - b. What types of produce did Frieda introduce market goes to?
 - c. Where did these new foods come from?

Activity 2: Introduction to the Columbian Exchange

1. Explain to students that many of the foods showed in the book and the foods we eat originated in the "Old World".
2. Ask students, What is an Old World food?
 - a. A food with an origin in Asia, Africa, or Europe.
 - b. A food that would be consumed by Neanderthals.
 - c. A food with an origin in the Americas.

At the beginning of class, review students' answers and share the background information concerning the Columbian Exchange. Discuss how often what people eat depends on where they live and correlates with what plants and animals live in that area. How has this changed?

Activity 3: My Lunch - A Guided Inquiry into Old World and New World Foods

1. Divide the class into groups, ask students to list the things they had for lunch the previous day. Instruct them to be more specific than "pizza" by listing the basic ingredients of pizza—tomatoes, cheese, bread, sausage, etc.
2. Explain to students that they are going to explore the origins of their lunch and other foods by participating in a mapping activity. Pass out one world map per group.
3. Next, pass out one set of food cards to each group.
4. Starting with the food cards that were ingredients in their lunches, have students place each food card on the map in the location where they think the food originated from.
5. When all the groups have finished, ask them if they think they got all of the cards right. Then ask each group to share where they placed one card and ask if the other groups agree or disagree.

Activity 4: Where in the World

1. Show and discuss the PowerPoint Slides *Food, Land, and People and World Civilizations*. Instruct students to move any foods that they have in the wrong location, correcting their maps as you go through the slides. Ask each group to keep a tally count of their moves.
2. After going through the PowerPoint, talk about the changes they made. Ask how many moves each group made. Discuss what food would be like if there had been no Columbian Exchange. Would pizza exist as we know it today?

Activity 5: Facts about Food

1. Explain to the students that you have only introduced a small sample of the foods of the world and that they are now going to get a chance to individually research and present a food.
2. Ask students to pick a food, such as cucumbers or chicken, or assign them one. Have them go to foodtimeline.org, and instruct them to use ctrl + f to search for their food product.
3. As part of the research project, ask students to create either a PowerPoint, or a simple poster about their food to present to the class. Use the Food Origin Research Project rubric to guide students in preparing their presentations.

Where in the World Food Cards Answer Key

Old World

Bananas—Indo-Malaysia
Cattle—Southwest Asia
Black Pepper—India
Broccoli—Mediterranean
Carrots—Afghanistan, Middle Asia
Celery—Mediterranean
Chicken—China, India
Coffee Beans—Ethiopia
Cotton Seeds—South Asia
Eggs—Southeast Asia
Grapes—Turkey
Hogs—Southwest Asia
Horses—Ukraine
Lentils—Mediterranean
Lettuce—Asia Minor
Olives—Mediterranean
Onions—Pakistan, Central Asia
Oranges—Pakistan
Peas—Northwest India, Afghanistan
Rice—India
Radishes—China
Soybeans—Northeast China
Sheep—Middle East, Central Asia
Sugar Cane—India
Watermelon—Africa
Wheat—Turkey



New World

Avocado—South Mexico
Chocolate—South Mexico
Corn (Maize)—Central America
Peanuts—South America
Peppers—South America
Pineapple—South America (Brazil, Paraguay)
Popcorn—North America
Potato—South America
Pumpkin—Mexico
Quinoa—South America
Sunflower—North America
Sweet Potatoes—Central America
Tomatoes—South Mexico
Turkey—North America
Vanilla—South Mexico



For additional information on food origins, visit foodtimeline.org.

Food Origin Research Project

Now that you know more about the origins of foods, you get to research the food of your choice (or one I provide for you) and present it to the class. You can choose to present your findings in one of three ways:

- A 10-slide PowerPoint
- A poster that has at least 10 pictures
- A 10-picture Voicethread

No matter what presentation method you choose, you will need to include the following information:

- Food name (both common and scientific)
- Food date of origin
- Description of food:
 - Plant—vines, leaves, stems, flowers, fruits, seeds, etc.
 - Animal—When it was domesticated, what it eats, names of animals during different life stages, etc.
- Food's origin: Old World or New World?
- Where is the food grown and produced now?
- Earliest record of human use
- Interesting fact about the food
- Recipe (if applicable)

See the rubric to the right for the grading of this project.

	Expert 4 Points	Skilled 3 Points	Emergent 2 Points	Novice 1 Point	Points
Text	Easy to read. Font size varies appropriately. Text is appropriate length.	Fonts are generally easy to read.	Overall readability is difficult. Too much text. Too many different fonts.	Text is difficult to read. Too much text. Inappropriate fonts. Small font size.	
Graphics	All graphics are related to content, are appropriate size and good quality, create an overall theme, and make connections that help the audience understand concepts.	All graphics are related to the content, are an appropriate size, and of good quality. Graphics help the audience to understand the flow of content.	Some of the graphics are unrelated to content. Too many graphics on one page. Some of the graphics distract from the text. Images are poor quality. Too small or large.	Most graphics are unrelated to content. Most of the graphics distract from text. Images are poor quality. Too small or too large.	
Background	Background makes text easy to read.	Text is readable, but background is slightly distracting.	Text is readable, but background is very distracting.	Background makes text difficult to read.	
Layout	Pleasing to the eye. Appropriate use of headings, subheadings, and space.	Uses horizontal and vertical space appropriately.	Layout shows some structure. Cluttered, distracts from readability. Large gaps of space.	Layout is cluttered and confusing. Poor use of spacing, headings, and subheadings. Hard to read.	
Writing	No errors in grammar, capitalization, punctuation, or spelling.	1–2 errors in grammar, capitalization, punctuation, or spelling.	Many errors in grammar, capitalization, punctuation, or spelling.	Errors in grammar, capitalization, punctuation, and/or spelling distract from readability.	
Content	Research completely covers all parts of all required items listed in the directions.	Research covers all of the required items listed in the directions.	Research partly covers most of the items listed in the directions.	Research is incomplete. Required items are missing.	
				Total	