

Substitute Guide: The Columbian Exchange

Course: World History Studies **Grades:** 9–12 **Time:** ~50 min standard · ~90 min block Social Studies

Learning goal (plain language)

Students investigate the **Columbian Exchange** — the two-way movement of crops, animals, people, and disease between the **Americas**, **Europe**, and **Africa** after **1492**: its **causes** and its **effects** on population, agriculture, economies, and societies across continents. They read two short summaries, study a diagram of the exchange, do **source analysis** (creator, date, type, purpose, point of view) on a short public-domain 1492 journal excerpt, build a **cause** → **exchange** → **effects chain**, compare two sources, sort fact from interpretation and opinion, and finish by writing a short evidence-based argument about which effect mattered most. **You do not need a history background to run this.** Everything students need is printed in their packet, and the separate answer key gives you every answer. Part of the topic covers serious human costs (disease and forced migration); the packet handles them factually and respectfully, and asks students to do the same.

Standards alignment

Framework: 19 TAC Chapter 113 (World History Studies).

- **Primary** — **global interactions / the Columbian Exchange:** analyzing the causes and global effects of the Columbian Exchange, including the transfer of crops, animals, people, and disease and its impact on population, agriculture, economies, and societies across the Americas, Europe, and Africa.
- **Skills** — **social studies skills (source analysis / point of view):** analyzing primary and secondary sources by identifying the creator, date, type, purpose, and point of view, and using evidence to support a historical argument.

Provisional — pending educator verification against the current official TAC source.

(Standards are paraphrased here, not quoted, and this is **not** a claim of TEKS alignment. No section number is asserted; please confirm the exact section codes and wording against your official source. Prompts are kept non-partisan and in historical context.)

Setup Before class (5 min)

- Count and hand out one **student packet** per student.
- Confirm each student has a **pencil**. No calculators, computers, or textbooks are needed.
- Decide up front whether this is a **standard (~50 min)** or **block (~90 min)** class and tell students which items to do (see Timing).
- Write the date on the board and remind students to fill in the name line.
- Keep the **answer key** with you — it is a separate file and is **not** in the student packet.

Materials What's needed

- Printed student packet (5–7 pages) per student.
- Pencil per student.
- This guide and the separate answer key (teacher only).

- No technology, no calculator, no textbooks, no safety hazards.

Timing Suggested pacing — standard vs. block

Segment	Standard ~50 min	Block ~90 min	What students do
Start — Observe a source	5 min	5 min	Q1–Q2 warm-up on the 1492 journal excerpt
Build — Read the sources	10 min	15 min	Sources A–B (+ Source C in block), word bank, diagram; Q3
Apply — Analyze the sources	20 min	25 min	Q4–Q9 (+ Q10 data source in block)
Explain — CER argument	10 min	25 min	Q11 claim/evidence/reasoning (block adds a 2nd source + counter-consideration)
Close — ACE	5 min	10 min	Articulate / Connect / Extend
Continue — early finishers	optional	~10 min	"Sort an effect by continent"

Standard version: students skip every item marked **[BLOCK]** (Source C, Q10, and the extended-writing add-on in Q11). **Block version:** students do those items and write a longer argument.

Script Read aloud to start

"Today's assignment is a paper history investigation called *The Columbian Exchange*. It is about how crops, animals, people, and diseases moved between the Americas, Europe, and Africa after 1492, and how that changed the world. You will work by yourself with just a pencil — no computers or textbooks. First read the short summaries and study the diagram. Then answer the questions in order; if one is tricky, skip it and come back. Write in complete sentences where it asks you to explain. Everything you need is printed in the packet — you do not need any outside facts. Part of this history is serious: it includes disease that killed many Native peoples and the forced movement of enslaved Africans. Treat those facts respectfully and stick to the evidence — analyze what the sources show, not which modern side you favor. [If block: Also read Source C and do the items marked BLOCK.] Put your name, class period, and date at the top now. You have about [50 / 90] minutes; raise your hand if you need help understanding a word."

Support When students ask for help

- **You may read any part aloud** to a student or the class.
- If they are stuck on the **cause** → **exchange** → **effects chain** (Q5–Q6), point them to **Source A** — causes and effects are each listed there in bold-led sentences.
- For "corroborate or contradict" (Q7), ask: "Does Source B *agree with and add detail to* Source A, or does it *disagree*?"
- For "fact / interpretation / opinion" (Q8), point to the **Word Bank**; an "opinion" ranks or judges, an "interpretation" says "probably" or "because."
- For the diagram (Q3, Q10), remind students that solid arrows carry crops, animals, and people, and the dashed arrow carries disease; the arrows point in the direction things moved.
- Encourage the printed **sentence stems** for the CER (Q11) and ACE sections.
- If the human-cost material prompts questions, keep answers factual and calm: the diseases spread because Indigenous peoples had no prior immunity, and enslaved Africans were moved by force. Do **not** give the argument answers; prompt with "What does Source A list as a cause?" or "Is that a cause of the exchange or an effect of it?"

- It is fine if a student cannot finish the optional early-finisher task or the block add-ons.

Access Accommodations & language support

- **Read-aloud** of any passage or question is allowed for all students.
- Point students to the **sentence stems** and the **Word Bank**. A quick glossary for reference: **Columbian Exchange** = the two-way movement of crops, animals, people, and disease between the Americas and the rest of the world after 1492; **Old World** = Europe, Africa, and Asia; **New World** = the Americas; **Indigenous** = the original, native peoples of a place; **colony** = land settled and controlled by a distant country; **epidemic** = a disease that spreads quickly to many people; **immunity** = the body's ability to resist a disease it has met before; **migration** = people moving to live elsewhere ("forced" = against their will); **plantation** = a large one-crop farm, often worked by forced labor; **cause** = a reason something happens; **effect** = a result; **point of view** = the perspective a source is written from.
- Extended time is fine; the standard core can stop after Q11 if time runs short.
- Students may answer in phrases if writing full sentences is a barrier, as long as the idea is clear.
- The packet is grayscale-safe — the diagram and tables print and read clearly in black and white.

Tools Allowed & not allowed

Allowed: pencil, the printed packet, quiet self-read-aloud. **Not needed / not allowed:** calculator (no math required), phones, computers, textbooks or outside sources (everything needed is in the packet).

Collect at the end: Collect every packet, whether finished or not, with names on them. Stack them for the teacher. Note on a sticky whether the class did the standard or block version, how far most students got, and any questions that caused confusion.

Answer key: The **answer key is a separate file** (answerkey.html) and is for the teacher only. Please do not hand it to students.

Teacher follow-up (for the returning teacher)

Watch for the common mix-up between **causes** of the exchange (ocean voyages, the search for trade/wealth/land, building colonies) and its **effects** (new crops and animals, population change, forced migration, and the spread of disease) — Q5, Q6, and Q11 target this, and students sometimes label a cause as an "effect" in the argument. Also watch for "crops only" or "one-way" thinking in Q9 (Source A names four kinds of transfer, moving in both directions) and for treating the illustrative Source B description or Source C list as a genuine, exhaustive primary source. The CER (Q11) responses show who can name a specific source detail or diagram arrow and tie it to a chosen effect; block responses additionally show who can handle a counter-consideration. Note who handled the human-cost material (disease, forced migration) accurately and respectfully. A quick next-day "cause or effect?" sort and a review of the two-way, four-part nature of the exchange would reinforce this well.

HS_WHIST_ColumbianExchange_01 — The Columbian Exchange Substitute Guide

The Columbian Exchange

Course: World History Studies **Grades:** 9–12 **Time:** ~50 min standard · ~90 min block **Work mode:** Independent · pencil only Social Studies

Start Here

This is a **paper history investigation** about the **Columbian Exchange** — the worldwide movement of crops, animals, people, and diseases between the **Americas, Europe, and Africa** that followed the voyages beginning in **1492**. You will read short summaries written for this packet, study a diagram of the exchange, and answer questions using a pencil. You do **not** need a computer, a textbook, or the internet — **everything you need is printed in this packet**. Work by yourself and do your best thinking. Write in complete sentences where you are asked to explain. If a question is hard, skip it, keep going, and come back. Reading the passages quietly aloud to yourself is allowed and encouraged. Part of this history includes serious human costs — **disease and forced migration**. Treat those facts **seriously and respectfully**, and keep your answers **non-partisan and grounded in the historical evidence** — analyze what the sources show, not which modern side you favor.

Standard (~50 min): do Sources A–B and Questions 1–10, then the CER in Question 11. **Block (~90 min):** also read **Source C** and complete the block add-ons marked **[BLOCK]**, including the extended writing in Question 11.

Start Observe a Source 5 min

The **Columbian Exchange** is the transfer of living things and diseases between the Americas and the rest of the world after 1492. Warm up before you read.

1Read this short public-domain excerpt, then answer below.

Public-domain excerpt — from the journal kept during the first 1492 voyage across the Atlantic, as recorded and later published (translated from Spanish): "They brought us parrots and balls of cotton and spears and many other things... They willingly traded everything they owned... They do not bear arms, and do not know them, for I showed them a sword... I saw some who had marks of wounds on their bodies."

Type: primary source, public domain (an explorer's voyage journal, later published) · Creator: attributed to the expedition's commander · Date: 1492 · Only short portions of the entry are shown; the rest is left out (...). Spelling and wording are modernized in translation.

Notice: Write **one thing you notice** about how the writer describes the people he met — what does he pay attention to?

Predict: When two peoples who had never met begin trading and traveling between continents, **predict one thing** — living or nonliving — that might travel from one side of the ocean to the other.

2Before reading the sources, why do you think connecting two worlds that had been separate for thousands of years might change what people ate, how many people there were, or which lands they lived on? Give **one reason** in your own words.

Build Read the Sources 10–15 min

Source A — What caused and defined the Columbian Exchange (written for this packet)

For thousands of years the **Americas** had developed apart from **Europe**, **Africa**, and **Asia**. The plants, animals, and diseases on each side of the Atlantic Ocean were largely different. After transatlantic voyages began in **1492**, regular ships tied these worlds together, and living things — and germs — moved in both directions. Historians call this two-way movement the **Columbian Exchange**.

Causes. Sustained **ocean voyages** across the Atlantic connected continents that had been separated. European kingdoms sought **trade, wealth, and land**, and they built **colonies** in the Americas. Ships carried people back and forth, and with the people traveled seeds, farm animals, and — unintentionally — **diseases**.

Crops and food. From the Americas, foods such as **maize (corn), potatoes, tomatoes, cassava, beans**, and **cacao** spread to Europe, Africa, and Asia. From the Old World came **wheat, rice, sugarcane, bananas**, and **coffee**. New calorie-rich crops such as the potato and maize let some regions grow more food, which over the long run helped **populations rise** in parts of Europe, Africa, and Asia.

Animals. The Americas gained **horses, cattle, pigs, sheep**, and **chickens**. Horses, in particular, reshaped hunting, travel, and warfare for many Native American peoples of the plains.

People and disease — the human cost. The exchange also moved people, sometimes by force. Millions of **enslaved Africans** were carried across the Atlantic against their will to labor on American plantations. And **diseases** new to the Americas — such as **smallpox** and **measles** — spread rapidly among Indigenous peoples who had no prior immunity. These epidemics caused **catastrophic loss of life** across the Americas. These are sober facts of the period and should be treated seriously.

Type: original explanatory summary · Focus: causes and global effects of the Columbian Exchange, after 1492

Source B — A market and field description (written for this packet)

This is an **original summary**, not a real quotation. It restates changes that historians commonly describe in the century or two after the exchange began:

"Within a few generations, fields in West Africa grew American maize and cassava, and villages in Ireland and northern Europe came to depend on the American potato. In the Americas, herds of Old-World cattle and horses grazed lands where none had existed before. Sugarcane brought from across the ocean spread on American plantations worked by enslaved laborers. Foods and animals that no one on either shore had known a lifetime earlier had become part of everyday life."

Type: original summary of typical changes · Creator: not a real person · Focus: agricultural and social change after the exchange · Not a genuine primary quotation.

Source C — Direction-of-exchange summary [BLOCK]

Read Source C only if you are doing the ~90-minute block version. This is an **original data summary** written for this packet using well-established history: it sorts a few well-known items by the direction they mainly traveled. "Old World" here means Europe, Africa, and Asia.

Direction	Examples that moved this way	Main effect
Americas → Old World	maize, potatoes, tomatoes, cassava, cacao	new calorie-rich foods; populations later rose
Old World → Americas	wheat, sugarcane, coffee; horses, cattle, pigs	new crops and livestock reshape farming and travel
Old World → Americas	smallpox, measles (diseases)	catastrophic loss of Indigenous life
Africa → Americas	enslaved people (forced migration)	forced labor on plantations; lasting human cost

Type: original data summary (illustrative, sorted by direction) · Focus: directions of the Columbian Exchange · Items are well-documented examples; the list is not exhaustive.

Word Bank

Columbian Exchange

the two-way movement of crops, animals, people, and disease between the Americas and the rest of the world after 1492.

Old World

Europe, Africa, and Asia — the lands connected before 1492.

New World

the Americas, from the viewpoint of Old-World writers of the time.

Indigenous

the original, native peoples of a place, such as the peoples of the Americas.

colony

a territory settled and controlled by a distant country.

epidemic

a disease that spreads quickly to many people in an area.

immunity

the body's ability to resist a disease it has met before.

migration

the movement of people from one place to live in another; "forced" migration is against a person's will.

plantation

a large farm growing one main crop, often worked by forced labor.

cause

a reason something happens; it comes before an effect.

effect

a result or consequence of a cause.

point of view

the perspective or position from which a source was created.

fact

a statement that can be checked and shown true or false.

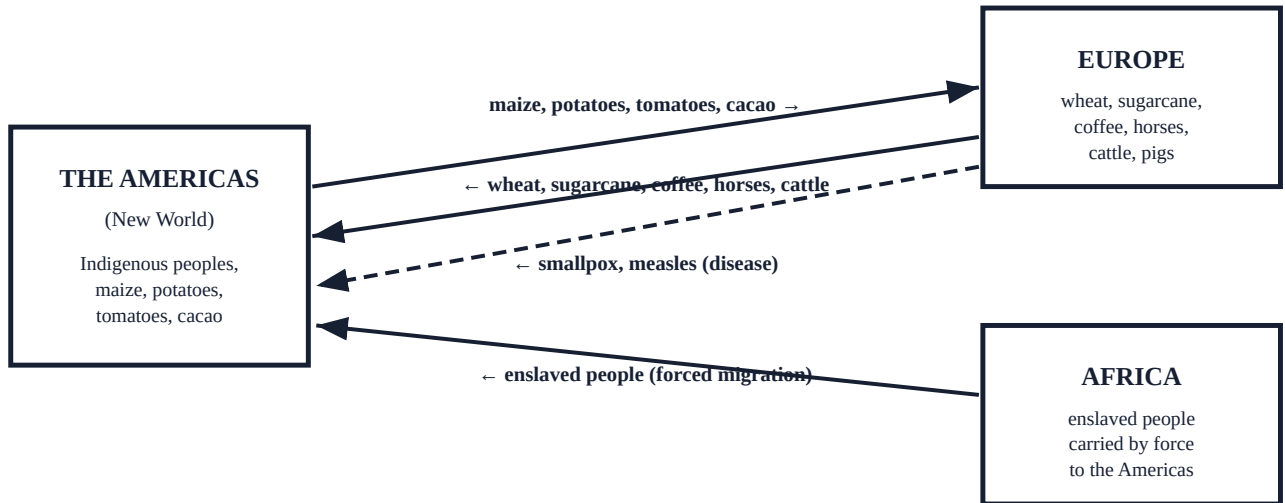
interpretation

an explanation of what evidence means; reasoned from facts.

opinion

a personal belief or preference; not proven by evidence.

The Columbian Exchange after 1492: Directions of Exchange



Solid arrows = crops, animals, and people. Dashed arrow = disease. All labels black on white for grayscale.

Figure 1. A diagram of the Columbian Exchange showing the directions items moved between the Americas, Europe, and Africa after 1492. The dashed arrow marks disease; solid arrows mark crops, animals, and people. All boxes, arrows, and labels are black on white so the figure reads clearly in grayscale.

3Using the diagram (Figure 1), name **two things that moved from the Americas** to the Old World and **two things that moved to the Americas**.

From the Americas: _____ . _____

To the Americas: _____ . _____

Apply Analyze the Sources 20–25 min

4**Source analysis.** Look back at the **1492 journal excerpt in Question 1** and fill in what you can tell about it.

Creator: _____

Date: _____

Type of source (primary or secondary? public domain?): _____

Purpose & point of view: Who created it, and how might that shape what it notices or leaves out? Answer in one sentence.

5**Cause → exchange → effects chain.** Use Source A to complete the chain. Write one item on each blank so the arrows read from *cause* to *the exchange* to *effects*.

Causes (name two)	→ The Columbian Exchange	→ Effects (name two)
a) _____	Ships carry crops, animals, people, and disease across the Atlantic in both directions	c) _____
b) _____		d) _____

Hint: causes might include ocean voyages, the search for trade/wealth/land, or colonies; effects might touch population, agriculture (food), economies, or societies — including the loss of Indigenous life and the forced migration of enslaved Africans.

6From cause to effect. In 2–3 sentences, trace **one** complete chain: pick a cause from Source A, explain how it drove the exchange, and name one effect it had on **population, agriculture, economies, or societies** in a specific place (the Americas, Europe, or Africa).

7Corroborate or contradict. Compare **Source A** (the overview) and **Source B** (the market-and-field description). Do they mostly **corroborate** (agree/support) or **contradict** each other about how crops and animals spread? Circle one and explain with one detail from each source.

Corroborate / Contradict

8Fact, interpretation, or opinion? Write **F** (fact you can check in the sources), **I** (interpretation reasoned from facts), or **O** (opinion / personal belief).

- _____ a) Potatoes and maize spread from the Americas to Europe, Africa, and Asia.
- _____ b) New calorie-rich crops probably helped some Old-World populations grow over time.
- _____ c) The Columbian Exchange was the most interesting event in all of world history.
- _____ d) Diseases such as smallpox spread among Indigenous peoples who had no prior immunity.

9Evaluate a claim using the sources. A student claims: "*The Columbian Exchange only moved crops — it had nothing to do with people or disease.*" Do the sources support this claim?

- Yes — Source A says only crops were exchanged.
- No — Source A describes the exchange of crops **and** animals, **people** (including enslaved Africans by force), **and** disease (such as smallpox), not crops alone.
- The sources never mention crops at all.

Explain your choice using one detail from Source A:

10[BLOCK] Read a data source. Skip this if you are doing the standard version. Using **Source C**, name **one item that moved from the Americas to the Old World** and **one that moved toward the Americas**, then explain in one sentence why sorting items **by direction** helps you understand that the exchange went **both ways**.

Explain Claim–Evidence–Reasoning 10–20 min

Question 11 — Build a historical argument.

Of the Columbian Exchange's effects on population, agriculture, and societies across the continents, which do you think was the most significant? Write a **claim** that names one effect, support it with **two pieces of evidence** from the sources or diagram, then explain your **reasoning**. There is no single "right" effect — your job is to argue from the evidence, and to handle the human costs (disease, forced migration) factually and respectfully.

Sentence stems you may use: "The most significant effect of the Columbian Exchange was _____ because..." · "One piece of evidence is... (from Source A / B / C or the diagram)." · "A second piece of evidence is..." · "This evidence supports my claim because..."

Claim

Evidence (two pieces)

Reasoning

[BLOCK] Extended writing — add a second source and a counter-consideration:

If you are doing the ~90-minute block, extend your argument on the lines below. (1) Bring in a **second source** you have not yet quoted (for example **Source C** or a specific arrow from the diagram) as added evidence. (2) Add

a **counter-consideration**: name one reason someone might argue a *different* effect was most significant, then explain why you still hold your claim — or how your claim changes.

Close ACE Wrap-Up 5 min

Articulate

In your own words, explain what the **Columbian Exchange** was, as if teaching a friend who missed today.

Connect

Point to one item in a source or on the diagram that shows a **cause** of the exchange *and* one that shows an **effect**. Name both.

Extend

Name one food you might eat today that traveled across the ocean in the Columbian Exchange, and give one reason it connects to this history.

Continue Early Finisher optional • ~15 min

If you finish early (no new materials needed):

Sort an effect by continent. On the back of this page, pick **one** effect named in the sources (for example: new foods, population change, the spread of disease, or forced migration). Then name **which continent** — the Americas, Europe, or Africa — you think it changed the most, **and why**. Use only the sources and diagram, and support your choice with one detail. Handle the human-cost effects seriously and respectfully.

Turn in: Hand in this whole packet with your name, class period, and date filled in. Make sure questions 1–11 and the ACE box are answered (skip the items marked [BLOCK] if you did the standard ~50-minute version). The early-finisher task is optional but turn it in too if you did it.

HS_WHIST_ColumbianExchange_01 — The Columbian Exchange Student Packet



TEACHER ANSWER KEY FOLLOWS

Do not copy the pages after this divider for students.

Answer Key: The Columbian Exchange

Course: World History Studies **Grades:** 9–12 **For teacher use only** Social Studies

How to use this key

Answers are grouped by section and question number. Many items are open-ended; accept any response that shows correct reasoning even if the wording differs. Notes flag where more than one answer is defensible and list common misconceptions to watch for. Everything students need is in the packet, so answers should draw on the sources and diagram only. Items marked **[BLOCK]** apply only to the ~90-minute version. When grading the human-cost items (disease, forced migration), reward accurate, respectful handling of the facts. Estimated grading time: ~6–8 min per packet.

Start Observe a Source grade for effort · ~2 min

1 Notice + predict from the 1492 journal excerpt.

Full credit for any reasonable notice + prediction. **Notice** examples: "he focuses on trade goods (cotton, parrots, spears)," "he notices the people do not have swords/arms," "he pays attention to what he can trade for," "he notes marks of wounds." **Predict** examples: any crop, animal, person, or disease that could cross the ocean — "corn/potatoes," "horses/cattle," "people," "germs/disease." Accept any on-topic prediction — warm-up graded for effort.

2 Why connecting two long-separated worlds might change diets, populations, or lands.

Accept any reasonable idea in the student's own words: new foods spread so diets change; more food can support more people; peoples move (or are forced to move) onto new lands; new animals change farming and travel; new diseases spread. More than one answer is defensible.

Build Read the Sources ~1 min

3 Two things from the Americas and two things to the Americas (from Figure 1).

From the Americas (any two): maize (corn), potatoes, tomatoes, cassava, cacao.

To the Americas (any two): wheat, sugarcane, coffee, horses, cattle, pigs, sheep, chickens — and, as the diagram also shows, diseases (smallpox, measles) and enslaved people carried by force from Africa. Accept any two correctly-directed items on each side. If a student lists disease or enslaved people as moving *to* the Americas, that is correct per the diagram.

Apply Analyze the Sources ~3–4 min

4 Source analysis of the 1492 journal excerpt.

Creator: attributed to the commander of the 1492 expedition (the voyage's journal). Accept "the explorer / expedition leader" or "the person keeping the voyage journal."

Date: 1492.

Type of source: a **primary source** that is **public domain** (a voyage journal, later published, here in translation).

Full credit if identified as primary.

Purpose & point of view: written by a European explorer reporting to his sponsors, so it emphasizes trade goods and what the newcomers could gain, and it describes the Indigenous people from an outsider's, one-sided vantage point (noting they lack swords, could be traded with, etc.). Accept any clear one-sentence note that the creator is a European explorer whose purpose/perspective shapes what he emphasizes or leaves out. Good teaching point: a source can be genuine and still one-sided.

5 Cause → exchange → effects chain (from Source A).

Causes (any two): sustained ocean voyages across the Atlantic connecting separated continents; European search for trade, wealth, and land; the building of colonies; ships carrying people back and forth.

Effects (any two): new crops/foods spread worldwide (maize, potatoes) and later helped populations rise; new animals (horses, cattle) reshaped farming, travel, and warfare; catastrophic loss of Indigenous life from new diseases (smallpox, measles); forced migration of enslaved Africans to plantations; changed economies (plantation agriculture, new trade goods).

Any two valid causes and two valid effects earn full credit. Watch for students placing a cause (e.g., "ocean voyages") in the effects column.

6 Trace one complete cause → exchange → effect chain.

Model: "European ocean voyages after 1492 (cause) connected the Americas to the Old World, so ships carried the potato from the Americas to Europe (the exchange). In Ireland and northern Europe, the potato became a dependable, calorie-rich food, which over time helped the population grow (effect on population/agriculture)." Another valid model traces disease: "Ships also carried smallpox to the Americas, where Indigenous peoples had no immunity, causing catastrophic loss of life (effect on population and societies)." Award credit for a valid cause, a plausible link to the exchange, and a named effect on population, agriculture, economies, or societies in a specific place. See rubric below.

7 Corroborate or contradict (Source A vs. Source B).

Corroborate. Both describe crops and animals spreading in both directions. Source A says maize, potatoes, and cacao spread from the Americas while wheat, sugarcane, horses, and cattle came to the Americas; Source B gives the on-the-ground picture (maize and cassava in West African fields, the potato in Ireland/northern Europe, Old-World cattle and horses grazing American lands, sugarcane on plantations). B illustrates and supports A. Reject "contradict": the two do not disagree. Explanation must cite one detail from each source.

8 Fact (F) / Interpretation (I) / Opinion (O).

a) **F** — checkable in Source A (potatoes and maize spread from the Americas).

b) **I** — a reasoned "probably" conclusion linking new crops to population growth.

c) **O** — a personal judgment ("most interesting event ever"); cannot be proven.

d) **F** — checkable in Source A (smallpox spread among peoples without prior immunity).

Fact = checkable; interpretation = reasoned from facts (often "probably/because"); opinion = personal belief or ranking.

9 Evaluate the claim "the exchange only moved crops."

Correct: B (No). Source A describes the exchange of crops *and* animals (horses, cattle, pigs), *people* (including enslaved Africans carried by force), *and* disease (smallpox, measles) — not crops alone. Reject A (Source A does not limit the exchange to crops) and C (crops such as maize and potatoes are named). Explanation must cite one such non-crop detail from Source A.

10 **[BLOCK]** Read the data source (Source C).

From the Americas → Old World (any one): maize, potatoes, tomatoes, cassava, cacao. **Toward the Americas (any one):** wheat, sugarcane, coffee, horses, cattle, pigs — or disease (smallpox, measles), or enslaved people from Africa.

Why sorting by direction helps: it makes visible that different items traveled different ways, showing the exchange was *two-way* (both to and from the Americas), not a one-way transfer. Accept any clear one-sentence version of that idea.

Explain CER (Q11) ~2–3 min

11 Which effect of the Columbian Exchange was most significant? (argument)

Open argument — no single correct effect. A strong response names one effect (population, agriculture, or societies), backs it with two accurate pieces of evidence, and reasons clearly and respectfully.

Sample (population): "The most significant effect was on **population**. Evidence: Source A says new diseases such as smallpox caused catastrophic loss of Indigenous life; it also says calorie-rich American crops later helped Old-World populations rise. Reasoning: because the exchange both devastated one population and helped others grow, it reshaped who lived where across whole continents."

Sample (agriculture): could cite Source A/B on maize and potatoes spreading and Old-World animals grazing American lands. Sample (societies): could cite the forced migration of enslaved Africans and plantation labor plus horses reshaping Plains peoples' lives.

Defensible alternates: any of the three effects is acceptable if supported by two on-topic pieces of evidence and sound reasoning. Do *not* reward a claim that names a *cause* (e.g., "ocean voyages") as an "effect," or that uses no packet evidence. Deduct if human-cost facts are treated flippantly or inaccurately.

[BLOCK] extended writing: full block credit requires (1) a second, distinct source or diagram element used as evidence, and (2) a genuine counter-consideration — naming why another effect could be judged most significant — followed by a reasoned defense or revision of the original claim.

CER scoring rubric (3 points)

Score	Claim	Evidence	Reasoning
3	Names one effect (population, agriculture, or societies) as most significant, clearly stated.	Two accurate, relevant pieces from the sources or diagram.	Explains why the evidence makes that effect significant; historically sound, on-topic, and respectful of human costs. (Block: adds a 2nd source + a fair counter-consideration.)
2	Effect named, mostly clear.	One solid piece, or two with a minor error.	Some correct linkage but incomplete or a small misconception.
1	Vague, or names a cause instead of an effect.	Evidence weak, off-topic, or not from the packet.	Little or flawed reasoning; no clear tie between evidence and claim.
0	No/incorrect claim.	No evidence.	No reasoning.

Close ACE ~1 min

ACE Articulate / Connect / Extend.

Articulate: accept any accurate plain-language definition (e.g., "the Columbian Exchange was the two-way movement of crops, animals, people, and disease between the Americas and the rest of the world after 1492").

Connect: the cited items must actually be a cause and an effect — e.g., *cause*: ocean voyages / the search for trade and land / building colonies; *effect*: potatoes reaching Europe, horses reaching the Americas, disease killing Indigenous peoples, or the forced migration of enslaved Africans. Grade whether the pairing is correctly labeled.

Extend: any reasonable modern food tied to the exchange (potatoes, tomatoes, corn, chocolate/cacao, coffee, chili peppers, etc.) with a sensible reason. More than one answer is defensible; grade the reasoning.

Continue Early finisher (optional)

EF Sort an effect by continent, and why.

Accept any defensible pairing supported by a detail: e.g., **spread of disease** → **the Americas** (smallpox/measles caused catastrophic Indigenous loss); **new foods** → **Europe/Africa/Asia** (potatoes and maize helped populations grow); **forced migration** → **Africa and the Americas** (enslaved Africans carried to American plantations); **new animals** → **the Americas** (horses reshaped Plains peoples' lives). Grade the reasoning and the use of a source/diagram detail, not the specific choice. Reward respectful, factual handling of the human-cost effects.

Watch Common misconceptions

- **Cause vs. effect.** Ocean voyages, the search for trade/wealth/land, and building colonies are *causes* of the exchange; the spread of crops, animals, people, and disease — and their impact on population, agriculture, economies, and societies — are *effects*. Q5, Q6, and the ACE Connect target this; watch for students labeling a cause as an effect in Q11.
- **"Crops only" thinking (Q9).** The exchange moved crops *and* animals, people, and disease. Students often forget the disease and forced-migration strands; Source A names all four.
- **One-way thinking.** The exchange went *both* directions. Some students think only the Old World gained (or only the Americas gained). Figure 1 and Source C make the two-way flow explicit.
- **Treating Source B or the diagram list as exhaustive quotes.** Source B is an original summary of typical changes (not a genuine quotation), and Source C lists well-documented but not exhaustive examples — the packet says so. The 1492 journal excerpt in Q1 is a genuine public-domain primary source (in translation).
- **Corroborate vs. contradict (Q7).** A concrete example that *supports* a general statement corroborates it; it does not contradict it. B illustrates A.
- **Fact vs. interpretation vs. opinion (Q8).** A "probably...because" statement is an interpretation; a superlative ranking ("most interesting event ever") is an opinion.
- **Human cost.** Keep discussion factual and respectful: the loss of Indigenous life to disease and the forced migration of enslaved Africans are documented, serious harms — present them plainly, without praise, blame, or minimizing.

Teacher follow-up based on likely errors

If many students confuse causes with effects (Q5, Q6, Q11), do a quick "cause or effect?" sort with a few statements from Source A. If Q8 reveals fact/interpretation/opinion confusion, re-anchor with the Word Bank definitions and a few examples. If the CER (Q11) evidence is thin, model naming a specific source detail or diagram arrow and tying it to the chosen effect. The highest-value idea to revisit is that the Columbian Exchange was a *two-way* movement of crops, animals, people, and disease that reshaped *population, agriculture, economies, and societies* across the Americas, Europe, and Africa — including catastrophic loss of Indigenous life and the forced migration of enslaved Africans, which should be handled factually and with care.

HS_WHIST_ColumbianExchange_01 — The Columbian Exchange Teacher Answer Key