

# Chocolate and the Columbian Exchange

**Grade Levels** – 6-8

**Standards** –

Pennsylvania Academic Standards in History: 8.1.12. B, 8.2.12. A, 8.2.12.B, 8.2.12. D, 8.3.12. A, .8.312.B, 8.3.12. D.

Pennsylvania Academic Standards in Reading, Writing, Speaking and Listening: 1.1.11 G, 1.1.11. D, 1.1.8.B, 1.1.8.F.

**Materials Needed** –

- Website - <http://www.mnh.si.edu/archives/garden/diversity/>
- Columbian Exchange Chart
- Blank World Map
- Classroom world maps or textbook atlas
- Colored pencils or Crayons
- Chocolate Milk ingredients (You may provide enough for your class if you wish, but this is not necessary)

**Teacher Background** –

This lesson is intended to enrich your students' visit to The Hershey Story. It seeks to illustrate the importance of the Columbian Exchange using chocolate as the main example. During this lesson, students will identify areas of the world where key ingredients to chocolate were invented, demonstrate changes to chocolate after the Columbian exchange, and plan a meal using only new or old world food crops. This lesson will take approximately one 50- minute class period to complete.

## Lesson Plan

### Essential Question –

*Why is chocolate milk a sweet example of the Columbian Exchange?*

### Vocabulary – (Have these words and their definitions posted in your classroom)

1. Columbian Exchange – The exchange of food, ideas, and diseases between eastern and western hemispheres that took place after 1492
2. Xoco-latl – An Aztec drink consisting of ground cocoa beans, vanilla, chilies, and water.

### Activating Strategies –

Step 1 – Write the following quote on the board – *“Before 1492, there were no tomatoes in Italy, no pineapples in Hawaii, no potatoes in Ireland, no oranges in Florida, and no cattle in Texas.”*

Step 2 – Call on an individual student to read the quote to the class

Step 3 – Divide students into pairs and ask them to answer the following question on a blank sheet of notebook paper – “Why were these important food crops missing in these areas before 1492?”

### Teaching Strategies –

Step 1 – Give your students background information on the Columbian exchange by asking them to read a short selection on Columbus and the origins of exchange. You may use your classes’ textbook selections or you could use the background offered at the [Seeds of Change](http://www.mnh.si.edu/archives/garden/diversity/) website.

<http://www.mnh.si.edu/archives/garden/diversity/>

Step 2 – Pass out Columbian Exchange charts and blank world maps to each student in the class.

Step 3 – Instruct students to examine the Columbian Exchange chart and the world map. Ask your students to find the country of origin for each of the major food crops of the Columbian Exchange. Students could then create a key and color each nation of origin a different shade for each food crop.

Step 4 – Ask your students the following debriefing questions...

- “Why did different crops grow in different areas?”
- “What are some important foods that would have been missing from your area before 1492?”
- “What changed in 1492 that enabled foods to travel to different areas?”

Step 5 – Inform students that they are about to taste an example of the Columbian exchange. Pass out a small sample of chocolate milk to every student in the class that would like some. Also pass out a photocopied list of chocolate milk’s ingredients.

Step 6 – Ask students to look for familiar ingredients in the product (Help students with some of the jargon “High Fructose Corn Syrup = Sugar) Make a list of the familiar ingredients on the board in the front of the room.

Step 7 – Ask students to identify the regions of the world where the ingredients to the chocolate milk originated.

**Summarizing Strategies:**

*Ask students in your class to write a 1-3-1 formatted response to the lesson essential question. Ask your students to complete the assignment in class or for homework.*

## The Columbian Exchange

	New World Foods	Old World Foods
Domesticated Plants	<ol style="list-style-type: none"> <li>1. Corn (Mexico)</li> <li>2. Chili Peppers (Mexico and Peru)</li> <li>3. Cacao (Mexico, Brazil, Peru)</li> </ol>	<ol style="list-style-type: none"> <li>1. Wheat (Iraq)</li> <li>2. Lettuce (Europe)</li> <li>3. Sugar (Indonesia)</li> </ol>
Domesticated Animals	<ol style="list-style-type: none"> <li>1. Turkey (United States, Canada)</li> <li>2. Guinea Pig (Chile, Argentina)</li> </ol>	<ol style="list-style-type: none"> <li>1. Cattle (Iraq, Iran)</li> <li>2. Horse (Mongolia)</li> </ol>

