
Before and After: The Columbian Exchange

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Copies of these questions in interactive assignments located on the goformative.com platform can be found in [this folder](#)

Week 1, Day 1 "Whose History Matters?"/ "August 1619" poem by Clint Smith iii

Students will understand how history is told through different lenses; Students will learn about the problem/ solution text structure and identify how it is used in these texts

1. Everyone in this class lives in New Orleans right now. Has your family always lived here? Have your ancestors always lived in North America? If not, how do you think your ancestors arrived in North America?

2. What is the narrator in this poem doing with their hands? What does this represent?

3. The narrator says: "I pull my index finger from Angola to Brazil & feel the bodies jumping from the ship." Who was he referring to? Why do you think these people were jumping?

4. How do you think the narrator feels in this poem? Use text evidence to support your answer.

5. What does the author mean when he says: "A cavalcade of ghost ships wash their hands of all they carried." What were the ghost ships? What does it mean if they 'wash their hands' of something?

6. Read the article's introduction [paragraphs 1-5] and the final section, "Indigenous Lives Matter." What is one connection between these two sections?

A They both describe a conversation the author had with students about Columbus and the Taínos.

B They both show that students in U.S. history classes know when Columbus discovered America.

Correct Answer C They both express that students know about Columbus but nothing or very little about the Taínos.

D They both explain that when Columbus came to the Americas there were millions of Taínos already living there.

7. The sections "The Friendly Taíno People Were Targets" and "Resistance Was Strong, But Ultimately Not Successful" tell about some events in order.

Why do you think the author chose to organize the information this way?

A to make the argument that Columbus should be erased from the textbook instead of the Taínos

Correct Answer B to help explain some of the history that students should be learning, but are not

C to provide different opinions about what really happened hundreds of years ago

D To compare the treatment of the Taínos with the treatment of other people Columbus met

8. Read the section "The Friendly Taíno People Were Targets."

Which sentence from the section shows the author's point of view about Columbus?

A It started with Columbus' arrival.

B In his journal, Columbus wrote that it would be easy to control the Taíno and "make them do whatever we want" because they were so easy-going and friendly.

C Columbus sent at least two dozen enslaved Taínos to Spain.

Correct Answer D Columbus' practices of enslavement, terrorism and mass murder are shocking.

9. Read the paragraph from the section "Indigenous Lives Matter."

Textbook writers have tried to find a happy ending to this grim story of European colonialism. In the process, they have ignored the Taíno resistance. Most textbooks focus instead on how Columbus introduced new foods to Europe from the Americas.

How would the author MOST likely say textbooks should change?

Correct Answer A Textbook should describe Taíno culture, what Columbus did to the Taínos and how they resisted.

B Textbooks should mention that Columbus was grateful to the Taínos for teaching him about new foods.

C Textbooks should describe a happy ending that shows the Taínos were left with a lot of pride in their culture.

D Textbooks should explain that the Taínos had better food and culture than the food and culture of Columbus.

10. If readers are looking for information about whether any Taínos survive today, which section should they read?

A introduction [paragraphs 1-4]

B The Friendly Taíno People Were Targets

C Resistance Was Strong, But Ultimately Not Successful
Correct Answer D Indigenous Lives Matter

11. Exit Ticket: Compare the main idea of the poem, "August 1619" and the article "Whose history matters? Students can name Columbus but not Taíno people". What do you think the authors of these two texts want readers to learn about history?

Week 1, Day 2 Taino and Aztec, The Lost City of Benin

Students will read about and compare Taino and Aztec and West African cultures to learn about civilizations that existed before the Columbian exchange

1. Which sentence from the first paragraph of the section "Lost To History" BEST supports the idea that early visitors respected Benin?

- A In 1485, Portuguese explorers became the first Europeans to visit Benin City.
- B They were stunned by what they saw.
- C They did not expect to find a vast kingdom of hundreds of villages in the middle of the African jungle.
- D They were so impressed by the beauty and design of Benin City that they called it the "Great City of Benin."

2. Based on the information in the article, which of these statements is TRUE?

- A The Portuguese saw right away that the design of Benin was a work of art.
- B The art of Benin can be seen by traveling to the ancient site of the city.
- C The art of Benin was valued by locals and Europeans alike.
- D The Portuguese attacked Benin in order to take its art

3. Which of the following are two main ideas from the entire article?

- A Benin was an advanced city in Africa; the city was destroyed by the Portuguese.
- B Benin was a small city in Africa; the city changed the design of European cities.
- C Benin was a small city in Africa; the city was ruined by its interesting design.
- D Benin was an advanced city in Africa; the city did not last forever.

4. What is the BEST summary of the section "Advanced Building Designs"?

- A The sculptures from Benin have become well known in the area.
- B All of the buildings in Benin were the same shape and size.
- C Benin had an interesting city plan and was full of great art.
- D The king's court in Benin was split into many sections.

5. Write 5 facts about the Taino.

6. What happened to the Taino after Columbus landed in the Caribbean?

7. How did the author use description to help you understand what life was like for the Taino?

8. Write 5 facts about the Aztec.

9. Which text structure do you think the author used in this article about the Aztec (description or sequence) Why?
Hint: Look at the charts on the walls

10. Write a short essay comparing Benin, the Taino to the Aztec.

Week 1, Day 3 The Unsung History of Kongo

Students will be able to describe the Kingdom of the Kongo before it was impacted by European colonization and the slave trade.

1. Where was the kingdom of Kongo located?

2. Explain at least two characteristics of a civilization demonstrated in the Kingdom of Kongo.

3. The text says:

With no army, the kingdom expanded through voluntary adhesion to the kingdom by surrounding kingdoms.

What does the word adhesion mean in the above sentence?

A sticking fast

B being forced to agree

C believing in and following

D rejecting the the principles

4. Which piece of text evidence best supports your answer to question 3?

A Thus, kingdoms were free to become part of the kingdom and convert into provinces as long as they agreed/committed to respect/follow the established laws.

B Likewise, these provinces were free to leave the kingdom without any opposition from the central government.

C This model of governance may explain why in the height of Portuguese, French, British, and Dutch invasions of the kingdom, historians explain that they found little to no resistance.

D The lack of resistance was even more evident when provinces one after the other separated from the central government in Mbanza Kongo.

5. How did the Kingdom of Kongo expand or grow?

6. What innovations and achievements were created in the Kingdom of Kongo. Include text evidence in your response.

Week 1, Day 4 *Born on the Water* p 1-19

Students will understand that the Kingdom of Kongo was a thriving civilization. They will think about why the children in the book at the beginning don't know about their ancestors.

1. How does the little girl feel about her school assignment? Include text evidence in your response.
2. Why does the grandmother want to make sure that the kids know about the Ndongo?
3. How can you describe the Ndongo people using evidence from the text?
4. What do these pages in the text reveal about how the Ndongo reacted to the Portuguese (Europeans)? Include text evidence in your response.
5. What is the main idea of this part of the text?
6. How does this image contribute to the main idea of the text? Hint: How do the people look?
7. What does the grandmother mean when she says "Ours is no immigrant story."?
8. How did the people of Ndongo cope (deal with) with being stolen?
9. In what ways did being stolen from their land impact the ancestors of the Ndongo people?

Week 1, Day 5 Born on the Water p20-44

How did the Columbian exchange lead to changes in the lives of people in the Kingdom of the Kongo?

How might stakeholders have different perspectives on transatlantic voyage?

1. How does this illustration compare to images of the Ngondo people at the beginning of the book?

2. The grandmother says

"We were born on the water.

We come from the people who refuse to die."

What does this mean? Explain your thinking.

3. What happened to the people of the Kingdom of Kongo? Use text evidence to support your thinking.

4. How did the economy¹ work in Virginia at this time? What did they sell? Who benefitted and made money and how?

1 economy- the way people spend money and the way people make money

5. On the previous page, Grandmother says:

"We are in a strange land, they said.

But we are here and we will make this home.

We have our songs, our recipes, our know-how.

We have our joy. We will love, laugh, sing,

and hug out children as tight as you can hold a child.

We will survive because we have each other."

What does this part of the passage reveal about the Ndongo people? What character traits could you use to describe them and why?

6. Who was William Tucker? What does he represent in the story?

7. How did the Columbian exchange lead to changes in the lives of people in the Kingdom of the Kongo?

8. How do you think the child in the story feels after learning about her ancestors? Include evidence from the text in your response.

Week 2, Day 1 “Atlantic Crossings During Exploration + Exchange Map + Clip: “The Effects of Columbian Exchange”

Students will understand how supply, demand, and scarcity motivated European exploration and settlement in the Americas
Students will learn about cause and effect text structure.

1. Write a short paragraph that explains the central idea of this article. Use at least two details from the article to support your response.

2. Which sentence from the article BEST explains why a small number of Europeans were able to conquer the native civilizations in the Americas?

A Europeans planned to introduce some new plants and animals into the Americas.

B Sugar, coffee and many spices became important products that Europeans traded around the world.

C Europeans unintentionally carried smallpox, measles, and malaria with them.

D People in Europe, Africa, and Asia benefited from these plants.

3. Select the sentence from the article that BEST explains why the new crops from the Americas were important to people in Europe, Asia, and Africa?

A Today, I can't imagine Italian food without tomatoes or food from India without chili peppers.

B Those crops did grow very well in Brazil, the Caribbean, and North America.

C According to Martin, the wheat crop grew so well that within three or four years, people were able to make bread in Peru.

D Maize (corn), cassava (manioc) and potatoes improved people's diets all over the world.

4. How does the information in the chart “Estimates of Changes in Population in Selected Regions, 1400-1700” support a MAIN idea of the article?

A It shows how the Columbian Exchange had little effect on the population of Africa at the time.

B It shows the major impact that the Columbian Exchange had on the population of the Americas.

C It shows how estimates of the world's population during the Columbian Exchange have changed over the years.

D It shows how Europe had a greater population than the Americas at the time of the Columbian Exchange.

5. Which sentence from the article is MOST important to include in its summary?

A Europeans also brought over crops such as sugar, coffee, cotton, and ginger.

B Disease, harsh treatment, and the destruction of food sources led to an almost 55 percent decline among the native people living in Mexico.

C More and more people were exposed to the same diseases and developed new resistance to them.

D It took over a year for people, goods, and information to spread over the Earth.

6. What is the diagram in Source 2 showing?

7. What are some of the crops and goods that were brought to North and South America?

8. What are some of the crops and goods that were brought to Africa and Europe?

Week 2, Day 2 The Next Voyage” A History of US: The First Americans, Prehistory-1600 by Joy Hakim + Video Clip: The American Experience

Students will understand that motivations of European people and nations influenced the colonization of North America. Students will compare the video’s descriptions of the indigenous people with the European’s view of them.

1. Explain the difference between lines of longitude and lines of latitude.
2. Based on the map above and the text "A Boy Named Christopher has a Dream" explain what Christopher Columbus's plan was and where he thought he was traveling to.
3. Where was Columbus trying to reach on his first voyage in 1492?
4. Where did Columbus end up when his expedition spotted land in 1492?
5. Why did you think Columbus kept coming back to the same area?
6. What goods did Columbus hope to bring back from his travels?
What was actually brought back to Europe?
7. What did Columbus introduce to the West Indies?
8. What lasting impact did Columbus’ voyages have on the West Indies?
9. The author says : "When Christopher Columbus was a boy he had two dreams. One was to go to sea; the other was to get to China. When he grew up, he thought he had done both."
What does this saying mean? Did he do both of those things?
10. Some people say that Columbus “discovered” the Americas. What does “discover” imply?
11. How does the information from the video, along with what you learned in this text, challenge the claim that Columbus “discovered” the Americas? Include text evidence in your argument.
12. The author wrote this information as a narrative. How does making this non fiction information into a narrative impact the way you learn the information?

Week 2, Day 3 Essay: The Impact of the Columbian Exchange on People in the 1500-1600s

Write an essay describing the impact of the Columbian Exchange on people around the world after 1492. Make sure to include at least three supporting reasons and evidence from the articles we’ve read to prove the reasons you’ve stated

Week 2, Day 4 Clash of Cultures: Cortes Conquers Moctezuma and the Aztecs

Students will understand how interactions between Europeans and indigenous peoples sometimes led to cooperation and trade, but mostly resulted in conflict and devastation for indigenous peoples.

Students will learn about description text structure

1. Based on this textbook passage, what happened when Cortés met Moctezuma in 1519?
2. Why did Cortes write this?
3. Does Document A corroborate (match) the textbook account?
4. Do you think Document A is a reliable source to understand what happened when Moctezuma met Cortés? Why or why not?
5. Who wrote Document B? What do you think their motivation was?
6. Does Document B make Cortes seem like a hero or like a conqueror? Include text evidence in your response.
7. According to Document C, why did Moctezuma tell Cortés that the Aztecs had been expecting him?
8. According to Document C, why did Spanish missionaries claim that Moctezuma believed Cortés was Quetzacoatl?
9. How does Document C's account of what happened when Moctezuma met Cortés compare to Document A and Document B?
10. Based on all the sources here, summarize what you think really happened when Cortes met Moctezuma.

Week 2, Day 5 "Pizarro and Atahualpa: The Curse of the Lost Inca Gold" by Bill Yates

Students will be able to compare and contrast the experiences of the Aztec and Inca civilizations. Students will apply knowledge of compare/ contrast as well as signal words to write a paragraph

1. What were the motivations of the Spanish explorers? Include text evidence in your response
2. What similarities existed between the Aztec and Inca?
3. Distinguishing himself in battle, Pizarro quickly rose to second-in-command of the Darien region's army.

What does the word distinguishing mean in the above sentence?

- A. failing to fight
- B. standing out
- C. defeating enemies
- D. retreating from

4. What evidence helped you figure out your answer to question 3?

5. Re Read the following paragraph:

When Pizarro entered the mostly deserted city in November, he immediately sent word that he would like to meet with the great Inca ruler at the city's center. As he waited for the Inca's arrival, Pizarro planned a trap of his own. Atahualpa arrived at their meeting point carried in a litter by 80 noblemen and surrounded by 6,000 soldiers. Shortly afterwards, Pizarro ordered the attack. Cannons began to roar with deadly accuracy. The cavalry charged from their strategically hidden positions, and the infantrymen opened fire from long houses. The Inca soldiers and nobles who weren't killed in the first few minutes of the attack fled in fear. Pizarro himself captured Atahualpa Inca.

Which text structure is used in the paragraph above?

- A. Description
- B. Sequence (Chronological)
- C. Cause and Effect
- D. Comparison

6. What does the phrase "The Curse of the Lost Gold" in the title refer to? Explain what the curse is.
7. Given what you know about the Inca civilization and the motivations of the Spanish explorers, why do you think those cultures collided?
8. How did the experiences of the Aztec and Inca civilizations compare and contrast? Include text evidence in your response.

Week 3, Day 1 Columbian Exchange: Spreading Ideas, Diseases, Video: Crash Course- "The Columbian Exchange"
Students will debate whether the Columbian Exchange benefited or harmed humanity.

1. Based on the information in the section "Consequences and hypotheticals," which of these statements is TRUE?
A The Columbian Exchange was named for the capital city of Pangaea.
B New crops were brought from Europe to the Americas, but no new crops were brought the other way.
C Pangaea was a huge continent where plants and animals could move easily from one place to another.
D Throughout history, humans have managed to keep the world separated so that crops stay in one place.
2. Which sentence from the section "Some friendly passengers" BEST supports the conclusion that it is good to share crops with many regions around the world?
A Many plants began to travel globally as a result of the Columbian Exchange.
B Coffee, rice, oranges, and sugar traveled in the opposite direction, arriving to the Americas.
C This allowed them to adapt their crops to the landscapes they farmed.
D They had farmed before, but now learned to tame horses and hunt in new ways.
3. How did diseases impact Indigenous populations? Include text evidence in your response.
4. What are some of the negative impacts of the Columbian Exchange on indigenous Americans? Were there any positive impacts?
5. Which sentence from the section "Dangerous trespassers" reflects how indigenous Americans felt about the European settlers?
A In Afro-Eurasia, exchanges of goods, people, and diseases went back many centuries.
B "(Before the Europeans came) there was then no sickness."
C "They didn't know what it was or how to cure it."
D Local populations suffered in similar ways when European settlers arrived in Australasia and the Pacific.
6. How can you compare and contrast the exchanges of goods (resources) versus peoples?

Week 3, Day 2 “When Humans Became Inhumane”

How do issues of morality, wealth, and power influence exploration?

Why did Europeans risk the challenges associated with exploration?

1. Based on the information in the article, which of these statements is TRUE?

A The evils of slavery inspired the American Revolution.

B If the English had made enough money, slavery would have ended sooner.

C The beliefs of the English people about color contributed to the evils of racism and slavery.

D To British people, the color black became seen as an evil color after the white English met black Africans.

2. Find evidence in the section "White Over Black" that BEST supports the idea that the African slaves attempted to resist against the slave masters?

3. What is the BEST way to explain the connection between the article's introduction [paragraphs 1-5] and the last 7 paragraphs of the article?

A Both sections give examples of how greed drove the Europeans to inhumane actions.

B Both sections give examples of how the European slavers transported slaves.

C Both sections provide descriptions of the horrible conditions for the African slaves.

D Both sections provide explanations about why the slavers chose African slaves.

4. Read the three paragraphs from David Eltis's book. It begins with:

The short answer ... is that European expansion to the Americas was to mainly tropical and semi-tropical areas.

What is the BEST way to describe the structure of this section?

A a chronological listing of events

B two different viewpoints about slavery

C a description of a problem and solution

D a comparison between two different problems

5. What motivations did Europeans have for beginning the trans-atlantic slave trade? Include evidence from the text in your response.

6. Write a short paragraph that explains the central idea of the article. Use at least two details from the article to support your response.

7. Argument: How was colonization harmful to society? Make an argument against colonization and the use of forced labor and defend it with specific details from the article.

Week 3, Day 3 Perspectives on Columbus

What role did perceptions play in the early interactions between the European explorers and indigenous groups of the Americas?

1. How do you think Columbus viewed the Native Americans he met based on this text? Include text evidence in your response.
2. What do you think the word timid means as it is used in the third paragraph
A aggressive
B curious
C shy
D bold
3. Which piece of evidence best supports your answer to question 2?
A The only arms they have are sticks of cane, cut when in seed, with a sharpened stick at the end,
B Often I have sent two or three men ashore to some town to converse with them, and the natives came out in great numbers,
C and as soon as they saw our men arrive, fled without a moment's delay
D they are so unsuspicious and so generous with what they possess...
4. How did Cartier describe the beliefs of the Native Americans ? Include text evidence in your response.
Type a response
5. How did Cartier and the other Europeans respond to these peoples' beliefs? Do you think this demonstrated respect for those peoples?
6. What did the Chief mean when he said, "The things that seldom happen bring astonishment?"
7. Based on this text, how did the Native Americans react to the Europeans?
8. How did Bartolome de las Casas describe the Native Americans in paragraphs 2 and 3?
9. How can you compare the Spaniards with the Native people based on this source?

Week 3, Day 4 Moctezuma and Cortés: SHEG Task Set

How do multiple perspectives on an event shed light on the truth?

What most likely happened when Moctezuma met Cortés?

1. Based on this textbook passage, what happened when Cortés met Moctezuma in 1519?
2. Why did Cortes write this?
3. Does Document A corroborate (match) the textbook account?
4. Do you think Document A is a reliable source to understand what happened when Moctezuma met Cortés? Why or why not?
5. Who wrote Document B? What do you think their motivation was?
6. Does Document B make Cortes seem like a hero or like a conqueror? Include text evidence in your response.
7. According to Document C, why did Moctezuma tell Cortés that the Aztecs had been expecting him?
8. According to Document C, why did Spanish missionaries claim that Moctezuma believed Cortés was Quetzacoatl?
9. How does Document C's account of what happened when Moctezuma met Cortés compare to Document A and Document B?
Type a response
10. Based on all the sources here, summarize what you think really happened when Cortes met Moctezuma.

Week 3, Day 5 Essay: Perspectives on the Columbian Exchange

Mid unit essay: Using these sources, compare and contrast the reactions of the Indigenous Americans to the European explorers with the way that the European explorers reacted to the Indigenous Americans.

Week 4, Day 1 "White Lion" by Claudia Rankine

How can poetry help us understand historic events?

What happened to the people who were stolen from West Africa?

1. Who is this poem about?
2. Why are some words written in italics?
3. What words are repeated through the poem? Why?
4. What is exchanged or traded in this poem? Include text evidence in your response.
5. Which answer best explains the meaning of the phrase "whitens whites" as it is used in the poem?
 - A The people washed their clothing and they became cleaner.
 - B The white people became slave owners which gave them more money and power.
 - C The white people were not friendly to the people on the ship.
 - D The white people enjoyed trading food for money.
6. Which two pieces of evidence best support your answer to question 5?
 - A "by bestowing on them property,"
 - B "the act of trading victuals for the stolen renamed unfree transatlantic labor"
 - C "their griefs transient, in reason much inferior)"
 - D "as if anyone could, surrender their value, human,"
 - E "to tobacco, sugar, and cotton, the yield of Powhatan lands;"
 - F "while Virginia writes itself colonial, filling its first property ledger with twenty and odd of the uprooted twelve million,"
7. What happened to the people who were stolen from West Africa?
8. Does the author believe William is born free? Explain your thinking.
9. What does William represent in the poem? Include text evidence in your response.
10. How can poetry help us understand historic events?

Week 4, Day 2 Map Analysis

How do you read and interpret political maps?

Students will use maps to analyze the political impacts of the Columbian exchange.

1. What does this map key show?
2. What do the labels on this map represent?
3. What do you notice about the indigenous groups in the 1762-1783 map?
4. Based on the map from 1762-1783, what problems do you predict might arise?
5. What changes do you see in the countries that have made land claims in the New World?
6. What do the differences in these maps show?
7. What do you think led to the changes in these maps?
8. How do these maps reflect the impact of the Columbian Exchange?

Week 4, Day 3 *1619 Project* Infographic

How can numbers tell a story? What story do these numbers tell? How can you use an infographic and numbers to tell stories about the Columbian Exchange?

1. Write one interesting fact you learned from this infographic.
2. What does the section "4 Myths about Slavery" reveal?
3. What inspired Annette Gordon-Reed to become a historian?
4. How does Annette Gordon-Reed feel about being a historian? Include text evidence in your response?
5. How does having information presented in an infographic compare and contrast with reading an article?

Week 4, Days 4 and 5 Final Essay and Infographic Project

Final Essay: The exchange of people, goods, diseases, ideas, animals, and crops began after Christopher Columbus landed in what is now called the Caribbean in 1492. This led to changes that impacted the world and its peoples, harming some and benefiting others through what is now called the Columbian Exchange.

Compare and contrast the impacts of the Columbian Exchange on European people, West African people and the Indigenous people of North and South America from 1492 through the 1700s. Be sure to include how some groups of people benefited while others were harmed.

Project: Use your knowledge of infographics to create one to illustrate the impacts of the Columbian Exchange on a specific population (ex- The Taino, the Mbundu people, the Aztec, Europeans, Colonial explorers, Monarchies, etc)