

UNIT OVERVIEW

Unit Title	Before and After: Transatlantic Exchanges and Outcomes
Unit Length	Four weeks, 20 lessons
Grade Level(s)/Subject(s)	5/ English Language Arts (ELA) and Social Studies integrated lessons (can be used with grades 5-8)
Unit Overview	<p>In this integrated unit, students will use nonfiction reading and writing skills to investigate the irreversible and profound impact of the Columbian Exchange, colonization, and the TransAtlantic slave trade on the world’s economy, agriculture and culture. Analysis of texts from <i>The 1619 Project</i>, as well as leveled nonfiction texts and several primary source documents, will help students compare and contrast the lives of communities in Europe, West Africa, and the Americas before and after these events.</p> <p>Students will understand that these historical events profoundly impacted world history, that they continue to impact current events, and that different groups and stakeholders were impacted in different ways. Students will ultimately apply their analyses by writing three short essays documenting the impact of the Columbian Exchange and creating an infographic capturing key details explored in the unit.</p>
Objectives & Outcomes	<ul style="list-style-type: none"> ● Students will understand how multiple perspectives on an event shed light on the truth. ● Students will understand and be able to articulate various ways in which the Columbian Exchange irreversibly changed people’s lives and civilizations. ● Students will use informational texts to compare and contrast individuals, events, ideas and concepts ● Students will explain the course and consequences of the Columbian Exchange, including its cultural, ecological, economic and political impact on Europe, the Americas, and West Africa. ● Students will compare and contrast the convergence of trade, cultural diffusion, and innovation in the Western Hemisphere after 1492. ● Students will describe the interactions between Native Americans (including Mesoamericas), Europeans, and Africans. ● Students will identify the major European powers that colonized North America and explain the economic motivations using concepts of scarcity and supply and demand, as well as the material outcomes of colonization
Standards	<p>Common Core Standards: <u>CCSS.ELA-LITERACY.RI.5.3</u>: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>

	<p><u>CCSS.ELA-LITERACY.RI.5.5</u>: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p><u>CCSS.ELA-LITERACY.RI.5.6</u>: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><u>CCSS.ELA-LITERACY.RI.5.9</u>: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><u>Louisiana 2022 5th grade Social Studies Standard 5.11</u>: Analyze the motivations for the movement of people from Europe to the Americas and describe the effects of exploration by Europeans.</p>
<p>Facilitation Resources</p>	<p><u>Resources from <i>The 1619 Project</i>:</u> “August 1619” poem by Clint Smith Born on the Water by Nikole Hannah-Jones, Renée Watson, Nikkolas Smith “White lion” by Claudia Rankine from The 1619 Project: A New Origin The 1619 Project K-8 Student Infographic from <i>The New York Times Magazine</i></p> <p><u>Texts:</u> “Whose history matters? Students can name Columbus but not Taíno people” by Zinn Education Project, adapted by Newsela staff “Great Cities: Benin, mighty medieval capital now lost without a trace” from <i>The Guardian</i>, adapted by Newsela staff *This article requires a NewsELA subscription “Taino” by The Editors of Encyclopaedia Britannica for Britannica “Aztec Civilization” encyclopedic entry from National Geographic The Unsung History of Kongo by Rebecca Bayeck, Ph.D, CLIR Postdoctoral Fellow in Data Curation for African American and African Studies for <i>The New York Public Library</i> “Atlantic Crossings During the Age of Exploration” by National Park Service, adapted by Newsela staff “Atlantic slave trade” - Students Britannica Kids “The Next Voyage” A History of US: The First Americans, Prehistory-1600 by Joy Hakim p80-84 “Pizarro and Atahualpa: The Curse of the Lost Inca Gold” by Bill Yates for <i>World History Encyclopedia</i> “Columbian Exchange: Spreading Ideas, Diseases” by Big History Project, adapted by Newsela staff “When Humans Became Inhumane” by Anita Ravi, Big History Project, Big History Project, adapted by Newsela staff Letter of Columbus to Luis De Sant Angel from ushistory.org Jacques Cartier’s Second Voyage from The Gilder Lehrman Institute of American History Perceptions of Native Americans Document 1: Jacques Cartier’s Second Voyage to the St. Lawrence River and Interior of “Canada,” 1535-1536 from The Gilder Lehrman Institute of American History Moctezuma and Cortés: Stanford History Education Group (SHEG) Task Set</p>

	<p><u>Videos:</u> PBS Africa’s Great Civilizations, The City of M’banza-Kongo “Kongo and the Scramble for Africa” by Zeinab Badawi for <i>BBC News Africa</i> “The Effects of Columbian Exchange” from <i>PBS Learning</i> “The Pilgrims: Native American Relationship to the Land” from <i>PBS Learning</i> Crash Course- ‘The Columbian Exchange’ for Khan Academy Map: North America 1762-83 from Wikimedia Commons Cultures of the Americas 800-1535 maps from McDougal Littell World History Chapter 16: People and Empires in the Americas Map of Colonial North America before the French and Indian War from ProProfsQuiz</p> <p><u>Teaching Materials:</u> Discussion Guide for all lessons [.pdf][.docx] Text Structure posters [.pdf] Anchor Chart with poem “August 1619” to model annotation [.pdf]</p>
<p>Performance Tasks</p>	<p>Mid-Unit Essays:</p> <ol style="list-style-type: none"> 1. 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. [.pdf][.docx] 2. Students compare and contrast the reaction of the Indigenous Americans to the European explorers with the way that the European explorers reacted to the Indigenous Americans. [.pdf][.docx] <p>Final Essay: Students write an informative essay exploring the prompt, “The exchange of people, goods, diseases, ideas, animals, and crops began after Christopher Columbus landed in what is now Haiti 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. [.pdf][.docx]</p> <p>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.”</p> <p>Essay Rubrics [.pdf][.docx]</p>

Before and After: Transatlantic Exchanges and Outcomes

Unit by Audubon Gentilly, part of the 2022 cohort of *The 1619 Project* Education Network

	<p>Project: Students apply their knowledge of infographics to create one that illustrates the impacts of the Columbian Exchange on a specific population (ex- The Taino, the Mbundu people, the Aztec, Europeans, Colonial explorers, Monarchies)</p>
Assessment/Evaluation	<ul style="list-style-type: none">➤ Daily formative assessment including text dependent questioning and discussion.➤ Weekly summative assessment through expository writing to assess informational literacy skills and questioning to assess historical content knowledge.➤ Mid-Unit Essays and final essays evaluated using the Essay Rubrics [.pdf][.docx]➤ Performance tasks (see above) can be evaluated using a teacher-generated rubric in a similar style to this one.➤ Standardized Unit assessment for historical content knowledge

UNIT PACING/DAILY LESSONS

Pacing	Focus text(s)	Lesson Objective/ Essential Questions	Lesson / Activities	Lesson Materials
<i>Week 1: Before: A close look at cultures that thrived before transatlantic exchange</i>				
Day 1	<p>“Whose history matters? Students can name Columbus but not Taíno people” by Zinn Education Project, adapted by Newsela staff</p> <p>“August 1619” poem by Clint Smith iii</p>	<p>Students will understand how history is told through different lenses</p> <p>Students will learn about the problem/ solution text structure and identify how it is used in classroom texts</p>	<ol style="list-style-type: none"> Hook discussion: Do you have ancestors from outside of the United States? Why did people who weren’t originally from here end up here? Students read and annotate anchor texts “Whose history matters? Students can name Columbus but not Taíno people” by Zinn Education Project, adapted by Newsela staff and “August 1619” poem by Clint Smith iii Mini Lesson: Problem/ solution text structure using the text structure poster. Students Answer text dependent questions on pages 2 and 3 of the discussion guide. Students engage in a group discussion about the analysis questions. Exit ticket: <i>Compare the main idea of the poem, “August 1619” and the article</i> 	<p>NEWSELA article and questions</p> <p>Questions from Discussion Guide: Page 2 [.pdf][.docx]</p> <p>Anchor Chart with poem “August 1619” to model annotation [.pdf]</p> <p>Text Structure posters [.pdf]</p>

			<p><i>"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?</i></p>	
Day 2	<p>“Great Cities: Benin, mighty medieval capital now lost without a trace” from <i>The Guardian</i>, adapted by Newsela staff *This article requires a NewsELA subscription</p> <p>“Taíno” by The Editors of Encyclopaedia Britannica for Britannica</p> <p>“Aztec Civilization” encyclopedic entry from National Geographic</p>	<p>Students will read about, and compare, Taíno and Aztec and West African cultures to learn about civilizations that existed before the Columbian exchange</p>	<ol style="list-style-type: none"> 1. Students read the focus texts below and answer text dependent questions using pages 3 and 4 of the discussion guide. 2. Mini Lesson: description vs sequence text structures using the text structure posters. 3. Students engage in small group discussion comparing and contrasting the three texts and their use of description vs. sequence structures. 4. Students complete a short essay in response to the following prompt: Write a short essay comparing Benin, the Taíno to the Aztec. 	<p>Questions from Discussion Guide: Page 3 [.pdf][.docx]</p> <p>Text Structure posters [.pdf]</p>
Day 3	<p>Video: PBS Africa’s Great Civilizations, The City of</p>	<p>Students will be able to describe the Kingdom of the Kongo before it was impacted by European colonization</p>	<ol style="list-style-type: none"> 1. Students watch and discuss the video, “Africa’s Great Civilizations” and/or “Kongo 	<p>Questions from Discussion Guide: Page 4 [.pdf][.docx]</p> <p>Anchor Chart with poem to model</p>

	<p>M'banza-Kongo The Unsung History of Kongo by Rebecca Bayeck, Ph.D, CLIR Postdoctoral Fellow in Data Curation for African American and African Studies for <i>The New York Public Library</i></p> <p>“Kongo and the Scramble for Africa” by Zeinab Badawi for <i>BBC News Africa</i></p>	<p>and the slave trade.</p>	<p>and the Scramble of Africa.”</p> <ol style="list-style-type: none"> Students read and annotate Article, “The Unsung History of Kongo” and respond to the text-dependent questions on page 4 of the discussion guide. Mini Lesson: compare/contrast writing (to talk about the text v the video) Discuss the text-dependent questions, including the final question: What innovations and achievements were created in the Kingdom of Kongo. Include text evidence in your response. Analysis discussion: How does getting information from the video compare to what you could learn from the article? 	<p>annotation Text Structure posters [.pdf]</p>
Day 4	<p><i>Born on the Water</i> by Nikole Hannah-Jones, Renée Watson, Nikkolas Smith p 1-19</p>	<p>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.</p>	<ol style="list-style-type: none"> Read aloud pages 1-19 of <i>Born on the Water</i> Students respond to the text dependent questions on page 5 of the discussion guide. Share a mini-lesson on writing a strong paragraph. 	<p><i>Born on the Water</i> Questions from Discussion Guide: Page 5 [.pdf][.docx]</p>
Day 5	<p><i>Born on the Water</i> by Nikole</p>	<p>How did the Columbian exchange lead to changes in the lives of people</p>	<ol style="list-style-type: none"> Read aloud pages 20-44 of <i>Born on the Water</i> 	<p>Questions from Discussion Guide: Page 6 [.pdf][.docx]</p>

Before and After: Transatlantic Exchanges and Outcomes

Unit by Audubon Gentilly, part of the 2022 cohort of *The 1619 Project* Education Network

	<p><i>Hannah-Jones,</i> <i>Renée Watson,</i> <i>Nikkolas</i> <i>Smithp20-44</i></p>	<p>in the Kingdom of the Kongo? How might stakeholders have different perspectives on transatlantic voyage?</p>	<ol style="list-style-type: none">2. Students respond to the text-dependent questions on page 6 of the discussion guides.3. Students compare the images in the second half of the book with the images of the Ndongo people in the first half of the book.4. Extension activity: Create a venn diagram art project showing comparing life for the Ndongo people at the start of the book and the ancestors of the Ndongo people at the end of the book.	
--	---	---	---	--

Before and After: Transatlantic Exchanges and Outcomes

Unit by Audubon Gentilly, part of the 2022 cohort of *The 1619 Project* Education Network

Pacing	Focus texts / resource(s)	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 2: European perspectives on Exchange</i>				
Day 1	<p>“Atlantic Crossings During the Age of Exploration” by National Park Service, adapted by Newsela staff “Atlantic slave trade” - Students Britannica Kids “The Effects of Columbian Exchange” from PBS Learning</p>	<p>Students will understand how supply, demand, and scarcity motivated European exploration and settlement in the Americas.</p>	<ol style="list-style-type: none"> 1. Read “Atlantic Crossings During the Age of Exploration” and answer the text-dependent questions. 2. Mini Lesson: Cause and effect text structure 3. Students analyze the exchange map from <i>Britannica Kids</i> and the video clip “The Effects of the Columbian Exchange,” and respond to the questions on page 7 of the discussion guide. 4. Exit Ticket: What are some of the crops and goods that were brought to North and South America? .What are some of the crops and goods that were brought to Africa and Europe? 	<p>Text dependent questions for “Atlantic Crossings During the Age of Exploration” by National Park Service, adapted by Newsela staff Text Structure posters [.pdf] Questions from Discussion Guide: Page 7 [.pdf][.docx] Screen to project video</p>
Day 2	<p>“The Next Voyage” A History of US: The First Americans.</p>	<p>Students will understand how the motivations of European people and nations influenced the</p>	<ol style="list-style-type: none"> 1. Students read and annotate a copy of the anchor text. 2. Students review the video 	<p>Copy of Text Questions from Discussion Guide: Page 8 [.pdf][.docx] Screen to project video</p>

Before and After: Transatlantic Exchanges and Outcomes

Unit by Audubon Gentilly, part of the 2022 cohort of *The 1619 Project* Education Network

	<p>Prehistory-1600 by Joy Hakim p80-84</p> <p>Video Clip: “The Pilgrims: Native American Relationship to the Land” from <i>PBS Learning</i></p>	<p>colonization of North America.</p>	<p>clip.</p> <ol style="list-style-type: none"> 3. Mini lesson: Review chronological text structure 4. Answer text-dependent questions on pages 7 and 8 of the discussion guide. 5. Small group discussion related to the text-dependent questions. 6. Exit Ticket 	<p>Text Structure posters [.pdf]</p>
Day 3	<p>Essay: The Impact of the Columbian Exchange on People in the 1500-1600s</p>	<p>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</p>		<p>Google classroom Doc with Essay question (also on page 8 of the discussion guide) Expository graphic organizer [.pdf][.docx] Students work on essay addressing the essential question while receiving feedback</p>
Day 4	<p>“Clash of Cultures: Cortes Conquers Moctezuma and the Aztecs” from USHistory.org, adapted by Newsela staff</p>	<p>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.</p> <p>Students will compare and contrast the experiences of the Aztec and Inca civilizations.</p>	<ol style="list-style-type: none"> 1. Students read and annotate the anchor text “Clash of Cultures.” 2. Students answer text dependent questions on page 9 from the discussion guide. 3. Small group discussion 4. Exit ticket: Based on this textbook passage, what happened when Cortés met Moctezuma in 1519? 	<p>NEWSELA article and text dependent questions Questions from Discussion Guide: Page 9 [.pdf][.docx]</p>
Day 5	<p>“Pizarro and Atahualpa: The</p>	<p>Students will apply knowledge of compare/</p>	<ol style="list-style-type: none"> 1. Students read and annotate the anchor text 	<p>Copies of Article Questions from Discussion Guide: Page 10</p>

Before and After: Transatlantic Exchanges and Outcomes

Unit by Audubon Gentilly, part of the 2022 cohort of *The 1619 Project* Education Network

	<p>Curse of the Lost Inca Gold by Bill Yates for <i>World History Encyclopedia</i></p>	<p>contrast as well as signal words to write a paragraph</p>	<p>“Pizarro and Atahualpa: The Curse of the Lost Gold.”</p> <ol style="list-style-type: none">2. Answer text dependent questions on page 9 of the discussion guide.3. Mini lesson: Review planning for, and writing, a compare and contrast response.	<p>[.pdf][.docx]</p> <p>Text Structure posters [.pdf]</p>
--	--	--	--	---

Before and After: Transatlantic Exchanges and Outcomes

Unit by Audubon Gentilly, part of the 2022 cohort of *The 1619 Project* Education Network

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 3: Exchange: Investigating Bias by Looking at Indigenous and West African perspectives</i>				
Day 1	<p>“Columbian Exchange: Spreading Ideas, Diseases” by Big History Project, adapted by Newsela staff</p> <p>Video: Crash Course- ‘The Columbian Exchange’ for Khan Academy</p>	Students will debate whether the Columbian Exchange benefited or harmed humanity.	<ol style="list-style-type: none"> 1. Students view the video, “The Columbian Exchange” and discuss. 2. Read and annotate the NewsELA anchor text and answer the text-dependent questions on page 10 of the discussion guide. 3. Mini lesson: Cause and Effect text structure 4. Socratic Seminar: How can you compare and contrast the exchanges of goods (resources) versus peoples? 	<p>Text dependent questions for “Columbian Exchange: Spreading Ideas, Diseases” by Big History Project, adapted by Newsela staff</p> <p>Questions from Discussion Guide: Page 11 [.pdf][.docx]</p> <p>Screen to project video</p> <p>Text Structure posters [.pdf]</p>
Day 2	<p>“When Humans Became Inhumane” by Anita Ravi, Big History Project, Big History Project, adapted</p>	<p>How do issues of morality, wealth, and power influence exploration?</p> <p>Why did Europeans risk the challenges associated with exploration?</p>	<ol style="list-style-type: none"> 1. Read and annotate the anchor text, “When Humans Became Inhumane.” 2. Answer text dependent questions on page 11 of the discussion guide. 	<p>Text-dependent questions for “When Humans Became Inhumane”</p> <p>Questions from Discussion Guide: Page 12 [.pdf][.docx]</p>

Before and After: Transatlantic Exchanges and Outcomes

Unit by Audubon Gentilly, part of the 2022 cohort of *The 1619 Project* Education Network

	by Newsela staff		<ol style="list-style-type: none"> 3. Students engage in a small group discussion. 4. Exit ticket: 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. 	
Day 3	<p>Perspectives on Columbus-primary source documents</p> <ol style="list-style-type: none"> 1. Letter of Columbus to Luis De Sant Angel from ushistory.org 2. Jacques Cartier’s Second Voyage from The Gilder Lehrman Institute of American History 3. Perceptions of Native Americans Document 1: Jacques Cartier’s Second Voyage to the St. Lawrence 	<p>What role did perceptions play in the early interactions between the European explorers and indigenous groups of the Americas?</p>	<ol style="list-style-type: none"> 1. Students read and annotate the anchor texts. 2. Mini Lesson: Analyzing perspectives in historical documents 3. Answer text-dependent questions on page 13 of the discussion guide as a formative assessment. 	<p>Questions from Discussion Guide: Page 13 [.pdf][.docx]</p>

Before and After: Transatlantic Exchanges and Outcomes

Unit by Audubon Gentilly, part of the 2022 cohort of *The 1619 Project* Education Network

	River and Interior of “Canad from The Gilder Lehrman Institute of American History			
Day 4	Moctezuma and Cortés: Stanford History Education Group (SHEG) Task Set	How do multiple perspectives on an event shed light on the truth? What most likely happened when Moctezuma met Cortés?	<ol style="list-style-type: none"> 1. Read and annotate the anchor texts from the Stanford History Education Group. 2. Mini lesson: Making inferences based on what you know about the author’s perspective. 3. Small group discussion 4. Answer text dependent questions on page 14 from the discussion guide. 5. Have students answer document based questions alone or in pairs OR Use as independent assessment: <i>Based on all the sources here, summarize what you think really happened when Cortes met Moctezuma.</i> 	Discussion Guide Page 14 [.pdf][.docx]

Before and After: Transatlantic Exchanges and Outcomes

Unit by Audubon Gentilly, part of the 2022 cohort of *The 1619 Project* Education Network

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.	Google classroom Doc with Essay question; expository graphic organizer [.pdf][.docx] Students work on essay addressing the essential question while receiving feedback Page 13 of the discussion guide
-------	--	---	--

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 4: After: Impacts and Analysis</i>				
Day 1	<p>“White lion” by Claudia Rankine from The 1619 Project: A New Origin</p>	<p>How can poetry help us understand historic events? What happened to the people who were stolen from West Africa?</p>	<ol style="list-style-type: none"> 1. Read and annotate the anchor text, “The White Lion.” 2. Students engage in a mini lesson on vocabulary in context 3. Students answer text dependent questions on page 15 of the discussion guide. 4. Small group discussion related to the discussion questions and the final prompt, “How can poetry help us understand historic events?” 5. Extension: Write a poem about an event we have studied 	<p>Discussion Guide Page 15 [.pdf][.docx] Anchor Chart or copies of poem to model annotation</p>
Day 2	<p>Map analysis: North America 1762-83 from Wikimedia Commons</p> <p>Cultures of the Americas 800-1535 maps from</p>	<p>How do you read and interpret political maps?</p> <p>Students will use maps to analyze the political impacts of the Columbian</p>	<ol style="list-style-type: none"> 1. Mini Lesson on reading territory maps, including using the key. 2. Compare and contrast the maps of 	<p>Copies of maps or screens to project them</p> <p>Optional: Use this interactive go formative assignment (subscription required)</p> <p>Discussion Guide Page 16 [.pdf][.docx]</p>

Before and After: Transatlantic Exchanges and Outcomes

Unit by Audubon Gentilly, part of the 2022 cohort of *The 1619 Project* Education Network

	<p>McDougal Littell World History Chapter 16: People and Empires in the Americas</p> <p>Map of Colonial North America before the French and Indian War from ProProfsQuiz</p>	exchange.	<p>North America.</p> <ol style="list-style-type: none"> Small group discussion: How do these maps reflect the impact of the Columbian Exchange? Have students answer document based questions alone or in pairs. 	
Day 3	<p><i>The 1619 Project</i> K-8 Student Infographic from <i>The New York Times Magazine</i></p>	<p>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?</p>	<ol style="list-style-type: none"> Students analyze the <i>1619 Project</i> infographic from <i>The New York Times</i>. Students answer text dependent questions on page 16 of the discussion guide. Students select an event that we have studied and create their own infographic inspired by the event. 	<p>Discussion Guide Page 16 [.pdf][.docx]</p>
Day 4 and Day 5	<p>Assessment / Project work time and Presentation</p>	<p>Final Essay: 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.</p>		<p>Google classroom Doc with Essay question; expository graphic organizer [.pdf] [.docx]</p>

Before and After: Transatlantic Exchanges and Outcomes

Unit by Audubon Gentilly, part of the 2022 cohort of *The 1619 Project* Education Network

		<p>Project: Use your knowledge of infographics to create one that illustrates the impacts of the Columbian Exchange on a specific population (ex- The Taino, the Mbundu people, the Aztec, Europeans, Colonial explorers, Monarchies)</p> <p>Students work on their essays and infographics addressing the essential question while receiving feedback.</p>	
--	--	---	--