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Columbian exchange worksheet answer key

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Some of the sheets for this concept are Colombian Work Exchange, Colombian Civity Exchanges Positive and Negative, European Expansion and Colonization, Global History Geography, Colombian Food History Exchange Disease and Ideas, Global Regents Review Package 11, Unit 35th Grade Social Research Research, Global History 9 Final Exam Review. Found the worksheet you're looking for? To download/print, click the pop-up icon or print icon to print or download the sheet. The worksheet opens in a new window. You can & download or print using the browser's document reader option. || Millions of years ago, continental drift sent out the Old World and the New World, separating North and South America from Eurasia and Africa. This separation lasted so long that it fostered divergent evolution; for example, the development of rattlesnakes on one side of the Atlantic and viper on the other. After 1492, human travelers partially reversed this trend. Their artificial restoration of connections by mixing old and new world plants, animals and bacteria, commonly known as the Columbian Exchange, is one of the more spectacular and significant ecological events of the past millennium. B When Europeans first touched the coasts of the Americas, old-world crops such as wheat, barley, rice and turnip did not travel west across the Atlantic, and New World crops such as corn, white potatoes, sweet potatoes and cassero did not travel east to Europe. In the Americas there were no horses, cattle, sheep or goats, all animals of old world origin. With the exception of llamas, alpacas, dogs, several fowl, and guinea pigs, the New World had no equivalents of domesticated animals associated with the Old World, nor had pathogens associated with the dense population of old-world humans and related creatures such as chickens, pigs, black rats and Aedes aegypti mosquitoes. Among these germs were those that carried smallpox, measles, chickenpox, flu, malaria and yellow fever. C As you might expect, Europeans who settled on the east coast of the United States cultivated plants such as wheat and apples, which they brought with European weeds, which the colonists did not cultivate and in fact preferred to eradicate, also in the New World. John Josselyn, an Englishman and amateur naturalist who visited New England twice in the 17th century, left us a list of Such Plants as Have Sprung Up since the English Planted and Kept Cattle in New England, which included couch grass, dandelion, shepherd's handbag, groundsel, thistle hay and chickweed. One of them, a grandmother (Plantago major), was named Englishman's Foot by Amerindians from New England and Virginia who believed it would grow only where the English trodded and was never known before the English came to this country. Thus, when they deliberately sowed seeds of plants from the former world, European settlers inadvertently polluted American fields with weed seeds. More importantly, they were demolishing and burning forests, exposing native small flora to direct sunlight, and hooves and teeth of old world livestock. The native flora could not tolerate stress. Imported weeds could, because for thousands of years they lived with a large number of grazed animals. D The manor and horses were brought ashore in the early 1600s and found a hospitable climate and terrain in North America. The horses arrived in Virginia in 1620 and Massachusetts in 1629. Many wandered for free with little more evidence of their relationship with humanity than collars with a hook at the bottom to catch on fences as they tried to jump over them to get on the crop. The fences were not intended to store livestock, but to keep livestock outdoors. E Native American resistance to Europeans was ineffective. Indigenous people suffered from white brutality, alcoholism, killing and driving out of games, and the expropriation of agricultural land, but all this together are insufficient to explain the extent of their defeat. The key factor was not humans, plants or animals, but germs. Smallpox was the worst and most spectacular of infectious diseases mowing down Native Americans. The first recorded pandemic of this disease in British North America detonated among Algonquin in Massachusetts in the early 1630s. William Bradford of Plymouth Plantation wrote that the victims fell so generally from this disease because in the end they were unable to help each other, not not to make a fire or fetch some drinking water, nor any to chedulate the dead. Missionaries and merchants who ventured into the American interior told the same horrific story about smallpox and indyemen. Only in 1738 did the epidemic destroy half of the Cherokee; in 1759 almost half of Catawbas; in the early years of the next century, two-thirds of Omahas and perhaps half of the total population between the Missouri River and New Mexico; in 1837-38 almost every last of the Mandans and perhaps half of the people from the high plains. F The export of native animals in America has not revolutionised agriculture or ecosystems of the Old World, as was the case with the introduction of European to the New World. Grey squirrels and squirrels in America and a few others settled east of the Atlantic and west of the Pacific, but that didn't make much difference. Some of america's domesticated animals are bred in the Old World, but turkeys have not displaced chickens and geese, and guinea pigs have proven useful in laboratories, but they have not usurped rabbits in butcher shops. G The great contribution of the New World to the Old is in cultivated plants. Corn, white potatoes, sweet potatoes, various squashes, chile and cassero have become essential elements of the diet of hundreds of millions of Europeans, Africans and Asians. Their influence on the peoples of the Old World, like wheat and rice on the peoples of the New World, goes far to explain the global population explosion over the past three centuries. The Columbian Stock Exchange was an indispensable factor in this demographic explosion. H All this had nothing to do with the superiority or inability of biosystems in any absolute sense. This has to do with environmental contrasts. Amerindians were accustomed to living in one particular environment, Europeans and Africans in another. When the peoples of the Old World came to America, they brought with them all their plants, animals, and germs, creating a kind of environment to which they had already adapted, so their numbers increased. Amerindians did not adapt to European germs, so initially their number decreased. This decline has reversed in our time as the Amerindian populations have adapted to the environmental impact of the Old World, but the demographic triumph of the invaders, which was the most spectacular feature of the Old World's invasion of the New, still stands. Could you eat your favorite food if the Columbian exchange never happened? This Columbian Exchange food project is a fun addition to your Age of Exploration unit. The Columbian exchange consisted of the transfer of plants, animals, diseases and people between the Old World and the New World. This was the result of the Exploration Era. The ingredients of the Old World and the New World make up many of the products we eat today, such as pizza, tacos and burgers. In other words, they did not exist before 1492! (Can you imagine a world without tacos?) The following activity is a fun way to help students better understand the Columbian Exchange. Columbian Exchange Food Project Lesson Plan 1. Explain the Columbian Stock Exchange (the exchange of diseases, plants, animals and people between the Old World and the New World in the 15th and 16th centuries). John Green's Crash Course World History video also does a great job (find that here). 2. Make a list of old worlds and New World food on board. The basic list can be found here. Pssst if you want to take this to the next level, I created a great Columbian Exchange sorting business that can be found in my Age of Exploration unit. 3. Explain that many of the modern foods we eat are made from both old world and new world food, that without the exchange that took place in the era of the Exploration would not exist. Again, NO TACOS! 4. Students choose their favorite meal and break it into parts. Example: Pizza can be divided into peel, sauce and additives. 5. Then the students list the ingredients for each part of pizza Example: Olive flour crust sauce tomatoes olive oil garlic basil toppings (are the ones I like) pepperoni cheese peppers 6. Students study where each ingredient comes from. Use google to search: Where is ____ native to get the best results. Some ingredients, such as salt and water, are found in both the New World and the Old World. You can have students exclude these components. 7. Finally, students will sort the ingredients into two columns: Old World or New World and draw a picture of the meal inside. Their finished work will look something like this: This Colombian food exchange project is so fun! Your students can ask you to do this for more than one meal! Copy several of these worksheets and use them as early finisher activities. Download the worksheet! Do you want a free map lesson to teach about the European colonization of the Americas? In this lesson, students map key areas of the Americas that have been colonized by english, Dutch, French, Portuguese. The second part of the lesson is how the political boundaries of the colony changed over time (Did you know that Delaware was reported by Sweden and the Netherlands before it became a British colony?). Your students will love studying these mesmerizing animated maps. Enter your email below to download a free lesson on colonization of the Americas! More Age of Exploration resources If you need more help teaching about Age of Exploration, check out my 2-week unit. I especially love the Exploration Risk Simulation, where your students experience storms, pirates, and rebellion. It's a huge hit! Related posts: Posts:

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