

DBQ: Columbian Exchange

STEP 1: Connect

In this Topic, you have learned about European exploration and expansion from the 1400s through the 1700s. This was an era of new global connections that included global trade networks, the Atlantic slave trade, European colonization, and the Columbian Exchange of people, animals, food plants, trade goods, and diseases. In this project, you will examine a variety of primary and secondary sources to come to your own conclusion about the following question: How did the Columbian Exchange affect both Europe and the Americas?

STEP 2: Investigate

Now you are ready to begin your own investigation. You will examine six documents related to the Columbian Exchange and its effects on Europe and the Americas. The first four are secondary sources, including a table, a chart, and excerpts from a magazine article and a recent historical work. The last two documents are primary sources from the 1700s. After you analyze all six documents, you will be ready to write an essay in which you express and support your own opinion.

STEP 3: Synthesize

Now it's time to consider all of the evidence and viewpoints and draw your own conclusions. Use the documents and your knowledge of history to write an essay on the following question: How did the Columbian Exchange affect both Europe and the Americas?

STEP 4: Demonstrate

In the process of doing this activity, you have learned more about the effects of the Columbian Exchange on Europe and the Americas. In your essay, you have proven to readers that you have considered multiple sources of evidence and points of view in order to form an educated and carefully reasoned opinion on the question of what were the effects of the Columbian Exchange.

Student Instructions

How did the Columbian Exchange affect both Europe and the Americas?

In this Topic, you have learned about European exploration and expansion from the 1400s through the 1700s. This was an era of new global connections that included global trade networks, the Atlantic slave trade, European colonization, and the Columbian Exchange of people, animals, food plants, trade goods, and diseases. In this project, you will examine a variety of primary and secondary sources to come to your own conclusion about the following question: **How did the Columbian Exchange affect both Europe and the Americas?**

STEP 1 CONNECT: Develop Questions and Plan the Investigation

Step 1A: Launch the DBQ Writing Activity

Start by watching the flipped video on Cortés, Moctezuma, and the Columbian Exchange.

Before beginning your independent work, discuss the video in class or with a partner.

Consider these questions:

- What was Tenochtitlan like before the arrival of the Spanish?
- Why was Cortés so impressed by the Aztec city?
- What were some effects of the interaction and exchanges between the Aztecs and Spanish?

Step 1B: Generate Questions

Use the Need-to-Know Questions document to capture your questions about how the Columbian Exchange affected Europe and how it affected the Americas.

STEP 2 INVESTIGATE: Apply Disciplinary Concepts and Tools

Now you are ready to begin your own investigation. You will examine six documents related to the Columbian Exchange and its effects on Europe and the Americas. The first four are secondary sources, including a table, a chart, and excerpts from a magazine article and a recent historical work. The last two documents are primary sources from the 1700s. After you analyze all six documents, you will be ready to write an essay in which you express and support your own opinion.

Step 2A: Analyze the Documents

Examine the six documents relating to the question of who should control economic decisions.

- **Document A**
A table providing one scholar's estimate of the numbers of people who moved to the Americas between 1492 and 1640.
- **Document B**
A magazine article describing the migration of diseases.
- **Document C**
A chart showing the exchange of plants and animals.

- **Document D**

An excerpt from Charles C. Mann's 2011 historical work, *1493: Uncovering the New World Columbus Created*, describing the impact of new foods in Europe.

- **Document E**

Father Antonio Reyes's *Report of 1772* describing conditions of Franciscan missions in and around Sonora, Mexico.

- **Document F**

An excerpt from *A Voyage to South America* by Jorge Juan and Antonio de Ulloa, a book published in 1748 providing a first-hand account of the culture and society of Spanish colonies in South America.

Step 2B: Check Understanding

To check your understanding of each individual document, answer the multiple choice and short answer questions attached to each document.

STEP 3 SYNTHESIZE: Evaluate Sources and Use Evidence to Formulate Conclusions

Now it's time to consider all of the evidence and viewpoints and draw your own conclusions. Use the documents and your knowledge of history to write an essay on the following question: **How did the Columbian Exchange affect both Europe and the Americas?**

Step 3A: Write Your Essay

In writing your essay, make sure that you:

- Clearly state your view in a topic sentence.
- Use evidence from at least *three* of the documents. Clearly identify which documents you are using.
- Support your viewpoint with relevant facts.
- Consider and respond to at least one argument opposed to your own viewpoint.
- Use a logical organizational structure, and use transitions to connect ideas. Write an introduction with a clear topic sentence, a body with your main points, and a strong conclusion.
- Use correct spelling, grammar, and punctuation.
- Read and revise your essay before submitting it to your teacher.

Step 3B: Edit Your Essay

Revise your writing. If your teacher allows, you may ask a classmate to peer edit your essay.

STEP 4 DEMONSTRATE: Communicate Conclusions and Take Informed Action

In the process of doing this activity, you have learned more about the effects of the Columbian Exchange on Europe and the Americas. In your essay, you have proven to readers that you have considered multiple sources of evidence and points of view in order to form an educated and carefully reasoned opinion on the question of what were the effects of the Columbian Exchange.

When you learn or read more about the continuing impact of the Columbian Exchange and similar forms of global interconnections, you can bring your understanding of this important subject to mind.

Need-to-Know Questions

Follow these steps to organize Need-to-Know questions and answers.

1. Begin by writing a list of everything you already know in order to complete your project or paper.
2. Fill in the Need-to-Know table on the next page with the questions that you or the team needs to answer in order to complete your project.
3. In the Priority column, check off the first three questions that need to be answered. As you find answers, check off the three questions that you or the team should answer next and so on.
4. In the Help column, check off questions that you or the team will need your teacher's help to answer.

Keep asking and answering questions as you work on your project or paper. Add rows as needed.

ALREADY KNOW

-
-
-

Document A: Migration to the Americas

Introduction

In the centuries after Columbus's voyages to the Caribbean, waves of people migrated from Europe and Africa to the Americas. For some, the decision to migrate was a matter of free choice. For others, the move to the Americas was through a system of forced migration. The table below provides one scholar's estimate of the numbers of people who moved between 1492 and 1640.

Secondary Source

Migration to the Americas, 1492-1640

PLACE OF ORIGIN	BEFORE 1580	1580-1640
Spain	139,000	188,000
Portugal	58,000	110,000
Britain	0	87,000
France	0	4,000
Netherlands	0	2,000
Africa	68,000	607,000

Source: Based on David Ellis, ed., *Coerced and Free Migration: Global Perspectives* (Stanford University Press, 2002. Note: Data are scholar's estimates.)

According to the data in this table, most people who sailed to the Americas before 1580 came from

- A. Portugal
- B. Africa
- C. Spain
- D. France

According to the data in this table, most people who sailed to the Americas before 1640 came from

- A. Spain
- B. Portugal
- C. France
- D. Africa

Predict Consequences How might the migration pattern shown in this table affect future social and cultural conditions in the Americas?

Document B: Migration of Disease

Introduction

It was not just people who migrated. As people traveled back and forth across the Atlantic, they carried with them their belongings, their cultures, and also their diseases. Some of the effects are described in the magazine article excerpt that follows.

Secondary Source

Although scholars debate the exact numbers, in Alvin Josephy's estimate, the Indian population fell from between fifteen and twenty million when the white man first arrived to a fraction of that 150 years later. Undoubtedly the Indians perished in great numbers. Yet although European enslavement of Indians and the Spanish forced labor system extracted a heavy toll in lives, the vast majority of Indian casualties occurred not as a result of hard labor or deliberate destruction but because of contagious diseases that the Europeans transmitted to the Indians. The spread of infection and unhealthy patterns of behavior was also reciprocal. From the Indians the Europeans contracted syphilis. The Indians also taught the white man about tobacco and cocaine, which would extract an incalculable human toll over the next several centuries. The Europeans, for their part, gave the Indians measles and smallpox. (Recent research has shown that tuberculosis predated the European arrival in the new world.) Since the Indians had not developed any resistance or immunity to these unfamiliar ailments, they perished in catastrophic numbers.

-- From 'The Crimes of Christopher Columbus' by Dinesh D'Souza, 1995

The author of this article believes that the Native American population declined greatly mostly because of

- A. unhealthy patterns of behavior.
- B. violent conflict.
- C. lack of immunity to some diseases.
- D. enslavement, mistreatment, and hard labor.

Which of the following statements about the effects of the Columbian Exchange can be supported by evidence in this article?

- A. Tuberculosis was responsible for most Indian deaths.
- B. Europeans deliberately killed between 15 and 20 million Indians.
- C. Europeans committed genocide against Native Americans.
- D. Contagious diseases spread to both Europe and the Americas.

Summarize How did the Columbian Exchange cause health problems for both Europeans and Native Americans?

Document C: Exchange of Plants and Animals

Introduction

A wide variety of plants and animals were exchanged between the Americas in the Western Hemisphere and Europe and Africa in the Eastern Hemisphere. The table below provides a sample of these.

Secondary Source

The Columbian Exchange

	FROM EAST TO WEST		FROM WEST TO EAST	
ANIMALS	Horses	Sheep	Turkeys	Guinea Pigs
	Cattle	Goats	Llamas	Alpacas
	Pigs	Chickens		
PLANTS	Rice	Olives	Corn	Chili Peppers
	Wheat	Dandelions	Potatoes	Tomatoes
	Barley	Daisies	Sweet Potatoes	Pumpkins
	Oats	Clover	Beans	Pineapples
	Coffee	Ragweed	Tobacco	Cacao
	Sugarcane	Kentucky Bluegrass	Peanuts	Papayas
	Bananas		Squash	Guavas
	Melons			Avocados

According to the data in this chart, which two food plants were introduced to the Americas as part of the Columbian Exchange?

- A. Oats and wheat
- B. Horses and rice
- C. Tobacco and coffee
- D. Corn and squash

According to the data in this chart, which two food plants were introduced to Europe and Africa as part of the Columbian Exchange?

- A. Melons and olives
- B. Turkeys and llamas
- C. Coffee and wheat
- D. Tomatoes and pumpkins

Hypothesize What effect, if any, do you think the Columbian Exchange of plants and animals has had on average life expectancy around the world? Explain your hypothesis.

Document D: New Foods in Europe

Introduction

In his recently published work *1493: Uncovering the New World Columbus Created*, author Charles C. Mann presents the latest research by biologists, anthropologists, and historians, on how the Columbian Exchange led to the rise of Europe, impacted Africa, devastated imperial China, and for two centuries made Mexico City the center of the world. In this excerpt, he considers some effects on Europe's population.

Secondary Source

Before the potato on average, European peasants ate less per day than hunting and gathering societies in Africa. In the century after the potato's introduction Europe's numbers (population) roughly doubled. The Irish, who ate more potatoes than anyone else had the biggest boom [from] 1.5 million in the early 1600s to about 8.5 million two centuries later...The increase occurred...because more children survived,...potatoes prevented death from famine...[and] better nourished people were less likely to die of infectious disease.

From *1493: Uncovering the New World Columbus Created*, by Charles C. Mann, 2011

According to the author, which of the following is TRUE about European and African diets before the Columbian Exchange?

- A. Europeans consumed more food than Africans.
- B. Europeans consumed less food than Africans.
- C. Europeans and Africans consumed about the same amount of food.
- D. Europeans had a more varied diet than Africans.

The author believes that the introduction of the potato to Europe caused which of the following within 100 years?

- A. Europe's population to double.
- B. Europe's population to increase to more than 6 million.
- C. Ireland's population to increase by 1.5 million.
- D. Ireland's population to double.

Identify Cause and Effect How did the Columbian Exchange contribute to an increase in Europe's population?

Document E: Missions in the Americas

Introduction

Wherever the Spanish traveled and settled in the Americas, Catholic missionary priests went with them. In 1772, Father Antonio Reyes, a Franciscan priest, compiled a report on the conditions of Franciscan missions in and around Sonora, Mexico. The excerpt that follows is from Father Reyes's *Report of 1772*.

Primary Source

Every day at sunrise the bells call the Indians to Mass. An old Indian, commonly called *mador*, and two *fiscales*, go through the whole pueblo, requiring all children and unmarried persons to go to the church, to take part in the devotion and silence of the Mass. This over, they repeat in concert, in Spanish, with the minister, the prayers and the Creed. At sunset this exercise is repeated at the door of the church, and is concluded with saying the rosary and chanting the *salve* or the *alvado*. The *mador* and the *fiscales* are charged, on Sundays and feast days, to take care to require all men, women, and children at Mass, with their poor clothes clean, and all washed and combed.

-- From *Report of 1772* by Father Antonio Reyes

Father Reyes reported that the Indians of the pueblo went to Mass because

- A. The Indians of the pueblo were required to go to Mass.
- B. Devotion and silence were important parts of the Mass.
- C. The Franciscan priests taught them about Christianity.
- D. The *mador* and the *fiscales* prayed and chanted.

According to the report, which of the following is TRUE about the Mass in the pueblo?

- A. Franciscan priests preached about social equality.
- B. Few Indians went to the Mass.
- C. Participants in the Mass spoke in Spanish.
- D. All Indians had to go to Mass every day.

Support a Point of View with Evidence Based on this historical report and your knowledge of the influence of European cultures in the Americas do you

think the Catholic missions in Spanish America had a negative, positive, or mixed effect on Native Americans? Support your viewpoint with evidence.

Document F: Society of Lima, Peru

Introduction

Antonio de Ulloa was a Spanish naval officer, scientist, and colonial official. He and fellow Spaniard Jorge Juan were in South America on a scientific expedition from 1736 to 1744. The excerpt that follows is from their book on the places and societies they encountered in South America.

Primary Source

The inhabitants of Lima are composed of whites, or Spaniards, Negroes, Indians, Mestizos, and other casts, proceeding from the mixture of all three. The Spanish families are very numerous; Lima according to the lowest computation, containing sixteen or eighteen thousand whites, Among these are reckoned a third or fourth part of the most distinguished nobility of Peru; and many of these dignified with the stile of ancient or modern Castilians, among which are no less than 45 counts and marquises. The number of knights belonging to the several military orders is also very considerable. Besides these are many families no less respectable and living in equal splendor; particularly 24 gentlemen of large estates, but without titles, tho' most of them have ancient seats, a proof of the antiquity of their families. One of these traces, with undeniable certainty, his descent from the Incas. The name of this family is Ampuero, so called from one of the Spanish commanders at the conquest of this country, who married a Coya, or daughter of the Inca. To this family the kings of Spain have been pleased to grant several distinguishing honours and privileges, as marks of its great quality: and many of the most eminent families in the city have desired intermarriages with it.

-- From *A Voyage to South America* by Jorge Juan and Antonio de Ulloa, 1748

One of the main ideas of this primary source is that

- A. The various classes of Peruvian society all had equal rights.
- B. The Inca were the highest class in Peruvian society.
- C. Native Americans were one of the lowest classes in Peru.
- D. Peruvian society was racially and ethnically diverse.

Which of the following was TRUE about the Ampuero family of Lima, Peru?

- A. They were descended from enslaved Africans.
- B. They were the hereditary rulers of Peru.
- C. They were one of the noblest families of Spain.
- D. They had a mix of Spanish and Inca ancestry.

Cite Evidence Which groups of people in Spanish colonial society were the highest classes and why? Cite evidence from this primary source to support your answer.

Information Organizer: Project Resources

PRIMARY SOURCE 1

Type of source

Name of creator/author

Viewpoint/Purpose of the Source

PRIMARY SOURCE 2

Type of source

Name of creator/author

Viewpoint/Purpose of the Source



PRIMARY SOURCE 3

Type of source

Name of creator/author

Viewpoint/Purpose of the Source

PRIMARY SOURCE 4

Type of source

Name of creator/author

Viewpoint/Purpose of the Source



PRIMARY SOURCE 5

Type of source

Name of creator/author

Viewpoint/Purpose of the Source

PRIMARY SOURCE 6 (if applicable)

Type of source

Name of creator/author

Viewpoint/Purpose of the Source

Writing Rubric

CRITERIA	EXCELLENT	ACCEPTABLE	MINIMAL	UNACCEPTABLE
Scope	<ul style="list-style-type: none"> Thoroughly addresses all aspects of the task by accurately analyzing and interpreting at least three documents 	<ul style="list-style-type: none"> Addresses all aspects of the task by accurately analyzing and interpreting at least three documents 	<ul style="list-style-type: none"> Addresses most aspects of the task or addresses all aspects of the task in a limited way, using some of the documents 	<ul style="list-style-type: none"> Shows limited understanding of the task with vague, unclear references to the documents
Content	<ul style="list-style-type: none"> Incorporates information from the documents in the body of the essay Incorporates relevant outside information Richly supports the theme or problem with relevant facts, examples, and details 	<ul style="list-style-type: none"> Incorporates information from the documents in the body of the essay Incorporates relevant outside information Includes relevant facts, examples, and details, but discussion may be more descriptive than analytical 	<ul style="list-style-type: none"> Incorporates some information from the documents in the body of the essay Incorporates limited or no relevant outside information Includes some facts, examples, and details, but discussion is more descriptive than analytical 	<ul style="list-style-type: none"> Presents no relevant outside information Includes little or no accurate or relevant facts, details, or examples
Writing	<ul style="list-style-type: none"> Is a well-developed essay, consistently demonstrating a logical and clear plan of organization 	<ul style="list-style-type: none"> Is a well-developed essay, demonstrating a logical and clear plan of organization 	<ul style="list-style-type: none"> Is a satisfactorily developed essay, demonstrating a general plan of organization 	<ul style="list-style-type: none"> Fails to introduce or summarize the theme or problem
Structure	<ul style="list-style-type: none"> Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the task or historical context and concludes with a summation of the theme or problem 	<ul style="list-style-type: none"> Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the task or historical context and concludes with a summation of the theme or problem 	<ul style="list-style-type: none"> Introduces the theme or problem by repeating the task or historical context and concludes by simply repeating the theme or problem 	<ul style="list-style-type: none"> Attempts to complete the task, but demonstrates a major weakness in organization, or fails to complete the task as described