**Station 1: Impact on Africans**

1. **Directions:** As a group watch the video together. Each person should take notes on the continuities (what stays the same mostly) and changes of African slavery and the impact of slavery on society throughout American history.

<https://www.youtube.com/watch?v=3NXC4Q_4JVg>

1. AFTER you’ve watch the short video, read this account of an African on the Middle Passage.
2. As a group, discuss and take notes on how European settlement impacted Africa and Africans.

**Station 2: Christopher Columbus: Hero or Menace?**

1. **Directions:** Read the article provided and make a two column chart (hero or menace). As you read put examples of how Columbus was a great man or someone who brings destruction.

<http://www.post-gazette.com/ae/book-reviews/2011/10/09/Good-Bad-Columbus-Was-the-European-explorer-a-hero-or-menace/stories/201110090211>

1. After your group has had a chance to read and make notes, discuss should there be a Columbus Day?

**Station 3: European Settlement**

1. **Directions:** Watch the video below about the four big European settlers of North America. Take notes on their goals for their colonies, successes, failures, and treatment of native populations.

<https://www.youtube.com/watch?v=sWtzWw4LYmg>

1. AS A GROUP, discuss your notes and ensure everyone is on the same page.

**Station 4: Impact on Native Americans**

1. **Directions:** On the graph paper provided, graph the data points below.

|  |  |
| --- | --- |
| **Year** | **Native American populations in millions** |
| 1491 | 50 |
| 1519 | 25.2 |
| 1532 | 16.87 |
| 1548 | 6.3 |
| 1568 | 2.6 |
| 1580 | 1.89 |
| 1595 | 1.32 |
| 1608 | 1 |

1. Once everyone is done or mostly done, AS GROUP, write down 3 possible reasons for the sharp decline in just over a hundred years?

**Station 5: COLUMBIAN EXCHANGE STATION**

MAPS: You will be provided the template maps for the Columbian Exchange.

Map #1 – Exchange of disease

Map #2 – Exchange of goods

Map #3 – Exchange of slaves

Details are below regarding how to complete each map!

Make sure your work is neat. Each map will have a map key with symbols representing the information presented on the map. Make sure to color those symbols!!!

**Map 1: DISEASE EXCHANGE**

**DIRECTIONS**

1. Draw the *disease* routes for the following diseases on the world map provided.
2. Make a color-key that shows the disease. For example, the “red” lines on your map within the arrows represent “small pox”.
3. Title your map, **“Disease Spread in the Columbian Exchange”**

**- DISEASES AND THEIR DESTINATION –**

|  |  |  |  |
| --- | --- | --- | --- |
| **Old World to New World** | **New World to Old World** | **Europe to Africa** | **Africa to New World** |
| Small pox  Measles  Diphtheria  Typhus  The flue  Tuberculosis | Syphilis  Heptatitis | Syphilis | Malria  Yellow fever |

**Map 2: PRODUCT EXCHANGE**

For each of these activities, you will be creating a detailed map that shows the exchange of all things via the **“Columbian Exchange”**. Work in pairs, or work by yourself, but be sure to put in as much detail as possible.

**DIRECTIONS**

1. On a NEW map, draw the *trade* routes for the following products (animals and crops). This is very similar to the first map, only it’s with products, not diseases
2. Make symbols for the products exchanged and include these on your map. Make a key that tell what those symbols mean.
3. Title your map, “**Products in the Columbian Exchange”**

**- PRODUCTS AND THEIR DESTINATION -**

**Europe to Americas Americas to Europe Europe to Africa Africa to Americas**

horses sugar clothing slaves

cows tobacco guns ivory

molasses cloth

rice beer

indigo (blue dye) iron

lumber

potatoes

cocoa

corn (maize)

wheat

grapes

**Map 3: PEOPLE MOVEMENT**

**DIRECTIONS**

1. On a NEW map, draw the *trade* of slaves to the different parts of the New World. There are various destinations for these slaves, so be sure to use a different color for each.
2. Make a symbol for a slave and include this on your map. **NOTE: FOR THIS ACTIVITY, MAKE ONE SLAVE “SYMBOL” EQUAL TO 100,000 SLAVES. THEREFORE, MAKE SURE TO INCLUDE AS MANY SYMBOLS AS NEEDED TO SHOW HOW MANY SLAVES ACTUALLY WENT TO THESE DESTINATIONS. For example, 400,000 slaves went to South America, so you should include 4 “slave symbols” on this arrow. Then have little arrows breaking off from the big one to show which cities in South America the slaves went to. For India, 1.5 million slaves went there. So you should include 15 “slave symbols”.**
3. Title your map, “**People Movement in the Columbian Exchange”**

**- SLAVES AND THEIR DESTINATION -**

**Africa to South America Africa to Mesoamerica Africa to Europe/N.Afr Africa to Asia Africa to Mid East**

**(see below) (12,000,000) (1,500,000) (1,500,000) (500,000)**

Buenos Aires (200,000) Jamaica Spain India Saudi Arabia

Rio de Janeiro (200,000) Puerto Rico Portugal Egypt

Salvador da Bahia (3.9 mil) Dominican Republic Morocco

Mexico City

Yucatan Peninsula