

Facilitation Guide



Columbian Exchange Infographic: The Lasting Effects Social Studies, Grade 7, Ancient South and Mesoamerica

EXPERIENCE OVERVIEW

Students will complete a mini research project culminating in the creation of an infographic about a music genre in present-day Latin America. While focusing on music, students will also explore the culture, countries, and geography of the region, and make connections to the Old World and New World.

Standards

MSDE/BCPSS CONTENT STANDARDS AND INDICATORS

- 7.6.1.a. – Explain the effects of the Columbian Exchange on European and Indigenous populations.

C3 STANDARDS – SKILL DEVELOPMENT

- D2.His.1.6–8. – Analyze connections among events and developments in broader historical contexts.

COMMON CORE STATE STANDARDS

- CCSS.ELA–LITERACY.RI.7.1 – Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA–LITERACY.W.7.1.B – Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

NATIONAL CORE ARTS STANDARDS

- **Music** E:6–8:1 – Compare the use of musical elements and contexts when selecting a variety of music for listening or performing. Justify the choices with evidence based on the comparison.
- **Music** E:6–8:1 – When listening to music, describe how the performers' personal interpretation and musical choices convey creative intent.
- **Music** E:6–8:1 – Choose pieces of music or musical performances from both familiar and unfamiliar styles, and evaluate the quality according to given criteria. Clearly communicate and support a point of view using appropriate musical vocabulary, citing evidence based on the given criteria
- **Music** E:6–8:3 – Compare and contrast musical elements from two or more selections of music
- **Music** E:6–8:1 – With increasing independence, make connections between music and other personal, societal, cultural, and historical ways of communication through creating, performing, or responding to music
- **Music** E:6–8:3 – With increasing independence, make connections between music and other common core subjects, including the arts, through creating, performing, or responding to music
- **Music** E:6–8:4 – Analyze and document how music is influenced by understanding the time and place in which it was created, the available resources, and cultural uses
- **Visual Art** E:6–8:1 – Collaboratively prepare and present theme-based artwork that creates a narrative for the viewer
- **Visual Art** E:6–8:1 – Explain how a person's artistic choices are influenced by culture, values, and the environment
- **Visual Art** E:6–8:2 – Describe ways an image can influence an audience
- **Media Arts** E:6–8:1 – Work independently to create a visual representation of formulated ideas
- **Media Arts** E:6–8:1 – Analyze media from the media arts industry to discuss intent and meaning

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Getting Ready

ESSENTIAL QUESTION:

- What lasting impact did the Maya, Aztec, and Inca civilizations have on the societies of today?

SUPPORTING QUESTIONS:

- What were the factors that encouraged European exploration and colonization of Latin America?

OBJECTIVES:

- Content: Students will be able to analyze the long-lasting impact of the Columbian Exchange on Latin America.
- AI Objective: I can create a picture collage that displays my knowledge of a Mesoamerican musical style and discuss its history, cultural influences, and instruments
- Language: Students will be able to verbally share their collage, incorporating key vocabulary, with the support of a graphic organizer.

ASSESSMENT:

- Infographic

MATERIALS & SUGGESTIONS FOR CLASSROOM SETUP:

- Laptops
 - If students do not have laptops, they can have old magazines to cut out or create drawings as alternative options.
- Headphones (optional)

KEY ARTS INTEGRATION VOCABULARY:

- Reggaeton, Cumbia, Bachata, Reggae, Mariachi, Salsa, Merengue, Strings (Violin, Guitar, Bass), Drums/Percussion (Cow Bell, Conga, Drum Set, Cymbals, Tambales, Claves), Brass (Trumpet, Tuba/Sousaphone, Trombone), genre, Voice/Singing

TEACHER BACKGROUND

- Teacher must look into the different genres of music

STUDENT PREREQUISITES

- Students must have previously learned about the Columbian Exchange and Indigenous Civilizations before this lesson.

ACCESSIBILITY/ML SUPPORTS

- Sentence starters for graphic organizers
- Captions for songs

EXTENSION

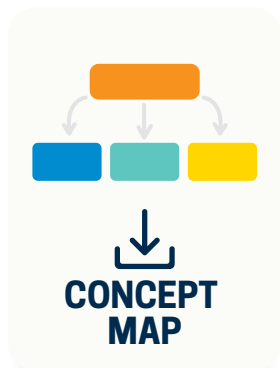
- Students will research dances that correlate with the genre of music they've chosen, analyze the movements and cultural significance of the dance, and then perform the dance themselves.

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ARTS INTEGRATION MATERIALS



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TEACH

Opener

- Day/Part 1) Share the instruments and talk about their instrument families and what they sound like with students.
- Day/Part 2) Listen to two songs and have students compare the songs. Have them focus on the instruments and try to point out the influences.



SLIDES

Day/Part 1

I DO

- Teacher shares current day instruments and countries where they are commonly used/heard in.
- You may need to play instruments so students can pick them out in songs later, or at least be familiar with it.

Genre & Song Samples:

- [Cumbia](#)
- [Reggaeton](#)
- [Bachata](#)
- [Salsa](#)
- [Merengue](#)
- [Mariachi](#)
- [Banda](#)

WE DO

- Together we pick a genre and listen to a song.
- Show how to research it by answering some of the questions they will answer in their own research.
- As the teacher, you can choose which one is the best for your class. The example in the slides will be reggaeton as it may capture most kids attention or interest and may be the hardest to analyze independently.

YOU DO

- Assign students to a genre. Suggested to do a genre per group table (even though they're working in partners).
 - Students use Google to look for the information.
 - Make sure to highlight how to use sources and which sources to use.
- Students focus on the types of instruments, the language, where the genre is most commonly heard.
- Students work on the [graphic organizer](#) with a partner.
 - They must find one song with their partner that fits their genre.



VIDEO TUTORIAL



HANDOUT

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TEACH

Day/Part 2

I DO

- Introduce the infographic and the template.
- The teacher can decide whether the partners hand in their own infographics or individually.

WE DO

- Turn and talk: Share what you have found out about your genre with someone that is not your partner. Share key parts.

YOU DO

- Students complete their infographics. Assess students using the provided rubric.

Optional Day/Part 3: Have students share their infographics and give each other feedback using the peer feedback form.



TEMPLATE



PEER FEEDBACK



RUBRIC