Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Period: \_\_\_\_\_\_\_\_\_

**Unit 3 Mini-Project: Columbian Exchange Menu**

Your task is to show how global interactions during the Columbian Exchange caused power struggles in the Americas. You are opening an Old World restaurant chain in the New World during the 1500s. Your clients are Europeans as well as Native Americans who are reluctant to change their ways and who have never before encountered foods and goods from the Old World. The challenge involves balancing the positive and negative aspects of cultural diffusion as well as maintaining your original client base of Europeans. You will create a menu and advertisement in order to convince both the Native Americans and Europeans to dine at your restaurant. Your product must meet the following standards:

* Historically named restaurant
* 2 Old World dishes: Include name of the dish, 3 or more ingredients, and price of the dish using important resources of the time
* 2 culturally diffused dishes: Include name of the dish, 3 or more ingredients, and price of the dish using important resources of the time
* Description of the restaurant's location in a region of Texas and its inside/outside environment
* Restaurant requirements: Include required dress and 3 rules of the restaurant (warn against negative effects of the Columbian Exchange)
* Biography of chain owner (one of your explorers – be accurate with the region he explored)
* Pictures of the dishes and restaurant (This is **extra credit** – up to 5 pictures, 2 points each)
* Advertisement to be printed in a newspaper: Include slogan/motto for restaurant, how your chain will change the New World, how you will ensure that you get both Native Americans and Europeans to come to your restaurant, and what to expect at your restaurant

**IB Criterion D: Thinking Critically**

* **Students should be able to identify different views and their implications.**

|  |  |
| --- | --- |
| Achievement Level | Level Descriptor |
| 0  (52%) | The student does not reach a standard described by any of the descriptors below. |
| 1-2  (58%-64%) | The student:   * identifies some different views that existed during the Columbian Exchange. |
| 3-4  (70%-76%) | The student:   * identifies some different views that existed during the Columbian Exchange and suggests some of their implications. |
| 5-6  (82%-88%) | The student:   * identifies different views that existed during the Columbian Exchange and most of their implications. |
| 7-8  (94%-100%) | The student:   * consistently identifies different views that existed during the Columbian Exchange and their implications. |

**IB Criterion C: Communicating**

* **Students should be able to communicate information and ideas with clarity.**
* **Students should be able to organize information and ideas effectively for the task.**

|  |  |
| --- | --- |
| Achievement Level | Level Descriptor |
| 0  (52%) | The student does not reach a standard described by any of the descriptors below. |
| 1-2  (58%-64%) | The student:   * communicates information and ideas about the Columbian Exchange in a descriptive style that is not always clear. * organizes information and ideas about the Columbian Exchange in a limited way. |
| 3-4  (70%-76%) | The student:   * communicates information and ideas about the Columbian Exchange in a descriptive style that is somewhat clear. * somewhat organizes information and ideas about the Columbian Exchange according to the menu instructions. |
| 5-6  (82%-88%) | The student:   * communicates information and ideas about the Columbian Exchange in a descriptive style that is mostly clear. * mostly organizes information and ideas about the Columbian Exchange according to the menu instructions. |
| 7-8  (94%-100%) | The student:   * communicates information and ideas about the Columbian Exchange in a descriptive style that is completely clear. * completely organizes information and ideas about the Columbian Exchange according to the menu instructions. |

Reflect on your own knowledge, effort, and final product in three comments below. Using the rubrics, assign yourself a grade based on what score you think you deserve. I will consider your thoughts when grading your menu.

Comments:








Student Grade: \_\_\_\_\_

Comments:

**Final Grade: \_\_\_\_\_\_**