9.4 Module Overview

Understanding and Evaluating Argument: Analyzing Text to Write Arguments

Texts	**Central Module Text**: Aronson, Marc and Marina Budhos. *Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom and Science* **Supplementary Module Texts**: • "Globalization: The Growing Integration of Economies and Societies around the World" *World Bank* • "How Your Addiction to Fast Fashion Kills" *law.fordham.edu* • "Where Sweatshops Are a Dream" *The New York Times* • "Bangladesh Factory Collapse: Who Really Pays for Our Cheap Clothes?" *CNN* **Module Performance Assessment Texts**: • "Why Buy Locally Grown?" *Dosomething.org* • "Michael Pollan: Why Eat Local?" *Nourishlife.org* • "What Food Says About Class in America" *Newsweek* • "Buying Local: Do Food Miles Matter?" *Harvard Extension Hub* • "Immigrant Farm Workers, the Hidden Part of New York's Local Food Movement" *WNYC*
Number of Days in Module	34 (including Module Performance Assessment)

Introduction

In Module 9.4, students read, analyze, and evaluate informational and argument writing and build, through focused instruction, the skills required to craft strong and well-supported argument writing of their own. Through the study of a variety of texts, students learn to think of the products they use and consume everyday as part of a complex web of global production and trade that extends not only to distant lands but to the past as well.

Module 9.4 centers around one central text—*Sugar Changed the World*—and integrates at critical points brief, supplementary texts that situate in the present day the central ideas, claims, and arguments that

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arise out of *Sugar Changed the World*. Because of its extended emphasis on a central text, Module 9.4 employs a one-unit structure to facilitate students' close analysis of the central text while providing opportunities for students to connect the ideas explored in this text to those in the short supplementary texts throughout the module.

Sugar Changed the World, the main text of this module, is an historical account of the role the commodity played in shaping global trade, ethics, and modern day society. Through sugar, the authors tell the story of the global exchange of ideas and goods, the rapid spread of slavery, and the principles of freedom that would ultimately spread throughout the world. Students analyze the text to gain a better understanding of how history helps shape the people, culture and belief systems of our modern day world.

The supplementary texts in this module help to contemporize the central ideas presented in *Sugar Changed the World* and build students' understanding of the complexities of global trade. Students analyze several articles detailing the complexities of the global garment industry. Students learn about working conditions for garment workers in Bangladesh, consider arguments against the exploitation of sweatshop labor, and evaluate arguments attesting to the benefits of low-wage labor for workers in developing nations. These texts provide an opportunity for students to read, think, and write critically about what it means to be an ethical participant in the global economy.

This module also focuses on argument writing instruction. Students closely read the supplementary module texts as examples of argument writing, learning the skills and components necessary for strong argument writing. Students use tools to evaluate and synthesize the arguments presented in the module's supplementary texts, culminating in the development of students' own evidence-based argument. The End-of-Unit Assessment asks students to use evidence from the module texts to respond to the prompt: Who bears the most responsibility for ensuring that goods are ethically produced? For the Module Performance Assessment, students read and analyze several new sources to form an evidence-based argument in response to the following prompt: Is local food production an example of ethical consumption?

Literacy Skills & Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Evaluate argument writing
- Engage in productive evidence-based conversations about text
- Collect and organize evidence from texts to support analysis in writing
- Build skills for successful argument writing
- Analyze authors' use of rhetoric

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- Revise writing
- Utilize rubrics for self-assessment and peer review of writing
- Develop argument based writing

English Language Arts Outcomes

Yearlong Target Standards

These standards embody the pedagogical shifts required by the Common Core Standards and will be a strong focus in every ELA module and unit in grades 9–12.

CCS Standards: Reading – Literature	
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, and literary nonfiction, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS Standards: Reading – Informational Text	
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
RI.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, and literary nonfiction, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS Standards: Writing	
W.9-10.9.a-b	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature b. Apply grades 9–10 Reading standards to literary nonfiction

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W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of purposes, tasks, and audiences.
CCS Standards: Speaking & Listening	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
CCS Standards: Language	
L.9-10.4.a-d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. c. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). d. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. e. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Module-Specific Standards

These standards will be the specific focus of instruction and assessment, based on the texts studied and proficiencies developed in this module.

Assessed Standards

CCS Standards: Reading Anchor Standards	
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCS Standards: Reading – Informational Text	
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an

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	objective summary of the text.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CCS Standards: Writing	
W.9-10.1.a-e	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between

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	reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CCS Standards: Speaking & Listening	
None.	
CCS Standards: Language	
L.9-10.1.a-b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Addressed Standards

These standards will be addressed at the module level and may be considered in assessment, but will not be the focus of extended instruction in this module.

CCS Standards: Writing	
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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CCS Standards: Speaking & Listening	
SL.9-10.1.c, d, e	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.

CCS Standards: Language	
L.9-10.2.a-c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.
L.9-10.3.a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.
L.9-10.4.a, b, c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different

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	meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ongoing Assessments	
Standards Assessed	CCRA.R.9, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.7, RI.9-10.8, W.9-10.1.a-e, W.9-10.5, L.9-10.1
Description of Assessment	Varies by lesson but may include short written responses to text-dependent questions focused on authors' use of rhetoric, development of central ideas, and evaluation of claims and evidence through the completion of specific tools.

End-of-Unit Assessment	
Standards Assessed	W.9-10.1.a-e
Description of Assessment	Students write a multi-paragraph essay utilizing formal language that examines and conveys complex ideas and clearly incorporates their evidence-based claims as well as appropriately cited sources. The final draft should demonstrate thoughtful analysis of how the evidence gathered supports the central claim, as well as the organizational structure of the entire argument.

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Module / Unit-at-a-Glance Calendar

Lesson	Text	Learning Outcomes/Goals
1	*Sugar Changed the World pp. 6–8 "The Age of Honey"*	Students are introduced to *Sugar Changed the World*, the primary text for this module. Students analyze "The Age of Honey," determine how the authors introduce and develop central ideas in the text, considering how these ideas are refined by particular sentences and paragraphs. Students are introduced to the Mapping Sugar Tool.
2	*Sugar Changed the World* pp. 13–16 "The World's First True University"	Students read and analyze "The World's First True University" as well as the "Timeline" and "Notes and Sources" sections of the text. Additionally, this lesson includes direct instruction on RI.9-10.7, in preparation for student work with the Image Analysis Tool. Students continue use of the Mapping Sugar Tool.
3	*Sugar Changed the World* pp. 16–18 "Storm of God"	Students consider the relationship established by the authors between the spread of sugar and the spread of Islam. Engagement with this passage is structured around students' work with the Unfolding Analysis Tool. This tool prompts students to identify key ideas presented in this passage and how they are organized and connected.
4	"Globalization"	Students read the first supplementary text of this module and analyze how both *Sugar Changed the World* and the supplementary text approach the topic of globalization. This analysis provides a foundation for students to further explore the topic of globalization and the ethics of consumption throughout this module.
5	*Sugar Changed the World* pp. 24–29 "Out of War Comes Sweetness" and "The Problem with Sugar Cane"	Students consider the effect of the sugar refinement process on agriculture and build upon their developing understanding of the complex relationship between wars, the exchange of information, and global markets through discussions and textual analysis. Students continue use of the Mapping Sugar Tool.

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Lesson	Text	Learning Outcomes/Goals
6	*Sugar Changed the World* pp. 35–41 "A Cycle of Death and Sweetness"	Students read "A Cycle of Death and Sweetness," a detailed and evocative description of sugar work on eighteenth century plantations. Students consider the cumulative effect of words and phrases on the tone of this section. Students work in groups to collaboratively analyze phrases that contribute to the tone and meaning of this passage.
7	*Sugar Changed the World* pp. 42–53 "Portrait Gallery of Sugar Work"	Students analyze the images presented in the "Portrait Gallery of Sugar Work," considering how sugar labor is depicted in the images and their captions. Students compare this treatment to an earlier passage of *Sugar Changed the World*, and reflect how the authors use these images to develop central ideas in the text. Students work with the Image Analysis Tool.
8	*Sugar Changed the World* pp. 57–63 "The Overseer"	Students read "The Overseer" which details the brutal actions of overseers on sugar plantations. Students engage in an evidence-based discussion, exploring how specific words and phrases in the text impacts the authors' ideas. Student analysis includes closely reading two sections of text to facilitate collaborative discussion.
9	*Sugar Changed the World* p. 70 and "How Your Addiction to Fast Fashion Kills"	Students begin reading the second supplementary text of the module, "How Your Addiction to Fast Fashion Kills," which offers a modern day perspective on how low cost fashion relies on harsh labor practices. Focused questioning supports students in analyzing "How Your Addiction to Fast Fashion Kills" as an argument text.
10	"How Your Addiction to Fast Fashion Kills"	Students complete their reading of "How Your Addiction to Fast Fashion Kills" in which the author concludes her argument about who is most responsible for producing ethically manufactured goods. Students are assessed on their ability to delineate and evaluate the author's argument using the Evaluating Argument and Evidence Tool.

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Lesson	Text	Learning Outcomes/Goals
11	*Sugar Changed the World* pp. 77–80 "Is It Lawful to Make Slaves of Others Against Their Will?"	Students continue reading of *Sugar Changed the World*. This passage explains the birth of the abolitionist movement in England and details some of the tactics that the abolitionists used to wage their campaign against slavery. Students examine how the authors structure the text in order to make connections between ideas in the passage and other sections in the book.
12	"Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes?"	Students begin reading the third supplementary text of the module, "Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes?" This opinion piece considers the role companies play in reforming working conditions in garment factories in developing countries. Focused questions support student analysis of this argument text.
13	"Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes?"	Students complete their reading of this article which details the specific obstacles to safety reform in garment factories and the steps the author views as necessary to bring about change. Students work to delineate and evaluate the argument made in this article through the use of the Evaluating Argument and Evidence Tool.
14	Mid-Unit Assessment	Students use the Argument Outline Tool to complete their Mid-Unit Assessment response, collecting evidence and developing claims and counterclaims from texts read previously in the module. Students are assessed on their ability to introduce a precise central claim and to clearly organize and develop a relationship between supporting claims and counterclaims.
15	*Sugar Changed the World* pp. 83–88 "The Sound of Liberty"	Students continue their reading of *Sugar Changed the World*. Students begin reading "The Sound of Liberty" which explores the events set in motion by the Haitian Revolution. Students use the Unfolding Analysis Tool to identify the series of events presented in this passage, determine the motivations the authors assign to these events, and consider how the authors organize these events to make connections between key ideas in the text.

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Lesson	Text	Learning Outcomes/Goals
16	*Sugar Changed the World* pp. 88–91 "The Sound of Liberty"	Students complete their reading of "The Sound of Liberty" which explores how European and American fear damaged the newborn Republic of Haiti. Student analysis focuses on determining a central idea of this passage and identifying and exploring how specific details shape and refine this idea. Through collaborative discussion, students are encouraged to consider how this section of text further develops the ideas that they explored in the previous lesson.
17	*Sugar Changed the World* pp. 101–104 "Back to Our Stories: New Workers, New Sugar"	Students engage in collaborative discussion, focusing their analysis on how the authors further refine central ideas of the text. Students analyze such issues as the ongoing struggle between freedom and property and the impact that local decisions had on a global scale through the connections that are drawn in this passage.
18	"Where Sweatshops Are a Dream"	Students read the fourth supplementary text of the module, "Where Sweatshops are a Dream," which explores the idea that factory jobs in poor countries are actually a means of alleviating poverty. Students listen to a masterful reading of the text and analyze the first half of the text for the author's use of rhetoric.
19	"Where Sweatshops Are a Dream"	Students complete their reading of "Where Sweatshops are a Dream" and continue to analyze and explore argument writing in preparation for the End-of-Unit Assessment. Students analyze the author's claims and evidence in order to deepen their understanding of the ways in which authors construct arguments.
20	*Sugar Changed the World* pp. 6–104	Students continue their reading of *Sugar Changed the World* by analyzing how the authors use the stories of important figures to introduce and refine central ideas throughout the text. Students work in groups using the index to identify when an important figure appears, what the context is, and how the story of the figure relates to a central idea.

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Lesson	Text	Learning Outcomes/Goals
21	*Sugar Changed the World* pp. 114–118 "Serfs and Sweetness" and "The Sugar Genius"	Students read "Serfs and Sweetness" and "The Sugar Genius" which detail the impact of mechanized beet sugar production on the need for human labor and the implications of that shift in production on the slave trade. Students examine how the authors weave together central ideas presented throughout the book in this section.
22	*Sugar Changed the World* pp. 121–126 "Satyagraha"	Students complete their reading of *Sugar Changed the World* and collaborate in groups to trace the authors' development of a central claim in "Satyagraha," which details Gandhi's non-violent approach to protesting unethical labor practices. Students complete the Unfolding Analysis Tool which prompts them to make connections between the claims developed in "Satyagraha" and the claims developed in other sections of *Sugar Changed the World.*
23	*Sugar Changed the World* pp. 127–130 "How We Researched and Wrote this Book"	Students read the post-text essay "How We Researched and Wrote This Book" and analyze how the authors advance their purpose throughout the text. Students demonstrate their understanding in a brief written evaluation of how successful the authors were in achieving what they set out to do based on the specific goals outlined in this essay.
24	All Module Texts	Students begin the process of constructing an outline for their argument essay guided by the Argument Outline Tool. Students determine a central claim in response to their End-of-Unit Assessment question, drawing upon the arguments that they have been delineating and evaluating from supplemental texts in this module.
25	All Module Texts	Students begin the process of drafting the body paragraphs of their evidence-based argument essay. The writing process is guided by the organization and analysis of claims and counterclaims students developed on their Argument Outline Tool.

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Lesson	Text	Learning Outcomes/Goals
26	All Module Texts	Students review how to use formal style and objective tone in their argument writing. After revisiting the conventions of formal style and objective tone established in 9.3.3, students engage in peer review and teacher conferences of the first drafts of their introduction and body paragraphs.
27	All Module Texts	Students receive instruction about central claim development and writing conclusion paragraphs. Students draft their conclusions, provide peer feedback, and conference with the teacher.
28	All Module Texts	Students continue to revise and edit their argument essays. Students review grammatical conventions established in 9.3 and receive direct instruction on parallel structure and the importance of varying phrases and clauses in conveying meaning and adding interest.
29	All Module Texts	Students work in class to complete their final argument essays for their End-of-Unit Assessment. Students call upon the conventions and strategies they have learned over the course of the last five lessons to edit, polish, and rewrite as necessary.

Preparation, Materials, and Resources

Preparation

- Read and annotate *Sugar Changed the World* and all supplementary texts
- Review the 9.4 Rubric and Checklist
- Review all unit standards and post in classroom

Materials and Resources

- Copies of the text *Sugar Changed the World,* "Globalization," "How Your Addiction to Fast Fashion Kills," "Bangladesh Factory Collapse: Who Really Pays for Our Cheap Clothes?," "Where Sweatshops Are a Dream"
- Masterful recording of the texts (optional)
- Self-stick notes for students
- Writing utensils including pencils, pens, markers, and highlighters

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- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector
- Copies of handouts and tools for each student: see materials list in individual lesson plans
- Copies of the Short Response Rubric and Checklist
- Copies of the 9.4 Rubric and Checklist
- Copies of 9.4 Common Core Learning Standards Tool

Module Performance Assessment

In this five-lesson Performance Assessment, students demonstrate the skills and habits they have practiced throughout this module as they read and analyze five new texts and compose an argument essay. These texts provide students with content knowledge as well as a variety of perspectives and arguments around local food production as an ethical alternative to globalized food production. These five texts also encourage students to further consider the contemporary concerns of globalization and observe how these issues play out in the nutritional choices people make. This work encourages students to use the analysis they completed through the module to inform the development of their own argument writing on the topic of ethical production and consumption.

Detailed instructions for the five-lesson assessment follow the prompt. Each lesson is likely to last one class period. However, timing may vary depending on individual class schedules and student scaffolding needs.

This Performance Assessment is evaluated using the 9.4 Rubric.

Prompt
Is local food production an example of ethical consumption? Provide evidence from at least four sources in your response.

Process
In this five-lesson performance assessment, students analyze five previously unread argument texts: “Immigrant Farm Workers, the Hidden Part of New York's Local Food Movement”; “Why Buy Locally Grown?”; “Buying Local: Do Food Miles Matter?”; “What Food Says About Class in America” and “Why Eat Local?” Students draw evidence from these texts to form an argument in response to the following prompt: **Is local food production an example of ethical consumption? Provide evidence from at least four sources in your response.**

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On day one, students are exposed to a new text and use the Evaluating Argument and Evidence Tool to identify and evaluate authors' claims, supporting evidence and counterclaims. Students engage in discussion concerning what "ethical consumption" means in this context, drawing on their conversations from the previously read module texts and their Mid-Unit and End-of-Unit Assessments. On the following two days students analyze texts independently and in groups, while they begin to synthesize their analysis and evaluation of the arguments in the texts. Students use this analysis to begin to develop their own argument. On the fourth day, students outline and organize their evidence in preparation for writing their argument essay. On the fifth day, students use their outline, tools, and evidence to compose their argument essays.

Lesson 1

Students read and analyze a new text, using the Evaluating Argument and Evidence Tool to identify and evaluate authors' claims, supporting evidence and counterclaims. Additionally, students build an understanding of the term "ethical consumption," drawing on their analysis *of Sugar Changed the World* and the supplementary module texts.

Lesson 2

Students read and analyze two new texts and use the Evaluating Argument and Evidence Tool to identify and analyze the different central claims, supporting claims, counterclaims, and evidence of the two texts.

Lesson 3

Students read and analyze two new texts and use the Evaluating Argument and Evidence Tool to analyze the different central claims, supporting claims, counterclaims, and evidence of the two texts.

Lesson 4

Students continue to synthesize and evaluate the claims and evidence presented in the texts while further solidifying their own position on the topic. Students outline and organize their evidence in preparation for writing their argument essay.

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Lesson 5
Students compose their argument essay using their outline, tools, and textual evidence. Students use the 9.4 Rubric and Checklist to guide their writing in response to the following prompt: **Is local food production an example of ethical consumption? Provide evidence from at least four sources in your response.**

Texts

Unit 1 :
Aronson, Marc and Marina Budhos. *Sugar Changed the World*. New York: Clarion Books, 2010. Print.
Kristof, Nicholas. "Where Sweatshops Are a Dream." *The New York Times,* 14 Jan. 2009. http://www.nytimes.com/2009/01/15/opinion/15kristof.html?_r=
McMullen, Anna. "Bangladesh Factory Collapse: Who Really Pays for Our Cheap Clothes?" *CNN,* 26 April 2013. www.cnn.com
Odell, Amy. "How Your Addiction to Fast Fashion Kills." *School of Law Fordham University,* 02 May 2013. http://law.fordham.edu
"Globalization: The Growing Integration of Economies and Societies around the World." *WorldBank.org,* 2013. http://go.worldbank.org/V7BJE9FD30

Performance Assessment
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9.4.1 Lesson 1

Introduction

In the first lesson of this one-unit module, students begin a guided exploration of the central text of the unit: *Sugar Changed the World*. Students read "The Age of Honey," pages 6–8, which details the historical era before the advent of sugar and sets the stage for the role sugar played in shaping history and global trade.

Students preface their analysis of this passage with a guided exploration of how Aronson and Budhos' explanations of "how we came to write this book" (p. 1) reveal the point of view of both authors. Students focus their analysis of "The Age of Honey" on determining how the authors introduce and develop central ideas of the text, and consider how these ideas are refined by particular sentences and paragraphs. Students demonstrate their learning at the end of this lesson in a Quick Write, in which they determine a central idea of the text thus far and analyze how this idea is shaped and refined by specific details.

For homework, students independently read the next section of the text "From Magic to Spice" (pp. 9–13), using the Mapping Sugar Tool and responding to a writing prompt.

Standards

Assessed Standard(s)	
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Addressed Standard(s)	
W.9-10.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

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Assessment

Assessment(s)
Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text. • Determine a central idea that emerges in this passage. What details help shape this idea? ⓘ Throughout this unit, Quick Writes will be evaluated using the Short Response Rubric.
High Performance Response(s)

A High Performance Response should:
• Identify a central idea about the Age of Sugar or the Age of Honey that emerges in this passage, such as how the Age of Sugar changed how people lived.
• Select several key details from the text that introduce and develop the identified central idea, such as:
  ○ In the Age of Honey, people were connected to their local environment, "Honey was a way of living: People ate foods grown near them" (p. 7).
  ○ "In the Age of Sugar, Europeans brought a product made thousands of miles away" (p.7) and "Sugar set people in motion all across the world" (p. 7).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• crevice (n.) – a crack forming an opening • fostered (v.) – promoted the growth or development of • crave (v.) – to long for; want greatly; desire eagerly
Vocabulary to teach (may include direct word work and/or questions)
• divine intelligence (n.) – information from god or the gods • global (adj.) – pertaining to the whole world; worldwide

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Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: RI.9-10.2, W.9-10.9.b	
• Text: *Sugar Changed the World* "The Age of Honey" (pp. 6–8)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 10%
2. Homework Accountability	2. 15%
3. Masterful Reading	3. 15%
4. "The Age of Honey" Reading and Discussion	4. 40%
5. Quick Write	5. 10%
6. Closing	6. 10%

Materials

- Copies of the Mapping Sugar Tool for each student
- Copies of the Short Response Rubric and Checklist for each student

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	**Percentage indicates the percentage of lesson time each activity should take.**
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
🗨	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda 10%

In this module, students read and evaluate historical and contemporary texts that explore the complex relationships between the production and consumption of everyday items. Students build the skills

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required to write strong and well-supported arguments through focused writing instruction and detailed analysis of the arguments of others.

- Students follow along.

Share with students the prompts for the End-of-Unit Assessment and the Module Performance Assessment (refer to Module 9.4 Overview). Inform students that their work over the next several weeks will prepare them for each of these assessments.

Briefly introduce the module texts: *Sugar Changed the World*, "Globalization," "How Your Addiction to Fast Fashion Kills," "Who Really Pays for our Cheap Clothes," and "Sweatshops are a Dream." Inform students that because the story of *Sugar Changed the World* encompasses diverse times, places, and human experiences, they will pause at crucial moments in the text to explore contemporary articles that help to shape and refine their understanding of the central ideas and claims that arise out of *Sugar Changed the World*.

ⓘ Consider informing students that a *claim* is an assertion of something as a fact. This foundational understanding will support students in identifying authors' *claims* and eventually crafting their own *claims* in writing arguments. In Lesson 10, students will be introduced to different types of *claims* in relation to reading and writing arguments.

Review the agenda and share the assessed standard for this lesson: RI.9-10.2. In this lesson, students continue to build skills as they determine how Aronson and Budhos introduce and develop central ideas of the text, and consider how these ideas are refined by particular sentences and paragraphs.

- Students look at the agenda.

Activity 2: Homework Accountability 15%

Instruct students to form pairs and briefly discuss their responses to the homework prompt assigned in the final lesson of Module 9.3:

What is Marc's personal connection to the history of sugar? What is Marina's personal connection to the history of sugar? How might these connections shape their point of view in this text?

- Student pairs discuss the homework.

ⓘ Students were assigned this pre-reading of *Sugar Changed the World* and the corresponding homework prompt for homework in the final lesson of Unit 9.3.3.

- Student responses may include:
  - Marc's personal connection to the history of sugar is through his Aunt Nina's Russian grandfather, who invented a way to give sugar made from beets "sparkling hues" (p. 2), providing an alternative to cane sugar.

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- Marina's personal connection to the history of sugar is through her great-grandparents, who came to Guyana to work on sugar plantations in place of slaves (p. 4).

ⓘ Some students may infer that because the authors of this text were able to recognize the completely different ways in which sugar affected the lives of their family members, they realized that the reach of sugar was more expansive than most people are aware of. This point of view helped them to understand sugar as a powerful force that spans time and place.

ⓘ Consider defining the term *point of view* with students as the position of the narrator in relation to the story (first, second, third person point of view) or, in the case of informational texts, an author's opinion, attitude, or judgment.

ⓘ This activity encourages students to begin to grapple with the skills outlined in RI.9-10.6. Although students are not yet examining how authors use rhetoric to advance their point of view, they are laying the groundwork for this exploration in later lessons. RI.9-10.6 is an integral reading standard throughout this module and a crucial step in preparing students to delineate and evaluate multiple arguments.

Activity 3: Masterful Reading 20%

Have students listen to a masterful reading of "The Age of Honey" (pp. 6–8) from "There was a time before sugar" through "a man who could never know enough." Ask students to listen for details that develop the central ideas in the story.

- Students follow along, reading silently.

Ask students to spend 3–5 minutes independently writing down initial reactions and questions they have about the text.

- Student responses may include:
  - If people had no bees in the Americas in the first several thousand years of human history, why are there bees in America today?
  - How can someone "taste" their "neighborhood" (p. 7)?
  - What do the authors' mean by their statement that sugar was "invented" (p. 7)?
  - When did the Age of Honey become the Age of Sugar?
  - Why did people prefer sugar to honey?
  - What is "divine intelligence" (p. 7)?
  - How can sugar be responsible for two such opposite outcomes: slavery and freedom?

Ask students to volunteer their initial questions. Write these questions on the board or on chart paper. Share with the students that it is good to have questions as they engage in complex texts. Remind them

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that many of their questions will be answered as they read the text closely. As they read, students can look for answers to their questions and continue to develop new questions.

- Students share questions.

Activity 4: "The Age of Honey" Reading and Discussion 40%

Instruct students to form pairs. Post or project each set of questions below for students to discuss.

Instruct student pairs to read paragraph 1 and answer the following questions before sharing out with the class.

- Student reread paragraph 1 in pairs.

How is the term "Age" used in this paragraph? Use details from the text to support your response.

- "Age" in this paragraph describes a period of human history that "historians speak of," as is indicated by the phrases "a time before sugar," and "we could just as well speak of the first several thousand years of human history" to support this understanding (p. 6). An "Age" is a historical era that is defined by reliance on a certain resource, the "weapons and tools" (p. 6) people used defined the "Iron Age" and "Bronze Age." The authors' offer the term "Age of Honey" to indicate that honey was as important as weapons in defining this period of human history.

How do the authors use the comparison between the "Ages" of human history to introduce their claim about honey?

- The authors compare the Age of Honey and the Bronze Age and Iron Age to indicate that honey was important to the development of early human society, just as the natural resources that were made into "weapons and tools" (p. 6) were.

ⓘ Consider providing the following definitions: *Bronze Age* means "the period of ancient human culture characterized by the use of bronze that began between 4000 and 3000 B.C. and ended with the advent of the Iron Age." *Iron Age* means "the period of human culture characterized by the smelting of iron and its use in industry beginning somewhat before 1000 B.C."

ⓘ **Differentiation Consideration:** If students continue to struggle with this concept, consider rephrasing the question to scaffold more directly to this central understanding, for example:

By calling "sugar" an "Age" like the Bronze Age or Iron Age, what statement do the authors make about its importance?

Lead a brief whole-class discussion of student responses.

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Instruct student pairs to reread paragraph 2.

- Student pairs reread paragraph 2.

Provide students with the following definition: *crevice* means "a crack forming an opening."

- Students write the definition of *crevice* on their copy of the text or in a vocabulary journal.

Instruct student pairs to answer the following questions before sharing out with the class.

What does it mean to "keep bees" (p. 6)? How is this method different from the process depicted in the image on page 6? Draw upon details from the image and the text to support your response.

- Student responses should include the following:
  - To "keep bees" means to create a habitat for bees, like a "hollow[ed] out log" (p. 6), specifically for the purpose of collecting the honey they produce.
  - This method is different than the earlier method of "lucky wander[ing]" (p. 6), when people gathered honey from beehives that they "found" (p. 6).
  - This early form of honey collecting is depicted in the rock drawings on page 6, in which two hunters are shown climbing cliffs in search of honey.

ⓘ Consider drawing students' attention to their application of standard W.9-10.9.b through the process of drawing upon evidence from the text to support their analysis.

What is the significance of this change in the method of honey collection?

- This change in the method of honey collection meant that people no longer had to be "lucky" to "find" honey (p. 6). When people began to "keep bees," they could gather more honey with greater consistency and less effort (p. 6).

ⓘ This series of questions encourages students to draw upon the image resources in *Sugar Changed the World* and relate these images to the text. This activity begins to build the foundation for more detailed image analysis later in the module.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to reread paragraph 3 and answer the following questions before sharing out with the class.

- Student pairs reread paragraph 3.

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ⓘ **Differentiation Consideration:** Consider posing the following questions to students if they struggle to make a connection between the consumption and production of honey and locally based lives:

What did honey taste like? How do these descriptions help you to make meaning of the statement "people tasted the neighborhood where they lived?"

- Student responses should include the following:
  - Honey tasted like "orange-blossom[s]," "dark buckwheat with a hint of soil and grain," and "local flowers" (p. 7).
  - The statement "people tasted the neighborhood where they lived" means that the honey tasted like the environment in which the bees lived, and because people sourced their honey from bees that lived in the same place they did, people tasted hints of their natural surroundings when consuming local honey.

What was the role of the worker bees? How did the beehive "mirror" human society (p. 7)?

- The role of the worker bees was to "work very hard" in order to "protect and serve" the queen bee (p. 7). This system "mirror[s]" human society because at this point in history, the average person was expected to be a "loyal subject[s]" of a "king or queen" (p. 7).

ⓘ **Differentiation Consideration:** If students struggle to understand the connection being drawn between honey and how people lived, consider posing the following question:

What connections are the authors making in this paragraph between honey and the lives of the people who consumed it?

- Honey connected people to their local environment, and provided a mirror of the social structure of the society in which people lived (p. 7).

Lead a brief whole-class discussion of student responses.

Instruct student pairs to reread paragraph 4.

- Student pairs reread paragraph 4.

Ask students to offer definitions of *divine* and a definition of *intelligence*.

- Students share definitions of *divine* and *intelligence*.

Instruct student pairs to answer the following questions before sharing out with the class.

According to Virgil, what are bees given a share of?

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- By saying that bees are given a share of "*divine intelligence*," Virgil is saying that bees possess the understanding of the gods.

How does this quote from Virgil support the central idea of this paragraph?

- The central idea of this paragraph is that "honey was a way of living" (p. 7). The bees were seen as possessing knowledge that humans did not have about the way life should be structured. The gods gave this knowledge or information. Therefore, bees not only "mirror[ed]" human life, they were a "model" of how humans should live because they knew something humans did not (p. 7).

Lead a brief whole-class discussion of student responses.

Instruct student pairs to reread paragraph 5.

Provide students with the following definition: *fostered* means "promoted the growth or development of."

- Students write the definition of *fostered* on their copy of the text or in a vocabulary journal.
- Student pairs reread paragraph 5.

Instruct student pairs to answer the following questions before sharing out with the class.

How does the author's description of this time period as "The Age of Sugar" introduce a central idea of this paragraph?

- The authors' classification of a period of human history as "The Age of Sugar" introduces a central idea that just as honey "was a way of living" (p. 7), sugar also defined human life.

ⓘ **Differentiation Consideration:** Consider encouraging students to refine their analysis of the central idea that sugar became a way of life by posing the following question:

What details does the author use to develop this central idea?

- Student responses may include the following:
  - Sugar had a "stronger sweet flavor" (p. 7).
  - Sugar had to be "invented" (p. 7).
  - Sugar had to be imported from "thousands of miles away" (p. 7).
  - Sugar was "less expensive" than local honey (p. 7).
  - The production and consumption of sugar involved people from "all across the world" (p. 7).

What shift in tone occurs in this passage? How does this shift in tone introduce a new idea in the text?

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- The authors shift from an informative or neutral tone in the beginning of the paragraph to a dark or foreboding tone in the sentence "A perfect taste made possible by the most brutal labor: That is the dark story of Sugar" (p.7). The authors use this shift in tone to introduce the new idea that the production and consumption of sugar had serious negative consequences for many people—the "Age of Sugar" was made possible only by the "brutal labor" of "millions" of "slaves" (p. 7).

How is this idea refined and complicated in the rest of the paragraph?

- The phrase "there is another story as well" (p. 7) indicates that the authors complicate the idea of sugar's "dark story" (p. 7) by connecting the idea that "sugar was the direct cause of the expansion of slavery" with the idea that sugar also "fostered the most powerful ideas of human freedom" (p. 8).

ⓘ **Differentiation Consideration:** Consider reviewing student understanding of the word *global* before moving forward with this lesson. Ask the following question:

What words and phrases can help you to make meaning of *global* in this context?

- Students should point to the phrase "great civilizations and cultures exchanged ideas" (p. 8) as well as "sugar set people in motion all across the world" (p. 7) to determine that *global* means worldwide.

What were the consequences of *global* contact?

- Students responses may include the following:
  - "Information about sugar spread" (p. 7).
  - "Civilizations and cultures exchanged ideas" (p. 8).
  - The "expansion of slavery" (p. 8).
  - Global contact "fostered the most powerful ideas of human freedom" (p. 8).

Instruct student pairs to reread paragraph 6.

- Student pairs reread paragraph 6.

Provide students with the following definition: *crave* means "to long for; want greatly; desire eagerly."

- Students write the definition of *crave* on their copy of the text or in a vocabulary journal.

Instruct student pairs to answer the following questions before sharing out with the class.

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What is the purpose of the story of Shoshone and the Lewis and Clark expedition in this paragraph? Use specific details from the text to support your response.

- The story the authors provide about the chief of the Shoshone proclaiming sugar "the best thing he had ever tasted" (p. 8) develops the central idea of this final paragraph that sugar is a powerful force because it is "a taste, we all want, a taste we all crave" (p. 8).

What are the three ideas expressed in the sentence beginning "Sugar created a hunger" (p. 8)?

- Student responses should include the following:
  - The need for sugar was a global demand that "swept from one corner of the world to another" (p. 8).
  - Sugar brought "the most terrible misery and destruction" (p. 8).
  - Sugar brought "the most inspiring ideas of liberty (p. 8).

What connection do you see between these ideas and the Table of Contents (vii–ix)? What is the significance of this connection?

- Students should identify the following connections:
  - Part One: From Magic to Spice contains subcategories like "MAP: The Spread of Sugar" and "MAP: Areas Where Sugarcane Was Grown," indicating that this section will explore the global demand for sugar (vii).
  - Part Two: Hell contains subheads like "A Cycle of Death and Sweetness" and "MAP: Sugar and Atlantic Slavery," indicating that this section will likely explore the "terrible misery and destruction" that sugar caused (viii).
  - Part Three: Freedom contains subheads like "All Men are Equal" and "The Sound of Liberty," indicating that this section of the text will explore how sugar brought "the most inspiring ideas of liberty" (p. 8).

ⓘ The goal of this question is to prompt students to begin to think about how the structure of the text develops the authors' central ideas and claims.

ⓘ **Differentiation Consideration:** If students need more guidance, consider displaying the three ideas in the sentence beginning "Sugar created a hunger" (p. 8), then instruct students to turn to the table of contents, and talk in pairs about the connections between ideas and the table of contents. Lead a brief whole-class discussion of student responses.

What do you notice about the structure of this final page? Why might the authors have chosen to format the text in this way?

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- The sentence "Sugar changed the world" is its own paragraph (p. 8). The authors' decision to make this sentence its own paragraph emphasizes the importance of this sentence because it stands out from all of the other text.

ⓘ Some students might suggest that this is the central idea of the text or the most important idea developed in this passage.

Lead a brief whole-class discussion of student responses.

Activity 5: Quick Write 10%

Instruct students to respond briefly in writing to the following prompt:

Determine a central idea that emerges in this passage. What details help shape this idea?

Instruct students to look at their annotations to find evidence. Ask students to use this lesson's vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- Students listen and read the Quick Write prompt.

ⓘ Display the prompt for students to see, or provide the prompt in hard copy.

Introduce the Short Response Rubric and Checklist. Briefly explain the purpose of the Short Response Rubric and Checklist is to help students improve their Quick Write and writing responses. Inform students that they should use the Short Response Rubric and Checklist to guide their own writing, and that they will be using it for both Quick Writes and writing assignments. For longer writing assignments (like the Mid-Unit and End-of-Unit Assessments) students will use the Text Analysis Rubric.

Lead a brief discussion of the Short Response Rubric and Checklist categories: Inferences/Claims, Analysis, Evidence, and Conventions. Review the components of high-quality responses.

Transition to independent Quick Write.

- Students independently answer the prompt, using evidence from the text.

- See the High Performance Response at the beginning of this lesson.

Activity 6: Closing 10%

Display and distribute the homework assignment. For homework, instruct students to independently read the next section of *Sugar Changed the World*, "From Magic to Spice" (pp. 9–13). Distribute the Mapping Sugar Tool. Inform students that they will use this tool to record information in "From Magic to Spice" about the geographic movement of sugar. Students should use arrows to indicate the movement

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of sugar as it is bought and sold between countries. Students continue to map the movement of sugar across the globe throughout the module on this tool.

ⓘ Consider supporting students' work with the Mapping Sugar Tool by explaining that Iran was formerly known as Persia and providing students with a compass to help them to orient themselves to geographic details in the book such as "north Africa" and "central Asia."

After students have completed this activity, they should respond in writing to the following question:

How does the movement you mapped in this activity further refine a central idea you identified in "The Age of Honey"?

Ask students to use this lesson's vocabulary wherever possible in their written responses.

Additionally, students should box any unfamiliar words and look up their definitions. Instruct students to choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text.

ⓘ This activity introduces students to the module-long activity using the Mapping Sugar Tool. The goal of this activity is to establish the breadth of sugar's global influence and encourage students to make connections between geographic locations as they map the movement of sugar across the globe. Students will continue to use this tool as a springboard for analysis throughout the module.

- Students follow along.

Homework

Independently read the next section of *Sugar Changed the World*, "From Magic to Spice" (pp. 9–13), and record information from the text on your Mapping Sugar Tool. Respond in writing to the following question:

How does the movement you mapped in this activity further refine a central idea you identified in "The Age of Honey"?

Use this lesson's vocabulary wherever possible in your written responses. In addition, box any unfamiliar words and look up their definitions. Choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text.

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Mapping Sugar Tool

THE WORLD

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Short Response Rubric

Name:		Class:		Date:	

Assessed Standard(s): _____

	2-Point Response	1-Point response	0-Point Response
Inferences/Claims	Includes valid inferences or claims from the text. Fully and directly responds to the prompt.	Includes inferences or claims that are loosely based on the text. Responds partially to the prompt or does not address all elements of the prompt.	Does not address any of the requirements of the prompt or is totally inaccurate.
Analysis	Includes evidence of reflection and analysis of the text.	A mostly literal recounting of events or details from the text(s).	The response is blank.
Evidence	Includes relevant and sufficient textual evidence to develop response according to the requirements of the Quick Write.	Includes some relevant facts, definitions, concrete details, or other information from the text(s) to develop an analysis of the text according to the requirements of the Quick Write.	The response includes no evidence from the text.
Conventions	Uses complete sentences where errors do not impact readability.	Includes incomplete sentences or bullets.	The response is unintelligible or indecipherable.

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Short Response Checklist

Assessed Standard(s): _____

Does my writing…	**Did I…**	✔
Include valid inferences and/or claims from the text(s)?	Closely read the prompt and address the whole prompt in my response?	☐
	Clearly state a text-based claim I want the reader to consider?	☐
	Confirm that my claim is directly supported by what I read in the text?	☐
Develop an analysis of the text(s)?	Did I consider the author's choices, impact of word choices, the text's central ideas, etc.?	☐
Include evidence from the text(s)?	Directly quote or paraphrase evidence from the text?	☐
	Arrange my evidence in an order that makes sense and supports my claim?	☐
	Reflect on the text to ensure the evidence I used is the best evidence to support my claim?	☐
Use complete sentences, correct punctuation, and spelling?	Reread my writing to ensure it means exactly what I want it to mean?	☐
	Review my writing for correct grammar, spelling, and punctuation?	☐

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9.4.1 Lesson 2

Introduction

In this lesson, students read and analyze "The World's First True University" (pp. 13–16) in *Sugar Changed the World*. This section of text examines the integral role played by Jundi Shapur in the spread of sugar across the globe.

Student analysis focuses on determining a central idea of this passage, and identifying and exploring how specific details develop this idea. Throughout this lesson, students learn how to utilize a variety of resources provided within the text. Through a series of questions and activities, students become familiar with the "Timeline" and "Notes and Sources" sections of the text.

Additionally, this lesson includes direct instruction on RI.9-10.7, in preparation for student work with the Image Analysis Tool. This tool prompts students to consider images as yet another rich resource in the text, as they analyze how the details emphasized in images and their captions shape or refine a central idea. Students are assessed on their completed Image Analysis Tool at the end of this lesson, and continue to work with this tool throughout the module as they build their visual literacy skills.

This lesson also introduces students to the activity "Mapping Sugar." Students track the movement of sugar across the globe, as well as identify and mark the populations greatly affected by this trade. This ongoing mapping activity grounds students in the disparate geographies of the text, and illustrates the vast global network forged by the sugar trade.

For homework, students continue to read their AIR text through the lens of the focus standard of their choice.

Standards

Assessed Standard(s)	
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Addressed Standard(s)	
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

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Assessment

Assessment(s)
Student learning in this lesson is captured via the completed Image Analysis Tool. ⓘ The Image Analysis Tool guides students to analyze how key details in the image of their choice develop a central idea of the text under discussion. This process prompts students to consider images as crucial details in the text that the authors use to develop their central ideas.
High Performance Response(s)
See Model Image Analysis Tool for High Performance Responses.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• judicial (adj.) – pertaining to judgment in courts of justice or to the administration of justice • ambassador (n.) – a diplomatic official of the highest rank, sent by one sovereign or state to another as its representative • mythic (adj.) – existing only in traditional or legendary stories • epic (adj.) – noting or pertaining to a long poetic composition, usually centered upon a hero, in which a series of great achievements or events is narrated in an elevated style • subcontinent (n.) – a large landmass forming a subdivision of a continent • reed (n.) – the straight stalk of any various tall grasses growing in marshy places • cultivated (v.) – to have prepared and worked on (land) in order to raise crops • mainland (n.) – the principal land of a country as distinguished from adjacent lands • crystallized (v.) – to have formed into crystals • ritual (n.) – an established or prescribed procedure for a religious or other rite
Vocabulary to teach (may include direct word work and/or questions)
• refine (v.) – to bring to a finer state or form by purifying • mediums (n.) – the category of a work of art, as determined by its materials and methods of production

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Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: • Standards: RI.9-10.2, RI.9-10.7 • Text: *Sugar Changed the World,* "The World's First True University" (pp. 13–16)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability and Mapping Sugar Activity	2. 15%
3. Reading and Discussion	3. 35%
4. RI.9-10.7 Review	4. 15%
5. Image Analysis Activity and Assessment	5. 25%
6. Closing	6. 5%

Materials

- Student copies of the Mapping Sugar Tool (refer to 9.4.1 Lesson 1)
- Copies of Image Analysis Tool for each student

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	**Percentage indicates the percentage of lesson time each activity should take.**
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

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Activity 1: Introduction of Lesson Agenda 5%

Begin by reviewing the agenda and assessed standard for this lesson: RI.9-10.2. In this lesson, students determine a central idea of "The World's First True University" from *Sugar Changed the World* (pp. 13–16), and analyze how this idea is developed through key details. Students also practice using the rich resources provided in the text itself.

- Students look at the agenda.

Activity 2: Homework Accountability and Mapping Sugar Activity 15%

Review the vocabulary words students identified and defined on pages 9–13 for the previous lesson's homework.

- Students share the words they boxed and defined.

- Student responses may include:
  - subcontinent (p. 10) n. – a large landmass forming a subdivision of a continent
  - reed (p. 10) n. – the straight stalk of any various tall grasses growing in marshy places
  - cultivated (p. 10) v. – to have prepared and worked on (land) in order to raise crops
  - mainland (p. 11) n. – the principal land of a country as distinguished from adjacent lands
  - crystallized (p. 12) v. – to have formed into crystals
  - ritual (p. 12) n. – an established or prescribed procedure for a religious or other rite

Instruct students to form pairs and briefly discuss the information they recorded on their Mapping Sugar Tool for homework.

- See Model Mapping Sugar Tool.

Instruct students to discuss their response to the reflective writing prompt. Display the prompt for students to see:

How does the movement you mapped in this activity further refine a central idea you identified in "The Age of Honey"?

- Students share the information they mapped and discuss their observations to the reflective writing prompt.

- Student responses should make a connection between the central idea they identified in the "Age of Honey" (pp. 6–8), that sugar "set people in motion all across the world" (p. 7), and the global spread of sugar that they traced on their map for homework. Students gathered this information from the section "From Magic to Spice" (pp. 9–13), and so should infer that the details the authors include in "From Magic to Spice" further develop the idea that sugar fostered

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global connections. Students may also make a connection to the idea developed in the "Age of Honey" that before the Age of Sugar, people produced and consumed locally. The map illustrates how sugar transformed the way people lived because it required that people source their food from other countries.

Inform students that they will continue to update and utilize their individual Mapping Sugar Tools in subsequent lessons.

Students use this tool to record information about the movement of sugar as described in the reading they complete independently for homework, as well as other geographic movement described in the book. The Mapping Sugar Tool supports students' continued engagement with RI.9-10.2 as they consider how central ideas are developed over the course of the text.

ⓘ **Differentiation Consideration:** Consider collecting and recording the movement students chart on their individual Mapping Sugar Tools on a large world map, and displaying this map throughout the module. Students might mark the path of sugar as it is brought into a country to be sold with a red line, and the path of sugar as it is produced in a country and sent to another with a blue line. Students might place a pin or another marker on countries where the population was/is greatly affected by this global trade. This collaborative class map could serve as a place to compile and review students' learning, and students could update their individual tools accordingly.

ⓘ This activity grounds students in the varied geographies of the text, while simultaneously illustrating the breadth of sugar's reach and, by extension, how globalization and global markets connect disparate places and peoples.

Activity 3: Reading and Discussion 35%

Instruct students to form pairs. Post or project each set of questions below for students to discuss.

Instruct student pairs to read "The World's First True University" (pp. 13–16) in its entirety, from "Today, few people have heard" through "a storm unlike any the world had ever seen: Islam," and answer the following question before sharing out with the class.

ⓘ If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.

Why was Jundi Shapur "an exceptional university" (p. 14)?

- Student responses may include:
  - "It was the meeting place of the world's great minds … the best scholars West of China all gathered to think and study together" (p. 15)
  - "The school created the very first teaching hospital in the world" (p. 15)
  - The school created "a fine observatory to track the heavens" (p. 15)

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- "Scholars at Jundi Shapur invented new and better ways to refine cane into sugar" (p. 15)

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read the "Master Timeline: Sugar in World History" (pp. 134–139) and answer the following questions before sharing out with the class.

How many years have passed since the earliest recorded encounter with sugar and the events described in "The World's First True University" (pp. 13–16)?

- The events described in "The World's First True University" occurred approximately 7,500 years after the first planting of wild sugar cane (p. 134).

What function does the timeline serve in this text?

- This timeline records in chronological order the key historical events involved in the story of sugar.

ⓘ The goal of this question is to contextualize this passage chronologically, as well as introduce students to the timeline provided in the back of their texts. This timeline will serve as an important scaffold to comprehension for students throughout the module.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read paragraph 1 and answer the following questions before sharing out with the class.

Who gathered in Jundi Shapur?

- Student responses should include:
  - "Greek scholars" (p. 15)
  - "Jews" (p. 15)
  - "A group of Christians called Nestorians" (p. 15)
  - "Persians," one of whom was a doctor who had traveled to India, and brought with him the "wisdom of the Hindus"(p. 15)

Why did they come?

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- The "scholars" and "learned doctor[s]" came to Jundi Shapur to share their knowledge, "ancient and scholarly traditions," and "wisdom." Jundi Shapur was a place where "the best scholars west of China all gathered to think and study together" (p. 15).

What kind of movement are the authors describing in this paragraph?

- This paragraph describes the "move[ment]" of "scholars" from all over the world to gather in one location – Jundi Shapur (p. 15). Students may also identify that this paragraph describes not just the physical movement of people, but also the movement of knowledge between people from different countries through the shared process of teaching and learning.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read paragraph 2 and answer the following questions before sharing out with the class.

What words and phrases can help you to make meaning of "refine" in this context (p. 15)?

- The word "invented" and the phrase "cane into sugar" (p. 15) indicate that *refine* in this context means "a process that turns one product into another; in this case, sugar cane into sugar."

What connections do the authors draw between sugar and Jundi Shapur in this paragraph?

- The authors first connect sugar and Jundi Shapur through their description of the traveling scholars, who shared the Indian knowledge of sugar as medicine with people from all over the globe who were studying at Jundi Shapur. Secondly, sugar and the university are connected because Jundi Shapur scholars "invented new and better ways to refine cane sugar" (p. 15). Finally, the authors make a connection between the spread of knowledge about sugar and Jundi Shapur's global connections—because Jundi Shapur "had links with many of the great civilizations of Asia, the Mediterranean, and Europe," the new idea about sugar coming out of Jundi Shapur spread all over the globe (p. 15).

What kind of movement are the authors describing here?

- The authors are describing the "spread" of knowledge and ideas in this paragraph—specifically the spread of knowledge about the "special sweetness" of sugar (p. 15).

What purpose does the description of Jundi Shapur serve in the authors' analysis?

- The authors' description of Jundi Shapur strengthens their analysis of the connection between the spread of ideas and the spread of a commodity.

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ⓘ **Differentiation Consideration**: If students struggle to trace the connection the authors are constructing between the spread of sugar and the spread of ideas, consider posing the following question for class discussion:

What is the authors' purpose in linking the spread of sugar with the story of Jundi Shapur?

- The authors link the spread of sugar with the story of Jundi Shapur to strengthen their analysis of the connection between the spread of ideas and the spread of a commodity.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read the Notes and Sources section of the text, beginning on page 140. Ask students to read the notes that correspond with the pages they are exploring in class today (pp. 13–16) aloud with their partners, and answer the following questions before sharing out with the class.

What is the function of the Notes and Sources section? How does the information provided enhance your understanding of the text?

- Students read the notes that correspond with pages 13 and 15, and discuss the question with their partners before sharing out with the class.

- Student responses may include:
  - The Notes and Sources section explains where the authors get their information from. In the page 13 note about Jundi Shapur, the authors point to several websites they used as reference.
  - The Notes and Sources section provides interesting asides that don't necessarily fit with the focus of the main text. For example, the page 13 note discusses Rudolph Steiner's opinion that Jundi Shapur was a "dark influence on humanity" (p. 142).
  - The Notes and Sources section directs us to other sources that offer more or different information to supplement our understanding.
  - The Notes and Sources section directs us to other places within *Sugar Changed the World* that discuss the same or similar topics. For example, the note for page 15 directs the reader to pages 5–7 of the text for more information about "sharkara" (p. 142).

ⓘ The purpose of this question is to introduce and familiarize students with another crucial resource in *Sugar Changed the World*. Students make use of the additional information provided in the Notes and Sources section throughout this module.

Lead a brief whole-class discussion of student responses.

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Instruct student pairs to read paragraphs 3–4 and answer the following questions before sharing out with the class.

What connections do the authors make in the final two paragraphs between the different types of movement described in this passage?

- The authors connect the movement of people to the spread of ideas, and the spread of ideas to the spread of sugar (pp. 15–16).

What central idea about sugar emerges in "The World's First True University"?

- Student responses should draw upon the understanding they have built throughout this lesson in order to identify a central idea that makes a connection between the movement of ideas and knowledge, and the spread of sugar. For example, because the "best scholars west of China all gathered to study and think together" at Jundi Shapur, "links" were created between "many of the great civilizations of Asia, the Mediterranean, and Europe …" and "word of sugar … began to spread" (p.15).

Lead a brief whole-class discussion of student responses.

Activity 4: RI.9-10.7 Review 15%

Introduce the Image Analysis Activity. Explain that just as the Timeline and the Notes and Sources section of *Sugar Changed the World* function as resources that support comprehension of the text, the images that the authors choose to include also help to develop or refine the ideas presented in the text itself.

Remind students of their work with RI.7 in Grade 9 Module 1 Unit 3 and offer the definition of *medium* as different materials or methods used to communicate, such as a painting and a book.

ⓘ Students previously engaged with similar ideas in a literary context in their work with RL.9-10.7 in 9.1.3. If students struggle with these concepts, consider returning to the analysis students completed in 9.1.3 Lesson 13 as an example.

What different mediums are included in *Sugar Changed the World* in pages 1–16?

- Text, photographs, and paintings are three different mediums that appear in *Sugar Changed the World.*

How might the comparison of two representations of the same subject enrich our understanding of the subject?

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- Emphasizing something in one medium may draw our attention to details and ideas that may not stand out in another medium, or it may help reinforce details and ideas stated in another medium but with additional emphasis.

Direct students to the image of two boys eating cane on page 7. Guide students in discussion of the following questions:

What details are emphasized in this photograph?

- Student responses may include:
  - The two boys appear very young.
  - They are both munching on sugar cane.
  - They seem to be enjoying their sugar cane.

What details are emphasized in the caption?

- Student responses may include:
  - This photograph was taken in 1901.
  - The two boys work in the cane fields.
  - The two boys are enjoying eating the sugar cane.
  - The plant was both an "energy source and a curse."

How do these details develop a key idea in "The Age of Honey"?

- The enjoyment the boys felt while eating the sugar cane was emphasized in both the image and the caption. This develops the idea that sugar is something that we all crave. However, the caption complicates this enjoyment by emphasizing the fact that these very young boys most likely worked in the cane fields. This develops the idea that sugar also caused people to suffer. These details develop the key idea in "The Age of Honey" that sugar cane brought both enjoyment and misery.

ⓘ **Differentiation Consideration:** If students struggle to connect the details in the images to key ideas in "The Age of Honey," consider displaying several key quotes to guide student analysis, and asking students to discuss how the details in the image develop the key ideas as expressed in these quotes. For example, consider displaying the following quotes from "The Age of Honey" to guide student analysis.

- Student responses may include:
  - "A perfect taste made possible by the most brutal labor: That is the dark story of sugar" (p. 7)
  - "Sugar is a taste we all want, a taste we all crave" (p. 8)

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ⓘ Working as a class to analyze an image from a familiar section of text prepares students to work independently in the following Image Analysis Activity.

Lead a brief whole-class discussion of student responses.

Activity 5: Image Analysis Activity and Assessment 25%

Distribute the Image Analysis Tool. This tool is used to assess student learning.

Explain to students that the following activity asks them to choose an image on page 13, 14, or 15, and consider how this image and the caption that accompanies it develops a central idea of "The World's First True University." Explain to students that both the image in the text and the caption that describes it can be understood as two different accounts of the same subject. As such, the image and the caption can leave out or emphasize different details.

ⓘ The process of distinguishing the image and the text that accompanies it is integral for student analysis later in the module, when students engage with contradictory accounts presented in image and caption.

Instruct students to fill out the Central Idea box of their tool with the central idea that they identified during Reading and Discussion.

Ask students to identify details emphasized first in the image of their choice and then in the caption that accompanies this image. Finally, ask students to explore how these details contribute to the development of a central idea.

ⓘ Consider providing the following definitions of words found in the captions associated with the images on pages 14 and 15: *Judicial* means "pertaining to judgment in courts of justice or to the administration of justice"; *ambassador* means "a diplomatic official of the highest rank, sent by one sovereign or state to another as its representative"; *mythic* means "existing only in traditional or legendary stories"; and *epic* means "noting or pertaining to a long poetic composition, usually centered upon a hero, in which a series of great achievements or events is narrated in an elevated style."

- Students write the definitions of *judicial, ambassador*, *mythic,* and *epic* on their copy of the text or in a vocabulary journal.

ⓘ **Differentiation Consideration:** If students struggle with this tool, consider modeling several columns of the tool before students begin to work independently. See the Model Image Analysis Tool for examples of this modeling.

- Students complete their Image Analysis Tool.

- See Model Image Analysis Tool.

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ⓘ Student work on the Image Analysis Tool serves as the lesson assessment.

ⓘ The Image Analysis Tool will be used in the next lesson (Lesson 3) when students discuss their work on the Image Analysis Tool.

Activity 6: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to continue with their AIR through the lens of the focus standard of their choice, and to prepare for a 3–5 minute discussion of their text based on that standard.

- Students follow along.

Homework

Continue to read your AIR text through the lens of a focus standard of your choice and prepare for a 3–5 minute discussion of your text based on that standard. Students should also be prepared to share the work they have done on their Image Analysis Tools with the class.

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Model Mapping Sugar Tool

THE WORLD

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NATIONAL GEOGRAPHIC education

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Image Analysis Tool

Name:		Class:		Date:	

Central Idea:	

Finding Details: What details are emphasized in this image?	Detail 1:	Detail 2:	Detail 3:

Finding Details: What details are emphasized in this caption?	Detail 1:	Detail 2:	Detail 3:

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Connecting the Details: How do the details emphasized in the image and the caption contribute to the development of a central idea in this passage?	

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Model Image Analysis Tool

Name:		Class:		Date:	

Central Idea: Image: page 14	The exchange of ideas between many different countries resulted in the spread of sugar.

Finding Details:	**Detail 1:**	**Detail 2:**	**Detail 3:**
What details are emphasized in this image?	There seems to be a man of greater importance than all of the rest—he stands out from all of the other people in the image because he is sitting on a throne, wearing a crown, and has a beard.	The chessboard is large and in the center of the image.	The interaction between the king and the other two men is the focus of this image. The interaction seems to be positive. One man appears to be speaking to the king.

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Finding Details:	**Detail 1:**	**Detail 2:**	**Detail 3:**
What details are emphasized in this caption?	The caption emphasizes the spread of knowledge, because the foreign ambassador from India is "showing [Kasra Anushirvan] the game of chess" (p. 14).	This caption emphasizes how the exchange of knowledge from one man to another can spread to an entire culture: Kasra the Just learned chess, and subsequently "chess was introduced to Persia during his reign" (p. 14).	This caption emphasizes that this exchange is the same kind of interaction as the "exchange of ideas and knowledge" that happened at Jundi Shapur (p. 14).

Connecting the Details:	
How do the details emphasized in the image and the caption contribute to the development of a central idea in this passage?	The image and the caption on page 14 emphasize the exchange of chess knowledge between the Indian Ambassador and the King of the Sassanid Empire. This emphasis develops the central idea that the exchange of ideas between many different countries resulted in the spread of sugar; it is another example of how the exchange of ideas and knowledge between people from different countries resulted in the exchange of materials and resources.

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9.4.1 Lesson 3

Introduction

In this lesson, students read and analyze "Storm of God" (pp. 16–18). This section of *Sugar Changed the World* explores the relationship between the spread of Islam and the expansion of the sugar trade in 600 A.D.

Student engagement with this passage is structured around their work with the Unfolding Analysis Tool. This tool prompts students to identify key ideas presented in this passage and how they are organized and connected. Throughout their analysis of this passage, students shape and refine their understanding of the relationship between the growth of the sugar trade and the spread of ideas. Student analysis culminates in a written response to the lesson assessment prompt: How do the authors unfold a series of events in order to make connections between ideas in this passage?

For homework, students independently read "Fortress Europe" and "The Champagne Fairs" (pp. 18–24), and respond to three homework prompts.

Standards

Assessed Standard(s)	
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Addressed Standard(s)	
L.9-10.4.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g. the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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Assessment

Assessment(s)
Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text. • How do the authors unfold a series of events in order to make connections between ideas in this passage?
High Performance Response(s)
A High Performance Response should: • Identify and demonstrate an understanding of a series of events that unfold in this passage. (e.g., Islam spread across large portions of the globe as it "won over nearly all the lands of the ancient world" (p. 17), the Muslims were "masters of sugar," and so they spread knowledge about sugar to the lands they conquered (p. 17), sugar became a way for "Muslim ruler[s]" and nobility to demonstrate their "wealth" (p. 17), The nobles wanted sugar to be as "pure, sweet, and white as possible," so the Egyptians developed a processing method to meet this need (p. 18)). • Identify how the authors use the unfolding of a series of events to make connections between ideas (e.g., the authors unfold this series of events to connect the expansion of Islam with the expansion of sugar. Therefore, the authors are crafting a connection between the spread of a commodity (sugar) and the spread of ideas (Islam)).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• pagan (n.) – person who believes in more than one god • conversion (n.) – change from one religion, political belief, viewpoint, etc., to another • conquest (n.) – the act or state of acquiring by force of arms • lavish (adj.) – using or giving in great amounts
Vocabulary to teach (may include direct word work and/or questions)
• prophet (n.) – a person who speaks for a god

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Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: RI.9-10.3, L.9-10.4.a	
• Text: "Storm of God" (pp. 16–18) from *Sugar Changed the World*	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Masterful Reading	3. 10%
4. Mapping the Spread of Islam Activity	4. 40%
5. Unfolding Analysis Tool	5. 20%
6. Quick Write	6. 10%
7. Closing	7. 5%

Materials

- Student copies of the Mapping Sugar Tool (refer 9.4.1 Lesson 1)
- Student copies of the Short Response Rubric and Checklist (refer 9.4.1 Lesson 1)
- Student copies of the Image Analysis Tool (refer 9.4.1 Lesson 2)
- Copies of the Unfolding Analysis Tool: Connecting Ideas for each student

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

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Activity 1: Introduction of Lesson Agenda 5%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.9-10.3. In this lesson, students determine how Aronson and Budhos unfold a series of events in order to make connections between ideas in "The Storm of God" section of *Sugar Changed the World*.

- Students look at the agenda.

Activity 2: Homework Accountability 10%

Instruct students to talk in pairs about how they applied their focus standard to their AIR text from the previous lesson's homework. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

- Students (or student pairs) discuss how they applied their focus standard to their AIR text from the previous lesson's homework.

Return the Image Analysis Tools students completed for the previous lesson's assessment. Ask students to share how the different images they chose to analyze develop a central idea of the "The World's First True University."

- Students share their observations with the class.

- See Model Image Analysis Tools from Lesson 2 for sample student responses.

Activity 3: Masterful Reading 10%

Have students listen to a masterful reading of "The Storm of God" (pp.16–18) in its entirety (from "When the prophet Muhammed began preaching" through "Europe had gone the opposite way: Isolation"). Instruct students to read along in their texts.

- Students follow along, reading silently.

ⓘ **Differentiation Consideration**: Consider reviewing and displaying the following annotation codes established in Module 9.1 with students:

- Box unfamiliar words.
- Star (*) important or repeating ideas.
- Put a question mark (?) next to a section you're questioning or confused about.
- Use an exclamation point (!) for ideas that strike you or surprise you in some way.

Share with students that, besides using the codes, marking the text with their thinking related to the codes is important.

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Instruct students to reread "The Storm of God" and annotate according to these established codes.

Activity 4: Mapping the Spread of Islam Activity 40%

Have students form pairs. Instruct students to read aloud paragraphs 1 and 2 in their pairs.

Have students take out their Mapping Sugar Tools. Instruct students to work in their pairs to identify the countries and continents through which Islam spread. Students should record their observations on their Mapping Sugar Tools with a line or arrow. Remind students to mark the spread of Islam with a distinct marker (such as a different color or a dashed line) to distinguish the spread of Islam from the movement of sugar that they tracked for Lesson homework (blue was used on the model tool to identify the movement of Islam).

- Students identify countries and continents through which Islam spread, and mark them on their Mapping Sugar Tools.

- See Model Mapping Sugar Tool.

Ask students to volunteer the countries and continents that they have identified.

ⓘ Thus far, students have used the Mapping Sugar Tool to trace the path of sugar as it has been imported/exported. Mapping the spread of Islam on the same map as the spread of sugar encourages students to continue to shape their understanding of the relationship between the spread of knowledge and ideas (in this case religion), and the growth of the sugar trade.

Pose the following question for whole-class discussion:

How do the geographic details you have marked on your Mapping Sugar Tool further shape a central idea of the text?

- The maps illustrate that the spread of ideas (in this case Islam) creates a global network, just like the spread of a commodity like sugar.

ⓘ This question encourages students to make a connection between the geographic details describing the spread of Islam that they have marked on their map and the authors' unfolding analysis of the relationship between the spread of ideas (in this case, the ideas of Islam) and the spread of a commodity that students established in Lesson 2.

ⓘ **Differentiation Consideration:** If students require more scaffolding in their analysis of "The Storm of God" before beginning pair work on the Unfolding Analysis Tool, consider posing the following questions to guide students through this passage before they begin work on the Unfolding Analysis Tool.

What words and phrases can help you to make meaning of the word "prophet" in this context?

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- The word "disciples" and the phrase "began preaching" (p. 16) indicate that "prophet" means a person who speaks for god[s].

ⓘ Consider drawing students' attention to their application of standard L.9-10.4.a through the process of using context to make meaning of a word.

ⓘ Students who are familiar with the prophet Muhammed may call upon background knowledge to answer this question. Encourage students to support answers derived from background knowledge with other words and phrases from the text.

What two forces do the authors identify as being responsible for the spread of Islam (p. 16)?

- The references to "Muslim conquerors" and the "Muslim faithful" indicate that the authors are suggesting that both the Muslim "armies" and the "arguments" (p. 16) of those who believe in Islam were powerful forces in the spread of this religion.

Instruct students to answer the following questions in their pairs.

What claim do the authors make about the Muslim world at the beginning of paragraph 2?

- The authors' claim that the "Muslim world was wonderful for the growth of knowledge" (p. 17).

How do the authors support their claim?

- Student responses may include:
  - The Muslims translated ancient Greek texts, and so had access to the "advanced," "practical experience and technical understanding" of the Greeks (p. 17).
  - The Muslims learned about the concept of zero from India (p. 17).
  - Because the Koran was written in Arabic, all Muslim scholars learned to read Arabic and could share their knowledge (p. 17).

What do these details suggest about the environment necessary for the "growth of knowledge" (p. 17)?

- All of these details emphasize the free exchange of ideas between cultures (the Muslims expanded their knowledge through contact with the texts of ancient Greeks, and through contact with Indian scholars). Students may also suggest that this exchange is fostered by comprehension of other languages (Greek), as well as the prevalence of a shared language to aid in communication (Arabic).

What connection do the authors make between the spread of Islam and the spread of sugar in paragraph 2?

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- The authors describe Jundi Shapur as the connection between the spread of Islam and the spread of sugar (p. 17). According to the authors, the spread of Islam resulted in the exchange of knowledge between cultures. When the Muslim armies came across Jundi Shapur, they learned "the secrets of sugar" that those at the university possessed, and as the armies continued to move across the globe and conquer more countries, they spread this knowledge of sugar with them (p. 17).

How does the word "laboratory" refine your understanding of Egypt's role in the spread of sugar (p. 17)?

- "Laboratory" suggests that sugar had to be invented through a series of experiments, and that Egypt had the knowledge and technology to perform these experiments.

Lead a brief whole-class discussion of student responses.

Activity 5: Unfolding Analysis Tool 20%

Introduce and distribute the Unfolding Analysis Tool. Explain that students are using this tool in order to trace how the authors unfold their analysis in this passage. Instruct students to work in pairs to identify and record the main ideas of each paragraph on this tool, and analyze how these ideas are connected. Inform students that they will respond individually to the Quick Write prompt.

Model completing the first row of the Unfolding Analysis Tool with students (See Model Unfolding Analysis tool). Remind students that they will not be able to fill out the "connections" column for the first paragraph because there are no previous paragraphs to connect to.

ⓘ **Differentiation Consideration:** If students struggle with the analysis required by the connections column, explain that it may be helpful to begin each statement with "because." Using "because" prompts students to express the interconnectedness of events and ideas.

Provide students with the following definitions: *pagan* means "a person who believes in more than one god," *conversion* means "change from one religion, political belief, viewpoint, etc., to another," *conquest* means "the act or state of acquiring by force of arms," *lavish* means "using or giving in great amounts."

- Students write the definitions of *pagan, conversion, conquest,* and *lavish* on their copy of the text or in a vocabulary journal.
- Students work with the Unfolding Analysis Tool in their pairs.
- See Model Unfolding Analysis Tool.

ⓘ The Unfolding Analysis Tool supports student's engagement with RI.9-10.3. Variations of this tool appear in Lessons 11, 15, and 22. The structure of and questions in this tool vary based on the

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section of text under analysis, including its placement in the text as a whole, and whether students analyze a series of ideas or a series of events.

Circulate and support pair work.

Activity 6: Quick Write 10%

Introduce the Quick Write assessment by reminding students of the assessed standard for this lesson: RI.9-10.3. Instruct students to respond briefly in writing to the following prompt:

How do the authors unfold a series of events in order to make connections between ideas in this passage?

Instruct students to look at their annotations and details from the tool to find evidence. Ask students to use this lesson's vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- Students listen and read the Quick Write prompt.

ⓘ Display the prompt for students to see, or provide the prompt in hard copy.

Transition students to the independent Quick Write.

- Students independently answer the prompt, using details from the tool to support their response.

- See the High Performance Response at the beginning of this lesson.

Activity 7: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to independently read the next section of *Sugar Changed the World*, "Fortress Europe" and "The Champagne Fairs" (pp. 18–24). Display the following prompts for students to respond to after they have read the text:

How do the authors' descriptions of Europe compare to their descriptions of the Muslim world?

How were Europeans exposed to sugar?

Define "globalization." Look up a definition, and record in the space below.

Ask students to use this lesson's vocabulary wherever possible in their written responses.

- Students follow along and record the homework prompts.

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ⓘ The homework reading and the corresponding prompts will establish that global trade has existed throughout history. This prepares students to engage with the Lesson 4 text, "Globalization," an informative article exploring historical and contemporary globalization.

Homework

Independently read "Fortress Europe" and "The Champagne Fairs" (pp. 18–24), and respond to the following prompts:

How do the authors' descriptions of Europe compare to their descriptions of the Muslim world?

How were Europeans exposed to sugar?

Define "globalization." Look up a definition, and record.

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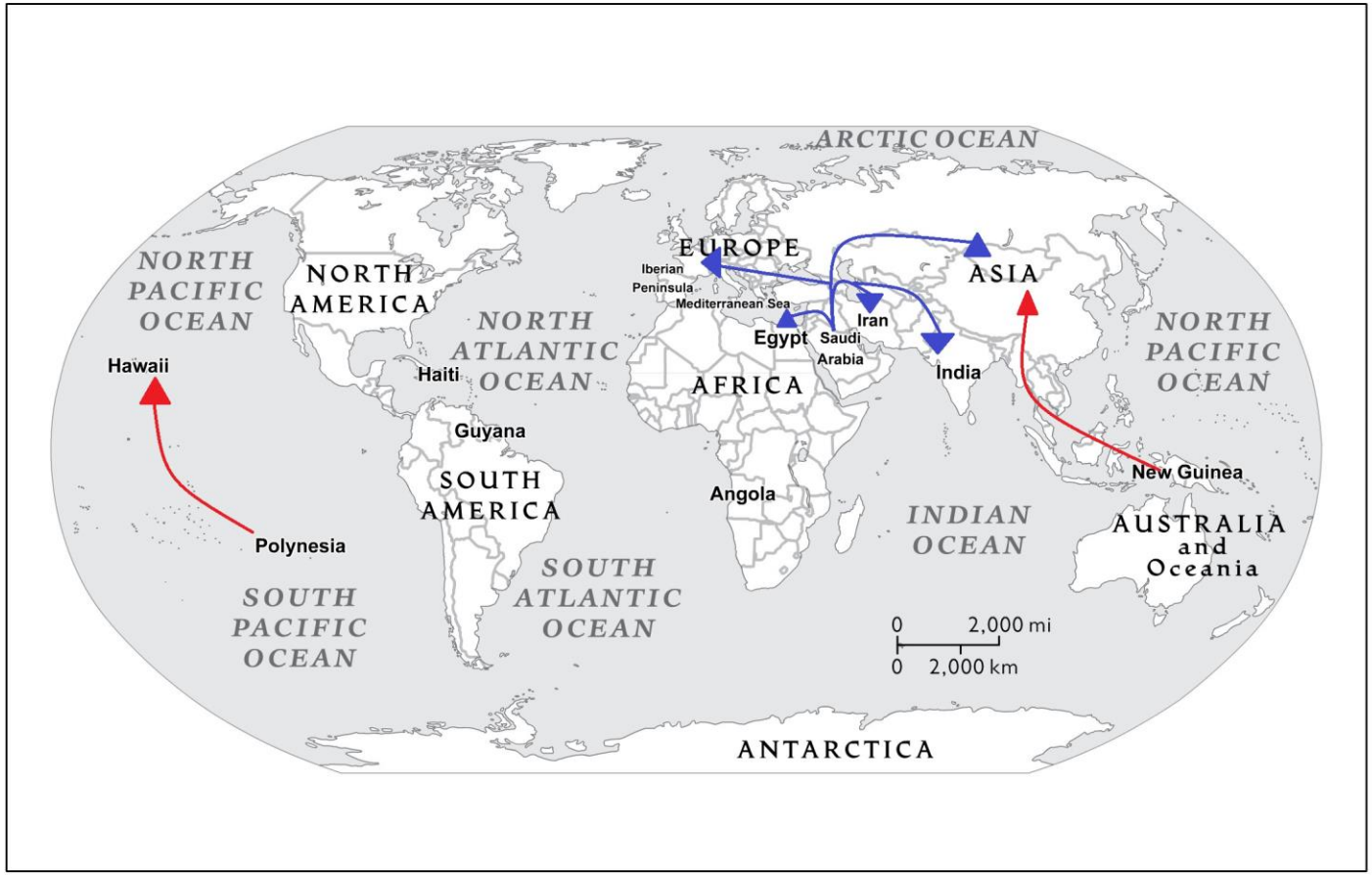
Model Mapping Sugar Tool



THE WORLD

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Unfolding Analysis Tool: Connecting Ideas

Name:		Class:		Date:	

Paragraph	Identify the main idea.	How does the main idea in this paragraph connect to the previous paragraphs?
Paragraph 1		
Paragraph 2		
Paragraph 3		
Paragraph 4		
Paragraph 5		
Paragraph 6		

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Model Unfolding Analysis Tool: Connecting Ideas

Name:		Class:		Date:	

Paragraph	Identify the main idea.	How does the main idea in this paragraph connect to the previous paragraphs?
Paragraph 1	Islam spread across large portions of the globe because Muslim armies took over countries and because people were persuaded to change their religious beliefs (p. 17).	New idea, new section
Paragraph 2	Muslims learned about sugar, so they spread knowledge about sugar to the lands they conquered (p. 17).	Because Islam spread all over the globe, knowledge of sugar spread all over the globe.
Paragraph 3	Sugar became a way for Muslim rulers and nobility to demonstrate their wealth (p. 17).	Because knowledge of sugar became widespread, Muslim rulers started using it to demonstrate their wealth.
Paragraph 4	The nobles wanted sugar to be as white and pure as possible, so the Egyptians developed a processing method to meet this need (p. 18).	Because sugar became a status symbol, new methods of making "better" and more pure sugar were required.
Paragraph 5	Egypt became world famous for having the whitest and purest sugar (p. 18).	Because Egypt developed a better method of making sugar, it became famous.
Paragraph 6	As the Islamic world spread across the globe, so did knowledge of and demand for sugar (p. 18).	Because the Islamic world spread knowledge of sugar, it also spread the demand for sugar.

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9.4.1 Lesson 4

Introduction

In this lesson, students read the first supplementary text of this module, "Globalization," which introduces and provides content knowledge around the topic of globalization. Students then analyze how both *Sugar Changed the World* and "Globalization" approach the topic of globalization. This analysis provides a foundation for students to further explore the topic of globalization and the ethics of consumption. Students complete this lesson with a Quick Write that prompts students to compare how the authors of *Sugar Changed the World* and "Globalization" approach a similar topic.

For homework, students respond in writing to a prompt that asks them to reflect on how their understanding of topics in *Sugar Changed the World* has developed or changed after reading "Globalization."

Standards

Assessed Standard(s)	
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Addressed Standard(s)	
L.9-10.4.b, c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Assessment

Assessment(s)
Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text. • How do the World Bank's article "Globalization" and the description of "The Champagne Fairs" from *Sugar Changed the World* both address the topic of globalization?
High Performance Response(s)
A High Performance Response should: • Indicate an understanding that the trade described in "The Champagne Fairs" is an example of "globalization" as described in The World Bank's "Globalization" article. • Identify the approach that the author of "Globalization" takes toward the common topic of globalization (e.g., on page 1, the authors define and describe globalization as "an inevitable phenomenon" that has "been bringing the world closer through the exchange of goods and products, information, knowledge and culture"). • Identify the approach that the authors of *Sugar Changed the World* take toward the common topic of globalization (e.g., there are many different countries represented in "The Champagne Fairs" and lots of different products from those countries, like "leather traders…from Spain" and "fur merchants…from Russia," and others who sold things that were "not available in Europe." The journey of the "peppercorns" from India to Arabia to Syria to Italy is also an example of global trade). • Compare the approach that both texts take to the common topic of globalization (e.g., "The Champagne Fairs" is an early, or small scale example of the globalization described in The World Bank article and happened before the "unprecedented advancements," as described in "Globalization," that characterize modern globalization).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• inevitable (adj.) – unable to be avoided • phenomenon (n.) – an unusual, significant, or unaccountable fact or occurrence • unprecedented (adj.) – never before known or experienced • catalyst (n.) – a thing that causes an event or change • tariff (n.) – a tax set by a government on imports for purposes of protection or to create balance

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• distortions (n.) – acts or instances of twisting out of shape • subsidies (n.) – sums paid by one government to another to secure some service in return • commodities (n.) – articles of trade or commerce, especially products
Vocabulary to teach (may include direct word work and/or questions)
• globalization (n.) – the act of extending to other or all parts of the world; worldwide integration • integration (n.) – an act or instance of combining into a whole • marginalized (v.) – to make seem unimportant • ethical (adj.) – involving questions of right and wrong behavior; morally right and good

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: CCRA.R.9, L.9-10.4.b, c, L.9-10.6	
• Text: "The Champagne Fairs" (*Sugar Changed the World,* pp. 21-24); "Globalization" (http://go.worldbank.org/V7BJE9FD30)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 20%
3. Masterful Reading	3. 20%
4. Reading and Discussion	4. 40%
5. Quick Write	5. 10%
6. Closing	6. 5%

Materials

- Student copies of the Short Response Rubric and Checklist (refer to 9.4.1 Lesson 1)
- Copies of "Globalization" for each student (http://go.worldbank.org/V7BJE9FD30)

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Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	**Percentage indicates the percentage of lesson time each activity should take.**
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda 5%

Begin by reviewing the agenda and the assessed standard for this lesson: CCRA.R.9. In this lesson, students read a portion of *Sugar Changed the World* in conjunction with the supplementary text, "Globalization." Students then discuss in groups the similar topics within these texts, building content knowledge and comparing approaches. Student learning is assessed through a Quick Write that asks them to make connections between the supplementary text and *Sugar Changed the World.*

- Students look at the agenda.

ⓘ Throughout this module, students will pause at critical moments in *Sugar Changed the World* to explore short, supplementary texts. The goal of exploring these texts is to help students make connections between the central ideas of *Sugar Changed the World* and related contemporary issues. The supplementary texts also provide examples of argument writing, modeling the components students will use in their own argument writing pieces later in this module. Additionally, these texts scaffold to the expectations of the Mid-Unit and End-of-Unit Assessments in which students engage in cross-textual analysis of the ideas presented in *Sugar Changed the World* and those presented in the supplementary texts.

Activity 2: Homework Accountability 20%

Instruct student pairs to reread "The Champagne Fairs" (pp. 21–24) and share their responses to the writing prompts.

- Students read "The Champagne Fairs" in pairs and share their responses to the writing prompts.

How do the authors' descriptions of Europe compare to their descriptions of the Muslim world?

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- The authors describe Europe as "violent, ignorant, and divided" (p. 19). Most Europeans could only "count[] on their hands," in contrast to the educated Muslims who "studied the words of the ancient Greeks" (p. 19). Additionally, Europe was very isolated and "no one ventured far" (p. 19). This description contrasts with the authors' description of a Muslim world founded on the physical and intellectual exchange between cultures (p. 18).

How were Europeans exposed to sugar?

- Europeans were exposed to sugar through "a series of fairs and wars" (p. 21).

Define *globalization*. Look up a definition, and record.

- Student definitions may include the following:
  - Worldwide integration and development
  - Worldwide blending or combining into one whole

ⓘ Consider drawing students' attention to their application of standard L.9-10.4.c through the process of consulting reference materials.

Activity 3: Masterful Reading 20%

Have students listen to a masterful reading of "Globalization." It may be helpful to focus student reading by asking students to consider the connections that might be drawn between this article and *Sugar Changed the World.*

- Students follow along, reading silently.

Ask students to spend 3–5 minutes independently writing down initial reactions and questions they have about the text.

- Student questions may include the following:
  - Why was globalization "inevitable"?
  - What kind of problems make globalization "messy"?
  - Who are the supporters of globalization? Who are the critics?
  - What kinds of products are being traded or invested in?
  - What does globalization look like in the United States?

Ask students to share their initial questions. Write these questions on the board or on chart paper. Share with the students that it is good to have questions as they engage in complex texts. Remind them that many of these questions will be answered as they read the text closely. As they read, students can look for answers to their questions and continue to develop new questions.

- Students share out questions.

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Activity 4: Reading and Discussion 40%

Instruct students to form pairs. Post or project each set of questions below for students to discuss.

Instruct students to reread "Globalization" and answer the following questions before sharing out with the class.

Who is the author of the supplementary text "Globalization"?

- Students should identify that this text does not seem to have an individual author but was published by The World Bank.

What is the perspective of The World Bank?

- The World Bank identifies itself in this article as an "international organization" (p. 2) that helps developing countries do things to help them function well, like "basic education and health."
  - Some students may extend this observation to include the idea that The World Bank lays out the pros and cons of globalization, with time spent developing the perspective of critics and supporters of globalization.

Provide students with the following definitions: *inevitable* means "unable to be avoided," *phenomenon* means "an unusual, significant, or unaccountable fact or occurrence," and *unprecedented* means "never before known or experienced."

- Students write the definitions of *inevitable*, *phenomenon,* and *unprecedented* on their copy of the text or in a vocabulary journal.

What might be The World Bank's purpose for publishing this article?

- Student responses may include:
  - To inform readers on the topic of globalization.
  - To provide a straightforward explanation of globalization.
  - To answer the questions the article poses for itself: What is it? Why should I care? What is the international community doing? What can I do?

Based on the definition you looked up for homework, what might *integration* (p. 1) mean?

- Integration means when separate things (like the exchange of goods inside different countries) become a single thing (the exchange of goods worldwide).

Provide students with the following definitions: *catalyst* means "a thing that causes an event or change," *tariff* means "a tax set by a government on imports for purposes of protection or to create balance," and *distortions* means "acts or instances of twisting out of shape."

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- Students write the definition of *catalyst*, *tariff,* and *distortions* on their copy of the text or in a vocabulary journal.

What factors contribute to *marginalization*?

- A poor government, "geographical and climatic disadvantages" (p. 2), and a lack of things that other countries want to buy contribute to marginalization.

What might it mean for a country to be *marginalized* (p. 2)?

- To be marginalized means to be put on the outside, and probably means that these marginalized countries have not had any of the benefits described for countries like China, India, Uganda, and Vietnam. Marginalized countries "have not" (p. 2) benefited from globalization the way other countries have.

ⓘ If students struggle, encourage them to look for a familiar word within this larger vocabulary word. Students can apply their understanding of *margin* to make meaning of *marginalized*. Students may use their understanding of what a margin is (like the margins of their notebooks or on a piece of paper) to make meaning of *marginalized*.

ⓘ Consider drawing students' attention to their application of standard L9-10.4.b through the process of using the parts of the word to make meaning of a word.

Inform students that in this module they will explore many aspects of globalization and the results of global trade. Inform students that a helpful and relevant piece of vocabulary they can use in this conversation is *ethical,* meaning "an issue involving questions of right and wrong behavior; morally right and good." Explain that the idea of *ethics* and what makes something *ethical* is a complicated debate because different people have different conceptions of what is morally right and wrong. However, in the context of this module the word *ethical* refers to products that have been manufactured in safe conditions where the workers are paid a fair wage.

ⓘ Consider asking students to brainstorm possible examples of ethical problems in the garment manufacturing industry.

ⓘ Though this supplementary article does not deal explicitly with labor exploitation or ethical manufacturing, this is an important concept for students to have access to early in this module, as it will inform their understanding of subsequent supplementary texts.

ⓘ Consider reminding students of standard L.9-10.6, which requires that students acquire and accurately use general academic and domain-specific words and phrases. Consider informing students that they should be using this academic and domain-specific vocabulary in their Quick Writes and other written assessments.

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What does well-functioning globalization require?

- The article names "governments" (p. 3) as being essential for globalization, and that if governments do not do their job then "outside agencies" (p. 3) like The World Bank will not be able to fix the problems that make globalization a negative thing.

ⓘ **Differentiation Consideration**: If time remains, consider having students brainstorm a list of products that they have been able to purchase due to globalization. Additionally, it may be a rich extension for students to identify products in the classroom and where they came from (e.g., countries of origin listed on clothing tags, the backs of notebooks or text books—even *Sugar Changed the World* identifies that it was "Manufactured in China" on the copyright page).

Provide students with the definitions for *subsidies* (sums paid by one government to another to secure some service in return) and *commodities* (articles of trade or commerce, especially products).

- Students write the definition of *subsidies* and *commodities* on their copy of the text or in a vocabulary journal.

ⓘ **Differentiation Consideration**: If students require further scaffolding in order to connect the concepts of "Globalization" with those explored in *Sugar Changed the World*, consider providing the following additional scaffolding.

Instruct students to return to "The Champagne Fairs" (*Sugar Changed the World,* pp. 21–24) and review. Post or project the following questions for students to answer in pairs.

Identify the countries mentioned in "The Champagne Fairs." How might "The Champagne Fairs" be considered an example of globalization?

- "Italy" (p. 21), France (p. 21), "Spain" (p. 22), "Russia" (p. 22), "Italy" (p. 23), "Damascus" (p. 23), "Gaza" (p. 23), "Syria" (p. 23), "India" (p. 23), and "England" (p. 24). "The Champagne Fairs" might be considered an example of globalization because so many countries from around the world are involved, and it has to do with selling and buying things.

Using *Sugar Changed the World* and "Globalization," identify different ways in which information and ideas are spread throughout the world. Be sure to include specific means for each time period.

- Student responses may include the following:
  - "advancements in technology" ("Globalization," p. 1).
  - "Markets" and "fairs" ("The Champagne Fairs," p. 21); "camel caravans" ("The Champagne Fairs," p. 23); "through war" ("The Champagne Fairs," p. 24).

Lead a brief whole-class discussion of student responses.

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Activity 5: Quick Write 10%

Instruct students to respond briefly in writing to the following prompt:

How do the World Bank article and the description of "The Champagne Fairs" from *Sugar Changed the World* both address the topic of globalization?

Instruct students to look at their text and notes to find evidence. Ask students to use this lesson's vocabulary, as well as academic and domain-specific vocabulary, wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- Students listen and read the Quick Write prompt.

ⓘ Display the prompt for students to see, or provide the prompt in hard copy.

Transition students to the independent Quick Write.

- Students independently answer the prompt, using evidence from the text.

- See the High Performance Response at the beginning of this lesson.

Activity 6: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to respond in writing to the following prompt:

How has your understanding of *Sugar Changed the World* changed or developed through the reading of "Globalization"?

Ask students to use this lesson's vocabulary wherever possible in their written responses.

Additionally, students should continue to read their Accountable Independent Reading text through the lens of a focus standard of their choice and prepare for a 3–5 minute discussion of that text based on that standard.

- Students follow along.

Homework

Respond in writing to the following prompt:

How has your understanding of *Sugar Changed the World* changed or developed through the reading of "Globalization"?

Use the lesson's vocabulary wherever possible in your written response.

Continue to read your AIR text through the lens of a focus standard of your own choosing.

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9.4.1 Lesson 5

Introduction

In this lesson, students read and analyze a portion of *Sugar Changed the World*, reading both "Out of War Comes Sweetness" and "The Problem with Sugar Cane" (pp. 24–29) which detail both the influence of the Crusades on global sugar trade, and the mechanics of early sugar plantations. Students consider the effect of the sugar refinement process on agriculture, and build upon their developing understanding of the complex relationship between wars, the exchange of information, and global markets through discussions and textual analysis. Students complete this lesson with a Quick Write responding to the following prompt: How does the series of events the authors unfold in the passage support the claims presented about sugar cane in the first paragraph of "The Problem with Sugar Cane"?

For homework, students read a portion of *Sugar Changed the World* "Part Two: Hell" through "than any ruler, empire, or war had ever done" (pp. 31–35). Students add to their Mapping Sugar Tool, as well as work through a series of supporting questions.

Standards

Assessed Standard(s)	
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
Addressed Standard(s)	
None.	

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Assessment

Assessment(s)
Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text. • How does the series of events the authors unfold in the passage support the claims presented about sugar cane in the first paragraph of "The Problem with Sugar Cane"?
High Performance Response(s)
A High Performance Response should: • Identify a claim made about sugar cane in the first paragraph of "The Problem with Sugar Cane" (e.g., that there are "two problems with cane…one of time and the other of fire"). • Identify a series of events that unfold in this passage (e.g., the series of descriptions of the sugar refinement process). • Connect the unfolding of a series of events to the claim (e.g., that the "problem" of sugar cane and the series of difficult steps in refining sugar led to the use of slave labor).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• Crusades (n.) – (specifically) military expeditions undertaken by Christians of Europe in the eleventh, twelfth and thirteenth centuries; (generally) any aggressive movement for the advancement of an idea or cause
Vocabulary to teach (may include direct word work and/or questions)
• colonialism (n.) – the control of a nation over a dependent country, territory or people

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: • Standards: RI.9-10.3, RI.9-10.5 • Text: "Out of War Comes Sweetness" and "The Problem With Sugarcane" from *Sugar Changed the World* (pp. 24–29)	

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Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Reading and Discussion	3. 40%
4. Sugar Production Tool Activity	4. 30%
5. Quick Write	5. 10%
6. Closing	6. 5%

Materials

- Student copies of the Short Response Rubric and Checklist (refer to 9.4.1 Lesson 1)
- Copies of the Sugar Production Tool for each student
- Student copies of the Mapping Sugar Tool (refer to 9.4.1 Lesson 1)

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	**Percentage indicates the percentage of lesson time each activity should take.**
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
🗨	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda 5%

Begin by reviewing the agenda and sharing the assessed standards for this lesson: RI.9-10.3 and RI.9-10.5. In this lesson, students read a portion of *Sugar Changed the World* and consider the unfolding of ideas and events and the connections drawn between them. Students are assessed through a Quick Write at the end of the lesson.

- ▸ Students look at the agenda.

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Activity 2: Homework Accountability 10%

Instruct students to talk in pairs about how they applied their focus standard to their Accountable Independent Reading (AIR) text. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

- Students (or student pairs) discuss and share how they applied their focus standard to their AIR text from the previous lesson's homework.

Ask students to briefly Turn-and-Talk in pairs about their responses to the homework prompt from the previous lesson:

How has your understanding of *Sugar Changed the World* changed or developed through the reading of "Globalization"?

- Student responses should include:
  - Reading "Globalization" makes it clear that what was happening in "The Champagne Fairs" was an example of globalization. It is impressive or interesting that so much globalization happened even before modern technology like the internet or airplanes. Products like pepper or sugar might still be available in the United States due to globalization, but they are easier to get now than they were for people like King Henry III.

Activity 3: Reading and Discussion 40%

Instruct students to form pairs. Post or project each set of questions below for students to discuss.

Instruct students to read "Out of War Comes Sweetness" and "The Problem with Sugar Cane" (pp. 24–29) and answer the following questions before sharing out with the class.

ⓘ If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.

Provide students with the following definition: *Crusades* means "(specifically) military expeditions undertaken by Christians of Europe in the eleventh, twelfth, and thirteenth centuries; (generally) any aggressive movement for the advancement of an idea or cause."

- Students write the definition of *Crusades* on their copy of the text or in a vocabulary journal.

Underline the sentence(s) that best express the main idea of the first paragraph.

- Students should underline: "But the crusades were more than battles; they were also an information exchange." (p. 24)

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What do the authors identify as the main result(s) of the *Crusades*?

- The authors identify the "information exchange" and the fact that "the Europeans began to break out of their sealed-off world" (p. 24). The authors also note that "wars against the Muslims brought Europeans to sugar" (p. 26).

What might be implied by the Christian Crusaders' description of sugar cane as having "the taste of honey" (p. 26)?

- Honey was probably the only thing the Crusaders had tasted up to that point, they had not yet tasted sugar. Since Europe had been "sealed-off" (p. 24) this was the first chance the Europeans had to taste sugar and find out "how to plant sugar cane, and how to refine sugar" (p. 26).

Identify one example of *colonialism* in "Out of War Comes Sweetness" and how the authors connect it to the growing sugar trade.

ⓘ Consider providing students with a definition for *colonialism* as "the control of a nation over a dependent country, territory or people."

- Students write the definition of *colonialism* on their copy of the text or in a vocabulary journal.

- The "control" the Christians exerted over "Sicily, Cyprus, and Rhodes" (p. 26) is an example of *colonialism*, and the resulting application of their knowledge of how to plant, grow, and refine sugar contributed to the growing sugar trade. This application of knowledge is an example of "globalization."

How does the description of the spread of Christianity in "Out of War Comes Sweetness" compare to the spread of Islam in "The Storm of God" (pp. 16–18)?

- The spread of Christianity is described as being similar to the spread of Islam from their earlier reading. Both movements were started because of a religion, but resulted in "an information exchange" (p. 24) between countries and cultures.

ⓘ **Differentiation Consideration:** Consider spending additional time on the comparison between student work with "The Storm of God" from 9.4 Lesson 3, and their understanding of "Out of War Comes Sweetness." Students may reread "The Storm of God," or return to notes and annotations from "The Storm of God" and further compare the spread of Islam to the spread of Christianity through the Crusades.

Lead a brief whole-class discussion of student responses.

Instruct students to answer the following questions before sharing out with the class.

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Underline the claim(s) the authors make about sugar cane in the first paragraph of "The Problem with Sugar Cane."

- Student responses may include the following:
  - "There are two problems with cane if you want to make vast amounts of sugar: one of time and the other of fire" (p. 26).
  - "Cane loses money as long as it sits" (p. 26).
  - "For the growers, time truly was money" (p. 27).

How did the "sugar plantations" compare with "regular farms" (p. 27)?

- Sugar plantations were different than regular farms in that they only had one product, and they needed to be run more like a "factory" to be successful; whereas "regular farms" had lots of different products and processes for growing, refining, and selling, plantations had only one.

What reason does the text identify for this difference?

- *Sugar Changed the World* identifies the special needs and "problems" inherent in sugar production as being the reason that sugar plantations looked so different from "regular farms" (p. 27). Some students may extend this observation to include the idea that sugar was a more profitable product than the products produced by "regular farms."

How does this description of labor on a sugar plantation compare to "The Age of Honey" (pp. 6–8)?

- Honey did not require labor to grow or refine: "you could hollow out a log near bees, and they would make [honey] in their home" (p. 6). The description of labor on a sugar plantation is much more intense and demanding.

ⓘ **Differentiation Consideration:** Consider allowing time for students to return to and review "The Age of Honey" (pp. 6–8) and their notes from 9.4.1 Lesson 1, in which they read and analyzed this portion of *Sugar Changed the World.*

How do the images on page 25 and page 28 compare in their representation of labor?

- Both images show unrealistic representations of labor. The image on page 25 shows a complete fantasy, where spices flow down a river and are caught in a net, and while the image on page 28 might seem more realistic at first glance, it is also unrealistic, because "no real mill would have looked exactly like this" (p. 28).

Lead a brief whole-class discussion of student responses.

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Activity 4: Sugar Production Tool Activity 30%

Distribute copies of the Sugar Production Tool to students. Instruct students to complete the tool in pairs, identifying the steps in sugar production, the problems inherent in these steps, and the corresponding text that reveals these details to students. Students should then work to identify the solutions that were implemented by plantation owners to solve these problems.

ⓘ **Differentiation Consideration:** Consider modeling the first row of the tool for students. The steps to be modeled are in bold on the Model Sugar Production Tool.

- Students work in pairs to complete the Sugar Production Tool.
- See Model Sugar Production Tool for sample student responses.

ⓘ **Differentiation Consideration:** Consider assigning this tool for homework or as an extension to this lesson.

Activity 5: Quick Write 10%

Instruct students to respond briefly in writing to the following prompt:

How does the series of events the authors unfold in the passage support the claims presented about sugar cane in the first paragraph of "The Problem with Sugar Cane"?

Instruct students to look at their annotations to find evidence. Ask students to use this lesson's vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- Students listen and read the Quick Write prompt.

ⓘ Display the prompt for students to see, or provide the prompt in hard copy.

Transition students to the independent Quick Write.

- Students independently answer the prompt, using evidence from the text.
- See the High Performance Response at the beginning of this lesson.

Activity 6: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to read *Sugar Changed the World* from "Part Two: Hell" through "than any ruler, empire, or war had ever done" (pp. 31–35). As they read, students should respond to the following questions:

What value did sugar have for the Europeans?

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What factors contributed to Brazil's position in the sugar production cycle?

What was a result of the growing sugar trade?

Ask students to use this lesson's vocabulary wherever possible in their written responses.

Additionally, instruct students to record information about the geographic movement of people as a result of the sugar trade on their Mapping Sugar Tool.

ⓘ Students were instructed on the use of the Mapping Sugar Tool in 9.4.1 Lesson 1, but if necessary remind students that they should draw a line with an arrow to indicate movement from one country to another on the map, and should use a different color to track the movement of people than they did to track the movement of sugar and ideas in Lessons 1 and 3 (green was used on the model tool to identify the movement of people as a result of the sugar trade).

- Students follow along.

Homework

Read *Sugar Changed the World* from "Part Two: Hell" through "than any ruler, empire, or war had ever done" (pp. 31–35).

Respond to the following questions as you read:

What value did sugar have for the Europeans?

What factors contributed to Brazil's position in the sugar production cycle?

What was a result of the growing sugar trade?

Use this lesson's vocabulary wherever possible in your written responses.

Record the geographic movement of people as a result of the sugar trade on your Mapping Sugar Tool.

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Sugar Production Tool

Name:		Class:		Date:	

Directions: Reread pages 26 through 29 and identify the steps in sugar production, the problems with each step, and the corresponding text from *Sugar Changed the World* that tells you so.

Steps in Sugar Production	Problem?	Corresponding Text	What solution did the plantations come up with to solve this "problem"?
1. Plant and grow sugar cane.	No problem. This part is easy!	"not hard to grow sugar cane" (p. 26)	
2.			
3.			
4.			
5.			
6.			
7.			

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Model Sugar Production Tool

Name:		Class:		Date:	

Directions: Reread pages 26 through 29 and identify the steps in sugar production, the problems with each step, and the corresponding text from *Sugar Changed the World* that tells you so.

Steps in Sugar Production	Problem?	Corresponding Text	What solution did the plantations come up with to solve this "problem"?
1. Plant and grow sugar cane.	No problem. This part is easy!	"not hard to grow sugar cane" (p. 26)	N/A
2. Harvest the crop.	This has to happen really quickly so the cane doesn't dry out.	"once you cut cane it begins to dry out" (p. 26)	The people who worked on the plantation "labor[ed] around the clock" (p. 27)
3. Gather stalks into bundles.	Sugar is bulky and hard to move.	"piles of cane are heavy, bulky, and hard to move" (p. 26)	"engineer[ed] a system in which an army of workers swarm[ed] through the fields" (p. 27)
4. Carry bundles to the mill.	Sugar is really heavy and hard to carry.	"piles of cane are heavy, bulky, and hard to move" (p. 26)	the plantations built the mill right next to the fields (p. 27)
5. Grind the cane in the mill.	This needs to happen as soon after the cane is cut down as possible.	"cane loses money as long as it sits" (p. 26)	They started "using slaves" (p. 27) to get the work done fast enough.
6. Boil the cane into sugar.	You need lots of wood to keep the fires burning to boil the sugar.	"to keep those vats boiling, a great deal of wood to burn was needed" (p. 29)	They found places with lots of access to forests (p. 29)
7. Package and ship the sugar.	You need to be close to the ocean so you can ship the sugar away to sell it.	"not many places in the world…are near water so that sugar can be easily shipped" (p. 29)	They found places with lots of access to water (p. 29)

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9.4.1 Lesson 6

Introduction

In this lesson students read and analyze "A Cycle of Death and Sweetness" (pp. 35–41) from *Sugar Changed the World*, which details the horrific working conditions of eighteenth century sugar plantations. Students consider the cumulative effect of words and phrases on the tone of this section as they read a detailed and evocative description of sugar work on eighteenth century plantations. Students work in groups to collaboratively generate a list of phrases that contribute to the tone and meaning of this passage. Students complete this lesson with a Quick Write that prompts students to consider the effect of specific phrases on meaning and tone in this passage.

For homework, students read "The Spherical Trade" (p. 37) and respond in writing to a prompt that asks them to return to their understanding of globalization. Additionally, students continue their Accountable Independent Reading (AIR).

Standards

Assessed Standard(s)	
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
Addressed Standard(s)	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

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Assessment

Assessment(s)
Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text. • Choose two of the phrases identified during the collaborative quote activity and analyze how they contribute to cumulative tone of the passage.
High Performance Response(s)

A High Performance Response should:
• Choose two phrases to analyze. The phrases identified by students may vary. This section of text is rich with examples of strong language and examples of phrases that contribute to the cumulative tone. Some examples include:
  ○ "The painstaking work had just one aim: to plant a crop that would end up taking the life of every worker who touched it." (p. 36)
  ○ "A weeder spent ten to fourteen hours a day bent over with a hoe, digging out the unwanted growths at the base of the knobby cane stalks, ignoring the rats that might scuttle over his or her feet or the bladelike leaves that slashed at the worker's wrists and arms." (p. 38)
  ○ "The cutters worked brutal, seemingly endless shirts during the harvest—for the hungry mills crushed cane from four in the afternoon to ten the next morning, stopping only in the midday heat." (p. 39)
  ○ "'People the color of the very night, working briskly and moaning at the same time without a moment of peace or rest, whoever sees all the confused and noisy machinery…will say that this indeed is the image of Hell.'" (p. 40)
  ○ "Over and over again the liquid had to be strained and purified, even as it kept boiling, boiling, boiling in the copper vats." (p. 41)
• Make a statement about the cumulative tone of this passage (e.g., that the tone of this passage is meant to convey the difficult and brutal lives of people who worked on sugar plantations).
• Analyze how the two phrases they chose contribute to that cumulative tone.

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Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• repose (n.) – the state of being at rest • vermin (n.) – disgusting animals, especially of small size, such as rats • machete (n.) – a large heavy knife • granule (n.) – a small grain
Vocabulary to teach (may include direct word work and/or questions)
• None.

ⓘ The vocabulary in this section is accessible at grade level; students will analyze the figurative and connotative meanings of words in this section (e.g., the authors' ironic use of "lucky" on p. 39), rather than determining vocabulary definitions.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: RI.9-10.4, SL.9-10.1	
• Text: "A Cycle of Death and Sweetness" (pp. 35–41) from *Sugar Changed the World*	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Masterful Reading	3. 15%
4. Reading and Discussion	4. 25%
5. Collaborative Quote Activity	5. 30%
6. Quick Write	6. 10%
7. Closing	7. 5%

Materials

- Student copies of the Short Response Rubric and Checklist (refer to 9.4.1 Lesson 1)
- Chart Paper

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Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	**Percentage indicates the percentage of lesson time each activity should take.**
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
🗨	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda 5%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.9-10.4. In this lesson, students read a portion of *Sugar Changed the World* and consider the impact of words and phrases on the cumulative tone of the passage they will read. Students participate in a collaborative activity and complete a Quick Write for assessment.

- Students look at the agenda.

Activity 2: Homework Accountability 10%

Instruct students to share and discuss their responses to the homework questions in pairs.

- Students discuss and share their responses to the homework questions.

What value did sugar have for the Europeans?

- For the Europeans sugar was as valuable as "gold" (p. 31). Sugar may have been even more valuable than gold, since when the Spanish went off to find actual gold, the Europeans kept farming sugar (p. 32).

What factors contributed to Brazil's position in the sugar production cycle?

- The rich soil and ideal ocean currents (p. 32) contributed to Brazil's position in the sugar trade.

What was a result of the growing sugar trade?

- The results of the growing sugar trade were growth of the slave trade (p.32), the expanding economies of Europe (p. 35), or and the change in sugar's availability (p. 35) so that it was no

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longer the luxury item it had been for the Muslim rulers (p. 17) or scarce like it was for King Henry III (p. 24).

Instruct students to briefly share the geographic details they have recorded on their Mapping Sugar Tool with the class.

- Students share the work they have done on their Mapping Sugar Tool.
- See Model Mapping Sugar Tool for sample student responses.

Activity 3: Masterful Reading 15%

Have students listen to a masterful reading of "A Cycle of Death and Sweetness" (pp. 35–41).

ⓘ Students will be assigned "The Spherical Trade" (p. 37) as homework; it is not necessary to include this passage in the masterful reading.

- Students follow along, reading silently.

Activity 4: Reading and Discussion 25%

Instruct students to form pairs. Post or project the following questions for students to answer in pairs.

What is the cumulative effect of the authors' use of "you" in this section of the text, starting on page 36?

- The use of "you" draws the reader into the life of the sugar worker because the authors are writing this section as if the reader was the one doing the work.

Provide students with the following definitions: *repose* means "the state of being at rest" and *vermin* means "disgusting animals, especially of small size, such as rats."

- Students write the definitions of *repose* and *vermin* on their copy of the text or in a vocabulary journal.

What might it mean for the authors to use the word "lucky" (p. 39) in the context of sugar labor?

- The use of "lucky" does not give the same meaning as it is normally used. The life of a sugar worker was hard and dangerous, and to be "lucky" would mean that it was only a little bit less hard since they would get "a little more to eat, a few moments more rest" (p. 39) with some potential for "personal pleasure" (p. 39), but this is not a big improvement since they were not "any less a slave" (p. 39).

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Provide students with the following definitions: *machete* means "a large heavy knife," and *granule* means "a small grain."

- Students write the definitions of *machete* and *granule* on their copy of the text or in a vocabulary journal.

What attitude do the authors have toward sugar work? How is this attitude reflected in the tone of this passage?

- The authors have the attitude that sugar work is dangerous and "brutal" (p. 36), "painstaking" (p. 36), scary and "bladelike" (p. 38) because one's "arm could be hacked off" (p. 40), and difficult because there was "no rest" (p. 40), "this was not the end" (p. 41). This is reflected in the tone and ominous tone of the passage.

How does the tone of this passage compare to the description of sugar work in "The Problem with Sugar Cane" (pp. 26–29)?

- The tone in this passage is much more graphic and frightening than the tone of "The Problem With Sugar Cane," which was a shorter, more simple explanation of the work in general without the human element of the dangers of that work.

ⓘ If necessary, allow time for students to briefly return to "The Problem with Sugar Cane" before responding to this question.

ⓘ **Differentiation Consideration:** If students struggle, consider posing the following scaffolding question:

What might the authors be implying with the phrases "or the anger of brutalized slaves" (p. 38) and "but for some also their weapons" (p. 39)?

- The authors are implying that the slaves might be angry and do things on purpose (like burn the sugar fields) to hurt the people who enslaved them.

ⓘ Consider drawing students' attention to the authors' use of foreshadowing. In lessons 15 and 16 students will read and analyze passages of *Sugar Changed the World* that detail revolutions in Haiti and around the world. It may be a rich extension to stop and have students consider the foreshadowing that occurs in this section, or return to this section after they have encountered passages detailing these events.

Lead a brief whole-class discussion of student responses.

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Activity 5: Collaborative Quote Activity 30%

Group students into five pre-established groups. Assign each group a page from the excerpt and chart paper labeled with the assigned excerpt:

- Group One: from "The Millions of Africans taken to work in sugar" through "could hardly rest even when their day was done" (pp. 35–36).
- Group Two: from "Their huts, which ought to be well covered" through "a roaring blaze would engulf the fields" (p. 38).
- Group Three: from "You might be lucky enough to be trained" through "then the sugar cane would dry up" (p. 39).
- Group Four: from "Cutting cane was hard work" through "he or she could slip into a bubbling vat" (p. 40).
- Group Five: from "Mammoth fires burned in the 'mouths,'" through "whitest sugar from less valuable brown granules" (p. 41).

ⓘ Prepare the chart paper with reading assignments recorded on the top before class.

Instruct student groups to identify and record at least three phrases from their assigned portion of the text that contribute to the cumulative tone of this passage.

- ▸ Students work in groups to identify and record three phrases that contribute to the cumulative tone of this passage.
- ● Student responses may vary. See assessment box at the beginning of this lesson for examples of phrases students may identify.

ⓘ Consider reminding students of their previous work with standard SL.9-10.1, which requires that students participate in collaborative discussions, building on each other's ideas and expressing their own clearly and persuasively.

After students have had time to find and record at least three phrases that contribute to the cumulative tone of this passage, instruct students to move clockwise around the room to the next group's chart paper, read the phrases, and identify one of those phrases that best exemplifies the cumulative tone of this passage. Students may vote individually for their choice of phrase by placing a dot on the chart paper, or make a group decision and vote together.

- ▸ Students move clockwise in their groups, working to identify the phrase that best exemplifies the tone of this passage.

ⓘ Depending on time, consider stopping this activity after two or three rotations.

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After students have had time to read the phrases and identify one that they feel best exemplifies the tone of this passage, instruct student groups to share out with the full class which phrase they chose and why.

- Students share the phrase they chose, as well as their reasoning behind that choice.

Record and display the five phrases identified by student groups. Instruct students to choose from and analyze two of these five phrases for their Quick Write.

Activity 6: Quick Write 10%

Instruct students to respond briefly in writing to the following prompt:

Choose two of the phrases identified during the collaborative quote activity and analyze how they contribute to cumulative tone of the passage.

ⓘ Display the phrases for student reference during this Quick Write.

Instruct students to look at their annotations to find evidence. Ask students to use this lesson's vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- Students listen and read the Quick Write prompt.

ⓘ Display the prompt for students to see, or provide the prompt in hard copy.

Transition to independent Quick Write.

- Students independently answer the prompt, using evidence from the text.
- See the High Performance Response at the beginning of this lesson.

Activity 7: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to read "The Spherical Trade" (p. 37) and respond in writing to the following prompt:

How does this description of "the spherical trade" compare to your understanding of globalization?

Remind students to use the Short Response Rubric and Checklist to guide their written responses. Ask students to use this lesson's vocabulary wherever possible in their written responses.

Additionally, ask students to continue to read their AIR text through the lens of a focus standard of their choice and prepare for a 3–5 minute discussion of that text based on that standard.

- Students follow along.

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Homework

Read "The Spherical Trade" (p. 37) and respond in writing to the following prompt:

How does this description of "the spherical trade" compare to your understanding of globalization?

Use this lesson's vocabulary wherever possible in your written responses.

Continue AIR through the lens of a focus standard of your choice and prepare for a 3–5 minute discussion of your text based on that standard.

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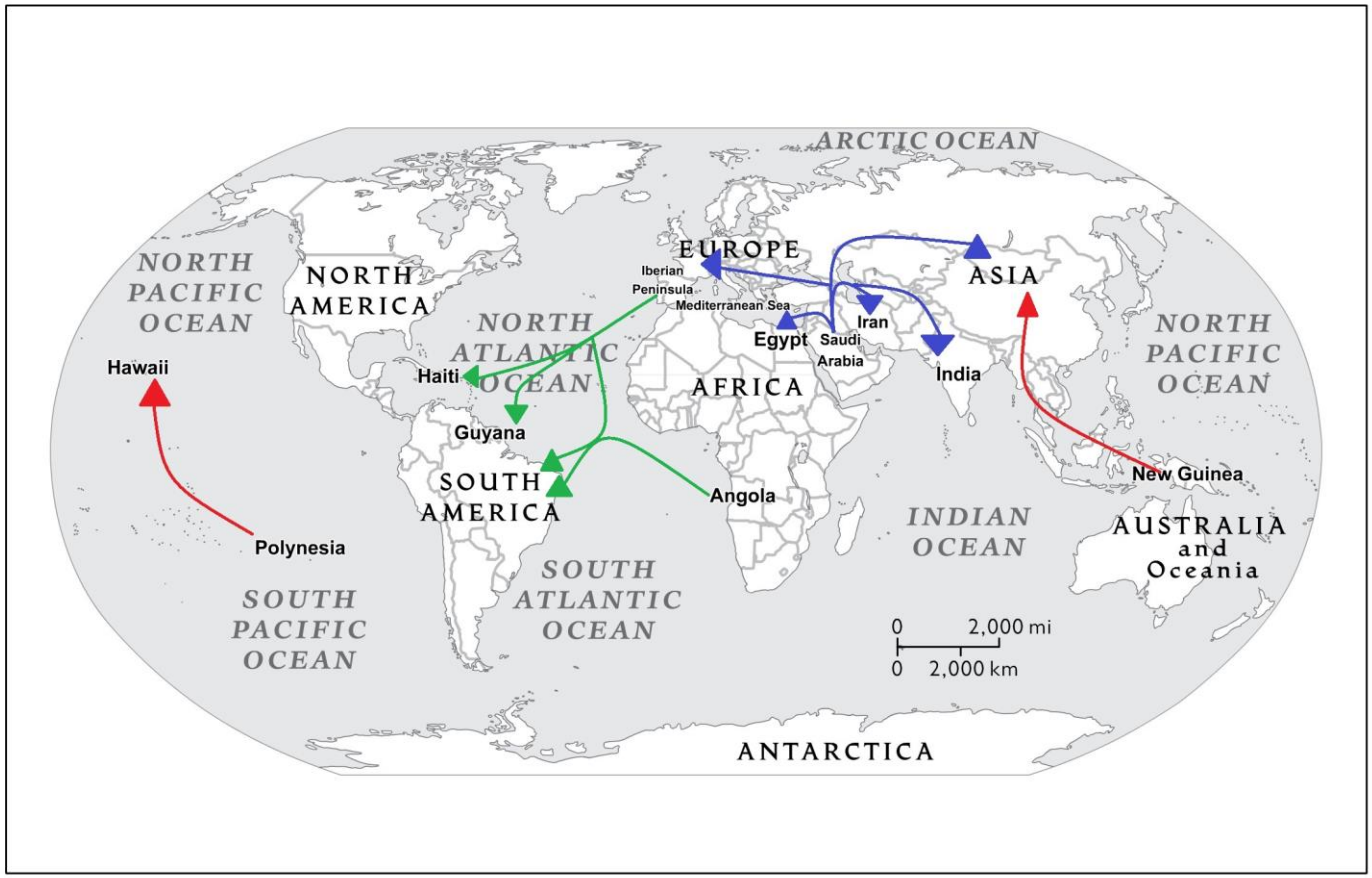
Model Mapping Sugar Tool



THE WORLD

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9.4.1 Lesson 7

Introduction

In this lesson, students explore the images from "Portrait Gallery of Sugar Work" (pp. 42–53) depicting conditions and processes of sugar production and distribution. Students analyze how sugar labor is depicted in the "Portrait Gallery of Sugar Work," and consider how these images reflect the development of the central idea of the text. For the lesson assessment, students complete a brief written response analyzing how the images in the "Portrait Gallery of Sugar Work" refine an understanding of a central idea of the text.

For homework, students continue to read their Accountable Independent Reading text through the lens of a focus standard of their choosing and prepare for a 3–5 minute discussion of the text based on that standard.

Standards

Assessed Standard(s)	
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
Addressed Standard(s)	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

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Assessment

Assessment(s)
Learning in this lesson is assessed via a Quick Write activity at the end of the lesson. Students answer the following prompt based on the gallery walk (citing evidence from the text and analyzing key words, phrases and images) completed in this lesson. • Identify a developing central idea from *Sugar Changed the World*. How do the details emphasized in the "Portrait Gallery of Sugar Work" refine a central idea of the text?
High Performance Response(s)
High Performance Responses should: • Identify a central idea that has emerged and developed in *Sugar Changed the World* (e.g., plantations provided the basis of a vast economic system based on the enslavement and exploitation of human labor). • Describe what is happening in the photos of "Portrait Gallery of Sugar Work" and how these images reflect or refine the developing central idea (e.g., Slaves (and later sugar laborers) are treated much like parts of a machine or factory process; The similarities in working conditions between the nineteenth, twentieth, and twenty-first century images underscore the blurred line between slavery and modern day sugar production; The "toil" involved to bring sweet, cheap, widely-consumed product across the globe underscores the disconnect between consumers and the labor process; Slavery (and poverty, in contemporary times) and dangerous working conditions underscore the human cost of sugar production).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• hogshead (n.) – a large cask or barrel • fervor (n.) – intensity of feeling or expression • stubble (n.) – the stumps of grain and other stalks left in the ground when the crop is cut
Vocabulary to teach (may include direct word work and/or questions)
None.

ⓘ The vocabulary in this section is accessible at grade level; students will analyze the relationship between captions and images as they contribute to a central idea rather than determining vocabulary definitions.

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Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: • Standards: RI.9-10.2, RI.9-10.7, SL.9-10.1 • Text: "Portrait Gallery of Sugar Work" (pp. 42–53) from *Sugar Changed the World*	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Image Analysis Gallery Activity	3. 40%
4. Image Analysis Discussion	4. 25%
5. Quick Write	5. 10%
6. Closing	6. 5%

Materials

- Copies of Image Analysis Tool for each student
- Student copies of the Short Response Rubric and Checklist (refer to 9.4.1 Lesson 1)
- Images from "Portrait Gallery of Sugar Work" (pp. 42–53)

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

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Activity 1: Introduction of Lesson Agenda 5%

Begin by reviewing the agenda and the assessed standards for this lesson: RI.9-10.2, RI.9-10.7. In this lesson, students investigate the images in the "Portrait Gallery of Sugar Work" (pp. 42–53) and analyze how these images contribute to the text and to the shaping of a central idea.

- Students look at the agenda.

Activity 2: Homework Accountability 15%

Instruct students to talk in pairs about how they can apply their focus standard to their text. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

- Students (or student pairs) discuss and share how they applied their focus standard to their AIR text from the previous lesson's homework.

Ask students to briefly share out their responses from the previous lesson's homework question:

How does this description of "the Spherical Trade" contribute to your understanding of globalization?

- Students share out their responses to the homework.
- Student responses may include the following:
  - Both texts are about the complex global networks of trade that foster an exchange of products and ideas.
  - In the World Bank article, "Globalization," globalization is described as the "inevitable phenomenon in human history that's been bringing the world closer through the exchange of goods and products, information, knowledge and culture" (p. 1).
  - "The Spherical Trade" section of *Sugar Changed the World* describes the interdependence of global trade patterns in the eighteenth century: "To get the fabrics that would buy the slaves that could be sold for sugar for the English to put into their tea, the Spanish shipped silver to the Philippines, and the French, English, and Dutch sailed east to India" (p. 37).

Lead a brief whole-class discussion of student responses.

Activity 3: Image Analysis Gallery Activity 40%

Introduce the Image Analysis Tool. Explain to students that they will model the process of how to analyze images and their respective captions together as a class before working in groups.

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Post or project the following sets of questions for students to answer as a class. Ask students to consider images 1–3 (pp. 42–43) as they discuss.

- Students look at the Image Analysis Tool and images 1–3 on pages 42–43.

What details do you notice in the images?

- Student responses may include:
  - In images 1–3 the landscape is vast, indicating the scale of the plantations. Many slaves are working the land with hoes and other tools. There is no shade. The land looks very uniform, with equally spaced stalks and plots lining the ground. Some well-dressed men with whips are interacting and overseeing those doing the labor. There are people on horseback and a large castle in the distance.
  - In images 1 and 2, the land appears to be somewhat placid. There are palm trees and people are fairly dressed. The overseers appear to almost be helping the laboring slaves.
  - In image 3, workers are lined up in very close formation with hoes, digging a trench while men with whips observe. The close formation portrays a sense of rigidity. The workers appear to be mostly women, and white overseers observe with what appear to be whips.

How do the captions shape your understanding of the images?

- The captions help place the image in a specific historical and geographical timeframe. Images 1 and 2 portray work being done in Antigua in the 1830s. Image 3 portrays work in Martinique, which appears very similar to that of Antigua. The description reinforces this idea by saying sugar plantation process was similar regardless of when or where it took place.
- The description on page 42 describes the "relentless pace of work" in sugar plantations. The farms were "run like factories—with human beings as the tireless machines."

Direct students briefly to page 40, and share this quote from the previous chapter: "People the color of the very night, working briskly and moaning at the same time without a moment of peace or rest, whoever sees all the confused and noisy machinery…will say that this indeed is the image of hell" (p. 40).

How does the quote on page 40 affect your interpretation of images 1–3?

- Student responses may include:
  - While the images connect to the language of people "working briskly," they do not portray an illustration of hell. There is no sense of violence, moaning or even confusion depicted in the images; the scenes appear peaceful and idyllic.

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- The images represent a disconnect between the placid scenes portrayed in the images and the hellish realities described in the above quote. It is possible that the artists of the images deliberately cleaned up the scenes in order to portray a more pleasant image of slavery.

Consider your understanding of slavery from the previous chapters. How do the images and their captions connect to a developing central idea in the text?

- Student responses may include:
  - The disconnect between the images and the text of *Sugar Changed the World* show how the images may have intended to clean up the image of slavery during the eighteenth and nineteenth centuries.
  - The images help illustrate just how much human labor was relied upon for preparing to plant sugar cane.

ⓘ Students may also note that the artists of these images may have had little sympathy for slaves. This helps develop the idea of the public deception behind the realities of slavery and sugar production.

Provide definitions for the following vocabulary words that appear in the remaining images: *hogshead* means "a large cask or barrel" (p. 44 caption, image 8); *fervor* means "intensity of feeling or expression" (p. 46, image 9); *stubble* means "the stumps of grain and other stalks left in the ground when the crop is cut" (p. 46, image 9).

- Students write the definitions of *hogshead, fervor* and *stubble* on their copy of the text or in a vocabulary journal.

Divide students into groups of four. Assign each student group a series of images to analyze. Instruct groups to complete the Image Analysis Tool with the same level of detail and analysis modeled in discussion. Inform students that they should be prepared to share their analysis with the class.

- Students work in groups to complete the Image Analysis Tool.
- See Model Image Analysis Tool for possible student responses.

Activity 4: Image Analysis Discussion 25%

Ask groups to share their image analysis in a whole-class discussion. Remind student groups to respond to the following prompts, providing evidence from their image analysis tools:

Describe the details included in the images.

How do the captions shape your understanding of the images?

How do the images and captions connect to a developing central idea?

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- Student groups share out their responses to the three questions outlined on the Image Analysis Tool.

ⓘ Consider reminding students of their previous work with standard SL.9-10.1, which requires that students participate in collaborative discussions, building on each other's ideas and expressing their own clearly and persuasively.

- Student responses should include:
  - Slaves (and later sugar laborers) are treated much like parts of a machine or factory process (images 1–3, 4–8, 9–11).
  - The similarities in working conditions between the nineteenth, twentieth, and twenty-first century images underscore the blurred line between slavery and modern day sugar production (images 1–3, 4–8, 9–11, 17–20, 21–24)
  - The "toil" involved to bring sweet, cheap, widely-consumed product across the globe underscores the disconnect between consumers and the labor process (images 9–14)
  - Slavery (and in contemporary times poverty) and dangerous working conditions underscore the human cost of sugar production (images 1–8, 15, 18, 20, 21–23)
  - Even twentieth and twenty-first century sugar production contains similarities to historic and slave-based sugar labor. The work is arduous, dangerous, and requires low-cost human labor. It has also occurred in the United States and exists even today (images 15–23).

- See the Model Image Analysis Tool at the end of this lesson for sample student responses.

Activity 5: Quick Write 10%

Instruct students to respond briefly in writing to the following prompt:

Identify a developing central idea from *Sugar Changed the World*. How do the details emphasized in the "Portrait Gallery of Sugar Work" refine an understanding of a central idea of the text?

Instruct students to look at "Portrait Gallery of Sugar Work" and their Image Analysis Tool to answer the question. Remind students to use the Short Response Rubric and Checklist to guide their written responses. Ask students to use this lesson's vocabulary wherever possible in their written responses.

- Students listen and read the Quick Write prompt.

ⓘ Display the prompt for students to see, or provide the prompt in hard copy.

Transition students to the independent Quick Write.

- Students independently answer the prompt, using evidence from the images and captions.

- See the High Performance Response at the beginning of this lesson.

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Activity 6: Closing 5%

For homework, instruct students to continue to read their Accountable Independent Reading text through the lens of a focus standard of their choosing and prepare for a 3–5 minute discussion of their text based on that standard.

- Students listen.

ⓘ **Differentiation Consideration**: Choose 2 forms of music and dance and describe how each connects to the slave experience. Provide textual evidence from "The Pulse of Sugar Life" (pp. 54–55) and/or "The Music and Dance of Sugar Work" (http://sugarchangedtheworld.com/the-music-and-dance-of-sugar-work/) to support your work. Now listen to a sample of each. How does listening to the music or viewing the dance help develop or refine your experience and understanding of how these forms of expression connected to the slave experience? Sample student responses should include textual evidence pulled from "The Pulse of Sugar Life" (pp. 54–55) and from the text on the website. Students should use this lesson's vocabulary wherever possible in their written responses.

Homework

Continue to read your Accountable Independent Reading text through the lens of a focus standard of your choosing and prepare for a 3–5 minute discussion of your text based on that standard.

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Image Analysis Tool

Name:		Class:		Date:	

Describe the details included in the images (include image numbers)	How do the captions shape your understanding of the images?	How do the images and captions connect to a developing central idea?

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Model Image Analysis Tool (pp. 44–45, images 4–8)

Name:		Class:		Date:	

Describe the details included in the images (include image numbers)	How do the captions shape your understanding of the images?	How do the images and captions connect to a developing central idea?
There is a vast field of cane to be cut. Cane is being cut and loaded. Children are working alongside women and men. One well-dressed white man is on a horse sitting high above a slave and pointing down him. The slave is also well dressed and is carrying a whip. He is taking off his hat to the white man. Palm trees portray a somewhat idyllic scene. (image 4).	The caption explains that the image depicts the harvesting process. It mentions that "everyone worked on the harvest—even young children helped their mothers to bundle cane," underscoring the exploitation of women and even children in sugar labor.	This series of images provides the reader with a sense of the labor-intensive multi-step process involved in sugar harvesting, refining and shipping. The work is dependent on extensive amounts of human labor; a large number of slaves are involved in each step of the process and are depicted in each image. Even though the work appears grueling, the images misrepresent the brutality of slavery as described in the text of *Sugar Changed the World*. There is a definite disconnect between the process described in the images and the horrific realities of slavery.
Cut cane is loaded into the mill to be grinded. Women are the ones doing the work. There is a horse to the far right, presumably to carry the load of cane from the fields to the mill. There is a sword next to the machine. (images 5, 6)	The caption describes the purpose of the sword: it is used to cut off a slave's arm if it were to get stuck in the mill. This also connects to the section of the text where plantation visitors are described commenting on seeing slaves with missing arms.	
The slaves work with the boiling vats and the overseers appear to be performing quality control. One well-dressed man looks to be weighing sugar in the corner. The boiling house appears hot. Clothing is hanging up and one man has rolled up his sleeves. (image 7)	The caption portrays a step in the process far more "hot, foul smelling and dangerous" than the image conveys. The caption emphasizes the dangers of the sugar refinement process, which is depicted in a less overt way in the image itself.	
Slaves roll large barrels of sugar onto small boats while large boats wait in the background. Slaves pull horse-drawn carts filled with barrels of sugar. The barrels appear heavy. (image 8)	The caption describes sugar being "packed into hogsheads to be shipped to eager customers."	

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Model Image Analysis Tool (pp. 46–47, images 9–14)

Name:		Class:		Date:	

Describe the details included in the images (include image numbers)	How do the captions shape your understanding of the images?	How do the images and captions connect to a developing central idea?
The scene is idyllic and calm. A man is out on a boat in the middle of the water. A large house is in the center of the image and there is a majestic sunrise (or sunset) in the background. The poem at the top of the image describes a scene set in the West Indies where most sugar cane is grown. Men burn the old stalks, called stubble, and sprinkle it on the soil. (image 9)	The caption clarifies that this set of images is from an 1861 children's book depicting the stages of sugar production. Without the caption, it may be unclear that the images were intended for an audience of children—aside from the rhyming poems and the slightly playful nature of the text accompanying the images. The caption describes the children's book, making clear the "toil that brought sweets across the ocean."	This set of images depicts the same multi-step process described in the text and in the previous set of images. This set of images begins depicting plantation labor and ends up in a local candy shop where eager children await. This underscores a developing central idea about the disconnect between consumers and the brutality of the production process. The final image highlights another important central idea. Sugar is being sold at a remarkably cheap price given the intensive labor and human sacrifice involved in the production process.
The planting looks very organized and tedious. Plots are dug into the ground in perfect rows. The poem describes the Planter walking around "with eagle glance, and all controls." Slaves are bending down doing the labor; some have tools, and one slave in a hat standing by the Planter may have a whip. (image 10)		
The poem describes the next phase of the process; the image depicts men cutting down cane and women gathering it into bundles. A man in a cart oversees with a whip at the ready. The poem references the stripping of leaves, and the speed and urgency of the work to get the bundles to the mill. (image 11)		

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Describe the details included in the images (include image numbers)	How do the captions shape your understanding of the images?	How do the images and captions connect to a developing central idea?
Sugar is described as "safe on our shores." At this point in the process it is unrefined and raw. Bakers will refine it into "lump sugar." Men with hammers work to open the barrels of raw sugar, while others refine it in the background. (image 12)		
Sugar is packaged into "the familiar shape" of cones and readied for sale. The poem alludes to the laborious process involved in getting sugar to this stage: "Though having pass'd through many a peril, pinch, and scrape." The words "peril, pinch and scrape" appear to refer to the sugar itself, not the human labor involved. (image 13)		
Well-dressed children eagerly wait to buy sweets as a dog paws at a large sugar hogshead. Everyone seems to want the sugar. A sign advertises sugar on sale for 7 cents per pound. The poem acknowledges that the sugar comes from "many a land." (image 14)		

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Model Image Analysis Tool (pp. 48–51, images 15–20)

Name:		Class:		Date:	

Describe the details included in the images (include image numbers)	How do the captions shape your understanding of the images?	How do the images and captions connect to a developing central idea?
In contrast to the images on previous pages, these images are photographs. Two plantation workers, both women, stand in front of a dense field of sugar cane in badly tattered clothes. The clothing reveals the poor working conditions of the laborers. One woman has her arm around the other and appears to be smoking a pipe. (image 15)	The caption clarifies that the image is from the island of St. Kitts in 1901. This helps reveal that although slavery was abolished by this time, backbreaking sugar labor continued into the twentieth century.	The brutal conditions of sugar labor continued well into the twentieth century and existed within the United States as well as its territories.
A vast field is burning to prepare for the next harvest. The image highlights the immense scale of the land. (image 16)	The caption reveals that the photograph was taken in 1942 in Puerto Rico. This clarifies that sugar production has extended at least into the middle of the twentieth century.	
A man in a hat sits atop a horse smoking a cigar. (image 17)	The caption describes the foreman "As ever…watch[ing] from his horse." This underscores the role of the overseer as a constant presence in sugar production. The caption also reveals the image was taken in Puerto Rico, now a commonwealth of the United States.	

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Describe the details included in the images (include image numbers)	How do the captions shape your understanding of the images?	How do the images and captions connect to a developing central idea?
More images of cane and cane being cut, bundled and carted off. The labor looks difficult, and people are wearing hats to shield themselves from the sun. Vast amounts of sugar cane appear in each of the images (images 18–20). In image 20, a man wearing tattered clothes is cutting cane with a large machete.	The captions reveal the diverse times and geographic locations of sugar production. Sugar is grown in Hawaii, Louisiana and Puerto Rico. The photographs capture moments from 1917, 1938 and several unknown years. This reveals that sugar production continued well into the twentieth century, even within the United States.	

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Model Image Analysis Tool (pp. 52–53, images 21–24)

Name:		Class:		Date:	

Describe the details included in the images (include image numbers)	How do the captions shape your understanding of the images?	How do the images and captions connect to a developing central idea?
Young children are carrying sugar cane. They have no shoes on and are squinting into the sun. Vast fields of sugar cane surround them. Children are doing the same arduous labor as adults. This photo also appears on the cover of the book. (image 21)	The caption states that the photo was taken in the Dominican Republic in 2005. This reveals that sugar labor exists even in the present day. The caption describes children as doing the same work as their parents: "The hours are long, the pay is low and the work is dangerous." The poverty of the workers is implicit in their clothing, and also the reference to sugar being "food, not a treat." Not only is the work unhealthy, but the children and workers are malnourished.	Although the photographs are taken in the twentieth and twenty-first centuries, the labor depicted in these images is very similar to the slave labor depicted in previous images. With the exception of the modern machinery in the last image, the sugar refining process requires (presumably low-cost) human labor and involves dangerous conditions. The geographic locations mentioned also underscore the fact that sugar production is not isolated to previous eras or foreign lands—it occurred within the United States at least into the twentieth century, and exists in other countries even today.
This image depicts the boiling house where sugar is being refined. The workers wear protective aprons. The heat from the boiling vats is apparent, and the work appears to be dangerous. (image 22)	The caption describes the cane being refined in the boiling house. The damage in the photograph "almost seems to come from the heat of the syrup," and underscores the heat and dangerous conditions of the boiling house.	
A man stirs a steaming vat of sugar. Steam comprises most of the photo, showing how hot this part of the process vat must be. The worker's clothes are fairly modern, and the image looks like it was taken in the twentieth century. (image 23)	The caption reveals that the boiling process is taking place in Louisiana.	

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The image is of a factory, presumably a sugar plant. A palm tree stands in the foreground and large vats and structures line the background in a complex web. This is the first image in this sequence in which humans do not appear. (image 24)	The caption states that this is a "modern sugar factory in Brazil." The absence of humans in the photo almost suggests that machines have started to take the place of human labor.	

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9.4.1 Lesson 8

Introduction

In this lesson, students build their close reading skills and explore word choice as they analyze "The Overseer" (pp. 57–63) chapter from *Sugar Changed the World*. This section of text provides detailed accounts of the horrors of slave punishment, and contrasts the lifestyle of slaves and masters.

Students engage in an evidence-based discussion to explore specific words and phrases used in the text and how this language impacts the authors' ideas in *Sugar Changed the World*. This analysis includes looking at two sections of text in-depth to facilitate collaborative discussion. Students complete a written response to the following prompt to close the lesson: How are the authors' ideas developed by particular sentences in this section of the text?

For homework, students read "Back in Europe" (pp. 63–64) and "The Best Sort of Chaw" (pp. 64–69) and respond to two prompts. Students also continue to add to the Mapping Sugar Tool.

Standards

Assessed Standard(s)	
RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
Addressed Standard(s)	
None.	

Assessment

Assessment(s)
Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text: • How are the authors' ideas developed by particular sentences in this section of the text?
High Performance Response(s)

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A High Performance Response should:

- Identify how the idea of globalization is developed in this section of the text, including details that demonstrate how slave owners were physically and mentally removed from the everyday life of the plantations. Examples: plantation owners "hardly used [the Great Houses]" (p. 58); "For as soon as a sugar planter made enough money, he took his family and moved back to Europe" (p. 58); "While the masters enjoyed the life of wealth in Europe, the daily routine of the plantation was left in the hands of the overseers" (p.58).
- Describe how the absence of plantation owners perpetuated cruel treatment of slaves by overseers and cite evidence in the text. Examples: "the slaves who worked for him would never risk either fighting against him or running away" (p. 57); "people feared his cruelty more than they craved freedom" (p. 57); the use of the word "Hell" in the paragraph that starts "Sugar plantations were Hell" (p. 61).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• verandahs (n.) – large porches, usually roofed and partly enclosed, as by a railing, often extending across the front and sides of a house • propaganda (n.) – information, ideas, or rumors deliberately spread widely to help or harm a person, group, movement, institution, nation, etc.
Vocabulary to teach (may include direct word work and/or questions)
• curious (adj.) – strange, unusual, or unexpected

ⓘ The vocabulary in this lesson's text is accessible at grade level. Students should work to analyze the figurative and connotative meanings of words in the text, such as the authors' use of "bounds of humanity" (p. 59) and "absolute power" (p. 61), rather than determining vocabulary definitions.

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Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: • Standard: RI.9-10.5 • Text: *Sugar Changed the World*, "The Overseer" from "Thomas Thistlewood was twenty-nine" to "all this abuse was for one purpose: to produce 'white gold'" (pp. 57–63).	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Reading and Discussion	3. 70%
4. Quick Write	4. 10%
5. Closing	5. 5%

Materials

- Student copies of Mapping Sugar Tool (refer to 9.4.1 Lesson 1)
- Student copies of the Short Response Rubric and Checklist for each student (refer to 9.4.1 Lesson 1)

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

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Activity 1: Introduction of Lesson Agenda 5%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.9-10.5. In this lesson, students read "The Overseer" (pp. 57–63) from *Sugar Changed the World*. Students discuss particular words and phrases in the text and consider their impact on the tone of the passage.

- Students follow along.

Activity 2: Homework Accountability 10%

Instruct students to talk in pairs about how they applied their focus standard to their Accountable Independent Reading text. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

- Students (or student pairs) discuss and share how they applied their focus standard to their AIR text from the previous lesson's homework.

Activity 3: Reading and Discussion 70%

Instruct students to form pairs. Post or project each set of questions below for students to discuss in pairs.

Instruct student pairs to read "The Overseer" from "Thomas Thistlewood was twenty-nine when he arrived in Jamaica in 1750" to "But even that was not the worst of it" (pp. 57–59).

ⓘ If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.

How do the population statistics of Jamaica support the authors' statement that Thistlewood "needed to be sure people feared his cruelty more than they craved freedom" (p. 57)?

- Student responses should include:
  - These details were included to help inform the approach that people like Thistlewood adopted as overseers. People who were considered white who lived in Jamaica were outnumbered by slaves. There were "17,000 people…considered white," "7,000… 'free blacks' or 'colored'" and "the rest of the population, some 170,000 people, were enslaved workers" (p. 57). With such a difference in numbers, overseers had to maintain control; Thistlewood needed to "be so terrifying that the slaves who worked for him would never risk either fighting against him or running away" (p. 57).

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- The authors wanted to call attention to Thistlewood's motivations as an overseer. Thistlewood "needed" to rely on cruelty to maintain control over the slaves because he was outnumbered.

Provide students with the following definition: *verandah* means "large porches, usually roofed, and partly enclosed, as by a railing, often extending across the front and sides of a house."

- Students write the definition of *verandah* on their copy of the text or in a vocabulary journal.

Instruct students to look at the language in the first two paragraphs on page 58 and answer the following questions before sharing out with the class.

Describe the tone of these two paragraphs. What words or phrases create the tone?

- Student response should include:
  - Details like "tropical breezes," "pleasant," "flitting," "comforts," etc., all create a relaxed tone, and show how enjoyable life must have been for the masters in the Great House.
  - *Verandahs* are another place where overseers can relax and be comfortable.

What ideas do the authors convey through the use of this tone?

- The luxury of the owners' lives contrasts with the harshness of slave conditions and contributes not only to the idea that slaves were suffering, but also that they suffered while their masters thrived. The slaves were treated this way because masters saw them as part of a process, not as humans.

How does this tone change in the fourth paragraph, beginning with "Thistlewood learned"? What words and phrases contribute to this shift in tone?

- The tone becomes frightening and heavy. The author uses words like "terror" and "whip" and phrases like "That kind of cruelty was the norm" and "beyond all bounds of humanity."

What is the impact of the authors' describing the beauty of the Great House and, immediately afterward, the actions of the Overseer?

- The author creates a sense of horror for the reader of the inhumanity of the situation, in which white people in power could sit on a verandah and tolerate the beating and "pickling" of the slaves.

What may the authors be suggesting by referring to the lives of the sugar masters as "curious?"

- *Curious* here may mean "unusual, strange, or unexpected." It seems like the masters would do the "overseeing" of their work and plantations, but it seemed like they did not like to be close to what the work entailed.

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ⓘ Consider confirming with students the definition of *curious* in this context: "strange, unusual, or unexpected."

How do the masters benefit by moving their families back overseas?

- Student responses should include:
  - The masters do not have to witness the horror of the work.
  - The masters can leave the unpleasantness to the overseers.
  - The masters still collect the money.

How do the "curious lives led by the sugar masters" (p. 57) connect to ideas and details developed in "Portrait Gallery of Sugar Work"?

- Student responses should include that the "curious" (p. 57) distance between masters and slaves is similar to ideas developed in "Portrait Gallery of Sugar Work."
  - In "Portrait Gallery of Sugar Work," the children's book highlights how sugar as a product goes through many processes that include dangerous and difficult human labor, yet by the time it ends up in stores, it's in a familiar shape that people want to buy. "The Overseer" goes into great detail to depict just how horrible the conditions are that are fairly glossed over in "The Land of the Sugar Cane." Where the children's book describes "peril, pinch[es], and scrape[s]" (p. 47), "The Overseer" describes "pickling" (p. 59).

How do specific words or sentences in the text reflect or contradict the point of view presented in the images and captions?

- Student responses should include:
  - The image on p. 57 seems aligned with the description on p. 58. Both caption and text describe the "breeze[s]" afforded to the Great Houses. The fact that "breeze" is the repeated word is significant when contrasted with a slaved being "exposed…naked to the flies all day" (p. 59).
  - The image on p. 59 is grossly contradicted by everything that has been discussed about slave conditions up to this point. The image looks nothing like what one would imagine as "beyond all bounds of humanity" (p. 59). The caption with the image helps to explain why the image is what it is; the slaves' living conditions are portrayed this way because the image comes from a pro-slavery book.
  - The caption on p. 59 does accurately reference the idea about masters "hop[ing] not to use" their Great Houses. This supports the idea that successful and rich plantation owners got to move away from their plantation, their product, and their slaves.

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ⓘ Consider providing students with the definition for *propaganda,* which means "information, ideas, or rumors deliberately spread widely to help or harm a person, group, movement, institution, nation, etc."

ⓘ Explain to students that *propaganda* can exist on both sides of an issue and that it can come in many different forms (images, text, etc).

- Students write the definition of *propaganda* on their copy of the text or in a vocabulary journal.

How could the image on p. 59 be considered propaganda?

- Student responses should include:
  - This image does not portray the same conditions that are described on pp. 58–59. The caption indicates that it "appeared in a book defending slavery," so the conditions do not look too bad. The space is "clean, neat, and calm" (p. 59). The artist is trying to convince people that slavery is not that bad.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read the quote from p. 61: "The English historian Lord Acton famously said, 'Power tends to corrupt, and absolute power corrupts absolutely.'"

What is the meaning of this quote? How does this quote apply to what you have read thus far today?

- The Overseer's use of punishment with the slaves, being given absolute power by the plantation owner.

Ask students to read the remainder of "The Overseer" as a class. Ask students, as they read, to note how the Lord Acton quotation relates to the remainder of the text.

ⓘ Make sure to pause and view the image on p. 60, as well as read the caption.

ⓘ If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.

Based on the caption, what kind of propaganda might the image on p. 60 be used for?

- This is an anti-slavery propaganda image, which is evident in the caption that describes the master as "pale and bloodless, as if he were more a wraith or vampire than a person" while the slave "looks like a recognizable human being" (p. 60).

Direct the students to the second full paragraph on p. 61.

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What rhetorical devices and word choices do the authors use, and for what purpose in this paragraph?

- Student responses may include:
  - The parallel structure of "They were hell" creates a repetition that forces the reader to confront the list of terrible realities that those living on the plantation had to face.
  - Phrases like "endless labor," "acted like creatures we would otherwise meet only in nightmares," "overseers were treated like gods—which turned them into devils," and "they preferred to kill their slaves rather than fear them" all contribute to the tone of fear and danger.
  - The purpose of this description of limitless cruelty is to develop the idea of too much power being able of spiral a master out of control, "like creatures we would otherwise only meet in nightmares" (p. 61).

How do the statistics in the final two paragraphs of "The Overseer" (pp. 61–63) help support the ideas developed in this section of text?

- The slave conditions that most students think of "as a problem peculiar to the United States" (p. 61) is very different from the experience on the "sugar islands." Ninety-six percent of slaves "went to the Caribbean, Brazil, and the rest of South America (pp. 61–63). While the other four percent of "the slave population in North America grew" (p. 63), slaves were dying on plantations elsewhere throughout the world, dropping from two million down to "only 670,000 at emancipation" (p. 63). "Sugar, with its demand for relentless labor, was a killer" (p. 63).

ⓘ Consider providing a side note on the board highlighting the statistics in this section (500,000➔4,000,000 and beneath it, 2,000,000➔670,000) and leading a brief whole class discussion about the meaning of the numbers.

Activity 4: Quick Write 10%

Instruct students to respond briefly in writing to the following prompt:

How are the authors' ideas developed by particular sentences in this section of the text?

Instruct students to look at their annotations to find evidence. Ask students to use this lesson's vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- Students read the Quick Write prompt.

ⓘ Display the prompt for students to see, or provide the prompt in hard copy.

Transition students to the independent Quick Write.

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- Students independently answer the prompt, using evidence from the text (including images and captions).

- See the High Performance Response at the beginning of this lesson.

Activity 5: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to read *Sugar Changed the World*, "Back in Europe" and "The Best Sort of Chaw" (pp. 63–69) and answer the following prompts:

Read "Back in Europe" (pp. 63–64). How do the authors further develop a central idea from previous sections in the text?

Read "The Best Sort of Chaw" (pp. 64–69). How did sugar transform how Europeans ate? What role did factories play in ushering this transformation?

Remind students to use the Short Response Rubric and Checklist to guide their written responses. Ask students to use this lesson's vocabulary wherever possible in their written responses.

Additionally, instruct students to continue adding notes to their Mapping Sugar Tool.

- Students follow along.

Homework

Read *Sugar Changed the World,* "Back in Europe" " (pp. 63–64) and "The Best Sort of Chaw" (pp. 63–69) and answer the following prompts:

Read "Back in Europe" (pp. 63–64). How do the authors further develop a central idea from previous sections in the text?

Read "The Best Sort of Chaw" (pp. 64–69). How did sugar transform how Europeans ate? What role did factories play in ushering this transformation?

Use this lesson's vocabulary wherever possible in your written responses.

Continue adding to your Mapping Sugar Tool.

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9.4.1 Lesson 9

Introduction

In this lesson, students read *Sugar Changed the World* from "By the 1800s, it was clear" to "the Age of Freedom" (p. 70), a key transitional passage in the book that summarizes many of the central ideas and claims of the book so far. Students then read "How Your Addiction to Fast Fashion Kills." This is the second of four supplementary texts in this module that offer a contemporary perspective on several of the historical issues and perspectives described in *Sugar Changed the World,* including how consumers in rich countries benefit from harsh and abusive labor practices in poor countries, as well as who bears the responsibility for such abuses. Focused questioning supports students in analyzing "How Your Addiction to Fast Fashion Kills" as an argument piece. Students are assessed through a Quick Write in which they demonstrate their ability to identify the purpose of the article and how the author uses rhetoric to advance her purpose.

For homework, students read "All Men are Equal" and "All Men are Equal: America" (pp. 71–77) from *Sugar Changed the World*, answer the homework question prompts, and continue their AIR.

Standards

Assessed Standard(s)	
RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Addressed Standard(s)	
None.	

Assessment

Assessment(s)
Student learning is assessed via a Quick Write at the end of the lesson. Students answer the following prompt, citing textual evidence to support analysis and inferences drawn from the text. • What is the author's purpose in this article? How does the author use rhetoric to advance this purpose?

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High Performance Response(s)
A High Performance Response should: • Identify the author's purpose (e.g., trying to convince readers that they, and the stores they shop at, are responsible for the fate of workers in the garment industry). • Provide examples of rhetoric used in the article and explain how they advance the author's purpose (e.g., appeals to pathos: "fast fashion kills"; appeals to authority: "Sustainable fashion writer and consultant Amy DuFault has come to think of shopping as a form of terrorism"; and rhetorical questions: "After all, what would mean more to you as a consumer? Having one more super-cheap shirt, or waiting a little longer to buy a shirt but having the peace of mind knowing that shirt was made by workers treated not just humanely, but fairly?")

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• lynchpin (n.) – a person or thing that holds something together • infrastructure (n.) – the fundamental facilities and systems serving a country, city, or area, such as transportation and communication systems, power plants, and schools • herald (n.) – a person or thing that precedes or comes before
Vocabulary to teach (may include direct word work and/or questions)
• barbarism (n.) – a state of savage cruelty and harshness

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: RI.9-10.6	
• Texts: Excerpt from *Sugar Changed the World*; "How Your Addiction to Fast Fashion Kills" by Amy Odell (http://law.fordham.edu)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 20%
2. Homework Accountability	2. 10%
3. Masterful Reading	3. 10%
4. Reading and Discussion	4. 45%
5. Quick Write	5. 10%
6. Closing	6. 5%

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Materials

- Copies of the 9.4 Common Core Learning Standards Tool for each student
- Student copies of the Short Response Rubric and Checklist (refer to 9.4.1 Lesson 1)

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	**Percentage indicates the percentage of lesson time each activity should take.**
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
🗨	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda 20%

Begin by reviewing the agenda and sharing the assessed standard for this lesson: RI.9-10.6. In this lesson, students read *Sugar Changed the World* (p. 70) and explore the central ideas developed in the book so far. Students are introduced to the supplemental argument text "How Your Addiction to Fast Fashion Kills" and determine how the author uses rhetoric to advance her purpose in the article.

▸ Students look at the agenda.

ⓘ Throughout this module, students pause at critical moments in *Sugar Changed the World* to explore short, supplementary texts. The goal of exploring these texts is to help students make connections between the central ideas of *Sugar Changed the World* and related contemporary issues. The supplementary texts also provide examples of argument writing, which model the components students use in their own argument writing pieces later in this module. Additionally, these texts scaffold the expectations of the Mid- and End-of-Unit Assessments in which students engage in cross-textual analysis of the ideas presented in *Sugar Changed the World* and the supplementary texts.

Distribute or ask students to take out their copies of the 9.4 Common Core Learning Standards Tool. Ask students to read standard RI.9-10.6 on their 9.4 Common Core Learning Standards Tool and assess their familiarity with and mastery of it.

▸ Students read and assess their familiarity with RI.9-10.6

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Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about this standard.

- Student responses should include:
  - The standard asks us to determine an author's point of view or purpose.
  - The standard asks us to analyze how the author uses rhetoric to advance their point of view or purpose.

ⓘ Depending on students' familiarity with the term *rhetoric*, the following exercise may be omitted.

Inform students that they will be reading an argument text in which the author uses language in a particular way to advance her point. Explain to students that the specific techniques that writers or speakers use to create meaning in a text, enhance a text or a speech, and, in particular, persuade readers or listeners are called *rhetoric*. Point out to students that they use rhetoric in everyday speech to persuade others to agree with a particular point of view. Several rhetorical techniques such as irony, rhetorical questions, and ways of structuring a sentence may be familiar to students. Share with students the following examples of rhetorical techniques and lead a brief discussion on the use of rhetoric in everyday speech. Some examples from today's text and previous readings from *Sugar Changed the World* include:

- Direct address to the audience: "If you're an average consumer, there's a good chance you shop at affordable places like H&M, Forever 21, Zara, or JCPenney."
- Alliteration (the repetition of the initial consonant sound in words appearing close together in a text): "These stores fuel and fulfill our demand for fast fashion."
- Repetition – "Sugar plantations were Hell because of the endless labor they demanded from slaves. They were Hell because of the many dangers and the injuries that they caused. They were Hell because…"
- Appeal/reference to authority – "The English historian Lord Acton famously said..."

ⓘ Students may be familiar with the term "rhetorical question." Consider leading a discussion of what students understand this term to mean and why the adjective "rhetorical" is attached to it. Inform students that a rhetorical question is a question to which the answer is implied, or already known by the speaker/writer and audience. A rhetorical question, therefore, does not require a response.

Instruct students that with the supplementary text they will be looking specifically at how an author uses rhetoric to advance the purpose of her argument.

- Students follow along.

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Activity 2: Homework Accountability 10%

Instruct students to talk in pairs about how they applied their focus standard to their text. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

- Students (or student pairs) discuss and share how they applied their focus standard to their AIR text from the previous lesson's homework.

Read "Back in Europe" (pp. 63–64). How do the authors further develop a central idea from previous sections in the text?

- In this section, the authors develop the idea that sugar was first used by wealthy people mainly to demonstrate their wealth. This idea was introduced earlier in the text in regard to the spread of sugar through Islam. There, the authors mention that "Muslims began to use it in lavish displays." This section demonstrates that this was the case with wealthy Europeans in the 16th century.

Read "The Best Sort of Chaw" (pp. 64–69). How did sugar transform how Europeans ate? What role did factories play in ushering this transformation?

- As tea became popular, so too did sugar. Chefs also began to make desserts using sugar rather than just using it to spice certain dishes. As tea gained popularity, it spread to the middle and working classes, and with tea came an increase in sugar consumption to sweeten the beverage. Workers in factories relied on tea with sugar to provide a boost of energy during the long working day, and in this way the rise of factories also played a role in the expansion of sugar.

Activity 3: Masterful Reading 10%

Ask students to read the supplementary text, "How Your Addiction to Fast Fashion Kills," in which the author discusses fashion in a similar context to how the authors of *Sugar Changed the World* discuss sugar: as a killer. With this text, students look closely at the author's purpose and her use of rhetoric to advance that purpose. Explain to students they need to use argument texts throughout the module to analyze how authors craft strong arguments. Additionally, students make connections between the central ideas in *Sugar Changed the World* and those in the supplemental texts. This cross-textual analysis and attention to how authors construct arguments and use rhetoric to advance their purposes helps prepare students for their Mid- and End-of-Unit Assessments.

Have students listen to a Masterful Reading of "How Your Addiction to Fast Fashion Kills." Instruct students to pay particular attention to how the author uses rhetoric to advance her purpose.

- Students follow along, reading silently.

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ⓘ After the Masterful Reading, consider instructing students to annotate their texts for evidence of the authors' use of rhetoric.

Activity 4: Reading and Discussion 45%

Explain to students that the focus of this lesson is page 70 of *Sugar Changed the World*. Instruct students to form small groups. Post or project each set of questions below for students to discuss.

Instruct student small groups to read page 70 and answer the following questions before sharing out with the class.

What changes to people's lives accompanied the transition to the "Age of Honey" from the "Age of Sugar"?

- Many people were now forced into slavery and factory work from their previous lives, which had been lived producing local foods on "the land of their ancestors" (p. 70).

What might the authors mean when they say "sugar also became the lynchpin of the struggle for freedom?"

- Sugar was somehow essential in the struggle for freedom.

Provide students with the following definition: *lynchpin* means "a person or thing that holds something together."

ⓘ Consider drawing students' attention to their application of standard L.9-10.4.a, b through the process of using context and word parts to make meaning of a word.

What evidence do the authors provide to support their claim that Africans were the first global citizens?

- Africans adjusted to "a new land, a new religion," and encountered people "they never would have met in their homelands" (p. 70). They were also important to the changes brought about in the new "Age of Sugar" and "Age of Freedom."

ⓘ Consider providing students with the following definition of *evidence*: the topical and textual facts, events, and ideas from which the claims of an argument arise, and which are cited to support those claims. This definition supports students' work with *evidence* in the context of argument. In the next lesson (Lesson 10), students will be introduced to the components of an argument, including *evidence*.

ⓘ **Differentiation Consideration:** If students struggle, consider posing the following scaffolding question:

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How does the author's final sentence, "And indeed, it was when the enslaved Africans began to speak —in words and actions—when Europeans began to see them as human, that the Age of Sugar also became the Age of Freedom," refine the idea that sugar became the lynchpin of the struggle for freedom?

- It shows that African slaves were a major factor in why sugar became an important part of the struggle for freedom.

Lead a brief whole-class discussion of student responses.

Instruct student small groups to read "How Your Addiction to Fast Fashion Kills" from "If you're an average consumer," through "what's happening in the environment, the people and planet" and answer the following questions before sharing out with the class.

ⓘ Consider providing students with the following information: Bangladesh is a country near India that produces much of the clothing that Americans buy, and Rana Plaza was an eight-story building that collapsed on April 24, 2013, killing 1,129 people and injuring 2,500 more. Inform students that the building was home to several clothing factories and the operators were ordered to stop use of the factories the day before (when cracks were detected in the building). They ignored these orders and the building collapsed the next day.

ⓘ Consider having students locate Bangladesh on a map and complete their Mapping Sugar tool with the dates and product information about the topics in the article. This may help students begin to draw connections between global trade in *Sugar Changed the World* and "How Your Addiction to Fast Fashion Kills."

Why do you think the author of this article chose these words for the title? What effect do they produce?

- The words *addiction* and *kills* stand out as particularly provocative and purposeful word choices. The effect of the title is that it grabs the attention of the reader in an aggressive way. Both the idea of fashion as an "addiction" and equating a fashion addiction to killing are provocative constructions that push the reader to question what the author means.

How does the author define "fast fashion" in the first paragraph?

- The author defines fast fashion as "trendy, cheap things we can easily discard as soon as the clothes fall apart or the next covetable fad comes along."

How does the change in pronouns in the first two sentences affect your understanding of who is being addressed and how? What effect does this produce?

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- By saying "you," the author is addressing the audience directly. By using "our" and "we" to talk about the addiction to fast fashion she is including herself, which creates the impression that an addiction to fast fashion is common.

What connection does the author make between the stores, consumers, and "dirt cheap labor"?

- Many consumers shop at these stores, which fuels a demand for the cheap labor, which creates conditions like Rana Plaza.

What is the author's purpose in this first paragraph? Who does she implicate as responsible for this tragedy?

- Student responses should indicate an understanding of the connection between consumer demand, the stores, and the tragedy at Rana Plaza. The author is implicating the reader as a responsible party.

How does the author use the quote from Elizabeth Cline in the second paragraph to refine the idea about the connection between "our" demand for cheap labor and Rana Plaza?

- The quote demonstrates that almost every brand produces clothing in Bangladesh, and the problems at Rana Plaza were not unique to that building.

How does the author use parallel structure to convey the problems that Bangladeshi workers face?

- The author uses parallel structure to show a wide range of problems: "The infrastructure is awful … the workers sometimes don't even receive their wages, and local authorities don't enforce building codes."

ⓘ Consider providing students with the definition of *infrastructure*, which means "the fundamental facilities and systems serving a country, city, or area, as transportation and communication systems, power plants, and schools."

ⓘ Remind students that parallel structure entails the repetition of the same grammatical structures.

In paragraph 4, how does the author use statistics to advance her purpose?

- The author quotes Cline, who says "less than 10% of what we're wearing … was made in factories where people were paid a living wage and working in safe and legal conditions." This quote demonstrates the widespread problem of poor working conditions.

What comparison does the author present in paragraph 5?

- Amy Dufault compares shopping to a form of terrorism: "It's just something to think about," she said, "This idea of shopping as the new sort of terrorism."

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ⓘ Consider clarifying with students that the author is presenting Amy Dufault's comparison of shopping to terrorism, not drawing the comparison herself.

How does Dufault support her claim?

- She states, "It's actually really true — we have control over what's happening in the environment, the people and planet."

What is the impact of Dufault's comparison on the author's argument? How does the impact relate to the language used in the title?

- In both cases, Odell uses dramatic and possibly controversial language to make an uncomfortable association and possibly to provoke a reaction.

ⓘ Consider informing students that Dufault's comparison and the title of Odell's essay are examples of rhetorical appeals to *pathos*, or appeals to emotion. Consider providing students with the definition of *pathos* as "the quality or power, especially in literature or speech, of arousing feelings of pity, sorrow, etc."

Lead a brief whole-class discussion of student responses.

ⓘ Consider asking students to explain whether they found Odell's argument compelling. Remind students to cite evidence from the text to support their ideas.

Activity 6: Quick Write 10%

Instruct students to respond briefly in writing to the following prompt:

What is the author's purpose in this article? How does the author use rhetoric to advance this purpose?

Instruct students to look at their annotations to find evidence. Ask students to use this lesson's vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

ⓘ Display the prompt for students to see, or provide the prompt in hard copy.

- Students independently answer the prompt, using evidence from the text.
- See the High Performance Response at the beginning of this lesson.

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Activity 7: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to read "All Men are Equal" and "All Men are Equal: America" (pp. 71–77). Direct students to box any unfamiliar words and look up their definitions. Instruct them to choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text. Instruct students to answer the guiding homework questions:

- **What might be the authors' purpose in sharing the story of Pauline?**
- **Why do the authors write that to say "all men are equal" in 1716 was like saying "there was a new sun in the sky" (p. 72)?**
- **How did the molasses and sugar acts affect the colonists' ideas about what it meant to be free?**

Instruct students to continue to read their AIR text through the lens of a focus standard of their choice.

- Students follow along.

Homework

Read "All Men are Equal" and "All Men are Equal: America" (pp. 71–77) from *Sugar Changed the World* and box any unfamiliar words and look up their definitions. Choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text. Answer the following questions:

- **What might be the authors' purpose in sharing the story of Pauline?**
- **Why do the authors write that to say "all men are equal" in 1716 was like saying "there was a new sun in the sky" (p. 72)?**
- **How did the molasses and sugar acts affect the colonists' ideas about what it meant to be free?**

Continue to read your AIR text through the lens of a focus standard of your choice and prepare for a 3–5 minute discussion of your text based on that standard.

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9.4 Common Core Learning Standards Tool

Name:		Class:		Date:	

CCL Standards: Reading—Informational Text		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.			
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.			

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CCL Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.			
W.9-10.1.a	a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.			
W.9-10.1.b	b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.			

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CCL Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
W.9-10.1.c	c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.			
W.9-10.1.d	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
W.9-10.1.e	e. Provide a concluding statement or section that follows from and supports the argument presented.			

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CCS Standards: Speaking & Listening		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
SL.9-10.1.e	e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.			

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9.4.1 Lesson 10

Introduction

In this lesson, students finish reading "How Your Addiction to Fast Fashion Kills" from "A host of complicated factors" through "because in the longer term it's better for everybody." In this passage, the author argues that companies are responsible for producing ethically manufactured goods but that consumers must put pressure on them to do so. Students are assessed on their ability to delineate and evaluate the argument using a tool specific to this purpose.

For homework, students continue their AIR through the lens of their focus standard.

Standards

Assessed Standard(s)	
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Addressed Standard(s)	
RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

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Assessment

Assessment(s)
Student learning is assessed via completion of the Evaluating Argument and Evidence Tool at the end of the lesson.
High Performance Response(s)
• See Model Evaluating Argument and Evidence Tool

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• quotas (n.) - a part of a total amount or quantity.
Vocabulary to teach (may include direct word work and/or questions)
• None.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: RI.9-10.8, RI.9-10.6	
• Text: "How Your Addiction to Fast Fashion Kills" by Amy Odell (http://law.fordham.edu)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 25%
2. Homework Accountability	2. 10%
3. Reading and Discussion	3. 45%
4. Evaluating Argument and Evidence Tool and Assessment	4. 15%
5. Closing	5. 5%

Materials

- Student copies of the 9.4 Common Core Learning Standards Tool (refer to 9.4.1 Lesson 9)
- Copies of the Evaluating Argument and Evidence Tool for each student

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Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
❍	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda 25%

Begin by reviewing the agenda and sharing the assessed standard for this lesson: RI.9-10.8. In this lesson, students finish reading "How Your Addiction to Fast Fashion Kills" and complete the Evaluating Argument and Evidence Tool, outlining the argument, claims, and supporting evidence in the text.

- ▸ Students look at the agenda.

Distribute or ask students to take out their copies of the 9.4 Common Core Learning Standards Tool. Ask students to read standard RI.9-10.8 and assess their familiarity with and mastery of it.

- ▸ Students read and assess their familiarity with standard RI.9-10.8.

Instruct students to box unfamiliar words.

- ❍ Student responses may include:
  - *delineate*
  - *valid*
  - *relevant*
  - *sufficient*

Instruct students to discuss their understanding and mastery of the standard.

- ❍ Student responses should include:
  - The standard is about delineating and evaluating arguments.
  - Claims, evidence, and reasoning are parts of an argument.

Inform students of the definitions for the following terms related to argument:

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- *Argument*: the composition of precise claims about a topic, including relevant and sufficient evidence, and valid reasoning.

ⓘ The *argument* is the text as a whole; the argument cannot be summarized in one sentence, although a central claim can be.

- *Central claim*: an author or speaker's main point about an issue in an argument.

ⓘ The *central claim* of an argument also may be called a thesis or a position (the author or speaker's stance). The *central claim* also may imply the author or speaker's point of view or purpose (RI.9-10.6).

- *Supporting claim*: a smaller, related point that reinforces or advances the central claim.

ⓘ Students should be familiar with the term *claim* from previous modules; in Lesson 1 of this module, *claim* was defined as an assertion of something as a fact.

- *Evidence*: the topical and textual facts, events, and ideas from which the claims of an argument arise, and which are cited to support those claims.

ⓘ Students may be familiar with the definition of *evidence* from the previous lesson (Lesson 9).

- *Relevant*: relating to a subject in an appropriate way.
- *Sufficient*: adequate for the purpose; enough.

ⓘ *Sufficient* evidence thoroughly reinforces the claims in an argument (central and/or supporting claims). One piece of powerful evidence may be *sufficient* to support a claim, or several pieces of evidence may be collectively *sufficient* to support a claim.

- *Reasoning*: the logical relationships among ideas, including relationships among claims and relationships across evidence.
- *Valid*: sound; well-founded; logical.
- *Delineate*: to trace or outline an argument's central and supporting claims.

ⓘ Consider posting or projecting these definitions to support students' continued work with argument throughout the module.

Display and distribute the Evaluating Argument and Evidence Tool and explain to students how this tool helps them to delineate arguments and apply the skills in standard RI.9-10.8.

ⓘ The texts in this module do not support instruction around *false statements* or *fallacious reasoning*.

Ask students how the terms on the tool are related to standards RI.9-10.8 and RI.9-10.6.

- Student responses should include:
  - Purpose and point of view are found in RI.9-10.6.

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- The tool includes space to identify the central claim and supporting claims as well as a counterclaim, which are terms found in RI.9-10.8.
- The tool has spaces for evaluating the evidence an author provides to support his or her claim and to consider whether the evidence is relevant or sufficient.

Activity 2: Homework Accountability 10%

Instruct students to talk in pairs about how they applied their focus standard to their text. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

- Students (or student pairs) discuss and share how they applied their focus standard to their AIR homework.

Lead a brief share out on the assigned reading from the previous lesson, 9.4.1 Lesson 9, "All Men are Equal" and "All Men are Equal: America," from *Sugar Changed the World*, (pp. 71–77)

What might be the authors' purpose in sharing the story of Pauline?

- Pauline was brought to France by her mistress Madame Villeneuve and left in a convent while Villeneuve traveled to Paris. Pauline wanted to become a nun but Madame Villeneuve resisted and tried to force her out of the convent through the legal system. The judges agreed, however, that Pauline had a right to do as she chose once she landed on French soil. This showed how the French viewed slaves differently based on whether they were in France or on the island where they worked.

Why do the authors write that to say "all men are equal" in 1716 was like saying "there was a new sun in the sky" (p. 72)?

- Student responses should indicate an understanding that there were still slaves all over the world at this time and it was sixty years before the declaration of independence. The authors are saying that it is therefore as surprising or bizarre to say "all men are equal" as it would be to say "there was a new sun in the sky." Both statements would seem to be contrary to reality.

How did the molasses and sugar acts affect the colonists' ideas about what it meant to be free?

- Student responses should indicate an understanding that the acts imposed taxes on the American colonists without their say. The colonists compared their situation to that of slaves and argued that every free man should be able to have a say in their government.

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Activity 3: Reading and Discussion 45%

Instruct students to form pairs. Post or project each set of questions below for students to discuss.

Instruct student pairs to read "How Your Addiction to Fast Fashion Kills" from "A host of complicated factors" through "because in the longer term it's better for everybody" and answer the following questions before sharing out with the class.

ⓘ If necessary, to support comprehension and fluency, consider providing a masterful reading of the focus excerpt for the lesson.

What is the author's claim in paragraph six?

- Many things are involved in the exploitation of cheap labor. The author writes: "A host of complicated factors have contributed to this disturbing, massive exploitation of the world's cheapest labor."

Provide students with the following definition: *quota* means "a part of a total amount or quantity," in this case, a limit on imports.

What evidence does the author provide to support this claim?

- Student responses should include:
  - The author writes that "First, labor costs in China … have increased."
  - The author also writes, "Also, in 2005 the U.S. government lifted quotas on imports, allowing U.S. companies to import as many clothes from impoverished nations as they wish…"

Identify two claims about companies in paragraph 8.

- Student responses should include:
  - It is the companies' job to ensure that goods are ethically produced.
  - The companies are not filled with bad guys.

What evidence in paragraph 9 supports one of the claims in paragraph 8?

- Paragraph 9 supports the claim that companies are not filled with bad guys, by explaining that it is difficult for companies to keep track of where their goods are made and also that companies will "have a tough time" focusing on infrastructure.

ⓘ Explain that a monitoring company is a group that sends individuals to factories to make sure they are complying with rules and regulations.

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Lead a brief whole-class discussion of student responses.

Instruct student pairs to read paragraphs 10–13 from "So, how can you tell" through "the last stop for rock bottom prices" and answer the following questions before sharing out with the class.

What rhetorical technique does the author use in paragraph 10? What is the effect of this technique?

- The author uses direct address, referring to "you" as the consumer and discusses how the consumer can figure out if something is ethically made. It shifts the focus of the paragraph to informing the consumer.

In paragraph 13 what does the author claim is necessary for the clothing industry to become more transparent?

- Consumers have to demand transparency.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read from paragraph 14 through the end of the article and answer the following questions before sharing out with the class.

What is the author's claim about the consumer's role in paragraph 14? How does she support this claim?

- The author suggests it is possible for consumers to demand more transparency and she supports her claim by citing experts. Cline says people have been asking about it, and both Scafidi and Cline think consumers "would pay a little bit more" for ethically produced goods.

Why is it hard for consumers to shop ethically, according to paragraph 15?

- The visual cues in the store distract consumers from thinking about how their clothes are made.

How does the solution posed in paragraph 16 integrate the claims made earlier in the article?

- Companies have changed the way we think about fashion and so they can change the way consumers shop for clothes in order to help consumers make ethical choices.

Lead a brief whole-class discussion of student responses.

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Activity 4: Evaluating Argument and Evidence Tool and Assessment 15%

Transition the class to a teacher-led discussion in order to summarize the article's central claim and its supporting claims. Display the Evaluating Argument and Evidence Tool and inform students that this is their assessment for this lesson. Ask for student volunteers to summarize the central claim made in the article.

- Student responses should include:
  - The author's central claim is that consumers and stores are responsible for what happens to workers who make the clothing in the fashion industry.
  - "Clothing stores and consumer demand" lead to the use of "dirt cheap labor."

ⓘ Consider allowing time for students to complete a Turn-and-Talk with partners about possible responses to ensure that each student has the chance to think about possible responses.

ⓘ Although there is a space to evaluate "counterclaim" on the tool, no explicit counterclaim is made against the central claim in this particular article. It may be helpful to briefly ask students to suggest possible counterclaims that follow logically from the central claim they identified.

Instruct students to fill out the "Question" section of their Evaluating Argument and Evidence Tool with the following:

Who bears the most responsibility for ensuring that clothes are ethically manufactured?

Remind students that this question is also their Mid-Unit Assessment prompt. Inform students that for the Mid-Unit Assessment they are asked to make their own argument in response to this question; however, for the purpose of this tool they are to evaluate the argument made in "How Your Addiction to Fast Fashion Kills" as it relates to this question.

ⓘ Remind students of the definition of ethical to which they were introduced to in 9.4.1 Lesson 4: "an issue involving questions of right and wrong behavior; morally right and good." Remind students that in the context of this module the word ethical will be used to refer to products that have been manufactured in safe conditions where the workers are paid a fair wage.

Instruct students to fill in the "Text" section of this tool with the title of the supplementary article they read in this lesson: "How Your Addiction to Fast Fashion Kills" by Amy Odell. Ask students to fill in the "Central Claim" and "Author's Point of View or Purpose" portions of their tool based on the work they completed in this lesson.

Remind students that completion of the tool helps them keep track of evidence they use later in the Mid-Unit Assessment.

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- Students follow along, filling in the portions of their Evaluating Argument and Evidence Tool as instructed.

Instruct students to complete the Evaluating Argument and Evidence Tool independently.

- Students complete the Evaluating Argument and Evidence Tool.
- See Model Evaluating Argument and Evidence Tool for an example of a High Performance Response.

ⓘ The Evaluating Argument and Evidence Tool serves as the assessment for this lesson.

ⓘ Students will need their completed tools for reference in Lesson 24.

Activity 5: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to continue reading their AIR text through the lens of a focus standard of their choice and prepare for a 3–5 minute discussion of their text based on that standard.

- Students follow along.

Homework

Continue reading your AIR text through the lens of a focus standard of your choice and prepare for a 3–5 minute discussion of your text based on that standard.

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Evaluating Argument and Evidence Tool

Name:		Class:		Date:	

Question	
Text	
Central Claim	
Author's Point of View or Purpose	

Supporting Claim	Supporting Claim	Supporting Claim	Counterclaim
Evidence	**Evidence**	**Evidence**	**Supporting Evidence**
Is it relevant and sufficient? What more do you need to know?	**Is it relevant and sufficient? What more do you need to know?**	**Is it relevant and sufficient? What more do you need to know?**	**Is it relevant and sufficient? What more do you need to know?**

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Model Evaluating Argument and Evidence Tool

Name:		Class:		Date:	

Question	**Who bears the most responsibility for ensuring that clothes are ethically manufactured?**
Text	**"How Your Addiction to Fast Fashion Kills" by Amy Odell**
Central Claim	**Companies are ultimately responsible for ethically manufactured clothes but consumers need to demand ethically manufactured clothes from them.**
Author's Point of View or Purpose	**The author wants to make people aware that they are partly responsible for the abuses suffered by the workers who make their clothes.**

Supporting Claim	**Supporting Claim**	**Supporting Claim**	**Counterclaim**
Clothing stores and consumer demand leads to the use of "dirt cheap labor" which result in disasters like Rana Plaza.	It's the companies' responsibility to "ensure their goods are ethically produced" but it's a difficult thing to do.	"But ultimately, the industry won't be more transparent about its manufacturing processes as a whole unless consumers demand it."	There are many factors that contribute to the use of cheap labor. Corporations are motivated by profit and will tend to place their manufacturing centers where the lowest cost labor is available.
Evidence Quote from Elizabeth Cline supports that every major brand uses labor in Bangladesh. The problems at Rana Plaza were not limited to just that building. "Less than 10% of what we're	**Evidence** Companies use subcontractors, which makes it difficult for them to track what happens. They also have to use "third party monitoring" groups.	**Evidence** "Every interview I've done in the past few days, people are asking where we can shop instead." – Elizabeth Cline. "Scafidi and Cline believe consumers would pay a little bit more to shop	**Evidence** First, she describes how labor costs rose in China and so companies moved to Bangladesh to stay competitive. Then she describes how the government lifted quotas, allowing companies

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wearing ... was made in factories where people were paid a living wage and working in safe and legal conditions."		somewhere with ethical manufacturing standards." Companies need to make it easier for consumers to make good choices.	to import as much as they wanted from Bangladesh.
Is it relevant and sufficient? What more do you need to know? It seems relevant and sufficient as the author provides a percentage of workers making a living wage to show how common the problems are.	**Is it relevant and sufficient? What more do you need to know?** She supports the idea that it is difficult for companies to track production of goods but doesn't fully support the idea that companies are responsible. It would be good to see claims and counterclaims about who is most responsible.	**Is it relevant and sufficient? What more do you need to know?** She has relevant evidence that consumers may be willing to change but it does not seem sufficient. Also, she provides no proof that companies would change even if consumers demanded it.	**Is it relevant and sufficient? What more do you need to know?** The evidence is relevant to support the claim that there are other factors contributing to the use of cheap labor. It also seems sufficient for this purpose and suggests that the government, which lifted quotas, may have some responsibility as well.

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9.4.1 Lesson 11

Introduction

In this lesson, students read "Is It Lawful to Make Slaves of Others Against Their Will?" from *Sugar Changed the World* (pp. 77–80). This chapter explains the birth of the abolitionist movement in England and details some of the tactics that the abolitionists used to wage their campaign against slavery. Students build skills for close reading and answer questions based on the text to examine how the authors structure the text to produce an understanding of the events and ideas presented. For the assessment, students complete a Quick Write analyzing how the authors unfold a series of events to make connections between ideas in the passage and in the text read so far.

For homework students continue reading *Sugar Changed the World*, with the chapter "All Men Are Equal: France" (pp. 80–82) as well as their AIR text.

Standards

Assessed Standard(s)	
RI.9–10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Addressed Standard(s)	
L.9–10.4.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies. b. Use context (e.g. the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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Assessment

Assessment(s)
Student learning is assessed via a Quick Write at the end of the lesson. Students answer the following prompt, citing textual evidence to support analysis and inferences drawn from the text. • How do the authors unfold a series of events in order to make connections between ideas in the passage and other sections in the book?
High Performance Response(s)
A High Performance Response should: • Identify and explain the series of events surrounding the abolitionist movement, such as: People like Thomas Clarkson were prompted to devote their lives to fighting slavery after contemplating its evils. Abolitionists such as Clarkson used tactics such as the personal narrative of Olaudah Equiano and the demonstration of instruments used in punishing the slaves to raise awareness of the horrors of slavery. The abolitionists used sugar as a "bridge" to connect the public to these horrors. The abolitionists then organized a boycott of slave made sugar, which contributed to the downfall of slavery. • Connect one or more of the ideas associated with these events with another passage in the book. For example, the authors use the idea that "the English were getting richer because Africans were being turned into property" (p. 78) to refine the idea introduced on page 58 that "While the masters enjoyed the life of wealth in Europe, the daily routine of the plantations was left in the hands of the overseers." On page 78, the authors also refine the idea that Americans protested the Sugar Act because it was "taxation without representation" (p. 76). They compared how the "women of New England refused to buy English products" (p. 78) to the way that English people boycotted sugar made by slaves to show that the effects of the boycotts were similar in both instances.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• rescind (n.) – to revoke or repeal.
Vocabulary to teach (may include direct word work and/or questions)
• abolish (n.) – to do away with; put an end to

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Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: RI.9–10.3, L.9–10.4.a	
• Text: Excerpt from *Sugar Changed the World*	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Reading and Discussion	3. 40%
4. Unfolding Analysis Tool	4. 25%
5. Quick Write	5. 15%
6. Closing	6. 5%

Materials

- Student copies of the Short Response Rubric and Checklist (refer to 9.4.1 Lesson 1)
- Student copies of the Unfolding Analysis Tool (refer to 9.4.1 Lesson 3)

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	**Percentage indicates the percentage of lesson time each activity should take.**
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
🗨	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

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Activity 1: Introduction of Lesson Agenda 5%

Begin by reviewing the lesson agenda and sharing the assessed standard for this lesson: RI.9–10.3. In this lesson, students read about the beginning of the abolitionist movement in England and the tactics the abolitionists used, and reflect on how events unfolded in such a way as to make conditions possible for the boycott of slave-produced sugar. Students call upon their responses to questions in class to complete a tool for tracking the main ideas that the authors detail in the passage as well as how they relate to larger ideas in the text.

- Students look at the agenda.

Activity 2: Homework Accountability 10%

Instruct students to talk in pairs about how they applied the focus standard of their choice to their AIR text. Lead a brief share out on the AIR homework assignment from 9.4.1 Lesson 10. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

- Students (or student pairs) share how they applied their focus standard to their AIR homework.

Activity 3: Reading and Discussion 40%

Instruct students to form small groups and read the first three paragraphs of page 77, beginning "Is it Lawful to Make Slaves of Others Against their Will?" Post or project each set of questions below for students to discuss.

ⓘ If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.

What idea do the authors begin to unfold through the story of Thomas Clarkson?

- For some in English society who began to examine the issue, slavery was troubling and something they should fight against.

What words in the passage help you define *abolish* in the second paragraph?

- On the topic of slavery, Clarkson decided, "some person should see these calamities to their end." He also noted he was "letting it happen" and began "risking everything" to "abolish" slavery. *Abolish* means to "do away with or put an end to."

ⓘ Consider drawing students' attention to their application of standard L.9–10.4.a through the process of using context to make meaning of a word.

How do the authors use their discussion of Clarkson's essay to unfold a larger idea?

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- The authors write about how Thomas Clarkson wrote the essay for a contest answering the question: "Is it lawful to make slaves of others against their will?" and convinced himself that it was wrong. The essay contest becomes an opportunity for the authors to discuss abolitionism.

What strategies do Clarkson and the abolitionists use to highlight the slave reality in Great Britain? Why did they work?

- Clarkson and the abolitionists brandished the whips and handcuffs used on slaves. They published testimonials from sailors who described the atrocities and punishments on slave ships. Olaudah Equiano educated his readers about the horrors of the slave trade. These tactics worked because they made "the horrors of slavery visible" (p. 78).

In what other module readings have we seen examples of these tactics?

- We see these tactics in "How Your Addiction to Fast Fashion Kills" in which the author exposes the abuses of workers in poor countries in order to convince readers that they bear responsibility for the fate of workers overseas.

Lead a brief whole-class discussion of student responses.

Instruct student groups to look at the illustrations on pages 78 and 79 and answer the following questions before sharing out with the class:

What is the central idea of the images on pp.78–79?

- The abolitionists used many tactics to make the English public aware of the way slaves were treated. The increase in awareness led to a boycott of slave-made sugar and opposition to slavery.

What details are emphasized in these images?

- Student responses should include:
  - The image on page 78 shows instruments of punishment and torture. The different parts are lettered, perhaps so the reader can understand what each item was used for.
  - The image on page 79 shows an overseer whipping a slave while another overseer looks on. It also shows two slaves holding down the slave being whipped.
  - The image on page 79 also contains text from a book that "urged readers to use sugar only from India."

How do the details emphasized in the images and captions contribute to the development of a central idea in this passage?

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- The images provide examples of the material the abolitionists used to convince the English that slavery was an ill that needed to be stopped. They give an example of what the English public saw during this time in order to educate them about the ills of slavery. This helps to demonstrate why such tactics worked to convince people to stop buying slave-made goods.

ⓘ Consider asking students if they are familiar with the phrase "public relations campaign" (p. 78) and whether they can identify any modern examples.

How do the authors support their claim that the "The English were getting richer because Africans were being turned into property?" (p. 78)

- The authors point out that anyone who built the ships or barrels used in the sugar trade profited from slavery: "Every Englishman who hammered the wood, sewed the sails, manufactured the rope for slave ships, or built the barrels to hold slave-harvested sugar made his money from the slave trade."

How does this claim refine the idea in page 58, in the paragraph beginning "To this day, you can find the Great Houses"?

- This claim refines the idea presented on page 58 that the owners of the great plantations benefited from the unseen labor of slaves by showing that in fact many people in English society benefited from the slave trade, in addition to the plantation owners.

Provide students with the following definition *rescind*: to revoke or repeal.

- Students write the definition of *rescind* on their copy of the text or in a vocabulary journal.

How did the boycott affect the slave trade? What comparisons do the authors make to demonstrate the impact of the boycott?

- Slave labor produced cheap sugar, but when people stopped buying this sugar, the foundation of the slave system collapsed. The authors compare this boycott to the years leading up to the American Revolution, when the women of New England refused to buy English products, which made London "rescind some of the taxes it had imposed on America" (p. 78).

Lead a brief whole-class discussion of student responses.

Instruct student groups to read the final two paragraphs of this section and answer following questions before sharing out with the group:

What is the impact of the author's use of metaphor in explaining the success of the campaign?

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- The abolitionists made the English "see the blood of the slaves" (p.79) in the sugar they bought, which shows how they made "the horrors of slavery visible" (p.78).

What do the authors mean by "sugar was a bridge" on page 79? How is it like the "sneakers and rugs and t-shirts" (p. 79) we buy today?

- Sugar was a bridge because the abolitionists used it to make people see the horrors of the slave labor that was involved in its creation. Therefore, it was a bridge between the lives of the English and the slaves producing their sugar. Similarly, people use "sneakers and rugs and t-shirts" to talk about the poor working-conditions of those who make them today.

Lead a brief whole-class discussion of student responses.

Activity 4: Unfolding Analysis Tool 25%

Introduce and distribute the Unfolding Analysis Tool. Ask students to work in pairs to identify and record the main ideas of each paragraph on this tool and analyze how these ideas are connected in order to trace how the authors unfold their analysis in this passage. Instruct students to fill out the additional column connecting the ideas to earlier passages in the book when applicable.

ⓘ **Differentiation Consideration:** Consider modeling the first row of the Unfolding Analysis Tool with students (see Model Unfolding Analysis Tool). Remind students that they will not be able to fill out the "connections" column for the first paragraph.

ⓘ If students struggle with the analysis required by the connections column, explain that it may be helpful to begin each statement with "because." The use of "because" will prompt students to express the interconnectedness of events and ideas.

- Students work with the Unfolding Analysis Tool in pairs.
- See Model Unfolding Analysis Tool.

ⓘ The Unfolding Analysis Tool supports student's engagement with RI.9-10.3. Variations of this tool appear in Lessons 3, 15, and 22. The structure of and questions in this tool vary based on the section of text under analysis, including its placement in the text as a whole, and whether students analyze a series of ideas or a series of events.

Circulate and support pair work.

Activity 5: Quick Write 15%

Instruct students to respond briefly in writing to the following prompt:

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How do the authors unfold a series of events in order to make connections between ideas in the passage and other sections in the book?

Instruct students to look at their annotations to find evidence. Ask students to use this lesson's vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

ⓘ Display the prompt for students to see, or provide the prompt in hard copy.

- Students independently answer the prompt, using evidence from the text.

- See the High Performance Response at the beginning of this lesson.

Activity 6: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to read "All Men Are Equal: France" (pp. 80–82) from *Sugar Changed the World* and answer the guiding questions:

What is the quote from the National Assembly's Declaration of the Rights of Man and the Citizen? How is it similar to quotes from other historical figures mentioned in the book?

Describe the conflict between human rights and property rights. What is the conflict about in the time that *Sugar Changed the World* describes? What is a modern example that the authors provide?

How do the authors describe the differences among the United States, England, and France on page 82?

Why was the chaos of the French Revolution seen as bad for the abolitionists?

Ask students to use this lesson's vocabulary wherever possible in their written responses.

Students should also continue to read their AIR text through the lens of a focus standard of their choice and prepare for a 3–5 minute discussion of their text based on that standard.

- Students follow along.

Homework

Read "All Men Are Equal: France" (pp. 80–82) from *Sugar Changed the World* and answer the guiding questions:

What is the quote from the National Assembly's Declaration of the Rights of Man and the Citizen? How is it similar to quotes from other historical figures mentioned in the book?

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Describe the conflict between human rights and property rights. What is the conflict about in the time that *Sugar Changed the World* describes? What is a modern example that the authors provide?

How do the authors describe the differences among the United States, England, and France on page 82?

Why was the chaos of the French Revolution seen as bad for the abolitionists?

Use this lesson's vocabulary wherever possible in your written responses.

Also, continue reading your AIR text through the lens of a focus standard of your choice and prepare for a 3–5 minute discussion of your text based on that standard.

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Unfolding Analysis Tool: Connecting Ideas

Name:		Class:		Date:	

Paragraph	Identify the main idea.	How does the main idea in this paragraph connect to the previous paragraphs?	Identify any connections between this idea and another section in the text.
Paragraph 1			
Paragraph 2			
Paragraph 3			
Paragraph 4			
Paragraph 5			
Paragraph 6			
Paragraph 7			

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Model Unfolding Analysis Tool: Connecting Ideas

Name:		Class:		Date:	

Paragraph	Identify the main idea.	How does the main idea in this paragraph connect to the previous paragraphs?	Identify any connections between this idea and another section in the text.
Paragraph 1	The winner of the Cambridge essay contest in 1785, "Is it lawful to make slaves of others against their will?" became convinced that "it was time some person should see these calamities to their end" (p. 77).	New idea, new section	No connections.
Paragraph 2	Clarkson decided to risk "everything to abolish this terrible practice" (p. 77).	Because Clarkson was made to think about slavery in writing the essay, he became troubled by it and dedicated his life to fighting it.	No connections.
Paragraph 3	The abolitionists could use the fact that the English consumed a large quantity of sugar and also profited from it to make "the horrors of slavery visible to those who benefited from it" (p. 78).	Because the English used and profited from slavery, Clarkson and others had a way of convincing them of its horrors.	Yes. It connects to page 58: "While the masters enjoyed the life of wealth in Europe, the daily routine of the plantations was left in the hands of the overseers."
Paragraph 4	The abolitionists invented techniques such as publishing testimonials and brandishing whips and chains to convince the public of the horrors of slavery so that they could successfully organize a boycott (p. 78).	Because Clarkson and others were able to convince the English public of the horrors of slavery, they could organize a boycott.	No.

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Paragraph	Identify the main idea.	How does the main idea in this paragraph connect to the previous paragraphs?	Identify any connections between this idea and another section in the text.
Paragraph 5	If people stopped buying sugar, the whole slave system would collapse (p. 78).	Because the abolitionists were able to organize a boycott, they were able to weaken the slave system.	Yes, this connects to the idea on page 76 that Americans protested the Sugar Act because it was "taxation without representation." It shows how the effects of the boycotts were similar.
Paragraph 6	The abolitionists used sugar as a "bridge" to force the English public to think about slavery.	This refines the idea from paragraph three.	No.
Paragraph 7	Americans viewed themselves as being treated as slaves but did not resolve the problem of slavery. However, the English focused on it.	This refines the idea from paragraph five.	Yes, as in paragraph five, it makes a connection to page 76.

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9.4.1 Lesson 12

Introduction

In this lesson, students begin to read "Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes?" the third of four supplemental texts of this module, which connect some of the issues and perspectives from *Sugar Changed the World* to contemporary times. "Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes?" is an opinion piece that considers the responsibility of companies in reforming the working conditions in garment factories in developing countries. Focused questions support student analysis of "Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes?" as a piece of argument writing. Students also build on their understanding of rhetoric from 9.4.1 Lesson 9. At the close of this lesson, students complete a Quick Write that prompts them to consider the author's purpose and use of rhetoric in the text.

For homework, students preview the text for the next lesson's reading and continue their AIR.

Standards

Assessed Standard(s)	
RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Addressed Standard(s)	
W.9-10.1.a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

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Assessment

Assessment(s)
Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text. • What is the author's purpose in this article? How does the author use rhetoric to advance their purpose?
High Performance Response(s)
A High Performance Response should: • Identify the author's purpose (e.g. to convince the reader that companies need to take responsibility for the working conditions in Bangladesh). • Provide examples of rhetoric used in the article and explain how they advance the author's purpose (e.g., the appeal to authority through the invocation of the United Nations; the use of rhetorical questions).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• subsidence (n.) – the gradual sinking of landforms to a lower level as a result of earth movements, mining operations, etc. • retail (adj.) – engaged in the sale of goods to consumers • recession (n.) – a period of economic contraction • endemic (adj.) – natural to or characteristic of • audit (n.) – an official examination and verification of accounts and records • sector (n.) – a distinct part, especially of a society or economy • crucial (adj.) – involving an extremely important decision or result • critical mass (n.) – the minimum amount required to start or maintain something • CSR (acronym) – Corporate Social Responsibility
Vocabulary to teach (may include direct word work and/or questions)
• apathy (n.) – a lack of interest or concern

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Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: • Standards: RI.9–10.6, W.9–10.1.a • Text: "Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes?" (http://www.cnn.com/)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Masterful Reading	3. 15%
4. Reading and Discussion	4. 50%
5. Quick Write	5. 15%
6. Closing	6. 5%

Materials

- Student copies of the 9.4 Common Core Learning Standards Tool (refer to 9.4.1 Lesson 9)
- Student copies of the Short Response Rubric and Checklist

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	**Percentage indicates the percentage of lesson time each activity should take.**
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

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Activity 1: Introduction of Lesson Agenda 5%

Begin by reviewing the agenda and assessed standards for this lesson: RI.9–10.6. In this lesson, students begin to read a supplemental argument text "Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes?" and analyze the author's point of view and purpose, as well as build on their understanding of rhetoric as it is used in argument writing. Inform students that the assessment for this lesson is a Quick Write that asks them to determine the author's purpose in this article and her use of rhetoric to advance that purpose.

- Students look at the agenda.

ⓘ Throughout this module, students pause at critical moments in *Sugar Changed the World* to explore short, supplementary texts. The goal of exploring these texts is to help students make connections between the central ideas of *Sugar Changed the World* and related contemporary issues. The supplementary texts also provide examples of argument writing, which model the components students use in their own argument writing pieces later in this module. Additionally, these texts scaffold the expectations of the Mid- and End-of-Unit Assessments in which students engage in cross-textual analysis of the ideas presented in *Sugar Changed the World* and in the supplementary texts.

Activity 2: Homework Accountability 10%

Instruct students to talk in pairs about how they applied their focus standard to their text. Lead a brief share out on the AIR homework assignment from 9.4.1 Lesson 11. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

- Students (or student pairs) discuss and share how they applied their focus standard to their AIR homework.

Ask students to talk in pairs about their responses to the Guiding Questions for Reading handout (pp. 80–82).

- Students discuss their responses to the homework.

What is the quote from the National Assembly's Declaration of the Rights of Man and the Citizen? How is it similar to quotes from other historical figures mentioned in the book?

- "Men are born and remain free and equal in rights." This is similar to quotes by Pierre Lemerre, Jefferson, and Clarkson. They were all declaring that men were free and equal in different contexts around the same time.

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Describe the conflict between human rights and property rights. What is the conflict about in the time that *Sugar Changed the World* describes? What is a modern example that the authors provide?

- The idea that all men were equal and free was in conflict with property rights if people could also be property, as in the case of slaves. The authors ask what slaves were if they were human beings that belonged to their owners. In modern times, the authors compare it to regulating the coal industry, with the question about whether we should let owners of coal companies set the rules or have the government set the rules.

How do the authors describe the differences among the United States, England, and France on page 82?

- The differences were about each country's attitude towards slavery and freedom for its own citizens. In America, every white man became free, but they still had slaves. In England, there were abolitionists speaking up against slavery but the citizens were still subject to kings and lords. In France, they were "turning against their own nobles" but no one knew how this would affect slavery.

Why was the chaos of the French Revolution seen as bad for the abolitionists?

- Slave owners said that the chaos of the French Revolution showed what happened if you tried to interfere with property rights. They said that if you free slaves it would result in chaos and terror.

Activity 3: Masterful Reading 15%

Inform students that in this supplementary text the author makes an argument about the responsibility of companies to improve conditions for the workers who make clothes in developing countries. With this text, students have the opportunity to look closely at what the author's purpose is and how her use of rhetoric advances that purpose.

Instruct students to listen to a masterful reading of "Bangladesh factory collapse: Who really pays for our cheap clothes?"

- Students follow along.

Activity 4: Reading and Discussion 50%

Explain to students that the focus of this lesson is pages 1–2. Instruct students to form pairs and reread the text from the title through "the endemic problems that this industry faces" (pp. 1–2). Post or project each set of questions below for students to discuss.

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What rhetorical devices can you identify?

- Student responses should include:
  - Direct address to the audience: "our cheap clothes" (title), "they assure us" (p. 1), "as long as it is cheap we will buy it" (p. 1)
  - Alliteration: "factory collapses and fires" (p. 1), "frankly further tragedies waiting to happen" (p. 1), "the prices they pay" (p. 1)
  - Parallel structure: "It is common for fire extinguishers to be borrowed for inspection day, for workers to be schooled in what answers…" (p. 1), "protect, respect and remedy" (p. 2)
  - Appeal to authority: "The responsibility for ensuring that a product was made with human rights in mind has to fall somewhere, and the United Nations' guiding principles on business and human rights says that it falls jointly to states and mass corporate businesses" (p. 2)
  - Rhetorical questions: "Who really pays for our cheap clothes?" (title) "Who cares about people who make clothing?" (p. 1)

ⓘ **Differentiation Consideration:** Consider reviewing the rhetorical techniques to which students were introduced in 9.4.1 Lesson 9: direct address to the audience, alliteration, parallel structure, appeal to authority, appeal to pathos, and rhetorical questions.

Provide students with the following definitions: *subsidence* means the gradual sinking of landforms to a lower level as a result of earth movements, mining operations, etc.; *retail* means engaged in the sale of goods to consumers; *recession* means a period of economic contraction; and *endemic* means natural to or characteristic of.

- Students write the definitions of *subsidence, retail, recession,* and *endemic* on their copy of the text or in a vocabulary journal.

What effect does the word *really* create in the title?

- *Really* creates an effect of doubt or questioning. It implies that the person (or people) who pay for "our cheap clothes" may not be who we think it is. *Really* implies that the reality of who "pays" is different from what might seem obvious (that we, the consumers, pay for our clothes when we buy them, or that our parents pay for our clothes, etc.).

What does the "editor's note" reveal about the author's point of view and purpose in writing this article?

- The editor's note reveals that Anna McMullen is part of a group that works to "improve working conditions" for "garment workers" and her point of view is one of a "campaigner" – someone who works to achieve a social or political goal. The editor's note also reveals that Anna

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McMullen is opposed to current "working conditions" since she is working to change them. Her purpose in writing this article is likely to further her cause of "improving [garment workers'] working conditions" by informing people who read the article about what those conditions are.

Lead a brief full-class discussion of student responses.

Instruct student pairs to read from "The sad fact behind the building collapse" through "aside from the recently opened Myanmar industry, at $37 a month" (p. 1) and answer the following questions before sharing out with the class.

What connections does the author establish between the factory collapse and the other factories in "this same region" in Bangladesh?

- The author is connecting all of the factories as "further tragedies waiting to happen." The factories all have the same "limited building regulations" and are built on a "swampland" (p. 1). The author is establishing that all of the factories are equally unsafe and dangerous.

ⓘ Students were introduced to the events of the Bangladesh factory collapse during their close reading of "How Your Addiction to Fast Fashion Kills" in 9.4.1 Lessons 9 and 10. It may be helpful to review these events: Bangladesh is a country near India that produces much of the clothing that Americans buy, and Rana Plaza was an eight-story building that collapsed on April 24, 2013, killing 1,129 people and injuring 2,500 more. The building was home to several clothing factories and the operators were ordered to stop use of the factories the day before when cracks were detected in the building. They ignored these orders and the building collapsed the next day.

How does the author's inclusion of the exact amount of money Bangladeshi workers make each month advance her purpose?

- The use of the exact number makes the wage a reality. To put a real number on how much the workers make considering the "horrific" (p. 1) conditions they work in makes the author's purpose of informing people about the fact that these workers need better working conditions and wages seem more grounded in the reality of the situation.

ⓘ **Differentiation Consideration:** If students struggle to answer this question, ask students to consider what might have been different if the author had chosen to write "wages for Bangladeshi workers are the lowest in Asia," but not include a number, or if the author had written "the lowest in Asia … at almost nothing a month."

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ⓘ Some students may note that the use of US currency to frame the wages the worker receives also helps to bring this issue into a local perspective.

Lead a brief full-class discussion of student responses.

Instruct student pairs to read the third paragraph in this article and answer the following questions before sharing out with the class.

Identify where the author uses two distinct types of punctuation in this paragraph: ellipsis and parentheses.

- Students responses should include:
  - "swampland (yes, swampland…)" in the third paragraph
  - "building subsidence… " in the seventh paragraph

Inform students that *ellipses* identify an omission, or that something is intentionally being left out of a phrase. *Parentheses* indicate an interjected explanatory or qualifying remark.

What effect is created by the author's use of ellipsis and parenthesis in the third paragraph?

- The author's use of ellipsis and parentheses in the third paragraph have a rhetorical effect, like direct address to the audience "(yes, swampland…)" is an aside to the reader that emphasizes how absurd it is that someone would build a factory on a swamp. It creates the effect that the author is speaking right to the person reading the article.

Lead a brief full-class discussion of student responses.

Instruct student pairs to read from "As the demand for cheap clothing grows" through "as long as it is cheap we will buy it" (p. 1) and answer the following questions before sharing out with the class.

How does the author's use of a rhetorical question advance her purpose?

- The author's purpose is to convince other people to care about working conditions for garment workers. The question "Who cares about people who make clothing?" (p. 1) advances her purpose because it makes the reader question whether or not they care, and implies that they should.

ⓘ **Differentiation Consideration:** It may be helpful to ask students what the tone of a question like "Who cares?" might be; it is likely students recognize this is a sarcastic question, or a question that is not looking for an answer.

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What words and phrases in the text can help you make meaning of *apathy*?

- The phrase "who cares" (p. 1) helps reveal the meaning of *apathy* as a lack of care or concern.

Lead a brief full-class discussion of student responses.

Instruct students to read from "Especially in a recession, cheap clothing" through "endemic problems the industry faces" (p. 2) and answer the following questions before sharing out with the class.

Who does the author consider responsible for the problems she identifies?

- The author places an emphasis on "business" as being at fault for these conditions, and her statement that "it isn't the responsibility of the consumer" (p. 2). The author sees "the brands" as "the ones who must take responsibility" (p. 2).

How does the author use rhetoric to advance this point of view?

- The author uses alliteration—"holding up its hands"—and appeal to authority—"the United Nations guiding principles"—to advance the point of view that businesses are the ones responsible for changing the conditions of garment labor. The "United Nations' guiding principles" also name "states" as being "jointly" responsible for these issues, but the author does not include this in her summary in the following paragraph.

Lead a brief full-class discussion of student responses.

Instruct student pairs to return to their Common Core Learning Standards Tool and review W.9–10.1.a. Remind students that they are working toward writing their own arguments and that part of being able to write arguments well is being able to identify what is happening in the argument writing of other texts.

ⓘ **Differentiation Consideration:** Consider providing students the following definitions: *argument* means the composition of precise claims about a topic, including relevant and sufficient evidence and valid reasoning; *central claim* means an author or speaker's main point about an issue in an argument; *supporting claim* means smaller, related points that reinforce or advance the central claim; *evidence* means the topical and textual facts, events, and ideas from which the claims of an argument arise and which are cited to support those claims; and *reasoning* means the logical relationships among ideas, including relationships among claims and relationships across evidence.

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- Students write the definitions of *argument*, *central claim*, *supporting claim*, *evidence*, and *reasoning* on their copy of the text or in a vocabulary journal.

Instruct students to answer the following questions before sharing out with the class.

What is a central claim of the text thus far?

- Businesses are responsible for making garment factories safer, "the brands, not the consumer, are the ones who must take responsibility" (p. 2).

What supporting claims can you identify?

- Student responses should include:
  - Brands are putting workers at risk by cutting costs when it comes to safety in garment factories, "sadly this involves cutting corners on health and safety" (p. 1).
  - Businesses are named by the "United Nations' guiding principles" (p. 2) as one of the parties responsible for these issues.

What are the counterclaims that correspond with the central claim you identified?

- Student responses should include:
  - Businesses already pay workers enough, "the prices that they pay, they assure us, are enough to pay workers to live on and keep factories in tip-top condition" (p. 2)
  - Consumers are the ones responsible, not businesses "It is not our fault—they bought it" (p. 2)

How does the author distinguish the supporting claims from the counterclaims?

- The author makes it seem like the counterclaims are statements that are being made by "businesses"—in the first example the author identifies the counterclaim with the statement "they assure us" (p. 1) that attributes the counterclaim to businesses, and in the second example puts quotations around the counterclaim to make it seem like something a business actually said.

Lead a brief full-class discussion of student responses.

Activity 5: Quick Write 15%

Instruct students to respond briefly in writing to the following prompt:

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What is the author's purpose in this article? How does the author use rhetoric to advance their purpose?

Instruct students to look at their annotations to find evidence. Ask students to use this lesson's vocabulary wherever possible in their written responses. Remind students to use the Short Response Checklist and Rubric to guide their written responses.

ⓘ Display the prompt for students to see, or provide the prompt in hard copy.

- Students independently answer the prompt using evidence from the text.
- See the High Performance Response at the beginning of this lesson.

Activity 6: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to read "Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes" from "So what can be done?" through "The opinions expressed in this commentary are solely those of Anna McMullen" (pp. 2–3). Direct students to box any unfamiliar words and look up their definitions. Instruct them to choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text.

Additionally, students should continue to read their AIR text through the lens of a focus standard of their choice and prepare for a 3–5 minute discussion of that text based on that standard.

- Students follow along.

ⓘ **Differentiation Consideration:** Consider providing students the following definitions: *audit* means an official examination and verification of accounts and records; *sector* means a distinct part, especially of a society or economy; *crucial* means an extremely important decision or result; *critical mass* means the minimum amount required to start or maintain something; and *CSR* stands for Corporate Social Responsibility.

Homework

For homework, read pages 2–3 of "Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes" from "So what can be done?" through "The opinions expressed in this commentary are solely those of Anna McMullen." Box any unfamiliar words and look up their definitions. Choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text.

Continue your AIR through the lens of your focus standard of choice.

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9.4.1 Lesson 13

Introduction

In this lesson, students complete their reading of "Bangladesh Factory Collapse: Who Really Pays for Our Cheap Clothes?" from "So what can be done?" through "We hope none" (pp. 2–3), in which the author elaborates on the specific problems that face safety reform in garment factories and the steps she views as necessary to bring about change. Students work to delineate and evaluate the argument made by McMullen in this article through the Evaluating Argument and Evidence Tool and Assessment, which also serves as the lesson assessment.

For homework, students draft a claim in response to the Mid-Unit Assessment prompt, review the texts they have read up to this point in the module, and review and expand their notes in preparation for the Mid-Unit Assessment.

Standards

Assessed Standard(s)	
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Addressed Standard(s)	
W.9-10.1.a, b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

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Assessment

Assessment(s)
Student learning is assessed via the Evaluating Argument and Evidence Tool. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text. • Delineate an argument and specific claims in "Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes?" and describe how the author uses evidence to support these claims.
High Performance Response(s)
A High Performance Response should: • See Model Evaluating Argument and Evidence Tool and Assessment.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• stakeholders (n.) – persons or a group that has an investment in business or industry • transparent (adj.) – open; candid • memorandum (n.) – a record or written statement of something • sourcing (n.) – the buying of components of a product from an outside supplier, often one located abroad • wake (v.) – succeeding; following
Vocabulary to teach (may include direct word work and/or questions)
• None.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: • Standards: RI.9-10.8, W.9-10.1.a, b • Text: "Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes?" (www.cnn.com)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 10%
2. Homework Accountability	2. 10%

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3. Reading and Discussion	3. 30%
4. Evaluating Argument and Evidence Tool and Assessment	4. 45%
5. Closing	5. 5%

Materials

- Student copies of the 9.4 Common Core Learning Standards Tool (refer to 9.4.1 Lesson 9)
- Student copies of the Evaluating Argument and Evidence Tool and Assessment (refer to 9.4.1 Lesson 10)
- Copies of the Forming Evidence-Based Claims Tool for each student

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	**Percentage indicates the percentage of lesson time each activity should take.**
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda 10%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.9-10.8. In this lesson, students continue their reading of "Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes?" and analyze the specific claims made in this text, building on the skill of delineating and evaluating argument in text. Inform students that the assessment in this lesson is a tool that asks students to evaluate the author's argument and specific claims in the text, including whether or not the evidence is relevant and sufficient to support the argument.

▸ Students look at the agenda.

ⓘ Throughout this module, students pause at critical moments in *Sugar Changed the World* to explore short, supplementary texts. The goal of exploring these texts is to help students make connections between the central ideas of *Sugar Changed the World* and related contemporary issues. The supplementary texts also provide examples of argument writing, which model the components

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students are asked to use in their own argument writing pieces later in this module. Additionally, these texts scaffold to the expectations of the Mid-Unit and End-of-Unit Assessments in which students engage in cross-textual analysis of the ideas presented in *Sugar Changed the World* and those presented in the supplementary texts.

Distribute or ask students to take out their copies of the 9.4 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with new standards: W.9-10.1, W.9-10.1.a, and W.9-10.1.b.

Ask students to individually read W.9-10.1 and W.9-10.1.a on their tools and assess their familiarity with and mastery of these standards

- Students read and assess their understanding of standards W.9-10.1 and W.9-10.1.a.

Instruct students to talk in pairs about what they think the standards means. Lead a brief discussion about the standards.

- Student responses should include:
  - Write arguments to analyze issues or texts.
  - Support claims with evidence and reasoning.
  - Introduce claims and counterclaims, and clarify the difference between them.
  - Connect all of the parts of an argument.

ⓘ Consider providing students with the definition of counterclaim: a claim that is opposed to an author's central or supporting claim.

Ask students to individually read W.9-10.1.b on their tools and assess their familiarity with and mastery of the standard

- Students read and assess their understanding of standard W.9-10.1.b.

Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

- Student responses should include:
  - Develop claims and counterclaims with evidence.
  - Discuss the strengths and shortcomings of each claim and counterclaim.

ⓘ Consider providing students with the definition of *limitations*: a real or imaginary point beyond which a person or thing cannot go. In the context of argument, *limitations* may be points the author does not consider or does not develop fully or effectively.

Explain to students that they will consider the claims, counterclaims, evidence, and limitations of the text in this lesson.

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Activity 2: Homework Accountability 10%

Instruct students to talk in pairs about how they applied their focus standard to their text. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

- Students (or student pairs) discuss and share how they applied their focus standard to their AIR text from the previous lesson's homework.

Instruct student pairs to share and discuss the vocabulary words they identified and defined in the previous lesson's homework.

- Students may identify the following word: *stakeholders, transparent, memorandum, sourcing, wake*.

ⓘ Definitions are provided in the Vocabulary box in this lesson.

Activity 3: Reading and Discussion 30%

Instruct students to form the same pairs from 9.4.1 Lesson 12. Post or project each set of questions below for students to discuss.

Instruct students to read "Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes?" from "So what can be done?" through "worker-led improvements to the industry" (p. 2) and answer the following questions before sharing out with the class.

ⓘ If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.

What claim does the author make in response to her question "so what can be done?"

- The author claims that the "Bangladesh Building and Fire Safety Agreement" is the "program that hopes to solve [the problems with safety inspections in Bangladesh]" (p. 2) and seems to be claiming that this proposal will be able to solve the problems she has identified.

What effect is created by the author's claim that this reform is "long overdue"?

- The author's use of "long overdue" creates an effect of urgency. This claim strengthens the author's argument by suggesting that immediate action is necessary because of all of the deaths that have occurred in Bangladesh, and all of the safety problems that still exist in the factories.

What does the author claim is the most "crucial" element of this proposal? How might this claim help you make meaning of "*transparent*" in this context?

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- The author claims that making changes "in a public way" (p. 2) is the most crucial element of this proposal. Students should use the author's claim about doing things in "public" to infer that "*transparent*" in this context means to be upfront or open about what is happening.

Lead a brief whole-class discussion of student responses.

Instruct students to read from "In the *wake* of tragedies such as" through "We hope none" (p. 3) and answer the following questions before sharing out with the class.

How does the author refine her claim about the "Bangladesh Building and Fire Safety Agreement" in this section?

- The author claims that this proposal is the "best by far" and that it will be able to "make a change" in the garment industry (p. 3).

What evidence does the author use to support this claim?

- The author cites the signing of a major company "PVH, owner of Calvin Klein and Tommy Hilfiger" (p. 2) as evidence of the proposal's strength, as well as the fact that it is "supported by all key labor *stakeholders* in Bangladesh and internationally" (p. 2). Since the author does not give any other examples of possible options, it is hard to know that this is the "best by far" (p. 3).

What is the rhetorical effect of the evidence the author uses to support her claim about the "Bangladesh Building and Fire Safety Agreement"?

- The author uses appeal to authority to support her claim, by demonstrating that many important people in Bangladesh, and around the world, support this proposal.

What rhetorical technique does the author employ in her conclusion and how does it advance her point of view?

- The author ends the piece with a rhetorical question "how many more deaths will it take …?" (p. 3), which creates an effect of urgency in the text because it reminds the reader that this is an issue of life or death. It advances the author's point of view by making the issue seem really urgent and something that everyone should care about as much as the author does.

Remind students that they are working toward writing their own arguments in support of W.9-10.1, and part of being able to write arguments well is being able to identify what is happening in the argument writing of other texts. Post or project the following questions for students to answer in pairs.

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ⓘ It may be helpful to review with students the terms that are being used in this module to discuss argument and argument writing: *argument* means the composition of precise claims about a topic, including relevant and sufficient evidence, and valid reasoning; *central claim* means an author or speaker's main point about an issue in an argument; *supporting claim* means smaller, related points that reinforce or advance the central claim; *evidence* means the topical and textual facts, events, and ideas from which the claims of an argument arise, and which are cited to support those claims; and *reasoning* means the logical relationships among ideas, including relationships among claims and relationships across evidence.

Identify the central claim of and a counterclaim present in "Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes?"

- Businesses are responsible for changing the garment labor conditions in Bangladesh: "the brands, not the consumer, are the ones who must take responsibility" (p. 2). A counterclaim presented in the text is the view that businesses do not need to do anything because "it is not [business'] fault—[the consumers] bought it" (p. 2).

ⓘ **Differentiation Consideration**: If students struggle, encourage them to return to the section of the text in which the author personifies business and summarizes her main point using the transitional phrase "in short" (p. 2).

How does the author develop the claim and counterclaim you identified in your response to the previous question? Give examples.

- The author uses evidence to support her claim(s) and counterclaim. To support her central claim, the author cites the "United Nations guiding principles" as strong evidence that "mass corporate businesses" are responsible for making change. To develop the counterclaim, the author identifies that "consumer apathy" (p. 1) exists.

What might it mean to develop claims and counterclaims "fairly"?

- An author must show the "strengths and limitations" of the claims and counterclaims.

What are some limitations of the author's argument in this text?

- The text may need to go into more detail about the specifics of the Bangladesh Building and Fire Safety Agreement. Since the author says "this proposal is the best on the table by far" (p. 3) there is an implication that there are other proposals "on the table," but the author does not identify what they are. The text would need to give other options in order for the reader to agree that this is the "best" (p. 3).

Lead a brief whole-class discussion of student responses.

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Activity 4: Evaluating Argument and Evidence Tool and Assessment 45%

Distribute copies of the Evaluating Argument and Evidence Tool to students. Instruct students to complete the Evaluating Argument and Evidence Tool in their pairs, using claims and evidence from the entire text of "Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes?" Inform students that the "Question" to which they are asked to respond is also their Mid-Unit Assessment question:

Who bears the most responsibility for ensuring that clothes are ethically manufactured?

Instruct students to fill in the "Question" box on their tool with this question.

ⓘ Students were introduced to this tool in 9.4.1 Lesson 10, but it may be helpful to briefly review the tool and instructions with students. Consider reminding students that completion of the tool supports engagement with RI.9-10.6, which asks students to consider author's purpose and point of view, and R.9-10.8, which asks students to delineate and evaluate arguments.

ⓘ Students may use their 9.4.1 Lesson 12 Quick Write and notes to fill in the optional "Author's Point of View or Purpose" box on their tool.

- Students complete the Evaluating Argument and Evidence Tool in pairs.

Collect the Evaluating Argument and Evidence Tool for individual student assessment.

ⓘ The Evaluating Argument and Evidence Tool serves as the assessment for this lesson.

ⓘ Students will need their completed tools for reference in Lesson 24.

Activity 5: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to draft a claim in response to the Mid-Unit Assessment prompt: **Who bears the most responsibility for ensuring that clothes are ethically manufactured?** Additionally, instruct students to review the articles and Evaluating Argument and Evidence Tool and Assessment that they completed for the supplementary texts: "Globalization," "Your Addiction to Fast Fashion Kills" and "Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes?" and begin to collect evidence that supports their claim. Ask students to use vocabulary from their reading wherever possible in their written responses.

- Students follow along.

ⓘ **Differentiation Consideration:** Consider providing students with the Forming Evidence-Based Claims Tool to structure this homework assignment.

ⓘ Students have experience drafting claims from their work in earlier modules.

ⓘ Consider reviewing the definition of *ethical* introduced in 9.4.1 Lesson 4. "Ethically manufactured" means products (in this case, clothing) that have been manufactured in safe conditions where the

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workers are paid a fair wage. Students may decide to take a position on this issue that aligns with the argument of one of the supplementary texts they have read (e.g. businesses are responsible to create safer environments and pay better wages; government is responsible to change policies to encourage ethical manufacturing; consumers are responsible to seek out and demand ethically manufactured clothing).

Homework

Draft a claim in response to the Mid-Unit Assessment prompt:

Who bears the most responsibility for ensuring that clothes are ethically manufactured?

Review "Globalization," "Your Addiction to Fast Fashion Kills," and "Who Really Pays for our Cheap Clothes?" and begin to collect evidence that supports your claim.

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Model Evaluating Argument and Evidence Tool

Name:		Class:		Date:	

Question	Who bears the most responsibility for ensuring that clothes are ethically manufactured?
Text	"Who Really Pays for our Cheap Clothes?" by Anna McMullen
Author's Point of View or Purpose	The writer is a campaigner for garment factory reform and higher wages for garment workers.
Central Claim	Businesses bear the most responsibility for ethically manufactured clothes.

Supporting Claim	**Supporting Claim**	**Supporting Claim**	**Counterclaim**
Garment factories in Bangladesh are "further tragedies waiting to happen" (p. 1)	"The Bangladesh Building and Fire Safety Agreement" (p. 2) is the "best by far" (p. 3) option for reform.	The things brands have in place are not good enough to make safe working conditions.	Businesses already pay workers enough.
Evidence The factories are built on "swampland." (p. 1) "Seven hundred workers have died in factory collapses and fires in this very small region" (p. 1) "factory owners inevitably let things slide" (p. 1)	**Evidence** "supported by all key labor stakeholders in Bangladesh and internationally" (p. 2)	**Evidence** "many western brands rely on audits and in-house checks … this process often fails to give an accurate picture" (p. 2)	**Evidence** "the prices that they pay, [Brands] assure us, are enough to pay workers enough to live on and keep factories in tip top condition" (p. 1)

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Supporting Claim	Supporting Claim	Supporting Claim	Counterclaim
Is the evidence relevant and sufficient? What more do you need to know? The evidence is relevant, but it might be more sufficient if there were first-hand accounts of the conditions.	**Is the evidence relevant and sufficient? What more do you need to know?** The evidence is relevant, but there do not seem to be many companies signed up and we would need to know what other options there are to be able to agree that this is the "best" option.	**Is the evidence relevant and sufficient? What more do you need to know?** This evidence is relevant, but it would be helpful to have an example or citation of one of these audits failing (like how Rana Plaza was checked a day before the collapse happened).	**Is the evidence relevant and sufficient? What more do you need to know?** The evidence is relevant, but does not contain any proof that the workers are being paid enough to live on. It also does not define what kind of quality of life they can have with that amount of money.

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Name ..... Source(s) #.....

Inquiry Question:

SEARCHING FOR DETAILS

I read the sources closely and mark words and phrases that help me answer my question.

SELECTING DETAILS

I select words or phrases from my search that I think are the most important for answering my question. I write the reference next to each detail.

Detail 1 (Ref.:)	Detail 2 (Ref.:)	Detail 3 (Ref.:)

ANALYZING AND CONNECTING DETAILS

I re-read parts of the texts and think about the meaning of the details and what they tell me about my question. Then I compare the details and explain the connections I see among them.

What I think about the details and how I connect them:

MAKING A CLAIM

I state a conclusion I have come to and can support with evidence from the texts after reading them closely.

My claim that answers my inquiry question:

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FORMING EVIDENCE-BASED CLAIMS

9.4.1 Lesson 14

Introduction

This lesson comprises the Mid-Unit Assessment for this module. Through their analysis of the supplemental texts they have read up to this point in the module, students have been building their capacity to craft an argument. In this lesson, students draft an argument outline for the following prompt as their Mid-Unit Assessment**:** Who bears the most responsibility for ensuring that clothes are ethically manufactured? Students use the Argument Outline Tool to organize their Mid-Unit Assessment response, collecting evidence and developing claims and counterclaims. Students are assessed on their ability to introduce a precise central claim and clearly organize and develop a relationship between supporting claims and counterclaims.

For homework, students preview the next lesson's reading (9.4.1. Lesson 15), look up a definition that supports their analysis, and continue their AIR.

Standards

Assessed Standard(s)	
W.9-10.1.a, b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
Addressed Standard(s)	
None.	

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Assessment

Assessment(s)
Mid-Unit Assessment: Student learning is assessed via a completed Argument Outline Tool in response to the following prompt: • Who bears the most responsibility for ensuring that clothes are ethically manufactured? ⓘ The Mid-Unit Assessment is assessed using the 9.4 Rubric and Checklist. ⓘ Students have the opportunity to draft a complete argument essay in the End-of-Unit Assessment.
High Performance Response(s)
A High Performance Response should: • Make a central claim in response to the assessment prompt. • Support that central claim with well-organized evidence and reasoning, identifying both strengths and limitations. • Identify possible counterclaims, developing them fairly. • Include evidence for counterclaims, identifying both strengths and limitations. • Establish a clear relationship between claims, counterclaims, reasoning and evidence. ⓘ See Model Argument Outline Tool for sample High Performance Response.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• None.*
Vocabulary to teach (may include direct word work and/or questions)
• None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the texts, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf

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Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Texts: • Standards: W.9-10.1.a, b • Texts: "Globalization," "Your Addiction to Fast Fashion Kills," "Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes?"	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Argument Outline Instruction	3. 30%
4. Mid-Unit Assessment	4. 50%
5. Closing	5. 5%

Materials

- Copies of the Mid-Unit Assessment Handout for each student
- Copies of the Argument Outline Tool for each student
- Copies of the 9.4 Rubric and Checklist for each student

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
🗨	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

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Activity 1: Introduction of Lesson Agenda 5%

Begin by reviewing the agenda the assessed standard for this lesson: W.9-10.1.a, b. In this lesson, students complete their Mid-Unit Assessment, organizing their claims and evidence using a tool in response to the Mid-Unit Assessment prompt.

- Students look at the agenda.

Activity 2: Homework Accountability 10%

Instruct students to talk in pairs about the claim they developed in response to the Mid-Unit Assessment prompt. Select several student pairs to explain how they collected evidence during their text review to support the claim they developed.

- Student pairs discuss and share how they collected evidence to support their claim.

Circulate for accountability and support.

Activity 3: Argument Outline Tool Instruction 30%

Distribute copies of the Argument Outline Tool to students.

ⓘ Students worked with a similar tool in Module 9.3, to organize and connect claims and evidence in order to write a research essay. Remind students that although they are not yet drafting a full argument essay, they will use this tool to organize and outline their Mid-Unit Assessment. Students have the opportunity to return to this tool in more detail when they outline and draft their End-of-Unit Assessment.

Provide the purposes and definition of argument writing for students from the CCSS Appendix A (p. 23): "Arguments are used for many purposes—to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid."

ⓘ For clarity, it may be helpful to refer to the explanation of the difference between informational and argumentative writing in the CCSS Appendix A (p. 23): "Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification."

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Explain to students that strong argument writing has a specific central claim that is relevant to the question at hand. Explain to students that in strong argument writing, the specific central claim also needs smaller, supporting claims that refine and support the central claim. Explain to students that all of these claims, together with evidence and reasoning create the argument. Display the following sample central claims:

- Claim: The garment factories in Bangladesh are dangerous because the businesses that make clothes there save money by ignoring safety problems.
- Claim: Consumers bear the most responsibility for ethically manufactured clothes.
- Claim: Cheap clothes are good for the economy, because consumers will spend more money.

Ask students:

Which of these possible central claims most effectively addresses the prompt? Why?

- The claim about consumers bearing the most responsibility is the best example of a specific central claim, because it is explicitly relevant to the Mid-Unit Assessment prompt and makes a clear statement of opinion that is broad enough to be supported by smaller, supporting claims.

Instruct students to briefly discuss in pairs the strength of the central claim they developed for homework, and revise their claims as necessary.

- Students talk in pairs.

Instruct student pairs to briefly share the results of their discussion. Ask students if anyone has changed their central claim based on their classmate's suggestions.

Explain that strong argument writing also fairly represents the alternate or opposing claims—counterclaims—and develops the strengths and limitations of each.

Instruct students to briefly discuss in pairs possible supporting claims and counterclaims that are relevant to their central claim.

- Students talk in pairs.

ⓘ Consider reminding students of their work with counterclaim and limitations, in particular, in 9.4.1 Lesson 13.

- Lead a brief whole-class discussion of student responses.

Instruct students to copy their individual claims onto the Argument Outline Tool. Remind students that this tool is their Mid-Unit Assessment. The tool helps students to consolidate the evidence they collected for homework, and guiding questions in the tool help them craft their outlines. Explain that students need to draft supporting claims and counterclaims that relate to the central claim they just

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developed. Explain that they need to provide evidence to support each supporting claim and counterclaim and briefly explain their reasoning, which shows the logical relationships among ideas.

- Students follow along.

Activity 4: Mid-Unit Assessment 50%

Inform students that their Argument Outline Tool is their Mid-Unit Assessment. Students are assessed on their ability to introduce a precise central claim and clearly organize and develop a relationship between two supporting claims and counterclaims, including one piece of evidence to support each supporting claim and counterclaim. Inform students that the Module 9.4 Rubric and Checklist will guide the evaluation of this assessment, and students should refer to their checklists while completing their assessment. Instruct students to record the following prompt in the "Question" section of their Argument Outline Tool:

Who bears the most responsibility for ensuring that clothes are ethically manufactured?

Instruct students to complete the Argument Outline Tool using their text, notes, and any previous tools or Quick Write responses to find relevant and sufficient evidence to support their response.

- Students listen and read the Mid-Unit Assessment prompt.

ⓘ Display the prompt for students to see, or provide the prompt in hard copy.

- Students independently complete the Argument Outline Tool using evidence from the text.
- See Model Argument Outline Tool for High Performance Response.

Activity 5: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to preview the next lesson's reading (9.4.1 Lesson 15) from *Sugar Changed the World,* "The Sound of Liberty" (pp. 83–91) and look up a definition for the word *paradox*, as well as come up with one example of a *paradox*.

Additionally, students should continue to read their AIR text through the lens of a focus standard of their choice and prepare for a 3–5 minute discussion of that text based on that standard.

- Students follow along.

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Homework

Preview the next lesson's reading from *Sugar Changed the World,* "The Sound of Liberty" (pp. 83–91) and look up a definition for the word *paradox*, as well as come up with one example of a *paradox*.

Continue your AIR through the lens of your chosen focus standard.

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Mid-Unit Assessment Handout (Grade 9.Module 4.Unit 1.Lesson 14):

Argument Outline Tool

Your Task: Based on your close reading and analysis of the supplemental texts in this unit including "Bangladesh Factory Collapse: Who Really Pays for Our Cheap Clothes", "How Your Addiction to Fast Fashion Kills," and "Globalization" and your work in delineating the central claims, supporting claims, counter claims, and evidence for the arguments in these texts, you will complete the Argument Outline Tool in response to the following prompt:

Who bears the most responsibility for ensuring that clothes are ethically manufactured?

Your Outline will be assessed using the 9.4 Rubric and Checklist.

Be sure to:

- Closely read the prompt and the questions on the Model Argument Outline Tool
- Organize your ideas and evidence
- Complete all sections of the Argument Outline Tool
- Cite strong and thorough textual evidence to support your analysis
- Follow the conventions of standard written English

CCLS: W.9-10.1.a, b

Commentary on the Task:
This task measures W.9-10.1.a, b because it demands that students:

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

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Argument Outline Tool

Name:		**Class:**		**Date:**	

[Introduction] **Question:** Central Claim:	
[Body] **Supporting Claim:**	**Counterclaim**:
Evidence: **Reasoning:** *How does the evidence support your claim?* **Strengths and Limitations:** *What are the strengths of this claim? The limitations of this claim?*	**Evidence**: **Reasoning:** *How does the evidence support the counterclaim?* **Strengths and Limitations:** *What are the strengths of this counterclaim? The limitations of this counterclaim?*

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Supporting Claim:	**Counterclaim:**
Evidence: **Reasoning:** *How does the evidence support your claim?* **Strengths and Limitations:** *What are the strengths of this claim? The limitations of this claim?*	**Evidence**: **Reasoning:** *How does the evidence support the counterclaim?* **Strengths and Limitations:** *What are the strengths of this counterclaim? The limitations of this counterclaim?*
[Conclusion]	

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Model Argument Outline Tool

Name:		Class:		Date:	

[Introduction] **Question:** Who bears the most responsibility for ensuring that clothes are ethically manufactured? **Central Claim:** Companies bear the most responsibility for ensuring clothes are ethically manufactured.	
[Body] **Supporting Claim**: Companies are responsible for building safe factories and paying fair wages to garment workers.	**Counterclaim:** Companies are providing important jobs for people in countries where better means of employment might not exist.
Evidence: "The United Nations guiding principles on…to 'protect, respect and remedy' human rights." ("Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes," p. 2) **Reasoning:** *How does the evidence support your claim?* The United Nations is an important global organization and their opinion shows that authority figures in the world think businesses are responsible. **Strengths and Limitations:** *What are the strengths of this claim? The limitations of this claim?* The strength of this claim is that it has the support of the United Nations behind it. The limitations of this claim are that it does not address the role of state responsibility.	**Evidence**: "China ... [had] the largest poverty reduction in history." ("Globalization," p. 2) "Jobs in Bangladesh are also vital for a country where thousands of people live below the poverty line." ("Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes," p. 2) **Reasoning:** *How does the evidence support the counterclaim?* It is important for people to have jobs and opportunities. Businesses in these countries give people jobs they wouldn't have otherwise. **Strengths and Limitations:** *What are the strengths of this counterclaim? The limitations of this counterclaim?* The strengths of this counterclaim are that it shows that these jobs can help decrease poverty. The limitations are that this counterclaim ignores the fact that these jobs don't pay very much and working conditions are often very poor.
Supporting Claim: Companies need to provide ethically produced clothing for consumers to buy.	**Counterclaim:** Companies are just giving consumers what they want; consumers like cheap clothes.

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Evidence: "without these kinds of well-publicized tragedies, shoppers don't even think about it." ("How Your Addiction to Fast Fashion Kills") "it isn't the responsibility of the consumer to feel guilty about buying what is readily available" ("Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes") **Reasoning:** *How does the evidence support your claim?* The evidence shows that since consumers generally do not know how clothes are produced, it is the responsibility of the companies to change the way things are since they do know what is going on. **Strengths and Limitations:** *What are the strengths of this claim? The limitations of this claim?* The strengths of this claim are that it shows a clear relationship between business and the consumer. The limitations of this claim are that there is no evidence people would buy (and perhaps pay more for) these ethical clothes if they were made available.	**Evidence**: "If you're an average consumer, there's a good chance you shop at affordable places like H&M, Forever 21, Zara, or JCPenney." ("How Your Addiction to Fast Fashion Kills") "the demand for fast fashion [is at] an all-time high" ("How Your Addiction to Fast Fashion Kills") "cheap clothing is a welcome industry for many" ("Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes," p. 2) **Reasoning:** *How does the evidence support the counterclaim?* Most people shop at affordable places because they want cheap clothes, or because they can't afford to spend more money on clothes. **Strengths and Limitations:** *What are the strengths of this counterclaim? The limitations of this counterclaim?* The strengths of this claim are that most people do shop at these places, and cheap clothing industry is big for a reason, because people like cheap clothes. The limitations of this claim are that there is no evidence that people would not be willing to pay more for ethical clothes just because they like cheap clothes now.
[Conclusion] Since consumers are not going to change their shopping habits and people in poor countries still need jobs, it is up to the businesses to figure out how to make things safer for garment workers and provide ethically produced clothing for consumers to purchase.	

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9.4 Rubric

_____/16

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
Content and Analysis: The extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text. **(W.9-10.1.a, W.9-10.1.b)**	Introduce precise claim(s) and distinguish the claim(s) from alternate or opposing claims in an in-depth and insightful analysis. (W.9-10.1.a) Develop claim(s) and counterclaim(s) fairly by supplying evidence for and addressing the strengths and limitations of both. (W.9-10.1.b) Precisely anticipate the audience's knowledge level and concerns. (W.9-10.1.b)	Introduce a precise claim and adequately distinguish the claim from alternate or opposing claims in an accurate analysis. (W.9-10.1.a) Develop claim(s) and counterclaim(s) by supplying evidence but do not thoroughly address strengths or limitations of counterclaim(s). (W.9-10.1.b) Sufficiently anticipate the audience's knowledge level and concerns. (W.9-10.1.b)	Introduce a claim, but only partially or ineffectually distinguish the claim from alternate or opposing claims; analysis is somewhat unclear or confusing at times. (W.9-10.1.a) Develop claim(s) partially; lack evidence to fully develop claim(s) and/or counterclaim(s); fail to address strengths and limitations of claim(s) and counterclaim(s). (W.9-10.1.b) Partially anticipate the audience's knowledge level and concerns. (W.9-10.1.b)	Does not introduce a claim; analysis is mostly unclear or confusing. (W.9-10.1.a) Does not demonstrate analysis. (W.9-10.1.b) Inaccurately or inappropriately anticipate the audience's knowledge level and concerns or fails to consider the audience. (W.9-10.1.b)
Command of Evidence and Reasoning: The extent to which the response presents evidence from the provided text(s) and uses reasoning to support analysis. **(W.9-10.1)**	Support claims effectively and sufficiently by providing a wide range of relevant evidence. Use valid reasoning to establish clear relationships between and among claim(s) and evidence.	Support claims sufficiently by providing relevant evidence. Use valid reasoning to relate claims and evidence on a basic level.	Support claims partially by providing insufficient but relevant evidence, or evidence loosely related to the claim(s). Use some reasoning to partially relate claims and evidence; use unclear reasoning.	Present irrelevant and/or little or no evidence from the text. Demonstrate unclear, unfounded or little to no use of reasoning; fail to establish relationships between and among claim(s) and evidence.
Coherence, Organization, and Style: The extent to which the response logically organizes and links complex ideas, concepts, and information using formal style and precise language. **(W.9-10.1.a, W.9-10.1.c, W.9-10.1.d, W.9-10.1.e)**	Organize claims, counterclaims, evidence, and reasoning to establish clear relationships among all components. (W.9-10.1.a) Exhibit skillful use of words, phrases, and clauses to link sections of the text, create cohesion, and clarify relationships among components of the argument. (W.9-10.1.c) Skillfully establish and maintain a formal style and objective tone appropriate to the norms and	Exhibit basic organization of claims, counterclaims, evidence, and reasoning so as to create relationships among all components. (W.9-10.1.a) Exhibit basic use of words, phrases, and clauses to link sections of the text, create cohesion, and clarify relationships among components of the argument. (W.9-10.1.c) Establish a style and tone appropriate to the discipline; demonstrate inconsistent use of formality and	Exhibit partial organization of claims, counterclaims, evidence, and reasoning; relationships among all components are inconsistent and at times unclear. (W.9-10.1.a) Exhibit inconsistent use of words, phrases, and clauses to link sections of the text. (W.9-10.1.c) Use inconsistent style and tone with some attention to formality and objectivity.	Exhibit little organization of claims, counterclaims, evidence and reasoning; relationships among components are for the most part unclear. (W.9-10.1.a) Exhibit little or no use of words, phrases and clauses to link sections of the text. (W.9-10.1.c) Lack a formal style, using language that is basic, imprecise, or contextually inappropriate. (W.9-

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Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
	conventions of the discipline. (W.9-10.1.d) Provide a concluding statement or section that supports the argument presented and offers a new way of thinking about the issue. (W.9-10.1.e)	objectivity. (W.9-10.1.d) Provide a concluding statement or section that supports the argument presented but does not offer a new way of thinking about the issue. (W.9-10.1.e)	Provide a concluding statement that inadequately supports the argument presented or repeats claim(s) and evidence verbatim or without significant variation. (W.9-10.1.e)	10.1.d) Provide a concluding statement that is unrelated to the claims presented and/or provide no concluding statement. (W.9-10.1.e)
Control of Conventions: The extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling, and conforms to the guidelines in a style manual appropriate for the discipline and writing type. **(L.9-10.1, L.9-10.2, L.9-10.3.a)**	Demonstrate control of conventions with essentially no errors, even with sophisticated language. (L.9-10.1, L.9-10.2) Demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material; contain no citation errors. (L.9-10.3.a)	Demonstrate basic control of conventions with occasional errors that do not hinder comprehension. (L.9-10.1, L.9-10.2) Demonstrate proper citation of sources to avoid plagiarism when dealing with correct quotes and paraphrased material; contain only minor citation errors. (L.9-10.3.a)	Demonstrate partial control of conventions with some errors that hinder comprehension. (L.9-10.1, L.9-10.2) Demonstrate partial or inconsistent use of citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material; contain some major or frequent minor citation errors. (L.9-10.3.a)	Demonstrate little control of conventions with frequent errors that make comprehension difficult. (L.9-10.1, L.9-10.2) Does not make use of citation or plagiarizes. (L.9-10.3.a)

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

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9.4 Checklist

Assessed Standard: _____

	Does my writing…	✔
Content and Analysis	Introduce precise claims and distinguish the claims from alternate or opposing claims? **(W.9-10.1.a)**	☐
	Supply evidence to develop claims and counterclaims? **(W.9-10.1.b)**	☐
	Address the strengths and limitations of the claims and counterclaims? **(W.9-10.1.b)**	☐
	Anticipate the audience's knowledge level and concerns? **(W.9-10.1.b)**	☐
Command of Evidence and Reasoning	Support claims by providing a wide range of relevant evidence? **(W.9-10.1)**	☐
	Use valid reasoning to demonstrate clear relationships between claims and evidence? **(W.9-10.1)**	☐
Coherence, Organization, and Style	Organize claims, counterclaims, evidence, and reasoning to establish clear relationships among all the components of the argument? **(W.9-10.1.a)**	☐
	Use words, phrases, and clauses to create clear relationships among components of the argument? **(W.9-10.1.c)**	☐
	Establish and maintain a formal style, using precise language and sound structure? **(W.9-10.1.d)**	☐
	Provide a conclusion that supports the argument and offers a new way of thinking about the issue? **(W.9-10.1.e)**	☐
Control of Conventions	Demonstrate control of standard English grammar conventions, with infrequent errors? **(L.9-10.1, L.9-10.2)**	☐
	Provide proper citation of quotes and paraphrases to avoid plagiarism? **(L.9-10.3a)**	☐

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9.4.1 Lesson 15

Introduction

In this lesson, students read "The Sound of Liberty," from "By the late 1700s, Saint Domingue" through "but the free people of Haiti still faced their last, and most devastating, opponent: fear" (pp. 83–88). This section of *Sugar Changed the World* explores the "great seesaw between property and freedom" (p. 88) set in motion by the Haitian Revolution.

Throughout their analysis of this passage, students shape and refine their understanding of how the authors unfold the events of the Haitian revolution to illustrate the complex relationship between the principles of freedom and the economic concerns of property. Students use the Unfolding Analysis Tool: Connecting Events to identify the series of events presented in this passage, determine the motivations the authors assign to these events, and finally, consider how the authors organize these events to make connections between key ideas.

For homework, students continue to read their Accountable Independent Reading text through the lens of the focus standard of their choice.

Standards

Assessed Standard(s)	
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Addressed Standard(s)	
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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Assessment

Assessment(s)
Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text. • How do the authors unfold a series of events in order to make connections between ideas in this passage?
High Performance Response(s)
A High Performance Response should: • Identify a series of events that unfold in this passage (e.g., enslaved people in Haiti led a revolt; Haitians won the revolution; the English invaded Haiti; the Haitians defeated the English; France invaded Haiti; the Haitians defeated the French). • Demonstrate an understanding of the key ideas that emerge from these events (e.g., the Haitians fought for their freedom because they were motivated by "Doctrines of Liberty and Equality;" England and France tried to re-enslave the Haitian people because they were motivated by economic concerns). • Determine how the authors use the unfolding of a series of events to make connections between key ideas (e.g., the events in this series were motivated by two different forces—the principles of liberty and equality, and economics; the authors unfold this series of events to illustrate the back and forth between these two ideas, in order to highlight the "seesaw between freedom and property" (p. 88) that occurred as a result of the Haitian Revolution).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• hierarchies (n.) – any systems of persons or things ranked one above another • brandished (v). – waved, as a weapon; flourished • strains (v.) – kinds, types or sorts • virtuous (adj.) – conforming to moral and ethical principles • pernicious (adj.) – causing insidious harm or ruin; injurious; hurtful • doctrine (n.) – a particular principle, position, or policy taught or advocated, as of a religion or government • stronghold (n.) – a well-fortified place; fortress

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• zealous (adj.) – devoted or diligent • regimes (n.) – modes or systems of rule or government • tyrant (n.) – a sovereign or other ruler who uses power oppressively or unjustly
Vocabulary to teach (may include direct word work and/or questions)
• paradox (n.) – any person, thing, or situation that exhibits an apparently contradictory nature • foes (n.) – enemies

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: RI.9-10.3, RI.9-10.4, L.9-10.5	
• Text: "The Sound of Liberty," (pp. 83–88) from *Sugar Changed the World*	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Reading and Discussion	3. 35%
4. Unfolding Analysis Activity	4. 30%
5. Quick Write	5. 10%
6. Closing	6. 5%

Materials

- Copies of the Unfolding Analysis Tool: Connecting Events for each student
- Student copies of the Short Response Rubric and Checklist (refer to 9.4.1 Lesson 1)

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	**Percentage indicates the percentage of lesson time each activity should take.**
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.

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	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
❍	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda 5%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.9-10.3. In this lesson, students determine how Aronson and Budhos unfold a series of events in order to make connections between ideas in "The Sound of Liberty" from *Sugar Changed the World*.

- ▸ Students look at the agenda.

Activity 2: Homework Accountability 15%

Instruct students to talk in pairs about how they applied their focus standard to their text. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

- ▸ Students (or student pairs) discuss how they applied their focus standard to their AIR text from the previous lesson's homework.

Transition students from their AIR discussion to a discussion of the homework they completed for *Sugar Changed the World*. Instruct students to share and discuss the definitions and one example of *paradox* that they prepared for class.

- ▸ Students share their definitions and examples of *paradox*.
- ❍ Paradox is any person, thing, or situation that exhibits an apparently contradictory nature. A student may offer an example such as, it is a paradox that computers need maintenance so often, because they are meant to save people time.

ⓘ **Differentiation Consideration**: If students struggle with the concept or meaning of *contradictory*, explain that *contradictory* means "asserting the contrary or opposite; inconsistent." For example, a counterclaim is *contradictory* to a claim.

ⓘ This focused vocabulary work prepares students to engage with the essential paradox of the Haitian revolution that Aronson and Budhos analyze in this passage.

Instruct student pairs to share and discuss the vocabulary words they identified and defined in the previous lesson's homework.

- ❍ Students may identify the following words: *hierarchies, brandished, strains, virtuous, pernicious, doctrine, stronghold, zealous, regimes, tyrant*.

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ⓘ Definitions are provided in the vocabulary box in this lesson.

Activity 3: Reading and Discussion 35%

Instruct students to form groups. Post or project the following questions for students to answer in groups. Instruct students to write down their observations and be prepared to share with the class.

Ask students to read "The Sound of Liberty," from "By the late 1700s, Saint Domingue" through "but the free people of Haiti still faced their last, and most devastating, opponent: fear" (pp. 83–88) aloud in their groups.

- Students read "The Sound of Liberty" in their groups, discuss questions, and write down their observations.

ⓘ If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.

ⓘ Consider providing the following definition before posing the question below: *connotation* means "the suggesting of a meaning of a word apart from the thing it explicitly names or describes."

What are the authors describing when they say that commanders listened to the "voice of liberty" (p. 83)? What cumulative impact does this phrase have on the meaning and tone of this paragraph?

- The "voice of liberty" has a connotative, rather than literal meaning. The authors are describing the commanders as people motivated by an inherent desire for freedom, "the voice of liberty which speaks in the hearts of all of us" (p. 83). This phrase personifies freedom as a force that causes revolutions; it creates the sense that freedom is a force so powerful that it exists outside of human beings and can guide people to action. This is further developed by the authors' statement that "That voice told them to destroy everything related to sugar" (p. 83).

ⓘ Consider drawing students' attention to their application of standard RI.9-10.4, which requires that students determine the connotative meaning of words and phrases as they are used in a text, and analyze the cumulative impact of specific word choices on meaning and tone.

How is the motivation for revolution described in paragraph 3 of page 83 "paradoxical"?

- Enslaved Haitians were inspired by principles of freedom they had "learned" from "people similar to their own slave masters" (p. 83). These ideas of freedom came as a result of the global exchange of ideas that came from the sugar trade that had enslaved them (p. 82).

What effect do the questions in paragraph 1 on page 87 have on the meaning and tone of this paragraph?

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- These questions are slightly repetitive and are asked one after another and without the expectation of a response in order to create the effect of desperation and worry, reflecting the fear and anxiety that the English felt about their social structure being destroyed by the Haitian revolution.

ⓘ Students have discussed rhetorical questions, and so may explicitly describe these questions as such. If they do not, consider referencing the previous lessons and asking them to identify what type of questions these are.

ⓘ **Differentiation Consideration:** If students need additional support with vocabulary in this passage, consider posing the following question:

What words and phrases can help you to make meaning of the word "foe[]" in this context (p. 87)?

- The phrase "but that did not mean Toussaint had won" (p. 87) indicates that *foe* means "an enemy."

How does the authors' figurative use of *foe* develop your understanding of the challenges that still faced Haiti (p. 87)?

- This personification of fear as an enemy develops the idea that Haiti faced both internal and external challenges in becoming a "free" country—freedom fighters had to fight the apprehension in people's minds as well as armies.

ⓘ Consider drawing students' attention to their application of standard L.9-10.5 through the process of interpreting figurative language.

What was the "paradox" of the French Revolution (p. 87)?

- The paradox of the French revolution was that while leaders of the French revolution focused on passing laws to help the poor and enslaved, they simultaneously "jail[ed]" [their] opponents and rob[bed] [their] nation" (p. 87).

What conflict do the authors describe in paragraph 2 on page 88?

- Paragraph 2 describes the struggle between human rights and property rights that is being played out across the globe during this time period.

What (or who) is keeping "the great seesaw between freedom and property" "swinging" (p. 88)?

- Student responses may include:
  - Toussaint and Napoleon were forces that kept the balance swinging between human and property rights.

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- The swinging seesaw was caused by different countries—Haiti on one side, France and England on another.
- The seesaw existed within individual countries—for example, the United States "broke free of England" but did not abolish slavery, and England "talked about ending slavery" but then "tried to defeat the Haitians" (p. 88).

ⓘ The understanding of the "seesaw" leads students directly into students' work with the Unfolding Analysis Tool: Connecting Events.

Lead a brief whole-class discussion of student responses.

- Student groups share their observations with the class.

Activity 4: Unfolding Analysis Activity 30%

Distribute the Unfolding Analysis Tool: Connecting Events to each student. Explain to students that this tool will help them trace how the authors unfold the series of events of the Haitian revolution to make connections between key ideas. Instruct students to identify the series of events presented in this passage in column 2, determine the motivations the authors assign to these events in column 3, and finally consider how the authors organize these events to make connections between key ideas in column 4. Explain that students will then use this tool to craft a written response to the Quick Write assessment.

ⓘ The goal of this analysis is to guide students to an understanding that the authors string a series of events together in order to highlight the "seesaw between freedom and property" (p. 88) that occurred as a result of the Haitian Revolution.

Instruct students to work in their groups to complete the Unfolding Analysis Tool: Connecting Events.

- Student groups complete the Unfolding Analysis Tool: Connecting Events.

ⓘ **Differentiation Consideration:** If students struggle to use this tool, consider modeling a row as a whole class.

ⓘ **Differentiation Consideration:** If students struggle with the third column of the tool, consider providing additional scaffolding by replacing the current question "What was this event motivated by?" with a more specific question such as, "Was this event motivated by principles of freedom, economic concerns, or both? (Use details from the text to support your response)."

ⓘ The Unfolding Analysis Tool supports student's engagement with RI.9-10.3. Variations of this tool appear in Lessons 3, 11, and 22. The structure of and questions in this tool vary based on the section of text under analysis, including its placement in the text as a whole, and whether students analyze a series of ideas or a series of events.

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Activity 5: Quick Write 10%

Instruct students to respond briefly in writing to the following prompt:

How do the authors unfold a series of events in order to make connections between ideas in this passage?

Instruct students to look at their annotations and use their Unfolding Analysis Tools: Connecting Events to answer the prompt. Ask students to use this lesson's vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- Students listen and read the Quick Write prompt.

ⓘ Display the prompt for students to see, or provide the prompt in hard copy.

Transition to independent Quick Write.

- Students independently answer the prompt, using the analysis on their Unfolding Analysis Tool.

- See the High Performance Response at the beginning of this lesson.

Activity 6: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to continue to read their AIR through the lens of the focus standard of their choice. Students should be prepared for a 3–5 minute discussion of their text based on that standard.

- Students follow along.

Homework

Continue to read your AIR text through the lens of a focus standard of your choice and prepare for a 3–5 minute discussion of your text based on that standard.

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Unfolding Analysis Tool: Connecting Events

Name:		Class:		Date:	

Paragraphs	Identify the main event.	What was this event motivated by? Use details from the text to support your response.	Identify any connections between this event and the events in previous paragraphs.
Paragraphs 1–3			
Paragraphs 4–5			
Paragraphs 6–7			
Paragraph 8			
Paragraphs 9–11			
Paragraphs 12–13			

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Model Unfolding Analysis Tool: Connecting Events

Name:		Class:		Date:	

Paragraphs	Identify the main event.	What was this event motivated by? Use details from the text to support your response.	Identify any connections between this event and the events in previous paragraphs.
Paragraphs 1–3	Enslaved people in Haiti banded together and revolted against slave owners by destroying the plantations they worked on. (p. 83)	Haitian revolutionaries were fighting for the "principles" of liberty and equality that "they had learned from Europeans and Americans" (p. 83).	New section/new idea.
Paragraphs 4–5	Enslaved people in Haiti won the revolution and freed themselves. (p. 84)	They were motivated by a desire for freedom—when the revolution was successful, the European/American principles of liberty and equality finally included them, and the "conflict between freedom and property was over" (p. 84).	The enslaved people of Haiti won their freedom because they were inspired by principles of freedom and equality that they learned from their enslavers.
Paragraphs 6–7	The English invaded Haiti in order to re-enslave people. (p. 86)	The English were motivated by fear and economic concerns. They felt threatened by the "expanded idea of freedom" (p. 86) the Haitian revolution represented because it challenged their hierarchical social order.	The English were scared of the ideas of freedom emerging from Haiti because they challenged their current economic and social structure–they were worried widespread ideas of liberty would destroy the social order that made some people powerful and wealthy at the expense of others.

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Paragraphs	Identify the main event.	What was this event motivated by? Use details from the text to support your response.	Identify any connections between this event and the events in previous paragraphs.
Paragraph 8	The Haitians defeated the English invaders. (p. 87)	The Haitians were motivated by the ideals of freedom.	Just like before, the Haitian ideas of liberty won out over the economic/social concerns of the English.
Paragraphs 9–11	Napoleon seized power and invaded Haiti in order to give France control of the sugar trade. (pp. 87–88)	This event was motivated by Napoleon's desire for economic control. Napoleon wanted to make people into property again so that France could continue to profit from Haitian labor.	The French seem to be motivated by similar forces as the English. The French tried to re-enslave the Haitians because they were concerned about the economic ramifications of freedom for their country.
Paragraphs 12–13	The Haitians defeat the French and the Republic of Haiti is born. (p. 88)	The Haitians were motivated by Human rights, when they defeated the French "Human rights won over property rights" (p. 88).	Once again, the idealistic vision of Haitian liberty won out over the economic concerns of European countries.

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9.4.1 Lesson 16

Introduction

In this lesson, students finish reading "The Sound of Liberty" from "The leaders of the American Revolution" through "dark twist to come, in the United States" (pp. 88–91). This section of *Sugar Changed the World* explores how European and American fear damaged the newborn Republic of Haiti, as well as how abolitionists in England changed the minds of the people, leading to the abolition of the slave trade.

Student analysis focuses on determining a central idea of this passage, and identifying and exploring how specific details shape and refine this idea. Through collaborative discussion, students are encouraged to consider how this section of text further develops the "clash between human freedom and humans as property" (p. 99) that they initially explored in Lesson 15. For homework, students read "The Sugar Purchase and the Death State" and "Sugar in Paradise: I Came Seeking the Dream" (pp. 92–99) and respond to homework prompts.

Standards

Assessed Standard(s)	
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Addressed Standard(s)	
L.9-10.4.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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Assessment

Assessment(s)
Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text. • What central idea emerges in this section of text and how is it shaped by specific details?
High Performance Response(s)
A High Performance Response should: • Determine a central idea of "The Sound of Liberty." (e.g., the seesaw between freedom and property, the ongoing debate between economic concerns and human rights) • Identify specific details that shape this idea. (e.g., "Haiti never really recovered from its difficult birth," and slaves across the world continued to "giv[e] their lives to harvest" sugar (p. 90); the U.S.'s fearful response to Haiti's independence and refusal to "recognize the land where the slaves had freed themselves" (p. 90); the passing of the "bill to ban all English involvement" in the slave trade (p. 91)) • Analyze how these details shape this central idea. (e.g., U.S. and European nations act with economic interests in mind because they fear that Haiti's independence will challenge their sugar empires; the U.S. and other European powers refuse to recognize Haiti out of fear of maintaining their own slavery-dependent economic systems; Haiti "flounder[s]" after its human rights driven revolution because it becomes an isolated republic without "the benefit of trade or contact" (p. 90); despite the economic consequences, faced with the horrors of slavery, England decides to choose human rights concerns over economic concerns and bans the slave trade)

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• succeeded (v.) – followed or replaced another by descent, election, appointment, etc. • floundered (v.) – struggled clumsily or helplessly • abstraction (n.) – a general idea or term • shackles (n.) – anything that serves to prevent freedom of procedure, thought, etc. • continuance (n) – an act or instance of continuing
Vocabulary to teach (may include direct word work and/or questions)
• isolated (v.) – set or placed apart; detached or separated as to be alone

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Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: • Standards: RI.9-10.2, L.9-10.4.a • Text: "The Sound of Liberty" from *Sugar Changed the World* (pp. 88–91)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. "The Sound of Liberty" Reading and Discussion	3. 70%
4. Quick Write	4. 10%
5. Closing	5. 5%

Materials

- Student copies of the Short Response Rubric and Checklist (refer to 9.4.1 Lesson 1)

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
🗨	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda 5%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.9-10.2. In this lesson, students determine a central idea of the second half of "The Sound of Liberty" section of *Sugar Changed the World*. Student analysis focuses on considering how specific details from the text shape and refine this idea.

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- Students look at the agenda.

Activity 2: Homework Accountability 10%

Instruct students to talk in pairs about how they applied their focus standard to their text. Lead a brief share out on the previous lesson's Accountable Independent Reading (AIR) homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

- Students (or student pairs) discuss and share how they applied their focus standard to their AIR text from the previous lesson's homework.

Activity 3: "The Sound of Liberty" Reading and Discussion 70%

Instruct students to form small groups. Instruct students to read the first four paragraphs of this passage, from "The leaders of the American Revolution kept close watch" through "the country frightened slave owners; it did not change their views" (pp. 88–90).

ⓘ If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.

Post or project the following questions for students to answer in groups before sharing out with the class.

What connection between the American Revolution and Haitian Revolution do the authors establish in the first paragraph?

- The authors establish that the leaders of the American Revolution had very different responses to the Haitian Revolution. While John Adams supported Toussaint by sending him "guns and supplies," Thomas Jefferson was "terrified by the success of the Haitian revolution" (p. 89).

Why did Jefferson refuse to recognize Haiti? How does the quote included in this paragraph further develop this idea?

- Jefferson refused to recognize Haiti because he was afraid that newly freed men in Haiti would travel to America and convince American slaves to rebel. The quote from Jefferson clearly demonstrates the urgency and importance that he feels this situation warrants—it is a clear call to action against the people of Haiti. Jefferson warns that "unless something is…soon done" the "revolutionary storm" will come to America. Jefferson even goes as far as to say that if Americans let this happen, "we shall be the murderers of our own children" (p. 89).

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Provide students with the following definition: *succeeded* means "followed or replaced another by descent, election, appointment, etc."

- Students write the definition of *succeeded* on their copy of the text or in a vocabulary journal.

What paradox have the authors developed in the first three paragraphs?

- The response to the Haitian revolution as exemplified by the beliefs of Thomas Jefferson is a paradox—although Americans (and Jefferson as a founding father) took great pride in "having fought for their freedom" from England, they still saw Africans "as property" (p. 89) and therefore did not support their revolt.

ⓘ **Differentiation Consideration:** Students should call upon the understanding of *paradox* that they developed in Lesson 15 to inform their responses. If students struggle, consider reviewing the definition of *paradox*, or discuss some examples from the 9.4.1 Lesson 15 reading.

What words and phrases can help you to determine the meaning of *isolated* in this context (p. 90)?

- The phrase "without the benefits of trade and contact" (p. 90) shows that *isolated* means "to be separated or alone."

ⓘ Consider drawing students' attention to their application of standard L.9-10.4.a through the process of using context to make meaning of a word.

Provide students with the following definition: *floundered* means "struggled clumsily or helplessly."

- Students write the definition of *floundered* on their copy of the text or in a vocabulary journal.

What connection do the authors establish between Europe and the success of the Republic of Haiti?

- The authors establish a connection between the failure of Haiti to blossom as a republic and the fear that Europeans felt when faced with this newly freed nation. Because Europe was afraid that Haiti's ideas of liberty might spread, they cut off global trade and refused to "treat[]" Haiti "as a partner" (p. 90). Isolated and without support, "Haiti floundered" (p. 90).

Lead a brief whole-class discussion of student responses.

Direct student groups back to the final sentence of the last lesson's reading, "But the free people of Haiti still faced their last, and most devastating opponent: fear" (p. 88). Ask students to answer the following question in groups before sharing out with the whole class. Instruct students to note their observations.

How do the first four paragraphs of this passage (pp. 88–90) develop the statement "But the free people of Haiti still faced their last, and most devastating opponent: fear" (p. 88)?

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- Student responses may include the following:
  - Thomas Jefferson was "terrified by the success of the Haitian Revolution" (p. 89) so he refused to recognize Haiti.
  - Many Americans were afraid of Haiti because they were afraid that if they recognized Haitians as more than "property," they would have to free their own slaves. This would mean a disruption of the economic and social system (p. 90).
  - Because of the fear that Europeans and Americans felt about this "land where slaves had freed themselves," they cut off Haiti from global trade. Haiti was unable to succeed as a new Republic because it was "isolated" (p. 90).
  - Haiti did not succeed in changing people's minds, only scaring them: "The country frightened slave owners; it did not change their views" (p. 90).

ⓘ **Differentiation Consideration:** If students struggle with this task, guide them to apply this question to each individual paragraph.

Instruct student groups to read from "After 1804, the slaves of Haiti were free" through to the end of the passage, "one extremely dark twist to come, in the United States" (pp. 90–91). Ask students to answer the following questions in their groups before sharing out with the class.

What effect did the Haitian revolution have on the global sugar trade?

- The authors describe that although the revolution overturned the slave trade in Haiti, it was not so quick to overturn the slave trade in other countries: "throughout the rest of the old sugar lands, cane was still growing, and the slaves were still giving their lives to harvest it" (p. 90).

How do the authors frame the conflict England faced? How does their structural choice refine your understanding of this conflict?

- The authors frame the conflict England faced in the form of an either/or question that the abolitionists posed to the people: "Was England a nation built on Christian beliefs or on treating people as property?" (p. 90). The choice to frame this conflict as a question develops the idea that change is imminent—the either/or question indicates that the conflict has reached the point where a decision must be made. This framework develops the idea that England was at a turning point in their views on slavery.

ⓘ Students may identify in their responses the authors' use of a rhetorical question.

What paradox do the authors identify in the "most powerful testimony in favor of the bill" (p. 90)?

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- The sentence "the slaves spoke through the testimony of the very men who had gone to fight them" (p. 90) shows the paradox of the powerful testimony that ultimately resulted in the abolition of the slave trade.

Provide students with the following definitions: *abstraction* means "a general idea or term," *shackles* means "anything that serves to prevent freedom of procedure, thought, etc.," and *continuance* means "an act or instance of continuing."

- Students write the definitions of *abstraction, shackles,* and *continuance* on their copy of the text or in a vocabulary journal.

What connection do the authors establish between the testimony of the army officers and the way people thought about slavery? How does this shape and refine the idea of the "seesaw between freedom and property" that the authors described on page 88?

- The testimony of the army officers changed peoples' minds about slavery, and opened them up to seeing slavery as a human rights issue, rather than an economic concern: "slavery was not an abstraction, an economic force, a counter in the game of world politics—it was the suffering of men and women" (p. 90). This change in attitude tipped the seesaw between freedom and property closer to the side of freedom.

What "new mood" in England did Wilberforce and parliament recognize (p. 91)? What was the result of this change in the "sense of the nation" (p. 91)?

- The "new mood" is one of general opposition to the "traffick in human flesh" (p. 91). Because of "changing minds," in 1807 a bill was passed that banned all English involvement in the slave trade (p. 91). Although "no slaves were freed by the bill," this bill "marked a great change in the world" (p. 91) because England had shipped more slaves from Africa than any other country.

How do the authors support their assertion that "In the great context over whether a human, any human, could ever be property, the tide was turning" (p. 91)? Use details from this lesson's reading (pp. 88–91) to support your response.

- Student responses may include the following:
  - Initially, Europeans and Americans like Thomas Jefferson were "terrified by the success of the Haitian revolution" (p. 89).
  - They refused to see the Africans as anything but "property" because if they did they would have to free the slaves in their own countries (pp. 89–90).
  - Haiti "frightened slave owners; it did not change their views" (p. 90).
  - The "powerful testimony" of men who had witnessed the horrors of the slave trade firsthand as well as the work of abolitionists started to convince people that "slavery was not an abstraction, an economic force…it was the suffering of men and women" (p. 90).

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- As a result of the "changing minds all across England," even in Bristol, a port city filled with slave ships, the "popular sentiment has been very strongly expressed against the continuance of that traffick in human flesh" (p. 91)
- Because of this "new mood" a bill to ban "all English involvement in the slave trade" was passed (p. 91).
- This "new mood" spread to America. The very same year the bill in England was passed, Congress "passed a law forbidding Americans from being involved in importing slaves" (p. 91).

What effect is created by the final sentence of this passage?

- The final sentence in this passage, "and yet the tangled story of slavery, sugar and freedom still had one extremely dark twist to come, in the United States" (p. 91) creates a sense of foreboding. It is also a cliffhanger.

Lead a brief whole-class discussion of student responses.

Activity 4: Quick Write 10%

Instruct students to respond briefly in writing to the following prompt:

What central idea develops in this section of text and how is it refined by specific details?

Instruct students to look at their annotations to find evidence. Ask students to use this lesson's vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- Students listen and read the Quick Write prompt.

ⓘ Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- Students independently answer the prompt, using evidence from the text.
- See the High Performance Response at the beginning of this lesson.

Activity 5: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to independently read the next section of *Sugar Changed the World*, "The Sugar Purchase and the Death State" and "Sugar in Paradise: I Came Seeking the Dream" (pp. 92–99). After they finish reading, students should respond to the following homework prompts:

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Why was "sugar…a killer" in Louisiana (p. 93)?

In what ways did the sugar workers speak out despite their enslavement (p. 92)?

How was sugar work in Hawaii consistent with the sugar work of the past? How was it different?

Ask students to use this lesson's vocabulary wherever possible in their written responses.

- Students follow along and record the homework prompts.

Homework

Read "The Sugar Purchase and the Death State" and "Sugar in Paradise: I Came Seeking the Dream" (pp. 92–99) and respond to the following prompts.

Why was "sugar…a killer" in Louisiana (p. 93)?

In what ways did the sugar workers speak out despite their enslavement (p. 92)?

How was sugar work in Hawaii consistent with the sugar work of the past? How was it different?

Use this lesson's vocabulary wherever possible in your written responses.

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9.4.1 Lesson 17

Introduction

In this lesson, students read "Back to Our Stories: New Workers, New Sugar" (pp. 101–104). This excerpt from *Sugar Changed the World* details the events leading up to the Emancipation Bill and the abolition of slavery, while simultaneously introducing the new method for supplying workers to the sugar plantations: indentured labor.

Students focus their analysis of "Back to Our Stories" on determining how the authors further refine central ideas of the text (such as the ongoing struggle between freedom and property or the impact that local decisions had on a global scale) through the connections that are drawn within this passage. Students practice collaborative discussion skills as they initiate and participate in a range of discussions in preparation for the Quick Write, in which they determine how key connections within this passage develop a central idea.

For homework, students read "Crossing the Black Water" (pp. 104–108) and respond to the homework prompts.

Standards

Assessed Standard(s)	
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Addressed Standard(s)	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
L.9-10.4.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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Assessment

Assessment(s)
Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text. • How do the authors further develop their ideas through the connections drawn in this passage?
High Performance Response(s)
A High Performance Response should: • Identify significant events that happen concurrently or linearly (e.g., the revolt in British Guiana, Reverend John Smith's death, the passing of the Emancipation Bill, the sourcing of indentured workers from India by sugar plantation owners like John Gladstone, etc.). • Identify how the authors make connections between events and ideas in this passage (e.g., the authors connect the revolt in British Guiana to the eventual triumph of the principals of freedom and liberty in England—the passing of the Emancipation Bill—through the figure of John Smith. They then connect this triumph of freedom to the birth of a new kind of slavery—because sugar plantation owners like John Gladstone could no longer use slaves as free labor, they had to source cheap labor from India in the form of indentured servants). • Analyze how these connections further develop key ideas in the text (e.g., these connections further develop the central idea about the seesaw between freedom and property, or the struggle between economic vs. human rights, etc.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• revolt (v.) – to break away from or rise against constituted authority • alleged (adj.) – declared or stated to be as described • provoked (v.) – gave rise to, induced, brought about • immoral (adj.) – violating moral principles; not conforming to the patterns of conduct usually accepted or established as consistent with principles of personal and social ethics • aristocratic (adj.) – of or pertaining to a government by a class of persons holding exceptional rank and privileges, especially the hereditary nobility
Vocabulary to teach (may include direct word work and/or questions)
• indenture (n.) – a contract by which a person is bound to service

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Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: • Standards: RI.9-10.3, SL.9-10.1, L.9-10.4.a • Text: "Back to Our Stories: New Workers, New Sugar" from *Sugar Changed the World* (pp. 101–104)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Reading and Discussion	3. 35%
4. Collaborative Discussion Activity	4. 30%
5. Quick Write	5. 10%
6. Closing	6. 5%

Materials

- Chart Paper
- Student copies of the Short Response Rubric and Checklist (refer to 9.4.1 Lesson 1)

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda 5%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.9-10.3. In this lesson, students determine how Aronson and Budhos further develop their ideas through the connections in

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this section of *Sugar Changed the World*. Students also practice collaborative discussion skills as they initiate and participate in a range of conversations about the text.

- Students look at the agenda.

Activity 2: Homework Accountability 15%

Instruct students to talk in pairs about their responses to prompts 1–3 and be prepared to share their answers to prompt 3 with the class.

- Students discuss and share their responses to prompts 1–3.

Why was "sugar…a killer" in Louisiana (p. 93)?

- Student responses may include:
  - Because Louisiana has cold weather, people needed to "work faster than the weather." The entire crop needed to be harvested between October and December (p. 94).
  - This grueling pace was made worse by "steam powered mills," because the people needed to "keep pace with machines" (p. 94).

In what ways did the sugar workers speak out despite their enslavement (p. 92)?

- Student responses may include:
  - People like Ellen Betts told their stories to the reporters who "spread out across the American South to capture the voices of history" (p. 92).
  - Teenagers on the sugar plantation developed jazz music as a "way to speak…to announce who they were to the world" (p. 95).
  - People like Charles Deslondes also spoke through organized revolts. Deslondes "gathered slaves to attack a plantation" (p. 95).

How was sugar work in Hawaii consistent with the sugar work of the past? How was it different?

- Student responses may include the following observations about the similarities between Hawaiian sugar work and sugar work of the past:
  - Planters brought men from different countries to work the plantations.
  - "Once again music and songs helped the sugar workers to keep up their spirits." (p. 96)
  - Even though the sugar workers were not enslaved, they "still lived hard lives" (p. 98), driven by the fear of "a sound from the overseer" (p. 98).
- Students responses may include the following observations about the differences between Hawaiian sugar work and sugar work of the past:

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- The sugar workers in Hawaii were not slaves, "they chose to come" (p. 98).
- Planters looked to China and the East for labor, rather than Africa.
- Because these workers were paid and not enslaved, sugar growers attempted to keep wages low by bringing in new "ethnic groups" to "compete with the old" (p. 99). This resulted in an incredibly diverse community, "more like the multicultural land of the United States … than the sugar Hells" (p. 99).

Lead students in a brief whole-class discussion of their responses to the third homework prompt. Ask a few students to share one way that sugar work in Hawaii was different and one way that it remained consistent.

- Students share their responses with the class.

Activity 3: Reading and Discussion 35%

Post or project each set of questions below for students to discuss.

Instruct student pairs to read "Back to Our Stories: New Workers, New Sugar" (pp. 101–104). Pose the following focusing question to guide student reading. Instruct students to write notes as they read in preparation for a full class discussion.

- Students read the passage in its entirety.

ⓘ If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.

Ask students the following question:

How does the language of the first four paragraphs (pp. 101–102) differ from the rest of this passage? Why might the authors have made these choices? Use words and phrases from the text to support your response.

- Student responses may include:
  - The first four paragraphs of this passage are written in narrative or storytelling form, while the rest of the text is written in an informational tone.
  - Students may support their response with the observation that the authors use direct address in this section, "you're there to sell vegetables" and "he might buy you some roti" (p. 101).
  - The choice to use direct address creates a sense of familiarity, or identification with, the story of people living in India nearly two hundred years ago—the reader feels as if the events being relayed could have happened to them.

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ⓘ If students do not use the word *narrative* to describe this difference in language, consider providing them with this term after they share their observations.

- Some students may note that the events of these paragraphs are revealed to the reader as slowly as they happen for the character of the story, building the effect of confusion or suspense: "you have no real idea where you are going, or what you will be expected to do" (p. 102).

Lead a brief whole-class discussion of student responses.

Instruct students to reread paragraph 3 on page 102 and answer the following question in a whole-class discussion.

- Students reread paragraph 3 and discuss the following question.

What words and phrases can help you to make meaning of the word *indentured* in this context (p. 102)?

- *Indentured* means a "system" in which people who needed to "make a better wage" were convinced and coerced into working for others; this was "the new way to find people to work the sugar fields" (p. 102).

ⓘ Consider providing the following definition: *indenture* means "a contract by which a person is bound to service."

ⓘ Students will delve more deeply into the meaning of *indentured* as they read "Crossing the Black Water" for homework. The goal of this question is to spark students' thinking about this concept in preparation for a more comprehensive understanding.

ⓘ Consider drawing students' attention to their application of standard L.9-10.4.a through the process of using context to make meaning of a word.

Lead a brief whole-class discussion of student responses.

Instruct students to reread from "The seeds for this system were sown in 1823" (p. 102) through "the abolition of slavery, the end was in sight" (p. 103) and answer the following question in a whole-class discussion.

Provide students with the following definitions: *revolt* means "to break away from or rise against constituted authority," *alleged* means "declared or stated to be as described," *provoked* means "gave rise to, induced, brought about," and *immoral* means "violating moral principles; not conforming to the

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patterns of conduct usually accepted or established as consistent with principles of personal and social ethics."

- Students write the definitions of *revolt, alleged, provoked,* and *immoral* on their copy of the text or in a vocabulary journal.

Why might the authors have chosen to focus their explanation of the revolution in British Guiana on the Reverend John Smith?

- Student responses may include:
  - The authors may have chosen to focus on John Smith because he inspired slaves to revolt in British Guiana: "after hearing one of Smith's sermons, over three thousand slaves grabbed their machetes, their long poles, and rose up against their masters" (p. 102).
  - The figure of John Smith serves as a bridge between the events occurring in communities exploited by the sugar trade (like British Guiana), and the events occurring in countries that exploit these regions. When the "idealistic, white" Reverend Smith died of tuberculosis after being sentenced to death for his part in the revolution, the people of England started to turn against slavery: his death "convinced more and more people in England that this was an immoral trade" (p. 103).

ⓘ **Differentiation Consideration:** If students struggle to make this connection, consider guiding student analysis by reframing the question to include more scaffolding. Some examples:

How does John Smith serve as a bridge between the two different events the authors are describing in this passage?

Why does John Smith inspire an outcry in England that leads to the Emancipation Bill?

Lead a brief whole-class discussion of student responses.

Instruct students to reread the final paragraph on page 103, beginning "The slavers had always been able to count on" through "thus began a new chapter in the story of sugar" (pp. 103–104) and answer the following questions in a whole-class discussion.

Provide students with the following definition: *aristocratic* means "of or pertaining to a government by a class of persons holding exceptional rank and privileges, especially the hereditary nobility."

- Students write the definition of *aristocratic* on their copy of the text or in a vocabulary journal.

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The authors write, "It was as if the hands on a great national clock were moving together towards high noon" (p. 103). What two factors were moving together? Draw a clock and label the hands. What happened when these two factors came together at "high noon" (p. 103)?

- Students label one hand of the clock "the old age of slavery overseas" (or, more specifically, the slave rebellions in America, France, Haiti, and Guiana), and the other hand "a parliament elected by only 3 percent of the English" (or, more specifically, the increasingly serious consideration of giving more English people the right to vote) (p. 103).
- When these two factors came together at "high noon" the "Emancipation Bill was finally passed" (pp. 103–104).

ⓘ This question encourages students to unpack a metaphorical device within the text while simultaneously unearthing the complex connections the authors are drawing between slave rebellions, politics in England, and the eventual abolition of slavery.

What challenge did the sugar trade face after the Emancipation Bill? What was the solution to this problem?

- Because the Emancipation Bill freed the slaves, the sugar plantations were in desperate need of "extremely cheap labor" (p. 104). The solution to this problem was to source labor from India (p. 104). Some students may connect this to the explanation of indentured servitude (p. 102), to explain that indentured labor replaced slave labor.

What connection are the authors drawing between the Emancipation Bill and the story that began this chapter (p. 101)?

- The story that began the chapter is that of a person from "British India" (p. 101) coerced into indentured labor by the promise of "a new life" and "good money" (p. 101). This story is an example of "the new way to find people to work the sugar fields" because the Emancipation Bill prohibited slave labor (p. 102).

What title would you give this "new chapter in the story of sugar" (p. 104)? Use your understanding of the connections the authors make between ideas in this passage to explain your reasoning.

- Student responses will vary, but the chapter titles should demonstrate an understanding that this new chapter of sugar is most likely going to explore indentured servitude and how it influenced the sugar plantations in more detail, such as "Indentured Servants on the Sugar Plantations."

Lead a brief whole-class discussion of student responses.

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Activity 4: Collaborative Discussion Activity 30%

Direct students to form pre-established small groups. Explain that students will continue to analyze this passage, this time in conversation with small groups rather than a whole-class discussion. Provide each group with a piece of chart paper.

Post or project the following discussion prompt:

Identify a series of events described by the authors that connect the story of the person selling vegetables in British India (pp. 101–102) with the story of John Smith in British Guiana (pp. 102–103).

ⓘ Alternately, prepare the chart paper with the discussion prompt on the top before class begins, or instruct students to write the discussion prompt at the top of their chart paper.

Instruct student groups to identify and record a series of events that connect the two key stories in this passage. Students should be prepared to share their work with the whole class.

ⓘ Consider reminding students of their previous work with standard SL.9-10.1, which requires that students participate in collaborative discussions, building on each other's ideas and expressing their own clearly and persuasively.

- Students work in groups to identify and record a series of events that connect the story of the person in British India with the story of John Smith in British Guiana.

- Student responses should include the following:
  - John Smith's sermons inspire revolt in Guiana (pp. 102–103).
  - "The governor called in his forces, who brutally put down the revolt." The governor then tries John Smith and sentences him to death (p. 103).
  - John Smith dies of Tuberculosis on ship bound to England (p. 103).
  - Death of this "idealistic, white English minister" turns public opinion against slavery (p. 103).
  - The Emancipation Bill was passed (p. 103).
  - On August 1, 1838 all slaves were freed (p. 104).
  - The end of slavery resulted in the need for more "cheap labor to keep up the twenty-four-hour cycle" (p. 104).
  - In 1836 John Gladstone writes asking for "a hundred workers … from India to labor on his plantations" (p. 104).
  - Gladstone's ships carrying indentured servants sailed for Demerara in 1838 (p. 104).
  - In the 1870s in British India this "new way to find people to work the sugar fields" had become widespread (pp. 101–102).

ⓘ **Differentiation Consideration:** If students struggle, consider modeling this activity by identifying two or three events as a class.

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Instruct student groups to share out the series of events they identified with the full class. Create a composite chart of key events to display to be used as evidence for discussion.

- Students share out the key events and contribute to the construction of a composite chart.

Lead a brief whole-class discussion of student responses. Record and display the composite chart of key events.

Display the final sentence of the reading students completed for homework: "We return to our own stories just at the moment in history when we can finally, fully hear and see the sugar workers, and when the clash between human freedom and humans as property reached its great climax" (p. 99).

ⓘ This activity reminds students of the key ideas in previous readings so that they may explore how these ideas are further developed through this lesson's reading as they consider the lesson assessment.

Pose the following question for students to discuss as a class:

How do the connections you identified in your groups further develop the struggle the authors describe on page 99?

- Students build upon their own observations and the observations of others (as displayed in the composite chart) as they discuss the prompt with the class.

- Student responses may include the following:
  - The authors further develop the idea of the clash between freedom and property through the connection they draw between the Emancipation Bill and the rise of indentured servitude. Even though slavery was abolished and it appeared that freedom had won out (pp. 103–104), this resulted in the need for a new type of system in which people are exploited as laborers (p. 102 and p. 104).
  - The authors further develop the idea of the clash between freedom and property through the connection they draw between the revolution in British Guiana and the Emancipation Bill. John Smith inspired enslaved people who were considered to be property to fight for their freedom in British Guiana (p. 102), and upon his death this message spread to England, resulting in the Emancipation Bill (p. 103).
  - The authors further develop the idea of the clash between freedom and property through the connection they draw between the revolution in British Guiana and Gladstone's request for a "hundred workers from India to labor in his plantation" (p. 104). In British Guiana, enslaved people revolted against plantations like Gladstones' as they fought for their rights (p. 103). Although these people were finally freed, this resulted in a need for "extremely cheap labor," leading Gladstone to make a request for more people to work on his

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plantation. These people who were convinced by the "slippery tongued strangers" who brought them to the plantations that they owed the plantations owners a debt, they had to "pay [them] back" (p. 102), and until they did they were the property of the plantation, not free men.

Lead a brief whole-class discussion of student responses.

Activity 5: Quick Write 10%

Instruct students to respond briefly in writing to the following prompt:

How do the authors further develop their ideas through the connections drawn in this passage?

Instruct students to look at their text and notes to find evidence. Ask students to use this lesson's vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- Students listen and read the Quick Write prompt.

ⓘ Display the prompt for students to see, or provide the prompt in hard copy.

Transition students to the independent Quick Write.

- Students independently answer the prompt, using evidence from the text.

- See the High Performance Response at the beginning of this lesson.

Activity 6: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to independently read the next section of *Sugar Changed the World*, "Crossing the Black Water" (pp. 104–108). After they complete their reading, students complete a written response to three homework prompts:

"Why would any Indian risk going off to work in sugar?" (p. 104) Support your response with details from the text.

What connections do the authors draw between Hindu society and the Age of Honey? Why was it difficult for Hindus to leave home and work on the plantations?

How do the authors compare the situations of the "enslaved Africans" and the "Indian indentures"?

Remind students to use the Short Response Rubric and Checklist to guide their written responses. Ask students to use this lesson's vocabulary wherever possible in their written responses.

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- Students follow along.

Homework

Read "Crossing the Black Water" (pp. 104–108) and respond to the following prompts:

"Why would any Indian risk going off to work in sugar?" (p. 104) Support your response with details from the text.

What connections do the authors draw between Hindu society and the Age of Honey? Why was it difficult for Hindus to leave home and work on the plantations?

How do the authors compare the situations of the "enslaved Africans" and the "Indian indentures"?

Use this lesson's vocabulary whenever possible in your written responses.

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9.4.1 Lesson 18

Introduction

In this lesson, students are introduced to the supplementary text "Where Sweatshops Are a Dream" by Nicholas D. Kristof. This article explores the idea that factory jobs in poor countries are actually a means of alleviating poverty. Students listen to a Masterful Reading of the text and focus their analysis on determining the author's point of view and purpose, and understanding nuances in word relationships and meanings. Students are assessed on their ability to identify how the author uses figurative language to advance his purpose. This initial exploration of language and point of view provides students with the foundation necessary to delineate and evaluate the author's argument by identifying claims and supporting evidence in 9.4.1 Lesson 19.

For homework, students write a paragraph identifying the central claim and counterclaim of the article and provide evidence from the text to demonstrate why they selected each claim. Additionally, students continue with their AIR.

Standards

Assessed Standard(s)	
RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Addressed Standard(s)	
None.	

Assessment

Assessment(s)
Student learning is assessed via a Quick Write at the end of the lesson. Students answer the following prompt, citing textual evidence to support analysis and inferences drawn from the text. • How does the author use figurative language to advance his purpose in this article?

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High Performance Response(s)
A High Performance Response should: • Identify the author's purpose (e.g., convincing readers that although sweatshops may be harsh and oppressive places to work, they often present a better alternative for workers in poor countries than what is already available to them). • Provide examples of figurative language used in the article and explain how they advance the author's purpose (e.g., the author uses disturbing imagery that evokes pictures of a "Dante-like vision of hell" such as "subterranean fires," "forlorn" rats, and "breezes" that "batter you with filth" to make Phnom Penh seem like a horrible situation. In contrast, the author uses pleasant imagery and positive figurative language like "cherished dream," "an escalator out of," and "gauzy … ambitions" when discussing sweatshops. This contrast in imagery advances the author's purpose to convince readers that sweatshops are a better alternative for workers in poor countries).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• festering (adj.) – putrefying or rotting • refuse (n.) – anything thrown away; waste; rubbish • subterranean (adj.) – existing below the earth; underground • Dante-like (adj.) – referring to a famous Italian poet of the 14th century, and in this case his vivid descriptions of hell in the poem "Inferno" from the *The Divine Comedy* • miasma (n.) – pollution in the atmosphere, esp. noxious vapors from decomposing organic matter • forlorn (adj.) – expressive of hopelessness; despairing • ambling (v.) – going at a slow, easy pace; strolling • gauzy (adj.) – transparently thin and light • rickshaw (n.) – a small two-wheeled passenger vehicle drawn by one or two men, used in parts of Asia
Vocabulary to teach (may include direct word work and/or questions)
• repulsed (v.) – produced a feeling of aversion or distaste • distress (n.) – pain or hardship • exploit (v.) – to use selfishly for one's own ends

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Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: • Standards: RI.9-10.6, L.9-10.5 • Text: "Where Sweatshops Are a Dream" by Nicholas D. Kristof (http://www.nytimes.com/2009/01/15/opinion/15kristof.html?_r=)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 10%
2. Homework Accountability	2. 10%
3. Masterful Reading	3. 10%
4. Reading and Discussion	4. 50%
5. Quick Write	5. 10%
6. Closing	6. 10%

Materials

- Student copies of the Short Response Rubric and Checklist (refer to 9.4.1 Lesson 1)
- Student copies of the 9.4 Common Core Learning Standards Tool (refer to 9.4.1 Lesson 9)

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	**Percentage indicates the percentage of lesson time each activity should take.**
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda 10%

Begin by reviewing the agenda and sharing the assessed standards for this lesson: RI.9-10.6 and L.9-10.5. Tell students that they are working with a supplementary text "Where Sweatshops Are a Dream," which

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adds a new perspective to the texts they have been reading about the garment industry and the ethical production of goods.

Review the meanings of the terms *point of view* and *purpose* to prepare students for their work with RI.9-10.6. *Point of view* means "the position of the narrator in relation to the story (first, second, third person point of view), or, in the case of informational texts, an author's opinion, attitude, or judgment." *Purpose* means "an author's reason for writing (e.g., to introduce and develop a central idea, or to convince readers of a claim)." Explain to students that in this lesson they will be analyzing the text to determine both Kristof's point of view and his purpose.

Explain to students that they will also examine how the author uses figurative language to advance his purpose in this text.

- Students look at the agenda.

Remind students of their work with L.9-10.5 in 9.2.1. Instruct students to talk in pairs about the meaning of *figurative language*.

- Students discuss their understanding of figurative language in pairs.

- Figurative language includes words that mean something different from their literal meaning. Figurative language can also be understood as language used by writers to produce images for readers, as with metaphors or personification.

Lead a brief discussion of student responses. Explain that students will apply their understanding of L.9-10.5 in their analyses of the text in this lesson.

ⓘ **Differentiation Consideration:** If students struggle with the concept of word nuances, explain to students that *nuances* are slight differences. For example, house and home have the same meaning (a place to live), but have nuanced connotations (an inanimate structure as opposed to a warm and inviting space).

Activity 2: Homework Accountability 10%

Instruct students to form pairs and discuss the previous lesson's homework, a reading of the "Crossing the Black Water" section (pp. 104–108) from *Sugar Changed the World.* Have students share their responses to the 9.4.1 Lesson 17 homework prompts with each other and ask for volunteers to share with the whole class.

ⓘ Explain to students that this part of the text discusses some of the reasons why Indians may have entered indentured servitude. Ensure students understand that people with limited opportunities may take advantage of work that is dangerous or subjugating because it may be better than many alternative options.

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- Students discuss the following 9.4.1 Lesson 17 homework questions with each other and volunteers share answers with the class.

"Why would any Indian risk going off to work in sugar?" (p. 104). Support your response with details from the text.

- Many people risked finding work in other countries because there was widespread poverty in India; "famines and droughts had swept across the countryside" (p. 104). The people were "hungry, desperate" (p.106), and willing to risk a lot.

What connections do the authors draw between Hindu society and the Age of Honey? Why was it difficult for Hindus to leave home and work on the plantations?

- Student responses should include:
  - Because of the caste system, Hindus were "expected to do the work of his or her ancestors" (p. 106).
  - "Hindus in India had a very strong sense of their place in their community" (p. 106).
  - Because of the strong connections between family and community that defined Hindu life, if a person left the country for work they were stripped of their "role in society" and "could not come back" unless they went through a "special ceremony" (p. 106).

How do the authors compare the situations of the "enslaved Africans" and the "Indian indentures" (p. 107)?

- Student responses may include:
  - Both the Indian indentures and enslaved Africans were "no more than cheap labor to keep the plantations running" (p. 107).
  - The Indian indentures were "still individuals" as is evidenced by their "identification disk[s]" (p. 107), while the Africans "lost their names" and were "pure property" (p. 107).
  - Both Indians and Africans experienced a grueling journey on ships to the plantations.
  - The Indian indentures brought "hopes" with them on the ships, unlike the "newly enslaved Africans" (p. 108).

Inform students that they will analyze a text that will help to contemporize some of the issues explored in *Sugar Changed the World*. "Where Sweatshops Are a Dream" is an opinion piece by Nicholas Kristof that appeared in the *New York Times* on January 14, 2009. The opinion section of the newspaper is where writers make arguments about present day policy or cultural issues, often urging government officials or the public to take action or change their opinion on a particular subject. Kristof considers the debate around whether sweatshops can be a means by which to lift people out of poverty and offers his argument on the topic.

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Activity 3: Masterful Reading 10%

Have students listen to a Masterful Reading of Nicholas D. Kristof's article "Where Sweatshops Are a Dream."

- Students follow along, reading silently.

ⓘ **Differentiation Consideration**: Consider asking students to read the text aloud in groups or in pairs.

Activity 4: Reading and Discussion 50%

Instruct students to form pairs. Post or project each set of questions below for students to discuss.

Instruct student pairs to read the title and recall their work with the word "sweatshop" in *Sugar Changed the World* (p. 79) and answer the following questions before sharing out with the class.

Remind students of the ideas about cheap factory labor they encountered in "How Your Addiction to Fast Fashion Kills." Instruct students to discuss and share with each other associations and connotations of the word "sweatshop."

- Student responses may include:
  - Sweatshops imply hard work and long hours.
  - They seem to be places where working conditions are poor.
  - Workers are not paid well in sweatshops.

Instruct students to do a Turn-and-Talk to discuss the following question:

Based on the connotations of the word "sweatshops," what is the effect of using the word "dream" to describe them? What might the relationship between these two words reveal about the authors' point of view?

- The author uses an unexpected word—"dream"— to describe sweatshops. This provides a hint that what he is going to argue may be contrary to what people normally think or present a new or surprising take on the subject. While the word "sweatshops" has negative connotations, the word "dream" has mostly positive connotations. Therefore, the author might hold the point of view that sweatshops are a positive thing.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read paragraphs 1–4 of "Where Sweatshops Are a Dream" and answer the following questions before sharing out with the class.

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Instruct students to annotate in the margins of their texts during the discussion for examples of rhetoric in the article.

ⓘ Consider providing students with the following definition: *labor standards* means "rules and laws regulating the treatment and rights of workers."

To whom does the author refer in the first paragraph? How does this develop your understanding of the author's point of view?

- The author says "Before Barack Obama and his team act…" He appears to define his argument in contrast to the president's, which shows that he considers his point of view to be opposed to that of the president.

Provide students the following definitions: *Dante-like* means "referring to a famous Italian poet of the 14th century, Dante Alighieri, and in this case his vivid descriptions of hell in the section "Inferno" from his poem *The Divine Comedy*; *festering* means "putrefying or rotting"; *refuse* means "anything thrown away; waste; rubbish"; and *subterranean* means "existing below the earth; underground."

- Students write the definitions of *Dante-like, festering, refuse,* and *subterranean* on their copy of the text or in a vocabulary journal.

Remind students that when figurative language provides a picture that evokes any of the senses (sight, smell, hearing, etc.), we call this imagery.

Ask student pairs to identify the imagery in paragraph 2.

- Student responses may include:
  - "a mountain of festering refuse"
  - "clouds of smoke"
  - "subterranean fires"

ⓘ Consider reminding students that imagery is an author's use of vivid, descriptive language that appeals to the senses. Imagery is a type of figurative language.

What is the effect of the author's use of imagery in paragraph 2?

- The author uses the imagery of "festering refuse" and "clouds of smoke" and "subterranean fires" to paint a vivid and disturbing picture of the dump as a "Dante-like vision of hell."

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read paragraph 3 and answer the following questions before sharing out with the class.

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Provide students with the following definitions: *miasma* means "pollution in the atmosphere, esp. noxious vapors from decomposing organic matter," *forlorn* means "expressive of hopelessness; despairing," *ambling* means "going at a slow, easy pace; strolling."

Ask student pairs to identify the author's use of imagery in paragraph 3.

- Student responses may include:
  - "miasma of toxic stink"
  - "breezes batter you with filth"
  - "rats look forlorn"
  - "a child ambling barefoot"

What effect does the author's choice of words like *miasma* and *forlorn* have on the text?

- The images of filthy breezes and sad rats further develop the filth and the desperation of the "Dante-like vision of hell" that the author describes in the second paragraph. The introduction of the child into this horrible environment creates the effect of shock and horror upon discovering that "families actually live" here, "in shacks on this smoking garbage."

According to paragraph, what are President Obama and the Democrats' attitudes toward sweatshops?

- Barack Obama and his party are against sweatshops. The author says they "favor labor standards in trade agreements" and "intend to fight back against oppressive sweatshops," presumably for their low wages and poor working conditions.

How does the author's circling back to Barack Obama in paragraph 4 further inform your understanding of the author's purpose?

- The author mentions "labor standards" in the first paragraph and then circles back to it in paragraph four. He does this to suggest that labor standards—Obama and the Democrats' favored means of reducing poverty abroad—are not necessarily the best solution for reducing poverty.

How does the author's use of the word "exploit" convey his point of view on sweatshops?

- The negative connotations of the word exploit suggest that the author does not think sweatshops are necessarily a good thing. However, by stating that sweatshops "don't exploit enough," the author suggests that there should be more opportunities for people in poor countries to work and earn the wages offered by sweatshops.

ⓘ Consider providing students with the following definition: *exploit* means "to use selfishly for one's own ends."

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Lead a brief whole-class discussion of student responses.

Instruct student pairs to read paragraphs 5–7 and answer the following questions before sharing out with the class.

Provide students the following definition: *gauzy* means "transparently thin and light."

- Students write the definition of *gauzy* on their copy of the text or in a vocabulary journal.

How does the author's use of "dream" in paragraph 5 develop the author's purpose?

- The author states that for families who live in the dump, a job in a sweatshop is a "cherished dream." This helps clarify the author's purpose of convincing readers sweatshops are actually a better alternative for many workers in developing nations.

What relationship is the author constructing between his point of view, and the point of view of the people he interviews?

- The author interviews a 19-year-old woman who says she'd love to have a job in a factory: "'I'd love to get a job in a factory,' said Pim Srey Rath, a 19-year-old woman scavenging for plastic." He also quotes a mother who says she wants her son to get a job in a factory: "Another woman, Vath Sam Oeun, hopes her 10-year-old boy, scavenging beside her, grows up to get a factory job." The author is saying that his point of view is the same as the point of view of the people actually forced to work in the sweatshops. By using the point of view of people whose lives would be impacted by sweatshops he supports his point of view that sweatshops are a "dream" for many in poverty.

Ask student pairs to identify the author's use of imagery in paragraph 5.

- Student responses may include:
  - "escalator out of poverty"
  - "gauzy…ambition"

How does this use of figurative language compare to the author's use of imagery in paragraphs 2 and 3? How does the cumulative effect of the figurative language in all three paragraphs advance the author's purpose?

- Student responses may include:
  - The author uses language like "cherished dream," "escalator out of poverty," and "gauzy" to provide a dreamlike association to sweatshop work. This stands in contrast to the author's use of imagery in paragraphs 2 and 3, in which he uses images of "festering refuse" and

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"subterranean fires" to paint the picture of Phnom Penh as a "Dante-like vision of hell." The author uses figurative language to create a picture of something horrible and a picture of something better, which reinforces the author's purpose of showing that people who live in poverty would much prefer to work in a sweatshop.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read paragraphs 8–10 and answer the following questions before sharing out with the class.

In paragraph 8, what words and phrases in the text can help you make meaning of the word *repulsed*? What synonyms might be used instead of *repulsed*?

- The writer is "glad" that Americans are "repulsed" by buying things made in "barely legal" and "dangerous" situations. That means they are "repulsed" by something negative. Synonyms that might be used for "repulsed" are "disgusted" or "upset by."

What comparison is the author constructing in his description of sweatshops as a "symptom" of poverty? How does this metaphor advance his purpose?

- The author is comparing poverty to a disease, and sweatshops to a symptom of that disease. This metaphor advances his purpose because it supports the idea that sweatshops do not cause people to be poor but exist rather as an effect of poverty. Factories that pay low wages exist in poor countries that have few well-paying labor options.

Provide students the following definition: *rickshaw* means "a small two-wheeled passenger vehicle drawn by one or two men, used throughout certain parts of Asia."

- Students write the definition of *rickshaw* on their copy of the text or in a vocabulary journal.

What does the author reveal about his point of view in paragraphs 9 and 10?

  - The author reveals that his point of view is shaped from personal experience: "My views on sweatshops are shaped by years living in East Asia, watching as living standards soared—including those in my wife's ancestral village in southern China—because of sweatshop jobs."

How does the author's reflection on his own personal experiences advance his purpose?

- He uses his personal experience to say he has seen sweatshops raise the living standards of people in his wife's country. This personal evidence demonstrates how committed and knowledgeable the author is to his purpose of showing that sweatshops are a better alternative to many other jobs in poor countries.

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Lead a brief whole-class discussion of student responses.

Activity 5: Quick Write 10%

Instruct students to respond briefly in writing to the following prompt:

How does the author use figurative language to advance his purpose in this article?

Instruct students to look at their annotations to find evidence. Ask students to use this lesson's vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

ⓘ Display the prompt for students to see, or provide the prompt in hard copy.

- Students independently answer the prompt, using evidence from the text.
- See the High Performance Response at the beginning of this lesson.

Activity 6: Closing 10%

Display and distribute the homework assignment. For homework, instruct students to identify the central claim and counterclaim of "Where Sweatshops Are a Dream." Students should provide evidence from the text to support their responses.

- Students follow along.

Additionally, instruct students to continue to read their AIR text through the lens of the focus standard of their choice. Students should be prepared for a 3–5 minute discussion of their text based on that standard.

Homework

Identify the central claim and counterclaim of "Where Sweatshops are a Dream." Provide evidence from the text to support your response.

Additionally, continue to read your AIR text through the lens of a focus standard of your choice and prepare for a 3–5 minute discussion of your text based on that standard.

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9.4.1 Lesson 19

Introduction

In this lesson, students finish reading "Where Sweatshops Are a Dream" by Nicholas Kristof and continue to analyze and explore argument writing in preparation for the End-of-Unit Assessment. Students analyze the author's claims and evidence in order to deepen their understanding of the ways in which authors construct arguments. Students are assessed using the Evaluating Argument and Evidence Tool, which helps them delineate and evaluate the author's argument by identifying claims and supporting evidence.

For homework, students read "Slavery or Freedom? The In-Between," "Reform," and "Sugar and Science" of *Sugar Changed the World* (pp. 108–114) and answer the homework question prompts.

Standards

Assessed Standard(s)	
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Addressed Standard(s)	
L.9-10.4.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Assessment

Assessment(s)
Student learning is assessed via their completion of the Evaluating Argument and Evidence Tool at the end of the lesson.
High Performance Response(s)
• See the Model Evaluating Argument and Evidence Tool for High Performance Responses.

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Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• production costs (n.) – money a company has to pay to make something • capital-intensive (adj.) – referring to a business or industry that requires a lot of capital or goods such as building, equipment, and machinery as opposed to labor or workers • labor-intensive (adj.) – referring to a business or industry that requires a lot of workers or labor as opposed to capital such as equipment or machinery • living wages (n.) – an income adequate to permit a worker to live and support a family in reasonable comfort
Vocabulary to teach (may include direct word work and/or questions)
• pare (v.) – to reduce or remove by cutting

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: RI.9-10.8, L9-10.4.a	
• Text: "Where Sweatshops Are a Dream" by Nicholas Kristof (http://www.nytimes.com/2009/01/15/opinion/15kristof.html?_r=)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Modeling the Evaluating Argument and Evidence Tool	3. 25%
4. Reading and Discussion	4. 35%
5. Evaluating Argument and Evidence Tool Group Work and Assessment	5. 15%
6. Closing	6. 5%

Materials

- Student copies of the Evaluating Argument and Evidence Tool (refer to 9.4.1 Lesson 10)

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Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
🗨	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda 5%

Begin by reviewing the agenda and assessed standard for this lesson: RI.9-10.8. In this lesson, students finish reading "Where Sweatshops Are a Dream" and complete a tool outlining and evaluating the argument, claims, and supporting evidence in the text.

- Students follow along.

Activity 2: Homework Accountability 15%

Instruct students to talk in pairs about how they applied their focus standard to their text. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

- Students (or student pairs) discuss and share how they applied their focus standard to their AIR text from the previous lesson's homework.

Ask students to form pairs to discuss the previous lesson's homework:

Identify the central claim and counterclaim of "Where Sweatshops Are a Dream." Provide evidence from the text to support your selections.

- 🗨 Student responses may include:
  - The author's central claim is that sweatshops often provide a better alternative to what is available to workers in poor countries and can be a route out of poverty.

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- "The central challenge in the poorest countries is not that sweatshops exploit too many people, but that they don't exploit enough" (paragraph 4).

- Student responses should include the following counterclaims:
  - The author provides the counterclaim that sweatshops are "oppressive" and should be "combated."
  - The author writes, "Mr. Obama and the Democrats who favor labor standards in trade agreements mean well, for they intend to fight back at oppressive sweatshops abroad."

Lead a brief whole-class discussion of student responses.

Activity 3: Modeling the Evaluating Argument and Evidence Tool 25%

Explain to students that the focus of this lesson's reading is to delineate and evaluate the author's argument in "Where Sweatshops Are a Dream." Remind students of their work evaluating arguments in previous lessons and ask for student volunteers to discuss the meaning of the words *delineate* and *evaluate*.

- Student responses may include:
  - Delineate means to outline an author's argument.
  - Evaluate means to determine whether the author provides relevant and sufficient evidence to support the claims made.

ⓘ Consider providing students with the following definition: *evaluate* means "to judge or determine the significance, worth, or quality of."

ⓘ Consider reminding students of the following definition from Lesson 10: *delineate* means "to trace or outline an argument's central and supporting claims."

Display and distribute the Evaluating Argument and Evidence Tool. Inform students that they will begin using the tool as a whole class before breaking into groups to finish using the tool. Their completed Evaluating Argument and Evidence Tool will be handed in at the end of the lesson as an assessment.

- Students follow along.

Remind students that completion of the tool will help them keep track of evidence they will be using later in the End-of-Unit Assessment. Completion of the tool supports students' engagement with RI.9-10.6, which asks students to consider author's purpose and point of view, and R.9-10.8, which asks students to delineate and evaluate arguments.

Direct students to their reading and annotation of paragraphs 4 and 5 of the article "Where Sweatshops Are a Dream" from the previous lesson. Instruct students to complete the "Text" and "Question" boxes of the Evaluating Argument and Evidence Tool.

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- Students complete the "Text" and "Question" boxes of the tool.

Remind students of their work with point of view in the previous lesson (Lesson 18). Ask for student volunteers to share the author's point of view in the article.

- Student responses may include the following:
  - The author describes his personal experience of watching living standards rise in East Asia, which supports his point of view that sweatshops can lead to economic growth in developing nations.
  - The author states, "When I defend sweatshops, people always ask me: But would you want to work in a sweatshop? No, of course not. But I would want even less to pull a rickshaw." This supports his point of view that although he does not think sweatshop work is good, it is better than many job alternatives available to those in developing nations.
  - The author's point of view develops out of his witnessing economic growth and from talking to workers in poor countries. "My views on sweatshops are shaped by years living in East Asia, watching as living standards soared—including those in my wife's ancestral village in southern China—because of sweatshop jobs."

Instruct students to fill out the "Point of View" section on the Evaluating Argument and Evidence Tool.

- Students fill out the "Point of View" section on the Evaluating Argument and Evidence Tool.

Instruct students to write on the Evaluating Argument and Evidence Tool the central claim they identified for homework and discussed during Homework Accountability.

- Students write the central claim on the Evaluating Argument and Evidence Tool.

Inform students that they will use the following questions to determine the supporting claims and evidence the author uses to support the central claim.

What claim does the author make in paragraph 5?

- He writes that for families in the dump "a job in a sweatshop is a cherished dream, an escalator out of poverty." His claim is that workers in poor countries want jobs in sweatshops.

Show students where to write this claim in one of the "Supporting Claim" boxes.

- Students write the supporting claim in the relevant section of the tool.

What evidence does the author provide to support this claim?

- He quotes and describes people who say they would rather work in a sweatshop:
  - "'I'd love to get a job in a factory,' said Pim Srey Rath, a 19-year-old woman scavenging for plastic. 'At least that work is in the shade. Here is where it's hot.'"

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- "Another woman, Vath Sam Oeun, hopes her 10-year-old boy, scavenging beside her, grows up to get a factory job, partly because she has seen other children run over by garbage trucks."

Instruct students to Turn-and-Talk about whether the evidence the author provides in support of this claim is relevant and sufficient. Ask student volunteers to share their responses.

- Student responses may include:
  - The evidence is relevant, since he quotes workers in poor countries who say they would prefer to work in a sweatshop to the alternative jobs available to them.
  - The evidence is sufficient to show that at least some workers would prefer working in sweatshops to their current situation, but it does not show that all workers would prefer working in sweatshops.

Activity 4: Reading and Discussion 35%

Instruct students to form small groups. Post or project each set of questions for students to discuss.

Instruct student groups to read from paragraph 11 to the end of the article and answer the following questions before sharing out with the class.

ⓘ If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.

Provide students the following definitions: *production costs* means "money a company has to pay to make something," *capital-intensive* means "referring to a business or industry that requires a lot of capital or goods such as building, equipment, and machinery as opposed to labor or workers," and *labor-intensive* means "referring to a business or industry that requires a lot of workers or labor as opposed to capital such as equipment or machinery."

- Students write the definitions of *production costs, capital-intensive,* and *labor-intensive* on their copy of the text or in a vocabulary notebook.

What counterclaim regarding labor standards does the author introduce in paragraph 12?

- The author introduces the counterclaim that "labor standards can improve wages and working conditions, without greatly affecting the eventual retail cost of goods."

What evidence does the author give to dispute the counterclaim made above?

- In order to compensate for increased production costs, factories will move to countries with better equipment where they do not have to rely on as much labor.

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What words and phrases in the text can help you make meaning of *pare* in this context?

- A company would want to cut "*production costs*" so it probably means "reduce" or "trim down."

ⓘ Consider drawing students' attention to their application of standard L.9-10.4.a through the process of using context to make meaning of a word.

What claim does the author make in paragraph 12 about the relationship between labor standards and poor countries?

- Labor standards hurt poor countries by raising the cost for companies, which "push[es] companies to…better-off nations like Malaysia, rather than…poorer countries like Ghana or Cambodia."

What evidence does the author use in paragraph 13 to support this claim?

- The author cites Cambodia, which has improved its labor standards, "so some factories have closed" because of these increased costs. This evidence supports the claim that labor standards actually end up hurting workers in poor countries.

ⓘ **Differentiation Consideration:** To support comprehension and encourage continued cross-textual analysis, consider asking students to connect "Where Sweatshops Are a Dream" to *Sugar Changed the World*:

Ask students to recall the reading from Lesson 18's homework. Direct students to page 104 of *Sugar Changed the World*, which details the reasons people from India went to work on the sugar plantations.

Provide students with the following definitions: *protectionist* means "the theory, practice, or system of fostering or developing domestic industries by protecting them from foreign competition through duties or quotas imposed on importations" and *distress* means "pain or hardship."

- Students write the definitions of *protectionist* and *distress* on their copy of the text or in a vocabulary notebook.

How do the author's claims in "Where Sweatshops Are a Dream" connect to the evidence on page 104 of *Sugar Changed the World*?

- In "Where Sweatshops Are a Dream," the author writes that people may choose to work in sweatshops voluntarily when the other options available are worse. This is similar to the evidence on p. 104 from *Sugar Changed the World*: Some Indians found the dangerous voyage and work on sugar plantations a better alternative to the "widespread poverty," famine, and droughts in India.

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Activity 5: Evaluating Argument and Evidence Tool and Assessment 15%

Instruct student groups to finish their Evaluating Argument and Evidence Tool, which will be used as the lesson assessment. Remind students that this activity will help prepare them for the End-of-Unit Assessment question: Who bears the most responsibility for ensuring goods are ethically produced?

- Students follow along and complete the Evaluating Argument and Evidence Tool for assessment.

ⓘ Ensure that students consider the author's use of personal experience in their evaluation of the evidence he uses to support his claim.

ⓘ The Evaluating Argument and Evidence Tool serves as the assessment for this lesson.

ⓘ Students will need their completed tools for reference in Lesson 24.

Activity 6: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to read pp. 108–114 ("Slavery or Freedom? The In-Between," "Reform," and "Sugar and Science") of *Sugar Changed the World* and answer the following homework question prompts. Ask students to use this lesson's vocabulary wherever possible in their written responses.

What comparisons do the authors draw between slaves and indentured workers?

What connections exist between the Indian workers' situations and Kristof's central claim in "Where Sweatshops Are a Dream"?

What reasons do the authors give on p. 113 for the end of the "Age of Sugar?" How does this refine your understanding of what the "Age of Sugar" represents for the authors? (Refer to page 70 to compare how the idea is discussed earlier in the text.)

How did Napoleon find a way out of the "sugar trap"? What innovation was crucial to his success?

- Students follow along.

Homework

Read pp. 108–114 ("Slavery or Freedom? The In-Between" "Reform" and "Sugar and Science" of *Sugar Changed the World*) and answer the following homework question prompts:

What comparisons do the authors draw between slaves and indentured workers?

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What connections exist between the Indian workers' situations and Kristof's central claim in "Where Sweatshops Are a Dream"?

What reasons do the authors give on p. 113 for the end of the "Age of Sugar?" How does this refine your understanding of what the" Age of Sugar" represents for the authors? (Refer to page 70 to compare how the idea is discussed earlier in the text.)

How did Napoleon find a way out of the "sugar trap"? What innovation was crucial to his success?

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Model Evaluating Argument and Evidence Tool

Name:		Class:		Date:	

Question	Who bears the most responsibility for ensuring goods are ethically produced?
Text	"Where Sweatshops Are a Dream" by Nicholas Kristof
Author's Point of View or Purpose	The author has talked with workers in poor countries and wishes to show that sweatshops help workers by providing better jobs than others available to them.
Central Claim	Sweatshops often provide a better alternative to what's available to workers in poor countries and can be a route out of poverty.

Supporting Claim	Supporting Claim	Supporting Claim	Counterclaim
Workers in developing nations may prefer sweatshop work to alternative forms of labor.	"The best way to help people in the poorest countries is not to campaign against sweatshops but to promote manufacturing there."	Sweatshops raise the living standard of workers in poor countries.	Labor standards are the best way to help workers in poor countries.
Evidence The author quotes people living in the dump who say they'd love to work in sweatshops. "It's dirty, hot and smelly here… A factory is better." "I'd love to get a job in a factory."	**Evidence** The author states that "Among people who work in development, many strongly believe (but few dare say very loudly) that one of the best hopes for the poorest countries would be to build their manufacturing industries."	**Evidence** The author mentions living "in East Asia, watching as living standards soared—including those in my wife's ancestral village in southern China—because of sweatshop jobs."	**Evidence** The author argues against the claim that labor standards are the best way to help workers in poor countries by showing how labor standards increase costs and force companies to move to other countries. Even in places like Cambodia, where the raising of labor standards is said to be working, there are problems with bribes and companies moving production overseas.

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Is it relevant and sufficient? What more do you need to know?	Is it relevant and sufficient? What more do you need to know?	Is it relevant and sufficient? What more do you need to know?	Is it relevant and sufficient? What more do you need to know?
It is relevant because the author provides the perspectives of people who would prefer sweatshop jobs to working in the dump. However, it may not be sufficient since the author provides the perspective of only a few people. It may not be the case that all workers in poor countries would prefer sweatshop work to other forms of labor.	The evidence is relevant but not sufficient because he does not provide proof that encouraging imports works. Furthermore, the author does not name the "people who work in development" nor does he provide direct quotes from them.	It is relevant as a piece of personal evidence supporting the claim. However, it is not sufficient since it is confined to observations about a particular area and does not include any hard data (statistics, etc.).	It is relevant and may be sufficient, but the author does not provide enough evidence in support of the counterclaim. Cambodia is a selective example; it would be helpful to know if there are countries in which raising labor standards has worked. Also, data about how many factories have closed down due to labor standards in Cambodia would be helpful.

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9.4.1 Lesson 20

Introduction

In this lesson, students look closely at how the authors of *Sugar Changed the World* use the stories of important figures to introduce and refine central ideas over the course of the text. Students work in groups using the index to identify when an important figure appears, what the context is, and how the story of the figure relates to a central idea. The activity will build on work that students did in Lesson 1 using the table of contents to aid understanding of how the authors develop ideas and craft their narrative. Students are assessed via a Quick Write in which they address the following prompt: Choose an important figure not examined by your group and discuss how that figure is used to introduce or refine a central idea in *Sugar Changed the World*.

For homework, students continue their AIR according to their chosen focus standard.

Standards

Assessed Standard(s)	
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Addressed Standard(s)	
SL.9-10.1.c, d	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly and persuasively. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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Assessment

Assessment(s)
Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text. • Choose an important figure not examined by your group and discuss how that figure is used to introduce or refine a central idea in *Sugar Changed the World*.
High Performance Response(s)
A High Performance Response should: • Identify an important figure from class discussion (e.g., Olaudah Equiano). • Discuss how the authors use this figure to introduce or refine a central idea (e.g., the authors describe how, by making the horrors of slavery visible to the English public, Equiano's autobiography contributed to the struggle of freedom versus property).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
None.*
Vocabulary to teach (may include direct word work and/or questions)
None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: • Standards: RI.9-10.2, SL.9-10.1.c, d • Text: *Sugar Changed the World*	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Group Activity: Important Figures and Central Ideas	3. 40%

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4. Class-Wide Discussion	4. 25%
5. Quick Write	5. 15%
6. Closing	6. 5%

Materials

- Copies of the Important Figures from *Sugar Changed the World* Handout for each student
- Copies of the Important Figures Guiding Questions Tool for each student
- Student copies of Short Response Rubric and Checklist (refer to 9.4.1 Lesson 1)

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	**Percentage indicates the percentage of lesson time each activity should take.**
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
🗨	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda 5%

Begin by reviewing the agenda and assessed standard for this lesson: RI.9-10.2. In this lesson, students work in groups to track the appearances of important figures throughout *Sugar Changed the World* and engage in discussion about how the authors use these stories to introduce and refine central ideas. Groups then come together for a whole-class discussion about the important figures and how they interact in *Sugar Changed the World*.

▸ Students look at the agenda.

Activity 2: Homework Accountability 10%

Instruct students to form pairs and share their responses to the previous lesson's homework guiding questions for pp. 108–114. Then, ask for student volunteers to share out their responses with the class.

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- Students discuss their answers to the following homework question prompts:

What comparisons do the authors draw between slaves and indentured workers?

- The authors write that, like the slaves, the new workers "were assigned to a plantation" and put in the old slave barracks where they "coped with bad drainage and damp floors" (p. 109). The authors state that "though they might not be shackled or whipped like slaves, their lives were completely controlled by the terrifying overseers" (p. 109). They also write, "As ever, sugar work was brutally hard" (p. 109). They note that the Indians were paid but were made to work more than their contracts said and had money "deducted for food rations" (p. 109).

How does the Indian workers' situation compare to the central claim in Kristof's piece "Where Sweatshops Are a Dream"?

- The authors of *Sugar Changed the World* describe how most of the Indians who stayed in the New World "chose to do so because it offered a new life" (p. 110). This description sounds similar to Kristof's claim that sweatshops offer a better alternative than other options for workers in poor countries.

What reasons do the authors give on page 113 for the end of the Age of Sugar? How does this refine your understanding of what the Age of Sugar represents according to the authors? (Refer to page 70 to compare how the idea is discussed earlier in the text.)

- Student responses may include:
  - The authors write that the Age of Sugar was ending because workers now had rights to challenge owners. This demonstrates a change from what is mentioned on page 70, which includes "enslavement" as one of the keys to the Age of Sugar.
  - The authors also mention that the price of sugar was "plummeting," which meant that the plantation owners were no longer as powerful.
  - They ask why sugar prices were falling and say it was because of competition from another part of the world, foreshadowing a description of that competition.
  - This evidence shows that what the authors mean by the "Age of Sugar" is a time when sugar workers were exploited and owners were wealthy and powerful.

How did Napoleon find a way out of the "sugar trap"? What innovation was crucial to his success?

- Napoleon was able get out of his "sugar trap" because a process had been discovered to turn parsnips and beets into sugar, and beets could grow in northern Europe. This meant that France could have all the sugar it needed without having to go to the Caribbean.

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Activity 3: Group Activity: Important Figures and Central Ideas 40%

Ask students to form small groups. Display and distribute the Important Figures from *Sugar Changed the World* Handout. Instruct students to look up the figures using the index at the back of the book in order to answer the discussion questions provided below. Each group is responsible for two or three of the following figures, depending on class and group size:

- Bechu
- Beckford, William
- Bonaparte, Napoleon
- Budhos, Marina – Family of
- Clarkson, Thomas
- Equiano, Olaudah
- Jefferson, Thomas
- Lincoln, Abraham
- Muhammad
- Pauline
- Quamina
- Smith, John
- Thistlewood, Thomas

Display and distribute the Important Figures Guiding Questions Tool for groups to use to guide their examination of these important figures in *Sugar Changed the World*.

Describe where this person appears in the book, what we learn about him/her, and what the context is for his/her story.

How do the authors use his/her story to introduce or refine a central idea?

What other important figures does he/she interact with or is he/she mentioned alongside?

ⓘ Students will discuss the last question as a whole class to review their findings and analyze how the figures overlap.

- See the Model Important Figures Guiding Questions Tools for sample student responses.

ⓘ Consider reminding students of their previous work with standard SL.9-10.1.c, d, which requires that students participate in collaborative discussions, actively propelling conversations through

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questions, incorporating others into the discussion and responding thoughtfully to diverse perspectives.

- Students work together in groups to answer the guiding questions for the important figures activity.

Activity 4: Class-Wide Discussion 25%

Lead the class in a discussion of students' findings and about how the figures interact and develop over the course of the text. Ask for volunteers from each group to summarize their findings. Encourage a conversation between groups who examined figures who appear close together in the text in order to examine the relationship between these figures and the central ideas with which they are associated. Instruct students to annotate as they engage in conversation.

- Students engage in class-wide discussion about the important figures from *Sugar Changed the World.*

- See the Model Important Figures Guiding Questions Tools for sample student responses.

Activity 5: Quick Write 15%

Instruct students to respond briefly in writing to the following prompt:

Choose an important figure not examined by your group and discuss how that figure is used to introduce or refine a central idea in *Sugar Changed the World*.

Instruct students to look at their annotations to find evidence. Ask students to use vocabulary from this module wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

ⓘ Display the prompt for students to see, or provide the prompt in hard copy.

- Students independently answer the prompt using evidence from the text.

- See the High Performance Response at the beginning of this lesson.

Activity 6: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to continue to read their AIR text through the lens of a focus standard of their choice and prepare for a 3–5 minute discussion of their text based on that standard.

- Students follow along.

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Homework

Continue to read your AIR text through the lens of your focus standard and prepare for a 3–5 minute discussion of the text based on that standard.

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Important Figures from *Sugar Changed the World* Handout

- Bechu
- Beckford, William
- Bonaparte, Napoleon
- Budhos, Marina – Family of
- Clarkson, Thomas
- Equiano, Olaudah
- Jefferson, Thomas
- Lincoln, Abraham
- Muhammad
- Pauline
- Quamina
- Smith, John
- Thistlewood, Thomas

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Important Figures Guiding Questions Tool

Name:		Class:		Date:	

Describe where this person appears in the book, what we learn about him/her, and what the context is for his/her story.

How do the authors use his/her story to introduce or refine a central idea?

What other important figures does he/she interact with or is he/she mentioned alongside? (You may have to look at the pages before and after.)

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Model Important Figures Guiding Questions Tool (Bechu, pp. 112–113)

Name:		Class:		Date:	

Describe where this person appears in the book, what we learn about him/her, and what the context is for his/her story.

- Bechu appears in the "reform" section. He was an orphan born and raised in Calcutta, India, by English missionaries. He became an indentured worker in British Guiana. He wrote letters to the English newspapers about conditions on the sugar plantations and detailed some of the abuses there, including how workers were paid by the "task" instead of by the day. His letters made the English planters furious, but eventually "a commission was convened in 1897 to investigate the conditions on the estates" (p. 112). Bechu testified at the commission and challenged the owners.

How do the authors use his/her story to introduce or refine a central idea?

- The authors write, "On the one hand, the work on the plantations was now guided by a web of laws and rules that even an Indian coolie like Bechu could use to challenge the owners. Workers were individuals, not property" (p. 113). They use his story to refine the central idea of the struggle between property and freedom to show that, in the new system, indentured workers were able to fight for their rights.

What other important figures does he/she interact with or is he/she mentioned alongside? (You may have to look at the pages before and after.)

- The authors mention Bechu alongside workers who came from India. Marina Budhos's great-grandparents also came over from India.

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Model Important Figures Guiding Questions Tool (Beckford, William, pp. 74–75)

Name:		Class:		Date:	

Describe where this person appears in the book, what we learn about him/her, and what the context is for his/her story.

- Beckford appears in the section "All Men Are Equal: America." He came from a family that owned 24 sugar plantations. He lived in England and owned 2,000 people in Jamaica. He became the mayor of London and used his power and wealth to make sure that Americans bought sugar from his and other English plantation owners' estates. He is mentioned in the context of the American colonists beginning to revolt against the British power to tax them without representation. He is a wealthy Englishman who wanted to make sure that the British retained economic control of the colonists.

How do the authors use his/her story to introduce or refine a central idea?

- The authors use his story to refine the central idea of freedom versus property in the context of the Americans' struggle for freedom from the British. The authors also refine freedom and property by showing how the wealth that came from owning sugar plantations also resulted in vast political power.

What other important figures does he/she interact with or is he/she mentioned alongside? (You may have to look at the pages before and after.)

- The authors mention Beckford before Thomas Jefferson, who was one of the writers of the Declaration of Independence, which Americans wrote to get out from under the control of Englishmen like Beckford.

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Model Important Figures Guiding Questions Tool (Bonaparte, Napoleon, pp. 88, 90, 92, 113, 114)

Name:		Class:		Date:	

Describe where this person appears in the book, what we learn about him/her, and what the context is for his/her story.

- Napoleon is introduced in the section "The Sound of Liberty." He took control of France after the revolution and reversed the law that freed the slaves. He then sent an army to try to defeat the Haitians. The Haitians continued to fight and ultimately won. Napoleon returns later in the book in the section "Sugar and Science." He heard about the ability to make sugar from parsnips and beets and tried to use the science as a way to make France the most important producer of sugar by shutting the English out of the sugar trade.

How do the authors use his/her story to introduce or refine a central idea?

- On page 88, they write about Napoleon's invasion of Haiti: "The great seesaw between freedom and property kept swinging." The authors use Napoleon's story to show that even once the slaves had been freed, he and others were trying to return Haiti to slavery.

What other important figures does he/she interact with or is he/she mentioned alongside? (You may have to look at the pages before and after.)

- The authors mention Napoleon alongside Jefferson and Clarkson.

ⓘ Students may also identify Toussaint, who is not included on the Important Figures from *Sugar Changed the World* Handout.

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Model Important Figures Guiding Questions Tool (Budhos, Marina, family of, pp. 3–6, 110–111)

Name:		Class:		Date:	

Describe where this person appears in the book, what we learn about him/her, and what the context is for his/her story.

- Marina's family is introduced in the first part of the book, pages 3–6 of the prologue. She describes how her great-grandparents came from India to Guyana to work on the sugar plantations. She explains how they were indentured workers and her great-grandfather was chosen to be a sirdar, in charge of field hands. He was able to purchase land, prosper, and leave a house to Marina's grandfather.

  Marina's grandparents next appear on pages 110–111 in "Slavery or Freedom? The In-Between." The authors describe the grandparents as an example of Indian workers who were able to prosper by staying in the colonies after their contracts for sugar work ended. The authors mention them as an example of the kind of people who were creating a new kind of society.

How do the authors use his/her story to introduce or refine a central idea?

- The story of Marina's grandparents help to refine the central idea of the struggle between freedom and property by showing how the new workers were crucial for creating a new society with free workers and former slaves.

What other important figures does he/she interact with or is he/she mentioned alongside? (You may have to look at the pages before and after.)

- The authors mention Marina's grandparents just before Bechu.

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Model Important Figures Guiding Questions Tool (Clarkson, Thomas, pp. 77–79, 81, 82, 90–91, 104)

Name:		Class:		Date:	

Describe where this person appears in the book, what we learn about him/her, and what the context is for his/her story.

- Clarkson is introduced in the section "Is It Lawful to Make Slaves of Others Against Their Will?" He was the winner of an essay contest about whether slavery is lawful. He dedicated his life to becoming an abolitionist, someone who fights to get rid of slavery. He and the abolitionists made the English public aware of the horrors of slavery through many means and organized a boycott of slave-made sugar. He continued to fight against slavery alongside other abolitionists, slaves, and former slaves. On page 104, the authors write, "On August 1, 1838, all slaves would be freed. Clarkson, Wilberforce, and their fellow abolitionists had won."

How do the authors use his/her story to introduce or refine a central idea?

- The authors refine the central idea of the struggle of freedom versus property by showing how the abolitionists convinced the public of the evils of slavery and helped to bring about its end.

What other important figures does he/she interact with or is he/she mentioned alongside? (You may have to look at the pages before and after.)

- The authors mention Clarkson alongside Equiano, whose autobiography Clarkson and the abolitionists used to convince people that slavery was wrong. They also mention him alongside Jefferson, who used similar language about freedom and the rights of man.

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Model Important Figures Guiding Questions Tool (Equiano, Olaudah, pp. 35–36, 57, 61, 78)

Name:		Class:		Date:	

Describe where this person appears in the book, what we learn about him/her, and what the context is for his/her story.

- Equiano is first introduced on pages 35–36, in the section "A Cycle of Death and Sweetness" and is described as a slave who was brought to work on the sugar plantations. He wrote an autobiography that showed "what it was like to arrive in Barbados and to be sold off to the sugar planters" (p. 35). The authors use his words to describe the figure of the overseer and to give a first-person account of how the overseer functioned on the sugar plantation.

  The authors also use his words to describe how slaves had no rights and even the sugar cane they tried to sell at market could be taken from them. Equiano also became important in the abolition movement because his autobiography "educated his readers about the horrors of the slave trade" (p. 78).

How do the authors use his/her story to introduce or refine a central idea?

- The authors use Equiano's story to develop the central idea of the true cost of global trade and slavery by using his words to depict slave life on a sugar plantation. Later, the authors use his story to refine the central idea of freedom versus property by showing how his words influenced people in his own time, in particular English citizens, and were important in the abolition movement and the boycott that came from it.

What other important figures does he/she interact with or is he/she mentioned alongside? (You may have to look at the pages before and after.)

- The authors mention Equiano alongside the overseer on page 61, and Clarkson and the abolitionists on page 78.

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Model Important Figures Guiding Questions Tool (Jefferson, Thomas, pp. 76, 81, 89, 92)

Name:		Class:		Date:	

Describe where this person appears in the book, what we learn about him/her, and what the context is for his/her story.

- The authors introduce Jefferson in the section "All Men Are Equal: America." The authors note that he wrote the Declaration of Independence, which stated that there were some rights men could never lose, including liberty. However, the authors state, "while Jefferson thought of slavery as an evil that he hoped would eventually disappear, he still believed in his own right to buy and sell slaves" (p. 76). They also write about how he saw the rebellion in Haiti and the new government as "only a threat" (p. 89). He refused to recognize the government.

How do the authors use his/her story to introduce or refine a central idea?

- The authors use Jefferson as an example of the struggle between freedom and property because, on the one hand, he fought for the rights and freedoms of Americans but, on the other hand, he owned slaves and refused to recognize Haiti once the slave rebellion happened.

What other important figures does he/she interact with or is he/she mentioned alongside (you may have to look at the pages before and after)?

- The authors mention Jefferson alongside Napoleon, Clarkson, and Smith.

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Model Important Figures Guiding Questions Tool (Lincoln, Abraham, pp. 87, 89)

Name:		Class:		Date:	

Describe where this person appears in the book, what we learn about him/her, and what the context is for his/her story.

- The authors introduce Lincoln in the section "The Sound of Liberty." The authors show that when Toussaint was fighting to free Haiti he used almost the same words that Lincoln used in his Gettysburg Address. The authors also note that Lincoln was the first president to recognize Haiti just before he signed the Emancipation Proclamation.

How do the authors use his/her story to introduce or refine a central idea?

- The authors use Lincoln's story to draw a connection between Toussaint's fight for liberty and the principles of American democracy. His story refines the central idea of a struggle between freedom and property by showing that many of the concerns he dealt with as president were being talked about and debated long before the civil war.

What other important figures does he/she interact with or is he/she mentioned alongside? (You may have to look at the pages before and after.)

- The authors mention Lincoln alongside Napoleon and Jefferson.

ⓘ Students may also identify Toussaint, who is not included on the Important Figures from *Sugar Changed the World* Handout.

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Model Important Figures Guiding Questions Tool (Muhammad, pp. 16–17)

Name:		Class:		Date:	

Describe where this person appears in the book, what we learn about him/her, and what the context is for his/her story.

- Muhammad is introduced in the section "The Storm of God." The authors write about how Islam, the religion he founded, spread across Arabia, North Africa, Persia, India, and the Christian Mediterranean. The authors write, "The Vast Muslim world was wonderful for the growth of knowledge," (p. 17) and describe how Muslims translated ancient Greek texts and invented "Arabic" numerals. The Muslims also became "masters of sugar" and spread their knowledge about it through the lands that they conquered. Eventually, Egypt, which was a Muslim country, became the "world's greatest sugar laboratory" (p. 17).

How do the authors use his/her story to introduce or refine a central idea?

- The authors use the story of Muhammad and the spread of Islam to refine the central idea of the spread of culture and ideas. They show that as Islam spread, so too did people's expertise about how to make, refine, and use sugar, which led to some of the great changes the authors discuss throughout the book.

What other important figures does he/she interact with or is he/she mentioned alongside? (You may have to look at the pages before and after.)

- The authors mention Muhammad alongside the scholars at Jundi Shapur and Alexander.

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Model Important Figures Guiding Questions Tool (Pauline, pp. 71–72)

Name:		Class:		Date:	

Describe where this person appears in the book, what we learn about him/her, and what the context is for his/her story.

- Pauline appears in the section "All Men Are Equal." The authors mention her in the context of European countries' changing views about slavery. The authors describe how Pauline's mistress, Madame Villeneuve, brought Pauline to France and left her in a convent on the coast of France while she went to Paris. In the convent, Pauline studied with the nuns and asked to become one of them. They agreed but Madame Villeneuve fought in court to have Pauline returned to her as a slave. The judges agreed with Pauline because the law stated that slavery was legal on French-owned islands but not in France itself.

How do the authors use his/her story to introduce or refine a central idea?

- The authors use the story of Pauline to refine the central idea of the struggle of freedom versus property. The authors write about this event as a "great change in the world" and describe how it set off debate in France as to the legality and correctness of slavery (p. 71).

What other important figures does he/she interact with or is he/she mentioned alongside? (You may have to look at the pages before and after.)

- The authors mention Pauline alongside Thistlewood, Beckford, and Jefferson.

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Model Important Figures Guiding Questions Tool (Quamina, pp. 103–104)

Name:		Class:		Date:	

Describe where this person appears in the book, what we learn about him/her, and what the context is for his/her story.

- Quamina appears in the section "A New System." The authors describe him as the "alleged leader" of the slave uprising on the plantation in British Guiana owned by the Gladstone family (p. 103). After the slave revolt was put down, he was hanged in chains in front of the entrance of one of Gladstone's plantations.

How do the authors use his/her story to introduce or refine a central idea?

- The uprising that Quamina led happened just before the end of slavery and the introduction of the indenture system in the British-owned islands. His story refines the idea of the struggle between freedom and property by showing that, although the slave system was almost at an end, its brutality remained.

What other important figures does he/she interact with or is he/she mentioned alongside? (You may have to look at the pages before and after.)

- The authors mention Quamina alongside Smith and Clarkson.

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Model Important Figures Guiding Questions Tool (Smith, John, pp. 102–103)

Name:		Class:		Date:	

Describe where this person appears in the book, what we learn about him/her, and what the context is for his/her story.

- Smith appears in the section "Back to Our Stories: New Workers, New Sugar." He was a preacher in British Guiana. He preached to the slaves about "Moses leading the Jews out of Egypt and to freedom" (p. 102). The sugar workers understood his story to be about them. As a result, the slaves rose up against their masters, and Reverend Smith was sentenced to death in England and died on the ship ride over.

How do the authors use his/her story to introduce or refine a central idea?

- Smith's story shows how religion also played a part in the central idea of the struggle between freedom and property as some religious people felt that slavery was wrong. His death also "provoked a huge outcry" and helped lead to the end of slavery.

What other important figures does he/she interact with or is he/she mentioned alongside? (You may have to look at the pages before and after.)

- The authors mention Smith alongside Clarkson and Quamina.

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Model Important Figures Guiding Questions Tool (Thistlewood, Thomas, pp. 57–61, 63, 70, 74, 98)

Name:		Class:		Date:	

Describe where this person appears in the book, what we learn about him/her, and what the context is for his/her story.

- The authors introduce Thistlewood in the section "The Overseer." The authors describe the brutal tactics he used as an overseer to maintain his slaves' fear. The authors use his example to show the power of the overseer who could do anything he wanted to slaves without any punishment. The authors reference him later in the book to describe the savagery of sugar work and also to draw a comparison between the Hawaiian workers' and the slaves' fear of the overseer.

How do the authors use his/her story to introduce or refine a central idea?

- The authors use Thistlewood as a way to show the brutality of sugar work, how sugar work was "hell" for the slaves (p. 61). The authors use his story to refine the central idea of the human cost of global trade as they demonstrate in detail how badly Thistlewood treated the slaves.

What other important figures does he/she interact with or is he/she mentioned alongside? (You may have to look at the pages before and after.)

- The authors mention Thistlewood alongside Beckford.

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9.4.1 Lesson 21

Introduction

In this lesson, students read "Serfs and Sweetness" (pp. 114–118) and "The Sugar Genius" (p. 115), and analyze how the details from these sections of the text refine central ideas from *Sugar Changed the World*. These sections of text outline the impact of mechanized beet sugar production on the need for human labor, and the implications of that shift in production on the slave trade.

Students collaborate in groups as they closely read "Serfs and Sweetness" and "The Sugar Genius." Then students examine the development and refinement of a central idea by reviewing how ideas woven throughout the book begin to come together in this section. This discussion prepares students for their lesson assessment, which asks them to craft a written response to the following prompt: How do details in this passage shape and refine a central idea of the text?

For homework, students read and answer questions about "The Lawyer" (pp. 118–121).

Standards

Assessed Standard(s)	
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Addressed Standard(s)	
L.9-10.4.a, b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on grades 9–10 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

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Assessment

Assessment(s)
Student learning is assessed via a Quick Write activity at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text. • How do details in this passage shape and refine a central idea of the text?
High Performance Response(s)
A High Performance Response should: • Identify a central idea that emerges (e.g., beet sugar revolutionized sugar production by changing the reliance on slave labor). • Include details that relate to the central idea that was identified (e.g., details about Russia's role in introducing beets to the sugar trade; the advent of beet sugar and modern farming technology changed Russia's reliance on serfs as the primary means of farming). • Explain how these details shape and refine the central idea that was identified (e.g., the science and technological advancements that made beet sugar a viable alternative to cane sugar, along with growing abolitionist movements, ultimately rendered slave/plantation labor obsolete).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• nobles (n.) – people belonging to a privileged social or political class • foster (v.) – to promote the growth or development of (something)
Vocabulary to teach (may include direct word work and/or questions)
• czar (n.) – an emperor or king; the ruler of Russia (until 1917) • refining (v.) – bringing to a pure state; freeing from impurities • serf (n.) – an unfree person, especially someone bound to the land of another • inefficient (adj.) – unable to produce desired results without wasting materials, time, or energy • foreshadowing (v.) – showing or indicating in advance

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Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: • Standards: RI.9-10.2, L.9-10.4.a, b • Text: "Serfs and Sweetness" (pp. 114–118) and "The Sugar Genius" (p. 115) from *Sugar Changed the World*	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Reading and Discussion	3. 70%
4. Quick Write	4. 10%
5. Closing	5. 5%

Materials

- Student copies of the Short Response Rubric and Checklist (refer to 9.4.1 Lesson 1)

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
🗨	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda 5%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.9-10.2. In this lesson, students read "Serfs and Sweetness" (pp. 114–118), analyzing the role that beet sugar played in the global sugar trade through an exploration of how details in this passage develop to refine a central idea.

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- Students look at the agenda.

Activity 2: Homework Accountability 10%

Instruct students to talk in pairs about how they applied the focus standard of their choice to their Accountable Independent Reading text. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

- Students (or student pairs) discuss how they applied their focus standard to their AIR text from the previous lesson's homework.

Activity 3: Reading and Discussion 70%

Instruct students to form groups. Post or project each set of questions below for students to discuss.

Instruct student groups to read from "In the 1800s, the Russian czars controlled the largest empire in the world" to "his freedom from figuring out how to color beet sugar" (pp. 114–117), and answer the following questions before sharing out with the class.

ⓘ If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.

ⓘ Consider numbering paragraphs for ease of reference.

What comparison do the authors establish in the first paragraph of "Serfs and Sweetness" (pp. 114–116)? What details do the authors provide to support this comparison?

- The authors compare the English and the Russians. The English were "organizing against the slave trade" and the Russians, who seemed to be in a "time warp," were still using "serfs" for a kind of slave labor (p. 116). Although "the Russian czars controlled the largest empire in the world" (p. 114), the authors describe them as being far behind the English, who had progressive ideas about slavery and were using modern technology. Additionally, the authors compare Russia to America. The authors mention Russia did not end serfdom until 1861, only "two years before" Lincoln freed American slaves, and that serfs are described as being "very similar" (p. 116) to slaves.

ⓘ Consider providing students with the following definition: *serf* means "an unfree person, especially someone bound to the land of another."

ⓘ **Differentiation Consideration:** Consider posing the following scaffolding question:

Which word or phrase in context helps you to make meaning of the word *czar*?

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- "Russian czars controlled the largest empire in the world" suggests nobility and power; czars were political leaders.

ⓘ Consider providing students with the following definition: *czar* means "an emperor or king."

Provide students with the following definition: *nobles* means "people belonging to a privileged social or political class."

- Students write the definition of *nobles* on their copy of the text or in a vocabulary journal.

How do authors develop the comparison in paragraph 4 on page 116?

- Student responses may include:
  - The fact that "the average English person was eating close to ninety pounds of sugar a year, the average Russian person used just eight pounds" indicates that Russian sugar consumption was not nearly as widespread as in Western Europe or the Americas. This propelled the Russian sugar industry to shift from "old-fashioned methods of farming" to "trying out new tools, new equipment, and new ideas about how to improve the soil" (p. 116).
  - The Russian nobles lived like people did "in the Age of Honey—sugar was still a luxury taken out only when special guests came to visit" (p. 116).

What claim do the authors make in paragraph 4? What details do the authors provide to support this claim?

- The authors claim that "cane sugar had brought millions of Africans into slavery, then helped foster the movement to abolish the slave trade" (p. 116). The authors claim that in order to keep up with the world's rapidly growing sugar demand, techniques for sugar production had to evolve and develop. The desire to use "modern technology" meant that slave, serf and manual human labor would no longer be needed. The success of beet sugar in Russia was "an example of modern farming that helped convince Russian nobles that it was time to free their millions of serfs" (p. 116). Technological advancements in the production of Russian beet sugar contributed to the end of slavery.

Provide students with the following definition: *foster* means "promoting the growth or development of (something)."

- Students write the definition of *foster* on their copy of the text or in a vocabulary journal.

Lead a brief whole-class discussion of student responses.

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Instruct student groups to read "The Sugar Genius" (p. 115) in their groups and answer the following questions before sharing out with the class.

What familiar words can you identify in the word *refining* that can help you understand its meaning? What other words or phrases from the text can help you make meaning of this word?

- *Refining* contains the word *fine* and the prefix *re*, meaning again. The text describes *refining* as involving "one boiling vat after another" (p. 115), which describes a process. Refining cane syrup must mean engaging in a repetitive process in order to make the quality better or finer.

ⓘ Consider drawing students' attention to their application of standard L.9-10.4.a, b through the process of using context and word parts to make meaning of a word.

ⓘ Consider providing students with the following definition: *refining* means "bringing to a pure state; freeing from impurities."

How does the description of refining cane syrup help you understand the meaning of *inefficient*?

- Student responses should include:
  - Refining cane sugar is described as a process that is "dangerous." "Terribly" is an adverb used to qualify just how *inefficient* this process is, so it must be ineffective. *Inefficient* has a similar meaning to ineffective (p. 115).
  - The second sentence describes a new way that was "safe" and "reliable" without as much labor. This must mean that the new way proposed a solution to the old, *inefficient* way.
  - *Inefficient* is also the opposite of e*fficient*. The *in* prefix means "not," so *inefficient* means "not efficient."

ⓘ Consider drawing students' attention to their application of standard L.9-10.4.a, b through the process of using context and word parts to make meaning of a word.

ⓘ Consider providing students with the following definition: *inefficient* means "not capable of producing desired results without wasting materials, time, or energy."

How do Norbert's experiences reflect the complexities of the "Age of Sugar" (p. 70)?

- Norbert "is a perfect example of the changing world of sugar in the 1800s." Norbert's father was a wealthy white planter and engineer, and his mother was a free woman of color. Because slavery existed in the Americas but not France, Norbert's father sent him there to study. Facing troubles in America and conflicts with others claiming his inventions as their own, Norbert "himself was free but had to struggle against prejudice throughout his life" (p. 115).

ⓘ **Differentiation Consideration**: If students struggle with the understandings above, consider providing the following question:

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How do Norbert's experiences connect to the transition from the Age of Sugar into a new "Age"?

- The shift the authors are making is represented in the new opportunities that were available to Norbert. He was able to attend college in France, permitted by his father and free mother (p. 115).

Why might the authors have placed the "The Sugar Genius" inset in this section of the text? What purpose does it serve?

- Student responses may include:
  - "The Sugar Genius" further supports the authors' central idea in this section about technology's role in shifting sugar away from labor-intensive production towards scientific innovation. Norbert Rillieux's design called for "one person, instead of a team" to "oversee the operation" (p. 115).
  - The authors may have also wanted to highlight how ideas and innovation could potentially be overlooked because of slavery and racism. Rillieux was unable to pursue his innovation because he did not feel safe as a black man in Louisiana even though he was free; although the value of Norbert Rilllieux's discovery was noted "by planters," the impact he could have, as a "product of a slave society" (p. 114) created by sugar, was limited.

Lead a brief whole-class discussion of student responses.

Instruct student groups to read from "In the 1890s, the price of cane sugar was declining" to "where an Indian lawyer was finally making a name for himself" (pp. 117–118) and answer the following questions before sharing out with the class.

ⓘ Students may continue numbering the paragraphs for ease of reference.

What other words or phrases in this paragraph can help you make meaning of *foreshadowing*?

- The words and phrases "hint," "glimpse," and "twist that comes about two thirds of the way through a movie" (p. 117) indicate that *foreshadowing* means "the suggestion of something that has not happened yet."

ⓘ Consider drawing students' attention to their application of standard L.9-10.4.a through the process of using context to make meaning of a word.

ⓘ Consider providing students with the following definition: *foreshadowing* means "showing or indicating in advance." Students may be familiar with the concept of *foreshadowing* as a literary device.

What connection are the authors making between beet sugar and the "Age of Science" (p. 117)?

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- Beet sugar foreshadowed the "Age of Science," a time when slave labor in the sugar industry would come to an end, and sugar would be produced through "chemistry, not whips" (p. 117).

What relationship do the authors establish between the "Age of Sugar" (p. 70) and the "Age of Science" (p. 117)?

- The authors describe the "Age of Science" as replacing "The Age of Sugar" (p. 117), just as the "Age of Sugar" once replaced the "Age of Honey" (p. 7).

How does the introduction of the "Age of Science" develop and refine a central idea of the text?

- Student responses may include the following:
  - The introduction of the "Age of Science" (p. 117) develops and refines the central idea that the production of cane sugar required the brutality of slave labor, by demonstrating that when this production was replaced with chemistry, "you did not need slaves, you did not need plantations, in fact you did not even need cane" (p. 117).
  - The term "Age of Science" further develops the idea that sugar production and consumption was so important that it defined eras of human history—just as cane sugar revolutionized local ways of life in the "Age of Honey," the introduction of beet sugar ushered in the "Age of Science," which transformed the world because plantations and slave labor were no longer a necessity.

ⓘ **Differentiation Consideration:** Consider briefly reviewing student understanding of how the authors use the designations "Age of Honey" (pp. 6–8) and the "Age of Sugar" (p. 70) throughout *Sugar Changed the World* to structure the text, and develop central ideas. If necessary, students may return to their notes from 9.4.1 Lesson 1, where they first explored the use of the term "age" in the text.

Lead a brief whole-class discussion of student responses.

Activity 4: Quick Write 10%

Instruct students to respond in writing to the following prompt:

How do details in this passage shape and refine a central idea of the text?

Instruct students to look at their annotations to answer the question. Remind students to use the Short Response Rubric and Checklist to guide their written responses. Ask students to use this lesson's vocabulary wherever possible in their written responses.

- Students listen and read the Quick Write prompt.

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ⓘ Display the prompt for students to see, or provide the prompt in a hard copy.

Transition students to the independent Quick Write.

- Students independently answer the prompt, using evidence from the text.
- See the High Performance Response at the beginning of this lesson.

Activity 5: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to read "The Lawyer" (pp. 118–121) and answer the following questions:

How did Gandhi end up in South Africa?

What impact did Balasumdaram have on Gandhi?

How was life difficult for Indians in South Africa?

Ask students to use this lesson's vocabulary wherever possible in their written responses.

- Students follow along and note down the prompts.

Homework

Read "The Lawyer" (pp. 118–121) and answer the following questions:

How did Gandhi end up in South Africa?

What impact did Balasumdaram have on Gandhi?

How was life difficult for Indians in South Africa?

Use this lesson's vocabulary wherever possible in your written responses.

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9.4.1 Lesson 22

Introduction

In this lesson, students read and analyze "Satyagraha" (pp. 121–126), the concluding section of *Sugar Changed the World.* This lesson provides an opportunity for students to review and synthesize the development of central claims in *Sugar Changed the World*. Students consider how the authors' choice to conclude the text with an exploration of Gandhi's fight for Indian independence further develops and refines these central claims.

Students collaborate in groups to trace the authors' development of a central claim in "Satyagraha." Students continue their collaboration by completing an Unfolding Analysis Tool that prompts them to make connections between the claims developed in "Satyagraha" and the claims developed in other sections of *Sugar Changed the World.* The lesson assessment asks students to respond to the following prompt: How does the concluding section, "Satyagraha," refine a central claim developed throughout *Sugar Changed the World*?

For homework, students preview the concluding essay, "How We Researched and Wrote This Book" (pp. 127–130), boxing any unfamiliar words and looking up their definitions.

Standards

Assessed Standard(s)	
RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
Addressed Standard(s)	
None.	

Assessment

Assessment(s)
Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

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• How does the concluding section, "Satyagraha," refine a central claim developed throughout *Sugar Changed the World*?
High Performance Response(s)
A High Performance Response should include the following: • Identify a central claim in "Satyagraha" (e.g., "Sugar crushed people, and yet it was because of sugar that Gandhi began his experiment in truth—so that every individual could free him- or herself." (p. 125)). • Analyze how the claim identified in "Satyagraha" shapes and refines a central claim developed throughout the text (e.g., The central claim from "Satyagraha" shows how terrible events like the sugar slave trade can inspire large scale, positive change like Gandhi's revolution. This connects to the claim that is developed through *Sugar Changed the World*: individuals, like the sugar slaves in Haiti and those who wrote music and danced as a form of rebellion, can overcome hardship and create positive change even in the face of terrible cruelty. The inclusion of the section "Satyagraha" also culminates in the book a movement from the "Age of Sugar" and slavery into the age of freedom.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• reprisals (n.) – acts or instances of retaliation • oppressors (n.) – people who burden others with cruelty • tyrants (n.) – people in positions of authority who use power unjustly • vanquish (v.) – to conquer by superior force; to overcome or overpower • weaned (v.) – to be withdrawn from some object, habit, form of enjoyment, or the like • passive (adj.) – used to describe someone who allows things to happen or who accepts what other people do or decide without trying to change anything • ultimatum (n.) – a final, uncompromising demand or set of terms; a final proposal or statement of conditions
Vocabulary to teach (may include direct word work and/or questions)
• None.

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Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: • Standard: RI.9-10.5 • Text: "Satyagraha" from *Sugar Changed the World* (pp. 121–126)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Reading and Discussion	3. 30%
4. Unfolding Analysis Activity	4. 35%
5. Quick Write	5. 10%
6. Closing	6. 5%

Materials

- Copies of the Unfolding Analysis Tool: Connecting Ideas for each student
- Student copies of the Short Response Rubric and Checklist (refer to 9.4 Lesson 1)

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	**Percentage indicates the percentage of lesson time each activity should take.**
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
🗨	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

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Activity 1: Introduction of Lesson Agenda 5%

Begin by reviewing the agenda and sharing the assessed standard for this lesson: RI.9-10.5. In this lesson, students analyze how the authors' choice to conclude *Sugar Changed the World* with the section "Satyagraha" develops and refines a central claim of the text.

- Students look at the agenda.

Activity 2: Homework Accountability 15%

Instruct students to take out their responses to the homework and Turn-and-Talk in pairs about the questions they answered based on their reading of "The Lawyer."

- Student pairs discuss and share their responses to "The Lawyer" homework questions.

How did Gandhi end up in South Africa?

- Gandhi would "lose caste if he crossed the black water," so his "family arranged a special ceremony" to maintain his place in Indian society before he went to study law in England. After his time in England, he moved to Natal to practice law "because many Indians were already in Natal, laboring as indentured sugar workers" (p. 118).

What impact did Balasumdaram have on Gandhi?

- Balasumdaram, though not a slave, came to Gandhi after having been beaten by his employer at a job he could not abandon. He helped Gandhi realize that "like the slave the indentured labourer was the property of his master" (p. 120).

How was life difficult for Indians in South Africa?

- Student responses may include:
  - Indians who stayed on in South Africa built "their own new community," angering "white settlers …[who] were happy to have cheap Indian labor" but who did not want to "[allow] Indians to live there as equals."
  - The white settlers used fear, violence and severe punishment to intimidate their Indian workers.
  - A law was passed forcing a heavy tax on Indians if they decided to settle in Natal: "The message was clear: You were brought to Natal only as a guest worker; you have no right to stay" (p. 120).

Lead a brief whole-class discussion of student responses.

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Activity 3: Reading and Discussion 30%

Instruct students to form pairs. Post or project the questions below for students to discuss.

Instruct students to independently read the final section of *Sugar Changed the World*, "Satyagraha" (pp. 121–126).

ⓘ If necessary to support comprehension and fluency, consider providing a masterful reading of the focus excerpt for the lesson.

Provide students with the following definitions: *reprisals* means "acts or instances of retaliation," *oppressors* means "people who burden others with cruelty," *tyrants* means "any people in positions of authority who use power unjustly," *vanquish* means "to conquer by superior force; to overcome or overpower," *weaned* means "to be withdrawn from some object, habit, form of enjoyment, or the like," *passive* means "used to describe someone who allows things to happen or who accepts what other people do or decide without trying to change anything," *ultimatum* means "a final, uncompromising demand or set of terms; a final proposal or statement of conditions."

- Students write the definitions of *reprisals, oppressors, tyrants, vanquish, weaned, passive,* and *ultimatum* on their copy of the text or in a vocabulary journal. Then students read "Satyagraha" independently.

Instruct student pairs to answer the following questions before sharing out with the class.

How do the authors define "Satyagraha"?

- Student responses may include:
  - The authors define Satyagraha as resistance through inner courage with the goal of "convinc[ing] or convert[ing] the opponent [through] patience and sympathy" rather than physical violence (p. 123).
  - It is described as "the opposite of the idea that a human being can be made into property by someone else's laws, or guns, or prejudice" (p. 123).
  - It is also defined as "truth with force," "firmness," or "love force" (p. 123).

Define the concepts of "passive resistance" (p. 123) and "noncooperation" (p. 124). Use the historical examples from "Satyagraha" to support your response.

- Student responses may include:
  - "Passive resistance" means "non-violence," as practiced on September 11, 1906, in the Empire Theater in Johannesburg when Gandhi "invited each person in the theater to join him in an exceptional oath, a pledge not to register, not to accept the government's rules" (pp. 122–123).

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- "Noncooperation" means the refusal to participate, such as when Gandhi "told Indians not to buy goods manufactured by their colonial master" (p. 124).

How do the central ideas of Gandhi's "Satyagraha" compare to the ideas that sparked revolutions in Haiti and British Guiana?

- Student responses may include:
  - Gandhi's Satyagraha was a non-violent revolution based on the central idea of "passive resistance" (p. 123). This concept stands in contrast to "defeat[ing] and vanquish[ing] the enemy" (p. 123) that sparked the "bloody trail" of "gruesome revenge" in earlier revolutions like those in Haiti and British Guiana.
  - Satyagraha is defined by the goal of "convinc[ing] or convert[ing] the opponent" without the use of violence. In Haiti and British Guiana, workers fought the violence of sugar work by being "harder, tougher, and more willing to accept bloodshed than the owners" (p. 122).
  - While earlier revolutions relied on violence to overcome hardship, Satyagraha is based on the idea that freedom does not only "come from rising up against oppressors or tyrants" but is also "found in oneself" (p. 122).

ⓘ Consider providing time for students to review "The Sound of Liberty" (pp. 83–91) and their notes and annotations for that section.

What connection do the authors establish between the global sugar trade and Satyagraha in South Africa and India?

- While the global sugar trade "turned human beings into property" Satyagraha led people to reject the idea that any person could be owned by another" (p. 125).

Why might the authors choose to conclude *Sugar Changed the World* with an exploration of Satyagraha?

- Student responses may include:
  - The authors may have chosen to conclude the text with an exploration of Satyagraha as an example of positive change that arose out of intense and brutal struggle.
  - This section of text signals the end of the slavery and indentured servitude, concluding the brutal history of slavery and sugar on a positive note while ushering in a new era in which people continue to work for freedom.

Lead a brief whole-class discussion of student responses.

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Activity 4: Unfolding Analysis Activity 35%

Instruct students to reread the final two paragraphs of "Satyagraha" (p. 125) in their groups. Post or project the following question to focus student reading:

What central claim(s) do the authors make in the final two paragraphs of "Satyagraha"?

- Student responses should identify the following claims:
  - "Sugar turned human beings into property, yet sugar led people to reject the idea that any person could be owned by another." (p. 125)
  - "Sugar murdered millions, and yet it gave the voiceless a way to speak." (p. 125)
  - "Sugar crushed people, and yet it was because of sugar that Gandhi began his experiment in truth—so that every individual could free him- or herself." (p. 125)
  - "Only sugar—the sweetness we all crave—could drive people to be so cruel, and to combat all forms of cruelty." (p. 125)
  - "this one substance forever marked our history" (p. 126)
  - "Every day, we live in the world sugar created…where equality...exists in each one of us. That is the sweet truth bought at the price of so much bitter pain." (p. 126)
  - "Sugar changed the world." (p. 126)

Distribute copies of the Unfolding Analysis Tool: Connecting Ideas. Explain to students that they are to build upon their analysis of "Satyagraha" by exploring how the authors' choice to conclude the text with this passage shapes and refines central claims developed throughout *Sugar Changed the World*. Instruct students to select one of the central claims they identified in the final two paragraphs of "Satyagraha" and fill in the "Central Claim from 'Satyagraha'" section on their tool. Instruct students that they should return to the sections identified on this tool to make connections between this central claim in "Satyagraha" and the claims in previous sections of *Sugar Changed the World.*

ⓘ **Differentiation Consideration**: If students need additional support working with this tool, consider modeling one row as a class.

ⓘ The Unfolding Analysis Tool: Connecting Ideas supports student's engagement with RI.9-10.3. Variations of this tool appear in Lessons 3, 11, and 15. The structure of and questions in this tool vary based on the section of text under analysis, including its placement in the text as a whole, and whether students analyze a series of ideas or a series of events.

- Students review the Unfolding Analysis Tool and listen.
- See the Model Unfolding Analysis Tool: Connecting Ideas for sample student responses.

ⓘ **Differentiation Consideration**: Consider having students complete this tool in groups for support.

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Activity 5: Quick Write 10%

Instruct students to respond in writing to the following prompt:

How does the concluding section, "Satyagraha," refine a central claim developed throughout *Sugar Changed the World*?

Instruct students to use their texts, notes, and completed tools to respond to the prompt. Ask students to use this lesson's vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

ⓘ Display the prompt for students to see, or provide the prompt in a hard copy.

- Students follow along.

Transition students to the independent Quick Write.

- Students independently answer the prompt, using evidence from the text.
- See the High Performance Response at the beginning of this lesson.

Activity 6: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to read "How We Researched and Wrote This Book" (pp. 127–130). Direct students to box any unfamiliar words and look up their definitions. Instruct them to choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text.

- Students follow along.

Homework

Read "How We Researched and Wrote This Book" (pp. 127–130). Box any unfamiliar words and look up their definitions, choosing the definition that makes the most sense in context. Write a brief definition above or near the word in the text.

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Unfolding Analysis Tool: Connecting Ideas

Name:		Class:		Date:	

Central Claim from "Satyagraha"	"Sugar crushed people, and yet it was because of sugar that Gandhi began his experiment in truth—so that every individual could free him—or herself." (p. 125)

Section	What is the main idea?	How does the main idea in this section connect to the central claim you identified in "Satyagraha"?

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Model Unfolding Analysis Tool: Connecting Ideas

Name:		Class:		Date:	

Central Claim from "Satyagraha"	"Sugar crushed people, and yet it was because of sugar that Gandhi began his experiment in truth—so that every individual could free him- or herself." (p. 125)

Section	What is the main idea?	How does the main idea in this section connect to the central claim you identified in "Satyagraha"?
"A Cycle of Death and Sweetness" (pp. 35–41)	Slaves on sugar plantations were not treated like people, they were treated like parts of a "sugar machine" whose only job was to participate in the "brutal cycle" of making sugar (p. 36).	This section connects to the idea that "sugar crushed people" through brutal working conditions and slavery.
"The Pulse of Sugar Life" (pp. 54–55)	Sugar slaves found ways to express their humanity, to say that they were "not just bodies born to work and die" through music and dance (p. 54).	The sugar slaves were "experiment[ing] in truth" through their music, like Gandhi did with Satyagraha.
"The Sound of Liberty" (pp. 83–91)	The global connections that resulted from the sugar trade spread ideas about liberty across the world and resulted in revolutions in Haiti and British Guiana. Sugar caused slavery, but it also spread ideas of "liberty, equality, fraternity" (p. 83).	Although the sugar trade caused slavery, it also caused the spread of ideas about equality that Ghandi drew upon in his campaign.

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9.4.1 Lesson 23

Introduction

In this lesson, students conclude their analysis of *Sugar Changed the World* as they read the culminating essay, "How We Researched and Wrote this Book" (pp. 127–130). This essay details the line of historical questioning that forms the core of this text, and describes the authors' research process. Although this essay is targeted at educators rather than young readers, critical engagement with this passage encourages students to determine the authors' purpose for writing this book, and the kinds of questions they asked themselves in the process.

Students focus their analysis on determining the authors' purpose and reflecting on how this purpose is advanced throughout the text. Students demonstrate their understanding in a brief written evaluation of how successful the authors were in achieving what they set out to do based on the specific goals outlined in "How We Researched and Wrote This Book."

For homework, students continue to read their AIR text through the lens of a focus standard of their choice, prepare for a 3–5 minute discussion of the text based on that standard, and review and expand their notes and annotations in preparation for the End-of-Unit Assessment.

Standards

Assessed Standard(s)	
RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Addressed Standard(s)	
None.	

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Assessment

Assessment(s)
Student learning is assessed via a written assessment at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text. • Did the authors "succeed" in achieving the purpose they outline in "How We Researched and Wrote This Book" (p. 128)? Consider your cumulative understanding of *Sugar Changed the World* and cite the specific goals the authors outline in this passage in your response.
High Performance Response(s)
A High Performance Response should: • Identify the purpose the authors outline, citing specific goals from "How We Researched and Wrote This Book" (e.g., the authors' purpose in writing this book was to "encourage teachers to teach slavery in North America as a small part of a much larger system ... with all that implies for understanding slavery, African American history, race, and the United States as part of a larger world" (p. 128)). • Evaluate whether or not the text achieved this purpose.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• conviction (n.) – a fixed or firm belief • ken (n.) – knowledge, understanding, or cognizance • inextricably (adj.) – incapable of being disentangled, undone, loosed, or solved • skeptic (n.) – a person who maintains a doubting attitude, as towards values, plans, statements, or the character of others • habitable (adj.) – capable of being occupied, or lived in or on • spadework (n.) – preliminary or initial work, such as the gathering of data, on which further activity is to be based • archival (adj.) – of or pertaining to documents or records • litany (n.) – a prolonged or tedious account • tome (n.) – a book, especially a very heavy, large, or learned book • coherent (adj.) – logically connected; consistent

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Vocabulary to teach (may include direct word work and/or questions)
• None.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: RI.9-10.6	
• Text: "How We Researched and Wrote This Book" in *Sugar Changed the World* (pp. 127–130)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 25%
3. Reading and Discussion	3. 30%
4. Quick Write	4. 30%
5. Closing	5. 10%

Materials

- Student copies of the Short Response Rubric and Checklist (refer to 9.4.1 Lesson1)

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

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Activity 1: Introduction of Lesson Agenda 5%

Begin by reviewing the agenda and assessed standard for this lesson: RI.9-10.6. In this lesson, students read the concluding essay "How We Researched and Wrote This Book" (pp. 127–130) in *Sugar Changed the World*. Students identify the authors' purpose as outlined in this essay, and evaluate whether the authors achieved and advanced their stated purpose throughout the text as a whole.

- Students look at the agenda.

Activity 2: Homework Accountability 25%

Instruct student pairs to share and discuss the vocabulary words they identified and defined in the previous lesson's homework.

- Students may identify the following words: *conviction*, *ken, inextricably, skeptic*, *habitable*, *spadework*, *archival, litany, tome*, *coherent.*

ⓘ Definitions are provided in the Vocabulary box in this lesson.

Activity 3: Reading and Discussion 30%

Instruct students to read "How We Researched and Wrote This Book" (pp. 127–130) in *Sugar Changed the World* independently.

ⓘ If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.

ⓘ It may be helpful to inform students that although this essay is intended for educators rather than young readers (as outlined in the "Note" on page 127), critical engagement with this passage encourages students to determine the authors' purpose for writing this book, and the kinds of questions the authors asked themselves during the writing process.

- Students read "How We Researched and Wrote this Book" (pp. 127–130).

Instruct students to form pairs, reread the passage, and annotate for questions the authors pose in this essay.

- Student responses may include:
  - "How were sugar and slavery related to the struggle for freedom?" (p. 127)
  - "How were sugar and slavery entangled with the birth of the Industrial Revolution in England?" (p. 127)
  - "How does a clear look at sugar and slavery change how we see ideas of freedom and the invention of new kinds of work and machinery?" (p. 128)

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- "Were the slave-holding Founding Fathers hypocrites?" (p. 128)
- "Are we driven by greed? By our economic system? By our ideals? By technological change? By something as vague and hard to define as the spirit of an age?" (p. 128)
- "Who are we? What makes us able to be so inhumane? What enables us to break those chains and act on our common humanity?" (p. 128)
- "So how did we research them?" (p. 129)

ⓘ It may be helpful to discuss briefly with students the five-question sequence as a single line of questioning, considering how the individual questions are organized to contribute a larger concept.

Lead a brief whole-class discussion of student responses.

Post or project the following questions for students to answer in their pairs.

How do the questions you identified advance the author's purpose?

- These questions are the questions that drove the authors' research for *Sugar Changed the World*. These questions advance the authors' purpose because they illustrate how sugar slavery is a wide-reaching and complex topic. They prompt students and teachers to consider how slavery is entangled in a much larger story that spans many centuries and many different countries.

What choices did the authors make in how to approach this story? How do these choices advance their purpose?

- Student responses may include:
  - The authors state that they chose to "feature the lives of sugar workers" to focus on the individuals, "not just economic, political, and social forces" (p. 129).
  - The authors went through an extensive revision process to "get to the essence of the story" and also to create a "blended" style (p. 129).
  - The authors did lots of research in "books that gave [them] a basic sense of the story" before conducting online research (p. 129).
  - These choices advance their purpose by showing how the history of slavery and sugar was inextricably linked to historical themes and events, but also that human beings were at the center—"not just economic, political and social forces" (p. 129).

What does "success" mean to the authors?

- According to the authors, if their book "encourage[s] teachers to teach slavery in North America as a small part of a much larger system ... we will have succeeded" (p. 128).

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ⓘ Some students may extend this observation to note that the authors state that if they succeed in broadening the scope of what is traditionally taught about sugar then they will consider their book a success.

Lead a brief whole-class discussion of student responses.

Activity 4: Quick Write 30%

Instruct students to respond briefly in writing to the following prompt:

Did the authors "succeed" in achieving the purpose they outline in "How We Researched and Wrote This Book" (p. 128)? Consider your cumulative understanding of *Sugar Changed the World* and cite the specific goals the authors outline in pages 127–130 in your response.

Instruct students to look at their annotations to find evidence. Ask students to use this lesson's vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

ⓘ Display the prompt for students to see, or provide the prompt in hard copy.

- Students independently answer the prompt using evidence from the text.
- See the High Performance Response at the beginning of this lesson.

ⓘ **Differentiation Consideration:** It may be helpful to provide students with more structure to guide their reflections on their cumulative understandings of *Sugar Changed the World*. Consider directing students to the table of contents to review the organizational choices the authors made in structuring the text, and the larger topics on which the authors chose to focus.

Activity 5: Closing 10%

Display and distribute the homework assignment. For homework, instruct students to continue to read their AIR texts through the lens of a focus standard of their choice and prepare for a 3–5 minute discussion of the text based on that standard.

- Students follow along.

Inform students that over the course of the next five lessons (9.4.1 Lessons 24–28) they craft an argument essay for their End-of-Unit Assessment question:

Who bears the most responsibility for ensuring that goods are ethically produced? Provide evidence from *Sugar Changed the World* and at least two additional texts in your response.

Explain to students that this is their End-of-Unit Assessment prompt.

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ⓘ Display the End-of-Unit Assessment for students to see.

Instruct students that for homework they should also review and expand their notes and annotations in preparation for the End-of-Unit Assessment.

- Students follow along.

Homework

Continue your AIR text through the lens of a focus standard of your choice and prepare for a 3–5 minute discussion of the text based on that standard.

Review and expand your notes and annotations in preparation for the End-of-Unit Assessment.

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9.4.1 Lesson 24

Introduction

In this lesson, students are introduced to the process of drafting an evidence-based argument essay. Over the course of the next five lessons (9.4.1 Lessons 24–29) students draft, revise, and edit an essay in response to the following question: Who bears the most responsibility for ensuring that goods are ethically produced? This prompt encourages students to engage in cross-textual analysis between the ideas presented in *Sugar Changed the World* and the arguments presented in the supplementary texts they have read throughout this module.

Students begin the process of constructing an outline for their argument essay guided by the Argument Outline Tool. Students determine a central claim in response to their End-of-Unit Assessment question, drawing upon the arguments that they have been delineating and evaluating in supplemental texts in this module. Students then work with the Argument Outline Tool to identify and organize claims and counterclaims that support the central claim they have developed. Students identify one piece of evidence from the texts they have read in this module that supports each claim and counterclaim. Students complete their Argument Outline Tool in this lesson, in which they identify the strengths and limitations of the claims and counterclaims they have identified through analysis of the evidence that supports them.

For homework, students craft a first draft of the introduction to clearly state the central claim of their argument essay.

ⓘ The process of drafting, revising, and reviewing the End-of-Unit Assessment essay may require additional class time. Ensure that there is enough time in the process that all students have access to teacher review and feedback. Depending on the resources available, consider planning for students to spend time in a computer lab during the drafting and revision process.

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Standards

Assessed Standard(s)	
W.9-10.1.a, b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
Addressed Standard(s)	
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Assessment

Assessment(s)
Student learning is assessed via the Argument Outline Tool. The tool is assessed for the strength and organization of claims and evidence to support the central claim, and the analysis of the connections between evidence. ⓘ This assessment will be evaluated using the 9.4 Rubric and Checklist.
High Performance Response(s)
A High Performance Response should: ⓘ See the Model Argument Outline Tool for High Performance Responses.

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Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• None.*
Vocabulary to teach (may include direct word work and/or questions)
• None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the texts, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: W.9-10.1.a, b, W.9-10.4, W.9-10.5, W.9-10.9	
• Text: *Sugar Changed the World* and all supplementary module texts: "Globalization" (http://go.worldbank.org/V7BJE9FD30), "How Your Addiction to Fast Fashion Kills" (www.law.fordham.edu), "Bangladesh Factory Collapse: Who Really Pays for Our Cheap Clothes?" (www.cnn.com), and "Where Sweatshops Are a Dream" (http://www.nytimes.com/2009/01/15/opinion/15kristof.html?_r)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Introduction to the Writing Process	3. 15%
4. Organization and Outline	4. 30%
5. Argument Outline Tool and Assessment	5. 30%
6. Introduction Instruction and Closing	6. 10%

Materials

- Student copies of the 9.4 Rubric and Checklist (refer to 9.4.1 Lesson 14)
- Student copies of the Argument Outline Tool (refer to 9.4.1 Lesson 14)

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Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	**Percentage indicates the percentage of lesson time each activity should take.**
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
❍	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda 5%

Begin by reviewing the agenda and assessed standard for this lesson: W.9-10.1.a, b. Explain that in this lesson students begin the process of drafting an evidence-based argument essay and complete an outline of their essay guided by the Argument Outline Tool. This tool guides students to determine a central claim in response to the End-of-Unit Assessment prompt, drawing upon the arguments that they have been delineating and evaluating in supplemental texts in this module. Students then identify and organize supporting claims and counterclaims, and identify evidence from module texts that supports these claims.

- Students look at the agenda.

ⓘ Display the End-of-Unit Assessment prompt for students to see, or provide the prompt in hard copy.

Who bears the most responsibility for ensuring that goods are ethically produced? Provide evidence from *Sugar Changed the World* and at least two additional texts in your response.

- Students follow along.

ⓘ **Differentiation Consideration**: It may be helpful to allow time for students to discuss the prompt or share their initial reactions and questions in pairs.

Activity 2: Homework Accountability 10%

Instruct students to talk in pairs about how they applied their focus standard to their text. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

- Students (or student pairs) discuss and share how they applied their focus standard to their AIR text from the previous lesson's homework.

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Activity 3: Introduction to the Writing Process 15%

Remind students that the writing process is *iterative*, much like the research and information writing that they completed in Module 9 Unit 3. Remind students that *iterative* means "repeating," which means students frequently reassess their work or their thinking in order to improve it. In this unit, students compose a formal evidence-based argument essay. Explain that writing is a process that takes many forms and students can craft their essay through a variety of methods. Though there are many different ways to approach the writing process, they all involve multiple drafts and revisions. Inform students they *draft*, *revise*, *peer review*, and *edit* to create a well-crafted argument essay.

ⓘ Remind students that *drafting* is "drawing up in written form" and *revising* is "altering something already written or printed, in order to make corrections, improve, or update." Consider asking students why they might need to revise a draft.

Remind students that the argument essay is informative and persuasive, and is meant to clearly present an argument based on evidence. Advise students to keep in mind that the purpose of writing an argument essay is to support claims in an analysis of a *substantive* topic. Explain that students must develop a central claim and support that claim using relevant and sufficient evidence, valid reasoning, and counterclaims.

ⓘ For clarity, it may be helpful to review to the explanation of the difference between informative and argument writing in the CCSS Appendix A (p. 23): "Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification."

Remind students that an argument essay has a formal structure: introduction, body paragraphs, conclusion, and works cited page. Inform students that they should focus on each of these parts through the following lessons in order to produce a final argument essay for the End-of-Unit Assessment.

- Students listen.

ⓘ Consider drawing students' attention to their engagement with W.9-10.4 in their consideration of the development, organization, and purpose of their argument essay.

Activity 4: Organization and Outline 30%

Distribute copies of the Argument Outline Tool. Instruct students to gather all of the Evaluating Argument and Evidence Tools they have completed in this module. Instruct students to write down the End-of-Unit Assessment prompt at the top of their Argument Outline Tool:

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Who bears the most responsibility for ensuring that goods are ethically produced? Provide evidence from *Sugar Changed the World* and at least two additional texts in your response.

Explain that the focus of this lesson is for students to establish a central claim that is the basis of their argument and to identify and organize supporting claims and counterclaims from module texts. Students record their thinking on the Argument Outline Tool, which supports students in developing a clear structure for their essay prior to writing.

ⓘ In this introductory lesson, students focus on identifying claims, counterclaims, and supporting evidence. Students then analyze the strengths and limitations of the claims, counterclaims, and the supporting evidence in order to complete the Argument Outline Tool in this lesson.

Explain that the argument essay writing process begins by forming a central claim. Inform students that they construct a claim in response to the End-of-Unit Assessment prompt, drawing upon the arguments that they have been delineating and evaluating in supplementary texts in this module. Instruct students to take out the Evaluating Argument and Evidence Tools that they have used for each supplementary text in this module, and briefly discuss in pairs the strongest or most interesting central claim that has emerged from their analysis.

- Students write down the End-of-Unit Assessment prompt and form pairs to discuss possible central claims for their argument essay.

Remind students that they have responded to a similar prompt for their Mid-Unit Assessment. Also inform students that, if necessary, they need to refine the central claim on their Argument Outline Tool into one sentence. For instance, if students find the argument in "How Your Addiction to Fast Fashion Kills" particularly persuasive, then they might craft the following central claim for their argument essay: "Consumers are responsible for the ethical production of goods."

ⓘ This is not the only central claim that students can support with evidence from "How Your Addiction to Fast Fashion Kills." Students could also argue that businesses are responsible for the ethical production of goods, or that businesses and consumers share equal responsibility for the ethical production of goods. The goal is not for students to repeat the arguments of the supplementary texts verbatim, but for students to construct their own central claim and support it with the claims made in the supplementary texts like "How Your Addiction to Fast Fashion Kills."

- Students write down their central claim on the Argument Outline Tool.

- Student responses vary depending on their chosen argument.

ⓘ Consider drawing students' attention to their engagement with W.9-10.5 in their completion of the Argument Outline Tool, which allows students to develop and strengthen their writing by planning and focusing on addressing what is most significant for a specific purpose and audience.

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Explain that there are a variety of ways to organize an argument essay. Explain that students should introduce and organize their claims, counterclaims and evidence in a way that establishes clear relationships (reasoning) between all these elements. Display the following claims and counterclaims:

- Central Claim: Consumers bear the responsibility for the ethical production of goods.
- Supporting Claim A: Consumers who buy cheap clothes support the exploitation of the workers who make these cheap clothes.
- Supporting Claim B: Consumers have an ethical responsibility to seek out and buy ethically produced goods, even if it costs more.
- Counterclaim C: Consumers with low incomes need access to inexpensive goods.
- Counterclaim D: Consumers are not aware of the situation in other countries and are therefore not responsible for unethical production.

Explain to students that a strong argument essay begins by establishing the central claim of the argument, then supporting this central claim with additional specific claims based in textual evidence (like the claims made in the supplemental texts students have been reading throughout the module). Effective argument writing traces the relationship between these claims and corresponding counterclaims.

ⓘ Consider having students brainstorm examples for the central claim, supporting claims, and possible counterclaims rather than providing the above examples.

Ask students:

Which supporting claim corresponds with which counterclaim and why?

- Supporting Claim A and Counterclaim D go together because they are opposing views on the same topic. Supporting Claim B and Counterclaim C go together because they are alternate claims related to the same topic.

ⓘ Students have had direct instruction on introducing and organizing claims, counterclaims, and evidence (W.9-10.1.a, b) in Lesson 10, and should be familiar with evaluating the relationship between claims and counterclaims.

Instruct students to discuss in pairs possible supporting claims and corresponding counterclaims that support their central claim.

ⓘ Remind students that their claims and counterclaims should be supported with textual evidence. Student discussion should be based on the text-evidence collection they have completed throughout this module on their Evaluating Argument and Evidence Tools.

- Students discuss possible supporting claims, counterclaims, and supporting evidence in pairs.

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ⓘ The organizational structure in this lesson is not meant to be prescriptive but rather to model a way to potentially organize an argument essay. If students require more explicit modeling or instruction around the organization of argument essays, consider providing additional resources and graphic organizers to help students structure their claims and evidence.

Lead a brief whole-class discussion. Ask pairs to briefly share the results of their discussion.

Instruct students to independently copy onto their Argument Outline Tool the supporting claims and counterclaims they identified. Remind students that the purpose of this outline is to have a clear plan for their argument essay and to consolidate all of their evidence. Instruct students to select the strongest evidence to support their claim.

- See the Model Argument Outline Tool for possible student responses.

Explain that the portion of the outline they have completed is the frame for the essay's introduction (which introduces the central claim) and the body (which presents the claims, counterclaims, and evidence that support the central claim). Inform students that they complete their analysis of the evidence that supports these claims and counterclaims in this lesson.

ⓘ Consider reminding students that completion of the Argument Outline Tool helps them keep track of evidence they are to use later in the End-of-Unit Assessment, which focuses on the development of an argument. Completion of the tool supports students' engagement with W.9-10.9, which addresses the use of textual evidence in writing.

Activity 5: Argument Outline Tool and Assessment 30%

Inform students that their Argument Outline Tool serves as this lesson's assessment. They are assessed on their central claim, their identification of three supporting claims and counterclaims with one piece of evidence for each claim, and their brief analysis of the evidence and reasoning that supports each claim. Inform students that the 9.4 Rubric and Checklist guides the evaluation of this assessment, and students should refer to their checklists while completing their Argument Outline Tool.

- Students independently work on their Argument Outline Tool.

ⓘ Students do not need to fill out the "Conclusion" portion of the tool, as they return to this tool in subsequent lessons to develop and draft their conclusion.

ⓘ The Argument Outline Tool serves as the assessment for this lesson.

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Activity 6: Introduction Instruction and Closing 10%

Display and distribute the homework assignment. For homework, instruct students to draft the introduction of their argument essay. Direct students to the substandard W.9-10.1.a on their 9.4 Rubric and Checklist. Remind students to reference this checklist as they are drafting their introduction.

- Students examine the checklist for substandard W.9-10.1.a.

Pose the following question for class discussion:

What do you know about an introduction based on the work you have done in the past?

- Student responses may include:
  - An introduction is the first part of an essay.
  - The introduction should tell the reader the central claim of the essay.
  - It can also be the "hook" that grabs readers' attention.
  - The introduction should be a high-level overview of the essay and not include all of the smaller details in the essay.

ⓘ Potential student responses are drawn from the previous instruction of introductions in this curriculum. Refer to 9.1.1 Lesson 15 and 9.3.3 Lesson 2.

Inform students that many of the conventions that they established for an effective introduction in a research paper in 9.3.3 Lesson 2 apply to introductions in argument essays.

Explain that an introduction is the first part of an argument essay. An introduction should be interesting and grab the reader's attention, give context for the topic of the argument essay, preview what follows, and include the central claim of the argument essay. A good introduction should be one to two paragraphs long. Typically, although not always, the central claim should be the last sentence of the introduction. Explain to students that they should include their strongest claims in the introduction in a clear, organized fashion, but they do not need to include all the evidence that supports the claims—that evidence comes in the body of the argument essay.

Explain that there are many methods for creating an interesting introduction that grabs the reader's attention. Explain that students can present a problem, question, or interesting fact associated with their argument. Inform students that the rhetorical techniques that they have been analyzing in the supplementary texts in this module (direct address to the audience, alliteration, parallel structure, appeal to authority, and rhetorical questions) are often strong ways of beginning argument writing pieces.

- Students follow along.

Remind students that this is a first draft, and while they should be focusing on the conventions established for an effective introduction, students receive peer feedback on their introductions in the next lesson (9.4.1 Lesson 25) and continue to edit and refine their writing in later lessons.

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Homework

Draft the introduction to your argument essay introduction, including your specific central claim.

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Model Argument Outline Tool

Name:		Class:		Date:	

[Introduction]

Question: Who bears the most responsibility for ensuring that goods are ethically produced? Provide evidence from *Sugar Changed the World* and at least two additional texts in your response.

Central Claim: Consumers bear the responsibility for the ethical production of goods.

[Body] **Supporting Claim:** Consumers who buy cheap clothes are responsible for the exploitation of the workers who make these cheap clothes.	**Counterclaim:** The U.S. government's lifting of import quotas is responsible for the exploitation of the workers who make cheap clothes.
Evidence: "The reason we have fast fashion …working in safe and legal conditions." ("How Your Addiction to Fast Fashion Kills," paragraph 4) **Reasoning:** *How does the evidence support your claim?* **Strengths and Limitations:** *What are the strengths of this claim? The limitations of this claim?*	**Evidence:** "in 2005 the U.S. government lifted quotas on imports… helped fuel the explosion of fast fashion" ("How Your Addiction to Fast Fashion Kills," paragraph 6) **Reasoning:** *How does the evidence support the counterclaim?* **Strengths and Limitations:** *What are the strengths of this counterclaim? The limitations of this counterclaim?*
Supporting Claim: Consumers have an ethical responsibility to seek out and buy ethically produced goods, even if it costs more.	**Counterclaim:** Consumers who live on the poverty line need access to inexpensive goods.
Evidence: "Scafidi and Cline believe consumers would pay a little bit more …peace of mind knowing that shirt was made by workers treated not just humanely, but fairly?" ("How Your Addiction to Fast Fashion Kills," paragraph 13) **Reasoning:** *How does the evidence support your claim?* **Strengths and Limitations:** *What are the strengths of this claim? The limitations of this claim?*	**Evidence**: "Especially in a recession, cheap clothing is a welcome industry for many. People in western countries living on the poverty line need to buy clothes for their children." ("Who Really Pays for our Cheap Clothes?," paragraph 10) **Reasoning:** *How does the evidence support this counterclaim?* **Strengths and Limitations:** *What are the strengths of this counterclaim? The limitations of this counterclaim?*

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Supporting Claim: Consumers should boycott companies that do not make their goods ethically.	**Counterclaim:** Sweatshops provide important jobs for poor people in poor countries, and boycotts will just make those factories shut down and take away those jobs.
Evidence: "Slave labor was valuable because it produced cheap ... some 400,000 English people stopped buying the sugar that slaves grew and harvested." (*Sugar Changed the World,* p. 78) **Reasoning:** *How does the evidence support your claim?* **Strengths and Limitations:** *What are the strengths of this claim? The limitations of this claim?*	**Evidence**: "The best way to help people in the poorest countries isn't to campaign against sweatshops but to promote manufacturing there." ("Where Sweatshops are a Dream," paragraph 14) **Reasoning:** *How does the evidence support this counterclaim?* **Strengths and Limitations:** *What are the strengths of this counterclaim? The limitations of this counterclaim?*
[Conclusion]	

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9.4.1 Lesson 25

Introduction

In this lesson, students begin the process of drafting the body paragraphs of their evidence-based argument essay. The writing process is guided by the organization and analysis of the claims and counterclaims students developed on their Argument Outline Tool in 9.4.1 Lesson 24. Students begin this lesson by completing the final sections of their Argument Outline Tool, analyzing how the evidence they selected supports each claim and counterclaim and assessing the strengths and limitations of each claim. Students then begin to draft their body paragraphs, focusing on cohesion in their writing, both within and between paragraphs.

For homework, students complete a draft of the body paragraphs of their argument essay.

Standards

Assessed Standard(s)	
W.9-10.1.a, b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
Addressed Standard(s)	
W.9-10.1.c	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
L.9-10.3.a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.

Assessment

Assessment(s)
Student learning is assessed via students' first draft of a body paragraph.
High Performance Response(s)
A High Performance Response should: • Adhere to the organization structure in the Argument Outline Tool. • Trace the relationship between claim and counterclaim. • Support claim and counterclaim with evidence from the text. See the Model Argument Outline Tool for examples of claims, counter claims, and supporting evidence. ⓘ Consider displaying the model response to the End-of-Unit Assessment so that students can read the model body paragraphs. The model response is located in Lesson 29.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• None.*
Vocabulary to teach (may include direct word work and/or questions)
• None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the texts, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf.

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Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: • Standards: W.9-10.1.a-c, W.9-10.4, W.9-10.5, L.9-10.3.a • Text: *Sugar Changed the World* and all supplementary module texts	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 10%
2. Homework Accountability	2. 15%
3. Connecting Ideas and Citation	3. 15%
4. Analyzing Evidence and Reasoning	4. 25%
5. Lesson Assessment	5. 25%
6. Closing	6. 10%

Materials

- Student copies of the 9.4 Common Core Learning Standards Tool (refer to 9.4.1 Lesson 9)
- Copies of the Connecting Ideas Handout for each student
- Copies of the MLA Citation Handout for each student
- Student copies of the Argument Outline Tool (refer to 9.4.1 Lesson 24)
- Student copies of the 9.4 Rubric and Checklist (refer to 9.4.1 Lesson 14)

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	**Percentage indicates the percentage of lesson time each activity should take.**
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
🗨	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

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Activity 1: Introduction of Lesson Agenda 10%

Begin by reviewing the agenda and assessed standard for this lesson: W.9-10.1.a, b. Explain that in this lesson students complete the final sections of their Argument Outline Tool, analyzing how the evidence they selected in 9.4.1 Lesson 24 supports each claim and counterclaim, and assessing the strengths and limitations of each claim. Students then draft their first body paragraphs.

- Students look at the agenda.

Distribute or ask students to take out their copies of the 9.4 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: W.9-10.1.c. Ask students to individually read the standard on their tools and assess their familiarity with and mastery of the standard.

- Students read and assess their understanding of standard W.9-10.1.c.

Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

- Student responses should include:
  - Use words and phrases to connect sections of an essay.
  - Use words and phrases to make sure ideas flow together.
  - Use words and phrases to show the relationships between claims and reasons, reasons and evidence, and claims and counterclaims.

Explain to students that they are to identify examples of these transition words and phrases and then practice using them in this lesson.

Activity 2: Homework Accountability 15%

Instruct students to form pairs and share their introduction drafts with one another. Post or project the following questions to frame students' conversations.

How does the introduction grab the reader's attention? How effective is this method?

What is the central claim of this argument essay? Is the central claim clearly stated in the introduction?

- Students share and discuss their introductions in their pairs.

Call on several students or student pairs to share out with the whole class.

- Students share their introductions with the full class.

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Activity 3: Connecting Ideas and Citation 15%

Distribute copies of the Connecting Ideas Handout. Remind students of the work they did to create organized and cohesive papers in Module 9.3. Inform students that effective argument writing also uses logical organization, as required by standard W.9-10.4, and transitions between sentences and paragraphs, as required by standard W.9-10.1.c. Additionally, strong argument writing demonstrates clear connections between claims and counterclaims. Instruct students to review the Connecting Ideas Handout and ask students:

What transitional words and phrases make the most sense to connect a claim and a counterclaim?

- The transitional words and phrases in the "Contrast Ideas or Show How They are Different" portion of the handout such as *on the other hand, in contrast, on the contrary,* etc. make the most sense to connect a claim and a counterclaim.

What transitional words and phrases make the most sense to connect a claim with reasoning?

- The transitional words and phrases in the "Explain How One Thing Causes Another" portion or the "Explain the Effect or Result of Something" portion of the handout such as *consequently, as a result, for that reason,* etc. make the most sense to connect a claim with reasoning.

ⓘ Students have worked with these transitional words and phrases and the Connecting Ideas Handout in 9.3.3, but it may be helpful to spend additional time reviewing these concepts.

Distribute copies of the MLA Citation Handout. Remind students of the work they did with citation in Module 9.3. Instruct students that while citation is particularly important for research and information writing, it is also necessary whenever students incorporate multiple text evidence sources in their writing. Instruct students that since the End-of-Unit Assessment prompt asks students to use evidence from at least two supplementary texts as well as *Sugar Changed the World*, students need to cite these sources correctly.

ⓘ Consider reminding students that their work with citation supports their engagement with substandard L.9-10.3.a, which requires that students write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*).

Remind students that someone can *plagiarize* by copying and pasting the exact words from a source without quoting it but also by using different words to express the same idea as another author (e.g., if someone takes the central claim and evidence from another essay and writes it with different words, it is still considered *plagiarism* if the source is not cited). Remind students that even though they might have similar opinions or views as the author of one of their sources, they must create an original argument based on all the evidence available to them and cite sources wherever possible.

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ⓘ The goal of this essay is for students to construct their own argument and support it with the claims made in supplementary texts like "How Fast Fashion Kills," not for students to repeat the arguments of these texts verbatim.

- Students listen, and review the MLA Citation Handout.

Activity 4: Analyzing Evidence and Reasoning 25%

Instruct students to take out their Argument Outline Tools. Remind students that the portion of the outline they completed in the previous lesson is the frame for the essay's introduction (which introduces the central claim) and the body (which presents the claims, counterclaims and evidence that support the central claim). Instruct students to look at the first supporting claim on the Argument Outline Tool. Explain that they need to be able to analyze the evidence that they chose to support each supporting claim in the body of their essay. Students must briefly write how this evidence supports each supporting claim or corresponding counterclaim. Additionally, students must analyze the strengths and limitations of each supporting claim or counterclaim. Inform students that this analysis is the starting point for each body paragraph.

- Students follow along.

Instruct students to form pairs to discuss their ideas about how the evidence supports their claims, and possible strengths and limitations of their claim or counterclaim. Then students should record their thinking by completing the "analysis" and "reasoning" portions of the Argument Outline Tool.

- Students discuss their ideas in pairs and fill in the Argument Outline Tool.

- See the Model Argument Outline Tool for examples of analysis of evidence.

Activity 5: Lesson Assessment 25%

Inform students that are now to independently draft their first body paragraph for the lesson assessment, using the outline they have established on the Argument Outline Tool. Remind students that this is a first draft, and while they should be focusing on the conventions established, they are to edit and refine their writing in later lessons. Inform students that their lesson assessment is to complete a draft of the first body paragraph and that they shall have additional time for homework to complete their other body paragraphs.

Remind students to consider the use of transitional words and phrases and rhetorical techniques as they draft their body paragraph. Remind students that they should also employ the MLA citation techniques from their MLA Citation Handout to properly cite their sources.

Inform students that this assessment is evaluated using W.9-10.1.a-b on the 9.4 Rubric and Checklist. Remind students to refer to this as they are writing their body paragraph.

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ⓘ The process of writing an argument essay involves drafting, peer review, editing, and revising. If access to technology is available, consider using a cloud or electronic storage system (MS Word, Google Drive, etc.) that allows each student to write and track changes using a word processing program. If technological resources are not available, use the established classroom protocols for drafting, editing, and revising hard copies.

- Students independently draft the first body paragraph of their essay.

ⓘ Consider having students email their body paragraph to the teacher, uploading them to a cloud for teacher access, or handing in a hardcopy for assessment.

- See the High Performance Response at the beginning of this lesson.

Activity 6: Closing 10%

Display and distribute the homework assignment. For homework, instruct students to continue drafting their body paragraphs based on the outline they established on their Argument Outline Tool. Students should continue to employ the MLA citation techniques from their MLA Citation Handout to properly credit their evidence sources. Students should also use strong transitional words and phrases from their Connecting Ideas Handout. Students should come to the next lesson prepared to share their body paragraph drafts.

- Students follow along.

Homework

Continue drafting body paragraphs based on the outline established on the Argument Outline Tool, properly citing sources and connecting claims and counterclaims with transitional language.

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CONNECTING IDEAS

USING TRANSITIONAL WORDS AND PHRASES

Transitional words and phrases create links between your ideas when you are speaking and writing. They help your audience understand the logic of your thoughts. When using transitional words, make sure that it is the right match for what you want to express. And remember, transition words work best when they are connecting two or more strong ideas that are clearly stated. Here is a list of transitional words and phrases that you can use for different purposes:

ADD RELATED INFORMATION	GIVE AN EXAMPLE OR ILLUSTRATE AN IDEA	MAKE SURE YOUR THINKING IS CLEARLY UNDERSTOOD	COMPARE IDEAS OR SHOW HOW IDEAS ARE SIMILAR	CONTRAST IDEAS OR SHOW HOW THEY ARE DIFFERENT
• furthermore • moreover • too • also • again • in addition • next • further • finally • and, or, nor	• to illustrate • to demonstrate • specifically • for instance • as an illustration • for example	• that is to say • in other words • to explain • i.e., (that is) • to clarify • to rephrase it • to put it another way	• in the same way • by the same token • similarly • in like manner • likewise • in similar fashion	• nevertheless • but • however • otherwise • on the contrary • in contrast • on the other hand
EXPLAIN HOW ONE THING CAUSES ANOTHER	**EXPLAIN THE EFFECT OR RESULT OF SOMETHING**	**EXPLAIN YOUR PURPOSE**	**LIST RELATED INFORMATION**	**QUALIFY SOMETHING**
• because • since • on account of • for that reason	• therefore • consequently • accordingly • thus • hence • as a result	• in order that • so that • to that end, to this end • for this purpose • for this reason	• First, second, third… • First, then, also, finally	• almost • nearly • probably • never • always • frequently • perhaps • maybe • although

ODELL EDUCATION

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MLA Citation Handout

Name:		Class:		Date:	

In-Text Citations

For in-text citations, use the following as examples:

"People and animals are supposed to be together." (Grandin, p. 5)

Grandin says, "People and animals are supposed to be together" (p. 5).

Works-Cited Page

Here are the different citation methods for various forms of media:

Book

Basic format:

Last Name, First Name. *Title of Book*. Place of Publication: Publisher, Year of Publication. Medium of Publication.

Example:

Smith, Joe. *Joe Smith's Theory of the Universe*. New York: Books Limited, 2013. Print.

Magazine/Journal

Basic Format:

Author(s). "Title of Article." *Title of Periodical* Day Month Year: Pages. Medium of Publication.

Example:

Smith, Joe. "Joe Smith's Theory of the Universe." *Universe Theories*. 20 Apr. 1989: pp. 100–109. Print.

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Website

Basic Format:

Editor, Author or Compiler Name (if available). *Name of Site*. Version Number. Name of Institution/Organization Affiliated with the Site (Sponsor or Publisher), Date of Resource Creation (if available). Medium of Publication. Date of Access.

Example:

Smith, Joe. *Guide to My Theory of the Universe*. UniverseBlogs. 16 Apr. 2001. Web. 19 Dec 2013.

Motion Picture

Basic Format:

Title of Motion Picture. Director. If relevant, list performers using 'perf.' to distinguish them from director. Distributor. Date of Release. Medium.

Example:

Theories of the Universe. Dir. Joe Smith. Perf. Joe Smith, Jane Smith, Robert Smith. Touchstone. 2012. DVD.

Adapted from The Purdue OWL Family of Sites. The Writing Lab and OWL at Purdue and Purdue University, 2008. Web. 1 Dec. 2013.

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Model Argument Outline Tool

Name:		Class:		Date:	

[Introduction]

Question: ***Who bears the most responsibility for ensuring that goods are ethically produced? Provide evidence from Sugar Changed the World and at least two additional texts in your response*.**

Central Claim: Consumers bear the responsibility for the ethical production of goods.

[Body] **Supporting Claim:** Consumers who buy cheap clothes are responsible for the exploitation of the workers who make these cheap clothes.	**Counterclaim:** The U.S. Government's lift on the quota of imports is responsible for the exploitation of the workers who make cheap clothes.
Evidence: "The reason we have fast fashion is …working in safe and legal conditions." ("How Your Addiction to Fast Fashion Kills," paragraph 4) **Reasoning:** *How does the evidence support your claim?* The production of cheap clothes is made possible only by denying fair wages and safe labor conditions to the people who make them. Therefore, consumers who choose to buy cheap clothes support the exploitation of workers. **Strengths and Limitations** *What are the strengths of this claim? The limitations of this claim?* The strength of this claim is that it draws a clear connection between the demands of the consumer and the exploitation of workers. The limitation of this claim is that it does not take into account the role of businesses in the supply and demand relationship.	**Evidence**: "in 2005 the U.S. government lifted quotas on imports… helped fuel the explosion of fast fashion" ("How Your Addiction to Fast Fashion Kills," paragraph 6) **Reasoning:** *How does the evidence support the counterclaim?* If the government had not lifted quotas on imports, then there would be a check on how much cheap clothing could be bought and sold. **Strengths and Limitations:** *What are the strengths of this counterclaim? The limitations of this counterclaim?* A strength of this counterclaim is that it appeals to authority and adds nuance to the topic. A limitation of this counterclaim is that it does not address the role of businesses in this relationship.

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Supporting Claim: Consumers have an ethical responsibility to seek out and buy ethically produced goods, even if it costs more.	**Counterclaim:** Consumers who live on the poverty line need access to inexpensive goods.
Evidence: "Scafidi and Cline believe consumers would pay a little bit more …peace of mind knowing that shirt was made by workers treated not just humanely, but fairly?" ("How Your Addiction to Fast Fashion Kills," paragraph 13) **Reasoning:** *How does the evidence support your claim?* The evidence supports this claim because it shows that the way people are treated is as important to consumers as what they are buying. **Strengths and Limitations:** *What are the strengths of this claim? The limitations of this claim?* A strength of this claim is that it is ethically superior because it cares more about people than things. A limitation of this claim is the assumption that people would prefer to pay more to buy ethically manufactured clothes—people do buy a lot of fast fashion, so there is no proof to support Scafidi and Cline's claim that people would actually spend more to buy ethical clothes.	**Evidence**: "Especially in a recession, cheap clothing is a welcome industry for many. People in western countries living on the poverty line need to buy clothes for their children." ("Who Really Pays for our Cheap Clothes," paragraph 10) **Reasoning:** *How does the evidence support this counterclaim?* This evidence supports the idea that there are people in western countries who are also in desperate financial situations and rely on fast fashion to clothe their children. **Strengths and Limitations:** *What are the strengths of this counterclaim? The limitations of this counterclaim?* The strength of this counterclaim is that it calls into question the idea that all consumers can realistically choose to abstain from buying cheap clothing. The limitation of this counterclaim is that it does not address the alternate solution of reused and recycled clothing sold at cheap prices (like from thrift stores or vintage shops).
Supporting Claim: Consumers should boycott companies that do not make their goods ethically.	**Counterclaim:** Sweatshops provide important jobs for poor people in poor countries, and boycotts will just make those factories shut down and take away those jobs.
Evidence: "Slave labor was valuable because it produced cheap sugar... some 400,000 English people stopped buying the sugar that slaves grew and harvested." (*Sugar Changed the World,* p. 78)	**Evidence**: "The best way to help people in the poorest countries isn't to campaign against sweatshops but to promote manufacturing there." ("Where Sweatshops are a Dream," paragraph 14)

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Reasoning: *How does the evidence support your claim?* This evidence supports the claim because it shows that boycotting was something that was used historically, and can be a model for consumer activism in contemporary times. **Strengths and Limitations:** *What are the strengths of this claim? The limitations of this claim?* The strength of this claim is that it uses a successful boycott in the past as evidence that similar boycotts could be successful now. The limitation of this claim is that it does not explain where consumers will get their goods once they boycott an unethical source.	**Reasoning:** *How does the evidence support this counterclaim?* This evidence supports the counterclaim because it asserts that providing people in need with jobs is the ethical choice—rather than taking away their jobs and ability to make money, we should provide them with more jobs. **Strengths and Limitations:** *What are the strengths of this counterclaim? The limitations of this counterclaim?* The strength of this counterclaim is that it offers an ethical approach to the exploitation of workers. The limitation of this counterclaim is that it does not address the exploitation of workers that is widespread at factories—how would creating more factories address these abuses?
[Conclusion]	

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9.4.1 Lesson 26

Introduction

In this lesson, students review how to use formal style and objective tone in their argument writing. After revisiting the conventions of formal style and objective tone established in 9.3.3, students engage in peer review and teacher conferences of the first drafts of their introduction and body paragraphs. Students are assessed on their successful incorporation of peer and teacher feedback on formal style, objective tone, and the development of claims and counterclaims in a one body paragraph.

For homework, students continue to revise the remaining body paragraphs of their argument essay for formal style, objective tone, and the development of claims and counterclaims.

Standards

Assessed Standard(s)	
W.9-10.1.b, d	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
Addressed Standard(s)	
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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Assessment

Assessment(s)
Student learning is assessed via a one body paragraph written in formal style and objective tone, into which students incorporate peer and teacher feedback regarding the fair development of both claims and counterclaims. ⓘ This assessment is evaluated using the Short Response Rubric and Checklist.
High Performance Response(s)
A High Performance Response should: • Incorporate both teacher and peer feedback to strengthen writing. • Make revisions to strengthen the fair development of both claims and counterclaims. • Make revisions to strengthen formal style and objective tone.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• None.*
Vocabulary to teach (may include direct word work and/or questions)
• None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the texts, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: • Standards: W.9-10.1.b, d, W.9-10.5, SL.9-10.1, L.9-10.3 • Text: *Sugar Changed the World* and all supplementary module texts	

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Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Objective and Formal Tone Review	3. 10%
4. Peer Review and Teacher Conference	4. 45%
5. Lesson Assessment	5. 25%
6. Closing	6. 5%

Materials

- Student copies of the Short Response Rubric and Checklist (refer to 9.4.1 Lesson 1)
- Student copies of the MLA Citation Handout (refer to 9.4.1 Lesson 25)
- Student copies of the Connecting Ideas Handout (refer to 9.4.1 Lesson 25)

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	**Percentage indicates the percentage of lesson time each activity should take.**
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
🗨	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda 5%

Begin by reviewing the agenda and the assessed standards for this lesson: W.9-10.1.b, d. Inform students that in this lesson they are reviewing the conventions of formal style and objective tone for an argument essay. Students then engage in peer review and teacher conferences about the first drafts of their body paragraphs for the purpose of editing for formal tone, objective style, and the development of claims and counterclaims.

Ask students to take out their 9.4 Common Core Learning Standards Tool and read standard W.9-10.1.d. Instruct students to assess their familiarity with and mastery of it.

- ▸ Students look at the agenda.

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Instruct students to box unfamiliar words.

ⓘ Consider providing students with the following definitions: *norms* means "standards or patterns" and *discipline* means "the branch of learning." In other words, students should use patterns of writing appropriate to the ELA *discipline*.

Activity 2: Homework Accountability 10%

Ask students to form pairs. Instruct students to exchange the first drafts of their body paragraphs with a partner. Students review each other's citations strategies and use of transitional words and phrases, providing positive feedback and highlighting areas for improvement. To guide their feedback, students reference the MLA Citations Handout and the Connecting Ideas Handout.

- Students form pairs and provide feedback on the citation strategies employed in each other's first drafts.

- Student annotation should include:
  - When quoting an article, you are supposed to record both the last name of the author and the page number in parentheses, but I only see the last name of the author here.

Instruct students to return the homework to their partner, so that each student has their original body paragraph.

Activity 3: Objective and Formal Tone Review 10%

Remind students of the importance of maintaining a formal style in academic writing. This was an important element of students' work when writing their research paper for Module 9.3 and it is also an important element of their argument writing in this module. Remind students that a formal style uses correct and specific language, correct grammar, and complete sentences. Remind students to avoid contractions (e.g., don't), abbreviations (e.g., gov't), or slang (e.g., ain't).

- Students listen.

Display two sentences for students:

- People aren't responsible for what happens when they snag hot deals; it's the fault of the gov't.
- People are not responsible for what happens when they buy cheap clothing; consequences are the fault of the government.

Ask students to briefly identify which sentence is formal and which is informal.

- The first sentence is informal because it uses contractions, abbreviations and slang. The second sentence is formal because it develops the same topic, but with full words and proper grammar.

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ⓘ Consider asking students to return to the notes and revision they did with formal style and objective tone in 9.3, in the context of information and research writing.

Explain to students that along with formal tone, it is equally important to maintain an objective tone. Ask students to share what they remember about objective tone from writing their research papers in 9.3.

- When writing a research paper, writing with an objective tone means that the writer should avoid expressing their personal opinions and focus on presenting information gathered from research. Writing with an objective tone also means using the third person point of view (i.e., he, she, it, they, one), instead of the first person point of view (I, we) or the second person point of view (you).

Remind students that a successful argument essay is informative, persuasive, and meant to clearly present an argument based on evidence. Ask students to volunteer some of the rhetorical devices they have explored throughout the module in their analysis of successful argument writing:

- Students may identify some or all of the following rhetorical devices:
  - Direct address of the reader
  - Appeal to pathos or emotion
  - Rhetorical questions
  - Appeal to authority

How does objective tone in argument writing advance an author's purpose?

- The goal of argument writing is to convince the reader to agree with the central claim of the essay. Successful argument writing often employs rhetorical strategies like direct address of the audience and emotional language to make a point. Objective tone in an argument piece means that all arguments are based on the evidence that is available, rather than solely on personal opinions.

ⓘ **Differentiation Consideration**: If students struggle to come to this understanding, consider revisiting argument essays that students have read throughout this module, like "Sweatshops are a Dream" and "How Your Addiction to Fast Fashion Kills" to provide examples what objective tone looks like in the context of an argument text.

ⓘ Consider drawing students' attention to their application of standard L.9-10.3 through the process of applying their knowledge of language to understand how language functions in different contexts. In this case, students consider how to use language to achieve an objective tone in an argument.

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Activity 4: Peer Review and Teacher Conference 45%

Inform students that for the rest of this lesson they engage in both peer review and teacher conferences. Assign students an individual time to meet with the teacher to discuss feedback on their argument essays. Then instruct students to form pairs to review W.9-10.1.b and d on the Short Response Rubric and Checklist to guide their peer review of formal style, objective tone, and the development of claims and counterclaims. Remind students that in this lesson, they should continue the work on collaborative discussion outlined in SL.9-10.1, to which students were previously introduced. Remind students these discussion strategies have been taught in previous modules.

ⓘ If time is limited, consider continuing teacher conferencing in the following lesson, 9.4.1 Lesson 27, to ensure that all students have the opportunity for teacher feedback. Students return to peer review and continue teacher conferences in 9.4.1 Lesson 28.

- Students review W.9-10.1.b and d, and discuss in pairs before peer reviewing their partner's body paragraphs.

Instruct students who are scheduled for individual conferences to meet with the teacher to discuss their argument essay.

ⓘ Consider providing teacher feedback on student work in an electronic format (MS Word, Google Drive, etc.). If technological resources are not available, use the established classroom protocols for drafting, editing, and revising hard copies.

Activity 5: Lesson Assessment 25%

Instruct students to independently revise one of their body paragraphs based on peer and teacher feedback for formal style, objective tone, and the development of claims and counterclaims. Inform students that the assessment is based on their editing and incorporation of peer and teacher feedback.

Remind students to use the Short Response Rubric and Checklist, and that this assessment is evaluated according to criteria for W.9-10.1.b, and d.

- Students revise one of the body paragraphs of their argument essay based on peer and teacher feedback.

- See the High Performance Response at the beginning of this lesson.

Activity 6: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to review and revise all of the body of their argument essay to ensure they are using formal style, objective tone, and

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sufficient development of their claims and counterclaims throughout the essay. Remind students to refer to the Short Response Rubric and Checklist to guide their revisions.

- Students follow along.

Homework

Review and revise all of the body paragraphs of your argument essay for formal style, objective tone, and sufficient development of your claims and counterclaims. Use the Short Response Rubric and Checklist to guide your revisions.

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9.4.1 Lesson 27

Introduction

In this lesson students are introduced to writing conclusions, and learn about clarity and cohesion in writing. Students draft their conclusions in class, and are assessed on their concluding statements that follow from and support the reasoning developed in their essays.

For homework, students revise their argument essays for cohesion and clarity.

Standards

Assessed Standard(s)	
W.9-10.1.e	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. e. Provide a concluding statement or section that follows from and supports the argument presented.
Addressed Standard(s)	
W.9-10.1.c	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Assessment

Assessment(s)
Student learning in this lesson is assessed based on students' first drafts of concluding statements. ⓘ Student conclusions are assessed using W.9-10.1.e on the 9.4 Rubric and Checklist.
High Performance Response(s)

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A High Performance Response should:

- Be one or two paragraphs in length.
- Restate the central claim of the argument made in the introduction.
- Briefly summarize the supporting claims in the essay that support this central claim.
- Offer a new way of thinking about the argument.

ⓘ See Model Argument Outline Tool for sample student conclusion.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• None.*
Vocabulary to teach (may include direct word work and/or questions)
• None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text(s), students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: W.9-10.1.e, W.9-10.1.c, W.9-10.4	
• Text: *Sugar Changed the World* and all supplementary module texts	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 10%
2. Homework Accountability	2. 10%
3. Cohesion and Clarity Review	3. 25%
4. Conclusion Instruction	4. 20%
5. Lesson Assessment	5. 30%
6. Closing	6. 5%

Materials

- Student copies of the 9.4 Common Core Learning Standards Tool (refer to 9.4.1 Lesson 9)

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- Student copies of the 9.4 Rubric and Checklist (refer to 9.4.1 Lesson 14)
- Copies of the Conclusions Handout for each student
- Student copies of the Argument Outline Tool (refer to 9.4.1 Lesson 24)

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	**Percentage indicates the percentage of lesson time each activity should take.**
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
🗨	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda 10%

Begin by reviewing the agenda for this lesson and assessed standard: W.9-10.1.e. In this lesson, students receive instruction on cohesion and clarity in central claim development, and writing conclusion paragraphs. Students draft their conclusions in class, and revise their argument for cohesion and clarity for homework.

▸ Students look at the agenda.

Distribute or ask students to take out their copies of the 9.4 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: W.9-10.1.e. Ask students to individually read this standard on their tools and assess their familiarity with and mastery of it.

▸ Students read and assess their familiarity with standard: W.9-10.1.e.

Instruct students to compare this new standard to the familiar standard W.9-10.2.f. Ask students to compare these two standards—how are they similar? How are they different? Lead a brief discussion about these standards.

🗨 Student observations may include:

- Both W.9-10.1.e and W.9-10.2.f are about providing a concluding statement
- Both state that the concluding statement should support the information presented in the rest of the essay
- W.9-10.1.e is about writing a conclusion for an argument essay
- W.9-10.2.f is about writing a conclusion for an informative essay

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Activity 2: Homework Accountability 10%

Instruct students to share their revised body paragraphs in pairs. Instruct students to discuss how they revised their body paragraphs for formal style, objective tone, and the development of supporting claims and counterclaims.

- Students share their body paragraphs in pairs and discuss the revision process.

Activity 3: Cohesion and Clarity Review 25%

Remind students that they have already reviewed standard W.9-10.1.c regarding the use of transitional words and phrases to create cohesion and clarity in arguments. In this lesson, students build upon this work and explore how to create clear and cohesive relationships across the central claim, supporting claims, counterclaims, evidence, and reasoning in their arguments.

Provide the following definition: *cohesion* means "the action or fact of forming a united whole."

ⓘ **Differentiation Consideration:** Consider reviewing with students the terms used in this module to discuss argument and argument writing.

- Argument: the composition of precise claims about a topic, including relevant and sufficient evidence, and valid reasoning
- Central claim: an author or speaker's main point about an issue in an argument
- Supporting claim: smaller, related points that reinforce or advance the central claim
- Evidence: the topical and textual facts, events, and ideas from which the claims of an argument arise, and which are cited to support those claims
- Reasoning: the logical relationships among ideas, including relationships among claims and relationships across evidence

Inform students that they have done this kind of analysis in the context of argument writing throughout the unit, when they delineated and evaluated arguments and evidence in supplementary texts. Ask students to apply these same analytical skills to their own writing. Remind students that effective argument writing not only develops supporting claims and counterclaims with evidence, but also clearly represents the reasoning that connects claims, counterclaims, and evidence.

Display the following two paragraphs for students to read:

- People in the west should not buy cheap clothes because there are workers in countries like Bangladesh who die because of the bad conditions there. Poor people in the west need to be able to buy cheap clothes. The conditions in factories will not improve if people do not stop buying cheap clothes. Everyone needs to buy ethical clothing even if it costs more money.

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- Factory conditions in countries like Bangladesh are really terrible, sometimes the factories even collapse or burn down and the people that work there die. One of the reasons the factories are so run down is because people in the West want to buy cheap clothing, so the businesses that sell the clothes build cheap and unsafe factories to save money. One way to change the situation is for businesses to spend more money on safer factories and charge more for their clothes to make up for it. However, some people in the West argue that they can only afford to buy cheap clothes because they are living in poverty, but ultimately access to cheap clothing is not as important as preventing the deaths of the people who work in these factories.

ⓘ **Differentiation Consideration:** Consider reading the two paragraphs aloud for students.

After students have read the examples, post or project the following questions for students to answer in pairs.

Which paragraph is more cohesive?

- The second paragraph is more cohesive. The first paragraph is choppy and disconnected, and the ideas do not flow together as a unified whole.

What about the first paragraph makes it less cohesive?

- The first paragraph makes a series of statements, but does not connect them or explain why they go together in the same paragraph. The author's argument is not clearly organized or developed into a united whole. The first paragraph does not use transitional words or phrases at all.

What about the second paragraph makes it more cohesive?

- The second paragraph is more organized and has clear relationships between the claims, evidence, supporting claims, counterclaims and reasoning. The second paragraph uses transitional words and phrases like "one of the reasons," and "however" to connect claims, counterclaim and reasoning.

Share with students that, in a way, writing an argument essay is like participating in a debate: writers persuade the audience that their argument is strongest by presenting and refuting counterclaims. To do this, students must begin by establishing the central claim of their argument, and then clearly explain, step by step with supporting claims, why that central claim is stronger than possible opposing claims or counterclaims.

Explain to students that cohesion comes as the result the revision and editing process. Remind students of their previous work with standard W.9-10.4, which requires that students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

How does the second paragraph refute the counterclaim that it presents?

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- The second paragraph refutes the counterclaim that people living in poverty in the U.S. can only afford to buy cheap clothing by making this counterclaim seem less important that the supporting claim by comparing the need for cheap clothes to human lives. That makes the counterclaim seem less important because clothes are not a matter of life or death.

Lead a brief whole-class discussion of student responses.

Activity 4: Conclusion Instruction 20%

Inform students that a crucial component of cohesion and clarity in an argument essay is writing a conclusion and introduction that work together. An effective introduction introduces a central idea, and an effective conclusion restates this central idea.

Inform students that they will write a first draft of their conclusion today in class. Direct students to turn to the checklist for substandard W.9-10.1.e in their 9.4 Rubric and Checklist. Remind students to refer to this checklist while writing their conclusions.

- Students read substandard W.9-10.1.e on their 9.4 Rubric and Checklist.

Ask students to identify the elements that contribute to a strong conclusion.

- Student responses may include:
  - An effective conclusion restates the central claim of the essay.
  - An effective conclusion summarizes select pieces of evidence that support this claim.
  - An effective conclusion offers a new way of thinking about the issue.

ⓘ Students may recall their work with W.9-10.2.f and writing conclusions in their research papers in 9.3.

ⓘ **Differentiation Consideration:** Consider reviewing the difference between "repeating" and "restating" with students: to repeat something means to say something again, while to restate means to say something again in a different way.

Inform students that an effective conclusion of an argument piece contains similar elements as those they included in their argument essays. Explain that after moving from the more general ideas of the introduction to the more specific claims and counterclaims that make up the body of the essay, the conclusion will move back to more general ideas. An effective conclusion in an argument piece will:

- Restate the central claim of the argument and why this is important.
- Summarize the supporting claims.
- Summarize counterclaims and briefly address their limitations.
- Potentially include a call to action or offer a brief overview of possibilities for the future.

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ⓘ Information in this section adheres to MLA style conventions and is modeled after instruction on the Conclusions Handout from: http://owl.english.purdue.edu

Instruct students to outline their concluding statement on their Argument Outline Tool.

- Students write down ideas for their conclusion on their Argument Outline Tool.

Activity 5: Lesson Assessment 30%

Instruct students to independently draft their conclusions for the lesson assessment, based on the ideas they wrote on their Argument Outline Tool. Remind students that this is a first draft, and while they should be focusing on the conventions established, they will have an opportunity to edit and refine their writing in the next lesson. Inform students that this assessment will be evaluated using W.9-10.1.e on the 9.4 Rubric and Checklist. Remind students to refer to the checklist as they are writing their conclusions.

- Students independently draft the conclusion of their essays on their Argument Outline Tool.

ⓘ **Differentiation Consideration:** Consider having students email their conclusions to the teacher, upload them to a cloud for teacher access, or hand in a paper copy for assessment.

- See the High Performance Response at the beginning of this lesson.

Activity 6: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to review and revise the complete first draft of their argument essay for cohesion and clarity. Remind students to refer to substandard W.9-10.1.c on the 9.4 Rubric and Checklist to guide their revisions.

- Students follow along.

Homework

Review and revise the complete first draft of your argument essay for cohesion and clarity using W.9-10.1.c on the 9.4 Rubric and Checklist to guide their revisions.

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Conclusions

Summary:

This resource outlines the generally accepted structure for introductions, body paragraphs, and conclusions in an academic argument paper. Keep in mind that this resource contains guidelines and not strict rules about organization. Your structure needs to be flexible enough to meet the requirements of your purpose and audience.

Contributors: Allen Brizee
Last Edited: 2013-03-01 08:01:53

Conclusions wrap up what you have been discussing in your paper. After moving from general to specific information in the introduction and body paragraphs, your conclusion should begin pulling back into more general information that restates the main points of your argument. Conclusions may also call for action or overview future possible research. The following outline may help you conclude your paper:

In a general way,

- Restate your topic and why it is important,
- Restate your thesis/claim,
- Address opposing viewpoints and explain why readers should align with your position,
- Call for action or overview future research possibilities.

Remember that once you accomplish these tasks, unless otherwise directed by your instructor, you are finished. Done. Complete. Don't try to bring in new points or end with a whiz bang(!) conclusion or try to solve world hunger in the final sentence of your conclusion. Simplicity is best for a clear, convincing message.

The preacher's maxim is one of the most effective formulas to follow for argument papers:

1. Tell what you're going to tell them (introduction).
2. Tell them (body).
3. Tell them what you told them (conclusion).

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Model Argument Outline Tool

Name:		Class:		Date:	

[Introduction]

Question: *Who bears the most responsibility for ensuring that goods are ethically produced? Provide evidence from Sugar Changed the World and at least two additional texts in your response.*

Central Claim: Consumers bear the responsibility for the ethical production of goods.

[Body] **Supporting Claim:** Consumers who buy cheap clothes are responsible for the exploitation of the workers who make these cheap clothes.	
Evidence: "The reason we have fast fashion is…working in safe and legal conditions." ("How Your Addiction to Fast Fashion Kills") **Reasoning:** *How does the evidence support your claim?* The production of cheap clothes is made possible only by denying fair wages and safe labor conditions to the people who make them. Therefore, consumers who choose to buy cheap clothes support the exploitation of workers. **Strengths and Limitations:** *What are the strengths of this claim? The limitations of this claim?* The strength of this claim is that it draws a clear connection between the demands of the consumer and the exploitation of workers. The limitations of this claim is that it does not take into account the role of businesses in the supply and demand relationship.	**Evidence**: "in 2005 the U.S. government lifted quotas on imports… helped fuel the explosion of fast fashion." ("How Your Addiction to Fast Fashion Kills") **Reasoning:** *How does the evidence support the counterclaim?* If the government had not lifted quotas on imports, then there would be a check on how much cheap clothing could be bought and sold. **Strengths and Limitations** *What are the strengths of this counterclaim? The limitations of this counterclaim?* A strength of this counterclaim is that it appeals to authority and adds nuance to the topic. A limitation of this counterclaim is that it does not address the role of businesses in this relationship.
Supporting Claim: Consumers have an ethical responsibility to seek out and buy ethically produced goods, even if it costs more.	**Counterclaim:** Consumers who live on the poverty line need access to inexpensive goods.

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Evidence: "Scafidi and Cline believe consumers would pay a little bit more…peace of mind knowing that shirt was made by workers treated not just humanely, but fairly?" ("How Your Addiction to Fast Fashion Kills") **Reasoning:** *How does the evidence support your claim?* The evidence supports this claim because it shows that the way people are treated is as important to consumers as what they are buying. **Strengths and Limitations:** *What are the strengths of this claim? The limitations of this claim?* A strength of this claim is that it is ethically sound because it cares more about people than things. A limitation of this claim is the assumption that people would prefer to pay more to buy ethically manufactured clothes -- people do buy a lot of fast fashion, so there is no proof to support Scafidi and Cline's claim that people would actually spend more to buy ethical clothes.	**Evidence**: "Especially in a recession, cheap clothing is a welcome industry for many. People in western countries living on the poverty line need to buy clothes for their children." ("Bangladesh Factory Collapse: Who Really Pays for our Cheap Clothes" p. 2) **Reasoning:** *How does the evidence support this counterclaim?* This evidence supports the idea that there are people in western countries who are also in desperate financial situations, and rely on fast fashion to clothe their children. **Strengths and Limitations:** *What are the strengths of this counterclaim? The limitations of this counterclaim?* The strength of this counterclaim is that it calls into question the idea that all consumers can realistically choose to abstain from buying cheap clothing. The limitation of this counterclaim is that it does not address the alternate solution of reused and recycled clothing sold at cheap prices (like from thrift stores or vintage shops).
Supporting Claim: Consumers should boycott companies that do not make their goods ethically.	**Counterclaim:** Sweatshops provide important jobs for poor people in poor countries, and boycotts will just make those factories shut down and take away those jobs.
Evidence: "Slave labor was valuable because it produced cheap sugar...some 400,000 English people stopped buying the sugar that slaves grew and harvested." (*Sugar Changed the World,* 78) **Reasoning:** *How does the evidence support your claim?* This evidence supports the claim because it shows that boycotting was something that was used historically, and can be a model for	**Evidence**: "The best way to help people in the poorest countries isn't to campaign against sweatshops but to promote manufacturing there." ("Where Sweatshops are a Dream") **Reasoning:** *How does the evidence support this counterclaim?* This evidence supports the counterclaim because it asserts that providing people in need with jobs is the ethical choice—rather than taking away their jobs and ability to make money, we should provide them

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consumer activism in contemporary times. **Strengths and Limitations:** *What are the strengths of this claim? The limitations of this claim?* The strength of this claim is that it uses a successful boycott in the past as evidence that similar boycotts could be successful now. The limitation of this claim is that it does not explain where consumers will get their goods once they boycott an unethical source.	with more jobs. **Strengths and Limitations:** *What are the strengths of this counterclaim? The limitations of this counterclaim?* The strength of this counterclaim is that it offers an ethical explanation for providing jobs to workers. The limitation of this counterclaim is that it does not address the exploitation of workers that is widespread at factories—how would creating more factories address these abuses?
[Conclusion] As consumers of fast fashion we bear the most responsibility for stopping the exploitation of workers that is going on in garment factories, because it is our demand for these clothes that causes this exploitation in the first place. Everyone in the world deserves to have a fair chance at having a good job and life. By making individual ethical choices about the clothes we buy as well as organizing and participating in large scale boycotts, someday we will be able to buy clothes at any store and feel good about where they came from and how they were made.	

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9.4.1 Lesson 28

Introduction

In this lesson, students continue to revise and edit their argument essays. Students review grammatical conventions established in 9.3 and receive direct instruction on parallel structure and the importance of varying phrases and clauses in conveying meaning and adding interest. Students engage in a second round of peer review in order to incorporate this new learning into their drafts. Students are assessed through the revisions they have made in response to peer feedback.

For homework students will continue to revise their drafts in preparation for the End-of-Unit Assessment.

Standards

Assessed Standard(s)	
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
L.9-10.1.a-b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
Addressed Standard(s)	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly and persuasively.
L.9-10.2.a-c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

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	b. Use a colon to introduce a list or quotation. c. Spell correctly.

Assessment

Assessment(s)
Student learning in this lesson is assessed via students' revisions of their argument essays based on instruction around L.9-10.1.a-b (use of parallel structure and varied phrases and clauses) and L.9-10.2.a-c (writing conventions: capitalization, punctuation, and spelling). ⓘ This assessment is evaluated using L.9-10.1 and L.9-10.2 on the 9.4 Rubric.
High Performance Response(s)
A High Performance Response should: • Incorporate peer and teacher feedback. • Demonstrate command of conventions of standard English. • Include at least one example of parallel structure. • Use a variety of phrases and clauses in order to communicate specific meanings and add interest to the essay. ⓘ Consider displaying the model response to the End-of-Unit Assessment for students to read. The model response is located in Lesson 29.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• None.*
Vocabulary to teach (may include direct word work and/or questions)
• None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the texts, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf.

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Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: • Standards: W.9-10.5, L.9-10.1.a-b, SL.9-10.1, L.9-10.2.a-c • Text: *Sugar Changed the World* and supplementary module texts	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 10%
2. Homework Accountability	2. 10%
3. Editing Review	3. 20%
4. Peer Review	4. 30%
5. Lesson Assessment	5. 25%
6. Closing	6. 5%

Materials

- Student copies of the 9.4 Common Core Learning Standards Tool (refer to 9.4.1 Lesson 9)
- Copies of the Phrases and Clauses Handout for each student
- Student copies of the 9.4 Rubric and Checklist (refer to 9.4.1 Lesson 14)

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

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Activity 1: Introduction of Lesson Agenda 10%

Begin by introducing the assessed standards for this lesson: W.9-10.5 and L.9-10.1.a-b. In this lesson students review grammatical conventions established in 9.3, and receive direct instruction on parallel structure, and the importance of varying phrases and clauses in their writing. Students engage in a second round of peer review and teacher conferencing in order to incorporate this new learning into their drafts.

- Students look at the agenda.

Distribute or ask students to take out their copies of the 9.4 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: L.9-10.1.a-b. Ask students to individually read this standard on their tools and assess their familiarity with and mastery of it.

- Students read standard L.9-10.1.a-b, assessing their familiarity with and mastery of it.

Instruct students to talk in pairs about what they think the standard and substandard means. Lead a brief discussion about these standards.

- Student responses should include:
  - Students demonstrate command of English conventions in writing and speaking.
  - Students use parallel structure in writing and speaking.
  - Students use varied phrases and clauses to convey meaning and add variety and interest to writing or presentations.

Explain to students that they will learn about and practice using parallel structure and clauses in this lesson.

Activity 2: Homework Accountability 10%

Instruct students to share their revised essays in pairs. Instruct students to discuss how they revised their essays for cohesion and clarity.

- Students share their body paragraphs with a partner and discuss the revision process.

Activity 3: Editing Review 20%

Remind students that they should always incorporate proper capitalization and punctuation into their writing, and remind them that these *conventions* have been addressed in previous modules. Ask students to share what they remember about editing for grammar and spelling from their work writing research papers in module 9.3.

- Student responses may include:

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- Grammar is an important part of writing and should be checked during the editing process.
- Semicolons are a type of punctuation that can connect two stand-alone sentences called "independent clauses."
- Colons are a type of punctuation that can be used to introduce a quotation or a list.

ⓘ Remind students that a *convention* is the way in which something is usually done. For punctuation, a *convention* means the way(s) a punctuation mark is most often used.

ⓘ Consider reminding students that standard L.9-10.2.a-c requires that students demonstrate command of the conventions of standard English capitalization, spelling, and punctuation, including the use of semicolons and colons.

Ask students to share what they remember about *parallel structure* from their work identifying rhetorical techniques earlier in this module.

- Parallel structure indicates the repetition of the same pattern of words or grammatical structure.

ⓘ It may be helpful to remind students that parallel structure is the repetition of the same grammatical structure at the word, phrase, or clause level.

Inform students that another important part of strong writing is the ability to use a variety of types of *phrases* and *clauses* in their writing to add variety and interest.

Remind students that a *phrase* is a group of two or more words that express a single idea but do not usually form a complete sentence. A *clause* is a part of a sentence that has its own subject and verb.

ⓘ Consider reminding students of their work with dependent and independent clauses from 9.3.3 Lesson 7.

Distribute the Phrases and Clauses Handout to students and ask them to follow along while learning about these conventions.

- Students follow along with the Phrases and Clauses Handout.

Explain to students that in writing there are many different ways to present the same idea. Varying the ways in which phrases and clauses are presented can add interest and variety to writing.

Display for students the following example of varied phrases and clauses:

- Mary worked in the factory, where she made t-shirts. The work Mary did allowed her to save money for her children. Because of the money she made, Mary was able to buy her children new clothes.

Display for students the following example of un-varied writing:

- Mary worked in the factory. Mary made t-shirts. Mary saved her money for her children. Mary bought her children new clothes.

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Explain to students that there is no precise formula for how and when to add variety to phrases and clauses in writing. However, it can be helpful to read their writing aloud, listening for places where the writing feels repetitive and changing the types of phrases and clauses in those sections to add interest.

Instruct students to keep the Phrases and Clauses Handout and use it as a reference in their peer feedback and revisions. Remind students to be mindful of their spelling as they revise and edit their work.

Activity 4: Peer Review 30%

Inform students that they will work in pairs to continue to peer review their drafts for use of a variety of phrases and clauses and the correct use of parallel structure in their argument writing. Instruct students to look for instances in their peer's essay where parallel structure or a different type of phrase or clause could be used. Ask students to take out their 9.4 Checklist and review the checklist for standard L.9-10.1.a-b. Ask students to use this checklist as a guide during their peer review. Remind students they should be finalizing their drafts for the next lesson.

Inform students that in this lesson, they will continue the work of collaborative discussion outlined in SL.9-10.1, to which students were previously introduced. Remind students these discussion strategies have been taught in previous modules.

ⓘ Remind students of the skills inherent in the sub-standards of standard SL.9-10.1, to which students were previously introduced.

ⓘ Consider completing any outstanding teacher conferences with students.

Activity 5: Lesson Assessment 25%

Inform students that they should independently review and revise their draft based on peer and teacher feedback. Remind students that they will be assessed using the checklist aligned to L.9-10.1.a-b of the 9.4 Rubric and Checklist.

- Students work to revise their drafts based on peer and teacher feedback.

Activity 6: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to review and revise their argument essay to reflect the conventions of standard English they reviewed in this lesson. Remind students to refer to standard L.9-10.1.a on the 9.4 Rubric and Checklist to guide their revisions.

- Students follow along.

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Homework

Continue to revise your draft to reflect conventions of standard English in preparation for the End-of-Unit Assessment. Refer to standard L.9-10.1.a on the 9.4 Rubric and Checklist to guide your revisions.

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Phrases and Clauses Handout

Name:		Class:		Date:	

Types of Clauses	Definition	Example
Independent	A group of words that contains a subject and a verb and expresses a complete thought.	Mary worked in the factory to make t-shirts.
Dependent	A group of words that contains a subject and a verb but does not express a complete thought.	When Mary worked in the factory to make t-shirts...
Adverbial	A type of dependent clause that functions as an adverb (i.e. it modifies a verb) in an independent clause.	*Because she had to make money*, Mary worked in the factory.
Relative	A type of dependent clause that modifies a word, phrase, or idea in an independent clause. Introduced by relative pronouns (*who, that, which, whom, who, whoever,* etc.)	Mary, *who had to make money*, worked in the factory to make t-shirts.
Noun	A type of dependent clause that functions as a noun within an independent clause.	*What Mary did in the factory* allowed her to feed her children.

Types of Phrases	Definition	Example
Noun	A group of words that acts like a noun in a sentence.	I found *the owner of the dog*.
Verb	The part of a sentence containing the verb and any direct or indirect object but not the subject.	I *was reading the letter to John*
Adjectival	A group of words that acts like an adjective in a sentence.	Humans can be *fairly ridiculous* sometimes.
Adverbial	A group of words that acts like an adverb in a sentence.	The curtains were still, stirred *only occasionally* by a breeze.

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Participial	A group of words consisting of a participle and the modifier(s) and/or (pro)noun(s) or noun phrase(s) that function as the direct object(s), indirect object(s), or complement(s) of the action or state expressed in the participle.* *a participle is a verbal that is used as an adjective and most often ends in *-ing* or *-ed*	*Removing his ha*t, Jack walked inside the store.
Prepositional	A group of words that consists of a preposition* and its object. *preposition is a word governing, and usually preceding, a noun or pronoun and expressing a relation to another word or element in the clause	*At lunch*, Donna ate a sandwich.
Absolute	A group of words that modifies an independent clause. An absolute phrase is made up of a noun and its modifiers.	*Their thin necks white against the sky,* the geese circled above our heads.

Further reference: The Purdue OWL Family of Sites. The Writing Lab and OWL at Purdue and Purdue U. http://owl.english.purdue.edu

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9.4.1 Lesson 29

Introduction

In this lesson, students work in class to complete their final argument essays for their End-of-Unit Assessment. Students call upon the conventions and strategies they have learned over the course of the last five lessons to edit, polish, and rewrite as necessary. Final argument essays should effectively introduce a central claim and support it with valid reasoning and relevant and sufficient evidence in order to answer the question: Who bears the most responsibility for ensuring that goods are ethically produced? Students should provide evidence from at least two of the unit's supplementary texts and *Sugar Changed the World* in their responses**.** Students are evaluated on their final draft's alignment to the criteria established in the 9.4 Rubric and Checklist.

For homework, students continue to read their AIR text through the lens of the focus standard of their choice.

Standards

Assessed Standard(s)	
W.9-10.1.a-e	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.

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Addressed Standard(s)
None.

Assessment

Assessment(s)
End-of-Unit Assessment: Student learning in this lesson is assessed via an argument essay in response to the following prompt: • Who bears the most responsibility for ensuring that goods are ethically produced? ⓘ This assessment is evaluated using the 9.4 Rubric and Checklist.
High Performance Response(s)
A High Performance Response should: • Align with all parts of W.9-10.1.a-e. • Provide evidence from at least two texts as well as *Sugar Changed the World.* • Introduce a precise central claim in response to the question: Who bears the most responsibility for ensuring that goods are ethically produced? • Develop supporting claims and counterclaims fairly, including an analysis of the strengths and limitations of each. • Organize supporting claims, counterclaims, reasons, and evidence in a clear and cohesive manner. • Follow the conventions of standard written English. • Correctly cite all evidence and format the essay according to MLA standards. ⓘ See the Model End-of-Unit Assessment for sample student responses.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
None.*
Vocabulary to teach (may include direct word work and/or questions)
None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the texts, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf.

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Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: • Standards: W.9-10.1.a-e • Text: *Sugar Changed the World* and all supplementary module texts **Learning Sequence:**	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. End-of-Unit Assessment	3. 80%
4. Closing	4. 5%

Materials

- Student copies of the 9.4 Rubric and Checklist (refer to 9.4.1 Lesson 9)
- Copies of the End-of-Unit Assessment Handout for each student

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▸	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda 5%

Begin by reviewing the agenda and assessed standard for this lesson: W.9-10.1.a-e. Explain that in this lesson students are to complete the final draft of their argument essay. This final draft is evaluated as the End-of-Unit Assessment. Instruct students that they are to work independently and turn in their final essay at the end of this lesson.

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- Students look at the agenda.

Activity 2: Homework Accountability 10%

Ask student volunteers to briefly share one or two grammatical edits they made for homework and to explain their decisions by referencing L.9-10.1.a on their 9.4 Rubric and Checklist.

- Students briefly share the revisions they made for homework.

Activity 3: End-of-Unit Assessment 80%

Distribute the End-of-Unit Assessment Handout. Instruct students that they should spend the remaining portion of the class completing the final draft of their argument essays. Inform them that they can use their notes, all rubrics and checklists used in this module, and previous versions of their essays to guide their completion of the final draft.

Explain to students that because it is a formal writing task, the End-of-Unit Assessment should include an introductory statement, well-organized ideas supported by significant and relevant evidence, and a concluding statement or section that articulates the significance of the topic. Remind students to use domain-specific vocabulary, as well as proper grammar, capitalization, punctuation, and spelling to achieve a formal style and objective tone.

Advise students that they should use this time to edit, polish, and/or rewrite as necessary, using all the skills they have learned over the course of this module. Students should also finalize their works cited page and format their essays according to MLA standards. Remind them that their final draft is evaluated on its alignment to the conventions of argument writing (W.9-10.1.a-e) and assessed using the 9.4 Rubric and Checklist.

- Students finalize their argument essays.

ⓘ **Differentiation Consideration:** As an additional requirement, students may be asked to type the final draft of their argument essays in a computer lab.

Activity 4: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to continue reading their AIR text through the lens of a focus standard of their choice and prepare for a 3–5 minute discussion of their text based on that standard.

- Students follow along.

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Homework

Continue to read your AIR text through the lens of a focus standard of your choice and prepare for a 3–5 minute discussion of your text based on that standard.

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End-of-Unit Assessment Handout (9.4.1 Lesson 29)

Name:		Class:		Date:	

Final Argument Essay

Your Task: Rely on the evidence you have gathered to write the final draft of your argument essay. Use the evidence-based central claim, supporting claims, and possible counterclaims you developed on your Argument Outline Tool and refined throughout the drafting process to craft your final essay. Refer to your notes, 9.4 Rubric and Checklist, and previous drafts of your argument essay to guide the completion of your final draft to the following prompt:

Who bears the most responsibility for ensuring that goods are ethically produced?

Your writing is assessed using the 9.4 Rubric and Checklist.

Be sure to:

- Review your writing for alignment with W.9-10.1.a-e.
- Provide evidence from at least two texts as well as *Sugar Changed the World.*
- Introduce a precise central claim.
- Develop supporting claims and counterclaims fairly, including the strengths and limitations of each.
- Organize your supporting claims, counterclaims, reasons, and evidence in a clear and cohesive manner.
- Follow the conventions of standard written English.
- Correctly cite all evidence and format the essay according to MLA standards.

CCSS: W.9-10.1.a-e

Commentary on the Task:

This task measures W.9-10.1.a-e because it demands that students:

- Write an argument essay to support claims in analysis of a substantive topic.
- Introduce a precise central claim and supporting claims, distinguishing these from possible counterclaims and fairly developing these elements with evidence.
- Establish relationships between the central claim, supporting claims, counterclaims, reasons, and evidence in an organized and coherent manner.
- Develop supporting claims and counterclaims fairly, supplying evidence for each.

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- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of argument writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

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Model End-of-Unit Assessment

Name:		Class:		Date:	

You Are Responsible for What You Buy

We all do it; we all love the feeling of finding the best deal. However, the production of cheap clothes is made possible only by denying fair wages and safe labor conditions to the people who make them. Therefore, consumers who choose to buy cheap clothes support the exploitation of workers. Consumers bear the most responsibility for ensuring that goods are ethically produced.

There is a clear connection between the demands of the consumer and the exploitation of workers who produce these goods. Elizabeth Cline, author of *Overdressed: The Shockingly High Price of Cheap Fashion*, writes, "The reason we have fast fashion is the cheap exploited labor around the world." She estimates that "Less than 10% of what we're wearing ... was made in factories where people were paid a living wage and working in safe and legal conditions" (Odell, par. 4). On the contrary, one might argue that the exploitation of laborers is the responsibility of governments, not consumers, because "In 2005 the U.S. government lifted quotas on imports, allowing U.S. companies to import as many clothes from impoverished nations as they wish, which experts believe really helped fuel the explosion of fast fashion" (Odell, par. 6). To put it another way, if the government had not lifted quotas on imports, then there would be a check on how much cheap clothing could be bought and sold by consumers. However, this claim fails to recognize that if there was no demand for fast fashion the government would have no reason to lift quotas in the first place.

Therefore, consumers have the ethical responsibility to seek out and buy ethically produced goods. This may cost more, but because it improves the lives of other people, it is the right thing to do. Elizabeth Cline and law professor Susan Scafidi believe that, "Consumers would pay a little bit more to shop somewhere with ethical manufacturing standards. After all, what would mean more to you as a consumer? Having one more super-cheap shirt, or waiting a little longer to buy a shirt but having the peace of mind knowing that shirt was made by workers treated not just humanely, but fairly?" (Odell, par. 13). In other words, it is better to care about people and have fewer clothes than save money buying a lot of cheap clothes.

However, some would argue that not all people are able to afford more expensive clothes. Consumers who live on the poverty line need access to inexpensive goods. As Anna McMullen explains, "especially in a recession, cheap clothing is a welcome industry for many. People in western countries living on the poverty line need to buy clothes for their children" (McMullen, par. 10). This calls into question the idea that all consumers can really stop buying cheap clothing if they choose to. However, this does not

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address the alternate solution of reused and recycled clothing sold at cheap prices, like clothes from thrift stores or vintage shops.

It is clear that consumers of fast fashion are responsible for the exploitation of workers and can make a positive difference by buying ethically manufactured clothing. However, if the actions of consumers are to result in widespread changes, consumers have a responsibility to organize large-scale boycotts against companies that do not make their goods ethically. This action has worked in the past, for example during the Age of Sugar "…slave labor was valuable because it produced cheap sugar that everyone wanted to buy. But if people stopped buying that sugar, the whole slave system would collapse ... some 400,000 English people stopped buying the sugar that slaves grew and harvested" (Aronson and Budhos, p. 78). This example of a successful boycott in the past is evidence that similar boycotts could be successful now. While it could be argued that sweatshops provide important jobs for poor people in poor countries and boycotts will just make those factories shut down and take away those jobs, this does not take into account the quality of these jobs or the lives of the people who work at the factories.

As consumers of fast fashion, we bear the most responsibility for stopping the exploitation of workers that is going on in garment factories, because it is our demand for these clothes that causes this exploitation in the first place. Everyone in the world deserves to have a fair chance at having a good job and life. By making individual ethical choices about the clothes we buy as well as organizing and participating in large scale boycotts, someday we will be able to buy clothes at any store and feel good about where they came from and how they were made.

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THE WORLD BANK

About Us

GLOBALIZATION

The growing integration of economies and societies around the world

The World Bank Group. 2013.

What is it?

Globalization is an inevitable phenomenon in human history that's been bringing the world closer through the exchange of goods and products, information, knowledge and culture. But over the last few decades, the pace of this global integration has become much faster and more dramatic because of unprecedented advancements in technology, communications, science, transport and industry.

While globalization is a catalyst for and a consequence of human progress, it is also a messy process that requires adjustment and creates significant challenges and problems. This rapid pace of change can be unsettling and most societies want to control or manage it.

Why should I care?

Globalization has sparked one of the most highly charged debates of the past decade.

When people criticize the effects of globalization, they generally refer to economic integration. Economic integration occurs when countries lower barriers such as import tariffs and open their economies up to investment and trade with the rest of the world. These critics complain that inequalities in the current global trading system hurt developing countries at the expense of developed countries.

Supporters of globalization say countries like China, India, Uganda and Vietnam that have opened up to the world economy have significantly reduced poverty.

Critics argue that the process has exploited people in developing countries, caused massive disruptions and produced few benefits.

But for all countries to be able to reap the benefits of globalization, the international community must continue working to reduce distortions in international trade (cutting agricultural subsidies and trade barriers) that favor developed countries and to create a more fair system.

Some countries have profited from globalization:

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- **China:** Reform led to the largest poverty reduction in history. Between 1990 and 2005, poverty rates in the country fell from 60% to 16%, leaving 475 million fewer people in poverty.
- **India:** Cut its poverty rate in half in the past two decades.
- **Uganda:** Poverty fell 40% during the 1990s and school enrollments doubled.
- **Vietnam:** Surveys of the country's poorest households show 98% of people improved their living conditions in the 1990s.

But others have not:

- Many countries in **Africa** have failed to share in the gains of globalization. Their exports have remained confined to a narrow range of primary commodities.

- Some experts suggest poor policies and infrastructure, weak institutions and corrupt governance have marginalized some countries.

- Other experts believe that geographical and climatic disadvantage have locked some countries out of global growth. For example, land-locked countries may find it hard to compete in global manufacturing and service markets.

Over the last few years, there have been protests about the effects of globalization in the United States and Europe. But in many developing countries, there is very strong support for different aspects of integration -- especially trade and direct investment, according to a survey conducted by The Pew Center. In sub-Saharan Africa, 75% of households thought it was a good thing that multinational corporations were investing in their countries.

What is the international community doing?

Some economists have described globalization as a fast train for which countries need to "build a platform" to get on. This platform is about creating a foundation to make sure the country functions well. It includes property rights and rule of law, basic education and health, and reliable infrastructure (such as ports, roads, and customs administration).

International organizations, such as the World Bank, bilateral aid agencies and nongovernmental organizations, work with developing countries to establish this foundation to help them prepare for global integration.

When governments don't provide this foundation and basic services, poor people can't take advantage of the opportunities that globalization offers and are left behind.

It is equally important that the government governs well. If a country's government is corrupt and incompetent, outside agencies won't be able to make a difference.

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What can I do?

If you live in a developed country:

- Learn about the world and current events.
- Volunteer. Search the UN Volunteers or Idealist websites to find out about opportunities worldwide.

If you live in a developing country:

- Stay in school -- study and learn.
- Volunteer to help those in need.
- Encourage other young people to stay in school and to volunteer.
- Learn how much money your government receives in development assistance and take action to ensure government funds are properly spent.

For more information: Global Economic Prospects

Permanent URL for this page: http://go.worldbank.org/V7BJE9FD30

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9.4.1 Performance Assessment

Introduction

In this five-lesson Performance Assessment, students demonstrate the skills and habits they have practiced throughout this module as they read and analyze five new texts and compose an argument essay. These texts provide students with content knowledge as well as a variety of perspectives and arguments on the ethical merits and limitations of local food production as an alternative to globalized food production. These five texts also encourage students to deepen their understanding of the concept of globalization, considering how global trade networks impact the way food is produced and consumed. This work encourages students to use the analysis they completed throughout the module to inform the development of their own argument writing on the topic of ethical production and consumption.

Detailed instructions for the five-lesson assessment follow the prompt. Each lesson is likely to last one class period. However, timing may vary depending on individual class schedules and student scaffolding needs.

This Performance Assessment is evaluated using the 9.4 Rubric.

Standards

Assessed Standard(s)	
W.9-10.1.a-e	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
Addressed Standard(s)	
CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Prompt

Over the course of this Performance Assessment, you have read "Why Buy Locally Grown?"; "What Food Says About Class in America"; "Buying Local: Do Food Miles Matter?"; and "Immigrant Farm Workers, the Hidden Part of New York's Local Food Movement" and watched "Why Eat Local?" For this assessment you must choose at least four of these texts and write a multi-paragraph argument essay in response to the following prompt:

Is local food production an example of ethical consumption? Provide evidence from at least four sources in your response.

In order to address the prompt, review your notes and annotations about the Module Performance Assessment texts, including the Evaluating Argument and Evidence Tools you have completed for each text. Select at least four of the five texts from which to draw evidence for your response. Next, gather relevant textual evidence to support a central claim in response to the prompt, developing supporting claims and counterclaims fairly.

High Performance Response

High Performance Response(s)

A High Performance Response should:

- Provide evidence from at least four of the Module Performance Assessment texts.
- Introduce a precise central claim that responds to the prompt.
- Develop supporting claims and counterclaims fairly, including the strengths and limitations of

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each.

- Organize your supporting claims, counterclaims, reasons, and evidence in a clear and cohesive manner.
- Follow the conventions of standard written English.
- Correctly cite all evidence and format the paper according to MLA standards.

Standard-Specific Demands of the Performance Assessment

This Module Performance Assessment requires students to meet numerous demands required by the ELA/Literacy Standards for grades 9–10.

Students' deep engagement with texts and practice delineating and evaluating the arguments and specific claims in a text provide a solid foundation for the demands of this assessment. Students also have edited, revised, and refined their argument writing throughout this module, a process which prepares them to work independently and efficiently to craft a response to the Performance Assessment prompt.

This Performance Assessment requires that students have read and comprehended argument texts and literary nonfiction in the grades 9–10 text complexity band (RI.9-10.10). The Performance Assessment demands that students analyze new texts in order to determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose (RI.9-10.6). It also asks that students delineate and evaluate the argument and specific claims in a new text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence (CCRA.R.8).

The assessment further requires students to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (W.9-10.1). To satisfy this demand, students must introduce precise claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence and to develop claims and counterclaims fairly; use words, phrases, and clauses to create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims; establish and maintain a formal style and objective tone appropriate to argument writing; and provide a concluding statement that follows from and supports the argument presented (W.9-10.1.a-e).

Process

The Module Performance Assessment encourages students to expand and refine their understanding

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of the central ideas and arguments they have explored and analyzed throughout this module; read and analyze texts independently; and finally, draft a multi-paragraph argument essay in which they introduce and develop precise claims and counterclaims, using relevant and sufficient evidence drawn from the texts.

In this five-day performance assessment, students analyze four previously unread argument texts and draw evidence from these texts to form an argument in response to the following prompt:

Is local food production an example of ethical consumption? Provide evidence from at least four sources in your response.

Lesson 1

Explain that over the next five days students demonstrate the skills and habits they have practiced throughout this module as they read and analyze five new texts and compose an argument essay. These texts provide a variety of perspectives around local food production as an ethical alternative to globalized food production.

Post and explain the prompt for the Performance Assessment. Students watch the introductory Michael Pollan interview "Why Eat Local" (http://youtu.be/DhaG_Zi6izU). This short video clip serves to orient students to the central topic of the Performance Assessment. Students review their understanding of the term "ethical consumption" through collaborative discussion, drawing on their analysis *of Sugar Changed the World,* the Michael Pollan interview, and the supplementary module texts.

Introduce the first Performance Assessment text: "Why Buy Locally Grown?" (www.dosomething.org). Students read and analyze "Why Buy Locally Grown," using the Evaluating Argument and Evidence Tool to identify and evaluate the author's claims, supporting evidence, and counterclaims.

For homework, students complete their "Why Buy Locally Grown" Evaluating Argument and Evidence Tools as needed.

Lesson 2

Students read and analyze two new texts, "What Food Says About Class in America" and "Buying Local: Do Food Miles Matter?" and use the Evaluating Argument and Evidence Tool to identify and analyze the different central claims, supporting claims, counterclaims, and evidence of both texts.

For homework, students complete their "What Food Says About Class in America" (www.newsweek.com) and "Buying Local: Do Food Miles Matter?" (www.extension.harvard.edu)

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Evaluating Argument and Evidence Tools as needed.
Lesson 3
Students read and analyze "Immigrant Farm Workers, the Hidden Part of New York's Local Food Movement" (http://www.wnyc.org/story/252235-upstate-new-york-immigrant-farmworkers-are-hidden-part-locally-grown-food-movement) and use the Evaluating Argument and Evidence Tool to analyze the central claim, supporting claims, counterclaims, and evidence of this text. For homework, students develop a claim in response to the Performance Assessment prompt.
Lesson 4
Students continue to synthesize and evaluate the claims and evidence presented in the Module Performance Assessment texts while developing their own argument, formulating claims, counterclaims, reasoning, and evidence. Students outline and organize their argument using the Argument Outline Tool in preparation for writing their argument essay. Students also review the Evidence based Argument Rubric and Checklist in preparation for writing their argument essay. For homework, students complete their Argument Outline Tools.
Lesson 5
Students compose their argument essay using their outline, tools, and evidence. Students use the Evidence-Based Argument Rubric and Checklist to guide their writing in response to the following prompt: **Is local food production an example of ethical consumption? Provide evidence from at least four sources in your response.**

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9.4.1 Module Performance Assessment

Text-Based Response

Your Task: Based on your reading of "Why Buy Locally Grown?"; "What Food Says About Class in America"; "Buying Local: Do Food Miles Matter?"; and "Immigrant Farm Workers, the Hidden Part of New York's Local Food Movement"; and viewing of "Why Eat Local?", write a well-developed, multi-paragraph argument essay in response to the following prompt:

Is local food production an example of ethical consumption? Provide evidence from at least four sources in your response.

Your response is assessed using the 9.4 Rubric.

Guidelines

Be sure to:

- Read the prompt closely
- Organize your ideas and evidence
- Develop a claim that responds directly to all parts of the prompt
- Cite strong and thorough textual evidence to support your analysis
- Follow the conventions of standard written English

CCSS: W.9-10.1.a-e, CCRA.R.8, RI.9-10.6

Commentary on the Task:

This task measures W.9-10.1.a-e because it demands that students:

- Write an argument to support claims in an analysis of a substantive topic, using valid reasoning and relevant and sufficient evidence, and explore and inquire into areas of interest to formulate the argument.
  - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
  - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s)

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and counterclaims.

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

This task measures CCRA.R.8 because it demands that students:

- Have delineated and evaluated the argument and specific claims in a variety of texts, including examining the validity of the reasoning as well as the relevance and sufficiency of the evidence in those texts.

This task measures RI.9-10.6 because it demands that students:

- Have determined an author's point of view or purpose in a variety of texts and have analyzed how an author uses rhetoric to advance that point of view or purpose.

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