

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.	

Assessment

Assessment(s)
<p>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.</p> <ul style="list-style-type: none"> 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)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> 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)
<ul style="list-style-type: none"> 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)
<ul style="list-style-type: none"> colonialism (n.) – the control of a nation over a dependent country, territory or people

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text:</p> <ul style="list-style-type: none"> Standards: RI.9-10.3, RI.9-10.5 Text: “Out of War Comes Sweetness” and “The Problem With Sugarcane” from <i>Sugar Changed the World</i> (pp. 24–29) 	

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.
	<i>Italicized text indicates a vocabulary word.</i>
▶	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.

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.

- ① 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)

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.

- ① 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.
- ① **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.

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.

① **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.

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.

① **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.

① **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.

① 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?

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.

① 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.

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 <i>Sugar Changed the World</i> 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.			

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 <i>Sugar Changed the World</i> 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)		