

## 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 <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.

## Assessment

Assessment(s)
<p>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.</p> <ul style="list-style-type: none"> <li>Identify a developing central idea from <i>Sugar Changed the World</i>. How do the details emphasized in the “Portrait Gallery of Sugar Work” refine a central idea of the text?</li> </ul>
High Performance Response(s)
<p>High Performance Responses should:</p> <ul style="list-style-type: none"> <li>Identify a central idea that has emerged and developed in <i>Sugar Changed the World</i> (e.g., plantations provided the basis of a vast economic system based on the enslavement and exploitation of human labor).</li> <li>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).</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>hogshead (n.) – a large cask or barrel</li> <li>fervor (n.) – intensity of feeling or expression</li> <li>stubble (n.) – the stumps of grain and other stalks left in the ground when the crop is cut</li> </ul>
Vocabulary to teach (may include direct word work and/or questions)
None.

- ① 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.

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: RI.9-10.2, RI.9-10.7, SL.9-10.1</li> <li>Text: “Portrait Gallery of Sugar Work” (pp. 42–53) from <i>Sugar Changed the World</i></li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Image Analysis Gallery Activity</li> <li>4. Image Analysis Discussion</li> <li>5. Quick Write</li> <li>6. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 15%</li> <li>3. 40%</li> <li>4. 25%</li> <li>5. 10%</li> <li>6. 5%</li> </ol>

## 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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 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.

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.”

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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.

- 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.

① 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?**

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

① 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.

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 images and captions.

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

## 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.

- ① **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.

## Image Analysis Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
<b>Describe the details included in the images (include image numbers)</b>		<b>How do the captions shape your understanding of the images?</b>		<b>How do the images and captions connect to a developing central idea?</b>	

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

Name:		Class:		Date:	
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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?
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 <i>Sugar Changed the World</i> . 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.”	

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

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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<b>Describe the details included in the images (include image numbers)</b>	<b>How do the captions shape your understanding of the images?</b>	<b>How do the images and captions connect to a developing central idea?</b>
<p>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)</p>	<p>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.”</p>	<p>This set of images depicts the same multi-step process described in the text and in the previous set of images.</p> <p>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.</p> <p>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.</p>
<p>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)</p>		
<p>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)</p>		

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?
<p>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)</p> <p>~~~~~</p> <p>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)</p> <p>~~~~~</p> <p>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)</p>		

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

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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<b>Describe the details included in the images (include image numbers)</b>	<b>How do the captions shape your understanding of the images?</b>	<b>How do the images and captions connect to a developing central idea?</b>
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.	

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?
<p>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.</p>	<p>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.</p>	

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

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
<b>Describe the details included in the images (include image numbers)</b>		<b>How do the captions shape your understanding of the images?</b>		<b>How do the images and captions connect to a developing central idea?</b>	
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.			

<p>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)</p>	<p>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.</p>	
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