

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.

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 do the authors unfold a series of events in order to make connections between ideas in this passage?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> 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)
<ul style="list-style-type: none"> 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

- 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: <ul style="list-style-type: none"> • Standards: RI.9-10.3, RI.9-10.4, L.9-10.5 • Text: “The Sound of Liberty,” (pp. 83–88) from <i>Sugar Changed the World</i> 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Reading and Discussion 4. Unfolding Analysis Activity 5. Quick Write 6. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 15% 3. 35% 4. 30% 5. 10% 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.

	<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 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*.

① 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.

- ① If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.
- ① 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).

- ① 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?

☞ 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.

- ① 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.
- ① **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.
- ① 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.

- 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).

① 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.

① 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.

① **Differentiation Consideration:** If students struggle to use this tool, consider modeling a row as a whole class.

① **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).”

① 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.

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.

① 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.

Unfolding Analysis Tool: Connecting Events

Name:		Class:		Date:	
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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.
Paragraphs 1–3			
Paragraphs 4–5			
Paragraphs 6–7			
Paragraph 8			
Paragraphs 9–11			
Paragraphs 12–13			

Model Unfolding Analysis Tool: Connecting Events

Name:		Class:		Date:	
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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.
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.

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.