

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 <i>grades 9–10 topics, texts, and issues</i> , 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 <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> 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) |
|--|
| <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 further develop their ideas through the connections drawn in this passage? |
| High Performance Response(s) |
| <p>A High Performance Response should:</p> <ul style="list-style-type: none"> 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) |
|--|
| <ul style="list-style-type: none"> 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) |
| <ul style="list-style-type: none"> indenture (n.) – a contract by which a person is bound to service |

Lesson Agenda/Overview

| Student-Facing Agenda | % of Lesson |
|---|--|
| Standards & Text: <ul style="list-style-type: none"> Standards: RI.9-10.3, SL.9-10.1, L.9-10.4.a Text: “Back to Our Stories: New Workers, New Sugar” from <i>Sugar Changed the World</i> (pp. 101–104) | |
| Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Reading and Discussion Collaborative Discussion Activity Quick Write Closing | <ol style="list-style-type: none"> 5% 15% 35% 30% 10% 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. |
| | <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 further develop their ideas through the connections in

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:

- 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.

① 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.

- ① 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).
- ① Consider providing the following definition: *indenture* means “a contract by which a person is bound to service.”
- ① 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.
- ① 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

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).

① **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.

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).

① 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.

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).

- ① 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.

- 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.

- ▶ 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).

- ① **Differentiation Consideration:** If students struggle, consider modeling this activity by identifying two or three events as a class.

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).

- ① 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

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.

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 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.

- ▶ 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.