

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

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"> Choose an important figure not examined by your group and discuss how that figure is used to introduce or refine a central idea in <i>Sugar Changed the World</i>.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> 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
<p>Standards & Text:</p> <ul style="list-style-type: none"> Standards: RI.9-10.2, SL.9-10.1.c, d Text: <i>Sugar Changed the World</i> <p>Learning Sequence:</p> <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Group Activity: Important Figures and Central Ideas 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 40%

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.
	<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 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.

- ▶ 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.

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?

① 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.

① 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

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.

① 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.

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.

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

Important Figures Guiding Questions Tool

Name:		Class:		Date:	
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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.)

Model Important Figures Guiding Questions Tool (Bechu, pp. 112–113)

Name:		Class:		Date:	
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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.

Model Important Figures Guiding Questions Tool (Beckford, William, pp. 74–75)

Name:		Class:		Date:	
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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.

Model Important Figures Guiding Questions Tool (Bonaparte, Napoleon, pp. 88, 90, 92, 113, 114)

Name:		Class:		Date:	
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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.
- ① Students may also identify Toussaint, who is not included on the Important Figures from *Sugar Changed the World* Handout.

Model Important Figures Guiding Questions Tool (Budhos, Marina, family of, pp. 3–6, 110–111)

Name:		Class:		Date:	
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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.

Model Important Figures Guiding Questions Tool (Clarkson, Thomas, pp. 77–79, 81, 82, 90–91, 104)

Name:		Class:		Date:	
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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.

Model Important Figures Guiding Questions Tool (Equiano, Olaudah, pp. 35–36, 57, 61, 78)

Name:		Class:		Date:	
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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.

Model Important Figures Guiding Questions Tool (Jefferson, Thomas, pp. 76, 81, 89, 92)

Name:		Class:		Date:	
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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.

Model Important Figures Guiding Questions Tool (Lincoln, Abraham, pp. 87, 89)

Name:		Class:		Date:	
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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.
- ① Students may also identify Toussaint, who is not included on the Important Figures from *Sugar Changed the World* Handout.


Model Important Figures Guiding Questions Tool (Muhammad, pp. 16–17)

Name:		Class:		Date:	
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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.

Model Important Figures Guiding Questions Tool (Pauline, pp. 71–72)

Name:		Class:		Date:	
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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.

Model Important Figures Guiding Questions Tool (Quamina, pp. 103–104)

Name:		Class:		Date:	
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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.

Model Important Figures Guiding Questions Tool (Smith, John, pp. 102–103)

Name:		Class:		Date:	
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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.

Model Important Figures Guiding Questions Tool (Thistlewood, Thomas, pp. 57–61, 63, 70, 74, 98)

Name:		Class:		Date:	
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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.