

9.4.1

Lesson 23

Introduction

In this lesson, students conclude their analysis of *Sugar Changed the World* as they read the culminating essay, “How We Researched and Wrote this Book” (pp. 127–130). This essay details the line of historical questioning that forms the core of this text, and describes the authors’ research process. Although this essay is targeted at educators rather than young readers, critical engagement with this passage encourages students to determine the authors’ purpose for writing this book, and the kinds of questions they asked themselves in the process.

Students focus their analysis on determining the authors’ purpose and reflecting on how this purpose is advanced throughout the text. Students demonstrate their understanding in a brief written evaluation of how successful the authors were in achieving what they set out to do based on the specific goals outlined in “How We Researched and Wrote This Book.”

For homework, students continue to read their AIR text through the lens of a focus standard of their choice, prepare for a 3–5 minute discussion of the text based on that standard, and review and expand their notes and annotations in preparation for the End-of-Unit Assessment.

Standards

Assessed Standard(s)	
RI.9-10.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Addressed Standard(s)	
None.	

Assessment

Assessment(s)
<p>Student learning is assessed via a written assessment 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"> Did the authors “succeed” in achieving the purpose they outline in “How We Researched and Wrote This Book” (p. 128)? Consider your cumulative understanding of <i>Sugar Changed the World</i> and cite the specific goals the authors outline in this passage in your response.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify the purpose the authors outline, citing specific goals from “How We Researched and Wrote This Book” (e.g., the authors’ purpose in writing this book was to “encourage teachers to teach slavery in North America as a small part of a much larger system ... with all that implies for understanding slavery, African American history, race, and the United States as part of a larger world” (p. 128)). Evaluate whether or not the text achieved this purpose.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> conviction (n.) – a fixed or firm belief ken (n.) – knowledge, understanding, or cognizance inextricably (adj.) – incapable of being disentangled, undone, loosed, or solved skeptic (n.) – a person who maintains a doubting attitude, as towards values, plans, statements, or the character of others habitable (adj.) – capable of being occupied, or lived in or on spadework (n.) – preliminary or initial work, such as the gathering of data, on which further activity is to be based archival (adj.) – of or pertaining to documents or records litany (n.) – a prolonged or tedious account tome (n.) – a book, especially a very heavy, large, or learned book coherent (adj.) – logically connected; consistent

Vocabulary to teach (may include direct word work and/or questions)

- None.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: RI.9-10.6 • Text: “How We Researched and Wrote This Book” in <i>Sugar Changed the World</i> (pp. 127–130) 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Reading and Discussion 4. Quick Write 5. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 25% 3. 30% 4. 30% 5. 10%

Materials

- Student copies of the Short Response Rubric and Checklist (refer to 9.4.1 Lesson1)

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.9-10.6. In this lesson, students read the concluding essay “How We Researched and Wrote This Book” (pp. 127–130) in *Sugar Changed the World*. Students identify the authors’ purpose as outlined in this essay, and evaluate whether the authors achieved and advanced their stated purpose throughout the text as a whole.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

25%

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: *conviction, ken, inextricably, skeptic, habitable, spadework, archival, litany, tome, coherent*.

① Definitions are provided in the Vocabulary box in this lesson.

Activity 3: Reading and Discussion

30%

Instruct students to read “How We Researched and Wrote This Book” (pp. 127–130) in *Sugar Changed the World* independently.

- ① If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.
- ① It may be helpful to inform students that although this essay is intended for educators rather than young readers (as outlined in the “Note” on page 127), critical engagement with this passage encourages students to determine the authors’ purpose for writing this book, and the kinds of questions the authors asked themselves during the writing process.

- ▶ Students read “How We Researched and Wrote this Book” (pp. 127–130).

Instruct students to form pairs, reread the passage, and annotate for questions the authors pose in this essay.

- 💬 Student responses may include:
 - “How were sugar and slavery related to the struggle for freedom?” (p. 127)
 - “How were sugar and slavery entangled with the birth of the Industrial Revolution in England?” (p. 127)
 - “How does a clear look at sugar and slavery change how we see ideas of freedom and the invention of new kinds of work and machinery?” (p. 128)

- “Were the slave-holding Founding Fathers hypocrites?” (p. 128)
- “Are we driven by greed? By our economic system? By our ideals? By technological change? By something as vague and hard to define as the spirit of an age?” (p. 128)
- “Who are we? What makes us able to be so inhumane? What enables us to break those chains and act on our common humanity?” (p. 128)
- “So how did we research them?” (p. 129)

① It may be helpful to discuss briefly with students the five-question sequence as a single line of questioning, considering how the individual questions are organized to contribute a larger concept.

Lead a brief whole-class discussion of student responses.

Post or project the following questions for students to answer in their pairs.

How do the questions you identified advance the author’s purpose?

- 💬 These questions are the questions that drove the authors’ research for *Sugar Changed the World*. These questions advance the authors’ purpose because they illustrate how sugar slavery is a wide-reaching and complex topic. They prompt students and teachers to consider how slavery is entangled in a much larger story that spans many centuries and many different countries.

What choices did the authors make in how to approach this story? How do these choices advance their purpose?

- 💬 Student responses may include:
 - The authors state that they chose to “feature the lives of sugar workers” to focus on the individuals, “not just economic, political, and social forces” (p. 129).
 - The authors went through an extensive revision process to “get to the essence of the story” and also to create a “blended” style (p. 129).
 - The authors did lots of research in “books that gave [them] a basic sense of the story” before conducting online research (p. 129).
 - These choices advance their purpose by showing how the history of slavery and sugar was inextricably linked to historical themes and events, but also that human beings were at the center—“not just economic, political and social forces” (p. 129).

What does “success” mean to the authors?

- 💬 According to the authors, if their book “encourage[s] teachers to teach slavery in North America as a small part of a much larger system ... we will have succeeded” (p. 128).

- ① Some students may extend this observation to note that the authors state that if they succeed in broadening the scope of what is traditionally taught about sugar then they will consider their book a success.

Lead a brief whole-class discussion of student responses.

Activity 4: Quick Write

30%

Instruct students to respond briefly in writing to the following prompt:

Did the authors “succeed” in achieving the purpose they outline in “How We Researched and Wrote This Book” (p. 128)? Consider your cumulative understanding of *Sugar Changed the World* and cite the specific goals the authors outline in pages 127–130 in your response.

Instruct students to look at their annotations to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- 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.
- ① **Differentiation Consideration:** It may be helpful to provide students with more structure to guide their reflections on their cumulative understandings of *Sugar Changed the World*. Consider directing students to the table of contents to review the organizational choices the authors made in structuring the text, and the larger topics on which the authors chose to focus.

Activity 5: Closing

10%

Display and distribute the homework assignment. For homework, instruct students to continue to read their AIR texts through the lens of a focus standard of their choice and prepare for a 3–5 minute discussion of the text based on that standard.

- ▶ Students follow along.

Inform students that over the course of the next five lessons (9.4.1 Lessons 24–28) they craft an argument essay for their End-of-Unit Assessment question:

Who bears the most responsibility for ensuring that goods are ethically produced? Provide evidence from *Sugar Changed the World* and at least two additional texts in your response.

Explain to students that this is their End-of-Unit Assessment prompt.

① Display the End-of-Unit Assessment for students to see.

Instruct students that for homework they should also review and expand their notes and annotations in preparation for the End-of-Unit Assessment.

- ▶ Students follow along.

Homework

Continue your AIR text through the lens of a focus standard of your choice and prepare for a 3–5 minute discussion of the text based on that standard.

Review and expand your notes and annotations in preparation for the End-of-Unit Assessment.