

9.4.1

Lesson 1

Introduction

In the first lesson of this one-unit module, students begin a guided exploration of the central text of the unit: *Sugar Changed the World*. Students read “The Age of Honey,” pages 6–8, which details the historical era before the advent of sugar and sets the stage for the role sugar played in shaping history and global trade.

Students preface their analysis of this passage with a guided exploration of how Aronson and Budhos’ explanations of “how we came to write this book” (p. 1) reveal the point of view of both authors. Students focus their analysis of “The Age of Honey” on determining how the authors introduce and develop central ideas of the text, and consider how these ideas are refined by particular sentences and paragraphs. Students demonstrate their learning at the end of this lesson in a Quick Write, in which they determine a central idea of the text thus far and analyze how this idea is shaped and refined by specific details.

For homework, students independently read the next section of the text “From Magic to Spice” (pp. 9–13), using the Mapping Sugar Tool and responding to a writing prompt.

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)	
W.9-10.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</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"> Determine a central idea that emerges in this passage. What details help shape this idea? <p>i Throughout this unit, Quick Writes will be evaluated using the Short Response Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify a central idea about the Age of Sugar or the Age of Honey that emerges in this passage, such as how the Age of Sugar changed how people lived. Select several key details from the text that introduce and develop the identified central idea, such as: <ul style="list-style-type: none"> In the Age of Honey, people were connected to their local environment, “Honey was a way of living: People ate foods grown near them” (p. 7). “In the Age of Sugar, Europeans brought a product made thousands of miles away” (p.7) and “Sugar set people in motion all across the world” (p. 7).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> crevice (n.) – a crack forming an opening fostered (v.) – promoted the growth or development of crave (v.) – to long for; want greatly; desire eagerly
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> divine intelligence (n.) – information from god or the gods global (adj.) – pertaining to the whole world; worldwide

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text:</p> <ul style="list-style-type: none"> Standards: RI.9-10.2, W.9-10.9.b Text: <i>Sugar Changed the World</i> “The Age of Honey” (pp. 6–8) <p>Learning Sequence:</p> <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Masterful Reading “The Age of Honey” Reading and Discussion Quick Write Closing 	<ol style="list-style-type: none"> 10% 15% 15% 40% 10% 10%

Materials

- Copies of the Mapping Sugar Tool for each student
- Copies of the Short Response Rubric and Checklist for each student

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

10%

In this module, students read and evaluate historical and contemporary texts that explore the complex relationships between the production and consumption of everyday items. Students build the skills

required to write strong and well-supported arguments through focused writing instruction and detailed analysis of the arguments of others.

- ▶ Students follow along.

Share with students the prompts for the End-of-Unit Assessment and the Module Performance Assessment (refer to Module 9.4 Overview). Inform students that their work over the next several weeks will prepare them for each of these assessments.

Briefly introduce the module texts: *Sugar Changed the World*, “Globalization,” “How Your Addiction to Fast Fashion Kills,” “Who Really Pays for our Cheap Clothes,” and “Sweatshops are a Dream.” Inform students that because the story of *Sugar Changed the World* encompasses diverse times, places, and human experiences, they will pause at crucial moments in the text to explore contemporary articles that help to shape and refine their understanding of the central ideas and claims that arise out of *Sugar Changed the World*.

- ① Consider informing students that a *claim* is an assertion of something as a fact. This foundational understanding will support students in identifying authors’ *claims* and eventually crafting their own *claims* in writing arguments. In Lesson 10, students will be introduced to different types of *claims* in relation to reading and writing arguments.

Review the agenda and share the assessed standard for this lesson: RI.9-10.2. In this lesson, students continue to build skills as they determine how Aronson and Budhos introduce and develop central ideas of the text, and consider how these ideas are refined by particular sentences and paragraphs.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

15%

Instruct students to form pairs and briefly discuss their responses to the homework prompt assigned in the final lesson of Module 9.3:

What is Marc’s personal connection to the history of sugar? What is Marina’s personal connection to the history of sugar? How might these connections shape their point of view in this text?

- ▶ Student pairs discuss the homework.
- ① Students were assigned this pre-reading of *Sugar Changed the World* and the corresponding homework prompt for homework in the final lesson of Unit 9.3.3.
- 🗨 Student responses may include:
 - Marc’s personal connection to the history of sugar is through his Aunt Nina’s Russian grandfather, who invented a way to give sugar made from beets “sparkling hues” (p. 2), providing an alternative to cane sugar.

- Marina’s personal connection to the history of sugar is through her great-grandparents, who came to Guyana to work on sugar plantations in place of slaves (p. 4).
- ① Some students may infer that because the authors of this text were able to recognize the completely different ways in which sugar affected the lives of their family members, they realized that the reach of sugar was more expansive than most people are aware of. This point of view helped them to understand sugar as a powerful force that spans time and place.
- ① Consider defining the term *point of view* with students as the position of the narrator in relation to the story (first, second, third person point of view) or, in the case of informational texts, an author’s opinion, attitude, or judgment.
- ① This activity encourages students to begin to grapple with the skills outlined in RI.9-10.6. Although students are not yet examining how authors use rhetoric to advance their point of view, they are laying the groundwork for this exploration in later lessons. RI.9-10.6 is an integral reading standard throughout this module and a crucial step in preparing students to delineate and evaluate multiple arguments.

Activity 3: Masterful Reading

20%

Have students listen to a masterful reading of “The Age of Honey” (pp. 6–8) from “There was a time before sugar” through “a man who could never know enough.” Ask students to listen for details that develop the central ideas in the story.

- ▶ Students follow along, reading silently.

Ask students to spend 3–5 minutes independently writing down initial reactions and questions they have about the text.

🗨 Student responses may include:

- If people had no bees in the Americas in the first several thousand years of human history, why are there bees in America today?
- How can someone “taste” their “neighborhood” (p. 7)?
- What do the authors’ mean by their statement that sugar was “invented” (p. 7)?
- When did the Age of Honey become the Age of Sugar?
- Why did people prefer sugar to honey?
- What is “divine intelligence” (p. 7)?
- How can sugar be responsible for two such opposite outcomes: slavery and freedom?

Ask students to volunteer their initial questions. Write these questions on the board or on chart paper. Share with the students that it is good to have questions as they engage in complex texts. Remind them

that many of their questions will be answered as they read the text closely. As they read, students can look for answers to their questions and continue to develop new questions.

- Students share questions.

Activity 4: “The Age of Honey” Reading and Discussion

40%

Instruct students to form pairs. Post or project each set of questions below for students to discuss.

Instruct student pairs to read paragraph 1 and answer the following questions before sharing out with the class.

- ▶ Student reread paragraph 1 in pairs.

How is the term “Age” used in this paragraph? Use details from the text to support your response.

- “Age” in this paragraph describes a period of human history that “historians speak of,” as is indicated by the phrases “a time before sugar,” and “we could just as well speak of the first several thousand years of human history” to support this understanding (p. 6). An “Age” is a historical era that is defined by reliance on a certain resource, the “weapons and tools” (p. 6) people used defined the “Iron Age” and “Bronze Age.” The authors’ offer the term “Age of Honey” to indicate that honey was as important as weapons in defining this period of human history.

How do the authors use the comparison between the “Ages” of human history to introduce their claim about honey?

- The authors compare the Age of Honey and the Bronze Age and Iron Age to indicate that honey was important to the development of early human society, just as the natural resources that were made into “weapons and tools” (p. 6) were.
- ① Consider providing the following definitions: *Bronze Age* means “the period of ancient human culture characterized by the use of bronze that began between 4000 and 3000 B.C. and ended with the advent of the Iron Age.” *Iron Age* means “the period of human culture characterized by the smelting of iron and its use in industry beginning somewhat before 1000 B.C.”
- ① **Differentiation Consideration:** If students continue to struggle with this concept, consider rephrasing the question to scaffold more directly to this central understanding, for example:

By calling “sugar” an “Age” like the Bronze Age or Iron Age, what statement do the authors make about its importance?

Lead a brief whole-class discussion of student responses.

Instruct student pairs to reread paragraph 2.

- ▶ Student pairs reread paragraph 2.

Provide students with the following definition: *crevice* means “a crack forming an opening.”

- ▶ Students write the definition of *crevice* on their copy of the text or in a vocabulary journal.

Instruct student pairs to answer the following questions before sharing out with the class.

What does it mean to “keep bees” (p. 6)? How is this method different from the process depicted in the image on page 6? Draw upon details from the image and the text to support your response.

🗨 Student responses should include the following:

- To “keep bees” means to create a habitat for bees, like a “hollow[ed] out log” (p. 6), specifically for the purpose of collecting the honey they produce.
- This method is different than the earlier method of “lucky wander[ing]” (p. 6), when people gathered honey from beehives that they “found” (p. 6).
- This early form of honey collecting is depicted in the rock drawings on page 6, in which two hunters are shown climbing cliffs in search of honey.

① Consider drawing students’ attention to their application of standard W.9-10.9.b through the process of drawing upon evidence from the text to support their analysis.

What is the significance of this change in the method of honey collection?

🗨 This change in the method of honey collection meant that people no longer had to be “lucky” to “find” honey (p. 6). When people began to “keep bees,” they could gather more honey with greater consistency and less effort (p. 6).

① This series of questions encourages students to draw upon the image resources in *Sugar Changed the World* and relate these images to the text. This activity begins to build the foundation for more detailed image analysis later in the module.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to reread paragraph 3 and answer the following questions before sharing out with the class.

- ▶ Student pairs reread paragraph 3.

- ① **Differentiation Consideration:** Consider posing the following questions to students if they struggle to make a connection between the consumption and production of honey and locally based lives:

What did honey taste like? How do these descriptions help you to make meaning of the statement “people tasted the neighborhood where they lived?”

🗨 Student responses should include the following:

- Honey tasted like “orange-blossom[s],” “dark buckwheat with a hint of soil and grain,” and “local flowers” (p. 7).
- The statement “people tasted the neighborhood where they lived” means that the honey tasted like the environment in which the bees lived, and because people sourced their honey from bees that lived in the same place they did, people tasted hints of their natural surroundings when consuming local honey.

What was the role of the worker bees? How did the beehive “mirror” human society (p. 7)?

🗨 The role of the worker bees was to “work very hard” in order to “protect and serve” the queen bee (p. 7). This system “mirror[s]” human society because at this point in history, the average person was expected to be a “loyal subject[s]” of a “king or queen” (p. 7).

- ① **Differentiation Consideration:** If students struggle to understand the connection being drawn between honey and how people lived, consider posing the following question:

What connections are the authors making in this paragraph between honey and the lives of the people who consumed it?

🗨 Honey connected people to their local environment, and provided a mirror of the social structure of the society in which people lived (p. 7).

Lead a brief whole-class discussion of student responses.

Instruct student pairs to reread paragraph 4.

- ▶ Student pairs reread paragraph 4.

Ask students to offer definitions of *divine* and a definition of *intelligence*.

🗨 Students share definitions of *divine* and *intelligence*.

Instruct student pairs to answer the following questions before sharing out with the class.

According to Virgil, what are bees given a share of?

- By saying that bees are given a share of “*divine intelligence*,” Virgil is saying that bees possess the understanding of the gods.

How does this quote from Virgil support the central idea of this paragraph?

- The central idea of this paragraph is that “honey was a way of living” (p. 7). The bees were seen as possessing knowledge that humans did not have about the way life should be structured. The gods gave this knowledge or information. Therefore, bees not only “mirror[ed]” human life, they were a “model” of how humans should live because they knew something humans did not (p. 7).

Lead a brief whole-class discussion of student responses.

Instruct student pairs to reread paragraph 5.

Provide students with the following definition: *fostered* means “promoted the growth or development of.”

- Students write the definition of *fostered* on their copy of the text or in a vocabulary journal.
- Student pairs reread paragraph 5.

Instruct student pairs to answer the following questions before sharing out with the class.

How does the author’s description of this time period as “The Age of Sugar” introduce a central idea of this paragraph?

- The authors’ classification of a period of human history as “The Age of Sugar” introduces a central idea that just as honey “was a way of living” (p. 7), sugar also defined human life.
- ① **Differentiation Consideration:** Consider encouraging students to refine their analysis of the central idea that sugar became a way of life by posing the following question:

What details does the author use to develop this central idea?

- Student responses may include the following:
 - Sugar had a “stronger sweet flavor” (p. 7).
 - Sugar had to be “invented” (p. 7).
 - Sugar had to be imported from “thousands of miles away” (p. 7).
 - Sugar was “less expensive” than local honey (p. 7).
 - The production and consumption of sugar involved people from “all across the world” (p. 7).

What shift in tone occurs in this passage? How does this shift in tone introduce a new idea in the text?

- The authors shift from an informative or neutral tone in the beginning of the paragraph to a dark or foreboding tone in the sentence “A perfect taste made possible by the most brutal labor: That is the dark story of Sugar” (p.7). The authors use this shift in tone to introduce the new idea that the production and consumption of sugar had serious negative consequences for many people—the “Age of Sugar” was made possible only by the “brutal labor” of “millions” of “slaves” (p. 7).

How is this idea refined and complicated in the rest of the paragraph?

- The phrase “there is another story as well” (p. 7) indicates that the authors complicate the idea of sugar’s “dark story” (p. 7) by connecting the idea that “sugar was the direct cause of the expansion of slavery” with the idea that sugar also “fostered the most powerful ideas of human freedom” (p. 8).
- ① **Differentiation Consideration:** Consider reviewing student understanding of the word *global* before moving forward with this lesson. Ask the following question:

What words and phrases can help you to make meaning of *global* in this context?

- Students should point to the phrase “great civilizations and cultures exchanged ideas” (p. 8) as well as “sugar set people in motion all across the world” (p. 7) to determine that *global* means worldwide.

What were the consequences of *global* contact?

- Students responses may include the following:
 - “Information about sugar spread” (p. 7).
 - “Civilizations and cultures exchanged ideas” (p. 8).
 - The “expansion of slavery” (p. 8).
 - Global contact “fostered the most powerful ideas of human freedom” (p. 8).

Instruct student pairs to reread paragraph 6.

- ▶ Student pairs reread paragraph 6.

Provide students with the following definition: *crave* means “to long for; want greatly; desire eagerly.”

- ▶ Students write the definition of *crave* on their copy of the text or in a vocabulary journal.

Instruct student pairs to answer the following questions before sharing out with the class.

What is the purpose of the story of Shoshone and the Lewis and Clark expedition in this paragraph? Use specific details from the text to support your response.

- The story the authors provide about the chief of the Shoshone proclaiming sugar “the best thing he had ever tasted” (p. 8) develops the central idea of this final paragraph that sugar is a powerful force because it is “a taste, we all want, a taste we all crave” (p. 8).

What are the three ideas expressed in the sentence beginning “Sugar created a hunger” (p. 8)?

- Student responses should include the following:
 - The need for sugar was a global demand that “swept from one corner of the world to another” (p. 8).
 - Sugar brought “the most terrible misery and destruction” (p. 8).
 - Sugar brought “the most inspiring ideas of liberty” (p. 8).

What connection do you see between these ideas and the Table of Contents (vii–ix)? What is the significance of this connection?

- Students should identify the following connections:
 - Part One: From Magic to Spice contains subcategories like “MAP: The Spread of Sugar” and “MAP: Areas Where Sugarcane Was Grown,” indicating that this section will explore the global demand for sugar (vii).
 - Part Two: Hell contains subheads like “A Cycle of Death and Sweetness” and “MAP: Sugar and Atlantic Slavery,” indicating that this section will likely explore the “terrible misery and destruction” that sugar caused (viii).
 - Part Three: Freedom contains subheads like “All Men are Equal” and “The Sound of Liberty,” indicating that this section of the text will explore how sugar brought “the most inspiring ideas of liberty” (p. 8).

① The goal of this question is to prompt students to begin to think about how the structure of the text develops the authors’ central ideas and claims.

① **Differentiation Consideration:** If students need more guidance, consider displaying the three ideas in the sentence beginning “Sugar created a hunger” (p. 8), then instruct students to turn to the table of contents, and talk in pairs about the connections between ideas and the table of contents. Lead a brief whole-class discussion of student responses.

What do you notice about the structure of this final page? Why might the authors have chosen to format the text in this way?

- The sentence “Sugar changed the world” is its own paragraph (p. 8). The authors’ decision to make this sentence its own paragraph emphasizes the importance of this sentence because it stands out from all of the other text.

① Some students might suggest that this is the central idea of the text or the most important idea developed in this passage.

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:

Determine a central idea that emerges in this passage. What details help shape this idea?

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.

- ▶ Students listen and read the Quick Write prompt.

① Display the prompt for students to see, or provide the prompt in hard copy.

Introduce the Short Response Rubric and Checklist. Briefly explain the purpose of the Short Response Rubric and Checklist is to help students improve their Quick Write and writing responses. Inform students that they should use the Short Response Rubric and Checklist to guide their own writing, and that they will be using it for both Quick Writes and writing assignments. For longer writing assignments (like the Mid-Unit and End-of-Unit Assessments) students will use the Text Analysis Rubric.

Lead a brief discussion of the Short Response Rubric and Checklist categories: Inferences/Claims, Analysis, Evidence, and Conventions. Review the components of high-quality responses.

Transition to 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

10%

Display and distribute the homework assignment. For homework, instruct students to independently read the next section of *Sugar Changed the World*, “From Magic to Spice” (pp. 9–13). Distribute the Mapping Sugar Tool. Inform students that they will use this tool to record information in “From Magic to Spice” about the geographic movement of sugar. Students should use arrows to indicate the movement

of sugar as it is bought and sold between countries. Students continue to map the movement of sugar across the globe throughout the module on this tool.

- ① Consider supporting students' work with the Mapping Sugar Tool by explaining that Iran was formerly known as Persia and providing students with a compass to help them to orient themselves to geographic details in the book such as "north Africa" and "central Asia."

After students have completed this activity, they should respond in writing to the following question:

How does the movement you mapped in this activity further refine a central idea you identified in "The Age of Honey"?

Ask students to use this lesson's vocabulary wherever possible in their written responses.

Additionally, students should box any unfamiliar words and look up their definitions. Instruct students to choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text.

- ① This activity introduces students to the module-long activity using the Mapping Sugar Tool. The goal of this activity is to establish the breadth of sugar's global influence and encourage students to make connections between geographic locations as they map the movement of sugar across the globe. Students will continue to use this tool as a springboard for analysis throughout the module.

- ▶ Students follow along.

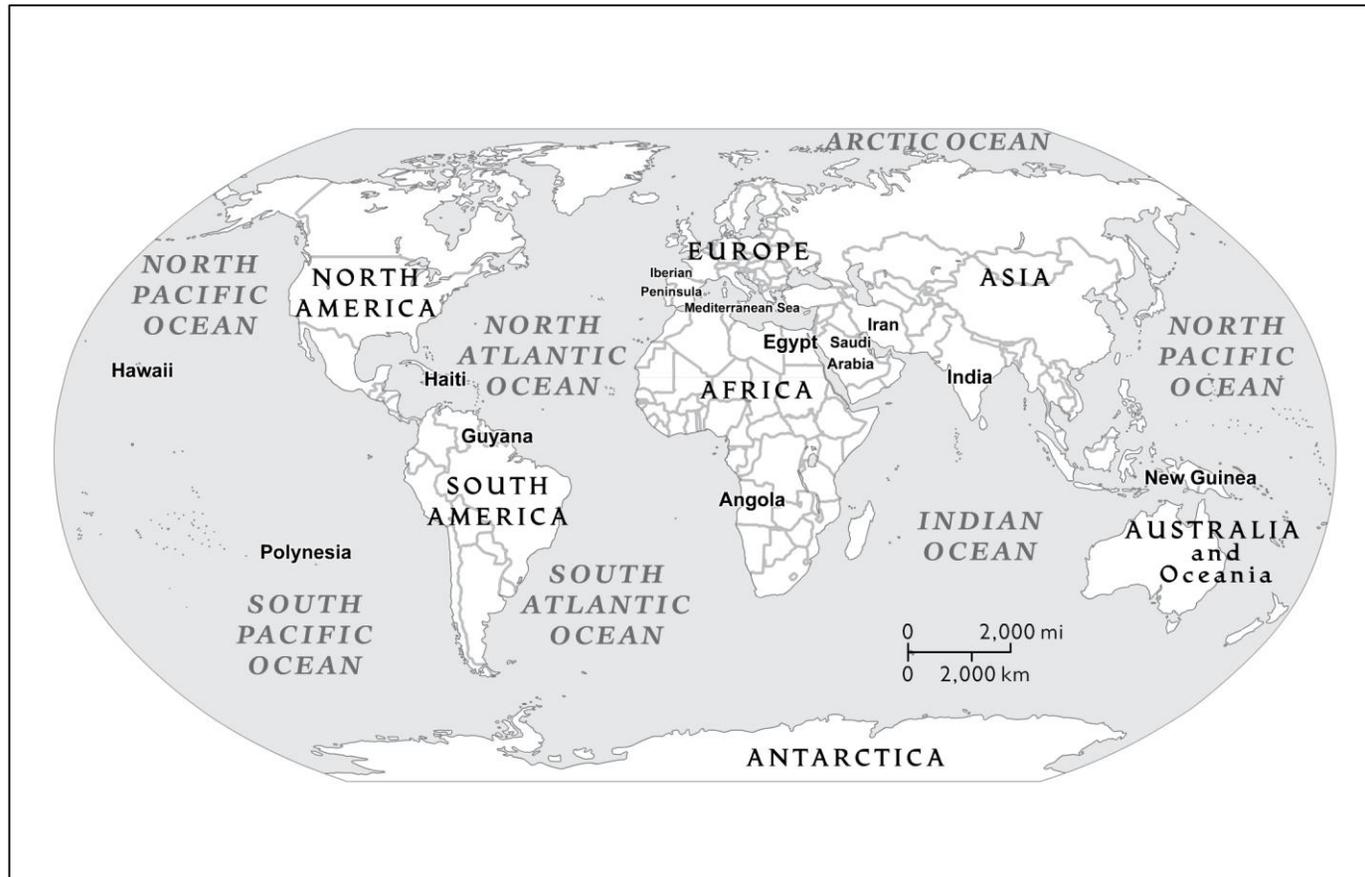
Homework

Independently read the next section of *Sugar Changed the World*, "From Magic to Spice" (pp. 9–13), and record information from the text on your Mapping Sugar Tool. Respond in writing to the following question:

How does the movement you mapped in this activity further refine a central idea you identified in "The Age of Honey"?

Use this lesson's vocabulary wherever possible in your written responses. In addition, box any unfamiliar words and look up their definitions. Choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text.

Mapping Sugar Tool



THE WORLD

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Short Response Rubric

Name:		Class:		Date:	
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Assessed Standard(s): _____

	2-Point Response	1-Point response	0-Point Response
Inferences/Claims	Includes valid inferences or claims from the text. Fully and directly responds to the prompt.	Includes inferences or claims that are loosely based on the text. Responds partially to the prompt or does not address all elements of the prompt.	Does not address any of the requirements of the prompt or is totally inaccurate.
Analysis	Includes evidence of reflection and analysis of the text.	A mostly literal recounting of events or details from the text(s).	The response is blank.
Evidence	Includes relevant and sufficient textual evidence to develop response according to the requirements of the Quick Write.	Includes some relevant facts, definitions, concrete details, or other information from the text(s) to develop an analysis of the text according to the requirements of the Quick Write.	The response includes no evidence from the text.
Conventions	Uses complete sentences where errors do not impact readability.	Includes incomplete sentences or bullets.	The response is unintelligible or indecipherable.

Short Response Checklist

Assessed Standard(s): _____

Does my writing...	Did I...	✓
Include valid inferences and/or claims from the text(s)?	Closely read the prompt and address the whole prompt in my response?	<input type="checkbox"/>
	Clearly state a text-based claim I want the reader to consider?	<input type="checkbox"/>
	Confirm that my claim is directly supported by what I read in the text?	<input type="checkbox"/>
Develop an analysis of the text(s)?	Did I consider the author's choices, impact of word choices, the text's central ideas, etc.?	<input type="checkbox"/>
Include evidence from the text(s)?	Directly quote or paraphrase evidence from the text?	<input type="checkbox"/>
	Arrange my evidence in an order that makes sense and supports my claim?	<input type="checkbox"/>
	Reflect on the text to ensure the evidence I used is the best evidence to support my claim?	<input type="checkbox"/>
Use complete sentences, correct punctuation, and spelling?	Reread my writing to ensure it means exactly what I want it to mean?	<input type="checkbox"/>
	Review my writing for correct grammar, spelling, and punctuation?	<input type="checkbox"/>