

## 9.4.1

## Lesson 9

## Introduction

In this lesson, students read *Sugar Changed the World* from “By the 1800s, it was clear” to “the Age of Freedom” (p. 70), a key transitional passage in the book that summarizes many of the central ideas and claims of the book so far. Students then read “How Your Addiction to Fast Fashion Kills.” This is the second of four supplementary texts in this module that offer a contemporary perspective on several of the historical issues and perspectives described in *Sugar Changed the World*, including how consumers in rich countries benefit from harsh and abusive labor practices in poor countries, as well as who bears the responsibility for such abuses. Focused questioning supports students in analyzing “How Your Addiction to Fast Fashion Kills” as an argument piece. Students are assessed through a Quick Write in which they demonstrate their ability to identify the purpose of the article and how the author uses rhetoric to advance her purpose.

For homework, students read “All Men are Equal” and “All Men are Equal: America” (pp. 71–77) from *Sugar Changed the World*, answer the homework question prompts, and continue their AIR.

## 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 Quick Write at the end of the lesson. Students answer the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> <li>What is the author’s purpose in this article? How does the author use rhetoric to advance this purpose?</li> </ul>

High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Identify the author’s purpose (e.g., trying to convince readers that they, and the stores they shop at, are responsible for the fate of workers in the garment industry).</li> <li>Provide examples of rhetoric used in the article and explain how they advance the author’s purpose (e.g., appeals to pathos: “fast fashion kills”; appeals to authority: “Sustainable fashion writer and consultant Amy DuFault has come to think of shopping as a form of terrorism”; and rhetorical questions: “After all, what would mean more to you as a consumer? Having one more super-cheap shirt, or waiting a little longer to buy a shirt but having the peace of mind knowing that shirt was made by workers treated not just humanely, but fairly?”)</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>lynchpin (n.) – a person or thing that holds something together</li> <li>infrastructure (n.) – the fundamental facilities and systems serving a country, city, or area, such as transportation and communication systems, power plants, and schools</li> <li>herald (n.) – a person or thing that precedes or comes before</li> </ul>
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> <li>barbarism (n.) – a state of savage cruelty and harshness</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p><b>Standards &amp; Text:</b></p> <ul style="list-style-type: none"> <li>Standards: RI.9-10.6</li> <li>Texts: Excerpt from <i>Sugar Changed the World</i>; “How Your Addiction to Fast Fashion Kills” by Amy Odell (<a href="http://law.fordham.edu">http://law.fordham.edu</a>)</li> </ul> <p><b>Learning Sequence:</b></p> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Masterful Reading</li> <li>Reading and Discussion</li> <li>Quick Write</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>20%</li> <li>10%</li> <li>10%</li> <li>45%</li> <li>10%</li> <li>5%</li> </ol>

## Materials

- Copies of the 9.4 Common Core Learning Standards Tool for each student
- Student copies of the Short Response Rubric and Checklist (refer to 9.4.1 Lesson 1)

## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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

20%

Begin by reviewing the agenda and sharing the assessed standard for this lesson: RI.9-10.6. In this lesson, students read *Sugar Changed the World* (p. 70) and explore the central ideas developed in the book so far. Students are introduced to the supplemental argument text “How Your Addiction to Fast Fashion Kills” and determine how the author uses rhetoric to advance her purpose in the article.

- ▶ Students look at the agenda.

ⓘ Throughout this module, students pause at critical moments in *Sugar Changed the World* to explore short, supplementary texts. The goal of exploring these texts is to help students make connections between the central ideas of *Sugar Changed the World* and related contemporary issues. The supplementary texts also provide examples of argument writing, which model the components students use in their own argument writing pieces later in this module. Additionally, these texts scaffold the expectations of the Mid- and End-of-Unit Assessments in which students engage in cross-textual analysis of the ideas presented in *Sugar Changed the World* and the supplementary texts.

Distribute or ask students to take out their copies of the 9.4 Common Core Learning Standards Tool. Ask students to read standard RI.9-10.6 on their 9.4 Common Core Learning Standards Tool and assess their familiarity with and mastery of it.

- ▶ Students read and assess their familiarity with RI.9-10.6

Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about this standard.

🗨 Student responses should include:

- The standard asks us to determine an author’s point of view or purpose.
- The standard asks us to analyze how the author uses rhetoric to advance their point of view or purpose.

① Depending on students’ familiarity with the term *rhetoric*, the following exercise may be omitted.

Inform students that they will be reading an argument text in which the author uses language in a particular way to advance her point. Explain to students that the specific techniques that writers or speakers use to create meaning in a text, enhance a text or a speech, and, in particular, persuade readers or listeners are called *rhetoric*. Point out to students that they use rhetoric in everyday speech to persuade others to agree with a particular point of view. Several rhetorical techniques such as irony, rhetorical questions, and ways of structuring a sentence may be familiar to students. Share with students the following examples of rhetorical techniques and lead a brief discussion on the use of rhetoric in everyday speech. Some examples from today’s text and previous readings from *Sugar Changed the World* include:

- Direct address to the audience: “If you’re an average consumer, there’s a good chance you shop at affordable places like H&M, Forever 21, Zara, or JCPenney.”
- Alliteration (the repetition of the initial consonant sound in words appearing close together in a text): “These stores fuel and fulfill our demand for fast fashion.”
- Repetition – “Sugar plantations were Hell because of the endless labor they demanded from slaves. They were Hell because of the many dangers and the injuries that they caused. They were Hell because...”
- Appeal/reference to authority – “The English historian Lord Acton famously said...”

① Students may be familiar with the term “rhetorical question.” Consider leading a discussion of what students understand this term to mean and why the adjective “rhetorical” is attached to it. Inform students that a rhetorical question is a question to which the answer is implied, or already known by the speaker/writer and audience. A rhetorical question, therefore, does not require a response.

Instruct students that with the supplementary text they will be looking specifically at how an author uses rhetoric to advance the purpose of her argument.

▶ Students follow along.

## Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied their focus standard to their text. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

- ▶ Students (or student pairs) discuss and share how they applied their focus standard to their AIR text from the previous lesson's homework.

**Read “Back in Europe” (pp. 63–64). How do the authors further develop a central idea from previous sections in the text?**

- 🗨 In this section, the authors develop the idea that sugar was first used by wealthy people mainly to demonstrate their wealth. This idea was introduced earlier in the text in regard to the spread of sugar through Islam. There, the authors mention that “Muslims began to use it in lavish displays.” This section demonstrates that this was the case with wealthy Europeans in the 16<sup>th</sup> century.

**Read “The Best Sort of Chaw” (pp. 64–69). How did sugar transform how Europeans ate? What role did factories play in ushering this transformation?**

- 🗨 As tea became popular, so too did sugar. Chefs also began to make desserts using sugar rather than just using it to spice certain dishes. As tea gained popularity, it spread to the middle and working classes, and with tea came an increase in sugar consumption to sweeten the beverage. Workers in factories relied on tea with sugar to provide a boost of energy during the long working day, and in this way the rise of factories also played a role in the expansion of sugar.

## Activity 3: Masterful Reading

10%

Ask students to read the supplementary text, “How Your Addiction to Fast Fashion Kills,” in which the author discusses fashion in a similar context to how the authors of *Sugar Changed the World* discuss sugar: as a killer. With this text, students look closely at the author's purpose and her use of rhetoric to advance that purpose. Explain to students they need to use argument texts throughout the module to analyze how authors craft strong arguments. Additionally, students make connections between the central ideas in *Sugar Changed the World* and those in the supplemental texts. This cross-textual analysis and attention to how authors construct arguments and use rhetoric to advance their purposes helps prepare students for their Mid- and End-of-Unit Assessments.

Have students listen to a Masterful Reading of “How Your Addiction to Fast Fashion Kills.” Instruct students to pay particular attention to how the author uses rhetoric to advance her purpose.

- ▶ Students follow along, reading silently.

- ① After the Masterful Reading, consider instructing students to annotate their texts for evidence of the authors' use of rhetoric.

## Activity 4: Reading and Discussion

**45%**

Explain to students that the focus of this lesson is page 70 of *Sugar Changed the World*. Instruct students to form small groups. Post or project each set of questions below for students to discuss.

Instruct student small groups to read page 70 and answer the following questions before sharing out with the class.

**What changes to people's lives accompanied the transition to the "Age of Honey" from the "Age of Sugar"?**

- Many people were now forced into slavery and factory work from their previous lives, which had been lived producing local foods on "the land of their ancestors" (p. 70).

**What might the authors mean when they say "sugar also became the lynchpin of the struggle for freedom?"**

- Sugar was somehow essential in the struggle for freedom.

Provide students with the following definition: *lynchpin* means "a person or thing that holds something together."

- ① Consider drawing students' attention to their application of standard L.9-10.4.a, b through the process of using context and word parts to make meaning of a word.

**What evidence do the authors provide to support their claim that Africans were the first global citizens?**

- Africans adjusted to "a new land, a new religion," and encountered people "they never would have met in their homelands" (p. 70). They were also important to the changes brought about in the new "Age of Sugar" and "Age of Freedom."
- ① Consider providing students with the following definition of *evidence*: the topical and textual facts, events, and ideas from which the claims of an argument arise, and which are cited to support those claims. This definition supports students' work with *evidence* in the context of argument. In the next lesson (Lesson 10), students will be introduced to the components of an argument, including *evidence*.
- ① **Differentiation Consideration:** If students struggle, consider posing the following scaffolding question:

How does the author’s final sentence, “And indeed, it was when the enslaved Africans began to speak—in words and actions—when Europeans began to see them as human, that the Age of Sugar also became the Age of Freedom,” refine the idea that sugar became the lynchpin of the struggle for freedom?

- It shows that African slaves were a major factor in why sugar became an important part of the struggle for freedom.

Lead a brief whole-class discussion of student responses.

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Instruct student small groups to read “How Your Addiction to Fast Fashion Kills” from “If you’re an average consumer,” through “what’s happening in the environment, the people and planet” and answer the following questions before sharing out with the class.

- Consider providing students with the following information: Bangladesh is a country near India that produces much of the clothing that Americans buy, and Rana Plaza was an eight-story building that collapsed on April 24, 2013, killing 1,129 people and injuring 2,500 more. Inform students that the building was home to several clothing factories and the operators were ordered to stop use of the factories the day before (when cracks were detected in the building). They ignored these orders and the building collapsed the next day.
- Consider having students locate Bangladesh on a map and complete their Mapping Sugar tool with the dates and product information about the topics in the article. This may help students begin to draw connections between global trade in *Sugar Changed the World* and “How Your Addiction to Fast Fashion Kills.”

**Why do you think the author of this article chose these words for the title? What effect do they produce?**

- The words *addiction* and *kills* stand out as particularly provocative and purposeful word choices. The effect of the title is that it grabs the attention of the reader in an aggressive way. Both the idea of fashion as an “addiction” and equating a fashion addiction to killing are provocative constructions that push the reader to question what the author means.

**How does the author define “fast fashion” in the first paragraph?**

- The author defines fast fashion as “trendy, cheap things we can easily discard as soon as the clothes fall apart or the next covetable fad comes along.”

**How does the change in pronouns in the first two sentences affect your understanding of who is being addressed and how? What effect does this produce?**

- By saying “you,” the author is addressing the audience directly. By using “our” and “we” to talk about the addiction to fast fashion she is including herself, which creates the impression that an addiction to fast fashion is common.

#### What connection does the author make between the stores, consumers, and “dirt cheap labor”?

- Many consumers shop at these stores, which fuels a demand for the cheap labor, which creates conditions like Rana Plaza.

#### What is the author’s purpose in this first paragraph? Who does she implicate as responsible for this tragedy?

- Student responses should indicate an understanding of the connection between consumer demand, the stores, and the tragedy at Rana Plaza. The author is implicating the reader as a responsible party.

#### How does the author use the quote from Elizabeth Cline in the second paragraph to refine the idea about the connection between “our” demand for cheap labor and Rana Plaza?

- The quote demonstrates that almost every brand produces clothing in Bangladesh, and the problems at Rana Plaza were not unique to that building.

#### How does the author use parallel structure to convey the problems that Bangladeshi workers face?

- The author uses parallel structure to show a wide range of problems: “The infrastructure is awful ... the workers sometimes don't even receive their wages, and local authorities don't enforce building codes.”
- ① Consider providing students with the definition of *infrastructure*, which means “the fundamental facilities and systems serving a country, city, or area, as transportation and communication systems, power plants, and schools.”
- ① Remind students that parallel structure entails the repetition of the same grammatical structures.

#### In paragraph 4, how does the author use statistics to advance her purpose?

- The author quotes Cline, who says “less than 10% of what we’re wearing ... was made in factories where people were paid a living wage and working in safe and legal conditions.” This quote demonstrates the widespread problem of poor working conditions.

#### What comparison does the author present in paragraph 5?

- Amy Dufault compares shopping to a form of terrorism: “It's just something to think about,” she said, “This idea of shopping as the new sort of terrorism.”

- ① Consider clarifying with students that the author is presenting Amy Dufault’s comparison of shopping to terrorism, not drawing the comparison herself.

### How does Dufault support her claim?

- ☞ She states, “It’s actually really true — we have control over what’s happening in the environment, the people and planet.”

### What is the impact of Dufault’s comparison on the author’s argument? How does the impact relate to the language used in the title?

- ☞ In both cases, Odell uses dramatic and possibly controversial language to make an uncomfortable association and possibly to provoke a reaction.
- ① Consider informing students that Dufault’s comparison and the title of Odell’s essay are examples of rhetorical appeals to *pathos*, or appeals to emotion. Consider providing students with the definition of *pathos* as “the quality or power, especially in literature or speech, of arousing feelings of pity, sorrow, etc.”

Lead a brief whole-class discussion of student responses.

- ① Consider asking students to explain whether they found Odell’s argument compelling. Remind students to cite evidence from the text to support their ideas.

## Activity 6: Quick Write

**10%**

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

### What is the author’s purpose in this article? How does the author use rhetoric to advance this purpose?

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.

## Activity 7: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to read “All Men are Equal” and “All Men are Equal: America” (pp. 71–77). Direct students to box any unfamiliar words and look up their definitions. Instruct them 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. Instruct students to answer the guiding homework questions:

- **What might be the authors’ purpose in sharing the story of Pauline?**
- **Why do the authors write that to say “all men are equal” in 1716 was like saying “there was a new sun in the sky” (p. 72)?**
- **How did the molasses and sugar acts affect the colonists’ ideas about what it meant to be free?**

Instruct students to continue to read their AIR text through the lens of a focus standard of their choice.

- ▶ Students follow along.

## Homework

Read “All Men are Equal” and “All Men are Equal: America” (pp. 71–77) from *Sugar Changed the World* and 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. Answer the following questions:

- **What might be the authors’ purpose in sharing the story of Pauline?**
- **Why do the authors write that to say “all men are equal” in 1716 was like saying “there was a new sun in the sky” (p. 72)?**
- **How did the molasses and sugar acts affect the colonists’ ideas about what it meant to be free?**

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

### 9.4 Common Core Learning Standards Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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CCL Standards: Reading—Informational Text		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
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.			
RI.9-10.8	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.			

CCL Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.			
W.9-10.1.a	a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.			
W.9-10.1.b	b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.			

CCL Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
W.9-10.1.c	c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.			
W.9-10.1.d	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
W.9-10.1.e	e. Provide a concluding statement or section that follows from and supports the argument presented.			

CCS Standards: Speaking & Listening		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
SL.9-10.1.e	e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.			