

## 9.4.1

## Lesson 11

## Introduction

In this lesson, students read “Is It Lawful to Make Slaves of Others Against Their Will?” from *Sugar Changed the World* (pp. 77–80). This chapter explains the birth of the abolitionist movement in England and details some of the tactics that the abolitionists used to wage their campaign against slavery. Students build skills for close reading and answer questions based on the text to examine how the authors structure the text to produce an understanding of the events and ideas presented. For the assessment, students complete a Quick Write analyzing how the authors unfold a series of events to make connections between ideas in the passage and in the text read so far.

For homework students continue reading *Sugar Changed the World*, with the chapter “All Men Are Equal: France” (pp. 80–82) as well as their AIR text.

## Standards

Assessed Standard(s)	
RI.9–10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Addressed Standard(s)	
L.9–10.4.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>b. Use context (e.g. the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> </ul>

## Assessment

### Assessment(s)

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.

- How do the authors unfold a series of events in order to make connections between ideas in the passage and other sections in the book?

### High Performance Response(s)

A High Performance Response should:

- Identify and explain the series of events surrounding the abolitionist movement, such as: People like Thomas Clarkson were prompted to devote their lives to fighting slavery after contemplating its evils. Abolitionists such as Clarkson used tactics such as the personal narrative of Olaudah Equiano and the demonstration of instruments used in punishing the slaves to raise awareness of the horrors of slavery. The abolitionists used sugar as a “bridge” to connect the public to these horrors. The abolitionists then organized a boycott of slave made sugar, which contributed to the downfall of slavery.
- Connect one or more of the ideas associated with these events with another passage in the book. For example, the authors use the idea that “the English were getting richer because Africans were being turned into property” (p. 78) to refine the idea introduced on page 58 that “While the masters enjoyed the life of wealth in Europe, the daily routine of the plantations was left in the hands of the overseers.” On page 78, the authors also refine the idea that Americans protested the Sugar Act because it was “taxation without representation” (p. 76). They compared how the “women of New England refused to buy English products” (p. 78) to the way that English people boycotted sugar made by slaves to show that the effects of the boycotts were similar in both instances.

## Vocabulary

### Vocabulary to provide directly (will not include extended instruction)

- rescind (n.) – to revoke or repeal.

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

- abolish (n.) – to do away with; put an end to

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: RI.9–10.3, L.9–10.4.a</li> <li>Text: Excerpt from <i>Sugar Changed the World</i></li> </ul>	
<b>Learning Sequence:</b>	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Reading and Discussion	3. 40%
4. Unfolding Analysis Tool	4. 25%
5. Quick Write	5. 15%
6. Closing	6. 5%

## Materials

- Student copies of the Short Response Rubric and Checklist (refer to 9.4.1 Lesson 1)
- Student copies of the Unfolding Analysis Tool (refer to 9.4.1 Lesson 3)

## 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

5%

Begin by reviewing the lesson agenda and sharing the assessed standard for this lesson: RI.9–10.3. In this lesson, students read about the beginning of the abolitionist movement in England and the tactics the abolitionists used, and reflect on how events unfolded in such a way as to make conditions possible for the boycott of slave-produced sugar. Students call upon their responses to questions in class to complete a tool for tracking the main ideas that the authors detail in the passage as well as how they relate to larger ideas in the text.

- ▶ Students look at the agenda.

## Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied the focus standard of their choice to their AIR text. Lead a brief share out on the AIR homework assignment from 9.4.1 Lesson 10. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

- ▶ Students (or student pairs) share how they applied their focus standard to their AIR homework.

## Activity 3: Reading and Discussion

40%

Instruct students to form small groups and read the first three paragraphs of page 77, beginning “Is it Lawful to Make Slaves of Others Against their Will?” Post or project each set of questions below for students to discuss.

- ① If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.

**What idea do the authors begin to unfold through the story of Thomas Clarkson?**

- 🗨 For some in English society who began to examine the issue, slavery was troubling and something they should fight against.

**What words in the passage help you define *abolish* in the second paragraph?**

- 🗨 On the topic of slavery, Clarkson decided, “some person should see these calamities to their end.” He also noted he was “letting it happen” and began “risking everything” to “abolish” slavery. *Abolish* means to “do away with or put an end to.”

- ① Consider drawing students’ attention to their application of standard L.9–10.4.a through the process of using context to make meaning of a word.

**How do the authors use their discussion of Clarkson’s essay to unfold a larger idea?**

- The authors write about how Thomas Clarkson wrote the essay for a contest answering the question: “Is it lawful to make slaves of others against their will?” and convinced himself that it was wrong. The essay contest becomes an opportunity for the authors to discuss abolitionism.

**What strategies do Clarkson and the abolitionists use to highlight the slave reality in Great Britain? Why did they work?**

- Clarkson and the abolitionists brandished the whips and handcuffs used on slaves. They published testimonials from sailors who described the atrocities and punishments on slave ships. Olaudah Equiano educated his readers about the horrors of the slave trade. These tactics worked because they made “the horrors of slavery visible” (p. 78).

**In what other module readings have we seen examples of these tactics?**

- We see these tactics in “How Your Addiction to Fast Fashion Kills” in which the author exposes the abuses of workers in poor countries in order to convince readers that they bear responsibility for the fate of workers overseas.

Lead a brief whole-class discussion of student responses.

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Instruct student groups to look at the illustrations on pages 78 and 79 and answer the following questions before sharing out with the class:

**What is the central idea of the images on pp.78–79?**

- The abolitionists used many tactics to make the English public aware of the way slaves were treated. The increase in awareness led to a boycott of slave-made sugar and opposition to slavery.

**What details are emphasized in these images?**

- Student responses should include:
  - The image on page 78 shows instruments of punishment and torture. The different parts are lettered, perhaps so the reader can understand what each item was used for.
  - The image on page 79 shows an overseer whipping a slave while another overseer looks on. It also shows two slaves holding down the slave being whipped.
  - The image on page 79 also contains text from a book that “urged readers to use sugar only from India.”

**How do the details emphasized in the images and captions contribute to the development of a central idea in this passage?**

- The images provide examples of the material the abolitionists used to convince the English that slavery was an ill that needed to be stopped. They give an example of what the English public saw during this time in order to educate them about the ills of slavery. This helps to demonstrate why such tactics worked to convince people to stop buying slave-made goods.

① Consider asking students if they are familiar with the phrase “public relations campaign” (p. 78) and whether they can identify any modern examples.

### **How do the authors support their claim that the “The English were getting richer because Africans were being turned into property?” (p. 78)**

- The authors point out that anyone who built the ships or barrels used in the sugar trade profited from slavery: “Every Englishman who hammered the wood, sewed the sails, manufactured the rope for slave ships, or built the barrels to hold slave-harvested sugar made his money from the slave trade.”

### **How does this claim refine the idea in page 58, in the paragraph beginning “To this day, you can find the Great Houses”?**

- This claim refines the idea presented on page 58 that the owners of the great plantations benefited from the unseen labor of slaves by showing that in fact many people in English society benefited from the slave trade, in addition to the plantation owners.

Provide students with the following definition *rescind*: to revoke or repeal.

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

### **How did the boycott affect the slave trade? What comparisons do the authors make to demonstrate the impact of the boycott?**

- Slave labor produced cheap sugar, but when people stopped buying this sugar, the foundation of the slave system collapsed. The authors compare this boycott to the years leading up to the American Revolution, when the women of New England refused to buy English products, which made London “rescind some of the taxes it had imposed on America” (p. 78).

Lead a brief whole-class discussion of student responses.

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Instruct student groups to read the final two paragraphs of this section and answer following questions before sharing out with the group:

### **What is the impact of the author’s use of metaphor in explaining the success of the campaign?**

- ☛ The abolitionists made the English “see the blood of the slaves” (p.79) in the sugar they bought, which shows how they made “the horrors of slavery visible” (p.78).

**What do the authors mean by “sugar was a bridge” on page 79? How is it like the “sneakers and rugs and t-shirts” (p. 79) we buy today?**

- ☛ Sugar was a bridge because the abolitionists used it to make people see the horrors of the slave labor that was involved in its creation. Therefore, it was a bridge between the lives of the English and the slaves producing their sugar. Similarly, people use “sneakers and rugs and t-shirts” to talk about the poor working-conditions of those who make them today.

Lead a brief whole-class discussion of student responses.

### Activity 4: Unfolding Analysis Tool

**25%**

Introduce and distribute the Unfolding Analysis Tool. Ask students to work in pairs to identify and record the main ideas of each paragraph on this tool and analyze how these ideas are connected in order to trace how the authors unfold their analysis in this passage. Instruct students to fill out the additional column connecting the ideas to earlier passages in the book when applicable.

- ① **Differentiation Consideration:** Consider modeling the first row of the Unfolding Analysis Tool with students (see Model Unfolding Analysis Tool). Remind students that they will not be able to fill out the “connections” column for the first paragraph.
- ① If students struggle with the analysis required by the connections column, explain that it may be helpful to begin each statement with “because.” The use of “because” will prompt students to express the interconnectedness of events and ideas.
  - ▶ Students work with the Unfolding Analysis Tool in pairs.
- ☛ See Model Unfolding Analysis Tool.
- ① The Unfolding Analysis Tool supports student’s engagement with RI.9-10.3. Variations of this tool appear in Lessons 3, 15, and 22. The structure of and questions in this tool vary based on the section of text under analysis, including its placement in the text as a whole, and whether students analyze a series of ideas or a series of events.

Circulate and support pair work.

### Activity 5: Quick Write

**15%**

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

**How do the authors unfold a series of events in order to make connections between ideas in the passage and other sections in the book?**

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 6: Closing****5%**

Display and distribute the homework assignment. For homework, instruct students to read “All Men Are Equal: France” (pp. 80–82) from *Sugar Changed the World* and answer the guiding questions:

**What is the quote from the National Assembly’s Declaration of the Rights of Man and the Citizen? How is it similar to quotes from other historical figures mentioned in the book?**

**Describe the conflict between human rights and property rights. What is the conflict about in the time that *Sugar Changed the World* describes? What is a modern example that the authors provide?**

**How do the authors describe the differences among the United States, England, and France on page 82?**

**Why was the chaos of the French Revolution seen as bad for the abolitionists?**

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

Students should also 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**

Read “All Men Are Equal: France” (pp. 80–82) from *Sugar Changed the World* and answer the guiding questions:

**What is the quote from the National Assembly’s Declaration of the Rights of Man and the Citizen? How is it similar to quotes from other historical figures mentioned in the book?**

**Describe the conflict between human rights and property rights. What is the conflict about in the time that *Sugar Changed the World* describes? What is a modern example that the authors provide?**

**How do the authors describe the differences among the United States, England, and France on page 82?**

**Why was the chaos of the French Revolution seen as bad for the abolitionists?**

Use this lesson's vocabulary wherever possible in your written responses.

Also, continue reading 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.

## Unfolding Analysis Tool: Connecting Ideas

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
Paragraph	Identify the main idea.	How does the main idea in this paragraph connect to the previous paragraphs?	Identify any connections between this idea and another section in the text.		
Paragraph 1					
Paragraph 2					
Paragraph 3					
Paragraph 4					
Paragraph 5					
Paragraph 6					
Paragraph 7					

## Model Unfolding Analysis Tool: Connecting Ideas

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
Paragraph	Identify the main idea.	How does the main idea in this paragraph connect to the previous paragraphs?	Identify any connections between this idea and another section in the text.		
Paragraph 1	The winner of the Cambridge essay contest in 1785, “Is it lawful to make slaves of others against their will?” became convinced that “it was time some person should see these calamities to their end” (p. 77).	New idea, new section	No connections.		
Paragraph 2	Clarkson decided to risk “everything to abolish this terrible practice” (p. 77).	Because Clarkson was made to think about slavery in writing the essay, he became troubled by it and dedicated his life to fighting it.	No connections.		
Paragraph 3	The abolitionists could use the fact that the English consumed a large quantity of sugar and also profited from it to make “the horrors of slavery visible to those who benefited from it” (p. 78).	Because the English used and profited from slavery, Clarkson and others had a way of convincing them of its horrors.	Yes. It connects to page 58: “While the masters enjoyed the life of wealth in Europe, the daily routine of the plantations was left in the hands of the overseers.”		
Paragraph 4	The abolitionists invented techniques such as publishing testimonials and brandishing whips and chains to convince the public of the horrors of slavery so that they could successfully organize a boycott (p. 78).	Because Clarkson and others were able to convince the English public of the horrors of slavery, they could organize a boycott.	No.		

Paragraph	Identify the main idea.	How does the main idea in this paragraph connect to the previous paragraphs?	Identify any connections between this idea and another section in the text.
Paragraph 5	If people stopped buying sugar, the whole slave system would collapse (p. 78).	Because the abolitionists were able to organize a boycott, they were able to weaken the slave system.	Yes, this connects to the idea on page 76 that Americans protested the Sugar Act because it was “taxation without representation.” It shows how the effects of the boycotts were similar.
Paragraph 6	The abolitionists used sugar as a “bridge” to force the English public to think about slavery.	This refines the idea from paragraph three.	No.
Paragraph 7	Americans viewed themselves as being treated as slaves but did not resolve the problem of slavery. However, the English focused on it.	This refines the idea from paragraph five.	Yes, as in paragraph five, it makes a connection to page 76.