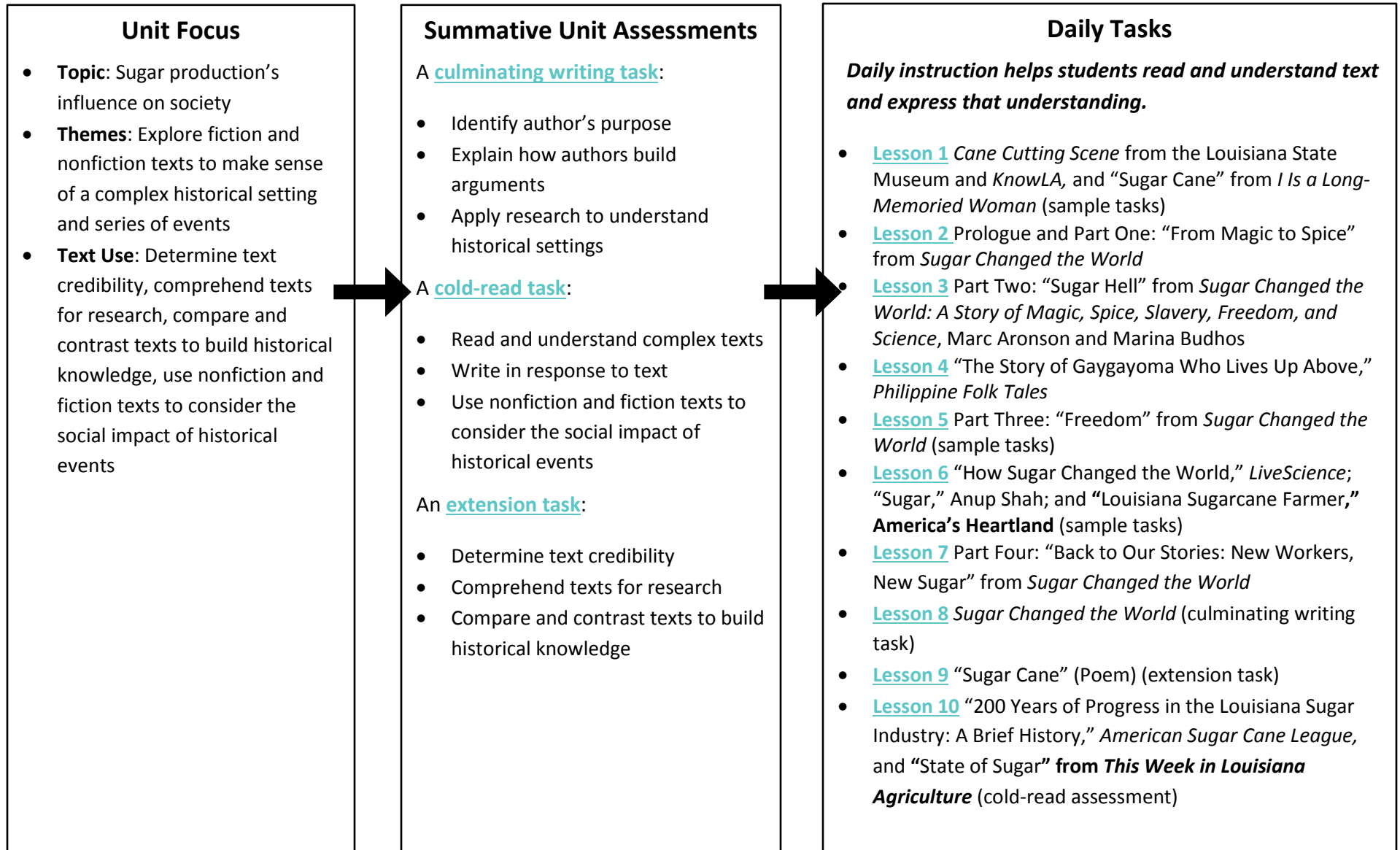


## UNIT: SUGAR

<p><b>ANCHOR TEXT</b>  <i>Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science</i>, Marc Aronson and Maria Budhos (Informational)</p> <p><b>RELATED TEXTS</b>  <u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none"> <li>• “<a href="#">Sugar Cane</a>,” Alfred Corn (Poem)</li> <li>• “<a href="#">Sugar Cane</a>” from <i>I Is a Long-Memoried Woman</i>, Grace Nichols</li> <li>• “<a href="#">The Story of Gaygayoma Who Lives Up Above</a>,” <i>Philippine Folk Tales</i> (Tinguian), compiled and annotated by Mabel Cook Cole</li> </ul> <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none"> <li>• “<a href="#">How Sugar Changed the World</a>” from <i>LiveScience</i>, Heather Whipps</li> <li>• “<a href="#">Sugar</a>,” Anup Shah</li> <li>• “<a href="#">200 Years of Progress in the Louisiana Sugar Industry: A Brief History</a>,” Dr. Charley Richard of the <i>American Sugar Cane League</i></li> </ul> <p><u>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</u></p> <ul style="list-style-type: none"> <li>• “<a href="#">State of Sugar</a>” from <i>This Week in Louisiana Agriculture</i></li> <li>• “<a href="#">Louisiana Sugarcane Farmer</a>,” America’s Heartland</li> <li>• <a href="#">Cane Cutting Scene</a>, unidentified from the Louisiana State Museum and <i>KnowLA</i>, Louisiana Endowment for the Humanities (Art)</li> </ul>	<p><b>UNIT FOCUS</b></p> <p>Students will explore the impact that sugar production and trade had on the economic and social course of world history, including in Louisiana. They will seek to answer the following questions: What were the benefits and costs of sugar distribution? Why did people go to such trouble to transplant sugar from one location to another? How did sugar distribution contribute to Louisiana history? Students will explore conflicting information about sugar through research. Through this they will focus on determining text credibility and comparing and contrasting texts to make informative claims. This unit connects to history and science.</p> <p><b>Text Use:</b> Determine text credibility, comprehend texts for research, compare and contrast texts to build historical knowledge, use nonfiction and fiction texts to consider the social impact of historical events</p> <p><b>Reading:</b> <a href="#">RL.8.1</a>, <a href="#">RL.8.2</a>, <a href="#">RL.8.3</a>, <a href="#">RL.8.4</a>, <a href="#">RL.8.5</a>, <a href="#">RL.8.10</a>, <a href="#">RI.8.1</a>, <a href="#">RI.8.2</a>, <a href="#">RI.8.3</a>, <a href="#">RI.8.4</a>, <a href="#">RI.8.5</a>, <a href="#">RI.8.6</a>, <a href="#">RI.8.7</a>, <a href="#">RI.8.8</a>, <a href="#">RI.8.9</a>, <a href="#">RI.8.10</a></p> <p><b>Writing:</b> <a href="#">W.8.1a-e</a>, <a href="#">W.8.2a-f</a>, <a href="#">W.8.4</a>, <a href="#">W.8.5</a>, <a href="#">W.8.7</a>, <a href="#">W.8.8</a>, <a href="#">W.8.9a-b</a>, <a href="#">W.8.10</a></p> <p><b>Speaking and Listening:</b> <a href="#">SL.8.1a-d</a>, <a href="#">SL.8.2</a>, <a href="#">SL.8.3</a>, <a href="#">SL.8.4</a>, <a href="#">SL.8.5</a>, <a href="#">SL.8.6</a></p> <p><b>Language:</b> <a href="#">L.8.1b-d</a>, <a href="#">L.8.2a-c</a>, <a href="#">L.8.3a</a>, <a href="#">L.8.4a</a>, <a href="#">L.8.5a-c</a>, <a href="#">L.8.6</a></p> <p><b>CONTENTS</b></p> <p><b>Page 225:</b> Text Set and Unit Focus</p> <p><b>Page 226:</b> <i>Sugar Changed the World</i> Unit Overview</p> <p><b>Pages 227-231:</b> Summative Unit Assessments: Culminating Writing Task, Cold-Read Assessment, and Extension Task</p> <p><b>Page 232:</b> ELA Instructional Framework</p> <p><b>Pages 233-239:</b> Text Sequence and Use</p>
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## Sugar Unit Overview



## SUMMATIVE UNIT ASSESSMENTS

### CULMINATING WRITING TASK<sup>1</sup>

Determine the authors’ purpose for writing *Sugar Changed the World*. (RI.8.6) Explain how that purpose is conveyed through the authors’ word choice, organization, use of evidence, and development of a central idea. (RI.8.2, RI.8.3, RI.8.4, RI.8.5) Compose an essay that illustrates how the authors convey their purpose and cite textual evidence that strongly supports your analysis.

**Teacher Note:** Students should write a multiparagraph essay that introduces a claim about the authors’ purpose; cites several pieces of textual evidence, including direct quotations with page numbers; organizes reasons and evidence logically; creates cohesion through words, phrases, and clauses; and provides a related conclusion. (RI.8.1; W.8.1a, b, c, e; W.8.4; W.8.5; W.8.9b; W.8.10; L.8.2a-b) The completed writing should use grade-appropriate words and phrases and demonstrate command of proper grammar and usage, punctuation, and spelling, including using a variety of sentence patterns. (W.8.1d; L.8.1c, d; L.8.2c; L.8.3a; L.8.6) Use peer and teacher conferencing as well as small-group writing to target student weaknesses. (W.8.4; W.8.5)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b>	<b>What shows students have learned it?</b>	<b>Which tasks help students learn it?</b>
<ul style="list-style-type: none"> <li>• <b>Topic:</b> Sugar production’s influence on society</li> <li>• <b>Themes:</b> Explore fiction and nonfiction texts to make sense of a complex historical setting and series of events</li> <li>• <b>Text Use:</b> Determine text credibility, comprehend texts for research, compare and contrast texts to build historical knowledge, use nonfiction and fiction texts to consider the social impact of historical events</li> </ul>	This task assesses: <ul style="list-style-type: none"> <li>• Identifying author’s purpose</li> <li>• Explaining how authors build arguments</li> <li>• Applying research to understand historical settings</li> </ul>	<b>Read and understand text:</b> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 2</a></li> <li>• <a href="#">Lesson 3</a></li> </ul> <b>Express understanding of text:</b> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 5</a> (sample tasks included)</li> <li>• <a href="#">Lesson 8</a> (use this task)</li> </ul>

<sup>1</sup> Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

## COLD-READ ASSESSMENT<sup>2</sup>

Read “[200 Years of Progress in the Louisiana Sugar Industry: A Brief History](#)” by Dr. Charley Richard of the *American Sugar Cane League* independently and watch “[State of Sugar](#)” from *This Week in Louisiana Agriculture*. Then answer a combination of multiple-choice and constructed-response questions.<sup>3</sup> Use evidence from the texts for all answers. Sample questions:

- In “State of Sugar,” Mr. Simon says, “We’ve always managed to survive.” Explain what he means. Detail how this idea is explained over the course of “200 Years...” and “State of Sugar.” How does each text make connections among and distinctions between this idea and its supporting ideas? **(RI.8.1, RI.8.2, RI.8.3, RI.8.10)**
- Identify a claim for each text. For each claim, locate two pieces of evidence from each text. Evaluate the evidence for each text to determine whether the evidence is relevant and sufficient to support the author’s claim or whether the evidence is irrelevant. **(RI.8.1, RI.8.8, RI.8.10, SL.8.3)**
- In “State of Sugar,” Mr. Roney says, “The world market for sugar is now *glutted*.” What does he mean by *glutted*? What are the results of a *glutted* world market? What does he suggest would need to occur to reverse the effects of a *glutted* sugar market? **(RI.8.4, L.8.4a, L.8.6)**
- What are Dr. Richard’s, Jim Simon’s, and Jack Roney’s points of view regarding the sugar industry? How does each reveal his point of view and respond to opposing viewpoints? Identify the advantages and disadvantages of using each medium (print and video) for presenting the points of view. Explain which medium more clearly reveals each speaker’s motives. **(RI.8.1, RI.8.4, RI.8.6, RI.8.7, RI.8.10, SL.8.2, SL.8.3)**
- What connections exist between the global history of sugar and the local history of sugar in Louisiana? Write a multiparagraph essay in which you identify and describe three important contributions that propelled sugar toward success in Louisiana. How do these contributions support or contradict the global history and development of sugar presented in *Sugar Changed the World*? Where do the texts disagree on matters of fact or interpretation? **(RI.8.1, RI.8.3, RI.8.9, W.8.2a-f, W.8.4, W.8.9b, W.8.10, L.8.2c, L.8.6)**

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<sup>2</sup> Cold-Read Assessment: Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Additional assessment guidance is available at <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>.

<sup>3</sup> Ensure that students have access to the complete texts as they are testing on.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<p><b>What should students learn from the texts?</b></p> <ul style="list-style-type: none"> <li>• <b>Topic:</b> Sugar production’s influence on society</li> <li>• <b>Themes:</b> Explore fiction and nonfiction texts to make sense of a complex historical setting and series of events</li> <li>• <b>Text Use:</b> Determine text credibility, comprehend texts for research, compare and contrast texts to build historical knowledge, use nonfiction and fiction texts to consider the social impact of historical events</li> </ul>	<p><b>What shows students have learned it?</b></p> <p>This task focuses on:</p> <ul style="list-style-type: none"> <li>• Reading and understanding complex texts</li> <li>• Writing in response to text</li> <li>• Using nonfiction and fiction texts to consider the social impact of historical events</li> </ul>	<p><b>Which tasks help students learn it?</b></p> <p><b>Read and understand text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 1</a> (sample tasks included)</li> <li>• <a href="#">Lesson 4</a></li> </ul> <p><b>Express understanding of text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 5</a> (sample tasks included)</li> <li>• <a href="#">Lesson 6</a> (sample tasks included)</li> <li>• <a href="#">Lesson 10</a> (use this task)</li> </ul>

## **EXTENSION TASK**<sup>4</sup>

1. Work collaboratively to investigate the influence of sugar on our lives today. Gather appropriate advertisements, songs, and popular cultural references. Create a multimedia presentation. **(SL.8.1a-b, SL.8.4, SL.8.5, SL.8.6)**
2. Select a role sugar has played in one of the following areas noted below. Independently research information on the selected role, including the benefits and costs/dangers of sugar, using the resources provided. Assess the credibility of sources and identify where conflicting information exists. Identify whether the conflicts are matters of fact or interpretation. **(RI.8.9, W.8.7, W.8.8)** (Students can begin research using the bibliography and website list in *Sugar Changed the World* as well as in the [Teacher's Guide](#).<sup>5</sup> Additional sites are provided below for beginning research.)
  - Slavery and Global Expansion
  - Diet and Nutrition (i.e., the commercial history of sugar, the growth in demand for sugar over time, and its ties to diet and nutrition)
  - Culture (i.e., language, stories, music, art)
  - Science and Invention.
3. Write an argumentative, research-based essay in which you make a claim about the role of sugar you studied. Argue what impact that role of sugar had on the world at the time in the history and defend your claim using credible and relevant evidence. Properly cite and quote sources, avoiding plagiarism. **(RI.8.1; W.8.1a, b, c, e; W.8.4; W.8.5; W.8.8; W.8.9b; W.8.10; L.8.2a-b)**

**Teacher Note:** *The completed writing should use grade-appropriate words and phrases and demonstrate command of proper grammar and usage, punctuation, and spelling. This should include using a variety of sentence patterns for meaning, interest, and maintaining a consistent style. (W.8.1d; L.8.1b, c, d; L.8.2c; L.8.3a; L.8.6) Use peer and teacher conferencing as well as small-group writing to target student weaknesses. (W.8.4, W.8.5)*

### **Example texts for student research on diet and nutrition:**

- Sugar propaganda: New York City's "[Drinking Fat](#)"<sup>6</sup> Campaign, [Vintage C & H Sugar advertisements](#),<sup>7</sup> "[8 Unbelievable Sugar Ads](#)"<sup>8</sup>
- Websites: [Sugar](#),<sup>9</sup> The Sugar Association, Inc., and "[Sugar & Sweeteners](#)"<sup>10</sup> from *USDA Economic Research Service*, United States Department of Agriculture
- Articles: "[FDA Scolds Big Corn for 'Corn Sugar' Ads & Websites](#)"<sup>11</sup> and "[Big Sugar Sues Big Corn Over 'Corn Sugar' Ad Campaign for HFCS](#),"<sup>12</sup> Chris Morran; "[Sugar Farmers Sue Corn Processors for Falsely Marketing High-Fructose Corn Syrup as 'Sugar'](#),"<sup>13</sup> PR Newswire; and "[Sugar Cane Ethanol's Not-So-Sweet Future](#),"<sup>14</sup> CNNMoney

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<sup>4</sup> **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

<sup>5</sup> <http://sugarchangedtheworld.com/teachers-guide/>

<sup>6</sup> <http://blogs.villagevoice.com/runninscared/pr036-10-image1.gif>

<sup>7</sup> <http://www.youtube.com/watch?v=-kl6oXu9NnA>

<sup>8</sup> <http://www.vanadia.com/stopbeingsweet/comments/8-sugar-ads/>

<sup>9</sup> <http://www.sugar.org/>

<sup>10</sup> <http://www.ers.usda.gov/topics/crops/sugar-sweeteners/.aspx#Uv56PfldXT0>

<sup>11</sup> <http://consumerist.com/2011/09/16/fda-scolds-big-corn-for-calling-hfcs-corn-sugar/>

<sup>12</sup> <http://consumerist.com/2011/04/28/big-sugar-sues-big-corn-over-corn-sugar-ad-campaign-for-hfcs/>

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<p><b>What should students learn from the texts?</b></p> <ul style="list-style-type: none"> <li>• <b>Topic:</b> Sugar production’s influence on society</li> <li>• <b>Themes:</b> Explore fiction and nonfiction texts to make sense of a complex historical setting and series of events</li> <li>• <b>Text Use:</b> Determine text credibility, comprehend texts for research, compare and contrast texts to build historical knowledge, use nonfiction and fiction texts to consider the social impact of historical events</li> </ul>	<p><b>What shows students have learned it?</b></p> <p>This task focuses on:</p> <ul style="list-style-type: none"> <li>• Determining text credibility</li> <li>• Comprehending texts for research</li> <li>• Comparing and contrasting texts to build historical knowledge</li> </ul>	<p><b>What tasks help students learn it?</b></p> <p><b>Read and understand the text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 1</a> (sample tasks included)</li> <li>• <a href="#">Lesson 2</a></li> </ul> <p><b>Express understanding of text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 6</a> (sample tasks included)</li> <li>• <a href="#">Lesson 9</a> (use this task)</li> </ul>

<sup>13</sup> <http://www.prnewswire.com/news-releases/sugar-farmers-sue-corn-processors-for-falsely-marketing-high-fructose-corn-syrup-as-sugar-120882284.html>

<sup>14</sup> [http://money.cnn.com/2007/08/06/news/economy/sugarcane\\_ethanol/index.htm](http://money.cnn.com/2007/08/06/news/economy/sugarcane_ethanol/index.htm)

## INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)<sup>15</sup> to locate additional information about this interactive framework.

### Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student’s reading level, exposure to grade-level texts supports language and comprehension development necessary for continual reading growth. *This plan presents sample whole-class tasks to represent how standards might be met at this grade level.*

### Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. Intervention for students below grade level using texts at their reading level
2. Instruction for different learners using grade-level texts to support whole-class instruction
3. Extension for advanced readers using challenging texts

### Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. Intervention for students below grade level
2. Instruction for different learners to support whole-class instruction and meet grade-level writing standards
3. Extension for advanced writers

### Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. Support growing reading ability by allowing students to read books at their reading level.
2. Encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.



<sup>15</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>



## TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 1:</b><sup>16</sup></p> <p><a href="#">Cane Cutting Scene</a>, Unidentified from the Louisiana State Museum and <i>KnowLA</i>, Louisiana Endowment for the Humanities (Art)</p> <p>“<a href="#">Sugar Cane</a>” from <i>I is a Long-Memoried Woman</i>, Grace Nichols</p>	<p><b>TEXT DESCRIPTION:</b> This folk art painting depicts sugar cane farming in Louisiana; it emphasizes a strong cultural identity and bonding through mutual experience. “Sugar Cane” personifies sugar and discusses its inevitable doom.</p> <p><b>TEXT FOCUS:</b> Studying these two texts together, introduce students to the idea that sugar has had a tremendous influence on our culture and economy. Students can explore how different texts present a different tone and point of view, providing them with different ideas of sugar. This will begin their investigation into the varied impact of the sugar trade (both good and bad).</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> View the art scene and read the poem as a class. Analyze the key message of each. Compare the messages presented about sugar, and preview why different communities or individuals may have differing points of view.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>View the painting as a class and read “Sugar Cane” aloud once as students follow along with a printed copy.</li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>In pairs, have students analyze <i>Cane Cutting Scene</i> using the Library of Congress <a href="#">tool for analyzing prints</a> or the <a href="#">OPTIC strategy</a><sup>17</sup> for analyzing visual images.</li> <li>In pairs, have students analyze “Sugar Cane” by Grace Nichols using the <a href="#">TP-CASTT strategy</a><sup>18</sup> (<b>RL.8.1, RL.8.2, RL.8.3, RL.8.4, L.8.5a-c</b>)</li> <li>Have each group present their analysis to the whole class.</li> <li>As a class, discuss the mood developed in <i>Cane Cutting Scene</i> based on the images and colors, and the mood in “Sugar Cane” based on the author’s word choice and tone. Describe how each portrays a different mood. Ask students, “What does the mood of each suggest about the author’s opinion of sugar? Why do you think each author may have a different point of view on sugar?” (<b>SL.8.1a, c-d</b>)</li> </ul>

<sup>16</sup> **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

<sup>17</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>18</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>Conclude the lesson by asking each group to compare the different points of view presented in each text. Students should individually respond to the following in writing: What is the attitude of the poet and the artist toward sugar cane farming? Compare and contrast the points of view and how each point of view is developed and conveyed through the work. <b>(RI.8.5, RL.8.10, W.8.9a, W.8.10, SL.8.2)</b></li> </ul>
<p><b>LESSON 2:</b></p> <p>Prologue and Part One: “From Magic to Spice” from <i>Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science</i>, Marc Aronson and Marina Budhos</p>	<p><b>TEXT DESCRIPTION:</b> These sections of the text provide an introduction and highlight the premise for exploring the origins of sugar. They help answer the question, “Why is there a book about sugar?” The structure of the text makes connections among and distinctions between the various historical events and the global spread of sugar use. <b>(RI.8.3, RI.8.10)</b></p> <p><b>TEXT FOCUS:</b> “The Age of Honey” in the Prologue and “The Problem with Sugar Cane” in Part One contain words and phrases useful for determining meaning through context and analyzing their impact on meaning and tone. Analyze the structure of individual paragraphs, focusing on how the sentences develop a certain concept. <b>(RI.8.4, RI.8.5, L.8.4a)</b></p> <p><b>MODEL TASKS</b></p> <p><b>SAMPLE SUMMATIVE TASK:</b> Begin work on the <a href="#">Extension Task</a>. Divide students into pairs or groups, and have them begin searching for appropriate advertisements, songs, and popular culture references to sugar to address #1 of the <a href="#">Extension Task</a>.</p>
<p><b>LESSON 3:</b></p> <p>Part Two: “Sugar Hell” from <i>Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science</i>, Marc Aronson and Marina Budhos</p>	<p><b>TEXT DESCRIPTION:</b> This section presents the atrocities of the slave trade and provides opportunities to evaluate the argument against the inhumane treatment of slaves. <b>(RI.8.8, RI.8.10)</b></p> <p><b>TEXT FOCUS:</b> Determine how the authors develop a central idea through their word choice, the resulting tone, and their use of evidence to respond to conflicting viewpoints. <b>(RI.8.2, RI.8.4, RI.8.6)</b></p>
<p><b>LESSON 4:</b></p> <p>“<a href="#">The Story of Gaygayoma Who Lives Up Above</a>,” <i>Philippine Folk Tales</i> (Tinguian), compiled and annotated by Mabel Cook Cole</p>	<p><b>TEXT DESCRIPTION:</b> This folktale illustrates how sugar is essential to the culture of various nations. The premise of this text revolves around the intense desire for sugar among humans and gods.</p> <p><b>TEXT FOCUS:</b> Analyze how particular incidents involving sugar propel action, reveal aspects of a character, and provoke a decision. <b>(RI.8.2, RI.8.3)</b> Identify the role that the desire for sugar has on individuals and communities. Connect these themes to those presented in <i>Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science</i>.</p>

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 5:</b></p> <p>Part Three: “Freedom” from <i>Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science</i>, Marc Aronson and Marina Budhos</p>	<p><b>TEXT DESCRIPTION:</b> This section elaborates on the ethical and political considerations of slavery, property, and freedom. Students consider the questions, “What were the benefits and costs of sugar distribution? Why did people go to such trouble to transplant sugar from one location to another, and how did sugar distribution contribute to Louisiana history?” (RI.8.2, RI.8.6)</p> <p><b>TEXT FOCUS:</b> The ideas presented here are more abstract than those in the previous two sections. Students will need support summarizing and making meaning of this text. This section helps students better understand the authors’ argument and how the authors use evidence to respond to conflicting viewpoints. Finally, use the evaluation to determine a central idea. (RI.8.2, RI.8.5, RI.8.6, RI.8.8, RI.8.10)</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read and summarize the text. Students identify the major claims made in each section and evaluate the approach and evidence the author uses to make the claim.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Have students read Part Three independently. (RI.8.10) Divide students into groups and assign each group a subsection from Part Three. Have each group summarize the subsection. (RI.8.2) Have groups swap summaries for review against the original text. When students get their summary back, they should make adjustments based on the feedback from the other group.</li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• In pairs, have students analyze how the authors build their claims by analyzing the structure of a supporting paragraph (e.g., In “All Men Are Equal: America,” identify the claim made in the section. Then look at each sentence of the section. How does each sentence relate to the claim? Does the sentence provide evidence in support of the claim, offer a counterpoint, refine the claim, introduce a new idea?). (RI.8.5, SL.8.1a)</li> <li>• Have each group present their analysis to the class. Transfer ideas from individual graphic organizers onto a class chart to delineate the argument and claims of Part Three. Use the chart as a class to evaluate the authors’ argument and use of evidence. (RI.8.6, RI.8.8, SL.8.1c-d, SL.8.6)</li> </ul>

TEXT SEQUENCE	TEXT USE
	<p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>Finally, model how to write a sentence for the central idea of a text (<a href="#">developing a sentence frame</a><sup>19</sup>) and then have students work in their collaborative groups to determine a central idea of Part Three with three bulleted pieces of supporting evidence. <b>(RI.8.1, RI.8.2, RI.8.10, W.8.9a, W.8.10, L.8.6)</b></li> </ul>
<p><b>LESSON 6:</b></p> <p><a href="#">“How Sugar Changed the World,”</a> Heather Whipps, <i>LiveScience</i></p> <p><a href="#">“Sugar,”</a> Anup Shah</p> <p><a href="#">“Louisiana Sugarcane Farmer,”</a> America’s Heartland</p>	<p><b>TEXT DESCRIPTION:</b> These texts present similar information to the anchor text, but the presentation and/or evidence is varied.</p> <p><b>TEXT FOCUS:</b> Studying these texts together provides opportunities to analyze two or more texts that provide conflicting information on the same topic. Students are able to identify where the texts disagree on matters of fact and interpretation. Students also evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea. <b>(RI.8.7, RI.8.9)</b></p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Read and watch the texts. Pull out key ideas from each and compare them to ideas presented in the anchor text. Have students identify whether the places of disagreement are differences of fact or perception.</p> <p><b>READ AND UNDERSTAND THE TEXTS:</b></p> <ul style="list-style-type: none"> <li>Read aloud “How Sugar Changed the World” by Heather Whipps. Pull out two key points from the text and model for students how to compare and contrast those two points with similar points made in the anchor text. (e.g., Whipps’s text discusses “Triangle Trade” whereas <i>Sugar Changed the World</i> questions the concept of “Triangle Trade” on page 37.)</li> <li>After this modeling, ask students to work in pairs to do the same. Have students identify additional points of agreement and conflict between the two texts. For each, the students should explain whether the texts disagree on matters of fact (i.e., they are presenting different factual information) or interpretation (i.e., they are interpreting the impact of the same information in different ways).</li> <li>Then have students do the same work in groups comparing “Sugar” by Anup Shah to <i>Sugar Changed the World</i>. <b>(RI.8.1, RI.8.9, RI.8.10, SL.8.1a)</b></li> <li>Finally watch “Louisiana Sugarcane Farmer” by America’s Heartland. Identify the words, images, ideas, and events used to describe Lane Blanchard and his family’s experiences with sugar cane farming. Create the same list for <i>Sugar Changed the World</i> based on the Portrait Gallery of Sugar Work (pages 42-53) and “The Sugar</li> </ul>

<sup>19</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>Purchase and the Death State” (pages 92-95). <b>(RI.8.1, RI.8.4, L.8.5c, L.8.6)</b> As a class, identify where the two texts disagree and evaluate the use of evidence in each (i.e., What evidence is relevant and sufficient or irrelevant?). <b>(RI.8.1, RI.8.8, SL.8.3)</b> Then determine whether the conflicts in information between the video and anchor are matters of fact or interpretation. <b>(RI.8.9)</b></p> <ul style="list-style-type: none"> <li>• Conclude the lesson by discussing the author’s purpose and how the purpose of each text is conveyed through the details (i.e., images, words, emphasized events, etc.). <b>(RI.8.3, RI.8.4, RI.8.6, L.8.5c)</b> Evaluate the motives behind the video and discuss the advantages and disadvantages of each medium. <b>(RI.8.7, SL.8.1c-d, SL.8.2)</b></li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Have students work in pairs to write a response to the following: Select two of the texts read, and compare and contrast how information is presented in each. Identify whether differences resulted from fact or interpretation. <b>(RI.8.9, W.8.2a-f, W.8.10)</b> Cite textual evidence to support your response. <b>(RI.8.1, W.8.9.b)</b> Use the following process with students to complete the task: <ul style="list-style-type: none"> <li>○ Students identify which texts they will use from this lesson for the prompt provided.</li> <li>○ Students complete an evidence chart as a pre-writing activity. An evidence chart has three columns: (1) Evidence: Quote or Paraphrase, (2) Page Number, (3) Elaboration/Explanation of How This Evidence Supports Ideas or Arguments. <b>(RL.8.1, W.8.2b, W.8.9a)</b></li> <li>○ Once students have completed the evidence chart, prompt them to look back at the writing prompt to remind themselves what kind of response they are writing (i.e., expository, analytical, argumentative) and to think about the evidence they found. Have student pairs (or the teacher) review each other’s evidence chart and offer feedback. <b>(W.8.5)</b></li> <li>○ Have students develop a thesis statement.<sup>20</sup> This could be done independently, with a partner, small group, or the entire class. As needed, model for students how to create a thesis statement. <b>(W.8.2a)</b></li> <li>○ Have students complete a first draft and then work in pairs to ensure students use grade-appropriate words and phrases gathered through the text. <b>(W.8.4, W.8.5, L.8.1a, L.8.6)</b></li> <li>○ Have students complete a final draft. Depending on student writing ability, determine the necessary support during the writing process (i.e., providing an organizational frame, modeling, showing models of strong and weak student work, and providing descriptive feedback, etc.).</li> </ul> </li> </ul>

<sup>20</sup> Resources for developing thesis statements: <http://owl.english.purdue.edu/owl/resource/545/01/> or [http://www.indiana.edu/~wts/pamphlets/thesis\\_statement.shtml](http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml).

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>• <b>Note for Small-Group Writing:</b> To support student writing, use various sentences from the texts in the unit as models. For example, use the following sentence from “How Sugar Changed the World” by Heather Whipps: “Today more sugar is produced in Brazil than anywhere else in the world even though, ironically, the crop never grew wild in the Americas.” Separate the sentence into meaningful chunks by writing each chunk on a sentence strip or index card.<sup>21</sup> Have students work in pairs to rearrange the sentence and read each rearranged version to determine whether the resulting sentences have similar meaning. Write each rearranged sentence on a single sheet of paper. Have students properly punctuate each sentence. <b>(L.8.2a)</b> Discuss the differences in effect of each rearranged sentence. <b>(L.8.1b, d; L.8.3a)</b></li> <li>• Conclude the lesson by discussing author’s purpose and how the purpose of each text is conveyed through the chosen details (i.e., images, words, emphasized events, etc.). <b>(RI.8.3, RI.8.4, RI.8.6, L.8.5c)</b> Evaluate the motives behind the video and discuss the advantages and disadvantages of each. <b>(RI.8.7, SL.8.1c-d, SL.8.2)</b></li> </ul>
<p><b>LESSON 7:</b></p> <p>Part Four: “Back to Our Stories: New Workers, New Sugar” from <i>Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science</i>, Marc Aronson and Marina Budhos</p>	<p><b>TEXT DESCRIPTION:</b> The last section of the text returns to the ideas of the Prologue. Very few new ideas are introduced. As such, this can be read in collaborative groups, using a graphic organizer for analysis. <b>(RI.8.10)</b></p> <p><b>TEXT FOCUS:</b> “Satyagraha” introduces ideas similar to those presented in “All Men Are Equal: America” (pages 73-77) and “The Sound of Liberty” (pages 83-91). Compare and contrast the ideas described in all three subsections. Students can consider, “how is the desire for independence and freedom a universal story of humankind?” <b>(RI.8.2, RI.8.3)</b></p>
<p><b>LESSON 8:</b></p> <p><i>Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science</i>, Marc Aronson and Marina Budhos</p>	<p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b></p> <ul style="list-style-type: none"> <li>• Engage students in the writing process for the Culminating Writing Task. First, ensure students understand the Culminating Writing Task question—define terminology and discuss the implied organizational structure of the essay based on the question (i.e., first <i>determine</i> and then <i>analyze</i>).</li> <li>• Provide students with a graphic organizer (or have them create their own brainstorming method) and gather and record relevant thoughts, information, and evidence from class notes and <i>Sugar Changed the World</i>. <b>(RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, W.8.1b, W.8.9b)</b></li> <li>• Then have students work in pairs, small groups, or as a class to discuss the ideas and information gathered and refine their thinking, including locating additional relevant evidence. <b>(RI.8.1; W.8.1b; SL.8.1a, c-d)</b> Provide</li> </ul>

<sup>21</sup> For example, “Today/more sugar/is produced/in Brazil/than anywhere else/in the world/even though/ironically/the crop never grew wild/in the Americas.”

TEXT SEQUENCE	TEXT USE
	<p>students with a strong and weak model of student writing about a similar topic, and then <a href="#">model for students how to turn their notes into sentences</a><sup>22</sup> by thinking aloud, focusing on a specific portion of the essay in which students need additional support (i.e., writing and introducing a claim, selecting and integrating relevant evidence, organizing the essay, providing a conclusion, etc.). Invite students to provide suggestions for improving the models based on a rubric.</p> <ul style="list-style-type: none"> <li>Finally, have students write their individual responses to the culminating writing task. <b>(W.8.1a-e)</b> Incorporate cycles of drafting with peer and teacher conferencing and revision through small-group writing. <b>(W.8.4, W.8.5, L.8.1c-d, L.8.2c, L.8.3a, L.8.6)</b> A similar process with less teacher guidance and more peer guidance can be used for writing the Extension Task.</li> </ul> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Culminating Writing Task</a></p>
<p><b>LESSON 9:</b></p> <p>“<a href="#">Sugar Cane</a>,” Alfred Corn (Poem) and various texts for independent research</p>	<p><b>TEXT DESCRIPTION:</b> This poem synthesizes the ideas and concepts of the unit and asks the reader to consider modern-day connections to sugar as both a blessing and a curse. It can be used to analyze how language, devices, and tone develop theme. (<b>RL.8.2; RL.8.4; L.8.5a, c</b>)</p> <p><b>TEXT FOCUS:</b> Since this poem addresses concepts being explored in the Extension Task, use it as an introduction and transition to the task. After analyzing and discussing the poem, have students present their multimedia presentations about the influence of sugar on our modern lives and then introduce the independent research.</p> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Extension Task</a></p>
<p><b>LESSON 10:</b></p> <p>“<a href="#">200 Years of Progress in the Louisiana Sugar Industry: A Brief History</a>,” Dr. Charley Richard of the <i>American Sugar Cane League</i></p> <p>“<a href="#">State of Sugar</a>” from <i>This Week in Louisiana Agriculture</i></p>	<p><b>TEXT DESCRIPTION:</b> These texts address similar concepts to the anchor, but are more focused on Louisiana involvement with sugar cane farming. These texts are sufficiently complex for grade 8. (<b>RI.8.10</b>)</p> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Cold-Read Assessment</a></p>

<sup>22</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>