

# 9.4.1 Lesson 16

## Introduction

In this lesson, students finish reading “The Sound of Liberty” from “The leaders of the American Revolution” through “dark twist to come, in the United States” (pp. 88–91). This section of *Sugar Changed the World* explores how European and American fear damaged the newborn Republic of Haiti, as well as how abolitionists in England changed the minds of the people, leading to the abolition of the slave trade.

Student analysis focuses on determining a central idea of this passage, and identifying and exploring how specific details shape and refine this idea. Through collaborative discussion, students are encouraged to consider how this section of text further develops the “clash between human freedom and humans as property” (p. 99) that they initially explored in Lesson 15. For homework, students read “The Sugar Purchase and the Death State” and “Sugar in Paradise: I Came Seeking the Dream” (pp. 92–99) and respond to homework prompts.

## 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)	
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>a. 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 respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- What central idea emerges in this section of text and how is it shaped by specific details?

### High Performance Response(s)

A High Performance Response should:

- Determine a central idea of “The Sound of Liberty.” (e.g., the seesaw between freedom and property, the ongoing debate between economic concerns and human rights)
- Identify specific details that shape this idea. (e.g., “Haiti never really recovered from its difficult birth,” and slaves across the world continued to “giv[e] their lives to harvest” sugar (p. 90); the U.S.’s fearful response to Haiti’s independence and refusal to “recognize the land where the slaves had freed themselves” (p. 90); the passing of the “bill to ban all English involvement” in the slave trade (p. 91))
- Analyze how these details shape this central idea. (e.g., U.S. and European nations act with economic interests in mind because they fear that Haiti’s independence will challenge their sugar empires; the U.S. and other European powers refuse to recognize Haiti out of fear of maintaining their own slavery-dependent economic systems; Haiti “flounder[s]” after its human rights driven revolution because it becomes an isolated republic without “the benefit of trade or contact” (p. 90); despite the economic consequences, faced with the horrors of slavery, England decides to choose human rights concerns over economic concerns and bans the slave trade)

## Vocabulary

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

- succeeded (v.) – followed or replaced another by descent, election, appointment, etc.
- floundered (v.) – struggled clumsily or helplessly
- abstraction (n.) – a general idea or term
- shackles (n.) – anything that serves to prevent freedom of procedure, thought, etc.
- continuance (n.) – an act or instance of continuing

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

- isolated (v.) – set or placed apart; detached or separated as to be alone

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p><b>Standards &amp; Text:</b></p> <ul style="list-style-type: none"> <li>Standards: RI.9-10.2, L.9-10.4.a</li> <li>Text: “The Sound of Liberty” from <i>Sugar Changed the World</i> (pp. 88–91)</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>“The Sound of Liberty” Reading and Discussion</li> <li>Quick Write</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>10%</li> <li>70%</li> <li>10%</li> <li>5%</li> </ol>

## Materials

- 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

5%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.9-10.2. In this lesson, students determine a central idea of the second half of “The Sound of Liberty” section of *Sugar Changed the World*. Student analysis focuses on considering how specific details from the text shape and refine this idea.

- ▶ Students look at the agenda.

## 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 Accountable Independent Reading (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.

## Activity 3: “The Sound of Liberty” Reading and Discussion

70%

Instruct students to form small groups. Instruct students to read the first four paragraphs of this passage, from “The leaders of the American Revolution kept close watch” through “the country frightened slave owners; it did not change their views” (pp. 88–90).

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

Post or project the following questions for students to answer in groups before sharing out with the class.

**What connection between the American Revolution and Haitian Revolution do the authors establish in the first paragraph?**

- The authors establish that the leaders of the American Revolution had very different responses to the Haitian Revolution. While John Adams supported Toussaint by sending him “guns and supplies,” Thomas Jefferson was “terrified by the success of the Haitian revolution” (p. 89).

**Why did Jefferson refuse to recognize Haiti? How does the quote included in this paragraph further develop this idea?**

- Jefferson refused to recognize Haiti because he was afraid that newly freed men in Haiti would travel to America and convince American slaves to rebel. The quote from Jefferson clearly demonstrates the urgency and importance that he feels this situation warrants—it is a clear call to action against the people of Haiti. Jefferson warns that “unless something is...soon done” the “revolutionary storm” will come to America. Jefferson even goes as far as to say that if Americans let this happen, “we shall be the murderers of our own children” (p. 89).

Provide students with the following definition: *succeeded* means “followed or replaced another by descent, election, appointment, etc.”

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

### What paradox have the authors developed in the first three paragraphs?

- 🗨 The response to the Haitian revolution as exemplified by the beliefs of Thomas Jefferson is a paradox—although Americans (and Jefferson as a founding father) took great pride in “having fought for their freedom” from England, they still saw Africans “as property” (p. 89) and therefore did not support their revolt.

① **Differentiation Consideration:** Students should call upon the understanding of *paradox* that they developed in Lesson 15 to inform their responses. If students struggle, consider reviewing the definition of *paradox*, or discuss some examples from the 9.4.1 Lesson 15 reading.

### What words and phrases can help you to determine the meaning of *isolated* in this context (p. 90)?

- 🗨 The phrase “without the benefits of trade and contact” (p. 90) shows that *isolated* means “to be separated or alone.”

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.

Provide students with the following definition: *floundered* means “struggled clumsily or helplessly.”

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

### What connection do the authors establish between Europe and the success of the Republic of Haiti?

- 🗨 The authors establish a connection between the failure of Haiti to blossom as a republic and the fear that Europeans felt when faced with this newly freed nation. Because Europe was afraid that Haiti’s ideas of liberty might spread, they cut off global trade and refused to “treat[]” Haiti “as a partner” (p. 90). Isolated and without support, “Haiti floundered” (p. 90).

Lead a brief whole-class discussion of student responses.

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Direct student groups back to the final sentence of the last lesson’s reading, “But the free people of Haiti still faced their last, and most devastating opponent: fear” (p. 88). Ask students to answer the following question in groups before sharing out with the whole class. Instruct students to note their observations.

**How do the first four paragraphs of this passage (pp. 88–90) develop the statement “But the free people of Haiti still faced their last, and most devastating opponent: fear” (p. 88)?**

☛ Student responses may include the following:

- Thomas Jefferson was “terrified by the success of the Haitian Revolution” (p. 89) so he refused to recognize Haiti.
- Many Americans were afraid of Haiti because they were afraid that if they recognized Haitians as more than “property,” they would have to free their own slaves. This would mean a disruption of the economic and social system (p. 90).
- Because of the fear that Europeans and Americans felt about this “land where slaves had freed themselves,” they cut off Haiti from global trade. Haiti was unable to succeed as a new Republic because it was “isolated” (p. 90).
- Haiti did not succeed in changing people’s minds, only scaring them: “The country frightened slave owners; it did not change their views” (p. 90).

① **Differentiation Consideration:** If students struggle with this task, guide them to apply this question to each individual paragraph.

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Instruct student groups to read from “After 1804, the slaves of Haiti were free” through to the end of the passage, “one extremely dark twist to come, in the United States” (pp. 90–91). Ask students to answer the following questions in their groups before sharing out with the class.

**What effect did the Haitian revolution have on the global sugar trade?**

- ☛ The authors describe that although the revolution overturned the slave trade in Haiti, it was not so quick to overturn the slave trade in other countries: “throughout the rest of the old sugar lands, cane was still growing, and the slaves were still giving their lives to harvest it” (p. 90).

**How do the authors frame the conflict England faced? How does their structural choice refine your understanding of this conflict?**

- ☛ The authors frame the conflict England faced in the form of an either/or question that the abolitionists posed to the people: “Was England a nation built on Christian beliefs or on treating people as property?” (p. 90). The choice to frame this conflict as a question develops the idea that change is imminent—the either/or question indicates that the conflict has reached the point where a decision must be made. This framework develops the idea that England was at a turning point in their views on slavery.

① Students may identify in their responses the authors’ use of a rhetorical question.

**What paradox do the authors identify in the “most powerful testimony in favor of the bill” (p. 90)?**

- The sentence “the slaves spoke through the testimony of the very men who had gone to fight them” (p. 90) shows the paradox of the powerful testimony that ultimately resulted in the abolition of the slave trade.

Provide students with the following definitions: *abstraction* means “a general idea or term,” *shackles* means “anything that serves to prevent freedom of procedure, thought, etc.,” and *continuance* means “an act or instance of continuing.”

- ▶ Students write the definitions of *abstraction*, *shackles*, and *continuance* on their copy of the text or in a vocabulary journal.

**What connection do the authors establish between the testimony of the army officers and the way people thought about slavery? How does this shape and refine the idea of the “seesaw between freedom and property” that the authors described on page 88?**

- The testimony of the army officers changed peoples’ minds about slavery, and opened them up to seeing slavery as a human rights issue, rather than an economic concern: “slavery was not an abstraction, an economic force, a counter in the game of world politics—it was the suffering of men and women” (p. 90). This change in attitude tipped the seesaw between freedom and property closer to the side of freedom.

**What “new mood” in England did Wilberforce and parliament recognize (p. 91)? What was the result of this change in the “sense of the nation” (p. 91)?**

- The “new mood” is one of general opposition to the “traffick in human flesh” (p. 91). Because of “changing minds,” in 1807 a bill was passed that banned all English involvement in the slave trade (p. 91). Although “no slaves were freed by the bill,” this bill “marked a great change in the world” (p. 91) because England had shipped more slaves from Africa than any other country.

**How do the authors support their assertion that “In the great context over whether a human, any human, could ever be property, the tide was turning” (p. 91)? Use details from this lesson’s reading (pp. 88–91) to support your response.**

- Student responses may include the following:
  - Initially, Europeans and Americans like Thomas Jefferson were “terrified by the success of the Haitian revolution” (p. 89).
  - They refused to see the Africans as anything but “property” because if they did they would have to free the slaves in their own countries (pp. 89–90).
  - Haiti “frightened slave owners; it did not change their views” (p. 90).
  - The “powerful testimony” of men who had witnessed the horrors of the slave trade firsthand as well as the work of abolitionists started to convince people that “slavery was not an abstraction, an economic force...it was the suffering of men and women” (p. 90).

- As a result of the “changing minds all across England,” even in Bristol, a port city filled with slave ships, the “popular sentiment has been very strongly expressed against the continuance of that traffick in human flesh” (p. 91)
- Because of this “new mood” a bill to ban “all English involvement in the slave trade” was passed (p. 91).
- This “new mood” spread to America. The very same year the bill in England was passed, Congress “passed a law forbidding Americans from being involved in importing slaves” (p. 91).

### What effect is created by the final sentence of this passage?

- 🗨 The final sentence in this passage, “and yet the tangled story of slavery, sugar and freedom still had one extremely dark twist to come, in the United States” (p. 91) creates a sense of foreboding. It is also a cliffhanger.

Lead a brief whole-class discussion of student responses.

## Activity 4: Quick Write

**10%**

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

### What central idea develops in this section of text and how is it refined by specific details?

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.

Transition to the 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 5: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to independently read the next section of *Sugar Changed the World*, “The Sugar Purchase and the Death State” and “Sugar in Paradise: I Came Seeking the Dream” (pp. 92–99). After they finish reading, students should respond to the following homework prompts:

**Why was “sugar...a killer” in Louisiana (p. 93)?**

**In what ways did the sugar workers speak out despite their enslavement (p. 92)?**

**How was sugar work in Hawaii consistent with the sugar work of the past? How was it different?**

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

- ▶ Students follow along and record the homework prompts.

## Homework

Read “The Sugar Purchase and the Death State” and “Sugar in Paradise: I Came Seeking the Dream” (pp. 92–99) and respond to the following prompts.

**Why was “sugar...a killer” in Louisiana (p. 93)?**

**In what ways did the sugar workers speak out despite their enslavement (p. 92)?**

**How was sugar work in Hawaii consistent with the sugar work of the past? How was it different?**

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