

9.4.1 Lesson 22

Introduction

In this lesson, students read and analyze “Satyagraha” (pp. 121–126), the concluding section of *Sugar Changed the World*. This lesson provides an opportunity for students to review and synthesize the development of central claims in *Sugar Changed the World*. Students consider how the authors’ choice to conclude the text with an exploration of Gandhi’s fight for Indian independence further develops and refines these central claims.

Students collaborate in groups to trace the authors’ development of a central claim in “Satyagraha.” Students continue their collaboration by completing an Unfolding Analysis Tool that prompts them to make connections between the claims developed in “Satyagraha” and the claims developed in other sections of *Sugar Changed the World*. The lesson assessment asks students to respond to the following prompt: How does the concluding section, “Satyagraha,” refine a central claim developed throughout *Sugar Changed the World*?

For homework, students preview the concluding essay, “How We Researched and Wrote This Book” (pp. 127–130), boxing any unfamiliar words and looking up their definitions.

Standards

Assessed Standard(s)	
RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
Addressed Standard(s)	
None.	

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.

- How does the concluding section, “Satyagraha,” refine a central claim developed throughout *Sugar Changed the World*?

High Performance Response(s)

A High Performance Response should include the following:

- Identify a central claim in “Satyagraha” (e.g., “Sugar crushed people, and yet it was because of sugar that Gandhi began his experiment in truth—so that every individual could free him- or herself.” (p. 125)).
- Analyze how the claim identified in “Satyagraha” shapes and refines a central claim developed throughout the text (e.g., The central claim from “Satyagraha” shows how terrible events like the sugar slave trade can inspire large scale, positive change like Gandhi’s revolution. This connects to the claim that is developed through *Sugar Changed the World*: individuals, like the sugar slaves in Haiti and those who wrote music and danced as a form of rebellion, can overcome hardship and create positive change even in the face of terrible cruelty. The inclusion of the section “Satyagraha” also culminates in the book a movement from the “Age of Sugar” and slavery into the age of freedom.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- reprisals (n.) – acts or instances of retaliation
- oppressors (n.) – people who burden others with cruelty
- tyrants (n.) – people in positions of authority who use power unjustly
- vanquish (v.) – to conquer by superior force; to overcome or overpower
- weaned (v.) – to be withdrawn from some object, habit, form of enjoyment, or the like
- passive (adj.) – used to describe someone who allows things to happen or who accepts what other people do or decide without trying to change anything
- ultimatum (n.) – a final, uncompromising demand or set of terms; a final proposal or statement of conditions

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

- None.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text:</p> <ul style="list-style-type: none"> Standard: RI.9-10.5 Text: “Satyagraha” from <i>Sugar Changed the World</i> (pp. 121–126) <p>Learning Sequence:</p> <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Reading and Discussion Unfolding Analysis Activity Quick Write Closing 	<ol style="list-style-type: none"> 5% 15% 30% 35% 10% 5%

Materials

- Copies of the Unfolding Analysis Tool: Connecting Ideas for each student
- Student copies of the Short Response Rubric and Checklist (refer to 9.4 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.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and sharing the assessed standard for this lesson: RI.9-10.5. In this lesson, students analyze how the authors' choice to conclude *Sugar Changed the World* with the section "Satyagraha" develops and refines a central claim of the text.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

15%

Instruct students to take out their responses to the homework and Turn-and-Talk in pairs about the questions they answered based on their reading of "The Lawyer."

- ▶ Student pairs discuss and share their responses to "The Lawyer" homework questions.

How did Gandhi end up in South Africa?

- 🗨️ Gandhi would "lose caste if he crossed the black water," so his "family arranged a special ceremony" to maintain his place in Indian society before he went to study law in England. After his time in England, he moved to Natal to practice law "because many Indians were already in Natal, laboring as indentured sugar workers" (p. 118).

What impact did Balasumdaram have on Gandhi?

- 🗨️ Balasumdaram, though not a slave, came to Gandhi after having been beaten by his employer at a job he could not abandon. He helped Gandhi realize that "like the slave the indentured labourer was the property of his master" (p. 120).

How was life difficult for Indians in South Africa?

- 🗨️ Student responses may include:
 - Indians who stayed on in South Africa built "their own new community," angering "white settlers ...[who] were happy to have cheap Indian labor" but who did not want to "[allow] Indians to live there as equals."
 - The white settlers used fear, violence and severe punishment to intimidate their Indian workers.
 - A law was passed forcing a heavy tax on Indians if they decided to settle in Natal: "The message was clear: You were brought to Natal only as a guest worker; you have no right to stay" (p. 120).

Lead a brief whole-class discussion of student responses.

Activity 3: Reading and Discussion

30%

Instruct students to form pairs. Post or project the questions below for students to discuss.

Instruct students to independently read the final section of *Sugar Changed the World*, “Satyagraha” (pp. 121–126).

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

Provide students with the following definitions: *reprisals* means “acts or instances of retaliation,” *oppressors* means “people who burden others with cruelty,” *tyrants* means “any people in positions of authority who use power unjustly,” *vanquish* means “to conquer by superior force; to overcome or overpower,” *weaned* means “to be withdrawn from some object, habit, form of enjoyment, or the like,” *passive* means “used to describe someone who allows things to happen or who accepts what other people do or decide without trying to change anything,” *ultimatum* means “a final, uncompromising demand or set of terms; a final proposal or statement of conditions.”

- ▶ Students write the definitions of *reprisals*, *oppressors*, *tyrants*, *vanquish*, *weaned*, *passive*, and *ultimatum* on their copy of the text or in a vocabulary journal. Then students read “Satyagraha” independently.

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

How do the authors define “Satyagraha”?

🗨 Student responses may include:

- The authors define Satyagraha as resistance through inner courage with the goal of “convinc[ing] or convert[ing] the opponent [through] patience and sympathy” rather than physical violence (p. 123).
- It is described as “the opposite of the idea that a human being can be made into property by someone else’s laws, or guns, or prejudice” (p. 123).
- It is also defined as “truth with force,” “firmness,” or “love force” (p. 123).

Define the concepts of “passive resistance” (p. 123) and “noncooperation” (p. 124). Use the historical examples from “Satyagraha” to support your response.

🗨 Student responses may include:

- “Passive resistance” means “non-violence,” as practiced on September 11, 1906, in the Empire Theater in Johannesburg when Gandhi “invited each person in the theater to join him in an exceptional oath, a pledge not to register, not to accept the government’s rules” (pp. 122–123).

- “Noncooperation” means the refusal to participate, such as when Gandhi “told Indians not to buy goods manufactured by their colonial master” (p. 124).

How do the central ideas of Gandhi’s “Satyagraha” compare to the ideas that sparked revolutions in Haiti and British Guiana?

🗨 Student responses may include:

- Gandhi’s Satyagraha was a non-violent revolution based on the central idea of “passive resistance” (p. 123). This concept stands in contrast to “defeat[ing] and vanquish[ing] the enemy” (p. 123) that sparked the “bloody trail” of “gruesome revenge” in earlier revolutions like those in Haiti and British Guiana.
- Satyagraha is defined by the goal of “convinc[ing] or convert[ing] the opponent” without the use of violence. In Haiti and British Guiana, workers fought the violence of sugar work by being “harder, tougher, and more willing to accept bloodshed than the owners” (p. 122).
- While earlier revolutions relied on violence to overcome hardship, Satyagraha is based on the idea that freedom does not only “come from rising up against oppressors or tyrants” but is also “found in oneself” (p. 122).

📌 Consider providing time for students to review “The Sound of Liberty” (pp. 83–91) and their notes and annotations for that section.

What connection do the authors establish between the global sugar trade and Satyagraha in South Africa and India?

- 🗨 While the global sugar trade “turned human beings into property” Satyagraha led people to reject the idea that any person could be owned by another” (p. 125).

Why might the authors choose to conclude *Sugar Changed the World* with an exploration of Satyagraha?

🗨 Student responses may include:

- The authors may have chosen to conclude the text with an exploration of Satyagraha as an example of positive change that arose out of intense and brutal struggle.
- This section of text signals the end of the slavery and indentured servitude, concluding the brutal history of slavery and sugar on a positive note while ushering in a new era in which people continue to work for freedom.

Lead a brief whole-class discussion of student responses.

Activity 4: Unfolding Analysis Activity

35%

Instruct students to reread the final two paragraphs of “Satyagraha” (p. 125) in their groups. Post or project the following question to focus student reading:

What central claim(s) do the authors make in the final two paragraphs of “Satyagraha”?

- Student responses should identify the following claims:
 - “Sugar turned human beings into property, yet sugar led people to reject the idea that any person could be owned by another.” (p. 125)
 - “Sugar murdered millions, and yet it gave the voiceless a way to speak.” (p. 125)
 - “Sugar crushed people, and yet it was because of sugar that Gandhi began his experiment in truth—so that every individual could free him- or herself.” (p. 125)
 - “Only sugar—the sweetness we all crave—could drive people to be so cruel, and to combat all forms of cruelty.” (p. 125)
 - “this one substance forever marked our history” (p. 126)
 - “Every day, we live in the world sugar created...where equality...exists in each one of us. That is the sweet truth bought at the price of so much bitter pain.” (p. 126)
 - “Sugar changed the world.” (p. 126)

Distribute copies of the Unfolding Analysis Tool: Connecting Ideas. Explain to students that they are to build upon their analysis of “Satyagraha” by exploring how the authors’ choice to conclude the text with this passage shapes and refines central claims developed throughout *Sugar Changed the World*. Instruct students to select one of the central claims they identified in the final two paragraphs of “Satyagraha” and fill in the “Central Claim from ‘Satyagraha’” section on their tool. Instruct students that they should return to the sections identified on this tool to make connections between this central claim in “Satyagraha” and the claims in previous sections of *Sugar Changed the World*.

① **Differentiation Consideration:** If students need additional support working with this tool, consider modeling one row as a class.

① The Unfolding Analysis Tool: Connecting Ideas supports student’s engagement with RI.9-10.3. Variations of this tool appear in Lessons 3, 11, and 15. 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.

▶ Students review the Unfolding Analysis Tool and listen.

● See the Model Unfolding Analysis Tool: Connecting Ideas for sample student responses.

① **Differentiation Consideration:** Consider having students complete this tool in groups for support.

Activity 5: Quick Write

10%

Instruct students to respond in writing to the following prompt:

How does the concluding section, “Satyagraha,” refine a central claim developed throughout *Sugar Changed the World*?

Instruct students to use their texts, notes, and completed tools to respond to the prompt. 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 a hard copy.

- ▶ Students follow along.

Transition students 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 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to read “How We Researched and Wrote This Book” (pp. 127–130). 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.

- ▶ Students follow along.

Homework

Read “How We Researched and Wrote This Book” (pp. 127–130). Box any unfamiliar words and look up their definitions, choosing the definition that makes the most sense in context. Write a brief definition above or near the word in the text.

Unfolding Analysis Tool: Connecting Ideas

Name:		Class:		Date:	
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Central Claim from “Satyagraha”	“Sugar crushed people, and yet it was because of sugar that Gandhi began his experiment in truth—so that every individual could free him—or herself.” (p. 125)
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Section	What is the main idea?	How does the main idea in this section connect to the central claim you identified in “Satyagraha”?

Model Unfolding Analysis Tool: Connecting Ideas

Name:		Class:		Date:	
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Central Claim from “Satyagraha”	“Sugar crushed people, and yet it was because of sugar that Gandhi began his experiment in truth—so that every individual could free him- or herself.” (p. 125)
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Section	What is the main idea?	How does the main idea in this section connect to the central claim you identified in “Satyagraha”?
“A Cycle of Death and Sweetness” (pp. 35–41)	Slaves on sugar plantations were not treated like people, they were treated like parts of a “sugar machine” whose only job was to participate in the “brutal cycle” of making sugar (p. 36).	This section connects to the idea that “sugar crushed people” through brutal working conditions and slavery.
“The Pulse of Sugar Life” (pp. 54–55)	Sugar slaves found ways to express their humanity, to say that they were “not just bodies born to work and die” through music and dance (p. 54).	The sugar slaves were “experiment[ing] in truth” through their music, like Gandhi did with Satyagraha.
“The Sound of Liberty” (pp. 83–91)	The global connections that resulted from the sugar trade spread ideas about liberty across the world and resulted in revolutions in Haiti and British Guiana. Sugar caused slavery, but it also spread ideas of “liberty, equality, fraternity” (p. 83).	Although the sugar trade caused slavery, it also caused the spread of ideas about equality that Ghandi drew upon in his campaign.