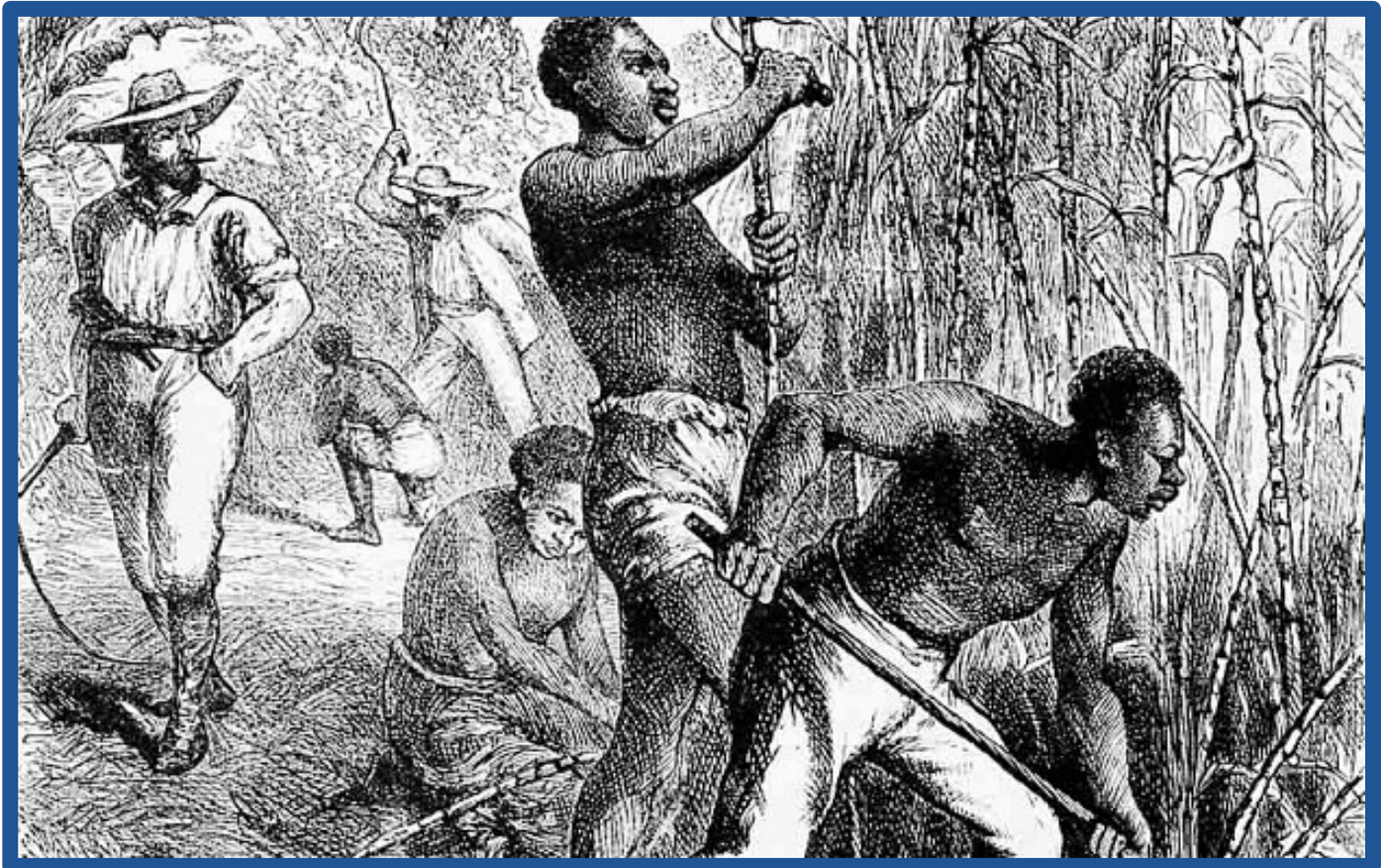


How Did Sugar Feed Slavery?



1858 engraving of enslaved people working in the sugar cane fields of the British West Indies
Lordprice Collection/Alamy Stock Photo

Supporting Questions

1. What conditions drove sugar production and slavery in the Western Hemisphere?
2. How was sugar cultivated in the Western Hemisphere?
3. What was life like for enslaved people on sugar plantations in the Western Hemisphere?

5th Grade Elementary Inquiry on Slavery in the Western Hemisphere

How Did Sugar Feed Slavery?

Framework for Teaching American Slavery	Summary Objective 4: Students will be able to demonstrate the impact of slavery on the economies of French, British and Spanish North America.
Staging the Question	Complete a think-pair-share activity to determine if any popular consumer products today might be produced through inhumane means.

Supporting Question 1	Supporting Question 2	Supporting Question 3
What conditions drove sugar production and slavery in the Western Hemisphere?	How was sugar cultivated in the Western Hemisphere?	What was life like for enslaved people on sugar plantations in the Western Hemisphere?
Formative Performance Task	Formative Performance Task	Formative Performance Task
List environmental, social and economic conditions that drove sugar production and slavery.	Create a diagram that shows how sugar was produced.	Write a paragraph describing the conditions that enslaved people endured on sugar plantations.
Featured Sources	Featured Sources	Featured Sources
<p>Source A: “Sugar and Slavery,” from exhibit <i>Sugar in the Atlantic World</i>, Excerpt (2010).</p> <p>Source B: “Overview of the Transatlantic Slave Trade, 1501-1867” map by David Eltis and David Richardson (2010).</p> <p>Source C: “Real Sugar Prices and Sugar Consumption Per Capita in England, 1600–1850,” charts adapted from Jonathan Hersh and Hans-Joachim Voth (2009).</p>	<p>Source A: “Sugar Love: A Not So Sweet Story,” by Rich Cohen, Excerpt (2013).</p> <p>Source B: Images from “The Atlantic Slave Trade and Slave Life in the Americas: A Visual Record,” compiled by Jerome S. Handler and Michael L. Tuite Jr.</p>	<p>Source A: <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, by Olaudah Equiano, Excerpt (1789).</p> <p>Source B: Descriptions of work on sugar plantations, Excerpts (1791–2011).</p>

Summative Performance Task	ARGUMENT Construct an argument (e.g., detailed outline, poster or essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.
	EXTENSION Write a persuasive letter to a member of Congress (circa 1800) urging a nationwide boycott of sugar imported from plantations that use enslaved labor.
Taking Informed Action	<p>UNDERSTAND Review the knowledge you developed during the staging of the compelling question, paying particular attention to the products you’re familiar with that were produced using child labor or forced labor.</p> <p>ASSESS Determine the severity of inhumane production practices for popular consumer products today.</p> <p>ACT Create a public service announcement (PSA) raising awareness of inhumane production practices for popular consumer products today.</p>

Overview

Inquiry Description

This inquiry provides students with an opportunity to evaluate the relationship between the dramatic increase in European sugar consumption in the 18th and 19th centuries and the reliance on the labor of enslaved people to produce sugar in the Western Hemisphere. In examining the compelling question, “How did sugar feed slavery?” students explore the environmental, economic, social and human consequences of increased sugar production. Students work with featured sources focused on sugar production and the treatment of enslaved workers on sugar plantations. The goal of this inquiry is for students to examine the human costs of consumer behaviors through the historical example of sugar production in the Western Hemisphere, and for students to better understand the impact of the institution of slavery on the economies of French and British North America.

Structure of the Inquiry

In addressing the compelling question, “How did sugar feed slavery?” students work through a series of supporting questions, formative performance tasks and featured sources in order to construct an argument supported by evidence and counterevidence from a variety of sources.

Length of the Inquiry

This inquiry is designed to take three to five 40-minute class periods. Inquiries are not scripts, so you are encouraged to modify and adapt them to meet the needs and interests of your students. The inquiry time frame could expand if you think your students need additional instructional experiences (i.e., supporting questions, formative performance tasks and featured sources). Resources should be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

Staging the Compelling Question: How did sugar feed slavery?

Compelling Question	How did sugar feed slavery?
Featured Sources	Source A: “Top 12 Products Produced with Child Labor,” adapted from the Child Labor Coalition (2012). Source B: “Goods with Most Child Labor and Forced Labor Listings,” U.S. Department of Labor, Excerpt (2016).

THIS INQUIRY OPENS WITH THE QUESTION, “How did sugar feed slavery?” The goal of the inquiry is to draw on the historical example of sugar production to help students examine how the consumption of goods produced by enslaved people can work to sustain and support systems of enslavement. To help students see how these connections persist into the present day, you may have them engage in a think-pair-share activity and develop a list of popular consumer products derived from inhumane production practices. You can support students by providing examples of products that are produced with child labor or forced labor (e.g., sugar in the Dominican Republic).

FEATURED SOURCE A, “Top 12 Products Produced with Child Labor,” is a 2012 chart adapted from the Child Labor Coalition that lists products most commonly produced using child labor and the countries from which these products originate. It is worth pointing out to students that sugarcane—along with tobacco, cotton and rice—is not only a crop traditionally associated with enslaved labor but is one that is still produced using exploitative labor practices.

FEATURED SOURCE B, “Goods with Most Child Labor and Forced Labor Listings,” is a chart created by the U.S. Department of Labor in 2016. It may be useful to have students compare the charts to see the overlap between child labor and forced labor.

If you choose, you can begin the “Taking Informed Action” sequence with this exercise. Students can return to the question of modern, exploitative production practices throughout the inquiry before creating a PSA raising awareness of inhumane production practices behind popular consumer products.

Staging the Compelling Question: How did sugar feed slavery?

Featured Source

Source A: "Top 12 Products Produced with Child Labor," Adapted from the [Child Labor Coalition](#) (2012).

TOP 12 PRODUCTS PRODUCED WITH CHILD LABOR BASED ON NUMBER OF COUNTRIES PRODUCING THEM		
Product	# of Countries Producing It with Child Labor	Which Countries are Producing It with Child Labor
Gold	18	Bolivia, Burkina Faso, Colombia, Democratic Republic of Congo, Ecuador, Ethiopia, Ghana, Guinea, Indonesia, Mali, Mongolia, Nicaragua, Niger, Peru, Philippines, Senegal, Suriname, Tanzania
Bricks	16	Afghanistan, Argentina, Bangladesh, Bolivia, Brazil, Burma, Cambodia, China, Ecuador, India, Nepal, Pakistan, Paraguay, Peru, Uganda, Vietnam
Tobacco	16	Argentina, Brazil, Cambodia, Indonesia, Kazakhstan, Kenya, Kyrgyz Republic, Lebanon, Malawi, Mexico, Mozambique, Nicaragua, Philippines, Tanzania, Uganda, Zambia
Cotton	16	Argentina, Azerbaijan, Benin, Brazil, Burkina Faso, China, Egypt, Kazakhstan, Kyrgyz Republic, Mali, Paraguay, Tajikistan, Turkey, Turkmenistan, Uzbekistan, Zambia
Coffee	14	Colombia, Côte d'Ivoire, Dominican Republic, Guatemala, Guinea, Honduras, El Salvador, Kenya, Mexico, Nicaragua, Panama, Sierra Leone, Tanzania, Uganda
Sugarcane	14	Belize, Bolivia, Burma, Colombia, Dominican Republic, El Salvador, Guatemala, Kenya, Mexico, Panama, Paraguay, Philippines, Thailand, Uganda
Cattle	9	Brazil, Chad, Ethiopia, Lesotho, Mauritania, Namibia, South Sudan, Uganda, Zambia
Rice	8	Brazil, Burma, Dominican Republic, India, Kenya, Mali, Philippines, Uganda
Diamonds	7	Angola, Central African Republic, Democratic Republic of Congo, Guinea, Liberia, Sierra Leone, Zimbabwe
Stones	7	Egypt, India, Madagascar, Nepal, Nicaragua, Paraguay, Zambia
Cocoa	6	Cameroon, Côte d'Ivoire, Ghana, Guinea, Nigeria, Sierra Leone
Fish	6	Cambodia, Ghana, Indonesia, Peru, Philippines, Uganda

Data compiled from U.S. Department of labor's 2012 *List of Goods Produced by Child Labor or Forced Labor*

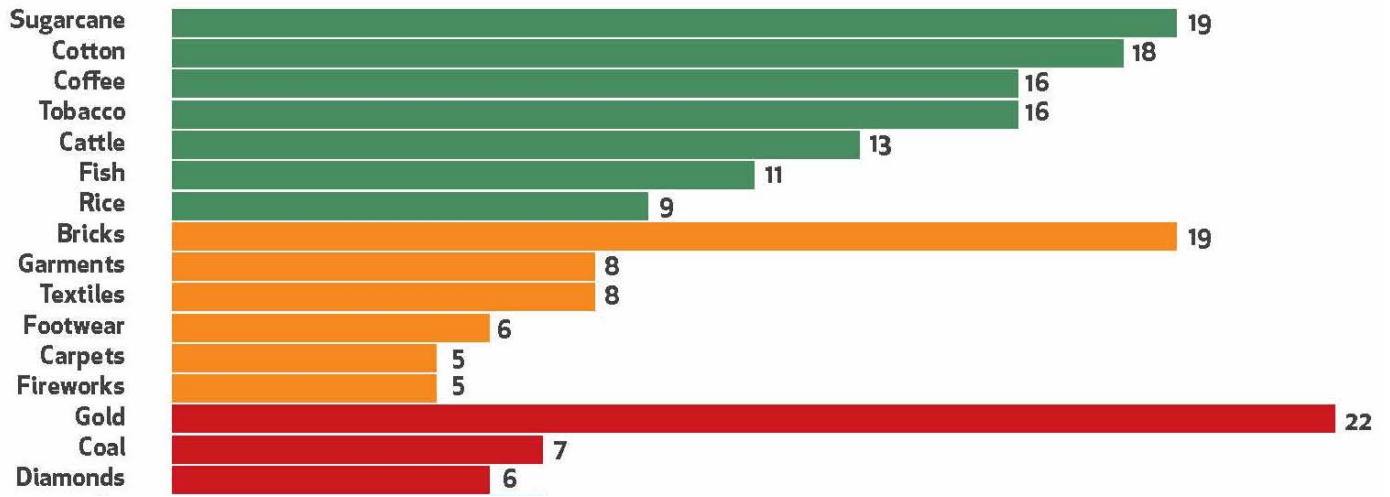
Graphic courtesy of the Child Labor Coalition www.stopchildlabor.org

Staging the Compelling Question: How did sugar feed slavery?

Featured Source

Source B: "Goods with Most Child Labor and Forced Labor Listings," Excerpt (2016). Chart from *List of Goods Produced by Child Labor or Forced Labor*, by the U.S. Department of Labor (2016).

**Goods with Most Child Labor and Forced Labor Listings
by Number of Countries and Production Sector**



Supporting Question 1: What conditions drove sugar production and slavery in the Western Hemisphere?

Supporting Question	What conditions drove sugar production and slavery in the Western Hemisphere?
Formative Performance Task	List environmental, social and economic conditions that drove sugar production and slavery.
Featured Sources	<p>Source A: “Sugar and Slavery,” from exhibit <i>Sugar in the Atlantic World</i>, Excerpt (2010).</p> <p>Source B: “Overview of the Transatlantic Slave Trade, 1501-1867,” map by David Eltis and David Richardson (2010).</p> <p>Source C: “Real Sugar Prices and Sugar Consumption Per Capita in England, 1600–1850,” charts adapted from Jonathan Hersh and Hans-Joachim Voth (2009).</p>

THE FIRST SUPPORTING QUESTION—“What conditions drove sugar production and slavery in the Western Hemisphere?”—invites students to consider how demand for sugar corresponded with the rise of slavery in the West.

FEATURED SOURCE A is an introduction to the relationship between sugar and slavery from the online exhibit *Sugar in the Atlantic World* by the Clements Library at the University of Michigan. The source includes background information about the role of slavery in the sugar industry.

FEATURED SOURCE B provides a map depicting the Atlantic slave trade from 1501-1867, showing the routes often taken by slavers, the number of enslaved people transported to the Americas and the centrality of the Caribbean in the Atlantic slave trade.

FEATURED SOURCE C consists of two graphs that track the consumption and cost of sugar in England during the height of the transatlantic slave trade.

AN OPTIONAL WORD BANK is provided for the first source. Please adjust it according to your students’ needs.

THE FIRST FORMATIVE PERFORMANCE TASK asks students to list the conditions that led to the rise of the global sugar industry and the use of enslaved laborers on sugar plantations. Completing this formative performance task, students will clearly see and understand the connection between European demand for (and consumption of) sugar and the enslavement of African workers on sugar plantations in the Western Hemisphere.

Word Bank *(in order of appearance)*

- Integral—necessary, important
- Cultivation—production
- Toiled—labored, worked hard
- Mortality rates—death rates
- Uprisings—revolutions, fights where groups pushed back against powerful people
- Manufactured—made or produced in large numbers

Supporting Question 1: What conditions drove sugar production and slavery in the Western Hemisphere?

Featured Source	Source A: “Sugar and Slavery,” from exhibit <i>Sugar in the Atlantic World</i> , available online through the Clements Library at the University of Michigan, Excerpt (2010).
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It is impossible to think about sugar production in the West Indies without thinking about slavery. The labor of enslaved Africans was integral to the cultivation of the cane and production of sugar. Slaves toiled in the fields and the boiling houses, supplying the huge amounts of labor that sugar required. Overall some four million slaves were brought to the Caribbean, and almost all ended up on the sugar plantations. Conditions were harsh, and mortality rates were extremely high through all stages of slaves’ lives. In some sugar colonies, the slave population was ten times that of Europeans, and slave uprisings were an ever-present fear for the planters.

Slave trading was part of a highly profitable triangle of trade that spanned the Atlantic. Manufactured goods were traded to the West African coast for slaves, who were shipped to the sugar colonies (the infamous Middle Passage) and sugar, molasses and rum were shipped from the islands to England.

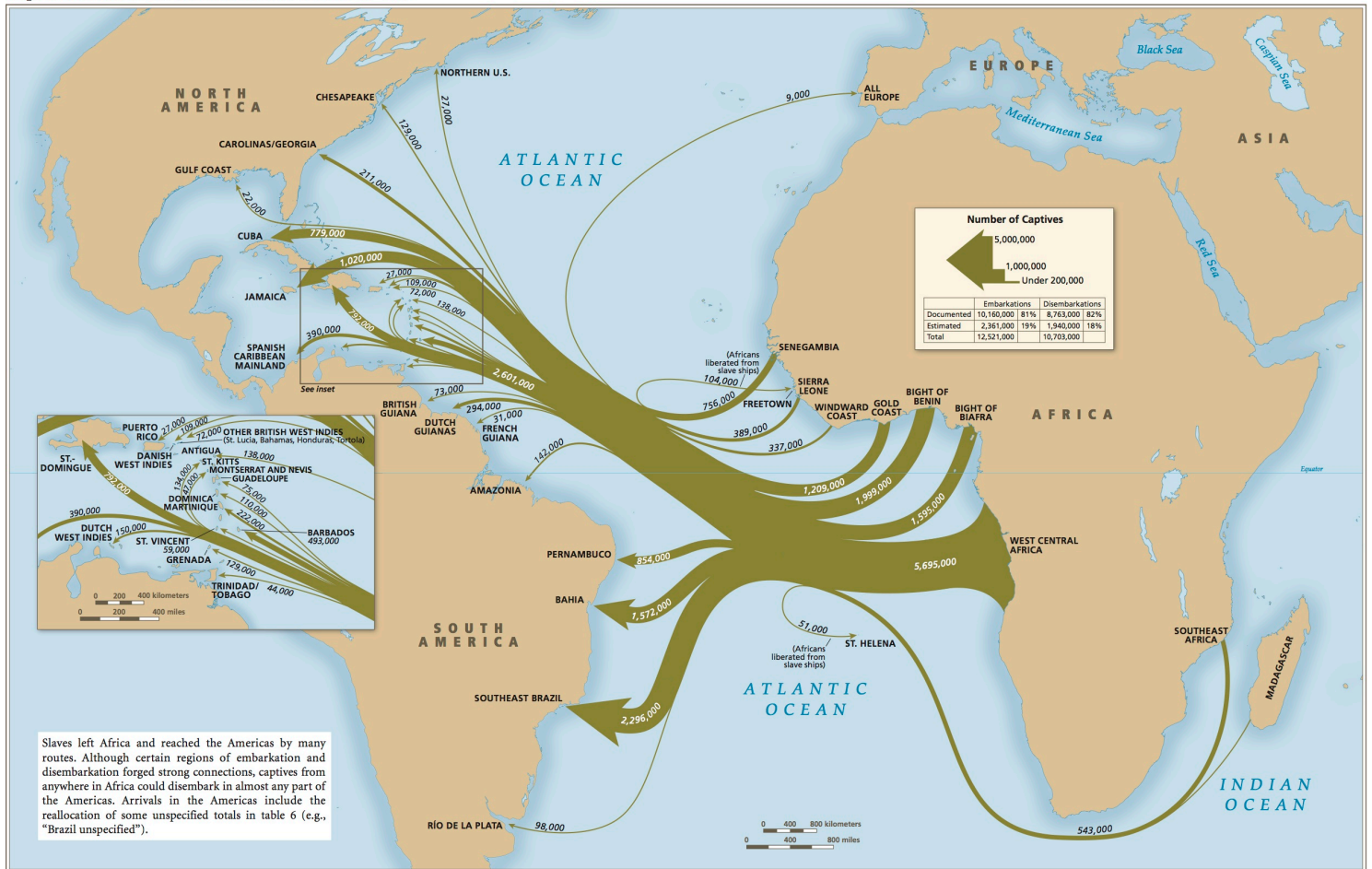
Reprinted with Permission from the William C. Clements Library.

Supporting Question 1: What conditions drove sugar production and slavery in the Western Hemisphere?

Featured Source

Source B: "Overview of the Transatlantic Slave Trade, 1501-1867" from *Atlas of the Transatlantic Slave Trade*, by David Eltis and David Richardson. New Haven: Yale University Press, 2010.

Map 11: Overview of the Transatlantic Slave Trade, 1501–1867



Reproduced by Permission of Yale University Press.

Supporting Question 1: What conditions drove sugar production and slavery in the Western Hemisphere?

Featured Source

Source C: "Real Sugar Prices and Sugar Consumption Per Capita in England, 1600–1850," by Jonathan Hersh and Hans-Joachim Voth. Charts adapted from "[Sweet Diversity: Colonial Goods and the Rise of European Living Standards after 1492.](#)" (2009)

IMAGE 1

Real Sugar Prices in England, 1600-1850

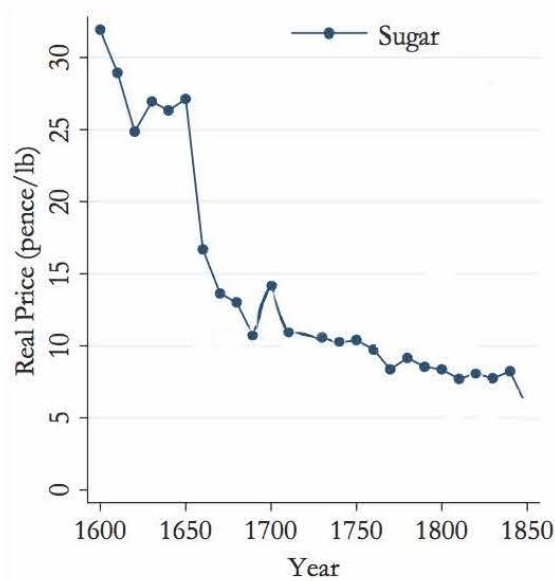
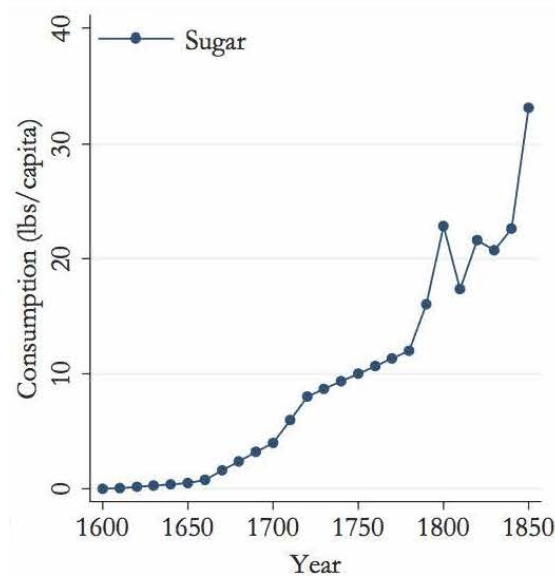


IMAGE 2

Sugar Consumption Per Capita in England, 1600-1850



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Supporting Question 2: How was sugar cultivated in the Western Hemisphere?

Supporting Question	How was sugar cultivated in the Western Hemisphere?
Formative Performance Task	Create a diagram that shows how sugar was produced.
Featured Sources	<p>Source A: “Sugar Love: A Not So Sweet Story,” by Richard Cohen, Excerpt (2013).</p> <p>Source B: Images from “The Atlantic Slave Trade and Slave Life in the Americas: A Visual Record,” compiled by Jerome S. Handler and Michael L. Tuite Jr.</p>

THE SECOND SUPPORTING QUESTION—“How was sugar cultivated in the Western Hemisphere?”—has students explore the entire process by which sugar was made in the 17th to 19th centuries.

FEATURED SOURCE A is an excerpt from Richard Cohen’s 2013 *National Geographic* cover story that includes a brief history of how sugar was cultivated before the colonization of the Americas. In the selected passage, Cohen also describes the rapid rise of sugar plantations.

FEATURED SOURCE B consists of a series of images drawn from *The Atlantic Slave Trade and Slave Life in the Americas: A Visual Record*, compiled by Jerome Handler and Michael Tuite and sponsored by the Virginia Foundation for the Humanities (available online at slaveryimages.org). The images depict sugar production on sugar plantations in the 17th through 19th centuries.

AN OPTIONAL WORD BANK for Source A is provided. Please adjust it according to your students’ needs.

THE SECOND FORMATIVE PERFORMANCE TASK calls for students to consider the labor-intensive process through which sugar was produced and make a diagram that illustrates the process of sugar production.

Word Bank *(in order of appearance)*

- Domesticated—tamed, or trained to be useful to humans
- Refinement—processing
- Apprentice—a person who learns a skill from another
- Plethora—large variety
- Scythes—tool used in farming
- Surging—growing quickly
- Suitable—appropriate, of the right kind
- Crusaders—soldiers who fight for a belief system rather than a country
- Infidel—nonbeliever; non-Christians in this context
- Eliminated—removed
- “Churning out”—rapidly producing

Supporting Question 2: How was sugar cultivated in the Western Hemisphere?

Featured Source

Source A: “Sugar Love: A Not So Sweet Story,” by Richard Cohen. *National Geographic Magazine*, August 2013.

In the beginning, on the island of New Guinea, where sugarcane was domesticated some 10,000 years ago, people picked cane and ate it raw, chewing a stem until the taste hit their tongue like a starburst. ...

Sugar spread slowly from island to island, finally reaching the Asian mainland around 1000 B.C. By A.D. 500 it was being processed into a powder in India and used as a medicine for headaches, stomach flutters...For years sugar refinement remained a secret science, passed [from] master to apprentice. By 600 the art had spread to Persia, where rulers entertained guests with a plethora of sweets. When Arab armies conquered the region, they carried away the knowledge and love of sugar. ...

The Arabs perfected sugar refinement and turned it into an industry. The work was brutally difficult. The heat of the fields, the flash of the scythes, the smoke of the boiling rooms, the crush of the mills. By 1500, with the demand for sugar surging, the work was considered suitable only for the lowest of laborers. Many of the field hands were prisoners of war, eastern Europeans captured when Muslim and Christian armies clashed.

Perhaps the first Europeans to fall in love with sugar were British and French crusaders who went east to wrest the Holy Land from the infidel. They came home full of visions and stories and memories of sugar. ...

Columbus planted the New World’s first sugarcane in Hispaniola. ... Within decades mills marked the heights in Jamaica and Cuba, where rainforest had been cleared and the native population eliminated by disease or war, or enslaved. The Portuguese created the most effective model, making Brazil into an early boom colony, with more than 100,000 slaves churning out tons of sugar. ...

By the 18th century the marriage of sugar and slavery was complete. Every few years a new island—Puerto Rico, Trinidad—was colonized, cleared and planted. When the natives died, the planters replaced them with African slaves.

Richard Cohen, Tough Jews Inc., National Geographic Creative

Supporting Question 2: How was sugar cultivated in the Western Hemisphere?

Featured Source

Source B: Images from “The Atlantic Slave Trade and Slave Life in the Americas: A Visual Record,” compiled by Jerome S. Handler and Michael L. Tuite Jr.

IMAGE 1

Planting the Sugar-Cane (1823)

Introduction: This color drawing of sugarcane planting was included in William Clark’s Ten Views in the Island of Antigua, in Which are Represented the Process of Sugar-Making. Published in London in 1823, Clark’s drawing shows a group of men and women planting cane in cane holes under the supervision of overseers.



IMAGE 2

Cutting the Sugar-Cane (1823)

Introduction: This color drawing of sugarcane cutting was included in William Clark's Ten Views in the Island of Antigua, in Which are Represented the Process of Sugar-Making. Published in London in 1823, Clark's drawing shows a group of men and women cutting sugarcane stalks. Others, including children, work bundling the cane or loading it onto carts. In the foreground, a man in a red coat stands beside a finely dressed man on horseback, probably an overseer, manager or enslaver.



IMAGE 3

The Sugar Works (1667)

This image, published in Paris in Jean Baptiste DuTertre's 1667 General History of the French Antilles, labels the parts of the sugar works. Students may notice the structure on the right, where enslaved people are feeding cane stalks into a vertical roller-mill powered by oxen (1). They can trace the troughs that carry cane juice from the mill to the boiling-house located in the center of the image (2). There, enslaved people work transferring the boiling cane sap to the "forms" (3), the pots where raw sugar drained.



IMAGE 4

Interior of a Boiling House, French West Indies (1762)

Introduction: Published in Volume 1 of Denis Diderot's Encyclopedia in 1762, this image shows enslaved workers in the process of boiling sugar. Although the boiling house here is more elaborate than the one depicted in The Sugar Works, students can identify similarities, most notably the work of transporting boiling sap and crystallized sugar from one pot to another. Students can also find the trough that carries cane juice into the boiling house (B), the pots in which sugar is boiled (C) and the forms for draining raw sugar (M).

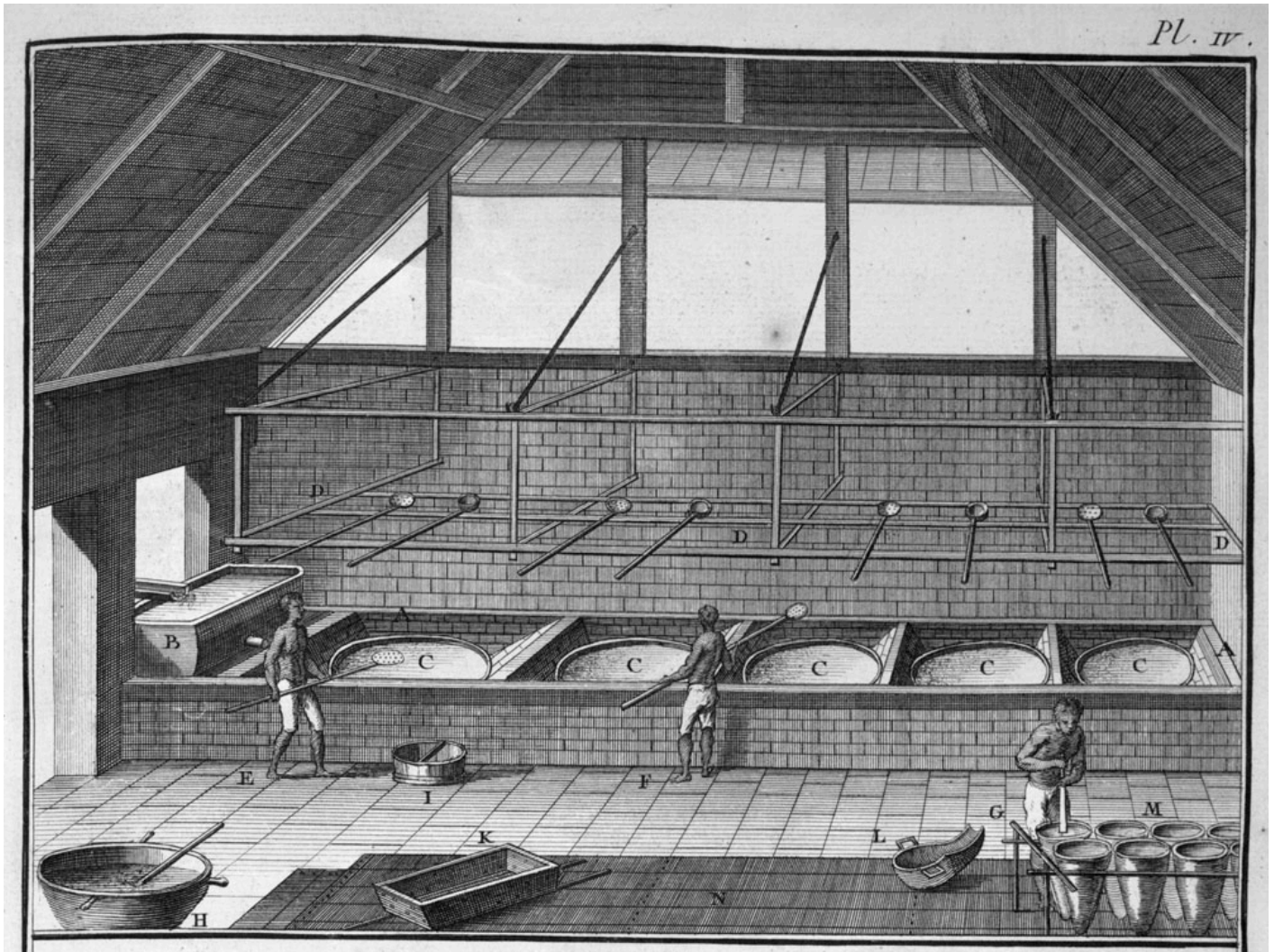
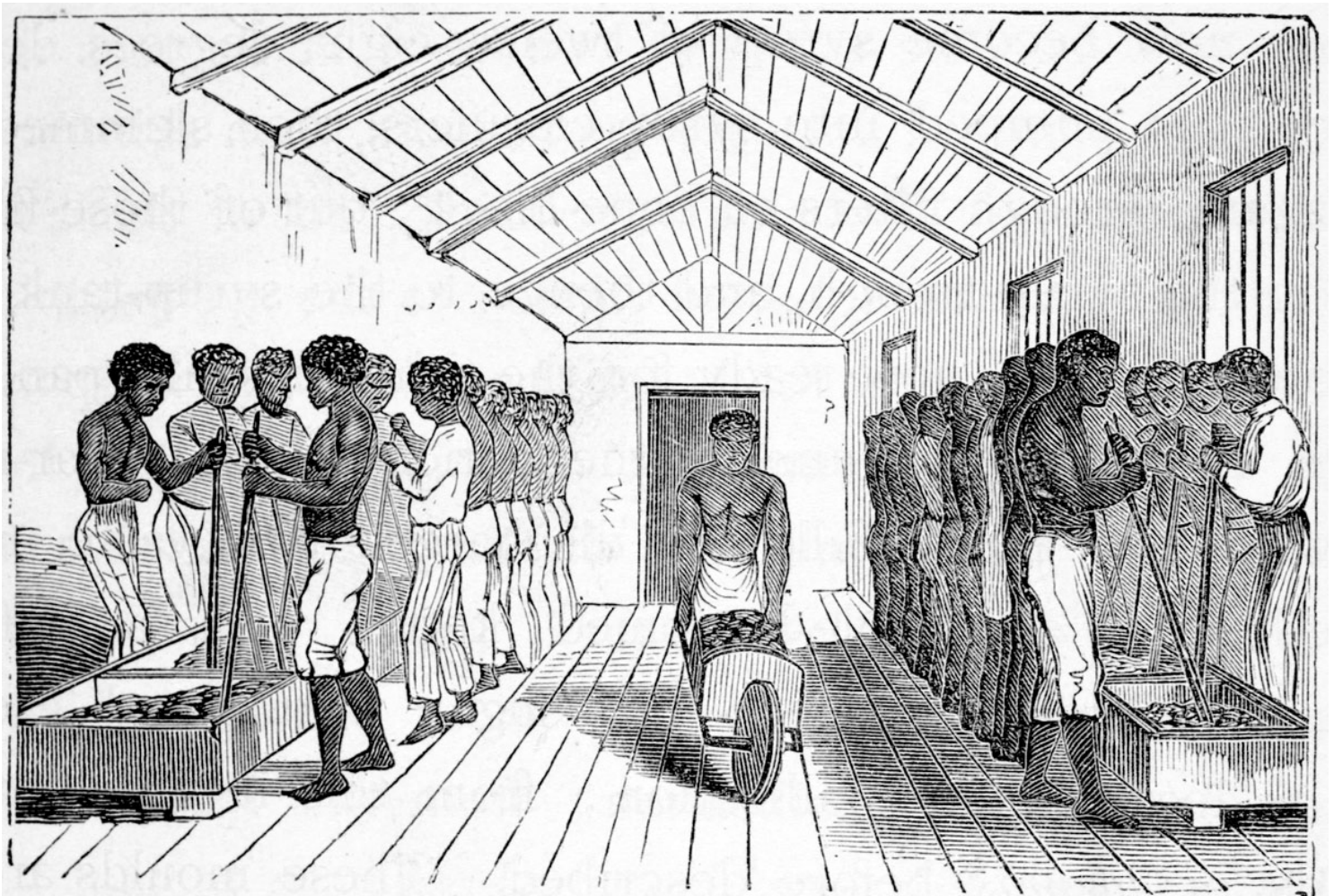


IMAGE 5

Packing Sugar (1871)

Introduction: In his book Cuba with Pen and Pencil, published in Hartford, Connecticut, in 1871, the artist Samuel Hazard describes the process of sugar packing he illustrated in this drawing. Hazard writes: "The sugar being thoroughly dried, sorted and pulverized, is carried into the packing-room, where, ranged upon a slightly elevated frame, are the empty packing-boxes, capable of holding four hundred pounds each. ... With broad, heaving packing sticks in their hands ... they pound away, keeping time with their strokes, and making music with their voices. ... The sugar being now tightly packed in the boxes, the latter are closed up and strapped with narrow strips of raw hide, and are then shipped to market."



PACKING SUGAR.

Supporting Question 3: What was life like for enslaved people on sugar plantations in the Western Hemisphere?

Supporting Question	What was life like for enslaved people on sugar plantations in the Western Hemisphere?
Formative Performance Task	Write a paragraph describing the conditions enslaved people endured on sugar plantations.
Featured Sources	<p>Source A: Excerpt from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, by Olaudah Equiano (1789).</p> <p>Source B: Excerpts from primary and secondary sources describing work on sugar plantations (1791–2011).</p>

THE THIRD SUPPORTING QUESTION—“What was life like for enslaved people on sugar plantations in the Western Hemisphere?”—asks how inhumane working conditions and treatment affected enslaved people in the West. Students analyze a variety of featured sources, including the personal narrative of an enslaved person on the Middle Passage and descriptions of plantation work.

A NOTE ON THE FEATURED SOURCES: Texts describing or detailing the lives of enslaved people often include graphic imagery that may be traumatic for students. Please plan ahead to consider how you will prepare students and how you will support them as they engage with these sources.

FEATURED SOURCE A is drawn from the well-known slave narrative *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, Written by Himself*. Published in London in 1789, Equiano’s narrative leads readers through his kidnapping, enslavement and eventual manumission. In the excerpt chosen here, Equiano describes conditions during the Middle Passage.

FEATURED SOURCE B is a collection of three passages addressing the daily life of enslaved people on sugar plantations. In the first passage, from 1791, a British merchant explains the conditions of life for enslaved people that have led him to join a sugar boycott. In the second passage, from 1807, an abolitionist writer describes the daily life of enslaved workers on a sugar plantation in Jamaica. In the third passage, from 2011, the Understanding Slavery Initiative offers an overview of the way labor was structured on sugar plantations in the Western Hemisphere.

AN OPTIONAL WORD BANK is provided. Please adjust it according to your students’ needs.

IN THE THIRD FORMATIVE PERFORMANCE TASK, students make a claim about the conditions for enslaved Africans on sugar plantations and support it with evidence. Their claims should take into consideration the lack of fairness and inhumane conditions on sugar plantations, and they should write a paragraph that describes these conditions. Completion of this task should help students move to the Summative Performance Task, in which they make an argument about how the sugar plantations contributed to the system of slavery.

Word Bank (in order of appearance)

Source A:

- Salutation—greeting
- Loathsomeness—awfulness
- Flogged—whipped
- Produced copious perspirations—caused someone to sweat a lot
- Respiration—breathing
- Astonishment—surprise
- In vain—without success
- Attempt—try
- Procured—got

Source B:

- “procure through channels”—get from sources
- Contaminated—unclean or infected
- Absentees—people who are absent
- Commence—begin
- Robust—strong, healthy
- Infirmary—weakness

Supporting Question 3: What was life like for enslaved people on sugar plantations in the Western Hemisphere?

Featured Source

Source A: *The Interesting Narrative of the Life of Olaudah Equiano*, by Olaudah Equiano, Excerpt (1789). Available online through History Matters.

Introduction: In this excerpt from his autobiography, Equiano describes his experience of being transported across the Atlantic Ocean—the infamous Middle Passage—after being kidnapped and sold to enslavers in Africa.

I was soon put down under the decks, and there I received such a salutation in my nostrils as I had never experienced in my life: so that, with the loathsomeness of the stench, and crying together, I became so sick and low that I was not able to eat, nor had I the least desire to taste anything. I now wished for the last friend, death, to relieve me; but soon, to my grief, two of the white men offered me eatables; and, on my refusing to eat, one of them held me fast by the hands, and laid me across, I think, the windlass, and tied my feet, while the other flogged me severely. . . .

The closeness of the place, and the heat of the climate, added to the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated us. This produced copious perspirations, so that the air soon became unfit for respiration, from a variety of loathsome smells, and brought on a sickness among the slaves, of which many died. . . .

One day they had taken a number of fishes; and when they had killed and satisfied themselves with as many as they thought fit, to our astonishment who were on deck, rather than give any of them to us to eat, as we expected, they tossed the remaining fish into the sea again, although we begged and prayed for some as well as we could, but in vain; and some of my

countrymen, being pressed by hunger, took an opportunity, when they thought no one saw them, of trying to get a little privately; but they were discovered, and the attempt procured them some very severe floggings.

Supporting Question 3: What was life like for enslaved people on sugar plantations in the Western Hemisphere?

Featured Source

Source B: Descriptions of work on sugar plantations, Excerpts (1791–2011).

PASSAGE 1

Handbill announcing sugar boycott (1791)

Introduction: This passage is drawn from a handbill written by the merchant James Wright. In the passage, Wright explains to his community and his customers why he will no longer be selling sugar produced by enslaved people. A scan of Wright's original handbill is available on the website of The Abolition Project.

Being impressed with a sense of the unparalleled SUFFERINGS of our FELLOW-CREATURES, the AFRICAN SLAVES in the WEST-INDIA ISLANDS...I take this Method of informing my Customers, that I mean to discontinue selling the Article of SUGAR, (when I have disposed of the Stock I have on Hand) 'till I can procure it through Channels less contaminated, more unconnected with Slavery.

PASSAGE 2

Description of work on sugar plantations in Jamaica (1807)

Introduction: In this passage, abolitionist Robert Renny describes everyday life on a sugar plantation. This passage is drawn from Renny's book An History of Jamaica, published in London in 1807.

The first gang is summoned to the labours of the field a little before sun-rise. ... The list is then called over, and the names of all the absentees noted; after which, they commence their labour, and continue at work, till eight or nine o'clock, when they sit down in the shade to breakfast. ... In the meantime, the absentees generally arrive, and are punished by a number of lashes from the driver's whip... They toil till noon, and are again allowed an intermission. Two hours are now allotted for rest and refreshment, one of which is commonly spent in sleep. Their dinner is now provided, composed of the same food as at breakfast, with meat or salted fish. ... At two o'clock, they are again called to the field. ... At sun-set, or very soon after, they are released from their toil, and allowed to return to their huts.

PASSAGE 3

Description of work on sugar plantations (2011)

Introduction: This passage is drawn from the website of the Understanding Slavery Initiative. The page “Plantation Life” may be a particularly useful resource, since it offers descriptions of everyday life for enslaved people on cotton, tobacco and sugar plantations, allowing students to consider the ways that the experiences of enslaved people may have varied depending on the kind of labor they were required to perform. The following brief passage describes work on sugar plantations.

Working in sugar was especially harsh. Planters organised slaves around a gang system. The toughest work— planting, manuring, and cane-cutting—fell to the strongest and healthiest. Other, less physically demanding tasks were handled by gangs of less robust, younger or older slaves. Even the very young and the old were put to work: driving away birds, cleaning and guarding. From their early years until the onset of old age and infirmity, sugar slaves had to work. Sugar plantations also had factories that converted the harvested sugar cane into raw sugar and then into rum.

Summative Performance Task

Compelling Question	How did sugar feed slavery?
Summative Performance Task	Construct an argument (e.g., detailed outline, poster or essay) that addresses the compelling question, “How did sugar feed slavery?” using specific claims and relevant evidence from historical sources while acknowledging competing views.

ARGUMENT

At this point in the inquiry, students have examined the connection between slavery on plantations and European consumption of sugar. Students should be able to demonstrate their understanding of this relationship and use evidence from multiple sources to support their claims. (The graphic organizer in Appendix A may help students organize their ideas and evidence.) In this task, students construct an evidence-based argument responding to the compelling question “How did sugar feed slavery?” It is important to note that students’ arguments could take a variety of forms, including a detailed outline, poster or essay.

Students’ arguments will likely vary but could include any of the following:

- The rise of slavery and a good climate in the Caribbean fueled the global increase in sugar consumption.
- Europeans enjoyed their sugar and were causing the inhumane Atlantic slave trade.
- The conditions for enslaved people on sugar plantations in the Caribbean were especially brutal.
- Driven by profits, plantations owners saw enslaved labor as a less expensive way to produce sugar.

EXTENSION

Students could extend their arguments by writing a persuasive letter to a member of Congress (circa 1800) urging a nationwide boycott of sugar imported from slave plantations. Alternatively, students could use their arguments to write a persuasive letter to a *current* member of Congress concerning goods produced by child labor or forced labor.

Taking Informed Action

Compelling Question	How did sugar feed slavery?
Taking Informed Action	UNDERSTAND Review the knowledge you developed during the staging of the compelling question, paying particular attention to products you're familiar with that were produced using child labor or forced labor. ASSESS Determine the severity of inhumane production practices for popular consumer products today. ACT Create a public service announcement (PSA) raising awareness of inhumane production practices for popular consumer products.

Students have the opportunity to continue to take informed action using the knowledge they developed during the staging of the inquiry to demonstrate that they now understand the issue. They can build their understanding of the issue by reviewing what they've learned about inhumane labor practices, including the understanding they gained during the staging of the compelling question. They can assess the severity of inhumane production practices and assess the validity of arguments that work to justify exploitative labor practices. To act, students can create a public service announcement (PSA) raising awareness of the issue.

Appendix A

Graphic Organizer

How did sugar feed slavery?

