

5th Grade Slavery in the Western Hemisphere Inquiry

How Did Sugar Feed Slavery?		
Staging the Question: Complete a think-pair-share activity to determine if any popular consumer products today might be produced through inhumane means.		
Social Studies Practices	👉 Gathering, Using, and Interpreting Evidence 👉 Economic Reasoning 👉 Geographic Reasoning	
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 Africans 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 explains how sugar was produced.	Write a paragraph describing the conditions that enslaved Africans faced on sugar plantations.
<i>Integration of Inquiry Process and Skills</i>		
Supporting Question 1	Supporting Question 2	Supporting Question 3
Connect: Uses sources to acquire background information and brainstorm ideas for further inquiry about popular consumer products today which are being produced through inhumane means. Graphic Organizer: Connect#11	Connect: States what is known about sugar production in the 19 th century and makes connections to prior knowledge.	Connect: Uses sources to acquire background information and brainstorms ideas for further inquiry about what life was like for enslaved Africans on sugar plantations in the Western Hemisphere. Graphic Organizer: Connect#11
Wonder: Predicts answers to inquiry question about the conditions that drove sugar production and slavery in the Western Hemisphere based on background knowledge and beginning observation. Graphic Organizer: Wonder#7	Wonder: Predicts answers to inquiry questions about how sugar was cultivated in the Western Hemisphere in the 19 th century based on background knowledge and beginning observation. Graphic Organizer: Wonder#7	Wonder: Asks questions to clarify topics or details about what life was like for enslaved Africans on sugar plantations in the Western Hemisphere. Graphic Organizer: Wonder#6
Investigate: Uses various notetaking strategies to take notes about the conditions that drove sugar production and slavery in the Western Hemisphere while examining descriptions, maps, pictures, and charts related to the sugar industry.	Investigate: Interprets information taken from maps, graphs, charts and other visuals to determine how sugar was cultivated in the Western Hemisphere while reading an article and examining a collection of historical images of sugar production.	Investigate: Paraphrases and summarizes information that answers the research question of what life was like for enslaved Africans on sugar plantations in the Western Hemisphere while reading a firsthand description of the Middle Passage and examining a source bank of descriptions of work on plantations. Graphic Organizer: Investigate#37 C3 Resources
Construct: Lists environmental, social, and economic conditions that drove sugar production and slavery.	Construct: Draws a conclusion about the process of sugar production with guidance. Graphic Organizer: Construct#2	Construct: Organizes notes and ideas and develops an outline for a paragraph describing the conditions that enslaved Africans faced on sugar plantations.
Express:	Express: Creates a diagram that explains how sugar was produced.	Express: Writes a paragraph describing the conditions that enslaved Africans faced on sugar plantations.
Reflect:	Reflect:	Reflect: Assesses own work and begins to develop own revision process
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 slave plantations.		