**5th Grade** [**Slavery in the Western Hemisphere Inquiry**](http://www.c3teachers.org/inquiries/slavery/)

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| 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 |

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| **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. |
| *Integration of Inquiry Process and Skills* | | |
| 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](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect11) | Connect: States what is known about sugar production in the 19th 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](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect11) |
| 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](http://inquiryk12.ischool.syr.edu/esifc-assessments/wonder/#wonder7) | **Wonder: Predicts answers to inquiry questions** about how sugar was cultivated in the Western Hemisphere in the 19th century based on background knowledge and beginning observation.  **Graphic Organizer:** [**Wonder#7**](http://inquiryk12.ischool.syr.edu/esifc-assessments/wonder/#wonder7) | 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](http://inquiryk12.ischool.syr.edu/esifc-assessments/wonder/#wonder6) |
| **Investigate: Uses various notetaking strategies** to take notes about the conditions that drove sugar production and slavery in the Western Hemispherewhile 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](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate37)  [C3 Resources](http://www.c3teachers.org/wp-content/uploads/2015/08/NewYork_5_Slavery.pdf) |
| **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](http://inquiryk12.ischool.syr.edu/esifc-assessments/construct/#construct2) | 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. | | |