How is the World Tied Together? The History of Sugar 1450-1833
LESSONS IN WORLD HISTORY

By David Johnson and Anne Wohlcke, Department of History,
The University of California, Irvine

Teacher Consultant, Lorraine Gerard, Century High School, Santa Ana
Faculty Consultant, Kenneth Pomeranz, Department of History, The University of California, Irvine

Managing Editor, Sue Cronmiller

The publication of this CD has been made possible largely through funding from GEAR UP Santa Ana. This branch of GEAR UP has made a distinctive contribution to public school education in the U.S. by creating intellectual space within an urban school district for students who otherwise would not have access to the research, scholarship, and teaching represented by this collaboration between the University of California, the Santa Ana Partnership, and the Santa Ana Unified School District. Additional external funding in 2004-2005 has been provided to HOT by the Bank of America Foundation, the Wells Fargo Foundation, and the Pacific Life Foundation.

THE UCI CALIFORNIA HISTORY-SOCIAL SCIENCE PROJECT

The California History-Social Science Project (CH-SSP) of the University of California, Irvine, is dedicated to working with history teachers in Orange County to develop innovative approaches to engaging students in the study of the past. Founded in 2000, the CH-SSP draws on the resources of the UCI Department of History and works closely with the UCI Department of Education. We believe that the history classroom can be a crucial arena not only for instruction in history but also for the improvement of student literacy and writing skills. Working together with the teachers of Orange County, it is our goal to develop history curricula that will convince students that history matters.

HUMANITIES OUT THERE

Humanities Out There was founded in 1997 as an educational partnership between the School of Humanities at the University of California, Irvine and the Santa Ana Unified School District. HOT runs workshops in humanities classrooms in Santa Ana schools. Advanced graduate students in history and literature design curricular units in collaboration with host teachers, and conduct workshops that engage UCI undergraduates in classroom work. In the area of history, HOT works closely with the UCI History-Social Science Project in order to improve student literacy and writing skills in the history classroom, and to integrate the teaching of history, literature, and writing across the humanities. The K-12 classroom becomes a laboratory for developing innovative units that adapt university materials to the real needs and interests of California schools. By involving scholars, teachers, students, and staff from several institutions in collaborative teaching and research, we aim to transform educational practices, expectations, and horizons for all participants.

THE SANTA ANA PARTNERSHIP

The Santa Ana Partnership was formed in 1983 as part of the Student and Teacher Educational Partnership (STEP) initiative at UC Irvine. Today it has evolved into a multi-faceted collaborative that brings institutions and organizations together in the greater Santa Ana area to advance the educational achievement of all students, and to help them enter and complete college. Co-directed at UC Irvine by the Center for Educational Partnerships, the collaborative is also strongly supported by Santa Ana College, the Santa Ana Unified School District, California State University, Fullerton and a number of community based organizations. Beginning in 2003-2004, HOT has contributed to the academic mission of the Santa Ana Partnership by placing its workshops in GEAR UP schools. This unit on How is the World Tied Together? The History of Sugar reflects the innovative collaboration among these institutions and programs.

CONTENT COUNTS: A SPECIAL PROJECT OF THE NATIONAL ENDOWMENT FOR THE HUMANITIES

This is one in a series of publications under the series title Content Counts: Reading and Writing Across the Humanities, supported by a generous grant from the National Endowment for the Humanities. Content Counts units are designed by and for educators committed to promoting a deep, content-rich and knowledge-driven literacy in language arts and social studies classrooms. The units provide examples of “content reading”—primary and secondary sources, as well as charts, data, and visual documents—designed to supplement and integrate the study of history and literature.

A publication of Humanities Out There and the Santa Ana Partnership
(including UCI’s Center for Educational Partnerships, Santa Ana College, and the Santa Ana Unified School District).

Copyright 2005 The Regents of the University of California
How Is the World Tied Together? The History of Sugar

OBJECTIVES

- This lesson examines how the production of one commodity changed the world,
- Shows how the world was connected with the production and consumption of one commodity: sugar,
- Teaches the human experience on a sugar plantation,
- Examines the division of labor on a sugar plantation, and
- Illustrates characteristics of industrialization taking place in Europe’s colonies prior to their large-scale development in Europe.

SUMMARY AND LESSON CONTENT

Through the use of primary documents, this exercise seeks to demonstrate the impact of European colonialism and consumption on the world. It examines how Europeans’ desire for sugar and their developing taste for “sweetness” had wide-ranging social, economic and cultural impacts on the world. It further demonstrates how industrial techniques we characterize as part of the industrial revolution, such as division of labor, and time conscious production, actually developed first in Europe’s sugar colonies. This lesson is based on a book by Sydney Mintz, *Sweetness and Power*.

Group Size:
Works best in small groups of 5-6 students.

Time:
2-3 hours

HISTORY-SOCIAL SCIENCE CONTENT STANDARDS ADDRESSED

10.3.5
Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.

10.4.1
Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).

10.4.2
Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.

NOTES ON THE PDF:

1) Please note that in this pdf document the page numbers are two off from the printed curriculum. For example, page 2 in the printed curriculum is now page 4 in this pdf document.

2) We apologize if some of the hyperlinks are no longer accurate. They were correct at the time of printing.

3) Full-page versions of the images in this unit—some in color—can be found at the back of this pdf.

4) You can easily navigate through the different parts of this document by using the “Bookmark” tab on the left side of your Acrobat window.
How Is the World Tied Together? The History of Sugar

In this exercise we will examine how the desire for one commodity, sugar, helped connect different regions of the world. Sugar, which comes from sugar cane, was first cultivated in New Guinea around 8000 B.C. For hundreds of years, it spread slowly across Asia and into the Middle East where Arab traders introduced it to Europeans. Europeans loved the taste and they soon introduced sugar into colonies in Brazil and the Caribbean where it became an important and profitable industry.

Growing sugar cane and turning it into sugar is very hard work. It is labor-intensive and must be done quickly. The work is made even more difficult by the climate; sugar cane only grows in warm and humid areas of the world. Europeans did not want to undertake this difficult labor, and were unsuccessful coaxing indigenous people to do the work for them. Indigenous populations were shrinking, in part, due to diseases brought by Europeans. As European demand for sugar and the profitability of its production increased, sugar plantation owners turned to African slave labor. By the eighteenth century, Europeans transported large numbers of Africans to New World colonies. The resulting sugar was sold back to Europe or other European colonies where it was used in cooking, decoration or sometimes, as a preservative. It was also used to produce another product—rum.

You will be looking at different images, letters and maps in your groups. Through these documents, we will take a tour of the sugar plantation. Use what you have learned about analyzing a historical document to think about the impact of sugar production on the world. Answer the questions based on evidence in the documents.

Glossary of Terms

**Commodity**: an economic good.

**Triangle of Trade**: a trade network in the early modern period operating between Europe, Africa and colonies in the “new world.”
Image 1 (left): “Slave Ship.”
From Life in Georgian Britain, The Pitkin Guide.

Image 2 (below): Broad Quay, Bristol, 1760s.
Bridgeman Art Library.
1. **The Slave Trade**

   Look at images one, two and three and answer these questions.

   - What is loaded onto the ship?
   - Describe the travel conditions of these people. Are they treated like people or more like goods?
   - Why are so many people being transported on this ship?
   - Where are these people being transported from? Where are they being transported to?
   - What goods seem to be produced by their labor?
   - How is this trade affecting life in England?
Image 4. A Negro Servant from America Cutting Sugar Cane first appeared in Father J.B. Labat's Nouveau voyage aux îles d’Amérique (1722).

From Sidney Mintz, Sweetness and Power. Page 79.

Image 5. One of W. Clark's Ten Views of Antigua (1823).

British Library.
2. The View from Below: What was it like to work on a sugar plantation?

Look at the images on the previous page (IMAGES 4 and 5) and answer the following questions about sugar production.

- How was sugar cane grown and harvested?

- How is the work of growing and harvesting sugar divided? Does it look like men and women did similar or different jobs?

- In W. Clark’s painting Ten Views of Antigua (IMAGE 5) who is overseeing the work? Describe the relationship between the workers and overseers.

- Compare Labat’s painting (IMAGE 4) with IMAGE 5. How are the two images different? Which image seems more realistic? Do you think either is an accurate picture of what sugar harvesting was like? Explain your answer.

3. The Sugar Mill and Boiling Room

Look at the images of the sugar mill and boiling rooms on the next page (IMAGES 6 - 8) and answer the following questions.

- Again, is there a division of labor? Are most of the workers men or women?

- Who is working and who is overseeing the work? What can you tell about the relationship between the workers and the overseers?

- Compare IMAGES 6 and 7 with IMAGE 5 and list what is different. Who is working in each image? Where is the work is taking place? How many people are working? What are they are wearing?
Image 6 (above). This engraving from 1861 depicts a sugar mill.
William L. Clements Library.

Images 7 and 8 (right). Two interior views of nineteenth-century sugar boiling-houses, by R. Bridgens (above) and W. Clark (below). Once again, the time-conscious, disciplined, industrial character of sugar manufacture is suggested.
British Library.
In short, ‘tis to live in perpetual Noise and Hurry, and the only way to Render a person Angry, and Tyrannical, too; since the Climate is so hot, and the labor so constant, that the Servants [or slaves] night and day stand in great Boyling Houses, where there are Six or Seven large Coppers or Furnaces kept perpetually Boyling; and from which with heavy Ladles and Scummers they Skim off the excrementitious parts of the Canes, till it comes to its perfection and cleanness, while other as Stoakers, Broil as it were, alive, in managing the Fires; and one part is constantly at the Mill, to supply it with Canes, night and day, during the whole Season of making Sugar, which is about six Months of the year; so that what with these things, the number of the Family, and many other Losses and Disappointments of bad Crops, which often happens, a Master Planter has no such easy life as Some may imagine, nor Riches flow upon him with that insensibility, as it does upon many in England.¹

• Based on this paragraph, how would you describe the work on a sugar plantation?
Here are some specific questions to help you:
How many hours a day do people work?
What jobs do people do on a plantation?
How many months a year does sugar production take place?

Tyron, a white planter, says, “… a Master Planter has no such easy life as Some may imagine, nor Riches flow upon him with that insensibility, as it does upon many in England.”

• Why does a planter have a difficult life? Do you sympathize with Tyron? Why, or why not?

• Why does Tyron say a planter does not get as rich as someone in England? Who, in England, do you think is getting rich from colonial sugar production? Think about the picture of the port in Bristol (IMAGE 2).

¹ From Sidney Mintz, Sweetness and Power. Pages 47 & 48.
POST-ACTIVITY ASSIGNMENT

The illustration (IMAGE 9) shows some of the types of fancy desserts created in nineteenth-century France. These desserts were popular with very rich people, but soon all classes of people enjoyed sweet foods such as candy, chocolate flavored with sugar and tea containing plenty of sugar. None of these desserts would have been possible without sugar.

Today, sugar is a common ingredient in many of the common foods we eat and drink. If Europeans had not undertaken the production and consumption of such large quantities of sugar, many things would be different in the world today.

Based on the evidence you have seen in this exercise, write a one-page answer to the following questions:

1. How did sugar connect different parts of the world in the seventeenth, eighteenth and nineteenth centuries? How did sugar impact people in different regions of the world?

2. If Europeans had never developed a taste and desire for sugar, how do you think the world would look today?

UNIT THEMES

Introducing Historical Research Skills and Analysis
1. Examining artifacts and documents from the early modern world, students gain experience with social science analysis and research skills.
2. Documents in the first lesson are a sampling of European society and culture during the early modern period and familiarize students with some important events and trends of this period.

Connections between People and Places
1. As Europeans enter thriving world trade networks, their desires to produce and consume goods have profound effects, moving populations to new world regions and bringing new groups of people into contact.
2. Colonialism changes life in Europe. Europeans encounter new products, people and ideas from the vast areas they colonize and engage in trade.
3. European states and people have different motivations behind colonization and trade. Colonial ventures in various European states are motivated by religious reasons, politics and the desire for both state and private financial gain.

Industrial Revolution: Beginnings
1. Colonial endeavors prove costly and difficult to maintain. Industrialized production emerges as a means to increase economic output and profit.
2. Providing labor in colonies is extremely costly, both financially and in terms of the human cost.
3. Production techniques developed in European colonies resemble later techniques which emerge in European factory systems.

Statemaking
1. European states centralize and become more powerful.
   • States are enriched by wealth from colonial ventures.
   • Sovereigns develop state policies reflecting larger religious and philosophical belief systems.
   • France and China are compared to demonstrate how two powerful world states are both similar and different.
2. Colonial ventures in the world are tied to the wealth and power of European states and their rulers.

EARLY MODERN WORLD HISTORY DIAGNOSTIC AND END UNIT ASSESSMENT

You are a tradeswoman living in the booming port of Bristol, England in 1730. Your business is making dresses, therefore you are known as a "milliner." Your business is established and you have a good reputation as a very skilled and efficient milliner. Because you live in a port city, you have access to some of the finest goods in England – silks and printed cotton cloth from China, dyes from the new world, and also prints of the latest fashions from Paris and London. Pretend that you are writing a journal entry at the end of a business day. In this journal entry, you will record information about the day’s customers, what each customer ordered, how much they spent and also what you talked about with each customer. On this particular day, you have also made some purchases of your own, which you decide to record in your journal. In writing this journal entry, consider the following questions:

1. What types of customers visited you this day? Were they largely men or women? How wealthy did they seem? What were their
occupations? For whom were they shopping, themselves or their families?
2. What did your customers order? How long will it take for their orders to be complete?
3. How much money did your customers spend and what was their attitude towards money?
4. How did your customers view spending money on clothing? Did they want the latest in fashion, or were they looking for more practical, common clothing?
5. Describe what your customers talked about. Did they discuss their trade, news from the colonies, new things they had seen in the port?
6. What is the state of your business? Are you doing well and is making purchases for your own personal use financially easy or difficult?
7. What items did you decide to buy for yourself and your own home today and why?

BIBLIOGRAPHY

How Is the World Tied Together? The History of Sugar

Texts:

Internet:
http://www.sucrose.com/learn.html
An overview of sugar production, past and present.
ACKNOWLEDGMENTS

THE UCI CALIFORNIA HISTORY-SOCIAL SCIENCE PROJECT
Robert G. Moeller, Faculty Director and Professor of History
Stephanie Reyes-Tuccio, Site Director
Eileen Powell, CH-SSP Program Assistant
http://www.hnet.uci.edu/history/chssp/

HUMANITIES OUT THERE
Julia Reinhard Lupton, Faculty Director and Professor of English and Comparative Literature
Tova Cooper, Director of Publications
Peggie Winters, Grants Manager
http://yoda.hnet.uci.edu/hot/

THE SANTA ANA PARTNERSHIP:
UCI’S CENTER FOR EDUCATIONAL PARTNERSHIPS
Juan Francisco Lara, Director
http://www.clep.uci.edu/

THE SANTA ANA UNIFIED SCHOOL DISTRICT
Lewis Bratcher, Assistant Superintendent of Secondary Education
http://www.sausd.k12.ca.us/

SANTA ANA COLLEGE
Sara Lundquist, Vice-President of Student Services
Lilia Tanakeyowma, Director of the Office of School and Community Partnerships and Associate Dean of Student Development
Melba Schneider, GEAR UP Coordinator
http://www.sac.edu/

This unit would not have been possible without the support of Professor Karen Lawrence, Dean of the School of Humanities at the University of California, Irvine; Professor Robert G. Moeller, Faculty Director of the UCI California History-Social Science Project, who provides ongoing intellectual leadership in all areas touching on historical research, interpretation, and teacher professional development; Dr. Manuel Gómez, Vice Chancellor for Student Affairs, who provided funding and has been a steadfast supporter of our work; and the leadership of the Santa Ana Partnership, including Dr. Juan Lara, Director of the UCI Center for Educational Partnerships; Dr. Sara Lundquist, Vice-President of Student Services at Santa Ana College; Lilia Tanakeyowma, Director of the Office of School and Community Partnerships and Associate Dean of Student Development at Santa Ana College; and Dr. Lewis Bratcher, Assistant Superintendent of Secondary Education at the Santa Ana Unified School District.

PERMISSIONS
The materials included in this booklet are original works of authorship, works for which copyright permission has expired, works reprinted with permission, or works that we believe are within the fair use protection of the copyright laws. This is an educational and non-commercial publication designed specifically for high school History-Social Science classes, and is distributed to teachers without charge.


“Broad Quay, Bristol, 1760’s” reprinted with permission from the Bridgeman Art Library, London, UK.

One of W. Clark's “Ten Views of Antigua” (1823) and two interior views of nineteenth century sugar boiling-houses by R. Bridgens and W. Clark are reprinted with permission from the British Library, UK.

“1861 Engraving Depicting a Sugar Mill” reprinted courtesy of William L. Clements Library, University of Michigan, Ann Arbor.

Book design by Susan S. Reese
“The curriculum in World History shows students that history matters. Demonstrating the connections among regions that shaped a global economy and society, these innovative curricular units also show students how to build bridges between the past and the present. Correlated with the California State Content Standards for tenth grade world history, these units in world history take young historians from the industrial revolution of the late eighteenth century to the Cold War.”

—Robert G. Moeller, Professor of History and Faculty Director of the California History-Social Science Project, University of California, Irvine

**CONTENT STANDARDS ADDRESSED**

**10.3.5**
Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.

**10.4.1**
Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).

**10.4.2**
Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.
LIST OF IMAGES

How Is the World Tied Together? The History of Sugar

Image 2: Broad Quay, Bristol, 1760s. Bridgeman Art Library.
Image 6: This engraving from 1861 depicts a sugar mill. William L. Clements Library.
Images 7 and 8: Two interior views of nineteenth-century sugar boiling-houses, by R. Bridgens (above) and W. Clark (below). Once again, the time-conscious, disciplined, industrial character of sugar manufacture is suggested. British Library.