

PROJECT TITLE: What was the Haitian slave revolt and what were its global effects?	
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CLASSROOM PRACTICE

1. HI Overview and Teaching Thesis:

The Haitian Slave rebellion took place from 1791-1804 when Haiti became an independent nation. There were many indirect effects from the slave rebellion on the United States, France, Spain, and Britain. These effects led to loss of land, trade, and resources to global powers around the world. This rebellion indirectly affected the United States and its purchase of Louisiana from France.

2. Suggested Grade Level and Length of Activities:

Sixth grade: United States History

Lesson 1: 60-minute class period

Lesson 2: 60-minute class period

3. Significance & Relevance:

In sixth grade, students learn about Westward Expansion through the acquisition of territory and the idea of Manifest Destiny. Through the U.S. 1 curriculum, students are required to know that Louisiana was purchased from France and doubled the size of our country. Most students have never heard of Toussaint L'Ouverture and the Haitian Slave revolt. Through this instructional kit, students will understand what led up to France selling all of Louisiana to the United States and will gain a global understanding of what was going on around the world during this time. Furthermore, the acquisition of territories is taught in isolation and through the use of a map. This instructional kit will give students a deeper understanding of the connections between the territorial acquisitions.

Virginia Standards of Learning

- U.S. 1.1 The student will demonstrate responsible citizenship and develop skills for historical and geographical analysis, including the ability to
 - identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865
 - interpret ideas and events from different historical perspectives
- U.S. 1.8a The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by
 - describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California.

OAH National History Standards

Historical Analysis and Interpretation:

Students will read and interpret primary sources from varied perspectives (French, American, and Haitian). They will use these sources to describe the global effects of the Haitian slave rebellion.

4. Technology:

Lesson 2: Students will use a Google Earth file with links to primary sources. Students will analyze and interpret the primary sources while recording their observations on worksheet.

5. Modifications, Differentiation, and Extensions:

Lesson 1:

- a) For below grade level readers, record an audio version of the primary sources. Students can view the primary source while listening to the audio of the sources.
- b) For the primary sources, view the each source as a class and listen to the audio. Ask students which group they think this represents. Record their observations in the three-column chart.
- c) Some of the primary sources could be paraphrased into easier language for students with lower reading abilities.

Lesson 2:

- a) Give students other choices for assessment or options to work with a partner.
- b) Students could create a virtual museum of what they learned using (<http://christykeeler.com/EducationalVirtualMuseums.html>).
- c) Students could create a podcast about all they have discovered with the Haitian Slave rebellion.

6. Lesson Overview

Guiding Questions	Objectives	Assessment	Activities
Title: Lesson One Question A: What were the causes of the Haitian slave rebellion? Question B: What were the perspectives on the Haitian Slave Rebellion of the following countries: France, Haiti, and the United States? Question C: How did the Haitian Slave Rebellion affect France, Haiti, and the United States?	1. The student will be able to evaluate varying perspectives such as French, Haitian, and the United States and their viewpoints on the slave rebellion. 2. The student will be able to identify the causes, events, and outcomes of the Haitian slave rebellion.	1. Group Findings: The teacher will record on a three-column chart the student focus group findings with the class. 2. Exit slip: Students will complete the following: - Summarize their perspective from the focus group activity. - Respond to a Toussaint L'Ouverture quotation - Create a timeline with at least three events from the Haitian Slave rebellion.	1. Students will receive primary sources from one of the following perspectives: French, American, or Haitian. 2. Students will analyze their source and try to figure out which perspective they have. 3. Focus groups will be formed within the classroom with a member from each perspective. The focus groups will attempt to find out whom each member of their group represents. 4. The class will come back together and groups will share their findings while the teacher records on a three-column chart. 5. The teacher will use a power point to highlight the main points of the slave rebellion.
Title: Lesson Two Question A: What were the global effects of the Haitian slave rebellion? Question B: How did the Haitian slave rebellion affect the purchase of Louisiana?	1. The student will be able to explain the global effects of the Haitian slave rebellion on the following countries: Haiti, France, United States, and Spain. 2. The student will be able to explain the relationship between the Haitian slave rebellion and the Louisiana Purchase.	RAFT activity choices: Students will choose an activity to complete based on one of the perspectives: Haitian, American, and French. Students will be assessed on the following: - content - supporting details - mechanics - perspective	1. Students will have a laptop and will view a Google Earth file with primary sources. 2. Students will take notes and answer questions on the primary sources and will be discovering the global effects felt by the Haitian Slave rebellion. 3. Students will choose a RAFT activity to complete.

7. Related Materials and Resources:

Lesson 1:

- a) Lesson 1 plan
- b) Primary Source note-taking sheets: A-D
- c) Source A: Napoleon Bonaparte's letter to Toussaint L'Ouverture
- d) Sources B & C: Selections from Thomas Jefferson's writings on St. Domingue
- e) Source D: Toussaint L'Ouverture's letter to France
- f) Source E: Napoleon Bonaparte's explanation for the need to sell Louisiana to the United States
- g) PowerPoint on the Haitian Slave Rebellion
- h) PowerPoint Note-taking sheet
- i) Exit ticket

Lesson 2:

- a) Lesson 2 plan
- b) Google Earth file including the following sources:
 - a. Haitian Slave rebellion picture
 - b. Toussaint L'Ouverture picture
 - c. Slave rebellion picture from New Orleans, Louisiana
 - d. Thomas Jefferson's letter on refugees from St. Domingue
 - e. Louisiana Purchase
 - f. Treaty of Ildefonso
 - g. Charles LeClerc letter
- c) Google Earth note-taking sheet
- d) RAFT Activities
- e) RAFT Rubric

8. Annotated Instructional Bibliography

Secondary Sources:

Hickey, D.R. (1982). America's response to the slave revolt in Haiti, 1791-1806. *Journal of the Early Republic*, 2(4), 361-379.

Summary: The United States gained a large amount of sugar and molasses from the French colony of St. Domingue on the western coast of Hispaniola. In 1791, during the French Revolution the slaves of St. Domingue rebelled against their masters and became an independent colony. The revolt was led by Toussaint Louverture organizing the blacks into a fighting force. The American response was to arm white planters. Both the British and the French tried to gain control of the rebellion, but to no avail.

Matthewson, T. (1995). Jefferson and Haiti. *The Journal of Southern History*, 61(2), 209-248.

Summary: This article shares the many views of Thomas Jefferson on the issue of slavery and how Haiti shaped his views. The author outlines the ways that the French attempt to regain control over St. Domingue. Finally, the article provides a connection from the slave revolt to the Louisiana Purchase.

Hunt, A.N. (1988). *Haiti's influence on antebellum America: Slumbering volcano in the Caribbean*. Baton Rouge, LA: Louisiana State University Press.

Summary: In this book, Hunt shares the global effects of the Haitian slave rebellion. He gives examples of revolts that occurred along the Mississippi River and were quickly put down in order to avoid further rebellions. Finally, he shares how the Louisiana territory changed owners from France and Spain to finally being sold to the Americans.

Primary Sources

Document: Thompson, Maurice. 1888. *On to Orleans: The Negro Insurrection*.

Accessed from *Schomburg Center for Research in Black Culture* (<http://www.inmotionaame.org>) 28 March 2011.

Summary:

This image shows a man of Haitian origin, Charles Deslondes, leading a slave rebellion in 1811 in New Orleans. The rebellion was put down and Deslondes and his followers were tried and executed. The heads of the men were hung on a famous street in New Orleans in an attempt to avoid future revolts.

Document Link:

<http://www.inmotionaame.org/gallery/detail.cfm?migration=5&topic=2&id=464800&type=image&metadata=show&page=>.

Helpful Websites:

The Louverture Project

<http://thelouvertureproject.org>

Summary:

This website is helpful to find out more information and answer in depth questions on the Haitian rebellion. This site also contains several primary sources written from the Haitian perspective.

Schomburg Center for Research in Black Culture: The New York Public Library

<http://www.inmotionaame.org/home.cfm>

Summary:

This site contains several images and in depth information that are helpful to use when teaching the Haitian Slave rebellion.