

America on the World Stage
Teacher Scholars Program

Title: The Haitian Slave Rebellion

Key Words: Haiti, France, United States, slaves, rebellion

Grade Level: Sixth Grade

Time Allotted: One 60-minute class period

Lesson Overview	Students will analyze primary sources to learn about varying perspectives on the Haitian slave revolt. The primary sources will be from the following perspectives: Haitian, French, and American. Students will analyze their source and try to figure out which perspective they have. 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. The class will come back together and groups will share their findings while the teacher records on a three-column chart. The teacher will use a power point to highlight the main points of the slave rebellion.
Guiding Question(s)	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?

Learning Objectives:

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.

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 Historical Skills Taught:

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.

Assessment Tool(s):

Students will complete an exit slip at the end of class, in which they synthesize the various perspectives on the Haitian slave revolt.

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Materials/Resources:

- Lesson Plan
- Primary Source Note-taking sheets A-D
- Primary Sources A-F (teacher version including citation information)
- Primary Sources (student versions):
 - Source A: Napoleon Bonaparte's letter to Toussaint L'Ouverture
 - Source B: Selections from Thomas Jefferson's writings on St. Domingue
 - Source C: Selection from Thomas Jefferson Letter
 - Source D: Toussaint L'Ouverture letter to France
 - Audio files with the transcription of primary sources A-D
- Source E: Image: *Slave Revolt in St-Domingue: 1792* (Use for Starter, included in PowerPoint)
- Source F: Napoleon's explanation of the selling of Louisiana (model source, included in PowerPoint)
- Exit ticket
- Power Point (with talking points)
- Power Point note-taking sheet

Modifications:

- 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.
- For the primary sources, view 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.
- Some of the primary sources could be paraphrased into easier language for students with lower reading abilities.

Instructional Procedures/Process:

1. Starter: Put image (*Slave Revolt in St. Domingue: 1792*) on SMARTBoard or overhead projector. Ask students to respond to the following questions:
 - a. What do you see in this picture?
 - b. Who do you think the people in the picture are?
 - c. Where do you think this is happening?
 - d. Why do you think this occurred?
 - e. What questions do you have about the image?
2. Opening Discussion and instructions
 - a. Explain to students that today they will be working on a historical investigation to better understand what this image was about. The image that they analyzed showed the rebellion in 1791.
 - b. Students are going to view primary sources from several perspectives, but they will have to discover which perspective they have.
 - c. Project the model source, *Napoleon's explanation of the selling of Louisiana*, on the SMARTBoard.
 - i. As a class, work together to show students how to analyze this primary source.
 - ii. As a class have students view the source. Give each student a copy of the complete source.
 - iii. Ask students the following questions while they are viewing the source: (Use the questions from the *Primary Source Note-taking* sheet.)
 1. Who is the author of this document and from what country are they? (*Napoleon Bonaparte, France*)
 2. Who is the intended audience and from what country are they? (*Explanation to world for why he sold Louisiana*)

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3. What are the key points of the document? (*Importance of Louisiana-port of New Orleans & Mississippi River; explanation for not selling to Britain and why he would sell to the United States*)
 4. What questions do you have?
 5. From which perspective (American, French, or Haitian) does this come? (*French perspective, Napoleon Bonaparte's explanation for selling Louisiana*)
3. Primary source analysis
- a. Create groups of 3-4 students. You should have one group of French, one group of Americans, and one group of Haitians. *Depending on the size of the class, you may need to have 2 or 3 groups of each perspective (i.e. 2 groups of French, 3 groups of Americans, 2 groups of Americans).*
 - b. Give each group a set of handouts for their perspective, but do not tell the groups which perspective they are viewing.
 - c. Ask the students to work together to analyze the primary source for their group.
 - d. Students should complete the *Primary Source Note-taking* sheet.
 - e. Give students 10-15 minutes to complete this portion of the lesson.
4. Focus group analysis
- a. Explain to students that they will now be reporting to a focus group within the classroom. Each focus group will contain one member of each perspective.
 - b. In the focus group, students will share their primary source main points and explain from which perspective they represent.
 - c. Remind students that they should provide evidence from their primary source to show from which perspective they come.
 - d. Students will complete the *Who am I?* Sheet within their focus group.
 - e. Give students 10 minutes to complete this section of the lesson.
5. Groups report to class
- a. Explain to students that now the groups will report to the class on which perspective they think they have and why.
 - b. The teacher will record ideas from each perspective on a three-column chart with the following category headings: French, American, and Haitian.

Example of student answers for three-column chart

Haitian perspective: <i>Source A</i>	American perspective: <i>Source B</i>	French perspective: <i>Source C</i>
The speaker is Toussaint L'Ouverture, leader of the Haitian army.	Discusses the horrible civil war that is occurring...states that France is sending an army and a fleet to put down the rebellion	The speaker is Napoleon Bonaparte, military leader and later emperor of France.
The speaker makes opposing statements against the French government and its treatment of Haitian people.	Discusses loss in trade and agriculture that will occur in America due to the loss of the wealthy colony.	States that he is sending another army to try to gain control of the colony.

- c. Begin with one group and ask one member to share which perspective they think they have. Ask the student to share their evidence that shows which perspective they represent. Record ideas from this perspective on the chart.
- d. Ask the class to have other members of this same perspective to stand. Ask each of these students to share their findings. Add new ideas to the chart on the board.

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- e. Repeat steps C & D with the other two perspectives. Record ideas and findings from the other perspectives on the board.
 - f. Read through the ideas on the chart with students and let them know if their findings were correct.
 - g. Remind students that historians use primary source documents as evidence for their findings and ideas.
6. PowerPoint: *The Haitian Slave Rebellion (Slide 4-10)*
- a. Give students the *PowerPoint Note-taking sheet*. Ask them to record notes on the categories from their sheet while you are going through the PowerPoint on the front board.
 - b. Refer to the Teaching Notes to add information to the slideshow.
 - c. As you move through the PowerPoint, relate any information on each perspective back to the students who researched that perspective.
7. Exit ticket (see *Closure: Independent Practice*)
- a. Hand out the *Exit Ticket*. Share with students that the exit ticket has three parts: summarize your perspective, view and respond to a quotation, and create a timeline of three events from the PowerPoint on the Haitian Slave rebellion.
 - b. Collect *Exit Tickets* as students are dismissed.

Closure: Independent practice

Students will complete the following exit slip:

1. Summarize the perspective (Haitian, French, American) that you analyzed in class today.
2. "In overthrowing me, you have done no more than cut down the trunk of the tree of the black liberty in St-Domingue-it will spring back from the roots, for they are numerous and deep." --Toussaint Louverture
What do you think this quotation means?
3. Draw a timeline and include three events from the PowerPoint on the Haitian Slave rebellion. Use your note-taking sheet from class.