

REBELLION: BRIEF HISTORY OF THE CARIBBEAN THROUGH EMANCIPATION

STRAND A			
TIME, CONTINUITY AND CHANGE			
INFUSION POINT	BENCHMARK	REFERENCES	SUNSHINE STATE STANDARDS
<p>The Expansionist Era of the Spanish Empire in the Americas (1492 – 1870)</p>	<p>SS.A.1.3 Evaluates conflicting sources and materials in the interpretation of a historical event or episode.</p>	<p>Aptheker, Herbert. <u>American Negro Slave Revolts</u>. New York, New York: Columbia University Press, 1943.</p> <p>Brinkley, Alan. <u>The Unfinished Nation: A Concise History of The American People</u>. New York, New York: McGraw-Hill, Inc., 1993.</p> <p>Curtin, Philip D. <u>The Atlantic Slave Trade: A Census</u>. Madison, Wisconsin: University of Wisconsin Press, 1969.</p> <p>Franklin, John Hope and Alfred A. Moss, Jr. <u>From Slavery To Freedom: A History of African Americans</u>. New York, New York: McGraw-Hill, Inc., 1994.</p> <p>Knight, Franklin, W. <u>The Caribbean: The Genesis of Fragmented Nationalism</u>. New York, New York: Oxford University Press, 1990.</p> <p>Patterson, Orlando. <u>Slavery and Social Death</u>. Cambridge, MA: Harvard University Press, 1982.</p> <p>Sunshine, Catherine A. <u>The Caribbean: Survival, Struggle and Sovereignty</u>. Washington, D.C.: An EPICA Publication, 1988.</p>	<p>SS.A.1.3</p> <hr style="border: 1px solid black;"/> <p style="text-align: center; background-color: #cccccc; margin: 0;">GOAL 3 STANDARDS</p> <p>3.1 Information Managers</p> <p>3.2 Effective Communicators</p> <p>3.3 Numeric Problem Solvers</p> <p>3.4 Creative and Critical Thinkers</p> <p>3.5 Responsible and Ethical Workers</p> <p>3.6 Resource Managers</p> <p>3.7 Systems Managers</p> <p>3.8 Cooperative Workers</p> <p>3.9 Effective Leaders</p> <p>3.10 Multiculturally Sensitive Citizens</p>

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STRAND A TIME, CONTINUITY AND CHANGE

GOAL: Students will be able to understand how Caribbean culture was influenced by European expansion into the Caribbean basin.

INFUSION POINT	OBJECTIVES
The Expansionist Era of the Spanish Empire in the Americas (1492 – 1870)	<p>Students will be able to:</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> understand the history of the Caribbean through the study of time lines, biographies, first and second-hand reported accounts by authors.<input checked="" type="checkbox"/> recognize the effects of struggles and resistance of slaves by analyzing the materials that have been presented.<input checked="" type="checkbox"/> explain why the sugar profit decline caused increased slave resistance and the eventual emancipation of the slaves.

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INFUSION POINT	CULTURAL CONCEPTS/INFORMATION
<p>The Expansionist Era of the Spanish Empire in the Americas (1492 – 1870)</p>	<p>When the Spanish arrived in the Caribbean, there were Amerindians living there: the <u>Arawaks</u>, centered in the Bahamas and the Greater Antilles, and the <u>Caribs</u>, centered in the Eastern Caribbean. Both groups had come from the tropical rain forest area of northeastern South America, with the more aggressive Caribs gradually pushing the Arawaks northward. The Native Americans were subsistence farmers and fishermen, growing corn, cassava, sweet potatoes, cotton and tobacco. They navigated the islands in dugout canoes capable of holding 80 people. These canoes were used for inter-island trade, and in the case of the Caribs, to raid the Arawaks for goods and slaves.</p> <p>The Arawaks, whom Columbus encountered on his first expedition to the “New World,” included three major subgroups: the Lucayanos in the Bahamas, the Borequinos in Puerto Rico, and the Tainos in Cuba, Jamaica, and Hispaniola. Though not warriors like the Caribs, the Arawaks made a brave effort to oust the Spanish from the Greater Antilles. The Spaniards, who used superior weaponry, vicious fighting mastiffs, and armor-covered horses, crushed their resistance. The Spanish system of forced labor completed the destruction of the Arawaks, who died from starvation, abuse, and new European diseases, especially smallpox.</p> <p>England, France and Holland refused to recognize Spain’s claim to “ownership” of the entire Caribbean. Consequently, in the early 17th Century, after years of warfare with Spain, the French and British began to colonize the Lesser Antilles. The Caribs living on those islands put up a fierce and prolonged resistance to the European invaders. Early attempts to colonize Grenada and St. Lucia were abandoned because of the ferocity of the Caribs’ resistance. The Caribs repeatedly attacked</p>

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INFUSION POINT	CULTURAL CONCEPTS/INFORMATION Continued
<p>The Expansionist Era of the Spanish Empire in the Americas (1492 – 1870)</p>	<p>Montserrat, Grenada, and St. Lucia. In Grenada, the Caribs fought the French for three years and many hurled themselves into the sea rather than submit to French domination. Unable to successfully enslave the Amerindians, the Spanish instead turned to African slaves supplied by Portuguese traders.</p> <p>By the mid 17th Century, European superior firepower had forced the Caribs to retreat to Dominica and St. Vincent. These mountain islands were natural fortresses. Europeans eventually recognized Carib sovereignty of these islands in a treaty signed in 1660. From their strongholds, the Caribs continued to raid the European settlements for the rest of the century.</p> <p>The dominant theme throughout this era of Caribbean history was the continuous struggle between planters' coercive power and slaves' determined resistance and quest for freedom. Slave ships were equipped with numerous torture devices. Plantation owners and their overseers employed a variety of techniques to stifle resistance. By 1700, slaves greatly outnumbered Europeans in most Caribbean colonies, and the planters lived in constant fear of a slave insurrection. This caused an increase in the horrible punishments and executions of "troublemakers" to suppress slave uprisings.</p> <p>In spite of severe punishment for their efforts, the slaves continued to revolt repeatedly and often violently. There were hundreds of mutinies or attempted mutinies by slaves during the "middle passage" across the Atlantic. On the Caribbean islands, especially Jamaica, slaves organized large-scale uprisings in which plantations were burned and the slave-masters were killed. Some of the leaders of these revolts are remembered for their daring resistance: Cuffe in Guyana; Nanny and Tacky in Jamaica; Morales in Cuba; and Henri Christopher, Jean Jacques Dessalines and Toussaint L'Ouverture in Haiti. European political</p>

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INFUSION POINT	CULTURAL CONCEPTS/INFORMATION <i>Continued</i>
<p>The Expansionist Era of the Spanish Empire in the Americas (1492 – 1870)</p>	<p>disputes were often fought on Caribbean soil. French and British warships attacked, ravaged each other's colonies. Soon the Caribbean became an arena for imperialist rivalry. France and Britain, who wanted to monopolize the lucrative slave trade, fought three wars to drive the Dutch out of the Caribbean. However, they soon turned on each other. In the later part of the 18th Century, many of the islands flip-flopped back and forth between French and British ownership. Tiny Dominica, an extreme example, changed hands twelve times.</p> <p>For over a century, France and Britain exploited their colonies to extract enormous sugar profits. By the end of the 1700's, this exploitation resulted in depleted soils, an enraged slave population, expensive sugar, and the extinction of the native population. As France and Britain were swept up in the Industrial Revolution, West Indian sugar lost its economic importance. The colonies entered a period of economic and social crisis, culminating in the Caribbean's only successful slave revolt, the Haitian Revolution. By the end of the 18th Century, the Industrial Revolution, was in full swing and new British industries were mass-producing goods for export around the world. Britain traded these manufactured goods for raw materials: cotton from the United States and India, coffee from Brazil, and most of all, sugar from huge new producers like India and Cuba. Obviously, this system could not work if the West Indies kept their monopoly, thus making them the only ones who could sell sugar to Britain. The price of sugar was also a major concern. The West Indian islands were small, their soil exhausted and production costs were high. Meanwhile, the world market was flooded with cheap sugar from the new producers and from beet sugar, a growing industry in France. Powerful industrial and financial interests in Britain who had previously supported slavery now</p>

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INFUSION POINT	CULTURAL CONCEPTS/INFORMATION Continued
<p>The Expansionist Era of the Spanish Empire in the Americas (1492 – 1870)</p>	<p>to put West Indian planters out of business so that Britain could buy cheaper sugar. To attack the West Indian monopoly, Britain abolished the slave trade (but not slavery) in 1807.</p> <p>Another crucial factor was the slaves themselves, whose increasingly violent demands for freedom left the slave owners little choice but to remove them from the volatile situation. The slaves were acutely aware of the abolitionist debate in England and of the planters' resistance to ending slavery. Many slaves, in fact, believed that French and British governments had already ordered emancipation, and the planters were illegally withholding their freedom.</p> <p>Britain and France tried to defuse the situation through a reformist strategy: improving treatment of the slaves, sending money and missionaries to the colonies, and slightly liberalizing the system. Their efforts failed. Many slave societies refused to tolerate slavery any longer and the islands exploded, one by one, in revolt. Finally, on August 1, 1834, all the slaves in the British colonies were declared free. Emancipation in the French islands followed in 1848. Until the 1870's, most North Americans were anti-colonist and anti-imperialist in spirit, believing themselves morally superior to the colonial exploiters of Europe. This was to change, however, as the United States began producing more goods than the domestic market could absorb. By the 1880's this over-capacity had led to economic depression, and United States' business interests began searching for ways to acquire new markets and areas for investment abroad. Before this expansion dream could become a reality, the United States had to decrease the power of Great Britain, the dominant Caribbean power. Despite the Monroe Doctrine of 1823, warships outnumbered the American fleet seven to one. The United States almost never challenged England on the high seas,</p>

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<p>The Expansionist Era of the Spanish Empire in the Americas (1492 – 1870)</p>	<p>but by the 1840's the United States was signing treaties with Britain that politely signaled America's imperialist intentions.</p> <p>The issue of the British presence was finally challenged in 1895, in relation to a boundary dispute between Venezuela and the colony of British Guiana. The British stronghold at the mouth of the river in Venezuela was strategically placed to control the Amazon and the entrance to the Caribbean at the Southern tip of the Windward Island chain. Venezuela wanted the British out, and the United States, while not openly siding with Venezuela, delivered a powerful message to the British, literally ordering them to resolve the matter. When the British refused, the principles enumerated in the Monroe Doctrine were raised implying the ominous possibility of war with the United States.</p> <p>The Spanish American War of 1898 opened a new era in the Caribbean Basin as the full might of North American imperialism descended like a tempest upon the countries of the region. Military interventions and corporate land takeovers became commonplace as the United States now assumed the role of regional policeman, judge, and executioner. In the name of "prosperity" and "order," United States Marines invaded independent countries of the Caribbean thirty-three times, and remained in five countries -- Cuba, Nicaragua, Panama, the Dominican Republic, and Haiti -- for prolonged periods. To better organize the construction of its empire, the United States government and business leaders held a hemispheric "economic planning conference" in 1915 in Washington, D.C. To gain the edge on the British, the conference was deliberately held at a time when England was involved in World War I. Financial initiative shifted from London to New York, and by 1929 the United States had taken over economic leadership in the hemisphere.</p>

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INFUSION POINT	LINKAGES WITH AMERICAN HISTORY
<p>The Expansionist Era of the Spanish Empire in the Americas (1492 – 1870)</p>	<ul style="list-style-type: none"> ➤ 1492 - The beginning of the slave trade to South America and the Caribbean. ➤ 1500 - Modern slavery system officially begins with Portugal and other European Countries. ➤ 1510 - Spain officially begins their slave trade. ➤ 1511 - Father Bartholomé de Las Casas, a Catholic priest, condemns use of Native American slaves but suggests use of Africans instead. ➤ 1528 - Estavanico explores the land of Florida with Spanish explorer, Panfilo Narvaez. ➤ 1550 - European aristocracy emerges. ➤ 1550 - Estavanico is killed by Pueblo Native Americans. ➤ 1560 - England formally enters the slave trade. ➤ 1570 - Over 20,000 slaves in Mexico. ➤ 1591 - Arabs invade and conquer Timbuktu, West African Kingdom. ➤ 1600 - About 1,000,000 African slaves are exported to Latin America. ➤ 1619 - Twenty (20) African slaves arrive in Jamestown, Virginia aboard a Dutch ship. ➤ 1624 - First African descent child of a slave is born in English America and is christened “William” in the Church of England at Jamestown. ➤ 1641 - Massachusetts becomes the first colony to legalize slavery. ➤ 1643 - Virginia enacts fugitive slave law. ➤ 1664 - All colonies in North America legalize the slavery of Africans.

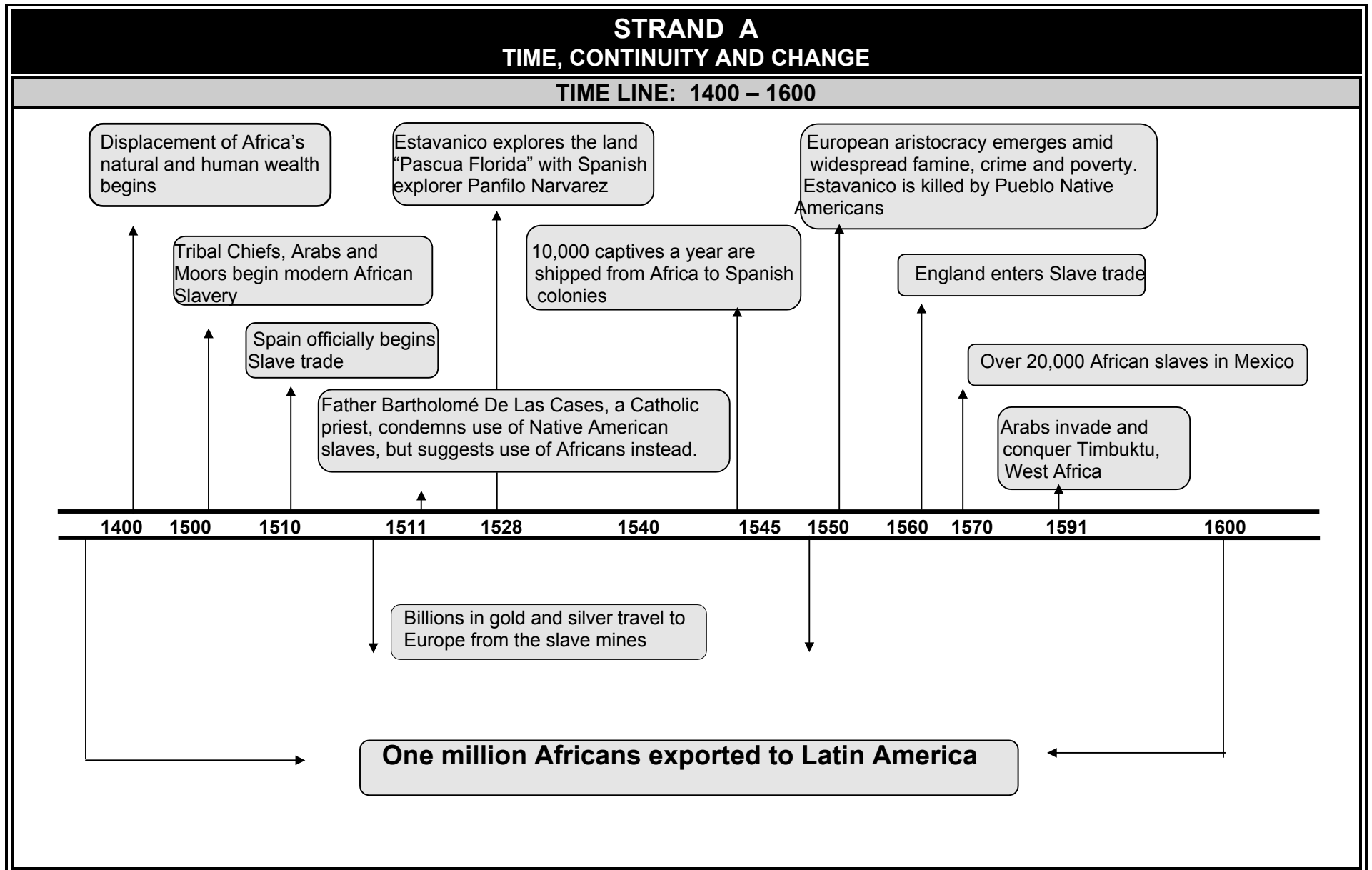
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STRAND A TIME, CONTINUITY AND CHANGE	
INFUSION POINT	LINKAGES WITH AMERICAN HISTORY – CONTINUED
<p>The Expansionist Era of the Spanish Empire in the Americas (1492 – 1870)</p>	<ul style="list-style-type: none"> ➤ 1670 - France legalizes the holding of slaves in French colonies. ➤ 1687 - Runaway slaves begin arriving in North Florida from Georgia and the Carolinas. ➤ 1705 - Slave codes enacted. ➤ 1706 - England, France and Holland refuse to recognize Spain’s claim to ownership of the entire Caribbean. ➤ 1706 - The French and British begin to colonize the Lesser Antilles. ➤ 1707 - The Caribs and other Native Indians, continue to vigorously resist the European invaders of their land. This results in the Europeans abandoning the islands of Grenada and St. Lucia. Unable to control the Caribs and other Native people, the Spanish turn to Portuguese traders who supply them with African slaves. ➤ 1775 - Revolutionary War in U.S.A. ➤ 1787 - Northwest Territories are closed to Blacks. U.S. Constitution codifies subordination. ➤ 1790 - First U.S. Immigration law specifies “whites” only. ➤ 1791 - Haitian revolution begins in Northern Providence, Haiti. ➤ 1791 - Benjamin Banneker surveys the District of Columbia. ➤ 1793 - Invention of the cotton mill. ➤ 1800 - African slaves continue to revolt and burn plantations. Many on both sides of the struggle lose their lives. ➤ 1800 - Colonies enact Fugitive Slave Act. Slavery is on the decline. ➤ 1800 - The Caribbean islands continue to change ownership among the European countries.

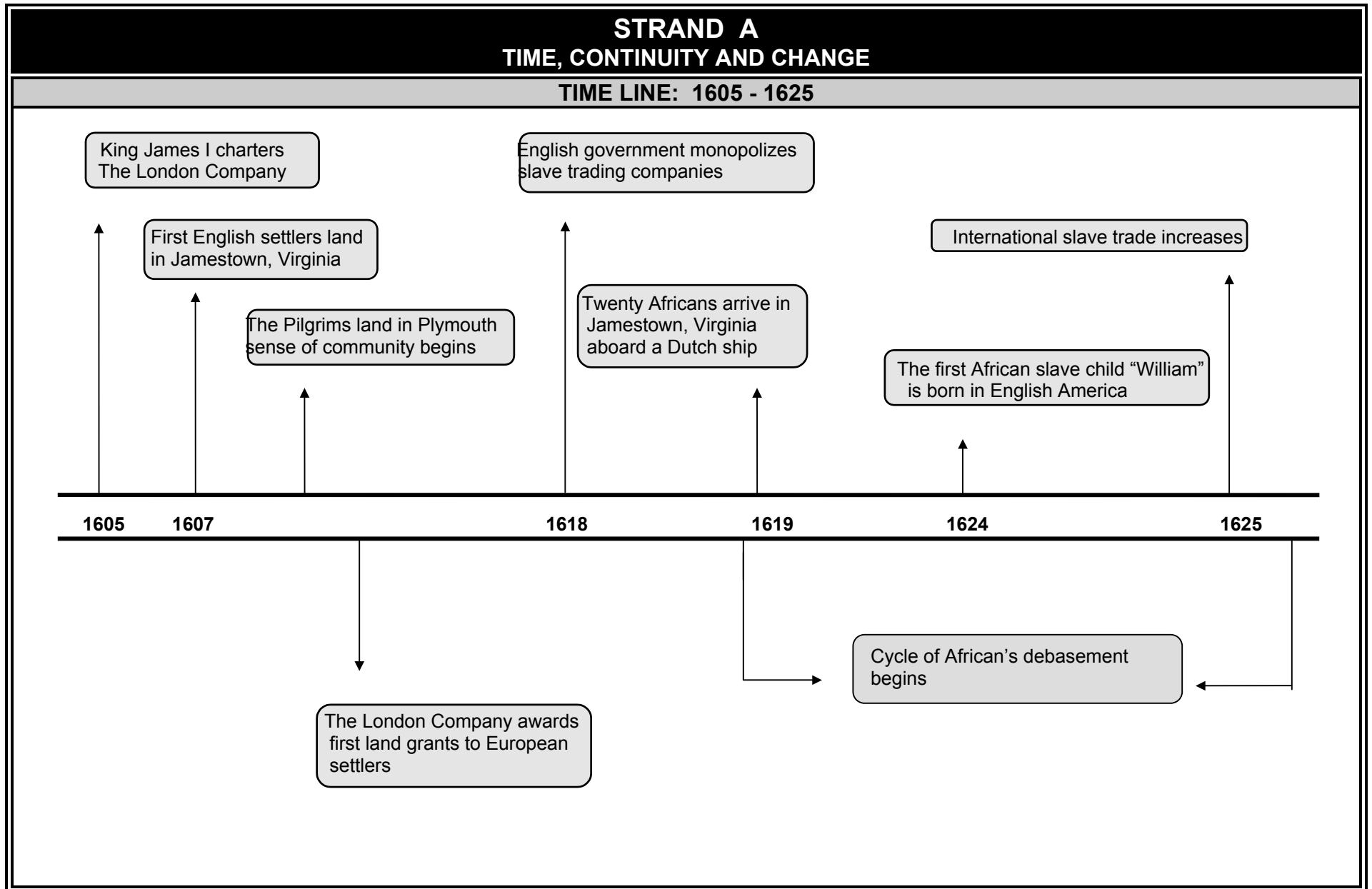
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INFUSION POINT	LINKAGES WITH AMERICAN HISTORY – CONTINUED
The Expansionist Era of the Spanish Empire in the Americas (1492 – 1870)	<ul style="list-style-type: none"> ➤ 1800 - Industrial Revolution impacts on slave labor. Sugar is harnessed by slave labor; cotton gin and coffee are critical raw materials for the industrial machinery. ➤ 1807 - England abolishes the slave trade, but not slavery. ➤ 1807 - Abolitionist movements and slave resistance become critical reasons for the abolition of slavery. ➤ 1808 - Slavery is legally abolished in the United States of America. ➤ 1810 - Resistance by plantation owners to the release of their slaves. ➤ 1831 - Slave rebellions occur due to the resistance of plantation owners to the release of their slaves. ➤ 1831 - Nat Turner slave revolt. ➤ 1834 - The slaves in the British colonies are declared free. ➤ 1848 - The slaves in the French colonies are emancipated. ➤ 1850 - The Fugitive Slave Act authorizes the Federal government to help capture runaway slaves and pave the way for the Civil War. ➤ 1857 - The Supreme Court rules in the Dred Scott Decision that slaves did not become free when they moved to free territory. It also held that Blacks were not, and could not, be citizens. ➤ 1865 - The 13th Amendment abolishes slavery. ➤ 1866 - The 14th Amendment gives African Americans equal rights as citizens under the Constitution of the United States of America. The Civil Rights Act of 1866 is enacted. ➤ 1870 - The 15th Amendment gives African Americans the right to vote.

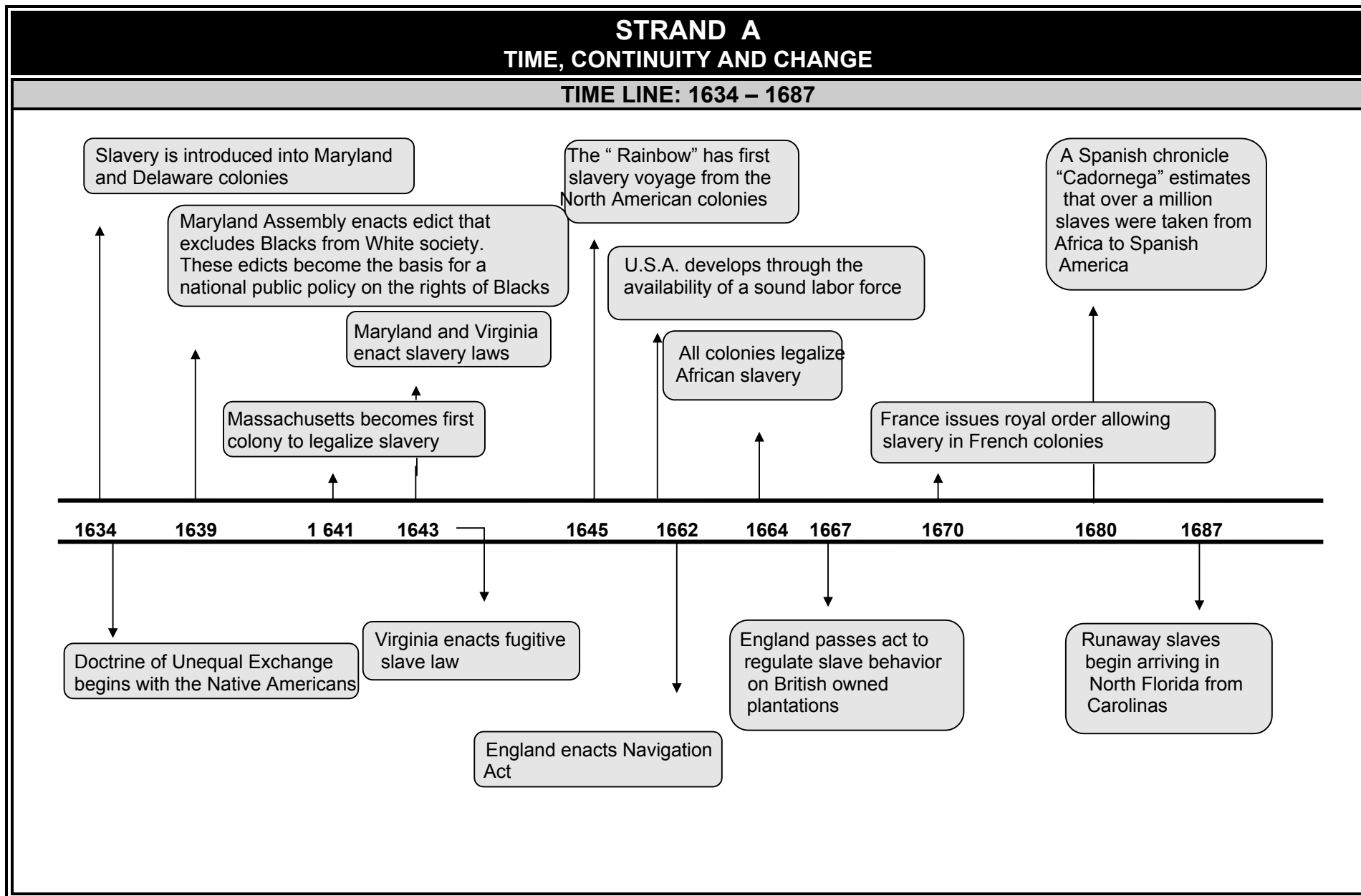
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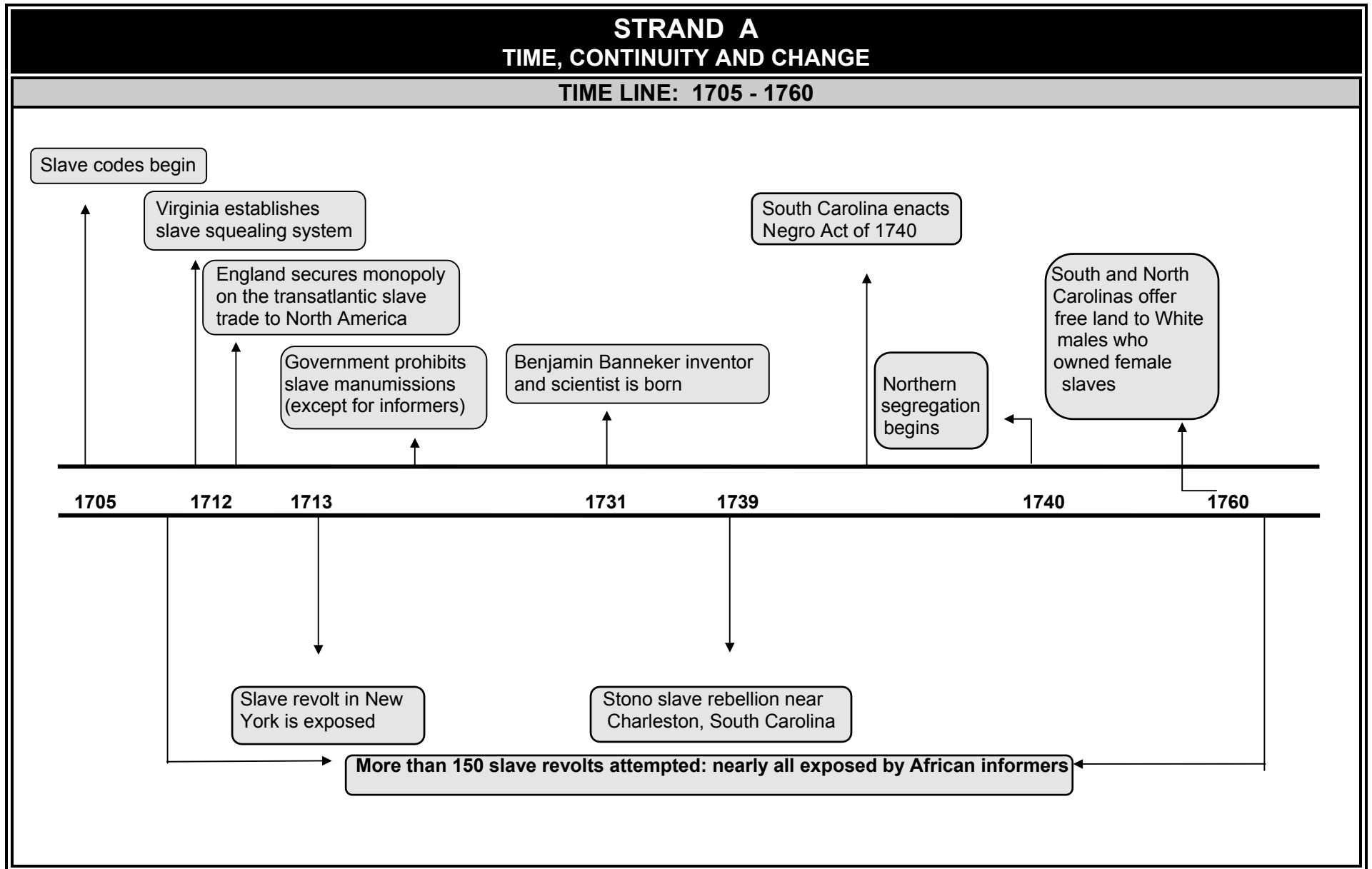
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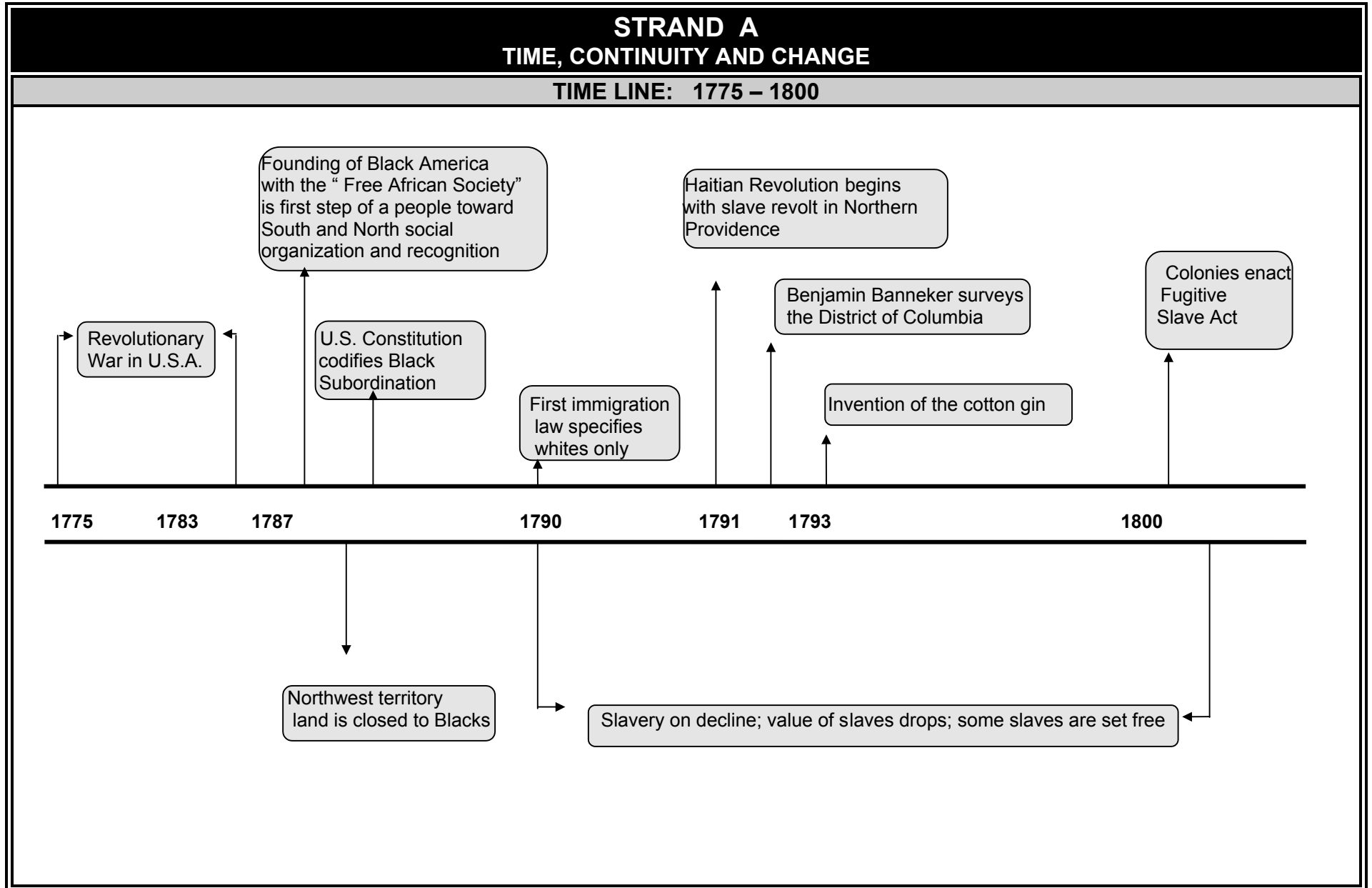
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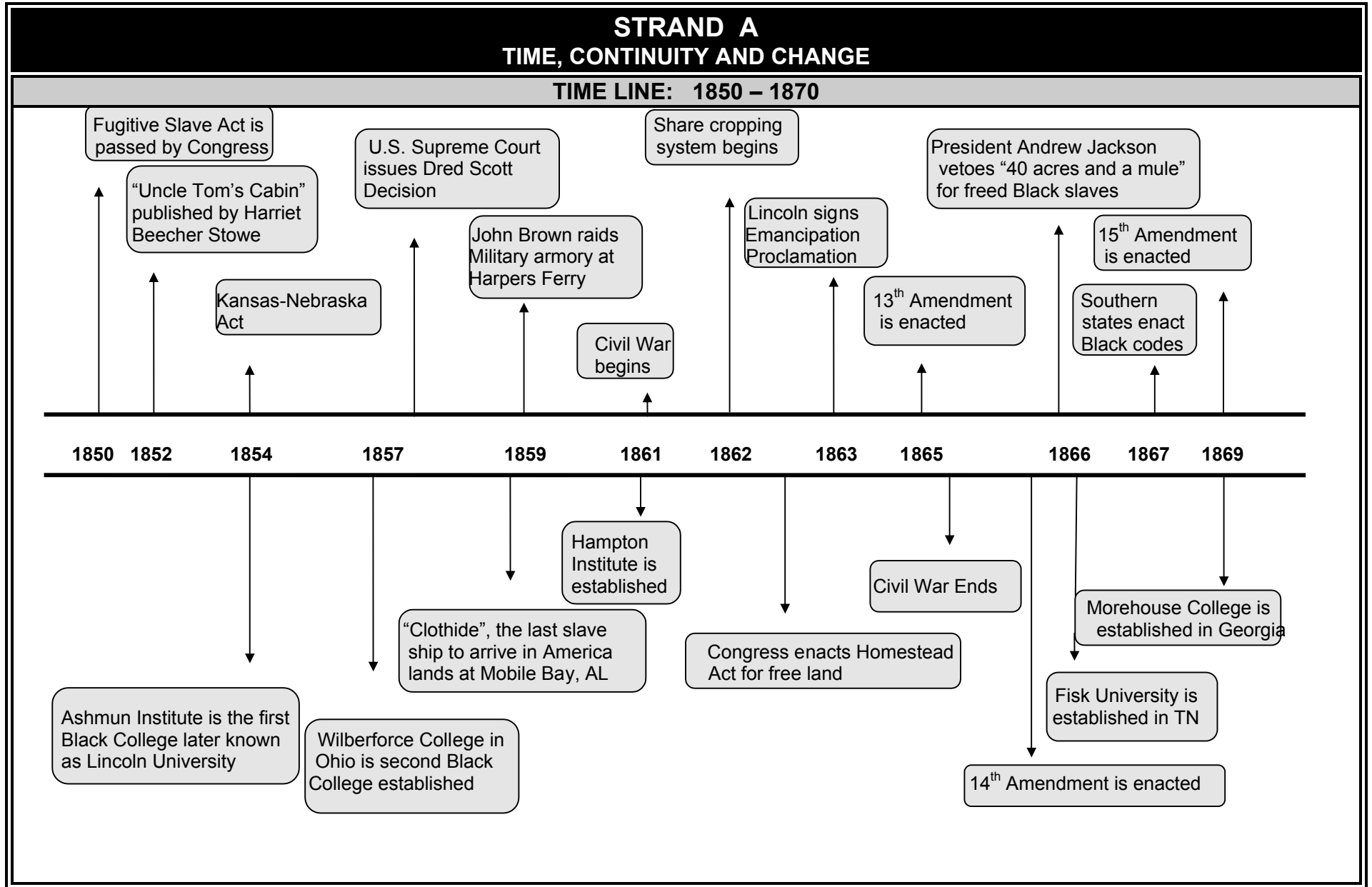
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INFUSION POINT	DEFINITION OF KEY TERMS
The Expansionist Era of the Spanish Empire In the Americas (1492 -1870)	<ul style="list-style-type: none"> ➤ Abolitionist - One who supported and worked toward the ending of slavery. ➤ Coercive - Forced to act or think in a given way by pressure, threats, or intimidation. ➤ Emancipation - The act or process of setting or making free from bondage. ➤ Exploit - To use meanly or unjustly for one's own advantage. ➤ Greater Antilles - A group of islands in the West Indies comprised of Cuba, Jamaica, Haiti, Dominican Republic, and Puerto Rico. ➤ Imperialist - Extending a nation's authority over other nations. ➤ Industrial Revolution - Social and economical changes brought when extensive mechanization of production system results in a shift from home manufacturing to large-scale factory production. ➤ Insurrection - An act or instance of open revolt against an established authority. ➤ Lesser Antilles - A group of islands in the West Indies comprised of the British and American Virgin Islands, and the Leeward and Windward Islands. ➤ Mastiff - A very large, powerful, deep-chested, smooth-coated dog of a very old breed used chiefly as a watch or guard dog. ➤ Sovereignty - Freedom from external control; independence. ➤ Subsistence Farming - The growth of foods for personal consumption.

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STRAND A

TIME, CONTINUITY AND CHANGE

RECOMMENDED STUDENT ACTIVITIES

Language Arts

- Discuss the pros and cons on the uses of slave labor in the Caribbean system of slavery.
- Write an informed essay on the role of the Industrial Revolution and its importance on the downfall of slavery in the Caribbean.
- Draw a mural that demonstrates the commitment of the Caribbean people to the fight for their freedom. Include the climate and topography of the Caribbean, as well as the people themselves.
- Keep a team journal about your group's mural on Caribbean freedom

Science

- Investigate and report on the chemical properties and uses of sugar.
- Plant a sugar cane stalk. Keep a diary as to its growth or decline. Chart your progress by using the scientific method.
- Dissect a coconut. Describe its parts and the functions of those parts. List at least twenty uses of this plant.
- Analyze the structure of a mastiff. Why were these animals used in the war by the Spanish?

CURRICULUM INFUSION

Mathematics

- Compare the size of the Atlantic ocean to the size of the Caribbean sea.
- Measure the distances between the following Caribbean islands: Barbados to Haiti; Cuba to Jamaica; Puerto Rico to Hispaniola,; and the British West Indies to Dominican Republic.
- Construct a time line that demonstrates Caribbean enslavement from 1492-1870.

Social Studies

- Use a map to locate and define the Caribbean region. Locate where and or what islands the native people originated from.
- Construct a physical/political map of the Caribbean area.
- Research, review, and outline the key components of the Monroe Doctrine.
- Compose a chart of the inventions created during the Industrial Revolution.

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RECOMMENDED STUDENT ACTIVITIES

Critical Thinking

- Use the visual aids to present the judges from the data researched.
- Pick a Caribbean Country and visually document the history, geography, peoples, economics, politics and government, celebrations and other cultural characteristics.
- Prepare an interactive journal on the content of the unit.
- Distinguish the different religious groups and celebrations in the Caribbean.

Humanities/Arts

- Document the visual arts of the Caribbean countries.
- Have speakers discuss Caribbean art and music.
- Compare and contrast the music of the Caribbean and that of the African American.
- Recreate Caribbean art by making masks, masquerade costumes and other artistic displays.
- Culminate the study of this unit with a visual arts display including artifacts, flags, and music, and dance from the Caribbean.
- Compare and contrast the carnivals in the Caribbean countries and those celebrations in such places as Miami, Tampa, and New York.

Art/Music

- Construct a musical instrument out of a gourd.
Explain your procedure

CURRICULUM INFUSION

Research Skills

- Use the Internet to profile all of the nations in the Caribbean.
- Use library/media center to document the contributions of the Caribbean to the world.
- Prepare a research report on the differences in educational systems between the Caribbean and the United States, Central America and South America.

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INFUSION POINT	RECOMMENDED STUDENT EVALUATION
<p>The Expansionist Era of the Spanish Empire In the Americas (1492 –1870)</p>	<ol style="list-style-type: none"> 1. Students will be assessed on how well they can locate the following places on a map: the Caribbean, Jamaica, Haiti, Santo Domingo, Guyana, Cuba, Puerto Rico, St. Vincent, Trinidad and Tobago. Complete a picture puzzle (placing islands in appropriate positions). 2. Students will be assessed on their oral presentations and essays on, “The Influence of the Industrial Revolution on the Caribbean Slave Trade.” 3. Students will be assessed on their ability to write essays on the topic, “The Monroe Doctrine.” 4. A multiple choice assessment will be developed on the areas of geography, culture, contributions to the world and key leaders in the Emancipation Movement in the Caribbean.

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INFUSION POINT	RECOMMENDED STUDENT EVALUATION Continued
The Expansionist Era of the Spanish Empire In the Americas (1492 –1870)	<p>Pre/Post Assessment</p> <p>K. CURRENT KNOWLEDGE – FORMATIVE</p> <ul style="list-style-type: none">➤ Use a teacher made assessment instrument to determine the number of countries students can identify in the Caribbean. <p>W. WHAT IS TO BE LEARNED? PROCESS</p> <ul style="list-style-type: none">➤ Use unit content and formulate assessment items.➤ Use journals, presentations, and portfolios in the process.➤ Use a matrix to assess the differences of the experiences in the Caribbean and the U.S.A. <p>L. WHAT WAS LEARNED? SUMMATIVE</p> <ul style="list-style-type: none">➤ Use journals, portfolios to assess gains.➤ Use multiple choice exams and essays.➤ Use product evaluation of a scrapbook on three countries in the Caribbean.