

PIER Summer Institutes 2014 Lesson Plan for Classroom Teachers

Based on the SEED Common Core of Teaching (CCT) Rubric for Effective Teaching

Title of Lesson: What factors caused the Haitian Revolution? How did this Revolution affect the people of Haiti and the surrounding region?

Maria Valentin, World History II – 10th grade – 49 min. lesson (or 2 – 49 min. blocks)

Introduction: This lesson seeks to introduce students to the internal and external factors that caused the Haitian Revolution by examining a variety of primary and secondary sources. The lesson seeks to place the Haitian Revolution in a global context with colonialism and the American and French Revolutions. It seeks to get students to think define the ways in which the Haitian Revolution was similar to and different from these aforementioned Revolutions. It also seeks to get students to understand the impact of the Haitian Revolution on Latin America and to get students to think about the ways in which Haiti was similar to Latin America.

Geographic Connections: This lesson ties to several concepts of Geography:

D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

Haiti's location, climate and physical land features and its development as a monocultural colonial economy for France and its corresponding political and social/racial systems. Haiti was a valuable colony for France with its monocultural economy based on sugar. The profit-driven mercantile economy influenced a hierarchical system based on race, color and birthplace. Its colonial government was designed to support this economic relationship and maintained the social hierarchy by excluding all those that were not direct French subjects from any voice in the colony's affairs.

D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.

Slavery influenced Haiti's complex colonial social pyramid. These complex political and social relationships between whites (grand and petit blancs); freed blacks (gens de couleur) and slaves affected the events of the Revolution. There was great reciprocity between France and Haiti when the French Revolution broke out. Events in France greatly influenced events in Haiti.

D2. Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

The Encounter and the ensuing development of the Americas as colonies led to the Colombian exchange and the abduction and importation of slaves from Africa. This massive exchange or diffusion of ideas, technologies and cultures influenced the makeup of people all over the globe, particularly Haiti. Although spurred by important internal factors, political ideas of the

PIER Summer Institutes 2014 Lesson Plan for Classroom Teachers

Based on the SEED Common Core of Teaching (CCT) Rubric for Effective Teaching

Enlightenment influenced the outbreak of Revolution in France, and in turn, led to challenges of colonial institutions and practices in Haiti.

Vocabulary: The Enlightenment; The French Revolution; St. Domingue; Treaty of Ryswick; Negro Codes (code noir); mercantilism; monocultural economy; grand blanc; petit blanc; affranchise; neg bossal; neg creole; abolition/abolitionist; Decree of May 1791; National Convention; Boukman; Toussaint L'Ouverture; Napoleon; Jean-Jacque Dessalines

Content Standards: Through the reading of various primary and secondary sources, students will be able to achieve several Common Core standards:

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.9-10.10

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Essential Question: Is the Haitian Revolution “the most significant Revolution of its era”? (so labeled at the exhibit by the NY Historical Society)

PIER Summer Institutes 2014 Lesson Plan for Classroom Teachers

Based on the SEED Common Core of Teaching (CCT) Rubric for Effective Teaching

OR To what extent was the Haitian Revolution a triumph of Enlightenment ideas?

Literacy through the Content Area: The readings from more complicated texts are either shortened (as in the excerpt from Black Jacobins) and / or have guided questions (as in the reading by Keen and Hayes, A History of Latin America). The reading from the textbook assigned for the class always has accompanying vocabulary terms and questions at the end of the section.

Placement of Lesson within Broader Curriculum/Context: This lesson follows a unit on the Enlightenment and ensuing political revolutions. It follows a study of the French Revolution and the Napoleonic period. It precedes the outbreak of revolution in the Latin American colonies and is part of a broader examination of the global impact of nationalism. It is the “kick-off” of a unit on revolutions in Latin America and an examination of the extent to which they achieved Enlightenment ideas by the end of the 19th century. Students will have selected case studies and have to write research papers on the extent to which their assigned country achieved the ideas of the Enlightenment by 1900. This unit on the Haitian Revolution is vitally important in helping students to develop their research questions. In other words, students will need to ask themselves: “what do we (student learners) need to know in order to answer this question?”

Learner Background: Students will have already reviewed the Encounter and the onset of globalization and colonialism; the Scientific Revolution and the Enlightenment as ideological movements that shaped modern Western thought; and the rise of nationalism and revolution as responses to outdated feudal economic, social and political systems. Students will also be familiar with the concept of diffusion of ideas through trade and other global interactions.

Objectives for Lesson

Ideological Goals: The lesson seeks to place the Haitian Revolution in a global context with colonialism and the American and French Revolutions. It seeks to get students to define the ways in which the Haitian Revolution was similar to and different from the American and French Revolutions. It also seeks to get students to understand the impact of the Haitian Revolution on Latin America and to get students to think about the ways in which Haiti was similar to Latin America. Finally, it seeks to get students to think about the impact of the Enlightenment and the extent to which it influenced the Haitian Revolution and later revolutions in Latin America and the extent to which these revolutions realized Enlightenment ideals.

Skill Goals: Students will need the following skills to complete the activity: identify and distinguish primary and secondary sources; analyze paintings, political cartoons and graphs as sources of history; read primary sources and examine them for bias and historical value; look at cause-and-effect flowcharts / graphic organizers to understand events of the Haitian and French Revolution; and, answer factual questions based on text readings and primary sources

PIER Summer Institutes 2014 Lesson Plan for Classroom Teachers

Based on the SEED Common Core of Teaching (CCT) Rubric for Effective Teaching

Objectives: Aside from these ideological goals and skills, students will be able to:

- Engage in Socratic dialogue on broader questions (see first paragraph of “Objectives for Lesson” – previous paragraph)
- Develop a thesis and write a paragraph answering the Essential Question, citing sources from the lesson (in preparation for the ensuing Assessment – the Research Paper)

Integration of 21st century skills: The entire lesson is interactive. The images on the power point allow the entire class to engage in observation, analysis and discussion. The questions go beyond identifying the images and its contents and outlining the main concepts in the readings, but also ask students to make connections with material already learned about the Enlightenment, the American and French Revolutions and colonialism. On a broader scale, students are asked to consider how a new nation, like Haiti, with its particular past (colonialism, monoculturalism and racism) can move forward – a problem with which Haiti still struggles. This is also a dilemma for many nations today, so the questions are relevant to global problem-solving. Through reading, questioning, discussion and writing, students practice and exercise effective communication. The lesson draws upon traditional textbook readings, but also incorporates technology by presenting images on a power point presentation and so it provides students with various ways by which to examine material.

Assessments:

Formative Assessment: Various questions are posed for each type of source during the lesson. Text readings are accompanied by questions to help students generate the basic knowledge needed to engage in class discussion (Socratic) and analysis.

Summative Assessment: Students will have to write an extended paragraph answering the Essential Question and making a claim statement. Students will be directed to include vocabulary terms in their answer and to refer to at least 4 sources from the class lesson in their written response.

Materials/Resources:

Primary:

- Paintings (on the attached PowerPoint) including “Liberty Leading the People” by Delacroix and various images from “Revolution: The Atlantic World Reborn” published by the NY Historical Society as a companion for an exhibit on the Haitian, American and French Revolutions.
- Primary Source excerpts from the Codes Noir cited in Secondary Source: James, C.L.R. The Black Jacobins. NY: Vintage Books. 1963. p. 12.

PIER Summer Institutes 2014 Lesson Plan for Classroom Teachers

Based on the SEED Common Core of Teaching (CCT) Rubric for Effective Teaching

Secondary:

- Text (Beck. World History: Patterns and Interactions. Houghton-Mifflin. 2012.)
- Excerpt from Text (Keen, Benjamin and Haynes, Keith. A History of Latin America. 9th Ed.) for additional reading on the Haitian Revolution
- James, C.L.R. The Black Jacobins. NY: Vintage Books. 1963. p. 12.

Technological:

- Powerpoint presentation with primary sources and information on the Haitian Revolution (see attached)

Lesson Development/Instructional Strategies

Springboard:

- We review quickly the French Revolution of 1789 and begin with a question: “What is a Revolution?” “What makes a Revolution revolutionary?”
- I then ask them “What was revolutionary about the French Revolution?” Students discuss the influence of the Enlightenment and its “triumph” in the Revolution’s outcomes and the influence of Napoleon in the spread of those ideas
- I then tell them that at a Teacher Workshop about the American, French and Haitian Revolutions, the guest lecturer declared the Haitian Revolution to be the “most radical” or revolutionary of the three.
- I use that as the basis for the Essential Question: “To what extent is the Haitian Revolution “the most radical” revolution?” OR “To what extent is the Haitian Revolution a triumph of Enlightenment ideas?”
- We begin the lesson with students taking out their notes and answers to questions about the Haitian Revolution from reading assigned for that day. They can refer to it while we proceed with the Power Point presentation.
- The Power Point presentation is divided into several parts:
 - The Introduction Slide with other Essential Questions that support the BIG Question (2 mins.)
 - Mini-lecture (slides 2 and 3) with background information that is not in the text reading (more detailed historical background and a graphic organizer illustrating the colonial social pyramid) (8 mins.)
 - Source Examination and Analysis (slides 4 – 8) – sources examining the social, political and economic factors that led to outbreak of revolution in Haiti (15 mins.)
 - Review of main events / assigned reading (slides 9 – 14) – graphic organizers and portraits organize the material simply for students comprehension (15 mins.)
 - Final Discussion: Slide 15 – Wrap Up Discussion where students discuss the extent to which the Haitian Revolution was truly radical; the extent to which it

PIER Summer Institutes 2014 Lesson Plan for Classroom Teachers

Based on the SEED Common Core of Teaching (CCT) Rubric for Effective Teaching

was influenced by the Enlightenment vs other factors; and the effect it would have on Latin America (predictions)

- The Power Point facilitates Critical Thinking / Drawing Connections throughout the presentation, but particularly with
 - Slide 3: “Colonial Social Pyramid” – What would be the consequences of having such a large population of “*neg bossal*” in Haiti? What did that say about slavery in Haiti? Is that supported in the rest of the sources? (ask students to look to other slides / sources)
 - Slide 4: “Haitian Society” Painting. How does the painting reflect the complexity of race in Haiti? How did this add to the problem of slavery and race?
 - Slides 5 and 6: “Horrible Abuses of Slavery” Ask students to look at captions of Code Noir vs those of the cartoons. Ask students what the language differences in the captions tell us about the origin of the source (cartoons were British). How does that affect bias in the source?
 - Slide 7: Excerpt from Black Jacobins. Have class read quietly. How does this support or negate other sources we’ve seen?
 - Slide 8: Painting “Liberty Leading the People” by DeLaCroix. Ask students how the outbreak of the French Revolution would have / did affect Haiti? Would everyone respond the same? What might be / were the differences in response? What caused the differences in these responses?
 - Slide 11: “The National Convention abolished slavery” – ask students what effect that would have had in Haiti? Would everyone receive it in the same way? What issues would that have raised?
 - Slides 12 and 14: “Toussaint L’Ouverture” and “Jean-Jacques Dessalines” – ask students “What role did the leadership of these men play in the Revolution?”

Most of the instruction is class-wide. When examining the paintings, I usually ask students to first consider with their group (they sit in groups of 4s) and then we discuss with the entire class. With the excerpt from Black Jacobins, students read quietly and discuss with their group first; seeking corroboration or contradiction with other sources, then following with group discussion.

I end the class by asking students to complete the Summative Assessment, directing them to make a claim statement, include vocabulary terms (at least 7 to 10), and to refer to at least 4 of the sources from the lesson. They have a note-taking guide for the Power point with the images and space for note-taking during the lesson to facilitate their written assignment.

PIER Summer Institutes 2014 Lesson Plan for Classroom Teachers

Based on the SEED Common Core of Teaching (CCT) Rubric for Effective Teaching

Students Needing Differentiated Instruction:

How will you differentiate instruction in this lesson for students you may anticipate struggling with the content/learning objectives?

The text reading from the class text is pretty basic and with the end of section questions, most students have a basic understanding of the reading. With more complicated texts, I send the excerpts to their Learning Resource Center teachers to help them with comprehension and note-taking. I also give them paintings, graphic organizers so that they can access the information in other ways.

How will you provide opportunities for enrichment/higher level of challenge for students?

For enrichment, I may give students a longer reading from a book like Black Jacobins or additional text readings from the Keen and Hayes source (A History of Latin America). This lesson is pretty challenging. A few students are asked to extend their writing. All students will use this lesson as the spring board for a research paper assignment, so in that sense, all of them are receiving enrichment.