Grades: 9-12  
Subjects: High School World History, High School African American History, Common Core: Literacy in History/Social Studies  
Time Required: 1 50-60 minute class period  
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OVERVIEW  
Students will analyze two sets of primary sources related to the Haitian Revolution in order to understand how it influenced and was influenced by other world events of the period, specifically the French Revolution and the Louisiana Purchase.  

UNDERSTANDING GOAL  
Understand how the Haitian Revolution connects to other countries and events of the period.  

OBJECTIVES  
The learner will  
• Analyze a set of three primary sources.  
• Situate their primary sources within a timeline of the Haitian Revolution.  
• Use the primary sources and timeline to write a short essay describing how the French Revolution, the Haitian Revolution, and the Louisiana Purchase are interconnected.  

INVESTIGATIVE QUESTION  
How does the Haitian Revolution fit in with other world events of the time period?  

CURRICULUM STANDARDS  
High School World History  
W.1 Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America including John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Toussaint L’Ouverture, and Thomas Jefferson  
W.3 Conduct a short research project summarizing the important causes and events of the French Revolution including Enlightenment political thought, comparison to the American Revolution, economic troubles, rising middle class, government corruption and incompetence, Estates General, storming of the Bastille, execution of Louis XVI, the Terror, and the rise and fall of Napoléon. (C, E, H, P)  

(continued)
The Haitian and French Revolutions

- An historical account of the black empire of Hayti: comprehending a view of the principal transactions in the revolution of Saint Domingo; with its ancient and modern state. [1805]
  - Appendix: No.1. Letter of the Abbe Gregoire . . . page 367 - 376 (See excerpts on page 9 of lesson plan.)

- The true state of the case, respecting the insurrection at St. Domingo. [1792] (See excerpts on pages 10-11 of lesson plan.)


The Haitian Revolution and the Louisiana Purchase

- Louisiana [1805]


- From the National Archives: Treaty between the United States of America and the French Republic ceding the province of Louisiana to the United States, 04/30/1803 Transcription available here. (See excerpt on page 8 of lesson plan.)

Materials

- Timeline of the Haitian Revolution (p. 5 of lesson plan)
- Primary Source Analysis Worksheet (p. 4 of lesson plan)
PROCEDURE

Step 1: Preparation: You may wish to familiarize yourself with all the sources to be used and with the Timeline of the Haitian Revolution (see pages 5-6). Print at least one copy of each of the sources listed in Resources. Print enough copies of the Primary Source Analysis Worksheet for each student to have one. Determine how you will display a version of the Timeline for viewing by the entire class.

Before splitting into groups, you may wish to lead a preparatory discussion to remind students of what they already know about the Haitian Revolution.

Divide the class into two halves, then divide each half into three groups. Give each of the groups in one half one of the sources listed under The Haitian and French Revolution. Give each of the other groups a source from The Haitian Revolution and the Louisiana Purchase. Give each group a copy of the Timeline of the Haitian Revolution.

Step 2: Explain to students that they will be looking at two sets of primary sources to find answers to the question: How does the Haitian Revolution fit in with other world events of the time period?

First they will use their worksheets to analyze their group’s source. Then each half of the class will come together to discuss how their sources fit together, both in the Timeline and to tell a story of events. Students should decide in what order their three sources should be presented to the class in order to best explain their significance. Each group will then present their sources to the class, followed by a class discussion.

Step 3: Depending on how much time you have, allow a period for the small groups to analyze their sources and answer the questions on their worksheets. Then call for the students to form their larger groups to discuss how sources fit together. When you feel the students have had enough time, call the class together as a whole and display the timeline. In the order determined by the students, ask each small group to share their source with the class, explain where it fits on the timeline, and explain how it fits with the other sources in their large group.

Step 4: As a class, discuss what the students have learned. What new information did these sources reveal about the Haitian Revolution? Were students surprised by any of the connections to other events? What new questions do students have about how the Haitian Revolution influenced and was influenced by what was going on in France and the United States?

Step 5: For homework, assign an essay using all the primary sources viewed in class. Students should explain in their own words how these sources fit together and what they reveal about the Haitian Revolution’s place in world history, and answer the question: Was the Haitian Revolution important for more than just the island of Saint-Domingue? Why or why not?

EXTENSION

- Have students add a second part to their essays. In this section they should ask a “what if?” question, and then develop an answer. For instance, what if there had been no revolution in France—would the slaves on Saint-Domingue still have revolted? What if France had kept their colony as well as their land in the United States—would the War of 1812 have gone differently with France still a major power in North America?

EVALUATION

90-100 Essay uses 5 to 6 sources, uses details from class discussion and makes a convincing case for the student’s position.

80-89 Essay uses 4 to 5 sources, uses some details from class discussion and makes a reasonable case for the student’s position.

70-79 Essay uses 3 to 4 sources, uses few details from class discussion, and makes a minimal case for the student’s position.
In your small group, answer the following questions about your source:

- What type of source is this? (book, map, etc.)
- When was it created? By whom? Where does it fit into the timeline?
- What countries and/or events is it related to?
- What does this source tell you about the Haitian revolution?
- What does it tell you about any other countries and/or events?

In your large group, answer the questions:

- How does my source fit with the two other sources?
- Where do they fit on the timeline?
- What story do these sources tell when put together?
1789
June: In France, the Third Estate proclaims itself "The National Assembly."
August: The National Assembly issues The Declaration of the Rights of Man.

1790
In Saint-Domingue, the gens de couleur (free men of color) demand equal rights with free whites based on The Declaration of the Rights of Man.
October: Jacques Vincent Ogé leads a group of gens de couleur and free blacks in an unsuccessful revolt against the colonists.

1791
May: The French National Assembly grants free Blacks full French rights in Saint Domingue, but the colonists refuse to recognize this.
August: The Haitian Revolution begins at the Bois Caïman ceremony. There is continual violence between blacks and the French colonists.
September: The National Assembly revokes the decree granting free blacks equal rights, and attempts to re-establish control over the colony.
Thousands of white planters flee to the United States.

1792
April: Louis XVI affirms to the previous degree to grant equal political rights to free blacks and mulattoes in Saint-Domingue and sends Léger Félicité Sonthonax, to enforce the ruling.
May: Spain declares war on England and France and joins the fight in Saint-Domingue.
September: France abolishes the monarchy.
French colonists issue a proclamation guaranteeing freedom and the full rights of French citizenship to all slaves who join the French.

1793
February: Toussaint L’Ouverture, commander of the freed slaves, temporarily joins the Spanish forces against the French.

1794
February: France officially abolishes slavery in France and all of its colonial possessions.
May: Toussaint L’Ouverture rejoins the French after the Spanish refuse to abolish slavery.

1795
July: Great Britain and Spain sign a treaty recognizing Saint-Domingue as a French possession.
1796
October: Sonthonax appoints Toussaint L’Ouverture commander-in-chief of the army.

1799
On November 9th Napoleon Bonaparte overthrows the French revolutionary government and becomes First Consul.
Congress establishes trade with Saint-Domingue under L’Ouverture.
Napoleon Bonaparte comes under increasing pressure to recapture Saint-Domingue and re-establish slavery there.

1800
April: L’Ouverture invades Spanish Santo Domingo
August: L’Ouverture becomes the colony’s Supreme Commander-in-Chief.

1801
July: L’Ouverture creates a new constitution that abolishes slavery in Saint-Domingue and becomes Governor General for life. Napoleon rejects the new constitution. Thomas Jefferson becomes president and pledges to support Napoleon.
October: Napoleon sends General Leclerc to re-establish slavery and French control of Saint-Domingue

1802
May: Napoleon re-institutes slavery in France’s other colonies and provokes additional violence and rebellion in Saint-Domingue.
June: Leclerc arrests L’Ouverture and sends him to prison in France.
November: Leclerc dies.

1803
April: France sells Louisiana to the United States
November: the French are finally defeated and withdraw their forces from Saint-Domingue

1804
On January 1st, Jean-Jacques Dessalines proclaims Haiti’s independence.

1806
The U.S. Congress passes the Haitian Embargo Act.
To the Special Envoy to France (JAMES MONROE) Washington, Jan. 13, 1803

DEAR SIR,

-- I dropped you a line on the 10th informing you of a nomination I had made of you to the Senate, and yesterday I enclosed you their approbation not then having time to write. The agitation of the public mind on occasion of the late suspension of our right of deposit at N. Orleans is extreme. In the western country it is natural and grounded on honest motives. In the seaports it proceeds from a desire for war which increases the mercantile lottery; in the federalists generally and especially those of Congress the object is to force us into war if possible, in order to derange our finances, or if this cannot be done, to attach the western country to them, as their best friends, and thus get again into power. Remonstrances memorials &c. are now circulating through the whole of the western country and signing by the body of the people. The measures we have been pursuing being invisible, do not satisfy their minds. Something sensible therefore was become necessary; and indeed our object of purchasing N. Orleans and the Floridas is a measure liable to assume so many shapes, that no instructions could be squared to fit them, it was essential then to send a minister extraordinary to be joined with the ordinary one, with discretionary powers, first however well impressed with all our views and therefore qualified to meet and modify to these every form of proposition which could come from the other party. This could be done only in full and frequent oral communications. Having determined on this, there could not be two opinions among the republicans as to the person. You possess the unlimited confidence of the administration and of the western people; and generally of the republicans everywhere; and were you to refuse to go, no other man can be found who does this. The measure has already silenced the Feds. here. Congress will no longer be agitated by them: and the country will become calm as fast as the information extends over it. All eyes, all hopes, are now fixed on you; and were you to decline, the chagrin would be universal, and would shake under your feet the high ground on which you stand with the public. Indeed I know nothing which would produce such a shock, for on the event of this mission depends the future destinies of this republic. If we cannot by a purchase of the country insure to ourselves a course of perpetual peace and friendship with all nations, then as war cannot be distant, it behooves us immediately to be preparing for that course, without, however, hastening it, and it may be necessary (on your failure on the continent) to cross the channel. . . .

As to the time of your going you cannot too much hasten it, as the moment in France is critical. St. Domingo delays their taking possession of Louisiana, and they are in the last distress for money for current purposes. You should arrange your affairs for an absence of a year at least, perhaps for a long one. It will be necessary for you to stay here some days on your way to New York. You will receive here what advance you chuse. Accept assurances of my constant and affectionate attachment.

Thomas Jefferson
TREATY BETWEEN THE UNITED STATES OF AMERICA AND THE FRENCH REPUBLIC

The President of the United States of America and the First Consul of the French Republic in the name of the French People desiring to remove all Source of misunderstanding relative to objects of discussion mentioned in the Second and fifth articles of the Convention of the 8th Vendemiaire on 9/30 September 1800 relative to the rights claimed by the United States in virtue of the Treaty concluded at Madrid the 27 of October 1795, between His Catholic Majesty & the Said United States, & willing to Strengthen the union and friendship which at the time of the Said Convention was happily reestablished between the two nations have respectively named their Plenipotentiaries to wit The President of the United States, by and with the advice and consent of the Senate of the Said States; Robert R. Livingston Minister Plenipotentiary of the United States and James Monroe Minister Plenipotentiary and Envoy extraordinary of the Said States near the Government of the French Republic; And the First Consul in the name of the French people, Citizen Francis Barbé Marbois Minister of the public treasury who after having respectively exchanged their full powers have agreed to the following Articles.

Article I
Whereas by the Article the third of the Treaty concluded at St Ildefonso the 9th Vendemiaire on 1st October 1800 between the First Consul of the French Republic and his Catholic Majesty it was agreed as follows.
"His Catholic Majesty promises and engages on his part to cede to the French Republic six months after the full and entire execution of the conditions and stipulations herein relative to his Royal Highness the Duke of Parma, the Colony or Province of Louisiana with the same extent that it now has in the hand of Spain, & that it had when France possessed it; and Such as it Should be after the Treaties subsequently entered into between Spain and other States."
And whereas in pursuance of the Treaty and particularly of the third article the French Republic has an incontestible title to the domain and to the possession of the said Territory—The First Consul of the French Republic desiring to give to the United States a strong proof of his friendship doth hereby cede to the United States in the name of the French Republic forever and in full Sovereignty the said territory with all its rights and appurtenances as fully and in the same manner as they have been acquired by the French Republic in virtue of the above mentioned Treaty concluded with his Catholic Majesty.

Article II
In the cession made by the preceding article are included the adjacent Islands belonging to Louisiana all public lots and Squares, vacant lands and all public buildings, fortifications, barracks and other edifices which are not private property.—The Archives, papers and documents relative to the domain and Sovereignty of Louisiana and its dependances will be left in the possession of the Commissaries of the United States, and copies will be afterwards given in due form to the Magistrates and Municipal officers of such of the said papers and documents as may be necessary to them.

Article III
The inhabitants of the ceded territory shall be incorporated in the Union of the United States and admitted as soon as possible according to the principles of the federal Constitution to the enjoyment of all these rights, advantages and immunities of citizens of the United States, and in the mean time they shall be maintained and protected in the free enjoyment of their liberty, property and the Religion which they profess. . . .

Article X
The present treaty Shall be ratified in good and due form and the ratifications Shall be exchanged in the Space of Six months after the date of the Signature by the Ministers Plenipotentiary or Sooner if possible.
In faith whereof the respective Plenipotentiaries have Signed these articles in the French and English languages; declaring nevertheless that the present Treaty was originally agreed to in the French language; and have thereunto affixed their Seals. Done at Paris the tenth day of Floréal in the eleventh year of the French Republic; and the 30th of April 1803.

Robt R Livingston [seal]
Jas. Monroe [seal]
Barbe Marbois [seal]
APPENDIX.

No. I.

(Referred to in Page 131.—"The fascinating eloquence of the Abbé Gregoire," &c.)

Among the other Public Efforts of the Society of Amis de Noirs, was the following Letter of the Abbé Gregoire, Bishop of the Department of Loire and Cher, Deputy of the National Assembly, to the Citizens of Color in the French West Indies, concerning the Decree of the 15th May, 1791, which produced an immediate and striking Effect.

FRIENDS,

YOU were MEN;—you are now CITIZENS. Reinstated in the fulness of your rights, you will in future participate of the sovereignty of the people. The decree which the National Assembly has just published respecting you, is not a favour; for a favour is a privilege, and a privilege to one class of people is an injury to all the rest. They are words which no longer disgrace the laws of the French.

In securing to you the exercise of your political rights, we have acquitted ourselves of a debt:—not to have paid it, would have been a crime on our part, and a disgrace to the constitution. The legislators of a free nation certainly could not do less for you than our ancient despots have done.

It is now above a century that Louis XIVth solemnly acknowledged and proclaimed your rights; but of this sacred inheritance you have been deprived by pride and avarice, which have gradually increased your burdens, and embittered your existence.

The regeneration of the French empire opened your hearts to hope, whose cheering influence has alleviated the weight of your miseries; miseries of which the people of Europe had no idea. While the white planters resident amongst us were loud in their complaints against ministerial tyranny, they took especial care to be silent as to their own. Not a hint was suggested concerning the complaints of the unhappy people of mixed blood; who, notwithstanding, are their own children. It is we, who, at the distance of two thousand leagues from you, have been constrained to protect these children against the neglect, the contempt, the unnatural cruelty of their fathers!

But it is in vain that they have endeavoured to suppress the justice of your claims. Your groans, notwithstanding the extent of the ocean which separates us, have reached the hearts of the European Frenchmen; for they have hearts.
THE TRUE STATE OF THE CASE, A RESPECTING THE INSURRECTION AT ST. DOMINGO.

IPSWICH: PRINTED BY J. BUSH, BOOKSELLER. MDCCLXII.

As soon as the news of this Revolution was conveyed to St. Domingo, the white People there divided into Parties, as in the Mother Country, the one for the Revolution, the other for the Government in its ancient form.

Again, as soon as the principles of that Revolution, as particularized in the Declaration of the Bill of Rights, was proclaimed in that Colony, a third Party, and that a formidable one, arose. This consisted of the People of Colour,* who, notwithstanding many of them had received a liberal education, and were in many instances larger Proprietors

* This term includes Free Negros, and all such as have the smallest mixture of negro-blood; many of whom are as white as any of the native West Indians.
priests in the Island than the Whites, were in a depressed and degraded state. They felt forcibly the justice of these principles; and when they considered that these were held out by the Representatives of the Parent Country, they determined to assert their right to equal privileges with the rest of the Colonists. In consequence of this they held a Meeting, after which they sent several worthy Persons of their own body to Paris, to represent them in the National Assembly of France.

On their arrival they found their way to the Bureau de Verification; where it was necessary for them to have their Claim to representation ascertained and sanctioned, before they could be admitted as Deputies into the Assembly.

The White Planters, however, who happened to have seats in the National Assembly at the time, found means to crowd into this Bureau or Committee just mentioned, with a view of hindering the deputies from the People of Colour from having a place in the same legislative body with themselves. They pretended to find some flaw in their powers, and put off the further consideration of the subject for a few weeks.—At the end of this time, in consequence of the great exertions of the Deputies of Colour, they were obliged to resume the consideration of the case; they then acknowledged their error, gave up the legality of the flaw as fatigued, but pretended to have discovered one of another nature. In this way they put off the Deputies from Committee to Committee, hindering them by these means from coming.

coming before the Assembly at all.—When at last, one of the Deputies of the name of Ogé, a Man of Property, Education and Abilities, but of much stronger Passions than his Colleagues, returned to St. Domingo to represent to their Constituents the treatment they had met with from the White Planters in France.

His representation of the case soon reached the ears of some of the Whites of St. Domingo, who communicated the intelligence to others of their own description, which produced a determination in them to make a victim of Ogé, by taking away his life. They attacked him and a few of his adherents at various times in armed parties, some of whom he defeated, and from others he was obliged to fly; prefled however at last, he was obliged to take refuge in the Spanish part of the Island, where he was treacherously given up, and soon after, though he was never publicly examined, he was broken alive on the wheel with twenty-five of his followers. This barbarous destruction of a person whom the People of Colour so generally and deservedly esteemed, only widened the breach between them and the Whites of the Island, and exasperated them to wreak their revenge upon the latter. While they were planning schemes with this view, news arrived in the Colony that those of their deputies who, after Ogé’s departure, had remained in France, had by their perseverence obtained a hearing before the National Assembly; which on the same day decreed that all the People of Colour born of free parents were Frenchmen, and of course entitled to all the privileges of Frenchmen.