



Standing on the Shoulders of Giants

EFLA TEACHING GUIDE

UNIT 3: The Trans Atlantic Slave Trade (1400 – 1865)

CLASS 4: The Haitian Revolution

LEARNING OBJECTIVES

After completing this lesson, students will be able to:

- ✓ Understand the conditions that led to the Haitian Revolution and its significance in world history
- ✓ Identify the main leaders of the Haitian Revolution, the various strategies they used and the challenges they faced
- ✓ Discuss the consequences as well as the short and long term triumphs of the Haitian Revolution
- ✓ Recognize the influence of the French Revolution and the Declaration of the Rights of Man as they pertain to the meaning of freedom, liberty, and human rights
- ✓ Identify the strategies and rationale used by European and American leaders to crush the emergence of Haiti as a free, independent state

MATERIALS

- EFLA Quiz 3.4
- Internet Access and Audio/Visual Equipment
- Toussaint dialogue with Léger Félicité Sonthonax (1797)
[http://thelouvertureproject.org/index.php?title=Toussaint_dialogue_with_Léger_Félicité_Sonthonax_\(1797\)](http://thelouvertureproject.org/index.php?title=Toussaint_dialogue_with_Léger_Félicité_Sonthonax_(1797))
- Toussaint L'Ouverture Letter to Napoléon (1801)

http://thelouvertureproject.org/index.php?title=Toussaint_letter_to_Napoléon_on_the_1801_Constitution

- Leclerc's Proclamation (1802)
[http://thelouvertureproject.org/index.php?title=Leclerc_Saint-Domingue_proclamation_\(1802\)](http://thelouvertureproject.org/index.php?title=Leclerc_Saint-Domingue_proclamation_(1802))
- Toussaint L'Ouverture Letter to Jean-Jacque Dessalines
http://thelouvertureproject.org/index.php?title=Toussaint_Louverture_letter_to_Jean-Jacques_Dessalines
- Toussaint L'Ouverture Letter to Napoléon (1802)
[http://thelouvertureproject.org/index.php?title=Toussaint_letter_to_Napoléon_from_Fort_de_Joux_\(1802\)](http://thelouvertureproject.org/index.php?title=Toussaint_letter_to_Napoléon_from_Fort_de_Joux_(1802))

UNIT 3 CLASS 4: QUIZ 3.4 (with answer key)

(35 – 40 minutes)

Instructions

- Distribute EFLA Document: Quiz 3.4 (below), which is based on the homework assignment from the previous class. Give students approximately 10-15 minutes to complete the quiz. The answers are provided. Some answers may vary.
- Once the quiz is complete, call on student volunteers to provide the answers to each of the questions. Facilitate a class discussion by reviewing the answers together. Allow students the opportunity to grade their own quiz. Collect and review graded quizzes for accuracy and place in student folder.

1. According to the documentary, why was the Haitian Revolution one of the most profound revolutions in human history?

The Haitian Revolution was the only successful revolution in which enslaved Africans abolished slavery as well as colonialism.

2. Haiti was the world leader in the production of which commodity?

Sugar

3. What was “rationale management”?

Rationale management described the brutal tactics used to control the enslaved population, which included burnings, amputations, severe lashings, rubbing salt and hot pepper into wounds, and other methods of torture.

4. How did Toussaint L'Ouverture's background influence his involvement in the revolution?

Toussaint L'Ouverture was born a slave, yet he lived a relatively privileged position on what has been described as a “tolerant plantation.” He learned to read and write and eventually he gained his freedom. Having experienced both slavery and freedom, L'Ouverture was uniquely positioned to see the possibilities.

5. According to Napoleon, what was the primary reason behind his invasion of Haiti in 1802?

Napoleon stated that he was not motivated by economics or concern for commerce; rather, he wanted to “block the march of the Blacks in the world.” Racism motivated his actions.

6. How did the “Declaration of the Rights of Man and of the Citizen” define freedom? What aspects of the document do you think inspired the Haitian Revolution?

From the *Declaration of the Rights of Man and of the Citizen* (1789):

“Article 4 - Freedom is the power to do anything which does not harm another: therefore, the only limits to the exercise of each person's natural rights are those which ensure that the other members of the community enjoy those same rights. Legislation only may set these limits.”

“Article 5 - Only actions harmful to the community may be made illegal. No-one may be prevented from doing that which the law does not forbid, nor be forced to do that which the law does not command.”



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QUIZ 3.4

Name: _____

Date: _____

1. According to the documentary, why was the Haitian Revolution one of the most profound revolutions in human history?
2. Haiti was the world leader in the production of which commodity?
3. What was “rationale management”?
4. How did Toussaint L’Ouverture’s background influence his involvement in the revolution?
5. According to Napoleon, what was the primary reason behind his invasion of Haiti in 1802?

Class Activity 1

(30 minutes)

MATERIALS

Primary Source Document:

- Toussaint dialogue with Léger Félicité Sonthonax (1797)
[http://thelouvertureproject.org/index.php?title=Toussaint_dialogue_with_Léger_Félicité_Sonthonax_\(1797\)](http://thelouvertureproject.org/index.php?title=Toussaint_dialogue_with_Léger_Félicité_Sonthonax_(1797))

INSTRUCTIONS

Students will take turns reading lines from Toussaint L'Ouverture's dialogue with Léger Félicité Sonthonax. Prior to reading the document aloud, share the following passage from the L'Ouverture Project for background and context. Also, remind students of the references to Sonthonax in the documentary, which mentions that L'Ouverture expelled Sonthonax from the island.

1. Distribute a copy of the Toussaint dialogue with Léger Félicité Sonthonax (1797)
2. Read the following passage to provide background and context:

"In 1797 Toussaint L'Ouverture, as General in chief of the French forces in Saint-Domingue, sent this report to the Directory, which was then in charge of France. In dialogue form he recounts his conversation with Léger Félicité Sonthonax, the head of the French commission to the island. Since his arrival in 1792, Sonthonax had been a strong opponent of slavery (which he had banned in 1793), a supporter of the black and mulatto forces, and a fierce enemy of the white colonists. He had been forced to go back to France for an inquest into his actions on the island, but cleared of all charges and returned to Saint-Domingue. It was Sonthonax who named Toussaint to his position as head of the army. In August 1797, shortly after the events in this report, he was expelled from Saint-Domingue by Toussaint." –L'Ouverture Project

3. Call on students to take turns reading a passage from the dialogue.
4. Facilitate a class discussion about the document. Consider the following questions:
 - What is Sonathax's proposal to L'Ouverture?
 - What did Sonathax offer in exchange for L'Ouverture's help?

- What does this document reveal about Sonathax? What assumptions did he make about L'Ouverture?
 - Why would a white man advocate the killing of whites? What do you think was his rationale behind such a drastic measure?
 - Did L'Ouverture uphold his promise?
5. Point out to students that L'Ouverture opposed the slaughtering of whites, but many white colonists were brutally killed. When Jean-Jacques Dessalines took over, he imposed the widespread killing of white colonists. Ask students to ponder: Why did Dessalines take this approach? What message did it send to the entire world?

Class Activity 2

(40 - 45 minutes)

MATERIALS

Primary Source Documents:

- Toussaint L'Ouverture Letter to Napoléon (1801)
http://thelouvertureproject.org/index.php?title=Toussaint_letter_to_Napoléon_on_the_1801_Constitution
- Leclerc's Saint-Domingue Proclamation (February 17, 1802)
[http://thelouvertureproject.org/index.php?title=Leclerc_Saint-Domingue_proclamation_\(1802\)](http://thelouvertureproject.org/index.php?title=Leclerc_Saint-Domingue_proclamation_(1802))
- Toussaint L'Ouverture Letter to Jean-Jacque Dessalines (February 1802)
http://thelouvertureproject.org/index.php?title=Toussaint_Louverture_letter_to_Jean-Jacques_Dessalines
- Toussaint L'Ouverture Letter to Napoléon (1802)
[http://thelouvertureproject.org/index.php?title=Toussaint_letter_to_Napoléon_from_Fort_de_Joux_\(1802\)](http://thelouvertureproject.org/index.php?title=Toussaint_letter_to_Napoléon_from_Fort_de_Joux_(1802))

Instructions

1. Distribute the four letters to students, and ask them to take notes on the following (15 minutes):
 - Who is the author?
 - What does the letter say?
 - What does the letter mean?
 - What do you think are the intentions behind the letter?
2. Break students into groups of 3-4 for small group discussions. After about 15 minutes, ask students to report their group's observations to the class. (15 minutes)
3. Ask students: What do these letters, taken together, tell us about politics? What do they make of the tone of the two letters that L'Ouverture sent to Napoleon? (15 minutes)