

LESSON: Haitian Revolution

Central Historical or Essential Question:

- Students will be able to analyze the differences between the Haitian Revolution, and the previous revolutions studied, while also debating the significance of this movement in the “New World.”

Purpose of the Lesson

By analyzing the Haitian Revolution after our study of the French Revolution, students will be able to make global connections while also learning about the effects of colonialism and revolt.

Brief Overview of the Lesson

Students will come into class and answer a bellringer question that will reinforce our overarching goals for the unit. Students will be encouraged to share their responses with the class. Students will then break into four groups and will be guided through an interactive presentation on Haiti, its background, the events of the revolution, and the major players involved. Throughout the presentation, ensure that students are active in the lecture. Thoughtful questions at the end of each slide like “what are the similarities between these events, and the ones previously covered in our class?” This presentation should be less lecture, and more interactive to ensure students comprehend and can follow closely with the historical events outlined. I will be moving around the class constantly to ensure that every student is participating in their groups. Students will

take notes and will share their thoughts with their groups following each slide. As a class, students will work with the instructor to form a thesis statement with the prompt “What should we know about the Haitian Revolution?” Following the creation of the thesis statement, students will work within their groups to form body paragraphs based on primary/secondary source documentation. These groups will be divided thematically. One group will represent the political, one social, one economic, and one militaristic. Within these groups, students will utilize source material to form compelling arguments about the revolution while also engaging with the LLO. Once each group has completed a body paragraph based on their documentation, they will present these to the class. At the end of this activity, an entire essay will be compiled. Students will then work individually to fill out a packet of primary sources with five questions that relate to both the lesson and the unit as a whole. A ticket-out-the-door quiz with a worksheet will end the class. Students will return the next day and begin working on a Zotero project that will have them analyze primary/secondary source material. On Zotero, students will need to list the overall argument, themes, quotes, questions to be considered, major takeaways, and works cited, and respond to one of their peers on Zotero.

Targeted Audience

The main target is AP World History students who know little to nothing about the Haitian Revolution. I will provide the necessary information to students alongside their out-of-class readings.

Digital and Global Literacy

New media provide students with the ability to use databases to enhance their understanding of the events of the Haitian Revolution.

This lesson relies on students' understanding of globalization and connectedness. By analyzing documentation from Black accounts of the Revolution, alongside international reactions, a more diverse understanding of history unfolds. Moreover, using Zotero to help cite, understand, and comment on source material allows students to become more acquainted with Chicago-style formatting, and how to use web

sources to help with synthesis and contextualization.

Relevance Beyond the Classroom

The impact of this lesson outside of the classroom is to give agency to Black narratives during periods of marginalization. More importantly, however, by having students study the revolt in Haiti, the process of removing victimization from marginalized groups becomes paramount. By discussing how various Black freedom fighters obtained independence, students of color benefit from having a history outside of traditional, eurocentric accounts. Teaching agency, resistance, and a celebration of identity during this revolution help diverse student populations find themselves in history and have that history as an important character in the curriculum. When students feel seen, safe, and included within the historiographic record, they are more likely to respond positively and transform into independent learners.

Research & Sources

My research considerations came from my own experiences within an AP World History classroom (as a student), the textbook *The Social Studies Teacher's Toolbox*, and various online databases like the Library of Congress. I attempted to find diverse sources that centered on People of Color, and global reactions to these revolutions alongside autobiographical material to demonstrate an intersectional approach to learning, digesting, and engaging with these complicated, often interconnected, histories. Moreover, I consulted works like *The Common Wind*, alongside its extensive bibliography, to inform my research more fully.

Lesson Plan # 6
DAY 1

Secondary History / Social Studies

| Course | Lesson Topic & Unit Name | Instructor | Date(s) |
|--|--|--|---------------------------------------|
| APWorld History | Revolutionary Period | Mr. Lowe | xx/xx/xxxx |
| Lesson Essential Question (LEQ) OR Learning Objective (LLO) | Students will be able to analyze the differences between the Haitian Revolution, and the previous revolutions studied, while also debating the significance of this movement in the “New World.” Students will be able to understand how agency, activism, and resistance form movements. | | |
| Content Standards Identify <i>at least two</i> NCS content strands (History, Civics & Government, Economics, Geography, Behavioral Sciences), with one content objective as a main focus and content objectives from other areas as supporting focus | WH.C&G.1.1 WHE.1.1 WH.H.1.2 WH.H.1.4 | | |
| Inquiry (Skill) Standard Enter objective(s) from NCS Inquiry Strand | I.1.1 Compelling Questions I.1.4 Developing Claims and Using Evidence I.1.5 Communicating Ideas | | |
| Activity | Details of Activities | Purpose-Rationale | Time |
| The questions below serve as guideposts for each section. If your lesson requires, you may want to rearrange or repeat Acquisition and/or Extending & Refining (leave Pre-Lesson & Closure as is). | What are the students doing? Provide the necessary setting, steps, materials, and prompts. Be explicit so any substitute teacher can effectively conduct your lesson. | Why are students doing this activity? How does the activity align to the content and skill standards and/or LEQ/ LLO? | Provide estimated minutes in each row |
| Pre-Lesson How do you prepare students for content & skills acquisition, or use students’ prior knowledge? How do you open this new lesson? | Students will be given 3 bellringer questions and will answer ONE of the following in one to two paragraphs to be handed before the beginning of the acquisition portion: “What makes a revolution successful?” “What are the most significant aspects of a successful revolution?” | The purpose of this bellringer allows students to interact with the themes, events, people, and LEQs taught in the previous days. More importantly, however, this activity allows the students to begin thinking about the major themes of the Haitian Revolution. By elaborating on opinions of revolutions as a whole, the class is put in the mindset of historical thinking while also providing a way for them to express interest, insight, or confusion with the topics covered. By | 5-10 mins |

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| | <p>“How do you think different social, political, and/or economic groups interact during and following a revolution?”</p> <p>2 to 3 students will be asked to share their opinions (this is completely voluntary).</p> | <p>doing this bellringer, the instructor should invite students to raise important points and begin thinking about how the themes of the French and American revolutions play into other international scenarios.</p> | |
| <p>Acquisition</p> <p>How will students acquire new content or skills? Is acquisition teacher or student-centered? [Explain lesson goals by emphasizing LEQ/LLO]</p> | <p>Students will be split into 4 groups and will remain in these groups for the remainder of the class. Students will discuss the causes of the French Revolution and debate how they think this influenced the revolution in Haiti.</p> <p>Due to the racially sensitive nature of this revolution, an interactive, educator-led lecture would be the most appropriate way for students to understand, contemplate, and grasp the subject material. Begin interactive presentation on the history of Haiti, and its relationship to France, and emphasize its importance as a major center of enslavement. Discuss the history of revolts by the enslaved populations within the colony’s history to demonstrate historical precedence. The presentation will then move to discuss the different groups active in the revolution and their agendas during its events. For example, one portion of the presentation should be focused on the <i>Petit Blancs</i> and their influence on commercial and social relations with the enslaved populations. Another should be focused on the various enslaved peoples who rose up to begin the revolution under French colonial rule. Follow these up with important members of Haitian leadership such as Toussaint L’Ouverture and other key vocabularies within the unit map. Throughout the presentation, ensure that students are active in the lecture. Thoughtful questions at the end of each slide like “what are the similarities between these events, and the</p> | <p>The purpose of this presentation is to help students understand how various factors of the trade, military, politics, and society created the and the environment of the Haitian Revolution. This presentation not only allows students to interact with the major vocabulary outlined in the unit map, but also allows them to understand the context, themes, and delicate nature of colonialism and enslavement through active engagement with the information. For example, when discussing the background of the Revolution, students will understand how the French Enlightenment/Revolution inspired the enslaved populations of the region to rise up against traditional power structures. More importantly, but utilizing an educator-led presentation, students will be encouraged to share thoughts, opinions, and confusions, and to discuss with their groups the significance of this revolution. This purpose falls perfectly in line with the LLO in that students will understand the background of the Revolution from a historical, intersectional perspective while also understanding its relation to Revolutionary cycles as an abstract concept.</p> | <p>5 minutes to break into groups</p> <p>25-30 minutes for presentation</p> |

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| | <p>ones previously covered in our class?" This presentation should be less lecture, and more interactive to ensure students comprehend and can follow closely with the historical events outlined. I will be moving around the class constantly to ensure that every student is participating in their groups. Students will take notes and will share their thoughts with their groups following each slide. Following this presentation, introduce the comic book project the students will be doing in the next day's class.</p> <p>Introduce the Zotero class project that will be worked on the following day. Students will be instructed to research, cite, and discuss key figures/events in the Haitian revolution and write a blog post about their chosen topic. For example, if a student chose to write about one of the themes of the Haitian Revolution (such as communication), they would research how communication aspected the movement. On this blog post, students will cite at least 2 credible sources in Chicago format and write a blog post that is at least 500 words. Students will share their work on the class Zotero drive and will be required to respond to 2 classmates' posts to receive full credit.</p> | | |
| <p>Extending & Refining I (group) How will students practice new content and skills by working with classmates? How does this activity promote historical thinking skills and using primary/secondary sources?</p> | <p>As a class, students will work with the instructor to form a thesis statement with the prompt "What should we know about the Haitian Revolution?" Following the creation of the thesis statement, students will work within their groups to form body paragraphs based on primary/secondary source documentation. These groups will be divided thematically. One group will represent the political, one social, one economic, and one militaristic. Within these groups, students will utilize source material to form compelling arguments</p> | <p>Standards I.1.4 Developing Claims and Using Evidence and I.1.5 Communicating Ideas are the major benchmarks of this portion of the class. Working in groups, students will analyze primary source material to draw conclusions, contextualizations, important SFI (specific factual information), and their group insight to communicate to the class the major themes, events, and outcomes of their assigned category. The LLO is emphasized here by underscoring how this revolution fit into the historical narrative during the revolutionary period.</p> | <p>25 mins</p> |

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| | <p>about the revolution while also engaging with the LLO. Once each group has completed a body paragraph based on their documentation, they will present these to the class. At the end of this activity, an entire essay will be compiled.</p> | | |
| <p>Extending & Refining II (individual) How do students apply the knowledge they have learned in acquisition and group work? In this section, students begin to work independently with the goal of demonstrating their understanding on their own.</p> | <p>Following the document workshop, students will be handed a packet with two primary sources listed. Underneath these sources, 5 questions will be listed that force students to utilize the skills learned throughout the class. For example, one question will ask “Many Haitians supported independence from France. How does Document A provide evidence that many Haitians opposed French rule...” another will ask students “what was the international reaction to the revolution in Haiti?” This work is individual work and will NOT be graded on accuracy, however, it will be taken up at the end of class for a participation grade.</p> | <p>Students are doing this packet to demonstrate their ability to engage with higher-order thinking, to compare and contrast the concepts learned today and in previous classes, to demonstrate their ability to think historically about textual evidence, and to demonstrate their argumentative abilities in a personal manner. Standards I.1.4 Developing Claims and Using Evidence and I.1.5 Communicating Ideas are crucial proponents of this assignment. Moreover, this helps diverse student classrooms understand the importance of agency and resistance when teaching Black history. By using this PBL and teaching about the nature of racism, this activity allows a celebration of Haitian resistance rather than a daunting discussion about singular oppression.</p> | |
| <p>Closure How do students put it all together for today’s lesson? The closure activity helps tie this lesson to the overall unit. Re-emphasize LEQ/LLO, UEQ/ULO, and “big picture” understanding</p> | <p>A short quiz will be administered with 5 questions of baseline knowledge handed in as a “ticket out the door.” Questions like “Which of the following social classes was made up of merchants and artisans?” Following this, students will be given an essay assignment for homework with the prompt “Using the documents, explain how the Haitian revolution was a global event in terms of its origin, its process, and its legacy.” Students will be given the documents before the end of class and will have this due next class period. Provide a practice exam for students as optional homework to be handed in anytime before the unit exam. Instruct them that completing this practice exam will help them understand what is expected, and how test</p> | <p>This short, multiple-choice quiz allows students to understand the major themes of the LLO while also showing me if the instructional methodology was helpful.</p> | <p>5 mins</p> |

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| | will be graded, and what questions will look like. | | |
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DAY 2

| Activity | Details of Activities | Purpose-Rationale | Time |
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| <p>The questions below serve as guideposts for each section. If your lesson requires, you may want to rearrange or repeat Acquisition and/or Extending & Refining (leave Pre-Lesson & Closure as is).</p> <p>Pre-Lesson How do you prepare students for content & skills acquisition, or use students' prior knowledge? How do you open this new lesson?</p> | <p>What are the students doing? Provide the necessary setting, steps, materials, and prompts. Be explicit so any substitute teacher can effectively conduct your lesson.</p> <p>Bellringer: students will be instructed to list their definitions of “agency” and “resistance” in 4 to 5 sentences. By listing these, I am able to understand their perspectives on the project, what themes they have taken from the previous lecture, and gauge how well this project will help in comprehending the Haitian Revolution. This will be taken up at the beginning of class and we will then utilize the library resources to begin the Zotero Project.</p> | <p>Why are students doing this activity? How does the activity align to the content and skill standards and/or LEQ/ LLO?</p> <p>I.1.4 Developing Claims and Using Evidence and I.1.1 Compelling Questions are the most prominent standards addressed for this portion of the lesson. For many, the meanings of agency and resistance are diverse and mean something special to everyone. For this part of the project, students will be able to form concrete opinions about the meanings of agency that can later help underscore how they approach historical documentation.</p> | <p>Provide estimated minutes in each row</p> <p>10 mins</p> |
| <p>Acquisition How will students acquire new content or skills? Is acquisition teacher or student-centered? [Explain lesson goals by emphasizing LEQ/LLO]</p> | <p>During this time period, students will spend 30 minutes in the library looking up two scholarly sources that discuss the themes they want to convey within their Zotero blog post. This acquisition period is student-centered and I will be looking to see the types of source material utilized, collaborations with other students, and what types of overarching themes they discuss concerning the Haitian Revolution. Once students gather their information, they will be instructed to create a “cheat sheet” that discusses ONE of their sources. Students need to write a paragraph about the main arguments, list at least 2 of their works cited, craft 3 to 4 questions that critically analyze the text, write one to two sentences about the major themes they took away from the reading, address 3 to 4 quotes that encapsulate important commentary, articulate 4 points “worth considering,” and</p> | <p>The standards I.1.4 Developing Claims and Using Evidence and I.1.5 Communicating Ideas. By using the Zotero blog post assignment, students not only begin communicating and articulating points made from the various sources consulted, but they also more effectively grasp the intersection of digital cataloging and historical practice. This activity works for both types of learners (dependent and independent). I am able to see who needs further help, and who grasps the goals and concepts needed for the summative examination. Moreover, this activity actively forces students to dive deeper into the material than they may have otherwise. For example, writing about the main ideas or articulating their thoughts on the main idea allows for a deeper understanding of the source material and helps establish goals of reading and thinking like a historian.</p> | <p>30 mins</p> |

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| | craft TWO PARAGRAPHS that highlight their major takeaways from the reading. | | |
| Extending & Refining I (group) How will students practice new content and skills by working with classmates? How does this activity promote historical thinking skills and using primary/secondary sources? | After creating their quasi-blog post, students will utilize their thesis statements from the last class, combined with the new information they have gathered, to communicate the effects of the Haitian revolution. For example, in groups of three to four, I want students to expand upon what they have learned by each writing one paragraph about a theme (this will be chosen by the group members). Following this period, students will be asked to post their group work on the class Zotero page under the section "Haitian Revolution." | The standards I.1.4 Developing Claims and Using Evidence and I.1.5 Communicating Ideas are the most prominent goals to reach for this activity. By working in groups, dependent learners are able to grasp the content of the activity by seeing how their partners respond and interpret the themes listed. Dependent learners will be able to gain analytical skills, use critical thinking, and contextualize sources vis a vis Zotero and their partners. | 20 mins |
| Extending & Refining II (individual) How do students apply the knowledge they have learned in acquisition and group work? In this section, students begin to work independently with the goal of demonstrating their understanding on their own. | For this aspect, students will return to solo work on Zotero and respond to ONE of their peer's posts that discussed something different from their own. I want to see critical engagement with the topics, arguments for/against what other students were detailing, incorporating their source material into this discussion, and writing about why these themes are significant to the Haitian revolution. For example, if someone wrote their topic on how geography influenced the revolution, another student may comment, and discuss, how the life and legacy of those participating in the movement experienced the revolution, the roles they played, or how it impacted them personally. | Much like the previous section, the standards I.1.4 Developing Claims and Using Evidence and I.1.5 Communicating Ideas allow for dependent and independent learners to utilize social history and understand its importance within the context of the Haitian revolution. Students will be able to connect with student opinion, address it critically, and allow me to see who needs increased assistance and who has grasped the overarching goals of the unit. | 20 mins |
| Closure How do students put it all together for today's lesson? The closure activity helps tie this lesson to the overall unit. Re-emphasize LEQ/LLO, UEQ/ULO, and "big picture" understanding | In emphasizing abolitionist teaching, close the lesson by having students write something new they learned from their sources, something new from their groups, and something new from others' posts. | This addresses standard I.1.5 Communicating Ideas. This ticket out the door allows me to understand what students need further help, who has synthesized information, and what extra measures I may need to take in future methods. | 5 mins |
| Accomodations: What adjustments are you making for diverse learners (ELLs, struggling readers, gifted & talented)? | | | |
| Target Group of Student | AP Students | Strategies | <i>Culturally responsive teaching is crucial during a class discussion of racism, enslavement, colonialism, and violent uprising. Some students</i> |

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| | | | <p><i>may feel triggered during this class time and it's important for me to understand the needs of the students during this curriculum.</i></p> <p><i>Students will be given a graphic organizer to help them take notes.</i></p> |
| Assessments: How do formative assessments measure progress? How do summative assessments learned skills & content? | | | |
| <p>Formative - Informal</p> <p>Which activities act as formative assessments? How might you, or the students, use FAs in this lesson as learning tools?</p> | Ticket out the door- students will need to virtually submit their Zotero post/comments to the class webpage. | | |
| <p>Summative - Formal</p> <p>Which activities act as summative assessments? How will SAs in this lesson prepare students for the unit summative assessment?</p> | End of Unit Exam Wax Museum Project | | |
| <p>Materials & Supplies</p> | <ul style="list-style-type: none"> ● Zotero ● Internet | <ul style="list-style-type: none"> ● Source Material ● | <ul style="list-style-type: none"> ● Computer |
| <p>Sources & Notes</p> <p>Where did you research content for today's lesson? Where did you find helpful information, primary & secondary sources, and lesson plan ideas?</p> | <p>Sources (cited in Chicago Manual of Style)</p> <ul style="list-style-type: none"> ● https://sheg.stanford.edu/history-assessments/haitian-revolution ● http://connerland.weebly.com/uploads/5/9/1/1/9/5919829/haitian_revolution_dbq.pdf ● Stephen, James, excerpt from "The history of Toussaint Louverture," Digital Public Library of America, http://dp.la/item/cdf688e34089b1260933ef2f9985ca38. ● Haitian Declaration of Independence. January 1, 1804. Retrieved from the Digital Public Library of America, https://idn.duke.edu/ark:/87924/r4pv6bd72. ● Unidentified, Toussaint Louverture, Haitian, 1743 - 1803, Charles Humbert Marie Vincent, French, 1753 - 1831. Letter to Charles Humbert Marie Vincent signed by Toussaint Louverture. October 21, 1797. Retrieved from the Digital Public Library of America, http://collections.si.edu/search/results.htm?q=record_ID=nmaahc_2009.26.2ab&repo=DPLA. | <p>Notes to self (post-lesson)</p> <ul style="list-style-type: none"> ● | |

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| | <ul style="list-style-type: none"> ● Mohamud, Abdul, and Robin Whitburn. "Unpacking the Suitcase and Finding History: Doing Justice to the Teaching of Diverse Histories in the Classroom." <i>Teaching History</i>, no. 154 (2014): 40–46. http://www.jstor.org/stable/43260795. ● Jackson, Melvin H. <i>Privateers in Charleston, 1793–1796: An Account of a French Palatinate in South Carolina</i>. Washington: Smithsonian Institution Press, 1969. ● James, C. L. R. <i>The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution</i>. 2nd ed., rev. New York: Vintage, 1963. ● Cox, Edward L. <i>Free Coloreds in the Slave Societies of St. Kitts and Grenada, 1763–1833</i>. Knoxville: University of Tennessee Press, 1984. ● Craton, Michael. <i>Testing the Chains: Resistance to Slavery in the British West Indies</i>. Ithaca and London: Cornell University Press, 1982. ● Curtin, Philip D. <i>The Atlantic Slave Trade: A Census</i>. Madison, Milwaukee, and London: University of Wisconsin Press, 1969. ● Davis, David Brion. <i>The Problem of Slavery in the Age of Revolution, 1770–1823</i>. Ithaca and London: Cornell University Press, 1975.. | |
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