



“Teaching World History: US-Haiti Relations”

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- XVII. America’s Westward Expansion: Impact of Immigrants on the Frontier by Veronique I. Toussaint
- XVIII. The Struggle for Hispaniola: Haitian Dominican Relations and the Influence of Imperialism by Xavier Velez
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- XX. Immigration and Its Impact by Angela M. West

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America's Role in the Cold War

by

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Latin American and Caribbean Studies Teacher Summer Institute

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Dr. Verna HIS 5905- U01C: SUM 2009 08/07/09	Readings in American History Haiti-U.S. Relations Lesson Outline
LESSON CREATED BY	Nancy Abay
INTENT of THE LESSON	<p>This lesson is to force students of American History to globalize America's role during the Cold War and its effect not only on the U.S. and Europe but other regions of the world. The United States policies of containment, support of or disinterest in repressive leadership, and diplomatic initiatives had lasting effects in developing countries of Latin America and the Caribbean basin that carry into the 21st century. Many nations of this region, for example Haiti, have a rich history and cultural heritage but are still impoverished. This lesson will show the theme of containment at any cost (support of repressive regimes) and focus on analyzing US. Foreign policy towards specific countries, not only Cuba, but other countries that may have served Americans purposes. This lesson is to help students understand the history of these nations, the United States and Soviet Unions Cold War affect, and current issues facing this region. These resources may be utilized to develop other lessons on variety of topics not limited to a United States History classroom.</p> <p>In South Florida we have a majority of students from the Americas and the Caribbean Nations and sometimes not enough time is available to focus on extra lessons pertinent to their heritage. This lesson is to not only fulfill multiple social studies standards at the national, state, and local levels, but also Florida's multiple months of focuses such as Haitian Heritage Month or Hispanic Heritage Month. The websites and a majority of articles mentioned below should be easily accessible for teachers and students who may not have access to a university library.</p>
LESSON PLAN TITLE	The Cold War Beyond America and Europe: Case studies of U.S. Relations in Latin America and the Caribbean. Cuba, Haiti, Dominican Republic, Guyana
SUBJECT/GR ADE LEVEL	U.S. History but can be adapted for World History/International Relations/European History Grades: 9-12
DESCRIPTIO N/ABSTRACT OF LESSON	The Cold War not only affected Europe, Africa and Asia but spread across continents. This lesson will investigate the role of the U.S. and the Soviet Union in Latin America and the Caribbean.

OBJECTIVE(S)	<p>1. Summarize the reasons for United States' involvement in the Caribbean and Latin America and its impact on selected nations and people.</p> <p>2. Analyze the impact of the United States' policy of "containment" of communism during the 1950's and 1960's on the nation and the world.</p>
TEACHER MATERIALS/ TECHNOLOGY CONNECTIONS	<p>Maps of the Caribbean, North, Central and South America: http://www.eduplace.com/ss/maps/n_america.html overhead projector computer American History Textbook with chapter on Cold War Copies of articles and documents mentioned below to use in the classroom and for home learning activities.</p>
STUDENT MATERIALS/ TECHNOLOGY CONNECTIONS	<p>Blank Maps of the Caribbean, North, Central and South America American History Textbook</p>
DURATION	<p>One week.</p>
ESSENTIAL QUESTION	<p>What role did the Caribbean nations play in U.S. foreign policy during the Cold War and after (1945-2000)?</p>
KEY VOCABULARY	<p>Cold War, containment, communism, domino theory, Truman Doctrine, Alliance for Progress, Organization of American States</p>
LESSON LEAD IN/OPENING	<p>Background Knowledge Introduction to the beginnings of the Cold War: U.S. and Soviet Union.</p>
STEPS TO DELIVER THE LESSON	<p>1. Mapping Activity: Students will review their geography skills by completing blank maps of the region.</p> <p>2. Teacher will review the beginnings of the cold war using news clips and video from www.icue.com titled "Cold War Beginnings" and lecture notes.</p> <p>3. Watch clips or full biography from "Truman," "The Kennedys," and "LBJ" from American Experience: http://www.pbs.org/wgbh/americanexperience/onlineFilms/theme/presidents/1/</p> <p>4. Guided Readings: Postwar America: 1945 – 1960: http://www.digitalhistory.uh.edu/database/subtitles.cfm?titleID=68 Students will create a graphic organizer (chart or diagram organizing their notes) with a partner based on their readings in class textbook, and</p>

	<p>articles.</p> <p>5. Teacher and students will analyze documents from: Cold War International History Project: http://www.state.gov/www/about_state/history/frusX/index.html http://www.wilsoncenter.org/index.cfm?topic_id=1409&fuseaction=va2 browse&sort=Collection&item=Cuba%20in%20the%20Cold%20War U.S. Department of State: Foreign Relations of the United States, 1964–1968 Volume XXXII Dominican Republic; Cuba; Haiti; Guyana http://www.state.gov/r/pa/ho/frus/johnsonlb/xxxii/index.htm Use APPARTS Worksheet to analyze documents. May be divided among the class individually or by groups.</p> <p>6. Complete essay topic under Assessment</p>
GUIDED PRACTICE	Create a Graphic organizer of key countries and their relationship to the U.S.
INDEPENDENT PRACTICE	<p>Read journal article titled <i>The Formulation of U.S. Foreign Policy in the Caribbean</i> by Joseph S. Tulchin.</p> <p>Complete a Reading Worksheet for Journal Articles</p> <p>Research key events of the Cold War and create a timeline but the events must contain events pertaining to Latin America and the Caribbean.</p>
DIFFERENTIATED INSTRUCTION	<ol style="list-style-type: none"> 1. Create Power point or movie player projects on key events. 2. Read books or articles from teacher that provides more information on Cold War policies or events. 3. Watch films that deal with the Cold War or the history of the countries Haiti, Cuba, Dominican Republic, and Guyana.
LESSON CLOSURE	Students will research the post-cold war relationships of the U.S. with Haiti, Cuba, Dominican Republic, and Guyana and other nations.
ASSESSMENT	Essay Prompt: How successful were the containment policies of the U.S. In Latin America and the Caribbean?
FLORIDA SUNSHINE STATE STANDARDS/ CBC'S/NCSS STANDARDS	<p>Grade 11 American History</p> <p>VI. Global Perspective</p> <p>A. After studying United States' foreign policy, past and present, the students will:</p> <ol style="list-style-type: none"> a. Explain the rationale for and the effects of selected foreign policy decisions. b. Compare/contrast foreign policy decisions made during

	<p>different time periods.</p> <p>c. Assess, through individual, small group, or entire class discussion/or written assignment, the effectiveness of United States' foreign policy during a specific time period.</p> <p>d. Debate a current foreign policy issue and/or decision from different perspectives.</p> <p>e. Propose, through individual, small group, or entire class discussion, a solution to a current foreign policy problem. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.4)</p> <p>Objectives:</p> <p>1. Describe national and international causes and effects of military conflicts between 1860 and present; e.g., Civil War, Spanish American War, World War I, World War II, Korean Conflict, Vietnam War, Persian Gulf War. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.6) (SS.A.3.4.7) (SS.A.3.4.9) (SS.A.3.4.10) (SS.A.4.4.6) (SS.A.5.4.3) (SS.A.5.4.5) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4)</p> <p>2. Summarize the reasons for United States' involvement in the Caribbean and Latin America and its impact on selected nations and people. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.9) (SS.A.3.4.10) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.B.2.4.4) (SS.D.2.4.)</p> <p>7. Analyze the impact of the United States' policy of "containment" of communism during the 1950's and 1960's on the nation and the world. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.3.4.10) (SS.A.5.4.5) (SS.A.5.4.6) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3)</p> <p>8. Analyze the relations between the United States and other nations since World War II. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.5.4.5) (SS.A5.4.6) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.D.2.4.6)</p> <p>9. Discuss selected foreign policy issues and actions that have shaped American thought. (SS.A.1.4.1) (SS.A.1.4.2) (SS.A.1.4.3) (SS.A.1.4.4) (SS.A.2.4.6) (SS.A.3.4.10) (SS.A.5.4.5) (SS.A5.4.6) (SS.B.2.4.1) (SS.B.2.4.2) (SS.B.2.4.3) (SS.D.2.4.6)</p>
WEBSITES	<p>Woodrow Wilson International Center for Scholars Cold War International History Project: This is a wonderful sight for diplomatic relations primary documents during the Cold War. This website has papers from experts both nationally and internationally for background information or pursuit of knowledge on diplomatic relations between the Soviet Union and the U.S. plus many more countries. http://www.wilsoncenter.org/index.cfm?topic_id=1409&fuseaction=va2.browse&sort=Coverage&item=Caribbean%20Basin</p>

The National Security Archive

The George Washington University:

This website can be used for document searches on Cold War materials and can provide information on government activities for student research.

<http://www.gwu.edu/~nsarchiv/>

Caribbean Community (CARICOM) Secretariat

This website provides current information on the Caribbean economic alliance of nations named CARICOM. It provides information on their free-trade agreements, economic initiatives, member countries, statistics, and issues being faced plus much more.

<http://www.caricom.org/>

<http://www.politicalaffairs.net/article/view/6546/1/317/>

<http://www.dloc.com/?c=dloc&m=hbtpart>

<http://www.fas.harvard.edu/~hpcws/links.htm>

<http://www.state.gov/>

<http://www.fas.harvard.edu/~hpcws/declassifiedlinks.htm>

Modern History Sourcebook:

This site is good for both teachers and students for further background information and primary and secondary sources. The following link is JFK's speech on the Alliance for Progress at a white house reception for Latin American diplomats:

<http://www.fordham.edu/halsall/mod/1961kennedy-afp1.html>

The Avalon Project:

This is a wonderful website for documents on law, history and diplomacy. The following web address titled, "The Inter-American System: Agreements, Conventions and Other Documents" has useful documents on the Alliance for Progress and more. The following documents may be useful for this lesson plus many more: "Resolutions Adopted at the Eighth Meeting of Consultation of Ministers of Foreign Affairs, Punta del Este, Uruguay, January 22 - 31, 1962," and "The Charter of Punta del Este, Establishing an Alliance for Progress Within the Framework of Operation Pan America; August 17, 1961"

http://avalon.law.yale.edu/subject_menus/interame.asp

Articles:

- **A New Latin American and Caribbean Nationalism**
- Author(s): Isaac Cohen
- Source: *Annals of the American Academy of Political and Social Science*, Vol. 526, Free Trade in the Western Hemisphere (Mar., 1993), pp. 36-46
- Published by: Sage Publications, Inc. in association with the American Academy of Political and Social Science
- Stable URL: <http://www.jstor.org/stable/1047465>

- **The U. S. and the Caribbean: The Power of the Whirlpool**
- Author(s): Robert A. Pastor
- Source: *Annals of the American Academy of Political and Social Science*, Vol. 533, Trends in U. S.-Caribbean Relations (May, 1994), pp. 19-32
- Published by: Sage Publications, Inc. in association with the American Academy of Political and Social Science
- Stable URL: <http://www.jstor.org/stable/1048572>

- **The Formulation of U. S. Foreign Policy in the Caribbean**
- Author(s): Joseph S. Tulchin
- Source: *Annals of the American Academy of Political and Social Science*, Vol. 533, Trends in U. S.-Caribbean Relations (May, 1994), pp. 177-187
- Published by: Sage Publications, Inc. in association with the American Academy of Political and Social Science
- Stable URL: <http://www.jstor.org/stable/1048583>

- **Implementing the La Pietra Report: Internationalizing Three Topics in the United States History Survey Course**
- Author(s): Thomas J. Osborne
- Source: *The History Teacher*, Vol. 36, No. 2, Special Focus Issue: The Teaching American History Program (Feb., 2003), pp. 163-175
- Published by: Society for History Education
- Stable URL: <http://www.jstor.org/stable/1555736>

This article is a must read for teachers of American History. As globalization pushes forward, American students have to look beyond their borders to understand the world at large.

Maingot, Anthony P. Trends in U.S.-Caribbean Relations. *Annals of the American Academy of Political and Social Science*, vol. 533. Thousand Oaks, CA: Sage Periodicals Press, 1994.

Nagel, Stuart S. Handbook of Global International Policy. *Public administration and public policy*, 80. New York: Marcel Dekker, 2000.

Books:

Borstelmann, Thomas. *The Cold War and the Color Line: American Race Relations in the Global Arena*. Cambridge, MA: Harvard University Press, 2001.

Pastor, Robert A., and Robert A. Pastor. *Exiting the Whirlpool: U.S. Foreign Policy Toward Latin America and the Caribbean*. Boulder, CO: Westview Press, 2001.

Pastor, Robert A. *Whirlpool: U.S. Foreign Policy Toward Latin America and the Caribbean*. Princeton studies in international history and politics. Princeton N.J.: Princeton University Press, 1992.

Reading Worksheet for Journal Articles

The purpose of this worksheet is to help you summarize, understand, and evaluate what are the important points in the research article(s) you are reading.

Part I: Reference Information

Last name, first initial. middle initial. (year). "Title of journal article." *Name of Journal*, Volume, page-page.

Part II: Summary of article:

(complete these questions while you are reading the article)

1. The main **purpose** of this article is _____
(Here you are trying to state, as accurately as possible, the author's purpose for writing the article. What was the author trying to accomplish?)
2. The key **question** that the author is addressing is _____
(Your goal is to figure out the question that was in the mind of the author when s/he wrote the article. In other words, what key question or thesis is addressed?)
3. The most important **information** in this article is _____
(You want to identify the key information the author used, or presupposed, in the article to support his/her main arguments. Here you are looking for facts, experiences, and /or data that author is using to support her/his conclusions.)

4. The main **inference**/conclusions in this article are _____
(You want to identify the most important conclusions that the author comes to and presents in the article.)

5. The main **assumptions(s)** underlying the author's thinking is (are) _____
(Ask yourself: What is the author taking for granted [that might be questioned]? The assumptions are generalizations that the author does not think s/he has to defend in the context of writing the article, and they are usually unstated. This is where the author's thinking logically begins.)

6. The **unanswered** question(s) is/are _____
(You want to identify any weaknesses, limitation, unanswered questions the author identifies.)

Stop here for the literature review

Part III: Your integration, evaluation, and comments about the articles:

(complete these questions after reading the article)

1. Assess the author's conclusions(s). Do you think the author's conclusions are valid and reasonable (provide an explanation). Discuss how the conclusion relates to the procedures used to test the hypothesis.
2. In what ways were you disappointed with this research? What do you see as the weakness and or limitations of this research?
3. What questions still remain? Are these issues that the article raises that are does not address or resolve? How might this research be extended? What further research needs to be done?
4. Describe any interesting discrepancies from or agreements with other research articles you have read. Compare this research with other research in the area.
5. What use does this study have for you?

APPARTS**AUTHOR**

Who created the source? What do you know about the author? What is the author's point of view?

PLACE AND TIME

Where and when was the source produced? How might this affect the meaning of the source?

PRIOR KNOWLEDGE

Beyond information about the author and the context of its creation, what do you know that would help you further understanding the primary source?
For example, do you recognize any symbols and recall what they represented?

AUDIENCE

For whom was the source created and how might this affect the reliability of the source?

REASON

Why this source was produced and how might this affect the reliability of the source?

THE MAIN IDEA

What point is the source trying to convey?

SIGNIFICANCE

Why is the source important? Ask yourself, "So what?" in relation to the question asked.

APPARTS WORKSHEET

Author	
Place and Time	
Prior Knowledge	
Audience	
Reason	
(The) Main Idea	
Significance	

Investigating and Comparing Models of Immigration Experiences:
The Making of America Through Assimilation and Diversity
Unit Lesson Plan

by

Luona M. Body

Florida International University Teaching American History
Latin American and Caribbean Studies Teacher Summer Institute

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**Investigating and Comparing Models of Immigration Experiences: The Making of
America Through Assimilation and Diversity
Unit Lesson Plan**

Subject: American History

Grade level: Grade 10

State Standards: SSA. 5.4- Students understand U.S. History from 1880 to the present. SSA. 5.4.1-Students understand the causes of the Industrial Revolution, and its economic, political and social effects on American society. SSA.5.4.2-Students understand the social and cultural impact of immigrant groups and individuals on American society after 1880 (up to, and including the present day.)

Materials: Textbook, *The Americans* McDougal-Littell, 2005, Chapter 15-pp458-478, and Chapter 34, pp. 1088-1095. Schlessinger American History series video on Immigration and Cultural Changes., Vol. 12. Reading excerpt from *Georges Woke Up Laughing*, Glick Schiller and Fouron, Duke University Press, 2001. Online website articles.

Lesson Overview: Students will examine and discuss political, economic, and social events world-wide that prompted the immigration of millions of people to the U.S. between the 1880's and early 1900's. Students will analyze and compare these causes to those factors that promote immigration in the present day. Students will examine and define key terms such as **assimilation**, **"melting pot,"** and **diversity**, and will apply these terms to various examples of immigrant experiences, ultimately utilizing analysis to gain insights and relate to the effects of immigration on family members in the U.S. and in the home nations.

Duration: 4 block classes of 90 minutes each.

Key Vocabulary: Ellis island, Angel Island, Gentlemen's Agreement, Americanization Movement, Assimilation, the "American Dream," the "melting pot," "Tossed Salad Theory," "Ethnic Stew," Coercive Assimilation, Multiculturalism, Long Distance Nationalism, Quota Systems, "E Pluribus Unum," Little Haiti, Little Havana (in relationship to Miami locality.)

Key Questions: What political and/or economic events pressed people to choose to migrate? (Students will examine all possible reasons, relating to previously gained knowledge of the time period.) What difficulties or challenges would be faced by immigrants in a new land? (Responses would be put on smart board and visible in chart form for the entire class. This chart could be fluid, using comparison to difficulties faced by present-day migrants as well.) Would it be better for survival purposes to assimilate into the culture of the new nation, or to maintain one's own identity? (Student responses would be crucial to the lesson.) How do the components of pride and survival affect the immigrants? What have we learned from the hardships and successes of our own family

and friends who have migrated? Does the phrase “E Pluribus Unum” still apply to today’s American culture and society? (This, after the students have examined U.S. currency, seen the motto, and have ascertained its meaning.) What have we learned from the experiences of immigrants about our own identity?

Lesson Lead-in: Students will be asked to activate prior knowledge through the review of previous chapters in order to assess the climate of post-Civil War America. The focus would be on the growth, rebuilding, and increased urbanization of the late 1880’s. The Industrial Revolution and the resultant rise in factory jobs would be a major motivation for people to move to the U.S. Included in this discussion would be the conflicts between immigrants and the newly-freed African-Americans who also resided in the growing cities of the northern U.S. Students would also be asked to cite factors that would motivate migration in today’s world.

Session I: After the lead-in discussion, students will read and discuss Chapter 15 in the text, section one (pp. 460-465) which describes the motivation for migration as well as the Ellis Island/Angel Island experiences of people from several ethnic and racial backgrounds. Students will define and discuss “melting pot” theory, and determine the validity of this theory in their own perceptions of America. Students will discuss the concept of the “American Dream,” and its effects on the newcomers described in the text. Students will discuss the restrictions faced by various immigrants as forms of racism. Discussion will also include inequities in American immigration laws, like the quota systems and differences in policy based on nationality.

Homework Assignment: Complete charts in text workbooks that compare/contrast immigrant experiences including laws, restrictions, racism, employment, ethnicities, etc.

Session II: Review of previous class concepts, and collection/review of homework charts from workbook pages. Opening Question: Is the U.S. really a “melting pot,” as you see it? The class will view the Schlessinger U.S. History Series Video on Immigration and Cultural Changes, which emphasizes the theory of complete assimilation, which was predominant in the U.S. of the late nineteenth and early twentieth centuries. After the video, students will define and discuss the term assimilation, and will discuss the changes of this concept over time. Students will revisit the term “American Dream,” and will cite examples as seen in the video. Subsequent discussion will entail examples of students’ personal concepts of “The Dream,” and how it was reached in their own lives, and how it is still to be attained.

Homework Assignment: Students will be provided with printed excerpts from Georges Woke Up Laughing, (pp. 80 -88) in order to compare the Haitian immigrants’ experiences to those seen in the text and in the Schlessinger video. Students will identify this text as a primary source, and will complete a one-page mini-essay to cite the similarities and differences in the various experiences. Essays should include a new awareness of long distance nationalism and the added responsibilities of Haitian immigrants to their homeland.

*I chose this excerpt because I only recently learned about long distance nationalism, and found the contact between Haitian-Americans and their families and colleagues on the

island to be quite a unique relationship, one that I had never encountered in my previous studies of History. Despite U.S. citizenship, Haitian-Americans maintain close contacts, and take responsibility for their homeland, which is far different from any immigrant experience that I had ever encountered.

Session III: Examination of student essays should result in the definition and discussion of long distance nationalism and responsibility in the experience of the Haitian immigrants in contrast to situations examined in the text and the video. Students should recognize that immigrants are often completely cut off from their land of origin, and should be aware of the factors that contribute to this separation, leading again to the questions relating to assimilation and diversity and the quest for the “American Dream.” Students are divided into six rows in this classroom. Each row will be given one article to read and discuss as a group. Using the “Think-Pair-Share” mode, students in each row will analyze their assigned article, and will write the similarities and differences encountered by each author, applying the key questions previously discussed. The articles describe immigrant experiences from people of Italian, Spanish, Bohemian, Chinese, Irish, and African-American descent. Notes from each group should include information on the degree assimilation or how well cultural identity/diversity was maintained. The realization of the “American Dream” for these individuals should also be included. The group’s consensus of the article will be collected at the end of the class for a grade..

Final Discussion: Students will read the article “Diversity and the National Identity” in the text, pp. 466-467. Questions after reading will include the following: Does “E Pluribus Unum still apply to today’s U.S.? Is this America an assimilated or diverse culture? Is there truly an “American Dream,” or is it also too diverse to apply to one culture or ethnic group? Student responses should reflect new knowledge and insights on the experiences of immigrants from the past as well as today as gained through the combination of the text, the video, primary source material, and the online articles.

Final Assessment Assignment: Students are to choose ONE of the following:

- *Create a poster or collage reflecting immigrant experiences of one or several ethnic groups, even comparing and/or contrasting situations of different groups in America.
- *Create a multimedia presentation detailing the immigration experience of a friend or family member.
- *Create a poster or collage detailing the “American Dream,” and its past and present significance for Americans in a diverse culture.
- *Write an essay or create a poster explaining the “melting pot” or “ethnic stew” or “tossed salad” theories, and explain which one best describes today’s America.
- *Create a realistic version of a law revision that would make immigration laws more equitable for all ethnic groups coming to the U.S.

Session IV: Presentation of all final assessment projects, with discussion and examination.

Bibliography

Bah, Char McCargo. "Putting My Family Back Together." The Statue Of Liberty-Ellis Island Foundation, Inc.

<http://www.ellisisland.org/immexp/wseix>, 2008.

This article details the author's search for information about her African-American family's past. Fortunately, the state of Virginia kept records of slaves' births, deaths, and marriages, which aided the author in finding names and even prices for her slave ancestors. This article gives insight into the struggle for survival of African-Americans, and shows the importance of History in strengthening family ties across the centuries.

Demmers, Jolle. "Diaspora and Conflict: Locality, Long-Distance Nationalism, and Delocalisation of Conflict Dynamics." *The Public: Bol.* 9 (2002), 1, pp. 85-96.

This article further explains the concept of long distance nationalism while focusing on the mobility of diaspora populations and their continued contact and political and social involvement in their home nations. This article emphasizes that there is only a certain degree of assimilation because of the high mobility of the people, accompanied by the heightened attachment to the nation of origin.

Elshoff, Jennifer. "America Isn't a 'Melting Pot or a 'Salad Bowl.'"

<http://www.iowastatedaily.com/articles/2003/11/07/opinions/20031107-archive2.prt>.

This author is tired of food analogies being applied to the description of America and the immigration experience. The author believes that people come to the U.S. expecting to obtain a particular lifestyle level and to reach a degree of success that was unattainable to them in their place of origin. The author is hopeful that a suitable description can be obtained in the future, where an America that accepts all ethnicities equally can be found.

Feeny, Margaret. "My Irish Journey." The Statue of Liberty-Ellis Island Foundation, Inc. <http://www.ellisisland.org/immigrationexp/wseix>.

This article describes the author's search for information about her grandfather, who migrated from Ireland to Portland, Maine, in the early twentieth century. Finding few primary documents, the author and her family traveled to Ireland, where they found the island of their family's origin.

Gloor, LeAna B. "From the Melting Pot to the Tossed Salad Metaphor." <http://www.uhh.hawaii.edu/academics/hohonu/writing.php?id=91>. Vol. 4. The author explains her fears that America is turning away from its early premise of cultural integration into a current society of coercive assimilation. The author maintains that there can be a national social direction that can embrace all things "American" as well as all the ethnic groups that are the true makeup of this multicultural nation.

Laubeova, Laura. "Melting Pot vs. Ethnic Stew." Fitzroy Dearborn Publishers. *Encyclopedia of the World's Minorities*, 2000. <http://www.tolerance.cz/courses/texts/melting.htm>.

The author traces the origins of both the melting pot theory and the salad bowl theory, and comes up with her own analogy of American society—the ethnic stew theory, in which America can have a singular national identity, but still maintain the individual flavors of the multicultural society.

Navarrette, Ruben, Jr. "Assimilation Happens." San Diego Union-Tribune. Wednesday, May 21, 2008.

This article explains that assimilation is inevitable and unavoidable, no matter what cultural ties an ethnic group may have. Different types of assimilation are outlined; these include employment, education, home ownership, cultural intermarriage, English proficiency, family size, and civic responsibilities. This article also explains how greater numbers of newcomers to the U.S. are reaching their own versions of the "American Dream."

Petrino, Jennifer. "An Italian Family Returns Home." The Statue of Liberty-Ellis Island Foundation, Inc. <http://www.ellisland.org/immexp/wseix>.

This article details the experience of a third-generation Italian-American family that has lost ties with the Italian homeland. Through the immigration process, friends and family memories were lost. Through documentation provided by a genealogy center, this family was able to reunite with family and friends and visit Italy to reestablish ties of unity and identity.

Schiller, Nina Glick and Furon, Georges E. Georges Woke Up Laughing. London/Durham: Duke University Press, 2001, pp. 80-83.

This book describes the term *long distance nationalism* and outlines immigrant experiences in which contact with the land of origin is maintained and responsibility for the mother nation is fostered. International relationships are the by-products of this new social, global mentality.

The idea of citizenship becomes more globalized in this book, and assimilation takes on a different aspect through the eyes of these authors.

Sevilla, Mary. "Secrets of My Ancestors." The Statue of Liberty-Ellis Island Foundation, Inc. <http://www.ellisland.org/immexp/wseix>. This article describes the author's search for family history, since her family was kidnapped by Pancho Villa during the Mexican Revolution in 1915. Church records and a trip to Mexico revealed information about her maternal grandmother's family that led to stronger family ties and pride in their history.

Woodle, Alex. "Searching for the Lost Jews of Bohemia." The Statue of Liberty-Ellis Island Foundation, Inc. <http://www.ellisland.org/immexp/wseix> The author was inspired by the wedding document of his great-grandfather to look for more of his ancestors in and around New York City. His search led to the discovery of the graves of previously unknown ancestors in an ancient cemetery in Queens, which, in turn, led to even more discoveries through primary documents that led the author's journey to Bohemia to trace more of his family members.

Yee, Byron. "Discovering a Paper Son." The Statue of Liberty-Ellis Island Foundation, Inc. <http://www.ellisland.org/immexp/wseix>. This article describes the experiences of Chinese immigrants who came to the U.S. via Angel Island in California. The piece discusses the Chinese Exclusion Act and its impact on the conditions in which illegal entrants were forced to work and live. The author discovered the courage of his ancestors to withstand the rigors of life in a strange land and still maintain the dignity of their culture to pass on to subsequent generations.

U.S. Overseas Expansion, 1850s-World War II

by

John Burkowski

Florida International University Teaching American History
Latin American and Caribbean Studies Teacher Summer Institute

2009

Lesson Plans: 11 SS LP 006 U.S. Overseas Expansion 1850s-World War II

Title: 11 SS LP 006 U.S. Overseas Expansion 1850s-World War II

GRADE LEVEL : 11

SUBJECT AREA : SOCIAL STUDIES - Grade 11

COURSE : AMER HISTORY (2100140Z)

DESCRIPTION / ABSTRACT OF LESSON: The student will compare and understand the foreign policies of the United States and its military force from its infancy to before World War II. The student will compare the causes and effects of the United States' intervention in three case-studies: Japan in 1853-1858, Hawaii in 1893-1898, and Haiti in 1915-1934.

OBJECTIVE(S): II.12.A Compare major individuals, events, and characteristics of periods in American history.
 VI.1.A Describe national and international causes and effects of military conflicts.
 VI.2.A Summarize the reasons for U.S. involvement in the Caribbean and Latin America and its impact on selected nations and people.
 VI.3.A Assess the social, economic, and political ramifications of United States expansionism.
 VI.9.A Discuss selected foreign policy issues and actions that have shaped American thought.

TEACHER MATERIALS / TECHNOLOGY CONNECTIONS: From Colony to Superpower: U.S. Foreign Relations Since 1776 by George C. Herring. pp. 212-214, 388-389
<http://www.bartleby.com/124/pres42.html> (Theodore Roosevelt's Inaugural Address 1905)

<http://www.fordham.edu/halsall/mod/1899antiimp.html> (Platform of American Anti-Imperialist League 1899)

The Anglo-Japanese Convention of 1854 by Grace Fox. The Pacific Historical Review, Vol. 10 No. 4 (Dec. 1941) pp. 411-434

Perry Opens Japan to American Trade, 1854. Discovering World History. Edition. Gale, 2003.

Perry's Expedition to Japan by Charles M. Dobbs. Dictionary of American History. Stanley I. Kutler, ed. 3rd ed. 10 Vols. New York: Charles Scribner's Sons, 2003.

Treaty with Japan. http://www.ambrosedigital.com/component/page,shop.getfile/file_id,876/product_id,407/option,com_virtuemart/Itemid,59/index.php?page=shop.getfile&file_id=876&product_id=407&option=com_virtuemart&Itemid=59&vmcchk=1

The United States and the Opening to Japan, 1853. Office of the Historian <http://history.state.gov/milestones/1830-1860/OpeningtoJapan>

Commodore Perry's Expedition to Japan. First Visit. Harper's New Monthly Magazine Volume XII from December 1855 to May 1856. <http://cdl.library.cornell.edu/cgi-bin/moa/pageviewer?frames=1&coll=moa&view=50&root=%2Fmoa%2Fharp%2Fharp0012%2F&tif=00451.TIF&cite=http%3A%2F%2Fcdl.library.cornell.edu%2Fcgi-bin%2Fmoa%2Fmoa-cgi%3Fnotisid%3DABK4014-0012-58>

Perry, Matthew Calbraith. (1856). Narrative of the expedition of an American Squadron to the China Seas and Japan, 1856. New York : D. Appleton and Company. <http://ebook.lib.hku.hk/CTWE/B36599566/>

http://popartmachine.com/item/pop_art/LOC+1124963 (Editorial cartoon)

Editorial Notes - Literature. Putnam's Monthly Magazine Vol. VIII July to January 1857 pgs 217-230

<http://www.archives.gov/education/lessons/hawaii-petition/images/hawaii-petition-01.jpg> (Petition against annexation of Hawaii)

<http://digital.library.upenn.edu/women/liliuokalani/hawaii/hawaii.html#LV> (Queen Liliuokalani's official protest to the Provisional Government in 1893)

<http://www.bartleby.com/43/44.html> (Newlands Resolution 1898 to annex Hawaii)

Inquiry Into Occupation and Administration of Haiti and The Dominican Republic. April 1922. http://www.history.navy.mil/library/online/haiti_inquiry.htm

Haitian-American Treaty. <http://www.globalsecurity.org/military/library/report/1995/BPL.htm>

Marines Off to Haiti. New York Times. June 23, 1915. <http://query.nytimes.com/mem/archive-free/pdf?res=9C0DE6DC1038E633A25750C2A9609C946496D6CF>

The 1915 Intervention In Haiti. <http://www.hartford-hwp.com/archives/43a/406.html>

<http://www.hartford-hwp.com/archives/43a/384.html> (Hearing the Truth About Haiti 1921)

Black Democracy - The Story of Haiti by H.P. Davis. http://books.google.com/books?i=4VQbEr3kCV8C&pg=PA180&lpg=PA180&dq=Haitian-American+Treaty&source=bl&ots=i4uZtR8xol&sig=stVklx0IQ4LzACf9EdOU5nQUU&hl=en&ei=FyI4SprGF9SjtgeJiZSDA&sa=X&oi=book_result&ct=result&resnum=5#PPA

Taking Haiti: Military Occupation and the Culture of U.S. Imperialism 1915-1940 by Mary A. Renda. The University of North Carolina Press. Chapel Hill. 2001. pp. 1-130.

American History by Irving L. Gordon. Second Edition. Amsco School Publications, inc. New York. 1993. pp. 523-577.

Above sources provide historical and historiographical background to the lesson regarding U.S. foreign policy during the late 19th and early 20th centuries, specifically with Hawaii, and Haiti. Particular attention should be given to the U.S.'s isolationism before the Civil War, reasons for pursuing imperialism, and policies after World War I. The presidencies of Grover Cleveland, William McKinley, Theodore Roosevelt, and Woodrow Wilson should be noted.

STUDENT MATERIALS / TECHNOLOGY CONNECTIONS: American History by Irving L. Gordon. Second Edition. Amsco School Publications, inc. New York. 1993. pp. 523-573
<http://www.bartleby.com/124/pres42.html> (Theodore Roosevelt's Inaugural Address 1905)

<http://www.fordham.edu/halsall/mod/1899antiimp.html> (Platform of American Anti-Imperialist League 1899)

Treaty with Japan. http://www.ambrosedigital.com/component/page,shop.getfile/file_id,876/product_id,407/option,com_virtuemart/Itemid,59/index.php?page=shop.getfile&file_id=876&product_id=407&option=com_virtuemart&Itemid=59&vmcchk=1

<http://www.archives.gov/education/lessons/hawaii-petition/images/hawaii-petition-01.jpg> (Petition against annexation of Hawaii)

<http://digital.library.upenn.edu/women/liliuokalani/hawaii/hawaii.html#LV> (Queen Liliuokalani's official protest to the Provisional Government in 1893)

<http://www.bartleby.com/43/44.html> (Newlands Resolution 1898 to annex Hawaii)

Haitian-American Treaty. <http://www.globalsecurity.org/military/library/report/1995/BPL.htm>

<http://www.hartford-hwp.com/archives/43a/384.html> (Hearing the Truth About Haiti 1921)

Duration : 7 Days

ESSENTIAL QUESTION / KEY What prompted the U.S. to pursue overseas expansion and how did it affect certain nations?

VOCABULARY: imperialism, isolationism, foreign policy, Monroe Doctrine, Manifest Destiny, Good Neighbor Policy, Roosevelt Corollary, Platt Amendment, Spanish-American War, Dollar Diplomacy, Fourteen Points, acquisition, annexation, occupation, intervention, protectorate, treaty, expansion, industrialization, nationalism, national interest

LESSON LEAD IN / OPENING: Teacher will ask the students to call out all the places around the world the United States has intervened in, occupied or occupies, and possessed or currently possesses. After class runs out of ideas, the teacher will add nations, but must include Japan, Hawaii, and Haiti. Then the teacher will ask why the U.S. intervened, occupied, or possessed. There will be various answers, but the teacher should facilitate into leading into the lesson regarding U.S. foreign policy.

STEPS TO DELIVER LESSON: 1. Have students read and outline from the Amsco book on pages 523-573 dealing with American foreign policy and imperialism. The pages will explain American isolationism and reasons and factors for American expansion overseas. Students must pay particular details to Japan, Hawaii, and Haiti.

2. Students will be sent home with Theodore Roosevelt's 1905 Inaugural Address, Platform of the American Anti-Imperialist League, Treaty of Kanagawa, Petition Against Hawaiian Annexation, Queen Liliuokalani's Protest, Newlands Resolution, Hearing the Truth About Haiti, and the Haitian-American Treaty to be read and compared. Students must make notations on pro-U.S., pro-Japan/Hawaii/Haiti, and mutual benefits.

3. In the meantime, the teacher will lecture students on American foreign policy from 1850s to before World War II. The teacher should focus on America's isolationism dictated by Washington, but emphasize the Monroe Doctrine and Manifest Destiny. Explain the reasons for American expansion overseas, such as industrialization, nationalism, and the global context. Highlight the Spanish-American War and America's acquisitions. Emphasize the Roosevelt Corollary and Platt Amendment. Explain American presence in Haiti in 1904 and Woodrow Wilson's Fourteen Points and self-determination, and America's return to isolationism before World War II.

4. After foreign policy lectures, students will bring in their analyses of the documents to hold discussions on American foreign policy in Japan, Haiti, and Hawaii. Focus on how these nations were affected and how the military was used. Were Americans divided on American imperialism, military use, expansion? Foreign nation reactions?

GUIDED PRACTICE: Explain to students on how the U.S. was justified or not in seeking expansion and intervening in other nations. Also, keep the students guided on how American foreign policy affected Japan, Hawaii, and Haiti. Prevent students from engaging in discussions on how the U.S. is "the best" and can do whatever it deems fit.

INDEPENDENT PRACTICE: Each student must become well-versed in the subject matter and develop sufficient and competent comparisons.

DIFFERENTIATED INSTRUCTION: Facilitated discussion, textbook outlines, primary sources.

LESSON CLOSURE: Students will be involved in a discussion to realize the consequences of United States foreign policies and military use, both on the United States and other nations.

ASSESSMENT: Have students write an essay on whether the United States was justified in Japan, Hawaii, and Haiti. Students must use examples from the handouts/sources to justify their answers. Should the U.S. continue such justifications in today's world. (Answers will be used to lead into lessons regarding U.S. foreign policy from WWII to Current.)

Jurying Profile: 9-12 Social Studies

Jury Admin Profile: 9-12 Social Studies Jury Admin

FLORIDA SUNSHINE STATE STANDARDS & NETS: Florida STATE FL Social Studies Standard (2008)
Florida Sunshine State Standards
Grades: 9-12

American History

1: Use research and inquiry skills to analyze American history using primary and secondary sources.

4: Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.

7: Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.

Creator : JOHN BURKOWSKI

Date Created : July 02, 2009

Date Modified : July 26, 2009

U.S. Intervention in Latin America and the Caribbean

by

Rey Casais

Florida International University Teaching American History
Latin American and Caribbean Studies Teacher Summer Institute

2009

Title: U.S. Intervention in Latin America and the Caribbean.

Grade Level: Eighth

Subject: U.S. History

Introduction

Abstract of Lesson: This lesson will describe how the United States political and economic influence was extended in Latin America and the Caribbean during the early twentieth century. Students will analyze Woodrow Wilson's attempts to carry out his mission of moral diplomacy primarily in Haiti and Mexico. Students will also analyze the response of the Haitian and Mexican people. The primary focus of the lesson will be to go beyond the use of the text book in order to introduce students to different sources such as documents and political cartoons.

Objectives:

After completing this lesson all students will be able to:

- Describe what shaped the policies the U.S. followed in Latin America and the Caribbean.
- Understand where and how the U.S. intervened in Latin America and the Caribbean.
- Discuss how U.S. actions reflected Wilson's foreign policy.
- Describe three different policies. Roosevelt Corollary, Dollar Diplomacy, and Moral Diplomacy.
- Explain why many people resented U.S. actions in Latin America and the Caribbean.

Teacher Materials:

- Text book The American Journey
- Computer
- Overhead Projector
- Copy of all documents used for the lesson
- Web links

Activity One: In this activity, Students will read chapter 22 pages 656-661 of their text book The American Journey. This section of the book describes how the United States political influence was extended in Latin America. It also gives a brief description of U.S. involvement in Panama and Mexico. As students read the section they will create a diagram describing three different foreign policies mentioned in this Chapter.

Foreign Policies:

1. Roosevelt Corollary
2. Dollar Diplomacy
3. Moral Diplomacy

Activity Two: In this activity, students will use an interactive map that can be found on line. This activity will give students the opportunity to learn about U.S. actions in the Caribbean and Central America.

Web link: <http://www.teachingamericanhistory.org/neh/interactives/caribbean/>

While using the map students will answer a set of questions that allow them to explore the extent of U.S. intervention in the Caribbean and Central America.

Questions:

1. How many times did the U.S. send troops to the Caribbean and Central America between the 1890s and 1930s?
2. To what countries did the U.S. send troops?
3. In what countries did the U.S. supervise finances?
4. What other actions did the U.S. take in the Caribbean and Central America between the 1890s and 1930s?
5. Why do you think the U.S. sent troops and supervised finances in the Caribbean and Central America?

Activity Three: In this activity, students will analyze a set of political cartoons dealing with the issue of U.S. intervention in Latin America, the Caribbean, Hawaii, and the Philippines. In order to help students break down and understand the information in the cartoons students will use an analysis worksheet and political cartoons can be found on line. Student can look up the cartoons on their own or the teacher can provide a power point presentation.

Web link for worksheet: <http://www.calisphere.universityofcalifornia.edu>

Questions for discussion:

1. Describe the action taking place in the cartoon.
2. Explain how the words in the cartoon clarify the symbols.
3. Explain the message in the cartoon.

Political Cartoons:

Hurrah! The Country Is Saved Again

“Now, Will You Be Good?”

Uncle Sam Teaching the World

The American Policy

Activity Four: In this activity, students will break up into groups and use primary sources in order to prepare a presentation outlining important issues detailed in the documents. Each group will take on the perspective of the author in order to better understand U.S. intervention in the Mexican revolution. Groups may put their presentation in the form of a power point if they wish.

Each group will be assigned the following documents.

Group one: The United States and the Mexican Revolution: “A Danger for All Latin American Countries,” Letters from Venustiano Carranza

Group Two: Robert Lansing on Military Operations in Mexico, 20 June 1916

Group Three: “Avoid the Use of the Word Intervention”: Wilson And Lansing on the U.S. Invasion of Mexico.

After all the groups have given their presentation the teacher will facilitate a class discussion using the following questions.

1. Why did Carranza appeal to Argentina, Chile, and Brazil?
2. What were the most convincing reasons for sending U.S. troops into Mexico?
3. In what ways do sending U.S. troops into Mexico demonstrate the views of Woodrow Wilson? Think of Wilsons Moral Diplomacy.
4. Were there any inconsistencies in America justifying sending troops in to Mexico?

The next set of activities will focus on the American intervention of Haiti. Because the text book has no mention of Haiti the students will use a set of documents for their assignments.

Activity Five: In this activity, students will focus primarily on Haiti. Students will take on the role of an American news reporter in Haiti during the U.S. occupation of Haiti between the years 1915-1934. Their task is to write a brief article answering one of the two questions provided.

1. How did the people of Haiti respond to the presence of U.S. Marines in their country?
2. What do many of the Americans in Haiti think of Haitians, and how do the Americans or U.S. Marines treat the Haitians?

Students will use the following documents as sources for their article:

- “Bandits or Patriots?: Documents from Charlemagne Péralte”
- “The Truth about Haiti: An NAACP Investigation”
- “The People Were Very Peaceable”: The U.S. Senate Investigates the Haitian Occupation.

Activity Six: While reading each document, students will take notes on each document in order to help them with the assignment and class discussions. Student must answer the following questions in their notes.

- What type of document is it? Newspaper, letter, map, political cartoon, etc.
- Date of document.
- Author.
- For what audience was the document written for?
- List three things that the author mentioned that you think are important.
- What evidence in the document helps you know why it was written? Quote from the document.
- List two things the document tells you about life in the U.S. or Haiti during the time the document was written.
- Write a question to the author that is left unanswered by the document.

Students will use the following documents:

- “Bandits or Patriots?: Documents from Charlemagne Péralte”
- “The Truth about Haiti: An NAACP Investigation
- “United States Department of State/ Papers relating to the foreign relations of the United States with the address of the president to Congress December 8, 1914”
- “The People Were Very Peaceable”: The U.S. Senate Investigates the Haitian Occupation.
- “The Missionary,” a cartoon by Private Paul Woysner

Student Assessment:

After completing all the activities students will be able to answer the following questions.

1. Why did the U.S. intervene militarily in Haiti and Mexico?
2. On what principles did Woodrow Wilson justify his actions for going in to Haiti and Mexico?
3. How did Haitians and Mexicans respond to the U.S. government?
4. How does Wilson’s foreign policy differ from the foreign policies of Theodore Roosevelt and William Howard Taft? Or do you think it is just an extension of the two?
5. Compare and contrast U.S. military actions in Haiti and Mexico.

Students will be able to identify and explain the significance of the following People:

1. Woodrow Wilson
2. Theodore Roosevelt
3. William Howard Taft
4. Robert Lansing
5. Venustiano Carranza
6. Charlemagne Péralte
7. Victoriano Huerta
8. Cacos- armed resistance force in Haiti
9. NAACP and their position on Haiti
10. Francisco “Pancho” Villa

Bibliography

“Bandits or Patriots?: Documents from Charlemagne Péralte” URL:

<http://historymatters.gmu.edu/d/4946>

“The Truth about Haiti: An NAACP Investigation URL:

<http://historymatters.gmu.edu/d/5018>

“United States Department of State/ Papers relating to the foreign relations of the United States with the address of the president to Congress December 8, 1914”

URL: <http://digicoll.library.wisc.edu/cgi-bin/FRUS/FRUS-idx?ty>

“The People Were Very Peaceable”: The U.S. Senate Investigates the Haitian Occupation. URL: <http://historymatters.gmu.edu/d/4945>

“The Missionary,” a cartoon by Private Paul Woysner Renda, Mary Taking Haiti Military Occupation & the Culture of U.S. Imperialism 1915-1940

The United States and the Mexican Revolution: “A Danger for All Latin American Countries,” Letters from Venustiano Carranza URL:

<http://historymatters.gmu.edu/d/4940>

Robert Lansing on Military Operations in Mexico, 20 June 1916

URL: http://www.firstworldwar.com/source/mexico_lansing.htm

“Avoid the Use of the Word Intervention”: Wilson and Lansing on the U.S. Invasion of Mexico URL: <http://historymatters.gmu.edu/d/4947>

“Uncle Sam Teaching the World” URL <http://wpscm.pearsoncmg.com>

“Now, Will YOU BE GOOD?” URL <http://www.ashp.cuny.edu/ashpnews.html>

Hurrah! The Country Is Saved Again

URL: <http://library.kcc.hawaii.edu>

“The American Policy” URL: <http://library.kcc.hawaii.edu>

Political Cartoons

Uncle Sam in Foreign Nations

Uncle Sam Teaching

Photograph

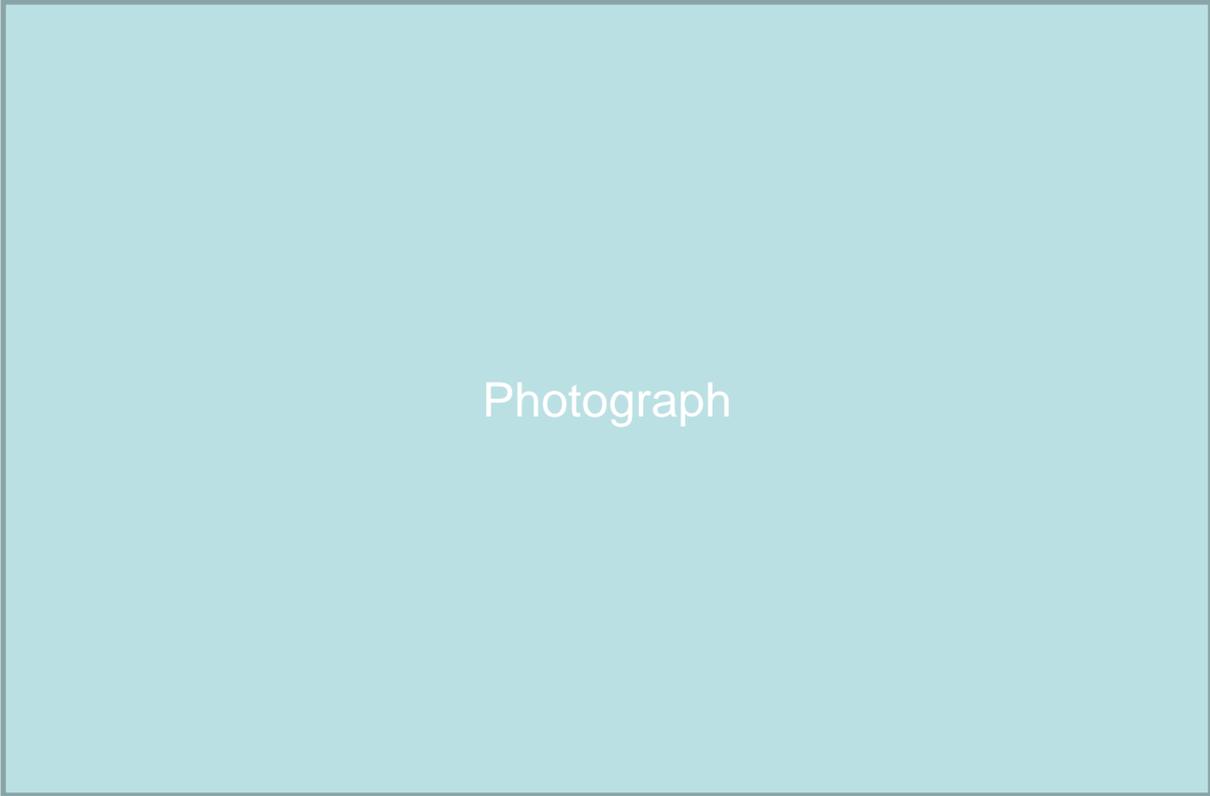
“Now, Will You Be Good?”

Photograph

Hurrah! The Country Is Saved Again

Photograph

The American Policy



Photograph

The Story of the 1915 United States Military Occupation of Haiti
(1915-1934)

by

Crystel R. Dunn

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Latin American and Caribbean Studies Teacher Summer Institute

2009

The Story of the 1915 United States Military Occupation of Haiti (1915- 1934)

Description/Abstract of Lesson: The July 1915 U.S. military occupation of Haiti was the first of three to date; the others occurring in 1994 and 2004. As a result of the 1898 Spanish-American War the United States expanded its control into The Philippines, Guam, Cuba and Puerto Rico. The need for U.S. expansion did not end, but continued to grow. U.S. Marines were sent to Haiti ostensibly to assist by bringing peace, stability and ultimately Democracy to the country after the murder of Haiti's President. However, while roads and bridges were being built, many Haitians who opposed U.S. occupation were also being jailed and killed. Haiti's occupation represents a pattern established by the U.S. government to first occupy and remain in smaller nations under the guise of improving conditions only to take control of the government and economies of those nations. Students who complete this lesson will be able to understand the factors that lead to the occupation and how the occupation of Haiti compared to those of other nations in which the U.S. began to expand such as Panama and Nicaragua.

Objective: Students will be able to understand the occupation of Haiti within the historical context of the time. Students will be able to compare the U.S. occupation of Haiti with other occupations carried out by the United States. Students will also be able to identify the role of key figures/events during this period such as the following:

1. Woodrow Wilson, U.S. President from March 1913 – March 1921
2. Warren G. Harding, U.S. President from
3. Carl Von Doren, Professor of History Columbia University
4. Admiral William B. Caperton, controlled the early stages of the U.S. occupation of Haiti
5. Faustin Wirkus, U.S. Marine stationed in Haiti who later wrote fictional accounts of his time in Haiti
6. John Russell, U.S. High Commissioner of Haitian Occupation
7. Major Smedly Butler, USMC, Officer of the Gendarmerie
8. Charlemagne Peralte, Caco Resistance Leader
9. Benoit Batraverse, Caco Resistance Leader
10. Philippe Sudre Dartiguenave, President Haiti from --- 1922
11. Louis Borno, Haitian President from 1922- 1929
12. Stenio Vincent, Haiti's final President to rule under U.S. military occupation
13. Simon Bolivar, Latin American Resistance Leader
14. Congress of Panama
15. The Incident of the Slice of Watermelon
16. Guardia Nacional de Nicaragua
17. Augusto Sandino, Nicaraguan Resistance Leader

Grade Levels: 8 – 11

Materials Needed:

Teacher Materials/Technology Connections

1. Textbook- *The American Journey* (2005 Florida Edition) -Chapter 22 Overseas Expansion
2. Photocopies of excerpted readings
3. Overhead Projector (if a projector or photocopies are not available, the teacher may e-mail the material to their students as well)
4. PowerPoint Presentation
5. Signs for group activity

The Story of the 1915 United States Military Occupation of Haiti (1915- 1934)

Student Materials/Technology Connections

1. Textbook- *The American Journey* (2005 Florida Edition)-Chapter 22 Overseas Expansion
2. Copy of Prompt for Essay Response
3. Writing Materials (paper and pencil)

Duration: Four 50-minute sessions

Day 1- Overview/PowerPoint Presentation

Day 2- Reading 1 Taking Haiti Class Discussion and Student Research

Day 3- Reading 2 Brother I'm Dying Group Activity

Day 4- Assessment and Closing Discussion

Lesson Lead-In: Begin the lesson by playing a portion of the track "I Can Run to Haiti Just Like This" (attached). To open the discussion ask students questions such as "What do you think this song means?" "What purpose would it serve in the Marine's training?" "Could the song be serving another purpose?" "What message could the song send to outsiders about the U.S. and/or the Marines?"

Steps to Deliver Lesson:

Prior to the first lesson assign students the following homework:

- **Read and take notes from excerpt #1 Taking Haiti, pp. 29 – 34, be prepared to discuss at our next class.**
- **Chose one key figure from the reading and complete research on his life, achievements and beliefs. Bring your research to class daily to add any notes but be prepared to answer an essay prompt about this person on the last day of the lesson.**

Day 1: Allow students to share their opinions on the reading and to ask any questions they may have from the reading. The instructor should be prepared to present a PowerPoint lesson (attached) on the first day of instruction.

Day 1 Homework: Read and take two-column notes on excerpt #2 Taking Haiti

Day 2: Today's lesson will focus on the inconsistencies that exist between the U.S.'s official reasons for occupation of a country and the outcome of some of those occupations. This lesson should be held in a computer lab to allow students to access information via the Internet. End the lesson by allowing 15 minutes for students to share their findings and to ask any questions they may have come out of their research. Students should use the list of Key Figures/Events as a starting point.

Day 2 Homework: Read and take two-column notes on Brother I'm Dying excerpt

The Story of the 1915 United States Military Occupation of Haiti (1915- 1934)

Day 3: Allow students to share their opinions on the reading and to ask any questions they may have from the reading. The instructor should use the remainder of the period to complete the Carousel Brainstorm Activity (attached).

Students should benefit from working directly with their peers, but may need additional support from their teacher. Be certain to encourage students to succeed by mixing the skill level of the group members. For example, do not compose any group entirely of low-level readers.

Day 4: Class time should be used to complete the essay and allow two students to share their essays with the class.

Essay Prompt: Using your research and notes from this unit, answer the following question: How was the 1915 military occupation of Haiti similar to previous invasions carried out by the United States. How was the invasion unique? Be sure to provide specific names, locations and events to answer the question.

End the lesson by discussing the following key points with the students:

- Future Haitian occupations and their objectives
- Acknowledge Haiti as a prime example of the U.S. invasion/occupation pattern established and then repeated since the Haitian occupation
- Ask students to identify current examples of this pattern

Guided Practice: The teacher may choose to have students read individually or as a group depending on the reading level of the students.

Independent Practice: Students will work independently during the group activity, but the teacher should be available to provide support to students that are unable to work quickly.

Differentiated Instruction: Students should benefit from working directly with their peers, but may need additional support from their teacher. Be certain to encourage students to succeed by mixing the skill level of the group members. For example, do not compose any group entirely of low-level readers.

Lesson Closure: The last day of the lesson should be used to give students their assessment and allow at least 15 minutes at the end of class for a review and to answer any questions students may have from this unit.

Teacher Resources:

Danticat, Edwidge. Brother, I'm Dying. New York; Random House, Inc., 2007

The Story of the 1915 United States Military Occupation of Haiti (1915- 1934)

Renda, Mary. Taking Haiti: Military Occupation and the Culture of U.S. Imperialism 1915 – 1940. Chapel Hill; University of North Carolina Press, 2001.

Schmidt, Hans. Maverick Marine: Smedley Butler and the Contradictions of American Military History. January 1998.

Schmidt, Hans. The United States Occupation of Haiti 1915 – 1934. February 1995.

Assessment:

Upon the lesson completion students will use 30 – 35 minutes of class time in order to answer the following prompt:

Using your research and notes from this unit, answer the following question: How was the 1915 military occupation of Haiti similar to previous invasions carried out by the United States. How was the invasion unique? Be sure to provide specific names, locations and events to answer the question.

The Story of the 1915 United States Military Occupation of Haiti (1915- 1934)

BIBLIOGRAPHY

Danticat, Edwidge. Brother, I'm Dying. New York; Random House, Inc., 2007

Danticat's memoir of living in Haiti and migrating to the United States covers her families' history from 1933 near the end of U.S. occupation of Haiti through the death of a relative while in the custody of U.S. Immigration officials in 2004. The memoir does an excellent job of conveying the happy moments of her childhood, the struggles of her parents to establish their new home in New York and the urgent need of her uncle to leave Haiti because the level of violence had become unbearable. This memoir shows how the past actions/policies of the United States and its NATO allies still has a direct impact on the lives of Haitian citizens.

Empire State College. <http://www1.esc.edu/personalfac/ginghram/politic.html>

This image originally appeared the *New York Call* on 10 May 1921. It was during this time that a Senate investigation was being conducted of the U.S. military's occupation of Haiti. In the image a Haitian man is seen struggling under the boot of an American Marine. The caption under the cartoon states that Haitians have spent the last five years enduring "torture, destruction and humiliation" at the hands of Marines. Rather than depicting the U.S. as simply offering assistance on the island. It offers an alternative view of the occupation.

Langley, Lester D. "The Image of Simon Bolivar in the United States in the Revolutionary Era." In *Simon Bolivar: Essays on the Life and Legacy of the Liberator*, edited by David Bushnell and Lester D. Langley, 123-134. Rowman and Littlefield, 2008.

Langley's essay focuses on the period between 1815 and 1826 and way Simon Bolivar and the Spanish American wars were depicted within the United States. However, Langley's essay also informs readers of the warning that Bolivar makes to Latin America about the dangers of the United States taking over "in the name of liberty". This essay offers insight into the details surrounding Bolivar's quest for an Inter-American Union that would exclude the United States and Haiti and the U.S. response.

McGuinness, Aims. Path of Empire: Panama and the California Gold Rush. Ithaca; Cornell University Press, 2008.

McGuinness opens this history by detailing the events that occurred on April 15, 1856 also known as La Tajada de Sandia or "The Incident of the Slice of Watermelon". It would lead to the beginning of many U.S. military interventions or "invasions" of Panama. Between 1856 and 1903 the U.S. military occupied Panama thirteen times. The official reason was to bring stability to the region. However, that is only the American perspective. McGuinness looks

The Story of the 1915 United States Military Occupation of Haiti (1915- 1934)

at the history of Panamanian protest and also chronicles efforts by other Latin American nations to join forces against the Americans. As early as the 1850's people within Latin American nations such Chile, Nicaragua and Ecuador had begun to protest the presence of American business. Mc Guinness' history chronicles the push by the United States to control resources within the region and he looks objectively at the response of the people within that region.

Plummer, Brenda Gayle. "Firmin and Marti at the Intersection of Pan-Americanism and Pan Africanism." In Jose Marti's "Our America": From National to Hemispheric Cultural Studies, edited by Jeffrey Belnap and Raul Fernandez, 211- 227. Durham, N.C.: Duke University Press. 1998.

This article discusses the lone encounter between the reformer (Firmin) and the revolutionary (Marti) at Cap Hatien in 1893. Plummer details the lives of both men and their impact on their ideologies would have on the future of Pan-Americanism and Pan-Africanism.

Plummer, Brenda Gayle. "The Changing Face of Diplomatic History: A Literature Review," *Journal of the History Cooperative.org*, Volume 38, no. 5 (May 2005).

Plummer defines diplomacy as "a product of a range of political and cultural responses, and as the result of non-governmental actors operation on the world stage." This article discusses new trends in diplomatic history such as the increasing influence of other disciplines of study such as colonial studies, American studies, anthropology, cultural studies, ethnic studies and feminist theory. The article goes into detail about the impact of these areas on foreign relations. Examples of well-written histories are also provided. Plummer's insistence that foreign relations history has become more inclusive is her way of reminding us to continue to study diplomatic history with a broader viewpoint.

Plummer, Brenda Gayle. Haiti and the United States: The Psychological Movement. Athens: University of Georgia Press, 1992.

In this history of U.S./Haiti relations Plummer analyzes the U.S./Haitian relationship and its effects on the both nations. Plummer contends that financial and diplomatic relationships were defined the initial interest in Haiti and that the impact of this relationship continues to have in impact on the current condition of Haiti.

Renda, Mary. Taking Haiti: Military Occupation and the Culture of U.S. Imperialism 1915 – 1940. Chapel Hill; University of North Carolina Press, 2001.

The author begins by asking the question "How does a man imagine himself when he is about to pull a trigger?" Through the use of primary sources she tells the story of soldiers

The Story of the 1915 United States Military Occupation of Haiti (1915- 1934)

that were very young men given a great deal of power in a foreign country about which they knew very little. She also offers some insight into the official and unofficial reasons for the U.S. to occupy Haiti at all. She also details the scope and outcome of the Senate investigation of the occupation. Although Renda acknowledges the brutality of the violence that developed in Haiti she does not define the Marines as monsters rather she allows the reader to see the contradictions within each figure and within their circumstances. The major strength of Renda's argument about the definition of Empire is that she tells the story from a human perspective. She does include some official documents and records of some of the Congressional hearings but she also has great uses the primary sources in such a way that she allows the soldier's day to day story to be told.

Smith, Joseph. "The First Conference on American States (1889-1890) and the Early Pan American Policy of the United States." In *The United States and Latin America: A History of American Diplomacy 1776 – 2000*, by Joseph Smith, 19-32, 2005.

This article details the conference between the U.S. and several Latin American nations held from October 2, 1889 through April 19, 1890. The article details the goals of the conference from arbitration, to increased trade in Latin America. The most interesting aspect of the article is the acknowledgement of skepticism about American intentions among countries like Bolivia, Peru, Colombia, Argentina, Mexico and El Salvador.

Suggs, Henry Louis. "The Response of the African American Press to the U.S. occupation of Haiti 1915-1934", *The Journal of African American History*, Vol.87, Winter 2002, p.70-82.
<http://www.jstor.org/stable/1562492?seq=5&Search=yes&term=Haiti&term=intervention&term=States&term=United&term=military&list=hide&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3DUnited%2BStates%2Bmilitary%2Bintervention%2Bin%2BHaiti%26wc%3Don%26dc%3DHistory&item=7&ttl=533&returnArticleService=showArticle&resultsServiceName=doBasicResultsFromArticle>

As the title suggests this article looks at the response of several African-American newspapers of the U.S. occupation of Haiti. One admitted weakness of the article is that it is unable to show any direct impact the reaction may have had on foreign policy. Unfortunately, it is unlikely that high-ranking officials in the government followed the black press during that era. What the article does well is outline the interest African-Americans had in U.S.'s treatment of Haiti. Other aspects of the article that are helpful are those discussions about the circumstances leading to the 1920 election of Warren G. Harding as President of the United States, the U.S. concern about its image in the foreign press, and the results of the Forbes Commission on the occupation. The article creates a clear illustration of how vital the African-American press had become in informing its community in relation to domestic and foreign issues.

The Story of the 1915 United States Military Occupation of Haiti (1915- 1934)

Schmidt, Hans. [Maverick Marine: Smedley Butler and the Contradictions of American Military History.](#) January 1998.

Schmidt, Hans. [The United States Occupation of Haiti 1915 – 1934.](#) February 1995.

<http://www.commondreams.org/views04/0310-07.htm>

Excerpt from Brother, I'm Dying
Danticat, Edwidge. *Brother, I'm Dying*. New York; Random House, Inc., 2007

FROM the chapter entitled, "Brother, I'll See You Soon" pp. 245 – 247

Uncle Joseph's most haunting childhood memory, and the only one he ever described to me in detail, was of the year 1933, when he was ten years old. The U.S. occupation of Haiti was nearing its final days. Fearing that he might at last be captured by the Americans to work in the labor camps formed to build bridges and roads, my grandfather, Granpe Nozial, ordered him never to go down the mountain, away from Beausejour. Uncle Joseph wasn't even to accompany his mother, Granme Lorvana, to the marketplace, so that he might never lay eyes on occupying marines or they him.

When he left home to fight, Granpe Nozial never told my uncle and his sisters, Tante Ino and Tante Tina, where he was going. (The other siblings, including my father, were not born yet.) Granme Lorvana told them, however, that their father was fighting somewhere, in another part of the country. She also told them that the Americans had the power to change themselves into the legendary three-legged horse Galipot, who, as he trotted on his three legs, made the same sound as the marching, booted soldiers. Galipot was also known to mistake children for his fourth leg, chase them down and take them away.

Still, my uncle and his sisters were never to let on that they knew anything about their father's whereabouts. If they were ever asked by an adult where Granpe Nozial was, they were supposed to say that he had died, bewildering that adult and sending him/her directly to Granme Lorvana to question her. But when Granpe Nozial returned from his trips, they were not to ask him any questions. Instead they were to act as though he'd never left, like he'd been with them all along. This is why they knew so little of Granpe Nozial's activities during the U.S. occupation. This is why I know so little now.

One day while Granpe Nozial was away and Tante Ino and Tante Tina became ill, Granme Lorvana had no choice but to send my uncle to a marketplace down the mountain. As Uncle Joseph walked to the market, following the road that his mother had indicated, what he feared most was running into Granpe Nozial, who'd threatened him with all manner of bodily harm if he ever found him on the road leading out of Beausejour.

When my uncle finally reached the marketplace at midday, after hours and hours of walking, he saw a group of young white men in dark high boots and khakis at its bamboo-fenced entrance. There were perhaps six or seven of them, and they seemed to be kicking something on the ground. My uncle had never seen white men before, and their pink, pale skins gave some credence to his mother's notion that white people had *po lanve*, skins turned inside out, so that if they didn't wear heavy clothing, you might always be looking at their insides.

As my uncle approached the small circle of men and the larger crowd of vendors and shoppers watching with hands cradling their heads in shock, the white men seemed to him to be quite agitated. Were they laughing? Screaming in another language? They kept kicking the thing on the ground as though it were a soccer ball, bouncing it to one another with the rounded tips of their boots. Taking small careful steps to remain the distance away as the other bystanders, my uncle finally saw what it was: a man's head.

The head was full of black peppercorn hair. Blood was dripping out of the severed neck, forming dusty dark red bubbles in the dirt. Suddenly my uncle realized why Granpe Nozial and Granme Lorvana wanted him to stay home. Then, as now, the world outside Beausejour was treacherous indeed.

Excerpt from Taking Haiti

Renda, Mary. *Taking Haiti: Military Occupation and the Culture of U.S. Imperialism 1915 – 1940*. Chapel Hill; University of North Carolina Press, 2001.

From Chapter 2: "Haiti and the Marines, Making Sense of the Occupation" pp. 39 – 42.

Corporal Homer Overley didn't know what to think. He'd left a small, rural town in Illinois to join the Marines and, by 1920, had landed in Port-au-Prince with his new buddies in the Fifty-seventh Company. From their main post in the capital, Overley and his fellow recruits patrolled the hills around Mirebelais and Lascahobas, from Bon Repost, just north of the capital to Belladere in the East, a stone's throw from the Dominican border. The main strength of the Caco's military opposition had been sapped, but the war continued in fits, and the marines of the Fifty-seventh Company, searching out the remaining rebels, worried about "loosing" their heads in the hills. Hungry, thirsty, and carrying a heavy pack over long, rough, rocky trails- as he later recalled-Overley sometimes cursed and sometimes kept his thoughts to himself.

Nineteen years old and a private when he arrived in Haiti, the young Overley was quick to learn Creole and, before long prided himself on his ability to communicate directly with Haitians. Perhaps this contributed to his promotion to the status of a noncommissioned officer. Even so, as a corporal his allegiance was still clear; he was an enlisted man with all the resentment and apprehension toward officers that came along with that station. And if learning Creole helped him learn a little more about the people whose nation he patrolled, it did nothing to help him understand the men above him. Orders didn't come with explanations. The average marine was left to wonder, and it seems that's just what Homer Overley did.

He wondered about the Haitian workers he observed as he patrolled the Haitian American Sugar Company grounds near Port-au-Prince. He wondered about the wealthy Americans and Europeans who owned HASCO. He wondered about the fate of marines captured by the rebels; he'd heard stories enough to fuel his imagination on that question. He wondered why it always seemed to be the officers who got the credit, when it was the men themselves who braved the odds and fired the decisive shots. He wondered, one day a he approached a large group of Haitians with only four other marines on hand, whether they were Cacos or rioters who might overpower his small patrol. He had orders not to speak to any natives, but spoke to the group's leader, the local chief of section. He had order-or so he said- "to shoot all Cacos and Voodooes [sic]," but he didn't shoot, though he learned they were on their way to dance in honor of their priestess. Perhaps he wondered what went on at such dances; almost certainly he wondered what this "Voodooe" was, and what it had to do with the rebellion.

Other marines had more troubling encounters with the mysteries of this foreign culture in this land they had invaded. In the thick of the war against the Cacos, marines could find themselves disoriented, not only by unfamiliar terrain or insufficient rations, but also by the unnerving sounds of drums and conch horns coming from near and far. One marine described the experience of coming on a Caco camp: "We passed the outpost with no resistance but after passing them about 150 Cacos fell in behind us armed with rifles machetes, and sharp pointed sticks, keeping up an incessant blowing of conch horns and beating of drums...at the second outpost...a much larger force...fell in rear of us also keeping up the conch horn music which will never be forgotten by the men as it was the weirdest of sounds under the circumstances any of us had ever heard" We don't know whether Haitians-seeing the effect of the conch on Marines in the field- ever purposely used "the incessant blowing of conch horns and beating of drums" to unsettle marines on patrol. Nor do we know whether Marine Corps officers realized the precise uses of the conch in battle. We do know, however, that officers in the field recognized that the conch posed a threat, at the very lest, because it shook the confidence of their men. Hence Captain Chandler Campbell's promise, in the fall of 1915, to burn the houses and destroy the corps of the Cacos "if they blow anymore conches"

What to make of the conches, the drums, the worshipers going to honor their priestess? What to make of commanding officers, demanding duty, silent fellow recruits? What to make of poor Haitians, wealthy Americans, French priests, and Germans? What t make of one's own role in such a complex situation? Some years later, with the benefit of hindsight and perhaps an anti-imperialist tract or two, ex-corporal Homer Overley reflected on his service in Haiti. "We who served in [the] Marines received little credit," he wrote; we "tried to keep Esprit du Corps high to cover for service which was often disillusioning," so disillusioning, in fact, "that we sometimes wondered just what was right or wrong" and "what it was all about."

Excerpt from Taking Haiti

Renda, Mary. *Taking Haiti: Military Occupation and the Culture of U.S. Imperialism 1915 – 1940*. Chapel Hill; University of North Carolina Press, 2001.

The State Department and the U.S. Navy certainly hoped to keep marines straight on the question of what it was all about. The official story of paternal guidance offered to a child-nation in need was intended in part to clarify questions of right and wrong. Yet the marines were operating in a complex cultural context, shaped not only by their government's rhetoric and propaganda, but also by the realities of Haitian history and culture that surrounded them. The encounter between Haiti and the marines that was initiated by the invasion of 1915 continued each time a patrol found a Caco camp or met a group of peasants going to a dance. The cultural baggage these young men brought with them to Haiti—from their upbringing, their training, their previous tours of duty, and their camaraderie en route— all this helped to shape what they saw and heard when they encountered Haitians and what sense they made of occupation they were carrying out. Just as significant were the cultural and historical discourses that shaped the world the marines invaded. Before turning to the marines, let us first ask, whose shores had they breached?

Carousel Brainstorm Instructions

Step 1 Preparation

The Instructor should print signs with the following questions on 8.5 x 11 inch sheets of paper. There should be only one sheet posted per station.

Station 1 "What was the official reason for the U.S. occupation of Haiti in 1915?" and "How did the U.S. accomplish the occupation?"

Station 2 "What tactics were used by the rebels to intimidate the American soldiers?"

Station 3 "Why had Uncle Joseph been warned by his family never to go down the mountain, away from Beausejour?"

Station 4 "Describe what Uncle Joseph sees when he arrives at the village?"

Step 2 Set up

Post signs throughout the classroom. For classes with 20 or more students it is best to have two "carousels" running simultaneously. For example, you may place one set of signs (stations 1 – 4) at the front of the room and place the second set of signs at the back of the room. Students should always remain on the same "carousel" by staying within the same rotation in which they began.

Step 3 Carousel Activity

Divide the class into small groups of 3 – 5 students each. Place each group of students at a different station. You may assign a recorder for the group or require each student to write their own answers. Allow the students three minutes to discuss and write down their answers. Every three minutes call "time" to allow each group to move to the next station.

Step 4 Conclusion

Once each group has rotated to all four stations allow students to return to their seats. As a class review the questions that were posted. Each group's answers may vary; therefore, allow adequate time for discussion and clarification of each topic.

Jefferson and the Haitian Revolution

by

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Latin American and Caribbean Studies Teacher Summer Institute

2009

Unit Teaching Plan: Jefferson and the Haitian Revolution

Note: The following Lesson Plan outline utilizes the River Deep template. Following this are more details of implementation and a listing of sources.

Title: 08/11 SS LP 006 *Jefferson and the Haitian Revolution*

Subject Area: Social Studies- Grades 8, 11

Course Connection: American History (8, 11)

Description/Abstract of Lesson: Using primary and secondary sources, students will understand the importance and connection of United States History and African American History, to the Haitian Revolution, beginning during the Jeffersonian period.

Objective(s): CBC's- Component Based Competencies: Geographical Understanding I, B.3 migration of people through history (slave trade); Historical Awareness II, 1. Economic reasons for New World exploration; 5.territorial growth of the United States, 7. Economic importance of slavery in the United States, 14. Role of key individuals in U.S. history; Economic understanding IV, 4. Economic program of Jefferson; VI. Global perspective, 2. Analyze events which demonstrate the concept of historical interpretations to differ, 4. Apply the five-step decision-making model to historical conflicts (Louisiana Purchase)

Teacher Materials/Technology Connections: Selected online sites and excerpted readings.

Student Materials/Technology Connections: History textbook, online websites, computer lab use.

Duration: 5 class sessions. Block scheduling 3 sessions.

Essential Question/Key Vocabulary: What was the context and events that led to the Louisiana Purchase? Why was the second New World republic not recognized by Jefferson? Key vocabulary: *laissez faire, embargo, customs duties, triangular trade, revolution, mulatto, environmentalism, Republicans, states rights.*

Grouping for Instruction: Both the classroom and the computer lab will be utilized. There are several online sources to be used by the learners. Two readings will use the Criss strategy of Think-Pair-Share.

Lesson Lead In/Opening: K-W-L Criss strategy will be used to assess prior knowledge and obtain focus questions.

Steps to Deliver Lesson: Day One: Assess learners prior knowledge on Jefferson, Haitian Revolution, and the slave trade. Day Two: Present Power Point on the development of racism in the nineteenth century and define environmentalism. Day Three: Selected reading- Edwidge Danticat, "*Ignoring the Revolution Next Door*", Time, July 5, 2004. Think-Pair-Share.

Guided Practice: Power Point presentation will be teacher-led and highlight Jeffersonian and then-current views on slavery and race.

Independent Practice: Students will pre-read Section 2, The Louisiana Purchase, in The American Journey (2005) textbook, Glencoe, pages 282-285.

Differentiated Instruction: Alternative credit may be earned by students producing map of territorial expansion and/or the triangular trade. Power Point presentation on a relevant topic to this unit- Jefferson, Haitian Revolution, Toussaint Louverture, can be used for credit.

Lesson Closure: The ideals of Jefferson's Declaration of Independence and the French Revolution, in particular, influence directly the Haitian Revolution. The success of the Haitian revolt and the end of slavery there is paralleled with the entrenchment and expansion of slavery in the southern United States. Jefferson's non-recognition of this republic was in large part due to his status as a slave owner and that a large part of his constituents were also slave-owners.

Resources: www.weblessons.com, www.teachingamericanhistory.org, www.digitalhistory.uh.edu, www.thelouvertureproject.org, www.pbh.org/wgbh/pages/frontline/shows/Jefferson.

Assessment: All learners will receive an objective chapter test. Additionally, learners will develop an essay on Jeffersonian democracy and discuss his views on slavery and race relations. Alternative assessment can involve Power Point presentation on relevant unit topic and/or creation of map on territorial expansion.

Jurying Profile: 6-8 Social Studies.

Creator: Raul Antonio Garcia

Date Created: 7-1-09

Intent: The proposed lesson plan was designed to help bridge the gap between the current textbook expositions afforded to Grade 8 American History students and more recent historiography. The American Journey (Glencoe, 2005), covers the Jeffersonian period in Chapter 9, pages 276- 303. The Haitian Revolution and its centrality in the acquisition of the Louisiana Territory are covered in three brief paragraphs on page 283. One of the main reasons of this lesson plan is to highlight this momentous revolution and the effects on U.S. history within, but not limited to, this time frame.

Scope: Though this plan is designed for Grade 8 learners, this can also be utilized for Grade 11 students. In the current Miami Dade County Public School progression, American History is taught in Grade 8. In Grade 9, World History is taught. There is no mandated Social Studies course in Grade 10, but in Grade 11 American History is taught. The selection of reading passages and excerpts and online sources was framed by considering the reading levels of Grade 8 students as a baseline.

Student Orientation: Though the transatlantic commerce, and specifically the slave trade, was covered in a previous chapter The American Journey, a prelude to this lesson would be to re-visit the so-called "Triangular trade" and the "Middle Passage". Expanded text descriptions and visual aids are provided at the U.N.E.S.C.O. site

[www.http://portal.unesco.org/education](http://portal.unesco.org/education)

The establishment of Haiti as a premier plantation colony is noted by Thomas Bender, A Nation among Nations- America's Place in World History, Hill and Wang, New York, 2006, p.66. St. Domingue/Haiti was "the jewel of the Caribbean sugar islands". Students will pre-read Chapter 9, Section 2, in The American Journey (2005) pages 282-285.

Spatial understanding of the Louisiana Purchase can be accessed by the online www.weblessons.com There is a specific lesson on the Purchase with maps and charts.

This site has been made available to all TAH Masters program in American History grant students through a perpetual license and there are several mandated inclusion lessons, though this is an additional lesson but most relevant to this lesson plan.

Day One: The Criss Strategy of K-W-L will be used to gauge prior knowledge of students about Jefferson and the Haitian Revolution. A chart of three columns is written on the board- the first column is headed “What I know”, the second is headed “What I Need to Know”, and the third is headed “What I Learned”. The intent is to focus on and establish questions and define what were Jefferson’s personal views on slavery and race relations. To explore the mind of Jefferson, students will read the primary source letter from Jefferson to Henri Gregoire, dated February 25, 1809. This was gleaned from www.teachingamericanhistory.org/library/index.asp?document460 This printable document offers insights into Jefferson’s views on race.

Day Two: Students will review the Jefferson to Gregoire letter and Think-Pair-Share their views. Following this, a Power Point presentation on the development of nineteenth century racism will be viewed. This is largely derived from George M. Fredrickson, The Black Image in the White Mind, Wesleyan University Press, 1971, Chapters 1-5. This will be a teacher-guided presentation, with emphasis on Jefferson’s “suspicions” on race and the current of “environmentalism”. In The American Journey (2005), there is no direct mention of Jefferson owning slaves. This is a glaring omission that has been noted by writer James W. Loewen in Lies My Teacher Told Me, Touchstone, New York, 1995. On page 148, Loewen notes this omission and states that Jefferson eventually owned 267 slaves, and also supported the western expansion of slavery. Students will read this excerpt, and will also view the DVD video, Egalite for All: Toussaint Louverture and the Haitian Revolution, Koval Films, Director: Noland Walker, Narrator: Edwidge Danticat, 2009, 60 minutes. Though the film can be viewed within a block schedule class period, it is suggested to view the film in two showings of 30 minutes each for material review and discussion. Michel Laguerre’s Diasporic Citizenship: Haitian Americans in Transnational America, St. Martin’s Press, 1998, can be used for orientation to this historic connection. Additional secondary history evidence is gleaned from Mary A. Renda’s brief narrative that although U.S. merchants supported the rebels in Haiti, the perceived danger of the new black republic by Jefferson and his southern constituents resulted in non-recognition until 1862. (Mary A. Renda, Taking Haiti-Military Occupation and the Culture of U.S. Imperialism, 1915-1934, University of North Carolina Press, Chapel Hill, 2001, p. 29) More evidence is provided, this time about the period prior to Jefferson’s presidency, when in 1792, the U.S. welcomed and in some cases paid for the re-settlement of French colonists fleeing St. Domingue with their slaves. This is found in an overview of Haitian migration by Karen E. Richman, Migration and Vodou, University Press of Florida, 2005, p. 52.

Day Three: Students will read Edwidge Danticat’s essay “*Ignoring the Revolution Next Door*”, *Time*, July 5, 2004, p. 61. This *Time* magazine featured several articles on Jefferson and the article by Danticat eloquently grasps the essential points of this period with respect to the Haitian revolution, which marked its bicentennial birth in 2004. Danticat is the narrator for the film, *Egalite for All*.

Vocabulary: *insurgency, chattel*. Students will Think-Pair-Share their views and compare/contrast this revolution/insurgency with the American Revolution via a Venn diagram or three-column chart. The concept of slaves as property is starkly seen in the 3/5 Compromise during the American Constitutional Convention. This can be supplied as a hint/clue to students as a question: “What was the 3/5 Compromise and what does this have to do with our discussion on Haiti?”

Days Four and Five: Ideally these two days can be scheduled in the computer lab to provide individual exploration of two sites. The first one is

www.digitalhistory.uh.edu/database/article. This offers students a description and synthesis of Jeffersonian republicanism and the Louisiana Purchase.

The second site is www.thelouvertureproject.org, this offers several primary sources such as the “Tobias letter to James Madison” which provides insights into U.S./Haitian relations at this time. It also provides additional links to the Haitian revolution and more about Toussaint Louverture.

Special Assignments: The Microsoft Power Point program I have found to be successful in enlisting students to create a combined text and visual image presentation. Students can select a specific topic and create a series of related slides on the topic with explanatory text. Students additionally learn good documentation practices by documenting both images and textual passages. Electronic submittal also reduces paper costs in school. Students can also individually present these to their class and provide peer feedback and assessments.

Follow-up: Thomas Bender (*A Nation among Nations*, 2006) has documented the high mortality among slaves in the production of sugar in the Caribbean (p. 58-59). The persistence of economic dependency, poverty, political instability, and violence in Haiti is a reality. A more recent work of relevance to students is Edwidge Danticat’s *Brother, I’m Dying*, New York, Vintage, 2007. It is difficult to discuss death and these systemic social conditions in Haiti with students but one method is to use a story. In this work, a folk tale is related to the author by her aunt, in the story of “Father God and the Angel of Death” on pages 142-145. This excerpted text can be read by students and discussed. This story can be the catalyst to open up discussions on how people cope with these conditions and on present-day Haiti. Michel Laguerre’s *Diasporic Citizenship* can also be used for more modern Haitian history, including the transnational experiences.

It has been my experience after teaching middle school for eight years, that it is difficult to cover adequately American History from its colonial beginnings to the present day, in any given school year. Scheduling changes, FCAT testing, the requirement beginning in the 2008-09 school term to provide career training through the social studies department, have all diminished the subject curriculum calendar. Given sufficient time, more modern focuses on U.S. / Haitian relations and history could be addressed. Some of the previously cited sources could also serve to achieve more modern lesson plans. Students will certainly be enjoined to research current events about Haiti to accomplish this.

U.S. Invasion and Occupation of Haiti

by

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Latin American and Caribbean Studies Teacher Summer Institute

2009

Title: U.S. Invasion and Occupation of Haiti.

Grade Level: 8

Subject Area: US History

Lesson Overview: After the Haitian Revolution, Haiti was wrecked with political turmoil. They had seen many presidents in the early 19th century. Between 1911 and 1915 Haiti had seen six different presidents. These domestic weaknesses led to intervention by foreign nations that worsened the political situation. On July 28, 1915 President Woodrow Wilson sent 330 marines into the Port-Au-Prince. Since the US History textbook used in Miami Dade County Public Schools neglects to address the US invasion and occupation of Haiti this lesson will facilitate as an extension to the chapter which focuses on US “Overseas Expansion.” (Chapter 22 of “The American Journey”) With the use of primary and secondary sources this lesson will explore U.S. invasion and occupation of Haiti from 1915-1935.

Objectives:

IA9 Examine a social, political, or economic issue in the United States during the 1920’s that has implications for society today.

IIA14 Discuss the roles of key individuals, including women and minorities, during major historical periods or events in United States and Florida history.

IB1 Assess the impact of physical geography on the development of the United States; e.g., early exploration, colonial settlement, westward movement, development of cities and industries, Civil War, overseas expansion, isolationism, interdependence.

Key Question: Why did the US invade and occupy from 1915-1935?

Key Terms and Individuals:

President Woodrow Wilson
President Andrew Johnson
Haitian President Jean Vilbrun Guillaume Sam
Philippe Sudre Dartguenave
Thomas Jefferson
Toussaint L’Ouverture
Caco Revolutionaries
Occupation
Invasion
Haitian Revolution

Duration:

The lesson will be completed in two class periods (Two days based on block Scheduling.) Day 1 will be spent on exploring student’s knowledge of Haiti and its History and viewing a documentary on Haiti’s History.

Day 2 will be spent of exploring the key Question.

Steps to deliver lesson:

Day1

1. Student's prior knowledge will be activated with the use of the KWL chart. On a sheet of paper student will create a chart with three columns.
2. The first column will be labeled K-know, here the students write everything though already know about Haiti and the US invasion and occupation of Haiti.
3. The second column students will write everything they want to know about the US invasion and occupation of Haiti.
4. The third column will be reserved for what they have learned about the US invasion and occupation of Haiti at the end of the lesson.
5. Students will share their responses for column one and two with the rest of class allowing for discussion.
6. Students will watch a documentary informing them of Haiti's history. The documentary titled *Haiti, land of tragedy: Haiti, land of hope*, Princeton, NJ: Films for the Humanities & Sciences, 2004 traces the history of Haiti from its discovery by Christopher Columbus in the later 15 century to present. This video will provide an opportunity to cover centuries of Haiti's history in 55 minutes thus providing the students with the background knowledge needed for the better understanding of the lesson.

Day 2

7. Students will then break up into groups of 5. Each member of the groups will be given two pieces of documents to read and analyze.
 1. Renda A. Mary, 2001, *A Brief Narrative of the U.S. Intervention and Occupation in Haiti, Taking Haiti: Military Occupation & the Culture of U.S. Imperialism 1915-1940*. The University of North Carolina Press.
This excerpt gives a brief simple narrative of the U.S. intervention and Occupation in Haiti. It includes the influence the Haitian Revolution had on the United States up to the departure of the US Marines form Haiti.
This link will give you access to Renda's *A Brief Narrative of the U.S. Intervention and Occupation in Haiti*
http://www.ibiblio.org/uncpress/chapters/renda_taking.html
 2. U.S. Department of State *U.S. Invasion and Occupation of Haiti, 1915-1934*
<http://state.gov/r/pa/ho/time/wwi/88275.htm>
This document published on the US Department of State Website is a brief argument for the U.S. Invasion and Occupation of Haiti, 1915-34 form the US State Department
8. While the students are reading they are to answer the Key Question Why did the United States enter into Haiti in 1915?

9. After Students have read the article they will utilize **Think-Pair-Share**, which is cooperative discussion strategy. It allows of structured discussion based on pre-reading and or research.

Think- as students read the documents they will write down their answers to the question posed and they will also write down any question they have after reading.

Pair- Students will then be organized in groups of 5's. This will allow them to discuss what they have read and share their comments, answers, and ask questions allowing a group member to respond.

Share- After the students are finished discussing, they will share with the rest of the class their response to Key Questions1.

This also allows for open class discussion. Students can share with the whole class their analytical thoughts thus sparking discussions based on they knowledge they acquired based on the readings.

10. Students will then fill in the third column of their KWL chart. Under column "L" the students will list everything they have learned about Haiti and the US invasion and occupation of Haiti.

Bibliography:

Joyce Appleby, James M. McPherson, Alan Brinkley, The national Geographic Society, 2005, *The American Journey*, Time School Publishing collaboration with Glencoe/McGraw Hill

This the 8th grade United States History textbook use by Miami Dade County Public Schools.

Mary A. Renda. 2001, *Taking Haiti: military occupation and the culture of U.S. imperialism, 1915-1940*, Chapel Hill: University of North Carolina Press

This book gives an insightful view of American Imperialism in Haiti. Renda Explores in Part 1 of the book the Occupation by United States in Haiti. She spends a great deal time exploring the interaction between Haitians and the US Marines.

Brenda Gayle Plummer. 1988, *Haiti and the Great Powers, 1902-1915*, Louisiana State University Press

This book explores Haiti's straining connection to Europe and the invasion and occupation of Haiti by the United States. The author argues US occupation was led to the penetration of US business's which economic interest became the United States key interest in Haiti.

Magdaline W. Shannon.1996, *Jean Price-Mars, the Haitian elite and the American occupation, 1915-1935*, New York: St. Martin's Press.

The book revolves around *Jean Price-Mars* who was a writer and leader during the time of the US occupation of Haiti. He was a firm believer in the equality of all Haitians and worked to restore public faith with the elite leadership including the American Administrators.

Hans Schmidt, 1995, *The United States occupation of Haiti, 1915-1934*, New Brunswick, N.J. Rutgers University Press.

This book as the title says gives a good overview of the US occupation of Haiti. It explores the events taking place before and after the invasion of Haiti by the US. The author spends time not only looking at the political side of the occupation but also human aspect of it. The author like Renda spends time exploring the interaction between the US Marines and Haitians.

Chester Arthur Millspaugh, 1970, *Haiti under American control, 1915-1930*, Westport, Connecticut, Negro Universities Press

This book gives an inside view of America's Haiti policies. Chester Arthur Millspaugh was a financial advisor to Haiti from 1927-29. The author uses statements, policies, and treaties and other various forms of primary evidence to give a detailed look at the US occupation of Haiti.

Articles:

U.S. Department of State U.S. *Invasion and Occupation of Haiti, 1915-34*, <http://www.state.gov/r/pa/ho/time/wwi/88275.htm>

This document published on the US Department of State Website is a brief argument for the U.S. Invasion and Occupation of Haiti, 1915-34 from the US State Department

George W. Brown, 1923, *Haiti and the United States* The Journal of Negro History. Vol. 8 No. 2. pp 134-152, Association for the study of African American Life and History. Inc.

This article provides an insight into the US thoughts and surveys of Haiti. It provides the reader with an insight into the early interaction of Haiti and why Haiti is at a great strategic commercial position geographically for the United States.

Video:

Antoine Léonard-Maestrati, 2004 *Haiti, land of tragedy: Haiti, land of hope*, Princeton, NJ: Films for the Humanities & Sciences

This documentary traces the history of Haiti from its discovery by Christopher Columbus in the later 15th century to present. This video will provide an opportunity to cover centuries of Haiti's history in 55 minutes thus providing the students with the background knowledge needed for the better understanding of the lesson.

The Impact of the Haitian Revolution on American Slavery

by

Michael Jon Littman

Florida International University Teaching American History
Latin American and Caribbean Studies Teacher Summer Institute

2009

Lesson Plan

The Impact of the Haitian Revolution on American Slavery

Rational: The student should be able to see the connections between the Haitian Revolution and how that revolution changed the way free Americans like John Brown, American slave owners like Jefferson Davis and American slaves like Frederick Douglass subsequently interacted with each other.

Objective: After a unit on slavery and examining primary source documents the student will predict, via an essay and in-class debates, possible impacts of the Haitian Revolution on American Slavery

Activity:

1. The teacher will begin with a discussion of the predecessor events of the Haitian Revolution and the subsequent violence using selected readings. Each student will construct a map showing the location of Haiti in relation to its neighbors circa 1800.
2. The students will be broken up into their small groups. Each group will be given a specific task to research and report to the class:
 - a. Economic causes of the Haitian Revolution
 - b. World/Global events and the Haitian Revolution
 - c. The road to liberation in Haiti
 - d. Possible effects of Haitian liberation on the Americas
3. The student small groups will report to the class on their findings with a question/answer session to follow each presentation.
4. The teacher will construct a time line of the Haitian Revolution with the assistance of the small groups and their findings
5. The teacher will refer to the presentation of the last group (effects of liberation) and ask the class to predict possible repercussions of the Haitian Revolution on the relationship between slave and master in the USA.
6. The class will hear arguments of the impact of the Haitian Revolution on American Slavery in debate form.

Evaluation: The student will be graded in the following fashion

1. Participation in small group activity (1 grade)
2. Predictive essay (2 grades)
3. Participation in debate (1 grade)

Materials: The teacher will supply the following materials

1. American Sugar Kingdom by Cesar Ayala Page 16
2. The Haitian Revolution (1791-1804): A Different Route to Emancipation by Prof. Jeremy Popkin, University of Kentucky (selected primary source quotes from his appendix shown below as Appendix A)
3. International Repercussions of the Haitian Revolution, by John E. Baur Page 394
4. The Haitian Revolution And The Forging of America by Jim Thompson (primarily for the excellent primary sources in the appendix but also the analysis in the essay. Shown below as Appendix B)

Appendix A **Primary Sources From Popkin**

French Attitudes Toward Africans and Slavery on the Eve of the French Revolution (1789) (two citations from Pruneau de Pommegorge, Description de la Nigrité (1789))

“If religion did not teach us beyond any doubt that we are all descendants of a single man, one would certainly believe that, just as he did with dogs and parrots, God created several species of men at the same time.” (59)

“By what right do we permit ourselves to take men like ourselves away from their homeland? To cause massacres and continual wars there? To separate mothers from their children, husbands from their wives? To cause those who are too old to be sold to be massacred... in front of their children, because of our lust to buy these unfortunates?”
(215)

The First Mention of Toussaint in a French Document (1792)

“At the Time of so hazardous an Occurrence as this was, *Toussaint, of Breda*, Biassou’s Aid de Camp [Biassou was one of the rebel leaders], braving all Danger, attempted to save us, though he might have been himself the Victim to this Monster’s Rage. He represented to him, that we could not, and ought not to be thus sacrificed, without being imprisoned, and calling a Court Martial upon us.” (Gros, An Historick Recital, of the Difference Occurrences in the Camps of Grande-Reviere... by M. Gros, 62. Gros had been taken prisoner by the blacks during the insurrection.)

A White Combatant Describes the Behavior of a Captured Black Rebel

The anonymous French author captured a black rebel who was about to be executed. The man told him, “‘It is the Devil who gets inside this body of mine. I am a good nigger, but against my will the Devil is too strong.’ His excuse made me laugh despite my anger, and had I been alone, I would certainly have saved him.” The other white soldiers were less sympathetic, however, and insisted on executing the man. “When he saw that his fate was sealed, he began to laugh, sing, and joke. At times, however, reviling us in a furious tone, at times jeering at us in mockery. He gave the signal himself and met death without fear or complaint.” (My Odyssey, 33-4).

Toussaint’s First Public Appeal to the Population of Saint Domingue (1793)

“I am Toussaint Louverture. My name is perhaps know to you. I have undertaken to avenge you. I want liberty and equality to reign throughout Saint Domingue. I am working towards that end. Come and join me, brothers, and combat by our side for the same cause.” (George Tyson, Toussaint L’Ouverture, 28)

The French General Rochambeau describes Toussaint in 1796

“Wanting to travel and to see the Africans for myself, with my own eyes, to determine whether it was possible to get them back to work after they had been so suddenly emancipated, I visited the provinces of the north and the west and I stopped for a while in Gonaives where I stayed with Toussaint Louverture. I conferred with him, he seemed to have some ideas about how to conduct military operations... He is religious, a friend of order, and submits to the new laws through which he obtains all the respect he desires. He certainly has his own little ambition which he carefully tries to hide... I don't know if he will settle for a supporting role when he can or wants to play the leading one... The blacks in the North worship him and I fear... that he may overawe the agents of the Directory.” [The Directory was the French republican government set up after the end of the Reign of Terror; it was overthrown by Napoleon Bonaparte in 1799].

A French Legislator's Explanation of the Slave Revolt (1797)

“In the midst of the general exaltation of passions caused by the Revolution, when the word liberty was in everyone's mouths, even those of the white colonists who used it to claim tyrannical power and political independence for themselves, when the symbols of freedom were displayed everywhere, it would have been odd indeed if the blacks alone had been deaf to the sound of a word that promised them a condition so different from the one they were suffering under. They saw the whites fighting among themselves and alienating the mulattoes. They outnumbered the whites ten to one. One would have to have a very poor understanding of human nature to think that, in such a situation, the blacks needed any inspiration other than this impulse that is irresistible for all living creatures...” (Garran-Coulon, Rapport sur les Troubles de Saint-Domingue, 2:194)

A French Comment on the Slave Army (1797)

“The blacks... showed their political intelligence after the victory. It is reported that they did not lose a man, that many of their units were better armed than the whites themselves, and that they maintained an excellently coordinated fire.” (Garran-Coulon, 2:609)

A White Plantation-Owner Describes the Behavior of Emancipated Blacks (1799)

“They profit from their present preponderance to vex the whites, humiliate them whenever the circumstances permit, by outbursts, thefts, or insults that aren't punished. ‘You punished me, now I punish you!’ That is their unanimous cry.” (Descourtilz, Voyages (1809), 2:452-3)

Toussaint Justifies His Forced-Labor Program (1800)

“In order to secure our liberties, which are indispensable to our happiness, every individual must be usefully employed, so as to contribute to the public good... Whereas, since the revolution, labourers of both sexes, then too young to be employed in the field, refuse to go to it now under pretext of freedom, spend their time in wandering about, and give a bad example to the other cultivators... I do most peremptorily order as follows: “Art. 1. All overseers, drivers, and field-

negroes are bound to observe, with exactness, submission, and obedience, their duty in the same manner as soldiers.... Art. 3 “All field-labourers, men and women, now in a state of idleness, living in towns, villages, and on other plantations than those to which they belong... are required to return immediately to their respective plantations...” (G. Tyson, Toussaint L'Ouverture, 52-3)

A French Description of Toussaint in 1801

“Toussaint, at the head of his army, is the most active and indefatigable man of whom we can form an idea... His great sobriety, the faculty, which none but he possesses, of never reposing, the facility with which he resumes the affairs of the cabinet after most tiresome excursions, of answering daily a hundred letters, and of habitually tiring five secretaries, render him so superior to all those around him that their respect and submission are in most individuals carried even to fanaticism. It is certain that no man, ion the present times, has obtained such an influence over a mass of ignorant people as General Toussaint possesses over his brethren in St. Domingue.”

Appendix B

Primary Sources From Thompson

EXAMPLES OF LAWS AND REGULATIONS ENACTED IN SUBSTANTIAL PART IN REACTION TO THE HAITIAN SLAVE REVOLT

- In 1794 and 1800, the federal government passed anti-slave trade laws to prevent the possible spread of the Haitian slave revolt to the U.S. The first prohibited citizens from equipping ships engaged in slave trade commerce, and the second prohibited Americans from serving aboard such ships or from having any interest in their voyages. (Aptheker, 45).
- Beginning in 1792, southern states, including South Carolina, Kentucky, North Carolina, Georgia, and Maryland, passed laws restricting slave trade as a means of preventing the possible infection of the U.S. by the Haitian rebellion. South Carolina's statute prohibited the importation by any one person of more than two slaves, and required that the slaves imported be for personal use only. This law was subsequently modified to retain a total ban only with respect to slaves from the West Indies or South America. However, all imported slaves had to be accompanied by a statement signed by two magistrates attesting that the slaves had not been involved in any insurrection or revolt. (Ibid., 73-74).
- In 1797, Baltimore, Maryland passed an ordinance declaring all slaves imported from the West Indies between 1792 and 1797 to be "dangerous to the peace and welfare of the city" and ordering their masters to banish them. (Ibid., 74).
- Many southern states enacted measures restricting the civil liberties of blacks, including laws forbidding meetings of slaves without the presence of whites, prohibiting the assembly of blacks on city streets after dark, requiring slaves to have passes when off plantation, forbidding slaves to possess weapons, and providing severe penalties for sedition. (Ibid., 73-74).
- A South Carolina regulation made it necessary for a magistrate and five freeholders to approve a document of manumission, freeing slaves from bondage. One of the stated reasons for this regulation was a concern that slaveholders would release slaves "of bad or depraved character" who might incite rebellion once freed. (Ibid. 75)
- Freed blacks were restricted in their right to hold certain jobs or learn certain trades that might make it easier for them to organize a rebellion. They were also restricted in their freedom of

movement from state to state or county to county. (Ibid., 77-78).

- In some states, blacks were prevented from testifying in court against white persons; this restriction had the effect of preventing blacks from defending themselves against charges that they were part of a slave conspiracy. (Aptheker,77).
- Shortly after the Vesey Plot to burn Charleston was aborted, white Carolinians took measures to ensure that free blacks were given even less freedom. As part of this effort, in December 1832, the South Carolina legislature enacted the Free-Colored Seamen's Act, requiring that all free blacks employed on incoming vessels be detained in jail while their ship was in port. (Hunt, 120).

Annotated Bibliography

PRIMARY SOURCES

A Particular Account of the Commencement and Progress of the Insurrection of the Negroes in St. Domingo. London: J. Sewell, 1792.

This is a translation of a speech made to the French National Assembly by the Deputies from the General Assembly of St. Domingue explaining the origins of the slave revolt. The viewpoint presented is that of the white planters. The speech describes in graphic detail the horrors of the slave insurrection and the gruesome murder of the white population at the hands of the slaves. The Deputies suggest that there would not have been an insurrection except for the activities of the Amis de Noirs (literally "Friends of the Blacks") which fomented discontent among the black population. This speech is interesting because it is a first person account and helpful in explaining the position of the white planters.

An Inquiry into the Causes of the Insurrection of the Negroes in the Island of St. Domingo. Philadelphia: Crukshank, 1792.

Like the preceding entry, this too is a translation of remarks made to the French National Assembly looking into the causes of the slave revolt in St. Domingue. Unlike the previous entry, however, these remarks reject the arguments of the white planters as to the origins of the revolution and instead lay the blame at their feet. This report suggests that the unwillingness of the white planters to extend equal rights to the mulattos was the source of the discontent which eventually spread to the slave population.

Aptheker, Herbert. *American Negro Slave Revolts.* [1943] 5th ed. New York: International Publishers, 1987.

This book could be considered both a primary and a secondary source. It is a complete and very well documented account of the history of resistance to slavery in the United States. The author's analysis is insightful and was very helpful to me in preparing my paper. However, what was even more helpful was the primary source material which helped document just how big an impact the Haitian Revolution had on the United States in the pre-Civil War period. This book is one of the best sources I found.

Howard, Thomas Phipps. *The Haitian Journal of Lieutenant Howard, York Hussiers, 1796-1798*. Knoxville: University of Tennessee Press, 1986.

This is a first-hand account of the Haitian Revolution written by a lieutenant in a regiment of the British expeditionary force sent to St. Domingue. As was true of the French forces, the British forces were repelled and soundly defeated by the Haitian army led by Toussaint L'Ouverture. This journal vividly describes Lieutenant Howard's experiences during the final two years of Britain's occupation of St. Domingue. The editor of this book notes that it is probably "the only reliable firsthand military account in English" of the slave uprising. The journal is interesting because of what it tells us about the slave rebellion and the military history of a doomed expedition. In the process, it provides insight into the military leadership of Toussaint from someone who fought against him.

Lassat, Pierre-Clement de. *Louisiana, Napoleon, and the United States*. Lamham: University Press of America, 1989.

This book, written by the man who was designated by Napoleon to become the governor of French Louisiana, is an excellent primary source of information pertaining to the events leading up to the sale of Louisiana to the United States. The book contains particularly interesting insights into Napoleon's thought process in deciding precipitously to sell Louisiana.

Marbois, M. Barbe. *The History of Louisiana*. Baton Rouge: Louisiana State University Press, 1977.

This primary source, written by the then-French Minister of the Treasury, provides not only a masterly written and very informative account of the history of Louisiana but also first person insight into the thoughts of Napoleon at the time he decided to sell the Louisiana territory to the United States. The author was the French representative to the negotiations which led to the sale of Louisiana.

Mullin, Michael, et. *American Negro Slavery: A Documentary History*. Columbia: University of South Carolina Press, 1976.

This book traces the history of black slaves in America through original primary source materials, including diaries, public records, newspaper accounts, and personal correspondence. These documents help you understand what it was like to be a slave in America, as well as how the slaves were perceived by white society. For purposes of my paper, the book was useful because it contained a series of accounts pertaining to Denmark Vesey, the leader of one of the largest planned slave insurrections in U.S. history, and a man who clearly drew inspiration from the Haitian slave revolt. Vesey was born in Africa and was brought to the Caribbean, and specifically to St. Domingue, by his master. He had an opportunity to observe first hand the Haitian revolt. Vesey eventually purchased his freedom with a lottery ticket, after which he moved to the United States and settled in Charleston, South Carolina, a city which had a long history of contact with the West Indies. There he carefully planned a slave revolt involving thousands of slaves. His plans were to take the entire city and, eventually, to escape to Haiti. His plot was foiled, however, and Vesey and thirty-five others were tried and hanged. One of the excerpts in this book reports on the Vesey trial, in which Vesey took the stand and defended himself.

Ott, Thomas O. *The Haitian Revolution*. Knoxville: University of Tennessee Press, 1973.

This book could be listed as both a primary and a secondary source. Although it is written by a contemporary author, it contains much primary source material. The book is a history of the Haitian

Revolution told in large part through first hand accounts. It has a particularly good discussion of the consequences of the Revolution for the United States. This source provided me with first hand explanations of the events that were taking place in Haiti at the time of the rebellion. This book does a particularly nice job of telling, through first hand accounts, of the impact of the Haitian Revolution on the South.

Parham, Althia de Puech, ed. *My Odyssey: Experiences of a Young Refugee from Two Revolutions by a Creole of Saint Domingue*. Baton Rouge: Louisiana State University Press, 1959.

This is the first person account of the French and Haitian Revolutions told by a young French Creole author (16 years old at the time of the events described in the book) whose family fled the terrors of the French Revolution in 1791 and moved back to Haiti seeking asylum. Unfortunately, they returned to St. Domingue just in time to be caught up in the slave revolt. The family stayed in St. Domingue about two years, during which time the young author fought on the side of the French planters in many uprisings. After the horrible massacre and burning of Cap Francais, a major city in St. Domingue, the family once again fled, this time to the United States.

Although I wasn't able to use this book very much in my paper, due to page constraints, it is a fascinating account of the Haitian Revolution from the perspective of an actual participant. According to the editor, who is a distant relative of the author, this is the only first person account available which is told from the side of the French planters. This book provides a fascinating account of the situation in St. Domingue immediately prior to the slave revolt, the events that actually took place during the author's two visits to the embattled island (the second coming in 1794 when the author returned to St. Domingue from the United States to fight on the side of the French against the rebels.

Rus, Martin. *Night of Fire: The Black Napoleon and the Battle for Haiti*. New York: Sarpedon Publishers, Inc., 1994.

Although this book could be considered a secondary source, I have treated as a primary source because of its many primary source quotes. The book traces the history of the Haitian Revolution from the pre-Revolution brutality leveled by white plantation owners at the slaves to the uprising itself.

Ryan, Mary C., ed. *The Louisiana Purchase*. Washington, D.C.: National Archives and Records Administration, 1987.

This book contains copies of documents pertaining to the purchase by the United States of the Louisiana territory, including the actual purchase agreement. It also contains a good discussion of the consequences for the United States of the purchase of the Louisiana territory.

Stephen, James. *The Crisis of the Sugar Colonies; or An Enquiry Into The Objects and Probable Effects of the French Expedition to West Indies*. London: J. Hatchard, 1802.

This document consists of a series of four letters written by a James Stephen to the British Prime Minister offering advice concerning the situation in St. Domingue following the slave uprising and on the eve of Napoleon's ill-fated attack. It is unclear who Mr. Stephen is and whether his letters are an official report solicited by the Prime Minister or simply voluntary comments. The letters are interesting for a number of reasons. In the first letter discussing conditions in the West Indies that led to the slave

insurrection, Mr. Stephen provides an excellent description of the harsh conditions under which the St. Domingue slaves were forced to work. The other part of these letters which I found to be of particular interest were the British predictions as to what Napoleon was intending when he sent troops toward St. Domingue. The author of these letters guessed correctly that Napoleon wanted more than simply to persuade Toussaint and his band of rebels to swear allegiance to the French. Instead, the author predicts that Napoleon is bent on restoring slavery. The author suggests that, at the outset, Napoleon should have little trouble subduing the rebels. However, once the former-slaves become aware of French intent to reinstate slavery, this author predicts that the mass of blacks will rise up again, placing in jeopardy the French invasion.

Toussad, Louis de. *Justification of Lewis Tousad Addressed to the National Convention of France*. Philadelphia: Daniel Humphrirs, 1793.

This is a rather pathetic plea from a man who led French forces during the slave rebellion written from prison, professing his innocence to charges that he conspired with the black insurgents against the citizens of St. Domingue. Although the events which gave rise to Mr. Tousad's imprisonment are not entirely clear, this report was interesting because it reveals just how many factions were in conflict during the Haitian Revolution.

Tyson, George F., ed. *Toussaint Louverture*. Englewood Cliffs: Prentice Hall, Inc., 1973.

This book is an excellent source of commentary on Toussaint Louverture, the Haitian Revolution, and its aftermath, told largely through the first person accounts of people who lived during this period in history. It gave me a good perspective on the fact that Toussaint was a highly controversial figure, feared by some people and very much loved by others.

The First U.S. Occupation of Haiti, 1915-1934

by

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Latin American and Caribbean Studies Teacher Summer Institute

2009

Lesson Outline to Be Used with the Document Based Question “The First US Occupation of Haiti, 1915-1934”

Since Miami-Dade County Public Schools does not have its own set of curricular standards for Advanced Placement United States History, I have appended two excerpts from my own syllabus, which I currently use to teach the class that students refer to as “APUSH.” In the first excerpt below, I have listed the relevant sections of the course outline published by the College Board, the makers of the Advanced Placement exam.¹ All page numbers are for the student textbook *America: Past and Present*.² Dates are the result of my own goal-setting process as well as the fact that the exam is given in early May each year. The 2010 exam is scheduled for Friday, May 7. It is imperative to keep the course moving.

17. Populism and Progressivism Dec 10-14
Agrarian Discontent and Political Issues of the Late 19th Century (pp. 572-650)
Origins of Progressive Reform: Local, State and National
The Progressive Presidents: Roosevelt, Taft and Wilson
The Role of Women: Family, Workplace, Education, Politics and Reform
Black America: Urban Migration and Civil Rights

33 Percent of the APUSH Exam Deals with Material between the Years 1915-1989; We Will Cover the Following Material in about 10 Weeks or about 33% of the Time Before the Exam.

18. The Emergence of America as a World Power Dec 17-21
American Imperialism: Political and Economic Expansion (pp 655-717)
War in Europe and American Neutrality
The Great War at Home and Abroad
The Treaty of Versailles
Postwar Society and Economy

19. The New Era: the Roaring Twenties Jan 7-11
The Business of America and the Consumer Economy (pp. 717-749)
Republican politics: Harding, Coolidge and Hoover
The Culture of Modernism: Science, Art, Entertainment
Responses to Modernism: Religious Fundamentalism, Nativism and Prohibition
African Americans and Women Strive for Equality

¹ The complete document called the “Recommended Course Outline” can be found at: http://www.collegeboard.com/student/testing/ap/history_us/topic.html.

² Divine, Et al. *America: past and Present*. New York, Pearson, Longman & Co. 2005.

Below, I have attached the unit outline from the same Advanced Placement syllabus.³ The US Occupation of Haiti DBQ will be used to address theme number one below: The Changing Role of the US in world affairs.

Unit 10: Imperialism and World War I (3 Weeks)

Themes:

- 1.** The changing role of the US in world affairs — from isolationism to world power, including an in-depth look at the US occupation of Haiti: 1915-1934
- 2.** US motives in World War I and post-war agreements.
- 3.** Presidential and congressional roles in policy management.

Content:

Reasons for new interest in world affairs

Spanish-American War

- Cuban situation and US reaction
- Military preparedness and action
- Philippine Annexation — debate and results
- Open Door Policy
- Teddy Roosevelt's "Big Stick" Diplomacy
- Roosevelt Corollary and applications
- Panama intervention and canal building
- Taft's Dollar Diplomacy
- Wilson's "Moral" or "Missionary" Diplomacy
- Relations with Panama, Mexico, Haiti, Philippines
- Neutrality, 1914-1917
- World War I as a war to "make the world safe for democracy"
- Various interpretations of US motives in World War I
- World War I at home
- Harassment of German-Americans
- Women and minorities
- Espionage and Sedition Acts
- Business and Labor relations
- Creel Committee — wartime propaganda
- Treaty negotiations and Senate rejection of Versailles Treaty

Major Assignments and Assessments: 1.) Simulated debate over Philippine annexation 2.) Political Cartoons: Students create one cartoon representing either pro-annexation sentiment or one representing anti-annexation sentiment.

World War I Position Statement:

Students evaluate documents and make reports and position statements on whether the US claim to be fighting a war to "make the world safe for democracy" was a valid claim. Groups evaluate the following sets of documents and readings:

³ The syllabus for an Advanced Placement class must be submitted for approval by the College Board for approval. I wrote this syllabus in 2006, when I began teaching the AP course.

1. US neutrality statements, submarine warfare experiences, Zimmerman Note, Fourteen Points
2. US trade and loan figures, Nye Commission report
3. Fourteen Points, Wilson War Message, Versailles Treaty negotiations (US positions)
4. Documents from the First US Occupation of Haiti: 1915-1934.

Culminating Activity: DBQ The First US Occupation of Haiti – In class writing activity and document fair.

The Textbook and the Curriculum

While *America: Past and Present* does a good job overall of describing the Wilson-Era foreign policy episodes in Latin America and the Caribbean, the book chooses US involvement in Mexico as an in-depth example of the involvement of the United States in the region during period of the US occupation of Haiti.⁴

The book devotes only one sentence to the US occupation of Haiti. “In 1915, he [Wilson] sent marines into Haiti to quell a revolution; they stayed until 1934.”⁵ What *America: Past and Present* lacks in detail, it makes up for in its summary of American interventionist attitudes during the era of Wilson. The authors tell us that Wilson’s goals were “laudable,” that he wanted to help Mexico develop. The authors criticize Wilson’s “motives and methods” as “condescending,” they take a skeptical view of him for trying to impose “gradual progressive reform” and for “interfering in the affairs of another country” with “little forethought.”⁶

Since the College Board does not mandate any set topical outline and their recommended outline lists “The Changing Role of the US in World Affairs,” I feel that the teacher should make the decision whether to offer additional material in place of the heavy focus on Mexico or to offer the experience of another country as a comparison. I choose to employ the latter option. The experience of Haiti under US occupation brings in the important element of race (and, as historian Mary Renda suggests, gender).⁷ Comparing the experiences of two or more countries with their powerful neighbor to the north can show that there was continuity to the approach of Wilson’s foreign policy.

Reading Assignments

In addition to the assigned reading listed above, each small group of students will be assigned a short section from one of the major secondary sources listed in the bibliography. Students will be encouraged to identify differing interpretations among the various historians as their group makes a 5 minute

⁴ Divine, Et al, page 695.

⁵ Divine, Et al, page 694.

⁶ Divine, Et al, page 694.

⁷ Mary A. Renda, *Taking Haiti*, (Chapel Hill, 2001).

presentation to the class. The groups should focus on making the main points and events clear to the class.

The first assignments come from the work of the historian Mary A. Renda. Renda argues that the US occupation of Haiti was part of a larger culture of US imperialism and that gender played a large part in determining the behavior of the Marines sent to fight in Haiti. Her introduction offers an excellent review of Haitian history up to 1915 and the conditions and influences that impacted both the Marines and the Haitians.⁸

Assign one group to report on each section.

Pages 46-53 Overview of Haitian History, 1791-1915

Pages 53-62 American Marines, Who They Were and Where They

Pages 74- 80 Indoctrination, What the Culture of the Marines Was Like

Pages 80-88 First Impressions, What the Marines Initial Experience Was Like

It is also necessary to include reading selections from what many authors refer to as the classic work on the US occupation, *The United States Occupation of Haiti, 1915-1934* by Hans Schmidt. Schmidt views the occupation through the lens of the World War I era, arguing that military considerations trumped race, gender and imperialism.⁹

Assign one group to report on each section.

Pages 42-63 The Decision to Intervene

Pages 64-81 The Intervention

Pages 83-107 The Marines Take Charge

Pages 108-134 Reorganization and Rationalization

For the first hour, the teacher should facilitate student presentations; adding detail where appropriate and helping the students take good notes. Once students begin to demonstrate a basic understanding of the US Occupation of Haiti, the document fair can begin.

The Document Fair

Ask students to turn a piece of notebook paper sideways and make five vertical columns on it. Label the columns from left to right as follows:

- Letter and Name of Document
- Author
- Audience
- Effect on Your Opinion
- How a Historian Could Use the Document

Take four copies of the Document Based Question and cut it up so that you have four copies of Document A, four copies of Document B, and so on. Divide the students into groups of two, three or four (depending on class size) and give the

⁸ Renda, Mary A. *Taking Haiti: Military Occupation and the Culture of US Imperialism, 1915-1934*. Chapel Hill: The University of North Carolina Press, 2001.

⁹ Schmidt, Hans. *The United States Occupation of Haiti, 1915-1934*. New Brunswick, N.J.: Rutgers University Press, 1971.

first group Document A, the second group Document B and so on. Walk the students through the first round and help them fill the chart out.

Remind students that on the AP exam, they will have 15 minutes to read all of the documents. Consider timing students so that they work more quickly. Each time they finish, ask the students to switch documents with the group to their right. When every student has had a chance to analyze all of the documents, collect the students work and grade them on the presentations and the chart, just the chart or just wait and grade only the document based question the next class when the students write it under timed exam conditions.

Follow-Up Activity

Read the either the article by Henry Lewis Suggs or the one by Brenda Gayle Plummer on the African American press and its coverage of the US occupation of Haiti.¹⁰ Ask students to discuss why the African American press might have had such a different opinion on matters such as these. Do differences exist in media coverage today between minority and majority media?

¹⁰ Suggs, Henry Lewis. "The Response of the African American Press to the United States Occupation of Haiti, 1915-1934." *The Journal of African American History*, Vol. 87, The Past before Us (Winter, 2002), pp. 70-82. Published by: Association for the Study of African-American Life and History, Inc. Stable URL: <http://www.jstor.org/stable/1562492>

Brenda Gayle Plummer, "The Afro - American Response to the Occupation of Haiti, 1915-1934" *Phylon* (1960-), Vol. 43, No. 2 (2nd Qtr., 1982), pp. 125-143 Clark Atlanta University. Stable URL: <http://www.jstor.org/stable/274462>

Document-Based Question

The First US Occupation of Haiti: 1915-1934

Using documents A-K and your knowledge of American history, write a well-organized 3-4 page essay. Remember to use 75% or more of the documents, bring in outside information and take a defensible position on what the question asks you to do. Just like the Advanced Placement Exam, you will have a mandatory 15 minute reading period and 45 minutes to write the essay itself.

To what extent was the US occupation of Haiti motivated by the desire to improve the lives of the Haitian people? To what extent was it motivated by other factors?

Document A

US Occupation Aids Haiti, Says Russell

WASHINGTON— The American occupation of Haiti is so successful that the “future of Haiti has never been brighter,” General John J. Russell, American high commissioner in Haiti, declared in his first report to the State Department on the administration of the “Black Republic.”

It is believed, declared Russell in part, “that a continuance of the present policy of cooperation with Haitian government, together with a maintenance of sincere and earnest cooperation that has been given by it during the past eight months, can lead but to development and progress of Haiti, maintenance of peaceful conditions and increased welfare and prosperity of the Haitian people.”

Wall Street Journal, April 18, 1923

Document B

My dear Mr. Secretary,

After you have had a chance to read and reflect fully upon Mr. Fuller’s report, I would very much value an expression of your opinion as to what ought to be done in Haiti, and how it ought to be done. It gives me a good deal of concern. Action is definitely necessary and it would be a mistake to postpone it long.

Faithfully Yours, W.W.

Letter from President Woodrow Wilson to Secretary of State William Jennings Bryan, July 2 1915

Document C

...The President said a French cruiser had gone into Haiti to protect the French bank there. He immediately dispatched an American cruiser, thanked the French government for what they had done and told them he would relieve them. He said while Bryan was always using the "soft pedal" in negotiations with Germany, he had to restrain him when he was dealing with Santo Domingo, Haiti and such small republics....

From the Diary of Colonel House, June 24, 1915.

Document D

To the Congress of the United States:

In my Message to Congress of the 3rd instant I indicated my concern as to the future of our policies in Haiti. I stated that we have there about 700 marines, and that we are confronted with a difficult problem, the solution of which is still obscure. I further stated that if Congress approves I shall dispatch a Commission to Haiti to review and study the matter in an endeavor to arrive at some more definite policy than at present.

Our representatives in Haiti have shown great ability and devotion, and have accomplished signal results in improvement of the material condition of that people. Yet our experience has revealed more clearly than was seen at first the difficulties of the problem, and the entire situation should be reviewed in the light of this experience.

Since the dispatch of my Message disturbances in Haiti emphasize the importance of such an investigation and determination of national policies in the immediate future.

The students at the Agricultural School at Damien went on a strike on October 31st as a protest against a new policy of the Haitian Government. The Haitian Government had heretofore allotted \$10,000 per annum to this School for scholarships but this year it withheld \$2,000 of the appropriation in order to make it possible for needy students to perform practical school work on the grounds. Sympathetic strikes were subsequently declared in the medical and law schools. President [Louis] Borno appointed a committee of Haitians to inquire into the matter and it seemed probable at the time that recommendations presented by this committee and accepted by the authorities would adjust the difficulty. Unfortunately, advantage was taken of the situation by various agencies to foment disturbances against the Haitian Administration and on December 3rd the American High Commissioner reported that the strike movement had spread throughout the country and that it was feared that the Haitian employees of the departments under American Treaty Officials might become involved.

On December 4 custom house employees at Port au Prince abandoned their work in a disorderly manner and crowds have gathered in Port au Prince. At the same time there were reported demonstrations by crowds at Cape Haitian in

sympathy with the disturbance in Port au Prince. The American High Commissioner reported that on the morning of December 4 it was feared that disorderly conditions would arise at Aux Cayes and similar disturbances were possible at other places.

The High Commissioner has asked that additional Marines be in readiness to make sure that if the situation becomes serious American lives will be protected, and the force he has suggested has been ordered dispatched for that purpose.

I feel that it is most desirable that the Commission mentioned in my Message of December 3 be constituted and sent to Haiti without delay and I, therefore, request the Congress to authorize the immediate sending of such a Commission and to appropriate for this purpose \$50,000. It is my intention to include one or two Members from each House of Congress on this Commission.

HERBERT HOOVER
The White House
December 7, 1929

Document E

May 28, 1929

My dear Dr. Buell,

There are two persons who have been in close touch with Haiti, whom I think you ought to consult. One is Ulysses G. Bassett, 1505-12th Street, NW, Washington, DC. His father [Ebenezer D.] was United States Minister to Haiti, and he has since kept in touch with the best class of Haitians. He receives a good many confidential documents, and has much information. The second person is Napoleon B. Marshall, 229 West 135 Street, NY. You probably know him. Harding started to appoint him United States Minister, but finding that the banking interests did not want this, he compromised and sent Marshall to Haiti, as a sort of clerk with indefinite duties. Marshall has stayed there many years and knows much of the inside workings of the American Occupation. He has recently resigned and is now in New York. I feel very strongly and in accord with the conclusions of the report edited by Emily Greene Balch. I think we ought to make a definite promise of withdrawal at a certain time; then we ought to withdraw the marines [sic] immediately, and then we ought to send to Haiti civilian helpers in every line of education and social uplift. Especially we ought to stop the beginning of the land monopoly and exploitation and restore to their rightful leadership the educated class of Haiti with every effort to induce them through example and advice to lead a movement for the uplift of the masses.

Very sincerely yours,
W.E.B. Du Bois

Document F

Honored Minister,

Despite the principles, of international law usually adopted by civilized nations, and coming out of Great War in Europe, the American Government got involved in the internal affairs of the small republic of Haiti and imposed a rule whose approval by the Haitian Parliament was guaranteed enforced by military occupation.

We were ready to accept this rule and follow its obligations, despite the threat to our autonomy and the dignity of our free and independent people. But the false promises, given by the Yankees, when they invaded our land, brought in almost four years of continuous insults, incredible crimes, killings, theft and barbarian acts, the secrets of which are known only to Americans.

Today we lost patience and we reclaim our rights, rights, ignored by the unscrupulous Americans, who by destroying our institutions deprive the people of Haiti of all its resources and devour our name and our blood. For four years, cruel and unjust Yankees brought ruin and hopelessness to our territory. Now, during the peace conference and before the whole world, the civilized nations took an oath to respect the rights and sovereignty of small nations. We demand the liberation of our territory and all the advantages given to free and independent states by international law. Therefore, please take into consideration that ten months of fighting has been in pursuit of this aim and that our victories give us the right to ask for your recognition.

We are prepared to sacrifice everything to liberate Haiti, and establish here the principles affirmed by President Wilson himself: the rights and sovereignty of small nations. Please note, honored Consul, that American troops, following their own laws, don't have any right to fight against us.

Dear Sirs (sic), please, accept our distinguished salutations.

Signed by the High Commander of the Revolution

M. Peralte
followed by 100 other signatures

Cacos Leader Charlemagne Peralte
1919

Document G

“...This is not a racial conflict, My Father. We are not that different from the white race that our relationship with it can only be resolved through continual conflict. We are never more at home than in Europe, and in Haiti, the European—more precisely the Frenchman and the German—feels at home. We are willing to marry French women. They don’t die from it nor do they suffer. Germans have married our sisters. They haven’t behaved badly because of it. No, Father Le Ganet, we are not so different from the white race that we cannot live with it without eternal conflict. [...] No, this is not a racial conflict, My Father. It is perhaps worse. It is the collision of two mentalities, not only different, but opposing and contradictory.”

Leon Laleau
Le Choc
1932

Document H

“...Fifth: We take it for granted that the President of Haiti will continue the understanding which this government has had with preceding presidents—namely: That no rights of any kind concerning the use of Mole St. Nicholas will be granted to any other government, or to the nationals of any other foreign government.

While this government would be willing to lease directly or through a Hatien Company in which the United States would be a controlling stockholder, the right to use Mole St. Nicholas, it will not insist on such lease if objectionable to Haiti, but it cannot consent to the lease or use of such harbor by any third power or by the nationals of a third power.”

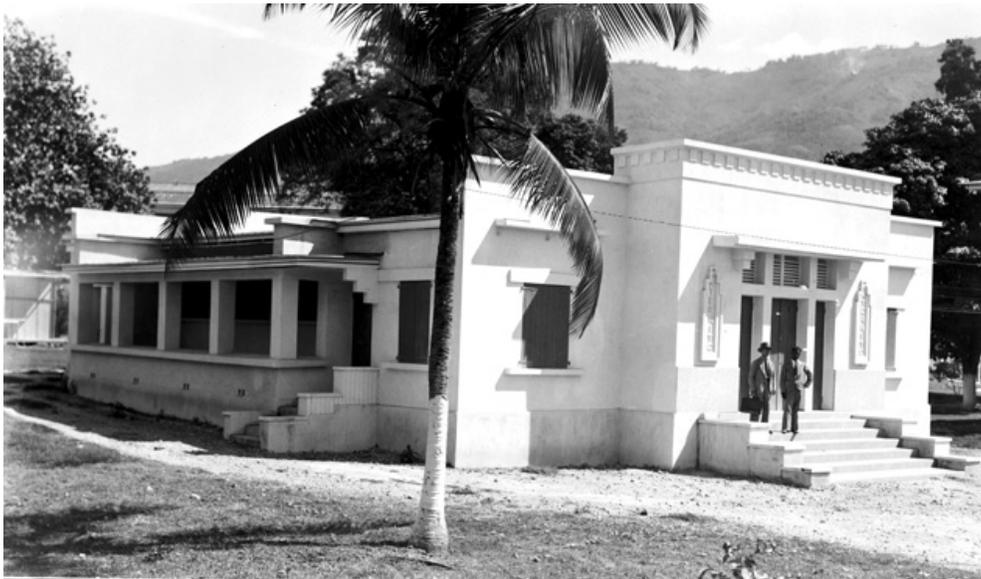
William Jennings Bryan to Paul Fuller
May 6, 1915

Document I



Caco leader Charlemagne Peralte was killed by two Marines in 1919.

Document J



Agrandissement maternité-hôpital général, Port-au-Prince (Expanded Maternity Wing of Port-au-Prince General Hospital 1935)

Document K

My dear General Russell:

In accepting your resignation as American High Commissioner to Haiti, I take this opportunity of expressing my appreciation of the loyal and efficient manner in which you have fulfilled your difficult mission.

The material progress which has been achieved during the eight years of your incumbency of the office of High Commissioner is substantial and impressive. Haitian finances have been placed on a sound basis, commerce has revived, adequate roads now connect the important cities, schools and hospitals have been built, agriculture and industries have been developed and encouraged and outstanding work has been accomplished in introducing sanitary measures through the entire Republic.

These results have been largely due to your administrative ability and the high minded purpose which has animated you in the performance of your task.

I wish also to express my warm appreciation of the excellent spirit of cooperation with which you facilitated the important work accomplished by the recent Commission for the study and review of conditions in the Republic of Haiti.

Yours faithfully,

HERBERT HOOVER

October 29, 1930

Document L

“...the great publicity that resulted from his work from 1916 to 1918, which already constitutes a veritable illustration of what he has achieved and which raises him so high that we would like to see our cries for help reach him, if true justice and the sense of liberty for others could not be destroyed by the influence of certain enemies of independence for our dear country. If it is really true that he was and remains the “Doctor of Calamities” (Docteur des calamités) as he is known in Europe, he will find a remedy to our extreme pain which consists of reconstituting our legislature and other national institutions. This is hardly difficult for a man who saved Europe from famine.”

Le Nouvelliste, Leading Port-au-Prince Newspaper, Reporting on the Election of President Hoover, March 5, 1929

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- Wilson, Woodrow. "Letter from President Woodrow Wilson to Secretary of State William Jennings Bryan, July 2 1915." Printed in: Wilson, Woodrow, and Arthur Stanley Link. *The Papers of Woodrow Wilson*. Princeton, N.J.: Princeton University Press, 1966.

Images

Peralte, Charlemagne. "The body of Charlemagne Peralte, as it was displayed to the Haitian people." Taken from: Renda, Mary A, *Taking Haiti: Military Occupation and the Culture of US Imperialism, 1915-1940*. Chapel Hill, 2001, page 174.

Agrandissement maternite-hopital generalPort-au-Prince (Expanded Maternity Wing of Port-au-Prince General Hospital) Direction generale des travaux publics Archives Nationale d'Haiti (Contributor), Archives Nationales d'Haïti. World Wide Web: Digital Library of the Caribbean: <http://www.dloc.com/?b=CA00510104&v=00001>

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Brenda Gayle Plummer, "The Afro - American Response to the Occupation of Haiti, 1915-1934" *Phylon* (1960-), Vol. 43, No. 2 (2nd Qtr., 1982), pp. 125-143 Clark Atlanta University. Stable URL: <http://www.jstor.org/stable/274462>

Renda, Mary A. *Taking Haiti: Military Occupation and the Culture of US Imperialism, 1915-1934*. Chapel Hill: The University of North Carolina Press, 2001.

Schmidt, Hans. *The United States Occupation of Haiti, 1915-1934*. New Brunswick, N.J.: Rutgers University Press, 1971.

Suggs, Henry Lewis. "The Response of the African American Press to the United States Occupation of Haiti, 1915-1934." *The Journal of African American History*, Vol. 87, The Past before Us (Winter, 2002), pp. 70-82. Published by: Association for the Study of African-American Life and History, Inc. Stable URL: <http://www.jstor.org/stable/1562492>

Student Textbook

Divine, Et al., *America: past and Present*. New York, Pearson, Longman & Co. 2005.

The Impact of the Haitian Revolution on the United States

by

Daniel Reyes

Florida International University Teaching American History
Latin American and Caribbean Studies Teacher Summer Institute

2009

Lesson Plan:

The Impact of the Haitian Revolution on the United States.

Grade Level/Subject:

11th Grade U.S. History

Objective:

- To have students understand the events that shaped the history of the United States during the pre-Civil War era (between the early to mid 1800's).
- Students will gain a better understanding of the Haitian Revolution and its independence and its impact on the United States during its era of slavery.
- Students will understand the events that altered the U.S. institution of slavery.

Teacher Materials:

- Class textbook: The Americans: Florida Edition 2005. McDougal Little
- Internet Article: by Jim Thomson, "The Haitian Revolution and the Forging of America"
<http://www.historycooperative.org/journals/ht/34.1/thomson.html>
- K.W.L.H. chart – any version of the chart will do. One could easily be found with a web search of K.W.L. charts.
- Access to Primary and Secondary Sources.

Lesson Duration:

Three Class Periods (100 minutes per class)

Vocabulary: Key Figures and/or events

Toussaint L'Ouverture
Jean-Jacques Dessalines
Thomas Jefferson
John Brown
Harper's Ferry Raid
David Walker (Walker's Appeal)
Nat Turner
William Lloyd Garrison
Harriet Tubman
Harriet Beecher Stowe
Fredrick Douglass
Racial Identity
Revolution
Slavery
Dred Scott (Dred Scott v. Sandford)

Background Information:

What impact did the Haitian Revolution have on the United States?

The Haitian Revolution impacted the people of the United States in several different ways depending upon their roles in and their stance on the issue of slavery. Due to these differences, some Americans viewed the Haitian Revolution as a negative event, and feared similar revolts on Southern plantations. Some slaveholders believed the revolution proved that blacks were inherently violent, and used this opinion to justify their enslavement. For slaves and many abolitionists, the Haitian Revolution served as

a positive symbol of what could be accomplished in America. Toussaint L'Ouverture's actions became a model for slave rebellions in America. It can be argued that the Haitian Revolution hastened the abolition of slavery in America.

Lesson Lead in or Opening:

- This lesson is to be conducted upon the completion of Chapter 10 in the American's Textbook. Upon the completion of this chapter, the students should have background knowledge on the U.S. slave era, its Southern plantation system, Slavery in the U.S., slave revolts, and the attempts of Southern whites to maintain the institution of slavery in the South.
- Teacher must then provide students with a brief history of the island of Haiti and the Haitian Revolution.

Day One of Lesson:

- The focus of this lesson is on the U.S. during the pre-Civil War era.
- Students learn about the pre-Civil War slavery era of the United States. The lesson will include information about the Southern plantation system, U.S. Slavery, Slave laws, threats to slavery (escape and revolt).
- By the end of this lesson students should be familiar with the lesson's vocabulary: Key figures and/or events.

Day Two of Lesson:

- The focus of this lesson is on Haiti and what Impact the Haitian Revolution may have had on U.S. slavery.
- Students will begin K.W.L.H Chart (information provided below).
- Student will read article by Jim Thomson, "The Haitian Revolution and the Forging of America."
- Students will list examples of laws and regulations that were enacted by Southerners in reaction to the Haitian slave revolt.
- Students will finish K.W.L.H Chart upon the completion of the reading.

Homework for Day Two:

- Students will do research on the Haitian revolution and its impact in the United States that would be included in an essay written on day three.

Day Three of Lesson:

Students will write an essay describing the impact of the Haitian Revolution and the impact it had on the U.S. Students must include or research the following information for their essay:

- John Brown
- Nat Turner
- Toussaint L'Ouverture
- David Walker
- Changes in Southern laws or attitudes toward slaves

Steps to Deliver Instruction:

1. Teacher will begin lesson with a K.W.L.H technique to help students activate their prior knowledge.
2. Teacher will pose this question: *What do you know about Haiti, its revolution, and how Haiti's history has impacted the history of the United States?*

- a. Students will create a K.W.L.H. Chart to answer the question prior to reading an article about the Haitian Revolution and complete the chart after reading the article.
- b. Here is how a K.W.H.L. works:
 1. **K** – Stands for what student's recall, what they **KNOW** about the subject.
 2. **W** – Stands for helping students determine what they **WANT** to learn.
 3. **L** – Stands for helping students identify what they **LEARN** as they read.
 4. **H** - Stands for **HOW** we can learn more (other sources where additional information on the topic can be found).
3. Students will begin their own K.W.L.H. chart. Students should be able to begin the K and W portions of the K.W.L.H. chart prior to the reading of the article.
4. Students will read article by Jim Thomson, "The Haitian Revolution and the Forging of America."
5. Upon the completion of the Jim Thomson's reading, students will complete the final two parts of the K.W.L.H. chart.
6. Class discussion on what the students thought about the article.

Follow up Lessons:

- Find primary documents from southern slave owners (senators, governors, or wealthy slaveholders) that react to the Haitian revolution. Students can search national archives for newspaper articles, pamphlets, senate deliberations or speeches, ex.
- Compare those documents with southern slave owners response to the events in Harper's Ferry (John Brown) and/or a response to David Walker's Appeal.
- Discussion question: What changed in the south after the Haitian Revolution?

Primary Resources:

1. McDougal Littell. The Americans: Florida Edition 2005. Chapter 10, The Union in Peril, Protest, Resistance and Violence. Pages 310-318.
This is our State issued American History Textbook. This is the main primary source in my American History classroom. For this lesson I would use chapter 10 which provides information about the pre-Civil War era including slave revolts, territorial disputes, the politics of slavery, the plantation system, and the paths towards slave freedom.
2. Thomson, Jim. "The Haitian Revolution and the Forging of America," The History Teacher November 2000 <http://www.historycooperative.org/journals/ht/34.1/thomson.html> July 7, 2009.
Thomson provides a short article about the impact Haiti's Revolution had on the United States. This article became the basis of my research. I would have my students read this short article that would provide them with a brief synopsis of the Haitian Revolution and the impact it may have had on the United States.
3. Geggus, David Patrick. The Impact of the Haitian Revolution in the Atlantic World. University of South Carolina Press. 2001.
This book provides information on the impact of the Haitian Revolution had on the Atlantic world. Geggus provides historical analysis from a compilation of leading historians who write provide their own perspective on the impact the Haitian Revolution had. Geggus' book is arranged in sections which deals with the political, economic, ideological, and physiological impact of the Haitian Revolution on the Atlantic World.
4. Davis, David Barron, Inhuman Bondage: The Rise and fall of Slavery in the New World. Oxford . University Press. 2006.

Davis provides a good account on the impact of Slavery in the New World. He provides details of the Haitian Revolution and its impact on the U.S. slave holders.

Secondary Recourses:

1. Plummer, Brenda Gayle, Haiti and the Great Powers, 1902-1915. Louisiana State University Press August 1988.
Plummer illustrates the difficulties Haiti faced as they dealt with world powers such as the United States. Plummer provides a history of Haiti from its revolution to Haiti's challenges of democracy and self-government.
2. Plummer, Brenda Gayle, Haiti and the United States: The Psychological Movement. University of Georgia Press (December 1992).
Plummer provides an extensive study on the relationship between the United States and Haiti. Plummer provides information about U.S. occupation of Haiti in the early 1900's to the current state of Haiti.
3. Hunt, Alfred W. Haiti's Influence on Antebellum America. Louisiana State University Press, 1988.
Hunt discusses the ways Haitian immigrants influenced southern agriculture, architecture, language, politics, religion, and the arts. By affecting the development of racial ideology in antebellum America, Hunt concludes, the Haitian Revolution was a major contributing factor to the attitudes that led to the Civil War. Hunt shows in this book just how profoundly Haitian emigrants affected America, particularly Louisiana, where Haitian influence is seen in everything from language to politics, religion, culture, architecture, and cuisine.
4. Ott, Thomas O. The Haitian Revolution. Knoxville: University of Tennessee Press. September 1973.
Ott provides firsthand accounts of the history of the Haitian Revolution. Ott also provides information on how the Haitian Revolution may have had an impact on slave population in the United States of America.
5. Mullin, Michael. American Negro Slavery: A Documentary History. Columbia: University of South Carolina Press. 1976.
This book traces the history of black slaves in America through original primary source materials, including diaries, public records, newspaper accounts and personal correspondence. These documents help you understand what it was like to be a slave in America, as well as how the slaves were perceived by white society.
6. Clarke, John Henrik. African People in World History. Baltimore: Black Classic Press. 1993.
This book provides a wealth of information on the History of Africans in the Americas and in the Caribbean. Clarke provides details of the Atlantic Slave Trade as well as information of the plantation system of the United States and its slave revolts.
7. Meinig, D.W. The Shaping of America: A Geographical Perspective on 500 Years of History: Volume 2. Continental America, 1800-1867. Hampton: Vail-Ballou Press. 1993.
Meinig provides information on how the Haitian slave rebellion forced slave owners in the United States to tighten the reigns and treat their slaves harsher out of fear that a similar slave revolt would be repeated in the United States.
8. Aptheker, Herbert. American Negro Slave Revolts. 5th Edition. International Publishers, 1987.
A compressive well documented account of the history of slavery and slave resistance in the United States. Aptheker provides a "narrative of the numerous plots and rebellions that persistently rocked American slave society for over two centuries" (p.367). This book provides information on the impact of the Haitian Revolution on the pre-Civil War period in American History.

American Influences in Latin America and the Caribbean, 1853-1934

by

Fabricio Rivas

Florida International University Teaching American History
Latin American and Caribbean Studies Teacher Summer Institute

2009

Title	American Influences in Latin America and Caribbean, 1853-1934.
Grade Level	8
Subject Area	Gifted American History
Description	In this lesson the student will be able to identify American economic and political interests in Latin America and the Caribbean; explain how the U.S. attempted to preserve and sponsor democratic reforms in L.A. and Caribbean; discuss how the areas that the U.S. invaded were affected (economically, socially, politically); and explain how and if these nations still show affects of interventions.
Objectives	<p>I.1.A.Review map skills on appropriate historical, political, or topographical maps.</p> <p>II.11.A. Analyze cause and effect relationships, including those of major wars, throughout key periods in the United States history; e.g. global conflict, expansion, interdependence, industrial development.</p> <p>II.1.B.Obtain appropriate information about historical events from maps, atlases, pictures, primary sources, graphs, tables, charts, diagrams, references materials, newspapers, political cartoons, and periodicals.</p> <p>II.3.B Cite examples of the relationships that exists between past and present events.</p> <p>VI.1.A.Use appropriate skills and resources to access, analyze, and synthesize information.</p> <p>VI.2.A.Analyze events which demonstrates the concept of historical interpretation and identify the factors that cause historical interpretations to differ; e.g., personal perspectives and bias, religious, political, social, economic background.</p>
Teacher Materials	textbook, internet link, projector, computer, analysis worksheets (map, pictures, primary sources, book), handouts packages (map, two L.A. sources, Haiti source)
Student Materials	textbook, analysis worksheets (map, pictures, primary sources, book), handouts packages (map, two L.A. sources, Haiti source)
Duration	Five 55-minute days
Essential Questions	<ol style="list-style-type: none"> 1. Which were the American foreign policies that deal with L.A. and Caribbean nations? 2. What type of relationship did these nations have with the U.S. before intervention? 3. What reasons were given by the U.S. for intervention? 4. What happened during intervention missions? 5. How did the foreign governments and people react to the Marines? 6. What changes occurred during interventions? 7. Who made the decision as to when would the Marines leave the intervened nations? 8. What happened after the Marines left? 9. How do the nations of Nicaragua, Panama, and Haiti compared before and after intervention? (Venn diagram) 10. Was the intervention worth it for these nations? U.S? And why?
Grouping for Instruction	<ol style="list-style-type: none"> 1. Class discussion 2. Pair analysis 3. Individual analysis

<p>Lessons Lead In/ Opening</p>	<p>1. Have students read and define key terms: A. Monroe Doctrine B. Roosevelt Corollary C. Big Stick Policy D. Dollar Diplomacy E. Good Neighbor Policy</p> <p>2. Discuss as a class the key terms and their intentions.</p>
<p>Steps to Deliver Lesson</p>	<p>DAY 1 open class discussion</p> <p>1. Have students read and define key terms: Monroe Doctrine, Roosevelt Corollary, Big Stick Policy, Dollar Diplomacy, Good Neighbor Policy</p> <p>2. Discuss as a class the key terms.</p> <p>3. Compare and contrast the key terms.*</p> <p>4. Ask students to discuss the world events of this period.</p> <p>DAY 2 Nicaragua Small group</p> <p>1. Read over all the sources in packet #1.</p> <p>2. Fill in one analysis worksheet.</p> <p>3. Answer essential questions.*</p> <p>4. Discuss with group and then class.</p> <p>DAY 3 Panama Small group</p> <p>1. Read over all the sources in packet #2.</p> <p>2. Fill in one analysis worksheet.</p> <p>3. Answer essential questions. *</p> <p>4. Discuss with group and then class.</p> <p>DAY 4 Haiti Small group</p> <p>1. Read over all the sources in packet #1.</p> <p>2. Fill in one analysis worksheet.</p> <p>3. Answer essential questions.*</p> <p>4. Discuss with group and then class.</p> <p>Day 5</p> <p>1. Essay Exam/ Overall Assessment*</p> <p>*finish as home-learning activity</p>
<p>Independent Practice</p>	<p>1. Answer the essential questions per packet (Panama, Nicaragua, and Haiti)</p> <p>2. One analysis worksheet (map, picture, political cartoon, primary resource)</p>
<p>Overall Assessment</p>	<p>One thousand word essay: How did American intervention change Nicaragua, Panama, and Haiti socially, economically, and politically?</p>

Lesson Closure	Discuss as a class how the American foreign policy toward Latin America and the Caribbean benefit the people it assumed to protect?
Handouts/ Worksheet	Designed and developed by the Education Staff at National Archives and Records Administration (www.archives.gov/education/lessons/worksheets/) 1. Written Document Analysis 2. Photograph Analysis 3. Cartoon Analysis 4. Map Analysis
Background Information for the Teacher	<p>The United States passed many proactive foreign affair legislations on the premises of promoting sound political, economic, and social changes for Latin America and the Caribbean. The U.S. attempted to promote democracy and provide opportunities for American investment. In turn, nations receiving American investments would be ensure long-term prosperity and peace, thereby, securing benefits for the reformed government and its population.</p> <p>Progressive Presidents attempted to secure change in foreign nations by providing American capital opportunities not available to them before. These investments would help promote sound democratic reforms. They argued that it was America’s moral duty to provide assistance and enforce changes.</p> <p>The U.S. was charged with imperialist ambitions. Anti-imperialists argued that American investors and bankers were forcefully creating markets for American products at the cost of the native products. These investments created monopolies and special interest groups that influenced legislations and seemed to enrich them.</p> <p>In Nicaragua, American filibuster William Walker and American entrepreneur Cornelius Vanderbilt changed the nation’s economic, social, and political structure. They became dominate forces in the nation and enforced their will with little consideration to local needs.</p> <p>In Panama, Americans had a need for a shorter passage to the West Coast. American investors and California travelers changed the economic, political, and social structures of Panama. Local attitude and norm were ignored. This disrespect caused an international crisis known as the “Dajada de Sandilla.”</p> <p>In 1914, Marines invaded Haiti with the intention of promoting stability. Many dissenters of the American intervention charged that it was special interest groups that forced Wilson to protect American investments. The intervention caused many changes in Haiti. The intervention lasted a total of fourteen years.</p>

<p>Current Textbook/ Curriculum Standards Coverage of Topics (foreign affairs: Nicaragua, Panama, Haiti)</p>	<p>Textbook: “The American Journey: Florida Edition.” Glencoe/McGraw-Hill. New York. 2005.</p> <p>Nicaragua: On page 660- “In 1912, when a revolution in Nicaragua threatened American business interests, the U.S. quickly sent marines to restore peace. Such interference led to increase anti-U.S. feelings throughout Latin America.” This is a very ambiguous statement. It gives no indication to what happened and what aroused the anti-U.S. sentiment. The two sentence statement about Nicaragua gives no justice to the near two decade intervention. It gives no mention of the social, political, and economic devastation of William Walker and Cornelius Vanderbilt to Nicaragua.</p> <p>Haiti: On page 707: “The U.S. had intervened in Latin American countries several times in the early 1900’s to support American business interests. When Harding took office, American troops were stationed in Haiti, the Dominican Republic, and Nicaragua, and relations with Mexico were tense.” This edition does mention how special interest groups’ affect foreign policy. It gives no indication of the length of time of intervention. It does not do justice to the changes these nations went through due to interventions (the good, bad, and ugly). It mentions nothing about how citizens or governments responded (supported or rejected). The section title in which this quote is found is “A More Friendly Neighbor.” It gives the impression that the U.S. acted in the best interest of it neighbors and nothing more.</p> <p>Panama: On page 656: “Americans and Europeans had dreamed of building a canal across Central America to connect the Atlantic and Pacific Oceans and to eliminate the long and dangerous sea voyage around South America. Now that the U.S. controlled territory in both oceans, a canal that would allow easier access to American overseas territory became increasingly important.” The textbook mention nothing on the watermelon incident in Panama. Panama is usually discussed only within the confines of the “Panama Canal.” It is discussed from the American perspective and gives no voice to any Panamanian. The canal is viewed as a “progressive” investment for both nations. It does not mention changes the citizen and government went through during the American interventions (eighteenth and nineteenth centuries).</p>
<p>Teacher Expectations</p>	<p>Textbook and curriculum presents topics in an American-centric manner. The three case studies (Nicaragua, Panama, and Haiti) in this lesson attempt for a better historic interpretation of events by including local response. This would lead to more enrich analysis of events-- presenting both sides.</p> <p>The intention of the teacher will be to give an understanding that every event must be viewed from multiple interpretations in order to have a better more historically sound analysis. It is also important for the students to comprehend the implication of legislation in foreign affairs.</p> <p>The most important aspect of the lesson is for students to understand that history can not be studied from one perspective. Every action taken has good, bad, and ugly outcomes. One must learn from them to make better decisions in the future.</p>

Sources	<p>Books</p> <ol style="list-style-type: none"> <p>1. McGuinness, Amims. "Path of Empire: Panama and the California Gold Rush." Ithaca: Cornell University Press, 2008. Page 1-4, 54-85.</p> <p>This book brings to life one of the most crucial international affairs episodes in Latin America that is not studied by Americans. The event is not in the middle school level curriculum or in textbooks. Yet Latin Americans can decently recall the event known as the watermelon incident.</p> <p>The incident aroused to due economic, political, and social changes forced on the local population when American citizens and business encroached on local sovereignty. The crisis erupted in gun battle that left dead bodies and distrust and dislike on both sides. Each side defended itself against accusation of wrongdoing. The event left a lasting impression that will effect how they deal with each other in the future.</p> <p>2. Renda, Mary A. "Taking Haiti: Military Occupation & the Culture of U.S. Imperialism, 1915-1940. Chapel Hill. The University of North Carolina Press, 2001. Pages 1-45.</p> <p>Haiti was invaded in 1914, by Marines, when the President decided it was needed for the promotion of peace, support of democratic policies, and for social and political stability. Dissenter charged that the intervention force was there to protect the investments made by American businessmen. They claimed from the day of the landing to the last day of occupation that the United States government was encroaching on Haiti's sovereignty.</p> <p>Renda analyzes the reasons for the invasion and discuss the events leading to the invasion. She goes in detail as to how the Marines were received in Haiti and what they accomplished. In her analysis she gives voice to members of the Marine units and members of the rebel group. The book captures both points of view on the issue of the Marines in Haiti.</p> <p>3. Wurlitzer, Rudy. "Walker: The True Story of the First American Invasion of Nicaragua." New York: Harper & Row, Publishers. 1987. Pages 95-103, 144-166.</p> <p>William Walker was, a self-proclaimed general of a small band of American citizens, was invited by one of the political factions in Nicaragua, the one losing political ground. He proceeded to take-over the nation as a military defender of democratic principal and later proclaimed himself de-facto leader of Nicaragua. Once in power he made political, economic, and social reforms that did not sit well with the citizen he ruled. He gained political enemies in Nicaragua, neighboring states, British government and businessmen, U.S. government, and Cornelius Vanderbilt.</p> <p>His actions and those of the Marines still are vivid in the minds of Latin Americans.</p> <p>4. Dando-Collins, Stephen. "Tycoon's War: How Cornelius Vanderbilt Invaded a Country to Overthrow America's Most Famous Military Adventurer." Cambridge, MA: Da Capo Press. 2008.</p> <p>One of America's most predominate businessman set his sight on a passway through Nicaragua to the Pacific. As a renowned entrepreneur, he wanted to gain control of the passway market. His company became the biggest investor in Nicaragua and the most dominate political force. His highly speculated investment paid off as his company gained a greater share of the market. His problems arouse when William Walker and a few renegade investors sighted against him. In an over-zealous mindset he was determined to gain control of his company once more. He used his influence in Congress and in Parliament to campaign against Walker and anyone else who stood on his way. In the end Vanderbilt tripled his wealth in Nicaragua.</p> <p>5. Walker, Gen. William. "The War in Nicaragua." Tucson, Arizona. The University of Arizona Press. 1985.</p> <p>William Walker became a national hero to many for his actions in Nicaragua. He was seen as a defender and promoter of Manifest Destiny and a pride for</p>
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	<p>American Exceptionalism. Some saw him as renegade citizen over-stepping Nicaraguan's sovereignty.</p> <p>His memoirs were read by many when published. He wanted to give reasons to his actions and to give reasons to the failure of his expedition.</p> <p>Overall he wanted to make sure that people understood that he tried to do the best for Nicaragua. And that the end result was not his fault.</p> <p>6. Wilde, Margaret, editor. "The Panama Canal and Social Justice." Office of International Justice and Peace. United States Catholic Conference. October 1976.</p> <p>The Office of International Justice and Peace presented their case for the support of the United State control of the Panama Canal waterway. Their view came from their religious missionaries involved in Panama. Their belief was that if the U.S. withdrew it would be devastating for Panama and for the region overall. It would also not be a good foreign affair move by the U.S. It was morally important for the U.S. to remain in Panama at all cost.</p> <p>7. Martinez, Orlando. "Panama Canal." London: Gordon & Cremonesi, 1978.</p> <p>This book presents the reason for the passway thru Panama to the Pacific. It was crucial for the United States. It is rich in history and supported by government documents, officials' point of views, includes pictures, maps and political cartoons. A good book for gathering an understanding of events.</p>
Sources	<p>Political Cartoons</p> <p>1. Pughe, J.S. "Peace." Harper's Weekly, Vol.57, No.1465. March 1905</p> <p>President Theodore Roosevelt was a strong supporter of arms-building in the United States. He promoted the expansion of the Navy to unprecedented levels. This would allow the U.S. to bolster its stand in the international world by intently supporting and imposing the Monroe Doctrine and the Roosevelt Corollary. The U.S. was not going to allow any other nation to interfere in the Americas. Force, if needed, would be used.</p> <p>2. "President Roosevelt's Forthcoming Feast." Reprinted in Review of Review, Vol.31, No.3. March 1905.</p> <p>This political cartoon appeared in a Chilean newspaper. It was drawn by a Latin American citizen.</p> <p>The United States government viewed itself as a supporter and defender of the Western Hemisphere. Yet some Latin nations viewed the U.S. as imposing a monopoly on the states it said to protect. "America para los Americanos" was the slogan many Latin American citizens held.</p> <p>3. Roger, W.A. "A Fair Field and No Favor! Uncle Sam: I'm Out for Commerce, Not Conquest." Harper's Weekly, Vol.43, No.2239. November 18, 1899.</p> <p>At the end of the nineteenth century the door to imperialism was fully open. Many powerful nations forced themselves onto weaker nation during this era. The reason for invading nations ranged from promotion of democracy, to increase commerce, to social betterment for invaded nations, to moral obligation. Some saw this time period as sinful, dangerous, and acceptable.</p> <p>4. Ehrhart, S.D. "Columbia's Easter Bonnet/ Ehrhart after Sketch by Dalrymple." Puck Magazine. April 6, 1901.</p> <p>The oversea expansion the United States was displaying was supported by its mighty and powerful military forces. Those forces were something all Americans should have been proud of. It was what allowed the nation to be a "world power."</p>
Sources	<p>Documents</p> <p>1. Kyle Longley. "Relations with Latin America." Dictionary of American History. Ed. Stanely L. Kutler. Vol.5. 3rd edition. New York: Charles Scribner's Sons, 2003. P.46-56.</p> <p>This is a summary of the United States foreign affair dealing with Latin America. It starts in 1820's and ends with the Clinton years. It states what legislation were passed and under which American president. The map included</p>

in the summary states every intervention force involved in Latin America from 1800-2002. It gives very good information to create a timeline of events.

2. "Bandits or Patriots?: Documents of Charlemagne Peralte," excerpt. National Archives.

Haitian Charlemagne Peralte led an insurrection against the American intervention forces. He urged the people of Haiti to fight with him against the "savage people" who invaded their nation. He pleaded with a minister of France to help protect the "rights and sovereignty" of Haiti. He accused the American of hypocrisy and of committing many crimes against Haiti and its people. After fighting for two years Peralte becomes convince that the only way to defeat the Americans was by political pressure in Haiti and with international pressure.

3. "Inquiry into Occupation and Administration of Haiti and Santo Domingo by the United States Senate Select Committee on Haiti and Santo Domingo," excerpt. Washington, D.C.: Government Printing Office, 1922.

The United States Senate Select Committee interviewed Haitian citizens on their personal dealings with the Marines. Two citizens gave their unflattering accounts. They charged that they were imprisoned unjustly and had bad overall dealings with the Americans. The committee attempted to understand why the Americans were not winning over the Haitian people.

4. James Weldon Johnson. "The Truths about Haiti. An N.A.A.C.P. Investigation." Crisis 5. September 1920. P.217-224.

James Weldon Johnson, N.A.A.C.P. leader, visited Haiti to asset the situation. He hoped to present a truthful view of events. He accused the U.S. government of interfering in Haitian politics long before the intervention forces arrived in 1914. He stated that all books and pamphlets written on Haiti were full with prejudice and bigotry. That doctrine written constantly due to the disrespect to the history of Haiti and its people. He pronounced the entire intervention a failure. The forces must leave Haiti and the nation must be left to deal it own. They must return to Haiti its "independence and sovereignty."

5. "To Abolish the Monroe Doctrine: Proclamation from Augusto Cesar Sandino." Nicaragua National Archives.

Augusto Cesar Sandino, a nationalistic leader, led a revolution against the American military and its hand-picked Nicaraguan government. He charged the United States with intervening and invading his nation's sovereignty. He indicted the Monroe Doctrine as a "farcical" document in which it did not respect the rights "of the Indo-Hispanic republics." The intentions of the documents presented themselves in the form of monopoly of railroads, agriculture, banking, port control, and government manipulation. Nothing good came of the American intervention.

6. "Un Colombiano con Sandino: U.S. Intervention in Central America." by Colombian journalist Alfonso Alexander Mancago of Nuevo Amancer Cultural. August 12, 1983. Nicaragua National Archives.

Alfonso Alexander Moncayo, a Columbian journalist, was sent to Nicaragua to interview the rebel leader Sandino. Since Sandino did not trust outsiders, Moncayo had to prove himself "Hispanic." Overall Moncayo was involved in 87 battles in Nicaragua. He believed that Sandino, like Bolivar, had dream of independent Hispanic nations. His article appeared as a testament to Sandino and his war.

Migration and Culture: Haiti and the United States

by

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Florida International University Teaching American History
Latin American and Caribbean Studies Teacher Summer Institute

2009

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Migration and Culture: Haiti and the United States

The lesson examines movement from St. Domingue to the U.S. at the time of the Haitian revolution. The lesson also looks at immigration from Haiti to the U.S. in the twentieth century. Students make comparative observations and draw conclusions.

ANNOTATED BIBLIOGRAPHY

Brasseaux, Carl A. and Keith P. Fontenot and Claude F. Oubre. *Creoles of Color in the Bayou Country*. Jackson: University Press of Mississippi, 1994.

The author traces the experience of free people of color in the New Orleans area from about 1805 -1912. The end of the Civil War was hardest on this group of free blacks. As slaves became free in the South, black and mixed race people in New Orleans, who had enjoyed life for decades as free men and women, were now more discriminated against than ever before.

Appropriate for my area of interest, this article examines life for this unique group of people both before and after the Civil War.

Danticat, Edwidge. *Krik? Krak!*. New York: Soho Press, Inc., 1991.

The author, Edwidge Danticat, emigrated from Haiti as a young girl. She has become an award winning author. Her engaging style can be read easily by most level readers. The author's voice is passionate and honest. Students across cultures will engage with her work. This book of short stories is excellent for in-class use. It represents the use of art in the classroom: **(SS.912.A.1.4 Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.)**. Appropriately, the artist is also the subject of the lesson. Students will make the comparisons; how might the St. Dominguan immigrant experience be similar – or different – from Haitian immigrant experience today? (see also Fouron for primary source data on immigrant experiences)

The short story “Children of the Sea” is the opening reading assignment in the current lesson plan. It is the story of a group of Haitians in current time putting their lives on the line in order to immigrate to Miami.

Danticat, Edwidge. *Brother, I'm Dying*. New York: Vintage Books, 2007.

Brother, I'm Dying is Edwidge Danticat's own memoir. Poignant and rich are the author's descriptions of life issues. No matter how raw or real, Danticat portrays people with dignity and beauty. Fifty years of Haitian and United States history is woven into this inspirational personal story.

Brother, I'm Dying is appropriate for high school readers. If the school library could obtain a class set, this book would be an excellent assigned reading. This source satisfies the following standard: **SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.**

Dessens, Nathalie. *From Saint-Dominique to New Orleans, Migration and Influences*. Gainesville: University Press of Florida, 2007.

The refugee-immigrants from St. Domingue to New Orleans during the years 1791-1809 made a huge impact on the existing society there. These new arrivals came from a similar culture, French in origin. Their numbers doubled the population of the area surrounding the city of New Orleans.

Nathalie Dessens explains why the timing of their arrival was favorable to the retention of their cultural heritage. The French-speaking, Gallic culture was under threat in New Orleans after the purchase of the territory by the United States. The existing population welcomed the newcomers, using their numbers as support for their society - and culture - as it was. The large numbers of French Creoles in Louisiana allowed a uniquely non-American culture to thrive in the United States, (around the city of New Orleans), during the antebellum years.

From Saint-Dominique to New Orleans, Migration and Influences, by Nathalie Dessens, is the newest scholarship on the subject of St. Dominguan immigration's influence on New Orleans that I could find. The author is associated with a university in France. She is presently studying an unpublished correspondence written by a Saint-Domingue refugee in New Orleans, Jean Boze, between 1818 and 1839.

For information on this author:

http://www.sudam.uvsq.fr/sudmbrs/sudmbrsframed_eng.htm

Foner, Laura. "The Free People of Color in Louisiana and St. Domingue: A Comparative Portrait of Two Three-Caste Slave Societies." *Journal of Social History*, Vol. 3, No. 4 (Summer, 1970): pp. 406-430

<http://www.jstor.org/pss/3786302>

This article describes the remarkable comparison of three-caste societies, both in St. Domingue and Louisiana during the 18th century. The author outlines similar factors leading to a society where whites were at the top, a large free colored population in

equal numbers to the whites, and slaves (outnumbering all free people) at the bottom. Free black people in both St. Domingue and Louisiana enjoyed economic advantages similar to that of whites as well as most civil liberties. They performed needed roles in the slave societies, enjoying a virtual monopoly on skilled labor and artisan services. Many free blacks in both locations also owned land and even slaves. The article explains important cultural differences between Latin and Anglo colonial societies which led to the larger mixed race class having greater economic opportunity in French as opposed to English colonies.

Classroom application: This article is not difficult. It would be appropriate as assigned reading for AP or honors students.

Gabaccia, Donna R. "Is Everywhere Nowhere? Nomads, Nations, and the Immigrant Paradigm of United States History". *Journal of American History* Vol. 86, No. 3, *The Nation and Beyond: Transnational Perspectives on United States History: A Special Issue*, pp. 1115-1134, Organization of American Historians, December 1999.
<http://www.jstor.org/stable/2568608>

Using extensive data of the movement of Italians, Donna Gabaccia proposes that migration of people should be studied from multiple perspectives. The author points out that nationalist histories – the United States’ in particular – portray an incomplete or inaccurate picture of the immigrant experience. “The historiographies of countries that ‘received’ Italy’s migrants divide sharply between those that acknowledge and those that deny migration as makers of their modern nations.”

In agreement with Donna Gabaccia’s thesis, this lesson plan includes opportunities for students to view immigration and assimilation from differing **points of view**.

Hall, Gwendolyn Midlo. *Africans in Colonial Louisiana: The Development of Afro-Creole Culture in the Eighteenth Century*. Baton Rouge: Louisiana State University Press, 1992

Gwendolyn Midlo Hall is one of the leading scholars of this era and region. She has written a comprehensive book on the subject of people of color and their culture in Louisiana.

This book informs my personal study into St. Domingue influences on the free-colored population of New Orleans because it uncovers many parallel influences St. Domingue and Haitians brought with them. Many of these parallel influences are African traditions.

Hanger, Kimberly. *Bounded Lives, Bounded Places: Free Black Society in Colonial New Orleans, 1769-1803*. Durham & London: Duke University Press, 1997.

For those interested in Antebellum Free black society, Kimberly Hanger presents excellent data. Her work, however, covers the years 1769 (the beginning of Spanish Rule in Louisiana) to 1803 (The year Louisiana was sold to the USA)

This time frame cuts out the last –and largest – wave of St. Domingue immigration which doubled again the population of free blacks in New Orleans. This immigration also affected the greater Gallic society in New Orleans to the extent that the different races supported their own culture against the invading American ways.

So, to the extent that St. Domingue immigration sustained the Gallic culture of the area, including that of free blacks, Hanger's study neglects the completion of this process.

Excellent data tables. Valuable. **SS.912.A.1.4 Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.**

Hunt, Alfred N. *Haiti's Influence on Antebellum America: Slumbering Volcano in the Caribbean*. Baton Rouge and London: Louisiana State University Press, 1988.

Alfred Hunt's book speaks directly to the thesis this lesson is attempting to put forward. There were a number of interesting claims to culture sharing which students may be interested in.

Perhaps Hunt's thesis is too broad, however I still find merit in his perspective. I do find his notes cumbersome. For example, the author states, "The shotgun house is one of the enduring symbols of Both New Orleans and the rural South. It also represents one of the greatest influences of black Haitians on American culture." (46) That is a bold statement. The note accompanying it cites no less than six different books. I suppose I must attempt to check those sources before I register a complaint.

Ingersoll, Thomas N. "Free Blacks in a Slave Society: New Orleans, 1718-1812" *The William and Mary Quarterly*, Third Series, Vol. 48, No. 2 (Apr., 1991): pp. 173-2000
Accessed via URL: <http://www.jstor.org/stable/2938067>

This article follows the condition of blacks in Louisiana – slave and free – from the earliest French settlement through Spanish colonial rule and finally, after 1803, as a U.S. territory. The author details subtle differences between Black codes and laws under French and Spanish governments, especially with regard to emancipation via self purchase. The contrast between the 'Iberian' versus the Anglo/English approach to the governance of blacks in Louisiana is outlined well.

Thomas Ingersoll downplays the significance of the Haitian refugee influx. Although Ingersoll mentions the waves of immigration from St. Domingue in the late 1700s, 1804 and 1809, he does not seem to attach importance to this influx with regard to the growing community of free blacks in New Orleans.

Lachance, Paul F. "The Formation of a Three-Caste Society: Evidence from Wills in Antebellum New Orleans." *Social Science History*, Vol. 18, No. 2 (Summer, 1994), pp.

211-242. Published by Duke University Press on behalf of the Social Science History Association.

Accessed via URL: <http://www.jstor.org/stable/1171266>

This article is excellent because it shows students how a researcher can support a thesis on history using statistical data.

In this case, Paul Lachance, another leading New Orleans historian, undertakes a carefully detailed study of wills taken in the city of New Orleans in the early decades of the nineteenth century. By showing that property was passed from white males to mixed race people, the relative percentage of interracial relationships can be assessed. Even though mixed-race marriage was banned, children of these unions often inherited property; colored or slave partners were also inheritors of property, or freedom – or both.

This detailed case study of the wills executed in New Orleans in the Antebellum Era satisfies the following Sunshine State Standard.

[SS.912.A.1.6 Use case studies to explore social, political, legal, and economic relationships in history.](#)

Nash, Gary B. "A City of Refuge" Chapter 5, *Forging Freedom*. Harvard College, 1988.

This article provides a brief description of the revolution on St. Domingue. The article goes on to describe the exodus of some of the refugees from St. Domingue to the eastern seaboard states during the early revolutionary years.

Excerpts from this article are used in the lesson plan. Experiences of the refugee immigrants to Philadelphia are outlined. Later, students compare the experiences of the whites, the free black, and the slaves, in Philadelphia to the experience of these same groups who escaped to New Orleans.

Perotin-Dumon, Anne, Reviewer of: *Haiti's Influence on Antebellum America* by Alfred N. Hunt. Source: *The Americas*, Vol. 46, No. 1 (Jul., 1989), pp. 105-107.

Published by: Catholic University of America Press on behalf of Academy of American Franciscan history.

Accessed via URL: <http://www.jstor.org/stable/1007398>

See notation under Hunt.

Richman, Karen E. *Migration and Vodou*. Gainesville: University Press of Florida, 2005.

Karen Richman analyzes the interrelationship between Haitian migration and religious practice over time. She supports many of her arguments on extensive, first hand, ethnographic data.

The author's thesis outlines the rationalization and coping mechanisms rural Haitians have employed over the last several decades to cope with poverty. Vodou, (Haitian spirit worship/religious practice), has been an essential element for managing, and dealing with life's challenges. It, too, has changed over time in response to the economic and political landscape. Religious practice is one means by which families who stay home in Haiti keep in contact with family members abroad.

The author's subject of Vodou is a fascinating subject for comparison with New Orleans Vodou at the turn of the century and before emancipation. It may be a subject of interest for students.

Information from this book satisfies the following Sunshine State Standard:

SS.912.A.1.7 Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

Schiller, Nina Glick and Fouron, Georges Eugene. *Georges Woke Up Laughing*. Durham/London: Duke University Press, 2001.

A well researched ethnographic study, *Georges Woke Up Laughing* presents points of view not usually available. The authors interview family and friends of emigrants of Haiti. This illuminates personal feelings between family who have been separated by distance and time.

Some of this book is written in first person by the authors. Georges' journal entries, especially, vividly convey the experience of his transnational experience.

This lesson uses excerpts from Georges Fouron's journal entries.

SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

White, Ashli. "The Limits of Fear: The Saint Dominguan Challenge to Slave Trade Abolition in the United States" *Early American Studies: An Interdisciplinary Journal* 2.2 (2004) 362-397

http://muse.jhu.edu.ezproxy.fiu.edu/journals/early_american_studies_an_interdisciplinary_journal/v002/2.2white.html

This article brings up a significant point. The last - and largest - St. Dominguan immigration to New Orleans was in the year 1809. A U.S. Territory since 1803, Louisiana was subject to Federal laws. In 1807, Congress had passed a law prohibiting the slave trade. Slavery remained legal, but no new slaves could enter the United States. The 1809 immigration of St. Dominguans (via Cuba) included over three thousand slaves, over three thousand free blacks and about twenty-eight hundred French white immigrants. White describes the cultural impact this large group of St.

Dominguans who arrived via Cuba. The author also explores the U.S. government decisions regarding the vast, foreign speaking territory it was trying to govern.

Excerpts from this article are included in the lesson plan.

SS.912.A.1.6 Use case studies to explore social, political, legal, and economic relationships in history.

END Annotated Bibliography

Lesson Plan

Migration and Culture: Haiti and the United States

Grade Level: 10th, 11th

Course: American History

ABSTRACT:

Using immigration from St. Domingue / Haiti to the United States as a case study, this lesson will compare and contrast aspects of immigration. The lesson utilize secondary sources as well as primary sources including journal entries by a Haitian immigrant living in New York, and a short story written by an award winning female author – also a Haitian-American.

- Students will compare the point of view (**perspective**) of the receiving nation (U.S. owned Louisiana Territory / Philadelphia/ New York) with the perspective of the immigrants themselves (St. Domingue refugees). (Gabbacia)
- Students will compare the experience of St. Domingue refugees who arrived in Philadelphia in 1793 with those who immigrated to New Orleans soon after. How did the culture of the receiving nation affect the lives and the futures of the new immigrants? (Nash/White/LaChance)
- Students will compare the experience of emigrants from St. Domingue in approximately 1800 with the experience of today's emigrants from Haiti to the United States. (Nash, Fouron, Danticat)

OBJECTIVE:

Through the exercise and practice of finding similarities and differences between immigrant experiences, as well as placing this information in historical perspective, students will make observations and be able to draw informed conclusions about experiences of immigrants from Haiti to the United States then and now.

INTENT:

Current events have an important place in the History classroom. We, after all, make history every day. This lesson provides an opportunity to compare the current event of modern Haitian immigration to immigration two hundred years ago. Living in Miami, most students already have a tangible understanding of the experiences of immigrants. This lesson includes words from immigrants, alive today, who have become successful in their new country – even as they write poignantly about the experience of leaving their home country.

Duration: 3 class blocks (or 1 week)

Differentiated Instruction: Most reading and chart making is done in groups or pairs in this lesson. The essay assignment can be modified to be an illustration or another type of assessment.

Teacher Materials / Technology Connections

Background Information: Teacher reads the annotated bibliography which informs this lesson.

Reading and Resources used:

- 1) Short Story "Children of the Sea" from *Krik Krak* by Edwidge Danticat
- 2) Quiz on short story "Children of the Sea". (attached)
- 3) Map of the Caribbean (attached)
- 4) Culture Chart (attached)
- 5) Gary Nash, excerpts from *Forging Freedom* (attached)
- 6) Ashli White, "The Limits of Fear: The Saint Dominguan Challenge to Slave Trade Abolition in the United States" (attached)
- 7) Excerpts from *Georges Woke Up Laughing*, by Nina Glick-Schiller and Georges Fouron. Georges Fouron's journal entries (attached)

A projector is very helpful, but not necessary for the lesson. Photocopies of the readings, map, and the quiz are necessary if a projector is unavailable.

Student Materials / Technology Connections

The teacher will decide between photocopying or projecting the readings and quiz. Paper for writing and chart-making.

STEPS TO DELIVER LESSON:

Key Vocabulary:

Immigrant	Kreyol
emigrant	Cajun
migrant	Acadian
refugee	patois
culture	gens de colour
country	Louisiana Purchase
nation	Thomas Jefferson
citizen	Napoleon
creole	

Class #1 – Migration & Culture

Opening: 5 question quiz on the short story "Children of the Sea". {attached}

If it hasn't been assigned for homework, the short story may be read aloud in class.

Introduce the reading: This is a short story in the form of letters between two teenaged friends, a boy and a girl.

Have one male and one female student read aloud OR the teacher-read-aloud.

The quiz can be optional or used later.

Display map of the Caribbean. {attached} Migration routes can be visualized.

Teacher Guided Discussion: “Children of the Sea”, from *krik? Krak!* By Edwidge Danticat.

Teacher makes sure the discussion includes a reflection on the elements from this story which will be compared to other migrant’s stories in the lesson.

Possible discussion point: Danger: An element of danger is often present in an emigrant’s story. It may motivate someone to leave his own country. In Haiti, danger may include avoiding the macoutes, speaking out against one’s government, or simply earning a living. or an emigrant, there is a dangerous ocean of water between Haiti and . . .the unknown. What other dangers did this story talk about? What other types of danger have immigrants encountered?

Close the discussion and call for silence.

Advise students that the room will be silent for 60 seconds as each person contemplates the answer to the following question:

Think about one of your own ancestors who came to this country. What was their story? Was it dangerous or scary? What details do you know about it?

Culture:

Define, Apply: Use examples from Haiti and the United States.

On paper, students take **three** minutes to write down everything they associate with culture: both individual and societal. Students may work in pairs. (This is a KWL strategy)

Teacher instructs about culture generally. {The attached culture table may be used for background knowledge OR projected on the screen during this time}

Create a Culture Chart: Using the back of the paper they just brainstormed on, students fold the paper into 4 columns. Label the columns. **Example below:**

Element	Definition	Example(St. Dom/Haiti)	Example(U.S. & city)
Language	Speech communication...	French/Kreyol	English
Values	Cultural Standards...	Education	Property

Teacher guides the discussion to include the important elements of culture.

Very different cultures may have things in common. (e.g. whites and slaves in Louisiana may have eaten a similar diet and spoken the same language.)

If the Louisiana Purchase has already been taught, make sure students consider the culture elements from that time period (1791-1809) in St. Domingue, Louisiana, and the U.S. Students should label their examples with a date.

Exit slip activity: Conclude class with 10 minutes left. Students will write two to three complete sentences answering the question:

What cultural aspects of your life right now would you miss if you immigrated to a very different country?

HOMEWORK: In one to two paragraphs, compare the perception of Americans today on Haitian immigrants to the perception Haitian immigrants themselves have. You are comparing and contrasting two differing points of view.

Class #2

Comparing Destinations of Emigrants from St. Domingue: Philadelphia and New Orleans

Students will compare the experience of St. Dominguan refugees in two different destinations: Philadelphia and New Orleans.

Teacher introduces the lesson with background knowledge on the St. Domingue slave revolt which began in 1791, culminating in the creation of the state of Haiti. While not covered in the textbook, The Americans, the successful revolt in St. Domingue and subsequent loss of the island for France was a contributing factor in Napoleon's decision to sell the Louisiana Territory to the United States.

As the successful slave revolt turned into a takeover of the country, thousands of French and Creole white landholders fled the island. Many brought slaves with them. Thousands of free colored people (gens de colour) also fled the violence. These three groups sought shelter in many places. Two of those places, Philadelphia and New Orleans, will be compared in this lesson. (Foner)

The Nash reading begins with a good, short review summary of the St. Dominguan revolution and the implications on the U.S. (roused fear in the hearts of U.S. slave owners). It describes Philadelphia.

The White article discusses the St. Dominguans who went to New Orleans.

Activity: Round Robin Reading with Class Discussion

Texts: Excerpts from two articles, one by Gary Nash and another by Ashli White. {both attached} Inform students that these are secondary sources. This historian has verified and cited his/her facts.

The teacher will adjust these articles to the class reading level by his/her preferred reading strategy. Example below:

Round Robin Reading with Class Discussion: Divide students into groups; each group is responsible for a paragraph or two. After reading time, each group stands and a spokesman delivers the main idea of their section.

With teacher guidance, this generates a class participation discussion which should cover the historical context of Philadelphia as a proud and free city in the 1790s receiving white St. Dominguan refugees with their slaves. The same groups of refugees, Whites, Free Colored, and

slaves, took refuge in New Orleans and vicinity in the 1790s and also as late as 1809. Louisiana, however, had only been purchased by the U.S.A. in 1803. Before that, the area had been owned by France or Spain. French was spoken widely. Slavery was legal, but because of lenient manumission policies under Spanish rule, there was a significant percentage of free black people living there too. The arrival of St. Dominguan refugees into New Orleans was made smoother by the many cultural similarities the two populations shared. (Dessens)

Teacher creates the following chart on the board.

Contrast Philadelphia culture with New Orleans culture in 1793.

Philadelphia

USA

Slavery outlawed

White majority

Two caste society: White/Black

Few interracial unions

English Speaking

Protestant, some Catholic

New Orleans

Spain / France

slavery legal

slaves equal to # of whites + free colored

Three caste society: whites/free blacks/slaves

Interracial union accepted

French/patois/Spanish/ speaking

Catholicism, Vodou, and African

Begin Final Assignment:

In a short essay (2 to three paragraphs), compare and contrast the cultures of Philadelphia and Louisiana during the years 1791 to 1804. Discuss the impact the new country may have had on refugees from the St. Domingue revolution to these two locations. How might the cultures mix? Comment also on the culture of St. Domingue during this same time (the revolutionary years). You are doing some speculating. Back up your claim by something you read. Use the chart on the board as a jumping off point.

Class #3 – Comparing emigration from St. Domingue in 1800 with that of Haiti in 2000.

Reading Activity: After the teacher explains that Georges Fouron is a Haitian man who left Haiti during the Duvalier years moving to New York. He studied and became a professor. He wrote a book with a colleague in which includes many of his own journal entries.

What you are reading today is considered a primary source.

Text: *Georges Woke Up Laughing- Excerpts*. {attached}

Schiller, Nina Glick and Fouron, Georges Eugene. Durham/London: Duke University Press, 2001.

Short Class Discussion: Possible jump off questions below.

What can you tell about Georges as a person from reading these journal entries?

How is his experience different from a free person of color who left during the revolution?

Is there a similarity between the racism a free black person experienced in 1800 with the racism that Georges experienced?

Balance of class time will allow students to complete the essay assignment.

Florida Sunshine State Standards:

1: Use research and inquiry skills to analyze American history using primary and secondary sources.

SS.912.A.1.1 Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.1.4 Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past

SS.912.A.1.5 Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources

SS.912.A.1.6 Use case studies to explore social, political, legal, and economic relationships in history.

SS.912.A.1.7 Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

END

MOVIE Recommendation:

“God Grew Tired of Us” This moving documentary traces the migration of a number of ‘the Lost Boys of Sudan’ from their ancestral home to temporary refugee camps in Ethiopia and Kenya and finally to asylum in the United States.

It is an excellent film. Students see first hand what radical displacement means.

OPTIONAL OUTREACH:

Teachers in the Miami area should be aware that there are two museums with amazing educational outreach departments. For field trips contact one the museums below.

1) Haitian Heritage Museum
4141 NE 2nd Avenue, Suite 105-C
Miami, FL 33137
305-371-5988
www.haitianheritagemuseum.org

2) Historical Museum of South Florida
101 W. Flagler Street, Miami, FL 33130
305-375-1492
<http://www.hmsf.org/education.htm>

Children of the Sea Quiz

1. What is the boy's motivation for leaving (escaping) Haiti by boat?
2. What happened to the pregnant girl and her baby?
3. Did the boy pass his school exams? How does the reader know this?
4. What is the significance of the colors of the butterfly?
5. How does the father show his love for his daughter (the other writer)?

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5. How does the father show his love for his daughter (the other writer)?

Map of the Caribbean

Trace the Migration Routes

** attached to the lesson plan as a .gif file

Elements of Culture Table

** attached to the lesson plan as a .doc file

Forging Freedom by Gary Nash

Pgs. 140-144 Excerpted

Another group of Africans who never dreamed that Philadelphia would be the city of their liberation: - hundreds of French-speaking blacks who entered the city from 1792 to 1798 at the sides of masters and mistresses fleeing black rebellion in the French West Indies. The refugees from Santo Domingo (then known as Saint Domingue), mostly inhabitants of the capital town of Cap Fran~ais, brought with them not only some five hundred slaves but also tales of black insurgency that sent tremors of fear among whites up and down the American seaboard. It was widely believed that the black rebellion might spread to American slaves, and it is challenging to imagine the diversity of discussions that black Philadelphians had with these newcomers as they mastered the English language. 16

Black revolution erupted on the lush green island of Santo Domingo in 1791 after nearly two centuries of killing plantation labor had swallowed up the lives of thousands of slaves, who produced nearly half of the world's sugar and coffee. In 1792 some 28,000 free persons of color, mostly mulattoes, were brutally suppressed after attempting to wrest from the white planter class the full political rights finally guaranteed them by the revolutionary National Assembly in Paris in that year. In the summer of 1792 a massive slave uprising engulfed large parts of the island. White planters, numbering only about 35,000 among half a million slaves, desperately attempted to enlist as allies the free blacks, who were their only hope of squelching the insurrection. The bloody sequence of events was further complicated in 1793 by an impending British and Spanish invasion of the island. Most large slaveowners welcomed the prospect, seeing British opposition to the French Revolution as their best hope of preserving their own regime. The final crisis came in June 1793, when free black forces, led by Jacobin commissioners from Paris, stormed the planter class capital of Cap Fran~ais, which was defended by white residents, the French governor-general, and sailors from the French fleet. When the free black soldiery appeared to be near defeat, the Jacobin commissioners summoned thousands of slaves from the outlying sugar plantations, offering them freedom and pillaging rights in return for their help. Cap Fran~ais was nearly leveled in the ensuing battle. Some 5,000 lives were lost, and several thousand terrified white survivors, along with a small number of well-to-do free mulattoes, fled to the French fleet, most of them carrying only their most mobile and liquid assets: money and slaves.17

Philadelphians followed reports of the French fleet as it made its

way to the American mainland in June 1793. One hundred ninety ships, with some 4,000 white refugees, 2,000 slaves, and several hundred free mulattoes, headed for American ports from Charleston to Boston. Philadelphians watched a fleet of ships sail up the Delaware River in July, and by early August a relief committee in the city had gathered nearly \$14,000 for the aid of about 750 distressed white immigrants. ¹⁸The effort to relieve the suddenly impoverished French colonials showcased the benevolence of Philadelphians, who opened their pocketbooks despite the relief committee's conviction that the refugees' "prejudice & aristocracy of colour, [was] not less absurd and prejudicial to mankind than the heretofore French nobles [and was] the principal cause of all the evils which now assail them." ¹⁹

The introduction into Philadelphia of some five hundred French West Indian slaves had manifold effects. They immediately added French to the language on the streets and in a single stroke created biracial congregations at the city's three Catholic churches, especially St. Joseph's. Their presence also politicized Philadelphia's resident free blacks, for they came bearing firsthand reports of the most extensive black revolution in two centuries of slavery in the Western Hemisphere.

The French influx also created important new work for the *142 Forging Freedom*

Abolition Society. The immediate issue was the status of the arriving French slaves. The slaves themselves believed they were entitled to immediate freedom under the general emancipation decree issued by the Jacobin commissioners in Santo Domingo in August 1793, an edict that was extended by the National Convention in Paris when it outlawed slavery in all French colonies on February 4, 1794. Emigre slaveowners in Pennsylvania denied that these decrees extended to slaves brought to a neutral country, however, and it was even less certain whether they applied to those brought in before the decrees were issued, which was the case with most of the arriving slaves. **Not at issue, however, was the provision of the gradual abolition act of 1780 that any slave brought into the state was automatically free after six months.**

Even before the Cap Francais bloodbath, **French slave owners who had already reached Philadelphia were petitioning the legislature for exemption from the law for "their domestic Negroes."** The PAS lobbied with legislators to uphold the law, and their victory meant that many French-speaking black slaves began to walk the streets of Philadelphia as free persons by mid-1793.²¹ The society's officers recorded 456 manumissions of French slaves from 1793 to 1796 as French colonials continued to arrive in the city. ²²As a result, names such as Felix, Felicite, ZaIre, Alcindor, Calypso, Zephir, Victoire, Laviolet, Figaro, and Jean Baptiste came to be commonly heard throughout the city.

Seeing black newcomers arrive from so many places, many

white Philadelphians in the early nineteenth century believed the flood of migrants would overwhelm them. In the popular view, most of the newcomers, brought from Santo Domingo or fleeing the South either as fugitive slaves or recently manumitted persons, seemed unassimilable

...

Much of the increased flow of black migrants into eastern Pennsylvania in the early nineteenth century stemmed directly from the actions of the states of the in sealing their borders against migrating free blacks and then virtually driving from their midst slaves being freed by their masters.

Fearing the effect of free blacks mingling with slaves, and frenzied by the black revolution in Santo Domingo beginning in 1791, white legislators throughout the upper South clamped down on the rights of free blacks.

Then, in 1806, the Virginia legislature commanded all newly freed blacks to leave "the state ~thin twelve months-an expulsion that quickly convinced most of the Old Dominion.'s- neighbors to deny entry to free blacks, lest they inherit those proscribed by Virginia. Thus were hundreds of manumitted blacks forced onto the waterways and roads that led north.²⁴ As one Philadelphia black leader explained: "Pennsylvania has always been a refuge from slavery, and to this state the Southern black, when freed, has flown for safety" because he "is obliged to flee, or remain and be again a slave. "²⁵

. . . Most black Philadelphians, along with arriving Irish, English, and German immigrants and city-born white laborers, suffered a punishing decrease in real wages and a substantial narrowing of employment opportunities after 1799. One reason for this was the decline in wages for **maritime labor, a mainstay of black employment.** Mariners' wages had nearly tripled between 1784 and 1793 and remained high through the 1790s during a period of war between England and France. In the first decade of the nineteenth century, however, the seaborne commerce on which Philadelphia's economy depended collapsed as Jefferson's Embargo of 1807 and the subsequent Nonintercourse Act took effect.

White, Ashli. "The Limits of Fear: The Saint Dominguan Challenge to Slave Trade Abolition in the United States" *Early American Studies: An Interdisciplinary Journal* 2.2 (2004) 362-397

http://muse.jhu.edu.ezproxy.fiu.edu/journals/early_american_studies_an_interdisciplinary_journal/v002/2.2white.html

Excerpted

On January 1, 1808, a landmark federal law went into effect that banned the entry of foreign slaves into the United States. After decades of debate, piecemeal restrictive measures, and abolitionist agitation, Congress emerged in 1807 with, as Speaker Nathaniel Macon of North Carolina put it, "but one opinion" to end the foreign slave trade.¹ Yet less than two years later, Congress faced a direct challenge to its commitment to the act when thousands of white Saint Dominguan exiles from the Haitian Revolution sought to migrate to the United States with their slaves in tow. Expelled in 1809 from their initial place of refuge, Cuba, as a consequence of the Napoleonic Wars, the white refugees pressed for an exemption from the ban. Congress, in an almost unanimous vote, granted the request. As a result, over three thousand slaves entered Louisiana, and over three thousand free colored Saint Dominguans were admitted as well. Given the overwhelming consensus for the 1807 law, why did Congress set its convictions aside in this particular case?

On the face of it, the exemption for the refugees smacks of another instance of white American hypocrisy about abolition, and to a certain extent, it was. After all, part of the impetus behind the federal decision to end the foreign slave trade was the growing condemnation of the traffic in moral terms. Similar to their British contemporaries (who also instituted a ban in [End Page 362] 1808), many Americans found the slave trade reprehensible, citing the kidnapping of Africans and the middle passage as evidence of its heinousness. Congress's quick acquiescence to the white exiles in 1809 seems to offer more proof that the much-touted legislation was nothing but pretense. As W. E. B. Dubois first pointed out in 1896, American laxity in suppressing the slave trade reduced the moral principles underpinning the law to mere rhetoric.²

But the inconsistency between words and action is perhaps more useful for rethinking the impact of the Haitian Revolution on the United States. Of course, 1809 was not Americans' first experience in coping with the aftershocks of events on Saint Domingue. Nor was it their first encounter with the revolution's refugees. When the French colony erupted in violence in 1791, inhabitants fled by the thousands and continued to do so over the next thirteen years. Many Saint Dominguans found asylum in other Caribbean islands, while some tried their luck in Europe. At least ten thousand exiles—black, white, and free people of color—migrated to the United States in the 1790s, disembarking everywhere from New York to Charleston. On arrival, the refugees elicited both sympathy and controversy. White Americans saw their Saint Dominguan counterparts as unfortunate victims who had lost everything at the hands of marauding slaves. At the same time, Americans questioned the white refugees' political allegiances, and as they brought their slaves into the United States, residents worried about the possible spread of rebellion to their own shores.³

This latter issue—the fear of slave rebellion—was seen as another reason to end the slave trade. In the wake of the Haitian Revolution, many American observers viewed slave importation as a threat to national and social self-preservation. The argument was twofold.

Opponents of the slave trade emphasized that the more slaves introduced into a nation, the more prone that country was to attack from within. European powers could infect slaves with notions about the rights of man and encourage them to rebel (which some contended had been the case in Saint Domingue). In addition, anti-slave trade advocates maintained that Caribbean slaves, especially those from Saint Domingue, would bring insurrection to the United States if permitted into the country.

When ships carrying refugees appeared in New Orleans harbor in the late spring of 1809, the United States had governed the area for only six years. The territory had been a source of political controversy ever since its acquisition. Critics of Republican policy in Louisiana referred to the area as "that gangrened limb of our nation," seeing it as a maelstrom of intrigue and corruption.⁴⁶ Jefferson's supporters emphasized the promise of the territory, as they struggled to control a region with a polyglot population not accustomed to—and to some extent, resentful of—American governance. The Saint Dominguan refugees, with their French background and multiracial composition, further complicated the administration's endeavor to integrate Louisiana and its residents into the United States.

Between May 1809 and January of the following year, 9,059 Saint Dominguans arrived to New Orleans. Given that the population of Orleans Parish totaled only 17,001 people in 1806, the refugees dramatically increased the size of the community. Territorial officials expected that most of the exiles would be white, but their presupposition proved erroneous. Of the total emigrants, only 2,731 were white colonists, while there were 3,102 *gens de couleur* and 3,226 slaves. Unlike American cities along the east coast, New Orleans was a tri-caste society, and the refugees augmented this racial structure. The local *gens de couleur*, in particular, benefited from the migration; in 1806 there were 2,312 free people of color, and after the arrival of the exiles, the free colored population more than doubled.⁴⁷ Overall, refugee women slightly outnumbered children and men, but when considering the sex ratio by racial category, the pattern changes. The number of white men equaled that of white women and children; there were twice as many enslaved women and children, and this imbalance was sixfold among *gens de couleur*.⁴⁸

Comprised of foreign slaves, free people of color, and white Frenchmen, the refugees were not exactly the most desirable migrants in the eyes of U.S. officials. The exiles enlarged the very sectors of the resident population that were already deemed suspicious. According to American authorities, the place was overrun with characters of dubious loyalties, and with every move up for scrutiny by Federalist watchdogs, Jefferson's appointees dreaded the havoc that the Saint Dominguans might wreak. Governor William Claiborne found himself in the proverbial "hot seat" over the refugees. A lawyer from Virginia and a loyal Republican, Claiborne had some experience in government before his post in Orleans Territory. He had served in Congress as a representative from Tennessee for two terms and as the governor of Mississippi Territory [End Page 374] from 1801 to 1803. Despite his credentials Jefferson initially saw Claiborne as a temporary solution to the need for American leadership in Louisiana. The president hoped to convince someone with a French background (he was especially keen on the Marquis de Lafayette)—or at least knowledge of the language (such as James Monroe)—to take the governorship. But Jefferson's preferred choices fell through, and Claiborne, who spoke neither French nor Spanish, received the gubernatorial appointment

As Claiborne assessed the various residents of America's latest possession, he considered the slaves among the most troublesome. While under Spanish rule between 1769 and 1803, slavery had developed differently in Louisiana than in the Eastern states. In part, the disparities resulted from the material conditions of slavery in Spanish Louisiana, but its legal culture also contrasted **[End Page 375]** markedly with its American counterpart. Spanish law granted rights to slaves that were unheard of in the U.S. system; for example, a slave could petition authorities about mistreatment as well as demand that an owner set a price so that his slave's freedom could be purchased. By the end of the Spanish period, almost fifteen hundred slaves had been awarded their liberty by cash payments—an impressive figure given that in 1806 the New Orleans slave population totaled about eight thousand.⁵⁰

But Louisiana slaves were not the only problematic group. The free people of color were also cause for concern. Louisiana free people of color enjoyed privileges unthinkable in the eastern United States. American territorial officials were particularly bothered by the participation of free people of color in the militia. As General James Wilkinson wrote to his superiors in Washington in 1803, "the formidable aspect of the armed Blacks & Malattoes [*sic*], officered and organized, is painful and perplexing."⁵² The danger had already been borne out. Several free people of color in New Orleans had been linked to some of the slave conspiracies of the 1790s, and rumors circulated about **[End Page 376]** plans for similar cooperative actions when Americans took over the territory.⁵³

In the early years of American control, territorial legislators passed laws designed to control the free black and colored population. These measures included laws familiar in some Atlantic states, such as weekly fines for free black migrants, residency permits, and the prohibition of interracial marriage, among others.⁵⁴ Often historians interpret these laws as part of the imposition of an American racist regime and as a result of a backlash against the Haitian Revolution. Yet these measures were the prerogatives of the territorial legislature—a body not exclusively made up of Americans. French residents had repeatedly complained to Spanish authorities about the slackness of the law regarding free people of color and slaves. While the U.S. government was certainly sympathetic to these Frenchmen's protests, the new administration provided the opportunity, not necessarily the impulse, to pursue more restrictive measures.⁵⁵

At the federal level, fear about the spread of the Caribbean slave rebellion may have helped to motivate the abolition of slave trade in the United States. But as the case of the Saint Dominguan refugees shows, this fear had its limits and could, at times, be strategically set aside.

Georges Woke Up Laughing *Excerpts from the journal of Georges Fournon*

Schiller, Nina Glick and Fournon, Georges Eugene. Durham/London: Duke University Press, 2001.

Before I left Haiti at the age of twenty-five, I had other kinds of dreams. Back then, I used to dream about travel and of the good life in the United States. I could even see myself driving a beautiful car, and I read all about the latest models. But the funny thing was, not only hadn't I traveled, I had never even been in a car. It was only after I had made a home for myself in New York that I began to have sweet dreams of Haiti, even though the Haiti of my youth had actually been more nightmare than joy. The Duvalier dictatorship was clamping down on all dissent. Wearing an Afro, speaking out at school, or joining any form of organization could lead to beatings, imprisonment, torture, murder, and disappearance. Besides being afraid, I was constantly anxious about how I would get an education and find some sort of a job. I couldn't even take my next meal for granted, even though my father was the director of a technical school, and my mother did sewing and fancy embroidery to supplement his very small salary.

The phone keeps ringing. Rolande's mother calls collect from Haiti with a list of last minute things that she needs. Rolande's cousins call. To prepare to leave, I call my brother in Haiti. You know it's part of your obligations to call them to let them know you are coming and not to refuse a request. Every time I go home to Haiti, there is a certain tension because everyone imagines that Rolande and I are extremely wealthy. In reality our resources are limited, our budget is tight, and our bills barely paid.

In the United States, I am just another black man, a person others may fear and disdain, someone other people cross the street to avoid on a cold, dark New York City night. When that happens, I remember that I am from Haiti, the nation that won its independence by defeating the armies of Napoleon, the sweet Haiti of sunshine and warm breezes, the Haiti of my dreams.

Some in my family in Haiti see me as the big professor and know that my children went to the best universities. They don't understand that we borrowed from our pension to pay the

tutions, which were more than my entire university salary, even after financial aid. So they think Georges has it, so let Georges do it. I wanted a family meeting to find a way to help Elizabeth.

I represent the whole nation, not just my family. So whatever I achieve, good or bad, will mark the nation. If I succeed, the nation will be proud of me; if I fail, I will bring disgrace to the nation. Your obligation to the nation begins with the obligation to improve yourself and your family. As you improve yourself and your family, you are contributing to Haiti. If you abandon your family and it is known, then you bring shame to your nation.

I didn't know what I was going to do next. I didn't know what I was going to tell Rolande. I still had to send money to everyone in Haiti, and now I had a family. I took a factory job for three years and became convinced I would never be able to raise enough money to go to school. I applied for master's degree programs at the public colleges because they were less expensive than the private ones. But the public colleges would not consider my credentials from Haiti and Trinidad. They told me I would have to start college all over again. Rolande encouraged me to apply to Columbia University Teachers college. They accepted me and told me I could pay in installments. I began a master's program in education there, even though I knew that we didn't have enough money in the bank to cover the first check that I gave them. But I got a job in the college library, and Alex paid for part of one semester as he had promised when I ran the newsstand and sent him to medical school in Mexico. We managed somehow, and the next semester I was awarded a fellowship.

The Haitian Revolution's Impact on 19th Century African Americans

by

Richard Rodriguez

Florida International University Teaching American History
Latin American and Caribbean Studies Teacher Summer Institute

2009

Lesson Plan
The Haitian Revolution's Impact on 19th Century African Americans
Instructor: Richard Rodriguez

Objective: Students will understand how the Haitian Revolution inspired African Americans in the 19th Century during a time when African-Americans were fighting for the abolition of slavery and for equality. African American abolitionists often had to defend against notions of black inferiority. The Haitian Revolution served as a reference point that helped African Americans reject such notions and make the case for equality. This lesson will be introduced while discussing Abolitionism in the U.S. in the 19th Century.

Lesson Overview: The Haitian Revolution only receives a passing mention in the 8th grade American History textbook, *The American Journey, 2005 Edition*. Yet, the Haitian Revolution effectively ejected European powers such as the Spanish, British and French from Saint Domingue simultaneously creating the sovereign nation of Haiti and liberating the Haitian slaves. If that was not impressive enough, the Haitian Revolution also provided inspiration for all of African descent in the Americas like the Jamaicans, Barbadians and Cuba. Slave and free African-Americans were among those whose imaginations were fired by the Haitian Revolution.

However, as much as the Haitian Revolution inspired African descendants around the world, freedom did not come for other slaves for at least 30 years (British colonies) and as late as 1888 (Brazil). This lesson provides students with a view on how the Haitian Revolution inspired both slave and free African-Americans in the United States.

The African-Americans we will look at briefly are:

1. Denmark Vesey-Free Black leader of a slave conspiracy
2. James Forten-Businessman
3. Prince Saunders-Educator and Diplomat
4. Rev. James T. Holley-Clergyman
5. Henry Highland Garnet –Clergyman
6. Frederick Douglass-Former Slave, Abolitionist and U.S. Ambassador to Haiti
7. William Watkins-Clergyman
8. David Walker-Businessman and Journalist
9. Absalom Jones-Clergyman
10. Richard Allen-Clergyman
11. John B. Russwurm-Journalist

Grade levels: 8-12

Competency-Based Curriculum Objectives and State Standards:

Historical Awareness

After studying important periods in the United States and the individuals and groups who contributed to them, the **students will construct appropriate visual representations (e.g., charts, webs, time lines, Venn diagrams, political cartoons)** that demonstrate their understanding of the relationship between events in history illustrating a cause-effect relationship in history. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.2.3.3) (SS.A.3.3.1) (SS.A.3.3.2) (SS.B.1.3.1) (SS.B.2.3.2)

Cultural Awareness

Describe the **impact of people and ideas on the values**, traditions and institutions in the pluralistic society of the United States using primary sources in art, music, and literature. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.2.3.2) (SS.A.3.3.1) (SS.A.3.3.2) (SS.A.3.3.5) (SS.A.4.3.3) (SS.A.5.3.1) (SS.A.5.3.2) (SS.A.6.3.1) (SS.B.1.3.4) (SS.B.1.3.6) (SS.B.1.3.7) (SS.B.2.3.1) (SS.B.2.3.2) (SS.B.2.3.3) (SS.C.2.3.3) (SS.C.2.3.7)

Global Perspective

After studying the importance of opposing viewpoints and historical interpretations in history, students will **write a position paper** on an event or issue from a perspective other than their own by:

- a. Outlining the different perspectives and/or interpretations held by individuals or groups about the event or issue.
- b. Participating in a discussion comparing and contrasting the differing viewpoints regarding the event or issue.
- c. Summarizing, in writing, the position or interpretation held by an individual or group about the event or issue. (SS.A.1.3.1) (SS.A.1.3.3) (SS.A.2.3.1) (SS.A.4.3.4) (SS.A.5.3.2) (SS.B.1.3.4) (SS.B.2.3.1) (SS.B.2.3.2)

Materials Needed:

Teacher

1. Textbook - *The American Journey* (2005 edition)
2. PowerPoint capabilities to deliver the lesson
3. Board or overhead projector to record student responses during the discussion
4. Lesson plan script
5. Lesson plan handout
6. Lesson plan bibliography
7. Written prompt for essay response

Students

1. Textbook - *The American Journey* (2005 edition)
2. Written prompt for essay response
3. Writing materials (notebook paper & pen)
4. A class set of lesson plan handouts containing quotations by the African Americans studied in the PowerPoint

Lesson lead in

Activate prior knowledge by asking students to give their thoughts on what they understand it was like to be African American in a country where slavery was legal and African Americans did not have equal rights.

Steps to deliver the lesson:

1. To introduce the lesson, activate prior knowledge by asking students to give their thoughts on what they understand about Haiti. Write their responses on the board.
2. Inform the students that during the 19th Century Haiti was a source of inspiration for African Americans (let them know there will be more on that later).
3. Ask the students what their understanding is of how AAs were treated in the U.S. during the 19th Century (in other words, why would they need any inspiration?). Write their responses on the board.
4. After acknowledging their responses, direct them to take out their note books and create a **K-W-L chart**.
Note: This **chart** will serve as an engagement and note taking strategy that will help students follow the accompanying PowerPoint lesson on the Haitian Revolution and its impact on the above mentioned African Americans.
5. Introduce the story of the Haitian Revolution and announce you will go through a PowerPoint titled "The Haitian Revolution: How it inspired African Americans in the 19th Century." Also inform them that they will be required to write an essay citing the sources in the PPT and will be allowed to reference their notes in the essay assessment.
6. Before going through the PowerPoint direct the students to create the **K-W-L** chart in their notebooks. Model this by creating one on the board for them to see. In making the **chart** on the board create 3 columns each headed with the corresponding letters (**K-W-L**). Inform the students that the first column headed by the **K** will be where they will write facts they learn from the PPT regarding the Haitian Revolution and will now **Know** about the Haitian Revolution.
7. Distribute the class set of the **Haitian Revolution PowerPoint Handout** for student reference during the PowerPoint. Start and proceed through the first 8 pages of the PowerPoint and stop at page 8 telling the story of the Haitian Revolution. The sources are embedded in the individual slides and on the accompanying **Haitian Revolution PowerPoint Handout**.
8. After the first part of the PowerPoint introducing the Haitian Revolution ask the students to share what they have in their **K** column (the 1st column) of their **K-W-L** chart (that is what they now **Know** about the

Haitian Revolution). Write some of their responses in the **K** column of the **K-W-L** chart on the board.

9. Now, reference the notes on the board where students shared their understanding of how African Americans might have been treated while they were slaves or denied rights and ask the students to predict how liberation events in Haiti might have impacted African Americans. Open it up for **discussion** providing the students opportunity to share responses.
10. After a few responses ask the students: What **W**ould they like to learn about how some African Americans felt about that revolution and what they specifically said about the Haitian Revolution? These responses should be written in the 2nd column headed by the **W**.
11. Tell the students that you will now continue the PowerPoint presentation for them to explore and consider what AAs from different walks of life felt about that revolution. Remind the students that the lesson is based on Primary and Secondary Sources or direct quotes from the AAs themselves. Also, let them know there will be more opportunities for **discussion** after this presentation. Remind them also that afterward that they will be expected to write an essay from a prompt. They will be able to reference their notes on the **K-W-L** chart.
12. At this point, continue the PowerPoint presentation. As mentioned before, the sources are embedded in the individual slides and on the accompanying **Haitian Revolution PowerPoint Handout**.

Note: The PowerPoint may take two lesson periods. Some slides contain the points on them while other talking points are in the notes sections.

13. After the presentation complete the **K-W-L** chart by providing students with the opportunity to fill in the chart with things they **L**earned about what AAs were saying about the Haitian Revolution during the 19th Century.
14. Provide an opportunity for **discussion** around the questions:
 - a. What do you think determined how different AAs responded to the Haitian Revolution?
 - b. What were the reasons slaves might be inspired by the Haitian Revolution?
 - c. Why do you think it took so long for other slaves in the Western Hemisphere to gain their freedom after the Haitian Revolution?
 - d. If you were in their shoes, would you take the actions some of them did?
 - e. What do you think about the responses of the U.S. businessmen? U.S. Abolitionists? U.S. Clergymen?
 - f. Which response might be closer to the one you might take if you were living in the 19th Century and were an AA?
15. Assign the students to write an essay in response to the following prompt:

Assessment

The Haitian Revolution effectively ejected the French from Saint Domingue (Haiti) simultaneously creating the sovereign nation of Haiti and liberating the Haitian slaves. If that was not impressive enough, the Haitian Revolution also provided inspiration for all of African descent in the Americas like the Jamaicans, Barbadians and Cuba. Slave and free African-Americans were among those whose imaginations were fired by the Haitian Revolution.

Think about the various African Americans who were inspired by the events in Haiti and the odds they faced during the times they lived. What do you think are the key reasons why they were inspired by the Haitian Revolution? Write a 4 or 5 paragraph essay summarizing the key reasons why AAs were inspired by the Haitian Revolution. Give examples from the quotes in the PowerPoint presentation.

Haitian Revolution PowerPoint Handout

Revolt in Haiti

- Haiti was once called Saint-Domingue
- It was ruled by France and was its most valuable colony producing 40% of their foreign trade thus being called the "Pearl of the Antilles"
- In the 18th Century it produced over half of the world's coffee and exported almost as much sugar as Jamaica, Cuba, and Brazil combined
- The French Revolution in 1789 created tension in Saint-Domingue and soon there was slave insurrection that threw off France in 1804
- Led first by Toussaint Louverture
- Then led by Henri Christophe and Jean-Jacques Dessalines
- They were able to throw off the Spanish, British and French to gain their independence
- The revolt itself was very violent and bloody making much use of guerilla warfare and even mass killings of whites
- Saint-Domingue changed its name to its original native name "Haiti" and created a sovereign state on Jan. 1, 1804
- It sent shock waves of fear to slave owners throughout the Western Hemisphere as there is evidence that slave revolts in Venezuela, Cuba, Jamaica

Impact on African Americans

Denmark Vesey (1767—1822) Former slave

- Also known as "Telemaque" led an alleged massive slave conspiracy to revolt in South Carolina uncovered in May 1822
- Worked as a slave in St. Domingue in 1780's until buying his freedom with his \$1500 lottery winnings
- Vesey and his supposed conspirators stood trial
- One black witness testified that Vesey or Telemaque "was in the habit of reading to me all the passages in the newspapers that related to S[ain]t Doming[ue]," as well as "every pamphlet he could lay his hand on, that had any connection with slavery."
- Other slave testimony referred to letters to Haiti requesting aid and to one of Vesey's followers promising "that St. Domingo and Africa would come over and cut up the white people up the white people if we only made the motion here first."
- More than 100 men and women were jailed, questioned and released. 42 were deported and 35 black men were executed—22 in one day

- Vesey was arrested, tried, convicted and finally executed on July 1, 1822

Source: Davis, *Inhuman Bondage*, p. 170-171; Harding, *There is a River*, Johnson & Smith, *Africans in America*, (286-90)

James Forten (1766-1842) Businessman

- Prosperous sail maker and entrepreneur in Philadelphia
- Said that the events in Haiti signified a providential message that black people "would become a great nation" and "could not always be detained in their present bondage."

Source: Davis, *Inhuman Bondage*, p. 170-171

Prince Saunders (1775—1839) Educator and Diplomat

- Born in Connecticut
- Worked toward leading AA to migrate to Haiti
- "In his book Saunders saluted the liberal principles of Haitian government as refuting insinuations that blacks lacked the intelligence..."
- "Saunders advised a careful examination of Haiti as an immediate refuge for free blacks."
- "Saw Haiti as 'an asylum for those free persons of color, who may be disposed to remove it'" (Woodson, 1925:56, 59)
- Called Haiti a "luxuriant, beautiful and extensive island"

Sources: White, "Prince Saunders: An Instance of Social Mobility among Antebellum New England Blacks"; Fordham, "Nineteenth-Century Black Thought" (p. 10)

Rev. James T. Holly (1829-1911) Clergyman

- Wrote a book titled after the Haitian Revolution
- Called the Haitian Revolution "one of the noblest, grandest and most justifiable outbursts against tyrannical oppression" (Bell, 1970: 23, 24)
- Felt it was "a revolution in which a race of 'almost dehumanized men...rose from their slumber of ages, and redressed their own unparalleled wrongs...in the name of God and humanity."
- "The historical events of the Haytian Revolution" and its aftermath—presenting his own case for the "capacity of the negro race for self-government."
- "Toussaint by the evident superiority of his statesmanship has left on the pages of the world's statute book an enduring and irrefutable testimony of the capacity of the Negro for self government and the loftiest achievements in national statesmanship." (Woodson, 1925:246)

- Supported and led efforts for emigration to Haiti

Source: Ernest, "Liberation Historiography: African-American Historiography before the Civil War"; "Black thought in 19th century U.S. (p. 6) quoted from Holly's book titled *A Vindication of the Capacity of the Negro Race for Self-Government, and Civilized Progress, as Demonstrated by Historical Events of the Negro Race for Self-Government, and Civilized Progress, as Demonstrated by Historical Events of the Haytian Revolution; and the Subsequent Acts of that People Since Their National Independence (1957)*; Fordham, "Nineteenth-Century Black Thought"

Henry Highland Garnet (1815-1882) Clergyman

- In his famous "Address to the Slaves of the United States" called for slaves to rebel in the South. Said people like Denmark Vesey and Nat Turner would someday be remembered on the "same monument with the likes of Toussaint L'Ouverture" (Aptheker, 1951: 231)

Source: Fordham, "Nineteenth-Century Black Thought" (p. 8)

Frederick Douglass (1817-1895) Former Slave, Abolitionist, U.S. Ambassador to Haiti

- Referred to Haiti as "a spirit of Freedom, which a sanguinary and ambitious despot could not crush or extinguish" (Woodson, 1970: 426)
- "We should not forget that the freedom you and I enjoy to-day; that the freedom that eight hundred thousand colored people enjoy in the British West Indies; the freedom that has come to the colored race the world over, is largely due to the brave stand taken by the black sons of Haiti ninety years ago. When they struck for freedom...they struck for freedom of every black man in the world."

Source: Fordham, "Nineteenth-Century Black Thought"; Davis, *Inhuman Bondage* (p. 171)

William Watkins (1800-1858) African Methodist Episcopal minister

- Said in 1825 that Haiti became "an irrefutable argument to prove...that the descendants of Africa never were designed by their Creator to sustain an inferiority, or even a mediocrity, in the chain of being; but they were as capable of intellectual improvement as Europeans, or any other nation upon the face of the earth"

Source: Davis, *Inhuman Bondage* (p. 171)

David Walker (1785-1830) Businessman and Journalist

- In 1829 urged other blacks to read the history of Haiti calling it “the glory of the blacks and terror of tyrants”
- Walker was probably referring to the fearful reaction by whites in the south to the events in Haiti

Source: Davis, *Inhuman Bondage* (p. 171)

Absalom Jones (1746-1818) & Richard Allen (1760-1831)–Clergymen

- The two had decided to start their own branch of the Methodist denomination after being discriminated
- “Philadelphia’s first two black ministers, cautiously urged slaveholders to learn from the Caribbean revolt that ‘great uneasiness and not contentment, is the inhabitant of [the] hearts of the slaves.’”

Source: Davis, “American Equality and Foreign Revolutions” p. 749

John B. Russwurm (1799-1851) Journalist

- “In a 1820 commencement address at Bowdoin College eulogized the Haitian patriots as the black equivalents of the Founding Fathers, and when blacks in various cities began celebrating the anniversary of Haitian independence, the revolution had become a symbolic negation of everything slavery represented.”

Source: Davis, “American Equality and Foreign Revolutions” p. 750

The Haitian Revolution’s Impact on Africans around the World

The Haitian Revolution had a ripple effect on most of the slave holding nations of the Western Hemisphere and reaching as far as South Africa. Here is a list of the above countries and subsequent slave revolts:

Evidence was found in Maracaibo, Venezuela and Cartagena, Columbia of Haitian influence on slave revolts or conspiracies. (Davis, 169)

Emancipation however would not come for many of these slaves for years to come:

1834-All slaves in British colonies (Jamaica, Trinidad and Barbados) including those in South Africa and the Indian Ocean. (Davis, p. 15)

By 1840 slavery had been outlawed in Mexico, Central America, and Chile and only small numbers of aging slaves remained in Venezuela, Colombia, and Peru. (Davis, p. 15)

United States-1865

Cuba-1870 (Davis, p. 325)

Puerto Rico-1873 (Davis, p. 325)

Brazil-May 13, 1888 (Davis, p. 327)

In Cuba, 1812 Jose Antonio Aponte and his rebel followers, including some whites, flew the Haitian colors and wore Haitian hats before being defeated, tortured, and put to death (Davis, 170)

Jamaica: In 1791 Jamaican slaves sang songs about the Saint-Domingue insurrection within a month after the uprising began. (Davis, p. 169) Jamaica simmered with rumors of conspiracy as refugees streamed in from Haiti as Jamaican slaves escaped to Haiti. In 1815 an assembly committee reported that young blacks had vowed to kill off the white population if they were not granted their freedom. (Davis, 170)

In Barbados the insurrection of 1816 in which over 200 slaves were executed some of the slave testimony pointed to the Haitian influence (Davis, 169)

In Brazil as late as 1835 there were clear marks of Haitian influence when hundreds of Brazilian slaves and freedmen joined a revolt in the city of Salvador. (Davis, 170)

The Haitian Revolution's Impact on African Americans

African Americans would soon gain their freedom and their civil rights as a result of the Civil War a war and the several amendments to the Constitution and legislative acts of Congress. But the Haitian Revolution provided an early boost to their aspirations of freedom in the United States.

Objective: Students will understand how the Haitian Revolution inspired African Americans in the 19th Century during a time when African-Americans were fighting for the abolition of slavery and for equality. African American abolitionists often had to defend against notions of black inferiority. The Haitian Revolution served as a reference point that helped African Americans reject such notions and make the case for equality.

Lesson Overview: The Haitian Revolution effectively ejected the Spanish, British and French from Saint Domingue simultaneously creating the sovereign nation of Haiti and liberating the Haitian slaves. If that was not impressive enough, the Haitian Revolution also provided inspiration for all of African descent in the Americas like the Jamaicans, Barbadians and Cuba. Slave and free African-Americans were among those whose imaginations were fired by the Haitian Revolution. This lesson provides students with a view on how the Haitian Revolution inspired both slave and free African-Americans in the United States. The African-Americans we will look at briefly are:

1. Denmark Vesey
2. James Forten
3. Prince Saunders
4. Rev. James T. Holley
5. Henry Highland Garnet
6. Frederick Douglass
7. William Watkins
8. David Walker
9. Absalom Jones
10. Richard Allen
11. John B. Russwurm

Bibliography

1. The American Journey, p. 283, Textbook, 2005, Ed. Joyce Appleby

The Haitian Revolution is introduced in the context of its effect on how it induced Napoleon to sell the Louisiana Territory to the U.S. thus facilitating U.S. westward expansion.

2. David Brion Davis, *Inhuman Bondage: The Rise and Fall of Slavery in the New World* (New York, NY, 2006)
 - Chapter 8: "The Impact of the French and Haitian Revolutions" pp 157-174

Davis provides a detailed discussion of the French Revolution and its influence on African Americans both slave and free. He begins the chapter by quoting Frederick Douglass giving a speech in 1893. He then goes on to discuss how it influenced other African Americans such as Denmark Vesey, David Walker, James Forten, William Watkins, and later John Russwurm (p. 259).

3. Vincent Harding, *There is a River: The Black Struggle for Freedom in America*, (Orlando, FL, 1981), 58-59

Gives an overview of how the events in Haiti increased tensions between slave owners and their slaves in the U.S.

4. Arthur O. White, "Prince Saunders: An Instance of Social Mobility Among Antebellum Blacks," *The Journal of Negro History*, Vol. 60, No. 4 (Oct., 1975), pp. 526-535

This article discusses how the Haitian Revolution inspired Prince Saunders as a demonstration of the "falseness of Negro inferiority" and to work toward the uplift of Haiti for the possibility of African-American emigration there.

5. David Brion Davis, "American Equality and Foreign Revolutions" *The Journal of American History*, Vol. 76, No. 3 (Dec., 1989), pp. 729-752

This article discusses how the Haitian Revolution inspired Absalom Jones and Richard Allen; two former slaves who were leading an AME Church in Philadelphia where they were associated with Prince Saunders.

6. Charles Johnson, Patricia Smith, *Africans in America: America's Journey through Slavery*, New York, 1998

Provides information on Denmark Vesey's conspiracy to lead a slave rebellion in South Carolina.

7. Monroe Fordham, "Nineteenth-Century Black Thought In the United States: Some Influences of the Santo Domingo Revolution," *Journal of Black Studies*, Vol. 6, No. 2, December 1975

Provides information on how the Haitian Revolution inspired Garnet, Douglass and Holly.

8. John Ernest, "Liberation Historiography: African-American Historiography before the Civil War," *American Literary History*, Vol. 14, No. 3, An "ALH" Forum: "Race and Antebellum Literature" (Autumn, 2002), pp. 413-443

Provides further information on how Haiti inspired Holly.

9. James T. Holly, *A Vindication of the Capacity of the Negro Race for Self-Government, and Civilized Progress, as Demonstrated by Historical Events of the Negro Race for Self-Government, and Civilized Progress, as Demonstrated by Historical Events of the Haytian Revolution; and the Subsequent Acts of that People Since Their National Independence (1957)*

Holly's book which is aptly titled after Haiti and that points toward Haiti as an example that rebukes notions that 19th Century notions that Negroes did not have the capacity for self-government.

10. David Walker, "Appeal to...the Colored People of the World," 1829

In his Appeal Walker makes reference to the revolt to inspire people of color around the world that they could be agents in their own struggle for emancipation from oppression.

The Haitian Revolution

How It Inspired 19th Century African
Americans

Revolt in Haiti

Map

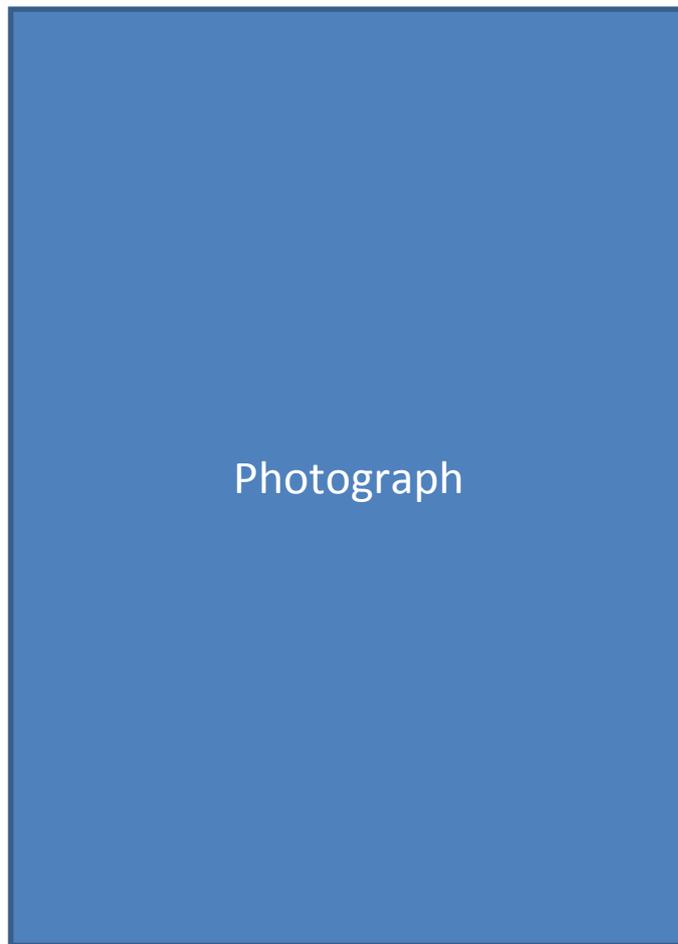
Revolt in Haiti

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Revolt in Haiti

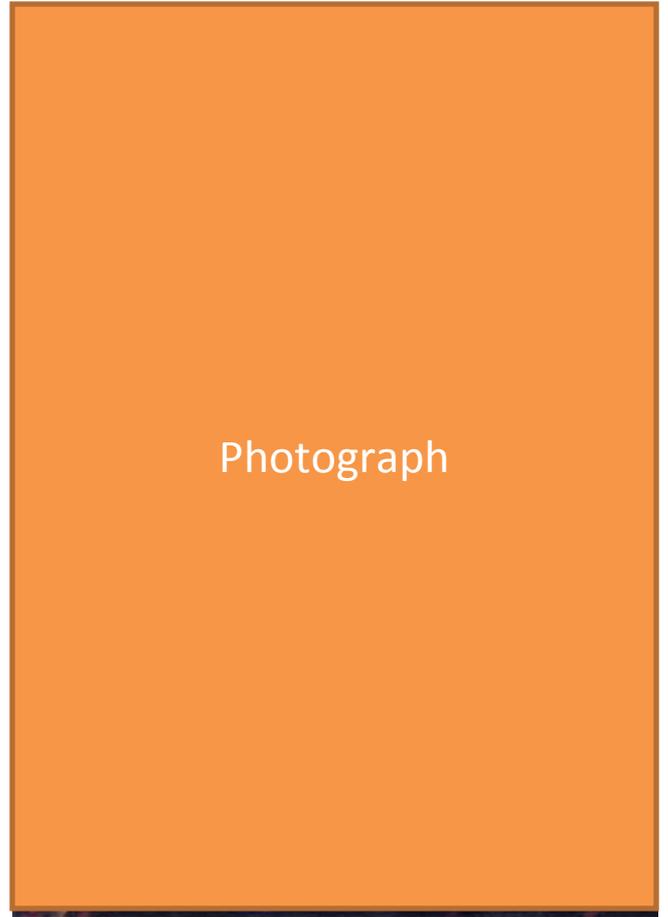
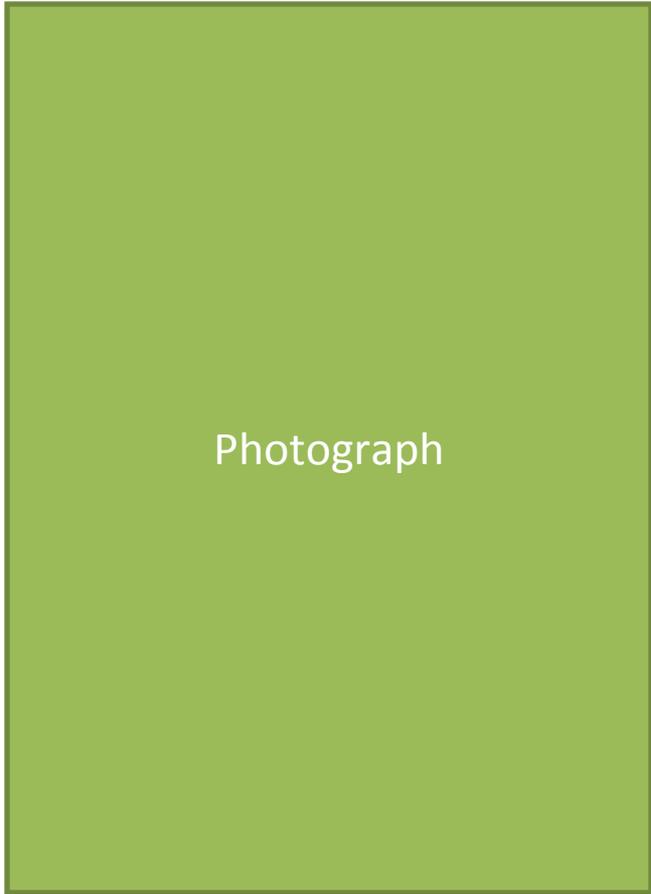
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Toussaint L'Ouverture





Henri Christophe and Jean-Jacques Dessalines



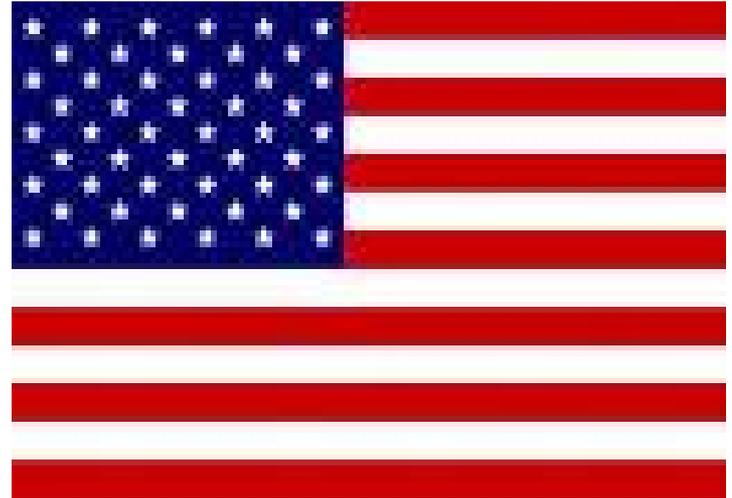


Revolt in Haiti





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- Also known as "Telemaque," led an alleged massive slave conspiracy to revolt in South Carolina uncovered in May 1822

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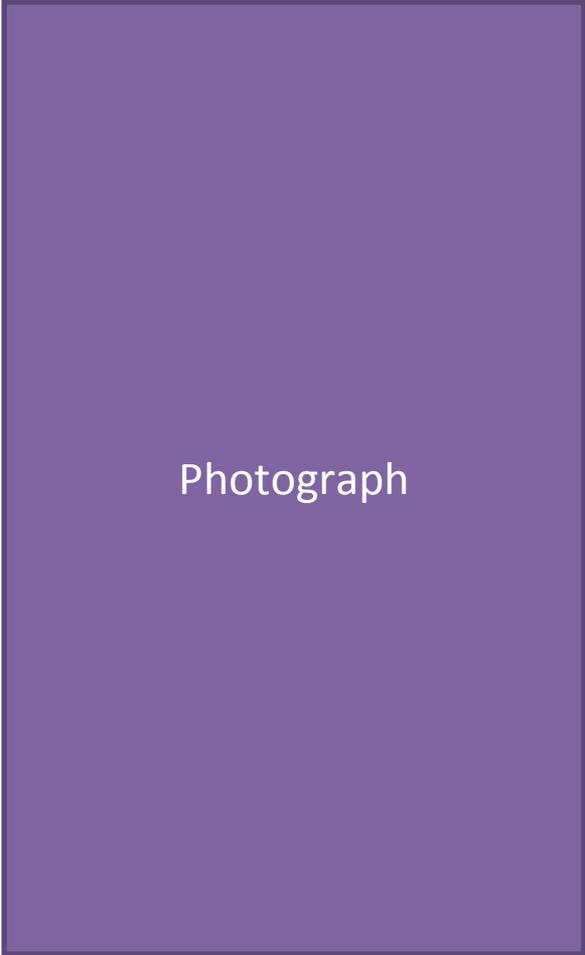
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Sources: Davis, *Inhuman Bondage* (p. 170-171); Harding, *There is a River* (p. 65-72); Johnson & Patricia Smith, *Africans in America: America's Journey through Slavery* (286-90)

James Forten 1766-1842



Photograph

James Forten

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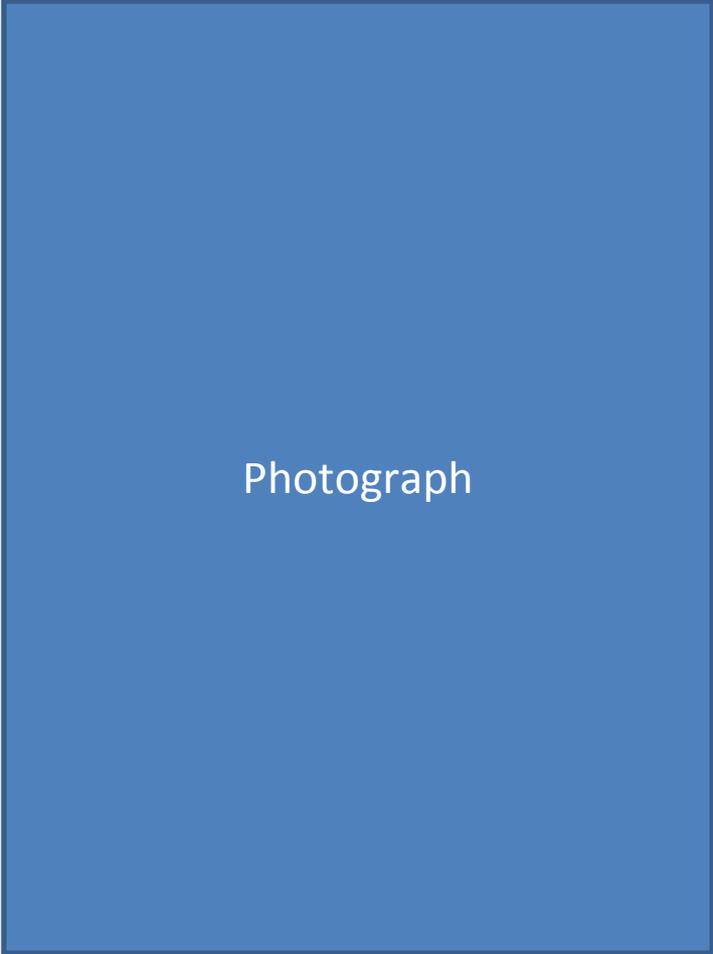
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- “Saw Haiti as ‘an asylum for those free persons of color, who may be disposed to remove it’ (Woodson, 1925:56, 59)
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Rev. James T. Holly 1829-1911



Photograph

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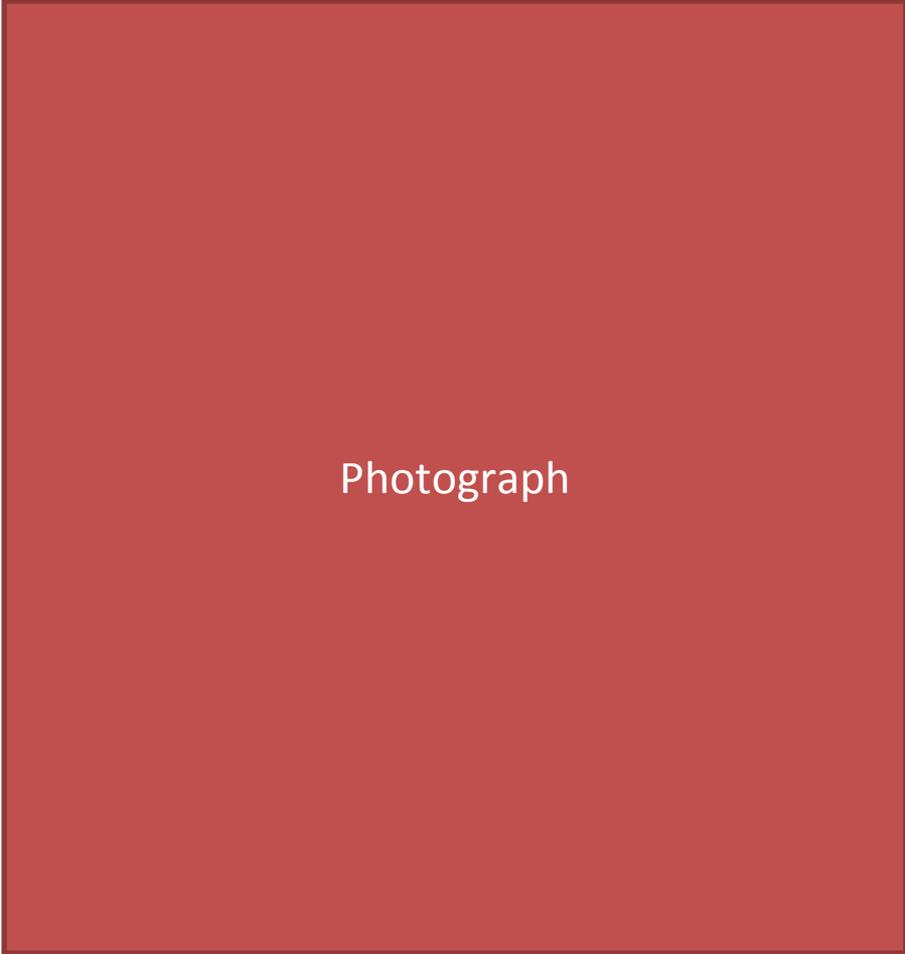
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- Supported and led efforts for emigration to Haiti

Rev. James T. Holly

- **Sources:** Ernest, “Liberation Historiography: African-American Historiography before the Civil War”; “Black thought in 19th century U.S. (p. 6) quoted from Holly’s book titled *A Vindication of the Capacity of the Negro Race for Self-Government, and Civilized Progress, as Demonstrated by Historical Events of the Negro Race for Self-Government, and Civilized Progress, as Demonstrated by Historical Events of the Haytian Revolution; and the Subsequent Acts of that People Since Their National Independence (1957)*; Fordham, “Nineteenth-Century Black Thought”

Henry Highland Garnet

1815-1882



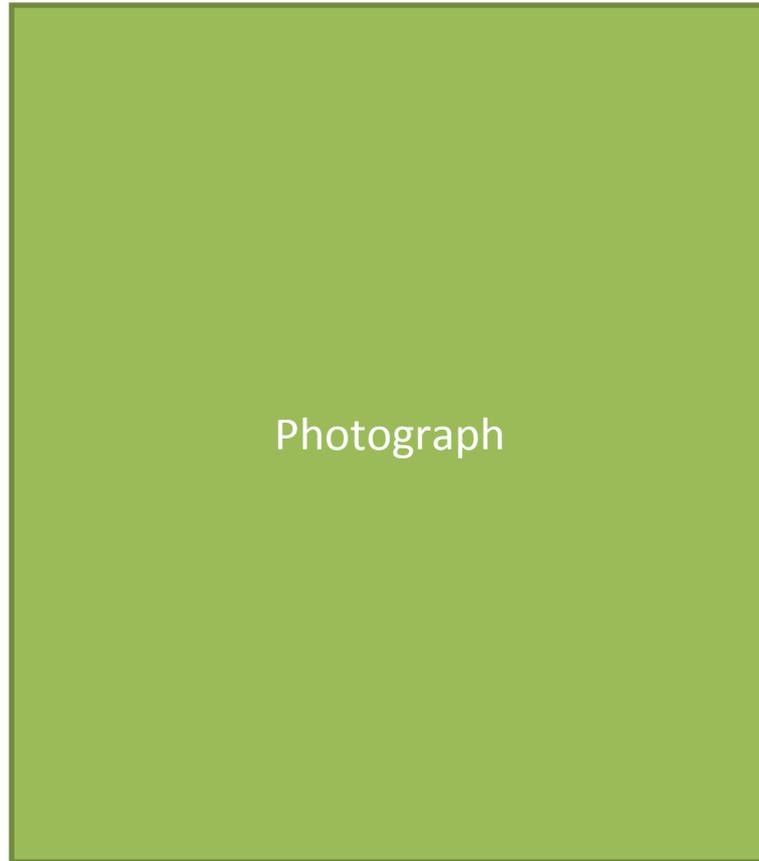
Photograph

Henry Highland Garnet

- In his famous “Address to the Slaves of the United States” called for slaves to rebel in the South. Said people like Denmark Vesey and Nat Turner would someday be remembered on the “same monument with the likes of Toussaint L’Ouverture” (Aptheker, 1951: 231)

Source: Fordham, “Nineteenth-Century Black Thought” (p. 8)

Frederick Douglass 1817-1895



Frederick Douglass

- Former Slave, Abolitionist, U.S. Ambassador to Haiti
- Referred to Haiti as “a spirit of Freedom, which a sanguinary and ambitious despot could not crush or extinguish” (Woodson, 1970: 426)

Frederick Douglass

- “We should not forget that the freedom you and I enjoy to-day; that the freedom that eight hundred thousand colored people enjoy in the British West Indies; the freedom that has come to the colored race the world over, is largely due to the brave stand taken by the black sons of Haiti ninety years ago. When they struck for freedom...they struck for freedom of every black man in the world.”

Sources: Fordham, “Nineteenth-Century Black Thought”; Davis, *Inhuman Bondage* (p. 171)

William Watkins 1800-1858

- African Methodist Episcopal minister
- Said in 1825 that Haiti became “an irrefutable argument to prove...that the descendants of Africa never were designed by their Creator to sustain an inferiority, or even a mediocrity, in the chain of being; but they were as capable of intellectual improvement as Europeans, or any other nation upon the face of the earth”

Source: Davis, *Inhuman Bondage* (p. 171)

David Walker 1785-1830

- Businessman and Journalist
- In 1829 urged other blacks to read the history of Haiti calling it “the glory of the blacks and terror of tyrants”
- Walker was probably referring to the fearful reaction by whites in the south to the events in Haiti

Source: Davis, *Inhuman Bondage* (p. 171)

Richard Allen 1760-1831
Absalom Jones 1746-1818

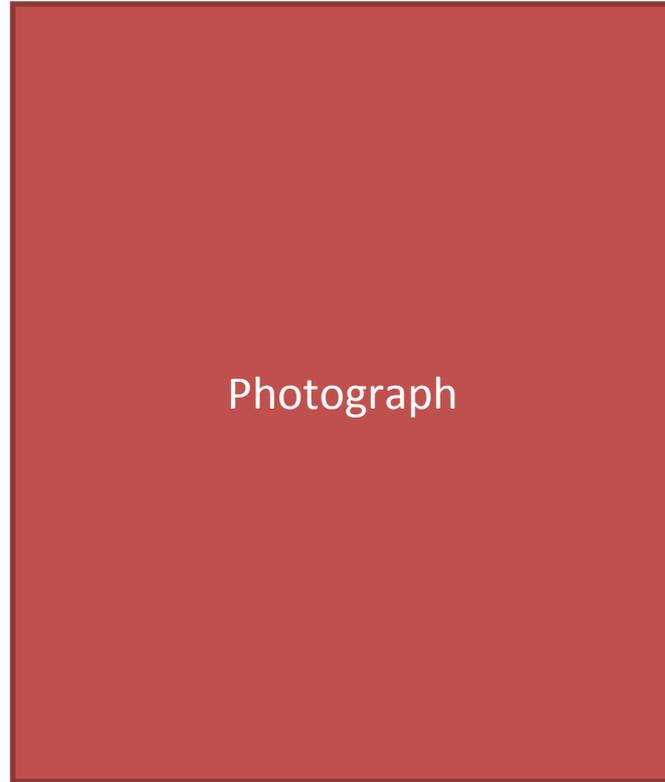
Photograph

Richard Allen & Absalom Jones

- Clergymen
- The two had decided to start their own branch of the Methodist denomination after being discriminated
- “Philadelphia’s first two black ministers, cautiously urged slaveholders to learn from the Caribbean revolt that ‘great uneasiness and not contentment, is the inhabitant of [the] hearts of the slaves.’”

Source: Davis, “American Equality and Foreign Revolutions” (p. 749)

John B. Russwurm 1799-1851



John B. Russwurm

- Born in Jamaica
- Journalist
- “In a 1820 commencement address at Bowdoin College eulogized the Haitian patriots as the black equivalents of the Founding Fathers, and when blacks in various cities began celebrating the anniversary of Haitian independence, the revolution had become a symbolic negation of everything slavery represented.”
- **Source:** Davis, “American Equality and Foreign Revolutions” (p. 750)

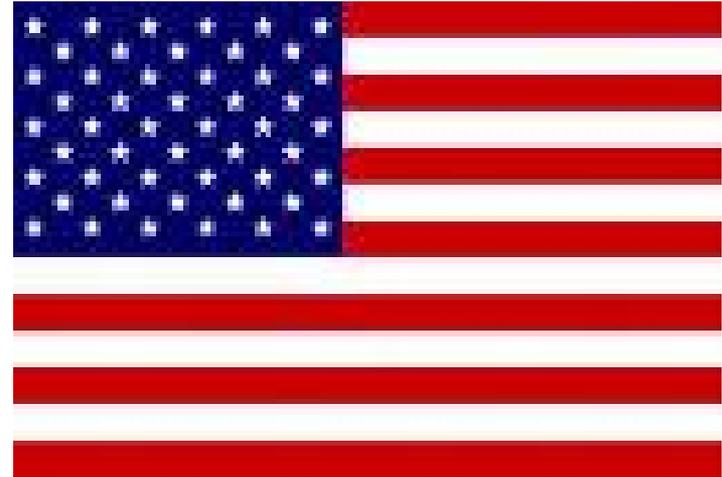


The Haitian Revolution's Impact on Africans around the World





The Haitian Revolution's Impact on African Americans



The Global Impact of Haiti's Revolution Lesson Plan:

Introduction to Haiti's Revolution

by

Carmen Santiago

Florida International University Teaching American History

Latin American and Caribbean Studies Teacher Summer Institute

2009

LESSON PLAN

The global impact of Haiti's revolution

Introduction to Haiti's Revolution

Concept/Main Idea of Lesson:

Using a set of documents, students will explain how the Haitian Revolution was a global social, economic, and political event in its formulation, process, and legacy.

Intended Grade Level:

9-12

Infusion/Subject Area(s):

Social Studies, World History, Caribbean History, American History, US History

State and National Curriculum Standards:

Florida Sunshine State Standards

- Time, Continuity, and Change 1:3
- People, Places, and Environments 2:1,2,3 and 6

NCSS Standards

- Global Connections: *Social studies programs should include experiences that provide for the study of global connections and interdependence.*

Instructional Objective:

Students will use documents to better understand Haiti's Revolution and construct a valid argument about global processes. Students will use Haiti's Revolution to understand how one event has wide spread effects and global implications.

LECTURE NOTES:

The year is 1791. The United States is in its first years as the first republic in the western hemisphere. Europe is in disarray as the French Revolution burns across the face of France. The revolutionaries in France are getting ready to draft the Declaration of the Rights of Man, which will declare rights, liberty, and equality to the basis of all legitimate government and social systems. On the French island of Haiti, far from anybody's eyes, French planters, craftsmen, soldiers, and administrators are all closely watching the events unfold across the Atlantic. It's an uncertain time; the results of the revolution are up in the air and loyalties are deeply divided. While they watch the events in France, however, the planters are unaware that a revolution is brewing beneath their very feet. For the French plantations on Haiti offers some of the most cruel conditions that African-American slaves ever had to suffer. They differ from North American plantations in one key element: the coffee and sugar plantations require vast amounts of labor. As a result, the slave

population outnumbers the French by terrifying amounts; the slaves, also, by their sheer numbers are allowed to retain much of their culture and to establish more or less independent social systems. But the French, even with the example of the American and French revolutions, are blissfully unaware of the fire they're sitting on.

On August 22, 1791, the Haitian war of independence began in flames under the leadership of a religious leader named Boukman; over one hundred thousand slaves rose up against the vastly outnumbered and infinitely hated French. Unlike the French Revolution and the American Revolution, the Haitian revolution was entirely driven by the passions of men and women who had been enslaved most if not all of their lives. They didn't simply desire liberty, they wanted vengeance. Over the next three weeks, the Haitian slaves burned every plantation throughout the fertile regions of Haiti and executed all Frenchmen they could find. The French fled to the seacoast towns and pleaded with France to help them out while the island burned.

(From "The African Diaspora: The Haitian Revolution" @ <http://www.wsu.edu:8000/~dee/DIASPORA/HAITI.HTM>)

Learning Activities Sequence:

LECTURE NOTES:

An Overview of the Haitian Revolution

Haiti's revolution was the third in the great Golden Age of Revolutions, ideological heir to America's struggle for independence, and bolder still in its embrace of the Enlightenment values of equality and liberty. It is rarely discussed and not widely studied, yet its effects have been felt throughout the Western Hemisphere in the two centuries since it achieved its aims.

Though it is convenient to apply the label "revolution," this revolution encompassed shades of struggle and combat that were not always meant to achieve the overthrow of the government. It was sometimes a rebellion, sometimes a civil war, sometimes a struggle for independence. Rather than a bold charge up a hill, this revolution was a switchback road up a steep mountainside.

Unlike the case of the American Revolution, which was, more or less from beginning to end, "about independence," it simply is not easy to discuss this revolution in terms of what it was "about." It was about lots of things. The shape of the revolution, on the other hand, the chronology of events... that's easy enough to describe.

This revolution took place in the French colony of Saint-Domingue, on the island of Hispaniola. Saint-Domingue was the wealthiest, most resource-rich, most valuable colony of its age... perhaps the most valuable colony of any age. If there had been such a thing at the time as a gambling house where you could place bets on the future of a country, you would have put your money on Saint-Domingue, certainly, not the relative upstart of America to the north. And, of course, you would have lost your shirt.

In 1791, two years after the storming of the Bastille in France, a towering, fearsome vodou priest led Saint-Domingue's slaves in a revolt. Boukman's Rebellion spread, causing mass confusion and havoc in the colony. Boukman died early on, and of his successors it was the former slave and coach driver

[Toussaint Louverture](#) who would come to dominate the military and political landscape of the colony. Under his leadership, the rebel army would become disciplined and organized, and would steadily gain ground against the French colonists.

In [1793](#), Louis XVI was executed in France and this news landed in the colony like a blast of air in the middle of an ants' picnic, scattering soldiers every which way. Ties of loyalty were severed and sought to reattach themselves, a process which reorganized armies and redistributed materiel in novel combinations. In that year, the rebels joined Spain on promises of equality, a crown to fight for, and arms for the fight. But it was a French commissioner who, in a desperate (though sincere) gambit, would in fact grant freedom and rifles to 15,000 slaves in Saint-Domingue.

In [1794](#), on realizing the hollowness of Spain's promises, the rebels rejoined France. Britain, which had made a play for the colony, was soundly defeated by [Toussaint](#)'s troops.

Toussaint's power and influence grew steadily, and he eventually assumed de facto control of the colony. After deftly maneuvering his rival [Sonthonax](#) and friend [Laveaux](#) out of the colony and back to France, the general undertook to transform a rebellious French holding into a prosperous quasi-independent state. With French attentions distracted by war with Britain and a [quasi-war with America](#), [Toussaint](#) made treaties and trade agreements with both countries, proffered a [Constitution](#), enforced work rules, and steadily increased [Saint-Domingue](#)'s independence.

It couldn't last. [Napoléon Bonaparte](#), having settled French conflicts with America and Britain for the moment, turned his attention to [Saint-Domingue](#). Seeking to restore the economic engine that had powered a third of the French economy before [1791](#) (and, some say, to establish a firm foothold on the North American continent), Napoléon sent his brother-in-law [Leclerc](#) with 25,000 troops to retake Saint-Domingue.

Toussaint's once absolute authority over his army had slipped somewhat during the time of peace as separate interests within the colony came to the fore. [André Rigaud](#) had held power in the South for some years, and though he and [Toussaint](#) had once coexisted peacefully, France began to play the two against each other. Hesitation, disobedience, and defections within the officer corps weakened Toussaint until he had no choice but to surrender to Leclerc. Though given an opportunity to retire from the field, Toussaint was betrayed by his own former generals, deceitfully trapped, and deported along with his family to France. On [April 7, 1803](#), [Toussaint](#) died in his cell at [Fort de Joux](#) in the French Alps.

Toussaint's betrayal and the dawning realization that France was determined to re-enslave the blacks galvanized the rebels once again. With Toussaint's former general [Dessalines](#) at command, the rebels defeated the French troops once and for all and declared the colony independent on [January 1, 1804](#), taking the new name of Hayti from the original [Taino](#)/Arawak name for the island.

Though the early Haitian governments of [Dessalines](#), [Christophe](#), and [Petion](#) offered little different from the draconian French rule that had preceded them,

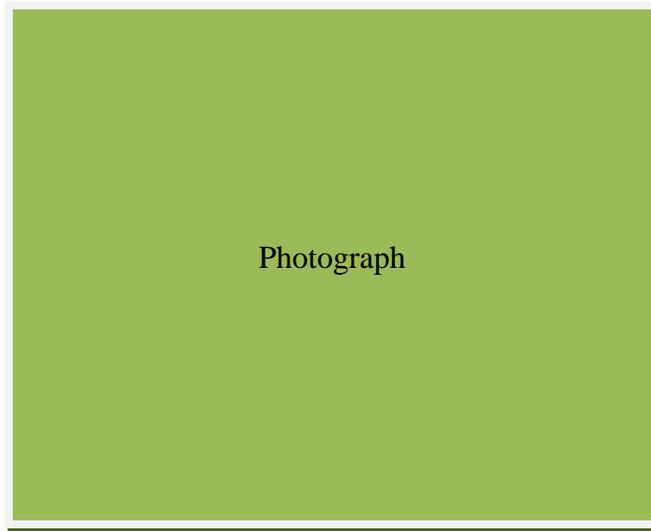
the colony was independent and did manage a short period of prosperity. Eventually, though, the island nation began to suffer the effects of its isolation and diminishing economic importance. (The United States for 60 years refused to recognize Haiti out of fear of its rebellious example.) Weak internal politics and foreign meddling have devastated the island over the years, leaving it today not much more than a battered child of powerful interests. But once upon a time...

Everything about Haiti's revolutionary history seems heightened somehow: the heroes, the villains, the violence, the triumphs, the tragedies, the depravities, the consequences, the repercussions. Reading through the work of historians of the period, it seems that something about the country inspires soaring rhetoric, lyric prose. Movies don't get made about the Haitian Revolution, but there are enough colorful characters, victorious underdogs and tragic heroes available in the historical record to make the careers of a phalanx of screenwriters. Great leaders sprang like weeds in the fertile fields of the revolutionary Saint-Domingue. Generals seem to appear from nowhere -- as from the brow of Saturn, fully formed and capable of brilliant military victories. Great leaders on the other side, capable, battle-tested men, geniuses of strategy... legends... are soundly defeated. Men die in gobs: 60,000 French soldiers, perhaps as many British. It is difficult to find official numbers of rebel dead, but certainly troops who were willing to throw themselves in front of cannon fire did not die in small numbers.

Perhaps one reason the Haitian Revolution doesn't appear on the big screen is that it's impossible to pitch. There's no "high concept" ten-word description of the story. The revolution in Saint-Domingue was -- in part, only in part -- a fight to free the slaves of that colony. Africans had been brought, bought, and branded in droves to work the plantations, to make [Saint-Domingue](#) the impressive economic engine that it was; their urges to be free were bound to boil over eventually. But characterizing this revolution as being a racial struggle or being "about emancipation" is like looking at a black and white snapshot of a Seurat masterpiece: the characterization fails to capture the complex and subtle dynamics that were at play. Whites, blacks, and mulattos, rich, poor, powered and powerless fought on all sides at various times and for various reasons: to free the slaves, to restore the monarchy, to protect their position, to repel invaders, for independence, for liberty, for equality, for the status quo. As Bernard Bailyn so perfectly put it, this revolution was not a revolution at all. It was the unfolding of a process, whose deepest urge was emancipation.

Caveat Lector: Understanding Haitian revolutionary history will make your heart break, will make you want to sing great wailing songs of despair and longing for what could have been. There are no clear victories or easy resolutions. Writer Matt Wood notes this effect and draws from the example of [François Mackandal](#), an escaped [slave](#) who orchestrated a simultaneous mass poisoning of white planters in [1757](#). On the eve of the morning that slaves across the colony were to have slipped poison into their masters' breakfasts, Mackandal was betrayed and captured. At his execution, flames licking his feet, [Mackandal](#) leapt from the stake. The assembled slaves raucously celebrated, for their hero had kept his promise to remain "in the Kingdom of This World." In their excitement, they apparently failed to notice that soldiers had recaptured Mackandal and thrown him back on the flames. As Wood says, "We know from history that this victory in the slaves' eyes is actually a defeat, the loss of a fearless leader. Again this teaches a lesson: what is celebrated as a triumph is at the same time the beginning of another era of oppression."

This is the essence of Haitian history.
([http://thelouvertureproject.org/index.php?title=An Overview of the Haitian Revolution](http://thelouvertureproject.org/index.php?title=An_Overview_of_the_Haitian_Revolution))



Battle in Saint-Domingue

A scene of the Haitian revolutionary war as imagined by the Polish painter January "Jan" Suchodolski (1797 - 1875) Suchodolski was a painter and army officer, he is known for his depictions of battle scenes .(undated) .

Set Induction/Lesson Initiating Behavior:

Project a picture depicting the Haitian Revolution. Ask students spiraling questions such as:

- ❖ What do you see?
- ❖ Who is in the picture?
- ❖ What is the main idea of the picture?
- ❖ What conclusions can you draw about the people in the scene?
- ❖ Where is this taking place? How can you ascertain where it is?
- ❖ When is this taking place?
- ❖ Why could this be happening?

Allowing students to examine the picture will help prepare them for DBQ assignments.

Learning Activities:

Students will discuss these events using all the resources available. Students will work with web-sites, maps, and images to establish a better global perspective of the events during Haiti's Revolutionary period, 1791-1804.

Students will end this lesson with a DBQ assignment where they will write an essay using the given documents. The directions and question are included in the DBQ worksheets.

Closure:

Re-project the same image from the beginning of the class period and ask the students to take one more look at it. Did they miss anything in their initial interpretation of it? If so, ask for volunteers to share some of their new ideas about the image.

CLOSING LECTURE:

Haiti was the Revolution which actualized the slogans of the American and French Revolutions by extending their principles, ironically in opposition to the pressures of the French and American Governments, beyond the charmed circle of white men. Haiti truly was the culmination of the great liberator revolution of the late eighteenth century. But Haiti was also a mortal danger to the global property relations which were being established by the American and French revolutions and to the rule of capital as it was becoming actualized in the nineteenth century – a specific form of the rule of capital which we today refer to as colonialism.

The eagerness of France, Britain and Spain to retain and annex Haiti exposed the dependence of their economies on the slave-driven prosperity of the colonies. It also exposed that the European Enlightenment and its universal freedoms were meant only for the white man and not for the "black", "brown" and "yellow" races of the world. Further, the repeated defeats of their armies by the slave army of Haiti also had the danger of instilling confidence in those countries which were being colonized that they too could defeat these colonial powers. Instead of being the shining example of the fruition of the principles of "Liberte, Egalite, Fraternite", Haiti had become the festering wound in the young body of capitalist colonialism. Therefore it needed to be excised at the earliest.

While the Haitians could, and did, defeat the colonial powers in battles on their soil, they were helpless in front of the colonialists' combined naval power. In a rare, but entirely predictable, show of unity between the otherwise hostile colonial powers of Britain, France, Spain and the United States, an economic naval blockade – cordon sanitaire – was imposed on Haiti from the moment of its independence for about 60 years. Without the ships of these countries and their traders, the plantations of Haiti could not sell any of the sugar-cane, tobacco, cotton or coffee that they produced. The official reason given for this blockade was that Haiti had not paid indemnity of 150 million Francs to France and its citizens for appropriating their property (the slave plantations). The Vatican too withdrew its priests from Haiti and no Government in the world recognized the independent Republic of Haiti. It was only in 1861 that the United States, under Abraham Lincoln, recognized Haiti as a sovereign State.

Finally, the Haitian revolution was starved and brought to its knees when they agreed to pay compensation to France. This

"repayment" to France continued till the 1940s and crippled the Haitian economy which went into severe debt to make these payments. A familiar cycle of poverty, indebtedness and political instability was established. Though the Haitian revolution was defeated, it took five decades for the combined might of the colonial powers to achieve their nefarious end.

In those five decades, Haiti remained a beacon for freedom in the Western Hemisphere. The successful slave army of Haiti inspired numerous slave revolts in the US slave plantations, in other islands of the Caribbean and even in far-away Brazil. The Venezuelan revolutionaries, Simon Bolivar, who is today known as the liberator of Latin America from Spanish colonialism, and Francisco Miranda were given shelter, finances, arms and soldiers by the revolutionary Government of Haiti for their liberation struggle. Haiti gave assistance to the Abolitionists in the US and also hosted them in Fort Liberte when they had to flee the United States.

It is instructive that the leaders of the slave revolution, who were so singularly successful in defeating the colonial powers, fought among each other for power and control and often killed each other in palace intrigues. It is further instructive that once successful in gaining independence, Bolivar himself joined the other colonial powers in boycotting Haiti. In a sense the final defeat of Haiti's revolution was due to both the economic strangulation of the country as well as its leadership's inability to work out a stable political structure. But before we are too harsh in our judgment, we should also remember that Haiti was the pioneer revolution of the colonized. They had no prior experience and were charting out an unknown path. In such circumstances it was near impossible for the Haitian revolution to succeed.

(From: "The Successful Failure" @ <http://www.pragoti.org/node/511>)

Evaluation:

The essay written in class will be scored using the AP World History scoring rubric. (Attached)

Materials and Resources:

1. Haitian Revolution Lecture Notes (attached)
2. Computer and Smart board to view and preview websites on Haiti's Revolution
3. Overhead Projector to use with acetates of maps and relevant images
4. DBQ's
5. Scoring Rubric compiled by Deb Johnston of Northeastern University

References:

See Bibliography

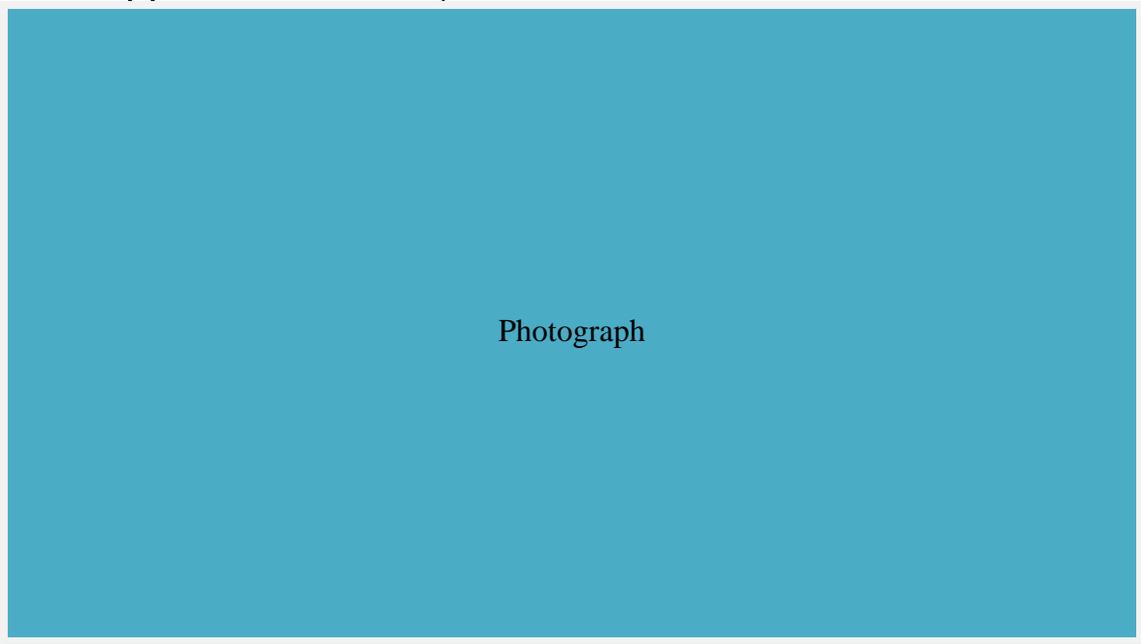
Internet Links:

All internet links used are hyper-linked or shown wherein the resource is used.

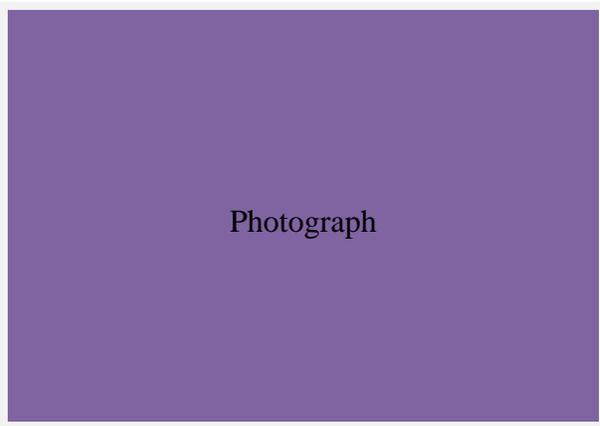
Below images are found at:

<http://www.clas.ufl.edu/users/dgeggus/htnrevn.htm>

Images that may be used for set induction



<http://www.clas.ufl.edu/users/dgeggus/htnrevn.htm>



<http://www.clas.ufl.edu/users/dgeggus/htnrevn.htm>

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ANNOTATED BIBLIOGRAPHY ON PRIMARY SOURCES
(Possible primary source material for DBQ's)

A Particular Account of the Commencement and Progress of the Insurrection of the Negroes in St. Domingo. London: J. Sewell, 1792.

This is a translation of a speech made to the French National Assembly by the Deputies from the General Assembly of St. Domingue explaining the origins of the slave revolt. The viewpoint presented is that of the white planters. The speech describes in graphic detail the horrors of the slave insurrection and the gruesome murder of the white population at the hands of the slaves. The Deputies suggest that there would not have been an insurrection except for the activities of the Amis de Noirs (literally "Friends of the Blacks") which fomented discontent among the black population. This speech is interesting because it is a first person account and helpful in explaining the position of the white planters.

An Inquiry into the Causes of the Insurrection of the Negroes in the Island of St. Domingo. Philadelphia: Crukshank, 1792.

Like the preceding entry, this too is a translation of remarks made to the French National Assembly looking into the causes of the slave revolt in St. Domingue. Unlike the previous entry, however, these remarks reject the arguments of the white planters as to the origins of the revolution and instead lay the blame at their feet. This report suggests that the unwillingness of the white planters to extend equal rights to the mulattos was the source of the discontent which eventually spread to the slave population.

Aptheker, Herbert. *American Negro Slave Revolts.* [1943] 5th ed. New York: International Publishers, 1987.

This book could be considered both a primary and a secondary source. It is a complete and very well documented account of the history of resistance to slavery in the United States. The author's analysis is insightful and was very helpful to me in preparing my paper. However, what was even more helpful was the primary source material which helped document just how big an impact the Haitian Revolution had on the United States in the pre-Civil War period. This book is one of the best sources I found.

Howard, Thomas Phipps. *The Haitian Journal of Lieutenant Howard, York Hussiers, 1796-1798.* Knoxville: University of Tennessee Press, 1986.

This is a first-hand account of the Haitian Revolution written by a lieutenant in a regiment of the British expeditionary force sent to St. Domingue. As was true of the French forces, the British forces were repelled and soundly defeated by the Haitian army led by Toussaint L'Ouverture. This journal vividly describes Lieutenant Howard's experiences during the final two years of Britain's occupation of St. Domingue. The editor of this book notes that it is probably "the only reliable firsthand military account in English" of the slave uprising. The journal is interesting because of what it tells us about the slave rebellion and the military history of a doomed expedition. In the process, it provides insight into the military leadership of Toussaint from someone who fought against him.

Lassat, Pierre-Clement de. *Louisiana, Napoleon, and the United States*. Lamham: University Press of America, 1989.

This book, written by the man who was designated by Napoleon to become the governor of French Louisiana, is an excellent primary source of information pertaining to the events leading up to the sale of Louisiana to the United States. The book contains particularly interesting insights into Napoleon's thought process in deciding precipitously to sell Louisiana.

Marbois, M. Barbe. *The History of Louisiana*. Baton Rouge: Louisiana State University Press, 1977.

This primary source, written by the then-French Minister of the Treasury, provides not only a masterly written and very informative account of the history of Louisiana but also first person insight into the thoughts of Napoleon at the time he decided to sell the Louisiana territory to the United States. The author was the French representative to the negotiations which led to the sale of Louisiana.

Mullin, Michael, et. *American Negro Slavery: A Documentary History*. Columbia: University of South Carolina Press, 1976.

This book traces the history of black slaves in America through original primary source materials, including diaries, public records, newspaper accounts, and personal correspondence. These documents help you understand what it was like to be a slave in America, as well as how the slaves were perceived by white society. For purposes of my paper, the book was useful because it contained a series of accounts pertaining to Denmark Vesey, the leader of one of the largest planned slave insurrections in U.S. history, and a man who clearly drew inspiration from the Haitian slave revolt. Vesey was born in Africa and was brought to the Caribbean, and specifically to St. Domingue, by his master. He had an opportunity to observe first hand the Haitian revolt. Vesey eventually purchased his freedom with a lottery ticket, after which he moved to the United States and settled in Charleston, South Carolina, a city which had a long history of contact with the West Indies. There he carefully planned a slave revolt involving thousands of slaves. His plans were to take the entire city and, eventually, to escape to Haiti. His plot was foiled, however, and Vesey and thirty-five others were tried and hanged. One of the excerpts in this book reports on the Vesey trial, in which Vesey took the stand and defended himself.

Ott, Thomas O. *The Haitian Revolution*. Knoxville: University of Tennessee Press, 1973.

This book could be listed as both a primary and a secondary source. Although it is written by a contemporary author, it contains much primary source material. The book is a history of the Haitian Revolution told in large part through first hand accounts. It has a particularly good discussion of the consequences of the Revolution for the United States. This source provided me with first hand explanations of the events that were taking place in Haiti at the time of the rebellion. This book does a particularly nice job of telling, through first hand accounts, of the impact of the Haitian Revolution on the South.

Parham, Althia de Puech, ed. *My Odyssey: Experiences of a Young Refugee from Two Revolutions by a Creole of Saint Domingue*. Baton Rouge: Louisiana State University Press, 1959.

This is the first person account of the French and Haitian Revolutions told by a young French Creole author (16 years old at the time of the events described in the book) whose family fled the terrors of the French Revolution in 1791 and moved back to Haiti seeking asylum. Unfortunately, they returned to St. Domingue just in time to be caught up in the slave revolt. The family stayed in St. Domingue about two years, during which time the young author fought on the side of the French planters in many uprisings. After the horrible massacre and burning of Cap Francais, a major city in St. Domingue, the family once again fled, this time to the United States.

Ryan, Mary C., ed. *The Louisiana Purchase*. Washington, D.C.: National Archives and Records Administration, 1987.

This book contains copies of documents pertaining to the purchase by the United States of the Louisiana territory, including the actual purchase agreement. It also contains a good discussion of the consequences for the United States of the purchase of the Louisiana territory.

Stephen, James. *The Crisis of the Sugar Colonies; or An Enquiry Into The Objects and Probable Effects of the French Expedition to West Indies*. London: J. Hatchard, 1802.

This document consists of a series of four letters written by a James Stephen to the British Prime Minister offering advice concerning the situation in St. Domingue following the slave uprising and on the eve of Napoleon's ill-fated attack. It is unclear who Mr. Stephen is and whether his letters are an official report solicited by the Prime Minister or simply voluntary comments. The letters are interesting for a number of reasons. In the first letter discussing conditions in the West Indies that led to the slave insurrection, Mr. Stephen provides an excellent description of the harsh conditions under which the St. Domingue slaves were forced to work. The other part of these letters which I found to be of particular interest were the British predictions as to what Napoleon was intending when he sent troops toward St. Domingue. The author of these letters guessed correctly that Napoleon wanted more than simply to persuade Toussaint and his band of rebels to swear allegiance to the French. Instead, the author predicts that Napoleon is bent on restoring slavery. The author suggests that, at the outset, Napoleon should have little trouble subduing the rebels. However, once the former-slaves become aware of French intent to reinstate slavery, this author predicts that the mass of blacks will rise up again, placing in jeopardy the French invasion.

Toussad, Louis de. *Justification of Lewis Tousad Addressed to the National Convention of France*. Philadelphia: Daniel Humphrirs, 1793.

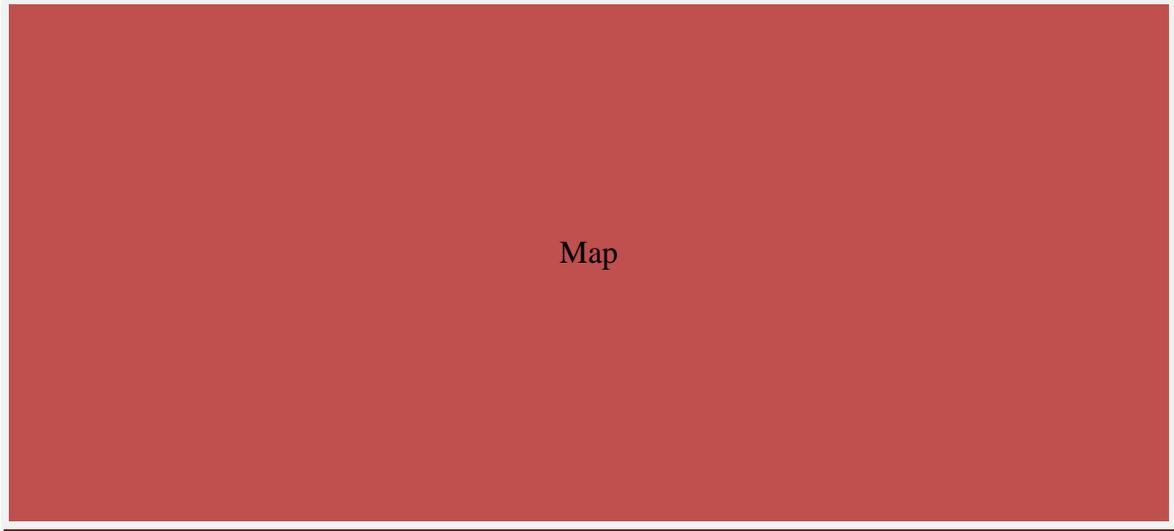
This is a rather pathetic plea from a man who led French forces during the slave rebellion written from prison, professing his innocence to charges that he conspired with the black insurgents against the citizens of St. Domingue. Although the events which gave rise to Mr. Tousad's imprisonment are not entirely clear, this report was interesting because it reveals just how many factions were in conflict during the Haitian Revolution.

Tyson, George F., ed. *Toussaint Louverture*. Englewood Cliffs: Prentice Hall, Inc., 1973.

This book is an excellent source of commentary on Toussaint Louverture, the Haitian Revolution, and its aftermath, told largely through the first person

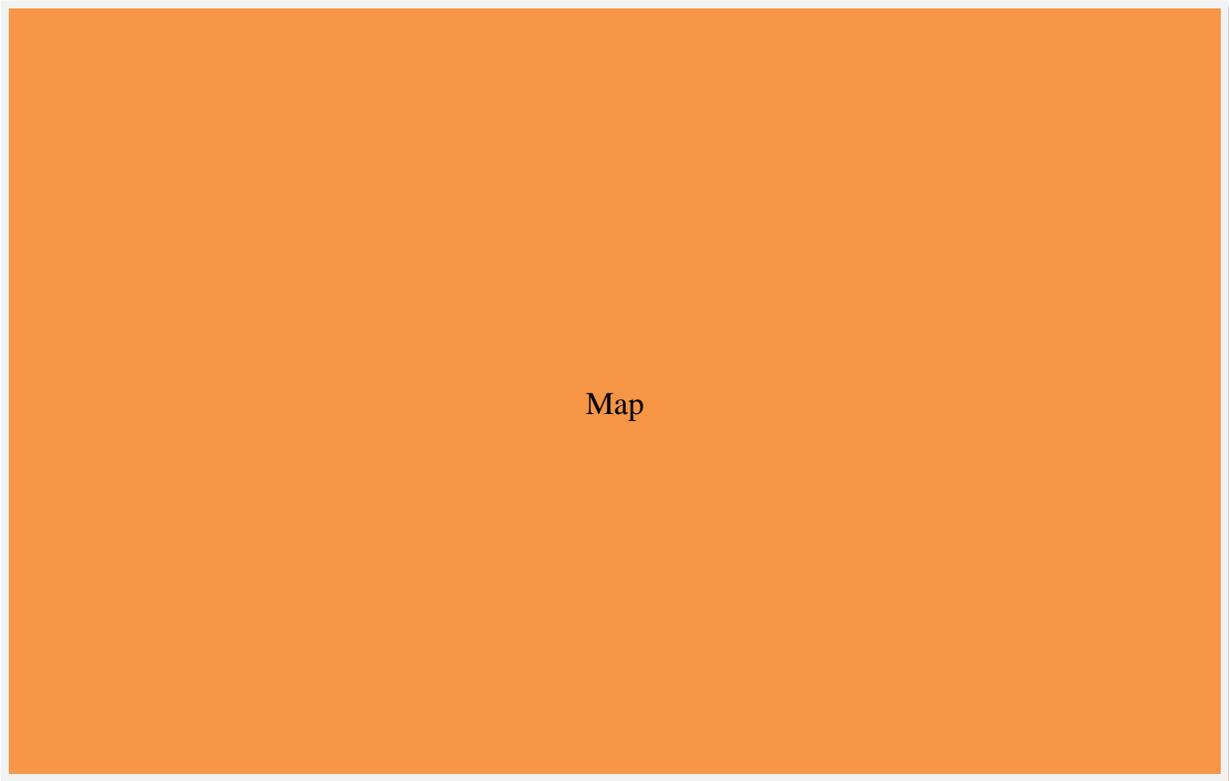
accounts of people who lived during this period in history. It gave me a good perspective on the fact that Toussaint was a highly controversial figure, feared by some people and very much loved by others.

IMAGES & MAPS



Topography map of [Hispaniola](#) (Kiskeya).

Source: Topography map of Hispaniola courtesy NASA's Shuttle Radar Topography Mission (SRTM). (see [NASA copyright information](#))



Outline Map of Colonial Haiti or St. Domingo [[Saint-Domingue](#)].

Source:

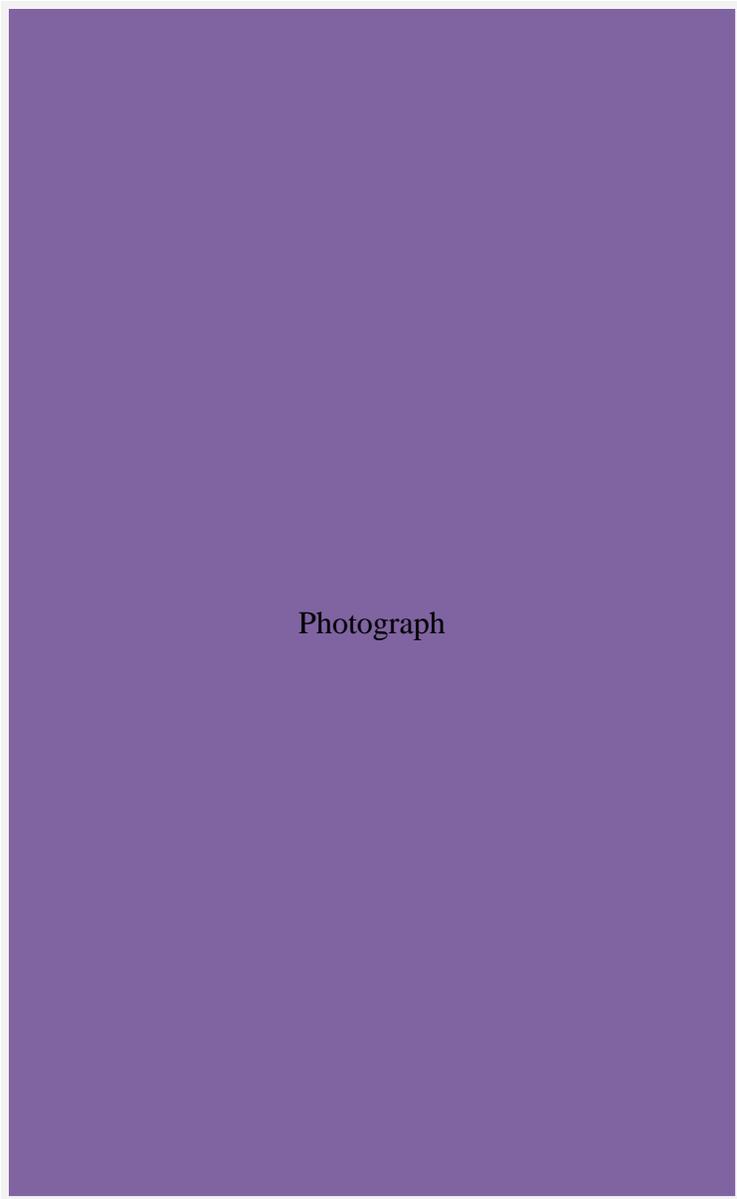
Beard, J. R. (John Rely) (1863). *Toussaint L'Ouverture: A Biography and Autobiography*. Chapel Hill, NC: Academic Affairs Library, UNC-CH. [Online Publication](#)

Photograph

[Cap-Français](#), the current [Le Cap](#), in flames during the [1791](#) beginning of the [slave](#) revolt in [Saint-Domingue](#).

Photograph

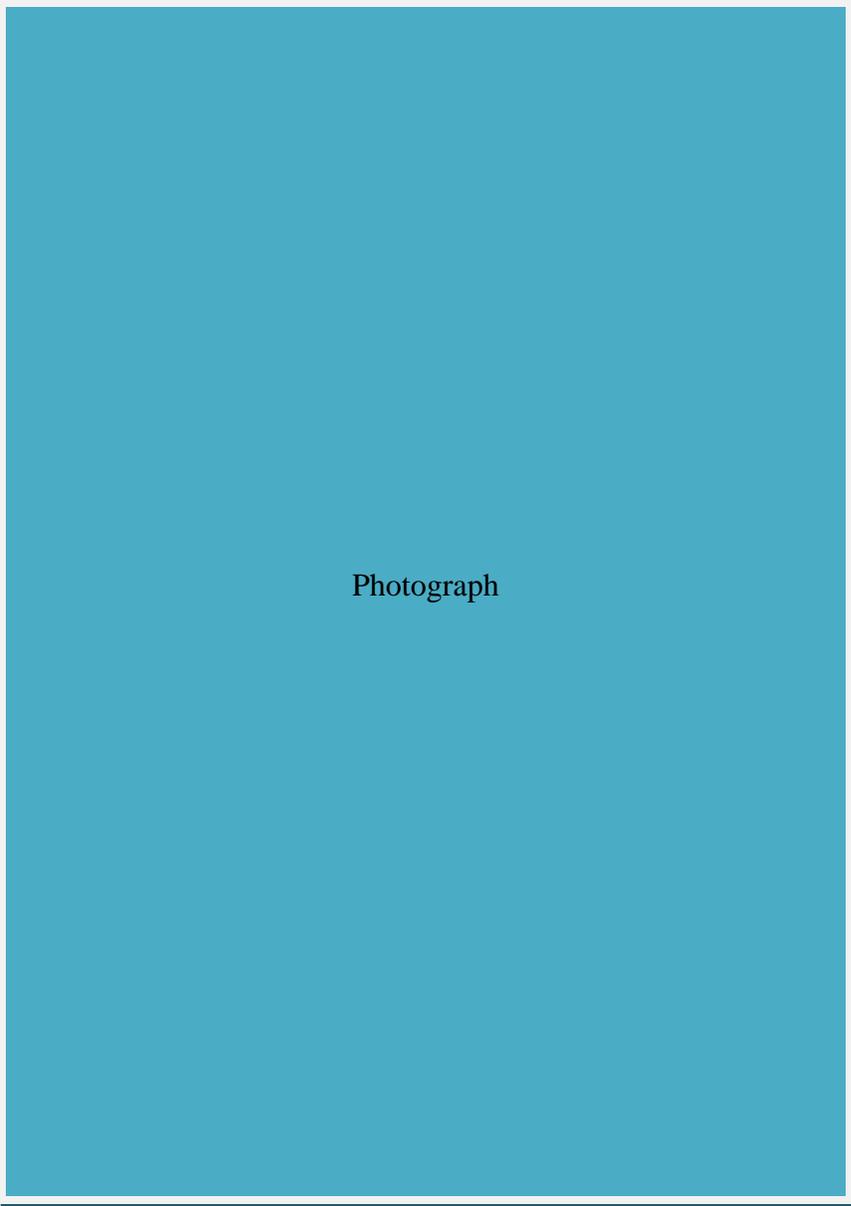
[Toussaint Louverture](#) portrait by Nicolas Eustache Maurin (1858). After a lost drawing of Toussaint in possession of the French envoy [Philippe Rose Roume de Saint-Laurent](#).



Photograph

Portrait (Lithograph of a painting) of the Haitian liberator and revolutionary, [Jean-Jacques Dessalines \(1758-1806\)](#).

To his side is the [Haitian bicolore](#), the flag created on Dessalines orders at the [Congress of Arcahaie](#) in 1803. (Original in [Port-au-Prince Museum?](#))



Photograph

Portrait of [Henry Christophe](#) (detail).
Painting by Richard Evans (1816).

Collection of the [Musée du Pantheon National](#), [Port-au-Prince](#), [Haiti](#).

DOCUMENT BASED QUESTIONS (DBQ)

The primary purpose of the document based essay question is not to test students' prior knowledge of the subject matter, but rather to evaluate their ability to formulate and support an answer from documentary evidence. There is no single correct answer: instead, various approaches and responses may be possible. Give students prompts on each DBQ that will guide and focus their attention to the documents main concept. Four DBQ's attached. Used annotated bibliography to explore other possibilities to develop other DBQ's on this topic.

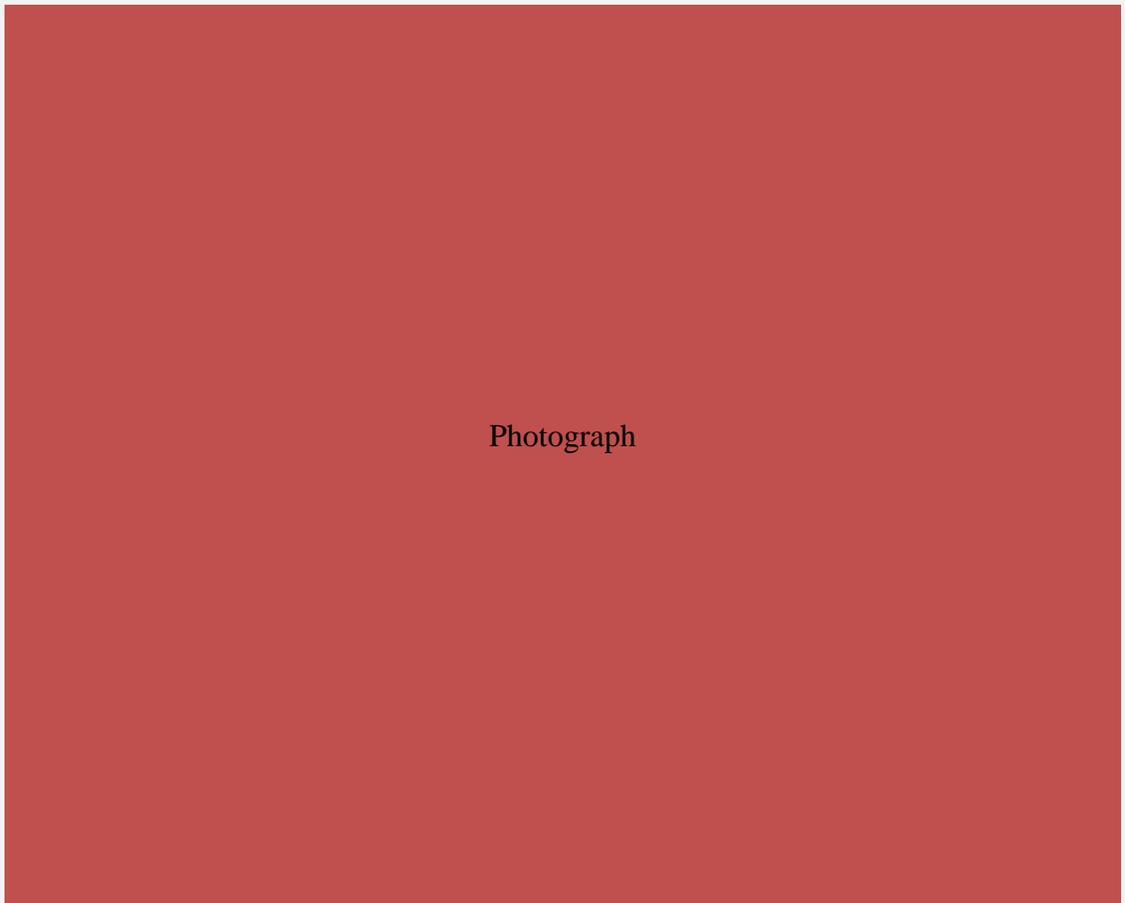
Document 1

Source: Toussaint L'Overture. "Protest to the Directory" 1798

Do they think that men who have been able to enjoy the blessing of liberty will calmly see it snatched away? [Slaves] supported their chains only so long as they did not know any condition of life more happy than slavery. But today when they have left, if they had a thousands lives they would sacrifice them all rather than be forced into slavery again.

Document 2

Haiti's Former Slaves Defend Their Freedom



Photograph

Document 3

Article II. All slaves that shall be in our islands shall be baptized and instructed in the Roman, Catholic, and Apostolic Faith.

Article XII. Children born from marriages between slaves shall be slaves, and if the husband and wife have different masters, they shall belong to the masters of the female slave, not to the master of her husband.

Article XVIII. We forbid slaves from selling sugar cane, for whatever reason or occasion, even with the permission of their master, at the risk of a whipping for the slaves....

Article XLII. The masters may also, when they believe that their slaves so deserve, chain them and have them beaten with rods or straps. They shall be forbidden however from torturing them or mutilating any limb, at the risk of having the slaves confiscated and having extraordinary charges brought against them.

Le Code Noir (Black Code), 1685

Document 4

Art. 3. - There cannot exist slaves on this territory, servitude is therein forever abolished. All men are born, live and die free and French.

Art. 4. - All men, regardless of color, are eligible to all employment.

Art. 5. - There shall exist no distinction other than those based on virtue and talent, and other superiority afforded by law in the exercise of a public function.

The law is the same for all whether in punishment or in protection.

Art. 28 - The Constitution nominates the citizen Toussaint-Louverture, Chief General of the army of Saint-Domingue, and, in consideration for important services rendered to the colony, in the most critical circumstances of the revolution, and upon the wishes of the grateful inhabitants, he is entrusted the direction thereof for the remainder of his glorious life.

Haitian Constitution of 1801

GENERIC DBO RUBRIC

Document-Based Question

BASIC CORE Competence		EXPANDED CORE Excellence	
1. Has acceptable thesis.	1	Expands beyond basic core of 1-7 points. A student must earn 7 points in the basic core area before earning points in the expanded core area. Examples: <ul style="list-style-type: none"> • Has a clear, analytical, and comprehensive thesis. • Shows careful and insightful analysis of the documents.. • Uses documents • Analyzes point of view in most or all documents. • Analyzes the documents in additional ways - groupings, comparisons, synthesis. • Brings in relevant "outside" historical content. • Explains why additional types of document(s) or sources are needed. 	0-2
2. Understands the basic meaning of documents. (May misinterpret one document)	1		
3. Supports thesis with appropriate evidence from all or all but one document (Supports thesis with appropriate evidence from all but two documents)	2		
4. Analyzes or point of view in at least two documents.	(1)		
5. Analyzes documents by grouping them in two or three ways, depending on the question.	1		
6. Identifies and explains the need for one type of appropriate additional document or source.	1		
Subtotal	7	Subtotal	2
Total 9			

The primary purpose of the document-based essay question is not to test students' prior knowledge of subject matter, but rather to evaluate their ability to formulate and support an answer from documentary evidence. It is assumed students have taken the course and understand the broader world historical context. Documents are chosen on the basis of both the information they convey about the topic and the perspective that they offer on other documents used in the exercise. There is no single "correct" answer; instead, various approaches and responses are possible, depending on the students' ability to understand the documents and ultimately to judge their significance. The document-based question is an exercise in both analysis and synthesis. It requires that students first read and analyze the documents individually and then plan and construct an appropriate response to the essay question based on their interpretation of the documentary evidence as a whole. What is desired is a unified essay that integrates analysis of documents with treatment of the topic. In no case should documents simply be cited and summarized; reference to the documentary material must always be closely tied to the essay question. **There are no irrelevant or deliberately misleading documents.**

Thesis, evidence, meaning, POV, Group, +1, OHC, +2

Politics of Migration

by

Jorge Server

Florida International University Teaching American History
Latin American and Caribbean Studies Teacher Summer Institute

2009

POLITICS OF MIGRATION

My topic of discussion will focus on immigration and its various aspects. Issues such as race, mobility, reasons for emigrating, as well as other social issues specifically affecting migration from Latin America and the Caribbean will be concentrated upon.

This lesson is intended to be used in order to gain a better understanding of the nature of migration in the context of a Human Geography class. After the lesson, the student will be able to identify some of the issues affecting the debate on immigration policy using the United States as a case study. The format is designed to somewhat follow the Human Geography text The New Wider World, Second Edition by David Waugh, specifically the Chapter discussing "Migration".

REFUGEES AND ECONOMIC MIGRANTS:

The literal textbook definition of a **refugee** is one who has been forced to leave their home country for fear of persecution for reasons of race, religion, politics, internal strife, or due to environmental disaster. While **economic migrants** are those who move from one country to another hoping to find jobs, a higher standard of living, and a better quality of life.¹ The current literature suggests that these methods of classification lead to problems concerning policy issues and migration patterns and thus need to be reevaluated some.

At the root of the issues is the basis of the classification. There are examples of ambiguous situations which arise where both political and economic reasons come into play. Political conditions can cause migration when they result in deteriorating economic conditions, such as occurred with the dictatorial looting in Haiti.² Hein also goes on to state that "the political causes of refugee crises also produce distinct waves of migrants that depend on departure date and social characteristics."³ The example of Cuban waves belonging predominantly to white, middle-class migrants and culminating with a larger proportion of black and working class migrants.

Controversial policies concerning treatment of economic and political migrants are more relevant than ever. The distinctions between Cuban and Haitian migrants as well as the policies taken by the United States towards each corresponding group has garnered criticism and sparked much debate. For the most part the issue at hand is the classification of most Cuban migrants as refugees fleeing for political reasons, while Haitian migrants are thought to be almost exclusively economic migrants (many times repatriated without being given the opportunity to claim **asylum**).

Other sources include:

¹ Waugh, David. The New Wider World, Second Edition. Nelson Thornes Ltd., Second edition 2003, pg. 23.

² Hein, Jeremy. "Refugees, Immigrants, and the State", *Annual Review of Sociology*, Vol. 19. 1993, pg. 47.

³ Hein, Jeremy. "Refugees, Immigrants, and the State", *Annual Review of Sociology*, Vol. 19. 1993, pg. 50.

“The End of the Cuban Contradiction in U.S. Refugee Policy”

Author(s): Larry Nackerud, Alyson Springer, Christopher Larrison and Alicia Issac

Source: *International Migration Review*, Vol. 33, No. 1 (Spring, 1999), pp. 176-192

“U. S. Policy toward Haitian Boat People, 1972-93”

Author(s): Christopher Mitchell

Source: *Annals of the American Academy of Political and Social Science*, Vol. 534,

Strategies for

Immigration Control: An International Comparison (Jul., 1994), pp. 69-80

Bragg, R. Haitian **Immigrants in U.S. Face a Wrenching Choice**. (2000, March 29).

New York Times, p. A1.

Thompson, G. **Haitians Look for Shift in Immigration Policy**. (2009, February 27).

New York Times, p. A13.

Passell, P. **An Immigration Puzzle; Crises in Cuba and Haiti Resurrect Debate About Newcomers and Employment in U.S.** (1994, September 6). *New York Times*, p.

D1.

<http://www.miamiherald.com/haiti/>

AGE, SEX, SOCIAL CLASS, AND RACE:

There seem to be many factors that affect migration and the particular experience each group undergoes. A common assumption is that migrants are generally better off than those who remain in their home countries. While that may be true other factors do tend to play a role. There is evidence to suggest that there is a positive correlation between educational levels and migration, however other factors do play a significant role such as proximity to the United States. The further a nation is from the United States the greater the positive correlation of the educational levels suggesting that when barriers of entry are higher, the more successful migrants are more likely to be heavily represented. Thus social class can be seen as a factor which shapes the immigrant experience.⁴

Race is also believed to be a factor in gauging the success immigrants will have in the United States as well as who is immigrating to the United States. Using Cuba and Haiti as case studies the results seem to be rather uncertain. In reference to Cuban migration, a study finds that there is no method of predicting race among Cuban immigrants. The difference between black and white Cubans is more in the manner in which they arrive (blacks are more likely to use the lottery visa system), residence (blacks are more likely to come from Havana), and social networks in the United States (where white Cubans are more likely to have family and be recipients of remittances). Thus, in regards to Cuba,

⁴ Feliciano, Cynthia. “Educational Selectivity in U.S. Immigration: How Do Immigrants Compare to Those Left behind?” *Demography*, Vol. 42, No. 1 (Feb., 2005), pp. 147.

age, sex, education levels, among other social characteristics are not clearly defined in purely racial terms.⁵

For Haitians, the difference is in the experiences upon arriving in the United States. Haitians arriving in the early 80's seemed diverse in terms of origins, sex, education levels, and occupations. The differences from other immigrants comes in the form that Haitians were more likely to be detained once arriving in the United States, with males more likely and suffering longer stays. For the most part, Haitian immigrants relied more heavily on family connections in the United States for help even though they largely had much smaller social networks. Haitian immigrants also had much higher unemployment statistics than other minority groups, including American born blacks. Employment opportunities available were primarily in the unskilled/semi-skilled occupations.⁶

Other sources include:

“Demographic and Related Determinants of Recent Cuban Emigration”

Author(s): Sergio Diaz Briquets

Source: *International Migration Review*, Vol. 17, No. 1 (Spring, 1983), pp. 95-119

Brother, I'm Dying

New York, NY: Vintage Books, Random House.

Author(s): Edwidge Danticat

CONCENTRATIONS OF ETHNIC GROUPS (Balkanization):

Some widely held beliefs center around the idea that with increased immigration there comes increased competition in the labor markets that depress wages and essentially drive “native” inhabitants out of the cities and metropolitan areas, thus creating a “**balkanization** effect” whereby communities are organized along ethnic lines. Recent studies however show that increasingly inhabitants who leave metropolitan areas are leaving for reasons other than immigration to those places⁷.

IMPLEMENTATION:

Here is a rough outline for the discussion –

- I. Types of Migrants
 - a. Economic Migrants
 - i. Migrate for economic reasons

⁵ Aguirre, Benigno E. and Eduardo Bonilla Silva. “Does Race Matter among Cuban Immigrants? An Analysis of the Racial Characteristics of Recent Cuban Immigrants”, *Journal of Latin American Studies*, Vol. 34, No. 2 (May, 2002), pp. 317.

⁶ Portes, Alejandro and Alex Stepick. “Flight into Despair: A Profile of Recent Haitian Refugees in South Florida”, *International Migration Review*, Vol. 20, No. 2, Special Issue: Refugees: Issues and Directions (summer, 1986), pp. 332, 334-335, 338.

⁷ Ellis, Mark & Richard Wright. “The Balkanization Metaphor in the Analysis of U.S. Immigration”, *Annals of the Association of American Geographers*, Vol. 88, No. 4 (Dec., 1998), pp. 687.

- ii. Length of stay more likely to be seasonal or short-term
 - b. Refugees
 - i. Migrate for political, social reasons
 - ii. Length of stay varies depending on group
 - c. Problems with Classification
 - i. Reasons for migration tend to be ambiguous
 - ii. Other determinants which factor into migration
- II. Age, Sex, Social Class, and Race
 - a. Social Class
 - i. Levels of income and education (tied to sex and age)
 - ii. Proximity a factor as well
 - b. Race
 - i. Discrepancies between racial and ethnic groups in policy
 - ii. Discrepancies among migrants due to race
- III. Views on Migration (Optional – time permitting)
 - a. Balkanization effect
 - i. Tend to center together in metropolitan areas
 - ii. Form exclusive enclaves
 - b. Perceived effects on wages and jobs
 - i. Migrants are believed to depress wages
 - ii. Perform mainly low-wage jobs and fill needs in job market

Sources which provide current event sources such as newspapers (New York Times, Miami Herald; <http://www.miamiherald.com/haiti/>) should be assigned to the students in order to facilitate discussion on a particular aspect of your choosing. The particular source can be assigned to the students or left to them to find on their own.

After discussing further in depth one of the particular aspects (i.e. Cuban-Haitian immigration policy), one can pose a question phrased in a manner which does not allow for exceptions such as:

“All immigrants should be treated exactly the same way regardless of country of origin.”

Have the students choose one side, either “yes” or “no”, and write down their best reason for agreeing or disagreeing with that statement. Choose one side to go first and have that side read their reasons. Once completed, the opposing side will then recount the best reason the other side has. Only when they have completed that task may that side give their opinion, with the first side to recount the second side’s best reason. Afterwards a moderated discussion takes place for the remaining time allotted to the specific class.

Haiti and the American Revolution

by

Ana M.Soto

Florida International University Teaching American History
Latin American and Caribbean Studies Teacher Summer Institute

2009

Lesson Plans: Haiti & The American Revolution (Ana Soto)

Title : Haiti & the American Revolution (Ana Soto)

GRADE LEVEL : 11

SUBJECT AREA : SOCIAL STUDIES - Grade 11

COURSE : AMER HISTORY

DESCRIPTION / ABSTRACT OF LESSON : This lesson analyses the role that 500-700 free men of color from Saint-Domingue (later known as Haiti) had on the American Revolution, specifically the Siege of Savannah on October 9th, 1779. It explains its significance for both soldiers of African descent and on the Revolution itself. It will demonstrate how ideals of liberty and self-government spread to Saint-Domingue and other nations following the American Revolution. It will also demonstrate how the American Revolution was a global event in which various nations played a significant role. It demonstrates how significant foreign resources of men, money, and material contributed to the eventual success of the cause of American independence. Spanish, French, Polish, Native Americans, African slaves, free men of African descent, Germans, Hessians, Austrians, Scots, Welsh, Irish, English, Swedish, and American and West Indian colonials also participated.

HISTORIOGRAPHY: Currently Miami-Dade County Public schools does not really cover the influences that Saint-Domingue had on American History throughout its different time periods. If it mentions Saint-Domingue, it only does so briefly in a small paragraph to mention that there was a slave uprising and then the Republic of Haiti was established. It very rarely goes into anything else. Why so? Perhaps the authors of the textbooks and those that plan the curriculum for MDCPS have failed to notice the recent movement in American history towards global studies. There is a growing movement in the history community to address how interconnected the different histories from different countries really are. When studying global history its easy to see the connections. Today we are in an ever increasing interdependent, interconnected, globalized world where we teach students from different parts of the world and who deserve to know that American History did not occur in a vacuum. All our major historical events were really global events, having causes and effects that were impacted by the global community. This simple lesson plan is just one way to get your students to see how this event was not only occurring here but was also a world wide event.

OBJECTIVE(S) : Students will be able to identify the various contributions of soldiers from Saint-Domingue in the Battle of Savannah in the American Revolution. Students will be able to analyze the effects of their involvement in the American Revolution and its impact on Haitian independence. Influenced by both the events of the American Revolution and the rhetoric of the French Revolution, the people of Haiti began a struggle for self-government and liberty. Many key figures in the Haitian War of Independence gained military experience and political insights through their prior participation in Savannah - most notably Henri Christophe, a youth at the time but in his adult years a general of Haitian armies and king of his nation for fourteen years. Students will also be able to identify the significant role of other nations, such as Spain and Cuba, involved in this North American conflict.

TEACHER MATERIALS / TECHNOLOGY CONNECTIONS : Teachers can explore the annotated bibliography at the end of this lesson plan to gain background information on the topic and to also use with the students.

Teachers will need access to Internet to gain access to important links related to the lesson.

STUDENT MATERIALS / TECHNOLOGY CONNECTIONS : Students will need:
1) Computer & Internet access to websites provided below under steps to lesson plan and also available at end of lesson plan to gather information for project.
2) Computer access (computer lab) to create pamphlets on Battle of Savannah & on Henri Christophe using the following links:

<http://lamarinstitute.org/SavannahSiege1779.htm>
<http://www.haitianhistory.org/contents.php?pagetitle=History>
<http://www.gassar.us/photoarchives/thumbnails.php?album=69&page=1>
<http://www.hmdb.org/marker.asp?marker=18214>

Duration : Three days

ESSENTIAL QUESTION / KEY VOCABULARY :

- Chasseurs Volontaires
- Gens de couleur
- Saint-Domingue
- Siege of Savannah
- Henri Christophe
- Bernardo de Galvez
- Revolution

LESSON LEAD IN / OPENING :

- 1) Assess the student's background information on this topic and what they would like to learn by having the students fill in a KWL Chart in student pairs. This is a three-column chart. Under "K" have the students fill in what they know about the American Revolution, under "W" what they would like to learn, and leave the last part of the chart "L", what they've learned, for the wrap up activity.
- 2) Use a map of the thirteen colonies and the Caribbean. Have the students locate and mark where the Battle of Savannah took place and the island of Saint-Domingue.
- 3) Have the students define the above-mentioned key terms.

STEPS TO DELIVER LESSON :

Day One:

- 1) Begin with the lesson lead in and opening described above. First explain to students that this week's focus will be on the Battle of Savannah and how it serves as an example of the global conflict that was the American Revolution. Secondly, explain to students how this time period was filled with revolutionary ideas that were often in circulation worldwide. You can write some basic information on some of the natural rights philosophers that influenced many individuals at the time, such as Locke, Montesquieu, Rousseau, etc. Explain how their ideas were spread worldwide and how individuals around the world read these men's works and were influenced by their ideals. Be sure to point out to students that Americans did not create the concept of revolution – instead how revolutionary ideas were spread worldwide at the time. Third, using school computer and projector go online to www.haitianhistory.org to show them pictures of the monument in Savannah that was just recently completed honoring the soldiers from Saint –Domingue. Click on the history tab on the top left of their website and then scroll down to show the students the pictures that were taken of the monument. For homework have the student's research and identify all of the nations involved in the American Revolution (make sure to have them note Spain's help also since they will be referencing them later on) and be ready to discuss in the following class.

Day Two:

- 1) Take students to computer lab and have them research the Battle of Savannah and write a bibliography on Henri Christophe.
- 2) Have students access the various website links mentioned above in student materials and gather research for their pamphlet.
- 3) Discuss with the students the various roles that other nations, such as Spain, played in American Revolution. For homework assign chapter reading

from book on American Revolution. Tell students will be quizzed upon end of unit.

Day Three:

1) Have students work on creating their pamphlet of the Battle of Savannah and Henri Christophe. They must include a description of the battle and it's significance for African Americans today. They must also include biographical information on Henri Christophe and the impact his participation had on the future Republic of Haiti. For homework have students research Bernardo de Galvez and his role as a Spaniard in the American Revolution. They must create a pamphlet at home on his biography and the Spanish contributions to the war effort.

DIFFERENTIATED INSTRUCTION:

Students with special learning needs can be given extra days outside of class to complete pamphlets.

LESSON CLOSURE:

ESOL students (students with limited English proficiency) can be paired with more proficient English learners to work with to complete their project.

Have students finish the Learned portion of the KWL chart so that they can summarize what they have learned about the role of the Chasseurs Volontaires in the American Revolution and their impact on other revolutionary global events. Lead a class discussion on why students think the role of other non-Americans is excluded from their textbooks and have them discuss how other American events have had global impacts.

ASSESSMENT:

Teacher can administer a short multiple question quiz on the Battle of Savannah and the American Revolution at the end.

Annotated Bibliography:

- Adrien, Claude. "The Forgotten Heroes of Savannah." *Americas*, 30 (11-12) (1978),55-57.

This article covers the epic of the Haitian Black Legion, which aided the Americans and the French at their aborted siege of Savannah in 1779. This article is great for obtaining basic background information to use in your preparation for this lesson.

- Lois E. Horton, *Slavery and the Making of America*, Oxford University Press US, 2004

This book mentions also the Haitian fighters and how some of their participants went on in Haiti to lead the call for revolution and later assumed leadership roles. This is great for showing students how one event can have such an impact on others. This book gives great information on the effects that fighting in the American Revolution had on the soldiers from Saint-Domingue and how they went on to establish the Republic of Haiti.

- John D. Garrigus, "Catalyst or Catastrophe? Saint-Domingue's Free Men of Color and the Battle of Savannah, 1779-1782. *Revista/Review Interamericana* Vol.22: 1-2 (1992).

This article deals more with the events of the battle itself and the effects of the battle on the future nation of Haiti. It shows the impact that the Battle of Savannah had for the future Republic of Haiti and for the free black soldiers on the island.

- Griggs, E.L. and Prator C.H. (1952), *Henry Christophe and Thomas Clarkson: A Correspondence*, Berkeley and Los Angeles; r.p. 1958,

New York.

This article deals more with the Henry Christophe who fought in the battle of Savannah and later became the president of Haiti. This is a great article to get basic information to give to students on Henry Christophe to help them get bibliographical information to include in their pamphlets that they must create on Day Two of the lesson plan.

- James, C.L.R. The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution (1968).

This book deals directly with the Haitian Revolution explaining its origins thoroughly. This is crucial knowledge necessary to teach this topic. This book has some of the most classic research on the Haitian revolution and is extremely helpful in getting a basic understanding on the revolutions itself.

- King, Stewart R., Blue Coat or Powdered Wig: Free People of Color in Pre-revolutionary Saint Domingue, University of Georgia Press, (2007).

This book covers the period 1776-1791, and offers a great description of Saint Domingue's free black elites on the eve of the colony's transformation into the republic of Haiti. This is great background information to be able to explain to students on what was occurring in Saint-Domingue prior to the revolution and to help them analyze the causes and effects of the revolution on the island.

- Lumpkin, Henry. *From Savannah to Yorktown: The American Revolution in the South*. IUniverse (2000).

This book gives a good description of the Battle of Savannah and the importance of the South in the American Revolution. It provides a comprehensive military history well illustrated with maps, portraits, battle scenes, and arms. You can use some of the maps and portraits in your power point presentations to the students when introducing this topic. This book provides great background information on the battle and war for classroom teachers.

- Middlekauff, Robert. The Glorious Cause: The American Revolution, 1763-1789, Oxford History of the United States (2005).

This book is an essential overview in the American Revolution explaining its causes quite thoroughly along with giving an accurate detail and description of all the major battles in the war including the Battle of Savannah. This is extremely helpful in preparing to teach this lesson and in preparing basic power points for the classroom on the American Revolution.

- Lafarelle, Lorenzo G. Bernardo De Galvez: Hero of the American Revolution, Marion Koogler McNay Art Museum (April 1992).

This book describes the important role of Bernardo de Galvez, a Spaniard, in

the American Revolution. He was the Spanish governor of the Louisiana territory that encompassed 13 of our present states who sent gunpowder, rifles, bullets, blankets, medicine and other supplies to the armies of General George Washington and General George Rogers Clark. Once Spain entered the war he raised an army in New Orleans and drove the British out of the Gulf of Mexico. With reinforcements from Cuba, Mexico, Puerto Rico, General Galvez captured Mobile and Pensacola, the capital of the British colony of West Florida. At Pensacola, Galvez commanded a multinational army of over 7,000 black and white soldiers. These men were born in Spain, Cuba, Mexico, Puerto Rico, Hispanola, and other Spanish colonies such as Venezuela. He shows what a multinational effort took place in the American Revolution.

- Aronson, Marc. [The Real Revolution: The Global Story of American Independence](#) Clarion Books (November 14, 2005).

This is a great read for teenagers. If a teacher is blessed with an Advanced Placement or Honors class and can assign this book for summer reading the students would gain a great understanding of the American Revolution as a global event from its causes to its effects. The book is loaded with numerous illustrations include portraits, engravings, maps, reproductions of documents, and period political cartoons, which are explained for modern readers. Teenagers would find this a pleasurable and easy read that would encourage them to see events in American History as global events.

America's Westward Expansion:
Impact of Immigrants on the Frontier

by

Veronique I. Toussaint

Florida International University Teaching American History
Latin American and Caribbean Studies Teacher Summer Institute

2009

American History Lesson Plan

Title: U.S. Westward Expansion/Immigrant Impact in U.S. Expansion

Grade: 11

Subject: Social Studies

Course: American History

Description/Abstract of Lesson: Students will understand that America's westward expansion involved more than Americans just moving west. It involved much more. It involved people that came from other parts of the world. It involved both Europeans and non Europeans. The U.S. government made very attractive land grant offers that caught the attention of many people. Large industries and many corporations attracted workers to the west. The west offered immigrants a job opportunity as well as the opportunity to own their own land. This chance for upward mobility was rarely available in their lands of origin. These immigrants brought with them their traditions and customs that have been incorporated into the American culture. These immigrants made a large impact in the expansion and development of the U.S. The story of Jean Baptiste Point du Sable, the Father of the City of Chicago, is a perfect example of the impact immigrants had.

Objective: The student through a study and analysis of Jean Baptiste Point du Sable's biography will be able to understand the impact that immigrants had in the westward expansion and development of the United States. Like du Sable, there were many other immigrants from around the world. Students will research and analysis why immigrants came to the west? Where did they come from? and What contributions did they make? The student will also gain awareness of Haitian immigration and its influence on American Culture.

Note: This lesson can also be used to coincide with Black History Month Activities and Haitian Cultural Celebration in the month of May.

Teacher Materials/Technology Connections: Teacher edition, of The Americans – class textbook, computer with internet access and smart board capability, PowerPoint presentation, Jean Baptiste Point du Sable’s biography handout, Guided Reading Questions.

Student Materials/Technology Connections: Student edition of The Americans textbook, computer with internet access, class handouts.

Duration of Lesson: Two class periods.

Essential Questions/Key Words: Who was Jean Baptiste Point du Sable? Where was he from originally? Why did he come to America? How did he impact the America’s westward expansion? How did he impact American culture? How does Jean Baptiste Point du Sable’s story compare to that of immigrants today? **Key Words:** Immigrant, Frontier, Frontier Trail, frontiersmen, Migration, Pioneer, Territory, Manifest Destiny, Expansion, land grants.

Opening Activity: The teacher will open the class using a PowerPoint presentation on Jean Baptiste Point du Sable. The presentation includes photos of Jean Baptiste, where he lived, early pictures of Chicago city, and a photo of Jean Baptiste Point du Sable in the United States Post office’s Black Heritage commemorative stamp series. This activity is designed to introduce du Sable and to stimulate discussion of the reasons for immigration.

Steps to delivering the lesson:

- Teacher facilitated PowerPoint presentation.
- Class discussion on presentation
- Reading of Jean Baptiste Point du Sable’s Biography Handout
- Guided Reading Questions Handout
- Homework research assignment :
 - * Create a timeline of the events in the life of Jean Baptiste Point du Sable.
 - ** Create a two page research paper on another immigrant or group of immigrants that impacted the expansion and development of the American west.

This lesson can accompany The Americans textbook chapters 9.

- Lecture on textbook Chapter 9 Moving West
- Definition of Chapter 9 Key terms
- Chapter 9 Quiz

Guided Practice: Teacher led PowerPoint presentation, teacher facilitated discussion and lecture, and guided reading questions.

Independent Practice: Students will conduct further research on the internet in order to create a timeline of events in the life of Jean Baptiste Point du Sable. Students will do further research to find similar accounts of immigrants on the western frontier.

Differentiated Instruction: The lesson involves many visuals that aide both ESE and ESOL student'. This lesson provides teacher to student interaction, student to student interaction, and independent activity.

Lesson Closure: The teacher and students will discuss the events that were chosen to be on the timeline thus summarizing the key points of the biography. Students will discuss the issues behind immigration and their relevance in present day.

Assessments: Guided Reading Questions, Timeline activity, two page research paper, textbook quiz and participation in class discussion.

Bibliographical Resources:

Bennett, Lerone provides a detailed account of du Sables encounters with the Spanish, French, British and Native Americans in his establishing of a business.

Negro who founded Chicago. (in Ebony. Chicago, December 1963. v.19,no2, p.170-178)

Cook, Mercer gives important information about du Sable's background and life before coming to America and offers some possible reason for his migration. *Chicago's Haitian Ancestor.*(p.2427, 41. Americas. v. 4, February 1952)

Lindberg, Richard C. provides information about du Sable's being arrested for not paying taxes and his dealings with others in the area. *Jean Baptiste Point Dusable.* (American National Biography. New York: Oxford, 1999. v.7, p.166-168.)

Meehan, Thomas A. *Jean Baptiste Point du Sable, the first Chicagoan*. (Journal of the Illinois State Historical Society. Springfield, 1963. v.56, p.439-453.) . This journal article provides the point of view of someone from the State and how they value the contributions du Sable made.

.Altman, Susan. *Extraordinary Black Americans - From Colonial to Contemporary Times*, Chicago: Children's Press, 1989. Altman puts du Sable in the context of black American achievers and describes the significance of du Sable's achievements.

Cortesi, Laurence. *Jean Du Sable: Father of Chicago*, Philadelphia, Chilton Book Company, 1972. This source provided information about the area in Chicago where du Sable lived and what has happened to his land holdings.

Doherty, Kieran. *Voyageurs, Lumberjacks, and Farmers: Pioneers of the Midwest*, The Oliver Press, Inc., 2004. This source provides a crucial view of du Sable as a pioneer of the western frontier. This source shows the importance of Chicago as a hub for further western expansion.

Graham, Shirley. *Jean Baptiste Pointe de Sable, Founder of Chicago*, New York, J. Messner, 1953. This source provides more biographical information on du Sable.

Hughes, Langston. *The Collected Works of Langston Hughes*, University of Missouri Press, p. 217, 2001. This source adds more background information. It can also be used to tie du Sables biography with Black History Month activities.

Marsh, Carole. "Jean Baptiste Pointe Du Sable: Father of Chicago," *Gallopade International*, September 1998. This source provides biographical information placing special attention to du Sable as the founder of Chicago and the significance of Chicago as the third largest city in America.

Quaife, Milton Milo. *Chicago and the Old Northwest, 1673-1835*, University of Chicago Press, 1913. This source also shows du Sable in the light of a pioneer of the west. It shows details of his business and the contribution of Chicago in the westward expansion of the United States.

**Jean Baptiste Point du Sable-story book web link. (This website could be used as a closing review of the lesson or as part of the lesson for younger students)

<http://books.google.com/books?id=J4Wmrx9u8OOC&lpg=PA7&ots=89Za26FyVe&dq=jean%20baptiste%20pointe%20du%20sable%20books&pg=PA6>

Websites: (for more images and current information)

<http://www.dusableheritage.com/history.htm>

<http://www.gibbsmagazine.com/dusable.htm>

History of Jean-Baptiste Pointe DuSable.

Jean-Baptiste Pointe DuSable was born in St. Marc, Haiti (or St. Domingue as Haiti was known then) around 1745 of a French father and a Black African Slave mother. There is a paucity of information in the historical record as pertains to DuSable's life in Haiti prior to his migration to New Orleans around 1765. Many scholars suggest that DuSable may have had French Canadian origins. However most biographers generally agree that the majority of evidence regarding his origins leads to the conclusion that he was a mulatto from present day Haiti.

Once in New Orleans, DuSable made the epic journey up the Mississippi River where in the mid to late 1770's he built a home and cultivated approximately 30 acres of land in Peoria, Illinois. He maintained excellent relations with Native Americans and lived among indigenous tribes where he married Catherine, the daughter of Potawatomie Chief Pokagon in a tribal ceremony. This common law marriage was solemnized in a Catholic church in Cahokia, Illinois in 1778. Jean-Baptiste and Catherine had two children, Jean-Baptiste Jr. and Suzanne. In 1793 or 1794 Suzanne married Jean-Baptiste Peltier. Suzanne bore a daughter Eulalie in Chicago in October of 1796. Historical evidence suggests that DuSable must have settled in Chicago prior to 1779.

Located on the north bank of the Chicago River at its junction with Lake Michigan, DuSable's estate consisted of a modest sized home, a horse mill, a bake house, a dairy, a smokehouse, a poultry house, a workshop, a stable, and a barn. The location of this settlement was at a natural crossroad for both Native Americans and Europeans seeking access to the Mississippi River. Many explorers and pioneers had come in passing prior to this settlement however none had stayed. DuSable established the first permanent settlement in present day Chicago and lived at that site for at least twenty years. He set up a trading post which flourished supplying customers with flour, pork, and bread in exchange for cash and durable goods. DuSable had established a good reputation with trading relations as far as Detroit, Green Bay, Mackinac and St. Joseph. DuSable spoke English, Spanish, French, and many Native American dialects.

During the period of the American Revolutionary War, DuSable sided with the Americans. Historical evidence suggests that DuSable had ties to Colonel George Rogers Clark of Virginia, who was sent to Illinois and Indiana to win the territories for the Americans. To avoid attack by Captain Charles de Langlade, DuSable fled with his family and settled on the River du Chemin (near modern day Michigan City, Indiana). In 1779, he was subsequently arrested by a British lieutenant, Thomas Bennet and sent to Mackinac.

DuSable remained in detention for the remainder of the American Revolution. However because of his good character DuSable was sent to the Pinery a trading outpost located on the St. Clair River, south of modern day Port Huron. The Pinery had been established by the British Lieutenant Governor Patrick Sinclair. Upon receiving news that the present manager had been mistreating the indigenous people of the area, Governor Sinclair appointed DuSable as manager where he worked for a period of three years.

In 1784 DuSable returned to Chicago to reclaim his abandoned property and to reestablish his trading post. His business thrived and he lived in peace among Native Americans and white traders traveling through the area. Historical accounts of white traders, British Governors and Lieutenants describe DuSable as a wealthy man of good character, sound business acumen, and with many friends.

In May of 1800, DuSable sold all of his property in Chicago to Jean La Lime, a French-Canadian fur trapper from St. Joseph for 6,000 pounds. The sale was recorded in Detroit and witnessed by John Kinzie. Four years later Kinzie would purchase the estate from La Lime. The reasons for which DuSable sold his estate are unknown. Some historians suggest that he sought new adventures others suggest that DuSable may have been forced to leave. Subsequent to the sale of property, DuSable returned to his land in Peoria for over a decade and then retired to St. Charles, Missouri. Jean-Baptiste Pointe DuSable died on August 28, 1819 in St. Charles.

Jean Baptiste Pointe Du Sable, the father and founder of Chicago, the third largest city in the United States, the first Haitian to get his own "Black Heritage stamp" in the U.S.A., in 1968.

Name _____

Date: _____ Period ____

Jean Baptiste Point du Sable

Guided Reading Questions

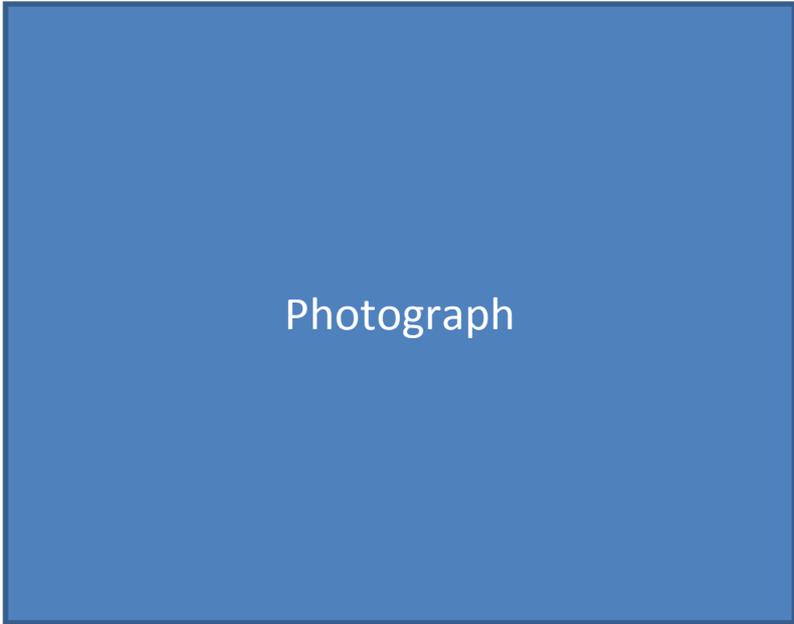
1. Where did Jean Baptiste Point du Sable originally come from?
2. Describe his family?
3. Who protected du Sable from being enslaved?
4. Where did he live in the United States?
5. What business did he establish?
6. What did du Sable sell?
7. What advantages did du Sable have that helped his business prosper?
8. Why was this business so important in Westward Expansion.?
9. Why was he arrested several times?
10. How is du Sable referred to? Why?

Jean Baptiste Point du Sable
Father of Chicago
PowerPoint Presentation

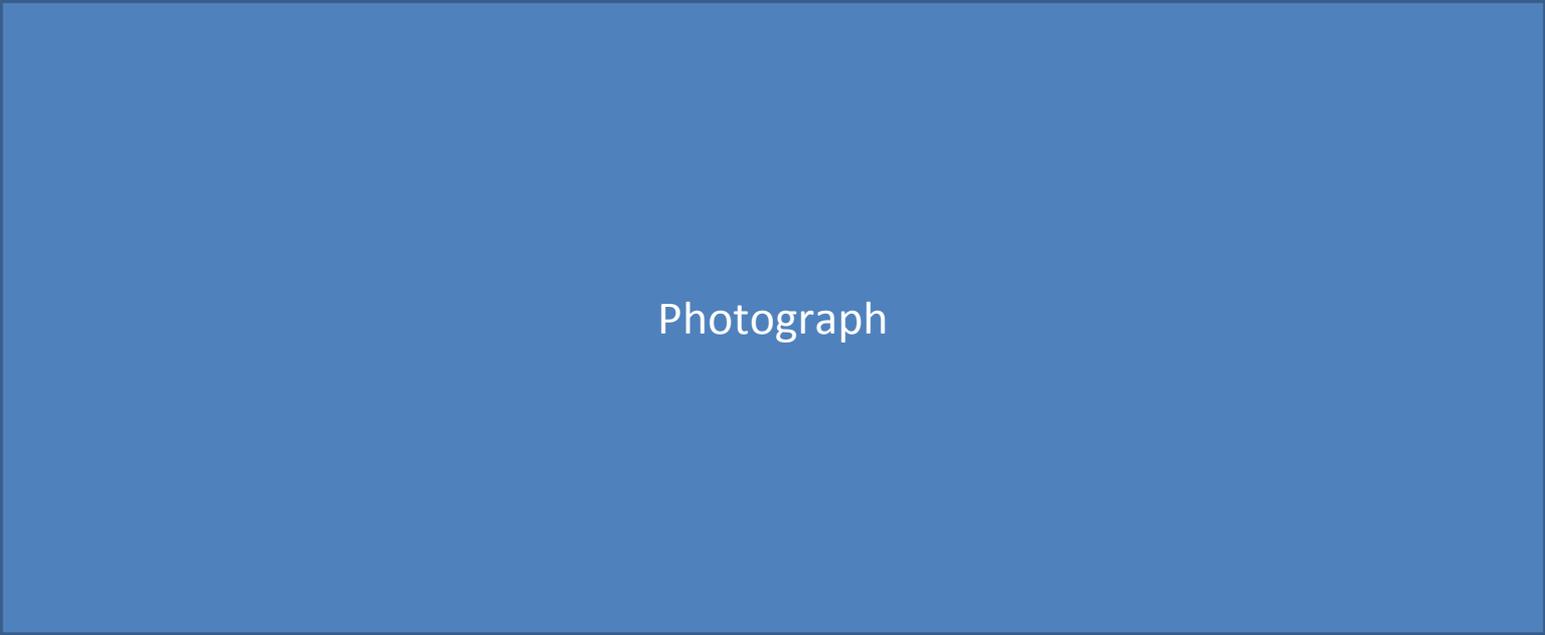
Jean Baptiste Point du Sable

Photograph

Early Chicago

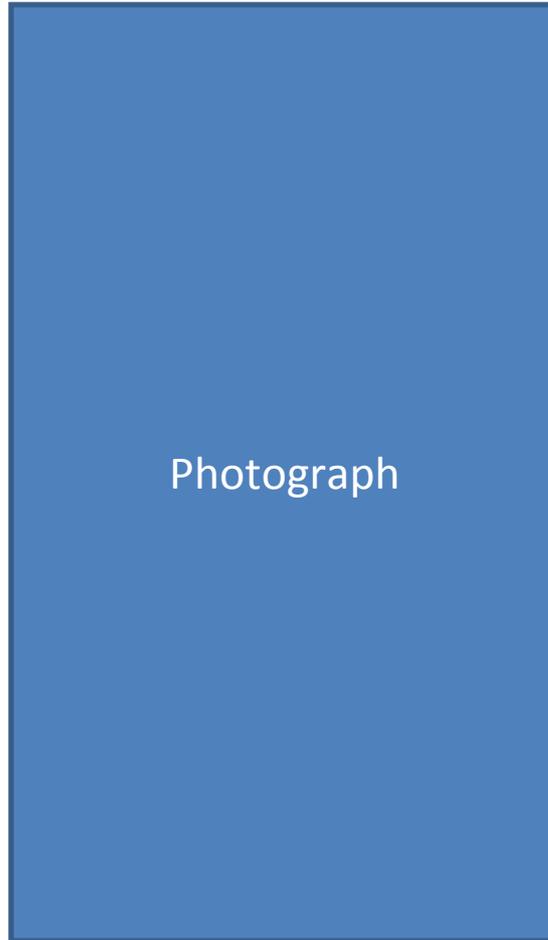


Photograph



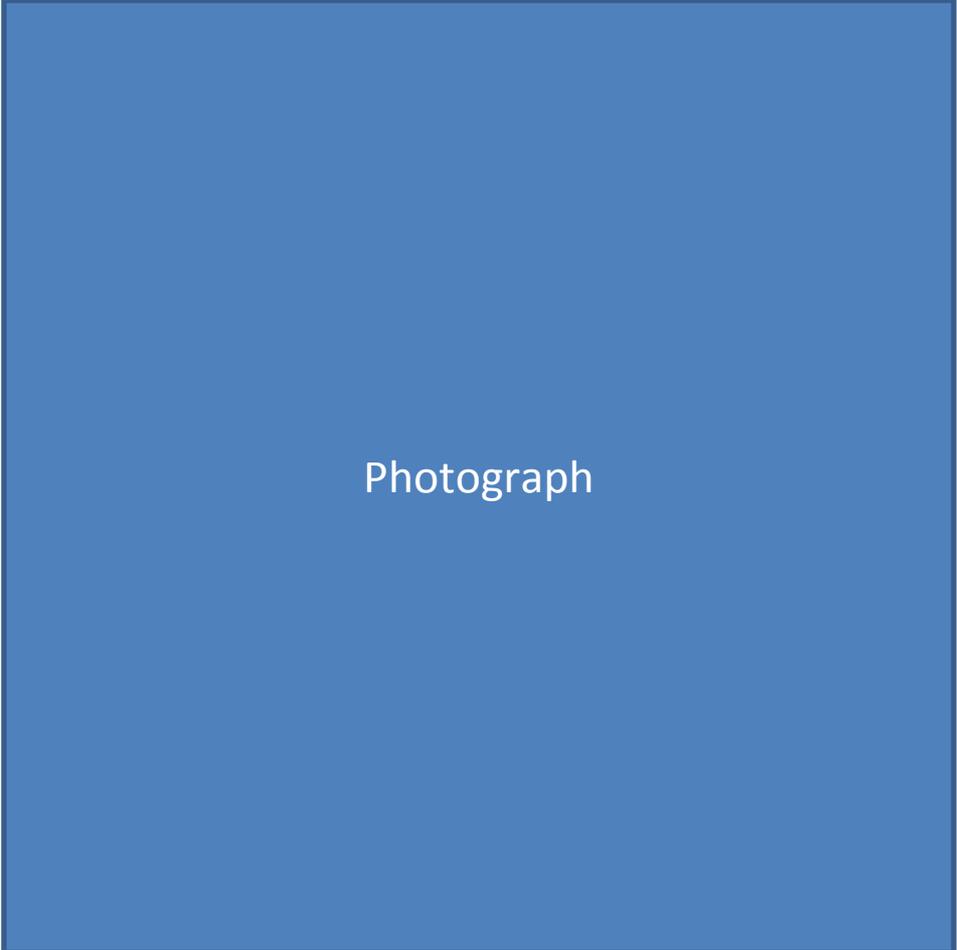
Photograph

U.S. Post Office Stamp Black Heritage Series



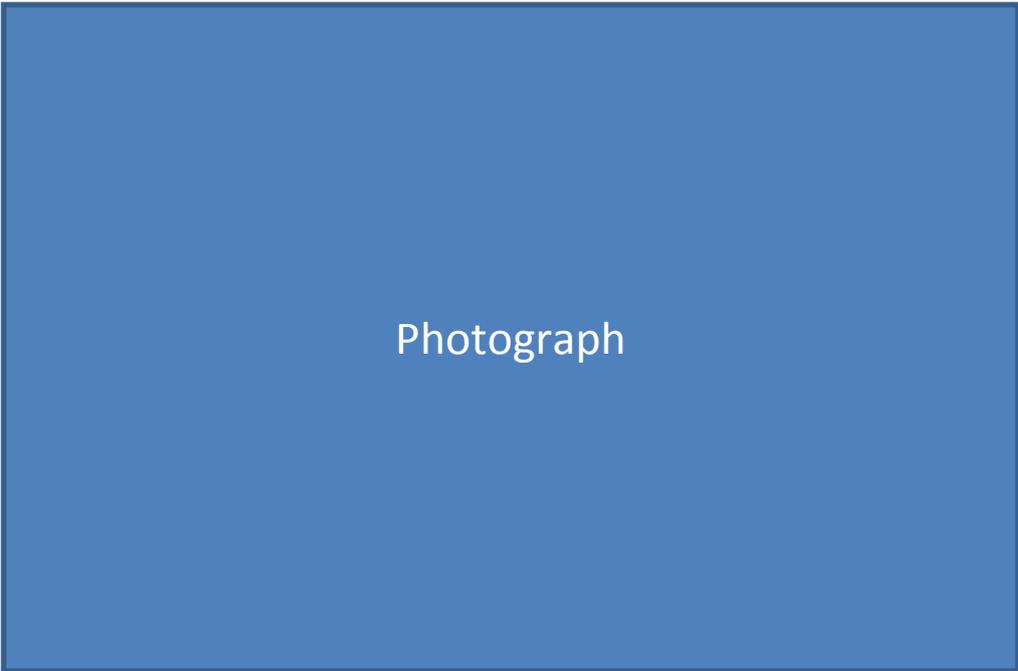
Photograph

Historical Landmark



Photograph

City of Chicago



Photograph

The Struggle for Hispaniola:
Haitian Dominican Relations and the Influence of Imperialism

by

Xavier Velez

Florida International University Teaching American History
Latin American and Caribbean Studies Teacher Summer Institute

2009

Lesson Plan
***The Struggle for Hispaniola:
Haitian Dominican Relations and the Influence of Imperialism***

Lesson: Examine the relationship between Dominicans and Haitians as it relates to imperialism in the Caribbean.

Course: American History (US Imperialism and the influence of other nations)

Relevance: This topic relates to American History curriculum through the imperialistic years of expansion in the 19th century. As a new nation America was trying to establish itself as a strong nation. Due to this it was important to understand everything that was happening in other nation surrounding the US. Hispaniola was one of those countries that were logistically important for the US. The Haitian Dominican struggle played an important role for the western hemisphere regarding all imperialistic nations with assets in the region. The struggle on the island was also essential in determining the future of the people of the island.

- Students must look at it from the perspective as if they were an inhabitant on the island and how might they feel if other foreign nations were trying to influence there countries future. By understanding the impact of this struggle on the people of Hispaniola and the Western Hemisphere it will allow them to understand key concepts for American as well as World History in understanding how Globalization has connected the world together and the actions of one country can directly affect another. The same concepts apply today on a greater scale and students can visible see the effects.

Topic:

The topic of this lesson is on the relationship between Haiti and the Dominican Republic throughout the 19th, 20th and 21st centuries. The main focus is on how the struggle for control of the island was a political game and was influenced both on the island and by other imperial nations of the time.

Objective:

- Students will be able to identify the geographical location of Hispaniola and explain why its location was essential to the Caribbean.
- Students will be able to explain why there was conflict between Haiti and the Dominican Republic.
- Students will be able to list the motives for the intervention of Western powers in affairs on the island of Hispaniola.
- Students will be able to identify the main people and leaders that influenced the development of Haiti and as independent nation.
- Students will be able to identify why there is still a very powerful separation till today between the two nations that share so much in common.

Summary:

During the 18th century the island of Hispaniola was controlled by several European nations involved in the slave trade and profiting from the products the island produced. By the late 18th century early 19th century the French side of the island was undergoing a successful slave revolt that eventually turned into the Haitian revolution ultimately leading to the independence of a slave colony. In 1804 Haiti officially claimed its independence and turned to unite the island of Hispaniola under one regime. This would spark and long-standing clash between the Haitians and Dominicans of who would control the island. That along with the

pressures and threats of Western powers would influence the development and success or failure of the newly emerging republics.

Vocabulary words:

Imperialism, Racism, Revolution, Bias, Political Factions, and Sovereignty

Set Induction:

- First write the words *Imperialism, Racism, Revolution, Bias, Political Factions, and Sovereignty* on the board. Students will be asked to raise their hands and identify the first thoughts that come to their heads regarding these vocabulary words and then try to define them. The teacher should write students' responses on the board. This will activate prior knowledge in the students and help others make connections.
- Once the students complete the first task, the teacher should introduce the day's topic of Haiti and Dominican relations. Each student will be given a K.W.L. chart and students will be given five minutes to fill out K and W portions. **K** is for anything that the students **Know** about the topic, and **W** is for anything that the students **Want** to know about the topic that they don't know. Each student should independently fill out their own chart and use it throughout the lesson.

Essential Questions:

1. What was the motivation for Haiti to want to invade the Dominicans and unite the island?
2. How did opposing factions differ on the form of government that should be implemented on the island? Should they use a form of socialism or a democratic form of government?
3. What was the goal of Haitians versus the goal of Dominicans regarding sovereignty on the island?
4. Examine the final outcome of the relationship between the United States and the people in control of Hispaniola. Describe how The Dominican Republic and Haiti's development was influenced by foreign imperial powers.
5. How has the competition over the island developed over the years into cultural biases?

Lesson Steps:

- Students will be introduced to important vocabulary words through a set induction. The Set Induction will include vocabulary brainstorming and KWL chart.
- Students will be given a formal introduction to Haitian Dominican Relations and how the struggle for the island began after the success of the Haitian Revolution.
- Student will then individually complete the K and W portion of the KWL chart and students will be asked to share their responses at random.
- Students will then be broken into 4 groups to complete the next step of the assignment. **(Haitian perspective, Dominican perspective, American perspective, and Neutral Perspective)**
- Students will be broken into 4 groups and their assignment is to research and create a PowerPoint about their assigned perspective. Each group will have to use valid resources that will be supplied to them from the teacher. These resources will be supplied from the bibliography list of primary sources. Primary sources will be chosen at the teacher's discretion for each individual group and must be valid sources with all sources being cited. Students should incorporate, primary documents, and incorporate imagery into their PowerPoint in order to explain and defend the thesis during their

presentation. Each member in the group will be responsible for researching and presenting specific parts (ex: History, bias, key figures, contemporary view)

- Students will present their PowerPoint presentations and other groups will; be required to record what they learn and how it conflicts with the perspective they researched. Once all the presentations are complete students will be required to engage in an open discussion facilitated by the teacher regarding their research and the importance of understanding all perspectives in history and the significance to social, political, and economic, development and understanding.

Materials:

PowerPoint, Notebooks, KWL Graphic organizers, pen/pencil, loose-leaf, exit surveys.

Activities:

- KWL chart
- PowerPoint creation
- Class Debate
- Exit Slips
- Essay Writing

Conclusion:

Students will be able to identify the different perspectives regarding Haitian Dominican relations and how intervening countries influenced the struggle for the island. The biases and effects of years of war, political struggle, and economic downturn has created the face of what Hispaniola is today. How might we be able to use an understanding of the historical events to better understand the different people in a community, friends that you might have socially, and other cultural biases that exist today?

Home Learning:

Students will be required to take the PowerPoint they created in their groups and the notes they took from the other presentations in class and create an overall thesis paper on how Haitian Dominican Relations were formed and what obstacles were present that influenced the overall outcome of the back and fourth struggle between nations. This thesis will be an opinion paper in which students will choose a side and argue the validity using evidence from the research to support their thesis.

Sources and other related readings:

1. WHY THE COCKS FIGHT: DOMINICANS, HAITIANS AND THE STRUGGLE FOR HISPANIOLA

By Michele Wucker. New York: Hill and Wang, 1999. ISBN # 0-8090-3719-X.
May 1999

2. HAITI AND SANTO DOMINGO

<http://countrystudies.us/dominican-republic/4.htm>

3. The Dominican Republic and the United States: from imperialism to transnationalism

Authors G. Pope Atkins, Larman Curtis Wilson
Contributor Larman Curtis Wilson
Publisher University of Georgia Press, 1998

4. HAITIAN-DOMINICAN COUNTERPOINT: NATION, STATE AND RACE IN HISPANIOLA

By Eugenio Matibag.

268 pages
New York: Palgrave - Macmillan, 2003.
January 2003

5. **Haitian-Dominican counterpoint: nation, state, and race on Hispaniola**
Author Eugenio Matibag
Edition revised
Publisher Palgrave Macmillan, 2003

6. **Haiti Under Siege**
200 years of U.S. imperialism
by Helen Scott
http://www.thirdworldtraveler.com/Haiti/Haiti_Under_Seige.html

7. **'Unhappy' Haiti: Black America and U.S. Imperialism in the Caribbean**
Authors: Putnam, Aric.

8. <http://www.marxist.com/haiti-against-imperialisme.htm>

9. **Taking Haiti**
Military Occupation and the Culture of U.S. Imperialism, 1915-1940
by Mary A. Renda
Copyright (c) 2001 by the University of North Carolina Press. All rights reserved.
http://www.ibiblio.org/uncpress/chapters/renda_taking.html

10. <http://www.dominicantoday.com/dr/forum/living-in-the-dr/general-info/556/Haitian-Invasion-of-the-Dominican-Republic>

11. **Not a Cockfight-Rethinking Haitian-Dominican Relations**
"not a cockfight" Rethinking Haitian Dominican relations
Samuel Martinez Latin American perspectives volume 30 number 3 popular participation against neoliberalism may 2003

12. <http://myayiti.com/2008/10/anti-haitian-bias-rooted-in-dominican-history/>

13. **THE "WAR" WITH HAITI/pt 1**
id OAA04591; Sat, 20 Sep 1997 14:15:31 -0400
Via NY Transfer News Collective * All the News that Doesn't Fit
THE "WAR" WITH HAITI PART I
by John Bartlow Martin
Former Ambassador to the Dominican Republic

14. **The Tears of Hispaniola: Haitian and Dominican Diaspora Memory (New World Diasporas) (Hardcover)** by LUCIA M. SUAREZ (Author)
Publisher: University Press of Florida; 1st edition (February 20, 2006)

15. *The Imagined Island* by Pedro San Miguel

16. **El Anexionismo Dominicano y la lucha entre imperios durante la Primera Republica, 1844-1861** by Luis Martinez Fernandez

17. Expansion Now!! Haiti, "Santo Domingo," and Frederick Douglass at the intersection of U.S. and Caribbean Pan-Americanism
by Millery Polyne, Vol. 34 , No. 2 (July – December 2006), 3-45

How did the Haitian Revolution Affect America?

by

Madelin Vinat

Florida International University Teaching American History
Latin American and Caribbean Studies Teacher Summer Institute

2009

Title :	How did the Haitian Revolution Affect America?
GRADE LEVEL :	08
SUBJECT AREA :	SOCIAL STUDIES - Grade 8
COURSE CONNECTION :	AMER HISTORY (2100140Z),US HISTORY M/J (2100010A)
DESCRIPTION / ABSTRACT OF LESSON :	The purpose of this lesson is two-fold. One to teach students how another country's political affairs affected the development of our very own nation. Haiti's revolution for Independence influenced and impacted America in many ways. It is for this reason that it is imperative that students learn about Haiti and how it shaped America's political and social structure. The second purpose of this lesson is to familiarize students with the use and analysis of primary resources. It is important for students to have this exposure in order to get to the heart and truth of an issue, especially since their textbook omits valuable information and falls short when comes to the use of primary sources.
OBJECTIVE(S) :	<ol style="list-style-type: none"> 1. Analyze the ties that Haiti and the United States had before the Haitian Revolution. 2. Describe the motives and outcomes of the Haitian Revolution. 3. Discuss the importance of the Haitian Revolution in terms of the Louisiana Purchase. 4. Evaluate the reasons why the United States wanted the Louisiana Territory. 5. Discuss the impact the Haitian Revolution had on the United States socially and politically. 6. Analyze the American reaction to the Haitian Revolution. <p>On-going skill objectives:</p> <ol style="list-style-type: none"> 1. Evaluate the validity and the relevance of primary and secondary resources.
TEACHER MATERIALS / TECHNOLOGY CONNECTIONS :	<ol style="list-style-type: none"> 1. primary and secondary resources on the Haitian Revolution, the Louisiana Purchase 2. chalkboard 3. overhead projector 4. LCD projector
STUDENT MATERIALS / TECHNOLOGY CONNECTIONS :	<ol style="list-style-type: none"> 1. US History Book- The American Journey 3. Copies of primary and secondary resources on the Haitian Revolution, the Louisiana Purchase 4. Notebook paper for Q notes, KWL and for the primary and secondary resource analysis assignment 5. Overhead transparency of the Q notes template as well as the KWL template
Duration :	2 class periods- 100 minutes each
ESSENTIAL QUESTION / KEY VOCABULARY :	<ol style="list-style-type: none"> 1. Revolution 2. Thomas Jefferson 3. Louisiana Territory 4. slave revolt 5. Toussaint Louverture 6. Napoleon Bonaparte

	<ul style="list-style-type: none"> 7. Santo Domingo/Haiti 8. Abbe Baptiste Henri Gregoire 9. James Monroe 10. National Assembly 11. naval base 12. slave shelters 13. Jean Jacques Dessalines 14. Denmark Vesey
GROUPING FOR INSTRUCTION :	<p>For lectures and discussion a whole-class approach will be used. For the numerous class activities, a variety of grouping strategies will be used:</p> <ul style="list-style-type: none"> 1. small group (3-5) 2. Think-Pair-Share (2)
LESSON LEAD IN / OPENING :	<p>The teacher will put up a map of Haiti and ask students to complete a "KWL" chart. They must complete at least three things they know about Haiti or Haitians (right or wrong) and three things they would like to know. At the end of each day the students will go back to their chart and write at least three things they learned.</p>
STEPS TO DELIVER LESSON :	<p>Day One:</p> <ul style="list-style-type: none"> 1. Students will complete the “K”- what they know and the “L”- what they want to learn portions of the KWL chart. 2. Students will read Chapter 9 Section 2- Louisiana Purchase. As they read they will complete a Q notes chart, in which the students will turn all the headings and sub headings into questions and use the reading material to answer the questions. This gives the students a purpose for reading. 3. The teacher will initiate a class discussion on the information presented in the textbook. Students will use their Q notes to answer questions from the teacher as well as other students. They will also use their Q notes to ask the teacher questions about terms or concepts they are unsure of. 4. The teacher will ask students what is the difference between a primary and secondary source (as a review). Then the teacher will give students a copy of each of the following primary documents: <p>Document 1 Abbé Grégoire, "Memoir in Favor of the People of Color or Mixed-Race of Saint Domingue" (1789) http://chnm.gmu.edu/revolution/d/341/</p> <p>Document 2 Discontent Spreads from <i>An Historical Account of the Black Empire of Hayti</i> http://chnm.gmu.edu/revolution/d/603/</p> <p>Document 3 Letter from Monseron de l’Aunay to the Marquis de Condorcet,</p>

President of the Society of Friends of the Blacks (24 December 1789)

<http://chnm.gmu.edu/revolution/d/609/>

Document 4

Thomas Jefferson to James Monroe, November 24, 1801

(text version of the letter is found under the attachment title Primary Documents)

Document 5

Thomas Jefferson to James Monroe, January 13, 1803

(text version of the letter is found under the attachment title Primary Documents)

Using the Think/Pair/Share method, where students work on a particular assignment individually and then compare their results with a partner, the students will answer the following questions for each of the documents:

Document 1

1. What reasons does he give for the abolition of slavery?

Document 2

1. What are the causes for the Haitian Revolution give in the article?

Document 3

1. What are her concerns in the letter?
2. What is her solution?

Document 4

1. What is Jefferson's plan for Haiti?
2. What justification does he give for his plan?

Document 5

1. Why does Jefferson send Monroe to France?
2. What is slowing down the acquisition of Louisiana?

The teacher can either give all the documents to the students at one time and can discuss with them the answer to the questions once they have completed all 5 documents or can give the students one document at a time and have a whole class discussion on each individually.

5. As a review of the major topics discussed throughout the lesson, the teacher will present the PowerPoint titled “The Haitian Revolution and its impact on the United States” (Note- see attached PowerPoint presentation). Students are required to take notes during the presentation.

Day Two:

1. The teacher will guide the class in a political cartoon analysis activity. The teacher will put on the overhead projector the political Cartoon titled “Intercourse or Impartial Dealings” (a copy of the cartoon is in the attachment titled political cartoon). The students will be asked to identify any people and/or items they see in the cartoon. Through a whole class discussion, the teacher will ask students to decipher the meaning of the cartoon based on the people and items they see. They will also categorize the cartoon as either a positive or negative reaction to the Louisiana purchase.
2. The teacher will show students, on an overhead, a list of laws and regulation enacted in the United States after 1801. (The overhead transparency of the laws is in the attachment titled Laws and Regulations) The teacher will ask students to write in their notes any patterns they see, such as the states that passed the laws, and the types of restrictions. They will also write down why they think these laws were passed. Those questions will become the discussion points in the class discussion.
3. The teacher will present a lecture on the consequences and reactions to the Haitian Revolution. (A general outline of the teacher’s notes are in the attachment titled Lecture on the consequences & reaction to Haitian Revolution)
4. The students will be placed in groups of 3-5 students and each group will receive one of the following primary documents (all the documents are newspaper articles that show the American reaction to the Haitian Revolution) :

Document 1

The Pennsylvania Gazette: Magnitude of the Insurrection (12 October 1791)

<http://chnm.gmu.edu/revolution/d/567/>

Document 2

The Pennsylvania Gazette: Blame Now Falls (16 May 1792)

<http://chnm.gmu.edu/revolution/d/573/>

Document 3

The Pennsylvania Gazette: White Refugees (17 July 1793)

<http://chnm.gmu.edu/revolution/d/574/>

Document 4

The Pennsylvania Gazette: Free blacks and mulattos flee (4 December 1793)

<http://chnm.gmu.edu/revolution/d/575/>

Document 5

The Pennsylvania Gazette: Free blacks and mulattos flee (4 December 1793)

<http://chnm.gmu.edu/revolution/d/575/>

Document 6

The Pennsylvania Gazette: U.S. Vigilance (13 December 1797)

<http://chnm.gmu.edu/revolution/d/577/>

Regardless of the document they receive each group is responsible for answering the same questions:

1. What is the subject of the article?
2. Is the article a negative or positive point of view about the subject? Make sure to include at least 2 examples from the article.
3. Do you agree or disagree with the author's point of view?

Once all the groups are done, each group will present their findings to the class. Then there will be a whole class discussion on the similarities and differences between the 6 articles.

GUIDED PRACTICE : The following activities will be used by the teacher to measure the students understanding of the materials presented:

1. Q notes completion
2. KWL chart completion
3. Primary source analysis activities (on both days)

INDEPENDENT PRACTICE : The following assignments will be used to help reinforce material with the students as well as prepare students for future activities (Home Learning Assignments):

Day 1:

For home learning students will visit the US Department of States website titled, "The United States and the Haitian Revolution 1791-1804".

(<http://www.state.gov/r/pa/ho/time/nr/91724.htm>) The students will read the content of the website and summarize the main points and write three questions based on the reading.

Day 2:

For home learning students will write a 5 paragraph essay that is a response to the following prompt:

Explain how the Haitian Revolution affected the United States politically and socially?

DIFFERENTIATED INSTRUCTION : The following are strategies used throughout the unit to address the variety of the students learning needs:

1. Use of pictures

2. Oral Strategies- read aloud/student presentations
3. A variety of peer grouping
4. Use of diagrams
5. Cooperative learning activities
6. The use of charts
7. Problem solving activities
8. lecture
9. Computer work
10. FCAT reinforcement activities
11. Vocabulary activities
12. CRISS Strategies

LESSON CLOSURE : At the end of the lesson, the teacher will ask the students to take out their "KWL' charts and complete the "L" portion- what they learned. Then there will be a whole class discussion on what they have learned about the relationship between the Haitian Revolution and the United States. Throughout the discussion each student will check off each of their questions from the chart when it is answered as well as cross out and wrong information in their chart. Then the teacher will ask students "Why is it important to learn about the US' relationship to other nations?"

Resources : Annotated Bibliography:

Published Primary Sources

Abbé Grégoire, "Mémorial en faveur du Peuple de Couleur ou Mixed-Race of Saint Domingue" (1789). *Liberty, Equality, Fraternity, Exploring the French Revolution*. Center for History and New Media at George Mason University of Virginia and American Social History Project at City University of New York. <http://chnm.gmu.edu/revolution/chap8b.html#>.

-Baptiste-Henri Grégoire was a parish priest who was elected to the National Assembly, who in this article argued in favor of giving more rights to minority groups such as Jews and blacks. Overall, he supported the idea of abolishing slavery.

Discontent Spreads from *An Historical Account of the Black Empire of Hayti*. *Liberty, Equality, Fraternity, Exploring the French Revolution*. Center for History and New Media at George Mason University of Virginia and American Social History Project at City University of New York. <http://chnm.gmu.edu/revolution/chap8b.html#>.

-This particular article gives a firsthand account of the Haitian Revolution. In this article he discusses his point of view and opinions. He discusses the French reaction to the revolution and he particularly believed that the colonists hindered any attempt to reform the slave system.

Letter from Monseron de l'Aunay to the Marquis de Condorcet, President of the Society of Friends of the Blacks (24 December 1789). *Liberty, Equality, Fraternity, Exploring the French Revolution*. Center for History and New Media at George Mason University

of Virginia and American Social History Project at City University of New York. <http://chnm.gmu.edu/revolution/chap8b.html#>.

-This letter demonstrates the importance of the slave trade and the Caribbean economy to France and how the Deputy of the Chamber of Commerce of the port city of Nantes, believed it was imperative to protect French economic interest at any cost.

The Pennsylvania Gazette: Magnitude of the Insurrection (12 October 1791). Liberty, Equality, Fraternity, Exploring the French Revolution. Center for History and New Media at George Mason University of Virginia and American Social History Project at City University of New York. <http://chnm.gmu.edu/revolution/chap8b.html#>.

-This particular source discusses the chaotic beginnings of the revolution in Haiti. It also discusses how it became notably clear that the insurrection and threat was growing but many including northern Americans did not support or sympathize with the rebels.

The Pennsylvania Gazette: Blame Now Falls (16 May 1792). Liberty, Equality, Fraternity, Exploring the French Revolution. Center for History and New Media at George Mason University of Virginia and American Social History Project at City University of New York. <http://chnm.gmu.edu/revolution/chap8b.html#>.

-This primary source discusses how the French came to make sense of the Haitian Revolution. They began to ask questions and wonder who was to blame. Many according to this article blame the aristocracy who had become “blood-thirsty” and had become negligent with its colonies. Many were afraid that Haiti’s insurrection would spread to other French Caribbean territories.

The Pennsylvania Gazette: White Refugees (17 July 1793). Liberty, Equality, Fraternity, Exploring the French Revolution. Center for History and New Media at George Mason University of Virginia and American Social History Project at City University of New York. <http://chnm.gmu.edu/revolution/chap8b.html#>.

-This document discusses how many white immigrants fled Haiti and found refuge in the United States.

The Pennsylvania Gazette: Free blacks and mulattos flee (4 December 1793). Liberty, Equality, Fraternity, Exploring the French Revolution. Center for History and New Media at George Mason University of Virginia and American Social History Project at City University of New York. <http://chnm.gmu.edu/revolution/chap8b.html#>.

-This source shows how not only white immigrants fled Haiti free blacks and mulattos did to. Free blacks/Mulattos manned plantations and could own slaves therefore there were targets of the revolution, for this reason the seek refuge in states like South Carolina. Southern states eventually expressed a fear for these newcomers. They believed they could influence their slaves to rebel.

The Pennsylvania Gazette: U.S. Vigilance (13 December 1797). Liberty, Equality, Fraternity, Exploring the French Revolution. Center for History and New Media at George Mason University of Virginia and American Social History Project at City University of New York. <http://chnm.gmu.edu/revolution/chap8b.html#>.

-This article discusses how the Southern states of the U.S. were maintaining high vigilance, for the importation of newcomers from Haiti. The very thought of these newcomers spelled trouble to them.

Letter from Thomas Jefferson to James Monroe, November 24, 1801. Thomas Jefferson: Library of Congress Exhibition. Washington DC : Library of Congress. <http://www.loc.gov/exhibits/jefferson/jeffworld.html>.

-This letter is an example of the early dealings that the U.S. had with Haiti. In this letter, Jefferson proposes to Monroe the possibility of deporting slaves/blacks to Haiti.

Letter from Thomas Jefferson to James Monroe, January 13, 1803. Thomas Jefferson: Library of Congress Exhibition. Washington DC : Library of Congress. <http://www.loc.gov/exhibits/jefferson/jeffworld.html>.

-This letter from Jefferson to Monroe shows his urgency to purchase Louisiana. It also is a step to step account on Monroe's mission to acquire this territory. It also discusses how the revolution in Haiti delayed his mission.

Pencil, Peter. "Intercourse or Impartial Dealings". Thomas Jefferson: Library of Congress Exhibition. Washington DC: Library of Congress. <http://www.loc.gov/exhibits/jefferson/jeffworld.html>.

-This is a political cartoon that shows the different ways Americans reacted to Thomas Jefferson's decision to buy the Louisiana Territory.

Secondary Sources:

Latortue, Francois. Haiti and Louisiana: Their past relationships and the true reasons for selling of the vast territory. New York: Vantage Press, 2004.

-This book discusses the relationship between Haiti and the selling of the Louisiana territory to the United States.

The United States and the Haitian Revolution, 1791-1804. U.S. Department of State Diplomacy in Action. Washington DC: U.S. Department of State. <http://www.state.gov/r/pa/ho/time/nr/91724.htm>.

-This document gives an overview of the causes and the effects of the Haitian Revolution and how it impacted the development of the United States.

Hooker, Richard. "The Haitian Revolution". *World Civilizations: An Internet Classroom and Anthology*. Washington: Washington State University, 1996.
<http://www.wsu.edu/~dee/DIASPORA/HAITI.HTM>.

-This document gives an overview of the causes and the effects of the Haitian Revolution and how it impacted the development of the United States.

Thomson, Jim. "The Haitian Revolution and the Forging of America," *The History Teacher* November 2000.
<http://www.historycooperative.org/journals/ht/34.1/thomson.html>.

-This particular article discusses how the Haitian Revolution led to the selling of the Louisiana territory and the eventual demise of the French in the new world and the forging of America as a contender for world political power.

Dubois, Laurent. "The Haitian Revolution and the Sale of Louisiana." *Southern Quarterly*. Spring 2007.
http://findarticles.com/p/articles/mi_qa4074/is_200704/ai_n21099746/?tag=content:coll.

-This document gives an overview of how the Haitian Revolution influenced Napoleon's decision to sell Louisiana to the Americans.

Zephir, Flore. *The New American: The Haitian Americans*. Connecticut: Greenwood Press, 2004.

-This book had a section that provided reference information in respect to Haiti's revolution for Independence.

Gaines, Jena. *The Changing Face of North America: Immigration Since 1965: Haitian Immigration*. Pennsylvania: Mason Crest Publishers, 2004.

-This book has a section that explores the causes and effects of the Haitian Independence.

Blumberg, Rhoda. *What's the Deal? Jefferson, Napoleon and the Louisiana Purchase*. Washington, D.C.: National Geographic Society, 1998.

-This short book provides an overview of the events leading up to the Louisiana Purchase from the points of view of both the Americans and the French.

Lacy, Dan. *The Abolitionists*. St. Louis: McGraw-Hill Book Company, 1978.

This book, discusses how the Louisiana purchase influences Americans to revisit

the topic of slavery. Many wanted to expand slavery to the new territories, while others began a movement to abolish slavery.

DeConde, Alexander. *This Affair of Louisiana*. New York: Charles Scribner's Sons, 1976.

-This book provided background information on dealings that transpired in order for the Americans to acquire the Louisiana territory.

ASSESSMENT: Their completed Q-notes, KWL and Essay

**FLORIDA SSS
STANDARDS & NETS:**

Miami-Dade County DISTRICT FL Miami-Dade County Social Sciences Standard (2005)

Social Sciences

Middle 6-8

Grade 8 - M/J U.S. History

II. Historical Awareness

A. After studying important periods in United States and Florida history, and the individuals and groups who contributed to them, the students will create a live newscast, video program, or newspaper for a selected period of history by:

V. Cultural Awareness

A. After investigating the impact of diverse cultural groups in the history of our pluralistic society, the student will write a speech as a legislator in the United States Congress by:

VI. Global Perspective

A. After studying the importance of opposing viewpoints and historical interpretations in history, students will write a position paper on an event or issue from a perspective other than their own by:

Florida STATE FL Social Studies Standard (2008)

Florida Sunshine State Standards

Grade 8

American History

1: Use research and inquiry skills to analyze American History using primary and secondary sources.

SS.8.A.1.1 Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.

SS.8.A.1.2 Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.

SS.8.A.1.3 Analyze current events relevant to American History topics through a variety of electronic and print media resources.

SS.8.A.1.4 Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.

SS.8.A.1.5 Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.

SS.8.A.1.6 Compare interpretations of key events and issues throughout American History.

SS.8.A.1.7 View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.

Creator : MADELIN VINAT

Date Created : July 07, 2009

Date Modified : July 07, 2009

KWL Template

K What you already Know	W What would you like to Know	L What you learned

EXAMPLES OF LAWS AND REGULATIONS ENACTED In the U.S.

- In 1794 and 1800, the federal government passed anti-slave trade laws to prevent the possible spread of the Haitian slave revolt to the U.S. The first prohibited citizens from equipping ships engaged in slave trade commerce, and the second prohibited Americans from serving aboard such ships or from having any interest in their voyages. (Aptheker, 45).
- Beginning in 1792, southern states, including South Carolina, Kentucky, North Carolina, Georgia, and Maryland, passed laws restricting slave trade as a means of preventing the possible infection of the U.S. by the Haitian rebellion. South Carolina's statute prohibited the importation by any one person of more than two slaves, and required that the slaves imported be for personal use only. This law was subsequently modified to retain a total ban only with respect to slaves from the West Indies or South America. However, all imported slaves had to be accompanied by a statement signed by two magistrates attesting that the slaves had not been involved in any insurrection or revolt. (Ibid., 73-74).
- In 1797, Baltimore, Maryland passed an ordinance declaring all slaves imported from the West Indies between 1792 and 1797 to be "dangerous to the peace and welfare of the city" and ordering their masters to banish them. (Ibid., 74).
- Many southern states enacted measures restricting the civil liberties of blacks, including laws forbidding meetings of slaves without the presence of whites, prohibiting the assembly of blacks on city streets after dark, requiring slaves to have passes when off plantation, forbidding slaves to possess weapons, and providing severe penalties for sedition. (Ibid., 73-74).
- A South Carolina regulation made it necessary for a magistrate and five freeholders to approve a document of manumission, freeing slaves from bondage. One of the stated reasons for this regulation was a concern that slaveholders would release slaves "of bad or depraved character" who might incite rebellion once freed. (Ibid. 75)
- Freed blacks were restricted in their right to hold certain jobs or learn certain trades that might make it easier for them to organize a rebellion. They were also restricted in their freedom of movement from state to state or county to county. (Ibid., 77-78).
- In some states, blacks were prevented from testifying in court against white persons; this restriction had the effect of preventing blacks from defending themselves against charges that they were part of a slave conspiracy. (Aptheker,77).
- Shortly after the Vesey Plot to burn Charleston was aborted, white Carolinians took measures to ensure that free blacks were given even less freedom. As part of this effort, in December 1832, the South Carolina legislature enacted the Free-Colored Seamen's Act, requiring that all free blacks employed on incoming vessels be detained in jail while their ship was in port. (Hunt, 120).

Note: General Teacher Notes: Teacher will discuss in greater detail with students

Part I. Lecture Notes on the consequences of the Haitian Revolution on the U.S.

I. Political Impact:

- a. Resolved the issue of the Treaty of Paris
- b. Resolved the issue between the east and the west (westerners protested that the French would make them pay taxes, the Louisiana Purchase relieved them from these concerns)
- c. Led to the birth of Manifest Destiny
- d. Due to the Louisiana Purchase (Americans debate the slavery issue) some argued for expansion others for abolitionism

II. Social Impact:

- a. The buying of the Louisiana territory encouraged many to migrate to the U.S.
- b. During the early 1800's there were many Haitian refugees that migrated to the U.S
- c. Led to an increase of slave revolts and threats of insurrections (Ex. Denmark Vesey's plot)

Part II. Lecture Notes on the American Reaction to the Haitian Revolution

III. American Reaction

- a. Response was immediate (the North and South reacted negatively) The south was afraid of possible slave revolts and the North were afraid that their freed slaves could provoke insurrections
- b. Laws were passed that made difficult or harder to free slaves
- c. Laws were passed that controlled where slaves were allowed to move to
- d. Laws were passed to prohibit the assembly of blacks
- e. Laws were passed prohibiting contact between free blacks and slaves to avoid revolts
- f. Gradual birth of ideas that inspired to Abolitionist movement of the 1830's
- g. Southern slave masters built shelters to hide themselves in case of a slave revolt
- h. President Jefferson cut off aid to Louverture mission in Haiti and isolated the U.S. from Haiti's fight for Independence
- i. President Jefferson refused to recognize Haitian independence
- j. In 1862 American recognizes Haiti's independence

Q Notes Template

Headings/subheading from textbook turned into a question	Answer from the readings
1.	
2.	
3.	
4.	
5.	

Thomas Jefferson to James Monroe, November 24, 1801

The Works of Thomas Jefferson in Twelve Volumes. Federal Edition. Collected and Edited by Paul Leicester Ford.

Thomas Jefferson to James Monroe, November 24, 1801

Washington, Nov. 24, 1801.

Dear Sir,--I had not been unmindful of your letter of June 15, covering a resolution of the House of Representatives of Virginia, and referred to in yours of the 17th inst. The importance of the subject, and the belief that it gave us time for consideration till the next meeting of the Legislature, have induced me to defer the answer to this date. You will perceive that some circumstances connected with the subject, & necessarily presenting themselves to view, would be improper but for yours' & the legislative ear. Their publication might have an ill effect in more than one quarter. In confidence of attention to this, I shall indulge greater freedom in writing.

Common malefactors, I presume, make no part of the object of that resolution. Neither their numbers, nor the nature of their offences, seem to require any provisions beyond those practised heretofore, & found adequate to the repression of ordinary crimes. Conspiracy, insurgency, treason, rebellion, among that description of persons who brought on us the alarm, and on themselves the tragedy, of 1800, were doubtless within the view of every one; but many perhaps contemplated, and one expression of the resolution might comprehend, a much larger scope. Respect to both opinions makes it my duty to understand the resolution in all the extent of which it is susceptible.

The idea seems to be to provide for these people by a purchase of lands; and it is asked whether such a purchase can be made of the U S in their western territory? A very great extent of country, north of the Ohio, has been laid off into townships, and is now at market, according to the provisions of the acts of Congress, with which you are acquainted. There is nothing which would restrain the State of Virginia either in the purchase or the application of these lands; but a purchase, by the acre, might perhaps be a more expensive provision than the H of Representatives contemplated. Questions would also arise whether the establishment of such a colony within our limits, and to become a part of our union, would be desirable to the State of Virginia itself, or to the other States--especially those who would be in its vicinity?

Could we procure lands beyond the limits of the U S to form a receptacle for these people? On our northern boundary, the country not occupied by British subjects, is the property of Indian nations, whose title would be to be extinguished, with the consent of Great Britain; & the new settlers would be British subjects. It is hardly to be believed that either Great Britain or the Indian proprietors have so disinterested a regard for us, as to be willing to relieve us, by receiving such a colony themselves; and as much to be doubted whether that race of men could long exist in so rigorous a climate. On our western & southern frontiers, Spain holds an immense country, the occupancy of which, however, is in the Indian natives, except a few insolated spots possessed by Spanish subjects. It is very questionable, indeed, whether the Indians would sell? whether Spain would be willing to receive these people? and nearly certain that she would not alienate the sovereignty. The same question to ourselves would recur here also, as did in the first case: should we be willing to have such a colony in contact with us? However our present interests may restrain us within our own limits, it is impossible not to look forward to distant times, when our rapid multiplication will expand itself beyond those limits, & cover the whole northern, if not the southern continent, with a people speaking the same language, governed in similar forms, & by similar laws; nor can we contemplate with satisfaction either blot or mixture on that surface. Spain, France, and Portugal hold possessions on the southern continent, as to which I am not well enough informed to say how far they might meet our views. But either there or in the northern continent, should the constituted authorities of Virginia fix their attention, of preference, I will have the dispositions of those powers sounded in the first instance.

The West Indies offer a more probable & practicable retreat for them. Inhabited already by a people of their own race & color; climates congenial with their natural constitution; insulated from the other descriptions of men; nature seems to have formed these islands to become the receptacle of the blacks transplanted into this hemisphere. Whether we could obtain from the European sovereigns of those islands leave to send thither the persons under consideration, I cannot say; but I think it more probable than the former propositions, because of their being already inhabited more or less by the same race. The most promising portion of them is the island of St. Domingo, where the blacks are established into a sovereignty *de facto*, & have organized themselves under regular laws & government. I should conjecture that their present ruler might be willing, on many considerations, to receive even that description which would be exiled for acts deemed criminal by us, but meritorious, perhaps, by him. The possibility that these exiles might stimulate & conduct vindictive or predatory descents on our coasts, & facilitate concert with their brethren remaining here, looks to a state of things between that island & us not probable on a contemplation of our relative strength, and of the disproportion daily growing; and it is overweighed by the humanity of the measures proposed, & the advantages of disembarassing ourselves of such dangerous characters. Africa would offer a last & undoubted resort, if all others more desirable should fail us. Whenever the Legislature of Virginia shall have brought it's mind to a

point, so that I may know exactly what to propose to foreign authorities, I will execute their wishes with fidelity & zeal. I hope, however, they will pardon me for suggesting a single question for their own consideration. When we contemplate the variety of countries & of sovereigns towards which we may direct our views, the vast revolutions & changes of circumstances which are now in a course of progression, the possibilities that arrangements now to be made, with a view to any particular plan, may, at no great distance of time, be totally deranged by a change of sovereignty, of government, or of other circumstances, it will be for the Legislature to consider whether, after they shall have made all those general provisions which may be fixed by legislative authority, it would be reposing too much confidence in their Executive to leave the place of relegation to be decided on by *them*. They could accommodate their arrangements to the actual state of things, in which countries or powers may be found to exist at the day; and may prevent the effect of the law from being defeated by intervening changes. This, however, is for them to decide. Our duty will be to respect their decision.

Thomas Jefferson to James Monroe, January 13, 1803

The Works of Thomas Jefferson in Twelve Volumes. Federal Edition. Collected and Edited by Paul Leicester Ford.

Thomas Jefferson to James Monroe, January 13, 1803

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 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.

We shall get entangled in European politics, and figuring more, be much less happy and prosperous. This can only be prevented by a successful issue to your present mission. I am sensible after the measures you have taken for getting into a different line of business, that it will be a great sacrifice on your part, and presents from the season and other circumstances serious difficulties. But some men are born for the public. Nature by fitting them for the service of the human race on a broad scale, has stamped with the evidences of her destination and their duty.

But I am particularly concerned that in the present case you have more than one sacrifice to make. To reform the prodigalities of our predecessors is understood to be peculiarly our duty, and to bring the government to a simple and economical course. They, in order to increase expense, debt, taxation, and patronage tried always how much they could give. The outfit given to ministers resident to enable them to furnish their house, but given by no nation to a temporary minister, who is never expected to take a house or to entertain, but considered on a footing of a voyageur, they gave to their extraordinary missionaries by wholesale. In the beginning of our administration, among other articles of reformation in expense, it was determined not to give an outfit to missionaries extraordinary, and not to incur the expense with any minister of sending a frigate to carry him or bring him. The *Boston* happened to be going to the Mediterranean, and was permitted therefore to take up Mr. Livingstone and touch in a port of France. A frigate was denied to Charles Pinckney and has been refused to Mr. King for his return. Mr. Madison's friendship and mine to you being so well known, the public will have eagle eyes to watch if we grant you any indulgences of the general rule; and on the other hand, the example set in your case will be more cogent on future ones, and produce greater approbation to our conduct. The allowance therefore will be in this and all similar cases, all the expenses of your journey and voiage, taking a ship's cabin to yourself, 9,000 D. a year from your leaving home till the proceedings of your mission are terminated, and then the quarter's salary for the expenses of the return as prescribed by law. 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.

The Haitian Revolution and its impact on the United States

A Timeline of The Haitian Revolution

1791-1803

- **1791** On August 22, 1791, Boukman leads a slave revolt in north Haiti
- **1793** Toussaint Louverture joins the Spanish fighting against Napoleon
- **1794** Toussaint leaves the Spanish Army and joins the French
- **1795-1801** Spain cedes Santo Domingo to the French.
- **1801** Toussaint Louverture led black slaves in a revolt in Haiti against the French, killing 35,000 French soldiers.
- **1802** Napoleon sends 70 warships and 25 thousand soldiers to Saint Domingue
- **1803** Napoleon reestablishes slavery in the colonies but in November the Battle of Vertières marks the final victory for the revolutionary army over the Napoleon's army.
- **1804** Haiti becomes an independent nation

Haiti's Revolution and its connections to The Louisiana Purchase

- With the Louisiana Purchase, bought by Jefferson for \$15 million, the United States nearly doubled its land which was used to create Arkansas, Colorado, Iowa, Kansas, Louisiana, Minnesota, Missouri, Montana, Nebraska, North Dakota, Oklahoma, South Dakota, and Wyoming.
- The Louisiana Territories included vast tracts of fertile soil and other natural resources.
- In 1762 France ceded Louisiana to Spain, but in the secret 1802 Treaty of San Ildefonso Spain returned the area to France.
- Napoleon Bonaparte's vision of a great French empire in the New World with Haiti at its economic center- the plan fell apart after the independence movement on the island. Louisiana unnecessary. As a result, in April 1803 Napoleon offers to sell all the Louisiana Territories to the United States (not merely the New Orleans port and lower Mississippi River areas for which Jefferson had started negotiations the previous year).

Timeline of the Louisiana Purchase

- **1682** France claims all territory drained by Mississippi River from Canada to Gulf of Mexico and names it Louisiana.
- **1718** creation of New Orleans
- **1762** France cedes New Orleans and Louisiana west of the Mississippi to Spain.
- **1763** France cedes territories east of the Mississippi and north of New Orleans to Britain.
- **1784** Spain closes the lower Mississippi and New Orleans to foreigners.
- **1802** Spain cedes Louisiana to France (in exchange for Eturia, a small kingdom in Italy). New Orleans is closed to American shipping. Napoleon Bonaparte sends a military expedition to re-establish slavery and French control in Saint Domingue. His army is decimated by the revolutionary forces.
- **1803** In February, Napoleon decides against sending more troops to Saint Domingue and instead orders forces to sail to New Orleans. In March, upon receiving news of the death of Charles Leclerc and the fate of his expeditionary army, Napoleon cancels the military expedition to Louisiana, and in April Foreign Minister Talleyrand tells Robert R. Livingston that France is willing to sell all of Louisiana to the US. In May Britain declares war on France.
- **July 4, 1803** Official announcement by Jefferson on the purchase of the Louisiana Territories.
- **December 20, 1803** The official transfer of the Louisiana Territory

Immigration and Its Impact

by

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Lesson Plan: Immigration and its Impact

Subject Area: 8th Grade American History

Objective: Students will learn about and compare the impact of recent and past immigration.

IB3: Explain the migration of people throughout history

VA1: Describe the impact of people and ideas on the values, traditions and institutions in the pluralistic society of the United States using primary sources in art, music and literature.

VA3: Identify selected groups that immigrated to the US from the late 1880's to the present and compare their reasons for immigrating.

Lesson Overview: This lesson will allow students to better understand not only migration to the United States from the late 1800's to early 1900's, but the Haitian migration experience from a primary source. It will help those students who have had an immigration experience to identify with others who have been placed in similar situations and allow those who haven't, to better understand what others have gone through.

Lesson Duration:

4-5 Days

Teacher Materials:

1. Class textbook: "The American Journey", 2005. McGraw-Hill
2. "Brother I'm Dying" book by Edwidge Danticat
3. Attached powerpoint presentation about Ellis Island
4. Journal book or blank sheets of paper for writing exercises
5. 1 blank world map
6. Internet article http://www.usimmigrationsupport.org/cultural_bereavement.html
7. Access to internet for secondary sources

Key Vocabulary:

Ellis Island, emigrate, immigration, ethnic group, assimilate, deportation, slum, tenement, steerage, ritual, culture, ancestors, Haiti, Haitian, migration, transmigrant, diaspora, cultural bereavement, refugee, identity

Key Questions:

Textbook Questions after reading Chap. 20 Section One:

1. What types of immigrants (ethnicities) came to America during this time period?
2. Why did they come?
3. How did they travel here?
4. What is different about the way immigrants entered America from the late 1800's to early 1900's and now?
5. What are some of the cultural differences immigrants had/have to adjust to in the United States?
6. Do you think some Americans were reluctant to accept the new immigrants in the past? Why or why not?
7. What are some of the immigration laws which were passed at that time?

8. Do you think Americans are still reluctant to accept new immigrants in the U.S.? Why or why not?

Questions after reading "Brother I'm Dying"

1. If you or a family member had an experience with immigration, describe what happened.
2. Did you or your family member experience any similarities to what Edwidge Danticat experienced? Describe why or why not?
3. What are some of the experiences you have witnessed within your culture that are different from Edwidge Danticat's?
4. Do you believe it is important to preserve the culture of your ancestors and their rituals? Why or why not?
5. Have you had any experiences within your family to preserve the culture from your original country or the country your ancestors migrated from? Explain.
6. Describe some ritual you practice within your family. Do you consider it "American" or part of another particular culture?
7. Do you have contact with family members who live in another country other than the U.S.? If so describe what kind of contact; do you visit, speak on the phone, etc...
8. How does this affect you and your family here?
9. Do you believe immigrants are treated differently from those who are born here? Describe your answer.

Lesson Lead in or Opening:

What does immigration mean to you? What do you know about it?

Steps to Deliver Lesson:

1. Ask lead in question.
2. Allow 5 minutes for students to enter their answers in their journals.
3. Discuss answers as a class.
4. Now have students read section one of Chapter 20 in *The American Journey* textbook titled, "The New Immigrants". It covers the period of immigration from late 1880's until approx. 1920 and will allow them to gain some form of background information.
5. Show students the attached PowerPoint about Ellis Island.
6. Ask students to answer questions provided under Textbook Key Questions section. They can either journal these answers or answer them aloud as a class which can be recorded on the board if needed.
7. Have the class read "Brother I'm Dying" by Edwidge Danticat as a supplement to the chapter in the textbook. This can be done as a class daily or as homework assignments over the course of a few days.
8. Provide students with a copy of a blank world map. Allow them to color and label all countries and bodies of water on the world map. Ask them to color Haiti and the United States as the same color. Tell them not to use this color on any other country on the map. This will allow Haiti and the United States to stand out better.

9. Now have students neatly draw one dark colored arrow from Haiti to New York to show the path Edwige Danticat traveled to America. (It provides a better visual picture of Danticat's journey to America and it allows them to compare their journey if they too immigrated). Then have students draw a similar arrow for the route their ancestors or their selves that have migrated to the U.S. from another country they may have taken.

10. Have students read the following internet article from the United States Immigration Support website:

http://www.usimmigrationsupport.org/cultural_bereveament.html

Some of the concepts may need to be explained as it has an elevated vocabulary for 8th graders.

11. Now allow for a class discussion about the article. Guide students to discuss current immigration issues and ideas they may have to improve the immigration process.

Resources:

1. McGraw-Hill. The American Journey, Florida Edition 2005. Chapter 20, Section One, "The New Immigrants" Pages 580-587.

This is the textbook mandated by the State. I will use this book to provide background information for my students as a preview to the meaning of immigration and the impact it made.

2. Danticat, Edwidge. Brother I'm Dying. New York: First Vintage Books, 2008. Danticat's book will act as a primary resource for students to gain a better understanding of the Haitian culture and what a young girl's migration from Haiti to America was like. It will help them identify with some of their own triumphs and struggles they experienced with immigration. This book will provide a great comparison between the Haitian and Hispanic cultures.

3. http://www.usimmigrationsupport.org/cultural_bereveament.html

This article explains the impact of cultural bereavement- the loss one feels of one's culture as it is left behind when migrating to a new country. It explains how one can help deal with these feelings of negativity and diminish feelings of guilt or sadness by connecting with others of the same ethnicity or culture in their new "homeland".

4. <http://www.ellisland.org/>

This website allows a viewer to search immigrant names who passed through Ellis Island, view photos, learn about its history and timeline of operation and understand the immigration experience from the late 1800's to the early 1900's.

5. <http://www.nps.gov/archive/stli/serv02.htm>

Similar to the ellisland.org website, this site is a national park website dedicated to providing the Ellis Island history, access to its archives, photos and other websites regarding citizenship, customs, immigration and its hours of operation as a state park.

6. Ceptus, Barbara. "Growing up Haitian, growing up black: being black and immigrant means that I cannot separate those two identities." 2005.

<http://www.thefreelibrary.com/Growing+up+Haitian%2c+growing+up+black%3a+b eing+black+and+immigrant+means...-a0136254613>

Barabra Ceptus's article describes her struggle with her identity, culture, and family interaction. Ceptus considers herself an immigrant and black. It is difficult for her to help her grandmother understand her motives in America when the word to describe something in English doesn't translate well in Creole. She illustrates the relationship with that of her mother and her grandmother and the complications that arise with the difference between the English and Creole language and American and Haitian culture.

7. "Haitian Immigration: 20th Century." In Motion The African-American Migration Experience. <http://www.inmotionaame.org/home.cfm>

This is an awesome website which provides a vast array of Migration experiences ranging from political to economic reasons for migration as well as religion and culture. I will focus on the "Haitian Immigration: 20th Century" link for my lesson plan and use the "Haitian Immigration: 18th and 19th Centuries" link for more information as needed.

8. Richman, Karen E. Migration and Vodou. Gainesville, Florida: University Press of Florida 2005.

Richman's book will provide a deeper understanding of the Haitian culture to my students. It will assist in their understanding of how Haitians lived in Haiti and how they continue to practice their culture as they reside in the U.S. It will also help them to understand why Haitians migrate from their country due to political and economic hardships.

9. Maestro, Betsy. Coming to America: The Story of Immigration. New York, New York: Scholastic, February 1996.

This is a book which describes the history of immigration to the U.S. beginning with the Native Americans who were here before Europeans discovered America. She goes on further to describe the voyage of others to American soil after Columbus. The book provides examples of journeys of people coming from other countries to America and it also emphasizes how all Americans are either immigrants or directly related to an immigrant. Maestro uses Ellis Island as a main focus for her book as well.

10. Schiller, Nina Glick, Fouran, Georges Eugene. Georges Woke Up Laughing Long Distance Nationalism and the Search For Home. Durham, London: Duke University Press, 2001.

This study of transnationalism explains the importance of Haitian immigrants and their need for ties with their homeland despite their distance. It explains Georges story through an ethnographic approach of Georges's memories and Haitian history.

11. Schiller, Nina Glick, Fouran, Georges Eugene. "Terrains of blood and nation: Haitian transnational social fields" *Ethnic and Racial Studies* 22.2 (March 1, 1999), 340-366, http://pdfserve.informaworld.com.ezproxy.fiu.edu/387203_731200501_713766302.pdf

Schiller and Fouron explain the concept of "transnational social field" where Haitian immigrants are torn between their obligations back home and what they experience in their new homeland. Helen and Yvette explain their situation of duty and connection to family and "brother and sisters" in Haiti while in the U.S.

12. Schiller, Nina Glick, Fouran, Georges Eugene. "Everywhere We Go, We Are in Danger": Ti Manno and the Emergence of a Haitian Transnational Identity *American Ethnologist* 17. 2 (May, 1990), 329-347,

<http://www.jstor.org.ezproxy.fiu.edu/stable/645083?&Search=yes&term=immigration&term=haitian&list=hide&searchUri=%2Faction%2FdoAdvancedSearch%3Fq0%3Dhaitian%26f0%3Dall%26c0%3DAND%26q1%3Dimmigration%26f1%3Dall%26c1%3DAND%26q2%3D%26f2%3Dall%26c2%3DAND%26q3%3D%26f3%3Dall%26wc%3Don%26Search%3DSearch%26sd%3D%26ed%3D%26la%3D%26jo%3D&item=12&t1=1608&returnArticleService=showArticle>.

This article examines how not only the transnational community handles its own transplants from another country but how its American cohorts handle the immigrants in their own community as well. It describes the issues Haitian immigrants incur while living between their previous and current homeland.

13. <http://www.history.com/content/ellis-island>.

This website allows access to videos such as arriving at Ellis Island for the first time, immigrants reuniting with loved ones, and being detained on the Island. There are visual tours of the building on Ellis Island and a timeline of 1630 until present day. It also has a great image gallery.

Assessment:

All students will be assessed in the following areas:

1. Adequate writing in their journals
2. All questions must be answered thoroughly and correctly
3. They must complete the world map correctly
4. Class participation in discussions

Immigration and America

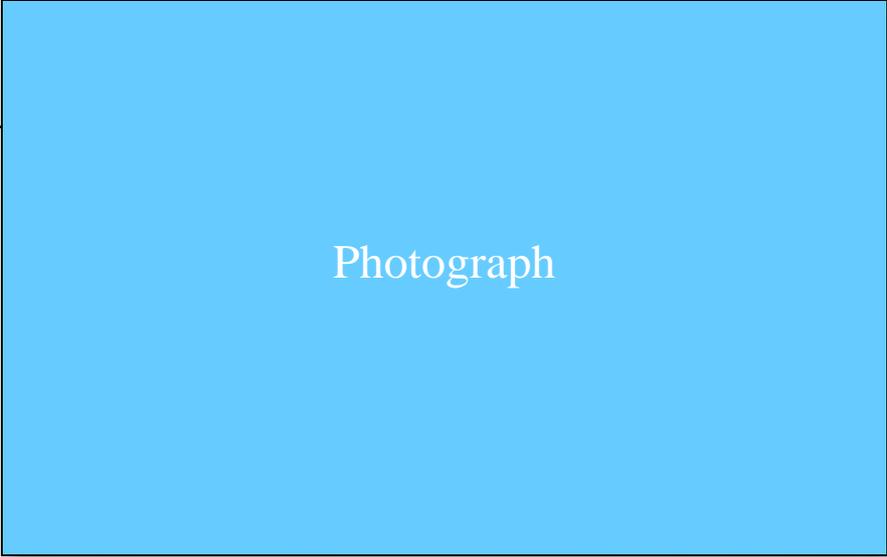


Ellis Island

Ellis Island was an immigrant processing center, located in New York City. It was open from 1892 until 1952.



During that time, over 12 million immigrants entered the United States through Ellis Island.



Photograph

For many Americans,
Ellis Island was the first
place they landed when
they came to this country.



Did you know?

- **During a span of 6 decades (60 years), Ellis Island welcomed 71% of all immigrants.**
- **Nearly 25% of all Americans can trace their ancestry by way of Ellis Island.**



What did they come with?

They brought all of their belongings in baskets and sacks. These families came to the U.S. seeking a new life, freedom, and fortune.



Ellis Island was a symbol of hope for many who faced war, extreme poverty, religious persecution, or limited opportunities at home.



"I remember my grandfather always telling me how he knew he could be rich in America because he saw riches in the architecture of Ellis Island. He felt that if they let the poor in such a gorgeous hall then life in this country would be wonderful."



Most Ships were very crowded!



What was it like during the voyage?

Most immigrants boarded a ship at a European port and were then directed to the ship's steerage. The majority of people could not afford first class or cabin passage.

There were hundreds of passengers crammed into a small area. They slept in narrow bunks often three high, and all shared one bath. The sink faucets often did not work (so there wasn't any running water).



How Much did it cost?

In 1910 a steerage ticket cost between \$10.00 to \$35.00. That was very expensive back then. The Steerage was near the bottom of the boat and very cramped. It offered little light, ventilation or privacy.



Children would occupy themselves with marbles or dominos. Many got sick, many died on the ships. Typhus and cholera seemed to be of the more common illnesses.



The millions of immigrants who sailed to America were greeted by the Statue of Liberty. The statue was a gift from France in 1884. Frederic Bartholdi designed and sculpted the statue. He decided to make the statue a symbol of liberty.



Landing on Ellis Island



Lady Liberty

Lady Liberty would face the ocean with a greeting and a promise. The seven spikes in the statue's crown stand for seven liberties: civil, moral, national, natural, personal, political, and religious.



LADY LIBERTY

Inscribed on the plaque at the foot of the statue reads:

"Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tossed to me.
I lift my lamp beside the golden door."



Immigrants showed their passports and checked in as a family. Randomly, bags were checked.



The Great Hall

Immigrants waited in the Great Hall called the Holding Area. This is where immigrants waited before proceeding to the next station. Many never made it past this station and were deported.



You had to have a medical exam before entering the country

The medical staff meant business. If there was the slightest chance that an immigrant's health might threaten any American's health, that person was rejected!



Medical Inspection

If a doctor found any indication of disease, he marked the shoulder or lapel of an immigrant's clothing with chalk: "L" for lameness, "E" for eyes, for example.



Immigrants told inspectors their skills such as textile worker, farmer, welder, carpenter, housekeeper, seamstress, or tailor. Inspectors accepted or reject the immigrants based on their abilities.



Deportation, An immigrant's nightmare!

Immigrants that did not pass the skills or medical exams were escorted to the deportation station. One inappropriate action, gesture, or comment could prejudice a clearance official against you. One wisecrack just might get you deported from the country in which you have dreamed of living!



Detention

During the peak years of immigration, detention on Ellis Island ran as high as 20% for all immigrants inspected.

A detainee's stay could last days or even weeks.



Where do you go from here?

Immigrants choose their family's destination from a large chart. Train tickets were purchased and many did not have enough money to go where they wanted to or where they had relatives.



Although many immigrants did migrate to rural America and worked on farms, more of the majority settled in cities.

Immigrant populations, in fact, were highest in four of the largest cities at the time (New York, Boston, Pittsburgh, and Chicago).

Five out of every six Irish and Russian travelers, three out of four Italian and Hungarian immigrants and seven of ten arrivals from England, eventually settled in the nation's great cities.

Why did immigrants settle in cities?

Many immigrants came to America with little money to buy farms or expensive farming equipment. Others settled in cities because American agriculture was far different from what most had been accustomed to in Europe. Some, came to America too late to acquire free or cheap land. Others moved to cities for different reasons.

Many Irish opted for an urban life because they associated farming with the English landlords who had persecuted Irish tenant farmers. Immigrants, particularly Jews, settled in urban areas because their forebears had already established vibrant cultural, religious, and educational institutions throughout many of the nation's largest cities.