

Haitian revolution

[History](#), [Revolution](#)



Haitian Revolution WORLD HISTORY SECTION II Part A (Suggested writing time--40 minutes) Directions: The following question is based on the accompanying Documents 1- . (The documents have been edited for the purpose of this exercise.) Write your answer on the lined pages. This question is designed to test your ability to work with and understand historical documents. Write an essay that: Has a relevant thesis and supports that thesis with evidence from the documents. Uses all or all but one of the documents. Analyzes the documents by grouping them in as many appropriate ways as possible. Does not simply summarize the documents individually. Takes into account both the sources of the documents and the author's points of view. Suggests additional perspective(s)/ document(s) that are needed in order to answer the question more fully. Include global historical context You may refer to relevant historical information not mentioned in the documents. Using the documents, analyze the causes and results of the Haitian Revolution. Consider the social, economic and political issues prior to the revolution and the legacy of the revolution. Document 1 Source: French Code Noir (Black Code) King Louis XIV in 1685 —remained in force until 1848 French legal code for the regulation of slavery in the West Indies, including sugar plantations in Saint Domingue “ 2. All slaves in our islands shall be baptized and instructed in the Catholic religion. Masters shall be obliged to provide each week to their slaves of eighteen years or older for food 2 1/ 2 measures of cassava flour, or three cassavas weighing 2 ½ pounds each at least, or some equivalent provisions, with 2 pounds of saltbeef or three pounds of fish... It is prohibited to give slaves brandy or fermented cane juice to take the place of rations mentioned in the previous

article. We grant to those who have been emancipated the same rights, privileges, and immunities enjoyed by people born free; wishing that the benefits of acquired liberty may produce in them, as much for their persons as for their goods, the same effects that the good fortune of natural liberty offers to our other subjects. " Document 2 Source: Declaration of the Rights of Man and Citizen , 1789 Marquis de Lafayette (and Thomas Jefferson) " Men are born and remain free and equal in rights; social distinctions may be based only upon general usefulness. " " The aim of every political association is the preservation of the natural and inalienable rights of man; these rights are liberty, property, security, and resistance to oppression. " " The source of all sovereignty resides essentially in the nation; no group, no individual may exercise authority not emanating expressly therefrom. " " Since property is a sacred and inviolate right, no one may be deprived thereof unless a legally established public necessity obviously requires it, and upon condition of a just and previous indemnity. " Document 3 Jean-Marie d'Augy, white president of the colonial Assembly in Saint- Domingue 1790 at the occasion of the torture and execution of the mulatto leader, Vincent Oge following his attempts to bring the new rights of man from France to Haiti. " We have not brought half a million slaves from the coasts of Africa to make them into French citizens. " Document 4 Source: Mark Almond, 20th century historian Revolution 500 Years of struggle for Change p. 85 " In May 1802, Napoleon's forces tried to re-establish slavery. To make matters worse, the French Commander kidnapped Toussaint and deported him back to France. The effect was to enrage the black majority and provoke an even greater rebellion. By now black soldiers had gained experience in organizing an

army. The French were at a disadvantage" they were more susceptible to disease (particularly yellow fever) than their opponents, and reinforcements were difficult to obtain from France. The French troops were also demoralized by fighting against enemies who sang the Marsellaise and invoked revolutionary ideals. One officer, Lacroix, asked, " Have our barbarous enemies justice on their side? Are we no longer the soldiers of Republican France? And have we become crude instruments of policy? "

Document 5 Source: Tignor et al " Inspirations for Slave Rebellion on Haiti" in *Worlds Together, Worlds Apart* 2002 (College world history textbook) " At a secret forest meeting held on August 14, 1791, the persons who were to lead the initial stage of the revolution gathered to affirm their commitment to one another at a voodoo ritual, presided over by a tall, black priestess, ' with strange eyes and bristly hair.' Voodoo was a mixture of African and New World religious beliefs that existed among slave communities in many parts of the Americas. According to one description of the forest ceremony, the priestess arrived ' armed with a long pointed knife that she waved above her head as she performed a sinister dance singing an African song, which the others, face down against the ground, repeated as a chorus. A black pig was then dragged in front of her, and she spit it open with her knife. The animal's blood was collected in a wooden bowl and served still foaming to each delegate. At a signal from the priestess, everyone threw themselves on their knees and swore blindly to obey the orders of Boukman, who had proclaimed supreme chief of the rebellion.' Boukman was a voodoo chief himself, and he initiated the revolution against the planters, though it was Toussaint L'Ouverture who later assumed leadership of the revolt. " Document 6

Source: "Revenge Taken by the Black Army" 1805 Sketch by Marcus Rainsford in "An Historical Account of the Black Empire of Hayti" showing actions taken against the French in Saint Domingue's war for independence from France and slavery. | | Document 7 Source: PROCLAMATION OF HAITI'S INDEPENDENCE BY THE GENERAL IN CHIEF, Jean Jacques Dessalines to the Haitian people in Gonaives, on January 1st 1804, year first of Haiti's independence Dear Citizens, It is not enough to have expelled from your country the barbarians who have bloodied it for two centuries; it is not enough to have put a brake to these ever reviving factions which take turns to play-act this liberty, like ghost that France had exposed before your eyes; it is necessary, by a last act of national authority, assure forever an empire of liberty in this country our birth place; we must take away from this inhumane government, which held for so long our spirits in the most humiliating torpor, all hope to resubjugate us; we must at last live independent or die. Let us be on guard however so that the spirit of proselytism does not destroy our work; let our neighbors breath in peace, may they live in peace under the empire of the laws that they have legislated themselves, and let us not go, like spark fire revolutionaries, erecting ourselves as legislators of the Caribbean, to make good of our glory by troubling the peace of neighboring islands: they have never, like the one that we live in, been soaked of the innocent blood of their inhabitants; they have no vengeance to exercise against the authority that protects them. Let us swear to the entire universe, to posterity, to ourselves, to renounce forever to France, and to die rather than to live under its domination. To fight until the last crotchet rest for the independence of our country! Document 8

Source: William Wordsworth, 1888 White British author 1770 - 1850 " To Toussaint L'Ouverture" Toussaint, the most unhappy Man of Men! Whether the whistling Rustic tend his plough Within thy hearing, or thy head be now Pillowed in some deep dungeon's earless den; - O miserable Chieftain! where and when Wilt thou find patience? Yet die not; do thou Wear rather in thy bonds a cheerful brow: Though fallen Thyself, never to rise again, Live, and take comfort. Thou hast left behind Powers that will work for thee; air, earth, and skies; There's not a breathing of the common wind That will forget thee; thou hast great allies; Thy friends are exultations, agonies, And love, and Man's unconquerable mind. Document 9 Source: Douglas Egerton, Professor of History Le Moyne College, on the impact of the Haitian Revolution on Americans in a PBS interview in the 1990's " Jefferson was terrified of what was happening in Saint Domingue. He referred to Toussaint's army as cannibals. His fear was that black American would be inspired by what they saw taking place just off the shore of America. And he spent his entire career trying to shut down any contact, and therefore any movement of information, between the American mainland and the Caribbean island. He called upon Congress to abolish trade between the United States and what after 1804 was the independent country of Haiti. He argued that France believed it still owned the island. In short, he denied that Haitian revolutionaries had the same right to independence and autonomy that he claimed for American patriots. And consequently, in 1805 and finally in 1806, trade was formally shut down between the United States and Haiti, which decimated the already very weak Haitian economy. And of course, Jefferson then argued that this was an example of what happens when Africans are

allowed to govern themselves: economic devastation caused in large part by his own economic policies. " Document 10 Source: David Geggus, historian " The Haitian Revolution" in The Modern Caribbean " From 1792 onward laws were passed all around the Caribbean and in North America restricting immigration from strife-torn Saint Domingue. Even when the likelihood of direct interference was not considered strong. Slave owners feared the revolution's inflammatory example. Within a month of the August 1791 revolt, slaves in Jamaica were singing songs about the uprising, and before long whites in the West Indies and North America were complaining uneasily of a new " insolence" on the part of their slaves. Several plots and insurrections were partly inspired by events in Saint Domingue and the Emancipation Decree of 1794. Most notable of these were the conspiracies organized by free colored in Bahia (1798), Havana (1812) and Charleston (1822). However, many factors were at work in the slave rebellions of the period, and to suppose that mere inspiration from abroad was critical in provoking resistance would be to underestimate the difficulties confronting dissidents in this age of strong colonial garrisons. " Basic Core Has acceptable thesis. 1 pt The thesis must be explicit and based on the documents. It must deal with the global aspects of the Haitian revolution looking at its formulation, process and legacy. The thesis may appear in any location but may not be only a simple rewording of the question. 2) Uses all of the documents. 1 pt May misinterpret documents and still receive the point. 3) Supports thesis with appropriate evidence from documents. 1 pt Here students must address the issue of global revolution with appropriate grouping and/or interpretation of the documents. Some general groupings: 4)

Understand the basic meaning of documents cited in the essay. 1 pt May misinterpret the content of no more than one document in a way that leads to an inaccurate grouping or a false conclusion. 5) Analyzes point of view or bias in at least 2 documents. 1 pt Must show point of view in at least two documents by: Relating the author's POV to the author's religion, occupation, or time period OR Assessing the reliability of the source OR Recognizing that different kinds of documents serve different purposes OR Analyzing tone or intent of documents 6) Analyzes and synthesizes documents by grouping them in at least 1 way. 1 pt Here students must make reference to social, economic and political aspects of the revolution using appropriate groupings and/or interpretation of the docs. 7) Identifies one type of appropriate additional document (s). 1 pt Students may include a specific type of document(s or an additional perspective. Students must include sources or perspectives that go beyond those already included in the documents or explain why additional documents from sources already cited are needed. Expanded Core Expands beyond basic core of 1-7 points. A student must earn 7 points in basic core before earning points in expanded core area. 0-2 pts Has a clear, analytical and comprehensive thesis Uses documents persuasively as evidence. Shows careful and insightful analysis of the documents. Analyzes point of view or bias consistently and effectively. Analyzes the documents in additional ways--groupings, comparisons, syntheses. Brings in relevant " outside" historical content. Identifies more than one type of appropriate additional documents. Total: 9 points