



HISTORY
OF
PHILIP'S WAR
COMMONLY
THE GREAT INDIAN

Revolutionary Ideals in Action: Comparing the American, French, and Haitian Revolutions

GUIDING QUESTION:

Which revolutions stayed true to their revolutionary ideals?

CO-AUTHORS:

Ken Ekstein, Frontier Regional School, South Deerfield, Massachusetts
Kristin Rentschler, Columbia City High School, Columbia City, Indiana

► OVERVIEW

At the end of the eighteenth century, three revolutions occurred in the Western Hemisphere that shook the existing political order to its core and changed the way that governments function. Enlightenment ideas emboldened different groups of people to transform their governments, beginning with the American Revolution, which was followed by the French and Haitian Revolutions. What were these revolutionary ideals, and how did they inspire change? How well did the new governments that emerged from the ashes of the old reflect the ideals for which they fought? In this lesson, students will answer these questions by examining the context and outcomes of these revolutions.

► OBJECTIVES

At the conclusion of this activity, students will be able to:

- › Identify the Enlightenment ideals that inspired revolutionaries in the American colonies, France, and Saint-Domingue;
- › Examine the causes and effects of one of the three revolutions; and
- › Analyze and justify the extent to which each of the three revolutions stayed true to its revolutionary ideals.

► STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- › CCSS.ELA-Literacy.RH.9-10.3 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- › CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- › CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

CONNECTIONS TO C3 FRAMEWORK

- › D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.
- › D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- › D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

► DOCUMENTS USED

PRIMARY SOURCES

Alexander Hamilton on the French Revolution, 1794 (excerpt)
Liberté, égalité, fraternité: Exploring the French Revolution
<https://revolution.chnm.org/d/593>

Au nom de la République [In the Name of the Republic], 1794 (excerpt)
Library of Congress (2021670754)
<https://www.loc.gov/item/2021670754/>

Code Napoleon [The French Civil Code], 1804 (excerpt)
Liberté, égalité, fraternité: Exploring the French Revolution
<https://revolution.chnm.org/d/509>

Code Noir [The Black Code], 1687 (excerpts)
Liberté, égalité, fraternité: Exploring the French Revolution
<https://revolution.chnm.org/d/335/>

Constitution of the United States, 1787 (excerpts)
Bill of Rights, 1791 (excerpt)
National Archives and Records Administration
<https://www.archives.gov/founding-docs/constitution-transcript>

Declaration of Independence, July 4, 1776 (excerpt)
National Archives and Records Administration
<https://www.archives.gov/founding-docs/declaration-transcript>

Declaration of the Rights of Man and Citizen, 1789 (excerpt)
Lillian Goldman Law Library, Yale Law School
https://avalon.law.yale.edu/18th_century/rightsof.asp

Etching, George Cruikshank, *The Radical's Arms. (No God! No Religion!! No King! No Constitution!!)*, 1819
Library of Congress (2002715338)
<https://www.loc.gov/item/2002715338/>

Essay, James Otis, “The Rights of the British Colonies Asserted and Proved,” 1764 (excerpt)
Teaching American History
<https://teachingamericanhistory.org/document/the-rights-of-the-british-colonies-asserted-and-proved/>

Essay, Stephen Hopkins, “The Rights of the Colonies Examined,” 1764 (excerpt)
Teaching American History
<https://teachingamericanhistory.org/document/the-rights-of-the-colonies-examined/>

François-Marie Arouet, Voltaire’s Understanding of Inequality, 1765 (excerpt)
Liberté, égalité, fraternité: Exploring the French Revolution
<https://revolution.chnm.org/exhibits/show/liberty--equality--fraternity/item/490>

George Washington, Last Will and Testament, July 9, 1799 (excerpt)
George Washington’s Mount Vernon
<https://www.mountvernon.org/education/primary-sources-2/article/george-washingtons-last-will-and-testament-july-9-1799/>

Students interested in this topic might be interested in researching the following for an NHD project:

- > **Mexican War of Independence (1810–1821)**
- > **Venezuelan War of Independence (1810–1823)**
- > **War of Independence of Brazil (1822–1824)**
- > **The Revolutions of 1848**

John Locke, *Second Treatise of Government*, 1690 (excerpt)
Project Gutenberg
<https://www.gutenberg.org/files/7370/7370-h/7370-h.htm>

Letter, From George Washington to the Hebrew Congregation in Newport, Rhode Island, August 18, 1790 (excerpt)
Founders Online, National Archives and Records Administration
<https://founders.archives.gov/documents/Washington/05-06-02-0135>

Pamphlet, Abbe Sieyès, “*What Is the Third Estate?*,” 1789 (excerpt)
Liberté, égalité, fraternité: Exploring the French Revolution
<https://revolution.chnm.org/d/280>

Pierre Joseph Laborie, “The Coffee Planter of Saint Domingo,” 1798 (excerpt)
World History Commons
<https://worldhistorycommons.org/coffee-planter-saint-domingo-london-1798>

Political Cartoon, *People under the Old Regime*, 1815
Liberté, égalité, fraternité: Exploring the French Revolution
<https://revolution.chnm.org/d/215>

Sermon, John Allen, *An Oration on The Beauties of Liberty . . .*, 1772 (excerpt)
Monticello Digital Classroom
<https://classroom.monticello.org/media-item/an-oration-on-the-beauties-of-liberty/>

Speech, Frederick Douglass, *Lecture on Haiti*, January 2, 1893 (excerpt)
Library of Congress (02012340)
<https://www.loc.gov/item/02012340/>

A Woman’s Cahier, 1789 (excerpt)
Liberté, égalité, fraternité: Exploring the French Revolution
<https://revolution.chnm.org/d/630>

SECONDARY SOURCES

Translation by Karen Offen, *A Woman's Cahier*, 1789 (excerpt)

Translation by Mitchell Abidor, *Au nom de la Republique* [In the Name of the Republic], 1794 (excerpt)

► TEACHER-CREATED MATERIALS

- › Revolutionary Ideals Quotations
- › American Revolution Overview and Primary Source Reading
- › French Revolution Overview and Primary Source Reading
- › Haitian Revolution Overview and Primary Source Reading
- › Comparing Revolutions Graphic Organizer

► ACTIVITY PREPARATION

- › Provide students with a background of the Enlightenment either through a previous lesson or a flipped classroom reading or video.
- › Make enough copies of each of the following sources for one-third of the class:
 - › American Revolution Overview and Primary Source Reading
 - › French Revolution Overview and Primary Source Reading
 - › Haitian Revolution Overview and Primary Source Reading
- › Make one copy of the Comparing Revolutions Graphic Organizer for each student.
- › Organize students into groups of three to six students each.
- › Arrange the classroom for group work.
- › Prepare to project the Revolutionary Ideals Quotations to the class.

► PROCEDURE

ACTIVITY ONE (10 MINUTES)

- › Organize students into groups of three to six students each.
- › Project the Revolutionary Ideals Quotations. Read each one with the class and ask student groups, *What makes these ideas revolutionary?*
- › Review answers with the class.

ACTIVITY TWO (60 MINUTES)

- › Distribute one copy of the Revolutionary Cause and Effect Graphic Organizer to each student.
- › Divide the Overview and Primary Source Reading documents (American, French, and Haitian) so that each group has one or two students covering each revolution.
- › Allow teams to read and complete Part A of the graphic organizer.
- › Direct each student or pair to share with the rest of their group what they discovered in their reading and complete Part B graphic organizer as a group.
- › Challenge students to discuss and debate the question in their groups, *Which of the three revolutions best lived up to its ideals? Provide evidence to support your claim.*
- › Ask the class for a volunteer to make a case as to which revolution was the most revolutionary.
 - › Allow groups to build on each other's ideas or make a counter argument for another revolution.
- › Ask the class to make an argument for which revolution(s) held true to their starting ideals.
 - › Allow other groups to extend on others ideas or make a counter argument for another revolution.

ASSESSMENT OPTIONS

- › Collect and evaluate the Revolutionary Cause and Effect Graphic Organizer.
- › Prompt students with an exit task (choose one):
 - › The _____ Revolution was built on revolutionary ideals because (shows what makes this statement true).
 - › The _____ Revolution was built on revolutionary ideals, but (shows a shift in direction).
 - › The _____ Revolution was built on revolutionary ideals, so . . . (what happened as a result?)

To access a PDF containing all of the sources and materials to complete this lesson plan, go to: nhd.org/RevIdeals.

Revolutionary Ideals Quotations: From the Enlightenment

[W]henever the legislators endeavor to take away, and destroy the property of the people, or to reduce them to slavery under arbitrary power, they put themselves into a state of war with the people, who are thereupon absolved from any farther obedience.

Man being born . . . with a title to perfect freedom, and an uncontrolled enjoyment of all the rights and privileges of the law of nature . . . hath by nature a power . . . to preserve his property, that is, his life, liberty and estate.

John Locke, *Second Treatise of Government*, 1690 (excerpt)

Revolutionary Ideals Quotations: American Revolution

Liberty is the greatest blessing that men enjoy, and slavery the heaviest curse that human nature is capable of. This being so makes it a matter of the utmost importance to men which of the two shall be their portion . . . This glorious constitution, the best that ever existed among men, will be confessed by all to be founded by compact and established by consent of the people.

Stephen Hopkins, “The Rights of the Colonies Examined,” 1764 (excerpt)

Revolutionary Ideals Quotations: French Revolution

If the privileged order [the nobility] should be abolished, the nation would be nothing less, but something more. Therefore, what is the Third Estate? Everything; but an everything shackled and oppressed. What would it be without the privileged order? Everything, but an everything free and flourishing. Nothing can succeed without it, everything would be infinitely better without the others . . .

Pamphlet, Abbe Sieyès, “*What is the Third Estate?*,” 1789 (excerpt)

Revolutionary Ideals Quotations: Haitian Revolution

The French Republic wants liberty and equality among all men, without distinction of color. Kings are only happy among slaves. It is they who, on the coasts of Africa, sold you to whites. It is the tyrants of Europe who want to perpetuate this infamous traffic. The REPUBLIC adopts you as its children; kings aspire only to cover you in chains or to annihilate you . . . Nevertheless, don't think that the freedom you are going to enjoy is a state of laziness and leisure. In France everyone is free, and everyone works; in Saint-Domingue, subject to the same laws, you will follow the same example. Return to your workshops or to your former owners; you will receive the wages of your suffering. You will no longer be subjected to the humiliating correction that was once inflicted on you; you will no longer be the property of another: you will remain masters of your own, and you will live happy.

Au nom de la Republique [In the Name of the Republic], 1794 (excerpt)

Translation by Mitchell Abidor

American Revolution Overview

Where: British Colonies along the East Coast of North America (New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia)

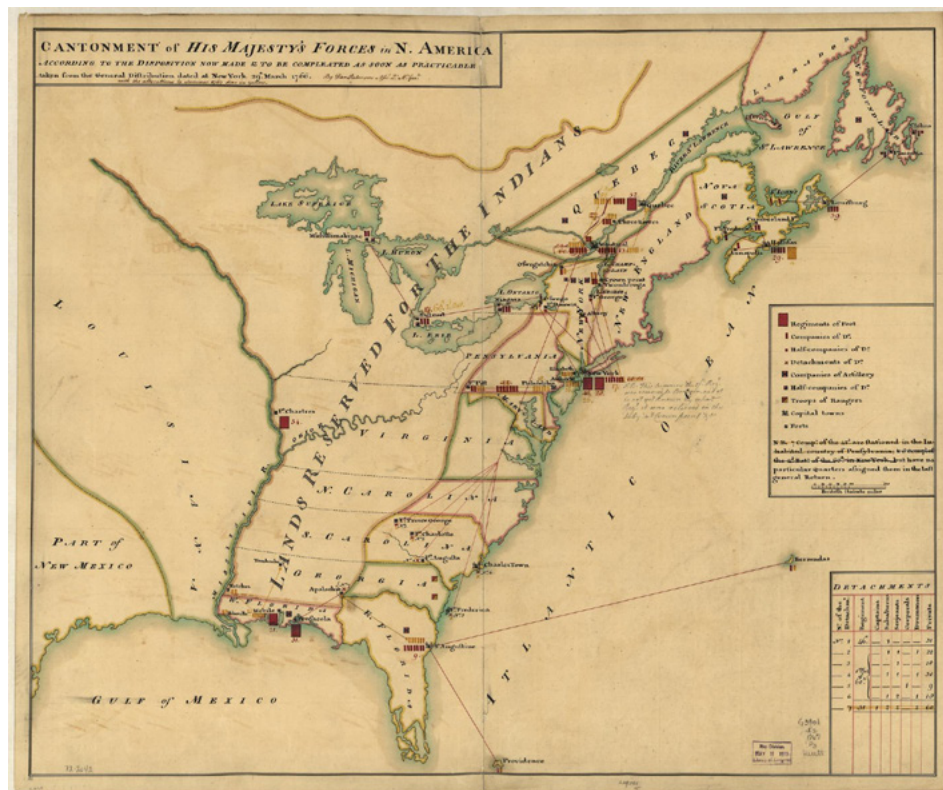
When: 1775 to 1783

Background:

The Treaty of Paris, signed in 1763, ended the French and Indian War (also known as the Seven Years' War). France and England fought around the world for colonial supremacy. England acquired Canada, and its ally, Spain, gained control of the Louisiana Territory, pushing France out of North America. Though victorious, the war left England with a massive debt. England turned to the colonies in North America to pay their fair share as British subjects for the costly war that preserved their lands.

A series of acts passed by the British Parliament designed to generate the revenue to pay down the war debt was met with protests and resentment. The Stamp Act (1765), a direct tax on all printed goods sold in the colonies, resulted in a general boycott on imported British goods, and the Sons of Liberty formed in opposition. Some of these protests turned violent as colonists sought to stop tax collection and enforcement. Although the Stamp Act was repealed, other "taxation without representation" followed. Resistance to the taxation efforts led to the Boston Tea Party, the Coercive, or "Intolerable" Acts, and eventually war.

The colonists' argument against taxation rested in their long tradition of colonial self-governance. Colonists insisted that if they had their own elected members in Parliament, they would accept the taxes. The British countered that the colonists were virtually represented, and physical representation was neither necessary nor practical. The revolutionary ideals most important to the American colonists were the freedom of self-governance and, as written by Thomas Jefferson in the Declaration of Independence, the protection of the inalienable rights of life, liberty, and the pursuit of happiness.



A map showing British forces in North America, March 29, 1766. Library of Congress (gm72002042).

American Revolution Primary Sources

Essay, James Otis, "The Rights of the British Colonies Asserted and Proved," 1764 (excerpt)
Teaching American History

<https://teachingamericanhistory.org/document/the-rights-of-the-british-colonies-asserted-and-proved/>

Now can there be any liberty where property is taken away without consent? Can it with any color of truth, justice or equity be affirmed that the northern colonies are represented in Parliament? Has this whole continent of near three thousand miles in length, and in which, and his other American dominions, His Majesty has or very soon will have some millions of as good, loyal and useful subjects, white and black, as any in the three kingdoms, the election of one member of the House of Commons? . . . I can see no reason to doubt but that the imposition of taxes, whether on trade, or on land, or houses, or ships, on real or personal, fixed or floating property, in the colonies, is absolutely irreconcilable with the rights of the Colonists as British subjects, and as men . . . For what one civil right is worth a rush, after a man's property is subject to be taken from him at pleasure, without his consent?

Sermon, John Allen, *An Oration On The Beauties Of Liberty . . .*, 1772 (excerpt)
Monticello Digital Classroom

<https://classroom.monticello.org/media-item/an-oration-on-the-beauties-of-liberty/>

I HAVE seen what is said to be an authenticated copy of your Lordship's Letter to the Governor of Rhode - Island, in which there are such DICTATIONS, DIRECTIONS, and positive COMMANDS to oppress, with tyranny, a free People, which is inconsistent with a good man or a Christian to have any Concern or agency therein . . . ARE not the Liberties of the Americans as dear to them as those of Britons?

Declaration of Independence, July 4, 1776 (excerpt)
National Archives and Records Administration

<https://www.archives.gov/founding-docs/declaration-transcript>

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.- -That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government . . .

Outcomes:

The American colonists, with the help of the French and the Spanish, were victorious over the British. The Treaty of Paris (1783) granted the American colonies independence. The new American nation was free from the British mercantile system, which sought to maintain trade within the empire, and was free to trade with other nations and create its own wealth. American colonists gained the freedom to create their own government with the ideals stated in the Declaration of Independence.

In 1788, the U.S. Constitution was ratified, and a new governmental system went into effect. This constitution allowed all white male landowners to democratically elect their government. Women, minorities, and white males without property were not allowed to participate in the election process. In addition, the colonial system of slavery was enshrined in the document. Enslaved persons were to be counted as three-fifths of a person when determining the population for the distribution of seats in the House of Representatives and for the Electoral College.

American Revolution Primary Sources (Con't)

Letter, From George Washington to the Hebrew Congregation in Newport, Rhode Island, August 18, 1790 (excerpt)
Founders Online, National Archives and Records Administration
<https://founders.archives.gov/documents/Washington/05-06-02-0135>

If we have wisdom to make the best use of the advantages with which we are now favored, we cannot fail, under the just administration of a good Government, to become a great and a happy people.

The Citizens of the United States of America have a right to applaud themselves for having given to mankind examples of an enlarged and liberal policy: a policy worthy of imitation. All possess alike liberty of conscience and immunities of citizenship It is now no more that toleration is spoken of, as if it was by the indulgence of one class of people, that another enjoyed the exercise of their inherent natural rights.

George Washington, Last Will and Testament, July 9, 1799 (excerpt)
George Washington's Mount Vernon
<https://www.mountvernon.org/education/primary-sources-2/article/george-washingtons-last-will-and-testament-july-9-1799>

Upon the decease of my wife, it is my Will & desire that all the Slaves which I hold in my own right, shall receive their Freedom . . . The Negroes thus bound, are (by their Masters or Mistresses) to be taught to read & write; and to be brought up to some useful occupation, agreeably to the Laws of the Commonwealth of Virginia, providing for the support of Orphan and other poor Children. and I do hereby expressly forbid the sale, or transportation out of the said Commonwealth, of any slave I may die possessed of, under any pretence whatsoever. And I do moreover most pointedly, and most solemnly enjoin it upon my Executors hereafter named, or the Survivors of them, to see that this clause respecting Slaves, and every part thereof be religiously fulfilled at the Epoch at which it is directed to take place; without evasion, neglect or delay, after the Crops which may then be on the ground are harvested, particularly as it respects the aged and infirm; seeing that a regular and permanent fund be established for their support so long as there are subjects requiring it; not trusting to the uncertain provision to be made by individuals.

Constitution of the United States, 1787 (excerpts)
Bill of Rights, 1791 (excerpt)
National Archives and Records Administration
<https://www.archives.gov/founding-docs/constitution-transcript>

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America . . .

Article I, Section 2: Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons . . .

First Amendment: Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances . . .

French Revolution Overview

Where: France

When: 1789 to 1799

Background:

Over a decade after their humiliating defeat during the French and Indian War in 1763, the French took the opportunity for revenge against the British by joining forces with the colonists during the American Revolution. The combined French and American militaries were successful, and the colonies gained their independence. Unfortunately for King Louis XVI and the French nobility, the revolutionary ideals of liberty and equality resonated with the people of France, who were already discontented with the rigid class system in their country. This was known as the Estate system, which divided the people into three categories. The First Estate consisted of the clergy, nobility made up the Second Estate, and everyone else belonged to the Third Estate. The first two Estates paid no taxes and possessed most of the wealth, land, and power in France.

The crushing debt of two wars, the taxation that followed, and the resulting inflation created hunger and protest throughout France. King Louis XVI's answer to the crisis was to summon an assembly called the Estates General for Solutions. The problem with the Estates General for the people of the Third Estate was that each Estate collectively received only one vote. The first two Estates always voted together, leaving the Third Estate's concerns unresolved. To solve this problem, members of the Third Estate broke away from the Estates General and formed a new legislative body called the National Assembly. This revolutionary act startled the King and the first two Estates, who feared what had happened in America. The National Assembly signed a document written by Thomas Jefferson and the Marquis de Lafayette called the Declaration of the Rights of Man, which denounced the class system and stated that Men are born and remain free and equal. This document was integrated into the new French Constitution in 1791.



Revolutionary France, 1799 (*Liberté, égalité, fraternité*: Exploring the French Revolution)

French Revolution Primary Sources

François-Marie Arouet, Voltaire's Understanding of Inequality, 1765 (excerpt)
Liberté, égalité, fraternité: Exploring the French Revolution
<https://revolution.chnm.org/exhibits/show/liberty--equality--fraternity/item/490>

In our unhappy world it is impossible for men living in society not to be divided into two classes:

The rich who command, and the poor who serve. These two classes are then subdivided into a thousand, and these thousand have even more subtle differences.

All the poor are not unhappy. The majority are born in that condition, and continual work keeps them from feeling their fate too keenly. However, when they do feel it, the result is wars, such as that in Rome where the People's party was pitted against the Senate party, or such as those of the peasants in Germany, England, and France.

Political Cartoon, *People under the Old Regime*, 1815
Liberté, égalité, fraternité: Exploring the French Revolution
<https://revolution.chnm.org/d/215>



French Revolution Primary Sources (Con't)

A Woman's Cahier, 1789 (excerpt)
Liberté, égalité, fraternité: Exploring the French Revolution
<https://revolution.chnm.org/d/630>

They say that the Negroes will be freed. The people, who are enslaved nearly as much as they are, will enter into their rights. We owe these benefits to philosophy, which has enlightened the nation. Could it be possible that philosophy would be mute with regard to our situation . . . It is in this confidence that I dare to take up the defense of my sex, and that I timidly take up my pen for the first time, encouraged by the importance of my cause.

My claims may at first seem ill-considered; the admission of women to the Estates-General is, one may think, inconceivably and ridiculously pretentious. Never have women been admitted to the councils of kings and republics . . . But today, enlightenment and reason have demonstrated the absurdity of all this.

Outcomes:

What started as a revolution inspired by the enlightenment ideals of liberty, equality, and the end of the Estate system quickly devolved into violence. Following the arrest of King Louis XVI, and under the threat of foreign intervention, the Committee of Public Safety was set up to protect the revolution. Nobility, and those suspected of being sympathetic, were arrested and executed in mass. Between September 1793 and July 1794, tens of thousands were arrested and thousands were executed, prompting invasion from powerful European nation states and causing the nobility to flee from France.

France teetered on the brink until a brilliant young general rose through the ranks of the shattered French military to save France from foreign invasion. Napoleon Bonaparte revolutionized warfare as he won victory after victory against the odds, ultimately conquering Europe and declaring himself Emperor. Though he claimed to be the guardian of French Revolutionary ideals and the Estate system was abolished, he ruled with absolute power. After a disastrous invasion of Russia and a failed attempt to regain his throne at the Battle of Waterloo, Napoleon was banished and the European powers restored the French monarchy to Louis XVIII, the brother of Louis XVI.

Alexander Hamilton on the French Revolution, 1794 (excerpt)
Liberté, égalité, fraternité: Exploring the French Revolution
<https://revolution.chnm.org/d/593>

In the early periods of the French Revolution, a warm zeal for its success was in this Country a sentiment truly universal. The love of Liberty is here the ruling passion of the Citizens of the United States pervading every class animating every bosom. As long therefore as the Revolution of France bore the marks of being the cause of liberty it united all hearts and centered all opinions. But this unanimity of approbation has been for a considerable time decreasing. They were willing to overlook many faults—to apologise for some enormities—to hope that better justifications existed than were seen—to look forward to more calm and greater moderation, after the first shocks of the political earthquake had subsided. But instead of this, they have been witnesses to one volcano succeeding another, the last still more dreadful than the former, spreading ruin and devastation far and wide—subverting the foundations of right security and property, of order, morality and religion sparing neither sex nor age, confounding innocence with guilt, involving the old and the young, the sage and the madman, the long tried friend of virtue and his country and the upstart pretender to purity and patriotism—the bold projector of new treasons with the obscure in indiscriminate and profuse destruction.

French Revolution Primary Sources (Con't)

Etching, George Cruikshank, *The Radical's Arms. (No God! No Religion!! No King! No Constitution!!)*, 1819
Library of Congress (2002715338)
<https://www.loc.gov/item/2002715338/>



Code Napoleon [The French Civil Code], 1804 (excerpt)
Liberté, égalité, fraternité: Exploring the French Revolution
<https://revolution.chnm.org/d/509>

Of the Rights and Respective Duties of Husband and Wife:

Husband and wife mutually owe to each other fidelity, succor, and assistance.

The husband owes protection to his wife, the wife obedience to her husband.

The wife is obliged to live with her husband, and to follow him wherever he may think proper to dwell: the husband is bound to receive her, and to furnish her with everything necessary for the purposes of life, according to his means and condition.

The wife can do no act in law without the authority of the husband, even where she shall be a public trader, or not in community, or separate in property.

Haitian Revolution Overview

Where: The French Colonial Island of Saint Domingue

When: 1789 to 1804

Background:

The French colony of St. Domingue, now known as Haiti, was also affected by the same Enlightenment ideas that inspired the American and French Revolutions. The French middle class, or Third Estate, had formed a new legislative body known as the National Assembly and signed a document written by Thomas Jefferson and the Marquis de Lafayette called the Declaration of the Rights of Man and Citizen. This declaration denounced the class system and stated that men are born and remain free and equal. These ideas inspired the people of St. Domingue to action.

The social structure in St. Domingue was rigid, with wealthy white men at the top, followed by poor white men, and lastly wealthy free blacks. However, the vast majority of the population were enslaved persons. Due to the climate and the intense labor required to cultivate sugar, the life of an enslaved person was brutal and short. This resulted in the need for constant importation of new enslaved Africans. Freedom for the enslaved population of St. Domingue would not only lead to equality and opportunity but more importantly, survival. The Declaration of the Rights of Man and Citizen also motivated poor whites, who hoped to gain more economic rights. Also, the Declaration inspired wealthy free blacks who hoped to gain equality and bring an end to discrimination.



Georges-Louis Le Rouge, *Isle de St. Domingue*, 1767. Library of Congress (74691674).

Haitian Revolution Primary Sources

Code Noir [The Black Code], 1687 (excerpts)

Liberté, égalité, fraternité: Exploring the French Revolution, George Mason University and the American Social History Project
<https://revolution.chnm.org/d/335/>

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 XIII. We desire that if a male slave has married a free woman, their children, either male or female, shall be free as is their mother, regardless of their father's condition of slavery. And if the father is free and the mother a slave, the children shall also be slaves. . . .

Article XV. We forbid slaves from carrying any offensive weapons or large sticks, at the risk of being whipped and having the weapons confiscated. The weapons shall then belong to he who confiscated them. The sole exception shall be made for those who have been sent by their masters to hunt and who are carrying either a letter from their masters or his known mark.

Pierre Joseph Laborie, "The Coffee Planter of Saint Domingo," 1798 (excerpt)
World History Commons

<https://worldhistorycommons.org/coffee-planter-saint-domingo-london-1798>

It is necessary, then, to turn this our property to the best account. We must exact from the negroe all the work he can reasonably perform, and use every means to prolong his life . . . In order to make the best of the powers of the negro, and to keep him in subjection, chastisement is unfortunately sometimes necessary. Such also is the case with soldiers, with sailors, and with all servile classes of men. But, that his life may be prolonged as long as possible, the planter must not forget that chastisement ought to be neither too severe at a time, nor too often repeated.

Declaration of the Rights of Man and Citizen, 1789 (excerpt)

Lillian Goldman Law Library, Yale Law School

https://avalon.law.yale.edu/18th_century/rightsof.asp

The representatives of the French people, organized as a National Assembly, believing that the ignorance, neglect, or contempt of the rights of man are the sole cause of public calamities and of the corruption of governments, have determined to set forth in a solemn declaration the natural, unalienable, and sacred rights of man, in order that this declaration, being constantly before all the members of the Social body, shall remind them continually of their rights and duties; in order that the acts of the legislative power, as well as those of the executive power, may be compared at any moment with the objects and purposes of all political institutions and may thus be more respected, and, lastly, in order that the grievances of the citizens, based hereafter upon simple and incontestable principles, shall tend to the maintenance of the constitution and redound to the happiness of all. Therefore the National Assembly recognizes and proclaims, in the presence and under the auspices of the Supreme Being, the following rights of man and of the citizen:

1. Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.
2. The aim of all political association is the preservation of the natural and imprescriptible rights of man. These rights are liberty, property, security, and resistance to oppression.

Haitian Revolution Primary Sources (Con't)

Outcomes:

The Revolution began in August 1791 when the enslaved people and communities of escaped enslaved people known as Maroons revolted. Led by Toussaint L'Ouverture, a brilliant military commander and former enslaved person, and aided by the Spanish and the British, who were at war with France, an unwinnable situation was created for the French. The new French government ended slavery in their colonies on February 4, 1794. With the objective of ending slavery in sight, L'Ouverture switched his allegiance and aided the French. With L'Ouverture's help, France was victorious. However, the celebration was short-lived.

A new government in France led by Napoleon Bonaparte reinstated slavery, sent troops to the colony, and arrested L'Ouverture. Jacques Dessalines, L'Ouverture's trusted lieutenant, declared independence from France and led a bloody guerilla warfare campaign that led to the withdrawal of French forces. The new nation, only the second republic in the Americas, was renamed Haiti, after its indigenous name. Independence was achieved, slavery ended, and the French were expelled from the island. Unfortunately, Haiti was forced to pay reparations to France after the Revolution. Also, slave-owning countries, including the United States, cut off all trade relations with Haiti, leading to further economic isolation. These factors combined with the depletion of the soil that occurred from centuries of mono-crop [one crop] agriculture led to Haiti remaining one of the poorest countries in the world to this day.

Speech, Frederick Douglass, *Lecture on Haiti*, January 2, 1893 (excerpt)

Library of Congress (02012340)

<https://www.loc.gov/item/02012340/>

In just vindication of Haiti, I can go one step further. I can speak of her, not only words of admiration, but words of gratitude as well. She has grandly served the cause of universal human liberty. 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 builded better than they knew. Their swords were not drawn and could not be drawn simply for themselves alone. They were linked and interlinked with their race, and striking for their freedom, they struck for the freedom of every black man in the world . . . the little community of Haiti, anchored in the Caribbean Sea, has had her mission in the world, and a mission which the world had much need to learn. She has taught the world the danger of slavery and the value of liberty. In this respect she has been the greatest of all our modern teachers.

Comparing Revolutions Graphic Organizer: Part A

Name of Revolution: : _____

Based on the reading, what ideals led to this revolution? Provide evidence to support your answer.

Choose a quote that you think best reflects these ideals from one of the sources provided in the reading and write it below.

Explain how your chosen quote best reflects these ideals.

What were the outcome(s) of this revolution?

What group(s) of people benefitted the most because of this revolution?

In what ways did these people benefit?

What group(s) of people lost the most because of this revolution?

What did these people lose?

Comparing Revolutions Graphic Organizer: Part B

<p>Name of Other Revolution</p>		
<p>Based on the reading, what ideals led to this revolution? Provide evidence to support your answer.</p>		
<p>Choose a quote that you think best reflects these ideals from one of the sources provided in the reading and write it here.</p>		
<p>Explain how your chosen quote best reflects these ideals.</p>		
<p>What were the outcome(s) of this revolution?</p>		
<p>What group(s) of people benefited the most because of this revolution? In what ways did these groups of people benefit?</p>		
<p>Think about the ideals that inspired this revolution and the outcomes. How well did this revolution live up to the ideals? Provide evidence to support your claim.</p>		

