

# Lesson Plans: SS 08 AHis LPQ3 022 Haitian Connection to Louisiana Purchase

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Grade Level : Grade 8

Subject : Social Studies - Middle

Standards/Assessed Benchmarks: Florida STATE FL Social Studies Standard (2008)  
Florida Sunshine State Standards

Grade 8

American History

4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.

SS.8.A.4.1 Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).

SS.8.A.4.4 Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.

SS.8.A.4.12 Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.

Description/Abstract of Lesson: The student will analyze the events happening in France, Haiti, and the United States which resulted in the Louisiana Purchase. The student will understand how events in France, Haiti, and the United States history are interconnected.

Essential Question-Scope & Sequence: **How did democracy change in the early years of the country?**

Technology Connections and Teacher Materials: Timeline (attached) Information sheet and rubric (attached) McDougal Littell, *Creating America* 2005 ed.

[http://thelouvertureproject.org/index.php?title=The\\_Revolution\\_and\\_the\\_Louisiana\\_Purchase](http://thelouvertureproject.org/index.php?title=The_Revolution_and_the_Louisiana_Purchase)

This site gives specifics about the Revolution in Haiti and the Louisiana Purchase

<http://www.haiti-usa.org/historical/index.php?part=002> This site discusses the Haitian Involvement in the American Revolution

Technology Connections and Student Materials: Timeline McDougal Littell *Creating America* 2005 ed.

Duration : 6 Days

Vocabulary: **Code Noir** – also known as the Black Code – a legal document issued by Louis XV in March 1724 legally defining the status of slaves and the obligations and prohibitions of slave masters. Created to maintain order and establish control **guerilla warfare** – the style of fighting by surprise raids and hit-and-run attacks **Enlightenment** – an 18th century movement that stressed reason and the scientific knowledge; the followers of this movement believed in natural rights **maroon** – a fugitive Black slave in the West Indies in the 17th and 18th centuries or the descendant of such a slave **revolution** – a sudden or complete change; a basic change in political organizations, such as the overthrowing of a government

Steps to Deliver • Students will create a K-W-L (What they KNOW, WHAT they need to know, and

- Initial Instruction:** What they LEARNED) chart about Haiti's Revolution and the Louisiana Purchase. After individually brainstorming, about what they know, the students will share the (K) section with the class. Students will individually fill in the (W) section.
- Students will be introduced to the topic by reading aloud page 319 in McDougal Little *Creating America*, Sections: Napoleon and New Orleans and The Louisiana Purchase.
    - Discuss with the students the importance of the Port of New Orleans to the US due to its location at the mouth of the Mississippi River and the need of the port for trade.
  - Hand out the timeline and give students a chance to read it over. Each student will choose one event for further research.

- Independent Practice:**
- Day 1 – Provide each student with a copy of *Timeline of Haiti, France and USA* (attached below). Review with students how to read a timeline. Introduce human timeline project.
- Students will write a three minute monologue about an event they chose from the timeline, providing more depth and information than was provided in the handout. Students will make their presentations in chronological order.
  - Students will prepare a 3 minute monologue by writing a script, which must be approved by the teacher. The monologue must be memorized and presented to the class. The script will include the following:
    - Who – Who were the people and countries involved in the event?
    - What – What was the event? Provide details about the event and what happened. Describe the circumstances that allowed the event to happen.
    - When – When did the event take place?
    - Where – Where did the event take place? Was it contained to just one nation?
    - Why – Why did the event take place? What events led up to the event? What was the impact on France, Haiti, and/or the USA? Were the results immediate or did it impact the nations later? Why is this event important to the sale of the Louisiana Purchase by France to the USA? What inferences can you draw from the above information?
  - Day 2 and Day 3 – Students will continue research on the topic and develop the script. Script will be turned in for approval by the end of Day 3.
  - Day 4 – Teacher will return approved scripts. Students will make any needed corrections and begin memorizing script for performance. Student may have 3"x5" cue cards for reference.
  - Day 5 – Students will create a human timeline by reciting their monologues in chronological order. Give time for discussion after each monologue. Correct any misconceptions and encourage inferences. Assess according to rubric.
  - Day 6 – Continue timeline if needed.
    - Students will individually complete the (L) section of the K-W-L. Students will share what they learned with the class. Collect K-W-L.

- Differentiated Instruction/Small Groups:** Choose one of the following activities for a culminating activity.
- **Activity 1: Poetry** Students will discuss the following poems in small groups.

Toussaint, the most unhappy man of men: Though fallen thyself, never to rise again,  
 Live and take comfort. Thou hast left behind  
 Powers that 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.

By William Wordsworth

He stood the aged palms beneath,  
That shadowed o'er his humble door,  
Listening, with half-suspended breath,  
To the wild sounds of fear and death,-  
Toussaint L'Overture!  
What marvel that his heart beat high!  
The blow for freedom and had been given;  
And blood had answered to the cry  
That earth sent up to Heaven!  
Yes, dark-soured chieftan!-if the light  
Of mild Religion's heavenly ray  
Unveiled no to thy mental sight  
The lowlier and the purer way,  
In which the Holy Sufferer trod  
Meekly amidst the sons of crime,-  
That calm reliance upon God  
For justice, in his own good time,-  
That gentleness to which belongs  
Forgiveness for its many wrongs,...  
For other hands than mine may wreath  
The laurel round thy brow of death,  
And speak thy praise as one whose word  
A thousand fiery spirits stirred,-...  
Amidst whose gloomy vengeance shone  
Some milder virtues all shine own,-  
Some gleams of feelings, pure and warm,  
Like sunshine on a sky of storm,-  
Proof that the Negro's heart retains  
Some nobleness amidst its chains,  
That kindness to the wronged is never  
Without its excellent reward,  
Holy to humankind, and every  
Acceptable to God.

By John Greenleaf Whittier

- **Activity 2: Shape Poetry or Shape list of adjectives**
  - The students will read an article about Toussaint L'Overture. Using the outline map of Haiti, they will write adjectives describing Toussaint L'Overture in the shape of the Republic of Haiti or they may create a poem in the shape of Haiti.
- **Activity 3: Diamante Style Poem**
  - The students will read an article about Toussaint L'Overture. They will write a poem in the diamante style.
    - Line One: Noun or Subject
    - Line Two: 2 adjectives
    - Line Three: 3 -ing words
    - Line Four: 4 words about the subject
    - Line Five: 3 -ing words
    - Line Six: 2 adjectives
    - Line 7: Synonym/antonym for the subject
- **Activity 4 – Art**
  - Students will read an article about Toussaint L'Overture. Show students the art. Discuss the bright colors, the style of architecture, the weapons, the uniform Toussaint L'Overture is wearing, and the plants in the picture. Discuss the quote below the picture, "In overthrowing me, you have cut only
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the trunk of the tree of liberty. It will spring again from the roots for they are numerous and deep." Toussaint L'Ouverture, 1802

- Students will create their own piece of art depicting Toussaint L'Ouverture using a similar style.

**Lesson Closure/Review:**

- Students will write an essay to compare/contrast the following quote from Toussaint L'Ouverture with quotes from important figures in the American Revolution. Students may refer to the textbook to find quotes or teacher may supply the quotes.
  - "We will defend our liberty or perish. Brave soldiers, generals, officers, and rank and file, do not listen to the wicked...I am a soldier, I am afraid of no man and I fear only God. If I must die, it shall be as a soldier of honor with no fear of reproach." Toussaint L'Ouverture
- Students will complete their essay by answering the following question: How important is good leadership to the success of a revolt or protest? Their opinion must be supported with facts.
- Students may work in small groups to complete this exercise. Students may share ideas by reading quotes from important leaders of the American Revolution (Patrick Henry, George Washington, Benjamin Franklin, etc.) which are in the textbook. If more guidance is needed, the teacher may ask the students to compare/contrast Toussaint L'Ouverture and George Washington by creating a Venn diagram.

**Assessment with Clear & Compelling Product Standards:** See attached below for Timeline rubric. Presentation should include: Description of where and when the event took place. Impact of the event on France, Haiti, and US. Why the event happened (what lead up to the event). Inferences should be made about the topic.

**Creator :** Middle SS Content Team

**File Attachments:** Rubric for timeline project.pdf

Timeline for Haiti, France, US.pdf

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