**Revolutions Packet due 2-20**

**Focus Question:** What were the social and economic conditions in Saint Domingue (Haiti) before the revolution? What caused the Haitian Revolution?

**Review:** What was life like in Latin America under Spanish/European rule? (List facts or key words)

**Social Class Structure**

**Latin America Haiti**

**What do these social class structures have in common? How are they different?**

**The Haitian Revolution (adapted from *The Human Drama*)**

The spirit that sparked the American and French revolutions inspired millions of other people to think about their governments, including slaves who had been brought to the Americas in chains. On one small island in the Caribbean, three distinct groups were closely watching the developments in France.

Hispaniola is the Spanish name for the island where Columbus landed in 1492 and established the beginnings of New Spain, the Spanish empire in the Americas. Because only a few Spanish people settled on the western end of the island, the French began moving in in 1625 and gradually displaced the Spanish. In 1695, France and Spain agreed to divide the island. The French named their half Saint-Domingue.

French colonists prized Saint-Domingue because it was a source of many riches for the mother country (France). In fact, this small colony quickly accounted for two-thirds of French imports and one-third of France’s international trade. At the time of the French Revolution, Saint-Domingue was probably the world’s most prosperous colony, because it made more money for France than any other colony.

Saint-Domingue became the jewel in the French imperial crown, but it was built on slave labor in its cruelest form. By 1790 the colony had about half a million African slaves, more than half its total population. About 100,000 of them were house slaves who led a far better life than the field hands. Life expectancy for field slaves was only about twenty years. Both female and male slaves worked in the fields or sweated in the oppressive factories that refined sugar. The Catholic Church was a major player in Saint-Domingue and an important slaveholder. For that reason it did not criticize or show much interest in how the slaves were treated.

In the social hierarchy, the “people of color,” (*gens de coleur*) a group of about 30,000 free persons, stood just above the slaves. Half of them were children of French men and enslaved women. The other half were black slaves who had brought their own freedom or been given freedom by their masters. They worked as small planters, merchants, and shopkeepers. The people of color denied any connection to Africa and tried to act and be totally French. They dressed like Frenchmen and acquired their cultural habits, but they could not gain French citizenship. Although the people of color were technically free, and some of them owned slaves, they suffered discrimination at the hands of the free whites of Saint-Domingue.

At the top of Haitian society was a small group of about 20,000 European white, the *grands blancs*. Living off the labor of the slaves, the services of the people of color, and the blessing of the French government, the white minority enjoyed a life of luxury and leisure. The slaves outnumbered the whites by fifteen to one. In fact, on the large plantations there were only about three whites to every three or four hundred Africans.

The destinies of the grand blancs, the people of color, and the slaves were all connected to the plantation economy. The island made its wealth by growing sugar, cotton, indigo, and coffee. Ironically, all three groups believed in the goals of the French Revolution, and its call for “liberty, equality, and fraternity” provided an opportunity for them to demand greater rights. The plantation owners and merchants wanted more freedom from the French government, the people of color wanted equality, and the slaves wanted freedom.

* 1. Why was Saint Domingue an important colony for France?
  2. Describe the conditions of slavery in the colony.
  3. What was the social class system?
  4. What does each group hope to change or stay the same in Saint Domingue?

Grand blancs -

Gens de coleur -

Black slaves -

How was life in pre-revolution St. Domingue (Haiti) similar and different to life in pre-revolution France? Bullet your ideas.

|  |  |
| --- | --- |
| **Similarities:** | **Differences:** |
|  |  |

**Egalite for All – Touissant Louverture and the Haitian Revolution**

**youtube – PBS documentary**

3:39

1. Why were the ideas of the French Revolution especially dangerous in Saint Domingue (Haiti)?
2. Describe the conditions of slavery.

9:40

1. Who was Touissant Louverture? What was his early life like?

11:30

1. How did free people (black and white) view the French Revolution?

18:30

1. Describe the slave revolt.

20:50 to 29:00

1. What was Touissant Louverture’s initial reaction to the slave revolt? Why? How did he later change his mind?
2. What settlement offer did Louverture propose to the white planters? Why?
3. What was the reaction of the white planters? Why?

**Summary:**

Fill in a word or phrase that summarizes what caused the Haitian Revolution?

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***Haitian Cahiers, 1789***

*The following is a list of cahiers (grievances) that the free blacks of Saint Domingue presented to the French government (the National Assembly). Read each one carefully and respond to the questions that follow.*

JOURNAL, Containing the Complaints, Grievances, and Claims of the Free-citizens and colored landowners of the French Islands and Colonies:

Article I. The inhabitants of the French colonies are exclusively and generally divided into two classes, Freemen and those who are born, and live, in slavery.

Article II. The class of Freemen includes not only all the Whites, but also all of the colored Creoles, the Free Blacks, Mulattos, small minorities, and others.

Article III. The freed Creoles, as well as their children and their descendants, should have the same rights, rank, prerogatives, exemptions, and privileges as other colonists.

Article IV. For that purpose, the colored Creoles request that the Declaration of the Rights of Man, decreed by the National Assembly, be applied to them, as it is to Whites.

Therefore, it is requested that Articles LVII and LIX of the Edict [the Black Code] dated March 1685, be rewritten and carried out in accordance with their form and content. . . .

Source: Cahiers, contenant les plaintes, Doléances, et reclamations des citoyens-libre et propriétaires de couleur, des

isles et colonies Françaises (Paris, 1789), George Mason University, Liberty, Equality, Fraternity: Exploring the

French Revolution, [http://chnm.gmu.edu/revolution/searchfr.php?function=find&keyword=cahiers&Find=Find#](http://chnm.gmu.edu/revolution/searchfr.php?function=find&keyword=cahiers&Find=Find)

1. What does this cahier tell you about the objectives of the gens de coleur or free colored people in Haiti?
2. What might the cahier of a white planter include?
3. What might the cahier of an African slave include?

**Focus Question:** What were the results of the Haitian Revolution?

**Do Now**: What factors contributed to the complexity of the Haitian Revolution?

**Reign of Terror in France = Freedom for Slaves in Haiti**

* The French revolutionary government sent over an official to create a representative government with mixed race representatives in Saint Domingue.
* The Spanish hoped to take advantage of the unsettled state of Saint Domingue and invaded to take over for themselves.
* White Planters of Saint Domingue invited the British to put down the slave rebellion.
* In 1794, multi-racial Saint Domingue representatives traveled to France to request citizenship from the French government.
* National Assembly granted freedom for the slaves in Saint Domingue and the rest of the French colonial empire.
* 1 million black slaves were freed and became French citizens
* Rebelling slaves fought with France to push out the Spanish and British forces.

Why did the government in France agree to emancipate the slaves? Why is this significant?

**Napoleon’s Rise to Power and its Impact on Saint Domingue**

41:35

How did Napoleon respond to the Haitian Revolution? Why? What happened?

“You have only cut down the trunk of the liberty tree of the blacks in Saint Domingue, it will spring back from the roots because they are numerous and deep.”

*Toussaint Louverture*

What does the quote mean? Why is it significant?

**Results of the Haitian Revolution (adapted from *The Human Drama*)**

The United States, Britain, Spain, and France, all large slave-owning nations, were more than a little fearful of an all-black republic that claimed the same values as the leaders of the American and French revolutions. Many Americans especially President Jefferson, Secretary of State Pinckney, and other southerners, feared that a Black Republic, founded on the very principles embodied in the American Declaration of Independence, would threaten their southern slave-owning society. This contradiction between words and actions revealed one of the fundamental flaws in the application of the Enlightenment principles of liberty, equality, and fraternity; they were really intended for white men only. The United States refused for nearly sixty years even to recognize Haiti. (Abraham Lincoln finally did in 1862.) Along with other great colonial powers, America instead rewarded Haiti’s triumphant slaves with a suffocating trade embargo – and a demand that in exchange for peace, the fledgling country pay enormous reparations for its slaves until 1946.

Haiti became the first independent nation in Latin America, the first post-colonial independent black-led nation in the world, and the ONLY nation that won independence through a successful slave rebellion**. How did the U.S., Britain, Spain and France view this? How did they respond?**

**Homework: Blog Post Blog must be posted with response by Thursday, 2-13 at 10pm**

**Complete blog on class website blogger**

**Period 1:** https://18-19whapsterperiod1.blogspot.com/

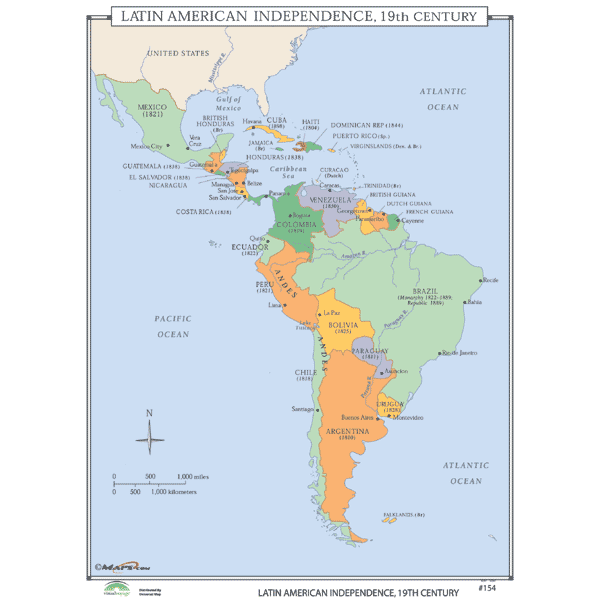
**Period 3:** https://18-19whapsterperiod3.blogspot.com/

Write as one of the following: Louverture, a grand blanc, a gen de coleur, a former slave, or Napoleon. Discuss the successes **and** failures of the Haitian Revolution and respond to at least ONE other characters position.

**Focus Question:** What were the major causes of the Latin American Revolutions? To what extent did significant change occur from the Latin American Revolutions?

**Do Now:** Recall what you know about the political, economic, social, and religious conditions in Latin America from 1500 to 1800.

|  |  |
| --- | --- |
| Political |  |
| Economic |  |
| Social |  |
| Religious |  |

**Read each section of the reading and record the main ideas in the chart on the following page.**

**Why did Spain's New World Colonies Rebel and Declare Themselves Independent?**

As late as 1808, Spain's New World Empire stretched from parts of the present-day US west to Tierra del Fuego, from the Caribbean to the Pacific. By 1825, it was all gone except for a handful of islands in the Caribbean. What happened? How could Spain's New World Empire fall apart so quickly and completely? The answer is long and complicated, but here are some of the essential points.

**No Respect for the Creoles**

By the late eighteenth century, the Spanish colonies had a thriving class of creoles: men and women of European ancestry born in the New World. [Simon Bolivar](http://latinamericanhistory.about.com/od/latinamericaindependence/a/simonbolivarbiography.htm) is a good example: his family had come from Spain generations before. Spain nevertheless appointed mostly native-born Spaniards to important positions in the colonial administration. For example, in the audiencia (court) of Caracas, no native Venezuelans were appointed from 1786 to 1810: during that time, ten Spaniards and four creoles from other areas served. This irritated the influential creoles who correctly felt that they were being ignored.

**No Free Trade**

The vast Spanish New World Empire produced many goods, including coffee, cacao, textiles, wine, minerals and more. But the colonies were only allowed to trade with Spain, and at rates advantageous for Spanish merchants. Many took to selling their goods illegally to British and American merchants. Spain was eventually forced to loosen some trade restrictions, but the move was too little, too late as those who produced these goods demanded a fair price for them.

**Other Revolutions**

By 1810, Spanish America could look to other nations to see revolutions and their results. Some were a positive influence: the American Revolution was seen by many in South America as a good example of colonies throwing off European rule and replacing it with a more fair and democratic society (later, some constitutions of new republics borrowed heavily from the US Constitution). Other revolutions were negative: the Haitian Revolution terrified landowners in the Caribbean and northern South America, and as the situation worsened in Spain, many feared that Spain could not protect them from a similar uprising.

**Spain Weakened**

In 1788, Charles III of Spain, a competent ruler, died and his son Charles IV took over. Charles IV was weak and indecisive and spent most of his time hunting, allowing his ministers to run the Empire. Spain joined with Napoleonic France and began fighting the British. With a weak ruler and the Spanish military busy fighting the British, Spain's presence in the New World decreased markedly and the creoles felt more ignored than ever. After Spanish and French naval forces were crushed at the Battle of Trafalgar in 1805, Spain's ability to control the colonies lessened even more. When Great Britain attacked Buenos Aires in 1808, Spain could not defend the city: a local militia had to try to fight off Britain.

**Americans, not Spaniards**

There was a growing sense in the Spanish colonies of being different from Spain: these differences were cultural and often took the form of great pride in the region that any particular creole belonged to. By the end of the eighteenth century, the visiting scientist Alexander Von Humboldt noted that the locals preferred to be called Americans and not Spaniards. Meanwhile, Spanish officials and newcomers consistently treated creoles with disrespect, further widening the social gap between them.

**Napoleon Invades Spain: 1808**

Tired of the waffling of Charles IV and Spain's inconsistency as an ally, Napoleon invaded in 1808 and quickly conquered not only Spain but Portugal as well. He replaced Charles IV with his own brother, Joseph Bonaparte. A Spain ruled by France was an outrage even for New World loyalists: many men and women who would have otherwise supported the royalist side now joined the insurgents. Those Spaniards who resisted Napoleon begged the colonials for help but refused to promise to reduce trade restrictions if they won.

The chaos in Spain made the perfect excuse to rebel and yet not commit treason: many said they were loyal to Spain, not Napoleon. In places like Argentina, colonies "sort of" declared independence: they claimed that they would only rule themselves until such a time as Charles IV or his son Ferdinand were put back on the Spanish throne. This half-measure was much more palatable to some who did not want to declare independence outright. Of course, there was no real going back from such a step and Argentina formally declared independence in 1816.

[**http://latinamericanhistory.about.com/od/19thcenturylatinamerica/a/09independencewhy.htm**](http://latinamericanhistory.about.com/od/19thcenturylatinamerica/a/09independencewhy.htm)

**Latin American Revolutions**

|  |  |
| --- | --- |
| **Causes** | **Notes** |
| No Respect for Creoles |  |
| No Free Trade |  |
| Other Revolutions |  |
| Spain Weakened |  |
| Americans, not Spaniards |  |
| Napoleon Invades Spain: 1808 |  |

**To what extent did significant change occur from the Latin American Revolutions?**

**Do Now**: Carefully read the quote below. What does it tell you about the results of the Latin American Revolutions?

"The contradictory legend of the revolutions of South America was the triumph of wealthy and powerful elites under a banner of liberty, yet at the expense of poorer, ethnic, and mixed populations."

Results of Latin American Revolutions

Carefully read each of the following quotes and complete the chart.

|  |  |  |
| --- | --- | --- |
|  | What category does the quote fit into?  Social, Political, Economic | What does this quote tell you about the results of the Latin American Revolutions |
| “Who will guide us now that our independence is won? There is much to learn regarding self-rule . . .”   * Anonymous Venezuelan politician, 1840s |  |  |
| “There is no good faith in America, nor among the nations of America. Treaties are scraps of paper; constitutions, printed matter; elections, battles; freedom, anarchy; and life, a torment.”   * Simon Bolivar, 1829 |  |  |
| “The majority of us still work all day in the field with little reward. Nothing has changed to better our lives. Poverty, hunger, and sickness we know too well.”  Mexican peasant, 1830s |  |  |
| “The war against Spain was not a revolution . . . Independence only scratched the surface of social problems, without changing its essential nature.”  Romon Mercado, Colombian politician, 1853 |  |  |
| “I am not a Latin American, I am Costa Rican.”  Anonymous voice, 1830s |  |  |
| “With some honorable exceptions, the rich landowners of Mexico . . . resemble the feudal lords of the Middle Ages. On his lands, the landowner makes and executes laws, administers justice and exercises civil power, imposes taxes and fines, has his own jails, metes (gives) out punishments and tortures, monopolizes commerce, and forbids the conduct without his permission of any business but that of the estate.”  Ponciano Arriaga, Mexican politician, 1856 |  |  |
| “They still drag the same chains, although they are flattered with the name of freemen.”  Carlos Maria Bustamante, Mexican historian speaking about Indians, nineteenth century |  |  |
| “Independence is only a name. Previously they ruled us from Spain, now from here. It is always the same priest on a different mule. But as for work, food, and clothing, this is no difference.”  Anonymous Mexican writer, 1850s |  |  |

Carefully, review the political cartoon.

List all the words and images that you see in the cartoon.

What are the words and images representing?

What is the cartoonist’s point of view about the Latin American Revolutions?