# How Did Enlightenment Ideals and the French Revolution Help Cause the Haitian Revolution, and What Consequences Did It Bring, 1791–1804?

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| **Teacher** | Educator |
| **School** | ULAT Partner |
| **Date** | October 17, 2026 |
| **Duration** | 47 minutes |
| **Grade Level** | Global History, Grade 10 |
| **Instructional Model** | Launch-Explore-Discuss |
| **SEL Focus** | None |

## Section 1: 10-Component Plan

### 1. Title

How Did Enlightenment Ideals and the French Revolution Help Cause the Haitian Revolution, and What Consequences Did It Bring, 1791–1804?

### 2. Standards

- **NY 10.2:** Enlightenment ideas and the French Revolution shaped debates about rights, citizenship, and revolution in the Atlantic world.
- **NY 10.2c:** The Haitian Revolution (1791–1804) was shaped by Enlightenment ideals and the French Revolution and produced major political and social consequences in the Atlantic world.
- **NY 10.4:** Students analyze causes and consequences of revolutions and evaluate claims using evidence from primary and secondary sources.
- **CCSS.ELA-LITERACY.RH.9-10.1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- **CCSS.ELA-LITERACY.RH.9-10.6:** Compare the point of view of two or more authors on the same historical topic.

### 3. SEL Inquiry Aim

How did ideas about liberty and equality travel across empires, and who was allowed to claim them?

## 4. Objectives

- Identify and explain at least one cause of the Haitian Revolution using evidence from a historical source.
- Distinguish the 1791 uprising, French abolition in 1794, Toussaint Louverture's leadership and capture in 1802, and independence under Dessalines in 1804.
- Compare two historical perspectives on the revolution and support a claim with document evidence.
- Explain one cause and one consequence of the Haitian Revolution in a short evidence-based exit ticket.

## 5. Vocabulary Bridge

| English Term | Translation in Haitian Creole | Translation in Spanish | Definition (English) |
|---|---|---|---|
| revolution | revolisyon | revolución | A major, often rapid change in government or society, sometimes achieved through organized resistance or conflict. |
| Enlightenment | Limyè (Syèk Limyè) | Ilustración | An 18th-century European intellectual movement emphasizing reason, natural rights, liberty, and equality. |
| uprising | soulèvman | levantamiento | An act of organized resistance against an authority, often by people who are oppressed. |
| abolition | abolisyon | abolición | The official ending of a system or practice, such as slavery. |
| independence | endepandans | independencia | Freedom from control by another country or government. |
| consequence | konsekans | consecuencia | A result or effect of an action or event. |
| perspective | pèspektiv | perspectiva | A person's point of view, shaped by their experiences and position in society. |

## 6. Materials

- Student reading packet (three versions with neutral titles: Version A 'Reading and Evidence Organizer', Version B 'Reading with Guided Notes', Version C 'Reading with Sentence Stems and Glossary')
- Document A excerpt (teacher-created paraphrase, clearly labeled) with citation
- Document B excerpt (teacher-created paraphrase, clearly labeled) with citation
- Concise timeline handout (1791–1804)
- Evidence organizer with sentence stems
- Exit ticket slip
- Vocabulary cards in English, Spanish, and Haitian Creole
- Timer and projected agenda

## 7. Lesson Flow

**0-3 min**

*Teacher:* Project the Do Now: 'In one sentence, what does liberty mean to you, and who should have it?' Distribute vocabulary cards and reading packets. Take attendance while students write.

*Students:* Write a one-sentence response to the Do Now in their notebooks. Preview vocabulary cards in English, Spanish, or Haitian Creole.

*Key Questions:*

- What does liberty mean to you, and who should have it?

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**3-8 min**

*Teacher:* Launch: Share the inquiry aim and connect Do Now responses to Enlightenment ideas. Introduce the timeline and the four anchor events: 1791 uprising, 1794 French abolition, 1802 Louverture's capture, 1804 independence under Dessalines. Pose the aim as a question.

*Students:* Share Do Now responses with a partner. Copy the four anchor events onto the timeline handout. Annotate the aim question.

*Key Questions:*

- How could Enlightenment ideas about liberty and equality challenge slavery in Saint-Domingue?
- Why might the French Revolution's language of rights inspire enslaved people in the Caribbean?

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**8-28 min**

*Teacher:* Explore: Students read Document A and Document B (teacher-created paraphrases, clearly labeled) and complete the evidence organizer. Circulate and prompt with sentence stems. Ask students to note author, date, and perspective for each document. Remind students there is no role-play; they are analyzing perspectives as historians.

*Students:* Read both documents using the assigned version. Complete the evidence organizer: cause, consequence, author, date, perspective, and one quotation or paraphrase as evidence. Compare the two perspectives in the organizer.

*Key Questions:*

- What does Document A claim about the causes of the uprising, and what evidence supports that claim?
- How does Document B's perspective differ from Document A's?
- Which Enlightenment idea appears in these documents, and how?

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**28-40 min**

*Teacher:* Discuss: Facilitate a whole-class discussion comparing perspectives. Chart student claims and evidence. Ask students to distinguish the 1791 uprising from the 1794 abolition, Louverture's 1802 capture, and 1804 independence. Correct misconceptions using the timeline.

*Students:* Share claims and evidence from the organizer. Listen to peers and add notes. Revise one claim using new evidence from discussion.

*Key Questions:*

- Which cause of the Haitian Revolution is best supported by the documents, and why?
- What was one consequence of the revolution for enslaved people, for France, and for the Atlantic world?
- How did the events of 1791, 1794, 1802, and 1804 differ from one another?

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**40-43 min**

*Teacher:* Distribute the exit ticket. Read the prompt aloud and review success criteria. Remind students to use evidence from at least one document.

*Students:* Write the exit ticket response independently: explain one cause and one consequence of the Haitian Revolution using evidence.

*Key Questions:*

- What is one cause and one consequence of the Haitian Revolution, and what evidence supports your answer?

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**43-47 min**

*Teacher:* Collect exit tickets. Close by restating the aim and previewing the next lesson on the revolution's legacy. Dismiss students.

*Students:* Submit exit tickets. Reflect silently on the aim question.

*Key Questions:*

- How did Enlightenment ideals and the French Revolution help cause the Haitian Revolution, and what consequences followed?

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## 8. Differentiation Overview

- **ELL:** Provide the Version C packet with sentence stems, a bilingual glossary in English, Spanish, and Haitian Creole, and labeled document paraphrases. Allow oral rehearsal with a partner before writing the exit ticket. Maintain the same analytical task: identify cause, consequence, and evidence.
- **IEP:** Provide the Version B packet with guided notes, chunked readings, and a pre-filled timeline. Offer extended time and a graphic organizer with sentence starters. Keep the same cognitive demand: compare perspectives and cite evidence.

- **Advanced:** Provide the Version A packet and ask students to evaluate which document provides stronger evidence for a cause and explain why, using author, date, and perspective. Require two pieces of evidence in the exit ticket.
- **Struggling:** Provide the Version B packet with guided notes, highlighted key terms, and a partially completed evidence organizer. Use teacher check-ins during Explore. Maintain the same task of explaining one cause and one consequence with evidence.

### 9. Assessment Plan

**Formative:** Evidence organizer, partner discussion, and whole-class discussion responses checked against the success criteria for citing document evidence and distinguishing the four anchor events.

**Summative:** Exit ticket scored with a rubric that assesses only the prompt: explain one cause and one consequence of the Haitian Revolution using evidence.

### 10. Assessment

Explain one cause and one consequence of the Haitian Revolution using evidence from at least one document.

*Success Criteria:*

- Names one cause of the Haitian Revolution.
- Names one consequence of the Haitian Revolution.
- Cites specific evidence from at least one document (author, date, or paraphrase).
- Explains how the evidence supports the stated cause or consequence.

## Section 2: Global Context

In 1791, the colony of Saint-Domingue was the most profitable colony in the world, producing roughly 40 percent of Europe's sugar and 50 percent of its coffee, and its economy depended on the labor of about 500,000 enslaved Africans. When the French Revolution declared that "men are born and remain free and equal in rights" in 1789, enslaved people in Saint-Domingue heard those words and asked why they did not apply to them. In August 1791, an uprising began in the north that would grow into a thirteen-year struggle. By 1794, the French government abolished slavery in its colonies; by 1802, Napoleon sent an army to restore it and captured the leader Toussaint Louverture; and on January 1, 1804, under Jean-Jacques Dessalines, Haiti became the first independent Black republic in the world. Today, students in a Grade 10 global history class are asked to explain how Enlightenment ideas and the French Revolution helped spark a revolution that then forced both France and the world to confront the meaning of freedom. The class has 47 minutes: a 3-minute Do Now, a Launch-Explore-Discuss cycle, and a 4-minute exit ticket. The problem the lesson solves is this: how can students use two short historical sources to explain one cause and one consequence of the Haitian Revolution, and support each claim with document evidence rather than opinion?

**Hook:** If a revolution declares that all men are free and equal, what happens when the people it enslaved take those words literally?

## Section 3: Differentiated Packets

### Packet A

**Word Bank:** timeline, duration, years elapsed, historical period, subtract, chronological order

**Question 1.** The Haitian Revolution began in 1791 and independence was achieved in 1804. How many years did the revolution last? Use the timeline to find the duration.

- The start year of the revolution is _____ and the end year is _____.
- To find how many years passed, I need to _____ the smaller number from the larger number.
- The calculation is _____ minus _____ equals _____.
- The Haitian Revolution lasted _____ years.

**Answer:** Start year: 1804. End year: 1791. Subtract:$1804 - 1791 = 13$years. The Haitian Revolution lasted 13 years.

*Common error: Students may reverse the years or calculate$1791 - 1804$, which gives a negative number. Remind students that we always subtract the earlier date from the later date to find elapsed time.*

**Question 2.** Toussaint Louverture was captured by French forces in 1802. The Haitian Revolution began in 1791. How many years of leadership did Toussaint have before his capture?

- The revolution started in _____ and Toussaint was captured in _____.
- I will subtract to find the number of years: _____ minus _____ equals _____.
- The calculation shows _____ years between the start and Toussaint's capture.
- Toussaint led for approximately _____ years before being captured by the French.

**Answer:** Start year: 1791. Capture year: 1802. Subtract:$1802 - 1791 = 11$years. Toussaint Louverture led the revolution for approximately 11 years before his capture.

*Common error: Students may confuse this with the total duration of the revolution (13 years). This problem focuses on a specific segment of time within the revolution, not the entire period.*

**Question 3.** France officially abolished slavery in all its colonies in 1794. The Haitian Revolution began in 1791. List the years in chronological order and identify how many years passed between the revolution's start and France's abolition decree.

- The two key years in chronological order are _____ (first) and _____ (second).
- The earlier event was the _____ in _____.
- The later event was _____ in _____.
- The time between these events is _____ minus _____ equals _____ years.

**Answer:** Chronological order: 1791 (Haitian Revolution begins), 1794 (France abolishes slavery). Calculation:$1794 - 1791 = 3$years. Three years passed between the revolution's start and France's abolition of slavery.

*Common error: Students may list the years in reverse order. Emphasize that chronological order means earliest event first, most recent event last. The earlier year (1791) is always subtracted from the later year (1794).*

**Question 4.** Create a simple timeline showing these four key dates from the Haitian Revolution: 1791 (uprising begins), 1794 (slavery abolished by France), 1802 (Toussaint captured), and 1804 (independence achieved). Calculate the time span from the earliest to the latest event.

- The earliest year on my timeline is _____ and the latest year is _____.
- I arranged the events in order: _____, _____, _____, _____.
- To find the total time span, I subtract: _____ minus _____ equals _____.
- The Haitian Revolution took place over a _____ year period from _____ to _____.

**Answer:** Chronological order: 1791, 1794, 1802, 1804. Total time span calculation:$1804 - 1791 = 13$years. The Haitian Revolution took place over a 13 year period from 1791 to 1804.

*Common error: Students may try to add all the individual time intervals instead of simply subtracting the first year from the last year. Reinforce that total duration always uses the first and last dates only, not intermediate dates.*

## Packet B

**Question 1.** The Haitian Revolution lasted from 1791 to 1804—a total of 13 years. If the enslaved population at the start of the uprising was approximately 500,000 people, and historical records estimate that roughly$\frac{1}{10}$of the population died during the conflict, how many people perished? Show your calculation.

**Answer:** To find the number of people who died, multiply the total population by the fraction that died:$500,000 \times \frac{1}{10} = \frac{500,000}{10} = 50,000$people. Therefore, approximately 50,000 people perished during the Haitian Revolution.

*Common error: Students may forget to divide 500,000 by 10, or they may multiply by 10 instead. Emphasize that 'one-tenth' means divide by 10. Another error is writing$\frac{1}{10}$as a decimal (0.1) and multiplying incorrectly; ensure students practice both fraction and decimal methods and verify they get the same answer.*

**Question 2.** Toussaint Louverture led Haiti from 1796 until his capture in 1802. Express the length of his leadership as a fraction of the entire Haitian Revolution (1791–1804). Simplify your answer.

**Answer:** Toussaint's leadership lasted from 1796 to 1802, which is$1802 - 1796 = 6$years. The entire revolution lasted from 1791 to 1804, which is$1804 - 1791 = 13$years. The fraction is$\frac{6}{13}$. Since 6 and 13 share no common factors (13 is prime and does not divide 6), the fraction is already in simplest form:$\frac{6}{13}$.

*Common error: Students may calculate the duration incorrectly by adding years instead of subtracting. Remind them that to find how many years passed, subtract the start year from the end year. Another error is failing to check if the fraction can be simplified; reinforce that 13 is prime and only divides evenly into multiples of 13.*

**Question 3.** In 1791, the enslaved population of Haiti was approximately 500,000. By 1804, after independence, the population had declined significantly due to warfare and disease. If the 1804 population was$\frac{3}{5}$of the 1791 population, what was the approximate population in 1804? Express your answer as a whole number.

**Answer:** Multiply the 1791 population by$\frac{3}{5}$:$500,000 \times \frac{3}{5} = \frac{500,000 \times 3}{5} = \frac{1,500,000}{5} = 300,000$people. Therefore, the approximate population in 1804 was 300,000 people.

*Common error: Students may multiply 500,000 by 3 and forget to divide by 5, giving 1,500,000 instead of 300,000. Encourage showing all steps clearly and simplifying before multiplying when possible (i.e., noting that$500,000 \div 5 = 100,000$, so$100,000 \times 3 = 300,000$).*

**Question 4.** Compare the population decline from 1791 to 1804. Using your answers from Problems 1 and 3, determine what fraction of the 1791 population actually survived the revolution. Express your answer as a simplified fraction.

**Answer:** From Problem 1, approximately 50,000 people died. From Problem 3, the 1804 population was 300,000. The number who survived is the 1804 population, which is 300,000. As a fraction of the 1791 population:$\frac{300,000}{500,000} = \frac{3}{5}$. Alternatively, if$\frac{1}{10}$died (50,000 out of 500,000), then$1 - \frac{1}{10} = \frac{9}{10}$survived. Note: These two answers differ ($\frac{3}{5}$vs.$\frac{9}{10}$), reflecting that the$\frac{1}{10}$figure accounts only for direct combat deaths, while the total population decline of$\frac{2}{5}$also reflects disease, emigration, and other causes of mortality. The survival fraction based on actual 1804 population is$\frac{3}{5}$.

*Common error: Students may confuse the fraction of people who died with the fraction who survived; they must subtract from 1 (or equivalently, from$\frac{5}{5}$). Another subtlety: Historical population data combines multiple causes of change, so combat deaths and total population decline do not align perfectly. This problem encourages critical thinking about how historians use quantitative data.*

## Packet C

**Question 1.** Analyze how Enlightenment ideals of liberty and equality, which inspired both the French Revolution and Haitian revolutionaries, led to fundamentally different outcomes by 1804. Use evidence from the timeline (France retained slavery in colonies after 1794; Haiti abolished it permanently) and explain why the same philosophical framework produced divergent results. What does this reveal about the limits of ideology without sustained political power?

**Answer:** Exemplary response synthesizes: (1) Enlightenment ideals were universal in rhetoric but applied selectively by French revolutionaries, who abolished slavery in 1794 but soon reversed course under Napoleon; (2) Haitian revolutionaries, who were formerly enslaved, had existential stakes in implementing liberty and equality permanently, because their survival depended on it; (3) Haiti's independence in 1804 created a sovereign state where Enlightenment ideals were written into founding law and protected by force, whereas French application of the same ideals was contingent on metropolitan political will. The answer should note that ideology alone does not guarantee outcomes—sustained material power, political sovereignty, and the presence of actors whose interests align with ideals are necessary conditions. A complete answer references specific dates and contrasts French reversals with Haitian permanence.

*Exemplary responses identify the paradox: both revolutions claimed the same Enlightenment values, yet only Haiti institutionalized them permanently. Students should cite the 1794 French abolition and its reversal, contrast it with Haiti's 1804 founding documents, and explain why Haitian revolutionaries could not compromise without losing everything. Weaker responses may state the ideals were 'different' without explaining the power asymmetry or the role of sovereignty in determining implementation. Stronger responses recognize that ideas require political structures and control to be enforced.*

**Question 2.** A historian argues: 'Toussaint Louverture's pragmatic alliance with France (1794–1802) was a strategic success that delayed Haiti's independence but preserved its revolution.' Evaluate this claim by examining both the benefits and costs of his diplomacy. Did Toussaint's strategy ultimately strengthen or weaken Haiti's position when Napoleon sent troops in 1802? Construct a response that acknowledges the historian's evidence while presenting a counterargument supported by the timeline and the outcome of independence.

**Answer:** Exemplary response structure: (1) Acknowledge the historian's point—Toussaint did secure France's 1794 abolition decree and used diplomatic space to consolidate military control and establish Haiti as a de facto autonomous zone; (2) Identify the counterargument—Napoleon's 1802 invasion and Toussaint's capture demonstrated that diplomatic alliance with France was illusory; France never accepted Haitian autonomy and sent 43,000 troops to restore slavery and direct control; (3) Conclude that Toussaint's pragmatism, while rational given available information in 1794, ultimately failed to prevent invasion because France's commitment to abolition was contingent on French political interests, not on principle; (4) Support with evidence: by 1802, the French military threat was explicit, yet Toussaint had limited foreign allies and faced betrayal; Dessalines's strategy of uncompromising independence and alliance-building with Britain and the United States proved more effective in 1803–1804. A strong answer notes that pragmatism can be rational ex ante but wrong ex post, and that structural asymmetries (Haiti's colonial status) limited what diplomacy alone could achieve.

*Exemplary responses recognize that Toussaint's strategy was reasonable given 1790s conditions but did not account for Napoleon's imperial ambitions. Students should name the 1802 invasion, cite Toussaint's capture, and explain why Dessalines's turn toward unconditional independence and warfare succeeded where Toussaint's alliance-building failed. Weaker responses either defend Toussaint uncritically or dismiss him without acknowledging his tactical gains. Stronger responses hold both perspectives in tension: diplomacy was necessary but insufficient; independence required military victory.*

**Question 3.** Propose a document that Dessalines might have included in Haiti's 1804 independence declaration to explicitly address both the Enlightenment ideals he inherited and the material realities of a nation of formerly enslaved people. What specific rights, prohibitions, or principles would address the concerns of Haiti's revolutionary leaders and differentiate Haiti's founding from the French Revolution's? Draft a 4–5 sentence clause that reflects the historical context and the causes of the revolution.

**Answer:** Exemplary response constructs a historically plausible clause that: (1) Asserts universal principles (all humans born free, equality before law) consistent with Enlightenment thought; (2) Explicitly prohibits slavery and the slave trade, recognizing that Haiti's revolutionaries saw this as non-negotiable given their lived experience; (3) Establishes land redistribution or security provisions, since land was central to both survival and freedom for formerly enslaved people; (4) Potentially includes provisions for defense, military independence, or resistance to foreign invasion, reflecting Haiti's experience with French military threat. Example construction: 'Haiti is a free and sovereign nation where slavery and the slave trade shall be forever abolished and declared crimes against humanity. All inhabitants born on its soil possess inviolable rights to freedom, property, and self-governance. Lands shall be distributed to those who work them, and no foreign power may claim dominion over Haiti's territory or people. The Haitian nation reserves the right to defend its independence and freedom through all necessary means.' This response demonstrates synthesis of cause (the need for protection against re-enslavement and foreign domination) and forward-looking legal structures (permanent prohibitions and sovereignty claims).

*Exemplary responses move beyond generic Enlightenment language to address Haiti-specific concerns: the threat of French re-invasion, the need for economic independence through land ownership, and the permanent rejection of slavery. Students should reference the 1802 French invasion and Toussaint's capture to justify clauses about military defense or sovereignty. Weaker responses may write generic revolutionary language without grounding it in Haiti's particular history. Stronger responses integrate multiple causes (colonial exploitation, threat of re-enslavement, land dispossession) into a unified vision for the founding document.*

**Question 4.** Using evidence from the 1791–1804 timeline, analyze whether the Haitian Revolution was primarily a consequence of the French Revolution and Enlightenment ideals, or whether it should be understood as a distinct revolution rooted in the specific conditions of Saint-Domingue. Construct an argument that acknowledges both interpretations and explains how Haitians selectively adopted, adapted, or rejected French revolutionary frameworks to address their own circumstances.

**Answer:** Exemplary response identifies: (1) French influence: the 1794 abolition decree did reach Saint-Domingue and influenced some revolutionaries; the language of universal rights did circulate among free people of color and literate enslaved people; the disruption of French authority created space for rebellion; (2) Haitian distinctiveness: the revolution was rooted in the specific material conditions of the world's largest slave colony with a majority African-born population; the causes were structural (slavery, racial hierarchy in a plantation economy) rather than primarily ideological; Toussaint Louverture, Dessalines, and other leaders crafted strategies tailored to Haiti's geography, demographics, and isolation; (3) Selective adoption: Haitians invoked Enlightenment language of rights and liberty but transformed it to include the abolition of slavery as a foundational principle, whereas French revolutionaries debated it; Haitians prioritized sovereignty and national independence over participation in a French empire, rejecting the French framework of colonial subordination; (4) Synthesis conclusion: The Haitian Revolution was intellectually influenced by the French Revolution and Enlightenment but was causally driven by slavery and colonialism. Haitian leaders used French revolutionary rhetoric as a tool but were not followers—they were innovators who created a new model of revolution centered on racial emancipation and national sovereignty. Evidence: 1791 uprising preceded the 1794 French abolition; Dessalines's 1804 independence was pursued despite French opposition; Haiti's founders enshrined anti-slavery principles more thoroughly than France.

*Exemplary responses resist binary thinking and recognize that ideas and local material conditions are both real historical forces. Students should cite the 1791 uprising as evidence that Haitian rebellion had indigenous roots (predating French abolition), then explain how subsequent leaders navigated French revolutionary language strategically. Weaker responses may treat Haiti as either a passive imitation of France or as entirely independent (missing the actual cross-pollination). Stronger responses show how Haitians were active interpreters and transformers of revolutionary ideology, not recipients or imitators.*

## Section 4: Teacher Toolkit

### 3-Point Mastery Rubric

**3 — Complete Mastery:** The response names one specific cause of the Haitian Revolution and one specific consequence, and it supports each claim with accurate evidence drawn from the readings or documents. The explanation clearly connects cause to consequence and shows how the evidence proves the claim.

**2 — Partial Understanding:** The response names a cause and a consequence, but one of the two is vague or only loosely connected to the evidence provided. Evidence is present but does not fully support the claim, or the link between cause and consequence is implied rather than explained.

**1 — Needs Significant Support:** The response may name a cause or a consequence but not both, or it offers no evidence from the readings or documents. Claims are asserted without support, or the evidence cited does not relate to the stated cause or consequence.

## Common Misconceptions

**The revolution was only about ending slavery**

*Students think:* Students often believe the 1791 uprising was a single, unified movement whose only goal was immediate abolition of slavery.

*Why:* Textbook summaries compress a complex thirteen-year struggle into one slogan, so students miss the shifting political goals of different groups and moments.

*Fix:* Have students annotate the timeline to mark what different actors demanded in 1791, 1794, 1802, and 1804, then discuss how goals changed over time using document evidence.

**Enlightenment ideas caused the revolution by themselves**

*Students think:* Students think that because Haitian revolutionaries used language of liberty and equality, Enlightenment philosophy directly caused the uprising.

*Why:* Students conflate shared vocabulary with causation and overlook the brutal material conditions of slavery and the political crisis of the French Revolution.

*Fix:* Use a cause-sorting task where students rank economic, social, political, and ideological causes and must justify their ranking with a specific line from a document.

**Independence in 1804 meant immediate equality and stability**

*Students think:* Students assume that declaring independence under Dessalines ended conflict and created a stable, equal society.

*Why:* The dramatic date 1804 functions as a narrative ending, so students do not consider the economic isolation, internal divisions, and continued threats that followed.

*Fix:* Add a short discussion prompt asking what problems independence did not solve, and have students cite one piece of evidence about postwar challenges from the reading.

## Implementation Notes

- Setup: Before class, print the three differentiated packets on different colored paper and label them only by neutral titles such as 'Packet A: Reading and Evidence Chart,' 'Packet B: Reading with Guided Notes,' and 'Packet C: Reading with Sentence Frames.' Post the aim question 'How did Enlightenment ideals and the French Revolution help cause the Haitian Revolution, and what consequences did it produce?' on the board and place the concise timeline at each table group so all students can reference the same dates.

- Pacing: Use the 3-minute Do Now for students to write one sentence answering 'What does liberty mean, and who should have it?' then launch with a 5-minute framing of the aim and timeline. Reserve roughly 20 minutes for Explore reading and evidence-chart work, 12 minutes for the structured discussion comparing perspectives, and the final 4 minutes for the exit ticket, with a visible countdown timer for each segment.
- Grouping: Assign students to mixed-ability pairs for the reading task so stronger readers model annotation while all students complete the same evidence chart. For the discussion, use triads with assigned roles of evidence-finder, connector, and questioner, and rotate roles so every student practices citing document evidence aloud.
- Tiered packet flow: All three packets contain the same two historical sources, the same timeline, and the same exit-ticket prompt, so cognitive demand stays constant. Packet A includes open-ended analysis questions, Packet B adds guided margin questions, and Packet C adds sentence stems and a partially completed evidence chart; students may move to a less scaffolded packet at any point, and no packet is labeled by ability.
- Vocabulary support: Display the English, Spanish, and Haitian Creole vocabulary list on the board and in every packet, and explicitly model pronunciation of key terms such as 'uprising,' 'abolition,' and 'independence.' Encourage students to use the translated terms in discussion and in the exit ticket without requiring translation of the whole response.
- Discussion routine: Use a two-round protocol where round one is pair share of evidence and round two is whole-class comparison of the two sources' perspectives. Require every student to begin at least one contribution with 'According to [author, date], ...' so claims are anchored in document evidence.

## Extension Activities

- Early finisher task: Students write a one-paragraph response to the question 'Which cause of the Haitian Revolution was most important, and why?' using at least two pieces of evidence from the documents and the timeline.
- Cross-curricular connection: Students create an annotated timeline poster that pairs each key date with a short excerpt from a primary or secondary source, connecting historical chronology to informational writing and visual design standards.
- Real-world application: Students research a present-day movement for freedom or human rights and write a short comparison explaining one similarity and one difference from the Haitian Revolution, citing at least one credible source with author and date.