**Haitian Revolution**

**1. Go to YouTube.** Watch “History of Haiti (short animation- ‘In Haiti: A roadtrip documentary’)”, by user In Haiti, published on July 22, 2013. <https://www.youtube.com/watch?v=B8wImKgLkOQ>

*During the video, answer the following questions.*

1. A single settler had an average of \_\_\_\_ slaves.

A. 5

B. 10

C. 50

D. 100

2. Which is NOT one way slaves were tortured or punished, to maintain order on Haiti?

A. Mutilated

B. Crucified

C. Boiled alive in sugar syrup

D. Sent back to Africa

3. The Haitian Revolution was about ending slavery as well as \_\_\_\_\_\_\_.

A. gaining independence from France.

B. gaining independence from America.

C. ending the sugar trade.

D. establishing Haiti as an American territory.

4. Haiti paid reparations to France until after what war?

A. The American Civil War

B. World War I

C. World War II

D. The Vietnam War

5. What nickname refers to rebuilding efforts in Haiti after a destructive earthquake hit in 2010?

A. The Shaken State

B. The NGO Republic

C. The Cliffs

D. Cracking Haiti

**2. Complete questions for ONE of the following explorations, located in document labeled “Haiti Extension”: Poetry, Literature, or Painting.**

**3. Write at least three Level II or III questions that relate the Haitian Revolution to the American and French Revolutions throughout time, for use in a Socratic Circle on Friday.** You may ask your peers to consider what specific impacts each Revolution had, which one was most significant for world history, which one has the greatest impact on modern culture, etc. Write them on the reverse.

**American Revolution**

**1. Go to YouTube.**  Watch “America the Story of Us: American Revolution | History,” uploaded by user HISTORY, published on April 23, 2010. <https://www.youtube.com/watch?v=HwWi0zdF7wk>

*During the video, answer the following questions.*

1. The people most involved in perpetrating the revolution were involved in commerce. Why?

A. They wanted to fight a commercial war, not a military war.

B. British interference and taxation impacted them more directly than others.

C. They had the money necessary to personally pay troops and purchase guns.

D. They traveled to England frequently for trade, so they understood better than others why

separation from England was necessary.

2. What type of fighting style did American soldiers practice?

A. Traditional

B. French

C. English

D. Guerrilla

3. Why is Brian Williams so weird?

A. He thinks he’s too cool for school

B. Choose A

C. Don’t choose this one

D. He’s actually a chill guy who never ever lied about coming under fire while riding in a

helicopter (Google it, folks—this video came out before we knew about his snaky tendencies)

4. The carriage of the Revolution demonstrated what particular characteristic?

A. Intelligence

B. Capitalism

C. Perseverance and stubbornness

D. Loyalty to the Crown

5. The British were finally willing to cut a deal with the Americans in order to preserve what?

A. The rest of their military

B. British power in Europe

C. Trade with Native Americans

D. Their monarchy

**2. Perform a Google Image search for “Washington Crossing the Delaware.”** Complete the associated questions, located on the next page of this document. Google Image search to find the painting.

**3. Write at least three Level II or III questions that relate the American Revolution to the Haitian and French Revolutions throughout time, for use in a Socratic Circle on Friday.** You may ask your peers to consider what specific impacts each Revolution had, which one was most significant for world history, which one has the greatest impact on modern culture, etc. Write them on the reverse.

## “Washington Crossing the Delaware”

## *Questions for Viewing*

* Take a moment to look closely. What appears to be happening in this painting? What do you see that makes you say that?
* How would you describe the mood? Why?
* Select one figure in the scene and take a closer look. What do you notice about his facial expression and posture? What might he be thinking or feeling?
* Scan the various figures in the scene. What are some things they have in common? What differences stand out?
* On December 25, 1776, General George Washington (who stands in the center of the painting looking ahead) led his troops, the Continental Army, across the Delaware River to launch a surprise attack on the [**Hessians**](http://www.pbs.org/ktca/liberty/popup_hessians.html) in Trenton, New Jersey. In spite of the challenging weather, they were successful. What do you think the artist hoped to convey about this event?
* Imagine you are a Hessian scout charged with accurately reporting potential threats from the enemy. Write a 3-5 sentence message to your commanding officer describing the approaching army featured in the painting. Include any relevant information that may benefit the Hessians—such as number of soldiers, officers among their ranks, weaponry, and anticipated time of arrival. [Note: Washington was lucky no scouts actually detected him—they thought no attack would possibly come on Christmas, and they didn’t believe initial reports that he was approaching!]

**French Revolution**

**1. Go to YouTube.**  Watch “What caused the French Revolution? – Tom Mullaney,” uploaded by TED-Ed on Oct. 17, 2016. <https://www.youtube.com/watch?v=PBn7iWzrKoI>

*During the video, answer the following questions.*

1. Which of the following was **NOT** a factor in the French Revolution?

A. Ideas from the Enlightenment

B. Society was generally equal in France at the time

C. The rise of a middle class and the print revolution

D. The American Revolution

2. Who paid taxes?

A. The nobility

B. The clergy

C. The royals family

D. None of the above

3. The Third Estate broke off from the Estates-General because they lacked fair representation. What did the Third Estate do next?

A. Storm the Bastille

B. Re-establish the feudal system

C. Repeal the *Declaration of the Rights of Man and Citizen*

D. Send Louis XVI to the guillotine

4. Marie Antoinette was known by which nickname?

A. Mademoiselle Moneybags

B. The Royal Spender

C. Madame Deficit

D. The Golden Empress

5. Napoleon became Emperor, claiming to defend what?

A. All three Constitutions produced during the Revolution

B. The Revolution’s democratic values and gains

C. The new monarchy

D. Freedom of speech

**2. Complete “People in World History: Marie Antoinette,” located in the document labeled “Marie Antoinette Extension.”**

**3. Write at least three Level II or III questions that relate the French Revolution to the Haitian and American Revolutions throughout time, for use in a Socratic Circle on Friday.** You may ask your peers to consider what specific impacts each Revolution had, which one was most significant for world history, which one has the greatest impact on modern culture, etc. Write them on the reverse.