



# AFRICANS IN HAITI, JAMAICA AND BRAZIL

Level: High School

Course: Social Studies, History

## Rationale

Why study slavery in the Latin American countries? This is a question often asked by African-American students. To the student slavery was an embarrassing time. Most slaves are portrayed as accepting their fate of being in bondage. African American students are not usually taught about Toussaint, Nanny, Demark Vessey or Nat Turner. These people are viewed as violent and living short lives. Students are taught that it took Abraham Lincoln to liberate and educate the slave. (Disregarding the successful take over of Haiti.)

The teaching of African American history with this type of slant causes students to view themselves as dependent or owing something to a society that doesn't deserve it. Rarely do we teach them achievement, the successful mixture of race and culture or the struggles that occurred. Hopefully this will instill more pride and less shame in our children.

## Lesson Overview

Through a series of stories, journal entries, role playing and interpreting previous events in history, students will be given the chance to learn how the African arrived in Haiti, Jamaica and Brazil. We will examine how these people meshed their culture and ideas into an existing society. We will read about the culture

by  
Rachel King-Davis  
Simon Gratz High School  
18th & Hunting Park Ave.  
Philadelphia, PA 19140  
215-227-4408

they designed for themselves via folklore, songs and their language (incorporated from the various languages spoken around them), plus the development of communities away from the plantation. Students will learn how these traits influenced the existing culture leaving life-long effects. Students will learn about the slave journey (middle passage), maroons and the successful revolt of the Haitian. We will discuss why some slaves revolts succeeded while others did not. We will note the effect the slave revolts had on the existing culture. These lessons plans will explain to the student that not all slaves took the "system" as it was; some fought. Students will be given a chance to learn about a culture they are rarely exposed to in history. Hopefully students will gain an understanding of and feeling of pride in their ancestors and themselves.

## Objectives

1. Students will identify the slave route and understand the rationale for stopping at the West Indies.
2. Students will write an accurate description of the slave journey, their treatment upon arrival, explain why some chose to be marooners, why some mulattos owned slaves, and explain the difference in the three countries development of slavery. (Note: maroons must be explained in detail.)
3. Students will research the three countries and explain the difference in each country. Each student will be given an area to work on (marriage, religion, crafts, products produced, treatment of the slaves and any other areas missing).
4. Students will do role-playing, pretending to be Toussaint, a slave owner, slaves (after 1789 in America), Africans being removed from the West African coast and mulattos. The remaining students will be the audience asking very detailed prepared questions based on the history.

## Procedures

These lesson plans were developed for a classroom that is using block teaching in a mixture of grades ranging from 10th through 12th. Block teaching is working with the same group of students for about 104 minutes every other day. Teachers who wish to use this lesson plan in a non-block format, will need to modify it for time.

## Lesson I: Introduction to the people of Ayiti and the Europeans

### Time Needed

1-3 days

### Materials

water guns, 3x5 cards, colored paper (matching your designated areas), objects that look gold preferably cups or saucers, bottle of sand or a picture of grass, sign to mark the gold mines, paper chains or a bike chain to represent the arrival of the Africans

## Procedures

1. Students arriving to the classroom will be given a card with a color (blue= European, Red= Indigenous) and a number. The Indigenous people will be allowed to sit in the larger circle of pre-arranged chairs at the beginning. After settling the class, explain that we are going to do a role playing exercise that will reflect the arrival of the Europeans and capture of the Indigenous people. Explain each student must participate in order to make this activity to work.
  2. Students pick a card according to their number. The cards should explain in detail the role you wish that student to take and the time factor you wish him /her to do it in. For example, five minutes after the role playing begins you are to scream at the person to your left. (Note: As the teacher you can adapt this by telling the student to watch for your nod or your signal for them to perform the action on the card. If you take this approach you must know who received which card.) You must have a card that will tell a student to start the activity. Times for starting the events must be put on the cards or you will have students talking at once (see "Examples of Cards for Indigenous Game" for examples).
  3. Allow the students to go through all of the cards and read their roles before the activity begins. Ask if any of the students need clarification on their roles. Request that students do not tell their roles beforehand.
  4. The cards should reflect the gradual take over of the indigenous people and show why Africans were chosen to replace them via role-playing
  5. Lead the Group back to their seats (after the activity is completed). Ask the students to read their cards in order so everyone will know what each person was doing. Ask the students to explain verbally what happened to the three groups and the land.
  6. Read "Teaching About Haiti" about the Tainos.
  7. For about 4 minutes, reflect with the person next to you about whether anything could have been done to improve the situation the indigenous people found themselves in and how.
  8. The destruction of the indigenous people caused the need for more labor. The colonizers chose to bring over Africans to fill this need.
- \* Using an overhead projector, show the students the slave routes used.
  - \* Show a map of the area from which most slaves were taken.
  - \* Show pictures of the slave ships used during the Middle Passage.
  - \* Devise a list of what could happen on the middle passage (m.p.) on block paper. Place it on the board (tell the students we will return to the list after the reading).
  - \* Read about the conditions on the ships: Talk about the food, air, water, bathroom (could use a reading such as "The Slave Ship" by Ann Descatello or "A Slave Revolt At Sea and Brutal Reprisal" by Robert Card.) While the students are reading you could play the beginning of a song that reflects the mood. I will chose a song by the "Sound Of Blackness" that talks about letting my people go and repeats over and over "never say die" in the background.



- \* After the reading the above passages aloud, discuss with the students why the sailors and captains responded how they did. List the description of the m.p. from the articles on block paper. Compare it to the original list.

Homework: What would you do if you had workers who began to die or could not handle the work load? Where would you get people from or would you try to work? Explain your answer in detail giving a full explanation. This should be about 3 to 4 paragraphs.

## Examples of cards designed for the Indigenous Game

### Indigenous People

- \* You are a leader in your group and help to make major decisions. You have influenced your people to help talk with these pale-face people. (Turn around and try to talk your group into working with these people).
- \* You are a woman in the nation (tribe) and you keep finding the pale-face people balancing or weighing your gold items. You are very confused - so you keep in the background.
- \* In about 15 minutes into the activity or when I give a signal, you will be approached by a pale- face. He will attempt to control you. DO NOT RESIST- give in willingly and try to stop anyone (verbally) who wants to save you. You will be killed - so play dead at the end (good luck).
- \* You are watching the brutal beating of you sister \_\_\_\_\_. You try to help, but she tells you not to get involved. The pale-face people pull out funny looking objects. They turn toward you as you begin to advance on them. You hear a loud bang and feel pain in your stomach. You will fall to the ground.
- \* You just watched the beating and killing of two of your people. You will be nexted unless you listen. You meekly walk over to the pale-face people with your hands raised. You will be put to work in a cold, dark, and clammy gold mine until your death (2 yrs later).

### Europeans

- \* You are the caption of the boat. You just landed at Ayiti. You step off the boat and claim the land for Spain (even though you see people on the island).
- \* You rename the island in front of the indigenous people La Isle Espanola (Hispaniola), not even acknowledging the people who already live there as perhaps having a name for this land.
- \* You are planning to take over these heathen-like people who don't wear much clothing. You want to make them Christians. Don't speak until the land is renamed by someone.
- \* You have a water gun. You tell the indigenous people they have to work for the king or there will be trouble. To prove your point you start to beat \_\_\_\_ in front of her family. (DON'T ACTUALLY HIT HER!!!! But pretend to work her over for not following the rules). You kill her to make a point to the other people.
- \* Using the water gun, you will shoot \_\_\_\_ family member, as he is trying to help his sister. He will die. You will get two other indigenous people to remove his body.
- \* The indigenous people have surrendered. Some ran away. You believe there is gold in the area that will make you and your men rich. You force these people to work in a gold mine with no health or security checks of the place.



- \* You notice quite a few of your workers are dying from the excessive work. You call a meeting with your people. At the meeting you tell them you are going to need workers unless they plan to work the mine.
- \* At the meeting, you state that the Portuguese and some Spaniards are bringing African slaves to Europe. You've heard they are hard workers for a reasonable price.
- \* The group decides to investigate the slave trade because the workers on Hispaniola are of little use anymore. You travel to the west coast of Africa, and this begins the slave trade.

## Lesson 2: Arrival

### Time Needed

1-2 days

### Materials

piece of cloth, A Brazil Slave Auction by Thomas Ewbank, Ajeemah and his Son by James Berry

### Procedures

1. Review lessons learned at last class. (Show pictures, recall thoughts and memory of things done last class.)
2. You could hold a piece of cloth up and get the students to tell you how much they would pay for it. Actually have your students bid on the cloth (see how much they are willing to pay for the cloth).
3. Ask a student to come up in front of the class and be auctioned to the highest bidder. Demonstrate the techniques used by auctioneers, such as looking at the teeth, checking the hair, lifting a limb, asking the person to walk. As you are inspecting the person announce good teeth, strong arms etc... Ask the students to bid on the student. Allow this go on for 5 to 10 minutes. After the bidding ask the student who was on the block how it felt to be bided on. Allow the students to ponder on this idea for a moment.
4. Read A Brazil Slave Auction by Thomas Ewbank aloud in class. Show pictures of slave on the auction block or slaves in holding for sale. (Keep these picture visible throughout the reading and discussion.) Ask the students thought provoking questions, such as: Why isn't the child allowed to cry? Why mention the skills the slaves have? Is this different from what you learned in North American History? Why or Why not?
5. Hand out the book Ajeemah and his Son by James Berry. The book deals with the capture and enslavement on a Jamaican plantation. Before the students begin to read the book ask them to devise a list with a partner about what they wish to know from the book. Everyone must write something). Have students check off an item once they have learned the answer. Have students read the book together as partners during the class period. They will continue to read this book as homework over the next several weeks.

## Lesson 3: Introduction to Haiti

### Time Needed

1 day

### Materials

video player, one of these films: *Haiti: Killing the Dream* or *Kafou: Perspective from a Small Island* or *Kirk? Kirk! Tales of a Nightmare*

### Procedures

1. Show the video *Haiti: Killing the Dream* or *Kafou: Perspective from a Small Island* or *Kirk? Kirk! Tales of a Nightmare*. These videos will reflect Haiti's history and the life of a maroon.
2. At the end of the film have a discussion on the content.
3. In small groups, have students compare the ideas in the book on Jamaica and the film on Haiti. Post the differences on block paper for all the students to see. Allow reading time until the end of class.

Homework: Finish the book for homework.

## Lesson 4: Compare/ Contrast

### Time Needed

1 day

### Materials

Bob Corbett piece (found on the WWW and in Stretch Magazine)

### Procedures

1. Reflect on the film shown the previous day. Ask students if there are other things they wish to add to their list on the board to help compare & contrast the countries. (The students should have finished the book for homework) Add any changes to the sheet.
2. Handout excerpts from the Bob Corbett piece (found on the WWW and in Stretch Magazine). The reading is about the roles of white, free people of color, black slaves, and the maroons. In small groups (the

same ones used last class), have students compare this treatment with that of the people in Jamaica. Are there any similarities? If so, where, how and why? What are the differences—are people treated worse in one country than in another? Do you think these differences will make problems? If so, how?

3. Writing assignment: I'm a representative who does not know anything about your past. Explain to me why a slave who is well taken care of by his master would revolt. Base your answer on the readings and the film. Use quotes and be specific in your answers. Try to point out the endurance of the slaves and their intelligence. This assignment should take the remainder of the period. Collect at the written papers at the end of class.

## Lesson 5: Revolution

### Time Needed

1 day

### Materials

colored paper, magic marker, videoplayer, home-made video about the Haitian revolution

### Procedures

1. Begin class by handing back the previous day's lesson. Have the students read their work out loud in class. Point out the strength it takes to endure....x, y or z (whatever the students state).

2. On colored pape, write in bold letters the following names: Toussaint l'Overture, Jean Francois, Biassou, Henry Christopher, Andre Rigaud. Post this on the wall at the beginning of class. This serves to reinforce the next exercise.

3. Have on a video of someone acting out the reading of the woman who predicted the revolution in Haiti. She will tell her prediction for the revolution, name the Haitian leaders, describe the battles and who will win. In the video she can discuss the free people of color and the war in Europe. The person who does the acting should be very emotional and expressive. At the end of the video have students tell what they thought of this woman. Could she really tell the future? Did the revolutionist actually believe her? Was she accurate in her description of the leaders? Why did this revolt succeed? (Compare it to the revolts in Jamaica and Brazil)

Homework: For each of the three countries discussed in class, explain what the African brought to the countries and its affect on the people there.



## Lesson 6: Commercials

### Time Needed

1 day to introduce assignment, 2 - 4 weeks for students to research and produce video

### Materials

pictures of Brazil, Haiti and Jamaica, tape with Afro-Spanish music, Creole words on a sheet, pictures of dancers and the instruments used in the three countries

### Procedures

1. Go over homework. Listen to the answers and have a brief discussion. In the front of the class have the following: pictures of Brazil, Haiti and Jamaica, play a tape with Afro-Spanish music, write Creole words on a sheet, show several pictures of dancers and the instruments used in the three countries. Pass these things around to show students that Africans left a huge mark on these societies.
2. Explain to the students that instead of speaking or writing a paper about the three countries, they make a commercial about a country. Students will work in small groups (at least three—one for each country), which will be assigned by the teacher. The commercial should show positive things that the slave brought from Africa or developed in their new home that still remain today in that country. The commercial must reflect creativity and pride in one's topic. The topic could be anything from music to the story of maroon communities that exist today. (See Rubric for Video.)
3. Explain to the students that you will continue to give them information about the three countries, but that you expect them to also conduct research at the library.

## Lesson 7: . Crafts and Skills of the Slaves

### Time Needed

1 - 2 days

### Materials

## Procedures

1. Read this quote from Frank J. Klingberg (Journal of Negro History):

"The Negro was given an apprenticeship training to prepare him for his tasks in a plantation economy, whether those of a field hand, household worker, or skilled mechanic. The fact that the Negro was long in slavery should not obscure the fact of a considerable body of education. Nor should the existence of cruelty in a forced labor regime take attention from the acquisition of crafts and skills."

2. Have students write on a sheet of paper what they think this quote means or what it is saying about the knowledge and skills of a slave. Have students volunteer to read aloud their answers to the class. Be sure to emphasize that there are no correct or incorrect answers if the student can explain his or her thinking in a logical pattern.

3. Begin to examine the role of the maroons. Read "From Slavery to a New Life; The Maroons" (Faces: The People Magazine about People, Vol 9, April, 1995) or read excerpts from Black Women And Survival: A Maroon Case by Kenneth Bilby and Filomina Steady. Also tell the folk tale about Nanny and how she supposedly established the Maroons. Relate the readings and the story to the quote. Ask students if people with no formal education skills could develop the Maroons. Discuss the Maroons' language, marriage rites, government, relationships with indigenous people, freed blacks and mulattos. Explain how the Maroons are still active even today. The above discussion could lead into a discussion of the image of mulattos and their roles in each country. Explain how some mulattos and freed blacks owned slaves. Discuss the treatment of mulattos.

## Rubric for Video

(I did not put points on this rubric, as it may change based on each class.)

1. Story board (designing pictures that match the words)
2. Accuracy of material: cite where information came from, explain how your group will deliver the information and on what area(s)
3. Video skills
4. Creativity with background and stage crew
5. Completion: Each student must take part in the research and the filming of the commercial. There must be a written script. The video should take 15 minutes to present in class. All work (including editing) should be done by all students.
6. Writing: grammar, spelling, mechanics, creativity with the story line

## Bibliography

### Books

Berry, James. Ajeemah and His Son, Willa Perlman Books.

This book is about the capture of Ajeemah and his son and being taken to Jamaica. Junior High school level.

Conrad, Robert. Children of God's Fire: A Documentary History of Black Slave in Brazil, Princeton University Press, 1984 .

Ewbank, Thomas. Life in Brazil or A Visit to the Land of the Cocoa and the Palm, New York Harper and Brothers, 1856.

"Maroons; Escaped Slave Communities," Faces: The Magazine About People, April, 1995, Vol. XI, No. VIII.

Irwin, Graham. Africans Abroad, Columbia University Press, 1977, Pages 323-324.

Mellafe, Rolanda. "Slavery and Society," Negro Slavery in Latin America, Chapter 5, California Press, 1975.

Miller, Susan. "The High Price of Sugar," Newsweek, Special Issue, 1995.

Morganthau, Tom. "Slavery: How it Built the New World," Newsweek, Special Issue, 1995.

Phillips, Caryl, Cambridge, (unsure of the rest).

The book is about the life of a slave and his master. It was designed for high school students.

Sunshine, Catherine and Menkart, Deborah, Teaching about Haiti, Network of Educators on The Americas and the Ecumenical Program on Central America and the Caribbean, 1993.

Woodson, Carter, The Journal of Negro History: As to the State of Jamaica in 1707, United Publishing Corp., 1917 Volume #2.

Unknown author, "The Introduction and Establishment of Negro Slavery," History of the Indies.

### Internet

Univeristy of texass Latin American Studies, URL: <http://lanic.utexas.edu>  
This leds to Haiti—go to Bob Corbett

Latin America Data Base, URL: <http://ladb.unm.edu>  
Chronicle, 5/17/88, "Brazil: Notes on Racial Discrimination"