

Exercise walk-through

5.5

The French Revolution's Effects

AP European History

Haiti: ideas, agency and colonial conflict

Toussaint L'Ouverture

A revolt of enslaved people began in Saint-Domingue in 1791. Toussaint became a major leader in a struggle involving local groups and foreign powers.

Independence in 1804

Haiti emerged from sustained military resistance and political decisions. Revolutionary ideals mattered, but enslaved people's organisation and action were essential.

Do not attribute independence simply to French generosity or say Toussaint declared it in 1804.

Responses to revolutionary change differed

Support for reform

Equality and human rights inspired challenges to hereditary privilege and arbitrary authority.

Criticism and conservatism

Edmund Burke and other critics condemned violence and attacks on inherited institutions. Some people supported particular reforms while opposing other actions.

The Revolution strengthened conservative arguments; it did not invent every defence of tradition.

Source comparison: rights and exclusion

A: Declaration, 1789

Author-written paraphrase:
government should protect liberty
and equal rights; inherited social
distinctions require justification.

B: De Gouges, 1791

Author-written paraphrase: women
must receive rights that
revolutionary men have failed to
extend to them.

These are teaching paraphrases, not quotations. Compare the claims, then connect each emphasis to its historical situation.

Your turn: compare two rights claims

Original practice — attempt before the check

Using A and B, explain one shared principle and one difference. Explain how B qualifies a claim that the Revolution immediately achieved universal equality. Do not infer that an author's identity alone settles whether the claim is valid.

Check: a common standard, a contested application

Shared principle

Rights provide a standard for judging political authority. Neither position treats inherited authority as sufficient by itself.

Different emphasis

A sets general principles against the old order. B challenges women's exclusion from the revolutionary settlement.

A promise of equal rights is not evidence that every group enjoyed them. Perspective helps explain emphasis; evaluate claims with evidence.

Exercises 2.1·2.2

2.1 State what happened in Saint-Domingue and its outcome. [2]

2.2 State the two reactions the Revolution produced in Europe. [2]

Exercises 2.1·2.2

2.1 State what happened in Saint-Domingue and its outcome. [2]

2.1

- revolutionary ideals inspired a revolt of enslaved people led by Toussaint L'Ouverture; the colony became the independent nation of Haiti in 1804
-

2.2 State the two reactions the Revolution produced in Europe. [2]

2.2

- many were inspired by the emphasis on equality and human rights; others condemned the violence and disregard for traditional authority

Exercise 2.3 (a)

2.3 A declaration written for one country is taken up in a colony.

(a) State why its authors could not easily object.

[1]

Exercise 2.3 (a)

2.3 A declaration written for one country is taken up in a colony.

(a) State why its authors could not easily object.

[1]

(a)

- objecting would require abandoning the universality that gave the document its force

Exercise 2.3 (b)

2.3 A declaration written for one country is taken up in a colony.

(b) State the property of the language responsible.

[1]

Exercise 2.3 (b)

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(b) State the property of the language responsible.

[1]

(b)

- it names no particular people

Exercises 3.1-3.2

3.1 Saint-Domingue became independent as

[1]

☐

A Haiti in 1804

B Cuba in 1810

C a French department

D a British colony

3.2 An answer giving only the inspired reaction has recorded

[1]

☐

A all of the CED's claim

B half of it

C none of it

D the condemnation only

Exercises 3.1-3.2

3.1 Saint-Domingue became independent as

[1]

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A Haiti in 1804

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3.1 A

- Haiti, 1804

3.2 An answer giving only the inspired reaction has recorded

[1]

☐

A all of the CED's claim

B half of it

C none of it

D the condemnation only

3.2 B

- the CED gives both reactions equal weight

Exercise 3.3 (a)

3.3 Critics condemn the Revolution on two separate grounds.

(a) Name them.

[2]

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[2]

(a)

- the violence; the disregard for traditional authority

Exercise 3.3 (b)

3.3 Critics condemn the Revolution on two separate grounds.

(b) Explain why they are separable.

[1]

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[1]

(b)

- a critic could accept the principles and reject the Terror, or reject both