



Global Voices Information Sheet

Haiti's rural displaced



Ercene Metellus works to start her clothing business in her new home town of Hinche. (Photo by Ausherman Cenor / Free the Children)

Background Info

- The earthquake that struck Haiti on January 12, 2010, destroyed approximately 105,000 homes, and badly damaged over 188,000 more in the capital city of Port-au-Prince.
- With no homes, more than 1.5 million people ended up living in tents in massive camps around Port-au-Prince.
- Because of the conditions in the city and in the camps, more than 600,000 people chose instead to leave the city and go to other places in Haiti – smaller towns and rural areas.
- Some of the people who left went to live with relatives in other parts of Haiti. The ones who did not have relatives, like the Metellus family, had to rely on charity from aid organizations and the communities they went to.
- All communities in Haiti are affected by poverty. Having thousands of people from the city come to live in the smaller communities makes poverty worse because now they have to share their food, water, living space, and other resources with more people.
- Much of the economic activity in the rural areas of Haiti is farming. However, the people from Port-au-Prince have no experience as farmers, so it is hard for them to find work and make money.
- Organizations believe that about half the people who left Port-au-Prince have now gone back. However, because there was no census data and nobody tracked all the people who left, it is impossible to know for sure.
- Because nobody tracked the people who left Port-au-Prince, nobody knows exactly how many more displaced people may still be living in tents in fields and small villages, in desperate need of aid.

Key terms

- **Displaced people** – People who have had to leave the places they live – their homes and sometimes their towns and cities – because of natural disasters or conflict.
- **Rural areas** – The countryside and small towns outside of big cities. There are much fewer people in rural areas than in cities, and farming is often the main occupation.

Global Voices Elementary Educator Resources

Note to Educators:

The following activities are designed to stimulate a current events discussion. Generative in nature, these questions can be a launching point for additional assignments or research projects. Teachers are encouraged to adapt these activities to meet the contextual needs of their classroom.

In some cases, reading the article with students may be appropriate, coupled with reviewing the information sheet to further explore the concepts and contexts being discussed. From here, teachers can select from the questions provided below. Activities are structured to introduce students to the issues, then allow them to explore and apply their learnings. Extension and conclusion activities are included to challenge students and finally, encourage them to reflect on the issues at hand.

Since these activities are designed as discussions rather than formal lessons, assessment strategies are not included.

Themes and Course Connections

- Course Connections: Language and Social Studies.

Materials

- Chart paper
- Blackboard
- Colouring utensils
- Computers and the Internet (optional)
- Newspapers (optional)
- Global Voices column

Specific Expectations and Learning Goals

Students will:

- Develop and express responses to issues and problems.
- Reassess their responses to issues on the basis of new information.
- Participate in active group work and class discussions.
- Communicate effectively in written and spoken language or other forms of expression.
- Demonstrate the ability to think critically.
- Develop, express, and defend a position on an issue and explain how to put the ideas into action.

Knowledge and Understanding

1. K-W-L Chart: Haiti Earthquake (estimated time: 15 minutes)
 - a. Create a large chart with 3 columns on chart paper in front of the class. Label the columns: K, W and L for Know, Want to know, Learned. Once this is complete, you have created a K-W-L chart.
 - b. Ask students, popcorn style, to call out things they know about Haiti and the earthquake that happened two years ago. List these suggestions in the “K” column.
 - c. When this is complete, ask students to list any questions or things they want to know about Haiti and the current situation in the country. Write these suggestions in the “W” column.

- d. Explain to students that they will fill in the “L” column with information they have read about the progress in Haiti since the earthquake, at the conclusion of the lesson.
2. Haiti in the News (estimated time: 15 minutes)
 - a. Divide class into small groups and label this as their “current events group”.
 - b. Every morning in the classroom ask groups to look online for current information on Haiti.
 - c. Ask groups to collect articles they find on Haiti and read them as a group, discussing the events together.
 - d. When group discussions are complete, bring the class together and ask each group to read the names of the headlines they found and then discuss the articles as a class.
 - e. As a class determine the problems that persist in Haiti and discuss solutions.
 - f. Find a space in the class to display these articles whether it be a classroom bulletin board or a Haiti duo-tang so that students can look back at the articles as the weeks pass to determine how things are changing in Haiti.

Thinking

1. Guided Reading: The Global Voices Column (estimated time: 20 minutes)
 - a. Have students sit in a circle and distribute one copy of the Global Voices column to each student.
 - b. Pre-reading steps:
 - i. Make predictions: ask students to read the title of the column and view the pictures. After doing so, ask them to make predictions as to what the column is going to be about.
 - ii. Introduce vocabulary from the column.
 - iii. Assess prior knowledge: ask students to discuss what they already know about these topics.
 - c. Reading steps:
 - i. Go around the circle asking each student to read a section of the column to the class, so that everyone gets a turn.
 - ii. As students are reading, offer guidance and coaching by providing prompts, asking questions, and encouraging attempts at reading strategy application.
 - d. Post reading steps:
 - i. Encourage students to provide a summary of the column in order to ensure they have understood the series of events.
 - ii. Ask questions about the text to judge comprehension.
2. Media Literacy (estimated time: 15 minutes)
 - a. On a piece of paper ask each student to write the title of the column at the top of the page. Underneath the heading, have them create a chart with two columns across and five rows down.
 - b. In the first column, have them write the following questions:
 - i. What is the title of this column?
 - ii. Who is the author?
 - iii. What is the purpose of the column?
 - iv. What statistics or facts are listed in the column?
 - v. Are there biases or obvious points of view?
 - c. Have the students revisit the Global Voices column and fill in the chart answering the above questions.
 - d. Discuss the student’s charts as a class. Address the reasons why it is important to understand the source and potential bias of a website or print resource offering news information. Explain that just because a source has a bias doesn’t mean it has no value. One of the traditional purposes of publications is to express

opinions and attempt to convince readers of their validity. Explain that this is why it's important for each of them to form their own opinion while reading publications instead of agreeing with everything.

Communication

1. Rebuilding Haiti (estimated time: 45 minutes)
 - a. After reading the Global Voices column, divide the class into discussion groups of five or six.
 - b. Give students the following scenario:
 - i. Imagine you are an emergency relief taskforce stationed in Haiti on January 14, 2010, two days after the earthquake. The United Nations (UN) has just informed aid organizations that more than 200,000 people have died, and approximately 1.5 million people have become homeless. Half of Haiti's schools have been destroyed, most government offices have collapsed and there is an intense shortage of food and water. Your team has been tasked with creating a list of priority issues that should be resolved first. (For example, food, water, housing, education, jobs, etc.)
 - c. Next, ask them to work within their groups and come to an agreement about how they would address these issues in order of importance. Clarify that they will need to rank the issues.
 - d. Once groups are finished their discussion, bring the class back together and ask a representative from each group to list their ranking on the board. Briefly discuss as a class, identifying common themes and links between the rankings of each group.
 - e. Allow the groups to re-form. Explain to students that they will be assigned a second scenario, as follows:
 - i. It is two years later, January 12, 2012, and the taskforce has been asked to revisit their plan for rebuilding Haiti. Only half of the rubble has been cleared. More than 550,000 people still live in temporary camps without proper sanitation, running water or electricity. Seven out of every 10 people in the workforce are unemployed. Out of the 4,000 schools that were destroyed or damaged only 1,256 are currently functional. Your taskforce has been asked to create a sustainable development plan to help Haiti recover in the long-term.
 - f. Explain that sustainable development is development that lasts well into the future and allows a community to flourish on its own, through its own abilities. It also meets the needs of the present without compromising the ability of future generations to meet their own needs. Encourage them to think about how this sustainable development plan would be different from the initial emergency response.
 - g. Once the groups have finished brainstorming, bring the class back together and discuss the key differences between short-term emergency relief and long-term sustainable development.
2. K-W-L Chart: Haiti Earthquake continued (estimated time: 10 minutes)
 - a. Revisit the K-W-L chart from earlier in the lesson.
 - b. Ask students to list things they have learned about the situation in Haiti during the course of the lesson. Write down all suggestions in the "L" column.
 - c. Keep the chart displayed in the room and allow students to add more information to it over the course of the week.

Application

1. Haiti Perspectives (estimated time: continuous project)
 - a. Find the following paragraph in the Global Voices column, and read it out to the class: "For uncounted more displaced families, still living in tents in fields and

villages across Haiti, there will be no happy ending if they are forgotten, their stories untold.”

- b. Explain to the class that they will be writing in a communal journal, and include stories about Haiti’s displaced people so that they are not forgotten. Everyone will contribute an entry to this journal through the course of this project.
- c. As a class, brainstorm topics for journal entries (these can include creative stories from the perspectives of the Metellus family—referenced in the column, an aid worker stationed in Haiti since the earthquake, etc.)
Teacher Note: Encourage students to get creative with this project. They may include photo collages and newspaper clippings, or any sketches or images if they want.
- d. Submissions can be handed in for grading, and presented to the class. Arrange to compile journal entries together, and display the journal in your school library.

Additional Resources

In addition to the above lesson plans, you may want to share some additional resources with your students. Listed below are some links to useful online resources:

- Free The Children in Haiti <http://www.freethechildren.com/donate/haiti-earthquake-relief-fund/>
- Adopt-A-Village in Haiti <http://www.freethechildren.com/whatwedo/international/countries/haiti/>
- CIA World Fact Book: Haiti - <https://www.cia.gov/library/publications/the-world-factbook/geos/ha.html>
- Partners In Health – an advocacy organization that campaigns for social and medical services internationally <http://www.pih.org/pages/haiti/>
- UNICEF – an arm of the United Nations that works towards the fulfillment of children’s rights around the world <http://www.unicef.org/infobycountry/haiti.html>