



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 Secondary 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: Business Studies, Canadian and World Studies, English, Social Sciences and Humanities, Technological Education

Materials

- Chart paper
- Blackboard
- Computers and internet
- 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. Sustainable Development in Haiti (estimated time: 45 minutes)
 - a. Divide students into groups of four; this will be their research group.
 - b. Explain to students that they will begin by revisiting the Haiti earthquake that took place on January 12, 2010.
 - c. Looking back on the reconstruction of Haiti in the past two years, groups must research Haiti in the news and answer the following questions:
 - i. What particular industries, regions and locations were devastated by the effects of the earthquake that struck Haiti on January 12, 2010?
 - ii. What is sustainable development? Is it being implemented in Haiti as the country is rebuilt?

- iii. How can the Haitian government implement realistic programs to prevent such a large loss of life in the event of a future disaster such as this?
- iv. What limitations still hinder sustainable development in Haiti?
- d. When groups have completed their research, join groups together and discuss each question as a class.

Thinking

1. Reading Comprehension: Global Voices Column (estimated time: 15 minutes)
 - a. Pre reading steps:
 - i. Introduce the topic and encourage students to discuss what they already know about the topic, making predictions around what the column is about.
 - b. Reading steps:
 - i. Read: students must read the text independently, highlighting important points throughout the column.
 - ii. Ask: students must ask themselves what the story is about, recording five questions they have after reading the column.
 - iii. Paraphrase: encourage students to write point form notes in their own words around what the column is about.
 - c. Post reading discussion:
 - i. What are the main points of the column?
 - ii. What emotions did this column evoke in you?
 - iii. What problem is identified in the column?
 - iv. What questions do you have about the column?
2. Media Literacy (estimated time: 10 minutes)
 - a. Ask each student to perform an OPVL on the Global Voices column.
 - i. Origin: what is the source of this column?
 - ii. Purpose: why was this column written?
 - iii. Value: what are the facts and statistics in this column that give it value?
 - iv. Limitations: what perspective is the column written from, does this cause limitations?
 - b. When this is complete, bring the class back together and discuss student answers.

Communication

1. Haiti: Open for Business (estimated time: 30 minutes)
 - a. In the Global Voices column, it is stated that the migration of urban refugees into Haiti's rural areas put a strain on the resources of the communities that took them in.
 - b. Explain to students that the government of Haiti issued a [press release](#) to boost the country's economy. Ask students to get into their research groups created earlier. Students must then read the press release and answer the following questions:
 - i. What is the Haitian government's plan to promote business in the country?
 - ii. What are some of the business ideas mentioned in the article?
 - iii. Do you think these are good ideas? Why or why not?
 - iv. Is this an example of sustainable development? Why or why not?
 - c. Following this activity, bring the class back together and briefly discuss student answers.

Application

1. Developing a Sustainable Business Idea (estimated time: take home assignment)
 - a. The Global Voices column mentions that Metellus will stay in her rural community of Hinche and has set up small business selling clothing and shoes.
 - b. Explain to students that they will be developing a business idea in their research group, to help refugees like the Metellus family. The business must contribute to the sustainable development of Haiti, and include ideas about the following:
 - i. A mission statement, logo and a one year plan
 - ii. What industry will it support? (E.g. Restaurant, retail, factory, etc.)
 - iii. How will it benefit the local community without compromising the agricultural industry that already exists?
 - c. At the end of the project, the plan can be presented to the class, and then handed in for grading.

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>
- 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>
- Global Voices: Haiti – One Year Later <http://www.weday.com/learn/globalvoices/1>
- PR Newswire Press Release from Ministry of the Interior of Haiti <http://finance.yahoo.com/news/decentralization-gains-traction-key-driver-230300704.html>