

HAITI

ELEMENTARY LEVEL

Lesson Plan: Haiti in the elementary classroom

Rationale

On January 12, 2010, tragedy struck Haiti when a 7.0 magnitude earthquake rocked the country. The Haitian government reported that an estimated 230,000 people died, 300,000 were injured and 1,000,000 were rendered homeless. Already plagued as the poorest country in the western hemisphere, Haiti is now trying more than ever to get back on its feet. After an initial outpouring of support from the international community, aid has decreased as the international gaze has shifted from the crisis in Haiti. From internally displaced persons seeking refuge in tent cities to suffering through a devastatingly deadly cholera outbreak, Haitians are still struggling to rebuild their shattered country.

This lesson plan is designed to use Haiti as a vehicle from which educators and students can explore global issues such as sustainable development and poverty. Through these activities, students will gain the knowledge and skills necessary to question these issues and take action for countries such as Haiti that are in need of international support.

The activities in this lesson are organized into three parts (Haiti before the earthquake, the Haiti earthquake, and Haiti after the earthquake), followed by an extension activity. At the conclusion of the lesson, there is an assessment rubric that can be used to evaluate work created throughout the activities. For a comprehensive understanding of Haiti, teach this lesson in sequence, as a unit plan, or if you have less class time, select one activity from each section.

Through education we can work together to bring hope and opportunity to nations like Haiti.

Details

- **Grade level:** elementary
- **Themes:** Haiti, development, community, solidarity, sustainability, poverty, culture, natural disasters, internally displaced persons, blogging, human needs, current events, and rehabilitation.
- **Estimated time:** one introductory activity and one core activity from each section will take two hours. If you choose to complete all sections, the full lesson plan activities will take six hours of classroom time.
- **Learning goals**
 - Students will:
 - Formulate and share opinions on global issues and problems.
 - Demonstrate research skills by compiling information from a wide variety of print and electronic resources.
 - Participate in active group work and class discussions.
 - Communicate effectively in written, oral and artistic forms.
 - Further develop the ability to think critically.
- **Resources required**
 - Mural materials (brown craft paper, paint, markers, glue, scissors, etc.)



- Duo-tangs
- Writing materials
- Computers and internet
- Blackboard/white board/ chart paper
- Newspapers
- Four different coloured markers (black, green, red and orange)
- “The Lorax” by Dr. Seuss
- Haiti: La Solidarité How-To Guide
- **Assessment**
 - Appendix 1: Assessment Rubric for Student Work

Haiti: Before the Earthquake Activity

- **Purpose:** the purpose of this activity is to provide a safe environment for students to share their knowledge of Haiti and discuss Haiti's vulnerability to the earthquake.
- **Instructional method(s):** group discussion
- **Differentiated Instruction:**
 - Students use written language instead of verbal language, writing their responses down on paper.
- **Estimated time:** 15 - 20 minutes
- **Steps:**
 1. Ask students to sit in a circle.
 2. Explain that you will say a word and then each person will respond with the first word or statement that comes to mind.
 3. Say the word, "Haiti". Go around the circle to give everyone a chance to respond.
 4. When the sharing circle is complete, lead a more guided discussion about Haiti using the following suggested questions:
 - Where is Haiti located?
 - What language is spoken in Haiti?
 - What are residents of Haiti called?
 - What happened in Haiti on January 12, 2010?
 - Had you heard of Haiti before January 12, 2010? If so, what had you heard about this country?
 - What was the state of Haiti before the earthquake?
 - What are some of the reasons why the damage from the earthquake was so severe?
 - What have you heard about Haiti recently? Are the problems over?
 5. Throughout the course of this discussion, introduce additional questions and topics of discussion in order to ensure students have well rounded knowledge of Haiti before the earthquake.

Haiti: Haitian Mural Activity

- **Purpose:** the purpose of this activity is to give students an opportunity to learn more about Haitian culture, and to see the positive, rich cultural vibrancy of the country.
- **Instructional method(s):** independent research in the library, class cooperation, creative freedom.
- **Differentiated Instruction:**
 - Assign students to research groups.
 - Arrange all research material prior to the scheduled day.
 - Allow students to create individual pictures relaying their research instead of creating a class mural.
- **Estimated time:** continuous project covering two one hour periods
- **Steps:**
 1. In advance of this lesson plan, book library time for one class period.
 2. Explain to students that Haiti has a rich and colourful culture. Tell the class that they are going to work together to celebrate Haitian culture by building a creative visual mural of this culture.
 3. Ask students the following suggested questions about their class mural:
 - What is a mural?
 - What makes a good mural?
 - What are some of the important components we must include in our mural? (e.g. is a title important?)
 - What materials would you like to see used on this mural? (e.g. paint, markers, printed pictures, etc.)
 - What would you like the mural to tell others in the school?
 4. List the following topics on the board: food, language, art, traditional dress, life in Haitian cities, life in the Haitian countryside, employment, traditional celebrations, and government.
 5. Ask students to volunteer details they know about the various topics of Haitian culture (e.g.: food, language, art, etc.)
 6. Allow students to choose an area of interest and write their name beside the topics, based on what topic they would like to work on.
 7. Bring students to the library during your scheduled session and encourage them to use the resources available to find information on their chosen topic.
 8. Students must research their chosen topic. When this research is complete, they must determine how to represent their findings on the class mural (e.g. if a student is researching language, they may want to paint phrases in creole on the mural).
 9. When students have compiled the information they would like to include in the class mural, return to the classroom and lay out the brown craft paper.
 10. Encourage the class to work together and let their creativity flow.
 11. Display the completed mural in a hallway in the school.

Haiti: Haiti Earthquake and Natural Disasters Activity

- **Purpose:** the purpose of this activity is to introduce students to the topic of natural disasters, evaluating their prior knowledge before going further into details of the Haiti earthquake.
- **Instructional method(s):** group work, class discussion
- **Differentiated Instruction:**
 - Teacher asks for verbal suggestions and records answers around the central title.
 - Students respond to the picture gallery in written language rather than verbal.
- **Estimated time:** 30 - 45 minutes
- **Steps:**
 1. Write the central title "NATURAL DISASTER", on chart paper.
 2. Divide the class into pairs and give each pair two sticky notes.
 3. Ask each pair to discuss this topic and write two things they know about natural disasters on their sticky notes.
 4. When this is complete, ask each pair to place their sticky notes on the chart paper around the central title.
 5. Discuss similarities, differences, and common themes found on the display.
 6. Following this introduction, lead a brainstorm around natural disasters using the following suggested questions:
 - What is a natural disaster?
 - What makes a country vulnerable to the effects of a natural disaster (e.g. poor infrastructure, poverty, lack of resources etc.)? Why?
 - What are the consequences of a natural disaster?
 - What impact do they have on the people in the country affected?
 - What are the government's responsibilities at the time of a natural disaster?
 - What happens to the structures and resources of a country at the time of a natural disaster?
 - What responsibilities does the rest of the world have towards a country that has just experienced a natural disaster? What can other countries do to help?
 7. Ask students what type of natural disaster occurred in Haiti in January 2010? What were the effects of this natural disaster?
 8. Show students the series of pictures from Free The Children's Haiti Photo Gallery - <http://www.freethechildren.com/donate/haiti-earthquake-relief-fund/photo-gallery/>
 9. While looking at each picture, ask the students to identify any observational questions (e.g. what's happening?, how are people being affected?) and big picture questions (e.g. causes and solutions to what is happening in the photograph) about the picture.
 10. Ask students to select one picture from the montage and write a reflection about the picture identifying observational and big picture facts, as well as their personal reaction to the events in the photograph.
 11. When this is complete, help students to realize that solutions are at our fingertips, it's just a matter of offering our support and working together to make them happen.
 12. If you haven't already, take this opportunity to discuss the Haiti: La Solidarité campaign and encourage your students to sign up and participate.

Haiti: Country Mapping Activity

- **Purpose:** the purpose of this activity is to allow students to work through the events of the earthquake, providing them with a greater understanding of the struggles of the Haitian people.
- **Instructional method(s):** group work, guided instruction.
- **Differentiated Instruction:**
 - Teacher demonstrates, as students follow along.
- **Estimated time:** 45 minutes
- **Steps:**
 1. Divide the class into groups of four.
 2. Explain to students that they are going to create a visual simulation of the Haiti earthquake in order to understand the series of events that took place. Students will work together through the following steps using symbols, pictures and words to represent the events of the earthquake.
 3. Distribute chart paper and drawing materials to each group.
 4. Guide students through the following steps:
 - On one end of the chart paper, create the village (black marker):
 - There are two families that live in the village. Each family has one home.
 - Each family has five family members living in the home.
 - Each family has one goat.
 - Due to extensive deforestation, there are few trees.
 - There is no running water in the houses; rather, there is a stream nearby.
 - There is no electricity in the village.
 - There is no doctor or hospital in the village.
 - There is only one school in the area.
 - On the other end of the chart paper, create the city (green marker):
 - The city is located a far distance from the village.
 - The city is dense with poorly made structures.
 - There are one hundred people that live in this small area.
 - There are two hospitals.
 - There are two schools.
 - Due to extensive deforestation, there are no trees.
 - The roads are in very bad shape.
 - The earthquake strikes (red marker):
 - There are minor damages in the small village, structures remain intact and there is no loss of life.
 - There are major damages in the city. Structures collapsed causing fifty people to lose their lives.
 - There is no longer safe shelter in the city and the buildings are continuing to crumble in the after effects.
 - There is only one hospital left standing in the area and it is full due to the high degree of need for medical help.
 - Both schools in the city were destroyed.
 - Now there are 50 people without places to live, without adequate medical care and with limited access to food and water supplies.
 - Internally displaced people (orange marker):
 - Explain that in search of their basic needs and safer conditions, forty people left the city and migrated to the rural countryside.

- The families in the village welcomed five people each into their houses, sharing their basic supplies and helping them in any ways they could.
 - Of the remaining thirty people who retreated to the village, they were given one tent between five people; forming what is known as an Internally Displaced Persons (IDP) camp in the rural area.
 - All of the people in Haiti remain in these positions, in need of international aid and medical help.
5. Ask each group to look at their maps and answer the following suggested questions:
- Where do you see areas of need? Encourage students to point to these areas on their maps.
 - What do you think needs to be done to help the people of Haiti?
 - What do the people in the IDP camp need?
 - What do the people living in the rural village need?
 - What do the people remaining in the city need?
 - What needs to be done to the physical structures in the city?
 - What needs to be done to the physical structures in the rural village?
6. Following this discussion, in a sensitive manner, address students' feelings. Explain that they are going to learn about the many ways they can lend a helping hand to the people of Haiti.

Haiti: Rebuilding Haiti Activity

- **Purpose:** the purpose of this activity is for students to gain an understanding of development, specifically sustainable development. It is an opportunity for them to discuss sustainable ways to rebuild Haiti and get the country back on its feet.
- **Instructional method(s):** teacher instruction, class discussion.
- **Differentiated Instruction:**
 - Students read “The Lorax” by Dr. Seuss independently
- **Estimated time:** 30 minutes
- **Steps:**
 1. Sit at the front of the class and ask the students to come and sit around you.
 2. Explain that they will be hearing an important story called “The Lorax” by Dr. Seuss. Ask students to listen carefully to the message of the story as you read.
 3. When the story is complete, ask the following reflection questions:
 - What did the “far end of town” look like at the beginning of the story?
 - What were the Once-ler’s goals? How did he use the natural resources of the area? Do you agree with his choices?
 - What were the Lorax’s concerns? Did these concerns come true?
 - What did the “far end of town” look like at the end of the story? Why did this happen?
 - What could the Once-ler have done differently to avoid this destruction?
 - After learning his lesson, the Once-ler says that “unless someone like you cares a whole awful lot, nothing is going to get better. It’s not”. What does this mean?
 - The Once’ler offers different solutions on how to rebuild the land, what are these solutions? What would their impact look like?
 4. Once the students have discussed the story, apply these learnings to the situation in Haiti. Explain to the class that this story covers a very important development issue facing a place like Haiti today, this issue is sustainable development.
 5. Based on what they have learned from “The Lorax,” ask the class if they can define sustainable development? Write suggestions on the board.
 6. Explain that sustainable development is development that lasts well into the future and allows a community to flourish on its own, through on its own abilities. It also meets the needs of the present without compromising the ability of future generations to meet their own needs. Ask, why were the Once’lers’ choices not sustainable? What could the Once’ler have done differently to make his choices sustainable?
 7. Divide students into groups of four and provide each group with a sheet of chart paper.
 8. Have each group create with the following headings:
 - Education
 - Leadership training
 - Clean water programs
 - Employment
 - Environment
 - Government
 9. Ask students to think about Haiti and what needs to be done in the following areas to strengthen the country, establishing sustainable development. Encourage students to brainstorm as a group, writing point form notes in their chart.
 10. After groups have completed their charts, hold a class discussion around sustainable development in Haiti. Ensure that students have a sound understanding of this topic.

Haiti: Haiti in the News Activity

- **Purpose:** the purpose of this activity is for students to see that although the earthquake is long over, its effects are everlasting. This activity will encourage them to stay up to date on current events while learning how much Haiti still needs our help.
- **Instructional method(s):** group work, class discussion.
- **Differentiated Instruction:**
 - Allow students to listen to television news broadcasts in substitution of print sources.
- **Estimated time:** 15 minutes per session
- **Steps:**
 1. Divide class into small groups and label this as their “current event group”.
 2. Every morning in the classroom ask groups to look through newspapers for current information on Haiti.

Teacher Note: Haiti has been active in the news since the events of the earthquake. You may choose to include a step that involves searching through archives of newspapers in order to remain up to date on all events since the earthquake, rather than just the most current.

3. Ask groups to collect articles they find on Haiti and read them as a group, discussing the events together.
4. When group discussions are complete, bring the class together and ask each group to read the names of the headlines they found, then discuss the articles as a class.
5. As a class determine the problems that persist in Haiti and discuss solutions.
6. 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.

Lesson Plan: Extension Activity

Extension Activity: Gift + Issue = Change

- **Purpose:** the purpose of this activity is to provide students with an outlet for action by engaging them in Free The Children's the Haiti: La Solidarité campaign.
- **Instructional method(s):** class discussion, video demonstration
- **Differentiated Instruction:**
 - Students read the How-To Guide, learning the details of the campaign and present fundraising ideas to the teacher.
- **Estimated time:** 20 minutes
- **Steps:**
 1. Ask students to reflect on all they have learned about Haiti.

Teacher Note: Haiti has been active in the news since the events of the earthquake. In order to ensure students have well rounded knowledge of Haiti, encourage them to stay up to date on current events by collecting news on Haiti to report to the class. Compile all collected news in a class current events duo-tang. You may also wish to have the students review Craig Kielburger's Haiti blogs (link is found in the additional resources section of the lesson plan).

2. Explain to students that it is easy to feel helpless when learning about issues such as this because it is difficult to determine how you can help. However, explain that there are solutions to this helplessness. Free The Children's Haiti: La Solidarité campaign is a call to action, a tangible way that they can stand in solidarity with the Haitian community and support them on the road to rehabilitation and development.
3. Introduce the campaign by viewing the following video:
 - Haiti: La Solidarité – www.freethechildren.com/lasolidarite
4. Keeping in mind all they have learned throughout the course of the lesson, ask students the following questions:
 - Why is this campaign important?
 - What does this campaign mean to you?
 - What are the goals of this campaign?
5. Explain to students that by participating in this campaign, students will contribute to Free The Children's Adopt A Village program in Haiti. This means they will help to bring access to health care, education, clean water and sustainable livelihood to families in Haiti, helping to lift them out of this cycle of poverty.
6. Ask students what they are good at. What is their particular gift or talent (e.g. fine art, figure skating, computers, etc.)? List examples on the board.
7. Now, ask students to volunteer the different issues facing Haiti today. As students make suggestions, write their answers on the board, parallel to their gifts.
8. Return to the list of gifts, go down to each items and ask students to list the different ways each of these gifts can be used to contribute to one of the issues Haiti is facing today. Join these items by a line and discuss how this is possible with the students.
9. As a class, access the "How-To Guide" and follow the specific steps to determine you class fundraising strategy – www.freethechildren.com/lasolidarite.

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:

- Haiti La Solidarité - http://www.freethechildren.com/getinvolved/youth/campaigns/campaigns.php?type=la_solidarite
- 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/>
- Craig's Haiti Blog:
 - Crisis in Haiti written January 17, 2010 - <http://www.freethechildren.com/donate/haiti-earthquake-relief-fund/blog/crisis.php>
 - Haitians are True Heroes written January 18, 2010 - <http://www.freethechildren.com/donate/haiti-earthquake-relief-fund/blog/hereo.php>
 - The Voice of Haiti written January 19, 2010 - <http://www.freethechildren.com/donate/haiti-earthquake-relief-fund/blog/voice.php>
 - A Network of Hope written January 19, 2010 - <http://www.freethechildren.com/donate/haiti-earthquake-relief-fund/blog/hope.php>
 - The Road to Help written January 20, 2010 - <http://www.freethechildren.com/donate/haiti-earthquake-relief-fund/blog/road.php>
 - Aftershock Causes More Uncertainty written January 20, 2010 - <http://www.freethechildren.com/donate/haiti-earthquake-relief-fund/blog/cause.php>
 - No End in Sight written January 21, 2010 - <http://www.freethechildren.com/donate/haiti-earthquake-relief-fund/blog/end.php>
 - We Are All Haitian written January 22, 2010 - <http://www.freethechildren.com/donate/haiti-earthquake-relief-fund/blog/index.php>
- CIA World Fact Book: Haiti - <https://www.cia.gov/library/publications/the-world-factbook/geos/ha.html>
- Partners In Health <http://www.pih.org/pages/haiti/>
- UNICEF <http://www.unicef.org/infobycountry/haiti.html>
- Global Voices
 - Haiti struggles to prevent cholera's spread - <http://www.thestar.com/news/globalvoices/article/897539--global-voices-haiti-struggles-to-prevent-cholera-s-spread>
 - Election day in Haiti - <http://www.thestar.com/news/globalvoices/article/901408--global-voices-election-day-in-haiti>
 - Teaching Haitians the Skills to Rebuild is better for the long term - <http://www.thestar.com/specialsections/article/853011--teaching-haitians-the-skills-to-rebuild-is-better-for-the-long-term>
 - Haiti needs more than a celebrity president - <http://www.thestar.com/news/globalvoices/article/844882--global-voices-haiti-needs-more-than-a-celebrity-president>
 - Don't overlook needs of Haiti's countryside - <http://www.thestar.com/news/globalvoices/article/799948--global-voices-don-t-overlook-needs-of-haiti-s-countryside>

- Listen to Haiti's success stories to break dependency -
<http://www.thestar.com/news/globalvoices/article/793763--listen-to-haiti-s-success-stories-to-break-dependency>
- Craig's Haiti Videos
 - Craig in Haiti Day 1
<http://www.youtube.com/freethechildrenintl#p/u/38/Uc6bYbEwZAs>
 - Visiting Free The Children schools
<http://www.youtube.com/freethechildrenintl#p/u/37/VfRcVjeg0BA>
 - Purchasing Supplies
http://www.youtube.com/freethechildrenintl#p/u/36/cK_RT_WN-6E
 - Update on FTC schools
http://www.youtube.com/freethechildrenintl#p/u/35/nhTzxM217_s
 - IDP camps http://www.youtube.com/freethechildrenintl#p/u/34/q_eG3aSjt5Y

Appendix 1

Use the below assessment rubric to evaluate students' comprehension of issues and participation in the lesson plan activities. This rubric can be used in the following activities: Haiti Mural, Natural Disasters, Country Mapping, Sustainability and Staying Current, Haiti in the News.

Assessment Rubric for Student Work

Performance Factors	Outstanding	Very Effective	Effective	Marginally Effective	Ineffective
Producing Quality Work	-produces high quality work	- produces quality work	-produces good quality work	-produces work with limited quality	-produces work with no quality
Using Work Time Effectively	-always remains on task, showing exemplary adherence to boundaries and rules	-consistently remains on task, showing respect to boundaries and rules	-sometimes on task, showing inconsistent observance of boundaries and rules	- sometimes on task, showing limited observance of boundaries and rules	-not on task, showing no observance of boundaries and rules
Knowledge Of Topic	-demonstrates thorough knowledge and understanding of concepts	-demonstrates considerable knowledge and understanding of concepts	-demonstrates some knowledge and understanding of concepts	-demonstrates limited knowledge and understanding of concepts	-demonstrates no knowledge and understanding of concepts
Communicating Effectively	-expresses and organizes ideas and information with a high degree of effectiveness	-expresses and organizes ideas and information with considerable effectiveness	-expresses and organizes ideas and information with some effectiveness	-expresses and organizes ideas and information with limited effectiveness	-expresses and organizes ideas and information with no effectiveness
Originality	-presents or selects a fresh and original idea	-presents of selects a somewhat original idea	-presents a somewhat predictable response to the topic	-presents a predictable response to the topic	-restates topic using no original ideas

*Use this assessment rubric to evaluate student's comprehension of issues and their ability to communicate this knowledge in an original and effective manner through class assignments. This rubric can be used in the following activities: Haiti Mural, Natural disasters, Sustainability and Country Mapping