

# HAITI

## SECONDARY LEVEL

### Country Profile

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- **Purpose:** the purpose of this activity is to begin a discussion around the country of Haiti, introducing key issues plaguing the country prior to the event of the earthquake. This will give a comprehensive understanding of the social, political, economic and environmental issues that contributed to the devastating effects of the natural disaster.
- **Instructional method(s):** class discussion, independent project.
- **Differentiated Instruction:**
  - Students work in research groups and compile their findings, creating a group PowerPoint presentation.
- **Estimated time:** continuous project covering two, one hour periods.
- **Steps:**
  1. Hold a discussion that emphasizes the importance of understanding Haiti's past before we can help them through their rehabilitation in the present.
  2. When this discussion is complete, explain to students that they are going to work on an independent project. This project will involve creating a profile of Haiti by collecting information and statistics about the country.
  3. The country profile will consist of three parts:
    - Part 1: Timeline
      - Timeline must run from the Haiti's earliest historical events until the present day. This diagram must include: events, date, and significance.
    - Part 2: General information
      - Geography: location, climate, terrain, natural resources, land use, natural hazards, and environmental issues.
      - People: nationality, religions, languages, literacy rate, population, population growth rate, birth rate, death rate, infant mortality rate, and HIV/AIDS prevalence.
      - Government: government type, capital city, independence, country politics.
      - Economy: GDP, unemployment rate, urbanization, population below poverty line, imports, exports and debt.
    - Part 3: Analysis
      - Using the information they compile, students must try to understand the condition of Haiti prior to the earthquake and identify why the effects of the earthquake were so vast and severe.
  4. When students have completed their projects, facilitate a discussion around their findings before collecting their projects for grading.