

# HAITI

## SECONDARY LEVEL

### Lesson Plan: Haiti in the secondary classroom

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#### 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:** secondary
- **Themes:** Haiti, development, community, solidarity, sustainability, poverty, culture, natural disasters, internally displaced persons, blogging, human needs, current events, and rehabilitation.
- **Estimated time:** if you choose to complete all sections, the full lesson plan activities will take between seven and eight 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**
  - Chart paper



- Blackboard/whiteboard
- Computers and internet
- Newspapers, magazines and books
- Writing utensils
- 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 introduce the country of Haiti in order to assess students' prior knowledge and understanding of the country.
- **Instructional method(s):** class discussion, independent work.
- **Differentiated Instruction:**
  - Students fill out personal written sheets and submit their answers to the teacher.
  - Class participates in a verbal discussion around the topics.
- **Estimated time:** 15-20 minutes
- **Steps:**
  1. Hang six sheets of chart paper around the classroom. On each sheet write one of the following titles: international aid, poverty, infrastructure, government, development and sustainability.
  2. Have students collect a writing utensil and rotate through the six topics. Under each heading they must write things they know about the topic, as well as questions they have.
  3. When they are finished circulating, read the comments aloud, identify common themes and clarify any confusion.
  4. Conduct a brainstorm around how these topics relate to each other.
  5. Explain that all of these topics are key issues plaguing the country of Haiti today.
  6. Next, ask students to revisit each topic with Haiti in mind, discussing how these topics play out in Haiti's vulnerability, especially before the earthquake.

## Haiti: Country Profile

- **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.

## Haiti: Natural Disaster Activity

- **Purpose:** the purpose of this activity is for students to learn the natural causes of earthquakes, before discussing the damages that occur and the ability or inability to prepare for such a disaster.
- **Instructional method(s):** group discussion, video demonstration, photograph demonstration, independent work.
- **Differentiated Instruction:**
  - Provide students with a script of the video content.
  - Students perform independent research on earthquakes and present their findings.
- **Estimated time:** 20 minutes
- **Steps:**
  1. Ask students what they know about earthquakes.
  2. Learn about earthquakes through this video by National Geographic Earthquakes 101 - <http://video.nationalgeographic.com/video/player/environment/environment-natural-disasters/earthquakes/earthquake-101.html>
  3. After viewing the short video, have students define the following terms: epicenter, fault, hypocenter, magnitude, plates, plate tectonics, seismic shock waves, and Richter scale.
  4. Address the definitions as a class and continue this discussion using the following suggested questions:
    - What is the link between causes and location of major earthquakes?
    - Where have earthquakes happened in the past? Record a list on the board.
    - In these places where earthquakes have occurred, why are the effects worse in some locations than in others? (e.g. Haiti versus Chile).
    - What can be done in a country to prepare for an earthquake and ensure there is minimal damage?
    - What steps can individuals take to prepare for an earthquake?
  5. Ask students what the severity was of the earthquake that hit Haiti in January 2010? What were the effects of this natural disaster?
  6. 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/>
  7. Allow students to view each picture in silence for thirty seconds before moving onto the next picture.
  8. As a class, choose one photograph. Ask students to volunteer observational questions about the picture on the white board (e.g. what is happening? How is it affecting people lives?, etc.), recording their answers on the white board.
  9. Then brainstorm big picture questions (about the causes and solutions to what is happening in the photograph) and write these on the white board in a different colour (e.g. what caused the disaster? Why is it so devastating? What can the world do about it? What can I do about it?, etc).
  10. Independently, ask students to write a reflection around the questions written on the board and the impact of the Haiti earthquake.

## Haiti: Blogs Activity

- **Purpose:** the purpose of this activity is for students to learn about the Haiti earthquake in real time, learning how to reflect on the issues that occurred.
- **Instructional method(s):** group discussion, video demonstration, independent work
- **Differentiated Instruction:**
  - Class is divided into groups and each group is assigned one blog entry to analyze and respond to.
  - Students watch Craig's video entries (see additional resources) and respond to the issues.
- **Estimated time:** continuous, independent project covering two one hour periods.
- **Steps:**
  1. Explain to students that after the earthquake struck Haiti, Free The Children had a team in country to provide immediate help while assessing the damages to determine how they could assist in the short-term and long-term. Craig Kielburger was one member of this team. Over the course of his stay in Haiti, he kept a written blog, describing his findings and telling the stories of the people he met.
  2. Before going into Craig's experience on the ground after the earthquake, begin by showing students an interview with Craig on Canada AM prior to his journey to Haiti – Craig Kielburger on Canada AM - <http://watch.ctv.ca/news/clip255333#clip255333>
  3. Explain to the class that they will be creating an on-line class blog about Haiti. Students must begin by reading through the series of blogs written by Craig during the course of his time in Haiti after the earthquake. As they are reading, they must choose three issues addressed in the series and discuss them in blog format, posting their entries on the on-line class blog once they are complete.
  4. Begin by holding a discussion around blogs using the following suggested questions:
    - What is a blog?
    - Why do people write blogs?
    - Why do people read blogs?
    - What makes a good blog?
    - What steps are needed to create a blog?
    - What topics could you write about in your own personal blog?
  5. Provide students with the following links to Craig Kielburger'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>
6. Once the blog has been created (see directions below), brainstorm ideas of how to get members of the school community to view the blog. This can be an opportunity for the class to advertise their fundraising initiatives.

*Teacher Note: steps to creating a class blog:*

- Create a class email account (e.g. [HaitiwithMrsSmith@gmail.com](mailto:HaitiwithMrsSmith@gmail.com))
- Visit a blog creation website such as [www.blogger.com](http://www.blogger.com) or [www.wordpress.com](http://www.wordpress.com)
- Click on "Create a Blog" or "Sign Up".
- Using the class email account, fill in all the appropriate information on the sign up page.
- Create a simple password the entire class will know and use (e.g. *iloveschool*).
- Click next and create the blog title and URL. If possible make these similar.
- Click next and proceed to choose the blog template.
- Congratulations, you have created your class blog! Now you can encourage the students to post their work independently.

## Haiti: Analyzing Aid Agencies Activity

- **Purpose:** the purpose of this activity is to encourage students to analyze different assistance strategies selected by various aid agencies during a time of tragedy. Students will analyze the positive and negative impacts of these decisions.
- **Instructional method(s):** class discussion, independent research, individual presentations.
- **Differentiated Instruction:**
  - Assign students to groups based on their agency of choice.
- **Estimated time:** continuous project covering two, one hour periods depending on class size.
- **Steps:**
  1. Write the following Chinese Proverb on the board: “Give someone a fish and they will eat today. Teach someone to fish and they will eat for a lifetime.”
  2. Ask students to respond to the proverb in an active class discussion, relating its teachings to Haiti.
  3. Explain that after the earthquake in Haiti, many organizations mobilized and stepped in to help Haiti in any way that they could. Each of these agencies has taken on a different aid strategy, whether it was immediate assistance or long-term development. Tell students that they will be conducting an analysis on one of these agencies, determining the strengths and weakness of their assistance approach. Students will create a five minute PowerPoint presentation outlining the strengths and weaknesses of their approach.
  4. Ask students to choose one of the following Aid Agencies:
    - Canada for Haiti Coalition - <http://www.canadaforhaiti.com/Forms/Home.aspx>
    - Canadian Red Cross - <http://www.redcross.ca/article.asp?id=33898&tid=001>
    - Free The Children - <http://www.freethechildren.com/haiti/>
    - Oxfam Canada - <http://www.oxfam.ca/>
    - Partners In Health - <http://www.pih.org/pages/haiti/>
    - Plan International Canada - <http://plancanada.ca/>
    - Save The Children Canada - <http://www.savethechildren.ca/>
    - UNICEF Canada - <https://secure.unicef.ca/portal/SmartDefault.aspx?at=1211&appealID=90&CID=99>
    - World Vision - <http://www.worldvision.ca/give-a-gift/Pages/EarthquakeinHaiti.aspx?mc=4153730&qclid=CLT74fTHoZ8CFRh15QodZWM20w>
  5. When researching their agency students must evaluate based on the following criteria:
    - **Relevance:** the extent to which the aid activity is customized and suited to the unique circumstances of the aid recipient (e.g.: does the donor take into account cultural, social and environmental factors?, etc.).
    - **Effectiveness:** the extent to which an aid activity attains its objectives in a streamlined, efficient logical way (e.g.: is money well-spent and budgeted appropriately? Are funds directed to areas where there is the most need?, etc.).
    - **Impact:** the positive and negative changes produced by development intervention (including directly or indirectly, intended or unintended). This involves the main impacts and effects resulting from the activity on the local social, economic, environmental, and other development indicators.



- Sustainability: whether the benefits and outcomes of an activity are likely to continue after donor funding has been withdrawn.
6. When students have completed their projects, they must present their PowerPoint presentations to the class, encouraging discussion around their agency of choice and its impacts.

## 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](http://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](http://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:

- Free The Children in Haiti <http://www.freethechildren.com/donate/haiti-earthquake-relief-fund/>
- AAV in Haiti <http://www.freethechildren.com/whatwedo/international/countries/haiti/>
- Craig's Haiti Blog:
  - [Crisis in Haiti](#) written January 17, 2010
  - [Haitians are True Heroes](#) written January 18, 2010
  - [The Voice of Haiti](#) written January 19, 2010
  - [A Network of Hope](#) written January 19, 2010
  - [The Road to Help](#) written January 20, 2010
  - [Aftershock Causes More Uncertainty](#) written January 20, 2010
  - [No End in Sight](#) written January 21, 2010
  - [We Are All Haitian](#) written January 22, 2010
- 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
  - [Teaching Haitians the skills to rebuild is better for the long term](#)
  - [Haiti needs more than a celebrity president](#)
  - [Don't overlook needs of Haiti's countryside](#)
  - [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](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](http://www.youtube.com/freethechildrenintl#p/u/35/nhTzxM217_s)
  - IDP camps [http://www.youtube.com/freethechildrenintl#p/u/34/q\\_eG3aSjt5Y](http://www.youtube.com/freethechildrenintl#p/u/34/q_eG3aSjt5Y)

## Appendix 1

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