

Teacher's Guide for FACES

September 2011, HAITI

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Getting Ready:

Assess background knowledge of students. Do they remember hearing/seeing/reading about the earthquake in Haiti? Some may remember the celebrity telethon aired nationwide to raise support for earthquake victims. Have the children recount their memories from this event.

High Five and At a Glance:

Research: Caribbean Islands- list other well known countries

Use the map: Describe the topography of Haiti. What impact does the topography have on the location of cities and towns?

Predict: What would it be like to drive across the country under regular conditions? What about after the earthquake?

Describe the climate: Use Haiti's global position to predict its weather patterns.

Economy: The economy is driven by the "services" Haiti supplies. What is meant by this term?

Social Studies: What does "semi-presidential" mean? Research the term and find other countries with a similar government structure.

Resources and Crops: What effect do you think the earthquake had on Haiti's natural resources? Mining operations? Crop production?

Helping the Animals of Haiti

Use the SQ3R method for this article.

Survey: Preview the pictures and read the captions. How would you describe the living conditions?

Question: Turn the 3 subheadings into questions. Write them on the board.

Read: Read the article to find the answers to your questions.

Recite: Call on students to recite the answers to the questions.

Review: What did you learn from the article?

Additional research: Go to the WSPA official website and click on WSPA Global Review 2010 to find out what they did in Haiti and other regions of the world.

Debate: Should all of this time and manpower be put into saving Haiti's animal population? Write an argument for or against ARCH. Use traditional and electronic sources to provide evidence supporting your position.

Beyond Mountains... More Mountains

1. Even though the events of the earthquake have faded from U.S. headlines, how are Haitians faces with daily reminders of this devastating event?
2. Compare and contrast Haiti's history with U.S. history.
3. Analyze the actions of Bartolome de las Casas and Toussaint L'Ouverture. How did their actions change the course of Haiti's history?
4. Evaluate this statement: When Haiti proclaimed independence in 1804, it was a country ahead of its time.
5. How do political unrest and a high poverty rate impact a country?
6. In what ways would higher construction standards have helped Haiti in 2010?
7. What obstacles stand in the way of rebuilding? What would help the situation?
8. What dangers do you see in having 600,000 people living in a tent city this long after the earthquake?

Math: Use base ten blocks to show 5% of 100. Make a pie chart representing the amount of rubble that has been removed. At a rate of 5% per year, how many years will it take to clean up all the rubble?

Art: Illustrate the Haitian saying, "Beyond the mountains, there are more mountains." Do you interpret it as a message of warning, hope, or both?

Science: Rubble seems to be an unresolved issue. Brainstorm uses for the rubble. What would happen if it were just piled into the ocean?

Growing Up in Haiti

Writing: Suzie's essay is organized into topics and subtopics. Use a graphic organizer to break down the format of her essay. For example:

Paragraph 1	Paragraph 2	Paragraph 3
Home	Family	School
-inside	-father	-differences
-outside	-stepmother	-good things
-pets	-siblings	

Writing: Suzie and Camelo both have career plans that seem to be a result of what they have witnessed in their homeland. Write a cause/effect essay describing how this happened.

Setting Goals: Camelo has personal dreams as well as dreams for his country. A dream can be thought of as a goal. What can Camelo do to make his personal dreams a reality?

1. To be a singer,
 - a. today he can...
 - b. next week he can...
 - c. next month he can...
 - d. next year he can...
2. To be an agronomist,
 - a. today he can...
 - b. next week he can...
 - c. next month he can...
 - d. next year he can...

Kids Speak

Language arts: What adjective is used the most by the children? (beautiful) What mood is created by the use of this adjective? Think of other adjectives that could have been used. How would the mood be changed? After completing the issue, write an acrostic poem using the word BEAUTIFUL. You could also use HOPE from the Haitian proverb used in Renewable Energy.

Students Rebuild

Social Studies: Brainstorm your own fundraiser ideas. Check out <http://studentsrebuild.org/>. How does international collaboration help build a global community? Why is this important?

Renewable Energy

- Science:
1. Differentiate between renewable and nonrenewable resources.
 2. List examples of both types of resources.
 3. Find six examples of how solar energy is being used in Haiti.
 4. Why is solar power a natural solution for a Caribbean country?
 5. Construct a flow chart (using pictures or words) showing how the use of charcoal (chabon) upsets the ecological balance.

If Walls Could Talk

Reading for Information:

1. Define graffiti.
2. How is Jerry Rosembert's graffiti different from what we think of as graffiti?
3. Why does Rosembert's work have a "tendency to ruffle some feathers?"

4. Who might take offense at his work? Who might enjoy it?
5. How did Rosembert's childhood help form him as an artist?
6. What sort of impact did the death of K-tafalk have on Rosembert? Positive? Negative? Both?
7. Where does Rosembert find inspiration for his art? Why?
8. Rosembert says: "Don't just listen to what others say; see Haiti with your own eyes." What do you think he means by this?

Art: Page 25 describes several of Rosembert's pieces. Choose one and make your own graffiti version of his social messages. OR think about a social message you could teach your fellow schoolmates. Use graffiti art to design it.

Voodoo: It's Not What You Think

Before reading: What is your initial reaction to the photographs accompanying this article? What DO you think about voodoo?

As you read: Underline five sentences in the article that made you think: Really? I didn't know that!

After you read: Voodoo blends aspects of various religions. What similarities and differences do you see when you compare Voodoo to your own religion? Why do you think the author wrote this article?

The True Language

Reading for Understanding:

1. Why is *French* one of Haiti's two national languages if only a small percentage of citizens speak it?
2. Explain why forms of Creole are found in all former French plantation colonies. Hint: Refer back to the quote above the title.
3. Trace the evolution of the Creole language.
4. What are the benefits of having Creole as a co-official language?
5. Do you see any detriments to this arrangement?
6. Can you think of any other countries that have more than one official language?
7. Why do you think the author chose to describe Creole as "The True Language" of Haiti?

Li, Li, Li: Libraries Rebuild

- Math:
1. Haiti has 16 libraries serving 10 million people. How many people are served by each library?
 2. What is 44% of your school population? What if that many people did not know how to read? How would your school be impacted?

Writing: Books offer a way of escape. Why, then, is Haiti's library system so important to the children? Think of books that have helped you "escape" from real-life. Make a list of books you think would help the children still suffering from the earthquake. Choose one book and write an essay explaining what made the book appeal to you. Include how the book changed you.

Interview Skills: Contact your local librarian or historical society. Find out what cultural events are coming to your town. Also find out what types of important documents are stored in your local library.

From a Haitian Kitchen

Writing: Look at the step-by-step directions for Capoise Squash Soup. Rewrite the directions in paragraph form. Use directional words to transition from step to step. (i.e. first, next, then,

meanwhile, at the same time, finally) When you are finished, compare your recipe with a classmate's version. Will you get the same result?

Research: What is a coyote? What would be a suitable substitute if coyotes were not available? How would the taste and texture of the finished recipe change?

Dear Tommy

Critical thinking: Why is it so important to hear, first hand, about Jennifer's experience? How might her perspective differ from that of a news reporter or tourist? What does the lack of a second response from Jennifer tell you about recovery efforts?

Bouki Rents a Horse

Language Arts: Use a dictionary to define FOLKTALE. Why is this play *retold by* Pat Betteley versus *written by* Pat Betteley? How does Ti Malice's sense of humor alleviate his friend's tense situation? In general, humor has a way of "lightening up" tough situations. Give an example. There are certain characteristics of the play that make it distinctly Haitian. What do you think they are? Could this folktale be re-written to fit in American society?

Ask for volunteers to play the parts. Make sure the students have had time to preview the play so proper expression can be utilized.