

## Lesson Plan Outline: High School

### **Overview:**

The basic organizing principles are why and how. Students will utilize research skills to learn basic facts about Haiti's geography, history, culture, and events surrounding the January 2010 earthquake. The program will also include a strong service-learning component, as students analyze how they can help Haitians change Haiti. This curriculum will take advantage of high school students' maturity and ability to work independently as well as in groups.

### **Part 1: Background Research**

This part can be assigned in the computer lab during school hours, or for homework. This could be a great vehicle for group work. Groups could each tackle all aspects of the assignment, or each group can tackle a specific issue. Final output could be a presentation and/or a research paper, with length and depth dependent on the students' skill level.

Possible Research Topics:

- Environment and Natural Resources
- Haitian history, pre-independence and the successful slave revolt
- Haitian history, post-independence
- January 2010 earthquake
- The effects of US involvement and trade policy (for advanced students)

*Materials:*

- Resource List
- Haiti Fact Sheet
- Computer Lab

### **Part 2: Group Discussion/Presentation, Critical Thinking and Analysis**

This segment can take the form of a class-wide discussion of their individual research questions (as listed above), or a series of group presentations on each particular topic.

*Essential Questions:*

- Before you started your research, how would you have answered the question "Why are certain people poor?"
- What factors in Haiti's history, economy, and environment have contributed to continued poverty?
- What kind of effect would those same factors have in [your locality]?
- What has been the effect of the January 2010 earthquake?
- How do you think a catastrophe like the earthquake would play out in [your locality]?

**Part 3: Making a Difference**

This segment explores the impact of low school enrollment at more personal level, particularly its effect on the *restavec* system. Students then investigate how they can make a difference, whether through donations, lifestyle changes, and future vocations.

*Essential Questions:*

- What's the impact of a child in Haiti not being in school, both on them and their communities?
- What would it be like to go through a day in [your locality] being unable to read, write, or do simple math?
- Does the situation in Haiti remind you of anything in [your locality]?
- How can we work to help Haitians change something like this, both in the short-term and the long-term?

*Materials:*

- CNN Restavec video
- Haiti Partners video
- One Day's Wages Video