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“Haiti: Rebuilding a Nation”
Language Arts Lesson Plan

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**A daily news broadcast for High School and Middle School students now
under development by MacNeil/Lehrer Productions**



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Winter 2010

Dear Educator,

the.News online video reports for *the.Globe* provide middle and high school students with a valuable exercise in social studies and language arts with this 6:39 minute video report on “Haiti: Rebuilding a Nation.” at www.pbs.org/newshour/thenews/theglobe. Correspondent Antonio Neves examines the global effort to rebuild and restore hope to Haiti after a devastating earthquake. Lesson plans for social studies and language arts are available to support this video in the “For Educators” section of the website. All videos and curricula have been informed by *the.News* instructional design that can be found on the website www.pbs.org/newshour/thenews. The curriculum includes content-based standards, discussion questions, student activities, vocabulary and primary reference sources. A complete transcript of each video report includes time codes to assist in isolating specific segments of the video and to augment the instruction of media literacy and multimedia production. All of this material is presented as options to fit teachers’ instructional needs.

References to Larry Bell’s “The 12 Powerful Words” are highlighted in **bold** in the lesson plans, in the “thought starter” questions on the home page and educator’s page, and in the transcript (to denote where they are used in the video segment).

We have also added general topics to correlate to the lessons and video as well as concept based curriculum examples.

We welcome our partners at the Omaha Public Schools who have joined *the.News* in a special pilot project during the 09-10 school year. We are also developing a new authoring tool for students called *YOU.edit*, to launch in early 2010. It will give students an online tool to remix the content of *the.News reports*, so they can create their own multimedia presentations. This editing tool will reside on our website so that it will be available to all students with an internet connection. It will be password protected so that it can serve as a viable educational asset that allows classroom teachers to assign multimedia projects within the security and content safety of *the.News* website.

Answers to student “**thought starter**” questions listed below the video.

#1. Get the people back to work.

#2. Organizing a multi-national conference on long term aid.

#3. “It’s learning about the interconnectedness of people in the world and how by chance one of us is born in this country and one of us is born in Haiti.”

For more information and questions about this material contact me at kjaffe@newshour.org

Sincerely,

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“Haiti: Rebuilding a Nation”

This lesson was designed to support *the.News* video “Haiti: Rebuilding a Nation” The video can be found online at www.pbs.org/newshour/thenews/theglobe

Grade Level: 7-12

Key Concept(s)

Students will review the use of the Internet, social media sites and cell phone text messaging in informing and the public about and raising funds for disaster relief in Haiti. Students will then **formulate** an information Website that **describes** the needs of Haiti after the 2010 earthquake, **explain** different ways the public can avoid making donations to fraudulent organizations, and **evaluate** the experience and effectiveness of various relief organizations.

Omaha Public Schools

<http://www.ops.org/District/LinkClick.aspx?fileticket=Hbqyrrg2ydM%3d&tabid=912&mid=2006>

Language Arts Grade 8

Reading

Standard 01: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing and expression.

Standard 03: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

Conceptual Lens: Adversity

Enduring Understanding: Adversity can orchestrate personal or societal change to mold the social fabric of a group of people.

Writing

Standard 04 Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

Standard 05: Students will write for a variety of purposes and audiences in multiple genres.

Multiple Literacies

Standard 09: Students will research, analyze, and communicate information in a variety of media and formats (textual, visual, and digital).

Note to the Teacher: This lesson is constructed to first of all inform students on the potential of the Internet, cell phone communication, and social networking for contributing positively to devastating circumstances. The lesson’s second purpose is to provide an opportunity for students to inform the public on the best ways to provide aid to an area of need, in this case the country of Haiti after the disastrous earthquake of January 12, 2010. The lesson provides a procedure for students to set up their own Haiti relief information site. The extent to which students complete this portion of the lesson is up to the teacher and school administration. Some schools may choose to not have their students actually post a site online. This lesson can be modified to accommodate those desires.

Key Objectives:

The student will:

- Understand how the Internet, social media sites, and cell phone text messaging have informed the public about and helped raise funds for disaster relief in Haiti.
- **Describe** the impact of the 2010 Haitian earthquake and **summarize** the extent of the devastation.
- **Explain** ways the public can avoid making donations to fraudulent organizations
- **Evaluate** the experience and effectiveness of various relief organizations.

Key Vocabulary:

- **Visionaries:** a person with unusually keen foresight able to see how things might turn out in the future.
- **Jeffersonian ideal:** pertaining to or advocating the political principles and doctrines of Thomas Jefferson, especially those stressing the inalienable rights of individuals.
- **grass-roots democracy:** a political process where much of the decision-making is located at the lowest geographic level of the organization, such as the city, neighborhood or even the individual.
- **social networks:** a social structure made up of individuals connected by one or more specific types of interdependency such as friendship, personal interests, or beliefs. The individual's identity is posted on a Website in the Internet and communication is facilitated through the sites email or messaging exchange.
- **non-profit organizations:** a business or company that does not distribute its profits to owners or shareholders, but instead uses surplus funds to help pursue other activities usually education or charity related.
- **fraudulent:** anything that is involving dishonest or purposefully inaccurate representation of someone or something.

Source: Dictionary.com

Lesson Topics:

- Latin American/Caribbean History
- U.S. Foreign Policy
- Copyrights
- Natural Disasters
- Emergency Response Systems
- Non-governmental organizations (NGOs)

Omaha Public Schools

<http://www.ops.org/District/LinkClick.aspx?fileticket=Hbqyrrg2ydM%3d&tabid=912&mid=2006>

Language Arts Grade 12

Reading

Standard 01: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing and expression.

Standard 03: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

Conceptual Lens: Adversity

Enduring Understanding: Adversity can orchestrate personal or societal change to mold the social fabric of a group of people.

Writing

Standard 04 Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

Standard 05: Students will write for a variety of purposes and audiences in multiple genres.

Multiple Literacies

Standard 09: Students will research, analyze, and communicate information in a variety of media and formats (textual, visual, and digital).

Materials:

- “Haiti: Rebuilding a Nation”
www.pbs.org/newshour/thenews/theglobe
- Internet access
- Student Handout
 - “Setting up Your Online Information Site”
- Pens, paper, pencils

Time Frame

Two to three class periods for research and compiling information.



McRel (www.mcrel.org)

Language Arts

Writing

Standard 1: Uses the general skills and strategies of the writing process

Level III (Grades 6-8)

- Prewriting: Uses a variety of prewriting strategies (e.g., makes outlines, uses published pieces as writing models, constructs critical standards, brainstorming, builds background knowledge)
- Drafting and Revising: Uses a variety of strategies to draft and revise written work (e.g., analyzes and clarifies meaning, makes structural and syntactical changes, uses an organizational scheme, uses sensory words and figurative language, rethinks and rewrites for different audiences and purposes, checks for a consistent point of view and for transitions between paragraphs, uses direct feedback to revise compositions)
- Editing and Publishing: Uses a variety of strategies to edit and publish written work (e.g., eliminates slang; edits for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level; proofreads using reference materials, word processor, and other resources; edits for clarity, word choice, and language usage; uses a word processor or other technology to publish written work)
- Writes compositions that address problems/solutions (e.g., identifies and defines a problem in a way appropriate to the intended audience, describes at least one solution, presents logical and well-supported reasons)

Level IV (Grades 9-12)

- Prewriting: Uses a variety of prewriting strategies (e.g., develops a focus, plans a sequence of ideas, uses structured overviews, uses speed writing, creates diagrams)
- Drafting and Revising: Uses a variety of strategies to draft and revise written work (e.g., highlights individual voice; rethinks content, organization, and style; checks accuracy and depth of information; redrafts for readability and needs of readers; reviews writing to ensure that content and linguistic structures are consistent with purpose)
- Editing and Publishing: Uses a variety of strategies to edit and publish written work (e.g., uses a checklist to guide proofreading; edits for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level; refines selected pieces to publish for general and specific audiences; uses available technology, such as publishing software or graphics programs, to publish written work)

Partnership for 21st Century Skills (<http://www.21stcenturyskills.org/>)

Global Awareness

- Using 21st century skills to understand and address global issues

Creativity and Innovation

- Use a wide range of idea creation techniques (such as brainstorming)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Critical Thinking and Problem Solving

Reason Effectively:

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Make Judgments and Decisions:

- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Interpret information and draw conclusions based on the best analysis

Communication and Collaboration

- Articulating thoughts and ideas clearly and effectively through speaking and writing
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact

Background

Language Arts Background Essay

Back in the early 1990s, the **visionaries** saw it coming. An electronic communication system that would carry voice, data, and video services to everyone. A system that provided the tools for two-way or multi-way communication. The visionaries also believed a **Jeffersonian ideal** would evolve in cyberspace that would promote a **grass-roots democracy** with openness and freedom, a diversity of users, and real communication among the people.



Fast-forward less than 20 years. January 12, 2010, a 7.0 earthquake struck the island nation of Haiti, the poorest nation in the Western Hemisphere, and left its capitol of Port-au-Prince in rubble. Within hours, scenes of hunger, homelessness, injuries and death came on our televisions, computers, and cell phones. The public heard from text-messages and **social networks** details about the devastation and the need for help. In short order, telecommunication companies like Sprint, Verizon, AT&T, and T-Mobile partnered with Mobile Giving

Foundation to coordinate the text-messaging donation program that in less than a week raised more than \$19 million dollars just for the American Red Cross alone.

Social networking subscribers began sending information and requests for aid to all their fans and friends on Facebook, MySpace, Twitter, and many, many others and quickly spread the news of other online and on-the-phone fundraising efforts. Many social network users set up their own fan pages urging visitors to donate funds to relief organizations. Several **non-profit organizations** began coordinating with corporations and private citizens to set up fundraising sites and mechanisms for getting money to relief organizations working in Haiti. Some organizations even set up websites that allow users to create fundraising pages called “tribute funds.” On these pages, groups like schools, community organizations, or individuals can host their own fundraiser complete with goals, benefits, and events.



Technology has made it possible for donors to know exactly where their donations are going by indicating how they want their donations spent and checking the experience and effectiveness of charity organizations. However, not every system is fool-proof. While, it’s true, the world has unselfishly responded the call for help in unprecedented numbers of people and amounts of money, the number of **fraudulent** and misleading messages have also increased presenting inaccurate claims or presenting “dummy” organizations passing themselves off as legitimate aid relief organizations and pocketing the funds sent in. News of these hoaxes slows

down fundraising efforts as individuals who want to give become hesitant, not certain if a particular message they receive on their computer or cell phone is legitimate.

Many relief agencies, government organizations, and media outlets are encouraging the public to contribute but to be aware of fraudulent requests for donations for Haiti earthquake relief. One day after the earthquake, the FBI issued a statement warning donors to ignore spam emails asking for donations and encouraging skepticism if they are contacted by survivors asking for money. Less than a week after the earthquake, it was reported that Facebook contained many fake Haiti fundraiser sites with claims ranging from \$1 donations for every new fan to open solicitation for contributions for fake organizations.



Facebook has blocked such sites and is making every effort to inform the public on the fraudulent postings.

The FBI suggests donating to well-known organizations and avoid giving out any personal or financial information. Information on charity organizations can be found on various online sites such as Charitynavigator.org. Consumer protection officials warn potential donors to avoid newly-formed charities and work with established groups that have experience in Haiti. Look for a proven track record of success in providing disaster relief. Although not always encouraged by the charitable organization, donors can tell the charity exactly how they want their contribution spent and many charities feature a check box feature to facilitate these requests.

Many people want to do more than just contribute their money. They want to help inform their friends and neighbors about what's going on and how they can help. People have established their own social networking information sites to inform people of the best ways they can help and guide them to legitimate agencies dedicated to such help. The Internet and the tools used to connect to it—computer, cell phone, PDA (personal digital assistant) have allowed people to engage in a virtual community to connect, educate, and take action. Like any tool, these can be used honestly or deceptively. It's up to the user to be responsible and sincere.



Photos/Art:

All cartoons have been cleared for educational use.
Political Cartoon, Bill Plante, Tulsa World
Still Images from *the.News* video "Haiti: Rebuilding a Nation" and United Nations

Lesson Plan

Activity: Developing a Haiti Relief Information Website

To better facilitate this lesson, distribute the background essay above on Haiti’s history and recent earthquake the day before you start this unit. That way, students will have read the content and be prepared for the discussion. Also, have students view *the.News* news story on “Haiti: Rebuilding a Nation”

Before beginning this lesson you might want to talk with your students about their ideas on how they can help the victims of the Haitian earthquake disaster. This will give you an idea of their interest and understanding on different ways they can help. Depending on your school’s Internet user policy, your time available, and your students’ abilities you can have students post their projects online, develop projects for internal use and assessment, or have students develop project plans on paper and submit or evaluation.

In this activity, students will research the needs of Haiti and the organizations that are trying to address these needs. They will also report on ways the public can avoid making donations to fraudulent organizations.

1. Divide the class into small groups of 3-5 students.
2. Distribute the handout “Setting up Your Online Information Site” to all and review the directions.
3. Provide time for students to complete their projects.

Assessment

Assess student performance on their working cooperatively with others and class participation during discussions. Assess their information website based on the rubric below.

CATEGORY	4	3	2	1
Content	The site has a well-stated clear purpose and theme that is carried out throughout the site.	The site has a clearly stated purpose and theme, but may have one or two elements that do not seem to be related to it.	The purpose and theme of the site is somewhat muddy or vague.	The site lacks a purpose and theme.
Content Accuracy	All information provided by the student on the Web site is accurate and all the requirements of the assignment have been met.	Almost all the information provided by the student on the Web site is accurate and all requirements of the assignment have been met.	Almost all of the information provided by the student on the Web site is accurate and almost all of the requirements have been met.	There are several inaccuracies in the content provided by the students OR many of the requirements were not met.

Spelling and Grammar	There are no errors in spelling, punctuation or grammar in the final draft of the Web site.	There are 1-3 errors in spelling, punctuation or grammar in the final draft of the Web site.	There are 4-5 errors in spelling, punctuation or grammar in the final draft of the Web site.	There are more than 5 errors in spelling, punctuation or grammar in the final draft of the Web site.
Layout	The Web site has an exceptionally attractive and usable layout. It is easy to locate all important elements. White space, graphic elements and/or alignment are used effectively to organize material.	The Web pages have an attractive and usable layout. It is easy to locate all important elements.	The Web pages have a usable layout, but may appear busy or boring. It is easy to locate most of the important elements.	The Web pages are cluttered looking or confusing. It is often difficult to locate important elements.
Navigation	Links for navigation are clearly labeled, consistently placed, allow the reader to easily move from a page to related pages (forward and back), and take the reader where s/he expects to go. A user does not become lost.	Links for navigation are clearly labeled, allow the reader to easily move from a page to related pages (forward and back), and internal links take the reader where s/he expects to go. A user rarely becomes lost.	Links for navigation take the reader where s/he expects to go, but some needed links seem to be missing. A user sometimes gets lost.	Some links do not take the reader to the sites described. A user typically feels lost.
Graphics	Graphics are related to the theme/purpose of the site, are thoughtfully cropped, are of high quality and enhance reader interest or understanding.	Graphics are related to the theme/purpose of the site, are of good quality and enhance reader interest or understanding.	Graphics are related to the theme/purpose of the site, and are of good quality.	Graphics seem randomly chosen, are of low quality, OR distract the reader.

Resources

- PBS NewsHour coverage on Haiti <http://www.pbs.org/newshour/rundown/haiti.html>
- Global Citizen Year <http://globalcitizenyear.org/>
- Project Linus <http://www.projectlinus.org/>
- World Food Program <http://www.wfp.org/students-help-haiti>
- Youthlink from World Bank.org <http://youthinkblog.worldbank.org/earthquake-haiti>
- UN Cyberschoolbus <http://www.un.org/cyberschoolbus/poverty2000/index.asp>
- Teachers Corner from USA in UNHCR www.UNrefugees.org
- All cartoons have been cleared for educational use. Political Cartoon, Bill Plante, Tulsa World
- Still Images from *the.News* video “Haiti: Rebuilding a Nation” and United Nations
- Vwa: Poems for Haiti by Kenneth M. Karrer

Activity Designer:

Greg Timmons is a former social studies teacher now freelance writer and educational consultant.

Setting up Your Haiti Relief and Information Site

Directions: In order to **formulate** a comprehensive Website that provides useful and accurate information, you will want to plan your site and research information to post. You might want to divide the work up among members of the group to better utilize your time for both the research phase and the Website development phase of your project.

Research Tasks

1. **Describe** the impact of the January 12, 2010 earthquake in Haiti. **Summarize** the extent of the devastation, provide an update on the current status of the relief and recovery progress, and the need for continued aid, both short term and long term. Provide any pictures, videos, charts or graphs, **but be sure to credit your sources**.
2. **Describe** the different agencies providing relief for Haiti's victims and helping to rebuild the country. The names and descriptions of agencies can be found online through numerous sources such as PBS NewsHour (<http://www.pbs.org/newshour/rundown/2010/01/haiti-relief-effort-how-to-contribute.html>) or by just searching for "agencies providing aid to Haiti" on a Web browser.
 - Select several agencies you know are credible and experienced in Haiti. Go to their Website to find out what services they are offering Haitians.
3. Verify the agency through a neutral source such as BBB Wise Giving Alliance www.bbb.org/charity, American Institute of Philanthropy www.charitywatch.org, or Charity Navigator www.charitynavigator.org.
4. Choose five agencies to put on your Website providing the following information on each agency:
 - Name, mailing address, phone number and Website address
 - **Summarize** the agency's main mission
 - **Summarize** their work in Haiti. Provide your **evaluation** on each agency's experience and effectiveness.
 - **Describe** the agency's area of greatest need in Haiti
 - **Explain** how people can contribute
5. Provide a brief overview **describing** how people can avoid scams and fraudulent claims on relief for Haiti. Some good sources are:
 - The Federal Bureau of Investigation <http://www.fbi.gov/pressrel/pressrel10/earthquake011310.htm>
 - ScamBusters.org <http://www.scambusters.org/>
 - Government Security.org <http://www.governmentsecurity.org/latest-security-news/avoid-haiti-donation-scams.html>

Website Development Tasks

1. Your Haiti relief and information site will cover these three areas (also outlined above):
 - a. Information on the Haiti earthquake of January 12, 2010 and its aftermath and the short and long term need for aid
 - b. Five agencies you selected
 - c. Information on how to avoid hoaxes on giving donations to Haiti relief efforts
2. Things to remember when constructing your Website:



- Title - Make the title attractive and eye-catching.
- Place information in bullet points on the Web pages.
- Keep page scrolling to a minimum.
- Page layout - Determine what information you want on your site and how best to arrange it so that all easily seen. You might want arrange information in columns or sections.
- Colors—select colors that are eye-catching and attract people to your site, but not distracting.
- Navigation—have any additional pages link back to your homepage also include necessary navigation buttons at the top, bottom, and/or side columns to help viewers navigate around your site.
- Open Source and Privacy – investigate rules for sharing your content go to <http://creativecommons.org/> and whether your school/district has a privacy policy you should include on your website.