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**“Haiti: Rebuilding a Nation”  
Social Studies Lesson Plan**

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**the.News**

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



# **“Haiti: Rebuilding a Nation”**

## **Social Studies Lesson Plan**

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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](http://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](http://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](mailto: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](http://www.pbs.org/newshour/thenews/theglobe)

**Grade Level: 7-12**

**Concept Areas: Social Studies, Language Arts, Government/Civics**

### Key Concept(s)

Students will **trace** the long and difficult history of Haiti as a contributing factor to the nation’s problems before the 2010 earthquake. They will **analyze** the positive and negative aspects of providing U.S. long-term aid to the fledgling nation. They will then **formulate** a symposium on Haiti describing the difficulties the nation faces in the wake of the earthquake, **analyze** the short and long term needs of the country, **compare** and **contrast** the effectiveness of aid going to Haiti, and **evaluate** plans for rebuilding Haiti.



### Standards

#### Omaha Public Schools

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

#### Social Studies U.S. History Grade 8

Standard 02: Identify and explain the importance of major events, key concepts, and significant contributions of groups and individuals related to selected themes throughout history.

#### Conceptual Lens: Heroes

**Enduring Understanding:** The availability of human and material resources provide tactical advantages in times of crisis.

Standard 04: Citizenship/Government: Describe the structure and function of government, the expanding role and responsibilities of the citizens in a representative democracy, and compare and contrast these elements with those of other societies.

#### Social Studies Government Grade 12

Standard 04: Describe the factors that influence government policy and decisions.

### Key Objectives:

The student will:

- **Describe** the advantaged and disadvantages for United States foreign policy in providing long-term relief to Haiti
- **Analyze** how providing long-term aid and helping rebuild Haiti affects our internal interests and needs
- Formulate a symposium that **describes** the current situation in Haiti, **analyzes** efforts to address the situation, examines the level of the American public’s commitment to these efforts, and **evaluates** plans to rebuild Haiti.



## Lesson Topics:

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

## Key Vocabulary:

- **Santo Domingo:** the former name of the island of Hispaniola
- **conciliatory policies:** a way of overcoming distrust by exhibiting pleasing behavior.
- **official recognition:** an official act by one country toward another country to acknowledge the status which can open the way for diplomatic and economic relations.
- **Good Neighbor Policy:** a diplomatic policy of the United States, first presented in 1933 by President Franklin Roosevelt, to encourage friendly relations and mutual defense among the nations of the Western Hemisphere.
- **regimes:** a government in power, often equated with a dictatorship
- **atrocities:** an appalling or despicable action or an act of unusual or illegal cruelty inflicted by armed forces on civilians or prisoners.
- **subsistence farming:** a type of farming in which farmers only grow enough food to feed their family.
- **infrastructure:** the fundamental facilities and systems serving a country, city, or area, as transportation, communication systems, power plants, and schools.



Source: Dictionary.com

McRel ([www.mcrel.org](http://www.mcrel.org))

## Civics

### Standard 14: Understands the issues concerning the disparities between ideals and reality in American political life

#### Level III (Grades 6-8)

- Knows why political and social ideals are important, even if they cannot be fully achieved.
- Knows how various individual actions, social actions, and political actions can help to reduce discrepancies between reality and the ideals of American constitutional democracy,

#### Level IV (Grades 9-12)

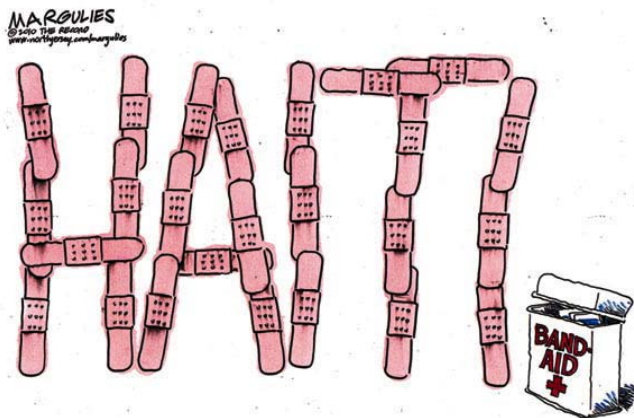
- Knows discrepancies between American ideals and the realities of American social and political life (e.g., the ideal of equal opportunity and the reality of unfair discrimination)

## Materials:

- “Haiti: Rebuilding a Nation” [www.pbs.org/newshour/thenews/theglobe](http://www.pbs.org/newshour/thenews/theglobe)
- Internet access
- Student Handouts
  - Background Reading “History of Haiti and the Earthquake”
  - “Why Should We Help Haiti?”
  - “Symposium on Rebuilding Haiti”
- Pens, paper, pencils

## Time Frame

- One class period for Activity 1: “Why Should We Help Haiti?”
- Two to three class periods for Activity 2: “Symposium on Rebuilding Haiti”



McRel ([www.mcrel.org](http://www.mcrel.org))

## Civics

**Standard 22: Understands how the world is organized politically into nation-states, how nation-states interact with one another, and issues surrounding U.S. foreign policy**

Level III (Grades 6-8)

- Knows various means used to attain the ends of United States foreign policy (e.g., diplomacy; economic, military, and humanitarian aid; treaties; trade agreements; incentives; sanctions; military intervention; covert action)
- Knows examples of important current foreign policy issues and the means the United States is using to deal with them

Level IV (Grades 9-12)

- Understands the process by which United States foreign policy is made, including the roles of federal agencies, domestic interest groups, the media, and the public; and knows the ways in which Americans can influence foreign policy
- Understands how and why domestic politics may impose constraints or obligations on the ways in which the United States acts in the world (e.g., long-standing commitments to certain nations, lobbying efforts of domestic groups, economic needs)
- Understands the idea of the national interest and how it is used as a criterion for shaping American foreign policy
- Understands the purposes and functions of major governmental international organizations such as the Organization of American States and major non-governmental international organizations such as the Roman Catholic Church and multinational corporations

## Background

### History of Haiti and the Earthquake

It was January 12, 2010 at 4:53 PM, local time in Port-au-Prince, Haiti. The ground began to tremble and a low rumble began to emanate from inside the earth. Then, the high pitched screech of concrete and rebar (iron reinforcement bar) stretching and glass shattering. The rumble grew louder as the ground really began to shake. Louder crashing sounds, like an aerial bombing attack, came from every direction. How long has it been? Will it stop? More crashing sounds as the ground continued its shaking and growling. Bang. Bang! BANG!! Then... silence... but only for a brief second. Now the sounds of people... moaning and crying. Screaming... It would be that way for over a week.



News reporters who arrived on the scene within 12 hours of the quake couldn't find the words to describe the devastation. None had seen anything like it and the hours and days that followed challenged them even more to report on the continued increase in suffering.

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

#### **Civic Literacy**

- Participating effectively in civic life through knowing how to stay informed and understanding governmental processes

#### **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
- Analyze and evaluate major alternative points of view
- 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



The 30-second earthquake that hit Haiti, on the island of **Santo Domingo** (Hispaniola), that Tuesday afternoon was a deep body blow to a nation that has struggled for much of its 200-year history. Haiti is the only country in the world to have formed from a successful slave rebellion. However, the rocky beginning of the country became a reoccurring theme for most of Haiti's history. A slave rebellion, led by General Toussaint Louverture, battled against a superior French army. But as success was coming, Louverture was betrayed by two of his officers, Jean-Jacques Dessalines and Henri Christophe, who disagreed with Louverture's **conciliatory policies** towards the French. The revolution went on for nine years with brutal atrocities committed by both sides. Finally, Napoleon abandoned his dreams of restoring France's New World empire and resumed his war with Britain. He sold the Louisiana Purchase to the United States in 1803 and withdrew from the fight in Santo Domingo. On January 1, 1804, Dessalines declared independence reclaiming the name "Haiti" (land of mountains) for the new nation.

Haiti was the second nation in the New World to declare its independence. Unlike the United States, who only had to fight the British, Haiti had to repel takeover attempts from the French, Britain, and Spain. As a result, stability did not come in Haiti's formative years. Once taking power, Dessalines quickly declared himself emperor, a move which subsequently led to his assassination in 1806. A civil war ensued between the surviving factions and for a time the country was split into northern and southern halves. Soon after, the Dominican Republic was formed on the eastern part of Hispaniola Island.



While Haiti's independence inspired black slaves in the United States, it was a thorny irritation for Southern slave holders. This animosity soured relations between the United States and Haiti and delayed its **official recognition** by the U.S. until 1862. But, recognition did not bring respect as many U.S. leaders feared foreign occupation of the island. Andrew Johnson suggested the U.S. annex the whole island of Hispaniola to secure American presence in the Caribbean. The suggestion was not followed, but U.S. warships frequented Haitian waters 17 times between 1888 and 1915. No Haitian president completed his seven-year term during this time as most were killed or overthrown. In 1915, President Woodrow Wilson decided to stop the chaos with an invasion force, partly to protect U.S. assets and partly to prevent strengthening German influence in the region. The occupation lasted nearly 20 years. During that time, a wave of Haitian immigrants came to the United States.



In 1934, President Roosevelt withdrew troops from Haiti, as part of his **Good Neighbor Policy**, and the military took over the government until 1957 when military-controlled elections led to victory for Dr. Francois Duvalier, also known as "Papa Doc." Duvalier declares himself President-for-life in 1964 and ran one of the most corrupt and brutal **regimes** in Latin America with tens of thousands of Haitians killed or exiled. In 1971, Duvalier's son, Jean-Claude (Baby Doc) becomes his successor and rules more ruthlessly than his father. Attempts to organize labor and anti-government protests are met with equal force and brutality. After years of excess and

**atrocities**, the Haitian military staged a coup and Baby Doc was exiled to France. A series of civilian and military regimes alternately control Haiti from 1986 to 1990.



Democratic elections finally take place in December, 1990 and former catholic priest Jean-Bertrand Aristide is elected President. However, his radical policies and brutal actions by supporters led to his ouster by the military in September, 1991 forcing Aristide into exile and Haiti is once again thrown into chaos. The military ruled the country through executions and intimidation creating a mass exodus of refugees to the United States, and the condemnation of much of the world. Finally, in 1994, U.S. President Bill Clinton dispatched a multinational force to occupy the country after the military regime agreed to step down and leave the country. On October 15, 1994, President Aristide and his government returned to Haiti. Subsequent allegations of corruption and ties to the drug trade led to another uprising against Aristide in February, 2004 and U.S. forces returned this time to take Aristide out of the country. A UN-led mission of peace keepers and advisors led by Brazil took over for U.S. troops in June of 2004 and continues to be there today.



Between 2004 and the earthquake in 2010, Haiti had made some progress in rooting out corruption, stabilizing its political structure, and addressing its crippling poverty. But even before the earthquake hit, Haiti was listed 149<sup>th</sup> of 182 countries on the UN Human Development Index. About 80 percent of the population was living in poverty and most Haitians live on less than \$2 a day. Nearly half of the population is illiterate and over 80 percent of the college graduates from Haiti have immigrated elsewhere, mostly to the United States. Most of Haiti's agriculture is **subsistence**

**farming** and before the earthquake, only 1 percent of the population controlled over 50 percent of the nation's wealth. Foreign aid makes up approximately 30-40 percent of the national government's budget.

Estimates on the amount of destruction caused by the earthquake may never be known. It is estimated that hundreds of thousands were killed and several million were left homeless. The entire **infrastructure** of Port-au-Prince was destroyed as was over half the government including people and buildings. Many hospitals, morgues, fire and police departments and schools were destroyed. Much of what was left standing, including the Haitians sense of well-being, was shattered in the nearly 100 aftershocks that followed the original quake.

In the initial days and weeks, as the world media shined its intense spotlight on the Haitian disaster, the world began an outpouring of sympathy, monetary contribution, and support to Haiti. Nearly everyone who has any knowledge of Haiti's pre-earthquake condition and the level of destruction believes that aid and support will need to continue for years and maybe even decades. Human beings are inherently compassionate, but many fear our short attention spans and needs in our own countries will not enable Haiti to make a full recovery and reverse a nearly 200 year history of corruption, poverty, and political instability.



**Photos/ Art:** All cartoons have been cleared for educational use. Political Cartoon #1, Jimmy Margulies, The Record; Political Cartoon #2, Robert Ariail, United Media Syndicate; Engraving of General Toussaint Louverture, From a group of engravings done in post-Revolutionary France. (1802); Still Images from *the.News* video "Haiti: Rebuilding a Nation" and United Nations

## Lesson Plan

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" ([www.pbs.org/newshour/thenews/thevote](http://www.pbs.org/newshour/thenews/thevote))

## Activity 1: Why Should We Help Haiti?

To open this lesson, have students think about what happens after the initial relief efforts in Haiti are completed. Share with students the following information: Nearly every expert on the subject believes that much of Haiti and almost all of the capital of Port-au-Prince will have to be rebuilt. This will take a monumental effort by the world community. Most assume the United States will take on the lion's share, as it nearly always has, and there are sound reasons for doing so. But there also have been voices that are cautioning the United States not put so much effort into Haiti as the risk of neglecting its problems at home.

Then have students discuss the advantages and disadvantages of the United States providing long term relief and rebuilding to the nation of Haiti.

1. Divide the class into small groups of 3-4 students.
2. Have one student take out a sheet of paper and divide it in half length-wise. Have them write "advantages" at the top of one column and "disadvantages" on the other column.
3. Give each group five minutes to brainstorm the advantages and disadvantages of the United States facilitating long-term relief and rebuilding of Haiti. Explain to students that "facilitating" means that the United States would work with other countries, but would most likely contribute up to half the effort.
4. At the end of the brainstorming session, ask each student group to **describe** their top five advantages and disadvantages and develop a class list of the top five in each category on the front board or overhead projector.
5. Discuss with students some of the reasons for their choices.
6. Then, distribute the handout "Why Should we Help Haiti?" to all students.
7. Divide students into groups of 4-5. Have them read the handout and then discuss the following questions in their groups and then in full class:
  - a. General reactions to the points made.
  - b. What are the foreign policy advantages to the United States if it rebuilds Haiti?
  - c. Why do you think Americans' interest and dedication to helping less fortunate countries experiencing some sort of disaster usually dissipates after a short time?
  - d. Should the United States government stop providing aid to nations in need after its immediate political objectives have been met or continue providing aid to the country as needed? **Explain** reasons for your answer.
  - e. Do the problems facing Americans at home preclude them from providing long-term assistance to nations like Haiti when disaster strikes? **Explain** reasons for your answer.

## Activity 2: Symposium on Rebuilding Haiti

In this lesson students will work in groups to construct a symposium on the question of rebuilding Haiti. The symposium can also be conducted as an interdisciplinary unit or serve as a service learning project by a class, a homeroom, or extracurricular activity group. You might want to invite parents, school personnel, and community members to attend the symposium. You also might consider posting details about the symposium on school bulletin boards, digitally on a Web site and/or on a community bulletin board. If it's not possible to hold an event, consider having groups create videos or podcasts to share online.

1. Divide students into five groups and assign each group one of the following topics:
  - a. History and geography of Haiti
  - b. The state of Haiti's infrastructure now and what needs to be done to rebuild
  - c. The human condition, the injuries, the sick and the homeless.
  - d. U.S. and international response to Haiti's needs
  - e. How to best aid Haiti short term and long term
2. Distribute the handout "Symposium on Rebuilding Haiti" to all students. Review the directions and the assessment rubric with students and provide time for them to conduct their research.
3. As students complete their symposium presentations, have them rehearse to make sure they are prepared. Set a date for the symposium and send out notices to all invited guests. Be sure to provide time for questions and answers at the end of the presentations.

### Assessment

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

Category	4	3	2	1
Presentation style	Information was consistently presented with eye contact, tone of voice and level of enthusiasm that kept the audience's attention.	Information was usually presented with eye contact, tone of voice and level of enthusiasm that kept the audience's attention.	Information was sometimes presented with eye contact, tone of voice and level of enthusiasm that kept the audience's attention.	Information was not presented with eye contact, tone of voice and level of enthusiasm that kept the audience's attention.
Required elements	All required elements were covered and complete in the presentation.	Most required elements were covered and complete in the presentation.	Some of the required elements were covered and most were complete in the presentation.	Few of the required elements were covered and most were incomplete in the presentation.
Presentation materials	Presentation incorporated several visual elements that showed considerable work/creativity and added much to the presentation.	Presentation incorporated some visual elements that were creative and added to the presentation.	Presentation incorporated a few visual elements that added to the presentation.	Presentation incorporated little or no useful visual elements to the presentation.

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Collaboration (by students)	Almost always listens to, shares with, and supports the efforts of others in the group.	Usually always listens to, shares with, and supports the efforts of others in the group.	Often listens to, shares with, and supports the efforts of others in the group.	Seldom listens to, shares with, and supports the efforts of others in the group.
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## Resources

Global Citizen Year <http://globalcitizenyear.org/>

Project Linus <http://www.projectlinus.org/>

PBS NewsHour coverage on Haiti <http://www.pbs.org/newshour/runtdown/haiti.html>

CNN coverage on Haiti <http://www.cnn.com/SPECIALS/2010/haiti.quake/>

New York Times coverage on Haiti

<http://topics.nytimes.com/top/news/international/countriesandterritories/haiti/index.html?scp=1-spot&sq=haiti&st=cse>

Political Cartoons:

<http://list.cagle.com/etoon.aspx?cartoon=/news/HaitiAid/images/margulies.gif>

<http://list.cagle.com/etoon.aspx?cartoon=/news/HaitiAid/images/margulies.jpg>

<http://list.cagle.com/etoon.aspx?cartoon=/news/HaitiAid/images/arial.gif>

<http://list.cagle.com/etoon.aspx?cartoon=/news/HaitiAid/images/plante.jpg>

\*These have been cleared for educational use with this lesson.

The Montreal Conference

<http://www.canada.com/news/Montreal+conference+will+look+rebuild+Haiti+from+ground/2461084/story.html>

“Teachers Corner” from [www.UNrefugee.org](http://www.UNrefugee.org)

World Bank international youth site [www.youthlink.org](http://www.youthlink.org)

How to Help Rebuild Haiti *Foreign Policy* magazine (five short articles)

[http://www.foreignpolicy.com/articles/2010/01/19/how\\_to\\_help\\_haiti\\_rebuild?page=0,0](http://www.foreignpolicy.com/articles/2010/01/19/how_to_help_haiti_rebuild?page=0,0)

## Activity Designer:

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

## Why Should We Help Haiti Rebuild?

**Directions:** Review the statements below with all members of your group. Then discuss the questions at the end. Be prepared to share your discussion points with the entire class.

- The United States has provided long-term aid to countries that have suffered devastation from war, natural disasters, and disease. From the Marshall Plan after WWII when the United States contributed millions of dollars to rebuild Europe to providing aid for the tsunami relief after the 2004 earthquake in Indonesia, the United States has been at the forefront of relief.
- The world watches what the American people and its government do and how they act towards those less fortunate. These actions shape how the rest of the world views the U.S. and its citizens.
- Rebuilding Haiti will not win the “war on terror” or discourage rogue states from building nuclear weapons, or prevent another attack on the U.S. However, it is one way to show the world that a great power can do good things.
- When the United States shows not just its military power, but its compassion the world looks at it with a mixture of awe and admiration. Compassionate acts advance its leadership in the world.
- Rebuilding Haiti can limit unwanted influence from outside nations like Russia, China, and Venezuela in a modern version of the Monroe Doctrine.
- The American public overwhelmingly responds to unfolding televised tragedies in the initial days and months. But despite the record amounts raised thus far and despite the efforts of the media and relief organizations to educate the public on the continued need for aid, the public’s interest wanes, the news cycle finds other stories to report on, and the recovery effort slows down to make do with what it has. Already, some three weeks after the earthquake, major relief organizations are reporting donations are significantly down from the beginning.
- The United States government has a spotted history of providing just enough aid to nations in need to support a political objective and then leaving when that objective is fulfilled. Some analysts say this is what happened after the Soviet withdrawal from Afghanistan in the 1980s, the Gulf War in 1991, and Haiti in 2004. However, the United States has found success in helping nations rebuild in the Balkans after the war in Kosovo and in Indonesia after the tsunami of 2004.
- Despite the success of the Marshall Plan and the rebuilding of Japan after WWII, the United States has not had a strong desire to engage in nation building in the past few decades. Much debate surrounded the degree of involvement the United States should take in rebuilding Iraq and Afghanistan after its initial military involvement. It is still unclear exactly how much or how long our involvement will be in these countries.
- The United States is currently trying to pull itself out of one of the most debilitating economic recessions in decades. Unemployment is hovering at or above 10 percent. The government is dangerously in debt to economic rivals like China. The U.S. military is still engaged in two wars a half a world away. Housing foreclosures rose by 21 percent last year (2009) and more Americans

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will lose their homes in 2010. The country's bridges and levees are in poor shape and the entire U.S. transportation and communication infrastructure needs improvement.

- A growing number of Americans have questioned how much and how long the United States can provide assistance in rebuilding Haiti while neglecting important matters at home: addressing the housing crisis so that Americans aren't left homeless; bringing our troops home from wars overseas; making sure that Americans get adequate medical care and access to inexpensive medications; reforming the financial sector so that another economic crisis can be averted; and weaning the country off of foreign sources of energy.

## Discussion Questions

- f. **Describe** your general reactions to the points made in these statements.
- g. **Explain** what the foreign policy advantages are for the United States if it rebuilds Haiti?
- h. Why do you think Americans' interest and dedication to helping less fortunate countries experiencing some sort of disaster usually dissipates after a short time?
- i. Should the United States provide aid to nations in need after its immediate political objectives have been met? **Support** the reasons for your answer.
- j. Do the problems facing Americans at home preclude them from providing long-term assistance to nations like Haiti when disaster strikes? **Support** the reasons for your answer.

## Symposium on Rebuilding Haiti

**Directions:** In your groups, research information to best address the questions relating to your topic. 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 symposium development phase of your project. Present your information in creative ways incorporating maps, charts and graphs, pictures, political cartoons, and videos wherever appropriate. Consider integrating digital technology in your presentation such as online links, PowerPoint presentations, and video clips.

### TOPIC 1: History and geography of Haiti

- **Formulate** a map of Haiti in proximity to the United States and the Western Hemisphere. **Describe** its topography, climate, and major geographical features.
- Provide a demographic description of the country including its land area, population size, and ethnic makeup.
- **Describe** Haiti's economy before the earthquake, national GDP and per capita GDP, main industries, main agricultural activities, rate of poverty, literacy, life expectancy,
- **Formulate** a timeline of Haiti's history from independence to present.
- **Summarize** how Haiti's history and geography provide hope and challenges for Haiti's future.

### TOPIC 2: Haiti's infrastructure after the quake

- **Describe** the geographic areas of Haiti were most affected by the earthquake. **Create** a map that shows the destruction.
- What aspects of Haiti's infrastructure were damaged by the earthquake (transportation routes, air and sea ports, public transportation, medical facilities, utilities and communication systems)?
- **Explain** what the short term needs and actions that are being taken to meet Haitians emergency needs.
- **Describe** some of the plans being considered for rebuilding Haiti's infrastructure. What are the challenges the international community and Haitians face in rebuilding the infrastructure. **Predict** the likelihood, in your view, of these challenges being met?

### TOPIC 3: The Human Condition in Haiti

- **Describe** the estimates and projections of deaths, severe injuries, and homelessness in Haiti after the earthquake.
- **Describe** the status of the surviving population in Haiti in terms of housing, medical care, and food distribution and what physical and mental health risks to survivors face.
- Explain the earthquake's effect on Haiti's children (injuries and those left as orphans). **Describe** some of the challenges and dangers they face over the next several months and years.
- **Describe** the spirit of survival in the Haitian culture and how it will meet the challenges facing the Haitian people.

### TOPIC 4: U.S. and International Response to Haiti's Needs

- **Describe** the extent of relief aid provided by the United States government and private citizens' efforts through their donations.

- **Describe** the extent of aid relief aid provided by other nations and aid organizations.
- What have been the challenges in getting this aid to the Haitian people in the weeks after the earthquake?
- **Describe** the different ways money is being raised to aid in the relief and recovery in Haiti. How has this effort been different than in previous disasters over the past thirty years?

TOPIC 5: How best to provide aid to Haiti in the short and long term

- **Describe** the long term needs for rebuilding Haiti.
- **Describe** some of the plans and experts' advice on rebuilding Haiti.
- **Describe** some of the questions and controversies surrounding providing aid to Haiti.
- **Explain** how news organizations have helped educate the public on the earthquake disaster in Haiti. Why is media coverage important in a disaster such as this?
- **Describe** the responsibility news organizations have to continue reporting on recovery and rebuilding efforts in Haiti. Explain whether news agencies should continue or increase their reporting the news of Haiti to keep it in the public's view or regulate their coverage to match the public's interest as it ebbs and flows.