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## Lessons

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## Overview

| Lesson                    |   | Activity  |
|---------------------------|---|---|
| 1<br>History              | Speaking,<br>intercultural<br>understanding                           | Explore the history of Haiti using timeline<br>charts. ( <i>Fiches 1.1, 1.2</i> )   |
| 2<br>Geography/Géographie | Reading,<br>intercultural<br>understanding,<br>speaking,<br>writing   | Exploration activities: ( <i>Fiche 2.1</i> )<br>Mapping<br>Latitude and longitude Scavenger Hunt<br>Map trivia game<br>Interactive tour<br>SVA Chart ( <i>Fiche 2.2</i> )<br>Google Earth   |
| 3<br>Créole haïtien       | Reading,<br>speaking,<br>intercultural<br>understanding               | Compare Cr  ole and French.<br>( <i>Fiches 3.1, 3.2</i> )   |
| 4<br>Art haïtien          | Reading,<br>intercultural<br>understanding,<br>speaking               | Students explore characteristics of Haitian<br>art and then create an homage.<br>( <i>Fiches 4.1, 4.2</i> )   |
| 5<br>Riddles/  nigmes     | Reading,<br>intercultural<br>understanding,<br>writing                | Haitian storytelling ( <i>Fiche 5.1</i> ) and riddles<br>( <i>Fiche 5.2</i> ) are introduced. Students create<br>their own riddles ( <i>Fiche 5.3</i> ).  |
| 6<br>Musique/Rara         | Listening,<br>speaking,<br>writing,<br>intercultural<br>understanding | Students draw Haitian instruments ( <i>Fiche<br/>6.1</i> ), improvise instruments ( <i>Fiche 6.2</i> ), learn<br>about the themes and mouvements ( <i>Fiche<br/>6.3</i> ), write their own Rara song ( <i>Fiche 6.4</i> ),<br>and compare Rara to thier favourite type of<br>music ( <i>Fiche 6.5 Venn</i> ). |
| 7<br>Cuisine              | Reading,<br>speaking,<br>writing,<br>intercultural<br>understanding   | Read recipes with follow-up questions.<br>( <i>Fiches 7.1, 7.2</i> )<br><br>Be a food critic and write a blog on Haitian<br>food. ( <i>Fiche 7.3</i> )  |

## Haïti

### Background Information and History of Haiti for Teachers



The Republic of Haiti, or in Haitian Creole *Republik Ayiti*, is in the Caribbean Sea, just southeast of Cuba. Haiti is the Western half of the island of Hispaniola, and the other half is occupied by the Dominican Republic. The National Anthem is La Dessalinienne, and the motto is “Liberté, Égalité, Fraternité,” the motto of the French Revolution. The coat of arms of Haiti features the motto, “L’union fait la force.” The population of Haiti is approximately 10.6 million people<sup>2</sup> making it the most populous country in the Caribbean Community (CARICOM).



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<sup>2</sup> IMF population estimates

## A Brief History of Haiti

Originally inhabited by the Taino and Arawak indigenous peoples, Haiti was colonized by Spain in 1492 by Columbus (Christophe Colomb) who thought he discovered India. The Spanish claimed and named the island La Espanola until the 1600s when the western part of the island was ceded to France. The island was renamed Saint-Domingue. Slaves were brought to the island. Haiti had numerous large sugarcane plantations. During the French Revolution, Haiti's slaves and free people of colour revolted in the Haitian Revolution from 1791–1804. The result was the abolition of slavery and the defeat of Napoleon's armies. The Haitian force was under the command of Haitian hero Toussaint L'Ouverture. His military acumen transformed an entire country of slaves into an independent country. He was succeeded by Jean-Jacques Dessalines, who became First Emperor of Haiti. The country's national anthem, La Dessalinienne, is named after him.

After the Haitian Revolution, a large group of Haitians (10,000 people) emigrated and settled in New Orleans and doubled the city's population.<sup>3</sup> World leaders, including U.S. President Thomas Jefferson, refused to recognize the new republic of Haiti. In 1825, King Charles of France attempted to reconquer the island. Rather than entering into another war with France, the new Haitian president Jean-Pierre Boyer paid the French a ransom of 150 million gold francs (that was reduced to 90 million in 1838). As a result, Haiti's public schools had to close because of lack of funds. This payment to France negatively impacted the Haitian economy for decades and arguably until today. This, with the non-recognition of other Western countries kept Haiti's economy and society isolated.

In 1914 Woodrow Wilson invaded Haiti and removed \$500,000 from the national bank "for safe keeping."<sup>4</sup> The U.S. Marines stayed in Haiti and occupied the country for 20 years. During this time, 15,000 Haitian lives were lost. The U.S. controlled the economy of Haiti and influenced governmental elections in Haiti until the 1980s. Haiti was somewhat stable during the 1980s. However, in 1988, a coup d'état and the St. Jean Bosco massacre resulted in an era of political violence and instability under the ruler General Prosper Avril and his military regime until 1990.

Since the 1990s, Haiti has suffered many natural disasters. In 1994, Hurricane Gordon caused flash flooding that killed approximately 2,200 people.<sup>5</sup> In 2004, tropical storm Jeanne hit the

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<sup>3</sup> "Haitians". Center for Cultural & Eco-Tourism, University of Louisiana. Retrieved 24 July 2013

<sup>4</sup> Office of the Historian, U.S. Government. U.S. Invasion and Occupation of Haiti, 1915–34

<sup>5</sup> "Hurricane Gordon 1994". NOAA. Retrieved Oct 4, 2016

## 1 History / Histoire

### Minds On

1. Show students the flag of Canada. Ask them questions about the flag.  
*Que signifie la couleur rouge du drapeau du Canada ?*
2. Activate prior knowledge of Canadian history. In small groups, students share what they know about the history of Canada.

### Action

1. With the class, create a timeline of Haitian history on mural paper.  
Write or print out cards of Haitian history and have students add them to a timeline anchor chart. (*Fiches d'activité 1.1 and 1.2*)
2. Provide prompts to students and have them illustrate the historical event.  
Examples:  
*La révolution d'Haïti : 1791-1804.*  
*Le nouvel État d'Haïti doit payer une somme considérable à la France pour obtenir son indépendance en 1825.*  
*Louragan Matthew frappe Haïti en octobre 2016.*
3. Have students draw the Haitian and Canadian or American flags. Students can compare the symbols and colours of each flag.  
*Que signifie la couleur rouge du drapeau du Canada ?*  
*Que signifie la couleur rouge du drapeau d'Haïti ?*  
*Quelles sont les différences entre les deux drapeaux ?*
4. Compare the colony of Haiti to the colony of New France in Canada.  
*Qu'est-ce que le développement des colonies du Canada a de différent avec celui d'Haïti ?*

### Consolidation

Students note one major event that, in their opinion, had the greatest impact in Haiti's history.