

Lesson Plans: SS 08 LPQ2 038 The Nation of Haiti

Title: SS 08 LPQ2 038 The Nation of Haiti

Grade Level : Grade 8

Subject : Social Studies - Middle

Standards/Assessed Benchmarks: Florida STATE FL Social Studies Standard (2008)
Grade 8

Florida Sunshine State Standards

American History

3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.

SS.8.A.3.15 Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).

4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.

SS.8.A.4.12 Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.

Description/Abstract of Lesson: Student will: Understand the political and economic status of Haiti within the Caribbean Basin region. Identify the impact of the Haitian Revolution on Haiti's political, economic and cultural development and the slave trade in the United States.

Essential Question-Scope & Sequence: **How has geography contributed to Haiti's development?**

Technology Connections and Teacher Materials: <http://www.inmotionaame.org> site sponsored by Congressional Black Caucus. Has substantial print and graphic resources on migration from Africa to Americas.

Comprehensive geographic, political, social features.

www.haiti-usa.org/modern/index.php

collection of 17th and 18th Century maps of Haiti and Hispanola Abbot, Elizabeth. Haiti: *The Duvaliers and Their Legacy*. New York, McGraw-Hill, 1988. Civan, M.B., G. Morisset-Metellus, and F. Vilsaint. *The Haitians. Their History and Culture*. Washington: The Refugee Service Center, Center for Applied Linguistic, 1994. Farmer, Paul *The Uses of Haiti*. Common Courage Press. 1994. Foster, C.R. & Valdman, A. *Haiti – Today and Tomorrow*. Landham, Maryland: Maryland University Press of America, 1984. Hurston, Zora Neale. *Tell My Horse: Voodoo and Life in Haiti and Jamaica*. New York: Harper and Row, 1938. Heintz, R.D. and N.G. Heintz. *Written in Blood The Story of Haitian People*. Lanham, Maryland: University Press of America, 1996. James, C.L.R. *The Black Jacobins: Touissant L'Overture and the San Domingo Revolution*. 2nd Revised Edition . New York: Vintage Books, 1989. Perusse, Roland. *Historical Dictionary of Haiti*. Metuchen, New Jersey: The Scarecrow Press, Inc., 1977. Rodman, Selden *The Miracle of Haitian Art*. Garden City, NY: Doubleday, 1974

Technology Connections and Student Materials:

Vocabulary: informal economy colonialism Kreyol (creole) migration push - pull factors voodoo

Steps to Deliver Initial Instruction: Introduce the lesson by asking students how many have visited the Caribbean. Ask them to describe the climate, people, culture and sights. Write the word Haiti on the board and have students write for three minutes identifying facts or details that they associate with Haiti.

- The following is a brief overview of history and geography of Haiti to be shared with students.
- **Culture** Haiti occupies the Western third of the island of Hispaniola. This island lies between Cuba and Puerto Rico in the Caribbean Sea. Most of Haiti is mountainous and its name comes from an Indian word "**Ayiti**" meaning "high ground." Haiti has a total area of 27,750 sp. km. (10,714 sp. mi.). The surrounding islands of la Gonave, la Tortue, Les Cayemittes, la Navase and la Grande Cayes cover 950 sp. km. of its total area. The

Republic of Haiti, as it is called, is slightly smaller than Belgium, slightly larger than Israel, and approximately the size of Maryland. It is a one hour and forty minute flight from Miami, Florida. The island of **Hispaniola**, (Haiti in the west and the Dominican Republic in the east), is the second largest of the Caribbean Islands.

- **Climate** The climate is tropical and semiarid. The temperature ranges between 70-90 degrees Fahrenheit with an average temperature of 77 degrees. The hot season is from March to November with the temperature at the highest between July and August.. During the months of December, January, and February, it is cold; making this period the coldest season in Haiti. It is also dry from December through February with frequent thunderstorms occurring between the months of May and November; but these thunderstorms rarely last longer than one or two hours. During the hurricane season (June to October), Haiti is subject to severe storms, occasional flooding, and earthquakes.
- **Natural Resources:** The country's natural resources are primarily agricultural. Valuable forests of cedar, oak, mahogany, and pine, cover the mountain slopes and sandy riverbanks. Haiti is currently experiencing a deforestation problem. Most of the country's natural resources have been depleted, but Haiti still has luxuriant tropical flowers and numerous fruits. Some of these fruits are: guavas, oranges, grapefruits, mulberries, limes, breadfruits, plantains, bananas, mangos, grenadines, and corosol grenadias. No large wild animals or poisonous snakes are native to Haiti, but crocodiles and iguanas are quite common. Along the coastal shores, geese, flamingos, pelicans, wild ducks, egrets, and snipes have their habitat. Other birds that are found in Haiti are hawks, white owls, kingfishers, woodpeckers, pigeons, and doves.
- **History:** Much of the history of Haiti before 1492 is unknown, but many researchers and authors have documented that the original inhabitants who occupied the island were Native Americans. The **Carib** tribe and the **Tainos** of the **Arawak** tribe were the Native American cultures in Haiti.

- The island was also divided into five kingdoms named **caciquats**: Magua, Marien, Xaragua, Maguana, and Higuey. The natives, in their language, named the island: **Ayiti**, **Quisqueya**, and **Bohio**. **Ayiti** means "mountainous land"; **Quisqueya**, "big land"; and **Bohio**, "rich in village." The Native Americans came from the continent of South America, traveling from one Caribbean island to another.
- In 1492, when Christopher Columbus started the colonization of the Americas called the "discovery," many Native Americans were either worked to death, slaughtered by the Spaniards in the quest for gold, or killed by disease. Out of the 200,000 to 250,000 Native Americans living in the territory in 1492, only 5,000 were left in 1530. Enslavement and illness weakened the physical endurance of the Natives and created an almost total destruction of the indigenous population called a **genocide**.
- Christopher Columbus changed the name of the island from "**Ayiti**" to "**Española**," meaning "little Spain," in honor of the Spanish crown. Until 1696, the term **Hispaniola** was internationally used to designate the island that is divided between the Republic of Haiti and the Dominican Republic. In 1697, with the **Treaty of Ryswick**, Spain granted France the Western territory of Hispaniola, Saint-Dominique, as the French settlers named it. Contrary to the Spaniards who were looking for gold and were using Haiti as a "jumping-off point to explore the Western Hemisphere," the French had different objectives. The French buccaneers used the island as "a point to harass English and Spanish ships"; while, the French adventurers made Haiti the richest colony of the 18th century French Empire. Both the Spanish and the French used the work of slaves to get rich, and both countries transferred their proceeds to Europe.
- On the night of August 14, 1791, the slave population led by **Toussaint L'Ouverture**, **Jean-Jacques Dessalines**, and **Henri Christophe** started the revolt which lead to their obtaining control of the Northern part of Saint-Dominique in 1800. In 1804, the forces of the Haitian generals defeated an army deployed by **Napoleon Bonaparte** and won its independence from France. The African Americans and the **Mulattos** celebrated a new era. They wanted to break away from the slavery mode, so they modified the original spelling of **Ayiti** to Haiti. Haiti is the world's oldest African American republic; the second oldest republic in the Western Hemisphere; and the first African American independent republic.
- Haiti actively assisted in the independence movements of other Latin American countries. They had already fought beside American troops during the American

Revolution at the Battle of Savannah. Two separate regimes (North and South) emerged after independence: Dessalines in the South and Henri Christophe in the North. The two parties were unified again after Henri Christophe killed himself in 1820. Two years later in 1822, Haiti conquered Santo Domingo, the eastern Spanish-speaking portion of **Hispaniola**. In 1844, however, Santo Domingo broke away from Haiti and became the Dominican Republic.

- From 1843 to 1915, Haiti witnessed twenty-two changes of government, which caused numerous periods of intense political and economic disorder. U.S. Forces landed in Haiti in 1915. A treaty was signed to regulate terms of the occupation. Forced labor was re-established for three years. In 1934, U.S. marines withdrew from Haiti, ending nineteen years of occupation.
- **Religion:** Roman Catholicism had been the official religion of Haiti before 1987. It is estimated that 80% of Haitians are Catholic. The most important religion in Haiti is **voodoo**. Since 1987 it is officially a recognized religion in Haiti. **Voodoo** is a strong entity of the Haitian culture. There may be as many variants as there are practitioners of the religion. It combines some elements of Christianity and various other African religions in which an almighty God plays a central role and is considered to be the ultimate benefactor.
 - Songs and dances are performed during a typical **Voodoo** ceremony. It is believed that the *Iwa* (**Voodoo** spirit) will be generous and helpful to people who perform careful ceremonies. To the one who neglects the *Iwa*, bad luck could occur. People not familiar with Haitian culture have a negative image of this religious practice; thus a distorted perception of **Voodoo** beliefs exists. There are a number of spirits that believers serve, some of the better known *Iwa* are: DANMBALA-WEDO – the serpent spirit, LEGBA – chief spirit of all rituals, GEDE – a family spirit of death. While the Duvalier's regime used **Voodoo** as a way to control, manipulate and terrorize the population, **Voodoo** is really a faith, based on family rites and secrets which play a dominant role in Haitian life. It has attracted a growing number of people of different ethnic backgrounds and nationalities.
- **Language:** Haitian **Kreyòl** was first recognized as different from French as early as 1780. It is different because it contains words from the languages of **Arawak** Native Americans, the indigenous people of Haiti; West Africans, who were forced into slavery in Haiti; and European travelers involved in the slave trade. The languages represented in Haitian **Kreyòl** include: **Arawakian**, Fon, Yoruba, Ibo, Ewe, Kikongo, Fongbe, Zulu, French, Spanish, Portuguese, English, and German.
 - Although spoken by 98% of the population, with a writing system, Haitian **Kreyòl** has been regarded as less than a language by people of other cultures, who showed a preference for French. Therefore, many Haitian **Kreyòl** speakers found themselves in a battle to have **Kreyòl** recognized as a language. Haitians wanted people to know of the worthiness of the language, and its capability of being used in all fields of study. Among such fighters were Iv Dajan, Morrisseau Leroy, and President Fignole. Iv Dajan, an outstanding linguist, has been given credit for his role in the standardization of the Haitian **Kreyòl** orthography.
 - During the 1970's and 1980's, Haitians in the U.S. and other countries supported the battle to make **Kreyòl** the official language of Haiti. In the United States, most Haitian churches began to say mass in **Kreyòl**. A major Haitian radio show, L'heure Haitienne, switched from broadcasting in French to entirely in **Kreyòl**. These struggles were not in vain. Finally in 1979, a law was passed that declared **Kreyòl** as the official language of instruction. However, it was only in 1987 that the constitution granted official status to **Kreyòl**. Now, Haitian **Kreyòl** and French are the official languages of the Republic of Haiti. In support of the constitution and of the Haitian people, President Jean Bertrand Aristide read from the **Kreyòl** version of the 1987 constitution when he took office in 1991. He also gave his inaugural address in **Kreyòl**.
- **Education:** The Haitian education system begins with kindergarten and continues through the thirteenth year in high school. It is divided into 2 cycles: the primary cycle

and the secondary cycle.

- The primary cycle consists of seven years of primary education (fundamental cycle) plus the first three years of the secondary education (orientation cycle), thereby reducing the secondary cycle to three years. School is compulsory for the primary educational cycle. The curriculum is French-based, and teaching is focused on languages (**Kreyòl**, French, English, Spanish) mathematics, sciences, social, studies, art, technology, and physical education. At the end of the primary cycle, students must pass a state examination in order to obtain a certificate, "**certicat d'études primaries.**"
- The secondary cycle allows students to pursue normal primary schools (teaching), nursing or medical school, engineering school, law school, or vocational schools. The vocational or technical educational training will lead to a diploma. In the 12th and 13th grades, mandatory examinations are required to obtain a Baccalaureate, First and Second parts. Successful performance on the 13th grade examination allows students to enter universities or colleges.
- Under the present educational system, Haitian students learn by memorizing their subjects (rote memory) and are given essay questions on their examinations. Public schools in Haiti are subsidized by the state. All public schools and state universities are tuition free, but students pay for their own school supplies. The lack of sufficient public school buildings has led to the creation of private establishments but these are attended only by upper and middle class Haitians.
- **Family:** Haitians tend to have extended families that include several generations such as parents, siblings, nephews, nieces and grandparents. Families may also include a child that has been loved and fed over a period of time by a family. Like all parents, Haitians express concern if a child "messes up in life." Whipping, to discipline a child, is not rare at all in any Haitian family. Children are taught to respect and appreciate elders. At school, teachers are the parents and are highly respected. It is disrespectful for a child to look at an adult in the eye when being addressed. Placing hands at your hips, mumbling under one's breath, and the turning of the back when spoken to, are gestures that are absolutely unacceptable.

**Guided Practice with
Feedback:**

- Supply students with copy of Haiti timeline (attached below) and physical maps of Haiti, Hispanola, and Caribbean.
 - Divide the class into groups of three and have each group make a T-chart to compare how colonialism helped the French and hurt Africans in Haiti.
 - Activating their knowledge about the physical geography of Haiti, have students speculate on why Haiti was such a successful colony under France.
 - Have students create vocabulary graphic for term informal economy.
 - Have students research and describe the economic reasons for France's colonization of Haiti. An important element of this research should be why France had to rely on slaves.
 - From the timeline and other sources, have students describe forces and activities outside of Haiti that would support the Haitian peoples' own successful revolution.
 - Answers should be written as either 3 short responses or 1 extended response to be assessed by instructor.

**Independent
Practice:**

- Provide an outline map of Haiti. <http://www.worldatlas.com> Divide the class into groups. Students are to create either a physical or political map of Haiti.
- Explain why Haiti was a colony of the French. Provide statistics on the importance of sugar to the French economy. For example Saint Domingue was called the "Pearl of the Antilles producing some 40% of all sugar consumed in Europe. It was one the richest colonies in the French Empire. Explain that the conditions of slavery were extremely brutal. Source information can be readily found using identified web resources listed above).
- Students will be given a chart comparing Haiti to seven other Caribbean countries and the United States. The chart will contain data on GDP per capita, unemployment, life expectancy, illiteracy rate, population density.

Students will explain what these statistics tell about life in that country.

- Finally, each student should write out and be prepared to share with the class, a list of reasons why Haiti is the poorest country with the highest infant mortality rate and second lowest life expectancy rate in the western Hemisphere today.

**Differentiated
Instruction/Small
Groups:**

- View the <http://streaming.discoveryeducation.com/> (Haiti in 1990's with entire class. Students should take notes of important dates and events surrounding coup and return of Aristide.
- Divide students into groups of 4. Each group will be responsible to research the question of how and why Haiti made the transition from being the richest French colony during the 18th Century to one of the poorest countries in the Western hemisphere in the 20th Century. Each student in the group will be present their research in one of the following forms.
 - Paper identifying the consequences of the Haitian Revolution.
 - Journal entries of a journalist sent to Haiti after the Revolution to examine the results of the Revolution.
 - Diary imagining the struggles faced by a slave who has won his freedom but cannot read or write and has to support himself and his family.
 - Timeline of important dates, events and explanations covering Haitian history from 1860 up to present day.

**ESE/ESOL
Accommodations &
ESE/ESOL
Strategies:**

**Lesson
Closure/Review:**

**Assessment with
Clear & Compelling:**

- Students should have knowledge of important dates and events in Haiti's history
- Students should be able to identify and describe the migration of people to and from Haiti
- Group projects should demonstrate analysis of Haiti's geographic, political, and economic factors that define Haiti today.. Each group project should include
 - Typed 250 word research paper with citations identifying the outcomes consequences of the successful Haitian Revolution against France and the subsequent civil wars.
 - Journal entries of a reporter sent to Haiti following the "Amistad" slave mutiny to examine the results of the Revolution. Should include at least 5 separate entries. May also include graphics and illustrations.
 - Diary imagining the struggles faced by a slave who has won his freedom but cannot read or write and has to support himself and his family.
 - Timeline of important dates, events and explanations covering the history of Haiti from 1860 through present day. Should be a minimum of 10 entries on the timeline or at least one entry for every 15 year period.

Creator : HS SS Content Team

Date Created : January 04, 2008

Date Modified : August 02, 2013