

HAITI: FIRST FREE BLACK NATION IN THE WESTERN HEMISPHERE

STRAND A TIME, CONTINUITY AND CHANGE											
INFUSION POINT	BENCHMARKS	REFERENCES	SUNSHINE STATE STANDARDS								
<p>A Spirit of Nationalism (1400 – 1987)</p>	<p>SS.A.1.4 Uses chronology, sequencing patterns, and periodization to examine interpretations of an event.</p>	<p>Civan, M.B., G. Morisset-Metellus, and F. Vilsaint. <u>The Haitians, Their History and Culture</u>. Washington: The Refugee Service Center, Center for Applied Linguistic, 1994.</p> <p>Foster, C.R. & Valdman, A. <u>Haiti – Today and Tomorrow</u>. Landham, Maryland: Maryland University Press of America, 1984.</p> <p>Heinl, R.D. and N.G. Heinl. <u>Written in Blood The Story of Haitian People</u>. Lanham, Maryland: University Press of America, 1996.</p> <p>Perusse, Roland. <u>Historical Dictionary of Haiti</u>. Metuchen, New Jersey: The Scarecrow Press, Inc., 1977.</p> <p>Schutt Aine, Patricia. <u>Haiti A Basic Reference Book</u>. Libraria au Service de la Culture Publisher, 1994.</p>	<p>SS.A.1.4</p>								
			<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="padding: 5px;">GOAL 3 STANDARDS</th> </tr> </thead> <tbody> <tr><td style="padding: 5px;">3.1 Information Managers</td></tr> <tr><td style="padding: 5px;">3.2 Effective Communicators</td></tr> <tr><td style="padding: 5px;">3.3 Numeric Problem Solvers</td></tr> <tr><td style="padding: 5px;">3.4 Creative and Critical Thinkers</td></tr> <tr><td style="padding: 5px;">3.5 Responsible and Ethical Workers</td></tr> <tr><td style="padding: 5px;">3.6 Resource Managers</td></tr> <tr><td style="padding: 5px;">3.7 Systems Managers</td></tr> <tr><td style="padding: 5px;">3.8 Cooperative Workers</td></tr> <tr><td style="padding: 5px;">3.9 Effective Leaders</td></tr> <tr><td style="padding: 5px;">3.10 Multiculturally Sensitive Citizens</td></tr> </tbody> </table>	GOAL 3 STANDARDS	3.1 Information Managers	3.2 Effective Communicators	3.3 Numeric Problem Solvers	3.4 Creative and Critical Thinkers	3.5 Responsible and Ethical Workers	3.6 Resource Managers	3.7 Systems Managers
GOAL 3 STANDARDS											
3.1 Information Managers											
3.2 Effective Communicators											
3.3 Numeric Problem Solvers											
3.4 Creative and Critical Thinkers											
3.5 Responsible and Ethical Workers											
3.6 Resource Managers											
3.7 Systems Managers											
3.8 Cooperative Workers											
3.9 Effective Leaders											
3.10 Multiculturally Sensitive Citizens											

HAITI: FIRST FREE BLACK NATION IN THE WESTERN HEMISPHERE

STRAND A TIME, CONTINUITY AND CHANGE

GOAL: Students will examine and research the political, economic, religious, linguistic, and geographical facts about Haiti.

INFUSION POINT

A Spirit of
Nationalism
(1400 – 1987)

OBJECTIVES

Students will be able to:

- Understand and examine the economic status of Haiti today through an examination of primary sources.
- Compare and contrast information about Haitian politics and language before and after Haiti became the first independent nation in the Caribbean basin.
- Produce a detailed map or model about the geography of Haiti. This map will include, but not be limited to documentation about political and physical areas in Haiti.

HAITI: FIRST FREE BLACK NATION IN THE WESTERN HEMISPHERE

STRAND A TIME, CONTINUITY AND CHANGE

INFUSION POINT	CULTURAL CONCEPTS/INFORMATION
<p>A Spirit of Nationalism (1400 – 1987)</p>	<p>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 sq. mi.). The surrounding islands of La Gonave, La Tortue, Les Cayemittes, La Navase and La Grande Cayes cover 950 sq. 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. 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, and occasional flooding.</p> <p><u>Natural Resources:</u> 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</p>

HAITI: FIRST FREE BLACK NATION IN THE WESTERN HEMISPHERE

STRAND A TIME, CONTINUITY AND CHANGE	
INFUSION POINT	CULTURAL CONCEPTS/INFORMATION
<p>A Spirit of Nationalism (1400 – 1987)</p>	<p>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.</p> <p>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 Higüey. 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.</p> <p>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 a total destruction of the indigenous population.</p> <p>After the “discovery” in 1492, Christopher Columbus changed the name of the island from “Ayiti” to “Españiola,” 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.</p>

HAITI: FIRST FREE BLACK NATION IN THE WESTERN HEMISPHERE

STRAND A TIME, CONTINUITY AND CHANGE	
INFUSION POINT	CULTURAL CONCEPTS/INFORMATION
<p>A Spirit of Nationalism (1400 – 1987)</p>	<p>In 1697, with the Treaty of Ryswich, 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.</p> <p>On the night of August 14, 1791, the slave population led by Toussaint L’Ouverture, Jean-Jacques Dessalines, and Henri Christophe, revolted and obtained 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</p>

HAITI: FIRST FREE BLACK NATION IN THE WESTERN HEMISPHERE

STRAND A TIME, CONTINUITY AND CHANGE

INFUSION POINT	CULTURAL CONCEPTS/INFORMATION
<p>A Spirit of Nationalism (1400 – 1987)</p>	<p>broke away from Haiti and became the Dominican Republic.</p> <p>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.</p> <p>Religion: 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 <i>Iwa</i> (Voodoo spirit) will be generous and helpful to people who perform careful ceremonies. To the one who neglects the <i>Iwa</i>, 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 <i>Iwa</i> are:</p> <ul style="list-style-type: none"> DANMBALA-WEDO – the serpent spirit LEGBA – chief spirit of all rituals GEDE – a family spirit of death <p>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</p>

HAITI: FIRST FREE BLACK NATION IN THE WESTERN HEMISPHERE

STRAND A TIME, CONTINUITY AND CHANGE

INFUSION POINT	CULTURAL CONCEPTS/INFORMATION
<p>A Spirit of Nationalism (1400 – 1987)</p>	<p>different ethnic backgrounds and many New York City practitioners who are non-Haitians.</p> <p>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. Iv Dajan and Morrisseau Leroy in 1953, proved that Haitian Kreyòl could be used in the performance of dramatic plays. To demonstrate his point, he produced an adaptation of the Sophocles tragedy, Antigone, set in rural Haiti. In 1957, President Fignole awed and shocked Haitians by making speeches in Kreyòl. This act angered many because the 1918 constitution that was rewritten under President Roosevelt’s command, proclaimed French as the official language to be used in public and for public services. As a result of President Fignole’s “wrongful act,” French was reconfirmed as the official language of Jaoto in 1964. 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,</p>

HAITI: FIRST FREE BLACK NATION IN THE WESTERN HEMISPHERE

STRAND A TIME, CONTINUITY AND CHANGE

INFUSION POINT	CULTURAL CONCEPTS/INFORMATION
<p>A Spirit of Nationalism (1400 – 1987)</p>	<p>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 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.</p> <p>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. Students must receive and pass a state examination in order to obtain a certificate, “certicat d’ etudes primaries.” In the 12th and 13th grades, mandatory examinations are required to obtain a Baccalaureate, First and Second part. Successful performance on the 13th grade examination allows students to enter universities or colleges.</p> <p>Under the present educational system, the primary cycle consists of the 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. Haitian students learn by memorizing their subjects (rote memory), and they are slightly familiar with multiple choice and/or true or false exams. On examinations they are asked to answer essay questions.</p>

HAITI: FIRST FREE BLACK NATION IN THE WESTERN HEMISPHERE

STRAND A TIME, CONTINUITY AND CHANGE

INFUSION POINT	CULTURAL CONCEPTS/INFORMATION
<p>A Spirit of Nationalism (1400 – 1987)</p>	<p>Upon successfully completing their primary studies, students can pursue their secondary studies. They may enroll in vocational or technical educational training which leads to a diploma. If they choose to complete the secondary cycle, they have the option of selecting: normal primary schools (teaching), nursing or medical school, engineering school, law school, or vocational schools. Students must spend 4 years at most universities, 6 to 7 years in medical school. Public schools in Haiti are subsidized by the state. The parents, the government, and financial aid organizations, share the annual cost of a student. 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, commonly known as “the flourishing industry of private education.” These establishments can be afforded only by upper and middle class Haitians.</p> <p><u>Culture and Family:</u> Haitians have a rich culture. Their culture is as intriguing as their history is turbulent. Haitians are proud people, hard workers and generally easy to get along with. They are one of the least understood groups of immigrants in America, even though they seem to adapt fairly easily to the American culture. Haitian people do not, and will not, give up their language, their religion, or their family values. Education for them is extremely important. It is seen as the only vehicle for a successful future.</p> <p>Haitians tend to have extended families, which include, not only, parents and grandparents, but also siblings, nephews, cousins, and sometimes 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.</p>

HAITI: FIRST FREE BLACK NATION IN THE WESTERN HEMISPHERE

STRAND A TIME, CONTINUITY AND CHANGE	
INFUSION POINT	CULTURAL CONCEPTS/INFORMATION
<p>A Spirit of Nationalism (1400 – 1987)</p>	<p>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.</p> <p><u>The Present:</u> Due to economic pressures both within the nation of Haiti and in the United States, large numbers of Haitian people are immigrating to the United States. Many of them drown before they reach the United States. The United States has strongly opposed giving asylum to Haitian immigrants. In 1991, the United States Court of Appeals ruled that the United States government could send home thousands of Haitians intercepted at sea and in 1993, the Supreme Court sanctioned that policy. The American government now sends some economic aid to the country of Haiti and allows some of the legal immigrants who reside in the United States to benefit from American laws.</p>

HAITI: FIRST FREE BLACK NATION IN THE WESTERN HEMISPHERE

STRAND A TIME, CONTINUITY AND CHANGE

INFUSION POINT	LINKAGES TO AMERICAN HISTORY
<p>A Spirit of Nationalism (1400 – 1987)</p>	<ul style="list-style-type: none"> ➤ 1400 – The Carib tribe and the Tainos of the Arawak tribe. ➤ 1492 – Christopher Columbus starts colonization of the Americas and Native Americans suffered huge deaths from disease and slaughter by the Spaniards; Columbus changed the name “Ayiti” to “Española” or “Little Spain”. ➤ 1696 – The term Hispaniola is used to refer to the island that houses Haiti and the Dominican Republic today. ➤ 1697 – Treaty of Ryswich, Spain grants France the Western territory of Hispaniola Saint-Dominque. ➤ 1780 – Kreyòl is recognized as a distinct language from French. ➤ 1791 – Slave revolt in Haiti led by Toussaint L’Ouverture, Jean-Jacques Dessalines and Henri Christophe. ➤ 1800 – The slaves obtain control of the Northern part of Saint-Dominque. ➤ 1804 – Forces of Haitian generals defeat an army deployed by Napoleon Bonaparte; Haiti wins independence from France. ➤ 1820 – Henri Christophe kills himself; Haiti assists in the Independence Movement of other Latin American countries. ➤ 1822 – Haiti conquers Santo-Domingo. ➤ 1839 – “Amistad” slave mutiny. ➤ 1843 – Haiti witnesses twenty-two changes in government as it continues through 1915. ➤ 1844 – Santo-Domingo breaks away from Haiti and becomes the Dominican Republic. ➤ 1857 – Dred Scott decision; “Clothide”, the last slave ship to arrive in America, lands at Mobile, Alabama. ➤ 1860 – Catholicism becomes official religion in Haiti; Voodoo is recognized as an integral part of the culture. ➤ 1863 – Lincoln signs Emancipation Proclamation. ➤ 1865 – 13th Amendment is enacted. ➤ 1866 – 14th Amendment is enacted.

HAITI: FIRST FREE BLACK NATION IN THE WESTERN HEMISPHERE

STRAND A TIME, CONTINUITY AND CHANGE

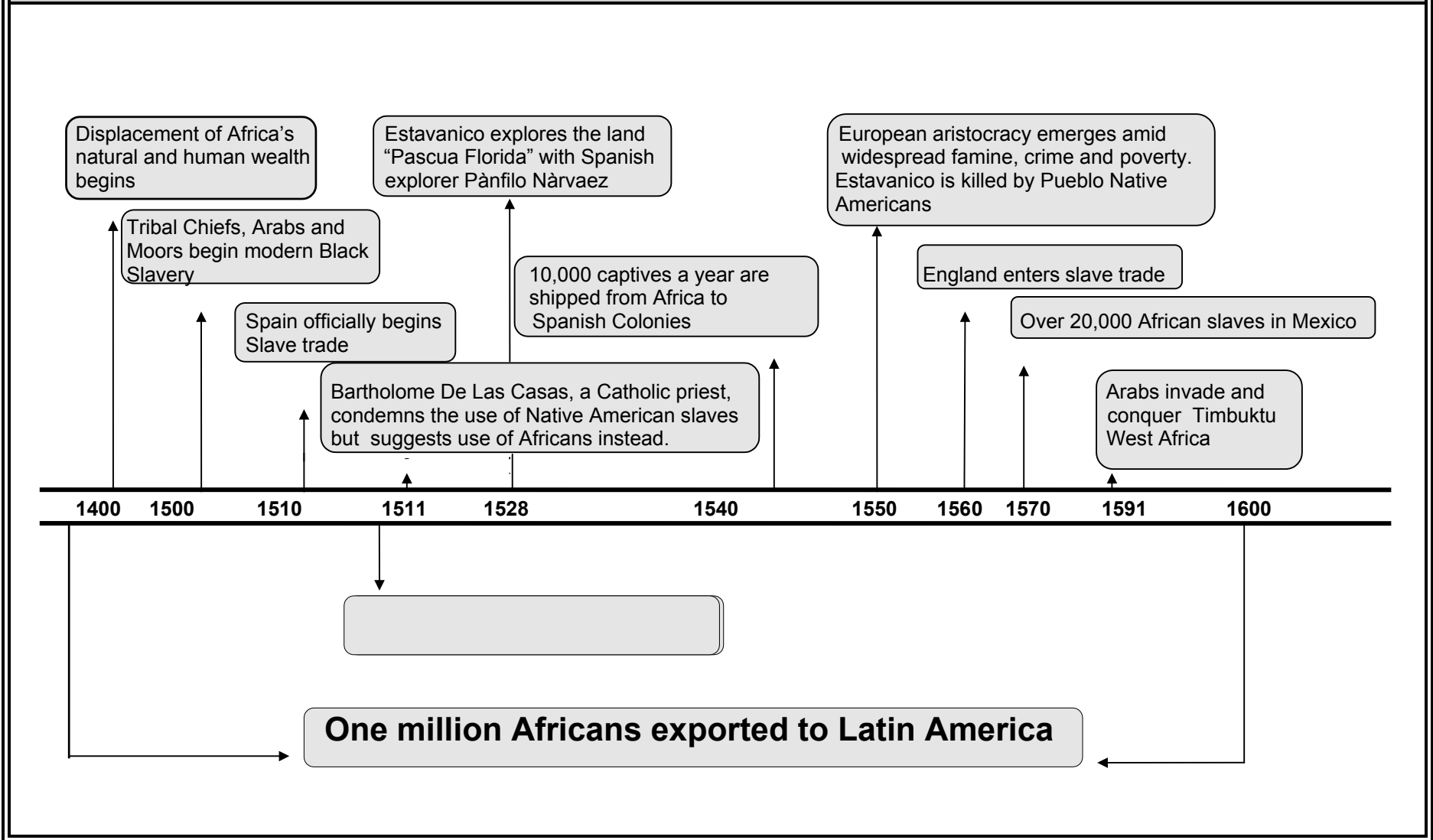
INFUSION POINT	LINKAGES TO AMERICAN HISTORY
<p>A Spirit of Nationalism (1400 – 1987)</p>	<ul style="list-style-type: none"> ➤ 1866 – President Andrew Johnson vetoes “40 acres and a mule” for freed Black slaves. ➤ 1868 – Pinckney Stewart Pinchback swears in as first African American Governor of Louisiana. ➤ 1870 – 15th Amendment is enacted. ➤ 1877 – President Hayes removes federal troops from the south at the end of the Reconstruction Era, Northerners unite with Southerners. ➤ 1888 – Over 2800 Blacks are lynched. This continues through 1896. ➤ 1896 – White vigilante activities increase. ➤ 1904 – European immigration increases. ➤ 1909 – NAACP is established. ➤ 1910 – United Negro Improvement Association is formed by Marcus Garvey. ➤ 1979 – Kreyòl is recognized as the official language of Haiti. ➤ 1987 – The constitution grants official status to Kreyòl.

HAITI: FIRST FREE BLACK NATION IN THE WESTERN HEMISPHERE

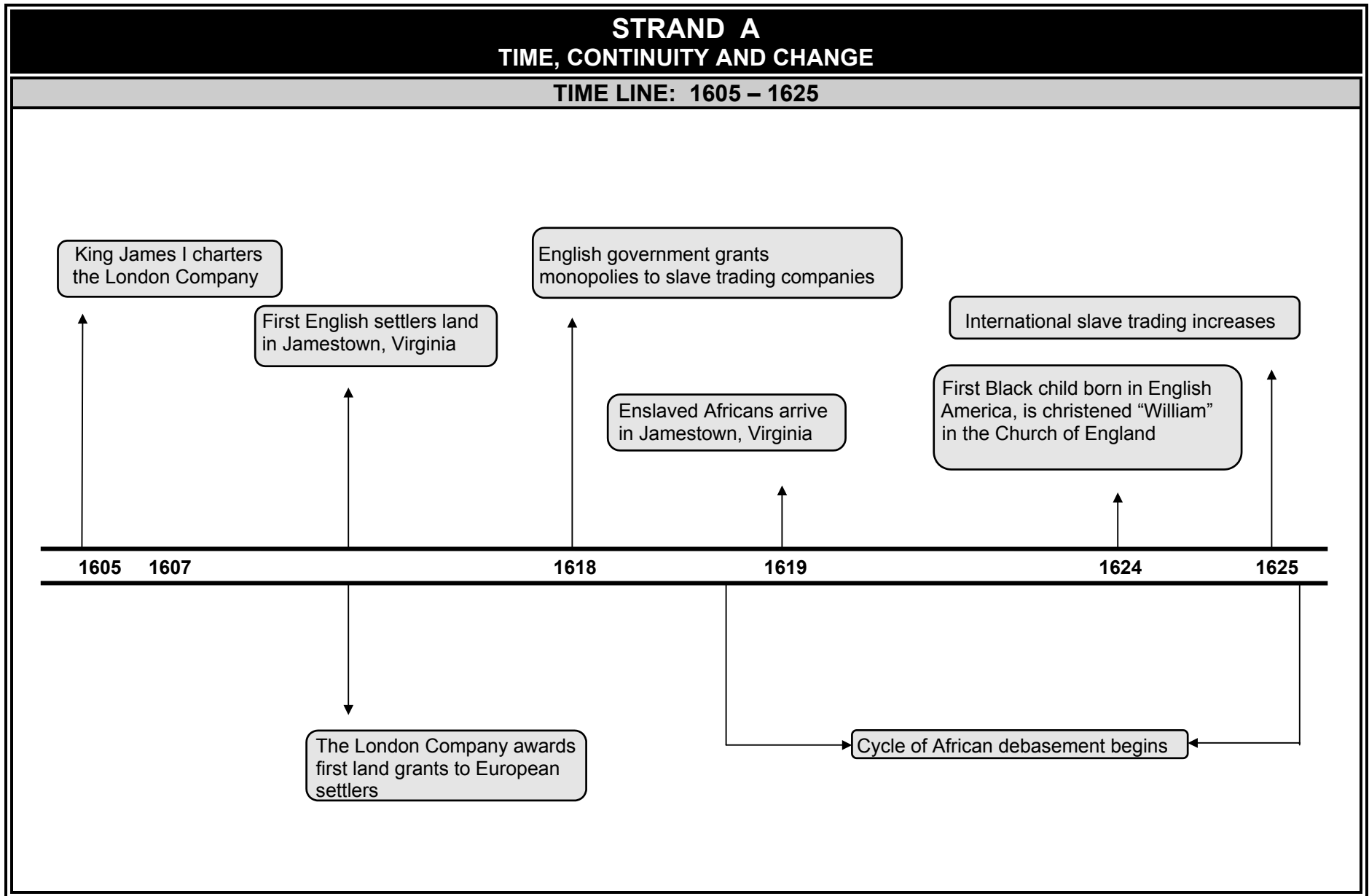
STRAND A

TIME, CONTINUITY AND CHANGE

TIME LINE: 1400 – 1600



HAITI: FIRST FREE BLACK NATION IN THE WESTERN HEMISPHERE

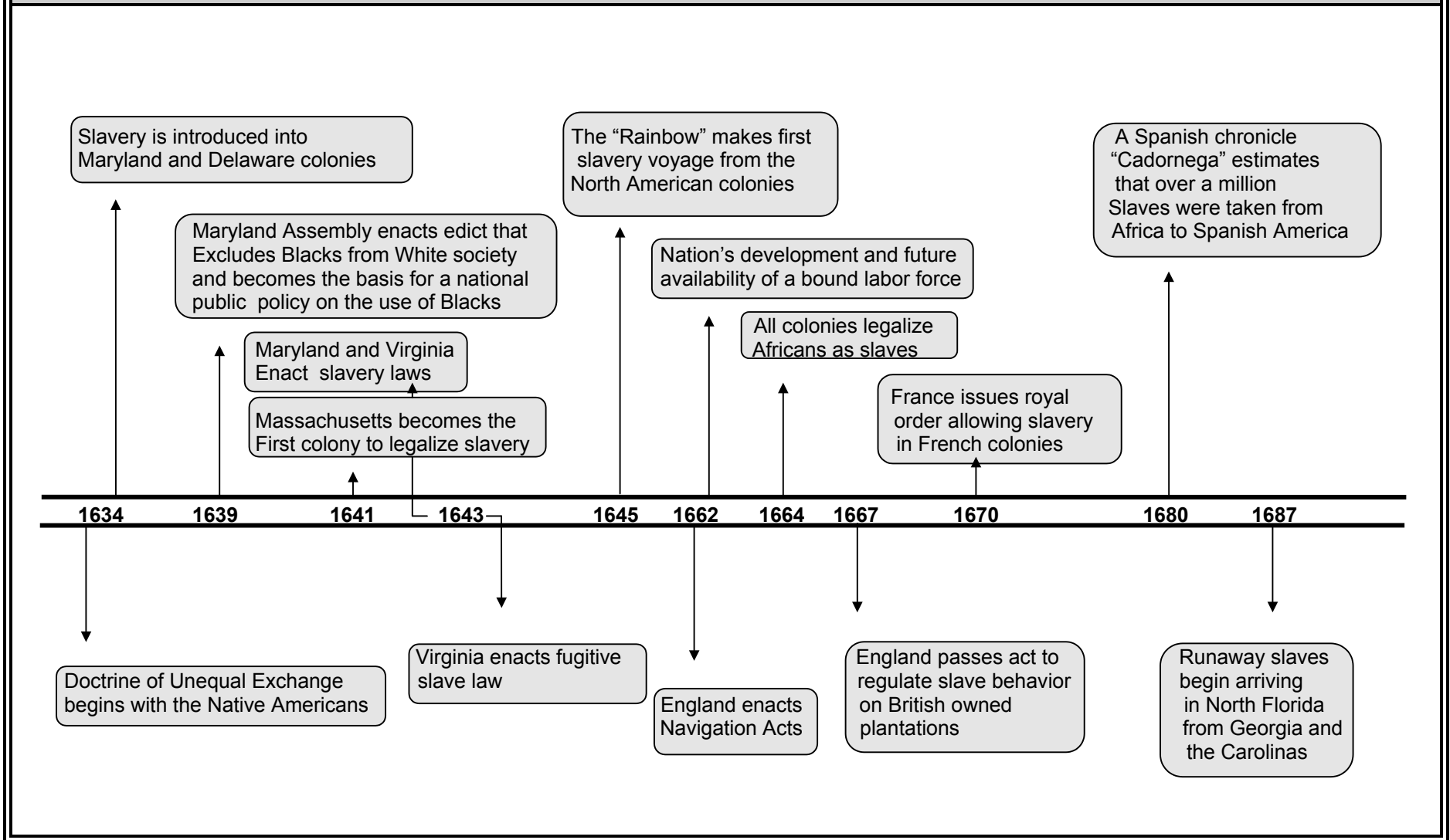


HAITI: FIRST FREE BLACK NATION IN THE WESTERN HEMISPHERE

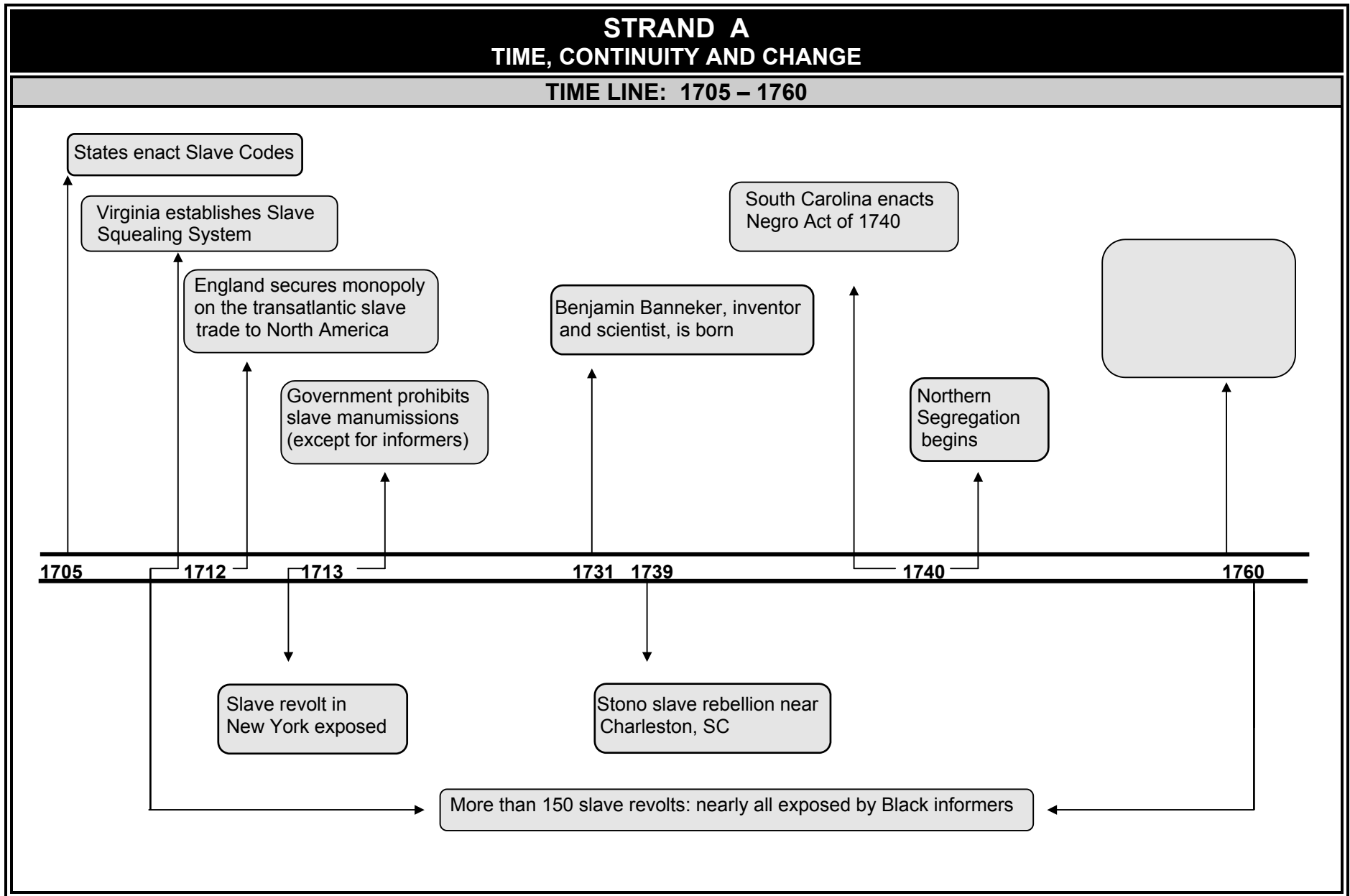
STRAND A

TIME, CONTINUITY AND CHANGE

TIME LINE: 1634 – 1687



HAITI: FIRST FREE BLACK NATION IN THE WESTERN HEMISPHERE

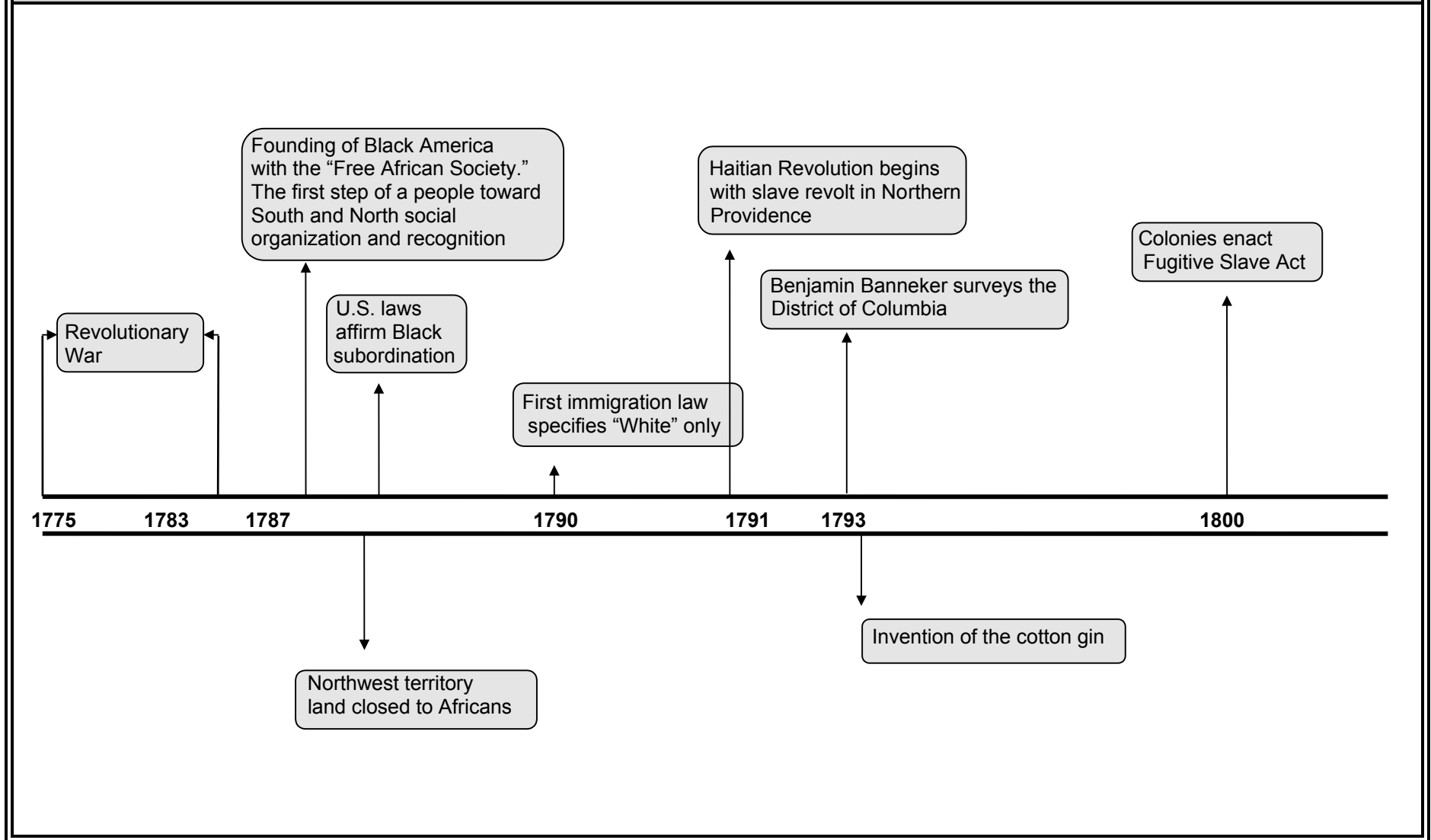


HAITI: FIRST FREE BLACK NATION IN THE WESTERN HEMISPHERE

STRAND A

TIME, CONTINUITY AND CHANGE

TIME LINE: 1775 – 1800

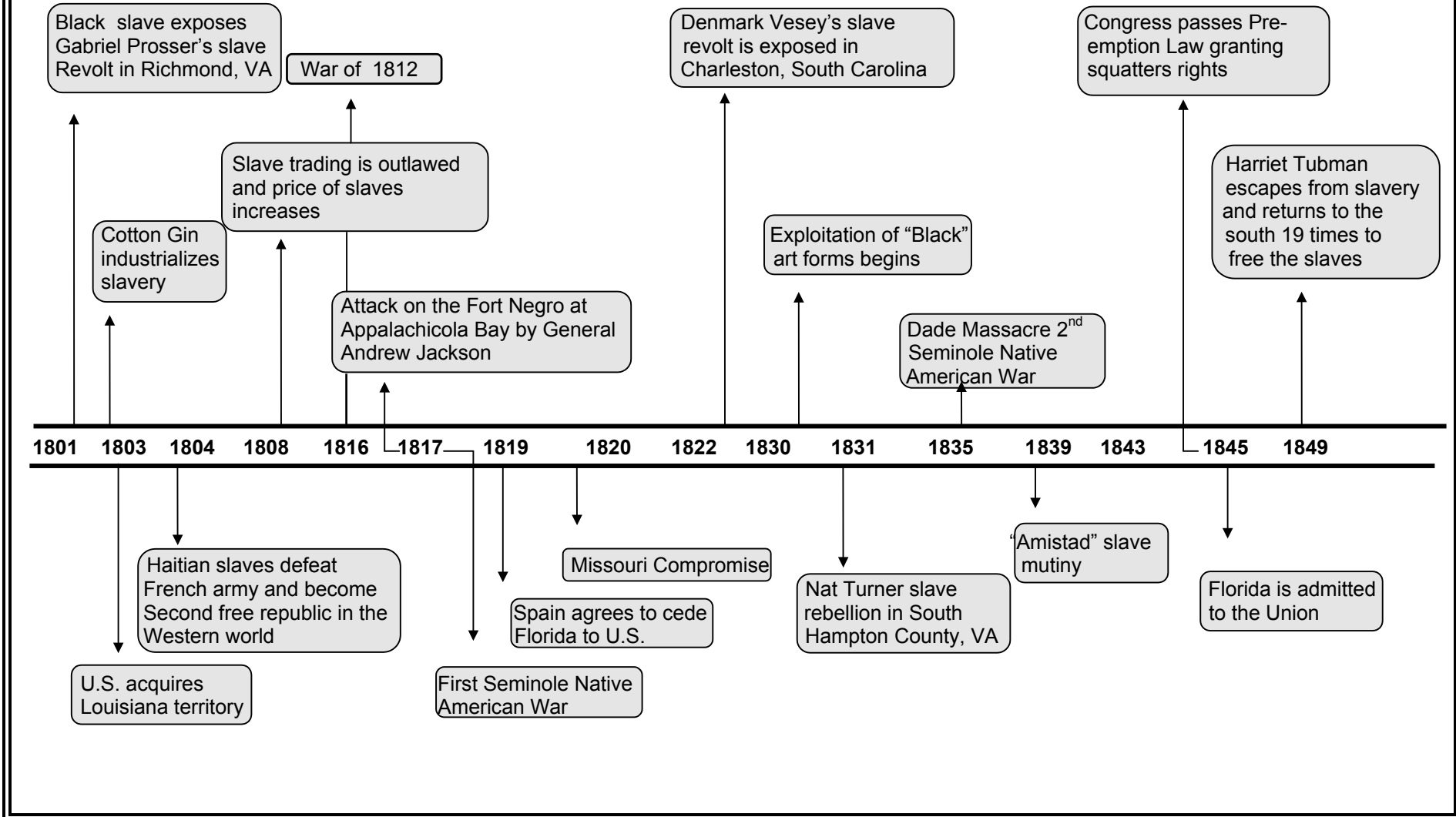


HAITI: FIRST FREE BLACK NATION IN THE WESTERN HEMISPHERE

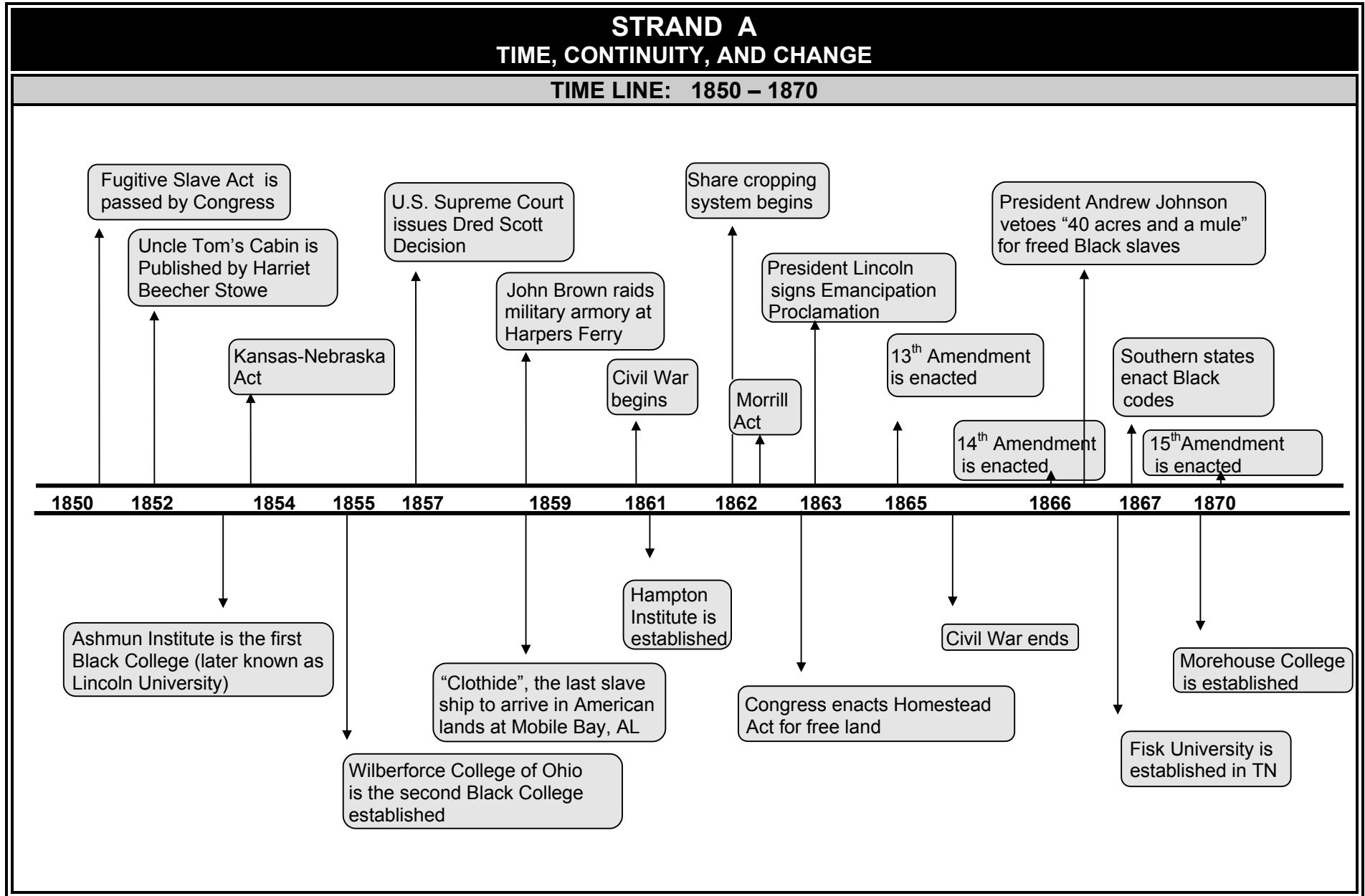
STRAND A

TIME, CONTINUITY AND CHANGE

TIME LINE: 1801 – 1849



HAITI: FIRST FREE BLACK NATION IN THE WESTERN HEMISPHERE

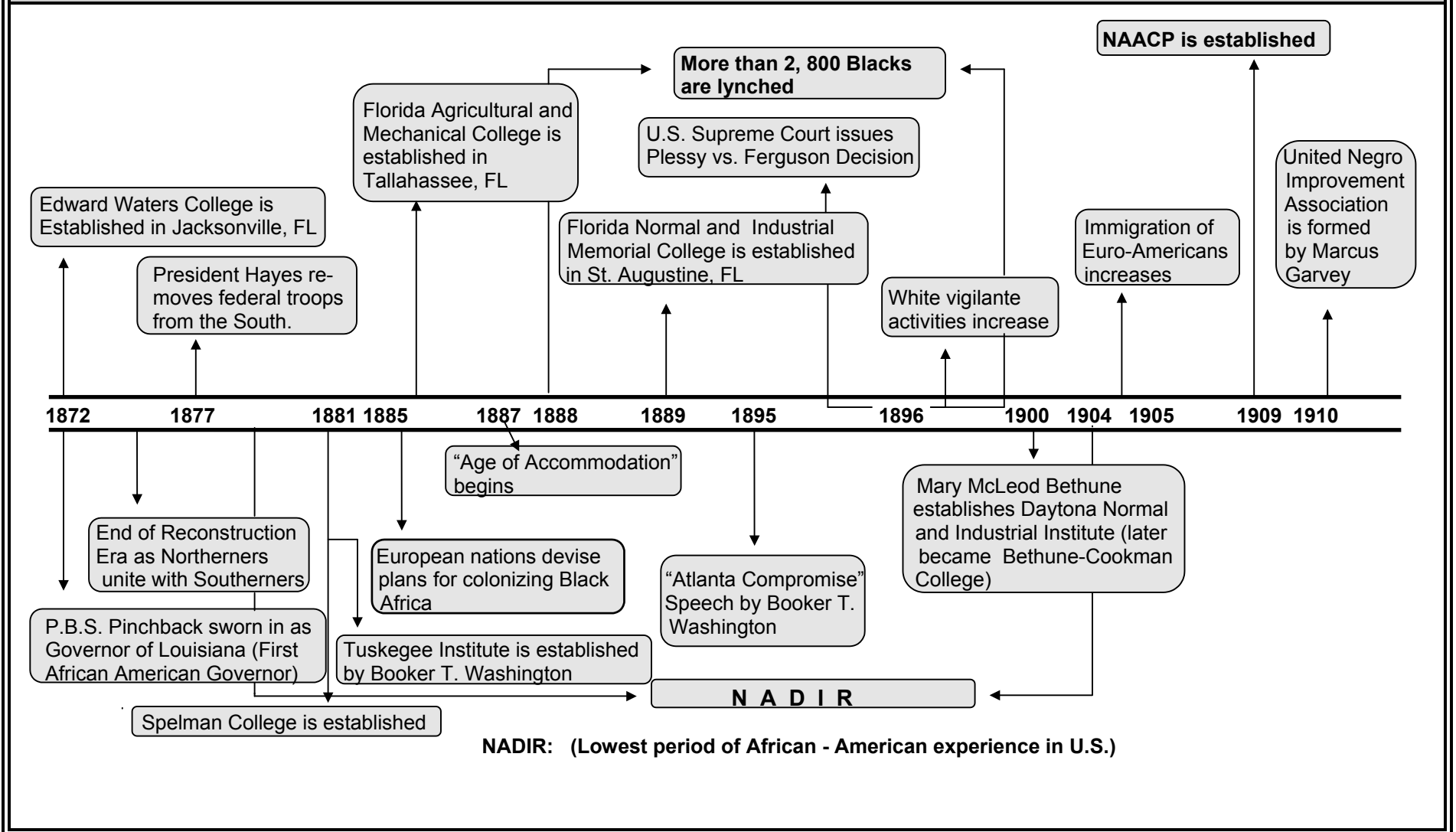


HAITI: FIRST FREE BLACK NATION IN THE WESTERN HEMISPHERE

STRAND A

TIME, CONTINUITY AND CHANGE

TIME LINE: 1872 - 1909

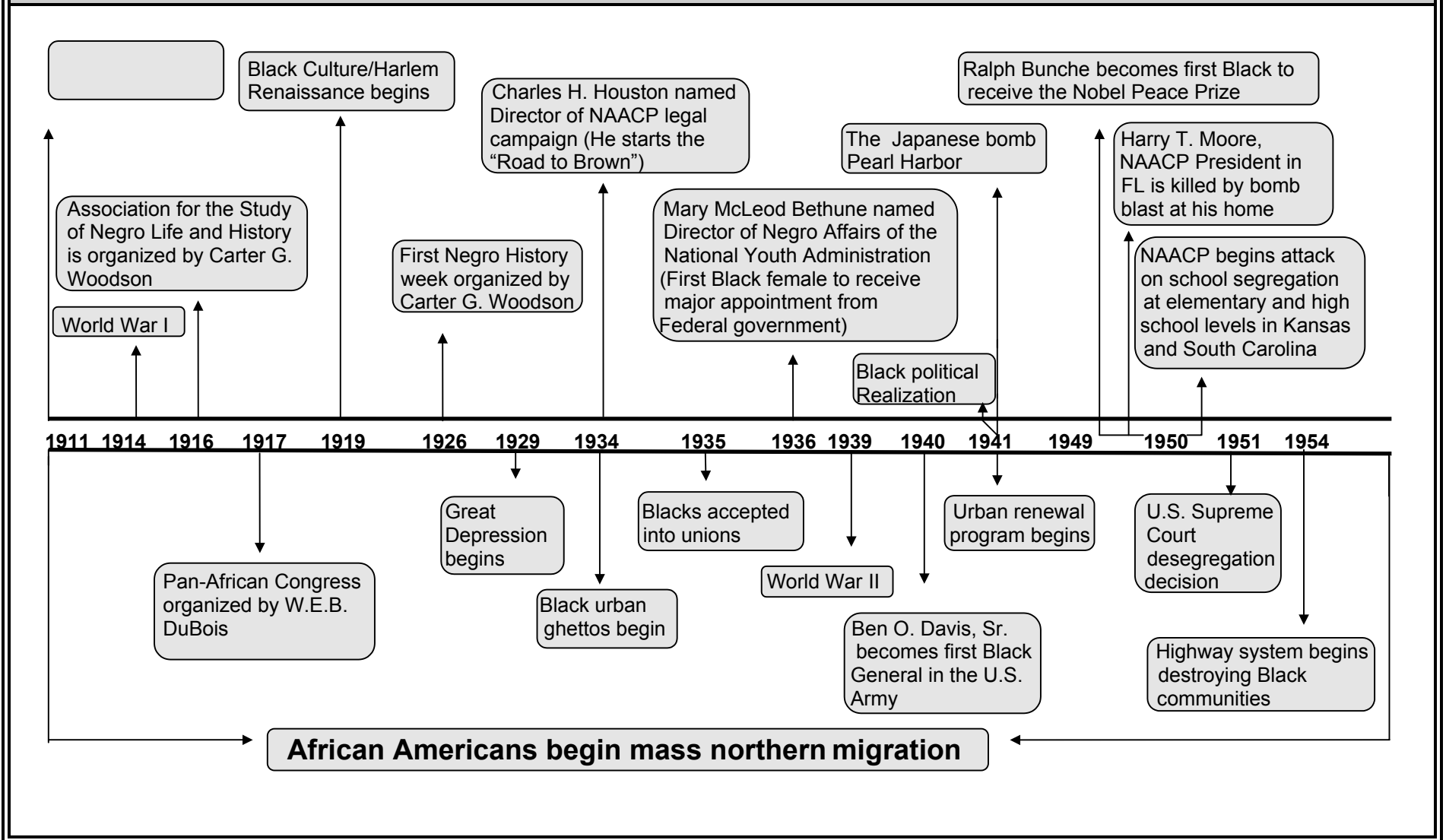


HAITI: FIRST FREE BLACK NATION IN THE WESTERN HEMISPHERE

STRAND A

TIME, CONTINUITY AND CHANGE

TIME LINE: 1911 - 1954

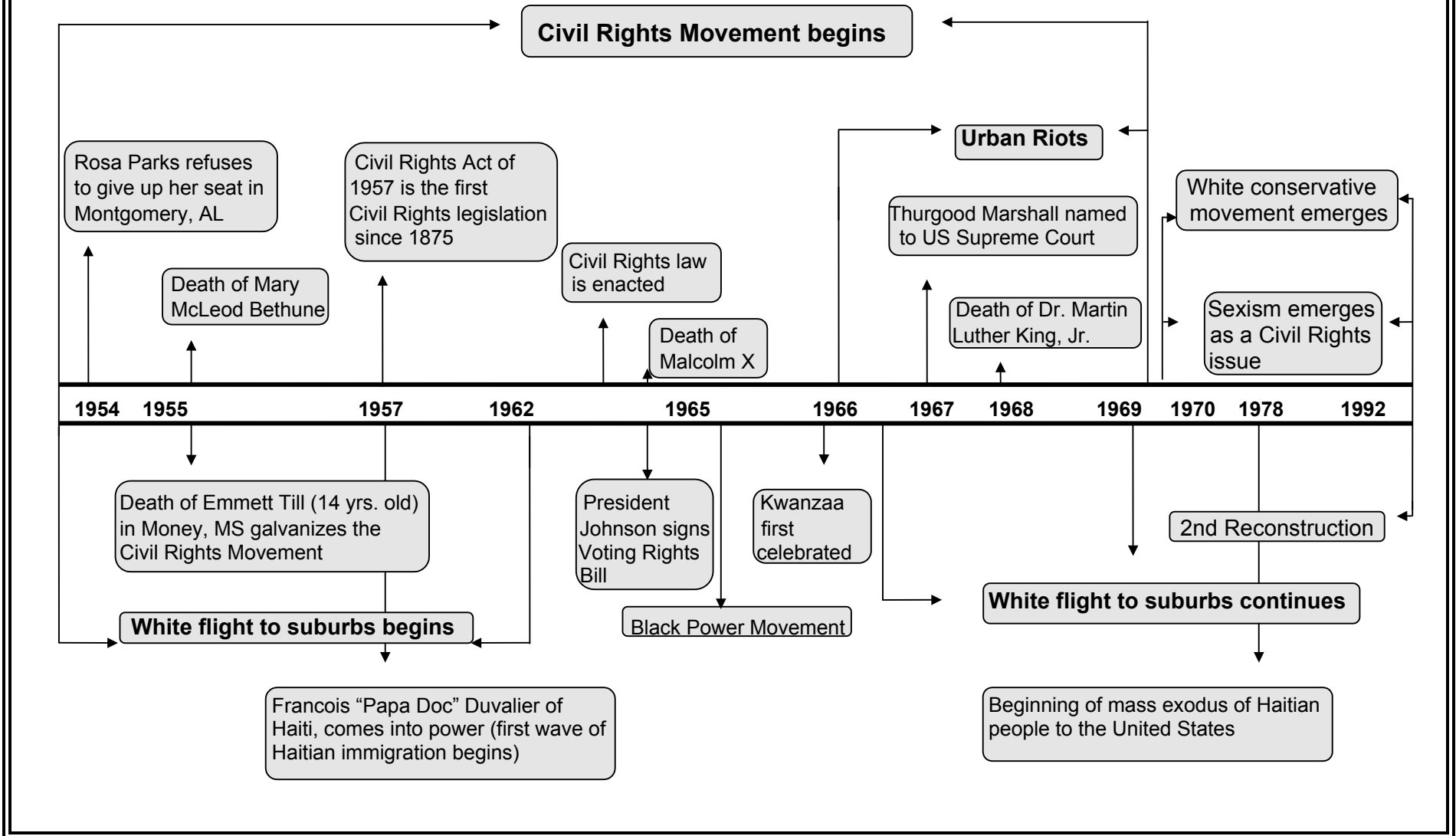


HAITI: FIRST FREE BLACK NATION IN THE WESTERN HEMISPHERE

STRAND A

PEOPLE, PLACES, AND ENVIRONMENTS [GEOGRAPHY]

TIME LINE: 1954 – 1992



HAITI: FIRST FREE BLACK NATION IN THE WESTERN HEMISPHERE

STRAND A TIME, CONTINUITY AND CHANGE

INFUSION POINT	DEFINITION OF KEY TERMS
<p>A Spirit of Nationalism (1400 – 1987)</p>	<ul style="list-style-type: none"> ➤ Antigone - In Greek legend, the daughter of Oedipus and Jocasta; she defied her uncle Creon by performing funeral rites for her brother, Polynices. ➤ Arawak - A Native American culture. ➤ Ayiti - Haitian word that means “high ground.” ➤ Baccalaureate - High School graduate in Haiti; college graduate in the United States. ➤ Caciquats - Kingdoms or areas in Haiti. ➤ Carib - A Native American culture. ➤ Concordat - A Native America culture. ➤ Hispaniola – Largest island in the Caribbean Basin. ➤ Inaugural Address - A speech given by president-elect before taking office. ➤ Indigenous - Born in a country; native. ➤ Kreyòl - Official language of Haiti. ➤ Language of Instruction - Main language to be used in a classroom by teachers. ➤ Mass - The celebration or service of the Eucharist, a sacrament of the Roman Catholic church, consisting of a series of prayers. ➤ National Language - The most commonly spoken language in a country.

HAITI: FIRST FREE BLACK NATION IN THE WESTERN HEMISPHERE

STRAND A TIME, CONTINUITY AND CHANGE	
INFUSION POINT	DEFINITION OF KEY TERMS
A Spirit of Nationalism (1400 – 1987)	<ul style="list-style-type: none"> ➤ Official Language - The language to be used for official purposes. ➤ Semiarid - Hot and dry climate. ➤ Sophocles - An Athenian (person from Athens) dramatic poet. ➤ Tainos - A group that was a part of the Arawak Native American culture. ➤ Treaty of Ryswich – Spain granted France the Western territory of Hispaniola. ➤ Tropical - Hot and wet climate. ➤ Voodoo - A strong entity of the Haitian Culture.

HAITI: FIRST FREE BLACK NATION IN THE NORTHERN HEMISPHERE

STRAND A

TIME, CONTINUITY AND CHANGE

RECOMMENDED STUDENT ACTIVITIES

Language Arts

- Use a KWL chart for example to describe what you know about education in Haiti? What do you want to know about education in Haiti? What have you learned about education in Haiti?
- Students will produce a descriptive organizer about the culture of Haiti. Include at least twenty facts in the organizer.
- Compose a pictorial dictionary on the plant and animal life of Haiti.
- Create a two week travel log about your trip to Haiti. Include a calendar. Write impressions of your daily events and places you visited on the calendar.
- Write a news documentary on the life of Touissant L'Ouverture.

Humanities/Arts

- Develop a collage of the revolutionary leaders of Haiti from 1792 - Present time. Include Toussaint L'Ouverture, Jean-Jacques Dessalines, Henri Christophe, **Iv Dajan**, **Morrisseau Leroy**, and **President Fignole**.
- Compare and contrast the music of Haiti to the music in West Africa and Africans of the Diaspora, in the Caribbean, South America, and Central America.
- Document at least five Haitian artists (men and women) and prepare these artworks for an exhibit at the end of the unit.
- Select any art form that has been influenced by "**Voodoo**." Document the results in the form of a scrapbook.
- Select five artifacts in Haitian culture and document the meaning of each. One of these artifacts will be included in a school wide display of artifacts.

Science

- Describe the process of deforestation, and explain how deforestation makes it more difficult for a community to become self-sufficient.
- List at least ten plants and animals that are native to Haiti.
- Brainstorm on the uses of the banana plant in the daily life of a person in Haiti.
- Examine and then document the composition of the banana plant. Include your senses in your examination (seeing, hearing, tasting, smelling, and touching).
- Devise and perform an experiment using one of the fruits/vegetables of Haiti. Report your findings.
- Construct a map of the nighttime sky over Haiti. Include the planets and constellations that may be visible during spring in the northern hemisphere.

**Curriculum
Infusion**

HAITI: FIRST FREE BLACK NATION IN THE WESTERN HEMISPHERE

STRAND A

TIME, CONTINUITY AND CHANGE

RECOMMENDED STUDENT ACTIVITIES

Social Studies

- Produce a detailed map or model about the geography of Haiti. Include both the physical and political areas of Haiti.
- Research and explain the links between Haiti, the United States of America and France.
- Analyze the form of worship called "**Voodoo**." Present this information in the form of a chart that documents the history of this religion.
- Listen to the folk music of Haiti. Identify the sound of the instruments you are listening to. Explain the cultural connections between the folk music you are listening to and music you are already familiar with.
- Role play the part of Haitians who were determined to fight Napoleon for their freedom.

Curriculum Infusion

Mathematics

- Calculate what a person's annual salary in the U.S. would be if the person was making minimum wage.
- Compare the minimum wage salary to the salary of a worker of comparable status in Haiti. List at least five conclusions that you can draw about economic conditions in Haiti.
- Write the numbers one through ten in Haitian Kreyòl.
- Prepare a timeline that displays the major events in Haitian History.

Critical Thinking Skills

- Conduct a mock interview with Toussaint L'Ouverture, Jean-Jacques Dessalines, and Henri Christophe.
- Prepare an interactive journal on the content of the unit.
- Compare and contrast the Kreyòl language with French. Determine which of the two is the language of the people today.

Research Skills

- Using the Internet and media sources, prepare a position paper on the Native Americans of Haiti.
- Prepare a report on the terrain of Haiti.
- Document the various invasions that involved the Haitian people. Determine whether or not Haiti is an occupied nation today.

HAITI: FIRST FREE BLACK NATION IN THE WESTERN HEMISPHERE

STRAND A TIME, CONTINUITY AND CHANGE	
INFUSION POINT	RECOMMENDED STUDENT EVALUATION
<p>A Spirit of Nationalism (1400 - 1987)</p>	<ol style="list-style-type: none"> 1) Students will be assessed on the writing of an essay that delineates the reasons why it is said that: “Their culture is as intriguing as their history is turbulent.” 2) Students will be assessed on their design and display of a diagram on life in Haiti. (This may be an individual or group project). 3) Students will be assessed on their ability to translate a list of selected Kreyòl words into English. Students will be assessed on their ability to translate a list of selected English words into Kreyòl. 4) Students will write a research paper on religion in Haiti and share the information with the class in the format of a panel discussion. 5) Written Exam – Students will be assessed on their knowledge in a written examination of the following questions: <ul style="list-style-type: none"> - Who was: Toussaint L’Ouverture? Jean-Jacques Dessalines? Henri Christophe? - Who were the first inhabitants of Haiti? - What does the Native American word “Ayiti” mean? - When did Christopher Columbus “discover” Haiti? - What name did he give to the newly “discovered” island? Why? - Who changed the name of the island from “St. Dominique” to Haiti? Why? - When, and from what country, did Haiti win its independence?

HAITI: FIRST FREE BLACK NATION IN THE WESTERN HEMISPHERE

STRAND A TIME, CONTINUITY AND CHANGE	
INFUSION POINT	RECOMMENDED STUDENT EVALUATION
A Spirit of Nationalism (1400 – 1987)	<p><i>Pre/Post Assessment</i></p> <p>K. CURRENT KNOWLEDGE – FORMATIVE</p> <ul style="list-style-type: none">➤ Use a teacher made assessment instrument.➤ Use a geography assessment of Haiti's location in the Caribbean.➤ Determine knowledge of Haiti's contributions. <p>W. WHAT IS TO BE LEARNED? PROCESS</p> <ul style="list-style-type: none">➤ Use unit content and formulate assessment items.➤ Use journals, presentations, and portfolios in the process.➤ Assess the completeness of the timeline on Haiti. <p>L. WHAT WAS LEARNED? SUMMATIVE</p> <ul style="list-style-type: none">➤ Use journals, portfolios to assess gains.➤ Use multiple-choice exams and essays.➤ Use product evaluation.➤ Use research papers and assess with a grading matrix on one of the leaders of Haiti.