

# *St Aiden's Homeschool*



## *Haiti & Earthquake Unit Study*

Comprehensive Unit Study  
of

**The Natural Disaster in Haiti**

*Teaching Plans & Resources*

*Workbook/Activity Book for Elementary Learners G1-7*

Compiled by Donnette E Davis  
[www.staidenshomeschool.com](http://www.staidenshomeschool.com)



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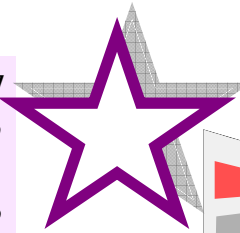
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# Haiti

## Parent/Educator Lesson Guide

*Have your students/children read the notes on the previous page concerning the history of Haiti, the culture, the people, the origins, the slavery. Particular focus should be on developing a simple timeline. For younger learners, a brief discussion highlighting important events will be adequate.*



On the following pages and questions aimed at older learners, who will need to re-read the information contained in these pages and make use of the internet and/or local library, with a focus on the links and resources found at the end of this book.

Younger learners will have the opportunity during the section thereafter to illustrate either by way of simple words or drawings, what they understand happened in and to Haiti, its development from centuries ago to the present time. Please bear in mind that this is a complex subject, includes sensitive material such as slavery and war and therefore parents/educators are respectfully cautioned to skim through information before incorporating into a lesson plan for little learners. ☺



## **Lesson Plans – Haiti – History, Geography**

Read through the tutorial in this book and have discussions with your children/students surrounding the history, geography, trade, timelines, slavery, culture, religions and languages of Haiti and the Haitian people.

Use the Worksheets on the following page to have older students write their answers. For younger students you may wish to record their answers after simple discussion with them.

It is suggested that this entire unit study be bound and stored, upon completion, for reference purposes, and/or used in conjunction with another unit study on the Caribbean, Earthquakes, Slavery or even with a Christopher Columbus Unit Study. Exceptional Links can be found at the back of this book which provide further information, more particularly to be used on those worksheet pages where images are the only clues.

Have older students prepare a timeline, reflecting important dates and events in summary form.

It is suggested that discussion be made of previous natural disasters in this area. Why have they occurred, why is the damage so severe? What can be done to prevent or minimise such severe damage in the future.

It may also provide a little light-hearted diversion away from the tragedy that has occurred to discuss tourism, trade and the like. What are well known tourist areas? Where would YOU visit if you were on a visit to Haiti. The learner will require internet or library access to obtain this information, but leaves this topic fairly open. You may also ask your students to compile a travel brochure encouraging visitors to Haiti (before the disaster of course).



**Points for discussion**

- Language, Culture and Religion
- The geographic Location of Haiti
- The Haitian Revolution
- 17<sup>th</sup> Century Settlement
- Slavery
- Christopher Columbus
- Independence from France
- Pre-Colonial and Spanish Colonial Periods
- Prime Ministers and Presidents
- Export and Import
- Poverty
- Landmark Structure and Buildings
- Climate
- Trade and Industry
- Tourism
- Landmarks, natural or manmade
- Music
- Haiti during the 1900's
- Haiti during the 2000's
- Haiti prior to 1900
- What, if any, crops are grown in Haiti? What are the conditions for growing these crops? Are the crops utilised for local consumption or grown for export purposes?
- What is a Gingerbread House? How is this typical to Haiti?
- Describe the Presidential Palace.
- Previous natural disasters, the implications, recovery and what preventative measures were taken to prevent further devastation.
- In light of the current natural disaster, discuss with your students/children what THEY think could be done to minimise damage and destruction in the event of yet one more natural disaster.
- What are aftershocks and how did these aftershocks affect the already devastated capital Port-au-Prince.







Draw a Map of Haiti in the block below. Mark the capital and other cities and label them. Also mark and label well-known landmarks, monuments and buildings. Don't forget to create a KEY.



Key:
























































## Earthquake Damage at the Presidential Palace

*Note to Parents/Teachers* : Use the internet, encyclopaedias or the information in this book to write what you have learned about this person/event. DATE: \_\_\_\_\_

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Empty rounded rectangular box for notes.

Note to Parents/Teachers : Use the internet, encyclopaedias or the information in this book to write what you have learned about this person/event. DATE: \_\_\_\_\_

Eight horizontal lines for writing notes.



Eight horizontal lines for writing notes.



# Francois Lollonais

*Note to Parents/Teachers* : Use the internet, encyclopaedias or the information in this book to write what you have learned about this person/event. DATE: \_\_\_\_\_




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