



STORIES FROM HAITI FOR 7-11 YEAR OLDS: TEACHERS' OVERVIEW

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Introduction

Stories from Haiti is a resource for English teachers developed by Oxfam in collaboration with the National Association for the Teaching of English (NATE). In studying *Stories from Haiti*, pupils will have the opportunity to analyse and interpret a wide variety of texts, from fiction to media and personal stories and to create their own materials in a range of media.

Closely linked to the national curricula for English in England, Scotland and Wales, *Stories from Haiti* gives pupils opportunities to develop their reading, writing, speaking and listening skills through an exploration of multiple stories from Haiti linked with the devastating earthquake of January 2010.

By opening up multiple and complex stories, it will help pupils understand that the well-known story of the devastation caused by the 2010 earthquake is not the only story about Haiti. Pupils will explore the historical and geographical stories which set the context for Haitians when the earthquake struck. They will then consider how and why stories were told by the media, Oxfam and individuals at the time of the earthquake and in the years of ensuing reconstruction. Finally pupils will look at stories from Haiti now, culminating in deciding for themselves what story they will tell about Haiti and how.

You might like to watch an excellent talk entitled 'The Danger of the Single Story' given by Nigerian author Chimamanda Ngozi Adichie about the dangers of knowing or telling only a single story about a person or place.

http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.

Pupils may present their final stories using a wide range of media, such as leaflets, posters, speeches, articles for local newspapers or as news features for radio or television, supporting their development as active global citizens. An ideal way for pupils to share the work with a real wider audience is for them to send their leaflets, radio programmes or other presentations to Oxfam Education: <http://www.oxfam.org.uk/education>. We will be able to post a selection on our website for other schools to see.

**Aims of *Stories from Haiti***

- To provide real-life information to stimulate pupils' reading, writing, speaking and listening skills.
- To encourage pupils to consider stories behind stories and explore some of the complexity behind the response to – and recovery from – the earthquake which struck Haiti in January 2010.
- To encourage critical thinking about issues and values.
- To encourage participatory, investigative and collaborative teaching and learning styles.
- To help enable English teachers to fulfil the demands of the English national curricula in England, Scotland and Wales. Note that in the case of England, the new 2014 curriculum has been used.

Structure of *Stories from Haiti* for 7-11 year olds

- 12 lesson plans
- 2 slideshows
- 3 videos

Teachers are encouraged to create a working wall in the first lesson to be added to throughout the unit as a means of scaffolding knowledge and measuring progression.

Part 1 (lessons 1-5)

Lessons 1-5 introduce pupils to the idea that the story of Haiti is about much more than the single story of the devastating earthquake in 2010. These lessons enable pupils to find out about multiple stories from Haiti from before the earthquake, in the immediate aftermath of the earthquake and up to about six months afterwards. They will be exploring fiction, historical, geographical, media and personal stories. Many of these stories will help pupils to understand the earthquake story in a wider context, enabling them to look and learn more about the lives of Haitians beyond the stories told in the press.

- Lesson 1 – What is Haiti's story?
- Lesson 2 – Earthquake: information gap
- Lesson 3 – Earthquake: definitions
- Lesson 4 – Stories from history
- Lesson 5 – Stories from the media

Part 2 (lessons 6-12)

Lessons 6-12 cover stories from Haiti between 2011 and 2014, during the long – and unfinished – reconstruction process. As you are probably aware, the pace of rebuilding people's lives in Haiti has been very slow, and many of the key actors involved - including international agencies - were criticised in the press. Big challenges arose from the complexity of the multiple stories informing the context in which the earthquake struck and these had a bearing on the speed of Haiti's recovery.



These lessons give pupils an opportunity to develop both their English and thinking skills by exploring some of the complexity of Haiti’s multiple stories. Pupils will discover stories of hope amidst the difficulties still faced by many Haitians today.

Pupils will take on the role of a journalist in gathering and telling stories about a range of different earthquake survivors and then complete the unit by deciding on the story about Haiti today that they would like to tell. Pupils can choose to tell their stories through a variety of media to selected members of their school communities or wider audience.

- Lesson 6 – Changing media stories
- Lesson 7 – Capturing survivors’ stories
- Lesson 8 – New beginnings
- Lesson 9 – Rebuilding
- Lesson 10 – A new story
- Lessons 11 & 12 – Sharing our own stories

Differentiation

Most lessons lend themselves to differentiation by outcome and therefore there is no specific reference to differentiation in the lesson plans. However, you will see that there are often suggestions in the further ideas for how to stretch more able pupils. For older pupils who might benefit from further stretching, you might like to refer to some of the resources in *Stories from Haiti for 11-14 year olds*: <http://www.oxfam.org.uk/education/resources/stories-from-haiti-11-14>.

Vocabulary, grammar, punctuation and spelling

No attempt has been made to link individual lessons to particular aspects of vocabulary, grammar, punctuation or spelling in the national curricula, but it is assumed that teachers will be able to do this through the many opportunities this resource provides. A list of relevant spellings in the national curriculum for England is provided below.

National Curriculum for England, 2014

Y3/4 spelling words

build	earth	knowledge	purpose
business	enough	learn	question
centre	experience	material	recent
certain	extreme	medicine	remember
consider	group	particular	strength
continue	heard	perhaps	therefore
decide	history	possess(ion)	though/although
describe	imagine	possible	thought
	important	pressure	through
	island	probably	various
			woman/women

Y5/6 spelling words

according	criticise	individual	sincere(ly)
achieve	definite	language	sufficient



apparent	desperate	necessary	suggest
available	determined	neighbour	thorough
committee	develop	occupy	vegetable
communicate	disastrous	opportunity	
community	environment	parliament	
controversy	especially	persuade	
	explanation	programme	
	frequently		
	government		
	hindrance		
	identity		
	immediate(ly)		

The importance of stories

Stories from Haiti starts and ends with the following quotations highlighting the importance of stories:

“There is no greater agony than bearing an untold story inside you.” Maya Angelou

“After nourishment, shelter and companionship, stories are the thing we need most in the world.” Philip Pullman

“The reason for evil in the world is that people are not able to tell their stories.” C.G. Jung

“Stories can conquer fear, you know. They can make the heart bigger.” Ben Okri

From <http://www.goodreads.com/quotes/tag/stories> accessed 10 Jan

Traditional stories - Ti Malice and Anansi the spider

It is beyond the scope of this resource to explore Haitian traditional stories in any depth. However, you might be interested to know that stories of Anansi the Spider - a famous trickster character in West African folk tales - have traveled from Africa to the Caribbean Islands. In Haitian traditional stories, Anansi is known as Ti Malice. For further information, see www.teachervision.com, anansistories.com and <http://www2.webster.edu/~corbetre/haiti/literature/folktale.htm>.

For an animated video of the tale of Anansi bringing stories to the world, well suited to use with 7-11 year olds, see <http://myths.e2bn.org/mythsandlegends/playstory11717-anansi-brings-stories-to-the-world.html>

For a SEN sensory story of Anansi the spider, see <http://www.kidsout.org.uk/cms.php?page=160>

Haiti fact file

GNI per capita

In this resource, we measure the wealth of a country using the Gross National Income which measures the total amount a country produces in monetary terms each year, calculated in US dollars. This is then divided by the number of people in the country, giving a per person value (per capita). You might like to refer to GNI per capita as the average income per person per year.

Extreme poverty

Living in extreme poverty is usually defined as living on less than £1 (or \$1.25 US dollars) per day. Right now, 1.2 billion people around the world live in extreme poverty.

Inequality and GINI index

Stories from Haiti refers to inequality in Haiti. Like many countries in the world, Haiti has a wide gap between the rich and poor. Inequality globally has been increasing over the last 20 years, both between countries and within countries. This includes within some developing countries but also within some developed countries, such as the UK. Extreme economic inequality is a barrier to reducing poverty, fairer and more equitable growth, political participation, and fairer rules that redistribute wealth. However, extreme inequality is not inevitable and Oxfam believes that deliberate policy interventions such as transforming tax systems, improving work and wages policies, providing free public services and enabling labour forces to organise can narrow the gap.

The GINI index is a measure of how equal or unequal a country is, derived from the distribution of income across the whole society. A score of 0 means that income is spread equally between everyone: all people earn the same amount of money. A score of 1 means the opposite: one person has all the income and everyone else has none. Therefore the GINI index can be seen as a measure of fairness, with a lower score meaning a fairer or more equal society and a higher score mean a more unfair or unequal society. GINI indexes can be calculated in different ways, and therefore different sources may give slightly different numbers. It is important to be aware that inequality statistics are often from different years for different countries, therefore whilst it is possible to use them to compare countries, they are only indicative and for true comparison data from similar years and sources are necessary. Please make pupils aware of this.



Haiti Fact File

Haiti is the western third of the island of Hispaniola between the Caribbean Sea and the North Atlantic Ocean. Haiti was the first Caribbean state to become independent and the first black-led republic in the world. However, it is now the poorest country in the Western hemisphere and also one of the most unequal, with 20% of the population owning around 70% of the nation’s wealth. Over 60% of the population lives in extreme poverty.

Facts about Haiti

Capital: Port-au-Prince

Population: 10.2 million people*

Official languages: Creole and French

Money: 1 Haitian gourde = 100 centimes (£1.00 ≈ 77 Haitian gourdes)

Highest point: Pic la Selle (2,680 metres above sea level)

Terrain: mostly mountainous

Climate: Tropical and semiarid, with rainy seasons in Apr-Jun and Oct-Nov.

Major religion: Christianity

Average life expectancy: 63*

GNI per capita: \$760*

Percentage of population living in extreme poverty (living on less than \$1.25/day): 61.7%**

GINI Index: 0.59**

*Data source: World Bank Open Data <http://data.worldbank.org/> Figures quoted are for 2012.

**Data source: World Bank Open Data <http://data.worldbank.org/> Figures quoted are for 2001.



Picture credit: Wikimedia Commons

Did you know?

- The word ‘Haiti’ means ‘Land of the mountains’.
- Haiti’s coast is rich in sea life and coconut trees, some of which can reach over 18m tall.
- Carnival and New Year’s Day are the biggest holidays for most Haitians.
- The current president of Haiti, Michel Martelly first became famous as a musician known as ‘Sweet Micky’.
- Many Haitians practice Vodou alongside Christianity. Vodou is based on traditional West African beliefs.
- A famous character in Haitian traditional stories is Ti Malice, based on the West African story-telling character, Anansi the spider.

Stories from Haiti for 7-11 year olds – detailed lesson outline

SESSION	LEARNING OBJECTIVES	LEARNING OUTCOMES	KEY QUESTIONS	ACTIVITIES
1 What is Haiti's story?	<ul style="list-style-type: none"> To develop knowledge of Haiti and begin to build a picture of Haiti based on more than one story. To empathise with how the use of imagination can help in difficult times. To use descriptive language and detail to build a vivid image of memories. 	<ul style="list-style-type: none"> Pupils will write their own version of <i>Eight Days</i> using detail and descriptive language to bring their own memories to life. 	<ul style="list-style-type: none"> What is Haiti like? What happened in the earthquake? How did Junior help himself get through being trapped? What detail and imagery can I add to the description of my memory to give the reader a vivid understanding of it? 	<ul style="list-style-type: none"> Starter: Stories from Haiti working wall Activity 1.1: What is Haiti like? Use adjectives to describe photographs Activity 1.2: Extract from Haitian story: <i>Eight Days</i>
2 Earthquake: information gap	<ul style="list-style-type: none"> To maintain active participation in collaborative conversations To summarise the main points from a reading passage To articulate and justify answers To provide background information which will support further discussion around why Haiti was particularly vulnerable to the effects of the 2010 earthquake. 	<ul style="list-style-type: none"> Pupils will to explain to others key information they have gathered from their reading, working collaboratively to fill the gaps in their knowledge 	<ul style="list-style-type: none"> What are the main points of my passage? What are the main points others are making? What geographical factors made Haiti particularly vulnerable to the effects of the 2010 earthquake? 	<ul style="list-style-type: none"> Starter: Earthquake video Activity 2.1: Information gap Watch video 1
3 Earthquake: definitions	<ul style="list-style-type: none"> To read texts structured in different ways. To learn new vocabulary about earthquakes and types of information To make inferences and refer to evidence in a text To encourage pupils to work collaboratively through group discussion. To learn more about the geographical story of Haiti and earthquakes. 	<ul style="list-style-type: none"> Pupils will identify the kinds of questions they have asked about the Haitian earthquake. Pupils will retrieve information to answer some of these questions. Pupils will use their knowledge and deductive skills to match dominoes or answer questions in a quiz. Pupils will be able to use an increased vocabulary when talking about earthquakes and Haiti. 	<ul style="list-style-type: none"> What is an earthquake? What were the particular effects of the earthquake on Haiti? 	<ul style="list-style-type: none"> Starter: Categorising questions 3.1: Definition card game Choice of: <ul style="list-style-type: none"> 3.2: Dominoes 3.3: Quiz

SESSION	LEARNING OBJECTIVES	LEARNING OUTCOMES	KEY QUESTIONS	ACTIVITIES
4 Stories from history	<ul style="list-style-type: none"> To encourage pupils to develop empathy with people in different historical times To draw inferences and make deductions from reading and apply to a role play. To begin to understand how Haiti's history has affected the country today, making it particularly vulnerable to the effects of the earthquake in 2010. 	<ul style="list-style-type: none"> Pupils will empathise with people living in a different historical time. Pupils will extract information from written texts to create and perform a role play. Pupils will draw links between their story and Haiti today. 	<ul style="list-style-type: none"> How does my character think and feel? What is motivating my character? What was Haiti like in the past? How did Haiti's past affect what happened at the time of the earthquake in 2010? 	<ul style="list-style-type: none"> Starter: Whispering stories Activity 4.1: Sort it out! Activity 4.2: Role play
5 Stories from the media	<ul style="list-style-type: none"> To understand the meaning and purpose of emotive words. To read newspaper reports critically, analysing the choice of language used. To identify the main points of paragraphs and overall message of news stories. To consider how the same event can generate different stories and why journalists choose to tell stories in different ways. 	<ul style="list-style-type: none"> Pupils will highlight emotive words that are used in headlines and analyse how these are used to create a story for both a UK and Haitian newspaper. Pupils will compare main messages in news articles and understand that one media story can be presented in different ways. 	<ul style="list-style-type: none"> What is emotive language? How has the same event to been presented in different ways? Why has the event been presented in different ways? 	<ul style="list-style-type: none"> Starter: Gathering news reports Activity 5.1: Headlines Activity 5.2: Compare UK and Haiti news
6 Changing media stories	<ul style="list-style-type: none"> To decide on the context and focus of media texts. To consider how media stories change over time. To explore how Haiti began to recover from the earthquake. To work together logically and methodically to solve a problem. 	<ul style="list-style-type: none"> Pupils will work collaboratively to sort newspaper headlines into different sets. Pupils will select appropriate language to write headlines for a newspaper article written one year after the earthquake. Pupils will characterise the overall story being told of Haiti 1 year on. 	<ul style="list-style-type: none"> When was this headline written? What makes a good headline? How did coverage of the Haiti earthquake change over time? 	<ul style="list-style-type: none"> Starter: Haiti then and now Activity 6.1: Sorting headlines Activity 6.2: Writing headlines



SESSION	LEARNING OBJECTIVES	LEARNING OUTCOMES	KEY QUESTIONS	ACTIVITIES
7 Capturing survivors' stories	<ul style="list-style-type: none"> To consider how and why journalists use first-hand interviews when creating news stories. To take accurate and effective notes on a survivor's story they hear. To ask appropriate questions. To identify different perspectives. 	<ul style="list-style-type: none"> Pupils will discuss the importance of including individual survivors' stories when reporting on a disaster. Pupils will take notes on a survivor's story and use these to write a new 'anniversary' headline. 	<ul style="list-style-type: none"> How important are the stories of individual survivors when reporting a disaster? How might a survivor's perspective be different from that of our own? What can survivors' stories tell us about longer-term recovery from a disaster? 	<ul style="list-style-type: none"> Starter: Survivors' perspectives Activity 7.1: Note-taking Activity 7.2: A new headline Watch video 2
8 New beginnings	<ul style="list-style-type: none"> To consider the differences between direct and reported speech. To encourage pupils to build an empathy with someone affected by a disaster. To use direct speech in a newspaper article to support a key message. To identify the audience and purpose of their writing. 	<ul style="list-style-type: none"> Pupils will put themselves in the shoes of an earthquake survivor. Pupils will create a newspaper report based on an interview with an earthquake survivor. Pupils will reinforce a key message by selecting appropriate direct speech. 	<ul style="list-style-type: none"> What is it like to survive an earthquake? What is the difference between direct and reported speech? What is my key message? What effect does the use of direct speech have on readers? 	<ul style="list-style-type: none"> Starter: Introducing Marie Carole Activity 8.1: Direct and reported speech Activity 8.2: Writing a newspaper article
9 Rebuilding	<ul style="list-style-type: none"> To be able to speak clearly and give well-structured descriptions. To listen carefully to others. To be able to work in groups of different sizes and build on the contributions of others in conversation. To become familiar with the variety of ways in which Haitians have rebuilt their lives after the earthquake. 	<ul style="list-style-type: none"> Pupils will introduce themselves to their classmates in the role of an earthquake survivor. Pupils will identify and share ways in which survivors rebuilt their lives Pupils will find out how the role of organisations like Oxfam change over time following a disaster. 	<ul style="list-style-type: none"> How can I convey my information clearly to others? What are others telling me? How have survivors rebuilt their lives after the Haiti earthquake? 	<ul style="list-style-type: none"> Starter: Survivors' needs Activity 9.1: Introduce me Activity 9.2: Survivors rebuilding



SESSION	LEARNING OBJECTIVES	LEARNING OUTCOMES	KEY QUESTIONS	ACTIVITIES
10 A new story	<ul style="list-style-type: none"> To identify and summarise the main points of an information text. To identify the features of a persuasive leaflet. To encourage pupils to work collaboratively to discuss and evaluate how a writer has used language and layout to persuade the audience to support the project. 	<ul style="list-style-type: none"> Pupils will identify the main points of an information text about urban and rooftop gardening in Port-au-Prince and summarise these as bullet points. Pupils will collaborate with others to identify the features of a city gardening leaflet which persuade the audience to support the project. 	<ul style="list-style-type: none"> What are the key messages of this text? How can I summarise them? What features is the author using to persuade the audience? 	<ul style="list-style-type: none"> Starter: Introducing the rooftop and backyard gardening project Activity 10.1: Finding key messages Activity 10.2: Analysing a persuasive leaflet Watch video 3
11 & 12 Sharing our own stories	<ul style="list-style-type: none"> To use persuasive language. To consider how writing reflects the audience and purpose for which it is intended. To apply growing knowledge of vocabulary, grammar and text structure to own writing and select the appropriate form. To bring together their learning about Haiti's many stories. 	<ul style="list-style-type: none"> Pupils will use persuasive writing techniques to tell their own story, drawing on different stories from Haiti. Pupils will identify the audience, purpose and form of persuasive writing and then create a leaflet, letter, poster, speech, newspaper article or feature for a children's radio or TV programme. Pupils will use a range of organisational devices to build up cohesion and effect. Pupils will evaluate their writing and propose changes to grammar, punctuation and vocabulary to make it more effective. 	<ul style="list-style-type: none"> Who is my writing aimed at? What am I trying to tell them? Have I used the most appropriate language I can to suit my purpose? Have I used language devices to capture my audience's interest? 	<ul style="list-style-type: none"> Starter: Working wall update Activity 11.1: Planning Activity 11.2: Writing



Global Citizenship

Stories from Haiti is a global citizenship resource written for English teachers. Education for global citizenship is a methodology to help young people to develop as active global citizens. Oxfam suggests a Learn-Think-Act approach to help structure global citizenship activities and give young people the opportunity to learn about issues, think critically about how to solve them, and act as responsible global citizens. Actions may simply be to find out more or think more deeply about an issue. They may also involve making others more aware of an issue or engaging in specific fundraising or campaigning activities. For more information, see: <http://www.oxfam.org.uk/education/global-citizenship>

The key elements of responsible global citizenship are:

Knowledge and understanding	Skills	Values and attitudes
<ul style="list-style-type: none"> • Social justice and equity • Diversity • Globalisation and interdependence • Sustainable development • Peace and conflict 	<ul style="list-style-type: none"> • Critical thinking • Ability to argue effectively • Ability to challenge injustice and inequalities • Respect for people and things • Co-operation and conflict resolution 	<ul style="list-style-type: none"> • Sense of identity and self-esteem • Empathy • Commitment to social justice and equity • Value and respect for diversity • Concern for the environment and commitment to sustainable development • Belief that people can make a difference

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For further information about NATE (The National Association for the Teaching of English), see: <http://www.nate.org.uk/>



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