Key Stage 2-3 literacy/geography resource: Stories from Haiti

Activity summary	Global learning opportunities	Curriculum links	
This unit uses the resource 'Stories from Haiti' for Key Stage 2 or Key Stage 3 produced by Oxfam and NATE. It develops literacy skills through investigating the 2010 Haiti earthquake and other stories Haiti has to tell. Both Key Stage 2 and 3 resources include detailed activities, activity sheets and teachers' notes. Some of the suggestions below for development may help: • deal with issues of poverty and development • compare the social justice and charitable dimensions of development assistance.	**GLP-W themes and outcomes:** • Developing counties • Poverty and development • Interdependence • Enquiry and critical thinking. **ESDGC themes:** • Wealth and poverty • Identity and culture. **Global Goals:** • SDG 1 (No Poverty) • SDG 10 (Reduced Inequalities).	**Literacy** **Oracy** <u>Element</u>: Developing and presenting information and ideas <u>Aspects</u>: • Speaking • Listening • Collaboration and discussion. **Reading** <u>Element</u>: Locating, selecting and using information <u>Aspect</u>: • Reading strategies <u>Element</u>: Responding to what has been read <u>Aspects</u>: • Comprehension • Response and analysis. **Writing** <u>Element</u>: Organising ideas and information <u>Aspects</u>: • Meaning, purposes, readers • Structure and organisation. <u>Element</u>: Writing accurately • Language • Grammar, spelling, punctuation.	**Geography** **Skills** Locating places, environments and patterns • Identify and locate places and environments using globes, atlases, and maps • Use maps, imagery and ICT to find and present locational information. Understanding places, environments and processes • Identify and describe natural and human features • Describe the causes and consequences of how places and environments change. Communicating • Express their own opinions and be aware that people have different points of view about places, environments and geographical issues • Communicate findings in various ways. **Range** • Living in my world: the importance of being a global citizen.

Development

You could develop further work in **geography**, including by:

- Developing pupils' spatial skills, locational knowledge and understanding of Haiti, using Google Earth™ to investigate the places mentioned in the slides/stories/information text, e.g. the displaced persons camp at Petionville Golf Club in Port-au-Prince. Pupils could use the Google Earth™ historical image slider to compare a locality such as Carrefour Feuilles in 2009 and 2010
- Using images from the slides used for the working wall activity, and locate these around a map or satellite image of Port-au-Prince; and/or
- Using Google Earth™ to find different types of landscape, such as camps, earthquake damaged (e.g. at Pacot) or less damaged areas (e.g. at Babiole). Older pupils might identify and compare wealthy vs poorer neighbourhoods, or rural vs urban landscapes
- Developing geographical understanding of the distribution, causes and impact of earthquakes, and people's responses, using additional sources such as CBBC's webpage, National Geographic's earthquake 101 video, the USGS map of today's earthquakes. Older pupils might investigate this BBC earthquake animation or USGS poster of Haiti earthquakes, or perhaps compare the Haiti event with a more recent earthquake using this BBC site
- Extending the range of images used, for example using the US Geological Survey Earthquakes for Kids site
- Comparing how people rebuilt their lives after the earthquake and the role of aid agencies in development, using the more detailed stories on the Haiti Case Studies DERC site.
- Consider disaster response scenarios, in terms of structural damage, shelter, water, food, disease. A good starting point for data could be habitat for humanity website.

You could develop further work in **history**, including by:

- investigating Haiti's rebellion from slavery and struggle for independence, perhaps using these resources from Making Freedom, or these US resources designed for Black History Month.
- investigate the time of 'discovery' and how Christopher Columbus explored the Caribbean, some lesson plan ideas can be found on Mr Donn website- 'Imagine what might Europe be like if the explorers had been from the Americas?'

You could develop work in **RE**, including by:

- Focusing on charity vs. social justice through the work of NGOs, perhaps by investigating their country programmes (e.g. Oxfam's), or linking with GLP-W RE Key Stage 2 Resource 1: Can Christian Aid and Islamic Relief change the world?, or RE Key Stage 3 Resource 2: Are British People using their charity spending wisely?

Critical Thinking opportunities

- ask and respond to a range of questions, as part of an investigation
- explain, reason and think about evidence, for example the sources of information, including the Oxfam material
- looking for hidden meanings or perspectives, for example from groups unrepresented in a discussion or issue
- express a point of view, understand that people have different points of view.