



The Quake **Classroom Activities**

VIDEO OVERVIEW

On Jan. 12, 2010, Haiti was leveled by one of the most devastating earthquakes in recorded history. Those responsible for handling the catastrophe, including the Haitian state and the United Nations, were crippled by disaster and struggled to respond. In this video chapter, correspondent Martin Smith travels to Haiti to bear witness to this humanitarian crisis and the ill-coordinated relief efforts on the ground. The video contains graphic images. Please preview before classroom viewing.

GETTING STARTED

For classrooms studying foreign affairs, global studies and current events, FRONTLINE provides a set of related themes and questions to help students analyze and understand the key topics in the film. Watch the video chapter and start a discussion that explores students' views about the relief efforts on the ground in the aftermath of the Haitian earthquake. Go further into this topic with *The Quake* Featured Lesson Plan to consider how nations are dependent on each other in times of crisis.

VIDEO THEMES

- In the aftermath of the earthquake, the Haitian government refused to address the nation during the first week. Many Haitians were angry and doubted the government's ability to lead the country's recovery.
- The United Nations stepped in to fill the gap and provide aid, but it lacked the capacity to organize relief efforts as its headquarters had been decimated, its food supplies ruined, and 101 U.N. workers had been killed in the quake.
- Outside relief was slow to reach Haiti, and when it did, distribution and aid efforts were uncoordinated: Roads were congested; flights were not prioritized.
- The international community rallied to support the people of Haiti, but it is unclear who will ultimately be responsible for rebuilding the country.
- In the meantime, Haitian citizens lacked basic supplies, food and water were scarce, and medical care was unavailable, leaving many Haitians suffering from their injuries.

DISCUSSION QUESTIONS

- How do you feel about the suffering many Haitians experienced after the earthquake? Can you remember any recent humanitarian crises like this that affected the United States? Are there any similarities, any differences?
- Describe some of the problems and consequences of the ill-coordinated relief efforts in Haiti. What could aid agencies have done differently? What would you have done differently?
- Many Haitian people lost faith in their government's ability to manage the crisis and rebuild the country. Why did this happen? Should other countries take charge of Haiti? What do you think the role of humanitarian organizations should be in rebuilding and relief efforts? Do you feel that the Haitian government has a role in the process?
- Do you agree with Edmond Mulet, the head of the U.N. Stabilization Mission in Haiti (MINUSTAH), who says that trying to coordinate relief efforts in the early aftermath of the quake would not have been possible, effective or desirable? Why or why not? Provide specific reasons, facts and examples from the video chapter to support your opinion.
- What were some of the health-related problems caused by the quake? How did a lack of aid and resources affect the availability and quality of health care for quake victims? What are some of the long-term health issues that could be faced by Haitians as they struggle to rebuild their country?

GO FURTHER

Featured Lesson Plan: "How Should We Respond to the Crisis in Haiti?"
Web-exclusive Resources: Solving the Tap-Tap Puzzle: A FRONTLINE/NPR
Planet Money Special Report

<http://www.pbs.org/wgbh/pages/frontline/haiti/view/tap-tap.html>

FEATURED LESSON PLAN:

How Should We Respond to the Crisis in Haiti?

Overview:

The Quake documents reporter Martin Smith's visit to earthquake-ravaged Haiti in January 2010. This lesson focuses on analyzing the role of relief organizations in delivering aid, examining the economic and political interdependence among countries, and exploring the social responsibilities of individuals and nations in assisting foreign countries when disasters strike.

Subject Area:

Social Studies, Current Events, Global Studies, Civics, Language Arts, International Affairs, Debate and Geography

Grade Level:

Grades 9-12

NOTE: The film contains graphic images. Please preview before classroom use.

Objectives:

Students will:

- Develop critical viewing and note-taking skills by watching a video chapter and completing the associated viewing guide
- Become familiar with how the Haitian government and relief organizations responded to the humanitarian crisis caused by the earthquake
- Participate in a group discussion that explores their opinions about how resources should be shared and distributed during an international crisis
- Examine how events in one country can affect people around the world

Estimated Time Needed:

One 50-minute class period

Materials Needed:

Chapter Two from *The Quake*: "Relief Efforts: The Staggering Obstacles."
Or, if the video is deemed too graphic for the classroom, share quotes and relevant text from the transcript of *The Quake*

(<http://www.pbs.org/wgbh/pages/frontline/haiti/etc/script.html>).

- Student Handout: Viewing Guide (PDF file)
- Student Handout: Cause and Effect Graphic Organizer (PDF file)

Procedure:

Main Activity: How Should We Respond to the Crisis in Haiti?

STEP 1: Use the following prompts as a starting point for class discussion:

- Do all people have a right to have their basic needs met (food, clothing, shelter, etc.), even if they do not have the resources within their own country to meet these needs?
- Do rich countries and individuals have a responsibility to share their excess with others who are less fortunate?
- When the needs of a single person are not met, do others suffer as a result?
- Are all people on earth interdependent? Is this a good thing? Why or why not?

STEP 2: Ask students to recall what their thoughts and their feelings were when they first heard about the earthquake striking Haiti in January 2010. Select volunteers to share recollections, facts, statistics and events they remember seeing through news coverage or other sources.

STEP 3: Show students the video clip or read select quotes and phrases from the transcript that explain some of the challenges faced by relief organizations and governments after the quake. Distribute the “Viewing Guide” handout and review the questions to focus student attention. Students should take notes and be able to discuss their opinions.

STEP 4: Talk about the questions on the **Viewing Guide** and revisit the questions presented in Step 1 of the lesson. Did watching the video or hearing the transcript change their opinions about our interdependence and sharing resources? Discuss.

STEP 5: Help students further consider the interdependence of nations by reviewing the **Cause and Effect Graphic Organizer** handout. Complete the first pair of boxes as a class. Direct students to complete the remainder of the worksheet as a homework assignment.

CREDITS

This teacher's guide was developed by Cari Ladd. It was written by Lisa Prosocki. Advisers were Molly Lynde of Mills E. Godwin High School in Richmond, Va., and Megan Palevich of Montgomery School in Chester Springs, Pa.

LESSON EXTENSIONS:

Use these lesson extensions to continue discussion of this topic in the classroom.

1. In small groups, assign students to brainstorm answers to the questions below. Provide each group with the opportunity to share its ideas with the class. Web sites such as the **Center for Global Development** (http://www.cgdev.org/section/topics/aid_effectiveness) can provide information about aid effectiveness.
 - **WHO** should be responsible for supplying and coordinating international relief efforts when a large-scale disaster strikes anywhere in the world?
 - **WHAT** types of supplies and aid should receive first priority in disaster areas?
 - **WHEN** should aid to a country that has experienced a large-scale disaster end?
 - **WHERE** should the countries of the world get the resources necessary to help one another when a disaster strikes?
 - **WHY** is it important for the countries of the world to come to one another's aid in the event of large-scale disasters?
 - **HOW** can coordinating relief efforts and encouraging countries to work together build stronger political and economic relationships among the countries of the world?
2. In small groups, assign students to read one interview from *The Quake* (<http://www.pbs.org/wgbh/pages/frontline/haiti/interviews/>) and create a summary with the following information:
 - Name of person interviewed and his/her title, position or connection to Haiti
 - This person's ideas about how aid was delivered to the Haitian people
 - This person's ideas about how aid should be delivered in future disaster situations
 - This person's ideas about the positive and negative impact the earthquake could have on Haiti's economic and political status in the world
 - This person's ideas about the role of the international community in the rebuilding of Haiti
 - Other relevant ideas this person presented about the political and economic interdependence of the world's countriesStudent summaries can be done in a variety of formats, including a multimedia or audio presentation (PowerPoint, VoiceThread, Vocaroo), in a written format, or through an oral presentation by group members. When each group has completed its presentation, the class can discuss what it has learned and evaluate the effectiveness of the actions and suggestions provided by the people at the center of each interview.

3. Use resources such as *NewsHour's* **“Earthquake Aftermath in Haiti”** (http://www.pbs.org/newshour/bb/weather/jan-june10/quake_01-12.html) to assemble a timeline of events related to the earthquake tragedy and the actions of various relief organizations to provide short- and long-term assistance to the Haitian people. Each entry could include a relevant photo from the Internet with a caption and a two- to three-sentence summary of the aid provided and the effectiveness of this aid. The timeline could be kept on an ongoing basis and the results of international aid efforts analyzed periodically.

4. For an interesting look at economics following the Haitian earthquake, watch **“The Economy of a Tent City.”** (http://www.pbs.org/wgbh/pages/frontline/haiti/view/economy_tent_city.html) Review the concepts of supply and demand and discuss how competition affects prices and the profitability of businesses. Look at how the idea of the cell phone-charging station/movie theater uses creative marketing techniques (charge your phone and see a movie for free) to encourage and build business. Examine what, if any, positive effects the earthquake could potentially have on business development and entrepreneurship in Haiti and how this might help with the reconstruction and redevelopment of the country as a whole.

5. After watching the video, some students may want to help the people of Haiti or others in need. The Web sites listed here are a great place to get started. Have students develop an action plan for serving a cause important to them and report back to the class on their progress.
 - **Be the Change** <http://www.bethechange.org>
This site provides suggestions for how to help others and allows participants to reflect and discuss meaningful social change.
 - **Do Something** <http://www.dosomething.org/>
This teen-focused site provides a number of tools to get people involved in causes important to them.
 - **Change.org** <http://www.change.org/>
This site raises awareness about a variety of causes and empowers people to take action.
 - **Ordinary People Change the World** <http://www.ordinarypeoplechangetheworld.com/>
Use this site to read something positive, get connected to a charity or share your own story of inspiration.
 - **Teen Activist** <http://teenactivist.org/>
This online journal is organized for teens who want to talk about their efforts to volunteer, advocate, mobilize or protest.

- Youth Noise <http://www.youthnoise.com/>
This site provides a space for youth leaders to act for causes they care about locally, nationally and globally.

RELATED RESOURCES

Analysis:

FRONTLINE: *The Quake: The Way Forward*

<http://www.pbs.org/wgbh/pages/frontline/haiti/etc/wayforward.html>

Read excerpts from FRONTLINE interviews that provide expert insights into how best to help Haiti.

Background:

FRONTLINE: *The Quake: Readings & Links*

<http://www.pbs.org/wgbh/pages/frontline/haiti/etc/links.html>

Find a list of links that detail Haiti's history, provide additional coverage of the earthquake, and discuss how best to rebuild.

Online NewsHour: "Earthquake Aftermath in Haiti"

http://www.pbs.org/newshour/bb/weather/jan-june10/quake_01-12.html

Scroll through and watch dozens of video reports detailing a variety of topics related to the earthquake in Haiti.

Special Video:

FRONTLINE/*Planet Money*: The Economy of a Tent City

http://www.pbs.org/wgbh/pages/frontline/haiti/view/economy_tent_city.html

This video report (length: 5:25) shows economic activity springing up in Haitian tent cities 10 weeks after the quake.

FRONTLINE/*Planet Money*: Solving the Tap-Tap Puzzle

<http://www.pbs.org/wgbh/pages/frontline/haiti/view/tap-tap.html>

This video report (length: 5:11) explores the artistry and economic theory behind Haitians' preferred mode of transportation.

PURCHASING THE FILM

The Quake can be purchased from **Shop PBS for Teachers**

<http://teacher.shop.pbs.org/product/index.jsp?productId=4049822> Also,

teachers and students can **watch the program**

<http://www.pbs.org/wgbh/pages/frontline/haiti/> streamed in its entirety on FRONTLINE's Web site.

RELATED STANDARDS

These standards are drawn from “Content Knowledge,” a compilation of content standards and benchmarks for K-12 curriculum by McRel (Mid-continent Research for Education and Learning) at <http://www.mcrel.org/standards-benchmarks/>.

Civics, Standard 22: Understands how the world is organized politically into nation-states, how nation-states interact with one another, and issues surrounding U.S. foreign policy

Economics, Standard 10: Understands basic concepts of international economics

Geography, Standard 11: Understands the patterns and networks of economic interdependence on earth’s surface

Health, Standard 8: Knows essential concepts about the prevention and control of disease

Language Arts, Standard 1: Uses the general skills and strategies of the writing process

Language Arts, Standard 5: Uses the general skills and strategies of the reading process

Language Arts, Standard 8: Uses listening and speaking strategies for different purposes

Language Arts, Standard 9: Uses viewing skills and strategies to understand and interpret visual media

Thinking and Reasoning, Standard 1: Understands and applies the basic principles of presenting an argument

Working With Others, Standard 4: Displays effective interpersonal communication skills

World History, Standard 44: Understands the search for community, stability and peace in an interdependent world