



## HAITI: THE AID DILEMMA LESSON ADAPTATIONS FOR STUDENTS LEARNING ENGLISH

These resources are designed to help ESL students/English language learners (ELLs) both increase their English skills and achieve the learning objectives of the lesson plan for *Haiti: The Aid Dilemma*.

### TARGET VOCABULARY

The following words are used frequently in the video and can be used to communicate about the content:

**wholesale:** Selling goods in large quantities to a merchant, store or retail business, which in turn sells them to customers

**mini- or micro-wholesaler:** Person or business that sells goods to street vendors

**supply:** The amount of goods that is available to buy

**demand:** Desire or need for a certain good or product

**import:** To bring in goods from a foreign country to sell or trade

**humanitarian:** Concerned with ending suffering and improving conditions for people

**commercial:** Serving customers, usually for profit

**voucher:** A coupon that can only be exchanged for certain goods or services

### Pre-viewing Activity

As a homework or class assignment, have students complete the Vocabulary in Context handout, which pulls out text from the Video Script and asks students to define the target vocabulary by using the context of the script. Depending on the students' language ability or time constraints, you may wish to provide the definitions to make the activity a matching exercise. Should you use this approach, a definition bank is provided on page 3 of the handout.

One section of the activity also involves brainstorming examples of military supplies, humanitarian relief and commercial goods. Examples are provided.

### Post-viewing Activity

If the Featured Lesson Plan takes more than one day to complete, start each class session with review questions using the vocabulary.

## STRATEGIES FOR INCREASING COMPREHENSION AND PARTICIPATION

### Before Watching the Video

Some of the ELLs may have emigrated from Haiti and have family and friends who have been affected by this tragic earthquake. Before engaging the whole class in a discussion about these events, it is a good idea to approach individual students ahead of time to assure them that the video mainly focuses on Haiti's economic recovery and that images of the quake damage are limited to damaged buildings. Ask them ahead of time if they would like to tell the whole group about what they know about situation, focusing on economic effects in particular. Do they know anyone who is a mini- or macro-wholesaler, or a vendor? During the discussion, both native and non-native speakers could be encouraged to tell the class about family members who are involved in retail and wholesale businesses. Making personal connections to the subject matter will increase student engagement around the economic concepts of the lesson.

If students read the video transcript, they may also complete the [Transcript Questions](#) prior to viewing. Before assigning the worksheet, introduce terms such as **profit margin** and ask for volunteers to rephrase questions to ensure comprehension. The questions can be reviewed all at once or a few at a time while viewing (see next section).

### While Watching the Video

If reviewing the [Transcript Questions](#), pause after each point that two or three questions are addressed in the video to review their answers. This will give students a chance to check their work. Suggested approximate check-in points:

- 3 minutes in: Questions 1-3
- 4 minutes later: Questions 4-6
- 2 minutes later: Question 7
- 3 minutes later: Questions 8-9
- End of video: Questions 10-11

Depending on the comprehension abilities of the students, distributing [What Happened to the System?](#) may be postponed until after viewing the video. (Students can consult the video script for information.) Another option would be to present the assignment as a jigsaw activity and make each student responsible for completing designated cells of the graphic organizer and sharing their answers with their small groups after watching the video.

### **Using Maps and Visuals**

In addition to locating Haiti on a world map at the beginning of the lesson, students should have opportunities to view maps and other visuals that paint a broader picture of Haiti's damaged infrastructure.

When students read the news article "[Quake-damaged Main Port in Port-au-Prince, Haiti, Worse Off Than Realized](http://www.washingtonpost.com/wp-dyn/content/article/2010/01/27/AR2010012705250.html)" <http://www.washingtonpost.com/wp-dyn/content/article/2010/01/27/AR2010012705250.html>,

Maps, including "[A Look at Damage in Haiti](http://www.cnn.com/interactive/2010/02/world/map.damage)," <http://www.cnn.com/interactive/2010/02/world/map.damage> can show the extent of damage to roads and bridges,

"[The Destruction in Port-au-Prince](http://www.nytimes.com/interactive/2010/01/14/world/20100114-haiti-imagery.html)" <http://www.nytimes.com/interactive/2010/01/14/world/20100114-haiti-imagery.html> allows students to zoom in on particular landmarks and see how the airport's distance from the city center and gathering places can hamper aid efforts.

### **ORAL LANGUAGE PRACTICE**

To get students thinking about their positions on the Haiti aid situation before group discussions, ask them to "take a stand" on the issues. Clear a space in the classroom that is long enough to fit all the students, and post a sign that reads "Strongly Agree" at one end of the space and another reading "Strongly Disagree" at the other. Have all students stand in the middle to start, and read to them an opinion statement. Students should listen to the statement, then stand by the sign that reflects their agreement. The space serves as a continuum; for example, students who are not sure may stand in the middle, and those who agree only slightly may stand between the middle and the "Strongly Agree" sign. Call on students or solicit volunteers to explain why they chose their location, using facts from the video and readings. Encourage students with the opposite opinion to offer a counterpoint, and allow students to change their positions if they are convinced by what they hear from their classmates. Examples of opinion statements may include:

- Aid organizations should just focus on giving money to Haitians affected by the earthquake.
- Humanitarian relief is more important to Haiti right now; it should be allowed into Haiti before commercial goods.
- If Melissa the mini-wholesaler could afford to buy rice again, then her problems would be solved.
- Once the U.S. military fixes the piers, it should leave Haiti alone.

Make sure that all students have at least one chance to explain their positions. Individuals can also offer up their own opinion statements to the group.

### **RELATED ESL STANDARDS**

These standards are drawn from ESL Standards for pre-K-12 students, grades 9-12, published by Teachers of English to Speakers of Other Languages, Inc. (TESOL), at [http://www.tesol.org/s\\_tesol/sec\\_document.asp?CID=113&DID=316](http://www.tesol.org/s_tesol/sec_document.asp?CID=113&DID=316).

Goal 2: To use English to achieve academically in all content areas

- Standard 1: Students will use English to interact in the classroom.
- Standard 2: Students will use English to obtain, process, construct and provide subject matter in written form.
- Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.