How Did the Red Cross Aid Haiti After the 2010 Earthquake?
How Did the Red Cross Aid Haiti After the 2010 Earthquake?

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can build knowledge about multiple aspects of a topic by conducting research. (W.5.7)
I can document what I learn about a topic by taking notes. (W.5.8)
I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)
After a discussion, I can explain key ideas about the topic being discussed. (SL.5.1)

Supporting Learning Targets

- I can take notes from an informational text about the Red Cross aid to Haiti.
- I can explain the various ways the Red Cross prioritized aid to Haiti following the 2010 earthquake using evidence from text.

Ongoing Assessment

- Three-column note-catcher: What Is a Multinational Aid Organization?
- Vocabulary glossaries in student journals
- Red Cross in Haiti four-square note-catcher
## Agenda

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<td>4. Homework</td>
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<td>A. Read all four sections of the “Haiti Earthquake One-Year Report” independently or to someone at home.</td>
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<td>B. Add at least one detail to each of the four boxes on your Red Cross in Haiti four-square note-catcher.</td>
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<td>C. Add and define words from the section you read during class to the glossary in your student journal.</td>
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<tr>
<td>D. Continue reading your independent reading book</td>
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## Teaching Notes

- Similar to Lessons 1 and 2, students participate in a Jigsaw with their expert groups.
- During Work Time A, each expert group reads a different section of “Haiti Earthquake One-Year Report.” Students work with their groups to determine the gist of their section.
- During Work Time B, students remain in their expert groups to take notes on their Red Cross in Haiti four-square note-catchers, based on the tasks assigned on their “Haiti Earthquake One-Year Report” expert groups task cards.
- During Work Time C, students rejoin their regular small groups and share information from each of the text’s four sections regarding the four areas of Red Cross relief aid. During this share, students record this information onto their Red Cross in Haiti four-square note-catchers.
- Following this, students use a new protocol, “Rank, Talk, Write,” which lets them consider and analyze how aid should be prioritized following a natural disaster.
- The activities in this lesson serve as a scaffold for the mid-unit assessment, which students take in Lesson 6. In preparation for this assessment, make sure the What Do We Know about Natural Disasters? anchor chart (from Unit 1) is posted for review. Also, return any note-catchers you may have collected for students to use during the assessment.
- In advance:
  - Review: Rank, Talk, Write protocol; Four Corners protocol; and Glass, Bugs, Mud in Checking for Understanding Techniques (see Appendix).
  - Post: Four Corners sheets around the room (see supporting materials); expert groups; learning targets.
**Researching about the Red Cross, Continued:**

**How Did the Red Cross Aid Haiti After the 2010 Earthquake?**

### Lesson Vocabulary

- notes, aid, explain, various, prioritized, evidence
- Expert group #1, Transitional and Permanent Homes (4-7): displaced, makeshift, transitional, inclement, assembled, durable, innovative, gabions
- Expert group #2, Health, Water, and Sanitation (8-9): cholera, outbreak, launched, campaign, prevent, purification, sanitation, equipping
- Expert group #3, Disaster Relief Reduction (10-11): reducing, reinforce, facilitate, skit, preparedness, risk-reduction, persistence, minimize
- Expert group #4, Livelihoods and Host Families (12-13): empowering, means, alleviate, priorities, acquire, enabled, host, displaced

### Materials

- Four Corners sheets (one for each corner/area of the room)
- Three-column note-catcher: What Is a Multinational Aid Organization? (from Lessons 3 and 4)
- Journals
- “Haiti Earthquake One-Year Report” (one section per expert group)
- Red Cross in Haiti four-square note-catcher (one per student)
- “Haiti Earthquake One-Year Report” expert groups task card (one per expert group)
- Red Cross in Haiti four-square note-catcher (answers, for teacher reference)
- Lesson 5 Vocabulary Defined (answers, for teacher reference)
- Share, Rank, Write task card: The Haiti Earthquake of 2010 (to display)
## Opening

### A. Homework Review and Engaging the Reader: Four Corners (8 minutes)

- Make sure to leave one of the Four Corners sheets in each corner of the room.
- Ask students to take out their three-column note-catcher: What Is a Multinational Aid Organization?
- Review the Four Corners protocol with students and read the Four Corners options aloud.
- Ask students to review the information on their three-column note-catchers. Invite them to choose the Four Corners statement they most agree with and calmly and quietly move to that corner in the room.
- Once all students have moved to one of the four corners, tell them to talk with other students at the same corner about:
  - “Why did you choose this statement?”
  - “What details from your note-catcher support the statement you chose?”
- After 3 to 4 minutes, invite students from each corner to share the group’s thinking. Encourage students to use specific details from their three-column note-catchers to support their ideas.
- Set a purpose for today’s lesson by saying something like: “During the last several lessons, you read information and took notes about the impact of the Haiti earthquake on the people of Port-au-Prince. You also learned what a multinational aid organization is and how the Red Cross fits this description. In this lesson, you will read chunks of an article about four specific ways the Red Cross helped the people of Haiti affected by the 2010 earthquake. Throughout the lesson, think about which of these four types of aid would be most important to provide immediately following a natural disaster.”

### Meeting Students’ Needs

- Display instructions for the Four Corners protocol for students to refer to.
- Display the discussion questions for students to refer to at each corner.
- Tell students that they’ll share their group’s thinking so they have time to prepare what they’ll say when sharing whole group.
A. First Read: Jigsaw Expert Groups Read for the Gist (10 minutes)

- Ask students to take their journals and sit with their expert groups from Lessons 1 and 2.
- Distribute one section of “Haiti Earthquake One-Year Report” to each expert group:
  - Expert group #1: Transitional and Permanent Homes
  - Expert group #2: Health, Water, and Sanitation
  - Expert group #3: Disaster Relief Reduction
  - Expert group #4: Livelihoods and Host Families
- Give expert groups these directions:
  1. On your own, read your assigned section of the text for the gist.
  2. As a group, discuss what you think the gist of the section is.
  3. Note your section’s gist in the margin next to your section of the text.
- Refocus students whole group. Call on each group to share out the gist of their section of text.
- Listen for students to share ideas like:
  - “The gist of section 1 is the Red Cross provides people with temporary and permanent homes; they are trying to build thousands of homes for people in Haiti.”
  - “The gist of section 2 is the Red Cross helped stop a cholera outbreak in Haiti; they provide water for sanitation; they distributed millions of gallons of water to people in Haiti.”
  - “The gist of section 3 is the Red Cross distributes supplies quickly to people after a disaster; they teach children songs, skits, and dances to learn how to prepare for a disaster.”
  - “The gist of section 4 is the Red Cross give people money and goods they need to recover; they help people acquire new work skills.”

Meeting Students’ Needs

- Post expert groups for students to smooth the transition back into these groups.
- Strategically assign students who struggle with complex text those chunks that have a lower text complexity.
- If expert groups are too large to allow students to concentrate on the read-aloud, divide the group into smaller groups.
- Consider creating an anchor chart to record the gist of each chunk of text for students to refer to as they continue to work throughout the lesson.
GRADE 5: MODULE 4: UNIT 3: LESSON 5
Researching about the Red Cross, Continued:
How Did the Red Cross Aid Haiti After the 2010 Earthquake?

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<td>• Ask students to discuss the following in their expert groups:</td>
<td>• Students who struggle with reading complex text may benefit from a partially filled-in note-catcher.</td>
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<td>* “What similarities did you hear in the gist statements about each section of text?”</td>
<td>• Display directions of what to do with the vocabulary words for students to refer to as they work with their group.</td>
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<td>• Invite one member from each group to share. Listen for: “The Red Cross helps people in many ways; they provide people with basic needs like homes, water, medicine, and money.”</td>
<td>• Add the vocabulary words, definitions, and a visual to the anchor chart for the unit.</td>
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B. Second Read: Jigsaw Expert Groups Take Notes (20 minutes)

• Direct students’ attention to the posted learning targets and read the first one aloud:
  * “I can take notes from an informational text about Red Cross aid to Haiti.”
• Cold call one to two students to restate the target in their own words. Listen for suggestions like: “Take details, quotes from a text and restate it; paraphrase key details in my note-catcher so I can explain important information from the article.”
• Distribute the Red Cross in Haiti four-square note-catcher to each student and one Haiti Earthquake One-Year Report expert groups task card to each expert group.
• Read the directions on the task card aloud and give students 10 minutes to complete their task with their expert groups. For examples of possible details students may record, see Red Cross in Haiti four-square note-catcher (answers, for teacher reference) and Lesson 5 Vocabulary Defined (answers, for teacher reference).
• Focus students’ attention whole group. List the following vocabulary terms where all students can see:
  Section #1: displaced
  Section #2: prevent
  Section #3: reinforce
  Section #4: enabled, empowering
• Ask students to write these words in the glossary section of their student journals. Point out that these are terms from different sections of the text, so students may not have seen them all.
## Work Time (continued)

- Underline the prefix in each word, and ask students to do the same in their glossaries:
  - dis-, en-, em-, pre-, re-
- Explain that because they will not find all of these words in their group’s section of the text, they must focus on the prefix in each word to help them determine the meaning.
- Invite students to share the meaning of each prefix. Listen for:
  - dis—separate; away
  - en/-em—make; provide with
  - pre—before
  - re—back; again
- If students don’t know the meaning of a prefix, provide the definition for them.
- Give expert groups these directions:
  1. Review each of the five vocabulary words by looking at the meaning of the prefix and other parts of the word you know.
  2. With your expert group, discuss a definition for each term.
  3. On your own, in your journal glossary, write a synonym or short definition for each word.
- After 3 to 4 minutes, cold call members from each expert group to share their definitions aloud. Listen for:
  - displaced—away from, separated from one’s home or place of residence
  - prevent—stop something before it happens
  - reinforce—go back to add support, to strengthen something
  - enabled—made someone able to do something, made something possible
  - empowering—making someone more powerful, confident
GRADE 5: MODULE 4: UNIT 3: LESSON 5
Researching about the Red Cross, Continued:
How Did the Red Cross Aid Haiti After the 2010 Earthquake?

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| • Invite students to revise or add to their Red Cross in Haiti four-square note-catchers based on new understandings about vocabulary and common prefixes.  
• As time allows, cold call members from each expert group to share out one piece of information they added to their note-catchers based on new understandings about key terms. See Red Cross in Haiti four-square note-catcher (answers, for teacher reference). | • Provide a task card for each student to refer to as they work.  
• Display the questions for discussion. Chart the answers that students give when they share with the whole group. |

C. Using Evidence from the Text: Regular Groups Share (17 minutes)

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| • Ask students to join their regular small groups. Direct students’ attention to the posted learning targets and read the second one aloud:  
  * “I can explain the various ways the Red Cross prioritized aid to Haiti following the 2010 earthquake using evidence from text.”  
  • Point out the words explain, various, prioritized, evidence. Remind students they are familiar with the terms explain and evidence from previous lessons and units. Then, cold call one to two students to share out what they recall about these two terms. Listen for: “Explain means to describe, give details; evidence is facts and information.”  
  • Next, ask students to discuss with their group what the words various and prioritized mean in the context of this target. After a moment, invite several students to share their thinking whole group. Listen for: “Various means many, several; prioritized means what they thought was most, least important, ranking the importance of different types of aid.”  
  • Display Part A of the Share, Rank, Write task card: The Haiti Earthquake of 2010 using the document camera. Read the directions for Part A and encourage students to begin. Circulate to listen in and support as needed.  
  • After 6 to 7 minutes, refocus students whole group. Display Part B of the Share, Rank, Write task card: The Haiti Earthquake of 2010. Read the directions and invite students to begin.  
  • After 6 to 7 minutes, refocus students’ attention whole group and pose the following questions:  
    * “Which area of assistance did you prioritize as most important and why?”  
    * “Which area of assistance did you rank as least important and why?”  
  • Invite members from each group to share out. Reinforce students’ use of evidence to justify how they prioritized areas of relief. |
Closing and Assessment

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<td>• Focus students’ attention whole group and ask them to discuss the following with a partner:</td>
<td>• Focus students who struggle with complex text on the portions of the text and note-catcher that would help them with the debrief discussion.</td>
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<td>* “How did the Red Cross prioritize aid to Haiti after the 2010 earthquake?”</td>
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<td>• Invite two or three students to share their thinking with the class.</td>
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<th>B. Review Learning Targets (2 minutes)</th>
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<td>• Direct student attention to the posted learning targets and read each of them aloud. Have students use <strong>Glass, Bugs, Mud</strong> to demonstrate their mastery of each target.</td>
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<td>• Tell students they will take the Mid-Unit 3 Assessment during the next lesson.</td>
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## Researching about the Red Cross, Continued:
How Did the Red Cross Aid Haiti After the 2010 Earthquake?

### Homework
- Read all four sections of the “Haiti Earthquake One-Year Report” independently or to someone at home.
- Add at least one detail to each of the four boxes on your Red Cross in Haiti four-square note-catcher.
- Add and define words from the section you read during class to the glossary in your journal.
- Continue reading your independent reading book for this unit at home.

### Meeting Students’ Needs
- Provide an audio recording of the article for students who may struggle with reading complex text independently.
- Allow students who struggle with writing to dictate the details to add to their note-catcher to someone at home.
- Consider focusing students who struggle with language on three to four key vocabulary words rather than all of them at once.
The most important thing the Red Cross does is organizing volunteers to provide relief and support to people struck by disaster.

The most important thing the Red Cross does is providing supplies like medicine, food, and water to communities after they are struck by a disaster.
The most important thing the Red Cross does is providing billions of dollars in relief assistance to areas struck by disaster.

The most important thing the Red Cross does is pre-position supplies in preparation for a natural disaster.
TRANSITIONAL HOMES

From Camps to Homes to Call Their Own

The earthquake displaced more than 1.5 million people in Haiti, with most now living in densely populated makeshift camps in Port-au-Prince or with host families outside the capital.

The global Red Cross network plans to provide 30,000 transitional or basic homes for 150,000 Haitians. The American Red Cross is helping build at least 6,600 of them, many in partnership with other humanitarian organizations, including Habitat for Humanity. These homes can withstand inclement weather, include access to water and latrines, and are designed so they can be dismantled should residents need to move and reuse the materials to enhance a future more permanent home. As of the writing of this report, 2,869 homes have been completed for 14,400 Haitians.

Although a transitional home can be assembled considerably faster than a permanent one, construction has been hampered by a series of complex obstacles such as persuading land owners to donate or sell appropriate land in Port-au-Prince and elsewhere; removing tons of rubble left behind by the earthquake; and working with community leaders to identify the most vulnerable people to be recipients of these homes.

Helping Haitians Help Themselves: One Red Cross Worker’s Story

Desert Jean Daniel started working for the Red Cross as a carpenter building transitional homes. Now a supervisor, the father of four is among more than 100 workers the Red Cross has hired from the tent camp of L’Amitié to build new homes for camp residents.

“It’s very important to have people from the community helping to build the homes,” Desert said. “It makes sure that people are invested in their work, and it also brings money to the camp.”

Like so many settlements that sprang up in Port-au-Prince after the earthquake, L’Amitié de la Mairie is packed with families living under tarps and tents. The global Red Cross network is building approximately 350 semi-permanent homes here, funded by the American Red Cross and other Red Cross societies. These homes are elevated off the ground to offer added protection from heavy rains. The Red Cross is also working with the community to improve drainage on the site in order to prevent future flooding.

His experience with the Red Cross has given Desert hope. “It’s the best thing that could have happened to me,” he said. “I used to work on electronics and carpentry before the earthquake, and now I can use those skills to help the community.”
“Working together, Habitat for Humanity and the American Red Cross are making a difference in the lives of many families impacted by the earthquake.”

—Jonathan Reckford, CEO, Habitat for Humanity International
“Haiti Earthquake One-Year Report”

Tons of Rubble

It’s hard to appreciate how much rubble was left behind by the earthquake. The estimated 706 million cubic feet of rubble piled all over Port-au-Prince would—

• Fill the Louisiana Superdome floor to rafters five times.
• Require 10 years for Haiti’s estimated 300 heavy-duty trucks, working seven days a week and 365 days a year, to clear away.
• Fill enough shipping containers that, if laid end to end, would stretch from New York to Las Vegas, or approximately 2,200 miles.
Rebuilding for the Future

In order to truly recover, Haitians will need durable, permanent homes located in communities with functioning roads, water and sanitation systems and near an economic base for livelihoods. The American Red Cross is working with partners to develop sustainable programs to make this happen. Although specifics are still being worked out, possible options include:

1. **Repair or Rebuild**
   By repairing damaged homes and rebuilding destroyed homes in existing communities in Port-au-Prince, affected households can remain close to their pre-earthquake support systems. An estimated 25 percent of homes are considered repairable while 20 percent will need to be demolished or require major repairs. This will require the removal of a significant amount of rubble.

2. **Build New**
   By building a new community outside of Port-au-Prince, this allows for easier construction of new affordable homes and infrastructure, similar to this community built by the American Red Cross in Sri Lanka following the 2004 tsunami. This will likely require that residents leave their original communities. Before construction can begin, we must identify and secure appropriate land near job opportunities.

3. **Recycle Rubble**
   Converting rubble into building materials is one of the innovative solutions we are exploring, whether we repair existing homes or build new ones. One option that we are currently piloting is to build homes using gabions—wire blocks filled with rubble—which are stacked into frames surrounded by concrete and iron to create sturdy, earthquake-resistant homes.

**KEY ACHIEVEMENT:** Sponsoring innovative pilot program to recycle rubble into permanent homes
HEALTH, WATER

Responding Rapidly to Cholera

When the first cases of cholera were reported in October, 50 miles from the capital, the Red Cross knew there was potential for a large-scale disease outbreak. Within days, we launched public education campaigns around the country, including in the densely-populated camps of Port-au-Prince.

The campaigns were, in fact, an expansion of Red Cross health and hygiene promotion efforts that had been underway almost since the earthquake struck. Seven days a week, hundreds of health volunteers and staff have traveled tent to tent to talk to residents about how to prevent, identify and treat cholera, as well as to provide soap and water purification tablets. These efforts were complemented by a text messaging campaign that delivered millions of messages across the country. Because most Haitians get their news from the radio, the Red Cross has hosted a weekly radio program to better inform Haitians about critically important topics such as public health and disaster preparedness. At the same time, the Red Cross set up three cholera treatment centers to help treat hundreds of Haitians.

Facts at a Glance

- Reached more than 112,900 people with cholera prevention messages
- Distributed more than 179 million gallons of water to date
- Providing more than 317,000 people with daily drinking water
- Treated nearly 217,000 patients in Red Cross healthcare facilities
AND SANITATION

Providing Clean Water and Improving Sanitation

The need for clean, drinkable water and basic sanitation was critical before the earthquake and continues a year later, especially in light of the growing cholera response. The global Red Cross network is providing water and sanitation services to hundreds of thousands of Haitians every day. And in the months to come, the American Red Cross will be providing more than 200,000 additional people with daily access to drinking water and sanitation services through partnerships with other humanitarian organizations. For example, the American Red Cross is supporting a toll-free hotline to help identify and dispose of garbage that is piling up outside underserved camps around Port-au-Prince in coordination with metropolitan sanitation authorities.

Even as the Red Cross works to provide water and sanitation services for existing camps, we are also equipping our transitional homes with family latrines, rainwater collection systems installed on roofs and water storage containers.

A Haitian girl collects water from a Red Cross water point.

Saving Lives By Keeping Hospitals Open

As Matacha Jean Baptiste watched her tiny baby girl in the neonatal unit of the Bernard Mevs hospital in Port-au-Prince, she was waiting for the day that she could bring her daughter home. “She was one month premature,” Matacha explained, “and she was having trouble breathing. That’s why I brought her here.” Doctors gave baby Sarah Lynn oxygen and inserted a feeding tube so that she received proper nutrition. “I don’t know what I would have done without this hospital,” Matacha said. “They are saving my baby.”

Thanks to funding from American Red Cross donors and management support from the University of Miami’s Project Medishare, Bernard Mevs is able to continue providing much-needed care. With 45 in-patient beds, two operating rooms, a spinal cord and brain injury unit and one of the few adult and pediatric intensive care units in Haiti, the facility offers a wider array of services than exists elsewhere in the country.

“The Red Cross money is running this entire hospital,” says Gilian Hotz, an international director with Project Medishare, who frequently visits Haiti. “It’s paying for all of our staff and expenses. This hospital is open because of the American Red Cross.”

The American Red Cross has provided millions of dollars to support three hospitals in Port-au-Prince, which collectively provide medical care to tens of thousands of Haitians. In addition to Bernard Mevs, these include the largest public hospital in Haiti and the German Red Cross field hospital.

The American Red Cross is supporting the Bernard Mevs hospital, which has one of Haiti’s few pediatric intensive care units.

KEY ACHIEVEMENT: Providing clean, drinkable water to more than 317,000 people every day.
Reducing the Risks of Future Disasters

With the 2010 hurricane season looming just a few months after the earthquake hit Haiti, the Red Cross had to act quickly to prepare residents, especially the more than 1.5 million displaced people living in camps in and around Port-au-Prince.

The American Red Cross worked for months with the Haitian Red Cross to help tens of thousands of residents reinforce steep embankments with sandbags, dig trenches to allow for runoff during heavy rainstorms, clear ditches to improve drainage, install early warning systems and learn first aid. The global Red Cross network also pre-positioned enough relief supplies for 125,000 people to facilitate rapid distributions after a disaster.

Preparing for Disasters, With Giggles and Smiles

Dressed in a red Spiderman T-shirt, jean shorts and black high-top sneakers, Cherizard Erito does not look like a scary boy. But today, the 13-year-old has been asked to participate in a skit, playing the role of a food that is threatening residents of the camp where he and hundreds of other earthquake victims live under makeshift tarps and tents.

With children around him, Cherizard screws up his face in a scowl and barks in Creole at the girl standing before him. Rather than running away, though, they hold their ground and tell him they’re not afraid. They know exactly what to do if a flood is threatening. When a yellow flag goes up on the camp flagpole “we will quickly collect our bags and look for mom and dad,” they tell him.

Under the direction of Red Cross staff, more than 360 children at nine camps have learned songs, skits and dances that teach them how to prepare for floods, mudslides and hurricanes.

“It’s fun,” says Cherizard, adding that the most important lesson he has learned is “together we can combat disasters.”
Teaching Lessons in Preparedness

As young Haitian workers stream through the American Red Cross office each morning, Pierre Richard is usually in the thick of it—giving orders and providing direction to teams before they head out into the field. A manager in the American Red Cross disaster preparedness and risk-reduction program, Richard oversees training for dozens of Haitian staff and volunteers who interact on a daily basis with victims of the January earthquake.

“You have to love it, you have to practice it, and you have to enjoy sharing this with people,” says Richard when asked about the keys to his success. “To be the best you can be takes repetition and persistence.” He is often out in the field overseeing the work of his teams, a reassuring presence with many years of experience to share.

Richard, 49, who began as a volunteer at the Haitian Red Cross in 1983, became an employee in 2001, and joined the American Red Cross team in Haiti in March 2010.

From teaching camp residents first aid to overseeing cash-for-work mitigation programs that make vulnerable communities safer, Richard sees the benefits of this program every day.

“I get a lot of pleasure from this work,” he says. “This is helping people a lot.”

Texting to Save Lives

Since an estimated 80 percent of Haitians—even those living in the camps—have access to cell phones, the Red Cross has used this technology to rapidly deliver potentially lifesaving messages. Prior to Hurricane Tomas making landfall in early November, the Red Cross sent out millions of text messages like this one, providing information on how to minimize risks during the storm.

KwaWouj: Si gen gywo loay. Pa kanpe pran ryey ni sou por, pa anboc dlo ni a pye, ni sou bét, ni ran machin. Pa rete pran lenet ni anba pyebwa.

“Do not stand nearby rivers or on bridges to watch flowing water: Do not cross streams or running water by foot, animal or car. If there is a strong storm, do not stay close to windows or underneath trees.”
Empowering Haitians With Microfinance and Cash Grants

After the earthquake, many Haitians lost their primary source of income and were left without the means to meet their most basic needs. At the same time, hundreds of thousands of displaced survivors fled Port-au-Prince to stay with friends or family outside the capital, stretching already limited resources for those host families. To alleviate some of these pressures, the American Red Cross has been providing millions of dollars in financial assistance through partnerships with organizations like Fonkoze.

Most recently, the American Red Cross has expanded cash-for-work programs to support projects identified as priorities by the communities themselves. Activities have included digging or cleaning drainage canals, building retaining walls to minimize soil erosion and reduce flooding, building terrace gardens and improving roads.

In addition to improving the quality of life in communities, these jobs have provided workers with much-needed cash and helped them acquire new skills, which can be used to find future jobs.

Cash grants funded by the American Red Cross have enabled tens of thousands of Haitians to buy food and cooking fuel, repay debts, send their children to school or restock small businesses. The American Red Cross had announced plans in July to give financial assistance to tens of thousands of additional families living in camps. However, after the Haitian government expressed concerns, the Red Cross has been working to reallocate the funds into other programs such as cash-for-work money to help people move into repaired homes or grants for school tuition.

Helping Haitians and Giving Hope

"I can’t find the words to express my joy and gratitude," says Jacqueline Dorneus. "Fonkoze has given me an advantage. No other institution in Haiti would have given me this money."

Jacqueline, 63, is one of 220,000 people who have benefited from microcredit loans and cash grants from Fonkoze. Haiti’s largest microfinance institute, funded by $6 million from the American Red Cross.

Fonkoze programs are centered around women like Jacqueline, who has a small wholesale and retail business selling charcoal, beans, corn, plantains and other goods. She regularly travels to the south of Haiti, where she buys her inventory and trucks it in bulk back to her home in a suburb of Port-au-Prince. She says she typically sells most of the goods while they’re still in transit. Her husband and sisters-in-law also help out with the business.

After her home was damaged January 12, Jacqueline and her family were forced to sleep outside under a tent. But thanks to financial support from the American Red Cross, she has not only grown her business but has also been able to repair the home where she lives today.

KEY ACHIEVEMENT: Supporting 220,000 Haitians with microloans and cash grants
“Haiti Earthquake One-Year Report”

HOST FAMILIES

Helping Haitians Host Others

Benjamin Sergot worked as a schoolteacher in Port-au-Prince before the earthquake turned his world upside down, destroying his home and reducing his school to a pile of concrete and twisted metal.

Benjamin decided to flee the city with his wife and two young children and stay with relatives who live a few hours away. Almost a year later, with much of Port-au-Prince in disrepair, they still live in their relatives’ crowded home.

“The house is too small,” lamented Benjamin, who is 25 years old. “We need extra mattresses, and there’s not enough food.”

Recognizing that thousands of families took in desperate friends and relatives like Benjamin after the earthquake—one family in the area has 15 displaced people living in their home—the American Red Cross has been providing assistance to host families across the country. Through a $4.9 million agreement with Mercy Corps, the American Red Cross is funding a series of market fairs which provide families with vouchers for household goods giving them an opportunity to repair their homes, purchase needed household items, and even send their children to school.

“My name is Nancie Jeangul and my daughter’s name is Martine Jozef. Since January ’12, my daughter has not been able to go to school. With the financial support the American Red Cross gave us, I am sending her back to school again. Thank you.”

—Nancie Jeangul, recipient of American Red Cross cash grant

Martine Jozef proudly holds her new school uniform. With financial support from the American Red Cross, Haitian children like Martine are returning to school.

Photo: TakePhotoAmericanRedCross
Red Cross in Haiti Four Square Note-catcher

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“Haiti Earthquake One-Year Report”
Expert Groups Task Card

Name: ___________________________

Date: ___________________________

Expert group #2, Health, Water, and Sanitation (pages 8–9)

Key vocabulary: cholera, outbreak, launched, campaign, prevent, purification, sanitation, equipping

Previous vocabulary: volunteers, coordination

Complete the following with your expert group members:

1. On your own, read your section of the text silently.

2. As you read, circle key and previous vocabulary and try to determine the meaning of words from context.

3. Underline three to five details in the article that explain “Health, Water, and Sanitation” services provided by the Red Cross.

4. With your expert group, discuss the details you underlined and why.

5. Work with group members to paraphrase evidence and add at least three details to the “Health, Water, and Sanitation” square on your note-catcher.
“Haiti Earthquake One-Year Report”
Expert Groups Task Card

Name: 

Date: 

Expert group #1, *Transitional and Permanent Homes* (pages 4–7)

Key vocabulary: *displaced, makeshift, transitional, inclement, assembled, durable, innovative, gabions*

Previous vocabulary: *vulnerable, economic, rubble, secure*

Directions: With your expert group members, complete the following:

1. On your own, read your section of the text silently.

2. As you read, circle key and previous vocabulary and try to determine the meaning of words from context.

3. Underline three to five details in the article that explain “Transitional and Permanent Homes” provided by the Red Cross.

4. With your expert group, discuss the details you underlined and why.

5. Work with group members to paraphrase evidence and add at least three details to the “Transitional and Permanent Homes” square on your note-catcher.
“Haiti Earthquake One-Year Report”
Expert Groups Task Card

Name: 

Date: 

Expert group #1, *Disaster Relief Reduction (pages 10–11)*

Key vocabulary: *reducing, reinforce, facilitate, skit, preparedness, risk-reduction, persistence, minimize*

Previous vocabulary: *pre-positioned, distributions, disaster, aid, vulnerable*

Complete the following with your expert group members:

1. On your own, read your section of the text silently.

2. As you read, circle key and previous vocabulary and try to determine the meaning of words from context.

3. Underline three to five details in the article that explain “Disaster Relief Reduction” programs provided by the Red Cross.

4. With your expert group, discuss the details you underlined and why.

5. Work with group members to paraphrase evidence and add at least three details to the “Disaster Relief Reduction” square on your note-catcher.
“Haiti Earthquake One-Year Report”
Expert Groups Task Card

Name: ____________________________

Date: ____________________________

Expert group #1, *Disaster Relief Reduction (pages 12–13)*

Key vocabulary: empowering, means, alleviate, priorities, acquire, enabled, host, displaced

Previous vocabulary: resources, partnerships, gratitude, goods, vouchers

Complete the following with your expert group members:

1. On your own, read your section of the text silently.

2. As you read, circle key and previous vocabulary and try to determine the meaning of words from context.

3. Underline three to five details in the article that explain “Livelihoods and Host Families” support by the Red Cross.

4. With your expert group, discuss the details you underlined and why.

5. Work with group members to paraphrase evidence and add at least three details to the “Livelihoods and Host Families” square on your note-catcher.
## Transitional and Permanent Homes
- Haiti earthquake **displaced** more than 1.5 million people
- People live in **makeshift** camps in Port-au-Prince
- Red Cross plans to provide **30,000 transitional homes**
- Make homes that can handle **inclement weather**
- **Transitional** homes can be built and assembled faster
- Haitians need **durable** homes
- Use innovative solutions like building homes with **gabions**

## Health, Water, and Sanitation
- Red Cross **launched** a campaign to keep **cholera** from becoming an **outbreak**
- **Volunteers** talk to Haitians about how to prevent cholera and provide water **purification tablets**
- **Distributed** more than 179 million gallons of water to people in Haiti
- Red Cross provides water for **sanitation needs**
- **Equipping** homes with latrines, rainwater collection systems, and water storage containers
**Disaster Risk Reduction**
- **Reducing** risks of disaster by helping residents **reinforce** embankments
- **Pre-positioned supplies** to help **facilitate** quick distributions after a disaster
- Children learn songs, **skits**, and dances that teach them how to prepare for disasters
- Red Cross teaches **preparedness** and **risk-reduction** to victims of the Haiti earthquake
- **Risk-reduction** requires **persistence**
- Camp residents in Haiti learn first aid
- Red Cross uses technology like text messages to give people information to **minimize** risks during a storm

**Livelihood and Host Families**
- **Empowering** Haitians by providing the **means** to have basic needs met
- Red Cross works to **alleviate** pressures on Haitian families by making money available through its **partnerships**
- Red Cross supports with programs identified as **priorities** by the communities
- Red Cross helps people **acquire** new skills for work
- Red Cross has enabled many Haitians to buy food, fuel, repay debts, send their kids to school, and restock businesses with good to run businesses
- **Host** families provide shelter to **displaced** people in Haiti
- Red Cross provides **vouchers** for **goods** people need
Lesson 5 Vocabulary Defined
Answers, For Teacher Reference

Chunk #1, Transitional and Permanent Homes (4–7)

*displaced*—away from, separated from ones home or place of residence

*makeshift*—temporary; crude; do-it-yourself

*transitional*—in-between; process of change

*inclement*—stormy; rainy; not pleasant

*assembled*—built; put together

*durable*—sturdy; strong; long-lasting; resilient

*innovative*—new; original; modern

*gabions*—wire blocks filled with rubble (definition from text)

Chunk #2, Health, Water, and Sanitation (8–9)

*cholera*—a disease caused by bacteria

*outbreak*—sudden occurrence; epidemic

*launched*—started; began

*campaign*—work to achieve a specific goal

*prevent*—stop something before it happens

*purification*—cleansing; sanitization; decontamination

*sanitation*—cleanliness; hygiene

*equipping*—supplying; providing; stocking

Chunk #3, Disaster Relief Reduction (10–11)

*reducing*—decrease; lessen; lower

*reinforce*—go back to add support, to strengthen something

*facilitate*—make easy; make possible

*skit*—short play

*preparedness*—awareness; watchfulness; vigilance

*risk-reduction*—decrease, lessen, lower the threat, hazard, danger

*persistence*—perseverance; determination; diligence

*minimize*—reduce; lessen; decrease

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Lesson 5 Vocabulary Defined
Answers, For Teacher Reference

Chunk #4, Livelihoods and Host Families (12–13)

empowering—making someone more powerful, confident
means—income; resources; something that enables someone to do something
alleviate—lessen; ease
priorities—main concerns; most important
acquire—get; obtain; gain
enabled—made someone able to do something, made something possible
host—owner of a house, home that has guests
displaced—away from, separated from ones home or place of residence
Part A: Share

- Share the information you recorded in your note-catcher with other members of your group.
- Group members ask clarifying questions as needed, then record the details onto their own note-catchers to explain each of the other three areas of relief assistance the Red Cross offers.

Part B: Rank, Talk, Write

- Independently write a short summary sentence about each area of assistance in the margin of your note-catcher, next to each box.
- Think about what is the most, second most, third most, and least important type of aid after a natural disaster, then record a number 1–4 to rank the importance of each type of aid (“1” next to most important type of aid, “2,” “3,” “4” next to the second, third, fourth/least important type of aid).
- Discuss how you ranked the four types of aid, most to least important, with your group members. Explain your thinking by using evidence from your note-catcher.
- As a group, determine the one type of aid you think is most important, then write a summary statement on a blank page in your journal to explain what type of aid is most important and why. Be sure to include details and key vocabulary from your notes in your summary.