

Haitian/Haitian American Curriculum - Second Grade Language Arts Lesson Plan
Running the Road to ABC
By Denizé Lauture

Content/Theme: Haitian school children

Grade Level: Second Grade

Textbook Connection: Macmillan/McGraw-Hill Florida Treasures:

Grade 2, Unit 1, “David’s New Friends” by Pat Mora pgs 14-29

or

Scott Foresman Reading Series, Grade 2, Unit, 4 “The Best Older Sister” by Sook Nyul Choi pages 48-67 (off adoption).

Primary Benchmark(s):

- LA 2.1.7.3- The student will summarize information in a text, including but not limited to main idea, supporting details, and connections between texts.
- LA2.1.7.1- The student will identify a text’s features (e.g. title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading.

Secondary Benchmark:

- SS.2.C.3.2-Recognize symbols, individuals, events, and documents that represent the United States. (e.g., White House, Capitol, Supreme Court, Washington Monument, Statue of Liberty, Ellis Island, Liberty Bell, Constitution).

Strand: Reading Process

Time: 1 Period (optional activities may extend the lesson)

Objectives:

- Students will understand where Haiti is on the map.
- Students will be able to tell facts about Haiti.
- Students will understand how children go to school in Haiti, what they eat, and how they live.
- Students will make predictions about the story *Running the Road to ABC* (available through WebCat and Department of Multicultural Education).

Teacher Preparation/Materials

- Maps of Haiti and the Caribbean
- Book, *Running the Road to ABC* by Denizé Lauture (**available through WebCat and Department of Multicultural Education**)
- Teacher transparencies (included)
- Student Handouts (included)
- Student Quiz

- Drawing Paper
- Class Set of Precut strips of paper sized 2-3 feet by 2-inches
- Glue

Activities:

1. After reading David's New Friends or The Best Older Sister, tell students you will be reading another story about school-aged children, school aged children from Haiti. Show the students Haiti's location by using the **Haiti** and **Caribbean** maps/transparencies. Ask different volunteers to point out the following places: Florida, Cuba, Puerto Rico, Dominican Republic, and Haiti.
2. Begin to explain to the students some of the information in the Multicultural information section. Show students the Haitian flag (transparency) and explain to students that this country has its own flag. Explain to students that the Haitian flag is made of cloth and that Haiti proudly flies its flag. Tell students that Haitians are proud of their flag just like Americans are proud of their flag. Point to the American flag in the classroom. Ask students if the Haitian flag has anything in common with the American flag. Ask students about the differences. Chart both responses on the board. Students may reply that the colors are the same in both flags, that both flags are made of cloth, that the positions of the colors are different, and that the Haitian flag has no stars and the American flag does.
3. Pass out the handout of the flag and have students color in the sections. Tell students that we are going to write down some facts we learned about Haiti.
 - Haiti shares an island with the Dominican Republic.
 - Haiti takes up 1/3 of the island.
 - Haiti is between Cuba and Puerto Rico
 - Haiti is about 600 miles from Florida
 - Haiti has mountains and ocean front
4. Show students the front cover of the book and tell the children the title of the book is *Running the Road to ABC* by Denizé Lauture. Ask students what information they know just by looking at the picture and the title: **Where do you think the children are going? Do you notice anything special about them? Where do you think the story is taking place? What do you think the bags contain? Is the scenery the same as in your town?** Chart students' responses on the board or on chart paper.
5. At the top of the responses, put the word: PREDICTIONS. Tell students while they have been answering the questions they have also been making predictions about the story. Write the definition of PREDICTING on the board: **When one declares, forecasts, or states what will happen in advance of it happening.** **EXAMPLE: It is hot and sunny outside; therefore, I predict it is a good day**

to go to the beach. Ask students what information they used to make their predictions. Tell them they used the pictures and title of the book.

6. Take students on a picture walk of the book, *Running the Road to ABC*. Point out any cultural information that is appropriate.
7. Use the story as a Read Aloud. Read the story to the students. As you are reading, stop at the following words, ask if students know the word, then give its definition.
 - twigs-a small branch usually without leaves
 - denim-a firm durable twilled, usually cotton fabric woven with colored warp and white filling threads, the material blue jeans are made from
 - midday-the middle of the day
 - embroidered-a design or decoration formed by needlework
 - dew-moisture usually found in droplets on cool surfaces in the early morning
 - slopes-ground that forms a natural hill or incline
 - glance-a swift movement of the eyes
 - merchants-a storekeeper, one who operates a retail business
 - rebel-to disobey one in authority
 - soothe-to bring comfort, to bring peace
 - gaze-to fix the eyes with an intent look
8. After reading the story, return to the list of predictions students made before reading the story. Review the list with the students. How many were correct?
9. Ask students about how the children go to school in Haiti? What did they learn about Haitian life from the book. Tell students information from the multicultural section about students in Haiti. Ask how this is different from children going to school in Florida. Teacher can state the beginning of the sentences and have students complete the ends.
 - Some children in Florida ride in cars or on a school bus; the children in this story run to school.
 - Children in Florida wear shoes to school, and the children in the story do not wear shoes.
 - Children in Florida carry book bags made of material, and children in Haiti carry book bags made of palms
 - Some children in Florida carry their lunch in a lunch box, and children in Haiti carry their lunch in a paper bag.
 - Some children in Florida are in automobiles when they pass merchants or delivery people, and the children in Haiti are running.
 - Most delivery people in Florida use automobiles to transport things, and some people in Haiti use animals.
 - Adults in Florida carry items in their arms or in carts, and people, especially Haitian women, carry items in bundles on top of their head.

10. Tell students to think about what the main idea is in the book, *Running the Road to ABC*. Tell students that the story must contain information that supports the main idea they have chosen the story presents to the reader. Tell students that everyone may not come to the same conclusion about what they think the main idea of the story is. Tell students that there may be more than one correct answer. **MAIN IDEA: The primary thought that is developed in a sentence, paragraph, essay, story, and/or book**
11. Distribute the Student Quiz to students. Students will take the quiz at this time. Instruct students to follow directions. *Drawings and sentence will vary.*

Optional Activities:

HAITIAN FOODS

1. Write the following foods on the board and discuss with students. Tell students that these are foods that Haitian children eat. Pronounce each food and ask volunteers to describe each food in its size, design, color, taste, and smell. If possible, have students bring in samples of the food listed below. If students are unable to do this, the teacher will bring in examples or pictures of the foods. (Check with school policy on students sampling foods. It is possible that a student could have a food allergy to one or all of the foods listed below.)

FOOD LIST:

- millet-a grass grown for its grain
- yam-a sweet potato
- plantain-a staple food of the tropics, an angular starchy greenish fruit, similar to a banana
- yucca-grown in the tropics, also known as cassava, a plant that is a starch and is very nutritious
- herring-a food fish that is abundant in the northern regions of the Atlantic ocean, in the adult state it is smoked and salted, in the young state it is canned and sold as sardines

CREATE-A-FLAG

1. Distribute drawing paper and colored markers or colored crayons to students. Instruct students to create a flag for the book, *Running The Road To ABC*. Tell students that the flag they create must relay the main idea of the story. Students should draw an entire picture that depicts the main idea, not a symbol or a portion of the main idea. Students should keep the amount of space they have to draw their picture in mind as they create their flag. They do not want to run out of room. Students are to write the main idea of the story in one sentence at the bottom or top of the page. Explain to students that this will be a form of advertisement for the book. When the author is trying to sell his or her book, he could fly the flag as a sales promotion for the book.

2. Distribute a piece of paper to each student that has been precut into a 2-3 foot x 2 inch strip. Tell students that these strips will be flag poles. Students may color the flag poles.
3. Distribute glue to students and instruct them to glue his or her flag onto his or her flag pole. Caution students not to be rough with their flags or they might rip.
4. When students have completed their flags, ask volunteers to show their flag and flag pole. Volunteers will explain how they derived the main idea. Volunteers must answer this with supporting information from the story
5. Display flags on poles around the room.

ESOL Strategies: Visuals, Realia, Vocabulary, Listening Activities, Writing Activities, Drawing Activities

Assessment: Student Participation, Quiz, Drawing and Sentence Writing, Extra Credit

Resources: <http://www.haiti.org/> <https://www.cia.gov/library/publications/the-world-factbook/>

<http://www.discoverhaiti.com/index1.shtml>

FACTS ABOUT HAITI

The island called Hispaniola is divided into two countries, the Dominican Republic and Haiti. Haiti occupies one third of the island. Haiti is located in the Caribbean Sea. Haiti has mountains and the ocean. Temperatures are cooler in the mountainous regions and warmer along the coast. Port-Au-Prince is its capital. Haiti is approximately six hundred miles from Florida. Haiti is a black republic and was the first country to abolish slavery. It is one of the poorest countries in the Western Hemisphere. Approximately 80% of its people live in poverty. Most Haitians do not own automobiles. Walking and Tap-Taps (a form of public transportation) are the two most common modes of transportation. Many Haitians rely on animals to cart goods



for them. A mass trucking system is seldom used because businesses often cannot afford such luxuries. French and Creole are the official languages of Haiti.

Haiti has a national flag. Haiti's flag shares the same colors as The American flag, but the colors are in different amounts and in different locations on the cloth. There is also a Code of Arms in the center of the flag (Refer to Haitian Flag Student Handout/Teacher Transparency)

The story, *Running the Road to ABC* takes place in Haiti. It is a story of children going to school. Haiti models its educational system on the French model and offers free primary and secondary education. Public schools include those operated and controlled by religious orders as well as those under the direct jurisdiction of the Minister of Education. Children that come from families with economic stability often attend private schools. Haiti's educational model emphasizes liberal arts and humanities rather than technical and vocational education. The Haitian educational system is based on a two-level curriculum. The first level the student receives a Certificate of Primary Education. For a child to receive this certificate, he or she must pass a test, which includes spelling, reading comprehension, composition, Haitian history, geography, general knowledge, arithmetic, and biology. At this level a Haitian student can speak, read, and write French at the basic level. The next level consists of two parts. The first part is reached after six years of secondary education. A Haitian student must pass examinations in French, English, Spanish, Haitian literature, history, Haitian history, mathematics, sciences in physics, chemistry, biology, and botany. If a student is on the classical tract, he or she must also pass examinations in Latin and Greek. Once a student earns the first-level certificate, he or she may proceed on the second-level of secondary schooling. This level can be compared to college in the United States. Haitians value

education, but in reality many children do not have the opportunity to go to school. Only 15% of Haitian children are able to attend school. An illiteracy rate of 80% continues to exist in Haiti. In most Haitian schools, French is spoken and in most Haitian homes, Creole is spoken. Many Haitians immigrate to the United States so their children will become educated and have better lives.

Millet, yam, sweet potatoes, Congo beans, plantains, and yucca are foods Haitian children love to eat. Often these foods are served for breakfast.

Simple luxuries like owning a watch is uncommon for many Haitians, especially young children because of affordability. Therefore, it is common to see Haitians using the sun as a guide for telling the time of day.

MAP OF HAITI



MAP OF CARIBBEAN



HAITI'S FLAG



NAME _____ DATE _____

Running the Road To ABC

QUIZ

DIRECTIONS: Read each question carefully. Use the back of this paper, if necessary. You may use stick figures in the drawings.

- 1. Draw a picture that shows where the children in the story are going.**
- 2. Draw a picture that shows the time of day the children are leaving their home.**
- 3. Draw a picture showing how the children know if they have to hurry up their pace.**
- 4. Draw a picture showing how people carry things in Haiti.**
- 5. In a complete sentence, tell what you have learned about Haiti by reading, *Running the Road to ABC*.**

DIRECTIONS: On the back of this paper, draw a picture showing what you think the road to ABC looks like. Use information from the story to help you decide what the road looks like.