

HAITI & THE U.S.

Political-Economic Connections

Lesson Plan

Collaborators

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(Referencing the OER)

Page.2 | Provides an overview of the United States' intent to occupy Haiti in the early 20th century. Seeing the opportunity to enrich the U.S. economy, the U.S. government used Haiti's vulnerability as a reason to occupy the land, control the landscape and economy, and exploit workers.

Page.3 & 4 | Revisits the Duvalier regimes. Both, Papa and Baby Doc, instilled terror, and fear amongst their citizens to remain in power. Laws were bent to their will. Voters, unable to read, were forced to vote for these individuals on ballots that listed no other option during elections. To the United States' surprise, there was stability in Haiti's government, so US officials remained complicit. Many atrocities were committed during this period. Two additional resources are located at the bottom of the page.4.

Page.5 & 6 | This is a timeline that briefly summarizes events that occurred between 1990 -2023. All events are U.S. involved.

Page.7 & 8 | Provides insight into the amount of aid sent to Haiti from the U.S. and which sector in Haiti received funding.

Page.9 | The Montana Accord is briefly discussed, and two additional resources are located at the bottom of the page to review. Haiti's history is riddled with intervention by foreign governments, and the Montana Accord appears to address the needs of the people and presents a path forward to political and economic stability.



THE U.S. INTERFERENCE OF HAITI: DATES, CAUSES, AND IMPACT

REFERENCE PAGE.2-4 IN THE OER

SUBJECT: **HISTORY & POLITICAL SCIENCE**

TIME PERIOD: **1911-1986**

LESSON OBJECTIVES

Studying Haiti's history can help students understand and grapple with complex questions and dilemmas by examining how the past has shaped (and continues to shape) civilian lives, as well as how it informs the government and economy of Haiti.

LEARNING OUTCOMES

Students will gain an understanding of how US intervention and corruption within Haiti's government has to lead to turmoil and continuous instability since the early 1900s.

LESSON STEPS

1. Have students read pages 2-4 in the infographic.
2. Next, have students review the two videos listed below.
3. Lastly, administer the open-ended questionnaire activity.

RESOURCES REQUIRED

"Haiti, 1915: The truth behind the American occupation"

https://youtu.be/p2R_FyKisRk

"HAITI JOURNAL: 100TH Anniversary of the U.S. Occupation of Haiti"

<https://youtu.be/pILrdFJ683M>

ACTIVITY

Administer the open-ended questionnaire that is available on the next page to see how students interpret the United States' involvement with Haiti. Encourage open discussion amongst students.

Open Ended Questionnaire

1. Why did the U.S. occupy Haiti?
2. What resulted from the United States occupation of Haiti between 1911 and 1934?
3. How did Americans treat Haiti and its people before, during, and after the occupation?
4. What role did American banks play in exploiting Haiti even further?
5. Why did the U.S. leave Haiti in the early 1930s?
6. How would you characterize relations between Haiti and the United States during the Duvalier regime?



US EFFORTS TO RESTORE DEMOCRACY AND PROVIDE AID

REFERENCE PAGE.5-9 IN THE OER

SUBJECT: History & Political Science

TIME PERIOD: 1990 - Present
Day

LESSON OBJECTIVES

Studying Haiti's history can help students understand and grapple with complex questions and dilemmas by examining how the past has shaped (and continues to shape) civilian lives, as well as how it informs the government and economy of Haiti.

LEARNING OUTCOMES

Students will gain the ability to understand and describe US efforts to restore democracy in Haiti. In addition, students will be able to distinguish whether or not a foreign intervention is a solution or a hindrance to Haiti's current climate.

LESSON STEPS

- 1.First, have students read pages.5-9 in the infographic.
- 2.Next, have students review the two videos below.
- 3.Lastly, guide students to complete the activity.

RESOURCES REQUIRED

"Why a Haitian graffiti artist is protesting foreign aid"

<https://youtu.be/fj9swy4i9jg>

"Are aid agencies helping Haiti or making things worse? | UpFront"

<https://youtu.be/y8Xx0MG768E>

PLEASE REFERENCE THE NEXT PAGE FOR THE STUDENT ACTIVITY

ACTIVITY

Place students into groups and have each group create a strategy that improves one of the following areas: healthcare, education, labor, security, public safety, political elections, human rights, or anti-corruption in government. The final project can include the following and should be presented to the class:

- Have students prepare a short speech explaining their strategy and its intended impact
- Poster or flyer that highlights strategy (get creative and have fun)
- Data which supports area that needs improvement



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