

La durabilité agricole en Haïti (Sustainable Agriculture in Haiti)

Brittan Lambrix, Scarsdale High School, French, Grade 11, 2 periods of 50 minutes each

Introduction: In this lesson, students will explore the difficulties Haitian farmers faced in the wake of the devastating 2010 earthquake and examine the Haitian Peasants' Movement's decision to burn seeds donated by Monsanto.

Geographic Connections:

D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.

Vocabulary:

1. un séisme	an earthquake
2. un tremblement de terre	
3. la durabilité	sustainability
4. une île	an island
5. secoué	shaken, rattled
6. un don	a donation
7. des OGM (organismes génétiquement modifiés)	GMOs (genetically modified organisms)
8. des semences	seeds
9. des semences hybrides	hybrid seeds
10. les paysans	farmers, peasants
11. le Mouvement paysan de Papaye	Papaye Peasants' Movement
12. une catastrophe naturelle	a natural disaster
13. la souveraineté alimentaire	food sovereignty
14. dénoncer	to denounce

Content Standards:

CCSS.ELA-LITERACY.L.11-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.11-12.4.A

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.11-12.4.B

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).

CCSS.ELA-LITERACY.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness

level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ACTFL Standards:

1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

1.2 Students understand and interpret written and spoken language on a variety of topics.

1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Essential (Compelling) Question: How does our role in society impact our perception of food security and sustainable agriculture?

Literacy through the Content Area: Students will have the opportunity to interact with text as well as audiovisual materials in order to acquire new, topic-specific vocabulary, which they will then use to write and express their ideas and reactions.

Placement of Lesson within Broader Curriculum/Context: This lesson falls within a sequence relating to current social issues, including cyber-bullying, income inequality, discrimination, etc. The sequence includes focusing in on a variety of social issues by devoting one, two or three class periods to each depending on the topic, and then students are asked to choose an issue that is important to them (whether one of the issues we discussed in class, or an entirely different topic) and create a public service announcement to raise awareness surrounding this issue. Students are asked to incorporate a variety of grammar topics as well, including the present and past subjunctive, negative expressions, and the present participle.

Learner Background: Students participating in this lesson will be in their second semester of third year of high school French, and will have previous knowledge of the devastating impact of the 2010 earthquake in Haiti.

Objectives for Lesson:

- *Students will be able to identify Haiti on a map of the world.*
- *Students will be able to think critically about food sovereignty and production.*
- *Students will be able to express their thoughts regarding food security using topic-specific vocabulary.*

Integration of 21st century skills: The activity in which students are asked to take on the roles of various stakeholders discussing solutions to actual problems that occurred in the wake of the 2010 Haitian earthquake will allow students to experience some of the challenges faced in solving real world issues. They will need to take into account the different interests of each party and attempt to reconcile and accommodate the priorities of a wide variety of representatives.

Effective communication is key in building consensus. Students will also be required to think critically in analyzing the actions of the Haitian government, Monsanto and the leaders of the Papaye Peasant Movement in order to detect possible biases and interests at play.

Assessment: Summative Assessment – See Podcast in Learning Plan below

Podcast! The teacher will present an array of photographs relating to the earthquake in Haiti, the Papaye Peasant Movement, Monsanto’s seed donation, and the protests that ensued. Students will be asked to individually select an image. With the background knowledge each student now has as well as the context of the image selected, the student will be asked to imagine he or she is a news reporter covering this story. The student will be asked to provide as much information as possible concerning the image in his or her possession, followed by a personal opinion. Students will be given a blank sheet of paper to brainstorm and jot down notes for 5 minutes, then they will have 1 min 30 sec to 2 min to record a podcast. Students will then upload their podcasts and photos to the class’ Google Classroom page under “Assignments”. (10 minutes)

Podcast criteria:

Your podcast must:

- ___ provide a detailed description of your photograph.
- ___ incorporate a minimum of 5 content-specific vocabulary words.
- ___ include background information to contextualize your photograph.
- ___ offer a personal commentary on the situation.
- ___ be between 1 min 30 and 2 min in length.

Materials/Resources:

- a French/English dictionary (paper or electronic) for each pair of students
- a copy of the documentary *GMO OMG*
- Article: « Des semences controversées » (Radio-Canada) <http://ici.radio-canada.ca/nouvelles/international/2010/06/04/013-haiti-monsanto.shtml>
- image of Port-au-Prince following the earthquake:
<http://www.lefigaro.fr/international/2010/02/02/01003-20100202ARTFIG00016-port-au-prince-annee-zero-apres-le-seisme-.php>

Lesson Development/Instructional Strategies (Learning Plan)

1. Students are shown a photograph taken in Port-au-Prince, the capital of Haiti, following the 2010 earthquake. With a partner, they are asked to describe what they see and hypothesize as to where and under what circumstances the photograph might have been taken. Does the scene remind them of the scene of any other recent natural disasters? (3 minutes)



<http://www.lefigaro.fr/international/2010/02/02/01003-20100202ARTFIG00016-port-au-prince-annee-zero-apres-le-seisme-.php>

2. Students share their observations and hypotheses with the whole class and discover where the picture was taken and under what circumstances. Key vocabulary introduced. (5 minutes)

3. Students are asked to brainstorm with a partner the needs of those affected by the earthquake in the immediate aftermath and list their ideas in their notebooks. (1 minute)

4. Students share challenges with whole class. Key vocabulary explained. (3 minutes)

5. Teacher explains to students that they are going to imagine they are members of Haitian society facing certain of these issues. They will split into groups of four and each group will receive a specific identity, a particular problem, and a choice of several different solutions. The group will have fifteen minutes to read their position and problem as well as discuss the various solutions and attempt to create a consensus within their group as to the best course of action. Some groups receive Situation A while others receive Situation B. As the groups are discussing, teacher circulates to listen, pose additional questions and answer questions. During this time, each group is given a French-English dictionary to assist them with unfamiliar vocabulary. (15 minutes)

6. A volunteer from each situation is asked to share an overview of the situation and various possible solutions. Each group briefly states the solution chosen and explains the reasoning behind it. (8 minutes)

7. Class discusses how the Haitian people were truly confronted with this situation in the wake of the 2010 earthquake and that we will be watching an interview with Chavannes Jean-Baptiste, leader of the Papaye Peasant Movement, taken from the documentary *GMO OMG* in which he discusses the Movement's reaction to Monsanto's seed donation. (2 minutes)

8. Students watch the interview with Chavannes Jean-Baptiste twice. Before watching, students will be asked to read the questions that they will be asked to answer. When watching the first time, students will be asked not to write. After the first vision, students will be asked how much they understood, and whether they noticed anything different about the language in this interview compared with other audio documents they have examined in French. Influences of creole will be pointed out. During the second vision, students will be asked to take notes relating to each question. (8 minutes)

Interview avec Chavannes Jean-Baptiste, leader du Mouvement paysan de Papaye (9 :00 – 12 :45):

Questions de compréhension :

1. Selon Chavannes Jean-Baptiste, quels sont (et ne sont pas) les objectifs de Monsanto?

2. Pourquoi est-ce qu'il trouve ces objectifs normaux?

3. Quel mot associe-t-il avec les semences Monsanto ?

4. Quand certains agriculteurs ont planté les semences offertes par Monsanto, quel a été le résultat ?

5. Selon Jean-Baptiste, qui doit encourager les pays industrialisés à changer leur mode d'agriculture ?

9. After watching the interview for the second time, students will use their notes to discuss the comprehension questions (Questions 1-5) with their partners. (4 minutes)

(End of Day 1 : For homework, students will be asked to transform their notes into complete sentences. They will have the opportunity to discuss their answers at the beginning of the following class period.)

10. Students will share their answers with the class. (5 minutes)

11. Students are then asked to work with a partner and imagine that they work for Monsanto in the public relations department. They will be asked to imagine the company's response to the Haitian farmers' concerns and draft a short press release of between 3-5 sentences. (8 minutes)

12. Students are asked to share their press releases (3 or 4 students share aloud). (7 minutes)

13. As a whole class, students will read excerpts of an article explaining the reactions of the various stakeholders involved. During the reading, the teacher will ask comprehension questions and lead students in reflecting on key terms. (10 minutes)

Suggested “Turn and Talks”:

1. Que signifie l'idée de “perte de souveraineté alimentaire” d'après vous?
2. Pourquoi est-ce qu'on décrit le don de Monsanto comme “intéressé” et “empoisonné”?

Des semences controversées

Mise à jour le samedi 5 juin 2010 à 5 h 35 HAE

Radio-Canada avec La Presse Canadienne et Rue 89

Le mois dernier, la multinationale Monsanto a annoncé qu'elle allait donner 475 tonnes de semences hybrides à Haïti. La valeur des semences fournies atteint 4 millions de dollars américains.

Or, plusieurs agriculteurs haïtiens n'en veulent pas, craignant une perte de souveraineté alimentaire et un contrôle du géant américain spécialisé dans les biotechnologies végétales. Des organisations canadiennes appuient ces paysans, qualifiant d'« intéressé » et d'« empoisonné » le cadeau qui leur a été donné.

Monsanto répond que le don de semence est un geste humanitaire. Quant au gouvernement haïtien, il remercie Monsanto de sa générosité et se dit convaincu que son don aidera à la relance de production maraîchère dans le pays.

Le consul a dit aux manifestants que Monsanto avait initialement offert des semences génétiquement modifiées, mais que le ministère de l'Agriculture avait rejeté son offre.

<http://ici.radio-canada.ca/nouvelles/international/2010/06/04/013-haiti-monsanto.shtml>

Le vocabulaire: Associez les mots de vocabulaire suivants avec un synonyme:

- | | |
|----------------------|------------------|
| 1. fourni (adj.) | a. soutenir |
| 2. craindre (v.) | b. donné |
| 3. appuyer (v.) | c. agricole |
| 4. qualifier de (v.) | d. avoir peur de |
| 5. maraîchère (adj.) | e. décrire comme |

Pouvez-vous remplacer les mots soulignés dans l'article avec **la forme correcte** de son synonyme?

14. Individually, students are asked to complete the short vocabulary comprehension task at the end of the article by associating challenging new terms with their synonyms and replacing the underlined words with the correct form of each synonym in the article. (5 minutes)

15. Using the discussion questions as a guide, students have small group discussions around the following questions (6 minutes):

1. Commentez les actions, les motivations et les intérêts du Mouvement Paysan, du gouvernement haïtien et de Monsanto.
2. Existe-t-il des controverses et des débats sur la production agricole aux Etats-Unis? Lesquels?

16. **Assessment: Podcast!** See description and criteria for assessment above.

Homework assignment: How might your angle have changed in your podcast depending on whom you were writing for? Would your podcast have sounded different if you had been paid to write for Monsanto's company blog? If you were reporting back to government officials? If you were writing for Greenpeace's blog? Choose an alternate viewpoint and create a new podcast using the same image you used in class and post on class Google Classroom page.

Students Needing Differentiated Instruction:

Students will be heterogeneously grouped by level for the discussion component, allowing weaker students to use their peers as resources. Built-in glossaries in the discussion activity provide students with additional support decoding challenging text, and the opportunity for discussion of each situation and solution provides an opportunity for weaker students to ask clarifying questions. Small group and partner discussion allows for students to practice and work through their responses before sharing with the larger group. It also allows for them to ask the teacher questions in a more private setting as other groups are working. Furthermore, the assessment podcast can be modified for students who are more comfortable writing than speaking. Instead of completing a podcast, they could write a short article in which they meet the same criteria.

Stronger students will have the opportunity to develop their ideas further during the writing portions as well as small-group discussion and the final podcast assessment.

Une île secouée

En janvier 2010, Haïti a été secoué par un énorme séisme, provoquant la mort de 250 000 personnes et blessant 300 000 autres. Plus d'un million de personnes ont perdu leurs maisons et leurs activités commerciales.

Glossaire	
Français	Anglais
secoué	shaken, rocked
un séisme un tremblement de terre	an earthquake
provoquer	to cause
blesser	to injure
des semences (f.)	seeds
subvenir à leurs besoins	to take care of them
un don	a donation
un champ	a field

Groupe A

Vous êtes leader d'un groupe paysan dans la campagne près de la ville de Port-au-Prince. Beaucoup de vos membres ont perdu leurs maisons dans le tremblement de terre et ont aussi perdu leurs réserves de semence pour pouvoir replanter. Ils ont très peu d'économies pour faire des achats. Aussi, après le séisme, beaucoup d'habitants de la ville ont perdu leurs maisons et donc sont venus se réfugier à la campagne. Les paysans ont accueilli ces réfugiés, mais ils ont du mal à subvenir à leurs besoins. Ces réfugiés voudraient aussi un endroit où s'installer de manière permanente.

Exercice

- Discutez chaque adaptation ci-dessous. Décidez quelles options vous choisiriez d'adopter et expliquez les raisons de votre choix. Vous devrez les expliquer dans la prochaine partie de l'exercice.
- Vous pouvez choisir autant d'options que vous voulez pourvu que ces solutions soient raisonnables (i.e. faisables, pas mutuellement exclusives, ne créeront pas d'autres problèmes, etc.)
- Il faut se mettre d'accord sur les options à adopter.
- Vous ne pouvez pas créer de nouvelles options.
- Vous avez environ 15 minutes pour compléter ce travail.

Options à considérer

- Encourager les paysans à accepter un don de semences hybrides offert par une entreprise étrangère multinationale pour vous aider à replanter vos champs. Il faudra racheter ces semences chaque année.
- Encourager les paysans à emprunter de l'argent pour acheter des semences natives au marché local.
- Convaincre les paysans à donner une partie de leurs terres pour construire un village pour les réfugiés.

Option choisie	Les raisons pour lesquelles vous avez choisi cette option.

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secoué	shaken, rocked
un séisme un tremblement de terre	an earthquake
provoquer	to cause
blessé	to injure
un cadre	an executive
des semences	seeds
améliorer	to improve
interdire	to prohibit
le maïs	corn
des cultures (f.)	crops
un don	a donation
affaibli	weakened

Groupe B

Vous êtes cadre d'une grande entreprise internationale qui voudrait intervenir dans le pays. Vous produisez des semences hybrides et des semences traitées avec des pesticides qui ne sont pas natives à Haïti. Vous voyez le séisme comme une occasion pour améliorer la réputation de votre entreprise en aidant les paysans affectés par ce désastre naturel. Si les paysans haïtiens commencent à utiliser vos semences, vous pouvez aussi bénéficier économiquement dans le futur, parce qu'ils devront acheter les semences chaque année. Le gouvernement interdit l'entrée dans le pays de la plupart de vos variétés de maïs, mais vous pensez que l'introduction de ces cultures bénéficierait les agriculteurs.

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Options à considérer

- Accepter l'interdiction du gouvernement et offrir de l'aide financière à la place.
- Faire pression sur le gouvernement pour accepter votre don de semence en convaincant les paysans que cette aide leur convient.
- Essayer d'introduire illégalement votre don dans le pays en sachant que le gouvernement, affaibli par le désastre, ne pourra pas contrôler les ports.




Option choisie	Les raisons pour lesquelles vous avez choisi cette option.

Cartes utiles:

Les dégâts du séisme à Port-au-Prince

La carte montre les zones de destruction selon une évaluation satellitaire effectuée par le service de cartographie SERTIT.

La destruction d'immeubles à Port-au-Prince :

-  Destruction sévère
-  Destruction évidente mais sporadique
-  Très peu de destruction, ou dégâts pas visibles

