

## *Hearts for Haiti!*

### Recovery after Disasters

As we announced at the Educators Conference, the 2011-2013 **Hearts for Jesus** projects will benefit the Lutheran schools in Haiti, many of which were devastated during the tropical storms that swept through our impoverished neighbor's Caribbean nation during 2008, and the earthquake that devastated the country and its people even further in 2010. Our goal is to raise at least \$35,000 in 2011, \$40,000 in 2012, and \$60,000 in 2013 through chapel offerings and a partnership from **Thrivent Financial for Lutherans**.

In the fall of 2008, a team of Lutheran school teachers, led by Karen Smith, EC Director at Peace, Okeechobee and Kathy Knudtson, EC Director at Faith, N. Palm Beach, developed over 75 pages of **Hearts for Jesus** resources for students from early childhood on up. The resources include classroom activities, puzzles, devotions, information about Haiti and its people, and much, much more! Many of the resources can be used as is for our current project, some we have already modified and some you may want to modify further to include more language about the earthquake.

If you have never participated in a **Hearts for Jesus** project before, I encourage you to do so. This is a wonderful opportunity to teach the children in your church and school about God's great love for them and about how they can share it with others. It is a way for them to participate in the ministry of Jesus Christ along with thousands of other children in Lutheran schools in Florida and Georgia.

We encourage you to make the month of February your **Hearts for Jesus** project month, however, if it works better for you to do it later this school year, make it fit your needs.

Simply collect the offerings from children in your church and school and then send a check in that amount to the District Office. You should make checks out to "Florida-Georgia District" with the memo, **Hearts for Jesus**. The need for funds is urgent, so please don't delay in implementing the project in your church and/or school.

I am really excited about this project. It is going to change the lives of children in the most impoverished nation in the Western Hemisphere. Most importantly, it will mean that more children will hear about God's love for them through His son, Jesus Christ. God's blessings to you as you join with us in making a difference in the world....

Mark Brink  
Executive Director School Ministries  
Florida-Georgia District, LCMS

# Hearts for Haiti Project – FLGA District Classroom Resource Materials

These materials were been compiled by FLGA educators for FLGA educators during the 2009 Hearts for Jesus campaign, “Operation Restoration” a program to raise funds to assist Mission Haiti in the recovery program following the 2008 hurricane season. We modified some of them and are also utilizing them for our current three-year Hearts for Haiti project. Feel free to modify the enclosed materials further as appropriate for your school or classroom. We pray that these materials will assist you as you present this project to the children in our schools.

Special thanks to: Sandy Berns – Trinity, Delray Beach; Kathy Knudtson, Pilar Tucker, Kathy McCoy, Tim Richter, and Meme Collins, Faith Lutheran, North Palm Beach; Martha Sweitzer and Marsha Gomulka, Gloria Dei, Davie; and, Karen Smith, Drew Achong, Paula Daniel, Pam Catron, Nancy Dearborn, Lisa Bourgault, and Kimberly Wojcieszak, Peace Lutheran, Okeechobee. Special thanks also to the committee members: Kathy Knudtson, Sandy Berns, Martha Switzer, Marsha Gomulka, and Karen Smith.

We also want to acknowledge and thank Thrivent Financial for Lutherans for their partnership and continuing support of Hearts for Jesus in the Florida-Georgia District, LCMS.



## Contents:

### Week One – Just Like Me:

- Hearts for Haiti..... 1
- Facts on Haiti Worksheets .....5
- Just like Me (MS/HS level) .....11
- Hearts for Jesus Parent Letter .....24
- Info Please.....25
- Just Like Me (Elementary).....32

### Week Two – Refuge, Rescue, Restoration

- Just Like me.....35
- Devotion for Middle/High School Students .....36
- Language Arts .....37
- Music.....38
- Music for Pre K/K .....39
- Science .....40
- Activity for Pre K/K.....41
- Physical Ed .....42
- Parent Letter .....43

## Week Three -Building

- Building Blocks Devotion ..... 44
- Building Letter..... 45
- Chapel Time – Hearts for Haiti.....46
- It Depends Whose Hands..... 48
- Hoops..... 49
- Make a bulletin board..... 50
- Math ..... 51
- Nehemiah Drawing ..... 52
- Devotion Letter.....53
- Preparing to Build Activity ..... 54
- Quality Building Art Activity..... 55
- Racing to Rebuild ..... 56
- Read Nehemiah ..... 57
- School dot-to-dot..... 58
- Short Devotionals ..... 59
- Word Search – French/English..... 60

## Week Four – Light of the World

- Light of the World.....62
- Gather Us In – Song ..... 70
- Haiti Map ..... 72
- Activities – “Lighting the Way,” “Lights Out” ..... 73
- Heartlight – Song ..... 74

## Week Five – Additional Resources

- Love Thy Neighbor as Thyself ..... 75
- Who Are You?.....77

## HEARTS FOR HAITI PRE-SCHOOL

THEME: JUST LIKE ME...

PURPOSE: EACH OF US IS THE SAME BUT YET DIFFERENT AND ITS O.K.

VERSE: WE ARE ALL CREATED IN HIS IMAGE. GENESIS 1:27

OFFERING INCENTIVE: CREATE A "TAP-TAP" (VERY COLORFUL OLD TRUCK) OUT OF LARGE CARDBOARD, CUT OUT SIDE WINDOW SO THE COINS CAN BE THROWN IN.

**SPIRITUAL** – USE "BIG THOUGHTS FOR LITTLE PEOPLE" BY KEN TAYLOR.  
(TYNDALE HOUSE)

E IS FOR EVERYONE. GOD LOVES US ALL: THE BLACK AND THE WHITE, AND THE SHORT AND THE TALL. EVERYONE IN THE WORLD IS SPECIAL TO GOD. WE ARE ALL DIFFERENT, BUT HE LOVES ALL OF US. THERE ARE MANY COLORS OF HAIR AND MANY COLORS OF SKIN. SOME CHILDREN ARE TALL, SOME ARE SHORT. SOME ARE FAT, SOME ARE THIN. IN THIS COUNTRY WE LIVE IN HOUSES OR APARTMENTS. IN SOME COUNTRIES, THE CHILDREN LIVE IN HOUSES MADE OF STRAW OR BAMBOO. GOD LOVES ALL OF THEM.

WHAT COLOR IS YOUR HAIR?

DOES GOD LOVE ALL THE CHILDREN? DOES GOD LOVE YOU?

"SEE HOW VERY MUCH OUR HEAVENLY FATHER LOVES US, FOR HE ALLOWS US TO BE CALLED HIS CHILDREN" 1 JOHN 3:1

HAVING PICTURES OF CHILDREN FROM AROUND THE WORLD WOULD ADD TO THIS DEVOTION. (NATION GEOGRAPHIC IS A GOOD SOURCE)

## **COMMUNICATION**

PURPOSE: TO GET A TASTE OF HAITIAN CULTURE, ENJOYMENT OF LISTENING AND LEARNING ABOUT HAITI.

MATERIAL: "MAMA ROCKS AND PAPA SINGS"

ACTIVITY : READ

PURPOSE: TO HELP CHILDREN UNDERSTAND THAT NO MATTER WHAT LANGUAGE YOU SPEAK (OR SIGN IN) WE ALL PRAISE GOD BY SINGING.

SING: JESUS LOVES ME WITH A CREOLE CHORUS

JESUS LOVES ME THIS I KNOW  
FOR THE BIBLE TELLS ME SO.  
LITTLE ONES TO HIM BELONG  
THEY ARE WEAK, BUT HE IS STRONG  
"OUI, JEZI VIN MIN-M (REPEAT 3X"S)  
LA BIB DI MOU SU.

## **EXPRESSIVE ART-COLORFUL HAITIAN PAPER DOLLS**

PURPOSE: TO HELP THE CHILDREN UNDERSTAND THAT HAITIAN CHILDREN MAY SPEAK A DIFFERENT LANGUAGE AND LIVE IN A DIFFERENT COUNTRY BUT THEY ARE LIKE US. THEY HAVE BODIES AND HAIR, ARMS, LEGS ECT. THEY EAT AND WALK AND TALK JUST LIKE US! EXPLAIN THAT IN HAITI THEY LOVE BRIGHT VIBRANT COLORS.

MATERIALS: PAPER DOLL SHAPES IN MULTICULTURAL PAPERS (PRE-CUT FOR YOUNGER PRE-SCHOOLERS, READY TO CUT FOR OLDER PRE-SCHOOLERS) BRIGHTLY COLORED FABRIC AND FELT CUT INTO DRESSES, PANTS AND TOPS FOR CHILDREN TO CHOOSE FROM, ALONG WITH YARN, RIBBON STRIPS, WIGGLE EYES DOLL HAIR.

ACTIVITY: HAVE CHILDREN DECORATE THE BODIES WITH THE COLORFUL CLOTHING AND SUPPLIES. ADD SMILING FACES, EYES, HAIR, ECT.

REVIEW: DISPLAY "HAITIAN CHILDREN AROUND THE ROOM TO REMIND CHILDREN WE ARE ALL THE SAME. WE WEAR BRIGHT COLORS WE SMILE, WE HAVE HAIR ECT.

## **WELLNESS-CIRCLE SOCCER**

PURPOSE: TO MAKE THE CHILDREN AWARE AND UNDERSTAND THAT WE MAY LIVE IN DIFFERENT PARTS OF THE WORLD BUT WE ALL LIKE TO PLAY GAMES. EXPLAIN THAT IN AMERICA WE PLAY SOCCER, BUT IN HAITI THE REALLY LOVE THIS GAME.

MATERIALS: 1 SOCCER BALL (OR 2 IF YOU DIVIDE YOUR CLASS INTO 2 GROUPS)

ACTIVITY: HAVE CHILDREN STAND IN A CIRCLE. ROLL THE BALL INTO THE CIRCLE AND WHICHEVER CHILD IT COMES TO GIVES IT A KICK ACROSS THE CIRCLE. THE BALL CONTINUES TO MOVE BACK AND FORTH ACROSS THE CIRCLE AS THE CHILDREN CONTINUE TO KICK IT.

REVIEW: TO PLAY GAMES THERE ARE NO CULTURAL BARRIERS. WE ALL PLAY THE SAME!

**DISCOVERY**-BEADED FRIENDSHIP BRACELET

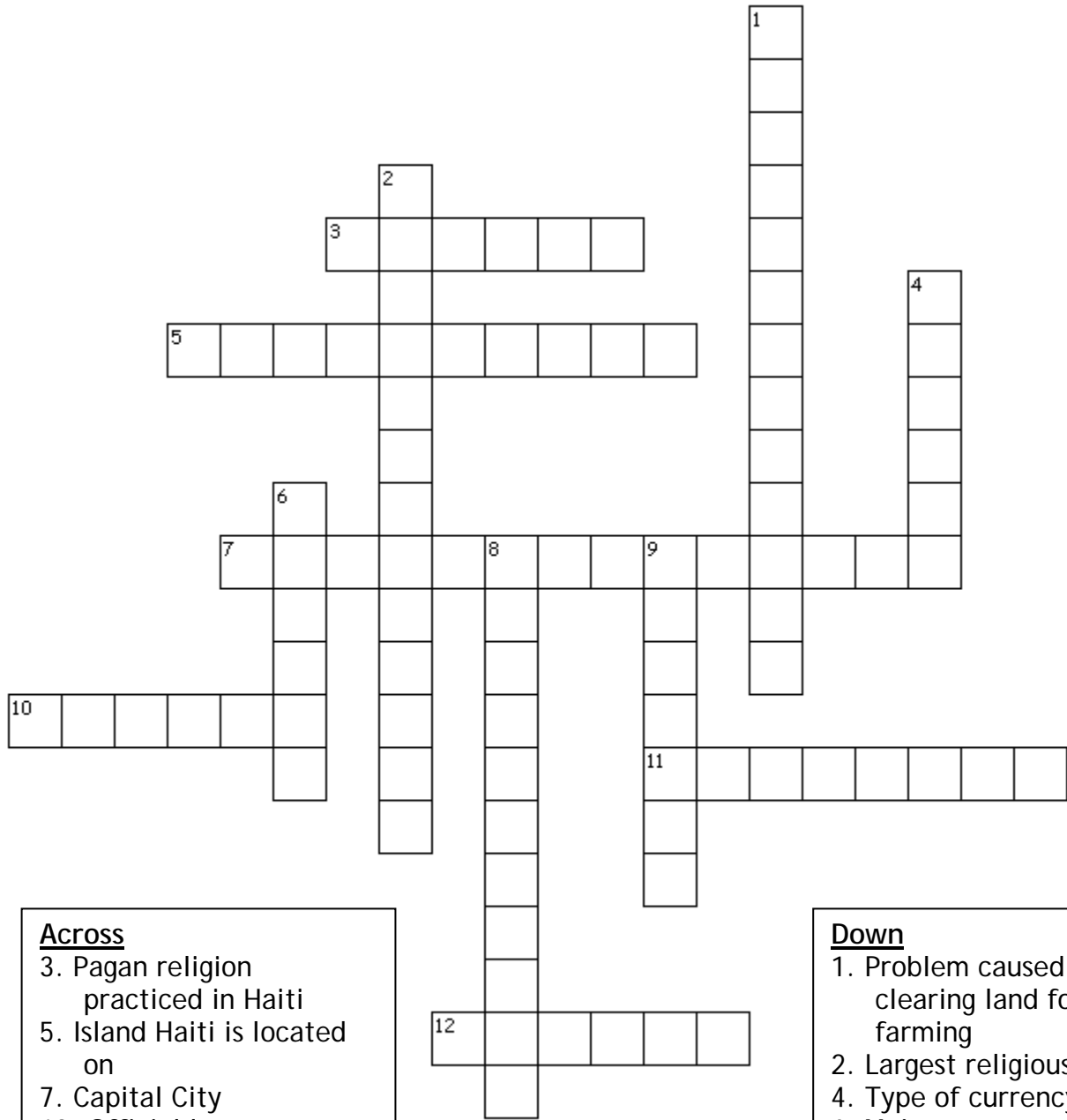
PURPOSE: TO RECOGNIZE THE COLORS OF THE HAITIAN FLAG, TO KNOW THAT THE HAITIANS ARE KNOWN FOR THEIR FRIENDLINESS AND GENEROSITY .

MATERIALS: PICTURE OF THE HAITIAN FLAG (ENCHANTEDLEARNING.COM) AMERICAN FLAG. BLUE, WHITE, RED PONY BEADS, PIPE CLEANERS.

ACTIVITY: TALK ABOUT FLAGS SHOW OURS, SHOW THEIRS, WE ALL HAVE A FLAG. TALK ABOUT BEING FRIENDLY, EXPLAIN THAT NOW WE ARE GOING TO MAKE A FRIENDSHIP BRACELET TO GIVE TO A FRIEND. USE A PIPE CLEANER WITH END BENT INTO A LOOP FOR CROSIER AND STOP BEADS FROM FALLING OFF. TRY PATTERNING RED, RED, WHITE, BLUE, BLUE, WHITE RED, RED ECT. MEASURE TO CHILD SIZED WRIST USE EXCESS PIPE CLEANER AS A HOOK TO GO THROUGH HOOP.

REVIEW: PLEDGE TO OUR FLAG AND SHARE YOUR BRACELET. REMEMBER OUR FRIENDS IN HAITI IN PRAYER. SING HE HAS THE WHOLE WORLD IN HIS HANDS.

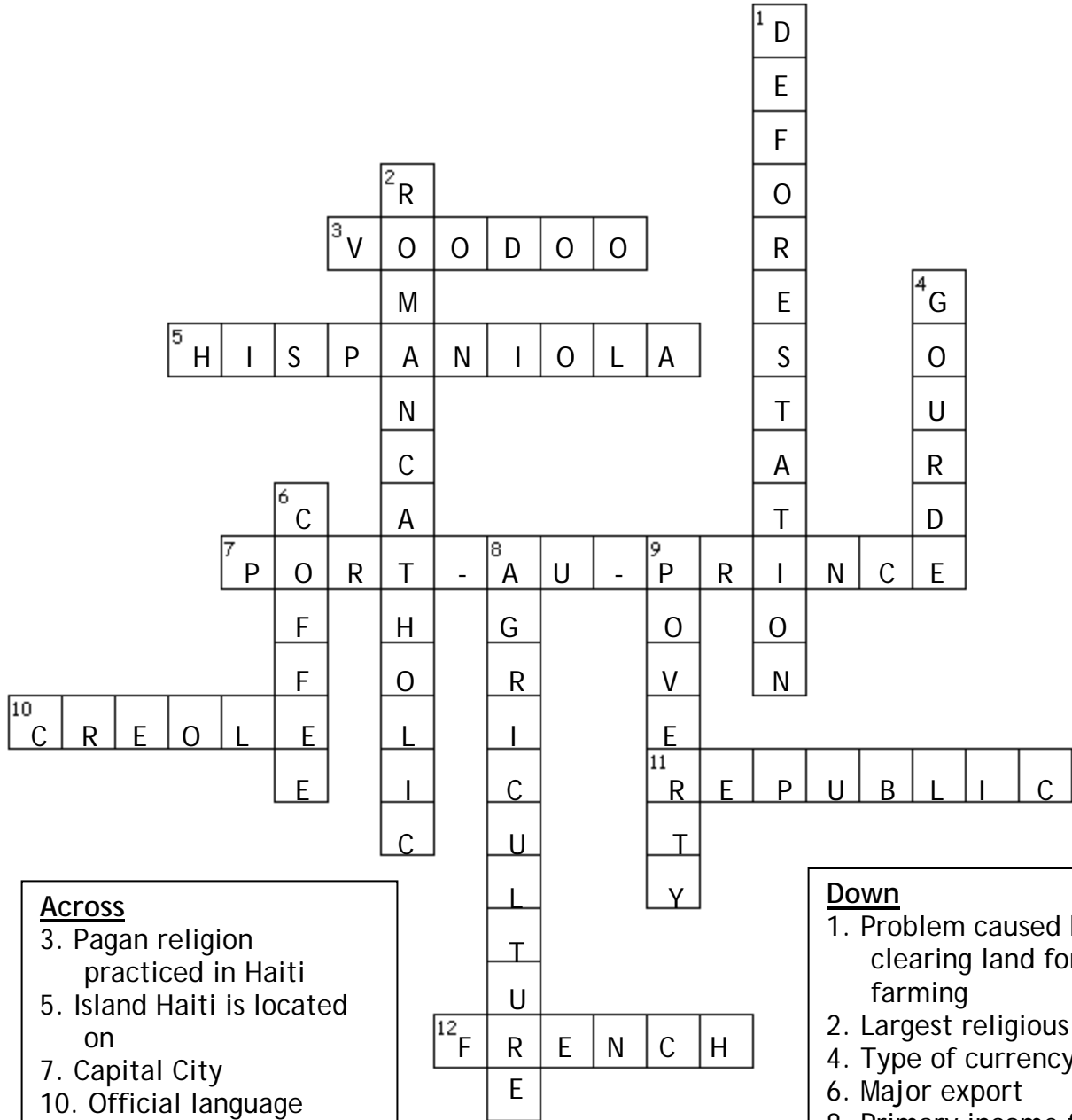
# Facts on Haiti



- Across**
- 3. Pagan religion practiced in Haiti
  - 5. Island Haiti is located on
  - 7. Capital City
  - 10. Official language
  - 11. Type of government
  - 12. Official language

- Down**
- 1. Problem caused by clearing land for farming
  - 2. Largest religious group
  - 4. Type of currency
  - 6. Major export
  - 8. Primary income for Haiti
  - 9. Problem caused by high population density

# Facts on Haiti - Answers



- Across**
- 3. Pagan religion practiced in Haiti
  - 5. Island Haiti is located on
  - 7. Capital City
  - 10. Official language
  - 11. Type of government
  - 12. Official language

- Down**
- 1. Problem caused by clearing land for farming
  - 2. Largest religious group
  - 4. Type of currency
  - 6. Major export
  - 8. Primary income for Haiti
  - 9. Problem caused by high population density

Created by [Puzzlemaker](http://Puzzlemaker.com) at [DiscoveryEducation.com](http://DiscoveryEducation.com)

# Haiti

G I P H W A L R Y X K U S S R M W L G B X Y Z J R W V F K F  
 J C Q E P H V T O D W C L E A A D B O Q H T J S X Q Q P J B  
 D U U X M J R A R A E O T N E N W E V G D L F N A V B K L P  
 Y I F Z V E T V S J C S V G V G E R V W A P W L H B C H D J  
 B L J Z V X F R T S I E E F F O C X H D H T X D E S G O S T  
 I T O O M I E Z E N A U N B Z E M M I Y H N V K T F O N C P  
 I M P O K J F A I I G C C G J S D M V K T C N H L F O U S W  
 N L J J Z O V M T T S G F O E U T U S A K A N V L Z X F H N  
 H A I T I E E C A S P Q G D F C Y A B L O I U E R Z C P Z B  
 A S O W E M R N U O M Z R H P W V Y D P Z E I C R X C R X A  
 I W J D I T I G S B L U H G J Y W M R H U S X C B F P X V I  
 Y Y X R N S A A C I O Z A B X B I E Q Z R G X P C B V Y Q V  
 Y L P R O R M B D G W G B L E B S S N Y Q J R O O U F N D W  
 U T U M I S X S Q N S Z A Y G I J P H H T E C J C R L W Z B  
 Q N P X T F O I J F Z A L R D R Z W L W W E C R O B T Y X E  
 D O A M A O H A D C T Q D E M K G X T A G K Z G A U X S G L  
 N Z G R T G V Y F X M C N S H E L T E R N N Q Q C L M K X U  
 B Q F K S D E R Z Q O T W A E N C V P Z T T T G X L U N U B  
 G U B F E M W R N T U U Q A R R D L V P K S A D Q R H G X N  
 E C I R R N A Y B Y N D V H T Q F M R O I R A I D Y G C C W  
 A G S G O R R Y C X T S E H U E Z S U G A R C A N E R Y P E  
 K I M P F O A A B B A X F G E P R H T U T V I T C S O M Q E  
 L I Y Z E C F F R J I S M T Q L P Q L Y R E A Z P O S O P L  
 P G P M D R O I L S N W V A V H Q W B S B O G K N S K O P O  
 N H D D I A J G C J S W J E E L X A L R I K L G D A E X E E  
 B P B C O O R N G L G I L I J Z V G Q B E V G Q L J V L R R  
 U Q A C N C I J X S M A U S T T L K Z K T D Z G Y K Z B I C  
 E N Y P Q M O H G F A F W G N F M R N P M N V L Z L F Z M X  
 E J V L W P J H L U D D P E N I C I D E M N T H G M F Y P T  
 X U J O F W K B B N I Y S W P J B I V C Z L E D W Z G H R E

AFRICAN  
 CORN  
 FOOD  
 MANGOES  
 PLANTAINS  
 RICE  
 SUGARCANE

CASSAVA  
 CREOLE  
 FRENCH  
 MEDICINE  
 POVERTY  
 SHELTER  
 WATER

COCOA  
 EXPORTS  
 GOURDE  
 MOUNTAINS  
 PRESIDENT  
 SORGHUM  
 YAMS

COFFEE  
 EFORESTATION  
 HAITI  
 OILS  
 PRIMEMINISTER  
 SUGAR

Created by [Puzzlemaker](http://Puzzlemaker) at [DiscoveryEducation.com](http://DiscoveryEducation.com)



RICE ( 4 , 20 , W )

SORGHUM ( 27 , 23 , N )

SUGARCANE ( 18 , 21 , E )

YAMS ( 8 , 21 , NW )

SHELTER ( 14 , 17 , E )

SUGAR ( 10 , 9 , SW )

WATER ( 13 , 18 , SE )

# Hearts for Haiti

Just Like Me

*Middle School/High School  
Materials*

*So God created man in his own image,  
in the image of God he created him;  
male and female he created them.*

*Genesis 1:27*

# Hearts for Jesus

## Just Like Me

### *Spiritual Aspect*

*So God created man in his own image, in the image of God he created him; male and female he created them. - Genesis 1:27*

**PURPOSE:** To make students aware that we are all part of God's family, no matter where we live or what our living conditions may be. God has created all of us in His image, and we are all His children. We are all part of the body of Christ.

**MATERIALS:** Two pieces foam board  
Scissors  
Markers, crayons, or colored pencils  
Glue  
Bibles

**ACTIVITY:**

1. Cut a puzzle pattern, perhaps in the shape of a cross, out of the center of one piece of foam board. Make enough pieces for each person in your class to have one piece, with several extra pieces that will remain blank. Along the top of the foam board, write "The Body of Christ." Glue the second board to the back of the first. Do not show the students the foam board until step 4. Note: Be sure to mark which the back of each piece is before the students decorate them.
2. Have each student decorate their piece with things that describe them: what their interests may be, what activities they are in, things they may collect, what's important to them.
3. Have each student share their piece with the rest of the class, explaining what they put on it and why.
4. Show the students the puzzle frame and allow them time to put all the pieces together. Bring out the blank pieces as well so the students can complete the puzzle.

REFLECTION: Genesis 1:27 Romans 12:4-8 1 Corinthians 12:12-27

1. Were there any things anyone had in common with someone else? What were they? There are many things people have in common with each other. We might share the same interests in music, or sports, video games or clothes. One important thing we all have in common is found in Genesis 1:27. *Have someone read it aloud.* We are all created in the image of God. No matter who we are or where we live, American, Haitian, or otherwise, we are all created in the image, in the likeness, of God.
2. If you look at the puzzle we made, we also have differences. Some of us are more artistic than others. Some of us have different interests from other people. So what does Scripture say about that? Let's look at 1 Corinthians 12:12-27 (and/or Romans 12:4-8). *Have one or more students take turns reading the passages aloud.* Each one of us is different, but we all play an important role in the body of Christ. When we think of people in countries like Haiti, we often think of them as being lower than us, or not as good as us. But God tells us in this passage that while we all have different gifts, we are all equally important in the kingdom. In our puzzle, each of us is represented by the piece we decorated. The blank pieces represent those in other places such as Haiti. We may not know anything about them, but the body of Christ would not be complete without them, just like our puzzle would not be complete without all the pieces.

EXTENSIONS: Consider laminating or sealing the puzzle and putting it up in your room as a reminder to the students that we are all part of one body, the body of Christ.

# Hearts for Jesus

## Just Like Me

### *Communication Aspect*

*So God created man in his own image, in the image of God he created him;  
male and female he created them. - Genesis 1:27*

- PURPOSE:** To make students aware of the current living conditions of people in Haiti and to help them see that we all share some of the same basic needs for food, water, shelter, and faith in Christ.
- MATERIALS:** Info Please - Haiti Handout  
Facts on Haiti Worksheets
- ACTIVITY:** Either as a class or individually, read the *Info Please - Haiti* handout to learn the basic information on Haiti.  
Use the *Facts on Haiti* word search and crossword pages to review some of the basic facts on Haiti.
- REFLECTION:** As you did this activity, what were some of the similarities you saw between the people of Haiti and us? What are some of the needs they have that we also have?
- EXTENSIONS:** Have students take on a more active role in the learning process by having groups teach one of the subcategories to the rest of the class.

# Hearts for Jesus

## Just Like Me

### *Expressive Aspect*

*So God created man in his own image, in the image of God he created him; male and female he created them. - Genesis 1:27*

**PURPOSE:** To make pillows for community mission projects and people in need.

**MATERIALS:** Fabric, thread, sewing machine, pillow stuffing

**ACTIVITY:** To make pillows for people those are in need.

1. Determine what size you want your pillow to be.
2. Cut 2 pieces of fabric a  $\frac{1}{2}$  inch larger than you want your pillow to be.
3. Put the pieces of fabric “right sides together” that means the pretty shiny side of the fabric faces inside and the not pretty side faces outside.
4. You need to sew almost all around the fabric leaving a hole slightly bigger than your hand so that you will be able to stuff the pillow. When using the sewing machine put the needle a  $\frac{1}{2}$  inch from the outside of the fabric.
5. Turn the pillow right side out.
6. Put stuffing into the pillow make sure that you have the stuffing even throughout the pillow.
7. You will need to use a needle and thread to close up the whole by stitching the hole you stuffed through by hand. This is called “slip stitching”.
8. Find a community mission project that could benefit from having pillows to give to people. Call them to see if they need to pick up the pillows or if the pillows can be delivered to their office.

**REFLECTION:** What would I do if I didn't have a place to sleep at night? How would I feel if I didn't have a bed, blanket, or pillow? How do you feel when you get up in the morning after you have not slept well? How does it feel when you help someone in need?

**EXTENSIONS:** Many people are also in need of blankets and food. Blankets could be made and distributed or the class could organize a canned food drive.

# Hearts for Jesus

## Just Like Me

### *Wellness Aspect 1*

*So God created man in his own image, in the image of God he created him; male and female he created them. - Genesis 1:27*

- PURPOSE:** To make students aware that while we may call a sport by a different name, there are games and activities people all over the world enjoy playing.
- MATERIALS:** Soccer ball  
Two goals  
Large field (or gym)
- ACTIVITY:** Have the students play a game of soccer.
- REFLECTION:** What would you call the game we just played? What are some names it is called in other countries? Are they the same game? Even though the name may be different and some of the rules may change, people all over the world enjoy some of the same games and activities. What are some other sports we play that people in other countries play as well?
- EXTENSIONS:** Variations of soccer can be played depending on your setting. Some areas play indoor soccer where there are no out-of-bounds (play continues when balls bounce off of walls). Kite flying and basketball are other popular activities in Haiti.

# Hearts for Jesus

## Just Like Me

### *Wellness Aspect 2*

*So God created man in his own image, in the image of God he created him;  
male and female he created them. - Genesis 1:27*

**PURPOSE:** To make students aware of the health issues faced by the majority of people living in Haiti by participating in a water relay game.

**MATERIALS:** 60-quart clear plastic storage tub  
Sandbox sand  
Towels to be placed under the storage tub  
One chair per team  
One empty 1-gallon water container per team  
One roll paper towels per team  
One clear drinking glass  
Mop for clean-up  
Garbage can  
Water  
Masking tape

**SET UP:** Put a couple inches of sand in the large plastic tub.  
Fill large tub about half way with water.  
Put one chair per team around the tub.  
Place trash can near the tub.  
Line teams up behind a masking tape line about 20 feet from the tub.  
Provide each team with a roll of paper towels and a 1-gallon

water container.

- ACTIVITY: Each team will race to complete the following five steps.
1. Empty water into container. (Note, first person will not have water to start with)
  2. Sit in an empty chair and remove your socks and shoes.
  3. Wash your feet with the water.
  4. Dry your feet with the paper towels and put the used towels in the trash can. Then put your socks and shoes back on.
  5. Fill your water container and return to your team. Give the next person the water and paper towels.

REFLECTION: *Fill a clear glass with the water in the tub after everyone has finished. Use it to illustrate the water they have to use every day.*

How do you like your water? Hot? Cold? In a tall glass with ice? Do you filter it? Maybe you drink it straight from a hose. In the United States we are blessed to be able to get water whenever and however we want. Like us, Haitian people use water for drinking, bathing, cooking, and doing laundry. Unlike us, the Haitian people often use the same water for washing, drinking, and bathing. How many of you would willingly drink this water after everyone used it to wash their dirty, smelly feet?

EXTENSIONS: Students can also race barefooted. This will make the water dirtier, and can also be used to compare the need we all have for proper clothing and shoes.

# Hearts for Jesus

## Just Like Me

### *Discovery Aspect 1*

*So God created man in his own image, in the image of God he created him; male and female he created them. - Genesis 1:27*

- PURPOSE:** To help students see how much work the Haitian people have to do, with little reward in the end, by exploring a method to separate chocolate chips from cookies to simulate harvesting.
- MATERIALS:** 2 chocolate chips cookies each  
Toothpicks
- ACTIVITY:**
1. Use 2 toothpicks to pick the chocolate chips from both the top and bottom surfaces of one of the cookies.  
*A. From which surface is it easier to remove the chocolate chips? Why?*
  2. Use your fingers to break the cookie into smaller pieces so that all the chocolate can be removed with the toothpick. Separate the chocolate and the remaining cookie pieces into two piles.  
*A. Estimate how much of the cookie was made of chocolate chips.*
  3. Repeat steps 1 and 2 with a second cookie of the same brand.  
*A. How does the amount of chocolate "mined" from the second cookie compare to the amount from the first one?*
- REFLECTION:** Agriculture is a big part of the economy in Haiti. Picking apart the chocolate chips from the cookie was hard work. In a similar

way, the Haitian people spend long hours harvesting crops, usually with very poor tools to work with. In the end,, there are fewer crops than there is soil, and the workers get paid even less than what their hard work deserves.

**EXTENSIONS:** Give each student two different brands of cookies. Have students compare which brand contains more cookies. Relate that to the fact that while we in the US may have more resources available to us, in the end we are all created from the same “stuff.” We are all made in the image of God. God can use us to help others by sharing the extra that we have with them.

# Hearts for Jesus

## Just Like Me

### *Discovery Aspect 2*

*So God created man in his own image, in the image of God he created him;  
male and female he created them. - Genesis 1:27*

**PURPOSE:** To make students aware of the importance each person plays in the kingdom of God by demonstrating the importance of the opposing thumbs.

**MATERIALS:** Your hand  
Masking tape  
Stopwatch

**ACTIVITY:**

1. Think about the things you do each day using your hands.
2. Make a list of those things which you could act out in the classroom. Collect the things you will need.
3. Use a stopwatch to time how long it takes to do the things on your list from start to finish. Round your time off to the nearest second, and record it on your list under “Thumbs.”
4. Now, have someone tape your thumbs across or next to the palms of your hands. Leave your other fingers free. Do not apply the tape tightly, as this may cut off the blood circulation. Time how long it takes to complete the list of activities, round your time off to the nearest second, and record on the list under “No Thumbs.” Add a one minute penalty for any activity you were unable to complete.

5. The difference between your “Thumb” time and your “No Thumb” time shows your loss of efficiency.

**REFLECTION:** Are you more efficient with or without thumbs? Why? The thumb is the shortest, thickest digit on the human hand and moves in a different direction than the other digits. Human thumbs are called **opposable thumbs**. They are called opposable thumbs because the thumb can be moved around to touch the other fingers, which gives people the ability to grasp things, pick up small objects, or eating with one hand.

More information at this website:

[http://www3.nsta.org/main/news/stories/science\\_and\\_children.php?news\\_story\\_ID=49036](http://www3.nsta.org/main/news/stories/science_and_children.php?news_story_ID=49036)

The Bible says that we are all part of one body, the body of believers. We are not all the same, but we each play a special role in the kingdom of God. Just like it is harder for you to do things without your thumb, the body of believers only works its best when all the members work together. The Christian believers in Haiti are part of the family of God as well. Scripture says that when one part suffers, all parts suffer with it, and when one part rejoices, everyone rejoices with it. We as the body of believers can be used by God to help and encourage our brothers and sisters in Christ in Haiti so that they can be strong and able to do their very best in difficult circumstances.

**EXTENSIONS:** Another option would be to make a list of things that take two people to do together, such as moving tables or carrying books. One person may be able to do them, but it works better when two people work together.

Dear Parent,

Several years ago I was privileged to be part of a group that traveled to Haiti on a mission trip.

The purpose of the trip was to provide an educational conference for Lutheran school teachers. Considering the only country I had ever visited was Mexico and the Bahamas (and on a cruise no less) this was a new experience for me. Questions flooded my mind. What were the people like? What were their needs? How could we speak effectively through a translator? It did not take me long to discover that the Christian people were, just as this week=s theme indicates, just like me! They want to provide for their families=s needs, they want a Christian education for their children, and they want to serve God in a way that is pleasing to Him. Of course the challenges for these phenomenal people are greater than yours and mine. The struggle of meeting life=s basic needs are overwhelming and some days seemingly impossible. But, their faith in God is truly inspiring.

On the day of our return to the states, I stood aside at the airport waiting for my companions. A solemn looking security guard, with a big gun in his holster, studied the cross I wore around my neck. He pointed at it and asked me in broken English, AYou! You love Jesus?@ I nodded my head and replied, AYes, yes I do love Jesus.@ His face broke into a huge smile as he shared that he too loved Jesus. At that moment we both rejoiced that even though we are so very different, we are the same in the eyes of God.

This week, I urge each of you to take a moment with your child and thank God for all the blessings He has bestowed upon you. Then together think about what the families in Haiti do not have. When chapel rolls around, please give back in any way the Lord leads you. Jesus said in Matthew 25:40 AI tell you the truth, whatever you do for one of the least of these brothers of mine, you do for me.@

# Haiti

**Haiti** (hā'tē) [[key](#)], Fr. *Haiti* (äētē') [[key](#)], officially Republic of Haiti, republic (2005 est. pop. 8,122,000), 10,700 sq mi (27,713 sq km), West Indies, on the western third of the island of Hispaniola. It is bounded on the north by the Atlantic Ocean, on the south by the Caribbean Sea, and on the east by the Dominican Republic. Jamaica lies to the west and Cuba to the northwest. The offshore islands of Tortuga and Gonâve also belong to Haiti. The capital and largest city is [Port-au-Prince](#).

*The Columbia Electronic Encyclopedia*, 6th ed. Copyright © 2007, Columbia University Press. All rights reserved.

## *Land and People*

The country is mostly mountainous, but about one third of the land is arable. Once covered by forest, the country has been heavily logged for wood and fuel and to clear land for farming, and is now largely deforested. In addition to the capital, other important cities include [Cap-Haïtien](#) and [Gonaïves](#). Haiti is the most densely populated country in Latin America and has the lowest per capita income, with about two thirds of the people unemployed and three quarters living in poverty. Prolonged economic inequality, political instability and repression, and a near total lack of medical care continue to be serious problems. The economic and political situations have caused numerous Haitians to seek work in the neighboring Dominican Republic, and others to emigrate, especially to the United States and the Bahamas.

About 95% of the inhabitants are descendants of African slaves who still follow West African cultural patterns. Since the mid-19th cent., however, Haiti has been dominated by the mulatto minority, which clings to the French cultural tradition. French and Haitian Creole, a French dialect, are the official languages of Haiti. Roman Catholicism is the predominant religion, but African nature gods are still worshiped, and *vodun* (voodoo) rites are practiced and are an officially recognized religion.

## *Economy*

Agriculture is the principal economic activity in Haiti. Subsistence crops include cassava, rice, sugarcane, sorghum, yams, corn, and plantains. Most Haitians own and farm tiny plots of land, and great population density has caused rural poverty and is also a factor in the country's extensive deforestation, which has contributed to the degradation of agricultural land. Haiti's major exports are light manufactures and coffee; other exports include oils, cocoa, mangoes, sugar, sisal, and bauxite. The United States is the country's leading trading partner. Industry in Haiti consists largely of light assembly of imported parts and the manufacture of textiles. There is also sugar refining and flour milling, and other foodstuffs are produced. Some bauxite and copper are mined, but other mineral deposits have barely been tapped. Remittances from Haitians working abroad are also extremely important. Economic sanctions imposed by the United States and others to force a military regime to return power to the elected government, and again later because of the government's inability to meet aid conditions, further damaged the impoverished economy during the 1990s and early 2000s.

## *Government*

Haiti is governed under the constitution of 1987, which was suspended and reinstated several times between 1988 and 2006, when the country returned to constitutional rule. The president is the head of state; the prime minister, who is appointed by the president and confirmed by the legislature, is the head of government. Most power resides with the president. Haiti has a bicameral legislature, the National Assembly, with a 30-seat Senate, whose members are elected to six-year terms, and a 99-seat Chamber of Deputies, whose members are elected to four-year terms. Administratively, the country is divided into 10 departments.

## *History*

### **Early History to Independence**

The island of Hispaniola was inhabited by the Arawaks prior to the arrival of Columbus in 1492. Disease, ill treatment, and execution by the Spaniards decimated the Arawaks, who gave Haiti ("land of mountains") its name. While establishing plantations in E Hispaniola (now the Dominican Republic), however, the Spanish largely ignored the western part of the island, which by the 17th cent. became a base for French and English buccaneers. Gradually French colonists, importing African slaves, developed sugar plantations on the northern coast. Unable to support its claim to the region, Spain ceded Haiti (then called Saint-Dominique) to France in 1697.

Haiti became France's most prosperous colony in the Americas and one of the world's chief coffee and sugar producers. The pattern of settlement took the French south in the 18th cent. and society became stratified into Frenchmen, Creoles, freed blacks, and black slaves. Between the blacks and the French and Creoles were the mulattoes, whose social status was indeterminate. When French-descended Creole planters sought to prevent mulatto representation in the French National Assembly and in local assemblies in Saint-Dominque, the mulattoes revolted under the leadership of Vincent [Ogé](#). This rebellion destroyed the rigid structure of Haitian society. The blacks formed guerrilla bands led by [Toussaint L'Ouverture](#), a former slave who had been made an officer of the French forces on Hispaniola.

When the English invaded Haiti in 1793 during the Napoleonic Wars, Toussaint maintained an uneasy alliance with the mulatto André [Rigaud](#) and cooperated with the remnant of French governmental authority. In 1795, Spain ceded its part of the island to France, and in 1801 Toussaint conquered it, abolished slavery, and proclaimed himself governor-general of an autonomous government over all Hispaniola. Napoleon sent his brother-in-law, Gen. Charles [Leclerc](#), with a huge punitive force to restore order in 1802, but he was unable to conquer the interior.

A peace was negotiated, and Toussaint, taken by trickery, died in a French prison; but the revolt continued and forced the French troops, already ravaged by yellow fever, to withdraw. The rebels received unexpected aid from U.S. President Thomas Jefferson, who feared that Napoleon would use Saint-Dominque as a base to invade Louisiana. In 1804, Haiti became the second nation in the Western Hemisphere, after the United States, to win complete independence.

## The Struggles of Nationhood

After independence the remaining French and Creoles were expelled, and Jean-Jacques [Dessalines](#), an ex-slave, proclaimed himself emperor. His assassination (1806) led to the division of Haiti into a black-controlled north under Emperor Henri [Christophe](#) and a mulatto-ruled south under President Alexandre [Pétion](#). After their deaths Haiti was unified by Jean Pierre [Boyer](#), who also brought (1822-44) Santo Domingo under Haitian control. Seeking to indemnify French planters, Boyer brought financial ruin to Haiti; he was exiled in 1843. Haiti's last emperor (1847-59) was Faustin [Soulouque](#). Since the end of his reign, the country has been a republic. Political and social conflict persisted, intensified by the mulatto-black hostility, and Haiti's economy, which had never recovered from the violent struggle for independence, declined further.

After the dictator Guillaume Sam was killed in a popular uprising in 1915, the United States, troubled over its property and investments in the country and fearing Germany might seize Haiti, took the opportunity to invade Port-au-Prince. The Haitian congress was forced to accept an agreement permitting U.S. control over customs receipts; two years later the resident American naval commander dissolved the congress and dictated a new constitution. Although financial and general material progress advanced under American military occupation, Haiti protested against U.S. violation of its sovereignty, and a U.S. Senate investigation in 1921 found that the avowed purpose of preparing Haiti for responsible self-government had been ignored. In 1930 a U.S. presidential commission recommended that Haiti be allowed to elect a legislature that would, in turn, name a president. Sténio Vincent, a vocal opponent of U.S. military occupation, was chosen by the legislators. The marines were finally withdrawn in 1934, although U.S. fiscal control was maintained until 1947.

Political instability persisted in Haiti after World War II, and the country's future was clouded by rising turbulence in the Dominican Republic and by the emergence of a Communist Cuba. François (“Papa Doc”) [Duvalier](#), who was elected president in 1957, suppressed opposition through the creation of his paramilitary secret police, the *tonton macoutes*. In 1964 he proclaimed himself president for life. Upon his death in 1971 he was succeeded by his 19-year-old son, Jean-Claude (“Baby Doc”), who also became president for life. After 15 additional years of corruption, repression, and inequality under the younger Duvalier, popular discontent became great enough to induce him to flee the country in 1986.

Starting in 1986 there were several brief attempts at civilian democracy, each terminated by a military coup. In Sept., 1991, Jean-Bertrand [Aristide](#) was forced to flee the country only nine months after becoming the first freely elected president in Haiti's history. The United States and the Organization of American States responded with a trade embargo, and in 1993 a UN-sponsored oil embargo was imposed. An accord in 1993 providing for Aristide's return was repudiated by the army, which used terrorist violence to maintain power.

In 1994 the United Nations approved a nearly total trade embargo, and later authorized the use of force to restore democratic rule. On Sept. 18, 1994, as U.S. forces were poised to invade the island, an accord was negotiated. Haiti's military leaders relinquished power under an amnesty, and U.S. forces landed to oversee the transition. Aristide returned on Oct. 15 as president; U.S. troops were largely replaced by UN peacekeepers in Mar., 1995. In the December presidential election that year, René [Préval](#) was elected to succeed Aristide. In Apr., 1996, the last U.S. troops left, except for a few hundred in the capital who remained until Jan., 2000; meanwhile, after a wave of political killings, the United States suspended aid to Haiti.

In Jan., 1999, following a series of disagreements with Haitian legislators, Préval declared that their terms had expired, and he began ruling by decree. Parliamentary elections were finally held in May-June, 2000. They gave Aristide's Lavalas Family party an overwhelming majority in both houses, but the method of counting the votes, in which only those won by the four leading candidates were tallied and candidates thus did not need to win an actual absolute majority, was widely criticized.

In Nov., 2000, Aristide was again elected president, winning nearly 92% of the votes cast, but turnout for the election was light. The following year Amnesty International said that human rights and the rule of law had diminished in Haiti, citing harassment of opposition politicians and attacks on journalists. There was an apparent coup attempt against Aristide in Dec., 2001, although it was unclear who was behind it. The political stalemate with the opposition led to the freezing of foreign aid and ongoing economic hardship in Haiti.

Violence between supporters and opponents of the president increased in 2003, and several of Aristide's cabinet ministers resigned by the end of the year. Parliamentary elections failed to be held, resulting in the dissolution of parliament in Jan., 2004, leaving Aristide to rule by decree and sparking recurring anti-Aristide opposition demonstrations in the streets. In February an armed uprising began in Gonaïves, and by the end of the month armed rebels consisting of disaffected gangs formerly allied with the government, former soldiers, paramilitaries, and police, and others, were on the verge of entering the capital.

Under pressure from the United States and France, Aristide resigned and went into exile, subsequently accusing U.S. and French officials variously of duping, coercing, or kidnapping him. U.S., French, Canadian, and Chilean forces arrived to maintain order, and an interim government headed by Gérard Latortue, a former foreign minister, was established. The Caribbean Community, however, refused to recognize Prime Minister Latortue, and called for a UN investigation into Aristide's resignation. Subsequently, CARICOM decided not to readmit Haiti until after the reestablishment of a democratically elected government. In April Latortue announced that general elections for a new government would be held in 2005, but they were subsequently postponed several times during 2005 due to inadequate preparation. A UN peacekeeping force led by Brazil began replacing U.S., Canadian, and French forces in June, 2004.

Flooding from heavy rains in May killed some 1,700 in the south near the Dominican Republic, and in September Tropical Storm Jeanne caused additional deadly flooding, especially in the area around Gonaïves, where some 2,500 died. The September flooding also caused significant agricultural damage. Unrest and lawlessness on the part of Aristide supporters and opponents continued to be a problem in the country, despite the presence of foreign peacekeepers. In Nov., 2005, the much delayed 2005 national elections were postponed into 2006.

When the presidential election was held in Feb., 2006, René Préval handily led all other candidates (there were more than 30) but appeared to be falling short of the majority required to avoid a runoff. The former president and his supporters charged that there was electoral fraud, an accusation seemingly supported by an unusually high number of blank ballots and by the discovery of charred blank and Préval ballots in a dump near the capital. Amid demonstrations and mounting tension, election officials agreed to assign the blank ballots proportionally to the candidates, giving Préval nearly 51% of the vote. Parliamentary elections were held at the same time, but the investigation of electoral complaints delayed the second round into April, and Préval was not sworn in until May. The following month Haiti was readmitted to CARICOM.

Armed gangs remain a significant problem in Haiti, and in Oct., 2006, the United States partially lifted an arms embargo against Haiti so that the government could buy weapons and other equipment for the Haitian police. In Feb., 2007, the mandate of the UN peacekeepers was again extended; the Security Council called on UN forces to move more strongly against Haiti's criminal gangs. Although UN forces had successes against a number of urban gangs, some relocated to rural areas where they were less likely to be confronted by peacekeepers. Rising food prices led to antigovernment and anti-UN protests and riots in a number of Haitian cities in Apr., 2008; in Port-au-Prince rioters attempted to storm the presidential palace. The riots led the Senate to dismiss the prime minister; two nominees for the post were subsequently rejected by Haiti's legislature before Michèle Pierre-Louis was elected in July.

### ***Bibliography***

See H. Courlander and R. Bastien, *Religion and Politics in Haiti* (1966); R. W. Logan, *Haiti and the Dominican Republic* (1968); H. Schmidt, *The United States Occupation of Haiti, 1915-1934* (1971); T. O. Ott, *The Haitian Revolution, 1789-1804* (1973); R. D. Heintz, *Written in Blood: The Story of the Haitian People, 1492-1971* (1978); B. Weinstein and A. Segal, *Haiti: Political Failures, Cultural Successes* (1984); J. Ferguson, *Papa Doc, Baby Doc: Haiti and the Duvaliers* (1987); R. Robinson, *Haiti, From Revolution to the Kidnapping of a President* (2007).