

Haitian Culture Curriculum Guide
Grades 6 - 12





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Haitian Culture Curriculum Guide

Grades 6-12

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INTRODUCTION

Over the last thirty years, changes in immigration patterns have made South Florida a thriving multicultural community. Today, Broward public school classrooms reflect the cultural and linguistic diversity of the South Florida region.

Haitian students have been among a growing Caribbean population in the Broward County Public Schools since the 1980s. To foster cross-cultural awareness among secondary school students, the Bilingual/Foreign Language/ESOL Education Department has developed the Haitian Culture Curriculum Guide, Grades 6-12.

The purpose of this guide is to provide:

- background information for teachers on Haitian culture to enrich class activities and discussion on Haiti and its people;
- activities and FCAT-correlated lessons for students to explore the richness of Haitian culture and their own;
- resources to support instruction and extended learning opportunities.

Every culture has a heritage of challenge, triumph, and perseverance. By learning about other cultures, students may understand the universality of the human experience, communicate across cultural lines, and work together to ensure equity for all.

BACKGROUND INFORMATION

HAITIAN HISTORY

by Roger E. Savain

Onnè . . . Respè . . .

Dyedonne (God given) **knocks at the door and says: “Onnè”** (Honor). **Inside his home, Selòm** (This is the man) **answers: “Respè”** (Respect).

This form of greeting is traditional among Haitians, especially those living outside of the cities. It is like a password that opens the door for the visitor. It lets him or her know that he or she is welcome. Many Haitian speakers also use this greeting before addressing an audience.

Following the Haitian tradition let’s say, *“Onnè . . . Respè . . .”* and begin our story about Haitian history.

Ayiti – Kiskeya

In 1492, the people of Europe were not aware that an entire continent lied to the West, separating Europe from Asia.

On October 12, 1492, when Christopher Columbus arrived in the Americas he landed in a small island of what we know today as the Bahamian Archipelago. He named the island San Salvador and claimed it for Spain.

The different people that inhabited this continent lived in small villages and also in large cities with sophisticated political and social structures.

The people Columbus first encountered were the **Tainos** who also inhabited the islands of the Caribbean known today as the Antilles.

Columbus named these people Indians, as he believed to have arrived in Asia, in the Indies.

On October 26, he landed in Cuba; continuing his voyage on December 6, he arrived at an island he named Saint Nicholas in honor of the feast of the saint celebrated on that date.

Columbus had landed on an island called by its various inhabitants, **Ayiti** and **Kiskeya**. He was so impressed by its beauty that he named it **Hispaniola** and claimed it for Spain as he had done with the other newfound lands.

The people he encountered in Ayiti were **Taino** as well.

It is believed that the **Tainos** traveled from the northern coast of South America where they were part of the groups of the **Arawak** language family.

The Taino took over the Island from the **Siboney** who had almost disappeared by the end of 1492.

A few years after the arrival of the Spaniards, the **Taino** population had disappeared. This was due in part to the forced labor to which they were subject and in part to the diseases brought by the Spaniards to which they had no immunity.

By 1625 there were no more indigenous people in Hispaniola, and new manpower was needed for agricultural work.

When Columbus arrived, the island was divided into five independent territories called **Kasikas**. Each Kasika was under the authority of a **Kasik** or chief. They were:

Kasika	Location	Kasik
Maryen	Northwest	Gwakànagarik
Magwana	Center	Kawonabo
Magwa	Northeast	Gwayonnèks
Zaragwa	Southwest	Boyekyo/Anakawona
Igwe	Southeast	Kotibànama

On the northeast of Magwana there was a small area which was like an independent territory called **Sigwe**. It was occupied by **Caribs** who came from South America and invaded islands in the Antilles, particularly **Cuba**. One Carib, Kawonabo, became Kasik of Magwana. The Caribs were proud warriors always ready to defend their land, their rights, and their freedom.

The Kasiks lived in perfect harmony. Kawonabo married Anakawona, Boyekyo's sister. When one of the kasikas was under outside attacks, all the Kasiks would join forces to drive off the common enemy.

In the large villages, the population was under the authority of a deputy kasik or an elder called **nitayino**. They had no police forces.

The indigenous people were mainly farmers. They grew tobacco, cotton, sweet potatoes, corn, manioc (cassava), and fruit trees. Some used to go fishing; others went hunting. Sometimes, they ate fish, fowl, and iguana. Their favorite sport was a soccer-like game they played with a ball made of animal intestines.

They knew how to mold red clay to make pipes, artifacts, **krich** (pitcher/stoneware) to conserve water, and all kinds of utensils. Cotton was woven to make hammocks for sleeping. Hatchets made with rocks as hard as iron were used with fire to dig into soft logs and make small boats (**bwa fouye**).

They wove cotton and straw to make **pagnes**, a sort of skirt adults wore from the belt to the knee. They covered the rest of their body with **rocou** and adorned their hair with parrot feathers.

The **Tainos** had a rich and articulate language that was suited for rhythmic songs composed by their **Sanmbas** (poets) for public celebrations and to honor their gods, the **Zemès**. They believed in the power of nature.

The priests of their religion, the **butios**, were highly respected and had multiple duties. Presiding over the ceremonial events, they served as medical doctors or healers, foretellers, and interpreters of the Zemès' will. They vaguely believed in one God and in the immortality of the soul. Their invocation to the Zemès was mainly to request their intercession. Naively, they dreamed of a paradise at the extreme point of the south peninsula where, after death, they would all go to enjoy savory apricots under leafy trees.

The Slave Trade

The slave trade in the Spanish colonies began in 1503 shortly after the Portuguese had obtained the first charter to bring slaves to the new possessions.

The trade of African slaves was spread throughout Asia and Europe before Columbus' arrival in the Americas. African kings in central and western Africa engaged in the slave trade as their way of disposing of the prisoners from battles among different groups as well as a type of trade.

The first Africans brought to Hispaniola as slaves were imported from Spain in 1499 seven years after Christopher Columbus set foot on the island. The Slave Trade began in 1503. Interrupted for a few years, it resumed in 1517, and continued despite constant uprisings.

Around 1625, there were no more indigenous people in Hispaniola. Around that time, some French adventurers, known as Buccaneers, settled on the island of Tortuga not far from the northwest shores of Hispaniola. Gradually, they spread from North to South of the deserted western area, bravely defending their settlements against the furious attacks of the Spaniards, who were mainly located on the eastern part of the island. On occasion, the Spaniards would successfully destroy everything that reminded them of the Buccaneers.

With the Treaty of Ryswick signed in 1697, Spain ceded the Western third of the island to France. The new possession was renamed Saint Domingue (*not to be confused with Santo Domingo, capital of the Dominican Republic*). At once, France undertook the reorganization, among other things, of the colony's manpower and regulated the Slave Trade for maximum efficiency.

According to well-documented historians, some slaves knew how to read and write, and some were priests in their lands. Others came from noble and royal families.

The Maroons of Liberty

Marooning began with the first blacks imported from Spain to Hispaniola. As early as 1503, blacks were inciting the Indians to revolt. **Kasik Anri** began the marooning movement when he took refuge in the mountains of Bahoruco.

Anri was the son of a deputy "kasik" of the Bahoruco. Orphaned since the extermination of the chiefs in Zaragwa, he received instruction from Dominican monks who taught him reading and writing. He became the slave of a master called Valenzuela.

Determined like this brave couple to "live free or die," several other well-trained and well-armed slaves joined them and proclaimed the **Independent State of Bahoruco**. They held out there fourteen years (1519-1533) until Kasik Anri was killed by Valenzuela's men. He was only thirty-five years old.

During the next 200 years, thousands and thousands of black slaves from all over the colony fled the plantations and factories to become maroons. One of them earned a great and notorious reputation as a leader. His name was Francois Makandal.

Makandal was a slave from Guinea. After he lost one arm in a sugar-cane mill, he was assigned to care for animals on his master's land. One day, he fled to the mountains and soon became a maroon leader. His charismatic leadership impressed and impassioned the other slaves. Makandal was known as a powerful speaker and predictor of the future.

He believed marooning was the center of an organized resistance of blacks against the colonial system and those who were part of it. He did not have time to carry out his plan of complete

extermination of all those involved in slavery. After eighteen years of marooning, he was captured by the colonists and put to death in 1758.

In Pursuit of Freedom

On July 14, 1789, the people of Paris, France took over *The Bastilles* in the names of Liberty, Equality, and Fraternity. This famous French Revolution did not take long to echo on the shore of Saint Domingue, where the colonists and the second class whites had begun to rebel against the French Metropolis.

In Saint Domingue at that time, there were three classes of people: the slaves, the freedmen, and the whites. The slaves were mainly black, most freedmen were mulattos, and the whites included the “great whites” (*plantation owners and administration officials*) and the “little whites” (*artisans and others*).

The “great whites” were speaking of autonomy, the “little whites” of equality, the mulattos of political rights, and the blacks of freedom. Then came Boukman Dutty.

Boukman, a slave smuggled from Jamaica to Saint Domingue, was well acquainted with colonial life. He rose to the position of foreman and coachman before becoming a maroon.

Although rebellion was the trademark of Africans ever since they had been shipped from Africa to Saint Domingue, a general call for liberty had not yet been voiced. Indeed many maroons fled to the mountains and to the deep forests in order to avoid the wickedness of the plantation masters. However, they were runaway slaves, not liberty warriors.

Vodou priests understood the essential importance of organizing and launching a viable insurrection for liberty. In 1679, it was Padrejan; in 1734, it was Plidò; and in 1758, it was Makandal. African religious traditions were the biding force behind Haiti’s Independence.

Well informed about these attempts, Boukman Dutty decided to use the resourceful power of the vodou organization to, once and for all, make the slaves realize that insurrection should not mean running away from slavery, but fighting for liberty.

The slaves swore to solidarity, trust, secrecy, and a fight to the finish. By August 23, 1791, the general insurrection of the slaves had spread all over Saint Domingue.

On the Road to Victory

In November 1791, while fighting for liberty against the forces of colonialism, Boukman died. This same month of November 1791, **Toussaint Louverture** surfaced and became leader of the general insurrection during thirteen years on the road to victory.

The births of slaves’ children were not always registered immediately so it is difficult to determine the exact age of an individual. In some other instances records were misplaced or destroyed for a variety of reasons.

It is believed that Toussaint Louverture was born between the years of 1743 and 1746 in Saint Domingue. He was the grandson of *Gaou-Guinou*, king of *Allada*, from Dahomey, known today as Benin in West Africa. Today in Benin at the Kingdom of Allada, a monument and park honored the spirit of Toussaint Louverture. This grandson of an African king spent fifty years of his life in slavery.

Humane masters employed Toussaint's parents as personal servants, and he was allowed to receive instruction while working as a coachman. Toussaint became one of the few literate black revolutionaries. When he heard of the slave uprising, he secured the safe expatriation of his master's family before joining the revolutionary forces. His leadership ability brought him to prominence quickly.

During his childhood, Toussaint was a laughing stock because he was small and weak. They used to call him *fatra baton* (rubbish rod). Infuriated by so much ridicule, he strengthened his body with energetic exercise, such as horseback riding and swimming. Still a young man, he became an outstanding horseman and won the title of *Centaure de la Savane* (Centaur of the Savannah).

Toussaint was forty years old when his godfather, Pierre Baptiste, an old black man, taught him how to read and write. He became so fond of reading that, before 1789, he had read *l'Histoire Philosophique des Indes* (The Philosophic History of the Indies) several times. The author's prediction about the coming of a Spartacus avenger of the black race profoundly impressed Toussaint.

Toussaint took advantage of every opportunity to educate himself. From his father he learned simple traditional medicine, and while caring for the horses on the plantations, he became a veterinarian.

From the Spanish army he had joined during the spring of 1793, he learned how to discipline troops and prepare for war. In appreciation of his military performance, the Spaniards honored him with a sword, a decoration, and the rank of Lieutenant General in the Armies of the King of Spain.

At the beginning of 1794, the Governor of Saint Domingue invited Toussaint to join the French Army, telling him that the Republic of France would allow him to pursue his fight for the freedom of blacks. By October 1795, he became Brigadier General of the French Army. Only his remarkable talent as an organizer surpassed his outstanding military activities.

Toussaint was recognized as the General-in-Chief of Saint Domingue, on January 12, 1799. He came to realize that he could reunite the two regions of the island under his sole political and administrative authority. He engineered the invasion of the eastern part of the island and proceeded with his plan in early January 1801.

On January 27, 1801, before the government officials, the army and the people, Toussaint raised the French Tricolor and received the keys to the city of *Santo Domingo*, the capital of the eastern region, from Don Joaquin Garcia, the Spanish Governor. As he entered the old cathedral, the hymns of a victory, *Te Deum*, reverberated throughout with solemnity. After the ceremony, before an enormous crowd assembled on the main square of *Santo Domingo*, Toussaint declared slavery abolished for all without exception.

With extraordinary tenacity and political savvy, Toussaint began the reorganization of the eastern region. The amazing spectacle of a poor old black man showing such remarkable administrative talent astonished the white men of Saint Domingue.

Toussaint's way of life was prodigious. He slept only two hours a day and ate very little. Quite often, he would have a cassava and a glass of water as his only meal of the day.

He took his only relaxation during long rides. Always on horseback, he would crisscross the island and would never hesitate to sanction an unscrupulous or negligent public servant.

Toussaint became convinced that the island could not continue to be solely regulated by French law. In the spring of 1801, he convened a handpicked "Constitutional Assembly" composed of seven

whites and three mulattos. Their mission was to prepare a constitution for the island of Saint Domingue.

On May 9, 1801, the assembly presented the island's first constitution to Toussaint. He was named Governor General for Life with power to choose his successor. Everything was centralized under his sole authority. He would propose and promulgate laws; make all appointments, control finances, and command armies.

Toussaint's constitution was authoritarian, centralizing, and largely despotic. It did not take long for those who were most affected by his decisions, especially the cultivators who were afraid of the return to slavery, to enter into rebellion. He reacted strongly and too often abusively. He gradually lost the support he needed for a productive and successful administration.

In France, people were fearful of Toussaint and unhappy about his leadership of the one time richest French colony. Napoleon himself was enraged against the Governor General for Life and his arrogance. Determined to annihilate the government of the blacks in Saint Domingue, he ordered an expedition of 22,000 French, Spanish, and Dutch soldiers who sailed on eighty-six warships from several ports in Europe. Napoleon appointed his twenty-nine-year-old brother-in-law, Victor-Emmanuel Leclerc, to arrest and deport Toussaint Louverture.

About six months after his arrival, Leclerc led Toussaint into a trap, arrested him on June 7, 1802, and "shipped" him to France, where he was incarcerated at *Fort de Joux*, on the glacial top of the *Jura* mountain. On the morning of April 7, 1803, Toussaint Louverture was dead. He was found seated in a chair near the fire, his head resting against the chimney.

Independence at Last

Toussaint's right arm, Jean-Jacques Dessalines, succeeded him as General-in-Chief of the rebels after an agreement with General Alexandre Petion for the love of liberty and independence. Petion was a mulatto born free who returned from France to Saint Domingue with Leclerc's army. Dessalines was born in slavery on *habitation Cormiers* between 1746 and 1758, and was named Jacques Duclos after his master.

Rebellious and disobedient, the young slave grew up under the whips and lashes of the plantation commanders. He became a young man of medium height with powerful, muscular limbs. His face and body were covered with furrows encrusted on his skin by frequent lashings.

When he was thirty-three years old, Jean-Jacques was sold to a black slave owner whose name was Des Salines. This new owner was a carpenter. Jean-Jacques learned from this master, who considered him a good worker. Their relationship was so cordial that Jean-Jacques was pleased to have a new name, which became Dessalines.

His former master, Duclos, may have sold him because of his possible participation in the *Bwa Kayiman* gathering of August 14, 1791, along with Toussaint Louverture, supposedly Reverend P. Cabon, a catholic priest, reported that Dessalines participated in the slave uprising of 1791 and joined the French army with Toussaint Louverture in 1794.

As General-in-Chief of the rebels, Dessalines proposed to finish the work begun by Makandal and Boukman.

The same forces that molded Toussaint's genius had helped the emergence of his black and mulatto senior generals and officials. The most famous among the black generals was Dessalines. He was

one of the two Generals of Division, the other was Clairveaux, a mulatto. By some, Dessalines was thought to excel Toussaint in military genius although he learned to sign his name quite late in life.

In May 1803, Alexandre Petion suggested some formal act of unification that could secure the allegiance and effective collaboration of the congo chiefs. The generals and the chieftains met on May 14. With Christophe, Petion, and Clerveaux beside him, Dessalines stressed the need for unity. Up to this moment, the rebels had fought under the flag of France. On May 18, the last day of what later was called the Congress of Archaie, all participants swore allegiance to Dessalines.

Seizing the French Tricolor which draped the table at which he stood, Dessalines ripped out the white band and handed the blue and red ones to stitch to Catherine Flon, goddaughter of his wife. The revolutionaries now had their own flag.

Dessalines governed the territories under his command with an iron rod, and in spite of limited constructive capacity for government, he had a shrewdness and ruthless determination that were of service to his people. He mobilized the courage and bravery of his officers and soldiers into a common love for liberty and an eagerness for independence.

In the early morning of November 18, 1803, Dessalines sent General Capois to take position on the hills of Charrier, between *Haut-du-Cap* and *Cap-Français*. The approach to Charrier ran up a long ravine under the guns of Vertières, occupied by the French army. Capois lost his hat to a grapeshot, and then his horse went down. Capois picked himself up, drew his sword, told his soldiers to go forward, and began to lead them again.

This was the ultimate battle of the war for independence. The following morning, captain general Rochambeau sent his assistant to negotiate the terms of a surrender. On January 1, 1804, Dessalines, along with Christophe, Petion, and thirty generals and superior officers, proclaimed the independence of Saint Domingue, which they renamed Haiti. They established the second republic in the Americas, the first independent black republic in the world. Haiti and its people had begun a new era in history.

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CONTEMPORARY HAITI

The Occupation

Jean-Pierre Boyer became president of the Republic of Haiti in 1820; in 1821, he invaded the city of Santo Domingo after its declaration of independence from Spain. Haiti controlled the entire island until 1844.

In 1844, the island split into two countries, Haiti and the Dominican Republic. Haiti was in a state of anarchy with a prevailing class system, and had no leader with the support or ability to govern fairly.

In 1915, the United States Marines occupied Haiti to try to calm the situation. This occupation had positive and negative effects. The infrastructure of the country was enhanced. Roads were paved; hospitals and sewage systems were built. However, once again, the Haitians found themselves under white rule, which gave greater power to lighter skinned Haitians.

The Duvalier Era

The U.S. forces withdrew in 1934, but the country was in disarray. The Catholic Church and the followers of vodun (vodou) were battling. The United Fruit companies were a source of tension. The nation was not moving forward.

In 1957, Francois Duvalier (Papa Doc) declared himself President for life and ruled the country with his Tontons Macoutes through terror and police repression. This structured government did not help the country. After his death, Duvalier's son Jean Claude took over power. While the situation improved slightly under him, his government repressed and depleted the country's riches. Eventually he was exiled to France.

Haiti Today

For years, power had gone from one leader to the next. In 1990, a priest from Port-au-Prince named Jean Bertrand Aristide was elected by sixty-seven percent of the people. In 1991, he was deposed by a military coup and went into exile. The Organization of American States imposed a strict embargo against Haiti, which brought hardship to the already impoverished country. This forced many Haitians to escape by boat, only to perish at sea or to be relocated at camps in Guantanamo, Cuba. They became known as the "boat people."

Haiti is still trying to overcome poverty and political uncertainty. The Haitian community in South Florida is successfully struggling to establish itself in the U.S. while preserving its Haitian heritage.

Geography

Haiti is located in the Caribbean Sea and occupies the western one-third of the island of Hispaniola, west of the Dominican Republic, which occupies the eastern two-thirds.

To the north is the Atlantic Ocean. To the southwest is Jamaica, also in the Caribbean Sea. Cuba lies to the northwest with Puerto Rico to the southeast of Haiti. As a group, these islands are called the Greater Antilles.

Haiti occupies an area of 27,750 sq. km (10, 800 sq. miles) including the adjacent islands of La Tortue, La Gonave, L'île à Vache, les Cayemites, and La Navase. Haiti is slightly larger than the state of Maryland.

Climate

The climate is tropical except in the east where the mountains cut off the trade winds and semiarid conditions prevail. The terrain is primarily rough and mountainous. Haiti lies in the middle of the hurricane belt and is subject to severe storms from June to October, which cause occasional flooding. Earthquakes and periodic droughts also affect the area.

Extensive deforestation is causing soil erosion and inadequate supplies of potable water. Much of the remaining forested land is being cleared for agriculture and use of fuel.

Population

At the end of 1996 the population of Haiti was estimated at more than 7,000,000 people: ninety-five percent black and five percent mulatto and white.

The Labor Force

The 2.3 million labor force is divided as follows:

Sixty-six percent - Agriculture: coffee, sugar cane, fruits, and rice

Twenty-five percent - Services: Tourism

Nine percent - Industry & minerals: assembly line, bauxite, and marble

Currency

The currency of Haiti is called "gourde" or "goud."

Economy

Agriculture is the mainstay of the Haitian economy. It accounts for over half of the land, two-thirds of the labor force, and one-third of the gross domestic product.

Sugar cane used to be an important cash crop. Most sugar cane is distilled to produce a low-quality rum called "clairin." Cacao, rice, mangoes, bananas, and sisal, a fiber used in making rope, are other exports. Haiti is also known for the aromatic plants grown in the south that provide essential oils used to make perfume.

Seventy-nine percent of the people use their lands to grow corn, beans, sweet potatoes, peanuts, fruits, and vegetables for their own needs. Food production in Haiti has not kept up with demand due largely to the soil infertility caused by widespread deforestation.

Most of Haitian industry is dedicated to producing light consumer items, such as clothes, baseballs, and electronic components for export. The country's gold reserves were exhausted in the sixteenth century. Bauxite has been mined in the south since the 1950s. The country's natural supply of silver, copper, manganese, and coal is not abundant enough for commercial use.

Haiti's major port is Port-au-Prince; the other, Cap-Haitien has recently been upgraded. Haiti's chief imports are food, machinery, and oil. Coffee is the largest export. Two-thirds of Haiti's trade is with the United States, and the rest is with the Caribbean, Europe, and Japan.

Haitian Culture

The following are key aspects of Haitian culture:

Language: All Haitians speak Haitian Creole. Approximately fifteen percent of the population learns both French and Haitian Creole. In the Constitution of 1987, French and Haitian Creole

became the two official languages of the country. The importance of speaking English is increasing, especially in technical areas.

Close to eighty percent of the Haitian Creole vocabulary is based on the French language vocabulary. The other twenty percent is borrowed from African and indigenous American languages, Spanish, English, and Portuguese. The grammatical structure of Haitian Creole is largely African.

Education: Since 1980, efforts have been made to organize a bilingual educational system of Haitian Creole and French. In 1981, the government made Haitian Creole the basic language for the first four years of schooling. All students must now pass a Haitian Creole Official exam at the end of the sixth and ninth grades.

The education system is very rigid. Classrooms are crowded. Teachers conduct their classes in a lecture only format. The teacher is master; children do not ask questions.

Religion: The predominant religions in Haiti are: Catholicism, Protestantism, and Vodun. The practice of vodun is based on African religious beliefs. During slavery, they provided slaves of different backgrounds with the opportunity to bond.

Community: Family ties are strong among Haitians. Parents are very ambitious for their children and hope they will enjoy a successful lifestyle.

In rural areas of Haiti, the people work cooperatively in an effort called "konbit." They work together and then share a good meal. The konbit comes from the African tradition of work exchange. It has become a vital source of strength and unity in Haiti's rural communities. It has also found its way into Haitian folktales and literature.

Life of the Haitian Child: There are three types of Haitian childhood: (1) childhood in the mountains or countryside; (2) childhood in the provinces; and (3) childhood in the capital. The types of Haitian childhood are primarily the products of differences in cultural milieus, educational backgrounds, religious differences, and the maternal approach to raising children.

In Haiti, the boundaries between adults/parents and children are clearly drawn. Adults are the authority figures. Children understand this and are expected to abide by the rules of the home. Children should speak only when spoken to and in low, formal tones.

Childhood in the Countryside

Haitian peasant life is deeply linked with nature, and the people are an integral part of it. This is evident in many aspects of the child's informal education and also through the mother-child relationship.

From birth, children in the countryside are in direct contact with nature. Childbirth is assisted by traditional birth attendants, midwives, or "doktèfèy," (herbalists with extensive knowledge of medicinal treatment). Among the child's playmates are the dogs, chickens, goats, and other animals owned by the family. Although the mother would protect the child if an animal attacked, she would not prevent the child from exploring nature, nor would she be concerned with letting her child play in natural surroundings.

The life of the mountain peasant child is very rigorous. From early childhood girls and boys are subjected to rigid discipline and have numerous responsibilities. By the age of five, the male child works in the field with his father. Very often, some of the boy's responsibilities may involve taking

physical risks. For example, he must drag bulls to the field to feed them, and take donkeys across the river and bring them back to the field. The female child helps her mother with household chores, including cleaning the house; going to the river for water and carrying back the buckets on her head; and helping with the cooking. Sometimes the weight children carry on their shoulders or heads exceeds their body weight. As a result, their backbone is stronger and more developed than that of children from other geographic areas.

Music and cooking are important in child rearing. Children learn about domestic activities and play an active part in the preparation of family meals by starting the fire to cook food, placing three stones in a triangle, and setting branches over it. Once the fire is started, they place the pot over the stones. Family meals include various roots, rice, beans, and fish but little meat because family-raised cattle and its by-products are sold at the market for profit.

Children are exposed to music at an early age. They hear their parents beating the drums and singing the songs and see the family dancing at social gatherings and ceremonies. The children in the countryside learn how to use medicinal treatments early on to participate in the handling of certain plants for medicinal purposes or for special celebrations.

Children in the countryside do not often have access to formal education. Their education comes from personal experiences and listening to stories passed from generation to generation.

Childhood in the Province

The children in the provinces have access to the countryside lifestyle and some type of formal education. They can attend elementary school in their hometown, and after this they may be sent to larger cities or Port-au-Prince, the capital, to further their education while staying with a family member. Children visit their parents during the holidays or summer. During these visits, they resume their domestic chores. Some children remain in the capital while others will go back to the countryside to live with their parents.

A substantial number of children are not so lucky. For economic reasons, some parents entrust their children to relatives living in large cities, thinking they will have a chance to improve their living conditions. Unfortunately, these children often end up as domestic servants (*restavec*). Until recently, there was no legal structure present in Haiti to protect children or penalize abusive adults.

Childhood in the Capital

Street and working children, who are dramatically increasing in number, live in the urban slums and in the marginal areas of Port-au-Prince. They survive by doing odd jobs, such as washing cars or carrying large loads for people; they sometimes resort to begging for food to survive. They have very little access to education.

Many Haitian children often live within an extended family structure where grandmothers usually take care of the young while the parents work. These children have the opportunity to have an education even though their parents are forced to send them to expensive but mediocre private schools. Their diet usually consists of porridge (*labouyi*) made of sweetened ground cornmeal in the morning.

Other Haitian children attend school at an early age and usually have the choice of attending private, religious, or state-owned schools. They walk a short or long distance to school or ride to school in buses or private cars.

The schools that these children attend are slowly moving away from the European educational model of strict, lecture format to the American educational model, where students may voice their opinions and engage in cooperative learning.

In the cities, the family raises the children in Christian faiths, but largely resorts to traditional vodun beliefs in times of medical or spiritual crises or for special celebrations. The family structure is extremely close knit.

Residences: In Haiti today there are very few architectural remains from colonial times. This is because the French colonists considered Haiti a transitional home, rather than a place of permanent settlement. Their goal was to become rich and return to France, so they built few sturdy houses and left no monuments. The few palaces that were the residences of the administrators and the military were destroyed during times of turmoil.

During colonial times, a typical colonist residence was a large house, “Le grande case” and the satellite buildings attached to it -- workshops, sanitary facilities, kitchens, warehouses, etc. This residential arrangement still exists today. For the past fifty years, modern concrete houses have been built in the larger towns, integrating the facilities that made up the satellite buildings of the colonist residence. However, the general residential pattern remains a central home, usually with one or more rooms depending on the owner’s wealth, but typically with the kitchen and bathrooms outside. Usually there is a “galerie,” a porch or veranda in the front or back of the house where people gather. This residential model is found throughout the country.

In the rural areas, there is also “la tonnelle,” an open construction of poles supporting a room covered with coconut palm leaves. This is also a place for social gatherings and children’s play time.

Peasants in the rural areas often live in a home called “Ajoupa,” a one-room hut with thatched roof and mud walls (the residence of the former Indian population). However, many of these homes today have sheet iron roofs.

The “Lakou” is a significant aspect of Haitian residential patterns and is nearly universal in Haiti. There are three types of lakou:

- (1) Descendents of a common ancestor live on a piece of property left to them by the ancestor. Through generations, the descendents intermarry and create alliances for a perpetual extended family. People in the same lakou are considered relatives even if they move away or are not of the same blood.
- (2) During the colonial period there were sugar mills; and the slaves who worked in the sugar mills lived around the mill. Today, the areas around the sugar mill may be a residential setting where friends and descendants of the former slaves continue to live. The cluster of residences is considered a lakou.
- (3) In the urban area, the lakou is a similar concentration of homes with all people living together as close friends or family members. This type of lakou is found primarily in lower socioeconomic neighborhoods.

The lakou concept adds neighbors and close friends to the extended family. When new individuals join the lakou, they are offered housing, food, and job sponsorship until they can live on their own. Some form of lakou life can be observed in Little Haiti in Miami, and Broward County.

Haitian Cuisine: The women of Haiti have retained nearly all the African customs of preparing food. Grain is first pounded in an African-like mortar, with an aboriginal type of pestle, while the

shelled kernels are kept in a large basket-weave tray. In rural areas, cooking is either done on a raised mud platform in the cooking shelter as in West Africa, or on three stones, employed as rests for the pots, a method that is also from Africa.

The prevalence of stews, deep fried foods, and the generous use of pepper as seasoning are typically African. Even the names of certain dishes such as “acasan,” a Nigerian-Dahomean term used for cooked balls of cornmeal, are African. One of the few European imports is white bread. Cassava cakes, also important in the Haitian diet, were derived from early Native American inhabitants.

For the most part, Haitian food is boiled. Examples are cereal, beans, meats, and vegetables. The “boucanage” is fairly common and consists of roasting ears of corn or plantains. The cook usually adds some oil or lard to broths or soups; in some regions of Haiti, grated coconut may be added to rice, broths or soups. Little frying is done at home. Fried meat and beignets, or Haitian pancakes, can be bought on the streets.

Some of the commonly used spices are hot peppers, pickles, cloves, onions, and laurel leaves. Very often meat is cleansed with lemon juice or a sour orange before cooking.

Although Haitian cuisine has maintained its African roots, table manners, fine pastry, and table manners are typically French in nature.

Haitian Art: In the late 1940s, Haiti, one of the poorest countries in the western hemisphere, attracted international recognition with a dynamic art movement created by unschooled painters. Successive generations have continued to produce artists with genuine, innovative talent whose work reflects the Haitian experience. In 1944, DeWitt Peters, an American artist on a wartime mission to teach English to the Haitians, discovered in the countryside a number of Haitians whose paintings attracted his admiration. He opened Le Centre d'Art in the capital city of Port-au-Prince to encourage them. At Le Centre d'Arte, Haitians could take studio art classes and sell their work. To DeWitt's surprise, artists with styles of their own began to bring their work to him. Within a year or two, the work of talented painters had enormous appeal with its genuine expression of the Haitian experience.

The kind of art produced by the Haitian artists has been labeled "primitive," "naive," or "folk" art. Without formal art training, the "folk" artists handle the elements of art (line, shape, color, texture, space), and the principles of design (balance, contrast, tension, proportion, emphasis) according to their individual vision.

Andre Breton, the European Surrealist poet and ideologue, visited Port-au-Prince in 1946. He bought several paintings and exhibited them in the first UNESCO exhibition with the prediction that they would revolutionize modern art. All of this was surprising to the outside world, for Haiti's “folk” art had been ignored by Haiti's ‘elite’ who bought their art in Paris, the world center for western art until the onset of World War II.

Haitian art is filled with allusions to Vodun ceremonies and symbols of traditional Haitian life and the seen and unseen forces of nature and the surrounding world. Haitian artists primarily seek inspiration from traditional Haitian culture. The cultural sources originated in Africa among the Fon, Yoruba, Igbo, Bamana, and Mende tribes. The works have become a sign language with abstract symbols used in ceremonial flags and ground paintings similar to the sand paintings of some Native American tribes.

In addition to inspiration from their African past, Haitian artists depict everyday life and folklore. These works are primarily infused with symbolism known and understood only by the Haitian people, (e.g., the mapou sacred tree represented as a traditional gathering place).

Regardless of the source of inspiration, the best Haitian art shares a special understanding of the world. It expresses a fundamental belief in the unity of visible and invisible reality. The interdependence of elements in Haitian native art is not limited to the physical but extends to the cultural and unseen world as well. Haitian artists' expression of a multilayered view of their surroundings has received acclaim in the world artistic community.

The first generation of Haitian artists painted primarily to express themselves in an honest, naive, primitive, or folk style. The five painters who emerged in 1946 were Hector Hyppolite Philome Obin, Castera Bazile, Rigaud Benoit, and Wilson Bigaud. In 1948, Selden Rodman arranged for them to paint murals in the Episcopal Cathedral, Sainte Trinite. Photographs of the apse murals in *Time* and *Life* magazines led to donations for the painting of the transepts. The murals won worldwide acclaim.

A second generation of "folk" artists emerged in the 1950s and won recognition in the 1960s, a period of isolation for Haiti under the political rule of "Papa Doc" Duvalier. Their art was more introverted and concerned with traditional beliefs. The dominant painter of this period was Andre Pierre who painted representations of figures from the unseen world with a new richness of texture, sensuous color, and compositional skill new to Haitian art. Other visionary artists such as Gerard Valcin, Robert St. Brice, and Prefete Duffaut emerged during the 1960s.

At the end of the 1960s, the austere regime of "Papa Doc" gave way to the rule of his relaxed, fun-loving son, Jean Claude ("Baby Doc"). As a result, Haitian art became more joyful. Artists such as Montas Antoine depicted city and country life.

What has given the greatest hope that Haitian art will escape the commercialism toward which street vendors and proliferating galleries threaten to turn it, is the constant surfacing of remarkable new talent, painters and sculptors with fresh statements, among them Gerard Paul and Darbouze.

The arts of Haiti shine as a cultural gift to the entire world. These artists celebrate Haitian life along with the beauty of Haiti's people, landscape, and traditions.

Oral Tradition: In West Africa, lessons in the history, beliefs, and values of a people are taught through the age-old tradition of storytelling. Long before there was written language, the elders of an ethnic group passed on knowledge, wisdom, and legends to the next generation through stories, proverbs, and songs. The people gathered around a storyteller, called a griot, to hear familiar tales. Frequently, the stories were about animals that had human characteristics and behaviors. The stories, still in use today, were often cautionary tales told with wit; the stories included moral lessons well understood by the listener. When Africans were enslaved and transported to the New World, they brought their oral traditions with them.

Anansi, the spider, is among the favorite story characters of the Caribbean. Anansi is a brash and greedy trickster with the ability to change form. Today he is still a popular figure in stories told throughout the Caribbean Islands. In various guises he remains Anansi in Jamaica. In Haiti, he is two characters: 1) Uncle Bouki who represents Anansi's boastful, foolish, and greedy nature and 2) Ti Malice, who is the clever trickster. The duality of this character in Haiti is not surprising given the close ties to African cultural and spiritual beliefs still held by the Haitian people. In the southeastern United States, Anansi again changes form and becomes a duality, Brer Rabbit and Brer Fox of the Tales of Uncle Remus. Most cultures have tricksters, but few have developed such a rich folklore surrounding them.

"Krik?"

"Krak!"

These words begin a story in Haiti. The storyteller calls out "**Krik?**" (pronounced Creek), which means, "Shall I tell a story?" The people at the gathering respond "**Krak!**" (pronounced Crack) in agreement. The response is good, but not good enough. Again, the storyteller cries out, "**Krik?**" now with more enthusiasm; the group responds "**Krak!**". Sometimes, more than one storyteller is in the same place so the storytellers compete for the acceptance of the group. Once those present acknowledge a storyteller by responding "**Krak!**" they must give their full attention to the storyteller.

The story begins. The storyteller is an entertainer, who incorporates prescribed gestures, expressions, and songs into storytelling. Each storyteller has his or her unique version of the story. Embellishments are permitted, but the group listens carefully to be certain that no details central to the story are omitted. They participate gleefully, reacting vocally and joining in the story with familiar phrases and songs.

HAITIAN HISTORY

- Grade:** 6
- Topic:** Haitian History
- Objectives:**
- To read about the life of the Haitian leader Toussaint Louverture.
 - To complete a KWL journal about Toussaint Louverture based upon reading and discussion.
 - To identify aspects of Toussaint Louverture’s life by completing a biography chart.
- Time Frame:** One Class Period
- Areas of Infusion:** Language Arts, Reading, Social Studies

Goal 3/Core Competencies	Sunshine State Standards
3.1 Information Managers 3.4 Creative and Critical Thinkers 3.5 Responsible Workers 3.10 Multiculturally Sensitive Citizens	SS.A.3.3 LA.A.1.3

Benchmark: SS.A.3.3.4
Corresponding Grade Level Expectation:
 The student knows aspects of the lives and accomplishments of significant men and women in selected regions since the Renaissance.

Benchmark: LA.A.1.3.1
Corresponding Grade Level Expectations:
 The student uses pre-reading strategies before reading (for example, a KWL, or skimming text headings, bold type, and other text features).

The student makes predictions about purpose and organization using background knowledge and text structure knowledge.

- Student Resources:**
- Biography chart; handout in Supplementary Materials section of Haitian Culture Curriculum Guide, Grades 6-12
 - Toussaint Louverture reading; handout in Supplementary Materials section of Haitian Culture Curriculum Guide, Grades 6-12
 - KWL journal (K: what you know; W: what you want to know; L: what you learned)

- Teacher Resources:**
- Biography chart
 - Toussaint Louverture reading; handout in Supplementary Materials section of Haitian Culture Curriculum Guide, Grades 6-12
 - KWL journal format transparency

Procedures/Activities:

1. Introduce the life of Toussaint Louverture through the KWL journal format. Display a transparency of the KWL chart, which has a column for each of the following: (K: what you know; W: what you want to know; L: what you learned).
2. Students complete only K and W; ask for volunteers to share what they know (K) and what they want to know (W) about Louverture with the class. Record this information on the KWL journal transparency.
3. Distribute biography chart and reading on the life of Toussaint Louverture to students.
4. Students read selection on Louverture silently and complete the biography chart.
5. Ask volunteers to read information they recorded about Louverture on the biography chart; record correct student answers on the biography chart transparency.
6. In their writing journals, students complete the L section of KWL and then share what they learned in pairs.
7. As a class, complete the L section of the KWL journal entry transparency.
8. Discuss the significance of Toussaint Louverture to world history. Ask students to justify their answers with evidence from their KWL journals and the Toussaint Louverture reading.
8. Collect Louverture readings and student KWL journal entries.

Assessment:

- Biography chart
- KWL journal entry on Louverture

FCAT Preparation:

- Participation in class discussion on significance of Toussaint Louverture to world history
- Multiple Choice questions (based on Toussaint Louverture reading):
 1. What type of government did Toussaint Louverture establish in Hispaniola?
 - a. monarchy
 - b. military dictatorship
 - c. democracy
 - d. socialist
 2. What was the purpose of the Treaty of Basel?
 - a. to end French rule in Hispaniola
 - b. for Spain to give its land in Hispaniola to France
 - c. to end political trouble between the Spanish and the British
 - d. to establish Saint-Domingue as an independent state

HAITIAN HISTORY (1804-1999)

- Grade:** 6
- Topic:** Haitian History 1804-1999
- Objectives:** To summarize the Haitian struggle for freedom on a timeline.
To understand the ethics of U.S. and United Nations intervention in Haitian government.
- Time Frame:** One or Two Class Periods
- Areas of Infusion:** Reading, Social Studies

Goal 3/Core Competencies	Sunshine State Standards
3.1 Information Managers 3.4 Creative and Critical Thinkers 3.5 Responsible Workers 3.10 Multiculturally Sensitive Citizens	SS.A.3.3 LA.A.2.3

Benchmark: SS.A.3.3.2

Corresponding Grade Level Expectation:

The student understands the historical events that have shaped the development of selected cultures.

Benchmark: LA.A.2.3.5

Corresponding Grade Level Expectation:

The student organizes and interprets information from a variety of sources for a school or real-world task.

Student Resources:

- Key Dates in Haitian History adapted from Embassy of Haiti (www.haiti.org/keydate.htm); handout in Supplementary Materials section of Haitian Culture Curriculum Guide, Grades 6-12
- *World Explorer-Latin America* (Prentice Hall, 1998), pp. 114-118
- Poster board/banner paper
- Ruler

Teacher Resources:

- Key Dates in Haitian History adapted from the Embassy of Haiti: (www.haiti.org/keydate.htm); handout in Supplementary Materials section of Haitian Culture Curriculum Guide, Grades 6-12
- *World Explorer-Latin America* (Prentice Hall, 1998), pp. 114-118
- Transparency/textbook examples of a timeline
- Ruler

Procedures/Activities:

1. Review the class' discussion of the significance of Toussaint Louverture's life from the previous lesson.
2. Read the selection about Haiti's history on pp. 114-118 from the *World Explorer-Latin America* textbook aloud to students, stopping periodically to ask questions to check student text comprehension.
3. In small groups, students read Key Dates in Haitian History. Provide each group with two copies of this handout.
4. Show students examples of timelines in the textbook, and explain the following assignment: On poster board or banner paper (one per group), each group will create a timeline of events in Haiti's history, recording information from Key Dates in Haitian History. Next, each group will choose what they think are the three most significant events in Haitian history, highlighting them on the timeline. Then, each group will write a three- to four-sentence justification for each significant event at the bottom of their banner/poster.
5. Each group shares their poster/banner timeline with the class.
 - a) Post banners/posters throughout the classroom.
 - b) As a class, discuss U.S. and United Nations intervention in Haitian government, a key event in Haitian history.

Assessment:

- Answers to text comprehension questions on Haiti's history
- Completion of the timeline with events in chronological order and three significant events justified in writing
- Presentation of timeline to class
- Answers to class discussion questions on ethics of U.S. and United Nations intervention in Haitian government

FCAT Preparation:

- Completion of the timeline with events in chronological order and three significant events justified in writing
- Participation in class discussion that engages students' use of higher level thinking skills
- Short Answer (based on *World Explorer-Latin America*, pp. 114-118):
 1. How does Haitian culture blend European and African traditions? Use information from the reading selection to support your answer.

HAITIAN TRAVEL BROCHURE

Grade: 7

Topic: Haitian Travel Brochure

Objectives: To create a brochure profile describing the country of Haiti.
To show understanding of a reading selection on Haiti through writing and class discussion.

Time Frame: Three Class Periods

Areas of Infusion: Reading, Social Studies

Goal 3/Core Competencies	Sunshine State Standards
3.1 Information Managers	LA.A.1.3
3.5 Creative and Critical Thinkers	LA.A.2.3
3.7 Responsible Workers	LA.B.2.3
3.10 Multiculturally Sensitive Citizens	LA.C.3.3 SS.A.1.3

Benchmark: LA.A.1.3.3

Corresponding Grade Level Expectation:

The student extends the vocabulary-building expectations of the sixth grade using seventh grade or higher level vocabulary.

Benchmark: LA.A.2.3.5

Corresponding Grade Level Expectation:

The student extends previously learned knowledge and skills of the sixth grade with increasingly complex assignments and tasks (for example, forming questions for readings, using print and electronic sources to locate information, organizing information from a variety of sources for real-world tasks).

Benchmark: LA.B.2.3.1

Corresponding Grade Level Expectation:

The student writes notes, outlines, comments, and observations that reflect comprehension of seventh grade level or higher content from a variety of media.

Benchmark: LA.C.3.3.2

Corresponding Grade Level Expectation:

The student participates in classroom discussions using effective speaking strategies (for example, asking questions, making observations).

Benchmark: SS.A.1.3.2

Corresponding Grade Level Expectations:

The student draws appropriate conclusions based on data from charts, tables, and graphs.

The student knows the relative value of primary and secondary sources.

Student Resources:

- *World Explorer-Latin America* (Prentice Hall, 1998), pp. 114-118
- Key Dates in Haitian History adapted from Embassy of Haiti (www.haiti.org/keydate.htm); handout in Supplementary Materials section of Haitian Culture Curriculum Guide, Grades 6-12
- Construction paper
- Crayons

Teacher Resources:

- Embassy of Haiti – Tourism and Travel web site (www.haiti.org/tourism.htm)
- Greater Fort Lauderdale Convention and Visitors Bureau web site: (www.co.broward.fl.us/sunny2.htm)
- Travel brochures
- Key Dates in Haitian History adapted from Embassy of Haiti (www.haiti.org/keydate.htm); handout in Supplementary Materials section of Haitian Culture Curriculum Guide, Grades 6-12
- Construction paper
- Crayons
- Blank transparencies

Procedures/Activities:

1. Survey students to find out what they know about travel and tourism, particularly in Florida. Discuss why Florida, also known as the “Sunshine State,” is a popular site for tourists from around the world. You might also discuss travel and tourism in South Florida. As a class, brainstorm everything tourists would need to know about the area before traveling here.
 2. Explain to students that South Florida is also known as the gateway to the Caribbean. Discuss tourism in the Caribbean, particularly in Haiti, a nation that is the homeland of Haitian families in our area. You may want to use the Embassy of Haiti - Travel and Tourism web site (www.haiti.org/tourism.htm) to inform your discussion.
 3. Tell students they will look at Haiti as travel agents that are attempting to increase American tourism there. Ask students why they think it is important for travel agents to know about the destinations for which they are booking tourist visits.
 4. Explain to students that to be informed travel agents who create accurate travel brochures on Haiti, they must learn about Haiti’s history, population, languages, geography, and commerce.
 5. Read the selection about Haiti on pp. 114-118 from the *World Explorer-Latin America* textbook aloud to students, stopping periodically to ask questions to check student text comprehension.
 6. Students will write a five- to six-sentence paragraph, describing five things they learned about Haiti from the reading selection. The paragraph should include one compound sentence (two independent clauses joined by a coordinating conjunction) and two complex sentences (one independent and one dependent clause). Inform students that you will ask for volunteers to share their writing.
 7. Ask for volunteers to share their paragraph about what they learned from the reading selection. As a class, create a list of the five most important elements about Haiti that the students, as travel agents, would need to know from the reading selection.
- c) Discuss the purpose of a travel brochure. Pass out sample travel brochures and allow students to examine the pictures and text. Ask students what, if any, element(s) about the brochure

make them want to visit the destination it advertises and what element(s) may not appeal to them.

9. Tell students that they will use their knowledge about Haiti to create a tri-fold travel brochure to attract tourists to the island.
10. Students may complete this assignment individually or in pairs.
11. Have one student from each row/table pass out construction paper, crayons, and Key Dates in Haitian History from the Embassy of Haiti: (www.haiti.org/keydate.htm).
12. Students complete their travel brochures, and then present the brochures to one another in groups of five to six students (maximum of two minutes per presentation). Each group has a group leader/timer. After each presentation, students write a four- to five-sentence response to the question: "Does this travel brochure make you want to visit Haiti?" Use specific examples from the brochure to explain your answer.
13. Return to the all-class setting. Each group leader/timer submits group responses to travel brochures to the teacher and then posts their travel brochures on a bulletin board in the classroom.
14. As a class, examine the bulletin board(s) of travel brochures. Discuss students' thoughts about creating travel brochures as travel agents attempting to increase tourism to Haiti, and what they learned from the lesson.

Assessment:

- Completion of travel brochure with required elements and accurate information
- Five- to six-sentence paragraph on five things learned about Haiti that includes one compound sentence and two complex sentences
- Answers to text comprehension questions on *World Explorer-Latin America* (Prentice Hall, 1998), pp. 114-118
- Four- to five-sentence response to travel brochures
- Participation in class discussion

FCAT Preparation:

- Five- to six-sentence paragraph on five things learned about Haiti that includes one compound sentence and two complex sentences
- Four- to five-sentence response to travel brochures
- Participation in class discussion that engages students' use of higher level thinking skills
- Short Answer (based on *World Explorer-Latin America*, pp. 114-118):
 1. What effects did Jean-Bertrand Aristide's election to president have on Haiti from 1990 to 1995? Use information from the text to support your answer.

HAITI'S GEOGRAPHY

Grade: 7

Topic: Haiti's Geography

Objectives:

- To know the geography, exports, major cities, and bodies of water of Haiti.
- To label the capital city, major cities, exports, and bodies of water on a map of Haiti.
- To read chart information to determine the percentage of Haiti's ethnic groups and age groups and to indicate percentages of these groups on a map of Haiti.
- To demonstrate comprehension of the effects of a Category 3 hurricane on Haiti, its population, and exports relative to its geography by writing a prediction paragraph.

Time Frame: One or Two Class Periods

Area of Infusion: Social Studies

Goal 3/Core Competencies	Sunshine State Standards
3.1 Information Managers 3.5 Creative and Critical Thinkers 3.5 Responsible Workers 3.10 Multiculturally Sensitive Citizens	SS.B.1.3 LA.B.2.3

Benchmark: SS.B.1.3.1

Corresponding Grade Level Expectation:

The student extends and refines knowledge of various map forms and other geographic representations.

Benchmark: LA.B.2.3.1

Corresponding Grade Level Expectation:

The student writes notes, outlines, comments, and observations that reflect comprehension of seventh grade level or higher content from a variety of media.

Student Resources:

- Blank map of Haiti; handout in Supplementary Materials section of Haitian Culture Curriculum Guide, Grades 6-12
- *World Explorer – Latin America* (Prentice Hall, 1998), p. 114
- Colored pencils and crayons
- Ruler

Teacher Resources:

- Blank map of Haiti; handout in Supplementary Materials section of Haitian Culture Curriculum Guide, Grades 6-12
- Transparency of blank map of Haiti
- Transparency/large map of Western Hemisphere or Caribbean
- *World Explorer – Latin America* (Prentice Hall, 1998) p. 114
- Colored pencils and crayons
- Ruler
- National Hurricane Center web site (www.nhc.noaa.gov)
- National Climatic Data Center web site on hurricanes in Haiti (www.ncdc.noaa.gov/ol/satellite/satelliteseye/educational/landPRHIS.html)

Procedures/Activities:

1. Point out how the geography of a state/nation in the tropics determines the manner in which a tropical weather system, such as a hurricane may affect it. Using information from the National Hurricane Center web site (www.nhc.noaa.gov), review the definition of a hurricane and how its strength is classified on the Saffir-Simpson hurricane scale. Discuss the effects of Hurricane Andrew on the tropical peninsula of Florida and its population, particularly in South Florida, relative to its geography.
2. Explain that, as a class, you will explore the geography of Haiti, an island in the tropics, and how its geography determines the way in which a tropical weather system may affect it and its population.
3. Using a transparency or large map of the Western Hemisphere or the Caribbean, point out Haiti's location in the tropics and in relation to Florida.
4. Distribute a blank map of Haiti, colored pencils, crayons, and a ruler to each student.
5. Review how to complete a map with students, emphasizing the need and purpose for including a key or legend on the map.
6. Place the transparency of the blank map of Haiti on the overhead projector. Point out the location of the capital of Haiti, major cities, and bodies of water on page 114 in the *World Explorer – Latin America* textbook.
7. Label the map transparency with the capital of Haiti, major cities, and bodies of water, instructing students to label their maps along with you. As a class, begin creating a map legend with this information.
8. As an individual activity, students will use the information on exports and age and ethnic groups on page 114 of *World Explorer – Latin America* to label their map of Haiti and to complete their map legend.
9. Once students have completed their maps, discuss the geography of Haiti. Instruct students to write a paragraph on the top of their map predicting the effects a Category 3 hurricane would have on Haiti, its population, and exports relative to the island's geography. Inform students that you will ask for volunteers to share their writing. Write along with your students.
10. Ask student volunteers to share their paragraphs. Then, you may want to share yours.
11. Collect student maps of Haiti.

12. Using information from the National Climactic Data Center web site (www.ncdc.noaa.gov/ol/satellite/satelliteseye/educational/landPRHIS.html) and other resources, such as newspaper or magazine articles, discuss how Hurricane Georges (Category 3) affected Haiti and its people.
13. As a class, discuss why it is important for us as inhabitants of Florida, a tropical peninsula, to understand the geography of Haiti, a tropical island, and how a strong hurricane may affect a tropical-land mass and its people.
14. Post student maps of Haiti.

Assessment:

- Completion of a correct map of Haiti with a legend and capital cities, exports, bodies of water, age and ethnic groups indicated
- Participation in class discussion
- Paragraph on how a Category 3 hurricane might affect Haiti, its population, and exports

FCAT Preparation:

- Paragraph on how a Category 3 hurricane might affect Haiti, its population, and exports
- Participation in class discussion that engages students in use of higher level thinking skills
- Short Answer
 1. How did Hurricane Georges affect Haiti and its people? Use information from the National Climactic Data Center web site and magazine/newspaper articles to support your answer.

HAITIAN AND U.S. HOLIDAYS

Grade: 8

Topic: Haitian and U.S. Holidays

Objectives: To read excerpts from a narrative, “Christmas in Jèrèmie,” about Christmas in Haiti.
 To compare and contrast Christmas in Haiti, described in excerpts from “Christmas in Jèrèmie,” and a December holiday/holy day celebrated in the student’s own culture through a Venn Diagram.

Time Frame: Three Class Periods

Areas of Infusion: Social Studies, Language Arts

Goal 3/Core Competencies	Sunshine State Standards
3.1 Information Managers	LA.A.1.3
3.2 Effective Communicators	LA.B.2.3
3.4 Creative and Critical Thinkers	LA.C.3.3
3.5 Responsible Workers	
3.6 Resource Managers	
3.10 Multiculturally Sensitive Citizens	

Benchmark: LA.A.1.3.4

Corresponding Grade Level Expectation:

The student refines previously learned knowledge and skills of the seventh grade with increasingly complex reading texts and assignments and tasks (for example, monitoring comprehension, modifying understanding, summarizing, using text structure for recall, analyzing information to create a report).

Benchmark: LA.B.2.3.1

Corresponding Grade Level Expectation:

The student writes notes, outlines, comments, and observations that reflect comprehension of eighth grade level or higher content from a variety of media.

Benchmark: LA.C.3.3.2

Corresponding Grade Level Expectation:

The student participates in classroom discussions using effective speaking strategies (for example, asking questions, making observations).

Student Resources:

- Excerpts from “Christmas in Jèrèmie” (1998) by Jean-Marie Forestal from Windows on Haiti (<http://windowsonhaiti.com>); handout in Supplementary Materials section of Haitian Culture Curriculum Guide, Grades 6-12
- Crayons
- Markers
- Colored pencils
- Venn diagram
- Poster board
- Journal

Teacher Resources:

- Excerpts from “Christmas in Jèrèmie” (1998) by Jean-Marie Forestal from *Windows on Haiti* (<http://windowsonhaiti.com>); handout in Supplementary Materials section of *Haitian Culture Curriculum Guide, Grades 6-12*
- Venn diagram transparency
- Journal

Procedures/Activities:

1. Students write a six- to seven-sentence journal entry which answers the following question: “Explain what you do to celebrate the December holiday/high holy day in your culture. Note the day or day(s) of holiday celebration(s), and discuss traditions you and your family/community observe.” Write along with your students. Tell students that you will ask volunteers to share their writing.
2. Share journal entries on December holiday/high holy day celebrations. You may want to share your own with students after volunteers share theirs. Students should keep their journal entries out for reference later in the lesson.
3. Tell students that as a class, you will explore a December holiday, Christmas, and how it is celebrated in Haiti by reading excerpts from “Christmas in Jèrèmie” (1998) by Jean-Marie Forestal from *Windows on Haiti* (<http://windowsonhaiti.com>). Then, students will compare and contrast the celebration of their December holiday/high holy day (e.g. Hanukah, Kwanzaa, etc.) with the way Christmas is celebrated in Haiti.
4. Display your Venn diagram transparency on the overhead projector, and instruct students to make a Venn diagram on notebook paper. Label the left circle “Christmas in Haiti” and the right circle “My December Holiday/High Holy Day.”
5. Pass out copies of excerpts from “Christmas in Jèrèmie.” Read the selection aloud while students follow along. After each section, ask students questions to check text comprehension.
6. Students revisit the text to write down characteristics of Christmas in Haiti from “Christmas in Jèrèmie” in the left circle of the Venn diagram. Students number each item. They must underline the portion of text which discusses the characteristic they note on the Venn diagram; they must also number each portion of the text with the Venn diagram item number to which it corresponds. Discuss these characteristics as a class, noting as many student answers as possible on your Venn diagram transparency, and asking students to substantiate their answers with evidence from the text.
7. Using their journal entry/high holy day, students will write down characteristics from their December holiday celebration in the right circle of the Venn diagram. With the overhead projector turned off, write down the characteristics of your December celebration/high holy day in the right circle of the transparency while students work on their own. Ask one or two students to share information on the right side of their Venn diagram; share your own on overhead transparency.
8. Students will write down the similarities between Christmas in Haiti from “Christmas in Jèrèmie” and their December holiday/high holy day celebration in the space where the two circles intersect. Complete your Venn diagram. Ask for volunteers to share their similarities with the rest of the class. Share your own similarities on overhead transparency.
9. Students will design a poster of their Venn diagram and draw pictures of scenery from their December holiday/high holy day celebration and “Christmas in Jèrèmie.” They will write

down adjectives that they think describe both celebrations. Share your Venn diagram poster or a student example from a previous class period.

10. Have students from different cultural backgrounds share their Venn diagram posters in small groups (two minutes maximum per student) and write a four- to five-sentence group-reflection paragraph on what they learned about December holiday/high holy day celebrations, including student-described celebrations and Christmas in Haiti as described in “Christmas in Jèrèmie.” Each group has a leader, timer, and recorder.
11. Each group displays its posters in a cluster on a bulletin board in the classroom along with its reflection.
12. View group poster clusters. Discuss group reflections on the project. Collect student journal entries, Venn diagrams, and “Christmas in Jèrèmie” handouts.

Assessment:

- Journal entry on December holiday/high holy day celebrations
- Answers to comprehension questions on excerpts from “Christmas in Jèrèmie”
- Completion of the Venn diagram
- Completion of Venn diagram poster with requirements
- Small-group reflection
- Participation in small group

FCAT Preparation:

- Journal entry on December holiday/high holy day celebrations
- Completion of the Venn diagram
- Completion of Venn diagram poster with requirements
- Small-group reflection
- Participation in small group

IMMIGRANTS

- Grade:** 8
- Topic:** Immigrants from Haiti and Other Cultures
- Objectives:**
- To read “Haitians” and “Marguerite Lorent” about Haitian immigrants to the United States.
 - To interview a family or community member about a family member’s immigrant or enslaved experiences of traveling to and living in the United States.
 - To write a narrative of an immigrant or enslaved person traveling to and living in the United States.
 - To appreciate the similarities and differences among immigrants and enslaved persons from diverse cultures.
- Time Frame:** Five Class Periods
- Areas of Infusion:** Language Arts

Goal 3/Core Competencies	Sunshine State Standards
3.1 Information Managers	LA.A.1.3
3.2 Effective Communicators	LA.B.1.3
3.4 Creative and Critical Thinkers	LA.C.3.3
3.5 Responsible Workers	
3.6 Resource Managers	
3.10 Multiculturally Sensitive Citizens	

Benchmark: LA.A.1.3.1

Corresponding Grade Level Expectation:

The student refines and applies previously learned knowledge and skills of the seventh grade with increasingly complex reading texts and assignments and tasks.

Benchmark: LA.B.1.3.2

Corresponding Grade Level Expectations:

The student focuses on a central idea or topic (for example, excluding loosely related, extraneous, or repetitious information).

The student uses devices to develop relationships among ideas (for example, transitional devices; paragraphs that show a change in time, idea, or place; cause-and-effect relationships).

The student demonstrates a commitment to and an involvement with the subject that engages the reader.

The student demonstrates a command of the language (including but not limited to precise word choice, appropriate figurative language).

The student uses an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness (for example, considering audience, sequencing events, choosing effective words; using specific details to clarify meaning).

The student proofreads writing to correct convention errors in mechanics, usage, and punctuation, using dictionaries, handbooks, and other resources, including teacher or peers, as appropriate.

The student analyzes and revises the draft to further develop a piece of writing by adding or deleting details and explanations; clarifying difficult passages; and rearranging words, sentences, and paragraphs to improve meaning.

Benchmark: LA.C.3.3.3

Corresponding Grade Level Expectations:

The student identifies the occasion, audience, and purpose for speaking.

The student uses appropriate grammar, word choice, and pacing.

The student uses language that is clear, audible, and suitable.

Student Resources:

- “Haitians” (1998) from *Caribbean Connections: Moving North*, pp. 28-33
- “Marguerite Lorent” (1998) from *Caribbean Connections: Moving North*, pp. 50-53
- Journal
- Poster board
- Magazines
- Word processing program

Teacher Resources:

- “Haitians” (1998) from *Caribbean Connections: Moving North*, pp. 28-33
- “Marguerite Lorent” (1998) from *Caribbean Connections: Moving North*, pp. 50-53
- Word processing program

Procedures/Activities:

1. As a class, brainstorm on what students know about the experiences of immigrants and enslaved persons who traveled to and lived in the United States. Display key words/ideas from students’ comments on the board. Discuss the similarities among the key words/ideas listed and why it is important to understand the experiences of immigrants/slaves.
2. Explain to students that you will examine the experiences of Haitian immigrants to the United States, a large population in South Florida. Explain that students will also explore the experiences of immigrants and enslaved persons in their own cultures.
3. Read “Haitians” (1998) from *Caribbean Connections: Moving North*, pp. 28-33 aloud to students, stopping periodically to ask questions to check text comprehension.
4. Discuss “Haitians” as a class, focusing on the following issues:
 - why Haitian immigrants come to the U.S.
 - where they live
 - what life is like for them in the U.S.
 - how students would feel if they were immigrants to the U.S. from Haiti.
5. Explain to students that they will read “Marguerite Lorent” (1998) from *Caribbean Connections: Moving North*, pp. 50-53 to get a Haitian immigrant’s perspective on immigration to the U.S. Then, they will complete the following assignment in their journals:

“Based on what you have just read, write a five- to six-sentence letter to a friend in Haiti, describing your experiences as a teenaged Haitian immigrant to the U.S..” Inform students that you may ask them to share their writing with the class. Write along with your students.

6. Share journal entries. Use them as a basis for discussion of “Marguerite Lorent.”
7. Explain to students that now they will examine the experiences of an immigrant or enslaved person from their own culture who traveled to and lived in the United States.
8. Have students interview a family member or friend about the experiences of an immigrant or enslaved person from his/her family. Students will write ten interview questions, which the teacher must approve for use. Students must audiotape or videotape their interview. Students will use the information from the interview to write a two- to three-page narrative about the immigrant’s or enslaved person’s experiences traveling to and living within the United States. Students must turn in their interview questions, the audiotape or videotape of the interview, and their narrative. Be sure to discuss characteristics of good interviewing and listening skills. You may want to model a portion of an effective interview. You may also want to provide students with your examples of immigrant and enslaved person narratives so that they fully understand your expectations for the assignment.
9. Allow students to share the rough drafts of their narratives in peer editing/revision groups and to use a word processing program to type up their narratives.
10. Have students glue their narratives to poster board and cut out pictures and words from magazines that remind them of the immigrant’s or enslaved person’s experience. Students will create a collage around their narrative. You may want to provide students with your example of the collage/narrative before they begin work on their own.
11. Students will present their collages and narratives to the class.
12. After all of the presentations, have students write a five-sentence reflection in their journals on the similarities and differences among the immigrant and enslaved person narratives. Inform students that you will ask volunteers to share their writing. Write along with your students.
13. Discuss student reflections and then your own.
14. Collect reflections.
15. Allow students to post their collages/narratives in the classroom.

Assessment:

- Participation in class discussion
- Letter in journal on life in the United States as a Haitian immigrant
- Interview questions and answers and videotape or audiotape of interview
- Participation in peer editing/revision groups
- Collages/narratives
- Presentation of collage/narrative to class
- Reflection on similarities and differences among the immigrant and enslaved person narratives

FCAT Preparation:

- Participation in class discussion which engages students’ use of higher level thinking skills
- Letter in journal on life in the United States as a Haitian immigrant
- Reflection on similarities and differences among the immigrant and enslaved person narratives

CARIBBEAN MUSIC

Grade: 9

Topic: Caribbean Music

Objectives:

- To read “The show links people to each other... Interview with Von Martin.”
- To identify types of Caribbean music.
- To understand the impact of Von Martin’s radio program in the Caribbean community.
- To learn about a Caribbean nation and its culture through a small group research project.
- To give an oral presentation on a Caribbean nation and its culture.

Time Frame: Four Class Periods

Areas of Infusion: Language Arts, Social Studies, Reading

Goal 3/Core Competencies	Sunshine State Standards
3.1 Information Managers	LA.A.2.4
3.2 Effective Communicators	LA.B.2.4
3.3 Numeric Problem Solvers	LA.C.1.4
3.4 Creative and Critical Thinkers	LA.C.3.4
3.5 Responsible Workers	SS.B.2.4
3.6 Resource Managers	
3.7 Systems Managers	
3.8 Cooperative Workers	
3.9 Effective Leaders	
3.10 Multiculturally Sensitive Citizens	

- Benchmarks:**
- LA.A.2.4.4
 - LA.A.2.4.6
 - LA.A.2.4.7
 - LA.A.2.4.8
 - LA.B.2.4.1
 - LA.B.2.4.2
 - LA.B.2.4.4
 - LA.C.1.4.3
 - LA.C.3.4.1
 - LAC.3.4.2
 - LA.C.3.4.4
 - SS.B.2.4.1
 - SS.B.2.4.2
 - SS.B.2.4.6

Student Resources:

- “The show links people to each other... Interview with Von Martin” (1998) from *Caribbean Connections: Moving North*, pp. 163-167
- Journals
- Audiotapes of Caribbean music
- *Planet Earth CD* (Globe Fearon, 1996)
- Books, magazines, newspaper articles
- Teacher-selected and approved web sites on Caribbean nations and Caribbean culture

Teacher Resources:

- “The show links people to each other... Interview with Von Martin” (1998) from *Caribbean Connections: Moving North*, pp. 163-167
- Audiotapes of Caribbean Music
- *Planet Earth CD* (Globe Fearon, 1996)
- Books, magazines, newspaper articles
- Teacher-selected and approved web sites on Caribbean nations and Caribbean culture
- CANA, Caribbean News Service (www.cananews.com)

Procedures/Activities:

1. While students enter the classroom, play an audiotape of Caribbean music as an invite into the lesson. Display a map of the Caribbean and a list of Caribbean nations.
2. Explain to students that today you will learn about Caribbean music in the United States and its importance to the Caribbean community. Tell students that Caribbean people are an integral part of our South Florida community and that today’s lesson will lead to learning more about Caribbean cultures.
3. Identify Caribbean nations on the map. If you have Caribbean students in your class, ask for volunteers to tell where they are from and to briefly tell the class about their country and its music.
4. As a class, brainstorm on what students know about music from the Caribbean. Write the types of Caribbean music on the board (salsa, soca, reggae, dancehall, calypso, cadence, cadence-lypso, merengue). Ask students to copy these terms down in their journals, and as a class, spend a few minutes defining those terms students know. Explain those terms that students do not know. Play pieces of each kind of music, and have students identify each one.
5. Read “The show links people to each other... Interview with Von Martin” (1998) from *Caribbean Connections: Moving North*, pp. 163-167. Before reading, discuss the definition of an interview and what an interview may accomplish as opposed to an expository explanation of a subject. Stop periodically to ask questions to check student text comprehension.
6. Instruct students to answer the following question in their journals: “How does Von Martin’s radio show impact its Caribbean listeners? Use details from the text to support your answer.” Inform students that you may ask for volunteers to share their writing. Write along with your students.
7. Ask for volunteers to share their writing. You may want to share yours afterward. Use student responses as a vehicle for further discussion on “The show links people to each other... Interview with Von Martin.”
8. Ask students to identify three things they learned about Caribbean culture from the reading and discussion. Record student responses on the board or on displayed overhead transparency.

9. As a follow-up activity, divide students into small groups with each group representing a nation in the Caribbean (e.g., Cuba, Puerto Rico, Haiti, Dominican Republic, Aruba). Each group will research their assigned Caribbean nation and its culture (history, population, government, imports, exports, lives of people, religion, music, art, and food), using the World Wide Web, *Planet Earth CD* (Globe Fearon, 1996), videos, newspapers, magazines, books, and if possible, a personal interview of a person from the island. (Note: If you wish to include the personal interview requirement, you may want to review effective interviewing skills, model a short interview for the class, and engage students in practicing effective interviewing skills. In addition, you may ask pairs of students to perform their interview in front of the class, allowing the class to provide feedback afterward.) Students turn in a two- to three-page report on the Caribbean nation and its culture and a list of sources. Each group makes a presentation on their Caribbean nation and its culture. Presentations could be created in the form of a small group (a) video with accompanying script; (b) word-processed newspaper; (c) web site; or (d) multimedia slide show.

Assessment:

- Journal notes on types of Caribbean music
- Answers to text comprehension questions on “The show links people to each other... Interview with Von Martin”
- Journal entry about Von Martin’s radio show and its impact on Caribbean listeners
- Small-group report on Caribbean nation and its culture
- Participation in small groups
- Presentation on Caribbean nation and its culture

FCAT Preparation:

- Journal entry about Von Martin’s radio show and its impact on the Caribbean community
- Research project on Caribbean nation and its culture

HAITIAN ART

Grade: 9

Topic: Art in Haitian Culture

Objectives:

- To write a rationale, which considers the use of color, medium, and texture, for a favorite Caribbean work of art
- To define color, medium, and texture.
- To understand the importance of art in Haitian culture.
- To research a type of Haitian art/artifact.
- To understand the purpose; cultural and social contexts; and use of color, medium, and texture for the type of Haitian art/artifact researched.
- To make a presentation on a type of Haitian art/artifact.

Time Frame: Four Class Periods

Areas of Infusion: Language Arts, Visual Arts

Goal 3/Core Competencies	Sunshine State Standards
3.1 Information Managers	LA.B.1.4
3.2 Effective Communicators	LA.B.2.4
3.4 Creative and Critical Thinkers	LA.C.1.4
3.6 Resource Managers	LA.C.3.4
3.7 Systems Managers	LA.D.2.4
3.8 Cooperative Workers	VA.C.1.4
3.9 Effective Leaders	
3.10 Multiculturally Sensitive Citizens	

Benchmarks:

- LA.B.1.4.2
- LA.B.2.4.4
- LA.C.1.4.3
- LA.C.3.4.2
- LA.C.3.4.3
- LA.C.3.4.4
- LA.D.2.4.4
- VA.C.1.4.1

Student Resources:

- Books, videos, magazine articles on Haitian art from your media center or local library
- “Haitian Visions: A Diverse Cultural Legacy” (1993) by CRIZMAC
- Teacher-screened and approved web sites on Haitian art
- Word processing program

Teacher Resources:

- Information on Haitian art in Background section of Haitian Culture Curriculum Guide, Grades 6-12
- Books, videos, magazine articles on Haitian art from your media center or local library
- “Haitian Visions: A Diverse Cultural Legacy” (1993) by CRIZMAC
- Web sites on Haitian art
- Word processing program

Procedures/Activities:

1. Display artwork or pictures of artwork from the Caribbean, particularly Haiti.
2. As a journal entry, ask students to choose their favorite work of art among those displayed and to write a four- to five-sentence paragraph rationale for their choice. Tell students to consider the artist’s use of color, medium, and texture. Prior to students’ writing, review and discuss color, medium, and texture, pointing them out in one work of art displayed. Inform students that you will ask for volunteers to share their writing. Write along with your students.
3. Ask for volunteers to share their journal entries. You may wish to share your journal entry afterward.
4. Discuss the importance and use of color in a work of art. Focus on the Caribbean works of art displayed.
5. Tell students that today you will focus upon some works of art with vibrant color, those of Haitian artists. Justify your choice by pointing out that the Haitian people are an integral part of our community. (Note: This lesson may be one in a series on art from diverse cultures, such as Hispanic, African American, Native American, etc.)
6. Discuss the importance of art in Haitian culture. You might use the information on Haitian art in the Background section of the Haitian Culture Curriculum Guide, Grades 6-12; books, videos, or magazine articles on Haitian art from your media center or local library; and web sites on Haitian art as resources. You may want to show students “Haitian Visions: A Diverse Cultural Legacy” (1993) by CRIZMAC to supply cultural background knowledge on Haiti. This video discusses Haiti’s history, people, art, and culture.
7. Divide students into groups of four. Assign each group one type of Haitian art/artifact to research (festival attire, festival masks, paintings, wooden sculpture, metal sculpture). Students may use books, magazines, and videos from your media center or local library, and web sites on Haitian art to do their research. You might want to give students a list of teacher-screened and teacher-approved web sites to access on Haitian art. Using pictures, video, and/or actual Haitian art, each group gives a 5-7 minute oral presentation to the class on their assigned art/artifact. The presentation must address (a) the purpose of the type of art/artifact in Haitian culture; (b) how cultural and social conditions influenced the purpose, meaning, and creation of the art/artifact; and (c) the importance of the use of color, medium, and texture. Students must turn in a two-page, word-processed report which addresses these issues and includes a list of sources.

Assessment:

- Journal entry
- Participation in class discussions
- Participation in small group
- Small-group oral presentation
- Small-group report

FCAT Preparation:

- Journal entry
- Small-group activity on Haitian art/artifact

HAITIAN INDEPENDENCE

Grade: 10

Topic: Touissant Louverture and Haitian Independence

Objectives: To read about Haitian leader Toussaint Louverture and Haitian independence
To complete a KWL journal about Toussaint Louverture and Haitian independence based upon reading and discussion.

Time Frame: One Class Period

Areas of Infusion: Social Studies

Goal 3/Core Competencies	Sunshine State Standards
3.1 Information Managers 3.4 Creative and Critical Thinkers 3.5 Responsible Workers 3.10 Multiculturally Sensitive Citizens	SS.B.2.4 LA.A.1.4

Benchmarks: SS.B.2.4.2, LA.A.1.4.4

Student Resources:

- Toussaint Louverture reading; handout in Supplementary Materials section of Haitian Culture Curriculum Guide, Grades 6-12
- Independence at Last reading; handout in Supplementary Materials section of Haitian Culture Curriculum Guide, Grades 6-12
- KWL journal (K: what you know; W: what you want to know; L: what you learned)

Teacher Resources:

- Toussaint Louverture reading; handout in Supplementary Materials section of Haitian Culture Curriculum Guide, Grades 6-12
- Independence at Last reading; handout in Supplementary Materials section of Haitian Culture Curriculum Guide, Grades 6-12
- KWL journal format transparency

Procedures/Activities:

1. Discuss the meaning of independence with students. Brainstorm words they associate with U.S. independence; write the words on the board.
2. Explain that today you will explore independence in Haiti, the homeland of Haitian immigrants in our area.
3. Introduce Haitian independence through the KWL journal format. Display a transparency of the KWL chart, which has a column for each of the following: (K: what you know; W: what you want to know; L: what you learned). Ask for volunteers to share what they know (K) and what they want to know (W) about Louverture and Haitian independence with the class. Record this information on the KWL journal transparency.

4. Read selections on Toussaint Louverture and Haitian independence (Independence at Last) aloud as a class, stopping periodically to ask questions to check student text comprehension.
5. In their writing journals, have students complete the (L) section of KWL. Next to each item in the (L) section of the KWL journal, students must write the paragraph number and sentence from the reading selections in which the textual evidence appears to support what they learned. In pairs, students share what they learned.
6. As a class, complete the (L) section of the KWL journal entry transparency. Ask students to give the paragraph number and sentence from the reading selections in which the textual evidence appears to support what they learned. (Note: Put this information on the transparency next to each corresponding textual evidence item.)
7. Discuss the significance of Toussaint Louverture to Haitian independence. Students must justify their claims with evidence from the Toussaint Louverture and/or Independence at Last readings.

Assessment:

- Answers to text comprehension questions on Toussaint Louverture and Independence at Last readings
- KWL journal entry on Toussaint Louverture and Haitian independence
- Journal entry on the significance of Toussaint Louverture to Haitian independence

FCAT Preparation:

- KWL journal entry on Toussaint Louverture and Haitian independence
- Class discussion on KWL journal entry
- Class discussion on the significance of Toussaint Louverture to Haitian independence

HAITIAN PROVERBS

- Grade:** 10
- Topic:** Haitian Proverbs and Everyday Life
- Objectives:** To discuss the meaning of Haitian proverbs.
To write an expository essay on how a Haitian proverb applies to the student's life.
- Time Frame:** One Class Period
- Areas of Infusion:** Language Arts

Goal 3/Core Competencies	Sunshine State Standard
3.1 Information Managers 3.4 Creative and Critical Thinkers 3.5 Responsible Workers 3.10 Multiculturally Sensitive Citizens	LA.B.1.4

Benchmarks:

- LA.B.1.4.1
- LA.B.1.4.2
- LA.B.1.4.3

Student Resources:

- Haitian Proverbs (<http://nonviolence.org/pcusa/haititaskforce/proverb.html>); handout in Supplementary Materials section of Haitian Culture Curriculum Guide, Grades 6-12
- Journal
- FCAT Writing rubric for holistic scoring (formerly *Florida Writes!* rubric)

Teacher Resources:

- Haitian Proverbs (<http://nonviolence.org/pcusa/haititaskforce/proverb.html>); handout in Supplementary Materials section of Haitian Culture Curriculum Guide, Grades 6-12
- Teacher/student example of expository essay on a Haitian proverb
- Blank transparencies
- FCAT Writing rubric for holistic scoring (formerly *Florida Writes!* rubric)

Procedures/Activities:

1. Begin class by discussing the definition of a proverb. Ask students to give examples of a proverb from their culture such as, “A bird in the hand is better than two in the bush” and to explain the meaning of the proverb. Record and display student proverbs on an overhead transparency.
2. Discuss the significance of proverbs and what they tell about the beliefs of a culture.
3. Explain to students that, as a class, you will examine proverbs from Haitian culture.

4. Discuss the role of proverbs in Haitian culture. Use the Haitian Proverbs' web site, <http://nonviolence.org/pcusa/haititaskforce/proverb.html>, as a resource.
5. Students will access this web site (<http://nonviolence.org/pcusa/haititaskforce/proverb.html>) and complete the following assignment:
 - Choose one Haitian proverb, and write a three-paragraph essay on what they think the proverb means and how it applies to their life, providing at least two examples of life experiences to which it applies. Students should use their journal to brainstorm their interpretation of the proverb and how it applies to them.
 - Tell students the essay prewriting from their journal and their essay are due the following day at the beginning of the class period. This essay will be graded holistically, using the rubric for FCAT Writing. Let students know that they may be asked to share their essay with the class.
6. Share a model essay on Haitian proverbs and the FCAT Writing rubric. Discuss the rubric and how you scored the model essay.
7. Allow students to work on the essay for the remainder of the class period. They will finish the essay for homework. Students can share their papers in small groups during the class period the following day.

Assessment:

- Participation in class discussions
- Prewriting an essay in journal
- Three-paragraph expository essay on Haitian proverbs

FCAT Preparation:

- Participation in class discussion which engages students' use of higher level thinking skills
- Three-paragraph expository essay on Haitian proverbs

UNITED STATES GOVERNMENT AND HAITIAN GOVERNMENT

Grade: 11/12

Topic: Democracy in the U.S. and in Haiti

Objective: To compare and contrast the legislative, judicial, and executive branches of government and the rights of citizens in the Constitution of the United States of America, including the Bill of Rights, and in the Haitian Constitution.

Time Frame: One or Two Class Periods

Areas of Infusion: Social Studies

Goal 3/Core Competencies	Sunshine State Standards
3.1 Information Managers 3.4 Creative and Critical Thinkers 3.5 Responsible Workers 3.10 Multiculturally Sensitive Citizens	SS.C.1.4 SS.C.2.4 LA.A.1.4 LA.B.2.4

Benchmarks:

- SS.C.1.4.3
- SS.C.2.4.5
- LA.A.1.4.4
- LA.B.2.4.3

Student Resources:

- Haitian Constitution from the Embassy of Haiti web site (www.haiti.org/embassy/constitu/constabl.htm); handout in Supplementary Materials section of Haitian Culture Curriculum Guide, Grades 6-12
- Preamble and Constitution of the United States from the U.S. House of Representatives web site (www.house.gov/Constitution/Constitution.html); handout in Supplementary Materials section of Haitian Culture Curriculum Guide, Grades 6-12
- Bill of Rights from the National Archives and Records Administration web site (www.nara.gov/charters/billrights/billrights.html); handout in Supplementary Materials section of Haitian Culture Curriculum Guide, Grades 6-12
- Venn diagram
- Journal
- Highlighters/colored pencils

Teacher Resources:

- Haitian Constitution from the Embassy of Haiti web site (www.haiti.org/embassy/constitu/constabl.htm); handout in Supplementary Materials section of Haitian Culture Curriculum Guide, Grades 6-12
- Preamble and Constitution of the United States from the U.S. House of Representatives web site (www.house.gov/Constitution/Constitution.html); handout in Supplementary Materials section of Haitian Culture Curriculum Guide, Grades 6-12

- Bill of Rights from the National Archives and Records Administration web site (www.nara.gov/charters/billrights/billrights.html); handout in Supplementary Materials section of Haitian Culture Curriculum Guide, Grades 6-12
- Venn diagram
- Journal

Procedures/Activities:

1. Ask students to respond to the following question in their journals: “What does democracy mean to you?” Students should write a paragraph at least five sentences in length. Write along with your students. Tell students that you will ask volunteers to share their writing with the class.
2. Ask for volunteers to share their journal entries. Discuss the definition of democracy. Survey students to find out what they know about governments in other countries, such as Russia and Haiti. Collect journal entries.
3. Explain to students that the class will explore a democratic form of government in Haiti, a country in close proximity to the U.S. and a country with a large immigrant population in South Florida.
4. Students will compare and contrast the legislative, judicial, and executive branches of government and the rights of citizens in the Constitution of the United States of America, including the Bill of Rights and in the Haitian Constitution.
5. Display your Venn diagram transparency on the overhead projector, and instruct students to make a Venn diagram on notebook paper. Students should label the left circle “Haitian Constitution” and the right circle “United States Constitution.”
6. In groups of three, students access and print:
 - the Preamble and Constitution of the United States from the U.S. House of Representatives web site (www.house.gov/Constitution/Constitution.html)
 - Bill of Rights from the National Archives and Records Administration web site (www.nara.gov/charters/billrights/billrights.html).
7. Students may access and print the following sections of the Haitian Constitution from the Embassy of Haiti web site (www.haiti.org/embassy/constitu/constabl.htm):
 - The Preamble
 - Title I: The Republic of Haiti and Its Symbols
 - Title II: Haitian Nationality
 - Title III: Basic Rights and Duties of the Citizen
 - Title V: National Sovereignty (Branches of Government)
 - Title XIII: Amendments to the Constitution
8. Each group has a leader to moderate discussion; a reader/clarifier, who engages each group member in reading parts of each Constitution and asks the teacher any questions the group may have; and a recorder, who notes information on the Venn diagram. Students must underline or highlight similarities and differences (in different colors) on the Constitutions as they read them. For instance, students could highlight differences in blue and similarities in yellow. On the Venn diagram, they must note the page numbers of evidence in the Haitian Constitution, United States Constitution, or both for each similarity or difference they indicate.
9. Students read the Haitian Constitution, and note characteristics of branches of government and the rights of citizens on the left side of the Venn diagram.

10. Students read the Constitution of the United States of America, including the Bill of Rights, and note characteristics of branches of government and the rights of citizens on the right side of the Venn diagram.
11. Students write similarities between Haitian and American branches of government and the rights of citizens in the center of the Venn diagram, where the two circles intersect.
12. Before returning to the all class setting, check that all groups have completed their Venn diagram and highlighting/underlining of evidence from the Constitutions to substantiate their Venn diagram notes.
13. Display your Venn diagram transparency on the overhead projector. Ask students for information to complete the Venn diagram. Ask students to justify their answers with evidence from the Haitian Constitution, United States Constitution, or both.
14. Discuss student answers to the following question: “Imagine that you are a Haitian citizen or a Haitian immigrant to the United States. What does democracy mean to you?”
15. Collect Venn diagrams along with group-highlighted/underlined Haitian and United States Constitutions.

Assessment:

- Journal entry on democracy
- Venn diagram
- Highlighted/underlined Haitian and United States Constitutions
- Participation in class discussion
- Participation in small group

FCAT Preparation:

- Journal entry on democracy
- Venn diagram activity
- Small-group and class discussion

HAITI TODAY

Grade: 11/12

Topic: Current Events in Haiti

Objectives: To identify aspects of contemporary life in Haiti under democracy through magazine/newspaper/web site articles.

To write a summary of aspects of contemporary life in Haiti under democracy.

To write a diary entry about life in Haiti from a Haitian adolescent’s point of view.

Time Frame: Two Class Periods

Areas of Infusion: Social Studies

Goal 3/Core Competencies	Sunshine State Standards
3.1 Information Managers 3.4 Creative and Critical Thinkers 3.5 Responsible Workers 3.10 Multiculturally Sensitive Citizens	SS.B.1.4 LA.B.2.4 LA.C.1.4

Benchmarks:

- SS.B.1.4.5
- LA.B.2.4.1
- LA.C.1.4.3

Student Resources:

- Embassy of Haiti web site (www.haiti.org)
- Windows on Haiti web site (<http://windowsonhaiti.com>)
- Newspapers (such as The Sun-Sentinel (www.sun-sentinel.com), The Miami Herald (www.herald.com), The New York Times (www.nytimes.com))
- Magazines (such as Time and Newsweek)
- Journal

Teacher Resources:

- Embassy of Haiti web site (www.haiti.org)
- Windows on Haiti web site (<http://windowsonhaiti.com>)
- Newspapers (such as The Sun-Sentinel (www.sun-sentinel.com), The Miami Herald (www.herald.com), The New York Times (www.nytimes.com))
- Magazines (such as Time and Newsweek)
- Journal
- Blank transparencies

Procedures/Activities:

1. Review the aspects of Haitian government from the previous lesson.
2. Discuss what it means to live under a democracy in the United States. Ask students to give three characteristics of living under a democracy in the U.S. Display student answers on overhead transparency.
3. Tell students that today you will explore what contemporary life is like in Haiti under its democracy. The class will use current events to create a picture of Haitian life.
4. Review fact and opinion and how each is used in journalism. Give examples of fact and opinion. Then, give students sample fact and opinion statements; allow them to label each statement as fact or opinion and to explain the rationale for their choice. Discuss how opinion statements may affect one's interpretation of a news story.
5. Distribute a recently published, short newspaper/magazine article on life in Haiti to students. Read the article aloud as a class. Stop periodically to check student text comprehension and to engage students in distinguishing between fact and opinion statements. Create a four- to five-sentence class summary of the article. Write the summary on the board, or display it on an overhead transparency. Discuss how any opinion statements in the article affected student interpretations of it.
6. Each student must find and summarize one article on life in Haiti (lives of children and families, health care issues, governmental issues, cultural issues) which appeared on a web site, in a newspaper, or in a magazine in the last six months. Students must obtain a copy of their article, highlight any opinion statements in the article, and write a six-sentence paragraph, article-summary in their journals. If they identify any opinion statements in their chosen articles, they should write a short explanation of how the opinion statements affected their interpretation of the articles.
7. Allow students time to find and summarize their article.
8. Check to see that all students have their article and summary for small-group discussion.
9. In groups of four or five, students share their articles, summaries, and discuss any highlighted opinion statements in the articles, and how these opinion statements affected student interpretations of the article read. Each group should have a group leader to moderate discussion and a group recorder. Each group must compile a list of seven characteristics of Haitian life under democracy (based on fact) which the group recorder writes down. Students must supply bibliographic information on the article(s) which support each characteristic and be prepared to discuss the evidence from the article(s) that supports each characteristic. Each group must also select the most interesting article they found to share with the class.
10. Each group leader shares the group's most interesting article with the rest of the class.
11. Discuss what students learned about life in Haiti under democratic government by reading and sharing news articles. Ask each group leader to share three of the group's seven characteristics about life in Haiti. List characteristics on the board for students. Question group members for textual evidence that led the group to identify the characteristic about life in Haiti.
12. As a class, draw lines to connect similar and different characteristics. Ask students to justify the similarities and differences.

13. Ask students to examine the characteristics and connections among them; students write a six-to seven-sentence diary entry from the point of view of an adolescent living in Haiti. Tell students that you will ask volunteers to share their writing with the class.
14. Share diary entries. Then, ask students to identify any similarities among diary entries shared. Collect student work.
15. As a follow-up activity, you might group four to five students into a book club. You could assign each group to (a) read a book on life in Haiti; (b) write a journal response on each chapter, and (c) designate class periods for group discussions on their books. Each group could give an oral book report to the class, using a multimedia slide presentation once they have read and discussed their assigned book in its entirety. The following suggested texts must be reviewed and approved by each teacher/school:

Cadet, Robert-Jean. (1998). *Restavec: From Haitian Slave Child to Middle Class American*. Austin, TX: University of Texas Press.

Danticat, Edwidge. (1998). *Breath, Eyes, Memory*. New York: Random House.

Danticat, Edwidge. (1996). *Krik? Krak?* New York: Random House.

Regis, Marc Yves. (1999). *Haiti through My Eyes*. New York: Juke Joint Publishing.

Temple, Frances. (1994). *Taste of Salt: A Story of Modern Haiti*. New York: Harper Trophy.

Temple, Frances. (1997). *Tonight, by Sea: A Novel*. New York: Harper Trophy.

Assessment:

- Summary of article on contemporary life in Haiti under democracy
- Group work
- Diary entry
- Participation in class discussion
- Participation in small group

FCAT Preparation:

- Participation in small group
- Participation in class discussion on group characteristics about life in Haiti under democracy
- Diary entry

ACTIVITIES

- Students research and report on the Haitian revolution against the French colonists in the early 1800s.
- Students explore the experiences of immigrants/slaves from their own families who traveled to the U.S. and contrast those experiences with those of Haitian immigrants to the U.S. Students could use “Haitians” and “Marguerite Lorent” from *Caribbean Connections: Moving North* (1998) and/or newspaper/magazine/web site articles as resources on Haitian immigrants.
- Students compare and contrast how holidays, such as New Year’s Day and Independence Day, are celebrated in Haiti and in the United States.
- Students create a current events’ guide on the lives of Haitians living in Haiti and Haitians living in the United States, particularly in South Florida.
- Students choose one Haitian artist, research the work of his/her influences, and create an interpretation of that artist’s work. This interpretation may be a student-created rendition of the artist’s work or a collage of pictures and words. Students include a six- to seven-sentence paragraph response to the work of art they have chosen.
- Students write an essay comparing Haitian culture to their own.
- Students compare and contrast the lives of children/adolescents in Haiti to the lives of children/adolescents in South Florida.
- Students compare and contrast Haitian folktales and folktales from their own culture.
- Students engage in a school-wide or interdisciplinary project to hold a Carnival celebration.
- Students research and report on the lives of historical figures in Haiti.
- Students study the effects of the recent mass migrations by Haitians to South Florida (1959-present).

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www.nara.gov/exhall/charters/constitution/amendments.html

Bill of Rights from the National Archives and Records Administration web site

www.nara.gov/exhall/charters/billrights/billmain.html

Embassy of Haiti – Tourism and Travel web site

www.haiti.org/tourism.htm

Greater Fort Lauderdale Convention and Visitors Bureau web site

www.co.broward.fl.us/sunny2.htm

Haitian Constitution from the Embassy of Haiti web site

www.haiti.org/keydate.htm

Haitian Proverbs

<http://nonviolence.org/pcusa/haititaskforce/proverb.html>

Key Dates in Haitian History from the Embassy of Haiti

www.haiti.org/embassy/keydate.htm

National Hurricane Center

www.nhc.noaa.gov

National Climactic Data Center

www.ncdc.noaa.gov/ol/satellite/satelliteseye/educational/landPRHIS.html

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www.house.gov/Constitution/Constitution.html

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The Sun-Sentinel

www.sun-sentinel.com

Windows on Haiti

<http://windowsonhaiti.com>

BIOGRAPHIES

Michael Brudent was born in Port-au-Prince, Haiti. At a very early age, he attended L'Ecole des Beaux Arts to pursue studies in decorative arts. He was requested to illustrate educational manuals for primary and secondary schools.

Brudent has proven himself to be an exceptional Haitian artist; he is well known by Haitians as a bold artist, who uses strong brush strokes, pens, and colors. In 1983, he took an art refresher course in New York City and received certification in ancient and modern calligraphy. He currently owns and manages Solfimi Art Gallery in Haiti. Many of his works appear in art galleries throughout the United States. (Adapted from <http://belimage.com/artgallery>)

Henri Christophe was born a slave on the island of St. Kitts. He began to work as an apprentice to a mason at the early age of seven. He was later taken to St. Domingue (Haiti) where he was sold to a naval officer. In 1779, five hundred fifty Haitians sailed to Savannah, Georgia to support the American colonists in their attempts to gain freedom from Britain. Among that group was Henri Christophe, who was then twelve years old.

He later returned to St. Domingue and joined Toussaint Louverture's army. After Toussaint's arrest by the French, Christophe became one of the leaders of the Haitian forces. When the struggle for independence was over, Christophe became Governor of Le Cap.

Christophe was soon to succeed Dessalines as leader of Northern Haiti. In 1811, he established a kingdom in Northern Haiti, and took the title King Henry I. He built many beautiful buildings in Haiti, including Sans Souci Palace, which has been described as the most gorgeous residence in the New World at the time.

Christophe was a stern, absolute ruler. His laws were intended to improve the lives of the people, though they were at times too severe.

Haiti's economy improved under Christophe. It was during his reign that the "gourde" was first used as the name of Haitian currency. Both coffee and sugar production increased and overseas markets were extended. Social services and communications were among his priorities. He built roads, bridges, schools, and hospitals.

Shubert Denis was born in Jacmel, Haiti, the youngest in his family. He was educated in Petionville, where he began his first drawing and painting lessons under the direction of Sergo Jean. Largely self-taught, Denis showed tremendous natural ability for art at an early age.

Denis moved to the United States in the 1980s. His style of painting continues to evolve; he hopes to inspire the public to revere and care for nature and to ultimately preserve the natural environment in Haiti. Over a period of ten years, Denis' work has been sold to well known art galleries in Haiti, such as Gallery Nader, Gallery Red Carpet, and the National Art Gallery. (Adapted from <http://belimage.com/artgallery>)

Maryse M. Edouard was born in Port-au-Prince, Haiti, the second of seven children. She completed her primary and secondary education in Haiti. Then she attended the University of Puerto Rico. At an early age she became interested in the arts. Her parents disliked this interest; they thought that a college education in business and languages would bring her a profitable career.

She studied art in high school as a hobby, attended the Lyne Williams School of Dance, and was a member of "Haiti Chante et Danse," a dance troupe that represented Haiti in many cultural affairs throughout the Caribbean. After moving to New York in 1983, she became reacquainted with various Haitian artists, such as Michael Brudent and Shubert Denis, who encouraged her art career.

Edouard likes bright colors that reflect her personality and the spirit of the Caribbean. (Adapted from <http://belimage.com/artgallery>)

Cecile Fatiman is highly ranked among the women who played a significant role in the history of Haiti. She was a key figure at the meeting where the sons of Africa's Guinea gathered to form a strategy to take Haiti out of slavery. Cecile later married Pierrot, who became a President of Haiti. She lived until the age of 112.

Catherine Flon will forever be associated with the Haitian flag. She offered to reunite the two pieces of the flag right before the fight for independence. The tri-colored flag symbolized the unity of the three different social classes of the colony. Dessalines decided to take out the white portion of the flag. He ripped the flag in two. Catherine Flon reunited the blue and red pieces and sewed them, using strands of her hair as threads.

Marie Claire Heureuse was born into slavery but eventually became a free woman. She married but soon became the widow of a French artist named Petit. After Petit's death, Marie dedicated her

life to helping wounded soldiers abandoned on battlefields. There she met Dessalines, who would later liberate Haitians from slavery. She married him but retained her free spirit. She participated in the writing of the 1805 Constitution and later in the writing of a Haitian history book by Coutilien Coutard. She remained a political advisor to all the governments from 1806 to 1848, and a strong critic of the direction in which they were leading the country. Known as Marie Claire Heureuse Felicite Bonheur Dessalines, she died at St. Marc on August 8, 1858.

Suzanne Louverture and her husband Toussaint made a good living working on a plantation. They managed to save money and to help others who were less fortunate. After her husband became a public figure, she continued her passion for planting and growing coffee. After the arrest of Toussaint and his deportation to France, Suzanne was captured. Since her husband would never reveal names of his companions, the French tried unsuccessfully to get Suzanne to do so. Suzanne was 250 pounds when she was captured; she was released at ninety pounds. She died at the age of 67 in Jamaica on May 19, 1846.

Toussaint Louverture was the grandson of an African king from Dahomey. His father received a basic education from the Jesuit Fathers. Pierre Baptiste, Toussaint's father, taught his son to speak, read, and write French. Toussaint loved to read and spent his spare time reading books borrowed from his master.

His job on the Breda Plantation was caring for horses in the stables. This gave him a great opportunity to listen to the conversations of the masters and overseers on the plantation. He gained much knowledge of the events, which were taking place in France, at the beginning of the French Revolution.

When the Haitian Revolution began, he was given the job to care for the sick and the wounded. He was well qualified for the job, having learned much from his father about herbal medicine. However, he was not satisfied with the position to which he was assigned. As a result, he became a soldier. He was a naturally good leader. In a very short time, he rose through the ranks to become "the leader" of the Haitian army. His mission was not to take revenge on the French, but to secure freedom for all the people of Haiti.

Toussaint was a military genius. With no formal military training, he was able to defeat the forces of France, Spain, and England. These countries were fighting to prevent the success of the Haitian Revolution. He became Commander-in-Chief of the whole island. As leader, he began many social and economic reforms. In addition, he reformed the judicial system. Napoleon became very

concerned with the measure of success Toussaint was achieving, militarily and politically. He planned to end the movement toward independence. He sent General Leclerc and a force of 25,000 men to put down the Revolution. At the same time, Napoleon sent Toussaint a friendly letter, which suggested a diplomatic solution between France and her former colony. Toussaint was tricked by a French officer who invited him to a meeting. He was arrested and sent to France. He was placed in a dungeon where he later died.

Toussaint was a great Haitian leader. Although he did not live to celebrate Haiti's first Independence Day, January 1, 1804, he should be given credit for making that event possible. He played the greatest role in the only successful slave revolt in the New World.

MAJOR HAITIAN HOLIDAYS

- ÎNDEPENDENCE DAY – January 1
- ANCESTORS DAY – January 2
- CARNIVAL – February or March, beginning of Lent
- MOTHER’S DAY IN HAITI – Last Sunday in May
- FESTIVAL OF BUTTERFLIES – May; St. Jean
- FLAG DAY PARADE – May 18
- SUMMER VACATION – June through October
- ANNIVERSARY OF DESSALINES’ DEATH – October 17 (1806) – Founder of Independence
- CELEBRATION OF DEATH (GEDE) – November 1 (Similar to Halloween in the U.S.)
- ANNIVERSARY OF THE VICTORY OF VERTIÈRES – November 18 (1803)
- CHRISTMAS EVE – December 24
- NEW YEAR’S EVE (Harvest) – December 31

SOME HOLIDAYS OBSERVED IN THE UNITED STATES

- NEW YEAR'S DAY – January 1
- DR. MARTIN LUTHER KING, JR.'S BIRTHDAY – Third Monday in January
- PRESIDENTS' DAY – Third Monday in February
- EASTER SUNDAY – March or April
- MOTHER'S DAY – Second Sunday in May
- MEMORIAL DAY – Last Monday in May
- FATHER'S DAY – Third Sunday in June
- LABOR DAY – First Monday in September
- COLUMBUS DAY – Second Monday in October
- HALLOWEEN – October 31
- VETERANS' DAY – November 11
- THANKSGIVING DAY – Fourth Thursday in November
- CHRISTMAS – December 25



TOUSSAINT LOUVERTURE

The birth of slaves' children was not always registered immediately so it is difficult to determine the exact age of an individual. In some other instances, records were misplaced or destroyed for a variety of reasons.

It is believed that Toussaint Louverture was born between the years of 1743 and 1746 in Saint Domingue. Humane masters employed Toussaint's parents as personal servants, and he was allowed to receive instruction while working as a coachman. Toussaint became one of few literate black revolutionaries. When he heard of the slave uprising, he secured the safe expatriation of his master's family before joining the revolutionary forces. His leadership ability brought him to prominence quickly.

By the end of 1793, Toussaint effectively controlled north and central Saint Domingue. Spain and Britain were poised to seize Saint Domingue, but the British fell ill to tropical disease, which thinned their ranks. The Spanish were defeated by southern and northern forces under the mulatto commander Villatte.

This turned Toussaint's centrally located forces into the key to victory. On May 6, 1794, Toussaint pledged his support to France and sealed the fate of his country. It is believed that confirmation of the National Assembly to abolish slavery in February 1794 was the strongest influence over his decision to support the French.

Under the signing of the Treaty of Basel, Spain was directed to cede its holdings on Hispaniola to France. Toussaint remained the only black commander of stature. A year later, after rescuing the French commander from a mulatto-led effort to depose him, Toussaint was appointed lieutenant governor of Saint-Domingue. At this time he consolidated his military and political positions and was appointed Commander-in-Chief of all French forces. From this position of strength he moved quickly and established an autonomous state under black rule, proclaimed the abolition of slavery, and forged an agreement to end hostilities with the British.

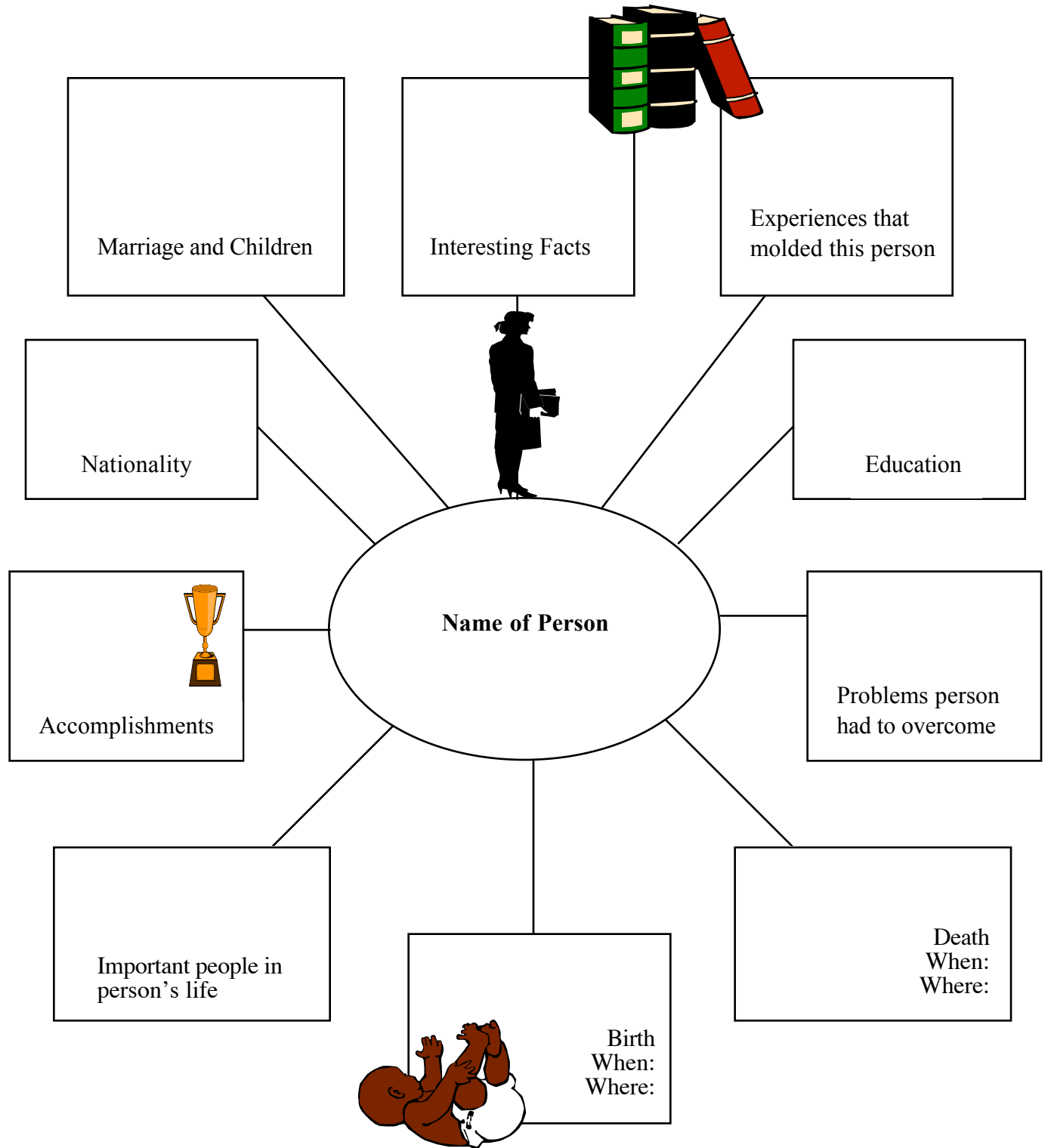
By 1800, Toussaint had control of Hispaniola and tried to restore domestic order and productivity. He reimposed the plantation system and utilized non-slaves; he directed this process through the form of government he judged most efficient under the circumstances – military dictatorship.

A constitution approved in 1801 appointed Toussaint governor for life and gave him the power to choose his successor. This was short lived. In January of 1802, French forces landed on the north coast. By the month of May, Toussaint had surrendered to General Leclerc. While the French assured him he would be allowed to retire quietly, a month later he was seized and transported to France, where he died in the dungeon of Fort de Joux in the Jura Mountains in 1803.

By 1803, the war between France and Britain had resumed, but in April of that year, Bonaparte signed a treaty allowing the purchase of Louisiana by the United States. This action ended French control in the Western Hemisphere. French colonial rule had come to an end, and the former slaves decided to go back to naming their country Haiti. On January 1, 1804 Haitian General Jean-Jacques Dessalines declared independence.

Jean-Pierre Boyer became president of the Republic of Haiti in 1820. In 1821, he invaded the city of Santo Domingo after its declaration of independence from Spain. Haiti controlled the entire island until 1844. In 1844 the island split into two countries, Haiti and the Dominican Republic.

Handout for Grade 6 Lesson: **Haitian History**



Handout for Grade 6 Lesson: **Haitian History (1492-2000)**
Handout for Grade 7 Lesson: **Haitian Travel Brochure**

Adapted from the Embassy of Haiti web site
(www.haiti.org/keydate.htm)

KEY DATES IN HAITIAN HISTORY

- 1492** Christopher Columbus lands and claims the island of Hispaniola for Spain. The Spanish build the New World's first settlement at La Navidad on Haiti's north coast.
- 1697** Spanish control over the colony ends with the Treaty of Ryswick, which divides the island into French-controlled St. Domingue and Spanish Santo Domingo.
- For over 100 years the colony of St. Domingue (known as the Pearl of the Antilles) is France's most important overseas territory, which supplies it with sugar, rum, coffee and cotton. At the height of slavery, near the end of the 18th century, the French enslaves some 500,000 people, mainly of western African origin.
- 1791-1803** A slave rebellion is launched by the Jamaican-born Boukman, leading to a protracted 13-year war of liberation against St. Domingue's colonists and later Napoleon's army which was also assisted by Spanish and British forces. The slave armies are commanded by General Toussaint Louverture who is eventually betrayed by his officers Jean-Jacques Dessalines and Henri Christophe who opposed his policies, which included reconciliation with the French. He is subsequently exiled to France where he dies.
- 1803** The Haitian blue and red flag is devised at Arcahie, by taking the French tricolor, turning it on its side and removing the white band. The Battle of Vertières marks the ultimate victory of the former slaves over the French.
- 1804** The hemisphere's second Republic is declared on January 1, 1804 by General Jean-Jacques Dessalines. Haiti, or Ayiti in Creole, is the name given to the land by the former Taino-Arawak peoples, meaning "mountainous country."
- 1806** Emperor Jean-Jacques Dessalines is assassinated.
- 1807-20** Civil war racks the country, which divides into the northern kingdom of Henri Christophe and the southern republic governed by Alexandre Pétion. Faced with a rebellion by his own army, Christophe commits suicide, paving the way for Jean-Pierre Boyer to reunify the country and become President of the entire republic in 1820.
- 1821** President Boyer invades Santo Domingo following its declaration of independence from Spain. Haiti now controls the entire island until 1844.
- 1838** France recognizes Haitian independence in exchange for a financial indemnity of 150 million francs. Most nations including the United States shun Haiti for almost

forty years, fearful that its example could stir unrest there and in other slaveholding countries. Over the next few decades Haiti is forced to take out loans of 70 million francs to repay the indemnity and gain international recognition.

- 1862** The United States finally grants Haiti diplomatic recognition, sending Frederick Douglas as its Consular Minister.
- 1915** President Woodrow Wilson orders the U.S. Marines to occupy Haiti and establish control over customs houses and port authorities. The Haitian National Guard is created by the occupying Americans. The Marines force peasants into *corvée* labor building roads. Peasant resistance to the occupiers grows under the leadership of Charlemagne Peralt, who is betrayed and assassinated by Marines in 1919.
- 1934** The U.S. withdraws from Haiti, leaving the Haitian Armed Forces in place throughout the country.
- 1937** Thousands of Haitians living near the border of the Dominican Republic are massacred by Dominican soldiers under the orders of President General Trujillo.
- 1957** After several attempts to move forward democratically ultimately fail, military-controlled elections lead to victory for Dr. François Duvalier, who, in 1964, declares himself President-for-Life and forms the infamous paramilitary *Tonton Makout*. The corrupt Duvalier dictatorship marks one of the saddest chapters in Haitian history with tens of thousands killed or exiled.
- 1971** "Papa-Doc" Duvalier dies in office after naming his 19 year-old son Jean-Claude as his successor.
- 1972** The first-known Haitian "boat people" fleeing the country land in Florida.
- 1976** Widespread protests against repression of the nation's press take place.
- 1970s-80s** "Baby-Doc" Duvalier exploits international assistance and seeks to attract investment, leading to the establishment of textile-based assembly industries. Attempts by workers and political parties to organize are quickly and regularly crushed.
- 1980** Hundreds of human rights workers, journalists and lawyers are arrested and exiled from the country.
- 1981** International aid agencies declare Haitian pigs to be carriers of African Swine Fever and institute a program for their slaughter. Attempts to replace indigenous swine with imported breeds largely fail.
- 1983** Pope John Paul II visits Haiti and declares publicly that, "Things must change here."
- 1984** Over 200 peasants are massacred at Jean-Rabeau after demonstrating for access to land. The Haitian Bishops Conference launches a nationwide (but short-lived) literacy program. Anti-government riots take place in all major towns.

- 1985** Massive anti-government demonstrations continue to take place around the country. Four school children are shot dead by soldiers, an event that unifies popular protest against the régime.
- 1986** Widespread protests against "Baby Doc" lead the U.S. to arrange for Duvalier and his family to be exiled to France. Army leader, General Henri Namphy, heads a new National Governing Council.
- 1987** A new Constitution is approved by the population in March. General elections in November are aborted hours after they begin with dozens of people shot by soldiers and the *Tonton Makout* in the capital and scores more around the country.
- 1988** Military-controlled elections, widely abstained from, result in the installation of Leslie Manigat as President in January. Manigat is ousted by General Namphy four months later, and in November, General Prosper Avril unseats Namphy.
- 1989** President Avril, on a trade mission to Taiwan, returns empty-handed after grassroots-based democratic sectors inform Taiwanese authorities that the Haitian nation will not be responsible for any contracts agreed to by Avril. Avril orders massive repression against political parties, unions, students, and democratic organizations.
- 1990** Avril declares a state of siege in January. Rising protests and urging from the American Ambassador convince Avril to resign. A Council-of-State forms out of negotiations among democratic sectors charged with running a Provisional Government led by Supreme Court Justice Ertha Pascal-Trouillot.
- U.S. Vice President Dan Quayle visits Haiti and tells Army leaders, "No more coups." Assistance is sought from the Organization of American States (OAS) and the United Nations (UN) to help organize general elections in December.
- In a campaign marred by occasional violence and death, democratic elections finally take place on December 16, 1990. Father Jean-Bertrand Aristide, a parish priest well-known throughout the country for his support of the poor, is elected President with 67.5% of the popular vote. The "U.S. favorite" Marc Bazin finishes a distant second with 14.2%.
- 1991** Duvalierist holdover and Tonton Makout, Dr. Roger Lafontant attempts a coup d'état to prevent Father Aristide's ascension to power. The Armed Forces quickly remove him from the National Palace following massive popular protest.
- President Aristide is inaugurated on February 7th, five years after Duvalier's fall from power. A government is formed by Prime Minister René Préval, promising to uproot the corruption of the past. The international community promises over \$500 million in aid by the international community.
- In September, President Aristide addresses the UN General Assembly. Three days after his return, military personnel (with financial backing from neo-Duvalierist sectors and their international allies) unleash a coup d'état, ousting President Aristide. Over 1,000 people are killed in the first days of the coup.

The OAS calls for a hemisphere-wide embargo against the coup régime in support of the deposed constitutional authorities.

1992 Negotiations between the Washington, D.C.-based exiled government, Haiti's Parliament, and representatives of the coup régime headed by General Raoul Cédras lead to the Washington Protocol, which is ultimately scuttled by the coup régime.

U.S. President George H. Bush exempts U.S. factories from the embargo and orders U.S. Coast Guard to interdict all Haitians leaving the island in boats and to return them to Haiti.

The OAS embargo fails as goods continue to be smuggled through the neighboring Dominican Republic. Haiti's legitimate authorities ask the UN to support a larger embargo in order to press the coup leaders to step down. The UN pledges to support efforts by the OAS to find a solution to the political crisis.

1993 President Aristide asks the Secretaries General of the OAS and the UN for the deployment by the UN and OAS of an international civilian mission to monitor respect for human rights and the elimination of all forms of violence.

In June, Haiti requests an oil and arms embargo from the UN Security Council in order to pressure the coup régime to give up power.

In July, President Aristide and General Raoul Cédras sign the Governors Island Accord, which *inter alia* called for the early retirement of General Cédras, the formation and training of a new civilian police force, and the return of the President on October 30, 1993. Representatives of political parties and Parliament sign the New York Pact, pledging support for President Aristide's return and the rebuilding of the nation.

A contingent of U.S. and Canadian trainers aboard the *U.S.S. Harlan County* arrives in Haitian waters in October and is recalled because of right-wing demonstrations, setting back the Governors Island agreement. General Cédras refuses to step down as promised.

President Aristide's Justice Minister, Guy Malary, responsible for the formation of a civilian police force, is shot dead in Port-au-Prince weeks after local businessman and Aristide supporter, Antoine Izmerly, is executed outside of a local church.

The UN calls for "strict implementation" of the embargo against the de facto authorities. The Civilian Mission's human rights observers are allowed to return in small numbers.

1994 In May, additional sanctions are levied against the régime through a naval blockade supported by Argentine, Canadian, French, Dutch and U.S. warships. Tensions increase as human rights violations continue. The Civilian Mission is told by the de facto authorities to leave the country.

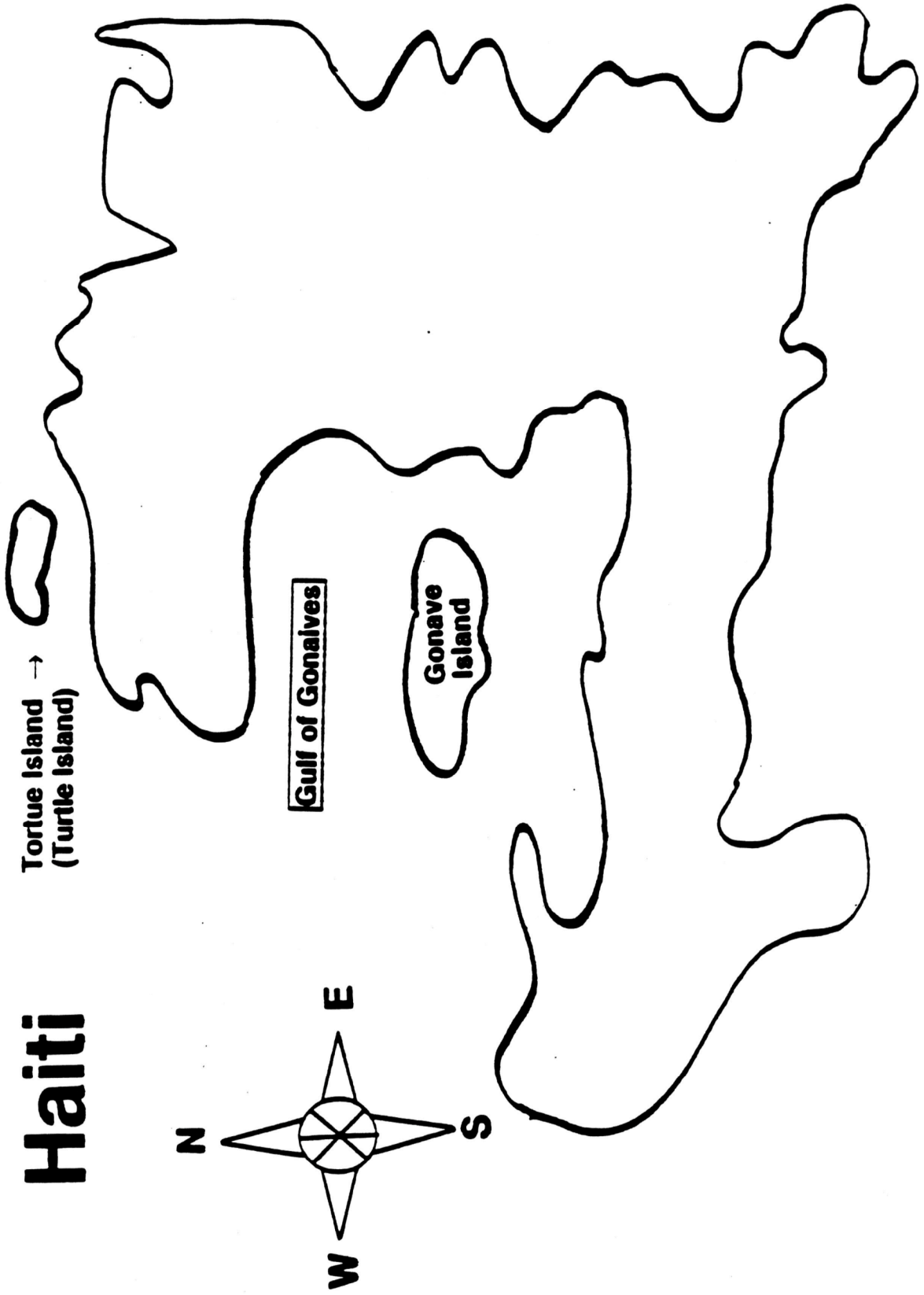
The UN Security Council passes Resolution 940 authorizing the Member States to form a 6,000, multinational force and "to use all necessary means" to facilitate the departure of the military régime.

On September 15th, U.S. President Bill Clinton declares all diplomatic initiatives are exhausted and that the U.S., with 20 other countries, will form a multinational force. On September 19th, these troops land in Haiti after the coup leaders agree to step down and leave the country.

On October 15th, President Aristide and his government-in-exile return to Haiti.

- 1995** In June, Haiti hosts the annual OAS General Assembly at Montrouis.
- Legislative elections take place that month and in December, the presidential contest is won by former Prime Minister René Préval. (President Aristide is precluded by the Constitution from succeeding himself.)
- In November, Prime Minister Smarck Michel steps down and Foreign Minister Claudette Werleigh becomes President Aristide's fourth Prime Minister.
- 1996** President Préval is inaugurated in February. A government is formed under Prime Minister Rosny Smarth. Agricultural production, administrative reform, and economic modernization are announced as the government's priorities.
- 1997** Prime Minister Rosny Smarth resigns.
- 1998** FONZOKE bank of Haiti makes 888 loans worth \$852,129 (U.S.) to grassroots citizens' groups, such as religious groups and agricultural co-ops. These funds help citizens' groups to create income-generating businesses.
- 1999** The First Lady of the Republic of Haiti, Guera "Geri" Benoît-Préval, helps to establish the Institute of Women Entrepreneurs. This organization supports small business development among women in Haiti and other women's issues. The Institute of Women Entrepreneurs promotes artwork by women of Haiti, and encourages the use of cooking fuels, other than charcoal, to stop deforestation of the Haitian countryside.
- 2000** The OAS' permanent council agrees to send a mission to Haiti to examine ways of strengthening democracy in that country.

Haiti



Handout for Grade 8 Lesson: **Haitian And U.S. Holidays**

From "Christmas in Jérémie" by Jean-Marie Forestal at Windows on Haiti web site
(www.windowsonhaiti.com)

EXCERPTS FROM "CHRISTMAS IN JÉRÉMIE"

When Northerners extol their wonderful memories of a "white" Christmas, I can't help wondering how Christmastime could be more fun than the one we enjoyed during the 1960s in Jérémie, Haiti. Children and adults in my neighborhood alike would have it no other way, for Christmas season was a unique period during the year. It was the only time when children could act and feel like adults, while having an endless streak of fun for many consecutive days and nights. All of that happened with the cooperation of weather that seemed always perfect. The temperature was almost always in the 70s and 80s, and I cannot remember a Christmas Eve with rain.

Here is a more detailed account of my memories of Christmas in Jérémie:

Christmas Season

Unlike in America, when it seems the holiday season starts after Thanksgiving, during the 1960s in Jérémie, there was no fixed date. For us, the season started when the first Christmas carols hit the radio waves. The starting date's variance, from year to year, could range from a few days to weeks.

The season ended on a day called "Les Rois" ("Kings' Day") that usually falls on the first Sunday after January 2, called "Jour des Aïeux" ("Forefathers' Day").

Christmas Tree

Forget about reusable and whole Christmas trees. Pine trees in Jérémie were too old, too tall, and too big to fit in a house. A freshly cut branch of an old pine tree, about eight-feet tall, was all that was needed to extract smiles from children's faces. One old tree could supply branches to no less than ten families with the added advantage of supplying the same number again, if not more, in future years.

Early cutting was essential. Children prided themselves on bringing home the branch with the most dense pine leaves. All of that was free. The only pine trees in town, as far as I can remember, could be found on the grounds of the general hospital, "Hopital St. Antoine." The hospital administration allowed families who wanted it, one branch each in an unplanned fashion. Hey! This is Haiti!

A decently decorated Christmas tree in our neighborhood was not worth its name unless a sizable nativity scene was added to its base. The largest scene could be up to five-feet tall, five-feet wide and could occupy the whole corner of a living room. Obviously none of the residential nativity scenes could beat the prized one at the main-town church, which was three to four times bigger than the average one in a home. The scene reproduced the birth of Christ with the cave manger, hay, sculptured stable animals, wise kings, Mary, Joseph, the little baby, and the crib.

Since we are talking about the 1960s in Jérémie, a town that was at least half a century behind Port-au-Prince in modern development, the people had to be creative. We built the nativity scenes by folding and wrinkling brown wrapping paper to look like a cave in a rock mountain. Then we sprinkled it with various colors of paint and set it over carton boxes to reproduce the manger. Once the manger was set, we added the sculptured people and animals that we had bought at stores, and attached a bright star on top of the manger. The rest of the tree was no different than today's Christmas tree, except for the lack of snowflakes.

Christmas Cards

Christmas cards, which were sent by mid-December, were also homemade. They were watercolor drawings on cut stencil, folded in two to fit in a greeting card envelope. The inside holiday greeting inside was left to the writer to complete. Most of the drawings represented nativity scenes or Haitian landscapes designed by the more talented of the neighborhood teenagers.

Being a so-called Christmas card designer was a very rewarding occupation for a youngster. Although the cards were sold at about fifty centimes a piece, a U.S. dime, the season's revenue could cover the cost of tickets to movie theaters for several days, extra toys, and other children's fancies. As an added benefit, youngsters viewed the Christmas card designers as role models and local heroes.

Christmas Eve

This was the day when most of the rules for children were relaxed. The lack of specific application of rules made us feel like adults. All houses in the neighborhood were open with all lights on until about three o'clock in the morning. There was no curfew as long as we showed up to church for midnight mass. We went out in the neighborhood by groups; our parents did not necessarily know exactly where we were. The older kids were in charge.

At midnight, we all went to mass at the main church. After mass, we went back home to enjoy the meals of the "reveillon," something like a wake. That meal was usually rice and beans with fried chicken soaked in a mild sauce.

The table manners for this 2:00 a.m. meal were also relaxed. Although it was necessary to eat it sitting at the dinner table, we did not have to worry about where our elbows were or how full our mouths were while talking. When you combined all of that with the excitement of expecting presents from "Papa Noel," Santa Claus, the following morning, we had a night we could not forget.

On Christmas day, we got up early with our eyes barely open due to lack of sleep, and went to see the toys left for us by Papa Noel. The rest of Christmas Day was spent playing with our new toys and those of our friends.

End of the Holiday Season

The period between Christmas day and Independence Day, January 1, was spent playing with our toys, watching fireworks, and enjoying the holiday vacation. Students in Haiti had a Christmas break which ran approximately two weeks, from Christmas week to "Kings' Day," or "Les Rois" on Sunday. On "Les Rois," the whole family gathered at one member's home and feasted over barbecued goat, fried plantains, rice, and beans.

We socialized and played games while taking down the Christmas trees. Most kids related their most exciting stories of the Christmas season while expressing dread about going to school the following day.

Handout for Grade 10 Lesson: **Haitian Independence**

TOUSSAINT LOUVERTURE

The births of slaves' children were not always registered immediately so it is difficult to determine the exact age of an individual. In some other instances records were misplaced or destroyed for a variety of reasons.

It is believed that Toussaint Louverture was born between the years of 1743 and 1746 in Saint Domingue. He was the grandson of *Gaou-Guinou*, king of *Allada*, from Dahomey, known today as Benin in West Africa. Today in Benin at the Kingdom of Allada, a monument and park honor the spirit of Toussaint Louverture. This grandson of an African king spent fifty years of his life in slavery.

Humane masters employed Toussaint's parents as personal servants, and he was allowed to receive instruction while working as a coachman. Toussaint became one of the few literate black revolutionaries. When he heard of the slave uprising, he secured the safe expatriation of his master's family before joining the revolutionary forces. His leadership ability brought him to prominence quickly.

During his childhood, Toussaint was a laughing stock because he was small and weak. They used to call him *fatra baton* (rubbish rod). Infuriated by so much ridicule, he strengthened his body with energetic exercise, such as horseback riding and swimming. Still a young man, he became an outstanding horseman and won the title of *Centaur de la Savane* (Centaur of the Savannah).

Toussaint was forty years old when his godfather, Pierre Baptiste, an old black man, taught him how to read and write. He became so fond of reading that, before 1789, he had read *l'Histoire Philosophique des Indes* (The Philosophic History of the Indies) several times. The author's prediction about the coming of a Spartacus avenger of the black race profoundly impressed Toussaint.

Toussaint took advantage of every opportunity to educate himself. From his father he learned simple traditional medicine, and while caring for the horses on the plantations, he became a veterinarian.

From the Spanish army he had joined during the spring of 1793, he learned how to discipline troops and prepare for war. In appreciation of his military performance, the Spaniards honored him with a sword, a decoration, and the rank of Lieutenant-General in the Armies of the King of Spain.

At the beginning of 1794, the Governor of Saint Domingue invited Toussaint to join the French Army, telling him that the Republic of France would allow him to pursue his fight for the freedom of blacks. By October 1795, he became Brigadier General of the French Army. Only his remarkable talent as an organizer surpassed his outstanding military activities.

Toussaint was recognized as the General-in-Chief of Saint Domingue, on January 12, 1799. He came to realize that he could reunite the two regions of the island under his sole political and administrative authority. He engineered the invasion of the eastern part of the island and proceeded with his plan in early January 1801.

On January 27, 1801, before the government officials, the army and the people, Toussaint raised the French Tricolor and received the keys to the city of *Santo Domingo*, the capital of the eastern region, from Don Joaquin Garcia, the Spanish Governor. As he entered the old cathedral, the

hymns of a victory, *Te Deum*, reverberated throughout with solemnity. After the ceremony, before an enormous crowd assembled on the main square of *Santo Domingo*, Toussaint declared slavery abolished for all without exception.

With extraordinary tenacity and political savvy, Toussaint began the reorganization of the eastern region. The amazing spectacle of a poor old black man showing such remarkable administrative talent astonished the white men of Saint Domingue.

Toussaint's way of life was prodigious. He slept only two hours a day and ate very little. Quite often, he would have a cassava and a glass of water as his only meal of the day.

He took his only relaxation during long rides. Always on horseback, he would crisscross the island and would never hesitate to sanction an unscrupulous or negligent public servant.

Toussaint became convinced that the island could not continue to be solely regulated by French law. In the spring of 1801, he convened a handpicked "Constitutional Assembly" composed of seven whites and three mulattos. Their mission was to prepare a constitution for the island of Saint Domingue.

On May 9, 1801, the assembly presented the island's first constitution to Toussaint. He was named Governor General for Life with power to choose his successor. Everything was centralized under his sole authority. He would propose and promulgate laws; make all appointments, control finances, and command armies.

Toussaint's constitution was authoritarian, centralizing, and largely despotic. It did not take long for those who were most affected by his decisions, especially the cultivators who were afraid of the return to slavery, to enter into rebellion. He reacted strongly and too often abusively. He gradually lost the support he needed for a productive and successful administration.

In France, people were fearful of Toussaint and unhappy about his leadership of the one time richest French colony. Napoleon himself was enraged against the Governor General for Life and his arrogance. Determined to annihilate the government of the blacks in Saint Domingue, he ordered an expedition of 22,000 French, Spanish, and Dutch soldiers who sailed on eighty-six warships from several ports in Europe. Napoleon appointed his twenty-nine-year-old brother-in-law, Victor-Emmanuel Leclerc, to arrest and deport Toussaint Louverture.

About six months after his arrival, Leclerc led Toussaint into a trap, arrested him on June 7, 1802, and "shipped" him to France, where he was incarcerated at *Fort de Joux*, on the glacial top of the *Jura* mountain. On the morning of April 7, 1803, Toussaint Louverture was dead. He was found seated in a chair near the fire, his head resting against the chimney.

Handout for Grade 10 Lesson: **Haitian Independence**

INDEPENDENCE AT LAST

Toussaint's right arm, Jean-Jacques Dessalines, succeeded him as General-in-Chief of the rebels after an agreement with General Alexandre Petion for the love of liberty and independence. Petion was a mulatto born free who returned from France to Saint Domingue with Leclerc's army. Dessalines was born in slavery on *Habitation Cormiers* between 1746 and 1758, and was named Jacques Duclos after his master.

Rebellious and disobedient, the young slave grew up under the whips and lashes of the plantation commanders. He became a young man of medium height with powerful, muscular limbs. His face and body were covered with furrows encrusted on his skin by frequent lashings.

When he was thirty-three years old, Jean-Jacques was sold to a black slave owner whose name was Des Salines. This new owner was a carpenter. Jean-Jacques learned from this master, who considered him a good worker. Their relationship was so cordial that Jean-Jacques was pleased to have a new name, which became Dessalines.

His former master, Duclos, may have sold him because of his possible participation in the *Bwa Kayiman* gathering of August 14, 1791, along with Toussaint Louverture. Supposedly Reverend P. Cabon, a catholic priest, reported that Dessalines participated in the slave uprising of 1791 and joined the French army with Toussaint Louverture in 1794.

As General-in-Chief of the rebels, Dessalines proposed to finish the work begun by Makandal and Boukman.

The same forces that molded Toussaint's genius had helped the emergence of his black and mulatto senior generals and officials. The most famous among the black generals was Dessalines. He was one of the two Generals of Division, the other was Clairveaux, a mulatto. By some, Dessalines was thought to excel Toussaint in military genius although he learned to sign his name quite late in life.

In May 1803, Alexandre Petion suggested some formal act of unification that could secure the allegiance and effective collaboration of the congo chiefs. The generals and the chieftains met on May 14. With Christophe, Petion, and Clerveaux beside him, Dessalines stressed the need for unity. Up to this moment, the rebels had fought under the flag of France. On May 18, the last day of what later was called the Congress of Archaie, all participants swore allegiance to Dessalines.

Seizing the French tricolor flag, which draped the table at which he stood, Dessalines ripped out the white band and handed the blue and red ones to stitch to Catherine Flon, goddaughter of his wife. The revolutionaries now had their own flag.

Dessalines governed the territories under his command with an iron rod, and in spite of limited constructive capacity for government, he had a shrewdness and ruthless determination that were of service to his people. He mobilized the courage and bravery of his officers and soldiers into a common love for liberty and an eagerness for independence.

In the early morning of November 18, 1803, Dessalines sent General Capois to take position on the hills of Charrier, between *Haut-du-Cap* and *Cap-Francais*. The approach to Charrier ran up a long ravine under the guns of Vertières, occupied by the French army. Capois lost his hat to a grapeshot, and then his horse went down. Capois picked himself up, drew his sword, told his soldiers to go forward, and began to lead them again.

This was the ultimate battle of the war for independence. The following morning, Captain General Rochambeau sent his assistant to negotiate the terms of a surrender. On January 1, 1804, Dessalines, along with Christophe, Petion, and thirty generals and superior officers, proclaimed the independence of Saint Domingue, which they renamed Haiti. They established the second republic in the Americas, the first independent black republic in the world. Haiti and its people had begun a new era in history.

Handout for Grade 10 Lesson: **Haitian Proverbs**

From the Haitian Proverbs web site
(<http://nonviolence.org/pcusa/haititaskforce/proverb.html>)

HAITIAN PROVERBS

The Haitian people are a people of proverbs. Proverbs reflect the wisdom and philosophy of the Haitian way of life. They are memorized and recited at gatherings - one has only to say the first word of a proverb for the rest of the crowd to chime in! The fact that these proverbs are subject to many interpretations makes them ageless and a lively source of conversation. Below are some favorite Haitian proverbs translated into English.

- 1) When you're not your natural self, you don't do anything well.
- 2) When your garden is far away, you're not wasteful with your food.
- 3) It's the last drop that caused the glass to overflow.
- 4) When you do good, time passes quickly.
- 5) If you don't use your head, your feet are going to do a lot of walking.
- 6) You must sleep at John's house before you know how he snores.
- 7) Education is the work of your entire life.
- 8) Two heads have two different opinions.
- 9) When in trouble, you're not supposed to sleep too soundly.
- 10) What the eye doesn't see, doesn't move the heart.
- 11) Behind the mountains, more mountains.
- 12) Rocks in the water don't know the misery of rocks in the sun.
- 13) The house that leaks can fool the sun, but it can't fool the rain.
- 14) Only when the serpent dies do you know its true length.
- 15) A beautiful burial does not guarantee heaven.

Handout for Grade 11/12 Lesson:
United States Government and Haitian Government

From the Embassy of Haiti web site (www.haiti.org/constitu/constabl.htm)

CONSTITUTION OF THE REPUBLIC OF HAITI

1987

PREAMBLE

The Haitian people proclaim this constitution in order to:

Ensure their inalienable and imprescriptible rights to life, liberty, and the pursuit of happiness; in conformity with the Act of Independence of 1804 and the Universal Declaration of the Rights of Man of 1948.

Constitute a socially just, economically free, and politically independent Haitian nation.

Establish a strong and stable State, capable of protecting the country's values, traditions, sovereignty, independence, and national vision.

Implant democracy, which entails ideological pluralism and political rotation and affirm the inviolable rights of the Haitian people.

Strengthen national unity by eliminating all discrimination between the urban and rural populations, by accepting the community of languages and culture and by recognizing the right to progress, information, education, health, employment and leisure for all citizens.

Ensure the separation and the harmonious distribution of the powers of the State at the service of the fundamental interests and priorities of the Nation.

Set up a system of government based on fundamental liberties, and the respect for human rights, social peace, economic equity, concerted action and participation of all the people in major decisions affecting the life of a nation, through effective decentralization.



CONSTITUTION OF THE REPUBLIC OF HAITI

Title I

THE REPUBLIC OF HAITI

ITS EMBLEM AND ITS SYMBOLS

Chapter II - Territory of the Haitian Republic

CHAPTER I THE REPUBLIC OF HAITI

FIRST ARTICLE:

Haiti is an indivisible, sovereign, independent, cooperatist, free, democratic and social republic.

FIRST ARTICLE - 1:

The city of Port-au-Prince is the capital and the seat of government. This seat may be moved elsewhere for reasons of force majeure.

ARTICLE 2:

The national colors shall be blue and red.

ARTICLE 3:

The emblem of the Haitian Nation shall be a flag with the following description:

- a) Two (2) equal-sized horizontal bands: a blue one on top and a red one underneath;
- b) The coat of arms of the Republic shall be placed in the center on a white square;
- c) The coat of arms of the Republic are: a Palmette surrounded by the liberty cap, and under the palms a trophy with the legend: In Union there is Strength.

ARTICLE 4:

The national motto is : Liberty, Equality, Fraternity.

ARTICLE 4 - 1:

The national anthem shall be the "Dessalinienne."

ARTICLE 5:

All Haitians are united by a common language: Creole.

Creole and French are the official languages of the Republic.

ARTICLE 6:

The monetary unit shall be the gourde, which is divided into centimes.

ARTICLE 7:

The cult of the personality is categorically forbidden. Effigies and names of living personages may not appear on the currency, stamps, seals, public buildings, streets or works of art.

ARTICLE 7-1:

Use of effigies of deceased persons must be approved by the Legislature.

CHAPTER II TERRITORY OF THE HAITIAN REPUBLIC

ARTICLE 8:

The territory of the Haitian Republic comprises:

- a) The western part of the island of Haiti and the adjacent islands of La Gonâve, la Tortue, l'Île à Vâche, les Cayemites, La Navase, la Grande Caye and the other islands of the Territorial Sea;
- b) It is bounded on the east by the Dominican Republic, on the north by the Atlantic Ocean, on the south and west by the Caribbean Sea or Sea of the Antilles;
- c) The air space over the land and sea of the Republic.

ARTICLE 8 - 1:

The territory of the Haitian Republic is inviolable and may not be alienated either in whole or in part by any treaty or convention.

ARTICLE 9:

The territory of the Republic is divided and subdivided into Departments, Arrondissements, Communes, Quartiers and Communal sections.

ARTICLE 9-1:

The law determines the number and boundaries of these divisions and subdivisions, and regulates their organization and operation.



CONSTITUTION OF THE REPUBLIC OF HAITI

Title II

HAITIAN NATIONALITY

ARTICLE 10:

The regulations governing Haitian nationality shall be determined by law.

ARTICLE 11:

Any person born of a Haitian father or Haitian mother who are themselves native-born Haitians and have never renounced their nationality possesses Haitian nationality at the time of birth.

ARTICLE 12:

Haitian nationality may be acquired by naturalization.

ARTICLE 12 - 1:

After five years of continuous residence in the territory of the Republic, any foreigner may obtain Haitian nationality by naturalization, in conformity with the regulations established by law.

ARTICLE 12 - 2:

Haitians by naturalization shall be allowed to exercise the right to vote but they must wait five (5) years after the date of their naturalization to be eligible to hold public office other than those reserved by the Constitution and by law for native-born Haitians.

ARTICLE 13:

Haitian nationality is lost by:

- a) Naturalization in a foreign country;
- b) Holding a political post in the service of a foreign country;

- c) Continuous residence abroad of a naturalized Haitian without duly granted authorization by a competent official. Anyone who loses his nationality in this manner may not reacquire it.

ARTICLE 14:

A naturalized Haitian may recover his Haitian nationality by meeting all of the conditions and formalities imposed on aliens by the law.

ARTICLE 15:

Dual Haitian and foreign nationality is in no case permitted.



CONSTITUTION OF THE REPUBLIC OF HAITI

Title III

BASIC RIGHTS AND DUTIES OF THE CITIZEN

Chapter II - Basic Rights

Section A - Right to Life and Health

Section B - Individual Liberty

Section C - Freedom of Expression

Section D - Freedom of Conscience

Section E - Freedom of Assembly and Association

Section F - Education and Teaching

Section G - Freedom to Work

Section H - Property

Section I - Right to Information

Section J - Right to Security

Chapter III - Duties of the Citizen

CHAPTER I

THE NATURE OF CITIZENSHIP

ARTICLE 16:

Citizenship entails both civil and political rights.

ARTICLE 16 -1 :

The enjoyment, exercise, suspension and loss of these rights are regulated by law.

ARTICLE 16-2:

The age of majority is eighteen (18) years.

ARTICLE 17:

All Haitians, regardless of sex or marital status, who have attained twenty-one years of age may exercise their political and civil rights if they meet the other conditions prescribed by the Constitution and by the law.

ARTICLE 18:

Haitians shall be equal before the law, subject to the special advantages conferred on native-born Haitians who have never renounced their nationality.

**CHAPTER II
BASIC RIGHTS**

**SECTION A
RIGHT TO LIFE AND HEALTH**

ARTICLE 19:

The State has the absolute obligation to guarantee the right to life, health, and respect of the human person for all citizens without distinction, in conformity with the Universal Declaration of the Right of Man.

ARTICLE 20:

The death penalty is abolished in all cases.

ARTICLE 21:

The crime of high treason consists in bearing arms in a foreign army against the Republic, serving a foreign nation in a conflict with the Republic, in any official's stealing State property entrusted to his management, or any violation of the Constitution by those responsible for enforcing it.

ARTICLE 21-1:

The crime of high treason is punishable by forced labor for life without commutation of sentence.

ARTICLE 22:

The State recognizes the right of every citizen to decent housing, education, food and social security.

ARTICLE 23:

The State has the obligation to ensure for all citizens in all territorial divisions appropriate means to ensure protection, maintenance and restoration of their health by establishing hospitals, health centers and dispensaries.

SECTION B INDIVIDUAL LIBERTY

ARTICLE 24:

Individual liberty is guaranteed and protected by the State.

ARTICLE 24-1:

No one may be prosecuted, arrested or detained except in the cases determined by law and in the manner it prescribes.

ARTICLE 24-2:

Except where the perpetrator of a crime is caught in the act, no one may be arrested or detained other than by written order of a legally competent official.

ARTICLE 24-3:

For such an order to be carried out, the following requirements must be met:

- a) It must formally state the reason in Creole and in French for the arrest or detention and the provision of the law that provides for punishment of the act charged.
- b) Legal notice must be given and a copy of the order must be left with the accused at the time of its execution;
- c) The accused must be notified of his right to be assisted by counsel at all phases of the investigation of the case up to the final judgment;
- d) Except where the perpetrator of a crime is caught in the act, no arrest by warrant and no search may take place between six (6) p.m. and six (6) a.m..
- e) Responsibility for an offense is personal, and no one may be arrested in the place of another.

ARTICLE 25:

Any unnecessary force or restraint in the apprehension of a person or in keeping him under arrest, or any psychological pressure or physical brutality, especially during interrogation, is forbidden.

ARTICLE 25-1:

No one may be interrogated without his attorney or a witness of his choice being present.

ARTICLE 26:

No one may be kept under arrest more than forty-eight (48) hours unless he has appeared before a judge asked to rule on the legality of the arrest and the judge has confirmed the arrest by a well-founded decision.

ARTICLE 26-1:

In the case of a petty violation, the accused shall be referred to a justice of the peace, who shall then hand down a final decision.

In the case of more serious offenses or crimes, an appeal may be filed, without prior permission, simply by addressing a petition to the presiding judge of the competent civil court, who, on the basis of the oral statement of the prosecutor, shall rule on the legality of

the arrest and detention, in a special session of the court, without postponement or rotation of judges, all other cases being suspended.

ARTICLE 26-2:

If the arrest is judged to be illegal, the judge shall order the immediate release of the arrested person and that order shall be enforceable immediately, regardless of any appeal to a higher court or the supreme court for an order forbidding enforcement of the judgment.

ARTICLE 27:

Any violation of the provisions on individual liberty are arbitrary acts. Injured parties may, without prior authorization, appeal to the competent courts, to bring suit against the authors and perpetrators of these arbitrary acts, regardless of their rank or the body to which they belong.

ARTICLE 27-1:

Government officials and employees are directly liable under civil and administrative criminal law for acts carried out in violation of rights. In such cases, civil liability extends to the State as well.

SECTION C FREEDOM OF EXPRESSION

ARTICLE 28:

Every Haitian has the right to express his opinions freely on any matter by any means he chooses.

ARTICLE 28-1:

Journalists shall freely exercise their profession within the framework of the law. Such exercise may not be subject to any authorization or censorship, except in the case of war.

ARTICLE 28-2:

Journalists may not be compelled to reveal their sources. However, it is their duty to verify the authenticity and accuracy of information. It is also their obligation to respect the ethics of their profession.

ARTICLE 28-3:

All offenses involving the press and abuses of the right of expression come under the code of criminal law.

ARTICLE 29:

The right of petition is recognized. It is exercised personally by one or more citizens but never in the name of a body.

ARTICLE 29-1:

All petitions to the Legislative Branch must give rise to the regulatory procedure for ruling upon their purpose.

SECTION D FREEDOM OF CONSCIENCE

ARTICLE 30:

All religions and faiths shall be freely exercised. Everyone is entitled to profess his religion and practice his faith, provided the exercise of that right does not disturb law and order.

ARTICLE 30-1:

No one may be compelled to belong to a religious organization or to follow a religious teaching contrary to his convictions.

ARTICLE 30-2:

The law establishes the conditions for recognition and practice of religions and faiths.

SECTION E FREEDOM OF ASSEMBLY AND ASSOCIATION

ARTICLE 31:

Freedom of unarmed assembly and association for political, economic, social, cultural or any other peaceful purposes is guaranteed.

ARTICLE 31-1:

Political parties and groups shall compete with each other in the exercise of suffrage. They may be established and may carry out their activities freely. They must respect the principles of national and democratic sovereignty. The law determines the conditions for their recognition and operation, and the advantages and privileges reserved to them.

ARTICLE 31-2:

The police authorities must be notified in advance of assemblies outdoors in public places.

ARTICLE 31-3:

No one may be compelled to join any association of any kind.

SECTION F EDUCATION AND TEACHING

ARTICLE 32:

The State guarantees the right to education. It sees to the physical, intellectual, moral, professional, social and civic training of the population.

ARTICLE 32-1:

Education is the responsibility of the State and its territorial divisions. They must make schooling available to all, free of charge, and ensure that public and private sector teachers are properly trained.

ARTICLE 32-2:

The first responsibility of the State and its territorial divisions is education of the masses, which is the only way the country can be developed. The State shall encourage and facilitate private enterprise in this field.

ARTICLE 32-3:

Primary schooling is compulsory under penalties to be prescribed by law. Classroom facilities and teaching materials shall be provided by the State to elementary school students free of charge.

ARTICLE 32-4:

Agricultural, vocational, cooperative and technical training is a fundamental responsibility of the State and its communes.

ARTICLE 32-5:

Preschool and maternal training, as well as non-formal education are encouraged.

ARTICLE 32-6:

Higher education shall be open to all, on an equal basis, according to merit only.

ARTICLE 32-7:

The State shall see to it that each territorial division, communal section, commune or Department shall have the essential educational establishment adapted to the needs of their development, without however prejudicing the priorities assigned to agricultural, vocational, cooperative and technical training, which must be widely disseminated.

ARTICLE 32-8:

The State guarantees that the handicapped and the gifted shall have the means to ensure their autonomy, education and independence.

ARTICLE 32-9:

The State and its territorial divisions have the duty to make all necessary provisions to intensify the literacy campaign for the masses. They encourage all private initiatives to that end.

ARTICLE 32-10:

Teachers are entitled to a fair salary.

ARTICLE 33:

There shall be freedom of education at all levels. This freedom shall be exercised under the control of the State.

ARTICLE 34:

Except where perpetrators of crimes are caught in the act, the premises of educational establishments are inviolable. No police forces may enter them except with the permission of the supervisors of those establishments.

ARTICLE 34-1:

This provision does not apply when an educational establishment is used for other purposes.

SECTION G FREEDOM TO WORK

ARTICLE 35:

Freedom to work is guaranteed. Every citizen has the obligation to engage in work of his choice to meet his own and his family's needs, and to cooperate with the State in the establishment of a social security system.

ARTICLE 35-1:

Every employee of a private or public institution is entitled to a fair wage, to rest, to a paid annual vacation and to a bonus.

ARTICLE 35-2:

The State guarantees workers equal working conditions and wages regardless of their sex, beliefs, opinions and marital status.

ARTICLE 35-3:

Trade union freedom is guaranteed. Any worker in the public and private sector may join a union representing his particular occupation solely to protect his work interests.

ARTICLE 35-4:

Unions are essentially nonpolitical, nonprofit, and nondenominational. No one may be forced to join a union.

ARTICLE 35-5:

The right to strike is recognized under the limits set by law.

ARTICLE 35-6:

The minimum age for gainful employment is set by law. Special laws govern the work of minors and servants.

SECTION H PROPERTY

ARTICLE 36:

Private property is recognized and guaranteed. The law specifies the manner of acquiring and enjoying it, and the limits placed upon it.

ARTICLE 36-1:

Expropriation for a public purpose may be effected only by payment or deposit ordered by a court in favor of the person entitled thereto, of fair compensation established in advance by an expert evaluation.

If the initial project is abandoned, the expropriation is canceled. The property may not be subject to any speculation and must be restored to its original owner without any reimbursement for the smallholder. The expropriation measure is effective upon the startup of the project.

ARTICLE 36-2:

Nationalization and confiscation of goods, property and buildings for political reasons are forbidden.

No one may be deprived of his legitimate right of ownership other than by a final judgment by a court of ordinary law, except under an agrarian reform.

ARTICLE 36-3:

Ownership also entails obligations. Uses of property cannot be contrary to the general interest.

ARTICLE 36-4:

Landowners must cultivate, work, and protect their land, particularly against erosion. The penalty for failure to fulfill this obligation shall be prescribed by law.

ARTICLE 36-5:

The right to own property does not extend to the coasts, springs, rivers, water courses, mines and quarries. They are part of the State's public domain.

ARTICLE 36-6:

The law shall establish regulations governing freedom to prospect for and work mines, ore-bearing earths, and quarries, ensuring an equal share of the profits of such exploitation to the owner of the land and to the Haitian State or its concessionaires.

ARTICLE 37:

The law shall set the conditions for land division and aggregation in terms of a territorial management plan and the well-being of the communities concerned, within the framework of an agrarian reform.

ARTICLE 38:

Scientific, literary and artistic property is protected by law.

ARTICLE 39:

The inhabitants of the Communal Sections have the right of preemption for the exploitation of the State's land in the private domain located in their locality.

SECTION I RIGHT TO INFORMATION

ARTICLE 40:

The State has the obligation to publicize in the oral, written and televised press in the Creole and French languages all laws, orders, decrees, international agreements, treaties, and conventions on everything affecting the national life, except for information concerning national security.

SECTION J RIGHT TO SECURITY

ARTICLE 41:

No person of Haitian nationality may be deported or forced to leave the national territory for any reason. No one may be deprived for political reasons of his legal capacity and his nationality.

ARTICLE 41-1:

No Haitian needs a visa to leave or return to the country.

ARTICLE 42:

No citizen, whether civilian or military, may be denied access to the courts open to him under the Constitution and the laws.

ARTICLE 42-1:

Military personnel accused of the crime of high treason against the country shall be tried in a court of ordinary law.

ARTICLE 42-2:

Military courts have jurisdiction only:

- a) In the case of violation by military personnel of regulations in the Manual of Military Justice;
- b) In the case of conflicts between members of the armed forces;
- c) In the case of war.

ARTICLE 42-3:

Cases of conflicts between civilians and military personnel, abuses, violence and crimes perpetrated against a civilian by a member of the military in the performance of his duties are under the jurisdiction of courts of ordinary law.

ARTICLE 43:

No house search or seizure of papers may take place except under the terms of the law and in the manner prescribed by it.

ARTICLE 44:

Persons detained temporarily awaiting trial must be held separately from those who are serving sentence.

ARTICLE 44-1:

Prisons must be operated in accordance with standards reflecting respect for human dignity according to the law on this subject.

ARTICLE 45:

No penalty may be established except by law nor applied except in cases that the law determines.

ARTICLE 46:

No one may be compelled in cases of crimes, minor offenses, or petty violations to bear witness against himself or his relatives up to the fourth degree of consanguinity or the second degree of affinity.

ARTICLE 47:

No one may be compelled to take an oath except in the cases and in the manner provided for by law.

ARTICLE 48:

The State shall see to it that a Civil Pension Retirement Fund is established in the public and private sectors. The fund shall receive contributions from employers and employees, in

accordance with the criteria and in the manner established by law. The granting of a pension is a right not a privilege.

ARTICLE 49:

Freedom and privacy of correspondence and any other forms of communication are inviolable. They may be limited only by a well-founded judicial ruling, according to the guarantees established by law.

ARTICLE 50:

Under the Constitution and the law, a jury is established in criminal cases for violent crimes and political offenses.

ARTICLE 51:

The law may not be made retroactive except in criminal cases when it favors the accused.

CHAPTER III DUTIES OF THE CITIZEN

ARTICLE 52:

Citizenship entails civic duties. Every right is counterbalanced by a corresponding duty.

ARTICLE 52-1:

Civic duties are the citizen's moral, political, social and economic obligations as a whole to the State and the country. These obligations are:

- a) To respect the Constitution and the national emblem;
- b) To respect the law;
- c) To vote in elections without constraint;
- d) To pay his taxes;
- e) To serve on a jury;
- f) To defend the country in the event of war;
- g) To educate and improve himself;
- h) To respect and protect the environment;
- i) To respect scrupulously the revenues and properties of the State;
- j) To respect the property of others;
- k) To work to maintain peace;
- l) To provide assistance to persons in danger;
- m) To respect the rights and freedom of others.

ARTICLE 52-2:

Failure to abide by these provisions shall be punishable by law.

ARTICLE 52-3:

Compulsory civic service for both sexes is established. The terms thereof shall be set by law.



CONSTITUTION OF THE REPUBLIC OF HAITI

Title IV

ALIENS

ARTICLE 53:

The conditions under which aliens may be admitted to or remain in the country are established by law.

ARTICLE 54:

Aliens in the territory of the Republic shall enjoy the same protection accorded to Haitians, under the law.

ARTICLE 54-1:

Aliens enjoy civil, economic and social rights subject to legal provisions on the right to own property, the practice of a profession, engaging in wholesale trade, serving as a commercial representative, and engaging in import and export operations.

ARTICLE 55:

The right to own real property is accorded to aliens resident in Haiti for the needs of their sojourn in the country.

ARTICLE 55-1:

However, aliens residing in Haiti may not own more than one dwelling in the same Arrondissement. They may in no case engage in the business of renting real estate. However, foreign companies engaged in real estate promotion shall receive the benefits of a special status regulated by law.

ARTICLE 55-2:

The right to own real property shall be accorded also to aliens residing in Haiti and to foreign companies for the needs of their agricultural, commercial, industrial, religious, humanitarian or educational enterprises, within the limits and under the conditions prescribed by law.

ARTICLE 55-3:

No alien may be the owner of a building bounded by the Haitian land border.

ARTICLE 55-4:

This right terminates five (5) years after an alien ceases to reside in the country or the operation of his companies have terminated, pursuant to the law establishing regulations to be followed for the transmission and liquidation of property owned by aliens.

ARTICLE 55-5:

Violators of the above provisions and their accomplices shall be punished as provided for in the law.

ARTICLE 56:

An alien may be expelled from the territory of the Republic if he becomes involved in the political life of the country, or in cases determined by law.

ARTICLE 57:

The right to asylum for political refugees is recognized.



CONSTITUTION OF THE REPUBLIC OF HAITI

Title V

Chapter I - Territorial Divisions and Decentralization

Chapter II - The Legislative Branch

Chapter III - The Executive Branch

Chapter IV - The Judiciary

Chapter V - The High Court of Justice

NATIONAL SOVEREIGNTY

ARTICLE 58:

National sovereignty is vested in all citizens.

Citizens directly exercise the prerogatives of sovereignty by:

- a) Electing the President of the Republic;
- b) Electing members of the Legislature;
- c) Electing members of all other bodies or all assemblies provided for by the Constitution and by law.

ARTICLE 59:

Citizens delegate the exercise of national sovereignty to three (3) branches of Government:

- 1) The Legislative Branch;
- 2) The Executive Branch;
- 3) The Judicial Branch;

The principle of separation of the three (3) branches is embodied in the Constitution.

ARTICLE 59-1:

The three (3) branches constitute the essential foundation of the organization of the State, which is civil.

ARTICLE 60:

Each branch is independent of the other two (2) in the powers it exercises separately.

ARTICLE 60-1:

None of them may, for any reason, delegate their powers in all or in part, nor go beyond the bounds set for them by the Constitution and by law.

ARTICLE 60-2:

Each of the three (3) branches is entirely responsible for its own acts.



CONSTITUTION OF THE REPUBLIC OF HAITI

Title V

Chapter II - The Legislative Branch
Chapter III - The Executive Branch
Chapter IV - The Judiciary
Chapter V - The High Court of Justice

CHAPTER I **TERRITORIAL DIVISIONS AND DECENTRALIZATION**

Section A - Communal Sections
Section B - Communes
Section C - Arrondissements
Section D - Departments
Section E - Delegates and Vice-Delegates
Section F - Interdepartmental Council

ARTICLE 61:

The territorial divisions are the Communal Sections, the Communes and the Departments.

ARTICLE 61-1:

The law may create any other territorial division.

SECTION A **COMMUNAL SECTIONS**

ARTICLE 62:

The Communal Section is the smallest administrative territorial entity of the Republic.

ARTICLE 63:

Each Communal Section is administered by a council of three (3) members elected by universal suffrage for (4) years. They may be re-elected an indefinite number of times.

Their mode of organization and operation is regulated by law.

ARTICLE 63-1:

The Administrative Council of the Communal Section is assisted in its work by an Assembly of the Communal Section.

ARTICLE 64:

The State is obligated to establish for each Communal Section the structures required for social, economic, civic and cultural training of its population.

ARTICLE 65:

Members of the Administrative Council of the Communal Section must:

- a) Be Haitians and be at least twenty-five (25) years of age;
- b) Have resided in the Communal Section for two (2) years before the elections and continue to reside there;
- c) Enjoy civil and political rights and never have been sentenced to death, personal restraint or penal servitude or the loss of civil rights.

**SECTION B
COMMUNES**

ARTICLE 66:

Communes have administrative and financial autonomy. Each Commune of the Republic is administered by a Council, known as the Municipal Council, of three (3) members elected by universal suffrage.

ARTICLE 66-1:

The President of the Council is assisted in its work by a Municipal Assembly composed, among others, of a representative of each of its Communal Sections.

ARTICLE 67:

The Municipal Council is assisted in its work by a Municipal Assembly composed, among others, of a representative of each of its Communal Sections.

ARTICLE 68:

The Municipal Council's term is four (4) years, and its members may be re-elected for an indefinite number of terms.

ARTICLE 69:

The mode of organization and operation of the Communes and Municipal Council are regulated by law.

ARTICLE 70:

Members of a Municipal Council must:

- a) Be Haitian;
- b) Have attained twenty-five (25) years of age;
- c) Enjoy civil and political rights;
- d) Have never been sentenced to death, personal restraint or penal servitude or the loss of civil rights;
- e) Have resided at least three (3) years in the Commune and undertake to reside there for the duration of their term.

ARTICLE 71:

Each Municipal Council is assisted at its request by a Technical Council furnished by the Central Government.

ARTICLE 72:

The Municipal Council may be dissolved for negligence, embezzlement, or maladministration, legally determined by a court of competent jurisdiction.

If it is dissolved, the Department Council shall immediately fill the vacancy and call upon the Permanent Electoral Council to elect, in sixty (60) days starting from the date the Council is dissolved, a new Council and shall manage the affairs of the Commune for the remainder of the term. This procedure also applies to vacancies occurring for any other reason.

ARTICLE 73:

The Municipal Council manages its resources for the exclusive benefit of the Municipality and renders its accounts to the Municipal Assembly, which in turn reports to the Department Council.

ARTICLE 74:

The Municipal Council has priority in management of that State's real property in the private domain located within the limits of its Commune. They may not be subject to any transaction without the prior consent of the Municipal Assembly.

**SECTION C
ARRONDISSEMENTS**

ARTICLE 75:

The Arrondissement is an administrative division that may comprise several Communes. Its organization and operations are governed by law.

SECTION D DEPARTMENTS

ARTICLE 76:

The Department is the largest territorial division. It comprises the Arrondissements.

ARTICLE 77:

The Department has legal personality and is autonomous.

ARTICLE 78:

Each Department is administered by a Council of three (3) members elected for four (4) years by the Departmental Assembly.

ARTICLE 79:

Members of the Departmental Council are not necessarily drawn from the Assembly, but they must:

- a) Be Haitians and at least twenty-five (25) years of age;
- b) Have resided in the Department three (3) years before the election and undertake to remain there during their term;
- c) Enjoy civil and political rights and have never been sentenced to death, personal restraint, or penal servitude or the loss of civil rights.

ARTICLE 80:

The Departmental Council is assisted in its work by a Departmental Assembly made up of one (1) representative from each Municipal Assembly.

ARTICLE 80-1:

The following may attend Assembly meetings in an advisory capacity:

- a) Deputies and Senators of the Department;
- b) One (1) representative of each socio-professional association or union;
- c) The Departmental Delegate;
- d) The Director of Public Services of the Department.

ARTICLE 81:

The Departmental Council draws up the Department's development plan in cooperation with the Central Government.

ARTICLE 82:

The organization and operations of the Departmental Council and the Departmental Assembly are regulated by law.

ARTICLE 83:

The Departmental Council manages its financial resources for the exclusive benefit of the Department and renders its accounts to the Departmental Assembly, which in turn reports to the Central Government.

ARTICLE 84:

The Departmental Council may be dissolved in the event of embezzlement or maladministration legally determined by a court of competent jurisdiction.

If it is dissolved, the Central Government appoints a Provisional Commission and calls upon the Permanent Electoral Council to elect a new Council for the remainder of the term within sixty (60) days of the dissolution.

**SECTION E
DELEGATES AND VICE DELEGATES**

ARTICLE 85:

In each Departmental Capital, the Executive Branch appoints a Representative, who bears the title of Delegate. A Vice Delegate placed under the authority of the Delegate is also appointed in each Arrondissement Capital.

ARTICLE 86:

Delegates and Vice Delegates ensure coordination and control of public services and exercise no repressive police functions.

Other duties of Delegates and Vice Delegates are determined by law.

**SECTION F
INTERDEPARTMENTAL COUNCIL**

ARTICLE 87:

The Executive is assisted by an Interdepartmental Council, the members of which are designated by the Departmental Assemblies on the basis of one (1) per Department.

ARTICLE 87-1:

This Representative chosen from among the members of the Departmental Assemblies serves as liaison between the Department and the Executive Branch.

ARTICLE 87-2:

The Interdepartmental Council, in concert with the Executive, studies and plans projects for decentralization and development of the country from the social, economic, commercial, agricultural and industrial standpoint.

ARTICLE 87-3:

It attends working meetings of the Council of Ministers, when they discuss subjects mentioned in the preceding paragraph, and has the right to vote.

ARTICLE 87-4:

Decentralization must be accompanied by deconcentration of public services with delegation of power and industrial decompartmentalization for the benefit of the departments.

ARTICLE 87-5:

The law determines the organization and operation of the Interdepartmental Council, and the frequency of the meetings of the Council of Ministers, in which it participates.



CONSTITUTION OF THE REPUBLIC OF HAITI

Title V

Chapter I - Territorial Divisions and Decentralization

Chapter III - The Executive Branch

Chapter IV - The Judiciary

Chapter V - The High Court of Justice

CHAPTER II

THE LEGISLATIVE BRANCH

Section A - The House of Deputies

Section B - The Senate

Section C - The National Assembly

Section D - Exercise of Legislative Power

Section E - Incompatibilities

ARTICLE 88:

Legislative power shall be vested in two (2) representative Houses. One (1) House of Deputies and one (1) Senate, comprising the Legislature or Parliament.

SECTION A

THE HOUSE OF DEPUTIES

ARTICLE 89:

The House of Deputies is a body composed of members elected by direct suffrage by the citizens and is responsible for exercising, on their behalf and in concert with the Senate, the functions of the legislative branch.

ARTICLE 90:

Each Municipal Authority comprises an electoral district and elects one (1) Deputy.

The law sets up to three (3) the number of Deputies at the level of large built-up areas.

Pending application of the above subparagraphs, the number of Deputies may not be fewer than seventy (70).

ARTICLE 90-1:

To be elected a member of the House of Deputies, a person must:

- 1) Be a native Haitian and have never renounced his nationality;
- 2) Have attained twenty-five (25) years of age;
- 3) Enjoy civil and political rights and never have been sentenced to death, personal restraint or penal servitude or the loss of civil rights for any crime of ordinary law;
- 4) Have resided at least two (2) consecutive years prior to the date of the elections in the electoral district he is to represent;
- 5) Own at least one real property in the district and practice a profession or trade;
- 6) Have been relieved, if need be, of his responsibilities as a manager of public funds.

ARTICLE 92:

Deputies are elected for four (4) years and may be reelected an indefinite number of times.

ARTICLE 92-1:

They take office on the second Monday of January, and sit in two (2) annual meetings. The duration of their term comprises a legislative session.

ARTICLE 92-2:

The first session runs from the second Monday of January to the second Monday of May; the second session, from the second Monday of June to the second Monday of September.

ARTICLE 92-3:

The House of Deputies is completely replaced every four (4) years.

ARTICLE 93:

Beside the duties conferred upon it by the Constitution as branch of the Legislature, the House of Deputies has the duty of arraigning the Chief of State, the Prime Minister, the Ministers and the Secretaries of State before the High Court of Justice, by a majority of two-thirds (2/3) of its members. The other powers of the House Deputies are assigned by the Constitution and by law.

SECTION B THE SENATE

ARTICLE 94:

The Senate is a body composed of members elected by direct suffrage of the citizens and charged with exercising on their behalf, in concert with the House of Deputies, the duties of the Legislative Branch.

ARTICLE 94-1:

The number of Senators is set at three (3) per Department.

ARTICLE 94-2:

A Senator of the Republic is elected by universal suffrage by an absolute majority of votes in the Primary Assemblies held in the geographic departments, under the terms prescribed by the Electoral Law.

ARTICLE 95:

Senators are elected for six (6) years and may be reelected an indefinite number of times.

ARTICLE 95-1:

The Senate is permanently in session.

ARTICLE 95-2:

The Senate may however adjourn, but not during the legislative Session. When it adjourns, it leaves a permanent committee charged with handling current business. The committee may not make any decisions, except to convene the Senate.

In emergencies, the Executive may also convene the Senate before the end of the adjournment period.

ARTICLE 95-3:

One-third (1/3) of the Senate is replaced every two (2) years.

ARTICLE 96:

To be elected to the Senate, a person must:

- 1) Be a native-born Haitian and never have renounced his nationality;
- 2) Have attained thirty (30) years of age;
- 3) Enjoy civil and political rights and never have been sentenced to death, personal restraint or penal servitude or the loss of civil rights for a crime of ordinary law;
- 4) Have resided in the Department he will represent, at least four (4) consecutive years prior to the date of the elections;
- 5) Own at least one (1) real property in the Department and practice a profession or trade there;
- 6) Have been relieved, if need be, of his responsibilities as a manager of public funds.

ARTICLE 97:

In addition to the responsibilities incumbent upon it as a branch of the Legislature, the Senate shall have the following powers:

- 1) To propose to the Executive the list of Supreme Court (Cour de Cassation) justices according to the provisions of the Constitution;
- 2) Constitute itself as a High Court of Justice;
- 3) Exercise all other powers assigned to it by this Constitution and by law.

**SECTION C
THE NATIONAL ASSEMBLY**

ARTICLE 98:

The meeting in a single Assembly of the two (2) branches of the Legislature constitute the National Assembly.

ARTICLE 98-1:

The National Assembly meets to open and close each session and in all cases provided for by the Constitution.

ARTICLE 98-2:

The powers of the National Assembly are limited and may not be extended to matters other than those especially assigned to it by the Constitution.

ARTICLE 98-3:

The Assembly's powers are:

- 1) To receive the constitutional oath of the President of the Republic;
- 2) To ratify any decision to declare war when all efforts at conciliation have failed;
- 3) To approve or reject international treaties and conventions;
- 4) To amend the Constitution according to the procedure indicated herein;
- 5) To ratify decisions of the Executive to move the seat of the Government in cases determined by the first ARTICLE of this Constitution;
- 6) To decide on when a state of siege shall be declared, to order with the Executive that constitutional guarantees shall be suspended, and to decide on any request to renew that measure;
- 7) To contribute to selecting members of the Permanent Electoral Council, pursuant to ARTICLE 92 of this Constitution;
- 8) To receive at the opening of each session the report on the Government's activities.

ARTICLE 99:

The National Assembly is presided over by the President of the Senate, assisted by the President of the House of Deputies acting as Vice President. The Secretaries of the Senate and the House of Deputies are the Secretaries of the National Assembly.

ARTICLE 99-1:

In the event the President of the Senate is unable to discharge his duties, the National Assembly shall be presided over by the President of the House of Deputies, and the Vice President of the Senate shall then become Vice President of the National Assembly.

ARTICLE 99-2:

In the event the two (2) Presidents are unable to discharge their duties, the two (2) Vice Presidents shall replace them, respectively.

ARTICLE 100:

Sessions of the National Assembly are public. However, they may be held in closed session at the request of five (5) members, and the resumption of public sessions shall then be decided by an absolute majority.

ARTICLE 101:

In emergencies, when the Legislature is not in session, the Executive Branch may call a special session of the National Assembly.

ARTICLE 102:

The National Assembly may not meet or take decisions and pass resolutions without a majority of each of the two (2) Houses being present.

ARTICLE 103:

The Legislature has its seat in Port-au-Prince. However, depending on the circumstances, this seat may be transferred elsewhere to the same place and at the same time as that of the Executive Branch.

**SECTION D
EXERCISE OF LEGISLATIVE POWER**

ARTICLE 104:

A session of the Legislature dates from the opening of the two (2) Houses meeting as the National Assembly.

ARTICLE 105:

In the interval between regular sessions and in emergencies, the President of the Republic may call a special session of the Legislature.

ARTICLE 106:

The Chief of the Executive Branch reports on that measure by a message.

ARTICLE 107:

In the event the Legislature is convened in special session, it may not decide on any matter other than that for which it was called.

ARTICLE 107-1:

However, any Senator or Deputy may introduce a matter of general interest in an Assembly of which he is a member.

ARTICLE 108:

Each House checks and validates the credentials of its members and is the final judge of any disputes that may arise in this regard.

ARTICLE 109:

The members of each House shall take the following oath:

"I swear to discharge my duties, to maintain and safeguard the rights of the people, and to be faithful to the Constitution."

ARTICLE 110:

Meetings of the two (2) Houses are public. Each House may meet in closed session at the request of five (5) members, and the decision to resume public meetings shall then be taken by a majority vote.

ARTICLE 111:

The Legislature makes the laws on all matters of public interest.

ARTICLE 111-1:

Laws may be initiated by each of the two (2) Houses as well as by the Executive Branch.

ARTICLE 111-2:

However, only the Executive Branch may initiate budget law, laws concerning the assessment, percentage and manner of collecting taxes and contributions, and laws designed to generate revenues or to increase revenues and expenditures of the Government. Bills introduced on these matters must be voted on first by the House of Deputies.

ARTICLE 111-3:

In the event of disagreement between the two (2) Houses regarding the laws mentioned in the preceding paragraph, each House shall appoint, by voting on a list of an equal number of members, a parliamentary committee that will make a final decision on the disagreement.

ARTICLE 111-4:

If a disagreement occurs with regard to any other law, a decision on it will be postponed until the following session. If, at that session, and even in the case of replacement of the Houses, no agreement is reached on the law when it is introduced again, each House shall appoint, by taking a vote on a list of an equal number of members, a parliamentary committee to decide on the final text that will be submitted to the two (2) Assemblies, beginning with the one that originally voted on the law. If these additional deliberations produce no result, the bill or proposed law will be withdrawn.

ARTICLE 111-5:

In the event of disagreement between the Legislature and the Executive Branch, the disagreement shall, at the request of one of the parties, be referred to the Conciliation Committee provided for in ARTICLE 206 below.

ARTICLE 111-6:

If the Committee fails to reach a decision, it shall draw up a report of nonconciliation, which it shall remit to the two (2) high parties and inform the Supreme Court thereof.

ARTICLE 111-7:

Within two weeks of receipt of this report, the disagreement shall be referred to the Supreme Court. Sitting as a full court, the Court shall hand down its decision forthwith, setting all other matters aside. Its decision shall be final and is binding on the high parties. If, meanwhile, the high parties reach agreement, the terms of that agreement shall as a matter of course terminate the procedure under way.

ARTICLE 111-8:

In no case may the House of Deputies or the Senate be dissolved or adjourned, nor shall the terms of their members be extended.

ARTICLE 112:

Each House shall, in accordance with its regulations, appoint its staff, establish discipline for them and determine the manner in which they shall perform their duties.

ARTICLE 112-1:

Each House may impose on its members for reprehensible conduct, by a two-thirds (2/3) majority vote, disciplinary penalties, except for expulsion.

ARTICLE 113:

Any member of the Legislature shall be disqualified as a Deputy or Senator, if, during his term, he has received a final sentence by a court of regular law, which renders him ineligible to serve.

ARTICLE 114:

Members of the Legislature are inviolable from the day they take oath up to the expiration of their term, subject to the provisions of ARTICLE 115 below.

ARTICLE 114-1:

They may at no time be prosecuted or attacked for the opinions and votes cast by them in the discharge of their duties.

ARTICLE 114-2

No member of the Legislature shall be subject to civil imprisonment during his term of office.

ARTICLE 115:

No member of the Legislature may during his term be arrested under ordinary law for a crime, a minor offense or a petty violation, except by authorization of the House of which he is a member, unless he is apprehended in the act of committing an offense punishable by death, personal restraint or penal servitude or the loss of civil rights. In that case, the matter is referred to the House of Deputies or the Senate without delay if the Legislature is in session, and if not, it shall be taken up at the next regular or special session.

ARTICLE 116:

Neither of the two (2) Houses may sit or take action without the presence of a majority of its members.

ARTICLE 117:

All acts of the Legislature must be approved by a majority of the members present, unless otherwise stipulated in this Constitution.

ARTICLE 118:

Each House has the right to investigate matters brought before it.

ARTICLE 119:

All bills must be voted on ARTICLE by ARTICLE.

ARTICLE 120:

Each House has the right to amend and to divide ARTICLES and amendments proposed. Amendments voted on by one House may be part of a bill only after it has been voted on by the other House in the same form and in identical terms. No bill shall become law until it has been voted on in the same form by the two (2) Houses.

ARTICLE 120-1:

Any bill may be withdrawn from discussion as long as it has not been finally voted upon.

ARTICLE 121:

Any bill passed by the Legislature shall be immediately forwarded to the President of the Republic, who, before promulgating it, has the right to make objections to it in all or in part.

ARTICLE 121-1:

In such cases, the President of the Republic sends back the bill with his objections to the House where it was originally passed. If the bill is amended by that House, it is sent to the other House with the objections.

ARTICLE 121-2:

If the bill thus amended is voted on by the second House, it will be sent back to the President of the Republic for promulgation.

ARTICLE 121-3:

If the objections are rejected by the House that originally passed the bill, it shall be returned to the other House with the objections.

ARTICLE 121-4:

If the second House also votes to reject it, the bill is sent back to the President of the Republic, who must then promulgate it.

ARTICLE 121-5:

Rejection of the objection is voted on by either House by the majority stipulated in ARTICLE 117. In such cases, the votes of each House shall be taken by secret ballot.

ARTICLE 121-6:

If in either House the majority stipulated in the preceding paragraph is not obtained for the rejection, the objections are accepted.

ARTICLE 122:

The right of objection must be exercised within eight (8) full days starting with the date of the receipt of the bill by the President of the Republic.

ARTICLE 123:

If within the prescribed deadline, the President of the Republic has made no objection, the bill must be promulgated unless the session of the Legislature has ended before expiration of the deadline, in which case, the bill is deferred. At the opening of the following session, the bill thus deferred is sent to the President of the Republic to exercise his right of objection.

ARTICLE 124:

A bill rejected by one of the two (2) Houses may not be introduced again in the same session.

ARTICLE 125:

Bills and other acts of the Legislature and the National Assembly shall enter into force with their promulgation and their publication in the Official Gazette (Journal Officiel) of that Republic.

ARTICLE 125-1:

Bills shall be numbered and included in the printed and numbered bulletin entitled BULLETIN OF LAWS AND ACTS.

ARTICLE 126:

The bill is dated on the day of its final adoption by the two (2) Houses.

ARTICLE 127:

No one may submit petitions in person to the Legislature.

ARTICLE 128:

Only the Legislative Branch has the authority to interpret laws, which it does by passing a law.

ARTICLE 129:

Each member of the Legislature receives a monthly stipend from the time he takes oath.

ARTICLE 129-1:

Service as a member of the Legislature is incompatible with any other duty remunerated by the State, except that of teacher.

ARTICLE 129-2:

Every member of the two (2) Houses has the right to question and interpellate a member of the Government or the entire Government on events and acts of the Administration.

ARTICLE 129-3:

An interpellation request must be seconded by five (5) members of the body concerned. It becomes a vote of confidence or of censure when passed by a majority of that body.

ARTICLE 129-4:

When the interpellation request ends in a vote of censure on a question concerning a Government program or declaration of general policy, the Prime Minister must submit his Government's resignation to the President of the Republic.

ARTICLE 129-5:

The President must accept that resignation and appoint a new Prime Minister, pursuant to the provisions of this Constitution.

ARTICLE 129-6:

The Legislature may not pass more than one vote of censure a year on a question concerning a Government program or declaration of general policy.

ARTICLE 129-6:

In the case of the death, resignation, disqualification, judicial interdiction, or acceptance of a duty incompatible with that of a member of the Legislature, the Deputy or Senator shall be

replaced in his Electoral District for only the remainder of his term by a by-election called by the Primary Assembly to be conducted by the Permanent Electoral Council in the month the vacancy occurs.

ARTICLE 130-1:

The election shall take place within thirty (30) days after convocation of the Primary Assembly, pursuant to the Constitution.

ARTICLE 130-2:

The same procedure shall apply in the absence of an election or in the event that elections are declared null and void by the Permanent Electoral Council in one or more Electoral Districts.

ARTICLE 130-3:

However, if the vacancy occurs during the last regular session of the Legislature or after that session, a by-election may not be held.

**SECTION E
INCOMPATIBILITIES**

ARTICLE 131:

The following may not be elected members of the Legislature:

- 1) Government concessionnaires or contractors for the performance of public service;
- 2) Representatives or agents of Government contractors or concessionnaires, or companies or corporations that have Government concessions or contracts;
- 3) Delegates, Vice Delegates, judges, and officers of the Public Prosecutor's Office whose duties have not terminated six (6) months before the date set for the elections;
- 4) Any person who comes under the other cases of ineligibility stipulated by this Constitution and by law.

ARTICLE 132:

Members of the Executive Branch and the Director Generals of Government departments may not be elected members of the Legislature unless they resign at least one (1) year before the date of the elections.



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CHAPTER III

THE EXECUTIVE BRANCH

Section A - The President of the Republic

Section B - Duties of the President of the Republic

Section C - The Government

Section D - Powers of the Prime Minister

Section E - The Ministers and the Secretaries of State

ARTICLE 133:

The executive power is vested in:

- a) The President of the Republic, who is the Head of State.
- b) The Government, which is headed by the Prime Minister.

SECTION A

THE PRESIDENT OF THE REPUBLIC

ARTICLE 134:

The President of the Republic is elected in direct universal suffrage by an absolute majority of votes. If that majority is not obtained in the first election, a second election is held.

Only the two (2) candidates who, if such be the case, after the withdrawal of more favored candidates, have received the largest number of votes in the first election may run in the second election.

ARTICLE 134-1:

The term of the President is five (5) years. This term begins and ends on the February 7 following the date of the elections.

ARTICLE 134-2:

Presidential elections shall take place the last Sunday of November in the fifth year of the President's term.

ARTICLE 134-3:

The President of the Republic may not be re-elected. He may serve an additional term only after an interval of five (5) years. He may in no case run for a third term.

ARTICLE 135:

To be elected President of the Republic of Haïti, a candidate must:

- a) Be a native-born Haitian and never have renounced Haitian nationality;
- b) Have attained thirty-five (35) years of age by the election day;
- c) Enjoy civil and political rights and never have been sentenced to death, personal restraint or penal servitude or the loss of civil rights for a crime of ordinary law;
- d) Be the owner in Haiti of at least one real property and have his habitual residence in the country;
- e) Have resided in the country for five (5) consecutive years before the date of the elections;
- f) Have been relieved of his responsibilities if he has been handling public funds.

ARTICLE 135-1:

Before taking office, the President of the Republic shall take the following oath before the National Assembly: "I swear before God and the Nation faithfully to observe and enforce the Constitution and the laws of the Republic, to respect and cause to be respected the rights of the Haitian people, to work for the greatness of the country, and to maintain the nation's independence and the integrity of its territory."

SECTION B

DUTIES OF THE PRESIDENT OF THE REPUBLIC

ARTICLE 136:

The President of the Republic, who is the Head of State, shall see to the respect for and enforcement of the Constitution and the stability of the institutions. He shall ensure the regular operations of the public authorities and the continuity of the State.

ARTICLE 137:

The President of the Republic shall choose a Prime Minister from among the members of the majority party of the Parliament. In the absence of such a majority, the President of the Republic shall choose his Prime Minister in consultation with the President of the Senate and the President of the House of Deputies.

In either case, the President's choice must be ratified by the Parliament.

ARTICLE 137-1:

The President of the Republic shall terminate the duties of the Prime Minister upon the latter's submission of the Government's resignation.

ARTICLE 138:

The President of the Republic is the guarantor of the nation's independence and the integrity of its territory.

ARTICLE 139:

He shall negotiate and sign all international treaties, conventions and agreements and submit them to the National Assembly for ratification.

ARTICLE 139-1:

He shall accredit ambassadors and special envoys to foreign powers, receive letters of accreditation from ambassadors of foreign powers and issue exequaturs to consuls.

ARTICLE 140:

He declares war, and negotiates and signs peace treaties with the approval of the National Assembly.

ARTICLE 141:

With the approval of the Senate, the President appoints, by a decree issued in the Council of Ministers, the Commander-in-Chief of the armed forces, the Commander-in-Chief of the police, ambassadors and consul generals.

ARTICLE 142:

By a decree issued in the Council of Ministers, the President of the Republic appoints the Directors General of the Civil Service, and delegates and vice delegates of Departments and Arrondissements.

He also appoints, with the approval of the Senate, Administrative Councils of Autonomous Agencies.

ARTICLE 143:

The President of the Republic is the nominal head of the armed forces, but he never commands them in person.

ARTICLE 144:

He has the seal of the Republic affixed to all laws and promulgates them within the deadline stipulated by the Constitution. Before the expiration of that deadline, he may avail himself of his right of objection.

ARTICLE 145:

He sees to the enforcement of judicial decisions, pursuant to the law.

ARTICLE 146:

The President of the Republic has the right to perform and commute sentences in all res judicata cases, except for sentences handed down by the High Court of Justice as stipulated in this Constitution.

ARTICLE 147:

He may grant amnesty only for political matters as stipulated by law.

ARTICLE 148:

If the President finds it temporarily impossible to discharge his duties, the Executive Authority shall be vested in the Council of Ministers under the Presidency of the Prime Minister, so long as the disability continues.

ARTICLE 149:

Should the Office of the President of the Republic become vacant for any reason, the President of the Supreme Court of the Republic, or in his absence, the Vice President of that Court, or in his absence, the judge with the highest seniority and so on by order of seniority, shall be invested temporarily with the duties of the President of the Republic by the National Assembly duly convened by the Prime Minister. The election of a new President for a new five (5) year term shall be held at least forty-five (45) and no more than ninety (90) days after the vacancy occurs, pursuant to the Constitution and the Electoral Law.

ARTICLE 149-1:

The acting President may in no case be a candidate in the next Presidential election.

ARTICLE 150:

The President of the Republic shall have no powers other than those accorded to him by the Constitution.

ARTICLE 151:

At the opening of each annual session of the Legislature, the President of the Republic shall deliver a message to the Legislature on the State of the Nation. This message may not be debated.

ARTICLE 152:

The President of the Republic shall receive a monthly salary from the Public Treasury upon taking the oath of office.

ARTICLE 153:

The President of the Republic shall have his official residence in the National Palace, in the capital city, unless the seat of the Executive Branch is moved.

ARTICLE 154:

The President of the Republic presides over the Council of Ministers.

SECTION C THE GOVERNMENT

ARTICLE 155:

The Government is composed of the Prime Minister, the Ministers and Secretaries of State. The Prime Minister is the head of the Government.

ARTICLE 156:

The Government conducts the policy of the Nation. It is responsible before Parliament under the terms stipulated by the Constitution.

ARTICLE 157:

To be appointed Prime Minister, a person must:

- 1) Be a native-born Haitian, and never have renounced Haitian nationality;
- 2) Have attained thirty (30) years of age;
- 3) Enjoy civil and political rights and never have been sentenced to death, personal restraint or penal servitude or the loss of civil rights;
- 4) Own real property in Haïti and practice a profession there;
- 5) Have resided in the country for five (5) consecutive years;
- 6) Have been relieved of his responsibilities if he has been handling public funds.

SECTION D POWERS OF THE PRIME MINISTER

ARTICLE 158:

With the approval of the President, the Prime Minister shall choose the members of his Cabinet of Ministers and shall go before Parliament to obtain a vote of confidence on his declaration of general policy. The vote shall be taken in open ballot, and an absolute majority of both Houses is required.

In the event of a vote of non-confidence by one of the two (2) Houses, the procedure shall be repeated.

ARTICLE 159:

The Prime Minister enforces the laws. In the event of the President of the Republic's absence or temporary inability to perform his duties, or at his request, the Prime Minister presides over the Council of Ministers. He has the power to issue rules and regulations but he can never suspend or interpret laws, acts or decrees, nor refrain from enforcing them.

ARTICLE 160:

The Prime Minister appoints and dismisses directly or by delegation Government officials, according to the provisions of the Constitution and the law on the general regulations for Government operations.

ARTICLE 161:

The Prime Minister and the Ministers may appear before the two (2) Houses to support bills and the objections of the President of the Republic and to reply to interpellations.

ARTICLE 162:

Acts of the Prime Minister are countersigned, if need be, by the Ministers responsible for enforcing them. The Prime Minister may be assigned a Ministerial portfolio.

ARTICLE 163:

The Prime Minister and the Ministers are jointly responsible for the acts of the President of the Republic and of their ministries that they countersign. They are also responsible for enforcement of the laws in the areas of their competence.

ARTICLE 164:

The duties of the Prime Minister and of a member of the Government are incompatible with membership in the Parliament. If such a case occurs, the member of Parliament must choose one duty or the other.

ARTICLE 165:

In the event of the Prime Minister's resignation, the Government remains in place until the appointment of a successor, in order to transact current business.

**SECTION E
THE MINISTERS AND SECRETARIES OF STATE**

ARTICLE 166:

The President of the Republic presides over the Council of Ministers. The number of Ministers may be no fewer than ten (10).

When he deems it necessary, the Prime Minister may appoint Secretaries of State to the Ministers.

ARTICLE 167:

The number of Ministers is set by law.

ARTICLE 168:

Holding a ministerial post is incompatible with the exercise of all other public employment, except for higher education.

ARTICLE 169:

Ministers are responsible for the acts of the Prime Minister that they countersign. They are jointly responsible for enforcement of the laws.

ARTICLE 169-1:

In no case may an oral or written order of the President of the Republic or of the Prime Minister release Ministers from the responsibilities of their office.

ARTICLE 170:

The Prime Minister, the Ministers and the Secretaries of State receive monthly salaries established by the Budgetary Law.

ARTICLE 171:

Ministers appoint certain categories of Government employees by delegation of the Prime Minister, according to the conditions set by the law on Government operations.

ARTICLE 172:

When one of the two (2) Houses during an interpellation calls into question the responsibility of a Minister by a vote of censure passed by an absolute majority of its members, the Executive shall recall the Minister.



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CHAPTER IV THE JUDICIARY

ARTICLE 173:

The Judicial Power shall be vested in the Supreme Court [Cour de Cassation], the Courts of Appeal, Courts of First Instance, Courts of Peace and special courts, whose number, composition, organization, operation and jurisdiction are set by law.

ARTICLE 173-1:

Civil rights cases are exclusively the competence of the courts.

ARTICLE 173-2:

No court and no jurisdiction in disputed matters may be established except by law. No special court may be established under any name whatever.

ARTICLE 174:

Judges of the Supreme Court and the Courts of Appeal are appointed for ten (10) years. Judges of the Courts of First Instance are appointed for seven (7) years. Their term begins at the time they take their oath of office.

ARTICLE 175:

Supreme Court justices are appointed by the President of the Republic from a list submitted by the Senate of three (3) persons per court seat. Judges of the Courts of Appeal and Courts of First Instance are appointed from a list submitted by the Departmental Assembly concerned; Justices of the Peace are appointed from a list drawn up by the Communal Assemblies.

ARTICLE 176:

The law regulates the conditions required for serving as a judge at any level. A School of the Magistrature shall be established.

ARTICLE 177:

Judges of the Supreme Court, the Courts of Appeal and the Courts of First Instance are appointed for life. They may be removed from office only because of a legally determined abuse of authority or be suspended following an indictment leveled against them. They may not be reassigned, without their consent, even in the case of a promotion. Their service may be terminated during their term of office only in the event of a duly determined permanent physical or mental incapacity.

ARTICLE 178:

The Supreme Court does not try cases on their merits. Nevertheless, in all cases other than those submitted to a jury, when a case between the same parties is tried upon second appeal, even with an incidental plea of defense, the Supreme Court, accepting the appeal, shall not remand the case to a lower court but shall rule on the merits, sitting as a full court.

ARTICLE 178-1:

However, in the case of appeals from temporary restraining orders of magistrates, grants of appeal pronounced in connection with such orders or from final sentences of the Peace Courts or decisions of special courts, the Supreme Court, admitting the appeal, shall pronounce a decision without remanding the case.

ARTICLE 179:

The duties of a judge are incompatible with any other salaried duties, except for education.

ARTICLE 180:

Court proceedings are public. However, they may take place in closed session in the interest of public order and good morals, at the decision of the Court.

ARTICLE 180-1:

Sentences may not be delivered in closed session in cases of political offenses or offenses involving the press.

ARTICLE 181:

All orders or judgments shall state the grounds for the decision and shall be handed down in a public hearing.

ARTICLE 181-1:

Orders or judgments are delivered and executed in the name of the Republic. They shall include writs of execution to officers of the Public Prosecutor's Office and agencies of the police and armed forces. Acts of notaries shall be put in the same form when their compulsory execution is involved.

ARTICLE 182:

The Supreme Court rules on conflicts of jurisdiction, in the manner regulated by law.

ARTICLE 182-1:

The Supreme Court rules on both fact and law in all cases of decisions handed down by military courts.

ARTICLE 183:

When litigation is referred to it, the Supreme Court, sitting as a full Court, shall rule on the unconstitutionality of the laws.

ARTICLE 183-1:

The interpretation of a law given by the Houses of the Legislature shall be imposed for the purpose of that law without retroactively taking away any rights acquired by res judicata.

ARTICLE 183-2:

The Courts shall apply Government decrees and regulations only insofar as they are in conformity with the law.

ARTICLE 184:

The law determines the jurisdiction of the courts and tribunals, and regulates the manner of proceedings before them.

ARTICLE 184-1:

The law also provides for disciplinary penalties to be taken against judges and officers of the Public Prosecutor's Office, except for Supreme Court justices, who are under the jurisdiction of the High Court of Justice for abuse of authority.



CONSTITUTION OF THE REPUBLIC OF HAITI

Title V

Chapter I - Territorial Divisions and Decentralization

Chapter II - The Legislative Branch

Chapter III - The Executive Branch

Chapter IV - The Judiciary

CHAPTER V

THE HIGH COURT OF JUSTICE

ARTICLE 185:

The Senate may constitute itself as a High Court of Justice. The proceedings of this Court are presided over by the President of the Senate, assisted by the President and Vice President of the Supreme Court as Vice President and Secretary, respectively, except where the justices of the Supreme Court and officers of the Public Prosecutor's Office assigned to that court are involved in the accusation, in which case, the President of the Senate shall be assisted by two (2) Senators, one of whom shall be designated by the accused, and the Senators so appointed shall not be entitled to vote.

ARTICLE 186:

The House of Deputies, by a majority of two-thirds (2/3) of its members, shall indict:

- a) The President of the Republic for the crime of high treason or any other crime or offense committed in the discharge of his duties;
- b) The Prime Minister, the Ministers and the Secretaries of State for crime of high treason and embezzlement or abuse of power or any other crimes or offenses committed in the discharge of their duties;
- c) Members of the Permanent Electoral Council and the Superior Court of Auditors and the Court of Administrative Disputes for serious offenses committed in the discharge of their duties;

- d) Supreme Court justices and officers of the Public Prosecutor's Office before the Court for abuse of authority;
- e) The Protector of Citizens [Protecteur du citoyen].

ARTICLE 187:

Members of the High Court of Justice serve on an individual basis, and on opening proceedings, take the following oath:

"I swear before God and before the Nation to judge with the impartiality and the firmness appropriate to an honest and free man, according to my conscience and my deep-seated conviction."

ARTICLE 188:

The High Court of Justice shall designate, by secret ballot and an absolute majority of votes, from among its members a Committee of Enquiry.

ARTICLE 188-1:

The decision in the form of a decree shall be handed down on the report of the Committee of Enquiry by a two-thirds (2/3) majority of the members of the High Court of Justice.

ARTICLE 189:

The High Court of Justice shall not sit unless a majority of two-thirds (2/3) of its members are present.

ARTICLE 189-1:

The Court may not impose any other penalties than dismissal, disqualification or deprivation of the right to exercise any public office for no less than five (5) years and no more than fifteen (15) years.

ARTICLE 189-2:

However, the convicted person may be brought before ordinary courts, in accordance with the law, if there is reason to impose other penalties or to rule on the institution of civil action.

ARTICLE 190:

Once a case is brought before the High Court of Justice, the Court must sit until it renders its verdict, regardless of the length of the sessions of the Legislature.



CONSTITUTION OF THE REPUBLIC OF HAITI

Title VI

INDEPENDENT INSTITUTIONS

Chapter II - The Superior Court of Auditors and Administrative Disputes

Chapter III - The Conciliation Commission

Chapter IV - Protection of Citizens

Chapter V - The University - The Academy - Culture

CHAPTER I

THE PERMANENT ELECTORAL COUNCIL

ARTICLE 191:

The Permanent Electoral Council is responsible for organizing and controlling with complete independence all electoral procedures throughout the territory of the Republic until the results of the election are announced.

ARTICLE 191-1:

The Council also drafts the Electoral Bill that it submits to the Executive Branch for the necessary purposes.

ARTICLE 191-2

The Council sees to it that the electoral lists are kept up-to-date.

ARTICLE 192:

The Permanent Electoral Council consists of nine (9) members chosen from a list of three (3) names proposed by each of the Departmental Assemblies:

3 are chosen by the Executive Branch; 3 are chosen by the Supreme Court; and 3 are chosen by the National Assembly.

The above-mentioned organs see to it as far as possible that each of the Departments are represented.

ARTICLE 193:

Members of the Permanent Electoral Council must:

- 1) Be a native-born Haitian;
- 2) Have attained forty (40) years of age;
- 3) Enjoy civil and political rights and never have been sentenced to death, personal constraint or penal servitude or the loss of civil rights;
- 4) Have been relieved of their responsibilities if they have been handling public funds;
- 5) Have resided in the country at least three (3) years before their nomination.

ARTICLE 194:

Members of the Permanent Electoral Council are appointed for a nine (9) year nonrenewable period. They may not be removed from office.

ARTICLE 194-1:

One-third of the members of the Permanent Electoral Council are replaced every three (3) years. The President is chosen from among its members.

ARTICLE 194-2:

Before taking office, the members of the Permanent Electoral Council take the following oath before the Supreme Court:

"I swear to respect the Constitution and the provisions of the Electoral Law and to discharge my duties with dignity, independence, impartiality and patriotism."

ARTICLE 195:

In the event of a serious offense committed in the discharge of their duties, the members of the Permanent Electoral Council are liable for prosecution before the High Court of Justice.

ARTICLE 195-1:

The seat of the Permanent Electoral Council is in the capital. Its jurisdiction extends throughout the territory of the Republic.

ARTICLE 196:

Members of the Permanent Electoral Council may not hold any other public post, nor may they be a candidate for an elective post during their term.

In the event of dismissal, a member of the Council must wait three (3) years before he may run for an elective post.

ARTICLE 197:

The Permanent Electoral Council shall rule on all disputes arising either in elections or in the enforcement or the violation of the Electoral Law, subject to any legal prosecution undertaken against an offender or offenders before the courts of competent jurisdiction.

ARTICLE 198:

In the event of a vacancy caused by death, resignation or any other reason, the member shall be replaced following the procedure established in ARTICLE 192 for the remainder of his term, taking into account the branch of government that had designated the member to be replaced.

ARTICLE 199:

The law determines the rules for organization and operation of the Permanent Electoral Council.

**CHAPTER II
THE SUPERIOR COURT OF AUDITORS AND
ADMINISTRATIVE DISPUTES**

ARTICLE 200:

The Superior Court of Auditors and Administrative Disputes is an independent and autonomous financial and administrative court. It is responsible for administrative and jurisdictional control of Government receipt and expenditures, verification of the accounts of the Government enterprises and of the territorial divisions.

ARTICLE 200-1:

The Superior Court of Auditors and Administrative Disputes hears cases against the State and the territorial divisions, the Administration and Government officials, public services and citizens.

ARTICLE 200-2:

Its decisions are not subject to appeal, except to the Supreme Court.

ARTICLE 200-3:

The Superior Court of Auditors and Administrative Disputes comprises two (2) sections:

- 1) The Financial Control Section;
- 2) The Administrative Disputes Section.

ARTICLE 200-3:

The Superior Court of Auditors and Administrative Disputes participates in drawing up the budget and is consulted on all matters concerning legislation on public finances and on all draft financial or commercial contracts, agreements and conventions to which the State is a party. It has the right to conduct audits in all Government agencies.

ARTICLE 200-5:

Members of the Superior Court of Auditors and Administrative Disputes must:

- a) Be Haitian and never have renounced their nationality;
- b) Have attained thirty-five (35) years of age;
- c) Have been relieved of their responsibilities if they have been handling public funds;
- d) Have a Bachelor of Law degree, be a certified public accountant or hold an advanced degree in government administration, economics or public finance;

- e) Have five (5) years experience in public or private administration;
- f) Enjoy civil and political rights.

ARTICLE 200-6:

Candidates for membership on the Court shall submit their applications directly to the Office of the Senate of the Republic. The Senate elects the ten (10) members of the Court, who select the Court's President and Vice President from among them.

ARTICLE 201:

Court members have a ten (10) year term and may not be removed.

ARTICLE 202:

Before taking office, the members of the Superior Court of Auditors and Administrative Disputes shall take the following oath before a section of the Supreme Court:

"I swear to respect the Constitution and the laws of the Republic, to discharge my duties properly and loyally and to conduct myself at all times with dignity."

ARTICLE 203:

Members of the Superior Court of Auditors and Administrative Disputes are under the jurisdiction of the High Court of Justice for any serious offenses committed in the discharge of their duties.

ARTICLE 204:

The Superior Court of Auditors and Administrative Disputes shall submit each year to the Legislature within thirty (30) days following the opening of the first legislative session a complete report on the country's financial situation and on the efficacy of Government expenditures.

ARTICLE 205:

The organization of the above-mentioned court, its membership regulations and its mode of operation are established by law.

CHAPTER III THE CONCILIATION COMMISSION

ARTICLE 206:

The Conciliation Commission is responsible for setting disputes between the Executive Branch and the Legislature and the two (2) Houses of the Legislature. Its members are as follows:

- a) The President of the Supreme Court - President;
- b) The President of the Senate - Vice President;
- c) The President of the House of Deputies - Member;
- d) The President of the Permanent Electoral Council - Member;

- e) The Vice President of the Permanent Electoral Council - Member;
- f) Two (2) members designated by the President of the Republic - Member

ARTICLE 206-1:

The mode of operation of the Conciliation Commission is determined by law.

CHAPTER IV PROTECTION OF CITIZENS

ARTICLE 207:

An office known as the OFFICE OF CITIZEN PROTECTION is established to protect all individuals against any form of abuse by the Government.

ARTICLE 207-1:

The office is directed by a citizen bearing the title of PROTECTOR OF CITIZENS. He is chosen by consensus of the President of the Republic, the President of the Senate and the President of the House of Deputies. His term is seven (7) years and may not be removed.

ARTICLE 207-2:

His intervention on behalf of any complainant is without charge, whatever the court having jurisdiction might be.

ARTICLE 207-3:

A law sets the conditions and regulations for the operation of the Office of Citizen Protection.

CHAPTER V THE UNIVERSITY - THE ACADEMY- CULTURE

ARTICLE 208:

Higher education is free. It is provided by the University of the Haitian State (Université d'Etat d'Haïti), which is autonomous and by the superior public schools and the superior private schools accredited by the State.

ARTICLE 209:

The State must finance the operation and development of the Haitian State University and the public superior schools. Their organization and their location must be planned from the perspective of regional development.

ARTICLE 210:

The establishment of research centers must be encouraged.

ARTICLE 211:

Authorization for operation of universities and private superior schools is subject to the technical approval of the Council of the State University, to a majority of Haitian participation in the capital and faculty, and to the obligation to teach primarily in the official language of the country.

ARTICLE 211-1:

The universities and the private and public superior schools provide academic and practical instruction adapted to the trends and requirements of national development.

ARTICLE 212:

An organic law regulates the establishment, location and operation of universities and public and private superior schools in the country.

ARTICLE 213:

A Haitian Academy shall be established to standardize the Creole language and enable it to develop scientifically and harmoniously.

ARTICLE 213-1:

Other academies may be established.

ARTICLE 214:

The title Academy Member is purely honorific.

ARTICLE 214-1:

The law shall determine the mode of organization and operation of academies.

ARTICLE 215:

Archaeological, historical, cultural, folklore and architectural treasures in the country, which bear witness to the grandeur of our past, are part of the national heritage. Consequently, monuments, ruins, sites of our ancestors' great feats of arms, famous centers of our African beliefs, and all vestiges of the past are placed under the protection of the State.

ARTICLE 216:

The law determines special conditions for this protection in each sphere.



CONSTITUTION OF THE REPUBLIC OF HAITI

Title VII

PUBLIC FINANCE

ARTICLE 217:

The finances of the Republic are decentralized. Financial management is the responsibility of the Minister concerned. The Executive, assisted by an Interdepartmental Council, draws up the law that sets the portion and nature of public revenues allocated to the territorial divisions.

ARTICLE 218:

No Government levy may be established except by law. No charge or tax, whether imposed by a Department, a Municipality, or Communal Section, may be established without the consent of its territorial divisions.

ARTICLE 219:

No preferential tax treatment may be established.

No tax exemption, increase, decrease or elimination may be established except by law.

ARTICLE 220:

No pension, bonus, allotment or subsidy charged to the Public Treasury may be authorized unless provided by law. Pensions paid by the State are indexed to the cost of living.

ARTICLE 221:

Subject to special provisions thereon, the holding of two or more salaried public offices at the same time is strictly forbidden, except posts in education.

ARTICLE 222:

Procedures for preparation of the budget and its execution are determined by law.

ARTICLE 223:

Enforcement of the Law on the Budget and on Public Accounts is monitored by the Superior Court of Auditors and Administrative Disputes and by the Budget Office.

ARTICLE 224:

National monetary policy is set by the Central Bank jointly with the Minister of Economics and Finance.

ARTICLE 225:

An autonomous public agency with legal personality and financial autonomy performs the functions of a Central Bank. Its regulations are determined by law.

ARTICLE 226:

The Central Bank has exclusive authority to issue as legal tender throughout the territory of the Republic, paper money representing the monetary unit, and coins, according to the name, weight, description, amount and use set by law.

ARTICLE 227:

The budget of each Ministry is divided into chapters and sections, and must be voted upon Article by Article.

ARTICLE 227-1:

Amounts to be drawn on budget allocations may in no case exceed one-twelfth of the appropriations for a particular month, except in December, because of bonuses paid to all Government employees and officials.

ARTICLE 227-2:

General accounts of receipts and expenditures of the Republic shall be kept by the Minister of Finance according to an accounting method established by law.

ARTICLE 227-3:

The General accounts and budgets stipulated in the preceding Article, accompanied by a report from the Superior Court of Auditors and Administrative Disputes must be submitted to the Legislative Houses by the Minister of Finance no later than fifteen (15) days after the opening of the legislative session. The same applies to the annual balance sheet and statement of operations of the Central Bank, and to all other accounts of the Haitian State.

ARTICLE 227-4:

The Government fiscal year begins on October 1 of each year and ends on September 30 of the following year.

ARTICLE 228:

Each year the Legislature issues:

- a) The statement of receipts and expenditures of the Government for the preceding year, or years;
- b) The Government General Budget containing the rough estimates and the portion of funds allocated to each Ministry for the year.

ARTICLE 228-1:

However, no proposal or amendment may be introduced into the Budget when it is being voted upon, without provision of the ways and means therefore.

ARTICLE 228-2:

No increase or reduction may be made in the allocation of Government funds, except by amendment of the laws relating thereto.

ARTICLE 229:

The Legislative Houses may refrain from doing any legislative work until the above documents are submitted to it. They shall refuse to grant the Ministers discharge when the accounts submitted do not in themselves, or by supporting documents, provide the necessary data for verification and evaluation.

ARTICLE 230:

Examination and payment of the General Administration Accounts and all accounts of public funds are effected according to the method established by law.

ARTICLE 231:

If for any reason whatever the Legislative Houses do not act upon the budget for one or more Ministerial Departments before they adjourn, the budget or budgets of the Departments concerned shall remain in force until a new budget is voted on and adopted.

ARTICLE 231-1:

In the event that, through fault of the Executive Branch, the Budget of the Republic has not been voted upon, the President of the Republic shall immediately call a special session of the Legislative Houses for the sole purpose of voting on the Government budget.

ARTICLE 232:

Autonomous agencies and enterprises and entities subsidized wholly or in part by the Public Treasury shall be governed by special budgets and salary and wage systems approved by the Executive Branch.

ARTICLE 233:

For the purpose of maintaining constant and careful supervision over Government expenditures, a fifteen-member Parliamentary Committee with nine (9) Deputies and six (6) Senators shall be elected by secret ballot at the beginning of each regular session, to report on the management of Ministers, in order to enable the two (2) Assemblies to give them discharge.

This Committee may engage the services of specialists to assist it with its monitoring functions.



CONSTITUTION OF THE REPUBLIC OF HAITI

Title VIII

THE CIVIL SERVICE

ARTICLE 234:

The Haitian Civil Service is the instrument by which the State carries out its missions and achieves its objectives. To ensure its viability, it must be managed honestly and efficiently.

ARTICLE 235:

Government employees and officials shall be exclusively in the service of the State. It is their duty to abide faithfully by the norms and ethics determined by law for civil servants.

ARTICLE 236:

The law establishes the organization of the various Government structures and stipulates the conditions for their operation.

ARTICLE 236-1:

The law shall regulate the civil service on the basis of aptitude, merit and conduct. It shall guarantee security of employment.

ARTICLE 236-2:

The civil service is a career. No official may be hired except by competition or by meeting other conditions prescribed by the Constitution and by law, nor may he be dismissed except for causes specifically determined by law. Dismissals must in all cases be ruled upon by the Court of Administrative Disputes.

ARTICLE 237:

Career service officials are not members of any particular Government agency but are members of the civil service, which makes them available to the various Government agencies.

ARTICLE 238:

Officials indicated by law have the obligation to declare the status of their net worth to the Clerk of the Civil Court within thirty (30) days following their entry into service. The Government Auditor must take every step he deems necessary to verify the accuracy of the declaration.

ARTICLE 239:

Government employees and officials may form associations to defend their rights under the conditions established by law.

ARTICLE 240:

Holders of public office or positions, particularly Ministers and Secretaries of State, officers of the Public Prosecutor's Office, Delegates and Vice Delegates, ambassadors, private secretaries of the President of the Republic, members of the Cabinet of Ministers, the Directors General of the Ministerial Department or autonomous agencies, and members of the Administrative Council are not eligible for the Government career services.

ARTICLE 241:

The law punishes violations committed against the treasury and unjust gain. Officials who have knowledge of such actions have the duty to report them to the competent authorities.

ARTICLE 242:

Unjust gain may be determined by all types of evidence, particularly presumption of sharp disproportion between the official's means acquired after his entry into service and the accumulated amount of salaries and emoluments to which the post he has occupied entitles him.

ARTICLE 243:

Officials guilty of the above offenses are entitled only to the twenty-year statute of limitation. This limitation period begins to run with the termination of their duties or the causes that would have prevented any prosecution.

ARTICLE 244:

The State has the duty to avoid major salary disparities in the civil service.



CONSTITUTION OF THE REPUBLIC OF HAITI

Title IX

Chapter II - The Environment

CHAPTER I ECONOMICS AND AGRICULTURE

ARTICLE 245:

Economic freedom shall be guaranteed so long as it is not contrary to the public interest.

The State shall protect private enterprise and shall endeavor to see that it develops under the conditions necessary to increase the national wealth in such a way as to ensure the participation of the largest possible number of persons in the benefits of this wealth.

ARTICLE 246:

The State encourages in rural and urban areas the formation of cooperatives for production, processing of raw materials and the entrepreneurial spirit to promote the accumulation of national capital to ensure continuous development.

ARTICLE 247:

Agriculture, which is the main source of the Nation's wealth, is a guarantee of the well-being of the people and socio-economic progress of the Nation.

ARTICLE 248:

A special agency to be known as THE NATIONAL INSTITUTE OF AGRARIAN REFORM shall be established to organize the revision of real property structures and to implement an agrarian reform to benefit those who actually work the land. This Institute shall draw up an agrarian policy geared to optimizing productivity by constructing infrastructure aimed at the protection and management of the land.

ARTICLE 248-1:

The law determines the minimum and maximum area of basic farm units.

ARTICLE 249:

The State has the obligation to establish the structures necessary to ensure maximum productivity of the land and domestic marketing of foodstuffs. Technical and financial management units shall be established to assist farmers at the level of each Communal Section.

ARTICLE 250:

No monopoly may be established to benefit the State and the territorial divisions except in the exclusive interest of society as a whole. Such a monopoly may not be granted to any private individual.

ARTICLE 251:

The import of foodstuffs and their byproducts that are produced in sufficient quantity in the national territory is forbidden, except in the event of force majeure.

ARTICLE 252:

The State may take charge of the operation of enterprises for the production of goods and services essential to the community in order to ensure continuity in the event the existence of these establishments should be threatened. Such enterprises shall be grouped in a comprehensive management system.

CHAPTER II THE ENVIRONMENT

ARTICLE 253:

Since the environment is the natural framework of the life of the people, any practices that might disturb the ecological balance are strictly forbidden.

ARTICLE 254:

The State shall organize the enhancement of natural sites to ensure their protection and make them accessible to all.

ARTICLE 255:

To protect forest reserves and expand the plant coverage, the State encourages the development of local sources of energy: solar, wind and others.

ARTICLE 256:

Within the framework of protecting the environment and public education, the State has the obligation to proceed to establish and maintain botanical and zoological gardens at certain points in its territory.

ARTICLE 257:

The law specifies the conditions for protecting flora and fauna, and punishes violations thereof.

ARTICLE 258:

No one may introduce into the country wastes or residues of any kind from foreign sources.



CONSTITUTION OF THE REPUBLIC OF HAITI

Title X

THE FAMILY

ARTICLE 259:

The State protects the family, which is the foundation of society.

ARTICLE 260:

It must also protect all families regardless of whether they are constituted within the bonds of marriage. It must endeavor to aid and assist mothers, children and the aged.

ARTICLE 261:

The law ensures protection for all children. Any child is entitled to love, affection, understanding and moral and physical care from its father and mother.

ARTICLE 262:

A Family Code must be drawn up to ensure protection and respect for the rights of the family and to define procedures of the search for affiliation. Courts and other Government agencies charged with the protection of these rights must be accessible free of charge at the level of the smallest territorial division.



CONSTITUTION OF THE REPUBLIC OF HAITI

Title XI

THE ARMED FORCES AND THE POLICE FORCE

Chapter I : The Armed Forces

Chapter II : The Police Forces

ARTICLE 263:

The "Public Forces" (la Force Publique) are composed of two (2) distinct bodies:

- a) The Armed Forces of Haiti; and
- b) The Police Forces.

ARTICLE 263-1:

No other armed corps may exist in the national territory.

ARTICLE 263-2:

All members of the police and armed forces shall take an oath of allegiance and respect for the Constitution and the flag at the time of their enlistment.

CHAPTER I THE ARMED FORCES

ARTICLE 264:

The Armed Forces comprise the Land, Sea and Air Forces and the Technical Services.

The Haitian Armed Forces are set up to ensure the security and integrity of the territory of the Republic.

ARTICLE 264-1:

The Armed Forces are in practice commanded by a general officer bearing the title COMMANDER IN CHIEF OF THE HAITIAN ARMED FORCES.

ARTICLE 264-2:

The Commander in Chief of the Armed Forces, pursuant to the Constitution, is chosen from among the general officers on active service.

ARTICLE 264-3:

His term is set at three (3) years and is renewable.

ARTICLE 265:

The Armed Forces are apolitical. Their members may not be part of any political group or party, and they must observe the strictest neutrality.

ARTICLE 265-1:

Members of the Armed Forces exercise their right to vote, under the Constitution.

ARTICLE 266:

The duties of the Armed Forces are:

- a) Defend the country in the event of war;
- b) Protect the country against threats from abroad;
- c) See to surveillance of the land, sea and air boundaries;
- d) At the well-founded request of the Executive, they may lend assistance to the police when the latter are unable to handle a situation;
- e) Assist the Nation in the event of a natural disaster;
- f) In addition to their regular duties, the Armed Forces may be assigned to development work.

ARTICLE 267:

Military personnel on active duty may not be appointed to any Government post, except temporarily to perform a specialized service.

ARTICLE 267-1:

To be a candidate for an elective post, all military personnel on active duty must be placed off active service or on retirement one (1) year before publication of the electoral decree.

ARTICLE 267-2:

The military career is a profession. Its ranking, terms of enlistment, ranks, promotions, discharges, and retirement are determined by the regulations of the Haitian Armed Forces.

ARTICLE 267-3:

Military personnel are under the jurisdiction of a military court only for offenses and crimes committed in wartime or for violations of military discipline.

They may not be discharged, placed on inactive service, placed on half pay, or retired early except with their consent. If such consent is not given, the party concerned may lodge an appeal with the court of competent jurisdiction.

ARTICLE 267-4:

Military personnel retain for life the last rank obtained in the Haitian Armed Forces. They may be stripped of their rank only by a final judgment by a court of competent jurisdiction.

ARTICLE 267-5:

The State must award benefits to military personnel of all ranks, fully guaranteeing their physical security.

ARTICLE 268:

Within the framework of compulsory civilian national services for both sexes, provided for by Article 52-3 of the Constitution, the Armed Forces participate in organizing and supervising that service.

Military service is compulsory for all Haitians who have attained eighteen (18) years of age.

The law sets the method of recruitment, and the length and regulations for the performance of these services.

ARTICLE 268-1:

Every citizen has the right to armed self-defense, within the bounds of his domicile, but has no right to bear arms without express well-founded authorization from the Chief of Police.

ARTICLE 268-2:

Possession of a firearm must be reported to the police.

ARTICLE 268-3:

The Armed Forces have a monopoly on the manufacture, import, export, use and possession of weapons of war and their munitions, as well as war material.

CHAPTER II THE POLICE FORCES

ARTICLE 269:

The Police Force is an armed body.

It operates under the Ministry of Justice.

ARTICLE 269-1:

It is established to ensure law and order and protect the life and property of citizens.

Its organization and mode of operation are regulated by law.

ARTICLE 270:

The Commander in Chief of the Police Forces is appointed, in accordance with the Constitution, for a three (3) year term, which is renewable.

ARTICLE 271:

An Academy and a Police School have been established, their organization and operations are set by law.

ARTICLE 272:

Specialized sections, particularly the Penitentiary Administration, the Firemen's Service, the Traffic Police, the Highway Police, Criminal Investigations, the Narcotics Service and the Anti-Smuggling Service, have been established by the law governing the organization, operation and location of the Police Forces.

ARTICLE 273:

The police, as an auxiliary of the Justice System, investigate violations, offenses and crimes committed, in order to discover and arrest the perpetrators of them.

ARTICLE 274:

In the exercise of their duties, members of the "Public Forces" are subject to civil and penal liability in the manner and under the conditions stipulated by the Constitution and by law.



CONSTITUTION OF THE REPUBLIC OF HAITI

Title XII

GENERAL PROVISIONS

ARTICLE 275:

National and legal holidays shall be celebrated by the Government and private and commercial enterprises.

ARTICLE 275-1:

The national holidays are:

- 1) Independence Day, January 1;
- 2) Heroes' Day, January 2;
- 3) Agricultural and Labor Day, May 1;
- 4) Flag Day and University Day, May 18;
- 5) Battle of Vertières Day, which is also ARMED FORCES DAY, November 18.

ARTICLE 275-2:

Legal holidays shall be determined by law.

ARTICLE 276:

The National Assembly may not ratify any international treaty, convention or agreement containing clauses contrary to this Constitution.

ARTICLE 276-1:

International treaties, conventions and agreements are ratified in the form of a decree.

ARTICLE 276-2:

Once international treaties or agreements are approved and ratified in the manner stipulated by the Constitution, they become part of the legislation of the country and abrogate any laws in conflict with them.

ARTICLE 277:

The Haitian State may join an Economic Community of States insofar as the association agreement stimulates the social and economic development of the Haitian Republic and does not contain any clause contrary to this Constitution.

ARTICLE 278:

No place or part of the territory may be declared in a state of siege except in the event of civil war or invasion by a foreign force.

ARTICLE 278-1:

The act of the President of the Republic declaring a state of siege must be countersigned by the Prime Minister and by all of the Ministers and contain an immediate convocation of the National Assembly to decide on the desirability of the measure.

ARTICLE 278-2:

The National Assembly decides with the Executive Branch as to what constitutional guarantees may be suspended in the parts of the territory placed under a state of siege.

ARTICLE 278-3:

The state of siege is lifted if it is not renewed by a vote of the National Assembly every fifteen (15) days after its entry into force.

ARTICLE 278-4:

The National Assembly shall be in session for the entire duration of the state of siege.

ARTICLE 279:

Thirty (30) days after his election, the President of the Republic must deposit with the Clerk of the Court of First Instance of his domicile a notarized inventory of all his movable and immovable goods, and he shall do the same at the end of his term.

ARTICLE 279-1:

The Prime Minister, the Ministers and Secretaries of State are subject to the same obligation within thirty (30) days of their installation and of the termination of their duties.

ARTICLE 280:

No general expenditures or compensation whatever shall be granted to members of the major organs of the State for any special duties that may be assigned to them.

ARTICLE 281:

In national elections, the State assumes responsibility, in proportion to the number of votes cast, for a portion of the expenses incurred in the election campaign.

ARTICLE 281-1:

Only parties that obtain nationally ten percent (10%) of the votes cast, with a minimum of five percent (5%) of the votes cast in one Department, are eligible to receive these Government funds.



CONSTITUTION OF THE REPUBLIC OF HAITI

Title XIII

AMENDMENTS TO THE CONSTITUTION

ARTICLE 282:

On the recommendation, with reasons given to support it, of one of the two (2) Houses or of the Executive Branch, the Legislature may declare that the Constitution should be amended.

ARTICLE 282-1:

This declaration must be supported by two-thirds (2/3) of each of the two (2) Houses. It may be made only in the course of the last Regular Session of the Legislative period and shall be published immediately throughout the territory.

ARTICLE 283:

At the first session of the following legislature period, the Houses shall meet in a National Assembly and decide on the proposed amendment.

ARTICLE 284:

The National Assembly may not sit or deliberate on the amendment unless at least two-thirds (2/3) of the members of each of the two (2) Houses are present.

ARTICLE 284-1:

No decision of the National Assembly may be taken without a majority of two-thirds (2/3) of the votes cast.

ARTICLE 284-2:

The amendment passed may enter into effect only after installation of the next elected President. In no case may the President under the Government that approved the amendment benefit from any advantages deriving therefrom.

ARTICLE 284-3:

General elections to amend the Constitution by referendum are strictly forbidden.

ARTICLE 284-4:

No amendment to the Constitution may affect the democratic and republican nature of the State.



CONSTITUTION OF THE REPUBLIC OF HAITI

Title XIV

TEMPORARY PROVISIONS

ARTICLE 285:

The National Council of Government shall remain in operation up to February 7, 1988, the date of the investiture of the President of the Republic elected under this Constitution, in accordance with the electoral timetable.

ARTICLE 285-1:

The National Council of Government is authorized to issue in the Council of Ministers, pursuant to the Constitution, decrees having the force of law until the Deputies and Senators elected under this Constitution take up their duties.

ARTICLE 286:

Every Haitian who has adopted a foreign nationality during the twenty-nine (29) years prior to February 7, 1986, may, by a declaration made to the Ministry of Justice within two (2) years after publication of the Constitution, recover his Haitian nationality with the advantages deriving therefrom, in accordance with the law.

ARTICLE 287:

In light of the situation of Haitians that have become expatriates voluntarily or involuntarily, the deadlines for residence stipulated in this Constitution are extended for a full year for the next elections.

ARTICLE 288:

When the next elections are held, the term of the three (3) Senators elected for each Department shall be established as follows:

- a) The Senator who has received the largest number of votes shall have a term of six (6) years;

- b) The Senator receiving the second largest number of votes shall have a term of four (4) years;
- c) The Senator in third place shall be elected for two (2) years.

Following this, each elected Senator shall have a term of six (6) years.

ARTICLE 289:

Awaiting the establishment of the Permanent Electoral Council provided for in this Constitution, the National Council of Government shall set up a Provisional Electoral Council of nine (9) members, charged with drawing up and enforcing the Electoral Law to govern the next elections, who shall be designated as follows:

- 1) One for the Executive Branch, who is not an official;
- 2) One for the Episcopal Conference;
- 3) One for the Advisory Council;
- 4) One for the Supreme Court;
- 5) One for agencies defending human rights, who may not be a candidate in the elections;
- 6) One for the Council of the University;
- 7) One for the Journalists Association;
- 8) One for the Protestant religions;
- 9) One for the National Council of Cooperatives.

ARTICLE 289-1:

Within two weeks following ratification of this Constitution, the bodies or organizations concerned shall inform the Executive of the name of their representative.

ARTICLE 289-2:

If any of the above bodies or organizations does not appoint a member, the Executive shall fill the vacancy or vacancies.

ARTICLE 289-3:

The mission of the Provisional Electoral Council shall end when the President-elect takes office.

ARTICLE 290:

The members of the first Permanent Electoral Council shall divide among them by lot the terms of nine (9), six (6), and three (3) years, stipulated for replacement of the Council by thirds (1/3).

ARTICLE 291:

For ten (10) years following publication of this Constitution, and without prejudice to any criminal action or civil suit for damages, none of the following may be candidates for any public office:

- a) Any person well known for having been by his excess zeal one of the architects of the dictatorships and of its maintenance during the last twenty nine (29) years;
- b) Any accountant of public funds during the years of the dictatorship concerning whom there is presumptive evidence of unjustified gain;
- c) Any person denounced by public outcry for having inflicted torture on political prisoners in connection with arrests and investigations or for having committed political assassinations.

ARTICLE 292:

The Provisional Electoral Council charged with receiving the registration of candidates, shall see to the strict enforcement of this provision.

ARTICLE 293:

All decrees expropriating real property in urban and rural areas of the Republic of the last two (2) Haitian governments for the benefit of the State or companies in the course of incorporation shall be annulled if the purpose for which such actions were taken has not been attained during the last 10 years.

ARTICLE 293-1:

Any individual who was the victim of confiscation of property or arbitrary dispossession for political reasons during the period from October 22, 1957 to February 7, 1986, may recover his property before the court of competent jurisdiction.

In such cases, the procedure shall be expedited as for emergency matters, and the decision may be appealed only to the Supreme Court.

ARTICLE 294:

Sentences to death, personal restraint or penal service or the loss of civil rights for political reasons from 1957 to 1986 shall constitute no impediment to the exercise of civil and political rights.

ARTICLE 295:

Within six (6) months starting from the time the first President elected under the Constitution of 1987 takes office, the Executive Branch is authorized to proceed to carry out any reforms deemed necessary in the Government Administration in general and in the Judiciary.



CONSTITUTION OF THE REPUBLIC OF HAITI

Title XV

FINAL PROVISIONS

ARTICLE 296:

All Codes of Law or Handbooks of Justice, all laws, all decree laws and all decrees and orders (Arrêtés) currently in force shall be maintained in all matters not contrary to this Constitution.

ARTICLE 297:

All laws, all decree laws, all decrees arbitrarily limiting the basic rights and liberties of citizens, in particular:

- a) The decree law of September 5, 1935 on superstitious beliefs;
- b) The law of August 2, 1977 establishing the Court of State Security (Tribunal de la Sureté de l'Etat);
- c) The law of July 28, 1975 placing the lands of the Artibonite Valley in a special status;
- d) The law of April 29, 1969 condemning all imported doctrines;

Are and shall remain repealed.

ARTICLE 298:

This Constitution shall be published within two weeks of its ratification by referendum. It shall enter into force as soon as it is published in the MONITEUR, the Official Gazette of the Republic.

Given at the Legislative Palace, in Port-au-Prince, the seat of the Constituent National Assembly, on March 10, 1987, in the One Hundred Eighty-Fourth Year of Independence.

Handout for Grade 11/12 Lesson:
United States Government and Haitian Government

From the U.S. House of Representatives web site:
(www.house.gov/Constitution/Constitution.html)

THE UNITED STATES CONSTITUTION

(See Note 1)

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Article I.

Section 1.

All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2.

Clause 1: The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

Clause 2: No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

Clause 3: Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons. *(See Note 2)* The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at Least one Representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to chuse three, Massachusetts eight, Rhode-Island and Providence Plantations one, Connecticut five, New-York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

Clause 4: When vacancies happen in the Representation from any State, the Executive Authority thereof shall issue Writs of Election to fill such Vacancies.

Clause 5: The House of Representatives shall chuse their Speaker and other Officers; and shall have the sole Power of Impeachment.

Section 3.

Clause 1: The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof, *(See Note 3)* for six Years; and each Senator shall have one Vote.

Clause 2: Immediately after they shall be assembled in Consequence of the first Election, they shall be divided as equally as may be into three Classes. The Seats of the Senators of the first Class shall be vacated at the Expiration of the second Year, of the second Class at the Expiration of the fourth Year, and of the third Class at the Expiration of the sixth Year, so that one third may be chosen every second Year; and if Vacancies happen by Resignation, or otherwise, during the Recess of the Legislature of any State, the Executive thereof may make temporary Appointments until the next Meeting of the Legislature, which shall then fill such Vacancies. (*See Note 4*)

Clause 3: No Person shall be a Senator who shall not have attained to the Age of thirty Years, and been nine Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State for which he shall be chosen.

Clause 4: The Vice President of the United States shall be President of the Senate, but shall have no Vote, unless they be equally divided.

Clause 5: The Senate shall chuse their other Officers, and also a President pro tempore, in the Absence of the Vice President, or when he shall exercise the Office of President of the United States.

Clause 6: The Senate shall have the sole Power to try all Impeachments. When sitting for that Purpose, they shall be on Oath or Affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no Person shall be convicted without the Concurrence of two thirds of the Members present.

Clause 7: Judgment in Cases of Impeachment shall not extend further than to removal from Office, and disqualification to hold and enjoy any Office of honor, Trust or Profit under the United States: but the Party convicted shall nevertheless be liable and subject to Indictment, Trial, Judgment and Punishment, according to Law.

Section 4.

Clause 1: The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, except as to the Places of chusing Senators.

Clause 2: The Congress shall assemble at least once in every Year, and such Meeting shall be on the first Monday in December, (*See Note 5*) unless they shall by Law appoint a different Day.

Section 5.

Clause 1: Each House shall be the Judge of the Elections, Returns and Qualifications of its own Members, and a Majority of each shall constitute a Quorum to do Business; but a smaller Number may adjourn from day to day, and may be authorized to compel the Attendance of absent Members, in such Manner, and under such Penalties as each House may provide.

Clause 2: Each House may determine the Rules of its Proceedings, punish its Members for disorderly Behaviour, and, with the Concurrence of two thirds, expel a Member.

Clause 3: Each House shall keep a Journal of its Proceedings, and from time to time publish the same, excepting such Parts as may in their Judgment require Secrecy; and the Yeas and Nays of the Members of either House on any question shall, at the Desire of one fifth of those Present, be entered on the Journal.

Clause 4: Neither House, during the Session of Congress, shall, without the Consent of the other, adjourn for more than three days, nor to any other Place than that in which the two Houses shall be sitting.

Section 6.

Clause 1: The Senators and Representatives shall receive a Compensation for their Services, to be ascertained by Law, and paid out of the Treasury of the United States. (*See Note 6*) They shall in all Cases, except Treason, Felony and Breach of the Peace, be privileged from Arrest during their Attendance at the Session of their respective Houses, and in going to and returning from the same; and for any Speech or Debate in either House, they shall not be questioned in any other Place.

Clause 2: No Senator or Representative shall, during the Time for which he was elected, be appointed to any civil Office under the Authority of the United States, which shall have been created, or the Emoluments whereof shall have been increased during such time; and no Person holding any Office under the United States, shall be a Member of either House during his Continuance in Office.

Section 7.

Clause 1: All Bills for raising Revenue shall originate in the House of Representatives; but the Senate may propose or concur with Amendments as on other Bills.

Clause 2: Every Bill which shall have passed the House of Representatives and the Senate, shall, before it become a Law, be presented to the President of the United States; If he approve he shall sign it, but if not he shall return it, with his Objections to that House in which it shall have originated, who shall enter the Objections at large on their Journal, and proceed to reconsider it. If after such Reconsideration two thirds of that House shall agree to pass the Bill, it shall be sent, together with the Objections, to the other House, by which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become a Law. But in all such Cases the Votes of both Houses shall be determined by yeas and Nays, and the Names of the Persons voting for and against the Bill shall be entered on the Journal of each House respectively. If any Bill shall not be returned by the President within ten Days (Sundays excepted) after it shall have been presented to him, the Same shall be a Law, in like Manner as if he had signed it, unless the Congress by their Adjournment prevent its Return, in which Case it shall not be a Law.

Clause 3: Every Order, Resolution, or Vote to which the Concurrence of the Senate and House of Representatives may be necessary (except on a question of Adjournment) shall be presented to the President of the United States; and before the Same shall take Effect, shall be approved by him, or being disapproved by him, shall be repassed by two thirds of the Senate and House of Representatives, according to the Rules and Limitations prescribed in the Case of a Bill.

Section 8.

Clause 1: The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

Clause 2: To borrow Money on the credit of the United States;

Clause 3: To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes;

Clause 4: To establish an uniform Rule of Naturalization, and uniform Laws on the subject of Bankruptcies throughout the United States;

Clause 5: To coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures;

Clause 6: To provide for the Punishment of counterfeiting the Securities and current Coin of the United States;

Clause 7: To establish Post Offices and post Roads;

Clause 8: To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;

Clause 9: To constitute Tribunals inferior to the supreme Court;

Clause 10: To define and punish Piracies and Felonies committed on the high Seas, and Offences against the Law of Nations;

Clause 11: To declare War, grant Letters of Marque and Reprisal, and make Rules concerning Captures on Land and Water;

Clause 12: To raise and support Armies, but no Appropriation of Money to that Use shall be for a longer Term than two Years;

Clause 13: To provide and maintain a Navy;

Clause 14: To make Rules for the Government and Regulation of the land and naval Forces;

Clause 15: To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions;

Clause 16: To provide for organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be employed in the Service of the United States, reserving to the States respectively, the Appointment of the Officers, and the Authority of training the Militia according to the discipline prescribed by Congress;

Clause 17: To exercise exclusive Legislation in all Cases whatsoever, over such District (not exceeding ten Miles square) as may, by Cession of particular States, and the Acceptance of Congress, become the Seat of the Government of the United States, and to exercise like Authority over all Places purchased by the Consent of the Legislature of the State in which the Same shall be, for the Erection of Forts, Magazines, Arsenals, dock-Yards, and other needful Buildings;--And

Clause 18: To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

Section 9.

Clause 1: The Migration or Importation of such Persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the Year one thousand eight hundred and eight, but a Tax or duty may be imposed on such Importation, not exceeding ten dollars for each Person.

Clause 2: The Privilege of the Writ of Habeas Corpus shall not be suspended, unless when in Cases of Rebellion or Invasion the public Safety may require it.

Clause 3: No Bill of Attainder or ex post facto Law shall be passed.

Clause 4: No Capitation, or other direct, Tax shall be laid, unless in Proportion to the Census or Enumeration herein before directed to be taken. (*See Note 7*)

Clause 5: No Tax or Duty shall be laid on Articles exported from any State.

Clause 6: No Preference shall be given by any Regulation of Commerce or Revenue to the Ports of one State over those of another: nor shall Vessels bound to, or from, one State, be obliged to enter, clear, or pay Duties in another.

Clause 7: No Money shall be drawn from the Treasury, but in Consequence of Appropriations made by Law; and a regular Statement and Account of the Receipts and Expenditures of all public Money shall be published from time to time.

Clause 8: No Title of Nobility shall be granted by the United States: And no Person holding any Office of Profit or Trust under them, shall, without the Consent of the Congress, accept of any present, Emolument, Office, or Title, of any kind whatever, from any King, Prince, or foreign State.

Section 10.

Clause 1: No State shall enter into any Treaty, Alliance, or Confederation; grant Letters of Marque and Reprisal; coin Money; emit Bills of Credit; make any Thing but gold and silver Coin a Tender in Payment of Debts; pass any Bill of Attainder, ex post facto Law, or Law impairing the Obligation of Contracts, or grant any Title of Nobility.

Clause 2: No State shall, without the Consent of the Congress, lay any Imposts or Duties on Imports or Exports, except what may be absolutely necessary for executing it's inspection Laws: and the net Produce of all Duties and Imposts, laid by any State on Imports or Exports, shall be for the Use of the Treasury of the United States; and all such Laws shall be subject to the Revision and Controul of the Congress.

Clause 3: No State shall, without the Consent of Congress, lay any Duty of Tonnage, keep Troops, or Ships of War in time of Peace, enter into any Agreement or Compact with another State, or with a foreign Power, or engage in War, unless actually invaded, or in such imminent Danger as will not admit of delay.

Article II.

Section 1.

Clause 1: The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected, as follows

Clause 2: Each State shall appoint, in such Manner as the Legislature thereof may direct, a Number of Electors, equal to the whole Number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or Person holding an Office of Trust or Profit under the United States, shall be appointed an Elector.

Clause 3: The Electors shall meet in their respective States, and vote by Ballot for two Persons, of whom one at least shall not be an Inhabitant of the same State with themselves. And they shall make a List of all the Persons voted for, and of the Number of Votes for each; which List they shall sign and certify, and transmit sealed to the Seat of the Government of the United States, directed to the President of the Senate. The President of the Senate shall, in the Presence of the Senate and House of Representatives, open all the Certificates, and the Votes shall then be counted. The Person having the greatest Number of Votes shall be the President, if such Number be a Majority of the whole

Number of Electors appointed; and if there be more than one who have such Majority, and have an equal Number of Votes, then the House of Representatives shall immediately chuse by Ballot one of them for President; and if no Person have a Majority, then from the five highest on the List the said House shall in like Manner chuse the President. But in chusing the President, the Votes shall be taken by States, the Representation from each State having one Vote; A quorum for this Purpose shall consist of a Member or Members from two thirds of the States, and a Majority of all the States shall be necessary to a Choice. In every Case, after the Choice of the President, the Person having the greatest Number of Votes of the Electors shall be the Vice President. But if there should remain two or more who have equal Votes, the Senate shall chuse from them by Ballot the Vice President. (*See Note 8*)

Clause 4: The Congress may determine the Time of chusing the Electors, and the Day on which they shall give their Votes; which Day shall be the same throughout the United States.

Clause 5: No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.

Clause 6: In Case of the Removal of the President from Office, or of his Death, Resignation, or Inability to discharge the Powers and Duties of the said Office, (*See Note 9*) the Same shall devolve on the Vice President, and the Congress may by Law provide for the Case of Removal, Death, Resignation or Inability, both of the President and Vice President, declaring what Officer shall then act as President, and such Officer shall act accordingly, until the Disability be removed, or a President shall be elected.

Clause 7: The President shall, at stated Times, receive for his Services, a Compensation, which shall neither be increased nor diminished during the Period for which he shall have been elected, and he shall not receive within that Period any other Emolument from the United States, or any of them.

Clause 8: Before he enter on the Execution of his Office, he shall take the following Oath or Affirmation:--"I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the Constitution of the United States."

Section 2.

Clause 1: The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States; he may require the Opinion, in writing, of the principal Officer in each of the executive Departments, upon any Subject relating to the Duties of their respective Offices, and he shall have Power to grant Reprieves and Pardons for Offences against the United States, except in Cases of Impeachment.

Clause 2: He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law: but the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments.

Clause 3: The President shall have Power to fill up all Vacancies that may happen during the Recess of the Senate, by granting Commissions which shall expire at the End of their next Session.

Section 3.

He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them, with Respect to the Time of Adjournment, he may adjourn them to such Time as he shall think proper; he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed, and shall Commission all the Officers of the United States.

Section 4.

The President, Vice President and all civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.

Article III.**Section 1.**

The judicial Power of the United States, shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish. The Judges, both of the supreme and inferior Courts, shall hold their Offices during good Behaviour, and shall, at stated Times, receive for their Services, a Compensation, which shall not be diminished during their Continuance in Office.

Section 2.

Clause 1: The judicial Power shall extend to all Cases, in Law and Equity, arising under this Constitution, the Laws of the United States, and Treaties made, or which shall be made, under their Authority;--to all Cases affecting Ambassadors, other public Ministers and Consuls;--to all Cases of admiralty and maritime Jurisdiction;--to Controversies to which the United States shall be a Party;--to Controversies between two or more States;--between a State and Citizens of another State; (*See Note 10*)--between Citizens of different States, --between Citizens of the same State claiming Lands under Grants of different States, and between a State, or the Citizens thereof, and foreign States, Citizens or Subjects.

Clause 2: In all Cases affecting Ambassadors, other public Ministers and Consuls, and those in which a State shall be Party, the supreme Court shall have original Jurisdiction. In all the other Cases before mentioned, the supreme Court shall have appellate Jurisdiction, both as to Law and Fact, with such Exceptions, and under such Regulations as the Congress shall make.

Clause 3: The Trial of all Crimes, except in Cases of Impeachment, shall be by Jury; and such Trial shall be held in the State where the said Crimes shall have been committed; but when not committed within any State, the Trial shall be at such Place or Places as the Congress may by Law have directed.

Section 3.

Clause 1: Treason against the United States, shall consist only in levying War against them, or in adhering to their Enemies, giving them Aid and Comfort. No Person shall be convicted of Treason unless on the Testimony of two Witnesses to the same overt Act, or on Confession in open Court.

Clause 2: The Congress shall have Power to declare the Punishment of Treason, but no Attainder of Treason shall work Corruption of Blood, or Forfeiture except during the Life of the Person attainted.

Article IV.

Section 1.

Full Faith and Credit shall be given in each State to the public Acts, Records, and judicial Proceedings of every other State. And the Congress may by general Laws prescribe the Manner in which such Acts, Records and Proceedings shall be proved, and the Effect thereof.

Section 2.

Clause 1: The Citizens of each State shall be entitled to all Privileges and Immunities of Citizens in the several States.

Clause 2: A Person charged in any State with Treason, Felony, or other Crime, who shall flee from Justice, and be found in another State, shall on Demand of the executive Authority of the State from which he fled, be delivered up, to be removed to the State having Jurisdiction of the Crime.

Clause 3: No Person held to Service or Labour in one State, under the Laws thereof, escaping into another, shall, in Consequence of any Law or Regulation therein, be discharged from such Service or Labour, but shall be delivered up on Claim of the Party to whom such Service or Labour may be due. (*See Note 11*)

Section 3.

Clause 1: New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the Jurisdiction of any other State; nor any State be formed by the Junction of two or more States, or Parts of States, without the Consent of the Legislatures of the States concerned as well as of the Congress.

Clause 2: The Congress shall have Power to dispose of and make all needful Rules and Regulations respecting the Territory or other Property belonging to the United States; and nothing in this Constitution shall be so construed as to Prejudice any Claims of the United States, or of any particular State.

Section 4.

The United States shall guarantee to every State in this Union a Republican Form of Government, and shall protect each of them against Invasion; and on Application of the Legislature, or of the Executive (when the Legislature cannot be convened) against domestic Violence.

Article V.

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as Part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by Conventions in three fourths thereof, as the one or the other Mode of Ratification may be proposed by the Congress; Provided that no Amendment which may be made prior to the Year One thousand eight hundred and eight shall in any Manner affect the first and fourth Clauses in the Ninth Section of the first Article; and that no State, without its Consent, shall be deprived of its equal Suffrage in the Senate.

Article VI.

Clause 1: All Debts contracted and Engagements entered into, before the Adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

Clause 2: This Constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any State to the Contrary notwithstanding.

Clause 3: The Senators and Representatives before mentioned, and the Members of the several State Legislatures, and all executive and judicial Officers, both of the United States and of the several States, shall be bound by Oath or Affirmation, to support this Constitution; but no religious Test shall ever be required as a Qualification to any Office or public Trust under the United States.

Article VII.

The Ratification of the Conventions of nine States, shall be sufficient for the Establishment of this Constitution between the States so ratifying the Same.

Done in Convention by the Unanimous Consent of the States present the Seventeenth Day of September in the Year of our Lord one thousand seven hundred and eighty seven and of the Independence of the United States of America the Twelfth In witness whereof We have hereunto subscribed our Names,

GO WASHINGTON--Presidt. and deputy from Virginia

[Signed also by the deputies of twelve States.]

Delaware

Geo: Read
Gunning Bedford jun
John Dickinson
Richard Bassett
Jaco: Broom

Maryland

James MCHenry
Dan of ST ThoS. Jenifer
DanL Carroll.

Virginia

John Blair--
James Madison Jr.

North Carolina

WM Blount
RichD. Dobbs Spaight.
Hu Williamson

South Carolina

J. Rutledge
Charles 1ACotesworth Pinckney
Charles Pinckney
Pierce Butler.

Georgia

William Few
Abr Baldwin

New Hampshire

John Langdon
Nicholas Gilman

Massachusetts

Nathaniel Gorham
Rufus King

Connecticut

WM. SamL. Johnson
Roger Sherman

New York

Alexander Hamilton

New Jersey

Wil: Livingston
David Brearley.
WM. Paterson.
Jona: Dayton

Pennsylvania

B Franklin
Thomas Mifflin
RobT Morris
Geo. Clymer
ThoS. FitzSimons
Jared Ingersoll
James Wilson.
Gouv Morris

Attest William Jackson Secretary

NOTES

Note 1: This text of the Constitution follows the engrossed copy signed by Gen. Washington and the deputies from 12 States. The small superior figures preceding the paragraphs designate Clauses, and were not in the original and have no reference to footnotes.

The Constitution was adopted by a convention of the States on September 17, 1787, and was subsequently ratified by the several States, on the following dates: Delaware, December 7, 1787; Pennsylvania, December 12, 1787; New Jersey, December 18, 1787; Georgia, January 2, 1788; Connecticut, January 9, 1788; Massachusetts, February 6, 1788; Maryland, April 28, 1788; South Carolina, May 23, 1788; New Hampshire, June 21, 1788.

Ratification was completed on June 21, 1788.

The Constitution was subsequently ratified by Virginia, June 25, 1788; New York, July 26, 1788; North Carolina, November 21, 1789; Rhode Island, May 29, 1790; and Vermont, January 10, 1791.

In May 1785, a committee of Congress made a report recommending an alteration in the Articles of Confederation, but no action was taken on it, and it was left to the State Legislatures to proceed in the matter. In January 1786, the Legislature of Virginia passed a resolution providing for the appointment of five commissioners, who, or any three of them, should meet such commissioners as might be appointed in the other States of the Union, at a time and place to be agreed upon, to take into consideration the trade of the United States; to consider how far a uniform system in their commercial regulations may be necessary to their common interest and their permanent harmony; and to report to the several States such an act, relative to this great object, as, when ratified by them, will enable the United States in Congress effectually to provide for the same. The Virginia commissioners, after some correspondence, fixed the first Monday in September as the time, and the city of Annapolis as the place for the meeting, but only four other States were represented, viz: Delaware, New York, New Jersey, and Pennsylvania; the commissioners appointed by Massachusetts, New Hampshire, North Carolina, and Rhode Island failed to attend. Under the circumstances of so partial a representation, the commissioners present agreed upon a report, (drawn by Mr. Hamilton, of New York,) expressing their unanimous conviction that it might essentially tend to advance the interests of the Union if the States by which they were respectively delegated would concur, and use their endeavors to procure the concurrence of the other States, in the appointment of commissioners to meet at Philadelphia on the Second Monday of May following, to take into consideration the situation of the United States; to devise such further provisions as should appear to them necessary to render the Constitution of the Federal Government adequate to the exigencies of the Union; and to report such an act for that purpose to the United States in Congress assembled as, when agreed to by them and afterwards confirmed by the Legislatures of every State, would effectually provide for the same.

Congress, on the 21st of February, 1787, adopted a resolution in favor of a convention, and the Legislatures of those States which had not already done so (with the exception of Rhode Island) promptly appointed delegates. On the 25th of May, seven States having convened, George Washington, of Virginia, was unanimously elected President, and the consideration of the proposed constitution was commenced. On the 17th of September, 1787, the Constitution as engrossed and agreed upon was signed by all the members present, except Mr. Gerry of Massachusetts, and Messrs. Mason and Randolph, of Virginia. The president of the convention transmitted it to Congress, with a resolution stating how the proposed Federal Government should be put in operation, and an explanatory letter. Congress, on the 28th of September, 1787, directed the Constitution so framed, with the resolutions and letter concerning the same, to "be transmitted to the several Legislatures in order to be submitted to a convention of delegates chosen in each State by the people thereof, in conformity to the resolves of the convention."

On the 4th of March, 1789, the day which had been fixed for commencing the operations of Government under the new Constitution, it had been ratified by the conventions chosen in each State to consider it, as follows: Delaware, December 7, 1787; Pennsylvania, December 12, 1787; New Jersey, December 18, 1787; Georgia, January 2, 1788; Connecticut, January 9, 1788; Massachusetts, February 6, 1788; Maryland, April 28, 1788; South Carolina, May 23, 1788; New Hampshire, June 21, 1788; Virginia, June 25, 1788; and New York, July 26, 1788.

The President informed Congress, on the 28th of January, 1790, that North Carolina had ratified the Constitution November 21, 1789; and he informed Congress on the 1st of June, 1790, that Rhode Island had ratified the Constitution May 29, 1790. Vermont, in convention, ratified the Constitution January 10, 1791, and was, by an act of Congress approved February 18, 1791, "received and admitted into this Union as a new and entire member of the United States."

Note 2: The part of this Clause relating to the mode of apportionment of representatives among the several States has been affected by Section 2 of Amendment XIV, and as to taxes on incomes without apportionment by Amendment XVI.

Note 3: This Clause has been affected by Clause 1 of Amendment XVII.

Note 4: This Clause has been affected by Clause 2 of Amendment XVIII.

Note 5: This Clause has been affected by Amendment XX.

Note 6: This Clause has been affected by Amendment XXVII.

Note 7: This Clause has been affected by Amendment XVI.

Note 8: This Clause has been superseded by Amendment XII.

Note 9: This Clause has been affected by Amendment XXV.

Note 10: This Clause has been affected by Amendment XI.

Note 11: This Clause has been affected by Amendment XIII.

Handout for Grade 11/12 Lesson:
United States Government and Haitian Government

From the National Archives and Records Administration web site
(www.nara.gov/exhall/charters/billrights/billmain.html)

THE FIRST 10 AMENDMENTS TO THE CONSTITUTION AS RATIFIED BY THE STATES

Note: The following text is a transcription of the first 10 amendments to the Constitution in their original form. These amendments were ratified December 15, 1791, and form what is known as the "Bill of Rights."

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Amendment VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any Court of the United States, than according to the rules of the common law.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Handout for Grade 11/12 Lesson:
United States Government And Haitian Government

From the National Archives and Records Administration web site
(www.nara.gov/exhall/charters/constitution/amendments.html)

AMENDMENTS 11-27 TO THE CONSTITUTION OF THE UNITED STATES

Amendment XI

Passed by Congress March 4, 1794. Ratified February 7, 1795.

Note: Article III, Section 2, of the Constitution was modified by Amendment 11.

The Judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against one of the United States by Citizens of another State, or by Citizens or Subjects of any Foreign State.

Amendment XII

Passed by Congress December 9, 1803. Ratified June 15, 1804.

Note: A portion of Article II, Section 1 of the Constitution was superseded by the 12th Amendment.

The Electors shall meet in their respective states and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same state with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President, and they shall make distinct lists of all persons voted for as President, and of all persons voted for as Vice-President, and of the number of votes for each, which lists they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate; -- the President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates and the votes shall then be counted; -- The person having the greatest number of votes for President, shall be the President, if such number be a majority of the whole number of Electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by states, the representation from each state having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the states, and a majority of all the states shall be necessary to a choice. [And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice-President shall act as President, as in case of the death or other constitutional disability of the President. --]* The person having the greatest number of votes as Vice-President, shall be the Vice-President, if such number be a majority of the whole number of Electors appointed, and if no person have a majority, then from the two highest numbers on the list, the Senate shall choose the Vice-President; a quorum for the purpose shall consist of two-thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice.

But no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States.

**Superseded by Section 3 of the 20th Amendment.*

Amendment XIII

Passed by Congress January 31, 1865. Ratified December 6, 1865.

Note: A portion of Article IV, Section 2, of the Constitution was superseded by the 13th Amendment.

Section 1.

Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2.

Congress shall have power to enforce this article by appropriate legislation.

Amendment XIV

Passed by Congress June 13, 1866. Ratified July 9, 1868.

Note: Article I, Section 2, of the Constitution was modified by Section 2 of the 14th Amendment.

Section 1.

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Section 2.

Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice-President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age,* and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

Section 3.

No person shall be a Senator or Representative in Congress, or elector of President and Vice-President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two-thirds of each House, remove such disability.

Section 4.

The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.

Section 5.

The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.

**Changed by Section 1 of the 26th Amendment.*

Amendment XV

Passed by Congress February 26, 1869. Ratified February 3, 1870.

Section 1.

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Section 2.

The Congress shall have the power to enforce this article by appropriate legislation.

Amendment XVI

Passed by Congress July 2, 1909. Ratified February 3, 1913.

Note: Article I, Section 9, of the Constitution was modified by Amendment 16.

The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several States, and without regard to any census or enumeration.

Amendment XVII

Passed by Congress May 13, 1912. Ratified April 8, 1913.

Note: Article I, Section 3, of the Constitution was modified by the 17th Amendment.

The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures.

When vacancies happen in the representation of any State in the Senate, the executive authority of such State shall issue writs of election to fill such vacancies: Provided, that the legislature of any State may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the legislature may direct.

This Amendment shall not be so construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution.

Amendment XVIII

Passed by Congress December 18, 1917. Ratified January 16, 1919. Repealed by Amendment 21.

Section 1.

After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

Section 2.

The Congress and the several States shall have concurrent power to enforce this article by appropriate legislation.

Section 3.

This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

Amendment XIX

Passed by Congress June 4, 1919. Ratified August 18, 1920.

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Congress shall have power to enforce this article by appropriate legislation.

Amendment XX

Passed by Congress March 2, 1932. Ratified January 23, 1933.

Note: Article I, Section 4, of the Constitution was modified by Section 2 of this Amendment. In addition, a portion of the 12th Amendment was superseded by Section 3.

Section 1.

The terms of the President and the Vice-President shall end at noon on the 20th day of January, and the terms of Senators and Representatives at noon on the 3d day of January, of the years in which such terms would have ended if this article had not been ratified; and the terms of their successors shall then begin.

Section 2.

The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the 3d day of January, unless they shall by law appoint a different day.

Section 3.

If, at the time fixed for the beginning of the term of the President, the President elect shall have died, the Vice-President elect shall become President. If a President shall not have been chosen before the time fixed for the beginning of his term, or if the President elect shall have failed to qualify, then the Vice-President elect shall act as President until a President shall have qualified; and the Congress may by law provide for the case wherein neither a President elect nor a Vice-President shall have qualified, declaring who shall then act as President, or the manner in which one who is to act shall

be selected, and such person shall act accordingly until a President or Vice-President shall have qualified.

Section 4.

The Congress may by law provide for the case of the death of any of the persons from whom the House of Representatives may choose a President whenever the right of choice shall have devolved upon them, and for the case of the death of any of the persons from whom the Senate may choose a Vice-President whenever the right of choice shall have devolved upon them.

Section 5.

Sections 1 and 2 shall take effect on the 15th day of October following the ratification of this article.

Section 6.

This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission.

Amendment XXI

Passed by Congress February 20, 1933. Ratified December 5, 1933.

Section 1.

The eighteenth article of amendment to the Constitution of the United States is hereby repealed.

Section 2.

The transportation or importation into any State, Territory, or Possession of the United States for delivery or use therein of intoxicating liquors, in violation of the laws thereof, is hereby prohibited.

Section 3.

This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by conventions in the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

Amendment XXII

Passed by Congress March 21, 1947. Ratified February 27, 1951.

Section 1.

No person shall be elected to the office of the President more than twice, and no person who has held the office of President, or acted as President, for more than two years of a term to which some other person was elected President shall be elected to the office of President more than once. But this Article shall not apply to any person holding the office of President when this Article was proposed by Congress, and shall not prevent any person who may be holding the office of President, or acting as President, during the term within which this Article becomes operative from holding the office of President or acting as President during the remainder of such term.

Section 2.

This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission to the States by the Congress.

Amendment XXIII

Passed by Congress June 16, 1960. Ratified March 29, 1961.

Section 1.

The District constituting the seat of Government of the United States shall appoint in such manner as Congress may direct:

A number of electors of President and Vice-President equal to the whole number of Senators and Representatives in Congress to which the District would be entitled if it were a State, but in no event more than the least populous State; they shall be in addition to those appointed by the States, but they shall be considered, for the purposes of the election of President and Vice-President, to be electors appointed by a State; and they shall meet in the District and perform such duties as provided by the twelfth article of amendment.

Section 2.

The Congress shall have power to enforce this article by appropriate legislation.

Amendment XXIV

Passed by Congress August 27, 1962. Ratified January 23, 1964.

Section 1.

The right of citizens of the United States to vote in any primary or other election for President or Vice-President, for electors for President or Vice-President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay poll tax or other tax.

Section 2.

The Congress shall have power to enforce this article by appropriate legislation.

Amendment XXV

Passed by Congress July 6, 1965. Ratified February 10, 1967.

Note: Article II, Section 1, of the Constitution was affected by the 25th Amendment.

Section 1.

In case of the removal of the President from office or of his death or resignation, the Vice-President shall become President.

Section 2.

Whenever there is a vacancy in the office of the Vice-President, the President shall nominate a Vice-President who shall take office upon confirmation by a majority vote of both Houses of Congress.

Section 3.

Whenever the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that he is unable to discharge the powers and duties of his office, and until he transmits to them a written declaration to the contrary, such powers and duties shall be discharged by the Vice-President as Acting President.

Section 4.

Whenever the Vice-President and a majority of either the principal officers of the executive departments or of such other body as Congress may by law provide, transmit to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office, the Vice-President shall immediately assume the powers and duties of the office as Acting President.

Thereafter, when the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that no inability exists, he shall resume the powers and duties of his office unless the Vice-President and a majority of either the principal officers of the executive department or of such other body as Congress may by law provide, transmit within four days to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office. Thereupon Congress shall decide the issue, assembling within forty-eight hours for that purpose if not in session. If the Congress, within twenty-one days after receipt of the latter written declaration, or, if Congress is not in session, within twenty-one days after Congress is required to assemble, determines by two-thirds vote of both Houses that the President is unable to discharge the powers and duties of his office, the Vice-President shall continue to discharge the same as Acting President; otherwise, the President shall resume the powers and duties of his office.

Amendment XXVI

Passed by Congress March 23, 1971. Ratified July 1, 1971.

Note: Amendment 14, Section 2, of the Constitution was modified by Section 1 of the 26th Amendment.

Section 1.

The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

Section 2.

The Congress shall have power to enforce this article by appropriate legislation.

Amendment XXVII

Originally proposed Sept. 25, 1789. Ratified May 7, 1992.

No law, varying the compensation for the services of the Senators and Representatives, shall take effect, until an election of representatives shall have intervened.