Insights
From the Field

UNDERSTANDING GEOGRAPHY, CULTURE, AND SERVICE

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worldwise schools

PEACE CORPS

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This guide contains materials that were written by educators and others. The views presented here are not official opinions of the United States government or of the Peace Corps.

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Introduction

Welcome to Coverdell World Wise Schools' *Insights From the Field: Understanding Geography, Culture, and Service*. We've designed this guide for use with students in grades 6-12. *Insights From the Field* uses primary source materials from the experience of Peace Corps Volunteers in countries around the globe to make the study of geography, culture, and service come alive—and to help your students achieve important curriculum standards. We hope the book will help you engage your students' minds, stir their hearts, and broaden their perspectives on our diverse and interconnected world.

The Purpose of This Classroom Resource

The purpose of this book is to help you engage your students in an inquiry about the themselves and others as they focus on a culture other than their own. We've put together learning activities and performance tasks to help your students

- Learn important lessons about geography.
- Increase their understanding of other cultures.
- Broaden their perspectives on the world.
- Appreciate how they are connected to their world.
- Become inspired to engage in service to others.

Insights From the Field contains three instructional units—on geography, culture, and service. We use the example of primary-source materials from Peace Corps Volunteers serving in the Dominican Republic. Firsthand accounts of their lives and work in the Dominican Republic serve as a vehicle for teaching content about geography, culture, and service. Keep in mind that your students will also be learning about issues and concepts that can be applied to any developing country. You can find primary source materials from other countries and cultures (e.g., stories and letters written by Peace Corps Volunteers) on our Coverdell World Wise Schools Web site: www.peacecorps.gov/wws/educators. These materials can be downloaded for classroom use.

About the Peace Corps

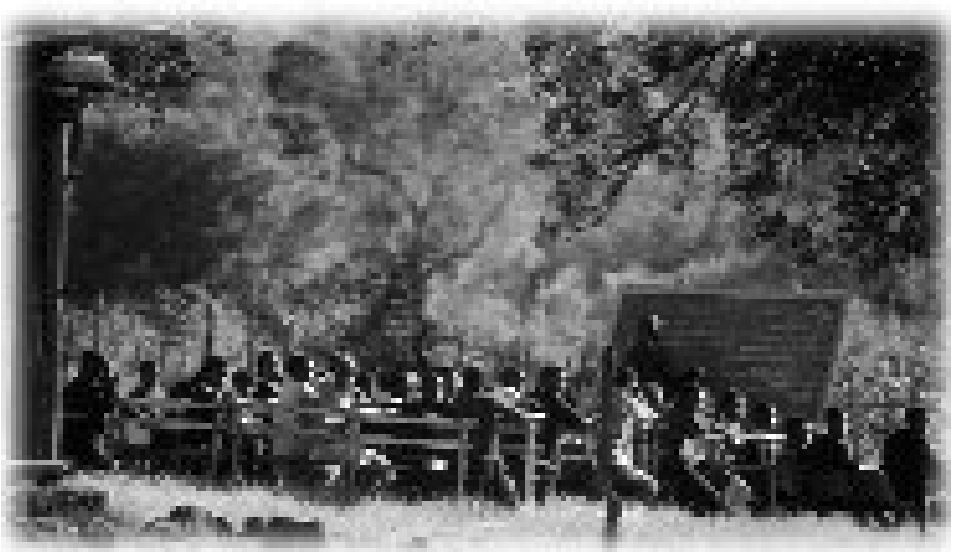
America has a rendevous with what my friend Joseph Campbell called a 'mighty muticultural future.' But we are not alone and the stone is not at the bottom of the hill. We have guides—[more than] 163,000 Peace Corps Volunteers who have advanced the trip. They have been going where our country is going. Out there in the world, as John F. Kennedy might say, is truly the new frontier.

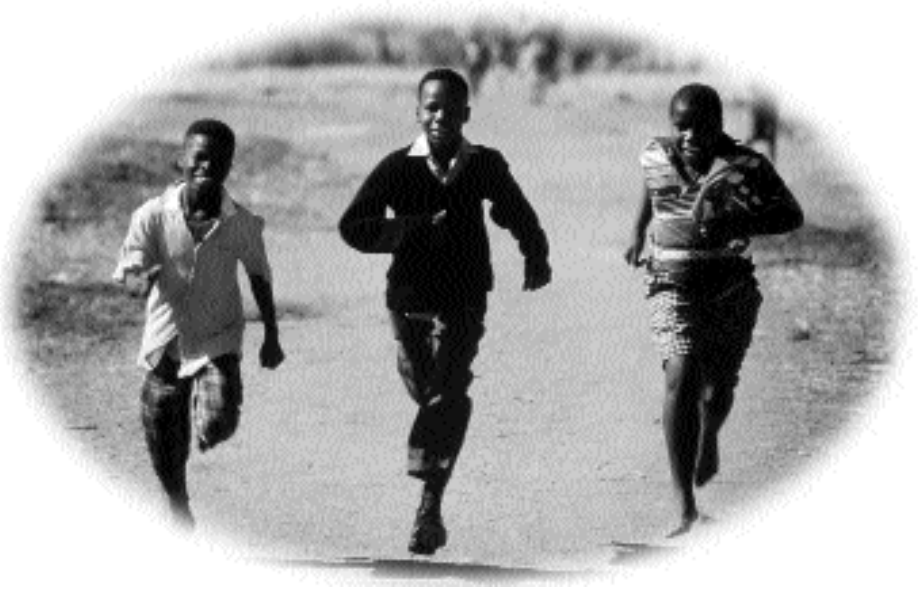
Bill Moyers, journalist and former deputy director of the Peace Corps

The Peace Corps is an independent agency of the United States government that was established through the vision and efforts of President John F. Kennedy, who challenged Americans to dedicate two years of their lives to helping people in developing countries. The Peace Corps mission is to promote peace and friendship by making available willing and qualified U.S. citizens to interested countries to achieve the following three goals:

- To help the people of interested countries in meeting their needs for trained men and women
- To help other peoples get a better understanding of the American people
- To help Americans get a better understanding of other peoples

Since the first group arrived in Ghana in 1961, Peace Corps Volunteers have served in more than 130 countries. Although programs vary from country to country based on the host nation's needs, Volunteers traditionally offer skills in education, agriculture, small business development, community development, the environment, and health. Before placement at their sites, Volunteers receive intensive training in the language and culture of their host countries as well as in technical skills. Cross-cultural training includes the study of the history, customs, and values of the host country and prepares Volunteers to become part of a local community for their two years of service. By living and working within their communities, Peace Corps Volunteers not only learn about the people of their host countries, but also offer their hosts around the world a chance to learn about Americans.





Coverdell World Wise Schools

An innovative, global education program of the Peace Corps, Coverdell World Wise Schools provides students in the United States with a real-world glimpse of life in countries where Peace Corps Volunteers serve. Since the program's inception in 1989 at the initiation of then Director of the Peace Corps Paul D. Coverdell, more than three million students in 50 states have "put a face on a place" as they have experienced a country through the eyes, ears, hearts, and minds of Peace Corps Volunteers.

Coverdell World Wise Schools contributes to the third goal of the Peace Corps: to strengthen Americans' understanding of the world and its people. The program exists to engage students in inquiry about the world, themselves, and others in order to promote understanding, broaden perspectives, appreciate global connections, and encourage service.

The program provides resources focused on geography, culture, and service. It brings the experience of Peace Corps Volunteers directly into the classroom through the use of videos, study guides, curriculum guides, stories, essays, and correspondence matches that connect Peace Corps Volunteers with individual classrooms. Coverdell World Wise Schools resources are available on the World Wise Schools section of the Peace Corps website, www. peacecorps.gov/wws.

When Peace Corps Volunteers return from overseas, they bring home knowledge of other peoples and cultures. They understand that the ability of the United States to function in the world community depends on the extent to which the American people understand life in other cultures, in other countries. They know that global interdependence is a reality, not just a catchword. Curriculum rooted in Volunteer experiences and grounded in what the Peace Corps knows about living and working effectively with others helps students understand other cultures and develop a respectful and thoughtful worldview based on the firsthand knowledge and grassroots experience.

It is our hope that at the end of *Insights From the Field: Understanding Geography, Culture, and Service*, you and your students will have captured something of the Peace Corps spirit and come away with a deeper understanding of the yourselves and others.

A Standards-Based Approach

This curriculum guide is standards-based and organized around big ideas (concepts, principles, and enduring understandings) that cut across and transfer to other subject areas. The term "enduring understandings" comes from the curriculum framework proposed by Grant Wiggins and Jay McTighe in the 1998 ASCD publication *Understanding by Design* and in the 1999 publication *The Understanding by Design Handbook*. Enduring understandings, as defined by Wiggins and McTighe, refer to important ideas or core processes that have lasting value beyond the classroom. To determine enduring understandings, teachers are encouraged to ask: What do we want students to understand and be able to use several years from now, after they have forgotten the details? For a brief overview of the *Understanding by Design* framework and a definition of terms, see pages 171–172. We have identified the following enduring understandings for this curriculum guide.

Enduring Understandings

Geography:

- Where you live influences how you live; yet all of us are connected with each other and the world.
- To gain a complete and accurate picture of a country, you need to draw on multiple sources of information and evaluate their quality and perspective.
- Natural disasters can be tragic; yet they can bring people together, reinforce interconnections, and reveal surprising traits of heroism.
- There are cultural universals (common needs that unite all people) that, despite our geographical and cultural differences, connect us with others in the world in a common bond of humanity.

Culture:

- Everyone has a culture. Culture is dynamic and powerful. It shapes how we see the world, ourselves, and others.
- Culture is like an iceberg; some aspects are observable, others are beneath the surface. Invisible aspects influence/cause visible ones. To really understand another culture, you need to understand both the visible and invisible aspects of culture. To be effective in another culture, you must first understand your own.

Understanding someone from another culture can sometimes be hard, because people see the world, themselves, and others in fundamentally different ways. People behave as they do because of the things they believe in or value. People behave as they do for a reason. Beliefs vary from person to person and from culture to culture.

- Crossing cultures is a complex process in which the ability to "read the context" and respond appropriately is everything. The ability to cross cultures respectfully can bring greater harmony and understanding into your school, community, and the world.

- It's possible to misinterpret things people do in a cross-cultural setting. To keep from misinterpreting the behavior of others, you have to try to see the world from their point of view as well as your own.

- Despite cultural differences, there are cultural universals that unite all people in a common bond of humanity.

Service:

- There is such a thing as "the common good," and individuals can strengthen the common good through various forms of citizen action.

- Service matters. People in many communities volunteer to make a difference.

- You can make a difference in your school or community in a number of ways.

Standards, Enduring Understandings, and Essential Questions

Teachers everywhere are grappling with the realities of raising students' performance and helping them master state and local content standards. Thus, we have made a special effort to link our learning activities to key content standards, enduring understandings, and essential questions (see examples on the opposite page) in the areas of geography, social studies, and language arts. We've based the concepts and skills presented in this guide on the nationally recognized curriculum content standards developed by the National Council for the Social Studies, the National Geographic Society, the Corporation for National & Community Service, and the McREL (Mid-Continent Regional Education Laboratory) database of standards. Visit the Web site *www.mcrel.org* to access the database and learn more on how these standards were developed. For a complete listing of the standards addressed in this curriculum guide, see pages 13 and 14.

Using the work of Wiggins and McTighe (1998, 1999), we related our selected content standards to "enduring understandings" (important concepts and big ideas that have lasting value beyond the classroom) and "essential questions" (questions designed to provoke student curiosity, focus lessons, and stimulate inquiry). The chart on page 11 illustrates the relationship of standards to the enduring understandings and essential questions that we focus on in this curriculum guide.

Structure and Organization of this Guide

The units in *Insights From the Field* focus on geography, culture, and service, in that order. Each unit contains one or more modules designed to develop students' knowledge and skills in a specific curriculum area. In turn, the modules are divided into lessons with specific objectives that address the knowledge and skills related to the unit's enduring understandings and curriculum standards. The lessons contain engaging, real-world learning activities that prepare students to apply their knowledge in a culminating performance assessment task (see Appendix A, page 171) at the end of each unit. Each lesson also builds on and connects with the others within each module. The lessons can be adapted for use with students in grades 6–12.

Within the modules and lessons are worksheets, which include maps, primary source materials for student research (e.g., transcripts of interviews with Peace Corps Volunteers), data charts, activity guides, performance checklists, and graphic organizers that you can adapt or reproduce for each lesson. In Appendix A, we provide you with an overview of the *Understanding by Design* framework. In Appendix B, page 173, you can find a brief overview of the history, geography, and culture of the Dominican Republic so that you have the background knowledge to place the lesson in a broader context. (Keep in mind that we use the Dominican Republic only as a vehicle for exploring a culture different from our own and for examining issues developing countries face.) Finally, there is a bibliography of text and electronic learning resources.

Table A

	Standards	Enduring Understandings	Essential Questions
Geography	Human systems: The characteristics, distribution, and complexity of Earth's cultural mosaics.	Where we live influences how we live.	How does where we live influence how we live?
Social Studies	Explain how information and experiences may be interpreted by people of diverse cultural perspectives and frames of reference. Identify and describe ways that regional, ethnic, and national cultures influence people's daily lives.	People really do see the world in fundamentally different ways. People behave as they do because of the things they believe in and value. People behave as they do for a reason. Culture is dynamic and powerful. It shapes how we view the world, ourselves, and others.	What explains why people see the world in fundamentally different ways? How does culture shape the way we understand the world, ourselves, and others?
Service	Recognize and interpret how "the common good" can be strengthened through various forms of citizen action.	There is such a thing as "the common good." Individuals can strengthen the common good through various forms of citizen action.	What does the "common good" mean, and why does it matter?

Flexible Use:

You can use this guide in a variety of ways to meet your own needs:

- As stand-alone curriculum units
- As a resource to enrich your content curriculum
- As individual units you can adapt to meet your students' needs
- As selected modules and lessons that you can use on an as-needed basis for the study of many cultures

The Video: *Destination: Dominican Republic*

The video that accompanies this curriculum guide, *Destination: Dominican Republic*, is one of 12 World Wise Schools videos on countries such as Senegal, Cameroon, Nepal, Lithuania, Poland, Krygystan, Honduras, and Paraguay. These videos bring the geography, culture, and Peace Corps Volunteers' service in another culture to life. Our World Wise Schools videos put a face on a place and can stimulate students' interests in thinking about similarities and differences across cultures. In this book, we have included pre-video and post-video viewing activities to be used with the vidoe *Destination: Dominican Republic*. You can use these video-viewing activities with videos on other countries as well.

Making Connections: *Student Journals*

Reflection plays an important part in the exploration of concepts and ideas, especially when your goal is to deepen student understanding of the world. Journal writing provides an opportunity for students to think about their own lives, how they're connected with others, and questions that often don't have easy answers. Journaling is a two-way communication vehicle between teachers and students. It provides a living record of how student thinking is maturing over time. For these reasons, we have made journal prompts and student journal entries an important part of each lesson. We've used journal writing for a number of different purposes:

- To access students' prior knowledge
- To help students summarize what they've learned
- To provoke student thought
- To have students reflect on their learning

Content Standards
Addressed in This Guide

National Geography Standards

The World in Spatial Terms

Geography is the study of the relationships between people, places, and environments by mapping information about them into a spatial context.

The geographically informed person knows and understands

- How to use maps and other geographic representations, tools (e.g., charts and graphs), and technologies to acquire, process, and report information from a spatial perspective.
- How to analyze the spatial organization of people, places, and environments on the Earth's surface.

Human Systems

People are central to geography in that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and humans compete for control of Earth's surface.

The geographically informed person knows and understands

- The characteristics, distribution, and complexity of Earth's cultural mosaics.

National Council for the Social Studies (NCSS) Standards

Culture (NCSS Theme I)

Social studies programs should include experiences that provide for the study of culture and cultural diversity so that the learner can

- Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.
- Explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.

Individual Development and Identity (NCSS Theme IV)

Social studies programs should include experiences that provide for the study of individual development and identity so that the learner can

- Identify and describe ways in which regional, ethnic, and national cultures influence individuals' daily lives.
- Identify and describe the influence of perception, attitudes, values, and beliefs on personal identity.

Civic Ideals and Practices (NCSS Theme X)

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic so that the learner can

- Recognize and interpret how the "common good" can be strengthened through various forms of citizen action.
- Examine strategies designed to strengthen the "common good," which consider a range of options for citizen action.
- Participate in activities to strengthen the "common good," based upon careful evaluation of possible options for citizen action.

Service-Learning Standards *(Adapted from the Corporation for National & Community Service and the Alliance for Service-Learning Reform)*

The learner will be able to design an individual or group project that

- Meets actual community needs.
- Is coordinated in collaboration with a community.
- Is integrated into the academic curriculum.
- Facilitates active student reflection.
- Uses academic skills and knowledge in real-world settings.
- Helps develop a sense of caring for and about others.
- Improves the quality of life for those served.

Language Arts Standards

(Identified by the Mid-Continent Regional Education Laboratory)

Standard 1: The learner will be able to demonstrate competence in the general skills and strategies of the writing process.

Standard 4: The learner will gather and use information for research purposes.

Standard 5: The learner will demonstrate competence in the general strategies of the reading process.

Standard 6: The learner will demonstrate competence in the general skills and strategies for reading a variety of informational and literary texts.

Standard 8: The learner will demonstrate competence in speaking and listening as tools for learning.

Unit One

Geography: It's More Than Just a Place

The Unit at a Glance

We've designed this unit to enhance student understanding of the human and physical aspects of geography, using the Dominican Republic as an example. It's divided into four separate modules, each of which contains a number of lessons that can be adapted for students in grades 6-12. Each module is organized around one or more enduring understandings and essential questions. All modules revisit, from a different vantage point, the major theme W*here we live influences how we live.* Because of this, you can adapt individual lessons in a module to the study of any country you wish. This unit is flexible. You can teach the entire unit, or you can select particular modules, or you can adapt the modules or lessons to meet your students' needs. Each of the modules is designed to deepen students' understanding of the geography of the Dominican Republic—and of the concept of geography in general. Together, the lessons "put a face on a place" and help students understand that, despite geographical differences, we are all connected in a common bond of humanity.

This is a standards-based unit, designed to address the standards of the National Council for the Social Studies and the National Geographic Standards, as well as the Language Arts Standards identified by McREL (Mid-Continent Regional Education Laboratory). We've also organized this unit around four enduring understandings. As noted in the introduction, these are important ideas and core skills that have lasting value beyond the classroom. They involve generalizations that will endure over time (Wiggins and McTighe 1999).

Enduring Understandings

The enduring understandings for this unit:

- Where we live influences how we live; yet all of us are connected with each other and the world.
- To gain a complete and accurate picture of a country, you need to draw on multiple sources of information and evaluate their quality and their perspective.
- Natural disasters can be tragic. However, they can bring people together, reinforce interconnections, and reveal surprising traits of heroism.
- Working together to respond to a natural disaster can unite us with others in a common bond of humanity.

Essential Questions

We have organized the four modules in this unit to address a number of "essential questions," related directly to the enduring understandings above, and intended to guide teaching and evoke student curiosity and interest. Because they are designed to stimulate student thinking and discussion, essential questions are open-ended and do not have an obvious "right" answer. The essential questions:

- How does where we live influence how we live?
- Why does where we live influence how we live?
- No matter where we live, how are we all connected with each other and the world?
- How does using multiple sources of information give us a more accurate picture of a place and its people?
- Why do we need to evaluate the quality and accuracy of information we find?
- How is our picture of a country dependent on the sources we use to investigate it?
- How can responding to natural disasters unite a community?
- How can working together to respond to a natural disaster bind people together in a common bond of humanity?

Topical Questions

Topical questions flow from essential questions, but are more narrowly focused and content-specific (McTighe and Wiggins 1999). While essential questions can be used for the study of many different countries, the topical questions in this unit are specific to the Dominican Republic. The table on page 18 shows the relationship between enduring understandings, essential questions, and topical questions for this unit.

Knowledge and Skills

While organized around enduring understandings and essential questions, this unit also targets specific knowledge and skills. These are listed below.

KNOWLEDGE

Students will *know*

- The location, topography, and major cities of the Dominican Republic.
- That where you live influences how you live.
- That one data source alone does not present a complete picture of life and people in a country.
- That deep understanding of a country and its people requires us to look at multiple sources of information and evaluate their accuracy and quality.
- That despite the destruction caused by natural disasters, the disasters can bring people together, reinforce interconnections, and reveal surprising traits of heroism.
- There exist "cultural universals" that, in spite of differences across cultures, unite us in a common humanity.

SKILLS

Students *will be able to*

- Explain how where you live influences how you live.
- Explain why and how, no matter where we may live, we are all connected with the world.
- Interpret charts that identify the Dominican Republic's demographics and reflect on what they reveal.
- Compare the demographics of the Dominican Republic with those of the United States to expand students' perspectives about the nature of different places and cultures.
- Explain the dynamics of hurricanes and demonstrate empathy for the people in the Dominican Republic whose lives have been affected by hurricanes.
- Explain how natural disasters can frequently bring people together in new and unexpected ways.

I can never again stir lumps of very cheap sugar into a cup of Irish breakfast tea without reflecting on the international relations of production and consumption that forced my old neighbor and friend, Biu,… at the age of 43 and following 15 pregnancies, to wrap a cloth around her head and shoulder a focie *(sharp hoe) to work clearing sugar plantations for $1.25 a day so that she could try to feed her children.*

Nancy Schepher-Hughes
Anthropologist
(RPCV Brazil)

Assessing Student Understanding

We believe that a variety of strategies are needed to fully assess understanding. In this unit we've used the following strategies:

- Written products in response to academic prompts
- Journal reflections in response to academic prompts
- Formal observations of student work on maps, graphic organizers, and demographic charts
- Student self-assessment checklists
- Peer review and feedback
- Culminating performance tasks

Table B

Enduring Understandings	Essential Questions	Topical Questions
• Where we live influences how we live, yet all of us are connected with each other and the world.	• How does where we live influence how we live? • No matter where we live, how are we all interconnected with one another and the world?	• How does living in the United States influence how we live? • How does living in the Dominican Republic influence how people there live? • How is living in an urban area different from living in a rural area? • How are people in the United States connected with the people in the Dominican Republic?
• To gain a complete and accurate picture of a country, you need to draw on multiple sources of information—and evaluate their quality and their perspective.	• How does using multiple sources of information give us a more accurate picture of a place and its people? • Why do we need to evaluate the quality and accuracy of information we find? • How is our picture of a country dependent on the sources we use to investigate it?	• What sources of information will give us the most accurate picture of the Dominican Republic? • How do we evaluate the quality and accuracy of the information about the Dominican Republic that we find? • How will our picture of the Dominican Republic be influenced by the information sources we use to investigate it?
• Natural disasters can be tragedies. However, they can bring people together, reinforce interconnections, and reveal surprising traits of heroism.	• How can responding to natural disasters unite a community?	• How did their response to Hurricane Georges unite people living in the Domincan Republic?
• Working together to respond to a natural disaster can bind people together in a common bond of humanity.	• How can responding to natural disasters unite people from different countries in a common bond of humanity?	• How did responding to the devastation caused by Hurricane Georges unite people from different countries in a common bond of humanity?

Content Standards *Addressed in This Unit*

National Geography Standards

The World in Spatial Terms

Geography is the study of the relationships between people, places, and environments by mapping information about them into a spatial context.

The geographically informed person knows and understands

- How to use maps and other geographic representations, tools (e.g., charts and graphs), and technologies to acquire, process and report information from a spatial perspective.
- How to analyze the spatial organization of people, places, and environments on the Earth's surface.

Human Systems

People are central to geography in that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and humans compete for control of Earth's surface.

The geographically informed person knows and understands

- The characteristics, distribution, and complexity of Earth's cultural mosaics.

National Council for the Social Studies Standards

Culture (NCSS Theme I)

Social studies programs should include experiences that provide for the study of culture and cultural diversity so that the learner can

- Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.
- Explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.

Individual Development and Identity (NCSS Theme IV)

Social studies programs should include experiences that provide for the study of individual development and identity so that the learner can

- Identify and describe ways in which regional, ethnic, and national cultures influence individuals' daily lives.
- Identify and describe the influence of perception, attitudes, values, and beliefs on personal identity.

Language Arts Standards *(Identified by the Mid-Continent Regional Education Laboratory)*

- The learner demonstrates competence in the general skills and strategies of the writing process.
- The learner demonstrates competence in the general skills and strategies for reading a variety of informational texts.
- The learner will gather and use information for research purposes.
- The learner will demonstrate competence in speaking and listening as tools for learning.

Where We Live Influences How We Live

Afoot and light-hearted
I take to the open road,
Healthy, free, the world before me,
The long brown path before me
leading wherever I choose.

Walt Whitman, Poet

The Module at a Glance

By focusing on life in the United States as compared with life in the Dominican Republic, students will begin to explore the essential question *How does where we live influence how we live?* They will locate the Dominican Republic on a map and examine primary source data on the Dominican Republic in the form of written observations about geography and climate from Peace Corps Volunteers who have served there. This module is organized to address the enduring understanding, essential question, and content standards listed in the sidebar on page 21.

Lesson One: Where in the World Is the Dominican Republic?

Objectives

- Students will be able to explain how *where* they live influences *how* they live.
- Students will be able to locate the Dominican Republic and its major cities on a map of the Western Hemisphere.

Instructions

1. Present students with the essential question *How does where we live influence how we live?* Invite responses. Next, ask students to reflect on the place they call home and how their own physical surroundings (location, population, climate, physical features, etc.) influence the way they live.

2. To further student thinking about where they live, provide categories, such as the jobs that are available, the type of homes people live in, the transportation systems available to them, the things they do to have fun, the clothing people wear, the food they eat, and so on. Ask students to generate examples for each category.

3. Ask students if they lived somewhere else in the world, in a place that was very different, how their lives might be different. Give examples such as, if they lived in Alaska instead of Florida; if they lived in Los Angeles instead of in a small suburban town in Kentucky; if they lived in the mountains instead of by the ocean; in Canada or France instead of in the United States; on a farm rather than in a city.

4. Ask students to draw conclusions about how *where* we live influences *how* we live. Write their conclusions on the board.

5. Provide students with a copy of the graphic organizer on Worksheet #1: *How Does Where You Live Influence How You Live?* on page 22. Ask them to reflect on the categories listed on the graphic organizer and then to describe (in writing) life in the United States in those categories, based on their own experiences.

6. When they have finished writing, students should compare their responses with a partner's.

7. Using a world map, ask students to locate the Dominican Republic. Mention that the Dominican Republic shares the island of Hispaniola with Haiti, that its capital is Santo Domingo, and that it is just 600 miles south of Florida. Also mention that it is the first place that Columbus landed in 1492.

8. Ask students, given the location of the Dominican Republic, what assumptions can they make about how *where* we live influences *how* we live (e.g., "it's south of Florida, so it must be warm"). Have students make a list of assumptions or predictions about what life might be like in the Dominican Republic. This can be done in small groups or as a class.

9. Show students a map of the Dominican Republic (see page 180). Ask them to circle the capital, Santo Domingo, and the "second capital," Santiago. Next ask them to find and circle Pico Duarte (Duarte Peak), the highest mountain in the West Indies.

10. Tell the students that, since 1962, approximately 3,200 Peace Corps Volunteers have served in the Dominican Republic. Currently there roughly 150 serving there. The projects in which they serve include agricultural improvement, education, environmental awareness, forestry, health, water sanitation, and small-business development in urban and rural areas.

11. Ask students to circle on their maps several cities and towns where Peace Corps Volunteers have served: Moca (north central), Sabaneta (northwest), Samana (east), and Hato Mayor (southeast). Let students know that, later in the lesson, they will be reading what Peace Corps Volunteers had to say about life in these areas.

Enduring Understanding

Where we live influences how we live.

Essential Question

How does where you live influence how you live?

Standards

National Geography Standards:

- How to analyze the spatial organization of people, places, and environments on the Earth's surface.

Language Arts Standard:

- The learner will demonstrate competence in the general skills and strategies for reading a variety of informational and literary texts.

Assessments

Journal Entries; completion of graphic organizers.

Materials

Map of the Dominican Republic; *Primary Source Packet: Interviews with Peace Corps Volunteers Serving in the Dominican Republic*

Time

Two days

Worksheet #1

You live in the United States.
How does where you live influence how you live?

Directions: Please provide examples for each category below.

- The effect of weather and climate on people's daily lives
- The effect of geographic features (mountains, rivers, forests, oceans, etc.) on daily life
- The kind of transportation that is available to people
- The ways in which people earn a living
- The types of homes in which people live
- The kinds of roads on which people travel
- The availability of water and other necessities of life

Lesson Two: *Geography, Climate, and Community in the Dominican Republic*

Objectives

- Students will be able to use primary source materials on the Dominican Republic to explore the question: How does where you live influence how you live?
- Students will be able to describe the geography and climate of the Dominican Republic.
- Students will be able to describe ways in which life in the Dominican Republic is similar to, and different from, life in the United States.

Instructions

1. We'd like to suggest that you introduce the geography of the Dominican Republic to your students by using scenarios that add purpose, curiosity, and importance to their study. Scenarios invite students to step into a real-world situation and ask: What do I need to know about this place? How will this place affect how I live? You'll find some scenarios below. Or you and your students can come up with your own.

2. SCENARIOS: Ask students what they would want or need to know if
   - They just learned that their family is moving to the Dominican Republic.
   - They were going to participate in a student exchange program and live in the Dominican Republic for a summer or a semester.
   - They were about to graduate from college and begin their first job working for an international business that is sending them to work in the Dominican Republic. Have students jot down items individually. Follow with a class discussion. Make a list on the chalkboard or an overhead projector of frequently mentioned items.

3. Inform students that they are now going to learn about life in the Dominican Republic from the real-world experience of Peace Corps Volunteers who have served there. Mention that these are primary source documents. Volunteers were either interviewed or asked to complete a questionnaire that focused on what life was like in the Dominican Republic.

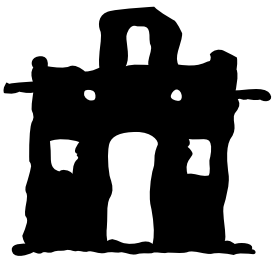
4. Provide each student with a copy of one of the two *Primary Source Packets* on pages 26–36. There is one packet for middle school students and another, more extensive one for high school students. The packets contain primary source material that summarizes Peace Corps Volunteers' impressions and feelings about the location and the community where they served—and also about the geography and climate of the Dominican Republic.

5. We suggest that you organize this learning experience as a cooperative learning "jigsaw" activity. Divide students into groups of three. In their groups of three, each student will be reading different material in the *Primary Source Packet*. Designate students in each group as #1, #2, or #3. Student #1 will be reading about "My Location," Student #2 will be reading about "My Community," and Student #3 will be reading about "Geography and Climate."

Each country has its own way of saying things. The important thing is that which lies behind people's words.

Freya Stark, Author

6. Have all #1s move to one table; have all #2s move to another table; and have all #3s move to another table. Ask students to read their section silently and then, at your signal, have them discuss what they have learned with the others at their table.



7. Provide each table with enough copies of the graphic organizer on Worksheet #2 for all students. Ask students to record notes on the organizer as they are reading and discussing their assigned section of the *Primary Source Packet*.

8. After students have read about their assigned topic and recorded their findings on the graphic organizer, ask them to return to their original group of three with their completed graphic organizer and share their responses with the other two students in their group. As they are listening to and learning from their partners, ask students to take additional notes on their graphic organizers.

9. After listening to their partners and searching the Peace Corps Volunteers' information for answers, the class should come together to discuss:
   - What picture is emerging of the Dominican Republic?
   - Is it a complete picture?
   - How would your life be different if you lived in the Dominican Republic? How would it be the same?
   - How accurate were your initial assumptions about the Dominican Republic as compared with what you have learned?
   - Have each student add additional information under each question on Worksheet #2.

Journal Entry

Ask students to reflect on the following two questions and to record their answers in their journals:

- Compare your life in the United States with life in the Dominican Republic, based on the categories provided in the two graphic organizers you've completed (Worksheets #1 and #2) and the Volunteer quotes.
- Describe what you've discovered about how "*where you live influences how you live*."

Worksheet #2

You live in the Dominican Republic. How does where you live influence how you live?

Directions: Read the Volunteers' quotes in your Primary Resource Packet and write examples under each category.

- The effect of weather and climate on people's daily lives

- The effect of geographic features (mountains, rivers, forests, oceans, etc.) on daily life

- The kind of transportation that is available to people

- The ways in which people earn a living

- The types of homes in which people live

- The kinds of roads people on which travel on

- The availability of water and other necessities of life

Primary Source Packet (Middle School Level)

Interviews With Peace Corps Volunteers Serving in the Dominican Republic

My Location

I live in the village of La Pina, in the northwest of the country, in the hills of the central mountain range. I am nine kilometers south of the town of Los Almacigos. It is a 25- to 35-minute motorcycle ride up and down hills on a dirt road. It's a bumpy ride, but it's breathtaking: a view of palms, pines, and rolling hills of farms. Once in town, it's another 15-kilometer ride northeast to the provincial capital of Sabaneta. It takes an hour, on average, in a crowded minivan. Once in Sabaneta, it takes anywhere from four to six hours to get to the capital, Santo Domingo. It's a long but beautiful trip through all parts of the country: mountains, cities, rivers, lush forests and deforested areas, and fields of rice and farms of plantains.

—Alexandra Fowler

During my two years of Peace Corps service, I have lived in two different areas of the country. My first year of service was in a village, El Arrozal, in the region of Monte Cristi. Monte Cristi is located on the northwest tip of the island. My first site was in a town called Villa Vasquez, in the community of El Arrozal. Villa Vasquez is located 20 minutes from the town of Monte Cristi. It is a two-hour ride to Santiago, the second capital, and an additional three to Santo Domingo. Traveling from Santo Domingo to Villa Vasquez was a great way to learn about the climate and the landscape. You pass through rice fields, mountainsides, plains, deserts, and various colors of soil—red, brown, black, and white. The area of Villa Vasquez is desert, similar to Arizona, with cacti and few trees. The climate is dry with little to no rain.

My current site is Santo Domingo. I live in a town about 45 minutes from the center of Santo Domingo on public buses or cars. The town is not much different from a large town in the United States. There are large buildings 20 stories high, resort hotels, banks, supermarkets, shopping centers, casinos, fast food restaurants, six-island gas stations with food marts, and a lot of traffic. The climate is humid, and there's a v ariety of trees—from palm trees to fir trees.

—Michele Stora

I live about halfway up a mountain in a beautiful valley. The community is in the south-central part of the country. It's about three hours from the capital. For part of the trip to my village, Los Martinez, I get into a big, old Chevrolet along with eight people, or I use our community's truck, if it's a transport day—Wednesday, Saturday, or Sunday. Our truck is bright red. It's always full of people sitting on top of sacks of vegetables and usually has chickens tied on the back. On the trip, you see tall, green mountains in the distance. When you reach the bottom of the mountain, you either continue up in the truck or get out of the car and wait for someone with a horse or motorcycle to give you a ride. Our road is really steep and winding. When it rains, it is impassible in a vehicle. But once you reach the top, you can see the ocean. The scenery is amazingly beautiful. *—Leslie Dominguez*

Las Lagunas has a population of about 5,000, and the town is spread out along a rolling plateau. The houses are most densely placed at the entrance of the town. The quality of life worsens as you travel away from the entrance of the town. Most houses are constructed of palm-wood planks with concrete floors. Only the families that live in concrete houses have water running directly to their houses. The majority of houses have outdoor latrines and zinc roofs. The primary source of income is farming. Few farmers are able to produce crops on a large scale. They produce only enough to feed their families. I would say that my town is similar to the majority of villages in the Dominican Republic.

—Kristen Caputo

My Community

About 30,000 people live in Hato Del Yaque now, but it wasn't always like this. My community is called a 'government relocation project.' In 1979, there was a large hurricane in the Dominican Republic, and all the people who lived alongside the river in Santiago lost their homes. For the next two years, these people had to live in a school while they got their lives back together. The government tried to help by building a community about 10 kilometers outside Santiago, which is now Hato Del Yaque. The town consists of six long, straight streets of concrete duplex houses. Each side of the duplex is the same. They all have four rooms—two bedrooms, a living room, and a kitchen. There is an outside bathroom with a latrine and septic tank. There are no paved roads or telephones. There is running water, but it is available only every few days for a few hours. When the water comes, we fill our tanks and then use it as needed. There is also electricity, but it usually goes out for at least a few hours every night.

—Niki Scott

El Arrozal, my first site, was a small *barrio* (neighborhood) outside of Villa Vasquez. Fewer than 600 people live there. The *barrio* has three different housing sectors. The first sector has two-story concrete buildings that contain four three-bedroom apartments each. The apartments are constructed of concrete. They are painted in bright colors—usually blue, green, or pink. They have a closed front balcony, a small kitchen, a living room/dining room, bathroom with modern facilities, and a small utility room off the kitchen. The second sector, behind the first, consists of small two-room wooden houses with dirt floors. Usually one room is used as a bedroom and the other as an all-purpose room. The kitchen is located outside but is connected to the house by a roof. The bathroom is also outside and divided into two separate, sectioned-off areas. One is the latrine and the other is used for bathing. The third sector, where I lived, is made up of concrete-block houses. Corrugated zinc is used for the roofs. The houses have either three or four rooms, a front porch, and concrete floors. The bathrooms are similar to the wooden-house sector. The neighborhood has no running water, but does have electricity. The majority of women are housewives or employees in other people's homes. The majority of men work in the local rice fields. The families who live in the apartments in the first sector are mainly teachers and office workers.

My second site, in a town just outside of Santo Domingo, the capital, is very modern and the exact opposite of El Arrozal. The town is similar to many of the larger towns in the country. It has running water, electricity, paved streets, open-air produce markets, pharmacies, corner stores, ice cream shops, hardware stores, and specialty stores. The majority of houses are constructed of concrete.

—Michele Stora

I have the good fortune of living in a rural fishing village off the beautiful Samana Bay. The houses are brightly colored and made of wood or concrete blocks with smooth-finished walls. The population is about 1,500. The main sources of income are fishing and agriculture. The village has lush greenery year-round due to a propensity to rain in the area, and a nice breeze coming off the water. I live in a small, pale-green concrete-block house about 20 yards from the beach. I sometimes worry about hurricanes, as I live along the 'hurricane route' and my house only has a zinc roof. The village is isolated, with access only through a single poorly constructed dirt road. —*Darshana Patel*

The population of the city of Hato Mayor is between 50,000 and 60,000. In this small city, there is a small concentration of upper- and middle-class Dominicans. The bulk of the population is lower-middle-class and poor. When I first came here, I was surprised at the size of the commercial district. In addition to innumerable corner grocery stores throughout the town, there are blocks of stores of virtually any kind, such as hardware, appliances, travel agencies, clothing, and shoe stores. I can buy the same basic food here as I can in the capital. My house is made of concrete blocks with a zinc roof. It can only be described as small. The total inside, door-to-door measurements are 22 feet by 10 feet, which is divided into a living room, a bedroom, and a kitchen. I have a fully functioning indoor bathroom with a shower. The furnishings are basic and I love it! —*Mary Bosy*

Geography and Climate

The physical geography and climate dominate the lives of the people in my community, because the people are dependent on the land. If there is too much or too little rain, their lives grow very difficult. If it's very hot or raining, people stay home. No work can be done outside when it rains, and children often are kept from school because of the rain. The climate reflects the physical appearance of my community: If the weather has been good, the fields will be filled with healthy crops, the people will be happy, and the grocery store shelves will be brimming with goods. If the weather has been bad, the opposite situation occurs.

—Kristen Caputo

The country is very mountainous and varied. I live in the northeast, where it is flat and dry. It usually rains every day from May to January. We have had a dry year this year, to the extent that rivers dried up, but it has started to rain again and the rivers are flowing and clean. The weather is very hot and humid most of the time, with winters a little cooler at night. When it does rain a lot, rivers can flood and lock people in for a week or so.

—Margaret Borelli

I live in a hot place, so rain plays an important role in daily life. It provides drinking water and fills the rivers for washing clothes and bathing. Yet, people won't go out in the rain. Sometimes meetings are called off because of rain, and children are kept home from school. This is particularly true in the countryside.

—James Weglarz

Primary Source Packet (High School Level)

Interviews With Peace Corps Volunteers Serving in the Dominican Republic

My Location

I live in the town of Hato Del Yaque, just outside of Santiago, which is the second largest city in the country. It's in the middle of the country, so there are a lot of people who have never even seen the beach. Although the beach is only a couple of hours away, most people don't have money to travel for pleasure. To get to my town from Santo Domingo, the capital, I can catch a bus that goes straight to Santiago along a four-lane highway. The ride takes about two hours, and the scenery is varied. There are lots of hills covered with palm trees and even some pine trees between big green rice fields. When I arrive in Santiago, I have to catch a public car. These cars run a specific route like a bus, and stop so people can get off and on. The big difference is it's a car—three people in front (including the driver) and four in the back. At the bridge, I catch a minivan to my town. We have to wait until the van fills up before we go. 'Full' is about 25 people, so it's very crowded. It takes about 15 or 20 minutes to get from the bridge to my house. The road passes through city neighborhoods and rice and pineapple fields.

—Niki Scott

I live in the village of La Pina, in the northwest of the country, in the hills of the central mountain range. I am nine kilometers south of the town of Los Almacigos. It is a 25- to 35-minute motorcycle ride up and down hills on a dirt road. It's a bumpy ride, but it's breathtaking: a view of palms, pines, and rolling hills of farms. Once in town, it's another 15-kilometer ride northeast to the provincial capital of Sabaneta. It takes an hour, on average, in a crowded minivan. Once in Sabaneta, it takes anywhere from four to six hours to get to the capital, Santo Domingo. It's a long but beautiful trip through all parts of the country: mountains, cities, rivers, lush forests and deforested areas, and fields of rice and farms of plantains.

—Alexandra Fowler

During my two years of Peace Corps service, I have lived in two different areas of the country. My first year of service was in a village, El Arrozal, in the region of Monte Cristi. Monte Cristi is located on the northwest tip of the island. My first site was in a town called Villa Vasquez, in the community of El Arrozal. Villa Vasquez is located 20 minutes from the town of Monte Cristi. It is a two-hour ride to Santiago, the second capital, and an additional three to Santo Domingo. Traveling from Santo Domingo to Villa Vasquez was a great way to learn about the climate and the landscape. You pass through rice fields, mountainsides, plains, deserts, and various colors of soil—red, brown, black, and white. The area of Villa Vasquez is desert, similar to Arizona, with cacti and few trees. The climate is dry with little to no rain.

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—Michele Stora

I live in the town of Las Lagunas. It is located in the southwest of the country. It is the closest town to Pico Duarte, the highest peak in the Dominican Republic. My town sits on a plateau about 3,000 feet high. The geography is rough. It is forested but not densely. The main tree is pine. On public transportation, it takes between four and six hours to get from Las Lagunas to Santo Domingo. From the capital to my place, one takes a bus going to Azua. Once in Azua, you take another bus to Padre las Casas. Then you take a truck up the mountain to my site. Once you leave the capital and begin to travel west, the landscape is flat and supports either mesquite or cactus, or it's flat farm land. In the far distance, you can see many mountain ranges. Once through Azua, you begin to climb in elevation and the vegetation grows greener. Population density is highest in the major cities. *—Kristen Caputo*

I live about halfway up a mountain in a beautiful valley. The community is in the south-central part of the country. It's about three hours from the capital. For part of the trip to my village, Los Martinez, I get into a big, old Chevrolet along with eight people, or I use our community's truck, if it's a transport day—Wednesday, Saturday, or Sunday. Our truck is bright red. It's always full of people sitting on top of sacks of vegetables and usually has chickens tied on the back. On the trip, you see tall, green mountains in the distance. When you reach the bottom of the mountain, you either continue up in the truck or get out of the car and wait for someone with a horse or motorcycle to give you a ride. Our road is really steep and winding. When it rains, it is impassible in a vehicle. Once you reach the top, you can see the ocean. The scenery is amazingly beautiful.

—Leslie Dominguez

My town, Hato Mayor, is located 65 miles northeast of the capital city, Santo Domingo, almost midway between the Caribbean Sea to the south and the Atlantic Ocean to the north. Hato Mayor is really a small city with a population of between 50,000 and 60,000. Physically, Hato Mayor is not very attractive, but the surrounding countryside is lovely. This is cattle and citrus fruit country, and even with the erratic rainfall of the past few years, the hills and trees and pastures are green and lush. Travel between Hato Mayor and Santo Domingo takes about two and a half hours on a small commercial bus. Along the way, you see sugarcane fields and various beach resorts on the Caribbean. Traffic becomes more congested as you head into Santo Domingo.

—Mary Bosy

My Community

I live in Los Campachos. It has a population of about 2,000 people. Closer to the town of Moca, there are nice looking concrete houses with spacious yards, but also poorer looking wooden shacks. The primary source of income is agriculture (plantains, yucca, and bananas) and raising animals (pigs, chickens, and goats). I hear roosters before the crack of dawn and horses' hooves in the early morning, carrying food for the animals. People work very hard and get up before the sun rises to begin their daily chores.

—Juvy Bertoldo

About 30,000 people live in Hato Del Yaque now, but it wasn't always like this. My community is what is called a 'government relocation project.' In 1979, there was a large hurricane in the Dominican Republic and all the people who lived alongside the river in Santiago lost their homes. For the next two years, these people had to live in a school while they got their lives back together. The government tried to help by building a community about 10 kilometers outside Santiago, which is now Hato Del Yaque. The town consists of six long, straight streets of concrete duplex houses. Each side of the duplex is the same. They all have four rooms—two bedrooms, a living room, and a kitchen. There is an outside bathroom with a latrine and a septic tank. There are no paved roads or telephones. Running water is available once every few days for a few hours. There is also electricity, but it usually goes out for at least a few hours every night. Hato Del Yaque is not just the government houses any more. Lots of people have moved here from the country during the last 10 years.

—Niki Scott

La Pina is a small village whose inhabitants are mainly farmers. Of course, there are teachers and store owners, but most men spend their days on the hillsides planting and harvesting sugar cane, yucca, sweet potatoes, beans, peas, rice, and plantains. The women spend most of the day cooking and cleaning. They sweep and mop their houses, wash their clothes by hand, and cook over a wood- or propane-fueled earth stove. The kitchen is almost always a detached structure. The houses are most often made of wood. My little cottage is a pine house with a zinc roof that reaches unbelievably high temperatures in the summer.

—Alexandra Fowler

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—Michele Stora

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Geography and Climate

The climate here is fairly regular all year round. The average temperature is about 85 degrees Fahrenheit. It can be as hot as 100 degrees during the summer and as cold as 65 degrees during the winter. It rains more during hurricane season (July to November). Certain areas of the country have different climate norms. Some areas are very dry and require lifestyles suitable to lack of water. Other areas get so much rain that schools and stores close due to road conditions. It is cooler at higher elevations in the mountainous regions. The people most affected by the climate are those in agricultural communities, who depend upon rain for harvesting and planting.

—Michele Stora

From April to October, the Dominican Republic has temperatures in the 90s with comparable humidity. Everyone, regardless of nationality, complains of the heat, particularly when coupled with a power outage, making electric fans useless. If at all possible, walking is discouraged between noon and 4 p.m. Personally, I avoid bus travel during this same time period, simply because the excessive heat becomes so uncomfortable for me in the overcrowded bus.

—Mary Bosy

The Dominican Republic is fairly mountainous, and there are several different climates. In the northwest, where I live, it is quite dry. As you go farther north, you find cactus forests and desert. In the central area, the land is flat and has become the largest, most productive farming area. The southeast is much more humid and lush. The intense heat slows life down here. People move at a more leisurely pace. There is a large migration to the major cities from the countryside. People move to find jobs and food, because the mountains that they have farmed for so long are no longer producing, due to deforestation. Soil erosion is taking its toll.

—Siobhan Foley

Understanding Demographics

The Module at a Glance

This module is designed to help students understand that demographic data are one of many information sources about a country. Students will see that demographic information can help answer the question *How does where we live influence how we live?* from the vantage point of *data*. Students will compare demographic information from the United States and the Dominican Republic. They will also examine the strengths and limitations of data as an information source about a country and its people.

Lesson One: Understanding Demographics

Objectives

- Students will be able to explain the term "demographics."
- Students will compare demographic data from the United States and the Dominican Republic.
- Students will be able to describe the difference between learning about a country from numbers (data) and from observations by people who have been there.

Instructions

1. Begin this learning activity by reminding students that one of the questions we're focusing on in this unit is *How does where we live influence how we live?* As they've seen, one way to learn about a country is to look at maps and listen to what people have to say in interviews. Another way to find answers to the question is to look at demographics—numerical data and statistical characteristics of human populations. Statistics deals mainly with numbers. And numbers can tell stories—about a class, a school, a community, a population, a nation, and the world.

2. Clarify the meaning of the word demographics by noting that you can collect demographic data about your class. To do this, you need to determine the categories of information you want to collect about the class. For example, you can collect data on
   - What percentage of the class is male. What percentage is female.
   - What percentage of the class was born between January and June.

Enduring Understandings

- Where we live influences how we live.
- Demographics are one source of information about a country.

Essential Question

- How much information do we need to gain a complete picture of a country?

Standards

National Geography Standards:

- The World in Spatial Terms
  How to use maps and other geographic representations, tools (charts, graphs), and technologies to acquire, process, and report information.
- Human Systems: The characteristics, distribution, and complexity of Earth's cultural mosaics.

Assessments

Demographics Matrix; Journal Entries

Materials

Fact File for the Dominican Republic; World Bank Data Chart; Graphic Organizer: A Comparison Matrix.

Time: One or two days

- What percentage of the class has grandparents who moved to the United States from another country.

3. You may want to have students collect data on the questions above and convert the information into percentages. Explain to students that this represents demographic data about their class. Ask students what the numbers tell us. What don't the numbers tell us? Are they accurate? Do these data give us a small snapshot of our class or the big picture? What other questions do you want to ask? What else might be needed to give a complete picture of our class?

4. Give students a copy of Worksheet #3, *The Fact File for the Dominican Republic*.

5. Walk students through the following categories as an introduction to what you can learn about a country from numbers: population, birthrate (per 1,000), death rate (per 1,000), life expectancy at birth, age distribution, literacy, religions.

6. Ask students what does this demographic information tells them about the Dominican Republic that they didn't learn from reading the interviews with Peace Corps Volunteers or by looking at maps. What did the interviews and maps tell them about the Dominican Republic that the demographics do not? What can numbers tell them? What can't numbers tell? Note: You may want to stop this lesson here for middle school students. The activities suggested below may be more appropriate for high school students.

7. Suggest to students that numbers can sometimes "tell a story." Give students a copy of Worksheet #4, a data sheet adapted from a portion of *The World Bank's World Development Report for 1999/2000, Entering the 21st Century*. If students are interested in looking at more demographic data on the Dominican Republic, they can find it on the World Bank's website: *http://devdata.worldbank.org.* The World Bank *(http://www.worldbank.org/html/extdr/regions.htm*) has extensive data on each developing country, updated annually. Once you have selected a country, choose the "Country Data Profile" link to see a table with complete information about the country.

Worksheet #3

Fact File for the Dominican Republic

Name:	Dominican Republic	***Birthrate (per 1,000):***	27
Geographic Coordinates:	19° 00'N, 70° 40'W	***Death Rate (per 1,000):***	6
Land Area:	18,680 square miles, slightly more than twice the size of New Hampshire	***Life Expectancy at Birth:***	70 years
Land Boundaries:	Haiti	***Age Distribution:***	36% under age 15, 4% over 65
Coastline:	1,288 km along Caribbean Sea and North Atlantic Ocean	***Literacy:***	82.1% over age 15 (1995)
Highest Point:	Pico Duarte 10,420 ft	***Language:***	Spanish
Principal Towns:	Santo Domingo (capital), Santiago de los Caballeros, La Vega	***Religion:***	Roman Catholic 95%
Percent Urban:	56	***Natural Resources:***	Nickel, bauxite, gold, silver
Date of Independence:	27 February 1844, from Haiti	***Main Exports:***	Ferronickel, sugar, gold, coffee, cocoa
Suffrage:	Universal and compulsory at age 18 or all married persons regardless of age (members of the armed forces and police cannot vote)	***Currency:***	1 Dominican peso = 100 centavos
Ethnic Groups:	Mixed 73%, white 16%, black 11%	***Environmental Issues:***	Water shortages; soil eroding into the sea damages coral reefs; deforestation
Population:	8.3 million (mid-1997)	***Natural Hazards:***	Subject to occasional hurricanes (July to October)
		Peace Corps Entry:	1962

7. Provide students with a copy of Worksheet #5: *A Comparison Matrix*. Students will be able to use this comparison matrix to compare data on the United States and the Dominican Republic.

8. Have students review the abbreviated *World Bank Data Chart* with selected information on both the United States and the Dominican Republic. Ask students to work in pairs to complete the Comparison Matrix, using the data sheet as a reference point.

9. When they have finished, ask students to pair with another set of students to compare and discuss their findings. Next, ask students what story these numbers tell us. Looking at data from the United States and the Dominican Republic, what conclusions can they draw now about the question *How does where we live influence how we live?*

10. In a class discussion, have students draw conclusions row by row in the *Comparison Matrix* and in the *World Bank Data Chart*.

Journal Entry

Ask students to respond in their journals to these questions:

- How does where we live influence how we live?
- How have maps, interviews, and numbers helped you answer this question?
- What other information sources do you think you need to gain a complete picture of the Dominican Republic?

Choices and Explorations Extension Activity

If your students enjoy working with data, have them visit the World Bank website (*www.worldbank.org*) to research other data categories that provide information about the Dominican Republic.

Worksheet #4
World Bank Data Chart

WORLD BANK WORLD DEVELOPMENT INDICATORS

	Dominican Republic	U.S.A.
Prevalence of child malnutrition (% of children under age 5)	6%	1%
Life expectancy (males in 1997)	69	73
Life expectancy (females in 1997)	73	79
Urban population in 1998 (% of total population)	64%	77%
Public expenditure on education in 1996 (% of GNP)	2.0%	5.4%
Net enrollment in primary school (% of relevant age group)	81%	95%
Net enrollment in secondary school (% of relevant age group)	22%	90%
Expected years of schooling in 1995	11	16
Number of daily newspapers in 1996 (per 1,000 people)*	52	212
Number of radios in 1996 (per 1,000 people)*	177	2,115
Number of TVs in 1997 (per 1,000 people)*	84	847
Number of telephone main lines in 1997 (per 1,000 people)*	88	644
Number of mobile phones in 1997 (per 1,000 people)*	16	206
Number of internet hosts in 1999 (per 10,000 people)*	6	1,131
Number of high technology exports in 1997 (% of mfg. exports)	23%	44%
Unemployment rate in 1996–1997	30%	4.9%

*The population of the Dominican Republic is 8.2 million.
*The population of the United States is 275.9 million

Data presented in this table are from the World Bank publication *Entering the 21st Century: World Development Report 1999/2000*. Oxford University Press, 1999.

Worksheet #5

Graphic Organizer: A Comparison Matrix

Category	Dominican Republic	U.S.A.	What Conclusions Can You Draw?	What Questions Do You Have?
Prevalence of malnutrition in children under 5				
Enrollment in primary school				
Enrollment in secondary school				
Expected years of schooling				
Number of television sets (per 1,000 people)				
Number of telephone main lines (per 1,000 people)				
Life expectancy				

Beyond Demographics

The Module at a Glance

This module is designed to help students see that each new information source that is used provides another and more complete picture of a country. Students view a video produced by the Peace Corps about life in the Dominican Republic. The video helps the country come alive by focusing on the people, customs, sights, and sounds of the Dominican Republic. After viewing the video, students are helped to see how necessary it is to draw on multiple sources of information (maps, direct observations, demographic data, and video data) to gain a complete and accurate picture of a country. Each new source of data provides a new lens for them as they investigate the Dominican Republic and its people.

Objectives

- Students will be able to explain life in the Dominican Republic.
- Students will describe the emerging picture of the Dominican Republic as viewed through multiple data sources (the video, demographic data, maps, and direct observations of Peace Corps Volunteers).
- Students will examine the essential question *How is our picture of a country dependent upon the sources we use to investigate it?*

Instructions

1. Explain to students that this lesson will focus on these essential questions:
   - How is our picture of a country dependent on the sources we use to investigate it?
   - How does using a variety of information sources help us gain a more complete picture of a place and its people?
   - No matter where we may live, how are we all connected with each other and the world?

2. Remind students that we've been talking about how where you live influences how you live. We've formed a general impression of the Dominican Republic through maps and demographics. We've read Peace Corps Volunteers' statements about the geography, climate, location, and communities they live in. Each source of data gives us a part of the picture.

Enduring Understandings

- To gain a complete and accurate picture of a country, we need to draw on multiple sources of information and evaluate their quality and their perspective.
- Where we live influences how we live. Yet all of us are connected with each other and the world.

Essential Questions

- How is our picture of a country dependent on the sources we use to investigate it?
- How does using a variety of information sources help us gain a more complete picture of a place and its people?
- No matter where we may live, how are we all connected with each other and the world?

Standards

National Geography Standards

- Human Systems: The characteristics, distribution, and complexity of Earth's cultural mosaics.

National Council for the Social Studies

- Culture (NCSS Theme I): Students can compare the similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.

Assessments: *Video Matrix;* Journal Entry; Performance Checklist

Materials: *Destination: Dominican Republic* Video; Video Matrix

Time: One or two days

Ask students to form pairs and respond to the following question:

- What did you learn about the Dominican Republic from the quotes of Peace Corps Volunteers?
- How was this different from what you learned from analyzing demographic data?

3. Once students have had a chance to respond to these questions, ask them: If you wanted to get a sense of what the Dominican Republic really looks like—a sense of the faces, sounds, lives of the people, especially those your age—where would you go to get that kind of information? Hold a brief class discussion. Answers might include: take a trip, ask a friend, look at photos, watch a video.

4. Inform students that shortly they will be seeing a Peace Corps video about the Dominican Republic and its people. The video will "put a face on a place" because places are more than geographic features and demographic numbers.

5. Before showing the video, ask students to imagine again that they are in one of the following scenarios presented earlier:
   - They just learned that their family is moving to the Dominican Republic.
   - They are going to participate in a student exchange program and live in the Dominican Republic for a summer or a semester.
   - They are about to graduate from college and begin their first job working for an international business that is sending them to work in the Dominican Republic.

6. Ask students what more they would need to know about the Dominican Republic before going there? Write student responses on the board.

7. After a brief class discussion, inform students that they will be viewing three different locations in the Dominican Republic: a small city, Hato Mayor; a town, Los Toros; and a small village, El Jamo.

8. Provide students with a copy of the *Video Matrix*.

9. Review the matrix with students. Let them know that, as they view each location, you will give them time to fill in the appropriate boxes in the matrix. Let them know that there may not be answers to each and every category listed, and it is all right to leave a box blank. Depending on the age and ability level of students, review the vocabulary and meaning of phrases.

10. To help students process the information in the video, you may wish to show it in three segments. The first segment focuses on life in the

city of Hato Mayor. The second focuses on Los Toros, and the third on El Jamo. After viewing each segment, stop the video and ask students to work in small groups to complete the column of the matrix that deals with the particular location shown.

11. Before students view the first segment of the video, ask them to focus on the questions:
    - What am I learning about the Dominican Republic from the video that I didn't learn from the other data sources in Modules 1 and 2?
    - How does using a variety of information sources help me to gain a more complete picture of a place and its people?

12. Show the video in segments and give students time to fill in the *Video Viewing Matrix*. After showing the video, have students complete the Video Matrix in pairs and conduct a class discussion on the questions in #11 above.

13. Then pose the following questions for class discussion:
    - What did you learn about the Dominican Republic that you didn't know before?
    - How is where you live similar to or different from what you saw in the video?
    - How do you think you would feel if you couldn't count on having electricity every day?
    - How would you feel if you were the boy who had to walk one hour to get to school?
    - How would you feel if you were a Peace Corps Volunteer living in Los Toros?
    - If you were to move to Hato Major, how would your life be similar to the way it is now?
    - How would it be different?
    - What did you learn from the video that you didn't learn from the interviews and demographics?
    - After seeing the video, how do you think where we live influences how we live?

I was having doubts about my abilities as a science teacher until I found a diagram in the back of one of my students' notebooks. The diagram changed my perspective. In her notebook, my student had drawn the unlikely comparison of an animal cell to her homestead in Swaziland. She had given the grandmother of the homestead the role of the nucleus. The mitochondria, the organelle which supplied energy to the cell, was represented by the sisters.

I called her into the staff room and asked her to explain what she had written. She said that she had given the grandmother the role of the nucleus because the grandmother decides when and how things get done.

As she continued, I began to see that she had indeed understood the intimate workings of the cell. I was proud of her. "But, Miss," she said, "I don't know why you're happy. I only did this from my own mind to help me understand this better."

"I know," I said. "That's why I'm so proud of you."

Laura Stedman, Teacher (RPCV Swaziland)

Assessment:

1. Ask students to recall one of the scenarios they selected before viewing the video:
   - They just learned that their family is moving to the Dominican Republic.
   - They are going to participate in a student exchange program and live in the Dominican Republic for a summer or a semester.
   - They are about to graduate from college and begin their first job working for an international business that is sending them to work in the Dominican Republic.

2. Ask students to pretend they are the person in one of the scenarios. In this role, have students write a narrative account in response to the following question:
   - If you were the person in one of the three scenarios, how would what you have learned so far about the Dominican Republic help you to adjust to life in the Dominican Republic?

3. Ask students to write their narrative account in a way that would also help others who are going to the Dominican Republic. Provide them with the checklist below to help them structure their narrative accounts.

Checklist for the Narrative Account

- Use what you learned from the maps, the interviews, the demographic data, and the video as you are writing your narrative account.
- Support your opinions with evidence from what you have read and seen.
- Describe how living in the Dominican Republic would be similar to and different from living in the United States.
- Explain what else you would want to know about life in the Dominican Republic in preparation for your experience there.
- Remember that your report will be used to help others who are going to the Dominican Republic.

Worksheet #6
Video Matrix

	Hato Major	Los Toros	El Jamo
What do young people do?			
What seems most important?			
What environmental challenges do people face?			
How do young people get an education?			
How do families earn a living?			
What is the way of life like?			
Even though you live in a different place, how are you similar to and connected with the people you meet in the video?			

Life in a Hurricane Zone

The Module at a Glance

This module will use the example of a hurricane in the Dominican Republic to illustrate the fact that natural disasters can have a devastating impact on the lives of people. At the same time, they can also bring people together, reinforce interconnections, and reveal surprising traits of heroism. Students will explore the impact of Hurricane Georges [pronounced ZHOURZH] and the way that people in the Dominican Republic and the international community responded to the devastation it caused. They will see that working together to respond to a natural disaster can unite people, no matter what their country, in a common bond of humanity.

Objectives

- Students will be able to use primary source documents to determine the impact of natural disasters on developing countries, like the Dominican Republic.
- Students will be able to explain the way in which physical systems (e.g., a hurricane) can affect human systems (e.g., the life of a community or country).
- Students will be able to describe how working together to respond to a natural disaster can unite people from diverse countries in a common bond of humanity.
- Students will write a press release describing the impact of Hurricane Georges on the people of the Dominican Republic.
- Students will assume the role of Dominican citizens who are being interviewed about the impact of Hurricane Georges by a reporter from an international television network.

Instructions

1. Remind students that they have looked at maps, interviews, demographics, and videos to answer the question *How does where you live influence how you live?*

2. Explain to students that, in this lesson, they will explore the following essential questions:
   - How do natural disasters affect the life of a country and its people?
   - How can responding to a natural disaster bring a community together and unite people, no matter what their country, in a common bond of humanity?

3. Ask students to form pairs to discuss how they think a natural disaster might bring a community together. Then address the question in a class discussion.

4. Explain to students that in this module, they will read newspaper accounts regarding the impact of Hurricane Georges on the Dominican Republic. They will also read firsthand accounts from Peace Corps Volunteers who were in the Dominican Republic when the hurricane struck. They will explore the question *How can responding to a natural disaster bring a community together and unite people, no matter what their country, in a common bond of humanity?*

5. Ask students whether anyone in the class, or in their families, has experienced a natural disaster such as a hurricane, tornado, earthquake, avalanche, typhoon, or forest fire. If so, how did it affect their lives? How did it affect their community?

6. Help students see the connection between natural disasters and the place where you live. Are there some places that are more vulnerable than others? Focus on the impact of the disaster on the community.

7. One of the realities of living in the Dominican Republic is living in the path of Atlantic, Caribbean, and Gulf of Mexico hurricanes during hurrican season (June 1–November 30).

8. This is an opportunity to look at the physical system of a hurricane (i.e., what a hurricane is, how it forms, why it is capable of doing widespread damage, the kinds of damage it can do, and when and where hurricanes may strike) to address the National Geography Standard: *Students will be able to explain how physical systems affect human systems.*

9. Ask students to read the information on the handout *"What Is a Hurricane?"* In addition, have them access the National Hurricane Center's website, *www.nhc.noaa.gov,* on the Internet. A list of related websites may be found at the end of this unit.

10. Have students underline the most important information using a highlighter.

11. Ask the students to write a "two-minute paper" summarizing the big ideas they have learned about hurricanes.

Enduring Understandings

- Natural disasters can be tragic. However, they can bring people together, reinforce connections, and reveal surprising traits of heroism.
- Working together to respond to a national disaster can bind people in a common bond of humanity.

Essential Questions

- How do natural disasters affect the a country?
- How can responding to a natural disaster bring a community together and unite people, no matter what their country, in a common bond of humanity?

Standards

National Council for the Social Studies
Culture (NCSS Theme I): Social studies programs should include experiences that provide for the study of culture and cultural diversity so that the learner can

- Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.

National Geography Standard

- Environment and Society. The geographically informed person knows how physical systems affect human systems.

Language Arts Standards

- The learner demonstrates competence in the general skills and strategies for reading a variety of informational texts.
- The learner demonstrates competence in the general skills and strategies of the writing process.

Assessment

Performance Task: The student will demonstrate the ability to "step into the shoes" of a Dominican citizen (e.g., child, teenager, parent, teacher, farmer, etc.) who has experienced Hurricane Georges. As if he or she were a Dominican, the student will respond to questions about the impact of the hurricane in an interview with a TV reporter. The student will also select one way to portray how he or she felt before, during, and after Hurricane Georges.

Materials Needed

Excerpts from articles found on the websites of *USA Today* and the National Oceanic and Atmospheric Administration. Excerpts from interviews with Peace Corps Volunteers.

Time: Three days

12. Explain to students that, now that they know about hurricanes in general, they are going to have the opportunity to learn about Hurricane Georges, a hurricane that had a devastating impact in 1998 on the people of the Dominican Republic.

13. Have students search the Internet for the *USA Today* articles "Hurricane Death Toll in Caribbean Climbs to 370," and "Hurricane Georges' Damage Reports." Ask students to record information, such as lives lost, homes damaged, crop damage, impact on the economy, and impact on the country and its people. Students can find more information on the National Hurricane Center's website.

14. Explain to students that in this part of the lesson they will write a press release on Hurricane Georges, as if they were Peace Corps Volunteers in the Dominican Republic in 1998 when the hurricane struck. The press release is designed to be sent home to their local newspaper.

15. To prepare students for writing the press release, read to them, or have them read, the transcript of the interview with Peace Corps Volunteer Mary Bosy, who was living in the city of Hato Mayor in the Dominican Republic at the time that Hurricane Georges struck. Remind students they have already "met" Mary Bosy in the Dominican Republic video.

16. Read to students, or have them read, excerpts from the interview with former Peace Corps country director for the Dominican Republic Natalie Woodward, who also was in the Dominican Republic during the hurricane. Please note: There is a condensed version of the Natalie Woodward interview for use with middle school students and a more extensive version for use with high school students.

17. As students read the interviews, they can prepare for writing the press release by looking for the answers to the questions provided in Worksheet #7.

18. Provide students with a self-assessment checklist (Worksheet #8) for writing the press release.

Hurricanes ... Unleashing Nature's Fury
A PREPAREDNESS GUIDE

U.S. DEPARTMENT OF COMMERCE
National Oceanic and Atmospheric Administration
National Weather Service
March 1994
NOAA, FEMA, and the American Red Cross

What is a Hurricane?

A hurricane is a type of tropical cyclone, the general term for all circulating weather systems over tropical waters (counterclockwise in the Northern Hemisphere). Tropical cyclones are classified as follows:

- Tropical Depression: An organized system of clouds and thunderstorms with a defined circulation and maximum sustained winds of 38 mph (33 knots).
- Tropical Storm: An organized system of strong thunderstorms with a defined circulation and maximum sustained winds of 39 to 73 mph (34–63 knots).
- Hurricane: An intense tropical weather system with a well-defined circulation and sustained winds of 74 mph (64 knots) or higher. In the western Pacific, hurricanes are called typhoons, and similar storms in the Indian Ocean are called cyclones.

Hurricanes are products of a tropical ocean and atmosphere. Powered by heat from the sea, they are steered by the easterly trade winds and the temperate westerly trade winds as well as by their own ferocious energy. Around the core of a hurricane, winds grow with great velocity, generating violent seas. Moving ashore, they sweep the ocean inward while spawning tornadoes and producing torrential rains and floods. Each year, on average, 10 tropical storms, of which six become hurricanes, develop over the Atlantic Ocean, Caribbean Sea, or Gulf of Mexico. Many of these remain over the ocean; however, about five hurricanes strike the United States coastline every three years. Of these five, two will be major hurricanes, category 3 or greater on the Saffir-Simpson Hurricane Scale.

Timely warnings have greatly diminished hurricane fatalities in the United States. In spite of this, property damage continues to mount. There is little we can do about the hurricanes themselves. However, the National Oceanic and Atmospheric Administration's (NOAA) National Hurricane Center and National Weather Service field offices team up with other federal, state, and local agencies, rescue and relief organizations, the private sector, and the news media in a huge warning and preparedness effort.

Please go the NOAA National Hurricane websites, *www.nws.noaa.gov/om/hurrbro* and *www.hurricanes.noaa.gov/prepare/winds,* for detailed information on how hurricanes form, their potential for damage from both high winds and flooding rains, and what can be done to prepare for them and reduce the destruction they can cause.

Note to Teachers

There is a culminating performance task for this unit on pages 59–61. Help your students prepare for this activity by asking them to complete one of the following activities:

- Create a series of diary entries, written during the week of Hurricane Georges. Write about the days preceding the hurricane, during the hurricane, and after the hurricane.
- Create a series of drawings or sketches made before, during, and after the storm.
- Write a script for a short play that enables you and one or two other fellow Dominican "citizens" to act out what happened for the reporter.
- Access a series of photographs and news articles about the hurricane from the Internet. Use them to tell your story.
- Write a letter that you, as a Dominican citizen, wrote to relatives living in the United States immediately after the hurricane, describing to them what happened and what it felt like to live through a hurricane.

20. After students have written their press release, have them share it with a partner for proofreading and feedback. Ask students, as they are reading their partner's press release, to refer to the self-assessment checklist to determine whether all items have been addressed.

21. Provide time for students to revise their press release, based on their partner's comments and feedback. Ask them to give their revised press release to you.

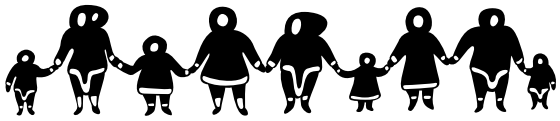
22. Once you have read students' press releases and provided comments and feedback, give students one more opportunity for revision.

23. Then, lead a class discussion on the following questions:
    - How would you have felt if you had been in the Dominican Republic when Hurricane Georges hit? Why? Which relief efforts would you have wanted to be involved in?
    - If you had been a Peace Corps Volunteer in the Dominican Republic at the time of Hurricane Georges, how would you have felt?

Choices and Explorations for Extended Learning

1. To reinforce oral communication skills, organize a "press conference" on Hurricane Georges. For example, four students might serve on the panel, and two students might serve as the interviewers from the press. The interviewers could ask the panelists such questions as those listed above. If all four panelists are "stumped" on a particular question, the interviewers can take responses from the rest of the class. When they are responding, students must cite the source of their information, and exactly where it can be found.

2. Have students research the impact of powerful hurricanes in their own country. Ask them to compare their findings with the information they have about Hurricane Georges. Have them look for evidence of the enduring understanding: *Natural disasters can be tragic. However, they can bring people together, reinforce connections, and reveal surprising traits of heroism.*



Worksheet #7

Questions to Guide Your Reading of the Hurricane Interviews

- What kind of damage did Hurricane Georges do?
- How many lives were lost?
- Did the people have water, food, or electricity?
- What damage was caused by the floods?
- How did international organizations work together with the leaders of the Dominican Republic to meet basic needs?
- What are some examples of Dominicans helping Dominicans?
- How did people pull together for the common good of all?
- Despite cultural differences, are there basic needs that we all share in common?

Primary Source Document

Interview With Peace Corps Volunteer Mary Bosy on the Impact of Hurricane Georges

Hurricane Georges, which hit the Dominican Republic September 22, 1998, was a defining experience in my life. This was my third hurricane, but never had I personally seen, heard, or felt winds of 150 mph. God willing, I never will again.

I opted to remain at my site, Hato Mayor del Rey, and for five solid hours Georges tore, pummeled, and destroyed this area. Eighty percent of the homes in this town of 50,000 to 60,000 were damaged or destroyed; 30 percent of the 80-plus schools in the district were destroyed and 30 percent badly damaged. Never had I witnessed such destruction by a natural force.

By 4 p.m. that day, the winds and rain had abated enough so we could go out and survey the destruction. I was staying with friends, and about a third of their zinc roof was gone. Rain was pouring in everywhere.

A neighbor across the street had one of the few houses with a concrete ceiling and, when she saw us, she immediately called to tell us to bring what we could save to her house. There were easily 30 to 40 people in her modest home, but there we came with armload after armload of clothing and bedding. Everyone brought whatever edible food they could find for all to eat. (I remember contributing bread, cheese, coffee, and Honey Nut Cheerios.)

We knew there was no hope for electricity for a long time, but by the third day with no water, this became critical. My friends and I had small reserves and everyone collected all the rainwater they could. Neighbor lent to neighbor, sometimes only enough to brew coffee or boil a pot of rice.

In Hato Mayor, the Peace Corps established three rural food distribution centers, rented a large truck, and made a total of four round trips from Santo Domingo to rural areas to distribute some 7,000 food bags. My schoolteacher friend and a friend of his worked 15-hour days with me, and never once did I hear a complaint. People were hurting and they had found a way to help. No further incentive was needed.

My boss at the Peace Corps office had asked me to survey the schools and assess possibilities of repair. Within one month after Georges, a comprehensive program was in effect; through donations, the Peace Corps would supply materials to repair eight rural schools and the communities provided free labor. I also contacted private schools in Santo Domingo, which were generous in supplying textbooks and school supplies to replace what had been lost or destroyed. By the end of 1998, 1,500 rural students were back in newly renovated schools. The Peace Corps program to rebuild hurricane-damaged schools was a perfect example of community strength pulled together for a common cause. At community meetings prior to the renovation of a school, we worked with community leaders and set up committees. The result was awe-inspiring. People were nailing on zinc sheets for a new school roof while others were painting, repairing windows, and hauling debris.

I was most fortunate to have been able to be a part of all this, to have been able to witness firsthand the generosity and concern of one human being for another.

Primary Source Document

Interview With Peace Corps Country Director Natalie Woodward About the Impact of Hurricane Georges

(Short Version for Students in Middle School)

On September 22, 1998, Hurricane Georges hit the Dominican Republic. The hurricane did serious damage to the country: Homes, roads, bridges, dams, and airports were destroyed or seriously damaged. The official death toll was approximately 300.

When the storm passed, a huge number of trees fell and the roads were closed. Of course, there were also electrical wires down. The damage was extensive. You could actually see how the rivers had flooded their banks. People came to us and said they had lost their town, they had lost their way of life, they had lost their way of living. They had no idea what to do. But they wanted to continue to stay together. They asked: Could you help us?

We soon realized that there were people isolated—on "islands," so to speak, created by the rivers—without water and without food. So we chartered a plane. And that night we began packing two-and-a-half-pound bags of food. We packed all night. The next morning, the first plane took off. We flew out into one of the worst hit areas and dropped the food, because we couldn't land. For a week, we dropped the food to people who were in pretty bad shape.

The staff at the Peace Corps office in Santo Domingo realized very quickly that we had people who could help. We had Peace Corps Volunteers—people who were experienced in community organization, spoke Spanish, were well-educated, and who could step forward and do something. We worked with the Dominican government, and we joined with the Red Cross to assist them in setting up their refugee shelters. For a period of time, we managed 16 of the shelters. We worked together.

Primary Source Document

Interview With Peace Corps Country Director Natalie Woodward About the Impact of Hurricane Georges

(Long Version for Students in High School)

On September 22, 1998, Hurricane Georges hit the Dominican Republic. The hurricane did serious damage to the infrastructure of the country: Homes, roads, bridges, dams, and airports were destroyed or were seriously damaged. The official death toll was approximately 300.

Most of the people who died in the storm were poor. Many of them lived in lowlands and had built their houses in dry riverbeds. The storm was unusual, in that it carried a large amount of rain into the mountains. And when it hit the mountains, it dropped a tremendous amount of water in a very short period of time. This caused mudflows and severe flooding, and was a serious threat to the people who lived in villages close to the base of the mountains. The people I talked with in the shelter said they had less than a minute to run out of their houses before the homes were destroyed by the mudflows pouring down the mountain.

The damage was extensive. You could actually see how the rivers had flooded their banks destroying whole towns. People came to us and said they had lost their town, they had lost their way of life, they had lost their way of living. They had no idea what to do. But they wanted to continue to stay together. They asked: Could you help us?

The staff at the Peace Corps office in Santo Domingo realized very quickly that we had people who could help. We had people who were experienced in community organization, spoke Spanish, were well-educated, and could step forward and do some things. We joined with the Dominican government and the Red Cross to assist them in setting up refugee shelters. And for a period of time, we managed 16 of the shelters. We worked together.

During that time we were able to acquire a small plane and do an initial flyover to assess the damage. We did this for several days thereafter. People were isolated in the rivers—on "islands," so to speak—created by the rivers. We knew that international assistance might take a while. And we also knew that people needed water and food immediately. So we worked with AID (the U.S. Agency for International Development) and chartered a plane to drop food to people who were stranded.

We began packing two-and-a-half-pound bags of food the night before the flyover. We packed throughout the night. The next morning—I think it was six or seven o'clock—the first plane took off with the bags of food. We flew out into one of the worst hit areas and dropped the food. We couldn't land yet; for a week, we dropped the food to people who were in pretty bad shape.

The most amazing thing to me—the most gratifying thing—is that by the time the first flight had returned, the news had gotten out in the local Dominican media and people were coming from everywhere to try to help. Dominican businesses offered help. People who sold sausage and people who had milk companies donated food. People appeared at the airport to help us pack the food bags. The U.S. Embassy employees helped. People from other organizations, like the Red Cross and Habitat for Humanity, and people from other coun-

tries volunteered to help get food to those who needed it. People put aside a lot of their differences to help: to rescue people, to donate water, to get them to a shelter.

International nongovernmental organizations were also coming in to help. The French arrived with Puma helicopters at the end of the week. Now the airlift was able to go on for two or three weeks. There's an amazing photograph that shows the French pilot, the American pilot, and the Dominican all hugging. It was a hugely emotional moment. People were feeling like they made a difference and were able to get food out in drastic conditions.

You experience enormous amounts of generosity during a disaster like this.

Worksheet #8
Self-Assessment Checklist for the Hurricane Press Release

Note to students: Before you submit your press release, make sure you have checked for the following:

1. Your headline catches the attention of the reader.

2. Your first sentence, or "lead," sums up the main idea of the article.

3. The specific area (city and country) is listed in the first paragraph.

4. Your first and second paragraphs answer the questions: who, what, when, where, and why?

5. The body of your article tells the extent of the damage and how the disaster affected:
   - The people
   - Their homes
   - Their schools
   - Electricity and water
   - Transportation
   - Agriculture
   - The economy

6. You provide details and examples from primary source documents.

7. Quotations (you can make these up) are used to add interest and support.

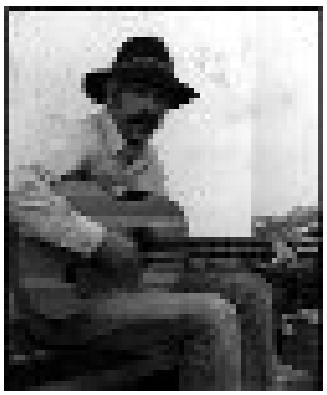
8. You illustrate ways that Dominicans helped Dominicans.

9. You give an example of the world community coming together to help the Dominicans after the hurricane.

10. You describe, from your own viewpoint, the way in which a natural disaster can unite people, no matter what their country or culture.

11. Your spelling, punctuation, and grammar are error-free.

Culminating Performance Task



The culminating performance task provides students the opportunity to apply what they have learned in this unit in a real-world context. *The Understanding by Design Handbook* (McTighe and Wiggins, 1999, p. 140) provides useful guidelines for designing a performance assessment task. For information on the *Understanding by Design* process, please refer to page 171 in Appendix A. An example of what the performance task for the Geography Unit would look like using the GRASPS format is provided below. Then, you can give students a copy of Worksheet #9 on page 61.

GOAL: To give students the opportunity to demonstrate their comprehension of the following enduring understandings:

- Where we live influences how we live. No matter where we live, we are all connected with each other and the world.
- Natural disasters can be tragic. However, they can bring people together, reinforce interconnections, and reveal surprising traits of heroism.
- Working together to respond to a natural disaster can unite people from diverse cultures in a common bond of humanity.

ROLE: You are a Dominican citizen (adult, child, parent, teacher, farmer, or teenager).

AUDIENCE: Parents and community members.

SITUATION: An international television network is planning a series on natural disasters and how, despite the tragedies, they can strengthen common bonds of humanity. The network is sending television reporters to the Dominican Republic. You are one of the individuals they plan to interview.

PRODUCT OR PERFORMANCE: Stepping into the shoes of a Dominican child, parent, teacher, farmer, etc., answer the following questions the reporter will ask during the interview:

- Describe life in the Dominican Republic. What was it like before and after Hurricane Georges?
- How did Hurricane Georges impact your life and the life of your family?
- How did Hurricane Georges impact the life of your community?
- How did people work together to deal with the devastation caused by Hurricane Georges?

Hurricane Websites

National Oceanic and
Atmospheric Administration
Hurricane Research Division
www.aoml.noaa.gov/hrd

Hurricane Basics
www.hurricanes.noaa.gov/prepare

The Hurricane Hunters
www.hurricanehunters.com

USA Today
Hurricane Information
www.usatoday.com/weather/stormcenter/front.htm

Hurricane Georges Page
Wikipedia
http://en.wikipedia.org/wiki/Hurricane_Georges

- How did the international community help?
- Some say that Hurricane Georges united people from different countries and cultures in a common bond of humanity. Would you agree or disagree with this statement? Why?

Your interview will take place in front of a live audience of parents and community members. You will have an opportunity to rehearse your responses with a classmate. You will receive feedback and coaching from other classmates to ensure that your responses demonstrate careful thought and thorough understanding.

STANDARDS FOR SUCCESS: Your interview must meet the following standards:

- Demonstrate a thorough knowledge of the physical and human geography of the Dominican Republic.
- Demonstrate that you have used primary source materials to formulate your answers to the interview questions.
- Demonstrate that you have empathy with what Dominicans experienced during and after Hurricane Georges.
- Demonstrate your mastery of the enduring understandings of this geography unit.

Interview Quality Checklist

✓ My interview responses demonstrate that I have "stepped into the shoes of a Dominican citizen" and experienced life as a Dominican would have experienced it.

✓ My interview responses express feelings as well as facts.

✓ My interview responses demonstrate that I have read all of the Hurricane Georges materials provided in this unit.

✓ My responses demonstrate that I have an understanding and appreciation of a culture other than my own.

✓ I state my responses clearly and support them with data.

✓ When I listen to and respond to questions, I speak clearly, look directly at the reporter, and make eye contact.

Worksheet #9
Performance Task: Preparing for a Television Interview

An international news network is planning a television series on natural disasters. Their focus will be 1) To determine the impact of the disaster on the life of a community and a country, and 2) To test the hypothesis that natural disasters can often bring people together, no matter what their culture, and unite them in a common bond of humanity

The network is sending a reporter to the Dominican Republic to interview Dominicans about the impact of Hurricane Georges on their community and country. You are a Dominican citizen (student, parent, young child, teacher, farmer) and one of the people the network's reporters plan to interview.

Your interview will be nationally televised to an American audience. You will rehearse your interview first before classmates and then before parents and community members.

To prepare yourself to step into the shoes of a Dominican, recall all you have learned about the Dominican Republic in this unit (maps, interviews, videos, newspaper articles, and data charts). Then think about how you would answer the following questions from the network's reporter:

Reporter's Questions

1. Describe life in the Dominican Republic. What was it like before and after Hurricane Georges?
2. How did Hurricane Georges impact your life and the life of your family?
3. How did Hurricane Georges impact the life of your community?
4. How did people work together to deal with the devastation caused by Hurricane Georges?
5. How did the international community help?
6. Some say that Hurricane Georges united people from different countries and cultures in a common bond of humanity. Would you agree or disagree with this statement? Support your response with evidence.

Your interview must meet the following standards. It must demonstrate:

- A thorough knowledge of the physical and human geography of the Dominican Republic.
- That you have used primary source materials to formulate your answers to the interview questions.
- That you have empathy with what Dominicans experienced during and after Hurricane Georges.
- Your mastery of the enduring understandings of this geography unit.

You will have an opportunity to rehearse your responses with a classmate, and then in a small group. You will receive feedback and coaching from other classmates to ensure that your responses demonstrate careful thought and thorough understanding. Use the *Interview Quality Checklist* on page 60 to self-assess your performance.

Unit Three

Service: You Can Make a Difference

The Unit at a Glance

This unit flows directly from Unit Two and the enduring understanding *Despite cultural differences, we are all united in a common bond of humanity*. Students will extend their understanding of this principle by exploring the concept of the common good. They will consider such questions as: What is the common good, and how can I contribute to it? How do volunteers in our own community contribute to the common good? How do Peace Corps Volunteers who serve in the Dominican Republic work for the common good? How can I contribute to the common good in my school and community?

Students will go out into the community and conduct interviews with community volunteers. They will explore the ways in which volunteer community organizations work for the common good of their own community. They will identify criteria for conducting service projects, and they will use primary source documents to identify examples of a wide variety of Peace Corps service projects. As a culminating activity, students will plan, implement, and evaluate service-learning projects in their own school or community. The unit is flexible. You can teach the entire unit, you can select particular lessons, or you can adapt the lessons to meet your students' needs. The unit can be adapted for use with students in grades 6–12.

This unit is standards-based and divided into six lessons organized around one or more of the enduring understandings and essential questions listed below. The learning activities are designed to meet the National Council for the Social Studies standards; Service-Learning standards adapted from the Corporation for National & Community Service and the Alliance for Service-Learning Reform; and Language Arts and Civics standards identified by McREL. This unit has a strong interdisciplinary focus, integrating social studies, service learning, and language arts.

Enduring Understandings

- There is such a thing as the common good, and individuals can strengthen the common good through various forms of citizen action.
- Service matters. People in our community volunteer to make a difference.
- You can make a difference in your community in a number of ways.

Essential Questions

- What does the common good mean, and why does it matter?
- How do people in our community work for the common good?
- Why serve?
- Why does service matter?
- What can we do to support the common good in our school and community?
- What have I got to give? What have I received from the service of others?
- How far am I willing to go to make a difference?

Topical Questions

- How have Peace Corps Volunteers serving in the Dominican Republic worked for the common good?
- How did the Dominican people work for the common good in the aftermath of Hurricane Georges?
- How did international volunteer agencies work with the Dominican government for the common good in the aftermath of Hurricane Georges?

Knowledge and Skills

Students will know

- What is meant by the common good, and how volunteer organizations contribute to it.
- That the common good extends from their family, classroom, school, and community to the entire world.
- That needs exist within and beyond their community—and that they can do something about them.

Students will be able

- To explain the concept of the common good.
- To identify examples of the common good.
- To explain how various voluntary organizations contribute to the well-being of their community.
- To conduct interviews with community volunteers to better understand the meaning of the common good and how needs are met in their community.
- To use primary source materials to identify various ways volunteers have served abroad.
- To explain why existing community and human needs call for action.
- To explain how they might serve their school, neighborhood, or community.
- To apply the service-learning process to the design and implementation of a service-learning project in order to make a difference.

Assessing Student Understanding

A variety of assessment methods will be used: student journal entries in response to academic prompts; demonstration of interviewing skills; graphic organizers; graphic representations, performance checklists, and rubrics. As a culminating activity, students—guided by a rubric—will plan, conduct, and evaluate a service-learning project that helps promote the common good in their school or community.

Content Standards *Addressed in This Unit*

National Council for the Social Studies

Theme X: Civic Ideals and Practices

- The learner will recognize and interpret how the common good can be strengthened through various norms of citizen action.
- The learner will participate in activities to strengthen the common good, based on careful evaluation of possible options for citizen action.

Civics Standards *(Identified by McREL)*

- The student understands the role of volunteerism and organized groups in American social and political life.

Service-Learning Standards *(Adapted from the National Corporation for Service and the Alliance for Service-Learning Reform)*

The learner will be able to design an individual or group project that

- Meets actual community needs.
- Is coordinated in collaboration with a community.
- Is integrated into the academic curriculum.
- Facilitates active student reflection.
- Uses academic skills and knowledge in real-world settings.
- Helps develop a sense of caring for and about others.
- Improves the quality of life for those served.

Language Arts Standards *(Identified by McREL)*

The student demonstrates competence in the general skills and strategies of the writing process:

- The learner gathers and uses information for research purposes.
- The learner gathers data for research topics from interviews.
- The learner uses a variety of primary sources to gather information.
- The learner demonstrates competence in speaking and listening as tools for learning.

Service: You Can Make A Difference

Lesson One: Working for the Common Good

Objectives

- Students will be able to explain the concept of the common good.
- Using primary source documents from Peace Corps Volunteers serving in the Dominican Republic, students will identify examples of how people can work for the common good.

Instructions

1. Write the following questions on the chalkboard:
   - Is there such a thing as the common good?
   - What does the common good mean?
   - Why does it matter?

2. Ask students to reflect on their studies of the Dominican Republic and, in particular, the incidents that occurred in the aftermath of Hurricane Georges. If you have not used Unit One on geography, explain to students that a devastating hurricane struck the Dominican Republic in 1998. Have students read, or tell students the stories on, Worksheet #1, *In the Aftermath of Hurricane Georges* on page 148 and Worksheet #2, *Working for the Common Good* on page 150. As they read, ask students to think about this question:
   - In how many different ways did people work together for the common good after Hurricane Georges? Why did it matter?

3. Conduct a class discussion on this incident. Use the following guiding questions:
   - In how many different ways did people work for the common good after the hurricane?
   - Why did working for the common good matter in the Dominican Republic after Hurricane Georges?
   - What difference did it make?
   - Think of a time in your classroom, school, home, or community when everyone had to put aside their own needs, think of the needs of others, and work together for the common good (e.g., food and clothing drives).

Essential Questions

- What does the common good mean and why does it matter?
- How did the Dominican people work together for the common good in the aftermath of Hurricane Georges?
- How did the Peace Corps and other international agencies work with the Dominican government for the common good in the aftermath of Hurricane Georges?

Materials

In the Aftermath of Hurricane Georges; Working for the Common Good

Worksheet #1
In the Aftermath of Hurricane Georges

Hurricane Georges, which hit the Dominican Republic September 22, 1998, was a defining experience in my life. This was my third hurricane, but never had I personally seen, heard, or felt winds of 150 mph. God willing, I never will again.

I opted to remain at my site, Hato Mayor del Rey, and for five solid hours Georges tore, pummeled, and destroyed this area. Eighty percent of the homes in this town of 50,000 to 60,000 were damaged or destroyed; 30 percent of the 80-plus schools in the district were destroyed and 30 percent badly damaged. Never had I witnessed such destruction by a natural force.

By 4 p.m. that day, the winds and rain had abated enough so we could go out and survey the destruction. I was staying with friends, and about a third of their zinc roof was gone. Rain was pouring in everywhere.

A neighbor across the street had one of the few houses with a concrete ceiling and, when she saw us, she immediately called to tell us to bring what we could save to her house. There were easily 30 to 40 people in her modest home, but there we came with armload after armload of clothing and bedding. Everyone brought whatever edible food they could find for all to eat. (I remember contributing bread, cheese, coffee, and Honey Nut Cheerios.)

We knew there was no hope for electricity for a long time, but by the third day with no water, this became critical. My friends and I had small reserves and everyone collected all the rainwater they could. Neighbor lent to neighbor, sometimes only enough to brew coffee or boil a pot of rice.

In Hato Mayor, the Peace Corps established three rural food distribution centers, rented a large truck, and made a total of four round trips from Santo Domingo to rural areas to distribute some 7,000 food bags. My schoolteacher friend and a friend of his worked 15-hour days with me, and never once did I hear a complaint. People were hurting and they had found a way to help. No further incentive was needed.

My boss at the Peace Corps office had asked me to survey the schools and assess possibilities of repair. Within one month after Georges, a comprehensive program was in effect; through donations, the Peace Corps would supply materials to repair eight rural schools and the communities provided free labor. I also contacted private schools in Santo Domingo, which were generous in supplying textbooks and school supplies to replace what had been lost or destroyed. By the end of 1998, 1,500 rural students were back in newly renovated schools. The Peace Corps program to rebuild hurricane-damaged schools was a perfect example of community strength pulled together for a common cause. At community meetings prior to the renovation of a school, we worked with community leaders and set up committees. The result was awe-inspiring. People were nailing on zinc sheets for a new school roof while others were painting, repairing windows, and hauling debris.

I was most fortunate to have been able to be a part of all this, to have been able to witness firsthand the generosity and concern of one human being for another. —*Mary Bosy*

4. After a class discussion, introduce a second story about Hurricane Georges in the Dominican Republic. Have students read it, or tell the story to the class. As they are listening to the story, ask students to look for examples of people and organizations in the Dominican Republic pulling together and putting aside their own needs for the good of the country.

5. Conduct a class discussion on the following questions:
   - What motivated so many people in this situation to pull together and work for the common good?
   - What difference did it make?

6. Ask older students to respond to this question in their journals:
   - How is the idea of the common good related to the idea we explored in the culture unit: *Despite our differences, we are all united in a common bond of humanity.*

To leave the world a bit better, whether by a healthy child, a garden patch, or a redeemed social condition, to know even one life has breathed easier because you have lived—this is to have succeeded.

Ralph Waldo Emerson, Author

Assessment Activity

Have students work in small groups to create a poster illustrating the concept of the common good. Explain to students that they can use examples from their own experience and examples from the Dominican Republic. Ask students to title their posters "The Common Good" and illustrate them in such a way that they will be able explain to younger students what the idea of the common good means.

Worksheet #2
Working for the Common Good

The damage was extensive. You could actually see how the rivers had flooded their banks destroying whole towns. People came to us and said they had lost their town, they had lost their way of life, they had lost their way of living. They had no idea what to do. But they wanted to continue to stay together. They asked: Could you help us?

The staff at the Peace Corps office in Santo Domingo realized very quickly that we had people who could help. We had people who were experienced in community organization, spoke Spanish, were well-educated, and could step forward and do some things. We joined with the Dominican government and the Red Cross to assist them in setting up refugee shelters. And for a period of time, we managed 16 of the shelters. We worked together.

During that time we were able to acquire a small plane and do an initial flyover to assess the damage. We did this for several days thereafter. People were isolated in the rivers—on "islands," so to speak—created by the rivers. We knew that international assistance might take a while. And we also knew that people needed water and food immediately. So we worked with AID (the U.S. Agency for International Development) and chartered a plane to drop food to people who were stranded.

We began packing two-and-a-half-pound bags of food the night before the flyover. We packed throughout the night. The next morning—I think it was six or seven o'clock—the first plane took off with the bags of food. We flew out into one of the worst hit areas and dropped the food. We couldn't land yet; for a week, we dropped the food to people who were in pretty bad shape.

The most amazing thing to me—the most gratifying thing—is that by the time the first flight had returned, the news had gotten out in the local Dominican media and people were coming from everywhere to try to help. Dominican businesses offered help. People who sold sausage and people who had milk companies donated food. People appeared at the airport to help us pack the food bags. The U.S. Embassy employees helped. People from other organizations, like the Red Cross and Habitat for Humanity, and people from other countries volunteered to help get food to those who needed it. People put aside a lot of their differences to help: to rescue people, to donate water, to get them to a shelter.

International nongovernmental organizations were also coming in to help. The French arrived with Puma helicopters at the end of the week. Now the airlift was able to go on for two or three weeks. There's an amazing photograph that shows the French pilot, the American pilot, and the Dominican all hugging. It was a hugely emotional moment. People were feeling like they made a difference and were able to get food out in drastic conditions.

You experience enormous amounts of generosity during a disaster like this.

—Natalie Woodward,
former Peace Corps country director,
Dominican Republic

Lesson Two: *Who Works for the Common Good in Our Community?*

Objectives

- Students will be able to explain the ways in which service organizations work for the common good in their own community.
- Students will be able to explain why working for the common good matters in their own community.

Instructions

1. Tell students you have invited representatives from volunteer and community service organizations in your own community to visit the class to help the class better understand what the common good means.

2. Preview for students the kinds of things the volunteers will be talking to them about:
   - The purpose of their service organization
   - The needs the organization addresses
   - The way the organization works for the common good
   - Why the volunteer chose to serve or work in the organization
   - A special story illustrating the impact of serving

   Let students know that the community organization representatives will provide ideas about the ways in which students might get involved.

3. Ask students, as they are listening to the speakers, to take notes using Worksheet #3, *Presentations by Community Volunteers,* on page 152.

4. Following the presentations, allow time for questions and answers. After the speakers have left, ask students to respond to the these questions:
   - What would happen if there were no people or organizations who worked for the common good in our community?
   - What are some ways our class could pull together and begin working for the common good of our school or community?

Journal Entry

Ask students to respond in their journals to the prompts below. Afterward, have students share their responses in small groups.

- What does the common good mean? Why does it matter in our own community?
- What would happen if there were no volunteers working in our community?

Essential Questions

- How do people in our community work for the common good?
- What difference do they make?

Materials/Resources

1. In advance of this lesson you will need to contact 3 or 4 members of volunteer community organizations and invite them prepare a 5–10 minute presentation to your students addressing the following issues:
   - The purpose of their service organizations
   - The needs the organization addresses
   - The way the organization works for the common good
   - Why the volunteer chose to serve
   - A special story illustrating the impact of serving

   Volunteer community organization representatives may also wish to provide students with literature about the organization and the ways in which students might get involved.

2. *Presentations by Community Volunteers* Worksheet

Worksheet #3

Presentations by Community Volunteers

	Organization #1	*Organization #2*	*Organization #3*
• What is the purpose of the service organization?			
• What needs does the organization address?			
• How does the organization do its work?			
• Why did this speaker choose to serve or work in this organization?			
• What story did the speaker tell that illustrated the value and impact of service?			

Lesson Three

Service Projects in the Dominican Republic

Objectives

- Students will read primary source documents and be able to identify several kinds of service projects conducted by Peace Corps Volunteers.
- Students will be able to identify criteria used by the Peace Corps for conducting service projects for the common good.

Instructions

1. Tell students that they will be looking at examples of seven kinds of service projects conducted by Peace Corps Volunteers in the Dominican Republic.

2. Explain that there are five categories of projects:
   - Agriculture (helping Dominican farmers improve their farming techniques and methods)
   - Small business development (helping Dominican villagers start and maintain a small business);
   - Education (helping Dominican teachers learn new teaching methods)
   - Environmental education (helping Dominicans become aware of environmental issues)
   - Health (helping rural community dwellers develop ways to provide their villages with safe drinking water)

3. Explain that the Peace Corps has identified four criteria for service projects that contribute to the common good. The best service projects
   - Increase local capacity and skills (i.e., local people develop the skills to carry on the project after the Peace Corps Volunteer has left).
   - Address the expressed needs of a group that has limited resources of its own.
   - Seek sustainable results (i.e., results that will last long after the Volunteer has left).
   - Work with local participants as partners (i.e., Volunteers do not do things *for* people but *with* people. They help people help themselves).

4. Provide students with a copy of the seven vignettes on pages 156–158 describing Peace Corps projects in the Dominican Republic. Ask students to complete Worksheet #4, *Peace Corps Criteria for a Strong Service Project*, on page 154 as they are reading about the projects.

Essential Questions

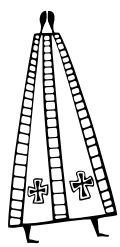
- Why does service matter?
- How have Peace Corps Volunteers serving in the Dominican Republic worked for the common good?

Materials

Peace Corps Criteria for a Strong Service Project; Peace Corps Service Projects in the Dominican Republic

Happiness is when what you think, what you say, and what you do are in harmony.

Mohandas Gandhi



Worksheet #4

Peace Corps Criteria for a Strong Service Project

PROJECT	*Increases Local Capacity*	*Addresses Expressed Needs*	*Seeks Sustainable Results*	*Uses Local Participants as Partners*
Agriculture				
Business				
Education				
Environment				
Health				

5. Mention to students that not all vignettes will contain enough information to fill in every cell of the graphic organizer. However they should complete the graphic organizer in as much detail as possible.

6. Have students share their graphic organizers and what they've learned from the vignettes with a partner. Then have partners share in groups of four. Finally, conduct a class discussion about the Dominican service projects and how they are an example of working for the common good.

7. Give students time to add information from these discussions to their graphic organizers. Then see if they have understood the criteria for a strong service project.

Journal Entry

Wrap up the lesson with a journal entry in response to the prompt below. Then have students share their journal entry with the whole group during a class discussion.

- What if there were no volunteers working for the common good in this world?

In the mountains of Ethiopia, shortly after John F. Kennedy's death, I stopped my Land Rover to pick up an old man and give him a lift across the high plateau. On the side door, he read the Peace Corps name written in Amharic script as Yesalaam Guad. *It meant Messenger of Peace.*

I nodded and told him, yes, Yesalaan Guad. *Kennedy's Peace Corps. He asked me then if I had known President Kennedy, and I told him how I had once shaken his hand on the White House lawn.*

*For a moment he looked out across the flat brown land at the distant acacia trees, and then he grinned and seized my hand and shook it, shouting '*Yesalaan Guad. Yesalaam Guad.'

He was shaking the hand that had shaken the hand of John F. Kennedy.

We two, there on the highlands of Africa, as far away as one could possibly be from Washington and the White House, shared a moment, were connected by the death of a martyred president and his enduring legacy, the Peace Corps.

John Coyne, Author
(RPCV Ethiopia)

Primary Source Document
Peace Corps Service Projects in the Dominican Republic

Note: The following accounts describe the work of Peace Corps Volunteers in five different areas: agriculture, business, education, the environment, and health. Notice that Peace Corps Volunteers always work with counterparts or partners—people from the local community who work and learn side by side with them.

Agriculture

A Peace Corps Volunteer was assigned to work in a rural village of 300 people. The village is located in the northwest corner of the Dominican Republic, close to the border with Haiti. It is a subsistence-level farming community that has little of the necessities or luxuries of life: no safe drinking water, no electricity, and limited availability of transportation. The Volunteer designed and implemented a program to teach rural farmers to conserve topsoil through the use of hillside barriers. He also taught and led groups to create organic compost and organic pesticides. He was involved in the creation of a successful tree nursery in the village. The Volunteer developed a demonstration plot in a model farm in close collaboration with a local farmer, who became a so-called farmer leader.

Business (Small Business Development)

On Tuesday, September 22, 1998, Hurricane Georges devastated the Dominican Republic. The aftermath of the hurricane created many challenges for the Volunteers who were serving there. The small business development Volunteers used their organizational skills, creative problem-solving skills, and team spirit in the hurricane relief effort. One Volunteer served in a particular town as a consultant to the local chamber of commerce. The town suffered tremendous damage from the hurricane and had the largest loss of life in the country. During the hurricane relief effort, this Volunteer demonstrated strong leadership skills. He did the following:

- Managed refugee centers in the community and used surveys and database spreadsheets to assess and record countless individual needs for food, clothing, and shelter.
- Assisted with the food distribution system in the community.
- Served as administrator of a large donation of money to the Lion's Club chapter in the town to rebuild houses in the community. The Volunteer also worked with the house-building work crews.
- Worked with community members to develop a grant proposal to the Hurricane Georges Disaster Relief Fund for assistance for hurricane victims.

Education

A Volunteer worked for 18 months in the eastern town of Hato Mayor as a teaching resource center specialist. She developed relationships of trust and respect with the school district office and formed strong relationships with individuals and families in the town and in the surrounding rural communities. With her Dominican counterpart as a partner, she has asked the most motivated teachers to provide examples of what can be accomplished with students when the resource center's new teaching methods are put into practice. She also sought out the poorest and most rural communities, which are traditionally neglected, to encourage their teachers and parent groups to be active in efforts to provide quality education to their students and children. In an effort to promote better understanding among children of different experiences, the Volunteer established an interchange between students in a rural school and those in a private academy in the capital city of Santo Domingo. Together with her Dominican partner, she developed action plans to ensure that the teaching methods project will continue to develop and be sustainable in the future, after she is gone. She has also been active in assisting in a local nursing home.

Education

A Volunteer has worked as a preschool teacher for 18 months in one of the largest industrial zones of the country. As a preschool teacher, she has succeeded in developing working relationships with the 18 preschools in the area. The majority of the teachers who work in the preschools have not completed high school. The Volunteer supports the teachers by making bi-monthly visits to each school. She helps teachers develop low-cost teaching materials, write lesson plans, and develop better classroom management tools. In addition to her work with individual teachers, the Volunteer planned and facilitated meetings with the parent support groups within each of the communities, focusing on helping parents better understand school needs. The Volunteer has been a member of the Women in Development committee for the past year and, through her work with the committee, was able to obtain scholarships for many of the preschool teachers she works with on a daily basis. These scholarships were used to help the young women complete their high school credits and, in some cases, go to the university to study education.

Environment

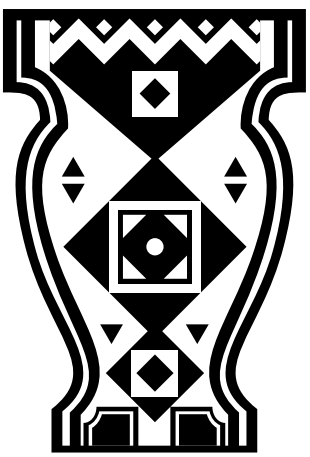
Prior to a Volunteer's arrival in the community of El Caimito, small farmers were reluctant to work in soil conservation projects because they didn't equate such activity with improving their lives. Before teaching soil conservation methods to interested community members, the Volunteer first had to develop a positive relationship of trust and respect with them. She was able to do this by teaching gymnastics to the girls and women, and going out into the fields to pick tobacco with the farmers. Still, she struggled to find out what would be the motivating approach that would make the small farmers care about soil erosion control measures to protect their soil. She had an idea that, if something were to motivate farmers to work in conservation, it would have to be an income-generation activity. It occurred to her to help the farmers grow bamboo which, in turn, farmers could use to make handicrafts to be sold in the market. At the same time, they saw that the bamboo was helping to stop soil erosion. The farmers were soon willing to start the process of growing and propagating bamboo. The Volunteer also solicited help from the Dominican government agency responsible for hydroelectric resources to finance a community tree nursery and plant nursery.

Environmental Education

A Volunteer has been a role model for his Dominican counterpart and the staff members with whom he works at the Agriculture Institute. His counterpart expressed it descriptively: "We were here for many years and didn't even know how to talk and relate to the communities surrounding us. This Volunteer, in a very short time, has created the appropriate communication links between us and the communities. That has opened our eyes to many possibilities for improving our farming and soil conservation methods that could benefit both sides. We didn't see this before. The same thing can be said of the teachers in the local schools. We can be a resource for them in environmental education, and vice versa, because of the work initiated by this Volunteer."

Health

Angosto is a small, rural community in the mountains of the Dominican Republic. Approximately 200 people live there in 23 homes. A Volunteer there was a 25-year-old civil engineer from Massachusetts who worked in the community as an environmental sanitation promoter. In this community, women and children had to walk two miles to get water for household use and most homes were without a latrine. He worked with community members to develop a small gravity water system and a latrine project. He also showed community members how to develop and maintain similar systems. This Volunteer recently participated in the inauguration ceremony for the new water system.



Lesson Four

Conducting Interviews in the Community

Objectives

- Students will broaden their perspectives on the meaning of the common good by going out into their communities and conducting interviews with community volunteers.
- Students will develop and practice interviewing skills.
- Students will develop and practice active listening skills.

Instructions

1. Tell students that soon they will have the opportunity to go out into the community and interview family, friends, neighbors, and others who work for the common good. These interviews will give them ideas about ways in which they might eventually work for the common good in their school or community.

2. Together with students, make a list of community volunteers, school service groups, and others in the community who work for the common good. These are the people students might interview. Provide examples of community volunteers, and ask students to add to the list:
   - Scout leaders
   - Soccer, basketball, baseball coaches (who are unpaid volunteers)
   - Religious teachers or volunteer groups
   - Hospital volunteers
   - Volunteers in homeless shelters
   - Library volunteers
   - Senior citizen volunteers
   - Volunteer firemen
   - Friends, neighbors, or family members who volunteer their time

3. Help students select two people whom they will interview.

4. Help students generate a list of questions they want to ask during their interviews. Provide and elicit examples of questions:
   - Why do you serve or volunteer?
   - What are examples of ways that you serve?
   - How does your volunteering support the common good in our community?
   - What advice or words of wisdom do you have about the value of serving?

Essential Questions

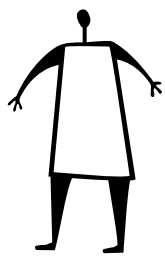
- How do people in our community work for the common good?
- Why does service matter?

Materials:

Community Volunteer Interview Guide

I am a citizen of the world.

Socrates



5. Provide each student with two copies of Worksheet #5, *Community Volunteer Interview Guide*, on page 162.

6. Ask students how they feel about interviewing someone. Have they ever conducted an interview before? Have they ever seen someone conduct an interview? What are the skills people need to conduct a good interview? Conduct a class discussion focused on these questions.

7. Explain to students that they will now have the opportunity to practice interviewing skills. Provide students with a list of skills (see *Interview Basics* on page 129).

8. Once you have reviewed these points with students, provide an opportunity for them to practice their interviewing skills.

9. Before students practice, model the way an interview might be conducted. Ask two volunteers to come up to the front of the class. Have them play the role of interviewees from a community service organization while you interview them using effective interviewing skills. Ask the two students to pretend they are volunteers in a homeless shelter. Begin by using the questions on the *Interview Guide* on page 162.

10. Ask the rest of the class to take notes on what you do and say to make the speakers feel comfortable and at ease (and anything you do or say that they think has caused discomfort).

11. Start by introducing yourself, smiling, and thanking the volunteers for coming. Mention that you know they are busy and that you don't want to take too much of their time. After the first question, summarize what they said to make sure you understood it correctly. Summarize in a way that indicates you have missed several key points. Then ask: "Did I miss anything important?" Allow the interviewees to add the missing information. Thank them and go on to the next question.

12. When the interview is over ask the interviewees:
    - What did I do to make you feel comfortable?
    - Is there anything I did to make you feel uncomfortable?
    - What have you learned about interviewing from this experience?

13. Then ask the rest of the class to provide their observations on the above questions.

14. Ask students to divide into groups of three. Explain that they will now have a chance to practice their interviewing skills. Have one person be the interviewer, one person be the interviewee, and one person be an observer. Have students conduct their interviews and ask the observers to take notes on all the positive things the interviewer did to make the interview go well.

15. Provide five minutes for each interview, after which the observer will share his or her notes and the interviewee will comment on what the interviewer did to make him or her feel comfortable. Allow time for the interviewer to ask if there was anything he or she could have done better. Try to ensure that there has been positive feedback first.

16. Then have each person in the groups of three assume a new role and begin the process again until all three students have had the chance to be the interviewer.

17. At the end of this activity, ask students what they've learned about good interviewing. Record their comments on the chalkboard.

18. Ask students to conduct their own interviews in the community and bring their completed interview guides back to class.

We shall not cease from exploration,
And the end of all our exploring
Will be to arrive where we started
And know the place for the first time.

T.S. Eliot, Poet

Worksheet #5

Community Volunteer Interview Guide

Date of Interview	***Name of person interviewed and his or her organization***

Why do you serve or volunteer?
What are examples of the way that you serve?
Why do you think serving or volunteering is important?
How does your service or volunteering support the common good in our community?
Do you have any advice for others who would like to serve?

Lesson Five: *Why Does Service Matter?*

Objectives

- Students will summarize and explain the results of interviews with community volunteers.
- Students will describe the reasons people serve and why service matters.

Instructions

1. Students are expected to bring their completed interview guides to class. In small groups, have the students take turns reporting
   - Whom they interviewed.
   - How the person serves the community.
   - Why the person volunteers.
   - Good stories people told about their experiences serving or volunteering.

2. In class discussion, ask students to respond to the following questions:
   - How have these individuals and organizations made a difference in our community?
   - What would it be like to live in a community where no one served or felt responsibility for contributing to the common good?

Journal Entry

1. In a journal entry, have students respond to the following prompts:
   - What about me? What do I have to give?
   - Why does service matter?
   - How can members of our class serve our community and contribute to the common good?

2. Have students share their journal entries with a partner, then in a class discussion. Make a list on the chalkboard of all the things students say they have to give—and the ways in which they feel they can serve.

Essential Questions

- How do people in our community work for the common good?
- How can we, as a class, make a difference in our school or community?
- How can I contribute to the common good?

Materials

Completed Interview Guides

My worldview developed and solidified during my years as a Volunteer in Niger. That is to say, an innate curiosity toward exploring "differences" (for lack of a better term), and a belief that the world was designed for me to discover, were already a part of my life pre-Peace Corps or I wouldn't have signed on for two years in Africa. My experiences showed these ideas to be true and confirmed that there is a definite place for me in the world beyond home.

Susan Rich, Poet
(RPCV Niger)

Essential Questions

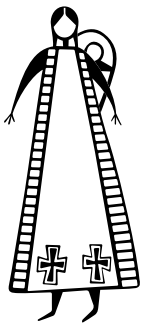
- What can we do to support the common good in our school, neighborhoods, or community?
- How far are we willing to go to make a difference?

Materials

Service-Learning Rubric

Experience is not what happens to a man. It is what a man does with what happens to him.

Aldous Huxley, Author



Lesson Six: *Planning a Service Project*

Objectives

- Students will apply what they have learned about service by designing and implementing service projects.
- Students will brainstorm and come to consensus on five main projects.

Instructions

1. Before this lesson, read the *Note to Teachers on Service Learning* on page 165.

2. Revisit with students the following key points:
   - We've thought about the common good—what it is and why it matters.
   - Community volunteers have shared their experiences with us.
   - We've conducted interviews in the community to learn more about how and why people serve—and why it matters.
   - We've looked at the ways that Peace Corps Volunteers have served and worked for the common good in the Dominican Republic.
   - We've thought about ways that we can make a difference as a class.
   - Now it's time for us to take action.

3. Review the preliminary list the class generated in Lesson Five of this unit: *Why Does Service Matter?* Go over each item on the list and add the new ideas that students have come up with. This brainstorming process is important, because eventually students will need to come to consensus on a project that they feel they own.

4. Ask students how they should best put to work their energy, talents, and desire to make a difference. How can they make a difference in their school or our community? Remind them of the ideas they came up with at the end of the culture unit on how to increase understanding and respect across cultural groups in the school.

5. Tell students that once they have come to consensus on a project they would like to take on as a class, they will be engaging in a process called service learning. Provide students with the following definition of service-learning: *a method that combines academic instruction, meaningful service, and critical reflective thinking to enhance student learning and civic responsibility.*

6. Explain to students that quality service-learning projects meet these criteria:
   - They meet actual community needs.
   - They are coordinated in collaboration with the community.
   - They are integrated into the academic curriculum.
   - They facilitate active student reflection.
   - They help students use new skills and knowledge in real-world settings.
   - They help develop a sense of caring for and about others.
   - They improve the quality of life for the person(s) served.

Note to Teachers on Service-Learning

When you are working with your class to plan a service-learning project, there is a lot to think about before you jump in. Below are guidelines that may make your life easier.

Reality Check

- How much time can you devote to the planning and implementation of the project?
- How involved do you want your students to be?
- Do you want to make a difference in your own community or in the world at large?
- Do you want to work with an established organization?
- Will students raise money? Give of their time, energy, and effort? A combination?
- How will you tie the service project to your curriculum?

Range of Possibilities

- Do a project in your school.
- Do a project for younger students in another school.
- Do a project in your community (team up with a local, a national, or an international service organization.)
- Support the project of a Peace Corps Volunteer by working with the Peace Corps' Partnership Program (*www.peacecorps.gov*).

Words to the Wise

- A well-designed service-learning project can be the most meaningful thing you do all year.
- It has the potential to reach deeply into the hearts and minds of your students for the rest of their lives.
- You can do something *for* others or use the Peace Corps model of working *with* others.
- Whatever you do will require careful planning.
- The more responsibility students take on, the better.
- Many parents will want to help.
- It's worth all the effort.

Use the rubric on pages 168 and 169 for evaluating the quality of a service learning project. It can provide guidance to both you and your students. The rubric is taken from the Coverdell World Wise Schools publication *Looking at Ourselves and Others* (Washington, DC: Peace Corps, 1998, p. 6). You can access this publication on the Coverdell World Wise Schools website at *www.peacecorps.gov/wws/publications/looking/*.

7. Afterward, explain that planning a service-learning project involves these four steps:
   - Assessing school or community needs
   - Planning a project that addresses the needs
   - Implementing the project
   - Reflecting on what you've learned and evaluating results

8. Point out to students that they now have a list of projects they might like to undertake and a list of criteria for them. Ask students to look at the list of projects and think about the importance of the needs each option addresses.

9. Give each student a list of the projects the class has proposed and ask the students to do the following: On a scale of 1 to 10, indicate how urgent and important the need is for each project. The numbers 1–3 indicate low; 4–7 indicate moderate; 8–10 indicate a high sense of urgency and importance.

10. Ask for volunteers to count the responses and come up with an urgency and importance tally for each option. Then eliminate ideas that have low scores and retain the rest.

11. Review each item with a high score, and have a class discussion of the pros and cons of each proposed project. Honor all opinions expressed because the final choice will need to have the support of all.

12. Conduct a second round of scoring on the remaining items. There will usually be one or two projects that clearly stand out. Ask the class to discuss the remaining two or three options and come to consensus on the one project they think would meet an urgent and important school or community need. (In some cases, students may want to do an individual service-learning project, or one with a partner.)

13. Once the class has decided on a project, there are many resources on project planning you can use. Useful websites to visit for service-learning project planning are the sites of the Corporation for National & Community Service (*www.learnandserve.org*) and Coverdell World Wise Schools (*www.peacecorps.gov/wws/educators/servicelearning*). You will find detailed guidelines, examples of projects, and links to other service-learning sites.

14. Make special note of the service-learning criteria having to do with facilitating active student reflection.

15. Share with students the following ideas for reflection during the project, and once the project is completed, be sure they understand that reflection and documentation are parts of the process. Some ideas to facilitate student reflection:
    - Put together an album about the project containing photos, drawings, and writing.
    - Write letters to the people you worked with or for about the meaning of the project and what you learned.
    - Put together a video of the project and write a narration for it.
    - Visit other classes in your school to share what you accomplished and learned.
    - Share what you accomplished and learned with the PTA/PTO.
    - Write an article for your local newspaper about the project.

16. Give students a copy of the *Culminating Performance Task* for the service unit on page 170. Explain each item with examples.

17. Let your students know that once they have carefully planned, implemented, and reflected on their service-learning project, they will have played an important part in forging another link in the common bond of humanity.

Let us examine our attitude toward peace itself. Too many of us think it is impossible. Too many think it unreal.... We need not accept that view. Our problems are man-made—therefore, they can be solved by man. I am not referring to the absolute, infinite concept of peace and good will ... [but] ... instead a more practical, more attainable peace—based not on a sudden revolution in human nature but on a gradual evolution in human institutions—on a series of concrete actions and effective agreements which are in the interest of all concerned. There is no single, simple key to world peace—no grand or magic formula.... Genuine peace must be the product of many nations, the sum of many acts. It must be dynamic, not static, changing to meet the challenge of each new generation. For peace is a process—a way of solving problems.

President John F. Kennedy

Worksheet #6
Service-Learning Rubric

Note to Students: Service learning is a method that combines academic instruction, meaningful service, and critical reflective thinking to enhance student learning and civic responsibility. Use this rubric to evaluate your progress during your service-learning project, and once you've completed it.

	Strong Impact	Good Impact	Some Impact	Minimal Impact
1. Meets actual community needs	Determined by current research conducted or discovered by students with teacher assistance where appropriate	Determined by past research discovered by students with teacher assistance where appropriate	Determined by making a guess at what community needs may be	Community needs secondary to what a project teacher wants to do; project considers only student needs
2. Is coordinated in collaboration with community	Active, direct collaboration with community by the teacher and/or student	Community members act as consultants in the project development	Community members are informed of the project directly	Community members are coincidentally informed or not knowledgeable at all
3. Is integrated into academic curriculum.	Service learning as instructional strategy with content/service components integrated	Service learning as a teaching technique with content/service components concurrent	Service learning part of curriculum but sketchy connections, with emphasis on service	Service learning supplemental to curriculum, in essence just a service project or good deed
4. Facilitates active student reflection	Students think, share, produce reflective products individually and as group members	Students think, share, produce group reflection only	Students share with no individual reflective projects	Ran out of time for a true reflection; just provided a summary of events

	Strong Impact	Good Impact	Some Impact	Minimal Impact
5. Uses new academic skill/knowledge in real world settings	All students have direct application of new skill or knowledge in community service	All students have some active application of new skill or knowledge	Some students more involved than others or little community service involvement	Skill knowledge used mostly in the classroom; no active community service experience
6. Helps develop sense of caring for and about others	Reflections show deep personal understanding of the importance of service and his/her ability to make a difference. Student likely to take the initiative to serve again	Reflections show growing understanding of the importance of service and his/her ability to make a difference. Student likely to serve again	Reflections show limited understanding of the importance of service. Student likely to serve again, if asked	Reflections show student largely unaffected by the importance of service and his/her ability to make a difference. Student unlikely to serve again.
7. Improves quality of life for person(s) served	Facilitate change or insight; help alleviate a suffering; solve a problem; meet a need or address an issue	Changes enhance an already good community situation	Changes mainly decorative, but new and unique benefits realized in community	Changes mainly decorative, but limited community benefit, or are not new and unique

Source: This rubric is taken from the Coverdell World Wise Schools publication *Looking at Ourselves and Others* (Washington, DC: Peace Corps, 1998, p. 6). You can access this publication by going to the Peace Corps World Wise Schools website at *www.peacecorps.gov/wws/publications/looking/*.

Culminating Performance Task

Note to the Students: Below you will find a description of the performance task that will give you the opportunity to apply what you've learned in a real-world setting

GOAL: To apply what you have learned about service in a real-world context. To give you the opportunity to demonstrate that you have mastered the enduring understandings of this unit.

ROLE: You are a community volunteer.

AUDIENCE: The people you serve in your project—and the people with whom you share your reflections at the end of the project.

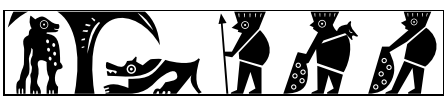
SITUATION: There are human needs in every school, neighborhood, and community that go unmet every day. Without the generosity of volunteers, most of these needs would never have a chance of being met. This service-learning project will provide you the rare opportunity to learn—not from a textbook—but in the real world.

PRODUCT OR PERFORMANCE: A completed service-learning project in which you assess needs, design a project plan that is related to a topic in your curriculum, implement the project, and actively reflect on and evaluate the results.

STANDARDS FOR SUCCESS

Your project will be judged against the criteria provided in the *Service Learning Rubric* on Worksheet #6. These criteria:

- Meets actual school or community needs.
- Is planned and coordinated in collaboration with the people being served.
- Relates to the academic curriculum.
- Facilitates active student reflection.
- Uses new academic knowledge and skills in a real-world setting.
- Helps develop a sense of caring for and about others.
- Improves the quality of life for the person(s) served.



Appendix A

Understanding by Design

We've created this curriculum guide using the curriculum design framework, *Understanding by Design* (Wiggins and McTighe 1998), developed with the support of the Association for Supervision and Curriculum Development (ASCD). The *Understanding by Design* (UbD) approach is intended to deepen student understanding of important concepts and skills in such a way that this knowledge will endure over time. In contrast to the traditional way of designing curriculum (identifying objectives, planning lessons, and assessing results), the *Understanding by Desig*n framework uses a "backward design process" that identifies assessments before planning learning experiences and lessons. We've summarized the process of "backward design":

1. Identify desired results: *What is worthy of student understanding?*
2. Determine acceptable evidence: *How will students demonstrate their understanding?*
3. Plan learning experiences, lessons, and instruction: *What will we have students experience and do in order to achieve the desired results?*

Here is a visual organizer for the UbD curriculum design framework:

Stage 1: Identify Desired Results

- What understandings are desired?
- What essential questions will guide this unit and focus teaching/learning?
- What key knowledge and skills will students acquire as a result of this unit?

Stage 2: Determine Acceptable Evidence

- Through what authentic performance task(s) will students demonstrate understanding, knowledge, and skill?
- Through what prompts/academic problems, or test/quiz items will students demonstrate understanding, as well as more discrete knowledge and skill?
- Through what observations, work samples, etc., will students demonstrate understanding, knowledge, and skill?
- How will students reflect upon and self-assess their learning?

Stage 3: Plan Learning Experiences and Instruction

- What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

- How will the design
  W = Help the students know *where* the unit is going?
  H = *Hook* the students and hold their interest?
  E = *Equip* the students, *explore* the issues, and *experience* key ideas?
  R = Provide built-in opportunities to *rethink* and *revise* their understandings and work?
  E = Allow students to *evaluate* their work?

Each unit in this study guide contains a culminating performance task to assess the degree to which students have achieved the desired results of that particular unit. The culminating performance task is also designed to provide students the opportunity to apply what they have learned in the unit in a real-world context.

The *Understanding by Design Handbook* (McTighe and Wiggins, 1999, page 140) provides useful guidelines for designing a performance assessment task. An authentic performance task has the following characteristics:

- It is realistic. It simulates the way a person's knowledge and abilities are tested in the real world.
- It requires judgment and innovation. A student has to use knowledge and skills wisely and effectively to solve a real-world problem.
- It replicates or simulates the contexts in which adults are tested in the workplace, the community, or the home.
- It assesses the student's ability to efficiently and effectively use a variety of knowledge and skills to negotiate a complex task.

The Understanding by Design Handbook uses an acronym ("GRASPS") to help teachers design performance task scenarios. The meaning of GRASPS.

G What is the *goal* of the task? What is it designed to assess?
R What real-world *role* will the student assume as he/she is performing the task?
A Who is the *audience* for the task?
S What is the *situation* that provides the context for the task?
P What is the *product* or performance that is required by the task?
S By what *standards* will the product or performance be judged?

Each unit in this study guide has a culminating performance task designed using the GRASPS acronym. McTighe and Wiggins (1999) suggest that teachers and curriculum designers identify the culminating performance task for the unit before they begin to develop a unit's learning activities. In this way, the goal of all learning activities is clear: to help all students develop the knowledge and skills to successfully complete the culminating performance task. This approach to curriculum design is often referred to as "beginning with the end in mind."

The UbD model strongly suggests that in performance-based instruction, we let students know—before they begin work on a performance task—what criteria will be used to assess the quality of a student's performance on that task. Thus, expectations are known to all, and there are no surprises. For these reasons, a rubric or performance checklist accompanies the culminating performance task at the end of each of the three curriculum units in this guide.

Appendix B

The Dominican Republic: An Overview

This overview of the geography, history, culture, and people of the Dominican Republic will help you place the primary source information in each of the modules in context.

Geography and the Land

The Dominican Republic, located in the Caribbean chain of islands between Cuba and Puerto Rico, occupies the eastern two-thirds of the island of Hispaniola. The Atlantic Ocean forms its northern coast; the waters of the Caribbean forms its southern shores. The country of Haiti occupies the western third of Hispaniola.

Internationally known for its Spanish ruins, beautiful palm-fringed beaches, and lofty mountain peaks, the Dominican Republic is the second largest nation in the Caribbean, after Cuba. It is only slightly larger than Vermont and New Hampshire and about half the size of Ohio. It lies just 600 miles southeast of Florida and 68 miles east of Puerto Rico.

The Dominican Republic is one of the world's most topographically diverse nations. Its 19,386 square miles comprise more than 20 distinct regions with a remarkable variety of scenery: everything from lush tropical jungles, lowlands and valleys, tall mountain ranges, rivers and lakes, and semi-arid deserts to some of the most agriculturally productive land in the entire Caribbean region.

Santo Domingo, the capital of the country since 1496, is one of the Dominican Republic's four major cities. With a population of 2,411,895, Santo Domingo is a modern city and the seat of national power and administration. It is also the hub of financial and business activity, the home of the country's growing middle class, the site of the largest institution of higher learning, and the center of cultural attractions that include art galleries, libraries, museums, and concert halls.

The country's second largest city, Santiago (population 400,000), is located in the northwest part of the country. It is the Dominican Republic's agricultural center and the heart of the country's tobacco-growing region.

Situated on the southern coast toward the eastern end of the island is the city of La Romana, a provincial capital. La Romana is probably the best example of a medium-sized city that mirrors the changes in the Dominican economy. Once the center of the country's sugar industry, La Romana is an example of the general trend of the Dominican Republic's movement from a sugar-based economy to a more diversified one. Unfortunately, it was devastated in 1998 by Hurricane Georges, and its economic recuperation has been slow.

Puerto Plata, a northern coastal area is the center of the country's booming hotel and resort industry. Puerto Plata has a privately built and publicly run international airport, new roads, water facilities, and sewer systems. Because of the continuing growth of tourism, Puerto Plata's hotels and resorts are a major source of employment for Dominicans.

Climate

The Dominican Republic has a mild, subtropical climate that varies little throughout the year. Temperatures range from 64 degrees to 90 degrees F., and humidity is extremely high. Rainfall is generally moderate, except during the hurricane season. Rains are heaviest in the northeast and in the mountain areas around Santiago, where as much as 100 inches a year may fall. The rest of the country usually enjoys clear, sunny days with only an occasional evening or nighttime shower. The Dominican Republic averages 245 days of sunshine annually.

Hurricanes pose a great threat to the island. Routes and patterns of the hurricanes are unpredictable, but the greatest danger comes in August and September, when hurricanes can last two weeks. The rural areas of the country, with their simple dwellings of mud, thatch, and wood, are particularly vulnerable to the high winds and rain.

In 1998, Hurricane Georges battered the island of Hispaniola, and when the storm finally ended, 500 people in the Dominican Republic were dead or missing, 500 others were seriously injured, and 287,000 were left homeless. In addition, a third of the country's schools were destroyed, and a third were severely damaged. Losses amounted to $6 billion.

History

Hispaniola was first settled by a group of native South Americans between 3,000 and 4,000 B.C. Nearly 3,000 years later, people from the Arawak tribe of Venezuela came to the island, settling on its eastern tip. More Arawaks arrived over the next centuries, gradually integrating with the original settlers. The original native peoples, who settled on the island and developed an agricultural society, called themselves the Taino (which means good or noble). They used this name to distinguish themselves from the Arawaks.

The Taino society was organized into small villages housing 1,000 to 2,000 people, with a village chief called a *cacique*. The chief could be either male or female. The villages were grouped into regional chiefdoms,

each with its own leader. The Taino had no written language, so little is known about how they lived, other than that they were farmers, cultivating corn, sweet potatoes, beans, squash, cotton, and tobacco. By the time Europeans landed on the island in 1492, there were at least 500,000 inhabitants living in a peaceful and well-organized culture.

The island of Hispaniola has been a center of political struggles since the arrival of Columbus on his first voyage to the West Indies in 1492. Both Spain and France vied for control of the island and its natural resources (gold, silver, coffee, and tobacco) in the 16th and 17th centuries. By the end of the 18th century, Spain ceded to France all rights to one-third of the island, its western portion, which today comprises the Republic of Haiti. The Haitians fought and won against Napoleon's armies, and Haiti became the second European colony (after the United States) to become independent from European colonizers in 1804.

In 1822, Haiti invaded the Spanish-speaking portion of the island to the east and ruled it for 22 years. On February 27, 1844, native revolutionaries in the eastern portion of the island, led by Juan Pablo Duarte, seized Santo Domingo. Independence from Haiti was declared and the Dominican Republic was born. After a brief return to Spanish rule, the republic was restored on August 16, 1861. Both dates—February 27 (Independence Day) and August 16 (Day of the Restoration)—are Dominican national holidays. Duarte is still known today as the "father of the country."

Today, the Dominican Republic is progressing as a free and democratic nation. A large number of political parties exist, and political speeches and demonstrations take place openly in the main streets. Politicians are able to campaign without being censored, and newspapers provide a relatively free flow of information for the people. On May 16, 2000, Hipolito Mejia was elected president, succeeding President Leonel Fernandez in a smooth transition of power.

The president, who heads the executive branch of the government, is currently elected to a four-year term by direct vote. A bicameral legislature, the National Assembly, is divided into the Senate and the Chamber of Deputies. One senator from each of the 26 provinces (and one from the National District of Santo Domingo) is elected by direct vote to a four-year term. The Supreme Court of Justice heads the judicial branch, and all judges serve four-year terms. All citizens 18 years old or older, and those who are under 18 but married, are entitled to vote. Although there are approximately 20 political parties in the Dominican Republic, only three dominate: the Christian Social Reformist Party (CSRP), the Dominican Revolutionary Party (PRD), and the Dominican Liberation Party (PLD).

Population and People

Dominicans are composed of a unique racial and ethnic mix. There are three main population groups in the country. Mulattos make up about 75 percent of the population; whites and blacks represent 15 percent and 10 percent, respectively. Although the current annual population growth rate is approximately 2.7 percent, the population skyrocketed from 3 million in 1960 to 6.3 million in 1985 and an estimated 8.2 million in 2000.

The Dominican culture reflects the population's diversity. From the Spanish, the Dominicans have inherited their language, food, styles, Catholicism, an extended family united by a patriarch, and a view of human destiny that can be characterized by the phrase, "what will be will be." The roots of the most popular variety of Dominican music, *merengue*, can be traced to African and indigenous Indian cultures. An African influence is also apparent in Dominican folklore, social activities, handicrafts, and cuisine.

The population density is one of the highest in the hemisphere. About 40 percent of the population lives in rural areas in small, scattered communities of from 10 to 200 families. The other 60 percent of the population lives in the urban areas of Santo Domingo, Santiago, and the 28 other provincial capitals. It is estimated that another million Dominicans reside in the United States. The growth of Dominican neighborhoods, such as Washington Heights in New York City, has made a visible impact on the North American urban and cultural scene. Dominicans who emigrate still keep close ties with their relatives in the Dominican Republic, sending them money and material goods on a regular basis.

Life in the Countryside

Approximately 40 percent of the Dominican population still lives in the *campo* (countryside). Many homes owned by *campesinos* (farmers and tenants) are built with traditional materials such as the bark, leaves, and the trunks of the royal palm tree, as well as from stick frames covered with mud. Most lack basic services such as potable drinking water and electricity. A large number of *campesinos* work as tenants. Their wages are low, and poverty and illiteracy are common.

The farmers and peasants who live in the rural areas of the Dominican Republic confront many environmental challenges. In the struggle for arable land, many forests have been decimated. Successive governments have been aware of the needs of the rural poor, and efforts to address these issues continue to be a national priority.

The Economy

Agriculture, particularly the cultivation of sugar cane and the export of sugar, has been one of the mainstays of the Dominican economy. Farmers make up more than a quarter of the labor force. Sugar cane, coffee, cacao and various tropical fruits and vegetables are exported in large quantities, and are also sold in the local markets. Until the early 1980s, sugar accounted for nearly 50 percent of Dominican exports. In 1983, however, the international price of sugar fell to half the cost of production, resulting in an economic crisis. This situation stimulated major efforts at economic diversification, especially in the areas of mining, manufacturing, and tourism.

A growing number of assembly plants in free trade zones has lured foreign manufacturing firms to the Dominican Republic. Plants in these zones currently employ more than 140,000 workers. Manufacturing in these zones contributed over $520 million to the national balance of payments in 1996, and 1996 annual exports totaled more than $960 million.

Although mining and manufacturing are important sources of income, tourism still remains the major means of producing national revenue. Tourism has grown dramatically in recent decades, with approximately 1.3 million visitors to the Dominican Republic's resorts today. The nation has more than 25,000 hotel rooms with more under continuous construction. Today, tourism has surpassed sugar cane in importance, and now makes up 13 percent of the Gross National Product (GNP).

According to Wiarda and Kryzanek (1992), the changing character of the economy from predominantly agricultural to more diversified has had a major impact on the country's demography. At the end of the 20th century, more people were living in urban than in rural areas. This trend has substantially increased the number of urban poor in the major cities of the Dominican Republic and placed an increased strain on the national social and economic infrastructure.

Education

Children in the Dominican Republic have access to primary education for 10 years. They are required by law to attend school for six years. The typical school day is three and a half hours. Children study the traditional subjects of mathematics, Spanish, English, science, and history, and often participate in sports such as volleyball, basketball, and baseball.

In the *campos*, children must often walk long distances to get to school. Many rural areas are unable to offer all the necessary grades, and rural schools are in need of qualified teachers. Due to the cost of books and the need for money, some poor children are able to attend school for only a few years. Many parents need their children to care for younger brothers and sisters while they work. Others need their children to help earn family income. Only 70 percent of children between the ages of 7 and 14 actually attend classes, and many children are unable to continue their education past the eighth grade.

About half the nation's children go on to the six-year secondary schools. Of these, about 90 percent take courses that prepare them for college, and 10 percent go on to a vocational or training school. Most Dominican universities are privately owned and expensive. The state university, however, is inexpensive, and an increasing number of students are now attending its regional centers.

The Importance of Family, Friends, and Hospitality

Whether rich or poor, the importance of family to Dominicans cannot be overstated. In the Dominican Republic, family and extended family provide stability in the midst of political upheavals, economic reversals, and natural disasters. The trust, assistance, loyalty, and solidarity that kin owe to one another are important values in Dominican culture. From early childhood, individuals learn that relatives are to be trusted, cared for, and counted on.

Relationships with friends and neighbors are also very important. One Peace Corps Volunteer reported, "The people here really pull together to help out one another. The word 'neighbor' seems to mean a great deal more here. People know, care about, and help their neighbors." Another Volunteer reports that "people are willing to go out of their way to help you. Dominicans have such a richness about them that comes from the value they place on hospitality and relationships."

Despite the poverty that exists in the *campo*, Peace Corps Volunteers who work there report a certain richness of life that exists among the people. The importance of relationships, friendship, and hospitality is the cultural norm in the *campo*. One visitor remarked that there seems to be an instinctive desire among the Dominicans to connect with people. Peace Corps Volunteers have said that, despite poverty, the *campesinos* always have food and a cup of coffee they are more than willing to share with neighbors and newcomers. They also have an extraordinary willingness to help anyone who may need assistance (whether this be with something as simple as giving directions or more complex, like fixing roofs or moving furniture). One Peace Corps Volunteer noted that "you simply could not get along in life in the *campo* or urban barrios without relying on other people. Helping each other is part of their culture."

Religion

The constitution of the Dominican Republic gives all citizens freedom of religion. Although most of the country is Roman Catholic, Protestant and folk religions are also widespread. More than 95 percent of the people in the Dominican Republic are Roman Catholic. Every town, large or small, has its Catholic church. The Spanish brought Catholicism from Europe to the island in the early 16th century. In 1540, the cathedral of Santa Maria la Menor was completed in Santo Domingo. Six years later, the first archbishop of the island was appointed.

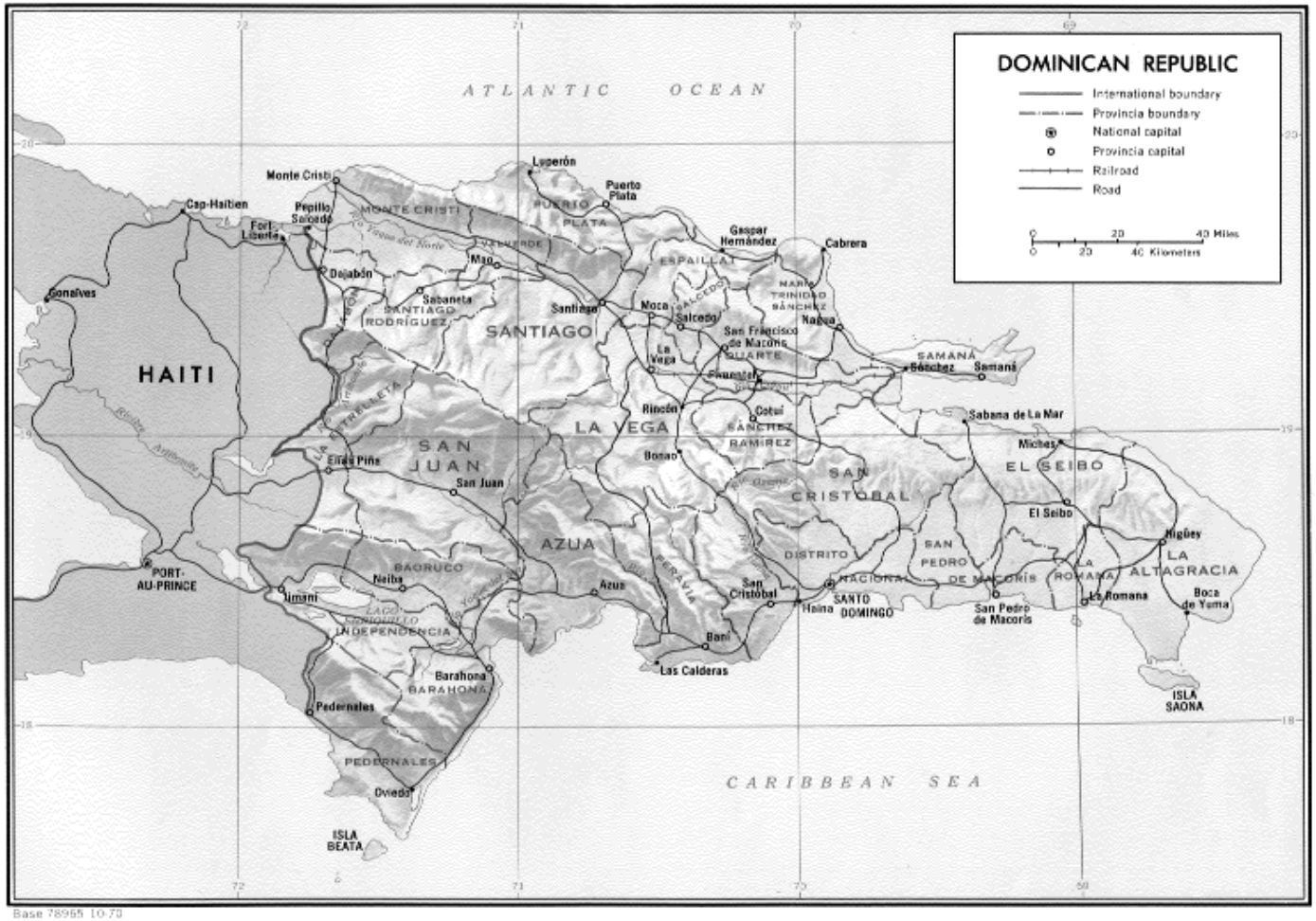
Peace Corps Volunteers note that religious celebrations are common. For example, each community has a Catholic saint whom it calls its patron saint. Patron saints are thought to protect the community and bring it blessings. Each year, communities across the Dominican Republic celebrate a "Patron Saint's Week" or the feast of *"Patronales."* Different communities celebrate their *Patronales* at different set times during the year. One Volunteer reports that *Patronales* is really a nine-day festival, a celebration for the patron saint of the *campo*. "The celebration includes special masses and is a time of community spirit. There are nine nights of musical entertainment, a competition to choose a queen, baseball and softball, speeches, skits, horse races, and lots of dancing every night."

Art and Music

The Dominican Republic is home to many internationally renowned artists, such as Clara Ledesma, Ada Balcacer, Yoryi Morel, and Jaime Colson. Quite a few Spanish-born painters, such as Jose Vela Zanetti, have become naturalized Dominicans.

Although very little Dominican literature is available in translation or distributed worldwide, a younger generation of Dominican-born authors living in the United States, such as Julia Alvarez (*In the Time of the Butterflies*) and Junot Diaz (*Drown*) are achieving international acclaim. Another celebrated Dominican author is Ramon Aristy, whose novel, *Over*, chronicles the lives of sugar cane cutters in the 1940s.

Music and dance occupy an important place in the culture of the Dominican Republic. Among the most popular and universal dances is the *merengue*. Its appeal cuts across all social levels of the country, and some say it typifies the Dominican spirit. "I'm touched by *merengue*," Dominican artist Juan Luis Guerra has been quoted as saying, "because it's the music I have in my heart." Guerra could be speaking for Dominicans throughout every region of this small, complex, resilient, hospitable, and vibrant island country.



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Additional Resources and Information

Many of the books and albums listed are available for purchase online from *www.amazon.com*.

Students can search the following sites for information on the Dominican Republic and other Central American/Caribbean countries: expedia.com, about.com, britannica.com.

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