

Documentary Film In-Class Discussion Guide and Lesson Plan

COMING HOME: HAITI



Directed by Michael Garcia & DJ EFN
2015
100 Min.
US/Haiti
English/Haitian Creole with English subtitles

Hip Hop artists, DJ EFN and Garcia travel to Haiti to discover the roots of a fellow artist and explore the Hip Hop scene on the island. Through the experience, the Crazy Hood crew connects to Haiti, its people and its culture and recognize both familiar and new forms of Hip Hop and artistic expression. At the same time, the exploration uncovers important differences with regards to experiences, artistry, philosophy and motivations of Hip Hop artists in Haiti. Stereotypes and realities of the US and Haiti collide in this coming together of cultures, but with open minds and hearts, the Crazy Hood crew moves beyond obvious differences and pre-conceived notions about Haiti and comes to realize that connections and mutual respect run deeper than they could have imagined. This is a true gem in the Coming Home trilogy. Written by Eric Narciandi and directed by Michael Garcia.

BASIC DISCUSSION QUESTIONS

(ASK BEFORE AND AGAIN AFTER SCREENING FOR ANY CHANGES IN OPINION)

- What do you know about Haiti? What words would you use to describe Haiti?
- What does the word “roots” mean to you?
- What does the word “home” mean to you?
- What do you know about your “roots?”
- What do you think the film is trying to say?
- What other message did you find in the film?

DEEPER DISCUSSION QUESTIONS (ASK AFTER SCREENING)

- Do you feel it is important to understand your cultural roots?

- Have you ever been ashamed of your cultural background?
- Do you think all cultures are of equal value? Why or why not?
- Do you know the meaning of the word “Diaspora?”
- Do you think members of the Diaspora enjoy certain privileges not available to people living in the home country? Why or why not?

IN-CLASS ACTIVITY FOR DEEPER EXAMINATION (AFTER SCREENING)

Pre-Activity Preparation and Introduction:

Have a brief discussion about how rap/hip hop can be a creative and effective way to share information, tell stories, teach and learn. Tell the class that you are going to use rap/hip hop to examine Haiti, its roots and its history.

Activity:

Divide the class into four groups.

Assign each group one of the following historic figures from Haiti’s history: Jean-Jacques Dessalines, Toussaint Louverture, Henri Christophe, Alexandre Petion.

Have each group visit the “Learn” section of the online guided tour of Haitian history, FIU’s *Haiti: An Island Luminous* via the link: <http://islandluminous.fiu.edu>

Using scholastic content from *Haiti: An Island Luminous*, have each group compose a rap or rhyme about the historic leader their group was assigned. Each rap needs to be at least 10 lines. Encourage creativity, allow students to use English or Haitian Creole, background beats, and even simple breakdancing moves if space allows.

Once each group has composed its rap, have it develop a three-question “mini-quiz” on the content/information presented in the rap.

Have each group perform its rap in front of the class. Then have a member of the group ask the class each of the group’s “mini-quiz” questions. The group must keep performing its rap until the class can correctly answer all three questions.

Follow the same process for each remaining group.

Post-Activity Reflection:

After all groups have performed, have the class vote for its favorite rap.

STANDARDS

Main standards covered include Florida State 9-12: **Language Arts, English, Writing, History, Geography, Science, World Issues, Current Events**



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