



GeoCivics Lesson: *The Virgin Islands in Focus*

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Teacher(s): Tanisha Dudley-Williams	Unit: The Virgin Islands and Geography	Grade Level: Grade 4
	Lesson Title: The U.S. Virgin Islands in Focus	

Notes: This lesson can be taught over several days.

Pre-existing Knowledge: Students should understand how to identify the features on a map

Overview of Content:

The Virgin Islands' physical features are definitely one of the most appealing aspects of the islands. Gorgeous coastlines with white sand beaches, lush, green hillsides sweeping down to the bright turquoise waters, rugged mountains and green plains create a beautiful spectacle for the senses. Each island has its own special character and unique physical features which set it apart and distinguish it from each of the other islands.

The U.S. Virgin Islands are located at the western edge of the Lesser Antilles chain, and are bounded by the Atlantic Ocean to the North and the Caribbean Sea to the South. They're located roughly forty miles east of Puerto Rico, about 1,100 miles east-southeast of Miami, Florida, and situated at roughly 18 degrees north latitude and 65 degrees west longitude. The islands are volcanic in origin, and are believed to have been formed about 100 million years ago.

The U.S. Virgin Islands consist of the main islands of Saint Croix, Saint John, and Saint Thomas as well as 50 other surrounding minor islands. You'll sometimes hear St. Thomas, St. John, and St. Croix called "the three sisters", with St. Croix referred to as the "distant step-sister", since it is less like the other two islands, and farther away from them, than they are from each other. St. Thomas and St. John are just a couple of miles apart, on an east-west orientation, with St. Thomas to the west and St. John to the east. They're also fairly similar to each other in size and terrain. St. Croix, on the other hand, is forty miles south of its two "sisters", and is bigger than the other two islands combined. Its terrain is also distinct, being less

extremely hilly, with more flat land as well as a more gently, less sharply contoured coastline. -- *Best-Virgin-Islands-Guide.com*

Purpose:

This lesson will help students gain an overall understanding of the physical geography of the U.S. Virgin Islands.

National & State Social Studies Standard(s):

National Social Studies Standards:

Theme: People, Places and Environments:

This theme helps learners to develop their spatial views and perspectives of the world, to understand where people, places, and resources are located and why they are there, and to explore the relationship between human beings and the environment. In schools, this theme typically appears in courses dealing with geography and area studies, but it is also important for the study of the geographical dimension of other social studies subjects.

Tennessee Social Studies Standards:

- SSP.06 Develop geographic awareness by: determining relationships among people, resources, and ideas based on geographic location (local, national, global), determining the use of diverse types of maps based on the purpose, analyzing the spatial relationships between people, circumstances, and resources, analyzing interaction between humans and the physical environment and, examining how geographic regions and perceptions of the regions change over time.

National & State Geography Standard(s):

National Standards:

- Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- Standard 4: The physical and human characteristics of places.

Tennessee Geography Standard:

- 4.01 4.02 Students will practice map and geographic awareness skills in order to develop an understanding of the important role of geography.

ELA Standards:

CC English Language Arts Standards » Reading: Informational Text » Grade 4:

- RI 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

ISTE Teacher and/or Student Standard:

Student:

- **1.1 Empowered Learner:** Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

Language Functions:

- **Summarizing and Informing:** Students use language to identify, report, or describe information.
- **Analyzing:** Students use language to separate whole into parts, identify relationships and patterns.

Culturally Responsive Lesson Strategies:

- **Voice:** Lesson/assignment allows places for students to work together cooperatively or share their learning experiences etc.

- **Access:** Lesson/Activity communicates ideas in several different ways.
- **Connection:** Lesson/Activity incorporates real-life connections and representations from various cultures and life experiences.

Objective(s):

- SWBAT develop geographical awareness by analyzing locations to identify and locate the geographical features of The Virgin Islands, including: Territory, Atlantic Ocean, Caribbean Sea, Greater Antilles, West Indies, St. Croix, St. Thomas, and St. John.
- SWBAT examine maps to develop geographical awareness of the U.S. Virgin Islands.

SIOP

SIOP Elements		
Preparation	Scaffolding	Grouping Option
Adapting content	Modeling	Whole class
Linking to background	Guided practice	Small groups
Linking to past learning	Independent practice	Partners
Strategies used	Comprehensible input	Independent
Integrating Processes	Application	Assessment
Reading	Hands-On	Individual
Writing	Meaningful	Group
Speaking	Linked to objectives	Written
Listening	Promotes engagement	Oral

Evidence of Mastery:

Formative:

- Students will write the corresponding DOGTAILS term to match its definition on the DOGSTAILS Vocabulary Matching Worksheet (In Lesson Materials Document). And then students will then use their DOGSTAILS Vocabulary Matching worksheet to write down the corresponding term for each correct feature shown on a given map of a U.S. Virgin Islands (St. Thomas, St. Croix, or St. John). Students will then turn in both the completed worksheet and map for the teacher to use as a formative assessment of student learning.

Summative:

- Students will write a three to five paragraph essay summarizing what they have learned about the U.S. Virgin Islands, and the following information must be included in the essay. A score of 4 or more will indicate mastery.
 - The names of islands that make up the U.S. Virgin Island.
 - The bodies of water that surround the islands.
 - A description of the Islands’ geographical features.
 - Three additional important facts about each island.

Essay-Rubric for Evaluation

Exceeds Expectations	Answering and Addressing the Prompt: The essay fully and thoroughly answers the prompt and includes all 4 required topics plus information on additional topics of interest. The reader saw much relatability to the prompt or the subject of the essay and gave a full and accurate description of every topic addressed.	5 or more
Meets Expectations	Answering and Addressing the Prompt: The essay does address or answer the given prompt and includes all 4 required topics. The reader saw relatability to the prompt or the subject of the essay and gave an accurate description of each topic addressed.	4
Approaches Expectations	Answering and Addressing the Prompt: The essay somewhat addresses or answers the given prompt and includes 3 of the 4 required topics. The reader saw some relatability to the prompt or the subject of the essay and gave a somewhat accurate description of each topic addressed.	3
Fails to Meet Expectations	Answering and Addressing the Prompt: The essay did not address or answer the given prompt completely and includes only 1 or 2 of the 4 required topics. The reader didn't see any relatability to the prompt or the subject of the essay, and did not provide an accurate description of each topic addressed.	1 to 2

<p>Key vocabulary & definitions:</p> <ul style="list-style-type: none"> ● U.S. Virgin Islands: A group of Caribbean islands which are an unincorporated and organized territory of the United States. ● territory: A geographic area belonging to or under the control of a government authority. ● St. Thomas: One of the U.S. Virgin Islands, and it is the gateway isle of the Virgin Islands (and is known for its beaches and snorkeling spots.) ● St. Croix: One of the U.S. Virgin Islands, and it is the largest of the St. Virgin Islands. (It is known for its white-sand beaches and the surrounding coral reef.) ● St. John: One of the U.S. Virgin Islands, and it is the smallest of the 3 U.S. Virgin Islands. (It is known for its many white-sand beaches and is considered to have some of the most 	<p>Materials:</p> <ul style="list-style-type: none"> ● Picture of Magen's Bay Beach (In Lesson Materials Document) ● Map of the US Virgin Islands (Link in Sources) ● Video clip about the US Virgin Islands (Link in Sources) ● Visual representations of each vocabulary word (in Lesson Materials Document) ● DOGSTAILS Lesson by Gale Opp Ekiss - includes PowerPoint, Student Worksheets, and Assessment (Link in Sources) ● Map of North America (Link in Sources) ● Copies of the St. Thomas map, St. John map, or St. Croix map (for use in the DOGSTAILS activity) - one map per each student group (Link in Sources) ● Copies of DOGSTAILS Vocabulary Matching Worksheet (in Lesson Materials Document) one per student)
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unspoiled underwater and terrestrial habitats found in the Caribbean Sea.

- **Atlantic Ocean:** A body of salt water which is the second largest of the world's five-oceans. It separates the continents of Europe and Africa of the east from North and South America of the west.
- **Caribbean Sea:** A sea which is part of the Atlantic Ocean and located south of the Gulf of Mexico and Florida, and north of the South American continent.

Vocabulary from DOGSTAILS Lesson:

- **D: Date:** When the map was made
- **O: Orientation:** the principle directions shown on the map
- **G: Grid:** A network of spaced horizontal & vertical lines used to identify locations on the map.
- **S: Symbol:** Small pictures and/or icons used on a map to represent something.
- **T: Title:** The map's name
- **A: Author:** The person who made the map
- **I: Index:** An alphabetical listing of places on the map
- **L: Legend:** A key on the map that explains the map symbols
- **S: Scale:** The units of measurement used to measure distance on the map

- Student copies of a map of a US Virgin Island (St. Thomas map, St. John map, or St. Croix map: (one map per student for Formative Assessment) (Link in Sources)
- Copies of Bubble Map Graphic Organizer - one per student (In Lesson Materials Document)
- Student access to computers to conduct research of one of the Virgin Islands - St. Thomas, St. Croix, or St. John: (Links in Sources)
- Copies of the US Virgin Islands Research - Graphic Organizer - one per student group. (in Lesson Materials Document)
- Copies of the Essay-Rubric for Evaluation (In Lesson Materials Document)

Sources:

- Picture of Magen's Bay Beach: https://live.staticflickr.com/1005/1342127741_e3d339c6c6_b.jpg
- Map of the US Virgin Islands <https://www.worldatlas.com/maps/us-virgin-islands>
- Video clip about the US Virgin Islands: (U.S. *Virgin Islands Vacation Travel Guide | Expedia* - (6.51 min.) <https://www.youtube.com/watch?v=pHNDykBFj74>
- DOGSTAILS Lesson by Gale Pop Ekiss (PowerPoint & Worksheets & Assessment) [DOGSTAILS](#)
- Map of North America: [Political Map of North America - Nations Online Project](#)
- St. Thomas map, St. John map, St. Croix map: [St. large detailed road and tourist map of St Thomas US Virgin Islands.jpg \(2000x770\) \(vidiani.com\)](#)
[St. John Virgin Islands Map | usvi-on-line.com](#)
[Croix Virgin Islands Map | usvi-on-line.com](#)
- Map of a US Virgin Islands: https://www.welt-atlas.de/karte_von_virgin_islands_us_%28usvi%29_8-598

- Websites for student research of one of the Virgin Islands - St. Thomas, St. Croix, or St. John:
 - <https://kids.nationalgeographic.com/geography/u-s-states-and-territories/article/united-states-virgin-islands>
 - <https://www.familyvacationhub.com/caribbean-islands/things-to-do-with-kids-in-st-thomas.html>
 - <https://www.twinkl.com/teaching-wiki/us-virgin-islands>
 - <https://www.nps.gov/viis/index.htm>
- Images of Vocabulary Words - Sources: https://commons.wikimedia.org/wiki/File:NPS_virgin-islands-context-map.jpg
<https://commons.wikimedia.org/wiki/File:St. John, U.S. Virgin Islands.jpg>
<https://www.worldatlas.com/r/w1200-q80/upload/f2/e5/05/vi-01.png>
- https://s3-us-west-2.amazonaws.com/courses-images-archive-read-only/wp-content/uploads/sites/884/2015/08/23203000/CNX_History_22_01_Imperial.jpg
- https://www.thephysicalenvironment.com/Book/earth_system/oceans.jpg
- https://upload.wikimedia.org/wikipedia/commons/thumb/9/98/Caribbean_general_map.png/1200px-Caribbean_general_map.png
- https://media.istockphoto.com/photos/st-thomas-vintage-caribbean-map-us-virgin-islands-picture-id1200388984?b=1&k=6&m=1200388984&s=170x170&h=1lyjfNJR4uzSJCIRW1cMA_knQCXoeNnrHoYUamQCN48=
- https://images.search.yahoo.com/search/images; ylt=AwrO7iMrCd5l5z0ALAUjzbf?p=how+big+i+s+the+island+of+st+thomas+virgin+islands&type=E211US714G0&fr=mcafee&imgl=fsuc&fr2=p%3As%2Cv%3Ai#id=21&iurl=https%3A%2F%2Flive.staticflickr.com%2F2858%2F33811414266_da5fec93d_n.jpg&action=click

<https://images.search.yahoo.com/search/images; ylt=Awr98Yk6b95lFQwKtmmJzbf; ylu=c2VjA3NIYXJjaARzbGsDYnV0dG9u; ylc=X1MDOTYwNjI4NTcEX3lDMgRmcmNtY2FmZWUEZnlyA3A6cyx2OmksbTpzYi10b3AEZ3ByaWQdV0NuYUJlelBTR2U0UUNtR25VRTlZQQRuX3JzbHQDMARuX3N1Z2cDMTAEb3JpZ2luA2ltYWdlcy5zZWYy2gueWFob28uY29tBHBvcwMwBHBxc3RyAwRwcXN0cmwDMARxc3RybAMyNARxdWVyeQNTdC4lMjBDcm9peCUyMFZpcmdpbiUyMGlzbgFuZHMEdF9zdG1wAzE3MDkwNzYzMjA-?p=St.+Croix+Virgin+islands&fr=mcafee&fr2=p%3As%2Cv%3Ai%2Cm%3Asb-top&ei=UTF-8&x=wrt&imgl=fsuc#id=34&iurl=https%3A%2F%2Fwikitravel.org%2fUpload%2shared%2F6%2F61%2FVq-map.png action=click>

- <https://upload.wikimedia.org/wikipedia/commons/thumb/9/91/La2-demis-caribbean.png/390px-La2-demis-caribbean.png>

Engage

Teacher Will:

(NOTE): To support ELLs/SPED students, the teacher will provide students with sentence stems, realia, and pictorial representations as well as group students with partners throughout the lesson.

Students Will:

1. Ask students if they have been to a beach before. Did they enjoy it? What do they remember? Sounds, sights, etc.? What did they do there? Then engage the students in a class discussion, having them share out their experiences and memories.
2. Show students the [Picture of Magen's Bay Beach](#) (in Lesson Materials Document). Ask students to visualize themselves on this beach, and have them describe their visualization with their partner. Then, explain that this beach is in St. Thomas which is part of the U. S. Virgin Islands. Tell students that St. Thomas, along with St. Croix and St. John make up the U.S. Virgin Islands. Discuss that the US Virgin Islands are part of the United States. Ask students if they know why these islands are part of the U.S. even though they are so far away.
3. Introduce and discuss the meaning of the word "territories". Explain that the U.S. Virgin Islands (as a collective) are considered a U.S. territory.
4. Give students a copy of the [Map of the US Virgin Islands](#) [US Virgin Islands Maps & Facts - World Atlas](#)
5. Have students find each island on the map. Describe the bodies of water that surround the islands: the Atlantic Ocean and The Caribbean Sea.) And explain that the Greater Antilles is a group of islands in the Caribbean Sea and that the U.S. Virgin Islands are part of the Lesser Antilles.
6. Show students the [video clip about the U.S Virgin Islands](#) and ask students to write down three things they learned from the video and share with the class. After sharing what they have learned, have the students write a summary explaining the information learned about the U.S. Virgin Islands.

1. Reflect on past experiences of visiting beaches and participate in a class discussion by sharing out their experiences.
(Preparation: Linking to background)
(Grouping: Independent or Partners/Whole class)
(Integrating processes: Listening/ Speaking)
2. View the [picture of Magen's Bay Beach](#) and visualize what it would be like for themselves to be on this beach, and share with their partner their visualization of themselves. Then listen to the teacher's explanation of where Magen's Bay Beach is located, and reflect on why they think the US Virgin Islands are part of the U.S. and share out their thoughts with the class.
(Grouping: Partners/Whole class) (Application: Promotes engagement) (Integrating Processes: Listening/Speaking)
3. Engage in a class discussion about the meaning of territories, and reflect on why the US Virgin Islands are called a US territory.
(Grouping: Partners/Whole class) (Preparation: Linking to past learning)
4. View the Map of the US Virgin Islands.
5. Use the map to locate the U.S. Virgin Islands and surrounding bodies of water.
(Grouping: Partners) (Application: Hands-on/Meaningful/Promotes engagement)
6. View the video clip about the US Virgin Islands and prepare to write down things they learned from the video. Students will then write down 3 things they learned from the video- working independently, or with their partner, if needed, and then share out with the class what they learned. Students will then write a summary explaining information learned about the US Virgin Islands. If needed, they can use the

(NOTE): The teacher can provide students with the following sentence stems to support their writing and discussion:

- The Virgin Islands are located in the
 - The map shows that...
 - I noticed that.....
 - What we have learned about the U.S
 - Virgin Islands are
7. Introduce and discuss the following key vocabulary words to the class. The teacher will also provide visual representations of each vocabulary word as they are discussed (in Lesson Materials Document)
- U.S. Virgin Islands
 - territory
 - St. Thomas
 - St. Croix
 - St. John
 - Atlantic Ocean
 - Caribbean Sea

(Preparation: Strategies Used)

sentence stems provided by the teacher to help them write down their thoughts.

(Grouping: Independent/Partners/Whole class)
(Integrated Processes: Listening/Speaking/Reading/Writing) (Application: Meaningful/Promotes engagement)

7. Listen to the teacher’s introduction of key vocabulary words and view and reflect on the images representing each word, and participate in a class discussion of the words and their meanings.

(Grouping: Whole class) (Interacting Processes: Listening/Speaking) (Application: Meaningful/Promotes engagement)

Explore

IQ #1: What types of information can be learned from maps?

Teacher Will:

1. Prep for the DOGSTAILS activity.
2. Put students in small groups, grouping ELL/SPED and Gifted students strategically to provide language and/or learning support as needed.
3. Take students through the [DOGSTAILS](#) lesson activity so they understand what to look for on maps and build a foundation. The activity begins with the teacher showing the [DOGSTAILS PowerPoint](#) which presents each of the DOGSTAILS elements. The teacher will then use the following [Map of North America](#) to model for students how to identify DOGTAILS on a map: [Political Map of North America - Nations Online Project](#)

(Scaffolding: Modeling)

Students Will:

2. Get into their assigned small groups.
3. Engage in the DOGTAILS activity with the teacher and with their group members by watching the PowerPoint and observing how to identify each DOGSTAILS element on a map.

(Grouping: Small groups/Whole class) (Integrating Processes: Listening/Speaking) (Application: Meaningful)

<p>4. Then, give each group one of the three maps: <u>St. Thomas, St. Johns, or St. Croix</u> to engage with their group members in the DOGSTAILS activity to identify each element on their map:</p> <ul style="list-style-type: none"> ● large detailed road and tourist map of St Thomas US Virgin Islands.jpg (2000x770) (vidiani.com) ● St. John Virgin Islands Map usvi-online.com ● Croix Virgin Islands Map usvi-online.com <p>Have each group find DOGTAILS on their assigned map and write the label for each corresponding feature.</p> <p>5. Then have each group share out their findings with the whole class.</p> <p>6. Ask the class Inquiry Question #1: <i>What types of information can be learned from maps?</i> and have students respond to the question by writing a brief summary describing three or four things they learned from the other groups' share outs.</p> <p>(NOTE): The teacher can provide sentence starters to support ELLs/SPED students in writing down their written responses. For example:</p> <ul style="list-style-type: none"> ● From..... I learned that ●’s map shows that ● Before I thought that..... but now I know <p>7. Then engage the students in a whole class discussion to summarize what they have learned as a class and to explain how they can now answer Inquiry Question #1.</p>	<p>4. Work in their groups to find each DOGSTAILS element on their map and write down the label for each corresponding feature on their assigned map.</p> <p>(Grouping: Small Group) (Application: Hands-on/ Meaningful/Promotes engagement)</p> <p>5. Each group will share out their labeled maps with the whole class, and reflect on what they are hearing and learning from each group’s presentation of their map.</p> <p>(Grouping: Small groups/Whole class) (Integrating Processes: Listening/Speaking/Reading)</p> <p>6. Each student will reflect on what they have learned from other group’s presentation of their maps and will write a summary describing three or four things they have learned about what types of information can be learned from maps.</p> <p>(Integrating Processes: Reading/Writing) (Application: Meaningful/Promotes engagement)</p> <p>7. Engage in a class discussion to summarize what the class has learned about maps and to answer Inquiry Question #1.</p> <p>(Grouping: Whole class) (Integrating Processes: Listening/Speaking) (Application: Meaningful/promotes engagement)</p>
<p>Explain- Formative Assessment:</p>	
<p>Teacher Will:</p> <ol style="list-style-type: none"> 1. Pass out copies of the <u>DOGSTAILS Vocabulary Matching Worksheet (in Lesson Materials Document)</u> and have students write the corresponding 	<p>Students Will:</p> <ol style="list-style-type: none"> 1. Write the corresponding DOGTAILS terms beside each meaning listed on the DOGSTAILS worksheet.

<p>DOGTAILS term to match up with the correct meaning shown on the page.</p> <ol style="list-style-type: none"> When done, pass out one copy of a <u>Map of a U.S. Virgin Island</u> (St. Thomas, St. Croix, or St. John), to each student. (Link in Sources) and allow students to use their completed DOGTAILS Vocabulary Worksheet to write down the DOGSTAILS labels to correspond with each correct feature on their map. When done, have the students turn in both the completed worksheet and map for the teacher to use as a formative assessment of their learning. Pass out copies of the <u>Bubble Map Graphic Organizer</u> (in Lesson Materials Document) and have students work with a partner to discuss and summarize what they have learned about the U.S. Virgin Islands by completing their Bubble Maps. The teacher will then have the students share out their learning with the whole class. 	<p>(Grouping: Independent) (Assessment: Individual/Written)</p> <ol style="list-style-type: none"> Use DOGTAILS terms to write down the corresponding label for each correct feature shown on their given map of a U.S. Virgin Islands. Students can use their completed DOGSTAILS Vocabulary Worksheet to guide their labeling on their map. Students will then turn in their finished worksheet and maps for the teacher to assess. <p>(Grouping: Independent) (Assessment: Individual/Written)</p> <ol style="list-style-type: none"> Work with their partners to discuss what they have learned about the U.S. Virgin Islands and work together to complete their bubble map graphic organizers to summarize what they have learned. Students will then share out their learning with the whole class. <p>(Grouping: Partners/Whole class) (Integrating Processes: Listening/Speaking/Reading/Writing)</p>
<p>Elaborate</p>	

<p>IQ #2: <i>What types of geographic features can be found in the US Virgin Islands?</i></p> <p>Teacher Will: (NOTE) Group students strategically to support ELL/SPED and Gifted Students as needed.</p> <ol style="list-style-type: none"> Introduce Inquiry Question #2 to the class and tell the students the class will do research to help us answer the question. The teacher will direct students to work online in groups to research one of the three U.S. Virgin Islands: St. Thomas, St. Croix, or St. John. Students will be told to find the following information for their assigned island: interior bodies of water, mountains/hills, coastal areas, climate, etc. The teacher will <i>suggest the following websites for student research:</i> 	<p>Students Will:</p> <ol style="list-style-type: none"> Reflect on Inquiry Question #2 and then work in groups to research online one of the three U.S. Virgin Islands: St. Thomas, St. Croix, and St. John. <p>(Grouping: Small groups) (Integrating Processes: Listening/Speaking/Reading) (Application: Hands-on/Meaningful/promotes engagement/ Linked to Objectives)</p>
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<ul style="list-style-type: none"> ● https://kids.nationalgeographic.com/geography/u-s-states-and-territories/article/united-states-virgin-islands ● https://www.familyvacationhub.com/caribbean-islands/things-to-do-with-kids-in-st-thomas.html ● https://www.twinkl.com/teaching-wiki/us-virgin-islands ● https://www.nps.gov/viis/index.htm <p>2. Following their research, students will work in their groups to complete the <u>US Virgin Island Research Graphic Organizer</u> (In Lesson Materials Document). by adding a map and picture of the island; Interesting facts about the island, Information about the island geography, climate, population, and government. When done, the teacher will lead the class in a discussion to collaborate together to answer Inquiry Question #2 using the information they have obtained from their research.</p>	<p>2. Work with their group members to complete the <u>US Virgin Island Research Graphic Organizer</u> for their assigned island, and then as a class share out their learning and collaborate on how to answer Inquiry Question #2.</p> <p>(Grouping: Small groups) (Integrating Processes: Reading/Writing/Listening/Speaking) (Application: Hands-on/Promotes engagement)</p>
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Evaluate

<p>Teacher Will:</p> <ol style="list-style-type: none"> 1. Tell the student that they will now write a three to five paragraph essay summarizing what they learned about the U.S. Virgin Islands, and include the following required information included in their essay. The teacher will share the <u>Essay-Rubric for Evaluation</u> (in Lesson Materials Document) with the students and go over the criteria for grading. <ul style="list-style-type: none"> ● The names of islands that make up the U.S. Virgin Island. ● The bodies of water that surround the islands. ● A description of the Islands’ geographical features. ● Three additional important facts about each island. <p>(NOTE): To support ELLs/SPED students as needed, the teacher will allow students to use their written research information as support for writing their</p>	<p>Students Will:</p> <ol style="list-style-type: none"> 1. Write a three to five paragraph essay summarizing what they have learned about the U.S. Virgin Islands and make sure to include the required information in their essay. <p>(Assessment: Individual/Written)</p>
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essay and can provide students with sentence stems for each required information piece that must be included in the essay. A score of 4 or more will indicate mastery.

Extension Ideas:

- Describe the various cultural expressions from the U.S. Virgin Islands.
- Find articles about various cultural expressions in The U.S. Virgin Islands.
- Discuss the main points of the article in groups and present the information as a group in a Flip grid video

Suggested articles:

- [U.S. Virgin Islands with Kids: 15 Fun Things to Do \(for 2023\) \(familydestinationsguide.com\)](https://familydestinationsguide.com/2023/01/15-fun-things-to-do-in-the-u-s-virgin-islands/)
- [Virgin Islands Culture - Virgin Islands \(vinow.com\)](https://www.vinow.com/culture/)
- [A Guide on Culture and Stories of the U.S Virgin Islands \(seestjohn.com\)](https://www.seestjohn.com/culture/)