

ST. CROIX, DEAR ST. CROIX

Student Assignment Guide & Assessment Rubric

Migration, Youth Voice, Community & the Future of St. Croix

Assignment Overview

After listening to and discussing the historic song "St. Croix, Dear St. Croix," students will create a response connecting the experiences of Virgin Islanders in the past with their own thoughts about St. Croix today. The assignment asks students to consider migration, identity, community responsibility, youth voice, and what it means to remain connected to St. Croix and contribute to its future.

Guiding Question

What does it mean for young people to have faith in St. Croix, and what role can youth play in shaping the island's future?

Assignment Prompt

Begin your response with: "Dear St. Croix, we have not lost faith in you because..."

1. Identify at least one challenge faced by St. Croix during the historical period discussed in class.
2. Explain at least one challenge that you believe affects young people or the St. Croix community today.
3. Describe one thing you value, appreciate, or want to preserve about St. Croix.
4. Explain one way young people can contribute to improving or strengthening the community.
5. Make at least one clear connection to the message or ideas presented in "St. Croix, Dear St. Croix."
6. Include your own perspective, experience, family knowledge, or community observations where appropriate.

Assignment Options

Option 1 - Reflective Essay

Write a 500-750 word essay responding to the assignment prompt. Your essay should include:

- An introduction explaining the main idea of your response.
- At least one connection between historical St. Croix and St. Croix today.
- Discussion of a present-day community issue or concern.
- Your perspective on the role of young people in St. Croix's future.
- A conclusion explaining what "having faith in St. Croix" means to you.

Option 2 - Creative Written Response

Create a poem, spoken-word piece, letter, or short narrative inspired by "St. Croix, Dear St. Croix." Include a 150-250 word reflection explaining the message of your work, its connection to the historic song, the historical or present-day issue addressed, and what you hope others will understand from your work.

Option 3 - Visual or Multimedia Response

Create a poster, original artwork, photography project, short video, or audio recording responding to the theme "Dear St. Croix, we have not lost faith in you because..." Include a 150-250 word written or recorded explanation describing the meaning of the project, its connection to the historic song, one historical issue and one present-day concern, and the role young people can play in St. Croix's future.

Community Connection

Students are encouraged to speak with a parent, grandparent, elder, relative, or other community member. Suggested interview question: "Have you ever considered leaving St. Croix for better opportunities? Why or why not?" Students may incorporate what they learn into their assignment. A person may be identified by relationship or role unless permission is given to use the person's name.

Student Checklist

- Responded to the phrase "Dear St. Croix, we have not lost faith in you because..."
- Included at least one historical connection.
- Discussed at least one present-day issue.
- Identified something about St. Croix that you value or want to preserve.
- Explained at least one way young people can contribute to the community.
- Connected your work to the historic song.
- Included your own voice, perspective, or community knowledge.
- Reviewed your work for clarity, organization, spelling, and grammar.

Assessment Rubric

Criteria	Excellent	Proficient	Developing	Beginning
Historical Understanding (5 points)	Clearly and accurately explains historical conditions and demonstrates a strong connection to the song.	Explains relevant historical conditions and makes a clear connection to the song.	Shows some understanding of the historical context, but the connection is limited or unclear.	Provides little or no historical context.
Connection Between Past and Present (5 points)	Makes thoughtful and specific comparisons between historical St. Croix and St. Croix today.	Makes a clear comparison between past and present.	Makes a general comparison with limited explanation.	Provides little or no comparison between past and present.
Youth Voice & Personal Perspective (4 points)	Demonstrates a strong, thoughtful, and original student perspective.	Clearly expresses the student's own ideas and perspective.	Includes some personal perspective but needs further development.	Student perspective is unclear or largely absent.
Community & Civic Responsibility (5 points)	Thoughtfully explains realistic ways young people can contribute to St. Croix's future.	Identifies and explains at least one way young people can contribute.	Identifies a possible contribution but provides limited explanation.	Does not clearly address youth contribution or civic responsibility.
Cultural & Community Connection (4 points)	Makes meaningful connections to St. Croix's culture, identity, family, or community knowledge.	Includes a clear cultural or community connection.	Includes a limited cultural or community connection.	Provides little or no cultural or community connection.
Organization & Communication (4 points)	Ideas are highly organized, clear, engaging, and presented effectively.	Ideas are organized and understandable.	Organization or clarity is inconsistent.	Work is difficult to follow or incomplete.
Creativity & Effort (3 points)	Demonstrates exceptional thought, effort, and creativity.	Demonstrates clear effort and thoughtful completion.	Demonstrates some effort but needs further development.	Shows minimal effort or is incomplete.

Suggested Score: 30 points total

27-30: Excellent | 22-26: Proficient | 16-21: Developing | 7-15: Beginning

Rubric Weighting: Historical Understanding (5), Connection Between Past and Present (5), Youth Voice & Personal Perspective (4), Community & Civic Responsibility (5), Cultural & Community Connection (4), Organization & Communication (4), and Creativity & Effort (3).

Teacher Note

This assignment may be completed individually or adapted for small-group work. Teachers may shorten or expand the assignment depending on grade level and available instructional time. The assignment is designed to support the Kallaloo Framework by positioning students as active storytellers, community stakeholders, and interpreters of Virgin Islands history. It integrates historical sources, youth voice, community knowledge, cultural identity, creativity, oral history, and civic engagement.

Virgin Islands Architecture Center for Built Heritage and Crafts (VIAC)
Old Barracks Neighborhood Storytelling Project