

LESSON PLAN: DRAW A NEWSPAPER POSTER – VIRGIN ISLANDS HISTORY

Grade Level

Grades 4–12 (Adaptable for Adult Education, Alternative Education, and YRC Programs)

Time

1–2 Class Periods (Approximately 50–60 Minutes Each)

Lesson Title

Virgin Islands Historical Newspaper Project

Essential Question

How can we inform and inspire others about important events and people in Virgin Islands history?

Learning Objectives

Students will:

- Identify key details about an important event, person, or issue in Virgin Islands history.
- Organize information using a newspaper format.
- Use writing, art, and research skills to communicate historical information.
- Demonstrate creativity and historical understanding through visual design.
- Connect historical events to their community and culture.

Grade-Level Expectations

This lesson is designed for Grades 4–12 and may be adapted based on students' grade level, research skills, and writing abilities.

- **Grades 4–6:** Students use teacher-provided or approved sources to identify key facts about their selected topic. Newspaper articles should be approximately **100–150 words** and address who was involved, what happened, when and where it occurred, and why the topic is important to Virgin Islands history.
- **Grades 7–9:** Students use reliable sources to research their topic and provide greater historical context. Newspaper articles should be approximately **150–250 words** and explain the significance of the person, event, movement, or issue and its connection to Virgin Islands history and community.
- **Grades 10–12:** Students conduct more in-depth research using **multiple reliable sources** and provide a more detailed analysis of their topic. Newspaper articles should be approximately **250–400 words** and explain the historical significance of the person, event, movement, or issue, its impact on Virgin Islands history, culture, or society, and its connection to the Virgin Islands today.

Kallaloo Framework Standards Alignment

Aims & Objectives

- **CS.C.B.1** – Integrates Virgin Islands cultural education across core subject areas.
- **CS.C.B.2** – Provides students with an understanding of the dynamics of cultural systems as they change over time and as they are impacted by external forces.
- **CS.C.B.3** – Instills Virgin Islands pride within teachers and students.

Content

- **CS.C.C** – A culturally responsive curriculum integrates students' sense of cultural identity and awareness through the use of language, traditions, and environment.
- **CS.C.C.1** – Draws parallels between knowledge and history derived from oral tradition and from books.

Methods

- **CS.C.D.2** – Views students as stakeholders in the teaching-learning process.
- **CS.C.D.3** – Values social learning and the development of interpersonal skills.
- **CS.C.D.4** – Makes appropriate use of modern tools and technology to help document and transmit knowledge.

Evaluation & Expression

- **CS.C.E.1** – Provides opportunities for active learning and critical thinking.
- **CS.C.E.2** – Provides opportunities to preserve the history and advance the cultural customs of the Virgin Islands.
- **CS.C.E.3** – Recognizes the importance of civic engagement.
- **CS.C.E.4** – Makes room for emerging technology in the teaching-learning process.

Connection to the Kallaloo Framework

The Virgin Islands Historical Newspaper Project reflects the goals of the Kallaloo Framework by placing Virgin Islands history, culture, and community at the center of learning. Students research significant Virgin Islands people, events, and movements and communicate their findings through a historical newspaper poster. The project integrates history, language arts, art, technology, and civics while promoting cultural identity, Virgin Islands pride, critical thinking, and civic engagement. Through research, writing, visual design, and presentation, students preserve and share Virgin Islands cultural knowledge while considering how historical events continue to influence their communities today.

Materials

Teacher Preparation: For a one-period version, prepare a small set of reliable sources, short readings, or approved research links in advance. For a two-period version, students may spend more time researching, writing, designing, and sharing their work.

- Poster paper
- Pencils and erasers
- Markers or colored pencils
- Rulers
- Research materials (books, articles, internet resources)
- Newspaper poster template (optional)

Suggested Topics

Students may choose:

- Transfer Day
- David Hamilton Jackson
- Rothschild Francis
- Casper Holstein
- Ashley Totten
- Labor Rights Movement
- Organic Act of 1936
- Hurricane Hugo or Hurricane Marilyn
- Virgin Islands Emancipation Day

Lesson Procedure

Engage (5 Minutes)

Display examples of newspaper front pages.

Ask:

- What makes a headline interesting?
- Why do newspapers report important events?
- How can newspapers influence people?

Explore and Research (10–15 Minutes)

Students select or are assigned a Virgin Islands historical event or person. For a one-period version, teachers should provide brief source materials or preselected research links. For a two-period version, students may conduct more independent research.

Research:

- Who was involved?
- What happened?
- When did it happen?
- Where did it happen?

- Why is it important?

Plan (5–10 Minutes)

Students sketch their newspaper layout.

Required components:

- Newspaper name
- Date
- Headline
- Article
- Picture or illustration
- Caption
- Byline

Research and Article Expectations

Students should:

- Use at least two reliable sources when researching the selected person or event.
- Include accurate information about who or what the article is about, what happened, when and where it occurred, and why it is important to Virgin Islands history.

Article: approximately 100–150 words summarizing the most important facts and explaining why the topic matters in Virgin Islands history.

- Create a headline that reflects the main idea of the article.
- Include a picture or illustration that relates directly to the topic and provide a caption explaining its significance.
- Identify the sources used for the project on the back of the poster or on a separate source sheet.
- Be prepared to explain why the selected person or event is important and how it connects to the Virgin Islands community today.

Create (20–25 Minutes)

Students create a concise newspaper poster featuring their chosen topic. For a one-period version, students should focus on historical accuracy, a clear headline and article, and a simple visual presentation. With two periods, students may develop a more detailed article, layout, and visual design.

Share and Reflect (5–10 Minutes)

Students share their newspaper posters with the class or participate in a gallery walk. If completing the project in one period, the teacher may use a brief gallery walk or select a few students to share.

Class discussion:

- What did you learn?
- Why is this event or person important today?
- How does this history continue to affect our community?

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