

# Lesson Plans: SS Caribbean Studies 049 Geography of Caribbean Islands

**Title:** SS Caribbean Studies 049 Geography of Caribbean Islands

**Grade Level :** Grade 10,Grade 11,Grade 12,Grade 9

**Subject :** Social Studies - High

<b>Standards/Assessed Benchmarks:</b>	Florida STATE FL Social Studies Curriculum Framework (2006) Grades 9-12 Strand B: People, Places, and Environments [Geography] Standard 1: The student understands the world in spatial terms. (SS.B.1.4) Benchmark SS.B.1.4.1: uses a variety of maps, geographic technologies including geographic information systems (GIS) and satellite-produced imagery, and other advanced graphic representations to depict geographic problems. Benchmark SS.B.1.4.3: uses mental maps of physical and human features of the world to answer complex geographic questions.
<b>Description/Abstract of Lesson:</b>	Students will locate and label on a map all islands and countries of the Caribbean describe the physical forces that have created these islands understand the impact of weather patterns on development of islands describe the biomes of islands
<b>Essential Question-Scope &amp; Sequence:</b>	<b>What are the most important physical factors that have shaped the formation and development of Caribbean islands?</b>
<b>Technology Connections and Teacher Materials:</b>	<a href="#">Caribbean Studies: Geography of Islands powerpoint lesson</a> <a href="#">Caribbean studies map worksheet</a>
<b>Duration :</b>	3 Days
<b>Vocabulary:</b>	independent nation, colony, trade winds, volcanoes, marine effect climate, topography, indigenous population, immigration,
<b>Steps to Deliver Initial Instruction:</b>	Ask students what they know about the geographic situation of the Caribbean Islands. Suggested categories could include: location in the World; location in relation to the United States; location in relation to major prevailing wind patterns; appearance of different islands; importance in history as a stage in trans-Atlantic trade. Information can be compiled in a KWL chart.
<b>Guided Practice with Feedback:</b>	Guide students through <a href="#">Caribbean Studies: Geography of Islands powerpoint lesson</a> . Students should be writing notes on the key points, in order to understand the important physical factors that have caused the different types of islands to develop. Notes should be divided into: Greater Antilles, Lesser Antilles, Bahamas,
<b>Independent Practice:</b>	Distribute outline maps <a href="#">Caribbean studies map worksheet</a> to each student. LOCate and label using designated numbers and letters. Match capital cities with countries. Use notes and additional research to identify the 2 major languages used in each country.
<b>Differentiated Instruction/Small Groups:</b>	Students can be grouped by island of interest, or random. Each group will compile data on a particular island or island region. The map is the basis. Additional information coming from economics, culture, history, political structure will be added.
<b>ESE/ESOL Accommodations &amp; ESE/ESOL Strategies:</b>	ESOL students who came from one the Caribbean Island nations, or who speak one of the languages used in the Caribbean should be teamed with other, non-language students to focus on the ESOL student's country. The ESOL student will be the local expert for the other students. ESOL and ESE students should be teamed with general population students in all activities.
<b>Assessment with Clear &amp; Compelling:</b>	Initial assessment could be a map fill-in quiz. Longer term assessment could be country portfolio that includes the identified geographic factors and how they have influenced the individual islands.
<b>Creator :</b>	HS SS Content Team
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