

## SECTION ONE: Project/Lesson Overview

**Grade:** 9

**Subjects:** Geography (41111) or French (10131-10132)

**Lesson Title:** *Welcome to New Brunswick!*

**Themes:** geographical language, tourism, promoting the Francophone heritage, geological riches, design

### **Lesson Description and Objectives:**

Using the information found on the “Magnificent Rocks” website, students will compile the contents (geological and cultural information) and design tourism signs. Creating between six and eight signs, one for each area on the site, they will summarize information they consider relevant to local geography for the signs, adding a few phrases about Francophone heritage to at least three signs.

**Time Required:** Three 60-minute periods

### **Learning Outcomes:**

(Geography)

*Interpret the geographic organization of a territory.*

- Recognize the basic characteristics of a territory’s geography.
- Use different geographic scales in analyzing a territory’s characteristics.
- Technological competence: use cartographic terms.
- Technological competence: use geographic terms.

(French)

*Convince a target reader of the value of a product (cultural or other) or validity of an opinion using sound, clearly presented arguments.*

*Understand new information or share it orally or in writing in a clear and coherent manner.*

(Transdisciplinary)

*Communication:* *Present information clearly, logically, concisely and accurately for a variety of audiences.*

- Show understanding of a variety of oral messages by reacting appropriately or providing oral, written or visual feedback corresponding to own level of maturity.

*Information and communication technology:* *Use information and communication technology (ICT) judiciously in a range of situations.*

- Locate, evaluate, and share relevant information independently and effectively using electronic media.

*Culture and heritage: Demonstrate appreciation of the wealth of own cultural heritage, show pride in belonging to the Francophone community and contribute to developing the community.*

- Contribute to the vitality of own culture by communicating orally and in writing in proper French in a variety of situations.

## **SECTION TWO: Project/Lesson Implementation**

### **Equipment/Materials Required:**

- Computers with access to the Internet and to the “Magnificent Rocks” website
- The “Google Maps” website
- Books, websites and other resources for research on Acadian and First Nations heritage in New Brunswick
- Blank bristol board, art materials, and colour printer to create copies of the signs
- Optional: design software (Photoshop, Illustrator, Paint, etc.).

### **Lesson Procedures/Teaching Strategies:**

1- Begin a discussion with the students by asking them the following questions:

- *Have you ever seen signs for sites of interest to tourists? Where?*
- *What types of information were on these signs? Can you give examples?*
- *Did these signs help you appreciate and understand the location?*

2- Show students how to find geographic coordinates (latitude and longitude) by clicking on a location on Google Maps. (Clicking on the red icon showing the result of a Google search will not work.) Coordinates for each location the students choose should be included on their signs.

3- Simulation: Students play the role of Department of Tourism employees who have been asked to design signs that are clear and well-structured from a design point of view and include geological information for the areas they choose. These signs are aimed at Francophone hikers visiting from another country.

4- Using the geological information on the “Magnificent Rocks” website, the students will choose between six and eight locations in New Brunswick that interest them. They will summarize the information they find relevant in a few sentences, using the appropriate level and style of language for tourists of all ages from abroad.

5- They will add one or two phrases or sentences about Francophone culture, history, or heritage, or about a Francophone historical figure connected to the chosen location, to at least three of the signs.

6- They will then choose one of the locations they have studied in order to create a complete

sign, preferably for a location for which they have geological and heritage information.

7- In the design of their sign, they should include text, at least one image (from the “Magnificent Rocks” website), and the coordinates (latitude and longitude). Otherwise, the creative aspects should be left to their discretion.

8- Students will give a brief presentation in front of the class; this presentation should be 2 to 3 minutes long, describe their process, and give students information about their chosen location.

**Suggested Assessment Strategies:**

Most of the mark should be given for the student’s ability to synthesize the information (clarity of geological information, relevance, appropriate level and style of language for tourists of all ages, sources used for research on Francophone heritage).

Part of the mark should be given for the quality of the French (written and oral) and take spelling errors into account.

The remainder of the mark should be given for the design and layout of the completed sign(s), including the esthetic aspects, the photo selected, etc.

Example: 6/10 for summaries and presentation, 2/10 for quality of French, 2/10 for design and esthetics.

*Vocabulary:*

- latitude, longitude

**SECTION THREE: Project/Lesson Resources**

**Supplementary Resources:**

Magnificent Rocks:

[http://www.nbm-mnb.ca/magnificent\\_rocks-roches\\_magnifiques/home-accueil-eng/](http://www.nbm-mnb.ca/magnificent_rocks-roches_magnifiques/home-accueil-eng/)

Google Maps:

<https://maps.google.ca/>

**Disclaimer:**

The online resources recommended in this document have been selected according to their relevance in terms of the age and grade level of the students. However, given that the content of online materials is subject to change at any time, teachers are advised to consult the websites before recommending them to their students.

**Extension/Enrichment:**

- Instead of one sign, students can fully complete all six to eight of them.

- Students can add a map of New Brunswick to their sign, including points or flags to indicate the locations of places featured on other signs.

#### **SECTION FOUR: Additional Information**

**Credits:** Sophie Auffrey and Sara Waitzer