

SECTION ONE: Project/Lesson Overview

Grades: 11 and 12

Subjects: Canadian History (42311-42312), History of Acadia (42411)

Lesson Title: Honouring Geologists

Themes: place-nomenclature, early New Brunswick geologists, historical events

Lesson Description and Objectives:

Among the mountains of New Brunswick are Mount Bailey, Mount Chalmers, Mount Ells, Mount Hartt, Mount Matthew and Mount Robb. All these mountains are named after 19th-century geologists.

Using a topographical map of New Brunswick and information provided on the “Magnificent Rocks” website, students will make links between the place-nomenclature of the province and some of the geologists who played an important role in the study of the province’s natural history.

At the time of the first discoveries and geological studies in NB, various important historical events were taking place in Canada and the Maritime Provinces. Among the events were the creation of New Brunswick (1784), the Acadian territorial and social reconstruction (1763-1850), Canadian Confederation (1867) and other major political, economic, and social changes (1850-1914).

What were the historical contexts in which the first New Brunswick geologists worked? Can we find links between their history as researchers and the history of the province?

Time Required: Three to four 60-minute periods

Learning Outcomes:

(History)

Develop historical thinking by following the historical method.

- Interpret historical facts.
- Define a problem.
- Plan a research project and gather information.
- Process information by using critical thinking, historical thinking, and data analysis.
- Organize and summarize information with a view to sharing it effectively.
- Convey the results using appropriate language.
- Review processes in order to critique the responses.

Develop a historical understanding in order to better understand the world in which we live.

- Apply heritage concepts and references to characterize the major historical events presented in this unit.
- Evaluate the impact of events, people, and ideas on historical continuity and change.

(Transdisciplinary)

Communication: *Communicate clearly in correct and appropriate language according to the given context.*

Work habits: Develop goals and methods to reach them, analyze ways of identifying and using available resources, and evaluate the effectiveness of strategies and processes.

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

SECTION TWO: Project/Lesson Implementation

Equipment/Materials Required:

- Computers with access to the Internet and to the “Magnificent Rocks” website
- Map (topographical if possible) of New Brunswick, showing names of mountains and other prominent features of the province
- Books, websites and other resources providing information on the history of the province and of Canada
- Optional: presentation software (PowerPoint)

Lesson Procedures/Teaching Strategies:

1- Using a topographical map of New Brunswick, the teacher begins a discussion of place-nomenclature, encouraging students to think about this subject and come up with answers to the following questions:

- *Where do you think these mountains got their names?*
- *Do you think Mount Bailey, Mount Chalmers, Mount Ells, Mount Matthew, Mount Robb and Mount Hartt are named after real people?*

2- In groups of 2 or 3, students choose a mountain (make sure each one is named after a geologist).

3- Using the “Magnificent Rocks” website, students will do research to find as much information as possible on the origin of the selected mountain’s name and on the geologist it honours.

- *Which geologist is this mountain named after?*
- *What is the geologist’s date of birth and death?*
- *During what years did the geologist do most of his work or research?*
- *What role did this geologist play in the study of our province’s natural history?*
- *What were his major contributions to the field of geology in New Brunswick?*

4- Next, using different resources, the team will look for information on the historical context in which each geologist worked.

- During the years this geologist worked, what was happening in NB and/or Canada in terms of **major political, economic, and social changes?**

- During the same period, what was happening in NB and/or Canada in terms of **Acadian territorial and social reconstruction?**

- What links can we make between the work of this geologist and the history of the province and of Canada?

5- Students should be encouraged to ask questions about New Brunswick's geology in order to develop critical thinking. These questions can be integrated into their final presentations. You can prompt them to think of questions such as:

- Were there any women geologists?

- Were there any Francophone geologists?

6- Once they have collected and analyzed the information, the students will synthesize their research by creating a visual and/or oral presentation to share their conclusions and additional questions with the rest of the class.

Suggested Assessment Strategies:

Students will be assessed on their research and their presentation, using a scale or rubric developed in advance by the teacher, based on the teacher's priority learning outcomes (accuracy and clarity of content, use of correct and appropriate language, depth and breadth of research, etc.)

Vocabulary:

- Place-nomenclature

SECTION THREE: Project/Lesson Resources

Supplementary Resources:

Magnificent Rocks:

http://www.nbm-mnb.ca/magnificent_rocks-roches_magnifiques/home-accueil-eng/

List of mountains in New Brunswick:

<http://peakery.com/canada-mountains/new-brunswick/?page=1>

Points of Interest:

Geologist Loring W. Bailey, from Virginia, studied with Longfellow at Harvard University. He came to NB in 1861 and was appointed Professor of Natural History and Chemistry, Kings College, University of New Brunswick.

In 1864, he wrote a report on the mines and minerals of New Brunswick.

The poem "Evangéline," by Henry Wadsworth Longfellow, was published in 1847.

<http://www.unb.ca/fredericton/arts/departments/anthropology/pdfs/dwblack/bailey.pdf>

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:

(Other activities which may be added)

SECTION FOUR: Additional Information

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