

## Section One: Project/Lesson Overview

**Grade:** 9

**Subject:** Social Studies

**Lesson Title:** *Mining in New Brunswick*

**Lesson Description:** Students will explore the history of various communities and gain an understanding of the social, environmental/geographic and economic impact of the mining industry on New Brunswick and Canada and its relationship to the creation of Canadian identity.

**Time Required:** 5 x 60 minute classes

### Curriculum Outcomes:

- demonstrate an understanding of the basic features of Canada's landscape and climate: identify and locate major landforms of Canada, explain the creation and characteristics of mountains and plains, describe and account for the variation in physical landscape across Canada
- analyze the effects of selected geographic factors on Canadian identity: describe where Canadians live and explain why communities are established and grow in particular locations, account for the variations in growth of settlements due to physical and human factors

## Section Two: Project/Lesson Implementation

**Equipment/Materials Required:** Access to *Magnificent Rocks* Learning Object content. Scanner, digital camera, computer, Powerpoint or similar presentation software, projector, screens. Markers, pens, large sheets of paper for map preparation and/or large map of New Brunswick. Storyboards. Access to internet.

### Lesson Procedures/ Teaching Strategies:

1. Discuss the significance of the mining industry to New Brunswick and Canada. Where are current mines? What are the minerals? How are the minerals formed? How are minerals discovered? Who makes the discoveries? Why mine? What are the uses? What are the markets? What is the impact of a mine on a community? What is the impact of a mine on the landscape? How has the mining industry shaped the culture and economy as part of Canadian identity?
2. Have students explore the Magnificent Rocks virtual exhibition, particularly the Community Connections sections of each geological period to identify NB mines and communities.
3. Create a map of New Brunswick with historical and contemporary mining communities highlighted on the map. Also highlight the people involved in discovery, development or operations.
4. Have students choose a community and mine and do further research
5. Have students prepare a written essay about the history of mining and their chosen community (500-750 words)
6. Have students prepare an oral presentation using the resources of the Magnificent Rocks virtual exhibition: photos, video, etc. and other supplemental resources. Students may download content for use in presentation software such as Powerpoint.
7. Have students prepare a project/presentation for the NB Provincial Heritage Fair program based on their chosen community and mine. See Heritage Fair program for more details.

### **Suggested Assessment Strategies:**

Grade will be determined by three assignments:

1. Written essay on one community and its mining development (500-750 words)
2. An oral presentation (3-5 minutes) by each student to class
3. Storyboard project as part of the NB Provincial Heritage Fair program

### **Section Three: Project/Lesson Resources**

#### **Supplementary Resources:**

[www.nbm-mnb.ca/magnificentrocks](http://www.nbm-mnb.ca/magnificentrocks)

<http://www.gnb.ca/0131/HeritageFair/2013/Index-e.asp>

**Disclaimer:** The recommended web-resources included here have been scrutinized for their grade and age appropriateness; however, contents on links on the Internet change continuously. It is advisable that teachers preview all links before recommending them to students.

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### **Section Four: Additional Information**

**Credits:** New Brunswick Museum, Saint John, New Brunswick