

## Section One: Project/Lesson Overview

**Grade:** 12

**Subject:** Journalism 120

**Lesson Title:** Magnificent Rocks: New Brunswick Communities & Their Geological Stories

### Lesson Description:

Students will research the role that geology has played in the economic and cultural development of their communities. Ultimately, students will produce a journalistic piece (feature story, human interest story, photo-journal, video-journal, or alternate format) that highlights the impact of New Brunswick's unique geology on their community.

**Time Required:** 2 - 4 x 60 minute classes

### Curriculum Outcomes:

- Integrate information from many sources to construct and communicate meaning.
- Examine and create media products to help understand social, political and cultural values.

## Section Two: Project/Lesson Implementation

### Equipment/Materials Required:

- Computers with internet access
- Audiovisual Equipment (if required)
- Worksheet #1

### Lesson Procedures/ Teaching Strategies:

#### Period I

1. *Introduction:* Begin period by introducing the role geographic factors play in influencing economies and cultures.
2. *Instruction:* Students will produce a journalistic piece (feature story, human interest story, photo-journal, video-journal, or alternate format) that highlights the impact of New Brunswick's unique geology on their community.
3. *Preliminary Research:* Guide students to the [Magnificent Rocks](#) website. Allow them time to peruse the site. By the end of the period, students should complete Worksheet #1 (see appendix A). Worksheet #1 requires that students choose an appropriate topic for study and develop a research plan.
4. *Teacher Feedback:* Review the plans outlined by your students in step 3 (worksheet #1) and provide feedback and guidance. Be sure to include on-line and paper sources that should be researched as well as ideas for interviews that should be conducted.

#### Period II

5. *Research Period:* Students should be provided time to conduct the appropriate research and begin the writing/production process. Students may wish to continue with on-line research, conduct interviews (by phone, in person, or on-line) or simply begin producing a draft product.

**Suggested Assessment Strategies:**

- Worksheet #1 should be assessed formatively, the most important aspect of the activity being the on-line research with the Magnificent Rocks resource and the feedback provided by the teacher to help guide student research.
- The final product should be graded according to a predetermined rubric. It is recommended that rubric be tailored for each end product. Included in the appendices are sample rubrics for a feature story.

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

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

**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.

Student Worksheet #1 – Magnificent Rocks

Overview: What role has geology played in the economic and cultural development of your community? Use the “Magnificent Rocks” website to discover an element of geological interest in your area. Once you have chosen a suitable topic, begin designing your research plan for your journalistic piece.

Resource:

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

Part I: Studying the Geology

After perusing the website, the element of geological interest to my area that I am interested in pursuing is:

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Part II: Determining the format

Would this topic best be dealt with using print media, photo-journalism, video-journalism, or an alternate format? Explain your choice below.

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Part III: Designing the Research

Web Sources to be used:

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Print Sources to be used:

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People to be interviewed:

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Part IV: Teacher Feedback

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| <b>Features Story Scoring Guide</b>   | <b>Poor</b>                           | <b>Needs work</b>                    | <b>Meets expectations</b> |
|---|---------------------------------------|--------------------------------------|---------------------------|
| Lead/nut graph grabs readers and introduces main aspect of story.   | 0 1 2                                 | 4 5 6                                | 8 9 10                    |
| Story illuminates facet(s) of the human experience and includes vivid imagery.  | 0 2 4                                 | 8 9 10                               | 12 14 15                  |
| Story is well written and brings material together in a cohesive, professional way.   | 4 6 10                                | 14 16                                | 18 20                     |
| Quotes are colorful and add interest, perspective, says something reader needs to hear verbatim from source. (2 sources)<br><b>(no quotes necessary for briefs)</b> | 4 6 10<br><b>(no quotes lose 20)</b>  | 14 15 16                             | 18 19 20                  |
| At least two sources were paraphrased clearly and effectively. Sources identified correctly.  | 4 6 10<br><b>(no sources lose 20)</b> | 14 16<br><b>(one source lose 10)</b> | 18 20                     |
| Reporter's opinion/assumptions not in story.  | 0 1                                   | 2 3                                  | 4 5                       |
| Information (locations, descriptions) is accurate and contains fewer than 3 errors in mechanics.  | 0 1 2                                 | 4 5 6                                | 8 9 10                    |
| <b>TOTAL out of 100 possible:</b>   |                                       |                                      |                           |

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

**Credits: Robin Heelis, Fundy High School, St. George, New Brunswick**