Lost Iron Range

Intended Grade Level
Grades 5-6

Subject Area(s) Integrated
Cause and Effect

MN State Curriculum Standards Grade 5-6-7-8
5.2.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts
6.7.2.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
   a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension
7.7.2.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
   a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings graphics (e.g., charts, tables), and
8.7.2.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
   a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories, include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful on aiding comprehension.

The student will identify cause-and-effect relationships in text – nonfiction

I. Instructional Objective
   Students will identify the causes and effects of real life events that negatively changed communities or created economic growth.

II. Concept/Main Idea of Lesson
   Students will create a cause and effect graphic organizer to show change. Students will demonstrate understanding of several cause and effect scenarios.

III. Learning Activities Sequence

a. Set Induction/Lesson Initiating Behavior:
   Cause makes something else happen
   The effect is the result of what happens from the cause

b. Learning Activities
   1. Briefly overview the cause/effect example below:
<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>The girl kicked the ball.</td>
<td>The ball rolled.</td>
</tr>
<tr>
<td>Mallory became really tired.</td>
<td>She went to sleep early.</td>
</tr>
<tr>
<td>Camryn studied hard for a test.</td>
<td>Camryn earned an A on her test.</td>
</tr>
</tbody>
</table>

2. Some cause and effect is implicit. The cause or effect must be inferred. Use the statements below to practice unstated cause or effect:

- Rain got the floor all wet.
- The boat floated away.
- The car won’t start.
- We are late to school.
- A mouse ate through the bread bag.

3. Introduce graphic organizers to your class.

4. Use the segment on the White Pines to (5:39-t 14:24) of “Lost Iron Range” to fill in a graphic organizer. As the students view this segment, they should record a list of facts. After viewing the segment, they should create a graphic organizer that represents the “effect” of closing and moving the logging company westward on the Iron Range.

5. Discuss the facts and work as a whole class to complete a cause and effect graphic organizer. The best organizer may be one showing one cause leading to a number of effects. This will be an exercise in the unstated effects.

6. Divide students into groups and assign a segment to each group. Students will work together to create a cause/effect graphic organizer for their assigned segment. They will collaborate to fill in this organizer. Each student will write up why a particular company/town/church/etc. became “lost”. Provide the list below of cause and effect signal words:

- If . . . then
- so that
- due to
- because
- as a result
- since
- therefore
- for this / that reason
- for that’s
- why
- this led to
- then . . . so
- consequently
- accordingly
- thus
- nevertheless

7. Students will share their work as a group.

C. Closure:
1. Evaluation: The presentation of each group will serve as an overall evaluations. The writing of each individual student will provide feedback on learning cause and effect for each student.

IV. Materials and Resources

Templates of graphic Organizers
Lost Iron range Video by WDSE/WPRT and segment table of content

Segment Table of Content
Segment Timing
Overview -Nothing is Permanent
The Story of “America”
5:38 White Pine Forest Virginia and Rainy Lake Sawmill
   1929 Logging business moved west-
   What was the effect?
14:27 Mining Company Communities (location homes)
   Locations were nomadic depending on where the mine was
   Tar paper shacks
   Shanties-Squatters Settlement
   Genoa-Sparta
   Cities started developing as a result of mines wanting to keep highly skilled miners
   Section 30
   What institutions were in these communities?
   What businesses grew in these communities?
   Why did these locations torn down or moved?
21:32 Customs (Jewish)
   synagogues
   people came to open businesses and provide goods to miners
28:24 Street Cars  Mesabi Railway Company
   “Street Car Suburbs”
   Miners could now move away from the mine pit to “suburb” communities
   How did the success of mining effect the street cars?
   What effect did the street cars have on the Iron Range?
37:47 Racing Cars
   Prosperity meant more expendable income
   1911- first racing in US
   100 mile indy road run
   1917- The “Mesabi Special” race car was raced in the Indy 500
   original raceway was moved to make way for a mining pit
44:50 Towns
   Hibbing
   Started as a collection of houses along the pit, grew in to a solid city.
   The mining company wanted to provide fine cities for men to raise families
   US Steel and Oliver Company
   North Hibbing had to be moved/ buildings were moved as a result of WWI
   How did this effect the economy of Hibbing?
   How many structures were moved as a result of wanting the ore under North Hibbing?
51:52 Mapping Ore Bodies Soft Ore
   Mt. Iron
Not as hard to mine, close to surface
Seemed endless
Created the Mesabi Railway-Messabi car
Rockefeller history caused the mining industry for the Merits to fail