

**WDSE WRPT Lost Iron Range**  
**Cause and Effect**  
**5/6**

Title

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.

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**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.

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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:

Cause	Effect
The girl kicked the ball.	The ball rolled.
Mallory became really tired.	She went to sleep early.
Camryn studied hard for a test.	Camryn earned an A on her test.

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 evaluation.  
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

**Graphic Organizers**

