WDSE WRPT Lost Iron Range
Lesson Plan

<u>Title</u>
Lost Iron Range

<u>Intended Grade Level</u>
Grades 8

<u>Subject Area(s) Integrated</u>
Language Arts

MN State Curriculum Standards Grade 6/7/8

8.3.3.5.1 Geography: Human Systems: 5. The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems). Describe the locations of human populations and the cultural characteristics of the United States and Canada.

For example: Locations of human populations—density and distribution of population, patterns of human settlement, location of major urban centers, dynamics of population growth, migration, refugees, rural to urban movement, suburbanization, migration of labor. Cultural characteristics—patterns of government, international relations, colonialism, patterns of language, patterns of religion, distribution of major cultural groups and minority groups, significant current changes in culture and economy.

8.3.3.6.1 Geography: Human Systems: 6. Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements. Describe how the physical and environmental features of the United States and Canada affect human activity and settlement.

For example: Physical and environmental features—Climate, landforms, distribution of resources, waterways, ecosystems.

I.   <u>Instructional Objective</u>
        Students will represent the characteristics of migration to Minnesota during the late 1800's to the 1920's.
        Students will learn the factors that effected the growth of cities and human populations.
        Students will collect current data on the cities in the video and compare it to the data in the video

II.   <u>Concept/Main Idea of Lesson</u>
        Students will evaluate and discuss the the changes in a community as influenced by human systems associated with the development of economy. Students will identify and analyze the interconnectedness of the environment and humans including the positive / negative impacts to each. Students will gather data and compile the information into charts and graphs. The

III.   <u>Learning Activities Sequence</u>

        a.   Set Induction/Lesson Initiating Behavior:

The migration of people from one place to another occurs for many reasons. The reasons may change depending on the era. In the video, _Lost Iron Range,_ we will witness change over time and the factors for that change will be revealed.

b.   Learning Activities:

1. Before watching the video, create a list of factors that influence a city to grow. Create a list of factors that may cause a city to shrink or disappear.
2. Using the data collection sheet provided, direct students to collect information from the video.
3. In small groups, students share the data collected. And generate questions following the discussion (see data sheet)
4. In large group, have students share their questions. Students will research the answers to the classroom question. Access to internet and direction on credible resources is necessary. Students will site their web resources.
5. Students will write up a summary about standard 8.3.3.5.1 and 8.3.3.6.1
    -Describe the locations of human populations and the cultural characteristics of the United States
    -Describe how the physical and environmental features of the United States and Canada affect human activity and settlement.
6. Using the cities in the video, student will gather data from the websites below. Visit the websites and discuss with students how this data may be used to make laws, political decisions. Ask students if the census is 100% accurate. Discuss why it isn't' and why its important to participate in the census.
7. Students will report on the changes in the cities featured in the video through graphs. Categories may include: population; industry comparison; ethnic data; size of cities.

c.   Closure:

1. Evaluation: Students in groups of four will compile individual data and graphs to create a presentation.

IV.   Materials and Resources

**Lost Iron range Video** by WDSE/WPRT
Minnesota K-12 Academic Standards
50 ways census data is used
http://lwd.dol.state.nj.us/labor/lpa/census/2010/50WaysDataUsed.html
http://censusviewer.com/city/MN/city name
http://quickfacts.census.gov/qfd/states/27/2728790.html
files.dnr.state.**mn**.us/forestry/education/primer/chapterfour.pdf
http://education.nationalgeographic.com/education/mapping/interactive-map/?ar_a=1

Late 1800's to 1920			
Countries of Origin	**Natural Resources**	**Cultural and Religious Details**	**Years**
Solutions to Move Resources	**Physical challenges to Moving Resources**	**Business Owners and Investors**	**Cities that Developed**

After you discussion, come with two question you have about the information you gathered.

Today			
Cities that Developed (from video)	Current Industries	Current Populations	Current Countries of Origin