

WDSE WRPT Lost Iron Range Short Story

Title

Lost Iron Range

Intended Grade Level

Grades 6

Subject Area(s) Integrated

Language Arts

MN State Curriculum Standards Grade 6/7/8

6.7.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use literary and narrative techniques, such as dialogue, pacing, rhythm and description, to develop experiences, events, and characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
- e. Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.

I. Instructional Objective

Students will evaluate and discuss the role of change in a community
Students will choose a strategy for dealing with change

II. Concept/Main Idea of Lesson

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 write a short story about what it might have ben like to experience moving your house to a different part of town to accommodate mining.

III. Learning Activities Sequence

a. Set Induction/Lesson Initiating Behavior:

Have students generate three lists

- a list of things about community
- a list of feelings about community
- a list of business/places that make a community

b. Learning Activities:

1. Before watching the video, have students share one item off each of their lists to

create a classroom list.

2. Ask students to list the facts about how the town of Hibbing had to move.
3. View “Lost Iron Range” starting at 44:50
4. Open a discussion about the community moving, Draw out ideas such as, how it might feel to hear that news and what would it be like to have to move your whole house, what connections are there between environment and humans. Have students record the ideas shared and collected from the class.
5. Ask students to write a short story or journal entry from the point of view of a fictional character experiencing having to move their home. Use the items from the lists generated as a class and facts from the video clip. See MN Curriculum Standards for details.

c. Closure:

1. Evaluation: In pairs, students share their finished story or journal entry.

IV. Materials and Resources

Lost Iron range Video by WDSE/WPRT