**NAME OF STRATEGY:** H-Map Graphic Organizer

**ADAPTED FROM:** Hadaway, N., & Young, T. (1994). Content literacy and language learning: Instructional decisions. The Reading Teacher. 47(7), 522-527.

**CONTENT AREA:** Social Studies

**GRADE LEVEL**: Seventh grade students studying Eastern Europe

**TEXTBOOK AND PAGES ADAPTED:**

Cooper, K. (1988). The Eastern Hemisphere yesterday and today. Lexington, MA: Silver- Burdett & Ginn Inc., p. 299-304.

**OBJECTIVE:**

By working in pairs, students will record and organize information from a given reading passage to compare and contrast features of 5 Eastern European countries.

**MATERIALS NEEDED:** Textbooks, chart paper, pens

**ACADEMIC ENGLISH:**

Vocabulary:

economy: ghoulash, command, market

government: collective presidency, communism

topography: mountains, rivers, mines

lifestyle: Eastern Orthodox, Slavic language, Magyar

Sentence structures:

1) use of appositives:

Examples: Pest, a busy industrial city, lay on the east.

 Budapest, the capital of Hungary, is located on the Danube River.

 2) Use of Cause-effect relationships:

Example: Because of the different groups within Yugoslavia, the country is divided into eight political parties.

**PROCEDURES:**

1. Individual students silently read textbook pages 299-304 describing Hungary, Yugoslavia, Albania, Romania, and Bulgaria to themselves.

2. After silent reading, teacher leads whole class discussion and demonstration of H-map on the board using 2 of the 5 countries read about.

3. Features to compare/contrast are:

1) Economy

2) Government

3) Topography

4) Languages

5) Lifestyle

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4. After whole class demonstration, divide students into pairs.

5. Each pair chooses 2 of the 5 countries (Hungary, Yugoslavia, Albania, Romania, Bulgaria) to research. (\*Note that pairs may only use 1 of the 2 countries demonstrated on the board)

6. Each pair creates one H-Map comparing/contrasting 5 given features from information in textbook.

**7**. Once each pair has their H-Map created from information in text, pairs consult current magazine and newspaper articles to construct a second H-Map to compare/contrast current events of their 2 chosen countries with "dated" information in the textbook.

8.  Students use their 2 H-maps as outlines to construct a final project which compares/contrasts  Eastern European countries before and after (from the text) to current information of today.

9. Each pair chooses a final form to present their findings to the class. Final forms may include posters, mobiles, collages, written essays, poems, role play, etc.

10. PISL Exit Slip Questions:

Using the criteria 1) Economy, 2) Government, 3) Topography, 4) Languages, 5) Lifestyle

Choose 2 countries from your peers (not the 2 countries you did already) to describe:

-two things the countries have in common

-two things that are different

Make sure you name what is different (e.g. economy) and how it is different (e.g. market versus feudal), and how it affects people’s lives.

**ASSESSMENT RUBRIC**

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|  | Beginning | Approaching | Meeting | Exceeding |
| Ability to record and organize information  | Recorded information is inaccurate | Recorded information is incomplete, or randomly | Recorded information is accurate and organized by categories | Recorded information is accurate, with parallel organization and categories |
| Ability to compare and contrast features of 5 Eastern European countries | Comparison and contrast lists ideas with no description | Comparison and contrast lists ideas little description of importance | Comparison and contrast lists ideas and provides elaborated description of importance | Comparison and contrast describes ideas and provides elaborated, and insightful description of importance |