

Balkan Basics: Learning About This Region of the World

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Grade Levels 6-7
Duration 1-3 class periods

National Standards

GEOGRAPHY

Essential Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Element 4: Human Systems

9. The characteristics, distribution and migration of human populations on Earth's surface
 10. The characteristics, distribution and complexity of Earth's cultural mosaics

AZ Standards

MATHEMATICS

The Number System

6.NS.B.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

6.NS.C.9. Convert between expressions for positive rational numbers, including fractions, decimals, and percents.

Geometry

7.G.A.2. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

Standards for Mathematical Practice

6.MP.4 and 7.MP.4. Model with mathematics.

6.MP.4 and 7.MP.5. Use appropriate tools strategically.

ELA

Reading Key Ideas and Details

6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Writing

Production and Distribution of Writing

6.W.4 and 7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Other Arizona Standards

GEOGRAPHY

The use of geographic representations and tools helps individuals understand their world.

6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.

7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.

Human-environment interactions are essential aspects of human life in all societies.

7.G2.1 Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places.

7.G2.2 Analyze cultural and environmental characteristics that make places both similar and different.

Global interconnections and spatial patterns are a necessary part of geographic reasoning.

7.G4.1 Analyze cultural and environmental characteristics among various places and regions of the world.

SIOP Elements

Preparation

Adapting content

Linking to background

Linking to past learning

Scaffolding

Modeling

Guided practice

Independent practice

Grouping Option

Whole class

Small groups

Partners

Balkan Basics

Strategies used	Comprehensible input	Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands on Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

Arizona ELP Standards

Stage IV

Reading

Basic Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate knowledge of reading comprehension by:

B-4: answering who, what, where, when, why, which and how questions about text.

B-14: drawing conclusions from information implied or inferred in a literary selection.

B-24: locating information from external text within nonfiction text for a specific purpose.

B-28: interpreting information in functional documents (e.g., maps, schedules, letters, graphic organizers) for a specific purpose.

B-29: comparing and contrasting two items within an expository text.

Writing

Standard 1: The student will express his or her thinking and ideas in a variety of writing genres. The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:

B-3: taking notes using a teacher selected and student created graphic organizer or cloze notes.

Standard 4: The student will integrate elements of effective writing to develop engaging and focused text. The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by:

B-1: writing text that incorporates details.

B-3: writing a paragraph using selected words that convey intended meaning.

Overview

Very few American could name the countries that make up the region called the Balkans. This ethnically diverse area has seen conflict and peace. In both cases, the Balkans are important in U.S. diplomacy and policies.

Purpose

In this lesson students will learn about the region called the Balkans. By analyzing statistics, students will understand how conflict might occur when such a diversity of people inhabit the same region of the world. They will compare two Balkan countries, write an essay and create a circle graph utilizing statistics from the region. This lesson contains adaptations for diverse learners (ELLs).

Key Vocabulary

agriculture—farming, growing crops

per capita GDP (Gross Domestic Product) - the amount of goods and services produced by a county divided by the number of people in the country
industry—the process of making things using a machine

literacy rate – percentage of people who can read and write.

ethnic group - people of the same race or nationality who share a culture

government—the system for controlling a country

Materials

- Balkan Basics KWL
- Colored pencils
- Capital Cities of Central and Eastern Europe map
<http://geoalliance.asu.edu/sites/default/files/map/ce-europe-caps.pdf>
- Balkan Basics Vocabulary worksheet
- Index cards (optional)
- Vocabulary Cards

Balkan Basics

- Balkan Country Chart
- Balkan Basics Country Profile T-Chart
- Balkan Basics Country Questions and Answer Key
- Balkan Basics Writing Prompt
- Calculating the Number of Degrees for Each Percentage
- Compasses
- Protractors
- Circle Graph Template
- Scoring Guide for Graph

Objectives

The student will be able to:

1. Construct circle graphs when given statistical information.
2. Compare two countries geographically based on information found in a chart.
3. Convert a percentage to degrees in a circle.
4. Read charts and graphs to gain information.

Procedures

Teacher Note: For this lesson, the Balkan region includes: Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Greece, Kosovo, North Macedonia, Montenegro, Serbia, Slovenia, and the European part of Turkey. For this lesson, the European part of Turkey has been omitted.

Prerequisite Learning: Students have experience in converting percentages into degrees and the basics of making a circle graph.

SESSION ONE

1. Begin the lesson by distributing and projecting the Balkan Basics KWL chart. Have students fill out the first two columns of the paper and leave "What I Learned" blank. (**Preparation: Linking to Background; Scaffolding: Independent practice**)
2. Discuss and record their responses on your projected copy. (**Integrating Processes: Speaking**)
3. Project and distribute the Capital Cities of Central and Eastern Europe map and colored pencils. <http://geoalliance.asu.edu/sites/default/files/maps/ce-europe-caps.pdf> Ask the students, "What countries represent the Balkans and where are they located on the map? Do you know anyone from these countries?"
4. Model coloring in the countries of the Balkans on the map (Bosnia/Herzegovina, Macedonia, Bulgaria, Croatia, Greece, Kosovo, Slovenia, Serbia and Montenegro). (**Scaffolding: Modeling, Application: Hands on**)

5. Distribute the Balkan Basics Vocabulary worksheet. Project the Vocabulary Cards. Go over the words and definitions with the students. Have them draw pictures to represent the term. Optional: Then make index card with vocabulary word on one side and definition or picture on the other.
6. Distribute the Balkan Basics Country Chart and briefly explain how to read the chart.
7. Distribute the Balkan Basics Country Profile T-Chart to students. Have students work in pairs to fill in the chart using only the information for two Balkan countries. (**Grouping: Partner; Application: Meaningful, Hands-on**)

SESSION TWO

1. Distribute the Balkan Basics Country Questions and the Balkan Country Chart (if not kept by students in Session One). Instruct students to work with a partner to answer the questions. (**Grouping: Partner**)
2. Collect the Balkan Basics Country Questions.
3. **For Diverse Learners** Go over the paragraph frame and show students how the example given took information from the Balkan Country Chart and placed it in the paragraph frame. (**Scaffolding: Modeling; Integrating Processes: Writing**)
3. **For Others** Explain the Writing Prompt and how it will be scored using the 6 Traits Writing Rubric in the areas of Ideas/Content.
4. Writing Assignments can be finished as homework. (**Assessment: Written**)

SESSION THREE

1. Distribute and project the Calculating the Number of Degrees for Each Percentage worksheet.
2. Model how to convert percentages into degrees. Distribute calculators, protractors, and rulers as well as the Circle Graph Template or blank paper. (**Scaffolding: Modeling; Integrating Processes: Listening and Writing**)
3. Partner students and have them refer to the Balkan Country Chart. Instruct them to select one of the categories that has percentages identified. They should then follow the directions and convert the percentage to degrees and create the circle graph. Share the Scoring Guide for the Graph before they begin to work. (**Assessment: Written**)

Assessment

ELA and Geography

Geography and reading comprehension can be assessed with Balkan Basics Country Questions. Mastery will be seen as 80% or higher on the worksheet.

Balkan Basics

The essay or paragraph frame can be graded for Ideas and Content. Mastery will be considered 4 or higher on the 6 Traits Writing Rubric.

Geography

If desired, a map quiz could be given over the location of the Balkans. Correctly identifying 8 of the 10 countries in the region will be considered mastery.

Mathematics

Circle graphs can be graded using the Scoring Guide for Graph. Mastery will be considered 40 points or higher.

Extensions

Make computer circle graphs using a computer spreadsheet.

A Boogaloo is included. Use this during the days that the lesson is being taught to reinforce learning about the Balkans.

Sources

<https://www.cia.gov/library/publications/the-world-factbook/>
<http://en.wikipedia.org/wiki/Balkans>