

RESETTLEMENT

Zombie-Based Geography

Book 3

Second Edition
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● Why Zombie-Based Geography? ●

I love geography and I love zombies, but most of all, I love when learning happens outside of school and engagement happens in school. By building this curriculum, I wanted to show that learning could be done through far out scenarios, or even just based on student interests. My hope is that this project will engage students, provide standards-based lessons for teachers, and support project-based learning.

This curriculum uses the 2012 National Geography Standards for the 8th grade. These standards were developed by the National Council for the Social Studies, the American Geographical Society, the American Association of Geographers, the National Council for Geographic Education, and the National Geographic Society. Students will learn to think like geographers and also learn to survive the zombie outbreak.

This curriculum also includes a companion graphic novel. *Dead Reckon* tells the story of a student struggling to survive a zombie outbreak. The challenges set up in *Dead Reckon* are the same challenges students face in this curriculum. *Dead Reckon* is meant to keep students engaged and give them reasons to tackle the geographic problems they need to solve.

My goal was to prove that rigorous academic concepts could be learned through engaging scenarios. I believe I've been successful, but this is also just the beginning. The true opportunities in education and curriculum are just being approached. I look forward to a future where engaging learning experiences are built with students in mind.

—David Hunter

Explaining the Project

Concept of Project 07

Planning Safer Settlements: Project 07

Project Goal

The main goal of this project is for students to understand the *functions and patterns of settlements*. Along the way, they learn about analyzing mental maps, types of perception, urban land use, types of boundaries, boundary conflict, and extending the use of resources.

Main Final Product

At the end of the project, students will create some form of report describing the foundation of their post-zombie outbreak settlement. They must describe the boundaries, contributing perceptions, factors that will encourage their settlement's success, land-use patterns, and available resources. This is the first of two reports planning the basic design of the settlement. Project 08 will conclude with the second report of their Settlement Planning Report.

Project Options

There are many ways that students could present this information. You may want to manage one format for all students or allow students to choose their own formats. As long as the students meet the content requirements of the rubric, they will be showing their understanding of the standards.

The following are just a few possible ways students could complete this project:

- Formal written report
- Oral presentation
- Poster
- Persuasive letter
- Video recording
- Audio recording

There are many other ways. I find that students can be very engaged when choosing their own style every now and then.

You may also require students to create a map of their settlement plan. This would tie in very well with their land-use and boundary planning. They should use and practice the same skills they learned in Project 01 (Book 1). This is also a great chance for students to dig deep into their post-apocalypse planning skills.

Planning Safer Settlements

Outline of Project 07

Teaching Tip

This project uses geographic knowledge and theories on settlement design to inform the survival settlement.



Handout

- Settlement Design Report 01

Ask

How does geography help us stay ahead of the zombie outbreak?



Handout

- Settlement Design Pre-assessment Quiz

Teaching Tip

Through this project, students will be expected to learn these skills.



Teaching Tip

You may choose to do all of the lessons, and then the project. You may also choose to launch the project, and then use the lessons to assist students in the completion of their goal.



Planning Safer Settlements: Project 07

Since the very first cities were formed, humans have worked to adapt them to changing conditions. Urban design and planning are key to the successful evolution of cities. After the zombie outbreak, successful survival of a city becomes even more challenging. Planning and settlement design become even more important. This is the first of two projects in the settlement report. After this project, students will examine the environmental effects of their settlement.

Final Project Task

Students will need to create a report explaining the factors that will help their settlement succeed.

Driving Question

What contributes to the *success* or *failure* of a settlement?

Pre-assessment

Student Learning

1. Understand how to *analyze mental maps*.
2. Understand and identify *different types of perceptions*.
3. Evaluate *factors that contribute* to the success or failure of a settlement.
4. Understand and identify *patterns of land use*.
5. Understand and identify *different types of boundaries*.
6. Evaluate ways to sustain *resource use*.

Lessons

1. Analyzing Mental Maps
2. Direct and Indirect Perceptions
3. Settlement Functions for Success and Failure
4. Urban Land-Use Patterns
5. Favorable Activities in Settlements

6. Types of Boundaries
7. Boundary Conflict
8. Maintaining Renewable Resources
9. Technology and Renewable Resources

Handout

- Settlement Design
- Post-assessment Quiz

Pre- and Post-assessment Quiz Answers

1. What can you tell from analyzing someone's mental map?
How they remember or imagine a place.
2. What types of perceptions do people have about locations?
Among other perceptions, how important different things are, where things are, how big things are.
3. What are some functions of a successful city or other kind of settlement?
Jobs, good schools, hospitals, public safety, natural setting, etc.
4. What activities detract from a city or other kind of settlement?
Traffic, crime, lack of jobs, limited housing, etc.
5. What are different ways that cities use land?
Industrial, commercial, residential.
6. What are different kinds of boundaries?
Natural and human-made.
7. What types of conflicts occur over boundaries?
Resources, land use, ethnic or national.
8. How can resources be used sustainably?
Replenishment by humans. Use of resources at rates no faster than nature can replenish.

Rubric for Building a Settlement Project

	1	2	3	4
<p>Analyze Mental Maps</p> <p>2.4.A Compare the mental maps of individuals to identify common factors that influence spatial understanding, perceptions, and preferences.</p>	Struggles to identify the preferences of other survivors based on the mental maps.	Identifies preferences of other survivors based on mental maps, but does not explain how these were recognized.	Identifies preferences of other survivors based on their mental maps. Explains how these preferences were recognized.	Identifies and explains preferences based on mental maps <i>and</i> describes the perceptions or spatial understanding of the mapmakers.
<p>Perceptions</p> <p>6.1.A Describe examples of how perceptions of places and regions are based on direct experiences and indirect experiences.</p>	Struggles to list direct or indirect experiences associated with chosen location.	Lists only direct or indirect experiences associated with chosen location.	Describes the direct and indirect experiences people may have about the chosen location.	Describes the direct and indirect experiences people may have about the chosen location <i>and</i> makes predictions about how the experience might change.
<p>Settlements</p> <p>12.1.A Describe the typical functions of settlements and explain how they might influence the success or failure of a settlement.</p>	Struggles to list the typical functions of a successful settlement.	Lists the typical functions needed for a successful settlement.	Describes the typical functions needed for a successful settlement.	Describes the typical functions needed for a successful settlement <i>and</i> provides real-world examples.
<p>Favorable Activities</p> <p>12.2.A Explain the human activities in favorable locations that attracted people and resulted in the development of settlements.</p>	Struggles to list the favorable things that would attract people and promote the settlement's development.	Lists the things that would draw people to the settlement and help develop it.	Explains favorable things that would attract people and help develop the settlement.	Explains favorable things that would attract people and help develop the settlement <i>and</i> provides real-world examples.

SETTLEMENT DESIGN REPORT 01

Function and Design: Introduction

Settlements or cities face challenges even without a zombie outbreak. People plan to help cities face these challenges. With the zombies acting as a constant threat to your settlement, it is even more important to plan for the success of your settlement. You'll learn how to take into account other people's opinions by *analyzing* their *mental maps*, describing the *perceptions* people will have of your settlement, *understanding the functions* and *key parts* of successful settlements, and defining your settlement's *boundaries*, *land use*, and *resources*.

Driving Question

What contributes to the success or failure of a settlement? How can our settlement succeed, even when challenged by zombies?

What You Will Produce

You will finalize your *report* explaining the factors that will help your settlement succeed. Check with your teacher to see what options you have for your report.

Your Report Will Include the Following Information:

- An *analysis* of what other survivors think is important.
- *Descriptions* of the perceptions people might have of your location
- *Explanations* of the factors that contribute to a successful city
- A *description* of land-use patterns your settlement might follow
- *Boundaries* for your settlement as well as possible conflicts over these boundaries
- A *description* of the resources that are available in your settlement as well as how you might extend those resources if you had access to technology

After this report, you will have the basic design and function for your new settlement! Then it will be time to think of the environmental effects your new settlement has.



Lesson 1—Analyzing Mental Maps

Understanding People's Thoughts through Maps



One class period of instruction

This lesson introduces students to analyzing mental maps. Students will practice identifying people's spatial understanding, perceptions, and preferences by looking at their mental maps.

Lesson 2 will look at different types of perceptions people have about places.

Copy instructions

Print one handout, directions, and exit ticket for each student.



You may print enough sample mental maps for students to share as you discuss.

Materials Needed

- **Analyzing Mental Maps**
- **Mental Map Activity**
- **Mental Map Settlement Sample #1**
- **Mental Map Settlement Sample #2**
- **Mental Maps Exit Ticket**

National Geography Standards

8th Grade

2.4.A—Compare the mental maps of individuals to identify common factors that influence spatial understanding, perceptions, and preferences.

12th Grade

6.1.A.—Explain how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status.

Learning Objective

Be able to analyze mental maps to identify a person's spatial understanding, perceptions, and preferences.

Evidence of Learning

Analyze a mental map, including:

- Spatial understanding
- Perception
- Preference