



Sample Pages

Sample pages from this product are provided for evaluation purposes. The entire product is available for purchase at www.socialstudies.com or www.teachinteract.com

Free E-mail Newsletter—Sign up Today!

To learn about new and notable titles, professional development resources, and catalogs in the mail, sign up for our monthly e-mail newsletter at <http://www.teachinteract.com/>

Copyright notice: Copying of the book or its parts for resale is prohibited. Additional restrictions may be set by the publisher.

TABLE OF CONTENTS

Why Zombie-Based Learning?	ix
Project 04: Surviving the Physical Environment	1
Explaining the Project	3
Choosing a Location—Physical Characteristics	4
Settlement Location Report 01	8
Choosing a Settlement Location: Physical Characteristics	9
Lesson 1—Physical Characteristics	11
Physical Characteristics	13
Physical Characteristics Exit Ticket	14
Lesson 2—Landform Patterns	15
The Interior of the Earth	17
Patterns of Landforms: Chemical Weathering	20
Patterns of Landforms: Erosion	21
Patterns of Landforms: Folded Mountains	22
Patterns of Landforms: Physical Weathering	23
Patterns of Landforms: Tectonic Faults	24
Patterns of Landforms: Tectonic Faults	25
Landform Patterns Exit Ticket	26
Lesson 3—Climate Patterns	27
Climate Patterns: Large Bodies of Water	29
Climate Patterns: Elevation	30
Climate Patterns: Latitude	31
Climate Patterns: Mountain Ranges	32
Climate Patterns: Ocean Currents	33
Climate Patterns: Prevailing Winds	34
Climate Patterns: Vegetation	35
Predicting Climate Practice	36
Predicting Climate Exit Ticket	37
Lesson 4—Physical Processes That Change Places	38
Physical Change Over Time Handout	39
Changes In Physical Characteristics Exit Ticket	41

TABLE OF CONTENTS

Lesson 5—Earth-Sun Relationship	42
Earth-Sun Relationship	44
Changes in Physical Characteristics Exit Ticket	46
Lesson 6—Human-Environment Interaction	47
Human-Environment Interaction	49
HEI Poster Directions	50
Human-Environment Interaction Exit Ticket	51
Lesson 7—Opportunity and Constraint	52
Opportunity and Constraint Readings	54
Opportunity and Constraint: Anchorage, Ak.	55
Opportunity and Constraint: Detroit, Mi.	56
Opportunity and Constraint: Houston, TX	57
Opportunity and Constraint: Jacksonville, Fl.	58
Opportunity and Constraint: Los Angeles, CA.	59
Opportunity and Constraint: New York, NY	60
Opportunity and Constraint: Seattle, WA	61
Opportunity and Constraint Exit Ticket	62
Lesson 8—Environment Modification	63
Environment Modification Poster Directions	65
Modification Reading 1.	66
Modification Reading 2.	69
Modification Reading 3.	71
Modification Reading 4.	73
Modification Reading 5.	76
Modification Reading 6.	78
Modification Reading 7.	80
Modifying the Environment Exit Ticket.	83
Lesson 9—Natural Hazards	84
Natural Hazards KWL	86
Natural Hazards	87
Natural Hazards Research Directions	91

TABLE OF CONTENTS

Lesson 10—Changing Perceptions	92
Changing Perceptions Exit Ticket	94
Project 05: Natural Resources for Survival	95
Explaining the Project	97
Natural Resources for Survival—Natural Resources	98
Settlement Location Report 02.	101
Lesson 1—What Are Resources?	102
Resources	103
Resources Poster Directions	105
Resources Exit Ticket	106
Lesson 2—Types of Resources	107
Types of Resources	109
Examples of Types of Resources	110
KWL	111
Lesson 3—Cultural Use of Resources	112
Multiple Uses for Resources Reading	114
Multiple Uses of Resources Worksheet	116
Cultural Diversity in Resources Exit Ticket.	117
Lesson 4—Processes That Lead to Resources	118
Formation of Resources	120
Estimating Locations of Resources	122
Physical Conditions For Resources Exit Ticket.	124
Lesson 5—Where Are Resources Found?	125
Researching Locations of Resources	127
Location of Resources Exit Ticket	128
Lesson 6—Resource Advantages	129
Best Resources For...	131
Zombie Survival Resources Poster Directions	132
Comparing Locations Exit Ticket.	133

TABLE OF CONTENTS

Project 06: Zombie and Human Migration Patterns	135
Explaining the Project	137
Zombie and Human Migration Patterns—Migration.	138
Settlement Location Report 03.	141
Choosing a Settlement Location: Migration	142
Lesson 1—What Is Migration?	143
Global Extents World Map	145
Migration	146
Migration Exit Ticket.	147
Lesson 2—What Influences Where People Settle?	148
Locations of Settlements Exit Ticket	150
Lesson 3—Different Types of Migration.	151
Types of Migration	152
Migration Poster Directions	154
Types of Migration Exit Ticket.	155
Lesson 4—Push and Pull Factors.	156
Push and Pull Factors	158
Push and Pull Factors Discussion Directions	159
Push and Pull Factors Exit Ticket.	160
Lesson 5—Applying Settlement Geography	161
Settlement Geography Poster Directions	162
Settlement Geography Exit Ticket	163
Teacher Feedback Form.	165
Release Form for Photographic Images	166

● Why Zombie-Based Learning? ●

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 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. These standards were developed by the National Council for Social Studies, The American Geographical Society, The Association of American 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 in 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 04

Choosing a Location: Project 04

Project Goal

The main goal for this project is for students to understand the *physical characteristics* of locations. Along the way they learn how these characteristics are formed or influenced as well as how they affect our perceptions. Students also learn about *human-environment interaction*.

Main Final Product

At the end of the project, students should have some form of report describing the location they believe would be best to build their post-zombie outbreak settlement. They describe the physical characteristics of the location, including climate and landforms. They must also explain what the opportunities and constraints would be on this location. This report is just one part of what will inform their decision on where to settle.

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 format. As long as they 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. I also find that when choosing a format that the whole class has to do, it is a great opportunity to teach other skills. For example, if you require a poster, take the time to teach students elements of design and require them to practice that design in their posters.

Choosing a Location—Physical Characteristics

Outline of Project 04

Teaching tip



In the 3rd issue of *Dead Reckon*, characters are choosing where to build their settlement based on geographic concepts. This project helps to inform the best location to choose based on physical characteristics.

Teaching tip



This represents the final project students are asked to do.

Questions



Or, where is the best place to build our stronghold?

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.

Choosing a Location: Project 04

The physical environment is the background to all human activities. Understanding the systems that make up our physical environment influences the choices we make about where to live, what to build, and what activities to take part in.

In a zombie outbreak, the physical environment would continue to influence us. We would actually be more open and susceptible to it. This is even more reason to understand it.

Final Project Task

Students will need to create a report on best locations to build a new settlement based on physical characteristics.

Driving Question

How does our *physical environment* influence our lives or survival?

Student Learning

1. How to *analyze* physical characteristics.
2. *Understand* how characteristics change or follow patterns.
3. How to *analyze* the interaction between humans and the environment.
4. *Understand* natural hazards and their contributing factors.

Lesson Sequence

1. What are Physical Characteristics?
2. Patterns of Landforms
3. Patterns of Climate
4. Physical Processes that Change Places
5. Earth-Sun Relationship
6. Human-Environment Interaction
7. Opportunity and Constraint

Project 04: Choosing a Location — Physical Characteristics

Rubric for: Choosing a Location: Project 04

	1	2	3	4
<p>Physical Change 4.2.A)—Explain the ways that physical processes change places.</p>	Locations physical characteristics are not explained.	Location's physical characteristics are explained but little is described about how they may change.	Describe the physical characteristics of the place you chose and the changes that may occur over time.	Many aspects of physical characteristics are deeply investigated. Integrates theories of how changes may affect settlement.
<p>Physical Patterns 7.1.A)—Identify and describe patterns in the environment that result from the interaction of Earth's physical processes.</p>	No patterns are connected between physical environments.	Only a simple and general pattern is connected to landforms in location.	Recognize patterns in the surrounding physical environment.	Many physical characteristics of the location are explained in the context of surrounding physical characteristics.
<p>Physical Patterns 7.1.B)—Analyze and explain patterns of physical features resulting from the interactions of Earth's physical processes.</p>	Does not explain how physical features of this area were formed.	Explains the basic formation of only minimal physical features.	Explains what processes led to this environment.	Explains in depth what processes led to this environment in particular.
<p>Sun-Earth 7.2.A)—Explain how Earth-Sun relationships drive physical processes and create annual patterns on Earth.</p>	Does not accurately explain the Earth-Sun relationship.	Explains very basically how the Sun affects this location. Limited to somewhat obvious examples.	Explain how the climate of this location is affected by the Earth-Sun relationship	Clearly explains how the Earth-sun relationship affects this location and provides specific examples of this relationship.

SETTLEMENT LOCATION REPORT 01

Choosing a Location: Physical Characteristics

Just because it's the zombie apocalypse, doesn't mean the Earth doesn't stop affecting the survivors. We survivors need to keep dealing with *weather, natural hazards*, and the *constraints* of our *physical environment*. Why not find the *best* place to build a stronghold? This project will help make sure you choose a location that will provide all the opportunities you need.

Driving Question

How does our *physical environment* influence our lives or survival? Or, where is the best place to build our stronghold?

What You'll Produce

A *report* explaining the best location to build a settlement based on its physical characteristics. Check with your teacher to see what options you have for your report.

Your Report Will Include the Following Information:

- *Location* you think would be best to go to build a settlement.
- *Physical characteristics* of your location and its surroundings, including how they were formed and how they might change over time.
- Description of the *climate* of your location and how it is affected by the Sun.
- *Opportunities* the physical characteristics of your location provide.
- *Constraints* caused by the physical characteristics of your location.
- *Natural hazards* you might face in your location and how to avoid them.
- *Perceptions* people have of your location and how the zombie outbreak might change that.

It might look like a big report now, but why cut corners when it comes to survival? Once you learn what these things are, this report will be no sweat.



Lesson 1—Physical Characteristics

Understanding Landforms and Climate

This lesson introduces students to the physical characteristics of locations. Students will understand *landforms* and *climate*. They will show their learning by describing the landforms and climate of a location.

One class period of instruction

The next day's lesson will look at the patterns of landforms on Earth.

Materials Needed

- **Physical Characteristics** handout
- **Physical Characteristics** Exit Ticket

National Standards

NGS 7.1.B—Analyze and explain patterns of physical features resulting from the interactions of Earth's physical processes.

Learning Objectives

1. Define what physical characteristics are.
2. Identify basic landforms and climate.

Evidence of Learning

Identifying and describing landforms and climate of a location.



Copy instructions

Print one handout for each student.

Handout

- Physical Characteristics Exit Ticket

