

# Resettlement

## BOOK 3

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Zombie Based Geography

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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 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 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 should have some form of report describing the foundation of their post-zombie outbreak settlement. They should describe the boundaries, contributing perceptions, factors that will encourage its success, land use patterns, and available resources. This report is the first part of planning the basic design of the settlement.

##### ***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.

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 the Project 01. This is also a great chance for students to dig deep into their post-apocalypse planning skills.



## Project 07: Planning Safer Settlements

# Planning Safer Settlements

## Outline of Project 07

### Teaching Tip

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



### Teaching Tip

This represents the final project students are asked to do.



### Teaching Tip

**Alternative:**  
How does my settlement succeed even around zombies?



### 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 consciously planned to influence their success. Urban design and city planning plays a major role in geography using both human and physical geography skills. After the zombie outbreak, successful survival of a city becomes even more challenging. Planning and settlement design becomes 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*?

### Student Learning

1. Understand how to *analyze mental maps*.
2. Understand and identify *different types of perceptions*.
3. Evaluate *contributing factors* 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*.

### Lesson Sequence

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

***National Standards***

- 2.4.A Compare the mental maps of individuals to identify common factors that influence spatial understanding, perceptions, and preferences.
- 6.1.A Describe examples of how perceptions of places and regions are based on direct experiences (e.g. living in a place, travel) and indirect experiences (e.g. media, books, family, and friends).
- 12.1.A Describe the typical functions of settlements and explain how they might influence the success or failure of a settlement.
- 12.2.A Explain the human activities in favorable locations that attracted people and resulted in the development of settlements.
- 12.4.A Describe and analyze the spatial patterns of land use in cities.
- 13.1.A Explain the types of boundaries based on physical and human characteristics.
- 13.3.A Explain how conflicting territorial claims can erupt over resources, land use, and ethnic and national identities.
- 16.3.A Explain how renewable resources can be continuously replenished through sustainable use
- 16.3.B Explain how humans can use technology to prolong the supply of nonrenewable resources and utilize flow resources.

Based on the National Geography Standards

**Project 07: Planning Safer Settlements**

**Rubric for Building a Settlement Project**

	1	2	3	4
<p><b>Analyze Mental Maps</b></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 map makers.
<p><b>Perceptions</b></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 perceptions associated with chosen location.	Lists only direct or indirect perceptions associated with chosen location.	Describes the direct and indirect perceptions people may have about the chosen location.	Describes the direct and indirect perceptions people may have about the chosen location <i>and</i> makes predictions about how the perception might change.
<p><b>Settlements</b></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><b>Favorable Activities</b></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 settlements 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

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*, describe the *perceptions* people will have of your settlement, *understand the functions* and *key parts* of successful settlements, and define 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 possible 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's time to think of the environmental effects your new settlement has.





## Lesson 1—Analyzing Mental Maps

### *Understanding People's Thoughts Through Maps*

This lesson introduces students to analyzing mental maps. Students will practice identifying someone's spatial analysis understanding, perception, and preferences through looking at their mental map.

One class period of instruction



The next day's lesson will look at different types of perceptions people have about places.

#### **Materials Needed**

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

#### **National Standards**

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

#### **Learning Objectives**

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

#### **Evidence of Learning**

An analysis of a mental map including:

- Spatial understanding
- Perception
- Preference

#### **Lesson Sequence**

##### **1. Think/Pair/Share**

What can you tell about someone's ideas based on their mental maps?

##### **2. Lecture**

Read over the analyzing mental maps handout to understand the different information you can gain from a mental map.



#### **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.

#### **Handout**

- Mental Maps Exit Ticket

#### **Handout**

- Analyzing Mental Maps Handout