



# Beyond the Zombie Wars

## Understanding Culture



Susan McHale

Published by K20 Center

This work is licensed under a [Creative Commons CC BY-SA 4.0 License](https://creativecommons.org/licenses/by-sa/4.0/)

<b>Grade Level</b>	7th – 11th Grade	<b>Time Frame</b>	150 minutes
<b>Subject</b>	Social Studies	<b>Duration</b>	3-4 class periods
<b>Course</b>	Human Geography, World Geography		

### Essential Question

What is culture? What elements of culture are worth preserving? How does the physical and human environment shape culture?

### Summary

Students will be given a fantasy fiction scenario in which they must resettle a country or region of the world that is safe from zombies. Students will determine what parts of the previous culture of the region they wish to preserve and continue, and which parts they will change and adapt. Students will create presentations exhibiting their new settlement in the zombie-free zone.

### Snapshot

#### Engage

Students are given the definition of culture. They brainstorm their own examples.

#### Explore

Students categorize specific elements of culture according to the PERSIA graphic organizer.

#### Explain

Student groups research cultural elements of various regions around the world and create a poster presentation.

#### Extend

Student groups participate in a gallery walk where they comment on various aspects of each group's poster.

#### Evaluate

Groups use the comments from others to discover how their own country is unique or similar to other countries.

## Standards

*Oklahoma Academic Standards (Social Studies: World Human Geography (9th through 12th grade))*

**WG.1:** The student will use maps and other geographic representations, tools and technologies to acquire, research, process, and solve problems from a spatial perspective.

**WG.1.3:** Define regions and evaluate the regionalization process to characterize and analyze changing interconnections among places.

**WG.3.1:** Assess the spatial dimensions of culture as defined by language, religion, ethnicity, and gender.

## Attachments

- [25a9dbe47ada406a62438c03aa2ff91e.docx](#)
- [6d837d1fe00ba69ee79a2278cf5c8649.pdf](#)
- [705a16d61fb216b651353d2e16f9750c.docx](#)
- [956b0fc761735a249702f04bcf0f0503.pdf](#)
- [9b50fe248ab6b63583b97584a6398c80.docx](#)
- [Beyond-the-Zombie-Wars-teacher-slides.pptx](#)
- [Examples of Culture Handout—Beyond the Zombie Wars - Spanish.docx](#)
- [Examples of Culture Handout—Beyond the Zombie Wars - Spanish.pdf](#)
- [Examples of Culture Handout—Beyond the Zombie Wars.docx](#)
- [Examples of Culture Handout—Beyond the Zombie Wars.pdf](#)
- [Examples-of-Culture-student-handout.docx](#)
- [Examples-of-Culture-student-handout.pdf](#)
- [Lesson Slides—Beyond the Zombie Wars.pptx](#)
- [PERSIA Graphic Organizer—Beyond the Zombie Wars - Spanish.docx](#)
- [PERSIA Graphic Organizer—Beyond the Zombie Wars - Spanish.pdf](#)
- [PERSIA Graphic Organizer—Beyond the Zombie Wars.docx](#)
- [PERSIA Graphic Organizer—Beyond the Zombie Wars.pdf](#)
- [PERSIA-Graphic-Organizer.docx](#)
- [PERSIA-Graphic-Organizer.pdf](#)
- [Zombie Wars and Beyond Scenario—Beyond the Zombie Wars - Spanish.docx](#)
- [Zombie Wars and Beyond Scenario—Beyond the Zombie Wars - Spanish.pdf](#)
- [Zombie Wars and Beyond Scenario—Beyond the Zombie Wars.docx](#)
- [Zombie Wars and Beyond Scenario—Beyond the Zombie Wars.pdf](#)
- [Zombie-Wars-and-Beyond-Scenario.docx](#)
- [Zombie-Wars-and-Beyond-Scenario.pdf](#)
- [c4c699a46fa3a969a9aae8acbd589ab8.pdf](#)
- [fd2a311b66bc90c0cb4861533dfce80b.pptx](#)

## Materials

- Access to the internet for student research
- Access to the movie trailer (YouTube link)
- Lesson Slides (attached)
- Examples of Culture handout (attached, one per student)
- Zombie Wars and Beyond Scenario handout (attached, one per student)
- PERSIA Graphic Organizer (attached, one per student)
- Chart tablet paper for group presentations
- Sticky easel pad (optional)
- Colored pencils, pens, markers, pencils

# Engage

Introduce the lesson by displaying **slide 2** from the attached **Lesson Slides**. Transition to **slide 3**, which asks the essential questions of the lesson. Tell students that they will be exploring these two questions in the lesson: "What is culture?" and "What might be an element of culture worth preserving?" Using **slide 4**, display the definition of culture and read it aloud.

Display **slide 5** and introduce the [Think, Pair, Share](#) instructional strategy. Ask students to think of their own family and describe a family tradition or custom. Have them pair with an elbow partner to share their thoughts. After a few minutes, ask students to share out something they discussed about their family's culture with the whole class.

Show **slide 6**. Pass out the attached **Examples of Culture** handout. The question for students to consider is: "What is each picture about and what element of culture might these pictures represent?" Ask students to number off one through six. Have students find a partner who shares their number. Some groups of three can be formed if even pairs are not possible for the number of students in the class.

Ask pairs to identify how the picture that matches their number might be a representation of culture. (You may wish to show the definition of culture again.) After a few minutes, call on pairs that had the same number to share out how their picture represents culture. *Note: Multiple groups will interpret the same picture differently and will provide greater insight.* Continue until all pictures have been thoroughly discussed.

## Teacher's Note: Photos of Cultural Examples

The photos on **slide 6** represent culture in a variety of ways so answers will vary among your students. The family in photo number five is celebrating Kwanzaa, which is a **social tradition/celebration**. Public education, shown in photo number two, represents a **cultural value** in the United States, mandated by the federal government. The Muslim praying in slide number one is representing a **cultural belief** or religion. The pottery in slide three is a form of art that represents **cultural traditions** or **customs** as illustrated by the designs on the lid. Camel riding, shown in slide six, is a **custom** in some Middle Eastern countries because of the desert terrain. And open-air markets are the customary mode of shopping in some countries, rather than supermarkets. This is a product of **culture**.

# Explore

Transition to **slide 7** and introduce the [PERSIA Graphic Organizer](#) strategy. Pass out the attached **PERSIA Graphic Organizer** handout to all students. Go over each category on the handout and discuss the questions underneath each category on the slide. Explain that these elements of a country or region help shape the way they live and contribute to their culture. Display the cultural pictures on **slide 8** that students previously discussed. Ask students to work with their partner again and now determine what category on the PERSIA graphic organizer the picture they discussed earlier **might** represent. Allow 2 or 3 minutes for partners to discuss and then call on them to share out their answers.

## Teacher's Note: Explanation of Categories and Pictures

Opinions will vary on the classification of pictures within the PERSIA organizer. If students can make a reasonable argument regarding how the picture fits within the category, that is acceptable. **Slide 9** shows one way of categorizing the pictures within the PERSIA graphic organizer.

- **Political:** A picture of a public school. Mandatory US education is a political structure required by the federal government.
- **Economic:** Open-air markets are customary in various countries and are part of an economic system.
- **Religion:** The man is practicing the religion of Islam.
- **Social:** A family is celebrating Kwanzaa, a family custom.
- **Intellectual:** Pottery is a way people express themselves through art.
- **Area/Geography:** Many people travel in desert areas by camel. Geography influences their mode of transportation.

# Explain

Introduce and set the stage for this part of the lesson by telling students that they will now be cultural scientists in order to research regions of the world. To introduce the next activity, transition to **slide 10** and show the ["World War Z" movie trailer](#). The full URL for the video is located in the resources at the end of this lesson and in the notes on slide 10.

## Embedded video

<https://youtube.com/watch?v=HcwTxRuq-uk>

Assign students to groups of four. Pass out the attached **Zombie Wars and Beyond Scenario** handout to all students. Read the scenario and the presentation requirements aloud. Ask if there are any questions. Assign teams to one of these zombie-free regions or have them draw one randomly from a hat. For this lesson, the continents of Europe and Oceania are addressed. However, this lesson can be used to focus on other regions of the Eastern Hemisphere (See Teacher's Note below.)

Zombie-Free Zones for Europe and Oceania:

1. London/United Kingdom
2. Paris/France
3. Rome/Italy
4. Berlin/Germany
5. Moscow/Russia
6. Sydney/Australia
7. Wellington/New Zealand

## Teacher's Note: Lesson Adaptations

Feel free to change the political regions and the divisions of the continents that have been created for this lesson to better suit your needs. There are slides in the presentation for Asia or Africa if you wish to investigate those continents rather than Europe and Oceania. This lesson is adaptable to any investigation of countries or regions.

Allow one class period for the PERSIA Graphic Organizer to be completed and another class period for poster completion.

## Teacher's Note

Completing the Zombie-Free Zone Poster on a sticky easel pad adds less permanence to the project, but it makes for a convenient display for the Gallery Walk.

## Extend

After students have completed their posters, hang them around the walls of the class. Show **slide 14** and have each group choose a spokesperson to stand beside the group's poster. The spokesperson's job is to explain the poster points—the previous country, the new settlement location, the cultural elements that were kept and those that were changed, as well as the group's reasons for keeping or changing elements. This person should be able to explain the poster in detail to the rest of the groups.

Once a spokesperson has been chosen for each group, display **slide 15**. Give each group a small stack of sticky notes. Have them write the name of their country at the top of each sticky note. For example, "The feedback provided is from **Russia**."

The spokesperson stays with their group's presentation, while the rest of the group participates in [Gallery Walk](#) strategy, visiting each poster in a clockwise rotation. Have the rotating group members bring their completed PERSIA graphic organizer with them. Use a timer so that groups spend only about five to seven minutes at each poster. After they listen to the spokesperson explain the poster, the visiting group uses a [Picture Notes](#) strategy to write three comments about the poster, as detailed on slide 15. The first sticky note lists a **difference** in culture compared to their own country. The second sticky note lists a **similarity** about this culture to their own. Finally, the last sticky note lists something that the visiting group particularly likes about the presentation. Attach the completed sticky notes on the edge of the poster.

### Teacher's Note: Shortening the Gallery Walk Time

If you have a large number of posters, reduce the number of posters that each group visits in the Gallery Walk. For example, if you have eight posters, have group rotate clockwise to only two to four posters, listen to the spokesperson, and give their sticky note feedback. Emphasize to groups that they are giving feedback on the similarities and differences in the culture of the different countries, **not on the quality of the poster or the presentation**.

## Evaluate

Once all groups have completed the entire Gallery Walk, ask each group to discuss the feedback they received from the sticky note activity. Display **slide 16**. Using the sticky notes they received during the activity, have groups make a list of the differences and similarities between their country and others. Ask students to turn in this assignment as an assessment.

The poster and the PERSIA graphic organizer are additional assessments for this lesson.

## Resources

- K20 Center (n.d.). Gallery walk. <https://learn.k20center.ou.edu/strategy/118>
- K20 Center (n.d.). Picture notes. <https://learn.k20center.ou.edu/strategy/104>
- K20 Center (n.d.). Think, Pair, Share. Strategies. <https://learn.k20center.ou.edu/strategy/139>
- Wiebe, G. (2009). PERSIA graphic organizer. Historytech.wordpress.com. <https://historytech.wordpress.com/2009/10/02/tip-of-the-week-persia-graphic-organizer/>