

Beyond the Zombie Wars

Understanding Culture

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Grade Level	7th – 11th Grade	**Time Frame**	150 minutes
Subject	Social Studies	**Duration**	3-4 class periods
Course	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

ACT College and Career Readiness Standards - Reading (6-12)

CLR201: Locate basic facts (e.g., names, dates, events) clearly stated in a passage

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

7.1.4: Integrate visual information and apply the skill of mental mapping of the political and physical features of the Earth's surface in order to organize information about people, places, and environments.
7.3.2: Compare common cultural traits, including language, ethnic heritage, social systems,and traditions.

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

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

- Examples of Culture—Beyond the Zombie Wars - Spanish.docx
- Examples of Culture—Beyond the Zombie Wars - Spanish.pdf
- Examples of Culture—Beyond the Zombie Wars.docx
- Examples of Culture—Beyond the Zombie Wars.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
- Zombie Wars and Beyond Scenarios—Beyond the Zombie Wars - Spanish.docx
- Zombie Wars and Beyond Scenarios—Beyond the Zombie Wars - Spanish.pdf
- Zombie Wars and Beyond Scenarios—Beyond the Zombie Wars.docx
- Zombie Wars and Beyond Scenarios—Beyond the Zombie Wars.pdf

Materials

- 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 (one per group)
- Sticky notes
- Sticky easel pad (optional)
- Notebook paper (one per group)
- 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. Display **slide 4** to share the lesson's learning objectives. Advise students that they will be exploring three questions in the lesson:

- What is culture?
- How does the physical and human environment shape culture?
- What elements of culture are important to preserve?

Using **slide 5**, display the definition of culture and read it aloud. Display **slide 6** and introduce the Think, Pair, Share instructional strategy. Ask students to think of their own families 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 7**. 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 do 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. Continue until all pictures have been thoroughly discussed.

Possible Student Responses:

Multiple groups will interpret the same picture differently and will provide greater insight.

Teacher's Note: Photos of Cultural Examples

The photos on **slide 7** represent culture in a variety of ways so answers will vary among your students. The family in photo number four is celebrating Kwanzaa, which is a ***social tradition/celebration***. Public education, shown in photo number three, 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 five 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 shown in slide 2 are the customary mode of shopping in some countries, rather than supermarkets. These photos exemplify different aspects of ***culture***.

Explore

Transition to **slide 8** 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 people live and contribute to their culture. Display the cultural pictures on **slide 9** 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 10** shows one way of categorizing the pictures within the PERSIA graphic organizer. Unhide slide 10 if you would like to use it as an example.

- **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:** A 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 this activity, transition to **slide 11** and show the "World War Z" movie trailer.

Embedded video
https://youtube.com/watch?v=HcwTxRuq-uk

Display **slide 12** and 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.

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. **Slides 13** and **14** in the presentation are for Asia or Africa if you wish to investigate those continents rather than Europe and Oceania unhide the slides. This lesson is adaptable to any investigation of countries or regions.

Pass out chart paper and markers to each group. Have students begin work on their zombie free regions. This would be a good stopping point for day 1.

Teacher's Note: Optional Material

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

Day 2

Have students finish working on their posters. After students have completed their posters, hang them around the walls of the class. Show **slide 15** 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 16**. 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 the Gallery Walk strategy, visiting each poster in a clockwise rotation. Have the rotating group members bring their completed PERSIA graphic organizer with them. Use the 5-minute timer on slide 16 to help students manage their time. 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 described on slide 16. 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 17**. Using the sticky notes each group received during the activity, pass out notebook paper and have groups make a list of the differences and similarities between their country and others.

Teacher's Note: Assessment Opportunities

The poster and the PERSIA graphic organizer and the students' list of similarities and differences are additional assessments for this lesson.

Resources

- K20 Center. (n.d.). Elbow partners. Strategies. https://learn.k20center.ou.edu/strategy/116
- K20 Center (n.d.). Gallery walk. Strategies. https://learn.k20center.ou.edu/strategy/118
- K20 Center (n.d.). Picture notes. Strategies. https://learn.k20center.ou.edu/strategy/104
- K20 Center (n.d.). PERSIA graphic organizer. Strategies. https://learn.k20center.ou.edu/strategy/113
- K20 Center (n.d.). Think, pair, share. Strategies. https://learn.k20center.ou.edu/strategy/139
- YouTube. (2021b, September 21). K20 Center 5-minute timer. YouTube. https://www.youtube.com/watch?v=EVS_yYQoLJg
- YouTube. (2012, November 9). World War Z - Official Trailer (HD). YouTube. https://www.youtube.com/watch?v=HcwTxRuq-uk