



**April 10, 2012**

**Classification Level:** SECRET

**MEMORANDUM FOR** Special Task Force NATCOMM

**SUBJECT:** National Emergency Communications

**TASK:** Due to a lethal and violent zombie virus rapidly spreading across the globe, you are being tasked with a world-saving mission. As radio broadcasters, your team will develop a series of emergency radio broadcasts and accompanying tools to maximize potential human survival. You will need to draw from your knowledge, access a variety of resources and work with experts to build understanding of:

- Map making
- Settlement
- Distribution, movement and characteristics of population
- Interdependence of people, places and environments
- Resource management

**BACKGROUND:** The data indicates that the outbreak originated in Dallas, Texas and quickly spread through car and air commuter routes. Infection rates are rising exponentially. We will send more data to inform your work in subsequent communications.

**DELIVERABLES:**

- **Emergency Radio Broadcasts**  
These are intended to update uninfected humans with survival recommendations and access points for tools and resources.
- **Origin Outbreak Map**  
Please include writing on anticipated spread routes based on your analysis of geography, historic migration and current population patterns.
- **Map Series – Outbreak Updates**  
Must include directional escape routes and safe zones, this should be a series that is kept up to date to represent quickly changing conditions.
- **New Settlement Blueprints**  
Must include laws, governance structure and/or social contract as well as guidelines for resource management.

The fate of human survival rests in your hands. Good luck!

# ZAP PROJECT – 9<sup>TH</sup> GRADE

## PROJECT IN A NUTSHELL

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<b>Project Title:</b> ZAP - Zombie Apocalypse Preparedness	<b>Estimated Length:</b> 4 weeks	
<b>Subject(s):</b> Geography	<b>Grade Level(s):</b> 9 <sup>th</sup> grade	
LEARNING OUTCOMES		
Key Learning Outcomes	21 <sup>st</sup> Century Competencies to be taught & assessed	
<ul style="list-style-type: none"> <li>• Features and types of maps (Scale, Keys, etc.)</li> <li>• Map making &amp; reading</li> <li>• Types, patterns &amp; processes of settlement</li> <li>• Growth, distribution, movement and characteristics of world population</li> <li>• How people, places and environments are connected and interdependent</li> <li>• The economic importance of, and issues related to, the location and management of resources</li> </ul>	<input checked="" type="checkbox"/> <b>Collaboration</b> <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Communication (Presentation) <input type="checkbox"/> Creativity & Innovation <input type="checkbox"/> Other:	
CONTEXT		
Type of Project	Summary of Challenge, Problem, Controversy, Issue, Simulation or Scenario	
<input type="checkbox"/> Design Challenge <input type="checkbox"/> Problem Solving <input type="checkbox"/> Address a Controversial Issue <input type="checkbox"/> Address a Local, National or International Issue <input type="checkbox"/> Simulation <input checked="" type="checkbox"/> <b>Scenario</b> <input type="checkbox"/> Other:	Zombie apocalypse scenario in which students are tasked with a mission from the CDC to develop radio broadcasts and tools to maximize human survival in the face of the spreading virus.	
FOCUSED INQUIRY		
Focusing Question(s)	Method of Inquiry to be Used	Tools Needed
How can we help humans survive the spreading zombie virus and guide the establishment of safe, uninfected and sustainable new human settlements?	<input type="checkbox"/> Engineering Design Process <input type="checkbox"/> Design Thinking <input checked="" type="checkbox"/> <b>Problem Solving Process</b> <input type="checkbox"/> Scientific Method <input type="checkbox"/> Open Ended Inquiry <input type="checkbox"/> Decision Making Process <input type="checkbox"/> Historical Method <input type="checkbox"/> Other:	<input type="checkbox"/> Inquiry Journals <input type="checkbox"/> Reflection Prompts <input type="checkbox"/> Observation <input checked="" type="checkbox"/> <b>Authentic Documents</b> <input type="checkbox"/> Primary Data <input type="checkbox"/> Field Work <input checked="" type="checkbox"/> <b>Adults Outside of School</b> <input type="checkbox"/> Other:
TANGIBLE OUTCOMES: PRODUCTS, PERFORMANCES, PRESENTATIONS AND/OR SERVICES		
Team	Individual	Class
1. Outbreak Origin Map 2. Radio Broadcasts 3. New Settlement Blueprint	1. Outbreak Update Map 2. Radio Script Segment 3. Settlement Position Paper	n/a
ADULT WORLD CONNECTIONS		
Authentic Documents, Data and/or Models:	Organizations, Experts, Stakeholders and/or Professionals	Primary Data / Field Work
CDC Data on Flu Epidemics Census Bureau Data on Population	<ul style="list-style-type: none"> <li>• Radio Broadcast Professionals to support development of high quality radio productions</li> <li>• Community Leaders to be used as a resource for information on the structure of community and management of natural resources.</li> </ul>	n/a

## PROJECT ALIGNMENT GUIDE

PROJECT ALIGNMENT GUIDE			
<b>Tangible Outcomes:</b> Products, Presentations, Performances and Services Created by Teams & Individuals	<b>Learning Outcomes:</b> Aligned to tangible outcomes	<b>Instruction:</b> Lessons, workshops, materials, demonstrations, scaffolding, protocols, texts	<b>Formative Assessments:</b> Critiques, drafting, rehearsals & progress checks to be conducted during the project
Radio Script Segments (individual)	↑ Growth, distribution, movement and characteristics of world population	↑ <b>Activity</b> - Population Map Series Analysis <b>Guided Reading</b> - Textbook section, US Census Bureau Data on Population & <b>Video</b> - Excerpts from several documentaries on population growth and change	↑ Post-Video Questions
Radio Broadcast (team)	↑ Describe the interaction between humans and the physical environment and analyze the consequences of extreme weather and other natural disasters	↑ <b>Guided Reading</b> - CDC data on flu epidemics, textbook section on natural disasters	↑ Questions for understanding
	↑ Radio Production	↑ <b>Demo - Expert Visit Lesson</b> - Using fluidity to record <b>Workshop series</b> - Writing & production	↑ Peer & Expert Critique Session of drafts (rotational critique protocol)
Outbreak Origin Map (team)	↑ Features and types of maps (Scale, Keys, etc) Map making & reading	↑ <b>Guided Review</b> - Industry map samples shared & critiqued as a lesson <b>On-demand mini-lessons</b>	↑ Gallery walk protocol of map drafts Quiz on types of maps, map features and scale
Outbreak Update Maps (indy)	↑ Collaboration Skills	↑ <b>Self &amp; Team Assessments</b> - Team contract template, BIE collaboration rubric, prompts for reflection in journal <b>Mini-Lesson</b> - Setting SMART Goals	↑ <b>Deliverable:</b> Team Contract with Collaboration Norms (team deliverable) <b>Deliverable:</b> Individual Collaboration Journals <b>Deliverable:</b> SMART Goals (individual)
Settlement 5 paragraph Position Paper (indy)	↑ Types, patterns & processes of settlement: Locate and describe human and physical features that influence the size and distribution of settlements	↑ <b>Mini-Lesson</b> -Functions, Services, land and patterns of settlement. <b>Independent Research</b> based on NTKs	↑ <u>Individual Papers</u> Thesis Statement Topic Sentences Gallery Walk  <u>Blueprints</u> Team A/B Critique Protocol
New Settlement Blueprint (team)	↑ How people, places and environments are connected and interdependent:  The economic importance of, and issues related to, the location and management of resources	↑ <b>Socratic Seminar</b> -Two international case studies Student-led SS facilitators) <b>Expert Visit</b> - Q & A on local community resource management	↑ Post-SS Debriefs/Exit Tickets

# ZAP PROJECT – 9<sup>TH</sup> GRADE

## PROJECT CALENDAR

PROJECT CALENDAR		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
P R O J E C T W E E K O N E						
<p><b>Project:</b> Zombie Apocalypse Preparedness (ZAP)</p> <p><b>Focusing Question(s):</b> How can we help humans survive the spreading zombie virus and guide the establishment of safe, uninfected and sustainable new human settlements?</p>						
<p><b>Focus:</b> Focus on Maps</p>						
<p>Entry Event–letter from CDC</p> <p>Need-to-know list</p> <p>Project teams announced</p> <p>First team meeting–team contract &amp; collaboration norms due</p>	<p>Explanation of project details and rubrics</p> <p>Review sample radio broadcasts using rubric</p> <p>Team meeting: Update NTKs and initial task list</p> <p>HJ: Textbook section on maps. Read and respond to questions.</p>	<p>CDC Update Communication – Guided reading - CDC data on flu epidemics</p> <p>Teams work on Outbreak Origin Maps</p> <p>Gallery walk Protocol</p> <p>Team meeting: sign up for mini-workshops or create work plan for Thurs./Fri.</p>	<p>Teacher facilitated mini-workshops on map reading using population map series analysis</p> <p>Teams revise Outbreak Origin Maps</p> <p>Team meeting: evaluate NTKs, task list and workshop selection</p>	<p>Quiz 1 – Maps</p> <p>Teacher facilitated mini-workshop – Overview of forms of government</p> <p>Team meeting: team and individual collaboration assessment</p>		
P R O J E C T W E E K T W O						
<p><b>Focus:</b> Focus on Settlements &amp; Individual Papers</p>						
<p>CDC Update Communication – Outbreak Spread Update &amp; Data Sets - Individual Update Map Assignments Given</p> <p>HJ: Read case studies for Socratic Seminar</p>	<p>Socratic Seminar – resource management case studies</p> <p>Team check-in: reassess task list &amp; review Need-to-know list</p> <p>HJ: Craft questions for tomorrow’s expert visit</p>	<p>Expert visit: Q &amp; A on local community resource management (30 mins)</p> <p>Team meeting: work plan or sign up for workshops</p> <p>Individual Update map Assignments Due &amp; Collected</p> <p>HJ: Watch documentary excerpts</p>	<p>Teacher facilitated mini-workshop on settlements</p> <p>Individual Work Time (Settlement Paper thesis)</p> <p>Team meeting: reassess task list</p>	<p>Teacher facilitated mini-workshop on settlements</p> <p>Individual Work Time (Settlement Paper Topic Sentences)</p> <p>Gallery Walk</p> <p>Mini-workshop – SMART goal setting. Individual collaboration self-assessment and goal setting using SMART goal template</p>		

## PROJECT CALENDAR

**Project:** ZAP

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**MONDAY      TUESDAY      WEDNESDAY      THURSDAY      FRIDAY**

### PROJECT WEEK THREE

**Focus:**

Focus on Radio Production, Individual Papers Due Wednesday

Expert facilitated workshop on writing radio scripts Work time (Script Segments)	Team A / B review of radio scripts Expert facilitated mini-workshop on producing a radio broadcast	Experts work with teams to critique and revise radio broadcasts Review need-to-know list	Team work time (Settlement Blueprints) Team work time (Radio Broadcast Production)	Teacher facilitated mini-workshops based on latest need-to-know list Work Time (Team Determined)
Team work time (Radio Scripts)	Team work time Radio Broadcast Production (draft)	Individual Settlement Papers Due	Team meeting: sign up for last minute mini-workshops or create work plan for Friday	Team meeting: team and individual collaboration assessment
Team check-in: task list				

### PROJECT WEEK FOUR

**Focus:**

Focus on Settlement Blueprints & Presentation Prep

Team work time (Settlement Blueprints) Team meeting: final task list	Community experts work with teams and offer critique of settlement blueprints Team work time (Settlement Blueprints) Team work time (Radio Broadcast Production)	Team work time (Settlement Blueprints) Team work time (Radio Broadcast Production) Team work time (Presentation Day Prep)	Station Style Presentations "Open House"	Project Debrief/Reflection Handout Final Self and Peer Collaboration Assessments Celebration!
Hw: Team determined	Hw: Team determined	Hw: Team determined		