

## Cluster 8C - Zombie Apocalypse

### Lesson 1:

FSL grade 8	Duration: 45 minutes	
<b>Specific Learning Outcomes:</b>	<b>Learning Objectives:</b>	<b>Assessments:</b>
<i>Reading comprehension</i> - understand, in guided situations, by identifying key words or expressions previously taught, the main idea(s) contained in authentic or adapted written texts	<ul style="list-style-type: none"><li>• Students will be able to identify key characteristics of a particular region using resources such as online search engines and books</li><li>• Students will be able to identify key survival terms while reading. (i.e., food, building materials, etc.)</li></ul>	Formative: <ul style="list-style-type: none"><li>• Assess students' ability to pick out key survival terms from a written document.</li></ul>

### Preparation Required:

- Load resource 8C-1
- Print off resource 8C-2 (1 for every student)
- Print off resource 8C-3 (1 for the teacher)
- Large chart paper

### Introduction (5 minutes):

Start the class with a zombie newscast (8C-1). Watch the video once through and have the students brainstorm ideas of what tasks they believe they will be working on in this cluster. This would be a good time to explain how the cluster will be organized. Explain that in each new lesson students will be assigned a challenge and upon successful

completion of the challenge their team will be assigned points. The team with the most points will win. 8C-3 (page 1 is for students, page 2 is for teacher) will have the point breakdown for the cluster.

### **Pre-Task (15 minutes):**

Discuss what is needed to survive and what would be important to consider in order to survive a zombie apocalypse. This includes: shelter, food, water source, clothing, protection devices, etc. Do this as a class and either write key terms and ideas on the board or on chart paper so that everyone has something to refer back to.

Some questions to consider would be as follows:

- *Où habiterez-vous?* (Where will you live?)
- *Qu'est-ce que vous mangerez?* (What will you eat?)
- *Qu'utiliserez-vous pour fabriquer une maison?* (What will you use to make a house?)
- *Selon vous, quelle est la chose la plus importante pour survivre à l'apocalypse zombie?* (What do you think is the most important thing to survive a zombie apocalypse?)

After the discussion, divide the class into groups of 4. Each group will choose at random one of the regions in resource 8C-2. Note that the descriptions given are generalized as many of the regions cover large areas and there can be variations in traditional foods and shelters of the area depending on where and who is there. They will then have to find examples of what was previously discussed.

*For example, the class discussed shelters, so once the group members receive their region (resource 8C-2) they should find words on the resource that deal with shelters or building materials.*

Each group can share one thing from the paper that they found that the class discussed earlier.

**Task (20 minutes):**

Students will be given time to explore their regions in detail using resources such as online search engines, encyclopedias, dictionaries, and translator sites. These can include, but are not limited to, [www.wordreference.com](http://www.wordreference.com), Wikipedia, and Britannica. Important terms that they should focus on are the types of foods, key landscape terms (such as mountains, or rivers, etc.), and shelter terms. These terms will be key in the completion of future challenges. Region groups will work together to complete this; however, it is up to the groups as to how they will divide the task between them (will they do it all together, or will they divide the task into parts giving each member a job and later come together and share what they found?)

During this exploration students should be looking up the different types of foods that are in their “food baskets” found in their regions. This will help them in future tasks and challenges. Additionally, understanding the types of shelter materials will be beneficial for future challenges, along with knowing some landscape terms (such as prairie, lake, river, mountain, etc. This sheet will be used to help students complete the challenges that will begin each class, so encourage students to write any information that they think will help them to complete challenges in future classes.

\*Note: The exploration of their region may need to be carried over into another class.

**Post-Task (5 minutes):**

Talk with students about the ways in which they found their information during the exploration. Discuss which ways they found were most helpful and those that did not work as well (and why.) Also discuss how students worked in a team to explore their regions (i.e., did they all work on the same thing, or did they split up the work and come together to talk about it?). Ask why they chose to work in that particular manner and whether it was effective or not.

During the post-task, it is up to you as the teacher to determine what elements students struggled with or were brought up in the task. Examples include vocabulary, pronunciation, or grammatical elements.