ZOMBIE SCIENCE SLAM:

COULD A PERSON REALLY BECOME A ZOMBIE?

LESSON OVERVIEW

Grade Levels: 9-12

In the book *Ashes* by Ilsa Bick, some teenagers are transformed by an Electromagnetic Pulse into zombie-like creatures called The Changed. In this lesson, students will argue their side of the zombie conundrum. Through the process of scientific argumentation, students will research whether or not a person could actually become a zombie and present their findings.

STANDARDS

CCSS – ELA SL.9-10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CCSS – ELA SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
CCSS – ELA RST.9-10.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
CCSS – ELA RST.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
CCSS – ELA SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CCSS – ELA SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
CCSS – ELA RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
CCSS – ELA RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

OBJECTIVES

- Students will effectively decide from discussion and videos/ text which point of view they agree with.
- Students will research their argument to find data/ research in support.
- Students will present their research.
- Students will discuss how the research supports their side.

MATERIALS

- Scientific Argumentation handout
- Computers/mobile devices for videos and research

PROCEDURE

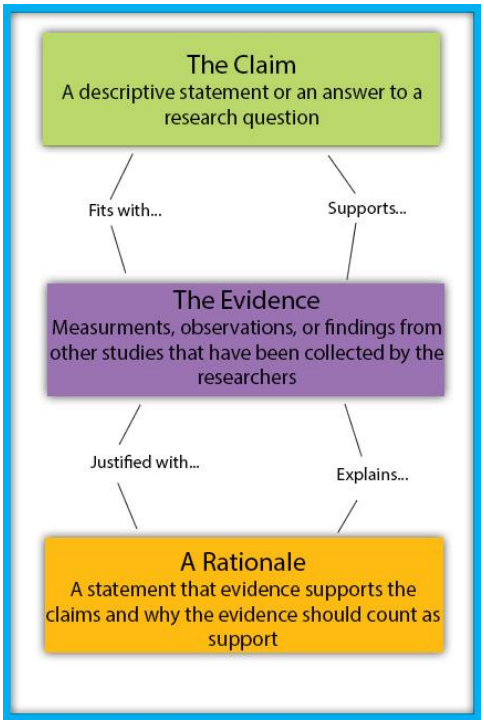
STEP 1: Using the graphic and the handout, familiarize students with the concept of scientific argumentation. This website provides additional information: http://undsci.berkeley.edu/article/0_0_0/howscienceworks_07

STEP 2: In the book *Ashes* by Ilsa Bick, some teenagers are transformed by an Electromagnetic Pulse into zombie-like creatures called The Changed. Ask students if they think people could be turned into zombies. Why or why not? Show this video for some ideas: https://www.youtube.com/watch?v=Xa25r6XO394

STEP 3: Form groups of 3-4 students who are on the same side of the zombie argument. The groups should work together to find research pertaining to their side of the argument and fill out the worksheet. Students need to justify their evidence, and discuss how it proves their side of the argument.

STEP 4: Once students have been given ample time to do their research and form their argument, have the groups present their findings to the classroom, and discuss they research they found.

STEP 5: Students then should vote for which group was most convincing, without voting for their own group.



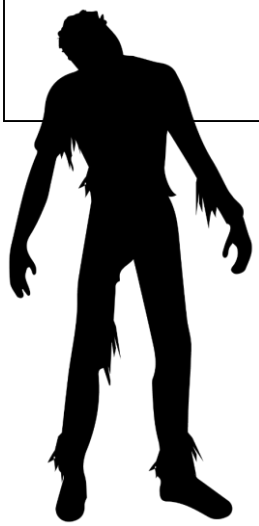
SCIENTIFIC ARGUMENTATION

Research Question: *Can a person become a zombie?*

Claim:

Justification of the Evidence:

Evidence:



RUBRIC

	Target (3)	Meets (2)	Partially Meets (1)	Does Not Meet (0)
SCIENTIFIC ARGUMENTATION	Does a great job showing an understanding of scientific argumentation.	Does an okay job with showing an understanding of scientific argumentation.	Tries but has great difficulty showing an understanding of scientific argumentation.	Does not show an understanding of scientific argumentation.
PRESENTATION STRUCTURE	The presentation is very well organized. One idea follows into another in a logical sequence with clear transitions	The presentation is well organized. One idea may seem out of place. Transitions are used.	The structure of the presentation is somewhat confusing. The transitions are sometimes unclear.	The presentation lacks coherent organization.
COLLABORATION	Works well with others and discusses ideas in a fair, respectful, encouraging way and is considerate of the feelings of others.	Works okay with others and discusses ideas in a fair, respectful way, but may not be encouraging. Considers the feelings of others.	Works with others, but does not contribute a fair share of work OR is discouraging and does not consider the feelings of everyone.	Does not work well with others and/or discusses ideas in an unfair, disrespectful way.
REQUIREMENTS	Meets all of the requirements for the project.	Meets most of the requirements for the project.	Meets some of the requirements for the project.	Does not meet the requirements for the project.
DEMONSTRATION OF KNOWLEDGE OF CONTENT IN DISCUSSIONS AND ACTIVITIES	Does a great job showing an understanding of the content covered in class.	Does an okay job with showing an understanding of the content covered in class.	Tries but has a difficult time showing an understanding of the content covered in class.	Does not show an understanding of the content covered in class.
Total				/15