**Zombie Pandemic Project:** Preparing for an Outbreak

After reading the Zombie Pandemic novella together in class, create a product that could be used for public education and to help people prepare for an outbreak. Choose from . . .

* Eight (or more) panel comic strip
* Poster
* Brochure
* Short story
* Ideas other than the ones above must be discussed with Mrs. Nash and approved before submittal.

Expectations . . .

* FIRST AND FOREMOST, your product shows your knowledge of disease spread and prevention and represents the thoughtfulness and rigor expected of an 8th grade student.
* Your finished product is visually appealing.
* Your final copy should be on standard sized printer paper (not on poster board).
* Your project should be colorful (using colored pencils, not markers or crayons) and either typed or written in blue/black ink.
* Your completed product represents knowledge equivalent to a quiz grade.

This project counts as a quiz grade and is to be completely entirely at home. No class time or computer access will be available. Plan ahead and use SMART block if you need computer time. I am always happy to preview your final copies and offer suggestions for improvement before the due date.

A copy of the novella can be found at <http://www.cdc.gov/phpr/zombies_novella.htm> if you wish to reference it.

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|  | **10 points** | **7 points** | **4 points** | **1 point** |
| **Overall Appearance** | Your project shows attention to detail. | Your project is mostly neat with a few quality issues. | Your project’s many quality concerns detract from the content. | Your project’s appearance is sloppy. |
| **Creativity** | Outstanding display of originality | Good display of originality | Adequate display of originality | Poor display of originality |
| **Spelling,****Punctuation,****Grammar** | No errors noted. | 1-3 errors noted. | 4-5 errors noted. | More than 5 errors noted. |

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|  | **35 points** | **25 points** | **15 points** | **5 points** |
| **Accuracy of Content** | Understanding of disease spread and prevention is clearly evident. | Understanding of disease spread and prevention is evident. | Understanding of disease spread and prevention is partially evident. | Understanding of disease spread and prevention is not evident. |
| **Thoughtfulness & Rigor** | Work meets or exceeds all expectations for 8th grade thinking and rigor. | Most expectations for 8th grade thinking and rigor are met. | Some expectations for 8th grade thinking and rigor are met. | Few expectations for 8th grade thinking and rigor are met. |