

Title: Bioterrorism

Grade Level: 9-12

Subject/Content: Social Studies (Current Issues, Global Studies, US History, Government)

Summary of Lesson: Students will learn about the threat of a bioterrorist attack and then create two political cartoons summarizing the views of each side of the debate.

Focus Question: Is bioterrorism a legitimate threat to our security?

Databases(s): *Opposing Viewpoints In Context*

Procedures:

Steps/Activities by teacher:

1. Arrange for access to Gale *Opposing Viewpoints In Context*.
2. Locate the articles listed below in *Opposing Viewpoints In Context*. Create **bookmark links** for students to access each article easily and paste them into a document or website of your choice.
 - 1) "Biological terrorism Poses a Serious Threat" by Amy Sands
 - 2) "Bioterrorism is a Serious Threat" by Richard Danzig
 - 3) "The Threat of Biological Terrorism Has Been Exaggerated" by Jim Walsh
 - 4) "The Threat of Biological terrorism Has Been Exaggerated" by John Parachini

Note: To create the bookmark link, go to *Tools > Bookmark > Copy the Bookmark URL provided > Paste URL into a document*.
3. Instruct students on the characteristics of political cartoons, providing examples.
4. Have materials needed to create political cartoons (plain paper, markers and / or colored pencils).

Steps/Activities by student(s):

1. Read the Bookmarked articles found in the *Opposing Viewpoints in Context*.
2. Use the information in the articles to create a T-chart with the headings "Bioterrorism is a real threat" and "Bioterrorism does not pose a real threat". Students should have a minimum of five pieces of information under each heading.
3. Use the T-chart to create two political cartoons, one summarizing the viewpoint of each column on the chart. Cartoons should be neat, colored and research based. Cartoons should also have a clear point.

Outcome: Students will have an understanding of both sides of the bioterrorism question.

Related Activities: Students may do further research into one side of the issue and take part in a class debate about how the US government should respond to the threat of bioterrorism.

Content Standard(s): NS.9-12.3(C) Biological evolution; Interdependence of organisms; Behavior of organisms; NS.9-12.5 (E) Abilities of technological design; NS.9-12.6 (F) Personal and community health; Population growth; natural resources; Natural and human induced hazards; NS.9-12.7(G) Science as a human endeavor; Nature of scientific knowledge; Historical perspectives

Performance Indicators:

- At Level 1, the student is able to:
 - Identify arguments on both sides of the bioterrorism issue.
- At Level 2, the student is able to:
 - Use research to critically analyze both sides of the bioterrorism issue
- At Level 3, the student is able to:
 - Create a cartoon that evaluates the thinking of both sides of the bioterrorism issue

Computer Literacy and Usage Standards 9-12:

- The student will develop skills using a variety of computer resources to increase productivity, support creativity, conduct and evaluate research and improve communications.
- The student will use technology resources to improve problem solving and decision making skills and apply these skills to real world situations.

ISTE NETS for Students

- Bulleted list of standards
- Routinely and efficiently use online information resources to meet needs for collaboration, research, publication, communication and productivity.
- Select and apply technology tools for research, information analysis, problem solving and decision making in content learning.
- Investigate and apply expert systems, intelligent agents and simulations in real-world situations.

Information Power; Information Literacy Standards:

- **Standard 1:** The student who is information literate accesses information efficiently and effectively.
- **Standard 2:** The student who is information literate evaluates information critically and competently.
- **Standard 3:** The student who is information literate uses information accurately and creatively.
- **Standard 7:** The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.