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.