

CHAIN OF EVENTS RELATED TO 9/11: THREATS OF BIOTERRORISM

Performance Standard (15A/15B/15C/16CUS).H

Add real events to a chart displaying a likely chain of events starting with low prices for resources accordingly:

- *Knowledge*: identify events that show a chain of events from resources to sales.
- *Reasoning*: analyze the events and explain why they occurred using appropriate economic reasoning.
- *Communication*: complete a chart that is well organized and well detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.

Procedures

1. ***In order to understand economic systems, with an emphasis on the United States (15A); understand that scarcity necessitates choices by consumers (15B); understand that scarcity necessitates choices by producers (15C); and understand the development of economic systems (16CUS)***, provide health occupations students with sufficient learning opportunities to develop the following skills:

- Explain how the price of productive resources in a market economy would influence producer decisions about how, how much and what to produce.
- Explain why, as the market price of a good or service goes up, the quantity demanded by consumers goes down.
- Explain why, as the market price of a good or service goes up, the quantity supplied also goes up.
- Explain how entrepreneurs organized their businesses and influenced government to limit competition and maximize profits.

Health occupations students need to understand how an event such as 9/11 and the development of threats of bioterrorism has an effect on the economic concepts of the law of supply and demand and how that relates to production and sales. Therefore, health occupations students need to be taught the economic concepts of the law of supply and the law of demand and how they relate to production and sales. Students also need to be taught or review the events of 9/11/02 leading to the development of two major threats of bioterrorism (anthrax and smallpox). This assessment aligns with the National Health Care Skill Standards, Therapeutic/Diagnostic Care (Health Maintenance Practices, Client Interaction and Intra-team Communications). It also meets the Illinois Workplace Skills E1 (Interpreting the Economics of Work/Identify the role of business in the economic system), E4 (Interpreting the Economics of Work/Investigate opportunities and options for business ownership) and E5 (Interpreting the Economics of Work/Assess entrepreneurship skills).

2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Have the health occupations student review recent material from newspapers, magazines and government websites and analyze how these threats, along with prevention and containment of the spread of these diseases, has had an effect on the economic system.
4. Have students use the attached chart, "Chain of Events Related to 9/11: Threats of Bioterrorism."
5. Using sources of information on bioterrorism and the rise of the cost of antidotes for anthrax and smallpox, students should use the center column of the sheet to describe events that correspond to the points on the chart.
6. Have students use the column, Economic Impact, and show how this event affects the law of supply and demand.
7. Evaluate each student's work using the Social Science Rubric as follows, and add the scores to determine the performance level:
 - *Knowledge*: The identification of the events that correspond to the points on the chart is complete and accurate.
 - *Reasoning*: The analysis in the Economic Impact column makes a clear connect with the events and is appropriate, logical and well reasoned.
 - *Communication*: The chart is well organized and well detailed; the knowledge and reasoning were completely and effectively communicated.

Examples of Student Work

- [Meets](#)
- [Exceeds](#)

Time Requirements

- One, 50-minute period for research
- One, 50-minute period to make chart

Resources

- United States Government and other sources of information on bioterrorism
- Internet source: www.cdc.gov.
- Economics textbook
- Chain of Events Related to 9/11: Threats of Bioterrorism student task sheet
- Social Science Rubric

CHAIN OF EVENTS RELATED TO 9/11: THREATS OF BIOTERRORISM

Student Task Sheet

- Review recent articles in newspapers, magazines and web sites, and identify how the terrorist attack of 9/11 has lead to the threats of bioterrorism (anthrax and smallpox).
- Analyze how the prevention and containment of anthrax and smallpox has had an effect on the economic system.
- Use the attached chart, “Chain of Events Related to 9/11: Threats of Bioterrorism.” Complete the chart, and show how this event has affected the economic system.
- Using sources of information on bioterrorism and the rise of cost of antidotes for anthrax, students should use the center column of the sheet to describe events that correspond to the points on the chart.
- Use the column, Economic Impact, and explain how this event affects the law of supply and demand.

CHAIN OF EVENTS RELATED TO 9/11: THREATS OF BIOTERRORISM

CHAIN OF EVENTS	BIOTERRORISM	ECONOMIC IMPACT
1. Resources for a particular antidote and preventive treatment found in great abundance and are easily accessible.		
2. Inexpensive production is available to supply the needed medication or treatment.		
3. Low prices for treatment or medication lowers price of product leading to increase in sales.		
4. Pharmaceutical industry determines that prices for resources are low enough to allow the production of product below market price allowing a profit.		
5. The opportunity for profit draws investment money to pay the costs of production and research.		
6. Desire to increase potential profit leads to use of more efficient processes for producing products.		

SOCIAL SCIENCE RUBRIC

NAME _____ DATE _____

- Exceeds standard (total points 11 - 12) Approaches standard (total points 5 - 7)
 Meets standard (total points 8 - 10) Begins standard or absent (total points 1 - 4)

	Knowledge of evidence from the social sciences: facts/ supporting details; themes/ issues; and concepts/ideas	Reasoning: Analysis, evaluation and synthesis of evidence	Communication: Demonstrates knowledge and reasoning through oral, written, visual, dramatic or mixed media presentation
4	<ul style="list-style-type: none"> • Key concepts/themes/ issues/ideas are thoroughly identified, defined and described. • Significant facts/ supporting details are included and accurately described. • Has little or no factual inaccuracies. 	<ul style="list-style-type: none"> • Identifies and logically organizes almost all relevant evidence. • Uses appropriate and comprehensive critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. • Reaches informed conclusions based on the evidence. 	<ul style="list-style-type: none"> • Almost all ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. • The presentation is well focused with a well-defined thesis. • Presentation shows substantial evidence of organization. • Presentation shows attention to the details of specific performance conventions.
3	<ul style="list-style-type: none"> • Key concepts/themes/ issues/ideas are identified, defined and described. • Facts/supporting details are included. • May have a major factual inaccuracy, but most information is correct. 	<ul style="list-style-type: none"> • Identifies and organizes most of the relevant evidence. • Uses partial critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. • Reaches informed conclusions based on the evidence. 	<ul style="list-style-type: none"> • Most ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. • The presentation demonstrates a focus and thesis with several narrative gaps. • Presentation demonstrates adequate evidence of organization. • Presentation has mistakes in attention to the details of specific performance conventions.
2	<ul style="list-style-type: none"> • Some key concepts/ themes/issues/ideas are identified, defined and described. • Some facts/supporting details are included. • Has some correct and some incorrect information. 	<ul style="list-style-type: none"> • Identifies some relevant evidence and omits most of the other evidence. • Uses unclear, inappropriate or incomplete critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. • Reaches incomplete or inaccurate conclusions based on the evidence. 	<ul style="list-style-type: none"> • Some ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. • The presentation demonstrates an inadequate focus and thesis. • Presentation demonstrates inadequate evidence of organization. • Presentation has insufficient attention to the details of specific performance conventions.
1	<ul style="list-style-type: none"> • Few or no key concepts/ themes/issues/ideas are identified, defined and described. • Few or no facts/supporting details are included. • Information is largely inaccurate, absent or irrelevant. 	<ul style="list-style-type: none"> • Important evidence relevant to the problem is not identified. • Critical thinking skills and habits of mind are absent. • Conclusions are lacking, absent or unclear. 	<ul style="list-style-type: none"> • Expression of almost all ideas in the presentation is unclear. • The presentation demonstrates little focus and lacks a thesis. • Presentation demonstrates little or no evidence of organization. • Presentation has multiple mistakes in attention to the details of specific performance conventions.
Score			