


Name: _____ Period: _____ Date: _____

Lesson 13: How can we use our new knowledge to inform others?

Warm-up: Think back to all you've done to learn about the evolution of bacteria and the spread of antibiotic-resistant bacteria in this unit. From what you've learned, what are your biggest takeaways?

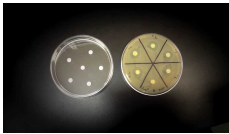
There is so much we've learned about antibiotic-resistant bacteria, how it forms, and how people are responsible for its formation. It's time, now, to share this information with the larger community in an effort to put an end to the spread of antibiotic-resistant bacteria.

You filled out a version of the table below back in Lesson 6. Now that you've conducted more research and more investigations, add any additional or updated information to this table in the fourth column. Use the empty rows at the bottom of the table to add any additional relevant investigations, comparison chart from lesson 14, or research you've completed that will be helpful in explaining what behaviors people must engage in to prevent the spread of antibiotic-resistant bacteria.

Question	Data source	What we figured out	Updated/Revised Information
L1: How did Addie get so sick?	 Frontline video and our own experiences		



<p>L2 Can this happen to me? How common is this sort of problem?</p>	<p>Historical data and information about MRSA</p>		
<p>L3a Where can we pick up bacteria in our world?</p>	<p>Placing sanitized hands on agar plates</p>		
<p>L4 How do (did) antibiotics and antiseptics work?</p>	<p>Mission Critical: Preventing Antibiotic Resistance</p> <p>CDC recommendations and video of antibiotics at work</p>		
<p>L3b Why are there things growing in the dish?</p>	<p>Bacteria colonies emerge in our agar dishes</p> <p>Bacteria reproduce under microscope (time lapse video)</p>		

<p>L5a. How much bacteria grow and how much die off when antibiotics and bacteria are put together in the same environment?</p>	 <p>Antibiotic-soaked disks in dish</p>		

Sharing Initial Ideas: How could we take everything we know about how antibiotic-resistant bacteria develop and spread and use it to send a strong, clear message to our community about how to prevent it? What will make our message stronger and more compelling than the current message being put out by the CDC?

Who is your selected target Audience?

What is the problem you would like to fix?

What is your claim to fixing that problem?

What is the evidence that making the change will fix the problem?

Use Infographic Creation Guidelines to answer the following three questions.

<http://science-infographics.org/resources-for-making-infographics/infographic-creation-guidelines/>

What are the steps in Making your poster *Matter*

- 1.
- 2.
- 3.
- 4.

What are the steps in Making your poster *Credible*

- 1.
- 2.
- 3.
- 4.

How do you show what you mean?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Jigsaw Activity: Designing Criteria for our Infographic

Note Taking: As you read your assigned article about a particular aspect of strong infographics, take notes here that you will share when you join your Jigsaw group (one person from each letter group).

