

Student Instructions – Bioprospecting

The first step in this activity is for you to familiarize yourself with the issues surrounding bioprospecting. Below, I have provided you the links to several articles regarding bioprospecting, both positive and negative. However, these are not the only places where you can find reliable information regarding this issue. Feel free to look for other articles. If you question the validity of an article you find, please ask for my assistance. Your group must read the articles and answer the questions on the Observations sheet. After completing the Observations sheet, brainstorm the positives and negatives of bioprospecting and record your ideas on the graphic organizer I provided you.

Helpful websites

<http://www.globalexchange.org/countries/americas/mexico/biopiracy.pdf>

<http://web.williams.edu/go/native/rosyperiwinkle.htm>

<http://www.forbes.com/2000/05/29/feat.html>

<http://www.nature.nps.gov/benefitssharing/whatis.cfm>

<http://www.scidev.net/en/agriculture-and-environment/bioprospecting/policy-briefs/bioprospecting-legitimate-research-or-biopiracy--1.html>

<http://hawaii.gov/lrb/rpts06/bioconfs.html>

<http://www.gibex.org/index.php?suj=40>

<http://www.cbd.int/convention/about.shtml>

Please list any other good websites on bioprospecting you find below.

Group Video

Scenario

For this assignment, you will take on the viewpoint of either a top-level executive of a major pharmaceutical corporation (Big Pharma XYZ) or an Alaska Native traditional healer. Big Pharma XYZ has recently gone to market with an anti-diabetes pill. This pill was made after extensive research on wild Alaska blueberries that contain anti-diabetic qualities. The Alaska Natives believe that Big Pharma XYZ should be forced to financially compensate the Native communities who have eaten blueberries for generations for its medicinal qualities. They claim that without traditional knowledge Big Pharma XYZ would not have been able to develop their medicine.

Directions

1. Create a ten minute video to argue your side of this issue. The teacher will assign which perspective you must take.
2. Each person should have a role and speak in the video.
3. The video counts as a test grade. Please refer to the rubric below for the guidelines and ask for explanation if there is something you do not understand.
4. The best video, as decided by a secret class vote, will receive extra credit. You are not allowed to vote for your group's video.
5. The videos are due on _____.

Rubric

	Excellent	Good	Satisfactory	Unsatisfactory
Video Quality	Video is extremely polished with clear audio, lighting, and smooth scene changes.	Video is polished with good audio, lighting, and scene changes.	There are some issues with the audio, lighting, or scene changes that take away from the audience's comprehension.	The quality of the video is poor in terms of its audio, lighting, scene changes, or all of the above. It is hard for the audience to watch.
Organization	All aspects of the video's organization such as scene selection, script, and props are well thought and effective.	It is obvious the group has given considerable thought to scene selection, script, and props.	The video's organization is lacking in one of the key elements.	There are multiple problems with the video's organization.
Knowledge	The group has extensive knowledge of the topic and demonstrates this clearly.	The group has a clear understanding of the topic and demonstrates this clearly.	The group's knowledge of the subject is somewhat limited or there is a problem with the delivery.	There are serious gaps in the group's understanding and/or delivery of the information.
Argument	The argument is persuasive and supported by factual information.	The argument is presented well and supported by facts.	The argument may fail to persuade or there may be problems with the facts.	The argument is weak and/or not supported by factual information.
Roles	Each member of the group has an equal role and performs their part well.	Each member of the group has an equal role.	Each member of the group has a role, but not each member plays an equal part.	Not every group member has a role.