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Arctic Wilderness Preserve Senate Debate
Student Instruction Sheet

Overview:

The class will be broken into two interest groups, the senate body, a television crew and scientists. The senate will debate and vote on two bills after listening to statements from scientists and two opposing interest groups. The senate members will also view two commercials, funded and aired by the two interest groups. The senate debate coverage could be recorded if a camera and student or parent film crew is available or could be conducted live in the classroom.

The Bills for Debate:

The Arctic Wildlife Preserve has below ground oil reserves but it is in a federally protected wildlife area. The senate will hear bill 476, the Wildlife Habitat Preservation bill, to continue to protect the Arctic Wildlife Preserve lands from mineral and resource extraction and bill 510, the Great American Energy Crisis bill, which supports mineral and resource extraction from the protected Arctic Wildlife Preserve.

Groups:

Group one: The scientists (three members) are only going to argue perspectives from their scientific expertise. The science team will consist of a biologist, a geologist, and a climatologist. Each scientist will take the point of view strictly from their science field only. The science team will prepare a five minute statement explaining their position on both bills.

Group two: The Environmental group (three members) will prepare a two minute commercial and a three minute speech to the senate on why bill 476 should pass.

Group three: The Energy Industry group (three members) will prepare a two minute commercial and a three minute speech to the senate on why bill 510 should pass.

Group four: The Senate (Five to twenty members) ($\frac{1}{4}$ pro 476, $\frac{1}{4}$ pro 510, $\frac{1}{2}$ choose which bill to support on their own). Each member of the senate will prepare a two minute speech on how they feel about each of the proposed bills. Each senator will have a card noting their stance on the bills (if any). *Senators, please read the note on how to 'yield' and 'yield the floor'. The senators must stay loyal to their stance on each bill by keeping a conversational flow. After 15 minutes of deliberation, the senate will vote on each bill.

Group Five: The TV team (3 members) is responsible for organizing the show, acting as announcer(s) during the show, transitioning between each interview, commercial and the senate debate.

Day	Activity Description
1	<ul style="list-style-type: none"> ▣ Project overview ▣ Break into groups ▣ TV group decides on a name for the Senate debate coverage (Example: "The Senate tackles the Artic Range") ▣ Groups brainstorm and come up with arguments/statements for their perspectives on the proposed bills ▣ TV team works with other groups for show planning and timelines and discusses needed materials. ▣ Notes: _____ _____ _____
2	<ul style="list-style-type: none"> ▣ Groups convene for last-minute preparation if time allows (10 minutes) ▣ TV team begins show <ul style="list-style-type: none"> ✓ A) Announcer introduces the show, the bills, and the history of the bills (Approx 2 minutes) ✓ B) Interview with the scientist group (Approx 5 minutes) ✓ C) Interview with the Environmental group (Approx 3 minutes) ✓ D) Interview with the Energy group (Approx 3 minutes) ✓ E) Commercial break before TV team moves into the senate (Approx 1 minute) ✓ F) Commercial one: Environmental group (Approx 1-2 minutes) ✓ G) Commercial two: Energy group (Approx 1-2 minutes) ✓ H) TV team's Announcer transitions to senate (Approx 1 minute) ✓ I) Senator Speeches (2 minutes for each member) ✓ J) Senate Debate (Approx 10 - 20 minutes) ✓ K) TV team's Announcer wrap ups the show (1-2 minutes)

***Note: What does it mean to 'yield' or to 'yield the floor'?**

After a senator presents his/her two minute speech, other senate members may ask the speaker to 'yield'. If the speaker agrees, the other senate member may ask a question or speak briefly. The senator presenting their speech can talk longer than two minutes, but no less. Your teacher may create a speaking limit if time is limited for the class. When the presenting senator finishes speaking, he/she 'yields the floor' or gives up their right to the floor.