

## Model Assembly PBL Grade 12

Student groups, representing a political party, participate in a simulated assembly session on a variety of contemporary state and local issues.

### General Problem Statement

How can we as legislators find common interests in order to pass bills?

### Problem Justification

This project endeavors to create student understanding of our legislative process. Students examine current problems and possible solutions in the state of California.

The purpose of the Model Assembly is to engage students in thinking about the future of our state through the California State Standards of mathematics, social studies, science, and language arts.

### Model Assembly Roles/Groups

#### What is a legislator?

The legislator performs one or more of the following roles:

**Trustees** believe that each question they face must be decided on its merits. Conscience and independent judgment are their guides. Trustees call issues as they see them, regardless of the views held by their constituents or by any of the other groups that seek to influence their decisions.

**Delegates** see themselves as the agents of those who elected them. They believe that they should vote the way they think “the folks back home” would want. They are willing to suppress their own views, ignore those of their party leaders, and turn a deaf ear to arguments of colleagues and of the special interests from outside their constituencies.

**Partisans** feel that their first allegiance is to their political party. They are duty-bound to vote in line with the party platform and the wishes of their party’s leaders. *Most studies of legislators’ voting behavior show that partisanship is the leading factor influencing their votes on most important measures.*

**Politicos** attempt to combine the basic elements of the trustee, delegate, and partisan roles. They try to balance these often conflicting factors: their own views of what is best for their constituents and/or the nation as a whole, the political facts of life, and the peculiar pressures of the moment.

## Project Components

1. **Bill Selection:** Student groups/lobbyists find a bill they wish to research and amend. The task includes research, team meetings, bill discussions, a committee meeting, evidence of logical thinking and connections, and amendment of the bill. *Assessment Responsibility: Social Science Teacher*
2. **Robert's Rules of Order:** Each student will be required to learn the rules of communication in a political body in order to function during the four-day Model Assembly simulation. *Assessment Responsibility: House teacher*
3. **Research:** The basis of any project is credible and thoughtful research. Thorough research will be required in order for students to defend or oppose proposed legislation. *Assessment Responsibility: All teachers*
4. **Expert Source Analysis/Survey:** Students will learn how data can be used to create a statistic that will support a given point, and conduct a survey with their own constituents. *Assessment Responsibility: Science and Math Teachers*
5. **Speech Writing:** Students will write and present persuasive speeches on forthcoming assembly bills. *Assessment Responsibility: Language Arts Teacher*
6. **Party Platform:** The Democratic and Republican Parties will meet in caucus to determine party support. *Assessment Responsibility: All teachers*
7. **Model Assembly Simulation:** The students become the state's elected leaders and discuss policy questions and draft legislation to address contemporary issues. Delegates learn to express their own views on the challenges currently facing our state. **On December 18<sup>th</sup>, all students must stay until 3:00 pm.** *Assessment Responsibility: All teachers*

## General Learning Outcomes

*Student will:*

- make thematic connections between interdisciplinary areas through a variety of integrated learning activities.
- gain knowledge and appreciation of representative democracy through the study and exploration of statewide unresolved problems.
- evaluate statewide/national/global interdependence.
- analyze statistics with the intent of applying them in debate.
- apply and refine technological and research skills

## Model Assembly Due Dates

Committee Meeting	October 17
Problem Introduction/Packet	October 20, 21
Research Check 1	October 31
Committee Meeting	November 7
Due: Bill Selection	November 13, 14
Research Check 2	November 14
Party Platform	December 3
Due: Speech Component	December 1, 2
Robert Rules of Order Evaluation	December 5
Due: Expert Source Analysis Component	December 8
Model Assembly Simulation	December 10, 11, 15, 17
Research Check 3	December 10
Research Check 4	December 16
Research Count	December 17
Exit Interview/Research Assessment	December 18, 19

## Evaluation and Assessment

Projects will be evaluated by the instructors and given a rating of Exemplary (E), Approaching Exemplary (AE), Proficient (P), Approaching Proficient (AP), Credit (CR), or No Credit (NC). The evaluation process will take the following factors into account: degree of completion, adherence to contract requirements, neatness, quality, written responses, creativity/originality, aesthetics, organization, and effort. Project assessments are a part of each interdisciplinary subject and will be assessed as follows:

<u>Project Assessment</u>	<u>Model Assembly</u>	<u>Core</u>
LANGUAGE ARTS	20%	80%
SOCIAL SCIENCE	35%	65%
SCIENCE	10%	90%
MATHEMATICS	10%	90%

**An "NC" in any project component will result in an NC for the semester.**

<b>Group Assessment:</b>
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## Bill Selection Component Contract

To: Assembly Member/Lobbyist \_\_\_\_\_  
 From: John Thomas, Republican/Democratic Party Chair/Justin Allen, Director of \_\_\_\_\_.

Citizens of California are angry over their legislators' apparent inability to come to agreement about state issues. If legislators don't find common ground soon, they could find themselves out of office. While reexamining the budget shortfall, the non-partisan Legislative Analyst's Office (LAO) discovered that the Department of Finance made an error in compiling this year's budget. The LAO has concluded that the state has an additional \$1 billion from the capital gains tax. How should we use it? The goal here is to find a bill that appeals to your party and has the possibility of compromise with the opposing party.

**Must complete all specifications listed below on time to qualify for proficiency (P)**

<b>Description: Find a bill to revise and present during the simulation</b>			
	S	T	R
<b>Preparation Section: Must be complete for assessment</b>			
Get to know your peers' views on wedge issues within a committee. Please review the site to learn how to read the bills: <a href="http://leginfo.ca.gov/bilinfo.html">http://leginfo.ca.gov/bilinfo.html</a> AB - Assembly Bill    SB - Senate Bill Look for the summary of the bill instead of the actual bill.			
<b>Content:</b>			
<b>Bill Search</b> <ul style="list-style-type: none"> <li>▪ Research and discuss problems associated with your issue.</li> <li>▪ Find two current bills that interest your committee, and complete the problem identification and analysis form.</li> <li>▪ Select one and present in Committee following the poster instructions. Poster should include a catchy headline and five interpretive symbols. The presentations should include effective use of the roles</li> <li>▪ Amend the bill with the intent of improving it.</li> <li>▪ Complete the bill summary and all necessary revisions.</li> </ul> <b>Bill Summary</b> <ol style="list-style-type: none"> <li>I. City Information (Essential Information)</li> <li>II. Problem (Describe the problem you are planning to address)</li> <li>III. Solution (the bill)               <ol style="list-style-type: none"> <li>A. Bill number (see Purther):</li> <li>B. Title (you can change the name):</li> <li>C. Preamble (one sentence purpose)</li> <li>D. Enforcement (See Purther):</li> <li>E. Funding (See Purther):</li> <li>F. Summary of the bill</li> <li>G. Ensure text is readable</li> <li>H. Understandable for others</li> <li>I. Prediction of Possible Questions</li> </ol> </li> <li>IV. Why should your party support your bill (liberal/conservative justification)? Be specific and use examples.</li> <li>V. How will this help your constituents? Be specific and use examples</li> </ol> <b>Grading Criteria</b> <ul style="list-style-type: none"> <li>▪ Completion of problem analysis</li> <li>▪ Committee Presentation</li> <li>▪ Summary of the bill</li> </ul>			
<b>Discussion Questions</b> <ul style="list-style-type: none"> <li>▪ What are the most important problems California faces within your committee issue?</li> <li>▪ Why is your solution better than other solutions to the problem you are trying to address?</li> </ul>			

<b>Technical:</b>			
<ul style="list-style-type: none"> <li>▪ Keep margin-noted articles in your MA Research folder.</li> </ul>			

### *Robert's Rules of Order Component Contract*

To: Assembly Member/Lobbyist \_\_\_\_\_

From: John Thomas, Republican/Democratic Party Chair  
Justin Allen, Director of \_\_\_\_\_

As a newly elected assembly member, you are required to learn the Robert's Rules of Order. The higher scoring assembly members will earn an opportunity to serve in leadership positions in the caucus meetings, committee meetings, and in the floor session. Even if you have no interest in leadership, the more skilled you are in the rules, the more success you will have in debate.

**Must complete all specifications listed below on time to qualify for proficiency (P)**

<b>Description:</b> Students learn the appropriate rules to maneuver the political system.			
<b>Preparation Section: Must be complete for assessment</b>	S	T	Rev
Throughout the six-week project period, students will be asked to demonstrate understanding of Robert's Rules of Order in class and during pop quizzes.			
<b>Content:</b>			
<ul style="list-style-type: none"> <li>• How to obtain the floor: Rise and wait to be recognized by the chair or send a note to the chair with proper motion by precedence indicated and information of motion described</li> <li>• Quorum: 50% of delegates present</li> <li>• Majority: 50% plus 1</li> <li>• Plurality: Largest number of votes received but not a majority</li> <li>• What is a motion: A proposal on which the entire membership takes action</li> <li>• To make a motion, say:             <ol style="list-style-type: none"> <li>1. "I move that..."</li> <li>2. Wait for a second (if necessary)</li> <li>3. The chair says "it has been moved and seconded that we..."If you are the mover, you speaker first</li> <li>4. All comments directed to the chair</li> </ol> </li> <li>• What is a point: Personal requests some of which may interrupt the speaker</li> <li>• Voting             <ol style="list-style-type: none"> <li>1. By voice (ayes and nays)</li> <li>2. By roll call (each individual vote is to be recorded for the public record)</li> <li>3. By general consent (wait for silence)</li> <li>4. By decision (raise hands)</li> <li>5. By ballot (exact count in secret)</li> </ol> </li> </ul> <p>See Appendix for additional rules</p>			
<b>Discussion Question</b> What is the most important rule to use to encourage or discourage the passing of a bill?			
<b>Technical:</b>			
<ul style="list-style-type: none"> <li>• Specific information for Robert's Rules is available in the <i>Appendix</i>.</li> <li>• Proficient final evaluation determines eligibility to serve as a chairperson</li> </ul>			

## Research Notebook Component Contract

Individual Assessment:
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To: Assembly Member/Lobbyist \_\_\_\_\_

From: John Thomas, Republican/Democratic Party Chair/ Justin Allen, Director of \_\_\_\_\_

Due to the current uproar in the state and the distrust in all individuals involved in the power politics in Sacramento, I suggest that you maintain a research notebook to show evidence of how you arrived at your solution to the problem and why your solution is better than alternatives. In addition to this, please maintain any research notes you take on other bills, whether you supported them or not.

**Must complete all specifications listed below on time to qualify for proficiency (P)**

<b>Description:</b> Students take Cornell-style notes on bill topics in order to effectively argue their cases during the four-day simulation.			
	S	T	R
<b>Preparation Section: Must be complete for assessment</b>			
<ul style="list-style-type: none"> <li>▪ Students will show evidence of the working bibliography and the printed sources at every research check.</li> <li>▪ All Cornell Notes are due on at 8AM on the day of the Model Assembly simulation.</li> </ul>			
<b>Content</b>			
<p><b>Notebook Grading Criteria</b></p> <ul style="list-style-type: none"> <li>▪ On-Task with quality research</li> <li>▪ Quality Cornell Notes</li> <li>▪ Working bibliography up-to-date</li> </ul> <p><b>Research Sources To Be Completed In Class</b> A minimum of two articles should be brought to class for each research check for a total of eight (8) in-class sources.</p> <p><b>Research Sources To Be Completed Outside of Class</b> Students are expected to research sources on their own in between class research checks for a total of four (4) outside sources. Two (2) of the articles could be substituted by audio-visual sources. Another article could be substituted with a relevant encyclopedia article.</p> <p><b>**TOTAL Research required at 8AM on the day of the Model Assembly simulation: 12 sources**</b></p>			
<p><b>Discussion Questions</b></p> <ul style="list-style-type: none"> <li>▪ What is the most important source you have for your bill and why?</li> <li>▪ What is the most important source you have for another bill and why?</li> <li>▪ What makes an expert an expert and why?</li> </ul>			
<b>Technical</b>			
<ul style="list-style-type: none"> <li>▪ Complete the Cornell Notes format for every article: a justification written at the top of the page, at least five cues, at least five notes, and a summary at the end of the page.</li> <li>▪ Print an up-to-date copy of the WB and bring in printed copies of research sources.</li> <li>▪ Document research in the WB according to MLA specifications.</li> </ul>			

## Expert Source Analysis Component Contract

To: Assembly Member/Lobbyist \_\_\_\_\_

From: John Thomas, Republican/Democratic Party Chair/Justin Allen, Director of \_\_\_\_\_

In order to sway your fellow legislators to vote as you would hope, you will need to learn how to analyze data from credible sources and survey your own constituents for their views. You will be using this information to garner the support of your party and argue your stance in structured debate.

**Must complete all specifications listed below on time to qualify for proficiency (P)**

<b>Description:</b> Students will show evidence of understanding how to analyze expert sources in order to sway their fellow legislators to pass their bills.				
	<b>Preparation Section: Must be complete for assessment</b>	S	T	R
	<ul style="list-style-type: none"> <li>▪ Learn mathematical tools for expert source analysis.</li> <li>▪ Explore and analyze major sources of data used in statistics</li> <li>▪ Discuss reputable and questionable sources</li> </ul>			
	<b>Content:</b>			
	<p><b>1. Expert Source Analysis</b> You will research credible data sources related to your bill to help you craft a minimum of two unique statistical arguments.</p> <p><b>Grading Criteria:</b></p> <ul style="list-style-type: none"> <li>▪ Authorship</li> <li>▪ Accountability</li> <li>▪ Actuation</li> </ul>			
	<p><b>Discussion Questions</b></p> <ul style="list-style-type: none"> <li>▪ What makes a data source credible?</li> <li>▪ What is the best way to use statistics to your advantage in an argument?</li> <li>▪ How can a person best assess the use of statistics in an argument being considered?</li> </ul>			
	<b>Technical:</b>			
	<ul style="list-style-type: none"> <li>▪ Expert source analysis worksheets (available in the <i>Appendix</i>) submitted to turnitin.com on time</li> </ul>			

## Speech Component Contract

To: Assembly Member/Lobbyist \_\_\_\_\_

From: John Thomas, Republican/Democratic Party Chair/Justin Allen, Director of \_\_\_\_\_

In order to sway your fellow legislators to vote as you would hope, you will need to argue your position clearly with acceptable use of statistical analyses and survey.

### 4 Must complete all specifications listed below on time to qualify for Proficiency (P)

<b>Description:</b> Students must present a speech arguing the case for passage of their bill.			
<b>Preparation Section: Must be complete for assessment</b>	S	T	R
<ul style="list-style-type: none"> <li>• Students will read and analyze editorials on current political issues</li> <li>• Students will watch videos of speeches in order to apply appropriate techniques to their own speeches</li> </ul>			
<b>Content:</b>			
<p><b>Prepare and present a speech on your bill to convince your fellow delegates that they should vote for it. This presentation will be assessed by Ortega and used in Model Assembly Simulation Days 2 &amp; 4.</b></p> <p><b>Suggested Content</b></p> <ul style="list-style-type: none"> <li>▪ introduction that commands audience attention</li> <li>▪ a clear position statement (thesis)</li> <li>▪ two to three supporting arguments with evidence</li> <li>▪ counter argument (optional)</li> <li>▪ conclusion that encourages action</li> </ul> <p><b>Presentation Grading Criteria</b></p> <ul style="list-style-type: none"> <li>▪ convincing and interesting content</li> <li>▪ appropriate use of public speaking techniques</li> <li>▪ 3 minutes of speaking</li> </ul>			
<p><b>Discussion Questions</b></p> <ul style="list-style-type: none"> <li>▪ As a public speaker, what is the best way to convince other people of your view. Why?</li> <li>▪ What is the best way to respond to an opposing viewpoint in a public forum?</li> </ul>			
<b>Technical:</b>			
<p>Presentation made with</p> <ul style="list-style-type: none"> <li>▪ volume suitable to venue</li> <li>▪ easily comprehended speaking rate</li> <li>▪ clear articulation of words and appropriate emphasis for keeping attention</li> <li>▪ evidence of organized thought process and attention to word choice</li> </ul>			





	<p>7. Issue #1 (Civil)  General Introduction to the Problems  What solutions do the party support and why (reference the Ideology Chart)  8. Repeat steps for Issue #1 for Issues #2-4  9. Conclusion: most significant outcome of the experience and why?  10. Signature of every member</p> <p><b>Grading Criteria</b></p> <ul style="list-style-type: none"> <li>▪ On-time</li> <li>▪ Participation</li> <li>▪ Complete the platform</li> </ul>			
	<p><b>Discussion Questions</b></p> <ul style="list-style-type: none"> <li>▪ How does use of Robert's Rules contribute to democratic debate and discussion?</li> <li>▪ What are the primary beliefs that make the party you represent different from the party you oppose?</li> </ul>			
	<p><b>Technical:</b></p>			
	<ul style="list-style-type: none"> <li>▪ Party platform follows appropriate format</li> <li>▪ All members of party speak</li> </ul>			

## Four-Day Simulation Component Contract

To: Assembly Member/Lobbyist \_\_\_\_\_

From: John Thomas, Republican/Democratic Party Chair/Justin Allen, Director of \_\_\_\_\_

Over the next four days, you will have an opportunity to help your district/interest group members and improve your standing in the party/ or your reputation as a lobbyist by participating in a legislative simulation. **On the fourth day, be prepared to stay until 3 pm. No exceptions!** I have included a summary of the four-day experience below.

**Must complete all specifications listed below on time to qualify for Proficiency (P)**

<b>Description:</b> Student will present and argue their bill through a simulated assembly process.				
	<b>Preparation Section: Must be complete for assessment</b>	S	T	R
	<ul style="list-style-type: none"> <li>▪ Understanding of Robert’s Rules</li> <li>▪ Research on own bill</li> <li>▪ One minute introductory speech</li> </ul>			
<b>Content:</b>				
	<p><b>Day 1: Party Committee Caucus</b>            Introductions            Read Preambles            Split by party into caucuses                1 minute speech            Choose chair [voting method detailed by report]            Read the bills            Discuss the bills            Choose a minimum of one bill for Day 2            Complete the Constituent Connection questions  <b>Literal</b> For each bill, complete the following:                Title:                Summary:                Will it help your constituents? Yes or No and why? Be specific and use an example.                Will your party support it? Yes or No and why? Be specific and use an example.  <b>Interpretive</b> What is the most significant piece of legislation to your constituents (not including your bill) and why?  <b>Applied</b> Because of who you represent, based on what you learned today, what do you plan to do on the third and fourth day of this simulation? Be specific, and use an example.</p> <p><b>Day 2: Committee Meeting</b>            Format is Structured Debate, then General Debate                Bill Introductions                Bill Debates                60% to pass any bill                Party Caucus on Day 3</p> <p><b>Day 3: Full Party Caucus</b>            Party Leaders &amp; House Leaders Selected            Determine how each bill will be supported/opposed            Preparation for Day 4                Structured Debate Speeches                General Debate Speeches</p> <p><b>Day 4: Assembly</b>            Format is Structured Debate, then General Debate                Bill Introductions                Bill Debates</p>			

60% to pass any bill			
<b>Grading Criteria Day 1</b> <ul style="list-style-type: none"> <li>▪ Structured debate intro speech</li> <li>▪ Participation three times</li> <li>▪ No major or consistent rule breaking</li> </ul>			
<b>Grading Criteria Day 2</b> <ul style="list-style-type: none"> <li>▪ Structured debate participation or additional general debate participation</li> <li>▪ Participation three times minimum</li> <li>▪ No major or consistent rule breaking</li> </ul>			
<b>Grading Criteria Day 3</b> <ul style="list-style-type: none"> <li>▪ On time</li> <li>▪ Participated three times minimum</li> <li>▪ No major rule violation or consistent rule violation problems</li> </ul>			
<b>Grading Criteria Day 4</b> <ul style="list-style-type: none"> <li>▪ Participation one time minimum</li> <li>▪ On task throughout</li> <li>▪ No major or consistent rule breaking</li> </ul>			
<b>Discussion Questions to Consider (Exit Interview Questions)</b> Exit Interview Handout available in the <i>Appendix</i> .			
<b>Technical:</b>			
<ul style="list-style-type: none"> <li>▪ Professional dress</li> <li>▪ Completed folder due at 8 AM on last day of simulation</li> </ul>			

**Model Assembly Individual Assessment:**

<u>Component</u>	<u>% of Overall Assessment</u>
1) Bill Selection	_____ / 5%
2) Rules of Order Assessments	_____ / 10%
3) Research	_____ / 30%
Check 1	/5%
Check 2	/5%
Check 3	/5%
Check 4	/5%
Exit Interview	/10%
4) Expert Source Analysis	_____ / 10%
5) Speech	_____ / 10%
6) Party Platform	_____ / 5%
7) Model Assembly Simulation	_____ / 30%

# *Appendix*

*In the subsequent pages, you'll find the following documents:*

- *ESA Worksheets*
- *Exit Interview Handout*
- *Model Assembly Motions and Points by Precedence*

# INTERNATIONAL POLYTECHNIC HIGH SCHOOL: Model Assembly (Expert Source Analysis)

## Worksheet 1: In Class

IDEOLOGY: (BOLD ONE) REPUBLICAN/DEMOCRAT

CITY:

HOUSE:

COMMITTEE:

*Instructions:* Each person in your group must create different statistics and use different data sets for each statistic using the list of approved data sources.

The bill summary must be a short, two or three-sentence summary in your own words which show that you and your group members fully comprehend the bill's meaning (make sure everyone in the group agrees with the bill summary).

*Due:* A printed copy of this document is due by the beginning of the next class.

Bill Number:
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Summary:
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Name of Group Member 1:
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Pro Statistic:
----------------

Source (MLA Formatted):
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Authorship - Who conducted the experiment?:
---

Actuation - Why does this data support <i>or</i> counter your bill?:
--

Accountability – What population or phenomenon was studied <u>and</u> how was data obtained?:
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Name of Group Member 2:
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Pro Statistic:
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Source (MLA Formatted):
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Authorship - Who conducted the experiment?:
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Actuation - Why does this data support <i>or</i> counter your bill?:
--

Accountability - What population or phenomenon was studied <u>and</u> how was data obtained?:
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Name of Group Member 3:
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Pro Statistic:
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Source (MLA Formatted):
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Authorship - Who conducted the experiment?:
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Actuation - Why does this data support <i>or</i> counter your bill?:
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Accountability – What population or phenomenon was studied <u>and</u> how was data obtained?:
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Name of Group Member 4:
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Pro Statistic:
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Source (MLA Formatted):
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Authorship - Who conducted the experiment?:
---

Actuation - Why does this data support <i>or</i> counter your bill?:
--

Accountability – What population or phenomenon was studied <u>and</u> how was data obtained?:
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# INTERNATIONAL POLYTECHNIC HIGH SCHOOL: Model Assembly (Expert Source Analysis)

## Worksheet 2: Turnitin.com

IDEOLOGY: (BOLD ONE) REPUBLICAN/DEMOCRAT

CITY:

HOUSE:

COMMITTEE:

*Instructions:* Your first statistic will be the one submitted on the Worksheet 1. The second statistic will be a con to another bill in your House. You may con the same or a different party. Your group can all tackle the same bill, or separately target different bills to con. Each person in your group must create different statistics and use different data sets for each statistic using the list of approved data sources.

*Due:* One person in your group will convert this document to a pdf and submit it to turnitin.com by 8am (see due dates in the Model Assembly packet).

Your Group's Bill Number:
Your Group's Summary:

Name of Group Member 1:
Pro Statistic from Worksheet 1:
Source (MLA Formatted):
Authorship - Who conducted the experiment?:
Actuation - Why does this data support or counter your bill?:
Accountability - What population or phenomenon was studied <u>and</u> how was data obtained?:
Another Group's Bill Number:
Another Group's Bill Summary:
Con Statistic:
Source (MLA Formatted):
Authorship - Who conducted the experiment?:
Actuation - Why does this data support or counter your bill?:
Accountability - What population or phenomenon was studied <u>and</u> how was data obtained?:

Name of Group Member 2:
Pro Statistic from Worksheet 1:
Source (MLA Formatted):
Authorship - Who conducted the experiment?:
Actuation - Why does this data support or counter your bill?:
Accountability - What population or phenomenon was studied <u>and</u> how was data obtained?:
Another Group's Bill Number:
Another Group's Bill Summary:
Con Statistic:
Source (MLA Formatted):
Authorship - Who conducted the experiment?:
Actuation - Why does this data support or counter your bill?:
Accountability - What population or phenomenon was studied <u>and</u> how was data obtained?:

Name of Group Member 3:
Pro Statistic from Worksheet 1:
Source (MLA Formatted):
Authorship - Who conducted the experiment?:
Actuation - Why does this data support or counter your bill?:
Accountability - What population or phenomenon was studied <u>and</u> how was data obtained?:
Another Group's Bill Number:
Another Group's Bill Summary:

Con Statistic:
Source (MLA Formatted):
Authorship - Who conducted the experiment?:
Actuation - Why does this data support <i>or</i> counter your bill?:
Accountability - What population or phenomenon was studied <u>and</u> how was data obtained?:

Name of Group Member 4:
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Pro Statistic from Worksheet 1:
Source (MLA Formatted):
Authorship - Who conducted the experiment?:
Actuation - Why does this data support <i>or</i> counter your bill?:
Accountability - What population or phenomenon was studied <u>and</u> how was data obtained?:

Another Group's Bill Number:
Another Group's Bill Summary:
Con Statistic:
Source (MLA Formatted):
Authorship - Who conducted the experiment?:
Actuation - Why does this data support <i>or</i> counter your bill?:
Accountability - What population or phenomenon was studied <u>and</u> how was data obtained?:



## Exit Interview Handout

The day after the Model Assembly simulation, your Committee teacher will conduct your exit interview. The exit interview will be comprised of two parts.

- The first is an ***in-class*** discussion in Committee on the discussion prompts below. This will be done the morning of the Exit Interview.
- The second is an ***individual*** meeting with the Senior Team in which you will discuss the answer to question 2 below. This will be done after the in-class discussion.
  - Note that the research folder is being collected the day of the Model Assembly at 8am, and returned to you later that day so that you can bring it with you during the Exit Interview.

## Discussion Prompts

**Due: Your typed and printed responses are due the first day of Exit Interviews at 8AM to your Committee teacher**

1. Something positive you observed someone else do.
2. Answers to the following should show evidence of "L" (answer), "I" (explanation and specific examples), "A" (why it was useful to the MA) in these questions:
  - How can we as legislators find common interests in order to pass bills?
  - Give one example in which you found common ground with an opposing party's bill.
  - How were you voting on bills? Politico, Partisan, Trustee, or Delegate and why?
3. What worked for you (select a minimum of two components to discuss)
  - Better Budget: Identifying the difference between the types of legislators (politico, partisan, trustee or delegate)
  - Component 1: The Bill (committee practice and bill summaries)
  - Component 2: The Rules (quizzes and test)
  - Component 3: Research (research checks and count)
  - Component 4: ESA (Expert Source Analysis)
  - Component 5: Speech
  - Component 6: Party Platform (party caucus practice)
  - Component 7: Simulation (days 1-4)
4. What didn't work for you (using the list above, select a minimum of two components to discuss)
5. Finding Value: Answers to the following questions should show evidence of LIA
  - What have you done in Model Assembly which shows that the iPoly mission is being taught?
  - What did you learn during this project that can be applied to your senior project?

## The iPoly Mission

- Apply the knowledge and skills they have acquired to solve problems.
- Be lifelong learners who adapt to an ever-changing world by viewing society from multiple perspectives, and will have learned the global significance of a variety of events and disciplines.
- Have learned to mediate and reach solutions using research, knowledge, and critical thinking.
- Have learned how to communicate in a variety of ways, including formal and informal presentations, by teaching lessons, and writing papers.
- Be able to collaboratively reach individual and group-related goals, have clarified their personal values, and developed a sense of community.
- Be able to identify, explain, and apply universal concepts and will have acquired the knowledge and skills to responsibly and effectively use technology.

Reference Sheet : Model Assembly Motions and Points by Precedence

<b>Point or Motion</b>	<b>Second</b>	<b>Debatable</b>	<b>Vote</b>
1. <b>**Point of Personal Privilege (e.g. can't hear, repeat)</b>	No	No	Chair
2. *Point of Order (e.g. rules aren't being followed)	No	No	Chair
3. *Point of Parliamentary Inquiry (e.g. what are the rules)	No	No	Chair
4. *Register a Complaint (e.g. the question is already answered)	No	No	Chair
5. Point of Information (e.g. the facts)	No	No	Chair
-Follow up			
6. <b>**Appeal the decision of the chair</b>	Yes	1 pro/1 con	2/3 (do not like chair ruling)
7. Motion to Suspend a Rule (temporary change)	Yes	1 pro/1 con	2/3
8. Motion for a Caucus (party strategy break)	Yes	No	Majority
9. Motion to Amend	Yes	Yes	Majority
a. write out the amendment and submit it to the chair		b. motion to amend, get a second, and vote	
c. the chair reads the amendment		d. authors of the bill determine if it is friendly or unfriendly	
e. if unfriendly, then debate switches to amendment debate; if friendly, then amendment is accepted and general debate resumes			
10. Motion to Lay on the Table (suspend discussion)	Yes	No	2/3
11. Motion to Take from the Table (resume discussion)	Yes	No	Majority
12. Motion for the Previous Question (end debate)	Yes	1 con	2/3
13. Motion to Divide the Question	Yes	1 pro/1 con	Majority
14. Motion to Consider Bill (continue with the agenda)	Yes	No	1/3
<b>15. Motion to Extend Debate (applies only to the current bill) Yes</b>		<b>1 pro/1 con</b>	<b>Majority</b>
16. Motion to Limit Debate (applies only to the current bill)	Yes	1 pro/1 con	2/3
17. Motion to Introduce Bill (add a new bill last on the agenda)	Yes	No	None
18. Objection to Consideration	No	1 pro/1 con	2/3
a. unconstitutional (state or federal)			
b. inconsistent with the preamble			
c. outside jurisdiction of the committee			
19. Motion to Recess (take a break)	Yes	No	Majority
20. Motion to Rise (end session-only for the last day)	Yes	No	Majority

\*Can interrupt proceedings (not the Chair)

**\*\* Can interrupt the proceedings (the chair also)**

## Parliamentary Rules: The Basics

### Obtaining Floor

#### 1. Motions

- Representative can get the floor by standing and waiting to be recognized or sending a note to the chair.
- “I move that..” (2) wait for a second (3) The chair will say “It has been moved and seconded, we ..”

#### 2. Points

- Personal Privilege, Order, and Parliamentary Procedure a representative interrupts proceedings at anytime
- Personal Privilege a representative can interrupt the chair also

#### 3. Register a Complaint

- Representative can interrupt another member at anytime to register (not the chair).
- The chair must rule in by agreeing, warning, or disagreeing with the complaint. If the chair agrees, they are thus ruling the member dilatory. The chair can rule a member dilatory without a member registering a complaint at anytime.
- Dilatory is when a member is stalling the process. If a member is found to be stalling a process and the teacher agrees, a grade deduction could occur.

#### 4. How to address the chair?

- Madame Chair or Mr. Chairman

### Procedure

- Structure Debate = 1 pro 3 min/ 1 con 3 min; 1 pro 1 min 1 con 1 min; no rules, yield time to the chair
- General Debate = 1 pro 2 min/ 1 con 2 min; use the rules; yield time to the chair, to another delegate, or to questions
- Amendment Debate = 1 pro 2 min/ 1 con 2 min (mini structured debate), 1 pro 2 min/ 1 con 2 min - general debate on amendment only. Motion for the previous question is needed to end discussion on amendment debate, then a vote on the amendment. Majority passes the Amendment.
- If the chair knocks three times on the gavel, this means order.
- Motion to Extend Debate Exception: If a member is in Structure or General Debate, and they need more time than allotted, they can “Motion to Extend Debate” to extend their own time to present.

### Voting

- Chair must restate the motion or issue the members are voting on and then call for the vote by saying “call the question.” The chair then needs to announce the results to the membership.
- The chair will knock once at the end of a vote to establish that they have officially counted the vote. Keep your hands up until you hear the knock.