# Debate Topic: Ethanol Production and Deforestation

Background Reading:

<http://uk.reuters.com/article/2013/06/04/brazil-ethanol-amazon-idUKL2N0DX1Y020130604>

<http://www.iowastatedaily.com/news/article_76dc4f66-7206-11e1-a02b-0019bb2963f4.html>

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| In opposition to the Ethanol Production & Deforestation | In support of the Ethanol Production & Deforestation |
| STAKEHOLDERS: 1. Environmentalist/Greenpeace activist
2. Local tribesperson
3. Tourism Board representative
 | STAKEHOLDERS:1. Corn grower/farmer
2. Refinery manager
3. Cattle farmer
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| DEBATABLE TOPICS* + Increased greenhouse gas emissions
	+ Environmental impact on forestry and threatened species
	+ Loss of land of indigenous people
	+ The shifting of time and land away from other non-biofuel crops
 | DEBATABLE TOPICS * Job continuation and creation
* Prevention of gasoline price spikes
* Reduction of poverty in the developing world
* Economic ties to South America
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## OVERVIEW OF THE ISSUE

One student is responsible for providing an “overview” of the ethanol production and deforestation issue so that the students listening to the debate can understand the discussion that follows.

## FOR THE REMAINDER OF THE STUDENTS:

Each student must take on the role of one of the stakeholders. Balance the number of students who will be in support of and in opposition to ethanol production and deforestation.

Each student is responsible for researching how ethanol production and deforestation affects someone in their “stakeholder position”. Take note that to prepare a debate, one must also anticipate counterarguments (points that someone might bring up to argue against you).

## STAKEHOLDER OPPOSED TO THE ALBERTA OIL SANDS

You must be prepared to argue against the supporters of ethanol production and deforestation; research the supporting points and be prepared to “debunk” them.

## STAKEHOLDERS IN SUPPORT OF THE ALBERTA OIL SANDS

You must be prepared to argue against those who oppose ethanol production and deforestation research the opposing points and be prepared to “debunk” them.

## EACH STUDENT:

Hand in a report of your research using the graphic organizer below:

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| According to your particular role as a stakeholder, why do you support/oppose ethanol production and deforestation? Provide evidence for your position. |
| Anticipate how another stakeholder might disagree with you. Provide evidence that could be used to weaken your position. |
| Anticipate how another stakeholder (different from above) might disagree with you. Provide evidence that could be used to weaken your position. |