



# Early Encounters

## Classroom Connections

### Research Project: Classroom Debate

“All doctrines, policies and practices based on advocating superiority of peoples or individuals on the basis of national origin or racial, religious, ethnic or cultural differences are racist, scientifically false, legally invalid, morally condemnable and socially unjust” – UN Declaration of the Rights of Indigenous Peoples

#### Venn Diagram

Create a Venn diagram from a European Settler perspective and an Indigenous perspective (choose a specific European or Indigenous perspective: that of a specific nation). Use the following questions to guide your process:

1. How did European explorers and colonial settlers use the Doctrine of Discovery to justify the taking Indigenous peoples' land in what became Canada?
2. What is the significance of land for both of these groups?
3. Which beliefs caused/have caused the greatest misunderstanding between Indigenous and Settlers?

#### The Hot Seat

Form two groups, one representing Indigenous perspectives and the other, Settler Perspectives. Each group will take turns asking those students sitting in the “hot seat” questions.

#### Class debate

Create two teams to prepare a debate to better understand perspectives on the Doctrine of Discovery.

- One team will argue from a colonial European perspective that the act of “discovery” of non-Christian lands entitled them to claim those lands as their own. One team will argue from an Indigenous perspective that the newly arrived Europeans have no right to claim these lands.
- Use the following questions to help guide your debate:
  1. Write your resolution. In just a few words, that you can write on the board to summarize the issue and your position state your topic?
  2. What is the position you will be taking on the topic and how will you support it?
  3. Briefly list several facts that your source provides regarding your topic
  4. What are the various economic aspects of the issue and your position?
  5. Are there political, cultural, religious or other social aspects of the issue? Explain.
  6. What arguments, feelings, ideas or information can you use to SUPPORT your position?
  7. What is the most obvious argument AGAINST your position, and how will you rebut it?

**As a class:** Discuss the different perspectives that are put forward. What assumptions underline the respective arguments? Which makes more sense? Why?

