Dialectical Thinking Activity

Introduction to the Dialectical Thinking Model:

Many times there is more than one possible solution to a problem or an issue. People may not even agree on what the problem is. Life is complicated, and different people see things in different ways. But they still have to live together, and often they have to figure out how they can come to one conclusion even though they disagree. Dialectical thinking is a method people can use “to work things out”.

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| There are **three main rules** for the dialectical thinking model:1. **Everyone** has a point of view (which may be right or wrong).
2. If we are not too proud, we had better **check** it out to see whether our point of view is any good.
3. Dialectical thinking means that we **cannot ignore or pretend** that other ways of doing things do not exist because they do and they might be better than what we first thought.
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**Question Options:**

1. There is no doubt that Canada’s residential school system is a black mark on our history. Should the government of Canada seek to financially compensate those affected to help right this wrong?
2. Has the unification of French and English cultures in Canada been a success, and how will this relationship continue to impact Canada?
3. Did the government of Canada deceive and exploit the First Nations peoples through the treaty system?

***Dialectical Evaluation Chart***

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| **1. Question:** Identify the issue. *In this case, do you believe victims of Canada’s Residential Schools should be compensated?* |
| **2. Viewpoint A** (value claim) Indicate position or view on the issue. *In this case, some people support compensation for Residential School victims …*  | **2. Viewpoint B** (value claim) Indicate position or view on the issue. *In this case, some people do not support compensation for Residential School victims …* |
| **3. Supporting Evidence** * Facts, reasons, quotes, evidence to defend Viewpoint A.
* AT LEAST **three** strong pieces of evidence to support your viewpoint.
 | **3. Supporting Evidence** * Facts, reasons, quotes, evidence to defend Viewpoint B.
* AT LEAST **three** strong pieces of evidence to support your viewpoint.
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| **4. Your opinion of the Issue:**Now that you’ve considered both sides, it is time to give your opinion on the topic!* When defending your viewpoint, make sure to once again use facts, reasons, quotes, and evidence to support your point.
* AT LEAST **three** strong pieces of evidence to support your viewpoint
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| Introduce the Topic (one paragraph)1. *What was the policy of Canada’ residential schools? How were those that attended these schools victimized, Etc.*
2. *Describe how the relationship between French and English has evolved throughout Canadian history.*
3. *How did the treaty making process work, and what was its purpose?*

*The Five W’s…**This is also where you will introduce the questions you will be debating (which will be your thesis statement* |
| Viewpoint A: 1. *People* ***support*** *compensation for residential school victims because …*
2. *People believe the unification of French and English cultures* ***has been a success*** *because…*
3. *People believe that the First Nations* ***were deceived and exploited*** *because…*

*Remember to use facts, quotes, statistics, evidence, etc. To support your point!* ***AT LEAST strong piece of evidence to support your viewpoint!*** |
| Viewpoint B: 1. *People* ***DO NOT support*** *compensation for residential school victims because …*
2. *People that the unification of French and English cultures* ***HAS NOT been a success*** *because…*
3. *People believe that the First Nations* ***were NOT deceived and exploited*** *because…*

*Remember to use facts, quotes, statistics, evidence, etc. To support your point!* ***AT LEAST strong piece of evidence to support your viewpoint.*** |
| Your Opinion!: (one paragraph)*Now give your opinion on the issue!**Remember to use facts, quotes, statistics, evidence, etc. To support your point!* ***AT LEAST strong piece of evidence to support your viewpoint!*** |
| Conclusion: (one paragraph)*Restate your thesis.**Summarize the most important points, including your opinion.* |