



Chapter

7

Cultural Contact

Chapter Focus

Should people in Canada respond to the legacies of historical globalization? As you begin to explore this Main Issue for Part 2, think about what it may be like to visit an unfamiliar land. Think about meeting new people whose languages, customs, beliefs, and traditions are different from your own. How would you feel? How would you react? What effects might this contact have on your life?

Now imagine what **cultural contact** would have been like hundreds of years ago. Before modern communications technologies, what would people from different lands have known about one another? How might different cultures have reacted when they met people who were very different from themselves?

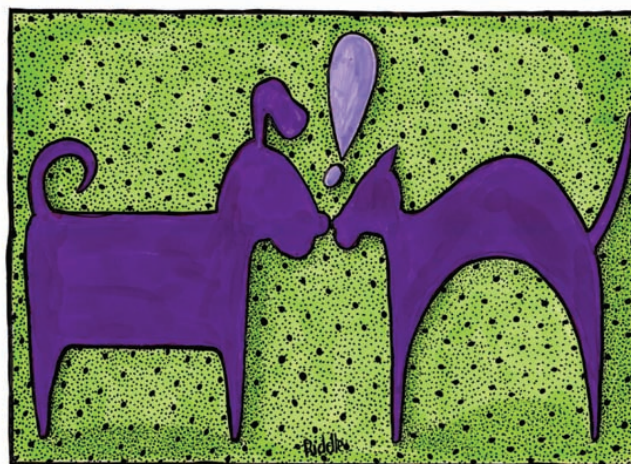
For thousands of years, the First Peoples lived all across North America. They had created many dynamic societies, with long-standing traditions, customs, values, and beliefs. When Europeans arrived more than 500 years ago, the First Peoples entered into economic, social, and political relationships with them. Yet the Europeans' religious beliefs, social values, and cultural traditions were very different from those of the First Peoples. What were some of the effects of this cultural contact? To what extent are these effects still felt today? How should Canadians respond to the ongoing effects of cultural contact?

cultural contact the interaction of two or more independent cultures

Key Terms

cultural contact
world view
archaeological
democracy
constitution
colonial
anthropologist
annihilation

Figure 7-1 This cartoon illustrates the idea of cultural contact. What does it suggest about what can happen without a common language?



Chapter Issue

In this chapter, you will have the chance to explore some examples of the effects of cultural contact between the First Peoples and Europeans. As you do, you will build your understanding of the Chapter Issue: *How important are the effects of cultural contact?*

Use the Library or Resource Centre



SKILL PATH

How important are the effects of cultural contact? Before you can develop an answer to this Chapter Issue, it is important to look at some examples of cultural contact and their effects, both in the past and in the present. You can begin by examining the examples in this chapter. Then you can do your own research to investigate other examples of cultural contact using the steps in this Skill Path. Remember to practise this skill whenever you are asked to develop an informed opinion.

Your Task: Follow the steps of this Skill Path to research the effects of past cultural contact on one European people or one of the First Peoples in Canada. Then you can continue your research to find out if the effects of this past contact are still felt today. When you complete this research project, you will be on your way to developing an informed opinion about the Main Issue for Part 2: **Should people in Canada respond to the legacies of historical globalization?**

Step 1

Get a First Impression

Start any research project by establishing some guidelines for your topic.

- Select your topic.
- Consult different encyclopedias to get a series of overviews about the topic. Be sure to explore different understandings and multiple perspectives.
- Identify and list related topics, subtopics, key events, and people.

Step 2

Search Your Library or Resource Centre

Now you need to find and collect relevant information. You may want to ask your teacher-librarian for help.

- Search the computer database to find information about your topic and related subtopics. Record call numbers of the sources you find.
- Find relevant books and audio-visual materials.
- Get current statistics and information from almanacs and yearbooks.
- Use atlases to find relevant maps.
- Search newspapers, magazines, journals, and periodicals for relevant articles.
- Check CD-ROM databases and the Internet.



READING GUIDE

Before you begin your work, reread the six phases of the Inquiry Model on the inside front cover. Be sure to refer to the model regularly as you complete this Skill Path task.



READING GUIDE

When you are reading for information, remember to watch for bias in the sources you find. Think about how the author's personal point of view may have influenced his or her ideas.

Step 3

Assess Your Progress

Once you have completed Step 2, you need to decide if you have enough information to continue. If you think you have what you need, go on to Step 4. If you need more information you can do the following:

- Ask your teacher-librarian or a colleague for help.
- Go to another library or resource centre and repeat Step 2.

Step 4

Focus Your Research

Now that you have your information, you need to refocus your research.

- Define the time period and geographic boundaries of your work.
- Organize your research using a calendar or project management software.
- Make copies of newspaper, journal, and magazine articles, statistics, maps, and other sources. Highlight the information that relates to your topic.
- Evaluate your information. Give priority to the material that is most relevant to your topic.
- Record the facts as well as your own ideas and insights.
- Record complete and accurate bibliographies of the information you find. Follow the formats shown in the feature box.

Step 5

Evaluate Your Research Process

Now that you have completed the research process, evaluate the results.

- Assess the validity of the information you used. Is it relevant? Is it objective or is there bias? Are your sources reliable?
- Reflect on what you have learned in this Skill Path. What challenges did you experience? What advice would you give to others?



Figure 7-2 If your first research efforts are not successful, ask a classmate or teacher librarian for hints on directing your efforts.

Recording Accurate Bibliographic Information

When you are recording bibliographic information, follow these formats:

- **Books:**
Dickason, Olive. *Canada's First Nations: A History of Founding Peoples from Earliest Times*, 3rd ed. (Toronto: Oxford University Press, 2002), p. 200.
- **Internet Websites:**
Wright, J.V. "A History of the Native People of Canada." 2004. Museum of Civilization website. Accessed January 2007 <<http://www.civilization.ca/archo/hnpc/npint01e.html>>.
- **Newspapers:**
Barghouti, Mustafa. "La seule voie possible." *Alternatives : le journal*, 7 juin 2006, A3.
- **Periodicals and Magazines:**
Mittal, Anuradha. "What Will It Take for the WTO to Notice Starving Children in Niger or Malawi?" *Earth Island Journal*, Vol. 21, No. 1, Spring 2006.

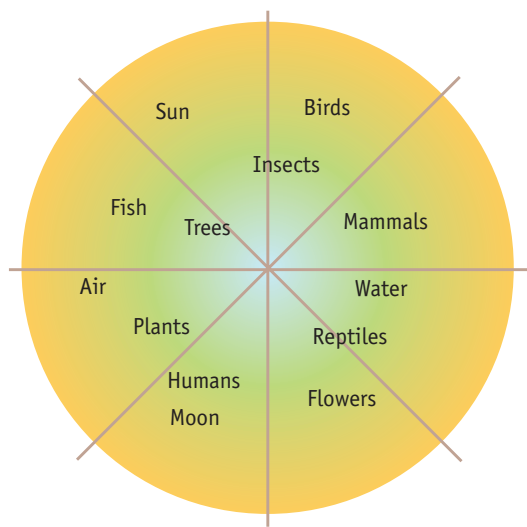
Effects of Cultural Contact in the Past

Question for Inquiry

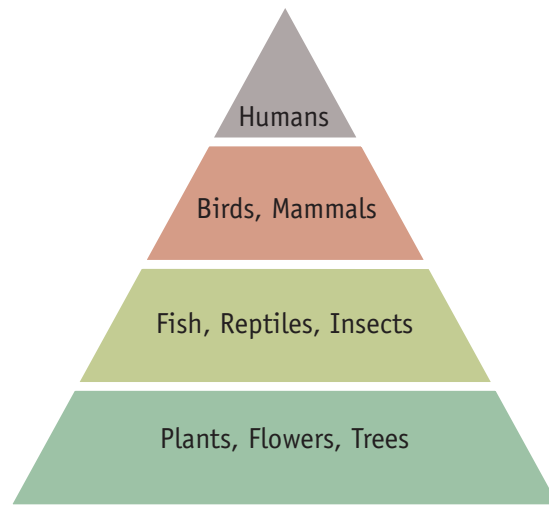
- What are some examples of cultural contact?

The arrival of European explorers in North America in the 1500s launched a series of cultural contacts between the newcomers and the First Peoples. As contact became more frequent, these cultures began to interact more closely with one another. In this section, you have the opportunity to examine some examples of this cultural contact. You may discover how some different cultures interacted and learned from one another as they exchanged goods, technologies, knowledge, and ideas. You will also have the chance to see what effect these cultural exchanges had on different cultures, both in the past and in the present. As you do, you will begin to build your understanding of the Chapter Issue: *How important are the effects of cultural contact?*

world view a philosophy of life and way of seeing the world



Aboriginal World View



European World View

The Fate of the Beothuk

The Beothuk [bay-AH-thuk] were hunters and gatherers who once lived throughout much of what is now the island of Newfoundland. They relied heavily on marine resources for their survival. During the summer, they frequented the coast, seeking the fish and seabirds that were an important part of their diet. With the arrival of European fishers in the late 15th and early 16th centuries, however, the lives of the Beothuk changed forever.

Figure 7-3 These illustrations reflect the different **world views** of the First Peoples and Europeans. How would you describe the place of humans in the First Peoples' world view? How would you describe the place of humans in the Europeans' world view? What do you think might happen when two such different perspectives collide after contact?

FastFacts

The killing of Europeans in the island of Newfoundland was severely punished. However, the killing of the Beothuk was not.

Why do you think the authorities did not consider killing the Beothuk to be a serious crime? What does this suggest about their attitudes toward cultural contact?

Web Link

Much of what we know about Beothuk culture comes from **archaeological** sites such as the one at Boyd's Cove, Newfoundland. Visit the *Living in a Globalizing World* website and follow the link there to find out more about this site. How might it help us learn about the Beothuk?

archaeological having to do with archaeology, the study and analysis of human history and prehistory through the examination of physical remains

Figure 7-4 This is an artist's conception of the Beothuk base camp at Boyd's Cove on Notre Dame Bay in Newfoundland. Here the Beothuk were able to fish, gather shellfish, and hunt seals and birds. How would the loss of the Beothuk people make it difficult for us to know about and understand who they were and how they lived?

At first, contact between the Beothuk and the Europeans was limited. Each side was wary of the other. However, each side also had things the other side wanted. The Beothuk wanted the iron and copper pots, knives, and utensils the Europeans had. The Europeans wanted the valuable animal furs the Beothuk hunted and trapped. To achieve their goals, the two sides entered into a trading system of "silent bartering." One side left the goods they had to offer at a customary trading spot. Then the other side collected the goods and left their trading goods in their place.

As more Europeans arrived, however, the Europeans moved further into Beothuk territory. This made it harder for the Beothuk to harvest their traditional food supplies along the coast. At the same time, the Mi'kmaq [MIG-mah] began hunting and fishing in southern parts of the island, while the Inuit embarked on seal-hunting expeditions in the north. These intrusions forced the Beothuk further into the interior. There they became increasingly dependent upon caribou and beaver for their food supply. Yet they needed more to sustain themselves, so they made secret trips to the coast to hunt and fish. The Beothuk and the Europeans still did not trust one another, though. As a result, the Beothuk's excursions frequently led to open clashes with the Europeans.

As the Europeans continued to take over more land, the Beothuk faced growing hunger and starvation. To obtain the goods they needed, they raided Europeans' fishing villages and fur trappers' cabins. In retaliation, some Europeans attacked and killed the Beothuk.

By the early 19th century, the effects of contact had taken a toll on the Beothuk. Starvation, firearms, European diseases, and a decline in natural resources had led to the deaths of almost all the Beothuk. By 1829, there were no Beothuk left.



Voices

Records of the Past: The Drawings of Shawnadithit

When a people ceases to exist, its members can no longer speak for themselves. They cannot tell their stories or their histories, or express their points of view. What would it be like if there were no record of your culture's past?

The illustrations on this page are drawings made by Shawnadithit [shah-nuh-DITH-it], the last of the Beothuk. What does she tell us about Beothuk culture through these drawings? How valuable do you think these drawings are as a source of information?

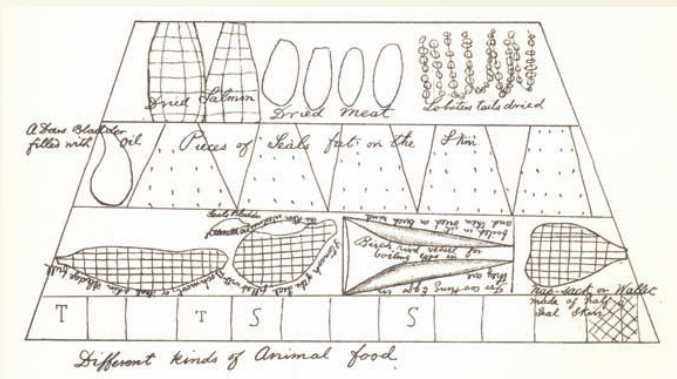
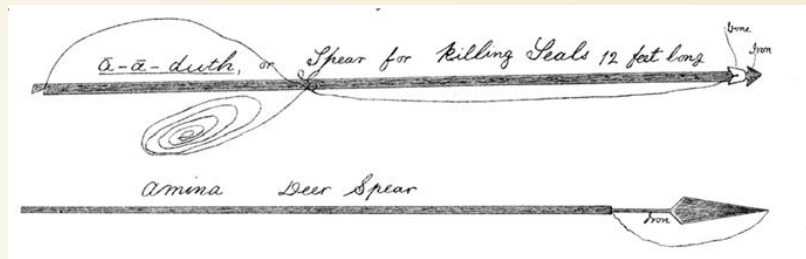


Figure 7-5b The Beothuk turned caribou fat into grease, and seal blubber into oil. Lobster tails and salmon were dried and stored. Birds' eggs were boiled, and then dried or mixed with other ingredients.

- 1 What do Shawnadithit's drawings suggest about the importance of ocean resources to the Beothuk? How would losing access to the ocean following contact affect their culture and way of life?
- 2 How have the effects of cultural contact between Europeans and the Beothuk affected our knowledge of Beothuk culture?
- 3 How do you think Canada should respond today if a culture is threatened by external factors? Reflect on your thoughts and ideas in your journal.
- 4 What key things would you want people to know about your culture? Make three or four sketches to illustrate your ideas.

Figure 7-5a Prior to the arrival of Europeans, the Beothuk used resources from the natural environment for their tools, food, and clothing. The blades of their spears and harpoons, for example, were made from bone. After contact, the Beothuk adapted the metal objects left behind in the Europeans' summer fishing camps to make tools.

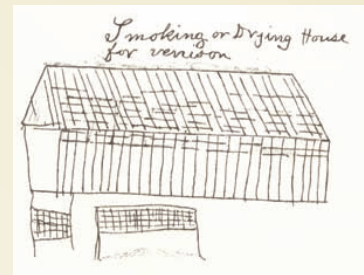


Figure 7-5c The Beothuk preserved meat by drying or smoking it in a smoking house.

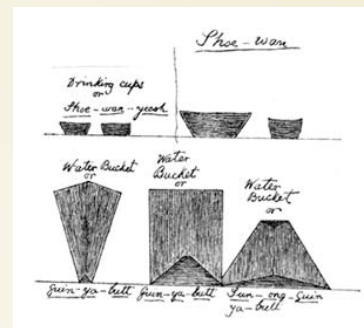


Figure 7-5d The Beothuk used different resources from their environment to make containers for cooking and storage. Some containers were made from birchbark. Others were made from seal and caribou bladders.



Figure 7-6 This painting from the 1870s shows a Plains hunter travelling on snowshoes. Europeans adopted this technology when they came to North America. Why do you think they adopted many of the technologies of the First Peoples?

FastFacts

In 1800, there were an estimated 60 million buffalo all across North America. By 1889, there were only 800 left.

In what way do these figures reflect the effects of cultural contact? Why would this contact have such a devastating effect on the Plains peoples?

Hunters of the Plains

Before the arrival of Europeans, the people of the Plains had built a lifestyle around the vast herds of buffalo that roamed the prairies. These great beasts were central to the Plains peoples' world view. The buffalo was their single most important resource. They used all parts of the animal—for food, clothing, shelter, and tools. Nothing was wasted.

The Plains cultures travelled great distances in groups of 50 to 100 people on extended buffalo-hunting expeditions. The technologies they developed, such as bows and arrows, spears, snares, and jumps, were all designed to ensure a successful buffalo hunt.

The Effects of Contact

As the fur trade expanded west in the 1800s, the Plains peoples met European fur traders. They hunted and trapped furs to trade with the Europeans for pots, tools, and weapons, including firearms. These made it possible for more people—both Europeans and First Peoples—to kill greater numbers of buffalo than ever before.

During the 1800s, more newcomers moved west to farm. They occupied the lands where the buffalo herds roamed. They killed many buffalo to keep them from grazing on their lands. The combined effects of European settlement, farming, firearms, and the railroad drove the buffalo population on the prairies to near extinction.

The loss of the central resource in their lives meant that the Plains peoples could no longer practise their traditional ways. With the near extinction of the buffalo, the traditional way of life of the Plains peoples could no longer be sustained.

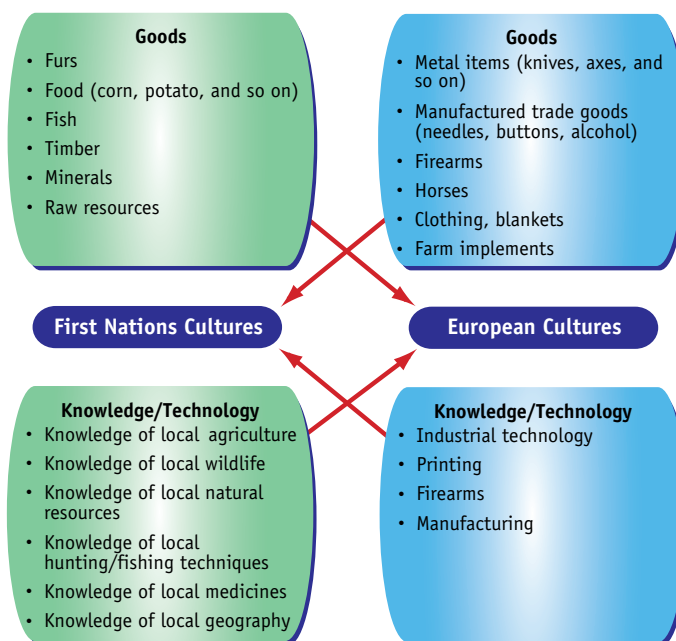


Figure 7-7 This diagram illustrates some of the goods and technologies that Europeans and Plains peoples exchanged. How would these exchanges have affected each culture?

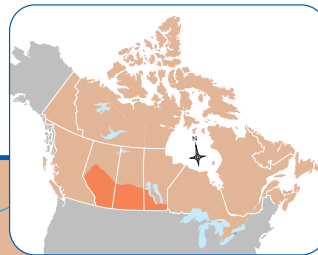
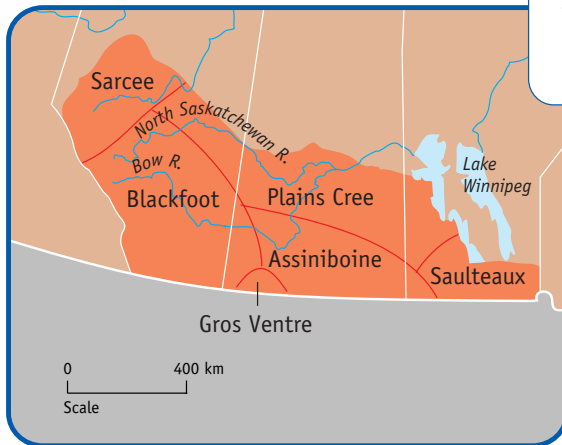


◀ **Figure 7-8** This photo of a Siksika [sik-SIK-uh] (Blackfoot) man and woman in their democrat wagon was taken at A. Wyndham Place, Carseland, Alberta, in 1907. Compare it to the 1870s painting in Figure 7-6. What evidence is there that Plains cultures had changed because of contact with Europeans?

FastFacts

More than 500 years ago, Europeans laid the foundation for a Newfoundland way of life based on fishing. However, fishing fleets from around the world continued to harvest the fish stocks of the North Atlantic. By the late 20th century, the fishery had collapsed.

What effects do you think the collapse of the fishery has had on communities in Newfoundland? What similarities are there with the experience of the Plains peoples?



◀ **Figure 7-9** This map shows the traditional territories of the Plains cultures prior to European contact. Using a physical features map of the region, identify the defining physical characteristics of the environment. What impact do you think these had on the people who lived there?

- 1 Apply the steps of the Skill Path in this chapter to research the way of life prior to European contact of one of the Plains cultures identified in Figure 7-9. Create a visual representation highlighting the major features of this group's cultural life. **SKILL PATH**
- 2 Continue your research to find information on the first known contact between this culture and Europeans. Use word-processing technology to write, edit, and revise a paragraph describing this contact.
- 3 Continue doing your research to identify the effects of contact on this culture. (For example, how did contact affect their goods and technologies?) Summarize your findings in three paragraphs and add these to the paragraph you wrote in Activity 2. (If you prefer, you can present your information in a bulleted list.)
- 4 Share your findings about the culture you researched in a class discussion.

READING GUIDE

Know these codes to help you research history. Older documents use the abbreviations **BC** and **AD** beside a date. In the past 25 years or so, most historians use **BCE** and **CE**.

| Before Year 1 | Year 1 and Later |
|-------------------------|---|
| BC (Before Christ) | AD (<i>Anno Domini</i> , Latin phrase meaning "in the year of the Lord") |
| BCE (Before Common Era) | CE (Common Era) |

democracy government in which power is held by the people under a system of free elections

constitution a system of basic principles by which a country is ruled

FastFacts

In the Six Nations Confederacy, power is divided among different levels of government. Chiefs from the Six Nations sit on the Grand Council. They make decisions about all things that affect the Confederacy as a group. Individual nations make decisions about the things that affect only themselves.

How does this system compare with Canada's system of government?

Figure 7-10 The traditional lands of the Six Nations Confederacy spread around the Great Lakes in what is today northern New York, parts of southern Québec and Ontario, and northern parts of Pennsylvania and Ohio. Today, members of the Six Nations live in small parts of this territory in northern New York and southern Ontario and Québec. What does this suggest about the effects of cultural contact on their traditional lands?

In the early days of contact, the relationship between the Plains peoples and the Europeans was one in which each side depended upon the other. As their interactions increased, however, the balance in the relationship shifted. By the late 1800s, the Plains peoples could no longer depend on the buffalo for their survival. Now they had to depend on the promise of the government to meet its treaty obligations. Why is it important to understand the effects of this contact today?

Governance and the Six Nations Confederacy

An alliance of six Haudenosaunee [hah-duh-nuh-SAH-nee] (Iroquois) nations formed the Six Nations Confederacy many centuries ago. These nations co-operated with one another to form a **democracy** based on an unwritten **constitution** known as the Great Law of Peace. It divided powers between different levels of government. It ensured that all people, including women, participated equally in the government. It guaranteed certain rights and freedoms, including freedom of speech and the rights of the individual.

In contrast, at the time of first contact between the First Peoples and Europeans, most people in Europe knew little about democracy or the idea that all people are equal. Power belonged to the upper class, headed by the ruling monarch. The role of the people was simply to obey their rulers.

Following contact, many Europeans interacted with the Six Nations Confederacy through the fur trade. As they did, they learned about the Great Law of Peace. Some political leaders, including Benjamin Franklin (one of the founders of the United States Constitution), were impressed by the political organization of the Confederacy.





Voices

Canassatego

Canassatego was a Haudenosaunee chief. In July 1744, he spoke to leaders of Britain’s Thirteen Colonies at a Treaty Council meeting. At the time, each of the Thirteen Colonies had its own system of government. There was no common council to represent the collective interests of the colonies. Canassatego suggested that the colonies would have a stronger voice in their relationship with Britain if they organized themselves into a political force based on the model of the Six Nations Confederacy.

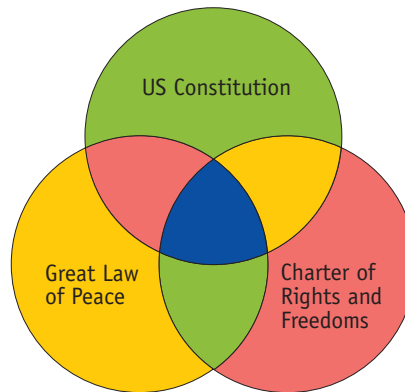
Our wise forefathers established union and [friendship] between the Five Nations. This has ... given us great weight and authority with our neighbouring Nations. We are a powerful Confederacy, and by your observing the same methods our wise forefathers have taken you will acquire much strength and power; therefore, whatever befalls you, do not fall out with one another

Source: As translated by Benjamin Franklin, in Lewis D. Eigen, *Eigen's Political and Historical Quotations*, <http://www.politicalquotes.org>.

- 1 What is the main point in Canassatego’s message?
- 2 How does his advice reflect an element of cultural contact?
- 3 Have you ever been inspired to take action by the advice of another person? If so, what was the advice? What actions did it inspire you to take? Reflect on your thoughts and ideas in your journal.



Log on to the *Living in a Globalizing World* website and follow the links there to compare the Great Law of Peace with the US Constitution and the Canadian Charter of Rights and Freedoms. Use the steps in this chapter’s Skill Path as you do your research. Then create a graphic organizer like the one at right, highlighting the similarities and differences between these documents. **SKILL PATH**



Explore the Issues

- 1 **Communicate It.** As a class, draw on what you have learned from this chapter to create a list identifying the positive and negative effects of cultural contact on First Peoples and Europeans. Add to this list as you work through the rest of Part 2.
- 2 **Investigate It.** Trace the effects of cultural contact with Europeans on the Beothuk by completing a table similar to the one shown here. Use information from this chapter as well as additional research to complete this task using Step 2 of this chapter’s Skill Path. **SKILL PATH**

| Change | Positive Effects | Negative Effects | Consequences |
|--------|------------------|------------------|--------------|
| | | | |

- 3 **Identify It.** Use the Internet to do research on the art, clothing, housing, and other cultural aspects of one nation in the Six Nations Confederacy or one nation in the Plains culture. Include information on how contact affected these elements of culture. Be sure to include different perspectives. Follow the steps in this chapter’s Skill Path as you complete your work. Present your findings in a concept web. **SKILL PATH**

Effects of Cultural Contact Today

Question for Inquiry

- How could cultural contact affect people years later?

These articles express two points of view about the effects of contact on peoples in Canada and the Philippines. Explain these points of view in your own words. What does each one suggest about the ongoing effects of cultural contact?

Canada is a colonial country

By Andrew Orkin

Our ... society is ... incapable of really hearing, understanding, and acting swiftly, broadly, and generously upon the elements of [Aboriginal] grievances and complaints. ... Canada ... is a **colonial** country that is still insistently in the very depths of its colonial experience.

Ottawa Citizen, May 11, 2006

Aeta folk fight for rivers of life

By Defini T. Mallari, Jr.

"The plight of the Aeta community in Barangay Tongko on the slopes of mystical Mount Banahaw in Tayabas town ... is no different from stories of exploitation and government apathy [indifference]. The people occupy a 10-hectare settlement ... but development seems to have gradually destroyed their place.

The Manila Inquirer, July 24, 2003

colonial having to do with people from another country settling in and governing another land and its people

So far in this chapter, you have had the opportunity to explore some examples of the effects of cultural contact on Aboriginal, European, and Canadian societies. In this section, you will have a chance to look at how the effects of cultural contacts persist to this day. As you do, you may come closer to forming an opinion on the Chapter Issue: *How important are the effects of cultural contact?*

The Effects of Contact on the First Peoples

The First Peoples have experienced the effects of cultural contact for hundreds of years. At various times and in various ways, European and then Canadian authorities tried to control the ways in which the First Peoples lived their lives. European and Canadian policies and practices resulted in many First Nations communities and peoples losing their sense of identity. As they did, many lost their self-esteem as well. In Chapter 10, you will have the opportunity to explore how the effects of this cultural contact are still felt today.

Some Effects of Cultural Contact Today

Some Responses

| | % of Aboriginal Albertans | % of non-Aboriginal Albertans | |
|--|---------------------------|-------------------------------|---|
| Unemployment rates for 15- to 24-year-olds | 17.8 | 9.6 | Economic initiatives such as the provincial First Nations Labour Force Planning initiative, by which First Nations develop labour force strategies at the regional and local level |
| Achievement of a bachelor's degree or more at university | 5.1 | 15.7 | Educational initiatives such as Blue Quills First Nations College in the St. Paul/Lakeland Region (northeast of Edmonton), which was the first Indigenously controlled college in Canada. |
| Aged 65 and over | 2.9 | 10.2 | Health initiatives such as the Canadian Diabetes Initiative, a federal program overseen by representatives of Aboriginal groups and the National Aboriginal Diabetes Association |

Figure 7-11 Observe some of the effects of contact by comparing three sets of statistics comparing facts about the lives of Aboriginal and non-Aboriginal Albertans. The final column shows just one possible response to the disparities shown. What other possible responses can you think of for each disparity you see in the chart?

Source: Various tables in "Alberta's Aboriginal Population: Socio-Demographic Characteristics, 2001," Alberta Aboriginal Affairs and Northern Development, October 2003, http://www.aand.gov.ab.ca/AANDFlash/Files/Socio-Demographic_Characteristics-October2003.pdf.

Voices

Need for Healing in Aboriginal Communities

Grand Council Treaty #3 is the political organization for 28 First Nations in northwestern Ontario and two First Nations in Manitoba. The quotation that follows is from a report by the Council on the need for healing in Aboriginal communities from the lasting effects of contact.

Although jobs, housing, and governance are important, there is an even greater need to provide the opportunity for individuals to deal with the effects of the dominance of the settler nations. We have suffered in so many ways. Our belief in the Creator, and the ways in which we manifested those beliefs, have been ridiculed and even made illegal in Canada. Our self-esteem has been seriously eroded as individuals. Many of our people have turned to mind-altering substances such as alcohol and drugs. ... The results ... have been witnessed in many ways: lowered self-esteem, marital breakdown, family disruption, and family violence. ... As individuals, we must have the opportunities to heal, to learn, and to regain our self-esteem.

Source: Grand Council Treaty #3, *Report on Community Consultations*, 1993.

- 1 What effects of past cultural contact does Grand Council Treaty #3 say still exist today?
- 2 How do you think people in Canada should respond to these legacies of historical globalization?

Cultural Contact and the Aeta Culture

The Aeta are an ancient culture that has lived in the Philippines for thousands of years. The people have a strong spiritual and cultural connection to their environment. Over the years, they have maintained many of their traditional ways, including their customs, beliefs, and social structure. However, since cultural contact—first with the Spanish and later with the Americans—their survival has been threatened. How has cultural contact affected the Aeta, both in the past and in the present? How might the Aeta culture survive?

Figure 7-12 Location of the Philippines

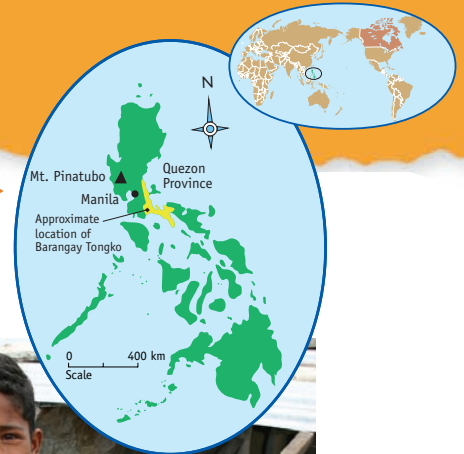


Figure 7-13 How has cultural contact affected the Aeta over time? What threat do you think this poses for their survival?



Figure 7-14 Some anthropologists believe the Aeta came to the Philippine Islands via a land bridge from Asia about 30 000 years ago. Many Aeta settled near Mount Pinatubo. But when the volcano erupted in 1991 after lying dormant for 600 years, it wiped out parts of their land, leaving almost 57 000 Aeta people homeless. How would this situation compound the factors that threaten the survival of the Aeta culture?

anthropologist a person who studies humans, their societies, and customs

One place in which contact is threatening the survival of the Aeta is Barangay Tongko, in Quezon Province. This is a community of about 50 Aeta families. Their ancestors first settled here more than 425 years ago. The Aeta regard their rivers not only as a source of food but also as sacred places where their ancestors are buried. Today, quarrying and rock crushing in Barangay Tongko are destroying the riverbeds. This activity not only threatens the Aeta's traditions but their survival as well.

God always made sure that the rivers provided something enough for all of us. If you kill our rivers, it's like putting an end to our very own existence. According to the Elders, somewhere along the banks of the river lie our ancestors. [Before fishing] we pour wine into the ground as our offering. ... We've already lost most of our culture and traditions with the onslaught of modernization. But we will stand our ground if the threat now targets our own existence.

Source: Rady Salvania, Aeta council secretary, quoted in "Aeta Folk Fight for Rivers of Life," *Manila Inquirer*, July 24, 2003, p. 10.

FastFacts

Artifacts provide archaeological evidence that in prehistoric times the Aeta lived in the lowlands. When conquerors and then immigrants moved onto these lands, the Aeta retreated into the hills and mountains.

In what ways might living in the hills have helped the Aeta resist the effects of cultural contact?

- 1 **Discuss It.** What do the Aeta believe will happen if the rivers are destroyed? What effect might this have on the people who live there?
- 2 To what extent does the Aeta experience reflect the lasting effects of past cultural contact? Are there any similar situations that you know of in Canada or another country today?
- 3 **Practise Your Skills.** Follow the steps in this chapter's Skill Path to find out more about the Aeta people of the Philippines. Present your findings in a storyboard highlighting the effect of cultural contact on the Aeta today. **SKILL PATH**

A storyboard is a series of panels. Each pane contains a sketch. Together they show a sequence of events. For ideas and assistance, conduct an Internet search using the key terms phrase, "creating storyboards."



Do you know of any situations in the world today in which certain cultures are at risk from other groups? Choose one and follow the steps in this chapter's Skill Path to do some research into this topic. Then think about how this situation applies to the Main Issue for Part 2: **Should people in Canada respond to the legacies of historical globalization?** Express your informed opinion in a newspaper editorial. **SKILL PATH**

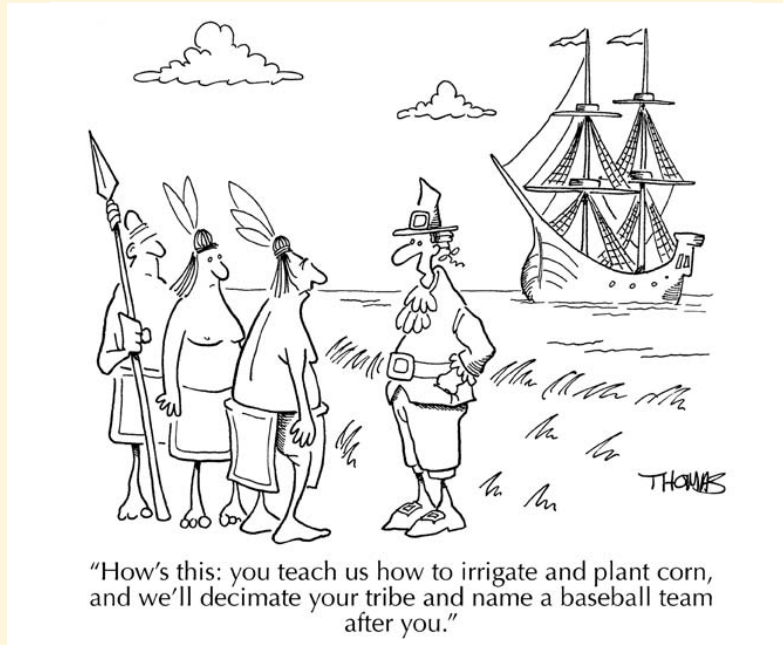
Explore the Issues

- 1 **Express Yourself.** In the past, governments have banned many traditional Aboriginal ceremonies. What important cultural ceremonies do you participate in (for example, weddings, holidays)? Write a short fictional account or create a video diary describing how your life would be affected if these ceremonies were banned.
- 2 **Practise Your Skill.** Follow the steps in this chapter's Skill Path to do research on an Aboriginal group in Canada that has had a similar experience to that of the Aeta. Present your findings in a concept web. **SKILL PATH**

Chapter Summary and Reflection

Apply and Extend Ideas

- 1 Analyze the cartoon at right by answering the following questions:
 - a) What do you think the cartoonist is saying about cultural contact between the First Peoples and Europeans?
 - b) What point does the cartoon make about the exchange of technologies between the two cultures?
 - c) According to the cartoon, who benefits from cultural contact?
 - d) Why might the cartoonist have this point of view?
 - e) A stereotype is an oversimplified image of a person, often based on false notions about his or her culture or ethnicity. What stereotypes can you identify in the cartoon? What reasons might an artist have for using a stereotype? How could the use of a stereotype be hurtful? What is your opinion about the use of stereotypes in editorial cartoons?
 - f) Create your own cartoon expressing your point of view about the effects of cultural contact.



Thomas Bros./www.CartoonStock.com

Practise Your Skill

- 2 As you discovered in this chapter, cultural contact between the First Peoples and Europeans affected both groups as they exchanged goods, technologies, knowledge, and ideas.
 - a) Working with a partner, follow the steps in this chapter's Skill Path to research and discover one positive effect that contact had for both the First Peoples and Europeans during the days of the fur trade. (For example, how did the First Peoples' knowledge of natural medicines affect the Europeans? How did European metal technology affect the First Peoples?) **SKILL PATH**
- 3 Do you think there is a simple explanation for the loss of the Beothuk culture? Or do you think a complex mix of factors led to this tragedy? What were the most important factors that led to the extinction of the Beothuk people? Historians have different points of view about this. You can see two of them on the next page.
 - a) How does each of these quotations explain the demise of the Beothuk?
 - b) To what extent does each explanation reflect the effects of cultural contact?
 - c) Working with a partner, apply the steps in this chapter's Skill Path to do further research on this issue. Present your findings in a cause-and-effect organizer. **SKILL PATH**

[The Beothuk] were never hunted for sport and massacred in large numbers. [They died] because they were few in number to begin with, because they had no resistance to European diseases, and because [the island of] Newfoundland was a fishing colony, which ... lacked enough of the sort of white men who wanted or needed to keep [the Beothuk] alive.

Source: Pastore, Ralph and George M. Story, "Shawnadithit." *Dictionary of Canadian Biography*, Vol. VI (Ottawa: Library and Archives of Canada, 2000), p. 708.

*Prejudice, a total disregard for the rights and needs of the [Beothuk] population, and ruthlessness and brutality on the side of the English [was responsible for the demise of the Beothuk. They] were a heroic people who valued their independence and traditions above all and were prepared to face hostilities and possible **annihilation** rather than [domination]. They therefore rank alongside those North American [First Peoples] ... who are renowned for their courage in the defence of their territory and cultural integrity.*

Source: Marshall, Ingeborg, *A History and Ethnography of the Beothuk* (Montréal and Kingston: McGill-Queen's University Press, 1996), p. 445.

annihilation the act of completely destroying a people or thing

Focus on Inquiry

- 4 Throughout this chapter, you have had opportunities to practise the research skills in the Skill Path. As you complete your work in this chapter, reflect on the *retrieving* phase of a research activity of your choice. Ask yourself the following questions:
- How effective was my plan for retrieving information?
 - How many different sources did I locate and collect information from?
 - Was the information I used relevant to my topic? Explain.
 - How did I evaluate the information I selected to decide if it was biased or objective, valid, and reliable?
 - Did I review my plan for inquiry? How did I revise it?
 - What would I change in my approach to this task the next time I do research?

Reflect on the Chapter Issue

In this chapter, you read about examples of the effects of cultural contact. You now are ready to respond to the Chapter Issue: *How important are the effects of cultural contact?* Individually, choose one example of a short-term effect of cultural contact, and one example of a long-term effect of cultural contact. To think of good examples, you can refer to the information in this chapter, or you can do additional research at your library or resource centre. Create two pairs of before-and-after illustrations with captions for two class bulletin board displays. As a class, discuss the types of effects on the Short-Term Effects display. Then discuss the types of effects on the Long-Term Effects display. Could any of these effects lead to further consequences? Do the effects lead up to today? Use your answers to aid in a class discussion about the Chapter Issue.

This exploration will help you to begin to develop a personal point of view about the Main Issue for Part 2: *Should people in Canada respond to the legacies of historical globalization?* **SKILL PATH**