Legacies of historical globalization slide deck

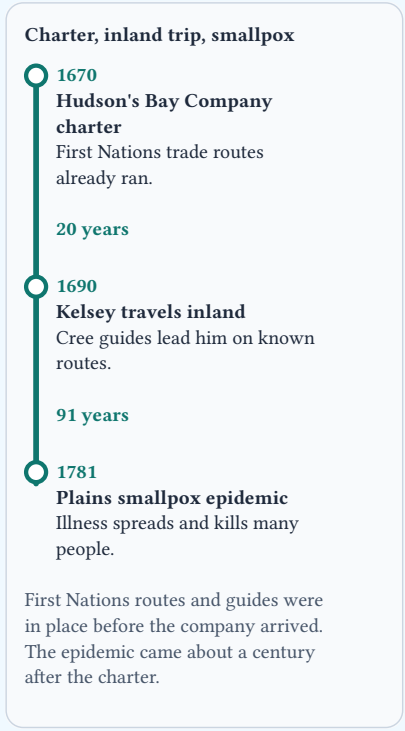
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Unit 2: Legacies of historical globalization

Contact and responsibility

Charters and the fur trade

- In 1670 the English Crown chartered the Hudson’s Bay Company to trade furs in the watershed of Hudson Bay.
- Cree and Assiniboine traders already carried furs, pemmican, and news along plains and woodland routes.
- Epidemics, including smallpox, killed large numbers of Indigenous people in the centuries after contact.



Consequences and responsibility

- Indigenous nations governed land, traded, and kept histories long before European ships arrived.
- Contact brought metal goods and alliances, and it also brought epidemics and pressure on land.
- A student shows responsibility by citing a nation’s own public history before speaking about that nation.

Key terms

historical globalization

Historical globalization is the long linking of distant societies through trade, empire, migration, and technology before the digital economy.

imperialism

Imperialism is a policy in which one state takes control of another people's land, labour, or government.

global consciousness

Global consciousness is the habit of noticing how people live, using evidence, and remembering that those people are the ones living the condition.

social responsibility

Social responsibility is a duty a person accepts toward others, paired with an action that person can actually carry out.

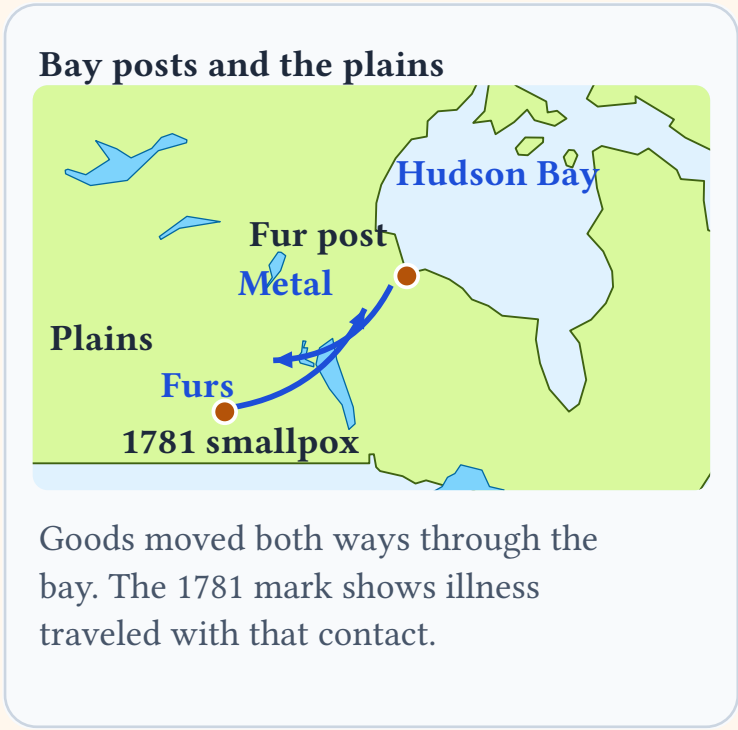
Past consequences and present duties

- Then: metal tools, cloth, and guns entered Indigenous economies, and furs entered European markets.
- Then and later: disease reduced populations while competition for land and alliances grew.
- Now: a student names who still lives with that history and cites that community's public account.



Three records of one trade

- Cree and Assiniboine traders: routes, pemmican, and furs are the evidence, and the stake is livelihood and alliance.
- Hudson’s Bay Company: the 1670 charter and the account books are the evidence, and the stake is profit for a distant company.
- Epidemic memory: oral accounts and burial places are the evidence, and the stake is the families who were lost.



Goods moved both ways through the bay. The 1781 mark shows illness traveled with that contact.

Past and present

- Historical consequence: epidemics during the fur-trade centuries reduced Indigenous populations.
- Contemporary consequence: nations still rebuild population, language, and jurisdiction after those losses and later policies.
- Student duty: cite a nation's own public timeline before summarizing that nation's history.

Smallpox on the Pacific coast

- In 1862 smallpox spread along the Pacific coast as people moved for gold and trade.
- Haida, Tsimshian, and other nations lost huge parts of their populations.
- A student action is to use a nation’s own memorial page when describing that year.

Review

- A new post opens where a nation already trades food and hides.
- A later epidemic hits the same nation.
- The answer needs a past consequence, a present consequence, and a student duty.

Image credits

Travel Manitoba, York Factory, Manitoba (2017), CC BY 2.0

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Unit 2: Legacies of historical globalization

Oral history and Eurocentrism

Two accounts of one river

- A Cree knowledge keeper describes a river by camps, kin, and the seasons when fish run.
- A 19th-century surveyor describes the same river by miles, timber, and a route for boats.
- A classroom wall map still draws Europe larger and more central than its land area.

Oral evidence and map centres

- An oral account is evidence when the teller, the protocol, and the community check are clear.
- A written colonial report is also evidence, with its own author and purpose.
- Eurocentrism shows up when Europe sits in the middle and other nations appear only after contact.

Key terms

oral history

Oral history is an account held in memory and speech, passed with witnesses, protocol, and the community's own checks.

protocol

Protocol is the set of permissions, gifts, and ways of listening that a community asks for before a story is shared.

Eurocentrism

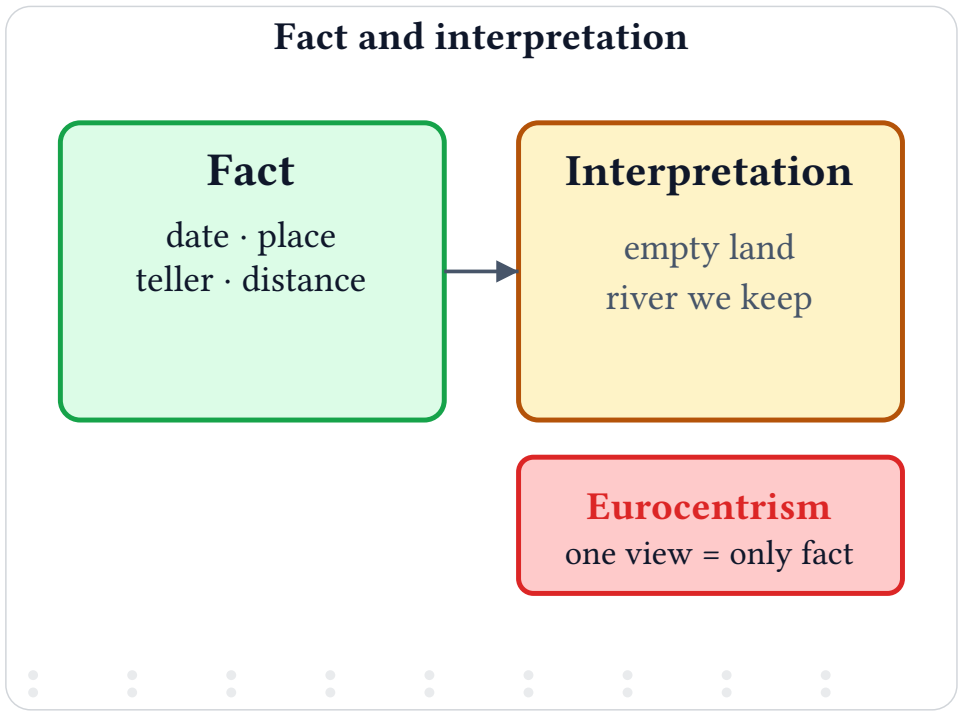
Eurocentrism is the habit of treating European history, maps, and writing as the center and the model everyone else is measured against.

interpretation

An interpretation is a claim about what events mean, built from selected facts and from the teller's position.

Fact and interpretation

- A fact here is a checkable detail: a date, a place, a named teller, a measured distance.
- An interpretation is the meaning someone builds, such as ‘empty land’ or ‘a river our families keep’.
- Eurocentrism is visible when the European interpretation is printed as if it were the only fact.



Knowledge keeper and surveyor

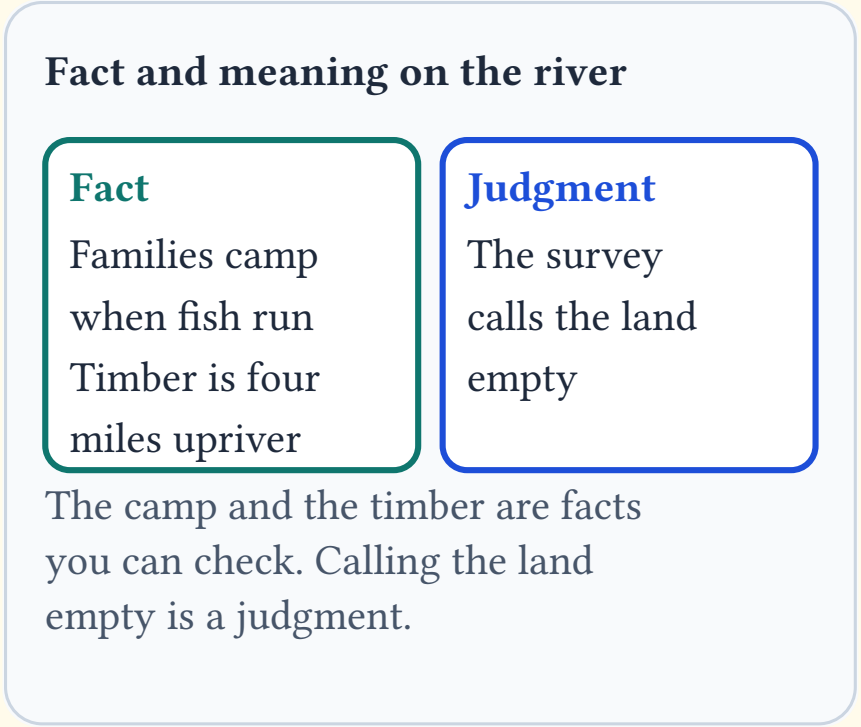
- Knowledge keeper: speaker is a named Cree teller, evidence is camps and fish seasons, meaning is relationship to the river.
- Surveyor: speaker is a colonial official, evidence is miles and timber notes, meaning is a route for outside use.
- Wall map: speaker is the publisher, evidence is the chosen projection, meaning is a world that starts in Europe.



The top drawing marks Cree camps on the river. The lower drawing shows Greenland large on a Mercator map and smaller when degrees are equal.

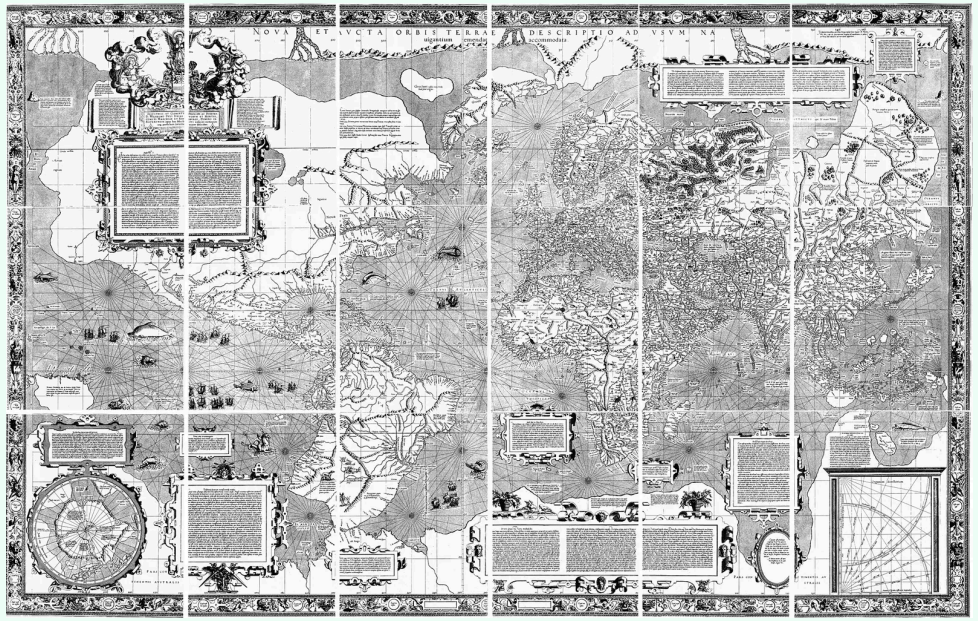
Fact and meaning

- Keeper: ‘We camp below the rapids when the fish run.’ That sentence holds a place and a seasonal use.
- Surveyor: ‘The channel is four miles to the timber berth.’ That sentence holds a distance and a commercial goal.
- A caption that says the river was empty until the survey confuses an interpretation with a fact.



A Mercator map caption

- A Mercator map enlarges lands near the poles and was built for ocean navigation.
- Greenland looks huge beside Africa, though Africa's land area is far larger.
- A fair caption says who the map helps and which view it pushes aside.



Review

- An Elder describes a trail by stories of who traveled it.
- A railway planner describes the trail as an empty right-of-way.
- The answer separates fact from interpretation and names Euro-centrism if it appears.

Image credits

Gerardus Mercator, Mercator 1569 world map composite, public domain

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Unit 2: Legacies of historical globalization

Cultural contact

Goods and new rules

- Birchbark canoes and snowshoes made the inland trade possible, and they were Indigenous technologies.
- Copper pots, wool, and guns moved the other way, into Indigenous and Métis communities.
- In 1763 the Royal Proclamation said settlers needed a Crown process before taking Indigenous land.

Three impacts on river communities

- Goods and technologies moved: metal pots, guns, cloth, canoes, snowshoes, and pemmican.
- Depopulation followed epidemics that traveled the same corridors as traders.
- Governments changed as the Crown, the company, and Indigenous law all claimed a say.

Key terms

cultural contact

Cultural contact is the meeting of peoples in which goods, ideas, diseases, and institutions move between them.

depopulation

Depopulation is a sharp drop in the number of people, in this history often from epidemics after contact.

pemmican

Pemmican is a preserved food of pounded meat and fat, produced in large amounts by Métis and First Nations suppliers for the fur trade.

Royal Proclamation

The Royal Proclamation of 1763 is a British statement that recognized Indigenous title and set a process for settlement on Indigenous land.

Three impacts on a map

- Trace a good: pemmican from the plains to the brigades heading north and west.
- Trace a loss: smallpox moving along the same posts where people met.
- Trace a rule: the Proclamation line and, later, numbered treaties on those watersheds.

Map legend for three impacts

- Goods: canoes, pemmican, furs, metal, and cloth moving along rivers and cart trails.
- Depopulation: epidemic marks at meeting places where travelers shared camps.
- Institutions: company posts, the 1763 proclamation, and Indigenous councils that already governed the routes.

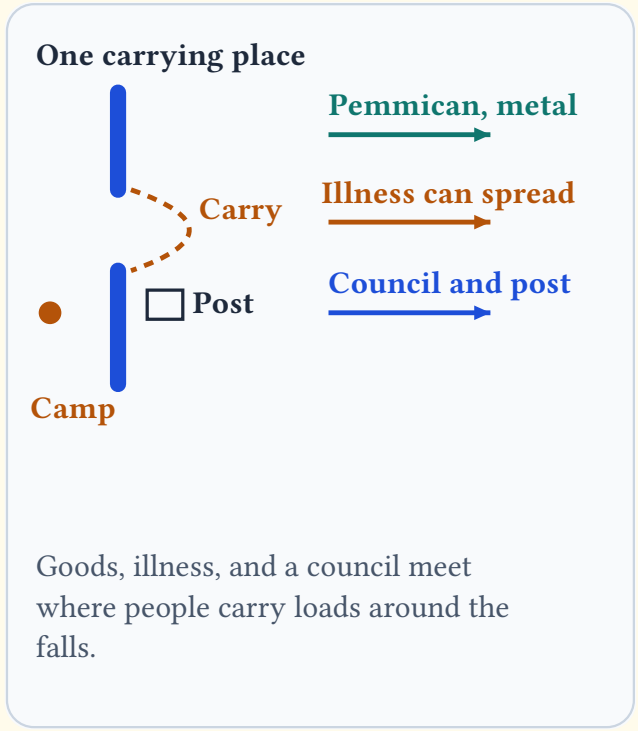
Stops on the fur route



The posts and the portage are the travel route. The 1763 mark lays a new rule on that same route.

Inference from one post

- The post sits where a river meets a carrying place, so brigades must stop.
- Stopping means trade in pemmican and metal, and it also means shared camps.
- Shared camps explain how an epidemic and a new rule can arrive with the goods.



Goods, illness, and a council meet where people carry loads around the falls.

The Red River cart trail

- Red River carts carried pemmican and trade goods across the plains.
- Métis families built that freight system and a distinct community at Red River.
- The trail also brought newcomers, surveyors, and arguments about land.



Review

- Two rivers meet and brigades must unload.
- Food, metal, and news change hands.
- The answer names goods, depopulation risk, and a governing change.

Image credits

Unknown photographer, Library and Archives Canada e011156506_s1, Métis Traders on the Plains, CC BY 2.0

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Unit 2: Legacies of historical globalization

Foundations of historical globalization

Cotton and a mill town

- In the 1800s British mills spun cotton at a scale far beyond a row of hand looms.
- Much of the fibre and much of the later cloth market sat in colonized lands, including India.
- Indian hand weavers lost markets as factory cloth and colonial rules reshaped their trade.



Four foundations of the cotton trade

- Capitalism supplied the profit motive for plantations, factories, and chartered companies.
- Industrialization turned cotton and other raw goods into factory products at huge volume.
- Imperialism and Eurocentrism organized labour, land, and the story Europe told about that system.

Key terms

capitalism

Capitalism is an economic system in which private owners invest money in production and seek profit from the sale.

industrialization

Industrialization is the shift to machine production in factories, with wage workers and goods made at a new scale.

historical globalization

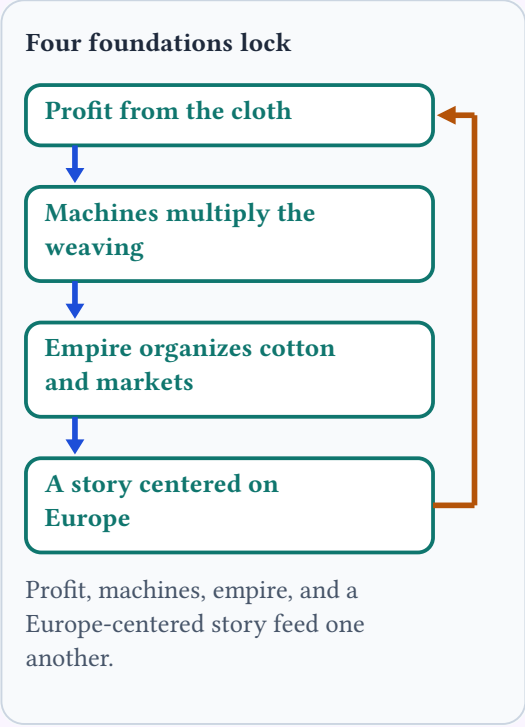
Historical globalization is the long linking of distant societies through trade, empire, migration, and technology before the digital economy.

empire

An empire is a state that rules territories and peoples beyond its home country.

Links among the four foundations

- Investors buy machines because they expect profit. That is capitalism feeding industrialization.
- Empires secure fibre, ports, and customers. That is imperialism feeding the factory.
- School stories that start at the mill and shrink the weaver are Eurocentrism serving the same system.



Profit, machines, empire, and a Europe-centered story feed one another.

Foundation table for cotton

- Raw cotton grown in India was shipped to mills in Britain, and the finished cloth was shipped back to India to sell.
- Capitalism: mill owners and investors seek profit from machine-made cloth.
- Industrialization: spinning machines and wage workers raise the volume of cloth.
- Imperialism and Eurocentrism: colonial rules steer Indian cotton, and textbooks treat the British mill as the center of the story.



Raw cotton grown in India was shipped to mills in Britain, and the finished cloth was shipped back to India to sell.

Facts and foundations

- Profit: an owner borrows money to add spindles and expects cloth sales to pay the debt.
- Machine: a steam-driven mill employs wage workers and out-produces a row of hand looms.
- Empire and story: colonial policy opens the Indian market to British cloth, and a textbook calls the mill the birth of the mod-ern world.

Canadian timber exports

- Square timber from eastern forests sold to British buyers in the 1800s.
- Investors and wage camps organized the cut.
- Imperial trade preferences and a story of ‘empty forest’ shaped who benefited.

Review

- A factory opens in an industrial city.
- The raw material grows in a colonized countryside.
- The answer uses all four foundations and says where empire grips the route.

Image credits

Francis Franklin, Quarry Bank Mill Styal, CC BY-SA 4.0

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Unit 2: Legacies of historical globalization

Imperial policies in India and Canada

Three imperial policies

- Under the British Raj, land-revenue systems pressed Indian peasants to pay cash to landlords and the state.
- Under French rule, habitants farmed St. Lawrence lots inside the seigneurial system.
- After Confederation, the Indian Act of 1876 set out who held status and how many First Nations would be governed.

Three kinds of impact

- Political impact tells who gained the power to tax, police, or define membership.
- Economic impact tells who kept the profit from land, cotton, timber, or furs.
- Social impact tells what happened to language, family, faith, and daily status.

Key terms

British Raj

The British Raj is the period of direct British Crown rule in India from 1858 to 1947.

Indian Act

The Indian Act is the Canadian law, first passed in 1876, that defined status and imposed rules on many First Nations governments and lives.

seigneurial system

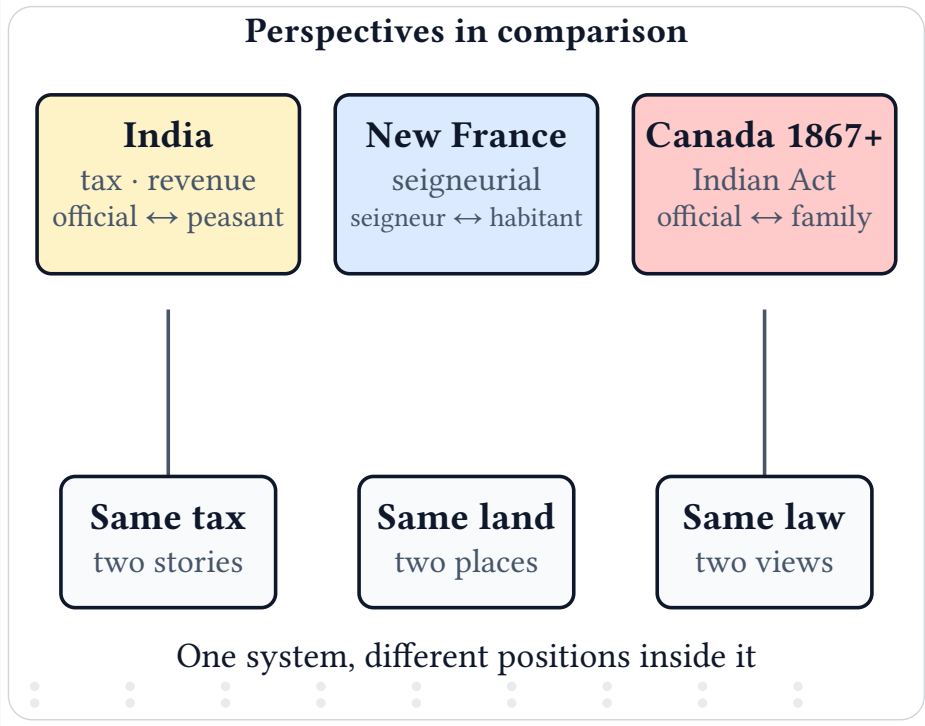
The seigneurial system was the French colonial land system along the St. Lawrence, with a seigneur and habitant farmers owing duties.

source list

A source list is a short record of who made each source, when, and which question that source can answer.

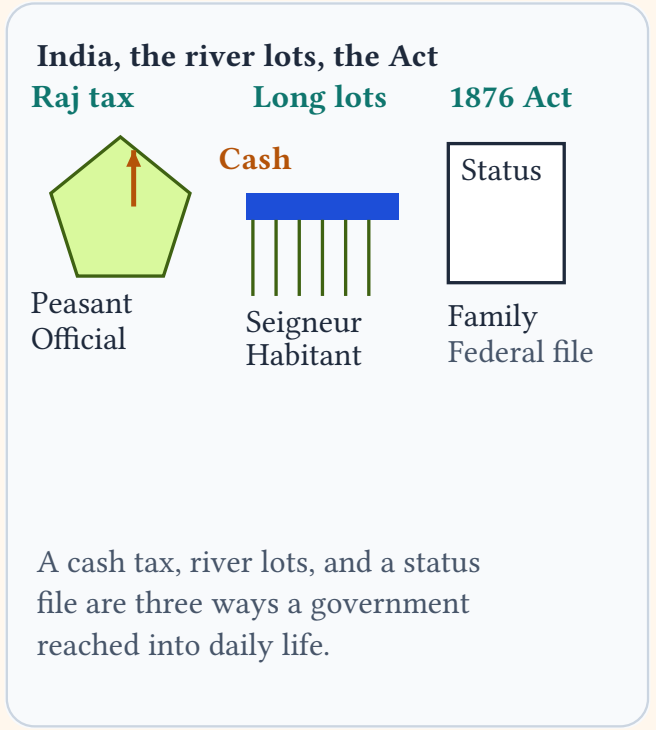
Perspectives in a comparison

- In India, a British revenue official and an Indian peasant would describe the same tax differently.
- In New France, a seigneur and a habitant shared a system and stood in different places inside it.
- In Canada after 1867, a federal official and a First Nations family would describe the Indian Act differently.



Impact table for India and Canada

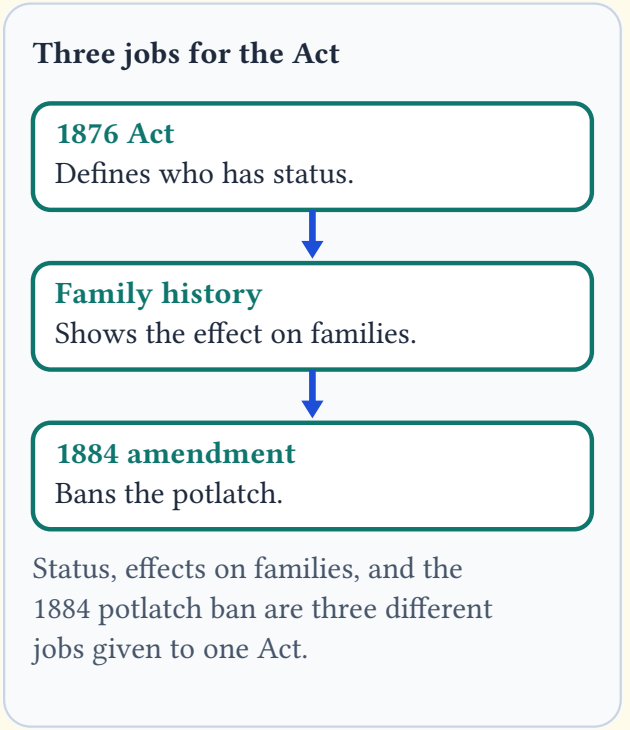
- British India: revenue officials stress order and tax, while peasants and displaced weavers stress debt and lost markets.
- French and British Canada: seigneurs and later British merchants stress land and trade, while habitants and Indigenous nations stress duties, faith, language, and territory.
- Canadian governments after Confederation: federal files stress administration, while First Nations and Métis families stress status rules, scrip, and land that went to others.



A cash tax, river lots, and a status file are three ways a government reached into daily life.

Sources on the Indian Act

- Source one: the statute itself, for what the law says on paper.
- Source two: a First Nation’s public history, for how families lived with status and governance rules.
- Source three: a historian’s account, for context such as the potlatch ban and elected councils.



Sources on the land tax

- A revenue manual says what peasants owed.
- An Indian writer's account says what debt did to a village.
- A British official's report says what the empire thought it achieved.

Review

- The folder is about the potlatch ban under Canadian law.
- You may use the law, a nation’s account, and one historian.
- The answer assigns each source a question.

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Unit 2: Legacies of historical globalization

Contemporary legacies

Legacies of policy

- Children in residential schools were punished for speaking Indigenous languages and were kept away from their families.
- Status rules from the Indian Act still shape legal identity for many First Nations people.
- A border drawn in the colonial era can decide which workers and which goods pass a customs gate today.

Old rules in the present

- Residential schools broke family teaching of language, and many communities are rebuilding that teaching now.
- The Indian Act's status rules still sort records, membership debates, and access to programs.
- Borders, official languages, and trade routes drawn in imperial times still move goods and people.

Key terms

residential school

A residential school was a boarding institution, funded by the Canadian state and run largely by churches, that separated Indigenous children from their families and languages.

legacy

A legacy is a result of an older policy that still shapes law, language, land, or trade.

status

Status under the Indian Act is a legal category that decides who the federal government recognizes under that law, with effects on rights and records.

language hierarchy

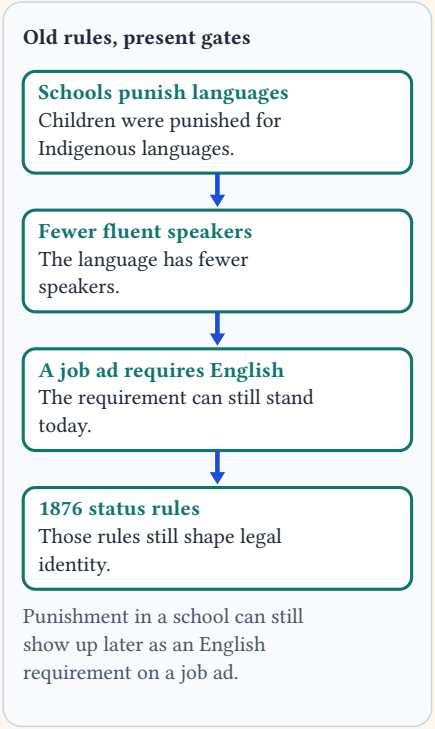
A language hierarchy is a ranking, often made by schools and hiring rules, that treats one language as the default for public life.

Policy and present rules

- Start with the policy: the school system or the Act.
- Name the present issue: language loss, a membership dispute, or a border delay.
- Say how that issue touches globalization: media, work permits, trade, or schooling across countries.

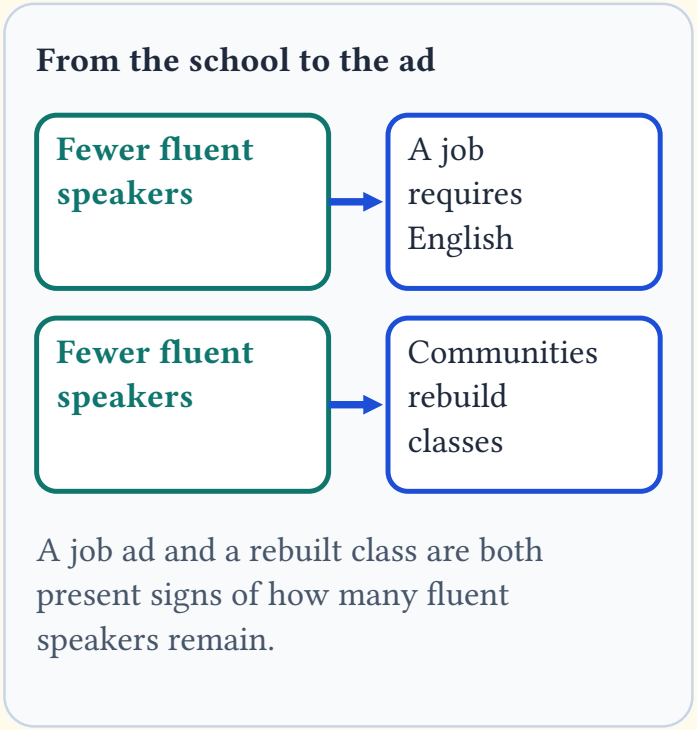
Legacy table

- Residential schools: the present issue is trauma and interrupted language, and communities respond with survivor testimony and language classes.
- Indian Act status: the present issue is a legal category that still sorts rights and records.
- Colonial borders and official languages: the present issue is a gate that decides whose goods, workers, and words move easily.



Language loss and employment

- Policy: residential schools punished children for speaking their languages.
- Present issue: fewer fluent speakers, and heavy work for communities rebuilding classes.
- Globalization link: a hiring rule or a media market that treats English as the default public language.



A divided homeland

- The Canada-United States border crosses territories nations used before either state.
- A family may need a passport to visit relatives a short drive away.
- Goods can face duties on a route people once traveled as one homeland.

Review

- Pick either status rules or a language requirement.
- Give the older policy that fed it.
- Give the present global setting where it still sorts people.

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Unit 2: Legacies of historical globalization

Changes and apologies

Three important dates

- In 2008, a Prime Minister apologized for residential schools in Parliament.
- In 2014, the Tsilhqot’in decision recognized Aboriginal title on a nation’s land.
- In 2019, the Indigenous Languages Act set out federal support for language work.

Three attempts with dates

2008
Apology in Parliament
A speech on residential schools.

2014
Tsilhqot'in title decision
The court recognizes Aboriginal title.

2019
Indigenous Languages Act
The law supports language work.

The speech, the land ruling, and the language law each move a different part of life.

Measures of change

- Name the attempt: apology, court case, claim process, or language program.
- Pick a criterion the people affected would recognize: land, language, or authority.
- Say what changed, what remains, and what a student can do next with a source.

Key terms

attempt

An attempt is a public action meant to address a harm, such as an apology, a court ruling, a payment, or a language program.

criterion

A criterion is the test you use to judge an attempt, such as whether control of land, language, or government actually shifted.

Aboriginal title

Aboriginal title is a legal recognition, in Canadian courts, of an Indigenous nation's right to land based on occupation before Crown sovereignty.

decision record

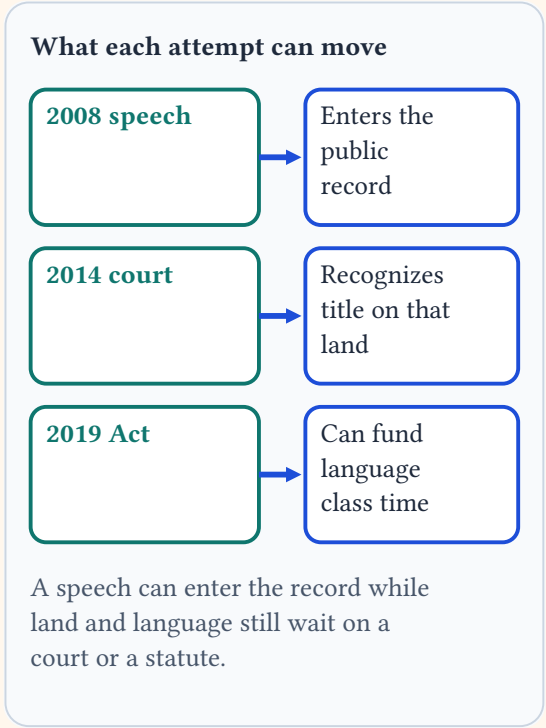
A decision record names the choice, the evidence, and the action that follows from them.

Parts of a decision record

- Choice: which attempt you are judging, named and dated.
- Evidence: what the text of the apology, judgment, or program actually does.
- Action: what you will cite, ask, or support inside a student's reach.

Three attempts compared

- The 2008 apology: evidence is the parliamentary speech; the change is public acknowledgment; land and school authority stay for other processes.
- 2014 Tsilhqot'in title: evidence is the Supreme Court judgment; the change is recognized Indigenous control on that title land.
- Language programs and the 2019 Act: evidence is classes and the statute; the change depends on speakers, funding, and who directs the work.



Language as a criterion

- The speech admits the state's role in residential schools and the harm to children and cultures.
- The speech acknowledges harm, while fluent generations and land return depend on further action.
- A student action is to pair the speech with a nation's language page and say what support the nation is asking for.

Tsilhqot’in title and land

- The 2014 judgment recognizes Aboriginal title for the Tsilhqot’in Nation on a defined area.
- Title includes the right to decide uses of that land, with tests the Court described.
- A student action is to read the nation’s own summary and cite it beside the judgment.

Review

- A nation runs a language nest for preschool children.
- A government grant helps pay for it.
- You judge the attempt and add an action you can take.