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TEACHER INFORMATION + ELEMENTARY

Tales of Montréal

POINTE-À-CALLIÈRE, WHERE MONTRÉAL WAS BORN

You will soon be visiting Pointe-à-Callière, Montréal Archaeology and History Complex with your students. The **Tales of Montréal** tour takes place in an exceptional archaeological and historical setting. Your students will discover the history of Montréal and its birthplace, Fort Ville-Marie, as they encounter ruins and artifacts left behind by various peoples who have occupied the site over the years.

BEFORE YOUR VISIT

ACTIVITY 1 Who was here before?

Have your students reflect on the fact that a single place might have been used or inhabited by different people at different times for different purposes. This is the case for “pointe à Callière,” which tells us the story of Montréal since its foundation over 375 years ago, and even before that.

OBJECTIVES

- Locate items on a map.
- Reflect on how a given site changes over time.
- Learn about various human occupations of pointe à Callière.

COMPETENCIES DEVELOPED

- Understand the organization of a territory.
- Interpret change.
- Make connections of continuity with the present.

MATERIAL REQUIRED

- Worksheet **Who was here before?**

🕒 45 MINUTES

INSTRUCTIONS

- 1 Photocopy the first page of the worksheet **Who was here before?** (One copy for every two or three students) and hand them out to teams. If necessary, read the texts with the students.

Have each team discuss and think about the past at each of their homes.

Once they have absorbed the information about pointe à Callière, ask the students to identify the Saint-Pierre River, the St. Lawrence River, and Fort Ville-Marie on the map. The correct responses appear in the Activity 1 answer key.

- 2 The game on page 2 of the worksheet **Who was here before?** has a number of images. Rather than making colour photocopies, we suggest projecting the page onto a whiteboard. This will enlarge the images and make the details easier to see.

This way, you can play the game with the entire class. The game consists of matching each building that has stood on pointe à Callière with the corresponding photograph. The correct responses appear in the Activity 1 answer key.

ACTIVITY 2 Objects that tell a story

Ruins, artifacts, and ecofacts discovered in different layers of soil provide valuable information about the way of life of the people who lived on the site in different periods. Examining the various geological strata in which these objects are found Stratigraphy is the foundation of all archaeology. It allows archaeologists to date and place the objects in context.

OBJECTIVES

- Learn the difference between ruins, artifacts, and ecofacts.
- Understand stratigraphy (geological and circumstantial factors).
- Understand that “higher means newer.”

COMPETENCIES DEVELOPED

- Identify adaptations and transformations to a territory.
- Make connections of continuity with the present.
- Use information.

MATERIAL REQUIRED

- Worksheet **Objects that tell a story**.

 60 MINUTES

INSTRUCTIONS

- 1 Students may work individually or in pairs. Hand out the worksheet **Objects that tell a story**. Use the introduction to emphasize the importance of these traces of the past for learning about how our ancestors lived.

Do not define the terms “ruins,” “artifacts,” and “ecofacts,” right away. The students should find the definitions of these terms themselves in the “Who are we?” exercise. The correct responses appear in the Activity 2 answer key.
- 2 Next, have them read the text on stratigraphy, also on page 1. Then ask questions to make sure they understand how strata form, the different types of soils, and what sorts of human or natural transformations a site might undergo.

Above all, make sure that they grasp the concept that layers generally accumulate chronologically, which allows archaeologists to date the objects they find.

On page 2, the students can do their own dating with the colour-in stratigraphy drawing “Beneath Pointe à Callière.” They must draw an arrow to show which layer—and thus which period—each object belongs to. The correct responses appear in the Activity 2 answer key.

Do your students have questions about the images of the objects? Make a note of them so that the students can ask the guide during the visit to the museum.



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STUDENT WORKSHEETS ✦ ELEMENTARY

Tales of Montréal

BEFORE YOUR VISIT

ACTIVITY 1 Who was here before?

AT HOME?

Have you ever thought about the people who lived at your place before you and your family? Do you know them? Who were they? How many families have lived in your home since it was built? Is the building or house where you live 10 years old? 30? 50? 100?

Even if your house is new, and you and your family are its first occupants, there was surely something else on the land before. Maybe a stable? Or a garage? A corner store? A landfill? A marsh? A forest?

Think about what might have once been there before your home:

Can you imagine that your city did not exist 400 years ago?

But there were already First Nation living in Québec 5,000 years ago, and archaeologists have even discovered signs of their presence in northeastern North America from over 12,000 years ago.



AT POINTE-À-CALLIÈRE?

The museum is located on an old point of land, just north of where a stream called the Saint-Pierre River emptied into the St. Lawrence River (to the south). In 1832, the stream was channelized, covered, and converted into a collector sewer. You will get a chance to walk through the sewer when you visit the museum.

When Jeanne Mance and Paul de Chomedey, sieur de Maisonneuve founded Montréal in 1642, they originally called it Ville-Marie. At first, it was just a camp surrounded by a wooden palisade and a ditch. Then Fort Ville-Marie was built to protect the first inhabitants, called “Montréalistes.”

The Fort was built on the point, which was named after the Montréal governor Louis-Hector de Callière. He built a mansion there many years later. By then, Fort Ville Marie had disappeared, but painstaking archaeological work has uncovered traces (ruins) of the old Fort. During your visit, you will see them and walk over the very site where Montréal was founded!



Reconstruction of Fort Ville-Marie circa 1660, based on archaeological research conducted on the site of Montréal's foundation between 2002 and 2015.

© Pointe-à-Callière 2017 / Illustration : Marc Holmes

INSTRUCTIONS

On the map to the right, identify the features pointed to by the arrows:

Saint-Pierre River

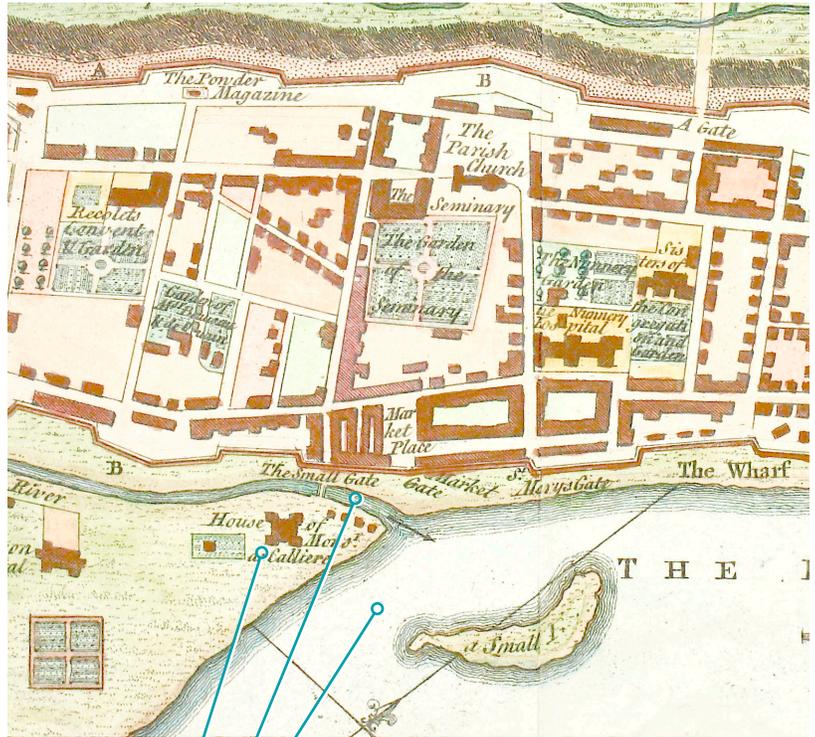
St. Lawrence River

Fort Ville-Marie

Pointe-à-Callière, Montréal Archaeology and History Complex ("Éperon" building)



© Pointe-à-Callière / Photo: Normand Rajotte



© Pointe-à-Callière, 2009, 30

Pointe-à-Callière, Montréal
Archaeology and History
Complex ("Éperon" building)

From the First Nations camps on the Island of Montréal to the creation of Pointe-à-Callière in 1992, the point has been occupied in many different ways.

What structures have been built on this site of great historical importance?

What were they used for?

INSTRUCTIONS

Match each number in the list above with the photo that corresponds to the description. Look at the example. It gives you a hint.

1

First Nations (over 600 years ago).

2

Fort de Ville-Marie (1642).

3

Montréal's first Catholic cemetery (1643).

4

Royal Insurance Building (1861).

5

The pointe à Callière site is occupied by a parking lot (1952 to 1982).

6

Archaeological digs are conducted (1989 to 1992).

7

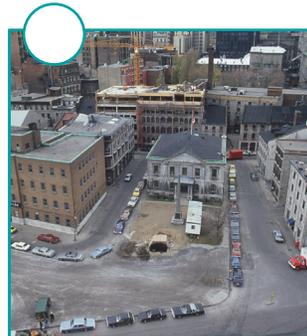
The museum is built (1992). Montréal architect Dan Hanganu took inspiration from the Royal Insurance Company building.



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© Pointe-à-Callière / Photo: Normand Rajotte



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ACTIVITY 2 Objects that tell a story

When you visit the museum, you will see ruins (remains, impressions) of old buildings that once stood at pointe à Callière. You will also see many authentic objects (**artifacts** and **ecofacts**) that were found by the archaeologists who worked on the site.

These objects are physical traces, souvenirs, and signs of the past. They are valuable because they tell us about the lives of the people who lived on the site at different periods. In fact, they are absolutely essential for documenting periods of history that lack books, photographs, or videos.



The pointe à Callière site before the museum was built in 1992.

STRATIGRAPHY

The objects found by archaeologists “tell a story,” but where they were found also reveals some secrets. During their digs, archaeologists look closely at the different **strata** that make up the ground.

Over time, organic matter (plant and animal remains, micro-organisms) builds up in **successive layers**. These strata might be a few centimetres thick, or they might go down many decimetres. The texture of the strata varies depending on the **soil type** (rocky, sandy, clay, etc.), and they can be different colours such as black, greyish green, brown, grey, or red.

INSTRUCTIONS

Read the three definitions below. Try to figure out which one refers to **ecofacts**, which one refers to **artifacts**, and which one refers to **ruins**.

Write the correct term on the corresponding line.

Ecofacts

Artifacts

Ruins

WHO ARE WE?

_____ can be things like walls, foundations, post holes, wells, fireplaces, channelizations, tombs, and debris.

_____ are human-made objects, such as sundials, terracotta pots, arrowheads, glass bottles, coins, iron nails, and tools.

_____ are of natural origin, such as food remains, bones, teeth, charred wood, seeds, and fossils.

Over the course of different occupations of the site, the ground undergoes **transformations**. These may occur for natural reasons, such as wind, rain, freezing and thawing, or earthquakes; but they can also be anthropic—in other words, the result of human actions such as backfilling, clearing, fire, building a wall or channel, latrines (toilets), or building structures over older ruins.

Layers generally accumulate chronologically. So archeologists can determine which period their finds come from and belong to. Objects found deeper come from older occupations of the site. This means that by “digging into” prehistory, we “go back in time.”

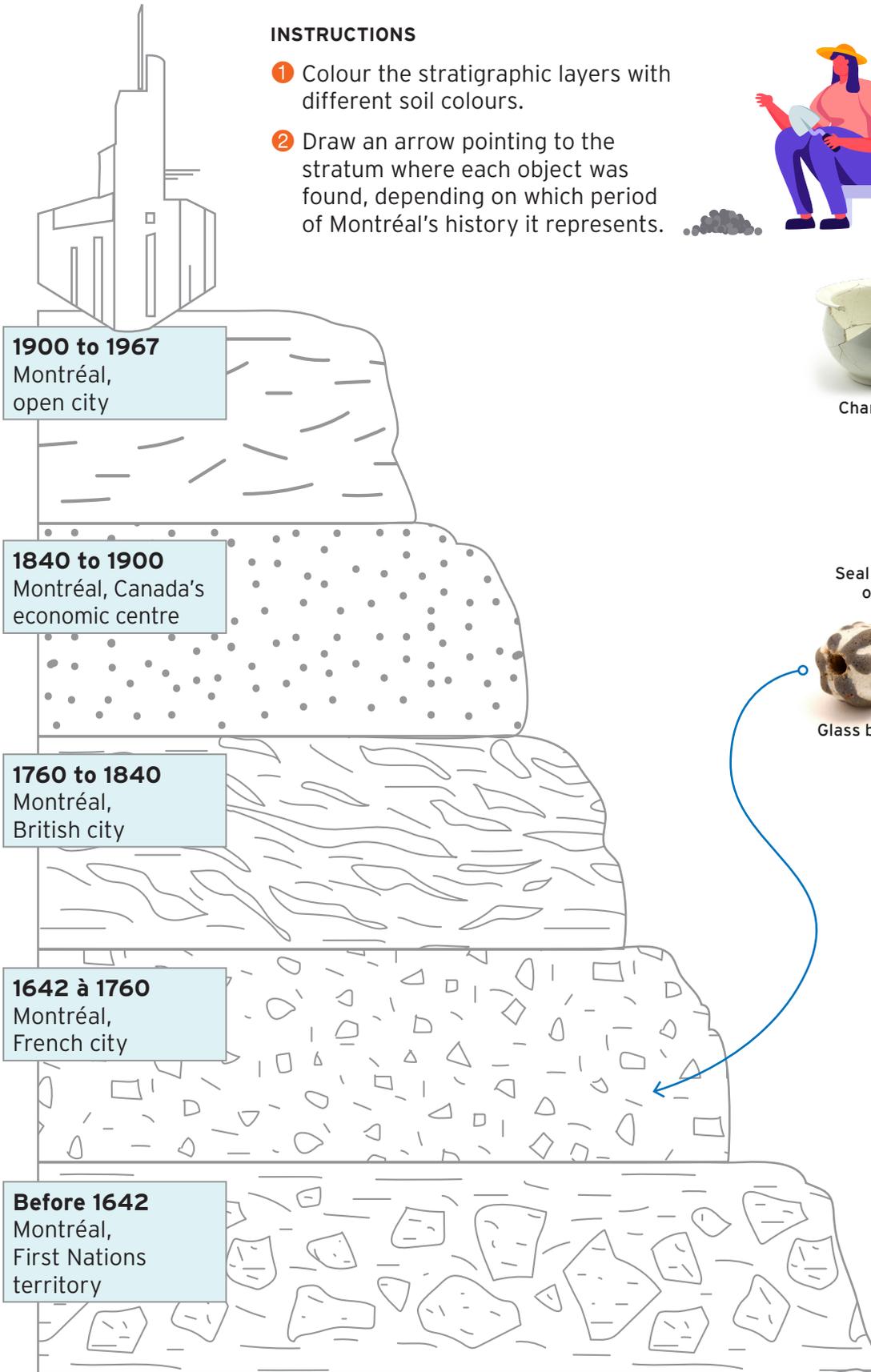
BENEATH POINTE À CALLIÈRE

INSTRUCTIONS

- 1 Colour the stratigraphic layers with different soil colours.
- 2 Draw an arrow pointing to the stratum where each object was found, depending on which period of Montréal's history it represents.



*Remember, deeper means older
Higher means newer.*



Chamber pot



Carbonated drink bottle



Seal of the Legislative Assembly of the Province of Canada



Glass bead



Jesuit trade ring



Arrowhead



Chewing gum box



Clay pipe

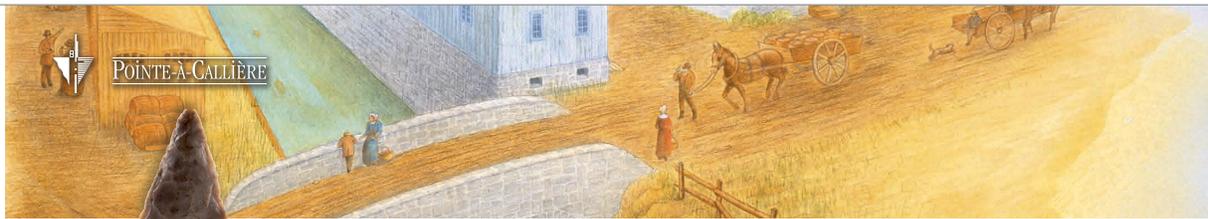


Coin



Indigenous vase fragment

ACTIVITY 1 Who was here before?, p. 5



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ACTIVITY 1 Who was here before?

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Even if your house is new, and you and your family are its first occupants, there was surely something else on the land before. Maybe a stable? Or a garage? A corner store? A landfill? A marsh? A forest?

Think about what might have once been there before your home:

Answers will vary.

Can you imagine that your city did not exist 400 years ago?

But there were already First Nation living in Québec 5,000 years ago, and archaeologists have even discovered signs of their presence in northeastern North America from over 12,000 years ago.



AT POINTE-À-CALLIÈRE?

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The Fort was built on the point, which was named after the Montréal governor Louis-Hector de Callière. He built a mansion there many years later. By then, Fort Ville Marie had disappeared, but painstaking archaeological work has uncovered traces (ruins) of the old Fort. During your visit, you will see them and walk over the very site where Montréal was founded!



© Pointe-à-Callière 2017 / Illustration: Marc Holmes

Reconstruction of Fort Ville-Marie circa 1660, based on archaeological research conducted on the site of Montréal's foundation between 2002 and 2015.

ACTIVITY 1 Who was here before?, p. 7

INSTRUCTIONS

Match each number in the list above with the photo that corresponds to the description. Look at the example. It gives you a hint.

1 First Nations (over 600 years ago).

2 Fort de Ville-Marie (1642).

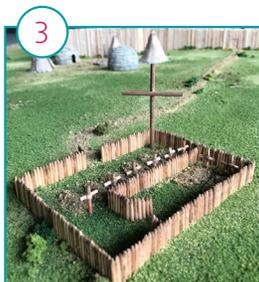
3 Montréal's first Catholic cemetery (1643).

4 Royal Insurance Building (1861).

5 The pointe à Callière site is occupied by a parking lot (1952 to 1982).

6 Archaeological digs are conducted (1989 to 1992).

7 The museum is built (1992). Montréal architect Dan Hanganu took inspiration from the Royal Insurance Company building.



3 © Collection Pointe-à-Callière / Photo: Éric Major



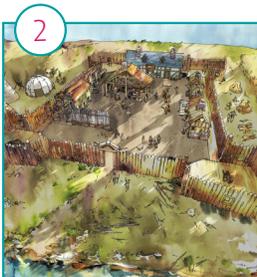
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1 © Pointe-à-Callière / Daily tous les jours



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ACTIVITY 2 Objects that tell a story, p. 9

BENEATH POINTE À CALLIÈRE

INSTRUCTIONS

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Remember, deeper means older
Higher means newer.

1900 to 1967
Montréal, open city

1840 to 1900
Montréal, Canada's economic centre

1760 to 1840
Montréal, British city

1642 à 1760
Montréal, French city

Before 1642
Montréal, First Nations territory

Chamber pot

Carbonated drink bottle

Seal of the Legislative Assembly of the Province of Canada

Glass bead

Jesuit trade ring

Arrowhead

Chewing gum box

Clay pipe

Coin

Indigenous vase fragment

SOURCES

Tales of Montréal. Scenario for guided tours of the permanent exhibition of Pointe-à-Callière, Montréal Archaeology and History Complex (April 2019).

"La présence autochtone à Montréal." January 13, 2016.

<https://ville.montreal.qc.ca/memoiresdesmontrealais/la-presence-autochtone-montreal>

"Amérindiens du Québec avant la colonisation." 2012. <http://histoire-du-quebec.ca/indiens/>

"Pointe-à-Callière" https://fr.wikipedia.org/wiki/Pointe-%C3%A0-Calli%C3%A8re#Site_historique

Where Montréal Began. Scenario for guided tours of the permanent exhibition of Fort Ville-Marie and the Callière estate (2016).

<https://pacmusee.qc.ca/fr/>