

ACTIVITY 2 Apprentice archaeologist: discovering relics of New France society

Introduce your students to the lifestyles of New France's inhabitants using artifacts discovered during digs at Pointe-à-Callière.

OBJECTIVES

- Observe, describe, and analyze reference objects.
- Describe and characterize a society and its cultural features.
- Establish the connection between the artifacts and activities of New France's inhabitants in the 17th century.

COMPETENCIES DEVELOPED

- To perceive the organization of a society in its territory: French society in 17th-century New France.
- To communicate appropriately.
- To cooperate with others.

MATERIALS REQUIRED

Student worksheet [Apprentice archaeologist: discovering relics of New France society](#)

 45 MINUTES

INSTRUCTIONS

- 1 Explain that the museum the students will be visiting is home to the birthplace of Montréal. Relics provide evidence of various periods of the site's occupation. The objects unearthed there belonged to the people who lived on the site in centuries past, in particular the 17th-century inhabitants of New France.
The activity has three parts. First, hand out the *Object description* sheet on page 11, which contains information used by archaeologists to analyze the artifact after its discovery. Have the students form teams of three, assign them an artifact image, and have them complete the object description to identify and characterize the objects discovered during digs at Pointe-à-Callière. Have the students hand in the completed sheets.
- 2 Then hand out the completed *Object description* sheets randomly to different teams. Each team must have the other students guess the object without mentioning the object's function as indicated on the sheet.
- 3 Finally, lead a class discussion. Try to imagine what each object reveals. What picture do these objects paint of the inhabitants of New France in the 17th century? Make a note of any unanswered questions so you can ask the guide when you visit the museum.

BACK IN THE CLASSROOM

Back in the classroom, continue the learning process and reflection generated by the visit to Pointe-à-Callière. Get your students' feedback about the visit. Did they enjoy it? What did they learn about New France? Did the activity answer their questions?

AFTER YOUR VISIT

ACTIVITY 1 Daily life of the 17th-century colonists

During your visit to Pointe-à-Callière, your students walked over the very site where Montréal was born some 375 years ago. The archaeological digs have uncovered thousands of artifacts that help us better understand how those first 17th-century French colonists lived. Have your students stage a scene of what they learned about the lifestyle of New France's inhabitants.

OBJECTIVES

- Learn about the lifestyle of New France's inhabitants.
- Interpret, personify, and stage various scenes of daily life among the inhabitants of New France.

COMPETENCIES DEVELOPED

- To interpret and invent short scenes.
- To communicate appropriately.
- To cooperate with others.

MATERIALS REQUIRED

- Student worksheet
- Costume accessories (see pages 12 and 13 of student worksheet)

 30 MINUTES

INSTRUCTIONS

- 1 Have students form teams of three and draw a scene of New France, which they must act out (mime) and have the rest of the class guess (see pages 12 and 13 of the student worksheet). Each team member must come up with three features of the character they will be playing and discuss them with the others. Teams have 10 minutes to confer and agree on the roles they will play and how they will present the scene.
- 2 Each team acts out (in mime) a scene from New France and have the rest of the class guess what it is. Teams have two minutes to present their scene.

ACTIVITY 2 Relics of the past: objects of yesterday and today

Have the students identify objects and activities from New France that persist to the present day.

OBJECTIVES

- Bring to mind objects and activities of daily life of yesterday and today.
- Identify items (and changes made to them) used to adapt to the area.

COMPETENCIES DEVELOPED

- To interpret change in a society and its territory.
- To make connections of continuity with the present.
- To use information.

MATERIALS REQUIRED

Student worksheet

 **30 MINUTES****INSTRUCTIONS**

- 1 The activity has two parts. First, hand out the student worksheet and have students form teams of two. Each team must complete the table by marking with an “x” whether the object was used in New France or only in the present day. A third column is for objects that have persisted from New France to today. The correct responses appear on page 19 of the answer key.
- 2 Second, lead a class discussion about the objects that have existed since the time of New France and are still used today. Have they changed? If so, how? Why?



BEFORE YOUR VISIT

STUDENT WORKSHEETS

ACTIVITY 1 Montréal: back to the beginning

Select the correct answer of the following questions.

1. Why was Montréal founded?

- To search for cities of gold and bring back gold to the king of Spain.
- To found a French colony.
- To fish for cod on the Grand Banks of Newfoundland.
- To establish a mission to convert the Indigenous peoples.

2. Using this image, can you identify the reasons for choosing the area where Fort Ville-Marie was founded?

Place an ✓ beside the answer that is not relevant.

- Proximity to the St. Lawrence River facilitated the fur trade with Europe.
- The desert zone made it easy to establish a colony.
- The lands beside the rivers were rich in raspberries and home to abundant game birds and animals.
- The nearby rivers made the soil very fertile for growing fruits and vegetables.



Source: Bibliothèque et Archives nationales du Québec - Maps and plans collection. - 17441

3. Place the images in the correct order on the timeline, along with their matching statement.

Images to match with the statements and place in the correct order on the timeline.

1535	1611	1642	1645
IMAGE	IMAGE	IMAGE	IMAGE
STATEMENT	STATEMENT	STATEMENT	STATEMENT
1658	1663	1672	1695
IMAGE	IMAGE	IMAGE	IMAGE
STATEMENT	STATEMENT	STATEMENT	STATEMENT
1701	1992		
IMAGE	IMAGE		
STATEMENT	STATEMENT		

Images to match with the statements and place in the correct order on the timeline.



Amélie Breton, Musée de la civilisation, collection du Séminaire de Québec, 1993.15356



Louis-César-Joseph Ducornet, Library and Archives Canada, C014305



Bibliothèque et Archives nationales du Québec - Collection cartes et Plan - 174410



Archives de la ville de Montréal, BM099-1-D2-P06



Bibliothèque et Archives nationales du Québec, 52327/1954985



Eleanor Fortescue Brickdale, Library and Archives Canada, C-020126



Library and Archives Canada, Canadiana Collection Peter Winkworth - R9266-256



Francis Back / © Raphaëlle & Félix Back



Francis Back / © Raphaëlle & Félix Back



Pointe-à-Callière
Photo: Marc Laberge/Vidéanthrop

Statements to match with the images and place in the correct order on the timeline.



<p>Residence of the governor of New France built (1695): The site is acquired by the new governor, Louis-Hector de Callière, representative of King Louis XIV.</p>	<p>Great Peace of Montréal (1701): The war with the Iroquois has gone on too long. Governor Callière invites 39 North American nations to sign the historic Great Peace of Montréal treaty.</p>	<p>Village of Hochelaga discovered by Jacques Cartier (1535): Jacques Cartier arrives at Hochelaga, a village near Mount Royal inhabited by St. Lawrence Iroquoians.</p>	<p>Fort Ville-Marie founded by Maisonneuve (1642): In 1642, a group led by Maisonneuve and Jeanne Mance found Ville-Marie on a point (Pointe-à-Callière), with the goal of establishing a Catholic mission.</p>
<p>First school opens in Ville-Marie (1658): Marguerite Bourgeoys founds the first French school in Ville-Marie in an abandoned stable.</p>	<p>First church built in Ville-Marie (1672): work on the first church in Ville-Marie begins in 1672 and lasts nine years. It is named the Church of Notre-Dame shortly thereafter.</p>	<p>Museum opens (1992): the site preserves many relics of Ville-Marie's early years. Archaeological research has uncovered artifacts from before 1654. The museum lets people experience the origins of our city.</p>	<p>Hôtel-Dieu hospital opens (1645): Jeanne-Mance arrives with the first group of French who established Ville-Marie. She is considered the co-founder of Montréal, and in 1645 she founds one of the first hospitals in New France.</p>
<p>Champlain arrives on the point where Ville-Marie will later be founded (1611): Champlain lands on the Island of Montréal in 1611 to establish an outpost. He selects a site near the navigable waters, which he names "Place Royale."</p>	<p>The Filles du roi arrive (1663): The "filles du roi" (king's daughters) are sent to New France by the king to marry and found families in order to colonize the area. The king pays for the women's transportation and dowry.</p>		

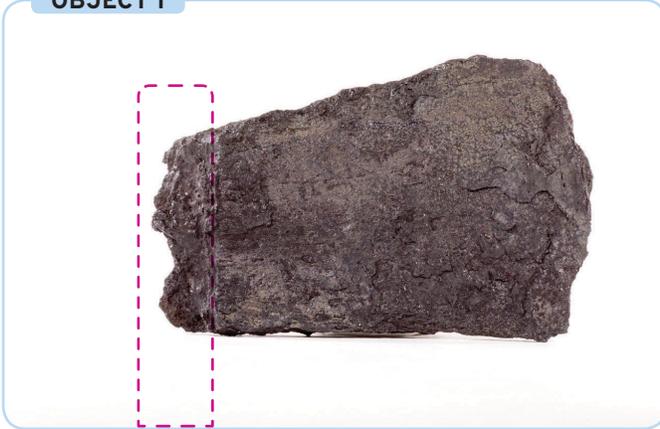
SOURCES

Dejardins, P. and G. Duguay (1992). *Pointe-à-Callière: l'aventure montréalaise*. Sillery: Le Édition du Setentrion.
Pothier, L. (2017). "Le fort de Ville-Marie point de rencontre entre Amérindiens et Français." *Cap-aux-Diamants*, 130 pp 27-29.

ACTIVITY 2 Apprentice archaeologist: discovering relics of New France society

In teams of 3, choose an object and complete the requested information in the object description sheet of the page 11.

OBJECT 1



Pointe-à-Callière / Photo: Luc Bouvrette (BjFj-101-1641)

OBJECT 2



Pointe-à-Callière / Photo: Luc Bouvrette (BjFj-101-220)

OBJECT 3



Pointe-à-Callière / Photo: Luc Bouvrette (BjFj-101-1254)

OBJECT 4



Pointe-à-Callière / Photo: Luc Bouvrette (BjFj-101-905)

OBJECT 5



Pointe-à-Callière / Photo: Luc Bouvrette

OBJECT 6



Pointe-à-Callière / Photo: Luc Bouvrette (BjFj-101-1495)

OBJECT 7



Pointe-à-Callière / Photo: Luc Bouvrette (BjFj-101-1468)

OBJECT 8



Pointe-à-Callière / Photo: Luc Bouvrette (BjFj-101-1325)

OBJECT 9



Pointe-à-Callière / Photo: Luc Bouvrette (BjFj-101-640)

OBJECT 10



Pointe-à-Callière / Photo: Luc Bouvrette (BjFj-101-936)

OBJECT 11



Pointe-à-Callière / Photo: Luc Bouvrette (BjFj-101-1456)

OBJECT 12



Pointe-à-Callière / Photo: Luc Bouvrette (BjFj-101-411)



OBJECT DESCRIPTION

Name of object

Material(s)

What is the object made of?
(e.g., wood, stone, plastic,
ceramic, stoneware, steel,
iron, glass, terracotta,
copper)

Shape(s)

Colour(s)

Decoration(s)

Is the object decorated?
Is it painted, sculpted, etc.?

Size

Is the object small,
medium-sized, or large?
Is it the size of a marble, or
more the size of a person?

Condition

Is the object whole, or is
it only a piece (fragment)
of something?

Users

Who used the object?

Function

What was the object used for.
For example, for food,
hygiene, play or recreation,
decoration, trade,
or clothing?



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 nationales du Québec - Collection
 cartes et Plan - 17441

BACK IN THE CLASSROOM

STUDENT WORKSHEETS

Growing up in Ville-Marie



ACTIVITY 1 Daily life of the 17th-century colonists

Scenes of New France to mime in teams of three.

A MARRIAGE

A priest marries a man and a woman who have come to colonize New France.

CHARACTERS

- parish priest
- two colonists (dairy farmer and butcher)

PROPS

- bouquet of flowers
- missal

FUR TRADE

A merchant acts as the middleman between sellers and buyers.

CHARACTERS

- two indigenous people
- a merchant

PROPS

- samples of fur

VISIT TO THE DOCTOR

A sick person goes to the doctor for treatment.

CHARACTERS

- doctor
- herbalist
- sick person

PROPS

- samples of plants or small plastic vials

FOUNDATION OF FORT VILLE-MARIE

Men cut down trees to build houses and the palisades of Fort Ville-Marie.

CHARACTERS

- a lumberjack
- a carpenter
- a worker

PROPS

- cardboard tools (e.g., axe, hammer)
- wooden logs

COLONISTS SAIL TO NORTH AMERICA

Colonists leave France to colonize North America

CHARACTERS	PROPS
→ three colonists	→ sail
	→ maps
	→ compass

GREAT PEACE OF MONTRÉAL

North America's Indigenous nations sign a peace treaty because war with the Iroquois has lasted too long.

CHARACTERS	PROPS
→ two Indigenous people	→ piece of rolled parchment and tied with a ribbon, or a large book
→ governor De Callière	

MASS AT THE CHURCH

The inhabitants of New France go to mass regularly to pray.

CHARACTERS	PROPS
→ priest	→ missal
→ two peasants	→ rosary beads

ACTIVITY 2 Relics of the past: objects of yesterday and today

Match the object in the left-hand column to the period it belongs to by placing an X in the second or third column. For objects used in the 17th century, indicate whether they are still used today by placing an X in the last column.

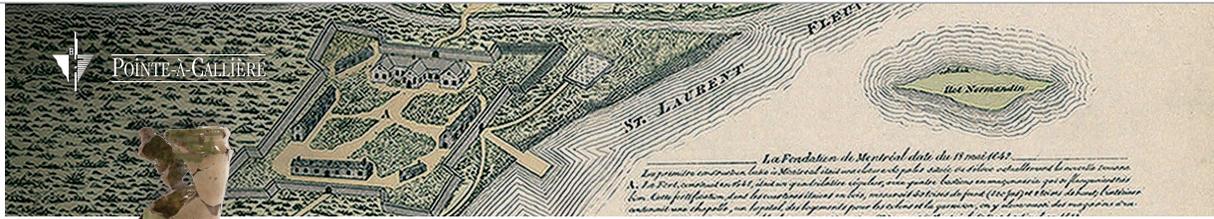
OBJECT	PERIOD		
	17th CENTURY	PRESENT DAY	CONTINUOUS
Dice			
Wooden shoes			
Rosary beads			
Sewing machine			
Fur			
Nails			
Automobile			
Axe			
Apron			
Corn cob			
Frock coat			
Squash			
Utensils			
Carrot			
Soap			
Bible			
Electric oven			
Bonnet			
Barley			
Cup-and-ball game			
Dishes			
Buckwheat			

SOURCES

Elliott, V., with M. Boutin-Sweet, C. Chiasson-Hooper, and I. Desaulniers (2013). *Scénario d'animation Grandir à Ville-Marie*. Conservation and Education Department, Pointe-à-Callière Museum.

Lachance, A. (2004). "Des Français en Amérique: L'adaptation des premiers colons." *Cap-aux-Diamants*, Special Issue pp 11-15.

ACTIVITY 1 Montréal: back to the beginning, p. 5



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BEFORE YOUR VISIT

STUDENT WORKSHEETS

ACTIVITY 1 Montréal: back to the beginning

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Source: Bibliothèque et Archives nationales du Québec - Maps and plans collection. - 17441

ACTIVITY 1 Montréal: back to the beginning (continued), p. 6

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1701	1992		
Great Peace of Montréal (1701): The war with the Iroquois has gone on too long. Governor Callière invites 39 North American nations to sign the historic Great Peace of Montréal treaty.	Museum opens (1992): the site preserves many relics of Ville-Marie's early years. Archaeological research has uncovered artifacts from before 1654. The museum lets people experience the origins of our city.		

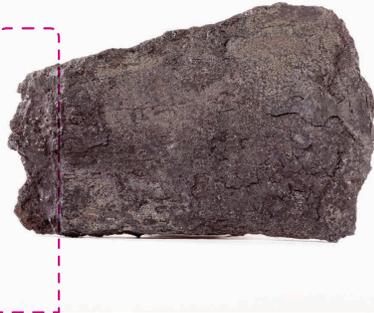
ACTIVITY 2 Apprentice archaeologist, p. 9

ACTIVITY 2 Apprentice archaeologist: discovering relics of New France society

In teams of 3, choose an object and complete the requested information in the object description sheet of the page 11.

OBJECT 1

axe head



Pointe-à-Callière / Photo: Luc Bouvrette (BJFJ-101-1641)

OBJECT 2

pipe



Pointe-à-Callière / Photo: Luc Bouvrette (BJFJ-101-220)

OBJECT 3

nails



Pointe-à-Callière / Photo: Luc Bouvrette (BJFJ-101-1254)

OBJECT 4

deep plate



Pointe-à-Callière / Photo: Luc Bouvrette (BJFJ-101-905)

OBJECT 5

beaver pelt



Pointe-à-Callière / Photo: Luc Bouvrette

OBJECT 6

ceramic fragment



Pointe-à-Callière / Photo: Luc Bouvrette (BJFJ-101-1495)

ACTIVITY 2 Apprentice archaeologist (continued), p. 10

OBJECT 7

terrine (cooking dish)



Pointe-à-Callière / Photo: Luc Bouvrette (BjFJ-101-1468)

OBJECT 8

jug



Pointe-à-Callière / Photo: Luc Bouvrette (BjFJ-101-1325)

OBJECT 9

jar



Pointe-à-Callière / Photo: Luc Bouvrette (BjFJ-101-640)

OBJECT 10

preserves jar



Pointe-à-Callière / Photo: Luc Bouvrette (BjFJ-101-936)

OBJECT 11

stoneware bottle



Pointe-à-Callière / Photo: Luc Bouvrette (BjFJ-101-1456)

OBJECT 12

knife blades



Pointe-à-Callière / Photo: Luc Bouvrette (BjFJ-101-411)

ACTIVITY 2 Relics of the past, p. 14

ACTIVITY 2 Relics of the past: objects of yesterday and today

Match the object in the left-hand column to the period it belongs to by placing an X in the second or third column. For objects used in the 17th century, indicate whether they are still used today by placing an X in the last column.

OBJECT	PERIOD		
	17th CENTURY	PRESENT DAY	CONTINUOUS
Dice	X	X	X
Wooden shoes	X		
Rosary beads	X	X	X
Sewing machine		X	
Fur	X	X	X
Nails	X	X	X
Automobile		X	
Axe	X	X	X
Apron	X	X	X
Corn cob	X	X	X
Frock coat	X		
Squash	X	X	X
Utensils	X	X	X
Carrot	X	X	X
Soap		X	
Bible	X	X	X
Electric oven		X	
Bonnet	X		
Barley	X	X	X
Cup-and-ball game	X	X	X
Dishes	X	X	X
Buckwheat	X	X	X

 SOURCES

Eliott, V., with M. Boutin-Sweet, C. Chiasson-Hooper, and I. Desaulniers (2013). *Scénario d'animation Grandir à Ville-Marie*. Conservation and Education Department, Pointe-à-Callière Museum.

Lachance, A. (2004). "Des Français en Amérique: L'adaptation des premiers colons." *Cap-aux-Diamants*, Special Issue pp 11-15.

ACTIVITY 2 Relics of the past (continued), p. 14
SEWING MACHINE

The sewing machine was invented by American Isaac Merrit Singer in 1811. He filed a patent for the first household sewing machine in 1851. That same year, he created Singer & Company to manufacture and sell sewing machines. Two years later, Singer was the largest U.S. company in the sewing machine sector. Four years after that, it was the world leader in the field. It became a symbol of industrialization but also of women's liberation.

Source: *Singer 165 ans de savoir-cr  er* (2017). *Singer, un savoir-faire, une histoire*. [Online]. <https://www.singerfrance.com/la-marque/>
 Accessed on November 27, 2018.

AUTOMOBILE

The automobile first appeared in Europe in the late 18th century. The first automobile was developed by French army captain Nicolas Cugnot in 1770: a steam-powered artillery carriage. In 1859, Belgian Joseph-  tienne Lenoir invented the first gasoline powered automobile. In 1876, Nicolaus A. Otto, a German engineer, created a four-stroke internal combustion engine that would become the foundation of the automobile industry.

In the United States, the automobile became more accessible in the 20th century. The first models were designed in Detroit. Figures such as Henry Ford and Walter Chrysler brought significant innovations to the automobile sector.

The first car in Canada was built by Henry Seth Taylor in 1867 in Stanstead, Qu  bec. It was steam powered and considered a curiosity by the locals. New models of automobile continued to be designed during the 19th and into the early 20th century. Automobiles became more widely available in Canada in the early 20th century.

Source: The Canadian Encyclopedia - Historica Canada (2018). *Automotive Industry*. [Online]. <https://www.thecanadianencyclopedia.ca/en/article/automotive-industry>
 Accessed on November 27, 2018.

SOAP

Hygiene in early societies such as the Egyptians and Romans was long a rudimentary affair. According to various myths and beliefs, bathwater could promote the transmission of disease, or hot water could open the skin's pores and weaken the organs.

In the 16th century, religious authorities decreed that Europeans should limit washing to visible parts of the body - the hands and face. Even in the 18th century, courtiers would wipe their faces with a white cloth rather than washing. In the early 19th century, in particular thanks to the work of Louis Pasteur, more importance was placed on hygiene. By the 20th century, it was emphasized even more, and daily bathing became an increasingly common occurrence.

Soap was invented by the Gauls. It was made from tallow (mutton fat) and ashes (from beech or birch). Soap manufacturers first came to New France in the 17th century. In 1670, Nicolas Follin won a monopoly on the New France potash and soft soap industry. By the 19th century, soap production in Europe and North America had industrialized. For example, Colgate began making Palmolive soap from olive and palm oils. Procter and Gamble began to sell Ivory soap, the first white soap. However, even in the mid-20th century, soap was still a luxury product, and many households made their own.

Source: Tremblay, G. (2002). "La savon: plus qu'un d  tergent." *Cap-aux-Diamants*, 70, pp 38-42.

ELECTRIC OVEN

The electric oven was invented by the Canadian Thomas Ahearn in 1892, and the first models were sold in the 1890s. However, its development was hindered by the technology's instability and the lack of electricity infrastructure in the country. Gas stoves therefore dominated the market until the 20th century. Later technological innovations led to the electric stove's becoming widely available in household kitchens by the 1930s.

Source: Library and Archives Canada (2006). *Made in Canada. Patents of Invention and the Story of Canadian Innovation*. [Online]. <http://www.collectionscanada.gc.ca/innovations/023020-2460-e.html>
 Accessed on November 27, 2018.