



TEACHER INFORMATION ✚ ELEMENTARY, CYCLE 3

19th Century MTL — The 3D Experience

You and your students will soon be taking the *19th Century MTL — The 3D Experience* educational tour at Pointe-à-Callière, Montréal Archaeology and History Complex.

During this digital animation tour, your students will explore major 19th-century historical changes that permanently shaped Montréal's urban landscape and population. While exploring four major themes — industrialization, immigration, water management, and hygiene — your class will learn about the key transformations that marked Montréal's history and development, a legacy still visible at Pointe-à-Callière today. You'll gain a new perspective on modern-day Montréal, its history, its neighbourhoods, and its cosmopolitan nature.

BEFORE YOUR VISIT

ACTIVITY 1 Timeline

During the tour, your students will learn about key 19th-century events that impacted Montréal's structure. Before diving into this important chapter of history, take a moment to review some important dates and events in the history of Quebec and of Montréal.

OBJECTIVES

- Place 19th-century Montréal in context through the lens of political and historical events.
- Place a historical event on a timeline.

COMPETENCIES DEVELOPED

- Construct his/her representation of space, time and society.
- Interpret change in a society and its territory.

MATERIAL REQUIRED

- [Timeline](#) activity sheet
- Interactive whiteboard



30 MINUTES

INSTRUCTIONS

- Have your students, either individually or in teams, complete a section of Montréal's history by adding the missing dates and events to the timeline.
- We suggest that you correct the answers as a class and review and clarify the timeline events as necessary.

ACTIVITY 2 In the footsteps of history

At Pointe-à-Callière, your students will learn about the various social classes that made up 19th-century Montréal. To prepare for this, we suggest following and discovering the lives of four people representing these different social classes. The activity has students follow in the footsteps of historical figures, offering a glimpse of the social history and everyday lives of 19th-century Montrealers.

OBJECTIVES

- Introduce students to the advent of progress in Montréal in the 19th century through certain representative figures of Montréal society.
- Learn about the social and economic differences of Montréal's populace in the 19th century.

COMPETENCIES DEVELOPED

- Interpret change in a society and its territory.
- Be open to the diversity of societies and their territories.

MATERIAL REQUIRED

- [In the footsteps of history](#) activity sheet

 30 MINUTES

INSTRUCTIONS

- Each student selects a character and traces a path through the corresponding traits of their personal and professional lives.
- At the end of the path, the students try to determine the social class of the character they chose. They can then use the answer key to check their work.
- With the whole class, discuss the students' choices and the differences between the lives and career paths of the various characters.



BACK IN THE CLASSROOM

Collect comments from your students about the visit to the Museum.
Did they enjoy it? What did they learn?

AFTER YOUR VISIT

ACTIVITY 3 Seeing past progress with today's eyes



BACK IN THE
classroom

During their visit to Pointe-à-Callière, your students gained new knowledge and tested their understanding. Once back in the classroom, we suggest you continue exploring their critical thinking and ability to communicate effectively by reflecting on the notion of progress in history.

OBJECTIVES

- Recognize key advances that took place in 19th-century Montréal.
- Evaluate and reflect on their positive and negative aspects in relation to what we know today.

COMPETENCIES DEVELOPED

- Construct his/her representation of space, time and society.
- Interpret change in a society and its territory.
- Be open to the diversity of societies and their territories.

MATERIAL REQUIRED

- [Seeing past progress with today's eyes](#) worksheet
- Interactive whiteboard


55 MINUTES

INSTRUCTIONS

The activity [Seeing past progress with today's eyes](#) consists of an in-class discussion/debate.

We suggest you review the Museum tour with your students. Discuss the topics you explored, and the key objects and activities that revealed the social, economic, and urban transformations of Montréal in the 19th century.

- 1 As a class, have a discussion in which you collectively reflect on the notion of progress. What is the definition of progress? Are the students aware of any progress or transformations that have occurred in the 21st century? What do they remember about progress in the 19th century? Is progress always a positive thing?

- 2 Explain the activity: We're discussing progress in the 19th century as compared with progress today and in the future. We'll use our modern perspective to analyze the progress of the 19th century. We will focus on two themes: transformation of urban landscapes and industrialization.
- 3 Divide the class into two teams. Have each team examine both themes by consulting the [Seeing past progress with today's eyes](#) worksheet. Have them read and reflect on the information so they can discuss the progress of the 19th century and its repercussions today.
- 4 After giving the students 5–10 minutes to reflect, kick off the discussion by asking their opinions about this progress. Use the questions below to guide the discussion. Have the two groups share their ideas, disagreements, and similar opinions.

Here are some questions to fuel the discussion:

- What positive things did the waves of immigration in the 19th century result in?
- What are the positive and negative aspects of industrialization?
- How do you think Montréal (or the city you live in) will change in the years to come?
- What would you like to see in the Montréal of the future?
- Are there things you like better about 19th-century Montréal than modern-day Montréal?
- What do you think is the biggest improvement to Montréal between the 19th century and today?
- What improvements are needed in the 21st century?

Sources:

[Urbanisation | The Canadian Encyclopedia \(thecanadianencyclopedia.ca\)](#)
[The First Phase of Industrialization in United Canada \(1850-1896\)](#)



View of Montréal from Mount Royal (colour), Edwin Withefeld, 1852
© Pointe-à-Callière Collection



BEFORE YOUR VISIT

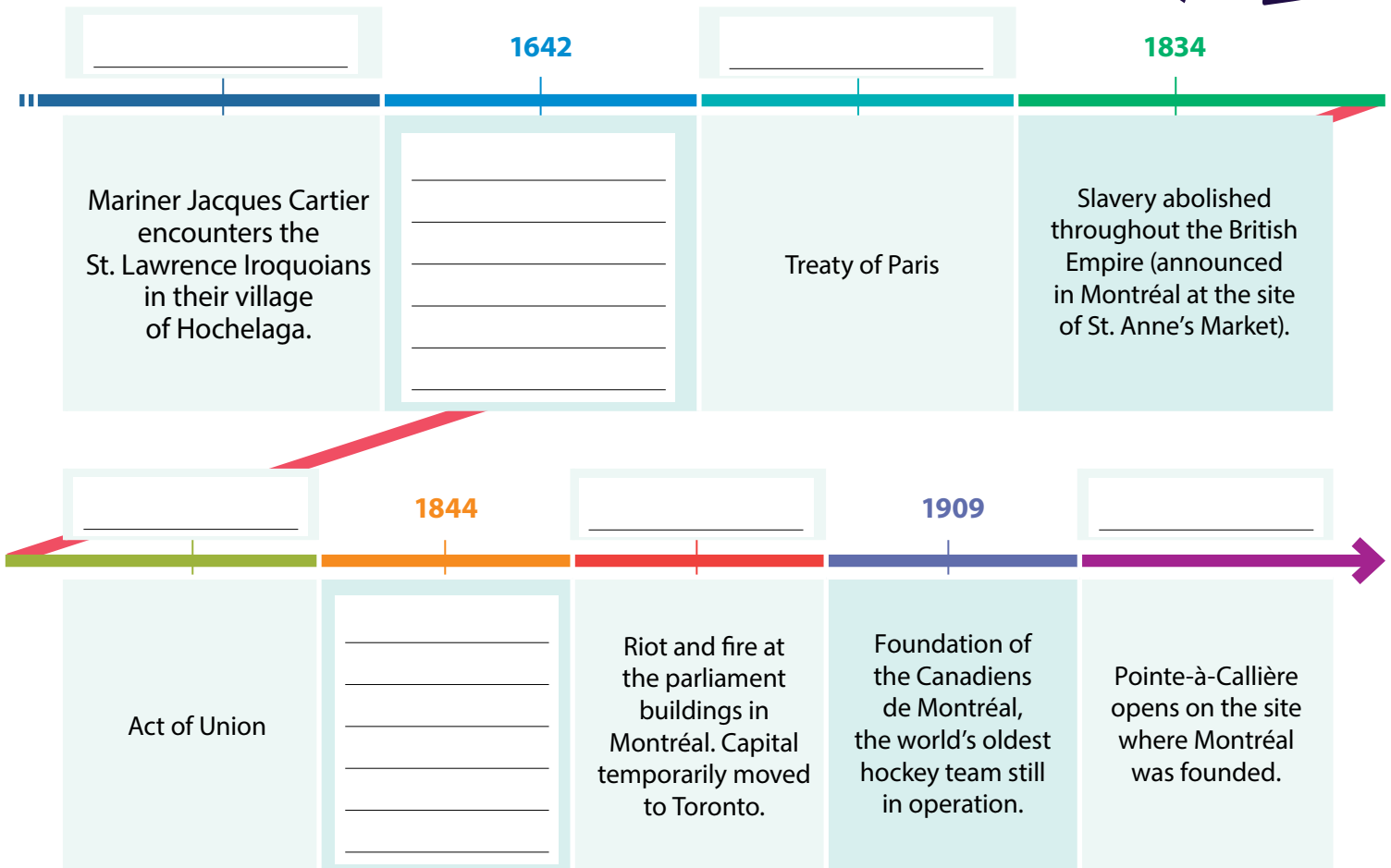
STUDENT WORKSHEETS ✦ ELEMENTARY, CYCLE 3

19th Century MTL — The 3D Experience

ACTIVITY 1 Timeline

When you visit Pointe-à-Callière, Montréal Archaeology and History Complex, you will discover key historical events of the 19th century that impacted how Montréal is structured. Before diving into this important chapter of history, let's take a moment to review some important dates and events in the history of Quebec and of Montréal.

Add the missing dates and events to the timeline to recreate a portion of Montréal's history.



ACTIVITY 2 In the footsteps of history

At Pointe-à-Callière, you will learn about the various social classes that made up 19th-century Montréal. To prepare for this, we suggest following and discovering the lives of four people representing these different social classes. This will give you a glimpse of the social history and everyday lives of 19th-century Montrealers. Follow their footsteps through history.

INSTRUCTIONS

- Select a historical figure and then follow the path of their personal and professional lives by choosing the correct answers to the questions for that figure.
- At the end of the path, try to identify which social class they belong to, then check your answers to see if you were right.
- Careful, one of the figures isn't real. Their life is a little too far-fetched for 19th-century Montréal.

SELECT A CHARACTER



Normand Rajotte, Molson-Coors Archives

John Molson

A



Ville de Montréal Archives

Télecophone Hogue

B



McGill University

Michael McCormick

C



Envato

John Smith

D

Where was I born?

On Rue Sainte-Catherine, in Montréal



In Madrid, Spain



the city of Moulton, England



In the city of Galway, Ireland



What is my first language and religion?

My ancestors spoke Welsh, but today I speak English. Like them, I am Catholic.



I speak French and I'm Catholic.



I speak Hindi and I'm Buddhist.



I speak English and I'm Protestant.



John Molson

A

Télesphore Hogue

B

Michael McCormick

C

John Smith

D

Where do I currently live?

I live in a skyscraper
in the international
district.

I live in Villa Torrance,
on the corner of
Sherbrooke and
Saint-Laurent.

I live in a small house
in Mile End, a vibrant
and diverse
neighbourhood with
a mix of working-class
apartments and
middle-class homes.

I live in a duplex
in the working-class
neighbourhood
of Griffintown.

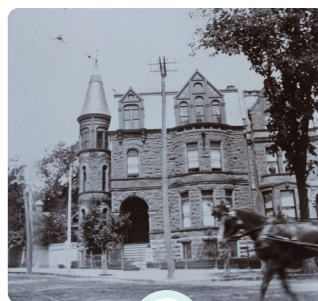
What is my neighbourhood like?



William Notman & Son, 1896,
McCord Stewart Museum Archives



Patro Le Prevost Archives



Gwendolyn Catherine Stanley Bagg



Andrew Welch / Unsplash

What's my job?

I own a small hotel
in Montréal.

Like many of my
compatriots who came
to Montréal, I'm a
labourer at the Lachine
Canal worksite.

I'm a commentator
for Canadiens' hockey games!

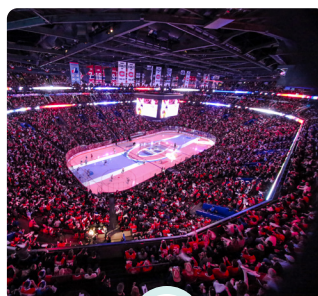
I'm a businessman
and brewer. I founded
Molson Brewery.



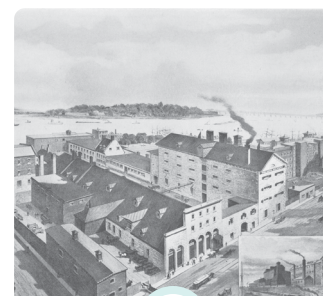
© Pointe-à-Callière Collection



© McCord Stewart Museum



© Bell Centre



© Pointe-à-Callière Collection

John Molson

A

Téléspore Hogue

B

Michael McCormick

C

John Smith

D

What's my day-to-day life like?

I live comfortably, even if I don't have all the same comforts of the upper-class.

Every day is different. I travel all over the world.

I am one of the wealthiest and most powerful men in 19th-century Montréal, which allows me to live a very pleasant lifestyle.

My living conditions are pretty rough. My work is gruelling, and my apartment is unsanitary.

What is my family life like?

I have five children, and it's sometimes a challenge to feed them all.

I have a son who lives with me and sometimes helps me at work.

I'm single, but I consider my seven cats to be my children.

I have three sons, who have joined my company and founded Molson Bank.

BEFORE FINISHING UP...

The archaeological remains at Point-à-Callière are underground, so when you get to the Museum, it's easy to lose your bearings.

Here's a trick to find your way around.

During your visit, you'll see an interactive fresco of the port that tells the story of Montréal from 1800 to 1850. It was created by designer Amélie Bilodeau.

Just remember that when you are looking at the fresco, you are facing the St. Lawrence River.



Permanent exhibition
Photo: Michel Julien
© Pointe-à-Callière, Montréal Archaeology and History Complex

Port fresco, historic Montréal, 1800–1850

STUDENT WORKSHEET

19th Century MTL — The 3D Experience



ACTIVITY 3 Seeing past progress with today's eyes

During your visit to Pointe-à-Callière, you gained new knowledge and tested your understanding. Now that we're back in the classroom, let's continue exploring the notion of progress in history.

What kinds of progress took place in 19th-century Montréal?
Is progress always a positive thing in society?



- 1 Assemble your team and follow your teacher's instructions.
- 2 Look at the images and read the information on the sheet below. This will remind you of what you learned at Pointe-à-Callière and help you with the activity.
- 3 With your team, reflect on these changes and identify what was good for Montréal's development and for us today. You can also talk about what was bad for Montréal's development and for us today.
- 4 Then your teacher will ask you to share and discuss your opinions with the rest of the class. Listen to the opinions of your classmates and offer your own. There are no right or wrong answers!



© Pointe-à-Callière Collection



© Pointe-à-Callière Collection

Information sheet about 19th-century Montréal

Changes to the urban landscape and industrialization

People from all over were moving to Montréal. The population grew day by day. The city had to adapt to meet the needs of a growing population. The British were starting new companies and transforming the economy. French Quebecers were leaving the countryside and coming to work in these companies.

Montréal has changed a lot since the 19th century, especially to adapt to the growing population and changes to the economy.

The images below give you an idea of how the city changed.



William Henry Bartlett
© McCord Stewart Museum

Montréal from Mount Royal, circa 1839–1842



Edwin Withefield, 1852
© Pointe-à-Callière Collection

Montréal from Mount Royal, 1852



© McCord Stewart Museum

The Port of Montreal around 1800



© Pointe-à-Callière Collection

The Port of Montreal around 1884

Here are some facts to help you understand these changes:

- In 1800, Montréal had 9,000 inhabitants. Today, the population is 1.8 million.
- In 1851, only 15% of Quebec's population lived in cities. By 1900, it had grown to 36%. Today, it is 80%.
- In the 19th century, people worked 60 hours per week. Today, most people work 40 hours in a week.
- In the second half of the 19th century, around 1 to 1.5 million immigrants moved to the Dominion of Canada. Despite this major wave of immigration, the population of Lower Canada (Quebec) declined because of emigration to the United States.

ACTIVITY 1 Timeline, p. 4



View of Montreal from Mount Royal (c. 1852) by Edmund Wilson. © Pointe-à-Callière Collection



BEFORE YOUR VISIT

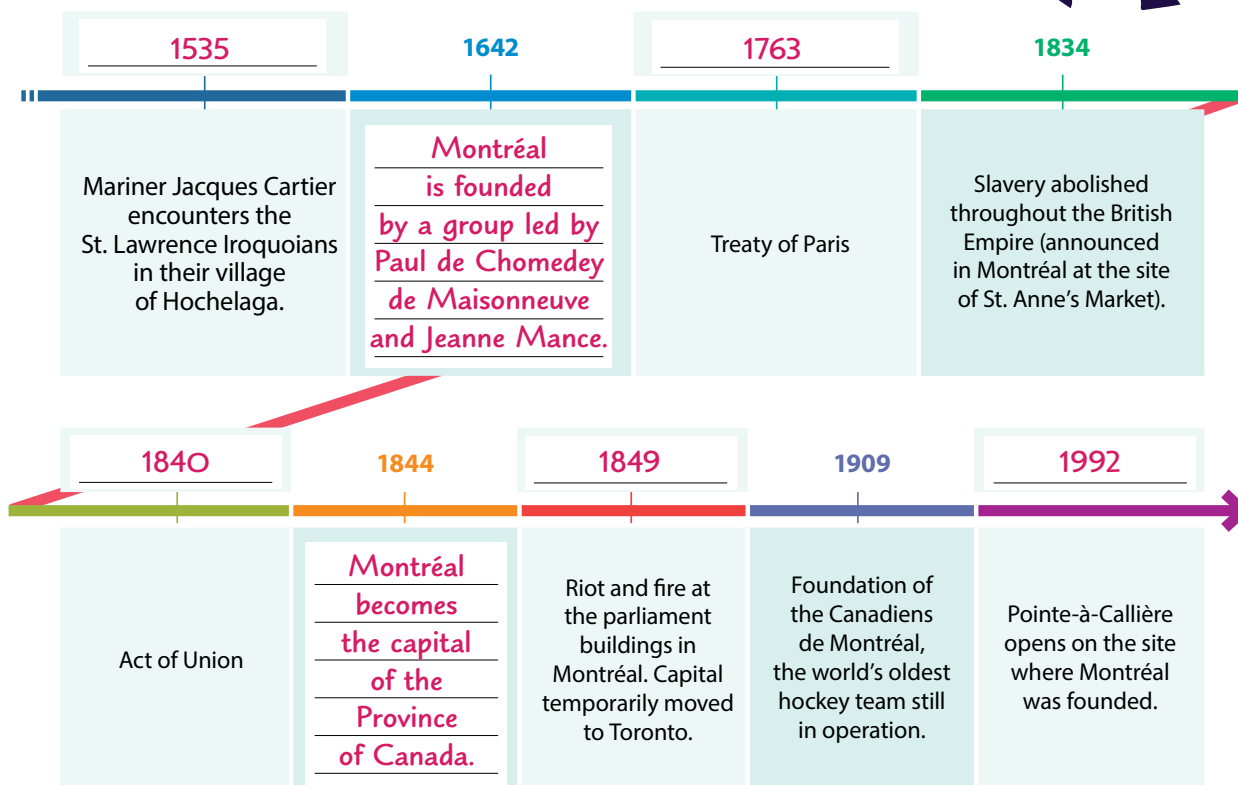
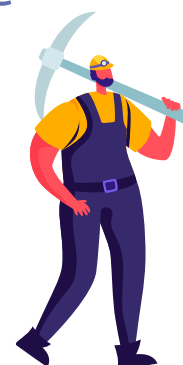
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ACTIVITY 2 In the footsteps of history, p. 5

ACTIVITY 2 In the footsteps of history

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INSTRUCTIONS

- Select a historical figure and then follow the path of their personal and professional lives by choosing the correct answers to the questions for that figure.
- At the end of the path, try to identify which social class they belong to, then check your answers to see if you were right.
- Careful, one of the figures isn't real. Their life is a little too far-fetched for 19th-century Montréal.

SELECT A CHARACTER



Normand Bujette, Molson-Coors Archives



Ville de Montréal Archives



McGill University



Envato

John Molson

Téléspore Hogue

Michael McCormick

John Smith

A

B

C

D

Where was I born?

On Rue Sainte-Catherine, in Montréal

In Madrid, Spain

the city of Moulton, England

In the city of Galway, Ireland

B

D

A

C

What is my first language and religion?

My ancestors spoke Welsh, but today I speak English. Like them, I am Catholic.

I speak French and I'm Catholic.

I speak Hindi and I'm Buddhist.

I speak English and I'm Protestant.

C

B

D

A

ACTIVITY 2 In the footsteps of history, p. 6

John Molson Télésphore Hogue Michael McCormick John Smith

A **B** **C** **D**

Where do I currently live?

I live in a skyscraper in the international district. I live in Villa Torrance, on the corner of Sherbrooke and Saint-Laurent. I live in a small house in Mile End, a vibrant and diverse neighbourhood with a mix of working-class apartments and middle-class homes. I live in a duplex in the working-class neighbourhood of Griffintown.

D **A** **B** **C**

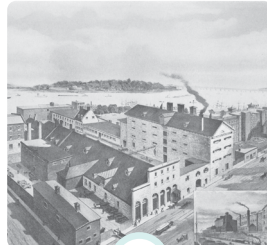
What is my neighbourhood like?

C **B** **A** **D**

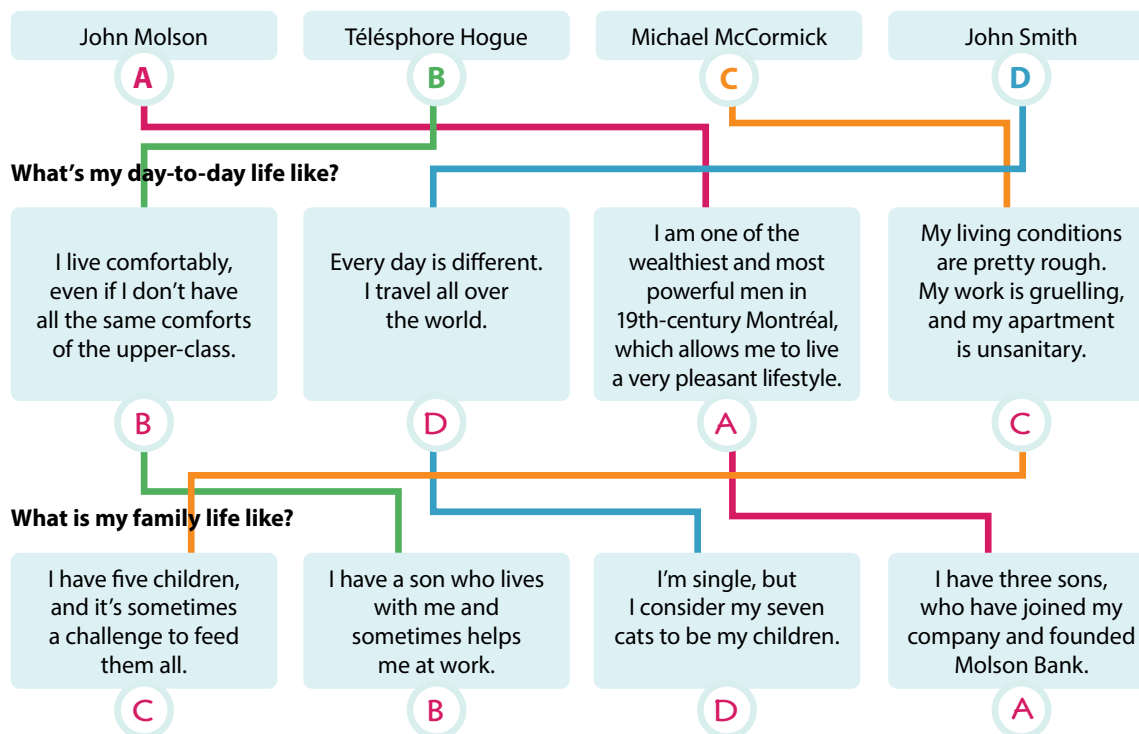
What's my job?

I own a small hotel in Montréal. Like many of my compatriots who came to Montréal, I'm a labourer at the Lachine Canal worksite. I'm a commentator for Canadiens' hockey games! I'm a businessman and brewer. I founded Molson Brewery.

B **C** **D** **A**

ACTIVITY 2 In the footsteps of history, p. 7



A. John Molson

If you selected John Molson, you should follow path A!

Montréal's English elite lived very comfortably indeed. John Molson is a prime example. He came to Montréal in 1782 and eventually became one of the city's wealthiest and most influential citizens. He left a powerful business empire to his sons: Molson Brewery.

B. Télésphore Hogue

If you chose Télésphore Hogue, you should follow path B!

Craftworkers, shopkeepers, and office workers lived relatively simple lives. Télésphore Hogue was a native Montrealer and owner of the Canadian Pacific hotel near Mile End Station. Though their living conditions were far below those of the elite, they still lived in relative comfort.

C. Michael McCormick

If you chose Michael McCormick, you should follow path C!

As you can see, the working class led very hard lives. This was particularly true of Irish immigrants, who earned their living through back-breaking labour on worksites. Many had large families and lived in unsanitary housing in Griffintown.

D. John Smith

If you chose John Smith and followed path D, you must have gotten a little lost. While this character seems to have led an exciting existence, it doesn't correspond to a 19th-century way of life.