



TEACHER INFORMATION ↗ HIGH SCHOOL, CYCLES 1 AND 2

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, major waves of immigration, water management, and political history — your class will learn about the economic, social, and political transformations that marked Montréal's history and development, a legacy still visible at Pointe-à-Callière today. You'll gain a whole new perspective on modern-day Montréal, its history, its neighbourhoods, and its cosmopolitan nature.

BEFORE YOUR VISIT

ACTIVITY 1 Living together

During the tour, you and your students will learn about major waves of immigration and various communities that have immigrated to Montréal from the 19th century to today. This activity will introduce you to several of the largest communities and their contributions to Montréal society.

OBJECTIVES

- Discover how immigration is becoming increasingly diverse and enriching Montréal's cosmopolitan makeup.
- Identify the countries of origin of Montréal's main cultural communities.

COMPETENCIES DEVELOPED

- Interpret a social phenomenon.
- Discern intentions, values, and beliefs.

MATERIALS REQUIRED

- [Living together](#) activity sheet
- Pencil
- Interactive whiteboard

 50 MINUTES**INSTRUCTIONS**

- 1 Briefly introduce the activity and ask the students several questions about the various communities that make up Montréal today. This is also an opportunity to encourage students to speak about the origins of their own families.

For example: Did your family immigrate to Canada? Do you know anyone who recently immigrated to Montréal? Have you ever been to a Montréal neighbourhood noticeably enriched by the contributions of immigrant communities?

- 2 Have the students individually place the country names of immigrant communities on the world map. Then have them match the countries with a greeting in the language spoken in that community, and with the century or centuries of the group's most important periods of immigration to Montréal. Finally, they should match the community with a photograph of a Montréal neighbourhood.

- ③ With the whole class, check the students' answers and have a group discussion in which students name a contribution of each community to Montréal society today. These contributions might be cultural, architectural, artistic, culinary, sports-related, and so on. Here are a few examples to kick off the discussion.
- a. **Ireland:** St. Patrick's Day parade, pubs, involvement of many Irish labourers on 19th-century construction projects, etc.
 - b. **Italy:** Italian food (e.g., Épicerie Milano), the Little Italy neighbourhood, etc.
 - c. **Haiti:** Music, Maison d'Haïti, etc.
 - d. **India:** Numerous languages, Indian music, restaurants, temples and parades, etc.
 - e. **China:** highly developed Chinatown – numerous Chinese restaurants, Chinese New Year celebrations, etc.
 - f. **Algeria:** rich social life in the Little Maghreb neighbourhood, popularity of soccer, etc.
- ④ During your visit to the Museum, you'll discover objects specific to various Montréal communities that will enable you to continue this discussion afterward.

ACTIVITY 2 Timeline

During the visit, your students will gain a more comprehensive perspective on the history of Montréal in the 19th century. But before your visit, review some important dates and events from this period.

OBJECTIVES

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

COMPETENCIES DEVELOPED

- Characterize a period in the history of Quebec.
- Use chronological reference points.

MATERIAL REQUIRED

- [Timeline](#) activity sheet

 30 MINUTES

INSTRUCTION

Add the missing dates and important events in Montréal's history to complete the timeline.

ACTIVITY 3 Parliament in Montréal, 1844 to 1849

Did you know that Montréal was once the capital of the Province of Canada? Parliament sat in Montréal for five years, right in Old Montréal. You'll learn about this important site when you visit the Museum, but before that, let's explore why Montréal was selected as the capital.

OBJECTIVE

- Understand the political and historical context that enabled Montréal to become the capital of the Province of Canada for a time.

COMPETENCIES DEVELOPED

- Characterize a period in the history of Quebec and of Canada.

MATERIAL REQUIRED

- [Parliament in Montréal, 1844 to 1849](#) activity sheet

 10 MINUTES

INSTRUCTIONS

Answer the question as class or individually. Take some time to discuss the question with the class to talk about your answers and reflect on the political context.

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 4 Progress, 19th century to today

During your visit to Pointe-à-Callière, your students learned about several periods of Montréal's history and discussed some of the major changes it underwent. Now that you're back in the classroom, we suggest you continue this exploration of their critical thinking and their ability to communicate their ideas. This activity enables you to continue exploring the notion of progress in history.

OBJECTIVES

- Recognize the major changes in Montréal in the 19th century and evaluate the positive and negative aspects of these changes from the perspective of what we know today.
- Exercise critical thinking and communicate one's ideas to others.

COMPETENCIES DEVELOPED

- Exercise critical judgement.
- Use information.
- Communicate appropriately.

MATERIALS REQUIRED

- [Progress, 19th century to today](#)

75 MINUTES

INSTRUCTIONS

The activity [Progress, 19th century to today](#), consists of a debate and exchange of ideas among the participants, encouraging students to contribute actively to the conversation and think more deeply about the notion of progress. The teacher acts as a debate facilitator and encourages students to conduct research, share ideas and knowledge, and engage in analysis.

To begin, review the major topics covered during the activity at the Museum: the social, economic, and urban changes in Montréal in the 19th century.

Next, take some time to reflect on the notion of progress with your students. What is the definition of progress? Is progress always a good thing, or can it be negative?



Lunch box

INSTRUCTIONS

This is a debate on the notion of progress in the 19th century from the perspective of our current knowledge and values. The activity covers two types of progress, with one team arguing “for” and the other “against.” The two groups use facts and opinions to debate the topics.

The goal is to examine the advances of the 19th century, in comparison with those of today and the future. To focus the discussion, concentrate on two types of progress—transformation of the urban landscape and industrialization.

- 1 Divide the class into four groups and assign one of the following themes to each:
 - Theme for group 1:
For modification of the urban landscape
 - Theme for group 2:
Against modification of the urban landscape
 - Theme for group 3:
For industrialization and transformation of the economy
 - Theme for group 4:
Against industrialization and transformation of the economy
- 2 Each team works together and takes notes in their notebooks. Have them read the statements and then think about and develop arguments supporting their theme and position. Each team has 10 minutes to build arguments and select a spokesperson to present the group’s stance to the rest of the class.
- 3 Begin with groups 1 and 2. The other two groups serve as the audience and vote for the winning team. Each team has 5 minutes to explain and argue for their position. Then the audience has 5 minutes to ask questions of both groups. Audience members vote individually to decide who won the debate, based solely on the quality of the arguments and not on their personal views.
- 4 After the first debate has concluded, have the other two teams debate their views.

As the teacher, you serve as facilitator and mediator of the discussion. You can also prompt the discussion with the following questions:

Theme 1 — Modification of the urban landscape

Here are a few questions to prompt a discussion:

- What positives came from the various waves of immigration in the 19th century?
- In your view, how will Montréal change in the years to come?
- What do you want to see in the Montréal of the future?
- Are there things you prefer about 19th century Montréal over modern-day Montréal?

Theme 2 — Industrialization and transformation of the economy

Here are a few questions to prompt a discussion:

- What are some positive and negative aspects of industrialization?
- What is the biggest improvement made in Montréal between the 19th century and today.
- What improvements should be made in the 21st century?



BEFORE YOUR VISIT

STUDENT WORKSHEETS ✦ HIGH SCHOOL, CYCLES 1 AND 2

19th Century MTL — The 3D Experience

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**ACTIVITY 1** Living together

During your visit, you will learn more about the major waves of immigration and various communities that have immigrated to Montréal from the 19th century to today. This activity introduces you to several of the largest immigrant communities and their contributions to Montréal society.

Once you have learned about the countries of origin of various Montréal communities, place them on the world map below.



Country

Hello
in official language

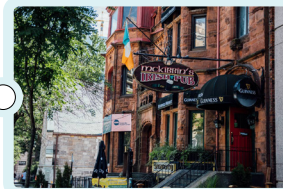
Century of
immigration

Montréal
neighbourhood

China

Namaste
Hindi

19th



© Alison Slattery Photography

India

Dia duit
Gaelic

20th



© Pierre-Luc Dufour, Tourisme Montréal

Ireland

Bonjou
Creole

21st



Maison d'Haiti Archives

Italy

السلام عليكم
(Assalamu
alaikum)
Algerian Arabic

1st wave – 19th
2nd wave – 21st



© Michel Pinault

Algeria

Buongiorno
Italian

21st



© Suzanne Girard

Haiti

你好 (nǐ hǎo)
Mandarin

19th

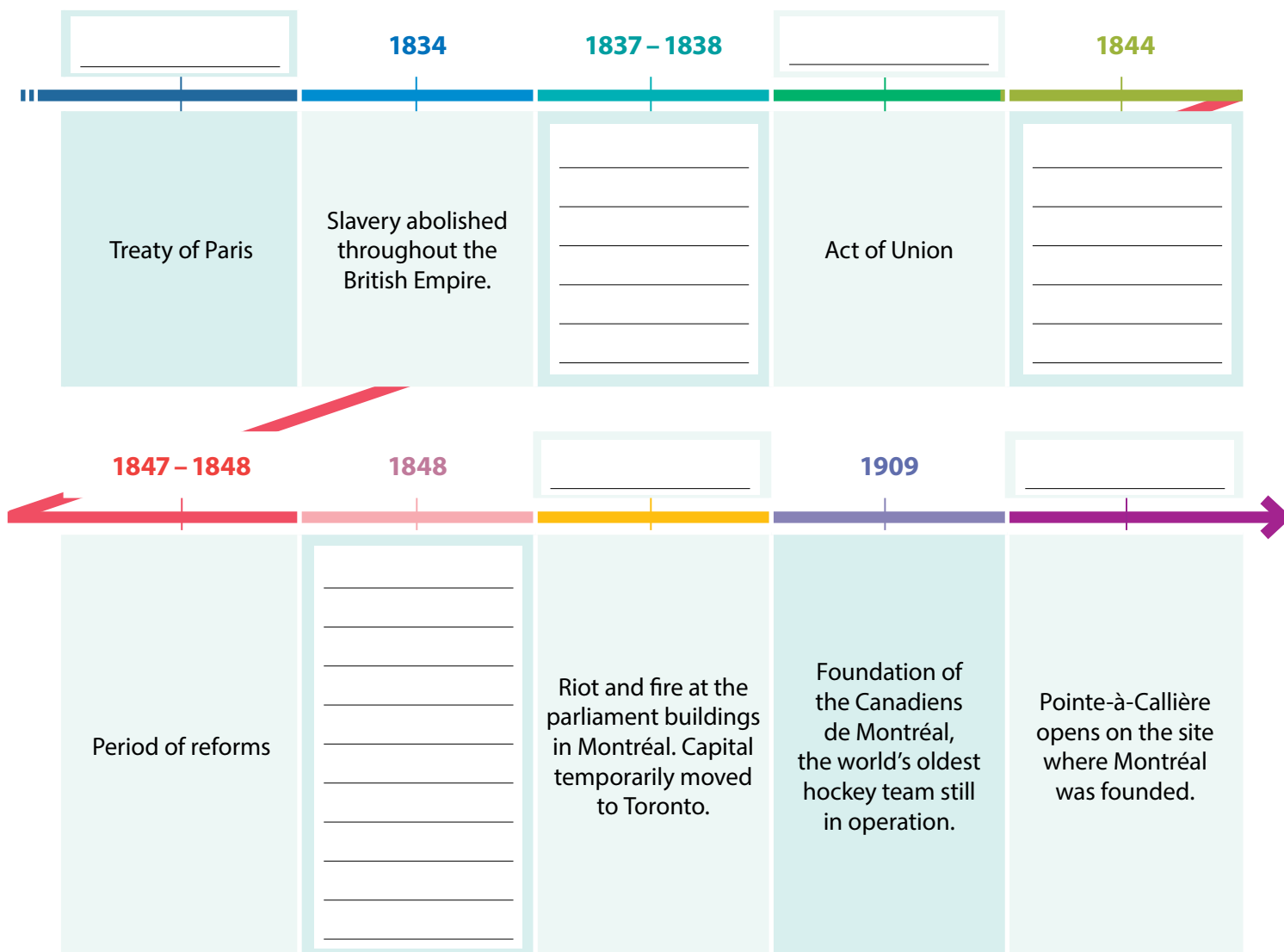


© Denis-Carl Robidoux,
Centre des mémoires montréalaises

ACTIVITY 2 Timeline

When you visit Pointe-à-Callière, Montréal Archaeology and History Complex, you will gain a more complete view of Montréal's history in the 19th century. You will learn about key events that impacted how the city is structured from the standpoint of industrialization, urbanization, immigration, water management, and political life. But before your visit, let's take a moment to review some important dates and events from this period.

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



ACTIVITY 3 Parliament in Montréal, 1844 to 1849

Did you know that Montréal was once the capital of the Province of Canada? Parliament sat in Montréal for five years, right in Old Montréal. You'll learn about this important site when you visit the Museum, but before that, let's explore why Montréal was selected as the capital.

In 1843, the parliament in Kingston, Upper Canada (Ontario today) moved to Montréal. The next year, Montréal thus became the capital of the Province of Canada.

- 1 Why was the capital moved? Circle the correct answer.
 - a) Because Montréal was farther from the US border than Kingston, making the parliament easier to defend in the case of a conflict.
 - b) Because Kingston lacked a real parliament building suitable for the parliamentarians.
 - c) Because Kingston lacked lodging (hotels, boarding houses, etc.).
 - d) Because Montréal was the most prosperous city at the time.
 - e) All of the above.



3D model: Guy Lessard/Architrac © Pointe-à-Callière

3D model of the parliament building, 1844–1849



© Pointe-à-Callière Collection

Remains of the Houses of Assembly at Montréal
 Illustrated London News

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

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ACTIVITY 4 Progress, 19th century to today

During your visit to Pointe-à-Callière, you learned about several periods of the city's history and discussed some of the major changes it underwent. Let's continue this exploration of progress in history.

Remember, there aren't any right or wrong answers. Develop your *own* critical thinking and creativity.

- 1 First, join the group assigned by your teacher. Once the group is together, follow the instructions.
- 2 Examine the images and information on your worksheet. These will remind you of what you learned at Pointe-à-Callière and help you complete the activity.
- 3 If your group has been designated as being "for" the changes, highlight the things that have been positive for Montréal's development and for us today. If your group has been designated as "against" the changes, highlight what has been negative for the development of Montréal and for us today.

THEME 1 — MODIFICATION OF THE URBAN LANDSCAPE MONTRÉAL, 19TH CENTURY

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.

Here are some facts to help you understand these changes:

- In 1800, Montréal had 9,000 inhabitants. Today, its 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 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.



Montréal from Mount Royal, circa 1839–1842



Montréal from Mount Royal, 1852

William Henry Bartlett
© Pointe-à-Callière Collection

Edwin Withfield, 1852
© Pointe-à-Callière Collection

THEME 2 — INDUSTRIALIZATION AND ECONOMIC TRANSFORMATION

MONTRÉAL, 19TH CENTURY

People from all over were moving to Montréal. The British were starting new companies and transforming the economy. French Quebecers were leaving the countryside and coming to work in these companies. This was what we call “industrialization.” Industrialization changed the landscape of Montréal, as the images below illustrate.



© Musée McCord Stewart

The Port of Montreal around 1800

This economic transformation affected many aspects of society, and it was sometimes controversial.

Here are some facts to help you understand these changes:

- The unionization movement (circa 1872) gave labourers rights and reduced inequalities. Today, thanks to these efforts, workers have minimum and more equitable working conditions. On the other hand, unionization hindered profitability at a time when Montréal was experiencing rapid economic growth.
- In the 19th century, people worked 60 hours per week. Today, most people work 40 hours in a week.



© Pointe-à-Callière Collection

The Port of Montreal around 1884



ACTIVITY 1 Living together, p. 5



View of Montreal from Mount Royal (colour). Edwin Whittell, 1852. © Pointe-à-Callière Collection



Pair of glasses in glass and copper alloy, François Gignac © Pointe-à-Callière Collection

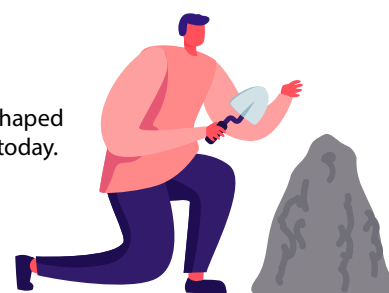
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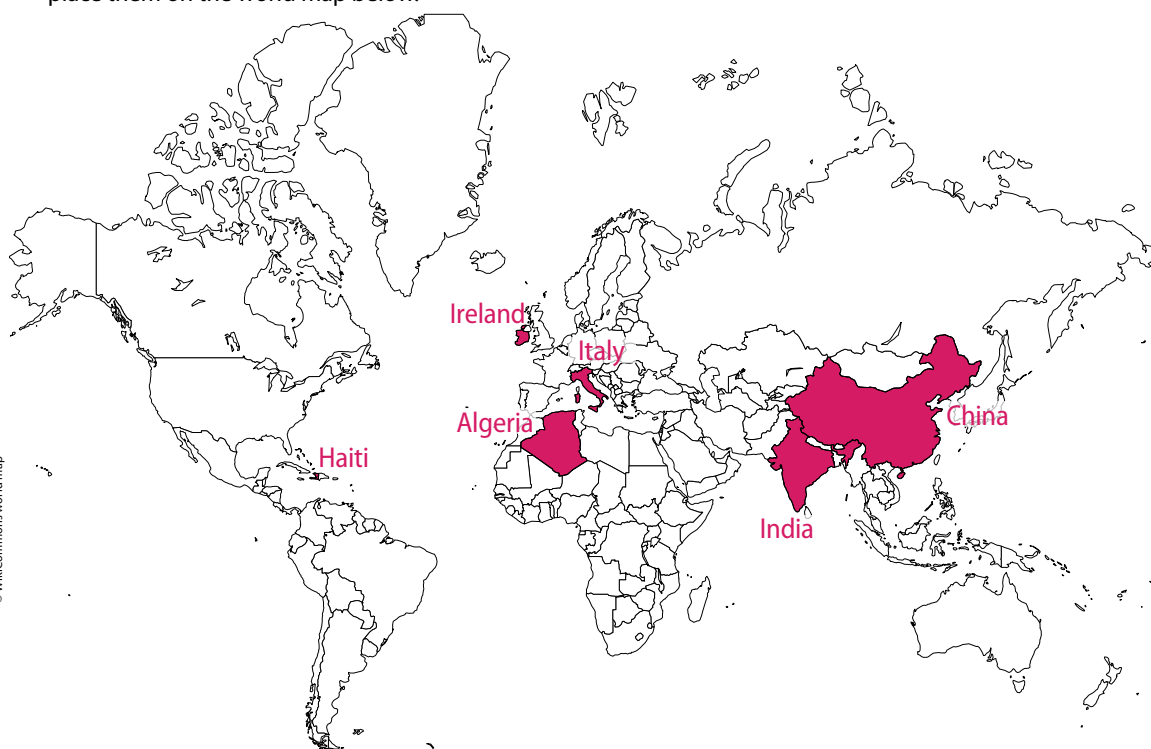
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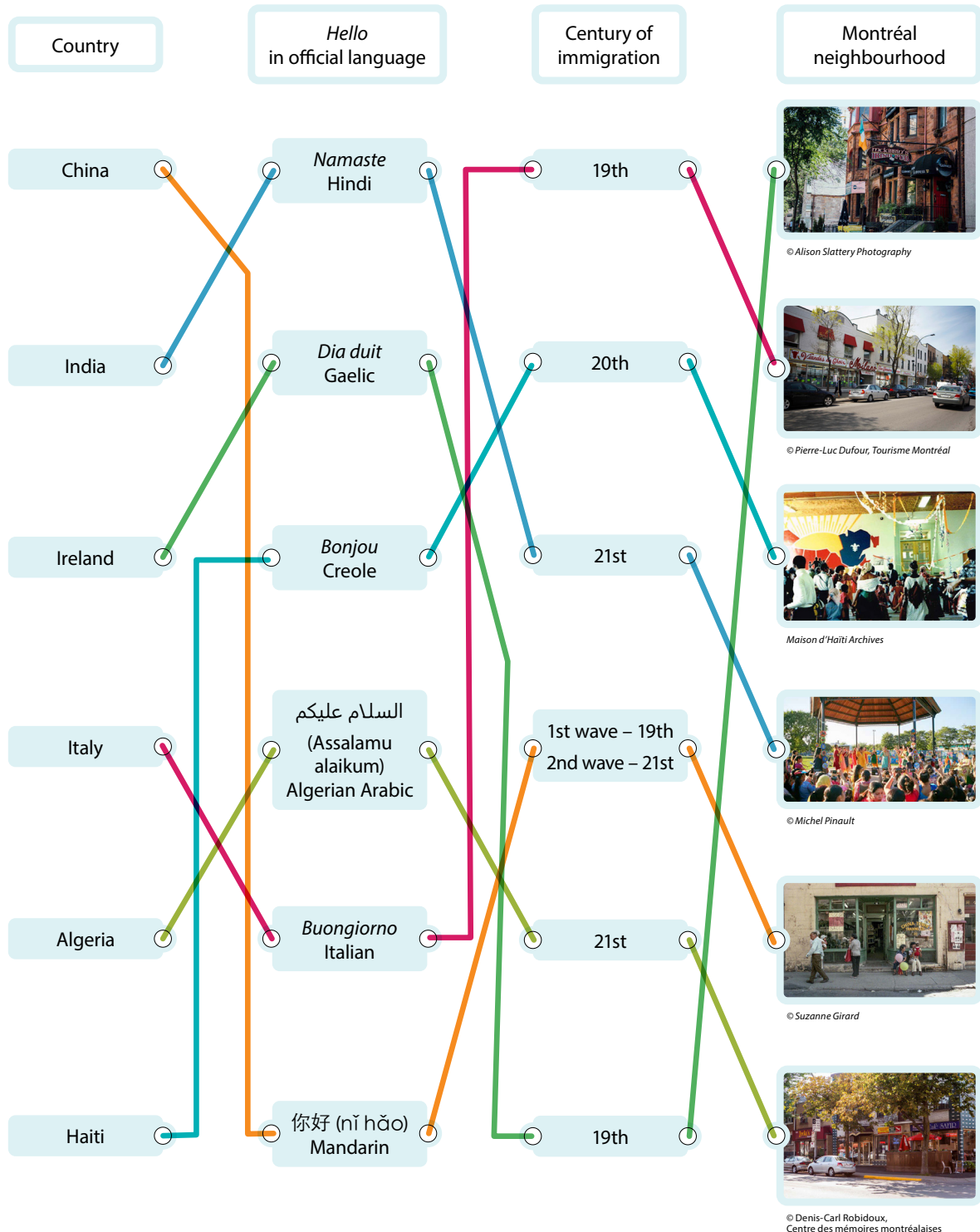
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© Wikimedia world map

ACTIVITY 1 Living together, p. 6



ACTIVITY 2 Timeline, p. 7



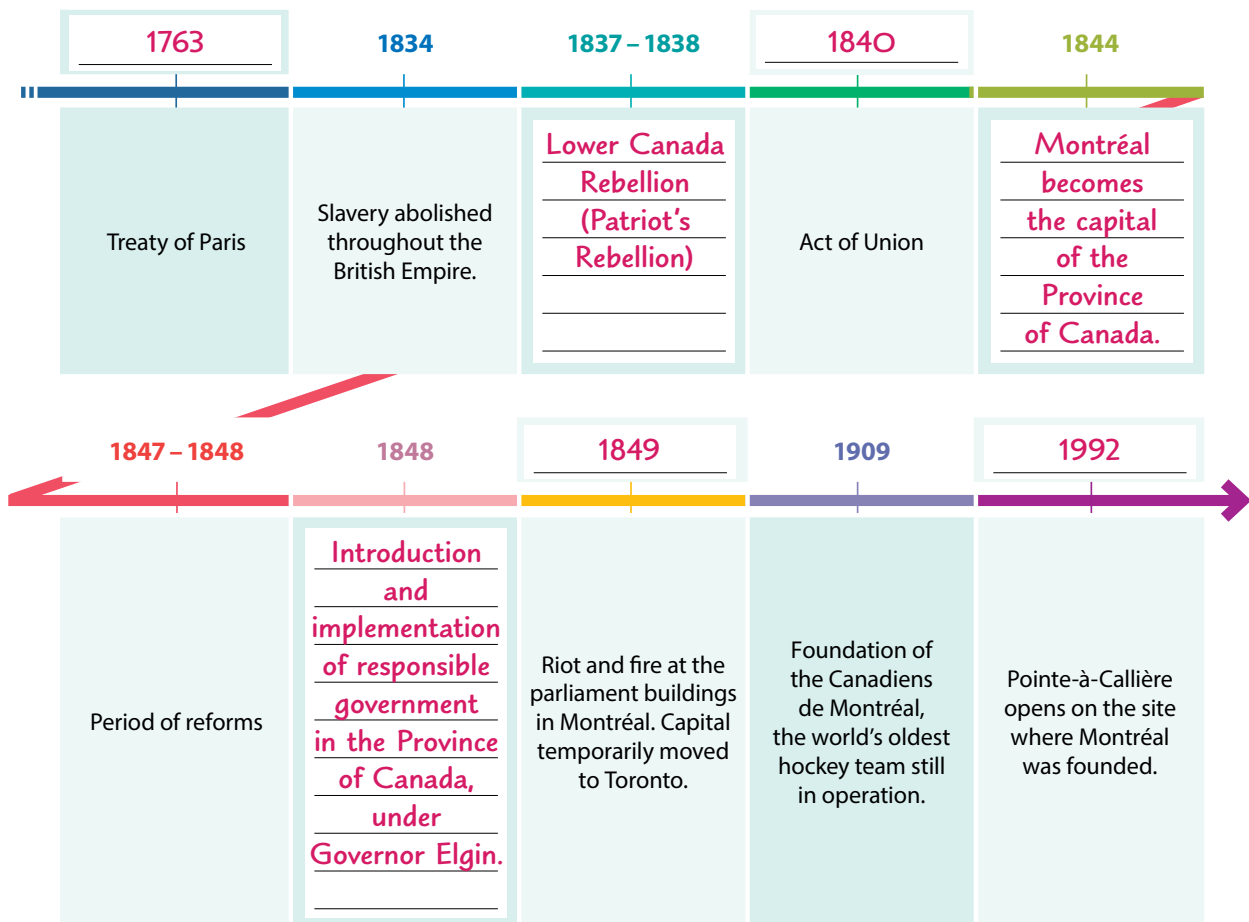
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ACTIVITY 3 Parliament in Montréal, 1844 to 1849, p. 8

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