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101.1742 / Photo: Luc Bourrette

## 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.

## BACK IN THE CLASSROOM

### BACK IN THE CLASSROOM

#### ACTIVITY 1 Montréal: many periods of history

When your students visited Pointe-à-Callière, they got a chance to see things like maps, photographs, pictures, drawings, models, artifacts, ecofacts, videos, and a cemetery. They walked over ruins, through an old sewer, and above the very spot where Montréal was born.

All these physical signs of the past helped them imagine how Montrealers lived in different periods of history.

#### OBJECTIVES

- Review the tour of the museum and recall the ruins and objects seen.
- Match various objects with four major historical periods that the Pointe à Callière site brings to mind.

#### COMPETENCIES DEVELOPED

- Interpret change in a society and its territory.
- Locate signs of people and events.

#### MATERIAL REQUIRED

- Worksheet **Montréal: many periods of history**.

 40 MINUTES

#### INSTRUCTIONS

- 1 First, lead a discussion about the visit to the museum. Take note of the students' comments. *Did they enjoy the tour? What most impressed them? What did they learn?* Remind them of the host of discoveries they made.

Once again emphasize the importance of ruins and artifacts for understanding how people lived in periods before things were documented by photographs; videos; and news reports on television, radio, and the internet.

Review the four major historical periods covered during the visit to the museum, which correspond to the various occupations on the site of Pointe à Callière:

- PRESENCE OF FIRST NATIONS IN MONTRÉAL
- NEW FRANCE
- THE BRITISH REGIME
- THE 20TH CENTURY

- 2 Introduce the activity to the students. The goal is to match various objects to the four historical periods. The activity includes 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 do the activity with the entire class. Assign four students (or volunteers) to circle images on the board according to the responses of the class. Each of the four is in charge of one colour, orange, blue, red, and green.

The correct responses are in the Activity 1 answer key. Except for the 20<sup>th</sup> century, which has two objects (the Expo 67 passport and the Olympic torch), all periods have five objects. They were all seen by the students during their visit to the museum.

**ACTIVITY 2 Quiz on Ville-Marie**

During their visit to the museum, your students walked over the very site where Montréal was born over 375 years ago.

It took nearly 15 years for the archaeological digs undertaken by Pointe-à-Callière to confirm that the site of Fort Ville-Marie had truly been found. Archaeologists unearthed some 350,000 artifacts at the site which, once fully interpreted, will allow us to better understand how the first colonists who inhabited the Fort in the 17<sup>th</sup> century lived.

**OBJECTIVES**

- Recall the archaeological digs that took place at pointe à Callière.
- Recall the signature of the Great Peace in 1701.
- Review several facts concerning the foundation of Montréal, Fort Ville-Marie, and the Montréalistes.

**COMPETENCIES DEVELOPED**

- Establish links between a society's characteristics and how its territory is developed.
- Determine how specific figures or events influenced change.

**MATERIAL REQUIRED**

- Worksheet **Quiz on Ville-Marie**.

 **30 MINUTES****INSTRUCTIONS**

- 1 Divide the students into groups of two and hand out the worksheet **Quiz on Ville-Marie**. Referring to the text at the top of the page, explain how it took 15 years of intensive digs to discover the exact location of Fort Ville-Marie.  
  
Also talk about the discovery of the ruins of Louis-Hector de Callière's estate. Emphasize the signing of the Great Peace in 1701, an important agreement between the French, their Huron and Algonquin allies, and their Iroquois enemies, which put an end to 100 years of warfare.
- 2 Have the students take the quiz. Questions may have more than one correct answer (see Activity 2 answer key).



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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:

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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**

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

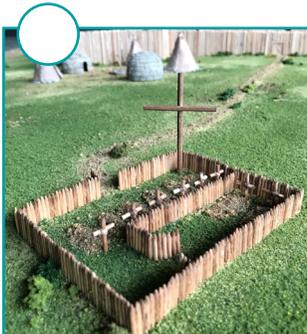
The pointe à Callière site is occupied by a parking lot (1952 to 1982).

6

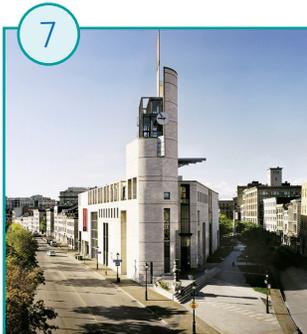
Archaeological digs are conducted (1989 to 1992).

7

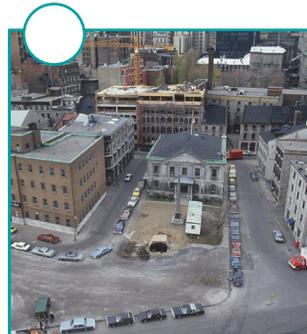
The museum is built (1992). Montréal architect Dan Hanganu took inspiration from the Royal Insurance Company building.



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



© Pointe-à-Callière / Photo: Normand Rajotte



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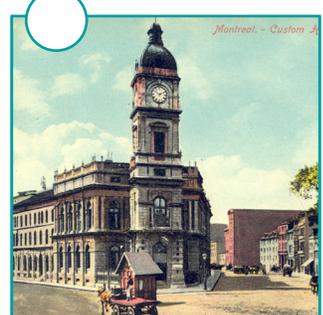
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© Pointe-à-Callière 2017 / Illustration: Marc Holmes



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© Pointe-à-Callière / Coll. Montréal, métropole du Canada 1872-1896

## 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.”

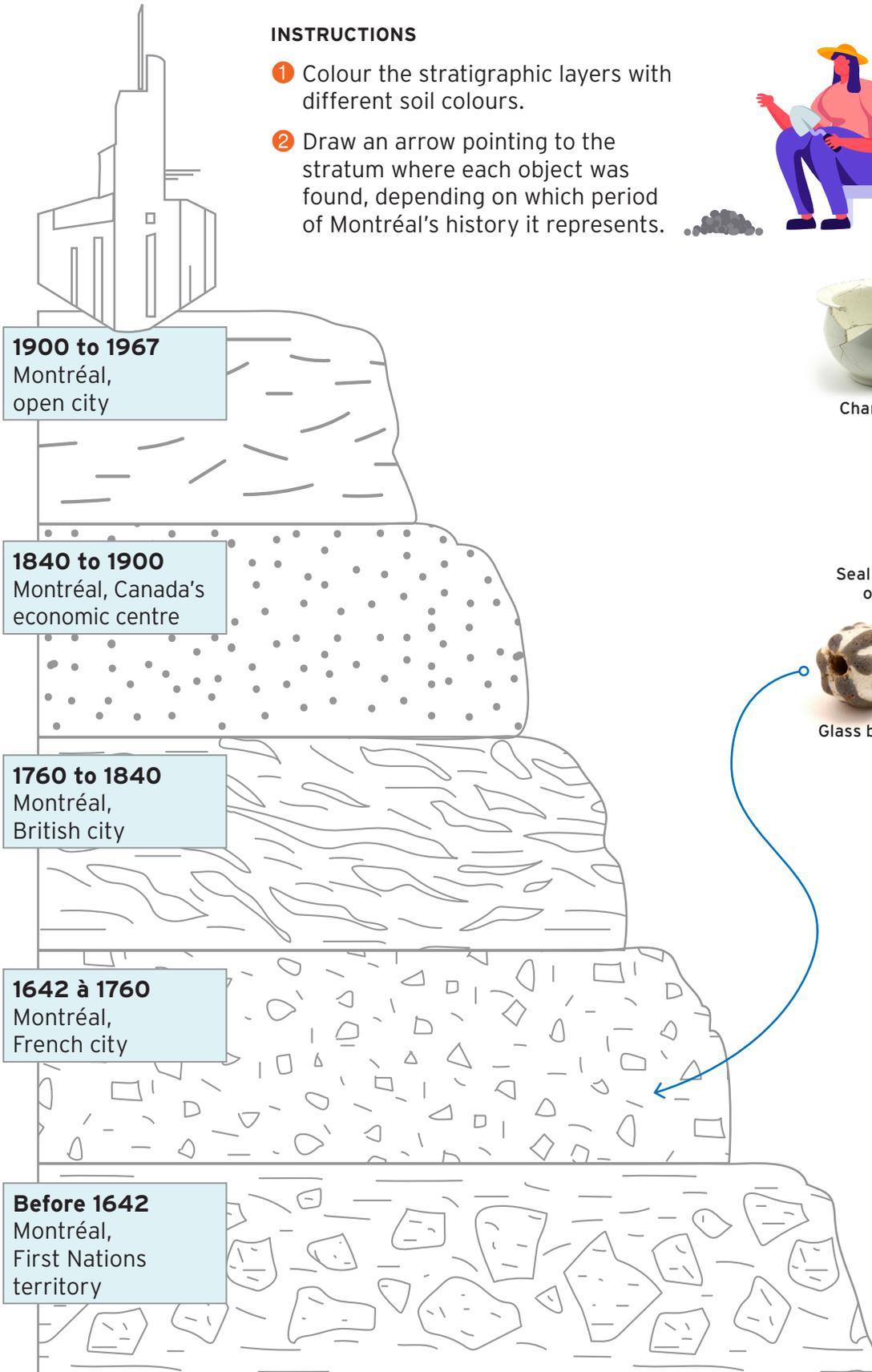
**BENEATH POINTE À CALLIÈRE**

**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



© Pointe-à-Callière. Illustration: Bernard Méoule  
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BACK IN THE CLASSROOM

ELEMENTARY ✦ STUDENT WORKSHEETS

# Tales of Montréal



## ACTIVITY 1 Montréal: many periods of history

When you visited Pointe-à-Callière, you got a chance to see things like maps, pictures, drawings, models, artifacts, ecofacts, videos, and a cemetery. You walked over ruins, through an old sewer, and above the very spot where Montréal was born.

Did all these physical signs of the past help you better imagine how Montrealers lived in different periods of history? Do you remember? Let's find out!



© Pointe-à-Callière / Photo: Normand Rajotte

Pointe-à-Callière's main building, the Éperon, inspired by the architecture of the Royal Insurance Building.

**INSTRUCTIONS**

- Circle in **ORANGE** objects that indicate the PRESENCE OF THE FIRST NATIONS IN MONTRÉAL.
- Circle in **BLUE** the objects related to NEW FRANCE.

- Circle in **RED** the objects related to the BRITISH REGIME.
- Circle in **GREEN** the objects that belong to the 20<sup>th</sup> century.



© Pointe-à-Callière, Photo: Ronald Maisonneuve



© Pointe-à-Callière



© Société du Vieux-Port de Montréal



© Pointe-à-Callière, Photo: Luc Bourette



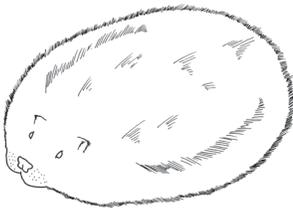
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© Pointe-à-Callière



© Pointe-à-Callière / Photo: Éric Major



© Pointe-à-Callière



© Pointe-à-Callière / Photo: Éric Major



© Musée McCord, MP-198311.44 / Photographie | Scaure de la Douane, Montréal, QC, 1830, Aquarelle de John Henry Walker



© Pointe-à-Callière / Photo: J. Clark



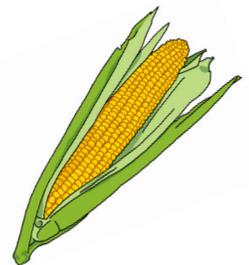
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© Pointe-à-Callière, 2004.85



© Pointe-à-Callière / Photo: Raphaël Thibodeau



© Pointe-à-Callière

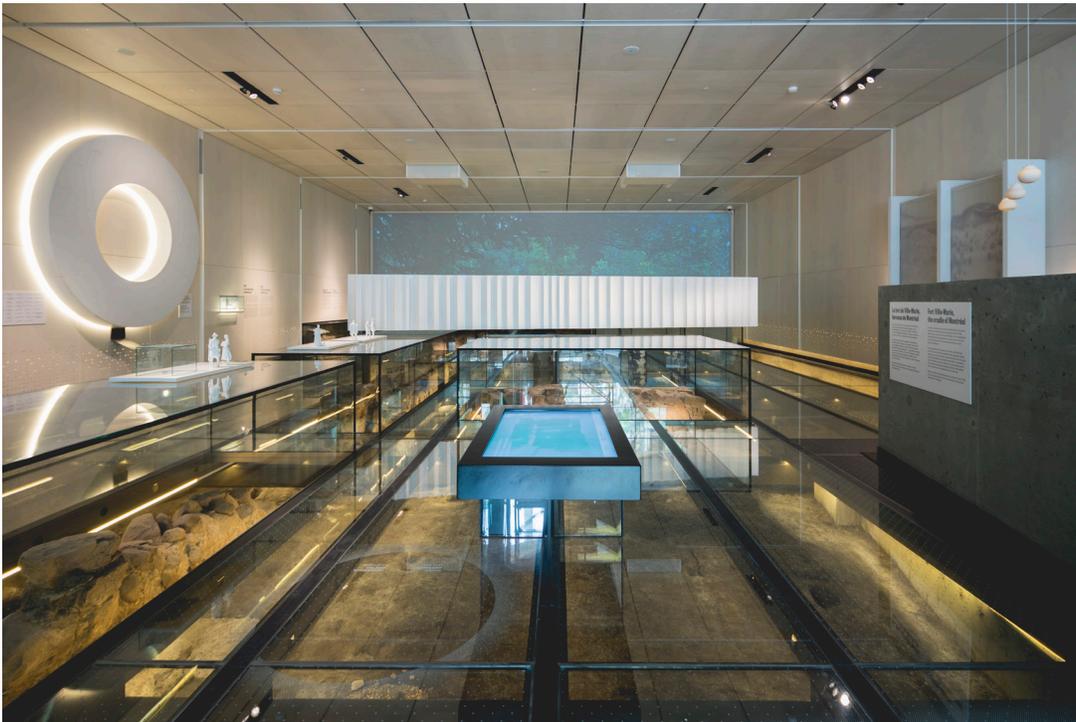


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## ACTIVITY 2 Quiz on Ville-Marie

**Did you know that the exact location of the Fort was a mystery for a very long time?**

It was thought to be located near the cemetery, but no one knew its precise shape and dimensions. In the surviving 17th-century documents, there is no reliable illustration of the Fort, and only a few rare descriptions.



© Pointe-à-Callière / Photo: Raphaël Thibodeau

Fort Ville-Marie, Quebecor Pavilion

After 15 years of persistent excavations, archaeologists were at last able to find enough pieces of the puzzle to solve these mysteries. And Pointe-à-Callière was then able to showcase the secrets of Fort Ville-Marie.

Imagine, you visited the exact location where Montréal was born—where it all started over 375 years ago!

During the digs, archaeologists also found the ruins of the estate of Louis-Hector de Callière, governor of Montréal and later of New France. The point was named after him, but he is best known for negotiating, with the support of the Huron chief Kondiaronk, a lasting peace with 39 First Nations.

The Great Peace of 1701 put an end to 100 years of wars that pitted the French and their Huron allies against the Iroquois and their English allies. The Iroquois, led by their chief Teganissorens, agreed to remain neutral in conflicts between the French and the English.


**INSTRUCTIONS**

Check the correct response or responses.

What were the first Montrealers called?

- Villemariens
- Mont-Royaliens
- Montréalistes
- Martiens

Who founded Ville-Marie (Montréal)?

- Jeanne Mance and Paul de Chomedey, sieur de Maisonneuve
- Marguerite Bourgeoys and Jacques Cartier
- Hélène and Samuel de Champlain
- Queen Elizabeth II

What was the name of the first family to settle in Montréal?

- Tremblay
- Maisonneuve
- Lopez
- Godé

What was the main purpose of founding Montréal?

- To establish a colony
- To establish a mission to evangelize the First Nations
- To start a war with First Nations
- To start a war with the English

What could be found in Fort Ville-Marie?

- A forge
- A chapel that was also used as a school
- A well
- A large building that could house 60 people

Why did the Montréalistes decide to leave France?

- To escape poverty and famine
- Some were seeking adventure and the unknown
- Some wanted to go and live in longhouses
- Some wanted to be independent and own their own land or business

ACTIVITY 1 Who was here before?, p. 5



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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:

*Answers will vary.*

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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!



© 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).

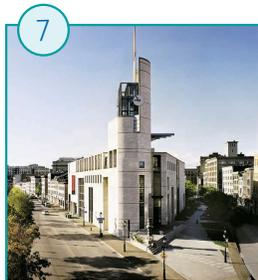
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The museum is built (1992). Montréal architect Dan Hanganu took inspiration from the Royal Insurance Company building.



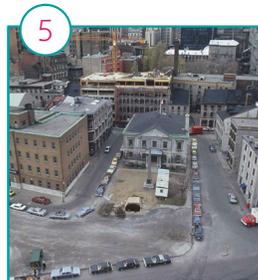
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7

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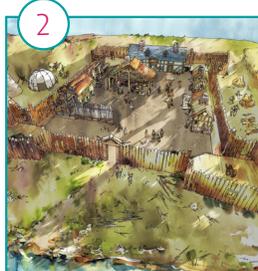
5

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1

© Pointe-à-Callière / Daily tous les jours



2

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6

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4

Montréal - Custom 4  
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ACTIVITY 2 Objects that tell a story, p. 9

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.

**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

ACTIVITY 1 Montréal: many periods of history, p. 11

+ ELEMENTARY  
STUDENT WORKSHEETS

BACK IN THE CLASSROOM

INSTRUCTIONS

- Circle in **ORANGE** objects that indicate the PRESENCE OF THE FIRST NATIONS IN MONTRÉAL.
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Model of 1872



© Pointe-à-Callière, Photo: Ronald Maisonneuve

Expo 67 passport



© Pointe-à-Callière

Montréal's first Catholic cemetery



© Société du Vieux-Port de Montréal



© Pointe-à-Callière, Photo: Luc Bourette

Arrowhead

Detail from the model of 1350



© Pointe-à-Callière, Photo: Ronald Maisonneuve

Saucer and chamber pot associated with the Papineau buildings



© Pointe-à-Callière

Fort and surroundings in 1645



© Pointe-à-Callière / Photo: Eric Major

Beaver pelt



© Pointe-à-Callière

Model of 1736



© Pointe-à-Callière / Photo: Eric Major

Berthelet warehouse



© Musée McCord, MF-1983.11.441  
Photographie | Square de la Douane, Montréal, QC, 1850. Aquarelle de John Henry Walker

Image of Hochelaga



© Pointe-à-Callière / Photo: J. Clark

Indigenous pottery



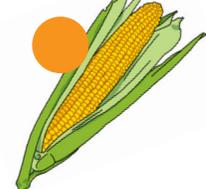
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Collector sewer



© Pointe-à-Callière / Photo: Raphaël Timboutsou

Kernels of corn



© Pointe-à-Callière

Royal Insurance Building, 1872-1898



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Olympic torch 1876



© Pointe-à-Callière, 2004.85

## ACTIVITY 2 Quiz on Ville-Marie, p. 13



+ ELEMENTARY

STUDENT WORKSHEETS

BACK IN THE CLASSROOM

## INSTRUCTIONS

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## 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.

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