

Centre d'histoire de Montréal

Montrealers' Memory

EDUCATIONAL VISIT

Living in Montreal...

Seeing Montreal through children's eyes,
across the centuries: a rich and moving
experience.

A visit for students in the 2nd and 3rd cycles
of elementary school

INFORMATION

Length

90 minutes

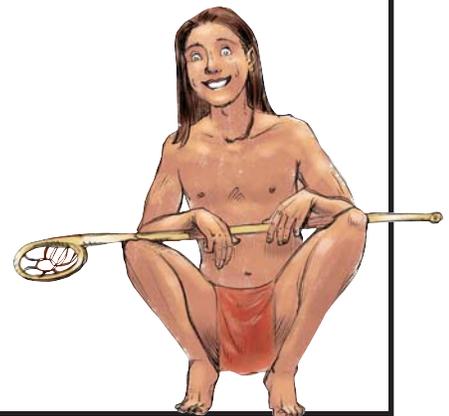
Maximum number of classes

2 classes

Price

\$1,75 per student

Teacher's guide below



Centre d'histoire de Montréal

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Vieux-Montréal

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Living in Montreal...

Teachers' Guide

The Centre d'histoire de Montréal is happy to welcome you and your group to the educational visit entitled *Living in Montreal...*

The permanent exhibition introduces students to Montreal's history from the Iroquoian presence around 1535 until today. Through stories featuring 9-to-15-year-old children, the students become aware of changes in how society and territory have been organized in Montreal.

For the 2nd cycle classes, the Iroquoian presence is brought to life by means of Amerindian objects, while the history of the French régime is told through the authentic account of Françoise Godé, a nine-year-old girl who was present when Montreal was founded in 1642. For the 3rd cycle classes, the Iroquoian presence is dealt with briefly so that there is more focus on the twentieth century.

Seeing Montreal through children's eyes, across the centuries: a rich and moving experience.

Social sciences in the Québec Education Program

Your visit will include many elements that are part of competency 1, "To understand the organization of a society in its territory," and also some elements related to the second competency, "To interpret change in a society and its territory" will also be included.

Pre-visit and Post-visit Activities

PRE-VISIT ACTIVITY

Françoise, 9 years old, Founder of Montreal?

Students will meet Françoise Godé, a nine-year-old girl who was present when Montreal was founded in 1642.

POST-VISIT ACTIVITY

Which Other Time Period Would You Like to Have Lived in?

Using the stories told at the museum, the students have to explain which other time period they would have like to have lived in.

Practical Information

Length of the visit

90 minutes

We ask that you arrive at the Centre d'histoire on time; otherwise your stay could be cut short

What to bring

We ask that students bring a pencil to fill in the worksheet that will be given to them when they arrive.

How to pay

Payment may be made in cash or by check. Please make out checks to the order of the Ville de Montréal. The Centre d'histoire can also send the bill to your school for later payment.

Transportation

By metro: Take the orange line to the Square-Victoria station. Take the Saint-Jacques street exit, then walk south McGill street to Place D'Youville.



PRÉ-VISIT ACTIVITY

Françoise Godé, 9 years old, Founder of Montreal?

Activity

This pre-visit activity will introduce students to Françoise Godé, a nine-year-old girl who was present when Montreal was founded in 1642. Françoise will tell them about her life in France before she left for New France, her transatlantic crossing by ship, her arrival in Québec in 1641 and, finally, about her settling on the island of Montreal in 1642. Her account is complemented by images, maps, definitions and explanations.

At the Centre d'histoire de Montréal, Françoise remains as a main character to tell the story of the founding of Montreal and the development of the city until her death in 1715.

Teaching materials

The four pages below are to be photocopied and given out to the students.

Organization

This activity can be done as a class, in small groups or individually. Students must read the text and answer seven questions.

Notes on Françoise

Françoise Godé was a real person.

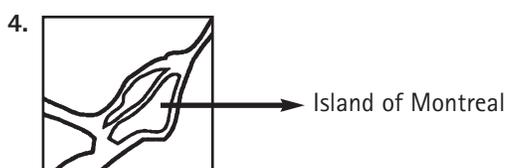
You will find a dossier on her family at the official Vieux-Montréal website:

www.vieux.montreal.qc.ca/inventaire/hall_fla.htm. You can search under the heading "personnages" and choose the name Nicolas Godé or Françoise Gadois, her parents. Or, click on the year 1642 in the right-hand column.

Information on the Godé family is also available in the magnificently illustrated book, *Pour le Christ et le Roi: La vie au temps des premiers Montréalais*, edited by Yves Landry and published by Art Global and Libre Expression, 1992, pp. 174-175.

Answers

1. b
2. a
(But the majority of settlers from New France left from the port of La Rochelle.)
3. Students must link the port of Dieppe with the port of Québec on the map.



5. Students must colour the water blue.

6.  The Lachine rapids



7. Fort of Ville-Marie: 

Françoise Godé, 9 years old, Founder of Montreal?

Bonjour!

My name is Françoise. I am nine years old and I've just arrived on the island of Montreal with my family and about forty other people. The year is 1642, in the summer. But before I tell you about the small fort that we are building, I would like to tell you where I came from and how I got to where I am now, in New France.

I was born in 1633 in Saint-Martin d'Igé, Perche. My father's name is Nicolas, and my mother is called Françoise. I have two big brothers, François and Nicolas and a little sister called Mathurine.

Perche is a region of France with rolling countryside, which means that there are hills with little valleys in between. There are beautiful forests, with big, leafy trees, and lots of rivers and streams.

My father is a joiner. He works with wood to make furniture and other things for homes. But he can also work with a carpenter and help build a house. My big brother François learned the trade of being a joiner from our father. My brother Nicolas also wants to learn how to work with wood. But most of the men in the Perche region are farmers. A few of them have large plots of land with a big house that we call a manor, a little castle. But most people just have small pieces of land.

That's how it was for my uncle, Pierre Gadois, my mother's brother, who lived near us in Saint-Martin d'Igé. But he heard about a new land called New France and he wanted to go and try his luck there with his wife and two children. I was three years old when they left.

In Françoise's time, it was quite usual for one of the daughters and one of the sons to have the same first name as their parents.

A valley is the elongated space between two hills.



The Godé family

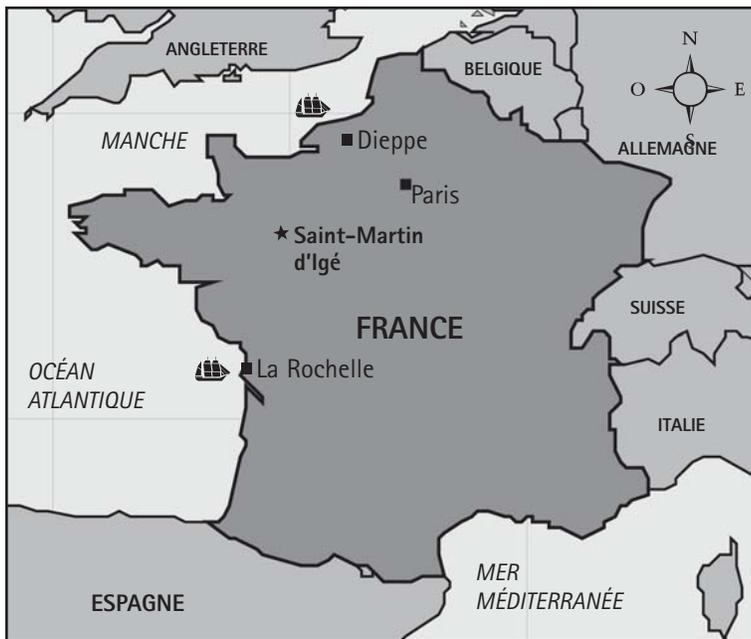


The Perche landscape



Then my uncle wrote to say that we should also come to New France. He said that they were looking for men like my father and my brother in the new colony, hard-working men who could work well with their hands. Our life in Perche was pretty good; we weren't rich, but we weren't poor either. But all of us were attracted by this new land that my uncle described. So we too decided to leave France and to emigrate to New France. We left in the spring of 1641, when I was eight years old.

To emigrate is to leave in order to make a life in a new country.



Map of modern-day France

Do you know how long it took us to get all the way across the Atlantic? Almost three months! When we left, we didn't know how long the crossing would take. In fact, the timing depends on things we have no control over: the weather and the winds. So you have to be ready for a trip that might take three weeks, if all the conditions are favourable, but that could also take from three to five months. This means you have to be very careful with food and water. And there really isn't much for the passengers to do. Luckily I had my brother Nicolas to play with (he's four years older than I am) and also my little sister Mathurine, who was only four when we made the crossing. My big brother François, who's the oldest, told us lots of stories to help us pass the time.

1. What method of transportation did Françoise and her family use to get to the port (🚢)?

- by bicycle 🚲
- by horse-drawn carriage 🐎🚗
- by car 🚗
- on foot 👣

2. Which port did Françoise and her family leave from? Draw a line from Saint-Martin d'Igé to the correct port on the map.

You will be leaving Saint-Martin d'Igé (★). You will have to travel **northeast** to find the right port (🚢). Is it Dieppe or La Rochelle?

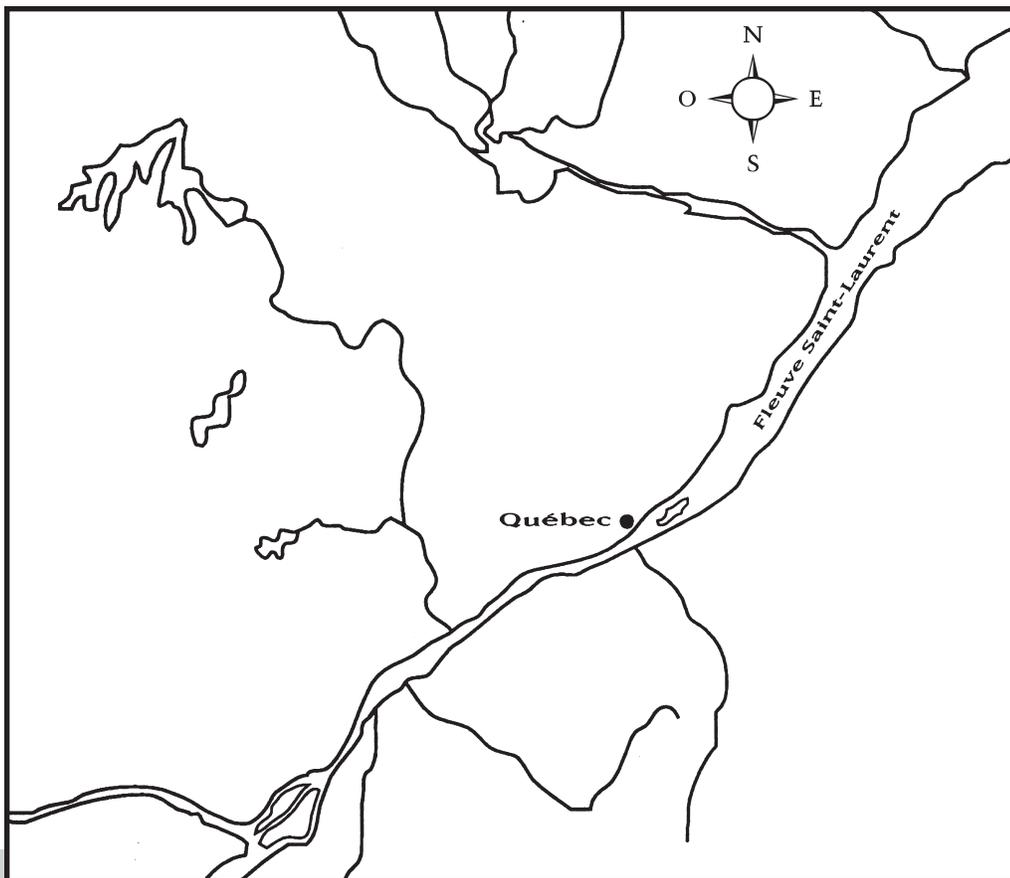
3. Use a coloured pencil to trace the route Françoise took, starting with the port she left from and going to the port of Québec.





On board our ship there were other people who were also going to help establish a new colony on the island of Montreal. Everyone was talking about what our life there would be like. Would we actually meet the inhabitants of this new country, who lived so differently from us, according to the stories I'd heard? Two other boats left from La Rochelle a few weeks later with settlers on board. Our boat was the first to reach Québec. The men, including my father and brothers, then began building a warehouse to store all the supplies we'd brought with us. We had to wait for the head of our expedition, Monsieur de Maisonneuve, before we could move on to the island of Montreal. But his boat only arrived at the beginning of autumn (his journey lasted over five months!) and since winter was fast approaching, it was decided that we would spend our first winter at Québec.

In the spring of 1642, as soon as the St. Lawrence River was free of ice, we were all set to go. On May 8, 1642, forty of us left Québec. We sailed for nine days before we caught sight of the island of Montreal.

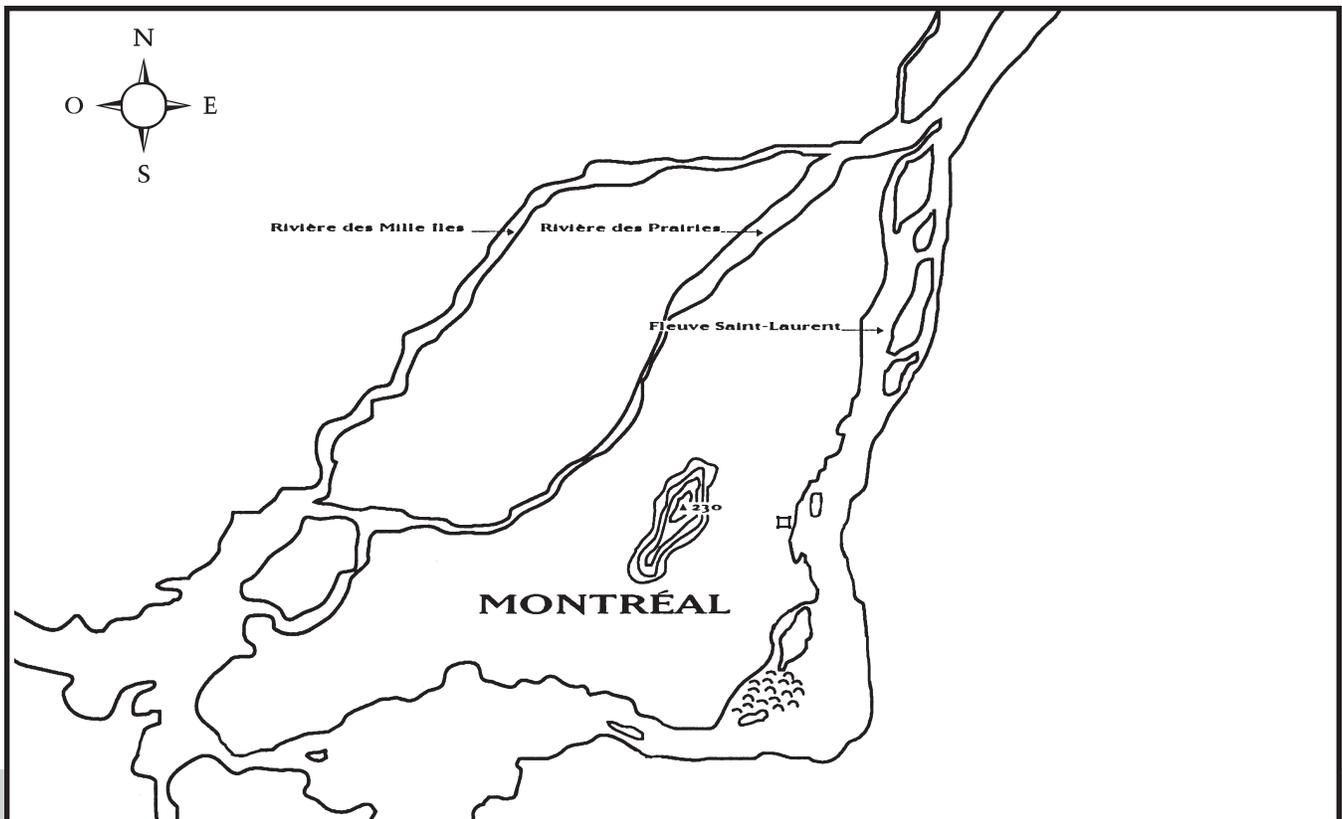


4. To locate Montreal, follow these instructions. You will travel along the same route as Françoise. Your point of departure is Québec City. Follow the St. Lawrence river and head in a south-westerly direction. Stop when you see two islands in the middle of the river. Montreal is the widest and longest of the two. Draw in the route you've covered with the colour of your choice and choose another colour for the island of Montreal.



Here we are then, on the island of Montreal. Since we arrived on the island on May 17, 1642, the men have been constructing a fort and buildings for us to live in. There is a lovely mountain on the island, but I haven't gone up there yet. It's quite far from where we are staying. The men have also told me about some rapids that are a bit beyond us and that prevent the boats from going further on. But I'll be telling you more about all of this very soon.

Continued at the Centre d'histoire de Montréal



5. Colour the water that surrounds Montreal using a blue pencil.
6. Françoise mentioned a mountain and some rapids. On the map, you can see two symbols that represent these two natural features. Identify each symbol (mountain or rapids) and write their names if you know them. Identify them on the map as well.





7. Locate the fort where Françoise lives on the map. It is on the island of Montreal, along the St. Lawrence River, to the east of the following symbol . It is identified by a square symbol. Colour it and write its name beside the symbol: Fort of Ville-Marie.

POST-VISIT ACTIVITY

Which Other Time Period Would You Like to Have Lived in?

Activity

At the Centre d'histoire de Montréal, students explored the island of Montreal at the time of the Iroquoians, around 1535. They also explored the city of Montreal at four different time periods. They observed illustrations, saw objects, listened to accounts and they also filled in a worksheet.

Which other time period would they like to have lived in? Are there any students who would like to have been with Françoise when Montreal was founded? Or who would have preferred witnessing the early days of the streetcars in Montreal? And why? Is it because of Françoise's story, thanks to an image or object seen at the Centre d'histoire, or a story told by the guide, etc.?

Students must explain their choice of time period. Some may find it easier to use Françoise's era, since they have already studied it. Others may have been impressed by an image or objects from another historical period.

Organization

It is better to explain the post-visit activity to the students before their visit to the Centre d'histoire de Montréal. That way, during their visit, they can be asking themselves about the time period they would like to have lived in and can note the details that they will be able to use once they get back to the classroom.

Teaching material

One page to be photocopied and distributed to the students.

For the 2nd cycle classes, use page number 9, and for 3rd cycle classes, page number 10.

