



## TEACHER'S GUIDE

# On the Trail of the St. Lawrence Iroquoians

## MEET THE FIRST INHABITANTS OF THE ISLAND OF MONTRÉAL

You and your students will soon be visiting Pointe-à-Callière to explore the world of the St. Lawrence Iroquoians. Spark your students' curiosity ahead of your visit by having them come up with various hypotheses about the Iroquoians' way of life. At the Museum, they can test their theories. There will be much to fuel discussions upon your return to class!

**BEFORE YOUR VISIT****ACTIVITY 1** The Indigenous Presence in Montréal

Several Indigenous nations would frequent the island of Montréal and its surrounding areas before the Europeans made their way here. These nations each have different ways of life, languages, and traditions. With this activity, your students will explore various facets of these nations.

**OBJECTIVE**

- Explore the ways of life and the environment of various Indigenous nations prior to the Europeans' arrival.

**COMPETENCIES DEVELOPPED**

*Cross-Curricular Competencies*

- Using information.
- Solving problems.

**ESSENTIAL KNOWLEDGE**

*Social Sciences – The Iroquoians and Algonquians around 1500*

- Social and territorial organization around 1500:  
Observe the differences between this society and others (the Anicinapek); open oneself to the diversity of societies and their territories by identifying their main similarities and differences.

**REQUIRED MATERIAL**

- [Indigenous Presence in Montréal](#) Worksheet
- Board or paper and pencils

 30 MINUTES**INSTRUCTIONS**

- 1 As a class or in teams, challenge the students to pair each of the illustrations to one or more words. Take note of the information and the hypotheses as students progress through the activity and identify the questions that arise.

*Avenues to explore*

- Describe the scene, the clothing, the tools, the objects. Specify the materials, take note of motifs, and imagine these peoples' living environment.
- 2 The Museum visit will allow students to validate their hypotheses and answer their questions.

## BACK IN THE CLASSROOM

Gather the students' comments about their Museum visit. Did they enjoy it? What did they take away from the outing?

### AFTER YOUR VISIT

#### ACTIVITY 2 Iroquoian Society's Way of Life

During your guided *St. Lawrence Iroquoians* visit, your students will learn about the Iroquoians' daily life. Women, men, and children each had very specific roles in everyday life, and they used different tools to complete their tasks.

##### OBJECTIVES

- A look back at the visit and a discussion about the St. Lawrence Iroquoians' way of life and environment.
- Overview of the daily activities of St. Lawrence Iroquoian women and men.

##### COMPETENCIES DEVELOPPED

###### *Cross-Curricular Competencies*

- Using information.
- Using creativity.

###### *Social Sciences*

- Interpreting social phenomena from a historical perspective.

##### ESSENTIAL KNOWLEDGE

###### *Social Sciences*

- Iroquoian society around 1500: cultural, economic, and political realities; a group's influence on social and territorial organization; Iroquoian society's elements of continuity with the present (place names, artifacts, and sites).

##### REQUIRED MATERIAL

- Pre-visit preparatory notes on students' hypotheses and questions.
- Questionnaire *Iroquoian Society's Way of Life*



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Photo: Alain Vandal

🕒 15 MINUTES OR +

##### INSTRUCTIONS

- 1 Review the Museum visit. What did the students take away, learn, and discover? Are there elements that differ greatly from those they raised in the pre-visit activity?
- 2 Complete the "Way of Life of Iroquoian Society" questionnaire as a class or individually. Correct as a group to further the discussion and validate the acquisition of knowledge.

AFTER YOUR VISIT

**ACTIVITY 3** Make your own Iroquoian Bowl Game

The Iroquoians lived according to the seasons. Nature could be capricious, and they sometimes struggled to survive. But it wasn't "all work and no play." They also had some free time. Both children and adults liked to have fun, celebrate, debate, and play sports. The bowl game was a game of chance everyone could enjoy. Now you can make your own version of the Iroquoian bowl game!

**OBJECTIVES**

- Explore distinctive aspects of the St. Lawrence Iroquoian culture.
- Experience a leisure activity practiced by the Iroquoians.

**COMPETENCIES DEVELOPPED**

*Cross-Curricular Competencies*

- Using information.
- Adopting effective work methods.
- Cooperation.
- Communicating appropriately.

*Social Sciences*

- Understanding the organization of a society on its territory.
- Opening oneself to the diversity of societies on their territories.

*Visual Arts*

- Creating personal works of visual art.

**ESSENTIAL KNOWLEDGE**

*Social Sciences*

- Iroquoian society around 1500: cultural situations.

*Visual Arts*

- Transforming gestures and tools (modelling, engraving, and painting).
- Materials: naming, identifying, differentiating (gouache, modelling clay).
- Tools: naming and identifying (brush).
- Language of visual arts: naming rounded shapes.
- Naming and identifying colours, textures, and patterns.
- Using transforming gestures (gestures and tools).
- Organizing the elements one has chosen (naming, juxtaposing, repeating, and alternating).
- Finalizing one's artwork.



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*Mathematics*

- Communicating by using mathematical language.
- Counting a collection by grouping or regrouping.
- Using concrete materials to represent a situation (use of different meanings of addition and subtraction).
- Developing processes for mental computation.
- Identifying plane figures: circle.
- Constructing solids.
- Becoming aware of the independence of events in an experiment.
- Experimenting with activities involving chance, using various materials.

**REQUIRED MATERIAL**

- A bowl for each team of players.
- Modelling clay (polymer, clay, or other) for the game pieces.
- Sticks or sculpting tools for making the patterns.
- Gouache or felt-tip markers (black and white) to colour the sides of the game pieces.
- Dried beans\*, enough to provide 50 per player.

\* The beans used by Iroquoians were seeds harvested from tepary or common beans. You can use small red, white, or black beans sold in grocery stores in 500 g or 1 kg bags.

🕒 60 MINUTES OR 2 PERIODS OF 30 MINUTES EACH

### INSTRUCTIONS

- 1 Have students make eight game pieces per team, each about 3 cm in diameter. On one side, have them reproduce one of the Iroquoian patterns shown below. Allow the pieces to dry.
- 2 Paint (or colour) the side with the patterns white, and the other side black. Allow to dry.
- 3 Lastly, place the game pieces in the bowl. Students are finally ready to play the bowl game!

### Game Rules

2 players / 4 players

- 1 Distribute\*\* 50 beans per player.
- 2 Players place the beans in the centre to make a common pot.
- 3 The first player shakes the bowl and then pours all the game pieces onto the table
- 4 Based on the number of identical game pieces, the player collects the number of beans from the common pot:
  - 6 game pieces → 2 beans
  - 7 game pieces → 4 beans
  - 8 game pieces → 20 beans
- 5 When the common pot is empty, the player takes beans from the other player's store—or, when four are playing, from all the other players, drawing one from each in succession. The game ends when one player has all the beans.

The player continues to shake the bowl until they throw fewer than six identical game pieces, after which it becomes the next player's turn. When there are four players, the turn immediately passes to the next player.



© Pointe-à-Callière  
Photo: Alain Vandal

\*\* Students can also gather their own beans.  
This lets them practice counting to 50!

## ACTIVITY 4 Indigenous People Today

Indigenous nations are still very present on Québec territory. Over 13,000 Indigenous people from various nations live in the Greater Montréal region. There are 11 nations in Québec — 10 First Nations and the Inuit Nation. This is a great diversity of nations, and each has its own history.

Over time, Iroquoians — as well as other Indigenous people — used things we still use today. What are they?

### OBJECTIVES

- Discover aspects of Iroquoian society: way of life, economic activities, means of transportation, roles of men and women, clans.
- Become familiar with their way of life.

### COMPETENCIES DEVELOPPED

*Cross-Curricular Competencies*

- Using information.

*Social Sciences*

- Interpreting social phenomena from a historical perspective.

### ESSENTIAL KNOWLEDGE

*Social Sciences*

- Iroquoian society around 1500: the population's location in space; cultural, demographic, economic, and political situations.

### REQUIRED MATERIAL

*Indigenous People Today* Worksheet

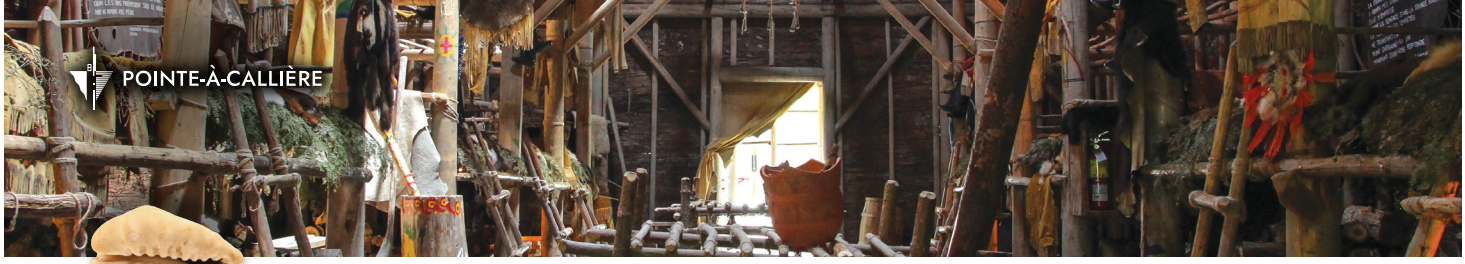
60 MINUTES

### INSTRUCTIONS

- 1 For each definition, students must choose the corresponding word. Students will thereby learn about Indigenous innovations we still use today.
- 2 To complement the exercise, you can lead a discussion on the Indigenous presence in today's Montréal and, more broadly, in Québec.



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POINTE-À-CALLIÈRE

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 Photo: Luc Bouvrette  
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**BEFORE YOUR VISIT**

**STUDENT WORKSHEET**

# On the Trail of the St. Lawrence Iroquoians

**ACTIVITY 1** Indigenous Presence in Montréal

Did you know that several Indigenous nations would frequent the island of Montréal and its surrounding areas before the Europeans made their way here? These nations each have different ways of life, languages, and traditions. Using the illustrations below, explore various facets of these Indigenous nations.

Pair the various illustrations to one or more words from the list. Write your answers in the spaces under the illustrations.

Anicinapek

Wendat

Camp

Village

Alliance

Sedentary

Nomadic

Agriculture

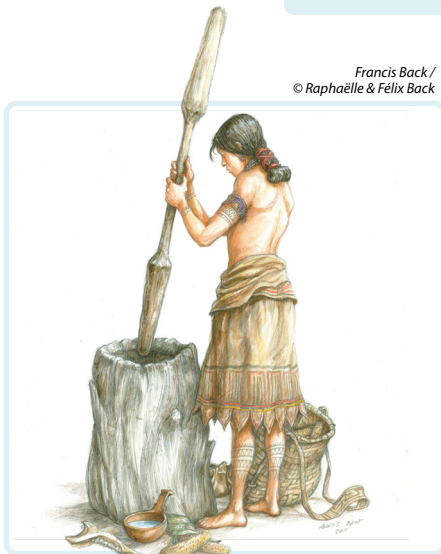
Three Sisters

Longhouse

Hunting and fishing

St. Lawrence Iroquoians

Wigwam (temporary shelter)



Francis Back /  
 © Raphaëlle & Félix Back



Francis Back /  
 © Raphaëlle & Félix Back



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Agriculture  
 Three Sisters

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Maquette de Michel Cadieux,  
photo: Valérie Tremblay



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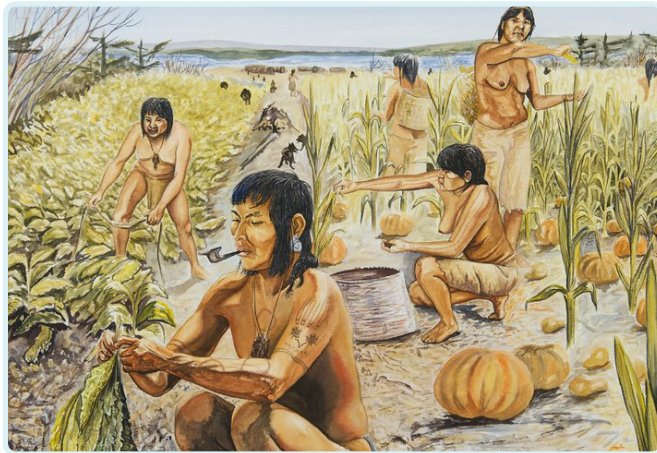
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AFTER YOUR VISIT

STUDENT WORKSHEET

# On the Trail of the St. Lawrence Iroquoians



**ACTIVITY 2** Iroquoian Society's Way of Life

Women, men, children, and elders each had very specific roles in Iroquoian communities. They worked the land to grow staples, like fruits and vegetables, and used the natural resources around them to provide food by hunting and fishing, to build their homes, and to make the clothing and tools they needed.



Iroquoians depended on one another and on the natural resources at hand for their daily use.

Unscramble the letters in the column on the right to complete the statements on the left.

**M E N** cleared the land to prepare the soil for growing crops (agriculture).

**E N M**

Men hunted, fished, and made  **O**     .

**L O O S T**

The clan leader was appointed by the clan   **T**    .

**O M T R E H**

Iroquoians used    **W**      **E**  to travel over snowy terrain in winter.

**S S O W H S E N O**

Men   **R**      with other Indigenous peoples.

**A R T B R E E D**



Women harvested the three    T    and men harvested tobacco.

I S S R S E T

Elders taught legends, traditions, and knowledge to    L      .

I L D E N C H R

Part of the crop was dried and stored for the     E   .

I W T N R E

Women picked small   R      such as strawberries, raspberries, and blueberries.

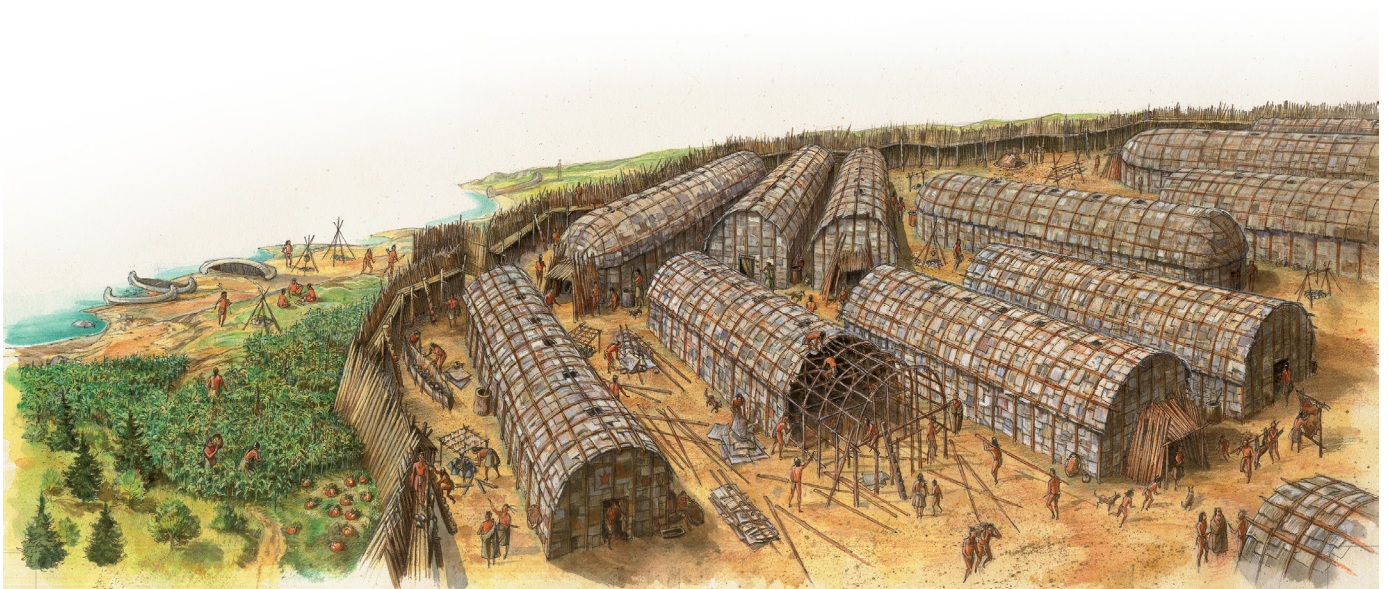
R F T U I S

Iroquoians built longhouses with    R   because there were many trees in the forest.

A R B K

The central     E      in the longhouse belonged to the clan mother.

I F E R L C E A P

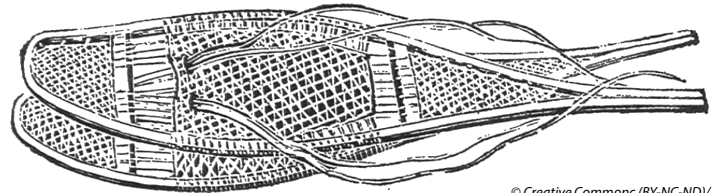


**ACTIVITY 4** Indigenous People Today

Indigenous nations are still very present on Québec territory. Over 13,000 Indigenous people from several different nations live in the Greater Montréal region. There are 11 nations in Québec — 10 First Nations and the Inuit Nation.

This is a great diversity of nations, and each has its own history.

Over time, Iroquoians — as well as other Indigenous nations — created or discovered things we still use today.



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What are they?

Do you know of any other Indigenous inventions we still use today?

la crosse

canoe

corn

sap

moccasins

1 Indigenous watercraft made of wood, bark, and pine gum.

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2 Indigenous shoes made of untanned hide.

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3 Grain whose seeds are used to make flour.

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4 Indigenous team sport played with a hard ball and a curved stick outfitted with a net.

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5 Liquid gathered from the sugar maple in the springtime, from which maple products — such as syrup — are made.

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ACTIVITY 1 Indigenous Presence in Montréal , p. 6



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© Photo: Luc Beaudette  
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BEFORE YOUR VISIT

STUDENT WORKSHEET

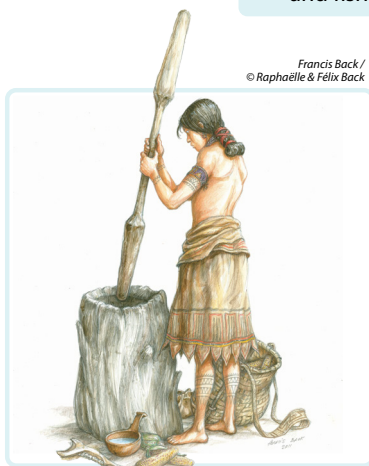
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- Anicinapek
- Wendat
- Camp
- Village
- Alliance
- Sedentary
- Nomadic
- Agriculture
- Three Sisters
- Longhouse
- Hunting and fishing
- St. Lawrence Iroquoians
- Wigwam (temporary shelter)



Francis Back /  
© Raphaëlle & Félix Back

Agriculture  
Three Sisters  
\_\_\_\_\_  
\_\_\_\_\_  
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Francis Back /  
© Raphaëlle & Félix Back

Hunting and fishing  
\_\_\_\_\_  
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Nomadic  
Anicinapek  
Wigwams  
Camp  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ACTIVITY 1 Indigenous Presence in Montréal , p. 7

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Alliance  
Wendat

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Maquette de Michel Cadieux, photo : Valérie Tremblay



Sedentary  
Wendat  
St. Lawrence Iroquoians  
Longhouse  
Village

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Sedentary  
Wendat  
St. Lawrence Iroquoians  
Agriculture  
Three Sisters  
Village

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Nomadic  
Hunting and Fishing  
Anicinapek  
Wigwams  
Camp

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ACTIVITY 2 Iroquoian Society's Way of Life, p. 8

AFTER YOUR VISIT

STUDENT WORKSHEET

# On the Trail of the St. Lawrence Iroquoians



ACTIVITY 2 Iroquoian Society's Way of Life

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**E N M**

Men hunted, fished, and made **T O O L S**.

**L O O S T**

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**O M T R E H**

Iroquoians used **S N O W S H O E S** to travel over snowy terrain in winter.

**S S O W H S E N O**

Men **B A R T E R E D** with other Indigenous peoples.

**A R T B R E E D**

ACTIVITY 2 Iroquoian Society's Way of Life, p. 9

Women harvested the three **S I S T E R S** and men harvested tobacco.

I S S R S E T

Elders taught legends, traditions, and knowledge to **C H I L D R E N**.

I L D E N C H R

Part of the crop was dried and stored for the **W I N T E R**.

I W T N R E

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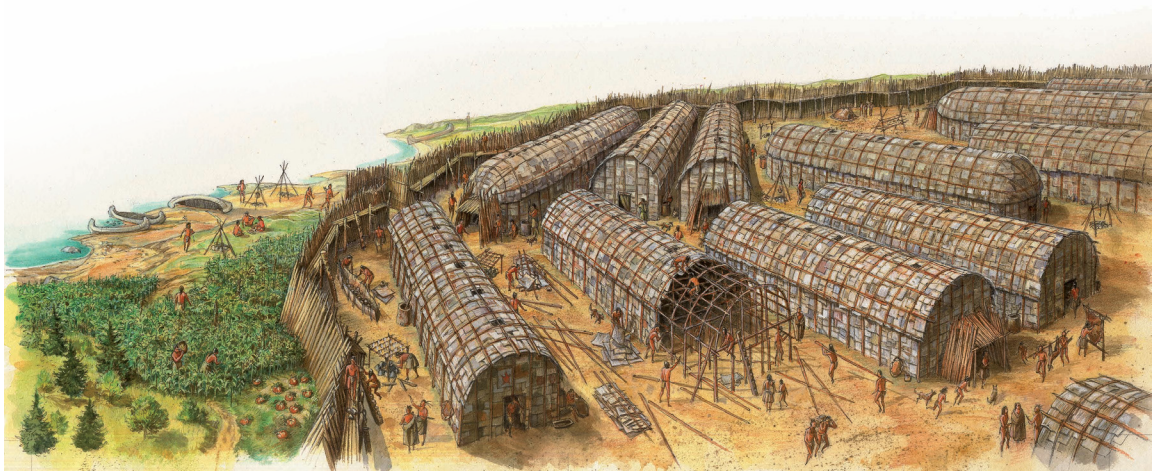
R F T U I S

Iroquoians built longhouses with **B A R K** because there were many trees in the forest.

A R B K

The central **F I R E P L A C E** in the longhouse belonged to the clan mother.

I F E R L C E A P



Francis Back / © Raphaëlle & Félix Back, francisback.art@gmail.com

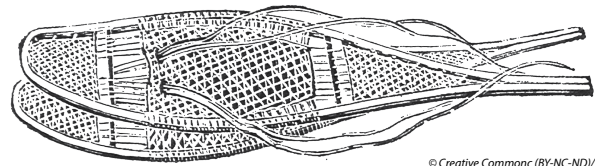
ACTIVITY 4 Indigenous People Today, p. 10

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la crosse

- 5 Liquid gathered from the sugar maple in the springtime, from which maple products — such as syrup — are made.

sap