



TEACHER INFORMATION + ELEMENTARY

Here's to Progress - 19th-Century Style!

IS PROGRESS ALWAYS A GOOD THING?

You will soon be visiting Pointe-à-Callière with your students to discover the exhibition **Here's to Progress - 19th-Century Style!** through a role-playing game and exploration of the interactive mural of the port. Use these pre- and post-visit activities to teach your students about progressive figures in 19th-century Montréal and to hone their critical thinking skills with respect to progress in history.

BEFORE YOUR VISIT

ACTIVITY 1 Discovering Montréal's key 19th-century figures

When they visit Pointe-à-Callière, your students will take part in a role-playing game involving key figures from 19th-century Montréal. This pre-visit activity will prepare them for this by teaching them about the people who paved the way for modern-day Montréal.

OBJECTIVES

Teach students about progress in 19th-century Montréal using certain public figures.

COMPETENCIES DEVELOPED

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

MATERIALS REQUIRED

- Worksheet **Welcome to Montréal in the 19th-century - century of progress**
- One sheet of blank paper per team, coloured pencils

NOTE

FOR TEACHERS OF ELEMENTARY CYCLES 1 AND 2

To simplify this activity, have your students focus on the bold text in the descriptions of the figures who contributed to progress in Montréal. Students can complete all of the questions using these words and phrases.

 75 MINUTES**INSTRUCTIONS**

- 1 Introduce the visit to the exhibition **Here's to Progress - 19th-Century Style!** to your students. Explain that during the visit to the museum, they will have to embody a figure, play the role, and defend that figure's ideas. To prepare for the role-playing games, they will be taking a closer look at these figures.
- 2 To do so, divide the class into 10 teams.
- 3 Assign one of these figures described on pages 4 and 5, who brought progress to 19th-century Montréal, to each team:
 - Archibald Hall
 - Joseph Frobisher
 - Charles-Simon Delorme
 - Sarah Bruner
 - Sir Hugh Allan
 - Jacques Viger
 - Rollo Campbell
 - Gother Mann
 - John Ostell
 - John Poor
- 4 Refer your students to the questions in the student workbook. The questions require them to (1) imagine their assigned figure's physical appearance by drawing them, (2) identify one or more characteristics that make them progressive, and (3) identify which of the images at the end of the activity represent a place the figure frequented.
- 5 Once they have answered the questions, have each group present their figure to the rest of the class so that all the students familiarize themselves with all of the figures.
- 6 During your visit to the museum you will see an interactive mural of the port. Use it to situate yourself physically in the space. When you look at the mural, you are looking at the St. Lawrence. It's a good way to orient yourself inside the exhibition space

BACK IN THE CLASSROOM

During your visit to Pointe-à-Callière, the students were asked to take a position and defend their opinion. Back in the classroom, they can continue exercising their critical judgement and ability to communicate appropriately by reflecting on the notion of progress in history.

AFTER YOUR VISIT

ACTIVITY 1 A modern look at 19th-century progress

OBJECTIVES

Recognize the significant progress made in 19th-century Montréal and assess its positive and negative impacts when compared to the modern day.

COMPETENCIES DEVELOPED

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

MATERIALS REQUIRED

- Worksheet [A modern look at 19th-century progress](#)

 75 MINUTES

INSTRUCTIONS

The post-visit activity for the exhibition [Here's to Progress - 19th-Century Style!](#) is a discussion/debate, facilitated by the teacher after the students have done some preparation.

- 1 Remind the students that the exhibition dealt in general with the social, economic, and urban changes brought about in 19th-century Montréal by the British.
- 2 Before starting the activity, have a discussion with the students about the notion of progress.
- 3 Explain the activity: A debate for or against a progressive idea from the 19th century compared with modern life. Teams will be assigned to either defend or oppose each type of progress named in a debate.
- 4 Divide the class into four groups and assign each group one of the following themes:
 - Group 1:** For changing the urban landscape
 - Group 2:** Against changing the urban landscape
 - Group 3:** For industrialization and transforming the economy
 - Group 4:** Against industrialization and transforming the economy
- 5 Have the teams work together, using their student workbook (worksheet [A modern look at 19th-century progress](#)), on the activity corresponding to the topic they have been assigned. They should familiarize themselves with and reflect on the statements in order to take a position on progress in the 19th century, which has had both positive and negative repercussions today.
- 6 Once the students have completed their workbooks, have groups 1 and 2 debate while groups 3 and 4 listen. Then have groups 3 and 4 debate while groups 1 and 2 listen. You may choose to allow the “audience” to take part in the debate or prohibit them from interrupting.



BEFORE YOUR VISIT

STUDENT WORKSHEETS

ACTIVITY 1 Discovering Montréal's key 19th-century figures

We are the people who made Montréal into a centre of progress in Canada. We are real historical figures. Come meet us. With the rest of your team, get to know one of us better and then introduce us to the rest of your class.

How?

- 1 Draw me. Imagine my clothes, my physical features, what I do.
- 2 List one or more characteristics that make me a progressive figure.
- 3 Identify which of the places on the next page I frequented. Finding it hard? If you read carefully and look closely at the images, you should be able to figure it out.
- 4 Present the information from the three questions above to the rest of the class.

INTRODUCTION OF FIGURES*

ARCHIBALD HALL

I was **born in Montréal** and I study **medicine in the laboratories of McGill University**. I am best known for my role in **founding and editing medical journals**. It's a job that takes **courage** and many sacrifices, but it's worth it. Because although these projects sometimes put me into debt, the **journals allow me to voice my views**. I don't care if they have anything to do with medicine, as long as people read them and think about them.

JOSEPH FROBISHER

My brothers and I left **England** and came to Québec around 1760. We were quite poor before entering the **fur trade**. My work is not always fun and games; I often travel to **Grand Portage** in the Canadian West to trade furs, where I live in **tiny cabins**. **I have played a key role** in the rise of the **fur trading company the North West Company**, in which my brother Benjamin and I hold important positions. I have always been a **social man**; this week alone, my agenda has 16 dinners outside the house and 5 dinners at home with guests.

CHARLES-SIMON DELORME

I was **born in Montréal**, where I learned the **construction trade**. What **foresight**, because in the early 1800s, the city's **population grew** dramatically, and my work crews and I have built housing for all of those poor French Canadians being taken in by all the English landing in Canada. I am **proud** to be a **French-Canadian** entrepreneur among all these English businessmen. While I look after running the business, my workers construct all sorts of buildings. The last on the list is a **building with two apartments on the second floor and a business at ground level**.

SARAH BRUNER

I am a **German from a family of innkeepers**. At the age of 18, I married Jacob Würtele. We lived in the **Place du marché**, the **large square** that everyone visiting Montréal first sees. We rented the old guard house to run a large retail store called **L'auberge Würtele**. We expanded the business but then Jacob died. My six children and I **had to work** at the store until I married again. But my new husband died too. I married a third time and gave birth to my 10th child, but I did not survive the childbirth.

* All of the information about these people was taken from the website <http://www.biographi.ca/fr/>

SIR HUGH ALLAN

I was **born in Scotland**. My family operates **ships** in the North Atlantic between Glasgow and the St. Lawrence River. I came to Montréal in 1826 and not long after became a commission agent for one of Montréal's largest importers. It was a **proud moment!** With my father's help, I have helped to **expand the company's shipping operations**. They say that the company is run by **dynamic and ambitious** men, and it's true that business is booming. This has made me **a very rich man**, with a **home** worthy of this status. The company will eventually end up bearing my family name.

JACQUES VIGER

I was **born in Montréal**. It is said that I am an **enigmatic** and **disconcerting** person. I know all the details of my fellow citizens' lives, because I am **interested in people's social circumstances**. That's why I was elected **mayor of Montréal**. At that time, after the mound upon which the citadel of Montréal was built had been levelled, I analyzed the situation and proposed that **Rue Bonsecours be extended northward**.

ROLLO CAMPBELL

I **come from Scotland**, and in 1822, I brought my skills as a **printer, newspaper publisher, and politician** to Montréal. My **printing company** quickly became one of the largest in Canada. In 1851, I **ran unsuccessfully in Montréal's municipal elections**, primarily on a platform to set up essential public services. In 1857, I withdrew from municipal politics, but I **gave the people a voice** through my newspapers, including the *Pilot*. I am very **proud** of being a **Scottish immigrant** who started from nothing and became a successful Canadian businessman.

GOTHER MANN

I am a **military officer and engineer**. I hold Canada's second-highest military rank, which allows me to make **many trips between Montréal and my native England**, where I often go with my family. In 1800, I wrote a scathing report on the state of the St. Lawrence's canals. The locks were defective. Yet the canals are vitally important for trade and military movement. So I requested **repairs and improvements**.

JOHN OSTELL

I was born in London, where I was trained as an architect and surveyor. In 1834, I began a new life in Montréal, opening my own business and working for the city. In 1840-1841, I drew up the first complete plan of the city of Montréal, which earned me the **title of provincial surveyor** in 1848. This is good for my **private practice**. I created the plans for the large **Côte-des-Neiges cemetery** in 1854, with its beautiful grill and stone arch entranceway. My architectural works represent a move away from **French-style architecture toward an English style**.

JOHN POOR

I was **born in Maine**, in the United States, the son of a Puritan English family. I became a **railway entrepreneur** after seeing the **first locomotive** run in New England in 1834. I like to say that it gave me such a shock that my hair seemed to start from the roots; and as I reflected in after years, the locomotive engine grew into a greatness in mind that **left all other created things far behind it as marvels and wonders**. So I published a plan for a railway network centred on Portland, Maine, which would give Montréal a port on the Atlantic that was open year round.



1. Draw me. Imagine my clothes, my physical features, what I do.

2. List one or more characteristics that make me a progressive figure.

3. Identify which of the places on the next page I frequented. Finding it hard? If you read carefully and look closely at the images, you should be able to figure it out.



© Aquarelle de James P. Cockburn, Bibliothèque et Archives Canada, C-012700

Montréal Lower Town Market, 1829



© Musée McCord, MP-0000.25.255 Anonyme

McGill University Bacteriology Lab, c.1895



© Musée McCord, M930.50.8.79, John Henry Walker

Inside of a workshop, John Henry Walker



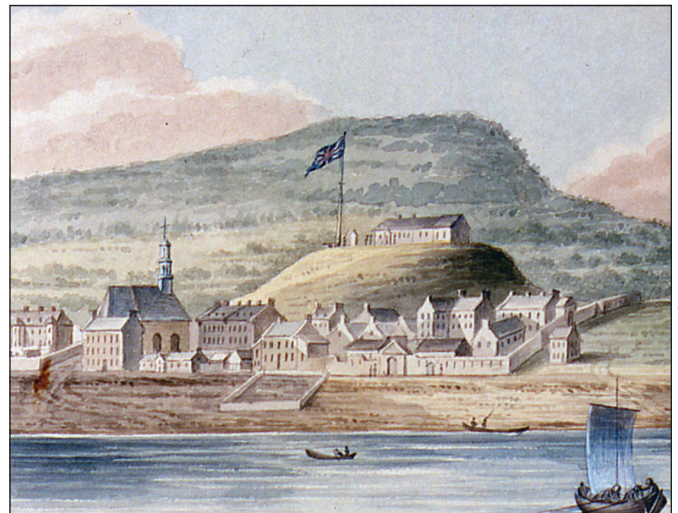
© Denis Tremblay

Charles-Simon Delorme House



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Allan Memorial Institute



© Archives de la Ville de Montréal, BM99_01-P-316 Aquarelle de William Bert Berczy

The Citadel of Montréal, c. 1810



Provenance: BANQ, E21, S555, S51, S5515, P6

Grand Portage



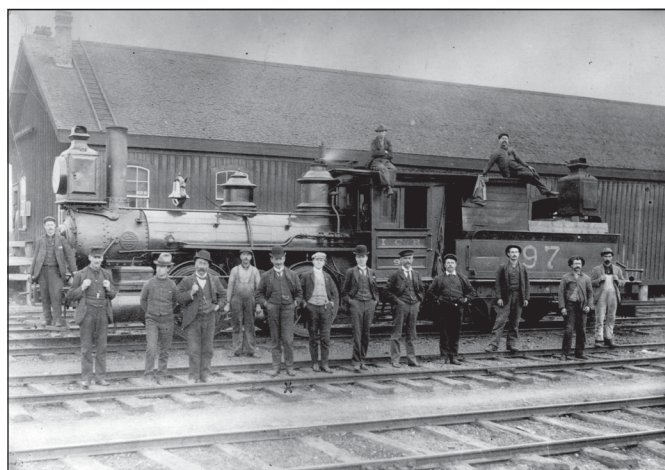
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Canoe, Sailship, Steamboat



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Mount Royal Cemetery



© MSTC/Collection CN, ACN000389
Locomotive n° 97, v. 1905

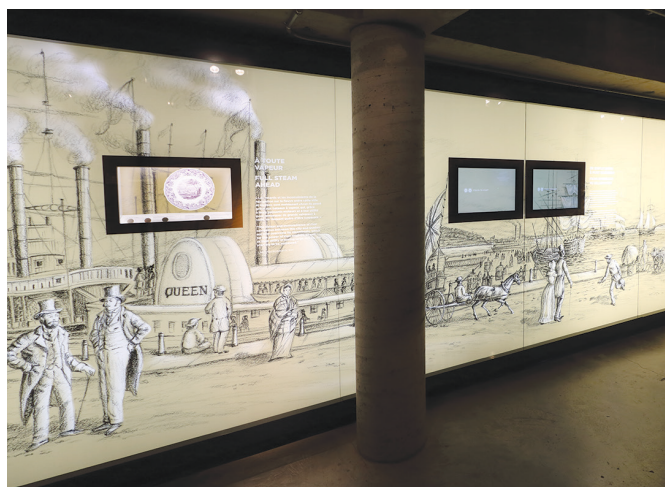
Locomotive no. 97, Nova Scotia Intercolonial Railway

Before you finish

When you visit the museum, you might find that you lose your sense of direction inside the exhibition space. Here's a tip to help you orient yourself.

During the tour, you will see an interactive mural of the port, created by designer Amélie Bilodeau, which depicts Montréal from around 1800 to 1850.

Remember that when you look at the mural, you are actually facing the river.



© Collection Pointe-à-Callière, Michel Julien



BACK IN THE CLASSROOM

STUDENT WORKSHEETS

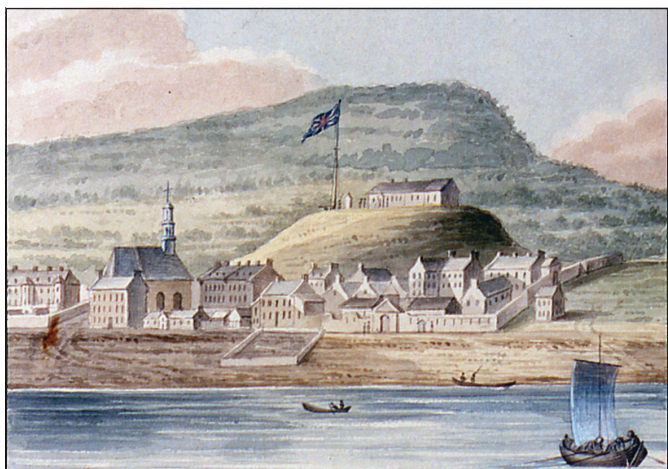
Here's to Progress - 19th-Century Style!



ACTIVITY 1 A modern look at 19th-century progress

You recently visited the exhibition **Here's to Progress - 19th-Century Style!** at Pointe-à-Callière with your class. What progress did the exhibition cover? Did this progress always make society better?

- 1 First, explore the booklet to find the group assigned by your teacher, then follow the instructions.
- 2 Look at these images. They will remind you of what you learned at Pointe-à-Callière and help you with this activity.



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The Citadel of Montréal, c. 1810



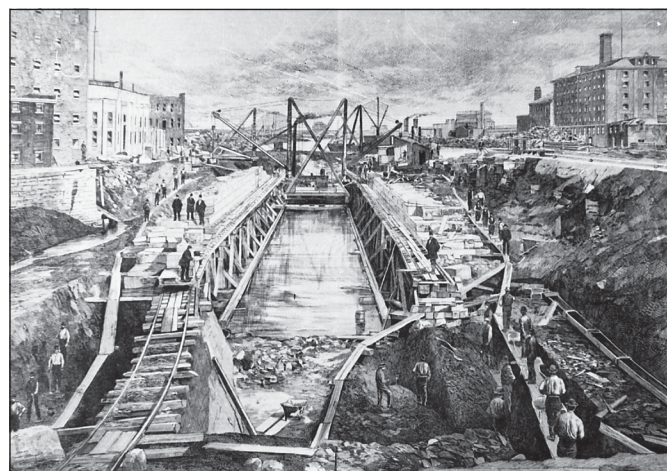
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Montréal from the Mountain, 1839-1842



© Musée McCord, VIEW-2421

Montréal, market day



© Archives de la Ville de Montréal, M001 VM09-4-Y-17-D1623

Construction work to widen the Lachine Canal

GROUPS 1 AND 2

FOR OR AGAINST
CHANGES TO THE URBAN LANDSCAPE

Nineteenth-century Montréal: People come from all over to live in the city. The population is increasing daily. The city must adapt to the needs of the growing population. Below is a list of what was done. If you are for these changes, emphasize the positive aspects of these statements for Montréal's development then and now. If you are against them, emphasize the negative aspects of these statements for Montréal's development then and now.

EXAMPLE: STATEMENT DEBATED
CONSTRUCTION OF SEWER AND WATER SYSTEMS

FOR	AGAINST
<p>It helped make the city healthier. Today, we benefit from the city's system of hygiene.</p> <p><i>Note: First sewer collector in North America is at Pointe-à-Callière.</i></p>	<p>The sewer system did not extend to the whole city, so it didn't benefit everyone. Today, our flushing system uses potable water, which should only be used for drinking.</p>

There is not necessarily a single right or wrong answer. Focus on developing your critical judgement and on being creative.

STATEMENTS TO DEBATE

- | | | | | |
|--|--|---|--------------------------------------|---------------------------|
| The port of Montréal is developed for trade | Heating fuel switches from wood to coal | Montréal grows into a major city | L'arrivée du gaz et de l'électricité | The landscape is modified |
| Major construction projects for shipping, railways, and roads are undertaken | Architecture shifts from French style to English style | The city's fortifications, built when the city was founded, are destroyed | | |

ACTIVITY 1 Discovering Montréal's key 19th-century figures, p. 6

1. Draw me. Imagine my clothes, my physical features, what I do.

→ 2. The answers below are just some of the possibilities.

Archibald Hall: Sought wider access to and sharing of scientific knowledge

Joseph Frobisher: Wanted Montréal to be open to the rest of the world to encourage trade.

Charles-Simon Delorme: With foresight, he understood that a growing population would increase demand for housing.

Sarah Bruner: Maintained and expanded her business despite her misfortune.

Sir Hugh Allan: Engaged in and promoted the shipping industry.

Jacques Viger: Fought for social issues. Wanted to expand the city into the countryside.

Rollo Campbell: Sought to defend citizens from government abuses. Eventually voiced his social concerns by turning to the printing industry.

Gother Mann: Tried to ensure that the new continent was well protected.

John Ostell: Sought to replace French-style architecture with a more English style.

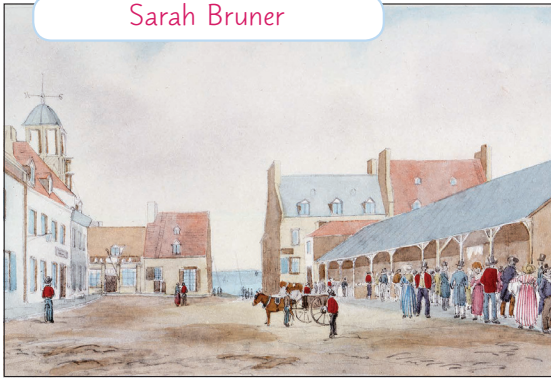
John Poor: Helped to advance the railroad industry

2. List one or more characteristics that make me a progressive figure.

ACTIVITY 1 Discovering Montréal's key 19th-century figures (continued), p. 7

3. Identify which of the places on the next page I frequented. Finding it hard? If you read carefully and look closely at the images, you should be able to figure it out.

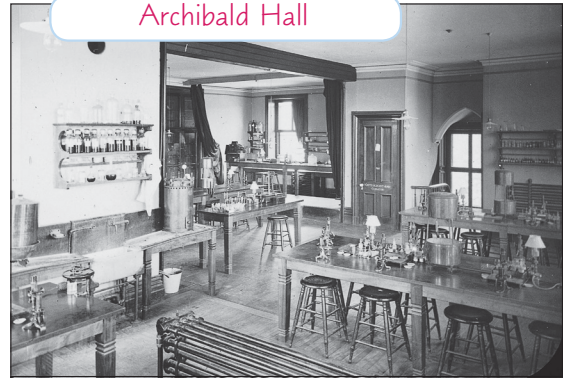
Sarah Bruner



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Montréal Lower Town Market, 1829

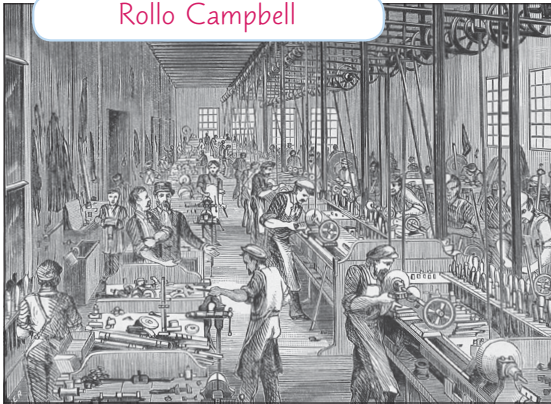
Archibald Hall



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McGill University Bacteriology Lab, c.1895

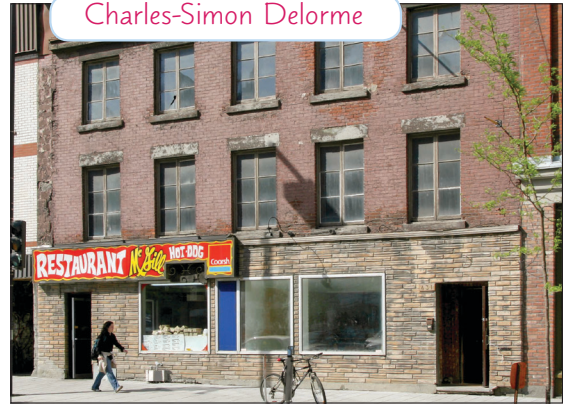
Rollo Campbell



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Inside of a workshop, John Henry Walker

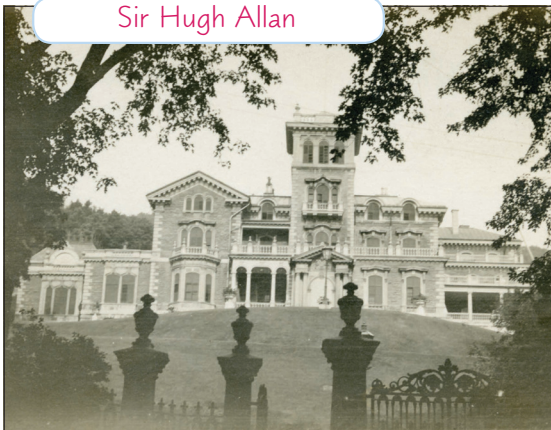
Charles-Simon Delorme



© Denis Tremblay

Charles-Simon Delorme House

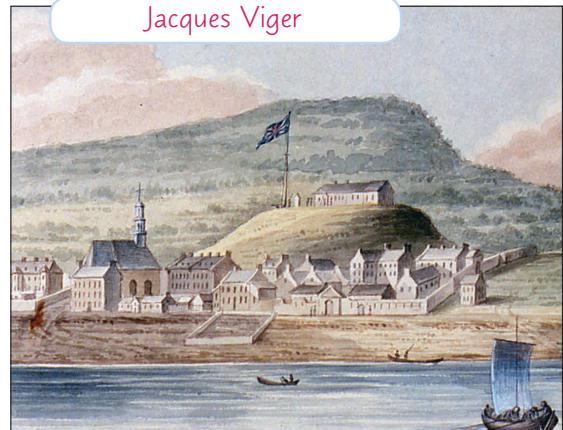
Sir Hugh Allan



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Allan Memorial Institute

Jacques Viger

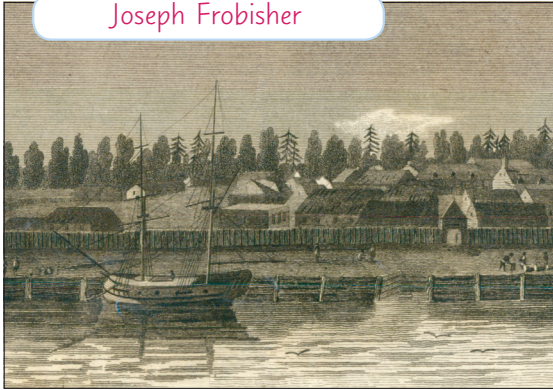


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The Citadelle of Montréal, c. 1810

ACTIVITY 1 Discovering Montréal's key 19th-century figures (continued), p. 8

Joseph Frobisher



Provenance: BMQ, E21, S555, S51, S515, P6

Grand Portage

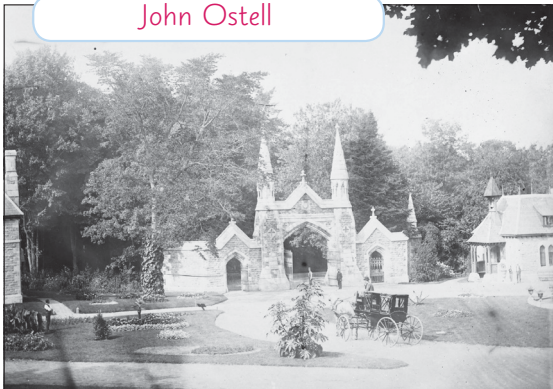
Gother Mann



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Canoe, Sailsip, Steamboat

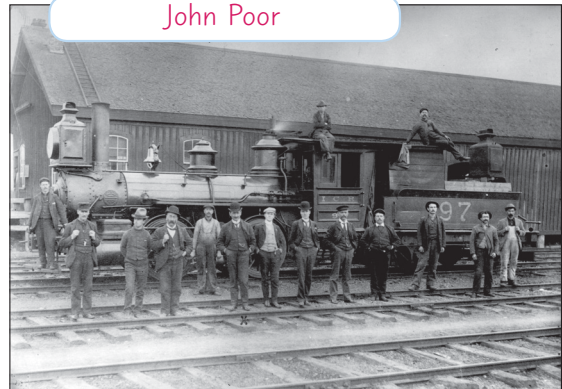
John Ostell



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Mount Royal Cemetery

John Poor



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Locomotive n° 97, k, 1905

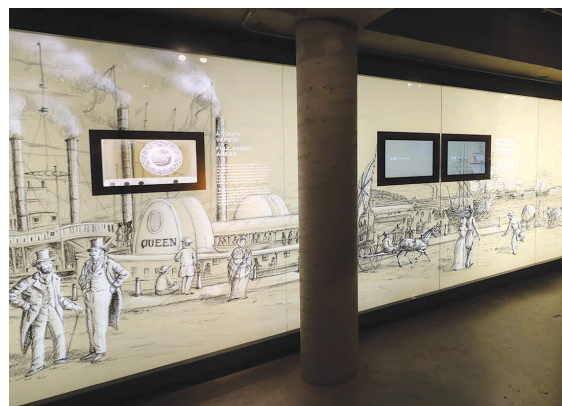
Locomotive no. 97, Nova Scotia Intercolonial Railway

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