



© Pierre-Olivier Fortin
© Pointe-à-Callière
Picture: Luc Bouvrette
BFF101_315

TEACHER INFORMATION

The St. Lawrence Iroquoians

DISCOVER THE FIRST INHABITANTS OF THE ISLAND OF MONTRÉAL

Planning a visit to Pointe-à-Callière to explore the world of the St. Lawrence Iroquoians? Use the activities in this teacher's guide to spark your students' curiosity before your visit and have them come up with hypotheses about the lifestyle of these First Peoples. At the museum, they can test their hypotheses. It will give them lots to discuss back in the classroom.

BEFORE YOUR VISIT

ACTIVITY 1 Women and men

How did the St. Lawrence Iroquoians live around the year 1500, before contact with Europeans? Use the illustrations of two young Iroquoians performing everyday tasks to brainstorm with your students and come up with a general description of what life was like for these First Peoples.

OBJECTIVES

- Discover the St. Lawrence Iroquoians' lifestyle and environment before the arrival of Europeans.
- Experience the daily activities of St. Lawrence Iroquoian women and men.

COMPETENCIES DEVELOPED

Cross-curricular

- To use information
- To solve problems

Social Sciences

- To understand the organization of a society in its territory

ESSENTIAL KNOWLEDGES

Social Sciences

- Iroquoian society around 1500: cultural, economic and political situations, influence of people on social and territorial organization, elements of continuity with the present (place names, artefacts, sites).

MATERIALS REQUIRED

- **A young St. Lawrence Iroquoian woman** and **A young St. Lawrence Iroquoian man** sheets
- Blackboard or paper and pencils

30 MINUTES

INSTRUCTIONS

- 1 As a class or in teams, have your students look at the sheets *A young St. Lawrence Iroquoian woman* and *A young St. Lawrence Iroquoian man* and challenge them to find as much information as possible. Write down the details and their hypotheses as they go, along with any questions that arise.

Avenues of exploration

- Describe the scene, clothing, tools, and other objects. Be specific about the materials and examine the patterns. What would be the equivalent scene today?
 - Imagine their living environment - their homes, the typical sounds and smells.
- 2 You'll be able to test the hypotheses and answer the questions during your visit to the museum.

A Young St. Lawrence Iroquoian Woman



Francis Back /
© Raphaëlle & Félix Back

A Young St. Lawrence Iroquoian Man



Francis Back /
© Raphaëlle & Félix Back

ACTIVITY 2 Make your own Iroquoian bowl game

The Iroquoians lived according to the seasons. Nature could be capricious and they sometimes struggled to survive. But they did not work all the time. They also had free time. Both children and adults liked to play, celebrate, debate, and play sports. The bowl game was a very popular game of chance. Now you can make your own version of the game.

OBJECTIVES

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

COMPETENCIES DEVELOPED

Cross-curricular

- To use information.
- To adopt effective work methods.
- To cooperate with others.
- To communicate appropriately.

Social Sciences

- To understand the organization of a society in its territory.
- To be open to the diversity of societies and their territories.

Visual Arts

- To produce individual works in the visual arts.

Mathematics

- To communicate by using mathematical language.

ESSENTIAL KNOWLEDGES

Social Sciences

- Iroquoian society around 1500: cultural situations.

Visual Arts

- Transforming gestures and tools (modelling, engraving and painting).
- Materials: name, identify, differentiate (gouache, modelling clay).
- Tools: name and identify (brush).
- Language of visual arts: name rounded shapes.
- Name and identify colours, textures and patterns.

- To use transforming gestures (gestures and tools).
- To organize the elements he/she has chosen.
- To finalize his/her production.

Mathematics

- Count a collection by grouping or regrouping.
- Use object to represent a situation (use of different meanings of addition and subtraction).
- Develop processes for mental computation.
- Identify plane figures: circle.
- Construct solids.
- Become aware of the independence of events in an experiment.
- Experiment with activities involving chance, using various objects.

MATERIALS REQUIRED

- A bowl for each team.
- Modelling clay (polymer, clay, or other) for the game pieces.
- Sticks or sculpting tools for making the patterns.
- Gouache or felt-tip marker (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 1 or 2 lb bags.

 60 MINUTES OR 2 PERIODS OF 30 MINUTES

INSTRUCTIONS

- 1 Have students make eight game pieces per team, each about 3 cm in diameter. Have them reproduce one of the Iroquoian patterns shown here on one side. Allow them to dry.
- 2 Paint (or colour) the side with the patterns white, and the other side black. Allow to dry.
- 3 Place the game pieces in the bowl and you're all set to play the Iroquoian 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 chips onto the table.
- 4 The player collects the number of beans from the common pot according to the number of identical game pieces:

Six game pieces => 2 beans

Seven game pieces => 4 beans

Eight game pieces => 20 beans

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

- 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.



© Pointe-à-Callière
Picture: Alain Vandal

** Students can also practice counting to 50 by collecting their own beans.

AFTER THE VISIT

ACTIVITY 3 Iroquian society way of life

The St. Lawrence Iroquoians were a group of First Peoples who lived in the St. Lawrence Valley, i.e., along the St. Lawrence River, mainly from Quebec City to Montréal. This sedentary people grew maize, beans, squash (the “three sisters”), tobacco, and sunflowers. Their villages consisted of several longhouses, often surrounded by palisades, in which they lived for 10 to 20 years before moving for various reasons. For instance, when the soil was no longer able to grow crops, timber or game resources were exhausted, or their longhouses and palisades had deteriorated, they were forced to move on. The village’s location was selected based on the resources available for agriculture, hunting and fishing, firewood, and construction timber.

Iroquoian society was matriarchal, meaning that women wielded significant power. The society was made up of numerous clans, with each clan made up of descendants from the same female ancestor. Clans were named after animals (e.g., turtle, wolf, bear, deer, beaver). All the members of an extended family (parents, grandparents, brothers, sisters, cousins, aunts, uncles) lived in the same longhouse. It might house up to a dozen families, who shared up to six fireplaces. Each fireplace was shared by two families. The central hearth belonged to the clan mother (the oldest woman in the family, often the grandmother).

Children belonged to their mother's clan, meaning that the father was welcomed into his wife's clan. The clan chief was appointed (or even dismissed) by the clan mother. Decisions were made by a council of clan members, then by a village council made up of clan chiefs.

Women were responsible for managing cleared land, seeding, field maintenance, and harvesting. They were also responsible for educating children and preparing meals.

Men were responsible for hunting and fishing, and for making their tools. They also cleared the fields for farming. Men travelled to other villages to barter, trade, and negotiate. Alliances were forged, through which it was possible to obtain rare materials such as copper, shells for making beads, flint for making tools, and fur or meat in exchange for corn, nets, tobacco, information, or alliances. War was also up to men.

NOTE

Teachers can use this introductory reference material to review the topic with students.



Francis Back / Félix Back, francisback.art@gmail.com

OBJECTIVES

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

COMPETENCIES DEVELOPED
Cross-curricular

- To use information

Social Sciences

- To be open to the diversity of societies and their territories


 60 MINUTES

INSTRUCTIONS

- 1 Review the information in the reference material with your students.
- 2 The activity takes place in two parts.
First, have them unscramble the letters in the right-hand column and complete the statements on the left.
Then have them complete the sentences with the words in the box under the sentences.

ESSENTIAL KNOWLEDGE
Social Sciences

- Iroquoian society around 1500: location of the society in space, cultural, demographic, economic and political situations.

MATERIAL REQUIRED

Iroquoian society way of life sheet

- 3 As enrichment, lead a discussion about the different roles of family members (women, men, children, elders) and their way of life (farming, hunting, transportation / travel, leisure).



Maquette de Michel Cadieux, photo: Valérie Tremblay



© Pierre-Olivier Fortin
 © Pointe-à-Callière
 Picture: Luc Bouvrette
 BIFF101_315

AFTER THE VISIT

STUDENT SHEET

The St. Lawrence Iroquoians



ACTIVITY 3 Iroquoian society way of life

Women, men, children, and elders had specific roles in the Iroquoian community. They used the land to produce staples such as fruits and vegetables, and the natural resources around them to provide food through hunting and fishing, build their homes, and make the clothes and tools they needed in daily life.

Iroquoians depended on each other and on the natural resources at hand for their daily survival. Here are a few examples.

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

→ M E N cleared the land to prepare the soil for growing crops (farming).

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 First 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

...

The Iroquoian people used things that we still use today. What are they?

lacrosse

canoe

corn

sap

moccasins

longhouse

- ① Iroquoian watercraft made of wood, bark and pine gum. _____
- ② Iroquoian footwear made from untanned hide. _____
- ③ Grain whose seeds grow on an ear and are used to make flour. _____
- ④ Iroquoian team sport played with a hard ball and a curved stick equipped with a net. _____
- ⑤ Liquid collected from the sugar maple tree in the spring, from which maple products such as syrup are made _____
- ⑥ Built from bark, several Iroquoian families lived in them. _____

ACTIVITY 3 Iroquoian society way of life, p. 9


© Pierre-Olivier Fortin
© Pointe-à-Callière
Picture: Luc Bouvrette
Biff101_315

AFTER THE VISIT
STUDENT SHEET

The St. Lawrence Iroquoians


ACTIVITY 3 Iroquoian society way of life

Women, men, children, and elders had specific roles in the Iroquoian community. They used the land to produce staples such as fruits and vegetables, and the natural resources around them to provide food through hunting and fishing, build their homes, and make the clothes and tools they needed in daily life.

...
Iroquoians depended on each other and on the natural resources at hand for their daily survival. Here are a few examples.

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

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

E N M

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

L O O S T

→ The clan leader was appointed by the clan **M O T H E R**.

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 First Peoples.

A R T B R E E D

→ 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

ACTIVITY 3 Iroquoian society way of life, p. 10


STUDENT SHEET

AFTER THE VISIT

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

I W T N R E

→ Women picked small **F R U I T S** such as strawberries, raspberries, and blueberries.

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

...
 The Iroquoian people used things that we still use today. What are they?

lacrosse

canoe

corn

sap

moccasins

longhouse

- ① Iroquoian watercraft made of wood, bark and pine gum. canoe
- ② Iroquoian footwear made from untanned hide. moccasins
- ③ Grain whose seeds grow on an ear and are used to make flour. corn
- ④ Iroquoian team sport played with a hard ball and a curved stick equipped with a net. lacrosse
- ⑤ Liquid collected from the sugar maple tree in the spring, from which maple products such as syrup are made sap
- ⑥ Built from bark, several Iroquoian families lived in them. longhouse