



Photos: Alain Vandal

ARCHAEO-ADVENTURE

Discovering archaeology



POINTE-À-CALLIÈRE

Your class is going to be conducting simulated archaeological digs at Pointe-à-Callière during your *Archaeo-Adventure* workshop. You can prepare your students by sparking their curiosity about what archaeologists do. Afterwards, back in the classroom, you can build on what they saw and learned on their cultural outing.

BEFORE YOUR VISIT

AN OBJECT SPEAKS

Analyze an object representative of the modern era!

Objective:

→ Introduce your students to the process of analyzing an object and how it can reveal a lot about the era to which it belongs.

Material required:

→ An object brought from home by each student (nothing valuable); *I investigate my discovery sheet*



45 MINUTES

INSTRUCTIONS

- 1 Ask the students to each bring a small object from home (no bigger than fist size). First have them choose from the following categories at random: food, hygiene, games and leisure, decoration, shopping, clothing. Their objects should correspond to their category.
- 2 In the classroom, ask your students to fill out the *I investigate my discovery sheet* for the object they brought from home. As a group, classify the objects by their purpose. Do some of the objects have more than one purpose? (30 minutes)

- 3 Imagine that 100 years from now an archaeologist found these objects all together while conducting digs. What kind of picture of today would they give? Would that picture be accurate and complete? Would he or she need to consult other sources in order to better understand our way of life? (15 minutes)

Part of what archaeologists do is to excavate methodically to find traces of the past, like objects or remains (structures). But then they have to analyze the objects they unearth to find out what they have to “tell” about the past and to compare them with reference objects. They also have to consult other sources of information like old maps, books, archival documents and so on, in order to complete their analysis.

At Pointe-à-Callière, the *Archaeo-Adventure* workshop will give the students a chance to learn about the scientific approach to archaeology and to think about what some actual archaeological objects can tell us concerning life in their respective eras.

Have fun at the Museum!



BACK IN THE CLASSROOM

Ask your students what they thought of their trip to the Museum. Did they enjoy it? What did they learn about the scientific method in archaeology? Did they get answers to their questions about archaeology?



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REPRESENTATIVE OBJECTS, FROM YESTERDAY TO TOMORROW

Using some objects representative of different historical periods, bring the past to life and imagine the future!

Objectives:

- Match various objects with ways of life and time periods, as archaeologists do
- Share your results

Materials required:

- [Objects on the timeline](#) sheet
- a computer with Internet access
- Paper, pencils, scissors, glue



60 TO 90 MINUTES

INSTRUCTIONS

- 1 Invite the students, on their own or in groups, to prepare an original timeline as suggested in the [Objects on the timeline](#) sheet. They will have to:
 - complete the descriptions of Native, French, and English objects from Pointe-à-Callière's collection in the correct boxes;
 - identify a present-day object which has similar functions to the old one, describe it in the correct boxes;
 - Imagine this object in the future, which draw and describe it in the correct boxes.

The sheet has three kinds of objects: a bottle neck, a coin, and dishes. You can also make up your own timelines with other objects.

Just as the students did on their sheets at the Museum, they will need to write down as many details as possible about each object. They can conduct research to find images from the different periods and of other related objects and even ask people about old items.

N.B.: If you would like to consult Pointe-à-Callière's collections for this project, they are available online, through the [Artefacts Canada](#) database.

- 2 Just like archaeologists, who publish their research findings so that we can better understand how people lived in the past, your students will share their timelines to which they have added their finds, images, drawings, texts, sounds and so on. They can find an original way of presenting them: on a poster, perhaps, or in a PowerPoint presentation, or in a box resembling a dig square.

Have fun exploring!



I INVESTIGATE MY DISCOVERY

ARCHAEOLOGIST IN TRAINING: _____ **GROUP:** _____

NAME OF MY OBJECT: _____

MATERIAL(S): _____

IS THE OBJECT MADE OUT OF WOOD, PLASTIC, ETC.?

SHAPE(S): _____

COLOUR(S): _____

DECORATION(S): _____

IS THE OBJECT CARVED, COVERED IN FLOWERS, TEXTURED, ETC.?

DIMENSIONS: _____

HOW TALL, LONG, WIDE IS THE OBJECT?

CONDITION: _____

IS MY OBJECT COMPLETE OR IS IT A FRAGMENT? (IT LOOKS A LITTLE BROKEN)

FABRICATION METHOD: _____

IS MY OBJECT AN "ARTIFACT (MADE BY A HUMAN) OR AN "ECOFACT" (MADE BY NATURE)?

USERS: _____

WHO USED THE OBJECT?



FUNCTION: _____

WAS MY OBJECT USED FOR: FOOD, HYGIENE, GAMES AND LEISURE, DECORATION, SHOPPING OR CLOTHING?



OBJECTS ON THE TIMELINE SHEET




BOTTLES

FRENCH PERIOD, 1600-1760	BRITISH PERIOD, 1760-1867	TODAY	IN THE FUTURE
		<p>What do we use for storing liquids today? Have the materials and/or shapes changed?</p>	<p>Draw a bottle of the future!</p>
<p>Name: Bottle neck BjFj-65-1A1-284 Material: blown glass Date: 18th century Provenance: France Function: storing spirits</p>	<p>Name: bottle 2010.31 Material: glass Date: 19th century Provenance: Montréal Function: storing soda water</p>	<p>Name: Material: Date: Provenance: Function:</p>	<p>Name: Material: Date: Provenance: Function:</p>
<p>Other details?</p>	<p>Other details? Made by Charles Gurd Co. Limited, Montreal</p>	<p>Other details?</p>	<p>Other details?</p>
<p><i>Pointe-à-Callière collection</i></p>	<p><i>Pointe-à-Callière collection</i></p>		



OBJECTS ON THE TIMELINE SHEET




CURRENCY

NATIVE PERIOD, 1000-1600	FRENCH PERIOD, 1600-1760	ENGLISH PERIOD, 1760-1867	TODAY	IN THE FUTURE
			<p>What do we pay with today? Have the materials and/or shapes changed?</p>	<p>Draw the currency of the future!</p>
<p>Name: bead BjFj-101.226 Material: shell Date: 17th century Provenance: found on Montréal's birthplace site Function: ornament, trade</p>	<p>Name: coin BjFj-101.630 Material: metal, copper Date: 2nd half of the 17th century Provenance: France Function: trade, business</p>	<p>Name: coin BjFj-101.65 Material: metal, bronze Date: 1864 Provenance: found on Montréal's birthplace site Function: trade, business</p>	<p>Name: Material: Date: Provenance: Function:</p>	<p>Name: Material: Date: Provenance: Function:</p>
<p>Other details?</p> <p>Natives used shell beads as ornaments and for trading with other nations.</p>	<p>Other details?</p> <p>1639 or 1679 "double tournois" coin.</p>	<p>Other details?</p>	<p>Other details?</p>	<p>Other details?</p>
<p><i>Pointe-à-Callière collection</i></p>	<p><i>Pointe-à-Callière collection</i></p>			



OBJECTS ON THE TIMELINE SHEET

DISHES

NATIVE PERIOD, 1000-1600	FRENCH PERIOD, 1600-1760	BRITISH PERIOD, 1760-1867	TODAY	IN THE FUTURE
			<p>What kind of dishes do we use today? Have the materials and/or shapes changed?</p>	<p>Draw the dishes of the future!</p>
<p>Name: Native potsherd BjFj.047.2F35-0681 Material: clay Date: prehistoric era Provenance: found on Montréal's birthplace site Function: storing and cooking food</p>	<p>Name: plate BjFj-65-1A1-163 Material: ceramic (faïence) Date: first half of the 18th century Provenance: France Function: tableware</p>	<p>Name: plate BjFj-65-1A1-073 Material: ceramic (fine white glazed pottery) Date: 19th century Provenance: England Function: tableware</p>	<p>Name: Material: Date: Provenance: Function:</p>	<p>Name: Material: Date: Provenance: Function:</p>
<p>Other details?</p> <p>Iroquoian women made clay pots for cooking and storing food. They decorated them with complex motifs.</p>	<p>Other details?</p>	<p>Other details?</p> <p>This "Willow" pattern was very popular. It is still used today.</p>	<p>Other details?</p>	<p>Other details?</p>
<p><i>Pointe-à-Callière collection</i></p>	<p><i>Pointe-à-Callière collection</i></p>			