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Once upon a time in the 1820s...

Target students: Primary school, Cycle 3

Students will learn "To understand the organization of a society in its territory."

Adapted by LEARN from the original version of [Il Ã©tait une fois en 1820...](#)



Image Source: [Jacques Lamontagne](#), RÃ‰%CIT de lâ€™U nivers Social, and les commissions scolaires des LLL

The following **Learning and Evaluation Situation (LES)** will take students back in time to the society of Lower Canada in the 1820s, through the lives of a cast of historical characters: a politician, a merchant, a day labourer, a farmer, a nun, a seamstress and a lumberjack.

Images, maps, texts, stories and letters will help students understand the way people lived at that time.

Two **cross-curricular competencies** (â€œTo use information and communications technologiesâ€ and â€œ To cooperate with othersâ€) are integrated into this LES.

The **Broad Area of Learning** â€œHealth and Well-Beingâ€ provides context for this LES and gives students the opportunity to examine their own points of view regarding various social realities. Throughout the LES, students will be asked to become aware of their basic human needs and compare them with those of other students and of people from a different era. Maslowâ€™s hierarchy of needs will be used to help ground studentsâ€™ reflections.

Enjoy your journey back in time to the 1820s!

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[Access the student site here !](#)



[Student workbook \(PDF file\)](#)



[LES overview](#)

PDF VERSION OF OLD SITE
LES guide
Extras

& STUDENT WORKBOOK 

Note: The student site is now on
Societies and Territories
at
<http://tiny.cc/1820studentsiteold>



LES overview

Health and Well-Being (Broad Area of Learning)			
To understand the organization of a society in its territory (subject-specific competency)			
PHASE	Task	Estimated/real time	Planning (dates, comments, etc.)
PREPARATION NEEDS	1. Activation of prior learning		
	2. Initial scenario		
PRODUCTION MEETING THE HISTORICAL CHARACTERS	3. Learning tasks (part 1)		
	4. Review of what was learned		
PRODUCTION A DAY IN THE LIFE OF...	5. Learning tasks (part 2)		
	6. Review of what was learned		
	7. Culminating task		
REVIEW OF THE LES	8. Final review		

Also, consider using the Cartograf scenario entitled:
[Montreal in 1820](#)

Educational aim

Broad areas of learning: Health and Well-Being
Focuses of development: Awareness of his/her basic needs

Pedagogical aim

To ensure that students adopt a self-monitoring procedure concerning the development of good living habits related to health, well-being, sexuality and safety

Competencies

Subject-specific competencies:

- To understand the organization of a society in its territory
 1. To make connections of continuity with the present
 2. To situate the society and its territory in space and time
 3. To make connections between characteristics of the society and the organization of its territory
 4. To make connections between assets and limitations of the territory and the organization of the society
 5. To define the influence of people or events on social and territorial organization

Cross-curricular competencies:

- To use information and communications technologies
 1. To master the information and communications technologies
 2. To use information and communications technologies to carry out a task
 3. To evaluate his/her use of information and communications technologies
- To cooperate with others
 1. To interact with an open mind in various contexts
 2. To contribute to team efforts
 3. To use teamwork effectively



[Québec Education Program – Elementary Education](#)

Culminating task

Culminating task

To have the students produce a creative work of their choice to illustrate their understanding of the society of Lower Canada in the 1820s



Task overview

- * Activation of prior learning
- * Initial scenario
- * Learning tasks (part 1)
- * Learning tasks (part 2)
- * Culminating task
- * Final review



PREPARATION PHASE



Context for this phase

➡ To activate your prior learning !!



Duration: 1 class

Hook to get things started!

Student workbook page 2, 1.1

My needs today:

Teacher can ask the students to name their needs.

Share ideas as a class.

Suggestion: Create a mind map with the students and keep it to be able to compare students' preconceived ideas about the society of Lower Canada in the 1820s with what they learn as they complete the LES.

Are some of the needs similar to others? Can the needs identified by the students be grouped together?

Are they all really needs?



Suggestions for integrating ICT: Mind maps!

➡ Initial scenario or problem



Duration: 3 classes

• If you were lost in the woods, what would you need?

To get the discussion going, have the students read the following newspaper article:



Newspaper article: [Puppies save three-year old boy](#)

Ask the students to identify what they would need if they were lost in the woods.



Student workbook page 2, 1.2

- Are some of the needs similar to others?
- Can the needs identified by the students be grouped together?

The needs of yesteryear

Activate the students' prior learning with respect to the society of New France in 1745 (from Cycle 2).
If you were living a long time ago, before telephones, televisions, computers, etc., what would you need?



Student workbook page 2, 1.3

- Are some of the needs similar to others?
- Can the needs identified by the students be grouped together?

Pause: Reflecting on needs

Ask the students about the needs they have identified. Do needs change depending on where the person is (in the classroom or in the woods) or when it is (now or a long time ago)? Are some needs more important than others?

Maslow's hierarchy of needs

Present Maslow's hierarchy of needs to the students. Two documents explain the theoretical framework of Maslow's theory. The first is for the teacher; the second is for the students.



[Maslow's hierarchy of needs](#)



Student workbook page 3, 1.4

Ask the students to classify their needs today using Maslow's pyramid.



Suggestions for integrating ICT: Mind maps!
Suggestions for integrating ICT: Needs
Bring students to refine their understanding of the pyramid of needs by searching for images in a search engine to illustrate each of the steps identified by Maslow. The activity can be done with the Internet and a design or word processing software.

[For more information: 'Student needs' section of student site.](#)

Question time!

Present the What's Wrong with This Picture? document and ask the students to identify eight anachronisms in the photo. Each anachronism should then be associated with a need in Maslow's pyramid.

Document: [What's wrong with this picture?](#)



Suggestions for integrating ICT: What's wrong with this picture?
Help students to identify 8 anachronisms of the photo(s) using drawing tools of a particular program (Word or OpenOffice or a design software such as Photoshop). Ask students to indicate what needs are indicated in the different anachronisms referenced.

[For more information: Student needs section of student site.](#)



Student workbook page 3, 1.5

Did people living in the 1820s have the same needs as people do today?

Find out more!

To find out more about situational problems, consult “ [What is a situational problem?](#)”

PRODUCTION PHASE

Task outline

Learning tasks (part 1)



Duration: 4 classes

• **Louis-Joseph Papineau**

Ask the students to read the letter written by Mr. Papineau in 1821. This letter explains his vision of his society.



[Mr. Papineau's letter](#)
(student site)



[Meeting Louis-Joseph Papineau](#)

Make sure the students understand the documents from the 1820s.

Complete the documents on Louis-Joseph Papineau to provide the students with an example of what they are supposed to do.

In order to develop the students' concept of democracy, ask them to complete the following activity:



[Developing the concept of democracy](#)

• **Discover Historical Characters**

Post the images of the historical characters in your classroom.

In this way students can virtually "meet" the historical characters
([See student site !](#))

Original French version strategy:

Divide the students into teams and give each team a " [charade](#)". The answers to the charades are the trades or professions of the character each team will work with throughout this LES.



[Charades cards](#) in French Only !

(Note: These cards simply do not work in English only, because the charade technique here is



Source: Jacques Lamontagne, RÉCIT de l'Univers Social, and les commissions scolaires des LLL

based on plays on words that do not translate. If your students don't speak enough French you may need to find another way to decide on who gets what character, or create similar cards using English word play.)



Source: Jacques Lamontagne, RÉCIT de l'Univers Social, and les commissions scolaires des LLL



Student workbook, page 4, 2.1

Ask the students if they have any preconceived ideas or knowledge regarding the way their characters lived (clothing, food, family, dwelling, etc.). Give the students some time to think about and research their characters (in books or magazines, from their parents or other resource people, online, etc.).

● **Getting to know the characters**



Student workbook page 5, 2.2

Complete the "Meeting Your Character" page.

Suggestions for integrating ICT:
[Portrait of the character](#)

Ask the students to fill out the "Meeting Your Character" page. Each team is given documentation about their character and must complete the relevant page in their student workbook.



Meet your character
([See student site!](#))

Ask the students to draw or describe their character's dwelling.

● **Reading maps**

Ask the students to compare the current borders of the province of Québec to those of Lower Canada in the 1820s.

[Map of the Canadas](#)



Student workbook page 6, 2.3

Help the students locate where their character was born, lived or worked on the map provided.

● **Find out more about...**



Student workbook pages 7-12, 2.4.1 to 2.4.6

Ask the teams to answer the questions on the "Find Out More About..." pages. Each team only has to answer the questions about their character.

● **Sharing with the rest of the class**



Student workbook pages 7-12

Invite each team to present its character to the rest of the class. The students take notes on each of the other characters in their student workbook.

Review



Duration: 1 class



Student workbook page 13, 2.5

Ask the students to summarize what they have learned about the society of Lower Canada in the 1820s and the needs of people at that time.



Student workbook page 14, 2.6

Ask the students to reflect on their own learning process.

Learning tasks (part 2)



Duration: 3 classes

Parade celebrating George IV's coronation

Post a few copies of the Hear Ye! Hear Ye! document in your classroom.



[Hear ye! Hear ye!](#)

Show the image of the parade to the students. Ask them to look for their character and notice any other details. Explain to them that all the characters would have been interested in attending this event for a variety of reasons. All of the characters are found in the image.



Image of the parade [[enlarged image](#)]:



Source: Jacques Lamontagne, RÉCIT de l'Univers Social, and les commissions scolaires des LLL

Ask the students to name various events that bring people together today (e.g. Jazz Fest, soccer games, fairs).

• A day in the life of...

Ask the students to plan a day of activities for their character before he or she goes to the parade. Show them the example of Mr. Papineau's day.



A day in the life of... [link to student site] (student site)



Places [link to doc 3.4] (to be printed)



Student workbook pages 15-16, 3.1

Ask the students to determine a departure point in Montréal for their character. They must then select three places their character will visit before heading to the Champ de Mars to watch the parade celebrating the coronation of King George IV. The students must justify their choices and specify which needs will be met during each visit.

Suggestions for integrating ICT:
Map of the city

• Character's trajectory



Student workbook page 17, 3.2

Ask the students to trace the trajectory of their character on the map provided.

Ask the students to repeat this exercise with a second character using the document below:



[A day in the life of another character](#)

• Image analysis



Student workbook page 18, 3.3

Ask the students to analyze the image of the parade using the questions provided.

Suggestions for integrating ICT: Image analysis

➤ Review



Duration: 1 class

Student workbook page 19, 3.4

Ask the students to pick which character they would want to be if they were living in the 1820s.

➤ Culminating task



Duration: variable

• Culminating task

Ask the students to produce a creative work of their choice to illustrate their understanding of the society of Lower Canada in the 1820s.



[Culminating task](#)

Su

Suggestion d'intégration des TIC: Musée McCord

Amener l'élève à réaliser un circuit thématique se ce qu'il retient de la société de 1820. Le musée McCord possède plus de 90 000 photographies et met à la disposition des élèves un outil simple qui permet de faire des diaporamas en ligne.

<p>Suggestions for integrating ICT: McCord Museum: Help the student to produce a thematic tour that represents the society of 1820. The McCord museum possesses more than 90,000 photographs et offers a simple tool that allows students to group images and create slideshows online.</p>

<p>Suggestion d'intégration des TIC: Village Prologue Amener l'élève à réinvestir ses connaissances et compétences dans une activité d'écriture en français en ligne. Le site Prologue propose des activités interactives où les classes peuvent échanger avec des personnages virtuels d'une seigneurie au 19e siècle. La forme narrative de la tâche permet d'assurer une belle transition.:</p>
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INTEGRATION PHASE

➤ Final review



Duration: 1 class

• Review of subject-specific competency

Ask the students to compare what they knew about the society of Lower Canada in the 1820s before they completed this LES with what they now know, using the mind map created at the beginning of the LES.

• Review of Broad Area of Learning

Ask the students the following questions:

Were you able to identify your own needs?

Were you able to identify the needs of people living in the 1820s?

What did you learn about needs?

Have human needs always been the same and will they stay the same in the future?

• Review of cross-curricular competencies

Ask the students the following questions:

Have you developed your cooperation skills?

Did you enjoy cooperating with others? Why or why not?

Did you develop your ICT skills?

What are your next ICT challenges?

• Review of emotional aspects of learning

Ask the students the following questions:

What did you enjoy about this LES?

What are you most proud of?

What obstacles did you face during this LES?



DAILY NEWS

Puppies save three-year-old boy lost in freezing Virginia woods [excerpt]

BY JANE H. FURSE
DAILY NEWS WRITER

Monday, December 8, 2008, 1:57 PM

A toddler lost in the Virginia woods was back home safe Sunday thanks to two puppies who kept him warm through a harrowing night of freezing temperatures.

Jaylynn Thorpe, 3, wandered away from his baby-sitter at 4 p.m. Friday and was missing for 21 hours as hundreds of friends, family and law enforcement officials searched for him in the thick woods of Halifax County, fearing the worst.

“The only thing we wanted to do was just keep searching until we found him,” Halifax County Sheriff Stanley Noblin told reporters.

Jaylynn’s frantic family knew time was not on its side.

“We didn’t forget the issue that 17 degrees was almost unbearable,” said his father, James Thorpe.

...

Officials said the lost little boy and the two family puppies wandered up to a mile in the dark, even across a highway, but it wasn’t

until Saturday afternoon that members of the search team found him sitting by a tree, the two puppies nestled against him.

The little boy didn’t say anything, according to rescue team member Jerry Gentry, but instead “just opened his arms up like, ‘I’m ready to go.’”

“When I first saw him, he was like, ‘Momma, I got cold. I slept in the woods last night. The puppies kept me warm.’ He told me that ... the dogs slept up against him. And I’m sure the body heat kept him warm,” said his mother, Sarah Ingram.

Billie Jo Roach, another member of the search party that found the boy, said the puppies refused to leave his side.

As the child was placed in an ambulance to be taken to a local hospital for examination, “The puppies were watching where he went.

“Where he went, they went,” Roach said.

...

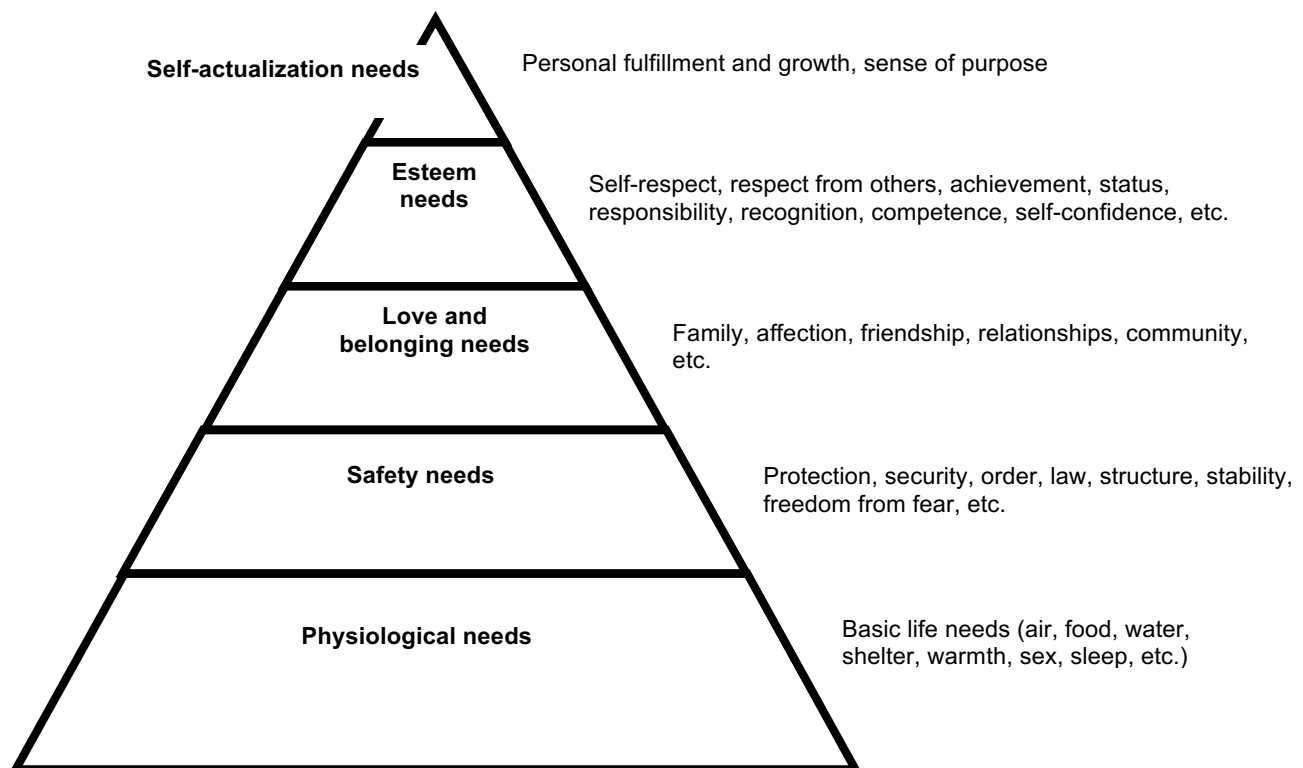
THEORY OF HUMAN NEEDS ACCORDING TO MASLOW

Abraham Maslow, American psychologist (1908-1970)

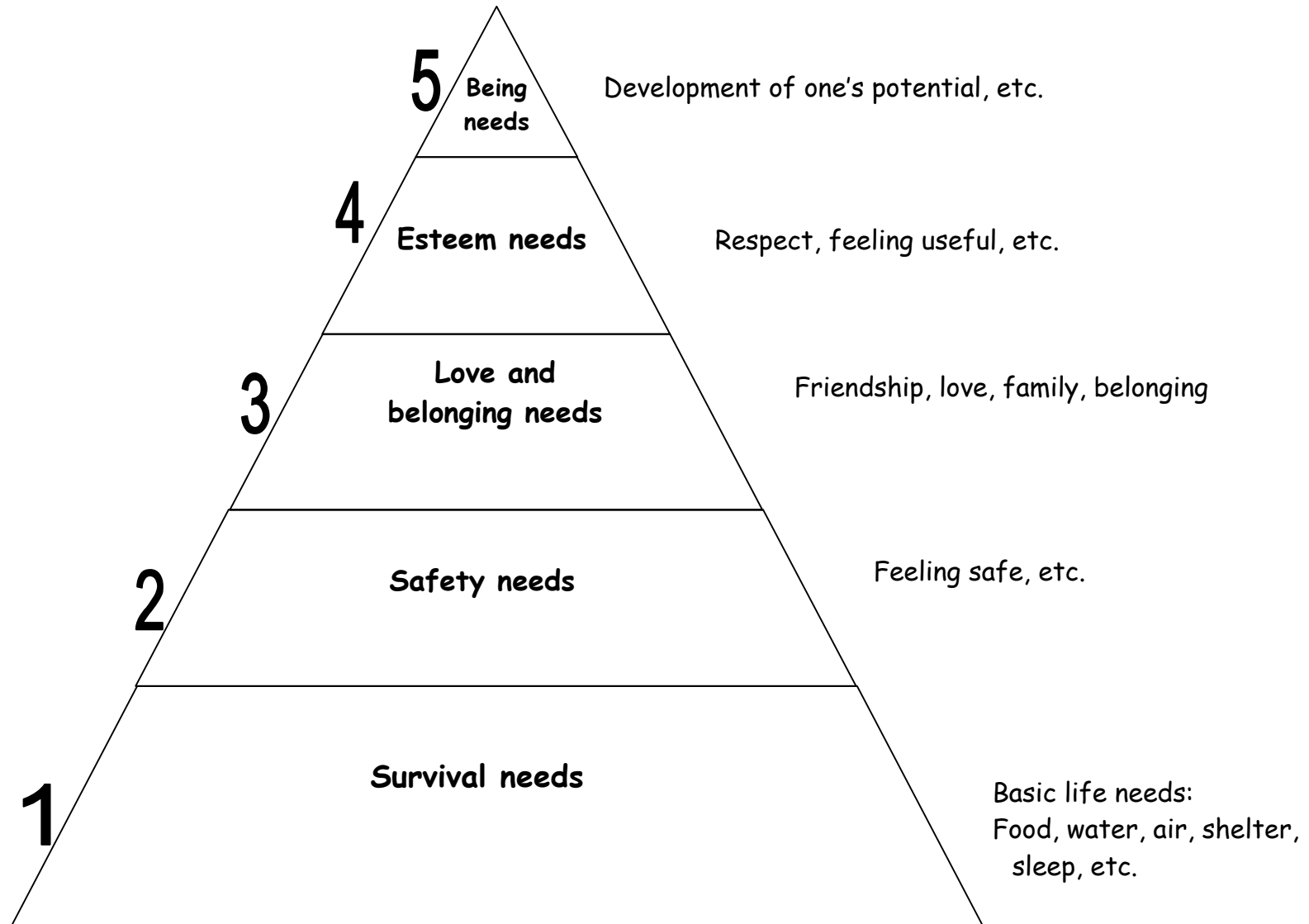
Maslow defined humans as whole beings with physiological, psychological and spiritual components. Each of these components is related to specific human needs. According to Maslow, needs are what create motivation.

- | | |
|--|--|
| Physiological components: | ▪ Need to maintain life |
| Psychological/sociological components: | ▪ Need for safety, belonging and recognition |
| Spiritual components: | ▪ Need for growth and fulfillment of one's potential |

Based on these ideas, Maslow created his famous "hierarchy of needs" in the form of a pyramid with five levels. According to him, a higher need can only be fulfilled once the needs below it have been fulfilled. Thus, an individual cannot feel safe if he or she lacks food and water, for example.



Maslow's Pyramid of Needs



Needs in level 1 must be satisfied before needs in level 2 can be satisfied, etc.

What's wrong with this picture?

Can you identify eight anachronisms in this photo? Once you have found them all, associate each anachronism with a need in Maslow's pyramid.



Identify the anachronisms using drawing tools in your word processing or drawing software. Click on "View," "Toolbars" and "Drawing." You can enlarge the image to analyze it by clicking on "View," "Zoom..." and "150%" or "200%."

Meeting Louis-Joseph Papineau

I am ____ years
old.

My profession or
trade is:

My name is:

I live in the town
or village of:

My civil status is:

Typically I wear:

Here is a sketch of my home:

CHARADE A

1. Mon premier est une partie du corps située entre la tête et les épaules.
2. Mon deuxième est un pronom personnel à la 2^e personne du singulier.
3. Mon troisième est une céréale que l'on cultive en Asie.
4. Mon quatrième indique le jour qui précède immédiatement celui où l'on est.

Mon tout est le métier d'une femme qui exécute ou réalise des vêtements... QUI SUIS-JE?

CHARADE B

1. Mon premier est le verbe « relier » à l'impératif.
2. Mon deuxième est la syllabe centrale du mot « logique ».
3. Mon troisième est le suffixe ou la terminaison du mot « heureuse ».

Mon tout est la vocation d'une femme qui consacre sa vie à l'église et à la religion... QUI SUIS-JE?

CHARADE C

1. Mon premier est un nom qui désigne une petite nappe d'eau peu profonde et stagnante où les grenouilles adorent patauger.
2. Mon deuxième est un nom qui indique une étendue de terre propre à la culture.

Mon tout est le métier d'un homme qui achète et vend des marchandises... QUI SUIS-JE?

CHARADE D

1. Mon premier est le son que le dentiste vous demande de faire en ouvrant grand la bouche.
2. Mon deuxième est la couleur obtenue en mélangeant du noir et du blanc.
3. Mon troisième est la première syllabe du mot « culture ».
4. Mon quatrième est ce que la petite aiguille d'une horloge indique.

Mon tout est le métier d'un homme qui cultive la terre... QUI SUIS-JE?

CHARADE E

1. Mon premier est un nom qui désigne le contraire de la « nuit ».
2. Mon deuxième est la syllabe centrale du mot « banane ».
3. Mon troisième est le meuble sur lequel on se couche pour dormir.
4. Mon quatrième est une conjonction de coordination qui sert à lier des mots.

Mon tout est le métier d'un ouvrier agricole payé à la journée... QUI SUIS-JE?

CHARADE F

1. Mon premier est un morceau de bois que l'on met dans un foyer.
2. Mon deuxième est une figure circulaire.

Mon tout est le métier d'un homme qui abat du bois dans une forêt... QUI SUIS-JE?

Charades : corrigé pour les enseignants

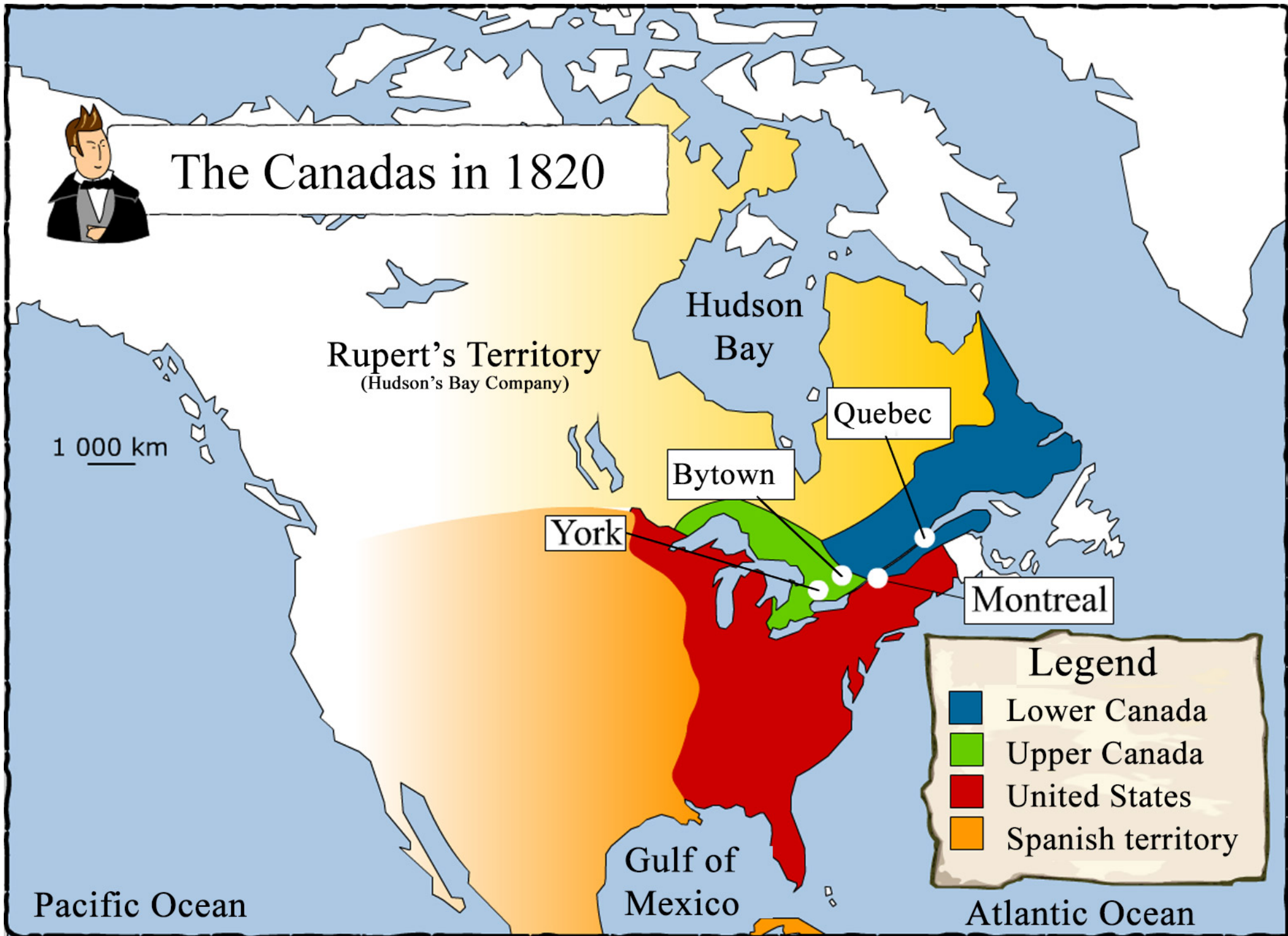
Exemple-type : L-J PAPINEAU :

- Mon premier est un surnom que les enfants peuvent donner à leur grand-père (Papi)
- mon deuxième est le mot « non » en anglais (no)
- mon tout est le nom propre d'un homme influent dans l'histoire du Bas-Canada vers 1800

<p style="text-align: center;">CHARADE A</p> <ol style="list-style-type: none"> 5. Mon premier est une partie du corps située entre la tête et les épaules. (cou) 6. Mon deuxième est un pronom personnel à la 2^e personne du singulier. (tu) 7. Mon troisième est une céréale que l'on cultive en Asie. (riz) 8. Mon quatrième indique le jour qui précède immédiatement celui où l'on est. (hier) <p><u>Mon tout</u> est le métier d'une femme qui exécute ou réalise des vêtements... QUI SUIS-JE? (couturière)</p>	<p style="text-align: center;">CHARADE B</p> <ol style="list-style-type: none"> 4. Mon premier est le verbe « relier » à l'impératif. (relie) 5. Mon deuxième est la syllabe centrale du mot « logique ». (gi) 6. Mon troisième est le suffixe ou la terminaison du mot « heureuse ». (euse) <p><u>Mon tout</u> est la vocation d'une femme qui consacre sa vie à l'église et à la religion... QUI SUIS-JE? (religieuse)</p>
<p style="text-align: center;">CHARADE C</p> <ol style="list-style-type: none"> 3. Mon premier est un nom qui désigne une petite nappe d'eau peu profonde et stagnante où les grenouilles adorent patauger. (mare) 4. Mon deuxième est un nom qui indique une étendue de terre propre à la culture. (champ) <p><u>Mon tout</u> est le métier d'un homme qui achète et vend des marchandises... QUI SUIS-JE? (marchand)</p>	<p style="text-align: center;">CHARADE D</p> <ol style="list-style-type: none"> 5. Mon premier est le son que le dentiste vous demande de faire en ouvrant grand la bouche. (Ah!) 6. Mon deuxième est la couleur obtenue en mélangeant du noir et du blanc. (gris) 7. Mon troisième est la première syllabe du mot « culture ». (cul) 8. Mon quatrième est ce que la petite aiguille d'une horloge indique. (heure) <p><u>Mon tout</u> est le métier d'un homme qui cultive la terre... QUI SUIS-JE? (agriculteur)</p>
<p style="text-align: center;">CHARADE E</p> <ol style="list-style-type: none"> 5. Mon premier est un nom qui désigne le contraire de la « nuit ». (jour) 6. Mon deuxième est la syllabe centrale du mot « banane ». (na) 7. Mon troisième est le meuble sur lequel on se couche pour dormir. (lit) 8. Mon quatrième est une conjonction de coordination qui sert à lier des mots. (et) <p><u>Mon tout</u> est le métier d'un ouvrier agricole payé à la journée... QUI SUIS-JE? (journalier)</p>	<p style="text-align: center;">CHARADE F</p> <ol style="list-style-type: none"> 3. Mon premier est un morceau de bois que l'on met dans un foyer. (bûche) 4. Mon deuxième est une figure circulaire. (rond) <p><u>Mon tout</u> est le métier d'un homme qui abat du bois dans une forêt... QUI SUIS-JE? (bûcheron)</p>



The Canadas in 1820



HEAR YE!
HEAR YE!



Coronation of
King George IV



You are cordially invited to a parade to
mark the coronation of the successor to
King George III.

When: Saturday, August 25, 1821

Where: Champ de Mars



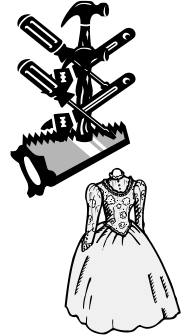
A day in the life of another character...

Montréal, 1821

During this day, the character, _____, met the five following needs:



Need for: _____
 Need for: _____
 Need for: _____
 Need for: _____
 Need for: _____

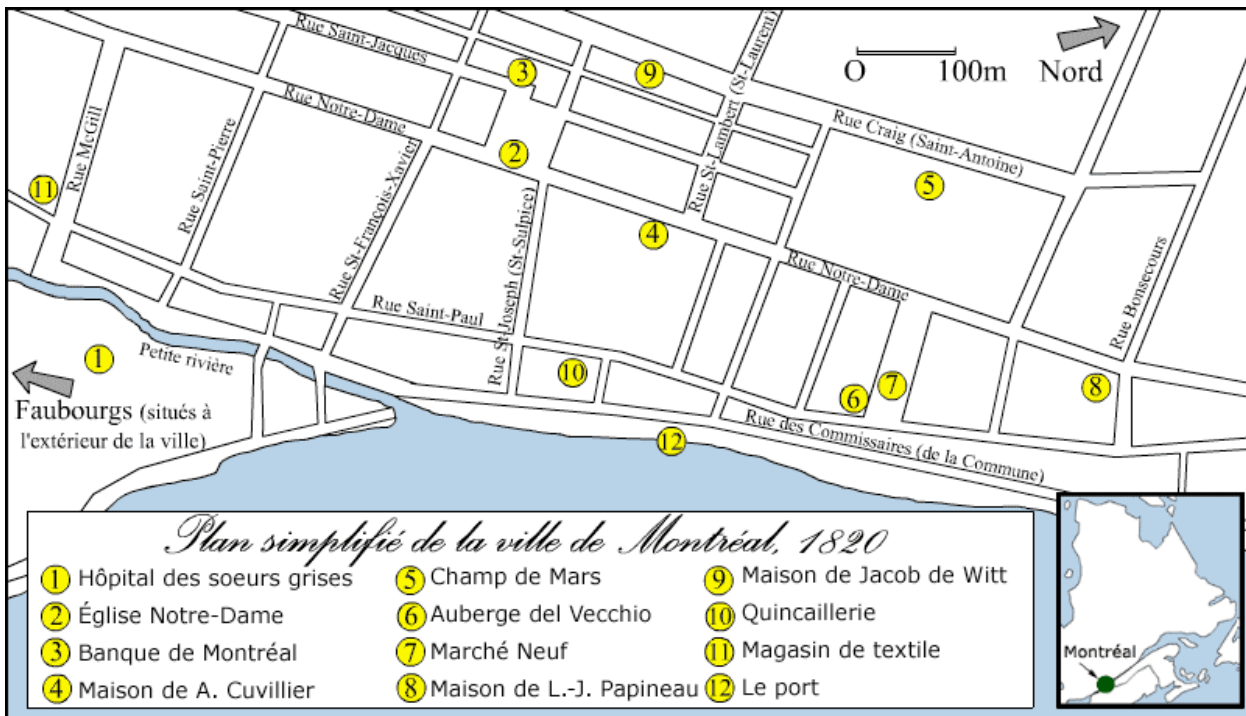


Identify places your character can visit to meet his or her needs.

Departure point: _____
 First visit: _____
 Second visit: _____
 Third visit: _____
 Final destination: _____



Indicate the trajectory followed by your character using the map below.





Student Workbook



1820



NAME: _____

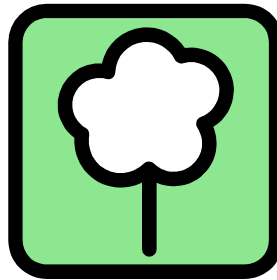
1. NEEDS

1.1 What are your needs? Name only what you absolutely need.



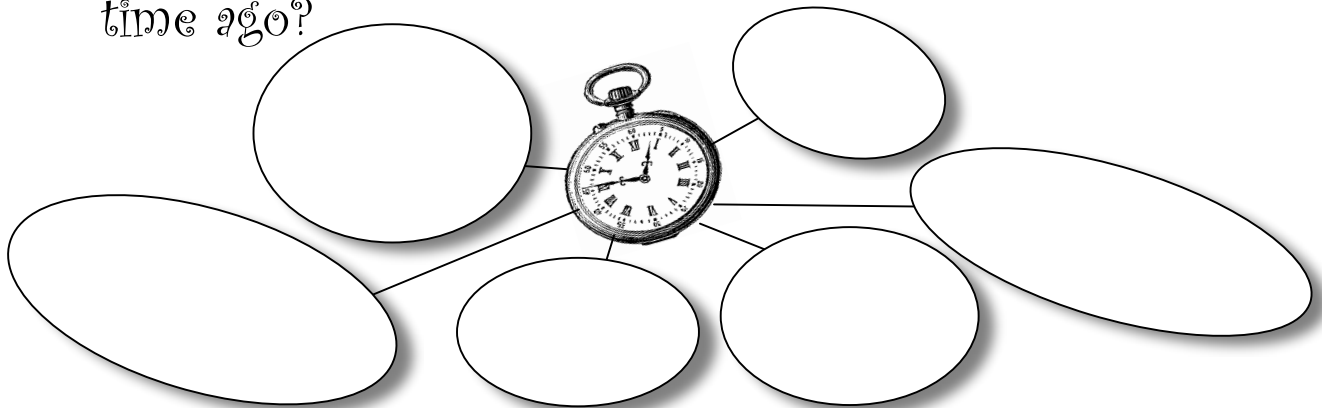
1.2 If you were lost in the woods, what would you need?

• _____
• _____
• _____



• _____
• _____
• _____

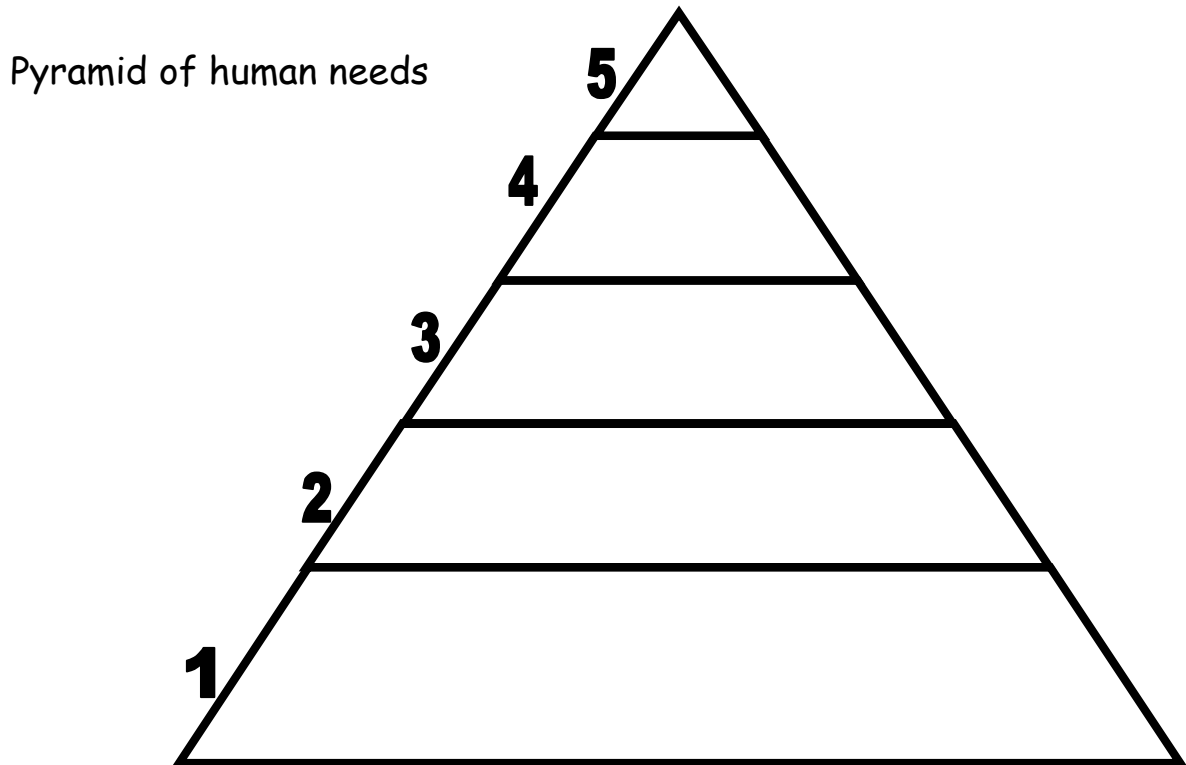
1.3 What would you need if you were living such a long time ago?



Become aware of a problem	Ask yourself questions	Plan a research strategy	Gather and process information	Organize information	Communicate research results
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Problem-solving process

1.4 Try to classify your needs using this pyramid:



According to Maslow, needs must be satisfied in order, starting at the bottom of the pyramid and working upwards.

1.5 Did people living in the 1820s have the same needs as people do today? Yes ☐ No ☐

Why or why not? _____

Become aware of a problem	Ask yourself questions	Plan a research strategy	Gather and process information	Organize information	Communicate research results
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Problem-solving process

2. HISTORICAL CHARACTERS

My character is: _____



2.1 Before you look for more information about your character, think about what you might already know about this person and what they do. Write what you know in the bubble above.



Become aware of a problem	Ask yourself questions	Plan a research strategy	Gather and process information	Organize information	Communicate research results
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Problem-solving process

2.2 Meeting your character

My profession or trade is:

I am ____ years old.

My name is:

I live in the town or village of:

My civil status is:

Typically I wear:

Here is a sketch of my home:

Become aware
of a problem

Ask yourself
questions

Plan a
research
strategy

Gather and
process
information

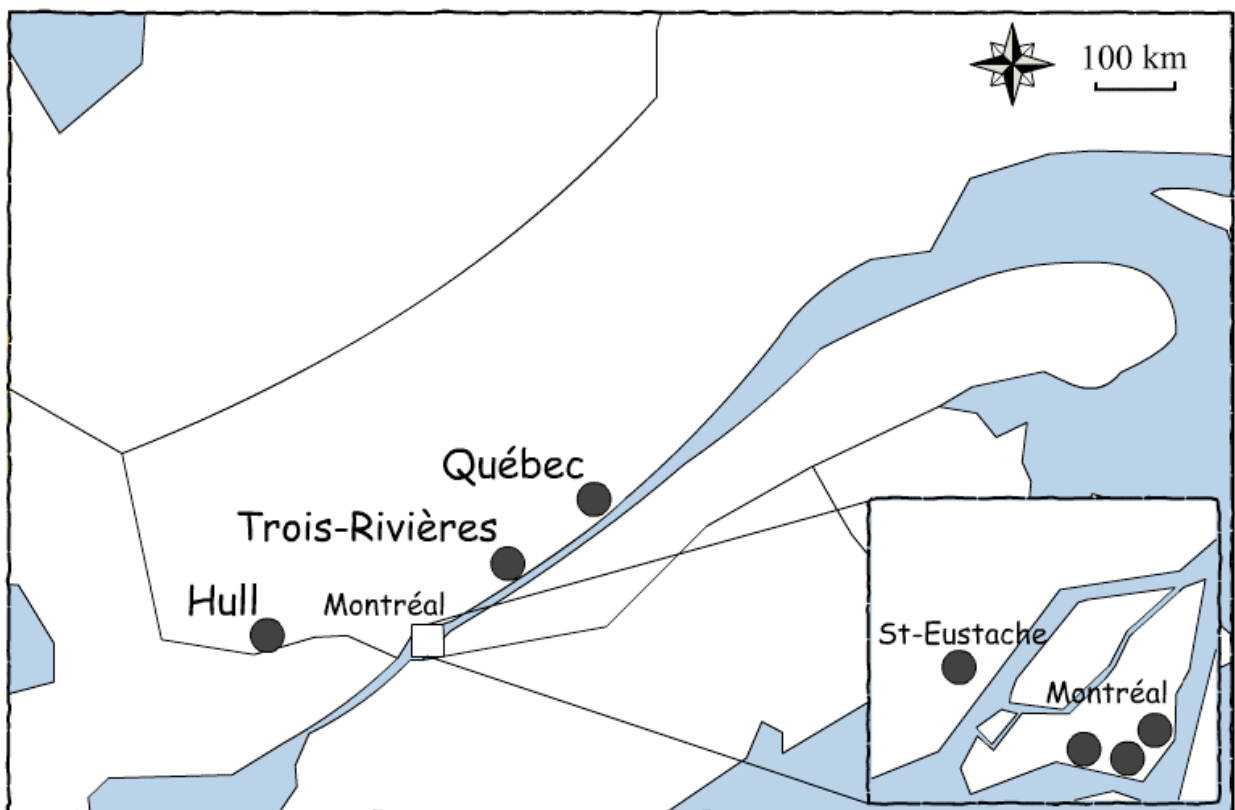
Organize
information

Communicate
research
results

Problem-solving process

2.3 Using the map below, indicate where each character was born, lives or works:

1. The farmer lives in: _____
2. The seamstress lives in: _____
3. The lumberjack was born in: _____
4. The nun was born in: _____
5. The day labourer was born in: _____
6. Mr. Cuvillier lives in: _____
7. Mr. Papineau works in: _____



Become aware of a problem	Ask yourself questions	Plan a research strategy	Gather and process information	Organize information	Communicate research results
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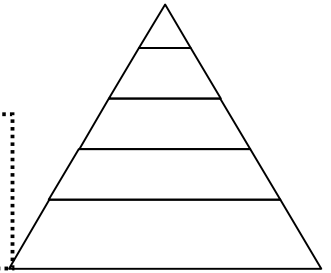
Problem-solving process

2.4 Find out more about...

2.4.1 The farmer

One of his needs is:

Indicate where it goes in the pyramid.



What are the advantages and disadvantages of the territory occupied by farmers?

Compare how horses were used in the 1820s to how they are used today.

What were the main farm animals in the 1820s? What were the main crops?



Can you imagine a typical day in the life of a farmer? Would you like to live like this? Why or why not?

Why and how did they celebrate in the 1820s?

Become aware
of a problem

Ask yourself
questions

Plan a
research
strategy

Gather and
process
information

Organize
information

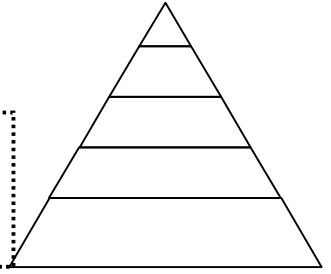
Communicate
research
results

Problem-solving process

2.4.2 The seamstress

One of her needs is:

Indicate where it goes in the pyramid.



Do you think all families in the 1820s had servants? Why or why not?

In your opinion, were girls at that time happy with their role in society? Why or why not?

What types of fabric were used to make clothing?



Can you imagine a typical day in the life of a seamstress? Would you like to live like this? Why or why not?

What types of businesses dominated the economy in the 1820s? Which natural resources were exploited at that time?

Become aware
of a problem

Ask yourself
questions

Plan a
research
strategy

Gather and
process
information

Organize
information

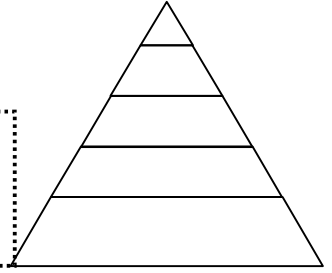
Communicate
research
results

Problem-solving process

2.4.3 The lumberjack

One of his needs is:

Indicate where it goes in the pyramid.



What did lumberjacks eat in the logging camps?

What tools did lumberjacks use in the 1820s? What tools do you think loggers use today?

How were the logs transported in the 1820s? How are logs transported today?



Can you imagine a typical day in the life of a lumberjack? Would you like to live like this? Why or why not?

What does the territory where lumberjacks work look like? What are the advantages and disadvantages of this territory?

Become aware
of a problem

Ask yourself
questions

Plan a
research
strategy

Gather and
process
information

Organize
information

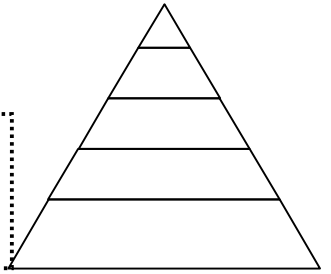
Communicate
research
results

Problem-solving process

2.4.4 The nun

One of her needs is:

Indicate where it goes in the pyramid.



Do nuns still exist today? How can you tell them apart from ordinary folk?

Why did some women choose to enter convents?

What kind of influence did religion have on society in the 1820s?



Can you imagine a typical day in the life of a nun? Would you like to live like this? Why or why not?

In the 1820s, people prayed before each meal, which may seem a bit surprising to you. Name other religious practices from the 1820s that surprise you.

Become aware
of a problem

Ask yourself
questions

Plan a
research
strategy

Gather and
process
information

Organize
information

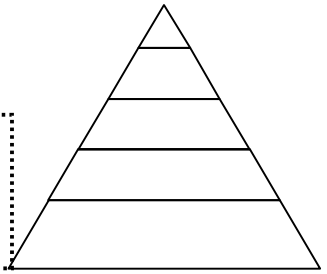
Communicate
research
results

Problem-solving process

2.4.5 The day labourer

One of his needs is:

Indicate where it goes in the pyramid.



Why did immigrants leave their homelands to come to Canada?

Why were canals built?

Are canals still used today? Do you know of any? Do they still have the same purpose as they did in the 1820s?



Can you imagine a typical day in the life of a day labourer? Would you like to live like this? Why or why not?

The living conditions of immigrants were often hard. Why would this be so?

Become aware
of a problem

Ask yourself
questions

Plan a
research
strategy

Gather and
process
information

Organize
information

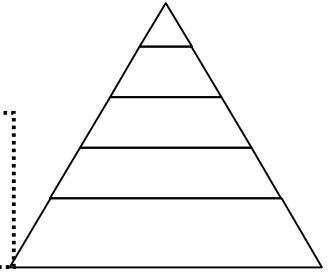
Communicate
research
results

Problem-solving process

2.4.6 Mr. Cuvillier

One of his needs is:

Indicate where it goes in the pyramid.



What was Mr. Cuvillier's profession?
How did he influence the society of
Lower Canada in the 1820s?

What language did he speak at home?
What language did he speak at work?

What was the importance of
English in Mr. Cuvillier's life?



Can you imagine a typical day in
the life of Mr. Cuvillier? Would
you like to live like this? Why
or why not?

In what way did Mr. Cuvillier participate in politics?

Become aware
of a problem

Ask yourself
questions

Plan a
research
strategy

Gather and
process
information

Organize
information

Communicate
research
results


Problem-solving process




Did you know that...?



I learned that...



I would like to remember...



I was surprised by...

Become aware of a problem	Ask yourself questions	Plan a research strategy	Gather and process information	Organize information	Communicate research results
---------------------------	------------------------	--------------------------	--------------------------------	----------------------	------------------------------

2.6 How do you learn?

You have just learned about various historical characters living in Lower Canada in the 1820s. Did you find this activity...

Very easy ☐

Easy ☐

Medium ☐

Hard ☐

Why?

How did you proceed?

Become aware of a problem	Ask yourself questions	Plan a research strategy	Gather and process information	Organize information	Communicate research results
---------------------------	------------------------	--------------------------	--------------------------------	----------------------	------------------------------


Problem-solving process


3. A DAY IN THE LIFE OF...

3.1 Places...

- | | | |
|---|---|--|
| <input type="checkbox"/> Grey Nuns' Hospital | <input type="checkbox"/> Champ de Mars | <input type="checkbox"/> De Witt residence |
| <input type="checkbox"/> Church of Notre-Dame | <input type="checkbox"/> Del Vecchio Inn | <input type="checkbox"/> Hardware store |
| <input type="checkbox"/> Bank of Montreal | <input type="checkbox"/> New Marketplace | <input type="checkbox"/> Textile shop |
| <input type="checkbox"/> Cuvillier residence | <input type="checkbox"/> Papineau residence | <input type="checkbox"/> Port of Montréal |

- Choose three locations your character will visit before going to the parade at the Champ de Mars.
- Name, illustrate or glue an image of the places your character will visit.
- Identify a need that your character will meet during each visit.

DEPARTURE POINT	Name of place: _____	Need: _____ 
		Because...


FIRST VISIT	Name of place: _____	Need: _____ 
		Because...

Become aware of a problem	Ask yourself questions	Plan a research strategy	Gather and process information	Organize information	Communicate research results
---------------------------	------------------------	--------------------------	--------------------------------	----------------------	------------------------------


Problem-solving process

3.1 Places... (cont'd)


SECOND VISIT	Name of place: _____

Need: _____ 
Because...

THIRD VISIT	Name of place: _____

Need: _____ 
Because...

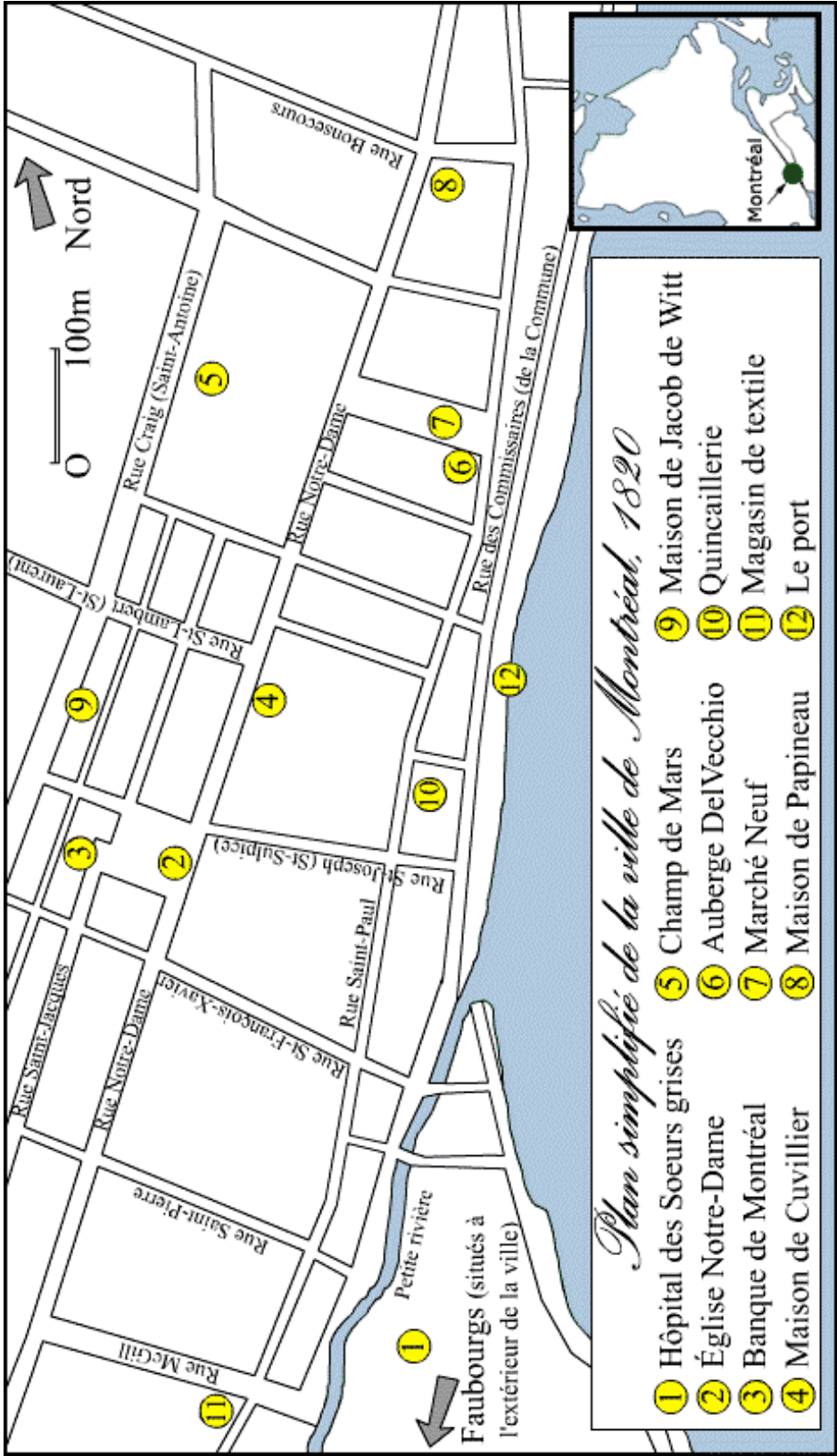
FINAL DESTINATION	Name of place: Champ de Mars

Need: _____ 
Because...

Become aware of a problem	Ask yourself questions	Plan a research strategy	Gather and process information	Organize information	Communicate research results
------------------------------	---------------------------	--------------------------------	--------------------------------------	-------------------------	------------------------------------

Problem-solving process

3.2 Your character's trajectory



Become aware of a problem	Ask yourself questions	Plan a research strategy	Gather and process information	Organize information	Communicate research results
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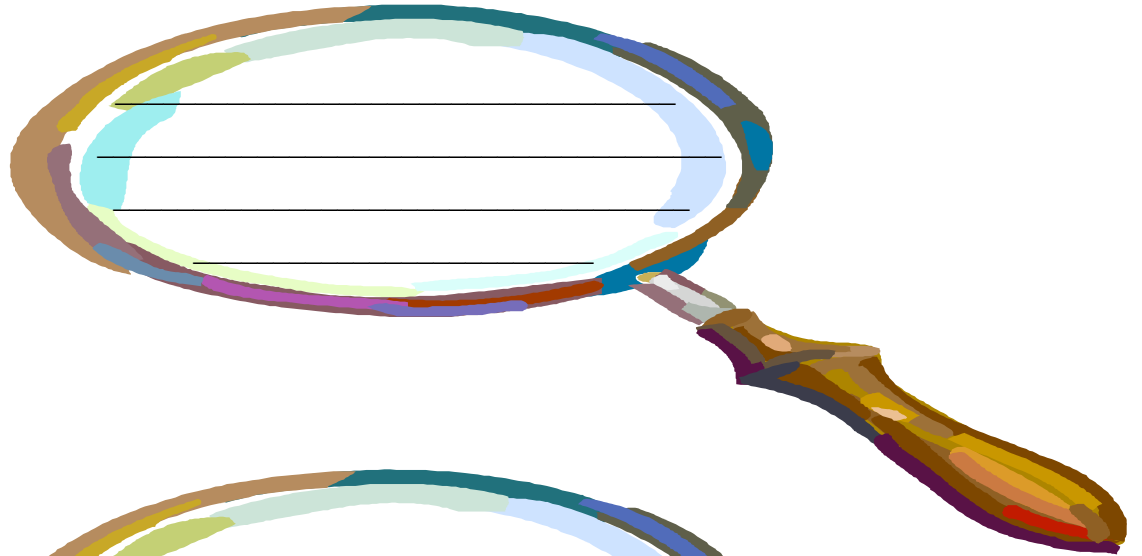
Problem-solving process

3.3 Analyze the image of the parade

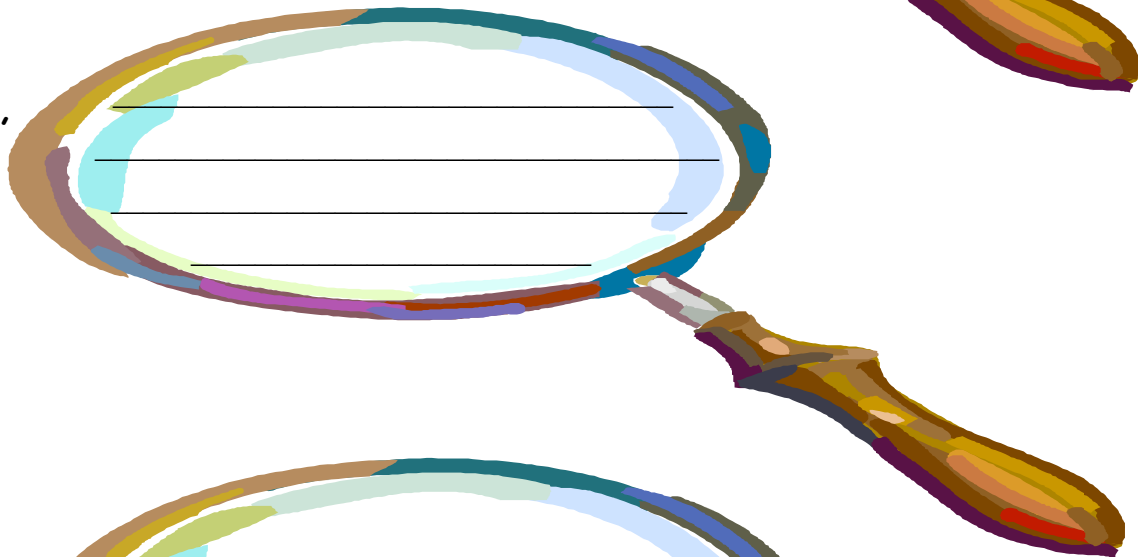


Observe and find...

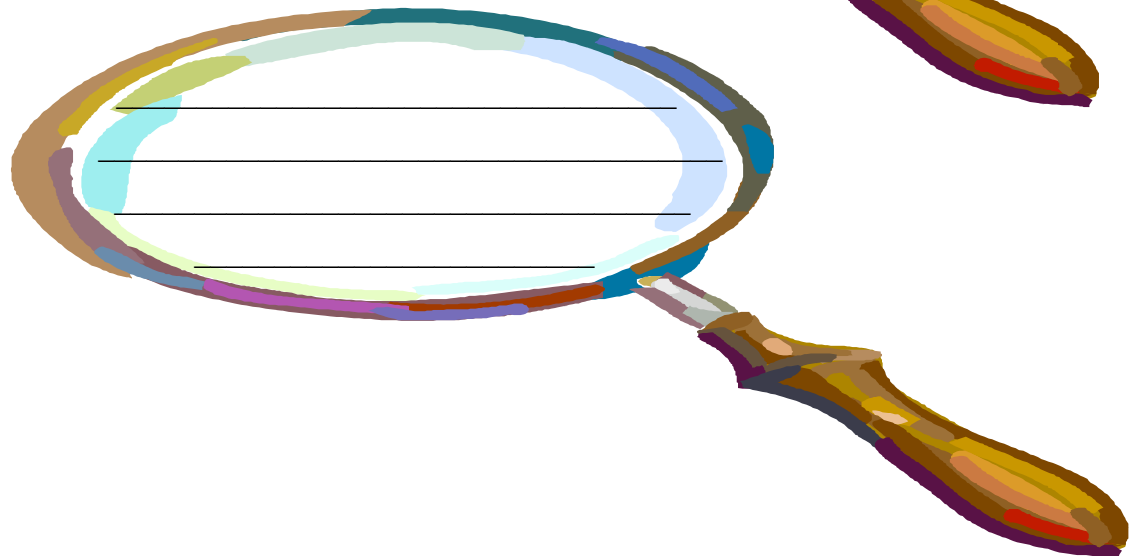
...evidence that
this parade is
happening in the
1820s



...objects, trades,
etc. that still
exist today



...one of the
characters in the
image (describe
him or her)



Become aware of a problem	Ask yourself questions	Plan a research strategy	Gather and process information	Organize information	Communicate research results
------------------------------	---------------------------	--------------------------------	--------------------------------------	-------------------------	------------------------------------

Problem-solving process

3.4 If you were living in the 1820s, which of the historical characters you met would you want to be? Why?



I would want to be _____

because...



Become aware of a problem	Ask yourself questions	Plan a research strategy	Gather and process information	Organize information	Communicate research results
---------------------------	------------------------	--------------------------	--------------------------------	----------------------	------------------------------

Problem-solving process

Needs

Are all needs essential?

1. What are your needs? Using mind mapping software like Inspiration or FreeMind, word processing software or drawing software, make a list of what you need. You can use the following images available in your software or from Google Images.
 - a. [Inspiration](http://www.inspiration.com) : <http://www.inspiration.com>
 - b. [Freemind](http://freemind.sourceforge.net/wiki/index.php/Main_Page) : http://freemind.sourceforge.net/wiki/index.php/Main_Page
 - c. [Google](http://images.google.ca/) : <http://images.google.ca/>
 - d. Document de la pyramide des besoins de Maslow ([See below](#))
2. If you were lost in the woods, what would you need?
3. What would you need if you were living a long time ago?
4. Compare your list of needs with those of the rest of the class.

What's wrong with this picture ([Use page below!](#))

Can you identify eight anachronisms in this photo? Once you have found them all, associate each anachronism with a need in Maslow's pyramid.

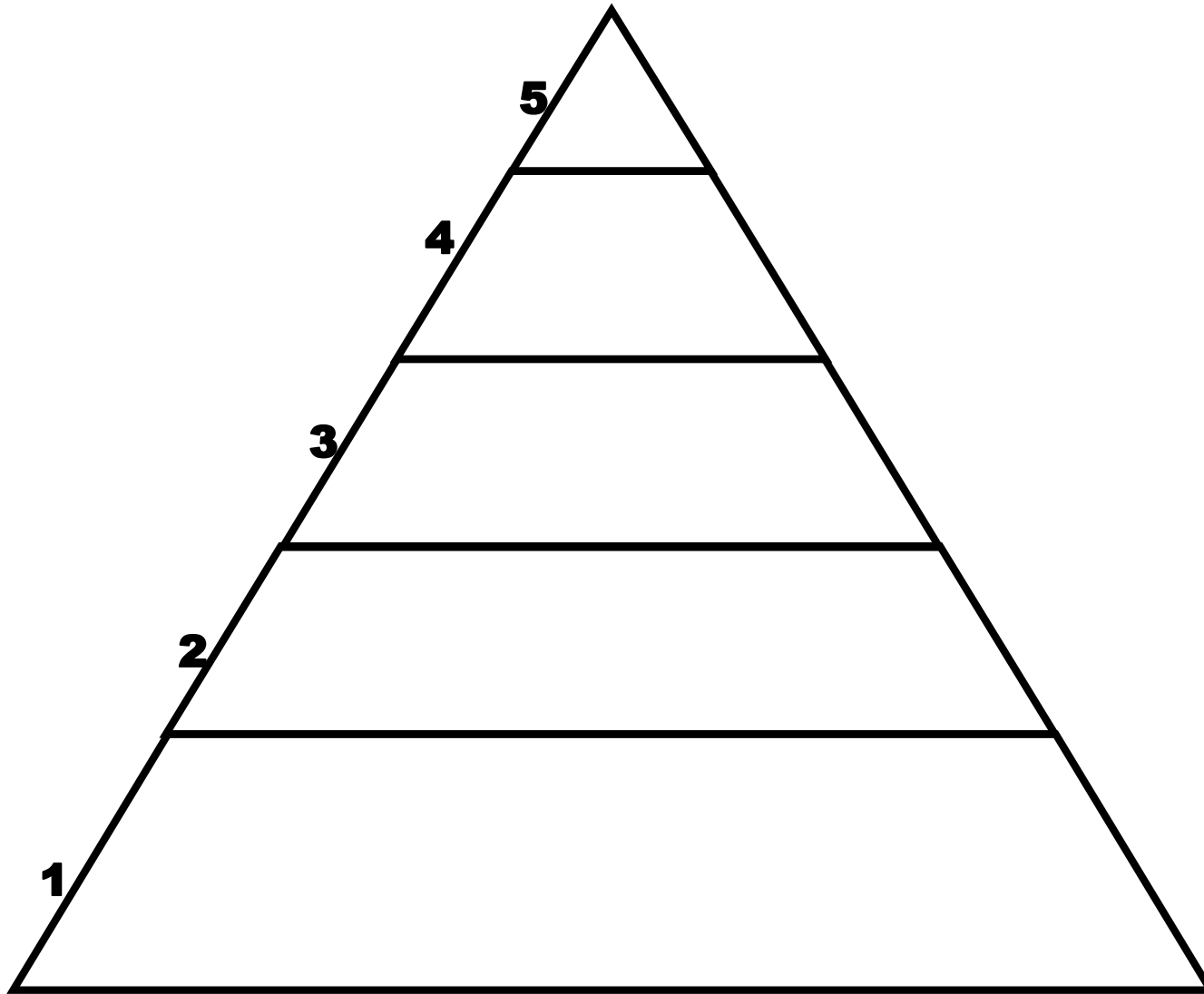
Identify the anachronisms using drawing tools in your word processing or drawing software.

- What's wrong with this picture



● Source: Image (modified) from the McCord Museum

Using images available in your software or found online, illustrate the various elements of Maslow's hierarchy of needs (pyramid). For online images, use [Google Image Search](#)



To insert an image on a PC: Right-click on the image in your browser and click on "Copy," then right-click in your word processing software and click on "Paste."

To insert an image on a Mac: Click on the image and drag it into your word processing software.

What's wrong with this picture?

Can you identify eight **anachronisms** in this photo? Once you have found them all, associate each anachronism with a need in Maslow's pyramid.

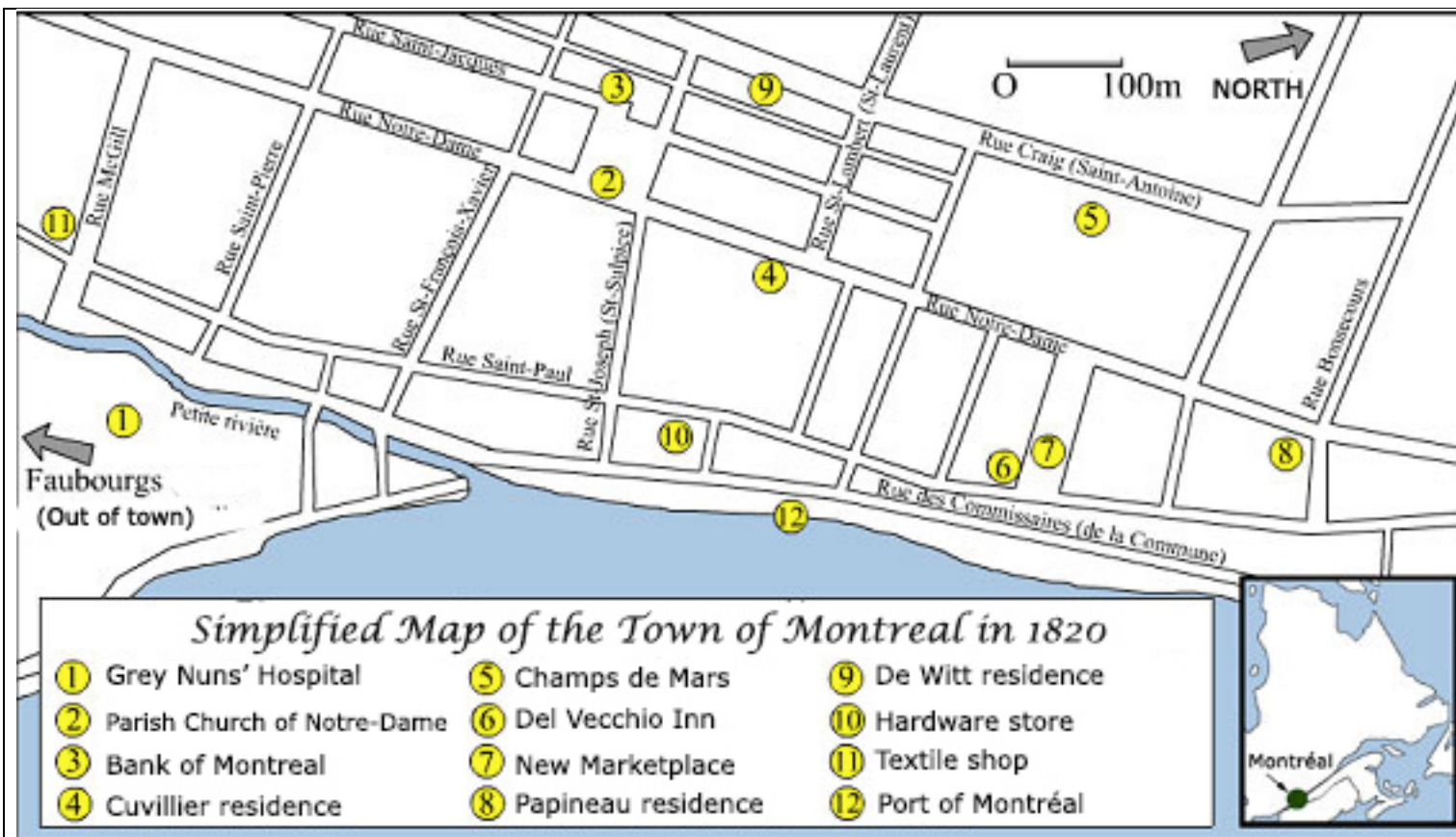


Identify the anachronisms using drawing tools in your word processing or drawing software. Click on "View," "Toolbars" and "Drawing." You can enlarge the image to analyze it by clicking on "View," "Zoom..." and "150%" or "200%."

A day in the life of...

Create a slideshow, text or comic strip about a day in the life of your historical character. Use the map below as well as the texts and images you have already seen to inspire you. You can create your comic strip using drawing tools in your word processing or drawing software.

- [Example of a slideshow about a day in the life of Louis-Joseph Papineau \(PPT\)](#)
See below!
- Working document to help create a slideshow about a day in the life of your historical character
See below!
- Working document to help create a text-based document about a day in the life of your historical character
See below!
-
- ICT Character
-
- [Places \(a PDF of images to be printed\)](#) See below!



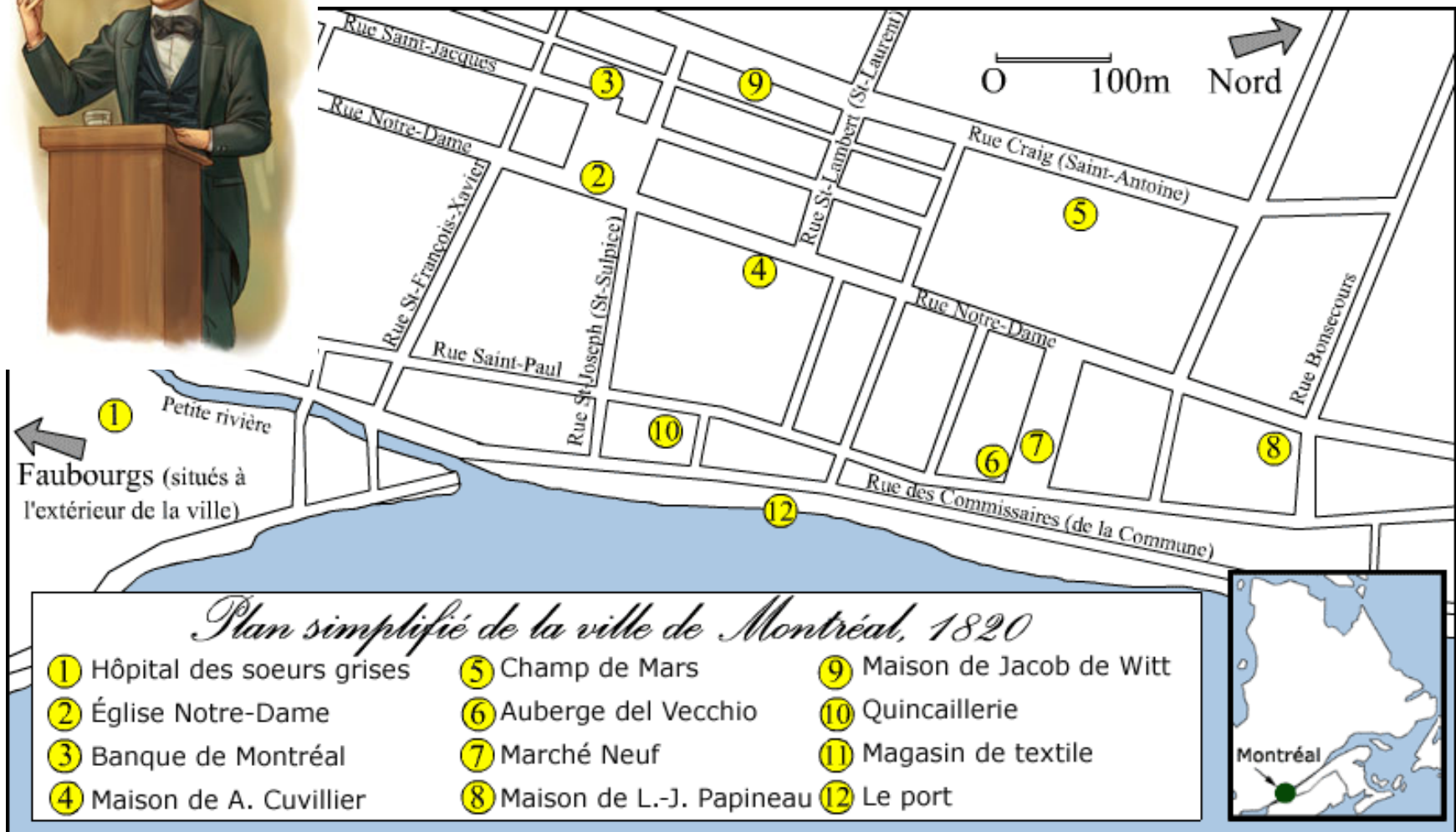
Source: [RECIT](#)



Image source : Jacques Lamontagne, via le Récit univers social et les commissions scolaires des LLL

A day in the life of... PPT (as PDF pages)

A day in the life of Louis-Joseph Papineau





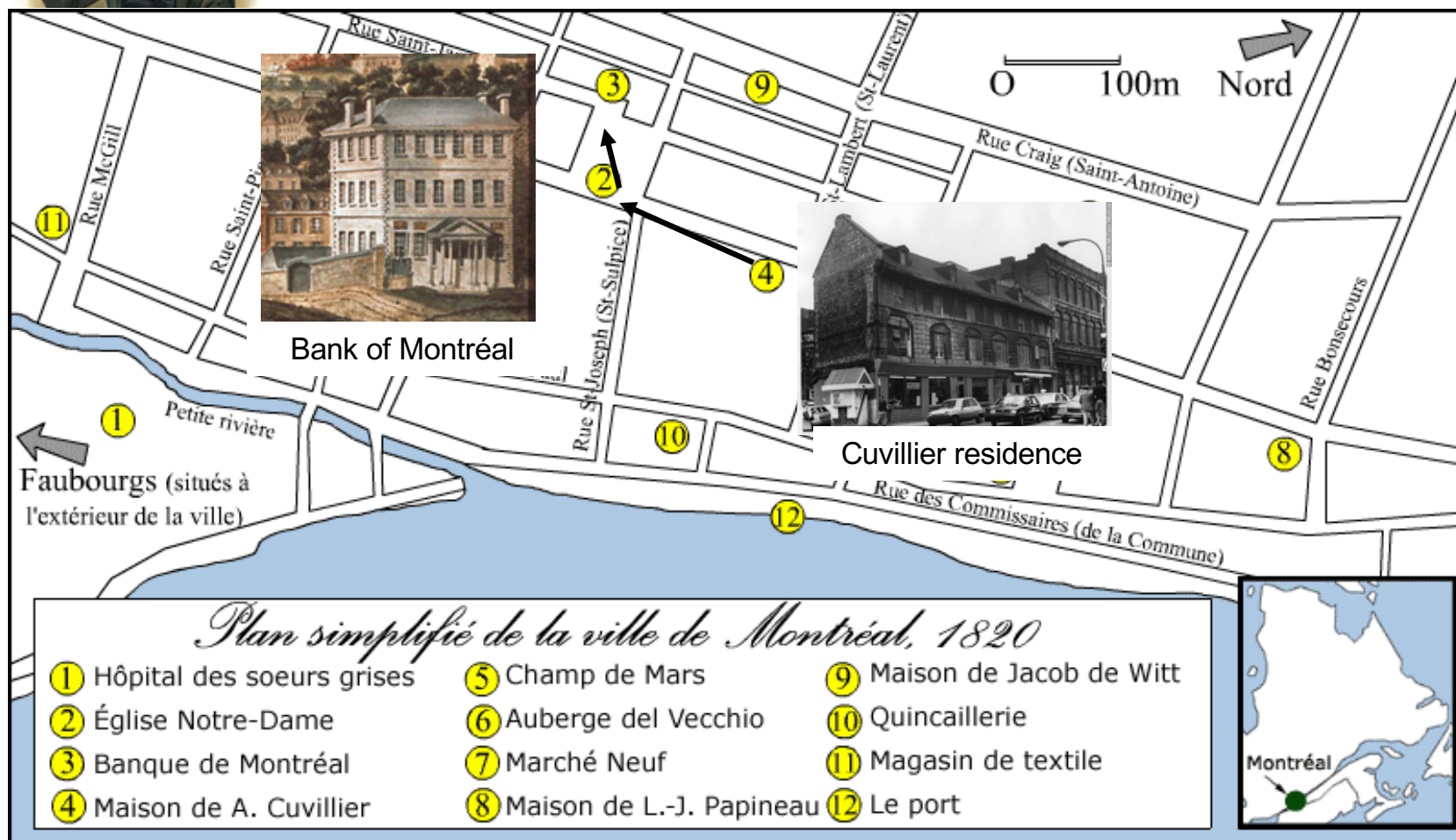
Louis-Joseph Papineau



Papineau leaves his house and goes to visit his friend, Austin Cuvillier.



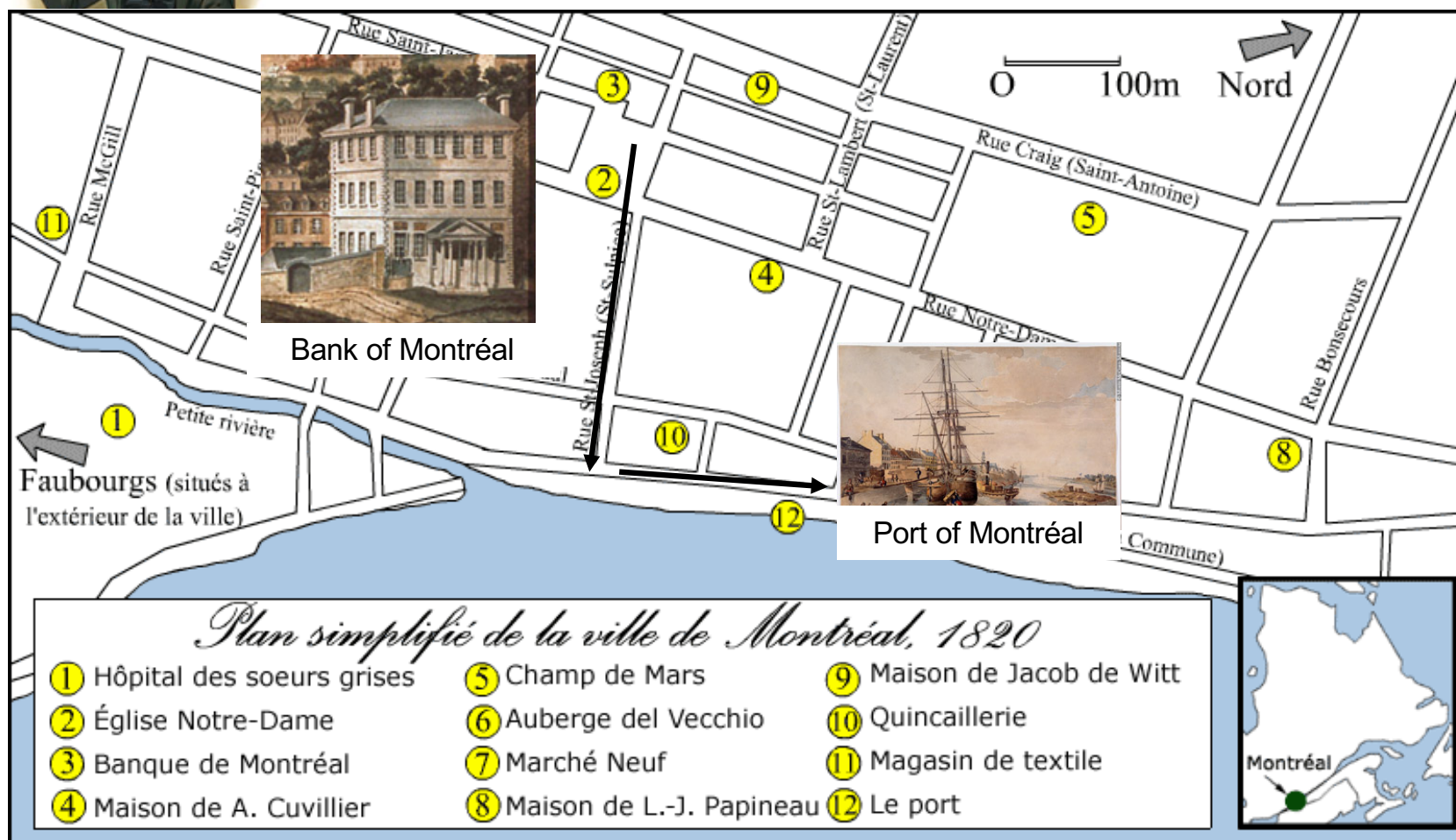
Louis-Joseph Papineau



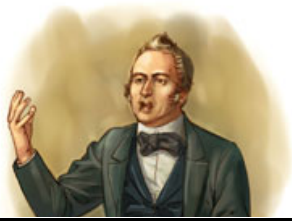
Papineau leaves Cuvillier's house and heads to the bank to withdraw some money.



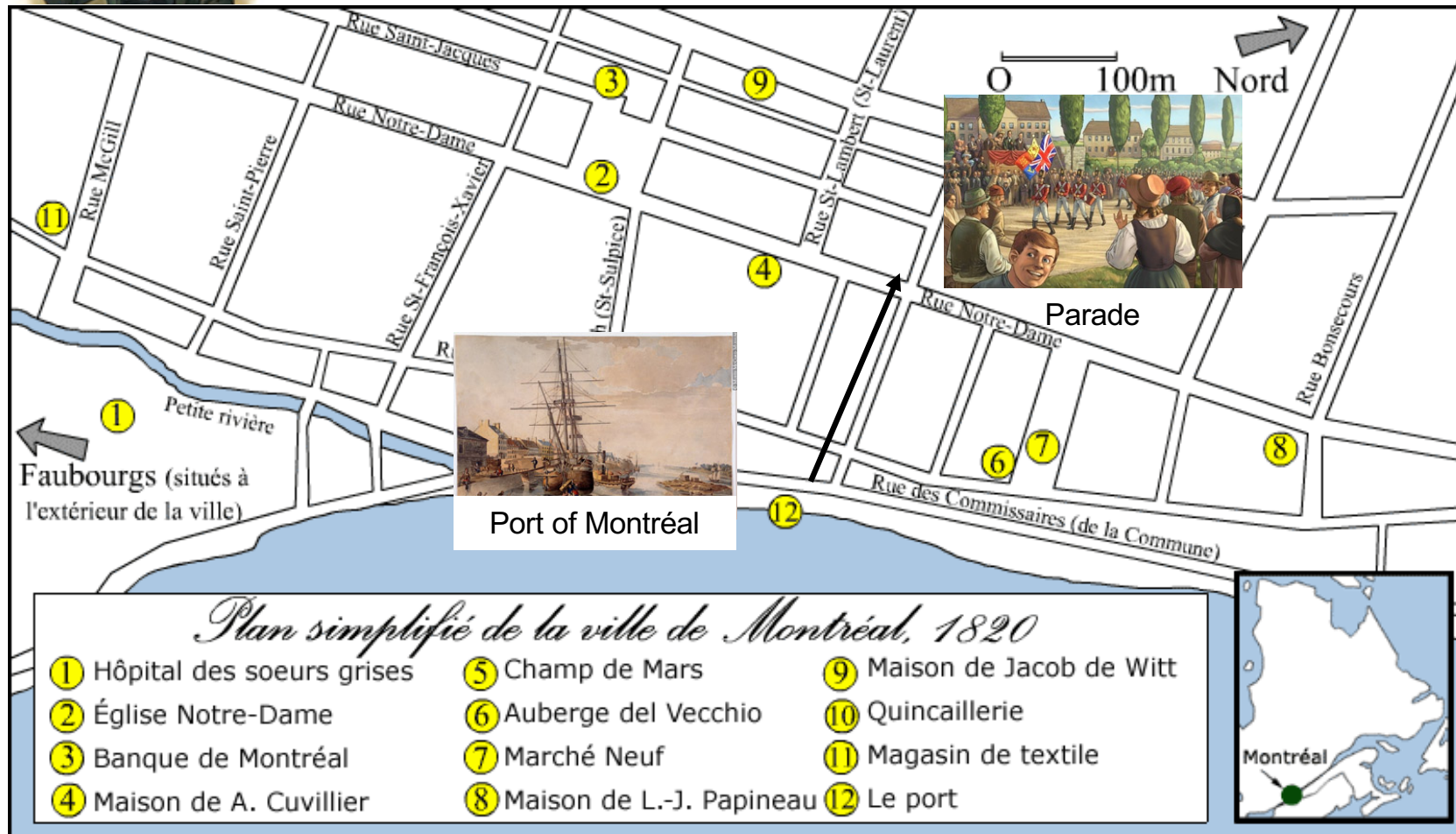
Louis-Joseph Papineau



Papineau leaves the bank and heads to the port. He wants to watch the timber rafts going down the river before he goes to the parade.



Louis-Joseph Papineau

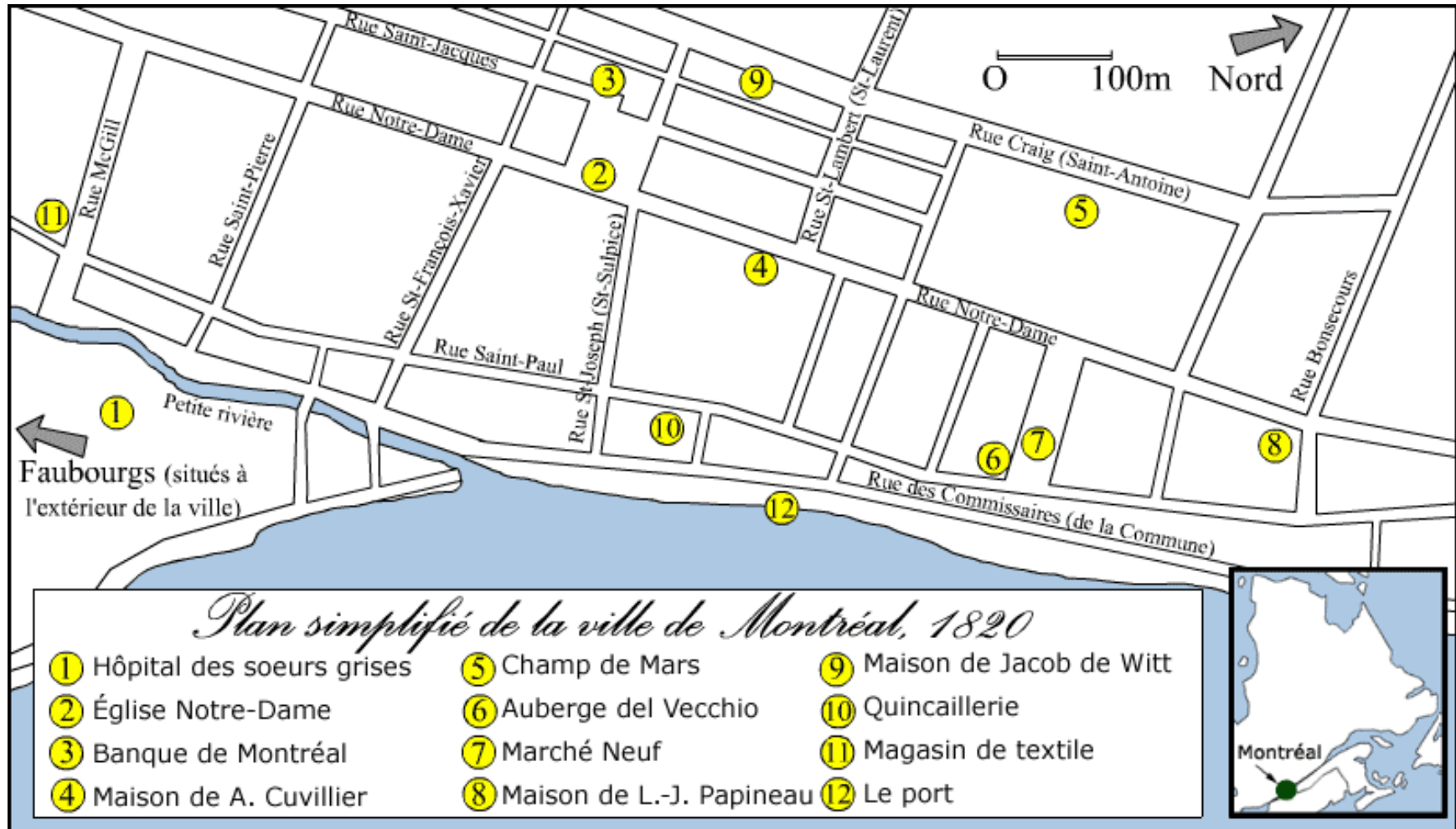


Papineau heads to the Champ de Mars. He will sit on a platform to watch the parade, surrounded by other important people.

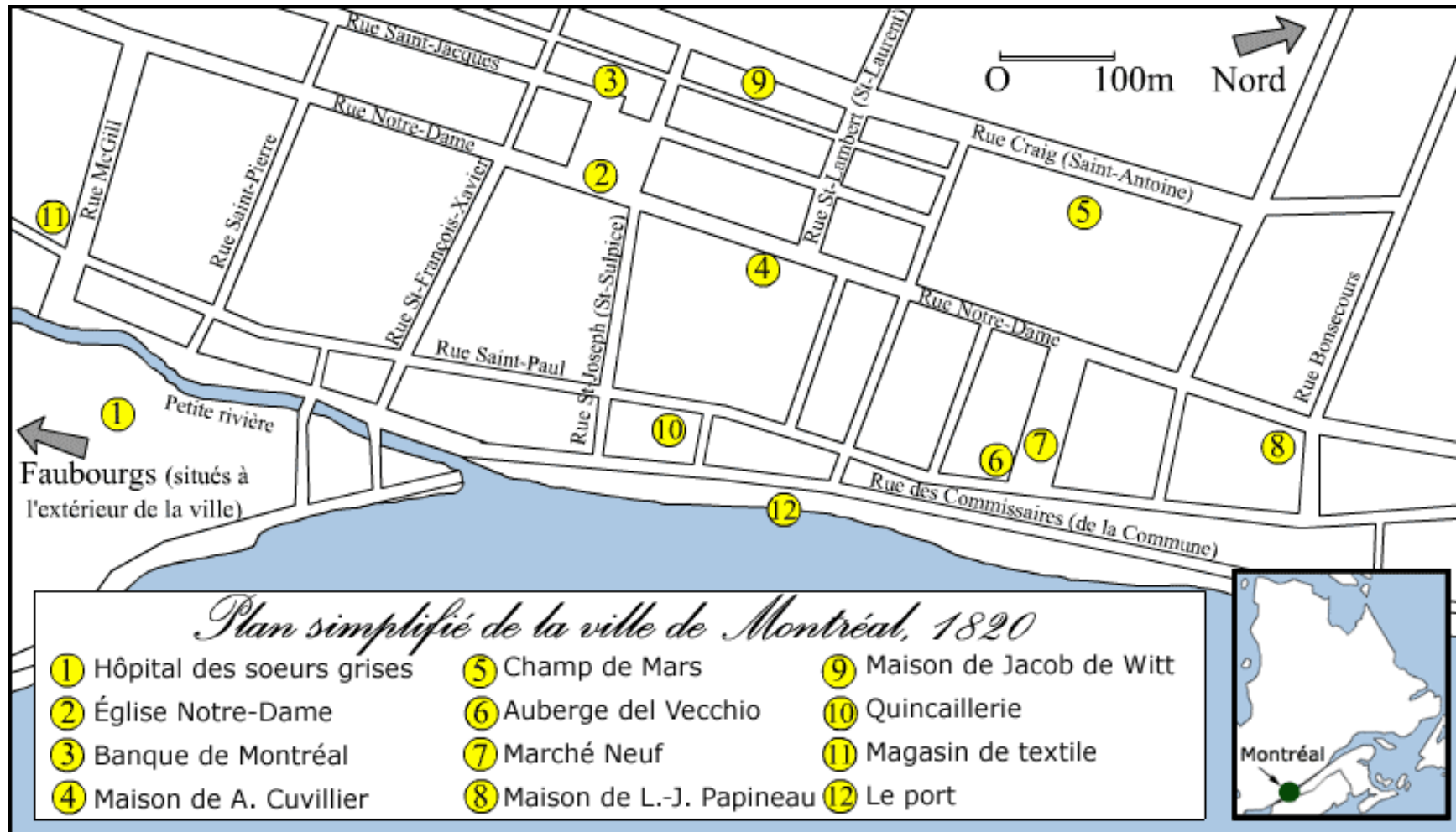
A day in the life of... working document for slideshow

A day in the life of...

Indicate the trajectory followed by your character and explain your choices.



The name of your historical character



Describe what your character is doing during this day.

A day in the life of... working document for text-based doc about day

Images to print

➡ Grey Nuns' Hospital

People from every walk of life come to this hospital when they are sick or have been injured. Rich or poor, they have one thing in common: they are taken care of by nuns who have dedicated their lives to healing the sick. The nuns live in the hospital.



● Source: [Revues d'un autre siècle / Bibliothèque et Archives nationales du Québec](#) / no. 3149



● Source: [RECIT](#)

➡ Parish Church of Notre-Dame

The Church of Notre-Dame (known as the French Parish Church) was built by the Sulpicians from 1672 to 1683. It is located on Notre-Dame Street, one of Montréal's main streets. The church is the backbone of the community. Rich and poor use this building, a rare occurrence in the 1820s. They come daily to pray, attend mass and mark turning points in their lives: baptisms, marriages and funerals. After mass, parishioners gather outside the church to exchange news. Similar churches are found in all the towns and villages of Lower Canada.

By 1824, the congregation have outgrown this church, so a new one was built. When the new structure was finished it was the largest church in North America. (In the painting below, the old church is in the foreground and the new church, which was still being built, is in the background.)



Source: R. A. Sproule (cropped image) / [McCord Museum](#) / M385




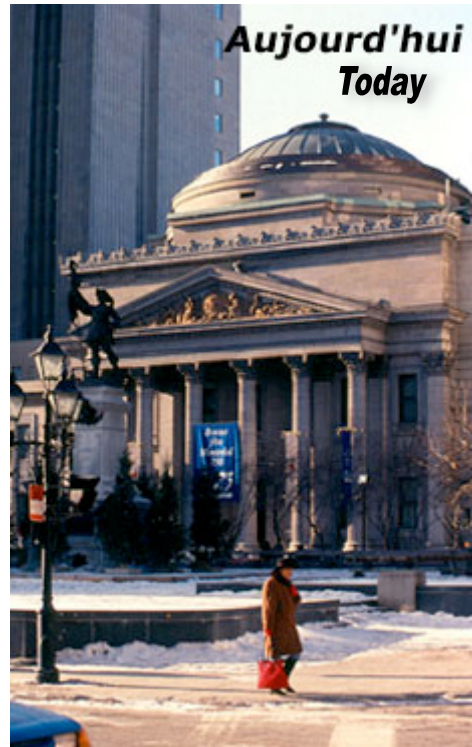
Source: [RECIT](#)

Bank of Montreal

Canada's oldest bank, the Bank of Montreal, first opened its doors in 1817. Since a central bank did not exist at the time, the Bank of Montreal issued its own currency. It was instrumental in financing the development of the country, providing funds for the building of Canada's first canal. The bank is located on St. Jacques Street. Austin Cuvillier works there.



 Source: Charles C. Milbourne (cropped image) / [McCord Museum](https://www.mccordmuseum.ca/) / M983.224



 Source: Régis Fournier / [Le Québec en images](https://www.lequebecenimages.com/) / no. 4032

➡ Cuvillier residence

Austin Cuvillier's residence is located at 4 Notre-Dame Street, near St. Lambert Street (which is now Saint-Laurent). This is the home of a rich businessman, who was one of the first to work at the Bank of Montréal. The people who visit this home are well-off or have important positions in Lower Canada. Built in 1803, the house is furnished with luxurious furniture characteristic of the social class of its residents.



Source: [Bibliothèque et Archives nationales du Québec](#)
/ Digital Collection / no. 3-166-d



Source: [RECIT](#)

➡ Champs de Mars

The Champs de Mars is a military parade ground bordered by Craig and Notre-Dame streets. It is surrounded by some of Montréal's most important buildings. Large gatherings and military parades are held here to mark special occasions.

Today, the Champ de Mars is a public park in Montréal. It was restored as a park in the 1980s.



● Source: R. A. Sproule (cropped image) / [McCord Museum](#) / M327



● Source: Ville de Montréal / [Old Montréal website](#)

👉 Del Vecchio Inn

Built in 1807 at 189 St. Paul Street East, the Del Vecchio Inn is the property of innkeeper Pierre Del Vecchio. Merchants and other travellers visit the inn to eat and spend the night.

The Del Vecchio family owned this building until 1946.



● Source: Francis G. Coleridge /
[Library and Archives Canada](#) / C-038279



● Source: [RECIT](#)

New Marketplace


As of 1807, covered wooden stalls sprang up in the centre of this marketplace, surrounded by stone buildings housing inns, stores and workshops. Farmers and merchants sell their products here. The Del Vecchio Inn is right across the street.

When the Bonsecours market opened in 1847, the “old” New Marketplace was demolished and turned into Place Jacques-Cartier.



 Source: James P. Cockburn (cropped image) / [Library and Archives Canada](#) / C-150713

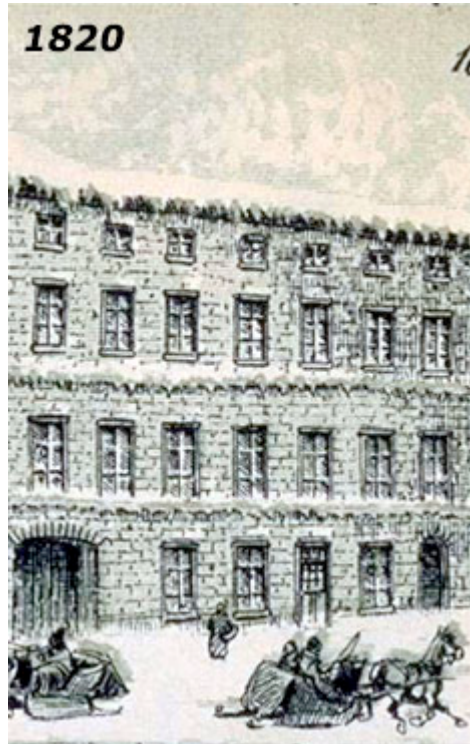


 Source: [RECIT](#)

➡ Papineau residence

Acquired by Joseph Papineau in 1809, this house located at 440 Bonsecours Street now belongs to his son, the politician Louis-Joseph Papineau. Julie Papineau, his wife, spends half her time here and the other half in their seigneurie in the country.

The Papineau family owned this house until 1920. It was later restored to its original splendour.



Source: [Bibliothèque et Archives nationales du Québec](#)
/ Digital Collection / no. 1-83-d



Source: [RECIT](#)

➡ De Witt residence

This home is owned by a wealthy family, the De Witts. Jacob De Witt is a successful businessman who founded his own bank, Viger, De Witt et Cie, otherwise known as La Banque du Peuple (the “people’s bank”).



Today

***This image was destroyed in
1903***

● Source: [Bibliothèque et Archives nationales du Québec](#) / Digital Collection / no. 3-155-b

➡ Hardware store

The hardware store is located on St. Paul Street, not far from the Port of Montréal. Customers (mostly men) come here to buy tools, building materials and other useful everyday objects.



Source: [Library and Archives Canada](#)
/ C-073540



Source: [RECIT](#)

Textile shop

The textile shop is located at 25 McGill Street. In the 1820s, people had to buy cloth and either make their own clothes or have someone else do it. Most of the customers in this store are women.



Today

This building no longer exists.

Source: [Bibliothèque et Archives nationales du Québec](#) /
Digital Collection / no. 3-14-e

📌 Port of Montréal

The port of Montréal is the city's commercial centre, the departure and arrival point of many goods. People also come to watch the ships dock or set sail for overseas. The port provides employment for many people. Most dock workers live in poor, working-class neighbourhoods on the outskirts of the city. Their homes are poorly built and poorly insulated, and they are often sick.



● Source: R. A. Sproule (cropped image) / [Library and Archives Canada](#) / C-002641



● Source: [RECIT](#)

Once upon a time in the 1820s



My final task

("Culminating task" for the end of this learning situation!)

Review what you know about the society of Lower Canada in the 1820s by completing this final task.
The following questions can be used to help you prepare your culminating task:

- What issues and events marked this society? <ul style="list-style-type: none">• Immigration• Famine• Political conflicts• Land clearing• Canal building• Religious events• New businesses	
- Does your character's trade or profession still exist today?	
- Do remnants of the society of Lower Canada in the 1820s still exist today (buildings, food, etc.)?	
- Where did your historical character live?	
- Can you locate where your historical character lived on an 1820 map of Lower Canada?	
- How did people live in the 1820s? - What types of jobs did they do?	
- What other types of activities did they engage in? <ul style="list-style-type: none">• Cultural (games, celebrations, languages, leisure activities, etc.)• Economic (markets, businesses, jobs, etc.)• Political (parades, democracy, etc.)	
- What resources in the territory enabled these people to meet their needs?	
- What characteristics of the territory made it hard for them to meet their needs?	

Your final task can take several forms. Here are a few ideas:

- A comic strip or photo story
 - o You can create your comic strip using drawing tools in your word processing or drawing software. o Working document to help you create a comic strip:
- A mind map
 - o You can create your mind map using mind mapping software or drawing software. o Inspiration [<http://www.inspiration.com>] o FreeMind [http://freemind.sourceforge.net/wiki/index.php/Main_Page]
- A poster

You can create your poster using drawing tools in your word processing or drawing software.
- A slideshow

You can create your slideshow using PowerPoint or StarImpress. You can also create a slideshow on the McCord Museum site by gathering images into folders. [Click here](#) and follow the steps.

Find out more about the society of Lower Canada in the 1820s!

- [Sociétés et Territoires](#): LEARN's English version at <http://societies.learnquebec.ca>
-
- [Musée McCord](#): thousands of photos, many with descriptions, and the possibility of creating slideshows online
- [Village prologue](#): a virtual village where you can interact with various historical characters (in French only)

THEORY OF HUMAN NEEDS ACCORDING TO MASLOW

Abraham Maslow, American psychologist (1908-1970)

Maslow defined humans as whole beings with physiological, psychological and spiritual components. Each of these components is related to specific human needs. According to Maslow, needs are what create motivation.

- | | |
|--|--|
| Physiological components: | ▪ Need to maintain life |
| Psychological/sociological components: | ▪ Need for safety, belonging and recognition |
| Spiritual components: | ▪ Need for growth and fulfillment of one's potential |

Based on these ideas, Maslow created his famous "hierarchy of needs" in the form of a pyramid with five levels. According to him, a higher need can only be fulfilled once the needs below it have been fulfilled. Thus, an individual cannot feel safe if he or she lacks food and water, for example.

