

Date Reviewed

May 2021

Course

[Social Studies 8](#)

Topic

Treaty of the Great Peace of Montreal

Big Idea

Contacts and conflicts between peoples stimulated significant cultural, social, political change

Essential Question

How did the Treaty of the Great Peace of Montreal address collective identity and collective rights?

Content:

Students are expected to know the following:

- exploration, expansion, and colonization
 - contact and conflict

Curricular Competencies

Students are expected to be able to do the following:

- Assess the significance of people, places, events, or developments at particular times and places (significance)

Core Competencies

[Communication](#) - I can discuss the impact of alliances between Europeans and First Nations.

[Thinking](#) – I can analyze an historic treaty and compare it to the Charter.

[Personal and Social](#) - I can give examples of individual rights and collective rights.

First People's Principles of Learning

Learning is embedded in memory, history, and story.

Introduction

- Explain that Champlain was a French explorer who played a major role in establishing the colony of New France in the early 1600s. Champlain and the French colonists depended on the First Nations for local knowledge and survival skills. The Europeans and First Nations also became trading partners.

- Show 13:00-20:35 of the CBC video [Canada: The Story of Us, Episode 1 “Worlds Collide”](#)

Pre-Assessment

Think Pair Share

- How did the arrival of European newcomers impact the First Nations?
- How did new weapons and alliances shift the balance of power between First Nations?

Interactive Learning Activities

Part 1: Background

- Explain that French colonists wanted to establish the colony of New France, but they faced the problem of ongoing conflict between 39 First Nations groups due to competition in the fur trade. In 1701, about 1300 people met in Montreal and took part in the negotiations. As a result, a peace treaty was signed between France and 39 First Nations to help provide peaceful relations and trade.
- Provide each student with a copy of the handout “Viewing Guide: 1701, The Great Peace of Montreal”. Have students complete the viewing guide while they watch and discuss each section of the video.
- Show the video clip [1701, The Great Peace of Montreal--Introduction](#) (1:09)
- Ask: How does armed conflict (war) impact trade and travel today? Have students consider current conflicts in the world and the impact on the people in those regions.
- Show the video clip [1701, The Great Peace of Montreal—Part 1](#) (1:50)
- Point out that the Chief of the Huron-Wendat encouraged the 30 Lakes First Nations to trust their enemy the Iroquois (Haudenosaunee). Ask: Can you think of modern examples of enemies working together to achieve something important?
- Show the video clip [1701, The Great Peace of Montreal—Part 2](#) (1:30)
- Point out that the Seneca Chief wanted peace even though his family had been killed by the allies of the French. Ask: Who is someone you know puts aside their personal feelings and considers what’s best for everyone? Is this the sign of a true leader?
- Show the video clip [1701, The Great Peace of Montreal—Part 3](#) (1:21)
- Explain that The Tree of Peace is a metaphor for how peace can grow if it is nurtured. Like a tall tree, peace can provide protection and comfort. Ask: What other symbols of peace can you think of?

Part 2: Evidence

- Provide students with access to the historical document [The Treaty of the Great Peace of Montreal](#). You may want to project it for the class.
- Explain that the treaty process recognized the French and each Indigenous group as independent nations. Each representative signed the treaty with a symbol to represent their culture. This represented the collective identity of each Nation that signed the treaty.
- Point out that the treaty accomplished a number of goals:
 - reflected peace
 - reflected each group as a collective identity
 - reflected respect for each group
 - right to access of land
 - recognize French as mediator of disputes

- Have students work with a partner to complete the handout “Primary Source Analysis: The Treaty of the Great Peace of Montreal”.

Part 3: Significance

- Explain that the legacy of the Great Peace is the idea that an alliance is possible between the First Nations and colonial populations, and this idea of a “partnership” still exists today.
- Point out that the Treaty of the Great Peace of Montreal is the oldest example of collective rights in Canada. This treaty is significant because it establishes the principles of fairness and equity that can be seen in Canada’s Charter of Rights and Freedoms.
- Provide students with access to the Canadian Encyclopedia articles [Great Peace of Montreal 1701](#) and [Canadian Charter of Rights and Freedoms](#).
- Have students work with a partner to complete the handout “Comparing the Treaty and the Canadian Charter”.

Post-Assessment

Journal: How did the Treaty of the Great Peace of Montreal promote collective identity and collective rights?

Extension Activities

- Show the CBC video [Canada: The Story of Us, Episode 1 “Worlds Collide”](#) (44:30)

Additional References

“The Great Peace of Montréal.” [n.d.] *Pointe-à-Callière, Montréal Archaeology and History Complex*. Old Montréal, Québec. Canada.

<https://pacmusee.qc.ca/en/stories-of-montreal/article/the-great-peace-of-montreal/>

“The Great Peace of Montréal, 1701.” 2012. *Pointe-à-Callière, Montréal Archaeology and History Complex*. [Old Montréal, Québec. Canada.]

<http://www.virtualmuseum.ca/edu/ViewLoitDa.do?method=preview&lang=EN&id=25476>

“The Great Peace of Montreal.” 2001. *CBC Learning. Canada: A People’s History*.

<https://www.cbc.ca/history/EPCONTENTSE1EP3CH2PA2LE.html>

Jaenen, C. and McIntosh, A. 2019. “Great Peace of Montreal, 1701.” *The Canadian Encyclopedia*.

<https://www.thecanadianencyclopedia.ca/en/article/peace-of-montreal-1701>

Materials and Resources

**Viewing Guide:
1701, The Great Peace of Montreal**

Introduction

https://www.youtube.com/watch?v=2Emk-rY_5Yc&t=5s

Why did the Governor of New France want peace in the region?

What was his plan to achieve peace?

Part 1

<https://www.youtube.com/watch?v=5sX8xOpibH0&t=45s>

Complete the chart to show the alliances:

Northern Alliance	Southern Alliance

What were the two sides fighting over?

Part 2

<https://www.youtube.com/watch?v=MsTpWdzjb9s>

What challenges did the various First Nations face in travelling to Montreal?

Part 3

<https://www.youtube.com/watch?v=MsTpWdzjb9s>

How long did the Great Peace of Montreal last?

Why did it end?

**Answer Key--Viewing Guide:
1701, The Great Peace of Montreal**

Introduction

Why did the Governor of New France want peace in the region?

conflict caused great loss of lives and made travel and trade impossible

What was his plan to achieve peace?

invited allied and enemy First Nations to Montreal to discuss a peace treaty

Part 1

Complete the chart to show the alliances:

Northern Alliance	Southern Alliance
30 Great Lakes Nations Included Huron-Wendat French	5 Nations Iroquois (also known as Haudenosaunee Confederacy) Included the Seneca British

What were the two sides fighting over?

Land for trading, hunting, and living on

Part 2

What challenges did the various First Nations face in travelling to Montreal?

Epidemic
Dangerous conditions on the rivers

Part 3

How long did the Great Peace of Montreal last?

60 years

Why did it end?

In 1760, the British conquered New France.

**Primary Source Analysis:
The Treaty of the Great Peace of Montreal**

Why do you think this document was written?

What evidence in the document helps you know why it was written? Quote from the document.

List three things the author said that you think are important:

List two things the document tells you about life in Canada at the time it was written.

Write one question to the author that is left unanswered by the document:

Comparing the Treaty and the Canadian Charter

	Treaty of The Great Peace of Montreal	Canadian Charter of Rights and Freedoms
Who (individuals or groups) was responsible for creating the document?		
When was the document created?		
Where was the impact of the document felt?		
What are some of the most important features of the document?		
How does the document protect individual and/or collective rights?		

Answer Key: Comparing the Treaty and the Canadian Charter

	Treaty of The Great Peace of Montreal	Canadian Charter of Rights and Freedoms
Who (individuals or groups) was responsible for creating the document?	<ul style="list-style-type: none"> • Governor of New France • 5 Nations Iroquois (Haudenosaunee Confederacy) • 30 Great Lakes Nations (including Huron-Wendat) 	<ul style="list-style-type: none"> • Prime Minister Pierre Elliot Trudeau and Jean Chrétien • Signed by Queen Elizabeth II
When was the document created?	<ul style="list-style-type: none"> • August 4, 1701 	<ul style="list-style-type: none"> • April 17, 1982
Where was the impact of the document felt?	<ul style="list-style-type: none"> • area that is now eastern Canada and north eastern United States 	<ul style="list-style-type: none"> • everywhere in Canada
What are some of the most important features of the document?	<ul style="list-style-type: none"> • Must release prisoners • Haudenosaunee could trade freely and get goods from the French at a reduced cost • Haudenosaunee promised to be neutral if war between England and France • France got power to settle disputes between First Nations and to expand French territory 	<ul style="list-style-type: none"> • freedom of expression • right to a democratic government • right to live and work anywhere in Canada • legal rights of people accused of crimes • rights of Indigenous peoples • right to equality including gender equality • language rights
How does the document protect individual and/or collective rights?	<ul style="list-style-type: none"> • Recognized collective rights of each First Nation: right to peace, to trade, to hunt... 	<ul style="list-style-type: none"> • Mostly individual rights such as freedom of expression • Language rights and Indigenous rights are collective rights