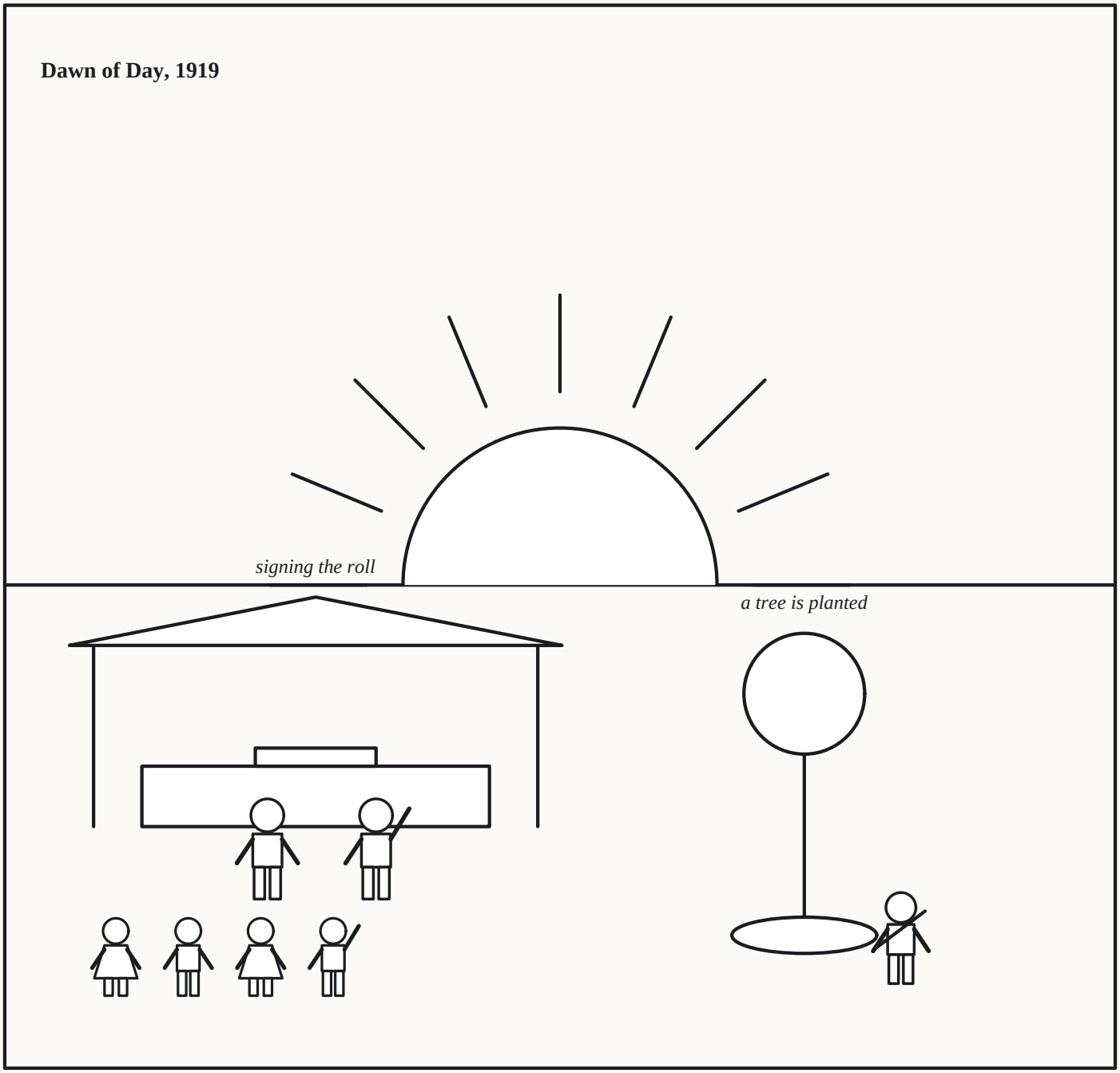
JUNIOR · AGES 5 TO 8

Dawn of Day: a Colouring Page

The day a prince was made a chief, and planted a tree.

Colour the picture. Colour the rising sun **yellow** and **orange**. Colour the canopy and table, the young tree **green**, and the people watching any colours you like.



Grown-ups: the story, the activities and the teacher's notes follow.

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JUNIOR · AGES 5 TO 8

Dawn of Day: a Colouring Page

Our story, to read aloud

A long time ago, a young prince came to the Grand River. He was the Prince of Wales.

The Mohawk people welcomed him in a park in Brantford.

They made him a chief, and gave him a name: Dawn of Day.

He signed his name on the council roll.

Then he planted a little tree beside Joseph Brant’s tomb.

Kings, queens and princes have come to the Grand River many times. They are old friends.

Circle the right word

Circle the word that fits.

1. The prince was given the name ...	Dawn of Day · Big Rock · Blue Bird
2. He signed the council ...	roll · cake · boat
3. He planted a ...	tree · flag · rock
4. The prince was made a ...	chief · pilot · cook

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Dawn of Day: a Colouring Page

Trace the words

Trace each word, then say it out loud.

DAWN

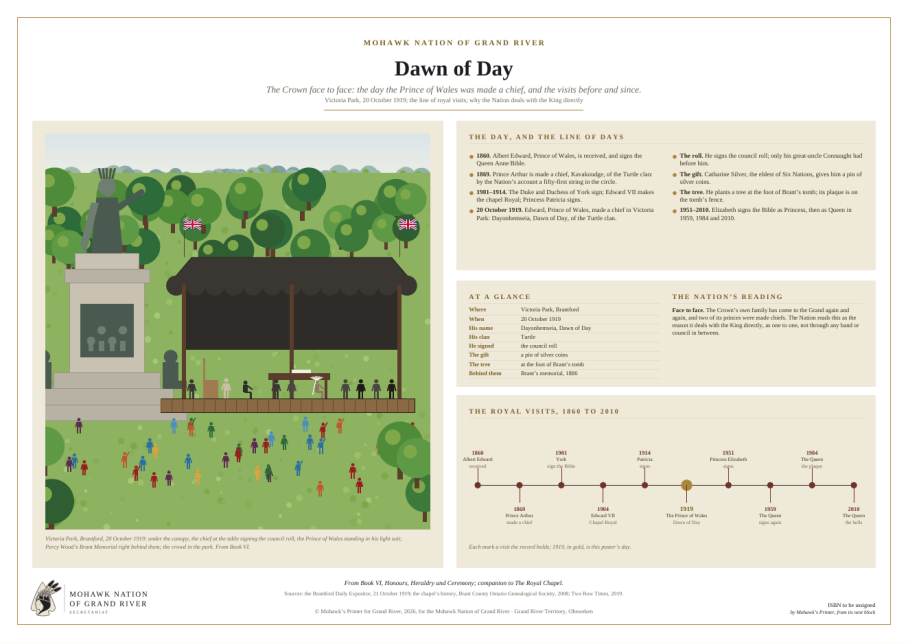
DAY

CHIEF

TREE

Look at the poster

Find the canopy on the poster, and the prince in his light suit.



Tell a partner what name you would choose for yourself, and why.

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JUNIOR · AGES 5 TO 8

Dawn of Day: a Colouring Page

At home: a take-home activity

Take this sheet home and talk about names with a grown-up.

What to do

- Tell a grown-up the story of Dawn of Day.
- Ask them how your name was chosen, and what it means.
- Draw something that shows your name’s meaning.

What to bring back

- Your drawing.
- The story of your name.

For the grown-up at home. This activity helps your child connect what we learned about *Dawn of Day* to your own family. There are no wrong answers, and nothing private needs to be shared: a story, a drawing or a single word is enough.

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JUNIOR · AGES 5 TO 8

Dawn of Day: a Colouring Page

For the teacher: standards met

Universal competencies	Observe and describe; Identify key facts and claims; Make connections, personal to community to larger systems. The same everywhere, whatever the curriculum.
Curriculum	Ontario Social Studies, Grade 2, Strand A, *Changing Family and Community Traditions*, and Grade 3, Strand A (revised 2023).
Specific expectations	Teachers choose which specific expectations to assess. The sheet supports the overall expectations named above.
Historical thinking	Continuity and change: visits that come again and again.
Reading level	Flesch–Kincaid grade 2.1 (reading ease 97)
Plain language	Written to ISO 24495-1: short sentences, one idea each.
Time and materials	30 to 40 minutes. Crayons, with yellow, orange and green.
Accommodations	Read aloud; let students choose a name and say what it means.

What to look for

	Beginning	Developing	Achieving
Tells the story	Names the prince	Says he was made a chief	Tells the name, the roll and the tree
Uses colour to show meaning	Colours freely	Colours the sun and tree	Colours the sunrise, and says what “Dawn of Day” means
Talks about it	Answers with help	Answers one question	Chooses a name and explains it

Sources: the chapel’s Queen Anne Bible and its royal signatures; newspaper accounts of 20 October 1919; Pauline Johnson, “A Royal Mohawk Chief”. This sheet explains the Mohawk Nation of Grand River’s position beside others.

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