MIDDLE SCHOOL · AGES 11 TO 14

Dawn of Day

The Crown face to face: the day the Prince of Wales was made a chief, and the visits before and since.

Read

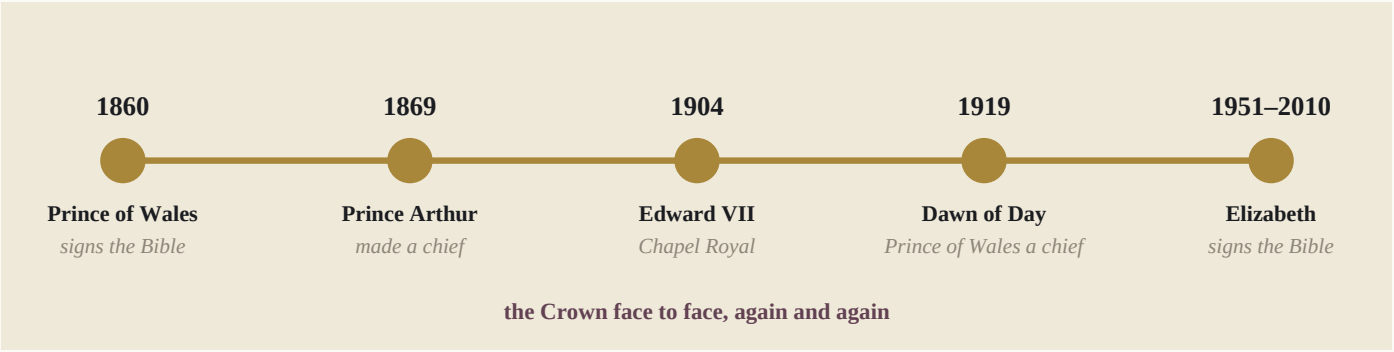
On 20 October 1919, in Victoria Park, Brantford, Edward, Prince of Wales, was made a chief of the Mohawk, with the name Dayonhemseia, “Dawn of Day”, of the Turtle clan. He signed the council roll, which only his great-uncle, the Duke of Connaught, had done before him. Catharine Silver gave him a pin of silver coins, and he planted a tree at the foot of Joseph Brant’s tomb.

He was not the first. In 1860 his grandfather, also Prince of Wales, was received and signed the Queen Anne Bible. In 1869 Prince Arthur, later Duke of Connaught, was made a chief. From 1951 Elizabeth signed the Bible, as princess and then as Queen in 1959, 1984 and 2010.

The Mohawk Nation of Grand River reads these visits as a relationship: the Crown’s own family has come to the Grand again and again, and two of its princes were made chiefs. That, the Nation says, is why it deals with the King directly.

Look

How to read it: the royal visits along one line.



Words to know

Word	What it means here
Chief	A leader; here, an honour given by the Mohawk.
Council roll	The record of a council, signed by those present.
Clan	A family group in Mohawk tradition; here, the Turtle clan.
Prince of Wales	The title of the King’s eldest son.
Canopy	A cloth roof held up on poles.
Relationship	How two parties are connected and treat each other.
Directly	Without anyone in between.

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Work with a primary source

> *“Dayonhemseia”*
>
> The name given to Edward, Prince of Wales, on 20 October 1919: “Dawn of Day”, of the Turtle clan.

Ask the source	Your answer
What does the name mean in English?	
Why might the Mohawk have chosen that name for a young prince?	
What does giving a name say about the relationship?	
What can a name not tell us?	

Three points of view

What the royal visits mean, described three ways. Read each, then explain why they differ.

Who	What the visits mean
A historian	Ceremonial visits, part of the royal tours of Canada.
The Crown today	Friendship and the honour of the Crown with Indigenous peoples.
The Mohawk Nation of Grand River	A direct relationship between the Mohawk and the King, sealed by two princes made chiefs.

Claim, evidence, reasoning

Choose one claim the poster makes, for example “the Crown face to face”. Then fill in the table.

Claim	Evidence	Reasoning

Answer

1. **Historical significance.** Why did signing the council roll matter?

2. **Evidence.** What do the signatures in the Queen Anne Bible prove?

3. **Cause and consequence.** How might the 1869 and 1919 honours shape how the Nation sees the Crown?

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4. **Continuity and change.** What stayed the same in the visits from 1860 to 2010? What changed?

5. **Historical perspective.** How might the prince himself have understood being made a chief?

6. **Ethical dimension.** What does a relationship of honour ask of both sides?

Think about it. Who in your life do you deal with directly, without anyone in between? Why does that matter?

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Performance task: The Crown face to face: a timeline of visits

Show what you have learned by explaining it to someone else. Your work should help a reader who has never seen the poster understand it.

Choose one

A letter	Write a one-page letter to your Member of Parliament or to the King explaining the day the Prince of Wales became Dawn of Day, and the royal visits before and since, and what the Nation reads in them.
An infographic	Design a one-page poster that explains the day the Prince of Wales became Dawn of Day, and the royal visits before and since, and what the Nation reads in them, with a drawing that puts a person in the picture.
A short talk or podcast	Record or give a two-to-three-minute talk explaining the day the Prince of Wales became Dawn of Day, and the royal visits before and since, and what the Nation reads in them to someone your age.

What your work must include

- At least three facts with their dates.
- One quotation from the primary source, The name given to Edward, Prince of Wales, on 20 October 1919: “Dawn of Day”, of the Turtle clan, in quotation marks.
- At least three of the “Words to know”, used correctly.
- One point of view other than the Mohawk Nation of Grand River’s, explained fairly (A historian, The Crown today).
- Your own claim, with the evidence and reasoning behind it.
- A list of the sources you used.

Steps

- Day 1: reread the poster and this sheet; choose your format; write your claim in one sentence.
- Day 2: gather your facts, your quotation and the other point of view; plan your work.
- Day 3: make a first draft; trade with a partner and give each other one compliment and one suggestion.
- Day 4: improve your draft, check the success criteria, and hand it in.

Success criteria: check before you hand it in

☐	My claim is clear.
☐	My facts and dates are correct.
☐	I quoted the source exactly and said where it is from.
☐	I explained another point of view fairly.
☐	I used at least three new words correctly.
☐	I listed my sources.

Due: About four class days from the start. Marked with the Achievement Chart on the teacher’s page.

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For the teacher: standards met

Universal competencies	Identify key facts and claims; Understand perspective and point of view; Make connections, personal to community to larger systems; Analyse and evaluate evidence. The same everywhere, whatever the curriculum.
Curriculum	Ontario History, Grade 8, Strand B, *Canada, 1890–1914*, and Grade 10 Civics (CHV2O): the Crown in Canada.
Specific expectations	Teachers choose which specific expectations to assess. The sheet supports the overall expectations named above.
Historical thinking	Each question names its concept: significance, evidence, cause and consequence, continuity and change, perspective, ethical dimension.
Reading level	Flesch–Kincaid grade 6.7 (reading ease 79)
Plain language	Written to ISO 24495-1; new words taught in “Words to know”.
Balance	Three readings of the visits, side by side.
Time and materials	Two periods of 40 to 50 minutes.
Accommodations	Read aloud or in pairs; show photographs of the 1919 ceremony if available.

Assessment: the Achievement Chart

	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding	Names some facts with help	Names the main facts and dates	Explains them accurately	Explains them and how they connect
Thinking	Answers with little use of the source	Uses the source in part	Uses the source to support answers	Weighs the points of view against the source
Communication	Ideas are unclear	Some ideas are clear	Clear, with the new words	Clear, precise, new words used well
Application	Makes few connections	A simple connection to today	Connects the past to today	Explains why it still matters

Answer key

	A good answer includes
1	It entered him in the Mohawk record as a chief, as only Connaught before him.
2	That the Crown’s family came in person, again and again.
3	They suggest the Crown accepted a place inside the Mohawk relationship.
4	The Crown’s presence and the Bible; the people, the titles and the times.
5	A thoughtful answer about honour and ceremony.
6	A reasoned view: respect, keeping one’s word, and returning.

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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