UNIVERSITY AND ACADEMIC

Dawn of Day: a Study Brief

Royal visits, Mohawk honours and the relationship with the King.

Learning outcomes

By the end, a student will be able to	Level (Bloom)
Recount the royal visits to the Grand from 1860 to 2010	Remember
Explain the significance of a Mohawk chieftainship conferred on a prince	Understand
Analyse the Bible signatures and council roll as evidence	Analyze
Compare the visits as ceremony, as diplomacy and as relationship	Analyze
Evaluate the Nation’s claim to deal with the King directly	Evaluate

Overview

On 20 October 1919 the Prince of Wales was made a chief, Dayonhemseia, Dawn of Day, and signed the council roll. Prince Arthur had been made a chief in 1869; the Queen Anne Bible carries royal signatures from 1860 to 2010. The Nation reads these as a direct Mohawk–Crown relationship, and the reason it deals with the King and not through others.

Primary sources

Council roll, 20 October 1919

“Dayonhemseia, Dawn of Day, of the Turtle clan”

Signed by the Prince of Wales.

The Queen Anne Bible

“signatures from 1860 to 2010”

Princes, a princess and the Queen.

E. Pauline Johnson, “A Royal Mohawk Chief”

“Prince Arthur made a chief in 1869”

Johnson’s father conducted the ceremony.

Three readings

	Historians	The Crown	The Mohawk Nation of Grand River
The visits	Royal tours	Friendship and honour	A relationship renewed in person
The chieftainships	Ceremonial honours	Gestures of respect	Princes received into the Mohawk order
What follows	Little in law	The honour of the Crown	Dealings directly with the King

Historiography

Royal tours of Canada have been studied as imperial spectacle and nation-building. Mohawk accounts, like Pauline Johnson’s, treat the honours as Mohawk acts with Mohawk meaning. The Nation draws a constitutional reading from them.

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Discussion questions

1. What does it mean for a Mohawk council to make a prince a chief?
2. How should historians read a ceremony recorded by both sides?
3. Which Crown did the Mohawk deal with in 1919: Britain’s, or Canada’s?
4. Can a relationship of honour carry legal weight?
5. What would “dealing with the King directly” look like today?
6. **Apply.** Draft the opening paragraph of a petition from the Nation to the King, citing the visits.

Further reading

In Chicago style (17th ed.), bibliography form.

Johnson, E. Pauline. “A Royal Mohawk Chief.” In *The Moccasin Maker*. Toronto: Ryerson, 1913.

Mohawk Nation of Grand River. *The Royal Chapel*. National Books VII. Grand River Territory, Ohsweken: Mohawk’s Printer for Grand River, 2026.

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Assignment brief

Choose one prompt

A	In 1,500 words, assess whether the royal visits and chieftainships support the Nation’s claim to a direct relationship with the King. Use at least three sources.
B	Which Crown did the Mohawk deal with in 1919: Britain’s, or Canada’s? Answer in an argued essay.
C	Apply. Draft the opening paragraph of a petition from the Nation to the King, citing the visits. Write it as an argued essay that applies the readings.

Requirements

- An argument: a thesis stated in the first paragraph and defended throughout.
- At least three primary sources from the list below, quoted precisely and read in their context.
- At least two secondary sources, one of them from outside the Nation’s own books.
- The strongest objection to your thesis, stated fairly, and your answer to it.
- Footnotes and a bibliography in Chicago style (17th ed.).
- 1,500 words, 10 per cent either way, not counting notes and bibliography.

Sources you must use

- Council roll, 20 October 1919
- The Queen Anne Bible
- E. Pauline Johnson, “A Royal Mohawk Chief”

A suggested structure

- Introduction: the question, why it matters, and your thesis.
- Context: the instruments and events, briefly, in order.
- Analysis: the sources, read closely, one claim at a time.
- The objection: the best case against you, and your reply.
- Conclusion: what follows, and what remains open.

Timeline

- Week 1: choose a prompt; read the primary sources; write a one-paragraph proposal.
- Week 2: research the secondary sources; draft an outline with your thesis and the objection.
- Week 3: write the full draft; exchange with a peer for written comments.
- Week 4: revise and submit.

Format and submission

Twelve-point type, double-spaced, page numbers, your name and the prompt on the first page. Submit as your instructor directs; this sheet can also be filled in online for the discussion questions.

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Integrity

Your work must be your own. Quote and cite every source. If you use an AI tool for any part of the work, say which and how, in a note at the end.

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For the instructor: standards met

Universal competencies	Identify key facts and claims; Understand perspective and point of view; Analyse and evaluate evidence; Apply: what does this mean for us?. The same everywhere, whatever the curriculum.
Learning outcomes	Five outcomes with Bloom’s verbs, each matched to an activity.
Reconciliation	TRC Calls to Action 62 and 63; 92 on economic development.
Rights in education	UNDRIP arts. 14 and 15; art. 20 on economic activities.
Primary-source practice	Each source quoted and attributed; readings tested against them.
Citation	Chicago Manual of Style, 17th edition.
Balance	Three readings side by side; the brief names its own position.
Time	One seminar of about two hours; the assignment over four weeks.

Assessment: the assignment

	Excellent	Good	Adequate	Needs work
Use of sources	Three or more primary sources, quoted precisely and read in context	Three, quoted accurately	Fewer, or quoted loosely	Missing or misread
Analysis	Weighs the readings against the documents and shows what turns on the difference	Compares the readings clearly	Describes them	Restates one
Argument	A clear judgment that answers the strongest objection	A clear, supported judgment	Thinly supported	No clear judgment
Writing and citation	Precise; Chicago style throughout	Clear; minor slips	Some unclear passages	Hard to follow

This brief states the Mohawk Nation of Grand River’s position alongside others. It is for study, not legal advice.

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