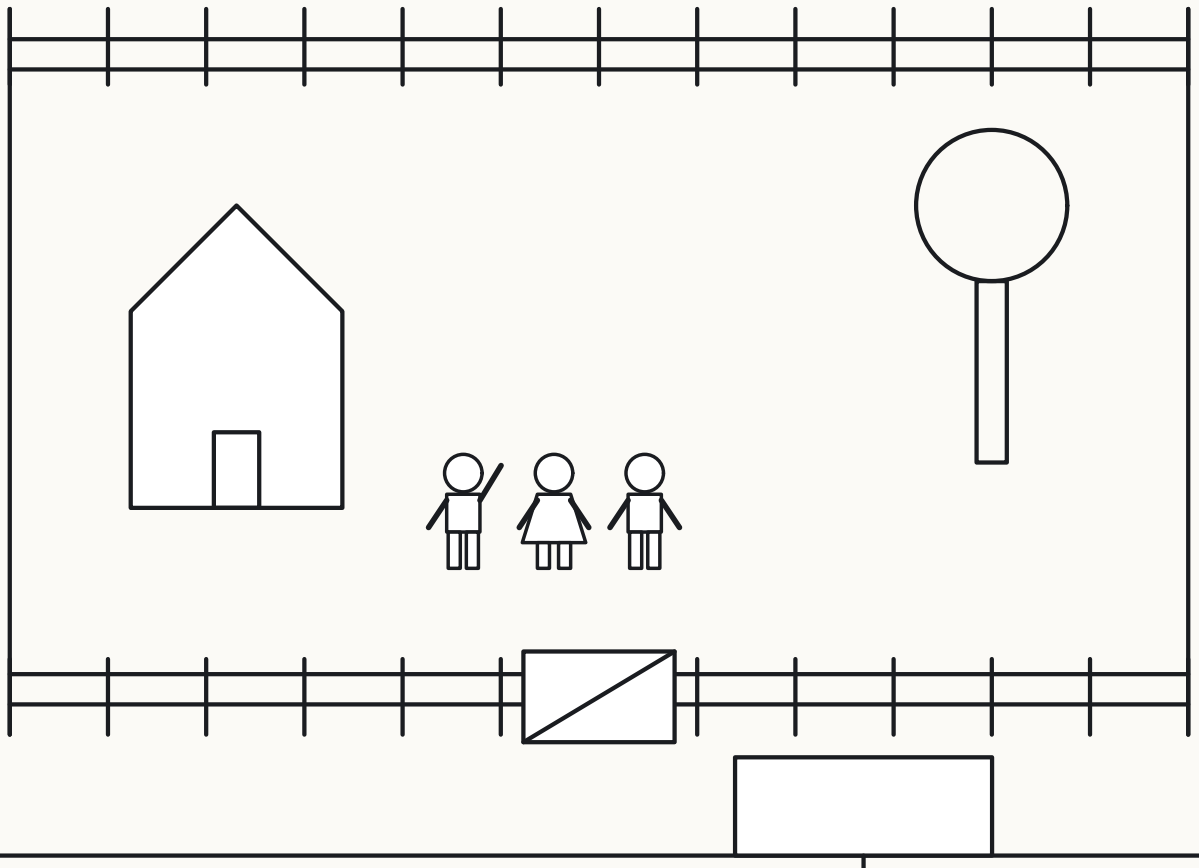
JUNIOR · AGES 5 TO 8

Inside the Gate: a Colouring Page

Your land: you say who comes in, and you keep what grows.

Colour the picture. Colour the field **green**, the house and the tree any colours you like, and the family **gold**. On the sign by the gate, write a word that means *ours*.

The family decides who comes through the gate



the road outside: everyone may use it

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

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Inside the Gate: a Colouring Page

Our story, to read aloud

Imagine a field with a fence and a gate.

The family inside decides who may come through the gate. That is what *exclusive* means.

The apples on the tree belong to the family. They may eat them and keep them. That is *enjoyment*.

The road outside the fence is for everyone. Anyone may walk there.

Long ago, the King gave land by the Grand River to Mohawk families, to use and enjoy, for all time.

The children of those families still hold that promise today.

Circle the right word

Circle the word that fits.

1. The family decides who comes through the ...	gate · sky · river
2. The apples belong to the ...	family · road · cloud
3. The road outside is for ...	everyone · no one · birds only
4. The land was given for ...	all time · one year · one day

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JUNIOR · AGES 5 TO 8

Inside the Gate: a Colouring Page

Trace the words

Trace each word, then say it out loud.

GATE

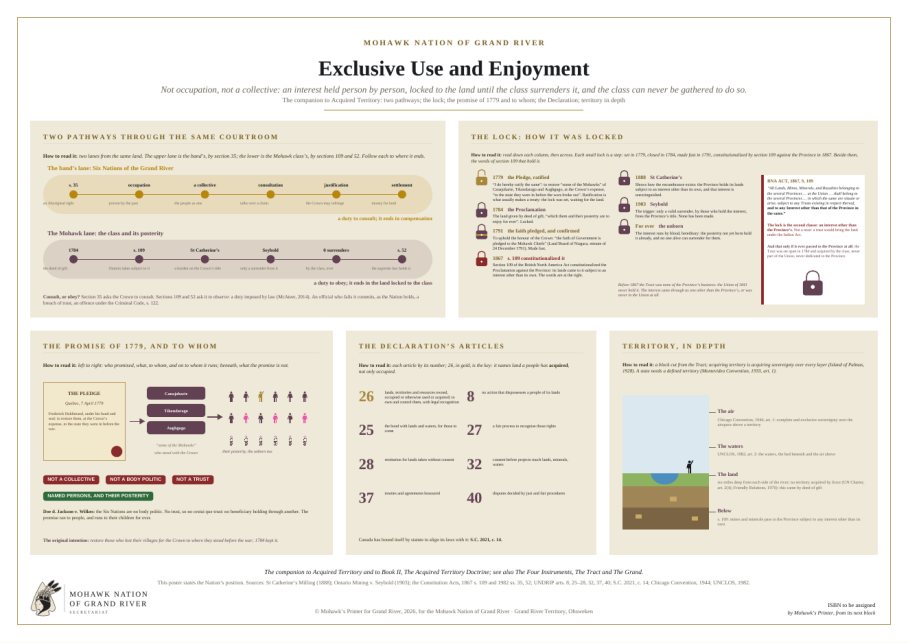
OURS

KEEP

LAND

Look at the poster

Find the lock on the poster. Put a finger on it, then on the year 1784.



Tell a partner about a place that is yours, like your room or your desk, and who may come in.

JUNIOR · AGES 5 TO 8

Inside the Gate: a Colouring Page

At home: a take-home activity

Take this sheet home and share the story with a grown-up.

What to do

- Tell a grown-up the story from this sheet, in your own words.
- Ask them: what has been passed down or promised in our family?
- Draw it, or write one word about it, in the space below.

What to bring back

- Your drawing or your word.
- One thing you learned from the grown-up.

> **For the grown-up at home.** This activity helps your child connect what we learned about *Exclusive Use and Enjoyment* 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

Inside the Gate: 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 1, Strand B, *The Local Community*, and Grade 3, Strand A (revised 2023). Overall expectations A1 to A3.
Specific expectations	Teachers choose which specific expectations to assess. The sheet supports the overall expectations named above.
Historical thinking	Cause and consequence: who decides, and what belongs to whom.
Reading level	Flesch–Kincaid grade 3.8 (reading ease 83)
Plain language	Written to ISO 24495-1: short sentences, one idea each; the two big words taught by an example.
Time and materials	30 to 40 minutes. Crayons, with green and gold or yellow.
Accommodations	Act it out: a gate made of two chairs; one student decides who comes in.

What to look for

	Beginning	Developing	Achieving
Understands the idea	Says the family lives there	Says the family decides who comes in	Explains both: deciding who comes in, and keeping what grows
Uses colour to show meaning	Colours freely	Colours the field and family	Writes a word on the sign, and says why
Talks about it	Answers with help	Answers one question	Tells about a place of their own and who may come in

Sources: the Haldimand Pledge, 1779; the Haldimand Proclamation, 1784; the minute of 24 December 1791; Constitution Act, 1867, s. 109; Constitution Act, 1982, s. 52. This sheet explains the Mohawk Nation of Grand River's position beside others.

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