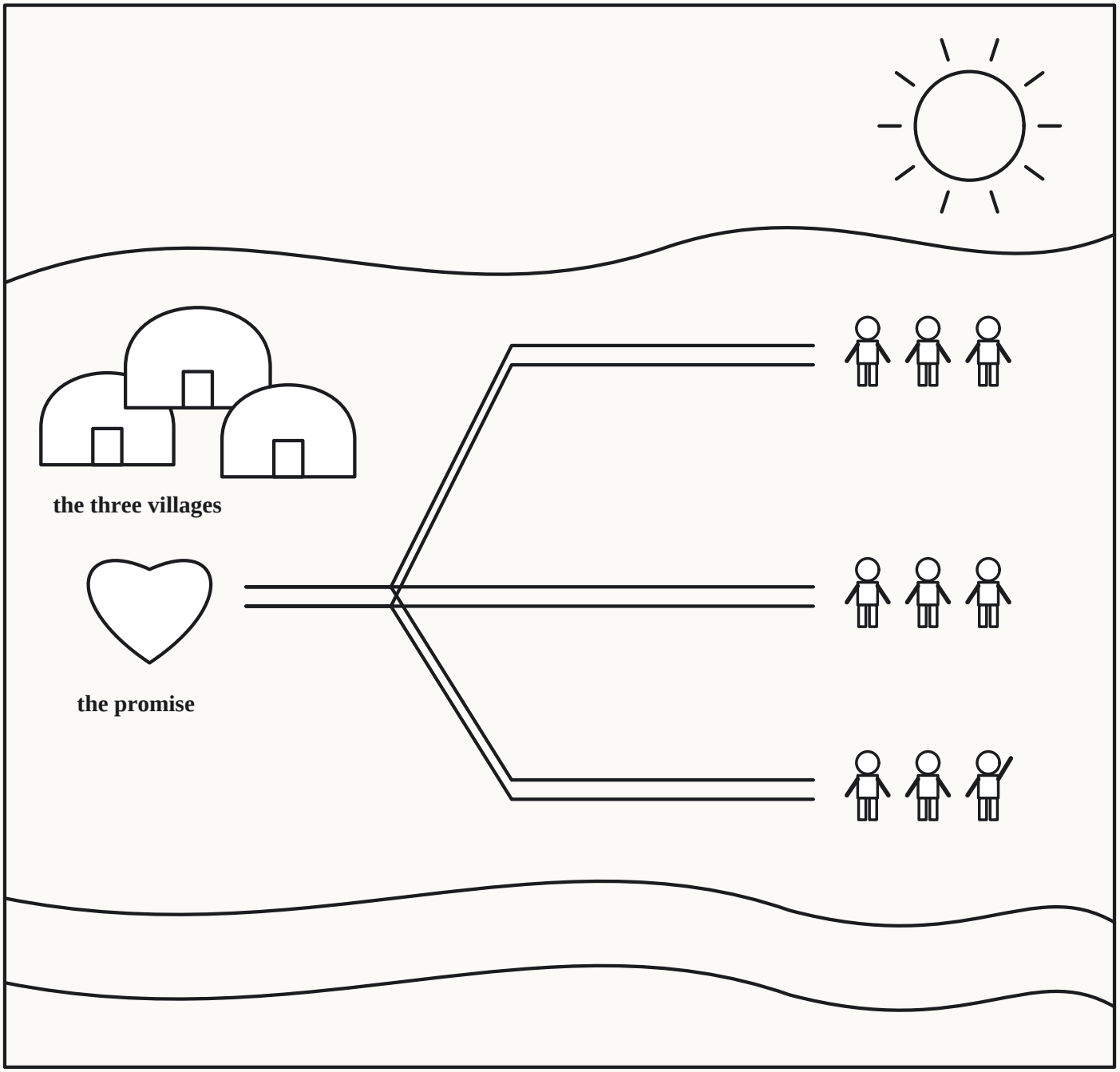
JUNIOR · AGES 5 TO 8

Three Roads: a Colouring Page

A promise, a river, and the people who kept it.

Colour the picture. Colour the **heart** and the people at the end of the **bottom road** **gold**. Colour the people at the end of the **top two roads** **red**, and one person on each red road gold too. Colour the river blue.



Grown-ups: the story to read aloud, words to trace, and the teacher's notes follow.

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JUNIOR · AGES 5 TO 8

Three Roads: a Colouring Page

Our story, to read aloud

Long ago, some Mohawk people lived in three villages.

There was a war. They helped the King. They lost their homes.

The King made them a promise. He gave them land by the Grand River.

The land was for them and their children. It was for their children’s children too. It was for all time.

Later, some people took new papers from the King. They joined a big group. In our picture they are red.

Some people kept the first promise. In our picture they are gold.

Some gold people live with the red people. Some do not know it yet!

Circle the right word

1. The promise was for the people and their ...	children · cars · cats
2. The land is by the Grand ...	River · Mountain · Store
3. The promise was for ...	one day · all time · one week
4. The people who kept the first promise are ...	red · gold · green

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Three Roads: a Colouring Page

Trace the words

Trace each word, then say it out loud.

PROMISE

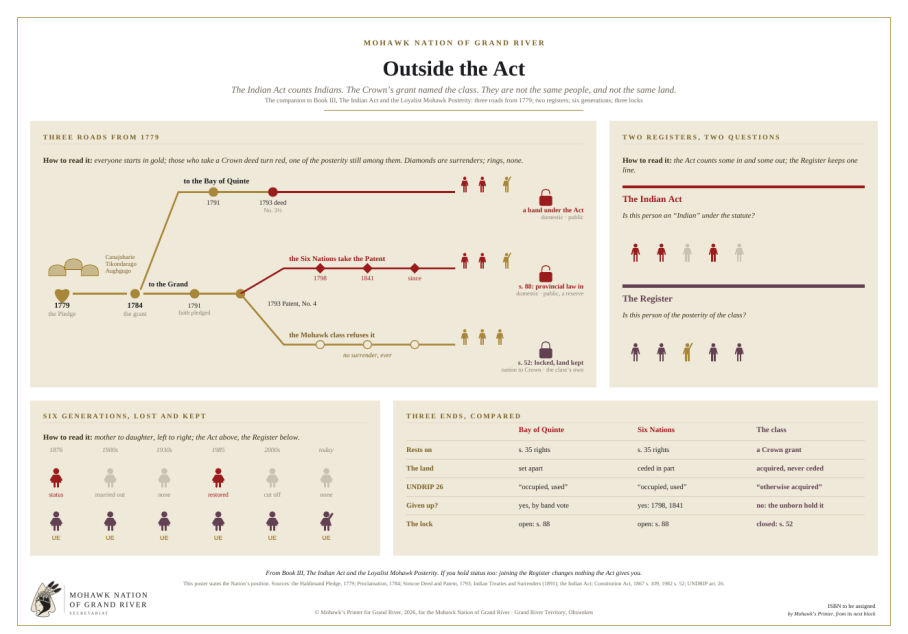
RIVER

FOREVER

FAMILY

Look at the poster

Find these on the poster, and put a finger on each one: a heart · a red lock · a gold person waving · the three little houses.



Tell a partner one thing you learned from the poster.

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Three Roads: a Colouring Page

Draw yourself on the road

Which road would you walk? Draw yourself there, and someone in your family beside you.

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JUNIOR · AGES 5 TO 8

Three Roads: 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 *Outside the Act* 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

Three Roads: 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 3, Strand A, *Heritage and Identity: Communities in Canada, 1780–1850* (revised 2023): ways of life in First Nations communities from 1780 to 1850 and the impact of colonial policies, including treaties. Overall expectations A1 (Application), A2 (Inquiry) and A3 (Understanding Context). Adaptable for Kindergarten to Grade 2 as a read-aloud.
Specific expectations	Teachers choose which specific expectations to assess. The sheet supports the overall expectations above, especially the learning on treaties and the effects of colonial policies, and leaves the choice of codes to the teacher's professional judgment, as the curriculum intends.
Historical thinking	Continuity and Change (then and now); Historical Perspective (two groups, two choices).
Reading level	Read-aloud story measured at Flesch–Kincaid grade 1.1 (reading ease 98): suited to Grades 1 to 3 read aloud, Grade 3 independent.
Plain language	Written to ISO 24495-1: short sentences, one idea each, everyday words; the hard words are taught, not assumed.
Colouring page	Closed shapes and lines of at least 1.6 pt, for crayons and young hands.
Time and materials	30 to 40 minutes. Crayons in gold or yellow, red and blue.
Accommodations	Read the story aloud; let students point rather than circle; trace with a finger first; pair students to talk about which road they would walk.

What to look for

	Beginning	Developing	Achieving
Tells the story	Names one part	Names the villages or the promise	Tells who made the promise, to whom, and for how long
Uses colour to show meaning	Colours freely	Colours some groups as asked	Uses gold and red as asked, and can say why
Talks about it	Answers with help	Answers one question	Says which road they would walk, and why

Sources: the Haldimand Pledge, 1779; the Haldimand Proclamation, 1784. This sheet tells the story as the Mohawk Nation of Grand River understands it; older students compare it with other accounts.

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