MIDDLE SCHOOL · AGES 11 TO 14

Outside the Act: Three Roads from 1779

A promise, two kinds of papers, and why it still matters who kept which.

Read

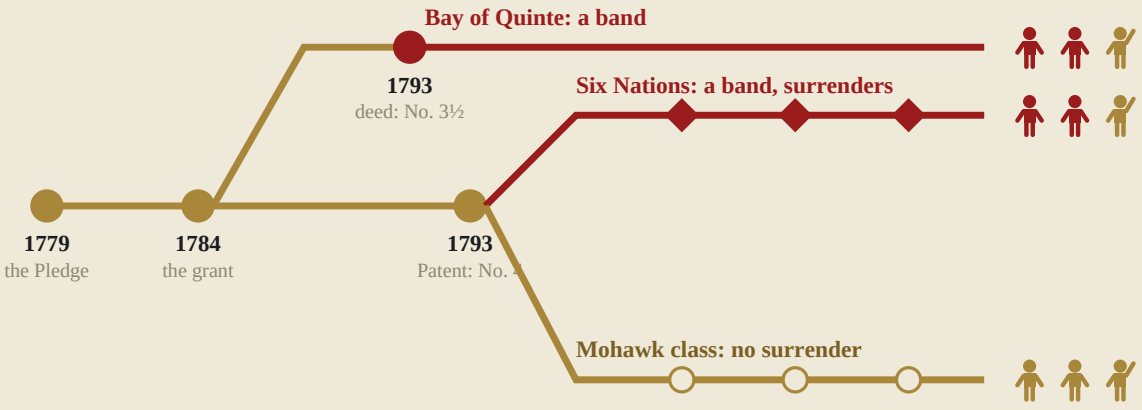
During the American Revolution, the Mohawk of three villages, Canajoharie, Tikondarago and Aughgugo, fought on the side of the British Crown and lost their homes. In 1779 the Crown's governor, Frederick Haldimand, promised to restore them. In 1784 he kept that promise with land: six miles deep on each side of the Grand River, from Lake Erie to its source, "which them and their posterity are to enjoy for ever".

In 1793 the Crown issued new papers. Some Mohawk had settled at the Bay of Quinte. They accepted a deed and came under the Crown's protection. At the Grand River, the Crown issued a patent to the Six Nations as one group. The Six Nations took it. Many Mohawk refused it, because it was not for the Mohawk alone.

Much later, in 1876, Canada passed the Indian Act. It decides who is an "Indian" in law. It turns land held for a group into a reserve, which the group, called a band, can give up by a vote. The Mohawk Nation of Grand River says the people who kept the 1784 promise are something different: a class of persons and their descendants, outside the Act, whose land was never given up.

Look

How to read it: everyone starts in gold. Red roads took a Crown deed; diamonds are land given up; empty rings mean none was.



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Words to know

Word	What it means here
Pledge	A solemn promise, here by the Crown in 1779.
Posterity	All of a person’s descendants, including those not yet born.
Patent	A document by which the Crown grants land.
Indian Act	A law of Canada, from 1876, about “Indians”, bands and reserves.
Band	A group recognized under the Indian Act.
Reserve	Land held by the Crown for a band.
Surrender	Giving land up to the Crown.

Work with a primary source

> *“... His Majesty having been pleased to direct that in consideration of the early attachment to his cause manifested by the Mohawk Indians, and of the loss of their settlement which they thereby sustained ... allotting to them for that purpose six miles deep from each side of the river ... which them and their posterity are to enjoy for ever.”*
>
> The Haldimand Proclamation, 25 October 1784 (shortened).

Ask the source	Your answer
Who wrote it, and for whom?	
Why was it written? Find the reason in the text.	
What does it promise, and for how long?	
What can it not tell us?	

Three points of view

The same paper of 1793, described three ways. Read each, then explain why they differ.

Who	How they describe the 1793 Patent
Canada and the courts	A grant to the Six Nations; the land is held by the Crown for a band.
The Six Nations of the Grand River	A grant that confirmed part of their land; much of the rest was taken wrongly.
The Mohawk Nation of Grand River	A paper the Mohawk refused; they kept the 1784 promise instead.

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Claim, evidence, reasoning

Choose one claim the poster makes, for example “the class never surrendered” or “the Patent was signed by the Crown alone”. Then fill in the table.

Claim	Evidence (from the poster, the reading or the source)	Reasoning (why the evidence supports the claim, or does not)

Answer

1. **Historical significance.** Name the three villages. Why did the Crown make a promise to their people?

2. **Evidence.** What does “posterity” mean, and why does it matter that the 1784 grant mentions it?

3. **Cause and consequence.** What happened at the Bay of Quinte in 1793? What happened at the Grand River?

4. **Continuity and change.** On the diagram, why are two roads red and one gold?

5. **Historical perspective.** Choose one point of view from the table. Why might that group describe the Patent that way?

6. **Ethical dimension.** The Six Nations road has diamonds and the class’s road has empty rings. Who should be able to give up land promised “for ever”?

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Think about it. If a promise is made to people “and their posterity”, who can give it up? Can people who are not born yet agree to anything? Write or talk about your answer.

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Performance task: Three roads from 1779: tell the story of one of them

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 why the Mohawk class stands outside the Indian Act, and what the three roads from 1779 mean.
An infographic	Design a one-page poster that explains why the Mohawk class stands outside the Indian Act, and what the three roads from 1779 mean, 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 why the Mohawk class stands outside the Indian Act, and what the three roads from 1779 mean to someone your age.

What your work must include

- At least three facts with their dates.
- One quotation from the primary source, The Haldimand Proclamation, 25 October 1784, 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 (Canada and the courts, the Six Nations of the Grand River).
- 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 7, Strand A, *New France and British North America, 1713–1800*: the Loyalists, First Nations allies, and land after the American Revolution. Ontario History, Grade 8, Strand A, *Creating Canada, 1850–1890*: the Indian Act of 1876 and its effects on First Nations.
Specific expectations	Teachers choose which specific expectations to assess. The activities support the inquiry, application and context expectations of each Strand A; the choice of codes is the teacher's, as the curriculum intends.
Historical thinking	Each question names its concept: significance, evidence, cause and consequence, continuity and change, perspective, ethical dimension (the six concepts in Ontario's history curriculum).
Inquiry process	Formulate questions, gather and organize (the source table), interpret and analyse (three points of view), evaluate and draw conclusions (questions 5 and 6), communicate (Think about it).
Reading level	The reading measured at Flesch–Kincaid grade 6.6 (reading ease 75).
Plain language	Written to ISO 24495-1; new words taught in "Words to know".
Balance	Three points of view are given side by side; the sheet says plainly that it explains the Mohawk Nation of Grand River's position.
Time and materials	Two periods of 40 to 50 minutes. Coloured pencils for the diagram, if printed in black and white.
Accommodations	Read the passage aloud or in pairs; allow oral answers for questions 1 to 4; give the source with key words highlighted; extend with a short letter in role, from one of the three points of view.

Assessment: the Achievement Chart

	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding	Names some facts with help	Names the villages, the promise and the Patent	Explains the 1784 grant and the 1793 Patent accurately	Explains them and the difference between a band and a class
Thinking	Answers with little use of the source	Uses the source in part	Uses the source to support answers	Weighs the three points of view against the source
Communication	Ideas are unclear	Some ideas are clear	Ideas are clear and use the new words	Clear, precise, and uses the new words well
Application	Makes few connections	Makes a simple connection to today	Connects 1784 to the Indian Act today	Connects them and explains why it still matters

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Answer key

	A good answer includes
1	Canajoharie, Tikondarago, Aughgugo. They fought on the Crown’s side and lost their homes.
2	All descendants, including the unborn: the grant lasts through every generation.
3	Bay of Quinte: accepted a deed (Treaty No. 3½). Grand River: the Six Nations took the Patent; many Mohawk refused it.
4	Red roads took a Crown deed and became bands under the Indian Act; the gold road kept the 1784 grant.
5	A reason tied to that group’s situation: Canada’s law, the Six Nations’ claims, or the Mohawk’s refusal.
6	A reasoned view: for example, that only the people promised, and their descendants, could; that no one can agree for the unborn.

Sources: the Haldimand Pledge, 1779; the Haldimand Proclamation, 1784; the Simcoe Deed and Patent, 1793; the Indian Act, 1876. This sheet explains the Mohawk Nation of Grand River’s position beside others.

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