MIDDLE SCHOOL · AGES 11 TO 14

The Four Instruments: One Line

A promise, the land, a mark and an oath, and the register that was never finished.

Read

During the American Revolution, the Mohawks of three villages stood with the King. The villages were Canajoharie, Tikondarago and Aughgugo. The Mohawks lost their homes. Over the next seventeen years, the Crown made four documents about what they were owed.

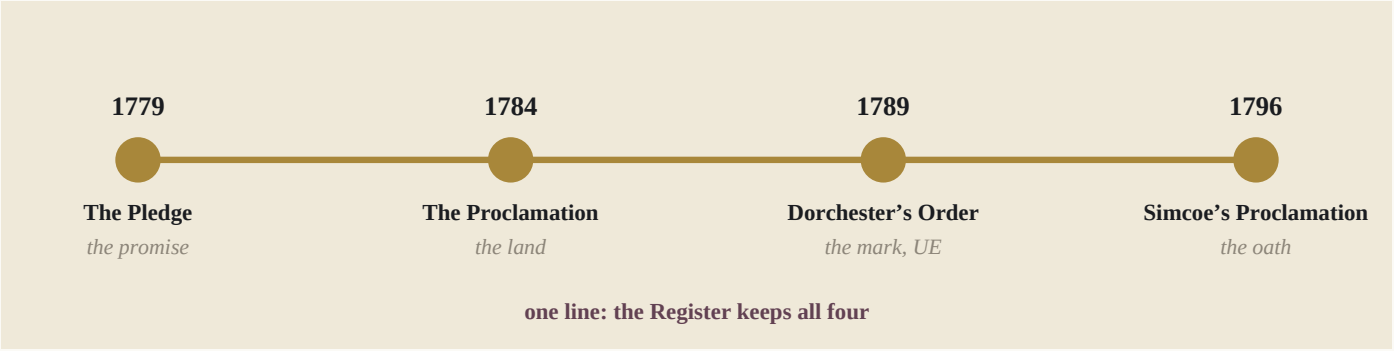
In 1779 the governor, Frederick Haldimand, made a promise. He would restore what they had lost, and the Crown would pay. In 1784 he kept the promise with land. It ran six miles deep on each side of the Grand River, from Lake Erie to its head. It was for them and their posterity, for ever.

In 1789 Lord Dorchester gave a Mark of Honour, UE. It was for every family that stood with the King before 1783. It was also for all their descendants, through mothers and fathers alike. A register was to be kept, so their children could be told apart from later settlers.

By 1796 the register still had not been made. So Simcoe gave an order. Each person had to prove it on oath before a magistrate, or lose the benefit. The Mohawk Nation of Grand River says this oath was never taken for the Mohawks of the three villages. Its Register now takes it, one family line at a time.

Look

How to read it: four documents along one line, oldest on the left. Each builds on the one before.



Words to know

Word	What it means here
Pledge	A solemn promise, here by the Crown in 1779.
Proclamation	A public order from the Crown’s governor.
Order in Council	A decision made by the governor with his council.
Posterity	All of a person’s descendants, including those not yet born.
Register	An official list that is kept and added to.
Magistrate	An officer who hears oaths and small cases; today, a justice of the peace.
Oath	A solemn promise that what you say is true.

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Work with a primary source

> *"Those Loyalists who have adhered to the Unity of the Empire, and joined the Royal Standard in America before the Treaty of Separation in the year 1783, and all their children and their descendants by either sex, are to be distinguished by the following Capitals, affixed to their names: U.E."*
>
> Lord Dorchester's Order in Council, 9 November 1789, the note to the order.

Ask the source	Your answer
Who made it, and for whom?	
Who gets the mark? Find the words that say so.	
Does the mark pass through mothers as well as fathers? How do you know?	
What can it not tell us?	

Three points of view

The same mark, UE, described three ways. Read each, then explain why they differ.

Who	How they describe the mark UE
Many people today	A family honour: a sign that an ancestor was a United Empire Loyalist.
The Loyalist societies	An honour their certified members may use after their names.
The Mohawk Nation of Grand River	The Crown's own mark under the 1789 Order, hereditary and individual, kept by the Nation's Register.

Claim, evidence, reasoning

Choose one claim the poster makes, for example "the mark passes by either sex" or "the 1796 oath was never taken for the class". Then fill in the table.

Claim	Evidence	Reasoning

Answer

1. **Historical significance.** Which of the four documents do you think matters most? Why?

2. **Evidence.** Find one phrase in the source that shows the mark is for children as well as parents.

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3. **Cause and consequence.** Why did Simcoe need to make his order in 1796?

4. **Continuity and change.** What stayed the same from 1779 to 1796, and what was added each time?

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

6. **Ethical dimension.** If the Crown ordered a register and it was never made, who should make it now?

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Performance task: A home for a promise: what is a promise worth, and who should keep a record of it?

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 how four Crown documents, from 1779 to 1796, make one line: the promise, the land, the mark and the oath.
An infographic	Design a one-page poster that explains how four Crown documents, from 1779 to 1796, make one line: the promise, the land, the mark and the oath, 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 how four Crown documents, from 1779 to 1796, make one line: the promise, the land, the mark and the oath to someone your age.

What your work must include

- At least three facts with their dates.
- One quotation from the primary source, Lord Dorchester’s Order in Council, 9 November 1789, 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 (many people today, the Loyalist societies).
- 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; 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 what they were promised after the American Revolution. Grade 10 Civics (CHV2O) and First Nations, Métis, and Inuit in Canada (NAC2O) may use it with the extension activities.
Specific expectations	Teachers choose which specific expectations to assess. The activities support the inquiry, application and context expectations of Strand A.
Historical thinking	Each question names its concept: significance, evidence, cause and consequence, continuity and change, perspective, ethical dimension.
Reading level	The reading measured at Flesch–Kincaid grade 5.2 (reading ease 78).
Plain language	Written to ISO 24495-1; new words taught in “Words to know”.
Balance	Three points of view on the mark side by side; the sheet names its own position.
Time and materials	Two periods of 40 to 50 minutes.
Accommodations	Read the passage aloud or in pairs; allow oral answers for questions 1 to 4; give the source with key words highlighted.

Assessment: the Achievement Chart

	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding	Names some documents with help	Names the four and their years	Explains what each document did	Explains how each builds on the one before
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 the 1789 mark to the Register today	Explains why an unkept register matters today

Answer key

	A good answer includes
1	Any of the four, with a reason: the Pledge (the promise), the Proclamation (the land), the Order (the mark), Simcoe (the oath).
2	“all their children and their descendants by either sex”.
3	The register Dorchester ordered “has not been generally made”.
4	The same people and their posterity throughout; added in turn: land, a mark, an oath.
5	A reason tied to that group: family history, a society’s rules, or the Crown’s Order read as law.
6	A reasoned view: for example, the Crown’s officers, or the people themselves through their own Register.

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Sources: the Haldimand Pledge, 1779; the Haldimand Proclamation, 1784; Lord Dorchester’s Order in Council, 1789; Simcoe’s Proclamation, 1796. This sheet explains the Mohawk Nation of Grand River’s position beside others.

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