MIDDLE SCHOOL · AGES 11 TO 14

The Line of Honour

Generation by generation, from you to the Loyalist ancestor, each step proved.

Read

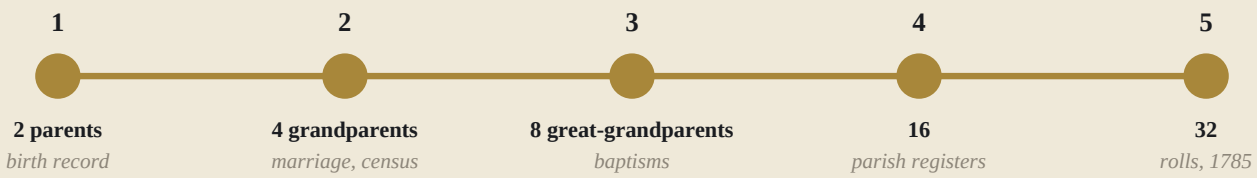
Everyone has two parents, four grandparents and eight great-grandparents. Each step back is a generation. Five generations back, you have thirty-two ancestors.

To prove a family line, you prove each step with a record. A birth or baptism names the parents. A marriage joins two families. A census lists who lived together.

The Mohawk Nation of Grand River traces lines back to a Loyalist Mohawk of one of three villages. It is often easier to start at the ancestor and trace down, because the old records name who adhered to the King. The mark UE passes through mothers and fathers alike, so the line may run through either side.

Look

How to read it: each generation back doubles the number of ancestors.



any one line, proved, reaches the Loyalist ancestor

Words to know

Word	What it means here
Generation	One step in a family: parents, then grandparents, and so on.
Ancestor	A person you descend from.
Baptism record	A church record that often names the parents.
Census	An official count of the people in a place.
Peg	On the poster, one proved step in a line.
Adherence	Staying loyal to the King.
Either sex	Through mothers or fathers.

© Mohawk's Printer for Grand River, 2026, for the Mohawk Nation of Grand River · Grand River Territory, Ohsweken. Free to copy for teaching.

MIDDLE SCHOOL · AGES 11 TO 14

The Line of Honour

Work with a primary source

> *"... and all their children and their descendants by either sex, are to be distinguished by the following Capitals, affixed to their names: UE ..."*
>
> Lord Dorchester's Order in Council, 9 November 1789, the note (shortened).

Ask the source	Your answer
Who carries the mark?	
Does the line have to run through fathers only? How do you know?	
What would you need to prove to show you carry it?	
What can the source not tell us?	

Three points of view

How to prove you belong, described three ways. Read each, then explain why they differ.

Who	How belonging is proved
A band under the Indian Act	By being on the band list, under the Act and the band's rules.
A Loyalist society	By documents tracing descent to a proven Loyalist.
The Mohawk Nation of Grand River	By records of every generation to a Loyalist Mohawk of the three villages, and an oath.

Claim, evidence, reasoning

Choose one claim the poster makes, for example "start at the Loyalist ancestor and trace down" or "the gold line takes either side". Then fill in the table.

Claim	Evidence	Reasoning

Answer

1. **Historical significance.** Why do old records like Brant's census of 1785 matter so much today?

2. **Evidence.** Name two kinds of records that can prove one generation.

3. **Cause and consequence.** Why is it often easier to trace down from the ancestor than up from yourself?

© Mohawk's Printer for Grand River, 2026, for the Mohawk Nation of Grand River · Grand River Territory, Ohsweken. Free to copy for teaching.

MIDDLE SCHOOL · AGES 11 TO 14

The Line of Honour

4. **Continuity and change.** What stays the same in every generation of a line? What changes?

5. **Historical perspective.** Why might some families have no records for some generations?

6. **Ethical dimension.** Should a missing record stop someone from proving their line? What else could count?

Think about it. How many generations back can you name in your own family? Who could help you find one more?

© Mohawk's Printer for Grand River, 2026, for the Mohawk Nation of Grand River · Grand River Territory, Ohsweken. Free to copy for teaching.

MIDDLE SCHOOL · AGES 11 TO 14

The Line of Honour

Performance task: Prove three generations: the records that link you, your parents and your grandparents.

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 a family line is proved, generation by generation, from you to a Loyalist ancestor.
An infographic	Design a one-page poster that explains how a family line is proved, generation by generation, from you to a Loyalist ancestor, 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 a family line is proved, generation by generation, from you to a Loyalist ancestor 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, the note, 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 (A band under the Indian Act, A Loyalist society).
- 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.

© Mohawk’s Printer for Grand River, 2026, for the Mohawk Nation of Grand River · Grand River Territory, Ohsweken. Free to copy for teaching.

MIDDLE SCHOOL · AGES 11 TO 14

The Line of Honour

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 (the Loyalists); Grade 10 Civics (CHV2O). Useful also in family-studies courses.
Specific expectations	Teachers choose which specific expectations to assess. The sheet supports the overall expectations named above.
Historical thinking	Each question names its concept: significance, evidence, cause and consequence, continuity and change, perspective, ethical dimension.
Reading level	Flesch–Kincaid grade 6.0 (reading ease 72)
Plain language	Written to ISO 24495-1; new words taught in “Words to know”.
Balance	Three ways of proving belonging, side by side.
Time and materials	Two periods of 40 to 50 minutes.
Accommodations	Let students use any family, real or from a story; no one need share their own family history.

Assessment: the Achievement Chart

	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding	Names some facts with help	Names the main facts and dates	Explains them accurately	Explains them and how they connect
Thinking	Answers with little use of the source	Uses the source in part	Uses the source to support answers	Weighs the points of view against the source
Communication	Ideas are unclear	Some ideas are clear	Clear, with the new words	Clear, precise, new words used well
Application	Makes few connections	A simple connection to today	Connects the past to today	Explains why it still matters

Answer key

	A good answer includes
1	They name the families who settled, so a line can be connected to them.
2	Any two: birth, baptism, marriage, census, parish register, the Indian Department’s rolls.
3	The old records name who adhered; tracing down follows their children forward.
4	The proved link from parent to child stays; names, places and records change.
5	Fires, moves, lost registers, or records never kept for some people.
6	A reasoned view: for example, other records, family accounts, and an oath.

Sources: Lord Dorchester’s Order in Council, 1789; Simcoe’s Proclamation, 1796; the records of adherence (Loyalist claims, the Indian Department’s rolls, Brant’s census of 1785). This sheet explains the Mohawk Nation of Grand River’s position beside others.

© Mohawk’s Printer for Grand River, 2026, for the Mohawk Nation of Grand River · Grand River Territory, Ohsweken. Free to copy for teaching.