MIDDLE SCHOOL · AGES 11 TO 14

Mark of Honour

Two hereditary systems, one family: the Crown’s mark by either sex, the clan through the mother.

Read

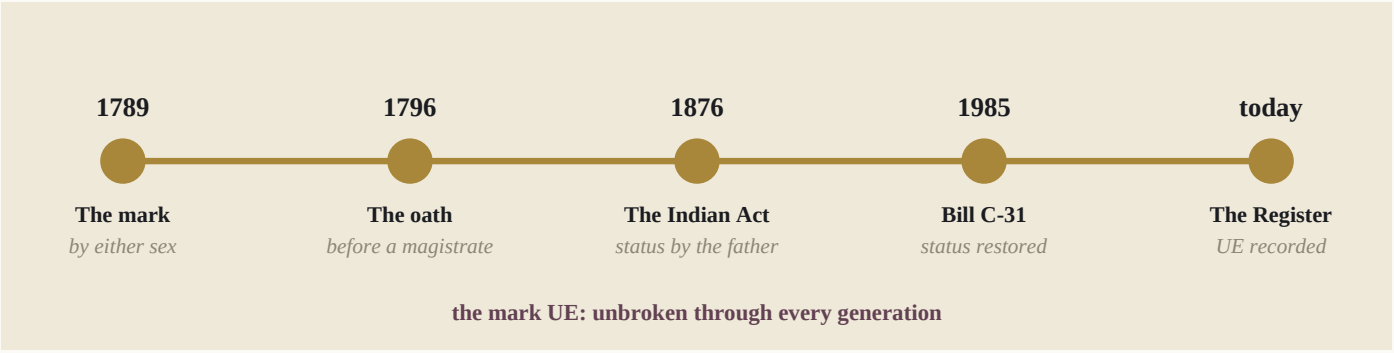
In 1789 Lord Dorchester put a Mark of Honour, UE, on every family that stood with the King before 1783. The mark goes to all their descendants, through mothers and fathers alike. It does not go to someone who only married in.

Mohawk families have their own system: the clan. A clan passes only through the mother. A man keeps his mother’s clan, but cannot pass it on to his children.

The Indian Act of 1876 made a third system: status. Status passed through the father. A woman who married a man without status lost hers, and so did her children. In 1985 Bill C-31 restored status to many of them. Through all of it, the Mohawk Nation of Grand River says, the mark UE never broke.

Look

How to read it: one family’s history along one line; the mark runs under all of it.



Words to know

Word	What it means here
Hereditary	Passed down from parents to children.
Mark of Honour	The letters UE, given by the Crown in 1789.
Clan	A Mohawk family group, passed through the mother.
Status	Being registered as an “Indian” under the Indian Act.
Descendant	A child, grandchild, and so on, down the generations.
Married in	Joined a family by marriage, not by birth.
Bill C-31	The 1985 law that restored status to many women and their children.

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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 — Alluding to their principle The Unity of the Empire."*
>
> Lord Dorchester's Order in Council, 9 November 1789, the note (shortened).

Ask the source	Your answer
Who gets the mark? Find the words.	
What does "by either sex" mean?	
What do the letters stand for?	
What can the source not tell us?	

Three points of view

How belonging passes down, described three ways. Read each, then explain why they differ.

Who	How it passes down
The clan (Mohawk tradition)	Through the mother alone.
Indian Act status	By the rules of the statute, which have changed: through the father until 1985.
The Mark of Honour (the Crown, 1789)	To every descendant, by either sex; never to one who only married in.

Claim, evidence, reasoning

Choose one claim the poster makes, for example "the mark is the unbroken line" or "two systems, one family". Then fill in the table.

Claim	Evidence	Reasoning

Answer

1. **Historical significance.** Why might the Crown have wanted a mark on loyal families in 1789?

2. **Evidence.** Which words in the source show that daughters pass on the mark?

3. **Cause and consequence.** What happened to a woman with status who married a man without it, before 1985?

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4. **Continuity and change.** Which of the three systems changed over time, and which did not?

5. **Historical perspective.** How might a family feel holding a clan, a mark and status, or only some of them?

6. **Ethical dimension.** Is it fair for belonging to pass through only one parent? Explain.

Think about it. What has been passed down in your family: a name, a language, a story, an object? Through whom did it come?

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Performance task: A family tree of what was passed down: names, clans, marks and stories.

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 the clan, Indian Act status and the Mark of Honour each pass down a family, and which has never broken.
An infographic	Design a one-page poster that explains how the clan, Indian Act status and the Mark of Honour each pass down a family, and which has never broken, 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 the clan, Indian Act status and the Mark of Honour each pass down a family, and which has never broken 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 (The clan (Mohawk tradition), Indian Act status).
- 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), and Grade 8, Strand A, *Creating Canada, 1850–1890* (the Indian Act).
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 4.8 (reading ease 81)
Plain language	Written to ISO 24495-1; new words taught in “Words to know”.
Balance	Three systems of belonging side by side, each in its own terms.
Time and materials	Two periods of 40 to 50 minutes.
Accommodations	Read the passage aloud or in pairs; draw a small family tree together before the questions.

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	To reward loyalty, and to tell their posterity from later settlers.
2	“all their children and their descendants by either sex”.
3	She lost her status, and her children were born without it.
4	Indian Act status changed (1876, 1985); the clan and the mark did not.
5	A thoughtful answer about identity, belonging and fairness.
6	A reasoned view: for example, that belonging through either parent treats daughters and sons alike.

Sources: Lord Dorchester’s Order in Council, 9 November 1789 (LAC, RG 1 L1, vol. 18, p. 110); Simcoe’s Proclamation, 1796; the Indian Act; Bill C-31, 1985. This sheet explains the Mohawk Nation of Grand River’s position beside others.

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