UNIVERSITY AND ACADEMIC

The Mill: a Study Brief

A promised mill, value added, and an economy of one's own.

Learning outcomes

By the end, a student will be able to	Level (Bloom)
Recount the history of the King's Mill, 1784–1815	Remember
Explain value added along a supply chain	Understand
Analyse the economics of a small mill	Analyze
Compare the mill as heritage, as business and as promise	Analyze
Evaluate the case for a Mohawk Mill today	Evaluate

Overview

Haldimand promised a saw mill and a grist mill with a church and a school. The King's Mill was running by 1796 and burned by 1815; its foundation remains at the end of Mohawk Street. The Nation reads the promise as an economic one: a people who own only the first rung of a supply chain sell cheap and buy back dear. A first Mohawk Mill, at 500 kg a day, would need about 58 acres of wheat and four people, and $150,000 or more to start, all illustrative.

Primary sources

Haldimand's promise, 1784–85

"a Saw Mill and a Grist Mill"

With a church and a school.

Thomas Walsh, 29 June 1796

"grain sent to the King's Mill to be ground"

The mill running by that date.

The Six Nations' petition, 1815

"the mill burned by accident"

The end of the King's Mill.

Three readings

	Historians	Economists	The Mohawk Nation of Grand River
The King's Mill	A colonial mill that burned	Infrastructure for settlement	The third promise, kept and then lost
A mill today	Heritage	A small food business	The first rung of the Nation's economy
What it teaches	How settlements began	Value added along a chain	Own the rungs, keep the value

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Historiography

Mills have been studied as the engines of settlement in Upper Canada, usually as settlers' enterprises. The King's Mill on the Grand was a Crown mill for the Mohawk, part of a promise. The Nation reads it as the start of an economy, and its loss as a lesson.

Discussion questions

1. What did the Crown's promise of mills say about how it saw the Mohawk settlement?
2. Why does owning more rungs of a supply chain matter for a community?
3. What makes a small mill viable today?
4. How should a Nation trademark and certify its own products?
5. What risks does a first mill face, and how can they be managed?
6. **Apply.** Draft a one-page case for a Mohawk Mill to a lender.

Further reading

In Chicago style (17th ed.), bibliography form.

Mohawk Nation of Grand River. *The Mill*. National Books VIII. Grand River Territory, Ohsweken: Mohawk's Printer for Grand River, 2026.

Mohawk Nation of Grand River. *The Grand River Dollar*. National Books XXIII. 2026.

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Assignment brief

Choose one prompt

A	In 1,500 words, assess whether a Mohawk Mill could anchor an economy on the Grand River. Use at least three sources, and engage with the numbers.
B	What makes a small mill viable today? Answer in an argued essay.
C	Apply. Draft a one-page case for a Mohawk Mill to a lender. Write it as an argued essay that applies the readings.

Requirements

- An argument: a thesis stated in the first paragraph and defended throughout.
- At least three primary sources from the list below, quoted precisely and read in their context.
- At least two secondary sources, one of them from outside the Nation’s own books.
- The strongest objection to your thesis, stated fairly, and your answer to it.
- Footnotes and a bibliography in Chicago style (17th ed.).
- 1,500 words, 10 per cent either way, not counting notes and bibliography.

Sources you must use

- Haldimand’s promise, 1784–85
- Thomas Walsh, 29 June 1796
- The Six Nations’ petition, 1815

A suggested structure

- Introduction: the question, why it matters, and your thesis.
- Context: the instruments and events, briefly, in order.
- Analysis: the sources, read closely, one claim at a time.
- The objection: the best case against you, and your reply.
- Conclusion: what follows, and what remains open.

Timeline

- Week 1: choose a prompt; read the primary sources; write a one-paragraph proposal.
- Week 2: research the secondary sources; draft an outline with your thesis and the objection.
- Week 3: write the full draft; exchange with a peer for written comments.
- Week 4: revise and submit.

Format and submission

Twelve-point type, double-spaced, page numbers, your name and the prompt on the first page. Submit as your instructor directs; this sheet can also be filled in online for the discussion questions.

Integrity

Your work must be your own. Quote and cite every source. If you use an AI tool for any part of the work, say which and how, in a note at the end.

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For the instructor: standards met

Universal competencies	Identify key facts and claims; Understand perspective and point of view; Analyse and evaluate evidence; Apply: what does this mean for us?. The same everywhere, whatever the curriculum.
Learning outcomes	Five outcomes with Bloom’s verbs, each matched to an activity.
Reconciliation	TRC Calls to Action 62 and 63; 92 on economic development.
Rights in education	UNDRIP arts. 14 and 15; art. 20 on economic activities.
Primary-source practice	Each source quoted and attributed; readings tested against them.
Citation	Chicago Manual of Style, 17th edition.
Balance	Three readings side by side; the brief names its own position.
Time	One seminar of about two hours; the assignment over four weeks.

Assessment: the assignment

	Excellent	Good	Adequate	Needs work
Use of sources	Three or more primary sources, quoted precisely and read in context	Three, quoted accurately	Fewer, or quoted loosely	Missing or misread
Analysis	Weighs the readings against the documents and shows what turns on the difference	Compares the readings clearly	Describes them	Restates one
Argument	A clear judgment that answers the strongest objection	A clear, supported judgment	Thinly supported	No clear judgment
Writing and citation	Precise; Chicago style throughout	Clear; minor slips	Some unclear passages	Hard to follow

This brief states the Mohawk Nation of Grand River’s position alongside others. It is for study, not legal advice.

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