MIDDLE SCHOOL · AGES 11 TO 14

The Million Acre Wall

Every acre of public support, marked on the Tract and kept.

Read

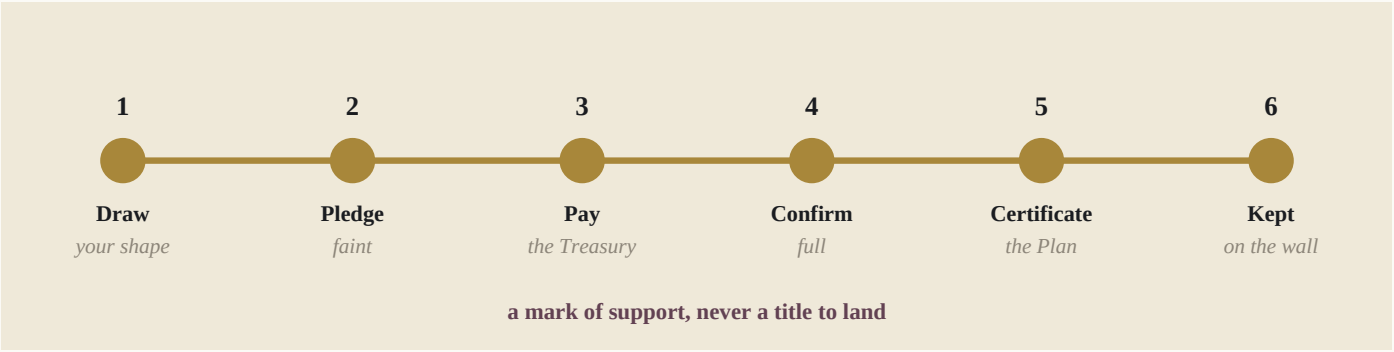
The Million Acre Wall is a map of the Tract on the Nation's Register where supporters mark acres. You draw a shape on the map, or type a number of acres, and the wall prices it: $2 an acre, from a quarter acre, at least $25. Your mark stands faint until the Treasury confirms your contribution, then full, for as long as the wall stands.

A mark is a sign of public support. It is not a parcel, a survey, an allotment or a title to land, and it is no claim against anyone's land; every certificate says so. Each supporter receives a Public Support Plan, a certificate with the shape, its acres, the supporter's name, a Record Code and the Edge Mark.

The money goes to the Nation's legal and institutional development: the passports, the cards and the Register behind them. The Treasury confirms every contribution, and the Ledger keeps it. The goal is a million acres of support: the whole Tract, and more.

Look

How to read it: six steps, from drawing your shape to your mark standing full.



Words to know

Word	What it means here
Acre	A measure of land, about the size of a football field without the end zones.
Pledge	A promise to give.
Contribution	Money given to support a cause.
Certificate	A document that records something officially.
Title	Legal ownership of land.
Treasury	Where the Nation keeps and manages money.
Transparency	Being open about where money goes.

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Work with a primary source

> *“It is not: a parcel, a survey, an allotment, or any part of the conservancy … a title to land, or a claim against anyone’s.”*
>
> The Million Acre Wall, “What a mark is, and is not” (shortened).

Ask the source	Your answer
What is a mark not?	
Why might the Nation say this so clearly?	
Who is protected by these words?	
What can the source not tell us?	

Three points of view

What a mark on the wall means, described three ways. Read each, then explain why they differ.

Who	What a mark means
A supporter	A way to show they stand with the Nation, and see their name on the map.
A consumer-protection officer	A donation that must never be presented as a sale of land.
The Mohawk Nation of Grand River	Public support, counted acre by acre, funding the Nation’s institutions.

Claim, evidence, reasoning

Choose one claim the poster makes, for example “a mark is never a title to land”. Then fill in the table.

Claim	Evidence	Reasoning

Answer

1. **Historical significance.** Why might a Nation measure support in acres?

2. **Evidence.** What does the Public Support Plan record?

3. **Cause and consequence.** What could go wrong if people thought they were buying land?

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4. **Continuity and change.** How is the wall like other fundraising walls, and how is it different?

5. **Historical perspective.** Why might a landowner on the Tract feel uneasy seeing marks on a map?

6. **Ethical dimension.** What does a group raising money owe the people who give?

Think about it. If you were planning a fundraiser, how would you show people exactly where their money goes?

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Performance task: Design an honest fundraising page

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 Million Acre Wall works, what a mark is and is not, and where the money goes.
An infographic	Design a one-page poster that explains how the Million Acre Wall works, what a mark is and is not, and where the money goes, 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 Million Acre Wall works, what a mark is and is not, and where the money goes to someone your age.

What your work must include

- At least three facts with their dates.
- One quotation from the primary source, The Million Acre Wall, “What a mark is, and is not”, 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 supporter, A consumer-protection officer).
- 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 Mathematics, Grades 7 and 8, Strand F, *Financial Literacy*, and Strand E (area); Grade 10 Civics (CHV2O).
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 8.6 (reading ease 66)
Plain language	Written to ISO 24495-1; new words taught in “Words to know”.
Balance	Three views of a mark, side by side; the sheet states plainly what a mark is not.
Time and materials	Two periods of 40 to 50 minutes.
Accommodations	Read aloud or in pairs; calculate the price of a few shapes together.

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	The Tract is measured in acres; acres make support visible on the land it concerns.
2	The shape, its acres, the supporter’s name and town, the dates, a Record Code and the Edge Mark.
3	They could be misled, and the Nation’s trust would suffer.
4	Like them, it shows support; unlike them, it maps it on the land and records it on a Ledger.
5	They might fear a claim on their land, though every Plan says a mark is not one.
6	A reasoned view: honesty, transparency, and using the money as promised.

Sources: the Million Acre Wall at the Register, live; the Public Support Plan; the Voluntary Contribution Program. This sheet explains the Mohawk Nation of Grand River’s position beside others.

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