UNIVERSITY AND ACADEMIC

# The Million Acre Wall: a Study Brief

*Public support, digital certificates and honest representation.*

## Learning outcomes

| By the end, a student will be able to | Level (Bloom) |
|---|---|
| **Describe** how a mark is made and confirmed | Remember |
| **Explain** the difference between a mark of support and a property right | Understand |
| **Analyse** the wall's transparency measures | Analyze |
| **Compare** it with other public fundraising models | Analyze |
| **Evaluate** the risks of misunderstanding, and the safeguards | Evaluate |

## Overview

Supporters draw shapes on a map of the Tract and pledge at $2 an acre ($25 minimum). Each confirmed mark yields a Public Support Plan with a Record Code (SUP001) and the Edge Mark, and a token to ERC-721 and ERC-4906. Every Plan states that a mark is not a parcel, survey, allotment, title or claim. Funds go to the Nation's credential system; the Treasury confirms and the Ledger records each contribution.

## Primary sources

**"What a mark is, and is not"**

*"a title to land, or a claim against anyone's"*

On every Plan.

**The Public Support Plan**

*"the code SUP001-YYMMDD-NNNNNN, and the Nation's Edge Mark"*

**ERC-721 and ERC-4906**

*"token standards for unique items and changing metadata"*

## Three readings

| | Supporters | Regulators | The Mohawk Nation of Grand River |
|---|---|---|---|
| A mark | A sign of solidarity | A donation, to be described accurately | Public support, acre by acre |
| The token | A keepsake | Not an investment | A record whose standing rises as the wall fills |
| The risk | Misunderstanding | Misleading representation | Answered on every Plan, plainly |

## Historiography

Symbolic "buy a brick" and adopt-an-acre campaigns are common in fundraising; digital tokens added new possibilities and new risks. The wall combines both with a strong disclaimer and public records.

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## Discussion questions

1. Why map support onto the land itself?
2. How can a fundraiser avoid implying a sale of land?
3. What does a token add, and what risks does it bring?
4. How should a supporter be able to check where the money went?
5. Is a “game” element appropriate in serious fundraising?
6. **Apply.** Rewrite the wall’s home page so a first-time visitor cannot misunderstand it.

## Further reading

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

Mohawk Nation of Grand River. *The Million Acre Wall*. Grand River Territory, Ohsweken: Mohawk’s Printer for Grand River, 2026.

Mohawk Nation of Grand River. *The Bank and the Treasury*. National Books XVIII. 2026.

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## Assignment brief

## Choose one prompt

| | |
|---|---|
| A | In 1,500 words, assess whether the Million Acre Wall represents itself honestly and effectively. Use at least three sources. |
| B | What does a token add, and what risks does it bring? Answer in an argued essay. |
| C | Apply. Rewrite the wall’s home page so a first-time visitor cannot misunderstand it. 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

- “What a mark is, and is not”
- The Public Support Plan
- ERC-721 and ERC-4906

## 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.

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## 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. |
| **Rights in education** | UNDRIP arts. 14 and 15. |
| **Primary-source practice** | Each source quoted and attributed. |
| **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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