UNIVERSITY AND ACADEMIC

The National Books: a Study Brief

A Nation's published corpus: transparency, citation and integrity.

Learning outcomes

By the end, a student will be able to	Level (Bloom)
Describe the set and its shelves	Remember
Explain how a book is cited and checked	Understand
Analyse the books' shared structure as a model of transparency	Analyze
Compare the set with government publications elsewhere	Analyze
Evaluate its claim to full transparency	Evaluate

Overview

Thirty-six books and The Reader's Guide, grouped on shelves, explain how the Nation works. Each carries a Mohawk Publication Number in three blocks and an ISBN, and each edition's SHA-256 hash is printed on page 2 and recorded on the Ledger. Every book follows the same pattern: worked examples, standards, benchmarks against world leaders, and answers to the questions experts and critics would ask. A few books are confidential or restricted.

Primary sources

The National Books poster

"Read Book I first. Every other book assumes it."

"How a book is cited and checked"

"A copy that differs is not the published edition."

The Reader's Guide (Book 00)

"the front door to the set"

Three readings

	Readers	Critics	The Mohawk Nation of Grand River
The books	A guide	A set of claims to test	Full transparency, written down
Citation	Convenience	Accountability	One number, one fingerprint
Confidential books	Curiosity	A gap to question	Security, with principles public

Historiography

Governments publish gazettes, handbooks and annual reports; few publish a full operating manual for their institutions with cryptographic proof of each edition. The Nation's set aims at that standard.

Discussion questions

1. What does writing everything down do for a young institution?

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2. Why fingerprint each edition?

3. What should a benchmark against world leaders show?

4. Which books should be confidential, and how should that be justified?

5. How should a critic engage with the books?

6. **Apply.** Draft the page 2 for a new book in the set.

Further reading

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

Mohawk Nation of Grand River. *The Reader's Guide*. National Books 00. Grand River Territory, Ohsweken: Mohawk's Printer for Grand River, 2026.

Mohawk Nation of Grand River. *Mohawk's Printer*. National Books XXXI. 2026.

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Assignment brief

Choose one prompt

A	In 1,500 words, evaluate the National Books as a model of institutional transparency. Use at least three sources.
B	What should a benchmark against world leaders show? Answer in an argued essay.
C	Apply. Draft the page 2 for a new book in the set. 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

- The National Books poster
- “How a book is cited and checked”
- The Reader’s Guide (Book 00)

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.
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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