MIDDLE SCHOOL · AGES 11 TO 14

The Three Villages

Three villages, one promise, and why the story is so often confused.

Read

In 1775, at a council in Montreal, the Crown asked the Mohawks to fight on its side. It promised that any losses in the war would be replaced. The Mohawks of three villages, Canajoharie, Tikondarago and Aughgugo, stood with the King. Between 1775 and 1779 their villages were burned.

In 1779 Governor Haldimand put the promise in writing. In 1784 he kept it with land on the Grand River. The census of 1785 counted 548 Mohawks among 1,843 people there. Others of the Six Nations came too.

That is why the story is often confused. The Proclamation names “the Mohawk Nation”, then “such others of the Six Nation Indians”. Today one reserve carries one name, Six Nations, so “Grand River Mohawk” and “Six Nations” are used as if they meant the same. The Mohawk Nation of Grand River says the promise was made first to the people of the three villages, and to their posterity, wherever they live.

Look

How to read it: five moments along one line, oldest on the left.



Words to know

Word	What it means here
Village	A settled community; here, a Mohawk town with longhouses and a church.
Adhere	To stay loyal to someone, here to the King.
Pledge	A solemn promise, here by the Crown in 1779.
Census	An official count of the people in a place.
Posterity	All of a person’s descendants, including those not yet born.
Clan	A family group in Mohawk tradition, passed through the mother.
Band	A group recognized under the Indian Act.

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Work with a primary source

> *"... the Mohawks of the villages of Canojaharie, Tikondarago and Aughuago, whose settlements there had been, upon account of their steady attachment to the King's service and the interest of the Government, ruined by the Rebels ..."*
>
> The Haldimand Pledge, 7 April 1779 (shortened).

Ask the source	Your answer
Who is the promise for? Name them.	
Why were their settlements ruined, according to the source?	
What does "steady attachment" tell you about them?	
What can the source not tell us?	

Three points of view

Who the 1784 grant was for, described three ways. Read each, then explain why they differ.

Who	Who the grant was for
Canada and the courts	The Six Nations as one people, through the Proclamation's words and the 1793 Patent.
The Six Nations of the Grand River	All six nations who settled on the Grand.
The Mohawk Nation of Grand River	First the Mohawks of the three villages and their posterity; others came in under them.

Claim, evidence, reasoning

Choose one claim the poster makes, for example "the grant widened after 1784" or "the posterity has no edge". Then fill in the table.

Claim	Evidence	Reasoning

Answer

1. **Historical significance.** Why do the three village names matter so much to the Nation today?

2. **Evidence.** Find the words in the source that explain why the villages were ruined.

3. **Cause and consequence.** How did a promise made at Montreal in 1775 lead to land on the Grand River?

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4. **Continuity and change.** What changed for the families between 1775 and 1785? What stayed the same?

5. **Historical perspective.** Choose one point of view from the table. Why might that group see the grant that way?

6. **Ethical dimension.** Most descendants do not know their line. Whose job is it to tell them?

Think about it. Do you know where your own family lived four or five generations ago? How could you find out?

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Performance task: Where did your family come from, five generations back?

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 who the people of the three villages were, what happened to them, and why the story is so often confused.
An infographic	Design a one-page poster that explains who the people of the three villages were, what happened to them, and why the story is so often confused, 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 who the people of the three villages were, what happened to them, and why the story is so often confused to someone your age.

What your work must include

- At least three facts with their dates.
- One quotation from the primary source, The Haldimand Pledge, 7 April 1779, 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 (Canada and the courts, The Six Nations of the Grand River).
- 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, First Nations allies, and what happened to them after the American Revolution.
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 6.1 (reading ease 75)
Plain language	Written to ISO 24495-1; new words taught in “Words to know”.
Balance	Three points of view on who the grant was for, side by side; the sheet names its own position.
Time and materials	Two periods of 40 to 50 minutes.
Accommodations	Read the passage aloud or in pairs; practise the village names together; allow oral answers for questions 1 to 4.

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

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Answer key

	A good answer includes
1	The promise was made to the people of those villages; the Nation’s members trace their lines to them.
2	“upon account of their steady attachment to the King’s service”.
3	The 1775 promise, the loss, the 1779 Pledge in writing, the 1784 grant.
4	Their homes, their land and their country changed; their loyalty, families and the promise stayed.
5	A reason tied to that group: Canada’s reading of the documents, the Six Nations’ shared settlement, or the Pledge’s named villages.
6	A reasoned view: families, the Register, schools, or the Crown that promised to keep the record.

Sources: the Haldimand Pledge, 1779; the Haldimand Proclamation, 1784; the Grand River Council, 1805; Brant’s census of 1785 (Kelsay, Joseph Brant, 1984). This sheet explains the Mohawk Nation of Grand River’s position beside others.

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