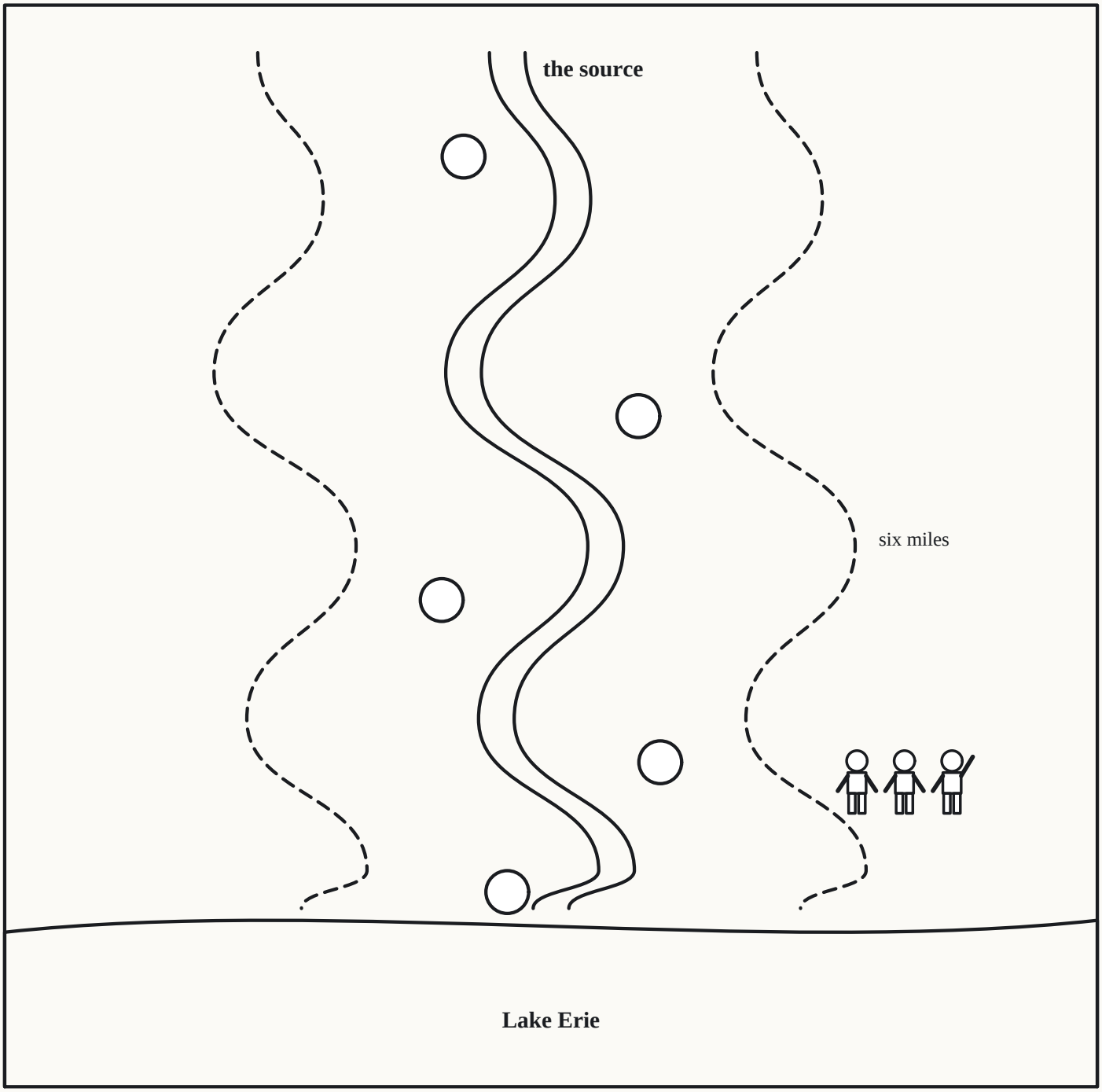
JUNIOR · AGES 5 TO 8

The River and the Land: a Colouring Page

Six miles on each side, from the source to the lake.

Colour the picture. Colour the river **blue** and Lake Erie blue too. Colour the land between the dashed lines **green**. Colour the round towns any colour, and the family by the river **gold**.



Grown-ups: the story, the activities and the teacher's notes follow.

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The River and the Land: a Colouring Page

Our story, to read aloud

The Grand River is long. It starts at its source and runs down to Lake Erie.

Long ago, the King gave land beside the river to Mohawk people who had helped him.

The land went six miles out from each side of the river, all the way along.

It was for them and for their children, and their children’s children, for all time.

Today there are many towns on that land. Every town is inside the lines.

Some families have forgotten the promise. The Register helps them remember.

Circle the right word

Circle the word that fits.

1. The river is the Grand ...	River · Mountain · Road
2. The land goes out six ...	miles · minutes · metres
3. The land was given for ...	one year · all time · one day
4. Today the towns are ...	inside the lines · on the moon · in the lake

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The River and the Land: a Colouring Page

Trace the words

Trace each word, then say it out loud.

RIVER

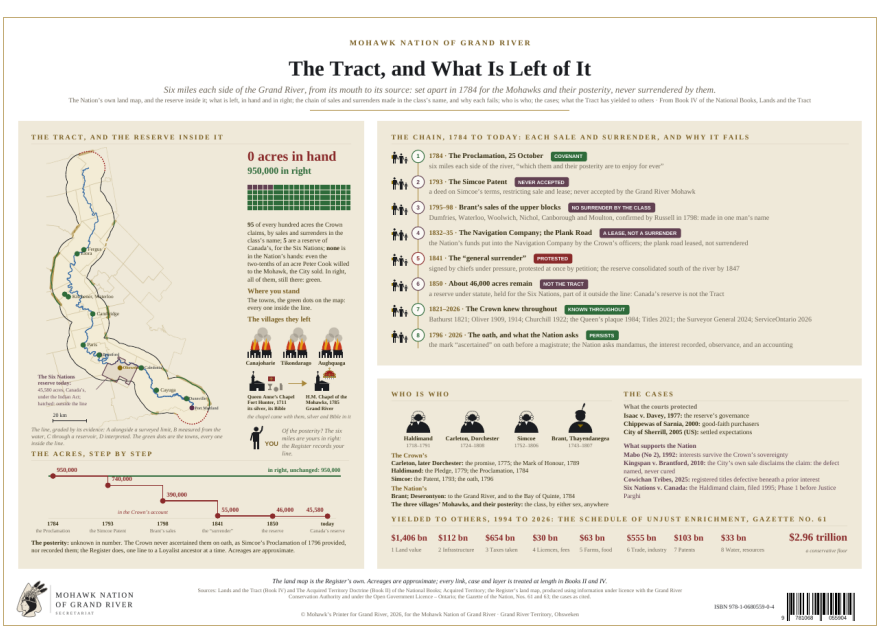
SIX

MILES

SOURCE

Look at the poster

Put a finger on the river on the poster, then on a green dot: that is a town. Can you find the line six miles away?



Tell a partner about a town near the river that you know.

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JUNIOR · AGES 5 TO 8

The River and the Land: a Colouring Page

At home: a take-home activity

Take this sheet home and share the story with a grown-up.

What to do

- Tell a grown-up the story from this sheet, in your own words.
- Ask them: what has been passed down or promised in our family?
- Draw it, or write one word about it, in the space below.

What to bring back

- Your drawing or your word.
- One thing you learned from the grown-up.

> **For the grown-up at home.** This activity helps your child connect what we learned about *The Tract* to your own family. There are no wrong answers, and nothing private needs to be shared: a story, a drawing or a single word is enough.

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The River and the Land: a Colouring Page

For the teacher: standards met

Universal competencies	Observe and describe; Identify key facts and claims; Make connections, personal to community to larger systems. The same everywhere, whatever the curriculum.
Curriculum	Ontario Social Studies, Grade 3, Strand A, *Communities in Canada, 1780–1850* (revised 2023), and Strand B, *Living and Working in Ontario*: land and the people on it. Overall expectations A1 to A3.
Specific expectations	Teachers choose which specific expectations to assess. The sheet supports the overall expectations named above.
Historical thinking	Continuity and change: the land then, the towns now.
Reading level	Flesch–Kincaid grade 3.5 (reading ease 87)
Plain language	Written to ISO 24495-1: short sentences, one idea each.
Time and materials	30 to 40 minutes. Crayons in blue, green and gold or yellow.
Accommodations	Read the story aloud; trace the river with a finger first; let students point instead of circling.

What to look for

	Beginning	Developing	Achieving
Tells the story	Names the river	Says the land is beside the river	Says who it was for, how far it goes, and for how long
Uses colour to show meaning	Colours freely	Colours river and land	Shows the river, the land between the lines, and the family
Talks about it	Answers with help	Answers one question	Names a town and says it is inside the lines

Sources: the Haldimand Proclamation, 1784; the Simcoe Patent, 1793; A. Jones's plan of the upper Grand (LAC NMC-3109); T. Ridout's plan, 1821 (LAC NMC-3115); reserve limits, Natural Resources Canada. This sheet explains the Mohawk Nation of Grand River's position beside others.

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