MIDDLE SCHOOL · AGES 11 TO 14

What the Register Does for You

Your line, your mark, your papers and your money: what the Nation’s Register gives its people.

Read

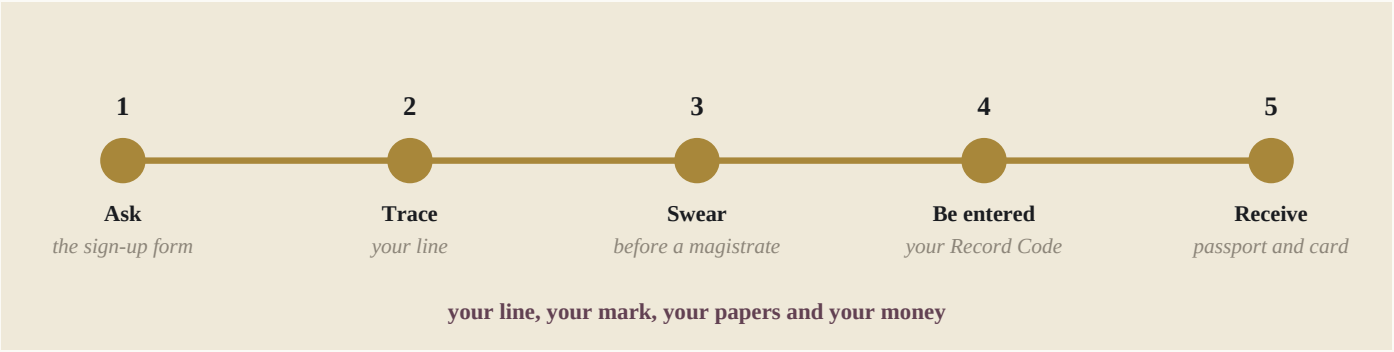
The Mohawk Nation of Grand River keeps a Register of its people. It gives four things. Your line: your family line, proved generation by generation and kept on the record. Your mark: the Mark of Honour, UE, the Crown’s under the Dorchester Order of 1789. Your papers: a passport and a credential card, each with its Record Code and Edge Mark. Your money: an account at the Nation’s Treasury in Grand River dollars.

Joining takes five steps: ask on the sign-up form; trace your line to one of the three villages; swear it before a magistrate; be entered with your Record Code; and your passport and card follow.

The Register is for the posterity of some of the Mohawks of Canajoharie, Tikondarago and Aughgugo, wherever they live, and for those received by the Nation’s law of adoption. The Register organizes; it does not control: the right belongs to each person.

Look

How to read it: five steps, from asking to receiving your papers.



Words to know

Word	What it means here
Register	The Nation’s official record of its people.
Record Code	The one identifier every record of the Nation carries.
Edge Mark	A signed mark on a document that a phone can check.
Posterity	All of a person’s descendants, including those not yet born.
Adoption	In Mohawk law, being received into the Nation.
Treasury	Where the Nation keeps and manages money.
Magistrate	An officer who receives oaths; today, a justice of the peace.

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Work with a primary source

> *“The Register organizes; it does not control.”*
>
> The Nation’s description of its Register.

Ask the source	Your answer
What is the difference between organizing and controlling?	
Who holds the right, according to the source?	
Why might that matter to members?	
What can the source not tell us?	

Three points of view

What a register of people is for, described three ways. Read each, then explain why they differ.

Who	What a register is for
A government	To know who is entitled to services and benefits.
A band under the Indian Act	To keep its membership list under the Act and its own code.
The Mohawk Nation of Grand River	To prove and keep each person’s line, mark, papers and money, while the person keeps the right.

Claim, evidence, reasoning

Choose one claim the poster makes, for example “the Register organizes; it does not control”. Then fill in the table.

Claim	Evidence	Reasoning

Answer

1. **Historical significance.** Why does the Register take the oath the Crown set in 1796?

2. **Evidence.** What does each member receive, according to the poster?

3. **Cause and consequence.** What could happen if a people kept no record of itself?

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4. **Continuity and change.** How is the Register like the registry of 1789, and how is it different?

5. **Historical perspective.** Why might someone hesitate to join a register?

6. **Ethical dimension.** What should a register never do with people’s information?

Think about it. What records about you exist, and who keeps them? Who should?

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Performance task: A welcome guide for a new member

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 what the Register gives its people, the five steps to join, and who it is for.
An infographic	Design a one-page poster that explains what the Register gives its people, the five steps to join, and who it is for, 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 what the Register gives its people, the five steps to join, and who it is for to someone your age.

What your work must include

- At least three facts with their dates.
- One quotation from the primary source, The Nation’s description of its Register, 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 government, A band under the Indian Act).
- 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 Grade 10 Civics (CHV2O), and NAC2O: identity, belonging and governance.
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 8.1 (reading ease 67)
Plain language	Written to ISO 24495-1; new words taught in “Words to know”.
Balance	Three views of a register, side by side.
Time and materials	Two periods of 40 to 50 minutes.
Accommodations	Read aloud or in pairs; no student need share their own family records.

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	It is the standard the Crown set for ascertaining the class, never performed until now.
2	Their line, their mark, their papers and their money.
3	Its members could not prove who they are, and others could speak for them.
4	Like it, it records the posterity; unlike it, it is kept by the Nation itself.
5	Privacy, trust, or not knowing their line.
6	A reasoned view: for example, sell it, share it without consent, or use it to control.

Sources: the Register’s sign-up and its five steps; Lord Dorchester’s Order in Council, 1789; Simcoe’s Proclamation, 1796. This sheet explains the Mohawk Nation of Grand River’s position beside others.

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