

# Whose Land Are We On?

DIG

**50 min** SS **A3.1** · **A2.3** Thinking: **Continuity & Change** Assessment **for** learning

**Prep:** teams of 3 whiteboards map card p.4, 1 per team notebooks Option B: 20 paper squares per team  
print p.5 only if needed **Split class?** see p.3

**SAY THIS (30 SEC)**

"Our board's land acknowledgement says our school sits on the Haldimand Tract. Today you're map detectives. Eight clues, eight places along the Grand River, and one of them is right where you're sitting."

0-4 min

**Hook**

"How does land that belongs to one people end up belonging to someone else?" Take guesses. Don't settle it.

4-11 min

**Acknowledgement**

Read the board's wording together. Hunt for WHERE (Haldimand tract) and WHO (three nations).

11-33 min

**Map Detective**

8 rounds, under 3 min each. Read the story after every round (key, p.2).

33-44 min

**Shrink + notebook**

3-min shrinking-tract demo, then notebook p.2. P.5 = printed version if needed.

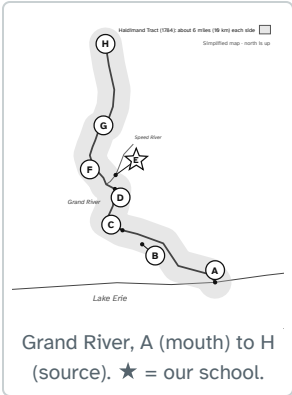
44-50 min

**Through their eyes**

Heritage Minutes *Naskumituwin + Tom Longboat*. "Whose version of the promise?"

**Game: Map Detective** whole class · teams of 3 · cooperative total

- Setup:** 9-10 teams, each with a whiteboard and the map card (p.4), or the map on screen. Places are lettered **A to H** along the Grand River. Our school is the **star (E)**.
- Each round:** read the clue. Teams get **30 seconds** to write ONE letter.
- "3-2-1, boards up!"** Right letter = **10 points**. Name the place too = **+5**. Read the 2-line story from the key.
- Round 5 is us.** Pause and let it land: "Our desks are inside the Haldimand Tract."
- Class challenge:** all teams' points together. Beat **500** and the class wins. Every team wants the others to score.



Grand River, A (mouth) to H (source). ★ = our school.

**Option B: The Shrinking Tract.** Each team gets 20 paper squares (the 1784 promise). Read three events from the shrink slide's notes; teams remove squares each time. One square is left, about the 5% still Six Nations land. Cooperative, no winner.

**Option C: Human River.** Tape a long line on the hall or gym floor as the Grand. Place cards A-H along it. Read a clue; teams walk to the letter. Great for a restless class or a long block.

🔄 **Short on time:** play Rounds 2, 3, 5, 6, 8; read the shrink slide instead of the demo.

🔄 **70+ min block:** add Option C, then both videos with full talk time.

🔄 **Class is on fire:** bonus round. On a real map, teams find a place they know (a rink, a park) inside the tract.

🔄 **Personal connections:** a student with family ties to Six Nations or another nation may share, but never ask them to speak for anyone.

**Notes**

Observation only. Look for who can place our school inside the tract and say what changed.

| KNOWLEDGE | THINKING | COMMUNICATION | APPLICATION |
|-----------|----------|---------------|-------------|
|           |          |               |             |

# Answers, Stories & Sources

KEY

| # | CLUE                                                | ANSWER                           | READ THIS AFTER THE REVEAL                                                                                                                                                         | SRC   |
|---|-----------------------------------------------------|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1 | Heritage River plaque in three languages            | <b>D • Cambridge (Galt)</b>      | English, French and Mohawk. The Grand became a Canadian Heritage River and the plaque was unveiled in Cambridge on September 26, 1994.                                             | 8     |
| 2 | River ends in a Great Lake; the promise starts here | <b>A • Mouth (Port Maitland)</b> | The 1784 promise gave land “six miles deep from each side of the river,” from Lake Erie to the river’s head, “which them and their posterity are to enjoy for ever.”               | 5     |
| 3 | City named after a Mohawk leader                    | <b>C • Brantford</b>             | “Brant’s Ford,” for Joseph Brant (Thayendanegea). The Mohawk sided with Britain in the American Revolution and lost their New York homelands; the tract was meant to replace them. | 6, 7  |
| 4 | Where the river begins                              | <b>H • Source</b>                | The Grand starts in the Dundalk Highlands and flows 290 km to Lake Erie. It is the largest river in Southern Ontario.                                                              | 8     |
| 5 | “You are sitting here right now”                    | <b>E • Hespeler ★</b>            | Hespeler was part of Waterloo Township, which began as Block 2 of the land promised to the Six Nations. Our school sits on the Haldimand Tract.                                    | 4, 12 |
| 6 | Six Nations’ main community today                   | <b>B • Ohsweken</b>              | About 950,000 acres were promised. About 48,000 remain Six Nations land today: roughly 5 in every 100.                                                                             | 1, 2  |
| 7 | Towns with a gorge; 1791 survey                     | <b>G • Elora • Fergus</b>        | The promise reached the river’s source, but a 1791 survey drew straight lines and land at the north end was cut off. People still disagree about the tract’s true size.            | 3     |
| 8 | Mennonites bought 60,000 acres in 1803              | <b>F • Kitchener-Waterloo</b>    | The German Company bought most of Block 2. Abraham Erb’s sawmill on Laurel Creek (1808) grew into the village of Waterloo.                                                         | 3, 4  |

## ◆ Handle with care

Read the acknowledgement sincerely; it isn’t a quiz item. Avoid “they sold it, so it’s fair” framing: sales were made under rules the Crown set, and Six Nations still pursues land claims in court today. The Longboat Minute mentions a residential school (the Mohawk Institute, Brantford) and racism. Preview it; keep it factual.

## Numbers that don’t match

Sources give the original grant as 550,000, 674,910, 760,000 or about 950,000 acres, partly because of the disputed northern limit. We use the Six Nations figure and the 48,000 acres remaining. Great “why do sources disagree?” talk for Grade 7.

## Why this works

The rounds jump around the map on purpose, so no one can guess the next letter. Round 5 turns a sentence kids hear every morning into a place they can point to. The shrink demo makes 5% visible.

## Sources ● = Indigenous-authored or Indigenous organization

- Six Nations of the Grand River, “Haldimand Proclamation” and “Six Nations of the Grand River and the Mississaugas of the Credit: Historical Overview.” [sixnations.ca](https://sixnations.ca) ●
- University of Waterloo, Office of Indigenous Relations, “First Nations Groups within the University of Waterloo Territorial Acknowledgement.” [uwaterloo.ca](https://uwaterloo.ca)
- Waterloo Public Library, “A Brief History of the Land in Waterloo Region.” [wpl.ca](https://wpl.ca)
- Region of Waterloo Museums, “Waterloo Township.” [regionofwaterloomuseums.ca](https://regionofwaterloomuseums.ca)
- Haldimand Proclamation, 25 October 1784 (text as reproduced on Wikipedia, “Haldimand Proclamation”).
- Encyclopaedia Britannica, “Brantford.” [britannica.com](https://britannica.com)
- Parks Canada, “Her Majesty’s / St. Paul’s Chapel of the Mohawks National Historic Site.” [pc.gc.ca](https://pc.gc.ca)
- Grand River Conservation Authority, “Heritage River Plaques.” [grandriver.ca](https://grandriver.ca)
- Hamilton Civic Museums, “Between the Lakes Treaty No. 3.” [hamiltoncivilmuseums.ca](https://hamiltoncivilmuseums.ca)
- The Canadian Encyclopedia, “Tom Longboat.” [thecanadianencyclopedia.ca](https://thecanadianencyclopedia.ca)
- Historica Canada, Heritage Minutes “Naskumituwin (Treaty)” and “Tom Longboat.” [historica.ca](https://historica.ca)
- Waterloo Catholic District School Board, land acknowledgement (board wording) and “St. Gabriel Overview.” [wcdsb.ca](https://wcdsb.ca)

# One Lesson, Two Grades

### HOW IT WORKS

Everyone plays the same Map Detective. Swap in two rounds from the other grade’s curriculum (slides at the end of the deck), use **mixed-grade teams**, and change only notebook question 3. **Grade-lead rule:** on a swap round, a student from that grade gives the team’s final answer, +5 if they can say why.

## 5/6 class

Grade 5 Strand A: Interactions of Indigenous peoples and Europeans before 1713

| ROUND  | PLAY                                                                                                                 | LEAD |
|--------|----------------------------------------------------------------------------------------------------------------------|------|
| 2      | <b>Swap in:</b> One Dish, One Spoon (about 1701). Trick round: answer is ALL letters.                                | Gr 5 |
| 8      | <b>Swap in:</b> The Chonnonton (villages in the 1400s; “Neutral”; numbers fell from famine, disease, war). Answer F. | Gr 5 |
| 1, 3–7 | Regular rounds                                                                                                       | Gr 6 |

### Grade 5 success criteria

- I can name nations who lived here before 1713.
- I can explain one way contact with Europeans changed their lives.

### Grade 5 notebook question 3

*Who lived here before 1700? How is sharing land different from owning it?*

### Expectations

Gr 5: A3.1 • A3.2 • A1.1  
Gr 6: A3.1 • A2.3

## 6/7 class

Grade 7 History: New France and British North America, 1713–1800

| ROUND     | PLAY                                                                                                                                         | LEAD |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------|------|
| 3         | <b>Swap in:</b> The Mohawk Chapel (1785; Crown’s gift to the Mohawk; first Protestant church in Upper Canada; Brant buried there). Answer C. | Gr 7 |
| 8         | <b>Swap in:</b> Beasley’s Mortgage (1796 sale; farms sold before the Six Nations were paid; German Company, 1803). Answer F.                 | Gr 7 |
| 1, 2, 4–7 | Regular rounds                                                                                                                               | Gr 6 |

### Grade 7 success criteria

- I can explain what the 1784 promise was and why it was made.
- I can show who gained and who lost as the tract was sold.

### Grade 7 notebook question 3

*Who gained and who lost when Block 2 was sold? Use one fact.*

### Expectations

Gr 7: A3.2 (treaties) • A1.3 (displacement) • A3.8 (interactions) • A3.1  
Gr 6: A3.1 • A2.3

### Why these swaps

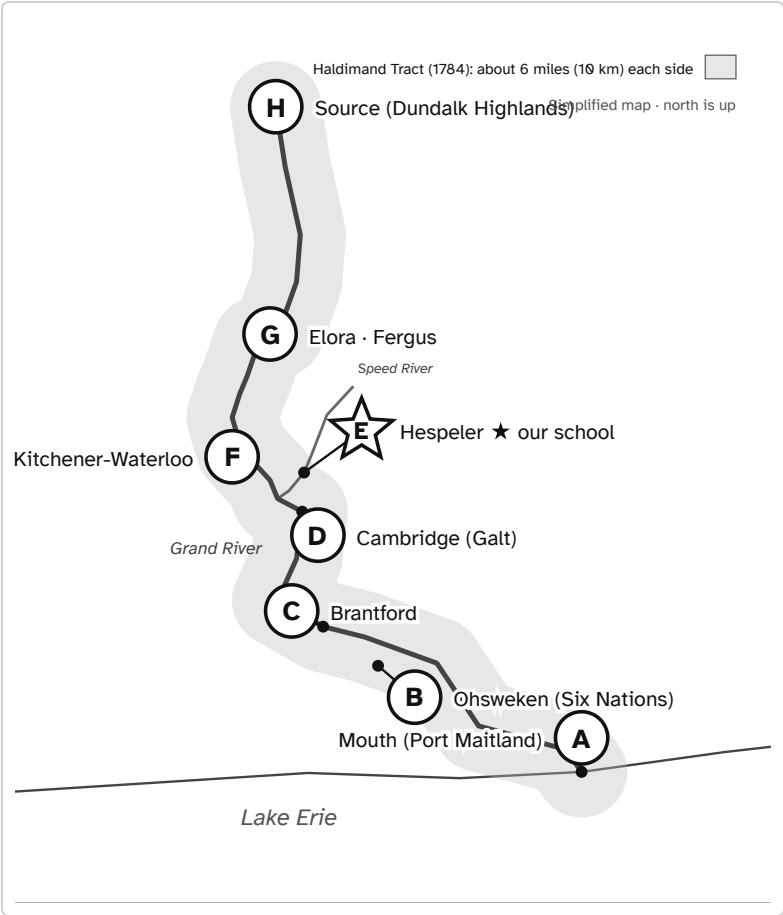
Rounds 2 and 8 make room for pre-1713 stories for Grade 5. Rounds 3 and 8 deepen the 1784–1803 story, right inside Grade 7’s window.

### Extra for Grade 6

Five months before the promise, on May 22, 1784, Mississauga chiefs signed a deed for about 3 million acres between three lakes for £1,180 in goods. Their speaker described the land as being for their people “and our Brethren the Six Nations.” Ask: did both sides understand the deal the same way? (Sources 3, 9)

# The Grand River & the Haldimand Tract

MAP



## How to play

- 1. Listen to the clue.
- 2. Find the place on this map.
- 3. Write ONE letter on your board.
- 4. Name the place for +5.

## Our answers

|    |    |
|----|----|
| R1 | R2 |
| R3 | R4 |
| R5 | R6 |
| R7 | R8 |

The shaded band is the land promised in 1784: about 6 miles (10 km) on each side of the river, from Lake Erie to the source. Simplified map; town positions are approximate.

## Team

# Whose Land Are We On?

JOURNAL

- 1** Sketch the river. Star our school.
- 2** Name the three nations.
- 3** The promise, then and now.

**1 • My sketch of the Grand River**

Draw the river from Lake Erie to its source. Put a ★ where our school is.

**2 • Our land acknowledgement names...**

☐ H \_\_\_\_\_ ☐ A \_\_\_\_\_ ☐ C \_\_\_\_\_

**3 • In 1784, the promise was...**

SENTENCE STARTER: *The Six Nations were promised land ... Today ...*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**What happened to it?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

☐ I starred our school    ☐ I named 3 nations    ☐ I wrote then and now

**DONE?**

**1** Level Up: write one sentence of your own land acknowledgement.

**2** Help a teammate finish.

**3** Book work: which nation or town could be your chapter?