FOR TEACHERS

Master Content Card: The School

Book IX, The School

The single source for every sheet on this poster. The four levels are written from it, so they agree with each other and with the poster and the book. When it changes, the sheets are rebuilt from it.

Key facts

- Brant wanted a school where Mohawk children learned English without losing their own language.
- 1828: the Mechanics' Institute opens; boarders from 1831, girls from 1834.
- The Mohawk Institute: the oldest and longest-running residential school; 54 deaths recorded, the records incomplete.
- Closed 27 June 1970; the Woodland Cultural Centre opened in it in 1972; restored as a site of conscience.
- Today the community's schools teach in Mohawk and Cayuga from the first day. Indian Residential Schools Crisis Line: 1-866-925-4419.

Claims, and who contests them

Claim	Whose	Contested by
The school was the second of three promises, broken.	The Nation	Canada treats it within the residential school history it has apologized for.

Essential questions, rising in demand

Level	Question
1	What did Joseph Brant want children to keep?
2	What did the school become?
3	Why are survivors' accounts important evidence?
4	What do we owe to the children who went there?
5	How should the school be remembered?
6	Who controls the records, and who may see them?

Activities by level

Level	Activities
Junior	colouring page of four pictures, read-aloud story, match the picture to the word, tracing words, find it on the poster, tell a partner
Middle	reading, timeline, words to know, primary-source questions, three points of view, claim, evidence, reasoning, six questions by thinking concept
University	primary sources, the chain read whole, historiography, discussion, apply to a current question, written argument
Law	issue, instruments and statutes, cases, arguments both ways, weak points, briefing note, IRAC outline, moot

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Universal competencies

Competency	Junior	Middle	University	Law
Observe and describe	●			
Identify key facts and claims	●	●	●	●
Understand perspective and point of view		●	●	●
Make connections, personal to community to larger systems	●	●		
Analyse and evaluate evidence		●	●	●
Apply: what does this mean for us?			●	●

Curriculum mapping

System	Level	Mapping
CA-ON	Junior	Social Studies, Grade 3, Strands A and B (2023)
CA-ON	Middle	History, Grade 7, Strands A and B
CA-ON	Secondary	Grade 10: CHV2O; NAC2O
CA-ON	University	TRC Calls to Action 62–63; UNDRIP arts. 14, 15, 26
CA-ON	Law	TRC Call to Action 28; FLSC National Requirement

Editions

Languages: en, fr. Sheets: en: junior, middle, university, law; fr: junior, middle, university, law. Related posters: the-royal-chapel, the-mill, dawn-of-day.

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