



LIBERATED ETHNIC STUDIES

MODEL CURRICULUM CONSORTIUM

Ancestor Acknowledgement

Time: 1 ½ - 2 hours

Grade Level: 5-15

Purpose:

Students deepen their understanding of the ancestor acknowledgement and the importance of recognizing the relationship of self to the ancestral past (familial and historical). Students will be able to explain why the ancestor acknowledgement is used in ethnic studies. Students will also learn to create and present an ancestor acknowledgement of their own.

Enduring Understandings:

- The ancestor acknowledgement is a purposeful exercise used to acknowledge and honor our historical and cultural past.
- An ancestor acknowledgment is a way to express our appreciation to those who fought and suffered for our freedom, liberation and human rights.
- Students deepen their critical consciousness and understanding of an ancestor acknowledgment.
- Students will articulate the connection between the ancestors and how the ancestor is part of the counter narrative used in ethnic studies to describe the struggle of those associated with ethnic studies and how the counter narrative also serves to affirm the self and community.

Essential Questions:

- Why is an ancestor acknowledgement embedded in every Ethnic Studies lesson?
- Why does this ancestor have such significance in the lives of Native People and People of Color in the U.S.?

Essential Skills:

- Students will share their personal experiences and stories through the development of their own ancestral acknowledgement.
- Students will reflect (writing/drawing/speaking) and consider the important role ancestors play in ethnic studies.
- Students will design an ancestral acknowledgement to share with their peers.

Cultural Wealth (Yosso, p. 78):

- Social
- Familial
- Aspirational
- Resistant

Restorative/Radical Healing Practices

- Critical Consciousness
- Demonstrated respect for ancestral and cultural knowledge.
- Identity awareness and sharing of personal and historical stories.

Ethnic Studies Principles Alignment:

- Celebrate and honor Native People/s of the land and Communities of Color by providing a space to share their stories of struggle and resistance, along with their intellectual, historical and linguistic knowledge.
- Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Black and Native People/s, along with all people of color.
- Center and place a high value on pre-colonial, ancestral, indigenous, diasporic, familial, and marginalized knowledge.

Common Core Standards Alignment:

- CCSS.ELA-LITERACY.CCRA.W.9; (CA ELD 2.I.A.2)
- CCSS.ELA-LITERACY.RH.9-10.1 (CA ELD 2.I.B.6a)

Materials:

<p>Slides Markers</p>	<p>Chart Paper Writing Paper/Pen or Computer Access to Internet</p>
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Modifications, Accommodations, Resources for Multilingual Students :

Throughout the lesson, students are encouraged to ask questions and teachers may be required to accommodate the languages of students by scaffolding terms, creating collective assignments, etc. Classroom volunteers may also assist, and the volunteers should be encouraged to develop their own Ancestor Acknowledgement.

Critical Vocabulary:

CRITICAL VOCABULARY	Definition and Rationale for choosing this word, phrase, or concept	Idea for pre-teaching or front-loading the concept.
Ancestor Acknowledgement	The ancestor acknowledgement assists in making history come alive and to provide a little bit of history to our participants. It is a short lesson about someone significant to the area or the participants. The selected person should connect to the theme of the lesson.	
Epistemology	Epistemology, defined as the production of knowledge, considers how people and communities create knowledge (Delgado Bernal, Elenes, Godinez, & Villenas, 2006).	

C1: Cultural Ritual and/or Energizer

Title of Cultural Ritual/Energizer: Perspective

STEP	DESCRIPTION	TIME
Step 1 Slide 2	<p>Land Acknowledgement</p> <p>Every lesson of LESMCC opens with a Land Acknowledgement.</p> <p>We honor truth, achieve healing, and give reconciliation, by acknowledging the traditional Native lands and its ancestral people on which we stand, sit, work, play, and live.</p> <p>Let's collectively honor the Native people, the animals, and the plant life of the past and the present, which benefits our future.</p> <p>Let us also commit to honoring Native rights and cultural equity through education wherever we journey through these lands. We do this by our commitment to learn.</p> <p>Note: Most of the groups listed have many bands (triblet), most are not listed .</p>	2 minutes

Step 2 Slide 3	Ancestor Acknowledgement- Ishi Read text on slide.	5 minutes
Step 3 Slide 4	Ishi was the last known Yahi from the southern slopes of Mount Lassen. Ishi is his given name and it means “man”. The UC “acquired” where he was employed to exhibit Yahi culture. <i>Note: Photo at Hearst Museum of Anthropology</i> <i>California’s early Indian policy compensated settlers for scalps brought to the county offices. Many militias were created just for this purpose.</i>	
Step 4 Slide 5	Cultural Energizer: Ann Marie Sears says that this a great time to be Ohlone person to be alive since contact (before the arrival of the settler colonialists) because the ancestors are starting to wake a lot of people up. <i>Ask students:</i> What elder Sears is trying to say? After listening to video: <ul style="list-style-type: none"> - Share one important point that captured your interest. - Use three words to recall what you remember from elder Ann Marie’s story. - Why is it important for us to honor the stories of our ancestors? <i>Note: KQED video</i>	15- 20 minutes

C2: Critical Concepts

Title of Lecture, Slidedeck/Presentation, and/or Activity: Explanation of Land Acknowledgement

Step 5 Slide 6	<p>Land Acknowledgment</p> <ul style="list-style-type: none"> ● The ancestor acknowledgment is a way to connect the past to the present. It expresses our appreciation to those who fought and suffered for our freedoms, liberation and human rights. ● The ancestor acknowledgement recognizes the enduring relationship that People of Color have with those who came before them. For Students of Color it is a way of connecting them to their ancestral roots, knowledge and epistemology. ● The ancestor acknowledgement assists in making history come alive and to provide a little bit of history to our participants. It is a
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short lesson about someone significant to the area or the participants. The selected person should connect to the theme of the lesson.

C3: Community Collaboration and/or Critical Cultural Production

Title of Main Activity(ies): Developing the Land Acknowledgement

STEP		TIME
Slide 6/ Step 6	<p>Reflection, Sharing</p> <ul style="list-style-type: none"> ● Read the slide to students <ul style="list-style-type: none"> ● Many Natives say that the hummingbird represents an ancestor who wants to share a bit of advice or wisdom with you. ● Who does your hummingbird represent to you? ● What do you think they are telling you? 	5 minutes
Slide 7/ Step 7	<p>Pair Share</p> <ul style="list-style-type: none"> ● Students share their ancestor acknowledgment with a partner 	10 mins
Slide 8/ Step 8	<p>Teacher Set-up:</p> <ol style="list-style-type: none"> 1. Students need access to computers and the internet. They will be researching an ancestor. 2. Students must research groups or individuals who are members of the constituency groups in Asian American, Pacific Islander, Black, Native American/American Indian, Arab American, Chicanx/Latinx Studies. 3. A white co-conspirator may be recognized but must be linked to a person of color and connected to the theme of the lesson. <p>Lead students through a process of self-reflection as stated in the slide:</p> <ul style="list-style-type: none"> ● How does this ancestor acknowledgement honor individuals or groups associated with Ethnic Studies? ● How does the ancestor acknowledgement support the ancestral knowledge, stories of self or cultures of people of color? 	10 mins

	<ul style="list-style-type: none"> How does the ancestor reflect the past and present struggles of people associated with Ethnic Studies? 	
Slide 9 Step 9	<p>Making your own ancestral acknowledgement</p> <ol style="list-style-type: none"> Students will design a slide for their selected ancestor. A slide should include the name of the ancestor. Write a short narrative (30-50 words) describing contributions this person made to the liberation stories of people in Ethnic Studies. Students should work individually. Students may need to research the selected ancestor prior to developing the narrative. Students will present their ancestor acknowledgement to the class and share the story of their selected ancestor, in a summary of about three minutes each. <p><i>Note: If their selected ancestor is native, the local tribes may be known by their colonized name and their contemporary one. This will take about 25-30 minutes depending on group size.</i></p>	30-60 minutes

C4: Conclusive Dialogue/Critical Circular Exchange

<p>Connection: How is this relevant to students? How is it relevant to the unit? How do you bring back to the PURPOSE of the unit?</p>	<ul style="list-style-type: none"> Post onto PowerPoint or Canva Present Ancestor Gallery Walk
	<p>Cahuilla Bird Songs: Maintain our connections to cultural and ancestral knowledge. The final slide is a tribute to the Cahuilla nation in A So CA/Inland Empire Bird Songs</p> <p>ASMDC.org video</p>

Assessment: How will the students be assessed?	Teacher developed rubric to assess the quality of the land acknowledgment
Evaluation: How will the effectiveness of this lesson plan be evaluated?	Student evaluation of the lesson

RESOURCES AND NOTES

- **Resources:**
 - **Elementary**
 - [This Land is My Land](#) by George Littlechild
 - [Honoring Our Ancestors](#) by Harriet Rohmer
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- **Worksheets and Handouts:** Include links here.

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