



LIBERATED ETHNIC STUDIES

MODEL CURRICULUM CONSORTIUM

Land Acknowledgement

Time: 1 ½ - 2 hours

Grade Level: 8-12

Purpose (What will students learn from this lesson? How does this lesson center the disciplines/people/perspectives of Ethnic Studies? How does the lesson decenter whiteness and focus on the experiences of people of color?)

Students deepen their understanding of Native American ideology, as they apply their critical consciousness to the development of a Land Acknowledgement. They will also recognize and respect the original stewards of the land and their responsibilities to the land. Students will also use their critical consciousness to demonstrate a relationship to the land, and to all living and nonliving inhabitants. This thinking will be highlighted in the students' Land Acknowledgement.

Enduring Understandings:

- The land, animals, plants, and people share a specific place.
- People have the responsibility to develop and sustain a reciprocal relationship of care and respect.
- Students deepen their critical consciousness and understanding of a Land Acknowledgment.

Essential Questions:

- Who are caretakers of the land?
- What are the responsibilities of land caretakers?
- When do we care for the land?
- How is everything on Earth related to everything else? Why is that important to understand?

Essential Skills:

- Students will share their personal experiences and stories, involving environmental issues. (such as recycling, etc.)
- Students will examine themes such as culture, environment, and relationship.
- Students will reflect (writing/drawing/speaking) about water/land and human impact.
- Students will research who the original inhabitants are for their Land Acknowledgement. The students may note that these original inhabitants may be known by their colonized names and their contemporary names.

Cultural Wealth (Yosso, p. 78):

- Social
- Familial
- Resistant

Restorative/Radical Healing Practices

- Critical Consciousness
- Demonstrated respect for land and all living/non living creatures
- Highlighting the original inhabitants of the land

Ethnic Studies Principles Alignment:

- 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.
- Connect ourselves to past and contemporary resistance movements that struggle for social justice on the global and local levels to ensure a truer democracy.
- Conceptualize, imagine, and build new possibilities for post-imperial life that promotes solidarity and collective narratives of transformative resistance, critical hope, and radical healing.

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)

History/Social Science Standards

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 :

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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.

Critical Vocabulary:

CRITICAL VOCABULARY	Definition and Rationale for choosing this word, phrase, or concept
Land Acknowledgement	A formal statement that recognizes and respects the indigenous people as traditional stewards of the land. An Acknowledgement of an enduring relationship that exists between the native people, their traditional language, and culture to these lands. This statement is an act of conciliation that recognizes the traditional land of the native people who have called and still call the land home before and after the arrival of settlers.
Critical Consciousness	The enhancement of one’s knowledge, awareness, and concern around a particular social and/or political issue in order to advance social change.
Reciprocal Relationships	A mutual exchange of energy and support between partners.

C1: Cultural Ritual and/or Energizer

Title of Cultural Ritual/Energizer: Perspective

STEP	DESCRIPTION	TIME
Slide 3	Reflection on What is a Land Acknowledgement	5 min
Slide 4	Land Acknowledgement: Take a few minutes to read the land acknowledgement on the slide.	5 min

Slide 5	<p>Ancestor Acknowledgment: Photo of the Burial Site of Antonio Garra</p> <p>Antonio Garra and a group of Cupeño/Kumeyaay warriors, challenging the failure of the California government to provide representation, but requiring taxation from native people, led a rebellion. Antonio was captured, executed and buried in the El Campo Santo Cemetery in San Diego.</p>	5-10 min
Slide 6	<p>Cultural Energizer Part 1: Perspective as per Gerald Clarke</p> <p>Read the information on Slide 6:</p> <ul style="list-style-type: none"> ● Basic understanding of Native American thought is the key to a students' educational journey. ● A students' awareness of "change" contributes both to their perspective and their journey. ● Students will develop a critical consciousness and demonstrate respect for the reciprocal relationship between Native people's language, culture, and land. Including water. ● Students will use critical consciousness and demonstrate respect when developing a Land Acknowledgement. 	2 min
Slide 7	<p>Cultural Energizer Part 2: Perspective as per Gerald Clarke</p> <p>Read the information on Slide 7, have student complete the following reflection:</p> <ul style="list-style-type: none"> ● Use three descriptive (adjectives) words to express your relationship to the land. ● Share with a neighbor. 	2 min
Slide 8	<p>"Perspective" as Gerald Clarke (Cahuilla artist & educator) states regarding Native American Art and Culture</p> <p>Gerald Clarke is a Cahuilla artist and Ethnic Studies Professor for UC Riverside. He takes his knowledge of his Cahuilla language and plants to demonstrate its beauty in his art. https://geraldclarkeart.com/sculpture</p>	5-10 min

C2: Critical Concepts

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

STEP	DESCRIPTION	TIME
Slide 9	What is a Land Acknowledgement?	2 min

	<ul style="list-style-type: none"> ● A Land Acknowledgement is a formal statement that recognizes and respects the indigenous peoples as traditional stewards of this land. ● The Land Acknowledgement honors the enduring relationship that exists between indigenous peoples and their traditional lands. ● The Land Acknowledgement is an act of conciliation distinguishing native people who have called and still call the land home from other settlers and guests on traditional lands. 	
Slide 10	<p>Why do we do a Land Acknowledgment?</p> <ul style="list-style-type: none"> ● To recognize the importance of the longstanding history that has brought us to reside on the lands of where Native people have long resided. ● To seek appreciation of your place within that history. ● Encourages individuals to think about what it means to occupy space on indigenous lands. ● To make a commitment to continuous education of educators and students of the Native American people within California. 	2 min
Slide 11	<p>Mindset (Native Ideology) A Land Acknowledgement is:</p> <ul style="list-style-type: none"> ● a sincere expression of gratitude and promise. ● not a formulaic recitation. <i>The delivery is important.</i> ● thoughtful, and not something you “just do” at the beginning of an event. ● a reflective process in which you build mindfulness and intention before walking into whatever gathering you are having. ● respectful to the local native community in which this gathering is taking place. Seek out their advice. <p>Note: Check with the institution for a native developed land acknowledgement or check with native community for advice.</p>	2 min
Slide 12	<p>Think-Pair</p> <p>To recognize the land is an expression of gratitude and appreciation to those whose homelands you are gathered on. This recognition encompasses the people, animals, and plants who have resided on the land from time immemorial.</p> <ul style="list-style-type: none"> ● It is important to realize the longstanding history that has brought you to reside on the lands, to situate yourself in the history of this land, and to appreciate 	5-10 min

	<p>your historical positionality. What does “here” mean to you?</p> <ul style="list-style-type: none"> It is also also important to think about what it means to occupy space on indigenous lands and to consider opportunities to contribute to its sustainability. What considerations do you think about when occupying your space? 	
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C3: Community Collaboration and/or Critical Cultural Production

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

STEP	DESCRIPTION	TIME
Slide 13	<p>Making Your Own Land Acknowledgement</p> <p>Begin by directing students to start with self-reflection (silent and no writing). Ask students to reflect on the process before starting to work on their land acknowledgment statement. The following questions are posted on the slide:</p> <ul style="list-style-type: none"> Why am I doing this land acknowledgment? <ul style="list-style-type: none"> If you’re hoping to inspire others to take action to support Indigenous communities, you’re on the right track. If you’re delivering a land acknowledgment because everyone else is doing it, more self-reflection is in order. What is my end goal? Respectfully acknowledging the land, the people, the animals, and plants will bring more awareness to reciprocation to your space. When will I have the largest impact? Think about your timing and audience, specifically. 	10 -15 min
Slide 14	<p>Developing the Land Acknowledgement</p> <ol style="list-style-type: none"> Students will develop a 3 - 5 minute land acknowledgement that will include the name of the local tribe or tribes*, and a call to action for future thought. Students should work individually or in groups of no 	30-35 min

	<p>more than three.</p> <ol style="list-style-type: none"> 3. Students will pick a site in the local community that their land acknowledgement will center. 4. Students need to research the local tribe and/or reach out to their education department to get more inside information on the site selected. 5. Students will post and present their Land Acknowledgement, using what they have been presented. <p>Note: the local tribes may be known by a colonized name or a contemporary self-determined one.</p>	
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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 Written Land Acknowledgement ● Gallery Walk for review ● Presentations of Land Acknowledgements
<p>Assessment: How will the students be assessed?</p>	<p>Teacher developed rubric to assess the quality of the land acknowledgment based on respect, thoughtfulness, and genuine acknowledgement of the natives of the land.</p>
<p>Evaluation: How will the effectiveness of this lesson plan be evaluated?</p>	<p>Land Acknowledgements will be respectful, thoughtful, and genuine.</p>

Lesson Plan Contributors: Mary Levi, Marty Meeden, Theresa Montaña