



## GeoCivics Lesson: *Whose Land Is It Anyway?*

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<b>Teacher(s): Z. Lewis &amp; L. Lane</b>	<b>Lesson title:</b> Whose Land Is It Anyway?	<b>Grade Level:</b> 6-8 Grades
<b>Notes:</b> This lesson builds on what students learned in Lesson about the Trail of Tears.		
<b>Pre-existing Knowledge:</b> Students will bring their understanding of the importance of their home. They will also need prior learning about the Trail of Tears (Lesson #1).		
<b>Overview of Content:</b> A land acknowledgement is a statement that is usually given at the beginning of an event or is published in printed form with the purpose of recognizing, respecting, and affirming the ongoing relationship between Indigenous People and the land. A Land Acknowledgement also has the purpose of raising awareness about the histories, experiences, and perspectives of Indigenous Peoples that are often suppressed or forgotten.  There are hundreds of Indigenous communities across the United States. Giving a land acknowledgement requires research and reflection to understand the historical and contemporary Indigenous communities having a relationship with the land. A land acknowledgement can be a few sentences or several pages. It is important that the statement honors and names the communities, and recognizes the occupied or unceded nature and history of the land. What many Indigenous people want from a land acknowledgment is, first, a clear statement that the land needs to be restored to the Indigenous nation or nations that previously had sovereignty over the land.		
<b>Purpose - What students learn will learn:</b> Students will learn about what a land acknowledgement is and why it is essential to indigenous cultures. They will also learn about how their own school location is connected to Indigenous Peoples of the past and how they can create a land acknowledgment to acknowledge this relationship.		

**National & State Social Studies Standard(s):**

**National Social Studies Standard:**

- 10. CIVIC IDEALS AND PRACTICES Theme

Students learn by experience how to participate in community service and political activities and how to use democratic processes to influence public policy.

**Oklahoma Social Studies Standards - US History:**

- 8.8 The student will examine the political, economic, social, and geographic changes that occurred during the period of westward expansion.

**National & State Geography Standard(s):**

- **National Geography Standards:**

The World in Spatial Terms: 1. How to use maps and other geographic representations, geospatial technologies and spatial thinking to understand and communicate information.

**Oklahoma State Geography Standards: World Geography - WG**

- WG.1 The student will use maps and other geographic representations, tools and technologies to acquire, research, process, and solve problems from a spatial perspective.

**ELA Standard:**

- Informational Text: Integration of Knowledge and Ideas: 6.RI.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- Research to Build and Present Knowledge: 6.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

**ISTE Teacher or Student Standard:**

- Teacher 2.6 Facilitator: Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.
- Student 1.6 Creative Communicator: Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

**Language Functions:**

- Inquiry/Seeking Information: Student uses language to observe and explore the environment, acquire information, inquire.
- Analyzing: Student uses language to separate whole into parts, identify relationships and patterns.

**Culturally Responsive Lesson Strategies:**

- **HIGHER ORDER THINKING:** Lesson/Assignment provides avenues for students to engage in higher cognitive processing, applying learning to big-picture analysis and creative applications for learning.
- **SOCIAL JUSTICE:** Lesson/Assignment provides avenues for students to connect learning to social, political, or environmental concerns that affect them and their lives and enact change.
- **VOICE:** Lesson/Assignment allows places for students to work together cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs with the instructor and each other.

**Objective(s):**

- SWBAT describe the importance of land acknowledgement by conducting research from multiple sources, including examining maps, reading articles, and viewing videos.
- SWBAT interact with a digital map in order to create a greater understanding of their community and its past inhabitants.
- SWBAT collaborate to create a land acknowledgement for their own school location and share it out with others.
- SWBAT inform others about what a land acknowledgement is, who it involves, where, how and why it happens.

**SIOP**

SIOP Elements		
<b>Preparation</b>  Adapting content <b>Linking to background</b> <b>Linking to past learning</b> Strategies used	<b>Scaffolding</b>  <b>Modeling</b> <b>Guided practice</b> Independent practice <b>Comprehensible input</b>	<b>Grouping Option</b>  <b>Whole class</b> Small groups <b>Partners</b> <b>Independent</b>
<b>Integrating Processes</b>  <b>Reading</b> <b>Writing</b> <b>Speaking</b> <b>Listening</b>	<b>Application</b>  <b>Hands-On</b> <b>Meaningful</b> <b>Linked to objectives</b> <b>Promotes engagement</b>	<b>Assessment</b>  <b>Individual</b> Group <b>Written</b> <b>Oral</b>

**Evidence of Mastery**

**Formative Assessment:**

**(EXPLAIN)** Students share out their learning/understanding about land acknowledgment by sharing their responses on their 5 W's and H graphic organizer, and the teacher uses a second copy of the Concept Map Template to record student learning and understanding.

**Summative Assessment:**

**(EVALUATE)** Students prepare and give a presentation to another class of students that explains the 5 W's and H (Who, What, When, Where, Why, and How) about Land Acknowledgement and includes an example of a land acknowledgement by sharing the one created by the class. The Land Acknowledgement Rubric (located in the Lesson Materials Document) is used to assess the students' presentations.

**Key vocabulary:**

- **Land Acknowledgement:** a formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationship that exists between Indigenous Peoples and their traditional territories.
- **Civic Engagement:** “Civic engagement involves “working to make a difference in the civic life of one’s community and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.”<sup>1</sup> Civic engagement includes both paid and unpaid forms of political activism, environmentalism, and community and national service.<sup>2</sup> Volunteering, national service, and service-learning are all forms of civic engagement.” -- *Youth.org*

**Materials:**

- Small sheets of paper for students to write their responses on for the classroom graffiti wall (2 per student)
- Tape or sticky tack for attaching the paper sheets onto the graffiti wall
- Classroom wall or board space for creating a classroom Graffiti Wall
- 2 copies of the Concept Map Template (Formative Assessment) (in Lesson Materials Document)
- Video: *In Our Voices: Land Acknowledgement* (2:45) [In Our Voices: Land Acknowledgement](#)
- Copies of the 5 W and H (Who, What, Where, When, Why, How) graphic organizer Handout- one per student (in Lesson Materials Document)
- Sample of a completed 5W and H (Who, What, Where, When, Why, How) graphic organizer (in Lesson Materials Document)
- Video: *#Honor Native Land* (4:05) [#HonorNativeLand](#)
- Video: *Land Acknowledgement* (5:12) [Land Acknowledgement](#)
- Video: *Indigenous Voices -- Land Acknowledgement* (2:45) (link in Sources)
- Student access to internet to conduct research
- Website: *Native Land Digital* for locating the Indigenous People who occupied different lands in the past : <https://native-land.ca/>
- Land Acknowledgement Presentation Rubric (in Lesson Materials Document)

**Sources:**

- Land Acknowledgement Information:  
<https://nai.msu.edu/about/guide-to-land-acknowledgements/>  
[https://search.yahoo.com/search;\\_ylt=Awr9\\_V7TSshkb3c8NmtXNyoA;\\_ylu=Y29sbwNncTEEcG9zAzEEdnRpZAMEc2VjA3Fydw--?type=E211US714G0&fr=mcafee&ei=UTF-8&p=what+is+a+land+acknowledgement+and+why+is+it+important+to+indigenous+people&fr2=12642](https://search.yahoo.com/search;_ylt=Awr9_V7TSshkb3c8NmtXNyoA;_ylu=Y29sbwNncTEEcG9zAzEEdnRpZAMEc2VjA3Fydw--?type=E211US714G0&fr=mcafee&ei=UTF-8&p=what+is+a+land+acknowledgement+and+why+is+it+important+to+indigenous+people&fr2=12642)
- Land Acknowledgement info:  
<https://www.northwestern.edu/native-american-and-indigenous-peoples/about/Land%20Acknowledgement.html>
- Video: *#Honor Native Land*: <https://www.youtube.com/watch?v=ETOhNzBsiKA&t=110s>
- Video: *Land Acknowledgement*: <https://www.youtube.com/watch?v=YoQaH9XCV9Q>
- Video: *In Our Voices: Land Acknowledgement* (2:45)  
[https://www.youtube.com/watch?v=\\_HtG7j19na4](https://www.youtube.com/watch?v=_HtG7j19na4)
- Article: A Guide to Indigenous Land Acknowledgement:  
<https://nativegov.org/news/a-guide-to-indigenous-land-acknowledgment/>

- Online resource- Website: Native Land Digital: <https://native-land.ca/>

## Engage

### Teacher Will: (Hook).

1. The teacher will explain to the class that they are going to create a Graffiti Wall (a cooperative engagement activity where students write or visually represent their ideas about a topic on a shared space in the classroom.)
2. The teacher will pass out two small pieces of paper to each student and tell them first to write down what they know about the geographic location of their home.
3. Then, on the second piece of paper, ask them to write how they would feel if they were forcibly moved to a different location. How would they feel if then, their home was occupied by another family?

**Note:** for students needing language or writing support, they can draw images to illustrate what they know and/or work with a partner to help them write down what they know in words.

4. The teacher will then have the students come up one at a time to tape or stick their papers onto a designated wall or board in the classroom to create the graffiti wall and will have the students share out what they have put onto their papers with the whole class.
5. The teacher will then ask students if they have ever heard the term *Land Acknowledgement*.
6. The teacher will use the [Concept Map template](#) (in Lesson Materials Document) to record students' prior knowledge of land acknowledgement .

### Student Will:

- 2 & 3. Reflect on and then write down responses to questions asked by the teacher (using words and/or images) on pieces of paper. (Students in need of language/writing support can work with a partner for support to complete their papers.)  
**(Preparation: Linking to Background)**  
**(Integrating Processes: Listening/Writing)**  
**(Grouping: Individual or Partner)**
4. Attach their papers to the classroom graffiti wall and share out their responses to the whole class.  
**(Application: Promotes Engagement)**  
**(Integrating Processes: Speaking/Listening)**  
**(Grouping: Whole Class)**  
**(Assessment: Individual/Written)**
5. Students will respond to questions.
6. Students will participate in creating the concept map by responding with any information they know about land acknowledgements.

## Explore:

### Teacher Will:

### Student Will:

**IQ #1: *What connections can be made between the Trail of Tears and acknowledging indigenous lands?***

**NOTE:** Strategically pair students with a partner/s to provide language and/or learning support as needed.

1. The teacher will then summarize accurate key points identified on the graffiti wall about what a land acknowledgement is and about the geographic location of their school, and will then post on the graffiti wall the official definition of the vocabulary term: land acknowledgement, and have students compare this to their own posted descriptions of the term.

**(Scaffolding: Comprehensible Input)**

2. The teacher will then show the video: [In Our Voices: Land Acknowledgement](#) and engage the students in a class discussion of what they learned about land acknowledgement from an Indigenous perspective and have them compare and contrast this with their graffiti wall information.
3. The teacher will ask the students to reflect on what they learned in the prior Trail of Tears lesson (or what they know about the Trail of Tears) and then ask Inquiry question #1: *What connections can be made between the Trail of Tears and acknowledging indigenous lands?* and have students Think/Pair/Share their response to the question with their partner/s and then share out with the whole class.
4. The teachers will then display an example of a completed graphic organizer by showing the [Sample 5W and H \(Who, What, Where, When, Why, How\) graphic organizer](#) and explain and show students how they are to fill out and complete their own graphic organizer by writing down what they know about: *Who is involved,*

1. Reflect on the teacher's summarization about what a land acknowledgement is and read and reflect on the official definition presented by the teacher and think about how this compares to their own posted description.

**(Grouping: Whole class)**

**(Integrated Processes: Listening/Reading)**

2. View the video *In Our Voices: Land Acknowledgement* and participate in a class discussion of how this compares and contrasts with their graffiti wall information.

**(Integrating Processes: Speaking/Listening)**

**(Grouping: Whole Class)**

3. Think about what they have learned/know about the Trail of Tears and then work with their partner/s to Think/Pair/Share their response to the Inquiry question: *"What connections can be made between the Trail of Tears and acknowledging indigenous lands?"* (Note: As needed, students can use the Trail of Tears timeline they created in lesson 1 as support). Students will then share their responses with the whole class.

**(Preparation: Linking to Past Learning)**

**(Grouping: Partners/Whole Class)**

**(Integrating Processes: Speaking/Listening)**

4. Observe how to complete the graphic organizer shown by the teacher.

*What it is about, Where and When it takes place, and Why and How a land acknowledgement is done.*

**(Scaffolding: Modeling)**

5. The teacher will then pass out copies of the 5W and H (Who, What, Where, When, Why, How) graphic organizer to students and show the 2 videos: #Honor Native Land: #HonorNativeLand and Land Acknowledgement: Land Acknowledgement and provide time for students to work with their partners to complete the 5 W's and H graphic organizer, writing down the Who, What, Where, When, Why and How about land acknowledgment.

5. Then watch the two land acknowledgement videos presented by the teacher and work with their partners to complete the graphic organizer using the information they have gained from the videos and from class discussions. (Note: students can also refer to the class graffiti wall for support if needed)

**(Integrating Processes: Speaking/Listening/ Writing) (Grouping: Partners) (Application: Linked to objectives)**

### Explain - Formative Assessment

#### Teacher Will:

1. Formative Assessment: The students will share their 5 W's and H graphic organizers with the class, talking about how they have responded to the Who, What, Where, When, Why and How about land acknowledgement. The teacher will use a second copy of the Concept Map template (in Lesson Materials Document) to record students' learning and understanding about land acknowledgement (Formative Assessment).
2. Teacher will lead a class discussion to summarize and to clarify any information if needed about what a land acknowledgement is and how it is created and used.

**(Scaffolding: Comprehensible Input)**

#### Student Will:

1. Work with their partners to present their responses written on their 5 W's and H graphic organizer regarding what they know about a land acknowledgement.
2. They will then engage in a class discussion to summarize and clarify any misinformation about land acknowledgement.

**(Assessment: Partners/Oral)**

**(Integrating Processes: Reading/Speaking/ Listening) (Grouping: Partners/Whole class)**

**(Application: Promotes engagement/ meaningful/Linked to objectives)**

### Elaborate



**Teacher Will:**

**Q #2: *In what ways are land acknowledgements essential to indigenous culture?***

**NOTE:** The teacher will strategically pair students with a partner/s to provide language and/or learning support as needed.

1. The teacher will pose the following questions to the students: *What if land acknowledgments were forbidden? What if indigenous people were never introduced to land acknowledgments? Why is land acknowledgement essential to their culture?* Then tell students to work together to answer these questions and then to talk about their own beliefs about the importance of land and place, and share their thinking with the whole class.
2. Introduce the term civic engagement. Ask students to reflect on what that means *to them*. Then, ask how it could relate to land acknowledgements.
3. The teacher will then talk with the students about how they could create a land acknowledgement of the land where their school is located and ask what they would need to know in order to be able to do that. The class will discuss the need to research the land where their school is located and learn about the Indigenous People who had occupied this area in the past. The teacher will introduce the class to the Native Land Digital Website using the link: [Native-Land.ca](https://www.native-land.ca) and use it to locate information about which Indigenous Peoples had occupied the land where their school is located.
4. The teacher will provide the class with a link to the Article: A Guide to Indigenous Land Acknowledgement: A guide to Indigenous land acknowledgment - Native Governance Center for partners to engage in research on how to create a land acknowledgement and then will direct the

**Student Will:**

1. Participate in think-pair-share with their table partners to respond to the questions asked by the teacher and also talk about their own beliefs about the importance of land and place. Students will then share their thoughts with the whole class.  
**(Grouping: Partner/Whole Class)**  
**(Preparation: Linking to Background/ Linking to past learning)**
2. Use what they have learned about land acknowledgement to participate in a class discussion of how they could create one for the land where their school is located. The students will then use the Native Land Digital Website to research and learn about what Indigenous Peoples had occupied their school area in the past.  
**(Grouping: Whole Class)**  
**(Application: Meaningful)**
3. Read the article: [A Guide to Indigenous Land Acknowledgement](#), to learn about [how a land acknowledgement can be created](#) and engage in a class discussion of how they can create a land acknowledgement of their school location.
4. They will then work with the teacher and fellow students to create a land acknowledgement that can be shared out with others at the school.  
**(Application: Promotes engagement/ Meaningful) (Grouping: Whole Class/partners) (Integrating Processes:**



<p>class on how they could create a land acknowledgement of their school location.</p> <p>5. The teacher will then provide time for students to engage in their research and then, as a whole class, work together to create a land acknowledgement which they can share out with their school community.</p> <p><b>(Scaffolding: Guided Practice)</b></p>	<p><b>Reading/Writing/ Listening/Speaking)</b></p>
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**Evaluate - Summative Assessment**

<p><b>Teacher Will:</b></p> <ol style="list-style-type: none"> <li>1. Tell the students that they will now have an opportunity to share what they have learned about land acknowledgement by sharing the 5 W's and H of land acknowledgement along with presenting their school the land acknowledgement that they have created by sharing it out with their school community. They are to work with their partners to prepare a presentation that they will give to another classroom of students at their school. They will have a choice about how they will present the information - using digital media, creating a chart, showing/projecting visual images, etc.</li> <li>2. The teacher will make arrangements with fellow school personnel for the students to give their presentations, and will provide time for the students to work with their partners to prepare their presentation and give them copies of the <u>Land Acknowledgement Presentation Rubric to use</u> as a guide in preparing their presentation. The teacher could also invite city officials to come and attend the students' presentations. When the students give their presentations, the teacher will use the <u>Land Acknowledgement Presentation Rubric to assess the students' learning.</u></li> </ol>	<p><b>Student Will:</b></p> <ol style="list-style-type: none"> <li>2. Students will work with their partners to prepare a presentation designed to inform other students at the school about the 5 W's and H of land acknowledgement and to share out the classes' school land acknowledgement with the school community. They will use the <u>Land Acknowledgement Presentation Rubric</u> as a guide for what to include in their presentation. When their presentations are ready, each set of student partners will give their presentations to another classroom of students.</li> </ol> <p><b>(Application: Hands On/Meaningful)</b>  <b>(Assessment: Individual/Oral)</b>  <b>(Grouping: Partners) (Integrating Processes: Reading/Writing/Speaking)</b></p>
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**Extensions:** To extend their learning, the students could research another area that they are familiar with and learn about the Indigenous People who occupied that land and then use what they have learned to create their own land acknowledgment for that place. They could then contact local people in that place and arrange an opportunity to share their land acknowledgment with people living there.