



## GeoCivics Lesson: *This Land, Our Land*

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<b>Teacher(s): Nedre White</b>	<b>Lesson Title:</b> This Land, Our Land	<b>Grade Level:</b> 2nd
<b>Notes:</b> N/A		
<b>Pre-existing Knowledge:</b> Students already have knowledge about land because of where they live. They know that there are many things on the land that they live on, such as houses, stores, trees, etc.		
<b>Overview of Content:</b> In 1810, the United States increased in population. The Federal government wanted to have more land because of the Western Expansion. The United States thought that they had a right to the land because of the belief in Manifest Destiny. In order to fulfill their belief, they forced the Indigenous People off their lands. This was called the Indian Removal Act of (1820-1850). Also, some Indigenous People were forced to live on reservations. This was a tragedy to the Indigenous People. Indigenous People today are trying to reclaim their land. We as a people can help by acknowledging the land that belongs to the Indigenous People. By acknowledging the land, this shows respect and honor for the Indigenous People of the land on which we work and live. We are also acknowledging the truth of American History.		
<b>Native People vs. Non-Native People Perspectives:</b> “Native people think of land as life. Non-natives think of it as power and money. There’s a big difference right there,” Begay said. “(Native people) are caretakers of the land and they’re only borrowing it for their next generations. It’s not something they possess, it’s something they pass on.” Indigenous people across the US want their land back - and the movement is gaining momentum.” -- <a href="https://news.wttw.com/2021/11/25/return-most-federal-land-native-americans-op-ed-argues">https://news.wttw.com/2021/11/25/return-most-federal-land-native-americans-op-ed-argues</a>		
<b>Land Acknowledgement:</b> “A Land Acknowledgement is a public statement that recognizes the Indigenous people who originally inhabited the land/s where we now live, or work, or attend an event of some kind.” -- <a href="https://www.npr.org/2023/03/15/1160204144/indigenous-land-acknowledgments#:~:text=NASA%2FGetty%20Images-,A%20land%20acknowledgment%20is%20a%20statement%20before%20an%20event%20recognizing,rel">https://www.npr.org/2023/03/15/1160204144/indigenous-land-acknowledgments#:~:text=NASA%2FGetty%20Images-,A%20land%20acknowledgment%20is%20a%20statement%20before%20an%20event%20recognizing,rel</a>		

[eased%20by%20NASA%20in%202003.&text=Land%20acknowledgments%20have%20become%20increasingly%20common%20nationwide%20over%20the%20past%20few%20years](#)

**Purpose: *What will students learn?***

Students will gain an understanding about what happened to Indigenous People and how they were removed from their lands as a result of Westward Expansion. They will learn how the land where they are now once belonged to Indigenous People and will learn how to develop a land acknowledgment to show honor and respect for Indigenous People and their lands.

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

**National Social Studies Standard:**

- CIVIC IDEALS AND PRACTICES --[NSS-C.K-4.2](#) VALUES AND PRINCIPLES OF DEMOCRACY

**Arizona Social Studies Standards:**

- **DISCIPLINARY SKILLS AND PROCESSES:**

Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.  
2.SP3.5 Ask and answer questions about explanations and arguments.

- **History**

H2: Cycles of conflict and cooperation have shaped relations among people, places and end environments. Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

2.H3.1 Generate questions about the institutions and belief systems of different societies. Key concepts include but are not limited to religion, governments, economic systems, and education

- **Civics**

C2: Citizens have individual rights, roles, and responsibilities

C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect, including knowledge about law, politics, and government are essential to effective citizenship.

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

**National Geography Standard(s):**

**Element 1:** The World in Spatial Terms.

- 1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

**Element 2:** Places and Regions

- 4. The physical and human characteristics of places

**AZ STATE 2nd Grade Geography Standard:**

**Global interconnections and spatial patterns are a necessary part of geographic reasoning.**

- 2.G4.1 Identify different physical and cultural regions in the world.

**ELA Standards:** (To teach/review and support emergent multilinguals (EMLs) English language development):

- 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate

understanding of key details in a text.

- 2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- 2.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- 2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- 2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**ISTE Teacher and/or Student Standard:**

**Teacher:** 2.6. Facilitator- Teachers facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.

**Language Functions:**

- Summarizing and Informing - Students are given opportunities to summarize their learning and communicate their thinking and understanding to others.
- Analyzing -Students use language to analyze components.
- Inferring, Predicting, Hypothesizing - Students infer and hypothesize how the loss of their lands impacted Indigenous Peoples.
- Justifying and Persuading - Students use language to communicate how we can acknowledge, honor, and respect Indigenous Peoples and their lands.

**Culturally Responsive Lesson Strategies:**

VOICE - Students work together cooperatively in the lesson to share their thinking and learning.

HIGHER ORDER THINKING - Students are given an opportunity for higher order application and creative thinking to create their own land acknowledgement.

CONNECTION - Lesson incorporates real-life connections and representations from Indigenous Peoples' cultures and life experiences.

SOCIAL JUSTICE - Lesson provides an avenue to connect learning to social concerns relevant to the students and to enact change.

**Objective(s):**

- Students will be able to describe indigenous relationships to the land (“The Loss of Native American Lands Within the U.S. Every Year.”)
- Students will be able to read, view, analyze, and discuss different videos to understand the problems that the Indigenous People had with the land.
- Students will be able to develop a land acknowledgement to support Indigenous people.

**SIOP (highlight one or more SIOP elements you will include in your lesson plan to support EMLs)**

SIOP Elements

<b>Preparation</b> Adapting content <b>Linking to background</b> Linking to past learning Strategies used	<b>Scaffolding</b> <b>Modeling</b> <b>Guided practice</b> <b>Independent practice</b> Comprehensible input	<b>Grouping Option</b> <b>Whole class</b> Small groups Partners Independent
<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> Linked to objectives Promotes engagement	<b>Assessment</b> <b>Individual</b> Group <b>Written</b> <b>Oral</b>

### Evidence of Mastery (Measurable):

#### Formative:

Teacher observations made during student discussions and activities, and recorded on Discussion Checklists.

#### Summative:

1. Students will take a Vocabulary Test to assess the vocabulary words learned about the Indigenous land.
2. Students will write about their learning from the lesson using the Response Sheet to answer the question: "Why do you think the indigenous people should get their land back?"
3. Students will develop a land acknowledgment and then as a class they will choose the best land acknowledgement to present to the class and to the school. (Note: The acknowledgement could be recited each day over the school intercom.) (See the Land Acknowledgement Rubric below.)

#### Land Acknowledgement Rubric

Levels of Accomplishment	Criteria	Points
<b>Exceeds Expectations</b>	Land acknowledgement is complete and includes a strong introduction statement, strongly stated opinion, and provides multiple reasons that support the opinion. It incorporates simple and compound sentence structures and accurately uses many linking words (e.g., because, and, also). It fully describes the order of events using multiple transition words (e.g. first, next, then, last). It uses many highly descriptive words that match thinking, feeling, and action, and ends with a closing statement that summarizes the acknowledgement clearly and thoroughly.	4
<b>Meets Expectations</b>	Land acknowledgement is complete, and includes an introduction statement, an opinion statement, and at least one reason to support	3

	the opinion. The writing attempts to incorporate varied sentence structures, and uses a few linking words correctly (e.g., because, and, also). It describes the order of events using a few transition words (e.g. first, next, then, last). It attempts to use descriptive words that match thinking, feeling, and action, and ends with a clearly stated closing statement.	
<b>Approaches Expectations</b>	Land Acknowledgement is somewhat complete but written only with teacher's support.	2
<b>Fails to Meet Expectations</b>	Did not attempt to write.	1

### Key vocabulary

- **Assimilation**- attempt to destroy traditional indigenous culture to fit into another culture.
- **Allotment**- to divide something for a specific purpose.
- **Relocation**- move to a different place.
- **Self- Determination**-keep trying
- **Activism**-fighting for a social change.
- **Sovereignty** -the authority of a state to govern another state.

### Materials

- Video Read aloud of book - *We Are Still Here*, by Traci Sorell - <https://youtu.be/Nm8UXaV-EZo>
- Sentence Starter list for discussion of *We Are Still Here*- Handouts
- Engage Discussion Checklist
- Explore Discussion Checklist
- YouTube Videos:
  - “Native Indigenous lands”  
<https://youtu.be/mkb0SvKlceM>
  - “The Loss of Native American Lands Within the U.S. Every Year.”  
<https://youtu.be/Zadq5dl2G8Q>
  - “HonorNativeLand” (Us. Department of Arts and Culture)  
<https://youtu.be/ETOhNzBsiKA>
- Student Response Sheet-Handout
- Vocabulary Test - Handouts
- Examples of Land Acknowledgements-Handouts
- Land Acknowledgement Guidelines-Handouts
- Written Land Acknowledgement-Handouts
- paper, pencils and crayons
- [United States \(with state names\)](#) Map-Handouts

## Sources:

- Video Read aloud of book - *We Are Still Here*, by Traci Sorell - <https://youtu.be/Nm8UXaV-EZo>
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<https://youtu.be/mkb0SvKlceM>
  - “The Loss of Native American Lands Within the U.S. Every Year.”  
<https://youtu.be/Zadq5dl2G8Q>
  - “HonorNativeLand” (Us. Department of Arts and Culture)  
<https://youtu.be/ETOhNzBsiKA>
- Native Land Digital website: <https://native-land.ca/>
- The United States (with state names) Map <http://geoalliance.asu.edu/sites/default/files/maps/US-NAMES.pdf>
- Les Begay quote: <https://news.wttw.com/2021/11/25/return-most-federal-land-native-americans-op-ed-argues#:~:text=Non-natives%20think%20of%20it%20as%20power%20and%20money.,something%20they%20possess%20C%20it%E2%80%99s%20something%20they%20pass%20on.%E2%80%9D>
- Examples of Land Acknowledgements:  
<http://www.landacknowledgements.com/land-acknowledgements-examples>  
[https://images.search.yahoo.com/images/view: ylt=Awrq0jWlBkRf4CW8\\_IzbfK; ylu=c2VjA3NyBHNsawNpbWcEb2lkA2MwZTM0MzImMDBiMzRlMzhiMDC5YzIzOWFIZWQxNmQ0Bgdwb3MDNORpdANiaW5n?back=https%3A%2F%2Fimages.search.yahoo.com%2Fsearch%2Fimages%3Fp%3Dland%2Backnowledgement%2Bexamples%2Bcopyright%2Bfree%26e%3DUtE-8%26fr%3Dmcafee%26fr2%3Dp%253A%252Cv%253A%252Cm%253A%26tab%3Dorganic%26ri%3D5&w=716&h=572&imgurl=diverse.unm.edu%2Fassets%2Fimg%2Fland-acknowledgement-graphic.png&url=http%3A%2F%2Fdiverse.unm.edu%2Fabout%2Fland-acknowledgement.html&size=837.6KB&p=land+acknowledgement+examples+copyright+free&old=c0e3439f0c34c38b079c239a9bed16d4&fr2=p%3As%2Cv%3AI%2Cm%3Asb-top&fr=mcafee&tt=Land+Acknowledgement+%3A%3A+Division+for+Equity+and+Inclusion+%7C+The+University+of+New+Mexico&b=0&ni=140&no=5&ts=&tab=organic&sig=OWOObb0UJoh&sigb=GCuL4EYUn4A&sigi=U3mkl\\_qWE0ic&igt=0X3r7\\_KkpdK&crumb=ziizC5njXh&fr=mcafee&fr2=p%3As%2Cv%3AI%2Cm%3Asb-top](https://images.search.yahoo.com/images/view: ylt=Awrq0jWlBkRf4CW8_IzbfK; ylu=c2VjA3NyBHNsawNpbWcEb2lkA2MwZTM0MzImMDBiMzRlMzhiMDC5YzIzOWFIZWQxNmQ0Bgdwb3MDNORpdANiaW5n?back=https%3A%2F%2Fimages.search.yahoo.com%2Fsearch%2Fimages%3Fp%3Dland%2Backnowledgement%2Bexamples%2Bcopyright%2Bfree%26e%3DUtE-8%26fr%3Dmcafee%26fr2%3Dp%253A%252Cv%253A%252Cm%253A%26tab%3Dorganic%26ri%3D5&w=716&h=572&imgurl=diverse.unm.edu%2Fassets%2Fimg%2Fland-acknowledgement-graphic.png&url=http%3A%2F%2Fdiverse.unm.edu%2Fabout%2Fland-acknowledgement.html&size=837.6KB&p=land+acknowledgement+examples+copyright+free&old=c0e3439f0c34c38b079c239a9bed16d4&fr2=p%3As%2Cv%3AI%2Cm%3Asb-top&fr=mcafee&tt=Land+Acknowledgement+%3A%3A+Division+for+Equity+and+Inclusion+%7C+The+University+of+New+Mexico&b=0&ni=140&no=5&ts=&tab=organic&sig=OWOObb0UJoh&sigb=GCuL4EYUn4A&sigi=U3mkl_qWE0ic&igt=0X3r7_KkpdK&crumb=ziizC5njXh&fr=mcafee&fr2=p%3As%2Cv%3AI%2Cm%3Asb-top)
- Educator’s Blog: Land Acknowledgments as a Tool Towards Social Justice in Your Classroom - Teaching about Land Acknowledgments in Your Classroom or Community:  
<https://www.smithsonianmag.com/blogs/national-museum-american-indian/2021/11/08/educators-blog-land-acknowledgments-as-a-tool-towards-social-justice-in-your-classroom/>

## Engage

### Teacher Will: (Hook).

1. Intentionally pair students with peers to provide support for ELL/SPED/GIFTED students as needed. **(Grouping Options: Partners)**
2. Tell the students that they will Think-Pair-Share with partners their thoughts and answers to the following questions: *“If someone took something from you that belonged to you, would you want it back? What about if it was your home? What are some reasons why people might leave their homes? How would you feel if this happened to you?”* **(Preparation: Linking to Background Knowledge)**

### The Student Will:

2. Think-Pair-Share with partners their answers to the questions asked by the teacher. Students needing language support may choose to draw their responses to the questions. Afterwards the students will then share out their responses with the whole class.

Have the students share out their experiences/thoughts with the whole class.

**(Grouping Options: Whole Class) (Integrating Processes: Listening/Speaking)**

**Introduce the Vocabulary Words:**

3. The teacher will introduce the key vocabulary words and let students know that these are important words they will hear in the story, *We Are Still Here* (Link - <https://youtu.be/Nm8UXaV-EZo>)
4. The teacher will write each word on the board, go over each word by saying the word aloud, and have the students repeat and clap out the words. The teacher will then talk with the students about the meaning of each of the words.

**Watch the book Video “We Are Still Here”.**

1. Show the Video of the teacher reading the book *We Are Still Here*. Tell the class that as they watch it, when they hear the phrase, “We are still here” they will all repeat the phrase together as a class.
2. The teacher will pause the video along the way to discuss the content and encourage students to talk about what they are seeing and hearing and ask questions about things they are wondering about.

Key points to discuss:

Indigenous People are native to North America. When White people from Europe settled in North America, many of the Indigenous Peoples were forced to leave their land and relocate to other areas. Many of their native lands were divided up and allotted to white people. The Indigenous People were also forced to assimilate to the White people’s ways of living. As a result of all this, Indigenous People have worked hard to push back and regain their sovereignty and self-determination. The Native People’s activism over the years have included many things - stopping the removal of their children, banning laws that took away

4. See how each word is written, listen to the teacher say each word and repeat the word afterwards and clap out the word by syllables.

1. While watching the video, as the students hear the phrase “We are still here”, they will repeat it together as a class with the teacher.
2. When the teacher pauses the video, the students will listen and talk about what they are seeing and thinking about the story and ask questions about what they are wondering about.

religious freedom, supporting native businesses, preserving native culture and languages.

3. After watching the video, the teacher will ask the following questions and have the students discuss their thinking with their partners and then share out to the whole class. To support the students' responses, the teacher will provide each group of students with a list of sentence starters that they will use to help them answer the questions.
  - a. *"Why do you think the Author wrote, We are still Here?"*
  - b. *"Do you think indigenous people exist today?"*
  - c. *"Can you retell something that you heard?"*
  - d. *What are your feelings about what you heard?"*

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

4. As students share out their responses to the questions, the teacher will observe the students' responses and record them using the Engage Discussion Checklist. (Formative Assessment **(Assessment: Oral)**)
5. Teacher will revisit the vocabulary words by giving each group a word to talk about. Students will *write down the word and definition and draw a picture showing the meaning of the word.* As the groups work, the teacher will rotate around to each group, checking in and providing support as needed to ensure they have written down the definition correctly and have a meaningful picture to share out. Each group will then share their words, definitions, and pictures with the whole class.

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

3. After watching the video, students will respond to the teacher's questions using the sentence frames provided to discuss the video content with partners and share out with the whole class.

5. Students will meet in small groups and talk together about the vocabulary word they are given. They will write down the word and definition and then draw a picture to help them remember the meaning of the word. The groups will then share out their words, definitions, and pictures with the whole class.

**Explore**



**IQ #1: What impacts did Westward Expansion have on indigenous peoples?**

**Teacher Will:**

1. Intentionally pair students with peers to provide support for students as needed.
2. Referring back to the story "*We Are Still Here*", the teacher will explain to the students about a time in the history of us country called the Westward Expansion and will talk about how this impacted the Indigenous People living here at that time, leading to the loss of their lands.

The teacher will remind students of their Engage Activity question and ask them to share with their partners how they said they would feel if someone took something of theirs away from them and would they want it back.

**(Grouping Options: Partners)**

3. The teacher will then share videos (below) with the students to help them understand what happened with the indigenous peoples' lands.
4. Show videos: "Native Indigenous lands" and "The Loss of Native American Lands Within the U.S. Every Year." *The teacher will have students respond to the following question with their partners and then share out with the whole class. Question: How did you feel after watching the videos?*
5. The teacher will give students a copy of the United States (with state names) map and then reshoot the video. As the students watch the video, the teacher will pause and guide students to use the video to fill in their maps to show where in the different states' indigenous people were located. After completing the video and their maps, the teacher will ask the students: "*What did you notice about the map?*" "*What can it tell us?*"

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

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

**Student Will:**

2. Think-Pair-share with partners their feelings about how it makes them feel when something is taken away from them and how they think the Indigenous People would have felt when they lost their lands during the Westward Expansion. Then share out with the whole class their thoughts about what happened to the Indigenous People.

4. Watch the videos and then Pair-Share how they felt after watching the videos and share out their feelings with the whole class.

5. Rewatch the video and use it to fill in their maps to show where in different states Indigenous People were located before the Westward Expansion occurred. Students will then pair-share with partners and then the whole class telling what they notice about the map and what it tells us.

## Explain - Formative Assessment

### Teacher Will:

1. Intentionally pair students with peers to provide support for students as needed.
2. The teacher will have the students think/pair/share about what has been learned so far in the lesson, and encourage students to ask questions about what they are wondering about.

The teacher will ask the following questions to guide their discussion:

*“What did you observe about the maps?”*

*“What do you think happened to the land the indigenous people were on originally?”*

*“Where did they have to go as a result of Western Expansion?”*

**(Scaffolding: Guided Practice)**

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

The teacher will record student responses using the Explain Discussion Checklist

(Formative Assessment) **(Assessment: Oral)**

### Student Will:

2. Think-Pair-Share with partners what they have learned so far from the lesson and what questions they have at this time. They will also respond to the teacher’s questions, and share out their thinking with the whole class.

## Elaborate

### Teacher Will:

**IQ #2: In what ways can we honor the indigenous peoples’ loss of land?**

1. Intentionally pair students with peers to provide support for students as needed.
2. Teacher will ask students if they know what a land acknowledgement is and then will show some examples of land acknowledgements and have students read through them and discuss together what they notice and what they understand a Land Acknowledge is.

**(Prep: Linking to background)**

### Student Will:

2. Collaboratively respond to the questions with their partner/s and will then read through the examples of Land Acknowledgements provided by the teacher. They will then talk together about what they see in the statements and what they now understand about what a Land Acknowledgement is.

3. The teacher will ask students, “Why would someone present a land acknowledgement? Let’s find out!”
4. The teacher will then show the video: “Honor Native Land” (US. Department of Arts and Culture).
5. After watching the video, the teacher will ask, “Do you know what indigenous land you are on?” and will introduce and use the Native Land Digital website: <https://native-land.ca/> to share what native land the school is on.  
**(Application: Meaningful)**
6. The teacher will ask students, “How can we help honor indigenous people with respect to their land?” and then let students discuss their thoughts in small groups and share out with the class.  
**(Grouping Options: Small Group)**
7. The teacher will then explain to students that they can help out by acknowledging the land that they are on by creating their own land acknowledgement. The teacher will then share examples of land acknowledgments and have students work together in groups to study the components that make up a land acknowledgement.
8. The teacher will then go over the Land Acknowledgement Guidelines handout for students to see how to create their own land acknowledgement including going over the Land Acknowledgement Rubric to use as a guide when creating their own, and then will provide time for students to complete their own Written Land Acknowledgement handout.  
**(Scaffolding: Guided Practice)**  
**(Grouping Options: Small Group)**  
**(Application: Hands On)**

4. Students will watch the video and share their thinking about why someone would present a land acknowledgement.
  5. Students will engage with the whole class in a discussion of what native land their school is on.
  6. In small groups students will discuss their responses to the question, “How can we help honor indigenous people with respect to their land?”, and then share out their responses to the whole class.
  7. In groups students will study examples of land acknowledgements and identify key parts/components that are used to make up a land acknowledgement statement. They will share out their thinking with the whole class and engage in a discussion of how to create their own land acknowledgment using the guidelines provided by the teacher.
  8. Students will work in groups to develop a land acknowledgement using the guidelines provided by the teacher. Each group will share theirs with the whole class.
- Later the students will be given the opportunity to read their land acknowledgement over the intercom to the whole school.

**Evaluate - Summative Assessment**

**Teacher Will:**

1. Teacher will pass out the Vocabulary Test to assess students' learning of the vocabulary words about the indigenous land. The teacher can read aloud the words and/or definitions on the test page as added support for students who need it.  
**(Assessment: Individual/Written)**
2. The teacher will then give each student a Response Sheet and have the students write a response to the question: "Why do you think the Indigenous People should get their land back?" The teacher can strategically pair students as needed to support students' collaboration on completing this summative assessment.  
**(Assessment: Written)**

**Student Will:**

1. Take the vocabulary test and turn it in for grading.
2. Use the Response Sheet to respond in writing to the teacher's question about why they think the Indigenous People should get their land back. Students can work independently or with a partner for support when needed to answer the question. If needed, the teacher can also have a student give his/her answer orally and provide help to write it down in words or can have the student answer the question by drawing pictures rather than using words.

**Extensions:**

Extended Questions to be Researched:

- **What are the Basic Values and Principles of American Democracy?**
- **Why is it important for Americans to share certain values, principles, and beliefs?**
- **What are the benefits of diversity in the United States?**
- **How should conflicts about diversity be prevented or managed?**
- **How can people work together to promote the values and principles of American democracy?**

Students could be encouraged to share their land acknowledgments with their parents and families and to go out into their communities with their parents and make their communities aware of the land belonging to indigenous people and how we should honor and respect them.