



Land Acknowledgement Workshop

Organization:

Title: Land Acknowledgement Workshop

Summary: Students learn how to construct a meaningful, personalized land acknowledgement in which they articulate the ways in which they are actively working towards reconciliation and striving to live in reciprocity with the land in a manner that will protect it for the next 7 generations. As an extension, students learn about the centrality of holism and interdependence to Indigenous ways of knowing and being.

Big Idea: Big Idea B. Indigenous Knowledge is Place-Based: *Indigenous knowledge varies according to the land a group is situated on and the ways in which they interact with it.*

Inquiry Question: Inquiry Question 2. What does it mean to say that Indigenous knowledge is place-based?

Duration: 1 Class Period

Learning Environment: Classroom, outdoor

Season: All

Materials:

- Land Acknowledgement Teacher Backgrounder.pdf
- Pre-Contact Map.pdf
- Territorial Acknowledgements: Going Beyond the Script:
<https://www.youtube.com/watch?v=yXYhBml2c2I>
- Land Acknowledgement Creation.pptx
- Video-Land Acknowledgements: Uncovering an Oral History of Tkaronto:
<https://www.youtube.com/watch?v=voXySM-knRc>
- Holism and Interdependence Activity.pdf

Meta Data:

Content Type: Activity

Bundle: IK

Theme: Indigenous Knowledge Systems

Subject Area: Environmental Education, Geography, History, Outdoor Education, Science, Social Studies

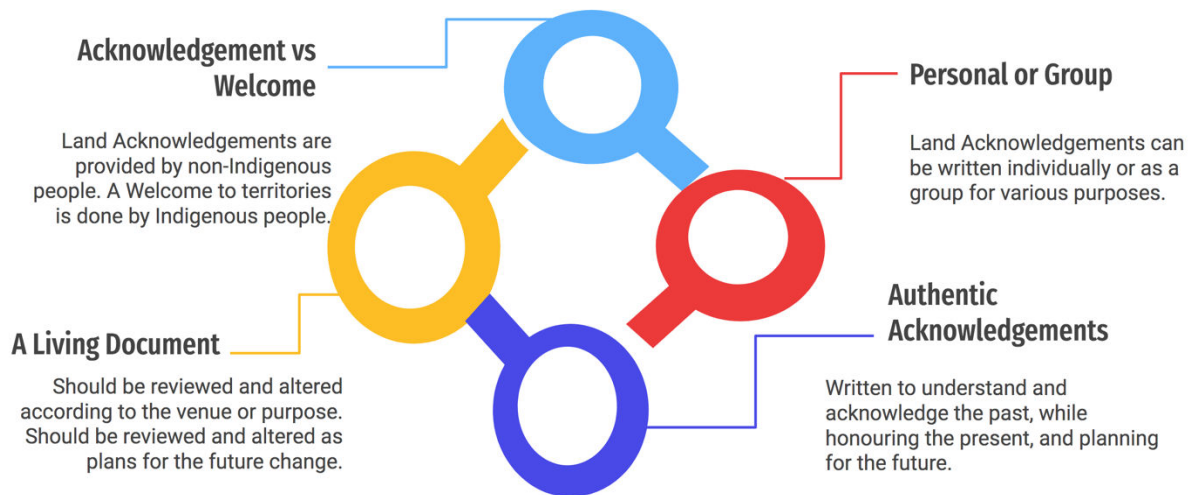
Curriculum Focus: 7-10

- Teacher begins by familiarizing themselves with the intent and purpose of land acknowledgements by reviewing **Land Acknowledgements Teacher Backgrounder.pdf**.
- Next, the teacher shows students a precontact map (found in **Pre-Contact Map.pdf**) that includes the pre-contact location of Indigenous groups on Turtle Island from time immemorial.

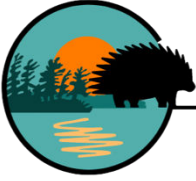


- Teachers can then discuss the process of colonization and local treaties significant to this area.
- The teacher can then ask students what they know about land acknowledgements and why they think they are (or are not) important.
- Next, the teacher can show students the following video depicting the importance of land acknowledgements: Territorial Acknowledgements: Going Beyond the Script: <https://www.youtube.com/watch?v=yXYhBml2c2I>
- Teachers can then lead students through PPT found in **Land Acknowledgement Creation.ppt**.
- Teachers then discuss with students the qualities of a good land acknowledgement and things to consider by looking at and discussing the following graphic.

Land Acknowledgement Knowledge



- Students watch the following video as an exemplar of a meaningful land acknowledgement: Land Acknowledgements: Uncovering an Oral History of Tkaronto: <https://www.youtube.com/watch?v=voXySM-knRc>
- Teachers discuss with students' ways in which the process of reciting land acknowledgements can be made more meaningful. As mentioned above, it is important to reflect on what we are doing in our daily lives (beyond our land acknowledgement) to contribute to reconciliation.
- Students practice writing their own land-acknowledgement.



Extension: Holism and Interdependence

- Using the worksheet in **Holism and Interdependence.pdf** the teacher runs through an activity that teaches about the ideology of interconnectedness and holism. In the activity, students are each given a ball of yarn and asked to wrap it around objects they are connected to (it is OK if participants' yarns overlaps with one another's). The point of this activity is to show how humans are interconnected with all biotic and abiotic elements in the natural world. This activity reminds us of the relationship of reciprocity with the land disrupted by colonization.