




# Acknowledging the Territory

## LEARNING ACTIVITY #1: Write a Class Territory Acknowledgement

 <b>Overview</b>	Students will spend time collaboratively writing a territory acknowledgement. This lesson would likely be part of ongoing conversations about how to tend and relate to the land, and how to acknowledge the traditional territory in a meaningful way.
 <b>Materials</b>	<ul style="list-style-type: none"> <li>• Access to these maps: <a href="#">First Peoples' Map of BC</a>, <a href="#">BC Assembly of First Nations</a>, or <a href="#">Native Land</a></li> <li>• Story from your local Nation</li> <li>• Chromebooks</li> <li>• Whiteboard</li> <li>• Paper, pencils</li> </ul>
 <b>Time</b>	45 minutes

As a class, discuss some of the following ideas; this discussion could be done inside your classroom or outside in a circle after a walk together.

- 1. What is the traditional territory of the land we are on?** Find out the history of the people who have lived on the land since time immemorial with these maps: [First Peoples' Map of BC](#), [BC Assembly of First Nations](#), or [Native Land](#).
- 2. Share a story** from the Nation whose land you are on. Connect with your school's Indigenous Education Coordinator for more information if necessary.
- 3. Unpack a territory acknowledgement.** According to the First Nations Education Steering Committee (FNESC), "An acknowledgment is an act of respect of local First Nations and their traditional territories. It is a recognition of their presence on the land in the past, present and future."
  - a. Look at your local school district website for an acknowledgment.
  - b. Unpack unfamiliar words, decide which ones resonate with your students, and brainstorm any important ideas to include.
  - c. Research any relevant history of the Nation. Review several examples. Here is an example of an acknowledgment from [Delta School District](#).
- 4. Create an acknowledgement with your class.**
  - a. Review several examples to establish the format and the key ideas in a standard acknowledgement.
  - b. As a class or in small groups, have students draft their own acknowledgements.
  - c. As a class, find the important, common components.
  - d. Combine them to develop one as a class.
- 5. Display** the final territory acknowledgement inside your classroom!

**SEASONALITY:**    

This lesson can be done at any time of year, but having this conversation at the beginning of the school year or garden season is recommended to ground and contextualize future activities.

### Additional Resources about Territory Acknowledgements:




1. For more information about what goes into a territory acknowledgement, [Native-Land](#) has a wonderful resource page.
2. FNESC has created a [BC First Nations Land, Title, and Governance Teacher Resource Guide](#), which includes an introduction to help "[facilitate] the respectful and meaningful inclusion of Indigenous knowledge and perspectives in the classroom."
3. Check out the [BCTF article](#): "The art and heart of land acknowledgments" by Carol Arnold.

### CREDITS

This lesson was developed by [Addie de Candole](#). Addie is a teacher and works for [Farm to School BC/PHABC](#). She is a third generation settler of European and South American ancestry and was involved with the [Skeetchestn Community Food Forest](#) at its inception as the [Kamloops Community Animator](#). She resides on the traditional and unceded territory of the [Secwepemc Nation](#).

# Acknowledging the Territory

## LEARNING ACTIVITY #2: Sharing the Territory Acknowledgement

 Overview	Students will spend time brainstorming how to bring the class' territory acknowledgement into a garden or outdoor space. This lesson would likely be part of ongoing conversations about how to tend and relate to the land.
 Materials	<ul style="list-style-type: none"> <li>• Stones or rocks</li> <li>• Poster paper, markers, paper, pencil crayons, laminator, etc.</li> </ul>
 Time	45 minutes

**SEASONALITY:**    

This lesson can be done at any time of year, but having this conversation at the beginning of the school year or garden season is recommended to ground and contextualize future activities.

### 1. Share the Territory Acknowledgment in a hands-on way.

A territory acknowledgement is one way to demonstrate respect for the history of the land, and the peoples who cared for this land. Using the acknowledgement that was developed as a class, any information that was gathered, and any special conversations that were had, brainstorm how to share the acknowledgment.

### 2. Activities to create in the outdoor space/garden:

- Painted stepping or decorative stones.
- Drawings of important historical events or information displayed in the garden.
- One large sign as you enter the space and/or several signs of important Indigenous plants (see Lesson #5).

### Curricular Connections

The K-12 curricular connections listed below are not exhaustive, but reflect the main subject areas that align with this lesson. Extension activities could also be included in PHE (healthy living), Math (counting, measuring), ADST (food studies), and Science (plant growth, experiments).

<b>Arts</b>	<p><b>Visual arts:</b> Elements of design: line, shape, space, texture, colour, form (visual arts); principles of design: pattern, repetition, balance, contrast, emphasis, rhythm (visual arts), variety (K-8)</p> <p><b>Grade 4:</b> Traditional and contemporary Aboriginal arts and arts-making processes</p>
<b>ELA</b>	<p><b>Kindergarten:</b> Explore oral storytelling processes</p> <p><b>Grade 3:</b> Develop awareness of how story in First Peoples cultures connects people to land</p> <p><b>Grade 9:</b> Recognize the influence of place in First Peoples and other Canadian texts</p>
<b>Social Studies</b>	<p><b>Grade 2:</b> Diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture</p> <p><b>Grade 5:</b> First Peoples land ownership and use</p> <p><b>Grade 7:</b> Social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas</p> <p><b>BC First Peoples, Grade 12:</b> Traditional territories of the B.C. First Nations and relationships with the land</p>

#### Additional Resources about Territory Acknowledgements:

There are many more gardening ideas in FNEESC's resource, [In Our Own Words - Bringing Authentic First Peoples Content to the K-3 Classroom](#), specifically Unit 2: Gifts from the Earth (p. 51-76).