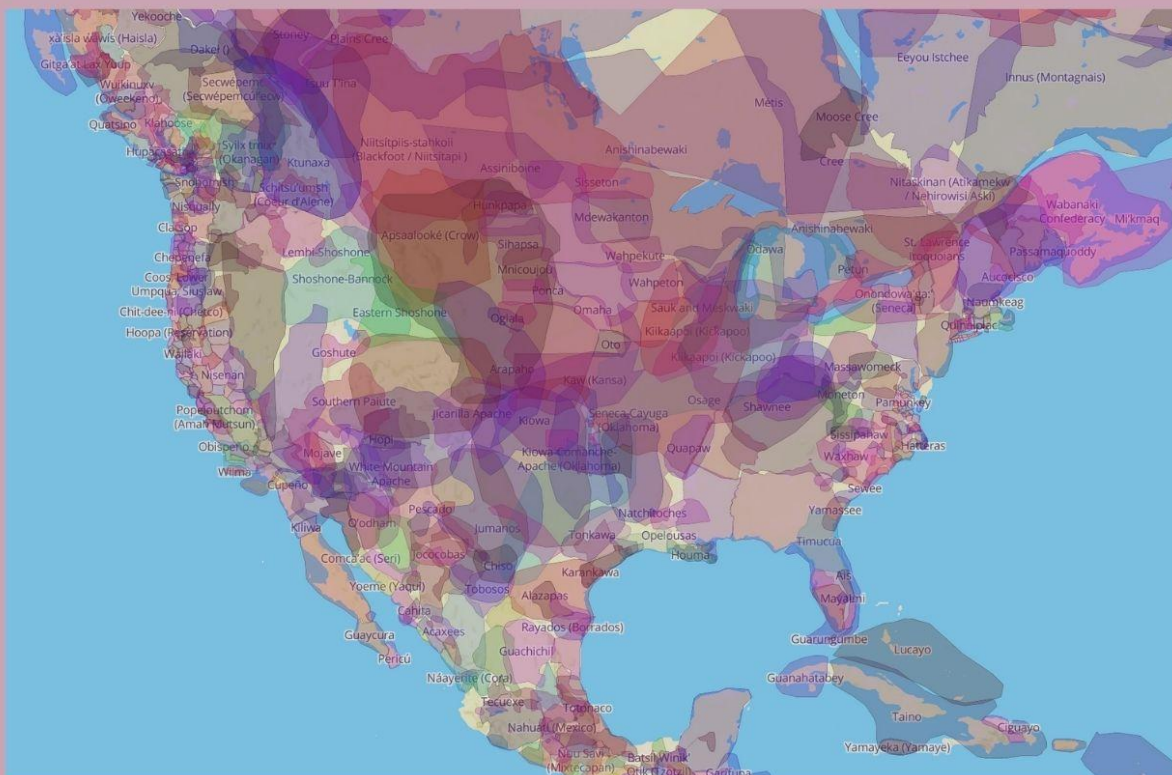
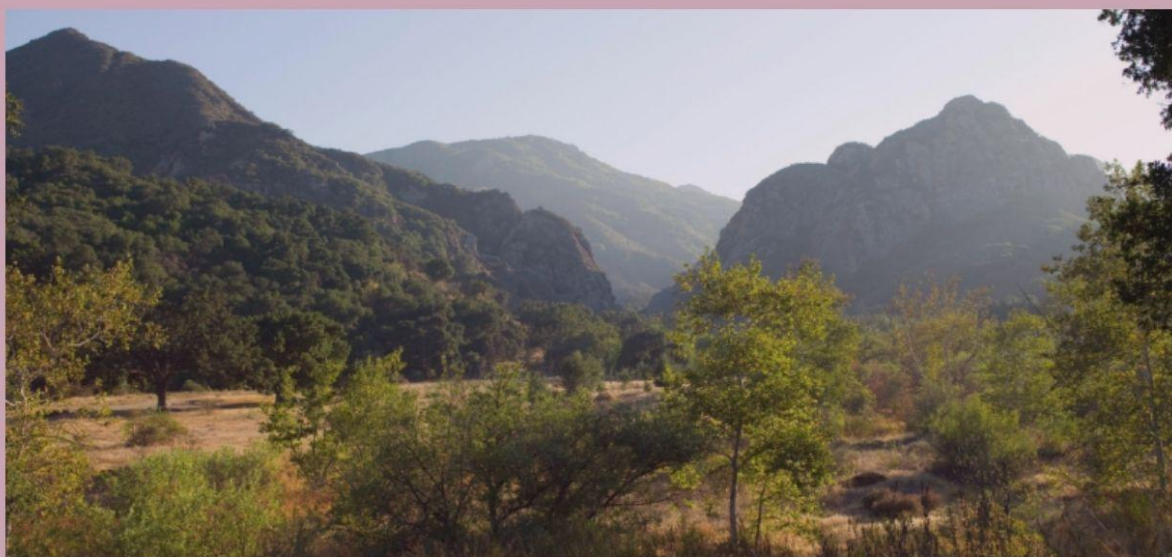


CALIFORNIA

Native American Studies

MODEL CURRICULUM



NASMC
Native American
Studies
Model Curriculum

Land Acknowledgements: Honoring CA Native Land and People Unit

Grade Level: 3rd-5th Grade

Subjects: Social Studies, English Language Arts

Acknowledgment: Resources from this unit and lesson plans come from California Indian Culture and Sovereignty Center.

Materials Needed:

- Computers for each student
- Student Learning Worksheets
- Computer with internet access and projector
- Whiteboard and markers
- Chart paper and markers
- Notebooks or journals
- Art supplies

Curriculum Themes: (check all that apply)

- ☒ History
- ☒ Cultural Strengths
- ☒ Law/Government
- ☒ Relationship to Place
- ☒ Cross Curricular Integration

Unit Authors and Researchers

This unit was researched, authored, and edited by the California Indian Culture and Sovereignty Center, California Indian Museum and Cultural Center, California Indian Education for All, and the San Diego County Office of Education. Key writers and researchers of this unit are Dr. Joely Proudfit, Nicole Lim, Jayden Lim, Taylor Melgoza, and Dr. Staci Block. The unit resources were designed and created from funding through the California Department of Education's Native American Studies Model Curriculum grant and contract.

California Native American Studies Model Curriculum

The California Native American Studies Model Curriculum (NASMC) will support the design and development of open-source lesson plans, primary source documents, planning resources, teaching strategies, and professional development activities to assist California K-12 educators in teaching about California Native American Studies. Per AB 167, the NASMC is defined as lesson plans, primary source documents, planning resources, teaching strategies, and professional development activities to assist educators in teaching about Native American Studies. Resources from this unit and lesson plans come from California Indian Culture and Sovereignty Center.

Land Acknowledgment Toolkit for Educators: <https://www.csusm.edu/cicsc/land.pdf>

Unit Objectives:

- Demonstrate understanding of land acknowledgments by explaining their historical and cultural significance.
- Identify and analyze the traditional stewards of the land in their local area through research and reflection.
- Engage respectfully and collaboratively with local tribal communities, incorporating Indigenous voices and perspectives into their project work.
- Apply culturally responsive and ethical practices when representing Indigenous histories and communities.
- Critically evaluate the purpose and impact of land acknowledgments, identifying limitations and proposing meaningful actions that extend beyond symbolic recognition.
- Create a project (e.g., multimedia presentation, written report, or creative piece) that reflects informed, respectful, and action-oriented engagement with the concept of land acknowledgment.
- Present their work to peers and/or the wider school or community audience, fostering awareness and encouraging ongoing dialogue around Indigenous sovereignty and presence.

- Reflect on their learning journey, including challenges, insights, and personal growth related to Indigenous history, land, and responsibility.
- Students will learn about the Indigenous nations and communities whose ancestral territories they currently live and learn on.
- Students will deepen their understanding of place, sovereignty, and the impacts of colonization.

Background for Educators

Essential Understandings of California Indian History and Culture

- ☒ Essential Understanding 1: Great Diversity Among Tribes ([EU1 Video](#)) https://bit.ly/NASMC_EU1
- ☒ Essential Understanding 2: Diversity Among Identity ([EU2 Video](#)) https://bit.ly/NASMC_EU2
- ☒ Essential Understanding 3: Native Traditional Beliefs ([EU3 Video](#)) https://bit.ly/NASMC_EU3
- ☒ Essential Understanding 4: Policies that Affected Tribes ([EU4 Video](#)) https://bit.ly/NASMC_EU4
- ☐ Essential Understanding 5: Reservations ([EU5 Video](#)) https://bit.ly/NASMC_EU5
- ☒ Essential Understanding 6: History from a California Indian Perspective ([EU6 Video](#)) https://bit.ly/NASMC_EU6
- ☐ Essential Understanding 7: Tribes Have Sovereign Powers ([EU7 Video](#)) https://bit.ly/NASMC_EU7

Overview

This unit explores the meaning, purpose, and impact of land acknowledgments, guiding students through a process of critical inquiry, local research, and community engagement. It encourages learners to investigate the histories and ongoing presence of tribal communities in their region, collaborate respectfully with local tribal communities, and reflect on their own roles in acknowledging and addressing historical and contemporary injustices. Through a culminating project, students move beyond symbolic gestures to create meaningful, action-oriented work that honors Indigenous sovereignty and fosters deeper understanding and responsibility. Students will develop a foundational understanding of what land acknowledgments are and why they matter. Through historical research, critical discussions, and case studies, students will explore the origins, purpose, and contemporary use of land acknowledgments, recognizing them as more than symbolic gestures but as opportunities to honor the histories, cultures, and sovereignty of Indigenous peoples. Students will investigate the traditional stewards of the land where their school or community is located, using digital mapping tools, archival sources, and Indigenous-led resources to identify the specific tribal nations connected to their region. Building on this knowledge, the second phase emphasizes relationship-building with local tribal communities. Students will learn about respectful engagement practices, Indigenous protocols, and the importance of listening to and centering Native voices in their work. They will explore ways to collaborate with tribal leaders, cultural educators, and knowledge keepers to ensure their projects reflect authenticity, respect, and reciprocity. These first two lessons lay the groundwork for deeper, more responsible inquiry, preparing students to move beyond acknowledgment and toward meaningful, action-oriented projects that reflect both learning and allyship.

Core Themes:

- History and sovereignty
- Cultural strengths and Indigenous knowledge systems
- Culturally Relevant Terminology
- Tribal Nations and Political Identity

Students Will:

- Examine the historical and cultural context of land acknowledgments, exploring their purpose, evolution, and use in schools, government, and public institutions.
- Research and identify the Indigenous peoples whose ancestral lands they currently inhabit, developing an awareness of local histories and the importance of place-based recognition.
- Learn how to engage respectfully with Native communities by studying communication protocols, cultural values, and tribal sovereignty



- Incorporate Indigenous perspectives into their understanding of local history, recognizing the value of collaboration, relationship-building, and community consultation.
- Critically analyze the limitations of land acknowledgments when they are not accompanied by meaningful action or institutional accountability.
- Explore ways to support Native communities through advocacy, education, policy change, and other forms of active allyship, moving toward justice and systemic awareness.
- Synthesize their learning in a culminating project that reflects thoughtful engagement with Indigenous histories, cultures, and current issues.
- Present their projects to an audience, demonstrating research-based understanding, cultural respect, and a commitment to sustaining awareness and allyship beyond the classroom.

Lesson Highlights:

Lesson 1: Understanding Land Acknowledgments

- Students will examine the historical and cultural significance of land acknowledgments and analyze their use in educational and public settings.
- Students will identify the Indigenous peoples whose ancestral lands they occupy and begin to explore the importance of recognizing those connections.

Lesson 2: Collaborating with Local Tribal Communities

- Students will learn and apply respectful communication protocols when engaging with local California tribal communities.
- Students will incorporate Indigenous voices, perspectives, and feedback into their understanding and representation of local histories and cultures.

Lesson 3: Moving Beyond Land Acknowledgments

- Students will critically evaluate the limitations of land acknowledgments when not paired with action or accountability.
- Students will explore tangible ways to support Indigenous communities and advocate for justice beyond symbolic statements.

Lesson 4: Project-Based Learning on Land Acknowledgments

- Students will design and complete a project that reflects their learning about land, Indigenous presence, and community responsibility.
- Students will present their work to an audience, demonstrating respectful engagement, informed research, and a commitment to ongoing learning and allyship.

Pedagogical Approach:

Each lesson follows a 5E learning model—Engage, Explore, Explain, Elaborate, Evaluate—and includes:

- Video-based storytelling from Native voices
- Hands-on activities and group projects
- Scaffolded strategies for differentiation
- Formative and summative assessments
- Emphasis on respect, reciprocity, and reverence in learning



Land Acknowledgements: Honoring CA Native Land and People Unit

Lesson 1: Understanding Land Acknowledgments

Grade Level: 3rd – 5th Grades

Subject Area: Social Studies, Civic Engagement

Duration: Two 60-minute sessions

Acknowledgment: Resources from this unit and lesson plans come from California Indian Culture and Sovereignty Center.

Learning Objectives

- Students will understand the concept of land acknowledgments and their purpose in recognizing Indigenous peoples and their ancestral lands.
 - Students will understand what a land acknowledgment is and why it is important.
 - Students will learn about Indigenous peoples, their histories, and their connections to the land.
 - Students will collaboratively create a land acknowledgment for their school or classroom.
 - Students will reflect on the significance of recognizing Indigenous peoples and their territories.
 - Students will gain knowledge about the local Indigenous tribes' cultural practices, history, and contributions.
 - Students will understand the importance of building respectful relationships with tribal communities.
-

Materials

- CA Indian Culture and Sovereignty Land Acknowledgement Toolkit
 - Projector for visuals and videos (optional)
 - Chart paper and markers
 - Blank map of local Indigenous territories (use resources like [Native Land](http://native-land.ca/)) <http://native-land.ca/>
 - Student journals or notebooks
-

Curriculum Themes: (check all that apply)

- ☒ History
 - ☐ Cultural Strengths
 - ☒ Law/Government
 - ☒ Relationship to Place
 - ☒ Cross Curricular Integration
-

Instructional Standards:

California History-Social Science Standards:

3.2: Students describe the American Indian nations in their local region long ago and in the recent past.

4.1: Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.

5.9: Students know the ways in which citizens can participate in improving their communities and importance of doing so.

Common Core Standards:

CCSS.ELA-LITERACY.SL.3.1-5.1: Engage effectively in a range of collaborative discussions with diverse partners on grade-level topics and texts.



Lesson Plan

Engage (15 minutes)

Activate prior knowledge and introduce the concept of land acknowledgments.

1. **Discussion Starter:**
 - Ask: “What do you know about the land we live on? Who lived here before us?”
 - Encourage students to share what they know about local Indigenous groups.
2. **Activity:**
 - Show a short video or visual (e.g., from [Native Land](http://native-land.ca/)) to introduce Indigenous territories near your school.
 - <http://native-land.ca/>
3. **Guiding Questions:**
 - Why might it be important to recognize the history of the land we are on?
 - What does it mean to “acknowledge” something?

Scaffolding:

- Provide sentence starters like “I think land acknowledgment means...”
 - Use visuals or maps to make abstract concepts more concrete.
-

Explore (30 minutes)

Investigate the purpose and structure of land acknowledgments.

1. **Small Group Activity:**
 - Distribute the toolkit excerpt on land acknowledgments.
 - Assign each group a section to read and discuss (e.g., “What is a land acknowledgment?”, “Why do we recognize the land?”, “How to create one?”).
2. **Group Work:**
 - Each group summarizes their section and shares with the class.
3. **Hands-On Activity:**
 - Provide a blank map of local Indigenous territories and ask students to identify which groups are connected to the area.

Scaffolding:

- Assign roles within groups (reader, summarizer, presenter) to ensure participation.
 - Provide vocabulary support (e.g., definitions for “acknowledgment,” “territory,” “Indigenous”).
-

Explain (20 minutes)

Synthesize learning and connect it to students’ understanding of community.

1. **Class Discussion:**
 - Facilitate a conversation about the importance of land acknowledgments:
 - Why are they meaningful?
 - How can they help us build respect and understanding?
2. **Anchor Chart:**
 - Create a class chart summarizing the key components of a land acknowledgment:
 - Who (tribal nations)
 - What (their connection to the land)
 - Why (the purpose of acknowledgment)

Scaffolding:

- Use sentence frames for responses: “A land acknowledgment is important because...”
-

Elaborate (30 minutes)

Apply knowledge by creating a meaningful land acknowledgment.

1. Group Project:

- In small groups, students brainstorm how the class can learn from local tribal communities. The group can write their idea on poster paper.
- Encourage students to include:
 - Recognition of local tribes.
 - Gratitude for the land and its history.
 - A commitment to learning more about Indigenous cultures.

2. Creative Presentation:

Groups can choose how to present their posters (e.g., written statement, poster, or spoken presentation).

Evaluate (20 minutes)

Reflect on the process and importance of land acknowledgments.

1. Reflection Questions:

- Why is it important to recognize the land and its history?
- How does this activity change how you think about the place where we live?

Scaffolding:

- Provide sentence starters for reflections: “I learned that...” or “This is important because...”

Assessment

- **Formative:** Participation in discussions, group work, and map activity.
- **Summative:** Group-created land acknowledgment and reflection responses.

Extension

1. **Field Trip:** Visit a local Indigenous cultural site or museum.
2. **Research Project:** Have students investigate the history of an Indigenous tribe in their area.
3. **Community Engagement:** Invite a tribal leader or representative to speak to the class.

Land Acknowledgements: Honoring CA Native Land and People Unit

Lesson 2: Collaborating with Local Tribal Communities

Grade Level: 3rd – 5th Grades

Subject Area: Social Studies, English Language Arts, Science

Duration: 2-3 Weeks (with specific sessions for preparation, collaboration, and reflection)

Acknowledgment: Resources from this unit and lesson plans come from California Indian Culture and Sovereignty Center..

Learning Objectives

- Students will gain knowledge about the local Indigenous tribes' cultural practices, history, and contributions.
 - Students will understand the importance of building respectful relationships with tribal communities.
 - Students will participate in hands-on activities with local tribal members (e.g., storytelling, art, or land stewardship).
 - Students will reflect on their experiences and document their learning through journals or creative projects.
 - Students will create and present a final project (e.g., a mural, storybook, or conservation plan) that highlights their learning and collaboration with the tribal community.
-

Materials

- CA Indian Culture and Sovereignty Land Acknowledgement Toolkit
 - Projector for videos or visual presentations
 - Chart paper and markers
 - Art supplies (e.g., paints, brushes, paper)
 - Journals or notebooks for reflections
 - Contact information for local tribal representatives
 - Resources for cultural research (books, articles, videos)
-

Curriculum Themes: (check all that apply)

- ☒ History
 - ☒ Cultural Strengths
 - ☐ Law/Government
 - ☒ Relationship to Place
 - ☒ Cross Curricular Integration
-

Instructional Standards:

California History-Social Science Standards:

- **3.2:** Students describe the American Indian nations in their local region long ago and in the recent past.
- **4.1:** Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.
- **5.9:** Students know the ways in which citizens can participate in improving their communities and the importance of doing so.

Common Core Standards:

- **CCSS.ELA-LITERACY.SL.3.1-5.1:** Engage effectively in collaborative discussions.
- **CCSS.ELA-LITERACY.W.4.7-5.7:** Conduct short research projects that build knowledge through investigation of different aspects of a topic.



Next Generation Science Standards (NGSS):

- **5-ESS3-1:** Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Lesson Plan

Preparation (2 Sessions)

Students will learn about the local Indigenous community, their history, and their cultural practices.

1. **Introduce Local Tribal History:**
 - Provide an overview of the Indigenous communities connected to the school's region.
 - Use maps, timelines, and videos to explore their history, traditions, and current contributions.
2. **Introduce Extension Ideas:**
 - Discuss the collaboration activities (e.g., storytelling workshops, land stewardship projects, or cultural art). Explain how these activities connect to the local Indigenous community.
3. **Prepare Questions and Materials:**
 - Have students brainstorm questions for their tribal collaborators.
 - Prepare tools, such as templates for documenting interviews or sketching designs for art projects.

Scaffolding:

- Provide sentence starters for questions: "What inspired this tradition?" "How do you connect with the land today?"
 - Share examples of similar collaborative projects to inspire students.
-

Collaboration (2-3 Sessions)

Students will participate in activities led by tribal members and actively engage in cultural practices.

1. **Storytelling Workshop** (or alternative activity):
 - Tribal members share traditional stories, explaining their meaning and significance.
 - Students practice storytelling by writing their own stories inspired by the workshop.
2. **Land Stewardship Project:**
 - Collaborate with tribal members to restore native plants, clean a site, or learn sustainable gardening techniques.
 - Students document the activity by writing journal entries or creating "before and after" visuals.
3. **Cultural Art Collaboration:**
 - Work with a tribal artist to create a mural, sculpture, or traditional craft project.
 - Students contribute to the design process and help with the artwork.

Scaffolding:

- Assign student roles for group projects (e.g., note-taker, artist, organizer).
 - Use graphic organizers to help students track what they learn during the sessions.
-

Reflection and Synthesis (2 Sessions)

Students will reflect on what they learned and present their projects to the class or community.

1. **Class Reflection:**
 - Facilitate a discussion with guiding questions:
 - "What was the most meaningful thing you learned?"
 - "How has your understanding of Indigenous cultures changed?"
2. **Student Presentations:**
 - Each group presents their project, such as:
 - A storybook inspired by the storytelling workshop.



- A visual presentation of their land stewardship experience.
- A mural unveiling with a description of the design process.

3. Community Event (Optional):

- Invite tribal members to a presentation or celebration where students showcase their work.

Scaffolding:

- Provide a presentation checklist:
 - Did you explain the purpose of your project?
 - Did you include what you learned from the collaboration?
- Use sentence frames:
 - “This project taught me that...”
 - “I was surprised to learn...”

Assessment

- 1. Formative:**
 - Observe participation during workshops, group discussions, and collaboration activities.
 - Review journal entries or graphic organizers for comprehension and engagement.
- 2. Summative:**
 - Evaluate the final project for depth of understanding, creativity, and effort.
 - Assess presentation skills and ability to articulate the importance of the collaboration.

Extensions

- 1. Create a Digital Archive:**
 - Record interviews, document projects, and compile student reflections into a digital archive to share with the school and tribal community.
 - 2. Ongoing Partnership:**
 - Establish a long-term collaboration with the local tribe for annual events, field trips, or cultural education programs.
 - 3. Civic Engagement Project:**
 - Students design a public awareness campaign to educate others about local Indigenous cultures and their contributions to the community.
-



Land Acknowledgements: Honoring CA Native Land and People Unit

Lesson 3: Moving Beyond Land Acknowledgments

Grade Level: 3rd – 5th Grades

Subject Area: Social Studies, English Language Arts

Duration: 2-3 Weeks (depending on project scope)

Acknowledgment: Resources from this unit and lesson plans come from California Indian Culture and Sovereignty Center..

Learning Objectives

- Students will understand the concept of land acknowledgments and their purpose in recognizing Indigenous peoples and their ancestral lands.
 - Students will analyze why moving beyond acknowledgment requires actionable steps to support Indigenous communities.
 - Students will collaborate in groups to research meaningful ways to support Indigenous communities.
 - Students will develop a project proposal outlining actionable steps that go beyond acknowledgment.
 - Students will present their project proposals, demonstrating their understanding of cultural respect, collaboration, and advocacy.
-

Materials

- CA Indian Culture and Sovereignty Land Acknowledgement Toolkit
 - Chart paper and markers
 - Computers or tablets for research
 - Access to Indigenous-led resources (e.g., websites, books, videos)
 - Templates for project proposals and timelines
 - Art supplies for creating visual components
-

Curriculum Themes: (check all that apply)

- ☒ History
 - ☒ Cultural Strengths
 - ☐ Law/Government
 - ☒ Relationship to Place
 - ☒ Cross Curricular Integration
-

Instructional Standards:

California History-Social Science Standards:

- **3.2:** Describe the American Indian nations in their local region in the past and present.
- **4.1:** Understand physical and human geographic features that define California's places and regions.
- **5.9:** Explain how citizens participate in improving their communities.

Common Core Standards:

- **CCSS.ELA-LITERACY.SL.3.1-5.1:** Engage effectively in collaborative discussions.
 - **CCSS.ELA-LITERACY.W.4.7-5.7:** Conduct research projects that build knowledge through investigation.
-

Engage

Introduce the concept of moving beyond land acknowledgments and inspire student interest.

1. **Discussion Starter:**
 - Ask: “What is a land acknowledgment? Why is it important to recognize Indigenous peoples and their land?”
 2. **Show Examples:**
 - Share an example of a land acknowledgment and discuss its purpose.
 - Introduce the idea of going beyond acknowledgment to take action. Ask: “What do you think we can do to actively support Indigenous communities?”
 3. **Watch a Video or Read an Article:**
 - Use the toolkit that highlights an example of Indigenous-led initiatives or actions beyond land acknowledgments.
 4. **Scaffolding:**
 - Provide sentence starters for discussion:
 - “A land acknowledgment is important because...”
 - “To go beyond acknowledgment, we could...”
-

Group Formation and Research (Explore)

Students investigate ways to go beyond acknowledgment by supporting Indigenous communities.

1. **Group Assignment:**
 - Divide students into small groups and assign or let them choose project topics, such as:
 - Supporting Indigenous language revitalization.
 - Partnering with a local tribe for an environmental stewardship project.
 - Raising awareness about Indigenous culture through art or storytelling.
 2. **Research Activity:**
 - Provide resources for groups to research their topic, including websites, books, and videos.
 - Guiding questions:
 - “What is the need or problem your project addresses?”
 - “How does this connect to moving beyond acknowledgment?”
 - “What steps can we take to make a difference?”
 3. **Scaffolding:**
 - Offer a research organizer for students to record key information, ideas, and resources.
 - Check in with groups to provide guidance and ensure progress.
-

Project Planning (Explain)

Students design a project plan that includes goals, steps, and desired outcomes.

1. **Create a Project Proposal:**
 - Each group develops a proposal that outlines:
 - **Goal:** What they aim to achieve.
 - **Steps:** How they will implement their project.
 - **Resources Needed:** What materials or support they require.
 - **Outcome:** What success looks like for their project.
2. **Teacher Guidance:**
 - Review each group’s proposal and provide constructive feedback to refine their ideas.
3. **Scaffolding:**
 - Provide a project proposal template with clear sections for students to fill out.

- Share examples of past projects or similar efforts for inspiration.

4. Project Implementation (Elaborate)

Students work together to carry out their project plan.

1. **Project Work:**
 - Groups implement their projects, which may include:
 - Creating educational materials (e.g., posters, videos, or presentations).
 - Organizing an event, such as a cultural awareness day.
 - Partnering with a tribal member or organization for hands-on activities.
2. **Teacher Support:**
 - Monitor group progress, provide resources, and troubleshoot challenges.
3. **Scaffolding:**
 - Break the project into manageable steps with clear deadlines.
 - Use checklists to help students stay organized and focused.

5. Presentation and Reflection (Evaluate)

Students present their projects and reflect on their learning.

1. **Group Presentations:**
 - Each group presents their project to the class, school, or community.
 - Encourage creativity in presentations (e.g., skits, videos, visual displays).
2. **Class Discussion:**
 - Reflect on the impact of their projects with questions like:
 - “What did you learn about moving beyond land acknowledgments?”
 - “How did your project make a difference?”
 - “What would you do differently next time?”
3. **Scaffolding:**
 - Provide a presentation checklist to ensure key points are covered.
 - Offer sentence starters for reflections:
 - “Our project helped by...”
 - “I learned that supporting Indigenous communities means...”

Assessment

1. **Formative:**
 - Observe group discussions, research activities, and project planning.
2. **Summative:**
 - Evaluate group proposals, the final project, and student presentations using a rubric that includes criteria such as effort, creativity, collaboration, and impact.

Extensions

1. **Community Sharing:**
 - Invite tribal representatives or community members to see the students’ projects and provide feedback.
2. **Ongoing Projects:**
 - Encourage students to maintain their projects or create a follow-up plan for sustained impact.
3. **Advocacy Campaign:**
 - Extend the learning by creating a school-wide awareness campaign about moving beyond land acknowledgments.

Land Acknowledgements: Honoring CA Native Land and People Unit

Lesson 4: Project-Based Learning on Land Acknowledgments

Grade Level: 3rd – 5th Grades

Subject Areas: Social Studies, English Language Arts

Duration: 2-3 Weeks (with specific sessions for exploration, collaboration, and presentation)

Acknowledgment: Resources from this unit and lesson plans come from California Indian Culture and Sovereignty Center..

Learning Objectives

- Students will explore the historical and contemporary significance of land acknowledgments.
 - Students will identify and articulate ways to create meaningful impact in collaboration with Indigenous communities.
 - Students will work in groups to design and implement a project that supports Indigenous-led initiatives, such as cultural revitalization or environmental stewardship.
 - Students will reflect on their project's impact and discuss how it demonstrates moving beyond acknowledgment.
 - Students will present their projects to peers or the broader community, showcasing their understanding of actionable respect and support for Indigenous communities.
 - Students will write reflections on what they learned and how their project contributed to making a difference.
-

Materials

- CA Indian Culture and Sovereignty Land Acknowledgement Toolkit
 - Chart paper and markers
 - Computers or tablets for research
 - Access to Indigenous-led resources (websites, books, videos)
 - Project proposal templates
 - Art supplies (e.g., paints, construction paper)
-

Curriculum Themes: (check all that apply)

- ☒ History
 - ☒ Cultural Strengths
 - ☐ Law/Government
 - ☒ Relationship to Place
 - ☒ Cross Curricular Integration
-

Instructional Standards:

California History-Social Science Standards:

- **3.2:** Students describe the American Indian nations in their local region long ago and in the recent past.
- **4.1:** Students understand the geographic and cultural features of Indigenous peoples in California.
- **5.9:** Students demonstrate ways citizens participate in improving their communities.

Common Core Standards:

- **CCSS.ELA-LITERACY.SL.3.1-5.1:** Engage effectively in collaborative discussions.
 - **CCSS.ELA-LITERACY.W.4.7-5.7:** Conduct research projects that build knowledge through investigation of different aspects of a topic.
-



Lesson Plan

Engage (1 Session)

Introduce land acknowledgments and inspire curiosity about moving beyond acknowledgment.

1. **Discussion Starter:**
 - Ask: “What is a land acknowledgment? Why is it important to recognize the history of the land we live on?”
 - Discuss examples of land acknowledgments, such as one for your school’s region.
2. **Watch a Video, Read from the Land Acknowledgement Toolkit, or Read an Article:**
 - Share a short resource that explains the significance of moving beyond acknowledgment (e.g., Indigenous-led initiatives or actionable ways to support communities).
3. **Activity:**
 - Have students brainstorm ways people can support Indigenous communities beyond acknowledgment.
 - Record their ideas on chart paper under categories like *Cultural Support*, *Environmental Stewardship*, or *Community Partnerships*.

Scaffolding:

- Provide sentence starters:
 - “A land acknowledgment is important because...”
 - “We can support Indigenous communities by...”
-

Explore (2-3 Sessions)

Students investigate ways to move beyond acknowledgment and identify a project focus.

1. **Group Research:**
 - Divide students into small groups and have the group decide a project to create such as the following.
-

Guest Speaker Series

Description:

Invite a tribal leader, elder, or cultural educator from the local Indigenous community to speak with students about their history, traditions, and perspectives on land acknowledgments.

Student Involvement:

- Prepare thoughtful questions as a class ahead of the visit.
- Create a thank-you card or letter expressing gratitude for the speaker’s time and insights.

Outcome:

Students gain firsthand knowledge and build respectful relationships with local Indigenous leaders.

Tribal Cultural Exchange Project

Description:

Collaborate with a local tribe to organize a cultural exchange day where students learn about traditional crafts, foods, music, or storytelling.

Student Involvement:

- Participate in workshops led by community members (e.g., basket weaving, traditional cooking, or drumming).
- Write reflections about their experiences and what they learned.

Outcome:

Students develop an appreciation for the tribe’s living culture and traditions while engaging in hands-on activities.

Land Stewardship Partnership

Description:

Work with local tribal organizations to participate in a land stewardship project, such as restoring native plants, cleaning up a culturally significant site, or planting a traditional garden.

Student Involvement:

- Learn about the cultural and ecological significance of the land or plants being tended.
- Document the experience with a journal entry, photos, or a group presentation.

Outcome:

Students contribute to preserving the environment while understanding the deep ties between Indigenous communities and the land.

Indigenous Language Revitalization

Description:

Collaborate with tribal members to learn and practice words or phrases in their language, focusing on terms related to the land, nature, and community.

Student Involvement:

- Create a class glossary or mini-dictionary of words and their meanings.
- Share their learning by creating posters, songs, or skits using the language.

Outcome:

Students actively support language preservation and gain insight into the cultural significance of Indigenous languages.

Oral History Collaboration

Description:

Partner with tribal elders to record and document oral histories, focusing on their connection to the land and its history.

Student Involvement:

- Interview elders using pre-approved questions (with respect for cultural protocols).
- Create a presentation, booklet, or digital archive to share the stories with the school community.

Outcome:

Students learn storytelling as a cultural practice and help preserve valuable knowledge for future generations.

Collaborative Art Project

Description:

Work with local tribal artists to create a mural, sculpture, or other artwork that celebrates the land and Indigenous heritage.

Student Involvement:

- Participate in brainstorming, designing, and creating the artwork under the guidance of tribal artists.
- Host a community unveiling event to celebrate the collaboration.

Outcome:

Students contribute to a tangible representation of respect and acknowledgment while fostering community pride.

Land Acknowledgment Ceremony

Description:

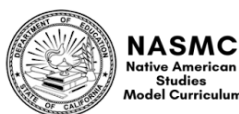
Organize a ceremony in partnership with the local tribe to formally present the class's land acknowledgment.

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Outcome:

Students demonstrate their learning and commitment to honoring Indigenous communities in a meaningful way.



Research and Advocacy Campaign

Description:

Collaborate with a tribal organization to raise awareness about an issue important to their community (e.g., land rights, environmental conservation, or language preservation).

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Collaborative Storytelling Workshop

Description:

Organize a storytelling workshop where students and tribal members share stories about the land, its history, and its significance.

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- Learn storytelling techniques from tribal members.
- Write and illustrate their own stories inspired by what they learned, integrating themes of respect and acknowledgment.

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Students connect to Indigenous traditions and practice creative expression inspired by oral histories.

Indigenous Heritage Day

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Plan and host a school-wide Indigenous Heritage Day in partnership with local tribes to celebrate their culture and contributions.

Student Involvement:

- Collaborate with tribal members to organize activities, such as dances, food tastings, and educational booths.
- Serve as guides or ambassadors to share what they've learned with other students and families.

Outcome:

Students take leadership roles in fostering awareness and respect for Indigenous cultures in their school community.

Review these Planning Considerations with Students

1. **Respect Cultural Protocols:** Always consult with tribal representatives to ensure that activities are culturally appropriate and respectful.
 2. **Mutual Benefit:** Ensure collaborations are meaningful and beneficial to both students and the tribal community.
 3. **Follow-Up:** After activities, have students reflect on what they learned and how it changed their perspectives.
-

Guiding Questions:

- What is the issue or need your project will address?
- How does this connect to moving beyond acknowledgment?
- What steps can you take to make a difference?

Resource Use:

- Provide access to curated resources like websites, books, or videos.
- Encourage students to take notes and organize their findings using a research template.



Scaffolding:

- Provide graphic organizers to help students structure their research (e.g., *Problem, Solution, Steps*).
 - Assign roles within each group (e.g., researcher, note-taker, presenter) to ensure participation.
-

Explain (1-2 Sessions)

Students synthesize their findings and develop a project proposal.

1. Project Proposal:

- Each group creates a proposal outlining:
 - The goal of their project.
 - The steps they will take to implement it.
 - The resources they will need.
 - The desired outcome.

2. Teacher Feedback:

- Review each group's proposal and provide constructive feedback to refine their ideas.

3. Class Discussion:

- Discuss the importance of actionable efforts:
 - "How do these projects support Indigenous communities?"
 - "What impact do you hope your project will have?"

Scaffolding:

- Use a proposal template to guide students through the planning process.
 - Share examples of similar projects for inspiration.
-

Elaborate (3-4 Sessions)

Students implement their projects and create deliverables.

1. Project Implementation:

- Groups work together to carry out their project, which may include:
 - Designing posters, videos, or brochures to raise awareness.
 - Organizing a school event or cultural awareness day.
 - Partnering with a local tribe to complete a hands-on activity, such as planting native species.

2. Check-Ins:

- Monitor group progress, provide support, and troubleshoot challenges.

Scaffolding:

- Break the project into manageable steps with clear deadlines.
 - Use a checklist to help students track their progress.
-

Evaluate (2 Sessions)

Students reflect on their learning and present their projects.

Group Presentations:

- Each group presents their project to the class or a broader audience (e.g., school community or tribal representatives).
- Presentations should include:
 - The project's purpose and goals.
 - The steps taken to complete it.
 - The impact or expected outcomes.

Reflection Activity:

- Have students write individual reflections using prompts like:
 - “What did you learn about moving beyond land acknowledgments?”
 - “How did your project make a difference?”

Scaffolding:

- Provide a presentation rubric to guide students in preparing their talks.
- Offer sentence starters for reflections:
 - “I learned that supporting Indigenous communities means...”
 - “Our project was important because...”

Assessment

1. **Formative:**
 - Observe participation in group discussions, research activities, and project work.
2. **Summative:**
 - Evaluate group proposals, final projects, and presentations using a rubric that includes effort, creativity, collaboration, and impact.

Extensions

1. **Community Sharing:**
 - Invite local tribal representatives to view the projects and provide feedback.
2. **Ongoing Action:**
 - Encourage students to maintain their projects or create a plan for sustained impact.
3. **School-Wide Awareness:**
 - Expand the projects into a school-wide campaign to educate peers about moving beyond land acknowledgments.



Student Project Instructions: Moving Beyond Land Acknowledgments

Name: _____

Group Members: _____

Project Title: _____

Due Date: _____

Project Overview

In this project, your group will explore how to go beyond land acknowledgments to take meaningful action that supports Indigenous communities. You will work together to research, plan, and create a project that makes a difference. Your final project will be presented to the class or a larger audience.

Steps to Complete Your Project

1. Understand Land Acknowledgments

- Discuss what a land acknowledgment is and why it is important.
- Reflect on how we can move beyond acknowledgment to take action.

2. Choose a Project Focus

- Work with your group to select a focus area for your project. Examples include:
 - Supporting Indigenous language revitalization.
 - Partnering with a local tribe on environmental efforts.
 - Raising awareness about Indigenous art, stories, or history.

3. Research Your Focus Area

- Use reliable resources to learn about your topic. Look for answers to these questions:
 - What is the issue or need your project addresses?
 - How does this issue connect to moving beyond acknowledgment?
 - What steps can your group take to make a difference?

4. Create a Project Plan

- Fill out the **Project Proposal Template** (provided by your teacher) to organize your ideas. Include:
 - **Goal:** What do you want your project to achieve?
 - **Steps:** What actions will you take to complete your project?
 - **Resources Needed:** What materials, people, or tools will you need?
 - **Outcome:** What will success look like?

5. Work on Your Project

- Implement your project plan. This might include:
 - Creating educational materials (e.g., posters, videos, or brochures).
 - Organizing an event, like a cultural awareness day.
 - Partnering with a local tribe for a hands-on activity, like planting native plants.

6. Prepare Your Presentation

- Be ready to share your project with the class or a larger audience. Your presentation should include:
 - The **purpose** of your project.
 - The **steps** you took to complete it.
 - The **impact** your project has or will have.

7. Reflect on Your Learning

- Write or discuss what you learned during this project. Think about:
 - Why it's important to go beyond land acknowledgments.
 - How your project made a difference.
 - What you would like to learn or do next.
-



Important Dates

- **Project Proposal Due:** _____
 - **Final Project Work Days:** _____
 - **Presentation Day:** _____
-

Helpful Tips

- Work as a team! Share responsibilities and support each other.
 - Stay organized by breaking your project into smaller tasks.
 - Ask your teacher for help if you get stuck or need more resources.
 - Be creative and think about how your project can make a real difference!
-

Success Criteria

Your project will be evaluated based on:

1. **Content Knowledge:** How well you understand your topic.
 2. **Creativity:** How original and engaging your project is.
 3. **Collaboration:** How well your group worked together.
 4. **Implementation:** How effectively you carried out your plan.
 5. **Presentation:** How clearly and confidently you share your project.
 6. **Impact:** How your project supports Indigenous communities.
-

Let's Get Started!

Work with your group to complete your project and show how we can move beyond land acknowledgments to make a meaningful impact. Be ready to inspire others with your work!

Ideas for Project-Based Learning on Land Acknowledgments

Guest Speaker Series

Description:

Invite a tribal leader, elder, or cultural educator from the local Indigenous community to speak with students about their history, traditions, and perspectives on land acknowledgments.

Student Involvement:

- Prepare thoughtful questions as a class ahead of the visit.
- Create a thank-you card or letter expressing gratitude for the speaker's time and insights.

Outcome:

Students gain firsthand knowledge and build respectful relationships with local Indigenous leaders.

Tribal Cultural Exchange Project

Description:

Collaborate with a local tribe to organize a cultural exchange day where students learn about traditional crafts, foods, music, or storytelling.

Student Involvement:

- Participate in workshops led by community members (e.g., basket weaving, traditional cooking, or drumming).
- Write reflections about their experiences and what they learned.

Outcome:

Students develop an appreciation for the tribe's living culture and traditions while engaging in hands-on activities.

Land Stewardship Partnership

Description:

Work with local tribal organizations to participate in a land stewardship project, such as restoring native plants, cleaning up a culturally significant site, or planting a traditional garden.

Student Involvement:

- Learn about the cultural and ecological significance of the land or plants being tended.
- Document the experience with a journal entry, photos, or a group presentation.

Outcome:

Students contribute to preserving the environment while understanding the deep ties between Indigenous communities and the land.

Indigenous Language Revitalization

Description:

Collaborate with tribal members to learn and practice words or phrases in their language, focusing on terms related to the land, nature, and community.

Student Involvement:

- Create a class glossary or mini-dictionary of words and their meanings.
- Share their learning by creating posters, songs, or skits using the language.

Outcome:

Students actively support language preservation and gain insight into the cultural significance of Indigenous languages.

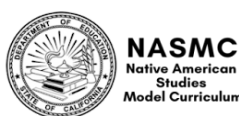
Oral History Collaboration

Description:

Partner with tribal elders to record and document oral histories, focusing on their connection to the land and its history.

Student Involvement:

- Interview elders using pre-approved questions (with respect for cultural protocols).
- Create a presentation, booklet, or digital archive to share the stories with the school community.



Outcome:

Students learn storytelling as a cultural practice and help preserve valuable knowledge for future generations.

Collaborative Art Project**Description:**

Work with local tribal artists to create a mural, sculpture, or other artwork that celebrates the land and Indigenous heritage.

Student Involvement:

- Participate in brainstorming, designing, and creating the artwork under the guidance of tribal artists.
- Host a community unveiling event to celebrate the collaboration.

Outcome:

Students contribute to a tangible representation of respect and acknowledgment while fostering community pride.

Land Acknowledgment Ceremony**Description:**

Organize a ceremony in partnership with the local tribe to formally present the class's land acknowledgment.

Student Involvement:

- Work with tribal members to ensure the acknowledgment is accurate and respectful.
- Plan and participate in the event, which could include student presentations, Indigenous music, or storytelling.

Outcome:

Students demonstrate their learning and commitment to honoring Indigenous communities in a meaningful way.

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Collaborate with a tribal organization to raise awareness about an issue important to their community (e.g., land rights, environmental conservation, or language preservation).

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- Research the issue with guidance from the tribe.
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Students practice civic engagement and advocacy while amplifying Indigenous voices and priorities.

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- Serve as guides or ambassadors to share what they've learned with other students and families.

Outcome:

Students take leadership roles in fostering awareness and respect for Indigenous cultures in their school community.

Project Proposal Template: Moving Beyond Land Acknowledgments

Group Members:

Project Title:

Date Submitted:

Section 1: Project Overview

1. What is the goal of your project?
(What do you want to achieve or change through this project?)
2. Why is this project important?
(How does it support Indigenous communities or go beyond acknowledgment?)

Section 2: Research

1. What have you learned about your focus area?
(Include key facts or information from your research.)
2. What resources did you use for your research?
(List books, websites, videos, or other materials.)

Section 3: Action Plan

1. What are the steps your group will take to complete the project?
(Write your steps in order.)
 - Step 1: _____
 - Step 2: _____
 - Step 3: _____
 - Step 4: _____
2. What materials or resources will you need?
(List specific items like art supplies, computers, or access to experts.)
3. Who will help you with this project?
(Include teachers, community members, or experts you plan to contact.)



Section 4: Impact

1. Who will benefit from your project?
(Explain how your project will support or educate others.)

2. What does success look like for your project?
(How will you know your project made a difference?)

Section 5: Presentation Plan

1. How will your group share your project with others?
(Choose one or more: poster, video, skit, brochure, etc.)
2. What will your presentation include?
(List key points or visuals you plan to use.)

Section 6: Reflection

1. What challenges do you think your group might face, and how will you solve them?
2. What do you hope to learn or accomplish from this project?

Group Approval Checklist:

- ☐ We have completed our research.
 - ☐ We have written clear steps to complete our project.
 - ☐ We understand how our project supports Indigenous communities.
 - ☐ We are ready to begin!
-



Rubric for Land Acknowledgment Projects

Grade Level: 3rd – 5th Grade

Project Focus: Moving Beyond Land Acknowledgments through Actionable Projects

Criteria	Exemplary (4 points)	Proficient (3 points)	Developing (2 points)	Beginning (1 point)
Content Knowledge	Demonstrates a deep understanding of the purpose and significance of land acknowledgments and actionable efforts.	Demonstrates a solid understanding of land acknowledgments and actionable efforts with minor gaps in detail.	Demonstrates a basic understanding but with several gaps in detail or accuracy.	Shows minimal understanding or includes inaccurate or incomplete information.
Research and Evidence	Incorporates multiple credible sources, effectively synthesizing information to support the project.	Uses credible sources and incorporates relevant information to support the project.	Includes limited research or relies on less credible sources; some information may be irrelevant or incomplete.	Minimal or no research is evident; sources are not credible or not used effectively.
Creativity and Innovation	Project demonstrates original and creative ideas with thoughtful and meaningful connections to Indigenous communities.	Project shows creativity and meaningful connections to Indigenous communities, with some originality.	Project includes some creative elements but may lack depth or meaningful connections to Indigenous communities.	Project lacks creativity and meaningful connections to Indigenous communities.
Collaboration and Teamwork	All group members contributed equally, worked collaboratively, and showed strong problem-solving skills.	Most group members contributed equally and worked collaboratively, with minor difficulties resolved effectively.	Group had some issues with collaboration or equal contribution; required significant teacher intervention.	Little evidence of collaboration or equal contribution; group struggled to work together effectively.
Implementation and Execution	The project plan was fully implemented, demonstrating clear steps, effective	The project plan was mostly implemented, showing good organization and	The project was partially implemented or lacked organization,	The project was minimally implemented, with little evidence of



	organization, and attention to detail.	attention to detail, with minor gaps.	with significant gaps in execution.	planning or organization.
Presentation and Communication	Presentation is engaging, well-organized, and clearly communicates the project's goals, steps, and impact.	Presentation is clear and communicates the project's goals, steps, and impact, with minor areas for improvement.	Presentation is somewhat clear but may lack organization or fail to communicate some key aspects of the project.	Presentation is unclear, disorganized, or does not communicate key aspects of the project.
Impact and Relevance	The project demonstrates meaningful action, directly addressing a need or supporting Indigenous communities effectively.	The project demonstrates action and relevance, addressing a need or supporting Indigenous communities effectively.	The project has some relevance but lacks a clear connection to meaningful action or support for Indigenous communities.	The project has minimal or no relevance to moving beyond land acknowledgments or supporting Indigenous communities.

Scoring

- **Exemplary (28-32 points):** The project exceeds expectations, demonstrating deep understanding, creativity, collaboration, and meaningful impact.
- **Proficient (21-27 points):** The project meets expectations with clear understanding, solid collaboration, and effective implementation.
- **Developing (14-20 points):** The project partially meets expectations but needs improvement in understanding, organization, or execution.
- **Beginning (8-13 points):** The project does not meet expectations and requires significant improvement in all areas.

Additional Notes

- **Feedback:** Provide specific, constructive feedback for each criterion to help students understand their strengths and areas for improvement.
- **Self-Assessment:** Include a student self-assessment using the same rubric to encourage reflection on their work.
- **Peer Feedback:** Incorporate a peer review process where students evaluate each other's projects based on the rubric criteria.

