

LESSON TITLE:	LAND ACKNOWLEDGEMENTS
BACKGROUND INFORMATION:	
CREATED BY:	JULI WESTRICH, 2023 TEACHER ON THE TRAIL™
GRADE LEVEL/ SUBJECT:	K-12 LIBRARY/ SOCIAL STUDIES/ HISTORY/ CULTURALLY RELEVANT-SUSTAINING EDUCATION (CR-SE)
ESSENTIAL QUESTION:	HOW AM I CONNECTED TO THE PAST?
LEARNING OBJECTIVES:	<p>I CAN:</p> <ul style="list-style-type: none"> ● DESCRIBE THE HISTORICAL CONNECTION BETWEEN DOGSLEDDING AND ALASKA NATIVE CULTURE ● IDENTIFY THE INDIGENOUS PEOPLES WHOSE LAND THE IDITAROD RACE TRAVELS THROUGH ● DETERMINE THE INDIGENOUS PEOPLE ON WHOSE LANDS MY HOME OR SCHOOL RESIDE ● CREATE A LAND ACKNOWLEDGEMENT BASED ON EXAMPLES TO RECOGNIZE INDIGENOUS CONTRIBUTIONS
STANDARDS ADDRESSED:	<p>LIBRARY STANDARDS: INFORMATION FLUENCY CONTINUUM GRADES K-12</p> <p>1. INQUIRY & DESIGN THINKING: WE ARE THINKERS AND DESIGNERS</p>

	<p>STANDARD 1.2: INFORMATION-FLUENT LEARNERS EXPERIENCE, EXPERIMENT, AND USE A DESIGN PROCESS TO DISCOVER CREATIVE SOLUTIONS TO AUTHENTIC PROBLEMS, FORM PERSONAL UNDERSTANDINGS, AND PROPOSE ORIGINAL IDEAS.</p> <p>2. MULTIPLE LITERACIES: WE ARE READERS, WRITERS AND CREATORS IN MULTIPLE FORMATS.</p> <p>STANDARD 2.1: INFORMATION-FLUENT LEARNERS USE MULTIMEDIA LITERACY SKILLS AND KNOWLEDGE TO DECONSTRUCT AND LEARN FROM TEXTS IN MULTIPLE FORMATS THROUGH COMPREHENSION, ANALYSIS, INTERPRETATION, AND EVALUATION.</p> <p>STANDARD 2.1: INFORMATION-FLUENT LEARNERS USE MULTIMEDIA LITERACY SKILLS AND KNOWLEDGE TO DECONSTRUCT AND LEARN FROM TEXTS IN MULTIPLE FORMATS THROUGH COMPREHENSION, ANALYSIS, INTERPRETATION, AND EVALUATION.</p> <p>3. SOCIAL AND CIVIC RESPONSIBILITY: WE ARE CITIZENS.</p> <p>STANDARD 3.1: INFORMATION-FLUENT LEARNERS RECOGNIZE THE IMPORTANCE OF ACCURATE INFORMATION TO A DEMOCRATIC SOCIETY AND ACTIVELY SEEK, EVALUATE, LEARN FROM, AND USE CREDIBLE INFORMATION FROM DIVERSE COMMUNITY AND GLOBAL PERSPECTIVES</p> <p>4. PERSONAL GROWTH AND AGENCY: WE ARE CONFIDENT INDEPENDENT LEARNERS.</p> <p>STANDARD 4.2: INFORMATION-FLUENT LEARNERS DEVELOP AGENCY (PERSONAL IDENTITY AND CONFIDENCE) TO EXPRESS THEIR IDEAS, RAISE AWARENESS, ADVOCATE FOR CHANGE, AND/OR TAKE SOCIAL ACTION.</p>
<p>MATERIALS NEEDED:</p>	<p>POWERPOINT LAND ACKNOWLEDGEMENT</p> <p>INTERNET:</p> <p>VIDEO: MOLLY OF DENALI/ANCHORAGE MUSEUM (K-3) 2:15MIN</p> <p>ANCHORAGE MUSEUM LAND ACKNOWLEDGEMENT BOOKLET (4-7)</p> <p>UNIVERSITY OF ALASKA SOUTHEAST LIBGUIDE LAND ACKNOWLEDGEMENTS - ARTICLES AND SUPPORT RESOURCES (8-12)</p> <p>NATIVE LANDS - WEBSITE TO LEARN WHAT NATIVE TERRITORIES YOU ARE OCCUPYING</p> <p>VIDEO: ALASKA NATIVE HERITAGE CENTER 1:11MIN</p>

VIDEO: [SMITHSONIAN ARCTIC STUDIES LAND ACKNOWLEDGEMENT](#) –CONVERSATION (10–12) 50MIN
 WITH ADDITIONAL LEARNING RESOURCES FROM [SMITHSONIAN LEARNING LAB](#)
 (SPECIAL THANKS TO STEPHANE ELIASON, 2022 ITDITARODEDU CONFERENCE ATTENDEE, FOR LOCATING AND SHARING THE VIDEO RESOURCES ABOVE)

PROCEDURE:

BEFORE TEACHING:	<p>FAMILIARIZE YOURSELF WITH THE ROUTE OF THE IDITAROD THROUGH INDIGENOUS LANDS OF THE ATHABASCAN, INUPIAQ, YUP'IK/CUP'IK (MAP IN PPTX)</p> <p>READ: IDITARODEDU ARTICLE ORIGIN OF THE IDITAROD: HOW DID IT ALL BEGIN?</p> <p>ARTICLE: "A SLED DOG, WITHOUT HIM WE NEVER WOULD HAVE SURVIVED.." INDIGENOUSLY NEWSLETTER BY JENNI MONET (PUEBLO)</p> <p>BLOG: AMERICAN INDIANS IN CHILDREN'S LITERATURE – LAND ACKNOWLEDGEMENT</p>
ENGAGEMENT: 10–20 MINUTES	<p>USING PPTX SLIDE OF MAPS COMPARING IDITAROD ROUTE/INDIGENOUS LANDS SHOW STUDENTS HOW THE RACE CROSSES THE LANDS OF ATHABASCAN, YUP'IK/CUP'IK AND INUPIQ PEOPLES.</p> <p>PROVIDE BACKGROUND INFORMATION ABOUT THE INDIGENOUS MUSHERS WHO RACED IDITAROD, HIGHLIGHTING THAT DOGSLEDDING HAS ALWAYS BEEN AN ESSENTIAL COMPONENT OF ALASKA NATIVE LIFE</p>

<p>LESSON: GRADE LEVEL DEPENDENT</p>	<p>WHAT IS A LAND ACKNOWLEDGEMENT?</p> <ol style="list-style-type: none">1. BASED ON THE INFORMATION PROVIDED WE KNOW THE IDITAROD TRAVELS ACROSS THE LANDS OF THE INDIGENOUS PEOPLE OF ALASKA2. HOW CAN WE ACKNOWLEDGE THIS FACT AND RECOGNIZE THE CONTRIBUTIONS OF ALASKA NATIVE PEOPLES TO THE CULTURE AND HISTORY OF IDITAROD?3. READ ANCHORAGE MUSEUM LAND ACKNOWLEDGEMENT (SHORT VERSION) <p>RESEARCH LAND ACKNOWLEDGEMENTS</p> <ol style="list-style-type: none">1. K-3 SHOW MOLLY OF DENALI VIDEO2. 4-7 READ PORTIONS OR SPLIT CLASS INTO GROUPS TO READ PORTIONS OF ANCHORAGE BOOKLET AND REPORT OUT3. 4-7 WATCH FACEBOOK VIDEO FROM ALASKA NATIVE HERITAGE CENTER4. 8-12 ASSIGN READINGS TO GROUPS TO REPORT OUT FROM ALASKA SOUTHEAST UNIVERSITY LIBGUIDE (GRADE LEVEL DEPENDENT YOU CAN SHOW EXCERPTS OR ASSIGN SMITHSONIAN ARCTIC STUDIES VIDEO)5. K-12 READ EXAMPLES OF LAND ACKNOWLEDGEMENTS IN PPTX <p>CREATE LAND ACKNOWLEDGEMENT.</p> <ol style="list-style-type: none">1. RESEARCH THE INDIGENOUS PEOPLES OF YOUR COMMUNITY ON NATIVE LAND FINDER2. BASED ON VIDEOS, READINGS, EXAMPLE LAND ACKNOWLEDGEMENTS, AND PRIOR KNOWLEDGE OR STUDY OF THE INDIGENOUS PEOPLE OF YOUR REGION
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	CRAFT A LAND ACKNOWLEDGEMENT TO RECOGNIZE PAST AND PRESENT NATIVE PEOPLE OF YOUR REGION
CONCLUSION: GRADE LEVEL DEPENDENT	USE LAND ACKNOWLEDGEMENT – OPTIONS 1. READ ALOUD EVERY MORNING AFTER THE PLEDGE 2. PRESENT TO ADMINISTRATION TO HAVE IT READ ON THE ANNOUNCEMENTS 3. CREATE A PRESENTATION TO HAVE LAND ACKNOWLEDGEMENT ADOPTED BY DISTRICT BOARD OF EDUCATION
ASSESSMENT:	1. COMPLETED LAND ACKNOWLEDGEMENT 2. STUDENT RESPONSE (EITHER WRITTEN OR CONVERSATIONAL) ABOUT WHAT THE CREATED LAND ACKNOWLEDGEMENT MEANS AND/OR WHY IT IS IMPORTANT TO THEM
NOTES:	
ENRICHMENT/ SUGGESTIONS:	INCREASE AWARENESS OF LAND ACKNOWLEDGEMENTS (AND THE DIVERSITY OF INDIGENOUS CULTURES) IN OTHER SETTINGS. STUDENTS CAN “COLLECT” ACKNOWLEDGEMENTS WHEN THEY ARE AT AN EVENT THAT PRESENTS AN ACKNOWLEDGEMENT AND POST THEM ON A BULLETIN BOARD IN THE CLASSROOM. STUDENTS WILL HAVE A VISUAL OF THE DIFFERENT WAYS LAND ACKNOWLEDGEMENTS ARE WRITTEN AND HOW MANY INDIVIDUAL, UNIQUE, AND THRIVING NATIVE COMMUNITIES EXIST.
OTHER:	