

Making Land Acknowledgment Meaningful Additional Resources

Thank you for attending “[Making Land Acknowledgment Meaningful](#)” with Renée Gokey at NMAI and Teaching for Change’s 2021 Indigenous Peoples’ Day Curriculum Teach-In: Indigenous Land: Stewardship, Relationships, and Responsibility. To further assist you, please study these examples, read more, and use the guidance points to ask yourself the questions.

Take a look at the following examples of land acknowledgments.

Texas Christian University

"As a university, we acknowledge the many benefits we have of being in this place. It is a space we share with all living beings, human and non-human. It is an ancient space where others have lived before us. The monument created jointly by TCU and the Wichita and Affiliated Tribes reminds us of our benefits, responsibilities, and relationships. We pause to reflect on its words: This ancient land, for all our relations.

We respectfully acknowledge all Native American peoples who have lived on this land since time immemorial. TCU especially acknowledges and pays respect to the Wichita and Affiliated Tribes, upon whose historical homeland our university is located." Read about their Native American Initiative here: <https://tcu.edu/native-american-indigenous-peoples/index.php>

North Dakota Heritage Center and State Museum

“I acknowledge that the North Dakota Heritage Center and State Museum here on the North Dakota Capitol complex sits on a small part of Mandan ancestral homeland where they lived and traveled since time immemorial.

Here the Mandan flourished—raising corn, beans, squash, and sunflowers to nourish their families and to trade garden produce with other tribes up and down the Missouri River.

Part of the Mandan existence is utilization of wild and cultivated plants and animals for sustenance, as well as medicine, to sustain themselves physically and mentally.

They continue to be our neighbors and share their heritage and friendship today.”

[Read More.](#)



The Metropolitan Museum of Art

“The Metropolitan Museum of Art is situated in Lenapehoking, homeland of the Lenape diaspora and historically a gathering and trading place for many diverse Native peoples, who continue to live and work on this island.

We respectfully acknowledge and honor all Indigenous communities—past, present, and future—for their ongoing and fundamental relationships to the region.”

[Read More.](#)

Return to the *LLS* Guidance Points: **Land Recognition, Listening, Language, Support**

Does the land acknowledgement...

(Land Recognition) Show gratitude for the land itself? Recognize indigenous land stewardship? Define the school or organization’s role within colonialism?

(Listen) Appear as if it was written with meaningful Native contributions? Include Native languages and perspectives? Do other initiatives or work at the school involve Native people through advisory groups or Native American presenters on topics *important to the Native community*? List or cite examples of evidence of this.

(Language) Use clear and intentional language? Name specific tribes? Use contemporary language when referring to Native peoples?

(Support) Pledge ongoing support to Native communities? Name or list them. Outline specific support goals for the future? Based on the language and other initiatives from the school or organization, what makes this Land Acknowledgement represent an ongoing collaboration?

Take-aways: Will you take elements of what you learned from this land acknowledgment example and apply it to your own? What role will your students have in developing a Land Acknowledgement? Native people? What language would work in your educational setting? Consider what parts will not work in your setting; what research do you still need to do?

Note: This worksheet is for your benefit to help provide additional guidance as you develop a land acknowledgment, you will not return it to NMAI or its affiliates.