

Acknowledgment alone is simply a gesture. It becomes meaningful when coupled with an authentic relationship and informed action. This beginning offers an opening to greater public consciousness of Native sovereignty and cultural rights, a step toward equitable relationship and reconciliation.

If you choose to include a Land and Territory Acknowledgement within your syllabus, please follow the information, guidance, and resources provided.

### **WHY INTRODUCE THE PRACTICE OF LAND AND TERRITORY ACKNOWLEDGMENT?**

- Offer recognition and respect.
- Counter the “doctrine of discovery” with the true story of the people who were already here.
- Create a broader public awareness of the history that has led to this moment.
- Begin to repair relationships with Native communities and with the land.
- Support larger truth-telling and reconciliation efforts.
- Remind people that colonization is an ongoing process, with Native lands still occupied due to deceptive and broken treaties.
- Take a cue from indigenous protocol and open a space with reverence and respect.

### **LAND AND TERRITORY ACKNOWLEDGEMENT STATEMENT**

“We pause to acknowledge that Bellevue College resides on the traditional land of the Coast Salish Peoples that includes but is not limited to: Snoqualmie, Suquamish, Duwamish, Nisqually, and Muckleshoot (Smulkamish, Stkamish, Skopamish, and Upper Puyallup) Peoples past and present. We remember their connection to the region and recognize their struggles with systemic oppression. We commit to care for the land and center equity at the core of our (un)learning.”

### **MOVING BEYOND ACKNOWLEDGEMENT**

- Recognize how colonialism is an ongoing process and that the practice of mindfulness and reverence of the land is indigenous protocol.
- Discuss oppression and privilege in your class to disrupt colonization and assimilation.
- Make connections to the environment and the impact it has on people, health, wellness, and community.
- Recognize people as caregivers of the land and identify sustainability practices in curriculum content.
- Recognize the power of representation within the curriculum content and challenge it with resources/readings/references of different thoughts/behaviors/people.
- Challenge students to learn about different cultures and visit different cultural spaces outside of the classroom.

## **ADDITIONAL RESOURCES/REFERENCES**

### **LAND ACKNOWLEDGEMENT**

- <https://usdac.us/nativeland>
- [https://drive.google.com/file/d/0B\\_CAyH4WUfQXTXo3MjZHRC00ajg/view](https://drive.google.com/file/d/0B_CAyH4WUfQXTXo3MjZHRC00ajg/view)
- <https://native-land.ca/territory-acknowledgement/>
- <http://landacknowledgements.org/>

### **TRIBAL SITES**

- <https://www.snoqualmietribe.us/>
- <http://www.nisqually-nsn.gov/>
- <https://suquamish.nsn.us/>
- <https://www.duwamishtribe.org/>
- <http://www.muckleshoot.nsn.us/>

### **TREATY MATERIALS**

Understanding Treaty Rights or the treaties themselves: <https://nwifc.org/w/wp-content/uploads/downloads/2014/10/understanding-treaty-rights-final.pdf>

- Treaty of Point No Point, 1855: <https://nwifc.org/w/wp-content/uploads/2018/02/treaty-of-point-no-point.pdf>
- Treaty of Point Elliott, 1855: <https://nwifc.org/w/wp-content/uploads/2018/02/treaty-of-point-elliott.pdf>
- Treaty of Olympia, 1856: <https://nwifc.org/w/wp-content/uploads/2018/02/treaty-of-olympia.pdf>
- Treaty of Neah Bay, 1855: <https://nwifc.org/w/wp-content/uploads/2018/02/treaty-of-neah-bay.pdf>
- Medicine Creek Treaty, 1854: <https://nwifc.org/w/wp-content/uploads/2018/02/medicine-creek-treaty.pdf>