


FOREST PRESERVES
Land Acknowledgment Statement

	Season: All year	Ages: Various
	Program: Any Onsite	Time Frame: 3 minutes
	The Forest Preserves' Land Acknowledgment is to be read at programs and events to recognize the past relationship that local Native American tribes shared with the land and the ongoing relationship that the thousands of Native Americans that live here share with the land today.	
Goal	The goal is to acknowledge both the historical and contemporary presence of Native Americans living and practicing their heritage and traditions in the Chicago region, including through stewardship of the land. It is the responsibility of the Forest Preserves of Cook County to engage this community—celebrating its past and supporting its future.	
Large events <i>Full</i> Acknowledgment Statement-	<p>If outside, bring the entire group to an area where they are not facing the sun. If inside, the group should be seated.</p> <p>Suggested Dialogue:</p> <ul style="list-style-type: none"> • Welcome to _____/It's nice to be visiting you here at _____ • My name is _____ and I am a naturalist/recreation specialist/ _____ with the Forest Preserves of Cook County • I would like to start this event by reading the Land Acknowledgement Statement: • "The Forest Preserves of Cook County acknowledges that we are on the ancestral homelands of the Council of Three Fires—the Ojibwa, Ottawa and Potawatomi tribes—and a place of trade with many other tribes, including the Ho-Chunk, Miami, Menominee, Sauk and Meskwaki. As a land management agency, we acknowledge that we have played a role in shaping the histories of local Native Americans by acquiring this land. We must also recognize, share and celebrate the history of local Native Americans and their immemorial ties to this land. We commit ourselves to developing deeper partnerships that advocate for the progress, dignity and humanity of the many diverse Native Americans who still live and practice their heritage and traditions on this land today." • This should be followed by the General School Program Introduction found at the end of this document. 	
Adult Programs <i>Brief</i> Acknowledgment Statement-	<p>Suggested Dialogue:</p> <ul style="list-style-type: none"> • Welcome to _____/It's nice to be visiting you here at _____ • My name is _____ and I am a naturalist/recreation specialist/ _____ with the Forest Preserves of Cook County • Read the following: • "The Forest Preserves of Cook County acknowledges that we are on the ancestral homelands of the Council of Three Fires—the Ojibwa, Ottawa and Potawatomi tribes—and a place of trade with many other tribes, including the Ho-Chunk, Miami, Menominee, Sauk and Meskwaki. We commit ourselves to developing deeper partnerships that advocate for the progress, dignity and 	

	<p>humanity of the many diverse Native Americans who still live and practice their heritage and traditions on this land today.”</p>
<p>Youth/Adult Programs Acknowledgment through Ojibwa language (anishinaabemowin)</p>	<p>Another way you can choose to incorporate a Land Acknowledgment into your interpretive practice is through Indigenous Language. There are large scale efforts across the Country to reintroduce Native languages to people and the land. These efforts are called Indigenous Language Revitalization programs. The Tribes mentioned in our Land Acknowledgement all have unique culture and languages. For our purposes we will showcase the greetings of the Ojibwa people, but you can research anyone of the mentioned regional Tribes and incorporate their languages into your programming.</p> <p>The interpreter must understand that Native languages are inextricably linked to the natural world. Yup'ik elder (Alaskan Native) and scholar Oscar Kawagley wrote: “The cold defines my place. Mamterilleq (Bethal, Alaska) made me who I am. The cold made my language, my worldview, my culture, and my technology... I grew up as an inseparable part of Nature. It is not my place to “own” land, nor to domesticate plants or animals that have more power than I as a human being.”</p> <p>Suggested Dialogue:</p> <ul style="list-style-type: none"> • Welcome to _____/It's nice to be visiting you here at _____ • My name is _____ and I am a naturalist/recreation specialist/ _____ with the Forest Preserves of Cook County • One way that we like to acknowledge the American Indian Communities of the Chicago Region is by taking a small part in Indigenous language revitalization efforts. Today we will learn the greeting of the Ojibwa people or Anishshnabee as they call themselves. • Say: Boozhoo aaniin (Boo-shoo A-neen). This is hello in Ojibwa. <ul style="list-style-type: none"> ◦ Traditionally hello was only Aaniin but after years of trading with the French many Ojibwa communities adapted their greeting to include Boozhoo which incorporated a derivative of the French greeting Bonjour or hello. Many contemporary communities have dropped the Boozhoo from the greeting (Boozhoo aaniin) to use pre-contact language only. • Take it a step further and introduce yourself: <ul style="list-style-type: none"> ◦ Nindizhinkaaz (nin-diz-na-kaz) Adam; My name is Adam <ul style="list-style-type: none"> ▪ Literal translation is I pretend to be Adam. This is an acknowledgment of the spiritual world and your connection to it. ▪ Aaniin ezinikaazoyan?- What is your name? <p>Learn more Ojibwa language here: https://ojibwe.lib.umn.edu/</p>
<p>Land Acknowledgement Signage</p>	<p>FPCC Staff can request H-frame signs with the Land Acknowledgment Statement and brief explanation of what the statement means.</p>
<p>FAQ</p>	<p>Why did the Forest Preserves start doing a Land Acknowledgement? When?</p> <ul style="list-style-type: none"> • Acknowledgment is a simple, powerful way of showing respect and a step toward correcting the stories and practices that erase Indigenous people's history and culture and toward inviting and honoring the truth. Imagine this practice widely adopted: imagine cultural venues, classrooms, conference settings, places of worship, sports stadiums, and town halls, acknowledging traditional lands. Millions would be exposed—

many for the first time—to the names of the traditional Indigenous inhabitants of the lands they are on, inspiring them to ongoing awareness and action.*

How was this written? Was there any input from Native American advocates or organizations?

- Yes, the Forest Preserves worked with Native American serving organizations to create this statement. This is a living document/statement that will change as does our ongoing partnerships with Native American organizations locally and Tribal governments nationally.

What else is the Forest Preserves doing around Native issues, in addition to this?

- <https://fpdcc.com/educational-cultural-opportunities-partnering-with-the-american-indian-center/>
- FPCC has been really intentional about bringing in AIC and the Illinois State Archeological Survey for any interpretive signs that deal with Native American history.
- Update October 2020 - CEP is working on a partnership agreement with American Indian Center that will go to the board's Nov. meeting. Part of this agreement it to set up some conversations with AIC and the American Indian Community this winter/spring and develop a process for cultural use requests on FP land...these requests involve other departments as well as CEP.

Where can I find out more about the Native heritage and current Native organizations in this area?

- American Indian Center of Chicago <https://aicchicago.org>
 - Heather Miller; Executive Director hmillier@aicchicago.org
- Chicago Public Schools: Native American Support Program
 - Lisa Bernal; Program Manager CPS American Indian Education Program, lkbernal@cps.edu
- St. Kateri Center of Chicago
 - Jody Roy jroy@stbenedict.com Coordinator of Community Programs
- University of Illinois Chicago: Native American Student Organization
 - Cindy Soto; Director cmsoto@uic.edu
- Trickster Gallery
 - Joe Podlasek, Director; joep@trickstergallery.com
- Northwestern University's Center for Native American and Indigenous Research
 - Megan Bang; Professor; mbang@spencer.org
 - Pam Silas; Community Coordinator; pamala.silas@northwestern.edu
 - Eli Suzukovich; Professor; Eli2016@northwestern.edu
- American Indian Health Services of Chicago
 - Cindy Starr; Community Coordinator; cstarr@aihschgo.org
- Field Museum Native American Exhibition Hall
 - Debra Yepa-Pappan; Community Engagement Coordinator; dYepapappan@fieldmuseum.org

Is this site we are at today a historic Native American home?

- Yes, Tribal territories were vast and much of FPCC lands were sites of villages or sections used as trails. Here is a list of all the Tribes that were present in Cook County in chronological order (source [Field Museum](#)):
 - Hoocąk (Winnebago/Ho'Chunk), Jiwere (Otoe), Nutachi (Missouria), and Baxoje (Iowas)
 - Kiash Matchitiwuk (Menominee)
 - Meshkwahkiha (Meskwaki)
 - Asákiwaki (Sauk)
 - Myaamiaki (Miami), Waayaahatanwaki (Wea), and Peeyankihšiaki (Piankashaw)

	<ul style="list-style-type: none">○ Kiikaapoi (Kickapoo)○ Inoka (Illini Confederacy)○ Anishinaabeg (Ojibwe), Odawak (Odawa), and Bodéwadmik (Potawatomi) <p><small>*Text from the US Department of Art and Culture's report: Honor Native Land: A guide and call to acknowledgment.</small></p>
	<p>The US Department of Arts and Culture created a call to action guide for all organizations to open all public events and gatherings with acknowledgment of the traditional Native inhabitants of the land. This is a great opportunity to share our work and commitment to honor Native Americans through this Land Acknowledgment with other land management organizations.</p> <p>Read more here: https://usdac.us/nativeand</p>

FOREST PRESERVES

PROGRAM INTRODUCTION

Commented [AK(PD1)]: The FPCC Intro Sections may or may not be included in this document.



Season: All year

Ages: 3 – 8 yrs.

Program: Any Onsite or Offsite Program

Time Frame: 30 - 45 minutes

This Forest Preserves Introduction is intended for school/public/community groups of 3 – 8-year old visiting the preserves or receiving a program at their location.

Goal

The goal of the introduction is to provide an overview of the Forest Preserves (and the specific site) for the audience.

Introduction

If outside, gather the entire group in an area where they are not facing the sun. If inside, seat the children, ideally in a circle.

Suggested dialogue:

- Good morning/afternoon, welcome to _____/ it's nice to be visiting you here at _____
- My name is _____ and I'm a naturalist/recreation specialist/_____ with the Forest Preserves of Cook County
- Have you been here before/visited a Forest Preserve? What did you do here/there?
- My job is to help people learn about the plants and animals that live in the Forest Preserves and/or help people learn new ways to get outside and enjoy nature and/or help people learn how to take care of the plants and animals that live here/there.
- Our Forest Preserves have been around for a long time and we are very lucky to have lots space for the plants and animals that make their homes here in the Chicago area. If onsite: While you are visiting here it is very important to know that this place is a home for animals and plants, and because we are visiting them in their home, we need to be careful not to hurt any of them.
- This land is also a place for you to play in, to see, hear and touch nature.
- The Forest Preserves offer lots of activities for families to do together, like Camping and fishing and animal programs.

Program Lead –In
Accessing Prior Knowledge

- Today we are going to _____.
- What have you learned about this in school?
- What kinds of things are you hoping to see/learn about here today at _____

FOREST PRESERVES PROGRAM INTRODUCTION



Season: All year

Ages: 9 years and up

Program: Any Onsite or Offsite Program

Time Frame: 45 + minutes

The Forest Preserves Introduction is intended for school/community groups or the public visiting the preserves for a program or for outreach/offsite programs offered elsewhere.

Goal

The goal of introduction is to provide an overview of the Forest Preserves and specific site for the visiting audience.

Introduction

If outside, bring the entire group to an area where they are not facing the sun.
If inside, the group should be seated.

Suggested Dialogue:

- Welcome to _____/It's nice to visiting you here at _____
- My name is _____ and I am a naturalist/recreation specialist/ _____ with the Forest Preserves of Cook County
- The Forest Preserves have been around for 100 years and are the oldest and largest in the nation. We are older than many of the National Parks! We now have 70,000 acres of land that is owned by YOU, the people of Cook County. Can anybody tell me how big an acre is? (about the size of a football/soccer field 43,650 ft²)
- Our Forest Preserves were started by a group of forward thinking community leaders who recognized that Chicago's booming population and spread would continue and knew that if they didn't set aside some of the "natural beauties" that all of the land would be developed.
- This land was set aside for the purposes of conservation, education and recreation, and we are proud to be continuing that work today.
- In addition learning about the things that make their homes here, there are many different types of recreational activities that you can do in the forest preserves including: hiking, biking, cross-country skiing, swimming, canoeing, fishing, camping and much more.
- Our preserves also benefit from the dedicated work of hundreds (thousands?, checking on figure) of dedicated stewardship volunteers who lead workdays to improve habitat by removing invasive species, collecting and planting native plant seeds, and assisting with prescription burns.
- Introduce audience to site, provide a short background

Program Lead – In Accessing Prior Knowledge

- Today's program will last about _____ and will be a _____ followed by a _____
- If you need to use the restroom, they are located _____
- You are here today for a program/field study about _____.
- What have you learned about this in school?
- What kinds of things are you hoping to see/learn about here today at _____

