Draft of Land Acknowledgement Process

This draft of a process for land acknowledgment is drawn from the Pendle Hill program: Land Reparations: A Journey of the Heart. Presented by tom kunesh, David Raymond, and Nia To Go There.

The recording of this two day program can be found on YouTube at the following links

Thursday: <https://www.youtube.com/watch?v=gkf2UnRgaPo>

Tuesday: <https://www.youtube.com/watch?v=VonqmR0m90w>

This outline is created from the notes of the program. It is a draft and can and should be amended as others watch the YouTube or bring their own experience to the process.

1. Questions to keep in mind during the project
	1. Why do a land acknowledgment?
	2. Who benefits?
	3. Moral under pinning of the action?
2. Education to begin the process
	1. History before Europeans came to North and South America – Turtle Island
		1. European understanding of this era of migration across the land bridge
		2. Indigenous people’s origin stories
		3. Lenape origin story
		4. History of the land where we live
	2. History of the 5 removals
		1. History of first contact
			1. History of Doctrine of Discovery
				1. What does it mean to be a colonizer?
				2. Owning our history of being a occupier, settler, colonizer
				3. How was colonization different in the United States compared to Africa and Southeast Asia?
				4. Impact of disease
		2. Inland refugee movement from the coastal river areas and piedmont to the western parts of NY, Pa, Maryland, Virginia
			1. Tension between respect as a independent nations and colonizing elimination & settler assimilation process of the occupier
		3. Racial Cleansing of the Federal Removal acts of the first part of the 1800’s
			1. In the south: Chickasaw, Choctaw, Creek, Seminole, and Cherokee and others
			2. In the North: Lenape (Delaware tribe), Kickapoo and Shawnee and others
		4. Removal of identity
			1. Wars and Military policing to remove tribes from lands and their culture that was based in land
			2. Boarding schools
			3. Western Job education
			4. Termination policy of 1953
		5. Erasure of the land - Removal of the artifacts of culture
			1. The flooding of tribal land post WW II
			2. Paving over of sites
			3. National Parks
			4. Artifacts in Museums
	3. What legal & ethical principles have been violated during the occupation snf enforced removals?
	4. Begin a relationship with indigenous peoples of your area.
		1. Confirm your understanding of history with local tribe
	5. Determine one’s own family or Meeting’s participation in removal, settling and occupying.
3. Actions to be taken
	1. Teach the shared history (Indigenous and European)
		1. To Meeting members
		2. In our school
		3. To the wider community
4. Retore Turtle Island
	1. Act to restore right relationship between peoples
	2. Act to restore the right relationship to the land – joint effort with indigenous peoples
	3. Act to address climate change
5. Land back – Options

There is no good apology for receiving stolen property without a plan for returning the property to its just owner

* 1. Land transfer?
	2. % cost of land when sold (by Meeting or Members) returned to local tribe

Harder Steps

1. Acknowledge land and original people as crime victims
2. Identify local lands & profits derived from using the land as illegal land takes
3. Name England and USA as empires & identify colonialism, settlerism, occupation as land theft, taking of land, receiving stolen property as wrong
4. Identify Christianity as colluding and collaborator with empires
5. Name the sins, theological cancers of our participation & profit
6. Repudiate & repeal all Doctrines of Discovery – Rome, England and USA
7. Draft policy & method to return stolen land
8. Commit 10% of all Quaker land sales to Landback land bank