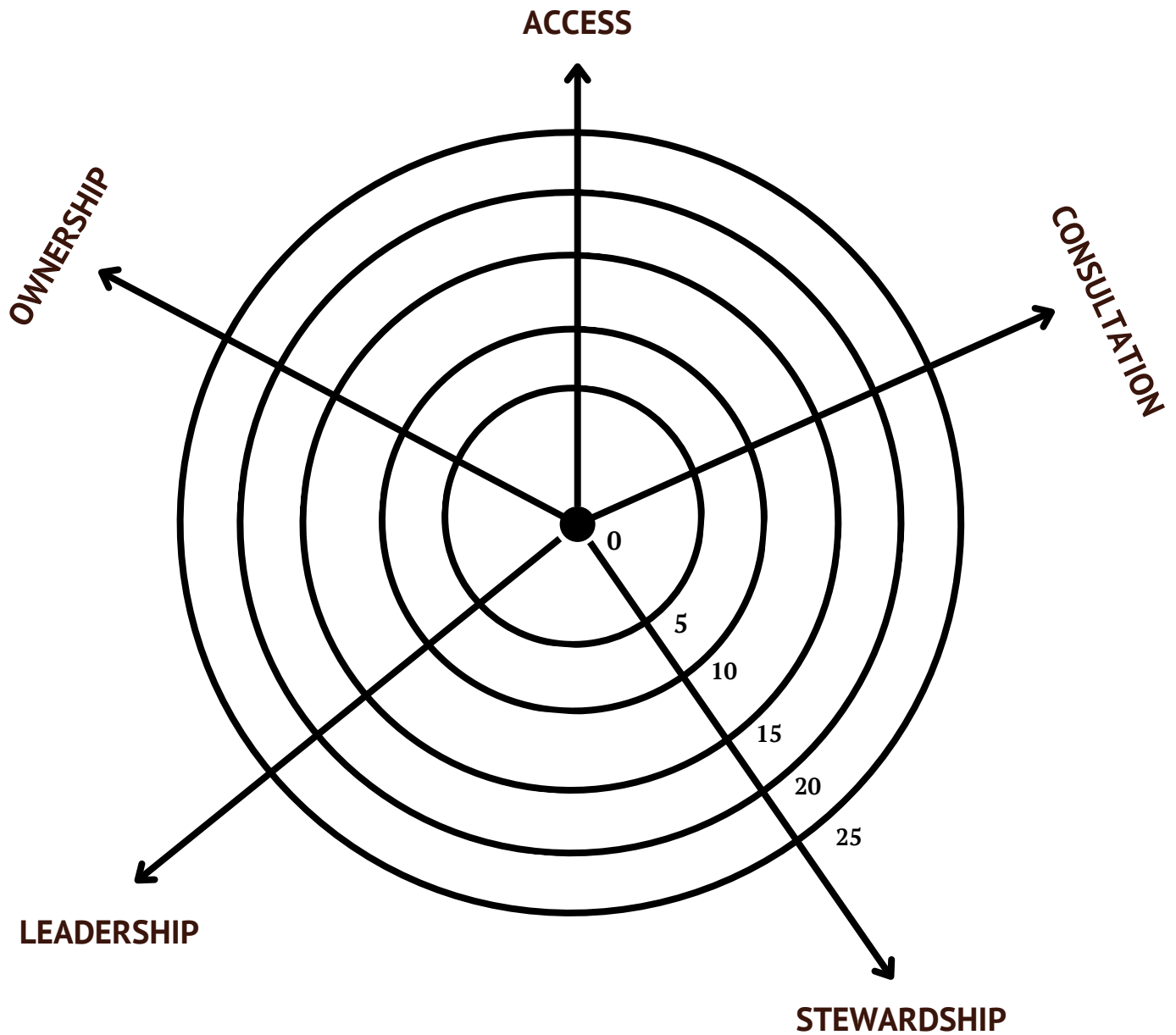




# Land Back Spider Graph

Assess the scope of land return initiatives through the lens of **Ownership, Leadership, Stewardship, Access and Consultation.**



## Assessment Scale:

- 25- Excellent
- 20- Very good
- 15- Good
- 10- Limited
- 5- Extremely limited
- 0- Non existent

## Purpose:

The purpose of the Land Back Spider Graph is to evaluate the various approaches to the land return process. Assessing each category of the graph helps highlight the strengths and areas of growth of various land return initiatives.

# Land Back Spider Graph (Definitions)

Assess the scope of land return initiatives through the lens of **Ownership, Leadership, Stewardship, Access** and **Consultation**.

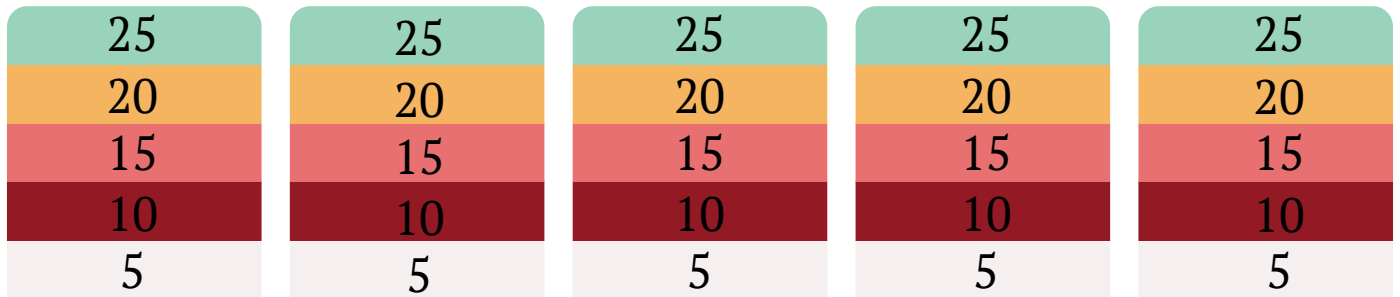
**Score (0-25) each category** by placing a marker on each axis of the graph.

**List out** any missing or additional information needed to fully understand the success of the land back initiative.

"Ownership" is the legal and moral right to possess, control, and derive benefits from a specific property or asset.

"Leadership" involves guiding and influencing individuals or groups towards a common goal, often through inspiration, vision, and the effective coordination of efforts.

"Stewardship" refers to the responsible and ethical management, protection, and preservation of resources, assets, or interests for the benefit of current and future generations.



**Ownership**

**Leadership**

**Stewardship**

**Access**

**Consultation**

"Access" refers to the ability to enter, use, retrieve, or interact with something, such as information, resources, or physical spaces.

"Consultation" refers to the process of seeking advice, guidance, or expertise from a knowledgeable individual or a professional in order to gather insights, make informed decisions, or address specific concerns in a particular field or context.

# Land Back Spider Graph (Examples)

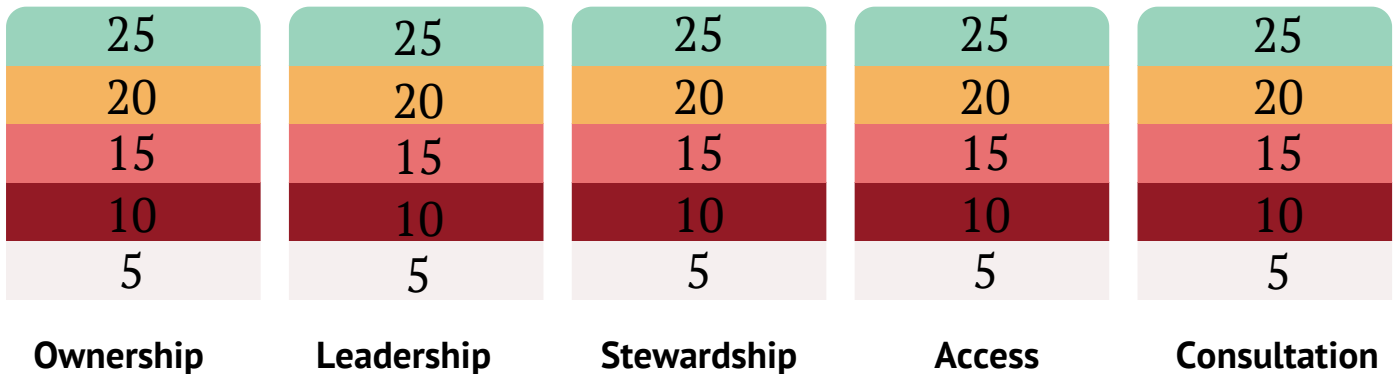
Assess the scope of land return initiatives through the lens of **Ownership, Leadership, Stewardship, Access** and **Consultation**.

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**List out** any missing or additional information needed to fully understand the success of the land back initiative.

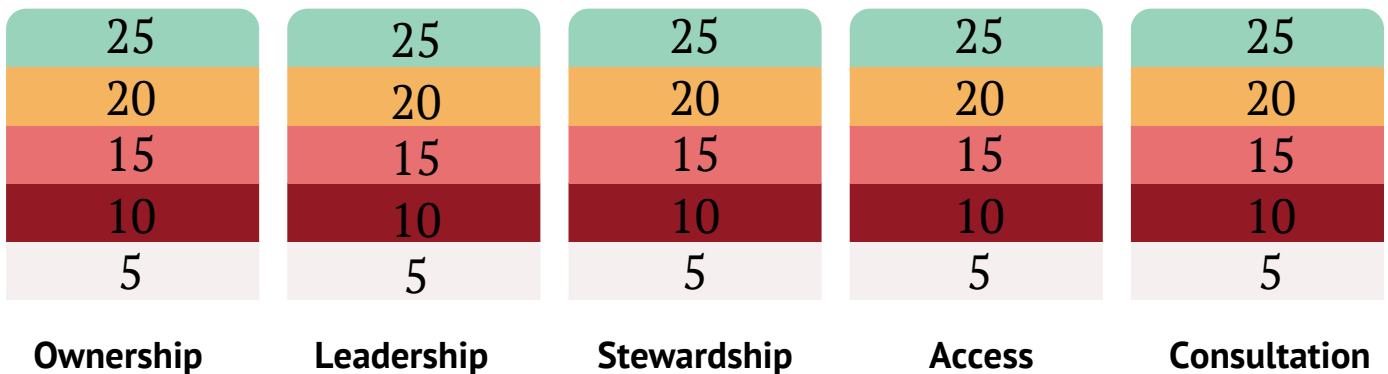
**Example A:** A state park has granted a local tribe access to park lands to host its annual tule boat festival. The tribe is able to harvest tule on the park's lake throughout the year, and may host a tule boat making workshop for tribal youth. There is a tribal member on the state park's staff, working in the educational programming department.

*(Strong stewardship abilities, minimal leadership influence, no ownership)*



**Example B:** A federally recognized tribe set aside revenue from its convenient store business to fund tribal projects. This year, tribal council voted to use the funds to purchase a 10 acre property that borders its existing rancheria boundaries. The tribe is in the process of placing the land into federal trust and plans to restore indigenous plants to the landscape.

*(Strong ownership, strong leadership, strong stewardship)*

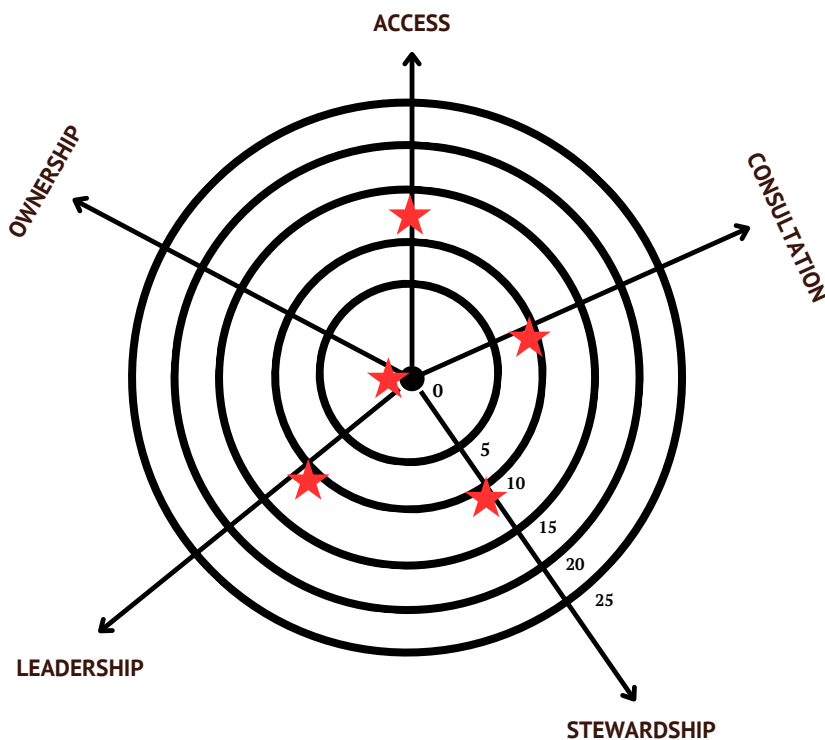
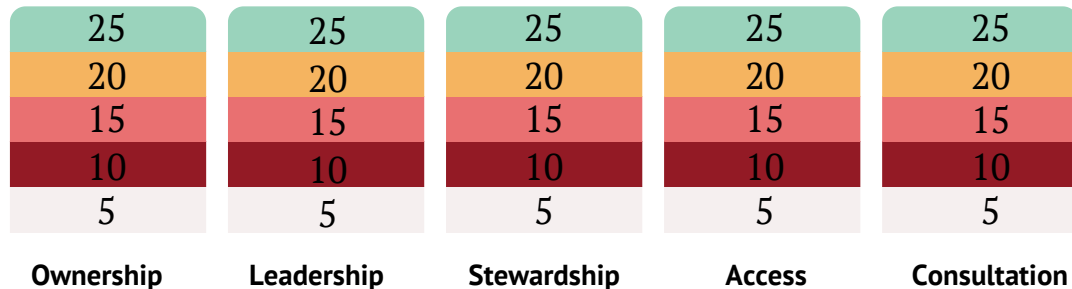




# Land Back Spider Graph (Example A)

**Example A:** A state park has granted a local tribe access to park lands to host its annual tule boat festival. The tribe is able to harvest tule on the park's lake throughout the year, and may host a tule boat making workshop for tribal youth. There is a tribal member on the state park's staff, working in the educational programming department.

*(Strong stewardship abilities, minimal leadership influence, no ownership)*



## Assessment Scale: ★

- 25- Excellent
- 20- Very good
- 15- Good
- 10- Limited
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- 0- Non existent

### What information is still needed?

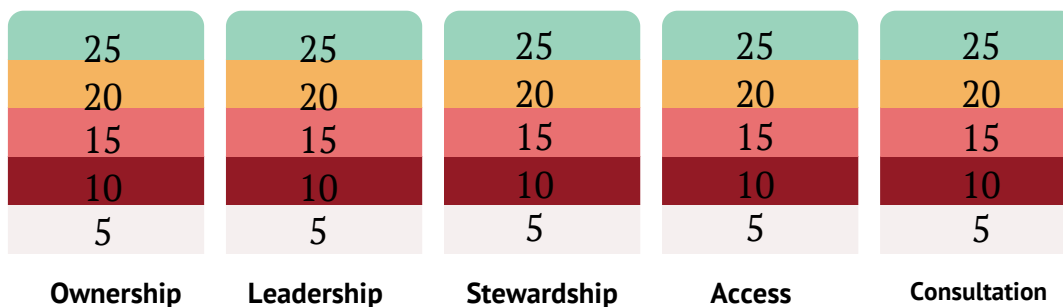
- Is access limited to certain members of the tribe?
- Do they carry a park pass, etc to guarantee access?
- What influence does the Native educator have on stewardship plans and leadership policies?
- Would leadership seriously consider their ideas in their decision making?
- Are there any paths to eventual ownership? Co-stewardship?



# Land Back Spider Graph (Example B)

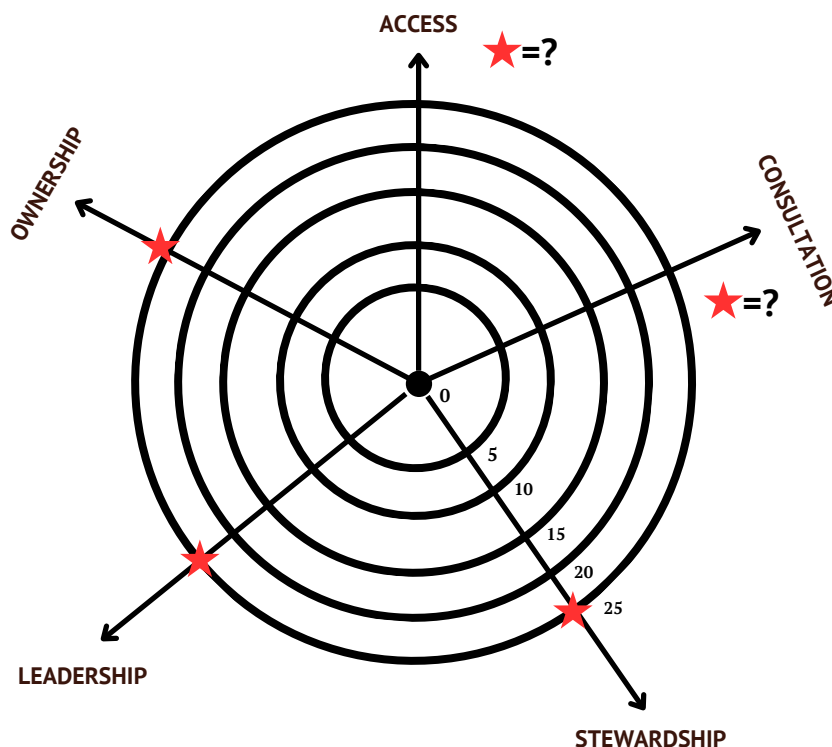
**Example B:** A federally recognized tribe set aside revenue from its convenient store business to fund tribal projects. This year, tribal council voted to use the funds to purchase a 10 acre property that borders its existing rancheria boundaries. The tribe is in the process of placing the land into federal trust and plans to restore indigenous plants to the landscape.

*(Strong ownership, strong leadership, strong stewardship)*



## Assessment Scale: ★

- 25- Excellent
- 20- Very good
- 15- Good
- 10- Limited
- 5- Extremely limited
- 0- Non existent



## What information is still needed?

- How were members of the Tribe consulted in the decision-making process with other Tribal members or Tribal leadership?
- Is access limited to certain members of the tribe?
- Is access given to non Native community members?



# Assessment Questions

## *What information is still needed?*

### **Ownership:**

- What type of legal agreements are in place?
- Are there any stipulations, limitations, or restrictions to the ownership agreements?
- Is there a long term plan of ownership in place?
- Is a Tribe recognized or non federally recognized? What are the pros and cons of Tribal status in owning land?

### **Leadership:**

- What will happen when leadership changes?
- Does Native leadership consist of one Tribe or multiple Tribes? (eg. Coalition or Native Advisory Council)
- What is the Tribe's capacity to manage land return?

### **Stewardship:**

- What is the environmental condition of the land return?
- How are traditional ecological knowledge, cultural revitalization and Indigenous stewardship practices being supported?
- Are the opportunities for workforce development or receiving certifications available for local Tribal members?

### **Access:**

- What is the range of access? (eg Tribal members only? Public access?)
- What are the pros and cons with limited access?
- What are the pros and cons with public access?

### **Consultation:**

- Are you consulting with the local Tribe?
- Is there an action plan in place for land return beyond consulting with the local Tribe? (eg establishing or paying an Indigenous Land Tax)
- Are all Tribal members included in the decision-making process of land return?

# Reflection Prompts

## **Ownership Reflections:**

- How does the concept of land ownership impact indigenous communities, and what historical factors have shaped their relationship with the land?
- In what ways can land return agreements address the historical injustices related to land dispossession and contribute to a more equitable distribution of resources?
- Reflect on the different examples of land ownership and how they align with or challenge traditional indigenous perspectives on land stewardship.

## **Leadership Reflections:**

- Reflect on the importance of indigenous leadership in the development and implementation of land return agreements.
- Consider the potential challenges and opportunities associated with building leadership capacity within indigenous communities to effectively manage and govern their returned lands.
- Explore the role of collaboration and partnership between indigenous leaders, governments, and non-governmental organizations in achieving successful land return projects.

## **Stewardship Reflections:**

- How can land return agreements support indigenous perspectives on land stewardship and a regenerative economy?
- Reflect on the potential environmental, social, and cultural benefits of indigenous-led land stewardship practices.
- Consider the role of education and awareness in promoting responsible land stewardship, both within and outside indigenous communities. How would you educate the general public about land return sites?

## **Access Reflections:**

- How do access rights to ancestral lands affect the well-being and autonomy of indigenous communities?
- Consider the implications of restricted access to traditional lands on cultural practices, resource use, and community development.
- Reflect on the potential benefits and challenges associated with expanding access to indigenous lands for both indigenous and non-indigenous populations.

## **Consultation Reflections:**

- How can meaningful and culturally sensitive consultation processes be established to ensure the active participation of indigenous communities in land return agreements?
- Reflect on the power dynamics involved in consultation processes and consider ways to empower indigenous voices in decision-making regarding their ancestral lands.
- Explore the role of informed consent in land return agreements and its significance in building trust between indigenous communities and external stakeholders.