
The Naming, Renaming, and Commemoration Project

FINAL REPORT

SUBMITTED BY HERITAGE CALGARY

MAY 2022



Overview



Overview



The Calgary area where the Bow and Elbow Rivers meet is a place of confluence where the sharing of ideas and opportunities naturally come together. Indigenous Peoples have their own names for this area that have been in use long before Scottish settlers named this place **Calgary**. In the Blackfoot language, they call this place **Moh'kinsstis**.

The Stoney Nakoda Nation refer to the Calgary area as **Wichispa Oyade**, and the people of the Tsuut'ina Nation call this area **Guts-ists-i**. The Métis call the Calgary area **Otos-kwunee**.

Heritage Calgary acknowledges that this project took place on the traditional territories of the people of the Treaty 7 region in Southern Alberta. This includes: the Siksika, Piikani, and Kainai First Nations collectively known as the Blackfoot Confederacy, along with the Blackfeet in Montana; the Îethka Nakoda Wicastabi First Nations, comprised of the Chiniki, Bearspaw, and Wesley First Nations; and the Tsuut'ina First Nation. The city of Calgary is also home to the Métis Nation of Alberta Region 3. We acknowledge all Indigenous urban Calgarians, First Nations, Inuit, and Métis who have made Calgary their home.

Principles

THE NRCR PRINCIPLES IDENTIFY THE COMMON PRINCIPLES THAT NRCR PROJECTS ENCOUNTER AND ADDRESS.

NRCR Principles

- A. Involve the community and people for whom the issue is important.
- B. Understand the historical significance and original intention for the installation or name.
- C. Understand any harm associated with the individual, event, or practice identified.
- D. Engage with original namers or installers, or their community or descendants, when appropriate or possible.
- E. Understand the land on which the statue, memorial, or commemoration is being placed or that the name will relate to.
- F. Think about the physical context of the installation or naming/renaming opportunity.
- G. Identify opportunities for education and awareness (i.e., historical significance, diversity of the community, impact for equity-seeking communities).
- H. Amplify histories, people, and events that have been traditionally untold or less known.
- I. Align with the values or principles of the community or organization.
- J. Explore the meaning or significance to the current community.
- K. Consider meaning and significance acquired or lost over time.
- L. Explore if the name or commemoration is honouring the whole person or a single act.

The infographic is a grid of 12 orange-bordered boxes, each representing a principle. Each box contains a letter (A-L), a brief description of the principle, and a list of questions to address in a project. The boxes are arranged in two columns of six. The right column (principles H-L) is partially obscured by a large, colorful circular graphic on the right edge of the page.

PRINCIPLE	QUESTIONS TO ADDRESS IN YOUR PROJECT AND ANSWER WITH YOUR COMMUNITY
A Involve the community and people for whom the issue is important.	Who does this name or commemoration matter to? Are they involved in your project? What role would they like in the project? What role aligns with your project values and goals? Is your project team and process inclusive of all impacted communities? Does your project team reflect the diversity of your community? Who are you leaving out?
B Understand the historical significance and original intention for the installation or name.	What did the original commemorators intend to recognize? What was significant about the name or installation at the time? What historical context does it represent, and how? If this is a new name or installation, what is the contemporary context of this moment in history?
C Understand any harm associated with the individual, event, or practice.	Does the name or commemoration recognize a person, event, or practice that is connected with a negative, tragic, or harmful experience? For whom? What is their perspective ? Sometimes we mark the dark parts of our history so we can remember and learn or to mark a loss or tragedy. If harm occurred in the past related to the name or commemoration, is the recognition respectful and appropriate for the context? Is it teaching something? Is it celebratory or a perspective that does not appropriately acknowledge the harm? Does the commemoration or name continue to cause harm today?
D Engage with original namers or installers, or their community or descendants, when appropriate or possible.	Who were the namers or installers of the commemoration? Are they part of a larger community? If a particular person or group is recognized, who are their descendants ? Is it appropriate to engage with them? Why or why not? How will you engage with those families or community members? What do you want to know?
E Understand the land on which the statue, memorial, or commemoration is being placed or that the name will relate to.	What Indigenous territory is your project located in? What is the history and contemporary context of the land where the name or commemoration will stand? Is the precise location of land where the name or commemoration will stand sacred, culturally significant, or otherwise important to one or more First Nations or communities? How do you know? Have you done the research? How will you engage the First Nation(s) or communities related to the site?
F Think about the physical context of the installation or naming/renaming opportunity.	
G Identify opportunities for education and awareness (i.e., historical significance, diversity of the community, impact for equity-seeking communities).	Does the name or commemoration recognize a person, event, or practice that people do not know about but could learn or benefit from? Is the name or commemoration an opportunity to teach or share an idea or story that is important? Is this the best way to tell that story or share that idea? Does the name or commemoration need to be contextualized ? Is there a way to add interpretation to tell a more complete story? Does this name or commemoration add to a fuller reflection of the community by sharing the story of an underrepresented cultural group or diverse perspective? How will this name or commemoration move the community forward in a positive way?
H Amplify histories, people, and events that have been traditionally untold or less known.	Is the name or commemoration a chance to tell an untold story or to better reflect your community? Is there something here to learn from or celebrate that others would benefit from knowing about?
I Align with the values or principles of the community or organization.	Does the name or commemoration align with the values of our community or organization today? Why or why not? How do you know?
J Explore the meaning or significance to the current community.	Does the name or commemoration still have meaning to the contemporary community? Is there an opportunity for learning about that meaning? Has the community evolved so that the importance of the name or commemoration is no longer aligned with community priorities? Can that story be told in a way that is more inclusive or appropriate ? Would there be a better outcome if it was told in a different place or through a different media that allows for a fuller contextualization? Are there errors or oversights that need correcting ? Or language that needs an update?
K Consider meaning and significance acquired or lost over time.	Does the name or commemoration mean something different today? Is that an opportunity to tell a more complete story? Has the meaning or significance of the name or commemoration changed in a way that something about its presentation needs to change? Does it need to be interpreted differently ? Removed? Contextualized?
L Explore if the name or commemoration is honouring the whole person or a single act.	Does this name or commemoration relate to a particular person? What is their story? Does the name or commemoration over-emphasize part of their story? Was this person an active participant in, or responsible for, something that caused harm ? If so, how does that position or act relate to their life story? Is using a person's name or likeness the best approach , or is there another name or image relevant to the content, event, or work being honoured that might be a good idea?

Process

THE NRCR PROCESS IDENTIFIES EIGHT STEPS TO GUIDE COMMUNITY GROUPS THROUGH AN NRCR PROJECT.



Recommendations

Training and Learning

Protocol and Indigenous Cultural Literacy

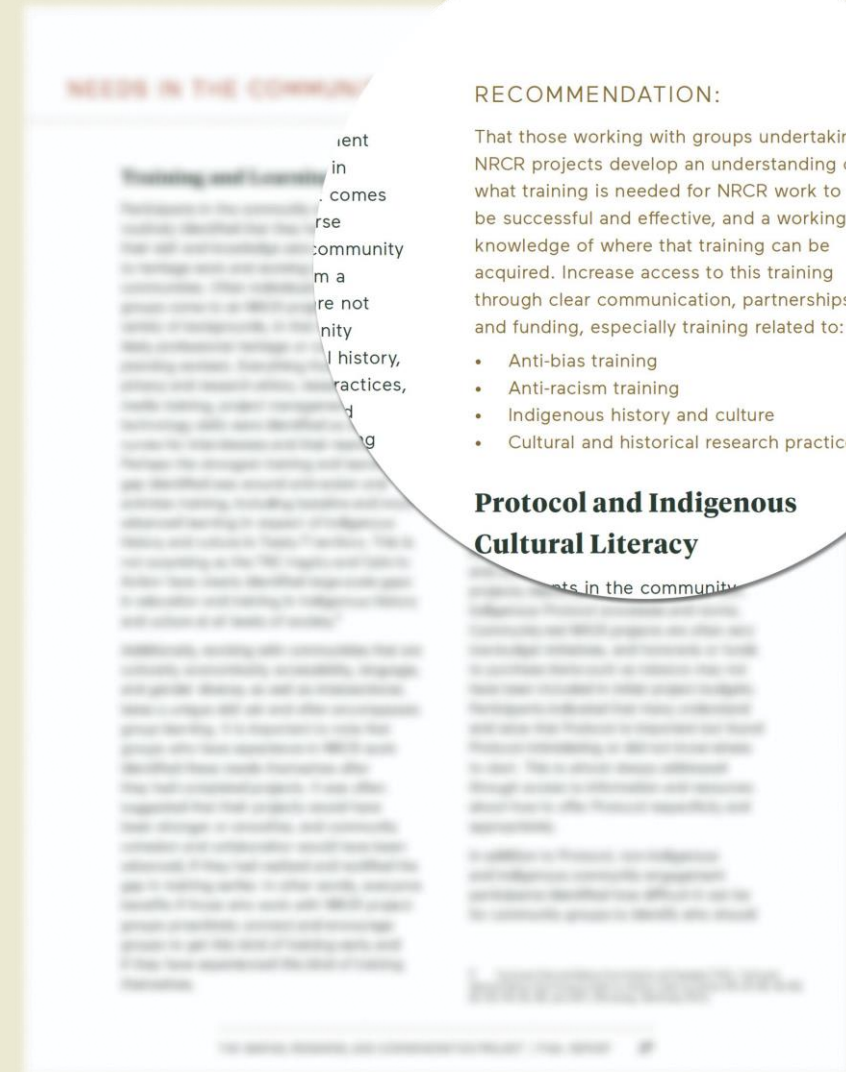
Research and Records Repositories and Access

Policy and Interdepartmental Processes

Reconciliation in Action

Support and Resource Implementation

Workshops and Heritage Work Supports



Acknowledgment

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