

**FOOD FROM THE SEA: SEA LION SAVVY 3-5 (LESSON 3-5)**

**Elder Quotation:** “Whenever somebody in the old village went out hunting, they’d bring back a seal or a sea lion. They’d leave it on the beach, and the people would go down there and help themselves. That’s how we all helped one another. First, people from the family that caught it would come down to the beach and cut off a chunk of meat. Then everybody else would go down and get whatever they needed. Everyone was invited to take home some of the seal or sea lion.”

- Margaret Borodkin<sup>i</sup>

**Grade Level:** 3-5

**Overview:** Sea lions were an extremely valuable resource in the traditional subsistence life. From the flippers to the kidneys to the pelt the Sugpiat made use of the entire animal. This was possible due to careful observations of sea lion behavior and habitat, the development of specialized hunting techniques and successful preservation and processing methods.

**Standards:**

<i>AK Cultural:</i>	<i>AK Content Science:</i>	<i>CRCC:</i>
D1: Acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders.	Science C3: A student should understand and be able to apply the concepts, models, theories, facts, evidence, systems, and processes of life science and should (3) develop an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms.	L1: Students should understand the value and importance of the Sugt’stun language and be actively involved in its preservation.

**Lesson Goal:** To research aspects of sea lions as a subsistence resource and share the information gained in a scripted interview format.

**Lesson Objectives:** Students will:

- Research sea lions and subsistence topics
- Generate an informational presentation about their research
- Observe the relative value of various interview techniques
- Learn the related Sugt’stun or Eyak vocabulary

**Vocabulary Words:** Sugt’stun Dialects

English:	Prince William Sound:	Lower Cook Inlet:	Eyak:
What is this?		<i>Caacaq una?</i>	
What is that?		<i>Caacaq mi taugna?</i>	
Thank you.	<i>Quyana</i>	<i>Quyana</i>	<a href="#"><u>AwA'ahdah</u></a>
You’re welcome.	<i>Qyanaituten</i>	<i>Quyanaaituten</i>	

Sea lion	<i>wínaq (pl: wínat)</i>	<i>wínaq (pl: wínat)</i>	k'umah
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**Materials/Resources Needed:**

- FFS Sea Lion Savvy Anatomy and Vocab 2.1 (See below)
- FFS 3-5 Sea Lion Savvy Research Sources 2.2 (See below)
- FFS Sea Lion Savvy Interview Guidelines 2.3 (See below)
- FFS Sea Lion Savvy Traditional Recipes 2.4 (See below)

**Kit Library:**

- Poling, Donald Robert. *Chenega Daries: Stories and Voices from the Past: Life and Times in Chenega, Alaska 1944-48*
- Smelcer, John E. and Morgen A. Young. *We Are the Land We Are the Sea: Stories of Subsistence from the People of Chenega*
- Stamp, Bobby.A. *Chenega as I Saw It – It’s People*
- Unger, Suanne. *Oaqamiigux: Traditional Foods and Recipes from the Aleutian and Pribilof Islands; Nourishing Our Mind, Body and Spirit for Generations*

**Web Resources:** See ‘Sea Lion Research Sources’ below.

**Teacher Preparation:**

- Review Activities and practice Sugt’stun or Eyak vocabulary.
- Contact your Local Education Coordinator or local Tribal Council for a list of Elders that could share his or her expertise on the subsistence lifestyle and adaptations from traditional practices to today.
- Invite the Elder of Recognized Expert to the class and outline the student interview format with its testing of the usefulness of open and closed questions. Ask Elder to recall a special story or experience that could be hinted at to help direct student questions to elicit that story.
- Decide on size and number of student research groups and how to divide the topics. Note that each topic has suggested interviewees or decide on alternative interviewees.
- Before the Elder or Recognized Expert arrives, review with students how to interact respectfully with the Elder during his or her visit.

**Opening:** Introduce Elder/Expert to the class and explain that he or she knows a lot about local subsistence resources and how traditional Sugpiat practices have been adapted to today’s world. Ask students how they can find out what the Elder knows. (*Direct student answers to a review of good interview techniques and the use of open and closed questions.*)

**Activities:**

**Class 1:**

1. Divide students into small groups to brainstorm one closed and three open questions to ask the Elder about his or her experiences. Questions like ‘What is this?’/”*Caacaq una?*” or “What is that?”/”*Caacaq mi taugna?*” can be helpful if you just need one word answers. The challenge is for each group to come up with at least one relevant open question that is unique to their group. Hint there is a special story that the Elder would like to share if he or she is asked right question.

2. Have groups take turns asking the Elder their questions: first the closed question then the open-ended questions. Ask the Elder to provide a direct answer without elaboration, i.e., make the question do the work, not the interviewee.
3. What did students learn from the Elder's answers?
4. Discuss which questions led to the most interesting answers, which questions were dead ends, which were repetitive and which were new.
5. Divide students into groups and assign each one of the following topics:
  - Habits and Haulouts of Sea Lions/*Winat* [Interview with actual Sea Lion(s)]
  - Hunting Methods [Interview Sea Lion Hunter(s)]
  - Sharing, Preservation then & now [Interview with Trad. & Modern Subsistence Users]
  - Food Uses [Interview with Subsistence Chef(s)]
6. Distribute Sea Lion Interview Topics and Guidelines and Sea Lion Research Sources handouts and describe the assignment. Each group will research their assigned topic and then, using their interview skills with closed and open questions, write an interview script to share their research results, and present the interview to the class. (*Each topic has suggested interviewees though students may choose alternative interviewees.*)
7. Direct Groups to begin their research.



Sea lion haul out on Montague Island, Prince William Sound

### **Class 2:**

1. Review assignment and remind students that their interviews should include at least eight to ten interesting facts that they have learned from their research.
2. Direct groups to continue their research and using the project guidelines to begin writing their interview scripts.
3. Check to see that each group has at least eight to ten facts that their interviews will include.
4. Encourage students to bring in any interview props that would add visual interest to their presentations for the next class.

### **Class 3:**

1. Allow students time to complete their scripts. Check scripts for adherence to guidelines. If need be, ask “What is this?”/”*Caacaq una?*” or “What is that?”/”*Caacaq mi taugna?*” for clarification.
2. Have students practice their scripts with props.
3. Have groups present their interviews. Ask class to listen for facts in preparation for final discussion. (OR *Have groups compete to list as many facts as they learned from the interviews.*)
4. Invite Elder to comment on interview highlights.
5. What did students find most interesting in these interview? Discuss how information is transmitted through interviews and storytelling and the importance of the oral tradition to Sugpiat culture.

### **Assessment:**

- Students collectively interviewed an Elder about subsistence experiences.
- Students independently researched assigned sea lion related topics.
- Students presented original interview scripts which included eight to ten topic related facts.
- Students compared usefulness of open and closed questions in interviews.
- Students correctly pronounced the Sugt’stun or Eyak vocabulary.

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<sup>i</sup> Smelcer, J. E., and Young, M. A. *We Are the Land We Are the Sea: Stories of Subsistence from the People of Chenege*. Chenege Heritage, Inc., 2007. p.14



Sea Lion meat laid out in smokehouse, Tatitlek



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## FFS 35 Sea Lion Research Sources 2.2

### Sea Lion Facts

<https://oceanservice.noaa.gov/facts/seal-sealion.html> Differences between seal and sea lion

<http://www.sealion-world.com/> Sea lion species, facts

<http://www.sealion-world.com/galapagos-sea-lion-gives-birth/> (1:46) Video of sea lion birth in front of Galapagos tour group

<http://www.sealion-world.com/hunting-with-sea-lions/> (6:28) Video of young sea lions training, adults hunting 'bait ball' – last 30 seconds marlin & whale

<http://www.seaotter-sealion.org/stellersealion/index.html> Sea lion facts

### Sea Lion Harvest and Use

[http://www.adfg.alaska.gov/index.cfm?adfg=wildlifeneews.view\\_article&articles\\_id=325](http://www.adfg.alaska.gov/index.cfm?adfg=wildlifeneews.view_article&articles_id=325)

'Traditional Uses of Sea Lion' article by Mike Turek

<http://www.seaotter-sealion.org/downloads/TASSC%20Hunting%20Guide.pdf> Sea Lion Hunter's Guide includes anatomy cut-away, distribution map, uses, how to butcher

<http://www.subsistence.adfg.state.ak.us/download/indexing/Technical%20Papers/tp198.pdf>  
"The Subsistence Harvest and Use of Steller Sea Lions in Alaska" (1991)

Book: Smelcer, John E. and Morgen A. Young. *We Are the Land We Are the Sea: Stories of Subsistence from the People of Chenega*. Chenega Heritage, Inc., 2007.

Life in Old Chenega – Margaret Borodkin, pp14-18 (Sea lion sharing p.14)

The Hunter and the Fisherman – Paul Kompkoff, Jr., pp 62-67 (Sea lion hunt p.63)

The Sneakiest Prey – Andy Selanoff, pp 90-94 (Sea lion hunt p.94)

Subsistence in Tatitlek – Jessie Tiedemann, pp.111-119 (Sea lion sharing, recipe p.114-5)

Providing for Elders – Michael Vigil, pp.124-129 (Sea lion 128-129)

Book: Poling, Donald Robert. *Chenega Diaries: Stories and Voices from the Past: Life and Times in Chenega, Alaska 1944-48*. Chenega Future, Inc., 2011.

Sea lion hunt description p.83

Sea lion recipe p. 157

Sea lion meat preservation p.262

Sea Lion Murphy nickname origin p.274

### Sea Lion Subsistence Regulation

<http://www.seaotter-sealion.org/> [Sea lion facts, subsistence regulations, recipes](#)

<http://www.adfg.alaska.gov/index.cfm?adfg=stellersealion.main> Sea Lion facts, subsistence management, rules

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## FFS 3-5 Sea Lion Savvy Interview Guidelines 2.3

### **Class 1:**

Possible Topics:

- Habits and Haulouts of Sea Lions/*Winat* [Interview with actual Sea Lion(s)]
- Hunting Methods [Interview Sea Lion Hunter(s)]
- Sharing, Preservation then & now [Interview with Trad. & Modern Subsistence Users]
- Food Uses [Interview with Subsistence Chef(s)]

Use the Research Sources handout to begin research into your topic. This research will be used to write an interview with closed and open questions. Your group will present your interview in Class 3

### **Class 2:**

Continue your research. Each interview should include at least eight to ten interesting facts that you have learned from your research. Pick the most interesting facts and write a rough draft of 10 interview questions and answers. You should use a combination of open and closed questions. Discuss which group members will play which parts. Brainstorm possible props to add interest to the final presentation. Bring these props to the next class.

### **Class 3:**

Complete any needed research and review interview script. Practice the script with props. Present your interview.

1) Introduction – Who is the interviewer? Who is the interview subject?

2) \_\_\_\_\_

Answer: \_\_\_\_\_

3) \_\_\_\_\_

Answer: \_\_\_\_\_

4) \_\_\_\_\_

Answer: \_\_\_\_\_

5) \_\_\_\_\_

Answer: \_\_\_\_\_

6) \_\_\_\_\_

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Answer: \_\_\_\_\_

7) \_\_\_\_\_

Answer: \_\_\_\_\_

8) \_\_\_\_\_

Answer: \_\_\_\_\_

9) \_\_\_\_\_

Answer: \_\_\_\_\_

10) \_\_\_\_\_

Answer: \_\_\_\_\_

11) \_\_\_\_\_

Answer: \_\_\_\_\_

12) Thank you (*Quyana!*) [Answer: You're welcome (*Quyanaaituten*)] and Conclusion.

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## FFS Sea Lion Savvy Traditional Recipes 2.4



Sea Lion Stew, Tatitlek

Sea Lion Stew: Cut sea lion ribs or joints into individual portions and rub with salt and pepper. Boil gently with chopped onions, carrots, and potatoes until tender. Season to taste.

- Kimber Moonin, Tatitlek

Sea Lion Neck: Cut the hide, blubber meat and bone the neck of the sea lion. Then burn off the hair and scrape the hair side clean. This forms a kind of ball which is boiled. Eat it hide and all.

- Stamp, Bobby A. *Chenega as I Saw It – Its People*, p.24

Sea Lion Kidneys: Cut up kidneys into thin strips. Soak them in fresh water and eat raw.

- Stamp, B. p.24.

Seal Intestines (Same technique used for as Sea Lion Intestines)

Clean the intestines and braid around a strip of blubber. Smoke it for a few days and then boil or bake it. - Stamp, B. p.24.

“You take the seal gut, clean it out, and soak it in baking soda and vinegar for a while. You cut the gut every three inches and clean it out real good. Then you take fresh seal fat, cut it into chunks and you take the gut and the fat and you braid it together of three fingers. “

- Smelcer, John E. and Morgen A. Young. *We Are the Land We Are the Sea: Stories of subsistence from the people of Chenega*. Chenega Heritage, Inc., Jessie Tiedeman, 2007. p. 118

Sea Lion Quarter Feast: In the summer time take an entire quarter of the sea lion to the beach and bury it in about a foot of gravel. Build a fire over it and then cover the fire with hide. Bake until done. -Stamp, B. p.25.



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### Sea Lion Skin and Flippers

“When you skin a sea lion, leave the fat on. It is not as oily as seal fat. Leave the skin on the flippers.

Build a fire outside or use a torch to singe off the hair. Occasionally scrape off the burned hair. When completely singed cut into 2 in. pieces and placed in boiling water with salt to taste. Bring to boil again and simmer for an hour or until tender.

Drain and serve with rice or boiled potatoes.

This recipe can be used as a bacon for breakfast and served cold with home-made bread.”

Sawden, Fiona (1982, March). Sea Lion Skin and Flippers. *Fireweed Cillqaq*, (No.3), p. 42

### Sea Lion Roast

Several pounds sea lion meat

3 onions, 4 potatoes, 3 carrots

Garlic powder

Salt and Pepper to taste

Rub the sea lion meat with garlic powder, salt and pepper. Place the meat in a roasting pan. Peel and roughly chop all the vegetables: add to the pan. Bake in a 350° oven for about two hours

Smelcer, John E. & Morgen A. Young. *We Are the Land, We Are the Sea: Stories of Subsistence from the People of Chenega*. Chenega Heritage, Inc., 2007. p. 146.

### Sea Lion Ribs

Several pounds sea lion ribs

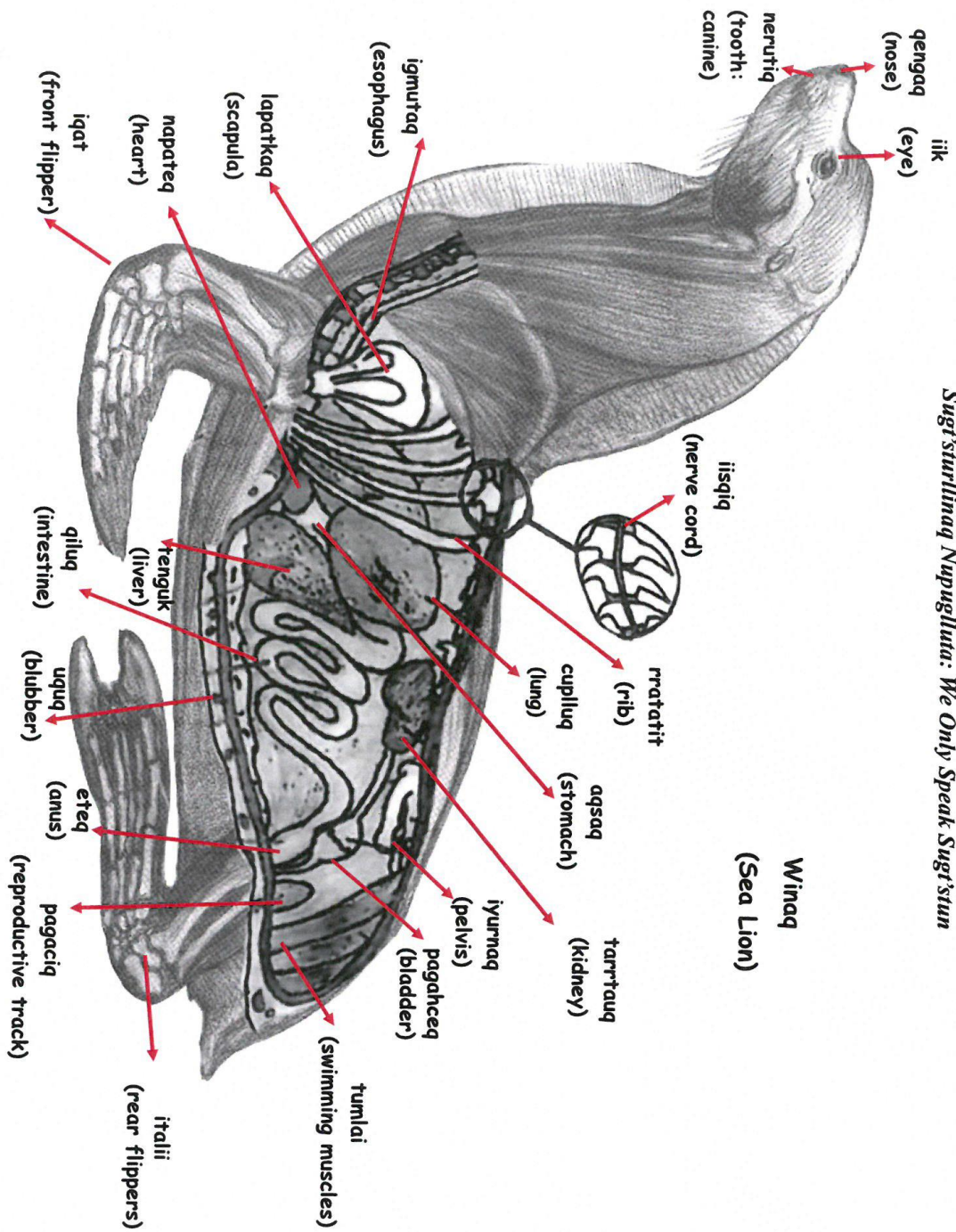
Salt and pepper

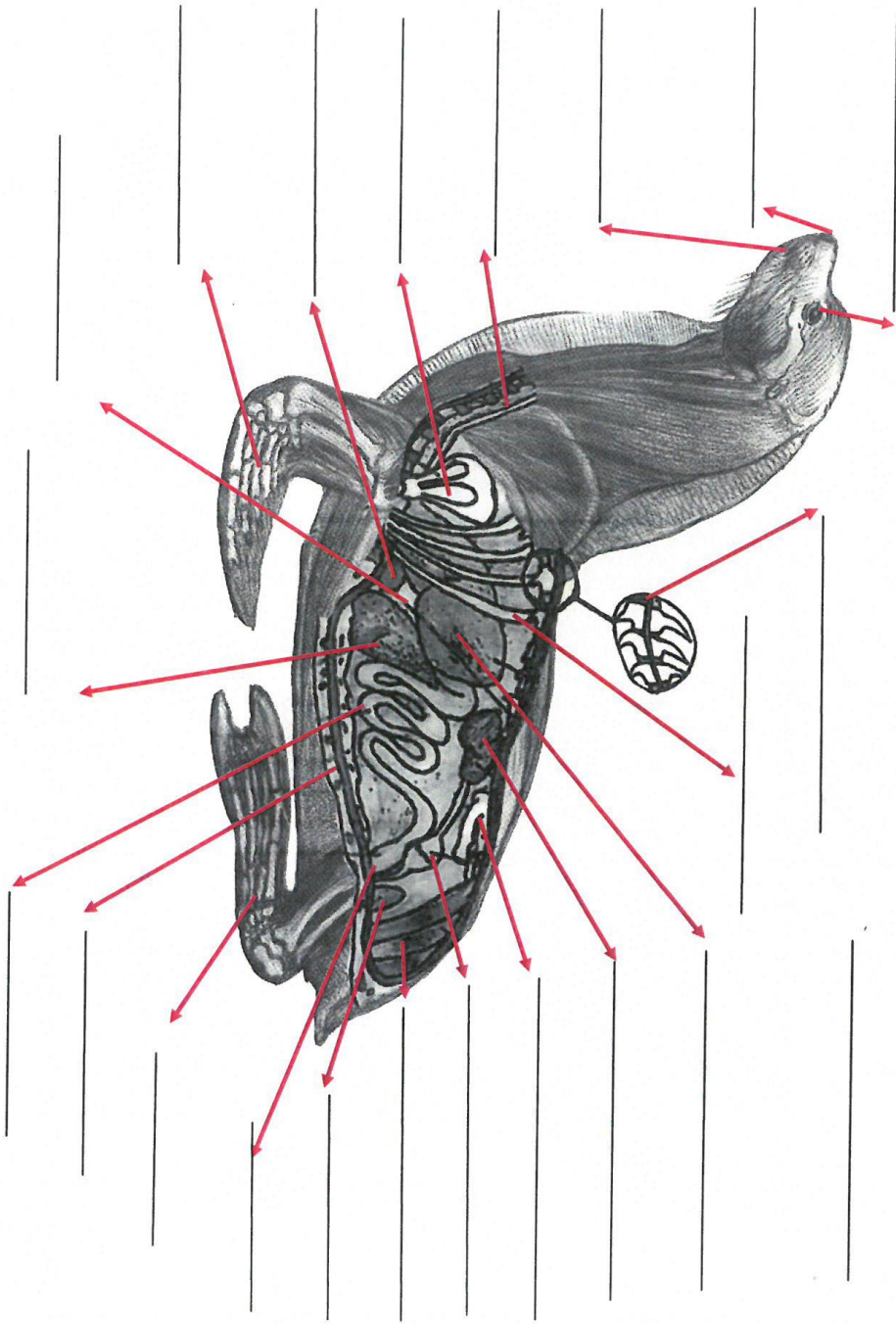
Barbecue sauce (optional)

Cut the Ribs into individual portions. Rub each rib with salt and pepper. Broil in the oven until the meat is crispy. The ribs can also be cooked over an open fire. Serve plain or with barbecue sauce.

*We Are the Land We Are the Sea*, p.146.

*Sugt'surllinaq Nupugllua: We Only Speak Sugt'sim*





*Sugt'surllinaq Nupugllua: We Only Speak Sugt'stun*