

FOOD FROM THE SEA: WHERE'S DINNER? GR: PREK-2 (LESSON 2)

Elder Quotation: “You know, the things that I knew, things that I know, are really important to me. I wanted to teach my grandkids a place where you can go to get a certain type and size of halibut. If you want the big ones, you go to this certain area. If you want the little ones, you go to this other place. If you want to catch big red snappers, you go to this spot. Also there’s this place where the halibut spawn and a place where all the codfish spawn. I know the places like that, and where the dungeness crab and where the king crabs are. If you want to catch the golden king crab...where you catch the black cod...there’s a place that I like to show the kids where to go and wait for a bear.”

- Don Kompkoff, Sr.¹
(1938-2012, Chenega)

Grade Level: PreK-2

Overview: Even the most modern of maps doesn’t provide enough information to tell us how to survive off the land. It is the Elders’ shared knowledge of where and when to hunt and harvest traditional foods from the sea is integral to preserving cultural traditions and local subsistence techniques.

Standards:

| <i>AK Cultural:</i> | <i>AK Content:</i> | <i>CRCC:</i> |
|--|--|--|
| <p>DI (A) Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning and are able to:</p> <p>student who meets this standard should:</p> <p>3) interact with Elders in a loving and respectful way that demonstrates an appreciation of their role as culture bearers and educators in their community.</p> | <p>Science F3 (F) A student should understand the dynamic relationships among scientific, cultural, social, and personal perspectives and should: 3) develop an understanding of the importance of recording and validating cultural knowledge.</p> | <p>SS(8) Students should know the appropriate seasons to fish, hunt, and gather.</p> <p>Language L1: Students should understand the value and importance of the Sugt’stun language and be actively involved in its preservation.</p> |

Lesson Goal: To demonstrate how Elders’ knowledge and insights preserve both cultural and physical survival in our coastal environment, traditionally and today.

Lesson Objectives: Students will:

- Recognize the importance of an Elder’s knowledge of subsistence areas in the region both traditionally and today.
- Identify subsistence food sources by marine location.
- Learn the Sugt’stun or Eyak vocabulary.

Vocabulary Words:

Sugt’stun Dialects

| English: | PWS: | Lower Cook Inlet: | Eyak |
|-----------------------------|----------------------|----------------------|---|
| Listen! (directed to 3+) | | <i>Niicigniluci!</i> | |
| food from the sea | <i>imarlat neqet</i> | <i>imarlat neqet</i> | <i>Giyah</i> (lit: food) |
| shore | <i>quuteq</i> | <i>quuteq</i> | <i>dil’a’g</i> |

| | | | |
|-----|----------------|----------------|---|
| bay | <i>kaniyat</i> | <i>kaniyat</i> | |
| sea | <i>imaq</i> | <i>imaq</i> | <i>lahdz</i> (lit: forward out to sea) |

Materials/Resources Needed:

- Local Elder or Recognized Expert knowledgeable about subsistence resource locations.
- Physical Map of Kenai Peninsula and Prince William Sound
- Coastal Map Handout (See below)
- Recipe Cards (See below)
- Seasonal Harvest Poster (See Chugach Heritage Website Resources)
- Subsistence Foods List:
 - Sea/bay – halibut, herring, porpoise, rockfish, salmon, sea lion, seal
 - Nearshore – bidarkis, clams, Dungeness crab, mussels, octopus, seaweed, sea cucumbers
- *Optional:* Traditional Food from the Sea sample item for students, napkins and any utensils needed for students to taste same

Web Resource:

Halibut Habitat

- <https://www.youtube.com/watch?v=FYUs1mMmE6Q> (4:29) Video of active halibut habitat at 120’ deep

Teacher Preparation:

- Review activity plan and practice Sugt’stun or Eyak vocabulary.
- Contact your local Tribal Council for a list of Elders that could share their expertise on the lesson content.
- Invite an Elder or Recognized Expert to share information on your region’s subsistence ‘hot spots’ both traditionally and currently.
- Before the Elder or Recognized Expert arrives, review with students how to interact respectfully with the Elder during his or her visit.
- Display Seasonal Harvest Cycle and Subsistence Food from the Sea List
- Set out area maps and markers
- *Optional:* Request Elder/Expert or students’ parents to provide small amount of traditional food from the sea for class to taste.

Opening: Where does your family find the food for tonight’s dinner? Does your family decide what to eat and buy everything they need at the store or do they cook subsistence foods that you’ve harvested? [*Invite students to share family menus made from subsistence foods. Follow up with questions about when and where foods were harvested and how family members knew how to hunt, gather, and preserve subsistence foods*] Do you know where to harvest subsistence foods?

Activities:

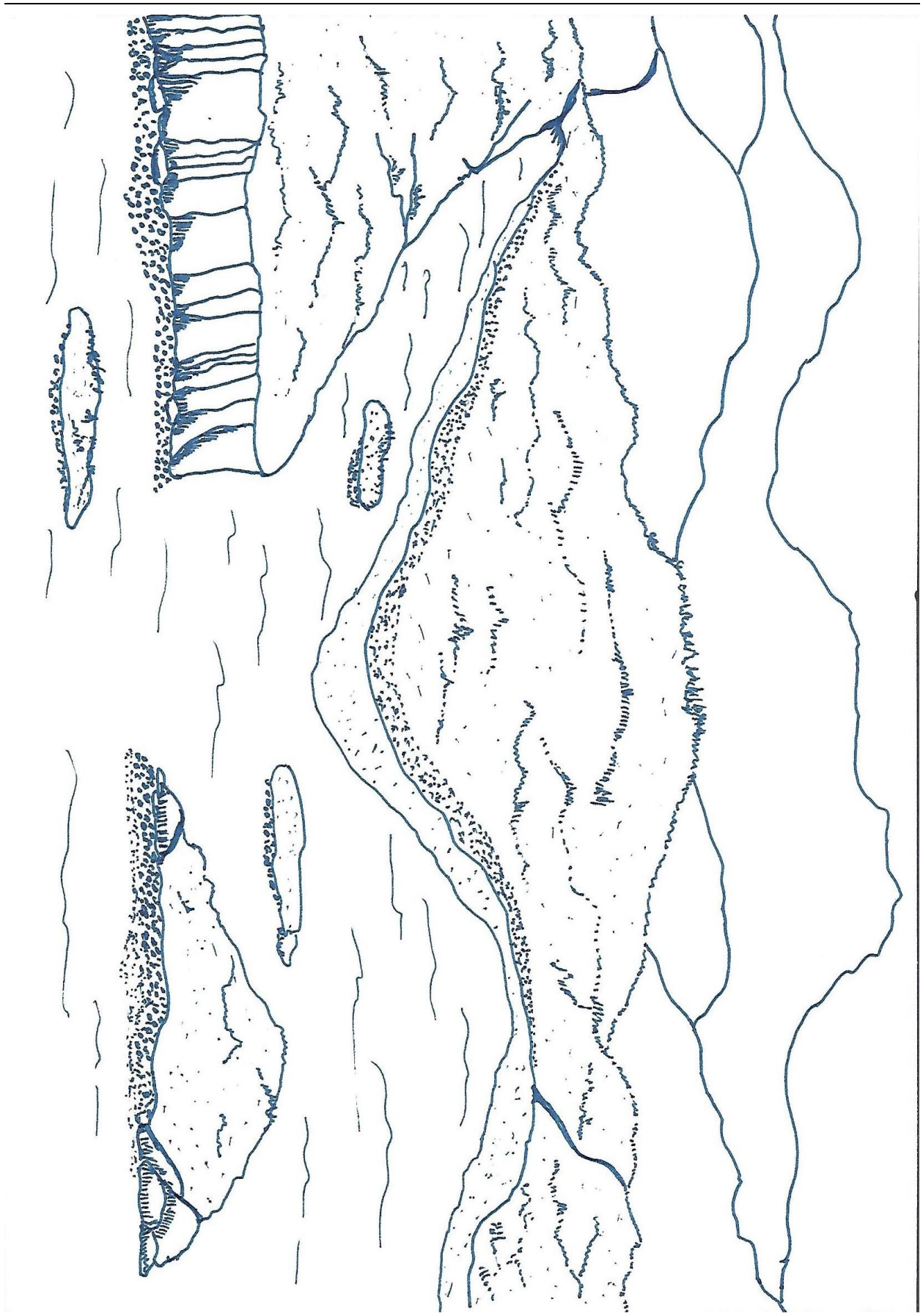
1. Introduce Elder/Expert and describe his or her experience with subsistence traditions. Remind students of tradition of handing down knowledge through listening to Elders. Encourage students to Listen!/*Niicugniluci!*
2. Have students look at regional maps to locate their community and locate where they commonly spend time outdoors. Identify parts of the map as shore/*quuteq*, bay/*bay*, or sea/*imaq*.

3. Referring to the list of food from the sea/*imarlat neqet* (See list above in Materials) ask students to describe where they might be found. Discuss whether the map is sufficiently detailed to know where to harvest food/*neqet*.
4. Invite the Elder to discuss where the community's traditional food sources are and how he or she learned what foods were where.
5. Ask Elder to share personal stories of harvesting subsistence foods from the sea/*imarlat neqet* as a child and who taught him or her.
Optional: If a traditional sea food has been provided distribute utensils and napkins for students and offer everyone a taste.
6. Point out where these areas on the map repeating the vocabulary words: shore/*quuteq*, bay/*kaniyat*, or sea/*imaq* and discuss the characteristics of each.
 - Shore: ocean edge, affected by tides
 - Bay: a broad inlet of the sea where the land curves inward (protected from high seas)
 - Sea: vast expanse of salt water
7. Ask students if they have enough information to harvest the food themselves.
8. Discuss what more do they need to know to harvest food from the sea/*imarlat neqet*. Remind students that every type of sea plant, animal, or fish has a distinct type of habitat it lives in.
Optional: Show portion of underwater halibut video listed above and discuss where to find such deep water.
9. Either build on a student answer about season of the year or time of the tide or invite the Elder to talk about the seasonal harvest cycle.
10. Model the Seasonal Harvest Cycle as the Elder/Expert speaks.
11. Divide students into groups of three or four and distribute area maps and markers. Have each group identify and color the land, shore/*quuteq*, bay/*kaniyaq*, and sea/*imaq* in distinctive colors. [*Optional:* Decide on a particular color for each zone for ease of reference.]
12. Distribute sets of Recipe Cards and direct students to place recipes next to the habitat in which the main ingredient is harvested, i.e., porpoise skin comes from porpoises which are found in the sea.
13. Encourage students to ask the Elder if he or she agrees with their map and whether he or she knows how to locate, harvest, or prepare these traditional foods. What's tricky about locating salmon? (*They migrate from streams to the open ocean and then return and can be harvested all along their migration pathways.*)
14. Wrap up with a discussion of how Elders share vital information about how to find and use subsistence foods on which communities depend.

Assessment

- Students discussed the importance of oral history and Elder experience in the subsistence lifestyle.
- Students mapped the locations of marine subsistence foods in their appropriate ocean environment.
- Student correctly pronounced the Sugt'stun or Eyak vocabulary.

ⁱ Poling, Donald Robert. *Chenega Diaries: Stories and Voices of Our Past: Life and Times in the Native Village of Chenega, Alaska 1944-1948*. Chenega Future, Inc., 2011. p. 263.



BIDARKIS



URRITAT

Imarlat Neget—Food from the Sea

Pickled Bidarki Stir Fry

- Saute onions, pickled bidarkis, and herring spawn until onions are softened.

- Kimber Moonin
Tatitlek



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HALIBUT



SAGIQ

Imarlat Neqet—Food from the Sea

FRIED HALIBUT

- Cut halibut into fillets.
- Add salt & pepper to fillets.
- Roll fillets in flour.
- In a frying pan, heat about half an inch of oil.
- Fry the fillets in the oil until they are golden brown.
- Be sure not to cook the fish too long or it will be too dry.

We Are the Land We are the Sea

Chenega



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HALIBUT



SAGIQ

Imarlat Neget—Food from the Sea

HALIBUT a la MAC

- Place skinned halibut in 9x13 pan & pre-heat oven to 375°.
- Lay fried bacon on top of halibut.
- In a separate bowl mix 1 cup cheddar cheese & 1 cup mayonnaise with diced onion & garlic. Season with salt, pepper, & lemon pepper.
- Smear mixture on halibut and bake uncovered for about an hour or until golden brown.

Tim Malchoff
Port Graham



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HERRING EGGS



ialuahpat qahyait

Imarlat Neget—Food from the Sea

HERRING EGG SALAD

- Cook rice and allow to cool
- Dip herring eggs in hot water then in ice water.
- Place herring eggs on popweed in bowl and mix in by hand chopped onion, chopped celery, chopped carrots, and cooled rice.
- Add just enough mayonnaise to bind ingredients together.

- Leona Olsen
Tatitlek & Cordova



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OCTOPUS



AMIKUQ

Imarlat Neqet—Food from the Sea

Octopus Patties

- Finely chop 4 octopus tentacles (skinned & cooked) and 1 onion.
- Crumble 12 soda crackers.
- In a large bowl mix the octopus, onion, & crackers with 2 eggs & 2 tablespoons pancake mix.
- Form patties from the mixture and roll them in flour.
- Add several tablespoons of Crisco to a large pan and fry the patties until golden brown.
- Season with salt & pepper.

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PINK SALMON



Qaniq (LCI); Mangtak (PWS)

Imarlat Neget—Food from the Sea

PICKLED SALMON

- Soak 1/2 pound salted pink salmon in water to remove salt.
- After soaking, cut the salmon into bite-sized pieces.
- Place salmon & 1 onion (sliced) in a gallon or quart-sized container.
- Fill the container with half vinegar, half water & mix well.
- Seal & store in a cool dark place & let pickle for 5 days before eating.

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PORPOISE



Qaniq (LCI); **Mangtak** (PWS)

Imarlat Neget—Food from the Sea

PORPOISE SKIN

- Cut porpoise skin with fat attached into small slices.
- Season to taste.

- Kimber Moonin

Tatitlek



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SEA CUCUMBERS



SANAUSAT

Imarlat Neget—Food from the Sea

Sauteed Sea Cucumbers

- Cut off one end to drain sea water
- Cut out the five muscles and saute them in garlic and butter.
- Don't just cook them whole. You'll get sick.

- John Boone & Chung Vlasoff
Tatitlek



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SEA LION



WINAQ

Imarlat Neget—Food from the Sea

SEA LION STEW

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

- Kimber Moonin
Tatitlek



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SEAL



QAIGYAQ

Imarlat Neqet—Food from the Sea

SEAL OIL

- Put some seal blubber (fat) in a jar and place it under the stove or in a warm place.
- Keep it under the stove until you get oil.
- Fry the rest of the fat to get more oil.

- Ephim Anahonak, Sr.
Port Graham



Chugachmiut
RESERVE AUTHORITY

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SEAWEED



CAQALLQAT

Imarlat Neget—Food from the Sea

Seaweed & Salmon Rice

- Cut fresh black seaweed or add dried seaweed to freshly cooked rice with smoked salmon bits and salmon roe.

- Kimber Moonin
Tatitlek



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