

TRADITIONAL FOODS AND RECIPES: SEASONAL GATHERING PREK-2(LESSON 1-2)

Elder Quote/Belief: “Back then, we always had something to eat from the wild. Subsistence was a way of life. I remember there used to be a boat that traveled around to different villages. It was a kind of traveling store with all kinds of groceries and other things. But we got most of our food from the land and from the sea.”

Maggie Totemoffⁱ.

Grade Level: PreK-2

Overview: “...food gathering was of some importance in Chugach economy, even though food procured in this way would only serve as a supplementary diet except in periods of actual dearth.” Birket-Smith, Kajⁱⁱ.

Standards:

| | | |
|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <i>AK Cultural:</i> | <i>AK Science:</i> | <i>CRCC:</i> |
| D4- Gather oral and written history and provide and appropriate interpretation of its cultural meaning and significance. | A 14a: the interdependence between living things and their environments. | SS3- Students should be able to gather plants, berries and other edible foods |

Lesson Goal: To learn about traditional seasonal gathering.

Lesson Objective(s): Students will:

- Learn about seasonal gathering.
- Learn two Sugt’stun/Eyak words.
- Make a recipe booklet from collected information.

Vocabulary Words: Sugt’stun Dialects

| English: | PWS: | Lower Cook Inlet: | Eyak: |
|-------------|------|-------------------|-------|
| Calendar | | Cislaaq | |
| Month | | Iraluq | |
| Gather them | | Katurlluki | |

Materials/Resources Needed:

Books :

- *Looking Back on Subsistence, Interviews with Elders of the Chugach Region*
- *Blueberry Shoe*, Ann Dixon and Evon Zerbetz

Elder/Recognized Expert

4 sheets of butcher paper (different colors)

Crayons/markers

Drawing paper/magazine

Construction paper (two apiece)

Hole puncher

“
*In summer, he
(Peter Macha)
would eat some
greens from here,
like goose tongues
and fireweed. When
they'd (fireweed)
grow two inches
long, they'd cut
them and boil them
with seal oil. My
Mom used to tell me
they were just as
good (as
vegetables).”*

*Juanita Melsheimer
No.1 Alexandrovsk
English Bay In Its
Traditional Way*

“I Hope This Will Go On
Forever Here In English Bay.”

JUANITA MELSHIMER



Magazines
Yarn
Glue

Teacher Preparation:

- Review the Sugt'stun/Eyak words.
- If possible contact an Elder/Recognized Expert to come in to discuss how, when, why, and what seasonal resources were gathered.
- Tape the sheets of butcher paper on the wall, labeling each sheet: Winter, spring, summer and fall.
- Have magazines available for students.
- Display Seasonal Round banner.
- Review the books; *Looking Back on Subsistence* and *Blueberry Shoe*

Opening:

Introduce Elder/Expert to the class. Introduce and show the Seasonal round banner. Questions to ask: Can you name foods that you gather during, i.e., spring, summer, fall and winter? List student's responses on the board and save.

Activities:

Class I:

1. Review Sugt'stun/Eyak words.
2. Introduce the Seasonal Calendar
3. Have Elder/Recognized Expert share about seasonal gathering of foods.
4. Questions to ask students:
 - a. Can you name some foods you get in each season?
Fall? Winter? Spring? Summer?
 - b. Which one of these foods is your favorite?
 - c. Where would you find this?
 - d. Do you gather anything from the sea or land?
 - e. What is it?
 - f. Can you share a favorite recipe?
5. Have students look through magazines, cut out pictures or draw their favorite foods and include some of the foods the Elder mentioned.
6. Ask them to place the pictures on the butcher paper under the correct season when they can obtain that food item.

Class II:

1. Read *Blueberry Shoe* to students.
2. Have students select two sheets of construction paper and use the hole puncher on the construction paper.
3. Ask students to use yarn to keep the booklet together and place their paper from Class I in their new booklet.
4. Have students share their booklets with one another.

Assessment:

Student correctly use the Sugt'stun/ Eyak dialect vocabulary words.

Student are able to explain about seasonal gathering.

Student compiled information used to create a recipe booklet.

ⁱ "Just a Way of Life." *We Are the Land, We Are the Sea: Stories of Subsistence from the People of Chenega*. By John E. Smelcer and Morgen A. Young. Anchorage, AK: Chenega Heritage, 2007. 122. Print

ⁱⁱ "Food Gathering." *The Chugach Eskimo*. København: Nationalmuseets Publikationsfond, 1953. 42. Print.

TRADITIONAL FOODS AND RECIPES: NAME THAT DISH PREK-2(LESSONS 3-4)

Elder Quote/Belief: “[W]e’re all well schooled in the way of living... If you got some meat or some fish or something like that...you shared with the whole village.”-Natalie Simeonoff¹

Grade Level: Pre K-2

Overview: Traditional foods are common to most families whether it is spaghetti, steaks, sea lion flippers, moose head anything that has been in your family and eaten on special occasion, a dish that has been in the family from one generation to the next.

Standards:

| AK Cultural: | AK Science: | CRCC: |
|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| D4 Gather oral and written history and provide an appropriate interpretation of its cultural meaning and significance. | F3 Develop an understanding of the importance recording and validation cultural knowledge | SS7 Students should know the value and importance of sharing subsistence with Elders and community |

Lesson Goal: To identify a family traditional dish.

Lesson Objective(s): Students will:

- Interview a family Elder about a traditional dish.
- Get a simple recipe to share with the class.
- Learn two Sugt’stun/ Eyak words

Vocabulary Words: Sugt’stun Dialects

| English: | PWS: | Lower Cook Inlet: | Eyak: |
|-------------|------|-------------------|--------------|
| Foods | | Neqet | Giyah (food) |
| Traditional | | Sugtat | |

Materials/Resources Needed:

- Invite Elder/Recognized Expert
- Book:** *Traditional Food Guide*, ANTHC. (2008)
- Website:** <http://www.eyakpeople.com/dictionary>
- Construction Paper (color choices picked by students)
- Hole puncher
- Letter to parents introducing activity (attached)
- Yarn
- Writing paper/drawing paper
- Crayons/markers

Teacher Preparation:

- Invite an Elder/Recognized Expert to introduce and invite to class
- Ask the Elder/Recognized Expert to talk about a traditional food they have and why it is their favorite dish
- Bring in a traditional dish that has been in your family, to share with students
- Prepare a discussion with students; who created the dish, what is in the dish, who makes your favorite dish, and when it is made
- Prepare students that they will go home, ask a family member about a traditional dish that has been prepared and served for whatever occasion (a dish that has been passed down from one generation to the next) and tell them have fun with this.
- Prepare a letter to inform parents of class activity and review questions with their child and make copies for each student.
- Remind students to have parents sign the letter to bring back with their interviews.

Opening:

Traditional foods are a family tradition that have been passed down from one generation to the next, creates an opportunity to share stories of who made the dish, how it was prepared, when it was made like holidays, celebrations, and the time of year. I will be asking you to bring in a dish that has been in your family for generations and share with fellow classmates. We will discuss how the recipe had become your family traditional recipe, who made it and how do you make it.



Photo by Nancy Yeaton

Agutak, made with mashed potatoes, oil/seal oil, fermented fish eggs and berries added, i.e. blueberries, crowberries or berries you favor. This dish was once made with just seal oil and berries that were stored in a seal poke, this mixture would be taken out, placed in a container and whipped by using hands that was a “Traditional dish,” made by the ancestors of the Chugach Region.

Activities: What is your favorite dish?

Class I:

1. Review Sugt'stun words with class.
2. Introduce Elder/Recognized Expert.
3. Share and introduce your favorite traditional dish with the classroom.
4. Have students practice with one another using the suggested questions:
 - Students practice with one another and present questions to interview an Elder about their favorite traditional foods, by asking each other:
 - A. What is your favorite food?
 - B. What are the ingredients?
 - C. Who cooks this dish?
5. Document responses on the board/butcher paper
6. Handout the Letter to Parents to each student.
7. Remind students when they get home they will interview a family member about their favorite traditional food.

Class II:

1. Have students share their experience of interviewing a family member, Elder or Recognized Expert about a traditional dish.
2. Let students select construction paper and yarn, hole punch the construction paper, writing paper/drawing paper (several sheets) and decorate the cover page with their favorite foods.
3. Students can illustrate their favorite dish and apply the correct Sugt'stun/ Eyak vocabulary to the illustration, add this page to their recipe booklet.
4. Students can keep adding completed activities in the following activities for Pre K-2, to their recipe booklet.

Assessment:

1. Student successfully interviewed a family member about a traditional recipe.
2. Student shared a traditional recipe in class.
3. Student learned two Sugt'stun/Eyak vocabulary words.

Kodiak Eisland Elder 1991, "Children's' Blubber Hooks" Looking Both Ways: Heritage and Identity of the Alutiiq People. Fairbanks, AK: U of Alaska, 2001. 161

LETTER TO PARENTS

Cut here and paste onto school letterhead before making copies

Dear Parents,

Our class is starting a new unit, **Traditional Foods and Recipes**. We will be sharing about traditional foods that have been in your family.

We will start by having a discussion in class with an Elder/Recognized Expert and me, sharing a dish that has been in my family for generations.

At home you can add to your child's understanding and interest by asking your child what he or she discovered in the classroom about traditional foods. You can spend time talking about a favorite dish that you prepare for the family, if it is a dish that has been a generational pass down, share the recipe for your child to share with the class.

I have asked students to interview an Elder/Recognized expert, a family member to ask the following questions about their traditional/favorite dish:

1. What is your favorite food?
2. What are the ingredients?
3. Who cooks this for you?

Please assist your child as she/he gathers information/pictures or a short video clip to share with students.

If you have any questions please call or feel free to visit us in the classroom.

Sincerely,

Teacher

TRADITIONAL FOODS AND RECIPES: WHAT IS ON THOSE ROCKS? PREK-2(LESSONS 5-6)

Elder Quote/Belief: "All my life, I depended on that shoreline. I would go down to the beach to collect anything to make chowder for that night's dinner. If we needed food I knew where to get it. The beach provided for us." -*Elenore McMullen*¹

Grade Level: PreK-2

Overview: Intertidal zones provide food for snacking or creating a meal. Seasonal gathering at low or minus tides provide seaweed and fish eggs clinging to rocks.

Standards:

| <i>AK Cultural:</i> | <i>AK Science</i> | <i>CRCC:</i> |
|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| D4- Gather oral and written history and provide and appropriate interpretation of its cultural meaning and significance. | A 14a: A student who meets the content standard should understand: a) the interdependence between living things and their environments. | SS3- Students should be able have knowledge of gathering locations and techniques for bird eggs, fish eggs, berries, herring eggs, gum boots. |

Lesson Goal: To learn about the Chugach Region coastal community’s reliance on gathering foods from intertidal zones.

Lesson Objective(s): Students will:

- Locate/identify the plants and invertebrates that are important foods from the sea in the local areas.
- Learn three Sugt’stun/Eyak words

Vocabulary Words: Sugt’stun Dialects

| English: | PWS: | Lower Cook Inlet: | Eyak: |
|----------------------------------------------|------|-------------------------------|-------|
| Chiton Chitons (2) Chitons (3 or more) | | Urritaq Urritak Urritat | |
| Seaweed | | Caqallqaq | |
| Snail Snails | | Ipuk Iput | |

Materials/Resources Needed:

Invite Elder/Recognized Expert

Website: <https://www.youtube.com/watch?v=in-7B93TQTo>

DVD: The Gifts of Kachemak Bay or other DVDs more suited to your local area that depicts local sea life

Books:

Imam Cimiucia- Our Changing Sea

*Where the **Land** and **Sea** Meet* by Kirsten Carlson

Alaska’s Seashore Creatures

Chugachmiut's *Nupuget* page 42 and 43

Chiton (Pull apart manipulative)
Brown crepe paper or strips of butcher paper
Drawing paper/construction paper
Newspaper
Paint and brushes
Yarn and twine



Photo by Antone Ukatish



Tania Romanoff and her
daughter Kaylana gathering
urritat on the Nanwalek Reef at
night time with a big minus
tide.



Teacher Preparation:

- Contact Elder/Recognized expert to interview about: bidarkies (chitons), snails, seaweed.
- Invite them to share their knowledge with the class. Review Sugt'stun/Eyak words.
- Review Sugt'stun words
- View YouTube Bidarkies; Subsistence Intertidal Food Harvesting in Alaska
- Review pictures, books and DVD
- Make copies of the activities in *Where the Land and Sea Meet* on pages 23 and 25 for each student
- Set out construction paper, scissors, paint, brushes, yarn or twine and newspaper

Opening:

Do you think we can go down to the shoreline to find food to eat?

Activities:**Class I:**

1. Introduce Elder/Recognized expert and Local Education Coordinator.
2. View the YouTube video, chiton (Bidarkies in this clip) gathering in Port Graham, Alaska, with students
3. Show pictures of animals and plants and the Sugt'stun/Eyak words
4. Show DVD suited to the local area that captures the sea life.
5. Ask students to name plants and animals they see in the DVD.
6. Write their responses on the board and identify which foods are used in the local area.
7. Repeat the names of plants and animals in Sugt'stun/Eyak
8. Have students trace the snail or chiton onto two sheets of construction paper, after completing that task, staple the two pieces together and leave an opening.
9. Let students paint their snail or chiton.
10. Once the paint has dried let students stuff newspaper inside
11. Label the snail/s or chiton/s in Sugt'stun and hang throughout the class.

Class II:

1. Place resource items; chiton, books, show DVD and pictures for students to look through.
2. Show page 22 in *We are the Land, We are the Sea* to the class and read about seaweed and have students color page 23 according to the description of the seaweeds.
3. Show with meter stick how big a centimeter and meter are to give students an idea of how big seaweed can grow.
4. Show and read about snails on page 24 in *We are the Land, We are the Sea* and help students with activity page 25
5. Have students select construction paper/drawing paper to draw pictures of chitons, snails and seaweed
6. Instruct students to label their pictures in Sugt'stun/Eyak.
7. Display student's drawings in the hallway.
8. When students take down their displays instruct them too place these in their recipe booklets.

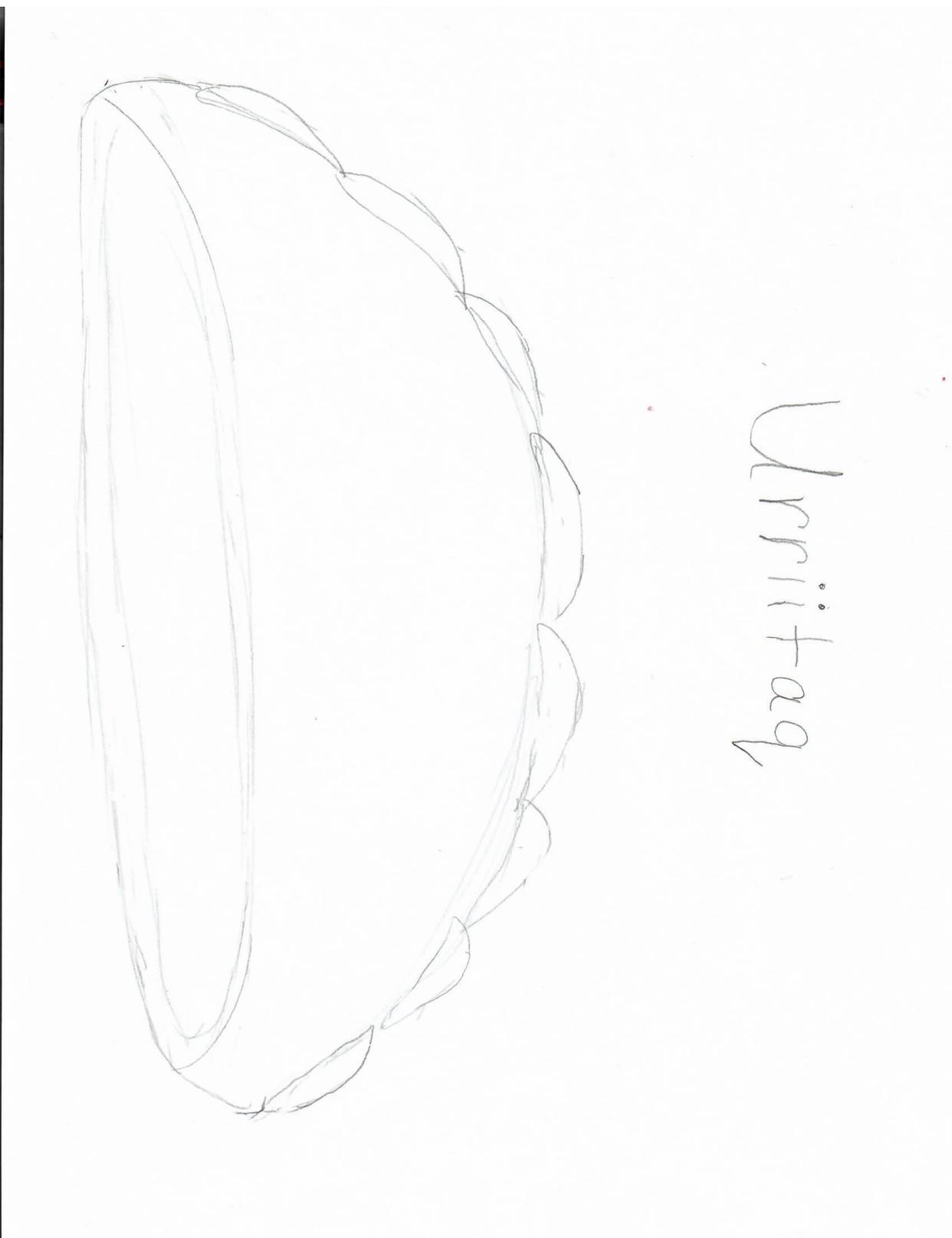


Photo taken out of *Iman Cimiucia- Our Changing Sea*

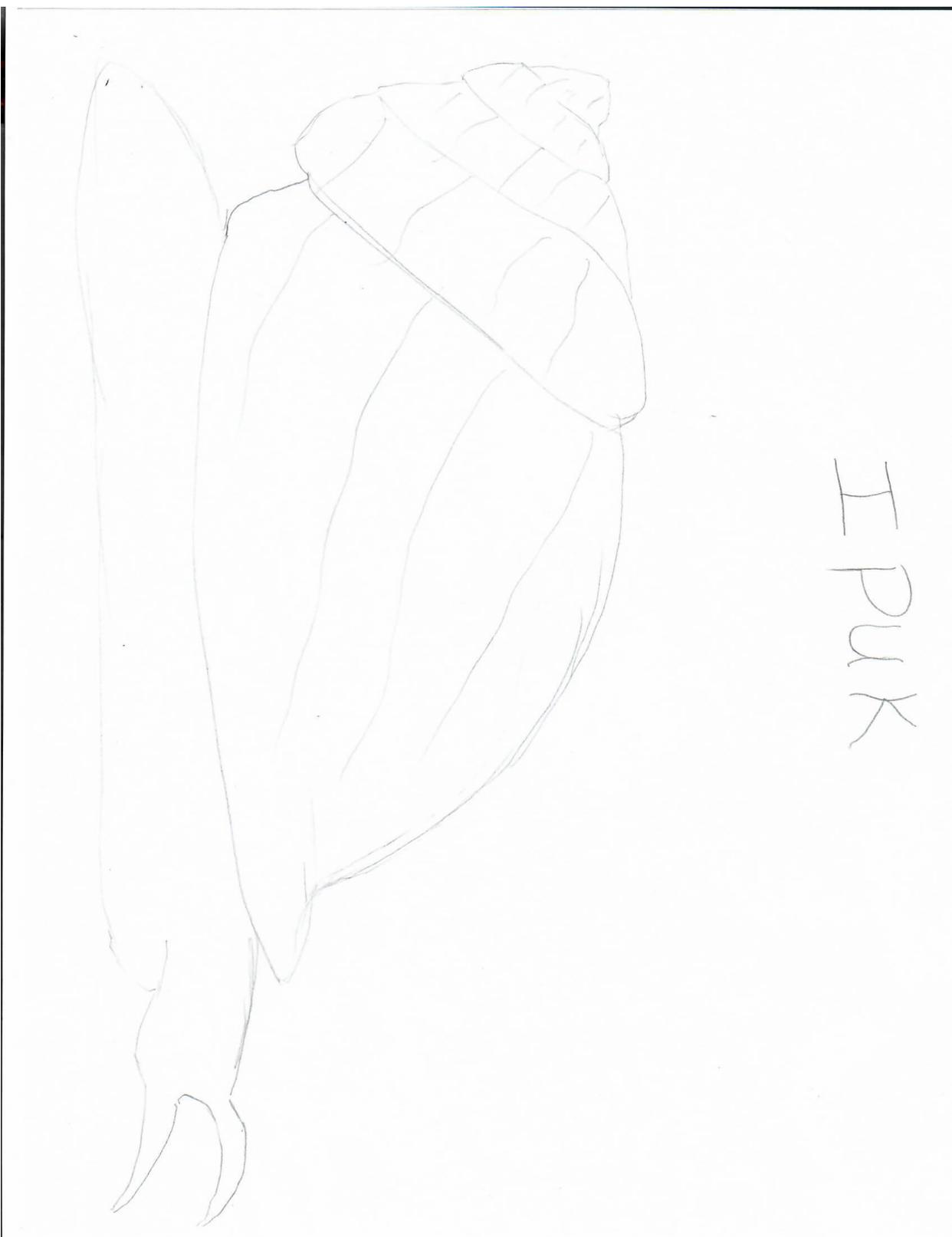
Assessment:

- Student are able to repeat and apply Sugt'stun/Eyak words to their drawings.
- Student able to illustrate chitons, snails, and seaweed.
- Student is able to recall the sea life and plants they saw in the DVD 'Gifts of the Kachemak Bay'.

ⁱ McMullen, Elenore. "Living from the Sea." Imam Cimiucia Our Changing Sea. By Anne K. Salomon. Fairbanks, AK: Alaska Sea Grant College Program, 2011. 2. Print



Urritaaq



TRADITIONAL FOODS AND RECIPES: LET'S BE SAFE PRE K-2 (LESSONS 7-8)

Elder Quote/Belief: : "...food gathering was of some importance in Chugach economy, even though food procured in this way would only serve as a supplementary diet except in periods of actual dearth." Birket-Smith, Kajⁱ.

Grade Level: Pre K-2

Overview: When gathering seasonal foods from the land and sea, one has to think of taking time to be safe: wearing the appropriate clothing, taking the right tools, looking at a tide book, making sure an adult is with you and checking the weather.

Standards:

| | | |
|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>AK Cultural:</i> | <i>AK Content Science:</i> | <i>CRCC:</i> |
| C4: Culturally-knowledgeable students are able to actively participate in various cultural environments | A14a: A student who meets the content standard should understand: a) the interdependence between living things and their environments. | SS3: Students should be able have knowledge of gathering locations and techniques for bird eggs, fish eggs, berries, herring eggs, gum boots. |

Lesson Goal: To learn about being safe when gathering foods from the tidal zone.

Lesson Objective(s): Students will:

- Learn several Sugt'stun/Eyak word.
- Learn about being respectful to critters when walking the beach.
- Learn about being safe when gathering food from the tidal zone.

Vocabulary Words: Sugt'stun Dialects

| English: | Prince William Sound: | Lower Cook Inlet: | Eyak: |
|----------------------------------------------|-----------------------|-------------------|-------|
| Calendar | | Cislaaq | |
| Be Cautious, plan it, prepare before you out | | Cacirsunllperluci | |
| Rubber boots | | Kulusuci aturluki | |

Materials/Resources Needed:

- Invite an Elder and Recognized Expert
- Book:** *Common Edible Seaweeds in the Gulf of Alaska*
- Website:** <http://www.tidetable.net/southcentral-alaska>
- Recipe booklet students have been creating in prior lessons.
- Camera
- Rubber boots and warm clothes
- Buckets (small)

“Another thing my grandparents taught me was to respect the land, because that's where the food comes from. The land and the sea are very important, and you have to keep them clean. You have to be good stewards. You have to try to keep them clean. You have to be good stewards. You have to try to pass on to your children the idea that preserving the natural resources is important.”

Carol Ann Kompkoff

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

Teacher Preparation:

- Contact and invite an Elder /Recognized Expert such as the VPSO; the Elder to share Traditional Ecological Knowledge of gathering from the tidal zones and the VPSO (or expert who could explain safety for themselves and critters when gathering from the beach/tidal zones), ask if the expert could bring items to show, i.e. floatation coats, etc...
- After Recognized Experts has gone over water safety, ask students about what was shared, document responses.
- Prepare a letter to inform parents and asking permission for their child to go on a field trip to the beach, having them wear warm clothes and rubber boots Invite parents to join if they would like.
- Gather two to three buckets to put seaweed, bidarkis, snails and other things students have found.
- Have a discussion about how they can be respectful as they walk on the beach.
- Review words from lesson three; Chiton (Urritaq), Seaweed (Caqallqaq) and Snail (Ipuk) in Sugt'stun/Eyak.
- Make a copy of pictures taken during the walk and have students place this along with illustrations in their recipe booklet.

Opening: Tide pools, beachcombing and finding snacks on the beach provide an opportunity to teach about foods that were traditionally gathered and how to be respectful when walking on the beach. (Read out loud, the excerpt from Carol Ann Kompkoff written on the left side of this page).

Activities:

Class I:

1. Introduce Elder and the Recognized Expert to the class.
2. Review Sugt'stun/Eyak vocabulary.
3. Instruct students to wait to ask questions after the Elder has finished sharing their TEK.
4. Turn the classroom over to the Elder to share what was gathered by the shorelines
5. Ask the Recognized Expert to share about water safety.
6. Go over water safety with students and what they remembered from what the Expert shared.
7. Document responses on the board/butcher paper.
8. Hand out permission form with each student explaining the field trip and needing to wear the necessary clothing to stay warm and dry.

Class II:

1. Take students and guests to the beach and explore!
2. Take pictures while students are exploring.
3. When you get back to the school ask students what they found, have them illustrate what was found on the beach.
4. Document on the board what they found.
5. Give students a copy of their pictures taken during the walk
6. Allow students time for illustrating rubber boots and the found items. Ask them to also show how they respected the beach
7. These documents/illustrations students created can be inserted in the Recipe Booklet that they created in Lesson 1.
8. Review the Sugt'stun/ Eyak names for: chiton, seaweed and snail.

Assessment:

Students are able to correctly say Sugt'stun/ Eyak vocabulary words.

Students illustrated their beach walk, found items and applied the Sugt'stun word to the rubber boots.

Students can verbalize to the teacher about water safety and how to be respectful to the critters on the beach.

ⁱ "Food Gathering." *The Chugach Eskimo*. København: Nationalmuseets Publikationsfond, 1953. 42. Print. (Birket-Smith, 1953)

TRADITIONAL FOODS AND RECIPES: HOW DO I SAVE THIS TO EAT LATER? PRE K-2 (LESSONS 9-10)

Elder Quote/Belief: “My mom and my aunts would be down at the beach helping Umma and Uppa cut up fish and gut them. All the kids would wade into the water and rinse off the fish. Then we would carry them up to strip the fish and put them in the brine. Then we would string them and hang them to dry. It was just one big family assembly line. When the salmon was dry we would have fish all winter long.”
Kompkoff (Taca) Kathrynⁱ

Grade Level: Pre K-2

Overview: Gathering traditional foods has and is still practiced today by many people. Our freezers now are the containers that hold what we have gathered throughout the seasons. Many still dry, salt, and smoke resources to preserve for later use.

Standards:

| <i>AK Cultural:</i> | <i>AK Content Science:</i> | <i>CRCC:</i> |
|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| D4 Gather oral and written history and provide an appropriate interpretation of its cultural meaning and significance | A 14a A student who meets the content standard should understand: a) the interdependence between living things and their environments. | SS2 Students should be able to prepare subsistence foods such as: Fish/shellfish |

Lesson Goal: To learn about how to preserve foods.

Lesson Objective(s): Students will:

- Learn two Sugt’stun/Eyak words.
- Learn about techniques of preserving foods.

Vocabulary Words: Sugt’stun Dialects

| English: | Prince William Sound: | Lower Cook Inlet: | Eyak: |
|------------------------|-----------------------|-------------------|-------|
| Dry fish | | Tamuq | |
| Make salt fish of them | | Sulunarluki | |
| Apple | | Yaplaakaaq | |
| Lemon | | Limuunaq | |
| Sugar | | Saarralaq | |

Materials/Resources Needed:

Invite Elder/Recognized Expert

Books:

We are the Land We are the Sea

Student’s Recipe Booklets they have been compiling

Website: http://www.pickyourown.org/pdfs/apples_dried.pdf

Several lemons or lemon juice

Apples (students bring in or school purchase)

Sugar

Cinnamon

Jars (ask students to bring in a jar with a lid)

Twine

Cutting table

A mandolin slicer

Sugar

Camera

Teacher Preparation:

- Invite an Elder/Recognized Expert to visit the classroom to share Traditional Ecological Knowledge about how foods were preserved.
- If an Elder/Recognized Expert is not available, you can read parts or the whole book, “Mary’s Wild Winter Feast.”
- Review Sugt’sun/Eyak words and the books, select a story about food preservation (many of the contributors share various ways as they share stories from ‘We Are the Land, We Are the Sea,’ of growing up) record responses.
- Explain to students the activity using lemons, sliced and placing in layers with sugar in a jar is like making salt fish, to be put away for winter use; making pickled fish, fish pie or eating salt fish. Also let them know salted fish has to be rinsed in cold water before it can be used or eaten.
- Explain putting fish away such as salting was to preserve fish to use throughout the year for there were no refrigerators
- Prepare a letter to be sent home with students to bring in two apples and a jar for the activities.
- Take pictures during the activities, print them and have students insert them into their recipe booklets
- Slice the apples (the first apple) very thinly and slice the second apple after the first activity is done.
- String twine across the class room.
- The second apple and lemon/s will be sliced, layered and sprinkling sugar in between the layers of apples, this activity will teach the technique of salting fish in buckets (layer of rock salt, layer fish, repeat layers until the bucket is full).

Opening: Salting fish, meats and plants were preserved to have throughout the year.

“I remember it was always time to gather fish in the summertime. That was one of the main things we did as a family. We would either salt it or smoke it.”

Kompkoff, Carol Annⁱⁱ



Photo from the book: Unger, S. (2014). *Qaqamiigux̂: traditional foods and recipes from the Aleutian and Pribilof Islands: nourishing our mind, body and spirit for generations*. Anchorage, AK: Aleutian Pribilof Islands Association, Inc.

Activities:

Class I:

1. Review Sugt'stun/Eyak words
2. Introduce Elder/Recognized Expert to the class.
3. Ask Elder/Recognized Expert to share about preserving foods.
 - What kinds of food were salted?
 - Why were they salted?
 - How were they prepared?
 - Who made your favorite dish?
4. Ask student if they have questions about food preservation for the speaker.
5. Send a letter home with students to bring a jar and two apples for the next class.

Class II:

1. Explain how the activity will be working with apples that will be like fish and sugar will be like salt.
2. Have students wash their apples.
3. Slice the first apple, place them in a bowl pour some lemon juice on them. Explain to student the lemon will keep the apples from browning.
4. Place the sliced apples on a paper towel. Hang apple slices over the twine, to hang until they dry. This is how fish is dried (not in the house but rather in a dry shack or the smoke house).
5. Slice the second apple for the students and give the student their sliced apples.
6. Students will put a sprinkle of sugar (and add cinnamon if desired) on the bottom of the jar, layer of apple slices, sugar, cinnamon, until the jar is filled. This technique is used when making salt fish, layer salt, and fillet of fish, salt, fillet of fish...
7. Students can take their jar of apples home.
8. Let students know they can take their dried apples once they are dried.
9. When students have completed the task of putting sliced apples in the jar, have them illustrate what they have done and apply the Sugt'stun/ Eyak vocabulary to their illustrations (such as; Sugt'stun; Yaplaakaaq, Limuunaq, Saarralaq).
10. Ask students to place their pictures and illustration into their booklets.

Assessment:

- Student can correctly say two Sugt'stun/ Eyak words and know the meaning.
- Student are able to describe the different ways to preserve foods as discussed.
- Student can explain how their activity of jarring the apples and hanging the slices to dry were the same as salting and drying fish.

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

ⁱⁱ Smelcer, J. E., & Young, M. A. (2007). *We are the land, we are the sea: stories of subsistence from the people of Chenega*. Anchorage, AK: Chenega Heritage, Inc.