

**TRADITIONAL FOODS AND RECIPES: LET’S MAKE A RECIPE BOOK GR: 3-5 (LESSONS 1-3)**

**Elder Quote/Belief:** “Subsistence keeps us from going to the store...” Nina Kvasnikoff, Nanwalek

**Grade Level:** 3-5

**Overview:** Students will interview family members for traditional food recipes and create a recipe book.

**Standards:**

<i>AK Cultural:</i> <b>D4-</b> Gather oral and written history and provide and appropriate interpretation of its cultural meaning and significance	<i>AK Content Science:</i> <b>F3</b> Develop an understanding of the importance of recording and validating cultural knowledge.	<i>CRCC:</i> <b>SS 3</b> Be able to prepare and preserve gathered foods.
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**Lesson Goal:** To start a recipe book from recipes gathered from home and throughout completing lessons.

**Lesson Objective(s):** Students will:

- Interview family members and Elders to gather traditional recipes
- Learn three Sugt’stun/Eyak words
- Start creating a recipe book

**Vocabulary Words:** Sugt’stun Dialects

English:	PWS:	Lower Cook Inlet:	Eyak:
Foods		Neqet	Giyah (food)
Traditional		Sugtat	
Goose tongue		Weguaq	
How do you cook it?		Qaillun egaaluki?	
Who cooks it?		Kiinam egaalartaku?	

**Materials/Resources Needed**

Qaqamiigux “to hunt or fish for food and collect plants; subsistence” Traditional Foods and Recipes from the Aleutian and Pribilof Islands *nourishing our mind, body and spirit for generations*

Traditional Food Guide *FOR THE ALASKA NATIVE PEOPLE*

We Are The Land We Are The Sea, *Stories of Subsistence from the People of Chenega, Alaska*  
 Blueberry Shoe, by Ann Dixon and Evon Zerbetz

<http://www.eyakpeople.com/dictionary>

Give each student a copy of the interview questions to take home

Construction paper  
Crayons/markers  
Camera

### **Teacher Preparation:**

#### **Class I**

- Students will make a recipe book to be used in Lessons 1-5
- Review resources
- Contact Elder/Recognized Expert, invite to class and share knowledge of gathering foods.
- Share a recipe that may have been passed down in your family, as an example of passing down recipes
- Prepare students to interview family members about traditional recipes by practicing with one another in class; write the questions on the board:
- What is your favorite dish?
  - Why is it your favorite?
  - Who were the main people who cooked this?
  - How long does it take to prepare this dish?
  - Is this dish eaten a certain time of the year? Why?
  - Can you list three ingredients from this recipe?
- Give students a copy of their questions for their interview to ask their family member/members and ask them to take pictures. Also have students get a recipe from home. Let students know they could also record their interviews maybe on a phone to share in class. Information gathered from home can be put into the recipe booklet students will make.
- Have student's document responses as they interview one another. Take pictures as students practice with one another.
- Explain to students they will ask these questions later at home with a family member/members.

#### **Class II**

- Hole punch construction paper and papers from students to create their own recipe booklet.
- Make copies of student's recipes for the class to make their recipe book and a recipe book for the classroom.
- Make a copy of the goose tongue recipe and the picture for each student.

#### **Class III**

- Make copies of pictures taken for students to place in their recipe books.
- Display resource books for students to look at during the lessons.

**Opening:** Who makes your favorite traditional food and what is it? Do you know how is prepared?

### **Activities:**

#### **Class I**

1. Take pictures of students as they ask questions of their Elder/Recognized Expert and classmates.

2. Introduce Sugt'stun/Eyak vocabulary
3. Ask Elder/Recognized Expert to share about traditional foods and recipes.
4. Give students an opportunity to ask the guest questions.
5. Pair students with one another and give them time to ask the listed questions.
6. Once they have completed the task of asking questions, ask students to share responses.
7. Have students tape their work on the wall.
8. Give each student a copy of interview questions and a copy of "What is your favorite recipe," to take home and bring back for the next lesson.

### **Class II**

1. Share the traditional recipe for goose tongues, which is still used to this day.
2. Give students time to prepare their presentations to share with the class
3. Let students present what they gathered at home.

### **Class III**

1. Have students select construction paper, and yarn.
2. Give the class time to put their booklets together and decorate the cover of their booklet.
3. Display student's booklets in the classroom.

### **Assessment**

Student was able to learn the Sugt'stun/Eyak words

Student treated class mates, teacher, Elder/Recognized Expert with respect and listened attentively to guests.

Student successfully interview family member.

Student contributed a traditional family recipe and shared with class.



Photo taken by Nancy Yeaton

This is an arrow grass plant that grows amongst goose tongues, this plant you do not pick. As you can see the arrow grass is tubular rather than the flat leaf of the goose tongue.

“Arrow grass leaves contain hydrocyanic acid, a toxin that interferes with cellular uptake of oxygen. Symptoms of cyanide poisoning include headache, heart palpitations, dizziness, and convulsions. Immediate medical assistance should be sought.” Janice Schofield<sup>1</sup>



Photo taken by Nancy Yeaton

**Goose tongues**  
By Nancy Yeaton

Rinse them good (goose tongues after they have been picked)  
¼ cup of seal fat, sauté in pan add  
Fresh garlic (one garlic clove chopped and onion chop about 1 Tablespoon)  
Sauté with seal fat add goose tongues, sauté till wilted.  
Eat they are so good!

Name \_\_\_\_\_ Date \_\_\_\_\_

**Person interviewed:**

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### Interview Questions

**1. What is your favorite traditional dish?**

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**2. Why is it your favorite?**

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**3. Who were the main people who cooked this?**

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**4. How long does it take to prepare this dish?**

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**5. Is this dish eaten at a certain time of the year? If so, why?**

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**6. Can you list three ingredients from this recipe?**

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<sup>i</sup> Eaton, J. S., & Tyler, R. W. (2011). *Discovering wild plants: Alaska, Western Canada, the Northwest*. Motueka, N.Z.: Eaton.