

TRADITIONAL FOODS AND RECIPES: WHAT HAVE WE LEARNED? GR: 9-12 (LESSON 13)

Elder Quote/Belief: *“My grandparents, Steve and Anna Vlasoff, really taught me how important it was to live off the land. They taught me everything I know. They taught me how to respect the land the sea. You had to work with Mother Nature in order to survive.”ⁱ*

Grade Level: 9-12

Overview: The Chugach People depended on the provisions from the land and sea. When our ancestors hunted and gathered, it was approached with respect, humility and thankfulness. People were busy throughout the year, hunting and gathering animals, fish and plants for food, preserving the food to add to their winter supply and sharing with one another.

Standards:

<i>AK Cultural:</i>	<i>AK Content Science:</i>	<i>CRCC:</i>
C1) Perform subsistence activities in ways that are appropriate to local cultural traditions.	F3- Develop an understanding of the importance of recording and validating cultural knowledge.	SS2) Students should be able to prepare subsistence foods.

Lesson Goal: Able to show or explain the traditional ways/ beliefs of hunting, harvesting, gathering, preserving and preparing foods to ensure future abundance of resources. the and research the nutritional values of the traditional foods.

Lesson Objective(s): Students will:

- Apply Sugt’stun/Eyak vocabulary from the previous lessons.
- Create an electronic presentation from accumulated electronic resources of previous lessons.
- Interview and record an Elder, family member or community member making a traditional dish and explaining the entire process of hunting, harvesting, gathering, preserving and preparing foods to create a traditional dish.
- Research and document any nutritional values found about the traditional foods.

Vocabulary Words: Sugt’stun Dialects

English:	Prince William Sound:	Lower Cook Inlet:	Eyak:
See previous list of words in earlier lessons			

Materials/Resources Needed:

- Elders or community members willing to be videotaped, making a traditional dish and explaining process from beginning to end.
- Sugt’stun /Eyak vocabulary words and electronic presentations from previous lessons.

Websites:

http://www.subsistence.adfg.state.ak.us/download/Special%20Publications/SP2_SP2000-001.pdf
p.81- p.83

<https://www.youtube.com/watch?v=in-7B93TQTo> , *Bidarkies; Subsistence Intertidal Food Harvesting in Alaska*

<http://www.bing.com/videos/search?q=preparing+Sea+Urchin&&view=detail&mid=360B2EED55D6CAE4B501360B2EED55D6CAE4B501&FORM=VRDGAR> , preparing Sea Urchin

<https://www.youtube.com/watch?v=i7SanTJdwCk> , How to clean a sea cucumber

<https://www.youtube.com/watch?v=f0DIjJ6CKIw> , How to clean chitons and slice them

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

Audio:

<http://jukebox.uaf.edu/NanPG/prtgrham/html/EIMc2.html> Elenore McMullen interview

<http://jukebox.uaf.edu/NanPG/nanwalek/html/23506.html> Vincent Kvasnikoff #13. Fishing

<http://jukebox.uaf.edu/NanPG/prtgrham/html/23507.html> Simeon Kvasnikoff # 20 & 21

Books:

ANTHC Traditional Food Guide

Imam Cimiucia, Our Changing Sea

COMMON EDIBLE Seaweeds in the Gulf of Alaska

How to Split, Dry and Smoke Salmon

Looking Back on Subsistence

Chenega As I Saw it-It's people,

We are the Land, We are the People

Fireweed Cillqaq, Life and Times in Port Graham

Alexandrovsk No.1 English Bay in its Traditional Way

Qaqamiiġux Cookbook

Teacher Preparation:

- Gather book materials and display them for students to access.
- Copy the list of websites and audio for the students to be able to open and research.
- Compile and review the Sugt'stun/Eyak vocabulary words.
- Computers, iPads available for students to use

Opening: Foods, especially traditional foods, play an important role in our lives. Traditional foods not only were necessary to survive, but also ties us to our past. When a traditional food is being hunted, harvested, gathered, preserved and prepared it stirs old memories and allows us to create new memories by sharing with others.

Activities:**Class I:**

1. Have resources available for students in class to use.
2. Explain to students they will compile all the material from previous lessons and create an electronic presentation of traditional foods and recipes. (Decide whether or not allowing students to work in pairs/groups.)

3. Allow students ample time to look back on their past work, notes, kit resources and online resources to gather information to apply to the electronic presentation.
4. Together as a class, derive a list of open-ended interview questions to encourage more sharing of Elder or community member's traditional ecological knowledge.
5. Explain the homework. Students will be required to videotape an interview with an Elder, family member or community member making a traditional dish and/or explaining the process of hunting, harvesting, gathering, preserving and preparing a traditional dish.
6. Remind students they will then be able to edit the interview and will need to include traditional recipes from home, community and/or from resources.
7. Encourage creativity; dances, songs, stories and even poetry can be included in the presentation

Class II:

Student Presentations showcased.

Assessment:

- Students completed an electronic presentation that included the following:
 - Sugt'stun/ Eyak vocabulary words
 - Researched resources, prior lessons, activities, and traditional recipes.
 - Interview with an Elder/Recognized Expert, family or community member.

ⁱHjort, Bill . (2007). The Old Ways. In *We are the land, we are the sea: stories of subsistence from the people of Chenega* (pp. 33). Anchorage, AK: Chenega Heritage, INC.