

**TRADITIONAL FOODS AND RECIPES: WATER FOWL GR: 6-12(LESSONS 4-5)**

**Elder Quote/Belief:** “My job was to run and grab the duck as soon as Phillip shot it, after it fell to the ground. After I retrieved the third duck, I hollered, “It’s still alive!” Phillip yelled back, “Wring its neck!” So I stood there wringing the duck’s neck like you would wring out a dish rag. Phillip came over and said. “No, no, you don’t actually wring the duck’s neck. You take the duck’s head and spin it around and around until it’s dead.” We had a good laugh about it when we went home.”<sup>1</sup>

**Grade Level:** 6-8

**Overview:** Waterfowl added more protein to the diet; it was boiled, roasted, dried and even salted. Gathering eggs was done in the spring, which is still practiced presently. The skin some of which was used as part of clothing, bones provided tools and even making beads, the plumage for mattresses, decorative additions to clothing and head dresses.

**Standards:**

| <i>AK Cultural:</i>                                                                                 | <i>AK Content:</i>                                                                                                                                                                                                                                             | <i>CRCC:</i>                                                                     |
|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <b>A 3:</b> Acquire and pass on the traditions of their community through oral and written history. | <b>A 12:</b> Students will be able to distinguish the patterns of similarity and differences in the living world in order to understand the diversity of life and understand the theories that describe the importance of diversity for species and ecosystems | <b>SS 3:</b> Students should have knowledge of stories about subsistence stories |

**Lesson Goal:** To learn about the types of birds available to hunt in the local area.

**Lesson Objective(s):**

- Learn Sugt’stun/Eyak dialect for birds
- Research online and resources provided in the heritage kit about traditional uses of birds
- Research hunting regulations of birds
- Share a traditional recipe
- Create an electronic presentation

**Vocabulary Words:** Sugt’stun Dialects

| English: | PWS:     | Lower Cook Inlet: | Eyak: |
|----------|----------|-------------------|-------|
| Duck     | Saqulek  | Saqulek           |       |
| Goose    | Temngiaq | Temngiaq          |       |
| Loon     | Tuullek  | Tuullek           |       |

|                      |            |            |  |
|----------------------|------------|------------|--|
| Mallard              | Ngillqitaq | Ngillqitaq |  |
| Black Saltwater Duck | Cuuwarnaq  | Cuuwarnaq  |  |
| Puffin               | Ngaqngaq   | Ngaqngaq   |  |
| Blue-bill duck       | Egtuk      | Egtuk      |  |
| Grouse               | Egtugtuliq | Egtugtuliq |  |
| Seagull              | Maruyaq    | Naruyaq    |  |
| Bird egg             | Peksuq     | Peksuq     |  |
| Feather              | Culuk      | Culuk      |  |

**Materials/Resources Needed:**

Elder/Recognized Expert

**Books:**

*Looking Back on Subsistence*

*We are the Land, We are the Sea*

*Qaqamiigux*

*ANTHC Traditional Food Guide*

**Websites:**

<http://www.adfg.alaska.gov/index.cfm?adfg=waterfowlhunting.main>

<http://ankn.uaf.edu/Curriculum/Books/DoesOneWay/WILDLIFE%20MANAGEMENT.html>

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

**Teacher Preparation:**

- Contact Elder/Recognized Expert to share knowledge of ducks/bird from local area.
- Review vocabulary words.
- Record, take pictures during students talking to Elder/Recognized Expert, share this with students for them to add to their electronic presentation.
- Review books, online information.
- Divide students into groups to research the listed ducks
- Have students interview a family member, community member or Elder who knows about duck hunting.
- Create a list with students on questions for the interview
- Share a traditional recipe

*The Blind Boy and the Loon*  
(Makari)

*There was a blind boy who went up to a lake and heard a loon calling. He asked the loon to come to him and cure his eyes. "I wish you would come and cure my eyes," I can hear you, but I cannot see you." The loon called again right close by where the boy stood. It said: "Crawl on back, hold me tight and don't let go. I am going to dive with you." The loon went down and swam around the lake five times before he came up. When he came up, the boy could see everything around. Then the boy said: "Wait for me here till I come back," so he could give him something as a remembrance. The boy returned from his house. He brought an apron made of white Dentalium shells. The boy gave it to the loon, "so you can remember me." The loon said: "Wait for me till I come up." Then he dived and when he came up in front of the boy he had the apron on. That is the reason why loons have white breasts.<sup>ii</sup>*

**Opening:**

What do you know about ducks or other waterfowl? For this lesson, we will be doing some research on what kinds of birds are found locally, whether or not they were traditionally hunted and if so, how was the birds traditionally prepared. We will be researching several questions, such as; what types of waterfowl are hunted currently and what are the hunting regulations today?

**Activities:**

**Class I:**

1. Review Sugt'stun/Eyak vocabulary words
2. Introduce Elder/Recognized Expert to the classroom. Have questions ready to ask, i.e.,
  - Did you hunt for birds?
  - What kind?
  - Where did you hunt for them?
  - How did you use the bird?
  - Were there parts used other than eating, if so, what parts and why?
  - Did you age your duck before you ate it and why?
  - When is the best time to hunt?
  - What is your favorite bird to hunt for?
  - Do you know what the current hunting regulations are?
  - Do you gather eggs, if so, when do you usually gather them and what kinds of eggs?
  - Can you share a traditional bird recipe with us?
3. After the Elder/Recognized Expert sharing of Traditional Ecological Knowledge (TEK), create groups with students and explain they will be interviewing a family member, community member or an Elder in their community to gather information about birds that are hunted for consuming.
4. Have the class help come up with additional interviewing questions and ask the students to write them down for the interviews.

5. Ask the students to design a guide to use while interviewing to enhance their electronic presentation.

**Class II:**

1. Research hunting regulations that apply to the bird they are researching.
2. Allot time for preparing presentations, encourage students to get creative, maybe a song, dance, and/or poems. Requirements that need to be included in their electronic presentation include the research on waterfowl assigned, traditional uses, recipes, where to hunt them or gather eggs and current hunting/gathering regulations. The students need to apply the Sugt'stun/Eyak vocabulary to their presentations.

**Class III:**

1. Have groups present their presentations

**Assessment**

- Student created an electronic presentation of their research on the waterfowl with the required elements.
- Student correctly applied Sugt'stun/PWS/Eyak dialect to their presentation
- Student provided a traditional bird recipe(s) to share.

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<sup>i</sup> (2007). The Old Ways. In *We Are the Land, We Are the Sea: Stories of Subsistence from the People of Chenega* (pp. 152). Anchorage, AK: Chenega Heritage, INC.

<sup>ii</sup> Birket-Smith, K. (1953) *The Chugach Eskimo*. p. 151