

**TRADITIONAL FOODS AND RECIPES: WHAT KIND OF LAND MAMMALS DID THEY EAT? GR: 9-12
(LESSONS 9-12)**

Elder Quote/Belief: “Goats and bears were the most important land animals hunted by the Eyak.”¹

“Most of the supplies for winter were obtained in the summer. Meat to be dried was cut in strips and smoked over a slow fire of green hemlock (green alder?) because it burns slowly with the little heat. In incident 11, Raven’s partner smokes both fish and meat with drift wood. It takes about a week to smoke meat. Sometimes meat was boiled before smoking. Dried meat was put up in wooden boxes with seal oil and these were kept on top of the sleeping rooms. No pemmican was made. In incident 21, Raven teaches the people to put up goat fat in bark pails the liver of animals was never dried, but was always eaten fresh. Seal brains were eaten.” Excerpt from Kaj Birket-Smith and Frederica De Laguna: The Eyak Indians of Copper River Delta, Alaska

Grade Level: 9-12

Overview: The Chugach Region people depended on all resources for survival. Traditionally, our ancestors would consume and waste very little of the animal. Land mammals provided meat that was dried and put away for winter supply; some food would be stored in dried seal stomach with seal oil as a preservative, the remaining parts were used for clothing as well as using the bones for tools. In Prince William Sound, the fat surrounding the organs of the Mountain sheep was dried and eaten as a delicacy.

Standards:

<i>AK Cultural:</i>	<i>AK Content 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	SS(9) Students should know the rules and regulations of state and federal laws

Lesson Goal: To learn about the land mammals that was hunted to provide additional meat.

Lesson Objective(s): Students will:

- Learn Sugt’stun/Prince William Sound/Eyak vocabulary
- Research resources; books, internet and interviews about the mammals that were hunted
- What parts were used for food
- Learn about state regulations on hunting
- Create an electronic presentation

Vocabulary Words:

Sugt'stun Dialects

English:	Prince William Sound:	Lower Cook Inlet:	Eyak:
Mountain Sheep	Pehnaiq	Pehnaiq	
Fat from an animal	Uquq	Uquq	
Caul Fat from the Mountain Sheep	Toonuk		
Bear (black)	Tan'erliq	Tan'erliq	
Rabbit/Hare	Uka'iq	Uka'iq	
Porcupine	Qangateraq	Qangateraq	
Deer (more than one deer also applies to Caribou)	Tuntut	Tuntut	

Materials/Resources Needed:

Local Elder/Recognized Expert to share about traditional hunting and preparing game for food
 Computers/iPads/smart tablets or smart phones
 PowerPoint capabilities

Websites:

- <http://www.adfg.alaska.gov/index.cfm?adfg=blackbearhunting.skinning>
- http://www.subsistence.adfg.state.ak.us/download/Special%20Publications/SP2_SP2000-001.pdf p.81- p.83
- <http://www.adfg.alaska.gov/index.cfm?adfg=northamericanporcupine.main> (species profile)
- http://www.adfg.alaska.gov/index.cfm?adfg=wildlifeneews.view_article&articles_id=491 (porcupine research)
- <https://www.youtube.com/watch?v=0A3gmrYhAQ> (how to skin a porcupine)
- <http://www.adfg.alaska.gov/index.cfm?adfg=smallgamehunting.hare> (hunting information)
- <https://www.uaf.edu/files/ces/publications-db/catalog/hec/FNH-00324.pdf> (how to skin and prepare it for consumption)

Books:

- *Looking Back on Subsistence*, p. 17-19, bear and goat
- *Fireweed Cillqaq, Life and Times in Port Graham*, right hand side of p.24 second paragraph, p.25
- *We are the Land We are the Sea*; p. 51-52, p. 74-75, p.92-93, p. 96-97, p.101-103, p.126-127

Teacher Preparation:

- Review
 - Vocabulary words
 - Websites
 - Books listed
- Contact local Elder/Recognized Expert and invite to share traditional knowledge about; hunting, preparing, what parts were eaten, preserving hunted mammals, where they were hunted and were there state regulations that they needed to be abided by as opposed to presently.
- Assign students into six groups to research the six vocabulary words

Opening: Traditionally, the Chugach Region people hunted and gathered all their food from the sea and land only when needed. Today, we are going to learn more about the land animals that were used as our traditional food. There were different ways to preserve, prepare, cook and utilize all of the game that was hunted to ensure no waste. There were many traditional beliefs about hunting animals. In the past, there was no wasting any part of the animal because it was believed the animal gave their life to us so we could survive. We were taught to show our respect for the animal's spirit by utilizing everything. It was a traditional way to maintain and preserve the abundance of the animals for the future. Today, because of the increased number of people hunting there are state regulations that are to be followed. I am going to read a few excerpts of hunting stories, so please pay attention.

Out of the book, *Chugach Eskimo-*

"On bear hunts the hunter carried with him leaves of a certain fern. tuqjuilinuq (not spelled correctly from book due to a symbol not available to apply in word), the root of another fern (Polypodium vulgare), and the dried veins from the underside of a bear's tongue, If the bear attacked he would chew this and breathe at the bear, as that would immediately have a soothing effect on the animal. Before killing it, the hunter would say: "We do this because we need you-not for fun". The skull (and the bones not used for tools?) were buried at the place where the bear was killed, facing inland so that the remains might turn into a new bear."ⁱⁱ

Out of the book, *We are the Land, We are the Sea-*

"I was the only woman in Tatitlek who ever went goat hunting with the men. They didn't want to take me because I was a woman. They said they'd have bad luck, but I told my husband I really wanted to go; so they took me with them up that mountain. It was beautiful. We ended up getting two goats. I shot my goat on the hoof first, and then I shot him in the neck. On the way down the mountain you had to climb down those steep bluffs. I remember getting stuck. I hollered to my husband, "I'm stuck!" and he said, "I can't come down, it's too slippery." One guy was above me and he said, "Tie a rope around your waist and we'll lower you down." The other hunters went around and helped me get down. I was pretty proud that I got a goat, and my sons were glad because goat was different kind of meat. You really worked hard for that meat. Even though it was such hard work, we still shared a little of the meat with elders when we got back to the village. We'd go and get bear the same way. That's the way we did things; we shared"-

-Jesse Tiedeman, Tatitlek (Smelcer, 2007)ⁱⁱⁱ

Rhoda Moonin, from Nanwalek, tells this story shared from a past Elder, Nick Romanoff. “One day I visited with Nick (Romanoff), we call him Tusa. I asked him how they hunted porcupines, he said, “When they are on the tree, way up there, you make sure clean the bottom of the tree then get those dried branches hanging on trees, gather them, light a bunch on the bottom this lets the smoke get thicker, smokes up and it frightens a porcupine to fall or climb down. Then you can club them on the head. Make sure the fire is completely out. Take your porcupine home, singe, clean and cook it.”

Nancy Yeaton from Nanwalek explains how her Godfather, Mike Tanape, use to take the porcupine (once the porcupine has been taken from a tree, shot or clubbed on the head) they would have a fire going, and place the porkie on the fire to singe the hair and quills off.

Activities:

Class I:

1. Review vocabulary words with students.
2. Introduce Elder/Recognized Expert to the class.
3. Give students ample time to ask questions, document their questions onto the board and have students take notes.
4. Take pictures of guest and students as they ask questions.
5. Have students apply the pictures to their electronic presentations.

Class II:

1. Give ample time for groups to research the following to put into their PowerPoint:
 - The mammals Sugt'stun/Eyak vocabulary words
 - Where was the animal hunted?
 - How did they hunt for it?
 - Were there any traditional beliefs associated with the animal?
 - What parts were used for food, tools and clothing?
 - How it was preserved?
 - Does your family have a treasured recipe or how would you prepare the meat from the animal you researched?
 - Research a traditional recipe used in family.
 - Research state regulations on assigned animal and find out if the regulations impact hunting now, and if so, how and why?
2. Have students gather pictures to apply to their presentation using the Sugt'stun/ Eyak vocabulary words.
3. Allow for students to prepare their presentation for the next class.

Class III:

1. Have the groups present their electronic presentation to the class.

Goat Fat on Bread

½ pound goat fat
Several slices of bread

Hang the goat fat until it dries. In a large baking dish, add several slices of bread. Slice the dried goat fat and lay on top of the bread. Bake in oven until the fat melts.^{iv}

Porcupine

This recipe was shared by Godfather Mike Tanape, Nanwalek.

Butcher a porcupine into small pieces, even saving the feet (removing the nails, leaving the pads of the feet on, these are the best parts), rinse them in cool water and set aside. In a cooking pot, add chopped onion, garlic, fresh ginger, cut-up potatoes (various sizes) and sauté in your preference of fat (bacon grease, olive oil/Wesson oil), add porcupine, season with salt, pepper and Worcestershire sauce (do not add water, for enough moisture comes from the meat and the potatoes create a delightful sauce). Let it simmer for a couple of hours, and have it over rice.

Nancy Yeaton, Nanwalek

Bear Ribs

Wally Kvasnikoff, Nanwalek

Cut ribs to the size you want. Boil in water with salt, pepper, onion, garlic, L&P Worcestershire sauce, until meat pulls from bone.

Assessment:

- Student successfully created an electronic presentation that included notes, research material and pictures as required.
- Student correctly identified what part of the animal was traditionally used for food, tools and clothing.
- Student applied Sugt'stun /Eyak vocabulary in their presentation
- Student researched state regulations with the animal they choose
- Student shared a traditional recipe within their presentation and the whole class compiled the recipes to share with others.

ⁱ Birket-Smith, K., & Laguna, F. D. (1938). *The Eyak Indians of the Copper River Delta, Alaska*. Kbh. p.100

ⁱⁱ Birket-Smith, K. (1953) *The Chugach Eskimo*. p. 38

ⁱⁱⁱ (2007) In *We are the land, we are the sea: stories of subsistence from the people of Chenega* (pp. 114). Anchorage, AK: Chenega Heritage, INC.

^{iv} (2007) In *We are the Land, We are the Sea: Stories of Subsistence from the People of Chenega* (pp. 142). Anchorage, AK: Chenega Heritage, INC.