

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)