

TRADITIONAL FOODS AND RECIPES: HOW DO I SAVE THIS TO EAT LATER? PRE K-2 (LESSONS 9-10)

Elder Quote/Belief: *“My mom and my aunts would be down at the beach helping Umma and Uppa cut up fish and gut them. All the kids would wade into the water and rinse off the fish. Then we would carry them up to strip the fish and put them in the brine. Then we would string them and hang them to dry. It was just one big family assembly line. When the salmon was dry we would have fish all winter long.”*
Kompkoff (Taca) Kathrynⁱ

Grade Level: Pre K-2

Overview: Gathering traditional foods has and is still practiced today by many people. Our freezers now are the containers that hold what we have gathered throughout the seasons. Many still dry, salt, and smoke resources to preserve for later use.

Standards:

<i>AK Cultural:</i>	<i>AK Content Science:</i>	<i>CRCC:</i>
D4 Gather oral and written history and provide an 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.	SS2 Students should be able to prepare subsistence foods such as: Fish/shellfish

Lesson Goal: To learn about how to preserve foods.

Lesson Objective(s): Students will:

- Learn two Sugt’stun/Eyak words.
- Learn about techniques of preserving foods.

Vocabulary Words: Sugt’stun Dialects

English:	Prince William Sound:	Lower Cook Inlet:	Eyak:
Dry fish		Tamuq	
Make salt fish of them		Sulunarluki	
Apple		Yaplaakaaq	
Lemon		Limuunaq	
Sugar		Saarralaq	

Materials/Resources Needed:

Invite Elder/Recognized Expert

Books:

We are the Land We are the Sea

Student’s Recipe Booklets they have been compiling

Website: http://www.pickyourown.org/pdfs/apples_dried.pdf

Several lemons or lemon juice

Apples (students bring in or school purchase)

Sugar

Cinnamon

Jars (ask students to bring in a jar with a lid)

Twine

Cutting table

A mandolin slicer

Sugar

Camera

Teacher Preparation:

- Invite an Elder/Recognized Expert to visit the classroom to share Traditional Ecological Knowledge about how foods were preserved.
- If an Elder/Recognized Expert is not available, you can read parts or the whole book, “Mary’s Wild Winter Feast.”
- Review Sugt’sun/Eyak words and the books, select a story about food preservation (many of the contributors share various ways as they share stories from ‘We Are the Land, We Are the Sea,’ of growing up) record responses.
- Explain to students the activity using lemons, sliced and placing in layers with sugar in a jar is like making salt fish, to be put away for winter use; making pickled fish, fish pie or eating salt fish. Also let them know salted fish has to be rinsed in cold water before it can be used or eaten.
- Explain putting fish away such as salting was to preserve fish to use throughout the year for there were no refrigerators
- Prepare a letter to be sent home with students to bring in two apples and a jar for the activities.
- Take pictures during the activities, print them and have students insert them into their recipe booklets
- Slice the apples (the first apple) very thinly and slice the second apple after the first activity is done.
- String twine across the class room.
- The second apple and lemon/s will be sliced, layered and sprinkling sugar in between the layers of apples, this activity will teach the technique of salting fish in buckets (layer of rock salt, layer fish, repeat layers until the bucket is full).

Opening: Salting fish, meats and plants were preserved to have throughout the year.

“I remember it was always time to gather fish in the summertime. That was one of the main things we did as a family. We would either salt it or smoke it.”

Kompkoff, Carol Annⁱⁱ



Photo from the book: Unger, S. (2014). *Qaqamiigux̂: traditional foods and recipes from the Aleutian and Pribilof Islands: nourishing our mind, body and spirit for generations*. Anchorage, AK: Aleutian Pribilof Islands Association, Inc.

Activities:

Class I:

1. Review Sugt'stun/Eyak words
2. Introduce Elder/Recognized Expert to the class.
3. Ask Elder/Recognized Expert to share about preserving foods.
 - What kinds of food were salted?
 - Why were they salted?
 - How were they prepared?
 - Who made your favorite dish?
4. Ask student if they have questions about food preservation for the speaker.
5. Send a letter home with students to bring a jar and two apples for the next class.

Class II:

1. Explain how the activity will be working with apples that will be like fish and sugar will be like salt.
2. Have students wash their apples.
3. Slice the first apple, place them in a bowl pour some lemon juice on them. Explain to student the lemon will keep the apples from browning.
4. Place the sliced apples on a paper towel. Hang apple slices over the twine, to hang until they dry. This is how fish is dried (not in the house but rather in a dry shack or the smoke house).
5. Slice the second apple for the students and give the student their sliced apples.
6. Students will put a sprinkle of sugar (and add cinnamon if desired) on the bottom of the jar, layer of apple slices, sugar, cinnamon, until the jar is filled. This technique is used when making salt fish, layer salt, and fillet of fish, salt, fillet of fish...
7. Students can take their jar of apples home.
8. Let students know they can take their dried apples once they are dried.
9. When students have completed the task of putting sliced apples in the jar, have them illustrate what they have done and apply the Sugt'stun/ Eyak vocabulary to their illustrations (such as; Sugt'stun; Yaplaakaaq, Limuunaq, Saarralaq).
10. Ask students to place their pictures and illustration into their booklets.

Assessment:

- Student can correctly say two Sugt'stun/ Eyak words and know the meaning.
- Student are able to describe the different ways to preserve foods as discussed.
- Student can explain how their activity of jarring the apples and hanging the slices to dry were the same as salting and drying fish.

ⁱ Smelcer, John E., and Morgen A. Young. *We Are the Land, We Are the Sea: Stories of Subsistence from the People of Chenega*. Anchorage, AK: Chenega Heritage, 2007. Print.

ⁱⁱ Smelcer, J. E., & Young, M. A. (2007). *We are the land, we are the sea: stories of subsistence from the people of Chenega*. Anchorage, AK: Chenega Heritage, Inc.