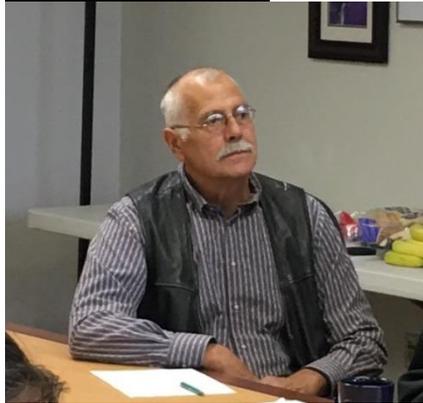


**TRADITIONAL HOUSING AND SHELTER: TEMPORARY SHELTERS GR: 3-5 (2-3 LESSONS)**

**Elder Quote/Belief:**



“Our ancestors used turned over umiaks as temporary shelters when they had to stop because of weather or needing to rest.”

–John Johnson  
During Chugachmiut Heritage Preservation’s Elder work session September 2017

**Grade Level: 3-5**

**Overview:**

The Chugach Region is a coastal environment with many traveling by boat and sometimes due to unforeseen circumstances, one has to stay put and wait for weather or help. It is very important to the Elders to learn how to make a temporary shelter that protects them from the elements.

**Standards:**

<i>AK Cultural:</i>	<i>AK Content Science:</i>	<i>CRCC:</i>
<b>D2</b> participate in and make constructive contributions to the learning activities associated with a traditional camp environment	<b>F3</b> Develop an understanding of the importance of recording and validating cultural knowledge.	<b>Outdoor survival S3</b> Students should know how to start a fire, prepare signals, and make temporary shelters.

**Lesson Goal:**

To learn about temporary shelters our Chugach Region ancestors used or built if weather or unforeseen circumstances happened and they needed to stay warm, dry and safe.

**Lesson Objective(s):** Students will:

- Learn about the temporary shelters used in the Chugach Region.
- Learn what materials were used to successfully build emergency shelters.
- Learn where to choose a site.
- Learn the Sugt’stun/ Eyak vocabulary words.

**Vocabulary Words:** Sugt’stun Dialects

English:	Prince William Sound:	Lower Cook Inlet:	<a href="#">Eyak:</a>
Driftwood		pukilaaq	
Branches/boughs			aaL (Spruce bough)

Grass		Weg'et	
moss			K'uhdL
mud		qikuq	

### **Materials/Resources Needed:**

- Elder or Recognized Expert to share TEK on traditional temporary shelters
- Location to build shelters
- Shelter materials available -driftwood, spruce boughs, grass, sod, moss, mud, etc.

### **Books/Documents:**

- *Chugach Eskimo*
- *Alexandrovsk- English Bay in its Traditional Way*, No. 2, Page 53
- *AMSEA Surviving Outdoor Adventures K-12 Curriculum – Land Safety and Survival*

### **Website:**

- Jukebox - Simeon Kvasnikoff Sr., Port Graham, describing shelters
  - Shelter cabins <http://jukebox.uaf.edu/mp3s/nanpg/23507-01.mp3>
  - Traveling and Shelters <http://jukebox.uaf.edu/mp3s/nanpg/23507-02.mp3>
- Outdoor Survival Training –Student Manual for Alaska’s Youth
  - [https://docs.wixstatic.com/ugd/b66831\\_0e7bfb53142e42ada5ba4adf969d5e0b.pdf](https://docs.wixstatic.com/ugd/b66831_0e7bfb53142e42ada5ba4adf969d5e0b.pdf)
- AMSEA [www.amsea.org](http://www.amsea.org)
- How to Build a Winter Shelter
  - <https://preppers101blog.wordpress.com/2013/02/01/how-to-build-a-winter-shelter/>
- Seven Primitive Survival Shelters
  - <https://www.fieldandstream.com/photos/gallery/survival/shelter/2006/10/seven-primitive-survival-shelters-could-save-your-life>
- Calvin Crest Outdoor School Survival Class
  - [https://www.calvincrest.com/wp-content/uploads/2018/10/Survival\\_Class.pdf](https://www.calvincrest.com/wp-content/uploads/2018/10/Survival_Class.pdf)

### **Videos:**

Nick Tanape on temporary shelters <https://youtu.be/a9FbV68iOh4> (skip to 2:50 for start)

### **Teacher Preparation:**

- Invite and Elder or Recognized Expert to share knowledge of traditional housing and shelters used in Chugach Region.
- Review with students the ways to show respect for guest in classroom.
- Review books, video and websites and display or list for students.
- Make a copy for each student of:
  - Outdoor Survival Training – Student Manual for Alaska’s Youth [https://docs.wixstatic.com/ugd/b66831\\_0e7bfb53142e42ada5ba4adf969d5e0b.pdf](https://docs.wixstatic.com/ugd/b66831_0e7bfb53142e42ada5ba4adf969d5e0b.pdf)
  - Simeon Kvasnikoff’s Jukebox interview regarding Temporary Shelters (attached)
- Parent Permission Forms handed out for field trip to beach or woods.
- Locate area to build shelters beforehand that has plenty of natural materials.

### **Opening:**

Imagine how the ancestors were able to make housing and shelters with no power tools, saws, nails, tarps or plywood. Now, imagine you were out boating and the wind started blowing very hard and it is too dangerous to keep going on the water. You pull the boat up onto the nearest shore to wait out the weather. What do you think you should do first? What about a temporary shelter? Sometimes the Chugach Region ancestors would turn their umiaks upside down or find a cave as temporary shelters. What other types of shelters do you think were used for a shelter to help keep you warm and dry? The ancestors used the materials readily available to them such as; driftwood, sod (grass with dirt), twigs, moss, branches, etc. These found materials were used to make houses or shelters successfully kept people out of the elements like wind, rain and cold in order to survive. It is important to choose the right location when building these emergency shelters depending on high tides, bear trails, proximity to fresh water, etc. In this lesson, we will build an emergency shelter just using the materials we collect outside.

### **Activities:**

#### **Class I:**

1. Introduce the Elder or Recognized Expert to share their knowledge of traditional housing and shelters.
2. Listen to the Jukebox interview: Simeon Kvasnikoff Sr., Port Graham, describing shelters
  - a. Shelter cabins <http://jukebox.uaf.edu/mp3s/nanpg/23507-01.mp3>
  - b. Traveling and Shelters <http://jukebox.uaf.edu/mp3s/nanpg/23507-02.mp3> (a transcript is attached below)
3. Hand out copies of Outdoor Survival Training –Student Manual for Alaska’s Youth
  - a. [https://docs.wixstatic.com/ugd/b66831\\_0e7bfb53142e42ada5ba4adf969d5e0b.pdf](https://docs.wixstatic.com/ugd/b66831_0e7bfb53142e42ada5ba4adf969d5e0b.pdf)
4. Hold a discussion about the **Seven Steps to Survival:**
  - Inventory – S.T.O.P. What do I have and what should I do?
  - Shelter – Stay warm
  - Signals – Let others know you need help and find you.
  - Water – Avoid dehydration- need water to survive!
  - Food – What can you eat?
  - Play – Positive thoughts to survive!
5. Discuss the proper clothing to wear when boating or other outdoor activities.
  - a. Dress for worst weather.
  - b. Clothing made of wool or polypropylene is way better than cotton.
  - c. Ask students about traditional clothing worn, such as; seal gut parka and spruce root hat for wind and rainproof or fur parka, hats and mittens for insulation.

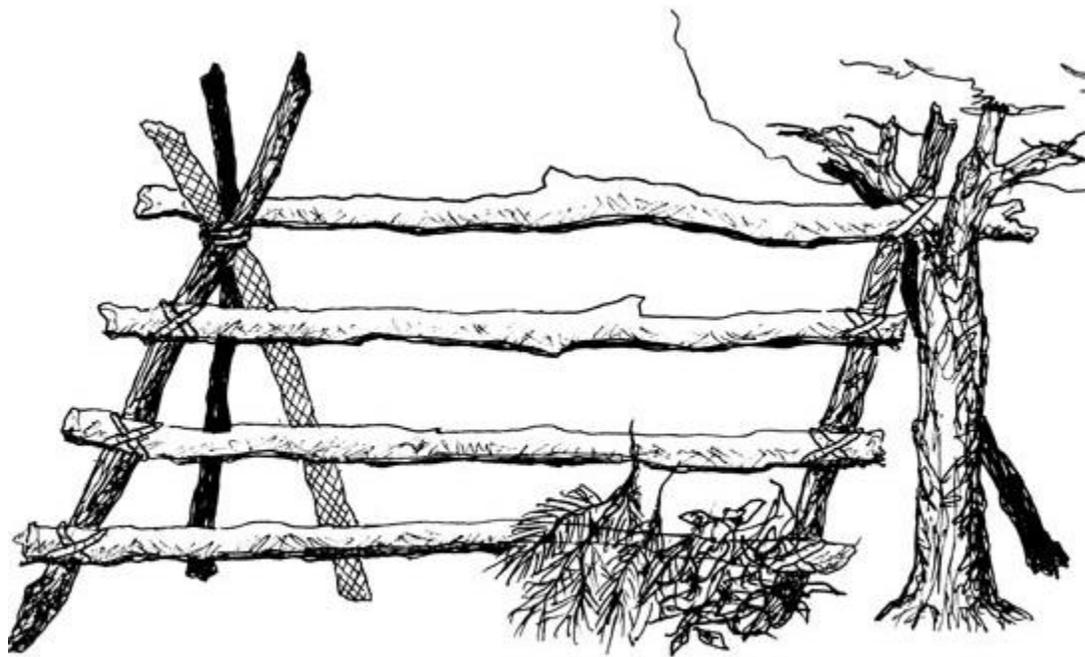
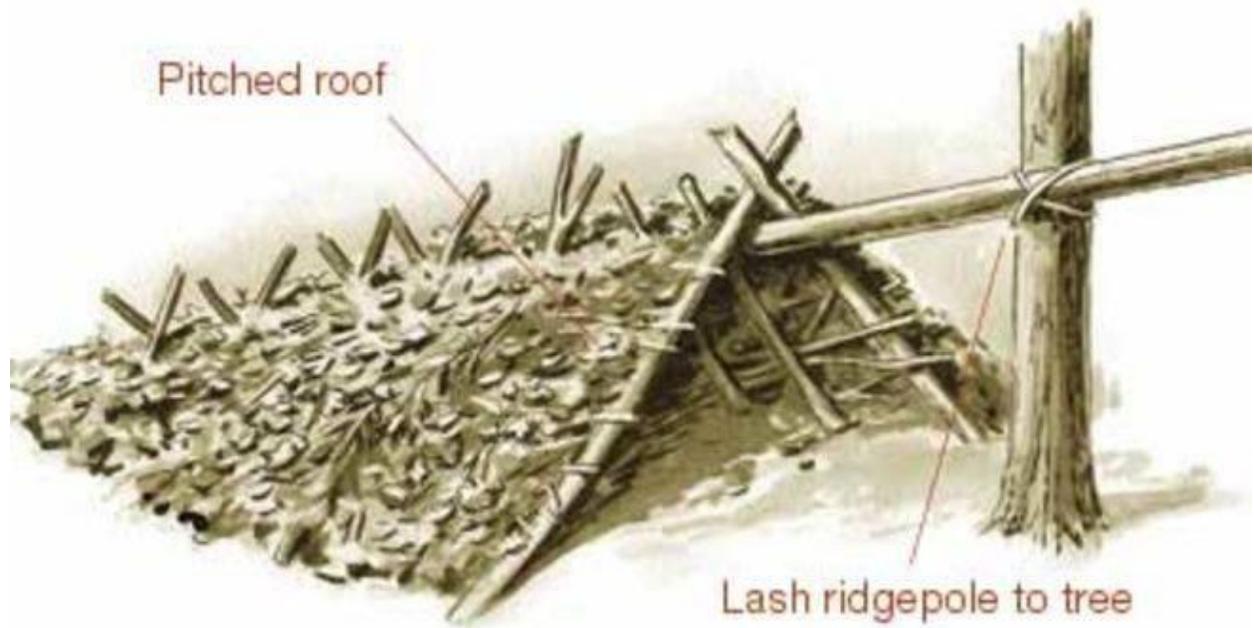
#### **Class II:**

1. Explain to the students they will be going outside to find and gather materials to build an emergency shelter and want them to wear appropriate clothing.
2. Review what they learned prior on materials needed and what makes a successful temporary shelter.
3. Determine if students will be working in pairs or as a group of three or four. Assign as desired.
4. Ask someone to be in charge of documenting the entire process to share with others after project is finished.
5. Allow time for students to gather driftwood, sticks, and branches for the frame.

- a. Recommend spruce boughs, moss and grass for insulation.
  - b. Remind students to make sure their shelter has adequate ventilation.
6. Once all materials are gathered, have students take an inventory of what they have and determine where and what type and size of shelter they will build.
  - a. Remind students that the shelter has several criteria for success:
    - i. Choose the right site, on higher ground to avoid the incoming tide and not in a low spot where water can accumulate when raining.
    - ii. Suggest they find something to use for main support if available. (Driftwood trunks, tree stumps, banks, large rock, etc.)
    - iii. Big enough for the group working on it, long enough to lay down in and just tall enough to sit in.
    - iv. Keeps body heat in so do not get cold because should not start a fire in the emergency shelters.
    - v. Make door small and out of the wind. Use something like branch to cover door when inside.
    - vi. Keeps out of the elements like wind, rain, snow, etc.
7. Give time for students to construct their emergency shelters.
8. When the shelter is completely finished, have the students create a list of what the shelter was made out of and how the materials help provide shelter for someone if they stayed in it.
9. Once all are finished, as a class go around and tour each shelter. For the tour, ask the students to answer the following questions of their shelters;
  - a. Did the shelter keep the inside dry when water was dripped onto it like rain?
  - b. Can you feel the wind blowing?
  - c. Was the shelter warm?
  - d. Was the shelter sturdy and stayed up on its own?
  - e. Did you choose the right location for the shelter?
  - f. Would you make changes to improve the shelter? If so, what would you change?

**Assessment:**

- Students can explain how shelters were built traditionally and Sugt'stun/Eyak vocabulary words.
- Students can recite the seven steps to survival.
- Students can describe the materials, choosing location and proper construction elements of an emergency shelter.
- Students learned how the shelters were designed to help with outdoor survival.



## Traditional Housing and Shelters

Following is the Jukebox interview with Simeon Kvasnikoff Sr. regarding shelters built between villages in the woods by trails.

They had their own trails in between villages. First thing they did before they traveled was they put grass in their boots, in order to keep heat in their shoes. They used to stuff the grass in gunny sacks like socks.

The travelers would have dried fish with them, tea and sugar, sometimes coffee before they took off. The wives prepared their meals and what they needed, including guns and knives.

In long distance of traveling, they had the “*muskoks*” they made. The fire was built right outside. They were built out of moss and old limbs from the trees. They put branches across after they put on the moss, and then they would layer it with more moss and branches. They looked for young trees. They looked for a comfortable place to build with an area they can see around the places. They stayed in the muskoks for two to three days just watching and hunting from the same area.

...

The shelters built on the beach were built by driftwood and these were called “*kawartarwik*”. They would have those shelters on the beach above the tideline, and over time they would have to rebuild them, a lot of them were built where the tide wouldn’t reach them. There’s a place that’s called Kawartarwik and in Sugt’stun it translates to “staying overnight”.

Why is there a different name for different shelters? The names are different because of the places where the shelters were built. They were given different names because the stories were told to give different names depending on where they were traveling. Going on the shoreline they started building “*ciklluaqs*” in case they got weathered in. They would pull their skiff up and they would stay in these *ciklluaqs*. There was one built in Windy Bay, a bigger kind of shelter, a barabara or a smokehouse. They would stay overnight in those places. They had everything set up for them. They made sure it was close to a river to get fish to eat and that there were animals around that area. They built those *ciklluaqs* for traveling. If they were traveling up in the woods, where they had their *muskok*, they would hang something so that the people traveling would know where the *muskok* was.

Traveling from one village to another, they told the other people in their village where the *muskok* was at. Each village knew where the *muskok* was at. How it was built; you stay overnight in there and just by body heat and breathing, heats it up. They had branches in front of the door and the fire was built on the outside. They built it where they were sure it was very convenient, so that they can hang their clothes and a fire to dry them and to cook. ...

The *muskoks* would last for many years. That's the reason why they used spruce limbs, is because they lasted a long time. There was always someone traveling that would stop and fix the *muskok* and repair it. They were built so strong that you couldn't feel a rain drop or snow storm.

In the spring time they would go hunting, they had these "*dug-ins*." They took the driftwood and they would build with the driftwood. On top they would have a hole, and in the middle of that "*dug-in*" they would have a fire place. That's where you find the artifacts of seal oil lamps, they had just a hole to go out from, and the floor was covered in animal furs for heat. These were built before the barabara and the Aleuts lived in these houses first. Today you can go to those places where the Aleuts lived and you can see where the houses were built. Barabaras were built more recent. They called them their own houses, and a lot of them were built in a hollow place and then start building form there.

In those places they built, the clay was used. Besides moss, clay was used in order to keep them waterproof. Branches, moss and clay...

# OUTDOOR SURVIVAL TRAINING

F O R A L A S K A ' S Y O U T H

## Student Manual



A L A S K A S E A G R A N T C O L L E G E P R O G R A M

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