

Elder Quote/Belief:



“When we speak our language we hear our ancestor’s voices. It is our desire that each new Alutiiq generation will learn to speak Sugt’stun so they will always know who they are.”

*-Rhoda Moonin, Nanwalek 1999
Imam Cimiucia - Our Changing Seas*

Grade Level: PreK-2

Overview:

Referring to *Chugach Eskimo* and *Chugach Legends*, the stories tell of original communities and peoples who inhabited different areas of the Chugach Region. The old stories tell how the Chugach people got their names and the areas in where they lived. The traditional names for the communities are unknown by most people and the Elders who guided this lesson felt it was very important for students to know the Sugt’stun or Eyak place name because with its traditional name carries the story of why and how the communities got its name.

Standards:

<i>AK Cultural:</i>	<i>AK Content Science:</i>	<i>CRCC:</i>
D4: Gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance.	Geography A.1.2: 1.) Use maps and globes to locate places and regions. 2.) Make maps and graphs.	Geography G1: A student should learn the name of places in Sugt’stun and the history of the places of their region.

Lesson Goal: The students will learn the traditional place names of the communities in the Chugach Region along with what the traditional place name means and how the village got its name.

Lesson Objective(s): Students will:

- Learn the traditional Sugt’stun/Eyak place names for the communities around the Chugach Region.
- Learn about the meaning and story of the community’s traditional name

Vocabulary Words:

Sugt’stun Dialects

English:	Prince William Sound:	Lower Cook Inlet:	Eyak:
Chenega	Caniqaq , Ingimatya	Caniqaq , Ingimatya	
Tatitlek	Taatiillaaq	Taatiillaaq	

Seward	Qutekcak	Qutalleg	
Valdez	Suacit	Suacit	
Port Graham	Paluwik	Paluwik	
Nanwalek	Nanwalek	Nanwalek	
Cordova	Katuwaq	Arwartuliq	

Materials/Resources Needed:

Chugach Region map

Area maps

Highlighter color markers

Books/ Documents:

- [Fireweed, Life and Times in Port Graham](#), Vol. 1, 2, 3, 4
- *Alexandrovsk, English Bay in its Traditional Way* [No. 1, 2, 3](#)
- *Chugach Legends*, Pg. 8-12 for the eight original independent tribes in Prince William Sound.
- OR–
- [Chugach Eskimo](#), Pgs. 18-22 “Territory and Tribes”

Websites:

- Home page and Traditional Place Names page on www.chugachheritageak.org
- Native Names – Molly of Denali YouTube video
 - <https://www.youtube.com/watch?v=GdO3mo8x4-4>

Teacher Preparation:

- Review the books and mark for easy access to read the story about the traditional place names of the seven communities in the Chugach Region.
- Invite an Elder or Recognized Expert to share their TEK regarding the traditional place names and share a story about the community and its origin.
- Review with students on the proper way to show respect for the guest in classroom.
- Locate Chugach map and area maps. (Can use the attached ones below.) Make copies for each student.
- Find the seven communities on a blank map, then write the villages in English and traditional Sugt’s tun name and use as an example for the students.

Opening:

Do any of you have a Sugt’s tun/Eyak traditional name? If so, who named you? Do you know what it means? Traditionally, a native name is given to someone from an Elder in the community. We will watch a YouTube video with Molly of Denali – Native Names. This video gives an example of traditional native names for a person. The same goes for traditional place names around the community or specific areas. Today, we will learn the Sugt’s tun/ Eyak traditional names for the original seven communities started in the Chugach Region and a story of how the village got its name and its meaning.

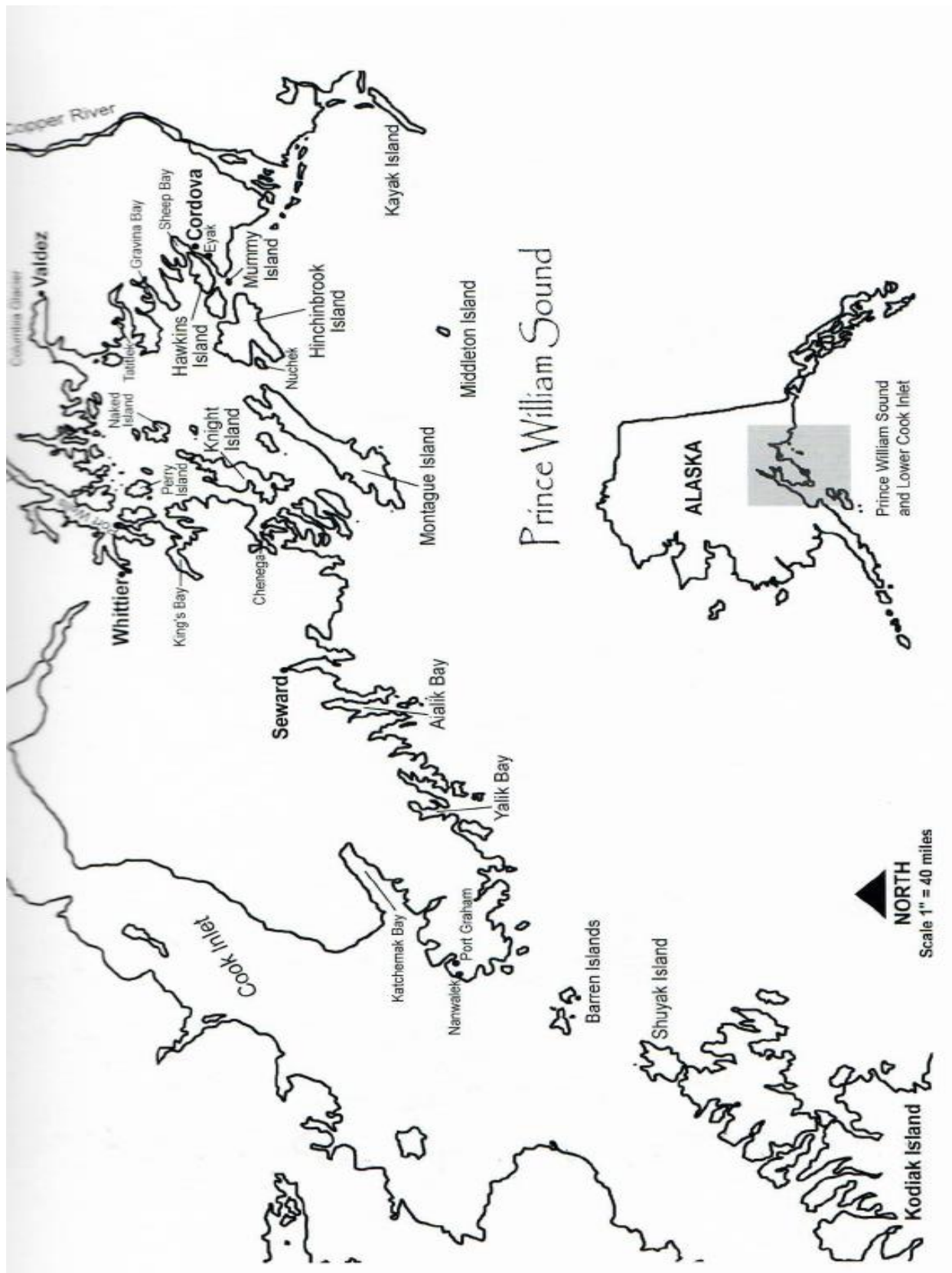
Activities:**Class I:**

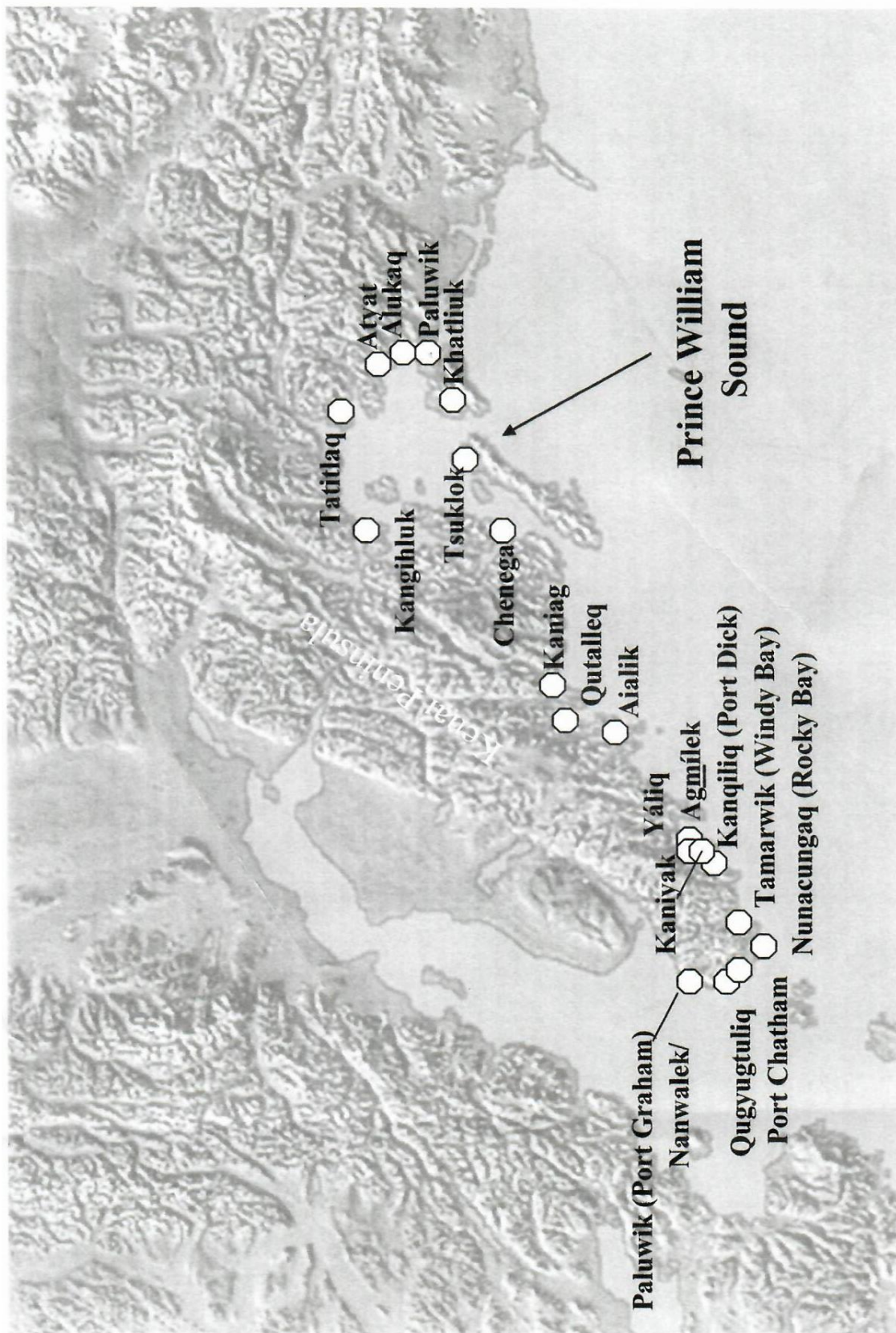
1. Display the books and maps listed above then explain the activity lesson to the students.
2. If available, introduce the guest. Ask the students to listen carefully so they can be able to correctly retell the information regarding traditional communities.
3. Show the students Molly of Denali – Native Names YouTube video for an example.
 - a. <https://www.youtube.com/watch?v=GdO3mo8x4-4>
4. Hand out copies of the Chugach Region map to students.
5. Tell the students to choose one color highlighter markers for the communities in English and another color for the traditional place name as they are being discussed.
6. Together, find where the seven communities of the Chugach Region are located and write the English and traditional place name in each chosen highlighter color.
7. After all the communities have been found, use the books listed above to find what the traditional place name means for the community and a traditional story about how the village was found/created.
8. For a cross reference, point out each community discussed and ask students to say the traditional place name and the story behind each village.
9. Have the students color in the map.
10. After the activity the students can take their maps home.

Assessment:

- The students learned how to use a map to locate the communities of the Chugach Region
- The students are able to recite the traditional place names and stories on their own.







Historic Alutiiq villages on the outer Kenai coast and Prince William Sound

