

**Elder Quote/Belief:**



*“During the spring seal hunts, it would take seven female sealskins to cover a bidarka frame”*

-Andy Selanoff, Chenega <sup>1</sup>

**Grade Level: PreK-2**

**Overview:** The Sugpiaq qayaq is made from a wooden frame. The wooden frame from driftwood is covered with the sewn skins from a seal or sea lion. The qayaq frame is constructed in a particular way where no nails are needed. Each material used in the qayaq frame and outer skin are collected by hand and built with hand tools.

**Standards:**

<i>AK Cultural:</i>	<i>AK Content Science:</i>	<i>CRCC:</i>
<b>B2</b> Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.	<b>F3</b> Cultural, Social, Personal Perspectives and Science: A student should understand the dynamic relationships among scientific, cultural, social and personal perspectives.	<b>S7</b> Students should know how to make tools from natural resources in the outdoor environment.

**Lesson Goal:** Understand the process of gathering materials and building a qayaq from driftwood, seal or sea lion skin, and sinew.

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

- Learn Sugt’stun/ Eyak vocabulary
- Learn about materials used in traditional qayaq construction.

**Vocabulary Words:**

Sugt’stun Dialects

English:	Prince William Sound:	Lower Cook Inlet:	<a href="#">Eyak:</a>
Kayak	qayaq	qayaq	gAyAXgug
Driftwood	Tep’ak	Tep’ak	Wood: dAkinh
Sea Lion	winaq	winaq	k’umah

Seal	Qaigyam	qaigyaaq	geeLtaag, keeLtaag
Skin	Amiq	amiq	tah

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

- Elder or Recognized Expert to share knowledge of traditional qayaq/kayak/bidarka
- Display qayaqs: wooden frame and nylon skin frame and small qayaq model
- Materials: Seal and sea lion skins, sinew
- Book: *The Hunter and the Hunted: Alutiiq Seal Hunter and Harbor Seal* by Pratt Museum

### **Teacher Preparation:**

- Invite Elder or Recognized Expert to share knowledge on traditional qayaqs
- Review proper ways to show respect for guest in classroom
- Locate materials needed for lesson
- Review book
- Set up displays of the traditional qayaq
- Gather small and large samples of skins, wood samples, and sinew to share.

### **Opening:**

Introduce guest if available. Gather students around the displays of the qayaq frame and skin on frame. Begin by asking students a few questions for prior knowledge on the traditional qayaq. What type of materials do you think were used to make the traditional qayaq? Where did they find these materials? Let us find out more about the traditional qayaq construction.

### **Activities:**

#### **Class I:**

1. Students will gather to view and investigate the displays of the skin on frame and wood frame of the qayaq.
2. Read *The Hunter and the Hunted*, pages 1-3
3. Ask the students questions for comprehension of materials and construction methods.
  - What animal is the skin of the qayaq from?
  - Where did/do the Sugpiaq gather wood?
  - How does the frame of the qayaq stay together?
  - How did the Sugpiaq attach the skins to the qayaq?

Students will draw a picture or write a sentence sharing what they learned about the qayaq materials.

### **Assessment:**

- Students can draw a picture or write a sentence that correctly illustrates the qayaq construction.
- Students can correctly use a Sugt'stun/ Eyak word to their sentence or picture

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<sup>1</sup> Smelcer, J. E. (2006). *The Day that Cries Forever: Stories of the Destruction of Chenega during the 1964 Alaska Earthquake*. Anchorage, AK: Chenega Future, Inc.



**BIFURCATED BOW**  
**Wrapped with seal skin**

*Traditional qayaq located in Cordova Historical Museum, Photo courtesy Nick Jordan*





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*Traditional qayaq located in Cordova Historical Museum, Photo courtesy of Barclay Kopchak*



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