

## CLOTHING: FURS AND FEATHERS GR: PREK-2 (LESSONS 1-2)

**Elder Quote/Belief:** “After moving here to Cordova, I could understand what my mom meant by her ancestors (the Chugach Aleut) being able to live off the land.” -Mary Babic, Cordova



Mary's mom, Sally (Barnes) Hottinger, originally from Tatitlek

**Grade Level:** Pre K - 2

### **Overview:**

The Chugach Sugpiat and Eyak people wore garments for work and play, such as fur and bird skin parkas, seal boots, bearskin mittens, and waterproof rain jackets made from animal intestines. Many types of furs (sea otter, harbor seal, river otter, fox, caribou, marmot, marten, bear, arctic ground squirrel, and seal) and bird skins (murre, puffins, geese, eagles, cormorants) were used.<sup>1</sup> These types of garments are what we consider traditional clothing today.

### **Standards:**

<i>AK Cultural:</i>	<i>AK Content Science:</i>	<i>CRCC:</i>
<b>A3:</b> Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community.	<b>F1:</b> Develop an understanding that culture, local knowledge, history and interaction with the environment contribute to the development of scientific knowledge, and local applications provide opportunity for understanding scientific concepts and global issues.	<b>CE2:</b> Students should have knowledge of traditional and contemporary sewing and clothing using skins and furs.

### **Lesson Goal:**

To learn the different types of traditional materials our ancestors, the Chugach Sugpiat and Eyak used for their clothing in the Chugach Region.

<sup>1</sup> Arctic Studies Center, Looking Both Ways, p. 46, 48

**Lesson Objective(s):**

Students will:

- Learn what Chugach Sugpiat and Eyak girls and boys wore for clothing.
- Identify furs, feathers, caribou hide, and other traditional materials by matching the pieces to Chugach Clothing A to Z poster.
- Learn three Sugt'stun/Eyak words.

**Vocabulary Words:****Sugt'stun Dialects**

English:	Prince William Sound:	Lower Cook Inlet:	<a href="#">Eyak:</a>
Fur	culuk	culuk	Aadaag
Bird	saqulenguasagat	saqulenguasagat	d-L-k'a't'
Fish	iqalluq	iqalluq	<a href="#">te'ya'</a>

**Materials/Resources Needed:**

- Crayons/markers
- Items provided in Kit:
  - Chugach Sugpiat and Eyak puppets dressed in traditional clothing
  - Puppet Theater (included in kit)
  - Fur/ fish skin/ bird feathers swatches (all labeled accordingly)
  - 24" x 31" poster of Chugach Clothing A to Z
  - Copy of Chugach Clothing A to Z in small poster format 8' x 10"
  - Book: *Furs and Feathers* by Janet Halfmann

**Teacher Preparation:**

1. Invite an Elder/ Recognized Expert who can share their knowledge of traditional materials used for clothing.
2. Review with the students the proper ways to show respect for the guest speaker.
3. Review the cards attached to the puppets-description of their traditional clothing.
4. Review the swatches of furs, fish skin, seal intestine, bird feathers and teacher's guide matching swatches with the Chugach Clothing A to Z poster.
5. Display the large poster of Chugach Clothing A to Z in the front of the classroom.
6. Set out individual plastic baggies with swatches of the fur/fish skin/seal intestine and bird feathers (each baggie labeled with a number) on a table.
7. Set puppets in their traditional clothing on the table.
8. Make copies of the 8 x 10 Chugach Clothing A to Z items for each student. (Attached)
9. Set out crayons, markers and copies of the Chugach Clothing A to Z items for each student.

**Opening:**

Allow the students to come in the classroom and look at poster and look at the different samples of the fur, fish skin, and feathers.

For the next two days, we are going to be talking about all of the animals from the land and sea, fish and birds the Sugpiat and Eyak people used for their clothing from head to toe. Ask students

the following questions to open up discussion: Why do you think they chose furs? Fish skin? What about bird feathers? Seal or bear intestine? Spruce root? Does anyone think that he/she can identify an animal based on how the animal feels? Can you identify the animal by just looking and not touching the fur? Let us explore these traditional materials.

### **Activities:**

#### **Class 1:**

1. Set up the Puppet Theater, if available, in the front of the classroom. While setting up the theater, explain to the students that you are going to have a puppet show.
2. Ask the students if they have ever been to a puppet show before? Explain to students what this puppet show is about.
3. Explain how these puppets were made to look like boys and girls of our area from long ago, the Sugpiat and Eyak people. Notice how they are wearing traditional clothing, the clothing that they wore for work and play. Share with the students that in the past, the Sugpiat and Eyak boys and girls did not have stores to buy their clothing at, so they used what they had available, which were fur from the animals, skin from fish, and skin/feathers from the birds for their clothing, hats, gloves, and boots.
4. Let's have fun. Start with the Chugach girl puppet, "Exenia". Explain her clothing from head to toe. Teacher can change her voice for this presentation.
5. Next the Chugach boy puppet, "Cecil". Explain his clothing from head to toe. Puppets have sticks attached to their hands, so that they can move around their hands and point out parts of their clothing, while the teacher describes what resources everything is made of.
6. Listen to the children and answer their questions on the traditional clothing. This will be a good time to let the students feel the puppet's clothing.
7. Now put on the Eyak girl puppet, "Sophie". While you are getting this puppet ready, explain to the children that both Chugach Sugpiat and Eyak people have always lived in this area, and that many of their descendants (family) still live here today. Explain Sophie's clothing from head to toe.
8. Next the Eyak boy puppet, "Galushia". Explain Galushia's clothing from head to toe.
9. Listen to the children and answer their questions on the Eyak clothing. Let students feel the fur and leather clothing.
10. With one of the puppets on one hand, read "Furs and Feathers" by Janet Halfmann.
11. Discuss the story including: how each animal has the right coat to keep it warm and dry. It gives us a good idea of why the Sugpiat and Eyak people chose to use these resources as material to make their clothing.
12. Discuss with the students the general external covering classifications of the animals of the land and sea from the Chugach region (feathers for birds, scales for fish, fur for mammals, etc.).
13. Teacher can explain to the students that this class will continue through tomorrow. The puppets will stay in the classroom and the students will review all the materials that go with the Chugach Clothing A to Z poster.

#### **Class 2:**

1. Invite an Elder/ Recognized Expert who can share their knowledge of traditional materials used on the clothing. Review with the students the proper ways to show respect for the guest speaker.

2. Display the large Chugach Clothing A to Z poster in front of the classroom.
3. Pass out the copies of the poster Chugach A to Z along with crayons or markers.
4. Explain to the students that today they will play a matching game. They will match up the items in the plastic bags with the Chugach Clothing A to Z poster.
5. Hold up one swatch sample at a time. Ask the student to guess what object off of the Chugach Clothing A to Z poster that this swatch belongs to.
6. Pass around the swatch for each child to feel. Ask the students how it feels? Ask them what they would use this object for if they had to make their own clothing and why?
7. Listen to the children's answer. Help them with the right answer by showing them the alphabet picture it belongs to on the large poster you have set up in the front of the classroom. The teacher can use one of the puppets to point to the right picture on the poster.
8. Ask the students to circle that object on their sheet.
9. Continue on until you have gone over all the materials included in kit.
10. Students can finish coloring the Chugach Clothing A to Z sheets.
11. Teacher can review with the students the clothing used on the four puppets.

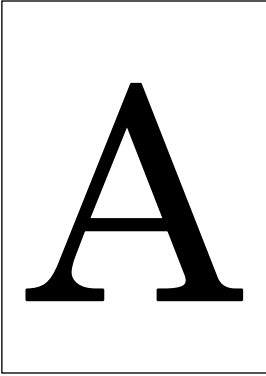
**Assessment:**

- Students correctly identify the materials used for clothing for boys and girls by recalling the clothing materials used on the puppets from head to toe.
- Students can identify and correctly place the furs/skins to the animals/fish on the A to Z large poster.
- Students can correctly say and point out the Sugt'stun/ Eyak words for fur, fish and bird.



Puppets created by Mary Babic, Cordova  
 Poster drawings by Kelsey Hawley, Cordova





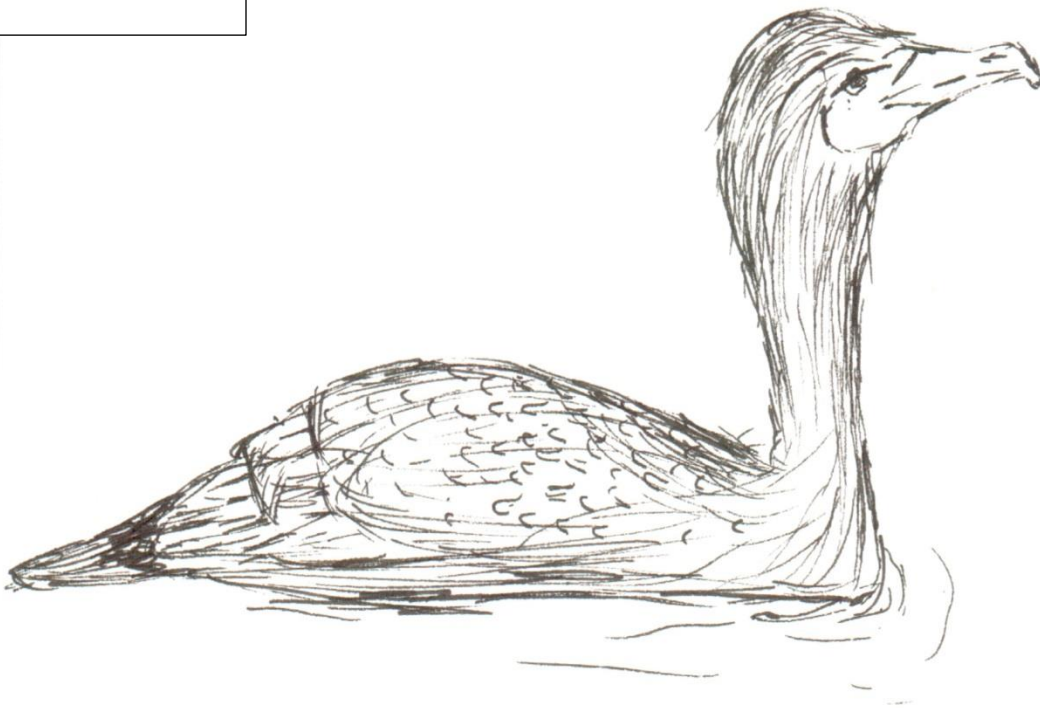
**Antler**

B



Boots

C



Cormorant



D



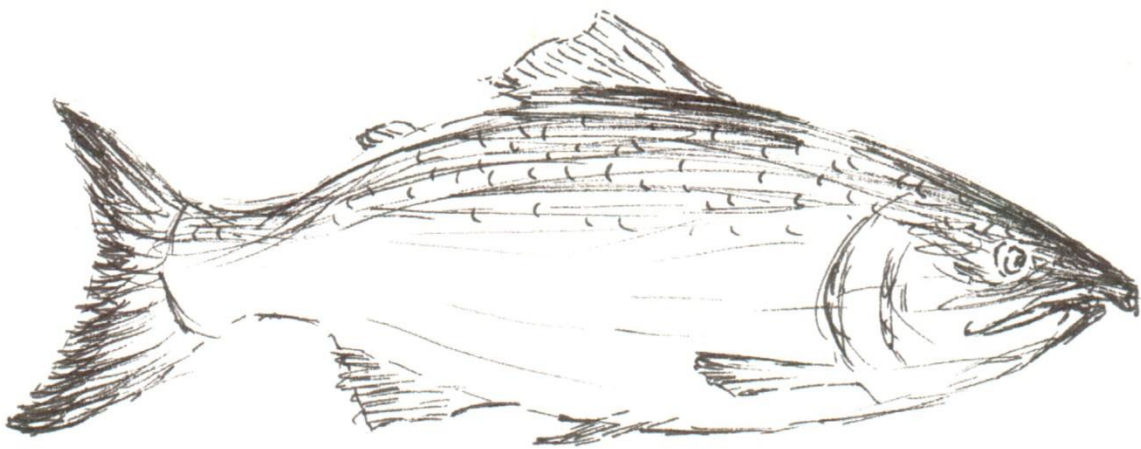
Dress

E



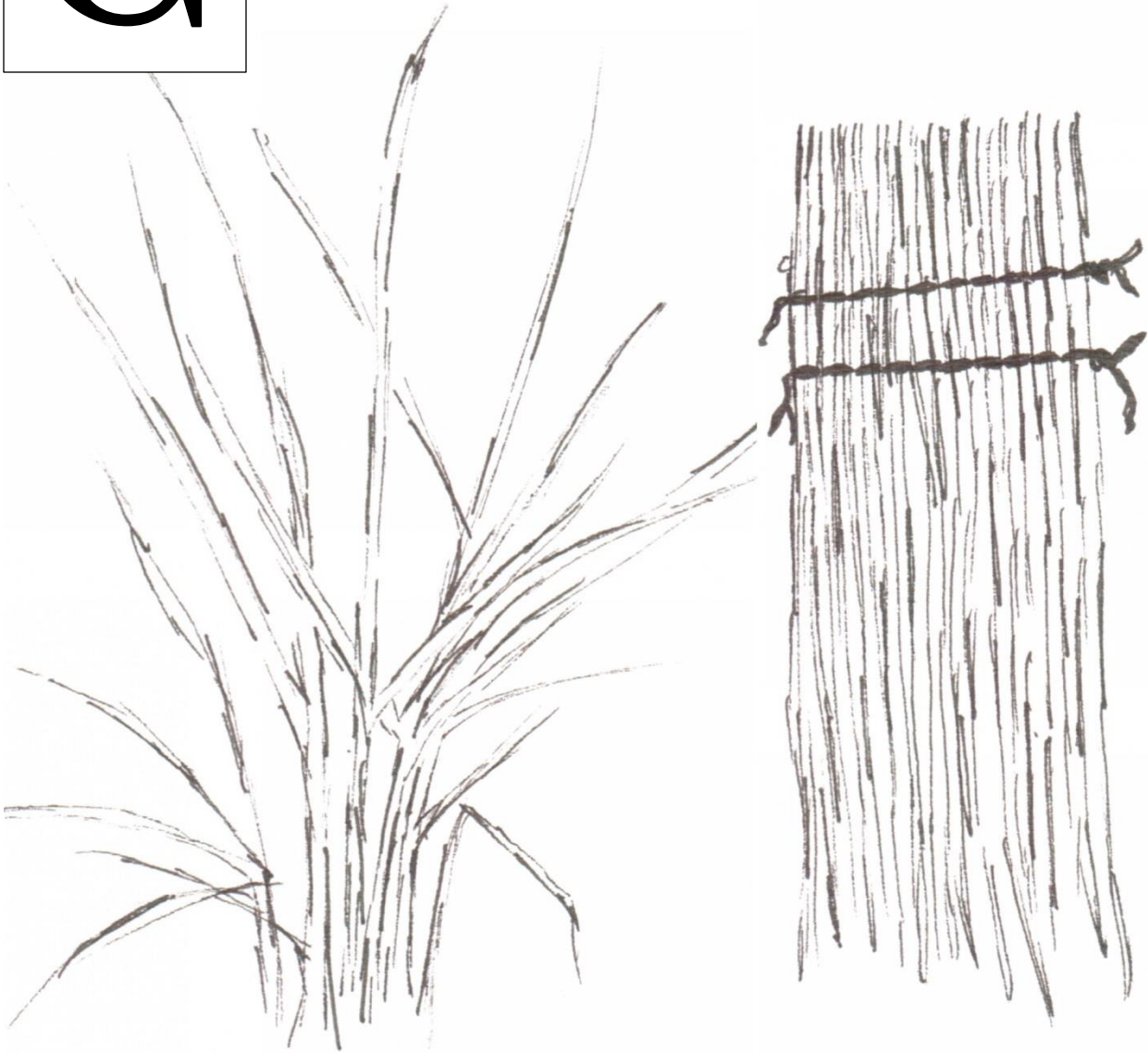
Eagle

**F**



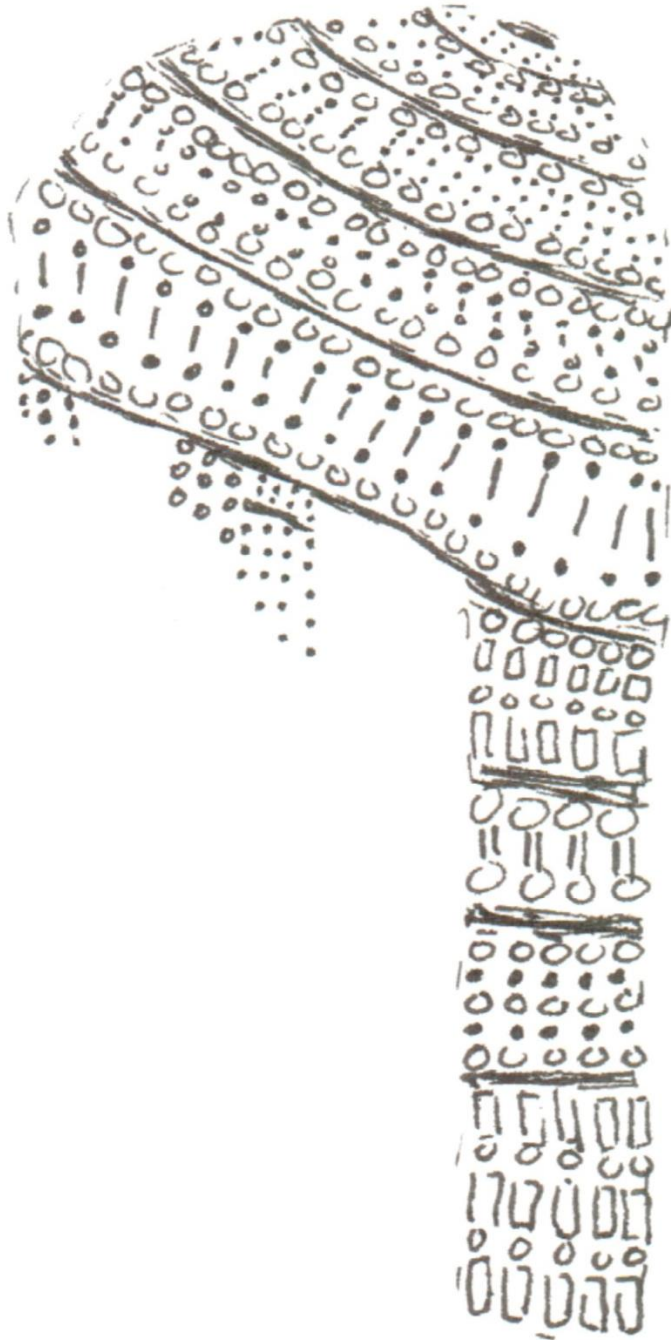
**F**ish

G



Grass

H



Head dress

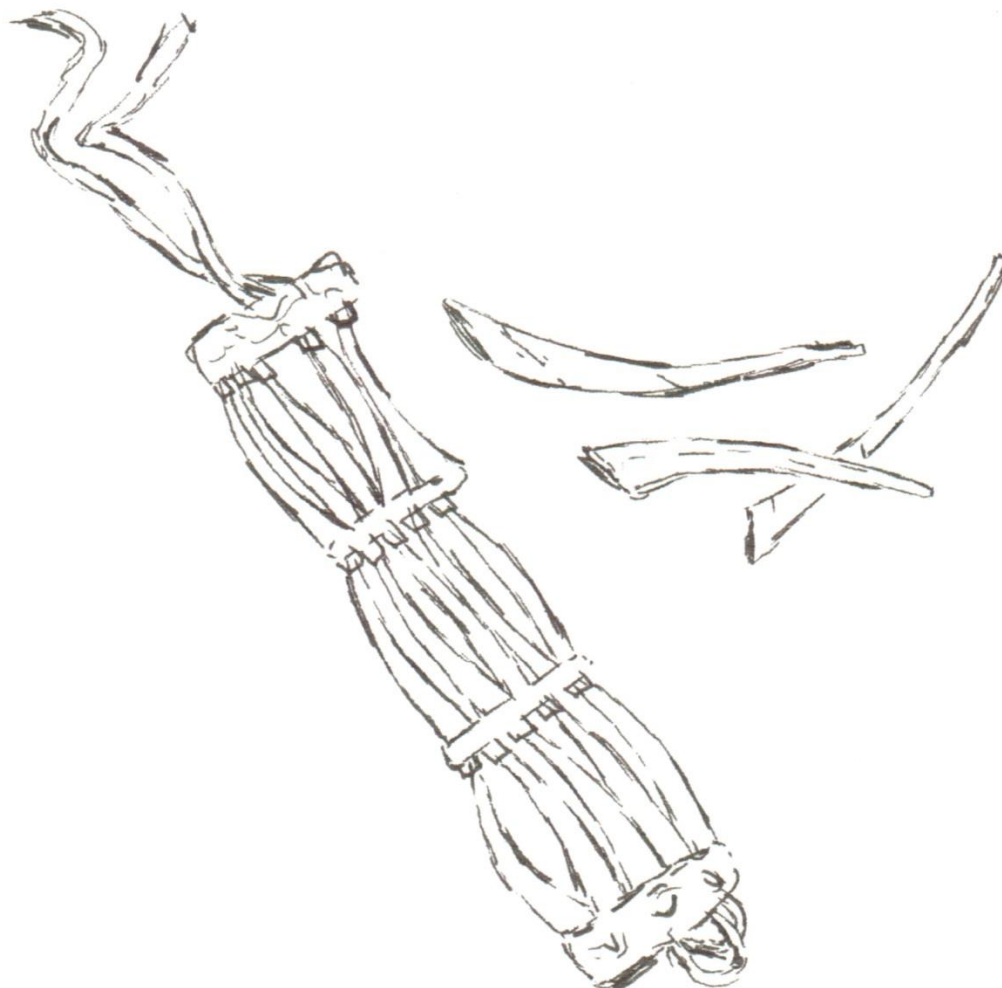


I



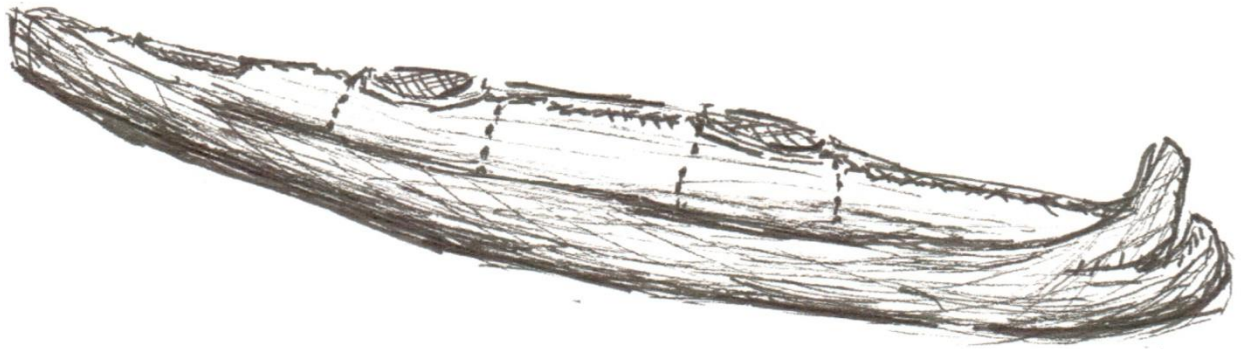
Ivory tusks

J



**J**ewelry-  
Dentalium shells

K



Kayak - Qayaq

L



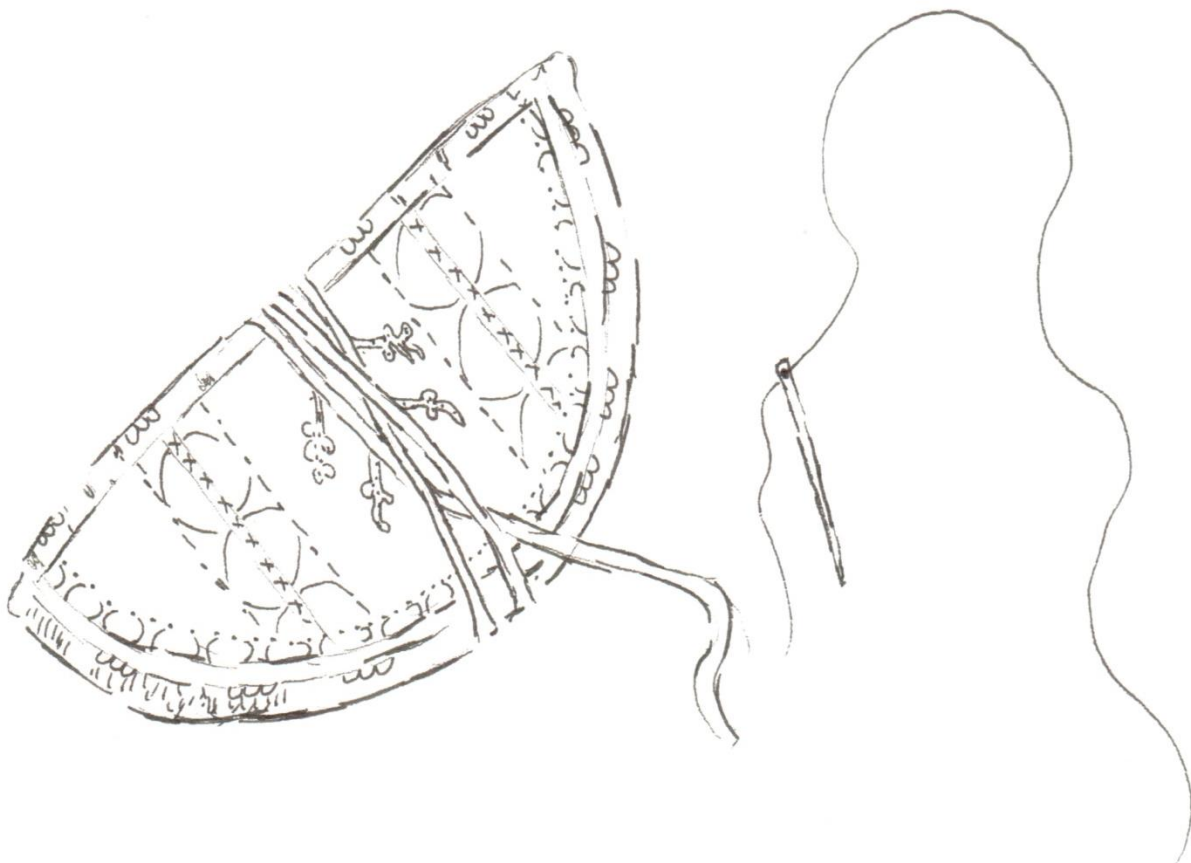
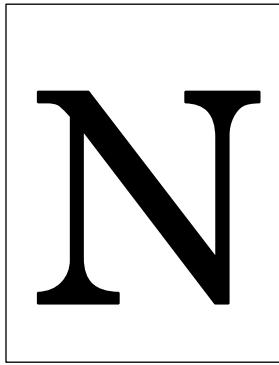
Labrets

**M**



**M**ountain Goat





## Needle Sewing Kit -Kakiwik

O

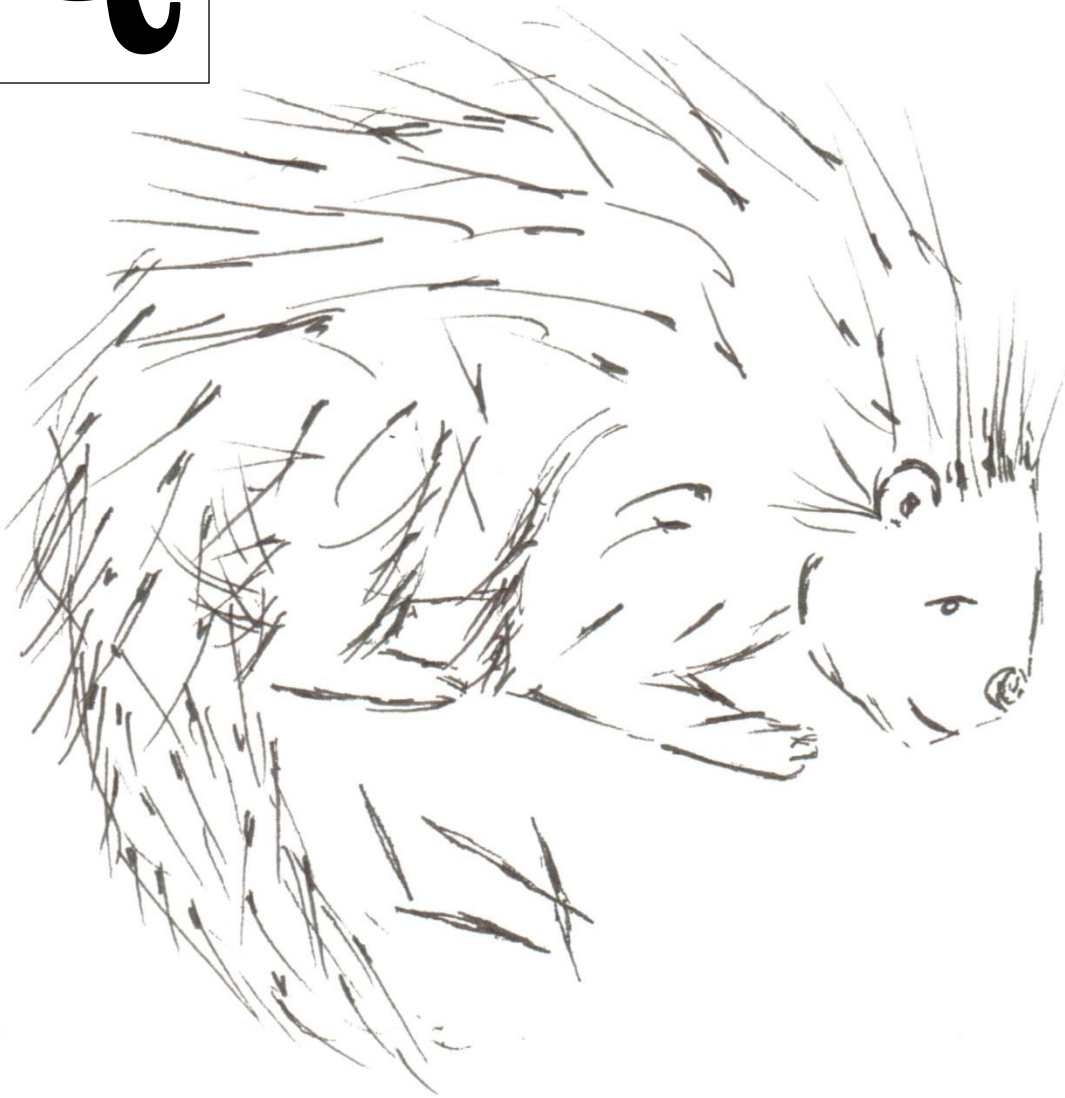
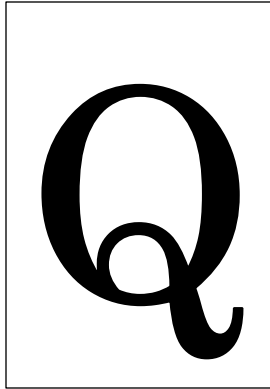


Otter

P

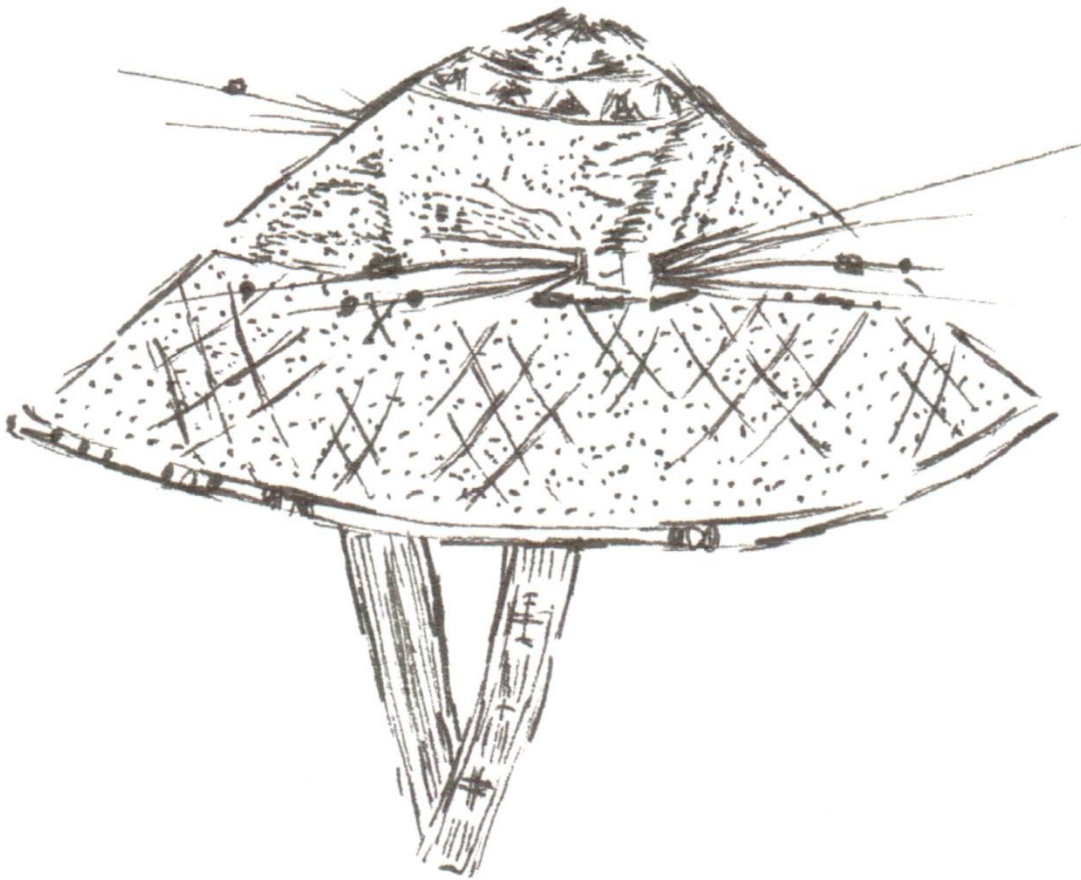


Parka



Quills - Porcupine

R



**Root (Spruce) Hat**



S



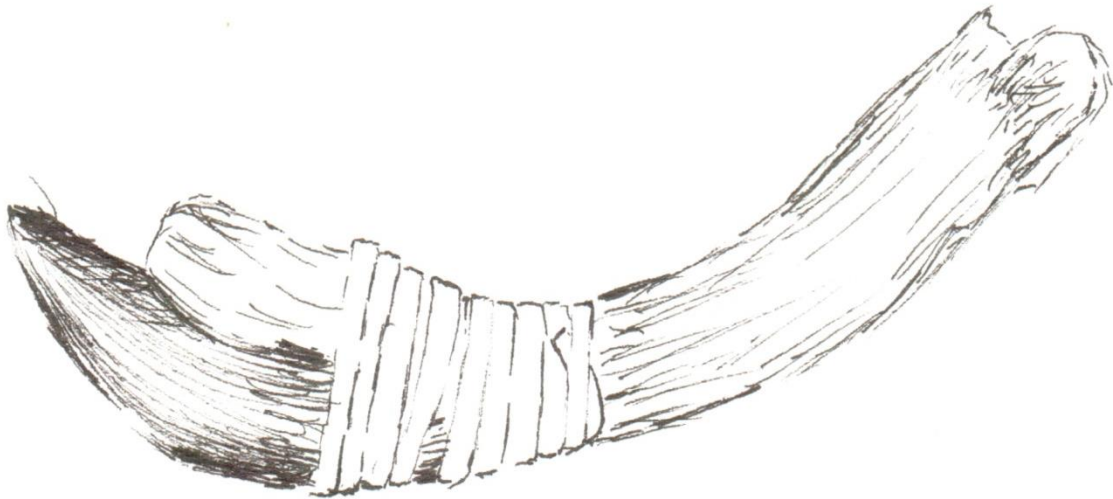
Seal

T



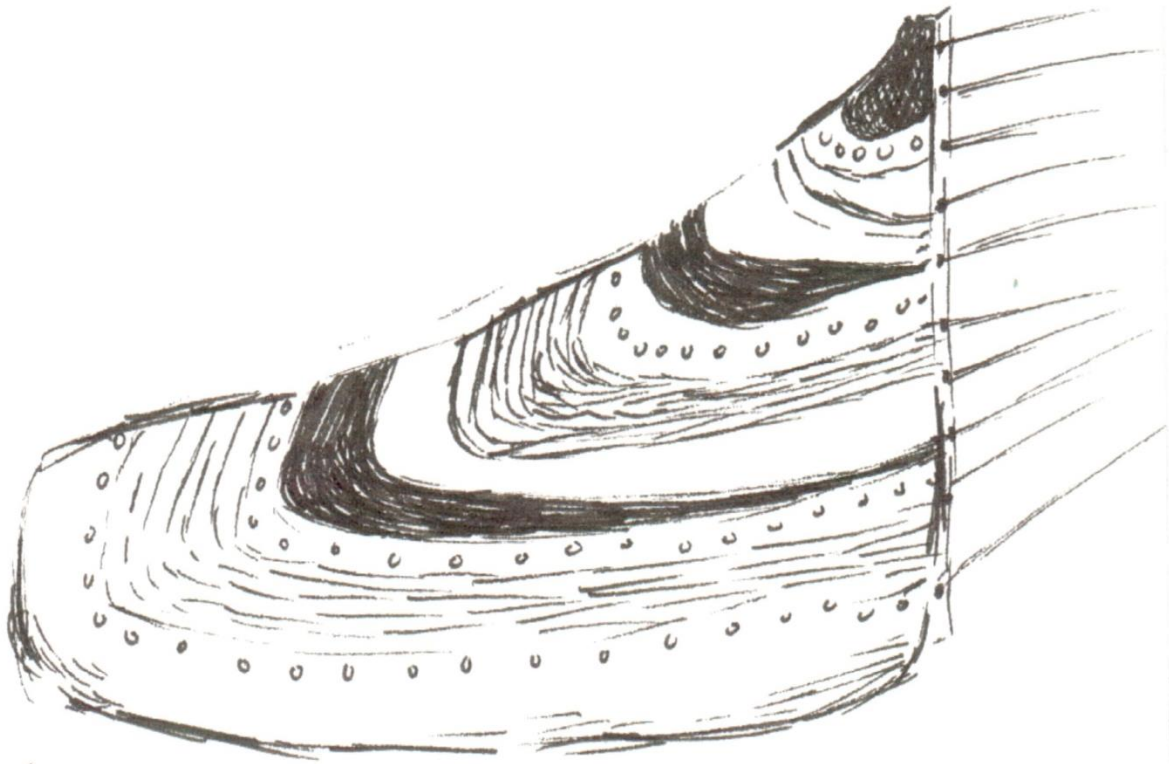
Tattoos

U



Utensil – Hide Scraper

V



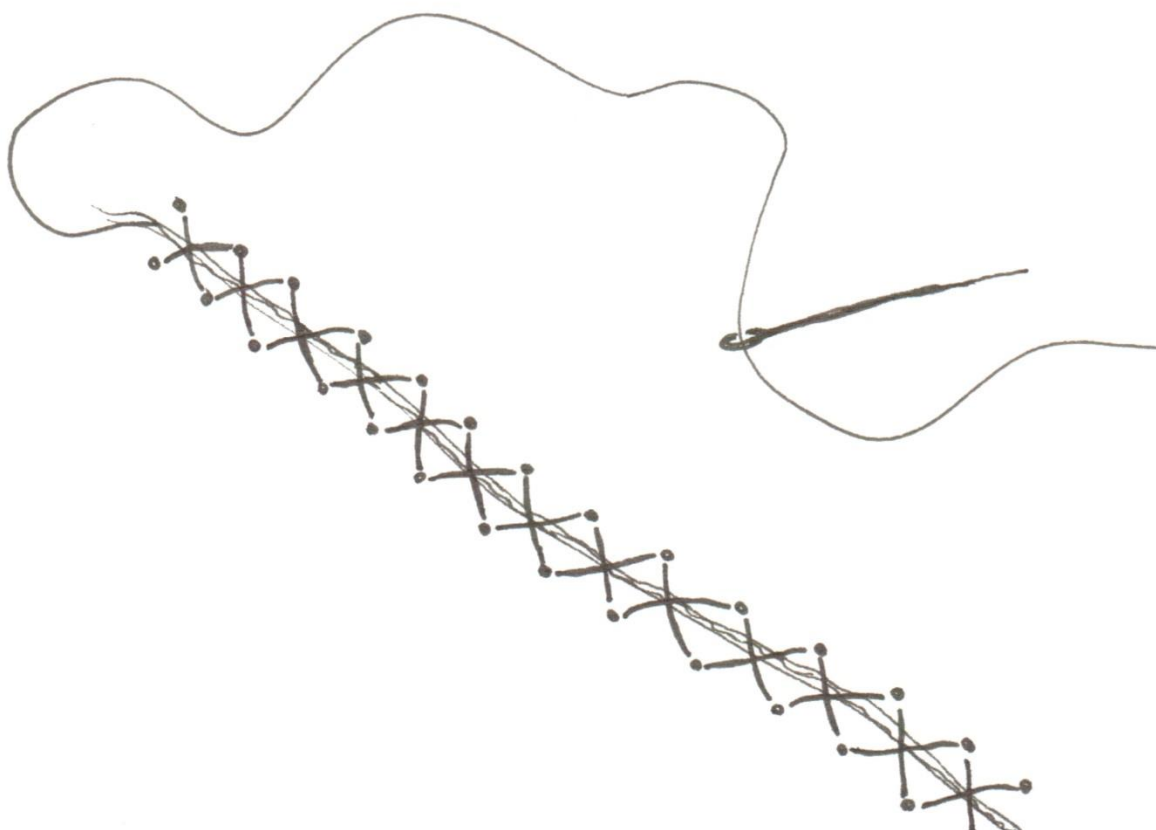
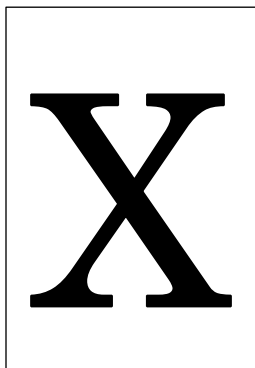
Visor

W



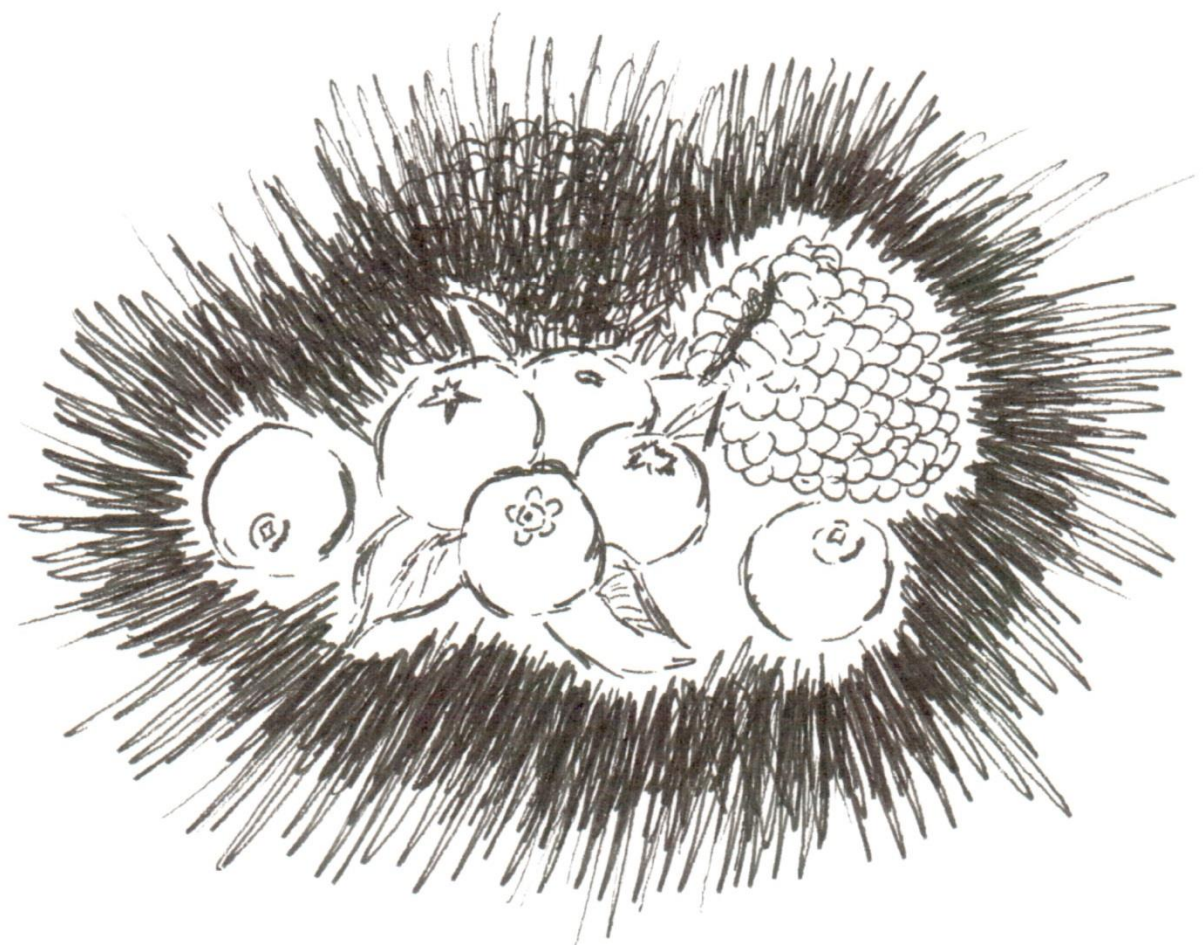
Whale



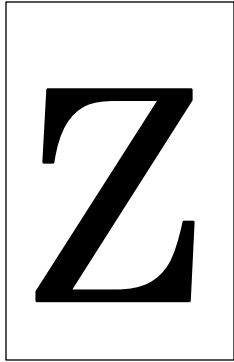


**X** stitch

Y



Yummy Berries



**Zone – Chugach Region**