

TRADITIONAL FOODS AND RECIPES: LET'S MAKE A RECIPE BOOK GR: 3-5 (LESSONS 1-3)

Elder Quote/Belief: “Subsistence keeps us from going to the store...” Nina Kvasnikoff, Nanwalek

Grade Level: 3-5

Overview: Students will interview family members for traditional food recipes and create a recipe book.

Standards:

<u>AK Cultural:</u> D4- Gather oral and written history and provide and appropriate interpretation of its cultural meaning and significance	<u>AK Content Science:</u> F3 Develop an understanding of the importance of recording and validating cultural knowledge.	<u>CRCC:</u> SS 3 Be able to prepare and preserve gathered foods.
--	---	--

Lesson Goal: To start a recipe book from recipes gathered from home and throughout completing lessons.

Lesson Objective(s): Students will:

- Interview family members and Elders to gather traditional recipes
- Learn three Sugt'stun/Eyak words
- Start creating a recipe book

Vocabulary Words: Sugt'stun Dialects

English:	PWS:	Lower Cook Inlet:	Eyak:
Foods		Neqet	Giyah (food)
Traditional		Sugt'at	
Goose tongue		Weguaq	
How do you cook it?		Qaillun egaaluki?	
Who cooks it?		Kiinam egaalartaku?	

Materials/Resources Needed

Qaqamiigux “to hunt or fish for food and collect plants; subsistence” Traditional Foods and Recipes from the Aleutian and Pribilof Islands *nourishing our mind, body and spirit for generations*

Traditional Food Guide *FOR THE ALASKA NATIVE PEOPLE*

We Are The Land We Are The Sea, *Stories of Subsistence from the People of Chenega, Alaska*

Blueberry Shoe, by Ann Dixon and Evon Zerbetz

<http://www.eyakpeople.com/dictionary>

Give each student a copy of the interview questions to take home

Construction paper
Crayons/markers
Camera

Teacher Preparation:

Class I

- Students will make a recipe book to be used in Lessons 1-5
- Review resources
- Contact Elder/Recognized Expert, invite to class and share knowledge of gathering foods.
- Share a recipe that may have been passed down in your family, as an example of passing down recipes
- Prepare students to interview family members about traditional recipes by practicing with one another in class; write the questions on the board:
- What is your favorite dish?
 - Why is it your favorite?
 - Who were the main people who cooked this?
 - How long does it take to prepare this dish?
 - Is this dish eaten a certain time of the year? Why?
 - Can you list three ingredients from this recipe?
- Give students a copy of their questions for their interview to ask their family member/members and ask them to take pictures. Also have students get a recipe from home. Let students know they could also record their interviews maybe on a phone to share in class. Information gathered from home can be put into the recipe booklet students will make.
- Have student's document responses as they interview one another. Take pictures as students practice with one another.
- Explain to students they will ask these questions later at home with a family member/members.

Class II

- Hole punch construction paper and papers from students to create their own recipe booklet.
- Make copies of student's recipes for the class to make their recipe book and a recipe book for the classroom.
- Make a copy of the goose tongue recipe and the picture for each student.

Class III

- Make copies of pictures taken for students to place in their recipe books.
- Display resource books for students to look at during the lessons.

Opening: Who makes your favorite traditional food and what is it? Do you know how is prepared?

Activities:

Class I

1. Take pictures of students as they ask questions of their Elder/Recognized Expert and classmates.

2. Introduce Sugt'stun/Eyak vocabulary
3. Ask Elder/Recognized Expert to share about traditional foods and recipes.
4. Give students an opportunity to ask the guest questions.
5. Pair students with one another and give them time to ask the listed questions.
6. Once they have completed the task of asking questions, ask students to share responses.
7. Have students tape their work on the wall.
8. Give each student a copy of interview questions and a copy of "What is your favorite recipe," to take home and bring back for the next lesson.

Class II

1. Share the traditional recipe for goose tongues, which is still used to this day.
2. Give students time to prepare their presentations to share with the class
3. Let students present what they gathered at home.

Class III

1. Have students select construction paper, and yarn.
2. Give the class time to put their booklets together and decorate the cover of their booklet.
3. Display student's booklets in the classroom.

Assessment

Student was able to learn the Sugt'stun/Eyak words

Student treated class mates, teacher, Elder/Recognized Expert with respect and listened attentively to guests.

Student successfully interview family member.

Student contributed a traditional family recipe and shared with class.



Photo taken by Nancy Yeaton

This is an arrow grass plant that grows amongst goose tongues, this plant you do not pick. As you can see the arrow grass is tubular rather than the flat leave of the goose tongue.

“Arrow grass leaves contain hydrocyanic acid, a toxin that interferes with cellular uptake of oxygen. Symptoms of cyanide poisoning include headache, heart palpitations, dizziness, and convulsions. Immediate medical assistance should be sought.” Janice Schofieldⁱ



Photo taken by Nancy Yeaton

Goose tongues By Nancy Yeaton

Rinse them good (goose tongues after they have been picked)
¼ cup of seal fat, sauté in pan add
Fresh garlic (one garlic clove chopped and onion chop about 1 Tablespoon)
Sauté with seal fat add goose tongues, sauté till wilted.
Eat they are so good!

Name_____ Date_____

Person interviewed:

Interview Questions

1. What is your favorite traditional dish?

2. Why is it your favorite?

3. Who were the main people who cooked this?

4. How long does it take to prepare this dish?

5. Is this dish eaten at a certain time of the year? If so, why?

6. Can you list three ingredients from this recipe?

Please share your favorite recipe

[illegible]

ⁱ Eaton, J. S., & Tyler, R. W. (2011). *Discovering wild plants: Alaska, Western Canada, the Northwest*. Motueka, N.Z.: Eaton.

TRADITIONAL FOODS AND RECIPES: WHAT DID THEY GATHER? GR: 3-5 (LESSONS 4-7)

Elder Quote/Belief: “Lard came from black bear fat. In the fall, they are the best because they eat berries. The steaks are good. The fat was an important part, like seal oil. You used it for cooking and I lamps. They also used duck oil from boiling ducks for burning in lamps too. They preserved berries with seal oil too.”

Walter Meganack Sr. ⁱ

Grade Level: 3-5

Overview: Traditional Food gathering and preserving of food gathered from the land and sea are still practiced today. Foods such as: sea and land mammals, intertidal foods, berries and plants are still gathered for winter supplies. Our foods keep us connected to where we came from and our Ancestors.

Standards:

<i>AK Cultural:</i>	<i>AK Content Science:</i>	<i>CRCC:</i>
D4- Gather oral and written history and provide and appropriate interpretation of its cultural meaning and significance	A 12: Students will be able to distinguish the patterns of similarity and differences in the living world in order to understand the diversity of life and understand the theories that describe the importance of diversity for species and ecosystems	SS3- Students should be able to gather plants, berries and other edible foods

Lesson Goal:

Students will gain an understanding of the importance of gathering food seasonally.

Lesson Objective(s): Students will:

- Describe why it was so important to gather food.
- Identify habitat area for gathering at intertidal zone.
- Learn four Sugt'stun/Eyak words.

Vocabulary Words:

Sugt'stun Dialects

English:	Prince William Sound:	Lower Cook Inlet:	Eyak:
Beach		Quteq	
Land		Nuna	
Chiton Chitons (2) Chitons (3 or more)		Urritaq Urritak Urritat	
Seaweed (black)		Caqallqaq	
Limpet Limpets		Melungucaq Melungqucat	

Materials/Resources Needed:

Invite Elder/Recognized Expert

Books:

Imam Cimiucia- Our Changing Sea- find the bidarki/limpet picture on page VI

Alaska Sea Grant College Program: *Life on the Beach among Friends and Anemones* DVD Level 2

We are the Land, We are the Sea

Common Edible Seaweeds in the Gulf of Alaska

Alaska's Seashore Creatures

Websites:

<https://seagrant.uaf.edu/bookstore/pubs/M-29teacherguide.pdf>

<http://www.tidetable.net/southcentral-alaska>

<https://www.youtube.com/watch?v=in-7B93TQTo>

Beach Zonation work sheet

Clip board

Permission slips for field trip

Zip-Loc baggies

Camera

Twine

Surveyor's tape



“All my life, I depended on that shoreline. I would go down to the beach to collect anything to make chowder for that night's dinner. If we needed food I knew where to get it. The beach provided for us.”
Elenore McMullenⁱⁱ,

Teacher Preparation:

- Review the books in the heritage kit
- <https://seagrants.uaf.edu/bookstore/pubs/M-29teacherguide.pdf>
- Create questions from the teacher guide from the Alaska Sea Grant site for first lesson.
- View the following YouTube video on bidarki gathering.
- <https://www.youtube.com/watch?v=in-7B93TQTo>
- Contact Local Education Coordinator, Elder or Recognized Expert and invite them to share about traditional food gathering and possibly join the class during the field trip.
- Review Sugt'stun/Eyak words.
- Make copies of permission slip to participate in the field trip and invite parents to join.
- Check tides for your area and plan a field trip (Lesson III), with students.
- <http://www.tidetables.net/southcentral-alaska>
- Photograph/video field trips as students, Elder/Recognized Expert are looking around the shores.
- Make a copy of the work sheet "Beach Zonation" for each student.
- Make copies of the bidarki pictures for each student.
- Locate a camera to take pictures during the field trip and make copies for each student to place in their 'Recipe book' they started in the first lesson.
- Have the books laid out on a table for students to look through as additional resource to enhance their writing project.
- Run the twine across the room to hang seaweed to dry.
- For late lesson, bring butter, oil, garlic powder/salt, soy sauce and little paper cups for dipping their chitons and limpets.
- Seaweed collection can be kelp as well, if kelp is gathered and it is the bulb kelp, just take the ribbon from the kelp.
- In the book Common Edible Seaweeds there are recipes for drying kelp in the oven, which take about 5 to 10 minutes in the oven; these can be eaten as chips.

Opening:

Does your family gather anything from the shoreline for food to put away for winter? What type of food do you gather? Who does the gathering? Do you help? How do you preserve it? Traditionally, the saying was "When the tide is out, the table is set." For the next few days, we are going to be learning about the traditional foods gathered from the shore that are full of nutrients.

Activities:

Class I:

1. Have students view you tube video on gathering bidarkies, <https://www.youtube.com/watch?v=in-7B93TQTo>
2. Ask questions from the Sea grant site and document responses.
3. Allow students to share their experiences of gathering foods from the land or sea shores.
4. Give students permission slips to take home and invite parents to join on the field trip to the beach.

Class II:

5. Introduce Elder/Recognized Expert to the class and share their experience gathering resources from land and the shorelines. (If you cannot get an Elder, read “The Longest Night” by Patrick “Sweeney” Selanoff Jr., in *We Are The Land, We Are The Sea* page 98)
6. Go over any safety issues about being near the water and give each student the work sheet ‘Beach Zonation’ attached.
7. Review the labels on the work sheet; splash zone, upper and high intertidal zone, middle intertidal zone, and lower intertidal zone.
8. Ask students what they may find on these levels of the shorelines. Have student’s record responses of what they think they will find and place responses and drawings on wall.

Class III –Field Trip:

1. Have the students take their copy of the chiton/limpet pictures to easily identify what they find.
2. When everyone is at the beach, have student’s use the surveyor’s tape to mark off the zones of the shorelines, students can ask the Elder/Recognized Expert which areas plants and the beach critters live on.
3. Take pictures throughout this walk about to share for the next lesson.
4. Students can collect seaweed, kelp, chiton and limpets if available and bring back to sample in the classroom.
5. Have students rinse their seaweed in the salt water to bring back to school.

Class IV-

1. Once students are in class, ask the students to hang up their seaweed over the twine to dry for a couple of days, after the seaweed has dried it can be consumed.
2. If there were chitons and limpets gathered, follow the recipe below.
3. Note, the seaweed can be consumed when it is dried or fresh.
4. Bake the kelp if some were brought back to class (follow suggested recipes on page 42 from the book *Common Edible Seaweeds*) and eat like chips.
5. Have students write what they have been gathering and Elder/Recognized Expert information they remember, give them pictures that were taken during the field trip.
6. Students can place their writing/drawings on the wall of the classroom

Assessment:

1. Student can describe what beach zones are and what may be found in each.
2. Student successfully identify a bidarki/gumboot, limpet and different types of seaweed/kelp from their area.
3. Student correctly pronounced the Sugt’stun/Eyak words.
4. Student able to traditionally prepare seaweed, bidarki/gumboot and limpets.

Boiled Gumboots

(Chenega Bay recipe from; We Are the Land We Are the Sea)

2 dozen gumboots (Chitons)
Seal oil

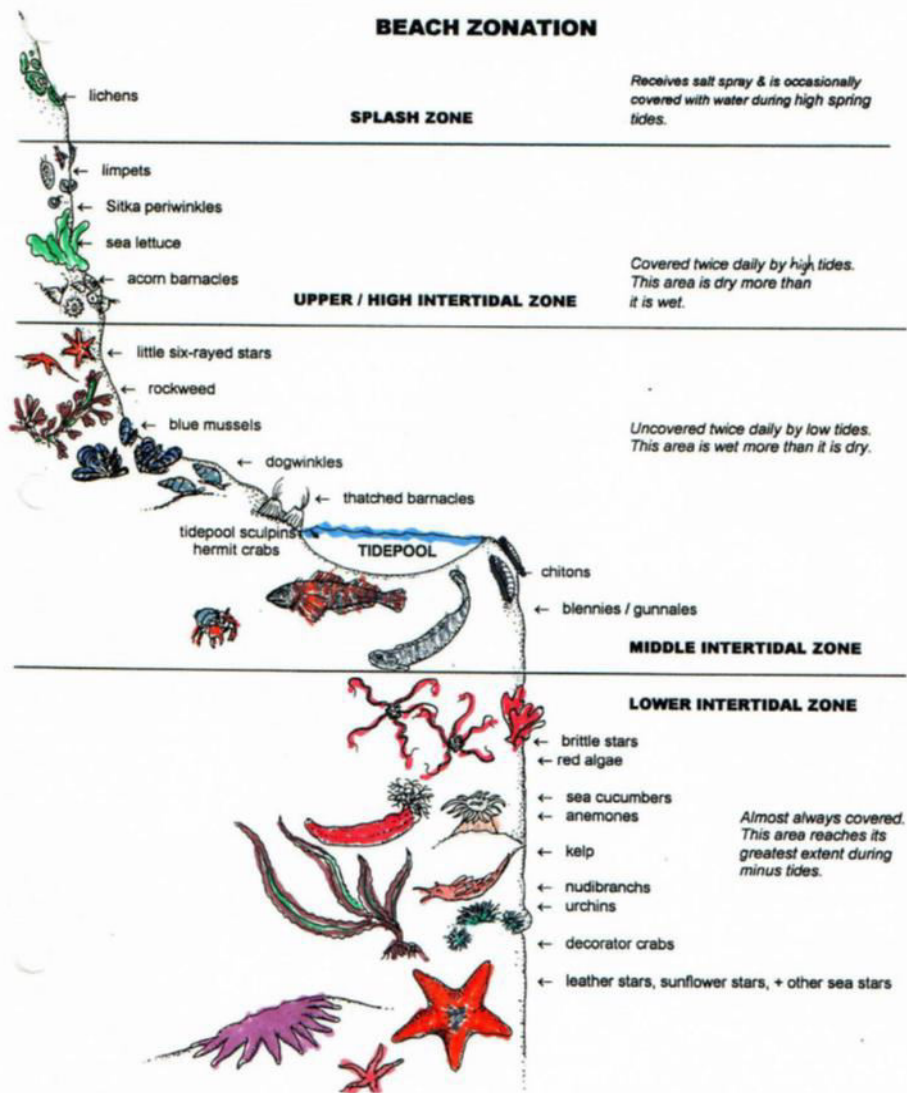
During low tide, use a knife or screddriver to pry the bidarki/gumboots off the rocks. Throw the bidarki/gumboots into boiling water for a few monutes. As soon as their black skin starts to bubble, they are ready. Pull of their shells. Clean out their insides. Then dice them up. Afterwards, dunk them in seal oil and enjoy.

Seaweed Soup

By Pauline Demas

Recipes Gathered by Nanwalek Students
Sea Week 2007

PUT seaweed into a bowl
ADD boiling water
GARLIC powder to your taste
SOY sauce
Tsp Seal Oil



Courtesy of Catie Bursch and Kachemak Bay Reserve



Photo from Iman Cimiucia Our Changing Sea

ⁱ *Fireweed Cillqaq, Life and times in Port Graham*. Soldotna, AK: Kenai Peninsula Borough School District, 1982. Print.

ⁱⁱ Elder and past chief, Port Graham, 2004

"Living from the Sea." Iman Cimiucia Our Changing Sea. By Anne K. Salomon. Fairbanks, AK: Alaska Sea Grant College Program, 2011. 2. Print

TRADITIONAL FOODS AND RECIPES: HOW DID THEY KEEP THEIR FOOD? 3-5 (LESSONS 8-9)

Elder Quote/Belief: “And you can rinse it off before you eat it. Lot of that salt would go away, but there was underground storage for some fresh stuff. No refrigerators to speak of. We’d get glacier ice. Sometime, if you wanted to keep something longer, [we’d] get glacier ice, put it in an icehouse or a little shed. I guess [we] made our own refrigerator, but just about everything was canned, jarred, dried, or smoked.”

Michael Vigil¹

Grade Level: 3-6

Overview: Preservation of foods has existed since the creation of man. Whether human beings chose to pound their fresh meats into jerky, dried and preserved in a bag or dried seal stomach filled with berries and oil of some sort such as melted bone marrow or adding seal oil as a way of preservation.

Standards:

<i>AK Cultural:</i>	<i>AK Content Science:</i>	<i>CRCC:</i>
D4- Gather oral and written history and provide and 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.	SS3- Be able to prepare and preserve gathered foods.

Lesson Goal: To discover various types of traditional preservation.

Lesson Objective(s): Students will:

- Learn about four traditional methods of preservation.
- Students will learn the three Sugt’stun/ Eyak words.

Vocabulary Words: Sugt’stun Dialects

English:	Prince William Sound:	Lower Cook Inlet:	Eyak:
Seal stomach put dried food and meat in seal oil food for winter		Qaigiam qaqsagua	
Cache		Qulgutaq	
Root Cellar		Qulguyaq	
Wooden		Pucaq	

Materials/Resources Needed:

Contact local Elder/Recognized Expert

We Are The Land We Are The Sea, Collect and Edited by John E. Smelcer and Morgen A. Young

<https://www.youtube.com/watch?v=S12zZhdOckc>

Worksheet for each student

Recipe book from Lesson 1

Teacher Preparation:

- Contact an Elder/Recognized Expert to invite to visit the class and share knowledge about food preservation.
- Review PWS/LCI/Eyak vocabulary words
- Review section from the book “*We Are the Land We Are the Sea*,” Jesse Tiedeman’s story, page 111.
- View the rotting watermelon YouTube video to create questions to ask how this watermelon could have been saved from rotting.
 - <https://www.youtube.com/watch?v=S12zZhdOckc>
- Send home with students’ worksheet on their favorite food and how it is preserved.
- Have students bring one of their favorite foods from home, along with their worksheet.

Prep for Class II

- Assign students in groups to discuss amongst each other and they will appoint someone from their group to share what they learned about preserving and storing foods.
- Ask students to keep all their documents to insert into their recipe book (from previous lesson, “Let’s make a recipe book.”)

Opening: What are some of the traditional ways food was preserved?

Activities:

Class I:

1. Introduce guest speaker, Elder/Recognized speaker to the students, encourage students to ask questions.
2. Review Sugt’sun/ Eyak words and practice.
3. View the YouTube and discuss the purpose of preserving foods so it does not rot.
4. Prompt ideas:
 - How is the food we eat preserved?
 - Is it canned, dried, frozen? Where do you get this food?
 - Does your family can, dry, smoke, salt and freeze food that has been gathered or hunted?
 - Have you heard of using a; cache, root cellar and dried seal stomach for storing food.
5. Make the T-chart, asking two questions and document student’s responses:
 - How do you think food was preserved, before there were refrigerators?
 - How do we preserve and store food?
6. What are some of the ways of preserving foods; oil packed, drying, smoking, salting, canning, freezing.
7. Give student’s worksheet to take home and bring back.

Class 11:

1. Have students use the vocabulary words when having their discussions.
2. Place students into groups to share their worksheets with one another.
3. Ask them to appoint a spoke person to share with the class after compiling information from the group.
4. Have each group do a presentation of their findings.

5. After students share, they can insert all their documents into the recipe book.
6. Ask students if there is anything new to add to the T-chart.



Wooden Barrel photo by Kari Brookover 2017

"I wrote some old ways of how Aleuts used to cook different things. I wrote two recipes of how my grandmother used to make dried cockles. She used to get cockles from the beach, and we would get a rock and crack the shell, take the cockle out, and squeeze it until we got all the mud out. Then my mother would take them up to her house and boil them for about ten minutes. She had a big darning needle and cotton thread. We'd thread the cockles on that string. My sister and I had fun. We'd ask my grandma what she was going to do next and she's say, "We're going to put them in the smokehouse for about half an hour just to give them the smoke flavor." I asked, "Can we eat them then?" and she replied, "No you have to wait. I have to put them in the barrel of fresh seal oil."... Then she (grandma) brought the cockles in from the seal oil and put them on a cutting board and sliced the cockles real thin. She put the sliced cockles on top of the rice. It was a good dish. I never got hungry in my young days."

Jessie Tiedeman.
"Subsistence in Tatitlek."
We Are the Land, We Are the Sea: Stories of Subsistence from the People of Chenega. By John E. Smelcer and Morgen A. Young. Anchorage, AK: Chenega Heritage, 2007. 112-13. Print.



“Seal stomachs were very important. You clean it up and blow it up as big as you wanted it to be. Cut it a little so it will expand to one-eighth inch thick. Keep blowing up until it is big. Then stuff it with fish eggs, berries, seal oil, strips of seal blubber and close it with a wooden plug. It would be air tight. Nothing would spoil. You pack water in them too and use it for a water container on the kayak. Seal lion stomachs get to be about three feet long!”

Meganek, Walter Sr.ⁱⁱ



Dried seal stomach with wooden plug (wooden plug carved into a seal head) done by Ron Lind 2017

Preserved Seagull Eggs

1 dozen seagull eggs

1 quart of seal oil

Boil the seagull eggs. Let cool. Peel the shell off. In a large jar add the seal oil and peeled seagull eggs. Be sure the eggs are covered by the seal oil. Store the preserved eggs in a cool, dark place. Preserved eggs will last indefinitely.

Salted Salmon

Several pieces raw salmon

Rock salt

Take salmon and layer with rock salt-rock salt, fish, rock salt, fish, etc. Make sure the fish and salt are compacted. Store in a cool dark place until the fish is cured. Around October or November, take the fish out. Soak the fish in water overnight to soak the out of it. Eat the fish like that or cut it into cubes and boil it. Spices can also be added to the fish. Serve with rice or potatoes.

ⁱ (2011). Preserving Food. Chenega Diaries Stories and Voices of Our Past (pp. 251). Ashburn, VA: Chenega Corporation Service Center

ⁱⁱ "I Was Born Between Two Cultures". Life and Times in Port Graham. Soldotna, AK: Kenai Peninsula Borough School District, 1982. 23-37. Print.

Name_____

Date_____

Who is being interviewed?_____

What is your favorite food?

How was this food preserved?

Are there stories about how food was stored for the winter?

Can you draw a picture of your favorite food and how it was preserved?

TRADITIONAL FOODS AND RECIPES: LET US DO AN INVESTIGATION 3-5 (LESSONS 10-11)

Elder Quote/Belief: "...we had no refrigerators; we had to get things fresh almost fresh every day, then when we put 'em away for winter, we use to salt them and dry 'em and keep 'em in our smoke house." -Vincent Kvasnikoffⁱ

Grade Level: 3-6

Overview: As human beings, since time immemorial, the effort of preservation of foods has been a key element to survival. To this day we still process and preserve food gathered from land and sea.

Standards:

<i>AK Cultural:</i>	<i>AK Content Science:</i>	<i>CRCC:</i>
A3- Acquire and pass on the traditions of their community through oral and written history	F1- Develop an understanding of the interrelationships among individuals, cultures, societies, science, and technology.	CE 9 - Students should have respect and appreciation for their own culture as well as the cultures of others.

Lesson Goal: To learn about the traditional preparation and preservation of fish with modern techniques; vacuum sealer versus cache, drying fish outside versus dehydrator.

Lesson Objective(s): Students will:

- Learn four Sugt'stun/Prince William Sound/Eyak words.
- Investigate family/community members of the various preservation techniques being used in the household.
- Create a power point /presentation showcasing traditional preservation methods versus modern day.

Vocabulary Words:

Sugt'stun Dialects

English:	PWS:	Lower Cook Inlet:	Eyak:
Dry fish		Tamuq	Gasu'gudAsu, GAts
Smoked fish		Palik	Same as above
Partially smoked fish made for cooking		Sekiaq	
Smoke house		Ciqlluaq	
Barrel (wooden)	Puckaq	Puckaq	
Cache		Qulgutaq	

Materials/Resources Needed:

Elder/Recognized expert

<https://www.youtube.com/watch?v=9MUWNxtH-Zs>

Books

Mary's Wild Winter Feast, by Hannah Lindoff

How to Split, Dry and Smoke Salmon booklet

Recipe Booklet (from the first lesson)

Drawing paper

Crayon/markers

A copy of 'Investigation,' for each student

Teacher Preparation:

- Invite an Elder/Recognized Expert in the community who is willing to come to share with students about how traditional foods were prepared and preserved.
- Review vocabulary words with students
- Take notes on the white board and ask students to take notes as well.
- Read to students, "Mary's Wild Winter Feast,"
- Prepare students to investigate family/community members about putting fish away for the winter. Encourage students to take pictures or even record the interview to use in a power point, if they choose to present in that way.
- Have students work together in a group to create their power point, this allows the younger students to take part in the activity.
- Have book, 'Mary's Wild Winter Feast' and booklet 'How to Split, Dry and Smoke,' available for students to browse through.

Opening:

Who wants to be an investigator? We are going to be investigating how our Elders have preserved and stored traditional foods.

Activities:**Class I:**

1. Ask students to take out paper for note taking.
2. Go over Sugt'stun vocabulary.
3. Introduce Elder/Recognized Expert to the class and the topic of discussion.
4. Give opportunities for questions to be asked.
5. Introduce the book, '*Mary's Wild Winter Feast*,' and tell students they could take notes or draw pictures as you read.
6. View YouTube video, "From the Ocean to the Smokehouse; A Copper River Salmon Story."
7. Introduce 'Investigation,' worksheet and let students know they will take this home to do their own investigation. Also remind students they could also record the interview to use in presentation.
8. Ask students to bring and share a favorite family recipe.

Class II:

1. Create groups for students to work together to create a power point/presentation on traditional preservation methods versus modern day.
2. Have each group present their presentation.
3. After the presentations, ask students to place all their documentations into their Recipe Booklet that was created in the very first activity.

Assessment:

- Student correctly pronounced four Sugt'stun words.
- Students successfully investigated the traditional methods of preparing and preserving fish using the investigating worksheet.
- Student produced and presented a powerpoint/presentation from their interviews.



“We used to catch salmon in the lagoon when I was a kid. I remember being in the water holding the net and the fish would yank me around. Holy smokes, was that a lot of fun! My mom used to sit on the beach with an ulu and carve those fish. In just three or four slices she was done with a humpy. We had racks and racks of smoked and dried humpies. We used to put them in gunny sacks and throw them in the attic to stay dry. We’d eat them for months.”
Kompkoff, Pete, Jr.ⁱⁱ



Investigation

1. What are some of the foods that you put away?

2. Do you have a smoke house?

3. How is it used?

4. What type of wood is gathered to smoke fish/meats?

5. Why is that type of wood used?

6. How long do you smoke fish/meat?

7. What other ways do you preserve the fish?

8. How much fish is put away?

ⁱ 1997 Section 13 interview with Ron Stanek for University of Fairbanks Project Jukebox

ⁱⁱ "Subsistence Days." *We Are the Land, We Are the Sea: Stories of Subsistence from the People of Chenega*. By John E. Smelcer and Morgen A. Young. Anchorage, AK: Chenega Heritage, 2007. 69. Print

TRADITIONAL FOODS AND RECIPES: WHAT HAVE WE DONE SO FAR GR: 3-5 (LESSON 12)

Elder Quote/Belief: “I am not much of a sportsman, but I used to fish in a skiff with a line and hook with bait. Never used commercial poles in those days. I’ve caught quite a bit of halibut, cod fish and etc. I’d row out in the bay and fish almost every day, weather permitting. Never came home empty handed, at least I’d have a dozen or so flounders. I used to dry the flounders. They’re good dried. Try them.”-Augusta Kvasnikoffⁱ

Grade Level: 3-5

Overview: Our ancestors left many of their stories for us to continue sharing whether it was telling of the stories or sharing of our traditional foods. Remnants of so long ago were left behind to tell a story of how life use to be, to this day we still gather, process, preserve and enjoy traditional foods throughout the year.

Standards:

<i>AK Cultural:</i>	<i>AK Science:</i>	<i>CRCC:</i>
D4- Gather oral and written history and provide and appropriate interpretation of its cultural meaning and significance	F3 Develop an understanding of the importance of recording and validating cultural knowledge.	SS4- Students should have knowledge of preservation techniques for traditional foods/plants

Lesson Goal: To compile previous class work and finalize their recipe booklet.

Lesson Objective(s):

- Students will apply Sugt’sun words in their recipe booklets
- Students will complete Recipe booklet

Vocabulary Words: Sugt’sun Dialects

English:	PWS:	Lower Cook Inlet:	Eyak:
Foods		Neqet	Giyah (food)
Traditional		Sugt	

Materials/Resources Needed:

Student’s Recipe Booklet they have been compiling in this unit

Books:

Qaqamiigux

Traditional Food Guide FOR THE ALASKA NATIVE PEOPLE

Imam Cimiucia -Our Changing Sea- find the bidarki/limpet picture on page VI

We Are The Land, We Are The Sea

Alaska’s Seashore Creatures

Mary’s Wild Winter Feast

How to Split, Dry and Smoke Salmon booklet

Websites:

<https://www.youtube.com/watch?v=in-7B93TQTo>

<https://www.youtube.com/watch?v=S12zZhdOckc>

Crayons/markers

Scotch tape/glue

Art supply

Teacher Preparation:

- Place all the resources out on a table for students to look through as they continue to finish and complete their 'Recipe booklet.'
- Play YouTube video while students are working;
 - Gathering from the shoreline
 - Time elapse of a rotting watermelon, to show when food is not taken care of properly.

Opening: What have you discovered about traditional foods so far in this unit? We will be compiling our findings and share with others.

Activities:**Class I:**

1. View YouTube videos and an opportunity to have discussions about what they have watched.
2. Give students ample time to compile their work and look through all the resources to add pictures, quotes or stories to complete the booklet.
3. Allow students to share with the class on their final project.

Assessment:

- Student applied Sugt'stun words to their recipe booklets.
- Student completed and shared recipe booklet

ⁱ "Augusta Kvasnikoff." *Fireweed Cillqaq Life and Times in Port Graham*. Vol. 4. Kenai, AK: Kenai Peninsula Borough School District, 1983. 10. Print.