

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 Kvasnikoff¹

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