

**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 Kvasnikoff<sup>1</sup>

**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>
<b>D4-</b> Gather oral and written history and provide and appropriate interpretation of its cultural meaning and significance	<b>F3</b> Develop an understanding of the importance of recording and validating cultural knowledge.	<b>SS4-</b> 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’sstun words in their recipe booklets
- Students will complete Recipe booklet

**Vocabulary Words:** Sugt’sstun Dialects

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

**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

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