

TRADITIONAL FOODS AND RECIPES: WHAT KIND OF SALMON DO YOU EAT? GR6-8(LESSON 5, 6)

Elder Quote/Belief: *“Different species of salmon were preserved in different ways depending on the time of the summer season they were taken and whether they were taken fresh or salt water. Most salmon were available from May until September.”* Sandra Wassilie and Glen Obergⁱ

Grade Level: 6-8

Overview:

Gathering food has been a very important part of survival, past and present. Salmon provides extra food for winter use; whether it is fresh from the ocean, the river system, spawning or spawned out salmon. Depending upon the processes, various techniques for preparing and preserving salmon will create distinctive flavors.

Standards:

AK Cultural: A 3: Acquire and pass on the traditions of their community through oral and written history.	AK Science Content: 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	CRCC: SS 2: Students should be able to prepare subsistence foods such as fish
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Lesson Goal: Students will learn about salmon species.

Lesson Objective(s): Students will:

- Identify the five salmon species, life cycle, birthing grounds, and salmon recipes.
- Learn Sugt’stun/Eyak words for each salmon type.
- Create a power point and recipe book of lesson assignments

Vocabulary Words: Sugt’stun Dialects

English:	PWS:	Lower Cook Inlet:	Eyak:
Alaska Chum/Dog salmon	Alingartuliq	Alimaq	Tiitl’
Alaska King/Chinook Salmon	Iqaatluxpak	Lluq’akaaq	Te’ya’lee
Alaska Coho/ Silver salmon	Chaayaq	Qakiiyaq	AdAte’ya’
Alaska Sockeye/Red salmon	Usmaq	Niklliq	Cha’ch’
Alaska Pink/Humpy Salmon	Nikliq	Amartuq	Giyah sdilahL, kassshk
Fish (general term for all fish)		Iqalluk	Te’ya’

Materials/Resources Needed:

Elder/Recognized Expert

Computers for students to research

A sample letter to send home is attached. Please feel free to adapt to fit needs for school.

Website:

<http://www.eyakpeople.com/dictionary> (for the pronunciation of the salmon Eyak vocabulary)

Books:

Looking Back on Subsistence, Interviews with Elders of the Chugach Region

Salmon Buyer's Guide booklet (reference to the five species of salmon)

Qaqamiigux

Teacher Preparation:**Class I**

- Review Sugt'stun/ Eyak vocabulary words, ask students to use the vocabulary words in their presentations
- Invite local Elder/Recognized Expert (i.e. Salmon Enhancement employees, Alaska Department Fish and Game, etc.) to share what he/she should present to the classroom about salmon:
 - What types of salmon species are there? What kinds of salmon do you put away, where do you get your salmon, why there, and stories of fishing for salmon?
- Ask the students to take notes and ask questions for clarification for additional information they can use for their presentation.
- Create and assign the students into four groups. Write the following on the board for each group to use as a guiding tool in their research and inform them of the criteria to be used as they create their presentation of their findings:
 - Group one will research the five species of salmon and which ones are in the local area; photos, what are some of characteristic features.
 - Group two will research the salmon life cycle.
 - Group three will research why salmon return to their birthing grounds; what helps the fish to return to their natal stream, describing habitat area, photos.
 - Group four will survey the class and interview Elders/family members on their preference of salmon, why do they prefer it, and what is their favorite traditional salmon dish and who prepares it.
- Have students bring in a fish recipe and who makes it.

Class II

- Students create a 'Traditional Recipe book
- Allow student's time to research online, traditional cookbooks, pamphlets, ask family and community members to gather information on assigned salmon topic.
- Inform students they will compile information into a presentation and will share final product with class upon completion.

“They have two amazing systems they use to go out to sea and return. First is imprinting on their home waters which gets finalized when they hit sea water. This is their olfactory nerves (detailed smell), which locks in on smell and taste of fresh water they came from. Then they have magnetic sense like homing pigeons for long distance navigation. This sense brings them back close to home stream at which time the smell and taste (olfactory) kicks in for the final stretch home...”

Paul McCollum
(Use to work with
Nanwalek Enhancement
Project)
Natural Resources Director,
Port Gamble S'Klallam
Tribe
In regards to the salmon
returning to their birthing
streams.

- Ask students to keep their individual research notes to insert into their recipe booklet with the information gathered as well as their favorite recipe.

Class III

- Presentations

Opening: Chugach Region communities are located on the coast and the people often rely on salmon for their livelihood and subsistence lifestyle. In this lesson we are going to investigate salmon species.

Activities:

Class I:

1. Introduce vocabulary and have students choose their choice of vocabulary they will use for the salmon species.
2. Invite and introduce Elder/Recognized Expert to the class.
3. Make sure to give ample time for questions and discussion.
4. Introduce the project and put students into groups.
5. Instruct students they will have two class periods to complete their project.
6. Give each student a letter to take home to share with family members about this project.
7. Have students' document information from family/community members.
8. Bring in favorite fish recipe

Class II

1. Allow students to research and create a power point.
2. Remind students that the information they have collected be put into a 'Recipe booklet.'
3. Permit student's time to research their topic as a group and finalize their projects for presentations.

Class III

1. Groups present to the classroom

Assessment

- Student able to list the five species of salmon and which are found locally.
- Student able to describe life cycle of salmon and why and how they return to birthing grounds.
- Students created a presentation and a recipe book that will be used throughout this unit of "Traditional Foods and Recipes".



https://en.wikipedia.org/wiki/Nathaniel_Portlock

“According to Portlock “they never practice the method of smoking their provisions, and, for want of salt, have no other way of curing their winter stock than drying it in the sun; their fresh fish they generally roast, by running some sticks through to spread it, and clapping it up before the fire”⁴ Nowadays the smoking of fish is general custom. Silver and humpback salmon are dried and smoked so that it becomes a little scorched outside; then they are cut in strips two fingers wide and put up in seal oil for the sinter. Salmon may also be prepared in the following manner: the fish is split and placed in a wooden container hollowed out of a log, and then covered with seal oil; after that, heated rocks are dropped in to cook the mixture.”

Smith-Birket, Kaj, *The Chugach Eskimo*. National Museum, Copenhagen. May5, 1952. 43. Print

¹ Wassilie, Sandra P., and Glen Oberg. "Fishing." *Looking Back on Subsistence, Interviews with Elders of the Chugach Region*. Trans. Derenty Tabios. Anchorage, AK: Chugachmiut, 2000. 5-11. Print.

LETTER TO PARENTS

Cut here and paste onto school letterhead before making copies

Dear Parents,

Our class is starting a new unit, **Traditional Foods and Recipes**. We will be sharing about traditional foods that have been in your family.

We will start by having a discussion in class with an Elder/Recognized Expert and I, sharing about salmon species. Your child will be in a group to create a presentation and booklet on:

- a. Group A -research the five species of salmon and which ones are in the local area; photos, what are some of characteristic features.
- b. Group B -research the life cycle; diagram of life cycle labeling the various stages of salmon.
- c. Group C -research why salmon return to their birthing grounds; describing habitat area, photos.
- d. Group D -survey the class, Elders, family members for their preference of salmon, why and to share a favorite traditional family recipe for salmon.

At home you can add to your child's understanding and interest by discussing the various salmon that you and your family have fished or will be fishing for. You can spend time talking about a favorite dish that you prepare for the family, if it is a dish that has been a generational pass down.

I have asked students to interview an Elder/Recognized expert, a family member to ask the following questions about their traditional/favorite dish:

1. What is your salmon?
2. Why is this salmon a favorite?
3. Where do you fish for your salmon and why?
4. Ask your child about their favorite recipe for salmon.

Please assist your child as she/he gathers information/pictures or a short video clip to share with students.

If you have any questions please call or feel free to visit us in the classroom.

Sincerely,
