

TRADITIONAL FOODS AND RECIPES: WATERFOWL 6-12 (LESSONS 7, 8)

Elder Quote/Belief: “My job was to run and grab the duck as soon as Phillip shot it, after it fell to the ground. After I retrieved the third duck, I hollered, “It’s still alive!” Phillip yelled back, “Wring its neck!” So I stood there wringing the duck’s neck like you would wring out a dish rag. Phillip came over and said. “No, no, you don’t actually wring the duck’s neck. You take the duck’s head and spin it around and around until it’s dead.” We had a good laugh about it when we went home.”¹

Grade Level: 6-8

Overview: Waterfowl added more protein to the diet; it was boiled, roasted, dried and even salted. Gathering eggs was done in the spring, which is still practiced presently. The skin some of which was used as part of clothing, bones provided tools and even making beads, the plumage for mattresses, decorative additions to clothing and head dresses.

Standards:

<i>AK Cultural:</i>	<i>AK Content:</i>	<i>CRCC:</i>
A 3: Acquire and pass on the traditions of their community through oral and written history.	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	SS 3: Students should have knowledge of stories about subsistence stories

Lesson Goal: To learn about the types of ducks that is available in the local area.

Lesson Objective(s):

- Learn Sugt’stun/Eyak dialect for birds
- Research online and resources provided in the heritage kit about traditional uses of birds/ducks
- Research hunting regulations of birds and ducks
- Share a traditional recipe
- Create an electronic presentation

Vocabulary Words: Sugt’stun Dialects

English:	PWS:	Lower Cook Inlet:	Eyak:
Duck	Saqulek	Saqulek	
Goose	Temngiaq	Temngiaq	
Loon	Tuullek	Tuullek	
Mallard	Ngillqitaq	Ngillqitaq	

Black Saltwater Duck	Cuuwarnaq	Cuuwarnaq	
Puffin	Ngaqngaq	Ngaqngaq	
Blue-bill duck	Egtuk	Egtuk	
Grouse	Egtugtuliq	Egtugtuliq	
Seagull	Maruyaq	Naruyaq	
Bird egg	Peksuq	Peksuq	
Feather	Culuk	Culuk	

Materials/Resources Needed:

Elder/Recognized Expert

Books:

Looking Back on Subsistence
We are the Land, We are the Sea
Qaqamiigux
Traditional Food Guide

Websites:

<http://www.adfg.alaska.gov/index.cfm?adfg=waterfowlhunting.main>
<http://ankn.uaf.edu/Curriculum/Books/DoesOneWay/WILDLIFE%20MANAGEMENT.html>
<http://www.eyakpeople.com/dictionary>

Teacher Preparation:

- Contact Elder/Recognized Expert to share knowledge of ducks/bird from local area
- Review vocabulary words
- Record, take pictures during students talking to Elder/Recognized Expert, share this with students for them to add to their electronic presentation
- Review books, online information
- Divide students into groups to research the listed ducks
- Have students interview a family member, community member or Elder who knows about duck hunting
- Create a list with students on questions for the interview
- Share a traditional recipe

The Blind Boy and the Loon
(Makari)

There was a blind boy who went up to a lake and heard a loon calling. He asked the loon to come to him and cure his eyes. "I wish you would come and cure my eyes," I can hear you, but I cannot see you." The loon called again right close by where the boy stood. It said: "Crawl on back, hold me tight and don't let go. I am going to dive with you." The loon went down and swam around the lake five times before he came up. When he came up, the boy could see everything around. Then the boy said: "Wait for me here till I come back," so he could give him something as a remembrance. The boy returned from his house. He brought an apron made of white *Dentalium* shells. The boy gave it to the loon, "so you can remember me." The loon said: "Wait for me till I come up." Then he dived and when he came up in front of the boy he had the apron on. That is the reason why loons have white breasts.ⁱⁱ

Opening:

What do you know about ducks? Research what kind of ducks/birds there are in your local area.

Activities:

Class I:

1. Review Sugt'stun/Eyak vocabulary words
2. Introduce Elder/Recognized Expert to the classroom
 - Did you hunt for birds or ducks?
 - What kind?
 - Where did you hunt for them?
 - How did you use the duck or bird?
 - Were there parts used other than eating, if so what and why?
 - Did you age your duck before you ate it and why?
 - When is the best time to hunt?
 - What is your favorite duck or bird to hunt for?
 - Are there hunting regulations when hunting for ducks?
 - Do you gather eggs, if so when and what kind?
 - Can you share a traditional recipe?
3. After the Elder/Recognized Expert sharing of traditional ecological knowledge, create groups with students and explain they will be gathering information by interviewing a family member, community member or an Elder in their community about ducks or birds that are hunted for consuming.
4. Have the class help come up with interviewing questions, have students record the questions.
5. Let them come up with a guide to use for interviewing to enhance their electronic presentation.

Class II:

1. Find the eggs that go with the ducks, find hunting regulations that apply to the duck/bird they are researching.

2. Encourage students to get creative, maybe a song, maybe a dance, and or poems as part of their electronic presentation.
3. Ask the students to apply the Sugt'stun/Eyak vocabulary to their presentations.

Class III:

1. Have groups present their presentation

Assessment

- Student applied Sugt'stun/ Eyak words to their presentation.
- Student can explain the bird hunting regulations they researched online and the resources they have found in the kit for their presentation.
- Student provided a traditional bird recipe(s).

ⁱ (2007). The Old Ways. In *We are the land, we are the sea: stories of subsistence from the people of Chenega* (pp. 152). Anchorage, AK: Chenega Heritage, INC.

ⁱⁱ Birket-Smith, K. (1953) *The Chugach Eskimo*. p. 151