

TRADITIONAL FOODS AND RECIPES: WHAT HAVE I LEARNED 6-8(LESSON 9, 10)

Elder Quote/Belief: “During the summer outing we would take a whole quarter of sea lion and find nice clean gravel beach and bury it down in about a foot of gravel and build a fire over it and it was covered with hide. Then everyone would gather around with a knife and we would have a feast, other meat was also cooked that way.” –Bobby Stampⁱ

Grade Level: 6-8

Overview: Traditional foods have been in the diets of the Chugach people since time immemorial. Today, the Chugach people still hunt, gather, preserve and store their traditional foods with modern equipment versus; caches, root cellars, dried seal stomachs and barrels. Learning about the TEK regarding resources the land and sea provided is a part of history that is continued to be passed down and practiced today to enhance our diet with the food sources purchased from the grocery stores.

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 | F-3 Develop an understanding of the importance of recording and validating cultural knowledge | CE-9 Students should have respect and appreciation for their own culture as well as the cultures of others |

Lesson Goal: Students will gather all the material they have compiled thus far into the final product of a recipe booklet with family’s traditional recipes and those recipes that are adapted and enjoyed today. These recipe booklets will also include photos and biographies of those family members who are sharing their TEK and expertise.

Lesson Objective(s): Students will:

- Apply the Sugt’stun dialects they have learned to their final documents for the recipe booklet.
- Reflect, compile and create a recipe book along with an electronic presentation of traditional foods and recipes

Vocabulary Words:

Sugt’stun Dialects

| English: | Prince William Sound: | Lower Cook Inlet: | Eyak: |
|-----------------------|-----------------------|-------------------|--------------------------|
| Cooking pot | | Cukunaq | Ts’Ala’jiiniwAG, qAdl |
| Pot (cooking), basket | | | Uya’Xk’udAqa' |
| Seal | Qaigyaq | Qaigyaq | geeLtaaQ, keeLtaaQ |
| Fat | | Uquq | |

| | | | |
|------------------------|--|-----------|------------|
| Fish | | Iqalluk | Te'ya' |
| Plants | | Naucestaa | |
| Wooden barrel | | Puckaq | |
| Chitons | | Urriitat | |
| Lung | | Cupluq | GAdlaalquh |
| Braided seal intestine | | Qilugyaq | |
| Too mix/whip it up | | Akutaq | |

Materials/Resources Needed:

Elder/Recognized Expert

iPad, smartphone, computer for video interview and PowerPoint presentations

Books:

Looking Back on Subsistence

We are the Land, We are the Sea

Chenega, As I Saw it- It's people

Qaqamiiġux

Imam Cimiucia Our Changing Sea

Websites:

www.wildalaskaseafood.com

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

Booklets:

Salmon Buyer's Guide

Alaska Seafood Species Quick Reference Guide or review on www.wildalaskaseafood.com

The Halibut Book by Chenega Bay School

The Salmon Book

Neq'rkak- The Wild foods Cookbook

Fireweed Cillqaq *Life and Times in Port Graham*

Alexandrovsk English Bay in Its Traditional Way

Teacher Preparation:

- Review Sugt'stun dialects and/or Eyak vocabulary words.
- Review resource books, booklets and websites and display resources around classroom.
- Invite Elder or Recognized expert as guest speaker and before visit, review with the students the way we respect our Elders/ guests.

Opening:

Throughout this kit, you have been learning about the traditional ecological knowledge (TEK) from Elders regarding resources that the land and sea provided. Learning about the hunting, gathering, prepping, preserving and cooking is a vital part of our history. This traditional way is continued to be practiced and passed down through generations. These traditional foods enhance our diet with the food sources that we purchased from the grocery stores today.

For these lessons, I want you to go through resources in the kit, past interviews from family/ community members on various ways to preserve and prepare traditional foods, stories, beliefs and nutritional value surrounding the traditional foods and photos or videos that showcase traditional foods and recipes. We will add as needed then edit and finish the classroom compilation of Traditional Foods Recipe book that we will be proud to share with others during the culminating potluck for guests.

Activities:**Class I:**

1. Review with the students regarding open-ended questions to entice more information from the Elder/Recognized Expert:
 - a. Do you have any family traditional recipes that you can share?
 - b. Who usually made the traditional dish?
 - c. Is there a certain type of traditional food that is served at a specific time of the year?
 - d. Can you tell me what nutrients are in this dish?
 - e. Is there something about traditional foods and recipes that we may not have asked you, but you want to share?
2. Review resources already have and allow students enough time to go through their interviews, take photos of those who shared these recipes, print off the photographs, recipes, nutrition charts and historical pieces they want to add to their presentations and classroom recipe book.
3. Take pictures and/or videos that can be shared with students to put them into their presentations or recipe book.
4. Remind students they need to add Sugt'stun or Eyak language to their presentation and the recipe book.
5. Students present their electronic presentation.
6. Allow students time to compile their presentations, recipes, pictures, Sugt'stun or Eyak words, stories, beliefs into the classroom recipe book. .
7. Remind the students the next class they be hosting a traditional foods potluck and ask them to bring in a traditional foods dish to share. (It is also a good idea to ask community members if they would be willing to share a dish.)

Class II:

1. Students host a traditional foods potluck and present their completed work to the guests.

Assessment:

- Student created electronic presentations and a classroom traditional food recipe book that has inserted all the information culminated from prior classes.
- Student correctly applied Sugt'stun dialect and/or Eyak language to products.



Wooden cooking bowl, Cukunaq

Photo taken by Kari Brookover, located in Cordova at the Ilanka Center.

To use this traditional bowl, they would fill with water and then drop hot rocks into it to cook.



Beach lovage, Pitruuskaaq

Photo taken by Nancy Yeaton

Beach lovage used for salads, chopped up to add to fish, chowders, store in seal oil for winter time eating.



Goose tongue, Weguaq

Photo taken by Nancy Yeaton

Goose tongues are used as a side for vegetables, added to soups or whatever one would prefer to use as a green vegetable.



Lars Moonin buchtering a seal-Qaigyaq Photo taken by Nancy Yeaton

Fresh seal fat can be sliced, seasoned and eaten with dry fish. Most that consume seal fat is done by making seal oil. Meat is cooked; making soup, roasting, frying and baking.



Braided seal intestine-qilugyaq Photo ourtesy of Aleutian Pribilof Islands Association, INC, Suanne Unger

“The intestines were weaved, sometimes stuffed with meats and fats int a sausage.” –Derenty Tabiosⁱⁱ

Braided Seal Guts

| | |
|-------------|----------|
| Seal guts | Seal fat |
| Baking soda | Vinegar |

Soak the seal guts in baking soda and vinegar for a while. Then cut the guts every three inches. Milk the guts and clean them outreal well. Cut a continous strip of seal fat. Then take the guts and the fat and braid them together. Wrap two figure eights around your thumb and fore finger, then pull the bottom over the top and drop it in the middle. Continue until all the guts are braided. It should be about four feet long when you are done braiding. Boil the seal guts. After they are done boiling take them out of the pot and put them in a baking dish. Bake until done. Cut up the baked seal guts and serve immediately.ⁱⁱⁱ



Nancy Yeaton inflating seal lungs for demonstration

Photo by Kari Brookover

Seal Lungs

Recipe from Nancy Yeaton, Nanwalek

- To prepare the lungs you'll need: One pair of seal lungs with a windpipe about 6" long
- Blow into the windpipe until the lungs expand to 3x's their size
- On one end, cut a hole into the lung big enough to fit a blade of a fillet knife, moving the knife back and forth inside the lung cut without puncturing the walls of the lung.
- Do the same to the other lung

Mix together in a bowl:

- Quarter a potatoe and thinly slice
- Add chopped up fat, liver, heart and kidney (use as much as you want)
- Chopped onion and garlic

Stuff the lungs with the ingredients.

Bake for an hour and half and up to a couple of hours.

When done let it rest for a bit, slice and serve with rice.



Bidarkis Photo from Iman Cimiucia Our Changing Sea



Fish heads-iqallum nasqua

Fish Head Soup

| | |
|----------------|--------------------|
| 4 Fish heads | 2 carrots |
| 2 potatoes | 1 onion |
| 1 cup macaroni | 1 can tomato sauce |

Cut the fish heads and add to a large pot. Roughly chop the onion, carrots and potatoes. Add to the pot Boil everything for twenty minutes. Add the macaroni and tomato sauce. Cook until the pasta is done.



Akutuk

Mashed potatoes, fermented fish eggs, seal oil and sprinkled with Alpine berries. This dish is more of an influence of the Russians by adding potatoes rather than the traditional which was contents from dried seal stomach; seal oil, berries, and fish eggs, which was whipped by using ones hand to make the ingredients fluffy, thus the Sugt'stun word "Akutuk" to mix or whip it.

ⁱ Stamp, Bobby. (2010). Chenega, *As I Saw it- It's people, by Bobby Stamp 1974* (pp.24-25). Anchorage, Alaska: Chugach Alaska Corporation Cultural Resource Department.

ⁱⁱ Tabios, Derenty. (2000). *Looking Back on Subsistence*, Interview with Elders of the Chugach Region, A Resource Book for Teachers and Students. (pp.16)

ⁱⁱⁱ (2007) In *We are the land, we are the sea: stories of subsistence from the people of Chenega* (pp. 145). Anchorage, AK: Chenega Heritage, INC.