

TRADITIONAL FOODS AND RECIPES: WHAT IS ON THOSE ROCKS? PREK-2(LESSONS 5-6)

Elder Quote/Belief: "All my life, I depended on that shoreline. I would go down to the beach to collect anything to make chowder for that night's dinner. If we needed food I knew where to get it. The beach provided for us." -*Elenore McMullen*ⁱ

Grade Level: PreK-2

Overview: Intertidal zones provide food for snacking or creating a meal. Seasonal gathering at low or minus tides provide seaweed and fish eggs clinging to rocks.

Standards:

<i>AK Cultural:</i>	<i>AK Science</i>	<i>CRCC:</i>
D4- Gather oral and written history and provide and appropriate interpretation of its cultural meaning and significance.	A 14a: A student who meets the content standard should understand: a) the interdependence between living things and their environments.	SS3- Students should be able have knowledge of gathering locations and techniques for bird eggs, fish eggs, berries, herring eggs, gum boots.

Lesson Goal: To learn about the Chugach Region coastal community's reliance on gathering foods from intertidal zones.

Lesson Objective(s): Students will:

- Locate/identify the plants and invertebrates that are important foods from the sea in the local areas.
- Learn three Sugt'stun/Eyak words

Vocabulary Words: Sugt'stun Dialects

English:	PWS:	Lower Cook Inlet:	Eyak:
Chiton Chitons (2) Chitons (3 or more)		Urritaq Urritak Urritat	
Seaweed		Caqallqaq	
Snail Snails		Ipuk Iput	

Materials/Resources Needed:

Invite Elder/Recognized Expert

Website: <https://www.youtube.com/watch?v=in-7B93TQTo>

DVD: The Gifts of Kachemak Bay or other DVDs more suited to your local area that depicts local sea life

Books:

Imam Cimiucia- Our Changing Sea

*Where the **Land** and **Sea** Meet* by Kirsten Carlson

Alaska's Seashore Creatures

Chugachmiut's *Nupuget* page 42 and 43

Chiton (Pull apart manipulative)
Brown crepe paper or strips of butcher paper
Drawing paper/construction paper
Newspaper
Paint and brushes
Yarn and twine



Photo by Antone Ukatish



Tania Romanoff and her
daughter Kaylana gathering
urritat on the Nanwalek Reef at
night time with a big minus
tide.



Teacher Preparation:

- Contact Elder/Recognized expert to interview about: bidarkies (chitons), snails, seaweed.
- Invite them to share their knowledge with the class. Review Sugt'stun/Eyak words.
- Review Sugt'stun words
- View YouTube Bidarkies; Subsistence Intertidal Food Harvesting in Alaska
- Review pictures, books and DVD
- Make copies of the activities in *Where the Land and Sea Meet* on pages 23 and 25 for each student
- Set out construction paper, scissors, paint, brushes, yarn or twine and newspaper

Opening:

Do you think we can go down to the shoreline to find food to eat?

Activities:**Class I:**

1. Introduce Elder/Recognized expert and Local Education Coordinator.
2. View the YouTube video, chiton (Bidarkies in this clip) gathering in Port Graham, Alaska, with students
3. Show pictures of animals and plants and the Sugt'stun/Eyak words
4. Show DVD suited to the local area that captures the sea life.
5. Ask students to name plants and animals they see in the DVD.
6. Write their responses on the board and identify which foods are used in the local area.
7. Repeat the names of plants and animals in Sugt'stun/Eyak
8. Have students trace the snail or chiton onto two sheets of construction paper, after completing that task, staple the two pieces together and leave an opening.
9. Let students paint their snail or chiton.
10. Once the paint has dried let students stuff newspaper inside
11. Label the snail/s or chiton/s in Sugt'stun and hang throughout the class.

Class II:

1. Place resource items; chiton, books, show DVD and pictures for students to look through.
2. Show page 22 in *We are the Land, We are the Sea* to the class and read about seaweed and have students color page 23 according to the description of the seaweeds.
3. Show with meter stick how big a centimeter and meter are to give students an idea of how big seaweed can grow.
4. Show and read about snails on page 24 in *We are the Land, We are the Sea* and help students with activity page 25
5. Have students select construction paper/drawing paper to draw pictures of chitons, snails and seaweed
6. Instruct students to label their pictures in Sugt'stun/Eyak.
7. Display student's drawings in the hallway.
8. When students take down their displays instruct them too place these in their recipe booklets.

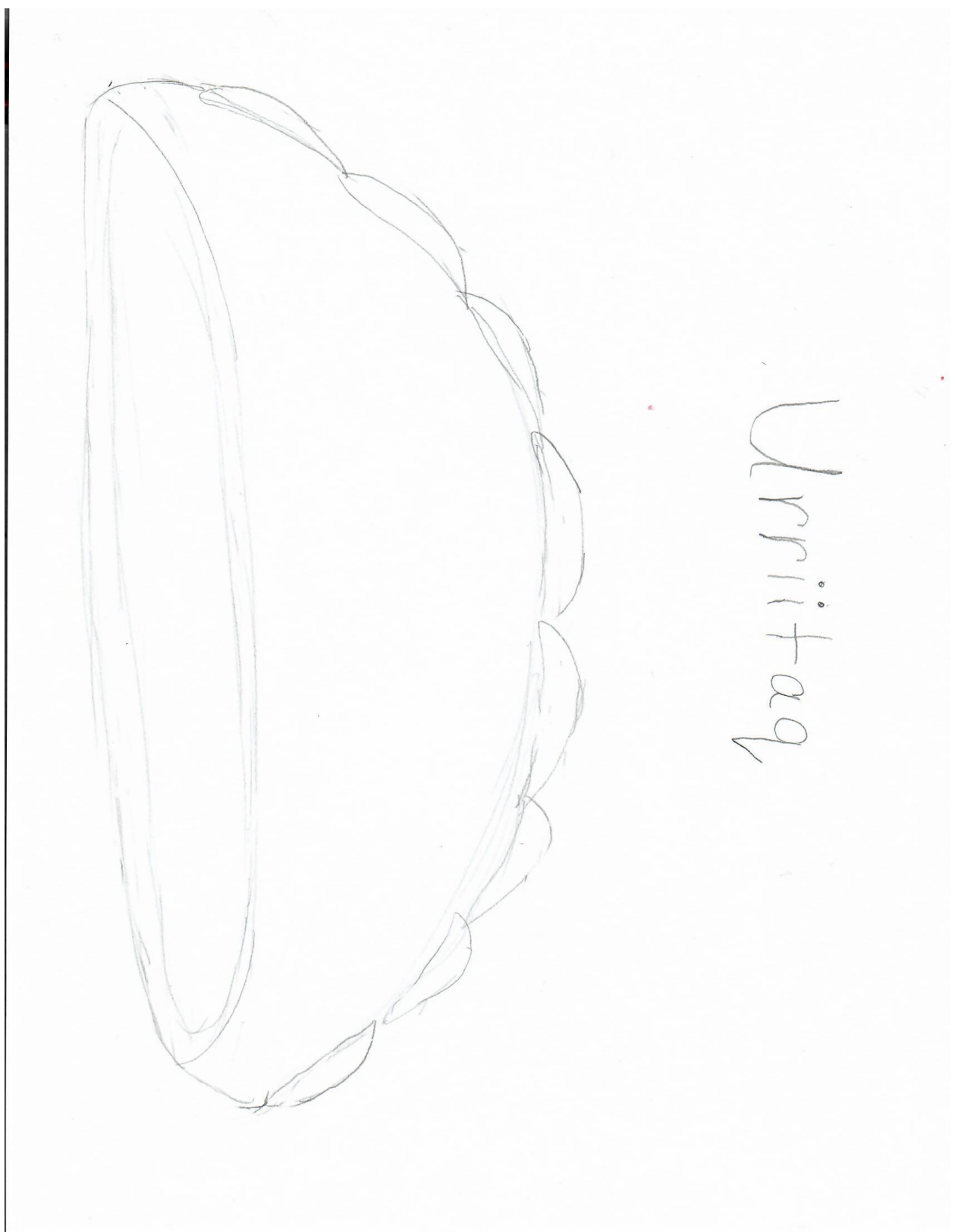


Photo taken out of *Iman Cimiucia- Our Changing Sea*

Assessment:

- Student are able to repeat and apply Sugt'stun/Eyak words to their drawings.
- Student able to illustrate chitons, snails, and seaweed.
- Student is able to recall the sea life and plants they saw in the DVD 'Gifts of the Kachemak Bay'.

ⁱ McMullen, Elenore. "Living from the Sea." Imam Cimiucia Our Changing Sea. By Anne K. Salomon. Fairbanks, AK: Alaska Sea Grant College Program, 2011. 2. Print





I PUK