



Pisurtut: They Are Hunting



Developed by Felicia Yeaton

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PISURTUT: THEY ARE HUNTNING

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INTRODUCTION

“So great hunters in our traditional life were leaders because the people needed them to provide.”
(Walter Meganack Sr. 1981)

The Heritage Kit **Pisurtut** will take the participants to the past of Sugpiaq ancestors. The exhibition and the accompanying curriculum will also teach students the relevance of traditional Sugpiaq hunting and ecological knowledge in today’s world. In this Heritage Kit, students will explore and gain knowledge on the following land mammals harvested and used in the Cook Inlet area: Black Bear, Moose, Mountain Goat, Mink, Weasels, Marmot, Porcupine, Wolverine, Rabbit, and River Otter.

The use of these animals in Sugpiaq culture is not merely a tradition of the past, but also an integral part of contemporary culture. Land mammals are still hunted, consumed and utilized today on a daily basis. Therefore, through this Heritage Kit experience, students will learn about the Sugpiaq understanding that life is sustained through a great hunter.

By exploring the hunting traditions of Sugpiaq Native ancestors, students will further develop a variety of learning skills such as listening and observation. Additionally, the Heritage Kit is designed to combine traditional Sugpiaq approaches to education with an academic learning environment. Using Sugpiaq ways of knowing in conjunction with information taught through a variety of academic subjects lends itself to an interdisciplinary educational approach. Furthermore, the Heritage Kit is designed as a culturally focused curriculum (Gay, 2000), simultaneously emphasizing the significance of multicultural education and providing opportunities to accommodate the cultural diversity of students.

By participating in the Land Mammals Heritage Kit, students will have an opportunity to experience aspects of the Sugpiaq worldview. Additionally, students will be prepared to take away specific hunting knowledge assisting them to make “informed decisions” outside of the classroom.

Sugpiaq people were very resourceful of their hunt. They used whatever was possible from an animal. Sugpiaq people became creative in using most parts of land mammals, because they were conscious of the effort it took to hunt. For the same reasons, animal body parts that were not used were given back to the land to ensure the plentiful return of the animal for future hunters. The all encompassing Sugpiaq way of knowing (Crowell & Laktonen 2001) prepared young hunters to develop their skills while teaching them to respect their hunt and abstain from wastefulness.

Hunting took place at certain times of the year for specific animals. For example, hunting was frowned upon when the animals were reproducing and caring for their offspring, because this would have resulted in limited subsistence resources in future. Teaching young hunters to be aware of their ecological environments by internalizing Sugpiaq traditions ensured that animals were not overhunted.

Alutiiq hunters obviously had a tremendous amount of traditional knowledge; otherwise, they would not have survived. However, very little of that knowledge was written down or made available in print. There are two main reasons for this. First, some knowledge has been lost through change over time. There have been changes in where people lived, how they traveled and how they subsisted. So, for example, when people lived on the outer coast, they had a detailed knowledge of animals in the whole area throughout the year. This knowledge declined after people stopped living in that area. The second reason has to do with the way information is “collected.” For example, if you really want to learn about trapping mink so that you can write about it, you need to go with a knowledgeable person and learn to trap mink yourself, while simultaneously documenting what you are learning. When people are actually doing the activity together, all sorts of questions, answers and stories will come out, because the activity is in its own rich context. As a Sugpiaq way of life it was essential for people to have the knowledge of hunting according to seasons. They also knew the habits of land mammals in their environment.

The **Pisurtut** Heritage Kit is designed to bring the school and the community together in educating their youth in Sugpiaq culture. It is the intention of the designers to use Sugpiaq cultural material to teach academic subjects and to fulfill the requirements of standards based education.

Those who partake in this course will learn the cultural importance of a hunter, by following an integrated curriculum with activities covering a multitude of subjects. By participating in this Heritage Kit experience, students will develop an understanding of the cultural significance of land mammals for Sugpiaq people. Furthermore, participants will learn to appreciate the value of traditional Sugpiaq world-view as a way of knowing.

In the **Pisurtut** Heritage Kit participants will walk in the steps of a Sugpiaq ancestor while internalizing information. The curriculum activities are organized into three major sub-themes on animal knowledge, hunting knowledge, and traditional knowledge. The curriculum also covers material appropriate for students from kindergarten through twelfth grade. The Kit provides educators with opportunities to work extensively with community members; Elders, experts and parents. As the Heritage Kit curriculum works across disciplines, it can be actively incorporated with other material from various subjects, such as biology, science, language arts, geography, art and history.

Students will learn to use a wide variety of materials and concepts. They will explore local historical knowledge through interviews and library research. Additionally, students will learn to use their imagination and creativity in producing traditional and interpretative works of art, as well as practicing and presenting the newly acquired information. Through field-trip activities, children will come to view their local landscape as an active part of their learning environment in applying principles of the natural and social sciences. Finally, students will gain knowledge in using traditional Sugpiaq knowledge in their contemporary lives, while furthering their Sugt’stun competency.

All in all, by learning about Sugpiaq traditions students will reinforce their own identity, as well as expand their awareness of Alaska Native peoples and cultures.

Reference:

Crowell, Aron L., Amy F. Steffian, and Gordon L. Pullar. (2001). *Looking Both Ways: Heritage and Identity of the Alutiiq People*. Fairbanks, AK: University of Alaska Press

Gay, G. (2000) *Culturally Responsive Teaching: Theory, Research, and Practice*. New York, NY: Macmillan. Teachers College Press

Meganack, Sr., W. (1981) I was born between Two Cultures. In *Fireweed Cillqaq No.2 Life and Times in Port Graham*. Port Graham High School Students, eds. Kenai Peninsula Borough School District

Activity Overview

	Animal Knowledge	Hunting Knowledge	Sugpiaq Traditions
K-3	<ul style="list-style-type: none"> • Animal Mobiles • Paper Puppets • Anatomy Game 	<ul style="list-style-type: none"> • Habitat is Home • Whose Tracks are These? 	<ul style="list-style-type: none"> • Skit/Play with Puppets • Sugt'stun Memory • Community Presentation
4-7	<ul style="list-style-type: none"> • Mammal Collage • Gun Safety 	<ul style="list-style-type: none"> • Territory • Captured Moment 	<ul style="list-style-type: none"> • Community Presentation • Sugpiaq Traditional Knowledge on Wildlife – Herman Moonin*
8-12	<ul style="list-style-type: none"> • Tracks can Tell • Stump-the-Panel 		<ul style="list-style-type: none"> • Making a Hunting Pouch • Community Presentation • Hunting Story “If I Did Go Over the Bluff”

STANDARDS

It is the Chugachmiut position that academic standards can be met when content is based on the history, culture, and language of the region in which students live. Activities suggested in the Hunted Land Mammals will introduce or reinforce the following educational standards.

Alaska Content Standards

Science

- (C) A student should understand and be able to apply the concepts, models, theories, facts, evidence, systems, and processes of life science.
 - 3) Develop an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy.
- (G) A student should understand the history and nature of science.
 - 4) Develop an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base.

Geography

- (E) A student should understand and be able to evaluate how humans and physical environments interact.
 - 1) Understand how resources have been developed and used.

History

- (C) A student should develop the skills and processes of historical inquiry.
 - 1) Use appropriate technology to access, retrieve, organize, and present historical information
 - 2) Use historical data from a variety of primary resources, including letters, diaries, oral accounts, archeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers.
- (D) A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.
 - 1) Understand that the student is important in history.

Arts

- (A) A student should be able to create and perform in the arts.
 - 3) Appropriately use new and traditional materials, tools techniques, and processes in the arts.
 - 4) Demonstrate the creativity and imagination necessary for innovative thinking and problem solving.

World Languages

- (A) A student should be able to communicate in two or more languages, one of which is English.
 - 2) Write and speak understandable in two or more languages.

Technology

- (A) A student should be able to use technology to locate, select, and manage information.
 - 1) Identify and locate information sources using technology.

Alaska Cultural Standards

- (A) Culturally knowledgeable students are well grounded in the cultural heritage and traditions of their community.
 - 3) Acquire and pass on the traditions of their community through oral and written history.
- (B) Culturally knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.
 - 4) Identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in the community.
- (C) Culturally knowledgeable students are able to actively participate in various cultural environments.
 - 1) Perform subsistence activities in ways that are appropriate to local cultural traditions.
- (E) Culturally knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.
 - 5) Recognize how and why cultures change over time.

Chugach Regional Cultural Standards

Community Standards

- C.1) Students should know the Sugpiaq/Alutiiq traditional ways of their community.
 - e) Subsistence

Subsistence

- SBS1) Students should be taught the appropriate use for subsistence equipment and identify for flaws:
 - a) Be able to identify appropriate equipment for task(s)
 - b) Keep hunting, trapping, and gathering equipment clean and in order
- SBS5) Students should be familiar with habits and behavioral characteristics of traditional subsistence animals, fish, and birds:
 - b) Seasonal/cycles for safe use/eating
- SBS6) Students should have respect and knowledge for the use and care of animals hides, furs and not be wasteful
- SBS7) Students should know the value and importance of sharing subsistence with Elders and community.
- SBS8) Students should know the appropriate seasons to fish, hunt, and gather.
- SBS9) Students should know the rules and regulations of state and federal laws.

Survival

- SVS7) Students should know how to make tools from natural resources in the outdoor environment.

Cultural Expression

- CE2) Students should have knowledge of traditional and contemporary sewing and clothing using skins and furs.
- CE7) Students should have knowledge of traditional and contemporary tool making.
- CE9) Students should have respect and appreciation for their own culture as well as the cultures of others.

Resources

Looking Both Ways Heritage and Identity of the Alutiiq People
Fireweed Cillqaq Life and Times in Port Graham Volumes 1, 2, and 4
Aleksandrovska 2 & 3

Websites:

<http://www.adfg.state.ak.us/pubs/notebook/notehome.php>

<http://www.wildlife.alaska.gov/>

<http://www.hedgehogleatherworks.com/>

<http://jukebox.uaf.edu/NanPG/nanwalek/html/main.html>

Fireweed Online Volumes 1, 2, and 3 <http://ankn.uaf.edu/ANCR/Alutiiq/Fireweed/>

LECTURE SERIES IDEA

- Alaska Department of Fish & Game
 - Lee Rogers (Anchorage)
State Coordinator Hunter's Education
907-267-2373, lee.rogers@alaska.gov
- Locally Recognized Experts – Traditional Hunters
 - Contact Local Education Coordinator
- Sugt'stun Language Experts
 - Contact Local Education Coordinator
- In addition to local experts:
 - Dr. Jeff Leer
Alaska Native Language Center
University of Alaska, Fairbanks
907-474-6587, jeffleer@gmail.com
- Museum Representatives and Archivists
 - Pratt Museum (Homer)
Ryjil Christianson
Director of Education
907-435-3322, rchristianson@prattmuseum.org
 - Valdez Museum
Steve Richardson
Curator of Education
Valdez Museum & Historical Archive
907-835-2764, info@valdezmuseum.org
 - Cordova Museum

- Sharon Ermold
Museum Assistant
“Education Leader”
907-424-6665, infoservices@cityofcordova.net
- Seward Museum
Resurrection Bay Historical Society / Seward Museum
907-224-3902
- Anchorage Museum
Monica Garcia
Director of Education & Public Programs
907-929-9271, mgracia@AnchorageMuseum.org
- Alaska Native Heritage Center
Glenn Olson
Education Program Manager
907-330-8000, golson@alaskanative.net

UNPACKING AND REPACKING THIS KIT

Receipt

Chugachmiut Local Education Coordinators and educators should work together to unpack and inventory kit materials. When the kit packages arrive in the community, the first action to take is to count the parcels and assess their condition, and then identify a dry, heated, and safe storage space for boxes, bags, and other packaging as kit materials are to be repacked in the same containers and the same sequence of steps as when they arrived. Any damage existing when the packages were shipped will be marked and noted on a separate inventory sheet. Use an indelible marker, such as a Sharpie® to mark any new damage to the boxes. Then, **leave the boxes unopened in the display area for twenty four hours so that it can acclimate to the environment in local display facility (school, archaeological repository, or museum).**

Open and Unpack

Parcels should be opened in numerical order. The first box will provide exhibit display suggestions and an inventory of items in each box so that materials can be moved as close to their display area as possible for ease in unpacking and exhibit development. Before unpacking containers review the inventory and picture guide, found on the following pages of this guide book, to see how items are placed in each layer. As each box or bag is unpacked, both the Local Educator and Educator should date and initial the inventory sheet.

All electronic equipment should be tested before use to ensure that it is in proper working order. Rechargeable batteries for cameras and recorders are included in the kit; batteries have been charged but should be recharged as cameras are unpacked. Count consumable items to be sure that enough have been provided.

Setup

Chugachmiut Heritage Kits are designed to be interactive. Materials should be made available to students and community members to handle, when it is appropriate. In the event that anything is broken or damaged during the exhibit, that item should be returned to its assigned package. The Local Education Coordinator should be notified immediately, and the Coordinator should notify the office. All items, even those that may be broken or damaged are to be returned to Chugachmiut.

Repack

Following the exhibit, recharge all batteries, remove DVD ROM from monitors, securely wrap all cords using Velcro® straps, and consumable items are to be inventoried. **Move crates and bags from storage and allow them to acclimate to the artifacts that will be stored in them for at least twelve hours before repacking.** Move packing containers as close to the items which will be displayed in them as possible for ease and convenience. Pack boxes just as they were unpacked using the picture guide on the following pages of this guide book; there is a place for everything in the kit and each item should be returned to its proper place for return to Chugachmiut. Inventory each item as it is repacked and note any damage, missing pieces, or dysfunction.

HUNTING LAND MAMMALS KIT INVENTORY

Chugachmiut's *Hunting Land Mammals* Heritage Kit contains the following:

Item	Quantity	LEC		Teacher	
		In	Out	In	Out
Hunting Land Mammals Guide	1				
Nanwalegmiut Paluwigmiut-llu Nupugnerit - Conversational Alutiiq Dictionary Kenai Peninsula Alutiiq	1				
Kids' Guide – To Common Alaska Critters By Jan O'Meara	1				
Alaska's Mammals – A guide to selected species By Dave Smith	1				
The People Left Behind: Early Peoples of the Kenai Coast By Madelyn Yerden-Walker	1				
Mammal's of Alaska	1				
Looking Both Ways: Heritage and Identity of the Alutiiq People.	1				
Fireweed Volume 1	1				
Fireweed Volume 2	1				
Fireweed Volume 4	1				
The Encyclopedia of Tracks And Scats	1				
Blue Berries for Sal	1				
Traditional Food Guide: For Alaska Native Cancer Survivors	1				
Mammal Puppet Templates	1 set				
Mammal Templates	1 set				
Hunting Pouch Template	1				
3x5 Index Cards	?				
Contact Paper					
Sugt'stun CD – Words in Sugt'stun	1				
Black Bear Stamp	2				
Black Bear Tracks Stamp	2				
Moose Bull Stamp	2				

Moose Tracks Stamp	2				
Porcupine Stamp	2				
Hare Stamp	2				
Salmon Stamp	2				
Black Ink Pad	4				
Red Ink Pad	4				
Brown Ink Pad	4				
Green Ink Pad	4				
Black Bear Adult Front Rubber Track Mold	1				
Black Bear Yearling Rear Rubber Track Mold	1				
Moose Adult Front Rubber Track Mold	1				
Moose Yearling Front Rubber Track Mold	1				
Porcupine Rubber Track Mold	1				
River Otter Rubber Track Mold	1				
Snowshoe Hare Rubber Track Mold	1				
Perfect Cast replica compound	4				
Black Bear Skull Replica	1				
American Porcupine Skull Replica	1				
River Otter Skull Replica	1				
Pocket Natural Animal Tracks	1				
Authentic Black Bear Hide	1				
Fur Samples					
Poster Board					
Yarn (red)	4				
Sinew (imitation)	1				
Needles					
Felt(black)					

The school will need to supply the following:

- Computer with graphics, program and color printer
- Glue, construction paper, and other art supplies

CONSUMABLE CHECK LIST

Item	Received		Used	
	LEC	Teacher	LEC	Teacher

--	--	--	--	--

BROKEN OR DAMAGED ITEM LIST

The following items were broken, damaged or did not function Properly and a description of the damage.	Upon Receipt	During Exhibit
<p>Item:</p> <p>Damage description:</p> <p>How occurred:</p>		
<p>Item:</p> <p>Damage description:</p> <p>How occurred</p>		
<p>Item:</p> <p>Damage description:</p> <p>How occurred</p>		

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EXHIBIT SET-UP SUGGESTIONS

Activity Plan Level 1

Hunting Land Mammal Reference List

Refer to this list throughout the unit to correctly identify the species of mammals.

Land Mammals

English Term	Sugt'stun Term
Black Bear	Tan'erliq
Moose	Teglliq
Mountain Goat	Pehnaiq
Marten	Qaugcicuaq
Marmot	Quirriq
Porcupine	Qangateraq
Rabbit	Uka'iq
River Otter	Kep'arkaq
Wolverine	Ala'aama akaq
Weasel	Amitatuk

PISURTUT: THEY ARE HUNTING, SUGT'STUN MEMORY K-3 (1)

Grade: K-3

Estimated time: 1-3 days

Standards:

Alaska Content- History C.2, World Languages A.2

Alaska Cultural- A.3

CRCC- Community Standards C.1: E

Objectives:

- Students will be able to identify the mammals that were hunted by the Sugpiaq people; black bear, moose, mountain goat, marten, marmot, porcupine, rabbit, river otter, and wolverine.
- Student will be able to recognize the correct Sugt'stun word for each animal by means of practicing with the aid of a game.

Vocabulary words:

<u>English</u>	<u>Sugt'stun</u>
Black bear	Tan'erliq
Moose	Teglliq
Mountain Goat	Pehnaiq
Marten	Qaugcicuaq
Marmot	Quirriq
Porcupine	Qangateraq
Rabbit	Uka'iq
River Otter	Kep'arqaq
Wolverine	Alas'aamaakaq
Weasel	Amitatuk

Materials/Resources:

- Sugt'stun CD (included in kit)
- Stamps & Ink Pads (included in kit)
- Stock paper
- Pictures of the listed mammals
- Colored pencils, paint, crayons, or markers
 - *Suggestion:* Invite a Sugt'stun speaker

Teacher Preparation:

- Review activity
- Gather material and check classroom supplies
- Pre-cut stock paper into 3x5 cards, 18 x Number of Students = Number of cards
- If working with a Sugt'stun speaker then make arrangements for the speaker to come to class and to review Sugt'stun words. Remind speaker this may be the first time some students are attempting to say Sugt'stun words and may need more encouraging and praising.
- Prepare class for the guest

Activity Procedure:

1. As a group ask the students how many different types of land mammals are hunted and used by the Sugpiaq people? Be sure students name all 9 mammals that will be used in this Heritage Kit. Suggest the mammals for the Kit if need be. Show pictures of the 9 mammals. Ask the students, do you think the Sugpiaq Native people spoke in a different language? Do you know the name of any animals in Sugt'stun? After students' response, play Sugt'stun CD. As each mammal is identified on the CD point to the picture of the animal.
2. Pass out pre-cut stock paper to students, 18 cards to each student. Instruct students to draw or stamp each animal on to 9 of the cards. Do this again to the remaining 9 cards.
3. On one set of the cards, write the Sugt'stun word on the side with the picture of the animal and the English word on the other side. Use the work sheet with the Sugt'stun and English term to assist students. Also write both terms on the board for students to see. Leave the other set of cards blank with only the pictures of the mammals. Put aside for later use.
4. If Sugt'stun speaker is available, then have the speaker go over each of the animals in Sugt'stun and have the class as a group recite the Sugt'stun word after or along with the speaker. As the class is reciting as a group hold up the mammal's picture the speaker is referring to and have the students hold up the card as well. After a few practices as a group, have the speaker call upon specific students and recite together. Encourage and praise students for trying and learning Sugt'stun. Remind students that learning a new language is similar to a baby learning to talk for the first time, it takes time and practice. After practicing for awhile the babies are able to say the words clearly. If there is no Sugt'stun speaker available, then use the Sugt'stun CD.
5. To practice the Sugt'stun words more, group the students in 2 or 4 and play a game of memory with the cards with only a picture. As students flip over cards to find a match they must say the name of the mammal in Sugt'stun before they can retrieve the match. Students can use their flash cards they have created with the Sugt'stun and English words to assist them in the game as they are learning. Remind students that they all learn differently. Keep encouraging and praising students. If Sugt'stun speaker is available, then have the speaker walk around assisting students. Have students practice with each other and switch partners.

6. After students have practiced for awhile, have the students come back together as a group. If speaker is available, then have the speaker run through the Sugt'stun terms a few times holding up a cards and saying the term and then without the card and have the students identify which animal the speaker is saying.
7. Ask the students what is one way to save and pass on the Sugt'stun language? Telling stories, talking to each other in Sugt'stun, teaching each other, and doing what they just did in class are some possible answers, as well as making cards with pictures and repeating the Sugt'stun words.

Black Bear	Tan'erliq
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Moose	Telliq
-------	--------

Mountain Goat	Pehnaiq
---------------	---------

Porcupine	Qangateraq
-----------	------------

Marmot	Quirriq
--------	---------

Marten	Qaugcicuaq
--------	------------

Rabbit	Uka'iq
--------	--------

River Otters	Kep'arka
--------------	----------

Wolverine	Alasaamaakaq
-----------	--------------

Weasel	Amitatuk
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PISURTUT: THEY ARE HUNTING, LAND ANIMAL MOBILES K-3 (2)

Grade: K-3

Estimated time: 1 class period

Standards:

Alaska Content- History D.1, World Languages A.2

Alaska Cultural – A.3

CRCC- Cultural Expression CE.9

Objectives:

- Students will have the opportunity to gain knowledge of the land mammals harvested by the Sugpiaq people.
- During this lesson the student will learn what they need in order to go hunting, they will learn the different methods of hunting, and they will learn not to over harvest, they will learn the different animal tracks.

Vocabulary words:

English	Sugt'stun
Black Bear	Tan'erliq
Moose	Teglliq
Mountain Goat	Pehnaiq
Marten	Qaugcicuaq
Marmot	Quirriq
Porcupine	Qangateraq
Rabbit	Uka'iq
River Otter	Kep'arkaq
Wolverine	Alasaamaakaq

Materials/Resources:

- Paper bags (included in kit)
- Large mammal templates to fit bags in (included in kit)
- Glue
- Scissors, Colored pencils

- Markers
- *Optional: Colored tissue paper, colored cotton balls*

Teacher Preparation:

- Review Activity
- Prepare a finished example to show the class
- Gather Puppet makin supplies and set up at a table
- Check classroom supplies – Scissors, glue, markers etc...

Activity Procedure:

1. Brainstorm with the students if they have seen any animals in the wild? In Captivity (the zoo?) what land mammals are in the area? Do they know of any land mammals that are hunted? Has someone told them what land mammals are hunted? Have they been on a hunting trip for a land mammal?
2. Have each student select an animal to build a mobile of.
3. Instruct students to walk up to the table and select a heavy constructon paper, the land mammal terms for the mammal of their choosing. One long string and two small strings. And the material they would like to put on the animal to replicate its hide: coloring pencils, markers and paint. Optional material: tissue paper, cotton balls, and glue.
4. Tell the students to trace animals on heavy construction paper and cut them out.
5. Have the students cover the animal with material to replicate its hide of the animal. Draw on it. Paint it. Color it. Or paste on the optional material: tissue paper and cotton balls. (suggestion for optional material: take a pencil and wrap a tissue square (about 1 ½ x 1 ½ in.) around the end. Dip in glue, and place on cut out animal, or colored cotton balls. When they are finished gluing paper or cotton on the cut out let them dry.)
6. For students who are familiar with writing: tell the students to look at the paper to see the correct spelling in English and Sugt'stun for the animal they have selected. Wrote each of these on a 1 ½"x 3 ½" in. heavy paper. Punch a hole on top, in the middle.
For students who are not familiar with writing: have them cut out the land mammal term and paste it on a 1 ½" x 3 ½" in. heavy paper.
7. After students have completed covering the animal, tell students to use a hole puncher and punch a hole on top, in the middle of the animals back, punch two additional holes on the bottom, equally spaced assist students who may need help.
8. Instruct students to place the long piece of yarn through the hole on top of the animal and secure by tying a knot. Place the smaller piece of yarn though each of the additional holes on the bottom and secure. Attach the English and sugt'stun labels to the strings and secure.
9. Give each student a set of nine animal flashcards, Name an animal and have the student hold its picture up. As soon as students can easily identify each animal, hold up a

flashcard and have the class name it. Finally, have individual students name the animals as flashcards are shown and han up the cards in one big mobile to display in the class.

Black Bear

Tan'erliq

Moose

Telliq

Mountain Goat

Pehnaiq

Porcupine

Qangateraq

Marmot

Quirriq

Marten

Qaugcicuaq

Rabbit

Uka'iq

River Otters

Kep'arkaq

Wolverine

Alasaamaaq

PISURTUT: THEY ARE HUNTING, LAND ANIMAL PUPPETS K-3 (3)

Grade: K-3

Estimated time: 1 class period

Standards:

Alaska Content- Arts A.4

Alaska Cultural – C.1

CRCC- Subsistence SBS.5

Objectives:

- Students will be able to identify 5 reasons why the Sugpiaq people hunted.
- Students will learn about seasonal hunting

Materials/Resources:

- Paper bags (included in kit)
- Large mammal templates to fit bags(included in kit)
- Glue
- Scissors
- Markers, crayons, colored pencil, and/or paint
 - *Suggestion: Gather small branches from outside to use as moose antlers, mountain goat horns, or porcupine quills.*

Teacher Preparation:

- Review Activity
- Gather puppet making supplies
- Check classroom supplies
- Set up a table for the supplies
- At the end of the lesson gather the puppets from students to use in another lesson to create a play.

Activity Procedure:

1. As a group, ask the students why are animals hunted? Have students give their explanation. Make sure at least 4 responses are included from the explanations. (*example: food, clothing, bedding, decoration, potlucks, ceremony...etc*) Ask students to give examples which mammal would be better to have as clothing in the winter? In the summer? Which mammal would they want to have to make as their bedding? Which mammal would be able to offer more food?
2. Tell the students they will be creating puppets on the land mammals that are hunted in the area and pass out one paper bag per student.
3. Instruct students to go to material table and select one mammal they would like to create a puppet of.

4. After students have selected a mammal, have them go back to their seats. Tell the students they can color the mammal before they cut it out.
5. Have the students glue the mammal on the paper bag and assist students who may need help.
6. Have students sit in a circle with their puppet they have created. Ask each student what they think the mammal they created can be used for?
7. If time allows, read *Blueberries for Sal* to students.

PISURTUT: THEY ARE HUNTING, ANATOMY GAME K-3 (4)

Grade: K-3

Estimated time: 1-2 classes

Standards:

Alaska Content- Geography E.1

Alaska Cultural – E.5

CRCC- Subsistence SBS.6

Objectives:

- Students will be able to recognize that mammals may have similar and different anatomy.
- Students will be able to identify 7 body parts of 2 land mammals.
- Students will understand the importance of not wasting animals they hunted

Vocabulary words:

Anatomy - structure of an animal or of any of its parts.

English	Sugt'stun
Head	Nasquq
Tail	Pamyuaq
Eye	Ik
Ears	Cuuteq
Teeth	Nuretet
Nose	Qengaq
Body/torso	Qaik
Horns	Cirunek
Fur	Amiq
Feet/paw	It'aq
Ankles	Cingik
Joints	Napnet

Materials/Resources:

- White board, chalk board, or smart board(which ever is available in classroom)
- Mammal Anatomy Templates (included in kit)
- Sticky labels with Sugt'stun words to be used to identify different body parts of the animals

Teacher Preparation:

- Review activity
- Gather material and check classroom supplies

Activity Procedure:

1. Have the students look over pictures of the mammals. Using the pictures lead a discussion with the students about the similarities or differences of mammals. Show pictures of a rabbit and a moose explaining the differences and similarities of the two animals including their sizes, anatomy or body parts, diet, and scientific classifications.
2. May ask students to share their experiences or encounters with rabbits, moose, or other land mammals.
3. Use already prepared diagrams or have students trace the outlines of two mammals of their choice, on 11x17 white sheets of paper and color if time allows.
4. Introduce students to the rabbit's diagram and have the students point to each part of the rabbit while repeating their Sugt'stun names for head, eyes, ears, fur, body, tail, feet or paw.
5. Repeat step 4 for another mammal's body parts.
6. As student repeat the Sugt'stun words for different body parts. Have them copy and write down those words neatly on a piece of paper.
7. With a partner, ask the students to use the sticky labels and place them on the correct part of the animals. Have the students exchange mammals with their partner. Practice this for 10 minutes.
8. Place small pieces of paper that have the 7 body parts of the animals written in both English and Sugt'stun in a bowl and ask student to choose one.
9. The student then opens the small piece of paper to find out what animal body part they picked and say the English word then the Sugt'stun word for that body part.
10. To celebrate the lesson activities, bake cookies in shape of a rabbit and have students bite off different parts of the cookies while calling out the Sugt'stun names.

Head	Nasquq
Tail	Pamyuaq
Eye	Ik
Ears	Cuuteq
Teeth	Nuretet
Nose	Qengaq
Body/torso	Qaik
Horns	Cirunek
Fur	Amik
Feet/paw	It'aq
Ankle	Cingik
Joints	Napnet

PISURTUT: THEY ARE HUNTING, HABITAT IS HOME K-3 (5)

Grade: K-3

Estimated time: 2 class periods

Standards:

Alaska Content- Science G.4, History C.2

Alaska Cultural – C.1

CRCC- Subsistence SBS.5

Objectives:

- Students will know the Sugt'stun names for certain land mammals.
- Student will know that a place where an animal lives is called a habitat.
- Student will be able to identify the habitats of black bears, wolverine, porcupines, and moose.

Vocabulary words:

<u>English</u>	<u>Sugt'stun</u>
Black Bear	Tan'erliq
Wolverine	Alasaamaaq
Porcupine	Qangateraq
Moose	Teglliq

Materials/Resources:

- Pictures of black bears, wolverines, porcupines, and moose.
- Black bear, wolverine, porcupine, and moose toys or stuffed animals
- Labels with Sugt'stun names for the above land mammals

Teacher Preparation:

- Review Activity
- Slides for a slide show.
- Pictures, books, posters, and other resources of different types of forest and forest animals.
- Crayons and white craft paper.

Activity Procedure:

1. As a group, ask the students to utilize prior knowledge to describe what a forest looks like in the summer, fall and winter.

2. Ask students who would want to live in a forest and why. Make sure that space, shelter, water, and food are mentioned
3. Present a slide show to the students showing the different habitats for different animals.
4. Show and explain to students that the forest is a habitat where many land mammals, large or small, live including black bears, wolverines, porcupines, and moose.
5. Plan a field trip to explore the habitat (the wood or forest) near by.
6. In a circle, on the floor, ask the students to work together making a picture of a habitat they visited in #5.
7. Give the students the black bears, wolverine, porcupines, and moose or stuffed animals and tell the Sugt'stun names for each animal. Have them repeat the names and point to the animals. Repeat until everyone can identify each animal by its Sugt'stun name.
8. With a partner, ask students to play a Habitat Puzzle Game by placing each animal on the drawing of the habitat that they had made. Then ask...what is my Sugt'stun name? Where is my habitat? Students must agree that these animals live in a forest.
9. Ask students if they know where in the forest each animal can be found (e.g., on a tree, on the ground, in the bush behind the brush)
10. Ask the students to explain why certain animals live on the trees or in the holes (burrows) on the ground.
11. Have a slide show and give students time to explore and research on their own the different habitats and their special characteristics.

PISURTUT: THEY ARE HUNTING, WHOSE TRACKS ARE THESE? K-3 (6)

Grade: K-3

Estimated time: 1 Class period

Standards:

Alaska Content- History C.2

Alaska Cultural – C.1

CRCC- C.1

Objectives:

- Students will be able to recognize and identify three sets of different tracks from three different types of animal.

Materials/Resources:

- Book- *Big Tracks, Little Tracks: Following Animal Prints* By Millicent E. Selsam
- Copies of animal prints and stickers
- Tracing paper, tapes, and pencils.
- White poster boards
- Alaska Wildlife is Everywhere coloring page (included)

Teacher Preparation:

- Review Activity
- Invite community members to share their animal tracking skills

Activity Procedure:

1. Read *Big Tracks, Little Tracks* by Millicent Selsam to the class.
2. Ask students if they have seen animal tracks and know whose animals they belong to. Then ask them to bring to school a person he or she thinks know about animal prints or tracks to school.
3. Show pictures of a rabbit, moose, and bear to students. Ask them to say the Sugt'stun names for each animal.
4. Ask the students to share how all those animals are useful to the Sugpiaq people in many ways.
5. Invite community members to share with students how they can find the animals in order to catch or hunt them.
6. Show the students the copies of animal prints or tracks and tell them that by looking at the tracks a person can tell what animals made those tracks or prints.
7. Using tracing paper, have each trace the animal prints onto the poster boards.
8. Students may try to guess the animal that those prints belong to as they color them.
9. Check the progress and once everyone is finished give each student the animal sticker and ask students to match the stickers by putting them next to the prints or tracks that

they think belong together. Check the students' work. May want to explain that bear prints are almost like people's foot prints. While rabbit's and coyote's are similar except that coyote's prints are bigger. Moose have hooves so their prints or tracks are very different than most animals.

- 10.** Have student practice matching the prints to the correct animals.
 - 11.** Tell students that in Alaska, wildlife is everywhere and if we look carefully we can follow and actually find the animals and get them for food or other needs.
 - 12.** Ask the adults in the classroom to share some of their hunting and tracking stories with the class
 - 13.** If time allows give student the coloring page to color and identify all the animal tracks possible.
- Discuss with the students what do the mammals eat.
 - Does one animal eat the same thing as another animal would?
 - Why would it be important for a hunter to know what kind of food an animal ate?
 - Are all the tracks (paw prints) the same?
 - What is different?

PISURTUT: THEY ARE HUNTING, SKIT/PLAY WITH PUPPETS K-3 (7)

Grade: K-3

Estimated time: 3 class periods

Standards:

Alaska Content- Art A.3&4, World Languages A.2

Alaska Cultural – A.3

CRCC - Community Standards C.1:e, Cultural Expression CE.9

Objectives:

- Students will be able to have the opportunity to reflect on the material they learned through the Heritage Kit experience and produce a skit as they experiment with new ways of expressing Sugpiaq cultural identity.

Materials/Resources:

- Puppets from previous class
- Additional puppet supplies – for making extra characters if needed
- Notebook and pen - for teacher's use

Teacher Preparation:

- Review Activity
- Locate and gather puppets
- Gather puppet making supplies – from previous unit
- Create a general plan on the style of the play pertaining to specific student body
- Check classroom supplies
- Make arrangements with a fellow teacher for visiting a class to perform a short skit

Activity Procedure:

1. Brainstorm with students on the idea of stories about hunting and/or animals. If they have read any in class remind them. Ask them if they have ever heard their Elders tell a story about hunting? What was it about? What happened? Who was in the story?
2. Continue discussion on hunting by asking students if they have ever been hunting? With whom? What did they get? How did they kill the animal? What happened to the animal?
3. Ask students if they have ever seen an animal in the forest? What was it? What did it do? What did the children do? Were they scared? Were they surprised?
4. Explain to students that they will be using their puppets to tell a story about animals or hunting. Ask students to think of ideas the play can be about and share their opinion with the class.

5. Based on the specific grade level, number of students and grade-group distribution create a simple storyline for the play. E.g. A group of hunters decide to go get a certain animal at a chosen location around the community. As they start looking for the animal they find other kinds of animals. Each animal will have to say a few words about themselves. Finally, the hunters find the animal they set out to hunt. They kill it and take a piece to give to one of the Elders.

Plays can be adjusted to accommodate various talents, grade levels, and knowledge. It can also be written as humorous, scary, serious etc. depending on the suggestions students provide. Make sure to guide students in the procedures while allowing them to contribute their ideas.

6. Write a short line or two for each character and distribute roles.
7. Remind students of the storyline and ask them to re-tell it a few times.
8. Practice the play with students a few times, until all participants are comfortable in their roles.
9. Explain to students that they will visit another class and perform the play for them to see.
10. Escort children to the classroom they are visiting and explain and give a short introduction to the play.
11. Help out students during the play, and congratulate them after the performance is over.
12. *Optional:* The play can also be incorporated into a larger, school-wide presentation.

Level 2

Hunting Land Mammal Reference List

Refer to this list throughout the unit to correctly identify the species of mammals that were hunted by the Chugach Native Ancestors.

English Term	Sugt'stun Term
Black Bear	Tan'erliq
Moose	Teglliq
Mountain Goat	Pehnaiq
Marten	Qaugcicuaq
Marmot	Quirriq
Porcupine	Qangateraq
Rabbit	Uka'iq
River Otter	Kep'arkaq
Wolverine	Alasaamaaq

PISURTUT: THEY ARE HUNTING, MAMMAL COLLAGE 4-7 (1)

Grade: 4-7

Estimated time: 2 Class periods

Standards:

Alaska Content- Technology A.1, Arts A.3, History C.2

Alaska Cultural – A.3

CRCC- Community Standards C.1

Objectives:

- Students will be able to identify the land mammals that were hunted by the Sugpiaq people.
- Students will research and be able to state 5 facts about the mammals including traditional knowledge from recognized experts.

Vocabulary words:

English	Sugt'stun
Black Bear	Tan'erliq
Moose	Teglliq
Mountain Goat	Pehnaiq
Marten	Qaugcicuaq
Marmot	Quirriq
Porcupine	Qangateraq
Rabbit	Uka'iq
River Otter	Kep'arkaq
Wolverine	Alasaamaaq

Materials/Resources:

- Poster board
- Animal Magazines (If available to cut up)
- Copies of Pictures of all the mammals
- 'Alaska's Mammals: A Guide to Selected Species'
- Construction paper
- Coloring utensils (crayons, markers, etc...)

- Scissors
- Glue
- Hunted land mammals reference list
 - Internet access
 - <http://www.adfg.state.ak.us/pubs/notebook/notehome.php>

Teacher Preparation:

- Review Activity
- Gather material and check classroom supplies
- Make accommodations to access computers
- Invite a knowledgeable person on traditional Sugpiaq hunting.

Activity Procedure:

1. Tell students they will create a collage that will include at least **5** of the **9** land mammals from the reference list. Explain to students to clarify what a collage is.
2. Notify the students that they will not only be putting pictures on this collage, but also they will have to research information for each of the mammals they select. They need to research specific facts about each mammal. See Mammal Collage Research Sheet and hand out.
3. Tell students the options they have to research the questions. Students can take home research questions and ask family members to find answers to the questions.
4. Students can choose to draw, find in a magazine, or look on internet for a picture of the mammals they have selected.
5. Hand out to each student a poster board and have them paste on their pictures of the mammals along with the facts.
 - **Optional: Student may cover the poster to create a background of their choice**
6. Invite a knowledgeable person on traditional Sugpiaq hunting and have the students ask questions to the presenter to see if the information they gathered in their research is similar to the presenter's information.

Level 2
Mammal Collage Research Sheet

• **Traditional Facts**

- What do the Sugpiaq people call this animal in Sugt'stun?
- Where can this animal found?
- What purpose did the animal serve to hunter and family?
 - *Hint – Did they use the intestines of this animal to create a rain coat?*

Science-Based Facts

- What is the size and color of this animal?
- Does this animal have predators? If yes, who are they?
- What classification is this animal?
- *Bonus:* Is there any facts that make this animal stand out or different?

PISURTUT: THEY ARE HUNTING, GUN SAFETY 4-7 (2)

Grade: 4-7

Estimated time: 1 – 2 weeks

Standards:

Alaska Content- Science C.3, Geography E.1

Alaska Cultural – B.4

CRCC – Subsistence SBS.1:A&B, SBS.8, SBS.9

Introduction:

Every year many people die due to hunting or gun accidents. Many of these victims were young school age kids. In Alaska Hunting and Gun Safety Education is important to ensure the safety and well being of Alaskans whose way of life often involve guns and outdoor activities. The education results in responsible and knowledgeable hunters to ensure the continuation of the hunting tradition.

Essential Question

Why do students need to learn about hunting safety and who teaches the class?

Objectives:

- Understand the importance of gun/hunting safety
- Students will discover how firearms work.
- Develop firearm handling skills and hunting techniques.
- Improvement of wildlife identification, game care, survival, and first aid skills.
- Understand and learn about hunter responsibility and ethics
- Increase awareness about wildlife conservation and management.

Vocabulary words:

English	Sugt'stun
Gun	Nutgutaq
Wild Thing	Nunallaq

Materials/Resources:

- Elders and local hunting experts
- <http://www.hunter-ed.com/ak>
- Local Fish and Games or Certified Hunting Education experts
- Computers and internet connections

Teacher Preparation:

- Review the Alaska Dept. of Fish and Games Hunting Education Website for information and necessary preparation.

Introduction: Focus on the particular kinds of firearms accidents that seem especially likely in the region, including:

- 1) Falling and discharging the firearm. This is because much of the region is steep, the ground is often wet and slippery, and hunting often means lots of getting in and out of boats. Remedies: Do not chamber a round unless actively hunting. Keep the gun's safety on unless ready to shoot; check the safety regularly.
- 2) Mistaken identity. Because there are large brown bears in the area, people can be edgy and on guard, ready to shoot when they see or hear movement. A person may be accidentally shot. Remedy: Be extra sure of your intended target. Don't fire if you do not have a clear shot.
- 3) Stray bullets. This can happen for three reasons. First, hunters often don't expect other hunters to be around. Second, because the vegetation is dense, it's difficult to see where someone else might be. Third, bullets can carry a long ways over water. Especially when sea mammal hunting, you might hit some distant person in a small boat or on shore. Remedies: think about what's behind your intended target before you shoot, and don't take shots that might endanger others.

Activity Procedure:

1. Introduction. Introduce elders or local hunting experts to class to share their hunting stories: happy and sad.
2. Survey how many students have handled a gun or have hunted using firearms.
3. Discuss responsibility, safety, skills, knowledge, and involvement in hunting safety practices.
4. On the internet, introduce the AK dept. of Fish and Games Hunting Safety Education to students.
5. Review the Hunting Education course overview with students.
6. Follow the Course chapters:
 - Introduction equipment
 - Shooting Skills
 - Hunting Skills
 - Be a Safe Hunter
 - The Ethical Hunter
 - Survival Skills
 - Conservation
 - Chapter Reviews
 - Testing
7. Using Wildlife Guide: OPTIONAL
 - Large Mammals
 - Small Mammals
 - Upland Birds
 - Waterfowl
 - Wetland Birds

- Birds of Pray

PISURTUT: THEY ARE HUNTING, TERRITORY 4-7 (3)

Grade: 4-7

Estimated time: 2 Class period

Standards:

Alaska Content- Geography E.1, History C.2, Arts A.3

Alaska Cultural – B.4

CRCC- Community C.1, Cultural Expression CE.9

Objectives:

- Students will be able to identify territory patterns of 2 land mammals that are hunted by the Chugach Sugpiaq ancestors.

Vocabulary words:

English	Sugt'stun
Habitat	Elwia
Shelter	Ena

Materials/Resources:

- Large construction paper
- Colored Pencils, markers, paint, etc...
- Colored construction paper
- Scissors
- Glue
- Stamps (included in kit)
- Ink pad (included in kit)
- Computer with access to internet
 - <http://www.adfg.state.ak.us/pubs/notebook/notehome.php>

Teacher Preparation:

- Review Activity
- Make copies of Territory – Activity Worksheet 1 per student
- Set up material station
 - Colored pencils, markers, crayons, paint
 - Assorted colored construction paper
 - Scissors
 - Glue
 - Stamps
 - Ink pads

Activity Procedure:

1. Hand out the Territory - Activity Worksheet to each student and have the students write short sentences to complete the worksheet. After the students have completed the worksheet, hold a class discussion with the questions from the activity worksheet.
 - What does territory mean?
 - Why does an animal have a territory?
 - Why do animals mark their territory?
 - Why would a hunter want to know an animal's territory?
2. After the discussion have the students select 2 – 3 mammals and research information about their territorial pattern using reference books, search engines on the internet, and knowledgeable people.
 - Provide questions for the students to answer as they are gathering information on the mammals.
 - ***Suggested questions:***
 1. Where in the wild would we find this animal? (*Near water? Lots of trees? Swamp? Dry land? ETC...*)
 2. Where do they make their shelter?
 3. What is the size of the animal's territory?
 4. What does the animal eat?
 5. Does this animal have any habits that it is known for? If yes, what are they?
3. Instruct the students to write a short paper for each animal from the information they have researched.
4. Pass out large sheets of construction paper to each student and tell the students for each animal they have selected create the territory they live in. (Remind students to use the information they have gathered from the research.) Tell the students they have the choice to choose what they would like to use to create the scene of the animal's territory and direct them to the material station.
5. Have the students mark the appropriate areas based on the research they have collected for each animal. Have the students draw what could be found in the colored area. (*Example: draw a fish on the river if the animal eats fish*)
6. After the students have finished creating the maps, reflect on the activity with discussion questions.
 - Are animals the only one who has territories? Who else has territories?
 - Was it important for the Sugpiaq people to pay attention to an animal's habitat? Why or why not?

Level 2 *Hunting Knowledge*
Territorial Pattern – Activity Worksheet

Name: _____

Date: _____

Class: _____

Write short complete sentences to answer the following questions:

1. What does territory mean?

2. Why does an animal have a territory?

3. Why do animals mark their territory?

4. Why would a hunter want to know an animal's territory?

PISURTUT: THEY ARE HUNTING, CAPTURED MOMENT 4-7 (4)

Grade: 4 - 7

Estimated Time: 2 class periods

Standards:

Alaska Content- History C.1, C.2, Arts A.4

Alaska Cultural – C.1

CRCC – Community C.1: e, Subsistence SBS.1,

Learning Objective/Outcome(s)

- The student will be able to model two traditional hunting techniques of the Sugpiaq people.
- The student will be able to perform subsistence activities in ways that are appropriate to local cultural traditions.

Materials/Resources

- Digital Camera
- Computer & Printer (with color)
- Heavy Construction Paper
- White Paper
- ‘Looking both Ways: Heritage and Identity of the Alutiiq People’ pages 170-175
- ‘The People Left Behind: Early Peoples of The Kenai Coast’ Pages 18-22
- - *We are the Land, We are the Sea: Stories of Subsistence from the People of Chenega, Alaska*, particularly Don Kompkoff, Sr. on bear hunting and Andy Selanoff on hunting otters.
- - pages 37 - 38 from Birket-Smith
- - pages 10-14 in *Alexandrovsk*, vol. 2 by Herman Moonin on traditional knowledge, hunting and trapping.
- - Tatitlek Jukebox (see especially Ed Gregorieff for goat hunting)
- - Chenega Jukebox (see Mike Eleshansky for trapping, learning to shoot, Pete Kompkoff for bear hunting)
- - Port Graham Jukebox (see Simeon Kvasnikoff for hunting and use of deadfalls)
- Invite an elder or recognized expert

Activity

1. This activity should cover two class periods for student research and or extra time with an Elder/expert to learn about hunting tools and techniques used in the past. Discuss with the students the different techniques that the Sugpiaq people used when hunting. (***Suggestion:***

refer to books in reference) During the discussion write on the board when students identify the techniques.

- Possible discussion questions:
 - How do you hunt? What do you use to hunt an animal?
 - What is the process you do before, during, and after a hunt?
 - How did the Sugpiaq people hunt for animals before guns and metal traps?
 - What is the process they would do before, during, and after a hunt?

2. After the discussion break the students into small groups of 2 or 4. Have the groups pick two techniques that they would like their group to demonstrate. Ask them to think about what animal can be caught with the techniques they have chosen.
3. Pass out the hunting technique process and have the students read the requirement check list. Also pass out 2 sheets of heavy construction paper and 6 sheets of white paper.
4. Tell students to take 1 construction paper and lay it flat. Take 3 white sheets and lay over the construction paper. Fold all 4 sheets of paper in half to form a book and staple together to bind. Repeat with the other sheets of paper.
5. Tell the students to label each of the books ‘Sugpiaq Hunting Technique Process’. On the inside, on the first right page, have the students write the technique they have selected at the top in the middle. (*One book for each technique*) Below that write ‘Table of Contents.’ Have the students list the requirement check list under the table of contents.

- Example:

	<p>Snares Table of Contents:</p> <p>I. Check Equipment II. Tracking III. Kill shot IV. Packing out V. Clean equipment</p>
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6. Instruct the students to collect material to form a simple replica of a tool or weapon that the Sugpiaq people would have used for the hunting technique they have selected.
 - *Suggestions material for replica*
 - *Life size paper cut outs*
 - *Sticks from outside*
 - *Pencils and string*
7. With the students in their groups and the simple replicas they have created, have the groups demonstrate each step of the process for the hunting technique they have selected. Capture each step with a camera. Have the students take turns being the photographer and being in the photos.

After completing the steps, have the groups load their photos onto a computer, select their top favorite for each requirement on the check list, and print out enough copies for each of the students in their group.

8. Paste, in order of the table of contents, into the 'Sugpiaq Hunting Technique Process' on the left side of the book after the table of contents page. On the page to the right of the photos have the students thoroughly describe in a paragraph or two what was being demonstrated in that picture.

Level 2 *Hunting Knowledge*
Captured Moment – Work Sheet

Sugpiaq Hunting Technique Process

Each member of your group must participate in the following process:

**Check
box when
task is
completed**

	Check equipment
	Tracking – what you're hunting for
	How to Kill
	Packing out the kill
	Clean Equipment

**PISURTUT: THEY ARE HUNTING, SUGPIAQ TRADITIONAL KNOWLEDGE ON
WILDLIFE 4-7 (5)**

Grade: 4-7

Estimated time: 2 – 3 class periods

Standards:

Alaska Content- Science G.4, History C.2,

Alaska Cultural – A.3, E.5

CRCC – Community C.1

Objectives:

- Through this activity students will acquire a historical perspective on Sugpiaq hunting traditions as well as gain experience in working with traditional ecological knowledge. Students will learn specific information on various land mammals based on the observations and knowledge of a Sugpiaq Elder. Finally, students will further their research skills by locating, extracting and synthesizing specific information on land mammals.

Vocabulary words:

English	Sugt'stun
In the distant past	Cuuliyami
Pet	Qungutuaq
Children	Iguillraraaq
Grandchildren	Elltuaq

Materials/Resources:

- Worksheet – one per student (included in the Kit)
- A copy of Wildlife by Herman Moonin, In Alexandrovsk No.2. 1980 – two per student, it can be double sided (included in the Kit)
 - - *We are the Land, We are the Sea: Stories of Subsistence from the People of Chenega, Alaska*, particularly Don Kompkoff, Sr. on bear hunting and Andy Selanoff on hunting otters.
 - - pages 37 - 38 from Birket-Smith
 - - pages 10-14 in *Alexandrovsk*, vol. 2 by Herman Moonin on traditional knowledge, hunting and trapping.
 - - Tatitlek Jukebox (see especially Ed Gregorieff for goat hunting)
 - - Chenega Jukebox (see Mike Eleshansky for trapping, learning to shoot, Pete Kompkoff for bear hunting)
 - - Port Graham Jukebox (see Simeon Kvasnikoff for hunting and use of deadfalls)
 - Pencils, pens, etc.

- Sugt'stun dictionary

Teacher Preparation:

- Review Activity procedures
- Review reading material
- Make copies of worksheet and “Wildlife” by Herman Moonin
- Check classroom supplies

Activity Procedure:

1. Ask students to brainstorm on the question: what is history? Give examples. How do we know what happened in the past? Who “makes” history? What can we learn from events that happened in the past?
2. Ask students to explain what a historical document is, based on the word. What kinds of historical documents are there? What can we use them for? Why is it important to read historical documents? What do they have to do with our lives? Can a historical document tell us something about the present?
3. Introduce the idea of non-written history and knowledge. Are all important things recorded in a document? What about knowledge people pass down from generation to generation through stories and teachings? Can we also use that kind of information to learn about the past and present?
4. Ask students if they have any pets. Ask students if they have noticed anything interesting in the behavior of their pets? Allow students to elaborate. Ask students to explain how did they learn the habits of their pets? (By spending a lot of time with them, interacting with them, because it is their pet, etc...)
5. Tell students that Sugpiaq people live in communities surrounded by oceans, rivers, and forests. They see and observe wildlife on an every day basis. Through these interactions, Sugpiaq people learned a lot of information about land mammals living in their region. Moreover, whatever they have learned, they taught to their children and grandchildren as well. So when Elders or hunters teach something to young children, their knowledge comes not only from their own experiences, but also from what they have learned as a Sugpiaq tradition.
6. As the word ecology means anything that has to do with animals, nature, plants etc, are called ecological knowledge. Although scientists learn a lot of things about ecology, biology, chemistry, and physics, they often do not have the opportunity to spend as much time with animals in their natural environments as hunters. Because Sugpiaq people have been living in this region for hundreds of years, they have accumulated knowledge on their environment, which became a part of their traditions.
7. When Elders and scientists work together, they combine their knowledge, which helps them to better understand the world in general.
8. Explain to the students that they can learn about Sugpiaq traditional knowledge on land mammals, by reading the article. They will learn about the way Sugpiaq people used to hunt animals, what they used to think about them, things they have observed, and the ways in which animals were used and prepared in the past.

9. Overview activity with students. Make sure to emphasize that the readings contain information on a variety of animals, but their research should focus on land mammals. Review the list of land mammals one more time and point out the Sugt'stun dictionary.
10. Tell students that they will need to find the Sugt'stun names of animals to complete their worksheets.
10. Students may work in small groups or pairs, as long as they fill out their individual worksheets.
11. Distribute reading material and worksheets. Show students how to complete the activity by finding a fact in the reading.
12. Tell students to start reading and working. Circulate in class, monitor progress and help out with questions.
13. Once all students are finished, ask them to contribute the information they collected. Encourage students to compare notes and research results. Ask students to reflect on what they have learned. Did they learn something new? What was it? Did they read about something that they have covered in previous units? What was it? What was the most interesting thing they learned? Etc...

Note to teachers: (Chase Hensel, 11/24/2010)

The activity is good but I suggest you revise it to take advantage of some of the stronger aspects of the material we have available on traditional hunting. In terms of what's actually remembered or recorded, there's relatively little on specific techniques and such. There are, though, three topics relating to land mammals in which the writings and taped interviews of Chugachmiut hunters are relatively rich. These are all topics about the relationship between people and animals, relationships between people catching animals, etc. These topics are less directly about Traditional Ecological Knowledge than about other cultural aspects of hunting. The three topics are:

1. How and when people used various resources.
2. How people lived/traveled together pursuing these animals, including both kinship and partnerships.
3. How, when and where people learned to hunt and trap, including first catch stories and funny stories.

It is also true that our focus on Land Mammals doesn't match too well with what shows up in stories. Hunting land mammals is kind of an arbitrary dividing line since, in reality, hunters commonly take a variety of land and sea resources on a single trip (see for example Don Kompkoff, Sr. in *We are the Land, We are the Sea* 2007:94, where they get gumboots, a halibut, a seal and a black bear all in one day). This kind of grand-slam trip where the hunters get a wide variety of resources is talked about very positively: "That was a nice day" (p. 94). Pete Kompkoff, Jr. (pp. 70-71), also talks happily about getting four different types of subsistence food in one day. So, while focusing on land mammals, we need to recognize that the experience of hunters is of focusing on different species, as opportunity presents.

SUGPIAQ TRADITIONAL KNOWLEDGE ON WILDLIFE BY HERMAN MOONIN
WORKSHEET

NAME: _____

GRADE: _____

	Name of Land Mammal	Sugt'stun Name	Information from Text	Page Number
1.				
2.				
3.				
4.				
5.				
6.				

COMMUNITY PRESENTATION

Grade: 8-12

Estimated time: 1 evening or afternoon & set up and practice time

Standards:

Alaska Content- History C.1, Arts A.3&4

Alaska Cultural – A.3, C.1

CRCC- Subsistence SBS.5, SBS.6, SBS.7

Objectives:

- Students will be able to create a presentation based on the information they have collected on the topic ‘Hunting Land Mammals’

Materials/Resources:

- Material produced throughout the Heritage Kit
- Tape, staples, tacks etc. to secure students work
- Invitations and fliers for parents and community members
- Location for event

Teacher Preparation:

- Gather projects created through the Heritage Kit
- Check for large available space to hold the presentations
- Check with other teachers using the ‘*Hunting Land Mammals*’ Heritage Kit about their participation with Community day

Note for smaller communities: All levels can be involved in this community day.

Activity Procedure:

1. Tell the students that there will be a community presentation and they will be giving a presentation based on the information they have learned about land mammals.
2. Tell students they will be using the material they have created in the Heritage Kit to be a part of their presentation. Encourage students that this is their chance to show off the knowledge they have collect in the Heritage Kit: Hunting Land Mammals.
3. Instruct students that they will be performing their play they have created in class for the community.
4. Ask students to select 1 of the projects they have worked on to share with the community. Assist students to come up with ideas on what they could share on the project they have selected.
5. Have the students create invitations and flyers to send to the community to invite them to attend this event. Students will take home invitations to give to their families.

6. Provide time for students to practice their skit together. Also practice the projects they have selected to share with the community, in front of the class.
7. If other teachers are involved in the Community Presentation then offer a time when all students can practice their presentation as they will perform it during the Community Presentation.
8. The day of the presentation set up the area where the event will take place with the students. After the event arrange for students to tear down and clean up the event area.

Level 3

Hunting Land Mammal Reference List

Refer to this list throughout the unit to correctly identify the species of mammals that were hunted by the Chugach Native Ancestors.

English Term	Sugt'stun Term	Scientific Term
Black Bear	Tan'erliq	<i>Ursus americanus</i>
Moose	Teglliq	<i>Alces Alces</i>
Mountain Goat	Pehnaiq	<i>Oreamnos Americanus</i>
Marten	Qaugcicuaq	<i>Martes americana</i>
Marmot	Quirriq	<i>Marmota broweri</i>
Porcupine	Qangateraq	<i>Erethizon dorsatum</i>
Rabbit	Uka'iq	<i>Oryctolagus cuniculus</i>
River Otter	Kep'arqaq	<i>Lontra canadensis</i>
Wolverine	Alasaamaakaq	<i>Gulo gulo</i>

PISURTUT: THEY ARE HUNTING, TRACKS CAN TELL 8-12 (1)

Grade: 8-12

Estimated time: 2 class periods

Standards:

Alaska Content- Geography E.1, History C.2, Technology A.1

Alaska Cultural – A.3

CRCC- Community C.1, Cultural Expression CE.9

Introduction

In this unit, students will have the opportunity to spend time outdoors, develop their skills at working with Elders, community members, and each other to problem solve, make and record careful observations; as well as the opportunity to demonstrate their knowledge of the species living in their areas.

Enduring Understanding

Recognition of animal tracks is an important skill for the Sugpiaq people. It enables us to successfully harvest food for the family.

Essential Question

What are the common animal tracks found in local area and how do people correctly identify those tracks?

Objectives

- Work as a productive group member, problem solve, use deductive reasoning in making conclusions.
- Be able to plaster cast a print, make careful observation, and accurately record the findings.
- Keep journals of the activity.

Vocabulary words:

English	Sugt'stun
Tracks	tumaq
Scat	anaq

Materials/Resources:

- Elders and community members.
- Plaster of Paris
- Scat and Tracks Encyclopedia
- Spray shellac or spray plastic

- Petroleum Jelly such as Vaseline
- Cardboard
- Knives
- Sandpaper
- Lack black ink or paint
- Water in Jugs

Teacher Preparation:

- Collect plaster of Paris, containers for mixing, shellac or plastic, petroleum jelly, cardboard knives, sandpaper, and black ink.
- Collect a plaster of Paris cast track from different locations to show to students for assessment.
- Collect resources of prior knowledge.

Activity Procedure:

1. Ask Elders and community member to share about their local tracking knowledge.
2. Introduce the activity to the classes and available research materials for discussion of the characteristics of the tracks.
3. Demonstrate correct way to collect tracks by making a cast of students' hands.
4. Take the class on a field trip to near by lake, stream, or wood where there are lots of tracks.
5. Divide into small groups to find tracks. Students may be divided into groups according to areas in which they will look for tracks; one group will look under bushes, one group at a meadow's edge, and one group near a pond's edge. Prepare the students in advance to assist them in looking carefully and responsibly.
6. Once a track is found, clean it of loose particles of soil, twigs, leaves, and other litter.
7. Spray the track with shellac or spray plastic being careful not to spray too close and perhaps blow details from the track.
8. Form a two-inch wide strip of cardboard into a ring surrounding the track. Press firmly into the ground to give support, but allow at least one inch to form the edge of the mold for the plaster. (Milk cartons cut horizontally can make square forms.)
9. Mix about two cups of plaster of Paris in a tin can or plastic bowl, by adding water slowly until it is about as thick as heavy cream. Pour carefully into the mold until the plaster is about to the top. Allow plaster to harden at least 15 minutes before lifting it out of the track. If the soil is damp, hardening may take longer.
10. When the cast is hardened, lift the cast out, remove the ring, and clean the cast by scraping it with a knife blade and washing. (This may be done back in the classroom)
11. Back in class; apply a thin coating of petroleum jelly to the track and surface of the cast. Place it on a flat surface and surround the casting with a two-inch strip of cardboard as before.
12. Mix plaster of Paris and pour into mold, making certain that the top surface of the casting is smooth and level with the mold. Allow two hours for plaster to harden.

13. Carefully remove the mold when the plaster is dry. Separate the two layers and wipe the excess Vaseline from the face of the cast and track. Scrape any rough places with a knife

Blade, or use fine sandpaper to smooth the surface. Wash the completed cast in running water.

- 14.** Once all casts have been finished, students will list and identify three characteristics of the animal track. Ask students to compare the tracks and list similarities. Students may identify that all mammals have basically the same foot structure.
- 15.** Have students identify the prints by their characteristics. (Resource materials may be used.)
- 16.** Ask students how the prints are different. Lead students to see that the animal's foot has adapted for a particular function. For example, we find that some animals (carnivores) walk on their hands-like raccoons and bears. They use their front feet to catch and eat their food. Others walk or run on their toes, like cats and coyotes, while some walk on their toenails or hooves like deer and elk.

PISURTUT: THEY ARE HUNTING, STUMP THE PANEL 8-12 (2)

Grade: 8-12

Estimated time: 2-4 class periods

Standards:

Alaska Content – Science G.4, History C.1 & C.2,

Alaska Cultural – A.3, B.4

CRCC – Subsistence SBS.1:a&b, SBS.5:b, Cultural Expressions CE.9

Objectives:

- Students will be able to demonstrate that they have gathered information in the Heritage Kit: Hunting Land Mammals by creating and participating in the lesson.

Materials/Resources:

- Notebook
- Pencils, pens
- Looking Both Ways: Heritage and Identity of the Alutiiq People
- Fireweed Cillqaq Life and Times in Port Graham Volumes 1, 2, and 4.
- Aleksandrovsk Volumes 2 and 3
- Computer lab
 - <http://www.adfg.state.ak.us/pubs/notebook/notehome.php>

Teacher Preparation:

- Review Activity
- This lesson activity should be as one of the last lessons for this unit. Students will be able use information gathered over the course of the unit to use in the game.
- Teacher will be the time keeper and judge all questions.

Activity Procedure:

1. Break students into equal teams.
2. Students create questions based on information all the teams will have. (All teams will have the same information. This creates an equal opportunity for all teams to have a chance to win.) Students need to include with the questions they develop; the answer and where they found that fact. (**Suggestion: Teams highlight the section in the packet from which they are creating their question and list question number next to the highlighted section. This makes for a quick reply to justify the team challenging the question**) Teams can challenge the team asking a question to be sure it is a true fact and from the packet. This prepares all students to justify where the question came from.
3. Each student is to develop a minimum of 50 questions. (**Suggestion: More questions give**

their team the advantage of not having repeated questions)

4. Teams draw numbers and go in numerical order to be in the panel seat. The team in the panel seat moves to the front of the room, facing the remaining teams.
5. The remaining teams then decide which 2 question they are going to ask the panel. Going in numerical order asking 1 question at a time.
6. The team in the panel seat gets 30seconds to answer. Teachers serve as the time keeper and judges. If they answer it, they get 2 points.
7. If they can not answer it in 30 seconds, it becomes open to the floor for 10 more seconds and if any team (including the panel team) can answer the question. (***Suggestion: Teams, who are not in the panel seat, should raise their hand immediately after a question is asked if they know the answer to it. If the panel team can not answer it in the 30 seconds, then the team on the floor with their hand up first will have the first attempt to answer it correctly.***). The team asking the question automatically gets 1 point for stumping the team in the panel. The team that answers the question correctly gets 1 point. If no team can answer it, the team asking the question gets 2 point, 1 for ‘Stumping the Panel’ and 1 for stumping the other teams.
8. When all the teams have asked the team at the panel their questions, the panel takes a seat on the floor and the next team (in numerical order) is next.
9. The team that has been on the panel joins in asking questions with the other teams.
10. The team with the most points at the end of the game wins.

PISURTUT: THEY ARE HUNTING, MAKING A HUNTING POUCH 8-12 (3)

Grade: 8-12

Estimated time: 2 class periods

Standards:

Alaska Content – History C.1 & C.2, Arts A.3

Alaska Cultural - A.3, C.1

CRCC – Subsistence SBS.6, Cultural Expressions CE.2

Objectives:

- In this activity students will create a hunting pouch that Sugpiaq hunters used on their trips in the past. Students will have the opportunity to develop a better historical understanding of Sugpiaq people and their cultures, by participating in the experience of making their own hunting pouches. Finally, students will reflect on the use, contents and importance of hunting pouches, as well as theorizes on their relevance to today’s hunting practices.

Vocabulary words:

English	Sugt’stun
Bag	Qalltaq
Needle	Minggun
Scissors	Nerusicuak

Materials/Resources:

- Looking Both Ways Heritage and Identity of the Alutiiq People by Aaron Crowell et al, 2001 page 170 – 171
- Pouch pattern(included in the kit)
- Felt (included in the kit)
- Scissor
- Sinew(imitation) (included in the kit)
- Needles (one per student, included in the kit)
- Pictures of contents of a pouch(included in the kit)
- Optional – Contact and invite an Elder or knowledgeable person on traditional hunting to assist with pouch making and discussions.
- Chalk board or flip chart
- Tape

Teacher Preparation:

- Review Hunting Pouch activity procedure
- Make copies for each students of Looking Both Ways page 170 – 171
- Make copies of the pouch pattern and the pouch contents
- Locate and gather all material from Heritage Kit
- Check classroom supplies

Activity Procedure:

1. Ask students if they take anything with them when they go hunting? What is it? How do they take it? Instruct students to theorize on what did people used to take with them in the past? 50 years ago? 100 years ago? 300 years ago?
2. Ask students if they have heard of a pouch that hunters took with them on a hunt? Have they seen what one looks like? What would be some thing a hunter would put in the pouch? Record answers on the chalk board or flip chart.
3. Distribute the Looking Both Ways pages 170 & 171 to each student. Review page with students.
4. Ask the students if they noticed any difference in the information they have learned from Looking Both Ways pages 170 & 171 compared to the list they have created in brainstorming. What are the differences? What are the similarities? What are the reasons for the differences? What were those items used for?
5. Explain to the students the steps to making a hunting pouch. Make sure to tell students they have a certain amount of time to complete this project. Discuss a few different stitches, including backstitch, chain stitch for sewing seams and over-sewing. Include the blanket stitch for finishing edges. Remind students to observe safety rules while handling the needles.
6. Pass out the following material to the students, 1 to each student:
 - Felt
 - Copy of the pouch pattern
 - Needle
 - Sinew*students arms length*
 - Copy of the pouch contents
 - Scissors
7. Have students fold the felt in half and place the pouch pattern at the bottom where the felt is folded and then trace the pattern to the felt.
8. Have them cut out the pouch. Be sure they DO NOT cut the bottom where the felt is folded in half. The students should have in front of them both sides of the pouch connected at the bottom.
9. Instruct students to thread their needle with the sinew. They will now begin to sew the sides together with close stitches. Make sure they do not sew the top opening together.
10. Have the students construct the strap of the pouch out of additional sinew one arms length. Ask students to spilt the sinew into three strands being careful not to tangle it. Tie all three strands together in a knot, close to the top and tape it to their desks. Instruct students to proceed braiding the three sinew strands together. Monitor students and assist students.

- 11.** Have the students sew the strap to each sides of the opening about 1inch – 1 ½ inch from the top.
- 12.** Tell students carefully turn the pouch inside out.
- 13.** Have the students to cut out the items on the contents page and place them in the pouch.
- 14.** Review students' product and display on the wall until community presentation.
- 15.** Ask students what did you think about the activity? Prompt students to theorize on similarities and difference on traditional and contemporary hunting gear. Ask students how would they feel if they had to collect all the material using the traditional method to create a hunting pouch?
- 16.** Based on the information above ask students how would they change the list they created at the beginning of the class on the items they would take on their hunting trip.

PISURTUT: THEY ARE HUNTING, HUNTING STORY: 8-12 (4)
“IF I DID GO OVER THE BLUFF”

Grade: 8-12

Estimated time: 1 – 2 class periods

Standards:

Alaska Content – History C.2, Arts A.4

Alaska Cultural – A.3, C.1

CRCC – Community C.1, Cultural Expression CE.9

Objectives: By reading a hunting story of a Sugpiaq Elder, students will have the opportunity to experience the traditional Sugpiaq method of teaching young hunters. Students will also learn the concept of cultural significance through Sugpiaq Hunting Knowledge, as well as develop an understanding on the importance of proper preparation before engaging in hunting activities. Finally, students will gain practice in working with traditional Sugpiaq stories in a historical context.

Vocabulary words:

English

Story

Listen to him, pay attention

Clean it

Sugt'stun

Quliyanguaq

Nitniqlluku

Perrircarluku

Materials/Resources:

- “If I Did Go Over the Bluff” by Serge Kvasnikoff. In Alexandrovsk No.3. pp. 14-15, 1980. – one per student (included in the Kit)
- Essay instructions – one per student (included in the Kit)
- Access to computer lab with a working printer
- Green pens

Teacher Preparation:

- Review Activity procedures
- Review reading material
- Make copies of worksheet and “Wildlife” by Herman Moonin
- Make arrangements for the use of the computer lab
- Check classroom supplies

Activity Procedure:

1. Start class by brainstorming with students on the idea of traditional stories. What are they? Who creates them? What are they about? How are they passed down? Is there a

difference between stories when they are written down and when they are told? What can we learn from stories? Have they ever heard an Elder tell a story? What was it like? Have they ever heard different versions of the same story? Etc.

2. Before writing became prevalent, Sugpiaq people used to tell stories for a variety of reasons such as recording historical events through oral traditions, remembering people who have passed on, and telling stories about certain places. Most of these stories had an educational aspect to them. They were told to a particular group of people for a particular reason. For example, hunting stories record information that is important for young hunters to know.
3. By listening and reading traditional stories we can learn a variety of things about the past. Because history can be told in many voices, traditional stories contribute to the overall understanding of the past. However, we need to know the time, location and cultural background of a story to completely understand its significance.
4. Explain to the students that for Sugpiaq people hunting was an everyday activity. They relied on the animals they hunted for a variety of reasons and they used almost all parts of an animal (meat, hides, fur, fat, bones, guts etc.). The type of weapons, transportation, and utensils of processing used in hunting varies over time, but the cultural significance stays the same.
5. Prompt students to try to figure out a meaning for cultural significance. Guide them in their task. What does “culture” mean? (There is no accepted definition for “culture”, so allow students to express and develop their own understandings) What does the word significance mean? (Importance, something that holds a special place in culture, etc.)
6. Sugpiaq people, like anyone else, could go and buy meat at the store, but they often prefer to eat meat from animals they hunt. They look at certain foods as Sugpiaq people have been preparing and eating them for several generations. These foods cannot be bought at a store or restaurant. In order to eat them, people have to know how to get them: hunt the animal, clean it, process the meat and prepare the food. It is special for Sugpiaq people, and they view it a part of their Sugpiaq identity. It makes them connect with their Sugpiaq identity - which makes it significant for their culture.
7. Explain to the students that they will be working with a story in this unit, which teaches a young hunter by example.
8. Distribute a copy of “If I Did Go over the Bluff” to students and instruct them to read it.
9. When everybody is finished, ask students what the story was about. What did they learn about bear hunting? Who was the narrator? Who were the people in the story? What happened to the hunters? Why did that happen to them? How could they have avoided it?
10. Ask students: why do they think this story is told to young hunters?
11. Distribute essay instructions and review questions with students. Make sure to point out the requirements, including timeline. Tell students to start working.
12. Tell students to print out a copy of their essays and save a copy on the computer. Collect essays and randomly distribute each of them to a student who is not the original writer. Instruct students to correct each others’ essays by using a green pen.
13. Collect essays one more time and hand them back to the original writer. Instruct students to make corrections and revisions.

14. Instruct students to email their final versions to the teacher.

15. *Optional*: Essays can be used in newsletters, edited into a booklet, displayed on the walls and in hallways, or read in presentations.

Hunting Story: “If I did go over the Bluff”

Essay Instructions

1. Write a short review of the story. Cover general topic, people, major events and cultural context. (One paragraph)
2. What did you think about the story? What was your general impression? (One paragraph)
3. Look for historical details. Read the story one more time and make notes of section where you can learn something about the times when the story takes place. (make a list)
4. Have you ever heard a similar story before? Has anything similar happened to you before? (One paragraph)
5. What do you think is the “cultural significance” of this story for Sugpiaq people? (One paragraph)
6. Edit paragraphs into an essay format. Add introduction and conclusions if necessary. Make sure to include your own opinions and views.

PISURTUT: THEY ARE HUNTING, COMMUNITY PRESENTATION 8-12 (5)

Grade: 8-12

Estimated time: 1 evening or afternoon & set up and practice time

Standards:

Alaska Content- History C.1, Arts A.3&4

Alaska Cultural – A.3, C.1

CRCC- Subsistence SBS.5, SBS.6, SBS.7

Objectives:

- Students will be able to create a presentation based on the information they have collected on the topic ‘Hunting Land Mammals’

Materials/Resources:

- Material produced throughout the Heritage Kit
- Tape, staples, tacks etc. to secure students’ work
- Invitations and fliers for parents and community members
- Location for event

Teacher Preparation:

- Gather projects created through the Heritage Kit
- Check for large available space to hold the presentations
- Check with other teachers using the ‘*Hunting Land Mammals*’ Heritage Kit about their participation with Community day

Note for smaller communities: All levels can be involved in this community day.

Activity Procedure:

4. Clarify with the students that there will be a community presentation and they will be expected to give a presentation based on the information they have gathered through the unit. Tell students they have the choice to work independently or in a group but there is to be no more than 2 students per group.
5. The presentation style is up to the students. Remind them they can use any of the objects they have created in the Heritage Kit to be a part of their presentation. Students can invite audience participation! This is the students’ chance to show off the knowledge they have collect in the Heritage Kit: Hunting Land Mammals.
 - a. *Examples: Power Point Presentation, Poster displays...etc*
6. Students presentation must include:
 - Minimum of 2 minutes if working independently and 3 minutes for students working in pairs.

- If working in pairs then both students must participate in giving the presentation
9. Have the students create invitations and flyers to send to the community to invite them to attend this event. Students will take home invitations to give to their families.
 10. Have the students turn in their proposed presentation and give your input.
 11. Provide time for students to practice their presentation in front of the class.
 12. If other teachers are involved in the Community Presentation then offer a time when all students can practice their presentation.
 13. The day of the presentation set up the area where the event will take place with the students. After the event arrange for students to tear down and clean up the event area.

Evaluation
Pisurtut: They are Hunting
Teacher and Community Member Sheet

Unpack and Setup

	High				Low
Response to request was timely and the date agreed on was convenient	5	4	3	2	1
Unpacking instructions were clear and easy to follow	5	4	3	2	1
All kit materials were shipped and received in time to be useful	5	4	3	2	1
Setup ideas were clear and easy to follow	5	4	3	2	1

Teacher/Leader Support

The guide book offered a wide range of activities for students at all levels	5	4	3	2	1
Resources listed were helpful	5	4	3	2	1
Background information made sense	5	4	3	2	1

Experiences

Young children were engaged in the experiences designed for them	5	4	3	2	1
Older students were engaged in the experiences designed for them	5	4	3	2	1
Community members were interested in the activities outlined in the kit	5	4	3	2	1

Return

Repacking instructions were clear and easy to follow	5	4	3	2	1
Please rate the overall experience	5	4	3	2	1

Forms



Heritage Preservation Department

Division of Community Social Services

1840 Bragaw Street, Suite 110 ☉ Anchorage AK 99508 ☉ Phone: (907) 562-4155 ☉ Fax: (907) 563-2891

MASTER SPEAKER/RECOGNIZED EXPERT AGREEMENT

This is a short-term agreement between **Chugachmiut Heritage Preservation Department** and the following person (hereinafter referred to as a *Master Speaker*).

Name: _____ **Social Security No:** _____ - _____ - _____

Mailing Address: _____

City: _____ **State:** _____ **ZIP:** _____

A stipend shall be provided at \$25.00 per hour for recording during this agreement.

Compensation will be paid as follows:

1. *Master Speaker/ Recognized Expert* will Share his or her knowledge with the community educators and students to present locally accurate historical information and lead cultural activities designed for a Chugachmiut Heritage Kit.
2. Culture and Language staff member will submit a signed stipend request documenting work completed.
3. Program Manager will review **AND** approve all invoices for payment.
4. Stipend checks will be issued within ten (10) working days following receipt of stipend request and recording.

Performance of the contact shall commence on the _____ day of _____, 2010 and will terminate on or before the 31st day of August, 20__.

It is expressly understood and agreed that in no event will any withholdings be taken or payroll taxes or other fringe benefits be paid on behalf of the *Master Speaker* as he/she is acting as an Independent Contractor and not an employee of Chugachmiut, Inc. and that the total amount paid under this contact shall not exceed: \$1,000.00.

If, through any cause, the *Master Speaker/Recognized Expert* fails to fulfill in a timely and proper manner, his/her obligations under this contract, Chugachmiut, Inc., may terminate this contract by giving the Contractor 48 hours notice prior to the termination of this contract.

IN WITNESS THEREOF, both parties have read and agreed to this agreement on this

_____ day of _____, 20_____.

Elder/Recognized Expert

Helen Morris Chugachmiut

Informed Consent and Release of Information

I, _____ of _____
(Print Name) (Community)

agree to serve as a Master Sugt'stun speaker for the Chugachmiut Sugpiat Quliyangau'ait (People's Stories) Project. In doing so, I understand and agree to the following:

1. I understand and agree that the information I provide will be collected as video and audio recordings.
2. I understand and agree that the information provided on my recording(s) will be published by Chugachmiut in various forms, print, electronically, or as an audio-visual publication, copyrighted by Chugachmiut.
3. I understand and agree that even though Chugachmiut will copyright materials which may include my stories and knowledge, and that they remain my intellectual property. I retain the right to tell the same stories and share the same knowledge for profit or personal satisfaction with or without notifying Chugachmiut.
4. Material(s) produced from the recordings made for this project will be made available to schools or tribal councils region-wide for use in language and culture programs and projects.
5. Material(s) produced from the recordings made for this project may be sold to assist Chugachmiut recoup some of the costs of production and that I will receive no royalties from the sale of such products, but that I will be given five copies free of charge.
6. I understand and agree that I will have the right to review all information I provide, request revision, and/or designate certain information provided as Culturally Sensitive Information and request that access to it be restricted.

 Signature of Master Speaker Applicant

 Date of Signature

APPROVAL

We, the following, approve that above applicant for the Chugachmiut Culture and Language Program, as a respected fluent and community approved Master Speaker of Sugt'stun. By signing, we attest that the applicant is a fluent Sugpiaq speaker and can begin participant in the Project.

_____ Recorder (Witness)	_____ Date
_____ Project Manager (Anchorage Office)	_____ Date



Division of Community Social Services
1840 S. Bragaw Street, Ste 110 ☉ Anchorage AK 99508 ☉ Phone: (907) 452-4155 ☉ Fax: (907) 563-2891

MASTER STIPEND REQUEST

NAME of Master/Speaker:

Print Full Name

Address: _____, _____, _____, _____
Street or Post Office Box Community ST Zip Code

