

# Exploring Wild Foods



**Grade:** 5<sup>th</sup> and up

**Time:** 2 Days

**Lesson Description:** Students will learn about the many ways Alutiiq/Sugpiaq people use widely available wild foods.



**Photo:** Mary Haakanson teaches visitors how to butcher a duck.

**Kit Includes:**

- The Wild Foods Cookbook
- Wild Foods Worksheet
- Looking Both Ways Heritage and Identity of the Alutiiq People
- Alutiiq Hunting and Fishing PowerPoint
- Wild Foods Videos

**Materials Needed:**

- Computer

Vocabulary/Alutiiq Vocabulary	Art Elements	Art Principles	Content Connections
Arthropod	<input checked="" type="checkbox"/> Line	<input type="checkbox"/> Pattern	AK Cultural Standards
Amphibian	<input checked="" type="checkbox"/> Shape	<input type="checkbox"/> Rhythm/Movement	AK History Standards
Suumacirpet — Subsistence	<input checked="" type="checkbox"/> Color	<input checked="" type="checkbox"/> Proportion/Scale	
Naut'staat — Plants	<input type="checkbox"/> Texture	<input checked="" type="checkbox"/> Balance	
Unguwallriaq — Animal	<input checked="" type="checkbox"/> Space/Perspective	<input type="checkbox"/> Unity	
		<input checked="" type="checkbox"/> Emphasis	

**Objectives and Assessment Criteria:**

Students will learn...

- To compare and contrast historic accounts of traditional harvesting and food preparation to methods used today.
- To explore Kodiak's wild foods and the process of gathering, preparing, and preserving foods.

---

## Cultural Relevance:

Food traditions are a central aspect of a society's cultural identity. The foods that people eat, and the dishes they make from these foods, are some of the most deeply held social customs. People who immigrate to new lands or whose societies are impacted by colonization typically maintain their traditional cuisines. Alutiiq people are no exception. The rich seafoods of the traditional diet are a cherished part of modern meals, and many favorite subsistence foods are incorporated into dishes introduced by Russian, Scandinavian, American, and Asian settlers.

Cooking subsistence foods is a joyful act. Alutiiq people are proud to feed their families fresh, local foods, which are seen as cleaner and healthier than the groceries available in stores. Moreover, social gatherings are not complete without an array of dishes made from Kodiak resources: herring eggs on eelgrass, smoked salmon, fish pie, baked halibut, seal soup, and for dessert, salmonberry tarts and berries mixed with fat, sugar, and milk.

Before the availability of stoves and metal pots, Alutiiq people cooked over open fires with tools crafted from cedar driftwood. Because cedar naturally repels water, its fragrant wood was an excellent choice for cooking tubs, bowls, dishes, and spoons. Chefs boiled water and heated soups and stews by dropping hot stones into wooden dishes, tightly woven grass baskets, or by setting large clay pots directly in the fire. Wooden containers from archaeological sites bear burn marks from red-hot rocks. People also cooked by roasting foods over the fire, placing food on hot slabs of stone, baking items in pits filled with hot coals, or fermenting foods in leaf-lined pits.

---

## Create:

- Have students explore the sharing wild foods online exhibit found on the Alutiiq Museum's website.
  - Have students watch the eleven short videos on harvesting and preparing Alutiiq/Sugpiaq foods in any order.
    - Traditional Foods Videos:
      - Uriitat — Chiton Video: <https://vimeo.com/77544001>
      - Amutaq — Cod Video: <https://vimeo.com/77544002>
      - Nasqulut — Kelp Video: <https://vimeo.com/146949488>
      - Amikuq/Utguiq — Octopus Video: <https://vimeo.com/146949490>
      - Saqiq — Halibut Video: <https://vimeo.com/146949491>
      - Saqul'aq — Duck Video: <https://vimeo.com/146949492>
      - Alagnat — Assorted Berries Video: <https://vimeo.com/146949494>
      - Tuntuq — Deer Video: <https://vimeo.com/146949495>
      - Naut'staat — Assorted Greens Video: <https://vimeo.com/146949496>
      - Qateriuk — Ptarmigan Video: <https://vimeo.com/146949498>
      - Niklliq — Salmon Video: <https://vimeo.com/146950214>
  - Provide the students with the wild foods' worksheet. As they watch the videos have the students draw an image of the food and answer the questions.
- 

## Close and Assessment:

- Have a class discussion about the types of food and preparation of foods. Have they eaten any of these foods? Do they have other ways of preparing the foods?

- As a follow up activity, have students bring in family recipes of wild foods or a traditional family dish and create a classroom cookbook.
- 

**Modification:**

- Have students compare modern fishing and hunting tools to historically used tools using the book, *Looking Both Ways* and the Alutiiq Museum website.
  - Explore the health benefits of eating subsistence foods.
- 

**Additional Resources:**

- Alutiiq Word of the Week: Cook — Kenirluni, Uuceslluku
- Wild Foods Cookbook
- Alutiiq Subsistence Informational Booklet
- Subsistence Information in Historic Accounts of the Kodiak Alutiiq

## Wild Foods Worksheet

<p>Draw an image:</p>	<p>What type of food is it? Animal or plant?</p> <p>Is the food a mammal, bird, fish, reptile, amphibian, or arthropod?</p> <p>Have you eaten this wild food?</p> <p>When is the best time to harvest the food?</p>
<p>Draw an image:</p>	<p>What type of food is it? Animal or plant?</p> <p>Is the food a mammal, bird, fish, reptile, amphibian, or arthropod?</p> <p>Have you eaten this wild food?</p> <p>When is the best time to harvest the food?</p>

<p>Draw an image:</p>	<p>What type of food is it? Animal or plant?</p> <p>Is the food a mammal, bird, fish, reptile, amphibian, or arthropod?</p> <p>Have you eaten this wild food?</p> <p>When is the best time to harvest the food?</p>
<p>Draw an image:</p>	<p>What type of food is it? Animal or plant?</p> <p>Is the food a mammal, bird, fish, reptile, amphibian, or arthropod?</p> <p>Have you eaten this wild food?</p> <p>When is the best time to harvest the food?</p>

<p>Draw an image:</p>	<p>What type of food is it? Animal or plant?</p> <p>Is the food a mammal, bird, fish, reptile, amphibian, or arthropod?</p> <p>Have you eaten this wild food?</p> <p>When is the best time to harvest the food?</p>
<p>Draw an image:</p>	<p>What type of food is it? Animal or plant?</p> <p>Is the food a mammal, bird, fish, reptile, amphibian, or arthropod?</p> <p>Have you eaten this wild food?</p> <p>When is the best time to harvest the food?</p>

<p>Draw an image:</p>	<p>What type of food is it? Animal or plant?</p> <p>Is the food a mammal, bird, fish, reptile, amphibian, or arthropod?</p> <p>Have you eaten this wild food?</p> <p>When is the best time to harvest the food?</p>
<p>Draw an image:</p>	<p>What type of food is it? Animal or plant?</p> <p>Is the food a mammal, bird, fish, reptile, amphibian, or arthropod?</p> <p>Have you eaten this wild food?</p> <p>When is the best time to harvest the food?</p>

<p>Draw an image:</p>	<p>What type of food is it? Animal or plant?</p> <p>Is the food a mammal, bird, fish, reptile, amphibian, or arthropod?</p> <p>Have you eaten this wild food?</p> <p>When is the best time to harvest the food?</p>
<p>Draw an image:</p>	<p>What type of food is it? Animal or plant?</p> <p>Is the food a mammal, bird, fish, reptile, amphibian, or arthropod?</p> <p>Have you eaten this wild food?</p> <p>When is the best time to harvest the food?</p>



<p>Draw an image:</p>	<p>What type of food is it? Animal or plant?</p> <p>Is the food a mammal, bird, fish, reptile, amphibian, or arthropod?</p> <p>Have you eaten this wild food?</p> <p>When is the best time to harvest the food?</p>
-----------------------	---

# Thanksgiving and Local Alutiiq Foods



**Grade:** 1<sup>st</sup>-5<sup>th</sup>

**Time:** 2 hours

**Lesson Description:** Students will learn about traditional and local Alutiiq foods.



**Kit Includes:**

- Coloring Iqalluut– Fish Illustrations by Hanna Sholl
- Animals from Coloring Alutiiq Illustrations by Hanna Sholl
- Berry Illustrations by Hanna Sholl

**Materials Needed:**

- Plain white uncoated paper plates
- Pencils
- Crayons, colored pencils, or markers
- Scissors
- Glue Sticks

**Photo:** Student sharing their tradition and local foods plate.

Alutiiq Vocabulary	Art Elements	Art Principles	Content Connections
Quyawik, Quyawim ernera –Thanksgiving Katuq – Gather Together Alagnaq – Berry Cuawak – Blueberry Wiinaq – Sea Lion Isuwiq – Seal Taquka’aq – Bear Sagiq –Halibut Aq’alaq – Jumper Aamasuuk, liliksak – King Salmon Iqalluarpak – Herring	<input checked="" type="checkbox"/> Line <input checked="" type="checkbox"/> Shape <input checked="" type="checkbox"/> Color <input checked="" type="checkbox"/> Value <input type="checkbox"/> Texture <input checked="" type="checkbox"/> Space/ Perspective	<input type="checkbox"/> Pattern <input type="checkbox"/> Rhythm/ Movement <input checked="" type="checkbox"/> Proportion/ Scale <input checked="" type="checkbox"/> Balance <input checked="" type="checkbox"/> Unity <input checked="" type="checkbox"/> Emphasis	Alaska Cultural Standards  Arts Standards

**Objectives and Assessment Criteria:**

Students will learn...

- Traditional and local Alutiiq Foods.
- Share their own traditional and local foods.
- Discuss ways of hunting and fishing for food.
- Understand the importance of gathering and sharing.

---

## Cultural Relevance:

The origins of the Thanksgiving holiday are as complex as the history of America. Although many people consider the harvest feast held in the Plymouth colony in 1621 as the first Thanksgiving, the tradition of giving thanks over a harvest meal is not confined to European settlers, nor did it begin in Plymouth. For millennia, Native American communities have recognized nature's bounty and given thanks at fall gatherings. Alutiiq people, for example, have long shared stores of foods harvested in the summer during fall and early winter gatherings. Today, the festivals of the past have changed to modern potlucks and potlatches, but they reflect a tradition of honoring ancestors and the spirit world for the gifts of food that sustain human life.

Thanksgiving became a United States holiday during the Civil War. In 1863, President Lincoln proclaimed the last Thursday in November a National Day of Thanks. Many Alutiiq families have adopted this holiday, celebrating as other Americans do with a day of feasting and relaxation. Although Kodiak's Thanksgiving tables may feature turkey and pumpkin pie, they are also likely to include local foods from the past year's harvest. The seal and deer meat, salmon, crab, and wild duck served in Alutiiq homes mirror the feast shared by the Plymouth colonists and their Wampanoag Indian neighbors, who celebrated the bounty of their world with local venison, cod, lobsters, seals, and a variety of game birds.

---

## Create:

1. Prep: print the berry, animal, and fish drawings from the back of this lesson plan – enough copies for all your students.
2. Talk about how Thanksgiving is coming up. Thanksgiving is a uniquely American holiday, but there are festivals and feasts in many cultures. Sharing food and sharing meals together is important in all cultures.
3. Ask the students, what kinds of foods does your family usually eat on Thanksgiving? Have a classroom discussion.
4. Once all the students have shared, pass out the paper plates, pencils, colored pencils/crayons/markers.
5. Have the students draw some of the foods they like to eat on Thanksgiving or another holiday. Be sure to leave space on the plate because they will be adding more food later.
6. Ask students questions about their food.
  - o What did they draw on their plate?
  - o Do they help prepare any of these foods?
  - o Where did the food come from – was any of it local? Did they help harvest or process it?
7. Now let's talk about Alutiiq feasts. Let's think back hundreds of years – where did people get their food if there was no grocery store? Sharing food with the community was important in Alutiiq culture – winter festivals were important for spending time together in winter. People sat around a fireplace telling stories, dancing, singing, drumming, and sharing food. Has anyone seen the Kodiak Alutiiq Dancers perform? Is anyone here a member of the Kodiak Alutiiq Dancers?
8. Read or play aloud the Alutiiq Word of the Week for Thanksgiving and Gather Together.

9. Now let's talk about local foods – do you hunt or gather any local food? What are some examples? (Wild game, fish, berries, plants/roots, kelp, clams, mussels).
  10. If you were in Kodiak and you didn't have electricity hundreds of years ago and didn't have a refrigerator or freezer, how would you preserve your food for winter? (Drying or smoking fish or meat, burying food to ferment, storing berries in sea mammal oil).
  11. Now let's add some local food to our plates. Pass out the berry, animal, and fish drawings along with scissors and glue. Students can pick coloring pages with foods they like, color them, cut them out, then glue them to their plates. Combining imported foods or new dishes with traditional or local foods is one way in which many Alutiiq families celebrate on Thanksgiving. Families from other cultures do the same.
  12. Ask students to describe the foods they chose to their neighbors. Option: pass out plastic spoons or forks, pass plates around the class, and pretend to taste each other's foods. Talk about how to complement each other's choices and to be open to trying new foods or dishes or respecting them even if you don't like them.
  13. Additional Activity: Taste local foods.
    - Cituq (mashed berries – works well with partially-thawed salmonberries – mixed with evaporated milk and sugar)
    - Smoked salmon (can be mixed with cream cheese, made into a dip), served with crackers.
- 

### **Close and Assessment:**

- Students learned about the traditional and local Alutiiq Foods.
  - Students share their own traditional and local foods.
  - Students discussed ways of hunting and fishing for food.
  - Students understand the importance of gathering and sharing.
- 

### **Modification:**

- As a whole class, you can use a big piece of paper and draw a big circle to represent a plate. Then as a class, draw the different foods together on the big plate and glue the different traditional foods.
  - Have the students write a story on the back of their plates about a fest/celebration incorporating the foods they included and how they caught and prepared them.
  - Have the students label their foods with English or Alutiiq vocabulary, or another language of their choice. Older students could use the dictionary on [alutiiqlanguage.org](http://alutiiqlanguage.org).
- 

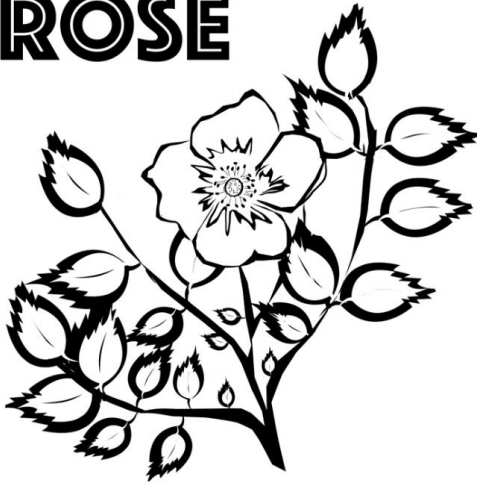
### **Additional Resources:**

- Alutiiq Museum's online exhibit, Sharing Wild Foods.
- Alutiiq Museum's The Wild Foods Cookbook

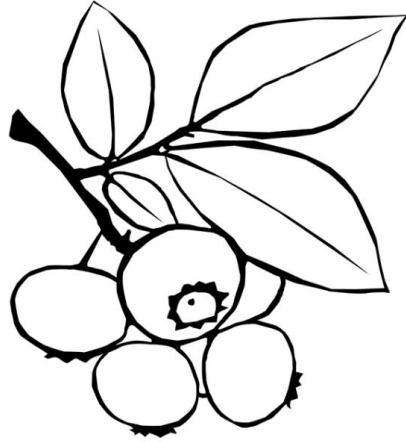
Alutiiq Museum & Archaeological Repository  
215 Mission Rd, Suite 101, Kodiak, AK 99615, (844) 425-8844; [alutiiqmuseum.org](http://alutiiqmuseum.org)

- Alutiiq Museum's harvesting and preparing Alutiiq foods videos.  
Traditional Foods Videos:
  - Uriitat — Chiton Video: <https://vimeo.com/77544001>
  - Amutaq — Cod Video: <https://vimeo.com/77544002>
  - Nasqulut — Kelp Video: <https://vimeo.com/146949488>
  - Amikuq/Utguiq — Octopus Video: <https://vimeo.com/146949490>
  - Saqiq — Halibut Video: <https://vimeo.com/146949491>
  - Saqul'aq — Duck Video: <https://vimeo.com/146949492>
  - Alagnat — Assorted Berries Video: <https://vimeo.com/146949494>
  - Tuntuq — Deer Video: <https://vimeo.com/146949495>
  - Naut'staat — Assorted Greens Video: <https://vimeo.com/146949496>
  - Qateriuk — Ptarmigan Video: <https://vimeo.com/146949498>
  - Niklliq — Salmon Video: <https://vimeo.com/146950214>
- Alutiiq Word of the Week Archive: Berry — Alagnaq
- Alutiiq Word of the Week Archive: Blueberry — Cuawak
- Alutiiq Word of the Week Archive: Sea Lion — Wiinaq
- Alutiiq Word of the Week Archive: Seal — Isuwiq
- Alutiiq Word of the Week Archive: Bear — Taquka'aq
- Alutiiq Word of the Week Archive: Halibut — Saggiq
- Alutiiq Word of the Week Archive: Jumper — Aq'alaq
- Alutiiq Word of the Week Archive: King Salmon — Aamasuuk, liliksak
- Alutiiq Word of the Week Archive: Herring — Iqalluarpak
- [alutiiqlanguage.org](http://alutiiqlanguage.org)
- Coloring Alutiiq Book
- Coloring Iqalluut – Fish Book

**ROSE**



**BLUEBERRIES**



**CIPAU'INIIK**

**CUAWAT**

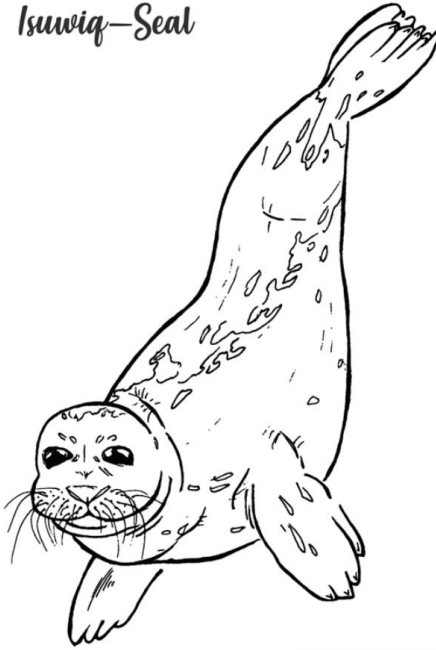
**SALMONBERRIES**



**ALAGNAT**

Berry Illustrations by Hanna Sholl

*Isuwiq—Seal*



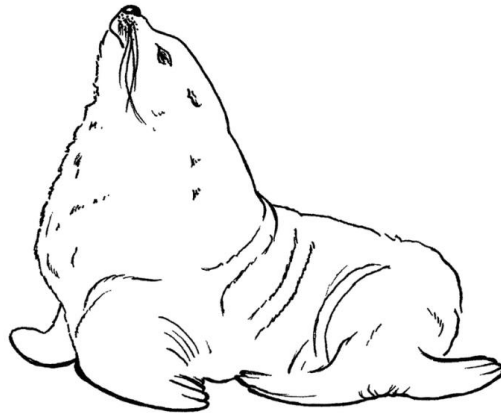
*Aq'alarai—Jumper!*



*Taquka'aq—Bear*



*Wiinaq—Sea Lion*



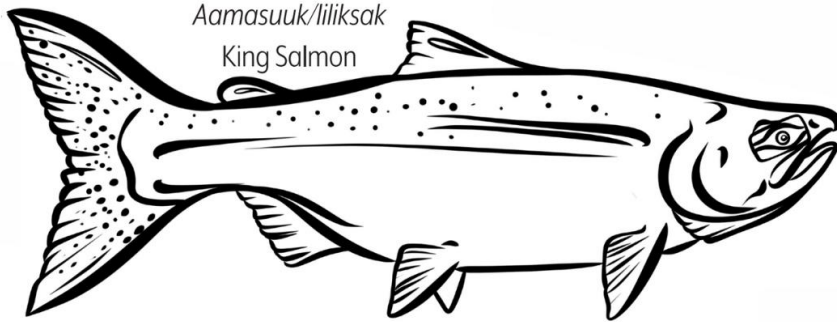
Animal Illustrations from *Coloring Alutiiq* by Hanna Sholl

# *Iqalluarpak*

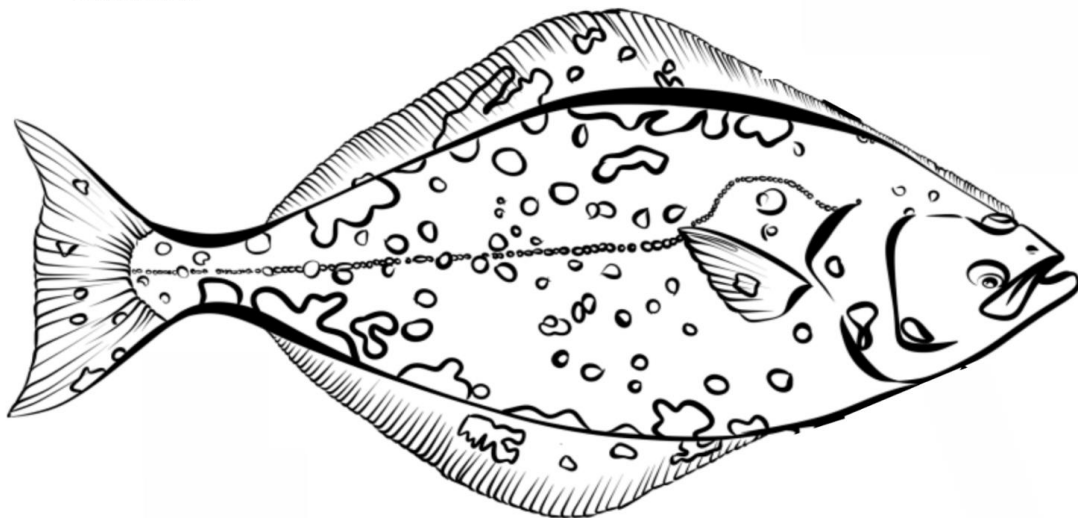
Herring



*Aamasuuk/liiksak*  
King Salmon



*Sagiq*  
**Halibut**



Fish illustrations from *Coloring Iqalluut—Fish* by Hanna Sholl



# Iqsani's Trout Hook

## How Can We Learn From The Past?



**Grade:** 3<sup>rd</sup>- 4<sup>th</sup>

**Time:** 1-2 days

**Lesson Description:** Students will learn how Alutiiq people lived in the past, make connections between history and their own way of life, and consider different ways to study the past.



**Kit Includes:**

- Iqsani's Trout Hook book
  - eBook\*
  - Audio Book\*
  - Glossary\*
- \*Available online at [alutiiqmuseum.org](http://alutiiqmuseum.org)

**Materials Needed:**

- Computer with Internet access
- Paper
- Pencils
- Colored Pencils/Crayons

**Photo:** Iqsani holding a trout. Watercolor by Cheryl Lacy

Vocabulary/Alutiiq Vocabulary	Art Elements	Art Principles	Content Connections
Sites Features Artifacts Midden Archaeologist Emaa — Grandmother Apaa — Grandfather Aana — Mother Ata — Father Aningaq — Brother (older) Uyuwaq — Brother (younger) Alqaq — Sister (older) Uyuwaq — Sister (younger) Gui — Me Ataata — Uncle (father's side) Acaa — Aunt (father's side) Angaa — Uncle (mother's side) Anaanaa — Aunt (mother's side) Illuwaq — Cousin	<input checked="" type="checkbox"/> Line <input checked="" type="checkbox"/> Shape <input type="checkbox"/> Color <input checked="" type="checkbox"/> Value <input checked="" type="checkbox"/> Texture <input checked="" type="checkbox"/> Space/ Perspective	<input checked="" type="checkbox"/> Pattern <input type="checkbox"/> Rhythm/ Movement <input checked="" type="checkbox"/> Proportion/ Scale <input checked="" type="checkbox"/> Balance <input type="checkbox"/> Unity <input checked="" type="checkbox"/> Emphasis	World Language  Social Studies—Local History, Culture, and Community; Alaska, the Changing State  Earth and Space Sciences—Earth and Human Activity  Archaeology  <b>Alaska State            Standards</b>  Reading for Literature  Writing, Speaking, and Listening

---

## Objectives and Assessment Criteria:

Students will learn...

- How archaeology helps us understand the past.
  - How family history can help us learn about the past.
  - Alutiiq language vocabulary for some family members.
  - How learning about the past can help us understand life today.
- 

## Cultural Relevance:

Alutiiq People have lived on Kodiak Island for at least 7,500 years. There are many ways to study Alutiiq history. By talking to Alutiiq people, reading written records, and studying ancient settlements and objects. Using all these we can explore how people lived long ago. Written records of the Alutiiq people only reach back about 250 years, but archaeological sites document thousands of years of Alutiiq history and help us understand how Alutiiq people harvested resources, cared for their families, and celebrated life long before written records.

Iqsani's Trout Hook is a fictional story about a family who family lived in Larsen Bay about 300 years ago. This family spent their summers at Karluk Lake, fishing and preparing food for the winter. Through this story we learn about the daily activities at fish camp and the ways Alutiiq people used natural resources like fish, cottonwood, feathers, and berries. This story is inspired by the finds from an ancestral Alutiiq village, studied by archaeologists. At the end of the book readers learn about these finds and their connections to Iqsani's story.

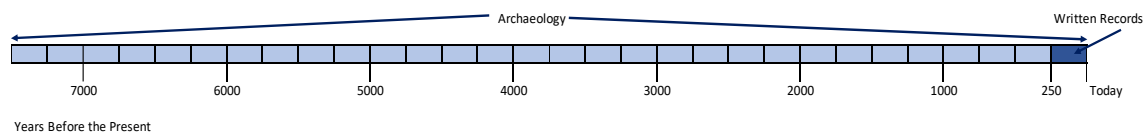
---

## Create:

### Day 1: Archaeology and Alutiiq History

- Before reading the story, ask your students how we can learn from the past.
- What sources provide information on the ways people lived in the past? Where can we find clues?
- Ask students if they know how long Alutiiq people have lived on Kodiak and how we study Alutiiq history. Next, draw a line on your white board and label one end 7,500 years ago and the other today. Explain that this timeline represents the span of Alutiiq history. Then draw a line near the line for today showing 250 years ago, following the example below. Explain that written records from Kodiak are no more than 250 years old and ask students to think about how we could learn about Alutiiq history before written records. Introduce the concept of archaeology—the study of the past from the things that people leave behind. Explain that Iqsani's Trout Hook is a story inspired by houses, tools, and garbage left behind by an Alutiiq family hundreds of years ago.

*Alutiiq history timeline with ways to study the past.*



- Read and discuss the story of Iq̄sani and his family as a class (pages 3–31). Read the story to your students or have them take turns reading paragraphs. Try stopping at the Alutiiq vocabulary words, particularly the terms for family members, and practice saying the Alutiiq words.
- Use the online glossary available on the Iq̄sani's Trout Hook page of the museum's website.
- After your class has read the story, ask discussion questions.
  - What would we find if we visited Iq̄sani's family fish camp today? What clues might be left from the family's activities? What information might be missing?
  - What items or materials might remain for the longest time after Iq̄sani's family left? Why?
  - What types of tools might be left behind?
  - Would the remains of an animal or plant last longer? Why?
  - What parts of their buildings would last longest? Why do you think that?

#### Closure for Day 1:

- Introduce the family tree activity and tell students that they will be using these words to make their own family tree later in the week.
- Have each student practice writing the Alutiiq family names in both English and Alutiiq.

#### Day 2: Archaeology and Family History

##### Part One—Archaeology

- Begin the lesson by reviewing what was read the day before and ask students what they remember about the story of Iq̄sani and his family.
- As a group read the second part of the book, the archaeology section, beginning on page 32. This portion of the book will answer questions your class explored in the discussion and help them understand how we learn about the past through archaeology. Ask students to identify the clues found in the archaeological site that appears in the story.
- Some of the clues include:
  - Depressions in the ground from the sod houses.
  - The stone weir found in the river.
  - The tools and objects found around the fish camp, including the stone balls used to play the game yaamaq.
  - The types of animal remains found in the garbage pile.

##### Part Two—Family History

- Ask students to share how their family is like Iq̄sani's and how it is different.
  - Who is in their family?
  - Do they preserve food for the winter? If so, which foods? Do they help when their family prepares food?
  - Do they have responsibilities (chores) that they must do? What are they?
  - Why are they important?
  - Do they have different responsibilities in the summer and the winter?
  - Are there different jobs for different people (i.e., younger people vs. older people)?
  - Do they work on projects together as a family?
- Ask students to think about how people in the future could learn about the time we are living in now. Have each student think of up to five important items from their life now that would help future archaeologists learn about this time. Each student should write a list of the items they chose and write why each item would be an important clue about

their life including a special gift that they had received or would like to receive. Ask them to think about which items would last the longest.

- In the story, Iqani was given a special gift from his father, a hand carved trout hook. In Alutiiq culture, passing on traditions is very important and gifts like the trout hook can hold special significance. The hook was something specially made for Iqani by his father, and an item useful for subsistence. While students are choosing items for their list, ask them to think about an item that was a significant gift, or a gift they would like to have, and what that gift means or would mean to them.

#### Closure for Day 2:

- Ask for volunteers to share items from their list. Students can also pair up and share their list with a partner instead of the whole class. Remind them about making their own family tree the next day.

#### Day 3: Art Activity

- Review the reading from yesterday and answer any questions.
- Ask students to think about how our family can help us learn about the past. Look at the family tree at the beginning of the story and have students think about who would be on their family tree.
- Ask students to draw their family tree like the one on page 2 of the book. Have them label each person with a title in English and Alutiiq (e.g., Emaa–Grandmother). While they are drawing their family, ask them to think about what information about their own history they can learn from different people in their family.

#### Closure for Day 3:

- After students have completed their own family tree, ask for volunteers to share their family tree with the class. Students can also pair up and share their family tree with a partner instead of with the whole class.
- Practice saying Alutiiq terms for family members. You can hear these terms be pronounced on the Iqani's Trout Hook page of the museum's website.

---

#### **Close and Assessment:**

- Students will have used critical thinking skills to analyze the text and explore how information from the past can be discovered.
- They will have developed an understanding of how archaeology helps uncover information about the past and gives us clues about how people lived. Through reading the book and discussing it with their classmates, students will make connections between the ways people lived in the past and how they live today.
- Students will have been introduced to Alutiiq vocabulary for family members.

---

#### **Modifications:**

- Make a little booklet/journal for each student to create a keepsake for their learning.
- Draw/make a story map of the clues found in the story. Label the clues.
- Write a summary paragraph of the story, including how archaeology helps us learn about the past.

- Ask students to bring in pictures of special items from their past or their family's past to share with the class.
  - Write a compare/contrast paragraph between yourself and Iqsani.
  - Write a journal entry about what Iqsani might do the day after upon returning to his winter village.
  - Write a journal entry discussing what you would show Iqsani if he lived in our time for a day. What would he see, hear, feel, taste, touch?
  - Check out the Alutiiq Games box from the Alutiiq Museum to play yamaaq. Write about a game that students play today. Write the rules of the game.
  - Make shadow puppets of the characters in the book and ask students to re-tell the story using the puppets.
  - Have the students tableau one scene in the story.
- 

**Additional Resources:**

- [Alutiiq Word of the Week Archive](#)

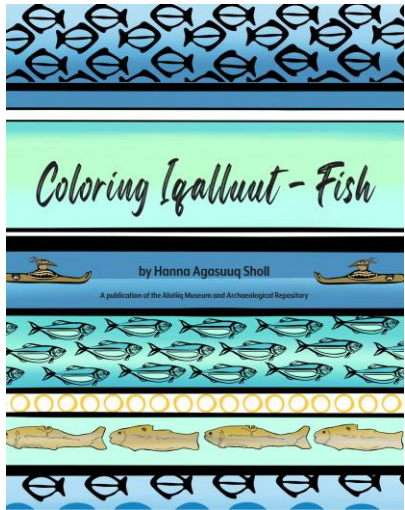
# Coloring *Iqalluut* – Fish



**Grade:** 2<sup>nd</sup> through 4<sup>th</sup>

**Time:** 2 Days

**Lesson Description:** Students will learn about the different fish in Kodiak waters using the Coloring *Iqalluut* – Fish book and understand the importance of fishing to the Alutiiq people.



Coloring *Iqalluut* – Fish Book by Hanna Sholl

**Kit Includes:**

- Coloring *Iqalluut* – Fish Book
- Fish Labeling Templates
- Alutiiq Vocabulary Worksheet
- Storyboard Outline

**Materials Needed:**

- Computer for internet access
- Colored pencils or markers

Alutiiq Vocabulary	Art Elements	Art Principles	Content Connections
<i>Iqalluk</i> – Fish <i>Pacik</i> – Gill <i>Pamyuq</i> – Tail <i>Iqallum Nasqua</i> – Fish Head <i>Aruluq</i> – Fin <i>Qaneq</i> – Mouth <i>Aamasuuk/liliksak</i> – King Salmon <i>Iqalluarpak</i> – Herring <i>CiRupuuk/Cilupuuk</i> – Rockfish <i>Sagiq</i> – Halibut <i>Iqsak</i> – Fishhook <i>Ayaquq</i> – Harpoon <i>Kiak</i> – Summer <i>Ugnerkaq</i> – Spring <i>Uksuq</i> – Winter <i>Uksuaq</i> – Fall, Autumn	<input type="checkbox"/> Line <input checked="" type="checkbox"/> Shape <input checked="" type="checkbox"/> Color <input type="checkbox"/> Value <input type="checkbox"/> Texture <input checked="" type="checkbox"/> Space/ Perspective	<input type="checkbox"/> Pattern <input type="checkbox"/> Rhythm/ Movement <input checked="" type="checkbox"/> Proportion/ Scale <input type="checkbox"/> Balance <input type="checkbox"/> Unity <input checked="" type="checkbox"/> Emphasis	AK Reading Standards AK Cultural Standards AK Writing Standards AK Art Standards AK Speaking and Listening Standards

**Objectives and Assessment Criteria:**

Students will learn...

- How the Alutiiq people fished in the past and continue to fish in the present.
- The gear Alutiiq people use/used to fish in Kodiak.
- The different types of fish found in the waters around Kodiak, Alaska.

---

### **Cultural Relevance:**

The Alutiiq are Alaska Native people and Kodiak’s first settlers. They came to the islands more than 7,500 years ago with boats and tools for gathering and harvesting from the sea. They hunted sea mammals and birds, fished for salmon and cod, and collected shellfish, berries, vegetables, and eggs. People lived along the coast in *Ciqlluat – Houses* built from wood and grass. Here they made food, crafted tools, raised children, and celebrated. Today about 1,800 Alutiiq people live on Kodiak, where they continue to harvest wild foods, practice Alutiiq arts, dance, and speak in the Alutiiq language.

---

### **Standards Addressed:**

#### **Alaska Art Standards:**

##### **Second Grade:**

VA:CN10a-2 Create works of art about events in home, school cultural, or community life.  
 VA:CR2b-2 Demonstrate safe procedures for using materials, tools, equipment, and studio spaces

##### **Third Grade:**

VA:CN10a-3 Create a work of art based on observations of environmental surroundings.  
 VA:CR1b-3 Apply knowledge of available resources, tools, and technologies to investigate personal ideas or cultural background through the art-making process.  
 VA:CR2b-3 Demonstrate safe procedures for using materials, tools, equipment, and studio spaces  
 VA:CR2c-3 Individually or collaboratively construct representations, diagrams, or maps of places that are part of your personal or cultural life.

##### **Fourth Grade:**

VA:CN10a-4 Create a work of art that reflects community or cultural traditions.  
 VA:CR2c-4 Describe and visually represent regional constructed environments.

#### **Alaska Cultural Standards for Students (All Grades):**

- A. Culturally knowledgeable students are well-grounded in their community's cultural heritage and traditions.
  3. acquire and pass on the traditions of their community through oral and written history.
  4. practice their traditional responsibilities to the surrounding environment.
- 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.
  1. acquire insights from other cultures without diminishing the integrity of their own.

- 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.
  - 1. understand the ecology and geography of the bioregion they inhabit.
  - 8. identify and appreciate who they are and their place in the world.

## **Alaska English/Language Arts Standards Grade 2**

### **Reading**

RL.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of a literary text using key details from the text.

RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

### **Speaking and Listening**

SL.2.2: Retell or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.4: Tell a story or retell an experience with relevant facts and relevant, descriptive details, speaking audibly in coherent sentences.

## **Alaska English/Language Arts Standards Grade 3**

### **Reading**

RL.3.1: Ask and answer questions to demonstrate understanding of a text (e.g., making basic inferences and predictions), referring explicitly to details from the text as the basis for the answers.

RI.3.5: Use text features and search tools (e.g., table of contents, index, key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7: Use information gained from illustrations (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

### **Writing**

W.3.7: Conduct short research projects that build knowledge about a topic.

W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Speaking and Listening**

SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

## **Alaska English/Language Arts Standards Grade 4**

### **Reading**



RL.4.1: Ask and answer questions to demonstrate understanding of a text (e.g., making basic inferences and predictions), referring explicitly to details from the text as the basis for the answers.

### **Speaking and Listening**

SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### **Writing**

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

---

### **Connect:**

Day 1:

- Ask the students if they have ever been fishing. Based on their responses ask them about their experience and what type of fish they tried to catch and what time of year they were fishing. If they have not been fishing before have a conversation about fishing as a class.
- To broaden the conversation and connect with more students ask what seasonal activities they participate in during the winter, fall, spring, and summer.
- Read the cultural relevance section of the lesson plan introducing the Alutiiq people.
- Introduce the Coloring *Iqalluut* – Fish book to your students. Flip through the pages and ask if the students recognize any of the fish in the book.
- Read and share the educational handouts with your students sharing how Alutiiq people fished, the importance of fishing, and the different types of fish around Kodiak. Found in the Alutiiq Traditional Book and available for download online.
  - *Iqallugsurluni Imarmi* – Ocean Fishing
  - *Iqallugsurluni Kuigmi* – River Fishing
- Once the students are familiar with the book and fishing for the Alutiiq people. Pass out the attached fish templates with the Alutiiq vocabulary sheet and have students label the different parts of the fish with Alutiiq terms.
- Once students successfully labeled the parts of the fish, invite them to color the fish. Then use these online resources for pronunciation of the words in Alutiiq.
  - Alutiiq Word of the Week Archive.
  - Alutiiq Dictionary.
  - Play the recorded pronunciations and say the Alutiiq words with your students.

---

## Create:

### Day 2:

- Re-read the Coloring *Iqalluut* – Fish Book to your students and tell them they will create their own stories based on the book.
- Once you have read the story to the class, have the students work individually or in groups to create a short story. Students can use the attached storyboard to incorporate different aspects:
  - Where the story takes place (*Suumacirpet Asirpiartuq*. – Our Way of Living is the Best page)
  - What season is it in the story (*Cami Iqallugsurtaartukut* – When We Fish page)
  - What type of fish are they trying to get.
  - How they plan to go fishing and what gear/tools they are planning on using.
  - What are they going to do with the fish once they catch it.
- Once the students finish their story about fishing invite the students to share their stories with the class.
- Invite the students to share their favorite family recipes with fish to the class.

---

## Close and Assessment:

- Students' stories show how the Alutiiq people went fishing in the past and the importance of fishing.
- Students labeled and colored the different parts of the fish.
- Students know the different types of fish caught in Kodiak.

---

## Modifications:

- As a whole class, label the different parts of the fish together and create a fishing story.
- Create a fill-in-the-blank fishing story and have the students fill in the sections with the different aspects of fishing from the Coloring *Iqalluut* – Fish book.
- Students can create shadow puppets and perform their fishing stories for the class.
- Students can pick a fish from the book and draw it themselves, then label the parts of the fish and color it.
- Students can choose a fish and debate why their fish is better than the others. Include why the fish was important to the Alutiiq culture and how it was used to support the community and individuals to win the debate.
- Have a whole class potluck to share traditional foods with each other.

---

## Extensions:

### Science Lessons:

Coloring *Iqalluut*–Fish has many potential links to Alaska’s elementary science standards. Teachers are encouraged to tie illustrations to new or existing lessons that explore topics like observing animals (2.LS4.1), animal life cycles (3.SL1.1), and natural system functioning (4.LS1.2). Here is an example:

AK Science Standard Addressed:

3.LS1.1: Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death.

[Clarification Statement: Changes organisms, such as salmon, wooly bear caterpillar, frogs, go through during their life form a pattern.]

- Use the fish life cycle page to explore the life cycles of salmon, halibut, and rockfish, comparing and contrasting life stages.
- This lesson plan from the U.S. Fish & Wildlife Service explores salmon life cycles and could be paired with the fish life cycle page and/or the illustration of salmon before and after spawning:  
[https://www.fws.gov/sites/default/files/documents/01\\_Salmon%20Life%20Cycle%20Lesson%20Plan.pdf](https://www.fws.gov/sites/default/files/documents/01_Salmon%20Life%20Cycle%20Lesson%20Plan.pdf)

---

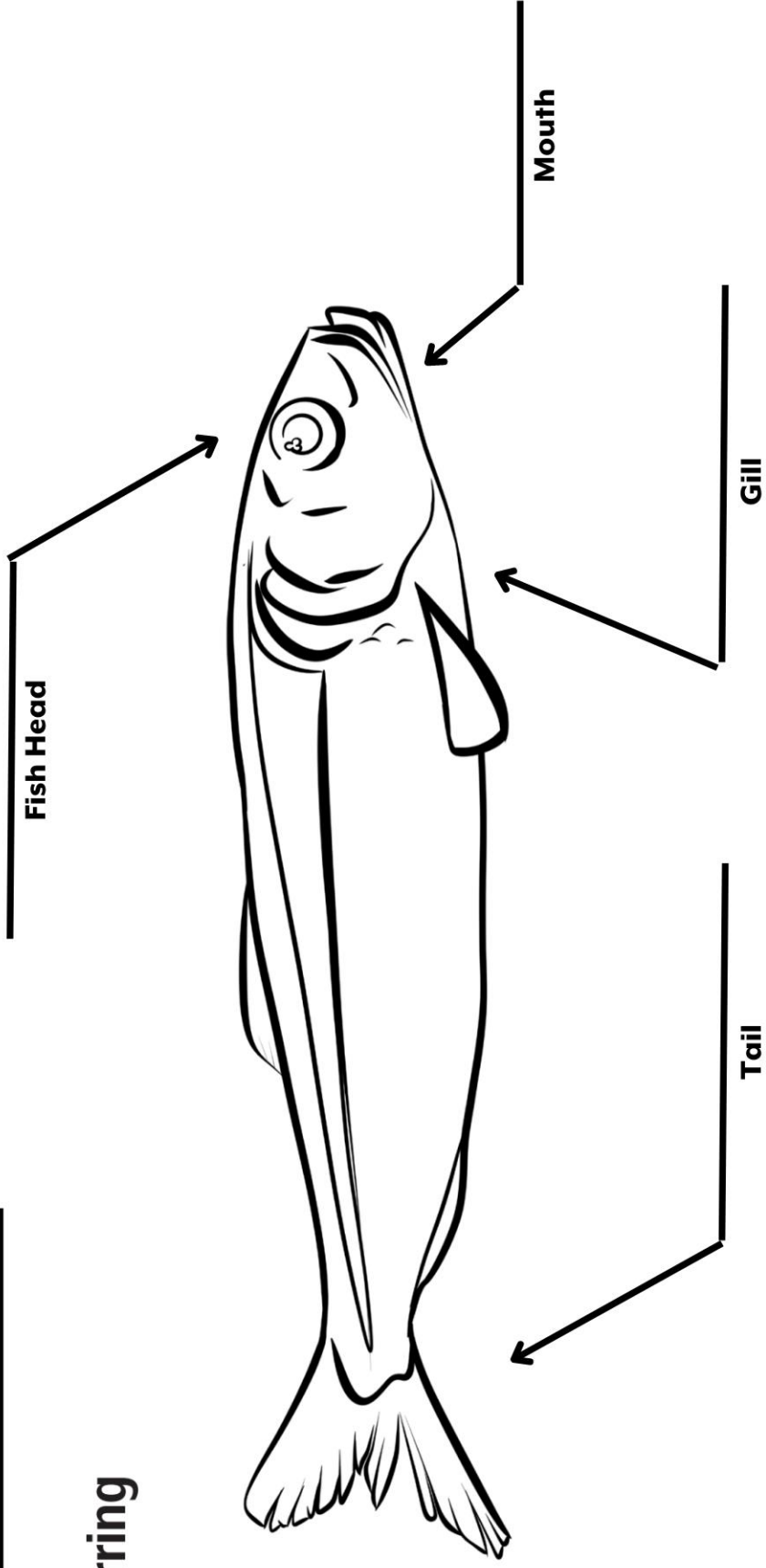
## Additional Resources:

- Alutiiq Word of the Week: Bait — *Narya’aq*
- Alutiiq Word of the Week: Dry Fish — *Tamuuq*
- Alutiiq Word of the Week: Fishing Boat — *Paragautaq (N), Paraguutaq (S)*
- Alutiiq Word of the Week: Net — *Kugyaq, Kugyasiq*
- Alutiiq Word of the Week: Fishhook — *Iqsak*
- Alutiiq Word of the Week: Harpoon — *Ayaquq*
- Alutiiq Word of the Week: Summer — *Kiak*
- Alutiiq Word of the Week: Spring — *Ugnerkaq*
- Alutiiq Word of the Week: Winter — *Uksuq*
- Alutiiq Word of the Week: Fall, Autumn — *Uksuaq*

**Label the parts of the fish in Alutiq:**

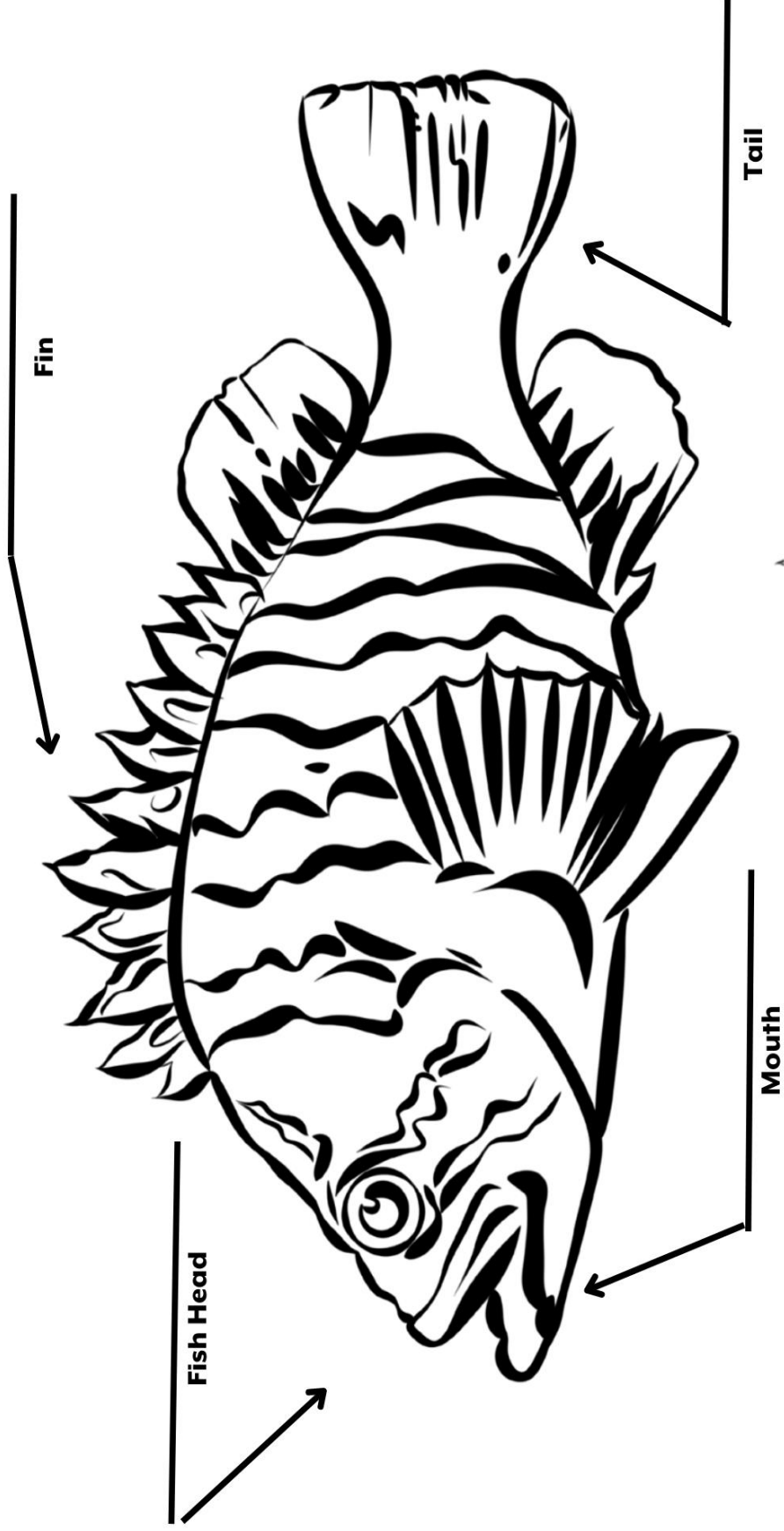
\_\_\_\_\_

**Herring**



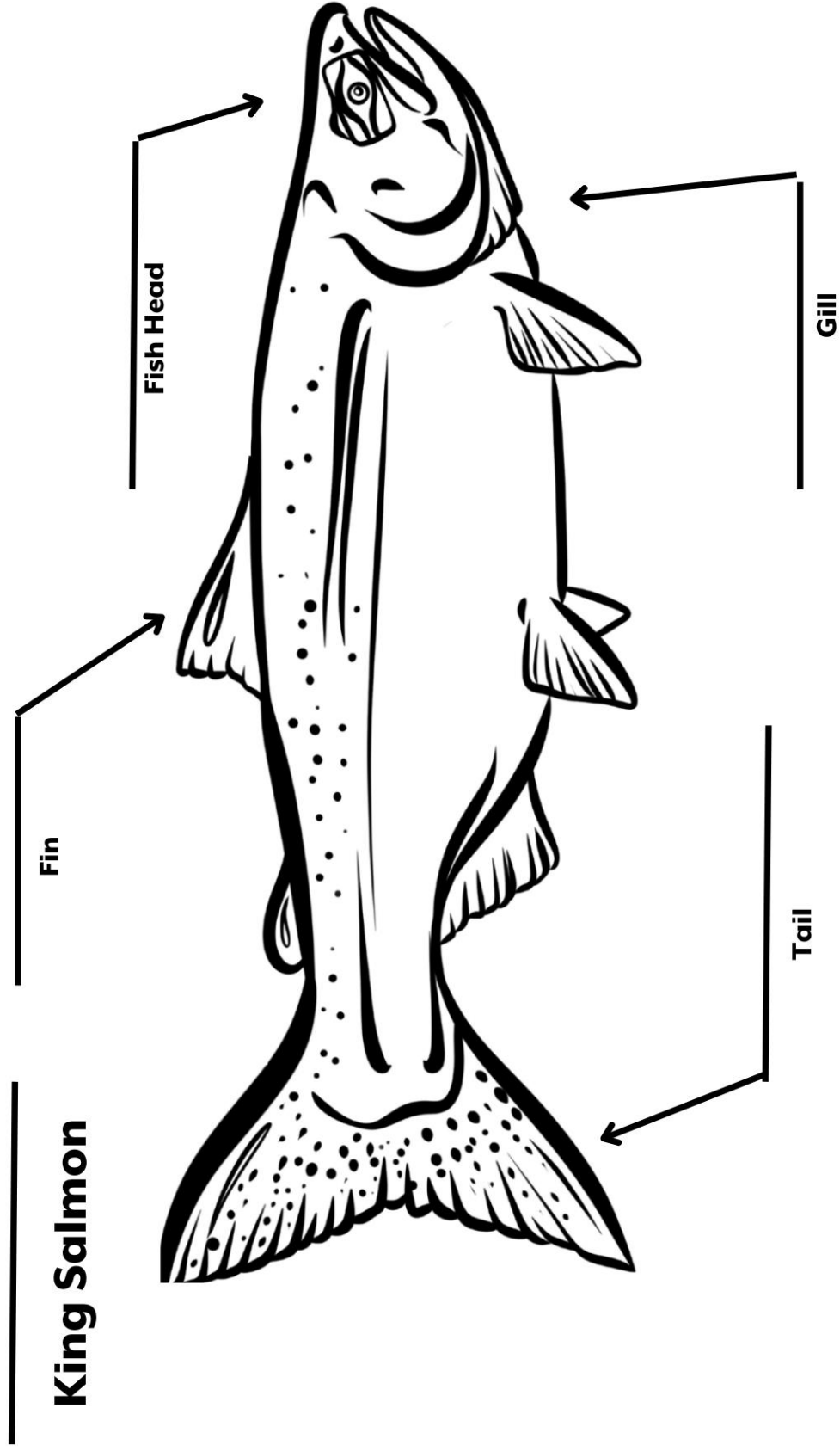
Label the parts of the fish in Alutiiq:

## Tiger Rockfish



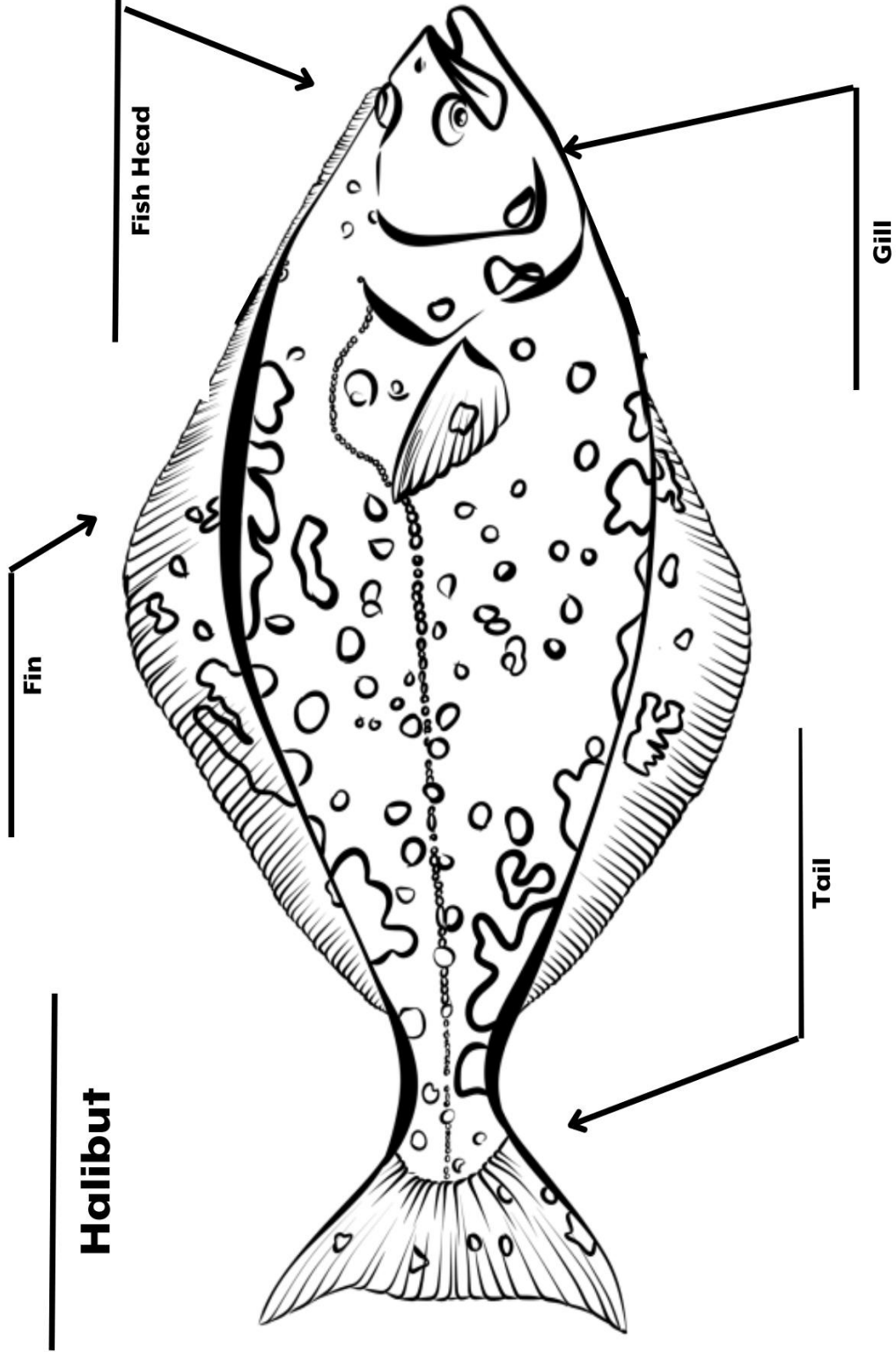
Drawing by: Hanna Sholl in Coloring Iqalluut— Fish

Label the parts of the fish in Alutiiq:



Drawing by: Hanna Sholl in Coloring Iqalluut— Fish

**Label the parts of the fish in Alutiiq:**



Drawing by: Hanna Sholl in Coloring Iqalluut— Fish



Alutiiq Coloring *Iqalluut* — Fish Vocabulary



Gill — *Pacik*

Tail — *Pamyuq*

Fish Head — *Iqallum Nasqua*

Fin — *Aruluq*

Mouth — *Qaneq*

King Salmon — *Aamasuuk/liliksak*

Herring — *Iqalluarpak*

Rockfish — *CiRupuuk/Cilupuuk*

Halibut — *Sagiq*



TITLE \_\_\_\_\_

PAGE \_\_\_\_\_ OF \_\_\_\_\_

NAME \_\_\_\_\_

YEAR & SUBJECT \_\_\_\_\_

DATE \_\_\_\_\_

SETTING

SEASON

TYPE OF FISH

TOOLS AND GEAR NEEDED

HOW IS THE FISH CAUGHT?

WHAT IS DONE WITH THE CATCH?

# Subsistence Scavenger Hunt



**Grade:** K-12th

**Time:** 1 Day

**Lesson Description:** Students will use clues to identify and learn about different items related to Alutiiq subsistence.



**Photo:** Collecting chitons along the shores of Mission Bay, Kodiak Island, 2012.

## Kit Includes:

- Scavenger Hunt Items:
  - Bear Claw
  - Baleen from Whale's Mouth
  - Spruce Root
  - Coal
  - Sea Lion Flipper Bone
  - Slate
  - Cod Head
  - Sea Otter
  - Land Otter
  - Harbor Seal
- Scavenger Hunt Clue Cards
- Scavenger Hunt Worksheet
- Scavenger Hunt Answer Key

Alutiiq Vocabulary	Art Elements	Art Principles	Content Connections
Suumacirpet — Subsistence Taquka'aaq — Bear Kagit'ruaaq — Baleen Stuk — Claw Qetek — Coal Wiinaaq — Sea Lion Amutaq — Cod Isuwiq — Seal Nukret — Roots	<input type="checkbox"/> Line <input checked="" type="checkbox"/> Shape <input type="checkbox"/> Color <input checked="" type="checkbox"/> Value <input checked="" type="checkbox"/> Texture <input checked="" type="checkbox"/> Space/ Perspective	<input type="checkbox"/> Pattern <input type="checkbox"/> Rhythm/ Movement <input checked="" type="checkbox"/> Proportion/Scale <input type="checkbox"/> Balance <input type="checkbox"/> Unity <input checked="" type="checkbox"/> Emphasis	AK Cultural Standards  AK History Standards

## Objectives and Assessment Criteria:

Students will learn...

- About the variety of animals and tools used for subsistence living in the Kodiak region.
- To identify the different scavenger hunt items.
- The Alutiiq word for the various items.

---

### **Cultural Relevance:**

There is no easy way to translate the word subsistence into the Alutiiq language. Westerners often think of subsistence as the process of obtaining and eating wild foods, an alternative to buying groceries. This definition, however, fails to capture the complexities of living off the land.

To the Alutiiq people, subsistence is life. Collecting wild foods is not simply an economic activity, but a central component of social and spiritual life. Through hunting, fishing, and gathering, Alutiiq people experience and express their Native identity. They explore their deep and enduring connection to the land. They care for their families and communities. They celebrate and sustain life.

To Alutiiq people, subsistence is also a birthright, a way of living passed down from ancestors that has sustained countless generations. As one Alutiiq leader puts it, “it’s being who you are.” While not a literal translation of the word subsistence — suumacirpet, “our way of living,” expresses these many connections.

---

### **Create:**

- Prepare the activity by placing the scavenger items around the room.
  - Provide students with scavenger hunt sheets. Explain to the students that they will use the clues given on their sheets to identify the ten items around the room. They must record the item number as well to identify what the item is.
  - Remind the students that the materials are from the museum and must be handled with care.
  - Clue cards with further question prompts can be placed with the item to modify the game.
  - After giving the students time to explore the different scavenger hunt items and identify them, have the students come together.
  - Gather the items from around the room and as a class work to identify them all together. Share the scavenger hunt answer key with the class.
- 

### **Modification:**

- Hold up each of the different items for all the students to see. Then pass them around and ask the students collectively what they think it is and what they think it was used for.
  - Explore the Suumacirpet — Our Way of Living Poster. Also referred to as the ancestral foods poster. The poster is available on the Alutiiq Museum website. Listen to the pronunciation of the different animals in Alutiiq and learn about how Alutiiq people harvested animals to care for their families.
- 

### **Close and Assessment:**

- Students will successfully identify the different objects and learn about the different uses.
  - Students will also learn the Alutiiq word for the different items.
-

---

**Additional Resources:**

- Alutiiq Word of the Week: Subsistence — Suumacirpet
- Alutiiq Word of the Week: Bear — Taquka'aaq
- Alutiiq Word of the Week: River Otter — Aaquyaaq
- Alutiiq Word of the Week: Sea Otter — Arhnaaq
- Alutiiq Word of the Week: Whaler — Ar'ursulek, Arwarsulek

# Subsistence Scavenger Hunt



1. **Taquka'aaq, Stuk**

I am a long time Kodiak animal. Alutiiq people used to hunt my kind in the fall and spring using dead-fall traps, bow & arrow, and spears. They ate my meat and fat, used my large guts and furs to keep them warm and dry, and made jewelry out of other pieces of me.

- What number am I? \_\_\_\_\_
- What am I? \_\_\_\_\_

2. **Ar'uuq, Kagit'ruaq**

This part came out of my mouth! Alutiiq people used to hunt me from kayaks with spears. Sometimes the spears had a poison made out of purple flowers called monkshood.

- What number am I? \_\_\_\_\_
- What am I? \_\_\_\_\_

3. **Napam Nukii**

These are alive under the ground and were used for making baskets to carry food such as berries, eggs, and spring greens.

- What number am I? \_\_\_\_\_
- What am I? \_\_\_\_\_

4. **Qetek**

I am not an animal! I was traded with people living on the mainland of Alaska and was used to make beautiful jewelry. I can be shined up nicely to make nose rings, beads, and labrets.

- What number am I? \_\_\_\_\_
- What am I? \_\_\_\_\_

5. **Wiinaq, Itgaq, Neneq**

I am a sea mammal, and this is one of my bones. What part of the body do you think it was? This bone was a part that helped the animal get around.

- What number am I? \_\_\_\_\_
- What am I? \_\_\_\_\_

6. **Yaamaq**

I am not an animal either! You can find me all over the island and Alutiiq people have used me to make tools like ulus, knives, net weights, and line sinkers. I can also be made into beads, labrets, and pendants.

- What number am I? \_\_\_\_\_
- What am I? \_\_\_\_\_

7. **Amutaq, Nasquq**

The animal I belonged to lives in deep water. The Alutiiq people would catch, and then eat the animals fresh, dried, smoked, or fermented.

- What number am I? \_\_\_\_\_
- What am I? \_\_\_\_\_

8. **Arhnaq, Amiq**

I am part of a sea mammal that is the largest member of the weasel family. I can keep you very warm! I have 250,000-1,000,000 hairs on every square inch of me.

- What number am I? \_\_\_\_\_
- What am I? \_\_\_\_\_

9. **Aaquya, Amiq**

Playful and mischievous, I was often a character in Alutiiq stories and am a land mammal. I lived primarily in freshwater lakes and streams and was captured with deadfall traps or with snares.

- What number am I? \_\_\_\_\_
- What am I? \_\_\_\_\_

10. **Isuwiq, Amiq**

I am part of an animal that was a very useful resource for the Alutiiq people. I was hunted from kayaks, and people used me as a source of both food and oil.

- What number am I? \_\_\_\_\_
- What am I? \_\_\_\_\_

# Subsistence Scavenger Hunt

## Answer Key

1. **Tauka'aq**— Bear, **Stuk**— Claw  
What number am I? 4  
What am I? **Bear Claw**
2. **Ar'uq**— Whale, **Kagit'ruaq**— Baleen  
What number am I? 8  
What am I? **Baleen from whale's mouth**
3. **Napam Nukii**— Spruce Root  
What number am I? 15  
What am I? **Spruce Root**
4. **Qetek**— Coal  
What number am I? 11  
What am I? **Coal**
5. **Wiinaq**— Sea Lion, **Itgaq**— Flipper, **Neneq**— Bone  
What number am I? 7  
What am I? **Sea Lion flipper bone**
6. **Yaamaq**— Rock  
What number am I? 13  
What am I? **Slate**
7. **Amutaq**— Cod, **Nasquq**— Head  
What number am I? 9  
What am I? **Cod Head**
8. **Arhnaq**— Sea Otter, **Amiq**— Fur  
What number am I? 19  
What am I? **Sea Otter Fur**
9. **Aaquyaq**— Land Otter, **Amiq**— Fur  
What number am I? 18  
What am I? **Land Otter Fur**
10. **Isuwiq**— Seal, **Amiq**— Skin  
What number am I? 17  
What am I? **Harbor Seal Skin**

# #4

# Bear Claw

Taquka'aq–Bear, Stuk–Claw





# #4

## What am I?

**I am Kodiak Islands largest land animal.**

**I use this to help catch salmon.**



**#15**

# **Spruce Root**

**Napam Nukii–Spruce Root**



# #15

# What am I?

**I am alive under the ground.  
I am used for making baskets.**



**#8**

# **Baleen from whale's mouth**

**Ar'uq–Whale, Kagit'ruaq–Baleen**

# #8

## What am I?

**This part came out of my mouth.  
I use it to filter my food.**



**#13**

# Slate

**Yaamaq-Rock**



# #13

## What am I?

People use me to make tools like ulus,  
knives, net weights, and line sinkers.



#11

# Coal

Qetek–Coal





# #11

## What am I?

I was used to make beautiful jewelry like  
nose rings,  
beads, and labrets.



# #7

# Sea Lion Flipper Bone

Wiinaq–Sea Lion, Itgaq–Flipper, Neneq–Bone



# #7

## What am I?

I am a bone that helps the sea mammal move around.



# #9

# Cod Head

Amutaq–Cod, Nasquq–Head



# #9

## What am I?

**I belong to an animal that lives in deep water.**

**Alutiiq people eat me fresh,  
smoked, dried, or fermented.**



# #19

# Sea Otter Fur

Arhnaq–Sea Otter, Amiq–Fur



# #19

## What am I?

**I am the largest member of the weasel family.  
I can keep you very warm.**



# #18

# Land Otter Fur

Aaquyaq–Land Otter, Amiq–Fur





# #18

## What am I?

I am often a playful and mischievous character in Alutiiq stories.

I live in freshwater lakes and streams.



**#17**

# Harbor Seal Fur

**Isuwiq–Seal, Amiq–Skin**



# #17

## What am I?

**I am a very useful resource for the Alutiiq people.  
I am used for both food and oil.**



# *Mingurngasqanek Ipegyanek Aulutalilita –* **LET'S MAKE GROUND SLATE TOOLS**

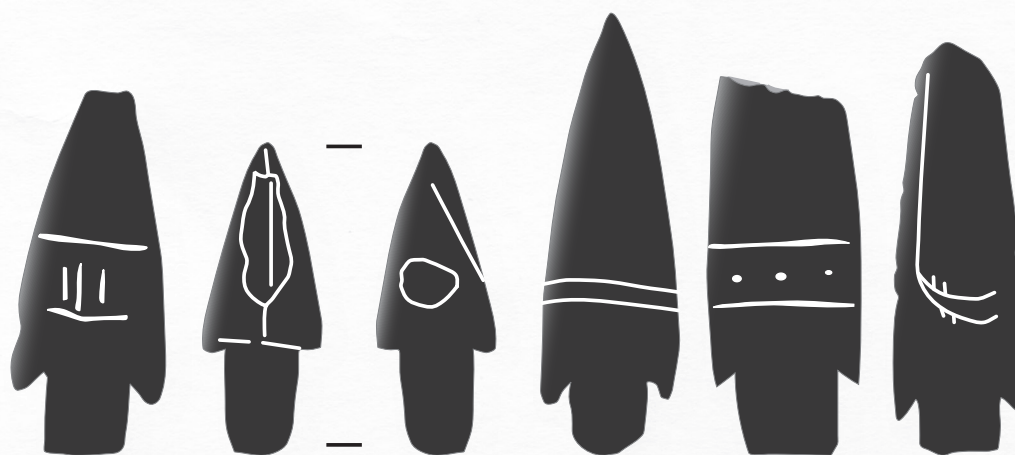
Slate is a plentiful raw material in the Kodiak Archipelago and can be fashioned into a variety of tools. In addition to the ulus and double-edged knives used to process subsistence foods, Alutiiq/Sugpiaq people ground lances, bayonets, and arrows for hunting, and fashioned beads and labrets from slate. Try your skill at slate grinding. Here are the basic steps.

**STEP ONE** - Select a piece of slate. Kodiak beaches have many different types—but not all slate is suitable for tool production. The ideal material is hard with few visible layers. A good way to test slate is to break it into pieces and observe how they fall apart. Choose a thin, sturdy fragment, that is internally cohesive.

**STEP TWO** - Use a hard beach cobble (a water-rounded rock) to chip your thin leaf of slate into a rough tool shape—working along the edges. Another way of creating a rough tool, particularly if you wish to make a lance, is to saw the slate with a hard, sharp rock. A flake from a beach cobble works well as a saw. With the flake, wear grooves into the slate from both sides and then gently snap the pieces apart along the groove.

**STEP THREE** - Use a hard, flat beach rock to grind a smooth surface on both faces of your tool. Keep the tool flat as you grind. Water and a small amount of sand make a good lubricant and will speed the grinding process. Keep grinding until you have a smooth, flat surface. Try to remove any nicks or indentations in the slate.

**STEP FOUR** - Sharpen the edges of your tool by grinding at an angle. Turn the tool over to grind both sides of each edge. This will create a bevel (a v-shaped edge) that can be sharpened and resharpened.



*Ground slate points with makers marks from Late Kachemak tradition sites.*

## LESSON 8: RUSSIAN FOOD

### OVERVIEW

Food is an important component of the Alutiiq culture. The way food was prepared, changed with the introduction of food items by the Russians. Students will have the opportunity to explore the traditional and non-traditional foods of their community through Elder presentations and by the end of the activity be able to identify the correct classification.

### STANDARDS ADDRESSED

#### Alaska Content

History B.1b, B.2, C.3  
Culture E.3, E.4, E.5

### OBJECTIVE

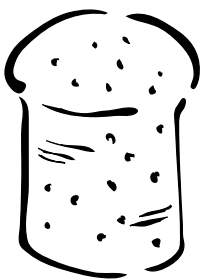
Students will classify subsistence foods and Russian introduced foods using a Venn diagram.

### TEACHER PREPARATION MATERIALS

- Prepare pictures/flashcards/real food examples
- Chart paper and markers for each student

### ACTIVITY PROCEDURE

1. Have students discuss what they know about the foods they eat today. Have students list some of their favorite family dishes then describe the dish by the known history of the food whether or not they are traditional subsistence foods or commercial foods.



2. Lay out examples of foods (pictures, flashcards, or real food) on a table. A minimum of the following should be included for this activity: fish, seal, seal



oil, flour, salt, sugar, potatoes, tea, salted fish, salmon berries, fish pie, milk and akutaq. To begin discussion of the foods, guide students through the Alutiiq names of each food in random order.

3. Give students chart paper and markers and have them draw a Venn diagram and asked to look at the foods to determine how the foods could be classified. All reasonable answers should be acknowledged.
4. When class has correctly classified foods for this activity, have students fill in their Venn diagram. The categories are: **Alutiiq subsisted foods, Russian introduced foods, and both.** Then have students describe why foods were put in the various classifications.

### ASSESSMENT ACTIVITY

As homework, have students prepare one of the foods in the middle category (Russian introduced foods) with an Elder or family member and write a recipe for the dish prepared. Describe each ingredient as traditional or introduced, and their family's reaction to the flavor.

### ALUTIIQ & RUSSIAN FOODS

Fish — Iqalluk  
Seal — Isuwiq  
Seal Oil — Uquq  
Fermented Fish Eggs — Sisut (N); Piimat (S)  
Flour — Mukaq  
Sugar — Saagaraq  
Potato — Kartuugaq  
Tea — Caayuq  
Fish Pie — Piruq  
Eskimo Ice Cream — Akutaq

# Caayurturlita – Let's Drink Tea

It is always fun to share food and Alutiiq families often offer visitors a snack. Create teatime for your family or friends with these recipes. Add a few pieces of smoked salmon to the table to compliment these dishes.

## Alutiit Caayuut – Alutiiq Tea

### Ingredients:

Hot water  
Tea bags (herbal or black tea)  
Berry jelly, mashed berries, or Nootka rose petals

### Instructions:

Boil water. Place a tea bag in a mug and fill the mug with hot water. Allow the tea to steep and then remove the tea bag. To flavor, stir in a few mashed berries, a teaspoon of berry jelly, or a few Nootka rose petals. Alutiiq people often add high bush cranberries or jelly made from these berries to their tea.

## Kasaakat Caayuut – Russian Tea

### Ingredients:

1/3 cup Tang mix  
1/3 cup granulated sugar  
2 tablespoon instant lemon tea  
1/2 teaspoon cinnamon  
1/2 teaspoon cloves

### Instructions:

In a clean 8 oz jar, combine all ingredients and secure the lid tightly. Shake the jar to mix the ingredients well.

### Use:

Mix one to two tablespoons of mix in a mug and add boiling water. Stir and enjoy!

