

Reading Alutiiq Portraits



Kit Includes:

- Artwork & Artifacts
- People

Photo: Alutiiq Girl Headdress by Helen Simeonoff

Alutiiq Vocabulary	Art Elements	Art Principles	Content Connections
Artist – Mun'arta Photograph, Picture – PatReitaq (N), PatRiitaq (S) PatRiitarnga. – Take a photograph of me.	<input checked="" type="checkbox"/> Line <input checked="" type="checkbox"/> Shape <input checked="" 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 checked="" type="checkbox"/> Unity <input checked="" type="checkbox"/> Emphasis	AK Visual Arts Standards

Create:

- Ask the students if they have ever been to an art gallery before. Talk with your students about visual arts. What do they notice when they look at portraits. Ex: facial expressions, colors/value, objects, texture, clothing, lines/shapes, size, positioning, setting, etc.
- Place a set of Alutiiq Museum portraits face down in a circle on the floor. Have a portrait for each student. Have the students gather around the circle and line up with a portrait.
- Ask the students to look for one of the concepts (ex: facial expressions). Have the students pick up the portrait and look at the portrait for 10 seconds, then place the portrait back face down on the ground.
- Have the students go around and share the concept they noticed in their portrait. Then have the students switch spots and go to the next portrait in the circle. Repeat this rotation by asking the students to look for colors/value, objects, texture, clothing, lines/shapes, size, positioning, setting, etc.
- Once the students have made it around the circle have a class discussion about how they learned to read art. Did they notice things they didn't before?
- For a more in-depth conversation, pick up each portrait and discuss the concepts with your class. Talk about the similarities and differences from each students' perspectives from reading the portraits.

Stewards of Heritage: Archaeology of Kodiak Island



Grade: 5th- 12th

Time: 45-60 minutes

Lesson Description: Students will learn how archaeology helps us study Kodiak’s Alutiiq/Sugpiaq ancestors and how they lived.



Kit Includes:

- Stewards of Heritage: Kodiak Archaeology: A Library Underground
- Stewards of Heritage: Digging into the Past
- Stewards of Heritage: Artifacts, Our Ancestors’ Tools
- Kodiak Archaeology Booklet

Materials Needed:

- Computer

Photo: Chipped hunting points from Women’s Bay.

Vocabulary	Alutiiq Vocabulary	Art Elements	Art Principles	Content Connections
Archaeology	Ciqlluaq – Sod house	<input type="checkbox"/> Line	<input type="checkbox"/> Pattern	Social Studies—Local History, Culture, and Community; Alaska, the Changing State Archaeology
Site	Laakaq — Pit, hole in the ground	<input type="checkbox"/> Shape	<input type="checkbox"/> Rhythm/ Movement	
Steward		<input type="checkbox"/> Color	<input type="checkbox"/> Proportion/ Scale	
Features	Cuumillat, Cuuliat, Cuulirat — Ancestors	<input checked="" type="checkbox"/> Value	<input type="checkbox"/> Balance	
Artifact		<input type="checkbox"/> Texture	<input checked="" type="checkbox"/> Unity	
		<input checked="" type="checkbox"/> Space/ Perspective	<input checked="" type="checkbox"/> Emphasis	

Objectives and Assessment Criteria:

Students will learn...

- Why archaeological sites are important.
- How archaeological sites help us learn about Alutiiq history.
- How to help preserve archaeological sites and artifacts.
- What to do if you discover an archaeological site or an artifact.

Cultural Relevance:

The Kodiak Archipelago has been home to Native people for at least 7,500 years and the study of archaeological sites is the primary way to learn about ancient cultures. Written records of the Alutiiq

people only go back about 250 years, but archaeological sites document all of Alutiiq history. Information gained from studying archeological sites is very valuable in understanding how Alutiiq people lived. There are over 12,000 sites around Kodiak, and many are well preserved with artifacts, houses, and food remains. Kodiak's cool and wet climate helps preserve things made from bone, antler, ivory, and even wood. Some sites have been damaged by nature and other sites have been damaged by people.

Archaeology is the study of the past from the things people leave behind. In Kodiak that includes the sites, features, and artifacts. Sites are the places where people lived and worked such as villages, camps, weirs, and trails. Features are structures people built like houses, storage sheds and pits. Artifacts are objects like harpoon points, fishhooks, beads, and masks. Together sites, features, and artifacts are a library of Alutiiq history.

The different types of archaeological sites found around Kodiak include remains of sod houses in coastal villages, fort sites on cliffs, fish weirs and cairns. Each site holds clues to the history of the Alutiiq people and helps build a picture of the past. Different sites have different types of artifacts – the remains of a sod house may hold items (or remnants of items) like household tools used for cooking or sewing while artifacts found by a fish camp site may include things like net sinkers and fishing spears. By studying items found in a site, archeologists can help us understand the history of Kodiak.

It is important to protect archaeological sites in order to preserve the information they hold. Once a site is damaged information is lost and cannot be recovered. A good rule to remember when exploring Kodiak Island is to “take photos, not objects.” Other essential rules are to never dig in a site, never collect artifacts that are found, and never buy or sell artifacts. Archaeological sites belong to the owner of the property on which they occur, and they are protected by law.

Create:

- Have students watch each short film that discusses different aspects of archaeology around Kodiak. Before each film ask the students the questions below.

1- Stewards of Heritage: Kodiak Archaeology: A Library Underground
<https://vimeo.com/141452250>

Questions:

- a. What is the difference between pre-historic and historic archaeological sites?
- b. How are archaeological sites like a library?
- c. What can we learn from archaeological sites?

2- Stewards of Heritage: Digging into the Past
<https://vimeo.com/141458393>

Questions:

- a. How are archaeological sites protected? Who protects them?
- b. How can archaeological sites get damaged?
- c. Why is it illegal to dig at archaeological sites without a permit?
- d. How can you be a steward if you find a site?

3- Stewards of Heritage: Artifacts, Our Ancestors' Tools
<https://vimeo.com/141476367>

Questions:

- a. Who owns archaeological sites and their contents?
 - b. Why are artifacts valuable?
 - c. What do artifacts teach us about ancient people?
 - d. What is artifact trafficking? Is it good or bad, why?
- After watching all the films. Have the students break up into small groups and discuss what they learned. Ask students to discuss the ways archaeology helps us learn about Alutiiq culture and the past. Have students talk about any experiences they have personally had exploring Kodiak and whether they have ever seen an archaeological site.

Close and Assessment:

- Students will have learned how archaeology helps us study Alutiiq history.
- They will have an understanding of why it is important to preserve archaeological sites, and how people can help protect these sites.
- Students will know what to do if they encounter an archaeological site and who to contact to report the location.
- They will understand why it is important not to disturb artifacts.

Modification:

- After watching the videos. Have a class discussion all together and review the questions.
- Explore the Kodiak Archaeology Booklet at alutiiqmuseum.org and have a discussion with students.
- Visit the Alutiiq Museum to learn more about archaeology and the different artifacts found here in Kodiak.

Additional Resources:

- Alutiiq Word of the Week: Sod House — Ciqlluaq
- Alutiiq Word of the Week: Pit, hole in the ground — Laakaq
- Alutiiq Word of the Week: Ancestors — Cuumillat, Cuuliat, Cuulirat

Produced by the Alutiiq Museum with support from the Kodiak Island Borough School District READ Program, the Munartet Project, and the Alaska State Council for the Arts.

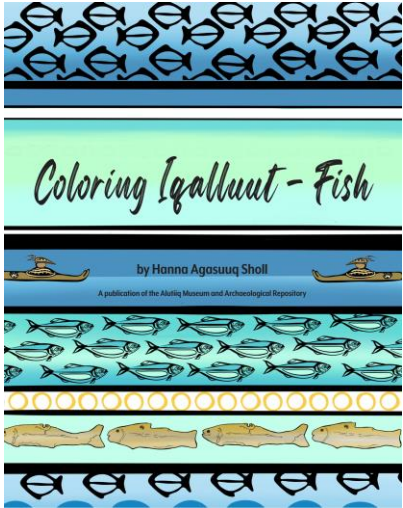
Coloring *Iqalluut* – Fish



Grade: 2nd through 4th

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	<input type="checkbox"/> Line	<input type="checkbox"/> Pattern	AK Reading Standards
<i>Pacik</i> – Gill	<input checked="" type="checkbox"/> Shape	<input type="checkbox"/> Rhythm/ Movement	AK Cultural Standards
<i>Pamyuq</i> – Tail	<input checked="" type="checkbox"/> Color	<input checked="" type="checkbox"/> Proportion/ Scale	AK Writing Standards
<i>Iqallum Nasqua</i> – Fish Head	<input type="checkbox"/> Value	<input type="checkbox"/> Balance	AK Art Standards
<i>Aruluq</i> – Fin	<input type="checkbox"/> Texture	<input type="checkbox"/> Unity	AK Speaking and Listening Standards
<i>Qaneq</i> – Mouth	<input checked="" type="checkbox"/> Space/ Perspective	<input checked="" type="checkbox"/> Emphasis	
<i>Aamasuuk/liliksak</i> – King Salmon			
<i>Iqalluarpak</i> – Herring			
<i>CiRupuuk/Cilupuuq</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			

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.]

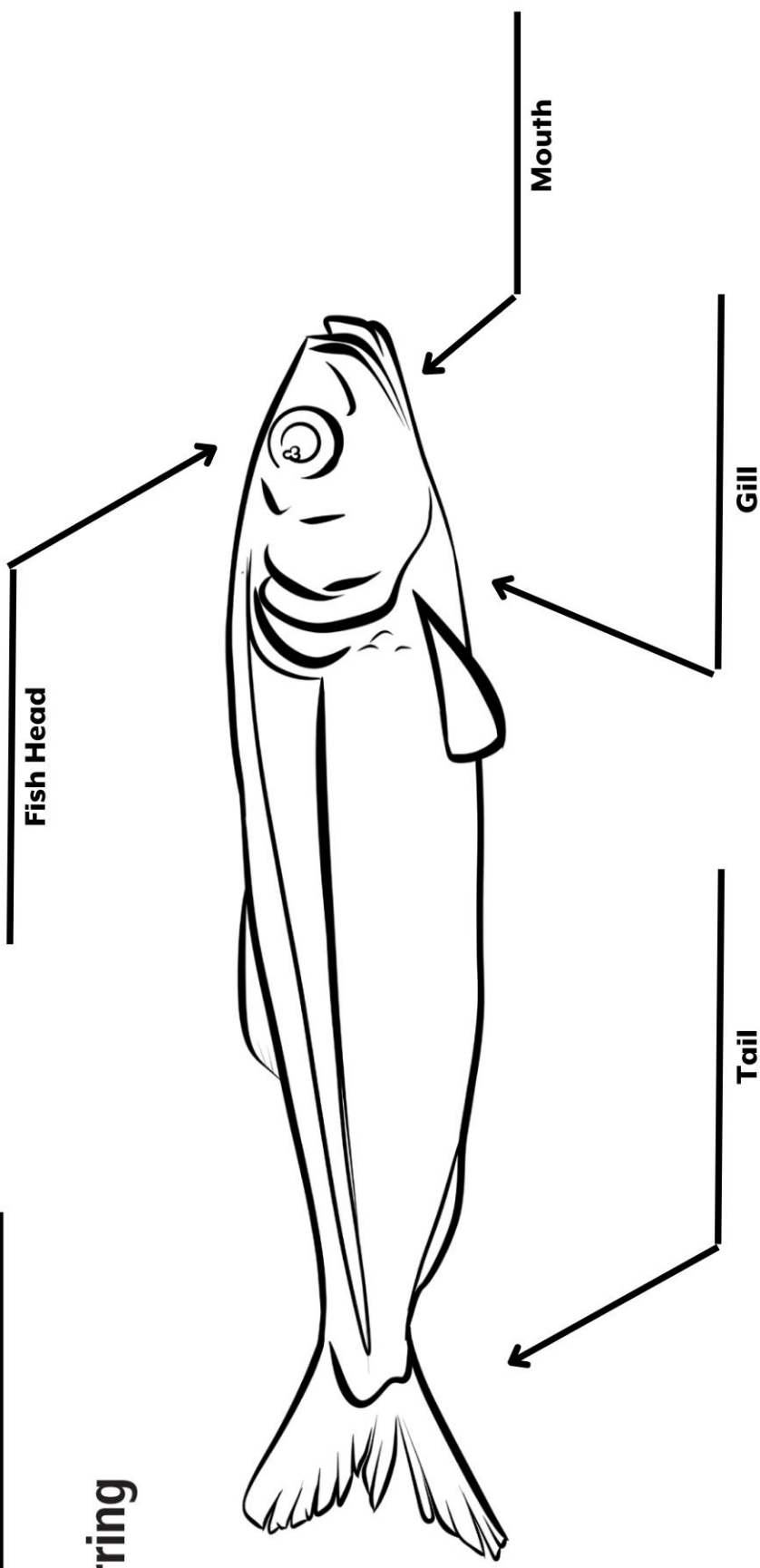
- Use the fish life cycle page to explore the life cycles of salmon, halibut, and rockfish, comparing and contrasting life stages.
- This lesson plan from the U.S. Fish & Wildlife Service explores salmon life cycles and could be paired with the fish life cycle page and/or the illustration of salmon before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

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*

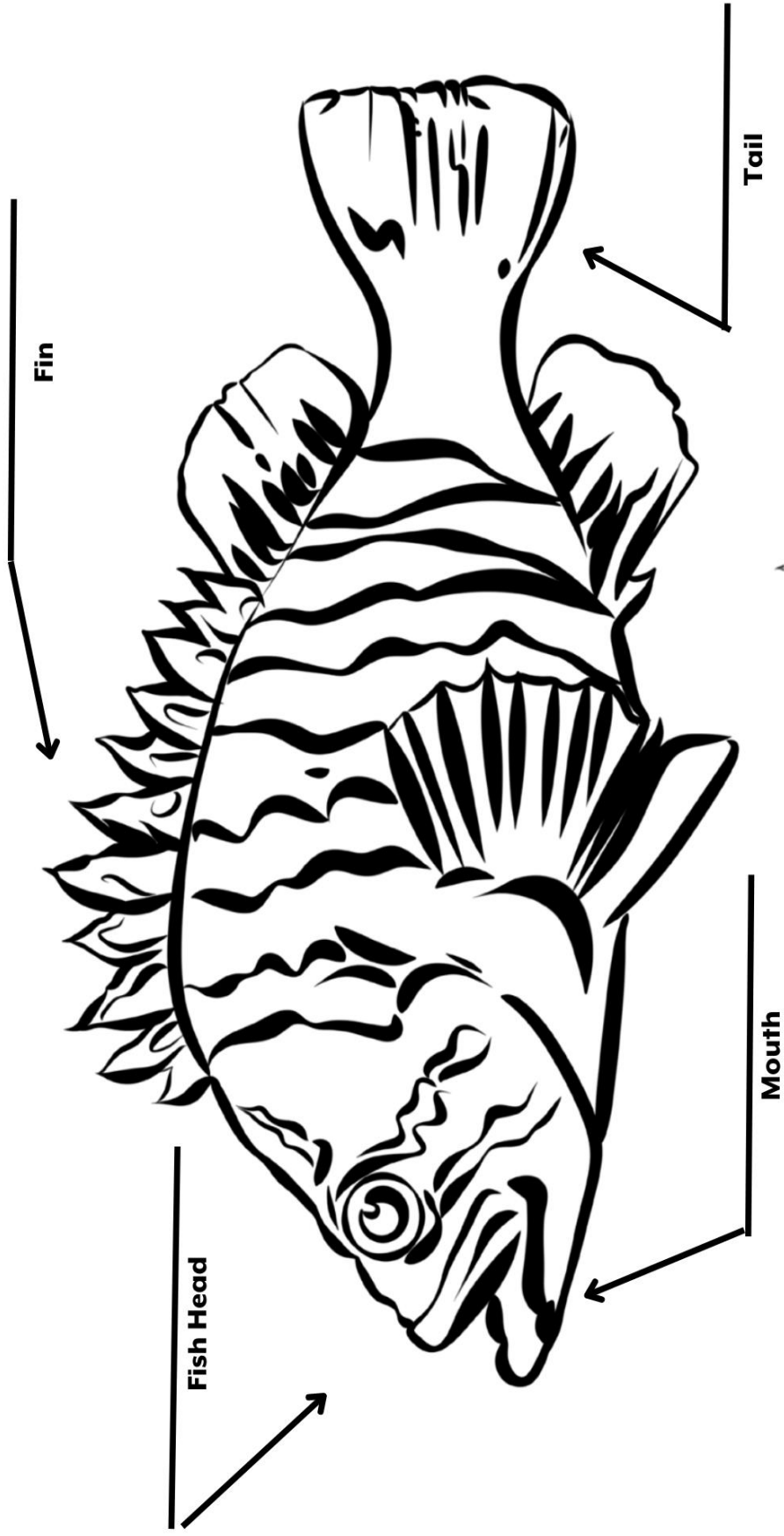
Label the parts of the fish in Alutiq:

Herring



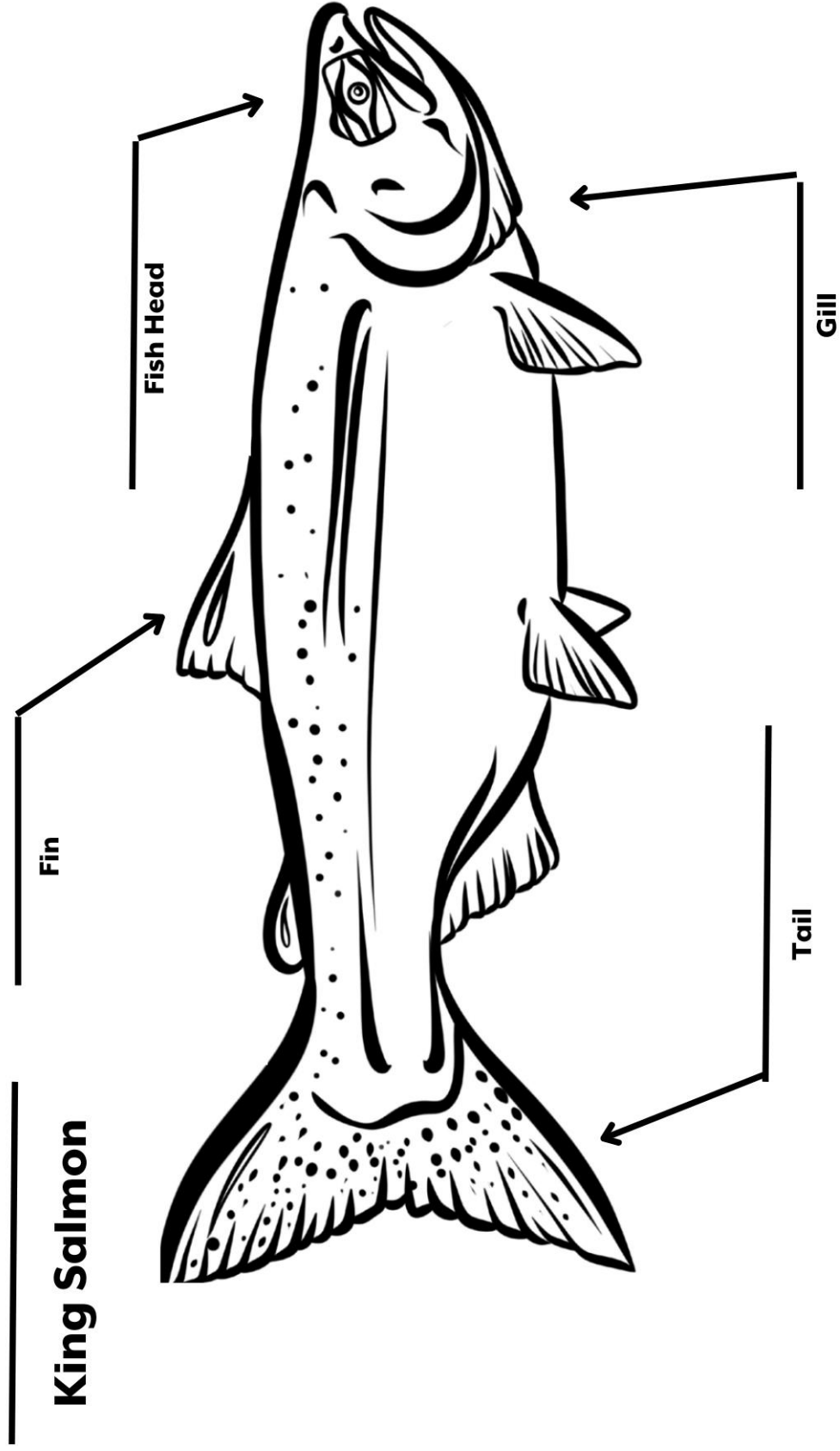
Label the parts of the fish in Alutiiq:

Tiger Rockfish



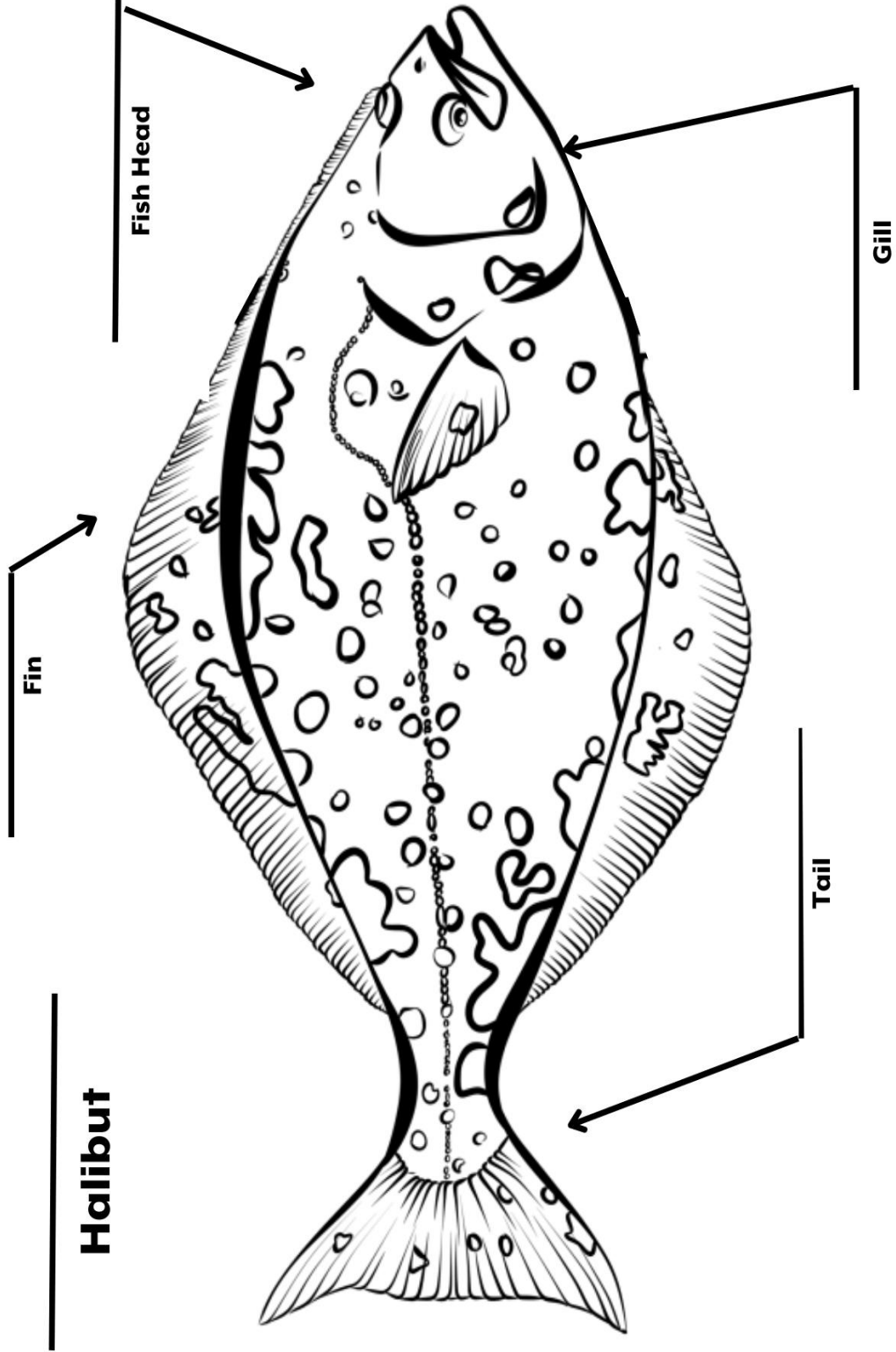
Drawing by: Hanna Sholl in Coloring Iqalluut— Fish

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?

Alutiiq Museum Gallery Tour

Grade: 3rd - 7th

Time: 1-2 days

Lesson Description: Students will watch the Alutiiq Museum virtual gallery tour and explore the information about Kodiak's Alutiiq people.



Kit Includes:

- Alutiiq Museum Guided Video Tour Video: https://vimeo.com/543307165?embedded=true&source=video_title&owner=32371545
- Scavenger Hunt Objects Worksheet
- Scavenger Hunt Video Worksheet

Materials Needed:

- Computer
- Paper
- Pen or pencil

Photo: Alutiiq Museum Gallery Wamwik— A Place to Play

Alutiiq Vocabulary	Art Elements	Art Principles	Content Connections
Headdress — Nacaq Mask — Maas'kaa, Giinaruaq, Giinaquq Kayak — Qayaq Seal Stomach — Isuwim Suqaa Coat — Atkuk	<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	Social Studies—Local History, Culture & Community; Alaska, the Changing State AK Reading Standards AK Writing Standards World Language

Objectives and Assessment Criteria:

Students will learn...

- How to navigate online museum resources.
- How to identify information in a virtual tour.
- Introductory information about the Alutiiq people.

Cultural Relevance:

The Alutiiq Museum preserves and shares the heritage and living culture of the Alutiiq people. In the museum gallery there are exhibits that help people learn about Alutiiq language, the way Alutiiq ancestors lived, Alutiiq cultural arts, and how people today can connect to the past. The Museum works

to make Alutiiq culture accessible to a broad audience. To help people everywhere learn about Alutiiq culture, the museum created a virtual tour of its exhibit gallery.

Create:

- Ask the students if they have ever been to the Alutiiq Museum. And their knowledge of the Alutiiq/Sugpiaq heritage and culture. After having a discussion, have the students watch the Alutiiq Museum guided video tour.
 - Pass out the Scavenger Hunt Worksheets for them to fill out as they watch the gallery tour. Depending on the age of the students decide which worksheet best fits your class.
-

Close and Assessment:

- Students will know how to utilize online resources to explore and learn.
 - They will have experience navigating virtual tour resources and using online tools to gather information.
 - By exploring museum exhibits virtually, students learn introductory information about Alutiiq heritage and culture.
-

Modifications:

- For more advanced students, explore the Alutiiq Museum's Online Exhibits.
 - For younger students, complete the scavenger hunt together as a whole class.
-

Additional Resources:

- Alutiiq Museum Word of the Week: Beaded Headress — Nacaq
 - Alutiiq Museum Word of the Week: Mask — Maas'kaaq, Giinaruaq, Giinaquq
 - Alutiiq Museum Word of the Week: Kayak — Qayaq
 - Alutiiq Museum Word of the Week: Seal Stomach — Isuwim Suqaa
 - Alutiiq Museum Word of the Week: Coat — Atkuk
-

Produced by the Alutiiq Museum with support from the Kodiak Island Borough School District READ Program, the Munartet Project, and the Alaska State Council for the Arts.

Scavenger Hunt Objects

Write an interesting fact about each of the objects.

Maas'kaaḡ—Mask	
Nacaaḡ — Headdress	
Qayaaḡ —Kayak	
Caribu Skin Parka Atkuk — Coat	
Petroglyph Yaamaḡ — Rock	
Isuwim Suḡaa — Seal Stomach	

Draw your favorite object in the museum.

What is interesting about this object?

Scavenger Hunt Video

1- How do you say hello and welcome in Alutiiq?

2- What are the various terms used to refer to the indigenous people of Kodiak Island, Prince William Sound, and the Alaska Peninsula? What are the different meanings?

1. _____

2. _____

3. _____

4. _____

3- Why was the tunnel in and out of the side room low to the ground?

4- What are the names of the different time periods archaeologist use to describe the objects in the Cuumillarllet — Our Ancestors Case.

1. _____ 2. _____ 3. _____

5- What is the long plank supposed to represent? Why are the plank masks burned in a fire?

6- Who is Llam Sua? What do the concentric circles represent?

7- What items were collected from the Alaska Peninsula that men generally got from trading and traveling?

1. _____ 2. _____ 3. _____

8- Where did we find spruce roots baskets? Where did they import the spruce root from?

9- What is the Alutiiq word for kayak? Would they sit or kneel inside an Alutiiq kayak?

10- What are petroglyphs? Where are they found?

11- Where were labrets worn? Where can you see them being depicted?

12- What are the important uses of plants and wood?

1. _____ 2. _____ 3. _____ 4. _____

13- What were the ways Alutiiq people would store food?

Scavenger Hunt Video



Answer Key

- 1- Cama'i. The C is pronounced with a "ch" sound. Cama'i like cha-my.
- 2- Alutiiq – The indigenous way to say Aleut in Alutiit'stun is Alutiiq. Alutiiq is the indigenous form for the word Aleut.

Aleut – Russians called everyone Aleuts. We are not sure of the terms origin but think it came from an indigenous group that resides in Russia.

Supgiaq – Means "real person" this term was used by people before western contact and is still used today. It was believed that everything around has spirits. In stories, the spirits took on human form and since humans cannot change forms, they referred to themselves as a real person and not a spirit.

Koniag – Comes from the Unanga^x word Kanaa^gis which means fishermen. The term changed over time from Kanaa^gis to Koniag.
- 3- Low to keep the warm air in the side room.
- 4- Ocean Bay Tradition, Kachemak Tradition, and Koniag Tradition.
- 5- Plank masks represent someone who has passed away. The long plank is supposed to represent the story of that person's life, what they were known for, and did during their life. The masks were burned so that the smoke could send the messages upward. The Alutiiq people believed their ancestors were the stars so the smoke would take the messages upwards, to reach that person.
- 6- Llam Sua means the spirit of the universe, spirit of the world. The Alutiiq universe is represented in concentric circles.
- 7- Antler, Obsidian, Caribou hair and hides.
- 8- We found spruce root baskets in Karluk. They were importing spruce roots from Afognak or from the north end of the island.
- 9- Qayat is the Alutiiq word for kayak. They would kneel inside their kayak.
- 10- Pecked designs in rocks. They occur in front of big villages. Found at Cape Alitak and Afognak.
- 11- Labrets were worn in your face. You can see them depicted in petroglyphs and incised pebbles.
- 12- Medicine, heating, materials, and food.
- 13- Alutiiq people stored food in oil. In a slate storage box and seal stomach with seal oil.

Painted Petroglyph Rocks

Grade: Any

Time: 1.5-2 hours

Lesson Description: Take students on a beach walk to collect rocks and make your own painted petroglyph rocks.

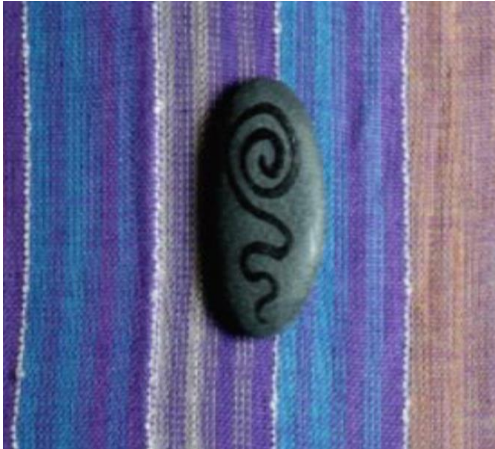


Photo: Example Painted Petroglyph Rock

Kit Includes:

- Alutiiq Petroglyphs
- Petroglyph PowerPoint (Found on USB)

Materials Needed:

- Rocks
- Acrylic Paint or Paint Markers
- Fine Tip Paint Brushes

Alutiiq Vocabulary	Art Elements	Art Principles	Content Connections
Yaamaq – Rock	<input checked="" type="checkbox"/> Line	<input checked="" type="checkbox"/> Pattern	Art
Kraasirluni – To Paint, To Color	<input checked="" type="checkbox"/> Shape	<input type="checkbox"/> Rhythm/ Movement	Alaska Native Studies
Igaruaq – Design	<input type="checkbox"/> Color	<input type="checkbox"/> Proportion/ Scale	
	<input type="checkbox"/> Value	<input type="checkbox"/> Balance	
	<input type="checkbox"/> Texture	<input type="checkbox"/> Unity	
	<input type="checkbox"/> Space/ Perspective	<input type="checkbox"/> Emphasis	

Objectives and Assessment Criteria:

Students will learn...

- What a petroglyph is.
- What petroglyphs depict.
- How to paint their own petroglyph.

Cultural Relevance:

Petroglyphs are designs carved into boulders, cliff faces, and other stationary pieces of stone. They are found in various parts of Alaska and in the Kodiak Archipelago. Petroglyph locations often depict human figures, animal forms, and geometric designs. Archaeologists do not know exactly how old they are but suspect that Kodiak petroglyphs are between 600 and 1200 years old, based on their association with ancient village sites. How did the Alutiiq people create petroglyphs? The clues may be found in other types of stone tools. Archaeologists note that Kodiak's prehistoric craftsmen used stone hammers to shape beach cobbles into lamps,

mauls, fishing weights, and even anchors. With similar tools, Alutiiq ancestors probably pecked petroglyph images into Kodiak's coastal granite bedrock. Why did Alutiiq people make designs on rock? The original meaning of the petroglyphs has been lost to time, but Alutiiq spiritual beliefs and other artwork can give us clues. Could they be territorial markers? Part of hunting rituals for luck or? Could they tell the story of a successful hunt or other event? Or perhaps permanent signs that linked families with particular subsistence areas? Why do you think petroglyphs were made?

Create:

- Watch the Cape Alitak Petroglyphs DVD (30 minutes).
 - Share with the students the Petroglyph PowerPoint.
 - Take the class to a beach, playground, or trail that has smooth round rocks.
 - Share the petroglyph designs with your students and have them discuss what they think each petroglyph is.
 - Have them pick a petroglyph design and paint it onto a rock. Students can use a paintbrush and paint or paint markers.
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Close and Assessment:

- Each student will have created his or her own painted rock.
 - Students will have an understanding of petroglyphs and how they were made.
 - Students will be able to state the three different types of petroglyph depictions. Human figures, animal forms, and geometric designs.
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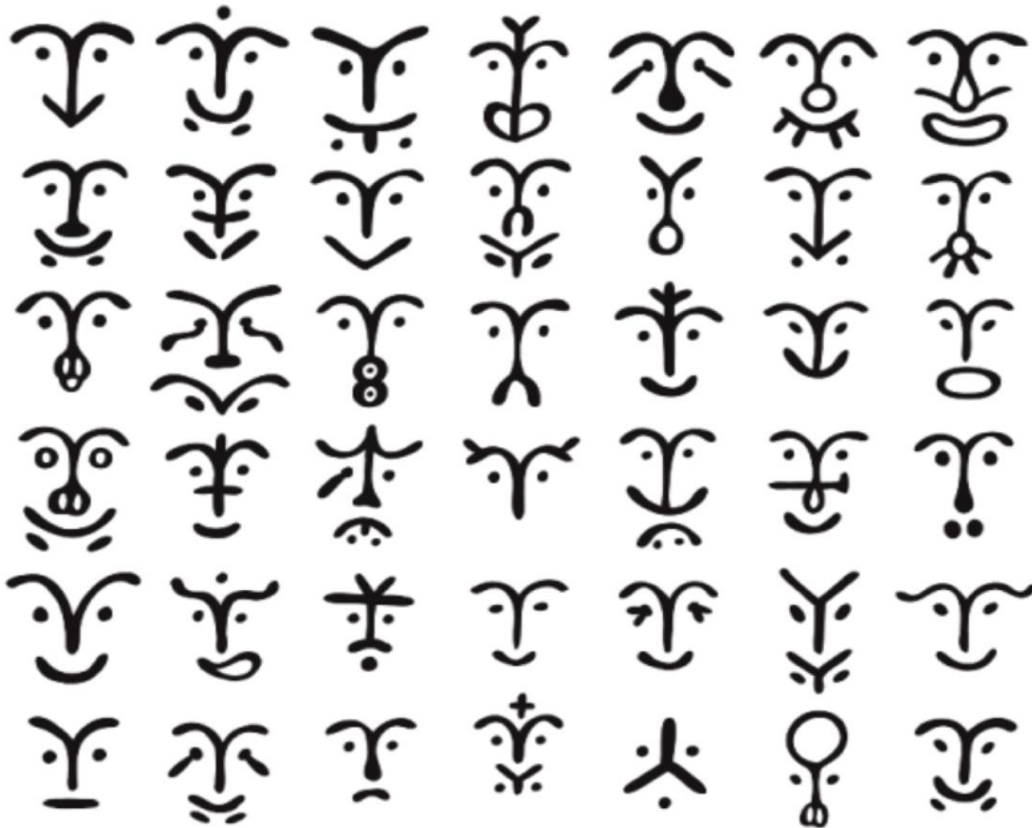
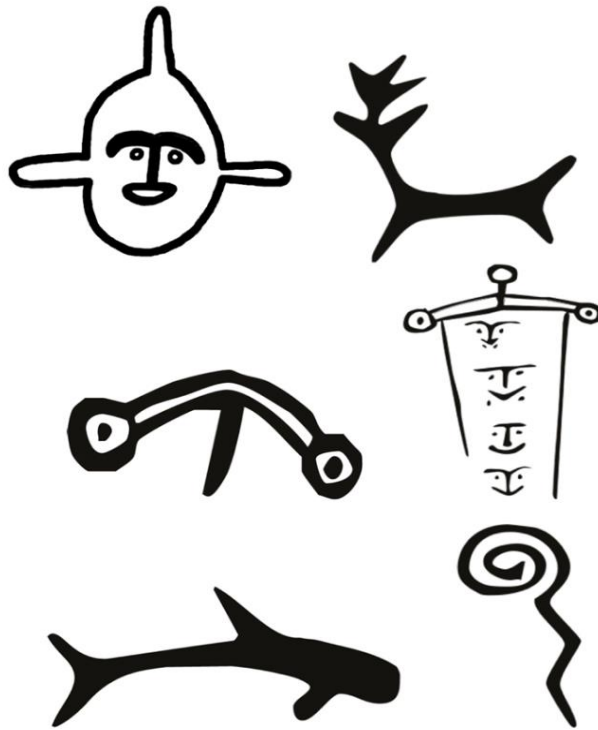
Modification:

- Students can trace and cut out the petroglyphs designs and glue them onto the rocks.
 - Students can use another rock to draw petroglyph designs onto the rocks.
 - Students can use the Cape Alitak Petroglyphs Coloring Pages to select a design and become familiar with the different designs.
 - Use scratch cards and wooden styluses for students to draw petroglyph designs.
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Additional Resources:

- Alutiiq Rock Art & Fish Traps of the Kodiak Archipelago Presentation <https://vimeo.com/631442640>
- The Appearing and Disappearing Petroglyphs of Cape Alitak Video <https://www.youtube.com/watch?v=O3pdkHS2820>
- Igaruacirpet — Our Way of Making Designs Book
- Cape Alitak Petroglyphs Coloring Pages developed by The Alutiiq Museum and Subway
- The Cape Alitak Petroglyphs by Woody Knebel

Alutiiq Petroglyphs



Animal Masks

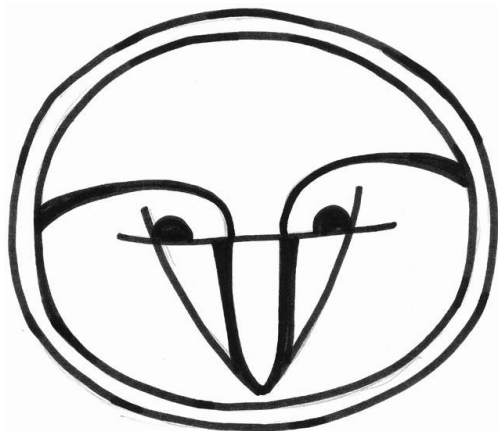
MATERIALS:

Mask Template (below)
Light Colored Card Stock
Scissors
Markers, Crayons, or Colored Pencils
Yarn
Hole Punch

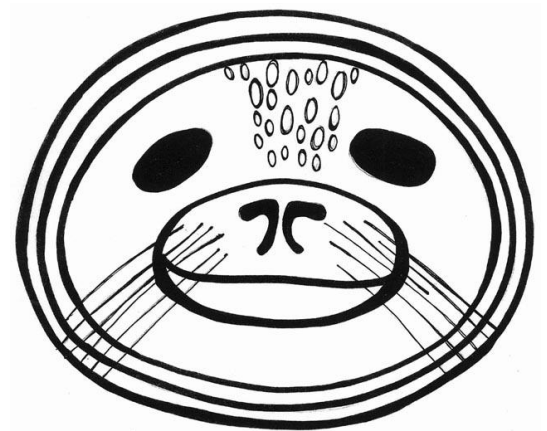
INSTRUCTIONS:

- Print template on card stock.
- Color mask.
- Cut out mask and eyeholes.
- Punch a hole in either side of mask.
- Cut a piece of yarn and tie it to one side of mask.
- Measure the mask and length of string around the child's head, then cut to desired length and tie to the other side of the mask.

Produced with kind assistance from
Lena Amason



Ikauwiitii(q), Ikuwitii(q), Iiyapawawi'i — Golden-crowned Sparrow



Isuwiq — Seal

