Unangam Tunuu

To hear how these words are pronounced in Unangam tunuu, go to the Aleutian Pribilof Islands Association, Inc. website (www.apiai.org). Audio recordings can be found under the Head Start tab. In addition, Head Start classrooms have audio card readers with many Unangam tunuu words utilized in the curriculum. A glossary of Unangam tunuu is located in the appendix of this curriculum.

Fish (singular) ................................................. Qaḵ (E/A)
Fish (plural) ....................................................... Qan (E)/Qas (A)
Halibut ................................................................. Chagiḵ (E/A)
Sockeye salmon or red salmon .......... Aanuḵ (E)/Haanuḵ (E/A)
King salmon or chinook ............... Chaguchaḵ (E)/Chavichaḵ (R)
Dog salmon or chum ...... Ėaykiḵ (E)/Aluğaḵiḵ (E-Belkofski) Ėaykuḵ (A)
Pink salmon or humpback ..................... Adgayuḵ (E/A)
Silver salmon or coho .................. Qakiidaḵ (E/A)
Pacific cod ....................................................... Atxidaḵ (E/A)
Greenling .......................................................... Sḵiigix (E/A)
Seine .......................................................... Kudmachiḵ (E)/Niivudiḵ (A)
“Looking for fish” or “fishing” .............. Qasilix (E)/Qasil (A)

Use Unangam tunuu during:
- Harvest Poster Activity
- Recipe and Nutrition Activity
- Coloring Pages
- Flash cards and labeling items in the classroom
**Introduction to Fish**

Fish are a central part of the *Unangan (E)/Unangas (A)* diet. Some of the more popular fish eaten in the Aleutian and Pribilof Islands Region include: halibut, salmon, Pacific cod, dolly varden, sculpin, pogy or greenling, rockfish, and herring.

Subsistence fish are caught from the beach or shore and from fishing boats. Gear such as nets, longlines, and fishing poles are used to harvest the fish, as are traditional handlines. In the past, fishing was an event that involved the whole community, and the catch was widely shared.

Halibut and salmon are the most commonly eaten fish in the region. Halibut are often harvested for subsistence between April and September, and they are caught from a boat using a technique called longline fishing. Halibut are also caught using a hook and line. Sometimes halibut are caught on the shore.

There are five species of salmon found in the region: king salmon, dog salmon, silver salmon, pink salmon, and red salmon. Salmon are an abundant fish along the Aleutian Islands; however, they are not harvested on the Pribilof Islands. Red salmon, also known as sockeye, is the most harvested salmon in the region. Common methods of harvesting salmon for subsistence today include using gillnets, seines (large fishing net), and rod and reel.

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**Main Points:**

- Fish are a very important part of the *Unangan (E)/Unangas (A)* diet.
- There are many different types of fish found in the region.
- There are five types of salmon found in the region.

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**Use introductory information during:**

- Harvest poster activity
- Recipe and nutrition activity
- Coloring pages
Discussion Questions:
The salmon harvest poster may be used to introduce the fish unit. Using the poster, group discussion questions may include:

- What is happening in this drawing?
- Have any of you or your families participated in catching fish to eat?
- How is the Unangan (E)/Unangas (A) value “Help others” Agitaasiin sismida (E)/An̓a̓gínas kiduda (A) shown in this picture?
- What do you think people might do if they catch a lot of fish? (Talk about the importance of sharing as an Unangan (E)/Unangas (A) value.)
- Do you like eating fish? What is your favorite way to eat fish?
- What are some of the different ways you can process or prepare fish to eat? (smoke, pickle, bake, fry, and boil)

Unangam Tunuu:
- How do you say “fish” in Unangam tunuu? QaⱤ (E/A)
- How do you say “seine” in Unangam tunuu? KudmachⱤ (E)/NiivudiⱤ (A)
- How do you say “looking for fish” or “fishing” in Unangam tunuu? Qasilix (E)/Qasil (A)
Fish Nutritional Information

Fish is a rich source of protein, good fats (omega-3 fatty acids), vitamins, and other minerals. Why do we need protein? We need to eat foods with protein every day. Protein helps build muscles and organs. It also helps repair and replace muscles and organs so that our body can keep playing longer and growing stronger. Protein also helps little cuts heal.

Fish is an excellent source of good fats. Why do we need good fats? Good fats act as the body’s reserve tank of energy, protect our organs- like a cushion, and help keep our bodies warm in cold weather. Good fats are also believed to be healthy for our heart. Eating one to two servings of fish per week is believed to reduce the risk of death from heart disease. Salmon and halibut contain healthier fats than other types of meat such as chicken and beef.

Salmon is one of the best dietary sources of vitamin D. Why do we need vitamin D? Vitamin D helps keep our teeth and bones healthy. Although our skin produces vitamin D with exposure to sunlight, it is often not enough in northern climates like Alaska. We must also get vitamin D from supplements and from our diet.

Nutrient highlight: VITAMIN D

3 ounces of sockeye salmon has the same amount of vitamin D as over 3 cups of milk (2%). Both provide 94% of the vitamin D you need in one day.* (Kuhnlein, 2006)

*% Daily Value is the amount of a nutrient you need each day (based on a 2000-calorie diet).
Fish Spread Recipe

Fish spread is often made with salmon or halibut and mixed with different ingredients that may include: cream cheese, mayonnaise, onion, celery, garlic, salt, pepper, and other spices. It can be eaten with crackers, used as a dip with vegetables, or made into a sandwich. Fish spread is a healthy snack, or it can be part of a healthy meal.

<table>
<thead>
<tr>
<th>INGREDIENTS</th>
<th>DIRECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 1/2 ounces cooked fish (salmon, halibut, other)</td>
<td>1. Prepare fish (salmon, halibut, or other fish) ahead of time according to cooking directions.</td>
</tr>
<tr>
<td>10 ounces cream cheese (regular or low fat)</td>
<td>2. Cool fish completely.</td>
</tr>
<tr>
<td>2 stalks celery, minced</td>
<td>3. In a large bowl, break the fish into small pieces and remove bones using your hands.</td>
</tr>
<tr>
<td>1 small onion, minced</td>
<td>4. Add cream cheese, celery, onion, garlic, cayenne pepper and salt/pepper. Mix well.</td>
</tr>
<tr>
<td>1 clove garlic, minced</td>
<td>5. Divide into 25 servings. Serve with crackers.</td>
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<tr>
<td>dash cayenne pepper, salt and pepper (to taste)</td>
<td></td>
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<tr>
<td>50-75 crackers (2-3 per student)</td>
<td></td>
</tr>
</tbody>
</table>

Makes 25 servings (serving size: 1 ounce, provides .5 ounce meat per USDA, CACFP meal pattern).

Recipe adapted from Shelly Laukitis (False Pass Tribal Council, 1997).
Nutrition Activity

Materials needed:

- Knife
- Cutting board
- 1 large bowl
- 4 small bowls for each group (to put prepared fish, cream cheese, celery, and onion)
- Forks for each student
- 4 spoons for each group (for each small bowl)
- 1 small bowl for each student in group
- Paper towels
- Ingredients for Fish Spread (see recipe)

Directions:

1. Have students wash their hands.

2. With a knife and cutting board, mince the celery and onions separately. Divide celery into small bowls (1 bowl for each group). Do the same with the onion. Place a spoon in each bowl.
   - Students can observe mincing celery and onions. What is the difference between mincing and chopping?
   - Why do onions make some people cry when cutting? Why does celery not make you cry when cutting it?

3. Prepare the fish. If using baked or boiled fish, allow it to cool, and then divide big pieces into small bowls (1 bowl for each group). Put a spoon in each bowl.
   - Ask students about different ways fish can be prepared (i.e., baked, boiled, fried, salted, smoked, or pickled).
   - Discuss the kind of fish in the recipe. How was it prepared? Do you know how it was harvested?

4. Give each student a small bowl and a fork.

5. Divide the class into groups of 3-4 depending on class size.

6. Have students divide the fish and put it into their individual bowls.
   - Explain how the fish needs to be shared equally between everyone in the group. How will you divide the fish equally?
7. With the prepared fish, students can break the fish into small pieces and remove the bones.

- Talk about how fish is a great source of protein and why our bodies need protein (see nutrition section on page 29).
- How does the fish feel? Does it feel oily? Talk about the good fats found in fish.
- What color is the fish? How does it smell?
- What is the word for fish in Unangam tunuu?

8. Once the bones have been removed and the fish is broken into small pieces, each student in the group will add cream cheese, onion, garlic, cayenne, and celery according to the directions from the teacher.

- What group of foods do onion and celery belong to?
  What about cream cheese?

9. With a fork, mix all ingredients together in individual bowls and add a little salt and pepper.

Group discussion questions:
While students are seated and sharing prepared recipe, topics to discuss include:

- What did you like best about making fish spread?
- What does the word “spread” mean in this recipe? What other kinds of foods are considered “spreads?” What other ways do we use the word “spread?”
- Why is fish spread healthy?
- What are other healthy ways you could prepare fish (i.e., halibut, salmon, etc.)?
- Do you have a fishing story to share?
Activity Extensions

CREATE
- Create or teach a traditional song or dance about fish.
- Create and dramatize a traditional story about fish.
- Create a fish camp in the classroom and assign roles.
- Create large hearts with construction paper and write on them “Eating fish is good for my heart. Eat fish at least 2 times each week.” Have students decorate the heart with cut-outs of different types of fish they have colored. These can go home to families.

INVITE
- Invite a family member to the classroom and talk about subsistence fishing. Bring a few items used when fishing and talk about them.
- Invite a family member to join the class on a walk to visit a local stream or the ocean and talk about fishing.
- Invite families to attend a field trip to the local cannery or hatchery.
- Invite a family member to visit the classroom and tell a fishing story.
- Invite someone to the classroom to teach Unangam tunuu words related to fish.
- Invite a family member to the class to help prepare a traditional food recipe. Please see section labeled Volunteers on page 7 for guidance on having volunteers prepare food with students.
- Invite someone to the classroom to demonstrate how fish is cleaned, filleted, and prepared for storage. Learn about the different parts of fish.

SHOW
- Show students the Traditional Harvest Poster. Discuss the appropriate harvesting method and/or tools utilized to acquire the traditional food.
- Show children how to “swim like a fish” on their stomachs. Do this as an activity in the gym.
- Show a gill net to the class. Have students identify parts of the net and describe how it is used.

See APIA website (www.apiai.org) under the Head Start tab for additional teaching resources related to traditional foods, such as: nutrition graphs, Unangam tunuu audio glossary, and digital stories.
Aanułx (E)/Haanułx (E/A)
Red Salmon, Sockeye
Chagiḵ (E/A)

Halibut
Atxidañ (E/A)

Pacific Cod
Dear Family,

In this unit, we will study about fish found in the Aleutian and Pribilof Islands Region and their nutritional value. The unit may include a group activity where we prepare a recipe using fish. Information for this unit has been adapted from the book, “Qaqamiigung: Traditional Foods and Recipes from the Aleutian and Pribilof Islands.”

The Head Start Program welcomes and encourages your participation in the classroom and your child’s education. Please consider volunteering your time in the classroom for this unit. Contact Head Start staff to:

- Share a fishing story. Discuss subsistence fishing. Bring some items you might use when fishing and talk about them.
- Bring in a fish to dissect so students can identify and learn about different parts of fish.
- Join the class on a walk to visit a local stream or the ocean and talk about fishing.
- Teach some Unangam tunuu words related to fish.
- Help prepare a traditional food recipe.
- Teach a traditional song or dance about fish.

Request for Donations of Food

☐ We do not need any foods donated for this unit.
☐ We are requesting donations of food for this recipe.

We are in need of ______ (amount) of _____________________ (type of food) in order to prepare the following recipe in class: __________________________________________________.

Note that any donated seafood must be whole in round or gutted and gilled. The fish must be free of disease and not pose a health hazard to humans. Unfortunately, we cannot accept home smoked or kippered salmon. You may be asked questions regarding how the fish was harvested, transported, and stored to prevent contamination, undesirable microbial growth, or deterioration.

Thank you! Qagaasakung (E); Qagaalaku (E-Pribilofs); Qagaasakuq (A)
Fish recipe to try at home:

**Smoked Salmon Deviled Eggs**
*Recipe by April Herzog (Unga Tribal Council, 2002)*

**Ingredients**
- 12 hard-boiled eggs
- ¼ cup smoked salmon, chopped fine
- ½ cup mayonnaise
- ½ to 1 teaspoon mustard
- Fresh ground pepper
- Green onions, chopped (optional)

**Directions**
Mix all ingredients, stuff eggs and chill. Garnish dish with thin strips of cooked salmon.


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**Nutritional Information about Fish:**
Please help reinforce the nutritional information about fish with your child during this unit.

**Fish is a rich source of:**

- **Protein** - helps build muscles and organs and repair them.
- **Good fats** - provide energy, protect our organs, keep us warm, and are healthy for our hearts (Eating 1-2 servings of fish per week is believed to reduce the risk of death from heart disease.)
- **Vitamins (B & D)** - B vitamins help give our bodies energy, and vitamin D helps keep our teeth and bones healthy.
- **Minerals** - are important for almost all functions in our bodies.

**Nutrition Fact:**
Salmon is one of the best dietary sources of dietary vitamin D. Although our skin produces vitamin D with exposure to sunlight, it is often not enough in northern climates like Alaska. We must also get vitamin D from supplements and from our diet.

**VITAMIN D**

3 ounces of sockeye salmon has the same amount of vitamin D as over 3 cups of milk (2%). Both provide 94% of the vitamin D you need in one day.* (Kuhnlein, 2006)

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