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.

Birds or Ducks (plural) ........................................ San (E)/Sas (A)
Bird or Duck (singular) ................................. Saχ (E/A)
Aleutian Canada Goose ................................... Lagiχ (E/A)
Gull ................................................................. Slukaχ (E/A)
Murre ............................................................... Sakitaχ (E/A)
Ptarmigan .................................................. Aγdiikaχ (E/A)
Emperor goose ..... Qamgaangiχ (E)/Qagmangiχ (A)
Grass ............................................................. Qiigaχ (E/A)
Tufted Puffin ................................................. Uxchuχ (E)
Seagull (adult) .............................................. Slukaχ (E/A)

Use Unangam tunuu during:

- Harvest Poster Activity
- Recipe and Nutrition Activity
- Coloring Pages
- Flash cards and labeling items in the classroom
Introduction to Birds

Birds have played a significant role in Unangan (E)/Unangas (A) history as a source of food, clothing, and tools. Millions of migratory birds pass through the Aleutian and Pribilof Islands Region each year. Some birds make it their nesting grounds for the summer, while others remain year-round.

The subsistence hunting season for birds is in the spring and summer, while sport hunting occurs in the fall and winter. Birds are an important part of the diet, and the harvest is often shared in the community. Some of the more commonly hunted birds include: geese, ptarmigan, and a variety of ducks. Some of the different ducks that are hunted in the Aleutian and Pribilof Islands Region include: scaups, scoters, goldeneyes, oldsquaws, mallards, mergansers, and eiders. Wild bird eggs are also an important part of the diet. Eggs are collected during the summer.

Main Points:

- Birds have played a significant role in Unangan (E)/Unangas (A) history as a source of food, clothing, and tools.
- Some of the more commonly hunted birds include: geese, ptarmigan, and ducks.
- Wild bird eggs are an important part of the diet. Eggs are collected during the summer.

Use introductory information during:

- Harvest poster activity
- Recipe and nutrition activity
- Coloring pages
Emperor Geese Harvest Poster

Discussion Questions:

The emperor geese harvest poster may be used to introduce the bird unit. Using the poster, group discussion questions may include:

- What is happening in this drawing?
- What behaviors might help the hunter be successful in catching the birds? (stillness, quietness, and watching)
- How is the Unangan (E)/Unangas (A) value “Listen” - Tutada (E/A) shown in this picture?
- What do you think people might do if they harvest a lot of birds? (Talk about the importance of sharing as an Unangan (E)/Unangas (A) value)
- What are some ways to use goose feathers? (pillows and regalia)
- What are some ways to prepare wild birds? (bake, soups, and stir-fry)
  What about wild bird eggs? (same as chicken egg)

Unangam Tunuu:

- How do you say “emperor goose” in Unangam tunuu? Qamgaangiñ (E)/Qagmangiñ (A)
- How do you say “bird” in Unangam tunuu? Sañ (E/A)
- How do you say “grass” in Unangam tunuu? Qiigañ (E/A)
Duck Nutritional Information

Wild duck meat is a rich source of protein, B vitamins, iron, and other minerals. Duck meat is often lower in saturated fats than many red meats. This makes wild duck, and other poultry, healthier for our heart.

Duck meat is a rich source of protein. 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.

Duck meat is a good source of B vitamins. Why do we need **B vitamins**? B vitamins give our body energy. Our bodies need vitamins to get many different jobs done so that we can grow and be healthy.

Duck meat is an excellent source of iron. Why do we need **iron**? Our body uses iron to transport oxygen from our lungs to the rest of our body. Wild duck has over four times as much iron as chicken.

Duck meat is a source of:
- **Protein**
- **Vitamins (B)**
- **Iron and other Minerals**

Nutrient highlight: **IRON**

Compare the differences in iron between wild duck and chicken. Wild duck has over four times as much iron as chicken.

(USDA, 2012)

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

Ducks are often roasted or boiled in a soup or stew. Freshwater ducks, such as mallards, pintails, and teals are often preferred by hunters because they are easier to pluck, and the meat is considered tender and tasty. The feathers of most seawater ducks are difficult to pluck. Ducks are usually plucked and gutted before freezing. Sometimes duck meat is canned.

This duck soup recipe can be made with any wild bird. It provides a healthy and nutritious meal.

<table>
<thead>
<tr>
<th>INGREDIENTS</th>
<th>DIRECTIONS</th>
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<tbody>
<tr>
<td>3 quarts + 3 cups chicken or</td>
<td>1. In a heavy pot, combine stock, celery, carrots, onions, parsley (or petrushki), pepper, and poultry seasoning. Bring to boil. Reduce</td>
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<td>turkey stock, non-MSG</td>
<td>heat and cover. Simmer for 20 minutes.</td>
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<td>1 ½ cups celery, chopped</td>
<td>2. Add rice and duck. Return to simmer. Cover. Simmer for 20 minutes or until rice is tender. CCP: Heat to 165° F or higher.</td>
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<td>3/4 cup carrots, chopped</td>
<td>3. CCP: Hold at 140° F or warmer.</td>
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<td>1/2 cup onions, chopped</td>
<td>4. Portion with 4 ounce ladle (1/2 cup).</td>
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<td>1 tablespoon dried parsley (or</td>
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<tr>
<td>petrushki)</td>
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<td>1/4 teaspoon ground black or</td>
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<td>white pepper</td>
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<tr>
<td>1/4 teaspoon poultry seasoning</td>
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<tr>
<td>8 ounces enriched white rice (or</td>
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<td>brown rice) medium grain</td>
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<td>13 ounces cooked duck or other</td>
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<td>wild bird, chopped</td>
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Makes 25 servings (serving size: 1/2 cup, provides .5 ounce of meat and .25 serving of grain/bread per USDA, CACFP meal pattern).

Recipe adapted from “Chicken or Turkey Rice Soup” (Institute of Child Nutrition, 2017).
Nutrition Activity

Materials needed:

- Ingredients for Duck Soup (see recipe)
- 1 large soup pot
- Ladle
- Cutting board
- Knife
- 6 spoons
- Plastic knifes for students (supervision required)
- 1 medium bowl (for chopped duck or wild bird meat)
- 5 small bowls (for celery, carrots, parsley (or petrushki), and rice)
- Food scale

Directions:

Students can participate in plucking the feathers from the bird prior to roasting. Ask students about “plucking.” What does “plucking” mean? What other kinds of things do we pluck?

1. Have students wash their hands.

2. Roast duck or wild bird ahead of time. Allow to cool.

3. Chop bird meat and place in medium bowl.
   - Look at the parts of the bird and identify the wings, legs, and breast meat. How is the bird similar or different from a chicken?
   - Bird meat is a source of protein. Why do our bodies need protein?
   - Look at the dark meat of the bird. Wild birds are rich in iron. Why is iron important for our bodies?
   - What kind of bird are you preparing? How is this bird hunted?
   - What is the word for bird in Unangam tunuu?

4. With cutting board and knife, chop celery, carrots, onions, and parsley (or petrushki). Students may help chop vegetables with plastic knife while supervised in small groups.

5. Place ingredients in separate bowls.
   - Have students help measure out chopped ingredients into different bowls.
   - Explain that these are all common ingredients found in soup.
   - Have students weigh rice.
   - What food group is rice? (carbohydrate)

7. Place spoons in all bowls.

8. In a large pot, have students take turns adding the celery, carrots, onion, and parsley.
   - What colors are all of the ingredients you are adding?
   - Why are these ingredients good for our bodies?

9. Add pepper, parsley (or petrushki), and poultry seasoning to vegetables.
   - Have students help. Why are these ingredients added to the recipe?

10. Add chicken or turkey stock to large pot. Bring to boil. Reduce heat and cover. Simmer for 20 minutes.
    - What is stock? Explain that when you make homemade soup, you can control the amount of salt added. Less salt is healthier.

11. Add rice and bird meat. With assistance from the teacher, students take turns adding rice and meat to the large pot. Extreme caution should be taken as pot and ingredients will be very hot. If the teacher is not comfortable having students do this, he or she can add these ingredients. Please conduct this activity at the table as students are not allowed in the kitchen.


13. Portion soup into equal portions on each table. To meet protein requirements for CACFP, each student must have 4 ounces (1/2 cup).

Group discussion questions:
While students are seated and sharing prepared recipe, topics to discuss include:
- What did you like best about making duck soup?
- Why is duck soup healthy?
- What are some other healthy ways you could prepare wild birds?
- Who do you know who collects eggs or hunts for birds?
Activity Extensions

CREATE
- Create or teach a traditional song or dance about birds.
- Create a dramatization of the traditional story “The Song Sparrow” #61 using the story on page 50. Talk about how this story expresses the Unangan (E)/Unangas (A) value to not be greedy.
- Create a drawing of a goose using step-by-step instructions: http://www.howtodrawanimals.net/how-to-draw-a-goose

COLLECT
- Collect recordings of birds’ songs and learn how to sing the bird songs as a class.

INVITE
- Invite someone to the classroom to teach Unangam tunuu words related to birds.
- Invite a hunter to the classroom to talk about different ways birds are hunted.
- Invite someone to take a walk with students and collect feathers. Identify any feathers found. Look at the different structures of the feathers. Discuss how flight feathers are longer and stronger while other feathers are short and soft.
- Invite someone to the classroom to demonstrate how a wild bird is butchered. Identify different parts of the bird (beak, feet, wing, muscle, etc.). Learn how to pluck the bird.

SHOW
- Show students the Traditional Harvest Poster. Discuss the appropriate harvesting method and/or tools utilized to acquire the traditional food.
- Show students the variety of birds found in the Aleutian and Pribilof Islands Region.
- Show how boiled, fried, and raw eggs are different. Have the cook prepare 1 boiled egg, 1 raw egg, 1 scrambled egg, and 1 fried egg. Save the egg shells in a bowl for children to visually examine. How are the eggs the same? How are they different?

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.
**“The Song Sparrow” #61**

Song Sparrow and his cousin Wren set out beachcombing. They walked on until they found a whale. Upon reaching the whale, Wren entered its blowhole and began to eat inside there. After eating, he came out and went back home together with his cousin.

The next morning, Wren again started out to that whale with his cousin. Reaching the whale, he again entered its blowhole and began to eat there. After eating, he tried in vain to get out of there. Upon trying in vain to get out, he said to his cousin, “Pull my leg” whereupon his cousin went over to him and, pulling him by his leg, pulled his leg off.

Having pulled his leg off, his cousin said to him, “Did I kill you?” The Wren said, “No, today is not the time for dying.”

When the Wren had him pull on one of his wings in turn, it was also pulled off. When the other wing was in its turn also pulled off, he prepared to have him pull him by his head. Song Sparrow pulled him by his head until he pulled his head in its turn.

Having pulled Wren’s head off, Song Sparrow said to him, “Hey in there, did I kill you?” Wren did not make a sound, however, so Song Sparrow had lost his cousin and returned home.

That fellow Wren had been eating inside the whale until he got too fat to be able to get out and died, so the story goes. (Bergsland, K. & Dirks, M.L. 1990)

**Discussion Questions:**

After acting out the above story, ask students the following questions:

- Why did Song Sparrow pull off Wren’s leg, wings, and head?
- How did Wren get out of the whale the first day but get stuck the second time?
- What might be the message the story is telling about the Wren getting stuck in the whale?
- Many **Unangan (E)/Unangas (A)** values/beliefs are in this story. Examples of **Unangan (E)/Unangas (A)** values are: sharing, helping others, do not do anything to excess (too much), and do not be greedy. Can you think of some ways the story describes one of these values?
Coloring Pages

Uxchuč (E)
Tufted Puffin
Qamgaangiê (E)/Qagmangiê (A)

Emperor Goose
Ağdiikaḵ (E/A)
Ptarmigan
Slukax (E/A)

Seagull (adult)
Dear Family,

In this unit, we will study about birds 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 wild birds. Information for this unit has been adapted from the book, “Qaqamiįγux: 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 stories about bird hunting and the different ways birds are hunted.
- Teach a song or dance about birds to students.
- Visit the classroom to teach Unangam tunuu words related to birds.
- Teach students how different parts of birds were used in the past and how they are used today.
- Take a walk with students to collect feathers. Try to identify any feathers found. Look at the different structures of the feathers. Discuss how flight feathers are longer and stronger while other feathers are short and soft.

Unangam Tunuu

Birds .......... San (E)/Sas (A)

Audio recordings of these and other Unangam tunuu words can be found on APIA’s website at www.apiai.org under the Head Start tab. In addition, each Head Start classroom has an audio card reader with recordings of these words.

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 wild bird meat must be whole, in quarters, or roasts. No ground meats. Donated eggs must be raw and intact. Please note that all donations must be determined safe for human consumption. You may be asked questions regarding how eggs were harvested and how the bird was butchered, dressed, transported, and stored to prevent contamination, undesirable microbial growth, or deterioration.

Thank you! Qaġaasakung (E); Qaġaalakukan (E-Pribilofs); Qaġaasakuq (A)
Bird recipe to try at home:

**Ptarmigan Soup** *Recipe by: Peter Devine Jr., 2011 (Devine, 2011)*

**Ingredients**
- 5-6 ptarmigan, skinned and cut into quarters
- Heart, liver, and gizzard of the ptarmigan
- One bundle of scallions, chopped
- 4-5 potatoes, chopped
- 3 stalks celery, chopped
- 1 rutabaga, chopped
- 1 turnip, chopped
- 2 carrots, chopped
- ½ teaspoon garlic powder
- Salt and pepper, to taste

**Directions**
Place ptarmigan in a large soup pot and fill the pot half way with water. Bring the pot to a boil, and boil the meat for 30-45 minutes. Add chopped vegetables and spices, and cook the soup an additional 45 minutes.


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**Nutritional Information about Birds:**

Please help reinforce the nutritional information about birds with your child during this unit.

**Nutrition Fact:**
Wild birds typically have less fat than store-bought birds, and they have a higher percentage of dark meat.

Wild birds are a rich source of:

- **Protein** - helps build muscles and organs and repair them.
- **Vitamins (B)** - B vitamins help give our bodies energy.
- **Minerals (iron)** - our bodies use iron to transport oxygen from the lungs to the rest of the body.

**IRON**

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<th>% DAILY VALUE*</th>
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*Daily Value is the amount of a nutrient you need each day (based on a 2000-calorie diet).

Compare the differences in iron between wild duck and chicken. Wild duck has over four times as much iron as chicken. (USDA, 2012)