

# 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.



## 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
Fish – <i>Iqalluk</i> Gill – <i>Pacik</i> Tail – <i>Pamyuq</i> Fish Head – <i>Iqallum Nasqua</i> Fin – <i>Aruluq</i> Mouth – <i>Qaneq</i> King Salmon – <i>Aamasuuk/liliksak</i> Herring – <i>Iqalluarpak</i> Rockfish – <i>CiRupuuk/Cilupuuk</i> Halibut – <i>Sagiq</i> Fishhook – <i>Iqsak</i> Harpoon – <i>Ayaquq</i> Summer – <i>Kiak</i> Spring – <i>Ugnerkaq</i> Winter – <i>Uksuq</i> Fall, Autumn – <i>Uksuaq</i>	<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.

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## 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 *Ciqlluut* – 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.

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## 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.

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### Connect:

#### Day 1:

- Ask the students if they have ever been fishing. Based on their responses, ask them about their experience, 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.
  - *Iqallugsurluni Imarmi* – Ocean Fishing  
<https://alutiiqmuseum.org/images/stories/education/Traditions/OceanFishing2022.pdf>
  - *Iqallugsurluni Kuigmi* – River Fishing  
<https://alutiiqmuseum.org/images/stories/education/Traditions/RiverFishing2022.pdf>
- 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:  
<https://alutiiqmuseum.org/collection/index.php/browse/words>
    - Alutiiq Dictionary:  
<http://www.alutiiqlanguage.org/dictionary>
    - Play the recorded pronunciations and say the Alutiiq words with your students.
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### **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.
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### **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.
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### 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.SL1.1: 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://fws.gov/media/salmon-life-cycle-lesson-planfull>

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### Additional Resources:

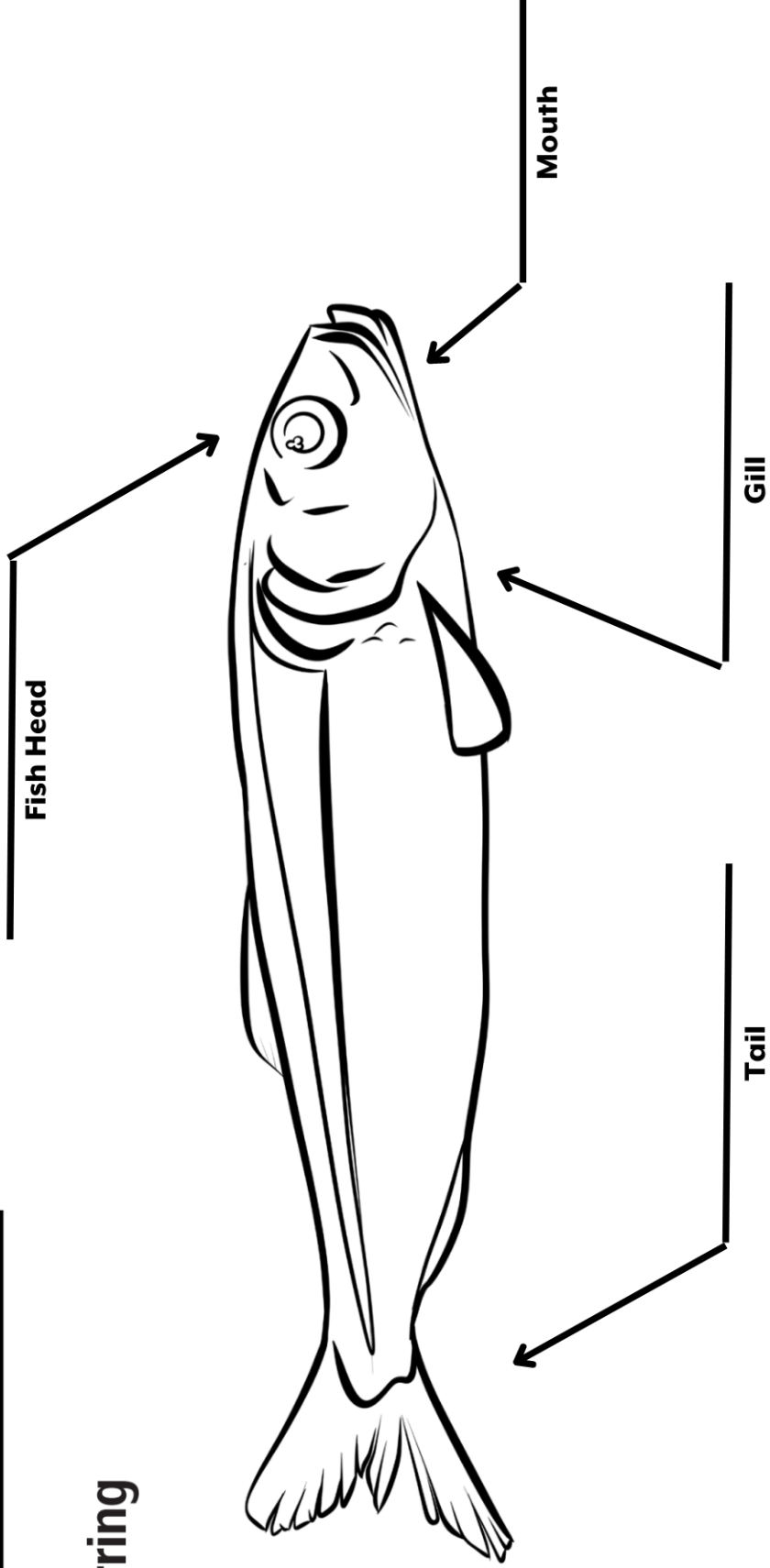
- Alutiiq Word of the Week: Bait – *Narya’aq*  
<https://alutiiqmuseum.org/collection/index.php/Detail/word/105>
- Alutiiq Word of the Week: Dry Fish – *Tamuuq*  
<https://alutiiqmuseum.org/collection/index.php/Detail/word/208>
- Alutiiq Word of the Week: Fishing Boat – *Paragautaq (N), Paraguutaq (S)*  
<https://alutiiqmuseum.org/collection/index.php/Detail/word/235>
- Alutiiq Word of the Week: Net – *Kugyaq, Kugyasiq*  
<https://alutiiqmuseum.org/collection/index.php/Detail/word/360>

- Alutiiq Word of the Week: Fishhook — *Iqsak*  
<https://alutiiqmuseum.org/collection/index.php/Detail/word/232>
- Alutiiq Word of the Week: Harpoon — *Ayaquq*  
<https://alutiiqmuseum.org/collection/index.php/Detail/word/271>
- Alutiiq Word of the Week: Summer — *Kiak*  
<https://alutiiqmuseum.org/collection/index.php/Detail/word/490>
- Alutiiq Word of the Week: Spring — *Ugnerkaq*  
<https://alutiiqmuseum.org/collection/index.php/Detail/word/472>
- Alutiiq Word of the Week: Winter — *Uksuq*  
<https://alutiiqmuseum.org/collection/index.php/Detail/word/547>
- Alutiiq Word of the Week: Fall, Autumn — *Uksuaq*  
<https://alutiiqmuseum.org/collection/index.php/Detail/word/225>

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

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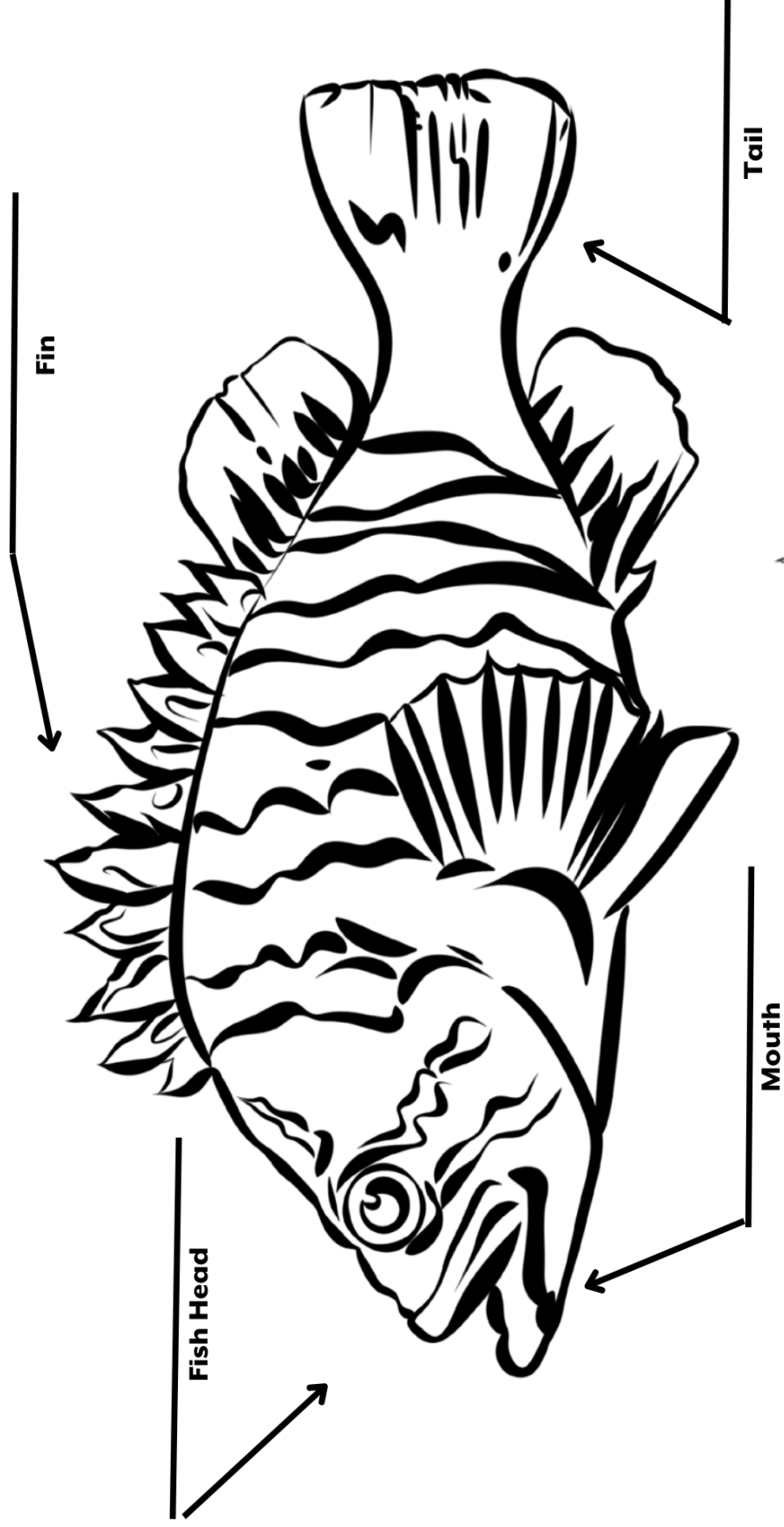
**Herring**





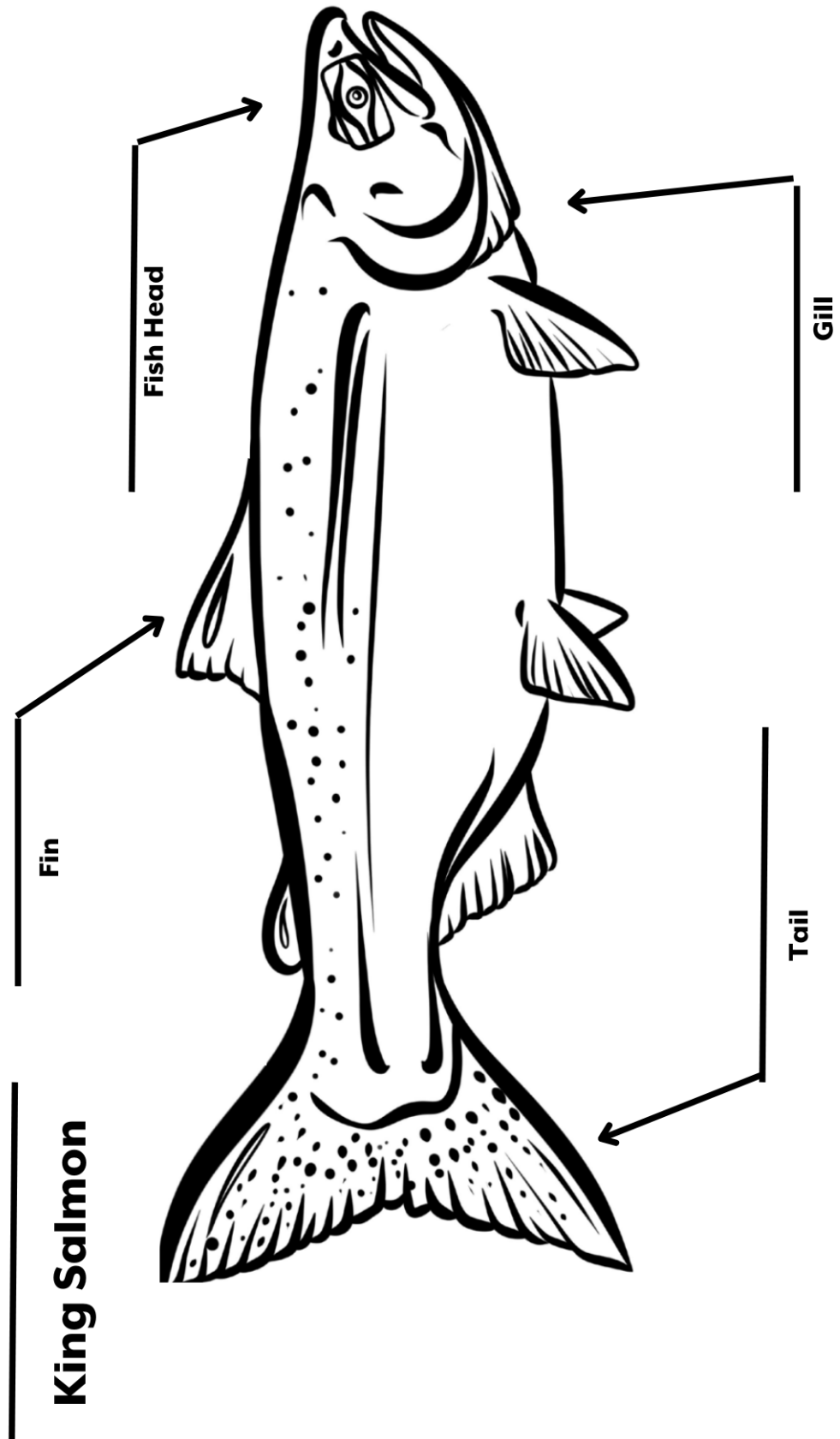
Label the parts of the fish in Alutiig:

## Tiger Rockfish



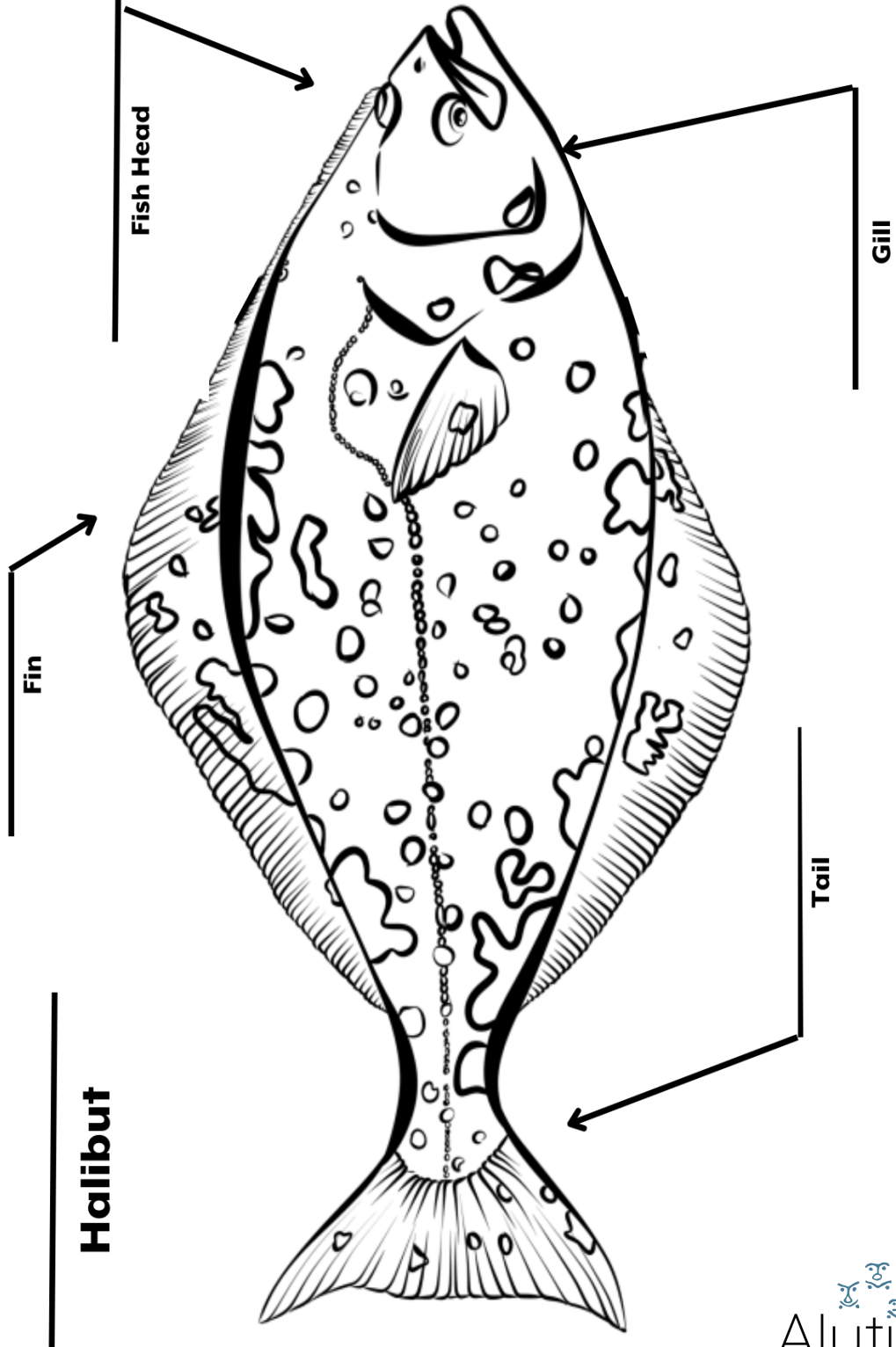
Drawing by: Hanna Sholl in Coloring Iqalluut— Fish

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



Drawing by: Hanna Sholl in Coloring Iqalluut— Fish

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



tanna 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?