

Iqsani's Trout Hook How Can We Learn From The Past?

Grade: 3rd–4th; Lesson can be adapted to all grade levels. All students will be able to participate according to their learning level.

Time: 2-5 hours; can be taught over multiple days.

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



Iqsani holding a trout. Watercolor by Cheryl Lacy

Materials Needed:

Iqsani's Trout Hook book
Computer with Internet access
Paper
Pencils—regular and colored

Vocabulary	Content Connections
(see book for definitions)	
Sites	World Language
Features	Social Studies—Local History, Culture, and Community; Alaska, the Changing State
Artifacts	Earth and Space Sciences—Earth and Human Activity
Midden	Archaeology
Archaeologist	Alaska State Standards
Alutiiq Language Terms	Reading for Literature
(see list below)	Writing, Speaking and Listening
	Language

Objectives and Assessment Criteria

Students will learn...

1. How archaeology helps us understand the past
 2. How family history can help us learn about the past
 3. Alutiiq language vocabulary for some family members
 4. How learning about the past can help us understand life today
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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, 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 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.

Learn, Day 1

Archaeology and Alutiiq History

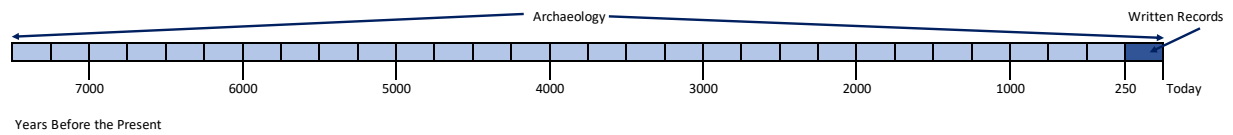
1 hour approx.

Materials: paper, colored pencils/crayons, Iqsani Trout Hook book

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 7500 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 Iqsani 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, to practice saying the language. Use the online glossary available on the Iqsani's Trout Hook page of the museum's website at: (<https://alutiiqmuseum.org/explore/publications/1810-iqsanim-ancirsuutii-iqsani-s-trout-hook>).

After your class has read the story, ask discussion questions.

- What would we find if we visited Iqsani'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 Iqsani's family left? Why?
 - o What types of tools might be left behind?
 - o Would the remains of an animal or plant last longer? Why?
 - o What parts of their buildings would last longest? Why do you think that?

Closure for Day 1:

Have each student practice writing the Alutiiq family names in both English and Alutiiq. 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.

Learn, Day 2

Archaeology and Family History

1 hour approx.

Materials: paper, colored pencils/crayons, Iqsani Trout Hook

Part One—Archaeology

Begin the lesson by reviewing what was read the day before and ask students what they remember about the story of Iqsani 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 Iqsani'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, Iqsani 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 Iqsani 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.

Learn, Day 3

Art Activity

1 hour approx.

Materials: paper, colored pencils/crayons, Iqsani Trout Hook book

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 Iqsani's Trout Hook page of the museum's website at:
(<https://alutiiqmuseum.org/explore/publications/1810-iqsanim-ancirsuutii-iqsani-s-trout-hook>).

Alutiiq Vocabulary

Emaa–Grandmother
Apa–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)
Iluwaq–Cousin

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 some common Alutiiq vocabulary for family members.

Modifications

The additional Activities can help your class dive deeper into the story.

1. Make a little booklet/journal for each student to create a keepsake for their learning.
2. Draw/make a story map of the clues found in the story. Label the clues.
3. Write a summary paragraph of the story, including how archaeology helps us learn about the past.
4. Ask students to bring in pictures of special items from their past or their family's past to share with the class.
5. Write a compare/contrast paragraph between yourself and Iqsani.
6. Write a journal entry about what Iqsani might do the day after upon returning to his winter village.
7. 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?

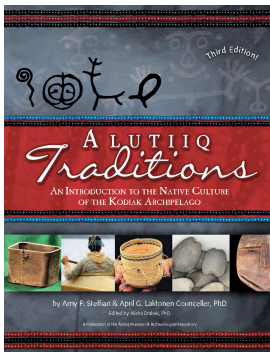
8. Check out the Alutiiq Games box from the Alutiiq Museum to play yamaaq. Write about a game that students play today. Write the rules of the game.
9. Make shadow puppets of the characters in the book and ask students to re-tell the story using the puppets.
10. Have the students tableau one scene in the story.

Additional Resources

Iqsani's Trout Hook webpage — with eBook, audio recording, and glossary of Alutiiq terms:
<https://alutiiqmuseum.org/explore/publications/1810-iqsanim-ancirsuutii-iqsani-s-trout-hook>

Alutiiq Language Website — with an online dictionary of Alutiiq vocabulary:
<http://www.alutiiqlanguage.org/dictionary>

Alutiiq Word of the Week Archive — with short cultural lessons and vocabulary:
<https://alutiiqmuseum.org/learn/word-of-the-week-archive>



Alutiiq Traditions: An Introduction to the Native Culture of the Kodiak Archipelago

One-page lessons on all things Alutiiq written by the Alutiiq Museum. Copies can be downloaded here for free:
<https://alutiiqmuseum.org/learn/the-alutiiq-sugpiaq-people/short-lessons>

Available as a paperback book from the Alutiiq Museum store:
<https://alutiiqmuseumstore.org/traditions-3rd-ed/>