

Appendix A

Glossary

Resources

Unangam Values

The Right Way to Live as an *Unanga*ˆ

Simple Instructions with the Long List

Interview Release Form

The Sound System for *Unangam Tunuu*

How to Use the *Aleut Dictionary/Unangam Tunudgusii*

APPENDIX GLOSSARY

UNANGAM TUNUU / ENGLISH

For words in *Unangam tunuu* E = Eastern dialect and W = Western dialect.

If no designation is noted, the words are familiar in both.

[r] = Russian loan word.

UT refers to the page number on which the word is found in *Aleut Dictionary/Unangam Tunudgusii*.

Word in *Unangam tunuu* "say-it" clue English definition

Sample: aadumaanuŋ (UT 14) (aa thoom AAH noh): oval

Dialect (both E & W) Page on which you would find it in UT

The word *aadumaanuŋ* can be found on page 14 of the *Aleut Dictionary/Unangam Tunudgusii*. Since there is no E or W, it is understood in both Eastern and Western dialects. To come close to pronouncing it say "aa thoom AAH noh". The word *aadumaanuŋ* means "oval" in English.

Unangam tunuu dialect (Dictionary page) (say-it) English

aadumaanuŋ (UT 14) (aa thoom AAH noh): oval

qumugduŋ W (UT 336) (koom UG thoh): oval

Aagamagnaŋ W (UT 2) (aah gham AAG nah): Elder

Ludaagiŋ (UT 257) (loo THAAH ghih): Elder

Ukaanuxtaŋ E (UT 427 #3) (uk aahn NUHK tah): Elder

achiigusaadaŋ E (UT 105) (a cheegh oo SAH thah): flat

ichaaqidaŋ W (UT 170) (each aahk EE theh): flat

aŋaasaŋ E (UT 31) (ah GHAAS eh): gift

aŋaazaŋ W (UT 31) (ah GHAAZ eh): gift

sigaxŋ W (UT 357) (segh ah): gift

aŋadaŋ E (UT 36) (uh RUH thuh): sun

aŋadgiŋ W (UT 36) (uh RUHTHE gegh): sun

anŋaŋiisiŋ (UT 75) (ang gha GHEES ih): life

angunaŋ (UT 91) (ung OO nah): large

atxaŋ (UT 108) (ATK ah): smooth

bruudnax [r] (UT 123) (BROOD neh): 2 boots

chaaskaŋ E (UT 132) (CHAAHS kah): cup

chaasxiŋ W (UT 132) (CHAAHS kheh): cup

changanaŋ (UT 131) (chung AHN uh): valley

chidŋaayu(m) tuduu E (UT 401) (chithe GUY yoo(m) • too THUU): purple

uluudam qaxchikdaa W (Dirks, 2001) (oo LOO thum • kagh CHIK thaah): purple

APPENDIX GLOSSARY

- chidâayu* E (UT 135) (chidthe GUY yoh): blue
chidgi W (UT 135) (CHIDTHE gegh): blue
chidgi E (UT 135) (CHIDTHE gegh): green
chidâayu W (UT 135) (chidthe GUY yoh): green
chiâuudngi E (UT 139) (chih GOOTHE ngeh): flower
aahmaa W (UT 63) (AAH hmaah): flower
chiâuudngim qadungin E (UT 293) (chih ROOTHE ngim • kahthe OONG in): seeds,
lit. flower scabs
chiimluuda E (UT 142) (cheem LOO thah): field, meadow
chaamluuda W (UT 142) (chaahm LOO thah): field, meadow
tanasxa (UT 390) (ton USK ah): field, meadow
chiâilgi E (UT 138) (chih HIL gheh): bog
chiâilgi W (UT 138) (chig RIL gheh): bog
chiâta (UT 138) (CHIH tah): rain
chuchxulix E (UT 149) (chuchk oo LA lih): thorny
chuguulgun E (UT 152) (choo GHOO L ghun): gravel
quganaalgi W (UT 332) (kugan AHL ghis): gravel
chugu (UT 151) (CHEUGH oh): sand
chuhnisa W (UT 154) (choon EES us): hooks
chuhnunsin E (UT 154) (chuh NUN sin): (instrument for stabbing) hooks
chumnugim qaxchikluu E (Dirks, 1992) (chum NUH gim • kagh chik LOO): brown
chumnugim qa(x)chikdaa W (Dirks, 2001) (chum NUH gim • kah CHIK thaah): brown
chumnugi (UT 153) (choom NUH gegh): yellow
chuqudaachxuza W (UT 156) (chuh ku thawch KOO zah): microscopic
chuulki [r] (UT 153) (CHOO L kegh): sock
daâsxituud(a)lakan E (UT 160) (thah skit toothe LA kan): small
chuquda W (UT 156) (chuh KUH thah): small
daâsxi W grain (UT 160) (THAH skegh): grain, seed
daâsxis W (UT 160) (THAH skis): grains, seeds
hitnisangin E (UT 216) (hit nee SUNG in): plants
hitnisangi W (UT 216) (hit nee SUNG is): plants
hitxuli (UT 215) (hit HOO legh): seed, crumb
ini E (UT 201) (iH nyih): sky
inka W (UT 202) (iN kah): sky
inkamaaâgu E (UT 202) (in kah MAAH roh): cloud
inkamiâgu W (UT 202) (in kah MEEH roh): cloud

APPENDIX GLOSSARY

- kamxa* (UT 227) (KUM kah): celebration
kanuuya [r] (UT 230) (ka NOO yah): orange
kumatxa E (UT 248) (koo MAHT kah): fox skin sock
lista [r] (UT 256) (LEE stuh): petal
qiiġuusi E (UT 238) (keoh GHOO segh): mountain
kiiġuusi (UT 238) (kihg GHOO segh): mountain
qaasa E (UT 311) (KAAH sah): seed
qala (UT 302) (say KAH-lah): seed
qachxidiga E (UT 292) (kach kidth IG gah): smooth
qachxiziga W (UT 292) (kach kiz IG gah): smooth
qalaa (UT 301) (kah LAA): bottom
qaxchiklu E (UT 296) (kahk CHIK loh): black
qaxchikda W (UT 296) (kahk CHIK thah): black
qihmadgu E (UT 43, 324) (kih MOTHE goh): round
akamudiga W (UT 43) (aka moogh EE thah): round
quma E (UT 335) (KOO mah): white
quhma W (UT 335) (KOO hmah)
quumhlaakda E (UT 336) (koom HLOCK thah): gray, silvery
quuhmliix W (Dirks, 2001) (koom LEEH): gray
siima E [r] (UT 361) (SEE mah): seed
siimina W [r] (UT 361) (seom IN ah): seed
siriivra W [r] (UT 360) (sir EEV rah): silver
slu (UT 368 #3) (SLOOH): habitat
tana (UT 388) (TA nah): habitat
suulutu E [r] (UT 377) (SOO luh toh): gold
zuulutu W [r] (UT 377) (ZOO luh toh): gold
taanga (UT 292) (TAAHN gah): water
talġin E (UT 386) (TAHL ghin): branches
talġis W (UT 386) (TAHL ghis): branches
tngu E (UT 400) (tng oh): hard
tunga W (UT 409) (toong ah): hard
tuguma E (UT 402) (toogh OOM ah): beach
agu W (UT 30) (AH ghoh): beach
udigasalix E (UT 416) (oothe igh (ah) SA lih): to share
udix W (UT 416) (OOTHE ihs): to share
udigda W (UT 416) (oo THIG thah): share
udigdada E (UT 416) (oo thig THAH thah): share

APPENDIX GLOSSARY

- uliigin* (UT 436) (ool EEGH in): mukluks, skin boots
- uluudam tudagii* W (UT 401) (oo LOO thum • too THAG ee): pink
- uluudaŋ* (UT 436) (oo LOO thah): red
- Unangam Anġaġiisingin* E (Galaktionoff: 2001) (oo NUNG am • an ghah ghee SING in): traditional knowledge of Unangan
- Unangam Anġaġiisingis* W (Dirks: 2001) (oo NUNG am • an ghah ghee SING is): traditional knowledge of Unangas
- usxim inguqalaġii* E (UT 209) (oos kim • ing oo KAHLAH ghee): having many needles
- yuliŋ* E (UT 465) (YOO legh): leaf
- siġliŋ* W (UT 359) (SIHGH legh): leaf

English definition Word in *Unangam tunuu* "say-it" clue

Sample: beach: *aguŋ* W (UT 30) (AH ghoh)

Dialect Page on which you would find it in UT

The entry word is beach. It means *aguŋ* in the Western dialect of *Unangam tunuu*. *Aguŋ* can be found on page 30 of the *Aleut Dictionary/Unangam Tunudgusii*. To come close to pronouncing the word, say "AH ghoh". The second entry word is beach. It means *tugumaŋ* in the Eastern dialect of *Unangam tunuu*. *Tugumaŋ* can be found on page 402 of the *Aleut Dictionary/Unangam Tunudgusii*.

Note this is but a simple glossary. To understand more about the word, look it up in the *Aleut Dictionary/Unangam Tunudgusii*, and you will find, for example, that Easterners also use the word, *aguŋ*.

ENGLISH / UNANGAM TUNUU

- | English | <i>Unangam tunuu</i> | dialect | (Dictionary page) | (say-it) |
|-------------|----------------------|---------|-------------------|-------------------|
| beach: | <i>aguŋ</i> | W | (UT 30) | (AH ghoh) |
| beach: | <i>tugumaŋ</i> | E | (UT 402) | (toogh OOM ah) |
| black: | <i>qaxchikdaŋ</i> | W | (UT 296) | (kahk CHIK thah) |
| black: | <i>qaxchikluŋ</i> | E | (UT 296) | (kahk CHIK loh) |
| blue: | <i>chidġaayuŋ</i> | E | (UT 135) | (chidthe GUY yoh) |
| blue: | <i>chidġiŋ</i> | W | (UT 135) | (CHIDTHEGEH) |
| bog: | <i>chixilġiŋ</i> | E | (UT 138) | (chih HIL gheh) |
| bog: | <i>chigilġiŋ</i> | W | (UT 138) | (chig RIL gheh) |
| boots, two: | <i>bruudnax</i> | [r] | (p 123) | (BROOD neh) |
| bottom: | <i>qalaa</i> | | (UT 301) | (kah LAA) |
| branches: | <i>talġin</i> | E | (UT 386) | (TAHL ghin) |
| branches: | <i>talġis</i> | W | (UT 386) | (TAHL ghis) |

APPENDIX GLOSSARY

- brown: *chumnugim qaxchikluu* E (Dirks, 1992) (chum NUH gim • kagh chik LOO)
brown: *chumnugim qa(x)chikdaa* W (Dirks, 2001) (chum NUH gim • kah CHIK thaah)
celebration: *kamxa* (UT 227) (KUM kah)
cloud: *inkamaaġu* E (UT 202) (in kah MAAH roh)
cloud: *inkamiġu* W (UT 202) (in kah MEEH roh)
cup: *chaaska* E (UT 132) (CHAAHS kah)
cup: *chaasxi* W (UT 132) (CHAAHS kheh)
Elder: *Aagamagna* W (UT 2) (aah gham AAG nah)
Elder: *Ludaagi* (UT 257) (loo THAAH ghih)
Elder: *Ukaanuxta* E (UT 427 #3) (uk aahn NUHK tah)
field (meadow): *chiimluuda* E (UT 142) (cheem LOO thah)
field (meadow): *tanaxa* (UT 390) (ton USK ah)
field, meadow: *chaamluuda* W (UT 142) (chaahm LOO thah)
flat: *achiigusaada* E (p 105) (a cheegh oo SAH thah)
flat: *ichaaqida* W (UT 170) (each aahk EE theh)
flower: *aahmaa* W (UT 63) (AAH hmaah)
flower: *chiġuudngi* E (UT 139) (chih GOOTHE ngeh)
fox skin sock: *kumatxa* E (UT 248) (koo MAHT kah)
gift: *aġaasa* E (UT 31) (ah GHAAS eh)
gift: *aġaaza* W (UT 31) (ah GHAAZ eh)
gift: *sigax* W (UT 357) (segh ah)
gold: *suulutu* E [r] (UT 377) (SOO luh toh)
gold: *zuulutu* W [r] (UT 377) (ZOO luh toh)
grain, seed: *daaxsi* W grain (UT 160) (THAH skegh)
grains, seeds: *daaxsis* W (UT 160) (THAH skis)
gravel: *chuguulġun* E (UT 152) (choo GHOOOL ghun)
gravel: *quganaalġis* W (UT 332) (kugan AHL ghis)
gray, silvery: *quumhlaakda* E (UT 336) (koom HLOCK thah)
gray: *quuhmliix* W (Dirks, 2001) (koom LEEH)
green: *chidġi* E (UT 135) (CHIDTHE gegh)
green: *chidġaayu* W (UT 135) (chidthe GUY yoh)
habitat: *slu* (UT 368 #3) (SLOOH)
habitat: *tana* (UT 388) (TA nah)
hard: *tngu* E (UT 400) (tng oh)
hard: *tungax* W (UT 409) (toong ah)
having many needles: *usxim inguqalaġii* E (UT 209) (oos kim • ing oo KAHLAH ghee)
hooks: *chuhnisa* W (UT 154) (choon EES us)
hooks: *chuhnunsin* E (UT 154) (chuh NUN sin): (instrument for stabbing)
large: *anguna* (p 91) (ung OO nah)

APPENDIX GLOSSARY

- leaf: *siġli* W (UT 359) (SIHGH legh)
 leaf: *yuli* E (UT 465) (YOO legh)
 life: *anġaġiisi* (UT 75) (ang gha GHEES ih)
 microscopic: *chuqudaachxuza* W (UT 156) (chuh ku thawch KOO zah)
 mountain: *kiiġuusi* (UT 238) (kihg GHOO segh)
 mountain: *qiiġuusi* E (UT 238) (keoh GHOO segh)
 mukluks, skin boots: *uliigin* (UT 436) (ool EEGH in)
 orange: *kanuuya* [r] (UT 230) (ka NOO yah)
 oval: *aadumaanu* (UT 14) (aa thoom AAH noh)
 oval: *qumugdu* W (UT 336) (koom UG thoh)
 petal: *lista* [r] (UT 256) (LEE stuh)
 pink :*uluudam tudagii* W (UT 401) (oo LOO thum • too THAG ee)
 plants: *hitnisangin* E (UT 216) (hit nee SUNG in)
 plants:*hitnisangis* W (UT 216) (hit nee SUNG is)
 purple: *chidġaayu(m) tuduu* E (UT 401) (chithe GUY yoo(m) • too THUU)
 purple: *uluudam qaxchikdaa* W (Dirks, 2001) (oo LOO thum • kagh CHIK thaah)
 rain: *chiġta* (UT 138) (CHIH tah)
 red: *uluuda* (UT 436) (oo LOO thah)
 round: *akamudiga* W (UT 43) (aka moothe EE gah)
 round: *qihmadgu* E (UT 43, 324) (kih MOTHE goh)
 sand: *chugu* (UT 151) (CHEUGH oh)
 seed, crumb: *hitxuli* (UT 215) (hit HOO legh)
 seed: *qaasa* E (UT 311) (KAAH sah)
 seed: *qala* (UT 302) (say KAH-lah)
 seed: *siima* E [r] (UT 361) (SEE mah)
 seed: *siimina* W [r] (UT 361) (seom IN ah)
 seeds, lit. flower scabs: *chiġuudngim qadungin* E (UT 293) (chih ROOTHE ngim • kahthe OONG in)
 share: *udigda* W (UT 416) (oo THIG thah)
 share: *udigdada* E (UT 416) (oo thig THAH thah)
 silver: *siriivra* W [r] (UT 360) (sir EEV rah)
 sky:*ini* E (UT 201) (iH nyih)
 sky:*inka* W (UT 202) (iN kah)
 small: *chuquda* W (UT156) (chuh KUH thah)
 small: *daaġsxituud(a)lakan* E (UT 160) (thah skit toothe LA kan)
 smooth: *atxa* (UT 108) (ATK ah)
 smooth: *qachġidiga* E (UT 292) (kach kidth IG gah)
 smooth: *qachġiziga* W (UT 292) (kach kiz IG gah)

APPENDIX GLOSSARY

sock: *chuulki* [r] (UT 153) (CHOOOL kegh)
sun: *agada* E (UT 36) (uh RUH tuh)
sun: *agadgi* W (UT 36) (uh RUHTHE gegh)
thorny: *chuchxulalix* E (UT 149) (chuchk oo LA lih)
to share: *udigasalix* E (UT 416) (oothe igh (ah) SA lih)
to share: *udix* W (UT 416) (OOTHE ihs)
traditional knowledge of *Unangan*: *Unangam Angagiisingin*: E (Galaktionoff: 2001)
(oo NUNG am • an ghah ghee SING in)
traditional knowledge of *Unanga*s: *Unangam Angagiisingis* W (Dirks: 2001)
(oo NUNG am • an ghah ghee SING is)
valley: *changana* (UT 131) (chung AHN uh)
water: *taanga* (UT 292) (TAAHN gah)
white: *quma* E (UT 335) (KOO mah)
white: *quhma* W (UT 335) (Koo hmah)
yellow: *chumnugi* (UT 153) (choom NUH gegh)

PLANT GLOSSARY:

alternate: Leaves that grow one above the other on opposite sides of a stem, not in pairs.
angiosperms: Plants that carry their seeds in fruits (cf. gymnosperm).
annuals: Plants that go through their whole life cycle in one growing season.
atom: One of the basic units of matter.
basal: Leaves at or near the bottom of the stem.
biennial: A plant that needs two growing seasons to complete its life cycle.
bonds: The links between atoms when they form molecules.
botanist: Plant scientist.
bulblet: A rounded part of a plant usually found underground.
carbon: a common element which occurs with other elements in all plants and animals. Its chemical symbol is C.
carbon dioxide: A gas in the air that is changed into food for the plant through photosynthesis. Its chemical formula is CO₂.
carnivore: A consumer that eats other animals.
catkin: The flowering part of some plants such as willows.
cell wall: The stiff outer layer of a plant cell.
chemical formula: The sets of letters and numerals that scientists use to show the composition of molecules.
chlorophyll: The green pigment that helps plants make food from the energy in sunlight.
chloroplast: The green body in a plant cell that contains chlorophyll.
chromosomes: Found in the cell nucleus, they contain the instructions for the

APPENDIX GLOSSARY

development of the next generation.

constant: A condition that does not change, especially in an experiment.

consumer: In a food chain, the one who eats the producer.

cotyledon: Seed leaves that store food for the seed's first growth.

cytoplasm: The material enclosed by the cell wall except for the nucleus.

detritivore: In a food chain, those who eat dead or decaying matter.

dominant: In a plant community, the most numerous kind of plant.

dormant: Inactive.

embryo: The seed part that is the beginning of the new plant.

epicotyl: The part of the plant embryo that will become the stem, leaves, flowers and fruit.

food chain: Flow of energy from the sun to green plants to animals.

food web: Network of food chains.

fruit: The mature, ripe part of the plant that contains the seeds.

germination: Beginning of growth by a seed.

gymnosperms: Plants that carry their seeds in cones.

habitat: The environment need by a particular species for its survival.

herbarium: A collection of plant specimens.

herbivore: A consumer that eats only plants.

hydrogen: The most abundant element in the universe; a tasteless, odorless gas. The hydrogen atom is the smallest and simplest atom known. The chemical symbol is H.

hypocotyl: The part of the plant embryo that will become the lower stem and root.

hypothesis: In an experiment, the idea to be tested.

lichen: Plant-like combination of a fungus and algae.

lobed: Leaf edges that have deep indentations.

margins: In leaves, the edges.

mitochondria: The power factories for a plant cell that change food into energy so that the cell can grow, divide, and do its work.

molecule: One of the basic units of matter, made up of two or more linked atoms.

mordants: chemicals that help a dye keep from fading.

nectar: Sugary liquid produced by plants, usually in the flower.

node: Place where a leaf connects to a stem.

nucleus: The control center for a cell.

observation: Carefully looking at something; using facts to describe something.

opposite: Leaf arrangement in pairs on each side of the stem.

ovaries: The swollen part of the pistil that contains the seeds.

oxygen: A chemical element (atom) with the symbol O. A life-supporting gas with the chemical formula O₂.

palmete: Branching leaf vein pattern coming from the base of the leaf.

parallel: Leaf vein pattern from base to tip.

perennial: A plant that lives from year to year.

petal: A flower part that is usually colored.

phloem: The tube that carries food (sugars) made in the leaves to the rest of the

APPENDIX GLOSSARY

- plant.
- photosynthesis:** The process of plants making their own food. “Putting together with light.”
- pinnate:** Branching leaf vein pattern coming from the mid-vein.
- pistil:** The female part of the flower that produces seeds.
- pollen:** The yellow powder found on the stamens.
- pollution:** Impure, contaminated.
- primary consumer:** In a food chain, the plant-eaters.
- producer:** In a food chain, those who make food out of non-living matter such as sunlight, minerals, and air.
- respiration:** In plants, the breakdown of food for energy.
- secondary consumer:** In a food chain, the meat eaters.
- seed coat:** The protective outer layer of a seed.
- seed:** The part of a flowering plant that will grow into a new plant under the right conditions.
- sepals:** The outermost flower structure that usually encloses and protects the other flower parts.
- smooth** or **entire:** Leaf edges that are not cut or toothed.
- solar:** From the sun.
- specimen:** One example of a whole group.
- stamen:** The male part of a flower that produces pollen.
- stationary:** Not moving.
- stomata:** Tiny pores on leaves through which oxygen, carbon dioxide and water pass.
(s. stoma)
- subjective:** Opinion.
- toothed:** Leaf edges that have indentations.
- transpiration:** Water loss through the stomata.
- vacuole:** Fluid-filled part of plant cell that helps keep the cell rigid.
- variable:** A condition that changes, especially in an experiment.
- vein:** Branching parts in a leaf that carry water and food and help support the leaf.
- whorled:** Three or more leaves arranged wheel-like around the stem.
- xylem:** The tube that carries water and minerals from the roots throughout the plant.

APPENDIX RESOURCES

PLANT IDENTIFICATION GUIDES, FIELD GUIDES

- Golodoff, Suzi. *Flowering Plants of Unalaska*. Fairbanks: University of Alaska Press. Forthcoming.
- Heller, Christine A. *Wild Edible and Poisonous Plants of Alaska*. Fairbanks: Cooperative Extension Service, UAF, 1993.
- Heller, Christine A. *Wild Flowers of Alaska*. New York: Odyssey Press, 1964.
- O'Clair, Rita M. and Sandra C. Lindstrom. *North Pacific Seaweeds*. Auke Bay AK: Plant Press, 2000.
- Pratt, Verna E. *Field Guide to Alaskan Wildflowers*. Anchorage: Alaskakrafts Publishing, 1989.
- Schofield, Janice J. *Alaska's Wild Plants: A Guide to Alaska's Edible Harvest*. Seattle: Alaska Northwest Books, 1995.
- White, Helen, Editor. *Alaska Yukon Wild Flowers Guide*. Anchorage: Alaska Northwest Books, 1974.
- Hultén, Eric. *Flora of Alaska and Neighboring Territories: A Manual of the Vascular Plants*. Stanford CA: Stanford University Press, 1968. This is the most authoritative plant identification reference for Alaska.
- Alaska Rare Plant Field Guide <http://www.uaa.alaska.edu/enri/rareguide/index.html>

General:

Pielou, E. C. *A Naturalist's Guide to the Arctic*. Chicago: University of Chicago Press, 1994.

USING PLANTS

- Garibaldi, Ann. *Medicinal Flora of the Alaska Natives*. Anchorage: Alaska Natural Heritage Program. University of Alaska Anchorage, 1999.
- Kari, Priscilla Russell. *Tanaina Plantlore/Dena'ina K'et'una: An Ethnobotany of the Dena'ina Indians of Southcentral Alaska*. Fairbanks: Alaska Native Language Center with Alaska Natural History Association and National Park Service, 1991.
- Schofield, Janice J. *Discovering Wild Plants: Alaska, Western Canada, the Northwest* Seattle: Alaska Northwest Books, 1989.
- Viereck, Eleanor G. *Alaska's Wilderness Medicines*. Seattle: Alaska Northwest Books, 1994. This information is also available on the Web through the ANKN site: <http://www.ankn.uaf.edu/viereck/index.html>
- Unalaska High School. *Cuttle-Fish One*. Unalaska, Alaska, 1977.
- Kojee educator's ethnobotany web site with lesson plan:
<http://www.pressenter.com/~breck/index.htm>

Video: "Arctic Harvest," may be purchased from the North Slope Borough, PO Box 69, Barrow, AK 99723. It is available in Inupiaq and English. You will need to specify which you want

Dyeing with Plants

- Adrosko, Rita J. *Natural Dyes and Home Dyeing*. New York: Dover Publications, Inc., 1971.
- Brooklyn Botanic Garden. *Dye Plants and Dyeing—a Handbook*. Brooklyn NY, 1964.

APPENDIX RESOURCES

Lesch, Alma. *Vegetable Dyeing*. New York: Watson Guptill Publications, 1970.

Supplies:

<http://www.joyofhandspinning.com/mordants.html>

<http://www.thewoolery.com/fibers.html>

Basket Weaving

Lynch, Kathy. *Aleut Basket Weaving*. Anchorage: University of Alaska Anchorage, 1977.

EXPERIMENTS, PROJECTS AND SCIENCE FAIR ACTIVITIES

Fast Plants™ materials may be ordered from:

Carolina Biological Supply company

2700 York Road

Burlington NC 27215

Call toll-free 800-334-5551

www.carolina.com

If you choose to use Fast Plants™, you will want to order *Brassica rapa* seeds WW-15-8804, pack of 50 and the manual, Exploring with Wisconsin Fast Plants, WW-15-8951

For more information about Fast Plants™:

<http://www.fastplants.org/>

Burnie, David. *How Nature Works. A Reader's Digest Book*. London: Dorling Kindersley, Ltd., 1991.

Pascoe, Elaine. *Seeds and Seedlings*. Woodbridge CT: Blackbirch Press, Inc., 1997.

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A+ Projects in Biology, 1996.

Biology for Every Kid, 1990.

Ecology for Every Kid, 1996.

Guide to More of the Best Science Fair Projects, 2000.

Guide to the Best Science Fair Projects, 1997.

Plants, 1997.

Alaska Department of Fish and Game, Division of Wildlife Conservation: Alaska Wildlife Curriculum Teacher's Guides, 1995.

Alaska's Tundra and Wildlife;

Wildlife for the Future;

Alaska's Forests & Wildlife;

and the *Alaska Ecology Cards*.

Science Fair, experiments and Janice Van Cleave site:

<http://school.discovery.com/sciencefaircentral/scifairstudio/handbook/scientificmethod.html>

<http://www.ipl.org/youth/projectguide/>

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PLANT PRESSES, HERBARIUM

DiNoto, Andrea, and David Winter. *The Pressed Plant*. New York: Stewart, Tabouri & Chang, 1999.

Supplies:

Pacific Papers
15702 119th Ave. NE
Bothell WA
(800) 676-1151
<http://www.pacific-papers.com/>

Herbarium Supply Company
3483 Edison Way
Menlo Park CA 94025
(800) 348-2338
<http://www.herbariumsupply.com>

<http://www.emilycompost.com/herbarium.htm>

<http://www.mobot.org/MOBOT/Research/Library/liesner/pressing.html>

GREAT PICTURES, GOOD IDEAS

Caduto, Michael J. and Joseph Bruchac. *Keepers of Life. Discovering Plants Through Native American Stories and Earth Activities for Children*. Golden CO: Fulcrum Publishing, 1994.

Diehn, Gwen and Krautwurst, Terry. *Nature Crafts for Kids*. New York: Discovery Toys, 1992.

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LITERATURE

Bierhorst, John, Editor. *Lightning Inside You and Other Native American Riddles*. A Scholastic Book, 1992.

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Finney, Gertrude E. *To Survive We Must Be Clever*. New York: David McKay Company, Inc., 1966.

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Oliver, Ethel Ross. *Journal of an Aleutian Year*. Seattle: University of Washington Press, 1988.

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CLASSIFICATION

Harrington, H. D. *How to Identify Plants*. Athens OH: Swallow Press, 1957.

Activity to learn basic classification techniques:

[http://globe.fsl.noaa.gov/sda-bin/wt/ghp/tg+L\(en\)+P\(landcover/LeafClassification\)](http://globe.fsl.noaa.gov/sda-bin/wt/ghp/tg+L(en)+P(landcover/LeafClassification))

FLOWER PARTS

<http://netspace.org/MendelWeb/MWflower.html>

CELL

Virtual Cell that can be dissected:

<http://www.life.ucic.edu/plantbio/cell/>

Jello cell:

<http://askeric.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Science/Biological/BIO0035.html>

PHOTOSYNTHESIS

Activity site:

<http://www.pbs.org/ktca/newtons/9/phytosy.html>

Center for the study of photosynthesis:

<http://photoscience.la.asu.edu/photosyn/education/learn.html>

Hinkle Creek Elementary School, 4th grade class wants to know about the plants in your area and has a Web site with excellent illustrations and sound:

<http://tqjunior.thinkquest.org/3715/index.html>

This site discusses photosynthesis, food chains and more:

<http://www.aliexplorer.com/ecology/Ecology.html>

Questions and answers about photosynthesis at this site:

<http://www.sciencenet.org.uk/database/Biology/Lists/photosynthtable.html>

FOOD CHAINS, FOOD WEBS

Interactive food web work sheet included here:

<http://www.geocities.com/Heartland/Ranch/2200/foodchains.htm>

<http://www.planetpals.com/foodchain.html>

LICHENS

Lichen information with lively illustrations:

<http://mgd.nacse.org/hyperSQL/lichenland/index.html>

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Golley, Nadesta. *Atġam Hitnisangis/Atkan Plants*. Alaska State Operated Schools. Book 14 of 1973 Atkan educational series, 1973.

Spatz, Ronald, Executive Editor. *Alaska Native Writers, Storytellers & Orators: The Expanded Edition. Alaska Quarterly Review*. Anchorage: University of Alaska Anchorage, 1999.

Alaska Traditional Knowledge and Native Foods database:
<http://www.nativeknowledge.org/db/nutriout.asp>

Guidelines for how to interview an Elder:
<http://www.ankn.uaf.edu/interview.html>

INTERNET GENERAL

Alaska Native Knowledge Network. Use the searchable index to locate plants:
<http://www.ankn.uaf.edu/>

Ask Eric lessons:
<http://ericir.syr.edu/Virtual/Lessons/>

Eisenhower National Clearing House for curriculum resources:
<http://www.enc.org/>

University of Alaska Anchorage Alaskool project:
<http://www.alaska.org>

US Department of Education lesson site:
<http://www.thegateway.org/>

APPENDIX VALUES

This work is a draft to be shared for regional input.

Values of the *Unangan/Unangas*

These rules for living from the tradition of the people of the Aleutian and Pribilof Islands are presented to you by the *Unangam* Elders' Academy through the Association of *Unangan/Unangas* Educators and the Aleutian/Pribilof Islands Association. Volunteers asked for input from the communities of St. Paul, St. George, Atka, Nikolski, Unalaska, Akutan, King Cove, Sand Point, False Pass, Nelson Lagoon, and Anchorage about what was important to learn as an *Unanga* in each place, followed up on suggested research, then presented the data to the group who would like to share this with you.

Alaska Native educators have made a great effort to bring forward these enduring cultural values that have sustained them. Remember that these rules for living are part of our tradition and if we are mindful to teach them to our young people we can go forward as the successful people we are destined to be.

Please share your thoughts about what you have read in this brochure. If you have comments or questions about these values please send them to:

Association of *Unangan/Unangas* Educators
PO Box 220196
Anchorage, AK 99522-0196

APPENDIX VALUES

Qawalangin / Niîguûgis

Eastern dialect / Western dialect

Values of the *Unangan/Unangas*

Kudaliiîgin maqaŕtakan txichin aguqangin / Kadaangis maqaŕtal txichix aguqangis

The way of our beginning, our ancestors

Udaadan tanangin kugan Unangan anangin / Udaadan Unangam tanangin kugan anangis

Our people's land and sea around here

Iŕtaqangin lulalix matalix anġaġiingin matakun / Hiŕtanangis luulal ama matal anġaġiingin matakus

Believe in them and keep them going through time

Aniqdun ngiin aqaaġan aġnangin qulingiin akuŕ gumalgakuŕ. / Kinguuġingin wan slum kugan haqaaġan aġnangin qulaan akuŕ gumalgakuŕ.

For the coming generations that we don't see yet, for their time here.

Father Michael Lestenkoff

Anġaġiisiŕ matanaan imin iŕamnakuŕ. Anaġiŕ ukunachin imchin ugutaasaamchim aġnaŕtxichin. / Anġaġiisiin sigaŕ imis akuŕ mal sigaŕan inixsiisada.

Life is gifted to you. What you make of it is your gift in return.

Tuman ilaanuġitxin, Unangan maqaŕtadqangin mataaġin matakun. / Anġaġiisiin, ilaazat ama Ulamis anġaġinangis maqaŕsingis idaŕtalagadaŕ.

Know your family tree, relations and people's history.

Tanaġnangin Iġayuusalix anġaġiimchin aġnaŕtxichin. / Tanaŕ, Alaġuŕ ama slum imuunuu huzuu anaġim anaġingis sahngaŕtada.

Live with and respect the land, sea, and all nature.

Wan alaġum ilan anaġim anġaġinangin usuu Aguuġuŕ agach ngiin aġiqaa. / Algas ama anaġim anġaġingis huzungis Aguuġum agacha ngiin aġiqaa haqataasada.

Respect and be aware of the creator in all living things.

Txin achigalix anġaġigumin anuxtanatxin aŕsaasaduukuŕtxin. / Huzugaan txin achigaŕ agacha mada ama txin sakaġatada.

Always learn and maintain a balance.

Qaqamiiġuŕ qalgadam ukulganaa ngiin ugutaasakun. / Qaqamiiġuŕ qalgadaŕ Anġaġiŕ ngiin aŕtanaa akuŕ.

Subsistence is sustenance for the life.

Unangam tunuu unangqasining asix tunuŕtalaaġnaqing. Unangan anaan Ukuŕtachŕikuŕ. / Unangam tunuu Unangas alganaa ukuchizaŕ ama huzuŕ ngiin tunuŕtachŕizaŕ.

Our language defines who we are and lets us communicate with one another.

APPENDIX VALUES

The Right Way to Live as an *Unanga*
Simple Instructions with the Long List

1. *Udigdada*. E / *Udigida*. W / Share.
2. *Tutada*. E & W / Listen.
3. *Txin anguyniŕtaŕgulux*. E / *Txin manitalagada*. W / Don't be boastful.
4. *Agitaasitxin iŕamnaasada*. E / *Anŕaŕinas iŕamanaasada*. W / Be kind to other people.
5. *Agitaasiin sismida*. E / *Anŕaŕinas kiduda*. W / Help others.
6. *Tuman tanaŕ agliisaaŕtan*. E / *Tanaŕ agliisada*. W / Take care of the land.
7. *Tuman alaŕuŕ agliisaaŕtan*. E / *Alaŕuŕ agliisada*. W / Take care of the sea/ocean.
8. *Tuman taangaŕ agliisaaŕtxin*. E / *Taangaŕ haŕayaasada*. W / Take care of the water.
9. *Manachin ilam axtalakan agliisaachin*. E / *Anaŕis mal agumis ilam axtalagada*. W / Do not do anything to excess.
10. *Txin ugutada*. E / *Qaŕatada*. W / Be happy.
11. *Iŕayuuxŕtxin, anaŕim atxaŕingin agachan madada*. E / *Txin sakaaŕatal anaŕis mada*. W / Behave yourself: Do the things you know are right.
12. *Chxadalaŕaaŕtxin*. E / *Chxalagada*. W / Don't steal.
13. *Adluudaŕiŕgulux* E / *Adalulagada*. W / Don't lie.
14. *Ludakiim axtax samtaaxŕtxin*. E / *Ludaŕis, tukus ama uchiitilas sahngaŕtada*. W / Respect Elders (including parents, teachers, & community members).
15. *Agitaasiin samtasaaŕtxin*. E / *Agitaadaan sahngaŕtada*. W / Respect your peers.
16. *Kayutuuŕtxin*. E / *Kayutuda*. W / Be strong.
17. *Agitaasiin matanangin imin giduŕiisalagaaŕtxin*. E / *Silaa txin gikuun alagada*. W / Don't be envious of what belongs to another.
18. *Anŕaŕiŕ iŕamanaŕ iŕtalix kayux iŕamanaŕ atxaŕtalix manaa imin ugutaasalix aaŕtxin*. E / *Anŕaŕinaŕ iŕamanas manaa ngaan hiŕtada*. W / Admire one who does well by honest means.
19. *Maamin iŕtanatxin madada*. E / *Anaŕis maamis hiŕtaŕaan aguun mada*. W / Don't make promises quickly, but keep those you make.
20. *Anŕaŕiisanatxin anaŕim agitaasingin agachan liidalix anaŕiisada*. E / *Matal anaŕaŕiikaan agacha anaŕisada*. W / Live like you want people to see you live.
21. *Igilnaaŕnaŕtxin*. E / *Qaŕatulagada*. W / Don't be greedy.
22. *Slaŕ, aŕadaŕ, tugidaŕ, kayux sdan tunum manginulux kugan iŕadŕgulux*. E / *Slaŕ, aŕadŕiŕ, ama sdas hadangiin iŕamanaŕ agacha tunuŕtaasada*. W / Don't talk bad about the weather or the sun, the moon, or the stars.
23. *Agitaasaan adaan tunum iŕamnanginulux iŕadŕgulux*. E / *Anŕaŕinaŕ adalus hadaan hilgadaŕulax*. W / Don't slander another person.
24. *Kadaan axtaaŕanaŕtxin*. E / *Kadamis agalagada*. W / Don't get ahead of yourself.
25. *Aduŕtanaan akidada*. E / *Adut akida*. W / Pay your debts.
26. *Qaŕamiŕiŕuŕ*. E / *Qaŕamiŕiŕuŕ*. W / Subsistence.
27. *Tunuun uguŕuŕtalakan anaŕaŕiŕtxin*. E / *Unangam Tunuu uguŕuŕtalagada*. W / Don't forget your *Unangan* Language.

APPENDIX

SAMPLE Interview Release Form

I, _____, give my permission to the _____ School District to use information that has been gathered from me for educational purposes regarding traditional Culture, History, and Language.

I understand that this information may be put on the Internet after being cleared with the *Unangam* Elders’ Academy and the Association of *Unangan/Unangas* Educators for appropriateness.

___ I would like a copy of written work containing information that has been supplied by myself.

___ I do not want a copy of written work containing information that has been supplied by myself.

Name _____

Address _____

signature of contributor

date

Phone # _____

Tribal affiliation _____

I have read and agree to abide by these statements also.

signature of teacher of student collector of information

signature of student collector of information

The collectors adhere to the recommendations of the United Nations draft “Mataatua Declaration on Cultural and Intellectual Property Rights of Indigenous Peoples” (June 1993). To read this document visit the following Website.

<http://www.ankn.uaf.edu/mataatua.html>

The Association of *Unangan/Unangas* Educators recommends that if any monetary gain is made from the use of the educational materials, they be donated in part to the tribe of the contributor for the purpose of cultural reclamation, preservation and perpetuation.

If your budget allows and you would like to contribute in some way to the descendants of the people sharing this knowledge with the world here is an easy way to do so. Education is key to appreciating and sharing traditional knowledge before it is lost. Following are two excellent scholarship foundations, which serve the *Unangan/Unangas*:

- 1) The Aleut Foundation <http://www.aleutcorp.com/found.html>
- 2) The Edna P. McCurdy Scholarship Foundation <http://www.ounalashka.com/>
(Click on “Edna P. McCurdy Scholarship Foundation”)

There may be new scholarship foundations, which were unknown at the time of this project. Sharon Lind at The Aleut Foundation will be able to tell you if any have become firmly established.

A Quick Overview of the *Unangam Tunuu* Sound System

by Barbara Švarný Carlson

To learn more consult *Aleut Grammar/Unangam Tunuganaan Achixaasiġ* by Knut Bergsland, which contains detailed linguistic descriptions. If a class is ever offered in your area, take advantage of it, as they have been rare. Like many in my generation English was my first language. While I am by no means yet fluent in *Unangam tunuu*, I am deeply grateful to those who help me learn. It has been my extreme good fortune to study formally for one semester and informally for years with Moses Dirks. Additionally, I have been lucky to work with Nick Galaktionoff, Sophie Sherebernikoff, and Iliodor Philemonof. This introduction will get you started. The Association of *Unangan/Unangas* Educators plans to have a Web site soon with links as they are developed and become available. URLs to visit to check if anything new is ready are the following:

Alaska Native Knowledge Network:
<http://www.ankn.uaf.edu>

Association of Unangan/Unangas Educators:
<http://www.ankn.uaf.edu/Unangan>

For a free downloadable font for Unangam tunuu:
http://www.alaskool.org/language/fonts/unangam/unangam_font.htm

Language resources from Alaskool:
<http://www.alaskool.org/language/languageindex.htm>

Check with your school to see if other resources are available such as audio tapes made by instructors who speak the language.

INTRODUCTION:

The Native language of the people of the Aleutian and Pribilof Islands is called *Unangam tunuu* (sometimes referred to as *Unangaġ*). To say words in Unangam tunuu, one must learn several sounds that are not produced in the English language. The "say it" cues in the plant curriculum text are a user-friendly way to help non-speakers pronounce the words in the units. You must learn the sound system to say words you find in the *Aleut Dictionary/Unangam Tunudgusii* and the written language.

THIS IS EASY:

1. Unangam tunuu spelling is regular and easy to learn (as opposed to English, which is irregular and takes years to master).
2. There are 3 basic vowels, which can be long or short, referring to the length in time (having nothing to do with "long" or "short" vowels in English).
3. There are only five consonant sounds not present in English: q, x, g, ŋ and ġ.

APPENDIX

Vowels:

The three basic vowels, a, i, and u, are each either short (in time) or long (in time). The long vowels are written double.

a aa i ii u uu

These correspond roughly to the following English vowel sounds:

- a has a sound midway between the vowels of English father or hot and that of tub as in the *Unangam tunuu* word, *alaŋ*
The duration is short.
- aa has a sound midway between the vowels of English rod and that of tub as in the *Unangam tunuu* words, *aang* and *aŋalaa*
The duration is long.
- i has a sound midway between the vowels of English hit and heat, as in the *Unangam tunuu* word, *hitnisangis*
The duration is short.
- ii has a sound midway between the vowels of English hid and bead, as in the *Unangam tunuu* word, *kiikaŋ*
The duration is long.
- u has a sound midway between the vowels of English good and food as in the *Unangam tunuu* word, *chunusiŋ*
The duration is short.
- uu has a sound midway between the vowels of English good and food as in the second syllable of the *Unangam tunuu* word, *uxchuudaŋ*
The duration is long.

The vowels e and o are used only in loanwords from Russian and English.

“Long vowels always have some degree of accent, and when in the last syllable of a word, tend to ‘steal’ the usual word-accent from the second-last syllable.”

—Michael Krauss, Professor Emeritus, University of Alaska Fairbanks, Alaska Native Language Center, April 2002

APPENDIX

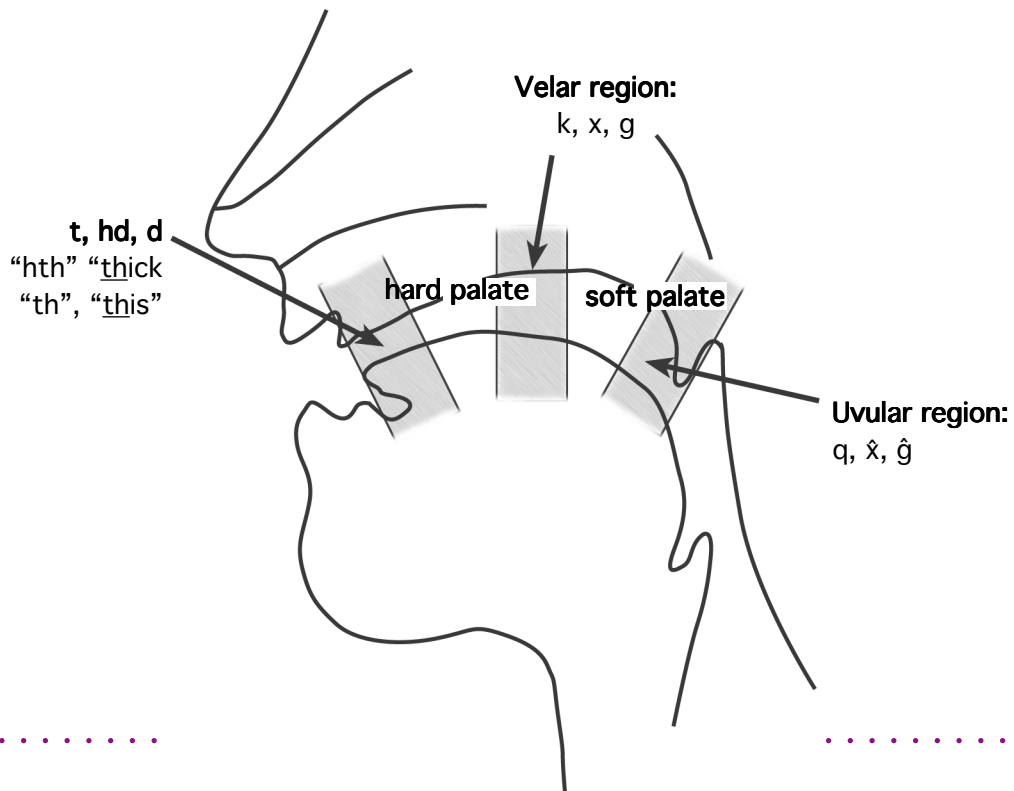
HOW THESE SOUNDS ARE MADE:

The five consonant sounds not present in English are shown inside the shaded boxes on the following chart. The additional consonants are to help you visualize the progression (left to right) in sound production from the front of the mouth to the back.

	TONGUE TIP	VELARS (mid-mouth)	UVULARS (back of mouth)
air flow voice not stopped sounding	t	k	q
air flow not stopped	hd “hth” “ <u>th</u> ick”	x	ḡ
air flow not stopped voice	d “ <u>th</u> is”	g	ḡ sounding

Voice is the sounding, vibrating or buzzing of the vocal chords. Try pronouncing sequences like the following with no vowels in between: szszszsz..., fvfvfvf..., and you will feel your voice turning on and off; on for z and v; and off for s and f. Likewise, for English th as in thick (Unangam tunuu hd) and th as in this (Unangam tunuu d). hd, d, hd, d, hd, d, hd, d.... So also for Unangam tunuu xgxgxgxg..., and ḡ, ḡ, ḡ, ḡ, ḡ, ḡ, ḡ, ḡ..., the x and ḡ with the voice off; and the g and ḡ with the voice on.

This diagram shows where the sounds are articulated in the mouth. Make each sound and see if it seems to be made in the correct spot. If not, try producing the sound in a way that will target the illustrated section of the mouth.



APPENDIX

Description of sounds:

Note that x and g have a noticeably smoother sound, with the tongue up against the hard (bony) palate, compared with \hat{x} and \hat{g} , with the tongue up against the soft palate, two soft surfaces together, which have a more gurgling, rough or flabby sound.

Note that d is pronounced as in English this and mother, not like English d (except in some people’s pronunciation of loanwords from Russian and English). Likewise, g is pronounced as noted above, not like English g (with the airflow stopped, except in some people’s pronunciation of loanwords from Russian and English).

Description of h sounds:

There are six combinations starting with h. They are not difficult; hy and hw are also in English, but the others are not. Say them fast.

hy as in English huge

hw as in the way some people pronounce English what

hm, hn, hng are like m, n, ng except that they begin with h, voicelessly, almost "snorted"

hl is like l except that it begins with h, voicelessly.

These are preserved mainly in Atkan, but exist to varying degrees in other dialects.

HOW TO GET A LOT OUT OF A FEW MINUTES OF PRACTICE:

Articulation Exercise #1:

In Unangam tunuu it is absolutely essential to learn to distinguish k , x, g, from q, \hat{x} , \hat{g} . Pronounce the following consonant with its paired vowel listening to the sounds change:

ka	ki	ku	qa	qi	qu
xa	xi	xu	\hat{x} a	\hat{x} i	\hat{x} u
ga	gi	gu	\hat{g} a	\hat{g} i	\hat{g} u

Do this one every day or more. Remember from the table and diagram that these consonants form a very regular and orderly system. For example, k is to q as x is to \hat{x} . K and x sounds are produced mid-mouth and made with the tongue against the hard palate so they are smooth sounds. Conversely, their paired letters, q and \hat{x} , are produced at the back of the mouth and made with the tongue against the soft palate so they are rougher, more gurgling sounds. Likewise, x is to g as \hat{x} is to \hat{g} and so on. Try it: You’ll hear the difference.

APPENDIX

Articulation Exercise #2:

kaga	kigi	kugu	qaga	qigi	qugu
xaga	xigi	xugu	ŋaga	ŋigi	ŋugu
gaga	gigi	gugu	ġaga	ġigi	ġugu

The practice will allow you to hear and say the different sounds. For some people this is simple; for others a little harder. Do not be discouraged. With time and practice your ears will hear the differences and your tongue will produce the correct sounds.

Articulation Exercise # 3:

kaqa	kiqi	kuqu	xaŋa	xiŋi	xuŋu
ŋaga	ŋigi	ŋugu	ŋaka	ŋiki	ŋuku
gâga	giġi	guġu	ġaxa	ġixi	ġuxu

Articulation Exercise # 4:

xaxaa	xixii	xuxuu	ŋaxaa	ŋixii	ŋuxuu
kaqaa	kiqii	kuquu	gaġaa	giġii	guġuu
gagaa	gigii	guguu	kaŋaa	kaŋii	kaŋuu

Articulation Exercise # 5: You can pronounce *Unangam tunuu!*

<i>aang</i>	<i>ting</i>	<i>hlaŋ</i>	<i>saŋ</i>	<i>daŋ</i>	<i>amaŋ</i>
(hello, yes)	(me)	(boy)	(duck)	(eye)	(fish eggs)

<i>Unangan</i>	<i>Unangaŋ</i>	<i>Unangax</i>	<i>Unangam tunuu</i>
(plural form = 3+)	(singular form =1)	(dual form = 2)	(possessive)

<i>Qilam iŋamnaa.</i>	<i>Qam aġalaa.</i>	<i>Angalkingaŋ.</i>	<i>Iŋamnatakuŋ!</i>
(The morning is good.)	(Good afternoon.)	(Evening.)	(Very good!)

Kumxaŋ, congratulations!

APPENDIX

DICTIONARY

As a girl in the 1950s, I tried to talk Grandma into helping me write an Aleut dictionary so I could learn the language. Despite my persistence, she refused to discuss my request, having been punished as a child for speaking the language. In Unalaska, she and many of her generation shielded their children from such mistreatment by speaking only English with them. One day in a moment of unexplained weakness, Grandma sat down at her kitchen table when she saw me come in with my little tablet and pencil. “Okay,” she said, “I’ll help you. What do you want to know?” Stunned, I opened the tablet and stammered, “uh, apple.” Her eyes squinted up and she started to smile. Then, she laughed so hard she cried. When she stopped laughing she told me why we didn’t have a real Aleut word for apple. I was unaware of many things at that age. (A Russian loan for apple is yaavlukaġ E or, brilliantly, the lesser-known crafted word, hlyangam qaayungin E (tree berries). Grandma and I talked about it. It was a touching moment and the time I began to realize that we were losing more than words by not holding on to our language. Shortly after that Grandma had the first of several heart attacks and we all moved away from Alaska. We never made my dictionary. Grandma (Alice Merculieff Hope) died young. It was nearly two decades later before my mother and I learned that we call ourselves Unangan. Grandma would have delighted in this book.

You may not read the Aleut Dictionary/ Unangam Tunudgusii, as I do, with the feeling that it honors the discussions Grandma and I could have had. Once you begin to use it, however, you will realize that it is a valuable and unprecedented resource. Ugutada, enjoy!

How to Use the Aleut Dictionary/Unangam Tunudgusii

By Barbara Švarný Carlson

In the 1800s Ivan Veniaminov worked with *Unangam tunuu* speakers, Ivan Pan’kov, chief of Tigalda, and Iakov Netsvetov, priest of Atġaġ collaboratively to produce the first instances of *Unangam tunuu* written as literature. *Unangam tunuu* was an oral language, so it was written down in the orthography of Veniaminov, a Russian Orthodox priest later canonized as Saint Innocent. He was an exceptional scholar and dedicated journal keeper who helped preserve history and cultural information that would otherwise not have been recorded. Netsvetov wrote a dictionary in the *Niiġuġ* (Atkan) dialect. (*Niiġuġ* is the short form of the singular *Niiġuġis*.) Read more about these greatly significant contributions in the history and introductory sections of this text.

In 1994 the Alaska Native Language Center (ANLC) at the University of Alaska Fairbanks published Knut Bergsland’s eagerly anticipated *Aleut Dictionary/Unangam Tunudgusii*. Knut Bergsland of Oslo, Norway, developed the new standard orthography for *Unangam tunuu* after a vote in the early 1970s to allow the people themselves to decide whether it was necessary to provide a version in the alphabet of this country. In the history and introductory sections of this book, Bergsland exegetically chronicled a detailed listing of the speakers of *Unangam tunuu* with careful descriptions of the fieldwork in which Native speakers participated.

To pronounce words in *Unangam tunuu*, the Native language of the people of the Aleutian and Pribilof Islands, one must learn several sounds that are not produced in the English language. Use the Sound System for *Unangam Tunuu* in the Appendix for help. In *Unangam tunuu* there are two

characters, *ĭ* and *ġ*, that use a diacritical mark to distinguish them from *x* and *g*. The syntax or word order of the language is not the same as English. For information on that subject, one may refer to the definitive reference grammar of the language, *Aleut Grammar/Unangam Tunuganaan Achixaasiĭ*, by Knut Bergsland.

A treasury of untapped information, this text pulls together several centuries of recorded language information by diverse scribes and decades of exegetical work done by Dr. Bergsland and his partners in the region and at ANLC. Knut Bergsland was a perfectionist in the best sense of the word and users will learn a number of linguistic tools with which they might not have otherwise become familiar. This is not an English/Aleut dictionary; that is, you do not simply look up the word in English and go straight to its corresponding word in *Unangam tunuu*. The reason for this is that to include as much information as possible, a different format was used.

WRITE IT RIGHT:

Entries are listed with the stem of the word followed by a hyphen and another letter(s). Many *Unangam tunuu* words are used as either nouns or verbs. If the word is used as a noun, the ending follows the pattern below:

- | | | |
|--------|--------|----------------------------------|
| -ĭ = 1 | -x = 2 | -n = 3 or more (Eastern dialect) |
| -ġ = 1 | -x = 2 | -s = 3 or more (Western dialect) |

So, if the entry looks like this: *quma-ĭ*, one white thing, write *qumaĭ, E; quhmaĭ W*. If you want to write two white things, write *qumax E; quhmax W*. To write three or more white things in Eastern, *quman*; in Western, *quhmas*.

If a word is used as a verb, it will look like this: *quma-lix* (to turn white), and should be written as *qumalix E; quhmalix W*.

Remember, write *qumaĭ E or quhmaĭ W*, not *quma-ĭ*, and *qumalix E or quhmalix W*, and not *quma-lix*.

Note: While the word for white is basically the same in Eastern and Western dialects, the Western word *quhmaĭ* retains the “h” that has been dropped in some words in Eastern.

HOW TO: The Dictionary is set up so that it is easiest to find what an Aleut word means in English. 1. To find the *Unangam tunuu*, or Aleut equivalent of an English word, look up each entry listed under it in the index. You need to find the most appropriate time period, place, and meaning for your desired use.

The format presents each attested word (in the English Index) that matches the desired listing, in any dialect and time. Some words are archaic and no longer in popular use in any dialect. You must, then, look up each entry under a heading and read it to find the word you want.

It will be easy if the word for which you search is in the index. If not, try to think of a synonym. For example, if you are looking for “respond” and find nothing, try “answer.” Often you will find many listed words for those you seek. You must then look each one up (the page number is conveniently listed right beside the *Unangam tunuu* word in the index listing).

APPENDIX

DICTIONARY

If you do not look up each word, you might end up with a word that has not been used since 1772 when you want a current word. You might end up with a word for En, the Eastern dialect speakers of Nikolski, when you wanted one for A, the Western speakers of Atka. Or, you might find a word that means something entirely different where you live than the word under which it was found in the index. You have to look up each word and read the entry to find the word you need. (There may be times when you will want to seek out archaic words!)

When you look up a word, you will find where it was attested or recorded. See page vii of the Dictionary for how to read this information. You probably will not want to use a word that is shown as attested in Atka if you are in King Cove (formerly from Belkofski) if another word can be found for your place.

2. Learn the significance of the symbols in the front of the book. The more tools you use, the more you will understand.

a/ha/aa/haa b ch d/hd f g/x ĝ/ŝ i/hi/ii/hii k l/hl m/hm n/hn
ng/hng p q r s/z t t^r u/hu/uu/huu v w/hw y/hy

TIPS FROM A FREQUENT USER:

- A. Use bookmarks and paper stickies to crosscheck similar words.
- B. When you find a desired word, write it in a log and note the page number on which you found it. You will want to find it again and may forget how you found it as sometimes words can be located in a round-about way. You will not regret this method.
- C. Double check spelling and the correct use of diacritical marks. The meanings and pronunciations of words change without the marks.

3. Refer to the following alphabetical order (Dictionary General introduction, p xii): This order allows for the different combinations of words that have h vs. the dropped h being listed in a systematic way. Similarly, it allows for an orderly way to find g and x as opposed to ŝ and ĝ.

WHAT TO READ IF YOU DON'T HAVE TIME TO READ THE WHOLE THING:

This is an interesting introduction, and you will find helpful background information in addition to numerous explanations. If you do not have time to read the whole thing right away, it is useful to scan the content pages so that you will be able to find information when you need it. Some examples of things you may find useful follow:

Abbreviations and Sample Entries: pp vi – vii,

This section references all abbreviations telegraphically. You can easily learn on page vi the following and much more:

- E Eastern Aleut
- Eb E of Belkofski (now moved to King Cove)
- Ea E of Akutan (formerly Akun and other of the Krenitzin Islands)
- Eu E of Unalaska
- En E of Nikolski, Umnak Island
- A Atkan Aleut
- Au Attuan Aleut
- Ab Atkan of Bering Island
- Am Attuan of Copper Island (Mednyy)

- This is important when you want to know the origin of a word. A word spoken in one location may vary or be totally different from its counterpart in another place.
- It tells you the Aleut word classes, such as noun, verb, and where to read more about them. (General Introduction 0.4)
- It tells what abbreviations in the entries mean, for example, *lit.* stands for the literal meaning of an Aleut word while *relig.* means that the word is found in religious text translations.
- It lists the sources of material cited so that you can sometimes determine in what circumstances and by whom information was documented.
- Page vii neatly shows sample entries with labels pointing to what they represent. You will find this extremely useful.

History: Describes the work of more than two centuries of contributing linguistic scholarship and documentation and chronicles events that led to this publication.

General Introduction: A complete description of format, order, academic linguistic devices employed. You might find this hard going, but it is replete with information necessary for the full utilization of all that is contained here.

Familiarizing yourself with the headings will enable you to locate specific help. These will be the most useful to new users. Get what you need and come back for the rest later.

- Dictionary format
- Alphabetical order
- Entries and subentries
- Attestation: locations and dates
- Historical Survey: An explanation of the distribution of the eight original sub-groups of *Unangan/Unangas*. These are the origins of some of the “federally recognized tribes” of which you may have heard.
- Aleut consonants and vowels
- Stress and related features of pronunciation
- Aleut treatment of Russian words
- Sources: It is amazing to think that the very words in this dictionary can be traced to specific collections and in some cases to individuals. It has been interesting for me to learn who attested words in certain places and then to discuss that with an Elder. On one occasion my Elder friend confirmed a recorded person’s knowledge of the language and told me it would have been good if I could have listened to him. It allowed us to have conversations that we otherwise would not have had and talk about subjects that might not have arisen. This text is full of touchstones.
- Main Entries and Subentries: The main section begins with an interjection of surprise in Attuan, “A!” and the heading on the first page is “A, HA, AA, HAA”.
- Appendices: 10 appendices contain rich materials from various sources that would otherwise be difficult to locate.

After you have become used to finding the basic information you need, re-read the history or introductory sections. Gradually, your understanding of this invaluable tool will increase and your mastery will help you unlock its treasures. *Ukudagada*, good luck!



NOTES

