

# Mini-immersion Activities

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## Seneca Language for the Elementary Learner

**Ja:no's—Janine Bowen**

**Summer 2013**



These mini-immersion activities were used with my 7 year old daughter to teach her basic Seneca language, while home for the summer. These items can be used with elementary level/beginner adult students. If you notice any typos or content errors, please let me know, and I will make corrections.  
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# **Sample Lesson Plans**

## Sample Lesson #1

**Note: the teacher should speak in Seneca ONLY! If this is not possible, she should aim to speak less and less English each day.**

1. Ga:nö:nyö:k: Use cue cards for each section. The cue cards will have the Seneca version on the top in bold, a picture of what is being honored, and the English translation in small print. Say the introduction portion together...then students and teachers will take turns saying each item. At the end, everyone will say the wrap up portion together (*see the basic version provided*).
2. After opening, play a matching game. Let the students see a copy of the entire Ganö:nyök being used each day. Pick 4 to 5 elements. Students will match the picture(s) and the English to each Seneca phrase. (Students could do this in groups.)
  - a. **Note:** You will need to have separate cards for the English, Seneca, and pictures. These should be made ahead of time. You could simply print out the provided version, cut out the portions needed, and laminate them/glue them onto tag board/cut up manila folders.
3. After playing the Ganö:nyök matching game, transition into calendar time. Have a large calendar set up in the room. Be sure to cover the Lunar and Gregorian calendars: dates, days of the week, moon cycle, and weather.
  - a. For the first few days/weeks you will need to have question cards to help students run the conversation on their own, with pronunciation help.
    - i. After students gain some familiarity with the phrases, the English should be removed from the cue cards.

- b. You will need to have response prompts in a highly visible area.
4. After calendar time take a song break. Take turns leading songs in Seneca. If the students do not know any songs, then take this time to teach them *ado:wë'*, *towisas*, children's songs, social dance songs, etc.
5. Hand out Conversation A. The teacher will read both parts first, while the students follow along. After hearing it a few times, the teacher and different students will role play, using the script. Students will need help with pronunciation. Let students try first. Offer the correct pronunciation politely, as needed.
6. After reading conversation A, pass out white boards. Say a Seneca word and have the students write the Seneca word.
7. Following the writing activity, play a board game with the *Conversation A* flashcards provided. Students will read a flashcard. After saying the word they will point to its meaning, without saying it. Then the student will take a turn in the game.
8. Transition into the wrap up after playing the flashcard game. Someone should announce that we are closing and recite portions of the Opening Address pertaining to the Earth, Handsome Lake, the Four Beings, and the Creator.

## Sample Lesson #2

**Note:** the teacher should speak in Seneca **ONLY!** If this is not possible, she should aim to speak less and less English each day.

1. Ga:nö:nyö:k: Use cue cards for each section. Have a student pass them out one-by-one until they are gone. Students and teachers will take turns saying their parts. Teachers will offer guidance as needed.
2. After opening, play a matching game. Let the students see a copy of the entire Ganö:nyök being used each day. Pick 4 to 5 elements. Students will match the picture to the Seneca phrase for each element.
3. Pass a basket around with just the pictures of each element. Have a student pick a card. The class will then say what is pictured, using the word from Ganö:nyök. Repeat the process at least 8 more times.
4. Transition into calendar time. Have a large calendar set up in the room. Be sure to cover the Lunar and Gregorian calendars: dates, days of the week, moon cycle, and weather.
  - a. Extend this into conversation time, not strictly calendar time, by adding questions for the conversations studied each day. (From Conversation A: “**Dë’ëh ni:s šya:söh ga:nyö’ökha:’?**” and “**Dë’ëh ni:s nesöedzo’dë’?**”
5. After calendar time take a song break. Take turns leading songs in Seneca. If the students do not know any songs, then take this time to teach them ado:wë’, towisas, children’s songs, social dance songs, etc.

6. Hand out Conversation B. The teacher will read both parts first, while the students follow along. After hearing it a few times, the teacher and different students will role play, using the script. Students will need help with pronunciation. Let students try first. Offer the correct pronunciation politely, as needed.
7. After going through the conversation several times, play a translation game. Use the cards provided for *Lesson #2* with any board game. Before the person takes a turn, they must translate the English phrase into Seneca.
8. Transition into the wrap up after playing the translation game. Someone should announce that we are closing and recite portions of the Opening Address pertaining to the Earth, Handsome Lake, the Four Beings, and the Creator.

## Sample Lesson #3

**Note:** the teacher should speak in Seneca ONLY! If this is not possible, she should aim to speak less and less English each day.

1. Ga:nö:nyö:k—have one student/teacher announce that the class will open with the “words before all else”. Students will then take turns saying parts. Teachers could also participate.
2. After opening, have students grab their whiteboards, markers, and erasers. Then, the teacher will say the Seneca word for one Ganö:nyök element (example: onegahdë:jö:h). Students will draw a picture of the item mentioned.
3. Pass a basket around with just the pictures of each element. Have a student pick a card. The class will then say what is pictured, using the word from Ganö:nyök. Repeat the process at least 8 more times.
4. Transition into Calendar/Conversation Time. Wrap in any questions learned in Conversations A and B, such as “Sgë:nö’ nä:h?” Pass out the question cards and have students take turns playing teacher by asking their questions.
5. After each student’s questions have been answered, move into song time.
  - a. Towisas songs are a great way to teach vocabulary, as the leader sings first, and the rest of the group repeats.  
**(Towisas is a ceremony that centers on women’s connection to the cycle of life, in terms of planting. Many women use these songs to give thanks.)**



- b. See the attached lyrics. You could use the CD provided by the Seneca Nation Education Department to guide the class.
6. After singing, students and teacher(s) will take turns role-playing Conversations A and B—for review.
7. Then, hand out Conversation C. The teacher(s) will read both parts first, while the students follow along. After hearing it a few times, the teacher and different students will role play, using the script. Students will need help with pronunciation. Offer the correct pronunciation politely, as needed.
8. After reading conversation C, play a board game with the *Conversation A* flashcards provided. Students will read a flashcard. After saying the Seneca word they will say its English meaning, followed by the Seneca word. Then the student will take a turn in the game.
9. Transition into the wrap up after playing the flashcard game. Someone should announce that we are closing and recite portions of the Opening Address pertaining to the Earth, Handsome Lake, the Four Beings, and the Creator.

## Sample Lesson #4

**Note:** the teacher should speak in Seneca *ONLY!* If this is not possible, she should aim to speak less and less English each day.

1. Ga:nö:nyök—have one student/teacher announce that the class will open with the “words before all else”. Students will then take turns saying parts. Teachers could also participate.
2. After opening, use the *Ganö:nyök Vocabulary Matching Game* provided. Students could work in pairs to match the vocabulary word to its proper English translation.
3. Transition into Calendar/Conversation Time, using question cards from Conversations A, B, and C. Pick one student to pass out the cards among participants. After the question cards have been distributed, pick a student to ask one of her questions.
  - a. Whoever answers her question will go next. Continue the process until all questions have been answered.
4. After each student’s questions have been answered, move into song time.
  - a. Remember, this is immersion time, so make sure you sing songs with Seneca words/sounds.
  - b. Introducing what you will sing, in Seneca, is also important.
5. After singing, students and teacher(s) will take turns role-playing Conversations A, B, and C—for review.
6. After acting out the conversations, play the following game with the flashcards provided:

- a. Put flashcards with a Seneca word/phrase in a basket. Have students pass the basket while Iroquois music plays. Stop the music. When the music stops, the student with the basket will pull out the Seneca word/phrase and read it to the class. After reading the Seneca word/phrase, the student will pick a classmate to put the word/phrase in a Seneca sentence.
7. Transition into the wrap up after playing the flashcard game. Someone should announce that we are closing and recite portions of the Opening Address pertaining to the Earth, Handsome Lake, the Four Beings, and the Creator.

## Sample Lesson #5

**Note:** the teacher should speak in Seneca **ONLY!** If this is not possible, she should aim to speak less and less English each day.

1. Ga:nö:nyö:k—have one student/teacher announce that the class will open with the “words before all else”. Students will then take turns saying parts. Teachers could also participate.
  - a. Today you should have one person start while holding a rattle, shell, wampum (something culturally significant). Let each person say how many sections she is comfortable with before handing the object to the next person, who will then speak.
  - b. A teacher will need to guide students along as needed, with pictures.
2. After opening, give students a word from Ganö:nyök. They will then draw a picture of its meaning on a whiteboard. After showing you their pictures, have students tell you the Seneca word depicted.
3. Transition into Calendar/Conversation Time, using question cards from Conversations A, B, and C. Pick one student to pass out the cards among participants. After the question cards have been distributed, pick a student to ask one of her questions.
  - a. Whoever answers her question will go next. Continue the process until all questions have been answered.
4. After each student’s questions have been answered, move into song time.
  - a. Remember, this is immersion time, so make sure you sing songs with Seneca words/sounds.
  - b. Introducing what you will sing, in Seneca, is also important.

5. After singing, students and teacher(s) will take turns role-playing Conversations A, B, and C—for review.
6. After acting out the conversations, students will develop their own mini-skits. Do **NOT** stress spelling.
  - a. At this point, students just need to remember what they will say aloud for each of their lines. These lessons should not be focused on writing—it merely supports their verbal cues.
  - b. Do not correct spelling until they have a better grasp of the sounds/words.
  - c. A mini-skit is even shorter than a skit. At this point, aim for 5 lines.
  - d. Advanced students should do as many lines as they want. They should also be given reference materials in case they would like to use items not yet covered in class.
7. After students have finished, find or make props as needed.
8. Take turns acting out each mini-skit.
9. Someone should announce that we are closing and recite portions of the Opening Address pertaining to the Earth, Handsome Lake, the Four Beings, and the Creator.

# **Short and Simple Immersion Activities**

## How to Create a Fun No-English Environment

### Activity 1: Pass the Basket

1. Put flashcards with a Seneca word/phrase in a basket. Have students pass the basket while Iroquois music plays. Stop the music. When the music stops, the student with the basket will pull out the Seneca word/phrase and read it to the class. After reading the Seneca word/phrase, the student will pick a classmate to put the word/phrase in a Seneca sentence.
2. Put some of the translation cards provided in a basket. Have students pass the basket while Iroquois music plays (you could also sing an Iroquois song). Stop the music. When the music stops, the student with the basket will pull out a card and give the Seneca translation of the English sentence provided.
  - a. The student should NOT say the English on the card...the student just needs to read it to herself, then report her answer in Seneca.
  - b. The teacher, or a fellow student, should offer support as needed.
3. Place pictures of Ganö:nyök elements in a basket. Have students pass the basket while Iroquois music plays. Stop the music. When the music stops, the student with the basket will pull out a picture, show it to the class, and have the class (or a classmate, depending on the how advanced the class is) recite the portion of Ganö:nyök that it represents to the class.

### Activity 2: Dictation

1. Hand out whiteboards. Recite a line from one of the conversations studied in class. Have students write down exactly what they hear. (**This is NOT a translation activity.**) Walk around the room to see what they have written. Check their verb tenses, etc. They should use their packets to check spelling.

### Activity 3: Skit-writing

1. Provide students with a simple scenario and let them develop their own conversation to support the idea given to them.

Example: Tell your mom you are hungry and discuss what you will eat; while playing outside you see a friend eating something you do NOT like; you meet a new student on the way to school, talk about yourselves and food you like to eat, etc.

#### Activity 4: Drawing

1. Pass out whiteboards. When students are ready, say a Seneca phrase/sentence. Students will create a picture to represent what occurs in the sentence. As students draw, walk around the room repeating the phrase and helping students figure out its meaning. (Act out the meaning or point to the pages needed, while speaking SENCECA.)
  - a. Example: One:nö', osdëö:jö:h koh.
  - b. Example: Ojiyädai:yëh ëhnyadekö:ni'.



# **Ganö:nyök**

## (The Opening Address)

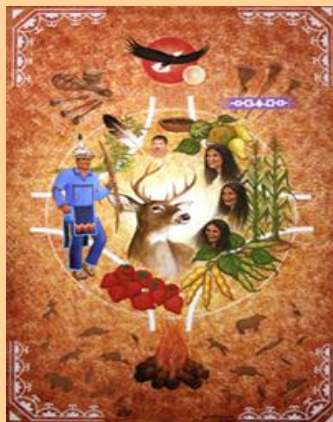
What students should learn to say to announce that those present will open with Ganö:nyök.



**Da:h o:nëh  
dëjidwaiwaho:dö:goh  
öö:döh gaewadehgöh.**

(So now, those of us present, we will open it —our class, ceremony, or meeting---with the first words.)

## Ganö:nyök—A Basic Version



**I:' o'gaewayëda:te't hëgiwa:jëtho' öëdö:h  
gaiwadehgöh.**

It has become my duty to gather the words of the Opening Address.



**Da:h onëh dih ëswe:he:k ëdwajë:nö:ni' sga:d  
hëdwa:yë' ögwa'nigöë' dëdwadahnö:nyö:'  
*ha'deyögwe'dage:h*. Da:h ne'hoh dih  
nëyögwa'nigo'dë:ök.**

(We will give it all our thought and carefully give thanks to all of the people. Let it be that way in our minds.)



**Da:h onëh dih ëswe:he:k ëdwajë:nö:ni' sga:d  
hëdwa:yë' ögwa'nigöë' dëyethinö:nyö:' *etinö'ëh  
yöëdzade'* deyögwë:hsi'dagë'sähgöh. Da:h ne'hoh  
dih nëyögwa'nigo'dë:ök.**

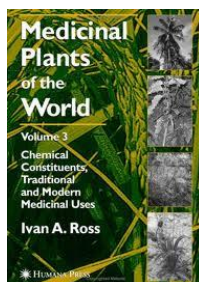
(And so now we will give it all of our thought and carefully give thanks to Our Mother Earth that we rest our feet upon. And let it be that way in our minds.)



**Da:h onëh dih ëswe:he:k ëdwajë:nö:ni' sga:d  
hëdwa:yë' ögwa'nigöë' dëdwanö:nyö:'  
o:nëgitgësö', o:negahdë:jö:h, ga:negada:nyö',  
ga:negowa:në's heyo:do'k. Da:h ne'hoh dih  
nëyögwa'nigo'dë:ök.**

(And so now we will give it all of our thought and carefully give thanks to the natural springs, the flowing rivers, and all that have water in it, including the big waters. And let it be that way in our minds.)





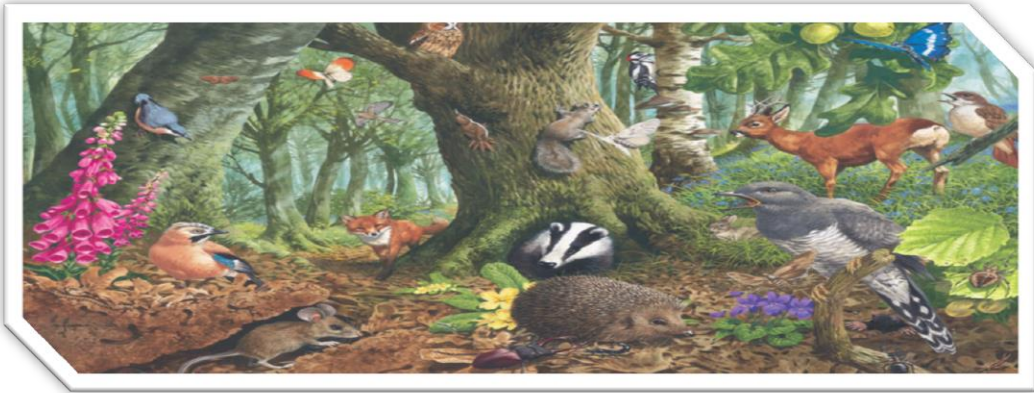
**Da:h onëh dih ëswe:he:k ëdwajë:nö:ni' sga:d  
 hëdwa:yë' ögwa'nigöë' dëdwanö:nyö:'  
 ha'deogyo'dza:ge:h, ha'deonöhgwa'shä:ge:h,  
 ha'deyoji:yage:h, ne'hoh koh neh ojisdöda'shä'.  
 Da:h ne'hoh dih nëyögwa'nigo'dë:ök**

(So now we will give it all our thought and carefully give thanks to all of the grasses, all of the medicines, fruits and berries of all kinds, as well as the strawberry. And let it be that way in our minds.)



**Da:h onëh dih ëswe:he:k ëdwajë:nö:ni' sga:d  
 hëdwa:yë' ögwa'nigöë' dëdwanö:nyö:' gahadayë'  
 ne'hoh koh neh wahda'. Da:h ne'hoh dih  
 nëyögwa'nigo'dë:ök.**

(And so now we will give it all out thought and carefully give thanks to the forests as well as the maple tree. Let it be that way in our minds.)



**Da:h onëh dih ëswe:he:k ëdwajë:nö:ni' sga:d  
 hëdwa:yë:' ögwa'nigöë' dëdwanö:nyö:'  
 ha'deganyo'dage:h ne'hoh koh neh  
 ha'degaji'dage:h. Da:h ne'hoh dih  
 nëyögwa'nigo'dë:ök.**

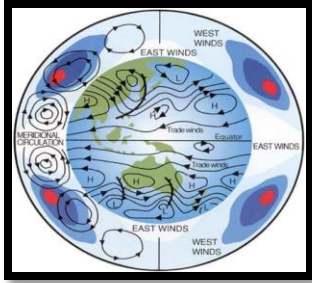
(And so now we will give it all of our thought and carefully give thanks to all of the animals and all of the birds. Let it be that way in our minds.)



**Da:h onëh dih ëswe:he:k ëdwajë:nö:ni' sga:d  
 hëdwa:yë:' ögwa'nigöë' dëyethinö:nyö:'  
 ha'dewënödë:nö:de:' Johehgöh. Da:h ne'hoh dih  
 nëyögwa'nigo'dë:ök.**

(And so now we will give it all our thought and carefully give thanks to Our Life Sustainers, the Three Sisters. And let it be that way in our minds.)





**Da:h onëh dih ëswe:he:k ëdwajë:nö:ni' sga:d  
hëdwa:yë:' ögwa'nigöë' dëdwanö:nyö:'  
deyoä:wënye:h. Da:h ne'hoh dih  
nëyögwa'nigo'dë:ök.**

(And so now we will give it all of our thought and carefully give thanks to the wind. Let it be that way in our minds.)



**Da:h onëh dih ëswe:he:k ëdwajë:nö:ni' sga:d  
hëdwa:yë' ögwa'nigöë' dëyethinö:nyö:' etihso:d  
hadiwënodaje's ne'hoh koh Hi'nö'. Da:h ne'hoh  
dih nëyögwa'nigo'dë:ök.**

(And so now we will give it all of our thought and carefully give thanks to Our Grandfathers the Thunder Beings. Let it be that way in our minds.)



**Da:h onëh dih ëswe:he:k ëdwajë:nö:ni' sga:d  
hëdwa:yë' ögwa'nigöë' dëshedwanö:nyö:'  
sedwahji' ë:de:kha:' gähgwa:'. Da:h ne'hoh dih  
nëyögwa'nigo'dë:ök.**

(And so now we will give it all of our thought and carefully give thanks to our Big Brother the Sun. Let it be that way in our minds.)



**Da:h onëh dih ëswe:he:k ëdwajë:nö:ni' sga:d  
hëdwa:yë' ögwa'nigöë' dëyethinö:nyö:' etihso:d  
söe:kha:' gähgwa:'. Da:h ne'hoh dih  
nëyögwa'nigo'dë:ök.**

(And so now we will give it all of our thought and carefully give thanks to our Grandmother the moon. Let it be that way in our minds.)





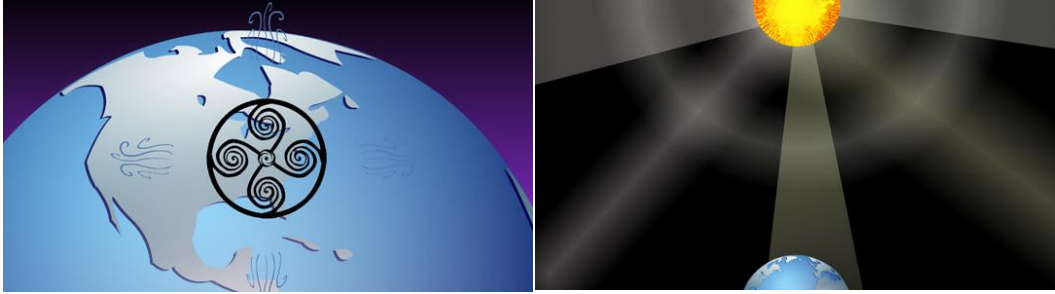
**Da:h onëh dih ëswe:he:k ëdwajë:nö:ni' sga:d  
hëdwa:yë:' ögwa'nigöë'  
dëdwanö:nyö:' *gajihsö'dëönyö'*. Da:h ne'hoh dih  
nëyögwa'nigo'dë:ök.**

(And so now we will give it all of our thought and carefully give thanks to all of the stars. Let it be that way in our minds.)



**Da:h onëh dih ëswe:he:k ëdwajë:nö:ni' sga:d  
hëdwa:yë' ögwa'nigöë' dëshedwanö:nyö:'  
*sedwagowanë:nö' Ganyodaiyo'*. Da:h ne'hoh dih  
nëyögwa'nigo'dë:ök.**

(And so now we will give it all our thought and carefully give thanks to our leader Handsome Lake. Let it be that way in our minds.)



**Da:h onëh dih ëswe:he:k ëdwajë:nö:ni' sga:d  
hëdwa:yë' ögwa'nigöë' dëyethinö:nyö:' ge:ih  
nyënödi:h Hadiöya'geönö'. Da:h ne'hoh dih  
nëyögwa'nigo'dë:ök.**

(And so now we will give it all of our thought and carefully give thanks to the Four Beings. Let it be that way in our minds.)



**Da:h onëh dih ëswe:he:k ëdwajë:nö:ni' sga:d  
hëdwa:yë' ögwa'nigöë' dëshedwanö:nyö:'  
Sögwajënö'kda'öh. Da:h ne'hoh dih  
nëyögwa'nigo'dë:ök.**

(And so now we will give it all of our thought and carefully give thanks to our Creator. Let it be that way in our minds.)

**Da:ne'hoh nö'gatgweni' öödö:h gaewadehgöh  
ho'giwajë:tho', ne'hoh ni:' niwageyëhe'ö:je'.**

**Da:ne'hoh dih nëswa'nigo'dë:ök.**

(And now we have done all that we are able to do of the Opening Address. It is how much we have learned. And let it be that way in our minds.)



What should be announced before closing up...

**Da:h o:nëh  
dëjidwaiwa-  
ho:dö:h**

(So now those of us present, we will close.)

(So now those of us present, we will close.)

ho:dö:h

# **Calendar & Weather**

**Dë'ëh newë:nishä:de'**



**në:gë:h ne:wa'?**

(What day is it this time?)

**Dë'ëh nijoda:h neh**



**ögwe'öwe:kha:'?**

(What is the date the Native way?)

# Dë'ëh nijoda:h neh



## ga:nyö'ökha:'?

(What is the date the English way?)

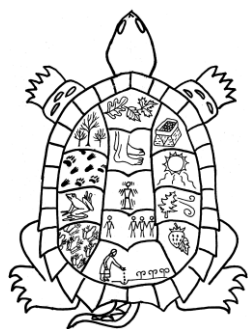


# Do: netga:de' heh niyone:nö' asdeh?

(What is the level of warmness outside?)

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**Dë'ëh newë:ni'dade'  
në:gë:h ne:wa'?**



(What moon is it this time?)

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**Dë'ëh  
niwënišyo'dë:h?**

(What kind of day is it?)

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**Dë'ëh newë:nishä:de'  
në:gë:h ne:wa'?**

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**Dë'ëh nijoda:h neh**



**ögwë'öwe:kha:'?**

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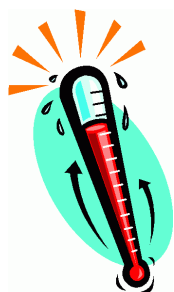
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**Dë'ëh nijoda:h neh**



**ga:nyö'ökha:'?**

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**Do: netga:de' heh  
niyone:nö' asdeh?**

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**Dë'ëh newë:ni'dade'  
në:gë:h ne:wa'?**



**Dë'ëh  
niwënišyo'dë:h?**

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## Cues for Calendar/Weather Responses with English Translation

\_\_\_ hega:de'.

(\_\_\_ is the level.)

\_\_\_ newë:nishä:de' në:gë:h ne:wa'.

(\_\_\_ is the day this time.)

\_\_\_ newë:ni'dade' në:gë:h ne:wa'.

(\_\_\_ is the moon this time.)

\_\_\_ nijoda:h neh ga:nyö'ökha:'.

(\_\_\_ is the date the English way.)

\_\_\_ nijoda:h neh ögwe'öwe:kha:'.

(\_\_\_ is the date the Native way.)

\_\_\_ u!loqə:p nɛp ɔ̌wɛ, ɔ̌wɛ:kpa:ʔ.

(\_\_\_ is the date the Native way.)

\_\_\_ u!loqə:p nɛp ʒa:uɔ̌, ɔ̌kpa:ʔ.

(\_\_\_ is the date the English way.)

\_\_\_ uɛwɛ:u!qəqɛ, uɛ:gɛ:p uɛ:wa:ʔ.

(\_\_\_ is the moon this time.)

## Cues for Calendar/Weather Responses—no English

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\_\_\_\_\_hega:de'.

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\_\_\_newë:nishä:de'  
në:gë:h ne:wa'.

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## Cues for Calendar/Weather Responses—No English

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**\_\_ newë:ni'dade'  
në:gë:h ne:wa'.**

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**\_\_ nijoda:h neh  
ga:nyö'ökha:'.**

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## Cues for Calendar/Weather Responses—No English

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**\_\_ nijoda:h neh  
ögwe'öwe:kha:'.**

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## Basic Weather Vocabulary



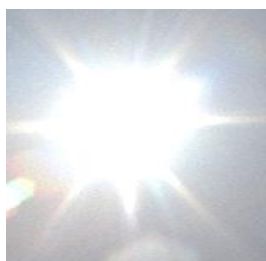
**gä:ha'**



**gawënoda:je's**  
(It is thundering.)



**osdëö:jö:h**



**odë:hgo:d**



**otho:we'**



**ohji'ge'**



**o'gyö:jö:h**



**one:nö'**

Moon for June/July



**wënitši:yo:h**





# Oyaikneh

(Strawberry Time)

Moon for July/August



# Saisgekneh

(Gentle Breezes)

Moon for August/September



# Gädë'ökneh

(Hot Weather/Harvest Time)

Days of the Week—with English

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**O'wëdë:da't**

(Monday)

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**Swëda:dih**

(Tuesday)

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**Ha'dewëdaëh**

(Wednesday)

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Days of the Week—with English

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**Ėyohė'tgeh**

(Thursday)

---

**Wė:da:k'ah**

(Friday)

---

**Wė:da:k**

(Saturday)

---

Days of the Week—with English

---

# Awëdadogëhdö'

(Sunday)

---

## Days of the Week—no English

---

**O'wëdë:da't**

---

**Swëda:dih**

---

**Ha'dewëdaëh**

---

Days of the Week—no English

---

**Ėyohė'tgeh**

---

**Wė:da:k'ah**

---

**Wė:da:k**

---



Days of the Week—no English

---

# Awëdadogëhdö'

---

# Song Sheet

## Towisas Song Sheet

1

**Dekni:h neh hoh degähgwa:'** (Two , there are, the two orbs give light.)

Others repeat.

**Gähgwa' neh hoh ë:de:kha:'** (Orb gives light during the day.)

Others repeat.

**Gähgwa' neh hoh nē:h söë:kha:'** (Orb gives light at night)

Others repeat.

2

**Wënitši:yo:h ige'ah** (It's a nice day, as I go along.)

Others repeat.

**Wënitši:yo:h ige'ah** (It's a nice day, as I go along.)

Others repeat.

**Wahsödi:yo:h i'ske'ah** (It's a nice night, as I return.)

Others repeat.

**Wahsödi:yo:h i'ske'ah** (It's a nice night, as I return.)

Others repeat.

3

**Akso:d goyëthö:h oyë'gwa'ö:weh** (My grandmother, she plants tobacco.)

Others repeat.

**Akso:d goyëthö:h oyë'gwa'ö:weh** (My grandmother, she plants tobacco.)

Others repeat.

**Oyë' gwagöshö' hëwagënohoh** (Through fields of tobacco, I have come.)

Others repeat.

**Oyë' gwagöshö' hëwagënohoh** (Through fields of tobacco, I have come.)

Others repeat.

# **Basic Conversations**

## Conversation A

---

**“Nya:wëh sgë:nö’. “**

(I am thankful you are well.)

**“Do:gës. gadögweta’.”**

(It is true. I am healthy.)

**“Dë’ëh ni:s šya:söh ga:nyö’ökha:’?”**

(What are you called the English way?)

**“Bob ni:’ gya:söh. I:s dih?”**

(Bob I am called. You then?)

**“Jack ni:’ gya:söh.”**

(Jack, I am called.)

**“Dë’ëh ni:s nesöëdzo’dë’?”**

(What is your nation?)

**“Onödowa’ga:’ ni:’ ah.”**

(Seneca, I am.)

.....

## Conversation A: Vocabulary

**do:gës**

(It is true.)

**Dë'ëh?**

(What?)

**\_\_ ni:s šya:söh**

(You are called.)

**ga:nyö'ökha:'**

(English way)

**l:s dih?**

(You then?)

**\_\_ ni:' gya:söh**

(I am called.)

**nya:wëh**

(I am thankful/thanks.)

**ni:s nesöëdzo'dë'**

(is your nation)

**\_\_ ni:' ah**

(\_\_ I am.)

**Onödowa'ga:'**

(People of the Great Hill—  
Seneca Nation)

**gadögweta'**

(I am healthy.)

**sgë:nö'**

(peace/well-being)



## Conversation B

---

“Sgë:nö’ nä:h, Bob?”

(Are you well, Bob?)

**“Hë’ëh, de’gadögwe:ta’.”**

(No, I am not healthy.)

“Dë’ëh go:wa:h?”

(Why?)

**“Aknö’ë:gö’s. I:s dih?”**

(I have a headache. You then?)

“Ha’degaye:i’.”

(Good enough.)

**“Dë’ëh ni:s šya:söh ögwe’öwe:kha:’?”**

(What are you called, the Native way?)

“Nö’jahgwë’ ni:’ gya:söh ögwe’öwe:kha:’.”

(Snipe, I am called, the Native way.)

.....

## Conversation B: Vocabulary

**Sgë:nö' nä:h?**

(Are you well?)

**Dë'ëh go:wa:h?**

(Why?)

**\_\_ ni:s šya:söh**

(You are called.)

**ögwe'öwe:kha:'**

(Native way)

**l:s dih?**

(You then?)

**\_\_ ni:' gya:söh**

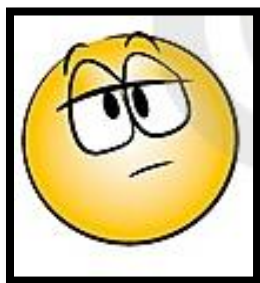
(I am called.)

**hë'ëh**

(no)

**Dë'ëh?**

(What?)

**ha'degaye:i'**

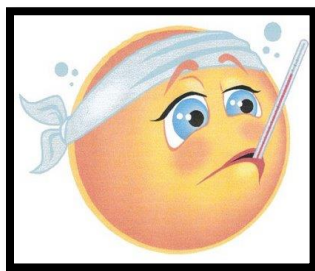
(good enough)

**nö'jahgwë'**

(snipe)

**aknö'ë:gö's**

(I have a headache.)

**de'gadögwe:ta'**

(I am not healthy.)



## Conversation C

---

**“Agadöswedanih, No’yëh.”**

(I am hungry, Mom.)

**“Nyoh. I:’ koh.”**

(OK. Me, too.)

**“O:gwe:nyö:h ojiyä dai:yëh ëhnyadekö:ni’?”**

(It is possible, hot dog, the 2 of us will eat?)

**“Da’agega’has ojiyä dai:yëh?”**

(I do not like the taste of hot dog.)

**“Saga’has dega’waihdö:h gaisdagi:’da:h?”**

(You like the taste of ground meat fried?)

**“Ë:h, agega’has.”**

(Yes, I like the taste.)

**“Da:h o:nëh, ëgekö:ni’.”**

(So now, I will cook.)

.....

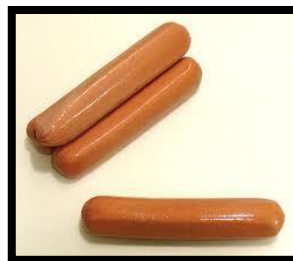
## Conversation C: Vocabulary



**agadöswe'danih**  
(I am hungry.)



**no'yëh**  
(mom)



**ojiyä dai:yëh**  
(hot dog)

**nyoh**  
(OK—acknowledgement)

**i:'**  
(me)

**koh**  
(also)

**ë:h**  
(yes)

**o:gwe:nyö:h**  
(It is possible.)

**da:h o:nëh**  
(so now)

**saga'has**  
(you like the taste of...)

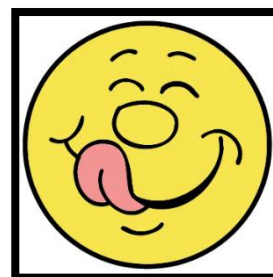
**ëgekö:ni'**  
(I will cook)



**ëhnyadekö:ni'**  
(the 2 of us will eat)



**da'agega'has**  
(I do not like the taste of...)



**agega'has**  
(I like the taste of...)



**dega'waihdö:h gaisdagi:'da:h**  
(ground meat fried)

## Conversation D

---

**“Tadë:ninö:neh hëhne:’ nē:gē:h wē:nishä:de’.”**

(Store, the two of us will go there, this day.)

**“Nyoh. Dë’ëh go:wa:h?”**

(OK. Why?)

**“Dewagadë:dzö:nih onö’gwa’.”**

(I need milk.)

**“O:gwe:nyö:h ësni:nö’ ganya’o:ya’ koh?”**

(Is it possible, you will buy apple[s] also?)

**“Ë:h, agegwe:nyö:h.”**

(Yes, I am able.)

.....

## Conversation D: Vocabulary

**hēhne:'**

(the two of us will go there)

**dewagadē:dzö:nih**

(I need.)

**koh**

(also)

**o:gwe:nyö:h**

(It is possible.)

**nyoh**

(ok)

**Dē'ēh go:wa:h?**

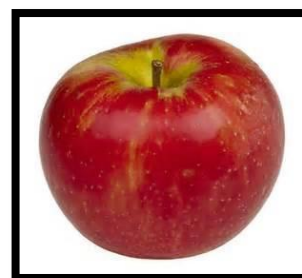
(Why?)

**tadē:ninö:neh**

(store—where they sell things.)

**nē:gē:h wē:nishä:de'**

(this day)

**ganya'o:ya'**

(apple)

**ēsni:nö'**

(You will buy.)

**onö'gwa'**

(milk)

**ē:h**

(yes)

**agegwe:nyö:h**

(I can.)

## Conversation E

---

**“Dë’ëh nisaje:ëh?”** (What are you doing?)

**“Onödowa’ga:’ gawë:nö’ gadeyësta’.”**  
(Seneca language, I am studying.)

**“Ja:göh!”** (Keep up the good work!)

**“Do: niyoisda:’e:h?”**  
(What time is it—how many times has it struck metal?)

**“Sëh niyoisda:’e:h.”**  
(3:00—Three times it struck the metal.)

**“O:gwe:nyö:h o:nëh ëgatga:nye:’ asdeh?”**  
(Is it possible, now, I will play outside?)

.....

## Conversation E: Vocabulary

**dě'ëh**

(what)

**o:gwe:nyo:h**

(It is possible.)

**nisaje:ëh**

(you are doing)

**Onödowa'ga:' gawë:nö'**

(Seneca language)

**Do:**

(How many?)

**asdeh**

(outside)

**sëh**

(three)

**niyoisda:'e:h**

(o'clock—it struck the metal.)

**gadeyësta'**

(I am reading/studying.)

**ëgatga:nye:''**

(I will play.)

**o:nëh**

(now)

## Conversation F

---

**“O:gwe:nyö:h ëgatši’wa:ë’ gaya’daha’?”**

(Is it possible, I will watch TV—moving pictures?)

**“Hë’ëh. T’ganyodae’geh hëhne:’.”**

(No. To the lake, the two of us will go there.)

**“Agadöhoe’.”**

(I am happy.)

**“Nyoh. Ga:weh t’gae’ neh o’gë:’ë:’ saja’dawi’shä’? ”**

(OK. Where is it located, your grey sweatshirt?)

**“Di’gwah, da’agënöhdö’.”**

(I really do not know.)

**“So’t, ho’se:goh neh oisgwanyë’dä’ë:’ saja’dawishä’.”**

(Well, you go get your brown sweatshirt.)

.....

## Conversation F: Vocabulary

**ägatši'wa:ë'**

(I will watch it.)

**o:gwe:nyo:h**

(It is possible.)

**neh**

(the)

**hëhne:'**

(the two of us, we will go there)

**Ga:weh?**

(Where?)

**t'gae'**

(It is located.)

**nyoh**

(OK—acknowledgement)

**so't**

(well)

**ho'se:goh**

(You go get...)

**gaya'daha'**

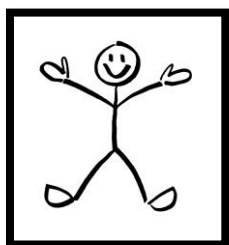
(TV—moving pictures)

**hë'ëh**

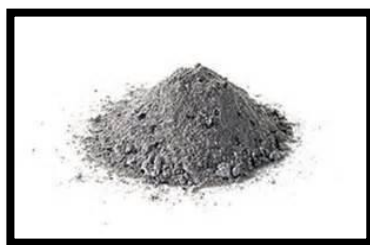
(no)

**t'ganyodae'geh**

(to/at the lake)

**agadöhoe'**

(I am happy.)

**o'gë:'ë:'**

(gray—color of ashes)

**saja'dawi'shä'**

(your shirt/dress/coat)

**Di'gwah, da'agënöhdö'.**

(I really do not know.)

**oisgwanyë'da'ë:'**

(brown—color of a rotten log)



## Conversation G

---

**“Agida’was.”**

(I am sleepy.)

**“Do:gës?”**

(Really?)

**“Ė:h, aknö’sēh koh.”**

(I am lazy also.)

**“Ne:’ nä:h i:wi:h, sadöswe’danih.”**

(I think that you are hungry.)

**“Nyoh. Ėgadekö:ni’ ojigwa’.”**

(I agree. I will eat oatmeal.)

.....

## Conversation G: Vocabulary

**nyoh**

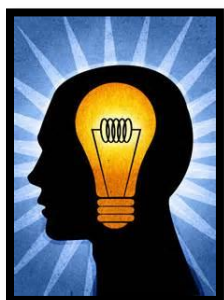
(agreement—acknowledgement)

**Do:gës?**

(Really?)

**koh**

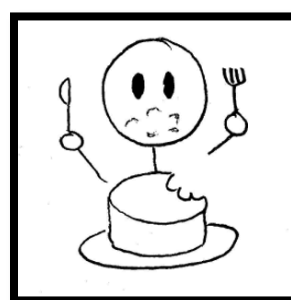
(also, too)

**ne:' nä:h i:wi:h**

(I think that...)

**sadöswe'danìh**

(You are hungry.)

**ëgadekö:ni'**

(I will eat.)

**agida'was**

(I am sleepy.)

**ëh**

(yes)

**aknö'seh**

(I am lazy.)

**ojisgwa'**

(mush/ oatmeal/ cream of wheat)

# Vocabulary Flashcards

## Flashcards for Conversation A

---

**do:gës**

---

**dë'ëh**

---

**\_\_ ni:s šya:söh**

---

---

**ga:nyö'ökha:'**

---

**l:s dih?**

---

**\_\_ni:' gya:söh**

---

---

**gadögweta'**

---

**ni:s nesöödzo'dë'**

---

**\_\_ni:' ah**

---

---

**onödowa'ga:'**

---

**sgë:nö'**

---

**nya:wëh**

---

**Sgë:nö' nä:h?**

---

**Dë'ëh go:wa:h?**

---

**ögwe'öwe:kha:'**

---



---

**de'gadögwe:ta'**

---

**aknö'ë:gö's**

---

**nö'jahgwë'**

---

## Flashcards for Conversation B

---

**hë'ëh**

---

**ha'degaye:i'**

---

---

**agadöswe'danìh**

---

**no'yëh**

---

**nyoh**

---

## Flashcards for Conversation C

---

**i:’**

---

**koh**

---

**o:gwe:nyö:h**

---

---

**ojiyädai:yëh**

---

---

**ëhnyadekö:ni'**

---

---

**da'agega'has**

---

---

**saga'has**

---

**dega'waihdö:h**  
**gaisdagi:'da:h**

---

**ë:h**

---

---

**agega'has**

---

**da:h o:nëh**

---

**ëgekö:ni'**

---

---

**tadë:ninö:neh**

---

**hëhne:’**

---

**në:gë:h wë:nishä:de’**

---



---

**dewagadë:dzö:nih**

---

**onö'gwa'**

---

**ësni:nö'**

---

**ganya'o:ya'**

---

**agegwe:nyö:h**

---

**ësni:nö'**

---

**nisaje:ëh**

---

**Onödowa'ga:  
gawë:nö'**

---

**gadeyësta'**

---

---

**ja:göh**

---

**do:**

---

**niyoisda:'e:h**

---

---

**ëgatga:nye:’**

---

**asdeh**

---

**sëh**

---

**ëgatši'wa:ë'**

---

**neh**

---

**Ga:weh?**

---

## Flashcards for Conversation F

---

**t'gae'**

---

**so't**

---

**ho'se:goh**

---

---

**gaya'daha'**

---

**hë'ëh**

---

**t'ganyodae'geh**

---



---

**agadöhoe'**

---

**o'gë:'ë:'**

---

**saja'dawi'shä'**

---

---

**Di'gwah,  
da'agënöhdö'.**

---

**oisgwanyë'da'ë:'**

---

## Flashcards for Conversation G

---

**ojisgwa'**

---

**aknö'seh**

---

**agida'was**

---

**sadöswe'danìh**

---

**ne:' nă:h i:wi:h**

---

**ëgadekô:ni'**

---

# Translation Cards

**No, I am not healthy.**

---

**Good enough...**

---

**What are you called  
the Native way?**

---

**Are you well?**

---

**Why?**

---

**What are you called  
the English way?**

---

**What is your nation?**

---

**Seneca, I am.**

---

**I have a headache.**

---



---

**Snipe, I am called, the  
Native way.**

---

**I am healthy.**

---

**It is true, I am healthy.**

---

**Me, too.**

---

**Is it possible the 2 of us  
will eat?**

---

**I am hungry, Mom.**

---

---

**I don't like the taste of  
hot dog(s).**

---

**I like the taste of  
ground meat fried.**

---

**So now, I will cook.**

---

**I need milk.**

---

**I like the taste of milk.**

---

**To the store, the two  
of us will go there.**

---

**Yes, I can.**

---

**Can you buy apple(s)?**

---

**I will cook ground  
meat fried today.**

---

**What time is it—how many  
times has it struck the metal?**

---

**I will play outside.**

---

**3:00—three times it  
struck metal**

---

**I really do not know.**

---

**To the lake, the two of us, we  
will go there.**

---

**No!**

---

---

**What time is it—how many  
times has it struck the metal?**

---

**I will play outside.**

---

**3:00—three times it  
struck metal**

---



---

**Go get your gray coat.**

---

**Can I watch TV?**

---

**I am lazy.**

---

---

**I am sleepy.**

---

---

**I think that you are  
hungry.**

---

---

**I will eat oatmeal.**

---

# **Questions/ Conversation Starters**

Questions to add to Calendar/Conversation Time

---

**Sgë:nö' nä:h?**

(Are you well?)

---

**Sgë:nö' nä:h?**

---

Questions to add to Calendar/Conversation Time

---

**Dë'ëh ni:s  
nesöëdzo'dë'?**

(What is your nation?)

---

**Dë'ëh ni:s  
nesöëdzo'dë'?**

---

Questions to add to Calendar/Conversation Time

---

**Dě'ěh ni:s šya:söh  
ga:nyö'ökha:'?**

(What are you called the English way?)

---

**Dě'ěh ni:s šya:söh  
ga:nyö'ökha:'?**

---

Questions to add to Calendar/Conversation Time

---

**Saga'has  
ganya'o:ya'?**

(You like the taste of apple?)

---

**Saga'has  
ganya'o:ya'?**

---

**Dě'ěh ni:s šya:söh  
ögwe'öwe:kha:'?**

(What are you called the Native way?)

---

**Dě'ěh ni:s šya:söh  
ögwe'öwe:kha:'?**

---



Questions to add to Calendar/Conversation Time

---

**Do: niyoisda:'e:h?**

(What time is it—how many times has it struck metal?)

---

**Do: niyoisda:'e:h?**

---

**O:gwe:nyö:h  
ëgatš'i'wa:ë' neh  
gaya'daha'?**

(Can I watch TV?)

---

**O:gwe:nyö:h  
ëgatš'i'wa:ë' neh  
gaya'daha'?**

---

# **Ganö:nyök Matching Game**

## Ganö:nyök Vocabulary Matching Cards

---

**deyögwë:hsi'dagë'sähgöh**

---

***ha'deyögwe'dage:h***

---

***etinö'ëh yöëdzade'***

---

## Ganö:nyök Vocabulary Matching Cards

---

***o:nëgitgësö'***

---

***o:negahdë:jö:h***

---

***ga:negada:nyö'***

---

---

***ga:negowa:në's***

---

***ha'deogyo'dza:ge:h***

---

***ha'deonöhgwa'shä:ge:h***

---

---

***ha'deyoji:yage:h***

---

***ojisdöda'shä'***

---

***gahadayë'***

---

## Ganö:nyök Vocabulary Matching Cards

---

***wahda'***

---

***ha'deganyo'da:ge:h***

---

***ha'degaji'da:ge:h***

---



***ha'dewënö:dë:nö:de:'  
johehgöh***

---

***eti:hso:d  
hadiwënodaje's***

---

***sedwahji'  
ëdekha:' gähgwa:'***

---

***gajihsö'dëönyö'***

---

***eti:hso:d***  
***söë:kha:' gähgwa:'***

---

***sedwagowanë:nö'***  
***ganyodai:yo'***

---

---

***ge:ih nyënödi:h  
hadiöya'geö:nö'***

---

***sögwajë:nö'kda'öh***

---

***deyoä:wënye:h***

---

Ganö:nyök Vocabulary Matching Cards

---



**strawberry**



**all the fruits**



**all the medicinal plants**

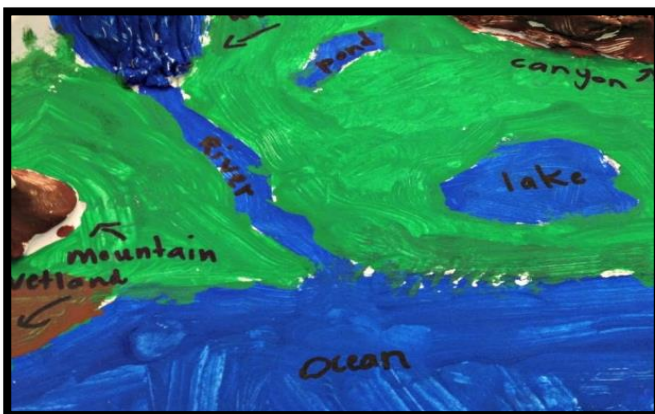
## Ganö:nyök Vocabulary Matching Cards



**all the grass(es)**



**big waters**



**all that has water  
in it**

---

Ganö:nyök Vocabulary Matching Cards

---



**flowing streams/rivers**

---



**natural springs**

---



**our mother earth**

---

Ganö:nyök Vocabulary Matching Cards

---



**all the people**

---



**we rest our feet  
upon**

---



**forest/woods**

---



# Ganö:nyök Vocabulary Matching Cards



**maple**



**all the animals**



**all the birds**



## Ganö:nyök Vocabulary Matching Cards



**The females, they  
are all related; our  
life sustainers**

(Three Sisters)



**Our grandparents;  
they are spreading  
the word.**

(Our Grandfathers, the  
Thunderers)



**our elder brother,  
daytime orb of light**

(Our Older Brother, the Sun)

## Ganö:nyök Vocabulary Matching Cards



**There are stars in it**  
(the sky).



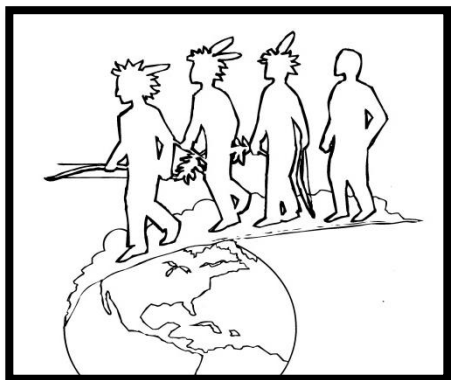
**our grandmother,**  
**nighttime orb of light**  
(Our Grandmother Moon)



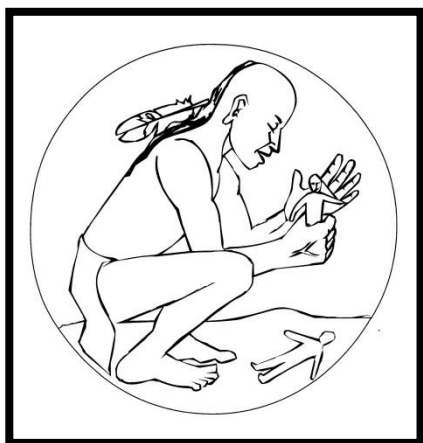
**He was our leader,**  
**Handsome Lake.**

---

## Ganö:nyök Vocabulary Matching Cards



**Four beings, they live in  
the sky.**



**our creator**



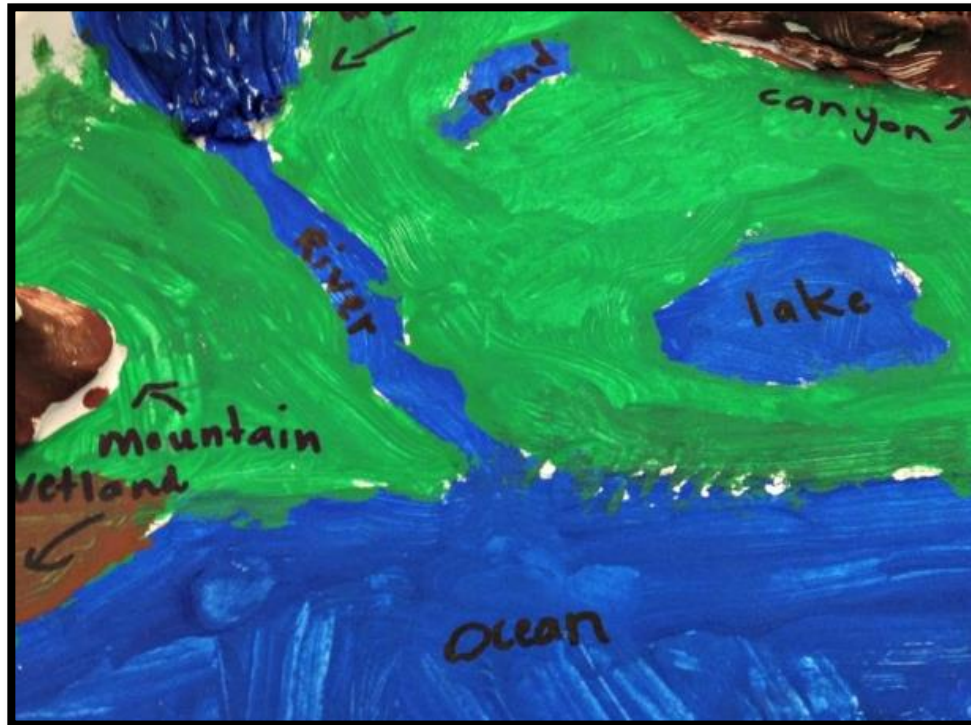
**The wind is  
stirring, a  
breeze.**

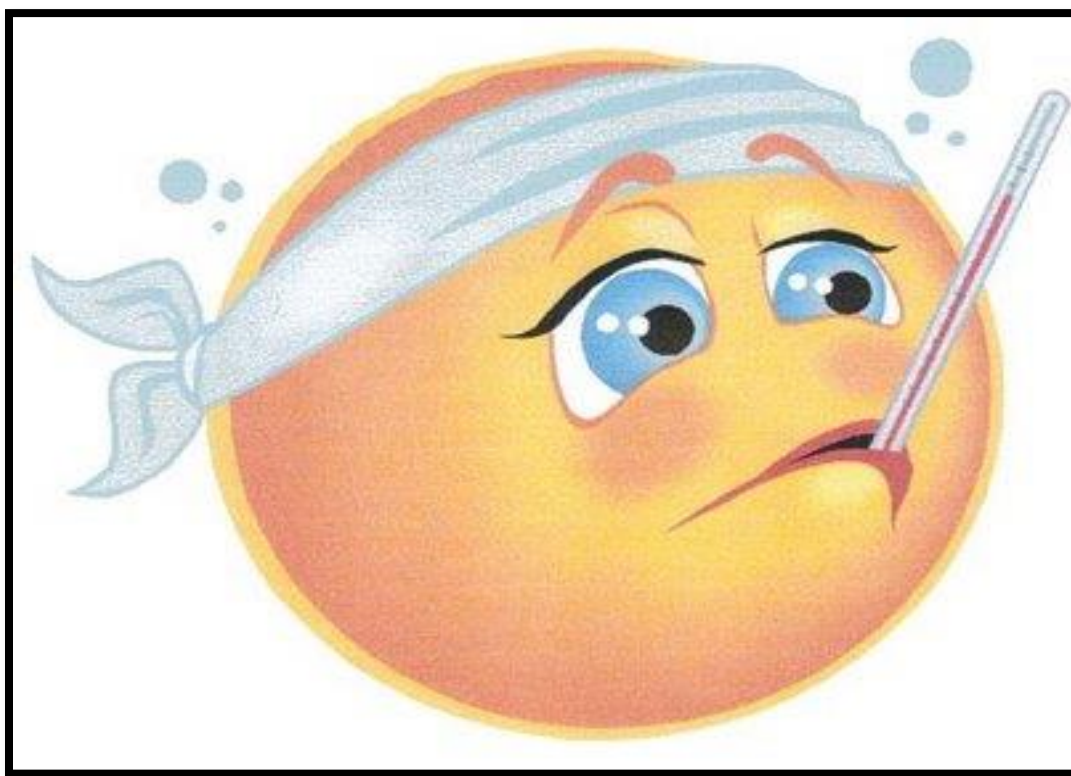
# Picture Cards



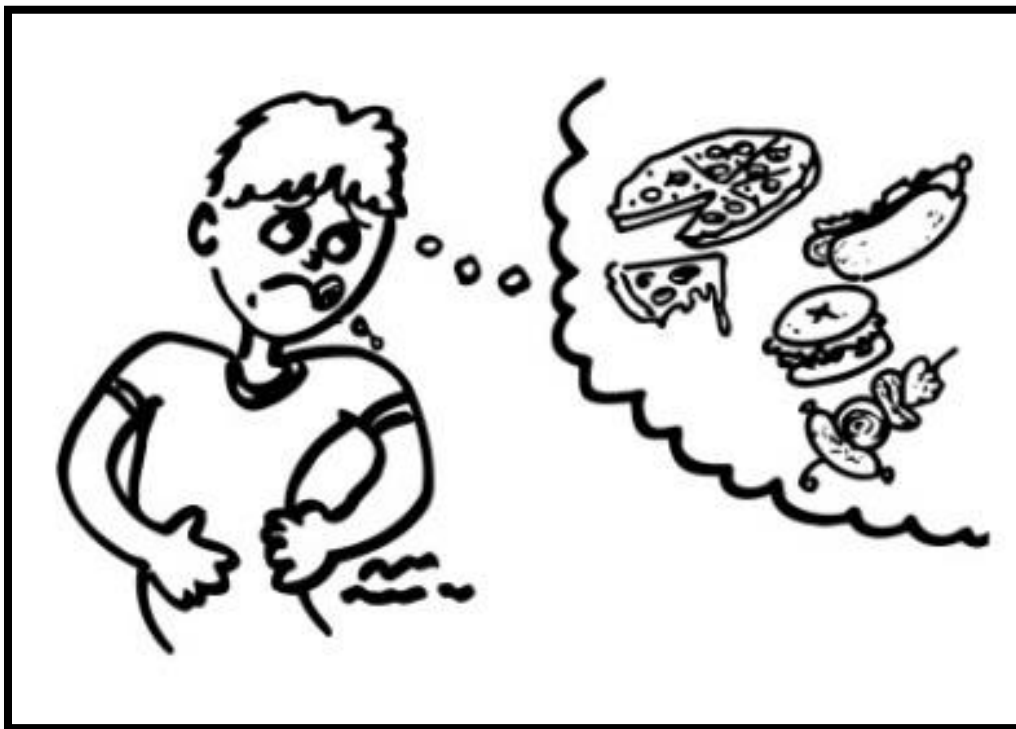
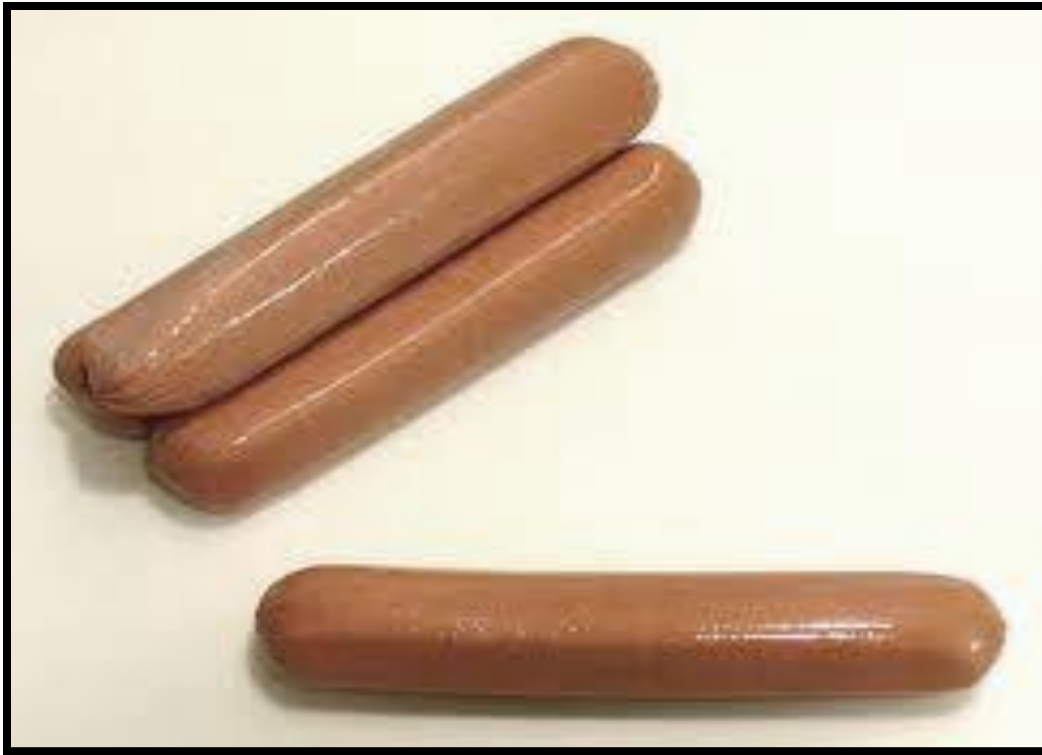


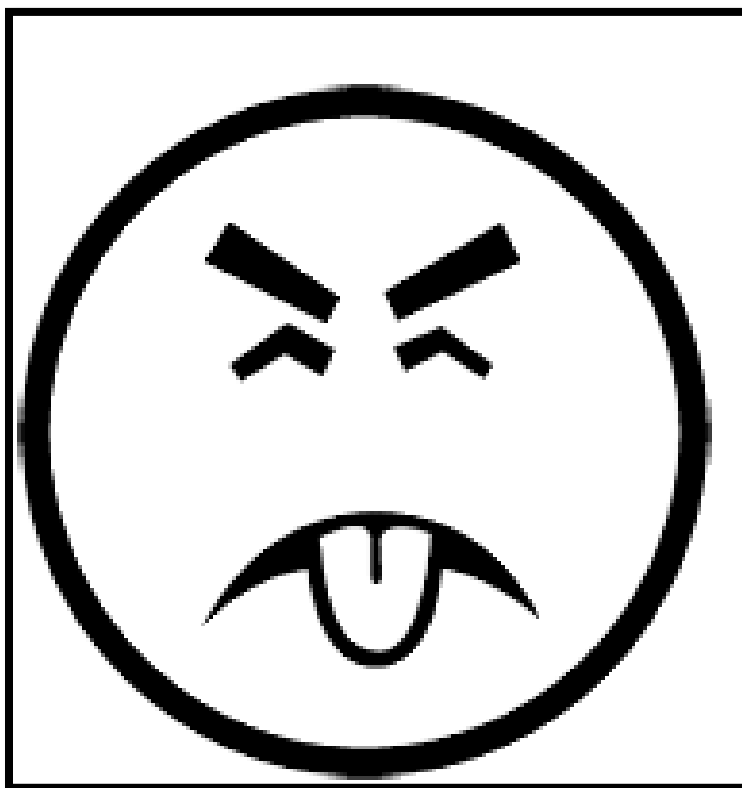


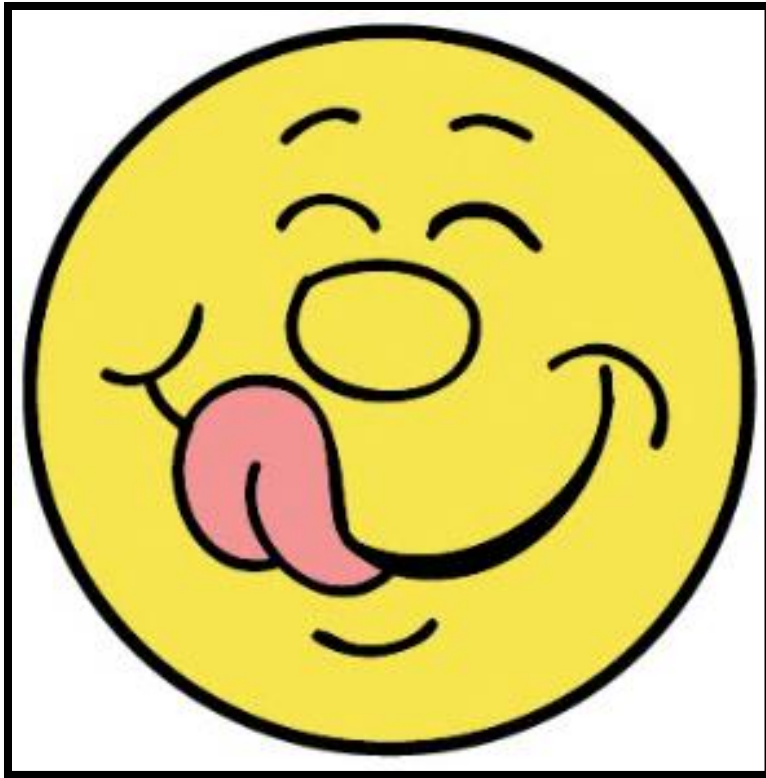


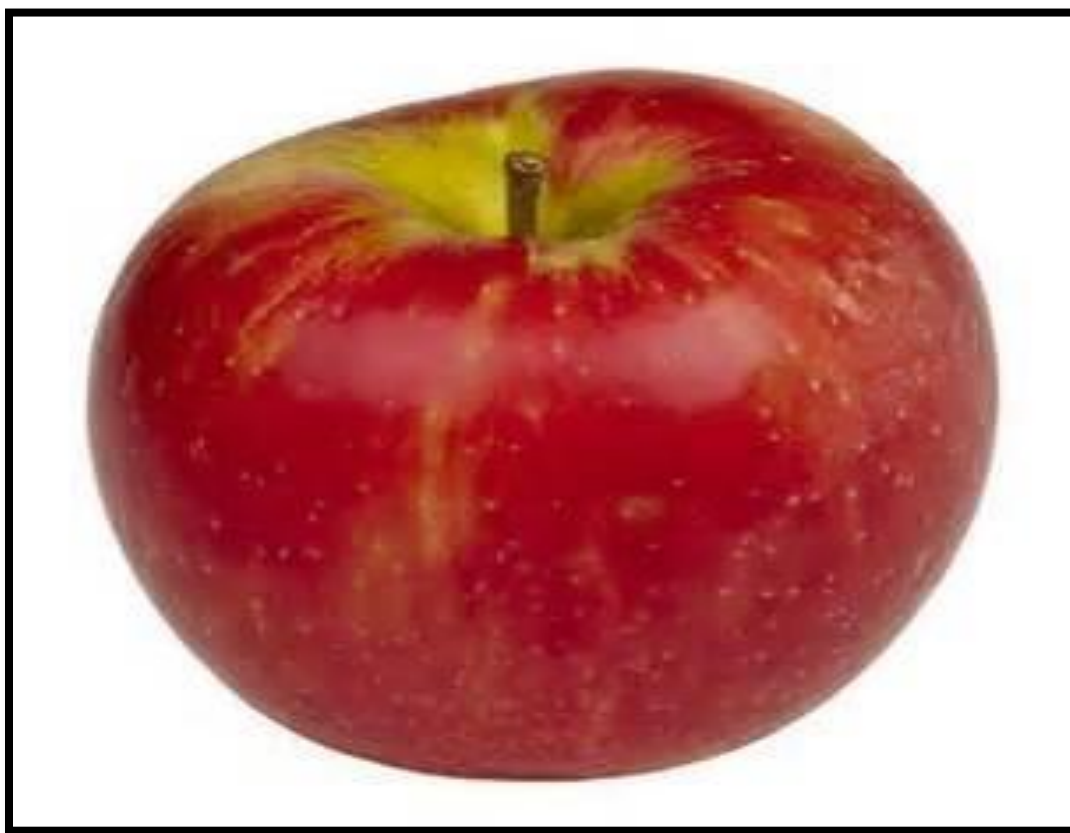






















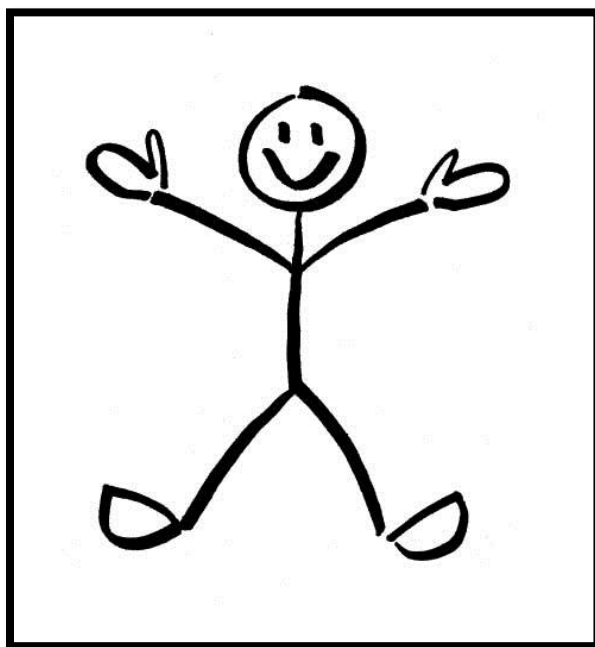




















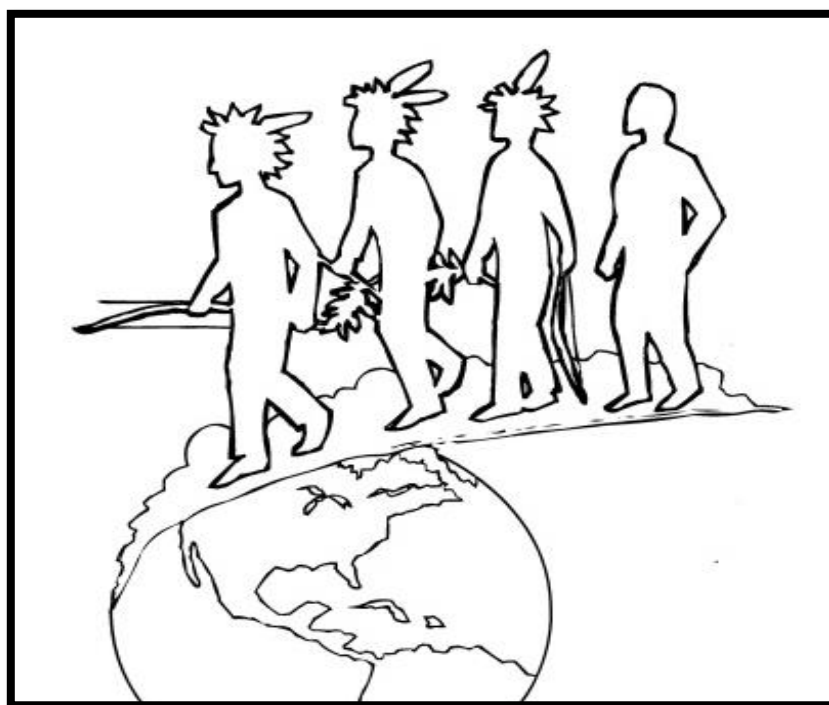


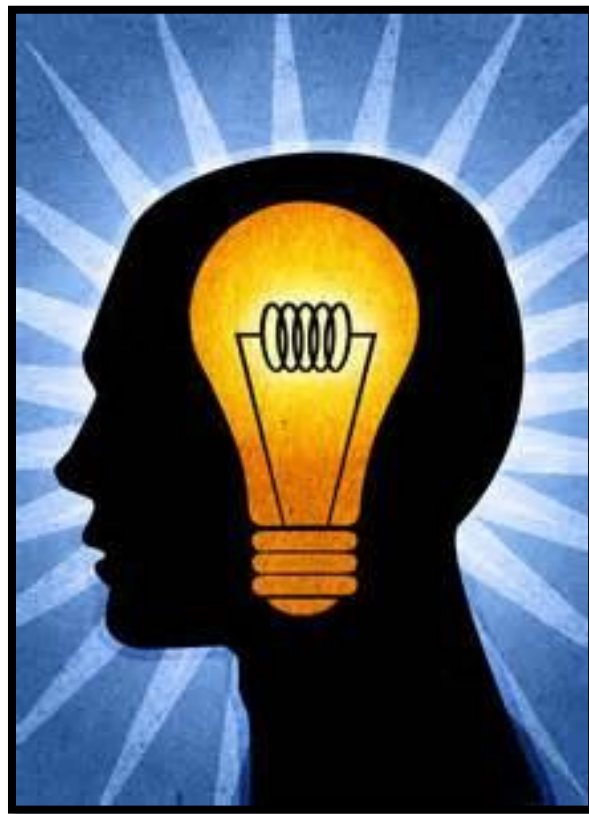






















# Task Cards

**Ask someone  
in the room  
what his or  
her nation is.  
Use Seneca.**

**Introduce  
yourself. Use  
Seneca.**

**Give a  
weather  
report, in  
Seneca.**

**Tell the class  
what you like  
(to eat). Use  
Seneca.**

**In Seneca, ask  
someone  
what he or  
she is called  
the English  
way.**

**In Seneca, ask  
someone  
what he or  
she is called  
the Native  
way.**

**Give a  
weather  
report, in  
Seneca.**

**Tell the class  
what you like  
(to eat). Use  
Seneca.**

**Tell the class  
what you do  
NOT like (to  
eat). Use  
Seneca.**

**Recite the  
portion of  
Ganö:nyök  
that honors  
the sun.**

**Tell the class  
the current  
time.**

**Tell the class  
what you will  
cook. Use  
Seneca.**

**Tell the class  
which day it is  
today. Use  
Seneca.**

**Tell the class  
which moon it  
is at this time.  
Use Seneca.**

**Recite the  
portion of  
Ganö:nyök  
that honors  
the Earth.**

**Ask a person  
what the  
temperature  
is. Use  
Seneca.**

**Recite the  
portion of  
Ganö:nyök  
that honors  
the people.  
Use Seneca.**

**Ask a person  
what the date  
is the Native  
way? Use  
Seneca.**

**Tell the class  
what you will  
eat. Use  
Seneca.**

**Ask a person  
what time it  
is. Use  
Seneca.**

**Tell the class  
the date, the  
English way.  
Use Seneca.**

**Ask a person  
what he or  
she likes to  
eat. Use  
Seneca.**

**Ask a person if  
you can watch  
T.V. Use  
Seneca.**

**In Seneca, tell  
a person to go  
get a  
sweatshirt.**