

The Topic
of
PLANTING



By Phyllis E. Wms. Bardeau

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PLANTING

Developed for the Seneca Language Programs

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To Seneca language instructors and Elder mentors:

This booklet on the topic of PLANTING is intended as a guide; there are unlimited areas for expansion. What is presented here is a basic approach in communicating on a subject about gardening. There are many possibilities and combinations of spoken Seneca that can be created from this booklet on PLANTING and from FUNDAMENTALS of SENECA. With the help and guidance of Elder mentors, the possibilities and combinations of who, what, where, when, how, and all the rest, related to planting, are endless.

The use of this booklet on PLANTING was designed to serve as a work book, allowing spaces for student input. The Seneca language instructor is not limited to the amount of 'work space' on these pages. He/she can expand the lessons, formulate as many questions, written exercises, and the speaking of Seneca at every opportunity. Document all additional material for future.

Any evaluation and assessment instruments, verbal, dialog, etc... can be determined by the instructor. The elder mentor and/or instructor is the best judge of progress.

Every addition to our accumulated language development leads toward our ultimate goal.

Our aim is to maintain our identity as Senecas through language. The words you know and own, a few or many, is yours as a Seneca. Some may say they know at least a hundred Seneca words. Some will admit to understanding general conversation (without responding), others will say they are able to limitedly respond in Seneca to Seneca questions, those who have had Seneca in school can say they can read, write and speak the language, if need be. Presently, Seneca Language Tier Students have the unique advantage of learning from elder mentors.

A concerted effort among fluent elders, Seneca language staff and the Seneca Nation's funding makes possible toward meeting our collective goal: to teach dedicated Seneca Language Tier Students, whose sole responsibility is to learn as much Seneca, as thoroughly and as accurately as possible. They will continue to be the defenders in maintaining the language, they are now seriously in training, to ensure the language of our identity, for the future.

With Respect, Gayanögwad

“We give thanks to our mother, the earth, from upon which all living plants arise and grow”

Introduction to PLANTING

Gardeners share a unique happiness in working with the soil, placing seeds in their prepared garden plots during specific faces of the moon, or according to what spring tree may be blooming or when the leaves are the size of a squirrel’s ear. A Farmer’s Almanac was thought to be the most accurate barometer in successful gardening, in addition to the more limited wooly-worm’s winter prediction.

These lessons are designed to help the learner of Seneca language to understand the culture of Planting, and the vocabulary that is descriptive of the planting process.

It is important to work with your Elder-mentor from the very beginning of these lessons on Planting to ensure that you, the Teacher/learner pronounces the words and phrases correctly. It is also important to compile a written sentence as well as a verbal one. Both are a form of communication, one re-enforcing the other.

Use the left blank pages for NOTES.

These lessons will contain some or all of the following:

- a) Vocabulary
- b) Word diagrams
- c) Connecting-phrases (C-P) and/or Particle-options
- d) Time-options
- e) Verb-options
- f) Sentence making
- g) Bonus task
- h) Adverb-options

A pre-requisite on Fundamentals of Seneca is recommended.

PLANTING PLAN

While no one works girding trees with fire and digging the soil with a bone blade, as it was done in the old, old days, the operative word is still WORK. To embark on any planting project, expect to work, from the beginning to the end.



A Seneca-phrase is a complete sentence.

Verb-options: { connects with Pronouns/Persons }

You will therefore say, in Seneca, this one-word phrase: I am going to work – **ëgajo' da:d** (anh-gaw-joh!-dawd).

Write the Seneca phrase twice:

- 1.
- 2.

What is the key vowel letter indicating : Future tense _____

Then you will say: I am going to plant – **ëgyë:nto'** (anh-gyan-toh!).

Write the Sen. phrase twice:

- 1.
- 2.

Time-options: Write each word twice:

now – **onëh** (oh-nenh) 1. 2.

later – **jigwus** – (jee- gwoos) 1. 2.

tomorrow – **ëyo:hënt** – (anh-yo-hent). 1. 2.

English examples: I will work now.

I will plant tomorrow.

I will plant later.

Sentence making: keep in mind Seneca Time-option precedes the Verb-option. Ex. jigwus ögajo'da:d.

- 1
- 2.
- 3.
- 4.
- 5.
- 6.

Verb-options:

I will return – **ësgyö'** (anhs-gyonh!)

Write the phrase:

- 1.
- 2.

Adverb-options: connects with inanimates. Tenses apply

It will warm up – **ëgane:nö:'** (anh-gaw-nay-nonh!):

- 1.
- 2.

It will stop raining – **ëgasdaënto'** (anh-gaws-daw-an-toh!):

- 1.
- 2.

The soil will dry – **ëgaehda:tëh** (anh-guy-daw-tenh):

- 1.
- 2.

Connecting Phrases (C-P): [Particles and Prepositions connect Seneca phrases]

when – **ga:nyo'** (gaw-nyoh!): 1. 2.

then – **da:nëh** (daw-nenh): 1. 2.

Sentence Making: English examples:

I will work later, when it stops raining. When I return, then I will plant.

1.

2.

3.

4.

5.

6.

Vocabulary: Vegetables

beans – **osai'da'**

corn – **onëö'**

squash – **onyöhsa'**

onions – **o'nöhsa'**

carrots – **okdeä'**

potatoes – **onönö'da'**

Tell what you are going to plant: Example: “ osai'da' ëgyë:nto' ”

1.

2.

3.

4.

You have already planned what else you will plant:

Example:

types – na'od-shö'öh. 1. 2.

Say: “ These are the types I will plant ”:

“ Ne' nēgēh na'od-shö'öh ägyë:nto' ”

(nayh! nanh-ganh naw!-ode - shoh!-onh anh-gyan-toh!)

Say and write the Seneca sentence:

1.

2.

Tell what else you are planting by using the: **Connecting -phrase (C-P);**

and also –**ne' koh** 1. the – **neh** 1.

Ne' nēgēh na'od-shö'öh ägyë:nto', _____ koh neh _____

Sentence making: English example: 1) These are the types I will plant, corn, beans, and also the squash. 2) Tell what else you are planting.

1.

2.

Bonus task: Create a Seneca sentence using any combination of words, so far.

1.

Conjugation of Verbs

Verbs can be conjugated fully, utilizing all 13 Pronouns/Persons. Only I, you (S), and they (M/F) will be conjugated here in the Future, Present, and Past Tense. Conjugated Verbs are ‘word tools’ to increase your ability to more fully express yourself. Tense and Verb must be compatible. You cannot say in English, nor in Seneca:

“ I worked tomorrow, when I returned soon”.

| | | | |
|----------|-------------|--------------|--------------|
| Example: | I will work | I am working | I worked |
| | Future | Present | Past |
| I | ëgajo'da:d | agyo'de' | ho'gajo'da:d |
| You | ësajo'da:d | saiyo'de' | ho'sajo'da:d |
| They | ënöjo'da:d | hodiyo'de' | waënöjo'da:d |

| | | | |
|--------|--------------|---------------|-------------|
| | I will plant | I am planting | I planted |
| I will | ëgyë:nto' | gyë:ntwas | ho'gyë:nto' |
| You | ësyë:nto' | syëntwas | ho'syë:nto' |
| They | ëödiyë:nto | hadiyë:ntwas | wadiyë:nto' |

| | | | |
|--------|---------------|----------------|------------|
| | I will return | I am returning | I returned |
| I will | ësgyö' | sagyö' | swagyö:h |
| You | ë:tsö' | sahsyö' | jisayö:h |
| They | ëshadi:yö' | sadi:yö' | shodi:yö:h |

Limited Adverb conjugation:

It will warm up.

ëgane:nö:'

It is warm.

one:nö'

It did warm up.

ho'gane:nö:'

It will stop raining

ëgasdaënto'

it stopped raining

osdaëntwëh

It did stop raining

ho'gasdaënto'

Formulate and write at least 3 Seneca sentences utilizing the Time/Vocabulary-options, conjugated-verbs with compatible tenses, learned so far. Ex.: Ëyohönt onönö'da' ëgyë:nto', ganyo' ëgasdaënto'.

1.

2.

3.

4.

Recite your sentences to your Elder-mentor. He/She will evaluate your recall, pronunciation, pronoun/tense compatibility.

Note: Review with class members. If you, the Teacher/learner is a member of a language learning cluster, it is of the utmost benefit to be able to brainstorm sentence formulations, understanding of concepts, and mutual support.

Note: It is likely that minor geographic language differences will occur. It is more productive to you as learner, to adjust to your Elder-mentor's preference. Please make a notation and correct spelling of the replaced word for reference later. Use left page.

TILLING THE GARDEN PLOT

If we were preparing a sizeable garden, we would use a tractor with a plow to turn the soil. We would also use the tractor with a cultivator to break up the soil. Since our garden is small, the usual garden tools will be used. But the language of that process is the same.

Verb-options: [say the Seneca word as you write it, be mindful of the vowel clusters, to do so will strengthen your reading and writing ability]

I am going to till/prepare the soil – **ëgatehdö:ni'** [anh-gaw-tay-donh-nee!]

- 1.
- 2.

I will turn over soil – **ëgahtehdagaha:to'** [anh-gaw-tayh-daw-gaw-haw-toh!]

- 1.
- 2.

I will break up the soil – **dëgahtehda:id** [danh-gaw-tayh-daw-eed]

- 1.
- 2.

I will amend the soil – **ëgatehdi:yos** [anh-gaw-tayh-dee-yos]

- 1.
- 2.

Translate this sentence into English:

Jigwus ëgatehdö:ni', ëgatehdagaha:to', da:nöh dëgahtehda:id.

- 1.

Write this same sentence in Seneca, and recite 3 times (for speaking practice).

- 1.

Verb Diagrams: to show the parts of a compounded verb-phrase.

ë g a t e h d ö : n i '

| | |
|------|-----------|
| Fut. | gahsyö:ni |
|------|-----------|

| | |
|-------|----------|
| Pron. | it makes |
|-------|----------|

I oehda'
soil

ë g a h t e h d a g a h a h t o'

Fut. gagahatwëh

| Pron. | Suffix: |
|---------------------|-----------|
| 1. <i>...-ly</i> | adverb |
| 2. <i>...-ness</i> | adjective |
| 3. <i>...-ly</i> | adverb |
| 4. <i>...-ness</i> | adjective |
| 5. <i>...-ly</i> | adverb |
| 6. <i>...-ness</i> | adjective |
| 7. <i>...-ly</i> | adverb |
| 8. <i>...-ness</i> | adjective |
| 9. <i>...-ly</i> | adverb |
| 10. <i>...-ness</i> | adjective |

I oehda' to do
soil

d ë g a t e h d a : i d

| | |
|------|---------|
| Fut. | dëga:ɪd |
|------|---------|

| | |
|-------|----------|
| Pron. | to break |
|-------|----------|

I oehda'
soil

ë g a t e h d i : y o s

Fut. wi:yo' s

| | |
|-------|------|
| Pron. | good |
|-------|------|

I oehda'
soil

Vocabulary: nouns

Hoe - gaöhjishä' [gaw- oh- jees- häh!]

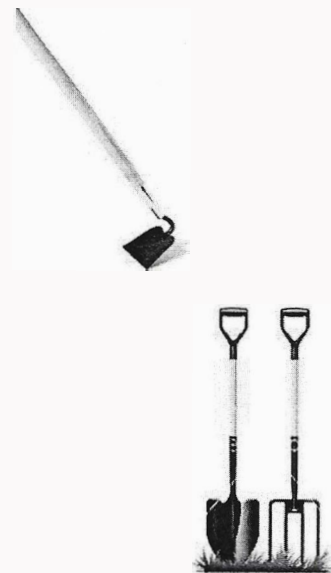
1. 2.

Shovel – gagawihsa' [gaw-gaw-wees-sawh!]

1. 2.

Fork - **gahsigwä:'** [gawh-see-gwaah!]

1. 2.



Fertilizer – **gaehdi:yosdahgwa'** [guy-dee-yos- dawh-gwah!]

1.

2.

Adverb-option:

g a e h d i : y o s d a h g w a '

Pron. oehda wi:yoh yeyä'dahgwa'

it soil good use for making



Verb-option:

I will use – **ëgyä' dak** [anh-gyaah!- dawk]

1.

2.

I will rest – **ëga:doishë:'** [anh-gaw-doo-ee-s- hanh!]

1.

2.

2.

Sentence building: tell with what, you are going to use, to do a garden job.

1.

2.

3.

Recite your sentences to your Elder-mentor for pronunciation and intonation.

Bonus sentences:

Write your sentences again, include Time-options. Recite these too.

1.

2.

3.

Just for fun: diagram: g a e h d i y o s d a h g w a '

Read the following narrative. First in English only; then in Seneca only.

When The Soil in the Garden Plot is Free of Clumps.

It is time (**heyoe**h) to mark (**ëgayanö'tdö:g**) the rows.

A string (**gahsi:yä'**) is tied (**ganöhsö:n**) toward the end (**tohah o:dok**) of a small stick (**neh nega'wasda'a:h**)

The(**neh**) stick (**ga'wasda'**) is pushed (**ha'dewahja'**) into the soil (**oehdagö:h**).

Than (**danëh**) the string (**neh gahsiyä:'**) is stretched (**gahsiyäda:döh**) for as long as the row (**heh niyo:es**) is to be. The string is cut (**gahsiyakgöh**), then (**danëh**) tied (**heh ganöhsö:n**) to the (**neh**) 2nd (**dekni-h-wadö:'ta'**) stick (**ga'wasda'**) which is then (**danëh**) pushed (**ha'dewahja:'**) into the soil (**oehdagö:h**) . Then (**danëh**) it shows (**oyë:de:d**) where (**hëö:weh**) the sticks are standing (**ga'wasdo:dö'**), to make the mark (**ëgayanötdö:g**) there (**ne'hoh**).

Verb-options: Future and Past tense

I am going to stand sticks – **ëge'wasdodö:'** [anh gayh!-was -doe-donh!]

I stood up the sticks – **ho'ge'wasdodö:'** [hoh!-gayh!- was- doe-donh!]

I am going to stretch a string – **ëgehsiyä:da:d** [anh-gayh-see-yaah-dawd]

I stretched the string – **ho'gehsiyä:da:d** [hoh!-gayh-see-yaah-dawd]

I am going to mark – **ëgya:nö't** [anh-gyaw-nont]

I marked – **ho'gya:nö't** [hoh!-gyaw-nonh!-t]

[The string served as a guide for the mark; now known as: row(s)]

Marked – **gayanö'döh** (gaw-yaw-nonh!-donh)

Marks – **gayanö'da:nö'** (gaw-yaw-nonh!-daw-nonh!)

Single row – **joa:d** [joe-odd]

Rows – **oa:denyö'** (oh-ah-day-nyonh!)

of rows – **ne-yoa:hge:h** (nay-yoh-ah-gay)

straight– **odogëhdöh** (oh-doh-ganh-donh)

straight rows – **odogëhda:nö'** (oh-doh-ganh-daw-nonh!)

crooked – **otsi'gwadö'** (oh-cheeh!-gwaw-donh!)

crooked rows – **otsi'gwadö:nyö'** (oh-cheeh!-gwaw-donh-nyonh!)

I will re-mark - **ësgya:nö't** (anhs-gyaw-nonh!-t)

I will do it carefully – **ëtgade: yëös** (anh-tgaw-day-yeh-onhs)

[this time – **ne:wa'** (nay-wah!)]

Bonus task #1:

Draw a diagram of your virtual garden as it would appear at the **marking stage**. Be ready to discuss your work with your Elder-mentor. (In Seneca).

Sentence making: tell your Elder-mentor about the rows in your virtual garden.

- 1.
- 2.
- 3.
- 4.
- 5.

If your Elder-mentor suggests additional words, note them on opposite page.

“ We give thanks and celebrate the Ceremony of Seeds”

PLANTING THE GARDEN

Ho'gyënö:ndat (I finished). Odehsa'öh (it's ready). Onöh, ögyë:nto' (Now, I plant).

I am going to plant – **ögyë:nto'** [anh-gyan-toh!]

Write: 1. 2.

I am going to put in seeds – **ëgesgë:öödä:h** [anh-gays-genh-anh-onh-daah]

Write: 1. 2.

I will put in small seeds – **ëknöhgwëö h:dä:h** [anh-knonh-gwe-onh-daah]

Write: 1. 2.

I am going to set transplants – **ëgya'dohsyö:'** [anh-gyawh!-doh-shonh!]

Write: 1. 2.

A corner of the hoe blade is used to mark a shallow trench, for larger seeds like squash, beans, corn, etc.



Large seeds – **osgë' ë'** [ohs- ganh!- anh!]

1. 2.

The hoe handle is used to mark a narrow shallow trench below the string for the tiny seeds like radish, carrots, beets, etc.

Tiny seeds – **onöhgwë:öö'** [oh-nonh-gwe-onh!]

1. 2.



When the rows are trenched, the sticks (**ga'wasda'shö'öh**) are removed .

1.

2.

Cupping the soil means using the hoe to make a scoop in the trench at about one foot intervals for the placement of the seeds (**osgë' ë'**). The Three-sisters, being a cultural icon, their seeds are not just tossed into the cups, but placed so there's space among the three to four seeds per cup. The cup is covered with the scooped soil. **Gaehdawe'sööh**.

My gram used to stir some tar on the corn so when the crows taste once, they leave the corn crop alone.

I am going to cover it with soil. **Ėkehdawe'säh** (anh-kay-dah-wayh!-s-äh)

1.

2.

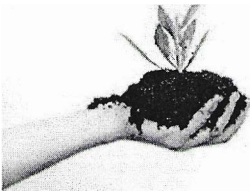
You cover it with soil. **Shehdawe'säh**. (s-hayh-daw-wayh!-s-äh)

Write: 1.

2.

Some gardeners prefer transplants **gaya'dohsyö'** (gaw-yawh!-doh- shonh!)

like tomatoes, peppers, cabbage, etc.. The Seneca word describes that the plant itself is planted in rows. Transplants are set in the scooped cups made in the deeper marked trenches.



1.

2.


I will transplant – **ögya'dohsyö:'** [anh-gyawh!-doh- shonh!].

1.

2.

It is a good idea to stake the seed packet at one end of its row to know what is planted there, at least until the plants are high enough to show their leaves. The string is removed now.

I will stake the paper (packets) -

ëkyadöhsyo:dö:' [anh-kyaw-donh-show-donh:!] 

The seed packets are staked – **gayadöhsyo:dö'**

Sentence making: In Seneca tell WHAT and HOW you planted, using vocabulary on p.13, 14 and previous supporting word options. Be creative.

1.

2.

3.

4.

5.

If (jë:gwah) you are working (saihyo'de') at planting (öhsyö:nto') an actual garden, this is now (onöh) a perfect time to collaborate with others (döswaye:nö:') in the planning (nögaye:ög) and using (öswajä:'dak) the learned (swayë'he'ö:je') vocabulary (gawö:nö') in actual time. Material presented here is basic. Work with your elder-mentor(s) (hadigëhjij) for additional words to express detail for more interesting chatter as you work (öswahjo'da:d) and learn (koh neh öswayö'het).



Additional words: use left page as needed.

Nurturing the Garden

Ne' ne:wa' neh dö:gaända:snye:g neh onöndojeöhje',
(The next) (to tend the garden) (they are growing)

neh onöhwöö' disadeyöösdöh she'jö' oehdagö:h.
(the seed) (you carefully) (you placed them) (in the soil).

The above is an example of a Seneca sentence which is translated into English ,word for word. This shows that in Seneca language, you say what you mean; even if the translation sounds like 'broken English'. That does not matter, as Seneca speakers and learners, we strive to speak "Good Seneca". Our words contain both literal meaning and translatable concept.

Verb-phrase: -- taken care of – dega:snye'

| | Fut. | Present | Past |
|---------|---------------|------------|---------------|
| | Will care for | caring for | cared for |
| I | döge:snye:' | dege:snye' | ho'tge:snye:' |
| You (s) | döse:snye:' | dese:snye' | ho'she:snye:' |
| They | döödissnye:' | deadisnye' | ho'tadisnye:' |

Sentence making: answer this question. Wödöh dösesnye:' neh sayö:töh ?

1.

Translate the following sentence:

Jigwus döge:snye:' neh agyö:ntöh ga:nyo' ösgyö', Jogowönde' tadöninö:neh
hö:ge:', wase:' gaöjhishä' ökninö:nö'.

1.



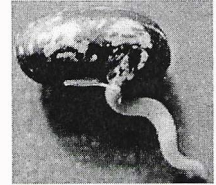
Vocabulary: Review with your elder-mentor. Write the word, twice..

In a few days – dogwah nōyo:da:’ (doh-gwah- nanh-yoh-dawh!)

- 1.
- 2.

Germinate – ēgahwhē’o:dē’ (anh-gawh-whenh!-oh-danh!) – to sprout

- 1.
- 2.



Germinated – ho’gahwhē’o:dē’ (hoh!-gawh-whenh!-oh-danh!)

- 1.
- 2.

They come out – dawadiya:gönt (daw-waw-dee-yaw-gant)

- 1.
- 2.

Sprouts – odihwhē’o:d (oh-dih-whenh!-ohd) – they have sprout-growth

- 1.
- 2.



Out from the soil – ho’dwēnōtehda’gä:g (hoh!-dwanh-nonh- tayh-dawh!-gääk)

- 1.
- 2.

First, in beginning – jojeōhdōh (jo-jay-anh-donh)

- 1.
- 2.

Leaf-like – onēdayē:dayd (oh-nanh-daw-yanh-dayd)

- 1.
- 2.

Resemble, look like – sgayō:da:’ (sgaw-yonh-dawh!)

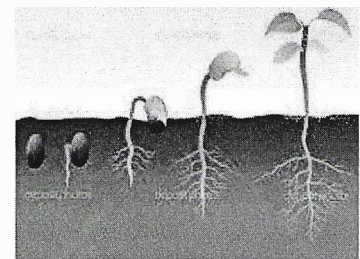
- 1.
- 2.

It will have – ēyoyē:ndak (anh-yoh-yan-dawk)

- 1.
- 2.

Round – deyotwe’nōni:h (day-yo-twayh!-nonh-nee h)

- 1.
- 2.



Sentence making: Answer in Seneca:

1. When will they germinate?
2. What will come out of the soil?

Word Diagrams:

| | | |
|-------------------|------------------|--------------------------|
| neyonēhdo'dē:h | onēhdayē:de:d | deyonēhda:ge:h |
| onēhda' neyo'dē:h | onēhda' oyē:de:d | dekniḥ onēhda' newa:ge:h |
| leaf as it is | leaf visible | two leaf no. of |

Vocabulary in Context: work with your elder-mentor for pronunciation.

Underline the meaning of the Seneca in Parentheses:

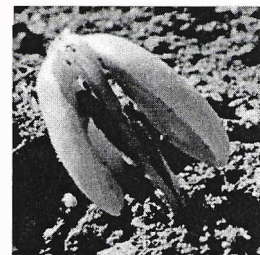
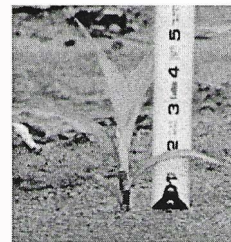
In a few days (dogwah nēyoda:') the seeds would have germinated (ho'gahwhē'o:dē') and the sprouts (odihwhē'o:d) have now (onēh) they have come out (dawadiya:gēnt), or they protrude from the soil (ho'dwēnōteda'gäg).

At first (neh jojeēhdöh), all sprouts look alike (gagwe:göh ohwhē'o:d sha'ga:d), then a bit of leaf begins to show (da:nēh ostö:h onēhdayē:de:d).

The corn leaves (neh onēö' onēhda') will resemble (sgayö:da:') blades of quack-grass (neh yonēhdo'dē:h neh ogeo'ja':tgi).

The bean (osai'da') will have (ēyoyē:ndak) two small leaves (deyonēhda:ge:h).

The squash (onyöhsa') also (hä'gwah) will have (ēyoyē:dak) two round leaves (degkniḥ deyoṭwe'nöni:h onēhda').



Translate the following sentences:

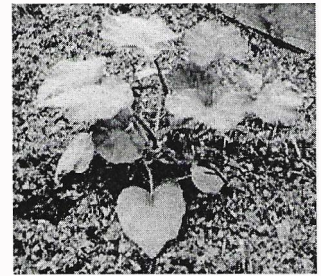
1. Gagwe:göh ohwē'o:d sha'ga:d.

2. Neh onöö' onöhda' sgayö:da:' neh ogeo'ja:tgi'.

3. Then a bit of leaf begins to show.

4. The bean and the squash will have two leaves.

5. The squash will have round leaves.



Vocabulary: Review with your elder-mentor

If – jö:gwah (janh-gwah) C-P also – hä'gwah (hääh!-gwah) C-P

It has not rained – de'osdööhjö:nö' .

It would help them - öyodiya'dage:ha' (anh yo-dee-yah!-daw-gay-hawh!)

To be watered – öganegohsöö:g (anh-gaw-nay-go-sanh-ong)

Visible row – oa:yö:de:d (oh-ah-yanh-dayd)



Vocabulary in Context:

If it hasn't rained, (jö:gwah de'ostööhjö:nö'), it would help the sprouts (öyodiya'dage:ha' neh ohwhö'o:dö') to be sprinkled with water (öganegohsöö:g). The rows are visible now (oa:yö:de:d onöh). The small seeds have come out, as well (odiyagö'syöh hä'gwah neh onöhwöö'shö'öh).

Sentence making:

Rewrite the above sentences in Seneca. Work with your elder-mentor to determine if additional C-Ps are necessary. If different vocabulary are introduced, please document the word (s) for future reference, left page.

1.

2

3.

Document any changes on opposite page.

Climbing Beans – Wadiä'tëh (they climb)

Vocabulary: Review with your elder-mentor and write it twice:

Vines – ojawöhsa' (oh-jaw-wonh-sawh!)

1.

2.

Stalks – oye:ä' (oh-yay-ääh!)

1.

2.

Pole – o'ë:nö' (oh!-anh-nonh!)

1.

2.

Easy – wajesa'geh (waw-jay-sawh!-gayh)

1.

2.

8' – degyö' neyohsi'dage:h (nay-yoh-seeh!-daw-gay)

1.

2.

Close to, near – wakah (wawk-awh)

Until – niyo:we' (nee-yoh-wayh!)

1.

2.

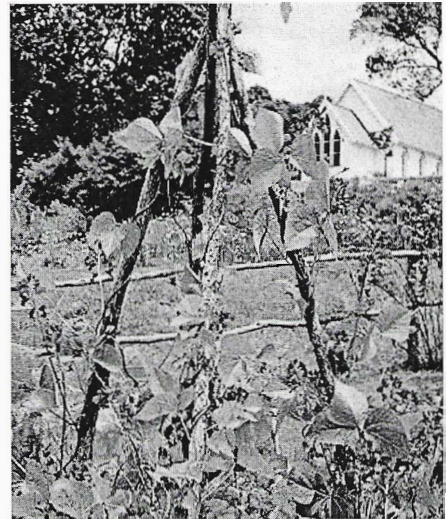
1.

2.

You (s) push – dëсахjaë' (danh-sawh-jaw-anh!)

1.

2.



½ of 1 foot – ha'dewahsë:nöh johsi'da:d (hawh!-day-wah-sanh-nonh joh-
seeh!-dawd)

1.

2.

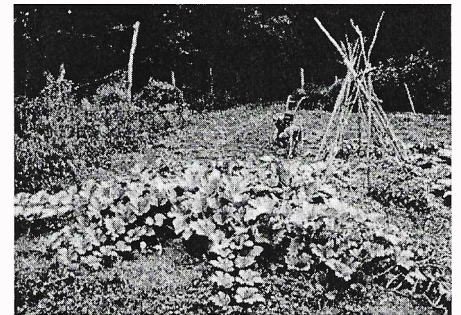
Vocabulary in Context: Read as is, then Seneca only.

If (jë:gwah) you had planted (ho'syë:nto') beans that climb (wadiä'tëh) , like awööda:göh 'bear beans', support (ëwödiyenö:') is required (deyodë:joöh) for the (neh) vines (ojawöhsa'). Back in the day of our ancestors (ëgwahsoshä'gëö'), they planted (ho'wadiyë:nto') climbing beans (wadiä'tëh) with (koh neh) corn (onëö').

Question: Back in the day, who planted the climbing beans?

1.

In your garden, if you planted this type of bean in individual mounds, now is a good time to prepare the poles (o'ë:nö') for the “pole-beans” (wadiä'tëh).



Bean poles are generally 1-1 ½ “ in diameter (nö'dewade'), 8' sapling trees, branches trimmed. The base of the pole is chipped to a point, making it easy (wajesa'geh)to be pushed (döwöhjä:k) firmly into the soil (oehdagö:h). Sink the eight foot pole (degyö' neyosi'dage:h o'ë:nö') close to (wakah) the bean (osai'da') plant. Push (dëсахjaë') the pole into the soil until (niyowe') it stands firm, at least six inches (hahdewahsë:nöh johsi'da:d). Each mound will require a pole. Then (da:nöh) bean (osai'da') plant will grow (ëwödoja:g) vines which will find (ëga:gë')the pole (o'ë:nö') on which to climb (ëgä:të').

Note: a TV documentary showed vines growing at night and swaying about, searching for support. The researchers then placed a spindly stick close to a stronger pole. The night infrared camera showed the vine swaying, it seemed to “look” at the spindly stick, swayed again and chose the stronger pole to climb.

Translate into Seneca:

1. Eight feet –
2. Six inches –
3. One and one-half –

Squash – onyöhsa’

Vocabulary: Review with your mentor and write:

Apart (distance), diameter – nö’dewade’ (nonh!-day waw-dayh!)

- 1.
- 2.

They will fill - ëwödinö:hed (anh-wonh-dec-nonh-hayd)

- 1.
- 2.

With (together) – do:gö:h (doh-ganh)

- 1.
- 2.

To mature, ripen – ëwödawisahsö:’ (anh-won-daw-wis-ah-sonh!)

- 1.
- 2.

They used to plant – wadiyöntwasgwa’ (waw-dee-yen-twas-gwah!)

- 1.
- 2.

[notice the Pronoun prefix, it was the women who planted]



Vocabulary in Context:

Saëndagö:h, you have planted onyöhsa'. Because the squash ojawöhsa' runs, the plant requires space. Onyöhsa'shö'öh have been planted geih-neyohsi'dage:h apart (nö'dewade'). They will fill (ëwödinö:hed) their space by harvest time (ëwödawisahsö:'). Other runner plants are melons and cukes.

Ögwahsoshä'göö' planted (wadiyöntwasgwa') neh onyöhsa , (do:gë:h) neh onöö', koh neh wadiä'tëh-osai'da'.

Bonus Task: Based upon vocabulary covered so far, write a narrative about the progress of your virtual garden. Work with your elder-mentor as needed. Be prepared to recite your narrative to your elder-mentor and others in your group. Begin with a title.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Weeding the Garden

Vocabulary: Review with your elder-mentor and write twice:

They will grow – ëwënödo:ja:g (anh-wan-nonh-doh-jaw-ag)

- 1.
- 2.

Quack-grass weed – o'eohda:tgi' (oh!-ay-oh-daw-tgeeh!)

1.

2.

Weeded (to be) – öga'eohdogwöög (ang-gawh!-ay-oh-doh-gwanh-ong)

1.

2.

Seedlings – jodiyagö'syö' (jo-dee-yaw-ganh!-shonh!) [Lit. they have come out]

1.

2.

Observe (you should) – ösatgaöhyö:' (anh-sawd-guy-eh-yonh!)

1.

2.

You may mistake - ösne:a:k (anh-snay-awk) [Lit. picking the wrong one]

1.

2.

Long roots – okde:söhs (oak-day-sonhs)

1.

2.

Disposed of – öwöjög (anh-wonh-jong)

1.

2.

Weed free – do'odi'eohda:nyohs (doh!-oh-deeh!-ay-oh-daw-nyohs) [Lit. not killed by weeds]

1.

2.

They may compete – da:wönöngtö:ni' (daw-weh-non-tgenh-nee!)

1.

2.

Nutrients – yagöhiyosdahgö (yaw-gonh-hee-yos-dah-gonh) [for good health]

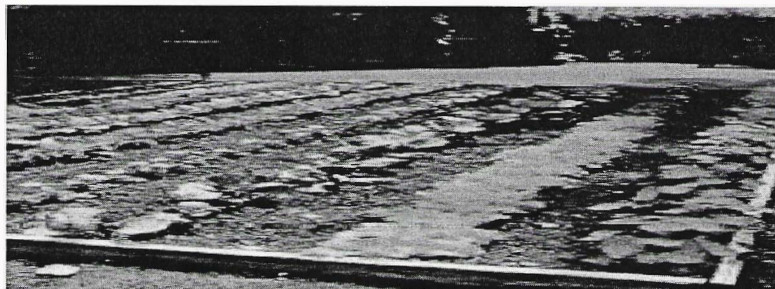
1.

2.

Include – högä:je:d (hanh-gää-jayd)

1.

2.



Vocabulary in context

As the plants grow (öwönödoja:g), so do the weeds (o'eohda:tgi'). As soon as the rows are visible oyä:de:d), weeding begins (äga'eohdogwöög). Weeds have no respect for your nice straight rows of seedlings. Some weeds will grow (öwödoja:g) next to the plant itself .

It is important to observe (äsatgaähö:') the seedlings (jodiyagö'syö') as they develop because they change nearly daily (ha'de:wönishäge:h). By doing so, you will see (öhse:gö') the difference between (dogö:h) the plant and the weed and avoid accidentally pulling the seedling by mistake (ösne:a:k). Sometimes this cannot (da'ö:h) be avoided, that while pulling the weed (o'eohda:tgi'), its roots have grown around the seedling's root system.

The worst weed (o'eoda:tgi') is quack-grass (gaya:söh), as a seedling itself, it will have the same (sha'ga:d) small type blades of leaves

(ne-yonöhdö'dö:h) as the (neh) corn (onöö') seedling, and its roots are already long (okde:söhs) and ready to crop up every where, true to its purpose, o'eohda:tgi'. Weeds should be pulled to include (högä:je:d) its roots and disposed of (öwöjö:g). Keeping garden rows weed free (do'odi'eohda:nyos) allows your garden plants to not have to compete (da:wönöntgö:ni') for the nutrients (yagöhiyosdahgö) in the soil (oehdagö:h).

As the seedlings grow into identifiable (odiya'dayöde:d) plants, continue to weed and water as needed (sha'deyodö:joöh). Use a hoe to keep the soil loose. Some plants may require (deyodö:joöh) some soil at the root base (ögaehda'gähgö:g), especially tomatoes and potatoes.



Oyahkaö' :

Some gardeners provide a trellis type support for tomatoes.

Tomatoes do fine without support. Tomatoes come in all sizes (ni:wa's), varieties (ta'jo'dö), colors and uses.

The large Beef-steaks are great for tomato



sandwiches; the Romas, having less juice are for pasta sauce and chili sauce; green tomatoes are for frying; the yellow tomato, being a low acid fruit is for eating all you want.

Onöhda' :

Greens grow fast, they are ready for cutting when 6-8" tall. More will grow in their place, greens are not a one-time harvest. Many gardeners stagger the planting by two week intervals for a longer harvest season.

Greens such as chards and spinach do not need thinning. The thinned baby greens are great in salads, or as a hot side dish, if enough for a meal (ga:kwi:h).

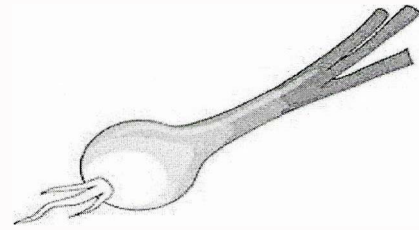
Okdeä:' :

Root veggies such as radish, beets, turnips and carrots require thinning, allowing one plant per two inches, for root growth.

Radishes have a short growing range, and begin to bulb before the other root veggies; so searching for edible size radishes is a way of thinning. Radishes also can be planted at two week intervals. Radishes cannot survive during mid summer. They are a cool weather crop, so are peas.

O'nöhsa' :

Onion 'sets' have already been planted an inch apart. Picking these as 'green onions' is a way to thin, leaving a 4" space between the onion plants to allow the onion to mature into a sizable veggie.



Onönö'da' :

When potato plants begin to flower, it is necessary to mound more soil around its base, so that the developing tubers are covered, potatoes exposed to sun light turns them green.

Shortly after the plant begins to blossom, this is a time to search for little baby spuds, chefs call them 'creamers', by digging your fingers into the mound and tickling out a few from several mounds. Clarence Seneca favors fresh peas and baby spuds as a special treat.



Wadiä'töh osai'da' :

The 'bear beans' will grow beyond the tops of their 7 ½ ' pole and exhibit scarlet flowers, drawing hummingbirds to your garden. Some gardeners with limited space may have planned to grow their pole-beans teepee style, planting the beans in a five or six point four-foot-in-diameter circle. When the bean plants are visible, a pole is sunk next to the plant; then the poles are pulled together teepee style and tied securely. Several teepees covered with scarlet flowers is an impressive sight. Awööda:göh is also known as Scarlet Runner when sold in stores as a seed packet.

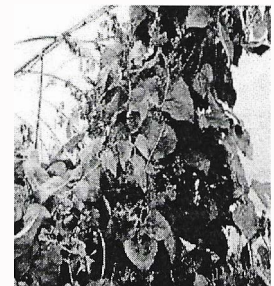
A mail order company in the mid-west sells 'Scarlet runner' beans for eating only, these beans are treated to not sprout.

Our people long ago planted many varieties of heirloom beans. See Definitive Seneca, Its In The Word for a list of old-time beans. This particular bean, awööda:goh, is one of the last heirloom beans, locally grown, to have survived extinction. And solely for this reason every effort should be made to increase its production and continued survival.



Bonus Task: in Seneca and English, list the names of heirloom beans.

- | | |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |



Watöhtsi'syöhs Onyöhsa' :

Vocabulary:

Plants that vine – watöhji'syöhs

- | | |
|----|----|
| 1. | 2. |
|----|----|

Do not step on the plants – sö:nöh dëshëndaid

- | | |
|----|----|
| 1. | 2. |
|----|----|



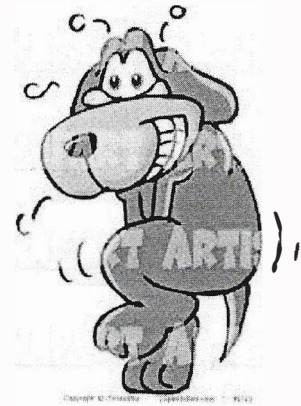
To be weeded – öga'eohdogwöög

- 1.
- 2.

Big leaves – ohëhdowa:nöhs

- 1.
- 2.

For now, these little plants seem to be taking too much garden space. But in a month or so the squashes, melons and cukes will start to vine (öwötöhji'se:') every where. Be careful (ösashae:k), do not (sö:nöh) to step on the vines (dëshöndaid). Cucumbers especially often bear to the vine's end. These veggies don't require as much weeding (öga'eohdogwöög), only at the beginning. Weeds don't grow well under these plant's big low to the ground leaves.



Oyö'gwa'ö:weh :

Vocabulary:

Real tobacco – oyö'gwa'ö:weh (oh-yenh!-gwah!-onh-wayh)

- 1.
- 2.

The strongest – neh dwadi'hasde' (nayh dwa-deeh!-haws-dayh!)

- 1.
- 2.

They are willing – odigayö:h (oh-dee-gaw-yanh)

- 1.
- 2.

To grow – öwöndoja:g (anh-won-doh-jawg)

- 1.
- 2.

You can give away – ösa:dö' (anh-saw-donh!)

- 1.
- 2.

I will give away – öga:dö' Anh-gaw-donh!)

- 1.
- 2.

Your friends – swadeo'shö' (swa-day-oh!-shonh!)

- 1.
- 2.



You already know how it was hard (tsigano:ö') to manageably plant the ground pepper size tobacco seeds (onöhwöö'). Now they have sprouted (jodiyagö'syö') by the thousands. The strongest (dwadi'hasde') seedlings will survive anyway. Or you could take the biggest seedlings and transplant them into pots and give away (ösa:dö'). Give to (öshe:yö') your friends (swadeo'shö'). Or else (ne' gi'shöh) transplant into individual cubes until they grow bigger then transplant in rows . However you do it, oyö'gwa'ö:weh is very willing (odigayö:h) to grow (öwöndoja:g).

Vocabulary :

I have a good garden - a:köndi:yo:h (ah-ken-dee-yoh)

- 1.
- 2.

they are free of weeds - do'odi'eohda:nyohs (doh!-oh-dee-ay-o-daw-nyohs)

- 2.

Sentence making: in Seneca, make some comments about your garden

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Bugs and Creepy Crawlers

These 'bad boys' think you planted all these good things for their enjoyment. They may be small, but they are big eaters. If your garden is small, there really isn't that much to share.

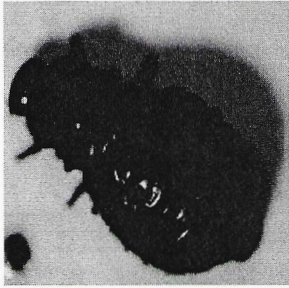
Bug – o'no:wa'

bugs – o'no:wa'shö'öh

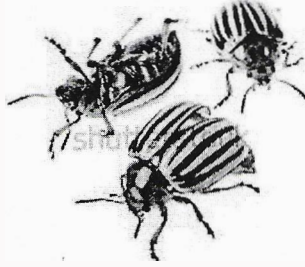
Worm – oji'nö:wö'

worms – oji'nöwö'shö'öh

A sneaky night-raider will nibble on bean leaves and if left unchecked, will leave you with bare stems. A spraying of a white dust (ote'shägö:n) will protect the bean plant. Look for organic pesticide, or for a home concoction that works (wahjo'da:s). Slugs love bean plants, all plants, really. Also, to them, beer is to die for. A shallow pan with stale beer is a lethal treat for slugs.



young potato bug



mature potato bug



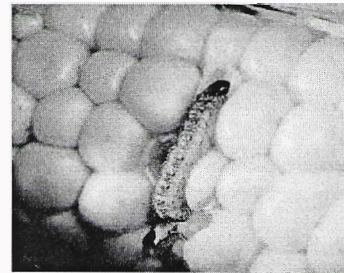
cabbage worm



Squash borer



army



worm

corn borer

Onöö' oji'nö:wö'

The corn borer attacks mature corn. The corn borer works into the cob late in the corn season as larvae (oji'nö:wö'), living on the corn until it matures (ho'wadawisa:'. Corn borers do not discriminate among varieties.

Onyöhsa' oji'nö:wö'

The squash worm eats away inside the squash stem and could do (ogwe:nyö:h) damage to a squash crop as young squash vines and stems dry (ëga:höh) and die (ëgë:e:') from lack of nourishment from the plant.

Onö'eohsa' oji'nö:wö'

Cabbage worms are in camouflage, the same shade of green (ganöhdai köh) as the cabbage, they also choose to attack broccoli heads.

Onönö'da' o'no:wa'

These bugs eat (wa:di:s) the potato leaves, both larvae and maturing bugs can be destroyed by spraying, or by tapping them with a twig (o'sgwi:yä') and letting them drop into a container to be disposed (öwö:jö:g) of. They can do damage to the plant if it becomes heavily infested (öyotga'döh), but they don't bore into the potatoes.

Oyakaö' oji'nö:wö'

The army worms like tomato leaves (onöhdä'), and should be strongly discouraged early on (gwëndaje') with any thing that works, they are the hungriest and by far the most disgusting (odiya'da:tgi').

O'nöhsa'

Nothing (da'gwisdö') affects the onions. Not even rabbits (gwa'yö:') or deer (neo:gö').

Awööda:göh

Heirloom beans like the “bear beans” (awööda:göh) do not allow bugs or worms to eat on them. These beans still (ahsöh) possess the properties that make them strong (wadi'hasde') and not prone to insect infestation (odiganyahs).

Gardeners (hadiyöntwas) use a variety (ta'jo'dö') of bug-killer (oji'nö:wö'- odi:nyohs) to stop (öwönihö:') the insect's eating (wa:di:s) on their vegetable (gaendagö:ka:') plants. A gardener said “I am going to use poison-spray (otgö'-ose:nö') on the tomato leaves (oyakaö' onöhdä')”. His friend said “I'm going to use (ögyä'dak) soapy-water”. “*Onowä'shä:gi' ni' ögyä'dak*”.

Vocabulary:

Gardeners – hadiyöntwas (haw-dee-yen-twahs) [lit. they plant]

- 1.
- 2.

Vegetables – gaëndagö:ka:' (gaw-and-daw-gonh-kawh!) [Lit. garden type]

- 1.
- 2.

Variety – ta'jo'dö' (tawh!-joh!-danh!)

- 1.
- 2.

Bug-killer - Oji'nö:wö'- odi:nyohs (oh-jeeh!-nonh-wonh! – oh-dee-nyohs)

- 1.
- 2.

Poison Spray – otgö'- ose:nö' (oat-gonh!-oh-say-nonh!)

- 1.
- 2.

Powder - ote'shä' (oh-tayh!-shääh!)

- 1.
- 2.

Soapy water – onowä'shägi' (oh-no-wääh!-shääh-geeh!)

- 1.
- 2.

They eat – wa:di:s (waw-dees) {refers to insects}

- 1.
- 2.

I will use – ögyä'dak (anh-gyääh!-dawk)

- 1.
- 2.

I will apply – ögohga:' (anh-goh-gawh!)

- 1.
- 2.

To stop – öwönihö:' (anh-wan-nee-hanh!)

- 1.
- 2.

Eating up the garden – wadiöndasahs (waw-dee-an-daws-ahs) {refers to insects}

- 1.
- 2.

They are disgusting – odiya'da:tgi' (odi-yawh!-dawd-tgeeh!) {refers to worms}

- 1.
- 2.

Sentence making: Translate the 3 sentences. Create 4, 5, 6 [Seneca/translation]

Ta'jo'dë' gaëndagö:ka:' agyë:ntöh.

1.

Oji'nöwö'sö'öh onöndekö:nih osai'da' agyë:ntöh.

2.

Ote'shä' oji'nö:wö'-odi:nyohs ëgohga:'.

3.

4.

5.

6.



“Let us put our mind together and give thanks to our brother, grandmother and grandfathers who made growth possible”

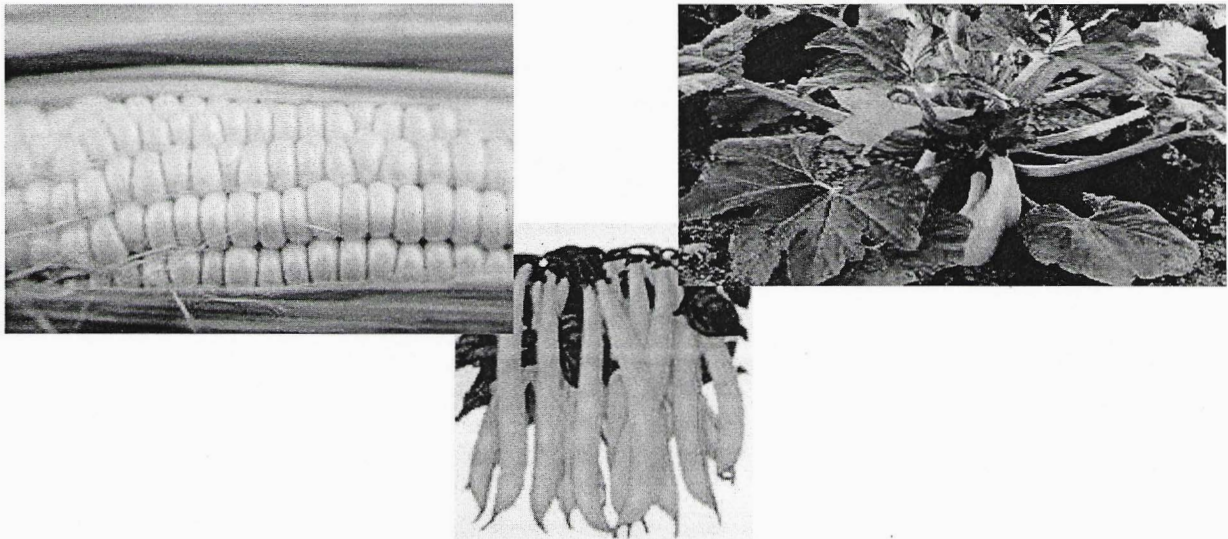
Harvest - ögayöntwahgö:g

Eating fresh, and I will Preserve (ögadöhnyö:')

Harvest begins when produce is at an edible (i:ye:s) stage. Radishes, peas, and green onions have already been enjoyed. Next are the green and yellow string beans (otgöwö'sa:a'). Some variety of bean has purple pods.

At the same time, the long awaited milky corn-on-the-cob (ogö:sä:d) is here, and so is the summer squash (onyöhsa').

The three sisters (**jöhehgöh**) have arrived (odiyö:h).

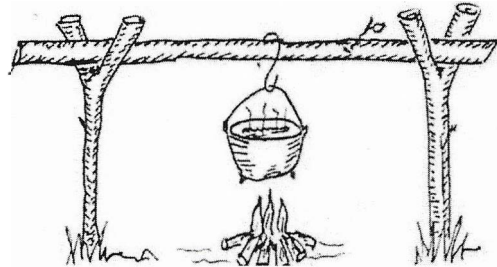


The tenderest string beans can be eaten raw (otgos), or cooked as a side dish, or as soup (osai'da:gi'). The old timers made fresh string bean soup with potatoes and some salt pork. The missionary recipe used string beans, potatoes, milk and butter (owisä:ta').

As beans mature and reach the shell-bean (odi'nön) stage, they can be picked (öga:gwö:ög) for eating, or canned, or blanched and frozen (ganesdosdöh). Awööda:göh can be used this way. French horticultural beans, though scarce, are so tasty as fresh, mashed shell-beans, seasoned with (ojike'da, deyohsaid and o:nö').

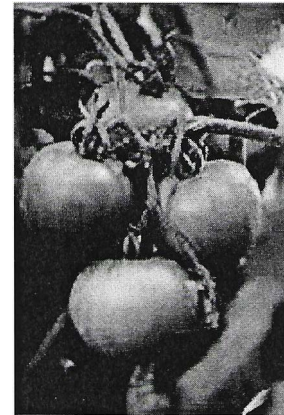
Green corn, at the milky stage (ogö:sä:d) is enjoyed as corn-on-the-cob (ga'nisdok), or the ears soaked in water then roasted. "Yo" Smith cuts the corn off the cob and fries it in butter. Green corn soup is made with cut corn, green beans, and beef. Soup, of any kind is best cooked over an open fire.

Green corn, cut off the cob is used for canning, freezing; or baked and dried as (ogö:sä'). Either sweet or white corn (onöögö:n) can be preserved at this stage. Corn-on-the-cob can be blanched and frozen.



Summer squashes(onyöhsa') like the yellow crook-neck and zuchinni can be blanched, sliced and frozen. Or as a substitute for cucumbers in bread and butter pickle recipes. They are best eaten fresh. Fresh zuchinni is often grated and made into zuchinni bread, like other favorites, carrot bread, and banana bread.

Oyahkaö' (tomatoes) are formed and still green (do'o:ya:ih); these are great for frying: for green tomato relish, a substitute for sweet cucumber relish on hot-dogs. Old timers stewed green tomatoes and topped boiled potatoes (ganöñö'dok) as gravy. Stewed green tomatoes can be canned in glass jars (gashe'da') using the open kettle method..

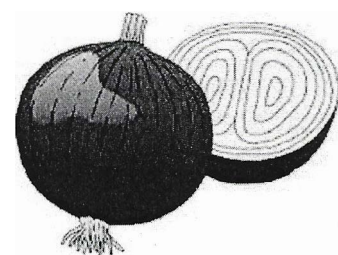


Oyahkaö', when ripe (o:ya:ih) are best eaten fresh, in salads, and as sandwiches. Ripe tomatoes can be made into chile sauce, spaghetti sauce, tomato juice, and stewed tomatoes, or canned whole tomatoes. When preparing tomatoes for canning, dipping them into boiling water (oneganyaöhs) for a couple minutes will cause the skins to break, remove them and when cool, the skins slip off easily without peeling.

Fill hot jars (gashe'da') with hot cooked tomatoes, place hot lids (owe'sä') and seal. Listen for the popping sound (wo'otgaeh) as each jar vacuum seals. Repeat process for ones that doesn't 'pop'.

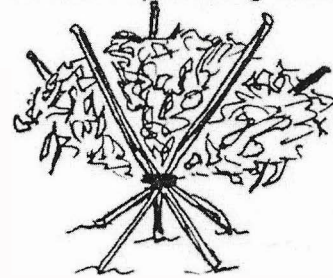
Onyösgwä:' (cuckumbers), as fingerlings, can be stacked in jars and covered with boiling hot sweet or dill brine, and sealed. As cukes grow larger, they can be placed in a crock and covered with a salt brine; an old time recipe requiring spring water, salt, a raw egg, cloth, a plate and a clean stone. The egg serves as an indicator only, that enough salt has been added into the water when it floats. The cloth covers the cukes, and the stone holds down the plate over the cloth. In a few weeks, salt brine pickles (degajike'dögohdöh) can be had.

Cucumber 'season' lasts, and can be enjoyed fresh sliced or in salads for a long time.



About this time, the onions (o'nöhsa') have grown to full size. It is time to push down the upright stalks, so the onions will begin to dry (öhga:höh). Shortly they can be pulled from the ground (ögayöntwahgwaö:g). The stalks will have dried (ohöhsdöh) and dropped off, the onions are ready (odehsa'öh) for storing (ëwödewa:dak).

The bean (osai'da) pods are becoming dry (ohöhsdö:je'), the beans inside are now mature. Beans dried on the vine were piled on a contraption using 5 of the bean-poles stuck into the ground teepee style and tied in the middle (ha'dewahsë:nöh). The top half spread wider, long ago (onöhjih) known as *gaji'ga:ya'*. The beans of all types (ta'jo'dë') were piled high on this *gaji'gaya'*, then covered with tarp or tar paper to shed rain. There often were more than one *gaji'ga:ya'*. When (ga:nyo') bean plants were totally dry, they were piled on the tarp and dragged inside a building, to be threshed (ëgatgwa'e:ag), dry beans were ready for sorting and storing, in paper bags, usually.

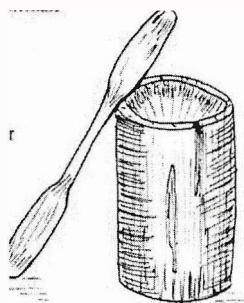


Next, ready (odehsa'öh) for harvesting is corn. The ears are removed from the stalk and prepared for braiding. The stalks are cut to the ground (ganöwiyakgöh) and a number of them are stood together and the middle (ha'dewahsë:nöh) tied (gawa:höh). This photo shows my grand mother sitting in the corn field next to one of the tied corn stalks (*gaji'hösdohgo:d*), and she is braiding corn. Three to four foot lengths (niyö:söhs) of braided corn (*osdë'shä'*) are hung to keep dry and stored.

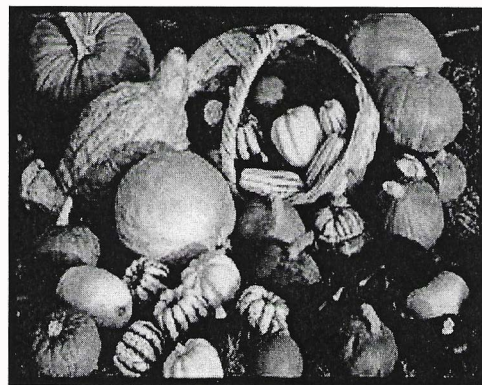


White corn and flint corn (hehgo:wa:h) are braided (gasdë'syö:ni:h for storage.

Dried white corn for hulled corn soup (onohgwa'), to grind into flour (ote'shä') for corn bread (gagaehdëhdö'), to grind into grits to be roasted for samp (oshöwë:'),

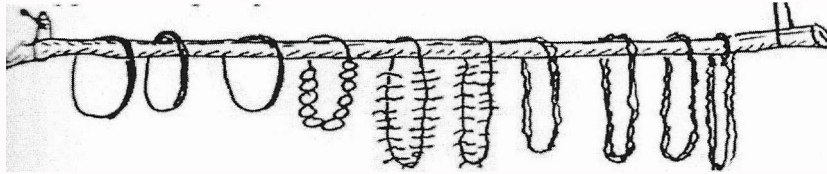


Dried Flint corn pounded and pearled for hominy (onöndä:'), ground into flour for dumplings (o'hö:sda').



Squashes (onyöhsa'shö'öh) of all types have matured and hardened (onihe'öh) can now be stored in dry bins or baskets (ga'ashä') for the winter (goshe:neh).

At one time pumpkins (onyöhsowa:nöhs) were peeled and sliced (gaisjakgöh) into circles and a pole needled through the circles (deyotwe'nönya:nö'); and the pole (o'ë:nö') hung from the rafters.



The ribbons of dried pumpkins were crumbled and stored in paper bags (gayadöshä' gaya:')

For traditional recipes, see Iroquois Woodland Favorites, and/or The Standing Pot.

The last (hesga:gö:n) to be harvested are the root veggies (okdeä'shö'öh), potatoes, and beets. Veggies such as carrots, parsnips; and cabbage can be left in the ground (yöönjagö:h) but well covered with straw (ohsino'da'). The coldness (o'ganö'nos) make these two (degknih) veggies (okdeä') taste sweeter (owänoe').

Potatoes (onönöda') are dug up carefully so not to slash them, then they are stored (wadöhyö') in ga'ashä'. Potatoes need to be kept in a cool, dry place. Freezing turns them black.

Beets can be pulled with short stems and root left on and stored in dry bins (gaöshä') or ga'ashä' too (hä'gwah). To remove the root and entire stems will cause the beets to 'bleed' (öntgatgwöhsait).

Work with your elder-mentor as you read through the previous four pages for correct pronunciation. Underline the English translation or equivalent of the Seneca word.

List all the new Seneca words, and their meaning on the next page for reference.

This concludes our gardening journey.

*We put our minds together as one and give thanks to our Creator for his gifts,
those gifts which contribute to our happiness and well being
for as long as we walk about this earth.*

For Resource and Reference

Your Elder-mentor

My own PLANTING Word List/Glossary


Fundamentals of Seneca by P. E. Wms. Bardeau

Iroquois Woodland Favorites by P. E. Wms. Bardeau

The Standing Pot by P. E. Wms. Bardeau

Definitive Seneca, It's in the Word by P. E. Wms. Bardeau

My Own PLANTING Word List/Glossary

 Say the Seneca Words at Every Opportunity