



Gae:wanöhge'!

Volume Degyö', Issue Sga:sgae'

Nisah Wis, 2016

Onöndowa'ga: Gawë:nö'
Nadö:diyeö:je' koh
Department
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Daswöndio:go'

The Onöndowa'ga: Gawë:nö' department staff have been busy helping out with various presentations for Native American month. Inside this issue, you will find an article written by Marty Jimeron Jr. discussing some of the places we have been. Also included are several pictures by Nancy Klemens, showing the staff in action.

The Onöndowa'ga: Gawë:nö' department is currently offering several new community classes. Everything from beading, cultural knowledge, lan-

guage games and moccasins are being offered. Call down to sign up for any of these classes.

We are pleased

to welcome Ashley Henhawk to the staff as the new Media Technician for our department.

We look forward to utilizing her background in animation for our language materials and resource development.

Brandi John has restarted the Onöndowa'ga: Gawë:nö' classes at the Gowanda Elementary school. We look forward to hearing the progress the students will make in the classes.

Please feel free to contact the Onöndowa'ga: Gawë:nö' Nadö:diyeö:je' koh Department if you have any comments or questions at (716) 532-8162. We will be happy to assist you in anyway we can.



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Gawë:nö' lesson: Having news

Here is a short conversation that you may be able to use while giving someone a call. This mingle can also be found in the extended Topic Reference Guide addendum.

In Onöndowa:'ga' -

- S1) Hae'
 S2) Hae'. Gwe:h! Desyë:hö:?'
 S1) Hë'ëh gwa: nä:h. Dë' di ihse:h?
 S2) Dëhnitaë' gwa: negë' i:wi:h.
 S1) Hao' nyoh.
 S2) Dë' sö: sai:wayë'?'
 S1) Ha'de:yö: agi:wa:yë'.
 S2) Sai:waga'de'?'
 S1) Ne' wae a:yë:!'
 S2) Daskyo:wi dë'ëh.

In Ganyo'ö:ka' -

- S1) Hi.
 S2) Hi. Well! Are you busy?
 S1) No (not really). What then you want?
 S2) You and I will talk I want.
 S1) All right.
 S2) What just you have news?
 S1) A lot of it I have news
 S2) You have a lot of news?
 S1) I should say!
 S2) You tell me then.



Nisah dates to remember:

5th - Standing Rock Solidarity Peace Walk @ Rte. 438 - Thruway Bridge, 12noon

10th - Human Rights Day

10th - ECLC Christmas Bazaar @ CCC, 9am - 4pm

21st - Winter Solstice

Nödaeyawöhse:'

Seneca Language & Culture Class

Monday Nights

6pm - 8pm

**Buffalo Native Resource Center
135 Delaware Ave, Suite 300, Buffalo**

Instructor: Judd Logan

Dinner included!

Beaded Ornament Class

Dec. 7th, 14th, 21st

5pm - 8pm

Saylor Dining Room

Pre-registration required, Only 10 spots!

Instructor: Samantha Jacobs

To register, call: 716-532-8161

Gaiwanösgwa'go:wah Info Sessions

Dec. 6th & 8th

6:30pm - 8:30pm

Saylor Building -

Language Classroom

Join us for a description of daily procedures during mid-winters ceremonies

For more info, call: 716-532-8161

Holiday Bake Sale

Dec. 16th

11am - 2pm

SNI Library Cattaraugus Branch

Cookies, Cupcakes,

Brownies, Pies & more!

For more info, call: 716-532-9449

Silver Creek C.S.D. Title VII Parent Committee Meeting

Dec. 6th

5:30pm

SNI Library Cattaraugus Branch

For more info, call: Caitlin Snyder at 716-934-2603 x.4967

Faithkeeper School Holiday Bazaar

Dec. 17th

11am - 3pm

Steamburg Community Building

1220 Central Rd. Steamburg NY

Fundraiser for a new school bus. Smoke dance contest, Chinese auction, Vendors

For more info, call: Darlene at 716-378-9818

Ahsöh Nödaeyawëhse:'

Medallion Necklace Class

Jan. 4th, 11th, 18th, 25th

5pm - 7pm

Saylor Dining Room

Supplies provided, limited class size.

Pre-registration required.

To register, call: 716-532-8161

Children's Seneca Story Nights

Jan. 9th, 16th & 23rd

6pm - 7pm

Saylor Dining Room

Bring your family down and learn some fun stories in Seneca. Pre-registration encouraged to ensure there are enough books for everyone.

To register, call: 716-532-8161

Ganö:nyök challenge 2k16

By Ari Logan

Nya:wëh sgë:nö' gagwe:göh, Ari Logan ni'gya:söh . I currently am one of the teachers in our After School Language Nest program, and have been for the past three school years. Our program targets school age students, starting with 3rd grade through the completion of 6th. At our program we like to give our students a base knowledge of the language before they enter middle school, where a language credit is required. Not only do we offer everyday language such as, basic commands, colors and numbers, we also offer a wide variety of cultural/ceremonial language, procedures and protocols. The other teachers I would like to acknowledge are Gae:nino' "Brandi" John, Hoye:was "Frank" John, and Brennen Johns, at this time we have a total of 24 students who attend class, from dismissal/drop off time until 4:45pm.

In class, we start by bringing our minds together as one with Ganö:nyök, or you may have also heard it called a "Thanksgiving" speech, address, prayer, etc. Once all our students are present, we as teachers, randomly choose two students to open up for class. In the past we have had a lot more girls than we have boys, but in a more traditional setting it is a man's responsibility to address the crowd. However it is critical for the girls to know what's being said, because if the speaker loses his words or gets distracted it is the woman's responsibility to listen and to tell him where he left off or lost his place. Some of the boys we have are relatively new to our program and are not comfortable speaking in front of others, whether it is Seneca or English. With that being said I

had given my students a challenge over Thanksgiving break.

The challenge was to take place at your families thanksgiving dinner, and each student was to recite their Ganö:nyök to the ones they feel most comfortable with. That was my intention when I had thought of this particular assignment. In class we have students that have been there from 3rd -6th grade and some of them haven't been there as long as the others and that can be a little intimidating. We also have a variety of students that attend long-house and some that don't; we do not to discourage anybody from learning their language. Rather you know what's being said, or you know what to say, or you may not grasp the concept, you were to take that knowledge you were given, and give it to somebody else. This assignment was to promote awareness that our future generations are going to be carrying on the language, and I chose this particular speech because everything they are going to learn will be somehow be in connection with the Ganö:nyök. I had decided to have them post it to their parent's Facebook page, as a community outreach so maybe in the future, not only school age children, but children & adults of all ages, may want to learn about their culture and their language. If my students can do it, I feel that anybody can do it too.

Prior to this assignment I gave the students a packet to study from, with everything they need to be able to recite their speech, if you feel you want a copy or if you feel challenged enough to learn Ganö:nyök, contact the language office and somebody will be glad to help you get the materials that you need.

Nya:wëh



Painting by Erwin Printup

Native American Month wrap up

By Hajohjahe:s

November is Native American Heritage Month. The Language staff have been going into a variety of public schools and doing Native American Social Dance Presentations. Last year, we visited 9 public schools. This year we visited the Gowanda Elementary School, Silver Creek School (elementary, middle, and high school), Lake Shore's AJ Schmidt School 2x's, the first time was then entire school, split up by grade levels. The second time was a request by a 4 grade teacher for the 4th grade only and that was held at the fire hall next to the school. We also visited JT Waugh School, The Discovery School 2x's. The first time was the elementary level. The second time was for the 4th grade. We will be going out to Cassadaga Job Corp as well.

When we go and do these presentations, we first begin with introductions and then talk about our thanksgiving address and how we express our gratitude for everything that has been provided for us. Then we begin talking about our traditional social dances and why we have them. For each dance that we cover, we explain a little bit about it and explain how the dance goes. We usually cover The Stomp Dance, Round Dance, Alligator Dance, Robin Dance, Women's Dance, Cherokee Stomp Dance, Rabbit Dance, and the Stick Dance.

In between the dances, we show and explain the traditional instruments that we use, the water drum and the horn rattle and the stick for stick dance. We talk about the water drum and how it is made and the different parts that make up the drum, how it gets the right sound. We also display and explain our traditional clothing and again talk about the different parts of clothing, comparing Men's to the Women's clothing.

Depending on the grade level, age level, we'll either shorten the time or go longer. Some of the presentations can go all day from like 9 - 3, and if it's scheduled all day, then usually its split up into grade levels. It depends on what's being requested. For some of the schools, there are native students in different grade levels that actually wear their own outfits and help with the dances. This helps out a lot.

When we went to the AJ Schmidt School for the 2nd visit, we showed and talked about Lacrosse. I



brought in a plastic lacrosse stick and a traditional wooden lacrosse stick. I talked about the comparisons. At the end of the presentation, Frank John demonstrated the Smoke Dance as well as the Fluff Dance!



Presentation at AJ Schmidt School, 4th grade only, doing the Stomp Dance.



Here is Frank John demonstrating the Fluff Dance.



Here the students were dancing the Robin Dance with Frank leading the song.



Lastly, we briefly talked about the game of lacrosse. By explaining the difference between the plastic and the wooden sticks.

Gaga:' time: How Buzzard got his feathers

Here is one version of the story of why Oji'do:geh looks the way he does. Enjoy!

A long time ago the birds had no clothing. They spoke like people, but they were shy and hid from sight. One day they decided to hold a great council. "We must go to Creator and ask him for clothing," said Eagle. So it was decided. But who would carry the message?

Many birds volunteered. But finally they chose Buzzard. He could fly great distances because of his long wings, and he could soar higher than any of the other birds there and so could more easily make it to the sun-place, where Creator lived. All of the birds burned tobacco and sent their prayers up to creator, and then buzzard set out on his way.

It was a long journey. Buzzard flew and flew. He ate the food he had carried with him and still he was far from the place of Creator. He became hungry, so hungry that he stopped and ate some dead fish washed up on the shore below him. They were rotten and smelled bad. But his hunger was great, and he did not notice.

He continued on his way. Now he was close to the sun-place; he went higher and higher. It grew fiery hot from the sun, but still he flew up and up. The skin on top of his naked head burned red in the sun's heat, but at last he came to the place of Creator.

"I have been waiting for you," Creator said, "because I have heard the prayers of the birds. I will give you clothes made of fine feathers to take back." Then he showed Buzzard the clothing he had prepared. It was fine indeed. There were as many colors in the feathers as there are in the rainbow snake that arch-

es across the sky after a rain, and the feathers shone so brightly that Buzzard had to turn his eyes away from them.

"Now," Creator said, "I know how hard it was for you to fly to me. You may have the first choice of all these suits of feathers. Remember, though, you may try on each suit only once."

Buzzard was very pleased. "I must choose the finest feathers," he said to himself. "Then everyone will see them and always remember it was I who brought back clothing for the birds."

He tried on a suit of bright blue and white feathers with a jaunty cap. "No," he said, taking it off, "not bright enough." And so that suit went to Blue Jay.

He tried on another suit of brilliant red and black with a tall crest. "No," he said, "I do not look good in red." And so that suit went to Cardinal.

He tried on another suit of gray and black with a scarlet vest. Again he was not satisfied, and that suit went to robin.

He put on a suit as yellow as the sun with handsome dark markings. "Too much black on this one," he said, and that suit went to Goldfinch.

Creator patiently watched Buzzard trying on one suit after another. None of them were right. Sometimes the feathers were too long. Sometimes they were not long enough. Some were too dark, others too light. None of them seemed to be just right for the messenger of all the birds.

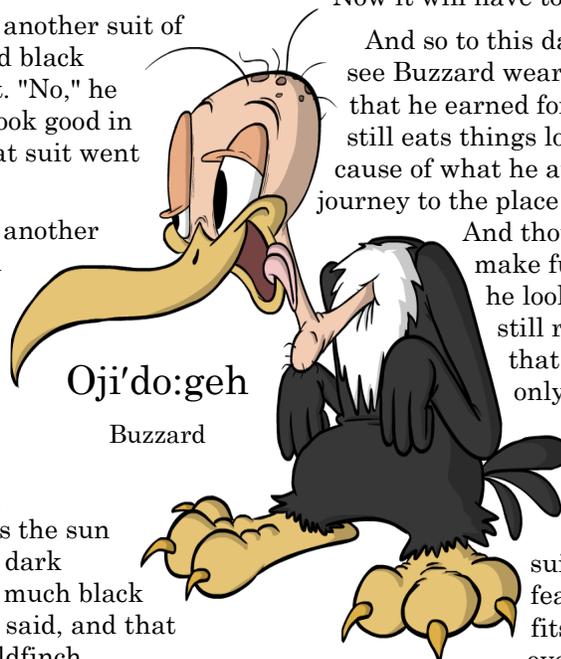
Finally Buzzard put on a suit of clothes that was too small for him. Although all of the other clothes had grown larger or smaller to fit whatever bird chose them, this last suit of feathers was very tight. Buzzard pulled and strained. Finally he got it on. It left his legs and his neck bare; the red skin of his bald head remained uncovered. He looked at the suit. Not fine. Not fine at all. The feathers hardly had any color--just a dirty brown. They were not shiny and neat like the others. Buzzard was not pleased, "This is the worst of all." he said.

Creator smiled. "Buzzard," he said, "it is the only suit left. Now it will have to be yours."

And so to this day you can see Buzzard wearing the suit that he earned for himself. He still eats things long dead because of what he ate on his journey to the place of Creator.

And though some make fun of the way he looks, Buzzard still remembers that he was the only one who could make that long journey.

Even in his suit of dirty feathers that fits him badly, even with his head burned scarlet from the heat of the sun, he remembers that he was chosen be the messenger for all the birds. When he circles high in the sky, he is close to Creator. Then, even in his ill fitting suit of feathers, he is proud.





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**Gawë:nö',
Ësajä'dak gi:
Ëyögwahdö:'**

Hadiksa' shö'öh Neyonögka' - Kids Area

Kids Coloring contest, color the image below & submit your entry to the Seneca Language Department. Include your name & phone number on the back. The winner will be notified Dec. 22nd.



Gakö:ni:h Ganö'ja' - Hot Chocolate Cookie Cups

Here is a cute cookie to share for all those holiday cookie exchanges!

Ingredients:

- 1 package (16.5oz) Pillsbury Sugar cookie dough
- 1/2 cup heavy whipping cream
- 2 tbsp. hot cocoa mix
- 1 cup semi-sweet chocolate chips
- 1/2 cup white chocolate chips
- 12 mini pretzels
- 1 cup jet-puffed mallow bits

Utensils:

- Rolling pin
- Mini muffin tin
- Sauce pan
- Whisk
- Measuring cups & spoons
- Spoon

Directions:

1. Preheat oven to 375°.

2. Roll 1 tbsp. of the sugar cookie dough into a ball, roll in granulated sugar. Put sugared dough balls into 24 greased mini muffin tins.
3. Bake for 12-14 minutes. Allow the cookies to cool completely in the pan before gently removing them.
4. Make the chocolate ganache by bringing the whipping cream to a boil.



5. Stir in the hot cocoa mix.
6. Pour the hot cream over the semi-sweet chocolate chips and let it sit for 3 minutes. Then, stir until the chocolate chips are melted and the ganache is smooth.
7. Break off the loops on some mini pretzels to use as handles.
8. Melt the white chocolate and use it to attach the pretzel handles to the cookie cups.
9. Spoon the chocolate ganache into the cookie cups and top with mini marshmallows.
10. For best results, store the hot chocolate cookie cups in the refrigerator.

From: <http://www.thegunnysack.com/hot-chocolate-cookie-cups/>