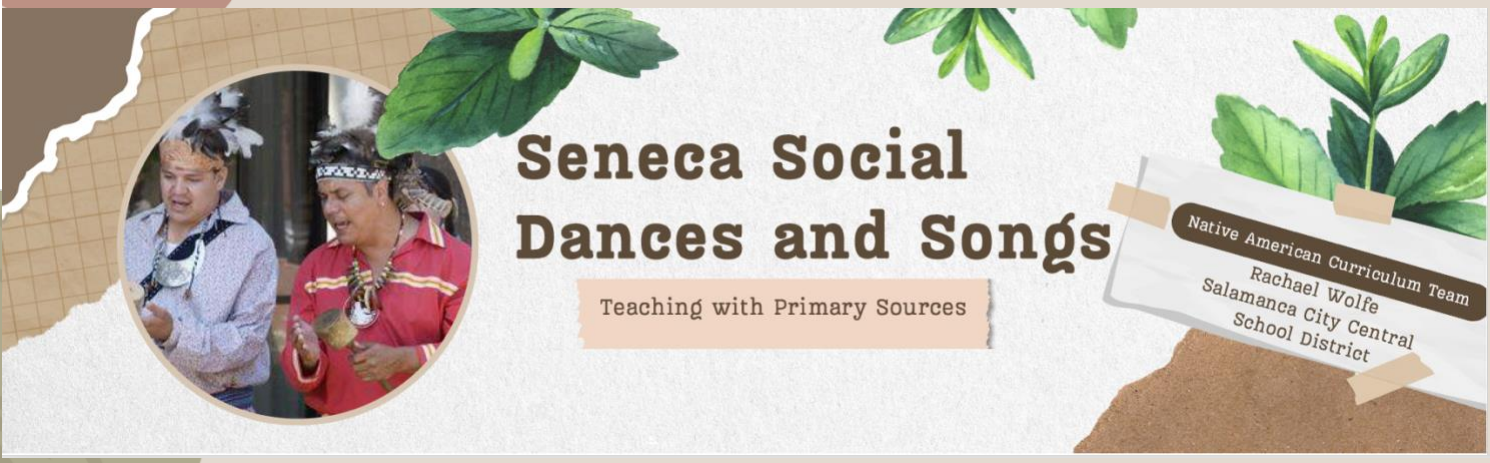

A Teaching with Primary Sources Curriculum Guide by Local Learning

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Local Learning Teaching with Primary Sources project team offers teaching tools and materials that engage the digitally available archival holdings of the American Folklife Center of the Library of Congress alongside local and regional collections, bringing them into conversation with each other to create a fuller, more complex narrative of American communities, history, and people.

2025 Core Project Team

Find additional resources and information generated by this Teaching with Primary Sources project at https://locallearningnetwork.org/professional-development/tps.

A Place Marker by Bill Crouse, courtesy New York Folklore

Since 2022, New York Folklore has been working closely with Seneca language expert and artist, Bill Crouse (Seneca, Hawk Clan), to develop an Indigenous place-names project for New York State. In doing so, our circle has expanded to include other Haudenosaunee artists and cultural experts, including Hayden Haynes (Seneca, Deer Clan) who is the Director of the Seneca Nation's Onöhsagwë:de' Cultural Center. New York Folklore has also been engaged for several years in a project to develop a collaborative archives project for folklore materials in New York State. The Onöhsagwë:de' Cultural Center, which has an extensive museum and archival collection, is a participant in this collaborative project to provide access to folklore collections in the state of New York.

When the opportunity came for New York Folklore to participate in the Teaching with Primary Sources project of the Library of Congress, I immediately gravitated towards working with Haudenosaunee materials. In my own efforts to identify archival collections in New York State, and as a career public folklorist, I am aware of the many collecting projects that have been conducted in the state by anthropologists, ethnomusicologists, and folklorists. The William Fenton (b.1918-d.2005) collection is noteworthy. A key founder of the Iroquois Conference in 1945, Fenton devoted his entire career to studying Haudenosaunee culture, as an anthropologist, a community worker for the U.S. Indian Service, as a senior ethnologist for the Bureau of American Ethnology, as the Director of the New York State Museum, and as a professor for the State University of New York.

Fenton's collections can be found at the New York State Museum, at the American Philosophical Society in Philadelphia, and in the recorded sound collection of the Library of Congress. As William Fenton had spent the whole of his collecting efforts within Seneca territories, and as New York Folklore already had connections with members of the Seneca Nation, it seemed appropriate to focus on the Library of Congress's Fenton material for the Teaching with Primary Sources project. Through New York Folklore's connections with Hayden Haynes and with Seneca language teacher, Bill Crouse, I was introduced to Rachael Wolfe who served as the Curriculum Developer for the project. Rachael Wolfe is Bill Crouse's daughter and is a teacher of Seneca language and culture at the Salamanca Central School District. Rachael Wolfe is also a contributor to the revisions of New York State's Learning Standards for Languages Other than English.

Ellen McHale
Executive Director
New York Folklore

Using This Guide

The lesson plans found in this guide may be used sequentially or adapted as stand-alone activities to enrich your classroom. They form building blocks for teaching student listening skills while accessing a deeper understanding of how Seneca social dances and songs reflect the values, beliefs, and traditions of the Seneca community, written by an Indigenous educator.

Use the Table of Contents below to navigate to activities, PowerPoints, and primary source sets. Teacher Guides have light line down left margin to help differentiate from student worksheets.

Table of Contents

Seneca Social Dances and Songs

Lesson Plan #1 5

By the end of the lesson, students will appreciate the role of music and dance in preserving cultural heritage.

Lesson Plan #2 7

Students will make observations of two audio recordings of a primary resource from the Library of Congress and make a prediction to identify each song based on information shared in text.

Teaching Materials

Seneca Social Dance Lesson 1 PowerPoint 9

Seneca Social Dances and Songs Reading Assignment 17

Teacher Guide to Seneca Social Dances and Songs Reading Assignment 20

Seneca Social Dance Audio Clips from the Library of Congress PowerPoint 13

What I Hear Worksheet and Seneca Social Dance Audio Clip Prediction and Identification Assignment 23

Teacher Guide: What I Hear Worksheet and Seneca Social Dance Audio Clip Prediction and Identification Assignment 26

Seneca Social Dances and Songs Lesson Plan #1

🌿 Seneca Social Dance Songs (Yöëdza'ge:kha' Ha'degaënogeh)
Grade Level: 4
Subject: Social Studies (ELA / Arts Integration)
Time: 60-70 minutes

🎯 Objective

Students will gain a deeper understanding of how Seneca social dances and songs reflect the values, beliefs, and traditions of the Seneca community. By the end of the lesson, students will appreciate the role of music and dance in preserving cultural heritage.

📘 Standards

Social Studies (NYS Framework Grade 4)

- 4.2c: Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values.

ELA (NYS Next Generation Grade 4)

- 4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences,
- 4SL1c: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

✅ Assessment

Formative Assessment:
Question responses & discussion.

Summative Assessment:
Drawing + explanation: "This dance is important because..."

Materials

-Power Point: Seneca Social Dance Lesson 1
-Text: Seneca Social Dances and Songs (Yöëdza'ge:kha' Ha'degaënogeh)
-Paper for student responses to questions.
-Technology: Seneca Dance at Ganondagan YouTube video: https://youtu.be/T09bV_JB8UU
-Art supplies (paper, crayons, markers)

Activity Sequence

Anticipatory Set (5 min)
Ask: "What kinds of traditions or celebrations does your family or community have? Why are they important?"
Transition: Explain that today students will explore Seneca social dances as an example of Native American traditions in New York State.

Guided Reading (15 min)
Read the text together (teacher read-aloud, partner reading, or independent reading depending on level).
Highlight key words: tradition, ceremony, social dance, instruments.

Comprehension & Discussion (25 min)
Students answer provided questions in pairs or small groups.
Whole-class discussion: Compare social dances/songs vs. ceremonial songs. Discuss how dances connect to Seneca beliefs (e.g., Skywoman story, honoring animals, blessing journeys).
Students will watch YouTube clips that are examples of some of the dances.

Activity Sequence, cont.

Exit Ticket (5 min)
Students will then discuss if the video is evidence of what the text describes.
Creative Extension (Arts Integration) (10–15 min)
Students choose one dance (Standing Quiver, Woman's Shuffle, Robin, or Fish Dance).
Students will draw a picture of the dance based on what is described in the text and what is viewed in the YouTube clips.

Resources

Seneca Social Dance Lesson 1 PowerPoint 9

Seneca Social Dances and Songs Reading Assignment 17

Teacher Guide to Seneca Social Dances and Songs Reading Assignment 20

Seneca Dance at Ganondagan YouTube Video

Seneca Social Dances and Songs Lesson Plan #2

🌿 Seneca Social Dance Songs (Yöëdza'ge:kha' Ha'degaënogeh)
Grade Level: 4
Subject: Social Studies (ELA & Literacy Integration)
Time: 45-50 minutes

🎯 Objective

Students will gain a deeper understanding of how Seneca social dances and songs reflect the values, beliefs, and traditions of the Seneca community. Students will make observations of two audio recordings of a primary resource from the Library of Congress and make a prediction to identify each song based on information shared in text.

📘 Standards

Social Studies (NYS Framework Grade 4)

- 4.2c: Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values.

ELA (Common Core Standards for ELA and Literacy)

- **Integration of Knowledge and Ideas:** Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
- **Research to Build and Present Knowledge:** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

✅ Assessment

Formative Assessment:
"What I Hear" observation responses
"Seneca Social Dance Audio Clip Prediction & Identification Assignment" answers

Materials

-PowerPoint: "Seneca Social Dance Audio Clips from the Library of Congress"
-Technology: Ability to show "Seneca Social Dance Audio Clips" PowerPoint
-"What I Hear" (Seneca Social Dance Audio Clip Observation) Worksheet
-Seneca Social Dance Audio Clip Prediction & Identification Assignment
-Writing supplies

Activity Sequence

Use the PowerPoint entitled "Seneca Social Dance Audio Clips from the Library of Congress" to guide your lesson.

Anticipatory Set (5 minutes): Ask students if they recall any of the social dances that they learned about in Seneca Social Dances and songs Lesson #1. Do you remember any of the names of the dances/songs? What is something that left an impression on you?

Direct Instruction:

- Students will listen to the two Seneca social dance songs that are from the Library of Congress. These audio clips will be embedded on the "Seneca Social Dance Audio Clips from the Library of Congress" PowerPoint.
- As they are listening to the audio clips they will complete the "What I Hear" Worksheet. **(10 minutes)**

Activity Sequence, cont.

- Discussion: As a class or in small groups, compare the answers students wrote for the "What I Hear" Worksheet. **(5 minutes)**
- Individual Work: Students will complete the "Seneca Social Dance Audio Clip Prediction & Identification Assignment" **(15-20 minutes)**
- Exit Ticket: Students will share their predictions on what social dance they think matches the sound clips. The answer will then be revealed. **(5 minutes)**

Resources

Links to Seneca Social Dance Audio Clips from the Library of Congress

(Also embedded in PowerPoint)

Buck, William "Billy", Gibson, Simeon, and Thomas, Peter , "AFS #4563B (excerpt) - William "Billy" Buck, Simeon Gibson & Peter Thomas. 1941 Six Nations Reserve.," Folklife Primary Sources Repository, accessed October 10, 2025,

- https://folksources.org/resources/items/show/176

Buck, William "Billy", Gibson, Simeon, and Thomas, Peter , "AFS# 4566A1,2,3,4 - (excerpt) - William "Billy" Buck, Simeon Gibson & Peter Thomas. 1941 Six Nations Reserve," Folklife Primary Sources Repository, accessed October 10, 2025,

- https://folksources.org/resources/items/show/177

Seneca Social Dance Audio Clips from the Library of Congress PowerPoint 13

What I Hear Worksheet and Seneca Social Dance Audio Clip Prediction & Identification Assignment 23

Teacher Guide: What I Hear Worksheet and Seneca Social Dance Audio Clip Prediction & Identification Assignment 26

Seneca Social Dances and Songs Teaching Materials

Seneca Social Dances and Songs
Lesson #1

1

What kinds of traditions or celebrations does your family or community have?

Why are they important?

2

“Seneca Social Dances and Songs” Guided Reading

Key words:

tradition

ceremony

social dance

instruments

3

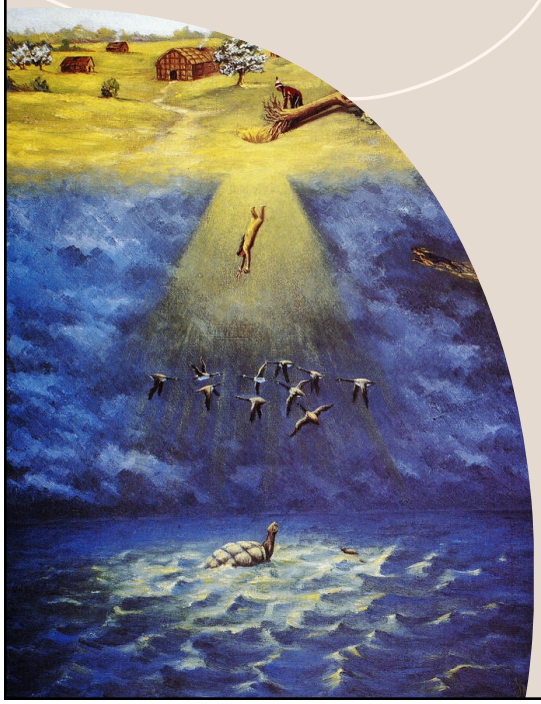
3

Social Dance Songs Vs. Ceremonial Songs

Ceremonial songs and dances are different than social dance songs. Social dance songs are used for socializing purposes. They are for entertainment.

Since social dance songs are not sacred ceremonial songs, anyone can listen and enjoy the songs and dances. Ceremonial songs are kept private among those who attend traditional Seneca ceremonies. Any Seneca songs heard in public places will be social dance music.

4



Discussion:

IN WHAT WAYS DOES THE READING DESCRIBE HOW SENECA SOCIAL DANCES ARE CONNECTED TO SENECA BELIEFS?

5

Seneca Social Dance at Ganondagan

6

6

Exit Ticket:

DID THE VIDEO SHOW WHAT WAS DESCRIBED IN THE TEXT? IN WHAT WAYS?

7

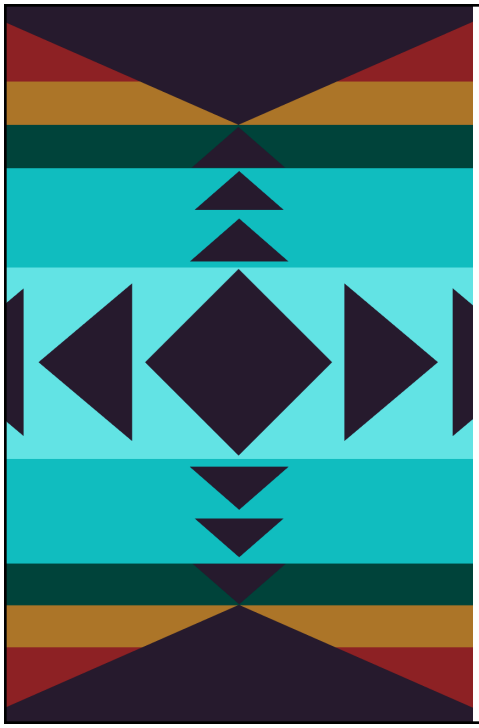
7

What do you remember?

Do you remember any of the names of the Seneca dances/songs you learned in the first lesson?

What is something that left an impression on you? Or what is the most memorable thing you learned?

2



Today…

We will listen to two audio clips of social dance songs from the 1940s. These clips are original recordings, considered primary sources, and are preserved in the Library of Congress collection.

While listening to the two clips, you will complete a worksheet entitled, "What I Hear…". The worksheet will help you to complete the next activity in this lesson.

Then, you will work individually to predict and identify what song/dance each sound clip belongs to. You will do this by reading the information about each dance and using your "What I Hear…" worksheet.

3

"What I Hear..."

Name: _____ Date: _____

Listen to two Seneca social dance songs, and make observations by answering each question for each song.

What I hear...

Instruments: Are any instruments used? If so, describe how it sounds	Number of Singers: Is there more than one singer?	Male or Female Singer	Speed of Rhythm: Is the rhythm of the song fast or slow?
Song #1	Song #1	Song #1	Song #1
Song #2	Song #2	Song #2	Song #2

4

Audio Clip #1

Lead Singer: William "Billy" Buck (Seneca)
Assisted by: Simeon Gibson & Peter Thomas
1941 Six Nations Reserve

AFS #4563B 7:46-8:43

Leader: "They are paddling (a boat)"
Assistants: "Those men"
Leader: " They are wearing feather headdresses"
Assistants: "Those men"

5

Audio Clip #2

Lead Singer: George Buck
Assisted by: William "Billy" Buck (Seneca)
1941 Six Nations Reserve

AFS# 4566A1,2,3,4

24:27-25:50

6

Individual Work

"Seneca Social Dance Audio Clip Prediction and Identification Assignment"

Name: _____ Date: _____

SENECA SOCIAL DANCE AUDIO CLIP PREDICTION & IDENTIFICATION ASSIGNMENT

Read the following information about Seneca social dances. Based on the audio clips you listened to and what you read, predict and identify what dance goes with each song. Highlight or underline the details in the text that support your prediction.

Stomp Dance ("Standing Quiver Dance) - Ga'da:šyod
The Stomp Dance or "Standing Quiver Dance" is usually the first dance of all Seneca social dance gatherings. Historically, before leaving the village on a journey, the men would place their quivers of arrows in the center of the dance area and would stomp dance around their arrows to bless their journey. Dancers will line up behind the main singer in a boy-girl-boy-girl formation. There are no instruments used during this dance, but only the stomping of their feet to create the rhythm. The main singer will make the first chant and the rest of the males will make a return chant.

Pigeon Dance - Jâhgowa:' oë:nö'
The Pigeon Dance pays tribute to the passenger pigeon, a species that is now extinct and once served as a food source for the Seneca people. Historically, Europeans prized the feathers of this bird for their hats, leading to the extinction of the entire species. They cut down entire roosting trees, which were the nesting grounds for these birds, resulting in the destruction of their habitats. This dance is performed to honor the memory of these birds. This dance is considered a partner dance. The two lead male singers will dance shoulder to shoulder using only a horn rattle to accompany the stomping rhythm of the dance. Next in line will be two female partners, and the line will continue to alternate between male and female partners. Most Seneca social dances feature male singers exclusively; however, in the Pigeon Dance, women join in harmony with the men, creating a slow, somber, yet beautiful melody.

1

7

Exit Ticket

What did you predict?

Audio Clip #1 Stomp Dance

Audio Clip #2 Woman's Shuffle Dance

8

Seneca Social Dances and Songs

Teaching with Primary Sources

Native American Curriculum Team
Rachael Wolfe
Salamanca City Central School District

Read the information below about Seneca social dances and songs. Then, answer the questions that follow.

Yöëdza’ge:kha’ Ha’degaënogeh

Seneca social dance songs, known in the Seneca language as Yöëdza’ge:kha’ Ha’degaënogeh, mean “earth songs.” These songs are played at social gatherings among the Seneca people. It's important to understand that social dance songs aren't the same as ceremonial songs, which are considered sacred and kept private within the Seneca culture.

There are many Seneca social dances, each with its own special meaning and ties to the Seneca community. Some examples are the stomp dance, women’s shuffle dance, pigeon dance, fish dance, robin dance, and stick dance. Each dance has several songs that go with it, using different instruments and featuring unique formations and rules for how they're performed.

1. **Stomp Dance (“Standing Quiver Dance) - Ga’da:šyod**

The Stomp Dance or “Standing Quiver Dance” is usually the first dance of all Seneca social dance gatherings. Historically, before leaving the village on a journey, the men would place their quivers of arrows in the center of the dance area and would stomp dance around their arrows to bless their journey. Dancers will line up behind the main singer in a boy-girl-boy-girl formation. There are no instruments used during this dance, but only the stomping of their feet to create the rhythm. The main singer will make the first chant and the rest of the males will make a return chant.

2. **Woman’s Shuffle Dance - Ësgä:nye:’ gaënö:se’**

The Woman’s Shuffle Dance is a beautiful expression that honors all women. It is regarded as the oldest dance among the Seneca, with origins tracing back to the very beginning of creation. According to the traditional Seneca creation story, a woman fell from the Skyworld and was gently placed on the back of a great turtle by a group of large water birds. As the Skywoman danced, the earth began to flourish, eventually forming what we now know as “Turtle Island” or North America. It is believed that each time this dance is performed, the earth is re-blessed. This dance is performed by the women while the men sing using a traditional water drum and horn rattle.

3. **Pigeon Dance - Jähgowa:’ oë:nö’**

The Pigeon Dance pays tribute to the passenger pigeon, a species that is now extinct and once served as a food source for the Seneca people. Historically, Europeans prized the feathers of this bird for their hats, leading to the extinction of the entire species. They cut down entire roosting trees, which were the nesting grounds for these birds, resulting in the destruction of their habitats. This dance is performed to honor the memory of these birds. This dance is considered a partner dance. The two lead male singers will dance shoulder to shoulder using only a horn rattle to accompany the stomping rhythm of the dance. Next in line will be two female partners, and the line will continue to alternate between male and female partners. Most Seneca social dances feature male singers exclusively; however, in the Pigeon Dance, women join in harmony with the men, creating a slow, somber, yet beautiful melody.

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4. **Fish Dance - Gëdzaënö’**

The Fish Dance honors the fish, which was once a major food source for the Seneca people. It is a common practice for the Seneca people to show gratitude to many things that contributed to their survival and sustenance. This dance is a fast pace partner dance where partners will dance in a line while facing each other. At a certain part of the dance, the rhythm will change and the partners will switch spots. This will happen a couple of times in the dance and dancers will end the dance in the same order they started. The singers will use a water drum and horn rattle to create the fast beat of the dance.

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5. **Robin Dance - Jöyaik oë:nö’**

The Robin Dance mimics or mocks the movements of the robin. When the first robin is seen in spring, it’s a good sign that spring is here to stay. The formation of this dance starts with all the males in the front followed by the females. Everyone will start this dance by facing the center of the dance area and will move in a side step motion around the center. The lead singers will use a rattle to accompany the movement. At an intermittent point in the song, the lead singers will change the beat of the song and everyone will turn around and face the outside of the circle. This will happen one more time and the dancers will finish the dance facing the center of the circle just like they started.

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6. **Stick Dance (Delaware Stick Dance) - Ganisdagä’ë’**

The Stick Dance is a dance that’s been adopted into Seneca social dancing from the Delaware tribe. It is done at the end of social gatherings to finalize the event. Males will all line up first then followed by the females. The beat of the first songs are medium fast and will pick up to a very fast beat as the dance progresses. The main singers use sticks to create the beat of the songs.

Questions:

1. What does *Yöëdza'ge:kha' Ha'degaënogeh* mean in the Seneca language, and how are social dance songs different from ceremonial songs?
2. Name three examples of Seneca social dances.
3. What is the historical significance of the Stomp Dance, and what creates its rhythm?
4. What story is connected to the Woman's Shuffle Dance, and who performs it?
5. Which extinct bird is honored in the Pigeon Dance, and what makes this dance unique compared to most others?
6. Why does the Fish Dance honor fish, and what instruments are used to create the beat?
7. What does the Robin Dance mimic, and what does the first robin seen in spring symbolize?
8. From which tribe did the Seneca adopt the Stick Dance, and when is it usually performed?
9. What kinds of instruments are used across the different Seneca social dances?

Seneca Social Dances and Songs

Teaching with Primary Sources

Native American Curriculum Team
Rachael Wolfe
Salamanca City Central School District

Read the information below about Seneca social dances and songs. Then, answer the questions that follow.

Yöëdza'ge:kha' Ha'degaënogeh

Seneca social dance songs, known in the Seneca language as Yöëdza'ge:kha' Ha'degaënogeh, mean "earth songs." These songs are played at social gatherings among the Seneca people. It's important to understand that social dance songs aren't the same as ceremonial songs, which are considered sacred and kept private within the Seneca culture.

There are many Seneca social dances, each with its own special meaning and ties to the Seneca community. Some examples are the stomp dance, women's shuffle dance, pigeon dance, fish dance, robin dance, and stick dance. Each dance has several songs that go with it, using different instruments and featuring unique formations and rules for how they're performed.*

1. **Stomp Dance (Standing Quiver Dance) - Ga'da:šyod** (1 min 15 seconds, including intro)

The Stomp Dance or "Standing Quiver Dance" is usually the first dance of all Seneca social dance gatherings. Historically, before leaving the village on a journey, the men would place their quivers of arrows in the center of the dance area and would stomp dance around their arrows to bless their journey. Dancers will line up behind the main singer in a boy-girl-boy-girl formation. There are no instruments used during this dance, but only the stomping of their feet to create the rhythm. The main singer will make the first chant and the rest of the males will make a return chant.

2. **Woman's Shuffle Dance - Ësgä:nye:' gaënö:se'** (1 min 30 seconds, including intro)

The Woman's Shuffle Dance is a beautiful expression that honors all women. It is regarded as the oldest dance among the Seneca, with origins tracing back to the very beginning of creation. According to the traditional Seneca creation story, a woman fell from the Skyworld and was gently placed on the back of a great turtle by a group of large water birds. As the Skywoman danced, the earth began to flourish, eventually forming what we now know as "Turtle Island" or North America. It is believed that each time this dance is performed, the earth is re-blessed. This dance is performed by the women while the men sing using a traditional water drum and horn rattle.

*Links to a video featuring the dance are cued when available by clicking on the song title.

3. **Pigeon Dance - Jähgowa:' oë:nö'**

The Pigeon Dance pays tribute to the passenger pigeon, a species that is now extinct and once served as a food source for the Seneca people. Historically, Europeans prized the feathers of this bird for their hats, leading to the extinction of the entire species. They cut down entire roosting trees, which were the nesting grounds for these birds, resulting in the destruction of their habitats. This dance is performed to honor the memory of these birds. This dance is considered a partner dance. The two lead male singers will dance shoulder to shoulder using only a horn rattle to accompany the stomping rhythm of the dance. Next in line will be two female partners, and the line will continue to alternate between male and female partners. Most Seneca social dances feature male singers exclusively; however, in the Pigeon Dance, women join in harmony with the men, creating a slow, somber, yet beautiful melody.

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4. **Fish Dance - Gëdzaënö'** (2 min 30 seconds, including intro)

The Fish Dance honors the fish, which was once a major food source for the Seneca people. It is a common practice for the Seneca people to show gratitude to many things that contributed to their survival and sustenance. This dance is a fast pace partner dance where partners will dance in a line while facing each other. At a certain part of the dance, the rhythm will change and the partners will switch spots. This will happen a couple of times in the dance and dancers will end the dance in the same order they started. The singers will use a water drum and horn rattle to create the fast beat of the dance.

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5. **Robin Dance - Jöyaik oë:nö'** (1 min 30 seconds, including intro)

The Robin Dance mimics or mocks the movements of the robin. When the first robin is seen in spring, it's a good sign that spring is here to stay. The formation of this dance starts with all the males in the front followed by the females. Everyone will start this dance by facing the center of the dance area and will move in a side step motion around the center. The lead singers will use a rattle to accompany the movement. At an intermittent point in the song, the lead singers will change the beat of the song and everyone will turn around and face the outside of the circle. This will happen one more time and the dancers will finish the dance facing the center of the circle just like they started.

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6. **Stick Dance (Delaware Stick Dance) - Ganisdagä'ë'**

The Stick Dance is a dance that's been adopted into Seneca social dancing from the Delaware tribe. It is done at the end of social gatherings to finalize the event. Males will all line up first then followed by the females. The beat of the first songs are medium fast and will pick up to a very fast beat as the dance progresses. The main singers use sticks to create the beat of the songs.

Questions:

What does *Yöëdza'ge:kha' Ha'degaënogeh* mean in the Seneca language, and how are social dance songs different from ceremonial songs?

> ***Yöëdza'ge:kha' Ha'degaënogeh* means "Earth Songs." Social dance songs are different from ceremonial songs because social dance songs are played at social gatherings and ceremonial songs are sacred and kept private for Seneca people.**

Name three examples of Seneca social dances.

> **Any three social dances listed from the text will be a correct answer.**

What is the historical significance of the Stomp Dance, and what creates its rhythm?

> **Historically, before leaving the village on a journey, the men would place their quivers of arrows in the center of the dance area and would stomp dance around their arrows to bless their journey. There are no instruments used during this dance, but only the stomping of their feet to create the rhythm**.

What story is connected to the Woman's Shuffle Dance, and who performs it?

> **The traditional Seneca creation story, and is performed by the women.**

Which extinct bird is honored in the Pigeon Dance, and what makes this dance unique compared to most others?

> **The passenger pigeon is the extinct bird, and the dance is unique compared to others because women harmonize to the men in this dance. Social dances are primarily sung by the men.**

Why does the Fish Dance honor fish, and what instruments are used to create the beat?

> **The Fish Dance honors the fish, which was once a major food source for the Seneca people. The singers will use a water drum and horn rattle to create the fast beat of the dance.**

What does the Robin Dance mimic, and what does the first robin seen in spring symbolize?

> **The Robin Dance mimics or mocks the movements of the robin. When the first robin is seen in spring, it's a good sign that spring is here to stay.**

From which tribe did the Seneca adopt the Stick Dance, and when is it usually performed?

> **The Stick Dance is a dance that's been adopted into Seneca social dancing from the Delaware tribe. It is done at the end of social gatherings to finalize the event.**

What kinds of instruments are used across the different Seneca social dances?

> **A water drum, horn rattles, sticks, and even just the stomping of their feet.**

Name: _____ Date: _____

Listen to two Seneca social dance songs, and make observations by answering each question for each song.

What I hear...

	Instruments: Are any instruments used? If so, describe how it sounds	Number of Singers: Is there more than one singer?	Male or Female Singer	Speed of Rhythm: Is the rhythm of the song fast or slow?
Song #1				
Song #2				

Name: _____ Date: _____

Read the following information about Seneca social dances. Based on the audio clips you listened to and what you read, predict and identify what dance goes with each song. Highlight or underline the details in the text that support your prediction.

Stomp Dance ("Standing Quiver Dance) - Ga'da:šyod

The Stomp Dance or "Standing Quiver Dance" is usually the first dance of all Seneca social dance gatherings. Historically, before leaving the village on a journey, the men would place their quivers of arrows in the center of the dance area and would stomp dance around their arrows to bless their journey. Dancers will line up behind the main singer in a boy-girl-boy-girl formation. There are no instruments used during this dance, but only the stomping of their feet to create the rhythm. The main singer will make the first chant and the rest of the males will make a return chant.

Pigeon Dance - Jähgowa:' oë:nö'

The Pigeon Dance pays tribute to the passenger pigeon, a species that is now extinct and once served as a food source for the Seneca people. Historically, Europeans prized the feathers of this bird for their hats, leading to the extinction of the entire species. They cut down entire roosting trees, which were the nesting grounds for these birds, resulting in the destruction of their habitats. This dance is performed to honor the memory of these birds. This dance is considered a partner dance. The two lead male singers will dance shoulder to shoulder using only a horn rattle to accompany the stomping rhythm of the dance. Next in line will be two female partners, and the line will continue to alternate between male and female partners. Most Seneca social dances feature male singers exclusively; however, in the Pigeon Dance, women join in harmony with the men, creating a slow, somber, yet beautiful melody.

Stick Dance (Delaware Stick Dance) - Ganisdagä'ë'

The Stick Dance is a dance that's been adopted into Seneca social dancing from the Delaware tribe. It is done at the end of social gatherings to finalize the event. Males will all line up first then followed by the females. The beat of the first songs are medium fast and will pick up to a very fast beat as the dance progresses. The main singers use sticks to create the beat of the songs.

Woman's Shuffle Dance - Ësgä:nye:' gaënö:se'

The Woman's Shuffle Dance is a beautiful expression that honors all women. It is regarded as the oldest dance among the Seneca, with origins tracing back to the very beginning of creation. According to the traditional Seneca creation story, a woman fell from the Skyworld and was gently placed on the back of a great turtle by a group of large water birds. As the Skywoman danced, the earth began to flourish, eventually forming what we now know as "Turtle Island" or North America. It is believed that each time this dance is performed, the earth is re-blessed. This dance is performed by the women while the men sing using a traditional water drum and horn rattle.

Prediction

After listening to the two Seneca social dance audio clips and reading about four social dances, identify what dance belong with each song.

Song #1 is _____

because the text says _____

_____

_____

_____

_____

_____

_____

Song #2 is _____

because the text says _____

_____

_____

_____

_____

_____

_____

Name: _____ Date: _____

Listen to two Seneca social dance songs, and make observations by answering each question for each song.

What I hear...

Instruments: Are any instruments used? If so, describe how it sounds	Number of Singers: Is there more than one singer?	Male or Female Singer	Speed of Rhythm: Is the rhythm of the song fast or slow?
Song #1 There are no instruments used in this audio clip. You can hear a slight beat like tapping of feet on the floor.	**Song #1** There is more than one singer. You can hear one lead singer and another singer who does a recall chat.	**Song #1** Male singers No female voices	**Song #1** The rhythm is not fast. The rhythm is a steady beat
Song #2 You can hear a drum beat. (This drum beat sound comes from the traditional water drum) You can also hear a shaking rattle sound. (This instrument is called a horn rattle.)	**Song #2** There is more than one singer. You can hear one person leading the song but you also hear more singers join in and sing in unison with the lead singer.	**Song #2** Male singers No female voices	**Song #2** The beat is faster than the first clip.

Name: ____Teacher Copy_____ Date: _____

SENECA SOCIAL DANCE AUDIO CLIP PREDICTION & IDENTIFICATION ASSIGNMENT

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Prediction

After listening to the two Seneca social dance audio clips and reading about four social dances, identify what dance belong with each song.

Song #1 is ___**stomp dance**__ because the text says ___**there are no instruments used in the audio clip, and a lead singer starts the song and a different singer makes the return chant.**

*****In the exit ticket portion of the lesson, or to expand on this worksheet, you can also discuss why it isn't the other dances. For example, this audio clip isn't the other dances because they use instruments in the other dances.**

Song #2 is ___**Woman's Shuffle Dance**_ because the text says **men sing using a traditional water drum and horn rattle.**

*****In the exit ticket portion of the lesson, or to expand on this worksheet, you can also discuss why it isn't the other dances. For example, this audio clip isn't pigeon dance because there aren't any women singing in this clip. In pigeon dance, the women harmonize with the men. Also, the singers use both a water drum and horn rattle to sing the songs.**