

NEW WORDS:

- tule
- boughs
- layers
- gathered
- marshy
- reeds
- trench
- layers
- rye
- religious
- ceremonies
- mattress
- microwave
- cassette
- suffering
- pollution
- kerosene
- longhouse
- electricity

OUR HOMES THEN AND NOW

Warm Springs Stories

Developed by the Confederated Tribes
of the Warm Springs Reservation

GEOGRAPHICAL AREA: Plateau Region

STORY TYPE(S): Description of Culture

Summary:

This story describes the traditional tule (tūlē) mat dwelling of the Warm Springs tribes and traces the changes in dwellings up to contemporary times. There is also a discussion of other uses for the tule mats as well as some reflections on how much has changed in the Indian world over the years.

Teacher Guided Activities:

1. Have students make a list of **then** and **now** using information from the story. Ask students to think of positive ideas of why things were as they were. Make a list on the board together.



THEN

tule mats
open fires
one room

NOW

wood, brick, etc.
oven
2-5 rooms

Ask students what was good about tule mats, open fires, living in one room, etc.?

Discuss changes which have taken place in the community. Have students decide changes which they think are good changes. Which changes are not so good? Why?

Have students talk to their parents or grandparents and ask them about how their homes have changed since they were young. Do they think that all the changes have been good?



2. Toward the end of the story are descriptions of sounds that have changed. This could lead to a better understanding of noise pollution. Have students identify the sounds listed on page 8 and compare the natural sounds to those from man-made machines.

Indian people used to be much more sensitive to sound, being able to distinguish bird and animal calls.

Ask students to all sit quietly in the room without talking and see how many sounds they can list. You may want to take your class on a walk and have them list other sounds.

Have students participate in other listening activities and discuss the feelings which different sounds evoke. Bring examples of different types of music especially Indian music and discuss feelings.



3. Have students write about their favorite sounds describing how each sound makes them feel. To give their writing structure they may want to begin with the words, "I like the sound of _____ because _____."

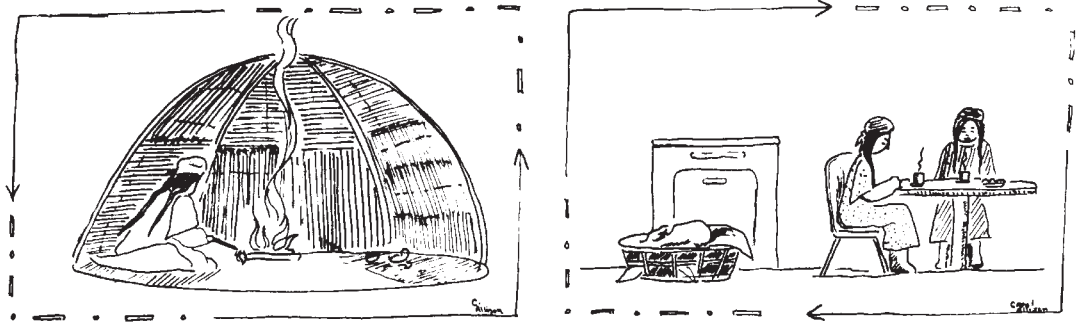
or

Have students use colors to compare sounds and feelings. Ask each student to choose one color to begin. Their task is to think of what **sounds** the color they have chosen makes them think of. They may start each line with the words _____ is the sound of _____ .

Example: Black is the sound of hot coffee being poured into a mug.
Black is the long, low moan of the wind.

Following the Student Activity Card is a list of optional activities which you may want to reproduce for student use.

Student Activity Card(s):
See Northwest Homes Card (24A-24B).



OUR HOMES THEN AND NOW

- 1 Write a “Then and Now” poem. Begin the first line with a description of something from the past. The second line should begin with the words, “But now . . .” Write several two-line statements to make your “Then and Now” poem.

Example: The Warm Springs Indians used to live in tule mat huts. But now they live in modern homes with electricity and running water.

- 2 Make a study of your tribe’s traditional dwellings. You may want to see a picture of one if these homes are no longer in use. What is the dwelling made of? Where were the materials obtained? What are the main features of this home? Make a model of just one traditional dwelling or consider making a diorama of an entire village.

- 3** Write a “Then and Now” story from the viewpoint of an animal that lives mostly on land, in the air or in the water. Describe your animal home. (Read your story either to the whole class or in a small group of four or five. Can the other students figure out what animal you have chosen to write about? Be sure to read exactly what you wrote.) Write about your own home. How do you remember it? How does it look today?
- 4** Look at some study prints of how the land eroded or was polluted. What causes these things? What have people been doing to control erosion or pollution? How did Indians feel about the world around them?