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he Tlinket People

Learn How to Read a Report



Ontario Curriculum Reading Unit
Integrated with Writing, Social Studies, and Technology



Name:

Ontario Curriculum Unit

Integrated Reading with Writing, Social Studies, and Technology

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The Tlinket People

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Lesson Expectations and Rubric

Expectation	Level 1	Level 2	Level 3	Level 4
Comprehension Strategies				
Making Inferences, Interpreting Texts				
Extending Understanding				
Text Form: Report				
Text Features				
Reading Unfamiliar Words				
Reading Fluently				
Interconnected Skills				
Technology: THPLink				
Purpose				
Metacognition				

Comments:

R

Reading Selection



A report provides factual information about a topic to be shared. The author must do careful research to present correct information. Preview this report. Study what is going on in the illustrations. Think about the title and subtitles. What do you think you will learn by reading it?

THE TLINKIT PEOPLE

Where did they live?

The First Nations people that live in the most northern part of the west coast of Canada are called the Tlinkit people. The ocean is at their front door.

The forest is behind them. The winters are the warmest in Canada. However, they have the most rainfall of any place in North America. Many years ago, the weather, the forests, and the ocean were very important to the Tlinkit people.



How did they use the forest?

They used tall cedar trees to build houses. The houses were large, tall rectangles. Many families lived in each house. Windows and doors were left open. Sometimes, they were covered with cedar mats to keep out the rain. The wood posts at the front and inside the houses were carved. The Tlinkit people carved animal shapes in the wood. They told their history in these carvings and on totem poles. Each family had living space between two large posts on one side of the house. They shared a fire with the family across from them.

Because the winters were mild, they could live in one place all year. If they did go away, they used tents made of skins or bark and came back to their homes in a short time.

They used the trees to make tools. They made boxes to store things. They even made clothing out of wood. Of course, the trees also gave them firewood, poles, harpoons, and bows and arrows. They dug out canoes from large logs to hunt in the ocean. They traveled up the coast in smaller canoes to visit other people and trade with them.

They hunted animals that lived in the forest. They ate berries and edible plants. Medicine also came from the plants.

How did they use the ocean and rivers?

Most of their food came from the water. They ate the salmon that came up the rivers every year to lay their eggs. There were other fish in the rivers too. They used boats to hunt whales. They also hunted sea otters. The spears they used were as long as three men. They needed to know all about the animals if they wanted to feed everyone all the time. They knew when the animals



came. They knew the animals' habits and their trips. Often, the animals and fish were too smart for traps. Then, the Tlinkit people went hungry.

How did they prepare their food?

They dried some of the food for the winter. They built smokehouses and smoked the meat and fish. They made pemmican by pounding dried meat and berries together. Some fish dried on racks in the sun. They still had fires when they were hungry. Sometimes, they ran out of food in the winter before the animals and fish had returned.

How did they use the beaches?

Their houses were in a line along the beach. It looked like one side of a long street. They could dig for clams or mussels in the sand. They could get fresh water from the rivers that came to meet the ocean. The beach was like a large, outdoor workroom. They could unload their catch and prepare it for cooking. They

could make their weapons, tools, and storage boxes. They could build their boats, make their clothing, and carve their totem poles on the beach.

What was their social life like?

The Tlinkit people had customs and rules. The mother's family, or clan, was important. The Tlinkit used the raven, the wolf, and sometimes the eagle as a sign of their clan. Villages had people from many groups. People in one family would all belong to the same group. The group made rules about where people could live, and when they could get married.

The Tlinkit people loved ceremonies. A potlatch is a kind of party. They had a potlatch to celebrate many events in the village. They gave gifts to everybody who came. You didn't even need an invitation. The gifts were more like loans than gifts. When another person gave a potlatch, the gifts could be passed on to other people. They danced, ate, and told stories at the potlatch.

How was the work divided up?

The men and women had different jobs. The men brought the food. They hunted and fished. They made weapons and tools. They also built the large houses and carved the posts and totem poles. These houses were big and it took many men to build them. Women did all the other jobs. They cooked and dried the food. They made all the clothes. They made the tools they needed to do their work. They looked after the children. Women also did some fishing and all the berry picking. Everyone worked hard.

All the tools were handmade from stone, bone, or wood. It took a long time to build a house or dig out a canoe. It also took a

long time to make the clothing and prepare the food. The clothes were decorated with things the people found or made. The boys learned the skills of their fathers; the girls learned the skills of their mothers.

It was a good life. The Tlinkit people had respect for nature. Storytelling taught the children about the past. Stories told them how to take care of the forests, the water, and everything else they needed to live.

1. Describe the houses built by the Tlinkit.
2. How were the houses shared?
3. The Tlinkit made many things using the trees from the forest. What did they make?
4. The beaches were important to Tlinkit. How did they use them?

Low Resolution Sample

Download the complete,
reproducible unit at
The Tlinkit Number 100015

Scan the QR Code or go to the website below. Listen to the report and watch the video presentation. With your teacher or a family member, search online to learn about another First Nations people. You might research the Blackfoot, Dene, Cree, Algonquin, or Mohawk First Nations.



<http://thplink.tv/100015.html>





R

Reading for Meaning



Read all the questions in this section. Then re-read all or part of this report to answer them.

1. The main reason this report was written was to teach you about:
- the Pacific ocean
 - First Nations
 - totem poles
 - the Tlinkit Nation
2. Pemmican is:
- food for winter
 - like ice cream
 - a kind of fish
 - caught by the men
3. The men and women both:
- do the same work
 - work very hard
 - hunt whales
 - cook the food
4. The Tlinkit Nation depend on:
- only the ocean
 - only the forest
 - oceans, forests, rivers, and beaches
 - rivers and beaches only
5. A potlatch is a:
- cover for a pot
 - religious ceremony
 - not very much fun
 - a great party
6. Tools were handmade from:
- stone, wood, or bone
 - copper, bone, or wood
 - steel, stone, or bone
 - wire, stone, or wood

5. Complete the chart below to show how the work was divided up between the men and the women.

Men's Jobs

Women's Jobs

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

6. In the last paragraph of the report, the author says, "The Tlinket people had a good life." Think about your life. Think about your life. Do you agree with the author? Give five reasons for your opinion.

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U

nderstanding Form and Style



The form of this article is a report. This format is very different from a labeled diagram or a story.

1. Subtitles tell us:
 - a. information about the setting
 - b. about the story characters
 - c. what the next section will be about
 - d. how many stanzas there are
2. We know a report will include:
 - a. lots of characters
 - b. a setting
 - c. messy, labelled diagrams
 - d. lots of information

3. List three ways you know this is a report and not a story:

4. What is different about the subtitles in this report?



R

Reading with Fluency

The better you can decode words, the more fluent your reading becomes. Answer the word meaning questions below. Re-read if necessary.

1. "All their _____ are _____ from stone, wood, or bone." Which words fit into the two blanks?
 - a. houses, carved
 - b. tools, made
 - c. boats, built
 - d. clothes, worn
2. "They also ate berries and _____ edible plants." "Edible" means:
 - a. poisonous
 - b. green
 - c. you can eat it
 - d. tasty
3. Finish the following sentence correctly. "Their _____"
 - a. tools were made from iron.
 - b. summer were very cold.
 - c. houses were very large.
 - d. canoes were made of birch bark.
4. "Celebrate" does not mean:
 - a. honour a birthday
 - b. enjoy a holiday
 - c. mark a happy occasion
 - d. go to your room angry
5. Form groups of seven. Each student chooses a section of the report to read aloud. Practice quietly. Remember to read slowly and clearly. Re-read until you can read fluently.



R

eflecting on Reading Skills and Strategies



Readers use different strategies depending on the form of the selection.

1. How is reading a report different from reading a story? You read a report to learn detailed information. You read to learn numerous facts about the topic. You read carefully because you don't want to miss any details. Which of the following reading strategies would you probably use when reading a report?

- a. skim the text
- b. read quickly for enjoyment
- c. read slowly to not miss details
- d. re-read if you think you missed some important facts
- e. sound out important words you need to understand
- f. skip paragraphs that are not important to the main story
- g. read a section aloud if you don't understand it

On the lines below, list the reading strategies you think you would use to read a report.

Extend

1. Think about the life of a boy or girl in the Tlinkit Nation and your life today. Make a chart showing some of the differences.

Tlinkit Life

Your Life

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Select a favourite section of this report to illustrate below. What part of the section will you focus on? Include as many details in your illustration as you can.

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