

## Reference Section

### Reference 81: How to Read Subject Matter Material

- Step 1. **SKIM – done quickly to get a general idea of the article.**  
Look quickly over titles, topic headings, topic sentences for each paragraph, and underlining or boldface type. Your purpose is to get an idea of the topic. This is called skimming.
- Step 2. **QUESTION – turn headings into questions to get a purpose for reading.**  
Some headings are written as questions. You have to turn other headings into questions. These heading questions will give you a reason for reading. You are more likely to pick out and remember the main facts when you are looking for answers to questions.
- Step 3. **READ – done slowly to find and understand details about topic headings.**  
The purpose of this step is to read slowly enough to get complete answers to the questions you asked in the question step. Read carefully to understand and remember the main ideas and details of the article.
- Step 4. **SCAN – done quickly to relocate specific answers to study questions.**  
Quickly look over titles, topic headings, and underlining or boldface type. The purpose is to locate specific answers to study questions from your book or worksheet. This is called scanning.

### THE TLINGLIT INDIANS

#### Section 1 Where the Tlinglit Lived

The Tlinglit people lived along the Pacific Coast of what is now southern Alaska and British Columbia. There were many advantages to living here. Even though this area was in the north, the climate was mild and moist because of the warm Pacific Ocean breezes. Forests were thick with trees and plants, and animals were plentiful. The Tlinglit Indians were able to find food and shelter easily, so they had plenty of time to make and decorate many things. Tlinglit women made beautiful woven blankets, and Tlinglit men became skillful woodcarvers.

#### Section 2 How the Tlinglit Got Their Food

Tlinglit Indians were hunters and gatherers. Much of the Tlinglit food came from the ocean. Seals, porpoises, sea otters, fish, and clams were an important part of the Tlinglit diet. **Oolakan**, oil from the candlefish, was used as a sauce. The Tlinglit dipped almost everything they ate into this oil. Tlinglit men also hunted deer, elk, and mountain goats in the surrounding forests. Tlinglit women gathered berries, plant roots, and seaweed.

Mealtime was a very important time for the Tlinglit. There were two meals a day - one in the middle of the morning, and one in the late afternoon. During these meals, good manners were emphasized. Drinking was not permitted during the meal, so everyone took a long drink from the water jug that was passed around before the meal. While eating, they were very careful to keep their teeth well-hidden from others and to wipe their oily hands on napkins made of shredded cedar bark.

#### Section 3 What the Tlinglit Wore

Tlinglit clothing was usually made from deer skins. In warm weather, most Tlinglit men and women worked in or near the sea. Because the weather was warm and they were in and out of the water frequently, most of the men wore only a small **breechcloth**, or loincloth, and the women wore only a short skirt made from deer skin. In cool weather, men and women covered their upper bodies with wool blankets and cedar bark. No matter how cold it was, Tlinglit people did not wear shoes.

#### Section 4 How the Tlinglit Lived

The Tlinglit Indians lived in large wooden houses that were big enough to hold several families. Most Tlinglit villages only had two or three of these houses. Boards were made by pounding wedges into the ends of cedar logs causing long flat pieces to split off. Each house had a central fireplace where the women cooked. Boards in the roof were moved aside to let out the smoke. There were no windows, and the doorways always faced the ocean. The chief and his family lived in a separate house. The entrance to a chief's house was usually a **totem pole** with a large hole at the bottom. The totem pole contained intricately carved and painted figures of animals. The Tlinglit believed these animals held magical powers that protected the chief's family.

A Tlinglit chief often held a **potlatch**, a great feast lasting several days, at which he told stories about his family and gave away blankets and fur robes to chiefs from surrounding villages. Wealth and power were measured by how much a chief could give away! Of course, those receiving the gifts were expected to give potlatches of their own. Not to do so would be an insult and cause war.

## Reference Section

### Reference 82: Outline Example

<u>Outline Guide</u>	<u>Example Outline</u>
<b>Title</b>	Uses for Small Varieties of Redwood Trees
<b>I. Introduction</b>	I. Introduction
<b>II. Main Topic</b> (First main point)	II. For making furniture
<b>A. Subtopic</b> (Supports first main point)	A. Is attractive
<b>B. Subtopic</b> (Supports first main point)	B. Is lightweight
<b>C. Subtopic</b> (Supports first main point)	C. Is easily worked
1. <b>Details</b> (Supports subtopic)	1. Can be cut, drilled, and carved faster
2. <b>Details</b> (Supports subtopic)	2. Can be glued and finished easily
<b>III. Main Topic</b> (Second main point)	III. For firewood
<b>A. Subtopic</b> (Supports second main point)	A. Burns slowly
<b>B. Subtopic</b> (Supports second main point)	B. Lasts a long time
<b>IV. Main Topic</b> (Third main point)	IV. In the construction industry
<b>A. Subtopic</b> (Supports third main point)	A. Used for houses, bridges, railroad ties
<b>B. Subtopic</b> (Supports third main point)	B. Resists insect damage and weathering
<b>V. Conclusion</b>	V. Conclusion
<p><u>To punctuate an outline:</u> (1) Put periods after Roman numerals, capital letters, Arabic numerals, and any word that would require a period in a sentence. (2) Capitalize the first word of each line and any word that would be capitalized in a sentence. (3) You cannot have a I. without a II., an A. without a B., or a 1. without a 2. (4) Follow the guide above to line up an outline.</p>	
<p><b>Parallel Outline Form</b></p>	
<p>1. All the main topics in an outline should be in parallel form. This means that all the main topics should begin in the same way: all nouns, all verbs, all noun phrases, all verb phrases, all prepositional phrases, etc. If necessary, change or rearrange the words of your outline so they are parallel.  <b>(II. For making furniture III. For firewood IV. In the construction industry) or (II. Used for making furniture III. Used for firewood IV. Used in the construction industry)</b></p>	
<p>2. All the subtopics under Roman Numeral II must be in the same form. The subtopics under Roman numeral III must be in the same form, but Roman Numeral II subtopics do not have to be in the same form as Roman Numeral III subtopics, etc.  <b>(A. Is attractive B. Is lightweight C. Is easily worked) (A. Burns slowly B. Lasts a long time)</b></p>	
<p>3. All the details under Subtopic A must be in the same form. The details under Subtopic B must be in the same parallel form, but Subtopic A details do not have to be in the same form as Subtopic B details. <b>(1. Can be cut, drilled, and carved faster 2. Can be glued and finished easily)</b></p>	

### Reference 83: 13 Steps for Researching a Topic and Writing a Report

<p><b>Step 1: Select a topic.</b></p> <p><b>Step 2: Make a topic outline guide.</b></p> <p><b>Step 3: Select sources by skimming.</b></p> <p><b>Step 4: Make a bibliography card for each source selected.</b></p> <p><b>Step 5: Take notes.</b></p> <p><b>Step 6: Organize note cards.</b></p> <p><b>Step 7: Write an outline.</b></p> <p><b>Step 8: Write a rough draft.</b></p>	<p><b>Step 9: Edit the rough draft.</b></p> <p><b>Step 10: Write the final outline.</b></p> <p><b>Step 11: Write the final report.</b></p> <p><b>Step 12: Put the final report and all related research work in the correct order.</b></p> <p><b>Step 13: Hand in final report and all related papers.</b></p> <p><b>(Note: Make sure you write everything except your final outline and report in pencil.)</b></p>
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## Reference Section

### Reference 84: (Step 1) Select a Topic

**Topic:** How the Environment Affected the Tlinglit Indians

### Reference 85: (Step 2) Make a Topic and Main Point Outline Guide

<p style="text-align: center;"><b>Topic Categories for People</b></p> <p>Automatic main points: Introduction / Conclusion Choose 3 main points for the body of the report:</p> <ol style="list-style-type: none"> <li>1. Childhood</li> <li>2. Adult life</li> <li>3. People or events that influenced his/her life</li> <li>4. Accomplishments (may use up to three)</li> <li>5. Characteristics (may describe up to three)</li> <li>6. Unusual and interesting facts</li> <li>7. Add another main point to fit your topic.</li> </ol>	<p style="text-align: center;"><b>Topic Categories for Animals</b></p> <p>Automatic main points: Introduction / Conclusion Choose 3 main points for the body of the report:</p> <ol style="list-style-type: none"> <li>1. Habitat (where it lives)</li> <li>2. Physical characteristics (what it looks like)</li> <li>3. What it eats and how it gets its food</li> <li>4. Enemies</li> <li>5. Unusual and interesting facts</li> <li>6. Single animal or part of a group of animals?</li> <li>7. Add another main point to fit your topic.</li> </ol>
<p style="text-align: center;"><b>Topic Categories for Things</b></p> <p>Automatic main points: Introduction / Conclusion Choose 3 main points for the body of the report:</p> <ol style="list-style-type: none"> <li>1. Location</li> <li>2. Physical appearance, makeup, or identification (size, shape, looks, feel, weight, liquid, etc.)</li> <li>3. Can it be classified into different groups?</li> <li>4. Important behavior, characteristics, or use?</li> <li>5. Unusual and interesting facts</li> <li>6. Does it change with time?</li> <li>7. Add another main point to fit your topic.</li> </ol>	<p style="text-align: center;"><b>Topic Categories for Places</b></p> <p>Automatic main points: Introduction / Conclusion Choose 3 main points for the body of the report:</p> <ol style="list-style-type: none"> <li>1. Location</li> <li>2. Is it real or imaginary?</li> <li>3. Famous landmarks or physical characteristics (may use up to three)</li> <li>4. Why is this place important or interesting?</li> <li>5. What people and animals live there?</li> <li>6. Major industries, products, and services</li> <li>7. Add another main point to fit your topic.</li> </ol>
<p style="text-align: center;"><b>Topic Categories for a Process</b></p> <p>Automatic main points: Introduction / Conclusion Choose 3 main points for the body of the report:</p> <ol style="list-style-type: none"> <li>1. A process is how something is done or made.</li> <li>2. Identify what the process is.</li> <li>3. Identify why the process is necessary.</li> <li>4. List the steps you must take in order to complete the project or process in the most logical order.</li> <li>5. Add another main point to fit your topic.</li> </ol>	<p style="text-align: center;"><b>Topic Categories for an Event</b></p> <p>Automatic main points: Introduction / Conclusion Choose 3 main points for the body of the report:</p> <ol style="list-style-type: none"> <li>1. What was the event?</li> <li>2. When and where did the event occur?</li> <li>3. Reasons why the event occurred</li> <li>4. Who or what was involved in the event?</li> <li>5. What was the effect of the event?</li> <li>6. Widespread importance of the event.</li> <li>7. Add another main point to fit your topic.</li> </ol>
<p style="text-align: center;"><b>Topic Categories for Opinion, etc.</b></p> <p>Automatic main points: Introduction / Conclusion Main Points</p> <ol style="list-style-type: none"> <li>1. First point and supporting sentences</li> <li>2. Second point and supporting sentences</li> <li>3. Third point and supporting sentences</li> <li>4. Add another main point to fit your topic.</li> </ol>	<p style="text-align: center;"><b>Topic Categories for Ideas, etc.</b></p> <p>Automatic main points: Introduction / Conclusion Main Points</p> <ol style="list-style-type: none"> <li>1. Facts</li> <li>2. Reasons</li> <li>3. Examples</li> <li>4. Add another main point to fit your topic.</li> </ol>

## Reference Section

### Reference 86: (Step 3) Select Sources by Skimming

1. Skimming is reading only the key parts of a source to determine if that source has information that will fit the narrowed topic and main points you have selected from the outline guide.
2. The key parts to skim are titles, topic headings in boldface type, first sentences of paragraphs, underlining, captions under pictures, text outlined by boxes, questions, and summaries.
3. The best way to skim several paragraphs in a longer article is to read all of the first paragraph because it usually contains a brief summary of the article. Then, read only the first sentence of each paragraph in the body of the article. This reading will give you a brief summary of each paragraph. Finally, read all of the last paragraph because it restates the most important points.
4. As you skim an article, consider these things: Does this information give enough facts about your narrowed topic and main points? Is the information interesting enough to use in your report? Is the information presented clearly, and is it easy to understand?
5. Skimming a source will quickly help you decide if the source can be used. If the source has enough information about your narrowed topic and main points, then it **can be used**. If the source does not have enough information about your narrowed topic and main points, then it **cannot be used**. If, after skimming several sources, you cannot find enough information about the original narrowed topic and main points, you need to go back to the Outline Guide for Topic Categories and Main Points and choose new main points. If you still cannot find enough information, you will need to choose another narrowed topic from your assignment sheet and select new main points for the new topic.

### Reference 87: (Step 4) Make a Bibliography Card for Each Source Selected

Bibliography Card (Book)	Bibliography Card (Encyclopedia)
Turkia, Jani. <u>Early American Indians</u> . New York: Finland Publishing, 1995.	Joyce, Andrea. "Tlinglit Indians." <u>Coffman's Encyclopedia</u> . 1994 ed.

### Reference 88: (Step 5) Take Notes

1. Write the three main points that you selected from the topic category outline guide at the top of three note cards. (Make additional cards with the same titles if you need them.)
2. After you have decided on a source, **you must read the complete article** before you begin taking notes.
3. After you have read the article, begin taking notes on your note cards.
4. As you take your notes, start at the beginning of the article and work to the end.
5. As you work with each paragraph, select the note cards with the main points that match the information for that paragraph.
6. Take notes on each note card that support the main points written on that note card. (Use the main points to be selective in your reading and note-taking.)
7. Summarize the information you put on your note cards in your own words. (Write your notes in phrases, not complete sentences, on the appropriate note card.)
8. Put only one note or closely-related notes on each note card.
9. Make sure each note taken is important for your reader to know.
10. Each note should be a supporting fact or detail about the main points at the top of each card.
11. If you use the exact words of a writer, put them in quotation marks.
12. At the bottom of every note card, write the title of the source and the page number you used.
13. Write the words **Introduction** and **Conclusion** at the top of two more note cards. (Your introduction note cards will be a little different from the note cards with main points.)
14. For the introduction, look for interesting general information, definitions, or questions that are necessary to the general understanding of your paper or that would give extra information to make an interesting introduction.
15. For the conclusion note cards, try to find several summarizing facts that support your introductory statements. Then, during your outlining stage, you will make your final note cards based on conclusions that you have drawn from your research.

## Reference Section

### Reference 89: (Step 5) Example Note Cards

#### Introduction

highly developed early American tribe  
located along Pacific Coast in northwest North America  
has warm, moist climate rich in plants and animals  
*Coffman Encyclopedia*, 1994, Vol. 16, p. 227

#### How they lived

large wooden houses made of boards from cedar trees  
several families in each house  
no window, doorway facing ocean, central fireplace - vented roof  
*Coffman Encyclopedia*, 1994, Vol. 16, p. 227

#### How they got their food

men were hunters - plentiful food from ocean and forest  
from ocean - fish, seals, porpoises, sea otters  
from forest - deer, elk, mountain goats  
*Coffman Encyclopedia*, 1994, Vol. 16, p. 227

#### How they lived

Chief's house - only for his family  
had totem pole entrance  
animals on totem pole believed to protect chief's family  
*Coffman Encyclopedia*, 1994, Vol. 16, p. 227

#### How they got their food

women were gatherers -  
from ocean - seaweed, clams  
from forests - berries, plant roots  
*Coffman Encyclopedia*, 1994, Vol. 16, p. 227

#### Conclusion

interesting lifestyle  
food, clothing, and homes - result of environment  
*Coffman Encyclopedia*, 1994, Vol. 16, p. 227

#### What they wore

needed cool clothing in warm, moist climate  
men - breechcloths, women - short skirts; made of deerskin  
cool weather - used blankets around upper bodies  
*Coffman Encyclopedia*, 1994, Vol. 16, p. 227

### Reference 90: (Step 6) Organize Note Cards

1. Since you have written Introduction, Conclusion, and the three main points at the top of your note cards, most of your information is already organized.
2. Now sort your note cards into piles according to these titles at the top of the note cards. (You should have five piles: the introduction, the three main points, and the conclusion.)
3. On the Introductory card(s), write **Paragraph 1** in parentheses after the title.
4. Next, arrange the cards with the main points in the order that you want to present them in your report.
5. Arrange the note cards within each main point in a logical order for your report.
6. For each main point, write **Paragraph 2**, **Paragraph 3**, or **Paragraph 4** beside each title.
7. On the Conclusion card(s), write **Paragraph 5** in parentheses after the title.
8. Finally, number all your note cards in the upper right hand corner to prevent them from getting out of order. Put the bibliography card(s) at the end.
9. Put all cards in a Ziploc bag to be handed in with your final report.

### Reference 91: (Step 7) Write an Outline

To make an outline for your report, you must use the note cards that you have already organized. You must now transfer your notes from note cards to correct outline form. **Be aware that you may not use all of your notes as you make your outline.** You will then use your outline to write your report. (Remember to refer to the outline example in Reference 82 to review punctuation and parallel form.)

1. **Title.** Write your outline title on the top line of your paper. It should be the same or similar to your narrowed topic.
2. **Main topics.** Look at the titles written at the top of each note card. They are **Introduction, Titles for three main points, and Conclusion.** These note card titles will be the main topics of your outline. To write the main topics on your paper, put a Roman numeral beside each one, capitalize the first word, and skip several lines after each topic to give you room to write the rest of your outline. Roman numeral I. will be your first paragraph, Roman numeral II. will be your second paragraph, etc.

*(Reference 91 is continued on the next page.)*

## Reference Section

### Reference 91: (Step 7) Write an Outline (continued)

3. **Subtopics or details for the first main topic, the introduction.** Look at the notes on the note cards titled *Introduction*. You will write the notes that explain or support the introduction as subtopics A., B., C., etc. If any of your notes explain or support the subtopics, list them under that particular subtopic as 1., 2., etc.
4. **Subtopics or details for the second main topic, the first main point.** Look at the notes under the second main topic titled *Food*. You will write the notes that explain or support the second main topic as subtopics A., B., C., etc. If any of your notes explain or support the subtopics, list them under that particular subtopic as 1., 2., etc.
5. **Subtopics or details for the third main topic, the second main point.** Look at the notes under the third main topic titled *Clothing*. You will write the notes that explain or support the third main topic as subtopics A., B., C., etc. If any of your notes explain or support the subtopics, list them under that particular subtopic as 1., 2., etc.
6. **Subtopics or details for the fourth main topic, the third main point.** Look at the notes under the fourth main topic titled *Housing*. You will write the notes that explain or support the fourth main topic as subtopics A., B., C., etc. If any of your notes explain or support the subtopics, list them under that particular subtopic as 1., 2., etc.
7. **Subtopics or details for the fifth main topic, the conclusion.** Look at the notes under the fifth main topic titled *Conclusion*. You will write the notes that explain or support the conclusion as subtopics A., B., C., etc. If any of your notes explain or support the subtopics, list them under that particular subtopic as 1., 2., etc.

### Reference 92: Report Outline

#### How the Environment Affected the Tlinglit Indians

- I. Introduction
  - A. Were a highly developed native American society
  - B. Lived along the Pacific Coast in northwest North America
  - C. Were affected by environment in three ways
- II. How they got their food
  - A. Hunters - Men
    1. Plenty of fish, seals, porpoises, sea otters from ocean
    2. Plenty of deer, elk, mountain goats from forest
  - B. Gatherers - Women
    1. Plenty of seaweed, clams from ocean
    2. Plenty of berries, plant roots from forest
- III. What they wore
  - A. Wore clothing to keep cool in the warm, moist ocean climate
  - B. Wore breechcloth or skirt only
  - C. Made clothing from deerskin
  - D. Covered upper body with blanket in cool weather
- IV. How they lived
  - A. Large, wooden houses made of boards from cedar trees
    1. Held several families
    2. Had no windows
    3. Had open doorway facing ocean
    4. Had central fireplace for cooking
  - B. Chief's house
    1. Only chief's family
    2. Totem pole entrance
- V. Conclusion
  - A. Had one of most interesting lifestyles of native American tribes
  - B. Were affected by warm climate and rich environment

## Reference Section

### Reference 93: (Step 8) Write a Rough Draft

1. Your report will be a five-paragraph report. You will have an introductory paragraph, three paragraphs in the body (a paragraph for each of the main points), and a concluding paragraph. Use a pencil and skip every other line on your notebook paper.
2. **Paragraph 1: First Main Topic.** Look at the first main topic (Introduction) on your outline (Roman numeral I.) and write at least three sentences for the introductory paragraph. The first sentence is a topic sentence that tells what your report is about. The second sentence is an extra information or definition sentence that tells more about the topic. The third sentence is an enumeration (three-point) sentence that tells how many main points will be in the report.
3. **Paragraph 2: Second Main Topic.** Look at the second main topic (first main body point) on your outline (Roman numeral II.) Write a topic sentence that states your second main topic and tells what this paragraph will be about. Remember to indent. Then, look at the subtopics and details on your outline and write complete sentences that support the main idea of this paragraph. Be sure to write the subtopic sentences and detail sentences in the order of your outline.
4. **Paragraph 3: Third Main Topic.** Look at the third main topic (second main body point) on your outline (Roman numeral III.) Write a topic sentence that states your third main topic and tells what this paragraph will be about. Remember to indent. Then, look at the subtopics and details on your outline and write complete sentences that support the main idea of this paragraph. Be sure to write the subtopic sentences and detail sentences in the order of your outline.
5. **Paragraph 4: Fourth Main Topic.** Look at the fourth main topic (third main body point) on your outline (Roman numeral IV.) Write a topic sentence that states your fourth main topic and tells what this paragraph will be about. Remember to indent. Then, look at the subtopics and details on your outline and write complete sentences that support the main idea of this paragraph. Be sure to write the subtopic sentences and detail sentences in the order of your outline.
6. **Paragraph 5: Fifth Main Topic.** Look at the fifth main topic (conclusion) on your outline (Roman numeral V.) Then, look at the subtopics and details on your outline and write complete sentences that support the main idea of this paragraph. Be sure to write the subtopic sentences and detail sentences in the order of your outline. You should include summarizing sentences that restate or support the statements in your introduction. Your final sentence should be based on conclusions you have drawn from your research. Remember to indent.
7. **Title Page.** The title page will be the **first page** of your report. Make a title page with the following information: Skip three lines from the top line. On the fourth line, center the title of your report. Skip three more lines. On the next line, center "By (*your name*)."  
Skip three more lines. On the next line, center "(*your teacher's name*)."  
Under the teacher's name, on the next line, put the date.
8. **Bibliography Page.** At the end of your report, you will use your bibliography card(s) to list all the encyclopedias, books, or articles (sources) that you actually used in writing your paper. This bibliography page will be the **last page** of your report. On the top line, center "Bibliography Page," skip two lines, then copy the information on your bibliography cards to the notebook paper.

## Reference Section

### Reference 94: (Step 9) Edit a Rough Draft

Revision is part of writing. During the editing time, use Reference 38, the editing checklist on page 120. Remember the rules of editing. You must edit your paper using each checkpoint. You should also remember to check for good organization, for clear and logical development of ideas, and for your general statements to be supported by details and examples. After you edit your rough draft, have at least one more person edit it. The final responsibility for editing, however, is yours. A quick review is provided below to help you do a final edit of your paper.

1. Is the first line of each paragraph indented?
2. Does your paper have an introduction, body, and conclusion?
3. Does each sentence support the main idea sentence in each paragraph?
4. Do your main topics and supporting sentences follow the order of your outline?
5. Have you capitalized and punctuated your sentences correctly?
6. Have you spelled each word correctly?
7. Have you read your report orally to see how it sounds?
8. Have you checked for sentence fragments and run-on sentences?
9. Are your sentences varied to avoid monotony?
10. Have you completed a title page and a bibliography page and checked for correct form?

### Reference 95: (Step 10) Write the Final Outline

Check over your rough draft outline to see if there are any revisions necessary after writing and editing the rough draft of your report. Make any necessary changes. Then, write your final outline neatly in ink. Both outlines will be handed in with your final report.

### Reference 96: (Step 11) Write the Final Report

Before you recopy your edited rough draft for your final paper, re-read the introductory and concluding paragraphs. Your introduction should get the reader's interest and should briefly tell the main idea of the report. Your conclusion should restate your most important points. Make any necessary changes. Also, decide if you want to include illustrations with your final report. If so, they must be completed at this point. Then, write your final report neatly in ink. Finally, proofread your final paper again.



## Reference Section

### Reference 97: Final Report Example

#### How the Environment Affected the Tlinglit Indians

The Tlinglit Indians were a highly developed society whose lifestyle was affected in several ways by their environment. These Indians lived along the Pacific Coast in northwest North America, an area rich in plants and animals because of its warm, moist climate. This environment affected the Tlinglit lifestyle in three ways.

The first way the Tlinglit were affected was that the rich environment provided plentiful food. The men hunted fish, seals, porpoises, and sea otters in the nearby ocean. They also hunted deer, elk, and mountain goats from the forest. Women gathered berries, plant roots, seaweed, and clams.

The second way the Tlinglit were affected was that they needed to wear clothing that kept them cool in the warm, moist climate. The Tlinglit wore breechcloths or short skirts made of deerskin. Occasionally, when the weather was cool, they kept warm by covering their upper bodies with blankets.

The third way the Tlinglit were affected by their environment was that they used the cedar trees in nearby forests to make large, wooden houses. These houses held several families. They had no windows, a door facing the ocean, and a central fireplace for cooking. The chief's house held only the chief's family and had a totem pole entrance.

In conclusion, the Tlinglit Indians had one of the most interesting lifestyles of the early native tribes living in North America. The food they ate, the clothing they wore, and the homes they built were the result of a warm climate and an environment rich in plants and animals.

### Reference 98: (Step 12) Put the Final Report and All Related Research Papers in the Correct Order

- |                               |   |
|-------------------------------|---|
| 1. Title page - in ink        | 5. Final Outline - in ink   |
| 2. Final report - in ink      | 6. Rough draft - in pencil  |
| 3. Illustrations (optional)   | 7. Rough draft outline - in pencil                                    |
| 4. Bibliography page - in ink | 8. Note cards and bibliography cards (Put all cards in a Ziploc bag.) |

### Reference 99: (Step 13) Hand in Final Report and All Related Papers

Make sure all papers are in order and ready to be handed in. Then, hand in your report and all related papers when your teacher calls for them.