

GRADE 3, UNIT 1

Indigenous Peoples of the Northeast

 STUDENT WORKBOOK



The Wampanoag people built dome-shaped homes called wetus out of cedar saplings, bark, and woven mats. Image by GerthMichael via Wikimedia Commons, CC BY-SA 3.0.

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Name: _____ Date: _____

Unit 1, Cluster 1 Inquiry Chart

Unit EQ	How have Indigenous peoples lived in the Northeast, past and present?
Cluster SQ	How can maps help us learn about where we live?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 2: We created a political map of New England.	
Lesson 3: We observed land and water forms on maps and labeled a physical map of the Northeast.	

Name: _____

Date: _____

Political Map

Directions: Color each state in New England a different color. Then match the color to the square next to the state's name to complete the legend. Finally, add a title to your map.



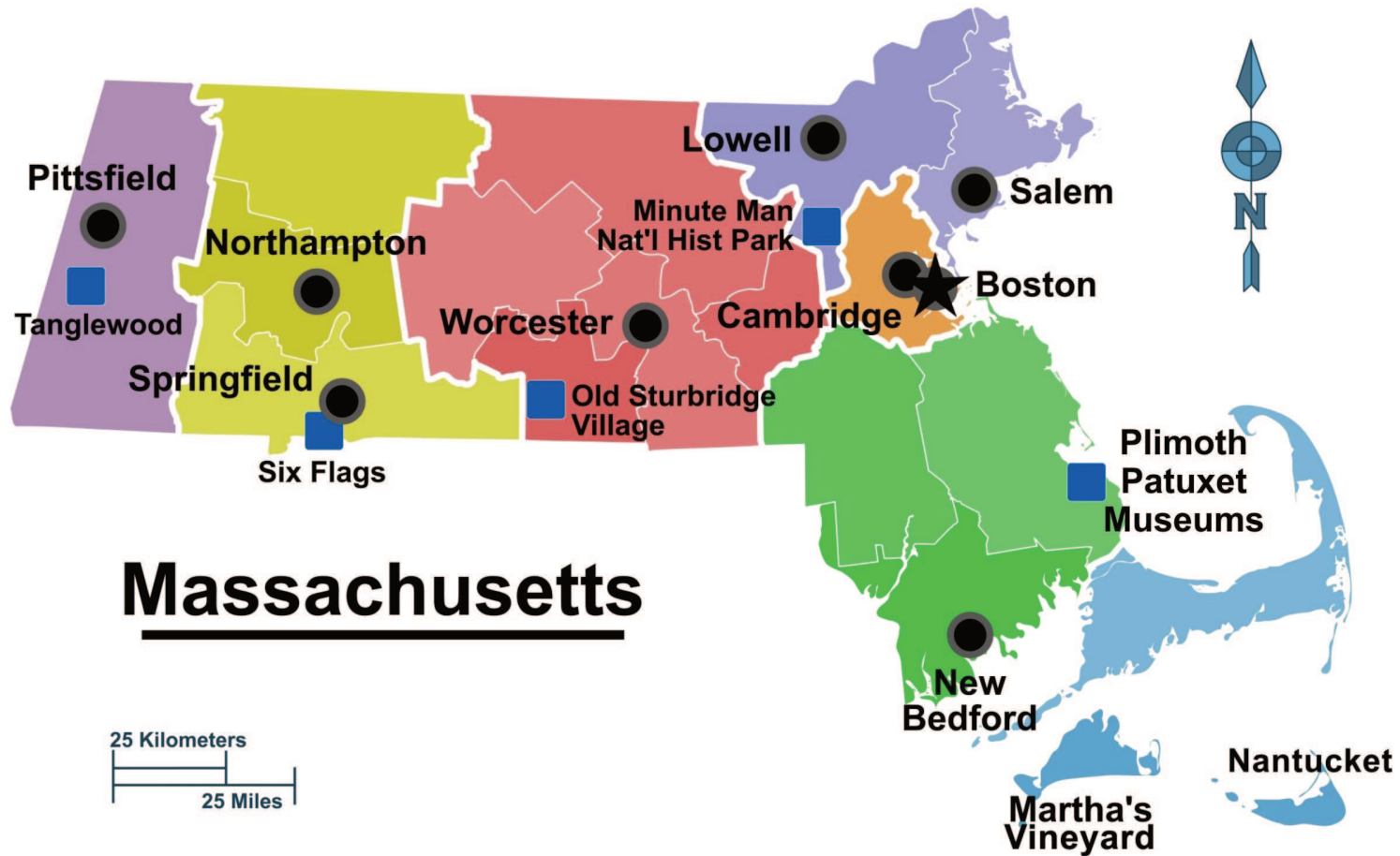
Legend

- Connecticut
- Maine
- Massachusetts
- New Hampshire
- Rhode Island
- Vermont

Blank United States Census Bureau New England Division Map. Image by Heitordp via Wikimedia Commons, CC BY-SA 3.0.

Name: _____ Date: _____

Formative Assessment Task



Regions of Massachusetts. Image by LtPowers via Wikimedia Commons, CC BY-SA 4.0.

Part 1

Directions: Look closely at the map above. Then answer the prompts below about the map.

Is this a physical or a political map? How do you know?

What map features do you see? List at least two below and then label them on the map. Use the word bank below to help you.

Word Bank			
title	cardinal directions	legend	map scale

What could the purpose of this map be? Why do you think that?



Shaded relief map showing Massachusetts, Rhode Island and Connecticut. Image by the Geological Survey (U.S.) via the Norman B. Leventhal Map & Education Center Collection, public domain.

Grade 3, Unit 1: Indigenous Peoples of the Northeast

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Part 2

Directions: Look closely at the map above. Then answer the prompts below about the map.

Is this a physical or a political map? How do you know?

What land or water forms do you see? List at least two below and then circle them on the map. Use the word bank below to help you.

Word Bank			
mountain	mountain range	bay	cape
island	ocean	river	

What could the purpose of this map be? Why do you think that?

Part 3

Directions: Use what you learned in the cluster to answer the questions below. You can use the sentence frames and word bank to help you.

Word Bank			
title	cardinal directions	legend	map scale
physical map	political map	landforms	waterforms

How can maps share information about a place?

What is one question you still have about maps?

Name: _____ Date: _____

Unit 1, Cluster 2 Inquiry Chart

Unit EQ	How have Indigenous peoples lived in the Northeast, past and present?
Cluster SQ	How do Indigenous peoples of the Northeast describe their relationship with the land?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 7: We explored the Weetumuw School's website and then recorded our own outdoor observations.	
Lesson 8: We explored three different text sources to learn about how and why different Indigenous tribes of the Northeast express gratitude.	
Lesson 9: We watched a video about wetus and described connections between housing and the land.	

Name: _____ Date: _____

Outdoor Observations

Part 1

Directions: Record your observations using all four senses below.

What do you see?

What do you hear?

What do you smell?

What do you feel?

Part 2

Directions: Respond to the question below.

We learned earlier in this lesson about the Weetumuw School's value of connecting with their land. How did using your senses help you connect to the land?

Name: _____ Date: _____

The Role of Gratitude

Part 1

Directions: After you watch the “Cranberry Day: Traditional Harvest Festivals” video, answer the questions below.

What is Cranberry Day, and why is it important to the Wampanoag?

How is Cranberry Day connected to expressing gratitude?

Part 2

Directions: Think about what you have learned about how Indigenous peoples of the Northeast describe their connection to the land. Write your claim in response to the question.

What is one way that Indigenous peoples of the Northeast describe their relationship with the land? How do you know?

Name: _____ Date: _____

Wetus Note Catcher

Directions: As you look at the photographs and watch the video about wetus, record your responses to the prompts below.

Observe:

What do you notice about these two images?

What questions do you have about what you see?

Read (Clips 1 and 2):

What materials were used to make wetus, and why?

Read (Clip 3):

Where were wetus built, and why?

Connect:

What is an example of the Wampanoag's connection to the land that you saw in the photos and/or video source?

Name: _____ Date: _____

Formative Assessment Task

Directions: Review the resources from the cluster. Then list two specific examples or learnings that help you answer the question: *How do Indigenous peoples of the Northeast describe their relationship with the land?* You can use the word bank to help you.

Word Bank			
celebration	gratitude	tradition	crops
festival	Cranberry Day	hunt	Three Sisters
wetu	Narragansett Tribe	Mashpee Wampanoag Tribe	Wampanoag Tribe of Gay Head (Aquinnah)

How do Indigenous peoples of the Northeast describe their relationship with the land?

What is one example of what you learned to help you answer this question?

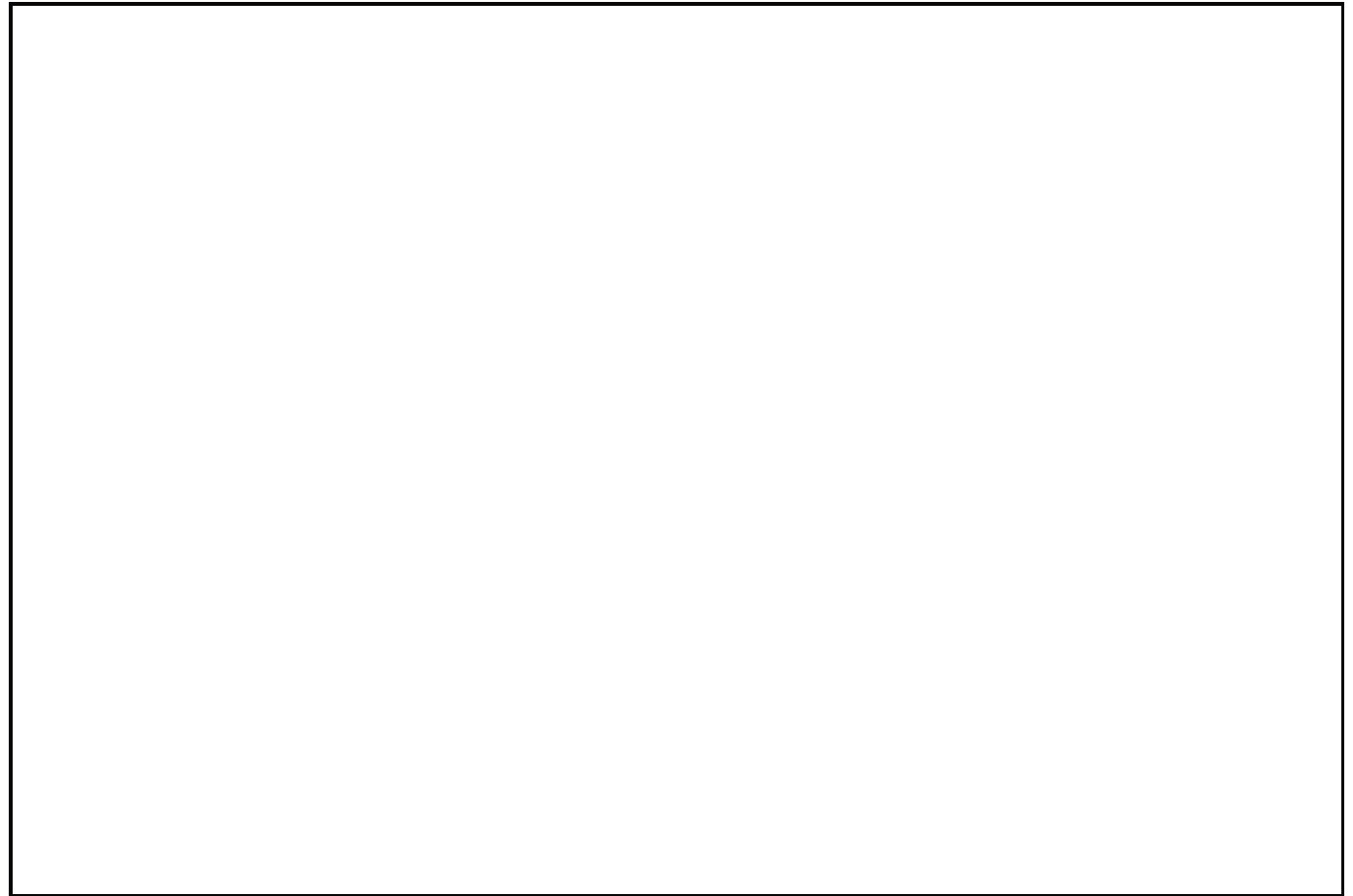
What is a second example of what you learned to help you answer this question?

Use your answers above to help you finish the claim:

Based on what I learned, Indigenous peoples of the Northeast often describe the land as...

What is a new or lingering question that you have about the topics in this cluster?

Optional: Illustrate one of your answers below:



Name: _____ Date: _____

Unit 1, Cluster 3 Inquiry Chart

Unit EQ	How have Indigenous peoples lived in the Northeast, past and present?
Cluster SQ	How do Indigenous peoples of the Northeast keep their cultures alive today?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 12: We brainstormed examples of culture from our own lives and engaged in close looking at images of examples of Indigenous culture.	
Lesson 13: We learned about wampum and how the Mashpee Wampanoag used it in the past and use it today.	
Lesson 14: We watched videos about the traditions of making and using mishoons and took notes on them.	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 15: We read an article and watched a video about how the Wampanoag language is being revived.	

Name: _____ Date: _____

Wampum Belt Design

Directions: Write the purpose of the wampum belt (establishing laws or agreements, storytelling, or peacemaking). Then use the template below to create your design.

Purpose of the belt:

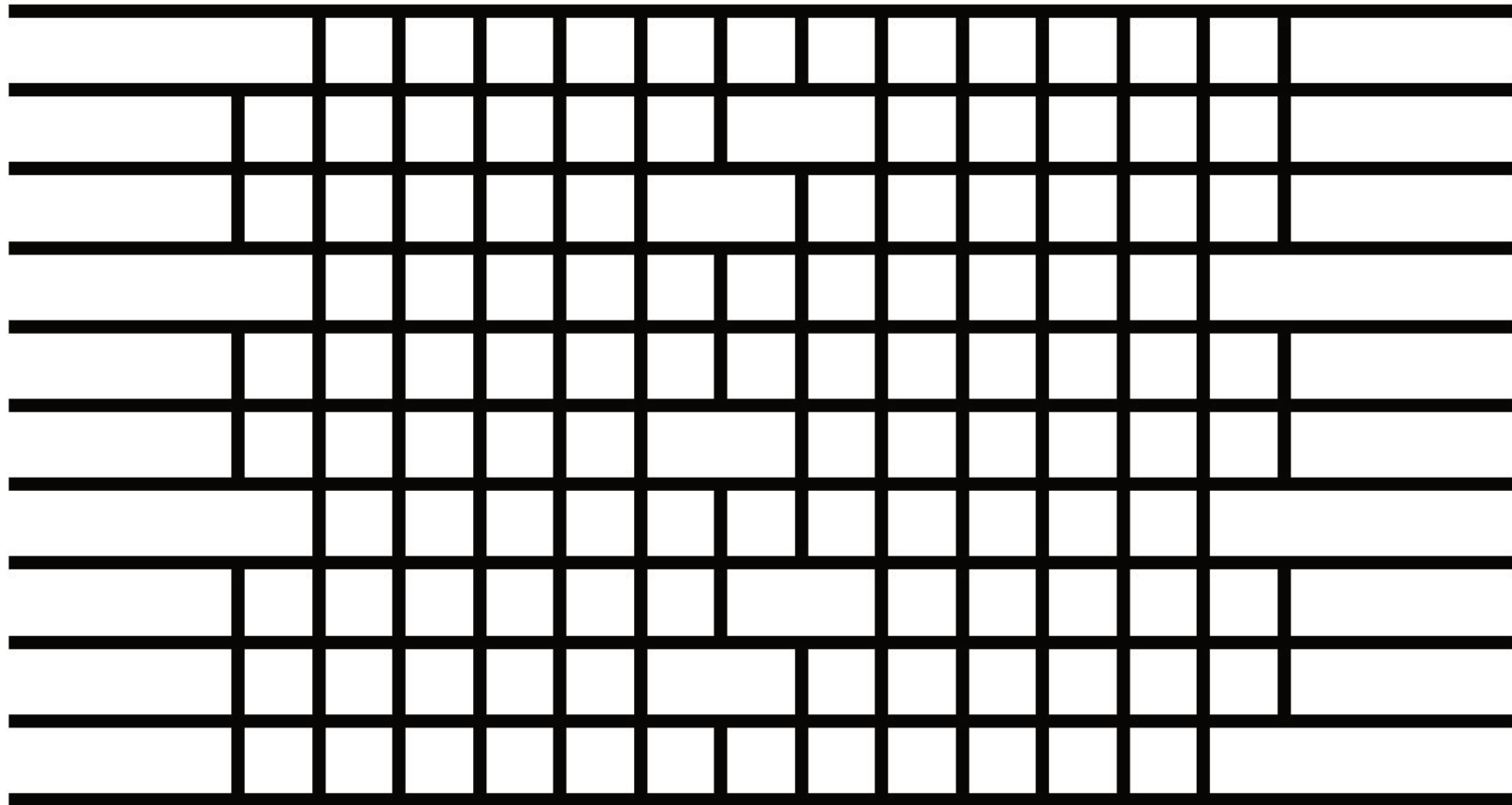


Image created by Educurious with Canva

Name: _____ Date: _____

Mishoons Note Catcher

Directions: As you look at the photograph and watch the videos about mishoons (muhshoons), record your responses to the prompts below.

Observe:

What do you notice about this image?

What questions do you have about what you see?

Read (Lighting the Fire video clip):

Why does Andre Strongbearheart Gaines (Nipmuc) make mishoons?

What purpose could this source have? Think about what kind of source it is, its maker, and its possible audience.

Read (The Making of a Mishoon video clips):

Why does Darius Coombs (Wampanoag) make and use mishoons?

What purpose could this source have? Think about what kind of source it is, its maker, and its possible audience.

Connect:

What is one way that Indigenous peoples of the Northeast keep their cultures and traditions alive today? Be sure your claim can be backed by the evidence you recorded above.
