

GRADE 3, UNIT 1

Indigenous Peoples of the Northeast



TEACHER'S GUIDE



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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Table of Contents

Unit Information	3
Unit Inquiry Map	5
Unit Overview	8
Vocabulary List	13
Lesson Plans	15
Cluster 1: Skill-Building Cluster: Maps of the Northeast	17
Cluster 2: Indigenous Peoples and the Land	60
Cluster 3: Indigenous Culture	100
Summative Assessment	151
Student Version	159
Rubric	165
Supplemental Resources	167
Educative Resources	169
Picture Book List	171

UNIT INFORMATION

Indigenous Peoples of the Northeast

Unit Throughlines

How have Indigenous peoples lived in the Northeast, past and present?

EU 1. There are many different kinds of maps that can share information about the land. It is important to consider who made a map and why when thinking about the information it shares.

EU 2. Indigenous peoples of the Northeast who have lived in a given area for long periods of time have developed ways of living that work best for them. This includes their housing, their food, and their relationship with the land.

EU 3. Indigenous culture and traditions are passed through generations and are important to maintain and protect.

Key Practice Standards

PS 2. Generate questions relevant to multiple aspects of a topic.

PS 4. Identify the purpose of a primary source using information about the source type and maker.

Learning Progression

Skill-Building Cluster: Maps of the Northeast | 5 Lessons

How can maps help us learn about where we live?

- L 1. Use background knowledge and observations to make connections and generate questions about maps and the information they can share about people and places.
- L 2. Create a political map of the New England states, and apply understanding of new vocabulary (*legend* and *title*).
- L 3. Create a physical map of the Northeast.
- L 4. Synthesize new learnings about maps by using resources from the cluster.
- L 5. Identify and explain what maps can tell people about where they live.

Indigenous Peoples and the Land | 6 Lessons

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

- L 6. Make connections and generate questions about Indigenous peoples of the Northeast.
- L 7. Make connections and generate questions about Indigenous peoples of the Northeast's connection to the land.
- L 8. Identify ways Indigenous peoples of the Northeast express gratitude and describe their relationship with the land.
- L 9. Identify key information about wetus and what they can tell us about the Wampanoag's relationship with the land.
- L 10. Synthesize new learning about how Indigenous peoples of the Northeast describe their relationship with the land.
- L 11. Explain two ways Indigenous peoples of the Northeast describe their relationship with the land using specific examples from the cluster.

Indigenous Culture | 7 Lessons

How do Indigenous peoples of the Northeast keep their cultures alive today?

PS 6. In response to an inquiry question, respond with a claim based on evidence.

Key Literacy Standards

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language pertaining to time, sequence, or cause/effect.

RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

W.3.1. Write opinion pieces on topics or texts, supporting an opinion with reasons.

W.3.4. Produce writing in which the development and organization are appropriate to task, purpose, and audience.

W.3.8. Recall information from experiences or gather information from

- L 12. Make connections and generate questions about the cultures of Indigenous peoples of the Northeast.
- L 13. Identify key information about wampum and how the Mashpee Wampanoag used them, past and present.
- L 14. Identify why Indigenous peoples of the Northeast make and use mishoons and how this connects to tradition.
- L 15. Identify key information about the Wampanoag language and how tribe members are keeping the tradition alive today.
- L 16. Synthesize new learning about how Indigenous peoples of the Northeast keep their cultures alive today.
- L 17. Explain how Indigenous peoples of the Northeast keep their cultures alive today, using previous learning.
- L 18. Use the Know and Wonder Chart and Inquiry Charts to identify important takeaway learnings from each cluster of the unit about the Indigenous peoples of the Northeast.

Summative Assessment | 2 Days

For Unit 1's Summative Assessment, students create a short slide presentation that makes claims about why it is important to learn about how Indigenous peoples have lived in the Northeast, past and present.

On Day 1, students work in pairs or small groups to identify one source and one handout from the unit, the source's purpose, and how the source and handout can help them make a claim.

On Day 2, students use their work from Day 1 to create an informative mini slide deck. They then add any additional questions that they have to the deck as a way to support ongoing learning and inquiry. The lesson closes with time for students to share their work with one another.

print or digital sources; take brief notes on sources and sort evidence into provided categories.

Indigenous Peoples of the Northeast



How have Indigenous peoples lived in the Northeast, past and present?

Framing the Unit

The first cluster of this unit is intended to support map skill-building and set the stage for the beginning of the school year. Students work with a variety of maps and learn core map-based vocabulary. It is intended to be separate from the rest of the unit. Teachers are encouraged to be flexible about when and how they teach those lessons based on their start-of-year schedule.

The second cluster of lessons is focused on how Indigenous peoples of the Northeast describe their relationship with the natural world. Students explore picture books, videos, images, and short texts to address the Supporting Question: *How do Indigenous peoples of the Northeast describe their relationship with the land?*

In Cluster 3, students focus on the impact of colonization on various cultures of Indigenous peoples of the Northeast. Students learn about the cultural practices of wampum beads and belts, mishoons, and language to answer the Supporting Question: *How do Indigenous peoples of the Northeast keep their cultures alive today?*

The Summative Assessment pulls together the themes that are built throughout Clusters 2 and 3 and asks students to use two sources from the unit to help them make a claim about the importance of learning about the unit's Essential Question: *How have Indigenous peoples lived in the Northeast, past and present?* Students then create a mini slide deck to share their learning with their community.

Prepare to teach this unit by exploring the [Background Brief: Indigenous Peoples of the Northeast](#), which was designed to help you build content knowledge through a variety of resources. The brief also highlights current perspectives and research—along with potential misconceptions and any debates you should know about—so you can present this unit with confidence.

Unit Overview*Enduring Understandings*

1. There are many different kinds of maps that can share information about the land. It is important to consider who made a map and why when thinking about the information it shares.
2. Indigenous peoples of the Northeast who have lived in a given area for long periods of time have developed ways of living that work best for them. This includes their housing, their food, and their relationship with the land.
3. Indigenous culture and traditions are passed through generations and are important to maintain and protect.

Connections to Current Events and Issues

Connections to today's world and students' lives are built into this unit. Other contemporary connections could be added or developed for various topics of study within this unit, and we encourage you to take advantage of opportunities to connect students' learning to contemporary local, national, and global developments that may arise as you teach this unit. Some ideas for linking this unit to current events and issues include:

- This unit focuses on Indigenous peoples of the Northeast, past and present, and their connection to the land. For an example of how Narragansett and Pequot peoples of today are ensuring their histories and traditions endure, you can read "[For Native Americans, there's an enduring spiritual connection to the land.](#)"
- Connecticut Public Radio's [Still Here: Native American Resilience in New England](#) features short 7–8 minute audio histories of Indigenous experiences and perspectives in the Northeast.
- Cluster 3 addresses the importance of language revival, including work by Jessie Little Doe Baird. You can read more updates about Little Doe Baird's work in "[Bringing a Language Back from the Dead.](#)"

*Vocabulary (in order of appearance)***Tier 3 Vocabulary**

legend
political map

cardinal directions
map scale

physical map
colonization

Priority Tier 2 Vocabulary

Indigenous peoples
gratitude

culture
tradition

Lesson Clusters

Cluster 1: Skill-Building Cluster: Maps of the Northeast (Lessons 1-5)

How can maps help us learn about where we live?

Focus Standards: 3.T2.1, 3.T2.2, PS 2, PS 4, RI.3.7, SL.3.1, W.3.8

This introductory cluster serves as a map skill-building collection of lessons to begin the school year. It is formatted to be separate from the rest of the unit. Key map-related vocabulary terms are introduced and practiced. Students work with various types of maps to practice and apply their learnings.

Cluster 2: Indigenous Peoples and the Land (Lessons 6-11)

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

Focus Standards: 3.T2.2, 3.T2.3, 3.T2.3a, 3.T2.3b, 3.T2.3d, PS 2, PS 6, RI.3.2, RI.3.3, SL.3.1, SL.3.2, W.3.1

Cluster 2 explores the interconnected relationship between humans, land, water, plants, and animals. The lessons address how Indigenous peoples of the Northeast describe their relationship with the natural world. Students explore picture books, videos, images, and short texts to gain understanding of both overarching Indigenous values and the diversity of Indigenous peoples of the Northeast.

Cluster 3: Indigenous Culture (Lessons 12-18)

How do Indigenous peoples of the Northeast keep their cultures alive today?

Focus Standards: 3.T2.3, 3.T2.3a, 3.T2.3b, 3.T2.3d, PS 2, PS 4, PS 6, RI.3.7, SL.3.1, SL.3.2, W.3.4

Cluster 3 starts with an examination of the idea of culture and its importance to Indigenous communities. Students use examples from their own lives to generate a definition for culture, which will include elements that are passed down through generations. A series of lessons provides cultural examples from a variety of Indigenous nations in the Northeast through images, videos, readings, and discussions.

Summative Assessment: Indigenous Peoples of the Northeast (Lessons 19-20)

Focus Standards: 3.T2.3, 3.T2.3a, 3.T2.3b, 3.T2.3d, PS 2, PS 4, PS 6

For Unit 1's Summative Assessment, students create a short slide presentation that makes claims about why it is important to learn about how Indigenous peoples have lived in the Northeast, past and present.

Unit Overview

On Day 1, students work in pairs or small groups to identify one source and one handout from the unit, the source's purpose, and how the source and handout can help them make a claim.

On Day 2, students use their work from Day 1 to create an informative mini slide deck. They then add any additional questions that they have to the deck as a way to support ongoing learning and inquiry. The lesson closes with time for students to share their work with one another.

Unit Focus Standards

Content Standards

- **3.T2.1:** On a physical map of North America, use cardinal directions, map scales, legends, and titles to locate the Northeast region and identify important physical features (e.g., rivers, lakes, ocean shoreline, capes and bays, and mountain ranges).
- **3.T2.2:** On a political map of the current United States, locate the New England states (Connecticut, Rhode Island, Massachusetts, New Hampshire, Vermont, and Maine).
- **3.T2.3:** Explain the diversity of Native Peoples, present and past, in Massachusetts and the New England region.
 - **3.T2.3a:** the names of at least three native groups (e.g., Abenaki/Wabanaki, Massachusett, Mohican/Stockbridge, Narragansett, Nipmuc, Wampanoag)
 - **3.T2.3b:** the locations of tribal territories in the state
 - **3.T2.3d:** contributions of a tribal group from the area of the school (e.g., language, literature, arts, trade routes, food such as corn, beans, and squash, useful items such as baskets, canoes, wampum, and useful knowledge of medicinal plants, words such as powwow and moccasin, and many names for waterways, hills, mountains, islands and place names, such as the Connecticut and Merrimack Rivers, Mount Wachusett, the Taconic Range, Nantucket, Natick, Seekonk, Agawam, Chicopee)

Practice Standards

- **PS 2:** Generate questions relevant to multiple aspects of a topic.
- **PS 4:** Identify the purpose of a primary source using information about the source type and maker.
- **PS 6:** In response to an inquiry question, respond with a claim based on evidence.

Literacy Standards

- **RI.3.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **RI.3.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text,

Unit Overview

using language pertaining to time, sequence, or cause/effect.

- **RI.3.7:** Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.3.2:** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **W.3.1:** Write opinion pieces on topics or texts, supporting an opinion with reasons.
- **W.3.4:** Produce writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.3.8:** Recall information from experiences or gather information from print or digital sources; take brief notes on sources and sort evidence into provided categories.



Grade 3, Unit 1: Indigenous Peoples of the Northeast

Vocabulary List

Skill-Building Cluster: Maps of the Northeast (Lessons 1-5)

Lesson	Word	Definition
2	legend (n.)	a description of what symbols represent on a map
2	political map (n.)	a map that shows human-created boundaries like countries, states, and cities
3	cardinal directions (n.)	the four main directions on a compass: North, South, East, West
3	map scale (n.)	a tool to measure distance on a map
3	physical map (n.)	a map that shows land and water forms

Indigenous Peoples and the Land (Lessons 6-11)

Lesson	Word	Definition
6	Indigenous peoples (n.)	the first groups of people to live in an area
8	gratitude (n.)	the experience of being thankful

Indigenous Culture (Lessons 12-18)

Lesson	Word	Definition
12	culture (n.)	a shared way of life for a group of people
14	tradition (n.)	a practice used to pass down a community's culture
15	colonization (n.)	when a country takes control of land, people, and resources in another area in order to gain power and money

LESSON PLANS

Skill-Building Cluster: Maps of the Northeast

How can maps help us learn about where we live?

CONTENTS

Lesson 1

Cluster 1 Launch

Lesson 2

Political Maps

Lesson 3

Physical Maps

Lesson 4

Putting It Together

Lesson 5

Formative Assessment

Overview

This introductory cluster serves as a map skill-building collection of lessons to begin the school year. It is formatted to be separate from the rest of the unit. Key map-related vocabulary terms are introduced and practiced. Students work with various types of maps to practice and apply their learnings.

Learning Objectives

By the end of this cluster, students should be able to...

- Describe the purpose of a map and how the map could be used.
- Locate important land and water forms on a map of the Northeast.
- Compare maps and generate questions about observations and learnings.
- Construct social studies explanations that describe components, order, causes, or cycles (WIDA ELD-SS.203.Explain.Expressive).

Vocabulary

TIER 3

cardinal directions
legend
map scale
physical map
political map

Cluster Focus Standards

Practice Standards

STANDARD

LESSON(S)

Cluster 1: Skill-Building Cluster: Maps of the Northeast

PS 2: Generate questions relevant to multiple aspects of a topic.	1-3
PS 4: Identify the purpose of a primary source using information about the source type and maker.	1-5

Content Standards

STANDARD	LESSON(S)
3.T2.1: On a physical map of North America, use cardinal directions, map scales, legends, and titles to locate the Northeast region and identify important physical features (e.g., rivers, lakes, ocean shoreline, capes and bays, and mountain ranges).	3-5
3.T2.2: On a political map of the current United States, locate the New England states (Connecticut, Rhode Island, Massachusetts, New Hampshire, Vermont, and Maine).	2, 4-5

Literacy Standards

STANDARD	LESSON(S)
RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	1, 4-5
SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	4
W.3.8: Recall information from experiences or gather information from print or digital sources; take brief notes on sources and sort evidence into provided categories.	2-5

Unit 1, Cluster 1 Inquiry Chart (Teacher Version)

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.	Political maps share the names and locations of the states.
Lesson 3: We observed land and water forms on maps and labeled a physical map of the Northeast.	Physical maps show what land and water forms are in an area.

LESSON 1

Cluster 1 Launch

EQ How have Indigenous peoples lived in the Northeast, past and present?

SQ How can maps help us learn about where we live?

LEARNING OBJECTIVE

Use background knowledge and observations to make connections and generate questions about maps and the information they can share about people and places.

LANGUAGE OBJECTIVE

Engage in collaborative questioning with peers using *who*, *what*, *where*, *when*, and *why* to ask questions about maps and the information they can share about people and places.

LESSON OVERVIEW

This lesson launches the introductory map skills cluster of Unit 1. Please note, this cluster is intended to support map skill-building and set the stage for the beginning of the school year. It is intended to be separate from the rest of the unit. Teachers are encouraged to be flexible about when and how they teach these lessons based on their start-of-year schedule.

This lesson introduces the Supporting Question: *How can maps help us learn about where we live?* Students activate their thinking about maps by working on a map-analysis activity with a partner, using close looking to try and identify the purpose of the map. Students then use the evidence they gathered to make a claim about the purpose of their map. Finally, students participate in the Launching the Question routine and engage with the Unit 1, Cluster 1 Inquiry Chart and Cluster 1 Supporting Question as they discuss additional questions that may need to be answered.

LESSON STANDARDS

PS 2, PS 4, RI.3.7

See full text of standards in the Cluster Overview.

MATERIALS

- [Lesson 1 Slide Deck](#)
- [Map 1](#)
- [Map 2](#)
- [Map 3](#)
- [Map 4](#)

Lesson 1: Cluster 1 Launch

LESSON AT A GLANCE

Component	Time
Launching the Question	30
Optional Extension: Map Analysis and Note-Taking	15

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Question Language and Literacy Builder \(3-5\)](#): Supports the formation of questions during the Launching the Question routine.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for both discussions. Provide a couple of question starters from the Question LLB for students to use when working on the Inquiry Chart.
- Look Fors: Oral responses should use the structures provided in the Question LLB and include simple elaboration of ideas (e.g., adding a familiar adjective to describe a noun).

English Proficiency Levels 3-4:

- Pair students with a language-proficient peer, if possible, during the discussions. Encourage students to choose relevant question starters from the Question LLB when working on the Inquiry Chart.
- Look Fors: Oral responses should include simple sentences using the chosen question stems and some elaboration of ideas (e.g., using new or multiple adjectives, emerging use of clauses).

English Proficiency Levels 5-6:

- Students should readily participate in the discussions. Students may choose to use the Question LLB when working on the Inquiry Chart.
- Look Fors: Oral responses should elaborate or condense ideas through detailed sentences that use more complex grammatical structures (e.g., linking words or phrases, combined clauses).

Lesson 1: Cluster 1 Launch



ADVANCE PREPARATION

Organize copies of [Map 2](#), [Map 3](#), and [Map 4](#) so that there is somewhat of an even distribution of student partners looking at each map. Preassign student pairs, as needed.

Prepare the Cluster 1 Inquiry Chart on chart paper or digitally using the format included on Slide 13 of the teacher deck.

Also, consider how you will support engagement with the Inquiry Chart:

- How will you facilitate each cluster's chart and ensure it stays in a visible location for students to reference?
- How will you support questioning and/or discussion? Some options include sticky notes, dry erase boards, digital sharing, or talk protocols. See the Guidebook for a bank of strategies.
- How will you make the Inquiry Chart a collaborative experience to ensure students are codeveloping the "What questions will we ask?" and the "What did we learn?" responses? *Remember, each chart should reflect the voice and language of your students.* See the Guidebook for more guidance on facilitating the Inquiry Chart.
- How will you display or store each cluster chart for easy access at the beginning, middle (if it's a long cluster), and end of every cluster?



Launching the Question (30 minutes)

Begin by sharing with students that in this unit, they are going to be learning about Indigenous peoples of the Northeast, but first they need to build some important map skills.

SPARK CURIOSITY

Slide 2: Explain that to start, they will look closely at one of these maps of where we live together as a whole group. Then they will work with a different map of where we live with a partner and discuss what they notice and what they have questions about.

Slide 3: Model the process for students by using [Map 1](#) on the slide deck and/or through the link included on the deck. Pose the questions:

- *What do you notice?*
- *What questions do you have?*



SUPPORT ALL STUDENTS

You can model using the [Observe Language and Literacy Builder \(3-5\)](#) for students when looking closely at their assigned map. This resource supports close-looking strategies and the formation of statements with sentence frames.

Lesson 1: Cluster 1 Launch

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Cluster 1: Skill-Building Cluster: Maps of the Northeast

Share 1–2 noticings and questions of your own aloud for students. For example:

- I notice it is a map of Massachusetts.
- I notice it also has different locations and things to see in the state.
- I wonder who made this map.
- I have a question about how someone made a map like this.

Then prompt students to discuss their own noticings and questions with an elbow partner. Give students several minutes to look closely and talk with their partner.

Slide 4: Group students into the preassigned partners, and distribute the [Map 2](#), [Map 3](#), and [Map 4](#) so that there is somewhat of an even distribution of student partners looking at each map.

Explain that they will now repeat this process with a different map. Remind students that they should discuss both what they notice and what they have questions about.

Slides 5–7: After about 5 minutes, bring the student groups back together. Ask a few student pairs to share about their partner discussions with the whole group.

- As students are sharing, have the corresponding map up on the slide deck so students who did not have that map for the activity have context for what their classmate is describing.
- Be sure to have students address both what they noticed and what questions they have about the map.
- As they look at each map as a group, prompt students to locate where we live on that map.

Slides 8–9: Explain that another part of maps that we will think about together is their purpose. Some questions we can ask about purpose are:

- *Why might this map have been created?*
- *How could someone use this map?*

Share that we can't always know the answers to these questions for sure, but we can use what we see to help us.

**CULTURAL
COMPETENCE**

To learn more about tribal nations and their territories in the Northeast, you can refer to pages 30–33 of [If You Lived During the Plimoth Thanksgiving](#).

Lesson 1: Cluster 1 Launch

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Cluster 1: Skill-Building Cluster: Maps of the Northeast

Choose one map from the lesson to think aloud with, and brainstorm responses to the questions. Possible responses:

- Map 1 may have been created to help people plan a vacation or trip to Massachusetts.
- Someone could use Map 4 to plan a driving route through the state.

Close by sharing that students will practice doing this with maps in the upcoming lessons.

Slide 10: Then explain that in the next step of the Launching the Question routine, they will work together to brainstorm questions about what they have explored so far and any connections they are making.

Prompt students to think about what questions they have about where we live, these maps, and/or maps in general. Explain that in this generate questions step, they are to:

- Ask as many questions as you can.
- We will save discussing or answering the questions for another time.

Provide 2–3 minutes for students to ask questions. Record them verbatim on chart paper or a dry-erase board.

INTRODUCE THE SUPPORTING QUESTION AND ELICIT INITIAL THINKING

Slide 11: Introduce the Cluster 1 Supporting Question:

 **How can maps help us learn about where we live?**

If students need additional support in understanding the question, prompt students to identify the question word, any words they may already know within the Supporting Question, and/or unfamiliar vocabulary.



SUPPORT ALL STUDENTS

You can introduce the [Question Language and Literacy Builder \(3-5\)](#) and model for students how using this resource can support the generation of new questions.

Lesson 1: Cluster 1 Launch

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Slide 12: Prioritize questions: Explain to students that they will now work with a partner to determine which questions might be most useful in helping them learn about and understand the Supporting Question.

Review the directions on the slide for prioritizing questions.

- Which question could help answer the Supporting Question?
- Explain your reason to your partner.
- Switch!

Prompt students to discuss and prioritize questions for 2–3 minutes. Star or mark the top three or four on the chart paper once a decision has been made.

DEVELOP THE INQUIRY CHART

Slide 13: Introduce the cluster’s Inquiry Chart, and point out the “What questions will we ask?” section. Then add the class’s three to four priority questions to the “What questions will we ask?” section of the Inquiry Chart.

PREVIEW THE LEARNING AHEAD

Share with students that in this cluster, they will use all different kinds of maps to explore what they can tell us about where we live, using the Supporting Question and priority questions they identified as their guide.

You will return to this Inquiry Chart document in Lesson 4, so it is essential that you preserve students' thinking here.

Optional Extension: Map Analysis and Note-Taking *(15 minutes)*

In order to further practice analyzing maps, you can have students revisit a map or maps from the lesson using the [Extension: Map Analysis Note Tracker](#), and refer to the [Extension: Map Analysis Note Tracker \(Teacher Version\)](#) to support students as they work.



LEARN MORE

Investigating History’s Launching the Question routine is adapted from the Question Formulation Technique (QFT) created by the Right Question Institute (RQI). You can visit their [website](#) for more information about their work.

Lesson 1: Cluster 1 Launch

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Name: _____ Date: _____

Extension: Map Analysis Note Tracker (Teacher Version)

Directions: Look closely at one of the maps, and use it to answer the questions below.

Student responses will vary. Look for reference to specific visuals or text from the given map in student writing.
Possible responses:

Part 1: Observe its parts.

What place or places are shown on the map?

Map 1:

- Massachusetts routes and the turnpike
- Massachusetts towns, cities, and tourist locations/vacation areas

Map 2:

- Massachusetts and the names of other states (Vermont, New Hampshire, Connecticut, Rhode Island, New York)
- Towns, cities, and other places in Massachusetts

Map 3:

- States, Indigenous nations/territories, and cities/towns
- Water forms (bay, ocean, sound, river)

Map 4:

- Massachusetts

What is labeled on the map?

Map 1:

- Town and city names, things/activities you can do in the state

Map 2:

- State names, Cape Cod Bay, and rivers

Map 3:

- State names, town/city names, Indigenous tribe/nation names, rivers

Map 4:

- Cities, towns, routes, and highways

If there are symbols or colors on the map, what might they stand for?

Map 1:

- Letters and numbers along the border might help you locate things on the map.
- A compass rose tells you the directions (N = North, S = South, etc.).

Map 2:

- Dotted lines and solid lines might stand for boundaries or borders.

Map 3:

- Dotted lines might stand for state borders.
- Solid white lines might stand for territory borders.
- Red and black circles might stand for cities/towns.

Map 4:

- Solid lines are labeled as routes or highways.
- Circles are labeled as cities or towns.
- Numbers might stand for the names of the routes or highways.

Part 2: Make sense of it.

A person might use this map to:

Map 1:

- Plan a vacation or trip

Map 2:

- See where certain cities, towns, or other areas of Massachusetts are

Map 3:

- Understand where Indigenous peoples live or lived in the Northeast

Map 4:

- Plan a driving route in Massachusetts

I think this because:

Map 1:

- The map is called “a travel map” and says it can help you feel at home there.

Map 2:

- This map is focused on that kind of information.

Map 3:

- It has Indigenous tribe names and state names in the same areas.

Map 4:

- It shows major routes/highways and how they connect to one another through the state.

Based on [Analyze a Map Worksheet for Novice, Elementary and ELL Students](#) from the National Archives.

LESSON 2

Political Maps

- EQ** How have Indigenous peoples lived in the Northeast, past and present?
- SQ** How can maps help us learn about where we live?

LEARNING OBJECTIVE

Create a political map of the New England states, and apply understanding of new vocabulary (*legend* and *title*).

LANGUAGE OBJECTIVE

Describe the purpose of a political map of the New England states and write a title that relates to its purpose.

LESSON OVERVIEW

In this lesson, students learn the historical context for why part of the Northeast region is called New England, locate each New England state within the United States, and apply new skills regarding map features. Students begin by engaging in the Build the Word Wall routine for the words *political map* and *legend*. Students will work with a blank political map of the United States and locate the New England states, then create a legend and title for their map. The lesson closes with a discussion of the use and purpose of different maps.

LESSON STANDARDS

PS 2, PS 4, 3.T2.2, W.3.8
 See full text of standards in the Cluster Overview.

MATERIALS

- [Lesson 2 Slide Deck](#)
- [Unit 3.1 Word Wall Vocabulary Cards](#)
- [Political Map](#)
- [Political Map \(Teacher Version\)](#)

VOCABULARY

legend
 political map

LESSON AT A GLANCE

Component	Time
Build the Word Wall	10
Create and Discuss a Political Map	20

Lesson 2: Political Maps

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Observe Language and Literacy Builder \(3-5\)](#): Supports close-looking strategies and discussions of visual sources.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Provide sentence starters from the LLB to guide student observations and identification of key elements of the maps.
- [Look Fors](#): Map colors should correspond with their legend. Students' map titles may be in their home language.

English Proficiency Levels 3-4:

- Encourage students to use the LLB to help them identify key elements of the maps.
- [Look Fors](#): Map colors should correspond with their legend. Students' map titles should relate to the purpose of the map.

English Proficiency Levels 5-6:

- Students should be able to participate in the written and discussion activities independently.
- [Look Fors](#): Students should readily participate in the discussions and create an informative title for their map that relates to its purpose.



ADVANCE PREPARATION

Prepare an area of the classroom for the Unit 1 Word Wall.

Print (and laminate if possible) the [Unit 3.1 Word Wall Vocabulary Cards](#) that will be used throughout this unit. [Blank Word Wall Vocabulary Cards](#) for multilingual learners are also available. Directions for creating translanguaging Word Wall cards in home language(s) other than English are included in this document.

Have colored pencils of various colors available for students to use.

There are two vocabulary words introduced in this lesson: *political map* and *legend*. Determine if students would benefit from completing the [Unit 1 Word Map](#) for any of these vocabulary words. This work can be done during an ELA block or other class time before this lesson. You can refer to the [Grade 3 Word Map Example](#) to support students' completion of this task.

Lesson 2: Political Maps

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Build the Word Wall (10 minutes)

Slide 2: Prompt students to think back to the maps they looked at in the previous lesson.

- Compare the map on the left to the one on the right that they saw in the previous lesson. The map of the left has no borders, boundaries, or other labels dividing it.
- Explain that all the maps they saw in the previous lesson had lines to show borders between Massachusetts and its neighboring states. This idea is connected to the types of maps they will learn about today.

Slide 3: Introduce the first new vocabulary word students will need to know for this lesson: *political map*.

- Say the word: *political map*.
- Use the word in context: *The political map of New England includes Massachusetts, Connecticut, Rhode Island, Vermont, New Hampshire, and Maine.*
- Share the student-friendly definition: *a map that shows human-created boundaries like countries, states, and cities.*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Point out that the image on the slide has an example of a map title, a feature they will look out for as they explore different maps.

Slide 4: Introduce the second new vocabulary word students will need to know for this lesson: *legend*.

- Say the word: *legend*.
- Use the word in context: *We used the legend on the map to locate the campground.*
- Share the student-friendly definition: *a description of what symbols represent on a map.*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the*



TEACHING TIP

Although the word “legend” is used in the standards, students should know that it is sometimes referred to as a “map key.”

Lesson 2: Political Maps

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Cluster 1: Skill-Building Cluster: Maps of the Northeast

definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.

Add *political map* and *legend* to the Word Wall, and tell students they will be using these words in today's lesson and throughout the cluster.

Slide 5: Have students apply this new vocabulary to a map they saw in the previous lesson. Prompt them to consider what map features they see. Ask: *Is there a title? Is there a legend? What makes it a political map?* Possible responses:

- There is not a title on this map.
- There is a legend, which explains different symbols for routes, freeways, and cities.
- It is a political map because it shows borders, boundaries, and cities.

Create and Discuss a Political Map (20 minutes)



CULTURAL COMPETENCE

The designation of “New England” comes from the English settlers. Students should know that political maps show boundaries of state and federal governments and that Indigenous people do not think of land being owned or delineated in this way.

Throughout history, the creation of borders has also broken up Indigenous nations and forced them to resettle in particular areas. For example, the creation of the United States-Canada border disrupted many Indigenous nations of the Northeast. Indigenous people who have moved between these lands have at times shared locations.

Lesson 2: Political Maps

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Slides 6–9: Provide some historical context of the area of the Northeast and the term “New England.”

- Indigenous peoples of many nations have lived in the Northeast for thousands of years, long before any Europeans arrived in the area. Indigenous peoples of many nations have their own ways of thinking about the land.
- The Northeast is an area of land and water in the northeastern part of North America. New England is a group of states in the Northeast with boundaries created by governments. Not all states in the Northeast region are included in New England.
- You might recognize names of states like Massachusetts (our state!) and Maine. However, these were not the original names for these places. Indigenous people, the first people to live here, had their own names for where we live, and we will learn about these names later in the unit.
- About 400 years ago, people from England colonized (took over) the land we now live on and gave these places English names. That's why people sometimes call this area New England.

Slide 10: Explain that students will now create their own political map of New England and practice applying their understanding of the new vocabulary words.

Slide 11: Distribute colored pencils and the [Political Map](#), and read the directions aloud.

- Encourage as much student choice as possible in creating their maps without sacrificing accuracy. Explain that they can choose their own colors to designate states in the legend and use their own words for the title.
- Point out the map on the slide as a tool for students to use as they work.

Group students into pairs or small groups, and prompt them to begin. Move around the room as students work to support their comprehension of the activity. You can use the [Political Map \(Teacher Version\)](#) as reference.



MAKE CONNECTIONS

You can strengthen home language and cultural connections to the maps on the slide deck by inviting students to share any places on the map where they have lived before.

Lesson 2: Political Maps

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Slide 12: With about 5 minutes left in class, bring students back together as a whole group. Pose the following discussion prompts:

- *How could someone use your map?*
- *What purpose does your map have, and why?*
- *What can political maps tell us about where we live?*
- *What questions do you have about political maps?*

Give students time to discuss in a Think-Pair-Share format, encouraging them to use the sentence frames on the slide to help form their responses. Guide them to support their ideas with specific evidence and examples. Possible responses:

- Someone could use my political map to plan a road trip through New England.
- My political map's purpose is to show states and their locations and boundaries to inform people about them.
- Political maps can tell us what neighboring states there are where we live.
- A question I have about political maps is who makes them or decides on borders.

Explain that in the next class, students will learn about another type of map and what it can tell us about this area of the Northeast/New England.

Lesson 2: Political Maps

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Political Map (Teacher Version)

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.

Student work will vary. Look for consistent coding between the map and the legend and a descriptive and accurate title. Possible responses:

Political Map of the Northeast



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.

LESSON 3

Physical Maps

- EQ** How have Indigenous peoples lived in the Northeast, past and present?
- SQ** How can maps help us learn about where we live?

LEARNING OBJECTIVE
 Create a physical map of the Northeast.

LANGUAGE OBJECTIVE
 Use geography terms to label land and water forms on a physical map of the Northeast and to explain the purpose of the map.

LESSON OVERVIEW

In this lesson, students build on their learning about political maps and turn to physical maps. Students begin by engaging in the Build the Word Wall routine for the words *physical map*, *cardinal directions*, and *map scale*. Students then observe physical aspects of the region by viewing a photo taken from a space shuttle. They then apply their understanding of the new vocabulary words as well as label some important physical features on a map of the Northeast, synthesizing information from two sources.

LESSON STANDARDS

PS 2, PS 4, 3.T2.1, W.3.8

See full text of standards in the Cluster Overview.

MATERIALS
<input type="checkbox"/> Lesson 3 Slide Deck
<input type="checkbox"/> Massachusetts Bay and Cape Cod Bay Map
<input type="checkbox"/> The Northeast Map
VOCABULARY
cardinal directions
map scale
physical map

LESSON AT A GLANCE

Component	Time
Build the Word Wall	10
Create and Discuss a Physical Map	20
Optional Extension: Individual Mapping	20

Lesson 3: Physical Maps

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Physical Geography Word Bank](#): Supports comprehension and identification of key land and water forms with definitions.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Provide translations of key land and water forms in students' home language, if possible. Direct students to focus on one accessible term on their handout. Provide the sentence starter, "The purpose of this map is to..." for the discussion.
- [Look Fors](#): Map labeling may be in students' home language. Oral responses should be a simple explanation using the provided sentence frames on the slide deck.

English Proficiency Levels 3-4:

- Provide translations of key land and water forms in students' home language, if possible. Encourage students to use the discussion sentence frames provided on the slide deck.
- [Look Fors](#): Oral responses should include simple sentences and some geography terms from the handout.

English Proficiency Levels 5-6:

- Students should be able to participate in the written and discussion activities independently.
- [Look Fors](#): Oral responses should include compound sentences and several geography terms from the handout.



ADVANCE PREPARATION

There are three vocabulary words introduced in this lesson: *physical map*, *cardinal directions*, and *map scale*. Determine if students would benefit from completing the [Unit 1 Word Map](#) for any of these vocabulary words. This work can be done during an ELA block or other class time before this lesson.

Decide if you will use print or digital versions of the two maps: [Massachusetts Bay and Cape Cod Bay Map](#) and [The Northeast Map](#).

Build the Word Wall (10 minutes)

Slide 2: Prompt students to think back to the maps they created in the previous lesson. Ask: *What kind of map did we learn about, and what is its purpose?* Possible responses:

Lesson 3: Physical Maps

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Cluster 1: Skill-Building Cluster: Maps of the Northeast

- We learned about political maps. Their purpose is to show different states and their locations.
- We created a political map in the last lesson. These kinds of maps show borders of states and/or countries.

Explain that while they will stay focused on the Northeast, they will learn about a different kind of map and what it can tell us about the region.

Slide 3: Introduce the first new vocabulary word students will need to know for this lesson: *physical map*.

- Say the word: *physical map*.
- Use the word in context: *We located three rivers and a mountain range on this physical map.*
- Share the student-friendly definition: *a map that shows land and water forms.*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*

Slide 4: Introduce the next new vocabulary word students will need to know for this lesson: *cardinal directions*.

- Say the word: *cardinal directions*.
- Use the word in context: *Cardinal directions can help us find our way on the hiking trail.*
- Share the student-friendly definition: *the four main directions on a compass: North, South, East, West.*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*

**SUPPORT ALL STUDENTS**

[Generation Genius' video "Maps of Landforms"](#) (11:05) provides an engaging introduction to differentiating physical and political maps. It can help review past concepts from Lesson 2 and introduce new ones covered in this lesson.

Lesson 3: Physical Maps

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**SUPPORT ALL STUDENTS**

If time allows, you can incorporate a movement and auditory processing activity to review North, South, East, and West.

Label the walls of the classrooms with each cardinal direction, and have the students begin facing North. Then call out different directions and have the students jump or turn to face it.

Start slowly, and give directions more quickly as students become familiar with the directions. You can also set this activity to music.

**LEARN MORE**

People around the world use cardinal directions. They use the rising and setting of the sun as reference points for east and west. People in the Northern Hemisphere use the North Star as a reference point for true north. For an activity that explores this idea, see this resource from National Geographic: [The Sun, Earth, and Cardinal Directions](#).

Slide 5: Introduce the last new vocabulary word students will need to know for this lesson: *map scale*.

- Say the word: *map scale*.
- Use the word in context: *The map scale shows it is 50 miles between our town and Boston.*
- Share the student-friendly definition: *a tool to measure distance on a map.*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*

Add *physical map*, *cardinal directions*, and *map scale* to the Word Wall, and tell students they will be using these words in today's lesson and throughout the cluster.

**MAKE CONNECTIONS**

Map scale can be a tricky concept for third graders to master as it involves ratios. They will revisit map scale in later grades. For now, teachers can connect map scale with math standard 3.MD.B.3. in which students represent data on a scaled graph.

Lesson 3: Physical Maps

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Create and Discuss a Physical Map (20 minutes)

Slide 6: Begin by activating background knowledge about continents and oceans. Explain that the image on the slide is a physical map of the world as taken by a satellite orbiting the Earth from space. It is called the Blue Marble map because the Earth is like a blue marble, but this map was flattened out so we can see all parts at once.

Ask students: *Who can identify a continent or ocean on this map?*

- A quick Turn and Talk might help students remember continent names if you are met with silence.
- Call students up to point to the continents and oceans they can identify. This is just for context, so don't spend time reteaching names. The focus of today's lesson is North America.

Slide 7: Then show the brief video about how the Blue Marble map is created. After viewing, ask: *Why might these kinds of maps be made? Who might use them?* Possible responses:

- To learn about different parts of the world.
- To show all the different kinds of geography on Earth.
- Scientists might use them.
- People who are traveling might use them.

Slide 8: Then focus on exploring an even more specific part of a world map: North America.

- Explain that the map was created in a similar way to the Blue Marble map, but instead of a satellite, a Space Shuttle was used to capture the photos.
- Ask students: *Using what you know about cardinal directions, who can point to an area that is both north and east on this map?*

Slide 9: Inform students that just as the north and east section of the map was previously pointed out, the red box on this map shows the Northeast region of the United States. Share that:



MAKE CONNECTIONS

You can strengthen home language and cultural connections to the world maps on the slide deck by inviting students to share any places on the map where they have lived before.



MAKE CONNECTIONS

In second grade, students learned to name all the continents and oceans, and identified some major physical features on each continent.

Lesson 3: Physical Maps

Cluster 1: Skill-Building Cluster: Maps of the Northeast

- If we zoom in even more, we can see what the land and water looks like in the Northeast, where we live.
- Our task today will be to identify some important land and water features in the Northeast and label them on a map.

Slide 10: Explain that students will now work together as a whole class to label a physical map of the Northeast.

- We will work together to use two reference maps that show land and water forms in the Northeast for clues for labeling our class map.
- Add a title, cardinal directions, and a legend.

Slide 11: Share the reference maps: [Massachusetts Bay and Cape Cod Bay Map](#) and [The Northeast Map](#) in your predetermined format.

- Explain the maps you have chosen for students to use for the task. Share that these maps illustrate landforms and waterforms including rivers, mountain ranges, bays, lakes, oceans, and capes.
- Explain that while the map we will be labeling does not have a map scale, one of these reference maps does. Ask students to point it out before moving on to the next slide. (It is in the bottom left corner of the map on the right.)

Slide 12: Share the blank physical map students will work on. You can project the slide onto a white board or large chart paper so students can collaboratively write and label directly on it.

Ask volunteers to point out the title, cardinal directions, and legend on the map.

Then explain that students will work in pairs to identify and label one land or water form on the class map.

Group students into pairs, and give them 1–2 minutes to look at the reference maps and discuss land and water forms with their partner.

**SUPPORT ALL STUDENTS**

Be sure to provide the [Physical Geography Word Bank](#) to students who would benefit from support with geography vocabulary.

**TEACHING TIP**

The legend on the class map purposely does not have labels in order to best serve your students' needs and interests. You can fill in symbols or colors before students begin working on it, or ask them to work together to create the legend as they label the map.

Lesson 3: Physical Maps

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Cluster 1: Skill-Building Cluster: Maps of the Northeast

Then ask for volunteers to come up and label one form on the map. As they do, be sure to:

- Have students create a symbol for the legend if their land or water form is the first to be labeled on the map.
- Encourage the use of and reference to cardinal direction language as students locate and label land and water forms.

Ensure that all student pairs have at least one turn to label the map. You can invite students to add more to the map once each pair has had a turn.

Slide 13: With about 5 minutes left in class, bring students back together as a whole group. Pose the following discussion prompts:

- *How could someone use our map?*
- *What purpose does our map have, and why?*
- *What can physical maps tell us about where we live?*
- *What questions do you have about physical maps?*

Have students share in a popcorn-style format, encouraging them to use the sentence frames on the slide to help form their responses. Guide them to support their ideas with specific evidence and examples. Possible responses:

- Someone could use my physical map to identify different kinds of water forms.
- My physical map's purpose is to inform people what water and land forms are in the Northeast because that is what is labeled.
- Physical maps can tell us if there are any rivers or mountains near where we live.
- A question I have about physical maps is how they were made before satellites or spacecrafts.

Explain that in the next class, they will work together to summarize their learning about maps.

Lesson 3: Physical Maps

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Optional Extension: Individual Mapping (20 minutes)

You can challenge students to create and label their own individual physical maps using the [Extension: Physical Map](#).



SUPPORT ALL STUDENTS

Provide the [Extension: Physical Map \(Word Bank\)](#) to students who would benefit from definitions of the land and water forms and focusing on labeling fewer forms on the map.

Lesson 3: Physical Maps

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LESSON 4

Putting It Together

- EQ** How have Indigenous peoples lived in the Northeast, past and present?
- SQ** How can maps help us learn about where we live?

LEARNING OBJECTIVE

Synthesize new learnings about maps by using resources from the cluster.

LANGUAGE OBJECTIVE

Engage in collaborative writing and discussion about maps using resources from the cluster.

LESSON OVERVIEW

In this Putting It Together lesson, students reflect on learning from previous lessons in collaboration with their peers. Students first explore an interactive map of Massachusetts to locate where they live. They then reflect on the cluster’s Supporting Question and engage in synthesizing their learning in a Graffiti Board format. The lesson closes with a discussion of ideas and working together on developing the Unit 1, Cluster 1 Inquiry Chart.

LESSON STANDARDS

PS 4, 3.T2.1, 3.T2.2, RI.3.7, SL.3.1, W.3.8
 See full text of standards in the Cluster Overview.

- MATERIALS**
- [Lesson 4 Slide Deck](#)
 - [Cluster 1 Inquiry Chart \(Teacher Version\)](#)
 - [Cluster 1 Inquiry Chart](#)
 - Lesson 2: Political Map
 - Lesson 3: Class Physical Map

LESSON AT A GLANCE

Component	Time
Locating Ourselves on a Map	10
Putting It Together	20

Lesson 4: Putting It Together

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Connect Language and Literacy Builder \(3-5\)](#): Supports making connections between sources, previous learning, and inquiry questions.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for the Graffiti Board activity. Choose a couple of sentence frames from the LLB for students to use in their responses.
- Look Fors: Oral responses should use the structures provided in the Connect LLB and include simple elaboration of ideas. Images or single words can be used during the Graffiti Board activity.

English Proficiency Levels 3-4:

- If possible, pair students with a language-proficient peer for the Graffiti Board activity. Guide students to use the far left columns of the LLB during the discussion and writing portions.
- Look Fors: Oral responses should include simple sentences using the structure provided in the LLB. Written responses should have some level of detail (e.g., adjectives or use of cluster vocabulary words) when answering the focus questions.

English Proficiency Levels 5-6:

- If needed, students can refer to the LLB during the discussion and written portions.
- Look Fors: Students should readily participate in the discussion and writing portions of the lesson. Responses should include compound sentences and cluster vocabulary words when answering the focus questions.

Lesson 4: Putting It Together

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**ADVANCE PREPARATION**

Have the class's Inquiry Chart and cluster materials listed above easily accessible for student reflection and discussion.

Prepare chart paper with the following questions as headers:

- Graffiti board 1: *What kind of information can maps share? What can you learn from maps?*
- Graffiti board 2: *What new questions do you have about maps? What lingering questions do you still have?*

Depending on the number of students in your class, you will likely want at least two charts for each pair of questions.

Have sticky notes ready for students' use.

Locating Ourselves on a Map *(10 minutes)*

Slide 2: Begin by explaining to students that now that they have explored different kinds of maps, they will use two different ones to locate where in Massachusetts they are.

Ask: *What map features that we learned about do you see on this map?* Possible responses:

- Title: Massachusetts Cities and Towns at the bottom
- Cardinal direction showing North in the upper right-hand corner

Then click the link on the slide to open a full-sized map image. Prompt students to give you directives using cardinal directions (e.g., "Move a little to the North") until you locate your town or city.

- You can then ask students about what surrounding cities or towns and land or water forms they know about.

Lesson 4: Putting It Together

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Slide 3: Repeat this process with the next map. Ask: *What map features that we learned about do you see on this map?* Possible responses:

- Map scale in the lower lefthand corner
- Cardinal direction showing North in the lower lefthand corner

Then click the link on the slide to open a full-sized map image. Prompt students to give you directives using cardinal directions (e.g., “Move a little to the North.”) until you locate your town or city.

- You can then ask students about what surrounding cities or towns and land or water forms they know about.

Lesson 4: Putting It Together

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Putting It Together (20 minutes)

Explain that for the rest of the class, students are going to return to the Cluster 1 Supporting Question and “put together” what they have learned so far about maps and their purposes.

Slide 4: Present the **Unit 1, Cluster 1 Inquiry Chart** that the class created in Lesson 1, and remind students of the Cluster 1 Supporting Question:

? How can maps help us learn about where we live?

SUMMARIZE OUR LEARNING AND SHARE OUR INITIAL THINKING

Read the lesson summaries for the cluster in the “What did we do?” column aloud. If time allows, you can ask students for additional important activities or experiences they remember from the cluster.

Slides 5–6: Then, briefly review and summarize the resources that were used in the cluster. You can also take a few minutes and have students point out where in the room the reference tools can be found and locate their handout.

SYNTHESIZE OUR IDEAS AND ANSWER THE SUPPORTING QUESTION

Slide 7: Explain that students will work on a Graffiti Board to summarize their learnings from the cluster and document lingering questions.

- Point out where the prepared chart paper is hanging in the room.
- Read the focus questions aloud, and explain that each chart will focus on their own questions.
- Point out the sentence starters on the slide that can help students form their responses.

Distribute a few sticky notes to each student.

- Divide the class into about half, and explain that one half will work on writing a response to focus question 1



TEACHING TIP

You can learn more about the Graffiti Board method through [Facing History's article](#).

Lesson 4: Putting It Together

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Cluster 1: Skill-Building Cluster: Maps of the Northeast

on their sticky note, while the other half works on focus question 2.

- Explain that they are encouraged to discuss their ideas with classmates around them, but each student should write on their own sticky note.
- Identify which students are answering which question, and then prompt students to begin.

After about 3–4 minutes, prompt students to put their sticky notes on the corresponding chart paper that is hanging in the room.

Then have students switch to working on a response to the question they didn't yet answer and repeat the process. Once again, after about 3–4 minutes, prompt students to put their sticky notes on the corresponding chart paper.

Slide 8: Share the next steps that are outlined on the slide by reading the text aloud.

- Divide students into small groups to revisit the filled Graffiti Board charts.
- Then prompt them to review the sticky notes, draw connections, and/or mark important information.
- After 3–4 minutes, prompt students to move to the next chart that addresses a different question and repeat the process.

Slide 9: Then bring students back together. Have them think about the information they wrote and read in the activity.

- Ask for a few volunteers to share out their key learnings with the whole group that can help answer the cluster's Supporting Question.
- As they do, record their responses in the "What did we learn?" column of the Inquiry Chart.

RETURN TO THE INQUIRY CHART

Finally, revisit the questions students added under the Supporting Question in Lesson 1 as part of their Launching the Question routine.

Ask: Have any of these questions been answered? Have any new questions come up?



SUPPORT ALL STUDENTS

Encourage students to use their [Connect Language and Literacy Builder \(3-5\)](#) to support their thinking and writing about the cluster's sources and learnings.

Lesson 4: Putting It Together

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Give students a few minutes to share their thinking and ideas with the whole group.

STAMP THE KEY LEARNING

Close by letting students know that in the next lesson, they will stamp their learning through a Formative Assessment Task.

LESSON 5

Formative Assessment

- EQ** How have Indigenous peoples lived in the Northeast, past and present?
- SQ** How can maps help us learn about where we live?

LEARNING OBJECTIVE
 Identify and explain what maps can tell people about where they live.

LANGUAGE OBJECTIVE
 Write about what maps can tell people about where they live using the learnings and vocabulary from the cluster.

LESSON OVERVIEW

In this lesson, students use learnings and information from the cluster to engage with a Formative Assessment Task. Students begin by identifying and organizing resources from the cluster. They then work on three short sections of the assessment: analyzing two new maps and identifying their possible purposes and summarizing what maps can tell us, along with lingering questions they have about maps.

LESSON STANDARDS

PS 4, 3.T2.1, 3.T2.2, RI.3.7, W.3.8
 See full text of standards in the Cluster Overview.

- MATERIALS**
- [Lesson 5 Slide Deck](#)
 - [Formative Assessment Task](#)
 - [Formative Assessment Task \(Teacher Version\)](#)
 - Lesson 2: Political Map

LESSON AT A GLANCE

Component	Time
Organize and Prepare Materials	5
Formative Assessment	25

Lesson 5: Formative Assessment

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Formative Assessment Task \(Sentence Frames\)](#): Supports the construction of written responses with sentence frames and word banks.
- [Observe Language and Literacy Builder \(3-5\)](#): Supports close looking at visual sources.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Direct students to complete either Part 1 or Part 2, along with Part 3, on the assessment. Provide translations for the words in the word bank, if possible.
- [Look Fors](#): Writing on the assessment should include single words or short phrases added to the sentence frames that refer to the maps and/or cluster learning. Some key words from the word bank should be included.

English Proficiency Levels 3-4:

- Encourage students to use the word bank and sentence frames to support their written responses.
- [Look Fors](#): Writing on the assessment should use the provided sentence frames and include phrases and simple sentences that describe the maps and/or cluster learnings. Multiple key words from the word bank should be included.

English Proficiency Levels 5-6:

- Students can choose to use the provided sentence frames for sentence construction.
- [Look Fors](#): Writing on the assessment should include compound sentences that describe the maps and cluster learnings. Several key words from the word bank should be included.



ADVANCE PREPARATION

Ensure that the Unit 1, Cluster 1 Inquiry Chart and Word Wall are visible to students and that they have access to the previous lesson materials listed above.

Determine if you want to pre-group students into pairs to work on the Formative Assessment Task together.

Organize and Prepare Materials (5 minutes)

Slide 2: Inform students that for this cluster's Formative Assessment, they will work with new maps to answer the cluster's Supporting Question:

Lesson 5: Formative Assessment

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 **How can maps help us learn about where we live?**

Slide 3: Prompt students to take out the listed cluster material that will help them with the task:

- **Political Map**

Slide 4: Remind students of the additional reference tools around the classroom to support their thinking and writing:

- Class Physical Map
- Unit 1, Cluster 1 Inquiry Chart
- Word Wall



Formative Assessment (25
minutes)

STAMP THE KEY LEARNING

The Formative Assessment for Cluster 1 is [Formative Assessment Task](#).

Slide 5: Distribute the [Formative Assessment Task](#) handout, and read the directions aloud.

- Point out the word banks in each section, and encourage students to use them as they are thinking and writing maps.
- Remind students to use the resources they just organized and identified as they work.
- Share that students are welcome to work in pairs to discuss their ideas, but they should each write on their own assessment.



SUPPORT ALL STUDENTS

Students who would benefit from further scaffolding during this task can use the [Formative Assessment Task \(Sentence Frames\)](#) handout.

Lesson 5: Formative Assessment

Prompt students to begin working. Be sure to move around the room to support students, as needed. You can refer to the [Formative Assessment Task \(Teacher Version\)](#) to support this.

Close by collecting students' handouts and any remaining student materials.



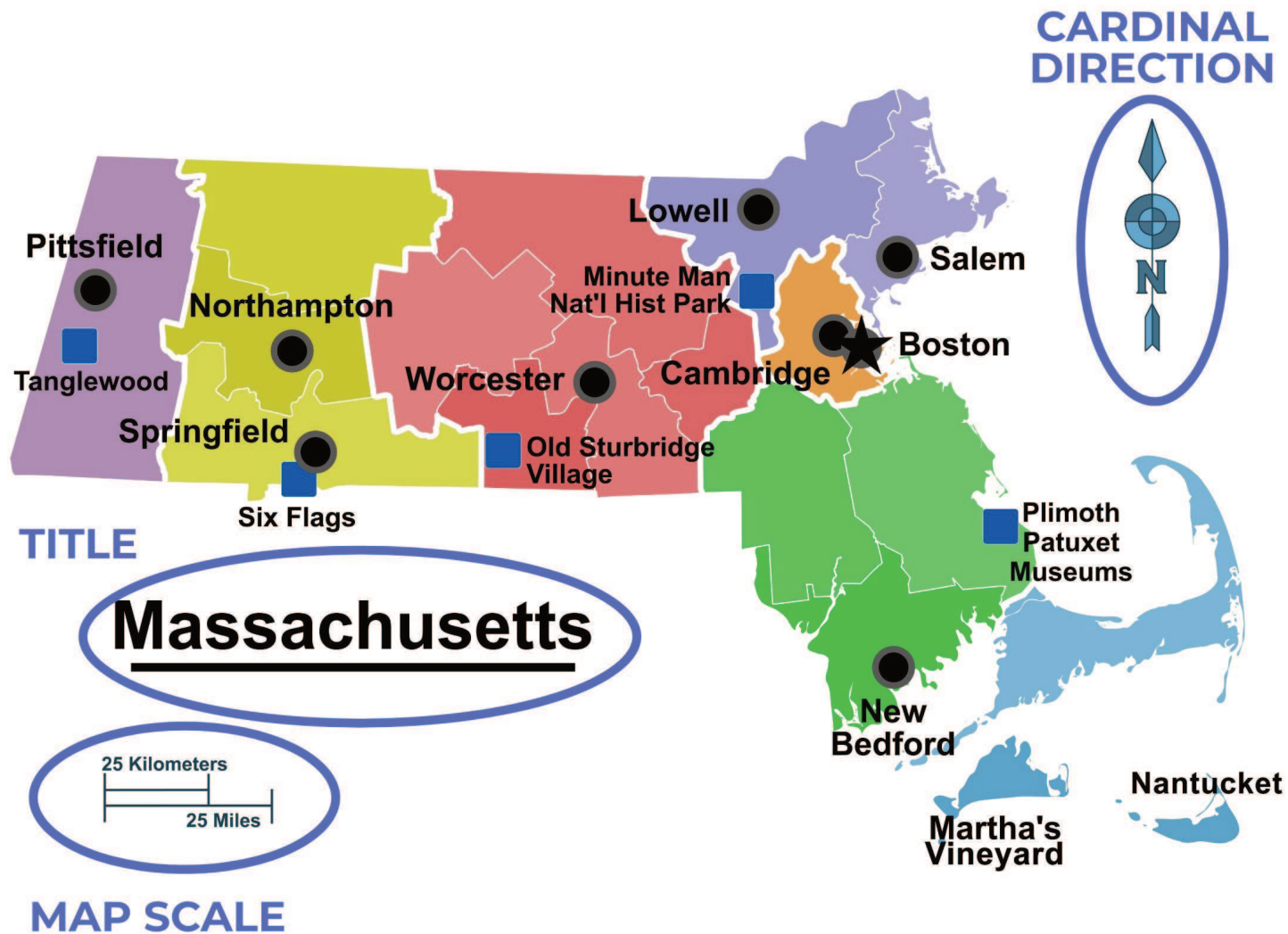
SUPPORT ALL STUDENTS

As students are working on Parts 1 and 2 of the assessment, encourage them to refer to their [Observe Language and Literacy Builder \(3-5\)](#).

Lesson 5: Formative Assessment

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Formative Assessment Task (Teacher Version)



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?

- This is a political map. I know this because it shows borders and cities/towns.

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

- Cardinal directions/compass rose
- Title
- Map scale

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

Student responses will vary. Look for a reference to a specific aspect of the map and reasoning in their writing. Possible responses:

- The map's purpose could be to show important cities/towns and tourist locations in Massachusetts. I think this because cities/towns and places like Six Flags are labeled.
- The purpose of this map could be to teach people about important locations and areas of Massachusetts. I think this because areas of the state are colored differently, and cities/towns are labeled.



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?

- This is a physical map. I know this because it shows land and water forms like rivers and islands.

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	

Student responses will vary. Any labeled land or water form from the map is acceptable. Possible responses:

- Bay
- Cape Cod Bay
- Island
- Martha's Vineyard Island
- Ocean
- Atlantic Ocean
- Rivers

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

Student responses will vary. Look for a reference to a specific aspect of the map and reasoning in their writing. Possible responses:

- The map's purpose could be to show where the rivers in Massachusetts connect or lead to. I think this because of the title of the map and all the water forms that are included.

- The purpose of this map could be to teach people about the geography of Massachusetts and its natural resources. I think this because the map has a lot of information about the rivers in the state.

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

Student responses will vary. Look for specific information from the cluster in student writing. Possible responses:

How can maps share information about a place?

- Physical maps can share information about the land and water forms in an area.
- Maps can share additional information about an image through the title and the legend.
- Maps that use a map scale can share information about the distance between places shown.

What is one question you still have about maps?

- Are there other kinds of maps outside of physical and political maps? If so, what are they called, and why are they used?
- How were maps created before satellites and spacecraft?
- Are there other kinds of map features we didn't learn about yet?

Indigenous Peoples and the Land

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

CONTENTS

Lesson 6

Unit Kickoff

Lesson 7

Cluster 2 Launch

Lesson 8

Giving Thanks

Lesson 9

Wetus

Lesson 10

Putting It Together

Lesson 11

Formative Assessment

Overview

Cluster 2 explores the interconnected relationship between humans, land, water, plants, and animals. The lessons address how Indigenous peoples of the Northeast describe their relationship with the natural world. Students explore picture books, videos, images, and short texts to gain understanding of both overarching Indigenous values and the diversity of Indigenous peoples of the Northeast.

Learning Objectives

By the end of this cluster, students should be able to...

- Explain and give examples of the concept of living in relationship with the land.
- Use learnings from different sources to make a claim about an inquiry question.
- Describe the diversity of Indigenous experiences and perspectives in the Northeast.
- Construct social studies arguments that select relevant information to support claims with evidence from one or more sources (WIDA ELD-SS.2-3.Argue.Expressive).

Vocabulary

TIER 2

gratitude
Indigenous peoples

Cluster Focus Standards

Practice Standards

STANDARD

LESSON(S)

Cluster 2: Indigenous Peoples and the Land

PS 2: Generate questions relevant to multiple aspects of a topic.	6-7, 9-11
PS 6: In response to an inquiry question, respond with a claim based on evidence.	8-11

Content Standards

STANDARD	LESSON(S)
3.T2.2: On a political map of the current United States, locate the New England states (Connecticut, Rhode Island, Massachusetts, New Hampshire, Vermont, and Maine).	8
3.T2.3: Explain the diversity of Native Peoples, present and past, in Massachusetts and the New England region.	7, 11
3.T2.3a: the names of at least three native groups (e.g., Abenaki/Wabanaki, Massachusett, Mohican/Stockbridge, Narragansett, Nipmuc, Wampanoag)	6, 8, 11
3.T2.3b: the locations of tribal territories in the state	6
3.T2.3d: contributions of a tribal group from the area of the school (e.g., language, literature, arts, trade routes, food such as corn, beans, and squash, useful items such as baskets, canoes, wampum, and useful knowledge of medicinal plants, words such as powwow and moccasin, and many names for waterways, hills, mountains, islands and place names, such as the Connecticut and Merrimack Rivers, Mount Wachusett, the Taconic Range, Nantucket, Natick, Seekonk, Agawam, Chicopee)	8-11

Literacy Standards

STANDARD	LESSON(S)
RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	10

Cluster 2: Indigenous Peoples and the Land

RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language pertaining to time, sequence, or cause/effect.	6-7
SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	6-7, 9-10
SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	9
W.3.1: Write opinion pieces on topics or texts, supporting an opinion with reasons.	8, 11

Unit 1, Cluster 2 Inquiry Chart (Teacher Version)

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.	Living in connection with the land is important to the Wampanoag people and is taught in their schools.
Lesson 8: We explored three different text sources to learn about how and why different Indigenous tribes of the Northeast express gratitude.	Many tribes in the Northeast express gratitude for the natural world and how it supports life in different ways.
Lesson 9: We watched a video about wetus and described connections between housing and the land.	The Wampanoag built wetus as shelters in harmony with the land.

LESSON 6

Unit Kickoff

EQ	How have Indigenous peoples lived in the Northeast, past and present?
SQ	How do Indigenous peoples of the Northeast describe their relationship with the land?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Make connections and generate questions about Indigenous peoples of the Northeast.	Engage in collaborative questioning with peers using <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> to ask questions about Indigenous peoples of the Northeast.

LESSON OVERVIEW

Note: The structure of this unit is different due to Cluster 1’s focus on map skill-building. Even though this is the start of Cluster 2, this lesson holds the Unit Kickoff lesson. The focus of Clusters 2, 3, and the Summative Assessment fall under the unit’s Essential Question presented in this lesson.

The purpose of this lesson is to launch the new unit of inquiry through the introduction and exploration of the Essential Question: *How have Indigenous peoples lived in the Northeast, past and present?* Students will begin to build context around Indigenous peoples who live and have lived in the Northeast through close looking at a map and watching a short video clip. Students will then discuss the Essential Question and construct a Know and Wonder Chart.

LESSON STANDARDS

PS 2, 3.T2.3a, 3.T2.3b, RI.3.3, SL.3.1
 See full text of standards in the Cluster Overview.

MATERIALS

- [Lesson 6 Slide Deck](#)
- [Unit 1 Know and Wonder Chart](#)

VOCABULARY

Indigenous peoples

LESSON AT A GLANCE

Component	Time
Launch the Unit and Build the Word Wall	10
Build a Know and Wonder Chart	20

Lesson 6: Unit Kickoff

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Question Language and Literacy Builder \(3-5\)](#): Supports generation of new questions on the Know and Wonder Chart.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for both discussions. Provide a couple of question stems from the LLB for students to use when working on the Know and Wonder Chart.
- Look Fors: Oral responses should use the structures provided in the Question LLB and include simple elaboration of ideas (e.g., adding a familiar adjective to describe a noun).

English Proficiency Levels 3-4:

- Pair students with a language-proficient peer, if possible, for both discussions. Encourage students to choose relevant question stems from the LLB when working on the Know and Wonder Chart.
- Look Fors: Oral responses should include simple sentences using the chosen question stems and some elaboration of ideas (e.g., using new or multiple adjectives, emerging use of clauses).

English Proficiency Levels 5-6:

- Students should readily participate in the discussions and the Know and Wonder Chart work. Students may choose to use the LLB when working on the Know and Wonder Chart.
- Look Fors: Oral responses should elaborate or condense ideas through detailed sentences that use more complex grammatical structures (e.g., linking words or phrases, combined clauses).

Lesson 6: Unit Kickoff

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Cluster 2: Indigenous Peoples and the Land**ADVANCE PREPARATION**

Prepare space in the classroom for the Unit 1 Word Wall.

Prepare the [Unit 1 Know and Wonder Chart](#), or create a Know and Wonder Chart on chart paper for your class. If you create one on chart paper, it should have Unit 1 and the Essential Question at the top with two sections labeled below: "What do you already know?" and "What do you wonder?"

Students will refer to handouts from lessons throughout this unit when it's time to put together what they've learned to answer the Supporting and Essential Questions. Establish (or remind students about) the system they will use to keep their documents for this unit organized in one place, such as a folder or binder.

Prepare to teach this unit by exploring the [Background Brief: Indigenous Peoples of the Northeast](#), which was designed to help you build content knowledge through a variety of resources. The brief also highlights current perspectives and research—along with potential misconceptions and any debates you should know about—so you can present this unit with confidence.

Launch the Unit and Build the Word Wall

(10 minutes)

**CULTURAL COMPETENCE**

Please note that although the state standards and some resources used throughout this unit use the term Native, we will use Indigenous. Using Indigenous speaks to the fact that their ancestors were the original caretakers of the land and avoids references to language used by European colonizers.

Whenever possible, it is preferred to use the specific tribe or nation name of the individual or group. This helps underscore the fact that Indigenous communities are not a monolith. Each tribe and nation has a unique culture including traditions, language, history, and more.

Individuals or particular groups of people who hold these identities may use and prefer Native or American Indian when speaking of themselves generally. It is important to respect personal choices and experiences and use the term(s) they prefer when speaking about or to specific people.

Begin by explaining that the focus of this unit will be on Indigenous peoples who live and have lived in Massachusetts and the Northeast.

Lesson 6: Unit Kickoff

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Cluster 2: Indigenous Peoples and the Land

- Share that while students may have heard or read the words Native or Indian, we will be using the word Indigenous.
- Some resources we use in the unit may use other terms, but in our speaking and writing, we will use Indigenous.

Slide 2: Share that because the unit’s focus is on Indigenous people of the past and the present, this source is a recent video of how members of the Nipmuc Tribe celebrate Indigenous Peoples’ Day.

Play the clip of “Communities across Massachusetts celebrate Indigenous Peoples’ Day” (0:28–1:15).

Slide 3: Introduce the vocabulary word students will need to know for this lesson: *Indigenous peoples*.

- Say the word: *Indigenous peoples*.
- Use the word in context: *There are many different tribes and nations of Indigenous peoples in Massachusetts.*
- Share the student-friendly definition: *the first groups of people to live in an area.*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*

Slide 4: Then pose and read aloud the post-video reflection prompts:

- *What do you think was happening in the video?*
- *Why do you think people were celebrating?*

**LEARN MORE**

To learn more about how different Indigenous groups refer to themselves, and why, the National Museum of the American Indian has a resource, “[The Impact of Words and Tips for Using Appropriate Terminology.](#)”

Lesson 6: Unit Kickoff

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Cluster 2: Indigenous Peoples and the Land

Prompt students to turn and talk about the questions and the source with an elbow partner.

After 1–2 minutes, ask a few student pairs to share their ideas with the whole group. Possible responses:

- Different groups of Indigenous peoples were celebrating Indigenous Peoples' Day.
- They were celebrating their culture and traditions because they are important to them.

Explain to students that in this new unit, they will be learning about how Indigenous peoples in the Northeast have lived, both in the past and in the present. Share with students that there are Indigenous peoples all over the country and in other parts of the world but that here in the Northeast, we honor the Indigenous peoples who first lived here.

Slide 5: Display the map, and read the two prompts aloud: *What kind of source is this? What can it tell us?* Prompt students to turn and talk about the two prompts and the source with an elbow partner.

After 1–2 minutes, ask a few student pairs to share their ideas with the whole group. Possible responses:

- This source is a map.
- It can tell us where in the Northeast different Indigenous peoples live/have lived.

Recap that the map shares the names of some states in the Northeast along with Indigenous nations and tribes that live in the area.

**CULTURAL COMPETENCE**

Depending on your students and their own identities, you might make connections here to Indigenous identities held by people they know in the classroom or school communities.

**CULTURAL COMPETENCE**

Three texts that are highly recommended in order to expand educators' understanding of Indigenous experiences are: [The Common Pot: The Recovery of Native Space in the Northeast](#) by Lisa Brooks, [Elements of Indigenous Style: A Guide for Writing by and about Indigenous Peoples](#) by Gregory Younging, and [Indigenous Children's Survivance in Public Schools](#) by Leilani Sabzalian.

Lesson 6: Unit Kickoff

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Build a Know and Wonder Chart (20 minutes)



CULTURAL COMPETENCE

Please keep an eye and ear out for stereotypes and misconceptions that may arise during this Know and Wonder Chart activity. You can expand your knowledge and understanding of these stereotypes with [Stereotypes: Indigeneity Learning Media](#) (13:44) by PBS Learning Media. While it is not solely focused on the Northeast, you can also use the picture book [We Are Still Here!: Native American Truths Everyone Should Know](#) by Traci Sorell to help prevent, address, and correct any misconceptions that arise.

Slide 6: Introduce the Unit's Essential Question:



How have Indigenous peoples lived in the Northeast, past and present?

Slide 7: Introduce the [Unit 1 Know and Wonder Chart](#) in your chosen format and ask: *What do you already know about how Indigenous peoples have lived in the Northeast, past and present?*

Prompt students to discuss with a new partner or small group. Then ask student groups to share their ideas with the whole class. Be sure to record students' ideas under the Know category, synthesizing common ideas as needed. Possible responses:

- Indigenous peoples have lived in the Northeast for a very long time.
- The Wampanoag are one tribe of Indigenous peoples in Massachusetts.

Then guide student discussion for the "Wonder" section of the chart. Ask: *What do you wonder about how Indigenous peoples have lived in the Northeast, past and present?*

Once again, prompt students to discuss with a new partner or small group. Then ask student groups to share their ideas with the whole class. Be sure to record students' ideas under the Wonder category, synthesizing common ideas as needed. Possible responses:



TEACHING TIP

You can learn more about Know and Wonder Chart work by reading Edutopia's article, "[Using 'Know, Wonder, Learn' to Broaden Students' Learning](#)," and National Geographic's article, "[K-W-L Charts: A Simple Way to Promote Critical Thinking with Young Learners](#)."



SUPPORT ALL STUDENTS

Encourage students to use their [Question Language and Literacy Builder \(3-5\)](#) to support the generation of new questions on the Know and Wonder Chart.

Lesson 6: Unit Kickoff

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Cluster 2: Indigenous Peoples and the Land

- Have the places where different Indigenous tribes and nations lived in the Northeast changed over time?
- What Indigenous tribes or nations live where we live?
- What has stayed the same for Indigenous peoples in the Northeast over time?

Slide 8: Close the lesson by highlighting a few key understandings for students by reading the bullet points aloud. Share that they will learn more about these topics throughout the unit.

Lesson 6: Unit Kickoff

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LESSON 7

Cluster 2 Launch

EQ How have Indigenous peoples lived in the Northeast, past and present?

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

LEARNING OBJECTIVE

Make connections and generate questions about Indigenous peoples of the Northeast's connection to the land.

LANGUAGE OBJECTIVE

Engage in collaborative questioning with peers using *who*, *how*, *what*, *where*, *when*, and *why* to ask questions about Indigenous peoples of the Northeast's connection to the land.

LESSON OVERVIEW

This lesson serves as an entry point to the cluster's focus on how Indigenous peoples of the Northeast describe their relationship with the land. Students begin by exploring the core principles shared by the Weetumuw School in Mashpee, Massachusetts. Students then participate in the Launching the Question routine and engage with the Cluster 2 Inquiry Chart and Supporting Question as they discuss additional questions that may need to be answered in the Unit. The lesson closes with students making observations outdoors, looking for patterns and connections to bring them closer to having their own relationship with the land.

LESSON STANDARDS

PS 2, 3.T2.3, RI.3.3, SL.3.1

See full text of standards in the Cluster Overview.

MATERIALS

- [Lesson 7 Slide Deck](#)
- [Outdoor Observations](#)
- [Cluster 2 Inquiry Chart](#)

LESSON AT A GLANCE

Component	Time
Launching the Question	15
Outdoor Observations	15
Optional Extensions	30

Lesson 7: Cluster 2 Launch

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Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Question Language and Literacy Builder \(3-5\)](#): Supports generation and prioritization of questions during the Launching the Question routine.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for both discussions. Provide a couple of question stems from the LLB for students to use when engaging in the Launching the Question routine.
- Look Fors: Oral responses should use the structures provided in the Question LLB and simple elaboration of ideas (e.g., adding a familiar adjective to describe a noun).

English Proficiency Levels 3-4:

- Pair students with a language-proficient peer, if possible, during the discussions. Encourage students to choose relevant question stems from the LLB when engaging in the Launching the Question routine.
- Look Fors: Oral responses should include simple sentences using the chosen question stems and some elaboration of ideas (e.g., using new or multiple adjectives, emerging use of clauses).

English Proficiency Levels 5-6:

- Students should readily participate in the discussions and the Launching the Question routine. Students may choose to use the LLB when brainstorming questions.
- Look Fors: Oral responses should elaborate or condense ideas through detailed sentences that use more complex grammatical structures (e.g., linking words or phrases, combined clauses).

Lesson 7: Cluster 2 Launch

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Cluster 2: Indigenous Peoples and the Land



ADVANCE PREPARATION

Have the Unit 1 Know and Wonder Chart from Lesson 6 easily accessible.

Decide if you will create this cluster's Inquiry Chart on chart paper or digitally using the [Cluster 2 Inquiry Chart](#) and how you'll maintain separate copies for each class period, if relevant.

Also consider how you will support engagement with the Inquiry Chart:

- How will you facilitate each cluster's chart and ensure it stays in a visible location for students to reference?
- How will you support questioning and/or discussion? Some options include sticky notes, dry erase boards, digital sharing, or talk protocols. See the Guidebook for a bank of strategies.
- How will you make the Inquiry Chart a collaborative experience to ensure students are codeveloping the "What questions will we ask?" and the "What did we learn?" responses? *Remember, each chart should reflect the voice and language of your students.* See the Guidebook for more guidance on facilitating the Inquiry Chart.
- How will you display or store each cluster chart for easy access at the beginning, middle (if it's a long cluster), and end of every cluster?



Launching the Question (15 minutes)

SPARK CURIOSITY

Slide 2: Begin by revisiting the tribal territories map from the previous lesson, and point to the Wampanoag territory. Share with students that in the lesson, students will be learning from a school that is run by the Mashpee Wampanoag Tribe, one of the Indigenous tribes here in the Northeast.

Slide 3: Then introduce students to the Weetumuw School by pointing out where Mashpee is located on the map.

Slide 4: Read the introductory text on the slide, and click on the link. Navigate to the bottom of the page to the section, "Nuwtahkeemôwuneamun: Connecting with our Land."

- Read the two paragraphs aloud to students, pausing as needed for clarification.
- Then guide the students to look closely at the photographs.

Lesson 7: Cluster 2 Launch

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Cluster 2: Indigenous Peoples and the Land

Slide 5: Prompt students to generate questions by asking: *What questions do you have about the Weetumuw School and their connection to the land?*

Remind students that in this process, they will:

- Work together to ask as many questions as they can.
- Save discussing or answering for another time.

Provide 2–3 minutes for students to ask questions. Record them verbatim on chart paper or a dry-erase board.

Slide 6: Then ask: *What questions do you have about how other Indigenous peoples of the Northeast connect to the land?*

Again, provide 2–3 minutes for students to ask questions. Record them verbatim on chart paper or a dry-erase board.

INTRODUCE THE SUPPORTING QUESTION AND ELICIT INITIAL THINKING

Slide 7: Introduce the Cluster 2 Supporting Question:



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

- If students need additional support in understanding the question, prompt students to identify the question word, any words they may already know within the Supporting Question, and/or unfamiliar vocabulary.

Slide 8: Prioritize questions: Explain to students that they will now work with a partner to determine which questions might be most useful in helping them learn about and understand the Supporting Question.

Review the directions on the slide for prioritizing questions.

- Which question could help answer the Supporting Question?
- Explain your reason to your partner.
- Switch!



SUPPORT ALL STUDENTS

Encourage students to use their [Question Language and Literacy Builder \(3-5\)](#) to support the generation of questions during the Launching the Question routine.



LEARN MORE

To learn more about building students' inquiry through questioning, you can read "[Creating a Culture of Questioning: Inquiry in Lower Elementary](#)" by Teaching Channel or watch "[The QFT for Primary Source Learning](#)" (0:00–6:41) by Right Question Institute.



LEARN MORE

Investigating History's Launching the Question routine is adapted from the Question Formulation Technique (QFT) created by the Right Question Institute (RQI). You can visit their [website](#) for more information about their work.

Lesson 7: Cluster 2 Launch

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Cluster 2: Indigenous Peoples and the Land

Prompt students to discuss and prioritize questions for 2–3 minutes. Star or mark the top three on the chart paper once a decision has been made.

DEVELOP THE INQUIRY CHART

Slide 9: Introduce the cluster’s Inquiry Chart, and point out the “What questions will we ask?” section. Then add the class’s three to four priority questions to the “What questions will we ask?” section of the Inquiry Chart.

PREVIEW THE LEARNING AHEAD

Share with students that in this cluster, they will use photographs, videos, articles, and books to explore how Indigenous peoples of the Northeast describe their relationship with the land using the Supporting Question and priority questions they identified as their guide.

Outdoor Observations (15 minutes)

Slide 10: Introduce the role of observing as a way to build connections.

- Explain that they will put what they learned today into practice and connect with nature by closely observing what they see, hear, smell, and feel outdoors.
- They will then connect to what they learned about the Weetumuw School’s value of connecting with their land and describe how using their senses helped them connect to the land.

Slide 11: Distribute the [Outdoor Observations](#) to students, and ensure they each have a clipboard and writing utensil. Read the prompts to students to frame their task before you go outdoors.

Bring students outdoors, and provide them time to observe using their senses and record their observations on their handouts.

Encourage students to sit spaced out from one another to allow them a quiet space and time to observe.

**MAKE CONNECTIONS**

For more in-depth information and lesson content regarding different Indigenous tribes’ ways of life, past and present, check out Discovering Justice’s [“Life Long Ago” lesson](#).

**SUPPORT ALL STUDENTS**

Provide the [Outdoor Observations \(Icon Prompts\)](#) to any student who would benefit from icon prompts and the option to visually record their observations.

**TEACHING TIP**

If needed, you can extend the outdoor observation time to another class period or spread this lesson over two days.

Lesson 7: Cluster 2 Launch

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Cluster 2: Indigenous Peoples and the Land

At the end of class, collect students' materials, and let them know that they will continue thinking about the connection between people and the natural world in the next lesson.

Optional Extensions (30 minutes)

There are several ways that you can extend this lesson's learnings with students:

- Engage in a read-aloud of [Walking Together](#) by Elder Albert D. Marshall and Louise Zimanyi. The link brings you to the publisher's page, which offers many options for purchase. You can also use your local library to locate a physical copy or find a video read-aloud online.
- Give students additional time outside to record their observations, or have them observe over the course of several days to see if there are any changes in what they see, hear, smell, and feel.
- Lead a connections discussion where students share the observation they enjoyed the most and explain why. Then ask students what connections there were between their observations and their peers'. For example, "I saw a bird, and my classmate heard the bird."
- Build connections between science and social studies through a plant study. Plant different seeds or other kinds of plants in the school garden or in your classroom, and have students keep observation journals to record their changes and growth over time.

**CULTURAL COMPETENCE**

If you use this text with students, be sure to share with students that author Elder Albert D. Marshall is from the Mi'kmaq Nation in the Northeast of Canada, in Nova Scotia. The illustrator Emily Kewageshig is from the Saugeen First Nation, also in Canada. Explain that while these book creators are not from Indigenous nations of the Northeast of the United States, their book does share important connections to how they live in relationship with the land.

**CULTURAL COMPETENCE**

If leading a connections discussion, keep in mind that sometimes harmful stereotypes can come from the practice of engaging in nature. Be mindful of students' reactions and responses to one another, and ensure that students' beliefs, practices, and spiritual ways of being are respected.

Lesson 7: Cluster 2 Launch

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LESSON 8

Giving Thanks

EQ How have Indigenous peoples lived in the Northeast, past and present?

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

LEARNING OBJECTIVE

Identify ways Indigenous peoples of the Northeast express gratitude and describe their relationship with the land.

LANGUAGE OBJECTIVE

Explain in a written response how Indigenous peoples of the Northeast describe their relationship with the land, using information from multiple sources.

LESSON OVERVIEW

In this lesson, students explore Indigenous peoples of the Northeast's perspectives on expressing gratitude for the Earth. Students begin by engaging in the Build the Word Wall routine for the word *gratitude*. Students then explore different examples of Indigenous peoples in the Northeast's gratitude practices and take notes. Finally, they engage in a Give One, Get One discussion to develop a claim based on evidence about why Indigenous peoples of the Northeast express gratitude.

LESSON STANDARDS

PS 6, 3.T2.2, 3.T2.3a, 3.T2.3d, W.3.1

See full text of standards in the Cluster Overview.

MATERIALS

- [Lesson 8 Slide Deck](#)
- [The Role of Gratitude](#)
- [The Role of Gratitude \(Teacher Version\)](#)

VOCABULARY

gratitude

LESSON AT A GLANCE

Component	Time
Introduction and Build the Word Wall	5
Gratitude Practices	25

Lesson 8: Giving Thanks

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Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [The Role of Gratitude \(Word Bank\)](#): Supports creation of claim responses about gratitude with key words.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Direct students to use specific words from the word bank to support their writing about each tribe. If possible, pair students with a language-proficient peer for the Give One, Get One discussion.
- Look Fors: Writing on the handout should include single words or short phrases that use the provided sentence frames.

English Proficiency Levels 3-4:

- Pair students with a language-proficient peer, if possible, during the Give One, Get One discussion. Encourage students to choose words from the word bank to support their writing.
- Look Fors: Writing on the handout should include phrases and simple sentences that use the provided sentence frames with some reference to the sources.

English Proficiency Levels 5-6:

- Students should be able to participate in the activities independently.
- Look Fors: Writing on the handout should include compound sentences and reference the sources.

Introduction and Build the Word Wall (5 minutes)

Slide 2: Begin by asking students to consider the following questions:

- *What does it mean to be thankful?*
- *What is something that you are thankful for?*

Have students share out their ideas popcorn-style, and guide students to listen for commonalities or connections between their responses.



LEARN MORE

[The Morning Address](#) is said in the Mashpee Wampanoag Weetumuw School. The school community uses it to give thanks daily and express core Wampanoag values.

Lesson 8: Giving Thanks

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Cluster 2: Indigenous Peoples and the Land

Slide 3: Then let them know that being thankful is a synonym for a new vocabulary word students will need to know for this lesson: *gratitude*.

- Say the word: *gratitude*.
- Use the word in context: *I expressed gratitude for the birthday gifts I received by writing thank-you notes.*
- Share the student-friendly definition: *the experience of being thankful.*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*

Add *gratitude* to the Word Wall.

Gratitude Practices (25 minutes)

Slide 4: Provide some background and framing for students about the Aquinnah Wampanoag by reading the text on the slide aloud.

- Then distribute the [The Role of Gratitude](#) to students, and read the directions aloud.
- Explain that they will watch a video together to learn about how and why the Aquinnah Wampanoag express gratitude.

Slide 5: Play the video “Cranberry Day: Traditional Harvest Festivals” (0:00–4:10) by the National Museum of the American Indian.

Slide 6: Ask: *What is Cranberry Day, and why is it important to the Wampanoag?*

- Have students discuss with an elbow partner for about a minute and then call on a few pairs to share with the whole group.
- As students share out, prompt them to record one response on their handout. You can refer to the [The Role of Gratitude \(Teacher Version\)](#) to support student responses.



SUPPORT ALL STUDENTS

Be sure to provide the [The Role of Gratitude \(Word Bank\)](#) to students who would benefit from having key terms when forming and recording their ideas.



CULTURAL COMPETENCE

The Wampanoag of Gay Head (Aquinnah)’s website [Ancient Ways](#) provides additional information about historical and present-day Cranberry Day celebrations.

Lesson 8: Giving Thanks

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Cluster 2: Indigenous Peoples and the Land

- If students need support with note-taking, you can record student responses on the board for them to choose from and copy down on their handouts.

Then ask: *How is Cranberry Day connected to expressing gratitude?*

- Repeat the process above, having students discuss, share, and record their response to the question.

Slide 7: Introduce the text source, explaining that these are quotes from Cassius Spears Jr., who is a member of a different Indigenous tribe in the Northeast, the Narragansett Tribe.

- Read the two quotes aloud.
- Ask for 1–2 student volunteers to summarize how and why Cassius Spears and the Narragansett Tribe express gratitude.

Slide 8: Explain that Part 2 of their handout will be done in a Give One, Get One format.

- Read the directions and then question aloud: *What is one way Indigenous peoples of the Northeast describe their relationship with the land? How do you know?*
- Prompt students to take a moment to think back on what they learned today and jot down their ideas on their handout.
- Signal for students to find a partner.
- Have students take turns listening to each other's ideas, adding to their handouts as needed.
- Signal for students to find a different partner.
- Once again, have students take turns listening to each other's ideas, adding to their handouts as needed.

After two pairings and share-outs, bring the class back together as a whole group.

- Then ask for a few students to share what they said and what they heard.
- Again, you can refer to the [The Role of Gratitude \(Teacher Version\)](#) to support this discussion and students' claims based on evidence from the lesson.

**CULTURAL COMPETENCE**

The Tomaquag Museum's "[Strawberry Thanksgiving](#)" (5:32) video is another example of Narragansett traditions of gratitude.

**CULTURAL COMPETENCE**

For other descriptions of how Wampanoag specifically give thanks, both in the past and presently, refer to pages 73–74 in [If You Lived During the Plimoth Thanksgiving](#). You can also read [Keepunumuk: Weeâchumun's Thanksgiving Story](#), which has detailed information at the back of the text about Wampanoag traditions, feasts, and traditions of giving thanks.

Lesson 8: Giving Thanks

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Name: _____ Date: _____

The Role of Gratitude (Teacher Version)

Part 1

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

Student responses will vary. Look for inclusion of specific information and vocabulary from the video source in their writing. Possible responses:

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

- Cranberry Day is a tradition of the Wampanoag where they harvest cranberries. It is important because it is a holiday where they show appreciation for the cranberry harvest and celebrate together.
- Cranberry Day is an important holiday for the Wampanoag because they can gather together and show appreciation for the cranberry harvest.

How is Cranberry Day connected to expressing gratitude?

- Cranberry Day is a way to show thanks for the harvest and the crop cycles.
- Cranberry Day is connected to expressing gratitude because it is a tradition that connects the Wampanoag to their ancestors and what they learned from them.

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.

Student responses will vary. Look for claims that include information or evidence from the lesson’s sources.

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

- One way they describe their relationship with the land is their respect for the animals that give them food. I know this because the text source said they talk to animals and ask for their help to get through the winter.
- One way Indigenous peoples of the Northeast describe their relationship with the land is by talking about traditions like Cranberry Day. This tradition is connected to the plants they grow and the fruit they harvest. It is also a time when they are working on the land and spending time with family and their community. I know this because the video source shared about Cranberry Day traditions.

LESSON 9

Wetus

EQ How have Indigenous peoples lived in the Northeast, past and present?

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

LEARNING OBJECTIVE

Identify key information about wetus and what they can tell us about the Wampanoag's relationship with the land.

LANGUAGE OBJECTIVE

Apply new information about wetus by answering questions about the Wampanoag's relationship with the land, in discussion and in writing.

LESSON OVERVIEW

This lesson introduces students to wetus and how the Wampanoag made them. Students engage in the Investigating Sources routine and observe photographs and watch a video of a wetu in construction. As they do, they record information on a note catcher handout. Students then use information they learned to form a claim in response to a question about how wetus reflected the Wampanoag's relationship with the land.

LESSON STANDARDS

PS 2, PS 6, 3.T2.3d, SL.3.1, SL.3.2

See full text of standards in the Cluster Overview.

MATERIALS

- [Lesson 9 Slide Deck](#)
- [Wetus Note Catcher](#)
- [Wetus Note Catcher \(Teacher Version\)](#)

LESSON AT A GLANCE

Component	Time
Introduction	5
Investigating Sources	25

Lesson 9: Wetus

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Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Wetus Note Catcher \(Sketches\)](#): Supports note-taking with written and visual options.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- If possible, provide a translation of key portions of the video clips or play with subtitles. Direct students to use sketches or write in their home language on their notes organizer.
- Look Fors: Writing in the notes catcher should include single words or images in response to the prompts.

English Proficiency Levels 3-4:

- If possible, provide a translation of the video clips or play with subtitles. Encourage students to use a combination of sketches and writing on their notes organizer.
- Look Fors: Writing in the note catcher should include phrases and simple sentences with some specific reference to the sources.

English Proficiency Levels 5-6:

- Students should be able to participate in the activities independently.
- Look Fors: Writing in the note catcher should include compound sentences with specific reference to the sources.

Introduction (5 minutes)

Slide 2: Begin by asking students to connect to prior knowledge or past experiences.

Ask: *Have you ever seen a new house or building being built in your neighborhood? What is one of the first things that happens?*

Have students think for about a minute, using the image on the slide to support them. Then have them turn to an elbow partner and share their ideas with one another. Finally, ask a few students to share with the whole group. Possible responses:

- They tear down what was there before.
- They bring in new materials or items from other places to build.

Lesson 9: Wetus

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Cluster 2: Indigenous Peoples and the Land

- Trees, plants, or other buildings are sometimes taken down to make room for the new building or home.

Explain that the current practice of land clearing is in contrast with what students will learn today about how the Wampanoag built wetus.

**Investigating Sources** (25 minutes)**INTRODUCE PURPOSE AND PROCESS**

Slide 3: Explain to students that in their social studies classes, they will use a routine called Investigating Sources. This routine is used with different types of sources (videos, texts, photographs, etc.) and follows three steps:

- **Observe:** In this step, students skim the source and try to determine what kind of information the source shares.
- **Read:** In this step, students look closely to identify core ideas, evidence, and important details that the source provides.
- **Connect:** In this step, students use evidence from the source to draw conclusions or answer a core question.

Explain that they will work together today to use this routine to learn about how the Wampanoag built homes called wetus in the past and why.

OBSERVE THE DOCUMENT'S FEATURES

Distribute the [Wetus Note Catcher](#), and read the directions aloud. Have students put their finger on the Observe section of the handout.

Slide 4: Share that these are photographs of wetus. Then pose the two questions: *What do you notice about these two images? What questions do you have about what you see?*

Give students 1–2 minutes to look at the photographs and record their thinking on their handouts.

- Then ask 3–4 students to share their observations using the Add On strategy.

**CULTURAL COMPETENCE**

For a description of how the Wampanoag built wetus, as well as other details of their daily life, refer to pages 42–46 in [If You Lived During the Plimoth Thanksgiving](#) and the [Plimoth/Patuxet website](#).

**SUPPORT ALL STUDENTS**

Provide the [Wetus Note Catcher \(Sketches\)](#) for students who would benefit from taking notes both through drawing and writing.

Lesson 9: Wetus

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Cluster 2: Indigenous Peoples and the Land

- Once the first student has shared, model the next response starting with “I have another noticing...” or “Another question I have is...”
- Encourage students to add to their notes as they hear from their peers.

READ THE DOCUMENT

Slides 5–6: Share that while Wampanoag people no longer live in wetus, they do use them for cultural and educational practices.

- Have students put their finger on the Read (Clips 1 and 2) section of their handout.
- Then play the two clips of “Annawon Weeden—Wampanoag” (0:00–1:10) and (4:37–5:34) by Bostonharborislands.

Once again, give students 1–2 minutes to reflect on what they saw and heard and record their thinking on their handouts.

- Then ask 3–4 students to share their responses using the Add On strategy.
- Once the first student has shared, model the next response starting with “I have another idea...” or “A different piece of information I heard was...”
- Encourage students to add to their notes as they hear from their peers.
- You can refer to the [Wetus Note Catcher \(Teacher Version\)](#) to support students throughout this activity.

Slide 7: Have students put their finger on the Read (Clip 3) section of their handout. Then play the clip of “Annawon Weeden—Wampanoag” (1:31–2:13) by Bostonharborislands.

One final time, give students 1–2 minutes to reflect on what they saw and heard and record their thinking on their handouts.

- Then ask 3–4 students to share their responses using the Add On strategy.
- Once the first student has shared, model the next response starting with “I have another idea...” or “A different piece of information I heard was...”
- Encourage students to add to their notes as they hear from their peers.

**TEACHING TIP**

If your students are new to note-taking, consider projecting or posting a large version of the note catcher on chart paper and modeling, writing down the evidence along with the students as you play the video.

**CULTURAL COMPETENCE**

Two additional videos that can give students a deeper understanding of wetus are ["Wampanoag Wetu"](#) (2:12) by Heritage Museums and ["Wetu: 2020 Construction of a Traditional Wampanoag Home"](#) (10:52) by Eastham 400.

Lesson 9: Wetus

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Cluster 2: Indigenous Peoples and the Land**CONNECT TO OUR QUESTION**

Slide 8: Lastly, have students put their finger on the Connect section of their handout. Pose the question: *What is an example of the Wampanoag's connection to the land that you saw in the photos and/or video source?*

Prompt students to look back at the information they recorded on their handouts and write their response. After a few minutes, invite 2–3 students to share their ideas with the whole group.

- Encourage students to add to their handouts as they hear different ideas or information from their peers.
- Again, you can use the Teacher Version to support students' work.

Close by collecting students' handouts and informing them that the next class will continue this focus on the relationship with the land.

Lesson 9: Wetus

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Name: _____ Date: _____

Wetus Note Catcher (Teacher Version)

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

Observe:

Student responses will vary. Look for responses that refer to specific aspects of the photographs. Possible responses:

What do you notice about these two images?

- The buildings are surrounded by trees.
- One structure is smaller than the other.
- They both look like they're made of wood and sticks.
- They have an entrance/exit on one side.

What questions do you have about what you see?

- When did the Wampanoag build these?
- When did the Wampanoag stop living in wetus?
- What specific materials did they use?
- Where specifically are these wetus, and what are they used for today?

Read (Clips 1 and 2):

Student responses should include at least one example listed below:

What materials were used to make wetus, and why?

- Bark
- Cedar poles
- Atlantic white cedar
- Hemlock
- Poplar
- Tulip poplar/yellow poplar
- These materials were used in the spring because you can bend them, and they won't snap.
- These materials are used because they are flexible.

Read (Clip 3):

Student responses should include at least one example listed below:

Where were wetus built, and why?

- By the ocean because wetus were summer housing for the Wampanoag
- Within a mile of the ocean/shore because wetus were near planting sites and the most fertile soil

Connect:

Student responses will vary. Look for specific information from the lesson in their writing. Possible responses:

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

- An example of the Wampanoag's connection to the land that I saw in the source was how the Wampanoag understood the different qualities of plants like cedar trees and how they changed throughout the year.
- One example I saw was how the Wampanoag lived in sync with the seasons, moving to wetus in the summer months.
- An example I saw in the video source was that the Wampanoag built their lives around what they knew about plants, seasons, and the land they lived on. Wetus are an example of that.

LESSON 10

Putting It Together

EQ How have Indigenous peoples lived in the Northeast, past and present?

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

LEARNING OBJECTIVE

Synthesize new learning about how Indigenous peoples of the Northeast describe their relationship with the land.

LANGUAGE OBJECTIVE

Engage in a collaborative discussion to explain how Indigenous peoples of the Northeast describe their relationship with the land using information learned and evidence from cluster sources.

LESSON OVERVIEW

In this Putting It Together lesson, students explore one more example of how Indigenous peoples of the Northeast describe their relationship with the land through the Three Sisters story. They then reflect upon the cluster's Supporting Question and engage in synthesizing the evidence gathered from the cluster. The whole group works together to discuss ideas and develop the Unit 1, Cluster 2 Inquiry Chart.

LESSON STANDARDS

PS 2, PS 6, 3.T2.3d, RI.3.2, SL.3.1

See full text of standards in the Cluster Overview.

MATERIALS

- [Lesson 10 Slide Deck](#)
- [Cluster 2 Inquiry Chart \(Teacher Version\)](#)
- [Cluster 2 Inquiry Chart](#)
- Lesson 6: Unit 1 Know and Wonder Chart
- Lesson 7: Outdoor Observations
- Lesson 8: The Role of Gratitude
- Lesson 9: Wetus Note Catcher

LESSON AT A GLANCE

Component	Time
Explore the Three Sisters Story	10
Putting It Together	20

Lesson 10: Putting It Together

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Cluster 2: Indigenous Peoples and the Land**Plan for English Learner Success**

The following scaffolds can support all students in achieving the lesson objectives:

- [Connect Language and Literacy Builder \(3-5\)](#): Supports making connections between sources, previous learning, and inquiry questions.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for the Inquiry Chart discussion. Choose a couple of sentence starters from the LLB for students to use in their responses.
- Look Fors: Oral responses should use the structures provided in the LLB and simple elaboration of ideas (e.g., adding a familiar adjective to describe a noun).

English Proficiency Levels 3-4:

- If possible, pair students with a language-proficient peer for the Inquiry Chart discussion. Guide students to use the far left columns of the LLB during the discussion.
- Look Fors: Oral responses should use structures provided in the LLB and include simple sentences with some elaboration of ideas (e.g., using new or multiple adjectives, emerging use of clauses) about the cluster's Supporting Question.

English Proficiency Levels 5-6:

- If needed, students can refer to the LLB during the discussion and Inquiry Chart work.
- Look Fors: Students should readily participate in the discussion. Responses should use detailed and complex sentences (e.g., linking words or phrases, combined clauses) when addressing the cluster's Supporting Question.

**ADVANCE PREPARATION**

Have the class's charts and cluster materials listed above easily accessible for student reflection and discussion.

Lesson 10: Putting It Together

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Explore the Three Sisters Story (10 minutes)

Slide 2: Share with students that today, they will hear one more way that some Indigenous peoples of the Northeast connect with the land.

- Read the text on the slide.
- Ask for three volunteers to locate and point out each plant in the image: squash on the bottom, beans growing up the corn stalks, and corn in the center.
- Explain that these three plants are often called the Three Sisters.

Slide 3: Explain that they will now watch a short video that talks about the Three Sisters story and what it represents.

- Prompt students to listen for what specific tribes or nations are mentioned and how the video describes their relationship with the land.
- Then play the “Story of the Three Sisters” (1:14) video by Molly of Denali - PBS Kids.

Slide 4: Ask: *How is the Three Sisters story an example of Indigenous peoples of the Northeast's relationship with the land?* Prompt students to turn to an elbow partner and discuss their ideas. Then ask for a few students to share with the whole group.



MAKE CONNECTIONS

If a class would like to grow their own Three Sisters garden, instructions can be found in this video from Living Classroom: "[Three Sisters Garden Method](#)" (4:26). Detailed directions can be found in a lesson plan: [Three Sisters Garden](#) from [kidsgardening.org](#). If you grow a Three Sisters garden, it will likely not be big enough for the corn to be pollinated by the wind. This will result in few kernels of corn on the cobs. See this video from Epic Gardening on how to hand pollinate the corn: "[Hand-Pollinating Corn](#)."



CULTURAL COMPETENCE

To explore the story of the Three Sisters further with students, you can view the full Molly of Denali episode, "[Truth, Trust, and Harvest](#)" (25:48) and WCVB's article and video (0:00-3:36), "[The Harvest with Citizens of the Mashpee Wampanoag Nation](#)."

Lesson 10: Putting It Together

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Cluster 2: Indigenous Peoples and the Land**CULTURAL COMPETENCE**

For details about how the Wampanoag peoples used ancestral knowledge and companion farming prior to European contact, refer to pages 47–51 in [If You Lived During the Plimoth Thanksgiving](#).

**Putting It Together** (20 minutes)

Explain that for the rest of the class, students are going to return to the Cluster 2 Supporting Question and “put together” what they have learned so far about Indigenous peoples of the Northeast’s relationship with the land.

Slides 5–6: Present the **Unit 1 Cluster 2 Inquiry Chart** that the class created in Lesson 7, and remind students of the Cluster 2 Supporting Question:



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

SUMMARIZE OUR LEARNING AND SHARE OUR INITIAL THINKING

Read the lesson summaries for the cluster in the “What did we do?” column aloud. If time allows, you can ask students for additional important activities or experiences they remember from the cluster.

Slides 7–8: Then, briefly review and summarize the resources that were used in the cluster. You can also take a few minutes and have students organize their materials and handouts as you name them.

SYNTHESIZE OUR IDEAS AND ANSWER THE SUPPORTING QUESTION

Then ask: *What did we learn that helps us answer our Supporting Question?*

Give students time to discuss in a Think-Pair-Share format. Guide them to support their assertions with specific evidence

**TEACHING TIP**

You know your students best, so for any chart work throughout the unit, feel free to decide if it will be filled out by you transcribing students’ responses or students writing on sticky notes to put on the chart.

Lesson 10: Putting It Together

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Cluster 2: Indigenous Peoples and the Land

and examples. Ask probing questions to help students reach key takeaways of the cluster. Possible responses:

- Living in connection with the land is important to the Wampanoag people and is taught in their schools.
- Many tribes in the Northeast, like the Mashpee Wampanoag and the Narragansett Tribe, express gratitude for the natural world and how it supports life in different ways.
- In the past, the Wampanoag used materials from the land to built wetus.

When student groups share with the whole class, record their responses in the “What did we learn?” column of the Inquiry Chart.

RETURN TO THE INQUIRY CHART

Finally, revisit the questions students added under the Supporting Question in Lesson 7 as part of their Launching the Question routine, as well as questions from the Wonder column of the **Unit 1 Know and Wonder Chart** from Lesson 6.

Ask: Have any of these questions been answered? Have any new questions come up?

Give students a few minutes to share their thinking and ideas with the whole group.

Close by letting students know that the final step of the Putting It Together routine, “Stamp the Key Learning,” will occur through the Formative Assessment in the next lesson.

**SUPPORT ALL STUDENTS**

Encourage students to refer to their [Connect Language and Literacy Builder \(3-5\)](#) as they work on their responses during this activity.

Lesson 10: Putting It Together

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LESSON 11

Formative Assessment

EQ How have Indigenous peoples lived in the Northeast, past and present?

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

LEARNING OBJECTIVE

Explain two ways Indigenous peoples of the Northeast describe their relationship with the land using specific examples from the cluster.

LANGUAGE OBJECTIVE

Make a claim about how Indigenous peoples of the Northeast describe their relationship with the land, in writing, using two examples from the cluster.

LESSON OVERVIEW

In this lesson, students use learnings and information from the cluster to write a detailed statement that answers the Supporting Question: *How do Indigenous peoples of the Northeast describe their relationship with the land?* Students begin by identifying and organizing resources from the cluster. They then work on creating their written statements.

LESSON STANDARDS

PS 2, PS 6, 3.T2.3, 3.T2.3a, 3.T2.3d, W.3.1

See full text of standards in the Cluster Overview.

MATERIALS

- [Lesson 11 Slide Deck](#)
- [Formative Assessment Task](#)
- [Formative Assessment Task \(Teacher Version\)](#)
- Lesson 7: Outdoor Observations
- Lesson 8: The Role of Gratitude
- Lesson 9: Wetus Note Catcher

LESSON AT A GLANCE

Component	Time
Organize and Prepare Materials	10
Formative Assessment	20
Optional Extension: Caring for the Earth	20

Lesson 11: Formative Assessment

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Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Formative Assessment Task \(Sentence Starters\)](#): Supports the construction of written responses.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Choose accessible words from the word bank for students to use along with the provided sentence starters.
- [Look Fors](#): Writing on the assessment should include single words or short phrases added to the sentence starters that refer to cluster learning. Some key words from the word bank should be included.

English Proficiency Levels 3-4:

- Encourage students to use the word bank and sentence starters to support their written responses.
- [Look Fors](#): Writing on the assessment should use the provided sentence starters and include phrases and simple sentences that address the two questions. Multiple key words from the word bank should be included.

English Proficiency Levels 5-6:

- Students can choose to use the provided sentence starters for sentence construction.
- [Look Fors](#): Writing on the assessment should include compound sentences that clearly describe two examples/learnings from the cluster. Several key words from the word bank should be included.



ADVANCE PREPARATION

Ensure that the Unit 1, Cluster 2 Inquiry Chart and necessary student materials from previous lessons listed above are accessible for student reference and discussion.

Organize and Prepare Materials (10 minutes)

Slide 2: Inform students that for this cluster's Formative Assessment, they will write a detailed statement that answers the Supporting Question:

Lesson 11: Formative Assessment

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Cluster 2: Indigenous Peoples and the Land



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

Slide 3: Prompt students to take out the listed cluster materials that will help them create their statement:

- **Outdoor Observations**
- **The Role of Gratitude**
- **Wetus Note Catcher**

Slide 4: Remind students of the additional reference tools around the classroom to support their thinking and writing:

- Unit 1, Cluster 2 Inquiry Chart
- Word Wall
- Unit 1 Know and Wonder Chart



CULTURAL COMPETENCE

Be sure to reinforce students' understanding that it is important not to generalize Indigenous peoples. Remind students that in these materials, they recorded information about specific people and Indigenous communities who might not represent everyone in those nations or tribes.



Formative Assessment (20 minutes)

STAMP THE KEY LEARNING

The Formative Assessment for Cluster 2 is [Formative Assessment Task](#).

Slide 5: Distribute the [Formative Assessment Task](#) handout, and read the directions aloud.

- Point out the word bank, and encourage students to use it as they are thinking about the prompts and writing their responses.
- Remind students to use the resources they just organized and identified as they work.

Prompt students to begin working. Be sure to move around the room to support students as needed. You can refer to the [Formative Assessment Task \(Teacher Version\)](#).

Close by collecting students' Formative Assessment Task handouts and any remaining student materials.



SUPPORT ALL STUDENTS

Students who would benefit from further scaffolding during this writing task can use the [Formative Assessment Task \(Sentence Starters\)](#) handout.

Lesson 11: Formative Assessment

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Optional Extension: Caring for the Earth (20 minutes)

Slides 6–7: Students can make personal connections to the learnings of the cluster by considering how expressing gratitude can help care for the environment.

The [*Extension: How Can Gratitude Help Us Care for the Earth?*](#) handout has writing prompts and space for students to illustrate their ideas.



BUILD LITERACY

If students are interested in learning more about protecting the environment, you can incorporate a read-aloud of [We Are Water Protectors](#) by Carole Lindstrom.

Lesson 11: Formative Assessment

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Formative Assessment Task (Teacher Version)

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?

Student responses will vary. Look for specific learnings from the cluster. Possible responses:

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

- I learned that the Wampanoag (past and present) understand the different qualities of plants like cedar trees and how they change throughout the year. It was described that they built wetus in relationship with the seasons and the plants around them.

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

- I learned that one way Indigenous peoples of the Northeast describe their relationship with the land is by talking about traditions like Cranberry Day. This tradition is connected to the plants they grow and the fruit they harvest. It is also a time when they are working on the land and spending time with family and their community. I know this because the video source shared about Cranberry Day traditions.

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...

Student responses will vary. Look for the completion of the claim based on evidence from the cluster in student writing. Possible responses:

- A very important part of their ancestry and culture
- Something to give/show gratitude for
- Part of a respectful relationship they have with their surroundings, including the animals that live in the land

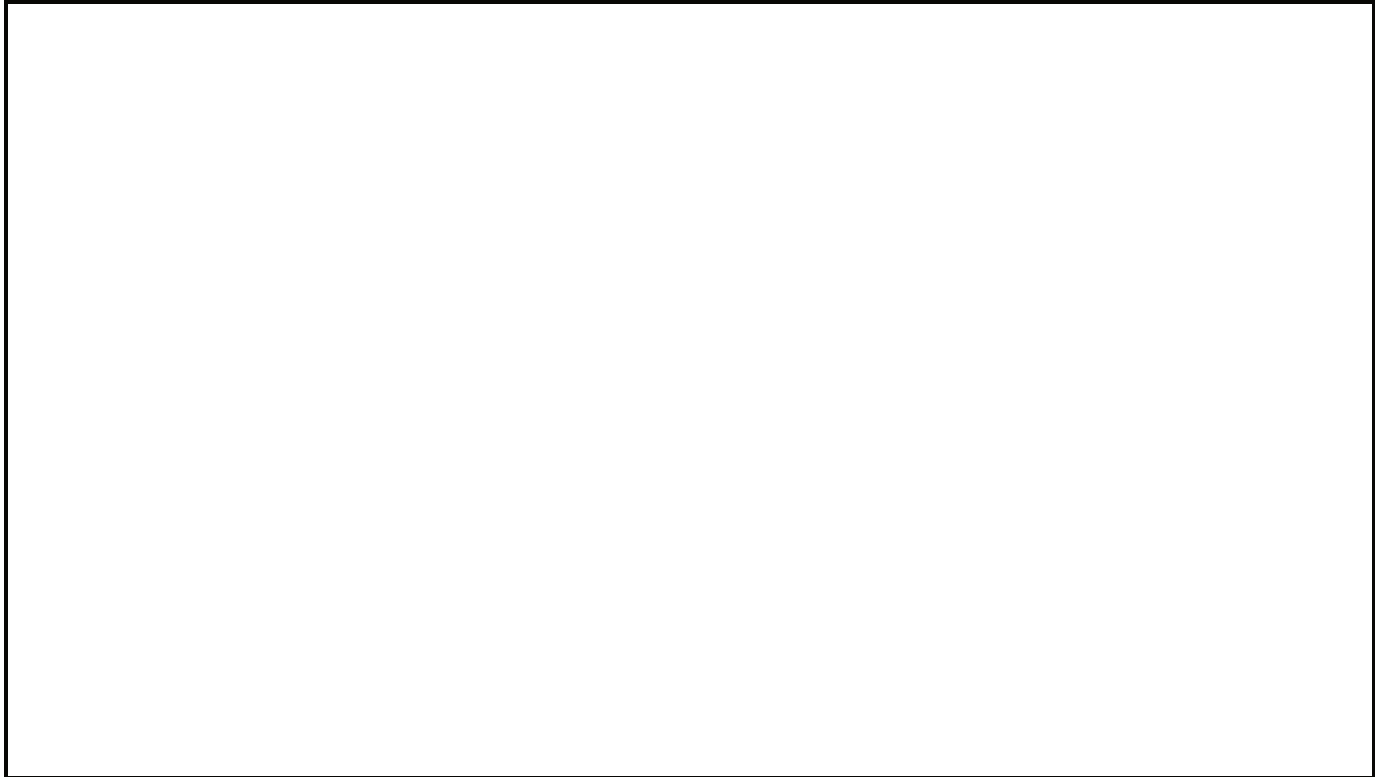
What is a new or lingering question that you have about the topics in this cluster?

Student responses will vary. Look for the question to be related to at least one topic of the cluster. Possible responses:

- When did the Wampanoag peoples stop living in wetus?
- What other traditions of gratitude do Indigenous tribes of the Northeast continue today?

Optional: Illustrate one of your answers below:

Student drawings will vary. This section is not required.



Indigenous Culture

How do Indigenous peoples of the Northeast keep their cultures alive today?

CONTENTS

Lesson 12

Cluster 3 Launch

Lesson 13

Wampum Belts

Lesson 14

Keeping Traditions Alive
(Part 1)

Lesson 15

Keeping Traditions Alive
(Part 2)

Lesson 16

Putting It Together

Lesson 17

Formative Assessment

Lesson 18

Unit Synthesis

Overview

Cluster 3 starts with an examination of the idea of culture and its importance to Indigenous communities. Students use examples from their own lives to generate a definition for culture, which will include elements that are passed down through generations. A series of lessons provides cultural examples from a variety of Indigenous nations in the Northeast through images, videos, readings, and discussions.

Learning Objectives

By the end of this cluster, students should be able to...

- Identify and explain ways Indigenous peoples of the Northeast are maintaining specific aspects of their culture.
- Respond to an inquiry question by making a claim based on evidence.
- Consider the purpose and key information about a source in writing and discussion.
- Interpret social studies arguments by analyzing relevant information from one or two sources to develop claims in response to compelling questions (WIDA ELD-SS.2-3.Argue.Interpretive).

Vocabulary

TIER 2	TIER 3
culture tradition	colonization

Cluster 3: Indigenous Culture

Cluster Focus Standards

Practice Standards

STANDARD	LESSON(S)
PS 2: Generate questions relevant to multiple aspects of a topic.	12, 14, 16-18
PS 4: Identify the purpose of a primary source using information about the source type and maker.	13-14, 16-18
PS 6: In response to an inquiry question, respond with a claim based on evidence.	13-18

Content Standards

STANDARD	LESSON(S)
3.T2.3: Explain the diversity of Native Peoples, present and past, in Massachusetts and the New England region.	13, 16-18
3.T2.3a: the names of at least three native groups (e.g., Abenaki/Wabanaki, Massachusett, Mohican/Stockbridge, Narragansett, Nipmuc, Wampanoag)	13-14, 16-18
3.T2.3b: the locations of tribal territories in the state	18
3.T2.3d: contributions of a tribal group from the area of the school (e.g., language, literature, arts, trade routes, food such as corn, beans, and squash, useful items such as baskets, canoes, wampum, and useful knowledge of medicinal plants, words such as powwow and moccasin, and many names for waterways, hills, mountains, islands and place names, such as the Connecticut and Merrimack Rivers, Mount Wachusett, the Taconic Range, Nantucket, Natick, Seekonk, Agawam, Chicopee)	12-18

Literacy Standards

STANDARD	LESSON(S)
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Cluster 3: Indigenous Culture

RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	13
SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	12, 15-18
SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	14-17
W.3.4: Produce writing in which the development and organization are appropriate to task, purpose, and audience.	17

Unit 1, Cluster 3 Inquiry Chart (Teacher Version)

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.	We can see Indigenous culture in the traditions that family members and community members pass along to one another.
Lesson 13: We learned about wampum and how the Mashpee Wampanoag used it in the past and use it today.	Wampum belts were used to tell stories, record laws, and establish peace.
Lesson 14: We watched videos about the traditions of making and using mishoons and took notes on them.	Indigenous peoples of the Northeast are keeping their culture alive by continuing to make and use mishoons.

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.	Wampanoag people are keeping their culture and traditions alive by recording and teaching young people the language.

LESSON 12

Cluster 3 Launch

EQ How have Indigenous peoples lived in the Northeast, past and present?

SQ How do Indigenous peoples of the Northeast keep their cultures alive today?

LEARNING OBJECTIVE

Make connections and generate questions about the cultures of Indigenous peoples of the Northeast.

LANGUAGE OBJECTIVE

Engage in collaborative questioning with peers using *who*, *how*, *what*, *where*, *when*, and *why* to ask questions about the cultures of Indigenous peoples of the Northeast.

LESSON OVERVIEW

In this lesson, students begin by briefly reflecting on the previous cluster and then engaging in the Build the Word Wall routine and learning the word *culture*. Students engage in a group brainstorming of examples of culture from their personal lives and participate in close looking at images that will be explored in the cluster. They then participate in the Launching the Question routine and engage with the Unit 1, Cluster 3 Inquiry Chart and Supporting Question as they discuss additional questions that may need to be answered.

LESSON STANDARDS

PS 2, 3.T2.3d, SL.3.1

See full text of standards in the Cluster Overview.

MATERIALS

- [Lesson 12 Slide Deck](#)
- [Cluster 3 Inquiry Chart](#)

VOCABULARY

culture

LESSON AT A GLANCE

Component	Time
Build the Word Wall and Explore Examples of Culture	15
Launching the Question	15

Lesson 12: Cluster 3 Launch

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Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Question Language and Literacy Builder \(3-5\)](#): Supports generation and prioritization of questions during the Launching the Question routine.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for both discussions. Provide a couple of question stems from the LLB for students to use when engaging in the Launching the Question routine.
- Look Fors: Oral responses should use the structures provided in the Question LLB and simple elaboration of ideas (e.g., adding a familiar adjective to describe a noun).

English Proficiency Levels 3-4:

- Pair students with a language-proficient peer, if possible, during the discussions. Encourage students to choose relevant question stems from the LLB when engaging in the Launching the Question routine.
- Look Fors: Oral responses should include simple sentences using the chosen question starters with some elaboration of ideas (e.g., using new or multiple adjectives, emerging use of clauses).

English Proficiency Levels 5-6:

- Students should readily participate in the discussions and the Launching the Question routine. Students may choose to use the LLB when brainstorming questions.
- Look Fors: Oral responses should elaborate or condense ideas through detailed sentences that use more complex grammatical structures (e.g., linking words or phrases, combined clauses).

Lesson 12: Cluster 3 Launch

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**ADVANCE PREPARATION**

Have the Unit 1 Know and Wonder Chart from Lesson 6 easily accessible.

Decide if you will create this cluster's Inquiry Chart on chart paper or digitally using the [Cluster 3 Inquiry Chart](#) and how you'll maintain separate copies for each class period, if relevant.

Also consider how you will support engagement with the Inquiry Chart:

- How will you facilitate each cluster's chart and ensure it stays in a visible location for students to reference?
- How will you support questioning and/or discussion? Some options include sticky notes, dry erase boards, digital sharing, or talk protocols. See the Guidebook for a bank of strategies.
- How will you make the Inquiry Chart a collaborative experience to ensure students are codeveloping the "What questions will we ask?" and the "What did we learn?" responses? *Remember, each chart should reflect the voice and language of your students.* See the Guidebook for more guidance on facilitating the Inquiry Chart.
- How will you display or store each cluster chart for easy access at the beginning, middle (if it's a long cluster), and end of every cluster?

Students will refer to handouts from lessons throughout this unit when it's time to put together what they've learned to answer the Supporting and Essential Questions. Establish (or remind students about) the system they will use to keep their documents for this unit organized in one place, such as a folder or binder.

Vocabulary word *culture* is a high-leverage word for the unit. Determine if students would benefit from completing the [Unit 1 Word Map](#) for this vocabulary word. This work can be done during an ELA block or other class time before this lesson.

Build the Word Wall and Explore Examples of Culture *(15 minutes)*

Slide 2: Prompt students to think back to some of the topics and learnings from the previous cluster. They can use the images to spark their memories. Then explain that in this cluster, they will learn even more about Indigenous peoples of the Northeast.

Slide 3: Introduce the new vocabulary word students will need to know for this lesson: *culture*.

Lesson 12: Cluster 3 Launch

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Cluster 3: Indigenous Culture

- Say the word: *culture*.
- Use the word in context: *We celebrate our family's Mexican culture by cooking special meals and speaking Spanish with one another.*
- Share the student-friendly definition: *a shared way of life for a group of people.*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add *culture* to the Word Wall.

Slide 4: Prompt students to think about their own lives and cultures. Ask: *What examples of culture have you experienced in your own life?*

- Read the examples of culture categories listed on the slide aloud, and be sure to encourage students to add any other categories they have.
- Prompt students to generate specific examples of culture together. As they respond, record their examples on the board or on chart paper in the given categories.

**SUPPORT ALL STUDENTS**

Encourage home language connections to this vocabulary word for your multilingual learners. If your students completed a Word Map for this word, invite them to refer to it as they engage in the Build the Word Wall routine.

**TEACHING TIP**

This culture example generation can occur in partners or small groups depending on the needs and interests of your students.

**CULTURAL COMPETENCE**

To support your students' learning more about culture and traditions, you can show them Sesame Street's video, "[Fun Family Traditions: Tamir on the Street #2](#)" (4:16).

**Launching the Question** (15 minutes)**SPARK CURIOSITY****SUPPORT ALL STUDENTS**

Encourage students to use their [Question Language and Literacy Builder \(3-5\)](#) to support the generation of questions during the Launching the Question routine.

Lesson 12: Cluster 3 Launch

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Cluster 3: Indigenous Culture

Slide 5: Share that students will now engage in close looking at two images and a video of examples of the cultures of Indigenous peoples of the Northeast.

Slide 6: Then play the “Eastern Woodland Dances: Freshwater Dancers” video (4:01) by Jacob's Pillow.

Slide 7: Prompt students to generate questions:

- Ask as many questions as you can about these images and video.
- We will save discussing or answering the questions for another time.

Provide 2–3 minutes for students to ask questions. Record them verbatim on chart paper or a dry-erase board.

After students have generated questions and you have recorded them, share with students a bit about the video:

- These dancers are members of the Nipmuc Nation.
- Their ancestral homelands are what are now Massachusetts, Rhode Island, and Connecticut.

INTRODUCE THE SUPPORTING QUESTION AND ELICIT INITIAL THINKING

Slide 8: Introduce the Cluster 3 Supporting Question:



How do Indigenous peoples of the Northeast keep their cultures alive today?

If students need additional support in understanding the question, prompt students to identify the question word, any words they may already know within the Supporting Question, and/or unfamiliar vocabulary.

Lesson 12: Cluster 3 Launch

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Cluster 3: Indigenous Culture

Slide 9: Prioritize questions: Explain to students that they will now work with a partner to determine which questions might be most useful in helping them learn about and understand the Supporting Question.

Review the directions on the slide for prioritizing questions.

- Which question could help answer the Supporting Question?
- Explain your reason to your partner.
- Switch!

Prompt students to discuss and prioritize questions for 2–3 minutes. Star or mark the top three on the chart paper once a decision has been made.

DEVELOP THE INQUIRY CHART

Slide 10: Introduce the cluster’s Inquiry Chart and point out the “What questions will we ask?” section. Then add the class’s three priority questions to the “What questions will we ask?” section of the Inquiry Chart.

PREVIEW THE LEARNING AHEAD

Share with students that one way that Indigenous peoples of the Northeast keep their cultures alive is through continuing traditional practices. Generations of Indigenous peoples have worked hard to continue these practices in the face of discrimination. Let students know that in this cluster, they will use photographs, videos, and texts to explore how and why Indigenous peoples of the Northeast keep their cultures alive, using the Supporting Question and priority questions they identified as their guide.

You will return to this Inquiry Chart document in Lesson 16 and throughout the unit, so it is essential that you preserve students' thinking here.

**LEARN MORE**

Investigating History’s Launching the Question routine is adapted from the Question Formulation Technique (QFT) created by the Right Question Institute (RQI). You can visit their [website](#) for more information about their work.

Lesson 12: Cluster 3 Launch

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LESSON 13

Wampum Belts

EQ How have Indigenous peoples lived in the Northeast, past and present?

SQ How do Indigenous peoples of the Northeast keep their cultures alive today?

LEARNING OBJECTIVE

Identify key information about wampum and how the Mashpee Wampanoag used them, past and present.

LANGUAGE OBJECTIVE

Describe wampum and how the Mashpee Wampanoag used them, past and present, through group discussions and designing a wampum belt.

LESSON OVERVIEW

In this lesson, students learn about one example of the cultures of Indigenous peoples of the Northeast: wampum. Through close looking at images and watching a video, they learn the importance of wampum as a device to support recordkeeping, storytelling, and mark important laws or peacemaking events. To close the lesson, students return to the idea of culture and how it is passed down through generations.

LESSON STANDARDS

PS 4, PS 6, 3.T2.3, 3.T2.3a, 3.T2.3d, RI.3.7

See full text of standards in the Cluster Overview.

MATERIALS

- [Lesson 13 Slide Deck](#)
- [Wampum Belt Design](#)

LESSON AT A GLANCE

Component	Time
Learn About and Discuss Wampum	10
Design Wampum Belts	20
Optional Extension: Reflection Writing or Extended Discussion	20

Lesson 13: Wampum Belts

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Cluster 3: Indigenous Culture**Plan for English Learner Success**

The following scaffolds can support all students in achieving the lesson objectives:

- [Wampum Video Guide](#): Supports comprehension of a video source for later application to the discussion and design activities.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for discussions. Students can also be given individual devices to play the video at their own pace and/or replay it as needed.
- Look Fors: Oral responses may include at least one detail from the video guide handout.

English Proficiency Levels 3-4:

- Pair students with a language-proficient peer, if possible, during the discussions. Encourage students to choose ideas and terms from the handout to support their responses.
- Look Fors: Oral responses should include a few details from the video guide handout.

English Proficiency Levels 5-6:

- Students should be able to participate in the activities independently.
- Look Fors: Oral responses should include multiple details from the video and may go beyond the information provided on the video guide.

**ADVANCE PREPARATION**

Have a purple marker, crayon, or colored pencil available for each student.

Lesson 13: Wampum Belts

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Learn About and Discuss Wampum (10 minutes)

Slide 2: Share with students that they will learn about a traditional practice of many Indigenous tribes and nations of the Northeast: using wampum beads.

Prompt students to take a minute to look closely at the images and share what they notice. Possible responses:

- I notice some beads are purple and some are white.
- Some beads are in one strand, and some are connected in bigger patterns.

Slide 3: Explain that wampum beads are made from two kinds of shells (quahog and whelk). These shells are commonly found in coastal areas of the Northeast.

Slide 4: Share that they will watch a video that shows what wampum beads and belts have been used for in the past and how one member of the Mashpee Wampanoag Tribe continues the tradition of making wampum beads.

Play the “Traditional Wampum Belts” (2:46) video by PBS. If needed, you can play it twice for students.

Slide 5: Pose the following post-video discussion questions:

- *What is a possible purpose of this source? Why do you think that?*
- *What is one example from the video of how Indigenous peoples of the Northeast keep their cultures alive?*



LEARN MORE

For additional examples of wampum belts, the National Museum of the American Indian has several [examples in its collection](#). You and your students can view them and read about their individual purposes and histories.



SUPPORT ALL STUDENTS

To support student comprehension of the video, be sure to turn on the closed captions. You can also provide students with the [Wampum Video Guide](#) to help students listen for important information in the video.

Lesson 13: Wampum Belts

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Cluster 3: Indigenous Culture

Prompt students to briefly discuss with an elbow partner, referring to the provided sentence frames as needed. Then ask for a few volunteers to share with the whole group. Possible responses:

- A possible purpose of this source is to teach people about wampum because they talk about it and show it.
- This source can show people what wampum looks like and tell them how the Mashpee Wampanoag people used it. I think this because the person in the video is from the Mashpee Wampanoag Tribe.
- One example from the video of how Indigenous peoples of the Northeast keep their cultures alive is how members of the Mashpee Wampanoag make wampum beads today, just like their ancestors did.

Slide 6: Point out that in the video, it is explained that wampum belts were used by the Mashpee Wampanoag for ceremonies, treaties, and to show close relationships between Indigenous nations.

Share that wampum belts were also used by other Indigenous nations in the Northeast to establish peace, record laws and agreements, and tell stories.

Slide 7: Share two more examples of wampum belts with students. Be sure to read the text below each link before clicking on it to provide important background information and framing for students as they look at each belt.

- Note for students that the purpose of the first belt is unknown, but the second one is a recreation of one that recorded a negotiation or agreement.
- Ask: *What do you notice about this wampum belt? What designs do you see?* Have a few students share out their ideas popcorn-style.

**CULTURAL
COMPETENCE**

For more information about how the Wampanoag peoples historically used wampum, refer to pages 36–39 in [The First Blade of Sweetgrass](#). To learn about how the Narragansett peoples used and continue to use wampum, you can show students the Tomaquag Museum's "[Children's Hour 2021: Wampum](#)" video (15:24).

**CULTURAL
COMPETENCE**

The National Museum of the American Indian's Education Office created a detailed [Haudenosaunee Guide for Educators](#). In it, you will find more information about the Three Sisters and wampum. The guide also includes activity suggestions and a resource list.

Lesson 13: Wampum Belts

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Cluster 3: Indigenous Culture**Design Wampum Belts** (20 minutes)

Slide 8: Explain that now that they've seen different examples of wampum belts, students will now have the opportunity to design their own. White beads will be represented by the white paper. Purple beads will be represented by coloring a pattern in purple.

- Distribute the [Wampum Belt Design](#) to students, along with a purple marker, crayon, or colored pencil.
- Read the directions aloud and then prompt students to begin. Encourage them to discuss their ideas with their peers as they plan and design.

Slide 9: With about 5 minutes left in the class, bring students back together. Remind students of the cluster's Supporting Question: *How do Indigenous peoples of the Northeast keep their cultures alive today?*

- Prompt students to take some time to think about how they could use evidence from the lesson to answer this question.
- Point out the provided sentence starters on the slide to support creating their responses.

Ask for a few volunteers to share out their thinking with the whole group. Possible responses:

- Today the Mashpee Wampanoag keep their culture alive by still making wampum beads.
- Indigenous peoples of the Northeast keep their cultures alive today by continuing traditions like wampum belts.

Close by telling students that in the next lesson, they will learn about another way Indigenous peoples keep their cultures alive today.

**MAKE CONNECTIONS**

If you have students who would rather create a digital version of a wampum belt, see [this version](#) from NativeTech.

**SUPPORT ALL STUDENTS**

If students used the [Wampum Video Guide](#) during the video screening, encourage them to refer back to it for key information as they work to form a response to the Supporting Question.

Lesson 13: Wampum Belts

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Optional Extension: Reflection Writing or Extended Discussion *(20 minutes)*

Students can expand upon the wampum belt design activity by reflecting on the process. This can be done through sharing their stories with one another, journal writing, and/or small-group discussions.

Lesson 13: Wampum Belts

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LESSON 14

Keeping Traditions Alive (Part 1)

- EQ** How have Indigenous peoples lived in the Northeast, past and present?
- SQ** How do Indigenous peoples of the Northeast keep their cultures alive today?

LEARNING OBJECTIVE

Identify why Indigenous peoples of the Northeast make and use mishoons and how this connects to tradition.

LANGUAGE OBJECTIVE

Explain why Indigenous peoples of the Northeast make and use mishoons and how this connects to tradition, in group discussions and in writing.

LESSON OVERVIEW

This lesson introduces students to mishoons and how the Nipmuc and Wampanoag people make them. Students begin by engaging in the Build the Word Wall routine for the word *tradition*. Students then engage in the Investigating Sources routine and observe a photograph and watch video clips of mishoon-making. As they do, they record information on a note catcher handout. Students then use information they learned to form a claim in response to a question about how Indigenous peoples of the Northeast keep their cultures and traditions alive today.

LESSON STANDARDS

PS 2, PS 4, PS 6, 3.T2.3a, 3.T2.3d, SL.3.2

See full text of standards in the Cluster Overview.

MATERIALS

- [Lesson 14 Slide Deck](#)
- [Mishoons Note Catcher](#)
- [Mishoons Note Catcher \(Teacher Version\)](#)

VOCABULARY

tradition

LESSON AT A GLANCE

Component	Time
Introduction and Build the Word Wall	5
Investigating Sources	25

Lesson 14: Keeping Traditions Alive (Part 1)

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Cluster 3: Indigenous Culture**Plan for English Learner Success**

The following scaffolds can support all students in achieving the lesson objectives:

- [Mishoons Note Catcher \(Sketches\)](#): Supports note-taking with written and visual options.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- If possible, provide a translation of key portions of the videos or play with subtitles. Direct students to use sketches or write in their home language on their notes organizer.
- Look Fors: Writing in the note catcher should include single words or images in response to the prompts.

English Proficiency Levels 3-4:

- If possible, provide a translation of the videos, or play with subtitles. Encourage students to use a combination of sketches and writing on their notes organizer.
- Look Fors: Writing in the note catcher should include phrases and simple sentences with some specific reference to the sources.

English Proficiency Levels 5-6:

- Students should be able to participate in the activities independently.
- Look Fors: Writing in the note catcher should include compound sentences with specific reference to the sources.

**ADVANCE PREPARATION**

Vocabulary word *tradition* is a high-leverage word for the unit. Determine if students would benefit from completing the [Unit 1 Word Map](#) for this vocabulary word. This work can be done during an ELA block or other class time before this lesson.

Introduction and Build the Word Wall (5

minutes)

Slide 2: Prompt students to think back to the topic and learnings from the previous lesson on wampum belts. Ask:

- *What do you remember about wampum beads and belts?*
- *How are they connected to the cultures of Indigenous peoples of the Northeast?*

Lesson 14: Keeping Traditions Alive (Part 1)

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Cluster 3: Indigenous Culture

Have a few students share out their ideas popcorn-style. Explain that this kind of practice is connected to a vocabulary word they will learn today.

Slide 3: Introduce the new vocabulary word students will need to know for this lesson: *tradition*.

- Say the word: *tradition*.
- Use the word in context: *Many Indigenous peoples of the Northeast continue the tradition of creating wampum belts.*
- Share the student-friendly definition: *a practice used to pass down a community's culture.*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add *tradition* to the Word Wall.

**SUPPORT ALL STUDENTS**

Encourage home language connections to this vocabulary word for your multilingual learners. If your students completed a Word Map for this word, invite them to refer to it as they engage in the Build the Word Wall routine.

**CULTURAL COMPETENCE**

Be sure to underscore for students that each Indigenous tribe or nation has their own culture and traditions. There are often some common themes across groups, but it is important to use specific names and examples as much as possible. For example, the videos on mishoons shown during the Investigating Sources portion of the lesson is about upholding Nipmuc and Wampanoag traditions.

**Investigating Sources** (25 minutes)**INTRODUCE PURPOSE AND PROCESS**

Slide 4: Explain that in this lesson, students will explore the question: *What is one way that Indigenous peoples of the Northeast keep their cultures and traditions alive today?*

Lesson 14: Keeping Traditions Alive (Part 1)

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Cluster 3: Indigenous Culture

- Share that traditions can take many forms: telling, showing, practicing, and celebrating.
- Today they will learn how and why people from the Nipmuc and Wampanoag Tribes continue to make mishoons (also spelled muhshoons).

Slide 5: Remind students of the Investigating Sources routine and its three steps:

- **Observe:** In this step, students skim the source and try to determine what kind of information the source shares.
- **Read:** In this step, students look closely to identify what core ideas, evidence, or specific details the source provides.
- **Connect:** In this step, students use evidence from the source to draw conclusions or answer a core question.

Explain that they will work together today to use this routine to learn about mishoons and why this tradition continues.

OBSERVE THE DOCUMENT'S FEATURES

Distribute the [Mishoons Note Catcher](#), and read the directions aloud. Have students put their finger on the Observe section of the handout.

Slide 6: Share that this is a photograph of a mishoon. Then pose the two questions: *What do you notice about this image? What questions do you have about what you see?*

Give students 1–2 minutes to look at the photograph and record their thinking on their handouts.

- Then ask 3–4 students to share their observations using the Add On strategy.
- Once the first student has shared, model the next response starting with “I have another noticing...” or “Another question I have is...”
- Encourage students to add to their notes as they hear from their peers.

**CULTURAL COMPETENCE**

The Mashantucket Pequot Museum & Research Center has an exhibition website where you can learn more about mishoons in the Pequot culture: [Reclaiming the Waterways: Mission Mishoon - The Dugout Canoe of the Pequots](#).

**SUPPORT ALL STUDENTS**

Provide the [Mishoons Note Catcher \(Sketches\)](#) for students who would benefit from taking notes both through drawing and writing.

Lesson 14: Keeping Traditions Alive (Part 1)

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Cluster 3: Indigenous Culture**READ THE DOCUMENT**

Slide 7: Have students put their finger on the Read (Lighting the Fire video clip) section of their handout. Then play the clip of “Lighting the Fire at the Eastern Woodlands Homesite” (0:00–1:47) by Jacob’s Pillow.

Once again, give students 3–4 minutes to reflect on what they saw and heard and respond to the two prompts on their handouts.

- Then ask a few students to share their responses using the Add On strategy.
- Once the first student has shared, model the next response starting with “I have another idea...” or “A different piece of information I heard was...”
- Encourage students to add to their notes as they hear from their peers.
- You can refer to the [Mishoons Note Catcher \(Teacher Version\)](#) to support students throughout this activity.

Slides 8–9: Have students put their finger on the Read (The Making of Mishoons video clips) section of their handout. Then play the two clips of “The Making of a Mishoon: Wampanoag Darius Coombs for the Nantucket Historical Association” (0:00–0:44) and (6:31–7:44) by nantuckethistory.

One more time, give students 3–4 minutes to reflect on what they saw and heard and respond to the two prompts on their handouts.

- Then ask a few students to share their responses using the Add On strategy.
- Encourage students to add to their notes as they hear from their peers.

CONNECT TO OUR QUESTION

Slide 10: Lastly, have students put their finger on the Connect section of their handout. Pose the question: *What is one way that Indigenous peoples of the Northeast keep their cultures and traditions alive today?*

Prompt students to look back at the information they recorded on their handouts and discuss their ideas with an elbow partner before then recording their response. After a

**TEACHING TIP**

If your students are new to note-taking, consider projecting or posting a large version of the note catcher on chart paper and modeling, writing down the evidence along with the students as you play the video.

Lesson 14: Keeping Traditions Alive (Part 1)

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Cluster 3: Indigenous Culture

few minutes, invite 2–3 students to share their ideas with the whole group.

- Encourage students to add to their handouts as they hear different ideas or information from their peers.
- Again, you can use the Teacher Version to support students' work.

Close by collecting students' handouts and informing them that the next class will continue this focus on keeping Indigenous traditions of the Northeast alive.

Lesson 14: Keeping Traditions Alive (Part 1)

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Mishoons Note Catcher (Teacher Version)

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

Observe:

Student responses will vary. Look for responses that refer to specific aspects of the photographs. Possible responses:

What do you notice about this image?

- It looks like a boat.
- It seems to be in a forest or other natural area.
- Someone is standing next to it.
- It looks like it is made out of wood.

What questions do you have about what you see?

- What is this called?
- Who made it?
- How and why was it made?

Read (Lighting the Fire video clip):

Student responses will vary. Look for information or direct quotes from the clip in student writing. Possible responses:

Why does Andre Strongbearheart Gaines (Nipmuc) make mishoons?

- He wants to keep up cultural revitalization by building sites like his.
- The fire from making the mishoon is also used to cook, smoke skins, and more on the homesite.
- It's important to him to continue to make Nipmuc homesites.
- It's important to him to highlight how hard it is to make Nipmuc homesites.

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

- The purpose of the source could be to share Nipmuc traditions with others directly from a Nipmuc Nation member.
- The purpose of the video source could be to teach others about all the parts of building a Nipmuc site.

Read (The Making of a Mishoon video clips):

Student responses will vary. Look for information or direct quotes from the clips in student writing. Possible responses:

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

- He feels the responsibility to keep things like mishoon-making going.
- He is Wampanoag, and being in a mishoon connects him to his ancestors and what they did. It is an honor for him.
- Making and using mishoons reminds people of the Wampanoag culture and traditions, and that they are still here.

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

- The purpose of this video source could be to show how Wampanoag traditions are still continued today.
- The purpose of the source could be to encourage other Wampanoag people to continue their traditions or to teach non-Indigenous peoples about mishoons.

Connect:

Student responses will vary. Look for specific information from the lesson in their writing. Possible responses:

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.

- One way Indigenous peoples of the Northeast, like the Nipmuc and Wampanoag, keep their cultures and traditions alive today is by making and using mishoons.
- One way that Indigenous peoples of the Northeast keep their cultures and traditions alive today is by teaching others about specific ones, like making mishoons.

LESSON 15

Keeping Traditions Alive (Part 2)

EQ How have Indigenous peoples lived in the Northeast, past and present?

SQ How do Indigenous peoples of the Northeast keep their cultures alive today?

LEARNING OBJECTIVE

Identify key information about the Wampanoag language and how tribe members are keeping the tradition alive today.

LANGUAGE OBJECTIVE

Describe the importance of the Wampanoag language and how tribe members are keeping the tradition alive today, using information from a text and video.

LESSON OVERVIEW

In this lesson, students consider the importance of language to maintaining the culture of a community, drawing upon ideas they brainstormed in the Cluster 3 Launch. Students engage in the Build the Word Wall routine and learn the definition of the word *colonization*. Then, through reading an article and watching a video, they explore a Wampanoag initiative to reclaim their language that had been lost for 150 years due to colonization.

LESSON STANDARDS

PS 6, 3.T2.3d, SL.3.1, SL.3.2

See full text of standards in the Cluster Overview.

MATERIALS

- [Lesson 15 Slide Deck](#)
- [A Language Out of Time Teacher Read-Aloud](#)

VOCABULARY

colonization

LESSON AT A GLANCE

Component	Time
Introduction and Build the Word Wall	10
Reviving the Wampanoag Language	20

Lesson 15: Keeping Traditions Alive (Part 2)

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Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Summarize Language and Literacy Builder \(3-5\)](#): Supports the identification of key information and details from a source.
- [Connect Language and Literacy Builder \(3-5\)](#): Supports connecting an inquiry question with evidence or learnings from the lesson.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- If possible, provide a translation of key portions of the videos or play with subtitles. Provide a couple of sentence frames from one of the LLBs for students to use when forming their responses.
- [Look Fors](#): Oral responses should use the structures provided in the chosen LLB and include one reference to information from the text or video.

English Proficiency Levels 3-4:

- If possible, provide a translation of the video, or play with subtitles. Encourage students to choose relevant sentence frames from one or both LLBs when forming their responses.
- [Look Fors](#): Oral responses should include simple sentences using the chosen LLB and reference information from the text or video.

English Proficiency Levels 5-6:

- Students should be able to participate in the activities independently. Students may choose to use one or both LLBs when forming their responses.
- [Look Fors](#): Oral responses should use detailed and compound sentences and refer to specific information from the text and video.



ADVANCE PREPARATION

Vocabulary word *colonization* is a high-leverage word for the unit. Determine if students would benefit from completing the [Unit 1 Word Map](#) for this vocabulary word. This work can be done during an ELA block or other class time before this lesson.

Introduction and Build the Word Wall (10

minutes)

Slide 2: Prompt students to think back to the culture brainstorming they did in the Cluster 3 Launch lesson. One of

Lesson 15: Keeping Traditions Alive (Part 2)

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Cluster 3: Indigenous Culture

the parts of culture they discussed was language.

Ask: *Why do cultures need language?* Prompt students to discuss in a Think-Pair-Share format. Encourage students to use the provided sentence starters on the slide. Possible responses:

- Cultures need language to communicate with each other.
- Cultures need language because that is how they can share their ideas and traditions.

Have a few student groups share their ideas with the whole class. Explain that the importance of language to cultures is connected to a vocabulary word they will learn today.

Slides 3–4: Introduce the new vocabulary word students will need to know for this lesson: *colonization*.

- Say the word: *colonization*.
- Use the word in context: *Many European countries thought the colonization of North America would increase their wealth and power.*
- Share the student-friendly definition: *when a country takes control of land, people, and resources in another area in order to gain power and money.*
- Highlight the word's features: *The Latin root words colore, colonia, and colonus are connected to living on land. The word family includes colony = an area that is controlled by another country and occupied by colonizers and colonizer = someone who engages in colonization.*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add *colonization* to the Word Wall.

Slide 5: Explain to students that it was a direct result of English colonization of the Northeast that Indigenous peoples were not allowed to speak their language. As tribes, including the Wampanoag, were forced off their land, their ability to pass along their cultures, traditions, and languages was disrupted.

**SUPPORT ALL STUDENTS**

Encourage home language connections to this vocabulary word for your multilingual learners. If your students completed a Word Map for this word, invite them to refer to it as they engage in the Build the Word Wall routine.

Lesson 15: Keeping Traditions Alive (Part 2)

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Cluster 3: Indigenous Culture

Reviving the Wampanoag Language (20 minutes)

Slide 6: Explain to students that as they work with different resources today, they will focus on two questions:

- *How are members of the Wampanoag Tribe keeping their traditions and language alive?*
- *Why is this important?*

Slide 7: Share that after there were no native speakers of the Wampanoag language for 150 years, Jessie Little Doe Baird took action. Share that she:

- Is a member of the Wampanoag Tribe.
- Studied how language works, changes over time, and is used by people.
- Helped create a 10,000-word (and growing!) Wampanoag-English dictionary.

Then read the [A Language Out of Time Teacher Read-Aloud](#) to students, pausing for clarification as needed.

Slide 8: Explain that a key part of sharing and teaching the Wampanoag language is ensuring that young people know the language so they can pass it along. Share that they will now watch a video about a school that is using what Jessie Little Doe Baird created to expand the impact of her work.



LEARN MORE

Jessie Little Doe Baird, a linguist from the Wampanoag Mashpee Tribe, has created a dictionary for the Wampanoag language. See *USA Today's* "[Jessie Little Doe Baird has reclaimed a language believed to be lost](#)" video (2:51) to hear her explain its importance. You can also visit the [Wôpanâak Language Reclamation Project](#) website to learn more about the goals and impacts of the project.



LEARN MORE

To see how Wampanoag parents are teaching their young children to be fluent speakers, see *Our Mother Tongues'* "[Mae Alice Baird and Waylon Madison Sauer](#)" video (3:07). The "[Language with Lynsea: Let's Learn Narragansett!](#)" video (1:57) from the Tomaquag Museum provides examples of key words and phrases in the Narragansett language.

Lesson 15: Keeping Traditions Alive (Part 2)

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Cluster 3: Indigenous Culture

Play the “Thanksgiving Tribe Reclaims Lost Language” video by Associated Press (2:08).

Slide 9: Once again, pose the questions to students:

- *How are members of the Wampanoag Tribe keeping their traditions and language alive?*
- *Why is this important?*

Prompt students to think about the text and video they learned from today to craft their response to the first question. At a given signal, prompt them to find a partner and take turns sharing and listening.

Then signal again and have students find a new partner to share and listen to. Repeat the process with the second question.

Finally, bring students back together as a whole group. Ask for a few student volunteers to share something they heard that used information from the lesson well.

**SUPPORT ALL STUDENTS**

To support their comprehension, be sure to have the closed captions on for students. You can also have students watch the video on their own devices with headphones, which will allow them to pause and replay the video as needed. Encourage students to refer to their [Summarize Language and Literacy Builder \(3-5\)](#) and [Connect Language and Literacy Builder \(3-5\)](#) when engaging in the discussion.

**CULTURAL COMPETENCE**

For more details about the Wampanoag language and how it was used prior to European contact, refer to pages 36–39 in [The First Blade of Sweetgrass](#). For more in-depth information and lesson content regarding the importance of language and oral history in Indigenous cultures, check out [Discovering Justice's “Oral History” lesson](#).

Lesson 15: Keeping Traditions Alive (Part 2)

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Name: _____ Date: _____

A Language Out of Time Teacher Read-Aloud

Jessie Little Doe Baird started having unusual dreams. People were speaking a language she couldn't understand. She realized they were speaking Wampanoag, a language that hadn't been spoken for 150 years!

The Wampanoag language was written down by the English colonists. Jessie worked with language experts to learn what these writings said and how to speak the language aloud.

Jessie started to offer language classes to her community. She also taught her daughter. Her daughter is the first native Wampanoag language speaker in seven generations! Over 1,000 Wampanoag people have learned the language thanks to Jessie Little Doe Baird.

Text sources: Adapted from the following:

- Mashpee Wampanoag Tribe. 2019. "[Mukayuhsak Weekuw: The Children's House](#)"
- Cultural Survival. 2007. "[A Language Out of Time](#)."

LESSON 16

Putting It Together

EQ How have Indigenous peoples lived in the Northeast, past and present?

SQ How do Indigenous peoples of the Northeast keep their cultures alive today?

LEARNING OBJECTIVE

Synthesize new learning about how Indigenous peoples of the Northeast keep their cultures alive today.

LANGUAGE OBJECTIVE

Engage in collaborative discussion about how Indigenous peoples of the Northeast keep their cultures alive today, using information and evidence from the cluster.

LESSON OVERVIEW

In this Putting It Together lesson, students begin by learning about some of the origins of Massachusetts place names with a focus on Indigenous influences. They then reflect upon the cluster's Supporting Question and engage in synthesizing the evidence gathered from the cluster. The whole group works together to discuss ideas and develop the Unit 1, Cluster 3 Inquiry Chart.

LESSON STANDARDS

PS 2, PS 4, PS 6, 3.T2.3, 3.T2.3a, 3.T2.3d, SL.3.1, SL.3.2
See full text of standards in the Cluster Overview.

MATERIALS

- [Lesson 16 Slide Deck](#)
- [Cluster 3 Inquiry Chart](#)
- [Cluster 3 Inquiry Chart \(Teacher Version\)](#)
- Lesson 6: Unit 1 Know and Wonder Chart
- Lesson 13: Wampum Belt Design
- Lesson 14: Mishoons Note Catcher

LESSON AT A GLANCE

Component	Time
Explore Indigenous Place Names	10
Putting It Together	20

Lesson 16: Putting It Together

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Cluster 3: Indigenous Culture**Plan for English Learner Success**

The following scaffolds can support all students in achieving the lesson objectives:

- [Connect Language and Literacy Builder \(3-5\)](#): Supports making connections between sources, previous learning, and inquiry questions.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for the Inquiry Chart discussion. Choose a couple of sentence starters from the LLB for students to use in their responses.
- Look Fors: Oral responses should use the structures provided in the LLB and include one specific reference to cluster learnings.

English Proficiency Levels 3-4:

- If possible, pair students with a language-proficient peer for the Inquiry Chart discussion. Guide students to use the far left column of the LLB during the discussion.
- Look Fors: Oral responses should include simple sentences using the structure provided in the LLB. Their responses should include at least two connections between the cluster's Supporting Question and cluster learnings.

English Proficiency Levels 5-6:

- If needed, students can refer to the LLB during the discussion and Inquiry Chart work.
- Look Fors: Students should readily participate in the discussion. Responses should include compound sentences and a wide variety of connections between the cluster's Supporting Question and cluster learnings.

**ADVANCE PREPARATION**

Look up the origin of the name of the town or city of your school. Does it come from an Indigenous language? Be prepared with this answer for Slide 2.

Have the class's charts and cluster materials listed above easily accessible for student reflection and discussion.

Explore Indigenous Place Names (10 minutes)

Slide 2: Begin by explaining to students that Indigenous languages are still part of Massachusetts to this day.

Lesson 16: Putting It Together

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Cluster 3: Indigenous Culture

- Share that places in what is now Massachusetts were already named by the Indigenous tribes and nations who have lived there for thousands of years.
- Today, some areas still have their Indigenous names (or are related to those names), while others were renamed by English colonizers.
- What is the origin of the name of our town or city? Be prepared to provide a brief explanation of the origin of the name of your town or city. If it has Indigenous origins, tell students which tribe or language family it represents.

Slides 3–4: Share the meanings of Connecticut and Massachusetts with students. Then share the meanings of the listed tribes and nations.

- Be sure to underscore that even though the people of these places often identify with these names, they began as the names/descriptions of the locations.
- As you go through the lists, ask students to give a “thumbs-up” if the names of the places and tribes/nations are familiar to them.



Putting It Together (20 minutes)

Explain that for the rest of the class, students are going to return to the Cluster 3 Supporting Question and “put together” what they have learned so far about how Indigenous peoples of the Northeast keep their cultures and traditions alive.

Slides 5–7: Present the **Unit 1 Cluster 3 Inquiry Chart** that the class created in Lesson 12, and remind students of the Cluster 3 Supporting Question:



How do Indigenous peoples of the Northeast keep their cultures alive today?

SUMMARIZE OUR LEARNING AND SHARE OUR INITIAL THINKING

Read the lesson summaries for the cluster in the “What did we do?” column aloud. If time allows, you can ask students



CULTURAL COMPETENCE

For more information about tribes in the Northeast's names and meanings, refer to pages 34–35 in [If You Lived During the Plimoth Thanksgiving](#).



MAKE CONNECTIONS

If time allows, you can have students use maps to locate additional town and city locations in Massachusetts and the Northeast that have Indigenous names and origins.

Lesson 16: Putting It Together

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Cluster 3: Indigenous Culture

for additional important activities or experiences they remember from the cluster.

Slides 8–9: Then briefly review and summarize the resources that were used in the cluster. You can also take a few minutes and have students organize their materials and handouts as you name them.

SYNTHESIZE OUR IDEAS AND ANSWER THE SUPPORTING QUESTION

Then ask: *What did we learn that helps us answer our Supporting Question?*

Give students time to think about and form their response, preparing to participate in the Give One, Get One protocol.

- Prompt students to find a partner to share their thinking with and listen to their partner’s ideas.
- Then give a signal and have students find a new partner to repeat the process with.

Bring students back together to share what they heard and discussed with the whole group.

- In the whole group discussion, guide students to support their assertions with specific evidence and examples.
- Ask probing questions to help students reach key takeaways of the cluster.

Possible responses:

- Wampum belts have been used in the past and continue to be made today by tribes like the Mashpee Wampanoag as a way to keep their culture alive. In the past they were used to tell stories, record laws, and establish peace.
- Making and using mishoons are one way Indigenous peoples of the Northeast, like the Wampanoag and Nipmuc, keep their cultures and traditions alive today.
- Language is an important part of culture. Wampanoag children today are learning it after many generations were not able to speak it because of colonization.

When student groups share with the whole class, record their responses in the “What did we learn?” column of the



TEACHING TIP

You know your students best, so for any chart work throughout the unit, feel free to decide if it will be filled out by you transcribing students’ responses or students writing on sticky notes to put on the chart.



SUPPORT ALL STUDENTS

Encourage students to refer to their [Connect Language and Literacy Builder \(3-5\)](#) as they work on their responses during this activity.

Lesson 16: Putting It Together

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Cluster 3: Indigenous Culture

Inquiry Chart.

RETURN TO THE INQUIRY CHART

Finally, revisit the questions students added under the Supporting Question in Lesson 12 as part of their Launching the Question routine, as well as questions from the Wonder column of the **Unit 1 Know and Wonder Chart** from Lesson 6.

Ask: Have any of these questions been answered? Have any new questions come up?

Give students a few minutes to share their thinking and ideas with the whole group.

Close by letting students know that the final step of the Putting It Together routine, “Stamp the Key Learning,” will occur through the Formative Assessment in the next lesson.

Lesson 16: Putting It Together

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LESSON 17

Formative Assessment

EQ How have Indigenous peoples lived in the Northeast, past and present?

SQ How do Indigenous peoples of the Northeast keep their cultures alive today?

LEARNING OBJECTIVE

Explain how Indigenous peoples of the Northeast keep their cultures alive today, using previous learning.

LANGUAGE OBJECTIVE

Describe how Indigenous peoples of the Northeast keep their cultures alive today, using information learned and evidence from cluster sources in collaborative discussion and writing.

LESSON OVERVIEW

In this Formative Assessment lesson, students reflect on learning from previous lessons in collaboration with their peers. Students work to make a claim to answer the cluster's Supporting Question and engage in synthesizing the evidence gathered from the cluster using the Discussion Diamond strategy. Then the teacher brings students back together as a whole group to discuss ideas, learnings, and any new or lingering questions.

LESSON STANDARDS

PS 2, PS 4, PS 6, 3.T2.3, 3.T2.3a, 3.T2.3d, SL.3.1, SL.3.2, W.3.4
See full text of standards in the Cluster Overview.

MATERIALS

- [Lesson 17 Slide Deck](#)
- [Cluster 3 Discussion Diamond](#)

LESSON AT A GLANCE

Component	Time
Organize Student Documentation and Reference Tools	5
Formative Assessment	25

Lesson 17: Formative Assessment

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Cluster 3: Indigenous Culture**Plan for English Learner Success**

The following scaffolds can support all students in achieving the lesson objectives:

- [Connect Language and Literacy Builder \(3-5\)](#): Supports making connections between sources, previous learning, and inquiry questions.
- [Claim-Evidence Language and Literacy Builder](#): Supports formation of a claim statement and connected evidence.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for the Discussion Diamond activity. Choose a couple of sentence frames from the Connect or Claim LLB for students to use in their responses.
- [Look Fors](#): Oral responses should use the structures provided in the Connect or Claim LLB and include simple elaboration of ideas. Images or single words can be used during the writing portion of the Discussion Diamond activity.

English Proficiency Levels 3-4:

- If possible, pair students with a language-proficient peer for the Discussion Diamond activity. Guide students to use the far left columns of either LLBs during the discussion and writing portions.
- [Look Fors](#): Oral responses should include simple sentences using the structure provided in the LLBs. Written responses should have some elaboration of ideas (e.g., using new or multiple adjectives, emerging use of clauses) about the cluster's Supporting Question.

English Proficiency Levels 5-6:

- If needed, students can refer to both LLBs during the discussion and written portions.
- [Look Fors](#): Students should readily participate in the discussion and writing portions. Responses should elaborate or condense ideas through detailed sentences when addressing the cluster's Supporting Question.

**ADVANCE PREPARATION**

Prepare copies of [Cluster 3 Discussion Diamond](#) for groups of 4 students, or create the template on chart paper for student groups to work with.

Have the class's charts and cluster materials listed above easily accessible for student reflection and discussion.

Lesson 17: Formative Assessment

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Organize Student Documentation and Reference Tools *(5 minutes)*

Slide 2: Review individual student documentation created throughout the cluster. Have students gather and locate the following resources they created in this cluster:

- **Wampum Belt Design**
- **Mishoons Note Catcher**
- **Unit 1, Cluster 3 Inquiry Chart**
- **Word Wall**
- **Unit 1 Know and Wonder Chart**

Explain that students will use each of these to reflect back on what they did and learned throughout the cluster on the Formative Assessment Task.



TEACHING TIP

Building a classroom organization system that allows students to easily access learning tools and documentation throughout the unit will support their reflection skills and growing independence. Each classroom's system will be different depending on the physical learning space and learners.



Formative Assessment *(25 minutes)*

The Cluster 3 Formative Assessment Task is [*Cluster 3 Discussion Diamond*](#).



LEARN MORE

The Discussion Diamond is used as a Formative Assessment here because it is the first unit of 3rd grade. In the following units and grade levels, it is used as one of the many Putting It Together strategies.

Slide 3: Organize students into groups of 4, and distribute the [*Cluster 3 Discussion Diamond*](#) or the prepared chart paper versions to each group.

Explain that in this Discussion Diamond activity, students will work to write a claim answering the Cluster 3 Supporting Question:

Lesson 17: Formative Assessment

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Cluster 3: Indigenous Culture

**How do Indigenous peoples of the Northeast keep their cultures alive today?**

They will do this through:

- Silent thinking and writing (5 min.)
- Small group share-out (5 min.)
- Summary writing (5 min.)

**SUPPORT ALL STUDENTS**

Setting a visual timer can support students to expect the transitions as they are working through the Discussion Diamond routine. You can also adjust the timing for each step to best support your students' needs.

Slide 4: Read the directions for Step 1 of the Discussion Diamond aloud to students. Then prompt them to begin.

- Move around the room as students work.
- Encourage students to reference materials and sources from the cluster as they work.

Slide 5: After 5 minutes, have students stop working, and bring their attention back to the slide deck. Read the directions for Step 2 of the Discussion Diamond aloud to students. Then prompt them to begin.

- Move around the room as students discuss.
- Encourage groups to ensure that all members have a chance to speak.

Slide 6: After 5 minutes, have students stop working, and bring their attention back to the slide deck. Read the directions for Step 3 of the Discussion Diamond aloud to students. Then prompt them to begin.

**SUPPORT ALL STUDENTS**

Encourage students to refer to their [Connect Language and Literacy Builder \(3-5\)](#) and/or [Claim-Evidence Language and Literacy Builder](#) as they work on their responses during this activity.

**SUPPORT ALL STUDENTS**

As students engage in the discussion portion of this activity, they can refer to the [Talk Moves Language and Literacy Builder](#) for different listening and speaking moves.

Lesson 17: Formative Assessment

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Cluster 3: Indigenous Culture

- Move around the room as students discuss and work on a summary.
- Encourage groups to work to ensure that the summary reflects the whole group's thinking.

Slide 7: Bring students back together once more, and pose the following questions:

- *What were some important takeaways from your small-group discussions?*
- *What sources did you use? What were those sources' purposes?*
- *What new or lingering questions do you have about this cluster?*

Look for students' responses to include reference to a source's purpose and/or the inclusion of a claim based on evidence. Possible responses:

- Our group said that Indigenous peoples of the Northeast keep their cultures alive today by continuing traditions like wampum belts, mishoons, and their languages.
- We used the Mishoons Note Catcher and what we learned from the Wampanoag language video. The purpose of both these sources was to educate people about Indigenous culture.
- A new question I have is what other forms of Indigenous traditions and cultural practices continue today?

Use the remaining class time to unpack these questions with students. Encourage students to refer to their Discussion Diamonds and cluster materials in their oral responses.

Close by letting students know that in the next class, they will work together to synthesize their learnings and questions from both Cluster 2 and Cluster 3.

Lesson 17: Formative Assessment

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LESSON 18

Unit Synthesis

EQ How have Indigenous peoples lived in the Northeast, past and present?

SQ How do Indigenous peoples of the Northeast keep their cultures alive today?

LEARNING OBJECTIVE

Use the Know and Wonder Chart and Inquiry Charts to identify important takeaway learnings from each cluster of the unit about the Indigenous peoples of the Northeast.

LANGUAGE OBJECTIVE

Share key ideas from each cluster, and use details from the unit to answer the unit's Essential Question in a class discussion.

LESSON OVERVIEW

In the synthesis lesson, students reflect on their learnings throughout the unit. They first revisit their Unit 1, Cluster 2 and 3 Inquiry Charts in order to discuss and identify one big takeaway per cluster. They then revisit the Unit 1 Know and Wonder Chart. Students consider the Essential Question: *How have Indigenous peoples lived in the Northeast, past and present?* and discuss what questions from the Wonder column they can now answer. The lesson closes with flexible review time.

LESSON STANDARDS

PS 2, PS 4, PS 6, 3.T2.3, 3.T2.3a, 3.T2.3b, 3.T2.3d, SL.3.1
See full text of standards in the Cluster Overview.

MATERIALS

- [Lesson 18 Slide Deck](#)
- Unit 1 Clusters 2–3 Inquiry Charts
- Lesson 6: Unit 1 Know and Wonder Chart

LESSON AT A GLANCE

Component	Time
Revisit the Unit's Charts	15
Flexible Review	15
Optional Extension: Content Assessment	30

Lesson 18: Unit Synthesis

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Cluster 3: Indigenous Culture**Plan for English Learner Success**

The following scaffolds can support all students in achieving the lesson objectives:

- [Connect Language and Literacy Builder \(3-5\)](#): Supports linking what students learned in the unit to the Essential and Supporting Questions.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for the discussion. Provide one or two simple sentence frames from the LLB for students to use in the Unit Synthesis discussions.
- Look Fors: Oral responses should use the structures provided in the LLB and include simple elaboration of ideas (e.g., adding a familiar adjective to describe a noun).

English Proficiency Levels 3-4:

- Pair students with a language-proficient peer, if possible, during the discussion. Encourage students to choose relevant frames from the LLB during the Unit Synthesis discussions.
- Look Fors: Oral responses should include simple sentences using the chosen question starters with some elaboration of ideas (e.g., using new or multiple adjectives, emerging use of clauses).

English Proficiency Levels 5-6:

- Students should readily participate in the discussions. Students may choose to use the LLB when working on responses during the Unit Synthesis discussions.
- Look Fors: Oral responses should elaborate or condense ideas through detailed sentences that use more complex grammatical structures (e.g., linking words or phrases, combined clauses).

**ADVANCE PREPARATION**

Ensure that the Unit 1 Clusters 2–3 Inquiry Charts and Unit 1 Know and Wonder Chart are easily accessible. As a reminder, Cluster 1 covered introductory map skills and is not included in this Unit Synthesis lesson or the Summative Assessment.

You may want to pre-group students into groups of 3 and pre-assign them each a number 1–3 in preparation for the Numbered Heads Together discussion routine.

Revisit the Unit's Charts (15 minutes)

Slide 2: Remind students of the Unit's Essential Question:

Lesson 18: Unit Synthesis

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Cluster 3: Indigenous Culture**How have Indigenous peoples lived in the Northeast, past and present?**

- Inform students that they will be working to answer this question in today's Unit Synthesis discussion and later in the unit's Summative Assessment Task.

Slide 3: Point out the **Unit 1, Clusters 2 and 3 Inquiry Charts** in the classroom. Explain that students will work in small groups using the Numbered Heads Together strategy. Group students into groups of 3, and assign them each a number (1–3).

Then ask: *What's one big idea or learning from each cluster?*

- Give students a few minutes to discuss with their small groups.
- Then call out one number (1–3). The students assigned this number will be the spokesperson for their group and share what their group discussed. All other students in the group should support their team member as needed.

Possible responses:

- Cluster 2: Indigenous peoples of the Northeast who have lived in a given area for long periods of time have developed ways of living that work best for them. This includes their housing, their food, and their relationship with the land.
- Cluster 3: Indigenous cultures and traditions are passed through generations and are important to maintain and protect.

**TEACHING TIP**

You can learn more about the Numbered Heads Together strategy through the Be GLAD! "[Strategy Spotlight: Numbered Heads!](#)" video (3:41) or the article, "[Numbered Heads Together Cooperative Learning Strategy.](#)"

Lesson 18: Unit Synthesis

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Slide 4: Then ask: *What's one big idea or learning from this unit that helps answer the Essential Question?*

- Once again, give students a few minutes to discuss with their group.
- Then call out a new number (1–3). The students assigned this number will be the new spokesperson for their group and share what their group discussed. All other students in the group should support their team member as needed.

Possible responses:

- In the past, the Wampanoag built wetus as shelters in connection with the land and seasons.
- Many tribes in the Northeast, like the Mashpee Wampanoag and the Narragansett Tribes, express gratitude for the natural world and how it supports life in different ways. One example of this is the Cranberry Day celebration.
- Some Indigenous peoples of the Northeast keep their cultures alive today by continuing traditions like wampum belts.

Slide 5: Present the **Unit 1 Know and Wonder Chart** from the Unit Kickoff, and give students a few minutes to review it.

Ask: *Which questions in the Wonder column can we now answer?*

- One final time, give students a few minutes to discuss with their group.
- Then call out the final number (1–3) that has not been chosen yet. The students assigned this number will be the final spokesperson for their group and share what their group discussed. All other students in the group should support their team member as needed.

Student responses will depend on the class questions generated in the Unit Kickoff.

Close the discussion by validating how much students have learned since the start of the unit!



SUPPORT ALL STUDENTS

Encourage students to refer to their [Connect Language and Literacy Builder \(3-5\)](#) during this discussion to support links between their learnings and the inquiry questions.

Lesson 18: Unit Synthesis

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Cluster 3: Indigenous Culture**Flexible Review** (15 minutes)

Use the rest of the time in class to wrap up the unit. This may include:

- Extending the discussion from the first half of class to support a deeper and more complex synthesis of ideas around the Essential Question.
- Providing students with guided review time to organize their unit materials and handouts and begin preparing for the Summative Assessment.

At the end of class, let students know that the next couple of classes will be a Summative Assessment of the unit.

Optional Extension: Content Assessment

(30 minutes)

You can administer the [Extension: Indigenous Peoples of the Northeast Content Assessment](#) or specific portions of it as an additional way to assess student understanding of the unit.

The [Extension: Indigenous Peoples of the Northeast Content Assessment \(Teacher Version\)](#) has scoring guidance for each section.

**SUPPORT ALL STUDENTS**

Be sure to provide the [Extension: Indigenous Peoples of the Northeast Content Assessment \(Word Bank\)](#) for students who would benefit from the addition of a word bank and a sentence starter when working on their written response.

Lesson 18: Unit Synthesis

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Extension: Indigenous Peoples of the Northeast Content Assessment (Teacher Version)

Section 1: Geography

Directions: Follow the prompts to add to or identify parts of the map on the following page.

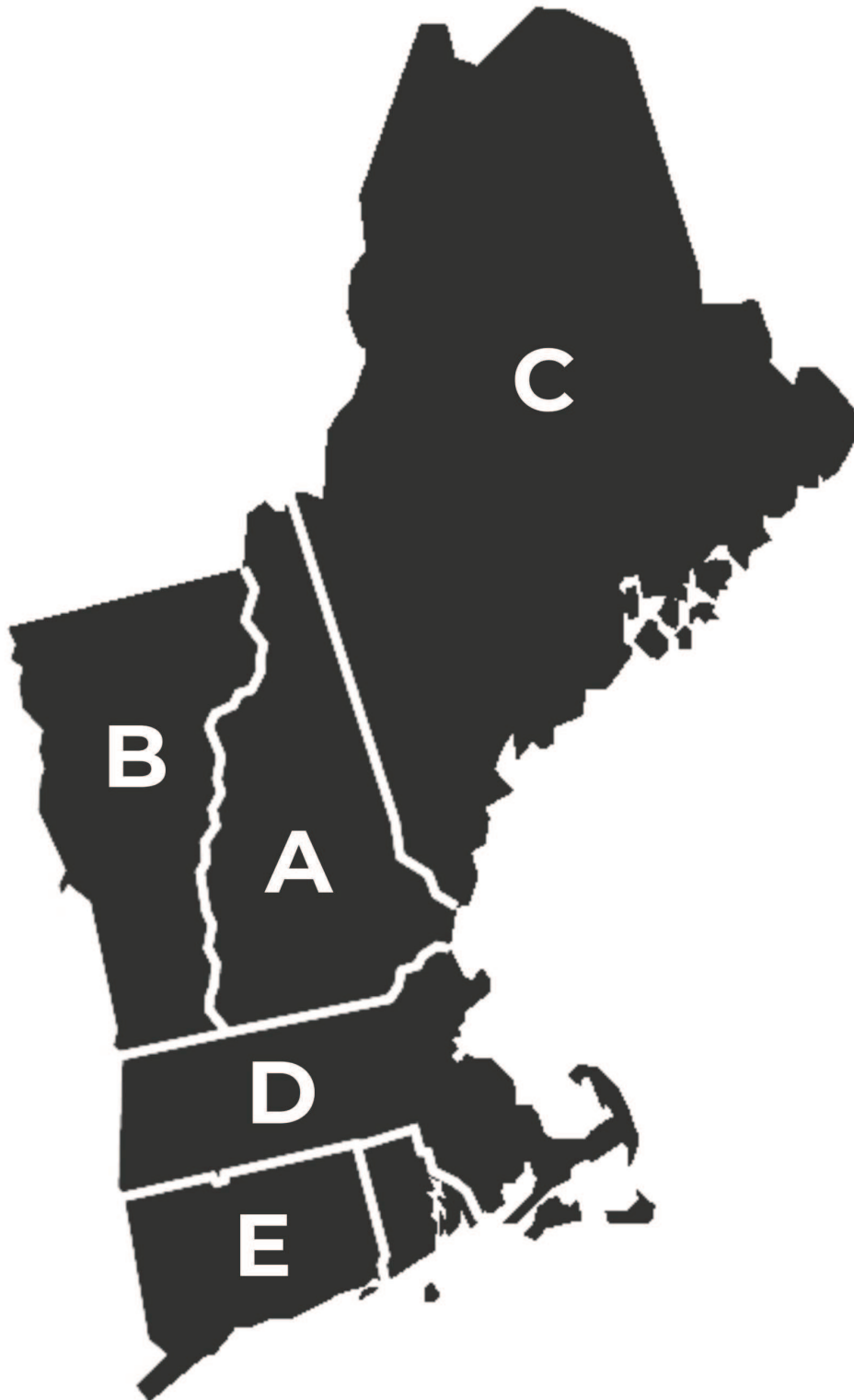
1. Create a title for the map.

Student responses will vary. Look for a title that describes the area (Northeast/New England), visual aspects (colors, letters), or what it can share (locations of states).

2. Add cardinal directions to the map.

Student drawings will vary. Possible responses include a compass rose, an arrow with N or North labeled, etc.

3. Write the letter that marks Massachusetts on the map: ___D___



Map created by Educurious from "Blank US Map" by Heitordp via Wikimedia Commons, public domain.

Section 2: Vocabulary

Directions: Match each vocabulary word on the left to its definition on the right by drawing a line to connect them.

Indigenous peoples		the experience of being thankful
colonization		the first groups of people to live in an area
culture		a practice used to pass down a community's culture
tradition		when a country takes control of land, people, and resources in another area to gain power and money
gratitude		a shared way of life for a group of people

Section 3: Short Answer

Directions: Answer the following question in a few sentences. Be sure to include specific learnings or evidence from the unit in your response.

“One of my responsibilities in life is keeping this type of thing going. Don’t stop it. And me being a Wampanoag person, being in one of these boats [mishoons], paddling, I remember my ancestors. I can have that feeling come to me, how they would paddle, how they would fish in the water, how they would travel. So it’s a big honor for me.”

–Darius Coombs, “The Making of a Mishoon”

Student responses will vary. Look for specific learnings or evidence in student writing. Possible responses:

Based on this quote, where can we see the Indigenous cultures of the Northeast today?

- Today we can see Indigenous cultures in the traditions that Wampanoag peoples continue from their ancestors. One of these traditions is being in and using mishoons.
- We can see Indigenous cultures of the Northeast today in celebrations like Cranberry Day and in traditions like creating wampum beads and belts.

Administration and Grading Guidance

This assessment is intended to have a variety of flexible administration options. Teachers may choose to use portions of it as Formative Assessments or in-class review throughout the unit or to administer some or all of it at the conclusion of the unit as a content-focused Summative Assessment alongside the Summative Assessment Task. The notes below are intended to help focus teachers’ attention and provide feedback to students, and provide one possible way of assigning points to each section of the assessment.

Scoring Guidance

Section 1: Geography (6 points)

- 2 points for writing an accurate and descriptive title
- 2 points for adding a representation of cardinal directions
- 2 points for identifying Massachusetts

Section 2: Vocabulary (10 points)

- 2 points for identifying each vocabulary pair

Section 3: Short Answer (4 points)

- 4 points for a written response using specific learnings or evidence from the unit

Total possible: 20 points

SUMMATIVE ASSESSMENT

Indigenous Peoples of the Northeast

ASSESSMENT PACING

Lesson 19

Task 1

Lesson 20

Task 2

Assessment Overview

For Unit 1's Summative Assessment, students create a short slide presentation that makes claims about why it is important to learn about how Indigenous peoples have lived in the Northeast, past and present.

On Day 1, students work in pairs or small groups to identify one source and one handout from the unit, the source's purpose, and how the source and handout can help them make a claim.

On Day 2, students use their work from Day 1 to create an informative mini slide deck. They then add any additional questions that they have to the deck as a way to support ongoing learning and inquiry. The lesson closes with time for students to share their work with one another.

Assessment at a Glance

On Day 1, students work on:

- Summative Assessment Task handout

On Day 2, students work on:

- Mini slide deck creation and sharing

Advanced Preparation

Students will need access to digital devices on Day 2. Alternatively, you can have students create posters or other visual representations of their work.

Assessment Focus Standards

Practice Standards: PS 2, PS 4, PS 6

Content Standards: 3.T.2.3, 3.T.2.3a, 3.T.2.3b, 3.T.2.3d

Grading and Providing Feedback

Task 1

Use the [Indigenous Peoples of the Northeast Rubric](#) to evaluate students' work. You can also refer to the [Summative Assessment Task \(Teacher Version\)](#) as an example.

Summative Assessment**Task 2**

Look for image choices that align with the chosen topic (especially the choice of past or present-day images) and the inclusion of at least two relevant questions related to the unit.

LESSON 19

Summative Assessment, Day 1

Teacher Notes

Ensure that students have access to all the materials and resources from Clusters 2 and 3 for this lesson.

MATERIALS

- [Lesson 19 Slide Deck](#)
- [Summative Assessment Task](#)
- [Summative Assessment Task \(Sentence Starters\)](#)
- [Summative Assessment Task \(Teacher Version\)](#)
- [Indigenous Peoples of the Northeast Rubric](#)
- Lesson 7: Outdoor Observations
- Lesson 8: The Role of Gratitude
- Lesson 9: Wetus Note Catcher
- Lesson 13: Wampum Belt Design
- Lesson 14: Mishoons Note Catcher

Prepare for the Task (5 minutes)

Slide 2: Explain to students that for the next two classes, they will work on a Summative Assessment Task that honors and celebrates the Indigenous peoples in our area of the Northeast.

Share that through creating a mini slide deck and summarizing their learnings, they will answer why it is important to learn about the Unit 1 Essential Question:



How have Indigenous peoples lived in the Northeast, past and present?



TEACHING TIP

You can also provide further framing and authenticity of this task by connecting it to any Indigenous Peoples' Day celebrations in your community in October or Native American Heritage Month in November.

Summative Assessment

Slide 3: Explain that in order to showcase their learning and answer the question, they will use the sources and handouts from Clusters 2 and 3.

- Review the sources and handouts.
- Prompt students to organize their handouts and ensure that they have them all in their workspace.

**SUPPORT ALL STUDENTS**

Provide the [Summative Assessment Task \(Sentence Starters\)](#) to students who would benefit from support in forming their written responses. You can also encourage students to use the [Summarize Language and Literacy Builder \(3-5\)](#) and/or [Connect Language and Literacy Builder \(3-5\)](#) to support their thinking and writing.

Summative Assessment Task *(25 minutes)*

Slide 4: Distribute the [Summative Assessment Task](#) to students, and read the directions aloud.

- Point out that the list of sources and handouts are also included on their handout.
- Underscore that many of the sources were images or videos, which they do not have in front of them, but they can still use and refer to them in their work.

Prompt students to begin working on their handouts. They can discuss their ideas with a partner or small group, but each student should complete their own handout.

You can refer to the [Summative Assessment Task \(Teacher Version\)](#) and [Indigenous Peoples of the Northeast Rubric](#) to support students as they work. Be sure to also refer to the Assessment Guidance document, which outlines the assessment of each aspect of the Summative Assessment Tasks.

At the end of class, collect students' handouts. They will need them for Part 2 of the Summative Assessment.

**SUPPORT ALL STUDENTS**

You can further scaffold this task by having students focus on completing the source information and claim sections for just one source.

LESSON 20

Summative Assessment, Day 2

Teacher Notes

Students will need digital devices for this activity. If you prefer not to use the slide deck format, you can print out the images from the Summative Assessment Student Slide Deck template and have students create posters for this task.

MATERIALS

- [Lesson 20 Slide Deck](#)
- [Summative Assessment Student Slide Deck](#)
- Lesson 19: Summative Assessment Task

Designing Mini Decks *(25 minutes)*

Slide 2: Pass back students' **Summative Assessment Tasks** from the previous lesson, and review the information that they recorded.

Slide 3: Explain that in today's class, they will use this information to create a mini slide deck and add visuals. They will:

- Use the [Summative Assessment Student Slide Deck](#).
- Follow the prompts on each slide to add their claim, source and handout information, and an image.
- List at least two additional or lingering questions they have from the unit.
- Share their final work with their classmates.

Click on the link for the Student Slide Deck template, and point out the different sections they will fill out and where they can find the images.

- Be sure to point out that some images are representative of the past, and some are representative of the present.
- Prompt students to be mindful about what image(s) best support and are aligned with their claim. For example, if their claim is about language use both in the past and the present, they could use both images. If their claim is about language use specifically in the past, they should use the language image labeled past.

Summative Assessment

Distribute digital devices, and prompt students to begin working. Be sure to move around the room to support students' pacing and any technological needs.

Share-out *(5 minutes)*

Slide 4: With about 5 minutes left in the class period, pair students up to share their work with one another. After each student shares their mini deck, they should then share:

- At least two additional or lingering questions they have.
- One big learning from the unit.

Optional Extension *(20 minutes)*

If students are interested, you can organize a larger share-out of students' work with other classes or members of the school community. This can be in conjunction with other events for Indigenous Peoples' Day in October or Native American Heritage Month in November.

Name: _____ Date: _____

Summative Assessment Task (Sentence Starters)

Directions: Follow the prompts below to identify one source and one handout from the unit, their purpose, and how they can help explain why it is important to learn about how Indigenous peoples have lived in the Northeast, past and present. Then form your claim using one big idea that you learned. You can use the provided sentence starters to help you.

Unit 1 sources			
Weetumuw School website	The Three Sisters story video	Cranberry Day video	Wetu video
Wampum video	Mishoons videos	Wampanoag language video	

Source information:

What is one source from the unit that can help you explain how Indigenous peoples have lived in the Northeast, past and present?

Source name:

What is the purpose of this source? Think about what kind of source it is and who created it.

The source's purpose is to...

What does this source tell you about how Indigenous peoples have lived in the Northeast, past and present?

The source tells me that Indigenous peoples in the Northeast...

Unit 1 handouts		
Outdoor Observations handout	The Role of Gratitude handout	Wetus Note Catcher handout
Mishoons Note Catcher handout	Wampum Belt Design handout	

Handout information:

What is one handout from the unit that can help you explain how Indigenous peoples have lived in the Northeast, past and present?

Handout name:

What does this handout tell you about how Indigenous peoples have lived in the Northeast, past and present?

The handout tells me that Indigenous peoples in the Northeast...

Your claim:

What is one big idea you learned about how Indigenous peoples have lived in the Northeast, past and present?

It is important to learn about how Indigenous peoples have lived in the Northeast, past and present, because...

Name: _____ Date: _____

Summative Assessment Task

Directions: Follow the prompts below to identify one source and one handout from the unit, their purpose, and how they can help explain why it is important to learn about how Indigenous peoples have lived in the Northeast, past and present. Then form your claim using one big idea that you learned.

Unit 1 sources			
Weetumuw School website	The Three Sisters story video	Cranberry Day video	Wetu video
Wampum video	Mishoons videos	Wampanoag language video	

Source information:

What is one source from the unit that can help you explain how Indigenous peoples have lived in the Northeast, past and present?

Source name:

What is the purpose of this source? Think about what kind of source it is and who created it.

What does this source tell you about how Indigenous peoples have lived in the Northeast, past and present?

Unit 1 handouts		
Outdoor Observations handout	The Role of Gratitude handout	Wetus Note Catcher handout
Mishoons Note Catcher handout	Wampum Belt Design handout	

Handout information:

What is one handout from the unit that can help you explain how Indigenous peoples have lived in the Northeast, past and present?

Handout name:

What does this handout tell you about how Indigenous peoples have lived in the Northeast, past and present?

Your claim:

What is one big idea you learned about how Indigenous peoples have lived in the Northeast, past and present?

Name: _____ Date: _____

Indigenous Peoples of the Northeast Rubric

Standard	Exceeding	Meeting	Approaching
Practice Standard 4 Identify the purpose of a source using information about the source type, maker, intended audience, date, and place of origin.	The writer clearly and accurately identifies the purpose of the two chosen sources, referencing multiple types of information that they provide.	The writer identifies the purpose of the two chosen sources, referencing at least one type of information they provide.	The writer partially identifies the purpose of the two chosen sources.
Practice Standard 6 In response to an inquiry question, respond with a claim based on evidence.	The writer has a clear claim in response to the importance of learning about the Essential Question that is fully supported by evidence from the unit.	The writer has a claim in response to the importance of learning about the Essential Question that is connected to evidence from the unit.	The writer has a claim in response to the importance of learning about the Essential Question that is partially connected to evidence from the unit.
Content Standard 3.T2.3 Explain the diversity of Native Peoples, present and past, in Massachusetts and the New England region.	The writer provides detailed, specific, and accurate information about Indigenous peoples of the Northeast, past and present.	The writer provides accurate information about Indigenous peoples of the Northeast, past and present.	The writer provides incomplete and/or generally inaccurate information about Indigenous peoples of the Northeast, past and present.

Overall Feedback:

SUPPLEMENTAL RESOURCES



Grade 3, Unit 1: Indigenous Peoples of the Northeast

Resources for Educators

As you prepare to teach this unit, we encourage you to deepen your own understanding of the content you will be covering with students. Throughout the lesson plans, sidebars highlight opportunities for you to learn more about various topics and historical events being covered, including links to a wide range of external resources. This document provides a complete list of these linked resources and a brief description of each to support your continued learning.

Cluster 2: Indigenous Peoples and the Land

Author	Resource	Use
Lesson 6		
DESE	<u>Background Brief: Indigenous Peoples of the Northeast</u>	The Background Brief was designed to support educators in developing content knowledge before teaching this unit.
Brooks, Lisa	<u>The Common Pot: The Recovery of Native Space in the Northeast</u>	Book that explores how Indigenous leaders used literacy, diplomacy, and writing to defend land, maintain alliances, and preserve Indigenous ways of life in the Northeastern US after colonization
Younging, Gregory	<u>Elements of Indigenous Style: A Guide for Writing by and about Indigenous Peoples</u>	Book that offers guidance on creating works about Indigenous peoples respectfully and accurately by providing culturally appropriate publishing practices, terminology to use and avoid, advice on specific editing issues, and best practices
Sabzalian, Leilani	<u>Indigenous Children's Survivance in Public Schools</u>	Book that examines the cultural, social, and political terrain of Indigenous education by providing accounts of Indigenous students and educators navigating colonial dynamics within public schools

PBS Learning Media

Stereotypes: Indigeneity Learning Media

Video that explains how common stereotypes about Indigenous people were created and why they are harmful and teaches how to recognize these stereotypes and support more accurate and respectful representations of Indigenous peoples

Cluster 3: Indigenous Culture

Author	Resource	Use
Lesson 13		
National Museum of the American Indian	<u>Haudenosaunee Guide for Educators</u>	Resource written to help provide teachers with a better understanding of Haudenosaunee life, history, and culture
Lesson 15		
The Mashpee, Aquinnah, Assonet, and Herring Pond Wampanoag communities	<u>Wôpanâak Language Reclamation Project</u>	Website for an organization that is leading an effort to revive the Wampanoag language by using historical documents, education programs, and immersion learning to reconnect Wampanoag people with their roots, culture, and language



Grade 3, Unit 1: Indigenous Peoples of the Northeast

Picture Book List

This list contains grade-appropriate, content-aligned books that could be used alongside this unit. Some units contain books that appear directly in lesson activities or as part of lesson extension activities, while others are suggestions from Investigating History teachers and could supplement instruction by being taught in a literacy block, added to a classroom library, or read aloud as a whole class. Teachers should review any materials they use with students, including the books on this list, which does not constitute an endorsement or recommendation by DESE.

Books in the Curriculum

Author	Title	Lesson
Danielle Greendeer and Anthony Perry and Alexis Bunten	<u>Keepunumuk: Weeâchumun's Thanksgiving Story</u>	8
Suzanne Greenlaw and Gabriel Frey	<u>The First Blade of Sweetgrass</u>	13, 15
Elder Albert Marshall and Louise Zimanyi	<u>Walking Together</u>	7
Chris Newell	<u>If You Lived During the Plimoth Thanksgiving</u>	1, 8, 9, 10
Traci Sorrell	<u>We Are Still Here!: Native American Truths Everyone Should Know</u>	6

Recommended Books (Not in the Curriculum)

Author	Title
Michaela Goade	<u>Berry Song</u>
Joy Harjo	<u>Remember</u>
Carole Lindstrom	<u>We Are Water Protectors</u>
Elder Albert Marshall and Louise Zimanyi	<u>Walking Together</u>
Simon Ortiz	<u>The People Shall Continue</u>

Picture Book List

Traci Sorrell

[We Are Still Here!: Native American Truths Everyone Should Know](#)
