

GRADE 3, UNIT 2

Indigenous Communities, European Colonizers, and the Plymouth Colony



MASTER COPIES



*Illustration of a Wampanoag person watching an English ship approaching land in the 1620s.
Image by Winona Nelson (Leech Lake Band of Minnesota Ojibwe), used with permission.*

Acknowledgements

This Investigating History unit was developed by the Massachusetts Department of Elementary and Secondary Education in partnership with the following organizations and individuals:

Pilot Curriculum Authors: Educurious by NCEE

Lead Authors

Katherine Moran

Lead Reviewer

Kasha Browning

Editor

Gayle Klim

Additional Design Support

N'Dia Parker-McWhorter

2025–26 Curriculum Revisions: Educurious by NCEE

Lead Author

Katherine Moran

Lead Reviewer

Kasha Browning

Editor

Gayle Klim

Digital Media Specialist

Angela Rosenberg

Senior Advisor

Sara Nachtigal

Indigenous Curriculum Review: Native Education Council of Massachusetts

Est. 2019 by the Mashpee Wampanoag Tribe Education Department

Note: The Native Education Council does not rate or endorse curriculum materials. See the Curriculum Guidebook for more information.

English Learner Consultants: English Learners Success Forum

Note: ELSF does not rate or endorse materials. See the Curriculum Guidebook for more information.

Scholar Advisor

Benjamin Remillard, *Providence College*

Massachusetts Department of Elementary and Secondary Education

Kathryn Gabriele
Dylan Geesey-Pearce
Reuben Henriques
Rebekah Judson
Miesha Keita
Julia Lucas
Katherine Tarca

Copyright Notice



All original content in this work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/) and © 2026 by DESE. Third party content including, but not limited to, images, illustrations, and photographs, are subject to their own license terms.

Reference in this curriculum to any specific commercial products, processes, or services, or the use of any trade, firm, or corporation name is for the information and convenience of the public, and does not constitute endorsement or recommendation by the Massachusetts Department of Elementary and Secondary Education (DESE). Our office is not responsible for and does not in any way guarantee the accuracy of information in other sites accessible through links herein. For more information please contact: InvestigatingHistory@mass.gov.

Name: _____ Date: _____

Unit 2, Cluster 1 Inquiry Chart

Unit EQ	How did colonization of the Northeast affect different groups of people over time?
Cluster SQ	What were the differences between how Indigenous peoples and European colonizers related to the land and each other?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 2: We looked at maps to identify early European routes between Europe and Northeastern North America.	
Lesson 3: We read and discussed the Doctrine of Discovery, a document that supported the belief that land could be taken.	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 4: We read about Wampanoag perspectives on the land and experiences with European colonizers and took notes in a notes organizer.	
Lesson 5: We read about European colonizers' views on land and the Wampanoag and took notes in a notes organizer.	

Unit 2 Know and Wonder Chart

Unit 2 Essential Question: How did colonization of the Northeast affect different groups of people over time?

What do you already know?	What do you wonder?

Blank Word Wall Vocabulary Cards

Directions: These cards are designed to support students with learning key vocabulary in their home language(s). Edit this document to create as many cards as you need, then use a translation resource to translate each word and definition. Print and cut out these vocabulary cards to use on the Word Wall in the classroom. Translated cards should be paired with the English version on the Word Wall to support students with translanguageing.

Blank Word Wall Cards
vocabulary word definition

vocabulary word

definition

vocabulary word

definition

Name: _____

Date: _____

The Doctrine of Discovery

Directions: Follow the Investigating Sources prompts given by your teacher to learn what the Doctrine of Discovery was and the beliefs behind it.

What was the Doctrine of Discovery?

It was an idea based on a document written by Pope Alexander VI in 1493. The Pope is the leader of the Catholic church.

What did the document say?

1. The first European country to “find” land that was not controlled by another Christian country got to control it.
2. People who were Christian had more rights than people who were not.
3. The Pope told Christians they needed to spread their religion to Indigenous peoples.

Text sources:

- Indigenous Corporate Training Inc. 2020. "[Indigenous Title and the Doctrine of Discovery](#)." March 30.
- The Gilder Lehrman Institute of American History. [The Doctrine of Discovery, 1493.](#)

Image source:

The Doctrine of Discovery. Image by Pope Alexander VI via The Gilder Lehrman Institute of American History.



The Doctrine of Discovery, or the The Papal Bull "Inter Caetera," written by Pope Alexander VI on May 4, 1493.

Name: _____

Date: _____

The Doctrine of Discovery (Word Bank)

Directions: Follow the Investigating Sources prompts given by your teacher to learn what the Doctrine of Discovery was and the beliefs behind it. Use the word bank to support you as you read and discuss the text.



The Doctrine of Discovery, or the The Papal Bull "Inter Caetera," written by Pope Alexander VI on May 4, 1493.

Word Bank

Catholic	describing the religion or a follower of Catholicism
European	describing the continent or a person from Europe
Christian	describing the religion or a follower of Christianity
rights	basic freedoms that are protected by law

What was the Doctrine of Discovery?

It was an idea based on a document written by Pope Alexander VI in 1493. The Pope is the leader of the Catholic church.

What did the document say?

1. The first European country to “find” land that was not controlled by another Christian country got to control it.
2. People who were Christian had more rights than people who were not.
3. The Pope told Christians they needed to spread their religion to Indigenous peoples.

Text sources:

- Indigenous Corporate Training Inc. 2020. "[Indigenous Title and the Doctrine of Discovery](#)." March 30.
- The Gilder Lehrman Institute of American History. [The Doctrine of Discovery, 1493](#).

Image source: The Doctrine of Discovery. Image by Pope Alexander VI via The Gilder Lehrman Institute of American History.

Name: _____ Date: _____

Identify Differences Notes Organizer

Part 1 Directions: As you read the Wampanoag Perspectives text, record evidence that answers the questions below.

1. How did the Wampanoag relate to the land?

2. How did the Wampanoag react to the European colonizers?

Part 2 Directions: As you read the European Colonizer Perspectives text, record evidence that answers the questions below.

1. How did the European colonizers view the land?

2. How did the European colonizers view the Wampanoag?

Name: _____ Date: _____

Wampanoag Perspectives

Directions: Read the text below, and look for information about how the Wampanoag related to the land and responded to European colonizers. Use the word bank to support your understanding.

Word Bank

adapted	adjusted or changed
stewards	people who carefully and responsibly take care of something important
enslaved	captured, forced to work, and used as property



Indigenous peoples in North America lived deeply connected to the land for more than 12,000 years. Many Indigenous tribes, including the Wampanoag, viewed land as a living part of the community. They **adapted** to the natural resources it provided.

The Wampanoag lived in relationship with the land. They were **stewards** of their environment. They saw land as the source of life; their care kept it balanced and healthy. They fished, hunted, and gathered. They also farmed

and traded. In the summer, the Wampanoag gathered in large villages by the coast. In the winter, small family groups spread out to live in the woodland forests.

The Wampanoag had met Europeans before. They knew that large ships from Europe could mean trouble. Europeans on ships kidnapped and **enslaved** Indigenous people. Europeans also brought diseases that destroyed Indigenous communities. As a result, when English colonizers first arrived in Wampanoag territory (now known as Cape Cod) in December of 1620, they were pushed out by the Wampanoag.

The Wampanoag who lived further inland did not make official contact with the English colonizers when they first arrived. They watched the English and tried to decide if it was safe. They did not officially meet the English colonizers for months.

Text sources:

- Newell, Chris. 2021. Text adapted with permission from [If You Lived During the Plimoth Thanksgiving](#), pages 8, 24–29, 30, and 32.
- Seay, Bob. 2019. "[Reframing The Story Of The First Encounter Between Native Americans And The Pilgrims](#)." WGBH News. November 28.
- Eastham Historical Society. 2019. "[The Site of the First Encounter](#)."

Image source: Illustration by Winona Nelson used with permission from the artist. © 2021 Winona Nelson.

Note: The book *If You Lived During the Plimoth Thanksgiving* has extensive information about Wampanoag life in the Northeast. To learn more about Wampanoag life, food, and clothing in 1620, refer to sections 13, 14, and 15 in the book.

Name: _____ Date: _____

Wampanoag Perspectives (Expanded Word Bank)

Directions: Read the text below, and look for information about how the Wampanoag related to the land and responded to European colonizers. Use the word bank to support your understanding.

Word Bank

adapted	adjusted or changed
natural resources	materials found in nature that can be used to survive and/or make money
stewards	people who carefully and responsibly take care of something important
kidnapped	taken by force
enslaved	captured, forced to work, and used as property
colonizer	someone who participates in colonization



Indigenous peoples in North America lived deeply connected to the land for more than 12,000 years. Many Indigenous tribes, including the Wampanoag, viewed land as a living part of the community. They **adapted** to the **natural resources** it provided.

The Wampanoag lived in relationship with the land. They were **stewards** of their environment. They saw land as the source of life; their care kept it balanced and healthy. They fished, hunted, and gathered. They also farmed and traded. In the summer, the Wampanoag gathered in large villages by the coast. In the winter, small family groups spread out to live in the woodland forests.

The Wampanoag had met Europeans before. They knew that large ships from Europe could mean trouble. Europeans on ships **kidnapped** and **enslaved** Indigenous people. Europeans also brought diseases that destroyed Indigenous communities. As a result, when English **colonizers** first arrived in Wampanoag territory (now known as Cape Cod) in December of 1620, they were pushed out by the Wampanoag.

The Wampanoag who lived further inland did not make official contact with the English colonizers when they first arrived. They watched the English and tried to decide if it was safe. They did not officially meet the English colonizers for months.

Text sources:

- Newell, Chris. 2021. Text adapted with permission from [If You Lived During the Plimoth Thanksgiving](#), pages 8, 24–29, 30, and 32.
- Seay, Bob. 2019. "[Reframing The Story Of The First Encounter Between Native Americans And The Pilgrims](#)." WGBH News. November 28.
- Eastham Historical Society. 2019. "[The Site of the First Encounter](#)."

Image source: Illustration by Winona Nelson used with permission from the artist. © 2021 Winona Nelson.

Note: The book *If You Lived During the Plimoth Thanksgiving* has extensive information about Wampanoag life in the Northeast. To learn more about Wampanoag life, food, and clothing in 1620, refer to sections 13, 14, and 15 in the book.

Name: _____ Date: _____

European Colonizer Perspectives

Directions: Read the text below, and look for information about how European colonizers viewed the land and the Wampanoag. Use the word bank to support your understanding.

Word Bank

territories	areas of land used, owned, or under the power of a specific group
valued	important and worth a high amount of money
resources	materials that are useful or valuable



More European colonizers began taking over **territories** along the east coast of North America in the 1600s.

They wanted control of the land and natural resources to sell and make money. They caught and sold cod fish. They cut down trees and sold timber. Colonizers traded with Indigenous peoples for beaver fur. Then they sold the furs for money. Beaver furs were highly **valued** in Europe.

English colonizers believed that the land could be owned. They also thought it should be “improved” to make more **resources**. This would allow them to make even more money. Land was valuable to them because it was a way to become wealthy.

The English colonizers who arrived in Wampanoag territory in 1620 took over an abandoned Wampanoag village known as Patuxet. They knew Indigenous people were in the area. Colonists heard the Wampanoag in the woods but did not approach them.

The English did not believe they needed to ask permission from the Indigenous people to settle in the area. They arrived late in the year, when winter was coming. Starving and in need of resources, they explored the area. They took buried food, supplies, and other materials from Patuxet and Wampanoag graves. They also cut down trees and started to build homes.

Text source: Newell, Chris. 2021. Text adapted with permission from [If You Lived During the Plimoth Thanksgiving](#) pages 15–16 and 22–29.

Image source: Illustration by Winona Nelson used with permission from the artist. © 2021 Winona Nelson.

Name: _____ Date: _____

European Colonizer Perspectives (Expanded Word Bank)

Directions: Read the text below, and look for information about how European colonizers viewed the land and the Wampanoag. Use the word bank to support your understanding.

Word Bank

territories	areas of land used, owned, or under the power of a specific group
valued	important and worth a high amount of money
resources	materials that are useful or valuable
wealthy	having a large amount of money or resources
abandoned	empty and no longer used
permission	approval or consent



More European colonizers began taking over **territories** along the east coast of North America in the 1600s.

They wanted control of the land and natural resources to sell and make money. They caught and sold cod fish. They cut down trees and sold timber. Colonizers traded with Indigenous peoples for beaver fur. Then they sold the furs for money. Beaver furs were highly **valued** in

Europe.

English colonizers believed that the land could be owned. They also thought it should be “improved” to make more **resources**. This would allow them to make even more money. Land was valuable to them because it was a way to become **wealthy**.

The English colonizers who arrived in Wampanoag territory in 1620 took over an **abandoned** Wampanoag village known as Patuxet. They knew Indigenous people were in the area. Colonists heard the Wampanoag in the woods but did not approach them.

The English did not believe they needed to ask **permission** from the Indigenous people to settle in the area. They arrived late in the year, when winter was coming. Starving and in need of resources, they explored the area. They took buried food, supplies, and other materials from Patuxet and Wampanoag graves. They also cut down trees and started to build homes.

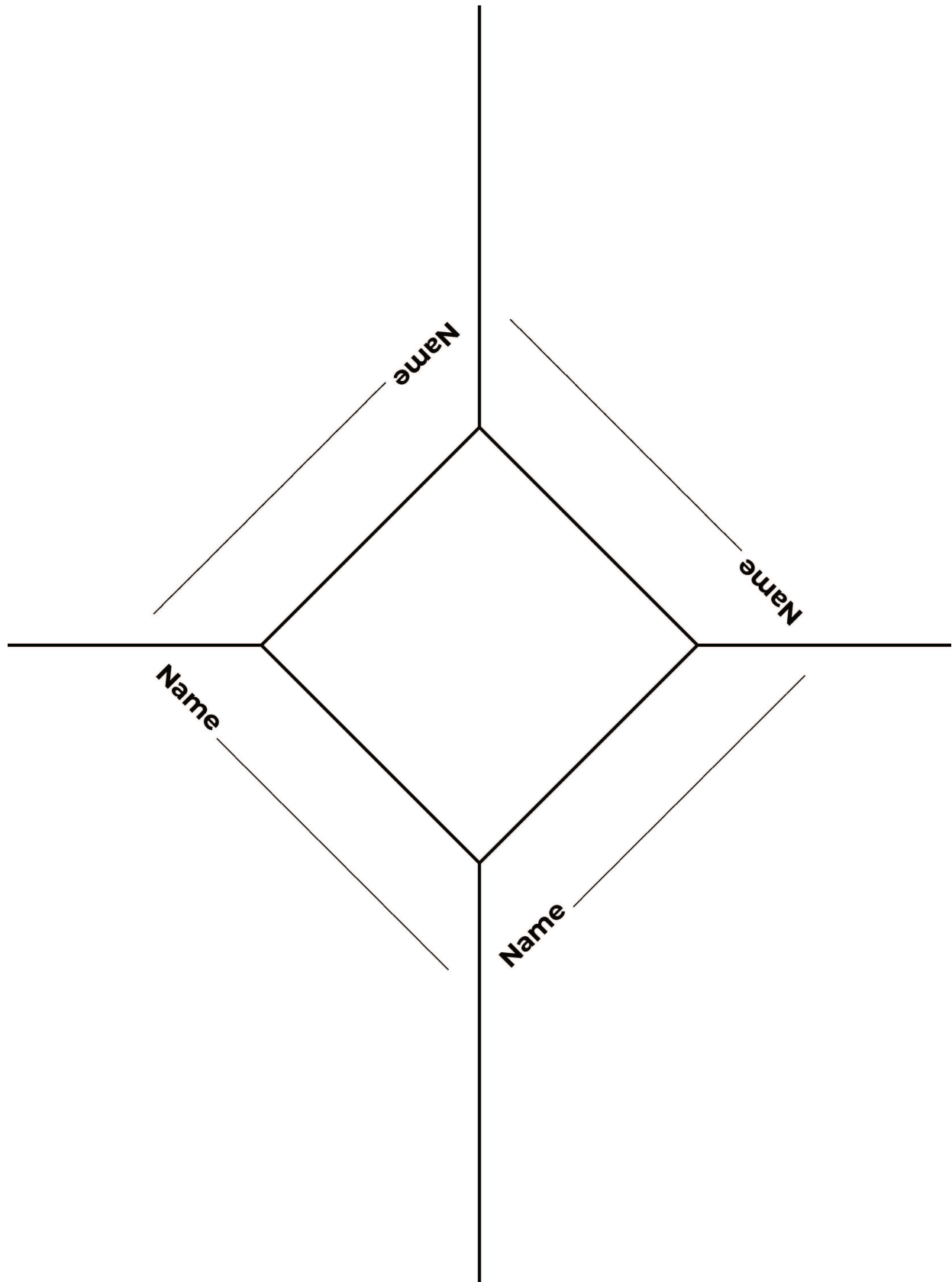
Text source: Newell, Chris. 2021. Text adapted with permission from [If You Lived During the Plimoth Thanksgiving](#), pages 15–16 and 22–29.

Image source: Illustration by Winona Nelson used with permission from the artist. © 2021 Winona Nelson.

Name: _____ Date: _____

Discussion Diamond

Directions: Write on your corner of the Discussion Diamond when prompted. Write a summary of your discussion in the middle after your group discusses.



Name: _____ Date: _____

Formative Assessment Task

Part 1 Directions: Read the excerpts from the cluster's materials below. Then work together to annotate the reading with the following letters:

- W = paragraph that describes the Wampanoag point of view or perspective
- E = paragraph that describes the European colonizer point of view or perspective
- F = the bold sentence that is a fact
- O = the bold sentence that is an opinion

They lived in harmony with the land. They were stewards of their environment. They saw land as the source of life; their care kept it balanced and healthy.

They fished, hunted, and gathered. They also farmed and traded.

They wanted control of the land and natural resources to sell and make money. They caught and sold cod fish. They cut down trees and sold timber. **They believed that the land could be owned.** They also thought it should be "improved" to make more resources.

Part 2 Directions: Choose one of the topics. Then work independently to answer the question using information from your cluster resources to support your response.

Topic 1: The Wampanoag	Topic 2: European colonizers
What was the Wampanoag's relationship with the land and reaction to European colonizers?	What was the European colonizers' view of the land and reaction to the Wampanoag?
<i>For the Wampanoag, the land...</i>	<i>For the European colonizers, the land...</i>
<i>When the European colonizers arrived, the Wampanoag...</i>	<i>When they arrived, European colonizers thought the Wampanoag...</i>

Name: _____ Date: _____

Formative Assessment Task (Word Bank)

Part 1 Directions: Read the excerpts from the cluster's materials below. Then work together to annotate the reading with the following letters:

- W = paragraph that describes the Wampanoag point of view or perspective
- E = paragraph that describes the European colonizer point of view or perspective
- F = the bold sentence that is a fact
- O = the bold sentence that is an opinion

They lived in harmony with the land. They were stewards of their environment. They saw land as the source of life; their care kept it balanced and healthy.

They fished, hunted, and gathered. They also farmed and traded.

They wanted control of the land and natural resources to sell and make money. They caught and sold cod fish. They cut down trees and sold timber. **They believed that the land could be owned.** They also thought it should be "improved" to make more resources.

Part 2 Directions: Choose one of the topics. Then work independently to answer the question using information from your cluster resources to support your response. Be sure to also use the word bank to support your writing.

Word Bank			
colonization	natural resource	colonizer	colony
adapted	harmony	stewards	enslaved
territories	valued	wealthy	permission

Topic 1: The Wampanoag	Topic 2: European colonizers
What was the Wampanoag’s relationship with the land and reaction to European colonizers?	What was the European colonizers’ view of the land and reaction to the Wampanoag?
<i>For the Wampanoag, the land...</i>	<i>For the European colonizers, the land...</i>
<i>When the European colonizers arrived, the Wampanoag...</i>	<i>When they arrived, European colonizers thought the Wampanoag...</i>

Name: _____ Date: _____

Unit 2, Cluster 2 Inquiry Chart

Unit EQ	How did colonization of the Northeast affect different groups of people over time?
Cluster SQ	During the year 1621, how did the Wampanoag and the Plymouth colonists react to each other?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 8: We read about what was written in the Mayflower Compact.	
Lesson 9: We read about the actions and responses of the Wampanoag and the English colonists.	
Lesson 10: We read a text that described details of the 1621 harvest feast.	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 11: We read and sorted the Abbe Museum's true/false cards about the 1621 harvest feast.	

Name: _____ Date: _____

Extension: The Mayflower Compact Reading

Directions: Read the text below to identify early English colonist's actions and important parts of the Mayflower Compact. Use the word bank to support your understanding.

Word Bank

English colonists	a group of people from England who left to form a settlement or colony elsewhere
government	a group of people who run a community, town, state, tribe, or country
colony	an area that is controlled by another country and occupied by colonizers



The **English colonists** we now call “Pilgrims” called themselves “Saints.” The Saints came to Massachusetts on a ship called the Mayflower in November 1620.

When they arrived in Massachusetts, they decided they needed to create rules and a **government** for themselves. They created a set of rules called the Mayflower Compact.

Here are three of the rules in the Mayflower Compact. All Mayflower colonists who signed the Compact agreed to:

1. follow Christianity,
2. follow all laws for the good of the **colony**, and
3. be loyal to England and King Charles II.

The Mayflower Compact was signed by 41 adult male colonists on board. Male indentured servants were allowed to sign. Men who were enslaved and women were not allowed to sign.

Image and text source: Newell, Chris. 2021. Illustration and text adapted with permission from [If You Lived During the Plimoth Thanksgiving](#), pages 18–21. Scholastic.

The Mayflower Compact

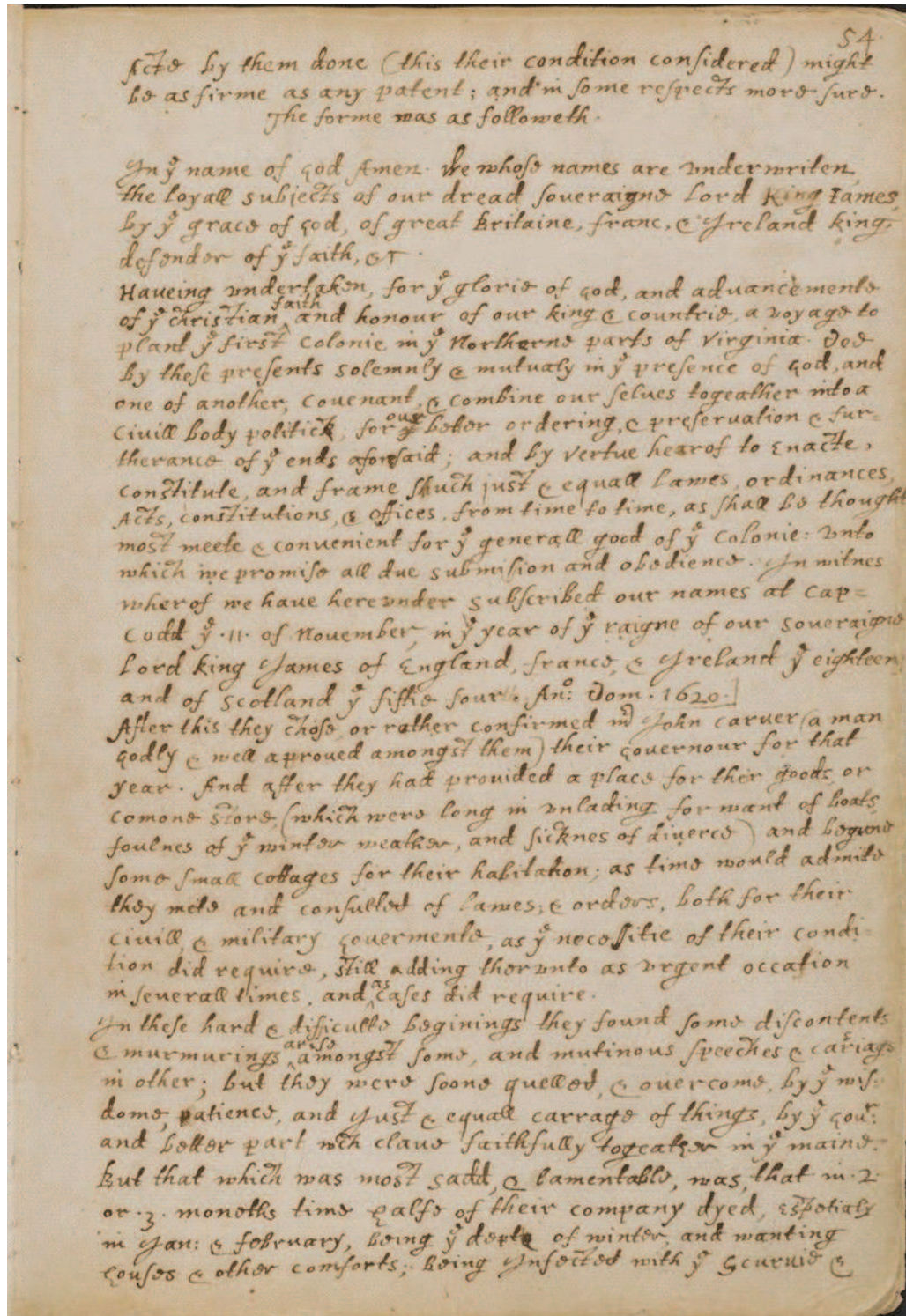


Image source: The Mayflower Compact. Image via Library of Congress, public domain.

Name: _____ Date: _____

Actions and Responses Graphic Organizer

Directions: As you listen to the Actions and Responses reading, record information from the text that is related to each topic in the graphic organizer below.

Topic	Information from the text
English colonist actions What did they do?	
Wampanoag responses How did they react?	

Topic	Information from the text
Agreements made and why What did the Wampanoag and English colonists agree to and why?	

Name: _____ Date: _____

Actions and Responses

Directions: Read the text below, and look for information that describes the actions and responses of both the Wampanoag and the colonists at the beginning of Plymouth Colony. Use the word bank to support your understanding.

Word Bank

abandoned	left behind, empty, or deserted
ally	someone who works on your side and protects you
enslavement	the act of being captured, forced to work, and used as property
territory	the area of land used, owned, or under the power of a specific group



The English colonists settled in Patuxet in December 1620 and called it Plimoth. They wrote about hearing and seeing Wampanoag peoples. Colonists began to carry weapons and guns. They knew that they had not asked permission to settle there.

The Wampanoag leaders also saw and heard the colonists settling in Patuxet. They did not approach them until March 1621. This was when a sachem of the neighboring Abenaki Tribe named Samoset approached the colonists. He greeted them by saying “welcome” in English. He had learned English from earlier meetings with traders.

Samoset told colonists about the disease that affected Wampanoag villages from 1616 to 1619. He explained that this was why Patuxet had been **abandoned**. He set up a meeting between the colonists and the Wampanoag Massasoit named Ousamequin.

The colonists and Wampanoag made an alliance. They agreed not to hurt one another. They also agreed not to carry weapons when they saw each other.

The colonists agreed to the alliance because they needed help to survive in the area. Since they had been chased off by the Wampanoag who lived on what is now Cape Cod when they first arrived in December, they wanted to guarantee peace.

The Wampanoag agreed to the alliance because they needed an **ally** with weapons. They wanted help protecting their people from **enslavement** and disease. The Wampanoag also wanted to protect their **territory** from the neighboring Narragansett Tribe. The Wampanoag had a difficult relationship with them, and going to war was a possibility.

Text source: Newell, Chris. 2021. Text adapted with permission from [If You Lived During the Plimoth Thanksgiving](#), pages 57–60, 63–66.

Image source: Illustration by Winona Nelson used with permission from the artist. © 2021 Winona Nelson.

Name: _____ Date: _____

Actions and Responses Graphic Organizer (Word Bank)

Directions: As you listen to the Actions and Responses reading, record information from the text that is related to each topic in the graphic organizer below. Be sure to use the word bank to support your note-taking.

Word Bank				
Patuxet / Plimoth	sachem	Samoset	alliance	territory
weapons	abandoned	Ousamequin	protection	survive

Topic	Information from the text
English colonist actions What did they do?	

Topic	Information from the text
Wampanoag responses How did they react?	
Agreements made and why What did the Wampanoag and English colonists agree to and why?	

Name: _____ Date: _____

The 1621 Harvest Feast

Directions: Read the text below, and look for information about what occurred during the 1621 harvest feast. Use the work bank to support your understanding. Then reread the text, and underline three facts in the reading.

Word Bank

successful	having a positive outcome
Massasoit	the leader or chief of all Wampanoag sachems; a sachem is the leader or chief of an Indigenous village or tribe in the Cape Cod and Long Island Sound regions
significant	meaningful or important



When the English colonists took over Patuxet and founded Plymouth Colony, they stole the Wampanoag's buried food, seeds, and other supplies. Many of the colonists had lived in cities back in England. In English cities, people often bought food instead of growing their own. They were less likely to know how to plant and harvest crops to feed many people.

After the alliance was made in March 1621, the Wampanoag taught colonists how to grow important crops. The Wampanoag traded seeds like corn, squash, and beans. These plants were known to Wampanoag people as "The Three Sisters."

Because of what they learned from the Wampanoag, the colonists had a **successful** harvest in the fall of 1621. They wanted to celebrate. The colonists cooked food, played games, and fired their guns.

Ousamequin, the Wampanoag **Massasoit**, and about 90 warriors heard the gunshots. They entered Plymouth thinking there was an attack, but Ousamequin saw that it was a celebration. The colonists sent four Wampanoag men to hunt deer. The colonists hosted Ousamequin and the warriors for three days. They ate seafood, deer, and duck. They also ate squash, beans, dried berries, and corn.

Colonists likely did not consider this event a "thanksgiving." In their religion, on a day of thanksgiving, they spent the day praying and then having a group meal. This 1621 event was closer to a harvest festival that was often held back in England.

On the other hand, the 1621 feast was more similar to thanksgiving celebrations of the Wampanoag peoples. They give thanks throughout the seasons when different foods are ready. The harvest feast of 1621 was not a **significant** event for either group or their future relationship with each other.

Text sources:

- Newell, Chris. 2021. Text adapted with permission from [If You Lived During the Plimoth Thanksgiving](#), pages 29, 67–74.
- Turner, John. 2020. [They Knew They Were Pilgrims: Plymouth Colony and the Contest for American Liberty](#). Yale University Press.
- Hall, David. 1990. [Worlds of Wonder, Days of Judgment: Popular Religious Belief in Early New England](#). Harvard University Press.

Image source: Illustration by Winona Nelson used with permission from the artist. © 2021 Winona Nelson.

Name: _____ Date: _____

The 1621 Harvest Feast (Chunked Text)

Directions: Read the text below, and look for information about what occurred during the 1621 harvest feast. Use the work bank to support your understanding. Then reread the text, and underline three facts in the reading.

Word Bank

successful	having a positive outcome
Massasoit	the leader or chief of all Wampanoag sachems; a sachem is the leader or chief of an Indigenous village or tribe in the Cape Cod and Long Island Sound regions
warriors	people who have skill and experience in fighting and protection
significant	meaningful or important



When the English colonists took over Patuxet and founded Plymouth Colony, they stole the Wampanoag's buried food, seeds, and other supplies.

Many of the colonists had lived in cities back in England. In English cities, people often bought food instead of growing their own. They were less likely to know how to plant and harvest crops to feed many people.

After the alliance was made in March 1620, the Wampanoag taught colonists how to grow important crops. The Wampanoag traded seeds like corn, squash, and beans. These plants were known to Wampanoag people as “The Three Sisters.”

Because of what they learned from the Wampanoag, the colonists had a **successful** harvest in the fall of 1621. They wanted to celebrate. The colonists cooked food, played games, and fired their guns.

Ousamequin, the Wampanoag **Massasoit**, and about 90 **warriors** heard the gunshots. They entered Plymouth thinking there was an attack, but Ousamequin saw that it was a celebration. The colonists sent four Wampanoag men to hunt deer.

The colonists hosted Ousamequin and the warriors for three days. They ate seafood, deer, and duck. They also ate squash, beans, dried berries, and corn.

Colonists likely did not consider this event a “thanksgiving.” In their religion, on a day of thanksgiving, they spent the day praying and then having a group meal. This 1621 event was closer to a harvest festival that was often held back in England.

On the other hand, the 1621 feast was more similar to thanksgiving celebrations of the Wampanoag peoples. They give thanks throughout the seasons when different foods are ready.

The harvest feast of 1621 was not a **significant** event for either group or their future relationship with each other.

Text sources:

- Newell, Chris. 2021. Text adapted with permission from [If You Lived During the Plimoth Thanksgiving](#), pages 29, 67–74.
- Turner, John. 2020. [They Knew They Were Pilgrims: Plymouth Colony and the Contest for American Liberty](#). Yale University Press.
- Hall, David. 1990. [Worlds of Wonder, Days of Judgment: Popular Religious Belief in Early New England](#). Harvard University Press.

Image source: Illustration by Winona Nelson used with permission from the artist. © 2021 Winona Nelson.

Name: _____ Date: _____

Extension: The Development of the Thanksgiving Story

Directions: Read the text below to learn about how the story of Thanksgiving developed and spread.



The idea of "the first Thanksgiving" is a mistake of history. The harvest feast of 1621 was not considered a "thanksgiving" by the English colonists. In fact, calling any feast a "thanksgiving" was unusual in the 1600s. So how did this story come to be?

By the 1800s, calling a feast a "thanksgiving" had become more common. There was no set day or time for a "thanksgiving." Each family did it differently.

In 1841 a Boston writer named Alexander Young wrote a book. He included a letter from an English colonist describing the 1621 harvest feast. He incorrectly added a note calling it "the first Thanksgiving."

A popular magazine writer, Sarah Josepha Hale, began writing about thanksgiving celebrations in 1849. She helped spread the mistake from Alexander Young's book.

Hale told readers to think of their thanksgiving meal as a way to honor the 1621 feast. She described the feast as a story of "our Pilgrim forefathers." Her words helped turn the event into a creation myth of the country.

The mistaken idea that people were having a "first Thanksgiving" feast like the Wampanoag and Plymouth colonists was popular. It spread in magazines, newspapers, and even history books.

In 1863, President Lincoln made Thanksgiving a holiday. He wanted to bring Americans together after the Civil War. He thought the Pilgrim story at Plymouth would help his goal. Since then, the story has been seen as fact and tied to the holiday we all know today.

Text source: Newell, Chris. 2021. Text adapted with permission from [If You Lived During the Plimoth Thanksgiving](#), pages 80–82.

Image source: Illustration by Winona Nelson used with permission from the artist. © 2021 Winona Nelson.

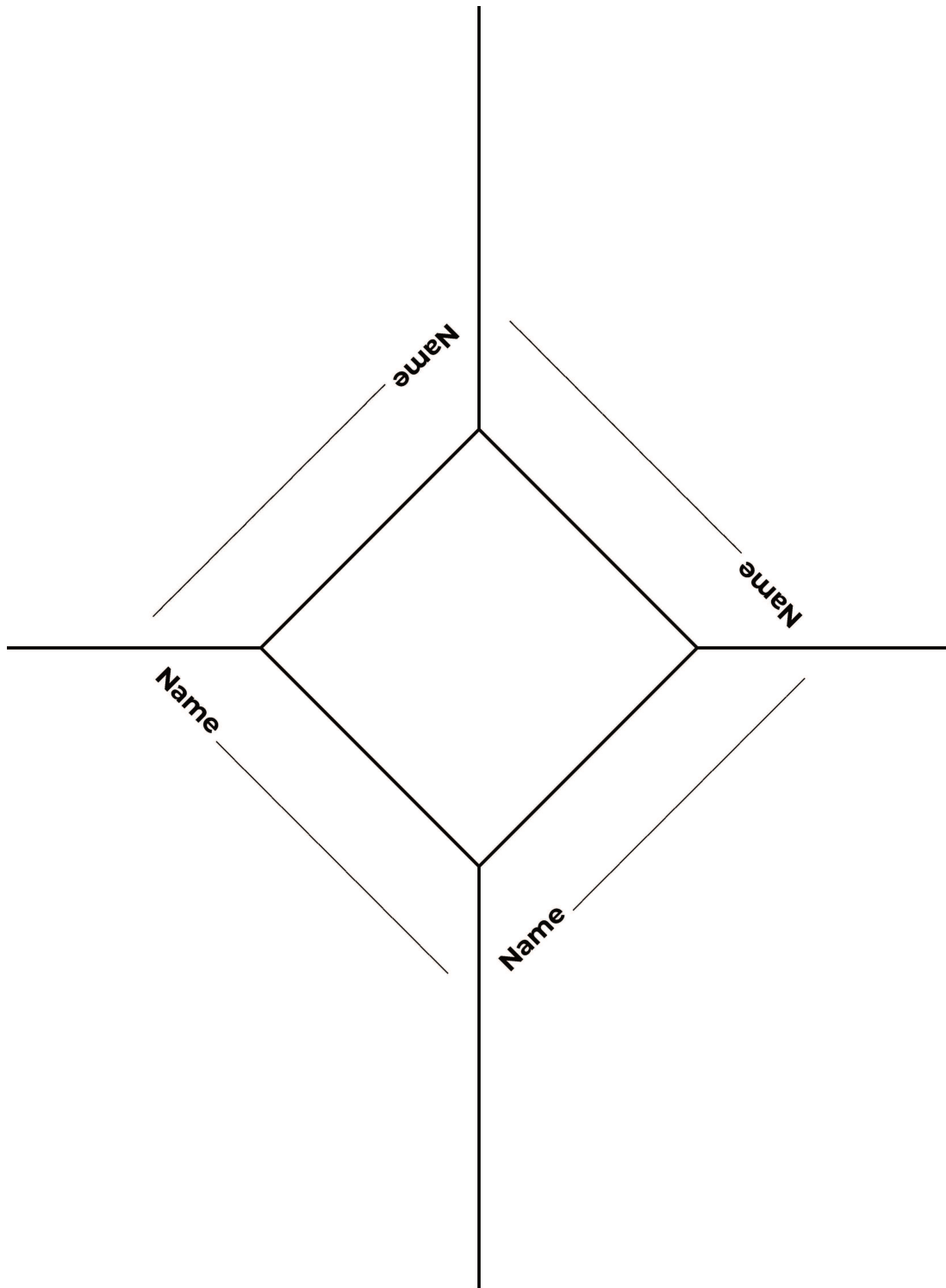
Myths and Truths Chart

What are the myths about the 1621 harvest feast and Thanksgiving?	What are the truths about the 1621 harvest feast and Thanksgiving?	What questions do you have about the 1621 harvest feast and Thanksgiving?

Name: _____ Date: _____

Discussion Diamond

Directions: Write on your corner of the Discussion Diamond when prompted. Write a summary of your discussion in the middle after your group discusses together.



Name: _____

Date: _____

Formative Assessment Task

Part 1 Directions: Read the statements below. Then work together to mark the statement with the following letters:

- M = myth about the 1621 harvest feast
- T = truth about the 1621 harvest feast

Statements	Is it a myth (M) or truth (T)?
Plymouth colonists had a successful harvest in the fall of 1621 because of what the Wampanoag taught them about planting crops.	
The Wampanoag and Plymouth colonists thought that the 1621 harvest feast was a very important event, and they became good friends.	
The Wampanoag celebrate thanksgivings throughout the year as a way to give thanks for the land and what it gives them.	

Part 2 Directions: Choose one of the topics. Then work independently to answer the question. Be sure to include information from your resources about your chosen point of view in your writing. You can use the sentence starters to help you.

Topic 1: The Wampanoag point of view	Topic 2: The colonist point of view
In the year 1621, how did the Wampanoag react to the Plymouth colonists?	In the year 1621, how did the Plymouth colonists react to the Wampanoag?
<i>The Wampanoag reacted to the Plymouth colonists by...</i>	<i>Plymouth colonists reacted to the Wampanoag by...</i>

Name: _____

Date: _____

Formative Assessment Task (Word Bank)

Part 1 Directions: Read the statements below. Then work together to mark the statement with the following letters:

- M = myth about the 1621 harvest feast
- T = truth about the 1621 harvest feast

Statements	Is it a myth (M) or truth (T)?
Plymouth colonists had a successful harvest in the fall of 1621 because of what the Wampanoag taught them about planting crops.	
The Wampanoag and Plymouth colonists thought that the 1621 harvest feast was a very important event, and they became good friends.	
The Wampanoag celebrate thanksgivings throughout the year as a way to give thanks for the land and what it gives them.	

Part 2 Directions: Choose one of the topics below. Then work independently to answer the question. Be sure to include information from your resources about your chosen point of view in your writing. You can use the sentence starters and word bank to help you.

Word Bank				
Wampanoag	Mayflower Compact	Samoset	alliance	sachem
colonist	Patuxet / Plimoth	Ousamequin	territory	harvest

Topic 1: The Wampanoag point of view	Topic 2: The colonist point of view
In the year 1621, how did the Wampanoag react to the Plymouth colonists?	In the year 1621, how did the Plymouth colonists react to the Wampanoag?
<i>The Wampanoag reacted to the Plymouth colonists by...</i>	<i>Plymouth colonists reacted to the Wampanoag by...</i>

Name: _____ Date: _____

Unit 2, Cluster 3 Inquiry Chart

Unit EQ	How did colonization of the Northeast affect different groups of people over time?
Cluster SQ	How has the Northeast changed forever due to colonization?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 14: We compared and contrasted different maps of the Northeast from the 1600s, 1700s, and present day.	
Lesson 15: We read and discussed a text that described the impacts of expanding colonization on people after 1621.	
Lesson 16: We used resources to learn about how beaver and wolf populations in the Northeast were affected by expanding colonization.	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 17: We used resources to learn about how right whale, Atlantic cod, and tree populations in the Northeast were affected by expanding colonization.	

Tribal Territories of Southern New England



Map of the Indigenous territories of Massachusetts. Notice how the boundaries often extend beyond state lines. Image by Nikater via Wikimedia Commons, CC BY-SA 3.0.

Name: _____ Date: _____

Impacts of Expanding Colonization on People

Directions: Read the text below, and look for information about how expanding colonization impacted different groups of people.

Word Bank

colonization	when a country takes control of land, people, and resources in another area in order to gain power and money
expanded	grew in size and influence
sachems	leaders or chiefs of Indigenous villages or tribes in the Cape Cod and Long Island Sound regions
alliance	an agreement to work together and help each other
enslaved	captured, forced to work, and used as property
territories	areas of land used, owned, or under the power of a specific group



Colonization in the Northeast **expanded** after Plymouth Colony. With this expansion came trouble.

Some Wampanoag **sachems** did not agree with Ousamequin's **alliance** with the colonists. They did not want the English to stay. They knew more colonists meant more possibility of disease and being **enslaved**.

Ousamequin kept his side of the alliance, but the English broke their side of the agreement again and again.

Thousands of new English colonists arrived in the area and founded additional colonies. They pushed Indigenous peoples out of their **territories** by force.

As they expanded their colonies, English colonists wanted to control more natural resources. They began a war with the Pequot Tribe, the Indigenous peoples of what is now Connecticut, because the English wanted complete control of the Connecticut River.

Diseases and additional wars over land caused the Indigenous populations of the Northeast to decrease greatly. By 1700, almost all of the land in the Northeast was under the control of English colonies.

Text source: Newell, Chris. 2021. Adapted with permission from [If You Lived During the Plimoth Thanksgiving](#), pages 75–79.

Image source: Illustration by Winona Nelson used with permission from the artist. © 2021 Winona Nelson.

Name: _____ Date: _____

Impacts of Expanding Colonization Notes Organizer

Directions: Record information that answers each question below as you engage with the sources listed. Part 1 will use information from the Impacts of Expanding Colonization on People reading. Part 2 will use the Animal and Tree Populations resource documents.

Part 1: Use information from the Impacts of Expanding Colonization on People reading to record how expanding colonization impacted people.

How did expanding colonization impact Indigenous peoples?

How did expanding colonization impact English colonists?

Part 2: Use information from the Animal and Tree Populations documents to record how expanding colonization impacted the natural world.

How did expanding colonization impact the beaver population?

How did expanding colonization impact the wolf population?

How did expanding colonization impact the right whale population?

How did expanding colonization impact the Atlantic cod population?

How did expanding colonization impact the tree population?

Name: _____ Date: _____

Impacts of Expanding Colonization Notes Organizer *(Word Bank)*

Directions: Record information that answers each question below as you engage with the sources listed. Part 1 will use information from the Impacts of Expanding Colonization on People reading. Part 2 will use the Animal and Tree Populations resource documents.

Part 1: Use information from the Impacts of Expanding Colonization on People reading to record how expanding colonization impacted people. The word bank and sentence starters can help you form your responses.

Word Bank		
territory	sachem	disease
enslavement	alliance	colony

How did expanding colonization impact Indigenous peoples?

Expanding colonization impacted Indigenous peoples because...

How did expanding colonization impact English colonists?

Expanding colonization impacted English colonists because...

Part 2: Use information from the Animal and Tree Populations documents to record how expanding colonization impacted the natural world. The word bank and sentence starters can help you form your responses.

Word Bank			
increased	decreased	trapping	hunting
fishing	cutting down	endangered	depleted

How did expanding colonization impact the beaver population?

Expanding colonization impacted beavers because...

How did expanding colonization impact the wolf population?

Expanding colonization impacted wolves because...

How did expanding colonization impact the right whale population?

Expanding colonization impacted right whales because...

How did expanding colonization impact the Atlantic cod population?

Expanding colonization impacted Atlantic cod because...

How did expanding colonization impact the tree population?

Expanding colonization impacted trees because...

Name: _____ Date: _____

Beaver Populations

Directions: For Part 1, read and discuss the text to learn about how colonization impacted beavers. For Part 2, use the information you learned to complete the prompts.



Beavers are the largest rodents in North America. Adult beavers weigh between 35 and 80 pounds.

Part 1: Read and discuss.

Beavers are important to nature. They dam streams and rivers. This creates ponds that let plants and animals thrive.

Before colonization, beavers were found everywhere in what is now Massachusetts. But beaver fur was very popular with colonists. They used it to make hats and other items.

Colonists could make a lot of money selling fur. Plymouth colonists trapped many beavers. The fur trade was a big business.

Before the 1600s, there were 100–200 million beavers in North America. Today there are 10–15 million beavers.

In the early 1900s, people began to help bring back beavers in New England. There are still no beavers on Cape Cod.

Part 2: Complete the prompts.

Circle the word in the brackets [] that describes what you read.

The population of beavers [increased / decreased / stayed the same] during the colonization of the Northeast.

Circle the word in brackets, [] and complete the sentence starter to describe what you read.

Beaver populations [were / were not] affected by colonization because...

Text sources:

- NPS. 2015. "[Historical Importance and Abundance of Cape Cod's Mammals](#)." February 26.
- Mass.gov. "[Learn about beavers](#)."
- Mass.gov. 2004. "[Beavers in Massachusetts](#)." June.

Image source: American Beaver by Steve via Wikimedia Commons, CC BY-SA 2.0.

Name: _____ Date: _____

Wolf Populations

Directions: For Part 1, read and discuss the text to learn about how colonization impacted wolves. For Part 2, use the information you learned to complete the prompts.



Wolves thrive in different habitats, including woodlands, forests, grasslands, and deserts.

Part 1: Read and discuss.

Wolves help create balanced ecosystems. They prey on larger animals like deer and elk. This keeps the number of plants and smaller animals in the forest at healthy levels.

Plymouth colonists hunted wolves to protect themselves and their farm animals. Colonists created laws that paid people for each wolf they killed.

Wolves lived in Massachusetts for over 10,000 years. By the end of the 1700s, wolves were not on Cape Cod. Since the 1800s, there have been no wolves in the Northeast.

Part 2: Complete the prompts.

Circle the word in the brackets [] that describes what you read.

The population of wolves [increased / decreased / stayed the same] during the colonization of the Northeast.

Circle the word in brackets [], and complete the sentence starter to describe what you read.

Wolf populations [were / were not] affected by colonization because...

Text sources:

- NPS. 2015. "[Historical Importance and Abundance of Cape Cod's Mammals](#)." February 26.
- Mass.gov. "[Conservation Laws in 1600s-1700s](#)."
- Benfey, Christopher. 2013. "[The Lost Wolves of New England](#)." *The New York Review of Books*. January 22.
- Wolfwatcher. "[Northeast Wolf Background and Recovery](#)."

Image source: Canis lupus 2 by Martin Mecnarowski via Wikimedia Commons, CC BY-SA 3.0.

Name: _____ Date: _____

Atlantic Cod Populations

Directions: For Part 1, read and discuss the text to learn about how colonization impacted cod. For Part 2, use the information you learned to complete the prompts.



Atlantic cod have large heads with a single barbel on their chin that looks like a whisker. They can be different colors, from yellowish-green to dark-olive green to red.

Part 1: Read and discuss.

Atlantic cod are an important part of the ocean. Cod eat fish, crab, shrimp, and lobster. They are eaten by sharks and ocean mammals.

Before the 1600s, there were so many Atlantic cod that early explorers wrote about them. Cape Cod was renamed by colonists because of the fish.

Fishing for cod was a way for colonists to make money. Cod was a popular food for people in the Northeast.

Cape Cod has far fewer cod today. Atlantic cod are now at risk of extinction.

Part 2: Complete the prompts.

Circle the word in the brackets [] that describes what you read.

The population of Atlantic cod [increased / decreased / stayed the same] during the colonization of the Northeast.

Circle the word in brackets [], and complete the sentence starter to describe what you read.

Atlantic cod populations [were / were not] affected by colonization because...

Text sources:

- Mass.gov. [Learn about Atlantic cod.](#)
- NOAA Fisheries. 2026. "[Atlantic Cod](#)." January 21.
- Bakermans, Marja and William San Martin. *Extinction Stories*. Pressbooks.

Image source: Portrait of Cod by August Linnman via Wikimedia Commons, CC BY-SA 2.0.

Name: _____ Date: _____

Right Whale Populations

Directions: For Part 1, read and discuss the text to learn about how colonization impacted right whales. For Part 2, use the information you learned to complete the prompts.



A North Atlantic right whale mother and calf swimming in the ocean.

Part 1: Read and discuss.

North Atlantic right whales have been in the Atlantic Ocean for tens of thousands of years. They are one of the largest whales in the world. They can grow up to 52 feet long (that's longer than a school bus!) and weigh as much as 70 tons.

Before the 1600s, there were many right whales in the Northeast. In the late 1600s, colonists in Massachusetts began hunting right whales. They used whale blubber to make oil and soap.

By the mid-1700s, North Atlantic right whales were rare in the ocean around Massachusetts. By the late 1900s, there were fewer than 300 right whales.

The Marine Mammal Protection Act of 1972 helped protect whale populations, but they are still endangered. Scientists estimate there are close to 400 right whales today.

Part 2: Complete the prompts.

Circle the word in the brackets [] that describes what you read.

The population of right whales [increased / decreased / stayed the same] during the colonization of the Northeast.

Circle the word in brackets [], and complete the sentence starter to describe what you read.

Right whale populations [were / were not] affected by colonization because...

Text sources:

- Ocean Conservancy. 2018. "[10 Facts You Didn't Know About North Atlantic Right Whales](#)." July 30.
- Philbrick, Nathaniel. 2015. "[How Nantucket Came to Be the Whaling Capital of the World](#)." December.
- Smithsonian. "[Baleen: From Whales to People](#)."
- Kasulis Cho, Kelly. 2022. "[North Atlantic right whale population drops to about 340, worrying scientists](#)." October 25.
- NOAA Fisheries. 2026. "[North Atlantic Right Whale](#)." March 18.

Image source: Eubalaena glacialis with calf by Unknown via Wikimedia Commons, public domain.

Name: _____ Date: _____

Tree Populations

Directions: For Part 1, read and discuss the text to learn about how colonization impacted trees. For Part 2, use the information you learned to complete the prompts.



This beech forest on Cape Cod shows how the Northeast looked before colonization.

Part 1: Read and discuss.

Forests need many kinds of trees. Each tree gives different food and shelter to animals.

In the 1700–1800s, colonists cut down trees to make space for farms. Over half of the forests in the Northeast were cut down.

During the 1900s, many farms were abandoned. Some forests grew back.

Oaks, pines, and beeches grow slowly. They require a lot of sunlight. Many of these trees were replaced with maples. Maples grow quickly. They fill in the forest. This means Northeast forests today have fewer types of trees.

Part 2: Complete the prompts.

Circle the word in the brackets [] that describes what you read.

The population and variety of trees [increased / decreased / stayed the same] during the colonization of the Northeast.

Circle the word in brackets [], and complete the sentence starter to describe what you read.

Tree populations [were / were not] affected by colonization because...

Text sources:

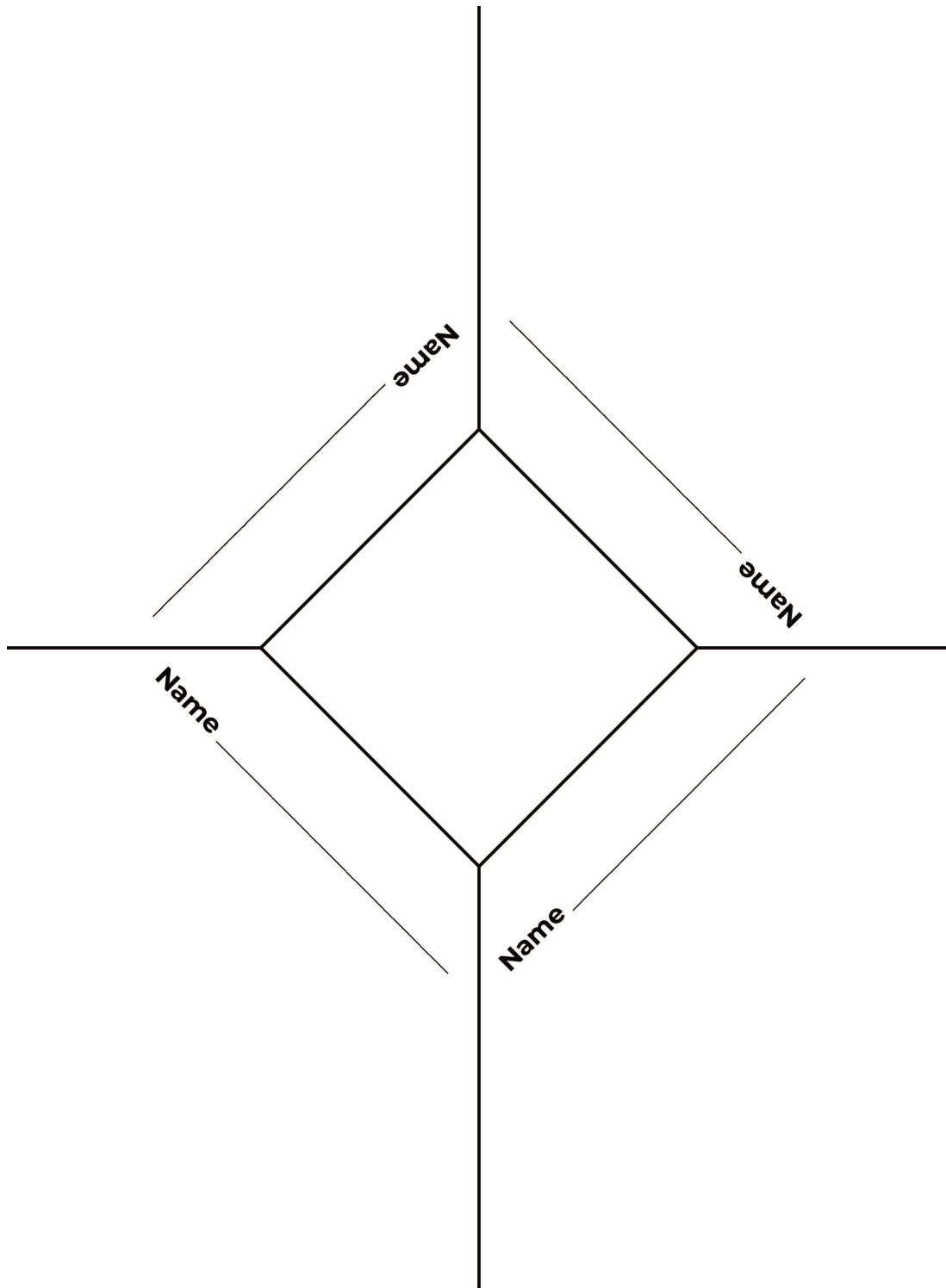
- Science Daily. 2013. "[400-year study finds Northeast forests resilient, changing](#)." September 5.
- Schneck, Marcus. 2019. "[Research looks into 400 years of Pennsylvania's forests, which have been 'completely transformed.'](#)" November 21.

Image source: Beech forest by National Park Service/Jesse Mechling via Library of Congress, public domain.

Name: _____ Date: _____

Discussion Diamond

Directions: Write on your corner of the Discussion Diamond when prompted. Write a summary of your discussion in the middle after your group discusses together.



Name: _____ Date: _____

Formative Assessment Task

Part 1

Directions: Using evidence from your cluster resources, write responses to the prompts below about each topic. You can use the word bank to support your writing.

Word Bank				
territory	colony	force	depleted	endangered
trees	Atlantic cod	wolves	right whales	beavers

Indigenous peoples

How did expanding colonization affect Indigenous peoples of the Northeast?

What source(s) helped you answer this question?

English colonists

How did expanding colonization affect English colonists in the Northeast?

What source(s) helped you answer this question?

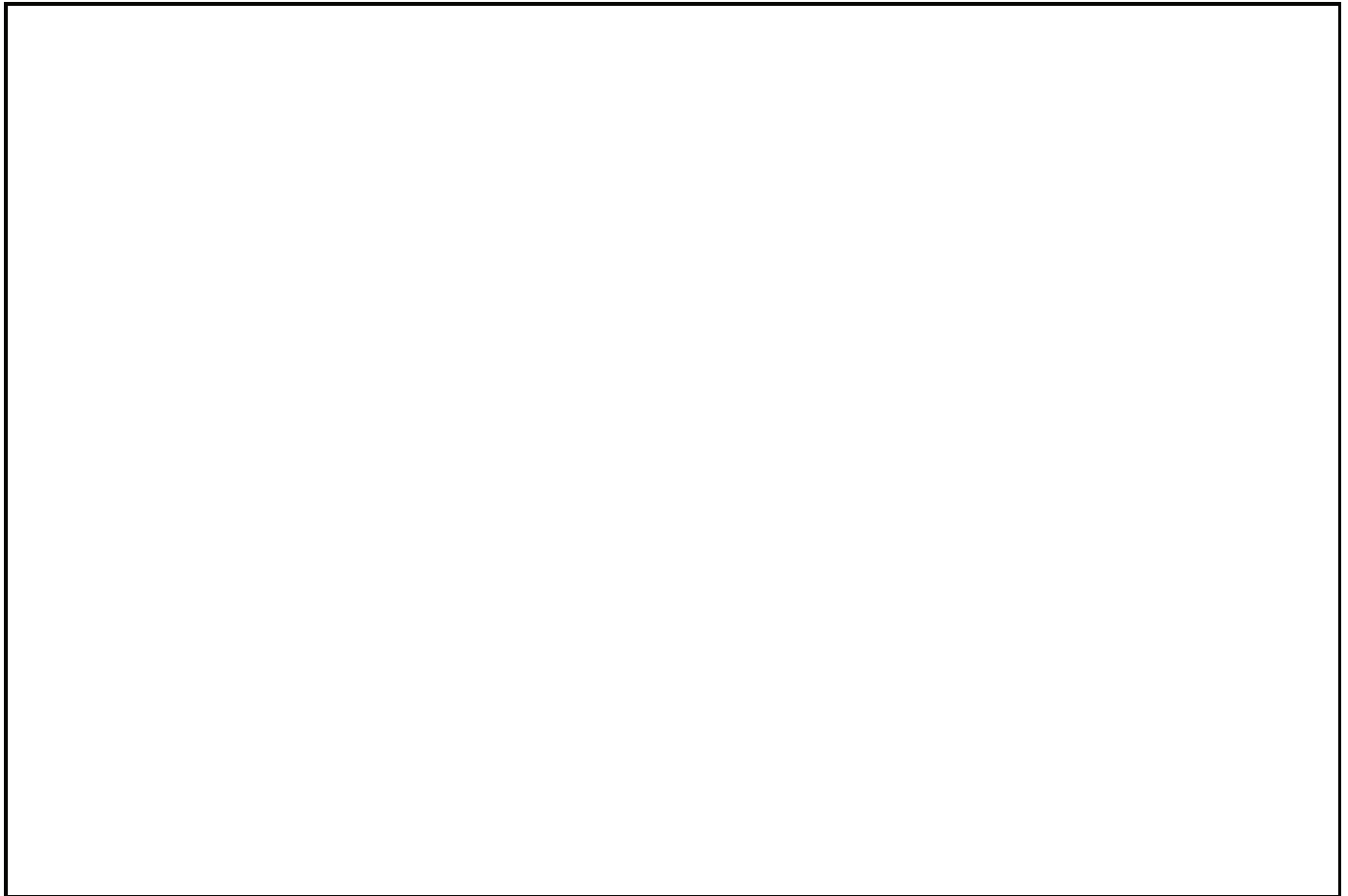
Part 2 on the next page.

Part 2

Directions: Use what you learned from sources to draw a response to the question below. Then write the names of the sources you thought about to create your drawing.

Nature

How did expanding colonization affect nature (trees and/or animals) in the Northeast?



What sources helped you create your drawing?

Name: _____ Date: _____

Formative Assessment Task (Sentence Starters)

Part 1

Directions: Using evidence from your cluster resources, write responses to the prompts below about each topic. You can use the word bank and sentence frames to support your writing.

Word Bank				
territory	alliance	colony	force	depleted
endangered	trees	Atlantic cod	wolves	right whales
beavers	cut down	fished	hunted	trapped

Indigenous peoples

How did expanding colonization affect Indigenous peoples of the Northeast?

Expanding colonization affected Indigenous peoples of the Northeast by...

What source(s) helped you answer this question?

English colonists

How did expanding colonization affect English colonists in the Northeast?

Expanding colonization affected English colonists in the Northeast by...

What source(s) helped you answer this question?

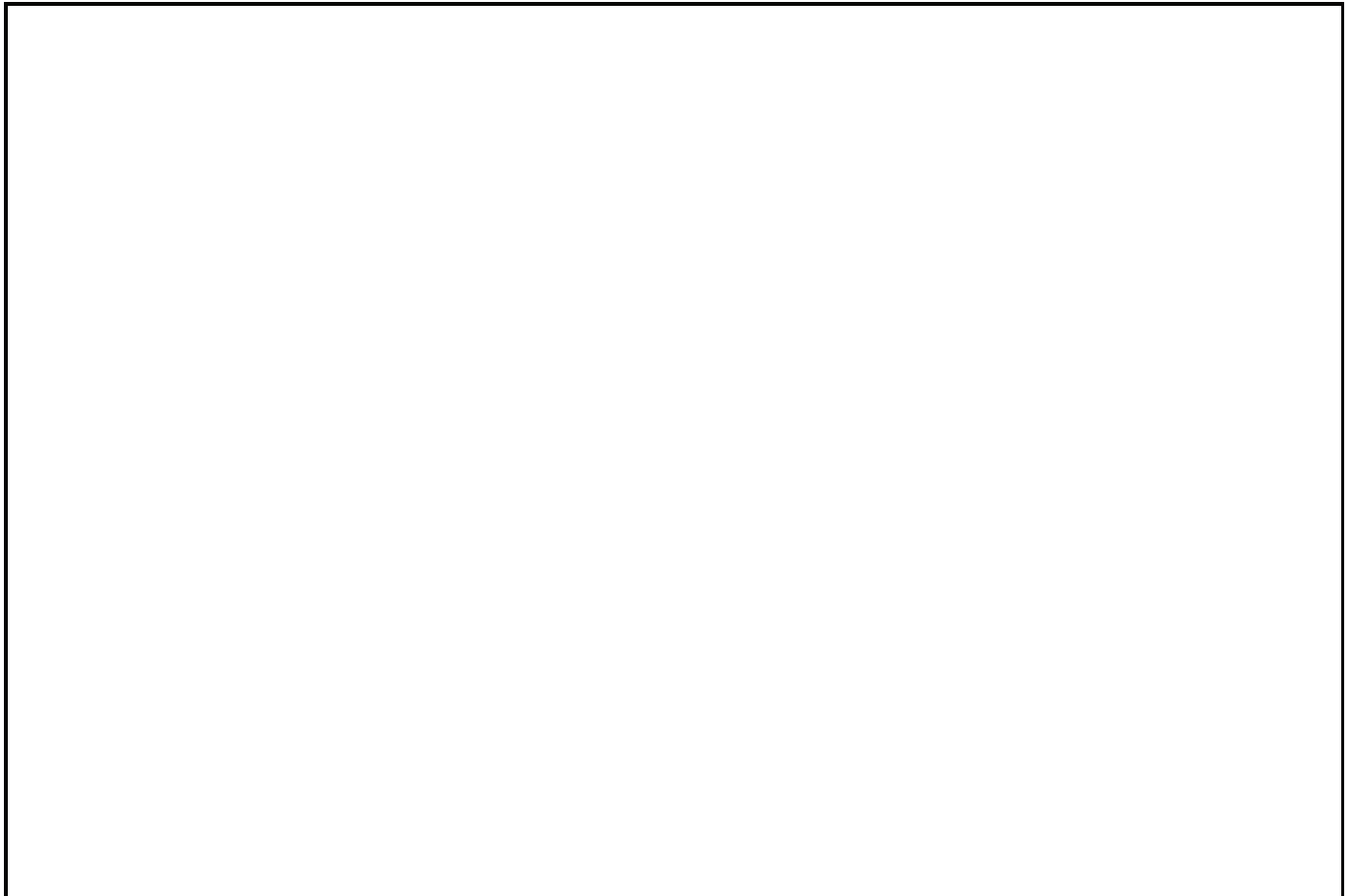
Part 2 on the next page.

Part 2

Directions: Use what you learned from sources to draw a response to the question below. Then write the names of the sources you thought about to create your drawing.

Nature

How did expanding colonization affect nature (trees and/or animals) in the Northeast?



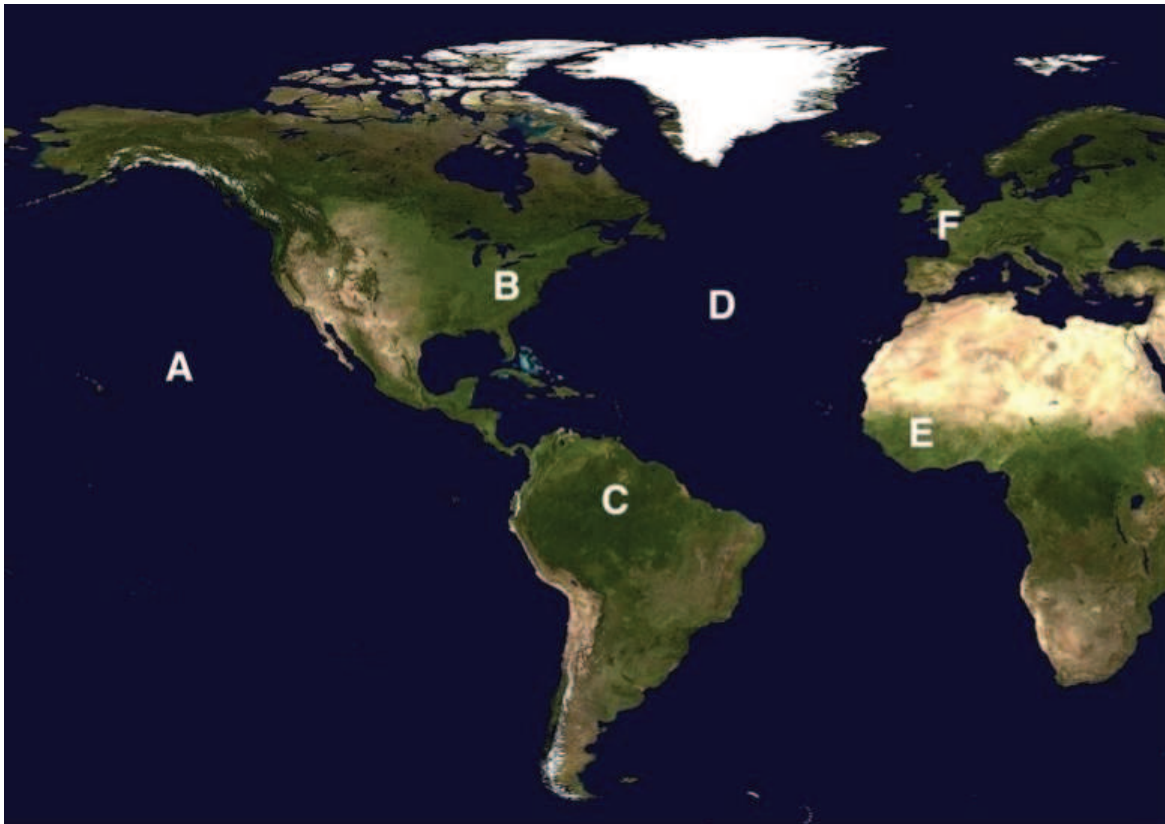
What sources helped you create your drawing?

Name: _____ Date: _____

Extension: Indigenous Communities, European Colonizers, and the Plymouth Colony Content Assessment

Section 1: Geography

Directions: Follow the prompts about the map below.



1. Write the letter that marks North America on the map: _____
2. Write the letter that marks Europe on the map: _____
3. Write the letter that marks the Atlantic Ocean on the map: _____

Section 2: Vocabulary

Directions: Match each vocabulary word on the left to its definition on the right by drawing a line to connect them.

Vocab	Connection	Definition
natural resource		an agreement to work together and help each other
alliance		the area of land used, owned, or under the power of a specific group
sachem		reduced in amount or used up
territory		a material found in nature that can be used to survive and/or make money
depleted		the leader or chief of an Indigenous village or tribe in the Cape Cod and Long Island Sound regions

Section 3: Short Answer

Directions: Read the paragraph below. Then use it and what you learned in this unit to answer the question in a few sentences. Be sure to include specific details or evidence from the unit in your response. You can use the word bank and sentence frame to help you.

Before colonization, Indigenous peoples lived in the Northeast for thousands of years. The English settlement at Patuxet (Plimoth) was the starting point for English colonization in the region.

The colonists came to settle and control territory. They wanted to take natural resources to gain wealth. This is an important piece of history that needs exploration, and all points of view need to be included.

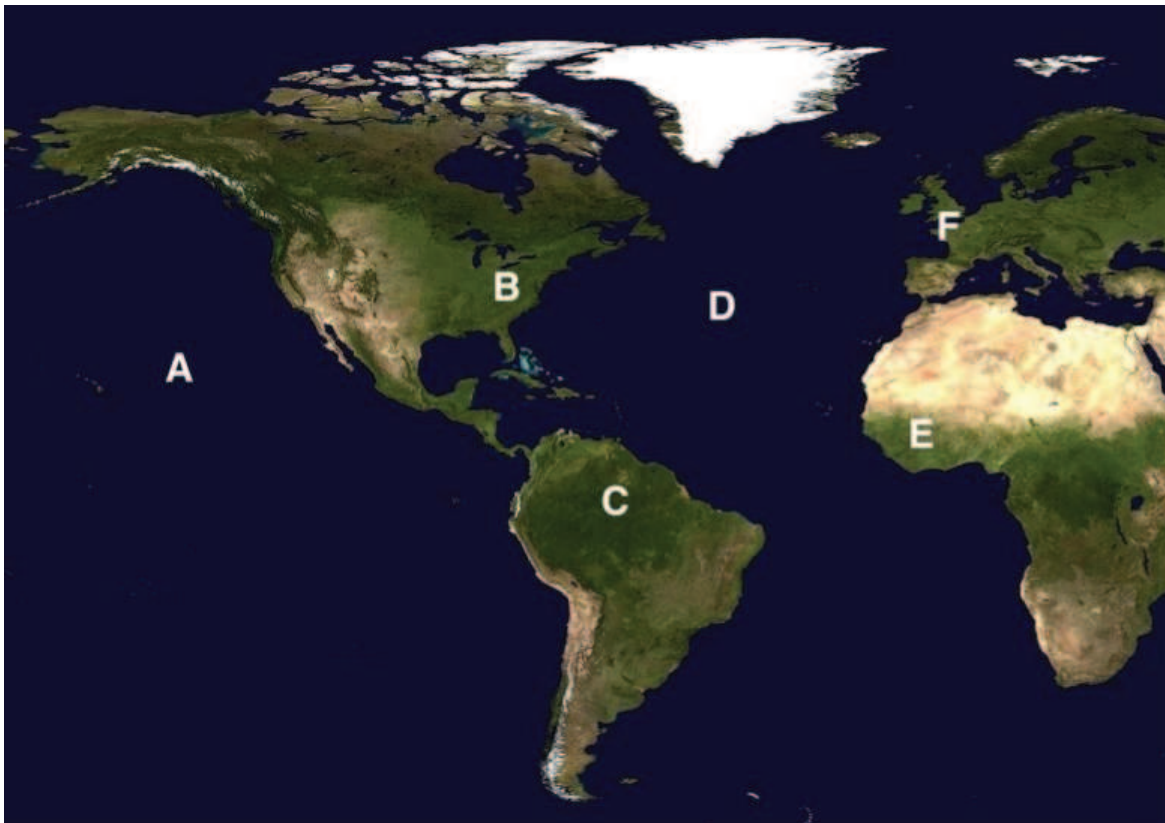
—adaptation of the introduction in *If You Lived During the Plimoth Thanksgiving* by Chris Newell, pp. 7–8

Why is it important to learn about how expanding colonization affected different groups of people in the Northeast?

Image source: Blue marble by NASA via NASA SVS, public domain.

Name: _____ Date: _____

Extension: Indigenous Communities, European Colonizers, and the Plymouth Colony Content Assessment
(Word Bank)

Section 1: Geography**Directions:** Follow the prompts about the map below.

1. Write the letter that marks North America on the map: _____
2. Write the letter that marks Europe on the map: _____
3. Write the letter that marks the Atlantic Ocean on the map: _____

Section 2: Vocabulary

Directions: Match each vocabulary word on the left to its definition on the right by drawing a line to connect them.

Vocab	Connection	Definition
natural resource		an agreement to work together and help each other
alliance		the area of land used, owned, or under the power of a specific group
sachem		reduced in amount or used up
territory		a material found in nature that can be used to survive and/or make money
depleted		the leader or chief of an Indigenous village or tribe in the Cape Cod and Long Island Sound regions

Section 3: Short Answer

Directions: Read the paragraph below. Then use it and what you learned in this unit to answer the question in a few sentences. Be sure to include specific details or evidence from the unit in your response. You can use the word bank and sentence frame to help you.

Before colonization, Indigenous peoples lived in the Northeast for thousands of years. The English settlement at Patuxet (Plimoth) was the starting point for English colonization in the region.

The colonists came to settle and control territory. They wanted to take natural resources to gain wealth. This is an important piece of history that needs exploration, and all points of view need to be included.

–adaptation of the introduction in *If You Lived During the Plimoth Thanksgiving* by Chris Newell, pp. 7–8

Word Bank			
Wampanoag	English colonist	territory	colony
Patuxet	Plimoth	natural resources	populations

Why is it important to learn about how expanding colonization affected different groups of people in the Northeast?

It is important to learn about expanding colonization in the Northeast because it affected ___ by ___.

Image source: Blue marble by NASA via NASA SVS, public domain.

Timeline Images

Directions: Print and cut out these images for students to use in creating their Summative Assessment Task timeline cards.



1493:

The Pope writes and shares a document that starts the idea of the Doctrine of Discovery.



November 1620:

English colonists arrive in Wampanoag territory.



November 1620:
English colonists arrive in Wampanoag territory.



November 1620:
English colonists arrive in Wampanoag territory.



November 1620:
English colonists write and sign the Mayflower Compact.



December 1620:
The Wampanoag who live on what is now Cape Cod push the colonists out of the area.

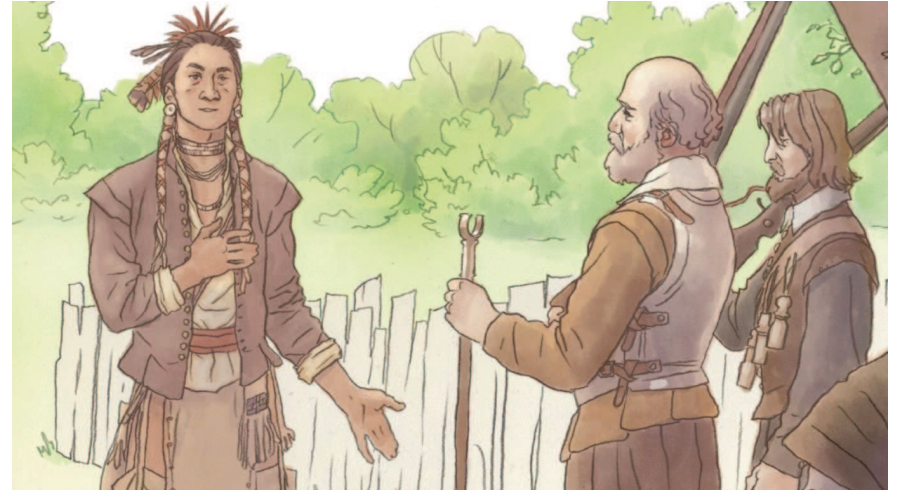


Winter 1620–1621:
The Wampanoag who live inland near Patuxet and English colonists avoid one another and do not make contact.

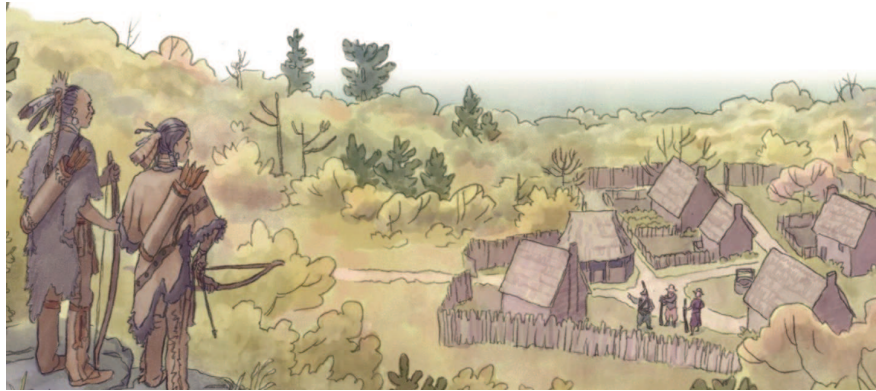
Winter 1620–1621:
The English colonists and the Wampanoag who live inland near Patuxet avoid one another and do not make contact.



Winter 1620–1621:
English colonists take over Patuxet and start building Plymouth Colony.



March 1621:
Samoset makes contact with the colonists.



March 1621:
Samoset arranges an official meeting with Ousamequin and the colonists.



Spring 1621:
Wampanoag leaders and colonists create an alliance.



Fall 1621:
Colonists have a feast to celebrate a successful harvest;
members of the Wampanoag tribe contribute to the
celebration.



1700s:
Colonists' fishing causes Atlantic cod
populations to decrease.



1700s:
Colonists' hunting and trapping cause beaver populations to decrease.



1700s:
Colonists' whaling causes right whale populations to decrease.



1700s:
Colonists' hunting causes wolf populations to decrease.



1700s:
Colonists in the Northeast cut down over half of the forests in the area for farms.

Image sources:

- The Doctrine of Discovery. Image by Pope Alexander VI via The Gilder Lehrman Institute of American History.
- Illustrations by Winona Nelson used with permission from the artist. © 2021 Winona Nelson
- American beaver by Steve via Wikimedia Commons, CC BY-SA 2.0.
- Eubalaena glacialis with calf by NOAA via Wikimedia Commons, public domain.
- Canis lupus by Martin Mecnarowski via Wikimedia Commons, CC BY-SA 3.0.
- Beech forest by National Park Service/Jesse Mechling via Library of Congress, public domain.

Name: _____ Date: _____

Timeline Events List

Directions: Use this list and your teacher's directions to determine which event you will create a timeline card for. You may also work with your teacher to add to this list.

Events with an asterisk (*) signify that the event can be addressed by at least two students in order to reflect both the Wampanoag and colonists' perspectives.

Cluster 1:

- 1493: The Pope writes and shares a document that starts the idea of the Doctrine of Discovery.
- November 1620: English colonists arrive in Wampanoag territory.

Cluster 2:

- November 1620: English colonists write and sign the Mayflower Compact.
- December 1620: The Wampanoag who live on what is now Cape Cod push the colonists out of the area.
- Winter 1620–1621: The Wampanoag who live inland near Patuxet and English colonists avoid one another and do not make contact.*
- Winter 1620–1621: English colonists take over Patuxet and start building Plymouth Colony.
- March 1621: Samoset makes contact with the colonists.
- March 1621: Samoset arranges an official meeting with Ousamequin and the colonists.
- Spring 1621: Wampanoag leaders and colonists create an alliance.*
- Fall 1621: Colonists have a feast to celebrate a successful harvest; members of the Wampanoag tribe contribute to the celebration.*

Cluster 3:

- 1700s: Colonists' hunting causes beaver, wolf, whale, and cod populations to decrease.
- 1700–1800s: Colonists in the Northeast cut down over half of the forests in the area for farms.

Name: _____ Date: _____

Summative Assessment Task

Directions: Follow the steps below to plan and complete your timeline card.

Step 1: Review your cluster materials, and determine what important information or event you want to write about that answers the Unit 2 Essential Question:

How did the colonization of the Northeast affect different groups of people over time?

Step 2: Write the important information or event details on the timeline card.

When = date, as specific as possible

Who = the group or groups of people involved

Where = location, as specific as possible

What = what happened, what actions people took, what reactions people had, etc.

Why = the reasoning behind this idea or event, why people believed what they did, acted the way they did, what groups were affected, etc.

Image = draw an illustration for the event. Remember to reference *If You Lived During the Plimoth Thanksgiving* or the Timeline Image(s) your teacher gives you.

Step 3: When the whole class is ready, work with your classmates to hang your cards on the class timeline in chronological order.

Timeline Card

When	
Image	

Who:
Where:
What:
Why:

Name: _____ Date: _____

Graffiti Board Templates

What are some important Wampanoag and Indigenous experiences throughout the timeline?

What are some important colonist experiences throughout the timeline?

Name: _____ Date: _____

Graffiti Board (Teacher Version)

Student responses will vary. Look for examples from across the unit in students' work. Possible responses:

What are some important Wampanoag and Indigenous experiences throughout the timeline?

- Interactions with European explorers along the coast in the 1500s; some were positive, some were negative
- First seeing the English colonists arrive in November 1621 but not approaching them yet
- Witnessing the European idea that any land they wanted could be theirs
- Having Samoset arrange a meeting with the colonists
- Ousamequin arranging an alliance with the colonists that gave the Wampanoag some protection from neighboring tribes
- Experiencing the colonists going back on their agreements and taking more and more land over time
- Experiencing differences in how Europeans saw land as a way to gain power and money, not a part of life to protect and take care of

What are some important colonist experiences throughout the timeline?

- Arriving in Wampanoag territory in 1621 and creating the Mayflower Compact
- Hearing and seeing Indigenous people but not making contact through the winter of 1621
- Struggling in the winter of 1621 because they did not know much about planting and hunting food
- Being approached by Samoset, who spoke English, in March 1621
- Making an alliance with the Wampanoag and learning how to plant crops successfully and trade needed materials
- Celebrating a successful harvest in November 1621 with cooking and firing weapons/having the Wampanoag that arrived when hearing weapons stay for three days to eat
- Arrival of more English colonists in Wampanoag territory in the 1630s and cutting down trees to take more land for themselves
- Hunting to catch as many fish, wolves, beavers, and whales as possible to sell and make money

Name: _____ Date: _____

Colonization of the Northeast Rubric

Standard	Exceeding	Meeting	Approaching
Practice Standard 3 Use provided categories to gather and/or sort information based on a topic or question.	The student clearly and accurately categorizes information about their chosen event into the who, where, what, and why sections of their timeline card.	The student categorizes information about their chosen event into the who, where, what, and why sections of their timeline card.	The student partially or inaccurately categorizes information about their chosen event into the who, where, what, and why sections of their timeline card.
Practice Standard 5 Determine a source's relevance to a topic.	The writer identifies and uses one or more highly relevant sources from the unit to support their timeline card writing.	The writer identifies and uses one relevant source from the unit to support their timeline card writing.	The writer identifies and uses a source from the unit that is partially relevant to their timeline card writing.
Content Standards 3.T4.1 (early Plymouth Colony and relationships with the Wampanoag), 3.T4.1a (Mayflower Compact and self-government), 3.T4.1b (challenges for Pilgrims), 3.T4.1c (contacts with Indigenous leaders and subsequent relationships), AND/OR 3.T5.2 (consequences of colonization)	Detailed, specific, and accurate information is provided in the chosen timeline event's text and illustration.	Generally accurate information is provided about the chosen timeline event's text and illustration.	Incomplete and/or generally inaccurate information is provided about the chosen timeline event's text and illustration.

Overall Feedback:

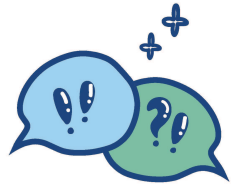


QUESTION

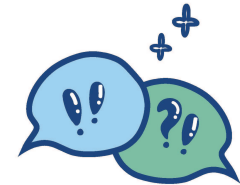


We ask questions about what we see, think, and wonder.

	Less complex ⇨	More complex ⇨	Most complex ⇨
Who?	Who was ___?	Who made ___?	Who wrote ___?
What?	What was ___?	What did ___?	What would ___?
Where?	Where was ___?	Where did ___?	Where would ___?
When?	When was ___?	When did ___?	When would ___?
Why?	Why was ___?	Why did ___?	Why would ___?
How?	How was ___?	How did ___?	How would ___?

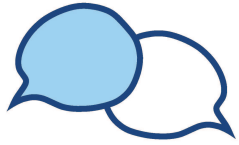


CONNECT

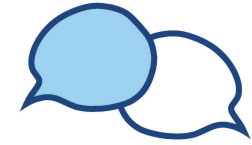


We connect to our inquiry questions by thinking about what we learn from sources.

Less complex ⇒	More complex ⇒	Most complex ⇒
I think ____.	These two sources show ____.	The evidence in this source is important because ____.
One connection is ____.	This source shows ____, but the other source shows ____.	Based on evidence that shows ____, I think ____.
This source shows ____.	These sources help answer our question about ____ because ____.	The most useful sources for answering our question are ____ and ____ because ____.
This source answers our question because ____.	This information matters because ____.	We learned ____ from these sources. This is important because ____.



TALK MOVES



We use talk moves to listen closely, share what we think, and build on the ideas of others.

Listening moves	Speaking moves
Clarify • Could you say that another way? • Can you explain what you mean by that? • I understand __, but I want to know __.	Add on • I'd like to add to what __ said. I think __. • I agree with you and __. • Another example is __.
Inquire • Can you tell us more about __? • What do you think about __? • What are some other perspectives?	Challenge ideas • I respectfully disagree because __. • Why do you think that? • What is your evidence for __?



SUMMARIZE



We summarize to understand and share the main idea and supporting details.

Less complex ⇒	More complex ⇒	Most complex ⇒
This is about ____.	The main idea of this source is ____.	<i>"Title"</i> by <i>Author</i> is about ____.
One detail is ____.	The first important detail is ____. A second key detail is ____.	In the <i>first / second</i> part, the main idea is ____. <i>An / Another</i> important detail is ____.
Another detail is ____.	One last important detail is ____.	The author concludes that ____.



OBSERVE



We observe a source by looking for details that help us understand it better.

Less complex ⇒	More complex ⇒	Most complex ⇒
In this source I see ____.	An important detail I see in this source is ____.	I notice ____. This is important because ____.
In this source I notice ____.	Something I notice and want to know more about is ____.	I see / <i>don't</i> see ____, which makes me wonder ____.

Things to look for	Source types and details	Examples
Details to look for: places, people, events, geography, patterns, words, numbers, colors, map keys Features of sources: title, author, headings, images, captions, charts, maps, vocabulary definitions	Source types: article, artifact, document, drawing, graphic, illustration, image, letter, map, newspaper, photograph, primary / secondary source, video, website Source details: author, audience, date, title, location, materials used in an artifact, size of an artifact	- In this source I see <u>a ruler by the coin that shows its size</u>. - I don't see <u>any people</u>, which makes me wonder <u>if the city was abandoned</u>.



CAUSE-EFFECT



Causes and effects help us understand events in history and explain why people, ideas, and places change over time.

Less complex ⇒	More complex ⇒	Most complex ⇒
___, so ___. (cause) → (effect)	Because (of) ___, ___. (cause) → (effect)	___ and ___ led to ___. (cause + cause) → (effect)
___ because ___. (effect) → (cause)	___ was caused by ___. (effect) → (cause)	___ and ___ because (of) ___. (effect + effect) → (cause)
<u>It was raining,</u> so <u>they wore boots.</u> <u>They wore boots</u> because <u>it was raining.</u>	<u>Because of the rain,</u> <u>there were big puddles.</u> <u>Big puddles</u> were caused by <u>the rain.</u>	<u>The rain and puddles</u> led to <u>wet kids.</u> <u>The kids got wet and cold</u> because of <u>the rain.</u>

Name: _____ Date: _____

Grade 3 Word Map Example

Directions: Explore this word for your personal dictionary. Follow your teacher's instructions about what sections to complete and what tools to use.

gratitude
word

the experience of being thankful
definition

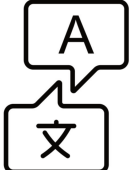
 Illustrate: Draw a picture or diagram to help you remember the meaning of the word. 	 Word Family: Write down different forms of the word. • gratitude (n) • grateful (adj) • gratefully (adv)
 Part of speech: Is this word a noun, a proper noun, a verb, an adjective, or an adverb? • noun	 Translanguage: Translate the word and write it here. • gratitud

Image sources: "Sketch" by Adrien Coquet, "Puzzle pieces" by shashank singh, "Translate" by Uswa KDT, "Complement" by Brandon Shields, "Gratitude" by Liez Art, all via thenounproject.com, licensed under CC BY 3.0.

Name: _____

Date: _____

Word Map

Directions: Explore this word for your personal dictionary. Follow your teacher's instructions about what sections to complete and what tools to use.

word_____
definition**Illustrate:**

Draw a picture or diagram to help you remember the meaning of the word.

**Word Family:**

Write down different forms of the word.

**Part of speech:**

Is this word a noun, a proper noun, a verb, an adjective, or an adverb?

**Translanguage:**

Translate the word and write it here

Image sources: "Sketch" by Adrien Coquet, "Puzzle pieces" by shashank singh, "Translate" by Uswa KDT, "Complement" by Brandon Shields; all via thenounproject.com, licensed under CC BY 3.0.