

GRADE 3, UNIT 2

Indigenous Communities, European Colonizers, and the Plymouth Colony

STUDENT WORKBOOK



*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.*

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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.	

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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.

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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?

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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.

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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.

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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>

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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.	

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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?	

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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.

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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>

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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.	

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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.

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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?

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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.

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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.

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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.

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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.

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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.

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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?

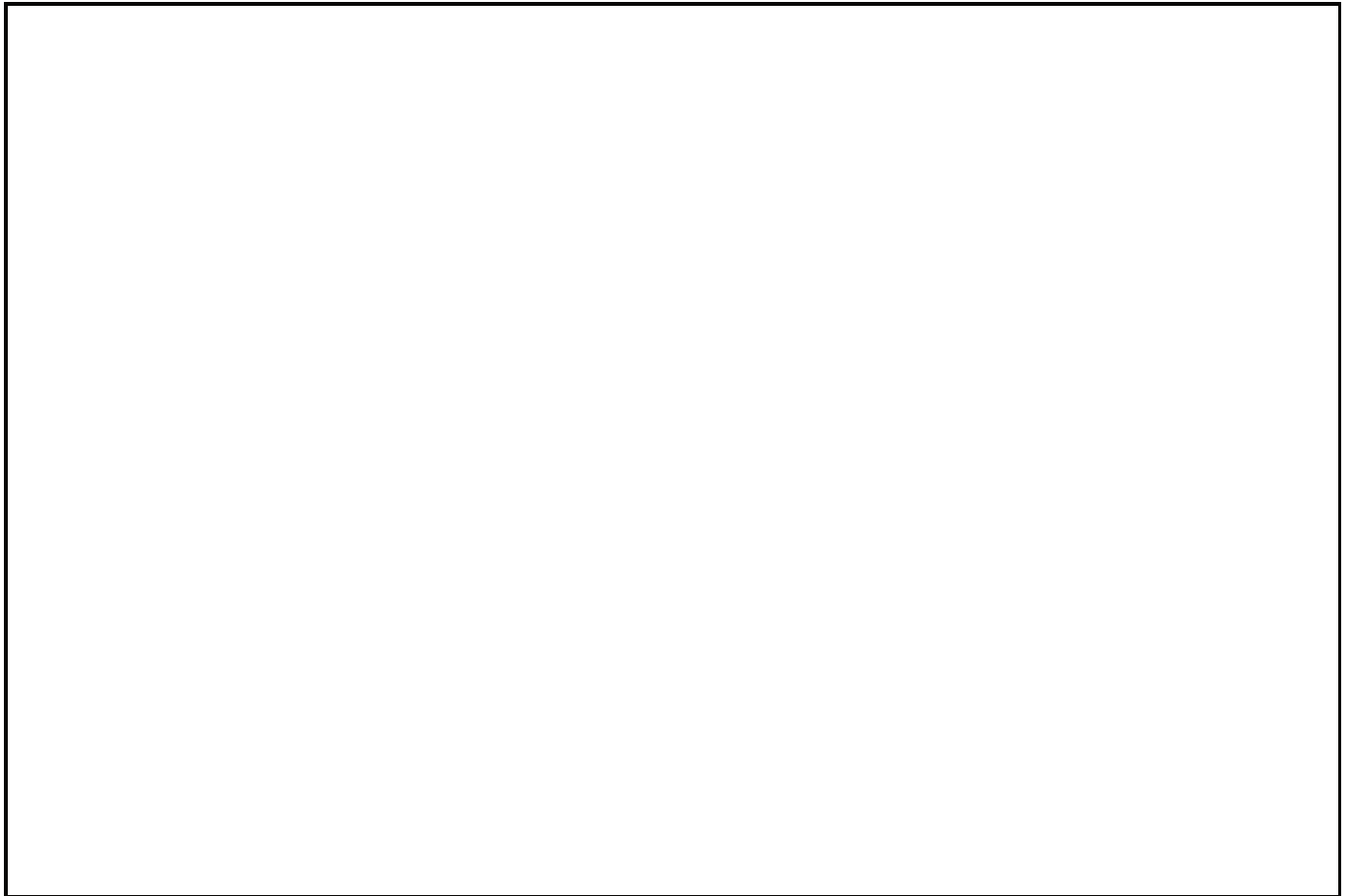
Part 2 on the next page.

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?
