

GRADE 3, UNIT 2

Indigenous Communities, European Colonizers, and the Plymouth Colony



TEACHER'S GUIDE



*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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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

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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

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UNIT INFORMATION

Indigenous Communities, European Colonizers, and the Plymouth Colony

Unit Throughlines	Learning Progression
How did colonization of the Northeast affect different groups of people over time? EU 1. Different groups of people have different priorities and values, including how they view land and other groups of people. Colonization is one example of how differences in these priorities and values shape history. EU 2. Events and actions in history impact one another and are reflections of the priorities and values of the people and groups of people involved. EU 3. Colonization has lasting effects on people and places. Key Practice Standards PS 3. Distinguish between primary and secondary sources. PS 4. Identify facts, opinions, and the point of view presented in a source. PS 5. Identify information about a given source, including the maker, date,	European Colonizers' Arrival in the Northeast 7 Lessons What were the differences between how Indigenous peoples and European colonizers related to the land and each other? - L 1. Use background knowledge and information from a video to make connections and generate questions about the colonization of the Northeast. - L 2. Make connections and generate questions about how Indigenous peoples and European colonizers related to the land. - L 3. Identify key beliefs and opinions in the Doctrine of Discovery using an informational text. - L 4. Analyze an informational text to learn how the Wampanoag related to the land and responded to European colonizers. - L 5. Analyze an informational text to learn how European colonizers viewed the land and the Wampanoag. - L 6. Synthesize new learning about the Wampanoag and European colonizers by developing a response to the cluster's Supporting Question. - L 7. Explain how the Wampanoag and European colonizers related to the land and each other using information from sources. Actions and Reactions to Plymouth Colony 6 Lessons During the year 1621, how did the Wampanoag and the Plymouth colonists react to each other? - L 8. Make connections and generate questions about how the Wampanoag and English colonists reacted to each other. - L 9. Identify the actions and reactions of the Wampanoag and English colonists at the beginning of Plymouth Colony. - L 10. Identify facts about what occurred at the 1621 harvest feast. - L 11. Identify myths and truths of the 1621 harvest feast and Thanksgiving.

intended audience, source type, and/or place of origin. Determine a source's relevance to a topic.

Key Literacy Standards

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

RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.

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

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

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- L 12. Synthesize new learning about how the Wampanoag and English colonists reacted to each other in 1621 by developing a response to the cluster's Supporting Question.
- L 13. Explain how the Wampanoag and colonists reacted to each other in 1621 using information from sources.

Longer-Term Impacts of Colonization | 7 Lessons

How has the Northeast changed forever due to colonization?

- L 14. Make connections and generate questions about how land and Indigenous territories in the Northeast have changed due to colonization.
- L 15. Identify and categorize information from a text about how expanding colonization impacted Indigenous peoples and English colonists.
- L 16. Identify and categorize information from a text about how animals in the Northeast were negatively affected by colonization.
- L 17. Identify and categorize information from a text about how animals and trees in the Northeast were negatively affected by colonization.
- L 18. Synthesize new learning about how the expanding colonization changed the Northeast by developing a response to the cluster's Supporting Question.
- L 19. Explain how colonization changed the Northeast using information from sources.
- L 20. Use the Know and Wonder Chart and Inquiry Charts to identify important takeaway learnings from each cluster of the unit about how colonization of the Northeast affected different groups of people over time.

Summative Assessment | 2 Days

For Unit 2's Summative Assessment, students are asked to apply their learning from Clusters 1–3 to build a collaborative, chronological resource that reflects the unit.

On Day 1, they independently create a card documenting a specific event from the unit.

On Day 2, students work with their peers to hang the cards in chronological order to create a class timeline. They then engage in various reflections on the timeline and close with an Inquiry Circle discussion that ties the Unit 2 Essential Question to present-day experiences.

Indigenous Communities, European Colonizers, and the Plymouth Colony



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

Framing the Unit

The unit is organized into three clusters of lessons. The first cluster focuses on the early 1600s in the Northeast. The perspectives and experiences of the Wampanoag and of European colonizers are investigated. Students also learn about the history of European sailors in the Northeast and how the Doctrine of Discovery supported European colonization of the area.

The second cluster focuses on the events of 1621. The actions and responses of both the Wampanoag and English colonists are studied. Students do a deep dive into the 1621 harvest feast and work to differentiate the truths and myths of this event.

The third cluster focuses on the lasting impacts of expanding colonization in the Northeast. Students first learn about how Indigenous peoples and English colonists were affected by expanding colonization. They then turn to the natural world and investigate the impacts on plant and animal populations.

The unit concludes with a two-part Summative Assessment Task. Students are asked to apply their learning from Clusters 1–3 by building a collaborative, chronological resource that reflects the unit. In Part 1, they independently create a card documenting a specific event from 1620–1621 and work with their peers to hang the cards in chronological order to create a class timeline. In Part 2, students engage in various reflections on the timeline and close with an Inquiry Circle discussion that ties the Unit 2 Essential Question to present-day experiences.

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

Unit Overview*Enduring Understandings*

1. Different groups of people have different priorities and values, including how they view land and other groups of people. Colonization is one example of how differences in these priorities and values shape history.
2. Events and actions in history impact one another and are reflections of the priorities and values of the people and groups of people involved.
3. Colonization has lasting effects on people and places.

Connections to Current Events and Issues

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

- Many current and longstanding ideas and policies regarding Indigenous peoples in the United States are connected to the past. [An Indigenous Peoples' History of the United States](#) by Roxanne Dunbar-Ortiz provides a rich and detailed reframing of US history and the lasting impacts of colonization. The young adult version, [An Indigenous Peoples' History of the United States for Young People](#), adapted by Jean Mendoza and Debbie Reese, is also a great resource.
- After hundreds of years of forced displacement and violence, some Indigenous nations and tribes are reclaiming their ancestral lands. For an example from the Northeast in 2023, see "[The Stockbridge-Munsee Band of Mohicans is reclaiming 351 acres of sacred homeland in Stockbridge.](#)"

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

colonizer
sachem

territory
depleted

Priority Tier 2 Vocabulary

natural resource
colony

alliance
endangered

Lesson Clusters

Cluster 1: European Colonizers' Arrival in the Northeast (Lessons 1-7)

What were the differences between how Indigenous peoples and European colonizers related to the land and each other?

Focus Standards: 3.T3.1, 3.T3.2, 3.T3.3, 3.T4.1, 3.T4.1a, 3.T4.1b, 3.T4.1c, 3.T5.2, PS 3, PS 4, PS 5, SL.3.1, SL.3.2, SL.3.6, W.3.2

Cluster 1 focuses on the experiences and perspectives of the Wampanoag and European colonizers. The cluster builds off learnings from Unit 1 about Indigenous peoples of the Northeast, past and present. The cluster introduces third graders to the European ideas and beliefs that supported colonization of the Northeast and how they were different from the Indigenous ideas and beliefs. Students engage with the Doctrine of Discovery (a primary source) along with adapted portions of a key secondary source for the unit, the illustrated nonfiction picture book, *If You Lived During the Plimoth Thanksgiving*, by Chris Newell. Students focus on comparing and contrasting the experiences of the Wampanoag and Europeans throughout the cluster.

Cluster 2: Actions and Reactions to Plymouth Colony (Lessons 8-13)

During the year 1621, how did the Wampanoag and the Plymouth colonists react to each other?

Focus Standards: 3.T4.1, 3.T4.1a, 3.T4.1b, 3.T4.1c, PS 3, PS 4, RI.3.7, RI.3.9, SL.3.1, SL.3.2, SL.3.6, W.3.2

Cluster 2 focuses on the events of 1621, when the Wampanoag and English colonists first made contact with one another. The cluster introduces the interactions between the two groups, along with the myths and truths around the 1621 feast that occurred in the fall. Students launch the cluster by thinking about the first official action by the colonists: the Mayflower Compact. They also continue to use adapted portions of the key text for the unit, *If You Lived During the Plimoth Thanksgiving* by Chris Newell. Students focus on comparing and contrasting actions and reactions of the Wampanoag and Europeans throughout the cluster's cycle of inquiry.

Cluster 3: Longer-Term Impacts of Colonization (Lessons 14-20)

How has the Northeast changed forever due to colonization?

Focus Standards: 3.T3.1, 3.T3.2, 3.T3.3, 3.T4.1, 3.T4.1a, 3.T4.1b, 3.T4.1c, 3.T5.2, PS 3, PS 4, PS 5, RI.3.7, SL.3.1, SL.3.2, SL.3.6, W.3.2

Cluster 3 focuses on how expanding colonization impacted Indigenous peoples and the natural world in a lasting way. The cluster begins by introducing how Wampanoag and other Indigenous tribes of the Northeast resisted colonization, then asks students

Unit Overview

to use evidence to determine how animal and tree populations were affected by colonization during the 1600–1700s. Students engage with information from primary sources, including maps, and continue to use adapted portions of the key secondary source for the unit, *If You Lived During the Plimoth Thanksgiving* by Chris Newell. Students apply their deepened understanding of colonization in order to determine the ways in which the Northeast has forever changed.

Summative Assessment: Indigenous Communities, European Colonizers, and the Plymouth Colony (Lessons 21-22)

Focus Standards: 3.T4.1, 3.T4.1a, 3.T4.1b, 3.T4.1c, 3.T5.2, PS 3, PS 5, SL.3.1, W.3.2

For Unit 2's Summative Assessment, students are asked to apply their learning from Clusters 1–3 to build a collaborative, chronological resource that reflects the unit.

On Day 1, they independently create a card documenting a specific event from the unit.

On Day 2, students work with their peers to hang the cards in chronological order to create a class timeline. They then engage in various reflections on the timeline and close with an Inquiry Circle discussion that ties the Unit 2 Essential Question to present-day experiences.

Unit Focus Standards

Content Standards

- **3.T3.1:** Locate North America, the Atlantic Ocean, and Europe on a map, explain how Native Peoples first came into contact with Europeans, and explain why Europeans in the 16th–17th centuries sailed westward across the Atlantic (e.g., to find new trade routes to Asia and new supplies of natural resources such as metals, timber, and fish).
- **3.T3.2:** Trace on a map the voyages of European explorers of the Northeast coast of North America (e.g., Giovanni Caboto [John Cabot], Bartholomew Gosnold, Giovanni de Verrazano, John Smith, Samuel de Champlain).
- **3.T3.3:** Explain how any one of the explorers described the Native Peoples and the new lands, and compare an early 17th century map of New England with a current one.
- **3.T4.1:** Explain who the Pilgrim men and women were and why they left Europe to seek a place where they would have the right to practice their religion; describe their journey, the government of their early years in the Plymouth Colony, and analyze their relationships with the Wampanoag and Abenaki/Wabanaki people.
 - **3.T4.1a:** the purpose of the Mayflower Compact and the principle of self-government
 - **3.T4.1b:** challenges for Pilgrim men, women, and children in their new home (e.g., building shelter and starting farming, becoming accustomed to a new

Unit Overview

environment, maintaining their faith and keeping a community together through self-government)

- **3.T4.1c:** contacts with the native leaders Samoset and Massasoit, events leading to a celebration to give thanks for the harvest, and subsequent relationships between Europeans and Native Peoples in southeastern Massachusetts.
- **3.T5.2:** Explain why Puritan men and women migrated in great numbers to Massachusetts in the 17th century, how they moved west from the Atlantic coast, and the consequences of their migration for the Native Peoples of the region (e.g., loss of territory, great loss of life due to susceptibility to European diseases, religious conversion, conflicts over different ways of life such as the Pequot War and King Philip's War).

Practice Standards

- **PS 3:** Distinguish between primary and secondary sources.
- **PS 4:** Identify facts, opinions, and the point of view presented in a source.
- **PS 5:** Identify information about a given source, including the maker, date, intended audience, source type, and/or place of origin. Determine a source's relevance to a topic.

Literacy Standards

- **RI.3.7:** Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **RI.3.9:** Compare and contrast the most important points and key details presented in two texts on the same topic.
- **SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.3.2:** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.3.6:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **W.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Vocabulary List



Grade 3, Unit 2: Indigenous Communities, European Colonizers, and the Plymouth Colony

Vocabulary List

European Colonizers' Arrival in the Northeast (Lessons 1-7)

Lesson	Word	Definition
2	colonizer (n.)	someone who participates in colonization
2	natural resource (n.)	a material found in nature that can be used to survive and/or make money
3	colony (n.)	an area that is controlled by another country and occupied by colonizers

Actions and Reactions to Plymouth Colony (Lessons 8-13)

Lesson	Word	Definition
9	alliance (n.)	an agreement to work together and help each other
9	sachem (n.)	the leader or chief of an Indigenous village or tribe in the Cape Cod and Long Island Sound regions

Longer-Term Impacts of Colonization (Lessons 14-20)

Lesson	Word	Definition
14	territory (n.)	the area of land used, owned, or under the power of a specific group
16	endangered (adj.)	low in population and close to no longer existing
17	depleted (adj.)	reduced in amount or used up

LESSON PLANS

European Colonizers' Arrival in the Northeast

What were the differences between how Indigenous peoples and European colonizers related to the land and each other?

CONTENTS
Lesson 1 Unit Kickoff
Lesson 2 Cluster 1 Launch
Lesson 3 Understanding the Doctrine of Discovery and Colonization
Lesson 4 Wampanoag Perspectives and Experiences
Lesson 5 European Colonizer Perspectives and Experiences
Lesson 6 Putting It Together
Lesson 7 Formative Assessment

Overview

Cluster 1 focuses on the experiences and perspectives of the Wampanoag and European colonizers. The cluster builds off learnings from Unit 1 about Indigenous peoples of the Northeast, past and present. The cluster introduces third graders to the European ideas and beliefs that supported colonization of the Northeast and how they were different from the Indigenous ideas and beliefs. Students engage with the Doctrine of Discovery (a primary source) along with adapted portions of a key secondary source for the unit, the illustrated nonfiction picture book, *If You Lived During the Plimoth Thanksgiving*, by Chris Newell. Students focus on comparing and contrasting the experiences of the Wampanoag and Europeans throughout the cluster.

Learning Objectives

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

- Compare and contrast Wampanoag and European perspectives and experiences.
- Describe how and why Europeans came to North America.
- Identify various information in and about a source, including facts/opinions, point of view, maker, and source type.
- Interpret social studies explanations by determining types of sources for answering compelling and supporting questions about phenomena or events (WIDA ELD-SS.2-3.Explain.Interpretive).

Vocabulary

TIER 2	TIER 3
colony natural resource	colonizer

Cluster 1: European Colonizers' Arrival in the Northeast

Cluster Focus Standards

Practice Standards

STANDARD	LESSON(S)
PS 3: Use provided categories to gather and/or sort information based on a topic or inquiry question.	1
PS 4: Identify facts, opinions, and the point of view presented in a source.	3-7
PS 5: Identify information about a given source, including the maker, date, intended audience, source type, and/or place of origin. Determine a source's relevance to a topic.	2-6

Content Standards

STANDARD	LESSON(S)
3.T3.1: Locate North America, the Atlantic Ocean, and Europe on a map, explain how Native Peoples first came into contact with Europeans, and explain why Europeans in the 16th–17th centuries sailed westward across the Atlantic (e.g., to find new trade routes to Asia and new supplies of natural resources such as metals, timber, and fish).	2-7
3.T3.2: Trace on a map the voyages of European explorers of the Northeast coast of North America (e.g., Giovanni Caboto [John Cabot], Bartholomew Gosnold, Giovanni de Verrazano, John Smith, Samuel de Champlain).	2
3.T3.3: Explain how any one of the explorers described the Native Peoples and the new lands, and compare an early 17th century map of New England with a current one.	3, 5-7
3.T4.1: Explain who the Pilgrim men and women were and why they left Europe to seek a place where they would have the right to practice their religion; describe their journey, the government of their early years in the Plymouth Colony, and analyze their relationships with the Wampanoag and Abenaki/Wabanaki people.	1

Cluster 1: European Colonizers' Arrival in the Northeast

3.T4.1a: the purpose of the Mayflower Compact and the principle of self-government	1
3.T4.1b: challenges for Pilgrim men, women, and children in their new home (e.g., building shelter and starting farming, becoming accustomed to a new environment, maintaining their faith and keeping a community together through self-government)	1
3.T4.1c: contacts with the native leaders Samoset and Massasoit, events leading to a celebration to give thanks for the harvest, and subsequent relationships between Europeans and Native Peoples in southeastern Massachusetts.	1
3.T5.2: Explain why Puritan men and women migrated in great numbers to Massachusetts in the 17th century, how they moved west from the Atlantic coast, and the consequences of their migration for the Native Peoples of the region (e.g., loss of territory, great loss of life due to susceptibility to European diseases, religious conversion, conflicts over different ways of life such as the Pequot War and King Philip's War).	3

Literacy Standards

STANDARD	LESSON(S)
SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	1-2, 6-7
SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	1, 3-5
SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	2, 6
W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	7

Unit 2, Cluster 1 Inquiry Chart (Teacher Version)

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.	European sailors came to North America in search of natural resources.
Lesson 3: We read and discussed the Doctrine of Discovery, a document that supported the belief that land could be taken.	European colonizers' religion supported their beliefs about land and Indigenous peoples.
Lesson 4: We read about Wampanoag perspectives on the land and experiences with European colonizers and took notes in a notes organizer.	The Wampanoag lived in relationship with the land and were wary of European colonizers.

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 5: We read about European colonizers' views on land and the Wampanoag and took notes in a notes organizer.	European colonizers saw land as something that could be owned and the Wampanoag as people they could take things from.

Cluster 1: European Colonizers' Arrival in the Northeast

LESSON 1

Unit Kickoff

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

SQ What were the differences between how Indigenous peoples and European colonizers related to the land and each other?

LEARNING OBJECTIVE

Use background knowledge and information from a video to make connections and generate questions about the colonization of the Northeast.

LANGUAGE OBJECTIVE

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

LESSON OVERVIEW

The purpose of this lesson is to launch the unit by generating student interest in the lands of the Wampanoag Nation (now known as Massachusetts). After brainstorming what the area was like before the arrival of Europeans, students watch a video about the Wampanoag before the Plymouth Colony. Students discuss what they learned from the video and predict what kind of changes the Plymouth Colony will bring. Finally, students contribute to a Know and Wonder chart to document their thinking and generate questions that can help guide the unit.

LESSON STANDARDS

PS 3, 3.T4.1, 3.T4.1a, 3.T4.1b, 3.T4.1c, SL.3.1, SL.3.2

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 1 Slide Deck](#)
- ☐ [Unit 2 Know and Wonder Chart](#)

LESSON AT A GLANCE

Component	Time
Launch the Unit	15
Build a Know and Wonder Chart	15

Lesson 1: Unit Kickoff

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Cluster 1: European Colonizers' Arrival in the Northeast**Plan for English Learner Success**

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

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

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

English Proficiency Levels 1-2:

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

English Proficiency Levels 3-4:

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

English Proficiency Levels 5-6:

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

Lesson 1: Unit Kickoff

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Cluster 1: European Colonizers' Arrival in the Northeast



ADVANCE PREPARATION

Adapted portions of the book, [If You Lived During the Plimoth Thanksgiving](#) by Chris Newell (2021), are used throughout this unit as a central resource that anchors multiple lessons. It is recommended that you have at least one copy of the original text for your own reference and to share illustrations with students. They will need access to the illustrations for the Summative Assessment.

Prepare the [Unit 2 Know and Wonder Chart](#), or create a Know and Wonder Chart on chart paper for your class. If you create one on chart paper, it should have Unit 2 and the Essential Question at the top, with two sections labeled below: "What do you already know?" and "What do you wonder?"

Review the [Unit 2 Pronunciation Guide](#), and consider how to best use it with students throughout the unit.

Consider having students use a notebook for this unit to record their notes and store their handouts. This will help students refer back to and reference material more easily in the Formative and Summative Assessments.

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

Launch the Unit (15 minutes)

Slide 2: Begin by reminding students that in Unit 1, they learned about how Indigenous peoples lived in the Northeast, past and present. Recap that:

- There are many different Indigenous nations and tribes in the Northeast. Each of them has their own histories, cultures, and traditions.
- Indigenous peoples have lived in the Northeast for thousands of years. They were the original caretakers of the land we now live on, and they are still here.

Slide 3: Share with students that in this new unit, they will learn more about the Wampanoag, but they will focus on 400 years ago, in the early 1600s.

Prompt students to do a short whole-group brainstorm about what Massachusetts was like before Europeans arrived.



CULTURAL COMPETENCE

For additional information about the lives of the Wampanoag and other Indigenous people in the Northeast before European contact, please refer to "The Wampanoag Before Colonization" section of [Background Brief: Indigenous Communities, European Colonizers, and the Plymouth Colony](#).

Lesson 1: Unit Kickoff

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Cluster 1: European Colonizers' Arrival in the Northeast

Ask: *What was the area now known as Massachusetts like before Europeans arrived?*

Give students time to think about the question silently. Then ask 3–4 students to share their ideas using the Add On strategy. Once the first student has shared, model the next response starting with, “I have a related thought...” or “A different idea I have is...”

Slide 4: Read the guiding question aloud for students to focus on as they watch: *How would you describe life for the Wampanoag Tribe before and after Europeans arrived?*

Slide 5: Play the “America Before the Pilgrims” video (5:07) by NBC News Learn with closed captioning to support comprehension.

Slide 6: After viewing the video, pose the question again aloud: *How would you describe life for the Wampanoag Tribe before and after Europeans arrived?*

Give students time to think about the question silently. Then ask 3–4 students to share their observations using the Add On strategy. Once the first student has shared, model the next response starting with “A related idea I heard in the video was...” or “A different idea I have is...” Possible responses:

- The Wampanoag were a thriving tribe who lived in an area rich in resources (lobsters, cod, cultivated crops).
- Other Europeans had arrived by boat for about 100 years before (French, Dutch, Italian, etc.) but didn't stay.
- Those European visitors had brought diseases that killed many Indigenous people (Plague of 1616–1618).

Slide 7: Then, using what they have heard so far, ask students to make a prediction. Ask: *What kinds of changes do you think the Plymouth Colony will bring to the Wampanoag people?* Invite students to share their ideas popcorn-style.

Slide 8: Remind students that in Unit 1 they learned the word *colonization*, and provide the definition again (or reteach the word if needed): *when a country takes control of land, people, and resources in order to gain power and money.* Explain that this word is a core part of this new unit.

**SUPPORT ALL STUDENTS**

Students can find more Add On sentence starters and frames on the [Talk Moves Language and Literacy Builder](#). Encourage them to use the structures that work best for them as they think about the questions posed in this activity.

Lesson 1: Unit Kickoff

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Cluster 1: European Colonizers' Arrival in the Northeast

Build a Know and Wonder Chart (15 minutes)

Slide 9: Introduce the unit's Essential Question:



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

Slide 10: Introduce the [Unit 2 Know and Wonder Chart](#) in your chosen format, and ask: *What do you already know about how colonization of the Northeast affected different groups of people over time?*

Prompt students to discuss with an elbow partner in a Think-Pair-Share format. Then ask student groups to share their ideas with the whole class. Be sure to record students' ideas under the Know column, synthesizing common ideas as needed. Possible responses:

- Colonization caused the Wampanoag to lose their language for many generations.
- Indigenous tribes of the Northeast, like the Wampanoag and the Narragansett, continue important traditions like Cranberry Day in order to fight against the effects of colonization.
- Europeans took over land and resources in the Northeast when they arrived.

Then guide student discussion for the Wonder column of the chart. Ask: *What do you wonder about how colonization of the Northeast affected different groups of people over time?*

Once again, prompt students to discuss with an elbow partner in a Think-Pair-Share format. Then ask student groups to share their ideas with the whole class. Be sure to record students' ideas under the Wonder column, synthesizing common ideas as needed. Possible responses:

- How did the Indigenous peoples of the Northeast react to colonization?
- Why did Europeans come to the Northeast, and why did they stay?
- Did the effects of colonization on the Northeast change over time?

**TEACHING TIP**

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

**TEACHING TIP**

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

Lesson 1: Unit Kickoff

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Cluster 1: European Colonizers' Arrival in the Northeast

Close the lesson by highlighting a few student questions or wonderings that connect to learning or sources that will be part of the unit.

**SUPPORT ALL STUDENTS**

Encourage students to use their [Question Language and Literacy Builder \(3-5\)](#) to support the generation of new questions on the Know and Wonder Chart. Having students begin their work with the Know and Wonder chart in a Think-Pair-Share format can help students focus their ideas and clarify language they want to use. This can also support students in identifying common themes in their peers' contributions to the chart.

Lesson 1: Unit Kickoff

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Name: _____ Date: _____

Unit 2 Pronunciation Guide

Pocomtuc is pronounced "poh-cum-tuck."

Norwutuck is pronounced "nor-wuh-tug."

Mashpee is pronounced "mash-pee."

Aquinnah is pronounced "uh-kwi-nuh."

Wampanoag is pronounced "waam-puh-no-ag."

Nipmuc is pronounced "nip-muk."

Narragansett is pronounced "neh-ruh-gan-suht."

Mohegan is pronounced "mow-hee-gn."

Pequot is pronounced "pee-kwaat."

Mohican is pronounced "mow-hee-kn."

Abenaki is pronounced "a-buh-naa-kee."

Wabanaki is pronounced "waa-bun-aa-kee."

Ousamequin is pronounced "oo-sah-ME-quin."

Massasoit is pronounced "mass-uh-SO-it."

Samoset is pronounced "sa-muh-SET."

Text sources:

- University of Massachusetts. Adapted from "[Pronunciations for UMass Land Acknowledgement](#)."
- NBC News Learn. 2020. "[Who Were Samoset, Massasoit, and Squanto?](#)." June 26.

LESSON 2

Cluster 1 Launch

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

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Make connections and generate questions about how Indigenous peoples and European colonizers related to the land.	Engage in collaborative questioning orally with peers using <i>who</i> , <i>how</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> to ask questions about Indigenous peoples of the Northeast's connection to the land.

LESSON OVERVIEW

In this lesson, students learn foundational information about early European presence in North America in order to understand, in subsequent lessons, how and why the Plymouth Colony led to significant change in Massachusetts. Students engage in the Building the Word Wall routine for the words *natural resource* and *colonizer*. Then they look at two maps that trace the routes of several European explorers to understand where they were coming from, traveling to, and what they were looking for in the Northeast. Finally, students participate in the Launching the Question routine and engage with the Cluster 1 Inquiry Chart as they discuss additional questions that may need to be answered in the unit.

LESSON STANDARDS

PS 5, 3.T3.1, 3.T3.2, SL.3.1, SL.3.6
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 2 Slide Deck ☐ Cluster 1 Inquiry Chart ☐ Unit 3.2 Word Wall Vocabulary Cards
VOCABULARY
colonizer natural resource

Cluster 1: European Colonizers' Arrival in the Northeast

LESSON AT A GLANCE

Component	Time
Build the Word Wall	5
Observe the European Routes	10
Launching the Question	15

Plan for English Learner Success

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

- [*Observe Language and Literacy Builder \(3-5\)*](#): Supports close-looking strategies and formation of statements with sentence frames
- [*Question Language and Literacy Builder \(3-5\)*](#): Supports the formation of connected or additional questions during the Launching the Question routine

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

English Proficiency Levels 1-2:

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

English Proficiency Levels 3-4:

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

English Proficiency Levels 5-6:

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

Lesson 2: Cluster 1 Launch

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Cluster 1: European Colonizers' Arrival in the Northeast



ADVANCE PREPARATION

Prepare a space for the Unit 2 Word Wall in your classroom. Print (and laminate if possible) the [Unit 3.2 Word Wall Vocabulary Cards](#) that will be used throughout this unit. [Blank Word Wall Vocabulary Cards](#) for multilingual learners are also available. Directions for creating translanguaging Word Wall cards in home language(s) other than English are included in this document.

Review the “How to Use the Map” instructions for the [Giovanni da Verrazzano’s Voyage Interactive Map](#) (Mariners’ Museum and Park), and practice navigating through the landing points and features.

Determine if the [“Discovery of America” map](#) will be presented digitally or in print form, and have sticky notes ready for students’ use.

Have the Unit 2 Know and Wonder Chart from Lesson 1 easily accessible.

Decide if you will create this cluster’s Inquiry Chart on chart paper or digitally using the [Cluster 1 Inquiry Chart](#) and how you’ll maintain separate copies for each class period, if relevant.

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

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

Vocabulary words *natural resource* and *colonizer* are high-leverage words for the unit. Determine if students would benefit from completing the [Unit 2 Word Map](#) for these vocabulary words. This work can be done during an ELA block or other class time before this lesson. You can refer to the [Grade 3 Word Map Example](#) to support students’ completion of this task.

Build the Word Wall (5 minutes)

Slide 2: Remind students that as they learned in the video in the previous lesson, in the 1500s, 100 years before the Pilgrims arrived in the Northeast, there were European sailors searching the area. European leaders sent these sailors to look for natural resources to send back to their countries and for land they could take and colonize.

Lesson 2: Cluster 1 Launch

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Cluster 1: European Colonizers' Arrival in the Northeast

Slide 3: Introduce a new vocabulary word students will need to know for this lesson: *natural resource*.

- Say the word: *natural resource*.
- Use the word in context: *The Northeast was seen by Europeans as an area rich in natural resources, including fish, wood, and beaver skins.*
- Share the student-friendly definition: *a material found in nature that can be used to survive and/or make money.*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*

**SUPPORT ALL STUDENTS**

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

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

- Say the word: *colonizer*.
- Use the word in context: *European colonizers traveled to North America to take over land and use the natural resources.*
- Share the student-friendly definition: *someone who participates in colonization.*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Highlight the word's features by pointing out that this word is connected to one they already studied: *colonization*.

Add *natural resources* and *colonizer* to the Word Wall.

Lesson 2: Cluster 1 Launch

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Cluster 1: European Colonizers' Arrival in the Northeast**Observe the European Routes** (10 minutes)**CULTURAL COMPETENCE**

Borders, names, and other parts of maps are tied to ideas about land that the creators of the maps hold. Indigenous communities, including the Wampanoag, do not see land as being owned. Upcoming lessons in Cluster 1 will address Indigenous relationships with the land.

To learn about how the renaming of areas by Europeans contributed to Indigenous erasure, please refer to pages 187–188 in [Colonization and the Wampanoag Story](#) by Linda Coombs.

Slide 5: Share with students that they will start thinking about these vocabulary words they learned by looking at maps. The maps they will investigate today will focus on a particular part of the world.

Ask:

- *Where is North America on this map?*
- *Where is Europe on this map?*
- *Where is the Atlantic Ocean on this map?*

If students need support, you can guide them with label-based clues such as, *North America includes Canada, the United States, and Mexico.*

Remind students that Europe is a continent that includes many different countries. People from Europe are called Europeans.

Slide 6: Pose the first question to students: *What kind of source is this?*

Prompt students to turn to an elbow partner to discuss their ideas. Then have students share out popcorn-style. Possible responses:

- It's a map.
- The source is an online map of someone named Verrazzano.

Explain to students that this particular map is interactive and that they will be working together to try to answer questions about it.

**SUPPORT ALL STUDENTS**

Encourage students to use their [Observe Language and Literacy Builder \(3-5\)](#) to support close looking and formation of observation statements with sentence frames about the maps.

Lesson 2: Cluster 1 Launch

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Cluster 1: European Colonizers' Arrival in the Northeast

Then open the [Giovanni da Verrazzano's Voyage Interactive Map](#). Demonstrate how clicking on each circle opens up the informational panel with departures, landing points, etc.

Ask students to give you a few directions on what to click on, zoom in on, etc., and ask them:

- *Who was traveling?* (Giovanni da Verrazzano)
- *When were they traveling?* (1524)
- *Where did they come from?* (Europe, specifically France)
- *Where did they go?* (North America, specifically what is now the East Coast and Northeast of the United States)
- *Where on the map were the Wampanoag?* (Be sure to zoom in on Landing Point 4 on the map).

Explain the purposes of Verrazzano's exploration:

- to map land unknown to Europeans
- to see who was living there
- to determine what natural resources were available

Share with students that explorers like Verrazzano wrote down what they saw and experienced in order to report back to the leaders who hired them.

Slide 7: Repeat the process with the new image, and pose the following question to students: *What kind of source is this?*

Prompt students to turn to an elbow partner to discuss their ideas. Then have students share out popcorn-style. Possible responses:

- This source is a map.
- It is a map that focuses on the Atlantic Ocean and North America.

Display the "[Discovery of America](#)" map in your pre-chosen format.

**SUPPORT ALL STUDENTS**

An alternative to using the interactive digital map is to trace Verrazzano's journey by projecting it on chart paper or a dry-erase board. Then prompt students to help fill in the details with location markers and captions.

Lesson 2: Cluster 1 Launch

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Cluster 1: European Colonizers' Arrival in the Northeast

- Point out the names of European sailors on the map (*Cabot, Columbus, and Verrazzano*).
- Inform students that they will track one sailor and answer the guiding questions. If there is time, they can repeat the process with the other names on the map.
- Let students know they will have 2 minutes with the map.

Distribute sticky notes and present the guiding questions. Prompt students to write observations and questions on their sticky notes:

- *Who was traveling?*
- *When were they traveling?*
- *Where did they come from?*
- *Where did they go?*
- *Where on the map were the Wampanoag?*

Finally, bring students back together, and ask them to share some ideas about the maps that they wrote on their sticky notes.

Slide 8: Then share with students that on these maps, we have seen that many different Europeans traveled to North America. Then ask: *Why do you think that Europeans traveled to North America?* Possible responses:

- They wanted to see what and who was on the land unknown to them.
- They traveled because leaders paid them to learn about places that were unknown to Europeans.

**TEACHING TIP**

Setting a visual timer for 2 minutes can support students to expect the transition away from the activity and manage their time.

Lesson 2: Cluster 1 Launch

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Cluster 1: European Colonizers' Arrival in the Northeast



Launching the Question (15 minutes)

SPARK CURIOSITY

Slide 9: Then have students think about the maps, and ask: *What can what we discussed about these maps tell us about how Europeans might have related to the land?*

Have students use the Add On talk move for this section. As they hear peers share their ideas, have them acknowledge them before sharing their own. Some examples are included on the slide.

Possible responses:

- They might see land as something valuable since leaders are paying them to find out what's there.
- Natural resources and people on the land might be important since leaders asked explorers to report back on those things.
- The title of the Discovery of America map tells us that people might think that Europeans discovered North America. But we learned that Indigenous peoples were already there.
- The maps show many different journeys from Europe to North America. Europeans might have related to the land as something valuable and worth long travels for.

Then ask: *How does this compare to what we learned about how Indigenous peoples of the Northeast describe their relationship with the land?* Possible responses:

- We learned that in the past, the Wampanoag built homes (wetus) in harmony with the land and the seasons.
- The Narragansett and Wampanoag tribes today continue the tradition to show gratitude for the land through celebrations like Cranberry Day.



LEARN MORE

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

Lesson 2: Cluster 1 Launch

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Cluster 1: European Colonizers' Arrival in the Northeast

Slide 10: Prompt students to generate their own questions about European arrival to the Northeast and what differences there might be between Europeans and Indigenous peoples of the Northeast related to the land. Direct students to:

- Ask as many questions as you can.
- Save discussing or answering the questions for another time.

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

INTRODUCE THE SUPPORTING QUESTION AND ELICIT INITIAL THINKING

Slide 11: Introduce the Cluster 1 Supporting Question:



What were the differences between how Indigenous peoples and European colonizers related to the land and each other?

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

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

Review the directions on the slide for prioritizing questions.

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

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



SUPPORT ALL STUDENTS

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



LEARN MORE

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

Lesson 2: Cluster 1 Launch

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Cluster 1: European Colonizers' Arrival in the Northeast**DEVELOP THE INQUIRY CHART**

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

PREVIEW THE LEARNING AHEAD

Share with students that in this cluster, they will use images, readings, and historical documents to explore differences between Indigenous peoples of the Northeast and early European colonizers, using the Supporting Question and the priority questions they identified as their guide.

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

Lesson 2: Cluster 1 Launch

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LESSON 3

Understanding the Doctrine of Discovery and Colonization

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

SQ What were the differences between how Indigenous peoples and European colonizers related to the land and each other?

LEARNING OBJECTIVE

Identify key beliefs and opinions in the Doctrine of Discovery using an informational text.

LANGUAGE OBJECTIVE

Explain the beliefs and opinions of the Doctrine of Discovery using key vocabulary words (*colonization*, *colonizer*, *colony*).

LESSON OVERVIEW

In this lesson, students build on the concept of colonization, an idea introduced in Unit 1 that is foundational to Unit 2. Students begin by engaging in the Build the Word Wall routine to review *colonization* and learn the word *colony*. To further develop their understanding of colonization, students engage with a source, the Doctrine of Discovery, in order to determine its message, purpose, and long-term impact on Indigenous peoples and land in the Northeast.

LESSON STANDARDS

PS 4, PS 5, 3.T3.1, 3.T3.3, 3.T5.2, SL.3.2

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 3 Slide Deck](#)
- ☐ [The Doctrine of Discovery](#)

VOCABULARY

colony

LESSON AT A GLANCE

Component	Time
Build the Word Wall	5
Investigating Sources	25

Lesson 3: Understanding the Doctrine of Discovery and Colonization

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Cluster 1: European Colonizers' Arrival in the Northeast**Plan for English Learner Success**

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

- [The Doctrine of Discovery \(Word Bank\)](#): Supports reading comprehension with key words and definitions

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

English Proficiency Levels 1-2:

- Ensure students have access to an aide or a language-proficient peer to support the translation of the words in the word bank. Oral translation of the informational text may be helpful if students are not yet reading fluently in their home language.
- [Look Fors](#): Responses that explain the text should use the words *colonization*, *colonizer*, or *colony* in a response using the provided sentence starters and frames on the slide deck. Students may choose not to share with the whole class but should be able to share orally with a peer or the teacher.

English Proficiency Levels 3-4:

- Access to an aide or a language-proficient peer may be helpful to support the translation of the words in the word bank and the sharing of examples. Oral translation of the informational text may be helpful if students are not yet reading fluently in their home language.
- [Look Fors](#): Responses that explain the text should use the words *colonization*, *colonizer*, and/or *colony* in a sentence using the provided sentence starters and frames on the slide deck as a starting point. Students should be able to share orally with a peer or the class.

English Proficiency Levels 5-6:

- Encourage students to use the scaffolded informational text to support their expanding vocabulary comprehension and use.
- [Look Fors](#): Responses that explain the text should use the words *colonization*, *colonizer*, and/or *colony* in a more complex sentence. Students should be able to engage independently in this task.

Build the Word Wall (5 minutes)

Slide 2: Prompt students to turn and talk with a partner to discuss the definition and/or an example of a key vocabulary word from Unit 1: *colonization*.

Slide 3: Then provide the full definition for *colonization*: *when a country takes control of land, people, and resources in another area to gain money and power*. Remind students that this word (along with *colonizer*, that they learned in the previous lesson) will be used throughout this unit.

Lesson 3: Understanding the Doctrine of Discovery and Colonization

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Cluster 1: European Colonizers' Arrival in the Northeast

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

- Say the word: *colony*.
- Use the word in context: *Europeans settled in the Northeast and created colonies for their home countries.*
- Share the student-friendly definition: *an area that is controlled by another country and occupied by colonizers.*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Highlight the word's features by pointing out that this word is also connected to two words they already studied: *colonization* and *colonizer*.

**SUPPORT ALL STUDENTS**

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

**Investigating Sources** (25 minutes)

Remind students that in the last lesson, they learned European explorers were coming to the Northeast in the 1500s. Activate their prior learning by asking the following questions:

- *Why were European sailors coming to the Northeast?* (to see what the land and natural resources in the area were like for the European leaders who sent them)
- *Who already lived in the Northeast?* (Indigenous peoples, including the Wampanoag, Narragansett, and Nipmuc tribes)

Slide 5: Give students a quick summary of what fact, opinion, and point of view mean by reading the text on the slide aloud. Explain that:

- It is important to differentiate fact from opinion when looking at sources.
- People's opinions can impact their point of view.
- They will be thinking about opinions and points of view in today's lesson.

**SUPPORT ALL STUDENTS**

As this is early in the unit, some students may benefit from doing the Investigating Sources routine with teacher facilitation and guidance. If students are ready for more independent work in this lesson or later in the unit, this routine can be done with a partner or individually.

Lesson 3: Understanding the Doctrine of Discovery and Colonization

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Cluster 1: European Colonizers' Arrival in the Northeast**INTRODUCE PURPOSE AND PROCESS**

Slide 6: Explain that today, they will learn more about the beliefs Europeans had about land and Indigenous peoples that led to the founding of colonies in the Northeast and colonization of the area.

- Review the three Investigating Sources routine steps with students, and explain that these steps will guide them as they investigate the source (observe, read, and connect).
- Organize students into groups of 3–4.
- Distribute the [The Doctrine of Discovery](#) to students. Each student should have their own copy to annotate even though they will be working with 2–3 classmates.

**SUPPORT ALL STUDENTS**

Provide the [The Doctrine of Discovery \(Word Bank\)](#) for students who would benefit from additional vocabulary support.

OBSERVE THE DOCUMENT'S FEATURES

Slide 7: Prompt students to scan the Doctrine of Discovery document to answer the following questions. After you read each question aloud, give students 1–2 minutes to scan the document and discuss their ideas with their small group. You can then call on individual students or ask groups to summarize their thinking and ideas.

Ask: *What kind of source is this?* Possible responses:

- Religious
- Very old/from 1400s
- A formal/official document from a leader

**MAKE CONNECTIONS**

For more in-depth information and lesson content regarding the causes and effects of European colonization, check out Discovering Justice's ["Immigration Causes & Effects" lesson](#).

**CULTURAL COMPETENCE**

The Doctrine of Discovery was used for hundreds of years to justify the destruction of Indigenous people and culture. Learn more about how the Doctrine of Discovery still has modern-day impacts in the article, "[The Vatican Disavowed the Doctrine of Discovery. It's Not Enough](#)," from Lakota People's Law Project.

Then ask: *Who wrote the document?* Possible responses:

- Pope Alexander VI
- The leader of the Catholic church
- An important religious leader

Lesson 3: Understanding the Doctrine of Discovery and Colonization

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Cluster 1: European Colonizers' Arrival in the Northeast

Lastly, ask: *When was this source made?* 1493

READ THE DOCUMENT

Slide 8: Explain to students that they will now do a close reading of the two sections of the handout.

Share that students are to look for information in the text that can help them answer the following questions:

- *What is the Doctrine of Discovery?*
- *What did the document say?*

Prompt students to begin reading and discussing the text and how it can help answer each of the questions. After about 5 minutes, call on individual students, or ask groups to summarize their thinking and ideas. Possible responses:

- The Doctrine of Discovery is an idea based on a document written by the Pope long ago.
- The document said that Europeans and Christians can take what they want from Indigenous peoples.

CONNECT TO OUR QUESTION

Slide 9: Explain to students that they will now apply what they learned about the document to answer some bigger questions about it. Point out that there are sentence starters and frames on each slide to help support their thinking and formation of responses.

Ask: *What is the point of view in the document?* Possible responses:

- The point of view shown in the document is that Christians have the right to land.
- The perspective in the document is that the Pope has the power to make decisions about land and people far away from where he is.

**SUPPORT ALL STUDENTS**

Encourage students to refer to their [Summarize Language and Literacy Builder \(3-5\)](#) to support identifying the main idea(s) of the text.

**SUPPORT ALL STUDENTS**

In addition to the sentence starters and frames included on the slides, you can have students refer to their [Connect Language and Literacy Builder \(3-5\)](#) to help them form their responses.

Lesson 3: Understanding the Doctrine of Discovery and Colonization

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Cluster 1: European Colonizers' Arrival in the Northeast

Slide 10: Then ask: *Why do you think Europeans thought it was okay to form colonies and colonize the Northeast?*

Possible responses:

- They saw themselves as better than Indigenous peoples and anyone who was not Christian.
- They were guided by a religious leader who told them colonization was okay.
- The idea of the Doctrine of Discovery supported people who are Christian in taking any land they find and forcing people to be Christian.
- The idea of the Doctrine of Discovery encouraged finding places that were not Christian and taking them over through colonization.

Slide 11: Finally, ask: *What opinions did the Doctrine of Discovery include about land and Indigenous peoples?*

Possible answers:

- Some opinions are that land can and should be owned and changed, and that Christianity should be spread to Indigenous peoples.
- An opinion is that European colonizers could do things “better” than Indigenous peoples.

Slide 12: Close by giving students some time to process and respond to the prompt: *What is a new opinion, question, or idea that you have based on what we learned today?* They can use the provided sentence starters on the slide to help them.

Then let students know that the next lesson will dive deeper into the impacts of colonization, specifically on the Indigenous peoples of Massachusetts.

**TEACHING TIP**

If students have personal connections to Catholicism or Christianity, be sure to give them space to share how their experiences and beliefs may be different from those expressed in the Doctrine of Discovery.

Lesson 3: Understanding the Doctrine of Discovery and Colonization

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LESSON 4

Wampanoag Perspectives and Experiences

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

SQ What were the differences between how Indigenous peoples and European colonizers related to the land and each other?

LEARNING OBJECTIVE

Analyze an informational text to learn how the Wampanoag related to the land and responded to European colonizers.

LANGUAGE OBJECTIVE

Summarize how the Wampanoag related to the land and responded to European colonizers using details from an informational text in writing.

LESSON OVERVIEW

In this lesson, students learn about Wampanoag experiences and culture prior to the establishment of the Plymouth Colony. Students are introduced to *If You Lived During the Plimoth Thanksgiving* by Chris Newell, a source that presents both Wampanoag and European colonizers' experiences and will be used throughout the unit. Students read adapted portions of the book in order to answer the questions, *How did the Wampanoag relate to the land?* and *How did the Wampanoag react to European colonizers?* As they are reading, students discuss with a partner when they hear information that answers each question and record it in their notes organizer. The lesson will close with a whole-group discussion about the source and what evidence students chose to record.

LESSON STANDARDS

PS 4, PS 5, 3.T3.1, SL.3.2

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 4 Slide Deck](#)
- ☐ [Wampanoag Perspectives](#)
- ☐ [Identify Differences Notes Organizer](#)
- ☐ [Identify Differences Notes Organizer \(Teacher Version\)](#)

Lesson 4: Wampanoag Perspectives and Experiences

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LESSON AT A GLANCE

Component	Time
Introduce a Source	5
Read and Take Notes	20
Debrief Discussion	5

Plan for English Learner Success

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

- [Wampanoag Perspectives \(Expanded Word Bank\)](#): Supports reading comprehension with additional key vocabulary words and definitions

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

English Proficiency Levels 1-2:

- Ensure students have access to an aide or language-proficient peer to support translation of the vocabulary words, sharing of examples, and use of word family variations. Oral translation of the informational text may be helpful if students are not yet reading fluently in their home language. Direct students to use specific words from the informational text word bank to support their writing.
- Look Fors: Writing in the notes organizer should include single words or short phrases.

English Proficiency Levels 3-4:

- Access to an aide or language-proficient peer may be helpful to support translation of the vocabulary words and sharing of examples. Oral translation of the informational text may be helpful if students are not yet reading fluently in their home language. Encourage students to choose specific words from the informational text word bank to support their writing.
- Look Fors: Writing in the notes organizer should include simple sentences with some reference to the informational text and vocabulary.

English Proficiency Levels 5-6:

- Encourage students to use the scaffolded informational text to support their expanding vocabulary comprehension and use. Students should be able to participate in the activities independently.
- Look Fors: Writing in the notes organizer should include compound sentences and reference the informational text and vocabulary.

Lesson 4: Wampanoag Perspectives and Experiences

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Cluster 1: European Colonizers' Arrival in the Northeast



ADVANCE PREPARATION

Preassign partners for the reading and notes organizer activity.

Introduce a Source (5 minutes)

Slide 2: Introduce the book *If You Lived During the Plimoth Thanksgiving* to students. Share that:

- It is a nonfiction picture book written by Chris Newell, who is a member of the Passamaquoddy Tribe in Maine.
- It was written for older students, so we will be reading adapted excerpts together.
- We will use the text to learn about the experiences and perspectives of the Wampanoag and European colonists before, during, and after Europeans arrived in Wampanoag territory. Another way to think about perspective is point of view.
- As you may assume from the title, this unit will address the story of Thanksgiving, although your current understanding of the events may change over the course of the unit.

Slide 3: Give students a quick summary of what fact, opinion, and point of view mean by reading the text on the slide aloud. Explain that:

- It is important to differentiate fact from opinion when looking at sources.
- People's opinions can impact their point of view.
- They will see examples of this throughout the unit.

Slide 4: Point out two opposite areas of the classroom, designating one as a fact area and the other as an opinion area. Share that you will read a few statements aloud, and students will get up and move to the area that they think the statement falls under.



CULTURAL COMPETENCE

To learn more about the book *If You Lived During the Plimoth Thanksgiving*, author Chris Newell, and how he, as a Passamaquoddy Tribe member, prepared to write this book, you can watch [this video](#) from Stanley-Whitman House.

To learn more about the Wampanoag's relationship with the land, [Colonization and the Wampanoag Story](#) by Linda Coombs has detailed information on pages 161–167.



CULTURAL COMPETENCE

Point of view and perspective are tied to culture. Students will likely relate to the idea that they might understand something differently based on their home culture. You can invite them to reflect on this and share examples in pairs.

Lesson 4: Wampanoag Perspectives and Experiences

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Cluster 1: European Colonizers' Arrival in the Northeast

Read each statement on the slide aloud, and give students time to move to the fact or opinion area of the classroom.

- After each statement, ask for a volunteer to explain why they are in the area they chose.
- If students don't mention it, be sure to highlight that certain words, like *best* and *important*, can be clues that something is an opinion rather than a fact.
- Then share that as they read portions of this book, they will be working to identify facts, opinions, and points of view or perspectives.

Read and Take Notes (20 minutes)

Slide 5: Distribute the [Wampanoag Perspectives](#), and share that they will be reading the text altogether.

Prompt students to scan the handout, and ask: *Whose point of view will be included in this reading, and how do you know?*

Have students turn to an elbow partner to discuss. Then call on a few pairs to share with the whole group. Possible responses:

- The Wampanoag point of view will be included. I know because of the title of the reading.
- The reading has the point of view of the Wampanoag. I know because the directions and the illustration focus on them.

Inform students that as they read, they will be looking and listening for specific information:

- How the Wampanoag related to the land
- Wampanoag reactions to the European colonizers

Explain that if students see and hear information about either of these topics as you're reading aloud, they should signal by raising their hand (or another agreed-upon sign).

Begin reading the text aloud to students, pausing whenever a student signals that they heard information about the two core topics.



SUPPORT ALL STUDENTS

Be sure to provide the [Wampanoag Perspectives \(Expanded Word Bank\)](#) to students who would benefit from additional vocabulary support.

Lesson 4: Wampanoag Perspectives and Experiences

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Cluster 1: European Colonizers' Arrival in the Northeast

Slide 6: Then distribute the [Identify Differences Notes Organizer](#), and explain that students will only fill out Part 1, the first page, today. The second page will be filled out in the next lesson.

Prompt students to begin working with their partner. Be sure to move around the room to support students' comprehension and pacing. You can refer to the [Identify Differences Notes Organizer \(Teacher Version\)](#) to support this.

**SUPPORT ALL STUDENTS**

If your students are new to note-taking, consider posting a large version of the notes organizer on chart paper and modeling writing down the evidence along with the students as they read together.

**BUILD LITERACY**

If you find that your students have high engagement levels during read-alouds, there are additional picture books that address Northeastern Indigenous peoples that you can read with them. Two suggestions: *The First Blade of Sweetgrass* by Suzanne Greenlaw and Gabriel Frey and *Keepunumuk: Weeâchumun's Thanksgiving Story* by Danielle Greendeer, Anthony Perry, and Alexis Buntin.

Debrief Discussion (5 minutes)

Slide 7: Bring students back together for a whole group discussion. Ask students to take a minute to look over their notes and then pose the two questions from the notes organizer again:

- *How did the Wampanoag relate to the land?*
- *How did the Wampanoag react to the European colonizers?*

Have students share out their responses popcorn-style, and encourage them to add to their handouts as they hear from their peers. Again, you can refer to the [Identify Differences Notes Organizer \(Teacher Version\)](#) to support this.

Slide 8: Then ask: *What is one fact from the reading?* Have students turn to an elbow partner to discuss and then circle it on their reading handout. Then call on a few pairs to share with the whole group. Possible responses:

**CULTURAL COMPETENCE**

The Wampanoag people are still living in Massachusetts and practicing their cultural connections to the land and one another. While this cluster focuses on the past, it is important to underscore with your students that key aspects of Wampanoag culture continue to this day.

Lesson 4: Wampanoag Perspectives and Experiences

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Cluster 1: European Colonizers' Arrival in the Northeast

- One fact from the reading is that Indigenous peoples lived in the Northeast for more than 12,000 years.
- A fact from the reading is that the Wampanoag farmed, fished, and hunted for food.

Finally, ask: *What is one place in the text that describes the Wampanoag point of view?* Have students turn to an elbow partner to discuss and then annotate the text with a W in one place where the Wampanoag point of view is described.

Then call on a few pairs to share with the whole group.

Possible responses:

- One place the text describes the Wampanoag point of view is in the first paragraph, where it says, "...the Wampanoag viewed land as a living part of the community."
- In the second paragraph, it has their point of view where it says, "They saw land as the source of life."

Close by letting students know that in the next class, they will learn about a different point of view and complete Part 2 of their notes organizers.

Lesson 4: Wampanoag Perspectives and Experiences

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Name: _____ Date: _____

Identify Differences Notes Organizer (Teacher Version)

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

Student responses will vary. Look for specific evidence from the reading in student writing. Possible responses:

1. How did the Wampanoag relate to the land?

- They were deeply connected to the land for thousands of years.
- The Wampanoag saw the land as a living part of their community.
- They lived in relationship with the land and adapted to the natural resources that were part of it.
- They related to the land in a way that kept it balanced and healthy.

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

- The Wampanoag had met Europeans before and were not sure it was safe to meet with the English that arrived.
- They had experiences with kidnapping, enslavement, and disease in the past that made them keep their distance.
- The Wampanoag who lived on what is now Cape Cod pushed the colonizers out when they arrived.
- The Wampanoag who lived inland tried to decide if the Europeans were safe and did not make contact with them for months after they arrived.

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?

- European colonizers viewed the land as something they could use to make money.
- They viewed land as something to control and make “better” by changing it to make more resources.
- The European colonizers believed land could be owned.

2. How did the European colonizers view the Wampanoag?

- European colonizers viewed the Wampanoag as people that they could take land and resources from.
- They didn’t believe that they needed to ask permission to be in Wampanoag territory or to take over Patuxet.
- The European colonizers knew Indigenous peoples were in the area but did not think they needed to approach or talk to them before making changes to the area.

LESSON 5

European Colonizer Perspectives and Experiences

- EQ** How did colonization of the Northeast affect different groups of people over time?
- SQ** What were the differences between how Indigenous peoples and European colonizers related to the land and each other?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Analyze an informational text to learn how European colonizers viewed the land and the Wampanoag.	Summarize how European colonizers viewed the land and the Wampanoag using details from an informational text in writing.

LESSON OVERVIEW

In this lesson, students learn about European colonizers' views in order to identify differences between them and the Wampanoag. Students read adapted portions of [If You Lived During the Plimoth Thanksgiving](#) in order to answer the questions, *How did European colonizers view the land?* and *How did European colonizers view the Wampanoag?* When following along with a teacher-led read-aloud, students will signal when they hear information that answers the question and record it in their notes organizer. The lesson will close with a discussion of what evidence students chose to record in their notes organizers.

LESSON STANDARDS

PS 4, PS 5, 3.T3.1, 3.T3.3, SL.3.2
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 5 Slide Deck
☐ European Colonizer Perspectives
☐ Identify Differences Notes Organizer (Teacher Version)
☐ Lesson 4: Identify Differences Notes Organizer

LESSON AT A GLANCE

Component	Time
Review and Reflect	5
Read and Take Notes	20
Debrief and Discuss	5

Lesson 5: European Colonizer Perspectives and Experiences

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Cluster 1: European Colonizers' Arrival in the Northeast**Plan for English Learner Success**

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

- [European Colonizer Perspectives \(Expanded Word Bank\)](#): Supports reading comprehension with additional key vocabulary words and definitions

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

English Proficiency Levels 1-2:

- Ensure students have access to an aide or language-proficient peer to support translation of the word bank words, sharing of examples, and use of word family variations. Oral translation of the informational text may be helpful if students are not yet reading fluently in their home language. Direct students to use specific words from the informational text word bank to support their writing.
- [Look Fors](#): Writing in the notes organizer should include single words or short phrases.

English Proficiency Levels 3-4:

- Access to an aide or language-proficient peer may be helpful to support translation of the word bank words and sharing of examples. Oral translation of the informational text may be helpful if students are not yet reading fluently in their home language. Encourage students to choose specific words from the informational text word bank to support their writing.
- [Look Fors](#): Writing in the notes organizer should include simple sentences with some reference to the informational text and vocabulary.

English Proficiency Levels 5-6:

- Encourage students to use the scaffolded informational text to support their expanding vocabulary comprehension and use. Students should be able to participate in the activities independently.
- [Look Fors](#): Writing in the notes organizer should include compound sentences and reference the informational text and vocabulary.

**ADVANCE PREPARATION**

Preassign partners for the reading and notes organizer activities.

Review and Reflect (5 minutes)

Slide 2: Begin class by reviewing key learnings from the previous lesson. Redistribute students' **Identify Differences**

Lesson 5: European Colonizer Perspectives and Experiences

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Cluster 1: European Colonizers' Arrival in the Northeast

Notes Organizers from the previous lesson. Pose the questions on the slide:

- Whose point of view did we learn about in the last class?
- What did we learn about them?
- What kind of source did we use?

Guide students to respond using Add On talk moves. You can point out that sample “add on” sentence starters are included on the slide. Possible responses:

- We learned about the Wampanoag point of view on land and their reactions to European colonizers.
- We learned that they lived in harmony with the land and were worried about the colonizers based on past experiences.
- We used a nonfiction picture book by an Indigenous author.

Explain that they will keep their notes organizers with them and continue working on them in the next activity.

Read and Take Notes (20 minutes)

Slide 3: Distribute the [European Colonizer Perspectives](#), and share that today they will be reading the text with partners.

Prompt students to scan the handout and ask: *Whose point of view will be included in this reading, and how do you know?*



SUPPORT ALL STUDENTS

Additional talk move sentence starters are available on the [Talk Moves Language and Literacy Builder](#).



SUPPORT ALL STUDENTS

Be sure to provide the [European Colonizer Perspectives \(Expanded Word Bank\)](#) to students who would benefit from additional vocabulary support.

Lesson 5: European Colonizer Perspectives and Experiences

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Cluster 1: European Colonizers' Arrival in the Northeast**BUILD LITERACY**

To support literacy and comprehension for all students, you can format this reading like the previous lesson, by first reading this text to students while thinking aloud about integrating the vocabulary terms and using information from the text features (captions, images, etc.) to make sense of the reading. Then you can have students do a second read of the text to complete their lesson task.

Have students turn to an elbow partner to discuss. Then call on a few pairs to share with the whole group. Possible responses:

- The European colonizers' point of view will be included. I know because of the title of the reading.
- The reading has the perspective of the European colonizers. I know because the directions and the illustration focus on them.

Inform students that, like last time, as they read, they will be looking and listening for specific information:

- European colonizer views on the land
- European colonizer views of the Wampanoag

Slide 4: Prompt students to put their finger on the Part 2 directions on the **Identify Differences Notes Organizers**. Explain that after they read with their partner, they will work to:

- Use information from the reading to form their responses.
- Describe how the European colonizers viewed the land and the Wampanoag.

Organize students into the preassigned pairs, and prompt them to begin. Be sure to move around the room to support students' comprehension and pacing. You can refer to the [Identify Differences Notes Organizer \(Teacher Version\)](#) to support this.

Debrief and Discuss (5 minutes)

Slide 5: Bring students back together for a whole group discussion. Ask students to take a minute to look over their

Lesson 5: European Colonizer Perspectives and Experiences

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Cluster 1: European Colonizers' Arrival in the Northeast

notes, then pose the two questions from the notes organizer again:

- *How did European colonizers view the land?*
- *How did European colonizers view the Wampanoag?*

Have students share out their responses popcorn-style, and encourage them to add to their handouts as they hear from their peers. Again, you can refer to the [Identify Differences Notes Organizer \(Teacher Version\)](#) to support this.

Slide 6: Then share with students that this slide has two sentences related to the text they read. Ask: *Which one is a fact, and which one is an opinion?* Call on a couple of students to share their thinking.

Slide 7: Finally, ask: *What is one place in the text that describes the European colonizers' point of view?* Have students turn to an elbow partner to discuss and then label it with an "E."

Then call on a few pairs to share with the whole group.
Possible responses:

- One place where it describes the European colonizers' point of view is in the third paragraph, where it says, "English colonizers believed that the land could be owned."
- The European colonizers' point of view is in the last paragraph: "The English did not believe they needed to ask permission from the Indigenous people to settle in the area."

Close by letting students know that in the next class, they will consider all the evidence they collected in these past few lessons and participate in the Putting It Together routine.

Lesson 5: European Colonizer Perspectives and Experiences

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LESSON 6

Putting It Together

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

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Synthesize new learning about the Wampanoag and European colonizers by developing a response to the cluster's Supporting Question.	Engage in a collaborative discussion about the differences between the Wampanoag and European colonizers using evidence from the cluster.

LESSON OVERVIEW

In this Putting It Together lesson, students reflect on learning from previous lessons in collaboration with their peers. Students reflect on the cluster's Supporting Question and engage in synthesizing the evidence gathered from the cluster using the Discussion Diamond strategy. Then the teacher brings students back together as a whole group to discuss ideas and work together on developing the Unit 2, Cluster 1 Inquiry Chart.

LESSON STANDARDS

PS 4, PS 5, 3.T3.1, 3.T3.3, SL.3.1, SL.3.6
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 6 Slide Deck
☐ Discussion Diamond
☐ Cluster 1 Inquiry Chart
☐ Cluster 1 Inquiry Chart (Teacher Version)
☐ Lesson 1: Unit 2 Know and Wonder Chart
☐ Lesson 3: Doctrine of Discovery
☐ Lesson 4: Wampanoag Perspectives
☐ Lesson 5: European Colonizer Perspectives
☐ Lessons 4–5: Identify Differences Notes Organizer

LESSON AT A GLANCE

Component	Time
Review Learning Documentation	5
Putting It Together	25

Lesson 6: Putting It Together

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Cluster 1: European Colonizers' Arrival in the Northeast**Plan for English Learner Success**

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

- [Connect Language and Literacy Builder \(3-5\)](#): Supports the connection of what sources say to learnings and inquiry questions
- [Summarize Language and Literacy Builder \(3-5\)](#): Supports identification of a source's main ideas and details

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

English Proficiency Levels 1-2:

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

English Proficiency Levels 3-4:

- If possible, pair students with a language-proficient peer for the Discussion Diamond activity. Guide students to use the far left columns of both LLBs during the discussion and writing portions.
- [Look Fors](#): Oral responses should include simple sentences using the structure provided in the LLBs. Written responses should have some elaboration of ideas (e.g., adjectives or clauses) about the cluster's Supporting Question.

English Proficiency Levels 5-6:

- If needed, students can refer to the LLBs during the discussion and written portions.
- [Look Fors](#): Students should readily participate in the discussion and writing portions. Responses should include compound sentences and more complex grammatical structures when addressing the cluster's Supporting Question.

**ADVANCE PREPARATION**

Prepare copies of [Discussion Diamond](#) for groups of 4 students, or create the template on chart paper for student groups to work with.

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

Lesson 6: Putting It Together

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Cluster 1: European Colonizers' Arrival in the Northeast**Review Learning Documentation** (5 minutes)

Slide 2: Review individual student documentation created throughout the cluster. Have students gather and review the following resources they created in this cluster:

- **Doctrine of Discovery**
- **Wampanoag Perspectives**
- **European Colonizer Perspectives**
- **Identify Differences Notes Organizer**

Slide 3: Review the additional reference tools created throughout the cluster. Ask students to help identify these items in the classroom: *What did we create together as a class?*

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

Explain that students will use each of these to reflect back on what they did and learned throughout Cluster 1.

**TEACHING TIP**

Building a classroom organization system that allows students to easily access learning tools and documentation throughout the unit will support their reflection skills and growing independence. Each classroom's system will be different depending on the physical learning space and learners.

**Putting It Together** (25 minutes)

Explain that for the rest of the class, students are going to return to the Cluster 1 Supporting Question and “put together” what they have learned so far about the differences between the Wampanoag and European colonizers.

Slides 4–5: Present the **Unit 2, Cluster 1 Inquiry Chart** that the class created in Lesson 2, and remind students of the Cluster 1 Supporting Question:



What were the differences between how Indigenous peoples and European colonizers related to the land and each other?

SUMMARIZE OUR LEARNING AND SHARE OUR INITIAL THINKING**Lesson 6: Putting It Together**

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Cluster 1: European Colonizers' Arrival in the Northeast

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

SYNTHESIZE OUR IDEAS AND ANSWER THE SUPPORTING QUESTION

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

Give students time to discuss in a Think-Pair-Share format. Guide them to support their assertions with specific evidence and examples. Ask probing questions to help students reach key takeaways of the cluster. Possible responses:

- The Doctrine of Discovery was an idea based on a document by the Pope. The idea was that Europeans and Christians could take over land. They used this as a way to support colonization.
- The Wampanoag lived in community with the land of their territory for thousands of years.
- Indigenous peoples had negative experiences with Europeans arriving on ships before. They had kidnapped and enslaved Indigenous peoples and brought diseases.
- European colonizers saw land as a way to make money. They wanted to take the natural resources and profit from them.

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

RETURN TO THE INQUIRY CHART

Finally, revisit the questions students added under the Supporting Question in Lesson 2 as part of their Launching the Question routine, as well as questions from the Wonder column of the **Unit 2 Know and Wonder Chart** from Lesson 1.

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

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

**TEACHING TIP**

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

Lesson 6: Putting It Together

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Cluster 1: European Colonizers' Arrival in the Northeast**STAMP THE KEY LEARNING**

Slide 6: Distribute the [Discussion Diamond](#) or prepared chart paper versions, and inform students that they will be working in groups of 4 to answer a question. Remind students of the steps of the Discussion Diamond protocol:

- Write their responses on a corner of the page.
- Share their ideas aloud with their group.
- Summarize the group's ideas in the center of the page.

Engage students in the Discussion Diamond protocol by posing the Supporting Question: *What were the differences between how Indigenous peoples and European colonizers related to the land and each other?*

Slide 7: Prompt students to silently think about what source(s) would be helpful in answering this question and write their responses on their corner of the page (3 minutes).

Slide 8: Then prompt students to share their ideas with their group and add to their sections as needed (4 minutes). Be sure to point out the suggested talk moves that are included on the slide.

Slide 9: Finally, prompt students to have one member of the group write a summary of the group's ideas (3 minutes). Again, be sure to point out the suggested talk moves that are included on the slide.

Slide 10: Guide students back to the whole-group setting. Invite students to share takeaways from their small-group discussions with the larger group using the given prompts:

- *What were some facts that you heard in your discussions?*
- *What were some opinions you heard in your discussions?*
- *What points of view were included in your discussions?*

Close by collecting each group's Discussion Diamond work and any other student reference materials that are out.

**SUPPORT ALL STUDENTS**

Encourage students to refer to their [Summarize Language and Literacy Builder \(3-5\)](#) and [Connect Language and Literacy Builder \(3-5\)](#) as they work to identify the main ideas from sources and form their responses during this activity.

**SUPPORT ALL STUDENTS**

Setting a visual timer can support students to expect the transitions as they work through the Discussion Diamond routine.

Lesson 6: Putting It Together

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LESSON 7

Formative Assessment

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

SQ What were the differences between how Indigenous peoples and European colonizers related to the land and each other?

LEARNING OBJECTIVE

Explain how the Wampanoag and European colonizers related to the land and each other using information from sources.

LANGUAGE OBJECTIVE

Use specific information from cluster sources to describe how the Wampanoag and European colonizers related to the land and each other in writing.

LESSON OVERVIEW

In this lesson, students use information from the cluster to complete two tasks. They first participate in a collaborative discussion to identify facts, opinions, and points of view using the Give One, Get One routine. Students then engage in an independent writing task. They choose from two focus topics and answer a question using specific information from the cluster materials.

LESSON STANDARDS

PS 4, 3.T3.1, 3.T3.3, SL.3.1, W.3.2

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 7 Slide Deck](#)
- ☐ [Formative Assessment Task](#)
- ☐ [Formative Assessment Task \(Teacher Version\)](#)
- ☐ Lesson 3: Doctrine of Discovery
- ☐ Lesson 4: Wampanoag Perspectives
- ☐ Lesson 5: European Colonizer Perspectives
- ☐ Lessons 4–5: Identify Differences Notes Organizer
- ☐ Lesson 6: Discussion Diamond

LESSON AT A GLANCE

Component	Time
Organize the Cluster Resources	5
Formative Assessment	25

Lesson 7: Formative Assessment

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Cluster 1: European Colonizers' Arrival in the Northeast**Plan for English Learner Success**

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

- [Formative Assessment Task \(Word Bank\)](#) Supports the construction of written responses

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

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for the reading and discussion tasks in Part 1 of the assessment. Choose accessible words from the word bank for students to use along with the provided sentence starters.
- Look Fors: Writing on the assessment should include single words or short phrases added to the sentence starters that refer to cluster learning. Some key words from the word bank should be included.

English Proficiency Levels 3-4:

- If possible, pair students with a language-proficient peer for the reading and discussion tasks in Part 1 of the assessment. Encourage students to use the word bank and sentence starters to support their written responses.
- Look Fors: Writing on the assessment should use the provided sentence starters and include phrases and simple sentences that address the chosen question. Multiple key words from the word bank should be included.

English Proficiency Levels 5-6:

- Students should readily participate in the reading and discussion tasks in Part 1. Students may choose to use the provided sentence starters for sentence construction.
- Look Fors: Writing on the assessment should include compound sentences that clearly describe examples/learnings from the cluster. Several key words from the word bank should be included.

**ADVANCE PREPARATION**

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

Determine if you want to have clipboards available for students to use during the Formative Assessment Task.

Lesson 7: Formative Assessment

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Cluster 1: European Colonizers' Arrival in the Northeast**Organize the Cluster Resources** (5 minutes)

Slide 2: Begin by reviewing the resources used in Cluster 1, what they can tell us, and where they are located.

Prompt students to take out their:

- **Doctrine of Discovery**
- **Wampanoag Perspectives**
- **European Colonizer Perspectives**
- **Identify Differences Notes Organizer**

**TEACHING TIP**

Building a classroom organization system that allows students to easily access learning tools and documentation throughout the unit will support their reflection skills and growing independence. Each classroom's system will be different depending on the physical learning space and learners.

**Formative Assessment** (25 minutes)

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

Slide 3: Distribute the [*Formative Assessment Task*](#) to students, and explain that there are two parts to the task. Have students put their finger on the Part 1 directions of the handout. Then read the directions aloud to students.

Have students find a partner to read the two paragraphs with. Explain that as they are reading, they should be thinking about any facts, opinions, and perspectives/points of view they encounter.

**SUPPORT ALL STUDENTS**

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

In addition, encourage students to refer to their [*Connect Language and Literacy Builder \(3-5\)*](#) to support their construction of responses based on sources and evidence.

Lesson 7: Formative Assessment

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Cluster 1: European Colonizers' Arrival in the Northeast

Slide 4: After a few minutes, gather students back together. Explain that they will use the Give One, Get One routine to complete Part 1 of their assessments.

- Prompt students to label each paragraph with a W or an E to signify the Wampanoag or European colonizer perspective or point of view.
- Signal for students to find a partner.
- Have students take turns listening to each other's ideas, adding to their handouts as needed.
- Prompt students to look at the two bold sentences and label the sentence that is a fact with an F and the one that is an opinion with an O.
- Signal for students to find a different partner.
- Once again, have students take turns listening to each other's ideas, adding to their handouts as needed.

Slide 5: Explain that the next section of the task will be done independently. Prompt students to put their finger on the Part 2 directions of the handout. Then read the directions aloud to students.

Prompt students to then begin writing in Part 2 of their handouts, reminding them that they should choose one of the focus topics and only answer the question in their chosen section.

- Encourage students to continue to refer to their resources as they write.
- Be sure to move around the room to support students as needed. You can refer to the [Formative Assessment Task \(Teacher Version\)](#) to support this.

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

**TEACHING TIP**

Students will likely be moving around the classroom throughout this activity. Having clipboards available for students to use will help them comfortably write anywhere in the room.

Lesson 7: Formative Assessment

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Formative Assessment Task (Teacher Version)

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

W 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. F **They fished, hunted, and gathered.** They also farmed and traded.

E 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. O **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>When the European colonizers arrived, the Wampanoag...</i>	<i>For the European colonizers, the land...</i> <i>When they arrived, European colonizers thought the Wampanoag...</i>

Student responses will vary. Look for specific information from the cluster sources that supports their ideas in student writing. Possible responses:

- The Wampanoag lived in harmony with the land for thousands of years. They knew from experiences with early European sailors that Europeans and ships could cause problems for them.
- The Wampanoag lived in balance with the land. In the past, Europeans had brought diseases, so their reaction was to stay away.

- They fished, hunted, gathered, farmed, and traded. The Wampanoag watched the colonizers closely but did not approach them for months.
- European colonizers saw the land as a resource to use and make money. European colonizers did not announce their arrival or speak to Wampanoag leadership when they arrived.
- The land was seen as something to take from. They believed their way of life and religion was better than the Wampanoag. European colonizers thought they could take from Wampanoag buildings, food storage areas, and even graves.
- For the European colonizers, the land could be owned, and owning land was seen as valuable because it helped you make money. The Doctrine of Discovery supported colonization. The Doctrine of Discovery said that Indigenous peoples and their culture were not respected.

Actions and Reactions to Plymouth Colony

During the year 1621, how did the Wampanoag and the Plymouth colonists react to each other?

CONTENTS
Lesson 8 Cluster 2 Launch
Lesson 9 Actions and Responses
Lesson 10 The 1621 Harvest Feast (Part 1)
Lesson 11 The 1621 Harvest Feast (Part 2)
Lesson 12 Putting It Together
Lesson 13 Formative Assessment

Overview

Cluster 2 focuses on the events of 1621, when the Wampanoag and English colonists first made contact with one another. The cluster introduces the interactions between the two groups, along with the myths and truths around the 1621 feast that occurred in the fall. Students launch the cluster by thinking about the first official action by the colonists: the Mayflower Compact. They also continue to use adapted portions of the key text for the unit, *If You Lived During the Plimoth Thanksgiving* by Chris Newell. Students focus on comparing and contrasting actions and reactions of the Wampanoag and Europeans throughout the cluster’s cycle of inquiry.

Learning Objectives

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

- Describe the immediate impacts of Plymouth Colony on the Wampanoag.
- Identify actions and responses of the Wampanoag and Plymouth colonists during the first year of contact in 1621.
- Identify facts, opinions, and points of view in sources and sort information into given categories.
- Interpret social studies explanations by analyzing sources for event sequences and/or causes/effects (WIDA ELD-SS.2-3.Explain.Interpretive).

Vocabulary

TIER 2	TIER 3
alliance	sachem

Cluster 2: Actions and Reactions to Plymouth Colony**Cluster Focus Standards***Practice Standards*

STANDARD	LESSON(S)
PS 3: Use provided categories to gather and/or sort information based on a topic or inquiry question.	8-13
PS 4: Identify facts, opinions, and the point of view presented in a source.	9-13

Content Standards

STANDARD	LESSON(S)
3.T4.1: Explain who the Pilgrim men and women were and why they left Europe to seek a place where they would have the right to practice their religion; describe their journey, the government of their early years in the Plymouth Colony, and analyze their relationships with the Wampanoag and Abenaki/Wabanaki people.	8-13
3.T4.1a: the purpose of the Mayflower Compact and the principle of self-government	8-13
3.T4.1b: challenges for Pilgrim men, women, and children in their new home (e.g., building shelter and starting farming, becoming accustomed to a new environment, maintaining their faith and keeping a community together through self-government)	8-13
3.T4.1c: contacts with the native leaders Samoset and Massasoit, events leading to a celebration to give thanks for the harvest, and subsequent relationships between Europeans and Native Peoples in southeastern Massachusetts.	8-13

Literacy Standards

STANDARD	LESSON(S)
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Cluster 2: Actions and Reactions to Plymouth Colony

RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	9
RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.	10
SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	10-12
SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	8-11
SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	8-9, 12-13
W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	13

Unit 2, Cluster 2 Inquiry Chart (Teacher Version)

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.	People aboard the Mayflower created rules when they arrived in Massachusetts without consulting the Wampanoag.
Lesson 9: We read about the actions and responses of the Wampanoag and the English colonists.	In March 1621, the Wampanoag and English colonists officially met with one another and agreed to an alliance.
Lesson 10: We read a text that described details of the 1621 harvest feast.	The 1621 harvest feast was not a significant event for the colonists or the Wampanoag.
Lesson 11: We read and sorted the Abbe Museum's true/false cards about the 1621 harvest feast.	There are truths and myths about the 1621 harvest feast, including the truth that it was never called Thanksgiving.

LESSON 8

Cluster 2 Launch

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

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Make connections and generate questions about how the Wampanoag and English colonists reacted to each other.	Engage in collaborative questioning orally with peers using <i>who</i> , <i>how</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> to ask questions about how the Wampanoag and English colonists reacted to each other.

LESSON OVERVIEW

In this lesson, students engage in thinking and discussion about the Mayflower Compact, a document that represents one of the first official actions taken by colonists upon arrival in Massachusetts. They consider why it was created and how it might affect the Wampanoag. Students then participate in the Launching the Question routine and are introduced to the Cluster 2 Supporting Question.

LESSON STANDARDS

PS 3, 3.T4.1, 3.T4.1a, 3.T4.1b, 3.T4.1c, SL.3.2, SL.3.6
See full text of standards in the Cluster Overview.

MATERIALS

☐ [Lesson 8 Slide Deck](#)
☐ [Cluster 2 Inquiry Chart](#)

LESSON AT A GLANCE

Component	Time
Activate Previous Learning	5
Explore Colonists' First Official Action	10
Launching the Question	15
Optional Extension: The Mayflower Compact Reading	10

Lesson 8: Cluster 2 Launch

Cluster 2: Actions and Reactions to Plymouth Colony**Plan for English Learner Success**

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

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

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

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for the discussions. Provide a couple of question starters from the LLB for students to use when working on the Inquiry Chart.
- [Look Fors](#): Oral responses should use the structures provided in the LLB and include simple elaboration of ideas.

English Proficiency Levels 3-4:

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

English Proficiency Levels 5-6:

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

Lesson 8: Cluster 2 Launch

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Cluster 2: Actions and Reactions to Plymouth Colony



ADVANCE PREPARATION

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

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

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

Activate Previous Learning (5 minutes)

Slide 2: Inform students that in this new cluster, they will work together to learn more about the experiences of the Wampanoag and European colonizers.

Ask the following questions to activate student summarization of their learning in Cluster 1:

- *What time frame are we learning about?* (The early 1600s/1620s)
- *What groups of people are living in the Northeast at this time?* (Indigenous peoples, including the Wampanoag, Nipmuc, and Narragansett, and newly arrived European colonizers)
- *How did the Wampanoag and European colonizers react to each other so far?* (They have not made contact with each other yet. The Wampanoag had experienced disease and enslavement by Europeans before.)
- *What were the European views on land and Indigenous peoples?* (Land could and should be owned to make money; Indigenous peoples were seen



TEACHING TIP

Building a classroom organization and display system that allows students to easily view documentation from past lessons and clusters throughout the unit will support their reflection skills and information retention. Each classroom's system will be different depending on the physical learning space and learners.

Lesson 8: Cluster 2 Launch

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Cluster 2: Actions and Reactions to Plymouth Colony

as having fewer rights because they were not Christian.)

Explore Colonists' First Official Action (10 minutes)

Slide 3: Inform students that they will now learn more about these European colonizers who arrived in Wampanoag territory in 1620.

Play the “Investigating History: The Mayflower Compact” video (3:01) by Massachusetts DESE.

Explain that the area the English took over was the Wampanoag village of Patuxet. The Pilgrims (also referred to as English colonists and Plymouth colonists) named this area they took from the Wampanoag New Plymouth.

Slide 4: Review the main agreements in the Mayflower Compact by reading them aloud for students.

**LEARN MORE**

You can read the Mayflower Compact in full on the [Pilgrim Hall Museum site](#).



Launching the Question (15 minutes)

SPARK CURIOSITY

Slide 5: Have students think about the video. Ask: *In the Mayflower Compact, what did the colonists say they wanted?*

Have students use the Add On talk move for this section. As they hear peers share their ideas, have them acknowledge them before sharing their own. Some examples are included on the slide.

Possible responses:

- They said they wanted equal laws for everyone and that everyone had to follow them.
- The colonists wanted to follow Christianity and be loyal to England and the king.

Then ask: *How might the Mayflower Compact affect the Wampanoag?* Possible responses:

- The colonists may expect the Wampanoag to follow Christianity and the laws the colonists made too.

**LEARN MORE**

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

Lesson 8: Cluster 2 Launch

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Cluster 2: Actions and Reactions to Plymouth Colony

- The Mayflower Compact may cause fighting between the Wampanoag and the colonists.

Then ask: *How might the Mayflower Compact affect the English colonists?* Possible responses:

- The Mayflower Compact may give them the belief that they have extra power to take over more land because they are Christians.
- It might cause issues later because they were supposed to be in Virginia, and they have created their own colony.

Slide 6: Prompt students to generate their own questions about how the Wampanoag and English colonizers may react to each other and the impacts of the Mayflower Compact. Direct students to:

- Ask as many questions as you can.
- Save discussing or answering the questions for another time.

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

INTRODUCE THE SUPPORTING QUESTION AND ELICIT INITIAL THINKING

Slide 7: Introduce the Cluster 2 Supporting Question:



During the year 1621, how did the Wampanoag and Plymouth colonists react to each other?

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



SUPPORT ALL STUDENTS

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

Lesson 8: Cluster 2 Launch

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Cluster 2: Actions and Reactions to Plymouth Colony

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

Review the directions on the slide for prioritizing questions.

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

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

DEVELOP THE INQUIRY CHART

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

PREVIEW THE LEARNING AHEAD

Share with students that in this cluster, they will use images, readings, and historical documents to explore the events of 1620–1621, using the Supporting Question and the priority questions they identified as their guide.

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

Optional Extension: The Mayflower Compact Reading *(10 minutes)*

If you would like students to engage with an informational text related to the lesson, the [Extension: The Mayflower Compact Reading](#) is available.

**LEARN MORE**

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

Lesson 8: Cluster 2 Launch

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LESSON 9

Actions and Responses

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

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Identify the actions and reactions of the Wampanoag and English colonists at the beginning of Plymouth Colony.	Describe the actions and reactions of the Wampanoag and English colonists at the beginning of Plymouth Colony by recounting evidence from a text in writing.

LESSON OVERVIEW

In this lesson, students listen to a teacher-led read-aloud and work to identify and sort information that describe the actions and reactions of the Wampanoag and the colonists at the beginning of Plymouth Colony. Students begin by engaging in the Build the Word Wall routine for the words *alliance* and *sachem**. When listening to the read-aloud, they work to sort and record information on a graphic organizer. The lesson will close with a whole group discussion of the reading.

*Note: Samoset and Ousamequin are included in the slide deck for pronunciation and additional information but do not have full Word Wall cards.

LESSON STANDARDS

PS 3, PS 4, 3.T4.1, 3.T4.1a, 3.T4.1b, 3.T4.1c, RI.3.7, SL.3.2, SL.3.6
See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 9 Slide Deck](#)
- ☐ [Actions and Responses](#)
- ☐ [Actions and Responses Graphic Organizer](#)
- ☐ [Actions and Responses Graphic Organizer \(Teacher Version\)](#)

VOCABULARY

alliance
sachem

LESSON AT A GLANCE

Component	Time
Build the Word Wall	5
Text Read-Aloud and Information Sort	20
Debrief and Discuss	5

Lesson 9: Actions and Responses

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Cluster 2: Actions and Reactions to Plymouth Colony**Plan for English Learner Success**

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

- [Actions and Responses Graphic Organizer \(Word Bank\)](#): Supports written note-taking on a text

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

English Proficiency Levels 1-2:

- Direct students to use specific words from the graphic organizer word bank to support their writing.
- Look Fors: Writing in the graphic organizer should be in the correct category and can be single words or short phrases.

English Proficiency Levels 3-4:

- Encourage students to choose specific words from the informational text word bank and/or graphic organizer word bank to support their writing.
- Look Fors: Writing in the graphic organizer should include a greater level of detail from the text and be categorized correctly. Student notes should have some elaboration of ideas (e.g., using new or multiple adjectives).

English Proficiency Levels 5-6:

- Students will likely benefit from using the scaffolded graphic organizer but should be able to participate in the activities independently.
- Look Fors: Students should readily participate in the activities. Writing in the graphic organizer should include several words from the word bank and a greater level of detail when referencing the text.

**ADVANCE PREPARATION**

Determine how you want to format the teacher-led read-aloud of [Actions and Responses](#). Projecting it will allow students to visually refer to the text and the associated word bank.

Listen to and practice the pronunciation of the vocabulary words. In [this video](#), you can find the pronunciation of *Samoset* and *sachem* at 0:37 and *Ousamequin* and *Massasoit* at 1:30.

Alliance is a high-leverage word for the unit. Determine if students would benefit from completing the [Unit 2 Word Map](#) for this vocabulary word. This work can be done during an ELA block or other class time before this lesson.

Lesson 9: Actions and Responses

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Cluster 2: Actions and Reactions to Plymouth Colony**Build the Word Wall** (5 minutes)

Slide 2: Begin by recapping the previous lesson. Share with students that in the last lesson, we talked about the Mayflower Compact and thought about how it may have impacted the Wampanoag and the English colonists once they met. Today we will learn about them meeting one another.

Ask students to make a prediction: *What do you think happened when the Wampanoag and the English colonists first met?* Prompt students to share their ideas popcorn-style.

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

- Say the word: *alliance*.
- Use the word in context: *An alliance was made between the two local communities.*
- Share the student-friendly definition: *an agreement to work together and help each other.*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*

**SUPPORT ALL STUDENTS**

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

Then ask students to make another prediction. Ask: *Do you think the Wampanoag and the English colonists created an alliance? Why or why not?* Once again, have students share out their ideas popcorn-style.

**LEARN MORE**

For more background information about Ousamequin (Massasoit), Samoset, and Tisquantum (Squanto), please watch [this video](#) (5:24) from NBC News.

In addition, pages 61–62 in [If You Lived During the Plimoth Thanksgiving](#) describe the impact of another English captain's kidnapping of 20 Patuxet Wampanoag, including Tisquantum, in 1614.

Watching the video and reading these pages with students can serve as an extension if time allows.

Slides 4–5: Introduce the next new vocabulary word students will need to know for this lesson: *sachem*.

Lesson 9: Actions and Responses

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Cluster 2: Actions and Reactions to Plymouth Colony

- Say the word: *sachem*.
- Use the word in context: *The sachem was responsible for caring for community members and helping people come to decisions together.*
- Share the student-friendly definition: *an Indigenous leader or chief in the Northeast*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Highlight features of the word: *The word comes from the Narragansett term sâchim. The Narragansett Tribe is located south of the Wampanoag, in what is now Rhode Island.*

Slides 6–7: Then explain that students will learn about two important sachems in this lesson: *Samoset* and *Ousamequin*.

- Say the names aloud, and have students practice their pronunciation.
- *Samoset (sa-muh-SET): one of the Abenaki sachems*
- *Ousamequin (oo-sah-ME-quin): one of the Wampanoag sachems whose name means “Yellow Feather.” He was also called Massasoit (mass-uh-SO-it), which means “great leader.”*
- Add *sachem* and *alliance* to the Word Wall.

Text Read-Aloud and Information Sort (20 minutes)

Slide 8: Inform students that today, they will participate in a teacher-led read-aloud about when the Wampanoag and English colonists first met. They will be listening for information to sort into three categories:

- English colonist actions
- Wampanoag responses
- Agreements made and why

Lesson 9: Actions and Responses

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Cluster 2: Actions and Reactions to Plymouth Colony

Distribute the [Actions and Responses Graphic Organizer](#), and point out the column where these three categories appear on the handout.

Explain that when students hear information that belongs in one of these categories, they will give a signal. Share that you will pause reading after each paragraph to discuss their signals and ideas.

- Invite students to suggest a signal for each category, and write it on the board.
- For example, students can hold up one finger when they hear information for the first category, two fingers for the second, and three fingers for the third.
- Share that when that signal is given, they will all stop and add that information to their handouts.

**SUPPORT ALL STUDENTS**

Be sure to provide the [Actions and Responses Graphic Organizer \(Word Bank\)](#) to students who would benefit from additional scaffolds in the note-taking task.

**SUPPORT ALL STUDENTS**

You can format this activity differently depending on your learners. One alternative is to divide your class into thirds, and assign one of the graphic organizer categories to each group. Each group will listen for information that belongs in their category and summarize it for the whole class to record. Another alternative is to have students read the text in pairs, and assign a different color to each category. Students can then highlight information in the text to match the categories.

Slide 9: Begin reading the [Actions and Responses](#) aloud to students in your predetermined format, pausing to ensure student comprehension, and explain vocabulary from the word bank as needed.

- Stop after each paragraph, and ask students to hold up their signals.
- Invite students to share what information they heard that belongs in that category, and give them time to record it on their handouts.
- Repeat until you finish the reading and students have information recorded in all three categories.
- You can refer to the [Actions and Responses Graphic Organizer \(Teacher Version\)](#) to support students throughout this activity.

Lesson 9: Actions and Responses

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Cluster 2: Actions and Reactions to Plymouth Colony**Debrief and Discuss** (5 minutes)

Slide 10: Ask students to take a minute to look over their graphic organizers and consider the following questions:

- *Whose point of view was included in the text? How do you know?*
- *What is one fact that you recorded in your graphic organizer?*

Have students stand up and find a partner to discuss the first question with for about a minute. Then have them find a new partner and discuss the second question.

Finally, bring students back together to briefly summarize their ideas with the whole group. Possible responses:

- Both the Wampanoag and English colonist point of view were included because it explained what both groups did and why.
- One fact I recorded is that the Wampanoag and English colonists first met in March 1621.

Lesson 9: Actions and Responses

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Actions and Responses Graphic Organizer (Teacher Version)

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.

Student responses will vary. Look for correct categorization of actions/responses/agreements and specific information from the text in student writing.
Possible responses:

Topic	Information from the text
English colonist actions What did they do?	- Settled in Patuxet in December 1620 and renamed it Plimoth - Saw and heard the Wampanoag and began carrying weapons/guns - Met with the Wampanoag after Wabanaki sachem Samoset organized it - Made an alliance with the Wampanoag after meeting
Wampanoag responses How did they react?	- Saw and heard colonists in Patuxet but did not make contact immediately - Waited a few months and approached in March 1621 - Wampanoag Massasoit Ousamequin met with colonists after Wabanaki sachem Samoset organized it - Made an alliance with the colonists after meeting

Agreements made and why

What did the Wampanoag and English colonists agree to and why?

- Not to hurt each other
- Not to carry weapons when they saw each other
- English colonists needed help surviving in the new area and staying safe
- The Wampanoag needed an ally with weapons to help protect their territory

LESSON 10

The 1621 Harvest Feast (Part 1)

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

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Identify facts about what occurred at the 1621 harvest feast.	Summarize information gathered from a source about the facts of what occurred at the 1621 harvest feast in discussion.

LESSON OVERVIEW

In this lesson, students use a reading that describes the 1621 harvest feast. Students engage in the Investigating Sources routine using an adapted text from [If You Lived During the Plimoth Thanksgiving](#). They look for and discuss details that support their building understanding of this event. The lesson closes with a whole group discussion connecting learnings to the Supporting Question and identifying facts they have learned from the given source.

LESSON STANDARDS

PS 3, PS 4, 3.T4.1, 3.T4.1a, 3.T4.1b, 3.T4.1c, RI.3.9, SL.3.1, SL.3.2
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 10 Slide Deck
☐ The 1621 Harvest Feast

LESSON AT A GLANCE

Component	Time
Investigating Sources: Read and Discuss a Text	30

Lesson 10: The 1621 Harvest Feast (Part 1)

Cluster 2: Actions and Reactions to Plymouth Colony**Plan for English Learner Success**

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

- [The 1621 Harvest Feast \(Chunked Text\)](#): Supports reading comprehension with chunked text and an expanded word bank with definitions
- [Summarize Language and Literacy Builder \(3-5\)](#): Supports the identification and sharing of key information from a source

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

English Proficiency Levels 1-2:

- Ensure students have access to an aide or language-proficient peer to support translation of the word bank words. Oral translation of the informational text may be helpful if students are not yet reading fluently in their home language. Choose sentence starters from the LLB for students to use in discussion.
- [Look Fors](#): Oral responses should use the structures provided in the LLB and include simple words and examples from the text.

English Proficiency Levels 3-4:

- Access to an aide or language-proficient peer may be helpful to support translation of the word bank words and sharing of examples. Oral translation of the informational text may be helpful if students are not yet reading fluently in their home language. Encourage students to choose appropriate sentence starters from the LLB for the discussion.
- [Look Fors](#): Oral responses should include simple sentences using the chosen question starters with some elaboration of ideas from the text (e.g., using new or multiple adjectives, emerging use of clauses).

English Proficiency Levels 5-6:

- Encourage students to use the scaffolded informational text to support their expanding vocabulary comprehension and use. Students should be able to participate in the activities independently.
- [Look Fors](#): Oral responses should elaborate or condense ideas from the text through detailed sentences that use more complex grammatical structures (e.g., linking words or phrases, combined clauses).

**ADVANCE PREPARATION**

Determine how students will be organized in pairs for the Investigating Sources activity.

Lesson 10: The 1621 Harvest Feast (Part 1)

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Cluster 2: Actions and Reactions to Plymouth Colony



Investigating Sources: Read and Discuss a Text (30 minutes)

Slide 2: Begin by briefly recapping the major learnings from the previous lesson. You can read these to students or ask for volunteers to read them aloud:

- The Wampanoag and English colonists made an alliance in 1621 and agreed not to hurt each other or carry weapons when they saw each other.
- The Wampanoag wanted an alliance because English colonists had weapons and could help protect their territory from the Narragansett Tribe.
- The English colonists wanted an alliance because they also wanted protection and needed help surviving in the area.

INTRODUCE PURPOSE AND PROCESS

Slide 3: Share with students that today, they will use a text source to learn about the 1621 harvest feast. Explain that they will use the Investigating Sources routine to explore the source in different ways.

OBSERVE THE DOCUMENT'S FEATURES

Slides 4–5: Distribute the [The 1621 Harvest Feast](#) to students. Prompt them to take a minute to skim the text to try to answer the question: *Whose point of view is included in the text?*

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

- It looks like both the Wampanoag and the colonist points of view are included because their actions are both included in the text.
- It seems like the Wampanoag and the colonist points of view are included because the illustration includes them both.



SUPPORT ALL STUDENTS

Be sure to provide the [The 1621 Harvest Feast \(Chunked Text\)](#) to students who would benefit from additional comprehension supports.

Lesson 10: The 1621 Harvest Feast (Part 1)

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Cluster 2: Actions and Reactions to Plymouth Colony**READ THE DOCUMENT**

Slide 6: Organize students into pairs, and explain that they will work together to read the text and identify information that can answer the question: *What occurred during the 1621 harvest feast?*

Explain that they will then do a second reading of the text with their partner and work to identify and underline three facts in the text.

Prompt students to begin working. Support their pacing to ensure that all pairs have time for two readings of the text.

CONNECT TO OUR QUESTION

Slide 7: After about 20 minutes, bring students back together as a whole group. Ask: *What is one fact that you and your partner identified in the text?*

Prompt student pairs to share one fact that they identified in the text. Encourage students to use the provided sentence frames to help them form their responses.

Be sure to also encourage students to add to their annotations as they hear their peers share. Possible responses:

- One fact is that after their alliance, the Wampanoag taught colonists how to grow important crops.
- A fact from the reading is that Ousamequin and his warriors entered the harvest feast in Plymouth because they heard gunshots and thought there was an attack.

Slide 8: Then pose the following question to students: *How did the Wampanoag and colonists react to one another during the 1621 harvest feast and why?*

- Have students discuss in a Think-Pair-Share format.
- Encourage students to use the provided sentence frames to help them form their responses.

Close by having a few student pairs share with the whole class. Then explain that in the next class, they will work together to summarize all of their cluster learnings.

**LEARN MORE**

Another resource to check out is [The Real History of Thanksgiving](#) by Cayla Bellanger DeGroat. This text is centered around building critical thinking skills and includes detailed photographs, reflection questions, and a glossary.

**SUPPORT ALL STUDENTS**

Encourage students to refer to their [Summarize Language and Literacy Builder \(3-5\)](#) to support referencing the sources and the formation of their responses during the group discussion.

Lesson 10: The 1621 Harvest Feast (Part 1)

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Cluster 2: Actions and Reactions to Plymouth Colony

LESSON 11

The 1621 Harvest Feast (Part 2)

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

SQ During the year 1621, how did the Wampanoag and the Plymouth colonists react to each other?

LEARNING OBJECTIVE

Identify myths and truths of the 1621 harvest feast and Thanksgiving.

LANGUAGE OBJECTIVE

Summarize information gathered from a source about myths and truths of the 1621 harvest feast and Thanksgiving in note form and discussion.

LESSON OVERVIEW

In this lesson, students learn about the myths and truths behind the 1621 harvest feast and Thanksgiving through working with the true/false cards from the Abbe Museum. Students read and discuss the cards' statements and explanations with a partner and record questions they have along the way. The lesson closes with a whole group discussion about the answers to the cards, what myths and truths students learned, and what questions they have.

LESSON STANDARDS

PS 3, PS 4, 3.T4.1, 3.T4.1a, 3.T4.1b, 3.T4.1c, SL.3.1, SL.3.2

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 11 Slide Deck](#)
- ☐ [Myths and Truths Chart](#)
- ☐ [Myths and Truths Chart \(Teacher Version\)](#)

LESSON AT A GLANCE

Component	Time
Investigate Myths and Truths	25
Debrief and Discuss	5
Optional Extension: The Development of the Thanksgiving Story	15

Lesson 11: The 1621 Harvest Feast (Part 2)

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Cluster 2: Actions and Reactions to Plymouth Colony**Plan for English Learner Success**

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

- [Talk Moves Language and Literacy Builder](#): Supports speaking and listening moves through sentence frames and starters

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

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for the true/false card activity. Choose a couple of sentence frames from the LLB for students to use in their discussions.
- [Look Fors](#): Oral responses should use the structures provided in the LLB and include a simple reference to each given true/false card.

English Proficiency Levels 3-4:

- If possible, pair students with a language-proficient peer for the true/false card activity. Guide students to choose appropriate sentence frames/starters from the LLB during their discussions.
- [Look Fors](#): Oral responses should include simple sentences using the structure provided in the LLB and should have some elaboration of ideas (e.g., adjectives or clauses) about each given true/false card.

English Proficiency Levels 5-6:

- Students can refer to the LLB during the true/false partner activity.
- [Look Fors](#): Students should readily participate in the discussions. Oral responses should include compound sentences and more complex grammatical structures, referencing information from each given true/false card.

Lesson 11: The 1621 Harvest Feast (Part 2)

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Cluster 2: Actions and Reactions to Plymouth Colony**ADVANCE PREPARATION**

Review the [Abbe Museum Thanksgiving True/False cards](#) to ensure you know the answers and feel prepared to respond to student questions that arise about them. Please note that the following two cards are **not** used in the lesson, as they are beyond the scope of the unit:

- When the Pilgrims landed, they first stepped on “Plymouth Rock.”
- Squanto was fluent in English.

Determine how you will organize students into pairs for the true/false card work.

Designate and/or label two areas of the classroom to be the true and false areas.

Determine if you will present the [Myths and Truths Chart](#) digitally or on chart paper. You also want to have sticky notes ready for students to use.

Investigate Myths and Truths *(25 minutes)*

Slide 2: Begin by briefly recapping the major learnings from the previous lesson. You can read these to students or ask for volunteers to read them aloud:

- The English colonists had a successful harvest in the fall of 1621, after learning from the Wampanoag how to grow important crops.
- They had a big feast to celebrate and shot off guns.
- Ousamequin and his warriors thought there was an attack and entered Plymouth.
- English colonists invited them to stay for a three-day feast, but neither group considered it a special event or a “thanksgiving.”

Slide 3: Explain that this event has actually become a story they are likely familiar with: the Thanksgiving story.

Lesson 11: The 1621 Harvest Feast (Part 2)

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Cluster 2: Actions and Reactions to Plymouth Colony

- Share that the problem with this popular Thanksgiving story is that it contains many historical inaccuracies. It has become a *myth*, a popular but untrue story. Today we will be working with some true/false cards to help identify the myths and truths about the event.
- These true/false cards were created by the Abbe Museum in Maine, which specializes in Wabanaki and Northeastern Indigenous history.
- Inform students that some Abbe Museum true/false cards use the term Native American, and explain that the creators of the resource made that choice for the materials. If students want more information, you can share the Cultural Competence box below with them.

Organize the students in predetermined pairs, and point out the true and false designated areas of the classroom.

- Explain that with each true/false statement shown on the slide deck, they will talk with their partner about their ideas.
- They will then decide if they will stand in the true area or the false area of the room to signify their answer.

**CULTURAL COMPETENCE**

Please note that although the state standards for this unit use the term Native, and Investigating History uses the term Indigenous, individuals or particular groups of people that hold these identities may use and prefer other terms when speaking of themselves generally. It is important to respect personal choices and experiences and use the term(s) they prefer when speaking about or to specific people.

**SUPPORT ALL STUDENTS**

Encourage students to refer to the [Talk Moves Language and Literacy Builder](#) to support their partner discussions about each true/false card.

Click the link on the slide. Remember that the statements about Plymouth Rock and Squanto should be skipped because they are outside the scope of the unit (see advance prep).

Lead the students through the Abbe Museum true/false statements outlined below, one at a time.

- The First Thanksgiving occurred in 1621.
- The people who came across the ocean on the Mayflower called themselves Pilgrims.
- The Pilgrims stole corn seeds from the Wampanoag Tribe to plant their first crops.

**TEACHING TIP**

The Abbe Museum true/false cards include some information that is outside the scope of this cluster. If time allows, you are encouraged to include all the cards. Otherwise, you can focus just on the statements listed in the lesson.

Lesson 11: The 1621 Harvest Feast (Part 2)

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Cluster 2: Actions and Reactions to Plymouth Colony

- The Pilgrims took objects from several Native American homes.
- The Pilgrims invited the Native Americans to celebrate the First Thanksgiving.
- The Pilgrims provided the food for their Native American friends.
- The Pilgrims and Native Americans became great friends.
- Thanksgiving has been celebrated every year since the First Thanksgiving in 1621.

After each statement, give the students time to discuss with their partner and decide on their answer. Then prompt them to move to the area of the room that reflects their answer.

Then show students the answer card for the statement, and read the explanation to the students. Give them time to ask any clarifying or follow-up questions they have. Repeat the process for each of the true/false statements listed above.

Slide 4: Bring students back together, and distribute three sticky notes and writing utensils to each student.

Display the [Myths and Truths Chart](#) in your chosen format, and explain that you will pose a few questions for them to respond to and sort on the chart.

Ask: *What are the myths about the 1621 harvest feast and Thanksgiving?*

Have students write a response on their sticky note. Then ask a few students to share their responses aloud, and add their notes to the corresponding column of the chart. Invite the remaining students to also add their sticky notes to the chart.

You can refer to the [Myths and Truths Chart \(Teacher Version\)](#) for support in guiding student responses. Possible responses:

- The first Thanksgiving was in 1621.
- The Pilgrims invited the Wampanoag to share a meal.
- The Wampanoag and Pilgrims were friends.

Then ask: *What are the truths about the 1621 harvest feast and Thanksgiving?*

**TEACHING TIP**

If having students move around the room to respond to the true/false statements is not possible, you can provide students with red and green colored cards to hold up to give their responses (red signifying false, green signifying true).

**TEACHING TIP**

If having students write on their own sticky notes is too time-consuming or otherwise not possible, you can record student responses on the chart yourself.

Lesson 11: The 1621 Harvest Feast (Part 2)

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Cluster 2: Actions and Reactions to Plymouth Colony

Repeat the process of having students write an example on their sticky note, calling on a few students to share aloud and having all students add their notes to the corresponding column of the chart.

Possible responses:

- Thanksgiving was not celebrated or made a holiday until the 1800s.
- Pilgrims stole seeds (and other items) from the Wampanoag to plant their first crops. Note: Students should also recall this information from Cluster 1.

**LEARN MORE**

To deepen your understanding of what actually occurred in the fall of 1621 and how to address Thanksgiving myths, you can explore [Bioneers' Decolonizing Thanksgiving resources](#). All the articles and videos are created by Indigenous educators and specialists.

You can also read pages 117–121 in [Colonization and the Wampanoag Story](#) by Linda Coombs.

Finally, ask: *What questions do you have about the 1621 harvest feast and Thanksgiving?*

Repeat the process of having students write on their sticky notes, calling on a few students to share aloud and having all students add their notes to the corresponding column of the chart.

Possible responses:

- Who made up the story of the first Thanksgiving happening in 1621?
- Why do people say that the Wampanoag and Pilgrims were friends when they weren't?

**BUILD LITERACY**

If you would like to incorporate a picture book extension on Thanksgiving truths centering on the Indigenous perspective, it is suggested you read [Keepunumuk: Weeâchumun's Thanksgiving Story](#) by Danielle Greendeer, Anthony Perry, and Alexis Bunten with your students.

Lesson 11: The 1621 Harvest Feast (Part 2)

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Cluster 2: Actions and Reactions to Plymouth Colony**Debrief and Discuss** (5 minutes)

Slide 5: Give students a minute to look over the completed Myths and Truths chart.

Then ask: *Did the true/false cards present facts or opinions? How do you know?*

Have students use the Add On talk move for this closing discussion. As they hear peers share their ideas, have them acknowledge them before sharing their own. Some examples are included on the slide.

Possible responses:

- The cards present facts because they include information that can be proven.
- The cards present facts. I know because the point of the cards is to teach the truth of what happened and help people recognize the myths.

Finally, ask: *Was there any information from the true/false cards that surprised you? Why?* Possible responses:

- I was surprised that the Pilgrims didn't invite the Wampanoag to the meal because I was told that before.
- It was surprising that the feast and celebration lasted for three days because now people celebrate Thanksgiving for one day.

Close by telling students that they will work to put together all the learnings from the cluster.

Lesson 11: The 1621 Harvest Feast (Part 2)

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Optional Extension: The Development of the Thanksgiving Story *(15 minutes)*

If your students are interested in learning more about how the myths of Thanksgiving developed and spread, you can have them read and discuss the [*Extension: The Development of the Thanksgiving Story*](#).

You can also read sections of [If You Lived During the Plimoth Thanksgiving](#) with students. Pages 83–84 explore how Thanksgiving became a national holiday after the Civil War. Pages 88–92 explain how the holiday has impacted Indigenous peoples and what holidays exist that honor Indigenous culture and history.

Myths and Truths Chart (Teacher Version)

Student responses will vary. Look for reference to specific information from the student text and the true/false Abbe Museum cards in student responses.
Possible responses:

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?
- The colonists considered the harvest feast a “thanksgiving.” - Colonists taught the Wampanoag about thanksgiving celebrations. - The harvest feast was a special and meaningful event for both the colonists and the Wampanoag and meant they were united. - The first Thanksgiving was in 1621. - The people who came on the Mayflower called themselves Pilgrims. - The Pilgrims invited the Wampanoag to share a meal. - The Wampanoag and Pilgrims were friends.	- Colonists had a successful harvest in the fall of 1621 because of what the Wampanoag taught them about growing crops. - The colonists were celebrating by themselves, but the noise and gunshots alarmed Ousamequin and his warriors. - A “thanksgiving” to the colonists meant a day of praying and no eating. - The Wampanoag celebrate thanksgivings throughout the year as a way to show gratitude for the land and their relationship with it. - The harvest feast included Ousamequin and about 90 warriors, but it was not a significant event and did not mean they were friends. - Thanksgiving was not celebrated or made a holiday until the 1800s. - Colonists stole seeds (and other items) from the Wampanoag to plant their first crops. - Colonists stole items from Wampanoag homes and grave sites in Patuxet.	- How did the 1621 harvest feast events get changed over time? - Where did the ideas of turkey and other “traditional” foods come from when they didn’t have them at the 1621 feast? - Why weren’t other Wampanoag members included in the three-day celebration? - Who made up the story of the first Thanksgiving happening in 1621? - Why do people say that the Wampanoag and Pilgrims were friends when they weren’t?

Cluster 2: Actions and Reactions to Plymouth Colony

LESSON 12

Putting It Together

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

SQ During the year 1621, how did the Wampanoag and the Plymouth colonists react to each other?

LEARNING OBJECTIVE

Synthesize new learning about how the Wampanoag and English colonists reacted to each other in 1621 by developing a response to the cluster's Supporting Question.

LANGUAGE OBJECTIVE

Engage in a collaborative discussion about how the Wampanoag and English colonists reacted to each other in 1621 using evidence from the cluster.

LESSON OVERVIEW

In this Putting It Together lesson, students reflect on learning from previous lessons in collaboration with their peers. Students reflect on the cluster's Supporting Question and engage in synthesizing the evidence gathered from the cluster using the Discussion Diamond strategy. Then the teacher brings students back together as a whole group to discuss ideas and work together on developing the Unit 2, Cluster 2 Inquiry Chart.

LESSON STANDARDS

PS 3, PS 4, 3.T4.1, 3.T4.1a, 3.T4.1b, 3.T4.1c, SL.3.1, SL.3.6

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 12 Slide Deck](#)
- ☐ [Discussion Diamond](#)
- ☐ [Cluster 2 Inquiry Chart](#)
- ☐ [Cluster 2 Inquiry Chart \(Teacher Version\)](#)
- ☐ Lesson 1: Unit 2 Know and Wonder Chart
- ☐ Lesson 9: Actions and Responses Graphic Organizer
- ☐ Lesson 10: The 1621 Harvest Feast
- ☐ Lesson 11: Myths and Truths Chart

LESSON AT A GLANCE

Component	Time
Review Learning Documentation	5
Putting It Together	25

Lesson 12: Putting It Together

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Cluster 2: Actions and Reactions to Plymouth Colony**Plan for English Learner Success**

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

- [Connect Language and Literacy Builder \(3-5\)](#): Supports the connection of what sources say to learnings and inquiry questions
- [Summarize Language and Literacy Builder \(3-5\)](#): Supports identification of a source's main ideas and details

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

English Proficiency Levels 1-2:

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

English Proficiency Levels 3-4:

- If possible, pair students with a language-proficient peer for the Discussion Diamond activity. Guide students to use the far left columns of both LLBs during the discussion and writing portions.
- [Look Fors](#): Oral responses should include simple sentences using the structure provided in the LLBs. Written responses should have some elaboration of ideas (e.g., adjectives or clauses) about the cluster's Supporting Question.

English Proficiency Levels 5-6:

- If needed, students can refer to the LLBs during the discussion and written portions.
- [Look Fors](#): Students should readily participate in the discussion and writing portions. Responses should include compound sentences and more complex grammatical structures when addressing the cluster's Supporting Question.

**ADVANCE PREPARATION**

Prepare copies of [Discussion Diamond](#) for groups of 4 students, or create the template on chart paper for student groups to work with.

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

Lesson 12: Putting It Together

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Cluster 2: Actions and Reactions to Plymouth Colony**Review Learning Documentation** (5 minutes)

Slide 2: Review individual student documentation created throughout the cluster. Have students gather and review the following resources they created in this cluster:

- **Actions and Responses Graphic Organizer**
- **The 1621 Harvest Feast**

Slide 3: Review the additional reference tools created throughout the cluster. Ask students to help identify these items in the classroom: *What did we create together as a class?*

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

Explain that students will use each of these to reflect back on what they did and learned throughout Cluster 2.

**TEACHING TIP**

Building a classroom organization system that allows students to easily access learning tools and documentation throughout the unit will support their reflection skills and growing independence. Each classroom's system will be different depending on the physical learning space and learners.

**LEARN MORE**

Harvard Graduate School of Education's [Project Zero](#) has extensive resources on documentation and making thinking visible. You can get started with [this article](#) by the Making Learning Visible Project, which outlines differences in documentation strategies and goals.

Lesson 12: Putting It Together

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Cluster 2: Actions and Reactions to Plymouth Colony**Putting It Together** (25 minutes)

Explain that for the rest of the class, students are going to return to the Cluster 2 Supporting Question and “put together” what they have learned so far about how the Wampanoag and colonists reacted to each other in 1621.

Slides 4–5: Present the **Unit 2, Cluster 2 Inquiry Chart** that the class created in Lesson 8, and remind students of the Cluster 2 Supporting Question:



During the year 1621, how did the Wampanoag and Plymouth colonists react to each other?

SUMMARIZE OUR LEARNING AND SHARE OUR INITIAL THINKING

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

SYNTHESIZE OUR IDEAS AND ANSWER THE SUPPORTING QUESTION

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

Give students time to discuss in a Think-Pair-Share format. Guide them to support their assertions with specific evidence and examples. Ask probing questions to help students reach key takeaways of the cluster. Possible responses:

- The Wampanoag avoided contact with the colonists until March 1621 because they had learned it wasn’t always safe.
- Samoset coordinated contact and their agreements so the colonists wouldn’t arm themselves against the Wampanoag anymore.
- The Wampanoag now had the colonists as allies with weapons to support them.
- The Wampanoag established trade with colonists for things they needed and shared indigenous seeds and planting techniques in return.

**TEACHING TIP**

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

Lesson 12: Putting It Together

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Cluster 2: Actions and Reactions to Plymouth Colony

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

RETURN TO THE INQUIRY CHART

Finally, revisit the questions students added under the Supporting Question in Lesson 8 as part of their Launching the Question routine, as well as questions from the Wonder column of the **Unit 2 Know and Wonder Chart** from Lesson 1.

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

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

STAMP THE KEY LEARNING

Slide 6: Distribute the [Discussion Diamond](#) or prepared chart paper versions, and inform students that they will be working in groups of 4 to answer a question. Remind students of the steps of the Discussion Diamond protocol:

- Write their responses on a corner of the page.
- Share their ideas aloud with their group.
- Summarize the group’s ideas in the center of the page.

Engage students in the Discussion Diamond protocol by posing the Supporting Question: *During the year 1621, how did the Wampanoag and Plymouth colonists react to each other?*

Slide 7: Prompt students to silently think about what source(s) would be helpful in answering this question and write their responses on their corner of the page (3 minutes).

Slide 8: Then prompt students to share their ideas with their group and add to their sections as needed (4 minutes). Be sure to point out the suggested talk moves that are included on the slide.

Slide 9: Finally, prompt students to have one member of the group write a summary of the group’s ideas (3 minutes).

**SUPPORT ALL STUDENTS**

Encourage students to refer to their [Summarize Language and Literacy Builder \(3-5\)](#) and [Connect Language and Literacy Builder \(3-5\)](#) as they work to identify the main ideas from sources and form their responses during this activity.

**SUPPORT ALL STUDENTS**

Setting a visual timer can support students to expect the transitions as they work through the Discussion Diamond routine.

Lesson 12: Putting It Together

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Cluster 2: Actions and Reactions to Plymouth Colony

Again, be sure to point out the suggested talk moves that are included on the slide.

Slide 10: Guide students back to the whole-group setting. Invite students to share takeaways from their small-group discussions with the larger group using the given prompts:

- *What were some facts that you heard in your discussions?*
- *What were some opinions you heard in your discussions?*
- *What points of view were included in your discussions?*

Close by collecting each group's Discussion Diamond work and any other student reference materials that are out.

Lesson 12: Putting It Together

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LESSON 13

Formative Assessment

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

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Explain how the Wampanoag and colonists reacted to each other in 1621 using information from sources.	Use specific information from cluster sources to sort and describe how the Wampanoag and colonists reacted to each other in writing.

LESSON OVERVIEW

In this lesson, students use information from the cluster to complete two tasks. They first participate in a collaborative discussion to sort given statements as myths or truths. Students then engage in an independent writing task. They choose from two focus topics and answer a question using specific information from the cluster materials.

LESSON STANDARDS

PS 3, PS 4, 3.T4.1, 3.T4.1a, 3.T4.1b, 3.T4.1c, SL.3.6, W.3.2
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 13 Slide Deck
☐ Formative Assessment Task
☐ Formative Assessment Task (Teacher Version)
☐ Lesson 9: Actions and Responses Graphic Organizer
☐ Lesson 10: The 1621 Harvest Feast
☐ Lesson 11: Myths and Truths Chart
☐ Lesson 12: Discussion Diamond

LESSON AT A GLANCE

Component	Time
Organize the Cluster Resources	5
Formative Assessment	25

Lesson 13: Formative Assessment

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Plan for English Learner Success

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

- [Formative Assessment Task \(Word Bank\)](#) Supports the construction of written responses
- [Connect Language and Literacy Builder \(3-5\)](#) Supports the connection of what sources say to learnings and inquiry questions

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

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for the tasks in Part 1 of the assessment. Choose accessible words from the word bank for students to use along with the provided sentence starters.
- [Look Fors](#): Writing on the assessment should include single words or short phrases added to the sentence starters that refer to cluster learning. Some key words from the word bank should be included.

English Proficiency Levels 3-4:

- If possible, pair students with a language-proficient peer for the tasks in Part 1 of the assessment. Encourage students to use the word bank and sentence starters to support their written responses.
- [Look Fors](#): Writing on the assessment should use the provided sentence starters and include phrases and simple sentences that address the chosen question. Multiple key words from the word bank should be included.

English Proficiency Levels 5-6:

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



ADVANCE PREPARATION

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

Lesson 13: Formative Assessment

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Cluster 2: Actions and Reactions to Plymouth Colony**Organize the Cluster Resources** (5 minutes)

Slide 2: Begin by reviewing the resources used in Cluster 2, what they can tell us, and where they are located.

Prompt students to take out their:

- **Actions and Responses Graphic Organizer**
- **1621 Harvest Feast reading**

Be sure to also point out where in the classroom the following resources are and what they can tell us:

- **Word Wall**
- **Unit 2, Cluster 2 Inquiry Chart**
- **Myths and Truths Chart**

**TEACHING TIP**

Building a classroom organization system that allows students to easily access learning tools and documentation throughout the unit will support their reflection skills and growing independence. Each classroom's system will be different depending on the physical learning space and learners.

**Formative Assessment** (25 minutes)

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

Slides 3–5: Distribute the [*Formative Assessment Task*](#) to students, and explain that there are two parts to the task. Have students put their finger on the Part 1 directions of the handout. Then read the directions aloud to students.

Have students find a partner to read the statements with. Explain that as they read the statements, they should discuss and label each one as a myth or a truth.

Prompt students to begin working on Part 1 with their chosen partner. If some pairs finish before the whole class is ready, you can help them form new pairs and have them share their thinking and labels with a different classmate.

Slide 6: When student pairs have completed Part 1, bring students back together.

- Explain that the next section of the task will be done independently.

**SUPPORT ALL STUDENTS**

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

In addition, encourage students to refer to their [*Connect Language and Literacy Builder \(3-5\)*](#) to support their construction of responses based on sources and evidence.

Lesson 13: Formative Assessment

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Cluster 2: Actions and Reactions to Plymouth Colony

- Prompt students to put their finger on the Part 2 directions of the handout.
- Then read the directions aloud to students.

Prompt students to then begin writing in Part 2 of their handouts, reminding them that they should choose one of the focus topics and only answer the question in their chosen section.

- Encourage students to continue to refer to their resources as they write and consider the point of view they have chosen to write about when considering information to include.
- Be sure to move around the room to support students as needed. You can refer to the [Formative Assessment Task \(Teacher Version\)](#) to support this.

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

Lesson 13: Formative Assessment

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Formative Assessment Task (Teacher Version)

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.	T
The Wampanoag and Plymouth colonists thought that the 1621 harvest feast was a very important event, and they became good friends.	M
The Wampanoag celebrate thanksgivings throughout the year as a way to give thanks for the land and what it gives them.	T

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>

Student responses will vary. Look for the inclusion of specific information from the cluster sources that reflects the chosen point of view. Possible responses:

- The Wampanoag reacted to the colonists by not making contact with them at first. A few months later, they agreed to an alliance with them to help protect their territory.
- In 1621, the Wampanoag sachem Ousamequin made contact with the colonists and helped make an alliance. The Wampanoag then taught the colonists how to plant crops that would grow well in the area.
- In the fall of 1621, Wampanoag sachem Ousamequin and his warriors heard gunfire from the colonists and rushed to Patuxet/Plimoth. Colonists were celebrating a successful harvest. Ousamequin had his warriors hunt deer to bring, and they stayed with them for three days.
- The colonists didn't react to the Wampanoag at first. They created the Mayflower Compact and took over Patuxet without permission and stole from their homes and gravesites.
- In 1621, the colonists were approached by Samoset, who arranged a meeting with the Wampanoag sachem Ousamequin. They agreed to an alliance because the colonists needed help surviving in the area and learning how to plant crops for food.
- In the fall of 1621, the colonists reacted to Wampanoag sachem Ousamequin and his warriors responding to their gunfire by hosting them for three days.

Longer-Term Impacts of Colonization

How has the Northeast changed forever due to colonization?

CONTENTS

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Impacts of Expanding
Colonization on People

Lesson 16

Impacts of Colonization
on Nature (Part 1)

Lesson 17

Impacts of Colonization
on Nature (Part 2)

Lesson 18

Putting It Together

Lesson 19

Formative Assessment

Lesson 20

Unit Synthesis

Overview

Cluster 3 focuses on how expanding colonization impacted Indigenous peoples and the natural world in a lasting way. The cluster begins by introducing how Wampanoag and other Indigenous tribes of the Northeast resisted colonization, then asks students to use evidence to determine how animal and tree populations were affected by colonization during the 1600–1700s. Students engage with information from primary sources, including maps, and continue to use adapted portions of the key secondary source for the unit, *If You Lived During the Plimoth Thanksgiving* by Chris Newell. Students apply their deepened understanding of colonization in order to determine the ways in which the Northeast has forever changed.

Learning Objectives

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

- Describe the longer-term impacts of colonization on Indigenous peoples of the Northeast.
- Describe the long-term impacts on animal and tree populations in the Northeast.
- Identify and gather information from sources in order to determine their relevance to a topic.
- Construct social studies explanations that describe components, order, causes, or cycles (WIDA ELD-SS.2-3.Explain.Expressive).

Vocabulary

TIER 2	TIER 3
endangered	depleted territory

Cluster 3: Longer-Term Impacts of Colonization

Cluster Focus Standards

Practice Standards

STANDARD	LESSON(S)
PS 3: Use provided categories to gather and/or sort information based on a topic or inquiry question.	14-20
PS 4: Identify facts, opinions, and the point of view presented in a source.	20
PS 5: Identify information about a given source, including the maker, date, intended audience, source type, and/or place of origin. Determine a source's relevance to a topic.	14-20

Content Standards

STANDARD	LESSON(S)
3.T3.1: Locate North America, the Atlantic Ocean, and Europe on a map, explain how Native Peoples first came into contact with Europeans, and explain why Europeans in the 16th–17th centuries sailed westward across the Atlantic (e.g., to find new trade routes to Asia and new supplies of natural resources such as metals, timber, and fish).	20
3.T3.2: Trace on a map the voyages of European explorers of the Northeast coast of North America (e.g., Giovanni Caboto [John Cabot], Bartholomew Gosnold, Giovanni de Verrazano, John Smith, Samuel de Champlain).	20
3.T3.3: Explain how any one of the explorers described the Native Peoples and the new lands, and compare an early 17th century map of New England with a current one.	14, 17
3.T4.1: Explain who the Pilgrim men and women were and why they left Europe to seek a place where they would have the right to practice their religion; describe their journey, the government of their early years in the Plymouth Colony, and analyze their relationships with the Wampanoag and Abenaki/Wabanaki people.	14-20

Cluster 3: Longer-Term Impacts of Colonization

3.T4.1a: the purpose of the Mayflower Compact and the principle of self-government	20
3.T4.1b: challenges for Pilgrim men, women, and children in their new home (e.g., building shelter and starting farming, becoming accustomed to a new environment, maintaining their faith and keeping a community together through self-government)	20
3.T4.1c: contacts with the native leaders Samoset and Massasoit, events leading to a celebration to give thanks for the harvest, and subsequent relationships between Europeans and Native Peoples in southeastern Massachusetts.	14-20
3.T5.2: Explain why Puritan men and women migrated in great numbers to Massachusetts in the 17th century, how they moved west from the Atlantic coast, and the consequences of their migration for the Native Peoples of the region (e.g., loss of territory, great loss of life due to susceptibility to European diseases, religious conversion, conflicts over different ways of life such as the Pequot War and King Philip's War).	14-16, 20

Literacy Standards

STANDARD	LESSON(S)
RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	16-17
SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	14-15, 17-18
SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	15, 18
SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	16-17, 19

Cluster 3: Longer-Term Impacts of Colonization

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

19

Unit 2, Cluster 3 Inquiry Chart (Teacher Version)

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.	Indigenous tribes and nations lost massive portions of their territories by being forced off the land.
Lesson 15: We read and discussed a text that described the impacts of expanding colonization on people after 1621.	Expanding colonization threatened Indigenous peoples and supported English colonists.
Lesson 16: We used resources to learn about how beaver and wolf populations in the Northeast were affected by expanding colonization.	Wolf and beaver populations were negatively impacted by 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.	Right whales, Atlantic cod, and tree populations were all negatively impacted by colonization.

LESSON 14

Cluster 3 Launch

- EQ

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

How has the Northeast changed forever due to colonization?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Make connections and generate questions about how land and Indigenous territories in the Northeast have changed due to colonization.	Engage in collaborative questioning orally with peers using <i>who</i> , <i>how</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> to ask questions about how land and Indigenous territories in the Northeast have changed due to colonization.

LESSON OVERVIEW

In this lesson, students identify some of the ways land and Indigenous territories in the Northeast have changed due to colonization. Students begin by engaging with the Build the Word Wall routine and learning the new vocabulary word *territory*. Students then engage in a map stations activity with three maps, one from the early to mid-1600s, one from the 1700s, and one from today, documenting their observations and questions on sticky notes. Students then come back together to participate in the Launching the Question routine and are introduced to the Cluster 3 question: *How has the Northeast changed forever due to colonization?*

LESSON STANDARDS

PS 3, PS 5, 3.T3.3, 3.T4.1, 3.T4.1c, 3.T5.2, SL.3.1
See full text of standards in the Cluster Overview.

MATERIALS

☐ [Lesson 14 Slide Deck](#)
☐ [Cluster 3 Inquiry Chart](#)

VOCABULARY

territory

LESSON AT A GLANCE

Component	Time
Activate Previous Learning and Build the Word Wall	5
Compare and Contrast Maps	10
Launching the Question	15

Lesson 14: Cluster 3 Launch

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Cluster 3: Longer-Term Impacts of Colonization**Plan for English Learner Success**

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

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

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

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for the discussions. Provide a couple of question starters from the LLB for students to use when working on the Inquiry Chart.
- [Look Fors](#): Oral responses should use the structures provided in the LLB and include simple elaboration of ideas.

English Proficiency Levels 3-4:

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

English Proficiency Levels 5-6:

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

Lesson 14: Cluster 3 Launch

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Cluster 3: Longer-Term Impacts of Colonization**ADVANCE PREPARATION**

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

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

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

Determine how you want to format the map stations activity (e.g., printing copies to place on desks, creating a Gallery Walk on the classroom walls, or presenting them digitally, etc.). To give student pairs room to move around the room, there should be multiple stations for each map:

- [Tribal Territories of Southern New England](#)
- [A map of the most inhabited part of New England, 1776](#)
- [MassMapper: An Interactive Map for Massachusetts](#)

Students will also need sticky notes for this activity.

The vocabulary word *territory* is a high-leverage word for the unit. Determine if students would benefit from completing the [Unit 2 Word Map](#) for this vocabulary word. This work can be done during an ELA block or other class time before this lesson.

Activate Previous Learning and Build the Word Wall (5 minutes)

Slide 2: Inform students that in this new cluster, they will be working together to learn about the longer-term impacts of colonization in the Northeast.

Ask students the following questions to activate previous learnings and summarize points from Clusters 1–2. They can answer popcorn-style.

Lesson 14: Cluster 3 Launch

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Cluster 3: Longer-Term Impacts of Colonization

How do the Wampanoag and other Indigenous peoples in the Northeast relate to the land? Possible responses:

- The Wampanoag live in relationship with the land.
- Indigenous peoples of the Northeast show gratitude for what the land offers by caring for it and keeping it in balance.
- They do not believe that land can or should be owned.

How did Europeans and English colonists view the land? Possible responses:

- They thought that land can and should be owned.
- They thought the land should be changed to make money from.
- European colonists thought they had a religious right to the land and everything on it.

Slide 3: Then give students some context for the new cluster. Explain that they will move forward in time a bit but will return to the 1600s in the next unit.

Then prompt students to make predictions based on what they have learned so far. Ask: *How might the differences between how the Wampanoag and the colonists viewed land affect their interactions in the future?* Possible responses:

- They could argue or fight about land.
- The alliance they made in March 1621 could be broken or changed.
- Colonists could ignore Indigenous peoples' views and take more land anyway.

**MAKE CONNECTIONS**

Terra is a Latin root that has numerous words connected to it. You can expand this vocabulary work into an ELA lesson by studying additional words that share the root. For *terra*, you can explore *terrain*, *terrier*, and *subterranean*, which would include a study of the prefix “sub.”

Lesson 14: Cluster 3 Launch

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Cluster 3: Longer-Term Impacts of Colonization

Slide 4: Introduce a new vocabulary word students will need to know for this lesson: *territory*.

- Say the word: *territory*. Students repeat 3 times.
- Use the word in context: *The Wampanoag territory is located in eastern Massachusetts.*
- Share the student-friendly definition: *the area of land used, owned, or controlled by a specific group.*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add *territory* to the Word Wall.

**SUPPORT ALL STUDENTS**

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

Compare and Contrast Maps (10 minutes)

Slide 5: Explain to students that they will work in pairs and look at three different maps: one that shows information from the 1600s, one from 1776, and one from the present day. They will work to determine what information the maps share and what questions they have about them.

Slide 6: Share that students will have 3 minutes with each of the three maps. They will use sticky notes to document their thinking about the following prompts:

- What information does this map share?
- How might this map connect to colonization?
- What questions do you have about this map?

These sticky notes will be placed around the map and left there when they move to the next station. They will then repeat the process two more times so they have time with all three maps.

Prompt student pairs to begin working with the maps in your predetermined format and organization.

- After 3 minutes, prompt students to rotate to a new map.
- Repeat once more after another three minutes.

**TEACHING TIP**

Set a visual timer for 3 minutes so students can more effectively manage their time at each map station.

**SUPPORT ALL STUDENTS**

Encourage students to refer to their [*Observe Language and Literacy Builder \(3-5\)*](#) when engaging in close looking at the maps.

Lesson 14: Cluster 3 Launch

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Cluster 3: Longer-Term Impacts of Colonization**CULTURAL COMPETENCE**

Colonization has shifted names, boundaries, and borders all around the world, not only in Northeastern North America. It is important to remember that maps reflect the values and intentions of the people who created them. What information is represented and included reflects how the creators intended for the map to be used.

**MAKE CONNECTIONS**

For more in-depth information and lesson content regarding how land, people, and maps have been impacted by colonization, check out [Discovering Justice's "The Land We Live On" lesson](#).

**Launching the Question** (15 minutes)**SPARK CURIOSITY**

Slide 7: Have students think about the maps. Then ask: *What similarities and differences did you notice in the maps?*

Have students use the Add On talk move for this section. As they hear peers share their ideas, have them acknowledge them before sharing their own. Some examples are included on the slide.

Possible responses:

- The maps were from different time periods (1600s, 1700s, and today).
- All of the maps showed the Northeast and what is now Massachusetts.
- The first map focused on Indigenous nations and territories, the second one focused on colonies, and the last one focused on Massachusetts today.

Then ask: *What might these maps tell us about how Indigenous territories were impacted by expanding colonization?* Possible responses:

**LEARN MORE**

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

Lesson 14: Cluster 3 Launch

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Cluster 3: Longer-Term Impacts of Colonization

- Only the map showing the earliest time period focused on Indigenous territories, so they might have changed/been taken over.
- Later maps don't include indigenous territories at all, which may mean colonization impacted their territories.

Slide 8: Prompt students to generate their own questions about how the area and territories of the Northeast may have changed over time. Direct students to:

- Ask as many questions as you can.
- Save discussing or answering the questions for another time.

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

INTRODUCE THE SUPPORTING QUESTION AND ELICIT INITIAL THINKING

Slide 9: Introduce the Cluster 3 Supporting Question:



How has the Northeast changed forever due to colonization?

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

Slide 10: Explain to students that they will now work with a partner to determine which questions might be most useful in helping them learn about and understand the Supporting Question.

Review the directions on the slide for prioritizing questions.

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

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



SUPPORT ALL STUDENTS

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



LEARN MORE

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

Lesson 14: Cluster 3 Launch

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Cluster 3: Longer-Term Impacts of Colonization

a decision has been made.

DEVELOP THE INQUIRY CHART

Slide 11: Introduce the cluster's Inquiry Chart, and point out the "What questions will we ask?" section. Then add the class's three priority questions to the "What questions will we ask?" section of the Inquiry Chart.

PREVIEW THE LEARNING AHEAD

Share with students that in this cluster, they will use images, readings, and historical documents to investigate how expanding colonization impacted the Northeast, using the Supporting Question and the priority questions they identified as their guide.

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

Lesson 14: Cluster 3 Launch

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LESSON 15

Impacts of Expanding Colonization on People

- EQ

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

How has the Northeast changed forever due to colonization?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Identify and categorize information from a text about how expanding colonization impacted Indigenous peoples and English colonists.	Describe how expanding colonization impacted Indigenous peoples and English colonists using key information from a text in writing.

LESSON OVERVIEW

In this lesson, students identify information from a text that describes how expanding colonization impacted the people in the Northeast after 1621. Students engage in the Investigating Sources routine with the text and record important information that answers key questions in a notes organizer. The lesson closes with a whole group discussion.

LESSON STANDARDS

PS 3, PS 5, 3.T4.1, 3.T4.1c, 3.T5.2, SL.3.1, SL.3.2
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 15 Slide Deck ☐ Impacts of Expanding Colonization Notes Organizer ☐ Impacts of Expanding Colonization on People ☐ Impacts of Expanding Colonization Notes Organizer (Teacher Version)

LESSON AT A GLANCE

Component	Time
Investigating Sources	30

Cluster 3: Longer-Term Impacts of Colonization**Plan for English Learner Success**

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

- [*Impacts of Expanding Colonization Notes Organizer \(Word Bank\)*](#): Supports formation of written responses with a word bank and sentence starters
- [*Summarize Language and Literacy Builder \(3-5\)*](#): Supports identification of main ideas and important details in a text

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

English Proficiency Levels 1-2:

- Choose sentence starters in the LLB from the left column for students to use when working to identify important information from the reading. Direct students to use specific words from the word bank to support their writing in the notes organizer.
- [*Look Fors*](#): Writing in the notes organizer should use the provided sentence starters to construct responses with single words or short phrases.

English Proficiency Levels 3-4:

- Prompt students to use the LLB to guide their identification of important information in the text. Encourage students to choose specific words from the word bank to support their writing in the notes organizer.
- [*Look Fors*](#): Writing in the notes organizer should use the provided sentence starters to construct responses to form simple sentences with some reference to the informational text and inclusion of some word bank words.

English Proficiency Levels 5-6:

- Students should be able to participate in the activities independently. They may use the LLB to help guide their identification of important information.
- [*Look Fors*](#): Writing in the notes organizer should include compound sentences, reference the informational text, and use multiple word bank words.

**ADVANCE PREPARATION**

Determine how students will be paired up for the Investigating Sources routine.

Lesson 15: Impacts of Expanding Colonization on People

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Cluster 3: Longer-Term Impacts of Colonization**Investigating Sources** (30 minutes)**INTRODUCE PURPOSE AND PROCESS**

Slide 2: Begin by prompting students to think back to the previous lesson, where they launched the cluster. Remind students that:

- We looked at different maps of the Northeast over time.
- We predicted how expanding colonization might have impacted Indigenous nations and their territories.

Then share that today students will learn more about what happened after 1621 and the settling of Plymouth Colony.

Slide 3: Review the three steps in the Investigating Sources routine by reading the slide text aloud.

Slide 4: Distribute the [Impacts of Expanding Colonization on People](#) to students, and prompt them to scan the page with the following questions in mind:

- *Who might the intended audience be?*
- *How is this related to what we are learning about in this unit? How do you know?*

Give students about a minute to think about the questions as they scan the text. Then prompt students to share out their thinking popcorn-style. Possible responses:

- The intended audience might be students like us who are learning about the colonization of the Northeast.
- Someone who is interested in learning more about what happened after Plymouth Colony could be the intended audience.
- It is related to what we are learning because it talks about Indigenous peoples and colonists. The title, image, and word bank all relate to that topic.

READ THE DOCUMENT

Slide 5: Explain that in this Investigating Sources routine, you will first read the text aloud to students. As they listen and follow along, they should look and listen for information about how expanding colonization impacted:

**MAKE CONNECTIONS**

For more in-depth information and lesson content regarding the impacts of colonization on different groups in the Northeast, check out [Discovering Justice's "Examining Relationships" lesson](#).

**LEARN MORE**

Many current and longstanding ideas and policies regarding Indigenous peoples in the United States are connected to the past. [An Indigenous Peoples' History of the United States](#) by Roxanne Dunbar-Ortiz provides a rich and detailed reframing of US history and the lasting impacts of colonization.

Lesson 15: Impacts of Expanding Colonization on People

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Cluster 3: Longer-Term Impacts of Colonization

- Indigenous peoples
- English colonists

Begin reading the text aloud, pausing to allow for student questions and clarifications as needed.

Slides 6–7: Distribute the [Impacts of Expanding Colonization Notes Organizer](#), and read the directions aloud. Underscore that they will only focus on Part 1 of the notes organizer today.

- Explain that students will now work in pairs to read the text for a second time and then fill out Part 1 of their notes organizers.
- As they record their thinking on their notes organizers, they will gather and sort information from the text based on the two groups: Indigenous peoples and colonists.
- Organize students into pairs, and prompt them to begin working.

CONNECT TO OUR QUESTION

Slide 8: With about 5 minutes left in class, bring students back together as a whole group. Pose the following questions to students:

- *How did this text help us understand how expanding colonization impacted people?*
- *How did this text help us understand how the Northeast changed due to colonization?*

Prompt students to find a new partner to discuss the first question with for about a minute. Then have students find a different partner to discuss the second question with for about another minute. Encourage students to refer to their reading and notes organizers as they discuss.

Close by bringing students back together and explaining that they will continue to explore the impacts of expanding colonization in the next several classes.

**SUPPORT ALL STUDENTS**

Be sure to offer the [Impacts of Expanding Colonization Notes Organizer \(Word Bank\)](#) to students who would benefit from sentence starters and word banks to support their writing. Students may also benefit from referring to their [Summarize Language and Literacy Builder \(3-5\)](#) as they work to identify important and relevant information in the text to record in their notes organizers.

**SUPPORT ALL STUDENTS**

Encourage students to use the provided sentence frames on the slide and/or refer to their [Talk Moves Language and Literacy Builder](#) during this closing discussion.

Lesson 15: Impacts of Expanding Colonization on People

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Impacts of Expanding Colonization Notes Organizer (Teacher Version)

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.

Student responses will vary. Look for the inclusion of relevant information from the text regarding each group in student writing. Possible responses:

How did expanding colonization impact Indigenous peoples?

- Expanding colonization impacted Indigenous peoples by losing their territories to colonists by force.
- Indigenous peoples experienced colonists breaking their alliances with them.
- Indigenous peoples were hurt by expanding colonization through increased danger of disease and enslavement.
- Ousamequin kept his side of the alliance with colonists even through expanding colonization.
- Indigenous populations decreased significantly because of disease and war.

How did expanding colonization impact English colonists?

- English colonists benefited from expanding colonization by being able to found more colonies.
- Expanding colonization impacted English colonists by allowing thousands of them to arrive in the Northeast and take more land.
- Expanding colonization allowed English colonists to break their alliances with Ousamequin over and over.
- English colonists benefited from expanding colonization because they had more land to take and natural resources to make money from.

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?

- Colonists made hats with beaver furs, and selling them was a big business.
- The fur trade was popular, and many beavers were killed for their fur.
- Beaver populations decreased, and they are no longer found on Cape Cod.

How did expanding colonization impact the wolf population?

- Plymouth colonists wanted to protect their farm animals and themselves, so they hunted wolves.
- Colonists made laws that allowed people to be paid for killing wolves.
- Wolf populations decreased, and they are no longer living in the Northeast.

How did expanding colonization impact the right whale population?

- Colonists began hunting whales in the 1600s.

- Colonists used whales to make items and then they became rare in the 1700s.
- Right whales are still endangered even after special protections.

How did expanding colonization impact the Atlantic cod population?

- Colonists fished cod to make money.
- Cod became a very popular food to eat in the area.
- Cod populations have decreased and are now at risk of extinction.

How did expanding colonization impact the tree population?

- In the 1700 and 1800s, colonists cut down trees for farms.
- Colonists cut down over half of all the forests in the Northeast.
- Different trees grow at different rates, so even when they did grow back, there were fewer kinds of trees in the area.

LESSON 16

Impacts of Colonization on Nature (Part 1)

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

SQ How has the Northeast changed forever due to colonization?

LEARNING OBJECTIVE

Identify and categorize information from a text about how animals in the Northeast were negatively affected by colonization.

LANGUAGE OBJECTIVE

Explain how animals in the Northeast were negatively affected by colonization by recounting key details from a source in writing.

LESSON OVERVIEW

In this lesson, students engage with evidence demonstrating how animal populations in the Northeast were negatively affected by colonization. Students begin by engaging in the Build the Word Wall routine and learning the new vocabulary word *endangered*. In pairs, students will then read resources on one of the following: beavers or wolves. In the assigned readings, they note why the animal is important to the ecosystems of the Northeast and how their populations were affected by expanding colonization. Students then complete a sentence starter that summarizes the information they learned. Finally, students meet in new pairs to share what they learned in a jigsaw format and record their learning in the notes organizer.

LESSON STANDARDS

PS 3, PS 5, 3.T4.1, 3.T4.1c, 3.T5.2, RI.3.7, SL.3.6

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 16 Slide Deck](#)
- ☐ [Beaver Populations](#)
- ☐ [Wolf Populations](#)
- ☐ [Impacts of Expanding Colonization Notes Organizer \(Teacher Version\)](#)
- ☐ [Beaver Populations \(Teacher Version\)](#)
- ☐ [Wolf Populations \(Teacher Version\)](#)
- ☐ Lesson 15: Impacts of Expanding Colonization Notes Organizer

VOCABULARY

endangered

Lesson 16: Impacts of Colonization on Nature (Part 1)

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LESSON AT A GLANCE

Component	Time
Build the Word Wall	5
Beaver and Wolf Readings	15
Jigsaw Discussion	10

Plan for English Learner Success

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

- **Impacts of Expanding Colonization Notes Organizer (Word Bank):** Supports formation of written responses with a word bank and sentence starters
- [Summarize Language and Literacy Builder \(3-5\)](#): Supports identification of main ideas and important details in a text

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

English Proficiency Levels 1-2:

- Choose sentence starters in the LLB from the left column for students to use when working to identify important information from the reading. Direct students to use specific words from the word bank to support their writing in the notes organizer.
- Look Fors: Writing in the notes organizer should use the provided sentence starters to construct responses with single words or short phrases.

English Proficiency Levels 3-4:

- Prompt students to use the LLB to guide their identification of important information in the text. Encourage students to choose specific words from the word bank to support their writing in the notes organizer.
- Look Fors: Writing in the notes organizer should use the provided sentence starters to construct responses to form simple sentences with some reference to the informational text and inclusion of some word bank words.

English Proficiency Levels 5-6:

- Students should be able to participate in the activities independently. They may use the LLB to help guide their identification of important information.
- Look Fors: Writing in the notes organizer should include compound sentences, reference the informational text, and use multiple word bank words.

Lesson 16: Impacts of Colonization on Nature (Part 1)

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Cluster 3: Longer-Term Impacts of Colonization



ADVANCE PREPARATION

Have the students' Impacts of Expanding Colonization Notes Organizers easily accessible to hand back to students to review and add to.

Determine how you will assign the [Beaver Populations](#) and [Wolf Populations](#) readings. Be sure that about half of your class is reading about each one.

Determine how you will pair students for the jigsaw discussion.

Endangered is a high-leverage word for the unit. Determine if students would benefit from completing the [Unit 2 Word Map](#) for this vocabulary word. This work can be done during an ELA block or other class time before this lesson.

Build the Word Wall (5 minutes)

Slide 2: Prompt students to think about the plants and animals that are currently in our area. Then ask: *Do you think these have changed at all since the 1600s? Why or why not?* Invite students to share out their ideas popcorn-style.

Slide 3: Share with students that in the next two lessons, they will learn about how different animals and trees were affected by expanding colonization in the Northeast.

Slide 4: Explain that a new vocabulary word is important to understand and use when discussing natural resources, animals, and the natural world: *endangered*.

- Say the word: *endangered*.
- Use the word in context: *The current number of endangered animals is growing as a result of climate change.*
- Share the student-friendly definition: *low in population and close to no longer existing.*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add *endangered* to the Word Wall.



SUPPORT ALL STUDENTS

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

Lesson 16: Impacts of Colonization on Nature (Part 1)

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Cluster 3: Longer-Term Impacts of Colonization

Beaver and Wolf Readings (15 minutes)

Slide 5: Inform students that this lesson will take place over the course of two sessions. They will learn about two animals today and the rest of the animals and trees in the next session.

- Explain that they will work in pairs to learn about either wolves or beavers.
- Then they will share what they learned in a jigsaw format and learn about the other animal.

Slide 6: Organize students into pairs, and distribute two copies of the [Beaver Populations](#) or [Wolf Populations](#) to each pair. Student pairs should have the same reading topic (wolves or beavers).

Prompt students to consider the following questions as they scan the reading:

- *What kind of sources are these?*
- *Who might the intended audience be? Why do you think that?*

Prompt students to share their thinking popcorn-style.

Possible responses:

- This is a reading.
- This is a text source with a photograph and caption.
- The intended audience might be people who are interested in animals because both readings are about them.

**TEACHING TIP**

If students are interested in learning more about how people in Massachusetts are using a sanctuary to support wolf populations today, you can show them NBC Boston's video, ["Howling with the wolves at Ipswich's wolf rescue"](#) (2:47).

**BUILD LITERACY**

To build literacy and comprehension for all students, consider first reading this text to students while thinking aloud about integrating the vocabulary terms and using information from the text features (captions, images, etc.) to make sense of the reading. Then have students do a second read of the text to complete their lesson task.

Lesson 16: Impacts of Colonization on Nature (Part 1)

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Cluster 3: Longer-Term Impacts of Colonization

Slide 7: Then read the directions on the readings aloud. Be sure students understand that in:

- Part 1, they will read and discuss their document with a partner. They are encouraged to highlight or underline important information as they go.
- Part 2, they will use what they learned in the reading to determine if the population increased, decreased, or stayed the same. They will then use the sentence starter to write a statement about colonization's impact on the population.

Prompt students to begin working on their readings.

- Walk around the room as groups are working in order to support comprehension and students moving through the two parts of the activity.
- You can refer to [Beaver Populations \(Teacher Version\)](#) and [Wolf Populations \(Teacher Version\)](#) to support this.

**SUPPORT ALL STUDENTS**

Encourage students to refer to their [Summarize Language and Literacy Builder \(3-5\)](#) as they work to identify key information in their assigned reading.

Jigsaw Discussion (10 minutes)**TEACHING TIP**

To learn more about the jigsaw format and strategy, you can explore [this article](#).

Slide 8: Redistribute students' **Impacts of Expanding Colonization Notes Organizers**.

- Explain that as they participate in the jigsaw discussion, they will be both a speaker and a listener.
- As a speaker, they will read the summary writing they completed on their readings to share what they learned.
- As the listener, they will record information about the animal they did not read about in the corresponding sections of their **Impacts of Expanding Colonization Notes Organizer**.

**SUPPORT ALL STUDENTS**

As a reminder, some students may be using the **Impacts of Expanding Colonization Notes Organizer (Word Bank)** to support their note-taking.

Lesson 16: Impacts of Colonization on Nature (Part 1)

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Cluster 3: Longer-Term Impacts of Colonization

Organize students into pairs who completed different readings, and prompt them to begin.

Slide 9: With a few minutes left in class, bring students back together as a whole group.

Ask: What did you learn that can help explain how expanding colonization affected the natural world?

Prompt students to use the Add On talk move structure as they share and point out the sample sentence starters on the slide. Possible responses:

- Wolves no longer live in the area of Massachusetts at all anymore.
- Ecosystems were no longer balanced when wolves were killed and no longer in the area.
- Beavers were on the verge of being endangered or extinct.
- There are still no beavers on Cape Cod.

Encourage students to add to their notes organizers as they hear from their peers.

**MAKE CONNECTIONS**

This lesson's focus on the decline of animal populations in the Northeast has strong science connections, especially with the ecological concept of the *Tragedy of the Commons*. Explore this NSTA Science Scope article, "[The Tragedy of the Commons Science Unit Design With Embedded Literacy](#)," to develop related science and literacy connections.

Lesson 16: Impacts of Colonization on Nature (Part 1)

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Name: _____ Date: _____

Beaver Populations (Teacher Version)

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...*

Student responses will vary. Look for the inclusion of at least one reason from the text that beaver populations decreased. Possible responses:

- Colonists liked beaver furs and trapped them for their furs.
- Colonists made hats with beaver furs, and selling them was a big business.
- The fur trade was popular, and many beavers were killed for their fur.

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 (Teacher Version)

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...

Student responses will vary. Look for the inclusion of at least one reason from the text that wolf populations decreased. Possible responses:

- Plymouth colonists hunted wolves.
- Plymouth colonists wanted to protect their farm animals and themselves, so they hunted wolves.
- Colonists made laws that allowed people to be paid for killing wolves.

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 Mecharowski via Wikimedia Commons, CC BY-SA 3.0.

LESSON 17

Impacts of Colonization on Nature (Part 2)

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

SQ How has the Northeast changed forever due to colonization?

LEARNING OBJECTIVE

Identify and categorize information from a text about how animals and trees in the Northeast were negatively affected by colonization.

LANGUAGE OBJECTIVE

Explain how animals and trees in the Northeast were negatively affected by colonization by recounting key details from a source in writing.

LESSON OVERVIEW

In this lesson, students further engage with evidence demonstrating how animal and tree populations in the Northeast were negatively affected by colonization. Students begin by engaging in the Build the Word Wall routine and learning the new vocabulary word *depleted*. In pairs, students then read resources on one of the following: right whales, Atlantic cod, or trees. In assigned readings, they note why the animals or trees are important to the ecosystems of the Northeast, how they were used by colonists, and how their populations were affected by expanding colonization. Students then complete a sentence starter that summarizes the information they learned. Finally, students form new trios to share what they learned in a jigsaw format and record their learning in the notes organizer.

LESSON STANDARDS

PS 3, PS 5, 3.T3.3, 3.T4.1, 3.T4.1c, RI.3.7, SL.3.1, SL.3.6

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 17 Slide Deck](#)
- ☐ [Right Whale Populations](#)
- ☐ [Atlantic Cod Populations](#)
- ☐ [Tree Populations](#)
- ☐ [Atlantic Cod Populations \(Teacher Version\)](#)
- ☐ [Right Whale Populations \(Teacher Version\)](#)
- ☐ [Tree Populations \(Teacher Version\)](#)
- ☐ [Impacts of Expanding Colonization Notes Organizer \(Teacher Version\)](#)
- ☐ Lesson 15: Impacts of Expanding Colonization Notes Organizer

VOCABULARY

depleted

Lesson 17: Impacts of Colonization on Nature (Part 2)

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LESSON AT A GLANCE

Component	Time
Build the Word Wall	5
Atlantic Cod, Right Whale, and Tree Readings	10
Jigsaw Discussion	15

Plan for English Learner Success

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

- **Impacts of Expanding Colonization Notes Organizer (Word Bank):** Supports formation of written responses with a word bank and sentence starters
- [Summarize Language and Literacy Builder \(3-5\)](#): Supports identification of main ideas and important details in a text

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

English Proficiency Levels 1-2:

- Choose sentence starters in the LLB from the left column for students to use when working to identify important information from the reading. Direct students to use specific words from the word bank to support their writing in the notes organizer.
- Look Fors: Writing in the notes organizer should use the provided sentence starters to construct responses with single words or short phrases.

English Proficiency Levels 3-4:

- Prompt students to use the LLB to guide their identification of important information in the text. Encourage students to choose specific words from the word bank to support their writing in the notes organizer.
- Look Fors: Writing in the notes organizer should use the provided sentence starters to construct responses to form simple sentences with some reference to the informational text and inclusion of some word bank words.

English Proficiency Levels 5-6:

- Students should be able to participate in the activities independently. They may use the LLB to help guide their identification of important information.
- Look Fors: Writing in the notes organizer should include compound sentences, reference the informational text, and use multiple word bank words.

Lesson 17: Impacts of Colonization on Nature (Part 2)

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Cluster 3: Longer-Term Impacts of Colonization



ADVANCE PREPARATION

Have the students' Impacts of Expanding Colonization Notes Organizers easily accessible to hand back to students to review and add to.

Determine how you will assign the [Atlantic Cod Populations](#), [Right Whale Populations](#), and [Tree Populations](#) readings. Be sure that about a third of your class is reading about each one.

Determine how you will group students into trios for the jigsaw discussion.

Depleted is a high-leverage word for the unit. Determine if students would benefit from completing the [Unit 2 Word Map](#) for this vocabulary word. This work can be done during an ELA block or other class time before this lesson.

Build the Word Wall (5 minutes)

Slide 2: Remind students that in the last lesson, they learned about wolves and beavers. Share that in this one, they will learn about Atlantic cod, right whales, and trees.

Slide 3: Explain that a new vocabulary word is important to understand and use when discussing natural resources, animals, and the natural world: *depleted*.

- Say the word: *depleted*.
- Use the word in context: *After the resources were depleted, they could not be used by the community anymore.*
- Share the student-friendly definition: *reduced in amount or used up.*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add *depleted* to the Word Wall.



SUPPORT ALL STUDENTS

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

Lesson 17: Impacts of Colonization on Nature (Part 2)

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Cluster 3: Longer-Term Impacts of Colonization

Atlantic Cod, Right Whale, and Tree Readings (10 minutes)



TEACHING TIP

If students are interested in learning more about the right whale population status in Massachusetts, you can show them CBS News Boston's video, "[Critically endangered right whale population growing slowly, researchers find](#)" (0:33).

Slide 4: Explain that they will work in pairs to learn about one of the following topics: Atlantic cod, right whales, or trees. Similar to the last lesson, they will share what they learned in a jigsaw format, but this time they will share in trios to learn about the two topics they did not read about.

Slide 5: Organize students into pairs, and distribute two copies of the [Atlantic Cod Populations](#), [Right Whale Populations](#), or [Tree Populations](#) to each pair. Student pairs should have the same reading topic (Atlantic cod, right whales, or trees).

Prompt students to consider the following questions as they scan the reading:

- *What kind of sources are these?*
- *Who might the intended audience be? Why do you think that?*

Prompt students to share their thinking popcorn-style. Possible responses:

- This is an informational text.
- This is a reading with a photograph and caption.
- The intended audience might be people who are interested in nature because all of the topics are related to the natural world.



BUILD LITERACY

To build literacy and comprehension for all students, consider first reading this text to students while thinking aloud about integrating the vocabulary terms and using information from the text features (captions, images, etc.) to make sense of the reading. Then have students do a second read of the text to complete their lesson task.

Lesson 17: Impacts of Colonization on Nature (Part 2)

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Cluster 3: Longer-Term Impacts of Colonization

Slide 6: Then read the directions on the readings aloud. Be sure students understand that in:

- Part 1, they will read and discuss their document with a partner. They are encouraged to highlight or underline important information as they go.
- Part 2, they will use what they learned in the reading to determine if the population increased, decreased, or stayed the same. They will then use the sentence starter to write a statement about colonization's impact on the population.

Prompt students to begin working on their readings.

- Walk around the room as groups are working in order to support comprehension and students moving through the two parts of the activity.
- You can refer to [Atlantic Cod Populations \(Teacher Version\)](#), [Right Whale Populations \(Teacher Version\)](#), and [Tree Populations \(Teacher Version\)](#) to support this.

**SUPPORT ALL STUDENTS**

Encourage students to refer to their [Summarize Language and Literacy Builder \(3-5\)](#) as they work to identify key information in their assigned reading.

Jigsaw Discussion (15 minutes)**TEACHING TIP**

To learn more about the jigsaw format and strategy, you can explore [this article](#).

Slide 7: Redistribute students' **Impacts of Expanding Colonization Notes Organizers**.

- Explain that as they participate in the jigsaw discussion, they will be both a speaker and a listener.
- As a speaker, they will read the summary writing they completed on their readings to share what they learned.
- As the listener, they will record information about the topics they did not read about in the corresponding sections of their **Impacts of Expanding Colonization Notes Organizer**.

**SUPPORT ALL STUDENTS**

As a reminder, some students may be using the **Impacts of Expanding Colonization Notes Organizer (Word Bank)** to support their note-taking.

Lesson 17: Impacts of Colonization on Nature (Part 2)

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Cluster 3: Longer-Term Impacts of Colonization

Organize students into trios, where each student completes different readings, and prompt them to begin.

Slide 8: With a few minutes left in class, bring students back together as a whole group.

Ask:

- *What information did you learn that can help us determine how expanding colonization affected the natural world?*
- *What specific natural resources were depleted?*

Prompt students to use the Add On talk move structure as they share and point out the sample sentence starters on the slide. Possible responses:

- More trees and forests were cut down for farms, which lowered tree numbers and destroyed animal habitats.
- Right whales and Atlantic cod were on the verge of being endangered or extinct.
- It took a long time for some trees to regrow, and they were replaced with different kinds, which isn't as good for the ecosystem.
- Beech, oak, fir, and chestnut trees were depleted.
- Animals, including cod and whales, were depleted.

Encourage students to add to their notes organizers as they hear from their peers.

Close by letting students know that in the next lesson, they will work to put together all that they learned in this cluster about the impacts of expanding colonization.

**MAKE CONNECTIONS**

This lesson's focus on the decline of animal populations in the Northeast has strong science connections, especially with the ecological concept of the *Tragedy of the Commons*. Explore this NSTA Science Scope article, "[The Tragedy of the Commons Science Unit Design With Embedded Literacy](#)," to develop related science and literacy connections.

Lesson 17: Impacts of Colonization on Nature (Part 2)

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Atlantic Cod Populations (Teacher Version)

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...*

Student responses will vary. Look for the inclusion of at least one reason from the text that cod populations decreased. Possible responses:

- Colonists fished cod to make money.
- Cod became a very popular food to eat in the area.
- Cod populations have decreased and are now at risk of extinction.

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.

Right Whale Populations (Teacher Version)

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...

Student responses will vary. Look for the inclusion of at least one reason from the text that right whale populations decreased. Possible responses:

- Colonists began hunting whales in the 1600s.
- Colonists used whales to make items and then they became rare in the 1700s.
- Right whales are still endangered even after special protections.

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 (Teacher Version)

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...*

Student responses will vary. Look for the inclusion of at least one reason from the text that tree populations decreased. Possible responses:

- In the 1700 and 1800s, colonists cut down trees for farms.
- Colonists cut down over half of all the forests in the Northeast.
- Different trees grow at different rates, so even when they did grow back, there were fewer kinds of trees in the area.

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.

Cluster 3: Longer-Term Impacts of Colonization**LESSON 18**

Putting It Together

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

SQ How has the Northeast changed forever due to colonization?

LEARNING OBJECTIVE

Synthesize new learning about how the expanding colonization changed the Northeast by developing a response to the cluster's Supporting Question.

LANGUAGE OBJECTIVE

Engage in a collaborative discussion about how expanding colonization changed the Northeast using evidence from the cluster.

LESSON OVERVIEW

In this Putting It Together lesson, students reflect on learning from previous lessons in collaboration with their peers. The students work together as a whole group to discuss their ideas and work together on developing the Unit 2, Cluster 3 Inquiry Chart. They then discuss the cluster's Supporting Question and engage in synthesizing the evidence gathered from the cluster using the Discussion Diamond strategy in small groups.

LESSON STANDARDS

PS 3, PS 5, 3.T4.1, 3.T4.1c, SL.3.1, SL.3.2

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 18 Slide Deck](#)
- ☐ [Discussion Diamond](#)
- ☐ [Cluster 3 Inquiry Chart](#)
- ☐ [Cluster 3 Inquiry Chart \(Teacher Version\)](#)
- ☐ Lesson 1: Unit 2 Know and Wonder Chart
- ☐ Lesson 15: Impacts of Expanding Colonization on People
- ☐ Lessons 15–17: Impacts of Expanding Colonization Notes Organizer
- ☐ Lesson 16: Wolf Populations and Beaver Populations
- ☐ Lesson 17: Atlantic Cod Populations, Right Whale Populations, and Tree Populations

Lesson 18: Putting It Together

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LESSON AT A GLANCE

Component	Time
Review Learning Documentation	5
Putting It Together	25

Plan for English Learner Success

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

- [Connect Language and Literacy Builder \(3-5\)](#): Supports the connection of what sources say to learnings and inquiry questions
- [Summarize Language and Literacy Builder \(3-5\)](#): Supports identification of a source's main ideas and details

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

English Proficiency Levels 1-2:

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

English Proficiency Levels 3-4:

- If possible, pair students with a language-proficient peer for the Discussion Diamond activity. Guide students to use the far left columns of both LLBs during the discussion and writing portions.
- [Look Fors](#): Oral responses should include simple sentences using the structure provided in the LLBs. Written responses should have some elaboration of ideas (e.g., adjectives or clauses) about the cluster's Supporting Question.

English Proficiency Levels 5-6:

- If needed, students can refer to the LLBs during the discussion and written portions.
- [Look Fors](#): Students should readily participate in the discussion and writing portions. Responses should include compound sentences and more complex grammatical structures when addressing the cluster's Supporting Question.

Lesson 18: Putting It Together

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Cluster 3: Longer-Term Impacts of Colonization**ADVANCE PREPARATION**

Prepare copies of [Discussion Diamond](#) for groups of 4 students, or create the template on chart paper for student groups to work with.

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

Review Learning Documentation (5 minutes)

Slide 2: Review individual student documentation created throughout the cluster. Have students gather and review the following resources they created in this cluster:

- **Impacts of Expanding Colonization on People**
- **Beaver Populations**
- **Wolf Populations**
- **Right Whale Populations**
- **Atlantic Cod Populations**
- **Tree Populations**
- **Impacts of Expanding Colonization Notes Organizer**

Slide 3: Review the additional reference tools created throughout the cluster. Ask students to help identify these items in the classroom: *What did we create together as a class?*

- **Unit 2, Cluster 3 Inquiry Chart**
- **Word Wall**

Explain that students will use each of these to reflect back on what they did and learned throughout Cluster 3.

**TEACHING TIP**

Building a classroom organization system that allows students to easily access learning tools and documentation throughout the unit will support their reflection skills and growing independence. Each classroom's system will be different depending on the physical learning space and learners.

**LEARN MORE**

[Project Zero](#) has extensive resources on documentation and making thinking visible. You can get started with [this article](#) by the Making Learning Visible Project, which outlines differences in documentation strategies and goals.

Lesson 18: Putting It Together

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Cluster 3: Longer-Term Impacts of Colonization**Putting It Together** (25 minutes)

Explain that for the rest of the class, students are going to return to the Cluster 3 Supporting Question and “put together” what they have learned so far about how expanding colonization changed the Northeast.

Slides 4–5: Present the **Unit 2, Cluster 3 Inquiry Chart** that the class created in Lesson 14, and remind students of the Cluster 3 Supporting Question:



How has the Northeast changed forever due to colonization?

SUMMARIZE OUR LEARNING AND SHARE OUR INITIAL THINKING

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

SYNTHESIZE OUR IDEAS AND ANSWER THE SUPPORTING QUESTION

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

Give students time to discuss in a Think-Pair-Share format. Guide them to support their assertions with specific evidence and examples. Ask probing questions to help students reach key takeaways of the cluster. Possible responses:

- Indigenous peoples were pushed off their ancestral land by force by colonists.
- The natural world changed because colonists depleted natural resources. There are fewer oak and beech trees, and today, wolves are no longer in Massachusetts at all.
- Land ecosystems were no longer balanced because the populations of beavers and wolves were decreased by hunting and cutting down trees.
- Ocean ecosystems were no longer balanced because of the overfishing of cod and the hunting of whales.

**TEACHING TIP**

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

Lesson 18: Putting It Together

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Cluster 3: Longer-Term Impacts of Colonization

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

RETURN TO THE INQUIRY CHART

Finally, revisit the questions students added under the Supporting Question in Lesson 14 as part of their Launching the Question routine, as well as questions from the Wonder column of the **Unit 2 Know and Wonder Chart** from Lesson 1.

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

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

STAMP THE KEY LEARNING

Slide 6: Distribute the [Discussion Diamond](#) or prepared chart paper versions, and inform students that they will be working in groups of 4 to answer a question. Remind students of the steps of the Discussion Diamond protocol:

- Write their responses on a corner of the page.
- Share their ideas aloud with their group.
- Summarize the group's ideas in the center of the page.

Engage students in the Discussion Diamond protocol by posing the Supporting Question: *How has the Northeast changed forever due to colonization?*

Slide 7: Prompt students to silently think about what source(s) would be helpful in answering this question and write their responses on their corner of the page (3 minutes).

Slide 8: Then prompt students to share their ideas with their group and add to their sections as needed (4 minutes). Be sure to point out the suggested talk moves that are included on the slide.

Slide 9: Finally, prompt students to have one member of the group write a summary of the group's ideas (3 minutes). Again, be sure to point out the suggested talk moves that are included on the slide.

**SUPPORT ALL STUDENTS**

Encourage students to refer to their [Summarize Language and Literacy Builder \(3-5\)](#) and [Connect Language and Literacy Builder \(3-5\)](#) as they work to identify the main ideas from sources and form their responses during this activity.

**SUPPORT ALL STUDENTS**

Setting a visual timer can support students to expect the transitions as they work through the Discussion Diamond routine.

Lesson 18: Putting It Together

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Cluster 3: Longer-Term Impacts of Colonization

Slide 10: Guide students back to the whole-group setting. Invite students to share takeaways from their small-group discussions with the larger group using the given prompts:

- *What sources did you use in your discussions and why?*
- *What specific information did you use in your discussions and why?*

Close by collecting each group's Discussion Diamond work and any other student reference materials that are out.

Lesson 18: Putting It Together

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Cluster 3: Longer-Term Impacts of Colonization**LESSON 19**

Formative Assessment

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

SQ How has the Northeast changed forever due to colonization?

LEARNING OBJECTIVE

Explain how colonization changed the Northeast using information from sources.

LANGUAGE OBJECTIVE

Use specific information from cluster sources to describe how colonization changed the Northeast in writing.

LESSON OVERVIEW

In this lesson, students use information from the cluster to complete the Formative Assessment Task. They first participate in a collaborative discussion to discuss the questions on the task and possible ideas and sources. Students then engage in an independent writing task to describe how expanding colonization impacted Indigenous peoples, English colonists, and nature.

LESSON STANDARDS

PS 3, PS 5, 3.T4.1, 3.T4.1c, SL.3.6, W.3.2

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 19 Slide Deck](#)
- ☐ [Formative Assessment Task](#)
- ☐ [Formative Assessment Task \(Teacher Version\)](#)
- ☐ Lesson 15: Impacts of Expanding Colonization on People
- ☐ Lessons 15–17: Impacts of Expanding Colonization Notes Organizer
- ☐ Lesson 16: Wolf Populations and Beaver Populations
- ☐ Lesson 17: Atlantic Cod Populations, Right Whale Populations, and Tree Populations
- ☐ Lesson 18: Discussion Diamond

Lesson 19: Formative Assessment

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LESSON AT A GLANCE

Component	Time
Organize the Cluster Resources	5
Formative Assessment	25

Plan for English Learner Success

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

- [Formative Assessment Task \(Sentence Starters\)](#) Supports the construction of written responses through an expanded word bank and sentence starters
- [Connect Language and Literacy Builder \(3-5\)](#) Supports the connection of what sources say to learnings and inquiry questions

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

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer to discuss their ideas before writing. Choose accessible words from the word bank for students to use along with the provided sentence starters.
- Look Fors: Writing on the assessment should include single words or short phrases added to the sentence frames that refer to cluster learning. Some key words from the word bank should be included.

English Proficiency Levels 3-4:

- If possible, pair students with a language-proficient peer to discuss their ideas before writing. Encourage students to use the word bank and sentence starters to support their written responses.
- Look Fors: Writing on the assessment should use the provided sentence frames and include phrases and simple sentences that address the questions. Multiple key words from the word bank should be included.

English Proficiency Levels 5-6:

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

Lesson 19: Formative Assessment

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Cluster 3: Longer-Term Impacts of Colonization**ADVANCE PREPARATION**

Ensure that the Unit 2, Cluster 3 Inquiry Chart and necessary student materials from previous lessons listed above are accessible for student reference.

Determine if you want to have clipboards available for students to use during the Formative Assessment Task.

Organize the Cluster Resources (5 minutes)

Slides 2–3: Begin by reviewing the resources used in Cluster 3, what they can tell us, and where they are located.

Prompt students to take out their:

- **Impacts of Expanding Colonization on People**
- **Beaver Populations**
- **Wolf Populations**
- **Right Whale Populations**
- **Atlantic Cod Populations**
- **Tree Populations**
- **Impacts of Expanding Colonization Notes Organizer**

Be sure to also point out where in the classroom the following resources are and what they can tell us:

- **Word Wall**
- **Unit 2, Cluster 2 Inquiry Chart**

**TEACHING TIP**

Building a classroom organization system that allows students to easily access learning tools and documentation throughout the unit will support their reflection skills and growing independence. Each classroom's system will be different depending on the physical learning space and learners.

**Formative Assessment** (25 minutes)

The Formative Assessment for Cluster 3 is [Formative Assessment Task](#).

Lesson 19: Formative Assessment

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Cluster 3: Longer-Term Impacts of Colonization

Slide 4: Distribute the [Formative Assessment Task](#) to students, and explain that there are three sections where they will be writing and drawing about the impacts of colonization on Indigenous peoples, English colonists, and nature.

- Share that they will work with a partner to discuss the questions and their ideas together first.
- Then each student will write their responses independently.

Clarify any directions as needed and then prompt students to begin. Be sure to move around the room to support students transitioning from discussion to writing and drawing.

- Encourage students to continue to refer to their resources as they write.
- Be sure to move around the room to support students as needed. You can refer to the [Formative Assessment Task \(Teacher Version\)](#) to support this.

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

**SUPPORT ALL STUDENTS**

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

In addition, encourage students to refer to their [Connect Language and Literacy Builder \(3-5\)](#) to support their construction of responses based on sources and evidence.

**TEACHING TIP**

You can provide clipboards to students for this task so they can easily move around the room to access and reference materials like the Word Wall; Unit 2, Cluster 3 Inquiry Chart; etc. This will help them comfortably write anywhere in the room.

Lesson 19: Formative Assessment

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Formative Assessment Task (Teacher Version)

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

Student responses will vary. Look for inclusion of specific evidence from the chosen source that is relevant to each topic below. Also look for students to name one or more of the listed sources. Possible responses:

Indigenous peoples

How did expanding colonization affect Indigenous peoples of the Northeast?

- Native/Indigenous settlements and territories were forever changed as they were forced off their ancestral land by colonists.
- Ousamequin maintained the agreements made in the alliance with English colonists even though the colonists did not.
- There were strains and disagreements between the sachems about what to do about the colonists.
- Indigenous peoples faced dangers including enslavement by colonists and diseases they brought.

What source(s) helped you answer this question?

- Impacts of Expanding Colonization on People
- Impacts of Expanding Colonization Notes Organizer

English colonists

How did expanding colonization affect English colonists in the Northeast?

- Colonists felt empowered to break alliances with the Wampanoag.
- They formed an official colony (Plymouth Colony) and took even more land.
- Thousands of new colonists started to come to the Northeast, expanding and forming new colonies.

What source(s) helped you answer this question?

- Impacts of Expanding Colonization on People
- Impacts of Expanding Colonization Notes Organizer

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?

Student drawings will vary. Look for visualizations of how tree and/or animal populations decreased due to expanding colonization.

What sources helped you answer these questions?

- Wolf Populations
- Beaver Populations
- Tree Populations
- Atlantic Cod Populations
- Right Whale Populations
- Impacts of Expanding Colonization Notes Organizer

LESSON 20

Unit Synthesis

EQ	How did colonization of the Northeast affect different groups of people over time?
SQ	How has the Northeast changed forever due to colonization?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Use the Know and Wonder Chart and Inquiry Charts to identify important takeaway learnings from each cluster of the unit about how colonization of the Northeast affected different groups of people over time.	Share key ideas from each cluster, and use details from the unit to answer the unit's Essential Question in a class discussion.

LESSON OVERVIEW

In the synthesis lesson, students reflect on their learnings throughout the unit. They first revisit their Unit 2, Clusters 1–3 Inquiry Charts in order to discuss and identify one big takeaway per cluster. They then revisit the Unit 2 Know and Wonder Chart. Students consider the Essential Question: *How did colonization of the Northeast affect different groups of people over time?* and discuss what questions from the Wonder column they can now answer. The lesson closes with flexible review time.

LESSON STANDARDS

PS 3, PS 4, PS 5, 3.T3.1, 3.T3.2, 3.T4.1, 3.T4.1a, 3.T4.1b, 3.T4.1c, 3.T5.2
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 20 Slide Deck
☐ Unit 2, Clusters 1–3 Inquiry Charts
☐ Lesson 1: Unit 2 Know and Wonder Chart

LESSON AT A GLANCE

Component	Time
Revisit the Unit's Charts	20
Flexible Review	10
Optional Extension: Content Assessment	30

Lesson 20: Unit Synthesis

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Plan for English Learner Success

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

- [Connect Language and Literacy Builder \(3-5\)](#) Supports linking what students learned in the unit to the Essential and Supporting Questions

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

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for the discussion. Provide one or two simple sentence frames from the LLB for students to use in the Unit Synthesis discussions.
- Look Fors: Oral responses should use the structures provided in the LLB and include simple elaboration of ideas.

English Proficiency Levels 3-4:

- Pair students with a language-proficient peer, if possible, during the discussion. Encourage students to choose relevant frames from the LLB during the Unit Synthesis discussions.
- Look Fors: Oral responses should include simple sentences using the chosen question stems and some detailed language (e.g., adjectives or articles).

English Proficiency Levels 5-6:

- Students should readily participate in the discussions. Students may choose to use the LLB when working on responses during the Unit Synthesis discussions.
- Look Fors: Oral responses should use detailed and compound sentences.



ADVANCE PREPARATION

Ensure that the Unit 2, Clusters 1–3 Inquiry Charts and Unit 2 Know and Wonder Chart are easily accessible.

You may want to pregroup students into groups of 3 and pre-assign them each a number 1–3 in preparation for the Numbered Heads Together discussion routine.

Revisit the Unit's Charts (20 minutes)

Slide 2: Remind students of the Unit's Essential Question:



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

Lesson 20: Unit Synthesis

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Cluster 3: Longer-Term Impacts of Colonization

- Inform students that they will be working to answer this question in today's Unit Synthesis discussion and later in the unit's Summative Assessment Task.

Slide 3: Point out the **Unit 2, Clusters 1–3 Inquiry Charts** in the classroom. Explain that students will work in small groups using the Numbered Heads Together strategy. Group students into groups of 3, and assign them each a number (1–3).

Then ask: *What's one big idea or learning from each cluster?*

- Give students a few minutes to discuss with their small groups.
- Then call out one number (1–3). The students assigned this number will be the spokesperson for their group and share what their group discussed. All other students in the group should support their team member as needed.

Possible responses:

- Cluster 1: Different groups of people have different priorities and values, including how they view land and other groups of people. Colonization is one example of how differences in these priorities and values shape history.
- Cluster 2: Events and actions in history impact one another and are reflections of the priorities and values of the people and groups of people involved.
- Cluster 3: Colonization has lasting effects on people and places.

Slide 4: Then ask: *What's one big idea or learning from this unit that helps answer the Essential Question?*

- Once again, give students a few minutes to discuss with their group.
- Then call out a new number (1–3). The students assigned this number will be the new spokesperson for their group and share what their group discussed. All other students in the group should support their team member as needed.

Possible responses:

**TEACHING TIP**

You can learn more about the Numbered Heads Together strategy through the Be GLAD! "[Strategy Spotlight: Numbered Heads!](#)" video (3:41) or the article, "[Numbered Heads Together Cooperative Learning Strategy](#)" from [teachervision](#).

**SUPPORT ALL STUDENTS**

Encourage students to refer to their [Connect Language and Literacy Builder \(3-5\)](#) during this discussion to support links between their learnings and the inquiry questions.

Lesson 20: Unit Synthesis

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Cluster 3: Longer-Term Impacts of Colonization

- Colonization affected the Indigenous peoples of the Northeast negatively. They had their alliances with the English colonists broken and were forced off their territory.
- Colonization affected English colonists positively. It gave them more land, power, and influence in the area.
- Colonization also harmed the natural world in the Northeast. Forests were cut down for farms, wolves were hunted, and whales and cod were overfished. Their populations have not recovered.

Slide 5: Then ask: *What are some important facts and points of view that we learned in this unit?*

- One final time, give students a few minutes to discuss with their group.
- Then call out the final number (1–3) that has not been chosen yet. The students assigned this number will be the final spokesperson for their group and share what their group discussed. All other students in the group should support their team member as needed.

Possible responses:

- An important fact is that the 1621 harvest feast was not considered a thanksgiving or significant event to the Wampanoag or the colonists.
- We learned about the Wampanoag point of view when English colonists arrived in their territory. They were worried about disease and enslavement based on other interactions with European sailors.
- We learned about the European colonizers' point of view on land and Indigenous peoples. Because of the Doctrine of Discovery, they believed they had the right to take land and control the people on it.

Slide 6: Present the **Unit 2 Know and Wonder Chart** from the Unit Kickoff, and give students a few minutes to review it.

Ask: *Which questions in the Wonder column can we now answer?* Give students the opportunity to share aloud popcorn-style for this last question.

Lesson 20: Unit Synthesis

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Cluster 3: Longer-Term Impacts of Colonization

Student responses will depend on the class questions generated in the Unit Kickoff.

Close the discussion by validating how much students have learned since the start of the unit!

Flexible Review (10 minutes)

Use the rest of the time in class to wrap up the unit. This may include:

- Extending the discussion from the first half of class to support a deeper and more complex synthesis of ideas around the Essential Question.
- Providing students with guided review time to organize their unit materials and handouts and begin preparing for the Summative Assessment.

At the end of class, let students know that the next couple of classes will be a Summative Assessment of the unit.

Optional Extension: Content Assessment

(30 minutes)

You can administer the [*Extension: Indigenous Communities, European Colonizers, and the Plymouth Colony Content Assessment*](#) or specific portions of it as an additional way to assess student understanding of the unit.

The [*Extension: Indigenous Communities, European Colonizers, and the Plymouth Colony Content Assessment \(Teacher Version\)*](#) has scoring guidance for each section.

**SUPPORT ALL STUDENTS**

Be sure to provide the [*Extension: Indigenous Communities, European Colonizers, and the Plymouth Colony Content Assessment \(Word Bank\)*](#) for students who would benefit from the addition of a word bank and a sentence frame when working on their written response.

Lesson 20: Unit Synthesis

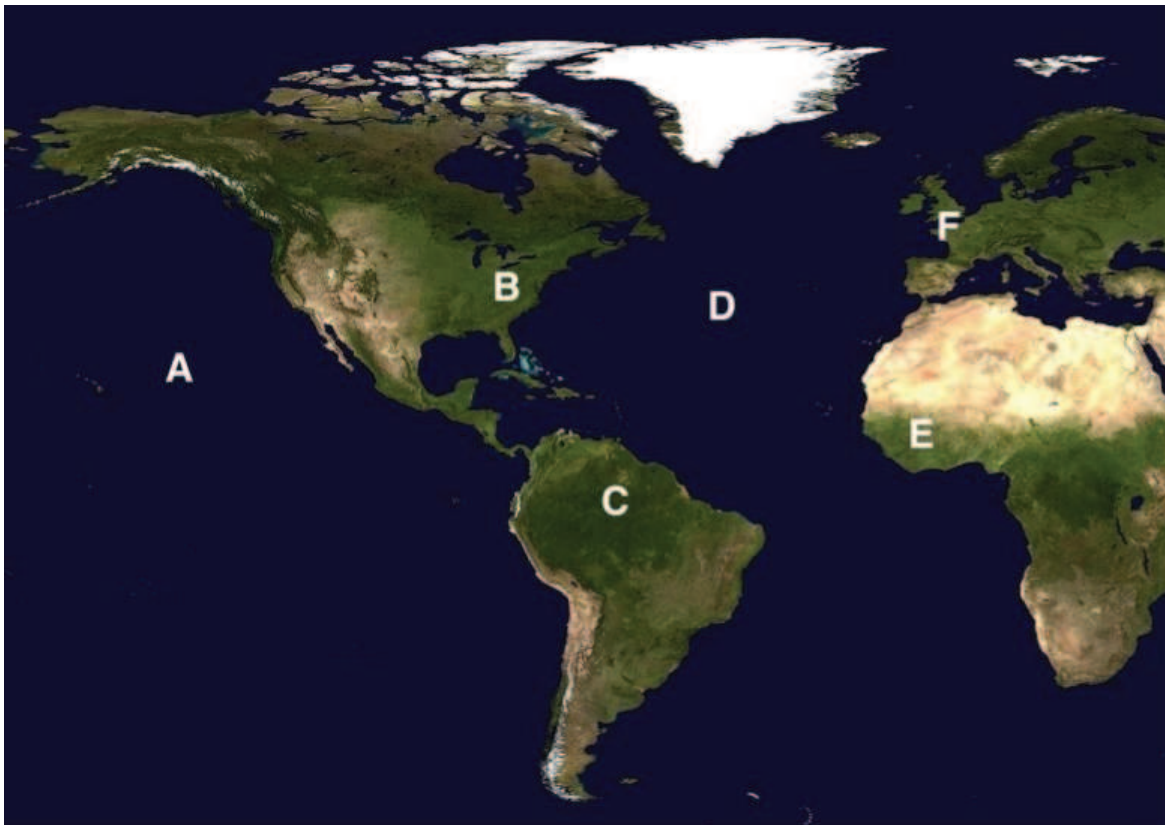
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Name: _____ Date: _____

*Extension: Indigenous Communities, European Colonizers, and the Plymouth Colony Content Assessment
(Teacher Version)*

Section 1: Geography

Directions: Follow the prompts about the map below.



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

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 use, 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 (Plymouth) 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 Plymouth 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?

Student responses will vary. Look for specific evidence from the unit in their responses. Possible responses:

- It is important to learn about how expanding colonization affected different groups in the Northeast because it hurt Indigenous peoples and benefited colonists. Indigenous peoples had their land and territory taken from them, and colonists got to make money from it. It is important to learn the truths from history.
- In the Northeast, expanding colonization hurt Indigenous peoples, as well as the plant and animal life in the area. It was never the same for them. For English colonists, expanding colonization helped them expand their colonies and make money. This information is important to learn because they are facts.

Administration and Grading Guidance

This assessment is intended to have a variety of flexible administration options. Teachers may choose to use portions of it as Formative Assessments or in-class review throughout the unit or to administer some or all of it at the conclusion of the unit as a content-focused Summative Assessment alongside the Summative Assessment Task. The notes below are intended to help focus teachers' attention and provide feedback to students, and provide one possible way of assigning points to each section of the assessment.

Scoring Guidance

Section 1: Geography (6 points)

- 2 points for correctly identifying each location on the map

Section 2: Vocabulary (10 points)

- 2 points for identifying each vocabulary pair

Section 3: Short Answer (6 points)

- 3 points for identifying and using specific details or evidence from the quote and/or unit
- 3 points for explaining why this is important to learn

Total possible: 22 points

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

SUMMATIVE ASSESSMENT

Indigenous Communities, European Colonizers, and the Plymouth Colony

ASSESSMENT PACING

Lesson 21

Task 1

Lesson 22

Task 2

Assessment Overview

For Unit 2's Summative Assessment, students are asked to apply their learning from Clusters 1–3 to build a collaborative, chronological resource that reflects the unit.

On Day 1, they independently create a card documenting a specific event from the unit.

On Day 2, students work with their peers to hang the cards in chronological order to create a class timeline. They then engage in various reflections on the timeline and close with an Inquiry Circle discussion that ties the Unit 2 Essential Question to present-day experiences.

Assessment at a Glance

On Day 1, students work on:

- Timeline card creation

On Day 2, students work on:

- Timeline building
- Graffiti Board writing
- Inquiry Circle discussion

Advanced Preparation

Before Day 1

- Review the Summative Assessment Teacher Guidance document.
- Decide how you will distribute events and ensure students collectively write about events from Clusters 1–3. Not all events need to be included on the timeline, and multiple students can address the same event as long as a variety of events are covered.
- Create at least a few models for students by developing some of the more challenging events.
- Be sure students only use reference images from the Timeline Images document in order to ensure

they do not encounter insensitive or inaccurate images elsewhere. Have multiple copies of each image available for students to use.

Before Day 2

- Determine where in the classroom students will build their timeline (e.g., wall, bulletin board) and how they will hang their timeline cards (e.g., pushpins, staples, tape).
- Transfer the Graffiti Board Template questions onto large chart paper so students can easily write their responses. Depending on the number of students in your class, you may want to make several boards with the same questions to allow time and space for all students to easily participate.
- Determine where in the classroom you will hang the graffiti boards that will allow students to easily access them, write on them, and read them.
- Determine what writing materials students will use for the graffiti boards (colored pencils, markers, etc.).

Assessment Focus Standards

Practice Standards: PS 3, PS 5

Content Standards: 3.T4.1, 3.T4.1a, 3.T4.1b, 3.T4.1c, 3.T5.2

Literacy Standards: SL.3.1, W.3.2

Grading and Providing Feedback

Task 1

Use the [Colonization of the Northeast Rubric](#) to evaluate students' work.

Task 2

You can refer to the [Graffiti Board \(Teacher Version\)](#) for possible student responses during the Graffiti Board activity.

LESSON 21

Summative Assessment, Day 1

Teacher Notes

Ensure that students have access to all the materials and resources from the unit for this lesson. If you have a copy of [If You Lived During the Plimoth Thanksgiving](#) in the classroom, be sure that students can refer to that as well.

Determine if you want to preassign timeline events or work with students to ensure that all important events and perspectives are included in the final timeline. Not all events need to be included on the timeline, and multiple students can address the same event as long as a variety of events are covered.

MATERIALS

- ☐ [Lesson 21 Slide Deck](#)
- ☐ [Summative Assessment Task](#)
- ☐ [Timeline Events List](#)
- ☐ [Summative Assessment Teacher Guidance](#)
- ☐ [Summative Assessment Task \(Teacher Version\)](#)
- ☐ [Timeline Images](#)

Summative Assessment Task (30 minutes)



CULTURAL COMPETENCE

To learn more about the Wampanoag and Wabanaki tribes, you can explore the following digital timeline resources: [Mashpee Wampanoag Tribe's timeline](#) and the [Abbe Museum's multiple timelines](#). Each timeline has a different focus and format.

The Mashpee Wampanoag timeline begins with first contact with English colonists in 1620 and includes various forms of protest and resistance through the 21st century.

The Abbe Museum's timeline focuses on the Wabanaki peoples and is organized by era, ranging from 12,000 years ago to the present.

Slide 2: Begin by reminding students of the Unit 2 Essential Question:



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

Inform students that they will be working to answer this question in today's Summative Assessment Task.

Summative Assessment

Slide 3: Explain to students that a timeline is a tool that can help us keep track of lots of information and events that take place over a long period of time.

- Share that timelines are often organized from left to right.
- The events and information are listed chronologically, or in order from earliest to latest.

Slide 4: Share that for this assessment, students will work together to create a timeline for all the events they learned about in the unit.

Distribute the [Summative Assessment Task](#), and read the directions and Steps 1–2 aloud.

- Explain that you will have copies of the [Timeline Images](#) available for them to reference when they work on their illustrations.
- Avoid sending students online to find illustrations as they may find images that are inaccurate or culturally insensitive.
- Inform students that Step 3 will be done all together once everyone has completed their timeline card.

Slide 5: Distribute the [Timeline Events List](#), and ask if students have any additional suggestions to add to the list.

Inform students of their preassigned timeline events, or work with students to ensure that all important events and perspectives are included in the final timeline.

Prompt students to begin working on their timeline cards. As students work:

- Refer students to Step 2 on the student-facing Summative Assessment Task for reminders of what kind of information and details go in each section of the timeline card.
- Encourage students to refer to and use their unit resources to support their writing.
- Remind students to use details in their writing.
- Move around the classroom to monitor student progress, address questions, and offer support to students as they work. You can refer to the [Summative](#)

**SUPPORT ALL STUDENTS**

Consider creating a few models for students as a way to support their writing during this part of the assessment.

**TEACHING TIP**

Students will likely be moving around the classroom throughout this activity, accessing charts and other class documentation. Having clipboards available for students to use will help them comfortably write anywhere in the room.

[*Assessment Task \(Teacher Version\)*](#) for an example of how the timeline card should be formatted.

Close by letting students know that in the next class, they will put the timeline together and reflect on the experience together.

LESSON 22

Summative Assessment, Day 2

Teacher Notes

Determine where in the classroom students will build their timeline (e.g., wall, bulletin board) and how they will hang their timeline cards (e.g., pushpins, staples, tape).

Decide how you want to prepare and display the graffiti board questions. You can use the [Graffiti Board Templates](#) to support this. Depending on the number of students in your class, you may want to make several boards with the same questions to allow time and space for all students to easily participate.

MATERIALS

- ☐ [Lesson 22 Slide Deck](#)
- ☐ [Graffiti Board Templates](#)
- ☐ [Graffiti Board \(Teacher Version\)](#)
- ☐ Lesson 21: Timeline Card

Build the Timeline *(10 minutes)*

Slide 2: Ensure each student has the **Timeline Card** they created in the previous lesson.

- Remind students of how the timeline will be organized.
- Then prompt them to work together to add their cards to the designated timeline area in the classroom.
- Check in with students as they work together and discuss the placement of their cards.

Create Graffiti Boards *(10 minutes)*



TEACHING TIP

Graffiti boards are a great way to engage students in thinking about big questions and interacting with peers' ideas. To learn more about this routine and the different ways it can be formatted, you can read [Facing History's article](#) on graffiti boards.

Slide 3: Inform students that now that they have built their collaborative timeline, they will reflect on what they learned throughout the unit and the timeline experience.

Summative Assessment

Prompt students to take a few minutes to look closely at the completed timeline. Ask:

- *What stands out to you as you look at the whole timeline?*
- *Are there any patterns that you notice?*

Point out the included sentence starters on the slide, and give students a minute to think about their responses. Then invite 3–5 students to share their responses with the group.

Slides 4–5: Introduce the graffiti boards as a way to brainstorm ideas both individually and as a group. Inform students that they will each write their ideas on the chart paper while also reading and possibly responding to their classmates' ideas. They will think about two big questions:

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

Prompt students to begin working on the graffiti boards that you prepared and displayed in advance. Move around the room as students work to assess progress, encourage students to read each other's responses, etc. You can refer to the [Graffiti Board \(Teacher Version\)](#) to support this.

Engage in an Inquiry Circle (10 minutes)

Slides 6–7: For the final 10 minutes of class, bring students back together as a whole group, and remind them of the Unit 2 Essential Question, *How did the colonization of the Northeast affect different people over time?*

Inform students that they will now use their work on the graffiti boards and thinking about the timeline to discuss:

- *How did the colonization of the Northeast affect the Wampanoag and other Indigenous peoples?*
- *How did the colonization of the Northeast affect the colonists?*
- *How does the colonization of the Northeast continue to affect us today?*



SUPPORT ALL STUDENTS

Encourage students to refer to their [Connect Language and Literacy Builder \(3-5\)](#) as they work on responding to these prompts on the graffiti boards.

Summative Assessment

Encourage students to use the provided sentence starters on Slide 7 to support them in incorporating language around facts and opinions in their responses.

Note: Depending on the number of students in the class, you may cover just one or two of these questions.

Guide students to discuss the questions together, cite evidence to support their ideas, and ask follow-up questions of one another.

Close by asking a few students to share their observations from the Inquiry Circle experience.

**SUPPORT ALL STUDENTS**

Encourage students to refer to their [Talk Moves Language and Literacy Builder](#) as they work on forming their oral contributions as well as connecting and responding to their peers' comments.

Timeline Images

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



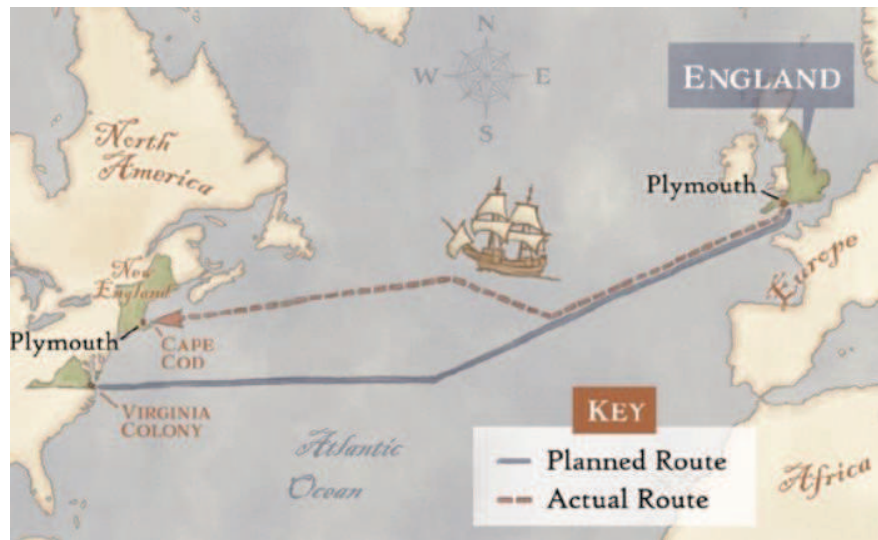
1493:

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.

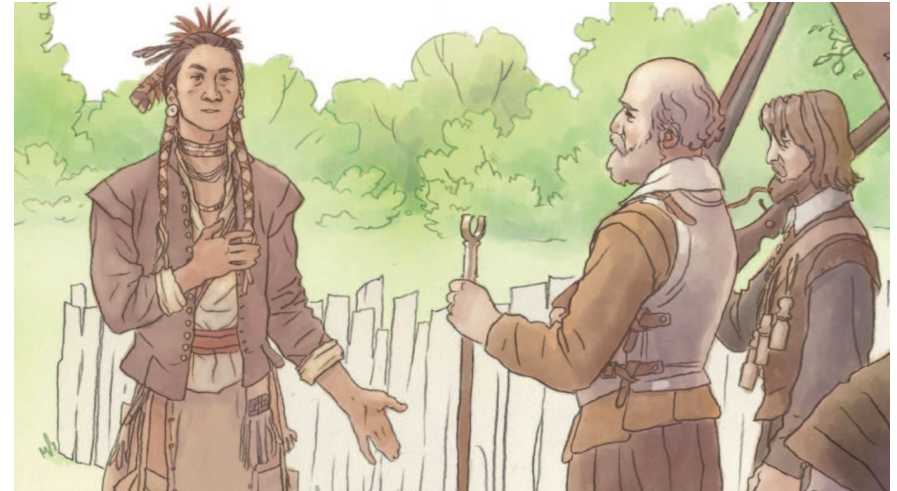


Winter 1620–1621:
The Wampanoag who live inland near Patuxet and English colonists avoid one another and do not make contact.

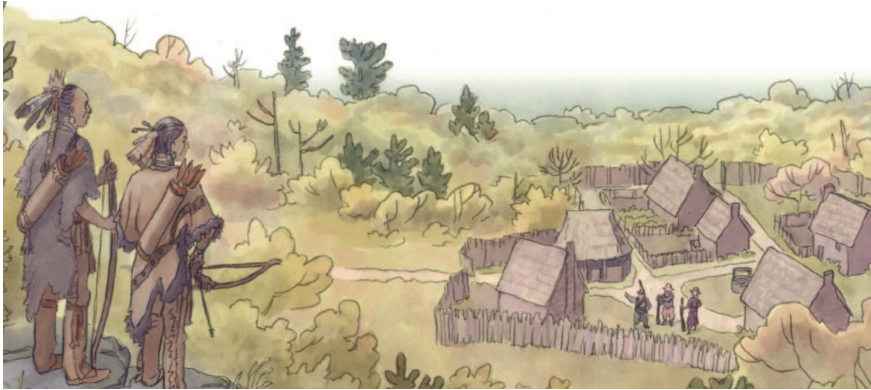
Winter 1620–1621:
The English colonists and the Wampanoag who live inland near Patuxet avoid one another and do not make contact.



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: _____

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: _____

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: _____

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: _____

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: _____

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:

SUPPLEMENTAL RESOURCES



Grade 3, Unit 2: Indigenous Communities, European Colonizers, and the Plymouth Colony

Resources for Educators

As you prepare to teach this unit, we encourage you to deepen your own understanding of the content you will be covering with students. Throughout the lesson plans, sidebars highlight opportunities for you to learn more about various topics and historical events being covered, including links to a wide range of external resources. This document provides a complete list of these linked resources and a brief description of each to support your continued learning.

Cluster 1: European Colonizers' Arrival in the Northeast

Author	Resource	Use
Lesson 1		
DESE	<u>Background Brief: Indigenous Communities, European Colonizers, and the Plymouth Colony</u>	The Background Brief was designed to support educators in developing content knowledge before teaching this unit.
Lesson 2		
Coombs, Linda	<u>Colonization and the Wampanoag Story</u>	A book that presents the history of colonization from a Wampanoag perspective, focusing on their experiences, responses to European settlement, and efforts to preserve their culture and identity
Lesson 3		
Iron Eyes, Tokata and Iron Eyes, Chase	<u>The Vatican Disavowed the Doctrine of Discovery. It's Not Enough.</u>	Article that argues that while the disavowal is symbolically important, it does not solve the problems Indigenous people still face today, and more meaningful action is needed
Lesson 4		

Coombs, Linda

[Colonization and the Wampanoag Story](#)

A book that presents the history of colonization from a Wampanoag perspective, focusing on their experiences, responses to European settlement, and efforts to preserve their culture and identity

Cluster 2: Actions and Reactions to Plymouth Colony

Author	Resource	Use
Lesson 11		
	<u>Bioneers' Decolonizing Thanksgiving resources</u>	Website that provides lesson plans and activities researched and written by Native American content creators.
Coombs, Linda	<u>Colonization and the Wampanoag Story</u>	A book that presents the history of colonization from a Wampanoag perspective, focusing on their experiences, responses to European settlement, and efforts to preserve their culture and identity

Cluster 3: Longer-Term Impacts of Colonization

Author	Resource	Use
Lesson 15		
Dunbar-Ortiz, Roxanne	<u>An Indigenous Peoples' History of the United States</u>	Book for adults that tells US history from the perspective of Indigenous people, showing how colonization and its impacts are central to the country's story.

Picture Book List



Grade 3, Unit 2: Indigenous Communities, European Colonizers, and the Plymouth Colony

Picture Book List

This list contains grade-appropriate, content-aligned books that could be used alongside this unit. Some units contain books that appear directly in lesson activities or as part of lesson extension activities, while others are suggestions from Investigating History teachers and could supplement instruction by being taught in a literacy block, added to a classroom library, or read aloud as a whole class. Teachers should review any materials they use with students, including the books on this list, which does not constitute an endorsement or recommendation by DESE.

Books in the Curriculum

Author	Title	Lesson
Danielle Greendeer and Anthony Perry and Alexis Bunten	<u>Keepunumuk: Weeâchumun's Thanksgiving Story</u>	11
Chris Newell	<u>If You Lived During the Plimoth Thanksgiving</u>	1, 9, 11

Recommended Books (Not in the Curriculum)

Author	Title
Michaela Goade	<u>Berry Song</u>
Danielle Greendeer and Anthony Perry and Alexis Bunten	<u>Keepunumuk: Weeâchumun's Thanksgiving Story</u>
Suzanne Greenlaw and Gabriel Frey	<u>The First Blade of Sweetgrass</u>
Joy Harjo	<u>Remember</u>
Carole Lindstrom	<u>We Are Water Protectors</u>
Chris Newell	<u>If You Lived During the Plimoth Thanksgiving</u>
Simon J. Ortiz	<u>The People Shall Continue</u>

Picture Book List

Traci Sorell

We Are Still Here!: Native American Truths Everyone Should Know
