

GRADE 3, UNIT 3

Change in the Time of the Massachusetts Bay Colony



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A hand-colored etching from the 1770s shows people working on the docks of Salem, Massachusetts. Image by Balthasar Friedrich Leizel via Wikimedia Commons, public domain.

Acknowledgements

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Name: _____

Date: _____

Unit 3, Cluster 1 Inquiry Chart

Unit EQ	How did different people’s values, labor, and actions influence life in the time of the Massachusetts Bay Colony?
Cluster SQ	How did the Puritans’ values and actions affect their lives and the lives of those around them?
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 different images related to Puritans and made connections to possible values.	
Lesson 3: We read about the Puritans settling in Massachusetts Bay Colony and how it impacted both them and the Indigenous peoples in the area.	
Lesson 4: We looked at different sources to learn about daily life in the colony and what Puritans valued.	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 5: We read about and took notes on the role of trade and bartering in the Massachusetts Bay Colony.	

Unit 3 Values Chart

Directions: Provide the following list of values for students to reference throughout the unit as they work to identify the values found in texts and other sources. You can also invite students to add values to this chart throughout the unit.

Values
education
gratitude
religion
community
family
freedom
equality
fairness
power
control
money
safety
traditions
culture
hard work

Blank Word Wall Vocabulary Cards

Directions: These cards are designed to support students with learning key vocabulary in their home language(s). Make a copy of this document, and use a translation resource to translate the word and definition. Print and cut out these vocabulary cards to use on the Word Wall in the classroom. Translated cards should be displayed below the English version to support students with translanguaging.

Blank Word Wall Cards

vocabulary word

definition

vocabulary word

definition

vocabulary word

definition

Unit 3 Know and Wonder Chart

Unit 3 Essential Question: How did different people’s values, labor, and actions influence life in the time of the Massachusetts Bay Colony?

What do you already know?	What do you wonder?

Name: _____ Date: _____

Puritan Images Graphic Organizer

Directions: As you observe and discuss the three images with your group, record your thinking in the organizer below.

Image	What I see	What I think this might say about Puritan values and why
1		
2		
3		

Name: _____

Date: _____

Puritan Images

Directions: Look closely at the following images, and read the accompanying text. Then discuss what these images might say about Puritan values and why with your group.

Image 1



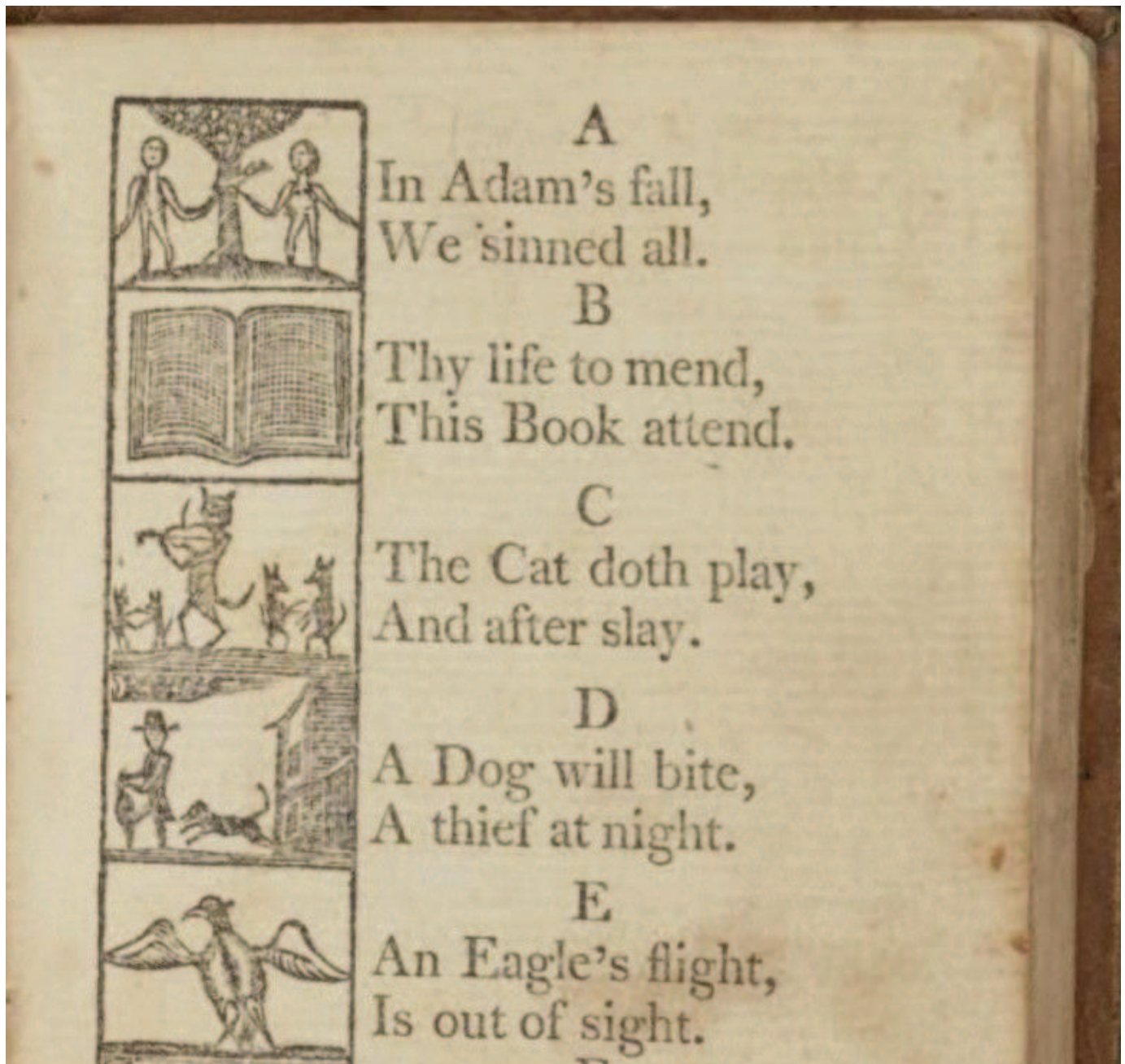
This image was painted in 1867, over 200 years after the Puritans arrived in Wampanoag territory. The painting depicts Puritans going to church.

Image 2



This was the seal of the Massachusetts Bay Colony from 1629–1686, and then again from 1689–1692. It was created when King Charles I of England gave official permission for the colony to be established.

Image 3



The New England Primer was a very popular school book for children in the Massachusetts Bay Colony. It helped children learn to read and also taught them about religious topics and ideas.

Image sources:

- Pilgrims Going to Church by George Henry Boughton via Wikimedia Commons, public domain.
- Massachusetts Bay Colony Seal, 1629 by Unknown via Wikimedia Commons, public domain.
- Alphabet A-F by S. Kneeland & T. Green via The New York Public Library Digital Collections, public domain.

Name: _____

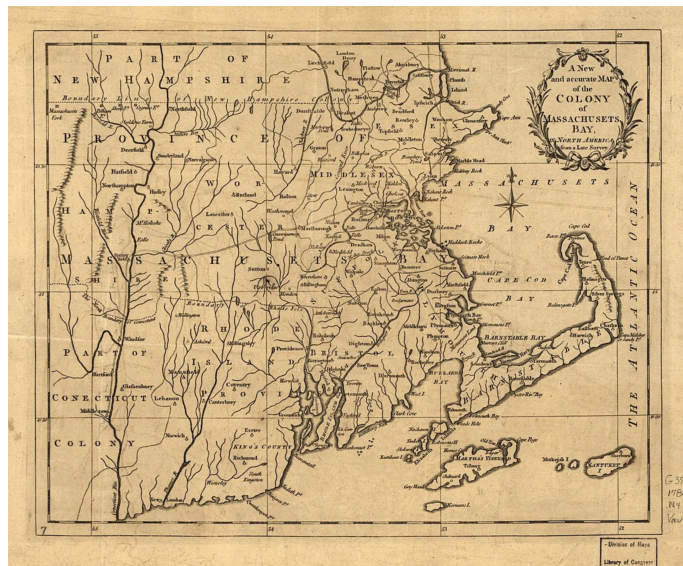
Date: _____

Founding of the Massachusetts Bay Colony

Directions: Read the text below to learn about the founding of the Massachusetts Bay Colony and its impacts. Use the word bank to support your understanding.

Word Bank

permission	approval or consent
territories	areas of land used, owned, or under the power of a specific group
expanding	growing in size and influence
conflict	struggle between groups



Map of Massachusetts Bay Colony.

In 1629, King Charles I of England gave official **permission** for a new colony to form in the Northeast. It was called the Massachusetts Bay Colony.

In 1630, a new group of English colonists called the Puritans began to arrive in the Massachusett, Wampanoag and Nipmuc **territories**.

They left England because they disagreed with the English church. They believed in practicing and spreading their religion in the way they felt was right.

By 1640, over 20,000 Puritans had moved to the colony from England. The Puritans and colony leaders believed that **expanding** the colony and spreading their religion were very important.

They made money by starting small farms, fishing, trading, and building ships.

No one asked the Wampanoag and Nipmuc peoples for permission to settle in the area. These Indigenous nations had already lived in the area for thousands of years but were pushed off their land.

The Puritans also believed their religion was so important that they tried to force Indigenous peoples to follow it.

This led to ongoing **conflict** and harm to the Indigenous peoples of the area.

Text sources:

- Colonial Society of Massachusetts. [An Overview of Massachusetts](#).
- Mark, Joshua. 2021. "[Puritans](#)." *World History Encyclopedia*, January 12.
- Carrafiello, Michael. 2024. "[Pilgrims and Puritans Differed in Their Views on Religion and Respect for Native Americans](#)." *Colorado Newsline*. November 28.

Image source: Map of Massachusetts Bay Colony by Cotton Mather via the Norman B. Leventhal Map & Education Center Collection, public domain.

Name: _____ Date: _____

Founding of the Massachusetts Bay Colony Notes Organizer

Directions: Use what you learned from the Founding of the Massachusetts Bay Colony text to answer the prompts below. Cause and effect sentence frames are provided to support your response to the last question.

1. Why did the Puritans come to the Massachusetts Bay Colony?

2. What values and opinions did the Puritans have?

3. How did these Puritan values and opinions impact Indigenous peoples in the Northeast? Be sure to use cause and effect language in your response.

Cause and effect frames		
___, so ___.	Because (of) ___, ___.	___ was caused by ___.

Name: _____ Date: _____

Founding of the Massachusetts Bay Colony Notes
Organizer (Word Bank)

Directions: Use what you learned from the Founding of the Massachusetts Bay Colony text to answer the prompts below. You can use the word bank and sentence starters to help you. Cause and effect sentence frames are provided to support your response to the last question.

Word Bank			
religion	expand	spread	settle
territory	conflict	important	force

1. Why did the Puritans come to the Massachusetts Bay Colony?

Puritans came to the Massachusetts Bay Colony because they wanted ____.

2. What values and opinions did the Puritans have?

Some values and opinions the Puritans had were ____ and ____.

3. How did these Puritan values and opinions impact Indigenous peoples in the Northeast? Be sure to use cause and effect language in your response.

Cause and effect frames		
___, so ___.	Because (of) ___, ___.	___ was caused by ___.

Name: _____ Date: _____

Daily Life Notes Organizer

Directions: Follow the prompts below to engage in the Investigating Sources routine with two sources.

Source 1: New England Primer

Observe:

Is this a primary or secondary source?

Read:

What facts or opinions are included?

What does this source tell us about Puritan values?

Source 2: Every Day Life in the Massachusetts Bay Colony

Observe:

Is this a primary or secondary source?

Read:

What facts or opinions are included?

What does this source tell us about Puritan values?

Sources 1 and 2: Look at both together

Connect:

How did Puritan values and actions affect their lives? Be sure to use information from both sources in your response.

Name: _____ Date: _____

Daily Life Notes Organizer (Sentence Frames)

Directions: Follow the prompts below to engage in the Investigating Sources routine with two sources. You can use the sentence frames to help you.

Source 1: New England Primer

Observe:

Is this a primary or secondary source?

It is a primary / secondary source.

Read:

What facts or opinions are included?

A fact / opinion that is included is ____.

What does this source tell us about Puritan values?

It tells us that they valued ____.

Source 2: Every Day Life in the Massachusetts Bay Colony

Observe:

Is this a primary or secondary source?

It is a _(primary / secondary)_ source.

Read:

What facts or opinions are included?

A _(fact / opinion)_ that is included is ____.

What does this source tell us about Puritan values?

It tells us that they valued ____.

Sources 1 and 2: Look at both together

Connect:

How did Puritan values and actions affect their lives? Be sure to use information from both sources in your response.

Their values of ____ and ____ affected ____.

Name: _____ Date: _____

Trade and Barter Graphic Organizer

Directions: As you read and discuss the slides, record your notes following each prompt in the graphic organizer below.

What Puritans traded and bartered:	
Who Puritans traded and bartered with:	
Impacts of Puritans' expanded trade and bartering:	
Puritan values that these actions show:	

Name: _____ Date: _____

Trade and Barter Graphic Organizer (Slide Prompts)

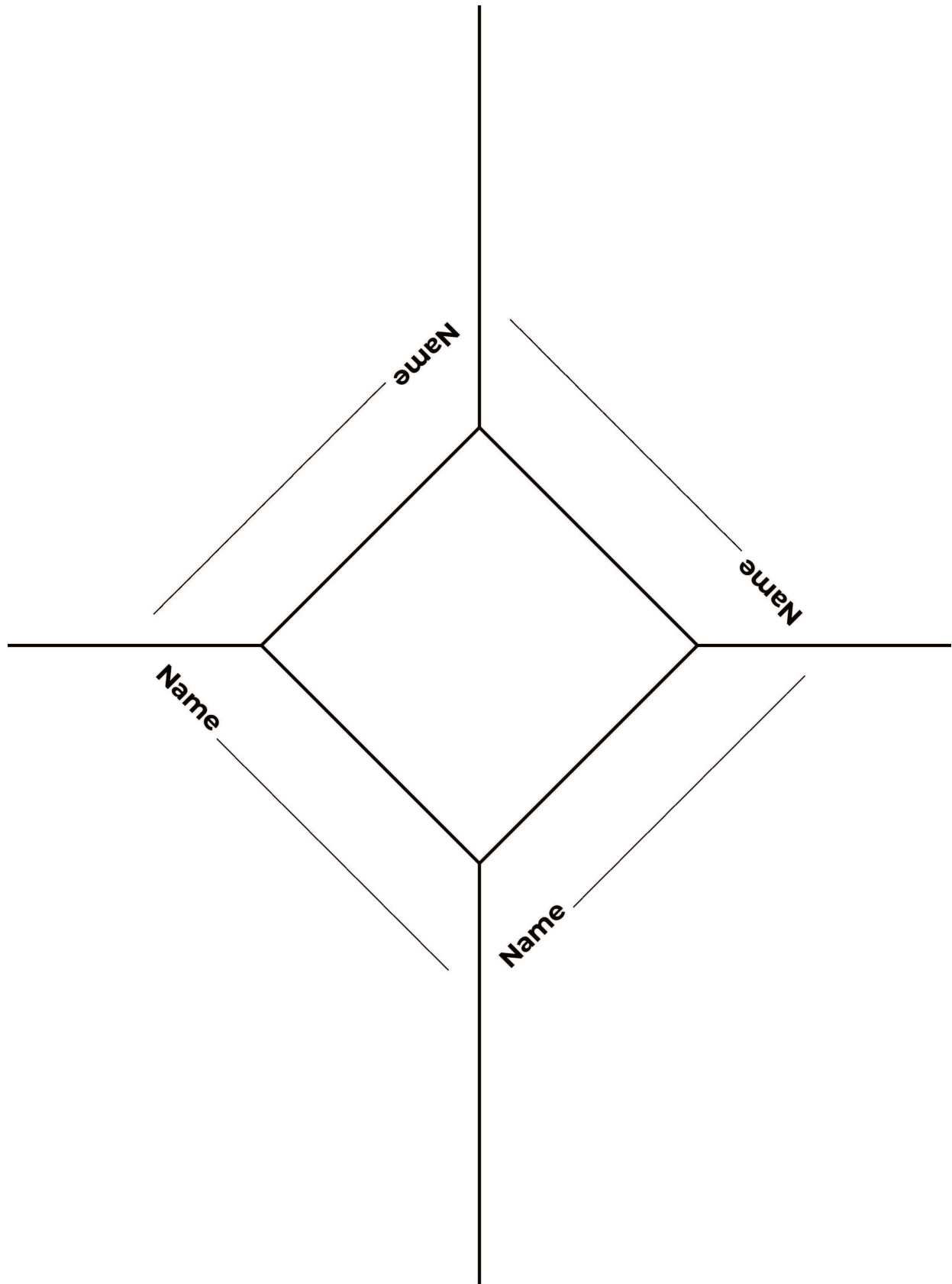
Directions: As you read and discuss the slides, record your notes following each prompt in the graphic organizer below. Use the guidance that shares which slides have this information to help you.

What Puritans traded and bartered: <i>Slides: Trade and bartering (part 1), Trade and bartering (part 2)</i>	
Who Puritans traded and bartered with: <i>Slides: Trade and bartering (part 2), Expanded trade and wealth (part 1)</i>	
Impacts of Puritans' expanded trade and bartering: <i>Slides: Expanded trade and wealth (part 1), Expanded trade and wealth (part 2)</i>	
Puritan values that these actions show:	

Name: _____ Date: _____

Discussion Diamond

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



Name: _____ Date: _____

Extension: Compare and Contrast

Directions: In the chart below, compare and contrast life in the Massachusetts Bay Colony and today. Be sure to use evidence learned from the cluster in your answers.

Comparison of life in the Massachusetts Bay Colony and today

Category	Similarities	Differences
Daily life		
Trade and bartering		
Beliefs and values		

Name: _____ Date: _____

Formative Assessment Task

Directions: Use your learnings and resources from the cluster to answer each question below. Be sure to use at least one fact and one opinion in each response.

You can also use the word bank to support your writing.

Word Bank			
labor	barter	religion	territory
land	trade	permission	wealth

What was one value that was important to Puritans, and how do you know?

What is one action that Puritans took that shows this value?

How did this action affect Puritans?

How did this action affect other groups of people?

Name: _____ Date: _____

Formative Assessment Task (Sentence Frames)

Directions: Use your learnings and resources from the cluster to answer each question below. Be sure to use at least one fact and one opinion in each response.

Use the word bank and sentence frames to support your writing.

Word Bank			
labor	barter	religion	territory
land	trade	permission	wealth

What was one value that was important to Puritans, and how do you know?

One Puritan value was _____. I know this because _____.

What is one action that Puritans took that shows this value?

One action they took that shows the value of _____ is _____.

How did this action affect Puritans?

This action affected Puritans by ____.

How did this action affect other groups of people?

This action affected ____ by ____.

Name: _____

Date: _____

Unit 3, Cluster 2 Inquiry Chart

Unit EQ	How did different people’s values, labor, and actions influence life in the time of the Massachusetts Bay Colony?
Cluster SQ	How did different Indigenous and Puritan leaders’ values and actions influence one another?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 8: We looked at two maps and made predictions about how different leadership could have impacted the people and land of the Northeast.	
Lesson 9: We read about and discussed how different Indigenous and colonist leaders acted and why during the Pequot War and King Philip’s War.	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 10: We read about and took notes on one Indigenous leader and participated in a jigsaw to share our learnings.	
Lesson 11: We read about and took notes on one Puritan leader and participated in a jigsaw to share our learnings.	

Name: _____

Date: _____

Leadership and Wars Graphic Organizer

Directions: As you read and discuss the slides, record your notes following each prompt in the graphic organizer below.

Event	Indigenous leadership actions and values	Colonist leadership actions and values
The Pequot War		
King Philip's War		
New or lingering questions you have about what you learned:		

Name: _____ Date: _____

Leadership and Wars Graphic Organizer (Word Bank)

Directions: As you read and discuss the slides, record your notes in the graphic organizer below. Use the word bank to help you.

Word Bank				
land	resist	Pequot	sachem	protect
river	control	Wampanoag	Puritan	punish

Event	Indigenous leadership actions and values	Colonist leadership actions and values
The Pequot War		
King Philip's War		

New or lingering questions you have about what you learned:	
---	--

Name: _____ Date: _____

Leader Jigsaw Notes Organizer

Directions: After you read and discuss your assigned leader profile with your group, record your learnings in the notes organizer below. When prompted by your teacher to begin the jigsaw, be sure to also record your new learnings in the notes organizer below.

Leader and group	Actions and values	How they influenced others
Massasoit Ousamequin, Wampanoag sachem		
Metacom, Wampanoag sachem		
Awashonks, Sakonnet Wampanoag sachem		
John Winthrop, Massachusetts Bay Colony governor		

Leader and group	Actions and values	How they influenced others
John Cotton, Massachusetts Bay Colony minister		
Thomas Dudley, Massachusetts Bay Colony governor		

Leader Profiles

Directions: Read and discuss your assigned leader profiles with your group. Look for information about the actions and values of the leader, as well as any way they influenced others.

Massasoit Ousamequin, Wampanoag sachem



An engraving created in 1857 of Ousamequin meeting the Plymouth colonists.

In 1621, Wampanoag sachem Massasoit Ousamequin arranged an alliance with the Plymouth colonists. They agreed not to hurt each other or carry weapons when they saw each other. Ousamequin saw this alliance as an important way to protect his people from enslavement and disease. He also wanted an ally to protect the Wampanoag territory from the neighboring Narragansett tribe, who they had a difficult relationship with.

In 1651, Ousamequin and his son Wamsutta signed an agreement to give English colonists some of the Wampanoag territory. He was clear that this did not include other Wampanoag territory. It is important to know that Ousamequin and Wamsutta could not read or write in English and signed their names by marking an X on the agreement.

Adapted quote: “I, Ousemequin, chief of a great area of land... have put my land under Plimoth government. These are to say officially that I never did nor intended to put any other Wampanoag land but [only] my own inheritance...”

Image source: Massasoit and his warriors by Unknown via Library of Congress, public domain.

Text sources:

- Newell, Chris. 2021. Text adapted with permission from [If You Lived During the Plimoth Thanksgiving](#), pages 57–60, 63–66. Scholastic Press.
- History Source. [War for the Dawnland: Reimagining King Philip's War \(Elementary\)](#), page 4.
- Original quote: Brooks, Lisa. 2019. [Our Beloved Kin: A New History of King Philip's War](#). Yale University Press.

Directions: Read and discuss your assigned leader profiles with your group. Look for information about the actions and values of the leader, as well as any way they influenced others.

Metacom, Wampanoag chief sachem



An illustration of Metacom from a book on King Philip's War published in 1853.

After his father, Massasoit Ousamequin, and his brother, Wamsutta, died, Metacom became chief sachem in 1662. Metacom (also referred to as Pometacom, Metacomet, and King Philip by the English) did not share his father's beliefs that it was best to remain friendly with the colonists. He was angry that Indigenous land continued to be taken from his people.

Metacom arranged an alliance with the Wampanoag, Nipmuc, Mohawk, Abenaki, and Narragansett nations to band together and try to push out the colonizers. He led attacks against the colonists, which led colonial leaders to declare war against him and his supporters in 1675. The war lasted 14 months, and Metacom was killed by colonists in 1676. During the war, thousands of Indigenous peoples died or were enslaved, and colonists took even more Indigenous

land.

Adapted quote: "Brothers, these people from the unknown world [the colonists] will cut down our trees, spoil our hunting and planting grounds, and force us off our ancestral land, our council fires, and enslave our women and children."

Image source: Pictorial history of King Philip's war (p. 7) by Daniel Strock Jr. via Internet Archive, public domain.

Text sources:

- Britannica Editors. 2025. "[Metacom](#)." *Encyclopedia Britannica*. August 8.
- Rhode Island Heritage Hall of Fame. 1997. [Chief Sachem Metacomet](#).
- Original quote: Apess, William. 1992. [On Our Own Ground: The Complete Writings of William Apess, a Pequot](#). University of Massachusetts Press.

Directions: Read and discuss your assigned leader profiles with your group. Look for information about the actions and values of the leader, as well as any way they influenced others.

Awashonks, Sakonnet Wampanoag sachem



An imagined portrait of Awashonks created in 2008.

In 1660, Awashonks became saunkskwa, or female sachem, of the Sakonnet Tribe. Her father and husband had been sachems before her. Their territory was near the southern part of Plymouth Colony. Growing up she had many opportunities to problem solve and discuss issues with tribe members and colonists.

As sachem, she organized many peace agreements with English colonists as they expanded their colonies and went to war against other Indigenous tribes. She sided with the colonists in order to protect her people from being killed or enslaved like other Indigenous peoples were if they fought against the colonists.

Adapted quote: “I am fully committed, while I live, to uphold this agreement to maintain peace to the best of my abilities. I know it is true that there are some Indians who are upset with me for working with Plimoth Colony and the King of England, but I do it to keep the peace between my community and the colonists, and I hope you will do your part to offer us protection.”

Image source: Awashonks at Treaty Rock, Imagined portrait by Dora Atwater Millikin, 2008. Permissions courtesy of the artist and Little Compton Historical Society Collection.

Text sources:

- Historic Women of the South Coast. [Awashonks](#).
- Little Compton Historical Society. 2020. [Awashonks Essay](#).
- History Source. [War for the Dawnland: Reimagining King Philip's War \(Elementary\)](#), page 5.
- Original quote: Internet Archive. 2009. [Letter from Awashonks to Governor Prince, 11 August 1671, Collections of the Massachusetts Historical Society, ser. 1, vol. 5, pp. 195-6, \(Boston: Printed by Samuel Hall, 1798\)](#). February 25.

Directions: Read and discuss your assigned leader profiles with your group. Look for information about the actions and values of the leader, as well as any way they influenced others.

John Winthrop, Massachusetts Bay Colony governor



A painting of John Winthrop created in the mid-late 1600s.

John Winthrop was a colonist from England who helped start the Massachusetts Bay Colony. In 1630, he and other English colonists came to Wampanoag territory and settled the Massachusetts Bay Colony. He was elected their first governor and was reelected 12 times.

Winthrop believed that the Puritan religion must be a key part of the government in the colony. He also believed that the Indigenous peoples of the Northeast needed to follow the Puritan religion to be “saved.” He decided that because Indigenous peoples did not build fences around their territories, the land could and should be taken by the colony. More than 20,000 English colonists arrived to the area when he was governor.

Adapted quote: “The Indigenous peoples are nearly all dead from smallpox. This means the Lord God has given us special permission to take their lands.”

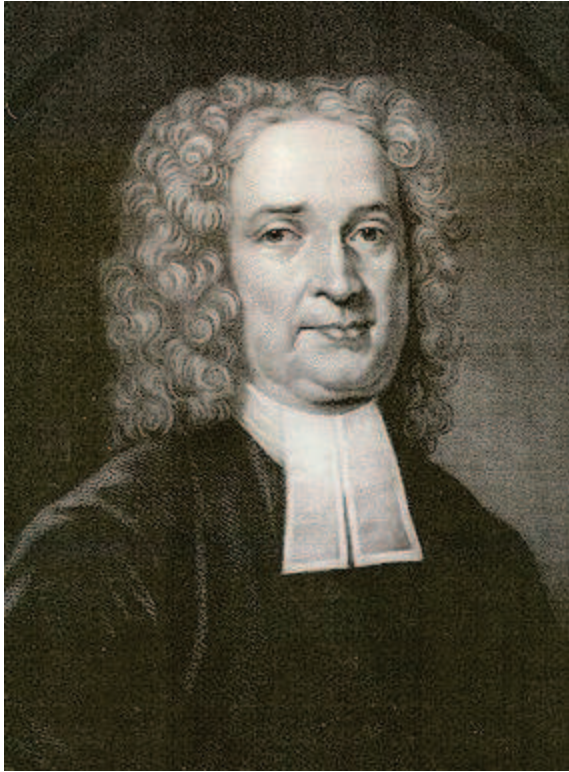
Image source: John Winthrop 17th cent. American Antiquarian Society portrait by Unknown author via Wikimedia Commons, public domain.

Text sources:

- National Park Service. 2020. [John Winthrop \(1588-1649\)](#). October 4.
- Mark, Joshua. 2021. “[John Winthrop](#).” *World History Encyclopedia*. January 14.
- Original quote: The Gilder Lehrman Institute of American History. [John Winthrop Describes His Life in Boston, 1634](#).

Directions: Read and discuss your assigned leader profiles with your group. Look for information about the actions and values of the leader, as well as any way they influenced others.

John Cotton, Massachusetts Bay Colony minister



An engraving of John Cotton created in the mid-1700s.

John Cotton was a colonist from England who moved to the Massachusetts Bay Colony in 1633 because of his Puritan beliefs and practices. He was specifically invited to join the colony by the then-governor, John Winthrop.

Once in the colony, Cotton became a very well-liked and influential religious teacher and pastor at the First Church of Boston. Large numbers of people joined the church under his leadership. Cotton wrote several books, including one that was used for teaching children about the Puritan religion throughout the New England colonies. He believed Indigenous peoples must be converted

to Puritanism and wrote to other colonist leaders to share about what he felt were the positive impacts of raising a Puritan family in the Massachusetts Bay Colony.

Adapted quote: “Offend not the poor natives, but as you use and take their land, make them believers and followers of your precious faith.”

Image source: John Cotton by John Smibert, engraved by Smith via Wikimedia Commons, public domain.

Text sources:

- Britannica Editors. 2025. "[John Cotton](#)." *Encyclopedia Britannica*. December 19.
- Wikipedia. 2004. [John Cotton \(minister\)](#). May 4.
- Mayer, Alicia. 2024. "[Dominating the Unsaved: The Different Other and Cultural Imperialism in the New England Puritan Way](#)." April 9.
- Original quote: Columbia University. [God's Promise to His Plantations \(1630\)](#).

Directions: Read and discuss your assigned leader profiles with your group. Look for information about the actions and values of the leader, as well as any way they influenced others.

Thomas Dudley, Massachusetts Bay Colony governor



Portrait of Thomas Dudley, colonial governor of the Massachusetts Bay Colony.

Thomas Dudley was an English colonist who arrived in Massachusetts Bay Colony with his family in 1630. Starting in 1635, Dudley held many different roles in the Massachusetts Bay Colony government, including governor. He believed that the church should be a part of the government, but not the most important part.

Dudley was governor of the colony four times. When he was governor in 1645, the colony almost went to war with the Narragansetts, but they were able to create a peace alliance that lasted for about 30 years. Other work he did as a government leader included helping found Cambridge

(which he wanted to be the capital), create Harvard College, and build fencing around the city to defend against Indigenous peoples.

Adapted quote: “If any religious people [from England] will come over to help us in the good work we are about, I think they cannot do better to be seen as part of God’s glory.”

Image source: Thomas Dudley by Stavlund via Wikimedia Commons, public domain.

Text sources:

- Britannica Editors. 2026. "[Thomas Dudley biography](#)." *Encyclopedia Britannica*. January 1.
- Wikipedia. 2004. [Thomas Dudley](#). May 14.
- University of Nebraska-Lincoln. Original quote: [Gov. Thomas Dudley's Letter to the Countess of Lincoln, March 1631](#).

Leader Profiles (Word Bank)

Directions: Read and discuss your assigned leader profiles with your group. Look for information about the actions and values of the leader, as well as any way they influenced others. Use the word bank to support your understanding.

Word Bank

alliance	an agreement to work together and help each other
enslavement	the act of forcing people to work and using them as property
ally	someone who works on your side and protects you
territory	the area of land used, owned, or under the power of a specific group

Massasoit Ousamequin, Wampanoag sachem



An engraving created in 1857 of Ousamequin meeting the Plymouth colonists.

In 1621, Wampanoag sachem Ousamequin arranged an **alliance** with the Plymouth colonists. They agreed not to hurt each other or carry weapons when they saw each other.

Ousamequin saw this alliance as an important way to protect his people from **enslavement** and disease. He also wanted an **ally** to protect the Wampanoag **territory** from the neighboring Narragansett tribe, who they had a difficult relationship with.

In 1651, Ousamequin and his son Wamsutta signed an agreement to give English colonists some of the Wampanoag territory. He was clear that this did not include other Wampanoag territory.

It is important to know that Ousamequin and Wamsutta could not read or write in English and signed their names by marking an X on the agreement.

Adapted quote: “I, Ousemequin, chief of a great area of land... have put my land under Plimoth government. These are to say officially that I never did nor intended to put any other Wampanoag land but [only] my own inheritance...”

Image source: Massasoit and his warriors by Unknown via Library of Congress, public domain.

Text sources:

- Newell, Chris. 2021. Text adapted with permission from [If You Lived During the Plimoth Thanksgiving](#), pages 57–60, 63–66. Scholastic Press.
- History Source. [War for the Dawnland: Reimagining King Philip's War \(Elementary\)](#), page 4.
- Original quote: Brooks, Lisa. 2019. [Our Beloved Kin: A New History of King Philip's War](#). Yale University Press.

Directions: Read and discuss your assigned leader profiles with your group. Look for information about the actions and values of the leader, as well as any way they influenced others. Use the word bank to support your understanding.

Word Bank

alliance	an agreement to work together and help each other
band	join as a group to achieve a common goal
enslaved	captured, forced to work, and used as property

Metacom, Wampanoag chief sachem



An illustration of Metacom from a book on King Philip's War published in 1853.

After his father, Massasoit Ousamequin, and his brother, Wamsutta, died, Metacom became chief sachem in 1662. Metacom (also referred to as Pometacom, Metacomet, and King Philip by the English) did not share his father's beliefs that it was best to remain friendly with the colonists. He was angry that Indigenous land continued to be taken from his people.

Metacom arranged an **alliance** with the Wampanoag, Nipmuc, Mohawk, Abenaki, and Narragansett nations to **band** together and try to push out the colonizers. He led attacks against the colonists, which led colonial leaders to declare war against him and his supporters in 1675.

The war lasted 14 months, and Metacom was killed by colonists in 1676. During the war, thousands of Indigenous peoples died or were **enslaved**, and colonists took even more Indigenous land.

Adapted quote: “Brothers, these people from the unknown world [the colonists] will cut down our trees, spoil our hunting and planting grounds, and force us off our ancestral land, our council fires, and enslave our women and children.”

Image source: Pictorial history of King Philip's war (p. 7) by Daniel Strock Jr. via Internet Archive, public domain.

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- Rhode Island Heritage Hall of Fame. 1997. [Chief Sachem Metacomet](#).
- Original quote: Apess, William. 1992. [On Our Own Ground: The Complete Writings of William Apess, a Pequot](#). University of Massachusetts Press.

Directions: Read and discuss your assigned leader profiles with your group. Look for information about the actions and values of the leader, as well as any way they influenced others. Use the word bank to support your understanding.

Word Bank

sachem	the leader or chief of an Indigenous village or tribe in the Cape Cod and Long Island Sound regions
territory	the area of land used, owned, or under the power of a specific group
enslaved	captured, forced to work, and used as property

Awashonks, Sakonnet Wampanoag sachem



An imagined portrait of Awashonks created in 2008.

In 1660, Awashonks became saunkskwa, or female **sachem**, of the Sakonnet Tribe. Her father and husband had been sachems before her.

Their **territory** was near the southern part of the Plymouth Colony. Growing up, she had many opportunities to problem solve and discuss issues with tribe members and colonists.

As sachem, she organized many peace agreements with English colonists as they expanded their colonies and went to war against other Indigenous tribes.

She sided with the colonists in order to protect her people from being killed or **enslaved**, as other Indigenous peoples were if they fought against the colonists.

Adapted quote: “I am fully committed, while I live, to uphold this agreement to maintain peace to the best of my abilities. I know it is true that there are some Indians who are upset with me for working with Plimoth Colony and the King of England, but I do it to keep the peace between my community and the colonists, and I hope you will do your part to offer us protection.”

Image source: Awashonks at Treaty Rock, Imagined portrait by Dora Atwater Millikin, 2008. Permissions courtesy of the artist and Little Compton Historical Society Collection.

Text sources:

- Historic Women of the South Coast. [Awashonks](#).
- Little Compton Historical Society. 2020. [Awashonks Essay](#).
- History Source. [War for the Dawnland: Reimagining King Philip's War \(Elementary\)](#), page 5.
- Original quote: Internet Archive. 2009. [Letter from Awashonks to Governor Prince, 11 August 1671, Collections of the Massachusetts Historical Society, ser. 1, vol. 5, pp. 195-6, \(Boston: Printed by Samuel Hall, 1798\)](#). February 25.

Directions: Read and discuss your assigned leader profiles with your group. Look for information about the actions and values of the leader, as well as any way they influenced others. Use the word bank to support your understanding.

Word Bank

elected	selected for a position through voting
governor	a person who is in charge of a colony or state
government	a group of people who run a community, town, state, tribe, or country
territories	areas of land used, owned, or under the power of a specific group

John Winthrop, Massachusetts Bay Colony governor



A painting of John Winthrop created in the mid-late 1600s.

John Winthrop was a colonist from England who helped start the Massachusetts Bay Colony. In 1630, he and other English colonists came to Wampanoag territory and settled the Massachusetts Bay Colony. He was **elected** their first **governor** and was reelected 12 times.

Winthrop believed that the Puritan religion must be a key part of the **government** in the colony. He also believed that the Indigenous peoples of the Northeast needed to follow the Puritan religion to be “saved.”

He decided that because Indigenous peoples did not build fences around their **territories**, the land could and should be taken by the colony. More than 20,000 English colonists arrived in the area when he was governor.

Adapted quote: “The Indigenous peoples are nearly all dead from smallpox. This means the Lord God has given us special permission to take their lands.”

Image source: John Winthrop 17th cent. American Antiquarian Society portrait by Unknown author via Wikimedia Commons, public domain.

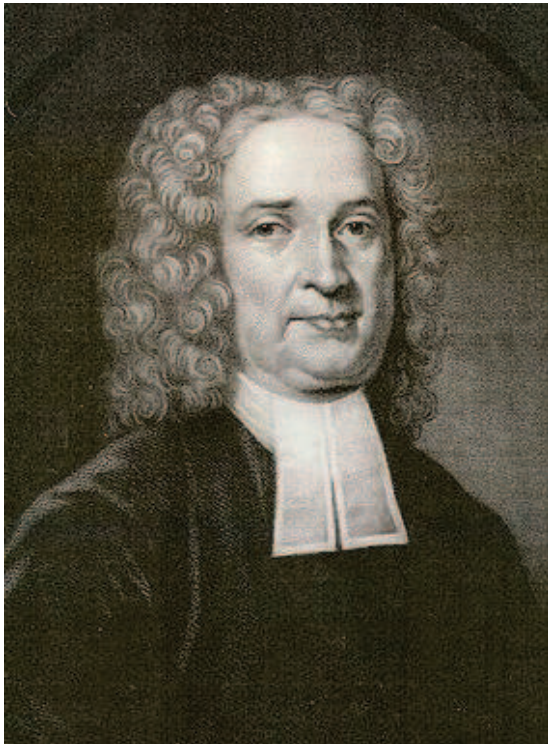
Text sources:

- National Park Service. 2020. [John Winthrop \(1588-1649\)](#). October 4.
- Mark, Joshua. 2021. "[John Winthrop](#)." *World History Encyclopedia*. January 14.
- Original quote: The Gilder Lehrman Institute of American History. [John Winthrop Describes His Life in Boston, 1634](#).

Directions: Read and discuss your assigned leader profiles with your group. Look for information about the actions and values of the leader, as well as any way they influenced others. Use the word bank to support your understanding.

Word Bank

governor	a person who is in charge of a colony or state
influential	having the power to impact how people act, think, etc.
converted	convinced to adopt a new religion or belief system

John Cotton, Massachusetts Bay Colony minister

An engraving of John Cotton created in the mid-1700s.

John Cotton was a colonist from England who moved to the Massachusetts Bay Colony in 1633 because of his Puritan beliefs and practices. He was specifically invited to join the colony by the then-**governor**, John Winthrop.

Once in the colony, Cotton became a very well-liked and **influential** religious teacher and pastor at the First Church of Boston. Large numbers of people joined the church under his leadership. Cotton wrote several books, including one that was used for teaching children about the Puritan religion throughout the New England colonies.

He believed Indigenous peoples must be **converted** to Puritanism and wrote to other colonist leaders to share about what he felt were the positive impacts of raising a Puritan family in the Massachusetts Bay Colony.

Adapted quote: “Offend not the poor natives, but as you use and take their land, make them believers and followers of your precious faith.”

Image source: John Cotton by John Smibert, engraved by Smith via Wikimedia Commons, public domain.

Text sources:

- Britannica Editors. 2025. "[John Cotton](#)." *Encyclopedia Britannica*. December 19.
- Wikipedia. 2004. [John Cotton \(minister\)](#). May 4.
- Mayer, Alicia. 2024. "[Dominating the Unsaved: The Different Other and Cultural Imperialism in the New England Puritan Way](#)." April 9.
- Original quote: Columbia University. [God's Promise to His Plantations \(1630\)](#).

Directions: Read and discuss your assigned leader profiles with your group. Look for information about the actions and values of the leader, as well as any way they influenced others. Use the word bank to support your understanding.

Word Bank

government	a group of people who run a community, town, state, tribe, or country
governor	a person who is in charge of a colony or state
alliance	an agreement to work together and help each other
defend	to protect against something

Thomas Dudley, Massachusetts Bay Colony governor



Portrait of Thomas Dudley, colonial governor of the Massachusetts Bay Colony.

Thomas Dudley was an English colonist who arrived in Massachusetts Bay Colony with his family in 1630. Starting in 1635, Dudley held many different roles in the Massachusetts Bay Colony **government**, including **governor**. He believed that the church should be a part of the government but not the most important part.

Dudley was governor of the colony four times. When he was governor in 1645, the colony almost went to war with the Narragansetts, but they were able to create a peace **alliance** that lasted for about 30 years.

Other work he did as a government leader included helping to found Cambridge (which he wanted to be the capital), helping to create Harvard College, and helping to build fencing around the city to **defend** against Indigenous peoples.

Adapted quote: “If any religious people [from England] will come over to help us in the good work we are about, I think they cannot do better to be seen as part of God’s glory.”

Image source: Thomas Dudley by Stavlund via Wikimedia Commons, public domain.

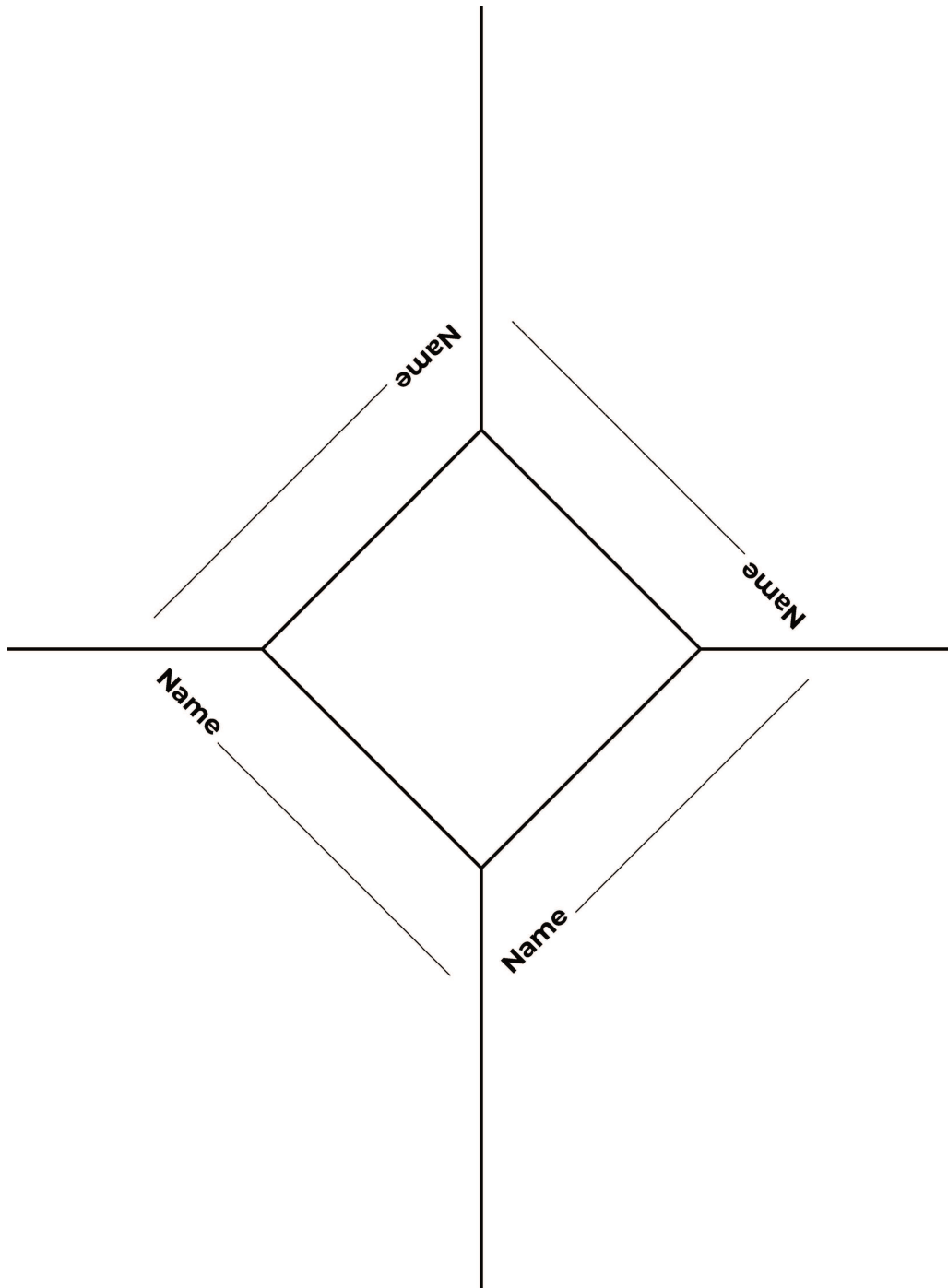
Text sources:

- Britannica Editors. 2026. "[Thomas Dudley biography](#)." *Encyclopedia Britannica*. January 1.
- Wikipedia. 2004. [Thomas Dudley](#). May 14.
- University of Nebraska-Lincoln. Original quote: [Gov. Thomas Dudley's Letter to the Countess of Lincoln, March 1631](#).

Name: _____ Date: _____

Discussion Diamond

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



Name: _____ Date: _____

Formative Assessment Task

Directions: In the chart below, list at least one value and one action for each type of leader. Then describe at least two ways these values and actions influenced each other.

Be sure to include specific information from your cluster materials and sources in your writing.

Indigenous leaders' values and actions	Puritan leaders' values and actions	How they influenced each other

What was a fact that you included in the chart above?

What was an opinion that you included in the chart above?

What was one material or source from the cluster that you used? Was it a primary or secondary source?

Name: _____ Date: _____

Formative Assessment Task (Word Bank)

Directions: In the chart below, list at least one value and one action for each type of leader. Then describe at least two ways these values and actions influenced each other.

Be sure to include specific information from your cluster materials and sources in your writing. Use the word bank to help you.

Word Bank				
resist	land	peace	territory	sachem
colonization	alliance	protection	enslavement	governor

Indigenous leaders' values and actions	Puritan leaders' values and actions	How they influenced each other

What was a fact that you included in the chart above?

What was an opinion that you included in the chart above?

What was one material or source from the cluster that you used? Was it a primary or secondary source?

Name: _____ Date: _____

Unit 3, Cluster 3 Inquiry Chart

Unit EQ	How did different people’s values, labor, and actions influence life in the time of the Massachusetts Bay Colony?
Cluster SQ	How did people in Massachusetts respond to enslavement, and how did their choices affect how Massachusetts grew and changed?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 14: We brainstormed and talked about rights, freedom, and enslavement as a group.	
Lesson 15: We read a picture book about Queen Idia of the Benin Kingdom and discussed it together.	
Lesson 16: We looked at different maps to learn and talk about how and why the Triangular Trade was used.	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 17: We read and discussed a text about the experiences of Africans in Massachusetts in the 1600–1700s.	
Lesson 18: We read about and took notes on one important figure who resisted enslavement and participated in a jigsaw to share our learnings.	

Name: _____ Date: _____

Idia of the Benin Kingdom Notes Organizer

Directions: As you listen to the read-aloud of *Idia of the Benin Kingdom*, record your responses below.

What were some of the values that Idia had? How do you know?

How might Idia's values have shaped the lives of the people in Benin when she became a leader?

What questions do you have about the story?

Name: _____

Date: _____

African Map Set

Political Map of Africa



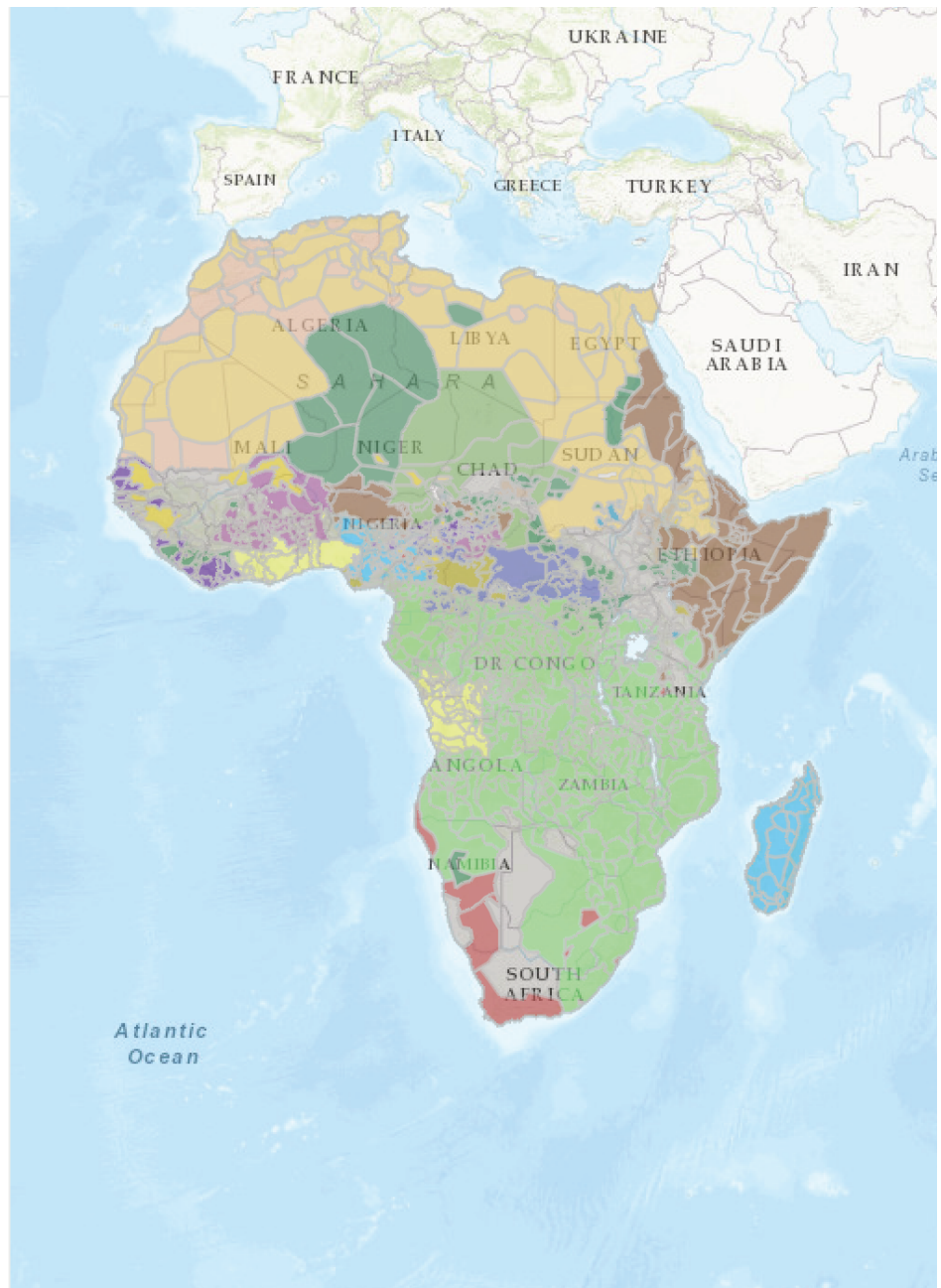
Language Family Map of Africa

Legend



Language Families 2001 Felix

-  Bantu
-  Bantoid
-  Adamawa-Ubangian
-  West Atlantic
-  Kru
-  Voltaic
-  Chadic
-  Chari-Nile
-  Semitic: Arab, Bedouin
-  Cushitic
-  Nilotic
-  Northern Mande
-  Berber
-  Malagasy
-  Ffulde
-  Kwa
-  Maban
-  Songhai
-  Saharan



Ethnicity Map of Africa

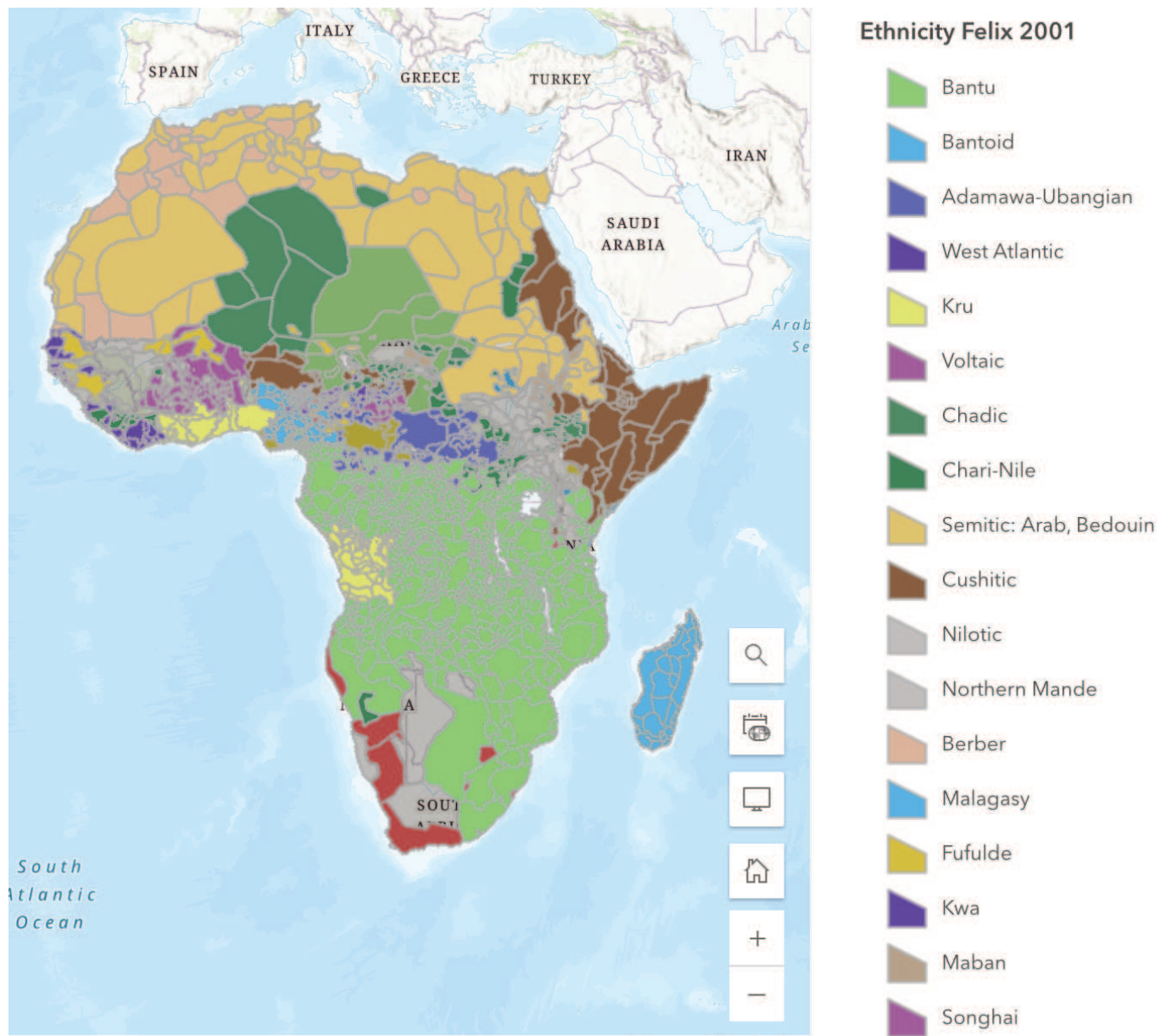


Image sources:

- Africa Political Map by Nations Online Project. Free for educational use.
- Africamap by suzzaneblrier_worldmap via Harvard WorldMap. No special restrictions or limitations on using the item's content have been provided.
- Ethnicity Felix 2001 by Ben Lewis via Harvard WorldMap. No special restrictions or limitations on using the item's content have been provided.

Name: _____ Date: _____

Idia of the Benin Kingdom Notes Organizer (Sentence Frames)

Directions: As you listen to the read-aloud of *Idia of the Benin Kingdom*, record your responses below.

What were some of the values that Idia had? How do you know?

Some values Idia had were ____ and _____. I know this because she ____ and _____.

How might Idia's values have shaped the lives of the people in Benin when she became a leader?

Her values may have made life for the people of Benin ____ and _____.

What questions do you have about the story?

One question I have is...

Name: _____ Date: _____

Closing Questions

Directions: Use writing and/or drawing to share any questions you have about what you learned today about the Triangular Trade.



Triangular Trade Chart

What was the Triangular Trade, and who and what did it include?	Why did the Massachusetts Bay Colony and other American colonies participate in the Triangular Trade?	What have we learned so far that can help us answer the Supporting Question?

Name: _____ Date: _____

African Experiences Notes Organizer

Part 1

Directions: Use the African Experiences in Massachusetts reading to respond to the questions below.

What types of forced labor did Africans in Massachusetts do?

What did the law created by the Massachusetts Bay Colony in 1641 do?

Part 2

Directions: Think about your learnings so far in this cluster, and discuss the following questions with a partner. Then write down your responses.

What did we learn that can help us answer our Supporting Question: *How did people in the Massachusetts Bay Colony respond to enslavement, and how did their choices affect how Massachusetts grew and changed?*

What did we learn about different people's values?

Given these experiences that Africans had, how do you think they would have responded?

Name: _____ Date: _____

African Experiences in Massachusetts (Expanded Word Bank)

Directions: Read the text below to learn about the experiences of Africans in Massachusetts in the 1600–1700s. Use the word bank to support your understanding.

Word Bank

labor	any type of work, including physical or mental
artisan	a person who makes things with their hands
indentured servant	someone who works without being paid for an agreed-upon amount of time
legal	allowed under the law
hereditary	passed down through your parent(s)
population	the number of people who live in a specific area
discrimination	unfair or different treatment



A view of the Boston harbor in the mid-1600s.

Indigenous peoples and Africans were enslaved in the colonies. Beginning in the 1600s, enslaved Africans were forced to work in colonists' homes, businesses, or farms.

They were not paid for their **labor** and worked as servants and farmers, as sailors and shipbuilders, and as **artisans** like potters.

There were also **indentured servants** in Massachusetts beginning in the early 1600s. These were people who were working to pay off money they owed. Once the money was paid back, the person was free.

But in 1641, the Massachusetts Bay Colony was the first colony to officially make enslavement **legal**. Colonists also made enslavement **hereditary**, which meant that if an enslaved woman had children, her children would also be enslaved.

In the early-mid 1700s, about 1/3 of all enslaved peoples in the Northeast were in Boston. These enslaved Africans made up around 1/10 of the **population** in Boston at that time.

A few enslaved Africans were able to gain their freedom from their enslavers and were then considered free Africans. However, they still faced **discrimination**. There were different, stricter laws and punishments for them compared to white colonists.

Text sources:

- National Geographic. 2025. [Africans in Colonial America](#). May 16.
- National Park Service. [Slavery and Law in 17th Century Massachusetts](#).
- Boston Slavery Exhibit. [Labor](#).

Image source: View of the Long Warf & port of the harbour of Boston in New England America" by R. Byron via Digital Commonwealth Massachusetts Collection Online, public domain.

Name: _____ Date: _____

African Experiences in Massachusetts

Directions: Read the text below to learn about the experiences of Africans in Massachusetts in the 1600–1700s. Use the word bank to support your understanding.

Word Bank

artisan	a person who makes things with their hands
indentured servant	someone who works without being paid for an agreed-upon amount of time
legal	allowed under the law
population	the number of people who live in a specific area
discrimination	unfair or different treatment



A view of the Boston harbor in the mid-1600s.

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- National Park Service. [Slavery and Law in 17th Century Massachusetts](#).
- Boston Slavery Exhibit. [Labor](#).

Image source: View of the Long Warf & port of the harbour of Boston in New England America" by R. Byron via Digital Commonwealth Massachusetts Collection Online, public domain.

Name: _____ Date: _____

Figures of Resistance Notes Organizer

Directions: After you read about your assigned figure, use the information from the text to fill in the chart below.

Then listen for your teacher's instructions about when to share with classmates, and record information you learn from them.

Historical figure	How did this person resist enslavement?	How did their values shape the lives of others?
Lucy Terry Prince		
Prince Hall		
Quock Walker		

Name: _____ Date: _____

Extension: Additional Resistance Readings

Directions: Read the text to learn about how Olaudah Equiano resisted enslavement and became liberated.

Olaudah Equiano



An engraving of Olaudah Equiano created in 1789 for the cover of his book.

Olaudah Equiano was born in what is now the West African country of Nigeria. When he was 11, he was kidnapped and taken to the Caribbean. He was then taken to Virginia and enslaved.

In Virginia, Olaudah Equiano was forced to work on ships and given a new name, Gustavus Vassa. Later, he was enslaved by a member of the British Navy. During this time, he learned how to read and write. He was then sold to a merchant who let Equiano trade goods to earn money. After many years, Equiano paid for his freedom.

Once free, Olaudah shared his story and the horrors of enslavement. He published a book about his life, gave speeches, and spoke with government officials in Britain to try to convince them to end enslavement.

Ten years after he passed away, Britain passed a new law that made buying or selling enslaved peoples illegal.

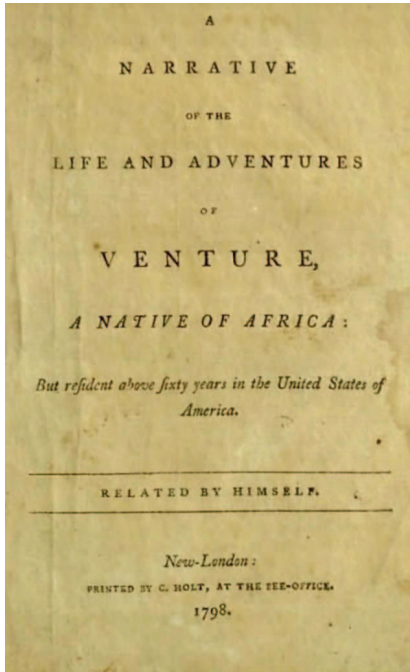
Text sources:

- Equiano, Olaudah. 1789; Project Gutenberg. [Olaudah Equiano: The Interesting Narrative of the Life of Olaudah Equiano, Or Gustavus Vassa, the African, first published in 1789.](#)
- PBS. [Olaudah Equiano.](#)
- Developed and adapted from materials in conjunction with the Boston University African Studies Center K-16 Education Outreach program. [Africa in the K-16 Classroom.](#)

Image source: Olaudah Equiano, aka Gustavus Vassa, by Unknown via Wikimedia Commons, public domain.

Directions: Read the text to learn about how Venture Smith resisted enslavement and became liberated.

Venture Smith



Venture Smith's life story is the first written record of an enslaved person's experiences in the colonies.

Broteer Furro was born in what is now the West African country of Guinea in West Africa. When he was eight, he was captured, enslaved, and brought to New England. His name was changed to Venture by his enslavers.

Venture was enslaved and forced to work hard on large farms in New England. There he met and married Meg, who was also enslaved. Venture self-liberated and escaped enslavement but was later recaptured. Both he and Meg were treated terribly by their many enslavers.

When he was sold to a merchant, Oliver Smith, they made a deal that if Venture did especially difficult work, he would be paid and could eventually buy his freedom. At age 36, Venture was free and took the last name Smith. He continued to work for many years to pay for the freedom of Meg and their children. They all eventually settled in East Haddam Neck, Connecticut.

In the final years of his life, Venture told his life story to a teacher where he lived in Connecticut, and it was published. It is the first official record of the life and experiences of an enslaved African in the American colonies.

Text sources:

- Connecticut History. 2014. [Venture Smith, from Slavery to Freedom](#). September 4.
- Saint, Chandler. 2025. [Venture Smith: African American Founding Father and Entrepreneur](#). Gilder Lehrman Institute of American History.
- PBS. [Venture Smith](#).
- Developed and adapted from materials in conjunction with the Boston University African Studies Center K-16 Education Outreach program. [Africa in the K-16 Classroom](#).

Image source: Title page of Venture Smith's life story via Library of Congress Rare Book and Special Collections Division, public domain.

Resistance Readings

Directions: Read the text to learn about how Lucy Terry Prince resisted enslavement.

Lucy Terry Prince (born around 1730)



A painting of Lucy Terry Smith created in the 1990s.

Lucy Terry was kidnapped in West Africa and enslaved in the Northeast when she was a baby. Her first enslavers lived in Rhode Island. When she was four, she was enslaved by a different family in Deerfield, Massachusetts.

Lucy later married Abijah Prince, who was a free Black man. It is likely that Abijah paid for Lucy's freedom. They had six children, all of whom were free. Lucy loved words and telling stories. She was a gifted writer and speaker.

Lucy Terry Prince later used her gift of words to successfully argue for government protection of her family and their rights, as well as ownership of their family land.

When Lucy Terry Prince passed away at 97, newspapers in Vermont and Massachusetts wrote about her and her influence.

Text sources:

- Mass Moments. [August 28, 1748: Lucy Terry Prince Composes Poem.](#)
- PBS. [Lucy Terry Prince.](#)
- Text developed and adapted in partnership with the Boston University African Studies Center K-16 Education Outreach program.

Image source: Portrait of Lucy Terry Prince by Louise Minks via *American Centuries*, Collection of the Pocumtuck Valley Memorial Association, available for educational or non-commercial use.

Directions: Read the text to learn about how Prince Hall resisted enslavement.

Prince Hall (born around 1735)



A portrait of Prince Hall wearing a sash from one of the organizations he was a part of.

It is believed that Prince Hall was born on the Caribbean island of Barbados. His mother was a free Black woman, and his father was a White Englishman. Much of his young life is unknown, but he was later enslaved in Boston, Massachusetts. In 1770, his enslaver released him, and Hall worked as a leatherworker. Prince Hall later joined community groups to support Black rights and the fight for equality, high-quality education, and safety. During and after the American Revolution, Prince Hall wrote petitions to the Massachusetts courts and governments, sharing his belief that every person deserved freedom. He pointed out the injustice that leaders were supporting when rights were given to people unequally.

In 1788, his work, along with other groups working to end enslavement, was successful. The Massachusetts General Court passed an act that formally made the trade of enslaved peoples illegal in the state.

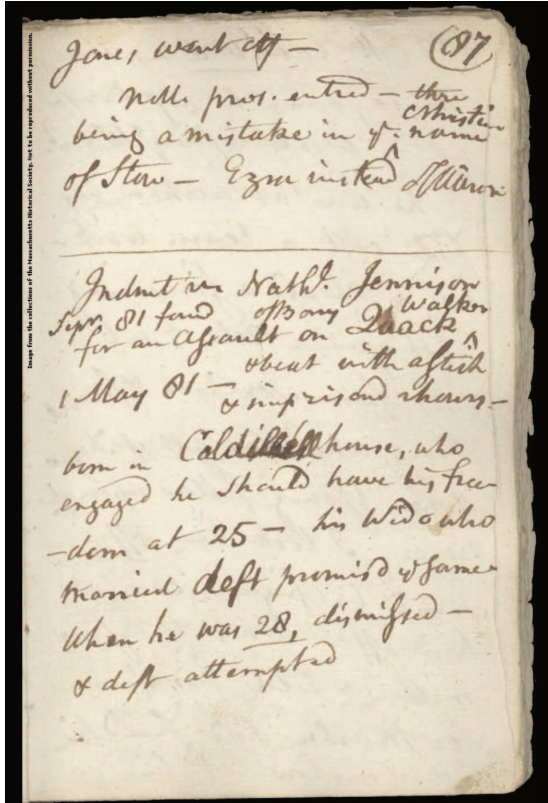
Text sources:

- Medford Historical Society & Museum. [Prince Hall](#).
- Belfanti, Sebastian and Adam Tomasi. [Prince Hall](#). The West End Museum.
- Massachusetts Historical Society. [The Lives of Individual African Americans in Massachusetts after the End of Slavery](#).

Image source: Prince Hall portrait by Unknown via Wikimedia Commons, public domain.

Directions: Read the text to learn about how Quock Walker resisted enslavement.

Quock Walker (unknown birth date)



A page from the notebook of one of the judges who heard Quock Walker's case in court.

Quock Walker was born into enslavement. Much is unknown about his early life. One of his enslavers, James Caldwell, had promised Walker's freedom upon Caldwell's death. But Caldwell's wife remarried in 1763 and moved him to Barre, Massachusetts, where her new husband Nathaniel Jennison lived. Jennison refused to honor that agreement.

In 1781, Quock Walker self-liberated. Jennison found him, beat him, and forced him to return to Barre. Walker sued, and there were a total of three court cases. The jury and judges ruled that Walker was free, and Jennison had to pay for the physical harm he caused Walker.

The trials that Walker brought to the Massachusetts courts successfully argued that the Massachusetts Constitution

protected the freedom of all people. These cases helped to formally end enslavement in the state.

Text sources:

- Long Road to Justice. [The Quock Walker Cases](#).
- Massachusetts Historical Society. [The Legal End of Slavery in Massachusetts](#).
- PBS. [The Quock Walker Cases: "Instructions to the Jury"](#).

Image source: Legal notes by William Cushing about the Quock Walker case, [1783] by William Cushing via Massachusetts Historical Society, public domain.

Name: _____ Date: _____

Figures of Resistance Notes Organizer (Word Bank)

Directions: After you read about your assigned figure, use the information from the text to fill in the chart below. Use the word bank to help you.

Then listen for your teacher’s instructions about when to share with classmates, and record information you learn from them.

Word Bank					
freedom	rights	court	married	illegal	government
speaking	writing	petition	laws	released	paid

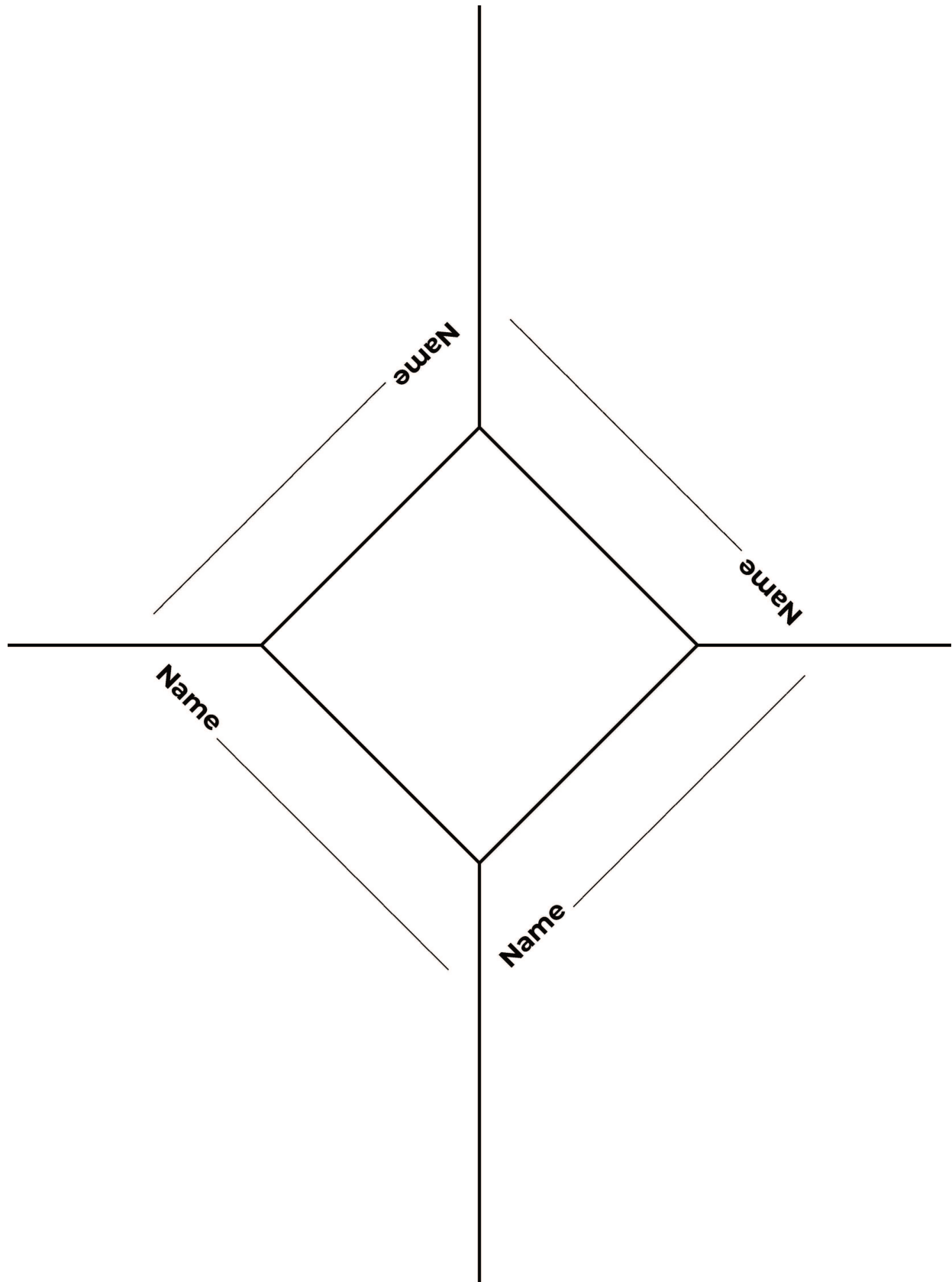
Historical figure	How did this person resist enslavement?	How did their values shape the lives of others?
Lucy Terry Prince		
Prince Hall		

Quock Walker		
---------------------	--	--

Name: _____ Date: _____

Discussion Diamond

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



Name: _____ Date: _____

Formative Assessment Task

Part 1

Directions: Use your cluster materials and learnings to respond to the prompt below. Use the word bank to support your writing.

Word Bank			
property	Triangular Trade	resist	rights
enslavement	wealth / money	freedom	labor

People sometimes incorrectly think that enslavement didn't happen in Massachusetts. Write a short letter to someone you know that explains what you learned, including:

- Different groups' values and how these values shaped Massachusetts
- At least two words from the word bank

Part 2

Directions: Think about the figures you learned about in this cluster, and write two questions you would like to ask them about how they made a difference. Use the Part 2 word bank below to help you form your questions.

Possible figures: Idia of Benin, Lucy Terry Prince, Prince Hall, Quock Walker

Part 2 Word Bank			
freedom	book	rights	speech / speeches
writing	lead / leader	argue	publish / published



Name: _____ Date: _____

Formative Assessment Task (Sentence Frames)

Part 1

Directions: Use your cluster materials and learnings to respond to the prompt below. Use the word bank and sentence frames to support your writing.

Word Bank			
property	Triangular Trade	resist	rights
enslavement	wealth / money	freedom	labor

People sometimes incorrectly think that enslavement didn't happen in Massachusetts. Write a short letter to someone you know that explains what you learned, including:

- Different groups' values and how these values shaped Massachusetts
- At least two words from the word bank

Sentence frames:

- *Enslavement was used in Massachusetts because colonists wanted ____ and ____.*
- *Colonists valued ____, and this shaped Massachusetts by ____.*

Part 2

Directions: Think about the figures you learned about in this cluster, and write two questions you would like to ask them about how they made a difference. Use the Part 2 word bank below to help you form your questions.

Possible figures: Idia of Benin, Lucy Terry Prince, Prince Hall, Quock Walker

Part 2 Word Bank			
freedom	book	rights	speech / speeches
writing	lead / leader	argue	publish / published

Some question words to get you started are: *who, what, where, when, why, how.*



Name: _____ Date: _____

Extension: Change in the Time of the Massachusetts Bay Colony Content Assessment

Section 1: Geography

Directions: Follow the prompts about the map below.



Blank world map by Max Naylor via Wikimedia Commons, CC BY-SA 3.0.

1. What color is North America on the map?

2. What color is Europe on the map?

3. What color is Africa on the map?

4. Draw arrows on the map to represent how these continents were connected through the Triangular Trade system.

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
labor		the act of forcing people to work and using them as property
resist		any type of work, including physical or mental
values		basic freedoms that are protected by law
rights		core beliefs about what is important that guide people's actions and decisions
enslavement		to fight against

Section 3: Short Answer

Directions: Read the quote below. Then use the quote 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.

“The English colonies in what is today Massachusetts were some of the first to trade enslaved people, who had been brought by force from Africa. When the Massachusetts Bay Colony was founded in 1630, many who lived there were indentured servants, who worked to pay back the cost of their journey across the Atlantic. Some Indigenous people were enslaved.”

– Investigating History: Africans in MA Bay by Massachusetts DESE

Why is it important to learn about all the different people who lived in the Massachusetts Bay Colony’s values, labor, and actions and how they influenced life there?

Name: _____ Date: _____

Extension: Change in the Time of the Massachusetts Bay Colony Content Assessment (Word Bank)

Section 1: Geography

Directions: Follow the prompts about the map below.



Blank world map by Max Naylor via Wikimedia Commons, CC BY-SA 3.0.

1. What color is North America on the map?

2. What color is Europe on the map?

3. What color is Africa on the map?

4. Draw arrows on the map to represent how these continents were connected through the Triangular Trade system.

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
labor		the act of forcing people to work and using them as property
resist		any type of work, including physical or mental
values		basic freedoms that are protected by law
rights		core beliefs about what is important that guide people's actions and decisions
enslavement		to fight against

Section 3: Short Answer

Directions: Read the quote below. Then use the quote 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 to help you.

“The English colonies in what is today Massachusetts were some of the first to trade enslaved people, who had been brought by force from Africa. When the Massachusetts Bay Colony was founded in 1630, many who lived there were indentured servants, who worked to pay back the cost of their journey across the Atlantic. Some Indigenous people were enslaved.”

– Investigating History: Africans in MA Bay by Massachusetts DESE

Word Bank			
Indigenous peoples	colonists	labor	leadership
West African peoples	Puritans	territory	values

Why is it important to learn about all the different people who lived in the Massachusetts Bay Colony’s values, labor, and actions and how they influenced life there?

Name: _____ **Date:** _____

Summative Assessment Task (Sentence Frames)

Summative Assessment Overview: You will create a museum text and visual display to share your learnings from the unit and make connections to your own community.

Step 1: Choose your focus, and gather your sources and materials.

Use the chart below to choose a figure to focus your museum display on. If you have another figure or group you would like to focus on, be sure to talk to your teacher first.

Indigenous peoples	African American peoples	Puritans
Massasoit Ousamequin	Lucy Terry Prince	John Cotton
Metacom	Prince Hall	John Winthrop
Awashonks	Quock Walker	Thomas Dudley

Then gather the sources and materials from the unit that helped you learn about your chosen figure.

Step 2: Complete the museum text organizer.

Museum text displays are ways to share important information with visitors. Create your museum text by following the prompts below. You can use the provided sentence frames to support your writing.

Background information about your figure:

Some important facts about my figure include ___ and ___.

--

An action or opinion of your figure and a value it represents:

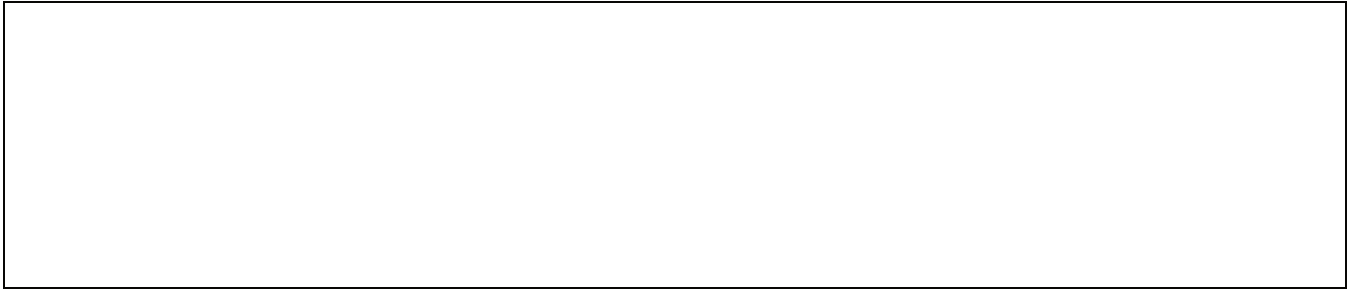
(Figure's name) believed ___ and this shows that he / she valued ___.

What you think your community can learn from your figure:

The community can learn ___ and ___ from (figure's name).

A question for museum visitors to think about:**The sources that you used:**

An image that represents your figure:



Step 3: Create your museum display.

Using the materials your teacher provides, create a museum display that includes your writing above, additional images, and other artistic aspects of your choice.

Be sure to think about how you will arrange and format your display to draw people's attention and get them to look closely at your work.

Name: _____ Date: _____

Summative Assessment Task

Summative Assessment Overview: You will create a museum text and visual display to share your learnings from the unit and make connections to your own community.

Step 1: Choose your focus, and gather your sources and materials.

Use the chart below to choose a figure to focus your museum display on. If you have another figure or group you would like to focus on, be sure to talk to your teacher first.

Figures		
Massasoit Ousamequin	Quock Walker	John Cotton
Metacom	Lucy Terry Prince	John Winthrop
Awashonks	Prince Hall	Thomas Dudley

Then gather the sources and materials from the unit that helped you learn about your chosen figure.

Step 2: Complete the museum text organizer.

Museum text displays are ways to share important information with visitors. Create your museum text by following the prompts below.

Background information about your figure:

An action or opinion of your figure and a value it represents:

What you think your community can learn from your figure:

A question for museum visitors to think about:

The sources that you used:

An image that represents your figure:

Step 3: Create your museum display.

Using the materials your teacher provides, create a museum display that includes your writing above, additional images, and other artistic aspects of your choice.

Be sure to think about how you will arrange and format your display to draw people's attention and get them to look closely at your work.

Name: _____ Date: _____

Summative Assessment Task Mentor Text

Directions: If students would like to reference an example of the text writing, they can refer to the example below.

Background information about your figure:

Borteer Furro was enslaved as a child and brought by force to New England. His enslavers changed his name to Venture. As an adult, Venture self-liberated and escaped enslavement but was later recaptured. He was later sold to a merchant who agreed to pay Venture for the especially difficult labor he did. Venture bought his freedom when he was 36.

An action or opinion of your figure and a value it represents:

When he was elderly, Venture told his story to a teacher, who recorded it. His story was then published. It was the first official record of the experience of an enslaved person in the American colonies. This shows the value of having your voice heard and using writing to spread important information.

What you think your community can learn from your figure:

I think my community can learn the power of speaking the truth and having your voice heard from Venture Smith. It is important to share personal experiences so people don't feel alone in what they are experiencing.

A question for museum visitors to think about:

What other stories or official records of the experiences of enslaved peoples in America are there?

The sources that you used:

I used the Extension: Additional Resistance Readings text

Name: _____ Date: _____

Change in the Time of the Massachusetts Bay Colony Rubric

Standard	Exceeding	Meeting	Approaching
Practice Standard 1 Identify how the particular core values of a student's community (e.g., a school or classroom) and/or other communities shape life for the people in them.	The student clearly and descriptively identifies how their community could learn from their figure.	The student identifies how their community could learn from their figure.	The student partially or inaccurately identifies how their community could learn from their figure.
Practice Standard 5 Distinguish between facts and opinions when examining sources. Discuss how the opinions and/or point of view of a source's maker might affect its credibility.	The writer uses well-chosen facts to describe the background information for their figure and identifies a highly applicable action and/or opinion of their figure using an appropriate source.	The writer uses facts to describe the background information for their figure and identifies an action and/or opinion of their figure using an appropriate source.	The writer partially or inaccurately uses facts to describe the background information for their figure and identifies an action and/or opinion of their figure using a source.
Content Standards 3.T5.1 (roles and leadership), 3.T5.2 (Puritan migration), 3.T5.3 (daily life for Puritans), 3.T5.4 (enslavement in the colonies), 3.T5.5 (maritime commerce), 3.T5.5a (fishing and shipbuilding), 3.T5.5b (Triangular Trade), AND/OR 3.T5.5c (development of seaport cities)	Detailed, specific, and accurate information is provided about the chosen figure's actions and values.	Generally accurate information is provided about the chosen figure's actions and values.	Incomplete and/or generally inaccurate information is provided about the chosen figure's actions and values.

Overall Feedback:**Grade 3, Unit 3: Change in the Time of the Massachusetts Bay Colony**

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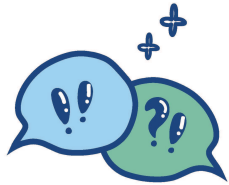


QUESTION

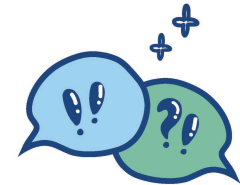


We ask questions about what we see, think, and wonder.

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

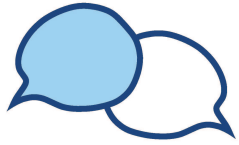


CONNECT

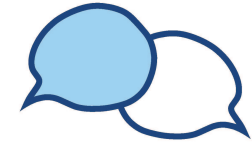


We connect to our inquiry questions by thinking about what we learn from sources.

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



TALK MOVES



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

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



SUMMARIZE



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

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



OBSERVE



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

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

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

Name: _____ Date: _____

Grade 3 Word Map Example

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

gratitude
word

the experience of being thankful
definition

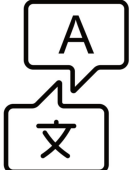
 Illustrate: Draw a picture or diagram to help you remember the meaning of the word. 	 Word Family: Write down different forms of the word. • gratitude (n) • grateful (adj) • gratefully (adv)
 Part of speech: Is this word a noun, a proper noun, a verb, an adjective, or an adverb? • noun	 Translanguage: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

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

Name: _____

Date: _____

Word Map

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

word_____
definition**Illustrate:**

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

**Word Family:**

Write down different forms of the word.

**Part of speech:**

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

**Translanguage:**

Translate the word and write it here

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