

GRADE 3, UNIT 3

Change in the Time of the Massachusetts Bay Colony



STUDENT WORKBOOK



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.

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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.	

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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: _____

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: _____

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: _____

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: _____

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: _____

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:		

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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		

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: _____

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?

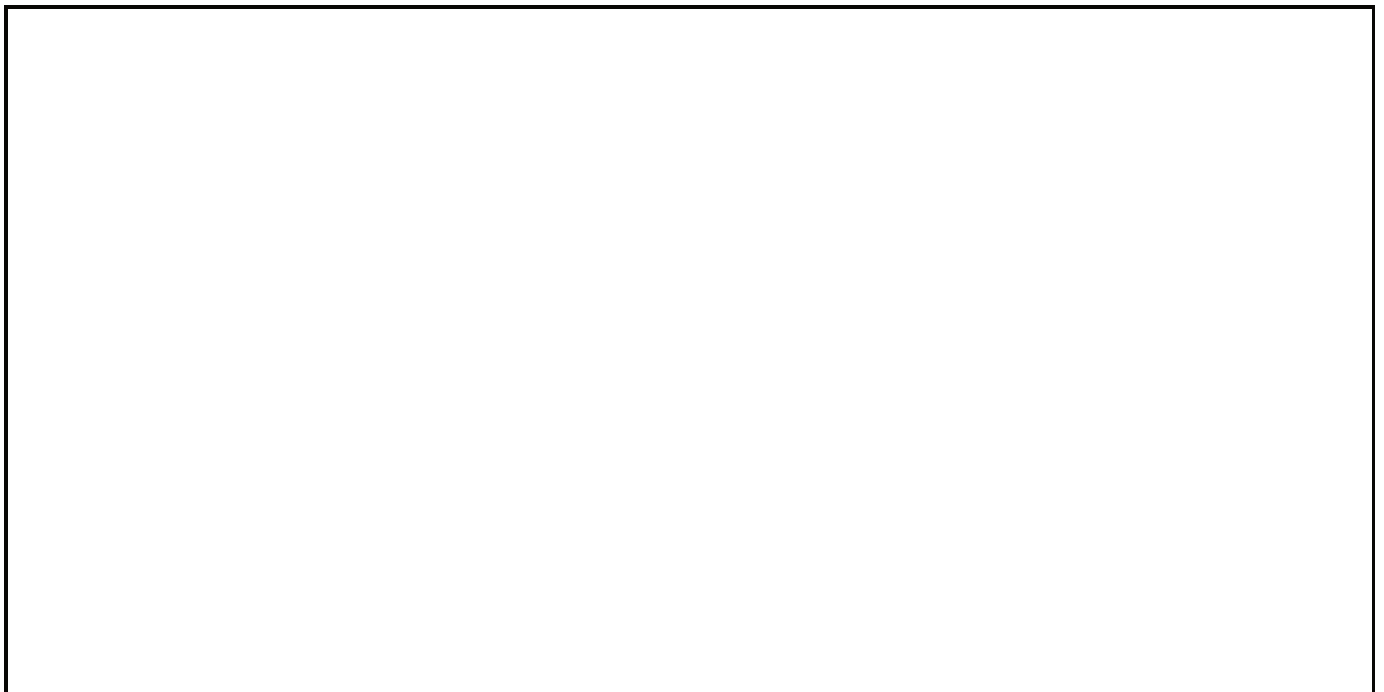
How might Idia's values have shaped the lives of the people in Benin when she became a leader?

What questions do you have about the story?

Name: _____ Date: _____

Closing Questions

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



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: _____

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: _____

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

