

Change in the Time of the Massachusetts Bay Colony

TEACHER'S GUIDE



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

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Table of Contents

Unit Information	3
Unit Inquiry Map	5
Unit Overview	7
Vocabulary List	13
Lesson Plans	15
Cluster 1: Puritans and the Massachusetts Bay Colony	17
Cluster 2: Leadership in Massachusetts: 1600–1770	68
Cluster 3: Enslavement and Resistance in Massachusetts	112
Summative Assessment	175
Student Version	183
Rubric	191
Supplemental Resources	193
Educative Resources	195
Picture Book List	200

UNIT INFORMATION

Change in the Time of the Massachusetts Bay Colony

Unit Throughlines	Learning Progression
How did different people's values, labor, and actions influence life in the time of the Massachusetts Bay Colony? EU 1. A group's actions are informed by its values and beliefs. These values and beliefs can have a lasting impact on both the group and the people and land around them. EU 2. Different leaders have different levels of power and influence. Their values guide their actions and impact the people who live under their leadership as well as other groups that interact with them. EU 3. Resistance to enslavement took many different forms that impacted both individuals and those in their communities. People's responses to enslavement are guided by their values. Key Practice Standards PS 1. Identify how the particular core values of a student's community (e.g., a school or classroom) and/or other	Puritans and the Massachusetts Bay Colony 7 Lessons How did the Puritans' values and actions affect their lives and the lives of those around them? - L 1. Use background knowledge and information from a video to make connections and generate questions about how values, labor, and actions influenced life in the time of the Massachusetts Bay Colony. - L 2. Make connections and generate questions about the Puritans and their values and actions. - L 3. Analyze an informational text to learn about why Puritans settled in the Massachusetts Bay Colony and how it impacted different groups of people. - L 4. Analyze sources to identify evidence of Puritan values and their connection to daily life in the Massachusetts Bay Colony. - L 5. Identify the role of trade and bartering in the Massachusetts Bay Colony and how it connected to Puritan values and actions, using an informational text. - L 6. Synthesize new learning about how Puritans' actions and values affected themselves and others by developing a response to the cluster's Supporting Question. - L 7. Explain how Puritans' actions and values affected themselves and others using information from sources. Leadership in Massachusetts: 1600–1770 6 Lessons How did different Indigenous and Puritan leaders' values and actions influence one another? - L 8. Make connections and generate questions about Indigenous and Puritan leadership and how they influenced one another. - L 9. Identify actions and values of Indigenous and colonist leaders using informational text. - L 10. Identify Indigenous leaders' actions, values, and influence using primary and secondary sources. - L 11. Identify Puritan leaders' actions, values, and influence using primary and secondary sources.

communities shape life for the people in them.

PS 2. Generate questions relevant to multiple aspects of a topic.

PS 3. Distinguish between primary and secondary sources.

PS 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.

Key Literacy Standards

RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language pertaining to time, sequence, or cause/effect.

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.

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

- L 12. Synthesize new learning about Indigenous and Puritan leaders' actions, values, and influence by developing a response to the cluster's Supporting Question.
- L 13. Explain how different Indigenous and Puritan leaders' actions and values influenced others, using information from sources.

Enslavement and Resistance in Massachusetts | 8 Lessons

How did people in Massachusetts respond to enslavement, and how did their choices affect how Massachusetts grew and changed?

- L 14. Make connections and generate questions about how people in Massachusetts responded to enslavement and how their choices affected how Massachusetts grew and changed.
- L 15. Identify core aspects of Idia and the Kingdom of Benin in a text.
- L 16. Identify how and why the Triangular Trade was used by the Massachusetts Bay Colony and other American colonies, and the impacts of the system.
- L 17. Analyze an informational text to learn about the experiences in Massachusetts in the 1600–1700s.
- L 18. Identify how different enslaved peoples resisted enslavement and their actions' lasting impacts, using informational texts.
- L 19. Synthesize new learning about enslavement and the Massachusetts Bay Colony by developing a response to the cluster's Supporting Question.
- L 20. Explain how people in Massachusetts responded to enslavement and how these choices affected how Massachusetts grew and changed, using information from sources.
- L 21. Use the Know and Wonder Chart and Inquiry Charts to identify important takeaway learnings from each cluster of the unit about how different people's values, labor, and actions influenced life in the Massachusetts Bay Colony.

Summative Assessment | 2 Days

In the Summative Assessment, students are asked to both summarize their learning from the unit and apply their learning to their own communities within the framework of a museum exhibition.

In Part 1, they choose a figure from the unit and write a museum wall description about their actions and values and how these influenced life during the Massachusetts Bay Colony. Students then connect these learnings to their own communities.

In Part 2, students create a visual presentation of this work to share their learnings and recommendations with the greater community.

Grade 3, Unit 3

Change in the Time of the Massachusetts Bay Colony



How did different people's values, labor, and actions influence life in the time of the Massachusetts Bay Colony?

Framing the Unit

Cluster 1 introduces students to the development of a new colony: the Massachusetts Bay Colony. Students use visual and text sources to begin to build an understanding of the Puritans and how they differed from the Plymouth colonists that they learned about in the previous unit. Puritan values and actions are investigated through the lenses of how these values and actions affected Puritans themselves, as well as other groups in the area. Through close reading and discussion, students work to determine facts and opinions in the sources throughout the cluster.

Cluster 2 gives students a closer look at different Indigenous and Puritan leaders' values, actions, and influence. Students engage in close looking at maps of the Northeast before and after colonization and read about the events of the Pequot War and King Philip's War. Through a jigsaw, students then study four different leaders and work to identify their actions, values, and how they influenced one another.

Cluster 3 begins by helping students understand the great diversity of West Africa (and Africa as a whole). Using the Benin Kingdom as an example, they then investigate the accomplishments and strengths of precolonial West African empires and kingdoms. With this understanding as a foundation, students discuss the Triangular Trade and how the Massachusetts Bay Colony used the enslavement and forced labor of Africans to build wealth. Throughout the cluster, students are asked to consider how people's values affect their own lives and the lives of others.

In the Summative Assessment, students are asked to apply their learning from the unit to their own communities. In Part 1, they choose a group from the unit to focus on (Indigenous peoples, West African peoples, or Puritans) and respond to questions about their actions and values and how these influenced life during the Massachusetts Bay Colony. Students then connect these learnings to their own communities. In Part 2, students create a visual

Unit Overview

presentation of this work to share their learnings and recommendations with the greater community.

Note: This unit incorporates third grade content standards that address the realities of enslavement. While all content is developmentally appropriate for third grade students, it is suggested that you take extra care in previewing materials and communicating with families as needed.

Prepare to teach this unit by exploring the [Background Brief: Change in the Time of Massachusetts Bay 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.

Enduring Understandings

1. A group's actions are informed by its values and beliefs. These values and beliefs can have a lasting impact on both the group and the people and land around them.
2. Different leaders have different levels of power and influence. Their values guide their actions and impact the people who live under their leadership as well as other groups that interact with them.
3. Resistance to enslavement took many different forms that impacted both individuals and those in their communities. People's responses to enslavement are guided by their values.

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:

- The city of Boston has recently formed a [Task Force on Reparations](#) to address the lasting impacts of enslavement on descendants today and apply reparative justice for the city's Black residents. The site includes information about the city ordinance and several resources to learn more about reparations.
- There has also been ongoing [Indigenous Reparations Work](#) since 2021 in conjunction with the Hassanamisco Nipmuc Band in Grafton, Massachusetts. The link includes a summary of their work, videos, and information from the Nipmuc Indian Development Corporation (NIDC).
- Every year, Howard University's Center for African Studies presents the Children's Africana Book Awards (CABA). You can keep up with their work and award-winning books on their [website](#).
- Some recommended texts that address the content of this unit include: [How the Word Is Passed \(Adapted for Young Readers\)](#), [Slavery and the African American Story](#), and [An](#)

Unit Overview

[African American and Latinx History of the United States](#). The former two titles can be used for excerpts to share with students. The latter is written for adults.

Vocabulary (in order of appearance)

Tier 3 Vocabulary		
indentured barter	enslavement rights	Triangular Trade
Priority Tier 2 Vocabulary		
labor values	trade resist	property

Lesson Clusters

Cluster 1: Puritans and the Massachusetts Bay Colony (Lessons 1-7)

How did the Puritans' values and actions affect their lives and the lives of those around them?

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

This cluster explores how Puritan values and actions influenced their own community and the communities of people around them. Students examine visual and text sources to build an understanding of what Puritans deemed important as well as aspects of their daily life in the Massachusetts Bay Colony.

Cluster 2: Leadership in Massachusetts: 1600–1770 (Lessons 8-13)

How did different Indigenous and Puritan leaders' values and actions influence one another?

Focus Standards: 3.T5.1, 3.T5.2, PS 2, PS 3, PS 5, RI.3.3, SL.3.1

This cluster explores the specific actions and impacts of Indigenous and Puritan leaders during the expansion of colonization in the Northeast. Students work to identify facts and opinions in sources as well as whether the sources are primary or secondary. Through maps, informational texts, images, and quotes, students learn how different leaders made choices and how those choices both reflected values and impacted others.

Unit Overview*Cluster 3: Enslavement and Resistance in Massachusetts (Lessons 14-21)*

How did people in Massachusetts respond to enslavement, and how did their choices affect how Massachusetts grew and changed?

Focus Standards: 3.T5.1, 3.T5.2, 3.T5.3, 3.T5.4, 3.T5.5, 3.T5.5a, 3.T5.5b, 3.T5.5c, PS 1, PS 2, PS 3, PS 5, RI.3.1, RI.3.3, SL.3.1, W.3.2

Note: This cluster incorporates third grade content standards that address the realities of enslavement. While all content is developmentally appropriate for third grade students, it is suggested that you take extra care in previewing materials and communicating with families as needed.

This cluster explores the history and impact of enslavement in the Massachusetts Bay Colony and beyond. In this series of lessons, students learn about the diversity of West Africans before they were forcibly removed from their land. Students then learn about the Triangular Trade and the lives of the enslaved and the few free Africans in the colony, along with various forms of resistance that were used. Throughout the cluster, students use maps, images, secondary source texts, and various forms of discussion to deepen their understanding.

Summative Assessment: Change in the Time of the Massachusetts Bay Colony (Lessons 22-23)

Focus Standards: 3.T5.1, 3.T5.2, 3.T5.3, 3.T5.4, 3.T5.5, 3.T5.5a, 3.T5.5b, 3.T5.5c, PS 1, PS 5

In the Summative Assessment, students are asked to both summarize their learning from the unit and apply their learning to their own communities within the framework of a museum exhibition.

In Part 1, they choose a figure from the unit and write a museum wall description about their actions and values and how these influenced life during the Massachusetts Bay Colony. Students then connect these learnings to their own communities.

In Part 2, students create a visual presentation of this work to share their learnings and recommendations with the greater community.

Unit Focus Standards

Content Standards

- **3.T5.1:** Compare and contrast the roles and leadership decisions of early English leaders of the Puritans of the Massachusetts Bay Colony and the Pilgrims of the Plymouth colony (e.g., John Winthrop, Miles Standish, William Brewster, Edward Winslow, William Bradford, John Alden, John Cotton, Thomas Hooker) and the roles and decisions of the leaders of Native Peoples (e.g., Massasoit, Metacom, also known as King Philip).

Unit Overview

- **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.T5.3:** Using visual primary sources such as paintings, artifacts, historic buildings, or text sources, analyze details of daily life, housing, education, and work of the Puritan men, women, and children of the Massachusetts Bay Colony, including self-employed farmers and artisans, indentured servants, employees, and enslaved people.
- **3.T5.4:** Explain that in the 17th and 18th century slavery was legal in all the French, Dutch, and Spanish, and English colonies, including Massachusetts and that colonial Massachusetts had both free and enslaved Africans in its population.
- **3.T5.5:** Explain the importance of maritime commerce and the practice of bartering – exchanging goods or services without payment in money—in the development of the economy of colonial Massachusetts, using materials from historical societies and history museums as reference materials.
 - **3.T5.5a:** the fishing and shipbuilding industries
 - **3.T5.5b:** trans-Atlantic and Caribbean trade, especially the Triangular Trade that included Africans to be sold as slaves in the colonies and goods such as sugar and cotton produced by slave labor to be sold in the colonies and in Europe
 - **3.T5.5c:** the development of seaport cities of New Bedford, Newburyport, Gloucester, Salem, and Boston

Practice Standards

- **PS 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.
- **PS 2:** Generate questions relevant to multiple aspects of a topic.
- **PS 3:** Distinguish between primary and secondary sources.
- **PS 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.

Literacy Standards

- **RI.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RI.3.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language pertaining to time, sequence, or cause/effect.
- **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.

Unit Overview

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

Vocabulary List



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

Vocabulary List

Puritans and the Massachusetts Bay Colony (Lessons 1-7)

Lesson	Word	Definition
1	labor (n.)	any type of work, including physical or mental
1	values (n.)	core beliefs about what is important that guide people's actions and decisions
4	indentured (adj.)	working without being paid for an agreed-upon period of time in exchange for something
5	barter (v.)	to exchange what you have for what you need or want without using money
5	trade (v.)	to exchange what you have for what you need or want

Leadership in Massachusetts: 1600–1770 (Lessons 8-13)

Lesson	Word	Definition
9	resist (v.)	to fight against
10	enslavement (n.)	the act of forcing people to work and using them as property

Enslavement and Resistance in Massachusetts (Lessons 14-21)

Lesson	Word	Definition
14	rights (n.)	basic freedoms that are protected by law
16	property (n.)	something that can be owned, bought, or sold
16	Triangular Trade (n.)	the trading route used between Europe, Africa, and North America that included enslaved peoples

LESSON PLANS

Puritans and the Massachusetts Bay Colony

How did the Puritans’ values and actions affect their lives and the lives of those around them?

CONTENTS
Lesson 1 Unit Kickoff
Lesson 2 Cluster 1 Launch
Lesson 3 Puritan Arrival in the Massachusetts Bay Colony
Lesson 4 Daily Life in Massachusetts Bay Colony
Lesson 5 Trade and Bartering in Massachusetts Bay Colony
Lesson 6 Putting It Together
Lesson 7 Formative Assessment

Overview

This cluster explores how Puritan values and actions influenced their own community and the communities of people around them. Students examine visual and text sources to build an understanding of what Puritans deemed important as well as aspects of their daily life in the Massachusetts Bay Colony.

Learning Objectives

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

- Use a variety of sources to explore how and why Puritans came to North America and what occurred after they arrived.
- Describe the core values of the Puritans and how these values shaped the culture and actions of the group.
- Identify facts and opinions in sources, along with how opinions and point of view can influence a source’s use.
- Construct social studies arguments that select relevant information to support claims with evidence from one or more sources (WIDA ELD-SS.2-3.Argue.Interpretive).

Vocabulary

TIER 2	TIER 3
labor trade values	barter indentured

Cluster 1: Puritans and the Massachusetts Bay Colony**Cluster Focus Standards***Practice Standards*

STANDARD	LESSON(S)
PS 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.	2-7
PS 3: Distinguish between primary and secondary sources.	3-4
PS 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.	3-7

Content Standards

STANDARD	LESSON(S)
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).	2-3, 6-7
3.T5.3: Using visual primary sources such as paintings, artifacts, historic buildings, or text sources, analyze details of daily life, housing, education, and work of the Puritan men, women, and children of the Massachusetts Bay Colony, including self-employed farmers and artisans, indentured servants, employees, and enslaved people.	2-4, 6-7
3.T5.5: Explain the importance of maritime commerce and the practice of bartering – exchanging goods or services without payment in money—in the development of the economy of colonial Massachusetts, using materials from historical societies and history museums as reference materials.	5-7
3.T5.5a: the fishing and shipbuilding industries	5-7

Cluster 1: Puritans and the Massachusetts Bay Colony

3.T5.5b: trans-Atlantic and Caribbean trade, especially the Triangular Trade that included Africans to be sold as slaves in the colonies and goods such as sugar and cotton produced by slave labor to be sold in the colonies and in Europe	5
3.T5.5c: the development of seaport cities of New Bedford, Newburyport, Gloucester, Salem, and Boston	5-7

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.	1-7
W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	6-7

Unit 3, Cluster 1 Inquiry Chart (Teacher Version)

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.	English colonists, called Puritans, arrived in Wampanoag territory in 1630 and settled in the area.
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.	Thousands of Puritans settled in the Massachusetts Bay Colony and negatively impacted the Wampanoag and Nimpuc peoples.
Lesson 4: We looked at different sources to learn about daily life in the colony and what Puritans valued.	Puritans valued religion as a part of education, family life, and government.

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.	Bartering and trading were key parts of daily life and business in the Massachusetts Bay Colony and helped make the colonists wealthy.

LESSON 1

Unit Kickoff

EQ	How did different people's values, labor, and actions influence life in the time of the Massachusetts Bay Colony?
SQ	How did the Puritans' values and actions affect their lives and the lives of those around them?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Use background knowledge and information from a video to make connections and generate questions about how values, labor, and actions influenced life in the time of the Massachusetts Bay Colony.	Engage in collaborative questioning 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 values, labor, and actions influenced life in the time of the Massachusetts Bay Colony.

LESSON OVERVIEW

The purpose of this lesson is to launch the unit by generating student interest in the values of both individuals and communities. Students engage in the Build the Word Wall routine for two core vocabulary words for the unit: *labor* and *value*. They then watch a video about values and participate in group brainstorming about their personal/individual values and their community values. Finally, students engage with the unit's Essential Question: *How did different people's values, labor, and actions influence life in the time of the Massachusetts Bay Colony?* and contribute to a Know and Wonder Chart to document their thinking and generate questions that can help guide the unit.

LESSON STANDARDS

SL.3.1
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 1 Slide Deck
☐ Unit 3 Know and Wonder Chart
VOCABULARY
labor
values

LESSON AT A GLANCE

Component	Time
Launch the Unit	20
Build a Know and Wonder Chart	10

Lesson 1: Unit Kickoff

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Cluster 1: Puritans and the Massachusetts Bay 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 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: Puritans and the Massachusetts Bay Colony



ADVANCE PREPARATION

Prepare the [Unit 3 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 3 and the Essential Question at the top, with two sections labeled below: “What do you already know?” and “What do you wonder?”

Prepare a sheet of chart paper with the title “Our Community Values.” Students will also need sticky notes for this activity.

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 a space for the Unit 3 Word Wall in your classroom. Print (and laminate if possible) the [Unit 3.3 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.

Vocabulary words *values* and *labor* are high-leverage words for the unit. Determine if students would benefit from completing the [Unit 3 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.

The [Unit 3 Values Chart](#) is an optional resource that you can incorporate as a student reference tool throughout the unit. Determine if you want to use it and how you will introduce it to students.

Prepare to teach this unit by exploring the [Background Brief: Change in the Time of Massachusetts Bay 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 (20 minutes)

Slide 2: Briefly summarize Unit 2 by reading the text on the slide. Then share with students that in this new unit, they will be learning about a new group of English colonists who began to take over Wampanoag territory: the Puritans.

- This group of colonists was a major part of the expanding colonization in the Northeast.
- Their actions and values impacted their own community as well as other groups of people.



LEARN MORE

For a review of the concepts of colonies and colonists, you can refer to pages 14–16 in *If You Lived During the Plimoth Thanksgiving* by Chris Newell.

Lesson 1: Unit Kickoff

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Cluster 1: Puritans and the Massachusetts Bay Colony

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

- Say the word: *labor*.
- Use the word in context: *Building our treehouse took a lot of planning and physical labor.*
- Share the student-friendly definition: *any type of work, including physical or mental.*
- 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 the word to the Word Wall.

**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 second vocabulary word students will need to know for this lesson: *values*.

- Say the word: *values*.
- Use the word in context: *Wampanoag values come from the natural world and their relationship with nature.*
- Share the student-friendly definition: *core beliefs about what is important that guide people's actions and decisions.*
- 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.*
- Be sure to also explain that while it is most often used in the plural form since people hold many beliefs, the singular form of the word is *value*.
- Add the word to the Word Wall.

Slide 5: Explain that both of these words are important for the unit, and they will explore the idea of values a bit more together. Play “What Are Your Values?” (2:14) by Cyber Civics Student Hub.

Lesson 1: Unit Kickoff

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Cluster 1: Puritans and the Massachusetts Bay Colony

Slide 6: Engage students in group brainstorming about the idea of values. Prompt students to identify their own personal values by asking:

- *What is important to you?*
- *How have your values helped you decide how to act?*

Invite students to think independently and then share out in a Turn and Talk format.

Slide 7: Then display the prepared Unit 3 Values Chart (see advance preparation), and invite students to consider two new prompts:

- What is important to our community?
- What values do members of our community share?

Invite students to brainstorm and write their ideas on sticky notes to add to the chart. As students share, underscore that personal values can inform and be connected to community values, and each kind impacts individuals in different ways.

Build a Know and Wonder Chart (10 minutes)

Slide 8: Introduce the unit's Essential Question:



How did different people's values, labor, and actions influence life in the time of the Massachusetts Bay Colony?

Explain that the Massachusetts Bay Colony was founded in Wampanoag territory by a different group of English colonists 10 years after Plymouth Colony.



SUPPORT ALL STUDENTS

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



TEACHING TIP

You can have students reference the optional [Unit 3 Values Chart](#) resource here to help them identify community values.

Lesson 1: Unit Kickoff

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Cluster 1: Puritans and the Massachusetts Bay Colony

Slide 9: Introduce the [Unit 3 Know and Wonder Chart](#) in your chosen format, and ask: *What have you learned about different people's values, labor, and actions so far?*

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:

- The Wampanoag value the land and live in relationship with it.
- The English colonists who landed in Wampanoag territory in 1620 took over the land at Patuxet and created Plymouth Colony.
- The Plymouth colonists and the Wampanoag created an alliance with one another, but the colonists broke it many times.

Then guide student discussion for the Wonder column of the chart. Ask: *What do you wonder about how different people's values, labor, and actions influenced life in the time of the Massachusetts Bay Colony?*

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:

- Were there colonists from other countries or other Indigenous nations that were impacted by the Massachusetts Bay Colony?
- What kinds of labor did people do at this time?
- How long did the Massachusetts Bay Colony exist, and how big was it?

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

**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](#)."

**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.

**SUPPORT ALL STUDENTS**

Project Zero's [Question Starts routine](#) is another great way to build students' thinking about asking questions. It also provides sentence starters that can help support students in generating on-topic questions.

Lesson 1: Unit Kickoff

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Cluster 1: Puritans and the Massachusetts Bay Colony

LESSON 2

Cluster 1 Launch

EQ How did different people's values, labor, and actions influence life in the time of the Massachusetts Bay Colony?

SQ How did the Puritans' values and actions affect their lives and the lives of those around them?

LEARNING OBJECTIVE

Make connections and generate questions about the Puritans and their values and actions.

LANGUAGE OBJECTIVE

Engage in collaborative questioning orally with peers using *who*, *how*, *what*, *where*, *when*, and *why* to ask questions about the Puritans and their values and actions.

LESSON OVERVIEW

In this lesson, students learn some foundational information about the Puritans and their values in order to understand, in subsequent lessons, how their values and actions affected their own lives as well as the lives of others. Students engage with three images and work in small groups to identify visual information and make predictions about how these images may connect to Puritan values. 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.1, 3.T5.2, 3.T5.3, SL.3.1

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 2 Slide Deck](#)
- ☐ [Puritan Images Graphic Organizer](#)
- ☐ [Puritan Images](#)
- ☐ [Puritan Images Graphic Organizer \(Teacher Version\)](#)
- ☐ [Cluster 1 Inquiry Chart](#)

LESSON AT A GLANCE

Component	Time
Provide Background Information	5
Observe and Discuss Puritan Images	15
Launching the Question	10

Lesson 2: Cluster 1 Launch

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Cluster 1: Puritans and the Massachusetts Bay Colony**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: Puritans and the Massachusetts Bay Colony**ADVANCE PREPARATION**

Pre-organize students into groups of 3–4, and determine if you want to provide student groups with printed copies of the [Puritan Images](#) or project the images and corresponding text provided on the slide deck (Slides 6–8).

Have the Unit 3 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?

Provide Background Information (5 minutes)

Slide 2: Introduce students to the group of people that this cluster will focus on: the Puritans. Read the text on the slide and explain:

- Puritans were English colonists who arrived in Wampanoag territory in 1630 and founded the Massachusetts Bay Colony. This was 10 years after the Plymouth colonists, who you learned about in the last unit, arrived.
- Thousands of Puritans left England for the Northeast because they wanted to practice religion in their own way.
- They took land from the Wampanoag and other Indigenous peoples in the Northeast.
- Their values influenced how they acted, including how they interacted with Indigenous peoples like the Wampanoag.

**LEARN MORE**

The "[Puritans & Pilgrims in New England](#)" video (11:51) by Study Hall provides an overview of the differences between the two groups of colonists. To learn even more about differentiating Plymouth colonists from Puritans, you can read John Moore's article, "[Pilgrims, Puritans, and the Importance of the Unexceptional](#)."

Lesson 2: Cluster 1 Launch

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Cluster 1: Puritans and the Massachusetts Bay Colony

Slide 3: Display the map of Plymouth Colony, and point out that the Massachusetts Bay Colony was formed north of Plymouth Colony.

Slide 4: Do a quick overview of some of the similarities and differences between Plymouth colonists and the Puritans. You can have student volunteers read the chart and help identify the key similarities and differences between the two groups.

Observe and Discuss Puritan Images (15 minutes)

Slide 5: Organize students into groups of 3–4, and distribute the [Puritan Images Graphic Organizer](#) and the [Puritan Images](#), if not using the images on **Slides 6–8** of the deck (see advance prep).

- Explain that they will look closely at and discuss each image and its description with their small group.
- Then they will record their ideas on their graphic organizers.
- Prompt students to begin. Be sure to move around the room to support student pacing and comprehension. You can use the [Puritan Images Graphic Organizer \(Teacher Version\)](#) to support this.



SUPPORT ALL STUDENTS

Encourage students to use their [Observe Language and Literacy Builder \(3-5\)](#) when engaging in close looking and discussion about the images.



CULTURAL COMPETENCE

You may choose to guide the discussion of the Massachusetts Bay Colony seal as a whole group. This will allow you to support students' processing of the stereotypes, including the Indigenous person dressed in leaves and the speech bubble asking for colonists to come and help Indigenous peoples. You could prompt students to make connections to what they learned in the previous unit about myths and truths.

Lesson 2: Cluster 1 Launch

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Cluster 1: Puritans and the Massachusetts Bay Colony



Launching the Question (10 minutes)

SPARK CURIOSITY

Slide 9: Then have students think about the images, and ask: *What might these images tell us about how Puritan values and actions could have influenced their lives and the lives of others?*

Have students use Add On talk moves 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:

- Their religious values might guide their actions, which would impact people around them who may not have the same religion.
- Their values might have influenced the Indigenous peoples of the area the most because an Indigenous person is included on the colony seal.
- The seal image tells us that they established the Massachusetts Bay Colony, which could have given them more power and taken away more land from Indigenous peoples in the Northeast.

Then ask: *How does this compare to what we learned about the actions and interactions of the Wampanoag and the Plymouth colonists in the last unit?* Possible responses:

- We learned that the Wampanoag and the Plymouth colonists had differences in how the two groups viewed the land and each other.
- Plymouth colonists broke the alliance they had made with the Wampanoag again and again. Colonists continued to take over land in the area and forced the Wampanoag off their territory.



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.



LEARN MORE

This World History Encyclopedia article, "[Puritans](#)," provides in-depth historical context on Puritans, their ties to the Catholic Reformation, and their motivations for coming to Massachusetts.

Lesson 2: Cluster 1 Launch

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Cluster 1: Puritans and the Massachusetts Bay Colony

Slide 10: Prompt students to generate their own questions about Puritan values and actions. 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:



How did the Puritans' values and actions affect their lives and the lives of those around them?

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.

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.



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: Puritans and the Massachusetts Bay Colony**PREVIEW THE LEARNING AHEAD**

Share with students that in this cluster, they will use images and readings to build an understanding of Puritan values and actions and how they impacted different groups of people, 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.

**LEARN MORE**

The arrival of the Puritans was a significantly larger wave of English colonists, with about 1,000 arriving at first and more than 20,000 arriving in the following 13 years. This was called [The Great Migration](#). For more information about European colonists and their impact on United States history, read Chapter 3, "Who were the Colonists?," in [A Young People's History of the United States](#) by Howard Zinn, adapted by Rebecca Steffoff.

Lesson 2: Cluster 1 Launch

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Puritan Images Graphic Organizer (Teacher Version)

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

Student responses will vary. Look for documentation of visual evidence and use of that evidence to draw conclusions about how those might be connected to values. Possible responses:

Image	What I see	What I think this might say about Puritan values and why
1	• People walking in the snow • People holding guns • People holding books • Cut down trees • An adult holding a child's hand • Men in front and back of the line with guns	• They might have valued praying and going to church a lot because they are going even though it is cold and snowy • Safety and protection might have been valued because they are carrying weapons • Reading might have been valued because they are carrying books with them • Selling or using natural resources might have been a value because there are trees that are cut down • Family or community connections because an adult is holding a child's hand • Men being leaders might have been valued because they are in front
2	• A stereotypical drawing of an Indigenous person holding a bow and arrow • A speech bubble that says, "Come over and help us" • Trees	• They may have valued their way of life over others because they show an Indigenous person needing help from them • They might value their religion and culture over others because they show the colony needing more English colonists

Image	What I see	What I think this might say about Puritan values and why
3	- Letters in alphabetical order - Images that represent animals and letters from the alphabet - A page of a book	- They may have valued learning the alphabet and how to read because it shares information about that - They might have valued education because it is a page of a book they used with children - They may have valued religion as a part of school because the text includes reading skills and religious topics

LESSON 3

Puritan Arrival in the Massachusetts Bay Colony

EQ	How did different people's values, labor, and actions influence life in the time of the Massachusetts Bay Colony?
SQ	How did the Puritans' values and actions affect their lives and the lives of those around them?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Analyze an informational text to learn about why Puritans settled in the Massachusetts Bay Colony and how it impacted different groups of people.	Summarize why Puritans settled in the Massachusetts Bay Colony and how it impacted different groups of people using details from the text and cause-and-effect language in writing.

LESSON OVERVIEW

The purpose of this lesson is to help students further their understanding of the Puritans by learning about the founding of the Massachusetts Bay Colony and the impacts of the Puritans' arrival in the Northeast. Students begin by learning the difference between a primary and a secondary source. They then work in pairs to read an informational text (secondary source) and respond to questions about it in writing. The lesson closes with a whole group discussion to share out and debrief the learnings.

LESSON STANDARDS

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

MATERIALS
☐ Lesson 3 Slide Deck
☐ Founding of the Massachusetts Bay Colony
☐ Founding of the Massachusetts Bay Colony Notes Organizer
☐ Founding of Massachusetts Bay Colony Notes Organizer (Teacher Version)

LESSON AT A GLANCE

Component	Time
Introduction to Sources	5
Reading and Note-taking	20
Closing Discussion	5

Lesson 3: Puritan Arrival in the Massachusetts Bay Colony

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Cluster 1: Puritans and the Massachusetts Bay Colony**Plan for English Learner Success**

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

- [Founding of the Massachusetts Bay Colony Notes Organizer \(Word Bank\)](#): Supports writing with a word bank and sentence starters

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

English Proficiency Levels 1-2:

- 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 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:

- 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 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:

- 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**

Pre-organize students into pairs for the reading and note-taking activity.

Lesson 3: Puritan Arrival in the Massachusetts Bay Colony

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Cluster 1: Puritans and the Massachusetts Bay Colony**Introduction to Sources** *(5 minutes)*

Slide 2: Begin by explaining to students that there are two kinds of sources that can be used when learning about the past: primary sources and secondary sources. Read the text on the slide aloud to explain the difference between the two kinds of sources.

Slides 3–5: Share with students that you will show them three different examples of sources and ask them to discuss with an elbow partner if they are primary or secondary. Point out that each source has some information about it next to the image.

Give students some time to look at and discuss the images. Then do a brief recap to ensure comprehension.

- The first image is a primary source because it was made and used in the mid-1600s.
- The second image is a secondary source because it was made over 200 years after the Puritans arrived.
- The third image is a primary source because it was made and used in the 1700s.

**LEARN MORE**

Two recommended books that address the impacts of the colonies and colonial leadership from Plymouth Colony through the Massachusetts Bay Colony are [Mayflower: Voyage, Community, War](#) by Nathaniel Philbrick and [The Mayflower: The Families, the Voyage, and the Founding of America](#) by Rebecca Fraser.

Lesson 3: Puritan Arrival in the Massachusetts Bay Colony

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Reading and Note-taking (20 minutes)



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.

Slide 6: Organize students into pairs, and distribute the [*Founding of the Massachusetts Bay Colony*](#) to each student.

Explain that this text is a secondary source and that they will be using it to learn about the Massachusetts Bay Colony and the Puritans.

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

- Values and opinions
- How these values and opinions impacted different groups of people

Slide 7: Then distribute the [*Founding of the Massachusetts Bay Colony Notes Organizer*](#) to each student.

- Explain that after they read the text with their partner, they will talk about the questions on the notes organizer and discuss their ideas.
- They should then write down their responses and be sure to use specific information from the text in their writing.

Prompt students to begin working. Be sure to move around the room to support student pacing and comprehension. Refer to the [*Founding of Massachusetts Bay Colony Notes Organizer \(Teacher Version\)*](#) to support this activity.



SUPPORT ALL STUDENTS

Be sure to provide the [*Founding of the Massachusetts Bay Colony Notes Organizer \(Word Bank\)*](#) to students who would benefit from additional writing supports, including a word bank and sentence starters.

Lesson 3: Puritan Arrival in the Massachusetts Bay Colony

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Closing Discussion (5 minutes)



CULTURAL COMPETENCE

Chapter 2, “Creating Colonies: More Than a New Place to Live,” in [Colonization and the Wampanoag Story](#) by Linda Coombs provides detailed information about the impacts of European colonization on Indigenous peoples who had been living in the area for thousands of years. This chapter addresses European justification of colonization, the connection to the Doctrine of Discovery, and more. You can also use the “Let’s Think About This” sections throughout the book to spark further connections across time periods.

Slide 8: With about 5 minutes left in class, bring students back together as a whole group.

Pose the questions from the notes organizer aloud, and prompt students to share their responses.

- As they share, encourage students to use the different Talk Moves sentence starters included on the slide.
- Be sure to prompt students to add to their note sheet as they hear from their peers.
- You can refer to the [Founding of Massachusetts Bay Colony Notes Organizer \(Teacher Version\)](#) to support student discussion and ensure comprehension.

Close by sharing that in the next class, they will learn more about the daily life and experiences of the Puritans in the Massachusetts Bay Colony.

Founding of Massachusetts Bay Colony Notes Organizer (Teacher Version)

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.

Student responses will vary. Look for information from the text in student writing. Possible responses:

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

- They disagreed with the English church.
- They believed their way of practicing religion was the right way.
- They wanted to show others how to practice their religion and spread it.

2. What values and opinions did the Puritans have?

- They believed their religion was very important.
- They valued the spreading of the colony and their religion.
- They thought Indigenous peoples should follow their religion.

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 ___.	

- Because of Puritan values and opinions, Indigenous peoples were forced off their land.
- Puritans believed their religion was the most important, so they tried to force Indigenous peoples to follow it.
- Conflict and harm to Indigenous peoples were caused by Puritan values and opinions.

LESSON 4

Daily Life in Massachusetts Bay Colony

EQ How did different people's values, labor, and actions influence life in the time of the Massachusetts Bay Colony?

SQ How did the Puritans' values and actions affect their lives and the lives of those around them?

LEARNING OBJECTIVE

Analyze sources to identify evidence of Puritan values and their connection to daily life in the Massachusetts Bay Colony.

LANGUAGE OBJECTIVE

Describe evidence from sources to answer questions about Puritan values and their connection to daily life in the Massachusetts Bay Colony, in writing.

LESSON OVERVIEW

In this lesson, students explore different sources to learn more about the Puritans and their values. First, students watch two video clips that address daily life and different forms of work in the colonies. They then participate in the Build the Word Wall routine for the word *indentured*. After a brief review of primary and secondary sources, as well as facts, opinions, and point of view, students engage in the Investigating Sources routine with two different sources. They recap their takeaways to close the lesson.

LESSON STANDARDS

PS 1, PS 3, PS 5, 3.T5.3, SL.3.1

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 4 Slide Deck](#)
- ☐ [Daily Life Notes Organizer](#)
- ☐ [Daily Life Notes Organizer \(Teacher Version\)](#)

VOCABULARY

indentured

LESSON AT A GLANCE

Component	Time
Introduction and Build the Word Wall	5
Investigating Sources	25

Lesson 4: Daily Life in Massachusetts Bay Colony

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Plan for English Learner Success

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

- [*Daily Life Notes Organizer \(Sentence Frames\)*](#): Supports written responses about sources
- [*Connect Language and Literacy Builder \(3-5\)*](#): Supports explaining connections between sources 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 discussion of sources before writing. Choose a sentence starter from the LLB for students to use when working.
- [*Look Fors*](#): Written responses should use the structures provided in the notes organizer and 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 for the discussion of sources before writing. Encourage students to choose one of the sentence starters from the LLB when working on their written responses.
- [*Look Fors*](#): Written responses should include simple sentences using the structures provided on the notes organizer and LLB. Written responses should have some elaboration of ideas (e.g., using new or multiple adjectives) about the sources and their connections to values and daily life.

English Proficiency Levels 5-6:

- Students will likely benefit from using the scaffolded notes organizer and LLB.
- [*Look Fors*](#): Writing in the notes organizer should include compound sentences and reference the sources' connection to values and daily life.

Introduction and Build the Word Wall (5 minutes)

Slide 2: Share with students that in today's lesson, they will begin by learning about the different types of people who lived in the colony and what they did for work.

Play the "Differences Between the Colonies" clip (0:19–0:58) by Untold History.

Lesson 4: Daily Life in Massachusetts Bay Colony

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Cluster 1: Puritans and the Massachusetts Bay Colony

Slide 3: Then play the “Life in the Colonies: Work” clip (0:00–1:22) from Untold History.

Then ask: *What kinds of work did people do? Who did it?*

Possible responses:

- Fishing
- Shipbuilding
- Logging
- Owned businesses
- Skilled laborers
- Indentured servants/workers
- Enslaved peoples (Indigenous peoples and Africans)

Slide 4: Introduce the new vocabulary word students will need to know: *indentured*.

- Say the word: *indentured*.
- Use the word in context: *Some people who moved to the Massachusetts Bay Colony worked as indentured servants to pay back the cost of their trip from England.*
- Share the student-friendly definition: *working without being paid for an agreed-upon period of time in exchange for something.*
- 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 the word to the Word Wall.

Explain that students will learn more about people who were indentured and enslaved later in the unit. Massachusetts Bay Colony had both groups of people, as did the rest of the colonies.

**LEARN MORE**

For information about English views on children, labor, and apprenticing in England and colonial America, please refer to the following resources: [Binding Out](#) from Primary Research and [Children Bound to Labor: The Pauper Apprentice System in Early America](#).

**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.

Lesson 4: Daily Life in Massachusetts Bay Colony

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Investigating Sources (25 minutes)

Slide 5: Do a quick review of primary and secondary sources by reading the text on the slides aloud.

Slide 6: Then ask for student volunteers to read each example and name if it is a primary or secondary source.

- A mishoon made in the 1600s. (primary)
- A chapter book on Wampanoag life in the 1600s written in 2026 (secondary)
- A newspaper article about Puritan life written in 2020 (secondary)
- A coat worn by a Puritan (primary)

Slide 7: Then do a quick review of a fact, opinion, and point of view by reading the text on the slide aloud.

INTRODUCE PURPOSE AND PROCESS

Slide 8: Share with students that during today's Investigating Sources routine, they will be considering if a source is primary or secondary, as well as what facts and opinions may be in the source.

Distribute the [Daily Life Notes Organizer](#) to students.

- Explain that they will examine the sources together as a whole group.
- Point out that they will engage in the Observe and Read steps for each source and then think about both sources to complete the Connect step.



CULTURAL COMPETENCE

It is important to note that categorization and thinking about primary and secondary sources are culturally based. Many Indigenous cultures emphasize the importance of people and their oral traditions as primary sources. Oral stories and histories shared by knowledge keepers are essential to history keeping and tradition.



SUPPORT ALL STUDENTS

Be sure to provide the [Daily Life Notes Organizer \(Sentence Frames\)](#) to students who would benefit from additional writing supports.



LEARN MORE

Chapter 10, "Laws: The European Legal System Imposed," in [Colonization and the Wampanoag Story](#), provides detailed information about the creation of colonial laws that restricted land and religious practices outside of those of the Puritans.

Lesson 4: Daily Life in Massachusetts Bay Colony

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Slides 9–10: Guide students through the Observe and Read portions of the handout using the images on the slides. You can refer to the [Daily Life Notes Organizer \(Teacher Version\)](#) to support this.

OBSERVE THE DOCUMENT'S FEATURES

Is this a primary or secondary source?

READ THE DOCUMENT

What facts and/or opinions are included?

What does this source tell us about Puritan values?

CONNECT TO OUR QUESTION

Slide 11: Prompt students to put their finger on the Sources 1 and 2 Connect section of their handout, and read the question aloud: *How did Puritan values and actions affect their lives?*

Explain that they will use the Give One, Get One routine to complete this last part of the Investigating Sources routine.

- Prompt students to take some time to draft their response to the question.
- Signal for students to find a partner.
- Have students take turns listening to each other's ideas, adding to their handouts as needed.
- 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.

Bring students back together to share their thinking and what they heard from classmates. You can refer to the [Daily Life Notes Organizer \(Teacher Version\)](#) to support this.



TEACHING TIP

You are encouraged to format this section in order to best support your students. You can have volunteers read the text aloud and then have student pairs discuss and form their responses. Another format would be to model the Observe and Read steps for the first source and then work on the second source as a whole group.



SUPPORT ALL STUDENTS

Encourage students to refer to their [Connect Language and Literacy Builder \(3-5\)](#) when working on this portion of their handout.

Lesson 4: Daily Life in Massachusetts Bay Colony

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Cluster 1: Puritans and the Massachusetts Bay Colony**LEARN MORE**

Additional sources to explore with students include the [Hannah Storer Sampler, 1747](#) from the Massachusetts Historical Society. The embroidery samplers of Colonial Massachusetts display fine technical skill but also reveal much about women in Puritan society. From religious beliefs to domestic priorities, [sources like this](#) provide more information on embroidery samplers. You can also explore [A Wig Belonging to Henry Bromfield](#) from the Massachusetts Historical Society. Strict Puritan values were greatly reflected in their clothing and dress codes. To learn more, including information on the Puritan “war on wigs,” [use this resource](#) from the New England Historical Society.

Lesson 4: Daily Life in Massachusetts Bay Colony

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Daily Life Notes Organizer (Teacher Version)

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?

It is a primary source.

Read:

Student responses will vary. Look for specific information from the source in student writing. Possible responses:

What facts or opinions are included?

- An opinion that is included is that children should love their friends and hate no one.
- Another opinion in the source is that children should honor their father, mother, and authority figures.

What does this source tell us about Puritan values?

- The source tells us that Puritans valued children following the rules and obeying the adults and God.
- The source tells us that Puritans valued religion as a core part of education and learning to read.

Source 2: Every Day Life in the Massachusetts Bay Colony

Observe:

Is this a primary or secondary source?

It is a secondary source.

Read:

Student responses will vary. Look for specific information from the source in student writing. Possible responses:

What facts or opinions are included?

- An opinion in the source is that the leaders in the colony believed that the government should follow the Bible.
- A fact in the source is that landowners built fences around their fields.

What does this source tell us about Puritan values?

- The source tells us that Puritans valued religion as a part of every aspect of their lives, including leadership and government.
- The source tells us that Puritans valued land ownership and protecting what was theirs, and separating it from others.

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.

Student responses will vary. Look for specific information from both sources in student writing. Possible responses:

- Puritan values of religion and following the rules affected the way they raised children and ran the government. Children were expected to always obey their parents and God. The Bible was also seen as an important part of leadership and the government.

LESSON 5

Trade and Bartering in Massachusetts Bay Colony

- EQ

How did different people’s values, labor, and actions influence life in the time of the Massachusetts Bay Colony?
- SQ

How did the Puritans’ values and actions affect their lives and the lives of those around them?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Identify the role of trade and bartering in the Massachusetts Bay Colony and how it connected to Puritan values and actions, using an informational text.	Use new vocabulary (<i>trade</i> , <i>barter</i>) to explain the role of trade and bartering in the Massachusetts Bay Colony and how it connected to Puritan values and actions, in note form and discussion.

LESSON OVERVIEW

In this lesson, students learn more about daily life for Puritans, with a focus on the economic systems used in the Massachusetts Bay Colony. First, students watch a brief video and engage in building the Word Wall with two new words: *trade* and *barter*. Students then participate in reading, discussing, and taking notes on how Puritans used these systems. A closing discussion focuses on what these actions can tell us about Puritan values.

LESSON STANDARDS

PS 1, PS 5, 3.T5.5, 3.T5.5a, 3.T5.5b, 3.T5.5c, SL.3.1
See full text of standards in the Cluster Overview.

MATERIALS

☐

[Lesson 5 Slide Deck](#)

☐

[Trade and Barter Graphic Organizer](#)

☐

[Trade and Barter Graphic Organizer \(Teacher Version\)](#)

VOCABULARY

barter

trade

LESSON AT A GLANCE

Component	Time
Introduction and Build the Word Wall	10
Exploring Trading and Bartering in Massachusetts Bay Colony	20

Cluster 1: Puritans and the Massachusetts Bay Colony**Plan for English Learner Success**

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

- [Trade and Barter Graphic Organizer \(Slide Prompts\)](#): Supports note-taking with prompts for where to find important text information

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

English Proficiency Levels 1-2:

- Oral translation of the informational text on the slides may be helpful if students are not yet reading fluently in their home language. If possible, pair students with a language-proficient peer for the discussion of each slide, and prompt students to read their responses out loud with their partner for speaking practice.
- Look Fors: Students should use the two vocabulary words (*trade, barter*) in their notes and discussion.

English Proficiency Levels 3-4:

- Oral translation of the informational text on the slides may be helpful if students are not yet reading fluently in their home language. If possible, pair students with a language-proficient peer for the discussion of each slide.
- Look Fors: Students should use the two vocabulary words (*trade, barter*) and some details from the text in their notes and discussion.

English Proficiency Levels 5-6:

- Students should participate in the writing and discussion portions of the activity independently.
- Look Fors: Students should use the two vocabulary words (*trade, barter*) and a greater level of detail from the text in their notes and discussion.

**ADVANCE PREPARATION**

Vocabulary words *trade* and *barter* are high-leverage words for the unit. Determine if students would benefit from completing the [Unit 3 Word Map](#) for these vocabulary words. This work can be done during an ELA block or other class time before this lesson.

If you would like to turn the Exploring Trading and Bartering portion of the lesson into a Gallery Walk, you can print and hang Slides 5–8 around the classroom.

Lesson 5: Trade and Bartering in Massachusetts Bay Colony

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Introduction and Build the Word Wall (10 minutes)

Slide 2: Share with students that today's lesson will focus on another part of the Puritans' daily life in the Massachusetts Bay Colony: how they got items they wanted and needed in the colony.

Explain that the colonists used systems that have been used by many different cultures around the world. The video they will watch focuses on a present-day Alaskan Indigenous character, but the systems are the same as those the colonists used.

Play "Molly of Denali: Bartering" (3:33) by PBS Kids.

Then share that these systems of trade and bartering are the focus of today's lesson.

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

- Say the word: *trade*.
- Use the word in context: *I will trade you \$5.00 for a candy bar, cookie, and cupcake.*
- Share the student-friendly definition: *to exchange what you have for what you need or want.*
- 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 the word to the Word Wall.

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

- Say the word: *barter*.
- Use the word in context: *Mario forgot to bring a drink for his lunch, so he bartered an apple for some chocolate milk.*
- Share the student-friendly definition: *to exchange what you have for what you need or want without using money.*



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.

Lesson 5: Trade and Bartering in Massachusetts Bay Colony

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- 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 the word to the Word Wall.

Then engage students in a quick application of these two vocabulary words. Share with students: *I have a brand new pack of markers. How much money would you give me for it? Okay, what is that called?* Invite students to share their responses popcorn-style.

Then follow up with: *I have a bag of gummy candy. What would you barter for it?* Once again, invite students to share their responses popcorn-style.

Exploring Trading and Bartering in Massachusetts Bay Colony (20 minutes)

Slide 5: Distribute the [Trade and Barter Graphic Organizer](#) to students. Explain that in today's lesson, the class will read the slides to learn about how the Puritans used trade and barter systems and take notes on their handout together about:

- What Puritans traded and bartered for
- Groups Puritans traded and bartered with

Point out that the final section on values will be done at the end of class.

Prompt students to find a partner and sit next to them. Then read the text on the slide aloud. You may also choose to post **Slides 5–8** around the room and format this activity as a Gallery Walk (see advance prep).



SUPPORT ALL STUDENTS

Be sure to provide the [Trade and Barter Graphic Organizer \(Slide Prompts\)](#) to students who would benefit from additional support and guidance with where to look for key information during the reading and note-taking activity.

Lesson 5: Trade and Bartering in Massachusetts Bay Colony

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Cluster 1: Puritans and the Massachusetts Bay Colony

Give students a minute to think about and discuss if any of the information they heard can be added to their graphic organizer. Then ask students to share their ideas aloud with the group. You can use the [Trade and Barter Graphic Organizer \(Teacher Version\)](#) to support discussion and comprehension throughout the activity.

Slides 6–8: Prompt students to find a new partner for each slide and repeat the process of reading aloud, prompting students to think and take notes with their partner and share with the whole group.

Slide 9: Then have students put their finger on the final row of their graphic organizer. Ask: *What values do these Puritan actions around trade and bartering show? How do you know?*

Share that students will use the Novel Ideas Only protocol as they share their responses. Quickly review the protocol description on the slide before prompting students to begin sharing. Explain that:

- Students stand up to signal they have something to share.
- Students who share must have a response to the question that has not been shared before by another student.

You can refer to the [Trade and Barter Graphic Organizer \(Teacher Version\)](#) to support students. Be sure to also encourage students to add to the final row of their graphic organizers as they hear additional ideas from their peers.

Close by sharing that in the next lesson, they will work to “put together” their learnings about Puritan values and actions through the Putting It Together routine.

**LEARN MORE**

[Wampum and Colonial Currency](#) from Philipse Manor Hall is a resource that gives more insight into the trade and bartering systems of the time. To learn more about the use of wampum, PBS Digital Studios has a "[How Shells Tell Native History](#)" video (10:15).

**CULTURAL COMPETENCE**

Chapter 8, “Colonization, Continued: Abundance or Destruction?” in [The Plymouth Church and the Evolution of Puritan Religious Culture](#) provides detailed information about the impacts of expanding European settlement, including the use of fencing and livestock and the creation of Praying Towns.

Lesson 5: Trade and Bartering in Massachusetts Bay Colony

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Trade and Barter Graphic Organizer (Teacher Version)

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

Student responses will vary. Look for the inclusion of specific information from the text and connections to values in their writing. Possible responses:

What Puritans traded and bartered:	• Food • Clothes • Iron tools • Crops (wheat, beans, corn) • Animals (fish, seals, whales, chickens, cows) • Fur
Who Puritans traded and bartered with:	• Other Puritans • Indigenous peoples of the Northeast • England • Other colonies
Impacts of Puritans' expanded trade and bartering:	Puritans became wealthy Enslaved peoples and indentured servants were used for forced, unpaid labor Indigenous peoples were forced off more of their land
Puritan values that these actions show:	• Valued getting what they wanted and needed to live • Valued wealth and making money • Valued business and being successful more than paying people fairly for their work

LESSON 6

Putting It Together

EQ How did different people's values, labor, and actions influence life in the time of the Massachusetts Bay Colony?

SQ How did the Puritans' values and actions affect their lives and the lives of those around them?

LEARNING OBJECTIVE

Synthesize new learning about how Puritans' actions and values affected themselves and others by developing a response to the cluster's Supporting Question.

LANGUAGE OBJECTIVE

Engage in a collaborative discussion about how Puritans' actions and values affected themselves and others 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 3, Cluster 1 Inquiry Chart.

LESSON STANDARDS

PS 1, PS 5, 3.T5.2, 3.T5.3, 3.T5.5, 3.T5.5a, 3.T5.5c, SL.3.1, W.3.2
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 3 Know and Wonder Chart
- ☐ Lesson 2: Puritan Images Graphic Organizer
- ☐ Lesson 3: Founding of the Massachusetts Bay Colony Notes Organizer
- ☐ Lesson 4: Daily Life Notes Organizer
- ☐ Lesson 5: Trade and Barter Graphic Organizer

Lesson 6: Putting It Together

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LESSON AT A GLANCE

Component	Time
Review Learning Documentation	5
Putting It Together	25
Optional Extension: Compare and Contrast	10

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 6: Putting It Together

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Cluster 1: Puritans and the Massachusetts Bay Colony**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:

- **Puritan Images Graphic Organizer**
- **Founding of the Massachusetts Bay Colony Notes Organizer**
- **Daily Life Notes Organizer**
- **Trade and Barter Graphic 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 3 Know and Wonder Chart
- Unit 3, 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.

Lesson 6: Putting It Together

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Cluster 1: Puritans and the Massachusetts Bay Colony**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 effects of Puritan values and actions on their own lives and the lives of others.

Slides 4–5: Present the **Unit 3, Cluster 1 Inquiry Chart** that the class created in Lesson 2, and remind students of the Cluster 1 Supporting Question:



How did the Puritans’ values and actions affect their lives and the lives of those around them?

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:

- Thousands of Puritans arrived in Wampanoag territory in 1630 and settled in the area.
- Puritans valued religion as part of education, family life, and the government. They expected others to follow the way they practiced religion and their rules.
- Bartering and trading were key parts of daily life and business in the Massachusetts Bay Colony and helped make the Puritan colonists wealthy.

**LEARN MORE**

Part 1 of PBS’s documentary “[God in America](#)” addresses Puritan history. There is also an accompanying article [here](#), by American Experience that summarizes the episode.

**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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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 3 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 did the Puritans' values and actions affect their lives and the lives of those around them?*

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.



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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Cluster 1: Puritans and the Massachusetts Bay Colony

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 you heard in your discussions?*
- *What were some opinions you heard in your discussions?*
- *What primary and secondary sources were referenced in your discussions?*

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

Optional Extension: Compare and Contrast

(10 minutes)

If you would like to extend student thinking about Puritan actions and values in a compare and contrast exercise, you can use [Extension: Compare and Contrast](#).



MAKE CONNECTIONS

Discovering Justice has created a [Civil Discourse Sentence Stems poster](#) that categorizes responses into "Agree," "Disagree," "Share & Summarize," and "Question" sections. The resource also includes smaller sentence starter cards that can be placed around the classroom for student reference.

Lesson 6: Putting It Together

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LESSON 7

Formative Assessment

EQ	How did different people's values, labor, and actions influence life in the time of the Massachusetts Bay Colony?
SQ	How did the Puritans' values and actions affect their lives and the lives of those around them?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Explain how Puritans' actions and values affected themselves and others using information from sources.	Use specific information from cluster sources and vocabulary to describe how Puritans' actions and values affected themselves and others, in writing.

LESSON OVERVIEW

In this lesson, students use information from the cluster to complete the Cluster 1 Formative Assessment Task. Students first are prompted to locate and organize their class-created and individual resources from the cluster. They then engage in an independent writing task about the impacts of Puritan values and actions on both Puritans and other groups around them. The lesson closes with a whole-group reflective discussion on the cluster.

LESSON STANDARDS

PS 1, PS 5, 3.T5.2, 3.T5.3, 3.T5.5, 3.T5.5a, 3.T5.5c, 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 1: Unit 3 Know and Wonder Chart
☐ Lesson 2: Puritan Images Graphic Organizer
☐ Lesson 3: Founding of the Massachusetts Bay Colony Notes Organizer
☐ Lesson 4: Daily Life Notes Organizer
☐ Lesson 5: Trade and Barter Graphic Organizer

LESSON AT A GLANCE

Component	Time
Organize the Cluster Resources	5
Formative Assessment	25

Lesson 7: 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 \(Sentence Frames\)](#): 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:

- Choose accessible words from the word bank for students to use along with the provided sentence frames.
- [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:

- Encourage students to use the word bank and sentence frames 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 should be able to complete the assessment independently. Students may choose to use the provided sentence frames 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 3, Cluster 1 Inquiry Chart and necessary student materials from previous lessons listed above are accessible for student reference.

Lesson 7: Formative Assessment

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Cluster 1: Puritans and the Massachusetts Bay Colony**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:

- **Puritan Images Graphic Organizer**
- **Founding of the Massachusetts Bay Colony Notes Organizer**
- **Daily Life Notes Organizer**
- **Trade and Barter Graphic Organizer**

Slide 3: Then briefly review the additional reference tools they created as a class and where they are located for student reference:

- Unit 3 Know and Wonder Chart
- Unit 3, Cluster 1 Inquiry Chart
- Word Wall

**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](#).

Lesson 7: Formative Assessment

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Cluster 1: Puritans and the Massachusetts Bay Colony

Slide 4: Distribute the [Formative Assessment Task](#) to students, and explain that when they respond to each question, they need to ensure that they include at least one fact and one opinion in their writing.

- Point out the word bank and encourage students to use these words in their responses.
- Remind students that they should refer to and use the cluster materials to help them as they work.

Give students time to ask clarifying questions as needed, and then prompt them to begin working on the assessment.

- Be sure to move around the room to support students' comprehension and access to reference materials.
- You can use [Formative Assessment Task \(Teacher Version\)](#) to support students' work.

Slide 5: With about 5 minutes left in class, bring students back together as a whole group, and pose the following reflection prompts for students:

- I used to think... now I know...
- Something new I learned was...
- I am proud that now I can...

Invite students to share their ideas in a Think-Pair-Share format.

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 \(Sentence Frames\)](#) 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.

**SUPPORT ALL STUDENTS**

You can format this reflection time differently in order to meet the needs of your specific students. The reflection questions can be answered independently in a journal or with an elbow partner instead of the whole class.

Lesson 7: Formative Assessment

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Formative Assessment Task (Teacher Version)

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.

Student responses will vary. Look for the inclusion of specific information from cluster sources and at least one fact and one opinion in each response. Possible responses:

Word Bank			
labor	barter	religion	territory
land	trade	permission	wealth

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

- Puritans valued their religion. They believed that their religion gave them permission to found the Massachusetts Bay Colony and expand it.

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

- They settled in the Massachusetts Bay Colony without the permission of the Indigenous peoples of the area. Their opinion was that the Indigenous territory could be taken over because their religion was superior.

How did this action affect Puritans?

- Puritans gained power with this action of founding and settling the colony. They included their religion in their government and their education. Their opinion was that their form of religion was the most important and true form.

How did this action affect other groups of people?

- This negatively affected the Indigenous peoples of the area. Puritans' opinion was that Indigenous peoples should have the same religion as they because it was the "right" one and that they had no rights to their ancestral land.

Leadership in Massachusetts: 1600–1770

How did different Indigenous and Puritan leaders' values and actions influence one another?

CONTENTS

Lesson 8

Cluster 2 Launch

Lesson 9

Leadership and Wars

Lesson 10

Leader Profiles (Part 1)

Lesson 11

Leader Profiles (Part 2)

Lesson 12

Putting It Together

Lesson 13

Formative Assessment

Overview

This cluster explores the specific actions and impacts of Indigenous and Puritan leaders during the expansion of colonization in the Northeast. Students work to identify facts and opinions in sources as well as whether the sources are primary or secondary. Through maps, informational texts, images, and quotes, students learn how different leaders made choices and how those choices both reflected values and impacted others.

Learning Objectives

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

- Identify given sources as primary or secondary.
- Brainstorm questions about how different leadership decisions impacted colonization.
- Describe how beliefs and values influence communities and their leadership.
- Interpret social studies arguments by evaluating source credibility based on distinctions between fact and opinion (WIDA ELD-SS.2-3.Argue.Interpretive).

Vocabulary

TIER 2	TIER 3
resist	enslavement

Cluster Focus Standards

Practice Standards

STANDARD	LESSON(S)
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PS 2: Generate questions relevant to multiple aspects of a topic.	8-13
PS 3: Distinguish between primary and secondary sources.	10-13
PS 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.	9-13

Content Standards

STANDARD	LESSON(S)
3.T5.1: Compare and contrast the roles and leadership decisions of early English leaders of the Puritans of the Massachusetts Bay Colony and the Pilgrims of the Plymouth colony (e.g., John Winthrop, Miles Standish, William Brewster, Edward Winslow, William Bradford, John Alden, John Cotton, Thomas Hooker) and the roles and decisions of the leaders of Native Peoples (e.g., Massasoit, Metacom, also known as King Philip).	8-13
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).	9-13

Literacy Standards

STANDARD	LESSON(S)
RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language pertaining to time, sequence, or cause/effect.	8-9, 12-13
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.	8-13

Unit 3, Cluster 2 Inquiry Chart (Teacher Version)

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.	Indigenous peoples of the Northeast and colonists saw and used the land differently, and this impacted how they interacted with each other and made decisions.
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.	Indigenous leaders acted to protect their ancestral land and people, while colonist leaders acted to expand their colonies and protect their people.
Lesson 10: We read about and took notes on one Indigenous leader and participated in a jigsaw to share our learnings.	Indigenous leaders negotiated peace agreements with colonists in order to try to protect their people and territories.

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 11: We read about and took notes on one Puritan leader and participated in a jigsaw to share our learnings.	Puritan leaders made decisions that supported the expansion of the Massachusetts Bay Colony's land and religion.

LESSON 8

Cluster 2 Launch

EQ	How did different people's values, labor, and actions influence life in the time of the Massachusetts Bay Colony?
SQ	How did different Indigenous and Puritan leaders' values and actions influence one another?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Make connections and generate questions about Indigenous and Puritan leadership and how they influenced one another.	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 and Puritan leadership and how they influenced one another.

LESSON OVERVIEW

In this lesson, students connect past learnings about before and during the colonization of the Northeast to two new maps. This foundation will be built upon in subsequent lessons as students investigate how Indigenous and Puritan leaders' values and actions affected different people's lives. Students engage with two maps and work to identify visual information and make predictions about how these images may connect Indigenous and Puritan leaders' values and actions. 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 2, 3.T5.1, RI.3.3, SL.3.1
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 8 Slide Deck
☐ Cluster 2 Inquiry Chart

LESSON AT A GLANCE

Component	Time
Looking Back and Looking Forward	15
Launching the Question	15

Lesson 8: Cluster 2 Launch

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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 8: Cluster 2 Launch

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**ADVANCE PREPARATION**

Determine how you will organize students into groups of 4, and assign each student a number (1–4) for the Looking Back and Looking Forward activity.

Have the Unit 3 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 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?

Looking Back and Looking Forward (15

minutes)

Slide 2: Share with students that as they begin this new cluster, they will first reflect on some key learnings from the previous cluster and previous units.

Explain that they will work together using the Numbered Heads Together protocol.

- Organize students into groups of 4, and assign each student a number 1–4 in your predetermined way (see advance prep).
- Share that in this discussion protocol, you will pose different questions. Each group will discuss the question together.
- You will then call out a number 1–4, and the person assigned that number will share their group's thinking with the class.

**SUPPORT ALL STUDENTS**

Encourage students to refer to their [Observe Language and Literacy Builder \(3-5\)](#) as they engage in close looking at these maps and images.

Lesson 8: Cluster 2 Launch

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Once students are organized and grouped, prompt them to look closely at the two maps. Then ask: *What have we learned about the land of the Northeast and how Indigenous peoples and colonists viewed it?*

Give student groups 1–2 minutes to discuss among themselves. Then call out number 3, and have all students assigned that number share their group's thinking with the whole class. Possible responses:

- Indigenous peoples of the Northeast did not see land as something that could be owned.
- Indigenous peoples of the Northeast lived in connection with the land for thousands of years.
- Colonists viewed the land as a way to make money by using and selling natural resources.
- Colonists divided up the land to create farms, build houses, and settle colonies.

Slide 3: Prompt students to look closely at the two images. Then ask: *What have we learned about the decisions the Wampanoag and colonist leaders made and how they reacted to each other in the last unit?*

Give student groups 1–2 minutes to discuss among themselves. Then call out number 2, and have all students assigned that number share their group's thinking with the whole class. Possible responses:

- Samoset, the Abenaki sachem, organized a meeting between the Wampanoag and Plymouth colonists.
- The Wampanoag Massasoit named Ousamequin made an alliance with Plymouth colonist leaders to make an alliance.
- Plymouth colonist leaders on the Mayflower created the Mayflower Compact to set rules for their new colony.
- Puritan leaders founded the Massachusetts Bay Colony and started taking over land without getting permission from the Wampanoag or Nipmuc peoples, who had lived there for thousands of years.

Slide 4: Explain that students will now look at two maps they have not seen yet and discuss their observations with their group.



CULTURAL COMPETENCE

The second map is titled, “A Map of the Most Inhabited Part of New England.” Sharing the title of the map is not part of the lesson, but please be mindful that the title perpetuates white settler colonialism.



SUPPORT ALL STUDENTS

You can also encourage students to refer to their [Talk Moves Language and Literacy Builder](#) as they discuss these prompts in their small groups.

Lesson 8: Cluster 2 Launch

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Cluster 2: Leadership in Massachusetts: 1600–1770

Introduce the map of the Northeast before colonization, and open the link included on the slide.

- Give students some context by reading the introductory information about the Constellation Map on the site.
- Then zoom into the Northeast of North America.

Ask: What do you notice about this map?

Give student groups 1–2 minutes to discuss among themselves. Then call out number 1, and have all students assigned that number share their group's observations with the whole class.

Possible responses:

- We saw the names of different Indigenous tribes and nations.
- We noticed there were lines in many different directions connecting the different Indigenous tribes and nations.

Slide 5: Introduce the map of the Northeast after colonization, and open the link included on the slide to allow you to zoom in as needed.

Prompt students to look closely at the map and discuss what they notice with their group.

After 1–2 minutes, call out number 4, and have all students assigned that number share their group's observations with the whole class.

Possible responses:

- We saw different lines and borders.
- We noticed that there were the names of states or colonies on the map.

Lesson 8: Cluster 2 Launch

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Launching the Question (15 minutes)

SPARK CURIOSITY

Slide 6: Then have students think about the maps, and ask: *What might these maps tell us about the Indigenous peoples of the Northeast, the colonists, and their values?*

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 map before colonization uses lines to show connections between Indigenous groups instead of borders. They might value interaction more than ownership.
- The map after colonization shows borders and names of places on the map. They might value ownership and being different and separate from other places and people.

Then ask: *How might these maps connect to the values and actions of Indigenous and colonist leaders?* Possible responses:

- Leaders often make decisions for the group of people they represent, so the map before colonization could reflect how those Indigenous groups' leaders were connected to one another.
- The map after colonization has borders that were not there before. Colonist leaders may have decided on these borders.

Slide 7: Prompt students to generate their own questions about Indigenous and Puritan leaders' values and actions. 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. Encourage students to use the question formation sentence frames that are included on the slide. Record student questions verbatim on chart paper or a dry-erase board.



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.



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: Leadership in Massachusetts: 1600–1770**INTRODUCE THE SUPPORTING QUESTION AND ELICIT INITIAL THINKING**

Slide 8: Introduce the Cluster 1 Supporting Question:



How did different Indigenous and Puritan leaders' values and actions influence one another?

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 9: 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 10: 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.

**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.

**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 8: Cluster 2 Launch

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Cluster 2: Leadership in Massachusetts: 1600–1770**PREVIEW THE LEARNING AHEAD**

Share with students that in this cluster, they will use images and readings to build an understanding of different Indigenous and Puritan leaders' values and actions, and how they influenced each other, 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 8: Cluster 2 Launch

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LESSON 9

Leadership and Wars

- | | |
|-----------|---|
| EQ | How did different people's values, labor, and actions influence life in the time of the Massachusetts Bay Colony? |
| SQ | How did different Indigenous and Puritan leaders' values and actions influence one another? |

LEARNING OBJECTIVE

Identify actions and values of Indigenous and colonist leaders using informational text.

LANGUAGE OBJECTIVE

Summarize actions and values of Indigenous and colonist leaders in discussion and note form using specific details from informational text.

LESSON OVERVIEW

In this lesson, students learn about the rising conflicts between Indigenous peoples and colonists, how their respective leaders responded and acted, and what values were represented. Students begin by engaging in the Build the Word Wall routine for the vocabulary word *resist*. The teacher then presents informational slides on The Pequot War (1636–1638) and King Philip's War (1675–1676). As the text is read aloud, students work to identify Indigenous and colonist leadership's actions and values and record their learnings in a graphic organizer. The lesson closes with a reflection on new and lingering questions and a discussion of what facts and opinions they learned about in the text sources.

LESSON STANDARDS

PS 2, PS 5, 3.T5.1, 3.T5.2, RI.3.3, SL.3.1

See full text of standards in the Cluster Overview.

MATERIALS

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

VOCABULARY

resist

Lesson 9: Leadership and Wars

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LESSON AT A GLANCE

Component	Time
Introduction and Build the Word Wall	5
Examples of Leadership and War	20
Closing Discussion	5

Plan for English Learner Success

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

- [Leadership and Wars Graphic Organizer \(Word Bank\)](#): Supports note-taking with a word bank with key words from the text
- [Talk Moves Language and Literacy Builder](#): Supports discussion with sentence frames and starters

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

English Proficiency Levels 1-2:

- Ensuring students have oral translation of the informational text on the slides may be helpful if students are not yet reading fluently in their home language. Direct students to use specific words from the word bank and frames from the LLB to support their writing and discussion.
- Look Fors: Writing in the graphic organizer and oral responses should include single words or short phrases.

English Proficiency Levels 3-4:

- Oral translation of the informational text on the slides may be helpful if students are not yet reading fluently in their home language. Encourage students to choose specific words from the word bank and frames from the LLB to support their writing and discussion.
- Look Fors: Writing in the graphic organizer and oral responses should include simple sentences with some reference to the informational text and word bank words.

English Proficiency Levels 5-6:

- Students should be able to participate in the activities independently.
- Look Fors: Writing in the graphic organizer and oral responses should include compound sentences and reference the informational text and multiple word bank words.

Lesson 9: Leadership and Wars

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**ADVANCE PREPARATION**

Vocabulary word *resist* is a high-leverage word for the unit. Determine if students would benefit from completing the [Unit 3 Word Map](#) for this vocabulary word.

Introduction and Build the Word Wall (5 minutes)

Slide 2: Share with students that today, they will learn about the fighting that arose between Indigenous leaders and Puritan leaders following the settling of the Massachusetts Bay Colony.

Ask students to make predictions about the following:

- *What might Indigenous leaders and Puritan leaders have fought about?*
- *What actions might leaders have taken during conflict?*

Encourage students to use the provided sentence frames on the slide and share popcorn-style. Possible responses:

- They may have fought about land and who got to use it and live on it.
- Because Puritans valued their religion, they may have forced everyone to follow it, including Indigenous peoples.
- Indigenous leaders may have fought back against Puritans in order to protect themselves and their communities.

**SUPPORT ALL STUDENTS**

This lesson addresses the impacts of war. Be sure to extend support for students both during and after this lesson as needed.

Lesson 9: Leadership and Wars

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

- Say the word: *resist*.
- Use the word in context: *There were many ways that Indigenous peoples resisted expanding colonization.*
- Share the student-friendly definition: *to fight against.*
- 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 the word 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.

Examples of Leadership and War (20 minutes)



LEARN MORE

Wampanoag Massasoit Ousamequin had two sons who succeeded him after his death, Wamsutta and then Metacom. Ousamequin negotiated the 1621 alliance and treaty with Plymouth colonists and believed working with them would best serve their people. His sons were given English names, Alexander and Philip, respectively. To learn more, you can read *World History Encyclopedia's* article, "[King Philip \(Metacom\)](#)."

Slide 4: Provide a brief overview of the differences in Indigenous and colonial leadership structures by reading the text on the slide.

Then distribute the [Leadership and Wars Graphic Organizer](#) to students, and explain that they will work with informational text on the slide deck to learn about two examples of war and leadership.

- Read the directions aloud.
- Then have students put their finger on the Pequot War row of the graphic organizer.
- Explain that as they read and discuss the next two slides, they will consider what Indigenous and colonist leader actions and values they see or hear.



SUPPORT ALL STUDENTS

Be sure to provide the [Leadership and Wars Graphic Organizer \(Word Bank\)](#) to students who would benefit from additional note-taking supports.

Lesson 9: Leadership and Wars

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Cluster 2: Leadership in Massachusetts: 1600–1770

- Determine a class signal that students can give when they see or hear information that can be recorded on their handout.
- Students should then record their learnings in the corresponding column of their handout.

**LEARN MORE**

Colonial expansion led to rising tensions between Indigenous peoples and European colonists.

To learn more about The Pequot War, also known as the Pequot Massacre, you can read about it on pages 66–67 and 72–73 in [An Indigenous Peoples' History of the United States for Young People](#) or on Zinn Education Project's [May 26, 1637: Pequot Massacre](#). Additionally, the Mashantucket Pequot Museum & Research Center created a short video on remembering the [Pequot War](#).

To learn more about King Philip's War, you can explore Lisa Brooks' [Our Beloved Kin: A New History of King Philip's War](#).

Slides 5–6: Read the text on the slide aloud, pausing for student questions and clarification as needed.

- As students give the determined signal, ask them to turn to an elbow partner and share what they heard and where they think it should be recorded on their handout. Then ask for a few volunteers to share their ideas with the whole class.
- You can model note-taking on **Slide 7** for students. They can then add to and copy notes from the slide.
- Refer to the [Leadership and Wars Graphic Organizer \(Teacher Version\)](#) to support student comprehension and note-taking.

Prompt students to put their finger on the King Philip's War row of the graphic organizer. Explain that they will repeat this same process for the new event.

Lesson 9: Leadership and Wars

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Slides 8–9: Read the text on the slide aloud, pausing for student questions and clarification as needed.

- As students give the determined signal, ask them to turn to an elbow partner and share what they heard and where they think it should be recorded on their handout.
- Then ask for a few volunteers to share their ideas with the whole class.
- You can model note-taking on **Slide 10** for students. They can then add to and copy notes from the slide.
- Refer to the [Leadership and Wars Graphic Organizer \(Teacher Version\)](#) to support student comprehension and note-taking.



TEACHING TIP

Students may benefit from a reminder that Massasoit was Ousamequin's title, but many colonists did not understand this and mistakenly referred to him as Massasoit. Some colonial documents and records from the time refer to him as Massasoit, and that has persisted over time.

Slide 11: Share that present-day Wampanoag peoples continue to honor Metacom's impact and legacy by coming together for Metacom Day every August 12.



BUILD LITERACY

Students can revisit the core text from Unit 2, *If You Lived During the Plimoth Thanksgiving* by Chris Newell, for additional information about these wars. Please see pages 75–79 for information about the Pequot War and King Philip's War.

Closing Discussion (5 minutes)

Slide 12: Point out the final section on the graphic organizer, and give students a couple of minutes to record their new or lingering questions about what they learned. Guide students to use the question formation frames on the slide as they form their questions.

- Then prompt students to find a partner to share their questions with. Encourage students to record additional questions that they hear and connect with during their partner work.
- Prompt students to find a new partner to repeat the process once more.



SUPPORT ALL STUDENTS

Encourage students to refer to their [Talk Moves Language and Literacy Builder](#) to support their discussions.

Possible responses:

Lesson 9: Leadership and Wars

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Cluster 2: Leadership in Massachusetts: 1600–1770

- Why did colonists enslave Indigenous peoples during and after King Philip's War?
- Did the English king support colonists declaring war on the Indigenous peoples of the area?

Slide 13: Then ask: *How are you feeling about what we learned today?* Give students time to process emotions that may have arisen during class, and reinforce that you are available to talk to students privately, if they prefer.

Close by letting students know that in the next class, they will learn more about specific leaders, along with their actions and values.

Lesson 9: Leadership and Wars

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Name: _____ Date: _____

Leadership and Wars Graphic Organizer (Teacher Version)

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

Student notes will vary. Look for the inclusion of information about both groups and details from the slides.
Possible responses:

Event	Indigenous leadership actions and values	Colonist leadership actions and values
The Pequot War	• Tried to cut off English colonists' use of the Connecticut River • Tried to gain other Indigenous tribes as allies against the English • Attacked English colonists that tried to take their land • Valued resisting colonization, protecting ancestral land, their traditions and their people	• Wanted complete control of the Connecticut River • Wanted more land, including Pequot ancestral land • Organized soldiers to punish Pequots for attacking colonists • Attacked Pequot's Mystic Fort, killing 500 Pequots • Valued punishing Indigenous peoples, expanding their colony's land and resources
King Philip's War	• Pometacom organized warriors from neighboring Indigenous nations to fight back against English colonization • Pometacom led attacks on English colonists • Valued resisting colonization, protecting ancestral land and Indigenous peoples in the Northeast against colonists	• Formed an alliance with other New England colony leaders to protect themselves and take more land • New England colony leaders declared war on Pometacom and his supporters • Valued taking more land and protecting colonists against Indigenous peoples
New or lingering questions you have about what you learned:	• Why was it so important to colonists to keep expanding their colony? • Could colonists and the Indigenous peoples of the Northeast have lived collaboratively? • Were there any English or other European colonists who worked with Indigenous peoples instead of against them?	

LESSON 10

Leader Profiles (Part 1)

EQ	How did different people's values, labor, and actions influence life in the time of the Massachusetts Bay Colony?
SQ	How did different Indigenous and Puritan leaders' values and actions influence one another?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Identify Indigenous leaders' actions, values, and influence using primary and secondary sources.	Summarize Indigenous leaders' actions, values, and influence in note form and discussion.

LESSON OVERVIEW

In this lesson, students read about Indigenous leaders' actions, values, and influence on others. Students begin by engaging in the Build the Word Wall routine for the vocabulary word *enslavement*. Students then use the Investigating Sources routine to engage with an informational text and take notes. They then participate in a jigsaw discussion with peers to share what they learned with others and ask about who their classmates learned about. The lesson closes with a group discussion of facts, opinions, and a portion of the cluster's Supporting Question.

LESSON STANDARDS

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

MATERIALS
☐ Lesson 10 Slide Deck ☐ Leader Profiles ☐ Leader Jigsaw Notes Organizer ☐ Leader Jigsaw Notes Organizer (Teacher Version)
VOCABULARY
enslavement

LESSON AT A GLANCE

Component	Time
Introduction and Build the Word Wall	5
Investigating Sources: Leader Profiles and Jigsaw	25

Lesson 10: Leader Profiles (Part 1)

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Plan for English Learner Success

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

- [Leader Profiles \(Word Bank\)](#): Supports reading comprehension of text with word bank definitions and chunked text
- [Talk Moves Language and Literacy Builder](#): Supports discussion and sharing of learnings with others with sentence starters and frames

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 text's word bank to support their note-taking. If possible, pair students with a language-proficient peer for the jigsaw discussion. Choose Inquire and Clarify frames from the LLB to support them during the jigsaw.
- [Look Fors](#): Written notes should include the chosen word bank words along with single words or short phrases. Students can read directly from their notes during the jigsaw.

English Proficiency Levels 3-4:

- Encourage students to choose specific words from the text's word bank to support their note-taking. If possible, pair students with a language-proficient peer for the jigsaw discussion. Prompt students to choose helpful Inquire and Clarify frames from the LLB to support them during the jigsaw.
- [Look Fors](#): Written notes should include the chosen word bank words along with more complex phrases. Students should be able to summarize some of their learning and notes during the jigsaw.

English Proficiency Levels 5-6:

- Students should be able to readily participate in the activities. They may choose to refer to the LLB to support their discussion during the jigsaw.
- [Look Fors](#): Written notes should include multiple words from the word bank and specifics from the text. Students should clearly summarize their learnings during the jigsaw.



ADVANCE PREPARATION

Vocabulary word *enslavement* is a high-leverage word for the unit. Determine if students would benefit from completing the [Unit 3 Word Map](#) for this vocabulary word. This work can be done during an ELA block or other class time before this lesson.

Determine how you want to preorganize students into groups of 2–3, and evenly prepare the Massasoit Ousamequin, Metacom, and Awashonks portions of the [Leader Profiles](#) so that about a third of the class is reading about each figure.

Lesson 10: Leader Profiles (Part 1)

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Introduction and Build the Word Wall (5 minutes)



CULTURAL COMPETENCE

For a list of picture books that center Indigenous voices and advocacy, please visit Discovering Justice's [Grade 3 Virtual Read Aloud Library](#).

Slide 2: Provide students with a preview of today's lesson by reading the text on the slide aloud.

Slide 3: Introduce the next vocabulary word students will need to know for this lesson: *enslavement*.

- Say the word: *enslavement*.
- Use the word in context: *In the Massachusetts Bay Colony, colonists were responsible for the enslavement of Indigenous peoples and West Africans.*
- Share the student-friendly definition: *the act of forcing people to work and using them as property.*
- 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 the word 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.



LEARN MORE

The City of Boston's Boston Slavery Exhibit has a [Timeline of Black & Indigenous Radical Protest in Boston](#) spanning from 1773 to 2023.

Lesson 10: Leader Profiles (Part 1)

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Investigating Sources: Leader Profiles and Jigsaw (25 minutes)

INTRODUCE PURPOSE AND PROCESS

Slide 4: Explain that together, students will learn about six leaders: three Indigenous and three Puritan. Using the Investigating Sources routine, they will read and discuss sources, take notes, and then share their learnings jigsaw-style with their classmates.

- Organize students into groups of 2–3.
- Distribute the Massasoit Ousamequin, Metacom, and Awashonks portions of the [Leader Profiles](#) so that each group has copies of the same text and about a third of the class is reading about each figure.

OBSERVE THE DOCUMENT'S FEATURES

Slides 5–6: Do a brief recap of primary versus secondary sources, and then prompt students to look for what information on the page is a primary source and what information is a secondary source.

- Students should identify the quote as a primary source and the other text as a secondary source.
- Additionally you can point out that, depending on when they were created, the images could be either primary or secondary.



SUPPORT ALL STUDENTS

Be sure to provide the Massasoit Ousamequin, Metacom, or Awashonks portions of the [Leader Profiles \(Word Bank\)](#) to students who would benefit from additional reading comprehension supports.



LEARN MORE

The Wampanoag's resistance against expanding colonization continued through the 1800s and 1900s and continues in the present day. The Mashpee Wampanoag's demand for self-government made in 1833 is an example of what forms of resistance were used at the time. You can learn more about it in the Mass Moments' article, "[Indians in Mashpee Demand Self-Government](#)."

To learn about a contemporary example of the Wampanoag community fighting for rights to their ancestral land, you can read WBUR's "[Feds Drop Legal Battle Over Tribe's Reservation Status](#)."

READ THE DOCUMENT

Lesson 10: Leader Profiles (Part 1)

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Slide 7: Read the directions on the Leader Profiles aloud. Then distribute the [Leader Jigsaw Notes Organizer](#), and explain that they will only fill in information for the figure they are reading about now. The other sections will be completed during the jigsaw.

- Prompt students to begin reading and discussing their assigned text and filling out their notes organizer.
- Be sure to move around the room to support student pacing, comprehension, and note-taking. You can refer to the [Leader Jigsaw Notes Organizer \(Teacher Version\)](#) to support this.



CULTURAL COMPETENCE

For more in-depth information and lesson content regarding Indigenous sovereignty, check out Discovering Justice's [Sovereignty](#) lesson.

They also have a lesson on Indigenous resistance called [Petition for Change](#).

Slide 8: After student groups have read and completed their leader's section of the notes organizer, divide students into new groups of 2, where each student has read about a different figure.

- Explain that they will take turns asking their classmates about the figures they learned about. Share that question frames will be displayed for them to reference and use as they work together.
- Inform students that as they listen to their new partner, they need to record information about the figures in order to complete their notes organizer.

Slide 9: Keep the question formation frames displayed for students to refer to as they participate in the jigsaw.

- Prompt students to begin.
- Once again, you can refer to the [Leader Jigsaw Notes Organizer \(Teacher Version\)](#) to support this.



SUPPORT ALL STUDENTS

Encourage students to refer to the Clarify and Inquire sections of their [Talk Moves Language and Literacy Builder](#) as they engage in asking questions about their classmates' learning.

Lesson 10: Leader Profiles (Part 1)

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Cluster 2: Leadership in Massachusetts: 1600–1770



LEARN MORE

The Mashpee Wampanoag wrote many petitions for land rights and sovereignty throughout the 1700s, both to the colonial government and the English king. You can read more from the Colonial Society [here](#).

CONNECT TO OUR QUESTION

Slide 10: Once students have completed the jigsaw, bring them back together as a whole group and ask:

- *How did different Indigenous leaders' values and actions influence both Indigenous peoples and colonists?*
- *What facts or opinions did you learn about today?*

Give students some time to think, and then invite them to share with the whole group. Possible responses:

- Massasoit Ousamequin and Awashonks both valued keeping their people safe and tried to create peace treaties with colonists to do so.
- A fact I learned about was that Awashonks allied with colonists during wars to protect her people from enslavement.
- An opinion I learned was that Metacom believed that it was best to build alliances with other Indigenous nations rather than colonists.

Close by letting students know that in the next class, they will read about two Puritan leaders and continue their thinking about actions, values, and influence.



LEARN MORE

To learn more about Indigenous leaders of the Northeast and their legacies in the 17th century, visit Historic Boston's [Their Marks](#).

Lesson 10: Leader Profiles (Part 1)

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Leader Jigsaw Notes Organizer (Teacher Version)

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.

Student notes will vary. Look for the inclusion of specific information from the text that connects to actions, values, and influence. Possible responses:

Leader and group	Actions and values	How they influenced others
Massasoit Ousamequin, Wampanoag sachem	• Arranged an alliance with Plymouth colonists in 1621 • Signed an agreement in 1651 to give some Wampanoag territory to colonists • Valued keeping peace and a good relationship with colonists	• Influenced the Wampanoag peoples by ensuring they had an ally in the colonists • Influenced colonists by allowing them to expand their land and colony
Metacom, Wampanoag sachem	• Did not believe it was best to remain friendly with colonists, like his father • Arranged alliance with neighboring Indigenous nations to push out colonizers and protect his people and land • Led attacks against colonists	• Influenced other Wampanoag, Nipmuc, Mohawk, Abenaki, and Narragansett leaders to join in an alliance against colonists • Influenced colonists to officially declare war against him and his supporters
Awashonks, Sakonnet Wampanoag sachem	• Problem solved and discussed issues with tribe members and colonists • Organized peace agreements with colonists to protect her people from war and enslavement • Valued protecting the lives and freedom of her people	• Influenced the Sakonnet Wampanoag peoples by keeping them from being killed or enslaved by colonists • Influenced colonists by allying with them and fighting on their side

Leader and group	Actions and values	How they influenced others
John Winthrop, Massachusetts Bay Colony governor	- Helped found the Massachusetts Bay Colony and was elected the first governor - Believed Puritan religion had to be a big part of the colony's government - Decided that because there were no fences around Indigenous land and many Indigenous peoples were killed by smallpox, Indigenous land could be taken by colonists - Valued land, expansion of the colony, and Puritan religion	- Influenced Indigenous peoples by taking their land from them - Influenced colonists by establishing a new colony and encouraging thousands of English colonists to move there
John Cotton, Massachusetts Bay Colony minister	- Became influential religious teacher and pastor for Puritans - Valued Puritan religion over all others (believed in the importance of the Puritan religion for families and children and that Indigenous people should be converted)	- Influenced colonists by getting a large number of colonists to join the Puritan church under his leadership - Influenced other colonist leaders by writing about the positive impacts of the religion on families
Thomas Dudley, Massachusetts Bay Colony governor	- Held many different government positions including governor - Believed that the Puritan church was important but should not be the center of the colony's government - Almost went to war with the Narragansett peoples but created a peace alliance for 30 years - Expanded the colony through helping settle a city, founding a college, and building barriers around the city to keep out Indigenous peoples - Valued making the colony one that more colonists would want to live in	- Influenced Indigenous peoples by taking their land, threatening war with them, and negotiating peace with them - Influenced colonists by helping establish a city, college, and areas of safety in the colony

LESSON 11

Leader Profiles (Part 2)

EQ	How did different people's values, labor, and actions influence life in the time of the Massachusetts Bay Colony?
SQ	How did different Indigenous and Puritan leaders' values and actions influence one another?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Identify Puritan leaders' actions, values, and influence using primary and secondary sources.	Summarize Puritan leaders' actions, values, and influence in note form and discussion.

LESSON OVERVIEW

In this lesson, students read about Puritan leaders' actions, values, and influence on others. Students use the Investigating Sources routine to engage with an informational text and take notes. They then participate in a jigsaw discussion with peers to share what they learned with others and ask about who their classmates learned about. The lesson closes with a group discussion of facts, opinions, and the cluster's Supporting Question.

LESSON STANDARDS

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

MATERIALS
☐ Lesson 11 Slide Deck
☐ Leader Profiles
☐ Lesson 10: Leader Jigsaw Notes Organizer
☐ Lesson 10: Leader Jigsaw Notes Organizer (Teacher Version)

LESSON AT A GLANCE

Component	Time
Investigating Sources: Leader Profiles and Jigsaw	25
Closing Discussion	5

Lesson 11: Leader Profiles (Part 2)

Plan for English Learner Success

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

- [Leader Profiles \(Word Bank\)](#): Supports reading comprehension of text with word bank definitions and chunked text
- [Talk Moves Language and Literacy Builder](#): Supports discussion and sharing of learnings with others with sentence starters and frames

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 text's word bank to support their note-taking. If possible, pair students with a language-proficient peer for the jigsaw discussion. Choose Inquire and Clarify frames from the LLB to support them during the jigsaw.
- [Look Fors](#): Written notes should include the chosen word bank words along with single words or short phrases. Students can read directly from their notes during the jigsaw.

English Proficiency Levels 3-4:

- Encourage students to choose specific words from the text's word bank to support their note-taking. If possible, pair students with a language-proficient peer for the jigsaw discussion. Prompt students to choose helpful Inquire and Clarify frames from the LLB to support them during the jigsaw.
- [Look Fors](#): Written notes should include the chosen word bank words along with more complex phrases. Students should be able to summarize some of their learning and notes during the jigsaw.

English Proficiency Levels 5-6:

- Students should be able to readily participate in the activities. They may choose to refer to the LLB to support their questioning during the jigsaw.
- [Look Fors](#): Written notes should include multiple words from the word bank and specifics from the text. Students should clearly summarize their learnings during the jigsaw.



ADVANCE PREPARATION

Determine how you want to preorganize students into groups of 2–3, and evenly prepare the John Winthrop, John Cotton, and Thomas Dudley portions of the [Leader Profiles](#) so that about a third of the class is reading about each figure.

Lesson 11: Leader Profiles (Part 2)

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Investigating Sources: Leader Profiles and Jigsaw (25 minutes)

INTRODUCE PURPOSE AND PROCESS

Slide 2: Remind students that today, they will continue the activity from the previous class and learn about the three remaining leaders. Using the Investigating Sources routine, they will read and discuss sources, take notes, and then share their learnings jigsaw-style with their classmates.

- Organize students into new groups of 2–3.
- Distribute the John Winthrop, John Cotton, and Thomas Dudley portions of the [Leader Profiles](#).



SUPPORT ALL STUDENTS

Be sure to provide the John Winthrop, John Cotton, and Thomas Dudley portions of the [Leader Profiles \(Word Bank\)](#) to students who would benefit from additional reading comprehension supports.



LEARN MORE

Massachusetts Historical Society has a digitized collection of the Winthrop family papers, which you can access [here](#). They include letters, diaries, and legal documents that provide in-depth information about life in the Massachusetts Bay Colony.

OBSERVE THE DOCUMENT'S FEATURES

Slide 3: Prompt students to look for what information on the page is a primary source and what information is a secondary source.

- Students should identify the quote as a primary source and the other text as a secondary source.
- Additionally, you can point out that, depending on when they were created, the images could be either primary or secondary.

READ THE DOCUMENT

Slide 4: Read the directions on the Leader Profiles aloud. Then redistribute students' **Leader Jigsaw Notes Organizers**, and remind them that they will only fill in information for the figure they are reading about now. The remaining section will be completed during the jigsaw.

Lesson 11: Leader Profiles (Part 2)

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Cluster 2: Leadership in Massachusetts: 1600–1770

- Prompt students to begin reading and discussing their assigned text and filling out their notes organizer.
- Be sure to move around the room to support student pacing, comprehension, and note-taking. You can refer to the [Leader Jigsaw Notes Organizer \(Teacher Version\)](#) to support this.

Slide 5: After student groups have read and completed their leader's section of the notes organizers, divide students into new groups of 2, where each student has read about a different figure.

- Explain that they will take turns asking their classmates about the figures they learned about. Share that sample questions will be displayed for them to reference and use as they work together. There are also specific talk moves included on the slide for them to use.
- Inform students that as they listen to their new partner, they need to record information about the figures in order to complete their note sheet.

**LEARN MORE**

Some documents to learn more about John Winthrop and John Cotton include:

- [“Reasons to be Considered for... the Intended Plantation in New England, 1629.”](#), where Winthrop describes his justifications for colonizing New England, specifically occupying Indigenous land.
- [“A Modell of Christian Charity, 1630.”](#), where Winthrop describes his religious beliefs and how he intends for New England to be a model Puritan community.
- Excerpts from [“God’s Promise to His Plantations.”](#) Cotton’s 1634 sermon that show the connection between religion and colonization. The sermon underscores the belief that starting colonies was the natural and moral thing for people to do.

Lesson 11: Leader Profiles (Part 2)

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Slide 6: Read the sample questions and talk moves aloud, and keep them displayed for students to refer to as they participate in the jigsaw.

- Prompt students to begin.
- Once again, you can refer to the [Leader Jigsaw Notes Organizer \(Teacher Version\)](#) to support this.

CONNECT TO OUR QUESTION

Slide 7: Once students have completed the jigsaw, bring them back together as a whole group and ask:

- *How did different Puritan leaders' values and actions influence both Indigenous peoples and colonists?*
- *What facts and opinions did you learn about today?*

Give students some time to think, and then invite them to share with the whole group. Possible responses:

- John Winthrop and Thomas Dudley both valued the Puritan religion and acted to incorporate it into the Massachusetts Bay Colony's government.
- A fact I learned about was that Thomas Dudley helped found the city of Cambridge and Harvard College.
- An opinion I learned was that John Cotton believed that Indigenous peoples needed to be converted to Puritanism.



SUPPORT ALL STUDENTS

Encourage students to refer to the Clarify and Inquire sections of their [Talk Moves Language and Literacy Builder](#) as they engage in asking questions about their classmates' learning.

Lesson 11: Leader Profiles (Part 2)

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Closing Discussion (5 minutes)

Slide 8: Ask students to look back at their readings and think about the following questions:

- *Why do you think it is important to use both primary and secondary sources?*
- *What differences do you notice in the informational text and the leaders' quotes?*

Invite students to use the Think-Pair-Share format. Possible responses:

- Primary sources are helpful because they come straight from the person or event. But they can be limited because it is only that one person's perspective or point of view.
- Secondary sources are helpful because they are a collection of information, usually from an expert on the person, topic, or event. But they can be limited because they did not experience it themselves.
- The leaders' quotes are their opinions, and their experiences or feelings could have influenced what they said and why.

Close by letting students know that in the next class, they will engage in the Putting It Together routine and summarize their learnings from the cluster.



LEARN MORE

In 1641, under John Winthrop's leadership, Massachusetts adopted the Body of Liberties and was the first English colony to legalize slavery. To learn more, please visit the [Complicity section of the Boston Slavery Exhibit](#) and the National Park Service's article, "[Slavery and Law in 17th Century Massachusetts](#)."

Lesson 11: Leader Profiles (Part 2)

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LESSON 12

Putting It Together

- EQ** How did different people's values, labor, and actions influence life in the time of the Massachusetts Bay Colony?
- SQ** How did different Indigenous and Puritan leaders' values and actions influence one another?

LEARNING OBJECTIVE

Synthesize new learning about Indigenous and Puritan leaders' actions, values, and influence by developing a response to the cluster's Supporting Question.

LANGUAGE OBJECTIVE

Engage in a collaborative discussion about how Indigenous and Puritan leaders' actions and values influenced each other, 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 3, Cluster 2 Inquiry Chart.

LESSON STANDARDS

PS 2, PS 3, PS 5, 3.T5.1, 3.T5.2, RI.3.3, SL.3.1

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 3 Know and Wonder Chart
- ☐ Lesson 9: Leadership and Wars Graphic Organizer
- ☐ Lessons 10–11: Leader Profiles & Leader Jigsaw Notes Organizer

LESSON AT A GLANCE

Component	Time
Review Learning Documentation	5
Putting It Together	25

Lesson 12: Putting It Together

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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 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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Review Learning Documentation (5 minutes)



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.

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

- **Leadership and Wars Graphic Organizer**
- **Leader Profiles**
- **Leader Jigsaw 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 3 Know and Wonder Chart
- Unit 3, Cluster 2 Inquiry Chart
- Word Wall

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



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 effects of Puritan values and actions on their own lives and the lives of others.

Slides 4–5: Present the **Unit 3, Cluster 2 Inquiry Chart** that the class created in Lesson 2, and remind students of the Cluster 2 Supporting Question:

Lesson 12: Putting It Together

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How did different Indigenous and Puritan leaders' values and actions influence one another?

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 of the Northeast and colonists saw and used the land differently, and this impacted how they interacted with each other and made decisions.
- Indigenous leaders negotiated peace agreements with colonists in order to try to protect their people and territories.
- Puritan leaders made decisions that supported the expansion of the Massachusetts Bay Colony's land and religion.

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 3 Know and Wonder Chart** from Lesson 1.

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



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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Give students a few minutes to share their thinking, ideas, and questions 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 did different Indigenous and Puritan leaders' values and actions influence one another?*

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 you heard in your discussions?*
- *What were some opinions you heard in your discussions?*
- *What primary or secondary sources were used 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.



MAKE CONNECTIONS

Discovering Justice has created a [Civil Discourse Sentence Stems poster](#) that categorizes responses into "Agree," "Disagree," "Share & Summarize," and "Question" sections. It also includes smaller sentence starter cards that can be placed around the classroom for student reference.

Lesson 12: Putting It Together

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LESSON 13

Formative Assessment

- EQ** How did different people's values, labor, and actions influence life in the time of the Massachusetts Bay Colony?
- SQ** How did different Indigenous and Puritan leaders' values and actions influence one another?

LEARNING OBJECTIVE

Explain how different Indigenous and Puritan leaders' actions and values influenced others, using information from sources.

LANGUAGE OBJECTIVE

Use specific information from cluster sources and vocabulary to describe how different Indigenous and Puritan leaders' actions and values influenced one another, in writing.

LESSON OVERVIEW

In this lesson, students use information from the cluster to complete the Cluster 2 Formative Assessment Task. Students first are prompted to locate and organize their class-created and individual resources from the cluster. They then engage in an independent writing task about the values, actions, and influences of Indigenous and Puritan leadership. The lesson closes with a whole-group reflective discussion on the cluster and key skills that were practiced.

LESSON STANDARDS

PS 2, PS 3, PS 5, 3.T5.1, 3.T5.2, RI.3.3, SL.3.1

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 13 Slide Deck](#)
- ☐ [Formative Assessment Task](#)
- ☐ [Formative Assessment Task \(Teacher Version\)](#)
- ☐ Lesson 1: Unit 3 Know and Wonder Chart
- ☐ Lesson 9: Leadership and Wars Graphic Organizer
- ☐ Lessons 10–11: Leader Profiles & Leader Jigsaw Notes Organizer
- ☐ 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 construction of responses based on connections between sources and evidence

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

English Proficiency Levels 1-2:

- Choose accessible words from the word bank for students to use in their writing. Choose 1–2 sentence frames from the LLB to support students' thinking and writing.
- [Look Fors](#): Writing on the assessment should include single words or short phrases that refer to cluster learning. Some key words from the word bank should be included.

English Proficiency Levels 3-4:

- Encourage students to use the word bank to support their written responses. Prompt students to choose 1–2 sentence frames from the LLB to support their thinking and writing.
- [Look Fors](#): Writing on the assessment should include phrases and simple sentences that address the prompts. Multiple key words from the word bank should be included.

English Proficiency Levels 5-6:

- Students should be able to complete the assessment independently. They may choose to refer to the LLB as they construct their written responses.
- [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 3, 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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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:

- **Leadership and Wars Graphic Organizer**
- **Leader Profiles**
- **Leader Jigsaw Notes Organizer**

Slide 3: Then briefly review the additional reference tools they created as a class and where they are located for student reference:

- Unit 3 Know and Wonder Chart
- Unit 3, Cluster 2 Inquiry Chart
- Word Wall



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*](#).

Slide 4: Distribute the [*Formative Assessment Task*](#) to students, and explain that they will fill out the chart with at least one value and one action for each type of leader (Indigenous and Puritan). They will then describe at least two ways these values and actions influenced each other. Finally, they will answer three questions about the information and sources they included.

- Remind students that they should refer to and use the cluster materials to help them as they work.
- Give students time to ask clarifying questions as needed, and then prompt them to begin working on the assessment.
- Be sure to move around the room to support students' comprehension and access to reference materials.



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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- You can use [Formative Assessment Task \(Teacher Version\)](#) to support students' work.

Slide 5: With about 5 minutes left in class, bring students back together as a whole group, and pose the following reflection prompts for students:

- I used to think... now I know...
- A lingering question I have is...
- A new question I have is...

Invite students to share their ideas in a Think-Pair-Share format.

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



SUPPORT ALL STUDENTS

You can format this reflection time differently in order to meet the needs of your specific students. The reflection questions can be answered independently in a journal or with an elbow partner instead of the whole class.

Lesson 13: Formative Assessment

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Formative Assessment Task (Teacher Version)

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.

Student responses will vary. Look for the inclusion of specific information from cluster materials and sources in student writing. Possible responses:

Indigenous leaders' values and actions	Puritan leaders' values and actions	How they influenced each other
- During The Pequot War, Indigenous leaders tried to cut off English colonists' use of the Connecticut River and attacked colonists who tried to take their land. - They valued protecting their territory and resisting colonization.	- Puritan leaders and other colonists organized soldiers to punish the Pequots for attacking them. - They valued punishing Indigenous peoples and taking their land in order to expand their own colony.	- The Puritan and colonist attack killed 500 Pequots. - The Pequots who survived were forced off the land.

Student responses will vary depending on their writing in the chart above. Look for the correct identification of a fact, opinion, and primary/secondary source. Possible responses:

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

- A fact that I included was that 500 Pequots were killed by colonists in the attack.

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

- An opinion that I included was that Puritans believed the Pequots deserved to be punished for protecting themselves.

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

- I used the Leadership and Wars Graphic Organizer. It was a secondary source.

Enslavement and Resistance in Massachusetts

How did people in Massachusetts respond to enslavement, and how did their choices affect how Massachusetts grew and changed?

CONTENTS

Lesson 14

Cluster 3 Launch

Lesson 15

Cultures of West Africa

Lesson 16

The Triangular Trade

Lesson 17

African Experiences in Massachusetts

Lesson 18

Forms of Resistance

Lesson 19

Putting It Together

Lesson 20

Formative Assessment

Lesson 21

Unit Synthesis

Overview

Note: This cluster incorporates third grade content standards that address the realities of enslavement. While all content is developmentally appropriate for third grade students, it is suggested that you take extra care in previewing materials and communicating with families as needed.

This cluster explores the history and impact of enslavement in the Massachusetts Bay Colony and beyond. In this series of lessons, students learn about the diversity of West Africans before they were forcibly removed from their land. Students then learn about the Triangular Trade and the lives of the enslaved and the few free Africans in the colony, along with various forms of resistance that were used. Throughout the cluster, students use maps, images, secondary source texts, and various forms of discussion to deepen their understanding.

Learning Objectives

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

- Use a variety of sources to explain how different groups of people responded to enslavement and why.
- Identify key ways West African peoples resisted enslavement.
- Generate questions about how enslavement influenced the development of the Massachusetts Bay Colony.
- Construct social studies explanations that describe components, order, causes, or cycles (WIDA ELD-SS.2-3.Explain.Expressive).

Cluster 3: Enslavement and Resistance in Massachusetts**Vocabulary**

TIER 2	TIER 3
property	rights Triangular Trade

Cluster Focus Standards*Practice Standards*

STANDARD	LESSON(S)
PS 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.	14-21
PS 2: Generate questions relevant to multiple aspects of a topic.	14-21
PS 3: Distinguish between primary and secondary sources.	21
PS 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.	21

Content Standards

STANDARD	LESSON(S)
3.T5.1: Compare and contrast the roles and leadership decisions of early English leaders of the Puritans of the Massachusetts Bay Colony and the Pilgrims of the Plymouth colony (e.g., John Winthrop, Miles Standish, William Brewster, Edward Winslow, William Bradford, John Alden, John Cotton, Thomas Hooker) and the roles and decisions of the leaders of Native Peoples (e.g., Massasoit, Metacom, also known as King Philip).	21

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).	21
3.T5.3: Using visual primary sources such as paintings, artifacts, historic buildings, or text sources, analyze details of daily life, housing, education, and work of the Puritan men, women, and children of the Massachusetts Bay Colony, including self-employed farmers and artisans, indentured servants, employees, and enslaved people.	21
3.T5.4: Explain that in the 17th and 18th century slavery was legal in all the French, Dutch, and Spanish, and English colonies, including Massachusetts and that colonial Massachusetts had both free and enslaved Africans in its population.	14, 16-21
3.T5.5: Explain the importance of maritime commerce and the practice of bartering – exchanging goods or services without payment in money—in the development of the economy of colonial Massachusetts, using materials from historical societies and history museums as reference materials.	16-21
3.T5.5a: the fishing and shipbuilding industries	16-21
3.T5.5b: trans-Atlantic and Caribbean trade, especially the Triangular Trade that included Africans to be sold as slaves in the colonies and goods such as sugar and cotton produced by slave labor to be sold in the colonies and in Europe	14, 16-21
3.T5.5c: the development of seaport cities of New Bedford, Newburyport, Gloucester, Salem, and Boston	16-21

Literacy Standards

STANDARD	LESSON(S)
RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	18

Cluster 3: Enslavement and Resistance in Massachusetts

RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language pertaining to time, sequence, or cause/effect.	15, 19-20
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.	14-19
W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	19-20

Unit 3, Cluster 3 Inquiry Chart (Teacher Version)

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.	Enslavement was used by colonists in the Massachusetts Bay Colony, which took away the enslaved people's freedom and rights.
Lesson 15: We read a picture book about Queen Idia of the Benin Kingdom and discussed it together.	One important kingdom in West Africa was Benin, which had a leader who was also the first female warrior there.
Lesson 16: We looked at different maps to learn and talk about how and why the Triangular Trade was used.	The Massachusetts Bay Colony and other American colonies used the Triangular Trade to become wealthy.

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.	Africans in Massachusetts were forced to provide free labor in colonists' homes, farms, and businesses.
Lesson 18: We read about and took notes on one important figure who resisted enslavement and participated in a jigsaw to share our learnings.	Enslaved peoples resisted enslavement by marrying free people, taking enslavers to court, and writing petitions to the government.

LESSON 14

Cluster 3 Launch

EQ	How did different people's values, labor, and actions influence life in the time of the Massachusetts Bay Colony?
SQ	How did people in Massachusetts respond to enslavement, and how did their choices affect how Massachusetts grew and changed?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Make connections and generate questions about how people in Massachusetts responded to enslavement and how their choices affected how Massachusetts grew and changed.	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 people's responses to enslavement and how these choices affected how Massachusetts grew and changed.

LESSON OVERVIEW

The purpose of this lesson is to help students make connections between the broader concepts of freedom, rights, and enslavement and how the use of these ideas shaped the Massachusetts Bay Colony. Students engage in the Building a Word Wall routine for the word *rights*. Then they participate in a group brainstorm and discussion about freedom and rights. Finally, students participate in the Launching the Question routine and engage with the Cluster 3 Inquiry Chart as they discuss additional questions that may need to be answered in the unit.

LESSON STANDARDS

PS 1, PS 2, 3.T5.4, 3.T5.5b, SL.3.1
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 14 Slide Deck ☐ Cluster 3 Inquiry Chart
VOCABULARY
rights

LESSON AT A GLANCE

Component	Time
Introduction and Build the Word Wall	10
Launching the Question	20

Lesson 14: Cluster 3 Launch

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Cluster 3: Enslavement and Resistance in Massachusetts**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 both 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 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 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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**ADVANCE PREPARATION**

Have the Unit 3 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 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?

Vocabulary word *rights* is a high-leverage word for the unit. Determine if students would benefit from completing the [Unit 3 Word Map](#) for this vocabulary word. This work can be done during an ELA block or other class time before this lesson.

Prepare and hang pieces of chart paper around the classroom with the following prompts:

- What does it mean to be free?
- How do you feel when you can make your own choices?
- What are some things that all people should be able to do?
- If someone took away another person's freedom, how would that change their life experiences?

Determine if you want students to write directly on the chart paper or use sticky notes to share their ideas during this activity.

Lesson 14: Cluster 3 Launch

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Introduction and Build the Word Wall (10 minutes)

Slide 2: Introduce the new cluster for students. Explain that now that we have learned information about the Puritans and the beginnings of the Massachusetts Bay Colony, we will be focusing on more of the colonists' actions and how they impacted other groups of people.

- Share that today we are going to focus on a difficult topic that is part of our history: the enslavement of groups of people by other groups of people.
- Let students know that they may have different feelings about this topic and experiences talking about it, and that's okay.



TEACHING TIP

Boston University's [Africa in the K-16 Classroom](#) recommends always prioritizing teaching history through the lens and lives of specific historical people and ensuring that enslavement is clearly linked to the groups and people that perpetrated it. This is a way to center African voices, ensure dignity and agency to the lives of people in history, and ensure that enslavement is not an abstract process.

Ask: Have you ever talked about this with your family or loved ones? Have you ever read or learned about this in a book, at a museum, or somewhere else?

- Invite students to share as they feel comfortable doing so.
- Underscore that everyone will be learning together, and you are there to support them as any feelings come up for them throughout the cluster.
- Explain that we are learning about the past to understand how to create a better future. Encourage students that if they are confused or have questions, they can also always ask, come talk with you privately, or leave you a note.



LEARN MORE

For an introduction to how to talk with elementary students about enslavement in the United States, please refer to Learning for Justice's [Teaching Hard History: Grades K-5 Framework](#) and their discussion guide [Let's Talk: Facilitating Critical Conversations with Students](#).

Lesson 14: Cluster 3 Launch

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Cluster 3: Enslavement and Resistance in Massachusetts

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

- Say the word: *rights*.
- Use the word in context: *Freedom and safety are considered basic rights for all people.*
- Share the student-friendly definition: *basic freedoms that are protected by law.*
- 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 the word 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.

Slide 4: Build some more context for students by reading the text on the slide aloud. Allow time for students to ask clarifying questions as needed.

**LEARN MORE**

Throughout this curriculum, Investigating History will make notes about the use of language that centers the humanity of the people being introduced and discussed with students. For this reason, please use “enslaved African” or “enslaved person” instead of “slave.” Similarly, please use the term “enslavers” instead of “master” or “owner” to underscore that enslaving others was a choice to wield power. You can help your students use appropriate language and talk to them about how language changes over time and the underlying messages of the words people use. You can find more information about [Language of Enslavement](#) from the Frederick Douglass National Historical Site.

Lesson 14: Cluster 3 Launch

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Launching the Question (20 minutes)

SPARK CURIOSITY

Slide 5: Facilitate a group brainstorm with students about freedom using the following questions prepared on chart paper around the room (see advance preparation):

- *What does it mean to be free?*
- *How do you feel when you can make your own choices?*
- *What are some things that all people should be able to do?*
- *If someone took away another person's freedom, how would that change their life experiences?*

Organize students to begin at different questions, and prompt them to begin thinking about and writing their ideas on the chart paper. Every couple of minutes, prompt students to rotate to the next chart paper question until they have visited them all.

Slide 6: After students have been able to address each prompt, bring them back together as a whole group to debrief and share their thinking. As students share, encourage the use of the vocabulary word *right* as they talk about what they believe all people should be able to do.

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:

- Being free means you can make your own choices and do what you want to do.
- Being free means being treated fairly.
- When I can make my own choices, I feel safe and respected.
- I feel important and proud when I can make my own choices.



CULTURAL COMPETENCE

You and your students may have heightened emotions during the learning in this cluster. It is important to establish community agreements before these conversations so that everyone feels comfortable sharing and listening in discussion. Refer to this article, "[Why Classroom Agreements?](#)" from ASCD for more information on this practice. It will also be helpful for your students to develop their ability to name their emotions. This article from the [The Kids Mental Health Foundation](#) shares ideas that can help you begin this practice in your classroom.

Lesson 14: Cluster 3 Launch

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- Everyone should have the right to live safely and have what they need, like food and water.
- Everyone should have the right to learn and go to school.
- If someone's freedom was taken away, their life would not be as good or safe.
- Someone would not have what they want and need if their freedom were taken by someone else.

Slide 7: Prompt students to generate questions based on what they have been discussing so far:

- Ask as many questions as you can about the ideas of freedom, rights, and enslavement we have been discussing so far.
- We will save discussing or answering the questions for another time.

Provide 2–3 minutes for students to ask questions. Encourage students to use the question formation sentence frames that are included on the slide. Record student questions verbatim on chart paper or a dry-erase board.

INTRODUCE THE SUPPORTING QUESTION AND ELICIT INITIAL THINKING

Slide 8: Introduce the Cluster 3 Supporting Question:



How did people in the Massachusetts Bay Colony respond to enslavement, and how did their choices affect how Massachusetts grew and changed?

- 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 14: Cluster 3 Launch

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Slide 9: Prioritize questions: 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 10: 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 a variety of sources to explore:

- The vibrant cultures of West Africa that existed long before Europeans contact.
- The system of enslavement that colonists and colonial leaders used and supported.
- How enslaved peoples resisted.
- Connections between ideas of freedom and what we already know about the Massachusetts Bay Colony, Indigenous peoples of the Northeast, and colonization.

They will use the Supporting Question and priority questions they identified as their guide throughout this cluster.

You will return to this Inquiry Chart document in Lesson 19 and throughout the unit, so it is essential that you preserve students' thinking here.



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: Enslavement and Resistance in Massachusetts

Slide 11: Close with a short debrief discussion to help support students' emotional processing and set the stage for future lessons.

Ask: How can learning this history help us build a better world today? Give students time to think and discuss in a Think-Pair-Share format. Invite students to share with the whole group as they feel comfortable. Possible responses:

- Learning this history can make sure we know what not to do now.
- When we know this history, we can share it so that people in our lives know about it too.

**LEARN MORE**

The WGBH article, "[The history of enslavement at Boston's Freedom Trail sites is beginning to be told](#)," is an example of the importance of telling full and accurate historical truths. An audio version of the story is also available at the same link.

Lesson 14: Cluster 3 Launch

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LESSON 15

Cultures of West Africa

- EQ

How did different people's values, labor, and actions influence life in the time of the Massachusetts Bay Colony?
- SQ

How did people in Massachusetts respond to enslavement, and how did their choices affect how Massachusetts grew and changed?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Identify core aspects of Idia and the Kingdom of Benin in a text.	Describe core aspects of Idia and the Kingdom of Benin using specific information from a text, in writing and discussion.

LESSON OVERVIEW

In this lesson, students explore the diversity of the continent of Africa, past and present, as well as learn about the ancient kingdom of Benin (present-day southern Nigeria) and the leadership of Queen Idia. Students begin by participating in a Gallery Walk of various maps of Africa to observe similarities, differences, and pose questions. They then participate in a read-aloud of *Idia of the Benin Kingdom* and listen for information about culture and values. The lesson closes with a group discussion of the book.

LESSON STANDARDS

PS 1, PS 2, RI.3.3, SL.3.1
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 15 Slide Deck ☐ African Map Set ☐ Idia of the Benin Kingdom Notes Organizer ☐ Idia of the Benin Kingdom Notes Organizer (Teacher Version) ☐ Idia of the Benin Kingdom

LESSON AT A GLANCE

Component	Time
Introduction and Map Observations	10
Read-Aloud and Discussion	20

Lesson 15: Cultures of West Africa

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Plan for English Learner Success

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

- [Idia of the Benin Kingdom Notes Organizer \(Sentence Frames\)](#): Supports written responses through sentence frames
- [Talk Moves Language and Literacy Builder](#): Supports structuring verbal responses during discussions

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

English Proficiency Levels 1-2:

- Consider having students use a video read-aloud of the book to allow them to pause and replay, as needed, to support their comprehension and note-taking. Choose 1–2 sentence frames from the LLB for students to use during the Give One, Get One discussion. If possible, also pair students with language-proficient peers for the discussion.
- [Look Fors](#): Writing in the notes organizer and oral responses should use the provided sentence frames to construct responses with single words or short phrases.

English Proficiency Levels 3-4:

- Consider having students use a video read-aloud of the book to allow them to pause and replay, as needed, to support their comprehension and note-taking. Encourage students to choose sentence frames from the LLB to use during the Give One, Get One discussion. If possible, also pair students with language-proficient peers for the discussion.
- [Look Fors](#): Writing in the notes organizer and oral responses should use the provided sentence frames to construct responses to form simple sentences with some reference to the informational text.

English Proficiency Levels 5-6:

- Students should be able to participate in the activities independently. They may choose to refer to the LLB to support them during the Give One, Get One discussion.
- [Look Fors](#): Writing in the notes organizer and oral responses should include compound sentences and reference the informational text.



ADVANCE PREPARATION

A picture book, [Idia of the Benin Kingdom](#) by Ekiuwa Aire, is a core part of this lesson. You can use your local library to locate a physical copy, or find a video read-aloud online.

Prepare for the map observations by hanging multiple copies of the [African Map Set](#) around the room and deciding how you want to organize students into small groups at each set. Determine if you want to also hang chart paper or provide students with sticky notes to record their observations.

Lesson 15: Cultures of West Africa

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Introduction and Map Observations (10 minutes)

Slide 2: Begin by explaining to students that although the cluster will focus on enslaved African peoples in the Massachusetts Bay Colony, it is important to first understand how large and diverse the continent of Africa is.

- Share with students that they will participate in a small group map observation activity to look closely at three different present-day maps of Africa.
- As they look at the maps, they will record their observations and questions.

Slide 3: Read the map observation prompts aloud for students:

- What does this map tell you?
- How are the maps similar?
- How are the maps different?
- What questions do you have?

Then point out where you have displayed the [African Map Set](#), and assign small groups of students to each set. Explain that they will record their thinking either on sticky notes or the provided chart paper (see advance preparation). Encourage students to incorporate the question formation sentence frames on the slide as they form their questions.

Prompt students to begin, and give them about 5 minutes to look at the map set

After 5 minutes, bring students back together as a whole group to share their thinking popcorn-style.

Slide 4: Share with students that, as they observed from the maps, present-day Africa is diverse, with 54 different countries, over 2,000 ethnic groups, and over 3,000 languages.

Slide 5: Explain that this diversity also existed in the past. Read the text on the slides aloud to students, or ask for a student volunteer to do so. Then share that they will learn more about one of these African kingdoms and its leader next.



CULTURAL COMPETENCE

Boston University's Pardee School of Global Studies has created [Elementary Online Resources for Teachers](#) for helping students learn about Africa. It is recommended to begin with the [Introducing Africa: Approaches for Elementary School](#) material.



SUPPORT ALL STUDENTS

Encourage students to refer to their [Observe Language and Literacy Builder \(3-5\)](#) to support close observations during this activity.

Lesson 15: Cultures of West Africa

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Read-Aloud and Discussion (20 minutes)

Slide 6: Introduce the location and time period that the read-aloud will take place in, and explain:

- Queen Idia was a leader of the Kingdom of Benin in the 1500s. This area is now southern Nigeria.
- While the story we will read is a fictionalized account of her childhood, it highlights Benin culture and the influence she had as a leader.

Slide 7: Introduce the picture book, *Idia of the Benin Kingdom* by Ekiuwa Aire, and distribute the [Idia of the Benin Kingdom Notes Organizer](#) to students.

Share with students that as they listen, they will think about:

- What values Idia had and how they know.
- How these values may have shaped the lives of the people in the kingdom.
- What questions they have.

Begin the read-aloud in your chosen format (see advance preparation). Encourage students to give a signal when they hear information that they can record on their notes organizers.



SUPPORT ALL STUDENTS

Be sure to provide the [Idia of the Benin Kingdom Notes Organizer \(Sentence Frames\)](#) to students who would benefit from additional note-taking supports.



LEARN MORE

There are numerous influential leaders and thinkers in precolonial West Africa who students would benefit from learning about. In addition to Queen Idia, you can share with students about: [Sundiata](#), the founder of one of the world's first constitutions and leader of the Mande people under Mali; [Fatima Al Fihri](#), the founder of the first university in the world in Fez, Morocco, in the year 859 CE; and [Queen Njinga](#), a powerful queen and diplomat of Ndongo who resisted Portuguese colonial expansion.

Lesson 15: Cultures of West Africa

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Slide 8: Have students participate in three rounds (one for each prompt on their notes organizer) of Give One, Get One.

- Explain that with each round, they will share what they recorded on their notes organizers and have the opportunity to add the ideas of their peers.
- Prompt students to find a partner to share their ideas about the first question.
- After about a minute, signal for students to find another partner to share about the second question.
- After another minute, repeat the process for the final question.
- As students discuss, you can move around the room and refer to [Idia of the Benin Kingdom Notes Organizer \(Teacher Version\)](#) as needed.



SUPPORT ALL STUDENTS

Encourage students to refer to their [Talk Moves Language and Literacy Builder](#) during the Give One, Get One discussion to support their formation of responses.

Slide 9: Close by restating the purpose of the lesson for students. Share once again that:

- The continent of Africa has always been diverse.
- The Benin Kingdom was just one of over 90 empires and kingdoms that flourished in Africa before colonization.



BUILD LITERACY

For a picture book about the aspects of different African cultures that continue to this day, you can read *Sidikiba's Kora Lesson* by Ryan Thomas Skinner with students. For a picture book about the diversity of Africa, you can read *Africa Is Not a Country* by Margy Burns Knoght and Mark Melnicove.

Lesson 15: Cultures of West Africa

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Idia of the Benin Kingdom Notes Organizer (Teacher Version)

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

Student responses will vary. Look for specific information from the text in student writing. Possible responses:

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

- Curiosity because she asked many follow-up questions to her parents
- Strength and determination because she wanted to learn about battling and medicine from her parents
- Commitment because she practiced dancing and doing her chores every day, like she promised her parents she would
- Intelligence because she remembered everything her parents taught her
- Family connection because she wanted to build a strong family of leaders through marriage and having children
- Protection because she later fought as a warrior for her people

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

- The people of Benin might have been safer because Idia knew a lot about battles and warriors.
- There might have been strong medicines available for the people of Benin because Idia knew about the importance of plants and medicine.
- People in Benin might have had a strong culture of dance because it was an important part of Idia's life.
- Women and girls in the Benin kingdom may have been inspired to also become warriors for the Benin Kingdom because she was the first one to do so.

What questions do you have about the story?

- How long did the Benin Kingdom exist?
- Did Idia or other Benin leaders come in contact with European colonizers or enslavers?
- Did Idia have a family of her own like she wanted to in the story?

LESSON 16

The Triangular Trade

EQ How did different people's values, labor, and actions influence life in the time of the Massachusetts Bay Colony?

SQ How did people in Massachusetts respond to enslavement, and how did their choices affect how Massachusetts grew and changed?

LEARNING OBJECTIVE

Identify how and why the Triangular Trade was used by the Massachusetts Bay Colony and other American colonies, and the impacts of the system.

LANGUAGE OBJECTIVE

Apply knowledge of the new vocabulary word *property* to describe how and why the Triangular Trade was used and the impacts of the system in discussion.

LESSON OVERVIEW

This lesson focuses on the components of the Triangular Trade system and the Massachusetts Bay Colony's role in enslaving Africans for forced labor in their colony. Students begin by engaging in the Build the Word Wall routine for the words *property* and *Triangular Trade*. Students then work with two maps to identify different aspects of the Triangular Trade, why it was used, and the diversity of African peoples who were enslaved and forcibly moved to the Northeast. Students work together to build a reference chart about the Triangular Trade and close with recording questions they have about their learning.

LESSON STANDARDS

PS 1, PS 2, 3.T5.4, 3.T5.5, 3.T5.5a, 3.T5.5b, 3.T5.5c, SL.3.1

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 16 Slide Deck](#)
- ☐ [Triangular Trade Chart](#)
- ☐ [Triangular Trade Chart \(Teacher Version\)](#)
- ☐ [Closing Questions](#)

VOCABULARY

property
Triangular Trade

LESSON AT A GLANCE

Component	Time
Build the Word Wall	5
The Triangular Trade: The Big Picture	15
Summary Discussion	10

Lesson 16: The Triangular Trade

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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 students in close looking and forming responses about observations in the discussions about maps
- [*Talk Moves Language and Literacy Builder*](#): Supports students in forming responses in discussions about the Triangular Trade 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 the map and closing discussions. Provide a couple of discussion starters from the Talk LLB for students to use when working on the Triangular Trade Chart.
- [*Look Fors*](#): Oral responses should use the structures provided in both LLBs 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 structures from both LLBs 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 LLBs when working with the maps and the Triangular Trade 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).



ADVANCE PREPARATION

Determine if you will use the digital version of the [*Triangular Trade Chart*](#) or create a version on chart paper.

Lesson 16: The Triangular Trade

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Build the Word Wall (5 minutes)



LEARN MORE

Learning for Justice's [Teaching Hard History: Grades K-5 Framework](#) has numerous resources for educators. It includes specific terminology to use with students and how to connect the past to the present in developmentally appropriate ways. Their clear and actionable section titled [How Can I Teach This?](#) outlines how to specifically support your students' understanding of enslavement.

Slide 2: Begin by giving students a heads-up that this lesson includes information about the enslavement of Africans during the 1500s–1800s.

- Remind students that you will be here during and after the lesson if they need anything.
- Encourage students to be aware of their feelings and ask for help if needed.

Slide 3: Review the previous lesson's learnings by reading the text on the slide aloud. Explain that today, they will learn about what happened when Europeans came to West Africa and began enslaving Africans and forcing them to provide unpaid labor. They will also learn how this connects to the American colonies, including the Massachusetts Bay Colony.

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

- Say the word: *property*.
- Use the word in context: *Enslaved peoples were seen as property by American colonists.*
- Share the student-friendly definition: *something that can be owned, bought, or sold.*
- 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 the word to the Word Wall.



SUPPORT ALL STUDENTS

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

Lesson 16: The Triangular Trade

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Slide 5: Introduce the second vocabulary word students will need to know for this lesson: *Triangular Trade*.

- Say the word: *Triangular Trade*.
- Use the word in context: *Enslaved Africans were brought to the Massachusetts Bay Colony by force through the Triangular Trade.*
- Share the student-friendly definition: *the trading route used between Europe, Africa, and North America that included enslaved peoples.*
- 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 the word to the Word Wall.



LEARN MORE

Three recommended historical fiction and nonfiction books for educators that address the Triangular Trade are: [The Door of No Return](#) by Kwame Alexander, [Barracoon: Adapted for Young Readers](#) by Zora Neale Hurston (adapted by Ibram X. Kendi), and [How the Word Is Passed](#) by Clint Smith.

The Triangular Trade: The Big Picture (15 minutes)



CULTURAL COMPETENCE

The [Boston Slavery Exhibit](#) includes rich primary sources and is divided into subtopics including [Origins](#), [Complicity](#), and [Labor](#). The Equal Justice Initiative also has a highly detailed resource on the [Transatlantic Slave Trade](#). To better understand how it got started, refer to [Chapter 1: "Origins."](#)

Slide 6: Explain that together, students are going to focus on the big picture of the Triangular Trade, how it operated, and who and what was traded.

Prompt students to look closely at the map, and ask:

- *Where is Europe?*
- *Where is Africa?*
- *Where is North America?*
- *Where is the Northeast?*

Explain that the trade routes between these areas resemble a triangle, which is the source of the term.



SUPPORT ALL STUDENTS

Encourage students to refer to their [Observe Language and Literacy Builder \(3-5\)](#) to support close looking and discussion of the maps.

Lesson 16: The Triangular Trade

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Cluster 3: Enslavement and Resistance in Massachusetts

Prompt students to now look closely at the map key, and ask: *Who and what was traded in the Triangular Trade?* Possible responses:

- Enslaved peoples
- Natural resources like iron, gold, and wood
- Food items like meat and fish

Underscore for students that we know that people are not the same as food or natural resources that were traded. There is a clear difference between a person and an object that can be bought or sold. Unfortunately, at this time in the American colonies, Africans were not seen as any different from property.

Then have students focus particularly on the portion of the map between the Caribbean and the Northeast area of North America. Ask: *Who and what were part of the trade routes between the Caribbean and the Northeast?* Possible responses:

- Wood, flour, fish, and meat were sent from the Northeast to the Caribbean.
- Enslaved peoples and spices were sent from the Caribbean to the Northeast.

Remind students that in Unit 2, they learned about English colonists cutting down the forests of the Northeast to sell and build with the wood.

- Share that later on, during the Massachusetts Bay Colony, this wood was used to build ships that supported this trade with the Caribbean.
- Shipping, fishing, and using the forced, unpaid labor of enslaved peoples made the colonists wealthy.

Slide 7: Share with students that while the enslaved peoples who were forced to go to the Massachusetts Bay Colony were in the Caribbean, they originally were kidnapped in different areas of West Africa. West African peoples were kidnapped and brought by force to the Caribbean to work there. Some of these enslaved peoples were then moved by force to work in the American colonies.

Prompt students to look closely at the map and ask:

Lesson 16: The Triangular Trade

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Cluster 3: Enslavement and Resistance in Massachusetts

- *Where were enslaved Africans taken from?*
- *Where were they taken to?*

Ensure that students point out the following in the discussion:

- The routes to the Caribbean and the Northern US
- Benin (you can explain that a bight is like a bay)

Connect to the previous lesson by pointing out how many different areas of West Africa enslaved peoples were taken from, and remind students that this means they had very different cultures and languages that they held when they were forcibly moved to the colonies.

**LEARN MORE**

The book, [Black Lives, Native Lands, White Worlds](#) by Jared Ross Hardesty, gives extensive information on the interactions between West Africans, Indigenous nations, and European colonists in Massachusetts. It also provides information on enslavement in Massachusetts. To learn more about the history of people of African descent in the United States in general, the Library of Congress has a presentation on [African Immigration and Relocation in U.S. History](#).

Slide 8: Summarize the major takeaways for students to ensure comprehension and avoid misunderstandings:

- American colonists' role in the Triangular Trade was participating in the trade system that used and viewed Africans as people who could be enslaved and used as property.
- Colonists used the Triangular Trade system to become wealthy. They made large amounts of money by trading and using the forced, unpaid labor of enslaved peoples.

**CULTURAL COMPETENCE**

The Massachusetts Historical Society has a digital archive of sources on enslavement in Massachusetts on their site, in particular [The Importation and Sale of Enslaved People](#) and [The Domestic Sale of Enslaved People](#).

Lesson 16: The Triangular Trade

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Summary Discussion (10 minutes)

Slide 9: Prompt students to discuss each reflection prompt one at a time with a new partner each time:

- *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 you learned so far that can help us answer the Supporting Question?*

After each question is discussed in student pairs, invite students to share their learnings and takeaways with the whole group. Then prompt them to find a new partner and discuss the next question.

- As students share-out, record their responses on the [Triangular Trade Chart](#) in your chosen format (see advance preparation).
- You can refer to [Triangular Trade Chart \(Teacher Version\)](#) to support this.

Slide 10: Close by giving students time to reflect and process. Distribute the [Closing Questions](#), and prompt them to use words and/or images to express their questions about the lesson.

- Some question formulation frames are included on the slide for student reference.
- You can use these student responses to inform the need for additional conversations in the coming lessons.



SUPPORT ALL STUDENTS

Encourage students to refer to their [Talk Moves Language and Literacy Builder](#) to support their partner and whole group discussions about the three questions.



LEARN MORE

The first enslaved Africans were brought to Boston from the West Indies in 1638 in exchange for Indigenous people (15 boys and 2 women, probably Pequot) who were enslaved by colonists in the Pequot War of 1637. "[Slavery and Law in 17th Century Massachusetts](#)" from the National Park Service expands on enslavement in Massachusetts in the 1700s.

Lesson 16: The Triangular Trade

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Triangular Trade Chart (Teacher Version)

Student responses will vary. Look for references to specific information from the lesson’s materials and discussions in student responses. Possible responses:

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?
• A three-part trade system between Europe, Africa, and the Americas • It included items that could be bought and sold • Food like crops and fish • Spices • Natural resources like iron, wood, and animal furs • Enslaved peoples	• To make money/become wealthy • To gain free labor from enslaved peoples • To sell fish and other crops to the Caribbean • To purchase enslaved Africans to enslave in their colonies	• Colonists in the Massachusetts Bay Colony participated in the Triangular Trade, which treated enslaved Africans as property. • Many colonists responded to enslavement by supporting it through participating in the Triangular Trade system. • Colonists' use of the forced, unpaid labor of enslaved Africans made colonists lots of money.

LESSON 17

African Experiences in Massachusetts

- EQ

How did different people's values, labor, and actions influence life in the time of the Massachusetts Bay Colony?
- SQ

How did people in Massachusetts respond to enslavement, and how did their choices affect how Massachusetts grew and changed?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Analyze an informational text to learn about the experiences in Massachusetts in the 1600–1700s.	Summarize the experiences of Africans in Massachusetts in the 1600–1700s using word bank words and details from an informational text, in writing.

LESSON OVERVIEW

In this lesson, students learn about the experiences of enslaved and free Africans in Massachusetts in the 1600–1700s. Students begin by watching a short video and then work with an informational text. They use the learnings from the text to answer two sets of questions and engage in various paired discussions. The lesson closes with students revisiting the questions they recorded in the previous lesson and recording any new ones that have arisen.

LESSON STANDARDS

PS 1, PS 2, 3.T5.4, 3.T5.5, 3.T5.5a, 3.T5.5b, 3.T5.5c, SL.3.1
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 17 Slide Deck
☐ African Experiences in Massachusetts
☐ African Experiences Notes Organizer
☐ African Experiences Notes Organizer (Teacher Version)
☐ Lesson 16: Closing Questions

LESSON AT A GLANCE

Component	Time
African Experiences in Massachusetts	20
Recap and Closing Discussion	10

Lesson 17: African Experiences in Massachusetts

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Plan for English Learner Success

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

- [African Experiences in Massachusetts \(Expanded Word Bank\)](#): Supports reading comprehension with chunked text and an expanded word bank
- [Summarize Language and Literacy Builder \(3-5\)](#): Supports identification of the main idea and details of a text.

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

English Proficiency Levels 1-2:

- 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 word bank to support their writing.
- [Look Fors](#): Written responses that summarize the text 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. Encourage students to choose specific words from the word bank to support their writing.
- [Look Fors](#): Written responses that summarize the text should include simple sentences and some words from the text.

English Proficiency Levels 5-6:

- Encourage students to use the scaffolded informational text to support their expanding vocabulary comprehension and use.
- [Look Fors](#): Written responses that summarize the text should include complex sentences and several words from the text.



ADVANCE PREPARATION

Ensure that students have access to their **Closing Questions** handouts from the previous lesson.

Lesson 17: African Experiences in Massachusetts

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African Experiences in Massachusetts (20 minutes)

Slide 2: Remind students that in the previous lesson, they learned about the Triangular Trade. Part of this trade system was the forced labor of enslaved Africans in the Massachusetts Bay Colony. Share that today they will learn about the experiences of enslaved Africans in the colony.

Prompt students to listen for both information that they are familiar with and information that may be new to them as they watch a short video clip.

- Play the clip of “Investigating History: Africans in MA Bay” (0:00–1:41) by Massachusetts DESE.
- Then have students share some examples of known and new information popcorn-style.

Slide 3: Share that next, students will use an informational text (secondary source) to learn more about what the video previewed: the experiences of Africans in Massachusetts in the 1600–1700s.

Distribute the [African Experiences in Massachusetts](#) and the [African Experiences Notes Organizer](#) to students.

- Explain that in pairs, they will read the text to learn about the experiences of Africans in Massachusetts in the 1600–1700s.
- They will then find a new partner to work on responding to the questions on the notes organizer.

Give time for students to ask any clarifying questions, as needed. Then help them form their first pairs, and prompt them to begin working.

- Move around the room to support student comprehension, pacing, and formation of new pairs when moving on to the notes organizer.
- You can refer to the [African Experiences Notes Organizer \(Teacher Version\)](#) to support this.



CULTURAL COMPETENCE

The [Introduction to Slavery in Massachusetts & New England](#) is a collection of multimedia resources that includes books, videos, articles, and podcasts about enslavement in the Northeast.



SUPPORT ALL STUDENTS

Be sure to offer the [African Experiences in Massachusetts \(Expanded Word Bank\)](#) to students who would benefit from additional reading comprehension scaffolding, including an expanded word bank and chunked text. Students can also refer to their [Summarize Language and Literacy Builder \(3-5\)](#) to support their identification of the main ideas of the text.

Lesson 17: African Experiences in Massachusetts

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**CULTURAL COMPETENCE**

The [Historic Northampton's Slavery Research Project](#), which ran from 2019 to 2022, reported on [enslaved Black people](#) and [free Black people](#) as well as [enslaved Indigenous people](#) and [enslavers](#) documented in their research.

Recap and Closing Discussion (10 minutes)

Slide 4: With about 10 minutes left in class, bring students back together as a whole group. Pose the questions in Part 2 of the notes organizer once again:

- *What did we learn that can help us answer our Supporting Question?*
- *What did we learn about different people's values?*
- *Given these experiences that Africans had, how do you think they would have responded?*

Prompt students to share what they discussed and recorded with their partners.

- As students share with the group, encourage them to use Add On and Challenge talk moves.
- Example sentence starters for each are included on the slide.
- Once again, you can refer to the [African Experiences Notes Organizer \(Teacher Version\)](#) to support this.

**LEARN MORE**

To learn more about the lives and experiences of enslaved Africans in Massachusetts Bay Colony and the control Puritans exerted over them, refer to the National Humanities Center's page, [Slave to Free](#). The resource also provides information on emancipation in colonial and post-colonial America.

For more information about enslavement in the American colonies, you can read Chapter 2, "Black and White" in [A Young People's History of the United States](#) and Chapter 3, "The Hidden Origins of Slavery" in [A Different Mirror for Young People: A History of Multicultural America](#) by Ronald Takaki, adapted by Rebecca Steffoff.

Lesson 17: African Experiences in Massachusetts

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Cluster 3: Enslavement and Resistance in Massachusetts

Slide 5: Then redistribute students' **Closing Questions** handouts from the previous lesson. Prompt students to read over what they recorded and then consider:

- *Have any of your questions been answered?*
- *What new or lingering questions do you have?*

Have students discuss with an elbow partner or share out popcorn-style, referring to the question formation frames on the slide as needed. Be sure to encourage students to add to their handouts as they come up with questions and hear from their classmates.

Close by sharing that in the next class, they will focus on how enslaved peoples resisted against enslavement.

Lesson 17: African Experiences in Massachusetts

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African Experiences Notes Organizer (Teacher Version)

Part 1

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

Student responses will vary. Look for specific information from the text in student writing. Possible responses:

What types of forced labor did Africans in Massachusetts do?

- Worked in colonists' homes and on their farms
- Worked as sailors and shipbuilders
- Worked as artisans
- Worked in colonists' businesses

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

- The law made enslavement legal.
- It was the first law made in the colonies that made enslavement legal.
- It made enslavement hereditary, which meant children born to enslaved mothers were also enslaved.

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.

Student responses will vary. Look for specific information from the text as well as learnings from previous Cluster 3 lessons in student writing. Possible 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?*

- Colonists in the Massachusetts Bay Colony responded to enslavement by using and supporting it, and changing the laws to make it legal.
- Some Africans in the Massachusetts Bay Colony were able to gain their freedom, but they still experienced discrimination.

What did we learn about different people's values?

- We learned that colonists valued money and used the forced, unpaid labor of enslaved Africans.
- People who were indentured servants or enslaved valued freedom and worked to try to gain it for themselves.
- Colonists changed the laws to make enslavement legal, which showed they did not value the lives or rights of enslaved peoples.

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

- I think they might have tried to change the laws or change colonists' minds.
- Africans who were in the colonies may have fought for their rights and freedoms.
- They might have responded by resisting enslavement and trying to become free.

LESSON 18

Forms of Resistance

EQ	How did different people's values, labor, and actions influence life in the time of the Massachusetts Bay Colony?
SQ	How did people in Massachusetts respond to enslavement, and how did their choices affect how Massachusetts grew and changed?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Identify how different enslaved peoples resisted enslavement and their actions' lasting impacts, using informational texts.	Explain how different enslaved peoples resisted enslavement and their actions' lasting impacts, in note form and discussion.

LESSON OVERVIEW

In this lesson, students read about historical figures who resisted enslavement and influenced the lives of others. Students begin by reviewing the vocabulary word *resist* from Cluster 2. Students then read an informational text about a historical figure who resisted enslavement in the colonies and take notes on it. They then participate in a jigsaw discussion with peers to share what they learned with others, and learn about other historical figures. The lesson closes with a group discussion about the Supporting Question.

LESSON STANDARDS

PS 1, PS 2, 3.T5.4, 3.T5.5, 3.T5.5a, 3.T5.5b, 3.T5.5c, RI.3.1, SL.3.1
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 18 Slide Deck
☐ Resistance Readings
☐ Figures of Resistance Notes Organizer
☐ Figures of Resistance Notes Organizer (Teacher Version)

LESSON AT A GLANCE

Component	Time
Introduction	5
Investigating Sources	25
Optional Extension: Additional Resistance Readings	20

Lesson 18: Forms of Resistance

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Plan for English Learner Success

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

- [Figures of Resistance Notes Organizer \(Word Bank\)](#): Supports student note-taking with a word bank
- [Summarize Language and Literacy Builder \(3-5\)](#): Supports the identification of important information in 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 word bank to support their note-taking. If possible, pair students with a language-proficient peer for the jigsaw discussion.
- [Look Fors](#): Written notes should include the chosen word bank words along with single words or short phrases. Students can read directly from their notes during the jigsaw.

English Proficiency Levels 3-4:

- Encourage students to choose specific words from the word bank to support their note-taking. If possible, pair students with a language-proficient peer for the jigsaw discussion.
- [Look Fors](#): Written notes should include the chosen word bank words along with more complex phrases. Students should be able to summarize some of their learning and notes during the jigsaw.

English Proficiency Levels 5-6:

- Students may choose to refer to the LLB when working with the text and note-taking. They should readily participate in the jigsaw discussion.
- [Look Fors](#): Written notes should include multiple words from the word bank and specifics from the text.



ADVANCE PREPARATION

Determine how you will assign one of the three [Resistance Readings](#) to student pairs, and regroup students into new groups of 3 for the jigsaw activity.

Introduction (5 minutes)

Slide 2: Introduce today's lesson by tying the learnings about enslaved and free Africans in Massachusetts in the previous lesson to today's lesson.

- Read the text on the slide aloud to students.

Lesson 18: Forms of Resistance

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- Explain that they will learn about figures both in the Northeast and in another American colony.

Slide 3: Pose the question to students: *What are some examples of people fighting for what is right that you already know about?*

Prompt students to share their ideas popcorn-style. As they share, be sure to underscore that identifying and pushing against different forms of injustice has occurred all throughout history and continues today.

Slide 4: Share that the vocabulary word, *resist*, that students learned in Cluster 2, has other forms. The word family also includes:

- Resistance (noun): the act of refusing to obey or accept something
- Resisting (verb): refusing to obey or accept something
- Explain that they will use both of these forms in today's lesson.



LEARN MORE

To learn about the roles of resistance the Aquinnah Wampanoag took alongside enslaved Africans, you can read [Black Indians: A Hidden Heritage](#) by William Loren Katz.



Investigating Sources (25 minutes)

INTRODUCE PURPOSE AND PROCESS

Slide 5: Explain that today, students will use the Investigating Sources routine to learn about how different people resisted enslavement.

- They will read an informational text (secondary source) on one of three historical figures who resisted enslavement, with a partner.
- As they read, they will take notes on a notes organizer.
- They will then be regrouped to be with classmates who read about different figures and share their learnings jigsaw-style with each other.

Lesson 18: Forms of Resistance

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OBSERVE THE DOCUMENT'S FEATURES

Slide 6: Pair students up, and distribute one of the readings from the [Resistance Readings](#) and a copy of [Figures of Resistance Notes Organizer](#) to each student. About a third of the class should be reading about each figure.

Prompt students to identify:

- If the text is a primary or secondary source (secondary)
- The figure they are reading about from their text (Lucy Terry Prince, Prince Hall, Quock Walker).
- The key information they will be looking for from their notes organizer (how this person resisted enslavement and how their values shaped the lives of others)



SUPPORT ALL STUDENTS

Be sure to provide the [Figures of Resistance Notes Organizer \(Word Bank\)](#) to students who would benefit from additional note-taking supports. You can also encourage students to refer to the [Summarize Language and Literacy Builder \(3-5\)](#) as they work to identify important information in the text.



BUILD LITERACY

The picture book *Build a House* by Rhiannon Giddens can be used to discuss enslavement, self-liberation, and the power of music and community with students. The author also provides a video read-aloud with musical accompaniment by Yo-Yo Ma, which can be viewed [Rhiannon Giddens—Build a House](#).

READ THE DOCUMENT

Slide 7: Prompt student pairs to begin reading and taking notes on their figure for about 10 minutes.

- Be sure to move around the room to support student pacing and comprehension.
- You can refer to the [Figures of Resistance Notes Organizer \(Teacher Version\)](#) to support students.

Slide 8: After students have read and completed their historical figure's section of the notes organizer, put students into new groups of 3, where each student has read about a different figure.

- Explain that they will take turns asking their classmates about the figures they learned about. Share that sample questions will be displayed for them to reference and use as they work together.
- Inform students that as they listen to their group members, they need to record information about the

Lesson 18: Forms of Resistance

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figures in order to complete their notes organizer.

Slide 9: Read the sample questions aloud, and keep them displayed for students to refer to as they participate in the jigsaw.

- Prompt students to begin.
- Once again, you can refer to the [Figures of Resistance Notes Organizer \(Teacher Version\)](#) to support this.

CONNECT TO OUR QUESTION

Slide 10: Once students have completed the jigsaw, bring them back together as a whole group and ask:

- *How did the people in the Massachusetts Bay Colony respond to enslavement, and how did their choices affect how Massachusetts grew and changed?*
- *What new or lingering questions do you have?*

Give students some time to think, and then invite them to share with the whole group. Possible responses:

- Enslaved peoples responded to enslavement by resisting in different ways, like self-liberating and paying for their freedom.
- Enslavers supported enslavement, and it helped them and the colony become wealthy.
- A new question I have is, how long did enslavement continue in Massachusetts?
- A lingering question I have is, why did colonists who wanted freedom themselves choose to enslave others?

Close by letting students know that in the next class, they will work to summarize and “put together” all of their learnings from the cluster.



LEARN MORE

To learn more about Lucy Terry Prince and her husband Abijah Prince, you can read [Mr. and Mrs. Prince: How an Extraordinary Eighteenth-Century Family Moved Out of Slavery and Into Legend](#) by Gretchen Holbrook Gerzina.

Lesson 18: Forms of Resistance

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Optional Extension: Additional Resistance Readings (20 minutes)

If time allows, you can use the [Extension: Additional Resistance Readings](#) to have students learn about other figures of resistance in the Northeast.



LEARN MORE

In 1773, the same year as the Boston Tea Party, a group of enslaved men wrote [this letter](#) to Massachusetts leaders. They stated their desires for family, community, and civic engagement and the belief that all enslaved peoples should be freed. Another example of African resistance to enslavement and colonization is [Petition for Freedom to the Massachusetts Legislature](#) from 1777.

Lesson 18: Forms of Resistance

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Figures of Resistance Notes Organizer (Teacher Version)

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.

Student responses will vary. Look for specific information from the readings in their writing. Possible responses:

Historical figure	How did this person resist enslavement?	How did their values shape the lives of others?
Lucy Terry Prince	• She married a free man. • Her freedom was likely paid for by her husband.	• She valued words and used them to protect her family. • She was able to argue for government protection and rights to her family land. • People wrote about her and her influence both in Massachusetts and Vermont when she passed away.
Prince Hall	• He joined different community groups in Boston to support and protect Black rights. • He wrote petitions to the Massachusetts courts and government to end enslavement.	• His work with other abolitionist groups worked, and a Massachusetts Court passed an act to make the trade of enslaved peoples illegal.
Quock Walker	• He self-liberated. • When he was recaptured, he fought back through the law and sued his enslaver in three court cases.	• He valued justice and equal protection under the law. • His court cases helped make enslavement in Massachusetts illegal. • He helped expand the understanding that the Massachusetts Constitution protected equality for all people.

LESSON 19

Putting It Together

- EQ** How did different people's values, labor, and actions influence life in the time of the Massachusetts Bay Colony?
- SQ** How did people in Massachusetts respond to enslavement, and how did their choices affect how Massachusetts grew and changed?

LEARNING OBJECTIVE

Synthesize new learning about enslavement and the Massachusetts Bay Colony by developing a response to the cluster's Supporting Question.

LANGUAGE OBJECTIVE

Engage in a collaborative discussion about enslavement and the Massachusetts Bay Colony using key vocabulary and 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 3, 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 1, PS 2, 3.T5.4, 3.T5.5, 3.T5.5a, 3.T5.5b, 3.T5.5c, RI.3.3, SL.3.1, W.3.2

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 19 Slide Deck](#)
- ☐ [Cluster 3 Inquiry Chart](#)
- ☐ [Cluster 3 Inquiry Chart \(Teacher Version\)](#)
- ☐ [Discussion Diamond](#)
- ☐ Lesson 1: Unit 3 Know and Wonder Chart
- ☐ Lesson 15: Idia of the Benin Kingdom Notes Organizer
- ☐ Lesson 16: Triangular Trade Chart & Closing Questions
- ☐ Lesson 17: African Experiences Notes Organizer
- ☐ Lesson 18: Figures of Resistance Notes Organizer

Lesson 19: 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
- [Talk Moves Language and Literacy Builder](#): Supports structuring verbal responses and participation in collaborative discussions

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 19: Putting It Together

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**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 and materials they created in this cluster:

- **Idia of the Benin Kingdom Notes Organizer**
- **Closing Questions**
- **African Experiences Notes Organizer**
- **Figures of Resistance 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 3 Know and Wonder Chart**
- **Unit 3, Cluster 3 Inquiry Chart**
- **Word Wall**
- **Triangular Trade Chart**

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 19: Putting It Together

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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 about how people in Massachusetts responded to enslavement and how their actions affected how the area changed over time.

Slides 4–5: Present the **Unit 3, Cluster 3 Inquiry Chart** that the class created in Lesson 14, and remind students of the Cluster 3 Supporting Question:



How did the people of Massachusetts respond to enslavement, and how did their choices affect how Massachusetts grew and changed?

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:

- Africans in Massachusetts were forced to provide free labor in colonists’ homes, farms, and businesses.
- The forced free labor from enslaved peoples made colonists and the colony wealthy.
- Enslaved peoples resisted enslavement by marrying free people, paying for their freedom, and writing and talking about their experiences.

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



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 19: Putting It Together

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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 3 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 did the people of Massachusetts respond to enslavement, and how did their choices affect how Massachusetts grew and changed?*

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



SUPPORT ALL STUDENTS

Encourage students to refer to their [Connect Language and Literacy Builder \(3-5\)](#) as they work to 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 19: Putting It Together

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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 different values were involved in people's responses to enslavement?*
- *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.



SUPPORT ALL STUDENTS

You can invite students to use additional talk moves on their [Talk Moves Language and Literacy Builder](#) as they work to share and respond to one another's ideas.



MAKE CONNECTIONS

Discovering Justice has created a [Civil Discourse Sentence Stems poster](#) that categorizes responses into "Agree," "Disagree," "Share & Summarize," and "Question" sections. The resource also includes smaller sentence starter cards that can be placed around the classroom for student reference.

Lesson 19: Putting It Together

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LESSON 20

Formative Assessment

- EQ** How did different people's values, labor, and actions influence life in the time of the Massachusetts Bay Colony?
- SQ** How did people in Massachusetts respond to enslavement, and how did their choices affect how Massachusetts grew and changed?

LEARNING OBJECTIVE

Explain how people in Massachusetts responded to enslavement and how these choices affected how Massachusetts grew and changed, using information from sources.

LANGUAGE OBJECTIVE

Use specific information from cluster sources and vocabulary to describe how people in Massachusetts responded to enslavement and how these choices affected how Massachusetts grew and changed, in writing.

LESSON OVERVIEW

In this lesson, students use information from the cluster to complete two tasks for their Formative Assessment. They first use cluster learnings to engage in an independent writing task about how people responded to enslavement and how it impacted Massachusetts. They then work on identifying new and lingering questions from the cluster. The lesson closes with a reflective discussion.

LESSON STANDARDS

PS 1, PS 2, 3.T5.4, 3.T5.5, 3.T5.5a, 3.T5.5b, 3.T5.5c, RI.3.3, W.3.2
See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 20 Slide Deck](#)
- ☐ [Formative Assessment Task](#)
- ☐ [Formative Assessment Task \(Teacher Version\)](#)
- ☐ Lesson 15: Idia of the Benin Kingdom Notes Organizer
- ☐ Lesson 16: Triangular Trade Chart & Closing Questions
- ☐ Lesson 17: African Experiences Notes Organizer
- ☐ Lesson 18: Figures of Resistance Notes Organizer
- ☐ Lesson 19: Discussion Diamond

Lesson 20: 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 \(Sentence Frames\)](#): 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:

- For Part 1, choose accessible words from the word bank for students to use along with the provided sentence frames. Allow students to complete Part 2 of the assessment collaboratively with a peer.
- [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:

- For Part 1, encourage students to use the word bank and sentence starters to support their written responses. Allow students to complete Part 2 of the assessment collaboratively with a peer.
- [Look Fors](#): Writing on the assessment should use the provided sentence frames 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 be able to complete the assessment independently. Students may choose to use the provided sentence frames 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 20: Formative Assessment

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**ADVANCE PREPARATION**

Ensure that the Unit 3, Cluster 3 Inquiry Chart and necessary student materials from previous lessons listed above are accessible for student reference.

Determine if you will have students complete Part 2 of the assessment independently or collaboratively with a partner.

Organize the Cluster Resources (5 minutes)

Slide 2: 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:

- **Idia of the Benin Kingdom Notes Organizer**
- **Closing Questions**
- **African Experiences Notes Organizer**
- **Figures of Resistance Notes Organizer**

Slide 3: Then briefly review the additional reference tools they created as a class and where they are located for student reference:

- **Unit 3 Know and Wonder Chart**
- **Unit 3, Cluster 3 Inquiry Chart**
- **Word Wall**
- **Triangular Trade Chart**
- **Discussion Diamond**

**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 20: Formative Assessment

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Slide 4: 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.
- Repeat for the Part 2 directions. You can format Part 2 to be collaborative by inviting students to discuss and complete this section in pairs.
- Remind students that they should refer to and use the cluster materials to help them as they work.

Give students time to ask clarifying questions as needed, and then prompt them to begin working on the assessment.

- Be sure to move around the room to support students' comprehension and access to reference materials.
- You can use [Formative Assessment Task \(Teacher Version\)](#) to support students' work.

Slide 5: With about 5 minutes left in class, bring students back together as a whole group and pose the following reflection prompts for students:

- I used to think... now I know...
- Something new I learned was...
- I am proud that now I can...

Invite students to share their ideas in a Think-Pair-Share format.

Close by collecting students' handouts and any remaining student materials. Share that in the next class, they will work together to synthesize their learnings from the entire unit.



SUPPORT ALL STUDENTS

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

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 20: Formative Assessment

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Formative Assessment Task (Teacher Version)

Part 1

Directions: Use your cluster materials and learnings to respond to the prompt below. Use the Part 1 word bank to support your writing.

Part 1 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

Student responses will vary. Look for the inclusion of specific information from cluster materials, at least two word bank words, and clear connections to values in student writing. Possible response:

Did you know that enslavement did happen here in Massachusetts? Colonists in the Massachusetts Bay Colony participated in the Triangular Trade. This means that they traded things like wood and fish but also enslaved Africans. They saw them as property. Colonists valued forced, unpaid labor that helped them get wealthy. This helped the colony grow bigger and richer. They did not value the rights or freedoms of Africans.

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

Student questions will vary. Look for the inclusion of specific information from cluster materials and word bank words in their questions. Possible questions:

- Idia, how long did you lead in the Kingdom of Benin?
- Lucy Terry Prince, what was your favorite kind of writing?
- Prince Hall, what community groups were you a part of, and what strategies did they use?
- Quock Walker, what were your experiences as a child?

LESSON 21

Unit Synthesis

EQ	How did different people's values, labor, and actions influence life in the time of the Massachusetts Bay Colony?
SQ	How did people in Massachusetts respond to enslavement, and how did their choices affect how Massachusetts grew and changed?

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 different people's values, labor, and actions influenced life in the Massachusetts Bay Colony.	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 3, Clusters 1–3 Inquiry Charts in order to discuss and identify one big takeaway per cluster. They then revisit the Unit 3 Know and Wonder Chart. Students consider the Essential Question: *How did different people's values, labor, and actions influence life in the time of the Massachusetts Bay Colony?* and discuss what questions from the Wonder column they can now answer. The lesson closes with flexible review time.

LESSON STANDARDS

PS 1, PS 2, PS 3, PS 5, 3.T5.1, 3.T5.2, 3.T5.3, 3.T5.4, 3.T5.5, 3.T5.5a, 3.T5.5b, 3.T5.5c
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 21 Slide Deck
☐ Unit 3, Clusters 1–3 Inquiry Charts
☐ Lesson 1: Unit 3 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 21: 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 3, Clusters 1–3 Inquiry Charts and Unit 3 Know and Wonder Chart are easily accessible.

You may want to pregroup students into groups of 3 and preassign them each a number 1–3 in preparation for the Numbered Heads Together discussion routine.

Lesson 21: Unit Synthesis

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Revisit the Unit's Charts (20 minutes)

Slide 2: Remind students of the Unit's Essential Question:



How did different people's values, labor, and actions influence life in the time of the Massachusetts Bay Colony?

- 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 3, Clusters 1–3 Inquiry Charts** in the classroom. Explain that students will work in small groups using the Numbered Heads Together strategy. Divide 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: A group's actions are informed by its values and beliefs. These values and beliefs can have a lasting impact on both the group and the people and land around them.
- Cluster 2: Different leaders have different levels of power and influence. Their values guide their actions and impact the people who live under their leadership as well as other groups that interact with them.
- Cluster 3: Resistance to enslavement took many different forms that impacted both individuals and those in their communities. People's responses to enslavement were guided by their values.



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.

Lesson 21: Unit Synthesis

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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:

- Different people had different levels of power and influence depending on whether they were colonists, Indigenous peoples, or enslaved or indentured. Within the group of colonists, their jobs also influenced how much power they had.
- Individual and group values impact everyone in the community and the people they interact with.

Slide 5: Then ask: *What are some new or lingering questions you have about each cluster?*

- 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:

- Did Puritan colonists in the Massachusetts Bay Colony expand to other colonies and later to other states?
- Were there Puritan leaders who honored their agreements and alliances with Indigenous leaders and peoples over time?
- Were there other forms of resistance against enslavement we didn't learn about, and did colonists also work to fight against it?

Slide 6: Present the **Unit 3 Know and Wonder Chart** from the Unit Kickoff, and give students a few minutes to review it.



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 21: Unit Synthesis

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Ask: *Which questions in the Wonder column can we now answer?* Give students the opportunity to share aloud popcorn-style for this last question.

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: Change in the Time of the Massachusetts Bay Colony Content Assessment](#) or specific portions of it as an additional way to assess student understanding of the unit.

The [Extension: Change in the Time of the Massachusetts Bay Colony Content Assessment \(Teacher Version\)](#) has scoring guidance for each section.



SUPPORT ALL STUDENTS

Be sure to provide the [Extension: Change in the Time of the Massachusetts Bay 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.

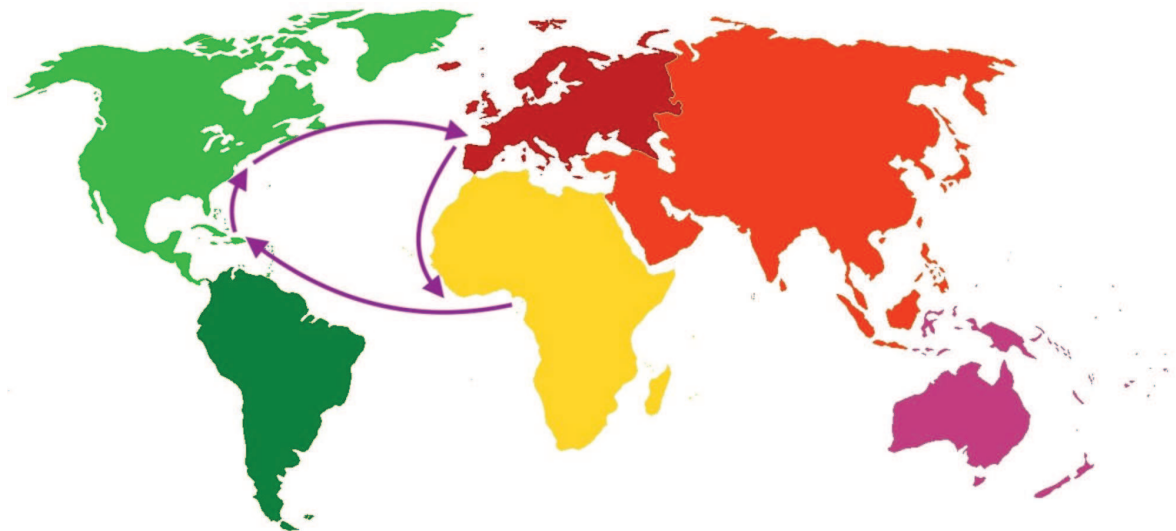
Lesson 21: Unit Synthesis

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Extension: Change in the Time of the Massachusetts Bay Colony Content Assessment (Teacher Version)

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? *Light green*
2. What color is Europe on the map? *Dark red*
3. What color is Africa on the map? *Yellow*
4. Draw arrows on the map to represent how these continents were connected through the Triangular Trade system. *The number of arrows may vary, but they should at least connect Africa with North America, North America with Europe, and Europe with Africa.*

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?

Student responses will vary. Look for the inclusion of information from both the quote and unit sources in student writing. Possible responses:

- It is important to learn that there were many different groups of people in the Massachusetts Bay Colony because they all influenced life there. Both Indigenous peoples and West African peoples were enslaved and forced to do labor to make the colony rich. Colonists valued wealth and expansion more than the rights of everyone who lived in the colony.
- Indigenous peoples, West African peoples, and colonists all lived in the Massachusetts Bay Colony and influenced life there. Colonists had the most power, and their use of the forced labor of indentured servants and enslaved Indigenous peoples and West African peoples made the colony successful and wealthy.

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)

- 1 point for accurately identifying each of the three continents
- 1 point for drawing a line correctly between Africa and North America, 1 point for drawing a line correctly between North America and Europe, 1 point for drawing a line correctly from Europe to Africa

Section 2: Vocabulary (10 points)

- 2 points for identifying each vocabulary pair

Section 3: Short Answer (4 points)

- 2 points for using specific information from the quote in the written response
- 2 points for using specific learnings or evidence from the unit in the written response

Total possible: 20 points

SUMMATIVE ASSESSMENT

Change in the Time of the Massachusetts Bay Colony

ASSESSMENT PACING

Lesson 22

Task 1

Lesson 23

Task 2

Assessment Overview

In the Summative Assessment, students are asked to both summarize their learning from the unit and apply their learning to their own communities within the framework of a museum exhibition.

In Part 1, they choose a figure from the unit and write a museum wall description about their actions and values and how these influenced life during the Massachusetts Bay Colony. Students then connect these learnings to their own communities.

In Part 2, students create a visual presentation of this work to share their learnings and recommendations with the greater community.

Assessment at a Glance

On Day 1, students will:

- Complete Steps 1 and 2 of the Summative Assessment Task handout

On Day 2, students will:

- Create their visual presentation of their learnings (Step 3 of the Summative Assessment Task)
- Brainstorm and discuss how they want to share their work with the greater community

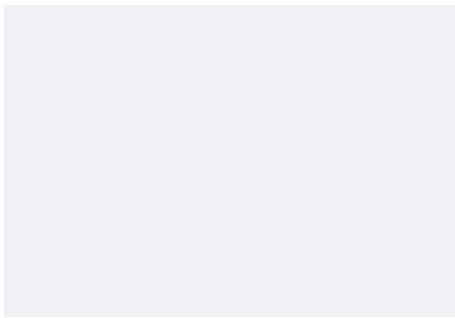
Advanced Preparation

Before Day 1

- Students will need access to all of their unit materials and resources for this task.

Before Day 2

- Determine what art materials you will have available for students to complete their visual presentation, and gather them together. Some material suggestions include: scissors, glue, magazines,



tissue paper, felt, stickers, watercolors, colored pencils, paint pens, etc.

Assessment Focus Standards

Practice Standards: PS 1, PS 5

Content Standards: 3.T5.1, 3.T5.2, 3.T5.3, 3.T5.4, 3.T5.5, 3.T5.5a, 3.T5.5b, 3.T5.5c

Grading and Providing Feedback

Task 1

Use the [Change in the Time of the Massachusetts Bay Colony Rubric](#) to assess student work.

LESSON 22

Summative Assessment, Day 1

Teacher Notes

Students will need access to all of their unit materials and resources for this task.

MATERIALS

- ☐ [Lesson 22 Slide Deck](#)
- ☐ [Summative Assessment Task](#)
- ☐ [Summative Assessment Task \(Sentence Frames\)](#)
- ☐ [Summative Assessment Task Mentor Text](#)
- ☐ [Change in the Time of the Massachusetts Bay Colony Rubric](#)

Prepare for the Summative Assessment

Task (5 minutes)

Slide 2: Begin by engaging students in a brief sharing of their experiences visiting museums. Prompt students to consider what kind of museum it was, what they saw, and what they learned.

Slide 3: Explain that museums create special exhibits from time to time that focus on a specific topic or idea.

- Museums then write wall text displays and incorporate visuals to capture viewers' attention and give them more information and examples.
- Museums and their exhibits can have many different purposes. Sometimes the purpose is to celebrate parts of history. Sometimes the purpose is to remember a part of history that was challenging and share how we can all learn from it.

Slides 4–5: Share some examples of museum exhibits in Massachusetts that both address hard history and celebrate accomplishments. Read the text on each slide aloud, and invite students to engage in some close looking at the images.

Share that for the Unit 3 Summative Assessment Task, students will work to create their own museum text and visual display to teach others about what they learned in the unit.

Slide 6: Distribute the [Summative Assessment Task](#) to students, and read the brief overview aloud.

- Then have students put their finger on Step 1, and read the directions aloud. Point out that this list is also on the slide.
- Prompt students to gather their individual sources and materials and locate the class-created ones in the room.



SUPPORT ALL STUDENTS

Be sure to provide the [Summative Assessment Task \(Sentence Frames\)](#) to students who would benefit from sentence frames to support their writing.

Summative Assessment Task Handout (25 minutes)

Slide 7: Once students are organized and settled, explain that this Summative Assessment Task will take place over two days.

- On Day 1 (today), they will complete Steps 1–2 on this handout.
- On Day 2 (the next class), they will create a visual presentation of their writing from Day 1 using a chosen art form.

Slide 8: Have students put their finger on Step 2 on their handout and read the directions aloud. Be sure to remind students that it is important for them to use their sources and materials to support their writing throughout this task.

Give students time to ask clarifying questions as needed, and then prompt them to begin working. Be sure to move around the room as students work to support their organization, pacing, and completion of the task.

Close by collecting student handouts, as they will be needed for the following class. You can use the [Change in the Time of the Massachusetts Bay Colony Rubric](#) to assess student writing. Let students know that they will use their work from today to create their visual presentations in the next class.



TEACHING TIP

Students will likely be moving around the classroom throughout this task, accessing charts and other class-created documentation. Having clipboards available for students to use will help them comfortably write anywhere in the room.



SUPPORT ALL STUDENTS

If students would benefit from referring to an example of the museum text writing, you can provide them with the [Summative Assessment Task Mentor Text](#).

LESSON 23

Summative Assessment, Day 2

Teacher Notes

Before class, determine what art materials you will have available for students, and gather them together. Some material suggestions include: scissors, glue, magazines, tissue paper, felt, stickers, watercolors, colored pencils, paint pens, etc.

MATERIALS

- ☐ [Lesson 23 Slide Deck](#)
- ☐ Lesson 22: Summative Assessment Task
- ☐ Change in the Time of the Massachusetts Bay Colony Rubric

Create a Museum Display (25 minutes)

Slide 2: Redistribute students' completed **Summative Assessment Task** handouts.

- Have students put their finger on Step 3, and read the text aloud.
- Then introduce the available art materials, and invite students to spend a minute or two discussing their ideas with an elbow partner.
- Underscore that they should think about what artistic and design choices will draw people's attention to their work and ideas.

Prompt students to collect their needed art materials and begin to create their visual museum display.

Closing Discussion (5 minutes)

Slide 3: With about 5 minutes left in class, bring students back together as a whole group, and pose the following questions:

- *How should our museum displays be shared?*
- *Who should we share our museum displays with?*

Encourage students to use Add On talk moves as they brainstorm and share their ideas with one another. Example sentence starters are included on the slide.

Summative Assessment

Each class will have its own ideas, needs, and limitations, but their work may be shared with the greater school community, families, or local groups and organizations.

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: _____

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 (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:

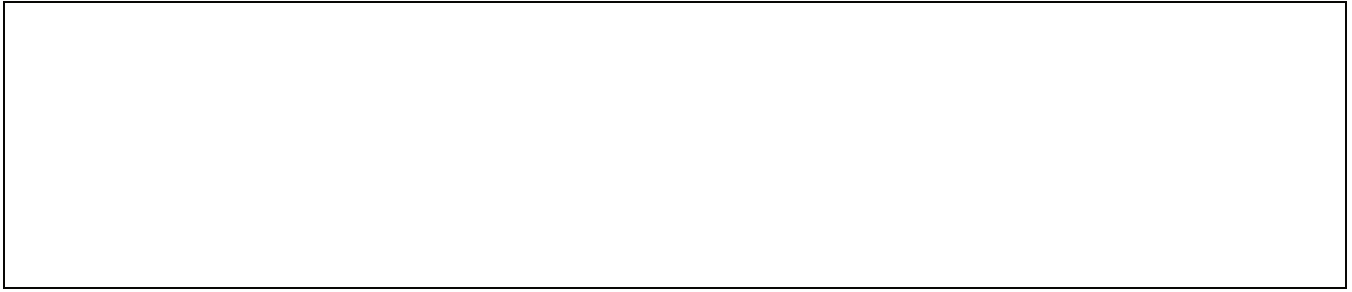
(Figure's name) believed ___ and this shows that he / she valued ___.

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: _____

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:

SUPPLEMENTAL RESOURCES



Grade 3, Unit 3: Change in the Time of the Massachusetts Bay 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: Puritans and the Massachusetts Bay Colony

Author	Resource	Use
Lesson 1		
DESE	<u>Background Brief: Change in the Time of Massachusetts Bay Colony</u>	The Background Brief was designed to support educators in developing content knowledge before teaching this unit.
Lesson 2		
Study Hall	<u>Puritans & Pilgrims in New England</u>	A video that explains the differences between the Pilgrims and Puritans, explores how their religious beliefs shaped New England society, and examines the effects of colonial settlement on Indigenous peoples
Mark, Joshua J.	<u>Puritans</u>	An article that explores the Puritans' religious beliefs, their efforts to reform the Church of England, and their influence on New England society and Colonial America
Zinn, Howard	<u>A Young People's History of the United States</u>	A book that presents US history from the perspectives of marginalized groups, highlighting their struggles and contributions
Lesson 3		

Philbrick, Nathaniel	<u>Mayflower: Voyage, Community, War</u>	A book that traces the Pilgrims' voyage on the Mayflower, the founding of Plymouth Colony, and the evolving relationships with Indigenous peoples that ultimately led to King Philip's War
Fraser, Rebecca	<u>The Mayflower: The Families, the Voyage, and the Founding of America</u>	A book that details the life of Pilgrims in 17th century Plymouth Colony and highlights their religious beliefs, struggles, and interactions with Indigenous peoples
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 4

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
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Lesson 5

Peterson, Mark A.	<u>The Plymouth Church and the Evolution of Puritan Religious Culture</u>	An article that explores how the Plymouth Church contributed to the evolution of Puritan religious culture in Colonial New England and influenced the development of later Puritan communities
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Cluster 2: Leadership in Massachusetts: 1600–1770

Author	Resource	Use
Lesson 9		

Dunbar-Ortiz, Roxanne	<u>An Indigenous Peoples' History of the United States for Young People</u>	A book that presents US history from the perspective of Indigenous nations, emphasizing how colonization, land seizure, and settler expansion shaped the development of the United States
Zinn Education Project	<u>May 26, 1637: Pequot Massacre</u>	A "This Day in History" web page that describes the Pequot Massacre and ensuing Pequot War instigated by the Puritans

Lesson 10

Mass Moments	<u>Indians in Mashpee Demand Self-Government</u>	A historical entry that describes how the Mashpee Wampanoag asserted their right to self-government control over their land, community, and political affairs in an act of Indigenous resistance in New England
The Associated Press	<u>Feds Drop Legal Battle Over Tribe's Reservation Status</u>	A news article reporting that the federal government ended its legal challenge to the Mashpee Wampanoag Tribe's reservation status, preserving the tribe's federally recognized land trust status

Lesson 11

City of Boston	<u>Complicity section of the Boston Slavery Exhibit</u>	A web page that examines how Massachusetts' economy, institutions, and prominent residents benefited from the slave trade
National Park Service	<u>Slavery and Law in 17th Century Massachusetts</u>	An article that explains how slavery was legally established and regulated in 17th-century Massachusetts

Cluster 3: Enslavement and Resistance in Massachusetts

Author	Resource	Use
Lesson 14		

Boston University's Pardee School of Global Studies	<u>Africa in the K-16 Classroom</u>	A web page that provides resources and guidance to expand students' understanding of Africa beyond stereotypes and toward a more accurate, diverse, and global perspective
Learning for Justice	<u>Teaching Hard History: Grades K-5 Framework</u>	A resource for teaching early elementary students the history of slavery in age-appropriate ways
Learning for Justice	<u>Let's Talk: Facilitating Critical Conversations with Students</u>	Resource with key terms, prompts, exercises, and tools for educators to lay the groundwork for and facilitate critical conversations (any discussion about the ways injustice affects our lives and society)
National Park Service	<u>Language of Enslavement</u>	Web page that describes intentional language choices related to the history of enslavement and provides examples through quotations from the writings of Frederick Douglass
Lesson 15		
Boston University's Pardee School of Global Studies	<u>Elementary Online Resources for Teachers</u>	A resource page that provides elementary educators with curated Africa-focused teaching materials designed to help students engage with the histories, cultures, and realities of African societies in age-appropriate ways
Boston University's Pardee School of Global Studies	<u>Introducing Africa: Approaches for Elementary School</u>	A web page that offers elementary educators practical approaches for teaching about Africa, providing strategies, lesson ideas, and guiding principles for teaching accurate, diverse perspectives
Lesson 16		
Learning for Justice	<u>Teaching Hard History: Grades K-5 Framework</u>	A resource for teaching early elementary students the history of slavery in age-appropriate ways

Learning for Justice

[How Can I Teach This?](#)

A resource page that outlines key concepts for teaching the origins of enslavement, colonialism, and early American society

Lesson 17

Zinn, Howard

[A Young People's History of the United States](#)

A book that presents US history from the perspectives of marginalized groups, highlighting their struggles and contributions

Takaki, Ronald

[A Different Mirror for Young People: A History of Multicultural America](#)

A book that retells US history through the letters, diaries, and poems of Indigenous peoples, African Americans, European immigrants, and others, highlighting how their lived experiences and voices reveal a more inclusive and complex national story



Grade 3, Unit 3: Change in the Time of the Massachusetts Bay 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
Ekiuwa Aire	<u>Idia of the Benin Kingdom</u>	15

Recommended Books (Not in the Curriculum)

Author	Title
Ekiuwa Aire	<u>Njinga of Ndongo and Matamba</u>
Ekiuwa Aire	<u>Sunjata of the Mandé Empire</u>
Rhiannon Giddens	<u>Build a House</u>
Margy Burns Knight and Mark Melnicove	<u>Africa Is Not a Country</u>
Chris Newell	<u>If You Lived During the Plimoth Thanksgiving</u>
Simon J. Ortiz	<u>The People Shall Continue</u>
Ryan Thomas Skinner	<u>Sidikiba's Kora Lesson</u>
Traci Sorell	<u>We Are Still Here!: Native American Truths Everyone Should Know</u>