

GRADE 3, UNIT 5

The People and Governments of Massachusetts

TEACHER'S GUIDE



Boston's Old City Hall was built between 1862 and 1865 and housed the Boston City Council until 1969. Image by Kenneth C. Zirkel via Wikimedia Commons, CC BY 4.0.

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UNIT INFORMATION

The People and Governments of Massachusetts

Unit Throughlines	Learning Progression
How do the people and governments in Massachusetts influence their communities? EU 1. Different forms of local government have distinct roles and responsibilities and provide different ways for people to participate in them. They represent the people in the community and often make decisions on their behalf. EU 2. Populations in communities can change over time due to reasons such as colonization and immigration. EU 3. There are many different ways to make a difference in a community. People of all ages can participate in and contribute to the well-being and improvement of their community, including by influencing the local government. Key Practice Standards PS 1. Explain the purpose and function of local and state governments, including the avenues they offer individuals for participation and influence.	Massachusetts Governments 8 Lessons How do the different forms of government in Massachusetts and the people they represent influence one another? - L 1. Use background knowledge and information from a video to make connections and generate questions about the government and people in Massachusetts and how they influence their communities. - L 2. Make connections and generate questions about how governments and the people they represent influence one another. - L 3. Identify key elements in the government of the Wampanoag Tribe of Gay Head (Aquinnah) using an informational text. - L 4. Identify key elements of town government in Massachusetts using an informational text. - L 5. Identify key elements of city government in Massachusetts using an informational text. - L 6. Identify key elements of students' own town/city government in Massachusetts using various resources. - L 7. Synthesize learning about different governments in Massachusetts by developing a response to an inquiry question. - L 8. Explain how different forms of government in Massachusetts and the people they represent influence one another using information from cluster sources. Our Town or City 5 Lessons How have the different groups of people living in our town or city influenced the community over time? - L 9. Make connections and generate questions about how the different people and places in a community can influence it over time. - L 10. Identify key information about the history of our town or city including the Indigenous peoples, founding, and historical populations using provided sources. - L 11. Identify key information about the current populations of our town or city using provided sources.

PS 3. Use provided categories to gather and/or sort information based on a topic or inquiry question.

PS 7. Describe a range of local, regional, and/or global issues, and explain how different actions taken by students and others would help address these issues.

Key Literacy Standards

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information about a given topic efficiently.

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

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

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

W.3.1. Write opinion pieces on topics or texts, supporting an opinion with reasons.

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

W.3.8. Recall information from experiences or gather information from print or digital sources; take brief notes on sources and sort evidence into provided categories.

L 12. Synthesize learning about the history of our town or city and the current populations by developing a response to an inquiry question.

L 13. Summarize the historical and present-day influences on our town or city using information from cluster sources.

How Communities Take Action | 7 Lessons

How can we participate in and contribute to our communities?

L 14. Make connections and generate questions about how people can participate in and contribute to their communities.

L 15. Make connections and use questions to identify how peers participate in and contribute to the community.

L 16. Make connections and use questions to identify how community members participate in and contribute to the community.

L 17. Make connections and use questions to identify how community members participate in and contribute to the community.

L 18. Synthesize learning about how people can participate in and contribute to their communities by developing a response to an inquiry question.

L 19. Identify a community issue and what specifically can be done to address it using learning from the cluster.

L 20. Use the Know and Wonder Chart and Inquiry Charts to identify important takeaway learnings from each cluster of the unit about how people and governments in Massachusetts influence their communities.

Summative Assessment | 2 Days

The purpose of this Summative Assessment is to assess students' understanding of the various forms of government in Massachusetts and their local community. Students synthesize their learning from Clusters 1–3 and apply it to the creation of a proposal for a local community action, initiative, or event. Students engage in collaborative planning and write and illustrate their ideas.



Grade 3, Unit 5

The People and Governments of Massachusetts



How do the people and governments in Massachusetts influence their communities?

Framing the Unit

The unit is organized into three clusters of lessons. The first cluster focuses on the forms of government in Massachusetts. Students explore tribal, town, and city government structures, the people they represent, and how they influence one another.

The second cluster focuses on the people of the students' town or city, both past and present. This cluster involves extensive individualized research specific to the school's town or city done by the teacher.

The third cluster focuses on how people, including students themselves, can get involved in their communities. Like Cluster 2, this cluster requires advance preparation done by the teacher in order to organize opportunities for students to hear from community members.

The Summative Assessment asks students to apply what they have learned to create their own community plan of action, initiative, or event. Students engage in collaborative planning and then write and illustrate their ideas.

Important note about this unit: Lesson 6 in Cluster 1 and all the lessons in Cluster 2 involve individualized research about the town or city where your school is located. The lessons in Cluster 3 involve organizing opportunities for your students to learn about and hear from local community members, including building relations with their local Tribal Councils and governments. It is recommended that you begin preparing as soon as possible. Start by reviewing the [Unit 5 Teacher Guidance and Resources](#).

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

Unit Overview*Enduring Understandings*

1. Different forms of local government have distinct roles and responsibilities and provide different ways for people to participate in them. They represent the people in the community and often make decisions on their behalf.
2. Populations in communities can change over time due to reasons such as colonization and immigration.
3. There are many different ways to make a difference in a community. People of all ages can participate in and contribute to the well-being and improvement of their community, including by influencing the local government.

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:

- This unit on community involvement is a part of building students' civic knowledge early in their academic journey. Harvard Graduate School of Education's resource, "[How to Help Kids Become Skilled Citizens](#)," has a collection of videos, articles, and websites to help build students' civic identities.
- The *M-A Chronicle*'s article "[Students Write Letters to Political Representatives](#)" shares some examples of students in Massachusetts speaking out and being part of decision-making.
- Children's Environmental Literacy Foundation has a [Save Tomorrow](#) (7:21) about 9-year-olds in Lexington, Massachusetts, getting involved in their town government and successfully helping change a town law.

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

sovereignty

Tribal Council

elect

Priority Tier 2 Vocabulary

represent
seal
town

city
geographic feature
landmark

immigrate
population
responsibility

Lesson Clusters

Cluster 1: Massachusetts Governments (Lessons 1-8)

How do the different forms of government in Massachusetts and the people they represent influence one another?

Focus Standards: 3.T1.3, 3.T1.3b, 3.T1.3c, 3.T1.3d, PS 1, PS 3, RI.3.5, SL.3.1, W.3.2, W.3.8

Cluster 1 focuses on three forms of government that exist in Massachusetts: tribal, town, and city governments. The cluster builds on students' learning about government in Massachusetts during the American Revolution in Unit 4 and introduces them to current governments, who they represent, and what they are responsible for. Students engage with a video and short texts and practice recording information in a graphic organizer.

Important note about this unit: Lesson 6 in Cluster 1 and all the lessons in Cluster 2 involve individualized research done by the teacher about the town or city where your school is located. The lessons in Cluster 3 involve organizing opportunities for your students to learn about and hear from local community members, including building relations with their local Tribal Councils and governments. It is recommended that you begin preparing as soon as possible. Start by reviewing the [Unit 5 Teacher Guidance and Resources](#).

Cluster 2: Our Town or City (Lessons 9-13)

How have the different groups of people living in our town or city influenced the community over time?

Focus Standards: 3.T1.1, 3.T1.2, PS 3, RI.3.5, RI.3.7, SL.3.1, W.3.2, W.3.8

Cluster 2 focuses on the students' specific town or city in Massachusetts. Students use various resources including maps, articles, and online databases in order to learn about the history, current populations, and local government of their town or city. Students focus on identifying what aspects of their town or city have changed and what aspects have remained the same over time throughout the cluster's cycle of inquiry.

*Reminder: The lessons in Cluster 2 involve individualized research done by the teacher about the town or city where your school is located. It is recommended that you begin preparing as soon as possible. Start by reviewing the [Unit 5 Teacher Guidance and Resources](#). It is also suggested that you create a Teacher Version of the Cluster 2 Formative Assessment at the beginning of the cluster. Each town or city will dictate its own specific responses within the assessment.

Cluster 3: How Communities Take Action (Lessons 14-20)

How can we participate in and contribute to our communities?

Unit Overview

Focus Standards: 3.T1.1, 3.T1.2, 3.T1.3, 3.T1.3a, 3.T1.3b, 3.T1.3c, 3.T1.3d, 3.T1.3e, 3.T1.3f, PS 1, PS 3, PS 7, RI.3.7, SL.3.1, SL.3.3, W.3.1, W.3.2, W.3.8

Cluster 3 focuses on how individuals and groups make a difference in the students' local communities. The cluster begins with a read-aloud of the picture book *Just Help!* by Supreme Court Justice Sonia Sotomayor and brainstorming ways people help in their communities. Through participating in in-person interviews, watching videos, and reading articles, students learn about specific people in their local communities who are working to help make things better for themselves and others. A focus of the cluster is linking how and why people participate in and contribute to their communities. The unit concludes with students brainstorming, writing, and illustrating their own proposals for projects, initiatives, or events that would benefit the community.

*Reminder: The lessons in Cluster 3 involve organizing opportunities for your students to learn about and hear from local community members, including building relations with their local Tribal Councils and governments. It is recommended that you begin preparing as soon as possible. Start by reviewing the [Unit 5 Teacher Guidance and Resources](#). It is also suggested that you create a Teacher Version for the Formative Assessment Task towards the end of the cluster. Each classroom's experiences with interviewees, discussions, and written resources will dictate its own specific responses to the Formative Assessment Task questions.

Summative Assessment: The People and Governments of Massachusetts (Lessons 21-22)

Focus Standards: 3.T1.1, 3.T1.2, 3.T1.3, 3.T1.3a, 3.T1.3b, 3.T1.3c, 3.T1.3d, 3.T1.3e, 3.T1.3f, PS 1, PS 3, PS 7, SL.3.1, W.3.1, W.3.2

The purpose of this Summative Assessment is to assess students' understanding of the various forms of government in Massachusetts and their local community. Students synthesize their learning from Clusters 1–3 and apply it to the creation of a proposal for a local community action, initiative, or event. Students engage in collaborative planning and write and illustrate their ideas.

Unit Focus Standards

Content Standards

- **3.T1.1:** On a current map of Massachusetts, use cardinal directions, map scales, legends, and titles to locate and describe the city or town where the school students attend is located, its local geographic features and historic landmarks, and their significance.
- **3.T1.2:** Research the demographic origins of the town or city (e.g., the Native People who originally lived there or still live there, the people who established it as a colonial town, its founding date, and the free, indentured, and enslaved women and men who contributed to the well-being of the town). Explain that before the mid-19th century most of the settlers were of Native American, Northern European, or African descent;

Unit Overview

describe the current population and immigrant groups of the 20th and 21st centuries and interview family members, friends, and neighbors to obtain information about living and working there in the past and present.

- **3.T1.3:** Explain why classrooms, schools, towns, and cities have governments, what governments do, how local governments are organized in Massachusetts, and how people participate in and contribute to their communities.
 - **3.T1.3a:** classroom and school governments provide a way for students to participate in making decisions about school activities and rules
 - **3.T1.3b:** city and town governments provide a way for people to participate in making decisions about providing services, spending funds, protecting rights, and providing community safety
 - **3.T1.3c:** Massachusetts communities have either a city or a town form of government (e.g., cities are governed by elected mayors and city council members; towns are governed by an elected group of people, in many towns called a “select board,” appointed town manager, and elected town meeting members or an open town meeting in which all citizens can participate; public schools are governed by elected or appointed school committees or boards of trustees)
 - **3.T1.3d:** people can participate in and influence their local government by reading and responding to news about local issues, voting, running for office, serving on boards or committees, attending hearings, or committee meetings)
 - **3.T1.3e:** people can volunteer (give their time and knowledge) to the community and neighborhood by activities such as monitoring river water quality; growing and distributing produce from a school or community garden; running errands or shoveling snow for neighbors; welcoming newcomers and helping them learn English, helping new neighbors register to vote
 - **3.T1.3f:** people who own property, such as a house, condominium or commercial building, in a city or town contribute to community services by paying taxes, which fund services such as public schools and libraries, city/town/regional planning, street maintenance

Practice Standards

- **PS 1:** Explain the purpose and function of local and state governments, including the avenues they offer individuals for participation and influence.
- **PS 3:** Use provided categories to gather and/or sort information based on a topic or inquiry question.
- **PS 7:** Describe a range of local, regional, and/or global issues, and explain how different actions taken by students and others would help address these issues.

Literacy Standards

- **RI.3.5:** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information about a given topic efficiently.

Unit Overview

- **RI.3.7:** Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.3.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **W.3.1:** Write opinion pieces on topics or texts, supporting an opinion with reasons.
- **W.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.3.8:** Recall information from experiences or gather information from print or digital sources; take brief notes on sources and sort evidence into provided categories.

Vocabulary List



Grade 3, Unit 5: The People and Governments of Massachusetts

Vocabulary List

Massachusetts Governments (Lessons 1-8)

Lesson	Word	Definition
2	represent (v.)	to act or stand for someone or something
2	seal (n.)	a government's official symbol
3	sovereignty (n.)	the power of a nation to govern itself and make its own laws
3	Tribal Council (n.)	a group of official government leaders of an Indigenous tribe or nation
4	elect (v.)	to select for a position by voting
4	town (n.)	a community with a Select Board and Town Meeting form of government
5	city (n.)	a community with a mayor and City Council form of government

Our Town or City (Lessons 9-13)

Lesson	Word	Definition
9	geographic feature (n.)	a land or water form that influences a community
9	landmark (n.)	an object or land feature that is visible from a distance and important to the community
11	immigrate (v.)	to move to a country different from where you were born
11	population (n.)	the number of people who live in a specific area

How Communities Take Action (Lessons 14-20)

Lesson	Word	Definition
14	responsibility (n.)	something that you can be depended on to do

LESSON PLANS

Massachusetts Governments

How do the different forms of government in Massachusetts and the people they represent influence one another?

CONTENTS

Lesson 1

Unit Kickoff

Lesson 2

Cluster 1 Launch

Lesson 3

Tribal Government in
Massachusetts

Lesson 4

Town Government in
Massachusetts

Lesson 5

City Government in
Massachusetts

Lesson 6

Our Town or City
Government

Lesson 7

Putting It Together

Lesson 8

Formative Assessment

Overview

Cluster 1 focuses on three forms of government that exist in Massachusetts: tribal, town, and city governments. The cluster builds on students' learning about government in Massachusetts during the American Revolution in Unit 4 and introduces them to current governments, who they represent, and what they are responsible for. Students engage with a video and short texts and practice recording information in a graphic organizer.

Important note about this unit: Lesson 6 in Cluster 1 and all the lessons in Cluster 2 involve individualized research done by the teacher about the town or city where your school is located. The lessons in Cluster 3 involve organizing opportunities for your students to learn about and hear from local community members, including building relations with their local Tribal Councils and governments. It is recommended that you begin preparing as soon as possible. Start by reviewing the [Unit 5 Teacher Guidance and Resources](#).

Learning Objectives

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

- Identify key elements of tribal, town, and city governments in Massachusetts and who they represent.
- Describe the purpose of tribal, town, and city governments in Massachusetts.
- Gather and sort information based on given categories in order to answer an inquiry question.
- Construct social studies explanations that describe components, order, causes, or cycles (WIDA ELD-SS.2-3.Explain.Expressive).

Cluster 1: Massachusetts Governments

Vocabulary

TIER 2	TIER 3
city represent seal town	elect sovereignty Tribal Council

Cluster Focus Standards

Practice Standards

STANDARD	LESSON(S)
PS 1: Explain the purpose and function of local and state governments, including the avenues they offer individuals for participation and influence.	1, 3-8
PS 3: Use provided categories to gather and/or sort information based on a topic or inquiry question.	1-8

Content Standards

STANDARD	LESSON(S)
3.T1.3: Explain why classrooms, schools, towns, and cities have governments, what governments do, how local governments are organized in Massachusetts, and how people participate in and contribute to their communities.	1-8
3.T1.3b: city and town governments provide a way for people to participate in making decisions about providing services, spending funds, protecting rights, and providing community safety	1, 4-8

Cluster 1: Massachusetts Governments

3.T1.3c: Massachusetts communities have either a city or a town form of government (e.g., cities are governed by elected mayors and city council members; towns are governed by an elected group of people, in many towns called a “select board,” appointed town manager, and elected town meeting members or an open town meeting in which all citizens can participate; public schools are governed by elected or appointed school committees or boards of trustees)	4-8
3.T1.3d: people can participate in and influence their local government by reading and responding to news about local issues, voting, running for office, serving on boards or committees, attending hearings, or committee meetings)	1, 3-8

Literacy Standards

STANDARD	LESSON(S)
RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information about a given topic efficiently.	6
SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.	1-2, 6-8
W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	8
W.3.8: Recall information from experiences or gather information from print or digital sources; take brief notes on sources and sort evidence into provided categories.	3-6

Unit 5, Cluster 1 Inquiry Chart (Teacher Version)

Unit EQ	How do the people and governments in Massachusetts influence their communities?
Cluster SQ	How do the different forms of government in Massachusetts and the people they represent influence one another?
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 seals and flags from governments in Massachusetts and discussed what they represented.	Seals and flags can be visual symbols of different forms of government and who they represent.
Lesson 3: We read about and discussed the Wampanoag of Gay Head (Aquinnah)'s tribal government.	The Wampanoag of Gay Head (Aquinnah)'s tribal government represents and makes decisions for members of the tribe.
Lesson 4: We read about and discussed town government in Massachusetts.	Town governments represent people who live in the town and make decisions both with them and on their behalf.
Lesson 5: We read about and discussed city government in Massachusetts.	City governments represent people who live in the city and make decisions on their behalf.

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 6: We explored sources that explain how our own town or city government is organized and how we can influence our government.	Responses will be individual to each town or city.

LESSON 1

Unit Kickoff

EQ	How do the people and governments in Massachusetts influence their communities?
SQ	How do the different forms of government in Massachusetts and the people they represent influence one another?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Use background knowledge and information from a video to make connections and generate questions about the government and people in Massachusetts and how they influence their communities.	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 the government and people in Massachusetts and how they influence their communities.

LESSON OVERVIEW

In this lesson, Unit 5 is launched by activating students’ learning about government from prior units and engaging their interest in learning who makes the decisions in their governments and what kinds of decisions they can make. After recalling information from Unit 4, students watch and discuss a video about the government’s roles and responsibilities. Students then predict and discuss ways in which a city or town government may be different from and similar to other forms of government they have learned about. Finally, students contribute to a Know and Wonder Chart to document their thinking and generate questions that can help guide the unit.

LESSON STANDARDS

PS 1, PS 3, 3.T1.3, 3.T1.3b, 3.T1.3d, SL.3.1
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 1 Slide Deck
☐ Unit 5 Know and Wonder Chart

LESSON AT A GLANCE

Component	Time
Launch the Unit	5
Engage with a Source	10
Build a Know and Wonder Chart	15

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: Massachusetts Governments



ADVANCE PREPARATION

Prepare the [Unit 5 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 5 and the Essential Question at the top, with two sections labeled below: “What do you already know?” and “What do you wonder?”

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.

Important note about this Unit: Lesson 6 in Cluster 1 and all the lessons in Cluster 2 will involve individualized research about your town or city. The lessons in Cluster 3 will involve organizing opportunities for your students to learn about and hear from local community members, including building relations with their local Tribal Councils and governments. It is recommended that you begin preparing as soon as possible. Start by reviewing the [Unit 5 Teacher Guidance and Resources](#).

Prepare to teach this unit by exploring the [Background Brief: The People and Governments of Massachusetts](#), 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 (5 minutes)

Slides 2–3: Briefly review the vocabulary word from the previous unit: *government*, and provide the definition again (or reteach the word if needed): *a group of people who run a community, town, city, state, tribe, or country*.

Then explain to students that in this new unit, they will learn more about different forms of government in Massachusetts, both from the past and present.

Prompt students to do a short whole-group brainstorm about what the previous unit has taught them about government. Ask: *What have you already learned about government in Massachusetts?*

Possible responses:

- The Wampanoag leaders are called sachems.
- Plymouth Colony and Massachusetts Bay Colony had their own governments but were loyal to Great Britain and the king.

Lesson 1: Unit Kickoff

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- After the Revolutionary War, the American colonies became independent, and Massachusetts created its own government.

Engage with a Source (10 minutes)

Slide 4: Share that next, students will watch a short video about government. As they watch, they should use the following as a guiding question to focus on: *What is the government, and why do we need it?*

Slide 5: Play the “Presley Talks About the Government” video (3:36) by PBS Kids with closed captioning to support comprehension.

After viewing, pose the question again, and prompt students to share examples of what they learned from the video popcorn-style. Possible responses:

- People are safer and stronger when we work together as a community.
- Rules are set up locally and nationally.
- Rules help make sure people are safe, healthy, and happy in the community.

Then explain to students that there are many different types of government. One type that they may be most familiar with, which was mentioned in the video, is the national or federal government, which includes the president. There is also a state government. In this unit, we will focus on the governments at the town and city levels.

Slide 6: Then ask students to make a prediction by asking: *In what ways might our city or town government be different from or similar to other forms of government?*



SUPPORT ALL STUDENTS

As you pose questions to the students, consider what format(s) may work best for the particular learners in your classroom. Some options other than whole-group discussion include Think-Pair-Share and giving sticky notes to students to write their ideas down instead of sharing out loud.



MAKE CONNECTIONS

For more in-depth information and lesson content regarding the concepts of government and laws, check out Discovering Justice’s [What Is Government?](#) lesson.

Lesson 1: Unit Kickoff

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Build a Know and Wonder Chart (15 minutes)

Slide 7: Introduce the unit's Essential Question:



How do the people and governments of Massachusetts influence their communities?

Slide 8: Introduce the [Unit 5 Know and Wonder Chart](#) in your chosen format, and ask: *What do you already know about how the people and governments of Massachusetts influence their communities?*

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. If needed, you can share the optional **Slide 9** with students to get them started.

Be sure to record students' ideas under the Know column, synthesizing common ideas as needed. Possible responses:

- Massachusetts Bay Colony leaders and colonists negatively impacted Indigenous communities, including the Wampanoag, by taking their land and waging wars against them.
- Wampanoag sachem Metacom resisted expanding colonization and tried to protect his people from it.
- Patriots fought for independence from Great Britain, wrote the Declaration of Independence, and created the Continental Congress.
- Abolitionists wrote to government leaders and courts in Massachusetts to persuade them to make enslavement and the sale of enslaved peoples illegal in the state.
- Elizabeth Freeman and Quock Walker sued for their freedom and won based on the rights outlined in the Massachusetts Constitution.



TEACHING TIP

Having students begin their work with the Know and Wonder Chart in a Think-Pair-Share format can help students focus their ideas and clarify the language they want to use. This can also support students in identifying common themes in their peers' contributions to the chart.



TEACHING TIP

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

Lesson 1: Unit Kickoff

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Then guide student discussion for the Wonder column of the chart. Ask: *What do you wonder about how the people and governments of Massachusetts influence their communities?*

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:

- When did different towns and cities form in Massachusetts?
- How were Indigenous nations impacted by the Massachusetts government after the Revolution?
- What important leaders and community figures have made an impact in our town or city?

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



SUPPORT ALL STUDENTS

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

Lesson 1: Unit Kickoff

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Unit 5 Teacher Guidance and Resources

The final third grade unit introduces students to forms of government that exist in Massachusetts: tribal, town, and city governments. After identifying similarities and differences in the different forms of government, the unit asks students to learn about their town or city.

This will require your local expertise and advance preparation.

- Cluster 1, Lesson 6 involves collecting individualized research about your specific town/city government.
- Cluster 2 involves collecting individualized research about your town or city's population, past and present.
- Cluster 3 involves organizing opportunities for your students to learn about and hear from local community members.

Because no other unit in the Grade 3 course requires this kind of teacher preparation, this document was created to support your preparation of these uniquely localized learning opportunities. It's organized by cluster and lesson so you can preview what's ahead and work through it as you move through the unit.

In addition, each classroom's experience learning about their town or city and engaging with local interviewees and resources will lead to place-based responses in the Formative Assessments. For this reason, it is suggested that you create a Teacher Version for the Cluster 2 and 3 Formative Assessment Tasks.

Cluster 1

Lesson 6: Our Town or City Government

The research goal of Lesson 6 is to support students in describing how their town / city government is organized and what it does. Students will need to be able to answer the questions:

- Who are some of our town or city government leaders, and what do they do?
- What are some things our town or city government is responsible for?
- How does our town or city government influence us?
- How can we influence our town or city government?

To do so, you will need to locate:

- One to three resources that provide this information for your specific town or city government for your students to use.
 - These can be websites, photographs, videos, interview transcripts, excerpts from articles or books, etc.
 - For example, a set of three resources might look like:
 - An excerpt of the city/town website listing the mayor and members of the City Council
 - A photo of people speaking or advocating to the City Council
 - A news headline and short article about a decision made by the mayor or an ordinance passed by the City Council

Recommended resources

- [Massachusetts Municipal Association Data Hub](#)
 - Enter your town or city name and get directed to data about governance.
- [Data USA](#)
 - Enter your town or city name and get directed to data about it.
- [Massachusetts City and Town websites](#)
 - Search for your town or city and get directed to its official website. There you can likely find a “Boards and Committees” or “Government” tab or drop-down menu available.
 - Your town or city website will likely also have recordings of recent council meetings available to view.
- [Local Government 101](#)
 - Identify if your local government is a town, city, or town with a city form of government.
- [Massachusetts Local History & Genealogy Resource Guide](#) (Library of Congress)
 - Use the ["Ask a Librarian" resource](#) to submit specific questions about your town or city. They will respond within five business days.
- [Massachusetts Historical Societies](#)
 - Many local historical societies offer resources and field trips.
- [Your local public library](#)

Cluster 2

General Preparations

The history of all areas of Massachusetts involves the harm, displacement, and enslavement of Indigenous peoples and Africans. Discussions about the origins and current populations of your town or city may involve some difficult or uncomfortable truths for you and your students. Below are some recommended resources for navigating these conversations with your elementary-aged students and their families.

For additional student-facing resources, see the DESE-created videos: [Investigating History: MA Geography](#) and [Investigating History: City, Town, Tribal Gov.](#)

[A Care Plan for Honest History and Difficult Conversations](#)

[Let's Talk!](#)

[Teaching Hard History: Grades K-5 Framework](#)

Additionally, there are templates for your note-taking as you research and collect resources that can be found at the end of this document.

Lesson 10: History of Our Town or City

The research goal of Lesson 10 is to support students in identifying the demographic origins of their town or city.

In order to do so, you will need to locate:

- One to three resources that provide this information for your specific town or city for your students to use. These can be websites, photographs, videos, interview transcripts, excerpts from articles or books, etc.
- For information about the Indigenous populations impacted by the founding of towns and cities, be sure to incorporate research on forced removal and the establishment of any praying towns in your area.

Information to collect

- Who were the Indigenous peoples who lived here originally? What happened during colonization?
- When was our town or city founded? By whom?

- Who lived in the town or city at the time? Were there enslaved or indentured peoples?

Recommended resources

- [Native Land Map \(Constellation Map\)](#) and [Native Land Digital Classic Map](#)
- [City and Town Incorporation and Settlement Dates](#) (MA Secretary of State website)
- [Data USA](#)
 - Enter your town or city name and get directed to data about it.
- [Massachusetts Municipal Association Data Hub](#)
 - Enter your town or city name and get directed to data about it.
- [Massachusetts City and Town websites](#)
 - Search for your town or city and get directed to its official website. There you can likely find a “History” tab or drop-down menu available.
- [Massachusetts Local History & Genealogy Resource Guide](#) (Library of Congress)
 - Scroll down to the “African American History Resources,” “Indigenous Peoples of Massachusetts,” and “Maps and Geographical Resources” sections for useful links.
 - You can also use the [“Ask a Librarian” resource](#) to submit specific questions about your town or city. They will respond within five business days.
- [Digital Commonwealth](#) (Massachusetts Collections Online)
- [Historic New England](#)
- [Your local public library](#)
- [Your town, city, or county courthouse](#) or clerk’s office

Lesson 11: Current Populations

The research goal of Lesson 11 is to support students in describing the current populations in their town or city, including immigrant groups in the 20th and 21st centuries.

As you choose resources for this lesson, keep in mind the particular demographics of the students in your class. Some questions to consider: Are there ways that your students will personally connect to this information? If so, how can you invite their knowledge and experience into the discussions?

To do so, you will need to locate:

- One to three resources that provide this information for your specific town or city for your students to use.
 - These can be websites, photographs, videos, interview transcripts, excerpts from articles or books, etc.

- Please note that the US Census has limited categories for people to choose from and is not an absolutely accurate count, so it is important to use a combination of sources with your students.

Information to collect

- What groups of people live in our town or city today?
- Where have people who live in our town or city today immigrated from?
- Which, if any, Indigenous tribes or nations live in our town or city today?
- What other important population information is there about our town or city?

Recommended resources

- [Massachusetts Municipal Association Data Hub](#)
 - Enter your town or city name and get directed to data about demographics.
- [Data USA](#)
 - Enter your town or city name and get directed to data about it.
- [Massachusetts City and Town websites](#)
 - Search for your town or city and get directed to their official website. There you can likely find a “Learn About” tab or drop-down menu available. You can also search “demographics,” “population,” and/or “immigrant.”
- [Massachusetts Local History & Genealogy Resource Guide](#) (Library of Congress)
 - Scroll down to the “Indigenous Peoples of Massachusetts” section for useful links to tribes’ and nations’ websites, where they often report population data.
 - You can also use the [“Ask a Librarian” resource](#) to submit specific questions about your town or city. They will respond within five business days.
- [US Census Data](#)
 - Enter your town or city’s name and then “Select a fact” to locate data about general population numbers and more specific information regarding race, ethnicity, foreign-born status, etc.
- [Your local public library](#)

Lesson 12: Putting It Together

The goal of Lesson 12 is to support students’ identification of different groups’ influences on their town or city. These influences could range from cultural contributions (e.g., a Greek heritage festival held in the city each year) to economic contributions (e.g., a neighborhood with a high density of Cambodian-owned businesses) to historical contributions (e.g., Italian immigrants’ leadership in the 1912 Bread and Roses Strike in Lawrence).

To do so, you will need to locate:

- Three historical and present-day examples of influence from different demographic groups students have learned about in Lessons 10–11 (Indigenous peoples, immigrant groups, etc.).
 - This can take the form of photographs or short text (1–2 sentences each).
 - Some suggestions include: a photo of a local business, a local government pamphlet in different languages, a local monument, etc.

Optional Research Templates

Below are optional student-facing templates for the town or city-specific research that students will engage with in Lessons 10–11. To help streamline the research process for students, you can insert source links or text in the sections below. Alternatively, you can transfer these templates to chart paper and use them as a way to share sources and information in a whole group format.

Lesson 10: History of Our Town or City

The goal of Lesson 10 is to identify the history of different populations in your town or city.

Source(s)	Details and information
Example: Concord, MA, Public Library, “A Brief History of Concord” page	Example: 17th century/1600s: Established by about 12 English families, land purchased from the Musketaguid Nation, established the town in a six-mile square of land, first official town in the Massachusetts Bay Colony’s interior - Rev. John Jones: town founder and resident from 1635 to 1644

Lesson 11: Current Populations

The goal of Lesson 11 is to describe current populations in your town or city, including immigrant groups.

Source(s)	Details and information
Example: United States Census Bureau, "Concord Town, Middlesex County, Massachusetts"	Example: - Total population: 18,491 - Foreign-born population: 10.8%

Sample Massachusetts Town and City Resources

Williamstown

- [Brief History | Stockbridge-Munsee Band of Mohicans](#)
- [Government - Tribal Liaison | Stockbridge-Munsee Band of Mohicans](#)
- [The Stockbridge-Munsee Community Band of Mohicans in Williamstown](#)
- [The Stockbridge-Munsee Band of Mohicans is reclaiming 351 acres of sacred homeland in Stockbridge](#)
- [Ephraim Williams was an enslaver. What will the College do about it? and student presentation](#)
- [BOARDS & COMMITTEES – Williamstown](#)
- [How Did We Become Williamstown?](#)
- [Williamstown, Massachusetts - Wikipedia](#)

Northampton

- [Pocomtuc | Native American, Algonquian, Massachusetts | Britannica](#)
- [Pocumtuck Nation](#)
- [History of Slavery - HISTORIC NORTHAMPTON](#)
- [Government | Northampton, MA - Official Website](#)

- [Brief History of Northampton, Massachusetts - Historic Northampton Museum & Education Center](#)
- [History | Northampton, MA - Official Website](#)
- [Historic Northampton](#)
- [Northampton, Massachusetts - Wikipedia](#)

Worcester

- [Nipmuc Nation](#)
- [Nipmuc Nation | History](#)
- [Slavery's lasting legacy on the Central Mass. economy | Worcester Business Journal](#)
- [Quick Facts | City of Worcester, MA](#)
- [City Council | City of Worcester, MA](#)
- [Facts about Worcester](#)
- [Worcester, Massachusetts - Wikipedia](#)

Lowell

- [Pennacook People - UMass Lowell](#)
- [Timeline – Lowell Historical Society](#)
- [History of Lowell, Massachusetts](#)
- [Government | Lowell, MA](#)
- [Anti-Slavery in Lowell - Lowell National Historical Park \(National Park Service\)](#)
- [Lowell, Massachusetts - Wikipedia](#)

Boston

- [Massachusetts Tribe at Ponkapoag](#)
- [Boston Slavery Exhibit](#)
- [Boston: An Underground Railroad Hub](#)
- [City of Boston Government](#)
- [Boston Government History](#)
- [Boston - Wikipedia](#)
- [Global Boston](#)

CLUSTER 3

General Preparations

We recommend that you begin reaching out to community members and collecting resources as soon as possible. You are strongly encouraged to work collaboratively with other teachers to coordinate these experiences for your students.

Lessons 15–17: Community Interviews and Research

The goal of Lessons 15–17 is to support students in obtaining information about living and working in your town or city and how people participate in and contribute to their communities.

To do so, you will need to:

- Dedicate one class period to students interviewing one another about community issues and their involvement in the community.
- Dedicate two class periods to learning about people in the community. Please try to dedicate at least one of the class periods to a live or video interview. The goal is to provide opportunities for students to learn about their specific community and how its members are participating in and contributing to it.

Things to keep in mind

- You can work with other classrooms in your school when planning these experiences for students.
- If time allows, ask students for their ideas and suggestions for specific people and groups to reach out to, and invite them to speak to the class.
- Remember that you can use a variety of materials (a newspaper article, a video news segment, a guest visitor, a live video interview, a prerecorded video, etc.). Do what works best for you and your students.
- Some recommended topics to touch on through these interviews and research include volunteering, voting, and classroom/school governments.
- It is very important to try to provide a diverse group of people for students to interact with and learn from. In particular, we encourage you to prioritize including Indigenous voices and perspectives.

Contacts and resources

- Your school and district
 - Send an email to employees in your school and/or district asking if anyone is available and willing to participate. A sample email is included below.
- Your local Indigenous nation or tribe
 - Inquire with your school or district leadership if there are existing relationships with Indigenous nations in your area.
- Your students' families and friends
 - Send an email to your classroom community asking if anyone is available and willing to participate. A sample email is included below.
- Your local library, community center, etc.
 - Send an email asking if anyone is available and willing to participate. A sample email is included below.
- Your local newspaper (digital or print)
 - Search keywords such as “community helper,” “changemaker,” “volunteer,” and “contributor” to locate articles about community members making a difference.

Sample interview questions for classmates

- What are some places in our community that are important to you and why?
- Who do you know that helps the community? How do they help?
- What are some ways that you think our community could be even better?
- Why do you think it is important for people to be involved in our community?
- What do you think we all have the responsibility to do in our community?
- How do you keep up with the issues and news in our community?
- Do you volunteer for any community organizations or groups? If so, what are they, and why did you choose to work with them?
- Do the adults in your family or neighborhood work with any community organizations or groups? If so, what do they do?

Sample interview questions for adults

- What community issues are important to you and why?
- How do you participate in or contribute to the community?
- Are there any ways that you influence or participate in the government in our community?
- What do you think we all have the responsibility to do in our community?

- What issues in our community do you think are most important and why?
- Why do you think it is important for people to be involved in their local communities?
- How do you keep up with the issues and news in our community?
- Do you regularly vote in local elections? Why or why not?
- If you live in a town, have you ever attended a town meeting? If so, what was your experience like?
- If you live in a city, have you ever watched a recording of a City Council meeting? If so, what was your experience like?

Sample email

Dear _____ ,

As part of our Investigating History unit on our local community and governments, our third-grade students will be studying how people participate in and contribute to our community.

We are hoping to organize a diverse snapshot of experiences in our community, from people's volunteer work to their government participation in voting or committees.

If you are able and willing to talk about your personal and/or professional contributions and participation in the community, please respond to this email. We can coordinate an in-class visit, video call, prerecorded video, or you can submit a written statement for students.

Thank you in advance for your time and consideration.

Additional resources

If a scheduled visitor or video call falls through, consider using one of the picture books below. This booklist covers various examples of civic engagement, from spreading the word about voting to building a community garden. You are also encouraged to incorporate these books into other read-aloud times with your students.

- [Viva's Voice](#)
- [No Voice Too Small](#)
- [Kamala and Maya's Big Idea](#)
- [Maybe Something Beautiful: How Art Transformed a Neighborhood](#)
- [V Is for Voting](#)
- [Vote for Our Future!](#)
- [We Are Still Here!: Native American Truths Everyone Should Know](#)
- [What Your Ribbon Skirt Means to Me: Deb Haaland's Historic Inauguration](#)
- [Sharice's Big Voice: A Native Kid Becomes a Congresswoman](#)

- [Maya's Big Question](#)
- [Turning Pages: My Life Story](#)

LESSON 2

Cluster 1 Launch

EQ	How do the people and governments in Massachusetts influence their communities?
SQ	How do the different forms of government in Massachusetts and the people they represent influence one another?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Make connections and generate questions about how governments and the people they represent influence 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 how governments and the people they represent influence one another.

LESSON OVERVIEW

In this lesson, students explore examples of government symbols and are led to think about what people and systems of government they visually represent. This will serve as an entry point into the cluster’s focus on examples of the people and governments of Massachusetts. Students begin with a review of the word *government* and engage in the Building the Word Wall routine for the words *represent* and *seal*. Then they explore the purpose of government symbols through close observation of seals from the Mashpee Wampanoag Nation, the city of Springfield, and their own town or city. Finally, students participate in the Launching the Question routine and engage with the Unit 5, Cluster 1 Inquiry Chart as they discuss additional questions that may need to be answered in the Unit.

LESSON STANDARDS

PS 3, 3.T1.3, SL.3.1
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 2 Slide Deck ☐ Seal Images ☐ Cluster 1 Inquiry Chart
VOCABULARY
represent seal

LESSON AT A GLANCE

Component	Time
Build the Word Wall	5
Analyze Seals	10
Launching the Question	15

Plan for English Learner Success

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

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

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

English Proficiency Levels 1-2:

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

English Proficiency Levels 3-4:

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

English Proficiency Levels 5-6:

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

Lesson 2: Cluster 1 Launch

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Cluster 1: Massachusetts Governments



ADVANCE PREPARATION

Prepare a space for the Unit 5 Word Wall in your classroom. Print (and laminate if possible) the [Unit 3.5 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.

Determine how you want to format the [Seal Images](#) stations (e.g., printing copies to place on desks, creating a Gallery Walk on the classroom walls, presenting them digitally, etc.). You will also need to have your town or city's seal available, which you can find at [Massachusetts City and Town websites](#). To give student groups room to move around each station, there should be multiple stations for each image. Students will also need sticky notes for this activity.

Have the Unit 5 Know and Wonder Chart from Lesson 1 easily accessible.

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

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

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

Vocabulary word *represent* is a high-leverage word for the unit. Determine if students would benefit from completing the [Unit 5 Word Map](#) for this vocabulary word. This work can be done during an ELA block or other class time before this lesson. You can refer to the [Grade 3 Word Map Example](#) to support students' completion of this task.

Build the Word Wall (5 minutes)

Slide 2: Provide some reminders for students about the previous cluster, and explain how it will connect to the current one by reading the text on the slide.

Slide 3: Briefly review the vocabulary word from the previous unit: *government*, and provide the definition again (or

Lesson 2: Cluster 1 Launch

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Cluster 1: Massachusetts Governments

reteach the word if needed): *a group of people who run a community, town, city, state, tribe, or country.*

Slides 4–5: Introduce the first vocabulary word students will need to know for this lesson: *represent*.

- Say the word: *represent*.
- Use the word in context: *The city's mayor represents everyone who lives in the area and makes important decisions about their well-being.*
- Share the student-friendly definition: *to act or stand for someone or 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.*
- Explain that the word family includes *representation* and *representative*. Representation can be literal, like a government leader. It can also be a mascot or other symbol.
- Add the word to the Word Wall.

Slides 6–7: Introduce the second vocabulary word students will need to know for this lesson: *seal*.

- Say the word: *seal*.
- Use the word in context: *The town's seal appears on all written government documents.*
- Share the student-friendly definition: *a government's official symbol.*
- 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.*
- Explain that the word seal has additional meanings: a sea mammal and to close something.
- Add the word to the Word Wall.

**SUPPORT ALL STUDENTS**

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

**CULTURAL COMPETENCE**

The American Psychological Association has written about how inaccurate representations of Indigenous people and their use as sports mascots impact Indigenous children. You can read more [Summary of the APA Resolution Recommending Retirement of American Indian Mascots](#). There is currently a movement to change the Massachusetts state flag, seal, and motto in order to leave behind symbols that glorify violence against Indigenous peoples and colonization.

Lesson 2: Cluster 1 Launch

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Analyze Seals (10 minutes)

Slide 8: Introduce flags and seals as symbols.

- Explain to students that flags and seals are often used by governments to visually represent their people, their values, and their history. They can also send messages to the people of a community about how those in power view them and their place within the community.
- Point out the two examples on the slide: the flag of the United States and the seal of the Wampanoag Tribe of Gay Head (Aquinnah).

Slide 9: Inform students that next, they will be thinking about what governments, people, and messages are represented as they look at three different symbols: the Mashpee Wampanoag Tribe seal, the City of Springfield seal, and the seal from their own town or city.

- Share the [Seal Images](#) and your town or city's seal in your pre-determined format (see advance prep), and provide students with sticky notes.
- Explain that students will look at the seals in three rounds.
- In Round 1, students will look at the first seal and write what they see on sticky notes. These sticky notes will be placed around the images and left there when they move to the next station.
- In Round 2, students will move to the next seal and read what the first group documented. Then they will write their predictions about what message the image is sending on their own sticky notes.
- In Round 3, students will move to the final seal and read what the previous groups documented. Then they will write questions about it on their own sticky notes.
- Organize students into small groups, and prompt them to begin with one of the seals. Every 2 minutes, signal for students to move to the next seal until they have viewed all three and completed the three rounds of prompts.



SUPPORT ALL STUDENTS

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



CULTURAL COMPETENCE

The Mashpee Wampanoag seal has words in the Wampanoag language, Wôpanâak. The 8 is pronounced like “oo” in English (like “moon”). You can read about the Wôpanâak language and how the Mashpee Wampanoag are [reclaiming their language](#).

Lesson 2: Cluster 1 Launch

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**MAKE CONNECTIONS**

Discovering Justice has an [Our State Flag](#) lesson that can be used to expand upon this activity and students' thinking about symbols and representation.

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

Slide 10: Bring students back as a whole group. Then have students think about the images they looked at, and ask:

- *What types of government did the flags and seals you observed symbolize (tribal, town, or city)?*
- *Were there any similarities or differences?*

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 Mashpee Wampanoag seal represents the tribal government and its people.
- The Springfield seal represents the city government and its people.
- A similarity is that they both include the name of the government on the image.
- A difference is that they include images of different things. The Mashpee Wampanoag one has nature images and the Springfield one has mostly buildings, ships, and trains.

Slide 11: Explain that now that students have looked at seals and flags as symbols, we are going to think more broadly about governments and the people they represent. Prompt students to generate their own questions about governments in Massachusetts and the people they represent. Direct students to:

- Ask as many questions as you can.

**LEARN MORE**

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

Lesson 2: Cluster 1 Launch

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- 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 12: Introduce the Cluster 1 Supporting Question:



How do the different forms of government in Massachusetts and the people they represent 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 13: 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 14: Introduce the cluster’s Inquiry Chart, and point out the “What questions will we ask?” section. Then add the class’s three priority questions to the “What questions will we ask?” section of the Inquiry Chart.

PREVIEW THE LEARNING AHEAD

Share with students that in this cluster, they will use images, videos, and readings to build an understanding of various



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.



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 2: Cluster 1 Launch

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Cluster 1: Massachusetts Governments

forms of government in Massachusetts and the people they represent, using the Supporting Question and the priority questions they identified as their guide.

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

Lesson 2: Cluster 1 Launch

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LESSON 3

Tribal Government in Massachusetts

EQ	How do the people and governments in Massachusetts influence their communities?
SQ	How do the different forms of government in Massachusetts and the people they represent influence one another?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Identify key elements in the government of the Wampanoag Tribe of Gay Head (Aquinnah) using an informational text.	Summarize key elements of the government of the Wampanoag Tribe of Gay Head (Aquinnah) using details from an informational text, in writing.

LESSON OVERVIEW

In this lesson, students learn about some of the Indigenous nations in Massachusetts and do a close study of the government of the Wampanoag Tribe of Gay Head (Aquinnah). Students begin by engaging in the Build the Word Wall routine for two words: *sovereignty* and *Tribal Council*. Then, using an informational text, students read and summarize the information provided in order to answer questions about the government of the Wampanoag Tribe of Gay Head (Aquinnah). Students discuss evidence that addresses the given questions and record what they learn in the corresponding sections of a graphic organizer. The lesson closes with a whole-group discussion of the information students read and recorded in their graphic organizers.

LESSON STANDARDS

PS 1, PS 3, 3.T1.3, 3.T1.3d, W.3.8
See full text of standards in the Cluster Overview.

MATERIALS

☐ [Lesson 3 Slide Deck](#)

☐ [Tribal Government in Massachusetts](#)

☐ [Governments in Massachusetts Graphic Organizer](#)

☐ [Governments in Massachusetts Graphic Organizer \(Teacher Version\)](#)

VOCABULARY

sovereignty

Tribal Council

LESSON AT A GLANCE

Component	Time
Introduction and Build the Word Wall	10
Investigating Sources	20

Lesson 3: Tribal Government in Massachusetts

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Plan for English Learner Success

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

- [Tribal Government in Massachusetts \(Expanded Word Bank\)](#): Supports reading comprehension with additional key vocabulary words and definitions and chunked text

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

English Proficiency Levels 1-2:

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

English Proficiency Levels 3-4:

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

English Proficiency Levels 5-6:

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



ADVANCE PREPARATION

Familiarize yourself with and practice the pronunciation of Wampanoag (waam·puh·no·ag) and Aquinnah (uh·kwi·nuh).

Preassign partners for the Investigating Sources activity.

Lesson 3: Tribal Government in Massachusetts

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Introduction and Build the Word Wall (10 minutes)

Slide 2: Share with students that this lesson builds on students' understanding of Indigenous Massachusetts people, culture, and experiences. Introduce a new vocabulary word students will need to know for this lesson: *sovereignty*.

- Say the word: *sovereignty*.
- Use the word in context: *The Mashpee Wampanoag has sovereignty, so the tribe controls its land, natural resources, and government.*
- Share the student-friendly definition: *the power of a nation to govern itself and make its own laws.*
- 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.*



CULTURAL COMPETENCE

Tribal nations that have made treaties with the US federal government are automatically federally recognized. The 1978 [Federal Recognition Process](#) was a response to legal challenges to the recognition process by unrecognized tribes. It is a lengthy and costly process that requires documentation of pre-contact existence and genealogies for all current tribal members. You can read [Federal Recognition - A Historical Twist of Fate](#) to learn more.

[Federally recognized tribes](#) work at the level of state government. [State-recognized tribes](#) work at the local (town or city) government level.



MAKE CONNECTIONS

Discovering Justice's lesson on [Sovereignty](#) can provide students with more information about Indigenous rights. For more in-depth information and lesson content regarding different kinds and levels of government, check out Discovering Justice's [Levels of Government](#) lesson.

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

- Say the word: *Tribal Council*.

Lesson 3: Tribal Government in Massachusetts

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Cluster 1: Massachusetts Governments

- Use the word in context: *The Wampanoag Tribe of Gay Head (Aquinnah)’s Tribal Council represents and helps make decisions for all members of the tribe.*
- Share the student-friendly definition: *a group of official government leaders of an Indigenous tribe or nation.*
- 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 *sovereignty* and *Tribal Council* to the Word Wall.

Slide 4: Briefly review the vocabulary word from the previous unit: *law*, and provide the definition again (or reteach the word if needed): *a rule of a community, town, city, state, tribe, or country.*

**LEARN MORE**

Tribal governments often operate at two levels: the traditional level that is based on practices from before colonization and an elected level that they need for working with the Massachusetts state and the US government. Some tribes integrate both; others have more of one than the other.

To give students a sense of this, consider sharing the Tribal Council page of a local tribe to understand how elected leaders bring traditional interests and expertise to local governance (or see the Cultural Competence box below for links to the Hassanamisco Nipmuc Band and Mashpee Wampanoag Tribe websites).

Slide 5: Share with students that they will watch a short video clip to begin learning about tribal government in Massachusetts. Play the cued clip of “Investigating History: City, Town, and Tribal Governments in Massachusetts” by Massachusetts DESE (1:28-2:28).

**Investigating Sources** (20 minutes)**INTRODUCE PURPOSE AND PROCESS**

Slides 6–7: Explain the differences between traditional and elected tribal governments for students by reading the text on the slide aloud.

- Then review the steps of the Investigating Sources routine.

Lesson 3: Tribal Government in Massachusetts

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- Explain that today, they will use an informational text to learn about one example of tribal government.

OBSERVE THE DOCUMENT'S FEATURES

Slide 8: Organize students into pairs, and distribute a copy of [Tribal Government in Massachusetts](#) to each student. Prompt students to scan the document, and ask: *Which specific tribe will we be learning about today?* (Wampanoag Tribe of Gay Head Aquinnah)

- Point out where the Wampanoag Tribe of Gay Head (Aquinnah) is located on the map.
- If time allows, you can also ask students to point out other Indigenous tribes and nations that they are familiar with from previous units.

READ THE DOCUMENT

Slide 9: Distribute the [Governments in Massachusetts Graphic Organizer](#) to each student, and explain that as students read the text, they will be looking for information that answers the following questions about this form of government:

- *Who does it represent?*
- *How is it organized?*
- *How can this form of government influence people?*
- *How can people influence this form of government?*

They will annotate the text by underlining information that answers the last two questions.

After they read the text, they will work with their partner to record information that they learned in the corresponding sections of their graphic organizer. Allow time for students to ask questions as needed, and then prompt them to begin working.

Be sure to move around the room as students work to support their pacing and comprehension. You can refer to the [Governments in Massachusetts Graphic Organizer \(Teacher Version\)](#) to support this.



SUPPORT ALL STUDENTS

Be sure to provide [Tribal Government in Massachusetts \(Expanded Word Bank\)](#) for students who would benefit from additional reading comprehension supports, including an expanded word bank and chunked text.



CULTURAL COMPETENCE

To learn more about other Massachusetts Indigenous nations and their governments, please visit the Tribal Council pages of the [Hassanamisco Nipmuc Band's site](#) and the [Mashpee Wampanoag Tribe's site](#). They include information about their Tribal Councils, current initiatives, and more.

Lesson 3: Tribal Government in Massachusetts

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CONNECT TO OUR QUESTION

Slide 10: With about 5 minutes left in class, bring students back together as a whole group.

Prompt students to share their big takeaways from each section of their graphic organizer. Prioritize discussion of the third and fourth questions related to how the people and government can influence each other.

- Encourage students to record any information that they have not yet written down in their graphic organizers as the group summarizes their learning together.
- Be sure to refer to the [Governments in Massachusetts Graphic Organizer \(Teacher Version\)](#) to support this discussion. You can also use the chart on the slide to record information shared to support student note-taking.

Close by letting students know they will continue to learn about other forms of government and fill out the remaining sections in the graphic organizer in upcoming lessons. Be sure to also collect students' **Governments in Massachusetts Graphic Organizers**.



BUILD LITERACY

If you find that your students have high engagement levels during read-alouds, and you would like to expand the discussion of Indigenous government, *We Are Still Here!: Native American Truths Everyone Should Know* by Traci Sorell addresses Indigenous sovereignty and leadership in an accessible way.

For two examples of Indigenous leadership in the US government, you can read *What Your Ribbon Skirt Means to Me: Deb Haaland's Historic Inauguration* by Alexis Bunten and *Sharice's Big Voice: A Native Kid Becomes a Congresswoman* by Sharice Davids and Nancy K. Mays with your students.



CULTURAL COMPETENCE

The creation of the US Constitution was greatly influenced by tribal governments, including the Iroquois Confederacy, the Shawnee Nation, and the Cherokee Nation. You can learn more in Robert J. Miller's article, ["American Indian Influence on the United States Constitution and its Framers."](#)

Lesson 3: Tribal Government in Massachusetts

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Governments in Massachusetts Graphic Organizer (Teacher Version)

Directions: Answer the questions in the graphic organizer using evidence from readings and discussions.

Student responses will vary but should include some of the information listed in each section of the organizer:

Type of government	Who does it represent?	How is it organized?	How can this form of government influence people?	How can people influence this form of government?
Tribal	Members of the Wampanoag Tribe of Gay Head (Aquinnah)	- It has 11 members. - There is a Chief and Medicine Man. - Other roles include councilwomen, councilmen, chairperson, secretary, and treasurer. - All members of the Tribal Council are elected by members of the tribe.	- Represents all the members of the tribe - Works to protect tribal land and resources - Works to support tribal members' well-being (education, cultural practices) - Works to build positive relationships with neighboring communities	- Vote for / elect Tribal Council members - Attend Tribal Council meetings - Can override any decision made by the Tribal Council by voting
Town	People who live in the town / residents of the town	- It is run by a Select Board and a Town Meeting or Town Council. - The Select Board has 3–5 members who are volunteers. - Select Board positions are for 3 years. - Town Meetings are held once a year. - Elections happen once a year.	- Represents people who live in the town - Makes decisions with the people in the town - Decides how money is spent - Sets local laws - Approves projects for the town	- Attend Town Meetings - Vote directly on issues - Vote for leaders

Type of government	Who does it represent?	How is it organized?	How can this form of government influence people?	How can people influence this form of government?
City	People who live in the city / residents of the city	- It is run by a mayor and City Council. - There is one mayor. - The mayor position is for 2 or 4 years. - There are 9–13 City Council members. - City Council positions are for 2 years. - People vote for the mayor and City Council members.	- Represents the people who live in the city - Makes decisions for the people who live in the city - Decides what laws there are - Decides how taxes are spent - Decides what projects are done	- Vote for mayor - Vote for City Council members
Our town or city	Student responses will vary based on the individual town or city and the resources provided.	Student responses will vary based on the individual town or city and the resources provided.	Student responses will vary based on the individual town or city and the resources provided.	Student responses will vary based on the individual town or city and the resources provided.

LESSON 4

Town Government in Massachusetts

- EQ

How do the people and governments in Massachusetts influence their communities?
- SQ

How do the different forms of government in Massachusetts and the people they represent influence one another?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Identify key elements of town government in Massachusetts using an informational text.	Summarize key elements of town government in Massachusetts using details from an informational text, in writing.

LESSON OVERVIEW

In this lesson, students learn key aspects of town government in Massachusetts. Students begin by reviewing the vocabulary word *tax* and engaging in the Build the Word Wall routine for two new words: *town* and *elect*. Then, using an informational text, students read and summarize the information provided in order to answer questions about town government. Students discuss evidence that addresses the given questions and record what they learn in the corresponding sections of a graphic organizer. The lesson closes with a whole-group discussion of the information students read and recorded in their graphic organizers.

LESSON STANDARDS

PS 1, PS 3, 3.T1.3, 3.T1.3b, 3.T1.3c, 3.T1.3d, W.3.8
See full text of standards in the Cluster Overview.

MATERIALS

☐

[Lesson 4 Slide Deck](#)

☐

[Town Government in Massachusetts Reading](#)

☐

[Governments in Massachusetts Graphic Organizer \(Teacher Version\)](#)

☐

Lesson 3: Governments in Massachusetts Graphic Organizer

VOCABULARY

elect

town

LESSON AT A GLANCE

Component	Time
Build the Word Wall	5
Town Government in Massachusetts	20
Closing Discussion	5

Plan for English Learner Success

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

- [Town Government in Massachusetts \(Expanded Word Bank\)](#): Supports reading comprehension with additional key vocabulary words and definitions and chunked text

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

English Proficiency Levels 1-2:

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

English Proficiency Levels 3-4:

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

English Proficiency Levels 5-6:

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



ADVANCE PREPARATION

The vocabulary word *elect* is a high-leverage word for the unit. Determine if students would benefit from completing the [Unit 5 Word Map](#) for this vocabulary word. This work can be done during an ELA block or other class time before this lesson.

Pre-organize students into groups of 3–4 for the reading and note-taking activity.

Lesson 4: Town Government in Massachusetts

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Build the Word Wall (5 minutes)

Slide 2: Share with students that this lesson builds on the different types of governments in Massachusetts that the students are studying in this cluster. Then briefly review the vocabulary word from the previous unit: *tax*, and provide the definition again (or reteach the word if needed): *money people have to pay to the government*.

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

- Say the word: *town*.
- Use the word in context: *In our town, we have a tradition every year where we celebrate the arrival of spring with a parade.*
- Share the student-friendly definition: *a community with a Select Board and Town Meeting form of government.*
- 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.*

Slide 4: Then introduce the next vocabulary word students will need to know for this lesson: *elect*.

- Say the word: *elect*.
- Use the word in context: *The community members vote to elect the person they believe will be the best leader.*
- Share the student-friendly definition: *to select for a position by voting.*
- 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 *town* and *elect* to the Word Wall.



SUPPORT ALL STUDENTS

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

Lesson 4: Town Government in Massachusetts

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Town Government in Massachusetts (20 minutes)

Slide 5: Engage students with a Massachusetts town and city map by asking:

- *What do you notice about this map?*
- *Are there more towns or cities in Massachusetts?*

Possible responses:

- There are many more towns than cities.
- Some towns are run like cities.

Slide 6: Share with students that they will watch a short video clip to begin learning about town government in Massachusetts.

- Prompt students to listen for examples of issues town governments can help address.
- Play the cued clip of “Investigating History: City, Town, and Tribal Governments in Massachusetts” by Massachusetts DESE (0:52-1:27).
- After playing, reinforce the section of the video that shared that issues like improving parks, road construction, and leash laws for pets are all examples of what town governments can address.

Slide 7: Then explain that they will get to hear from a real member of Town Meeting in Natick, Massachusetts: Jeff Alderson.

Redistribute students’ **Governments in Massachusetts Graphic Organizers** from the previous class. Briefly review the graphic organizer, and point to where they will be recording answers to the following questions about town government on the second page:

- *Who does it represent?*
- *How is it organized?*
- *How can this form of government influence people?*
- *How can people influence this form of government?*



LEARN MORE

The student informational texts simplify the complexity of different town governments in Massachusetts in order to meet the needs of third graders. To learn more about the specifics of local government in Massachusetts, you can visit [Local Government 101](#) and their [Forms of Local Government](#) document.



MAKE CONNECTIONS

In Cluster 3 and the Summative Assessment, students will be learning about community participation and creating their own community proposals to address a local issue.

As time allows in this lesson, prompt students to think about what specific types of problems or initiatives might be discussed and addressed by town governments and the people who live there.

Lesson 4: Town Government in Massachusetts

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Play “How Does Town Meeting Work? Two Big Decisions in Natick” (4:13) by Jeff Alderson. Then prompt students to share any information that they heard in the video that can be recorded in their graphic organizers. Possible responses:

- People can influence the town government by coming to Town Meeting and sharing their opinions.
- Town government can influence people by making decisions about money, rules, and local projects.

Slide 8: Next, organize students into pre-determined groups of 3–4.

- Distribute a copy of the [Town Government in Massachusetts Reading](#) to each student, and explain that they will use this text to learn even more about town government and record information in their graphic organizers.
- Explain to students that, like with the previous reading, as they work with today’s reading, they will underline information that answers the last two questions.



SUPPORT ALL STUDENTS

Be sure to offer the [Town Government in Massachusetts \(Expanded Word Bank\)](#) to students who would benefit from an expanded word bank and chunked text as additional reading comprehension scaffolds.



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.

Prompt students to begin working with their small groups. As they do, be sure to move around the room to support comprehension, note-taking, and pacing. You can refer to the [Governments in Massachusetts Graphic Organizer \(Teacher Version\)](#) to do this.

Lesson 4: Town Government in Massachusetts

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**SUPPORT ALL STUDENTS**

Please note that Massachusetts has a complex town and city government system that is different from many other states. For a short video about Massachusetts' city and town halls, you can screen 3:27–4:27 of "[Town Hall 101: Inside Commonwealth's 351 city and town halls](#)".

There is also a [PBS Kids Town Hall video](#) you can view with students. While this video can be helpful in supporting student understanding of community projects, it is recommended that you explain the differences between the video and what occurs in Massachusetts (e.g., mayors are not at Town Meeting in Massachusetts).

Closing Discussion *(5 minutes)*

Slide 9: With about 5 minutes left in class, bring students back together as a whole group. Explain that the graphic on the slide is a visualization of information they just read about.

Use the graphic on the slide to summarize the different forms of town government in Massachusetts, and give students time to ask clarifying questions as needed.

**LEARN MORE**

Massachusetts Town Council meetings and Town Meetings are usually recorded and posted on the town's official website. You can visit your local town's website for more information.

- Town residents (people who live there) vote for Select Board members and Town Meeting members.
- In Town Meeting, there are people from the town present. The residents are there to speak about issues that are important to them for the Town Council to consider. Sometimes they can also vote on those issues.

**MAKE CONNECTIONS**

For more in-depth information and lesson content regarding different kinds and levels of government, check out Discovering Justice's [Levels of Government](#) lesson.

Lesson 4: Town Government in Massachusetts

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Cluster 1: Massachusetts Governments

Slide 10: Then prompt students to share their big takeaways from each section of their graphic organizer.

- Encourage students to incorporate the Add On talk move sentence starters provided on the slide as they share their ideas.
- Prompt students to record any information that they have not yet written down in their graphic organizers as the group summarizes their learning together.
- Be sure to refer to the [Governments in Massachusetts Graphic Organizer \(Teacher Version\)](#) to support this discussion. You can also use the chart on the slide to record information shared to support student note-taking.

Close by collecting students' **Governments in Massachusetts Graphic Organizers**. Let students know they will learn about one more form of government and fill out the next sections in the graphic organizer in the next lesson.

**MAKE CONNECTIONS**

Children's Environmental Literacy Foundation has a detailed yet student-friendly video, [Save Tomorrow](#) (7:21), about 9-year-olds in Lexington, MA, getting involved in their Town Meeting and advocating for the use of solar panels.

Lesson 4: Town Government in Massachusetts

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LESSON 5

City Government in Massachusetts

EQ	How do the people and governments in Massachusetts influence their communities?
SQ	How do the different forms of government in Massachusetts and the people they represent influence one another?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Identify key elements of city government in Massachusetts using an informational text.	Summarize key elements of city government in Massachusetts using details from an informational text, in writing.

LESSON OVERVIEW

In this lesson, students learn key aspects of city government in Massachusetts. Students begin by engaging in the Build the Word Wall routine for the word *city* and watching a short video clip on city government. Then, using an informational text, students read and summarize the information provided in order to answer questions about town government. Students discuss evidence that addresses the given questions and record what they learn in the corresponding sections of a graphic organizer. The lesson closes with a whole-group discussion of the information students read and recorded in their graphic organizers.

LESSON STANDARDS

PS 1, PS 3, 3.T1.3, 3.T1.3b, 3.T1.3c, 3.T1.3d, W.3.8
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 5 Slide Deck
☐ City Government in Massachusetts
☐ Governments in Massachusetts Graphic Organizer (Teacher Version)
☐ Lesson 3: Governments in Massachusetts Graphic Organizer
VOCABULARY
city

LESSON AT A GLANCE

Component	Time
Build the Word Wall	5
City Government in Massachusetts	25

Plan for English Learner Success

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

- [City Government in Massachusetts \(Expanded Word Bank\)](#): Supports reading comprehension with additional key vocabulary words and definitions

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

English Proficiency Levels 1-2:

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

English Proficiency Levels 3-4:

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

English Proficiency Levels 5-6:

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

Build the Word Wall (5 minutes)

Slide 2: Share the map of Massachusetts towns and cities once again. Explain that this lesson builds on the different

Lesson 5: City Government in Massachusetts

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types of governments in Massachusetts that the students are studying in this cluster.

Slide 3: Then introduce the new vocabulary word students will need to know for this lesson: *city*.

- Say the word: *city*.
- Use the word in context: *Our school is in the northern part of the city.*
- Share the student-friendly definition: *a community with a mayor and City Council form of government.*
- 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.

City Government in Massachusetts (25 minutes)

Slide 4: Share with students that they will watch a short video clip to begin learning about city government in Massachusetts.

- Prompt students to listen for examples of issues that city governments can help address.
- Play the cued clip of “Investigating History: City, Town, and Tribal Governments in Massachusetts” by Massachusetts DESE (0:00-0:52).
- After playing, reinforce the section of the video that shared that issues like deciding what land should be used for, where new buildings should be built, and how transport systems can be improved are all examples of what city governments can address.



MAKE CONNECTIONS

In Cluster 3 and the Summative Assessment, students will be learning about community participation and creating their own community proposals to address a local issue.

As time allows in this lesson, prompt students to think about what specific types of problems or initiatives might be discussed and addressed by city governments and the people who live there.

Lesson 5: City Government in Massachusetts

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Slide 5: Organize students into pre-determined pairs. Distribute a copy of [City Government in Massachusetts](#) to each student, and redistribute their **Governments in Massachusetts Graphic Organizers**.

Briefly review the graphic organizer, and point to where they will be recording answers to the following questions about town government on the third page:

- *Who does it represent?*
- *How is it organized?*
- *How can this form of government influence people?*
- *How can people influence this form of government?*

Explain to students that, like with the previous reading, as they work with today's reading, they will underline information that answers the last two questions.

Prompt students to begin working with their small groups. As they do, be sure to move around the room to support comprehension, note-taking, and pacing. You can refer to the [Governments in Massachusetts Graphic Organizer \(Teacher Version\)](#) to do this.

Slide 6: With about 5 minutes left in class, bring students back together as a whole group. Explain that the graphic on the slide is a visualization of information they just read about.

Use the graphic on the slide to summarize the city government in Massachusetts, and give students time to ask clarifying questions as needed.

- City residents (people who live there) vote for a mayor and City Council members.
- In a City Council meeting, there are City Council members present. The mayor can attend these meetings in many cities. The mayor and the City Council members make decisions and vote on issues on behalf of the residents.

Slide 7: Then prompt students to share their big takeaways from each section of their graphic organizer.



SUPPORT ALL STUDENTS

Be sure to offer [Town Government in Massachusetts \(Expanded Word Bank\)](#) to students who would benefit from an expanded word bank as an additional reading comprehension scaffold.



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.



LEARN MORE

To learn more about the specifics of local government in Massachusetts, including what differentiates towns and cities, you can visit [Local Government 101](#) and their [Forms of Local Government](#).

Lesson 5: City Government in Massachusetts

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Cluster 1: Massachusetts Governments

- Encourage students to incorporate the Add On talk move sentence starters provided on the slide as they share their ideas.
- Prompt students to record any information that they have not yet written down in their graphic organizers as the group summarizes their learning together.
- Be sure to refer to the [Governments in Massachusetts Graphic Organizer \(Teacher Version\)](#) to support this discussion. You can also use the chart on the slide to record information shared to support student note-taking.

Collect students' **Governments in Massachusetts Graphic Organizers**. Let students know they will learn specifics about their own town or city in the next lesson.

**MAKE CONNECTIONS**

For more in-depth information and lesson content regarding different kinds and levels of government, check out Discovering Justice's [Levels of Government](#) lesson.

Lesson 5: City Government in Massachusetts

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LESSON 6

Our Town or City Government

EQ	How do the people and governments in Massachusetts influence their communities?
SQ	How do the different forms of government in Massachusetts and the people they represent influence one another?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Identify key elements of students' own town/city government in Massachusetts using various resources.	Summarize key elements of students' own town/city government using details from various resources, in writing and discussion.

LESSON OVERVIEW

In this lesson, students turn their focus to their own town or city government’s structure and responsibilities. Using the sources that teachers have collected and curated, students will read and summarize the information to answer various questions about the town or city leaders, their responsibilities, how they influence the people, and how people can influence them. Students discuss evidence together and record what they learned in the last section of their Governments in Massachusetts graphic organizer. The lesson closes with a whole-group discussion of the information students read, discussed, and recorded.

LESSON STANDARDS

PS 1, PS 3, 3.T1.3, 3.T1.3b, 3.T1.3c, 3.T1.3d, RI.3.5, SL.3.1, W.3.8
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 6 Slide Deck ☐ Lesson 3: Governments in Massachusetts Graphic Organizer

LESSON AT A GLANCE

Component	Time
Our Town or City Government	30

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 inquiry questions
- [Talk Moves Language and Literacy Builder](#): Provides various sentence frames for participation in discussion

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 research activity. Oral translation of the chosen sources may be helpful if students are not yet reading fluently in their home language. Direct students to use specific frames from the Connect LLB as they work and take notes, and from the Talk Moves LLB as they discuss ideas with their small group.
- [Look Fors](#): Oral and written responses should use the structures provided in the Connect LLB and include simple elaboration of ideas. Writing in the graphic organizer should include single words or short phrases.

English Proficiency Levels 3-4:

- If possible, pair students with a language-proficient peer for the research activity. Oral translation of the chosen sources may be helpful if students are not yet reading fluently in their home language. Encourage students to choose specific frames from the Connect LLB as they work and take notes, and from the Talk Moves LLB as they discuss ideas with their small group.
- [Look Fors](#): Oral responses should include simple sentences using the structure provided in the LLBs. Writing in the graphic organizer should include simple sentences with some reference to the informational text and vocabulary.

English Proficiency Levels 5-6:

- If needed, students can refer to the LLBs during the discussion and written portions of the lesson.
- [Look Fors](#): Students should readily participate in the discussion and writing portions. Writing in the graphic organizer should include compound sentences and more complex grammatical structures.

Lesson 6: Our Town or City Government

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**ADVANCE PREPARATION**

Review the Lesson 6 section of the [Unit 5 Teacher Guidance and Resources](#) for recommended resources and tips for collecting information about your town or city's government. The research goals of the lesson are to learn leaders' roles and responsibilities, how the government influences people, and how people can influence the government.

Consider adding your town or city-specific possible responses for the Our town or city section of the [Governments in Massachusetts Graphic Organizer \(Teacher Version\)](#) to use as you support students' work during the lesson.

Determine how you want to present the government information you collected (e.g., project information from websites and have students work in a whole group, create a document to print and have students work in small groups, etc.).

Pre-organize students into small groups of 3–4 for the research activity.

Our Town or City Government *(30 minutes)*

**TEACHING TIP**

As you are collecting resources for this lesson, consider visual, print, and audio sources (photographs, short passages, audio clips, etc.) to engage your students in various ways.

You are also encouraged to expand upon students' experiences with the sources by organizing a field trip to the local public library, local history centers, and more. Please see the [Unit 5 Teacher Guidance and Resources](#) for more details.

Begin by sharing with students that today they will learn about their own specific town or city.

- Engage in a quick spiral review with students to share what form of government they have, and prompt them to recap what they have learned about that government so far.
- For example: *We live in Somerville, which is a city. What have we learned about the way city governments are organized?*

Slide 2: Then explain to students that they will be working with sources that you provide to answer the following questions about the government of their town or city:

Lesson 6: Our Town or City Government

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Cluster 1: Massachusetts Governments

- *Who are some of our town or city leaders, and what do they do?*
- *What are some things our town or city government is responsible for?*
- *How does our town or city government influence us?*
- *How can we influence our town or city government?*

Slide 3: Then ask: *Why would it be important to know this information about our town or city?* Prompt students to turn to an elbow partner and discuss their ideas using the provided sentence frames on the slide.

After 1–2 minutes, ask for a few volunteers to share highlights from their discussions with the whole group. Possible responses:

- Knowing this information is important because otherwise, decisions can be made about our community without us knowing about it.
- It would be important to know who our leaders are and what they do so that we can communicate with them and share our ideas about what our town or city needs.

**TEACHING TIP**

When organizing students for group work, first think about the contexts in which they are most engaged in learning experiences. If they benefit from regular prompts from you and from hearing many of their peers' ideas, a whole group organization may be best for this activity. If they focus and participate more with a smaller number of peers, a small group or partner organization may be best.

Slide 4: Redistribute students' **Governments in Massachusetts Graphic Organizers**, and draw their attention to the final section of the handout that they will complete today.

Organize students into the pre-determined groups of 3–4, and then introduce them to the source(s) you have prepared for them to use.

Lesson 6: Our Town or City Government

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- Prompt students to begin doing a close reading and discuss the source(s), recording information that addresses the questions on their graphic organizer.
- As students work, be sure to move around the room to support pacing and comprehension. If you added your town or city-specific possible responses to the [Governments in Massachusetts Graphic Organizer \(Teacher Version\)](#) (see advance prep), you can refer to it as you support students.

Slide 5: With about 5 minutes left in class, bring students back together as a whole group. Explain that students will use the Give One, Get One routine to summarize their learning. Share the steps with students:

- Listen for which question is being discussed and the teacher's signal.
- Find a partner you have not worked with yet today.
- Take turns sharing and listening to each other's ideas, adding to your graphic organizer as needed.

Read the first question from the graphic organizer, and signal students to find their first partner. After about a minute, read the next question and signal students again. Repeat two more times until all the questions have been addressed.

Close by collecting students' graphic organizers and sharing that in the next lesson, students will work together to synthesize their learnings from the whole cluster through the Putting It Together routine.



SUPPORT ALL STUDENTS

Encourage students to refer to their [Connect Language and Literacy Builder \(3-5\)](#) to support their connection of information from sources to the inquiry questions. They can also use their [Talk Moves Language and Literacy Builder](#) to support their speaking and listening during their small group discussions.

Lesson 6: Our Town or City Government

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LESSON 7

Putting It Together

EQ	How do the people and governments in Massachusetts influence their communities?
SQ	How do the different forms of government in Massachusetts and the people they represent influence one another?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Synthesize learning about different governments in Massachusetts by developing a response to an inquiry question.	Engage in a collaborative discussion about different governments in Massachusetts 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 5, Cluster 1 Inquiry Chart.

LESSON STANDARDS

PS 1, PS 3, 3.T1.3, 3.T1.3b, 3.T1.3c, 3.T1.3d, SL.3.1
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 7 Slide Deck ☐ Discussion Diamond ☐ Cluster 1 Inquiry Chart ☐ Cluster 1 Inquiry Chart (Teacher Version) ☐ Lesson 1: Unit 5 Know and Wonder Chart ☐ Lesson 3: Tribal Government in Massachusetts ☐ Lesson 4: Town Government in Massachusetts ☐ Lesson 5: City Government in Massachusetts ☐ Lessons 3–6: Governments in Massachusetts Graphic Organizer

Lesson 7: Putting It Together

LESSON AT A GLANCE

Component	Time
Review Learning Documentation	5
Putting It Together	25

Plan for English Learner Success

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

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

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

English Proficiency Levels 1-2:

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

English Proficiency Levels 3-4:

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

English Proficiency Levels 5-6:

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

Lesson 7: 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 they created in this cluster:

- **Tribal Government in Massachusetts reading**
- **Town Government in Massachusetts reading**
- **City Government in Massachusetts reading**
- **Governments in Massachusetts 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 5 Know and Wonder Chart
- Unit 5, Cluster 1 Inquiry Chart
- Word Wall

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

**TEACHING TIP**

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



Putting It Together (25 minutes)

Explain that for the rest of the class, students are going to return to the Cluster 1 Supporting Question and “put together” what they have learned so far about the governments in Massachusetts.

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

Lesson 7: Putting It Together

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How do the different forms of government in Massachusetts and the people they represent 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:

- Members of the Wampanoag Tribe of Gay Head (Aquinnah) vote for their Tribal Council members and can vote to override the decisions the Tribal Council makes.
- Town governments represent people who live in the town and make decisions both with them and on their behalf.
- City residents vote for their leaders, including the mayor and City Council members, to make decisions on their behalf.

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



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 7: Putting It Together

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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 5 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 question: *How are tribal, town, and city governments similar to and different from 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, and encourage students to incorporate them into their discussions.



CULTURAL COMPETENCE

Tribal and town/city governments often come into conflict about how decisions are made and who has the power to make the decisions. Learn more about [jurisdiction](#) from NCSL.



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 7: Putting It Together

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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, and encourage students to incorporate them into their discussions.

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 information about tribal government did you hear in your discussions?*
- *What information about town government did you hear in your discussions?*
- *What information about city government did you hear in your discussions?*

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

**MAKE CONNECTIONS**

Consider reaching out to some of your local government officials to organize guest speaker sessions or visits to the local town or city hall. This can help enhance student understanding and engagement with the unit's content.

Lesson 7: Putting It Together

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LESSON 8

Formative Assessment

EQ

How do the people and governments in Massachusetts influence their communities?

SQ

How do the different forms of government in Massachusetts and the people they represent influence one another?

LEARNING OBJECTIVE

Explain how different forms of government in Massachusetts and the people they represent influence one another using information from cluster sources.

LANGUAGE OBJECTIVE

Use specific information from cluster sources to describe how different forms of government in Massachusetts and the people they represent influence one another, 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 matching and writing task about the governments of Massachusetts. The lesson closes with a whole-group reflective discussion on the cluster.

LESSON STANDARDS

PS 1, PS 3, 3.T1.3, 3.T1.3b, 3.T1.3c, 3.T1.3d, SL.3.1, W.3.2

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 8 Slide Deck](#)
- ☐ [Formative Assessment Task](#)
- ☐ [Formative Assessment Task \(Teacher Version\)](#)
- ☐ Lesson 3: Tribal Government in Massachusetts
- ☐ Lesson 4: Town Government in Massachusetts
- ☐ Lesson 5: City Government in Massachusetts
- ☐ Lessons 3–6: Governments in Massachusetts Graphic Organizer
- ☐ Lesson 7: Discussion Diamond

Lesson 8: Formative Assessment

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LESSON AT A GLANCE

Component	Time
Organize the Cluster Resources	5
Formative Assessment	20
Closing Reflection	5

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:

- 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.

English Proficiency Levels 3-4:

- Allow students to complete Part 2 of the assessment collaboratively with a peer. Encourage students to use the provided 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.

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.



ADVANCE PREPARATION

Ensure that the Unit 5, Cluster 1 Inquiry Chart and necessary student materials from previous lessons listed above are accessible for student reference.

Lesson 8: Formative Assessment

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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:

- **Tribal Government in Massachusetts reading**
- **Town Government in Massachusetts reading**
- **City Government in Massachusetts reading**
- **Governments in Massachusetts Graphic Organizer**
- **Unit 5, Cluster 1 Inquiry Chart**
- **Unit 5 Know and Wonder 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 (20 minutes)

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

Slide 3: Distribute the [*Formative Assessment Task*](#) to students, and explain that there are two parts to the task.

- Have students put their finger on the Part 1 directions of the handout. Then read the directions aloud to students.
- Then have them put their finger on the Part 2 directions of the handout, and read the directions aloud.
- Give students time to ask any clarifying questions, as needed, and then prompt them to begin working.
- As students work, be sure to move around the room to support students' comprehension and pacing. You can refer to the [*Formative Assessment Task \(Teacher Version\)*](#) to help.



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.

Lesson 8: Formative Assessment

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Closing Reflection (5 minutes)

Slide 4: With about 5 minutes left in class, bring students back together to reflect on their work on the Formative Assessment Task and throughout Cluster 1. Pose some reflection prompts for the students to ask themselves and share with the group:

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

Close by collecting each student's Formative Assessment Task handouts and any other Cluster 1 resource materials that are out.



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 8: Formative Assessment

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Formative Assessment Task (Teacher Version)

Part 1

Directions: Use the answer bank to complete the sentences. Write the letter (A, B, or C) on the line that matches the description.

Answer Bank

A	B	C
Mayor	Chief	Select Board member

In a tribal government, one leader is the B .

In a town government, one leader is the C .

In a city government, one leader is the A .

Part 2

Directions: Read the story, and then use it to respond to the questions that follow.

Story: Last week, community members sent letters and emails in support of building an animal shelter. They felt it was important to have a safe place for stray animals to get care. They also argued that it would help these animals get adopted. Today, it was reported in our local newspaper that Mayor Jones approved this project. Construction will begin next month. Some local streets will be closed during the construction period.

Does this community have a tribal, town, or city government? How do you know?

It is a city government because they have a mayor.

How did people influence the government in this story?

People influenced the government by writing statements in support of a project and submitting them to the government.

How did the government influence people in this story?

The government influenced people by deciding that a specific project would be approved. It also influenced people through impacted community spaces, like local streets during the construction.

Our Town or City

How have the different groups of people living in our town or city influenced the community over time?

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Overview

Cluster 2 focuses on the students' specific town or city in Massachusetts. Students use various resources including maps, articles, and online databases in order to learn about the history, current populations, and local government of their town or city. Students focus on identifying what aspects of their town or city have changed and what aspects have remained the same over time throughout the cluster's cycle of inquiry.

*Reminder: The lessons in Cluster 2 involve individualized research done by the teacher about the town or city where your school is located. It is recommended that you begin preparing as soon as possible. Start by reviewing the [Unit 5 Teacher Guidance and Resources](#). It is also suggested that you create a Teacher Version of the Cluster 2 Formative Assessment at the beginning of the cluster. Each town or city will dictate its own specific responses within the assessment.

Learning Objectives

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

- Locate their town or city on a map and identify some geographic features and/or landmarks.
- Describe the history, current population, and government of their town or city.
- Use a variety of sources to identify key information needed to answer research questions.
- Gather and sort information based on given categories in order to answer an inquiry question.
- Construct social studies explanations that describe components, order, causes, or cycles (WIDA ELD-SS.2-3.Explain.Expressive).

Vocabulary

TIER 2
geographic feature immigrate landmark population

Cluster Focus Standards

Practice Standards

STANDARD	LESSON(S)
PS 3: Use provided categories to gather and/or sort information based on a topic or inquiry question.	9-13

Content Standards

STANDARD	LESSON(S)
3.T1.1: On a current map of Massachusetts, use cardinal directions, map scales, legends, and titles to locate and describe the city or town where the school students attend is located, its local geographic features and historic landmarks, and their significance.	9, 12-13
3.T1.2: Research the demographic origins of the town or city (e.g., the Native People who originally lived there or still live there, the people who established it as a colonial town, its founding date, and the free, indentured, and enslaved women and men who contributed to the well-being of the town). Explain that before the mid-19th century most of the settlers were of Native American, Northern European, or African descent; describe the current population and immigrant groups of the 20th and 21st centuries and interview family members, friends, and neighbors to obtain information about living and working there in the past and present.	10-13

Literacy Standards

STANDARD	LESSON(S)
----------	-----------

RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information about a given topic efficiently.	9-11
RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	9
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.	9-13
W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	13
W.3.8: Recall information from experiences or gather information from print or digital sources; take brief notes on sources and sort evidence into provided categories.	10-11

Unit 5, Cluster 2 Inquiry Chart (Teacher Version)

Unit EQ	How do the people and governments in Massachusetts influence their communities?
Cluster SQ	How have the different groups of people living in our town or city influenced the community over time?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 9: We explored our town or city using Google Maps and identified landmarks and geographic features.	Responses will be individual to each town or city.
Lesson 10: We investigated sources that explain the beginnings of our town or city and the people who originally lived here.	Responses will be individual to each town or city.
Lesson 11: We investigated sources that explain the current populations of our town or city.	Responses will be individual to each town or city.

LESSON 9

Cluster 2 Launch

EQ	How do the people and governments in Massachusetts influence their communities?
SQ	How have the different groups of people living in our town or city influenced the community over time?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Make connections and generate questions about how the different people and places in a community can influence it over time.	Engage in collaborative questioning orally with peers using <i>who</i> , <i>how</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> to ask questions about how the different people and places in a community can influence it over time.

LESSON OVERVIEW

This lesson serves as an entry point into the cluster’s focus on students’ specific town or city and its history. Students begin by engaging in the Build the Word Wall routine for the words *geographic feature* and *landmark*. Then they locate their town or city on the map and use Google Maps to identify landmarks and geographic features of the area. Finally, students participate in the Launching the Question routine and engage with the Unit 5 Inquiry Chart and Cluster 2 Supporting Question as they discuss additional questions that may need to be answered in the Unit.

LESSON STANDARDS

PS 3, 3.T1.1, RI.3.5, RI.3.7, SL.3.1
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 9 Slide Deck ☐ Cluster 2 Inquiry Chart
VOCABULARY
geographic feature landmark

LESSON AT A GLANCE

Component	Time
Build the Word Wall	5
Explore and Discuss Maps	15
Launching the Question	10

Lesson 9: 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 9: Cluster 2 Launch

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**ADVANCE PREPARATION**

Familiarize yourself with your town or city on Google Maps, making note of some landmarks and geographic features that your students may recognize and/or have questions about.

Determine how you want to organize the Google Maps exploration of your town or city (whole group with a projector, small groups with tablets or computers, etc.).

Have the Unit 5 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?

Reminder: The lessons in Cluster 2 will involve individualized research about your town or city. We recommend you begin preparing as soon as possible. Start by reviewing the [Unit 5 Teacher Guidance and Resources](#).

Build the Word Wall *(5 minutes)*

Slide 2: Begin by reminding students that at the beginning of the year, they had an introductory cluster on geography in Unit 1.

- Recap that they learned about political maps, physical maps, and cardinal directions.
- Then share that in this new cluster, they will learn about their particular town or city's geography.

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

**TEACHING TIP**

If time allows, you can formally revisit geography-related vocabulary from Unit 1's Word Wall, including *physical map*, *political map*, *cardinal directions*, *legend*, and *map scale*.

Lesson 9: Cluster 2 Launch

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- Say the word: *geographic feature*.
- Use the word in context: *One geographic feature in our town is a large lake where many people go fishing.*
- Share the student-friendly definition: *a land or water form that influences a community.*
- 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: *landmark*.

- Say the word: *landmark*.
- Use the word in context: *The tower at city hall is one of the many landmarks in our community.*
- Share the student-friendly definition: *an object or land feature that is visible from a distance and important to the community.*
- 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.

Explore and Discuss Maps (15 minutes)



CULTURAL COMPETENCE

Borders, names, landmarks, and other parts of maps are tied to ideas about land that the creators of the maps hold. Indigenous communities, including the Wampanoag, do not see land as being owned. Geographic features often represented land use boundaries for Indigenous communities, not borders of ownership.

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

Lesson 9: Cluster 2 Launch

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Slide 5: Explain to students that landmarks and geographic features often reflect the community's culture, history, and values. Inform students that they will keep this in mind as they explore some different maps.



SUPPORT ALL STUDENTS

Encourage students to use their [Observe Language and Literacy Builder \(3-5\)](#) to support close looking and observations of the maps throughout this activity.



SUPPORT ALL STUDENTS

If the Massachusetts Cities and Towns image on Slide 6 is not large enough for your students to engage with, you can access the PDF [here](#).

Slide 6: Prompt students to locate their town or city on the map on the slide. Then ask students to describe where their town or city is located in the state. For example, they may describe it as being in Northern / Southeastern Massachusetts, bordering Cape Cod Bay, etc.

Slide 7: Finally, explain that students will now explore their own town or city using Google Maps.

- Inform students how they will be working with the map (whole group with a projector, in small groups on a tablet or laptop, etc.).
- Open the Google Maps link, and enter your town or city.
- Demonstrate how they can zoom in and out and move around within the map.

Then pose the guiding question to students: *What landmarks and geographic features do you notice in our town or city?*

Slide 8: Explain to students that as they explore the map, they should look for at least two examples of human-centered landmarks (like a museum) and geographic features (like a river). As they locate these, they should think about how they are used by people in their town or city.



TEACHING TIP

If time allows, you can incorporate an additional map: [Greetings from Massachusetts: The Bay State](#), and ask: *What kind of information does this map share about the people and places of Massachusetts?*

Lesson 9: Cluster 2 Launch

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- Prompt students to navigate the map and explore their town or city, making note of landmarks and geographic features they observe.
- Give students at least 5 minutes to explore the map.



Launching the Question (10 minutes)

SPARK CURIOSITY

Slide 9: Bring students back as a whole group. Then have students think about the maps they looked at, and ask:

- *What landmarks and geographic features did you find in our town or city?*
- *What could these landmarks and geographic features tell us about the people in our town or city?*

Have students use the 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 student responses will vary based on your specific town or city.

Slide 10: Explain that now that students have looked at their own town or city map, we are going to think more broadly about the people and places our town or city has included, both in the past and in the present. Prompt students to generate their own questions about their town or city's history and how the people who have lived there may have impacted the community. 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 2 Supporting Question:



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 9: Cluster 2 Launch

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How have the different groups of people living in our town or city influenced the community over time?

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.

PREVIEW THE LEARNING AHEAD

Share with students that in this cluster, they will use a variety of sources to explore the historical and present-day make-up of their town or city and how these people have impacted the community, 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

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 10

History of Our Town or City

- EQ

How do the people and governments in Massachusetts influence their communities?
- SQ

How have the different groups of people living in our town or city influenced the community over time?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Identify key information about the history of our town or city including the Indigenous peoples, founding, and historical populations using provided sources.	Use provided sources to summarize key information about the history of our town or city, in note form and discussion.

LESSON OVERVIEW

In this lesson, students engage in Cluster 2’s town or city-specific research, beginning with its historical origins. Students start by reviewing two words from previous units: *indentured* and *enslaved*. Then, using the sources teachers have collected and curated, students will read and summarize the information provided in order to answer questions about the historical populations of their town or city and its founding. Students then collaboratively discuss evidence and record their learnings in the History of Our Town or City section of their graphic organizer. The lesson closes with a whole-group discussion of the information students read, discussed, and recorded.

LESSON STANDARDS

PS 3, 3.T1.2, RI.3.5, SL.3.1, W.3.8
See full text of standards in the Cluster Overview.

MATERIALS

☐

[Lesson 10 Slide Deck](#)

☐

[Our Town or City Graphic Organizer](#)

LESSON AT A GLANCE

Component	Time
Introduction	5
Investigating Sources: History of Our Town or City	25

Lesson 10: History of Our Town or City

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Plan for English Learner Success

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

- [Summarize Language and Literacy Builder \(3-5\)](#): Supports the identification of main ideas and details in texts

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

English Proficiency Levels 1-2:

- Support reading comprehension by underlining or highlighting words and phrases in the provided text(s) that help students focus on the key ideas. If possible, pair students with a language-proficient peer for the source work and note-taking. Provide a couple of frames from the LLB for students to use when working on, discussing, and taking notes on the sources.
- [Look Fors](#): Oral responses and notes should use the structures provided in the LLB and can include words and phrases copied directly from the text(s).

English Proficiency Levels 3-4:

- If possible, pair students with a language-proficient peer for the source work and note-taking. Encourage students to choose a couple of frames from the LLB to use when working on, discussing, and taking notes on the sources.
- [Look Fors](#): Oral responses and notes should fully answer the questions and include some summarization of learnings in their own words.

English Proficiency Levels 5-6:

- Students should be able to participate in the activities independently. Students may choose to refer to the LLB to support their note-taking.
- [Look Fors](#): Oral responses and notes should clearly and accurately summarize learnings in students' own words.



ADVANCE PREPARATION

Review the Lesson 10 section of the [Unit 5 Teacher Guidance and Resources](#) for recommended resources and tips for collecting information about your town or city's origins. The research goal of Lesson 10 is to support students in identifying the demographic origins of their town or city.

Determine how you want to present the information you collected about the history of your town or city (e.g., insert links or information in the optional template in the [Unit 5 Teacher Guidance and Resources](#), project information from websites and have students work in a whole group, create a document to print and have students work in small groups, etc.).

Lesson 10: History of Our Town or City

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Introduction (5 minutes)



CULTURAL COMPETENCE

Be sure to emphasize to students that learning about their local history helps inform their experiences in the present day and helps them understand how things came to be. In addition, their work in this unit, particularly regarding Indigenous and Black history and experiences, is connected to their work in Units 1–4. Be sure to underscore that although the focus of this lesson is on populations of the past, Indigenous peoples are still here.

Begin by sharing with students that today, they will focus on the history of their town or city. This includes which Indigenous peoples lived in the area, when their town or city was founded, and who lived there at the time. Many towns or cities have a history of indentured and/or enslaved peoples living there.

Slide 2: Remind students that in Unit 3, they learned the word *indentured*, and provide the definition again (or reteach the word if needed): *working without being paid for an agreed-upon period of time in exchange for something*.

Slides 3–4: Remind students that in Unit 3, they also learned the word *enslavement*, and provide the definition again (or reteach the word if needed): *the act of forcing people to work and using them as property*. Then introduce the adjective form *enslaved* and explain that enslaved peoples are forced to work and used as property.



MAKE CONNECTIONS

As time allows in this lesson, prompt students to think about what they already knew about their town or city's history and what information is new to them. Then ask: *How can we work to ensure that everyone knows this important history of our town or city?*

Lesson 10: History of Our Town or City

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Investigating Sources: History of Our Town or City (25 minutes)



TEACHING TIP

As you are collecting resources for this lesson and the next one, consider visual, print, and audio sources (photographs, short passages, audio clips, etc.) to engage your students in various ways.

Historical photos of your town or city should be incorporated into these Investigating Sources routine steps with your students. They will provide the opportunity to notice similarities and differences in your town or city across time periods.

You are encouraged to expand upon students' interactions with the sources by organizing a field trip to the local public library, local history centers, and more. Please see the [Unit 5 Teacher Guidance and Resources](#) for more details.

INTRODUCE PURPOSE AND PROCESS

Slide 5: Explain to students that today they will work to answer several questions about the history of their town or city. Read the research questions on the slide aloud, and ask: *Why would it be important to know this information about our town or city?* Have students briefly discuss in a Think-Pair-Share format.

Slide 6: Review the three Investigating Sources routine steps with students, and explain that these steps will guide them as they investigate the sources.

- Organize students into the predetermined groupings (whole group, small group, etc.).
- Inform them that they will be reading and discussing the source and recording notes in a graphic organizer.



TEACHING TIP

When organizing students for group work, first think about the contexts in which they are most engaged in learning experiences. If they benefit from regular prompts from you and hearing many of their peers' ideas, a whole group organization may be best for this activity. If they focus and participate more with a smaller number of peers, a small group or partner organization may be best.

Lesson 10: History of Our Town or City

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OBSERVE THE DOCUMENT'S FEATURES

Slide 7: Distribute the [Our Town or City Graphic Organizer](#), and direct students to put their finger on the Part 1 section of the handout. Explain that in today's lesson, they will work to record information about the four questions listed in the organizer.

Then guide students through the "Observe" step with the source(s) you are using, asking students to take note of any images or keywords that may be included.

READ THE DOCUMENT

Next, prompt students to begin doing a close reading and discuss the source(s), recording information that addresses the questions in the graphic organizer.

With about 5 minutes left in class, bring students back together to briefly summarize some highlights from their discussions and note-taking.

- As students share, prompt other students to record any information they were not able to record in the graphic organizer earlier in the lesson.
- You can also add information to the graphic organizer on the slide to support student note-taking.

CONNECT TO OUR QUESTION

Slide 8: Then ask:

- *What do we know about the people who lived in our town or city?*
- *How might they have influenced our community?*

Invite students to share their thinking with the group.

Close by collecting the students' graphic organizers and letting them know that they will continue to learn about their town or city and fill out the remaining sections of the graphic organizer in the next lesson.



SUPPORT ALL STUDENTS

Encourage students to refer to their [Summarize Language and Literacy Builder \(3-5\)](#) as they work on taking notes on the provided source(s).



CULTURAL COMPETENCE

While students will have learned about the harm done to Indigenous and African people in previous units, they may process the information differently when it is tied to their particular town or city's history. For some specific recommendations about language and fostering conversations with students and families, please read Southern Poverty Law Center's resource, [Talking to Children About the History of Slavery in the United States](#).

Lesson 10: History of Our Town or City

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LESSON 11

Current Populations

- EQ

How do the people and governments in Massachusetts influence their communities?
- SQ

How have the different groups of people living in our town or city influenced the community over time?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Identify key information about the current populations of our town or city using provided sources.	Use provided sources to summarize key information about the current populations of our town or city, in note form and discussion.

LESSON OVERVIEW

In this lesson, students continue Cluster 2’s town or city-specific research by focusing on current populations. Students begin by engaging in the Build the Word Wall routine for the vocabulary words *population* and *immigrate*. Then, using the sources teachers have collected and curated, students read and summarize the information provided in order to answer their assigned question on their graphic organizer. Students then share their learning with one another through a jigsaw activity.

LESSON STANDARDS

PS 3, 3.T1.2, RI.3.5, SL.3.1, W.3.8
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 11 Slide Deck ☐ Lesson 10: Our Town or City Graphic Organizer
VOCABULARY
immigrate
population

LESSON AT A GLANCE

Component	Time
Build the Word Wall	5
Current Populations in Our Town or City	25

Plan for English Learner Success

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

- [Summarize Language and Literacy Builder \(3-5\)](#): Supports the identification of main ideas and details in texts

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

English Proficiency Levels 1-2:

- Support reading comprehension by underlining or highlighting words and phrases in the provided text(s) that help students focus on the key ideas. If possible, pair students with a language-proficient peer for the source work and note-taking. Provide a couple of frames from the LLB for students to use when working on discussing and taking notes on the sources.
- [Look Fors](#): Oral responses and notes should use the structures provided in the LLB and can include words and phrases copied directly from the text(s).

English Proficiency Levels 3-4:

- If possible, pair students with a language-proficient peer for the source work and note-taking. Encourage students to choose a couple of frames from the LLB to use when working on discussing and taking notes on the sources.
- [Look Fors](#): Oral responses and notes should fully answer the questions and include some summarization of learnings in their own words.

English Proficiency Levels 5-6:

- Students should be able to participate in the activities independently. Students may choose to refer to the LLB to support their note-taking.
- [Look Fors](#): Oral responses and notes should clearly and accurately summarize learnings in students' own words.

Lesson 11: Current Populations

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**ADVANCE PREPARATION**

Review the Lesson 11 section of the [Unit 5 Teacher Guidance and Resources](#) for recommended resources and tips for collecting information about your town or city's demographics. The research goal of Lesson 11 is to support students in describing the current populations in their town or city, including immigrant groups in the 20th and 21st centuries.

As you choose resources for this lesson, keep in mind the particular demographics of the students in your class. Some questions to consider: Are there ways that your students will personally connect to this information? If so, how can you invite their knowledge and experience into the discussions?

Determine how you want to present the information you collected about the populations of your town or city and organize students for the jigsaw. There are four main questions students will work to answer in this lesson. It is recommended to assign each student one question to learn about and then share out with their peers.

Vocabulary word *population* is a high-leverage word for the unit. Determine if students would benefit from completing the [Unit 5 Word Map](#) for this vocabulary word. This work can be done during an ELA block or other class time before this lesson.

Build the Word Wall (5 minutes)

Slide 2: Begin by recapping the focus of the previous class, and explain that today they will learn about who currently lives in our town or city.

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

- Say the word: *population*.
- Use the word in context: *The population of the town of Natick is 37,006 people.*
- Share the student-friendly definition: *the number of people who live in a specific area.*
- 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: *immigrate*.

**SUPPORT ALL STUDENTS**

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

Lesson 11: Current Populations

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- Say the word: *immigrate*.
- Use the word in context: *Many people from China, India, and Brazil have immigrated to Massachusetts.*
- Share the student-friendly definition: *to move to a country different from where you were born.*
- 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.

Current Populations in Our Town or City (25 minutes)



CULTURAL COMPETENCE

It is important to note that while the research questions for this lesson include asking if there are currently Indigenous peoples in your town or city, Indigenous populations have continued to be overlooked and restricted on their own ancestral lands. You can read "[Massachusetts Repeals Law Banning Native Americans from Boston](#)" by NPR to learn more about the 1675 law in Boston that was finally repealed in 2005.

Slide 5: Explain to students that today they will work to learn about the current populations of their town or city. They will be assigned one of the questions and given sources to learn about it. Then they will participate in a jigsaw with peers who learned about the other questions.

Read the research questions on the slide aloud and ask: *Why would it be important to know this information about our town or city?* Have students briefly discuss in a Think-Pair-Share format.



MAKE CONNECTIONS

As time allows in this lesson, prompt students to think about what they already knew about their town or city's populations and what information is new to them. Then ask: *Why is it important for us to know and understand the different populations that make up our community?*

Lesson 11: Current Populations

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Slide 6: Redistribute students' **Our Town or City Graphic Organizers**, and have them put their finger on the Part 2 section of the handout.

- Then organize students by assigned question, and distribute or display your pre-chosen sources (see advance prep).
- Prompt students to begin doing a close reading and discuss the source(s), recording information that addresses their assigned question in their graphic organizer.

With about 10 minutes left in class, organize students into small groups so each group has students who learned about each of the four research questions.

Explain that students will take turns sharing and listening. As they listen, students should record their learnings in the corresponding section of their graphic organizer.

Prompt students to begin their small-group jigsaw discussions. Be sure to move around the room to support students as they work.

Close by collecting the students' graphic organizers and letting them know that they will work to synthesize their learnings through the Putting It Together routine in the next lesson.



SUPPORT ALL STUDENTS

Encourage students to refer to their [Summarize Language and Literacy Builder \(3-5\)](#) as they work on taking notes on the provided source(s).



CULTURAL COMPETENCE

It is important to understand the limitations of population counts and how Black, Brown, and Indigenous communities are often overlooked and undercounted. The New York Times summarized this in a 2022 article, "[2020 Census Undercounted Hispanic, Black, and Native American Residents.](#)". Note: access requires a subscription.

In 2023, the US Census submitted its report on "[Counting Every Voice: Understanding Hard-to-Count and Historically Undercounted Populations.](#)"

Finally, if you are interested in learning about how the US Census has changed in the past 230 years and reflecting on ideas of race and ethnicity, please visit The New York Times' interactive lesson, "[An American Puzzle: Fitting Race in a Box.](#)"

Lesson 11: Current Populations

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LESSON 12

Putting It Together

EQ	How do the people and governments in Massachusetts influence their communities?
SQ	How have the different groups of people living in our town or city influenced the community over time?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Synthesize learning about the history of our town or city and the current populations by developing a response to an inquiry question.	Engage in a collaborative discussion about the history of our town or city and the current populations 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. Then the teacher brings students back together as a whole group to discuss ideas and work together on developing the Unit 5, Cluster 2 Inquiry Chart.

LESSON STANDARDS

PS 3, 3.T1.1, 3.T1.2, SL.3.1
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 12 Slide Deck
☐ Cluster 2 Inquiry Chart
☐ Cluster 2 Inquiry Chart (Teacher Version)
☐ Lesson 1: Unit 5 Know and Wonder Chart
☐ Lessons 10–11: Our Town or City Graphic Organizer

LESSON AT A GLANCE

Component	Time
Review Learning Documentation	5
Putting It Together	25

Lesson 12: Putting It Together

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 discussions. 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.

English Proficiency Levels 3-4:

- If possible, pair students with a language-proficient peer for the discussions. Guide students to use the far left columns of both LLBs during the discussion.
- [Look Fors](#): Oral responses should include simple sentences using the structure provided in the LLBs. 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 discussions.
- [Look Fors](#): Students should readily participate in the discussions. Responses should include compound sentences and more complex grammatical structures when addressing the cluster's Supporting Question.



ADVANCE PREPARATION

Review the Lesson 12 section of the [Unit 5 Teacher Guidance and Resources](#) for directions for collecting examples of different groups' influences on your town or city. You will need to have three historical and present-day examples of influence from different demographic groups students have learned about in lessons 10–11 (Indigenous peoples, immigrant groups, etc.) for students to work with in this lesson.

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)

Slide 2: Review individual student documentation created throughout the cluster as well as the class-created reference tools. Have students gather and point out the following:

- **Our Town or City Graphic Organizer**
- **Unit 5, Cluster 2 Inquiry Chart**
- **Word Wall**
- **Unit 5 Know and Wonder Chart**

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



TEACHING TIP

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



Putting It Together (25 minutes)

Explain that for the rest of the class, students are going to return to the Cluster 2 Supporting Question and “put together” what they have learned so far about the people who have lived and now live in their town or city.

Slides 3–5: Present your pre-chosen historical and present-day examples of influence from different demographic groups students have learned about in Lessons 10–11 (see advance prep).

Then ask: *Which group(s) of people does this example reflect? What is/was their influence?*

Encourage students to utilize the provided Inquire and Challenge talk moves on the slides as they share their own thinking and respond to one another's ideas.

Slides 6–7: Then present the **Unit 5, Cluster 2 Inquiry Chart** that the class created in Lesson 9, and remind students of the Cluster 2 Supporting Question:



How have the different groups of people living in our town or city influenced the community over time?

Lesson 12: Putting It Together

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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. Student responses will depend on their individual research and their specific town or city.

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 9 as part of their Launching the Question routine, as well as questions from the Wonder column of the **Unit 5 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

Close by letting students know that in the next lesson, they will stamp their learning through a Formative Assessment Task.



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 form their responses during this activity.



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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LESSON 13

Formative Assessment

EQ	How do the people and governments in Massachusetts influence their communities?
SQ	How have the different groups of people living in our town or city influenced the community over time?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Summarize the historical and present-day influences on our town or city using information from cluster sources.	Use specific information from cluster sources to describe the historical and present-day influences on our town or city, in writing and visual design.

LESSON OVERVIEW

In this lesson, students use information from the cluster to complete the Cluster 2 Formative Assessment Task. Students are first prompted to locate and organize their class-created and individual resources from the cluster. They then engage in an independent writing and drawing task to create a new version of their town or city's seal, along with an artist statement that summarizes influences on their community and describes their choices. The lesson closes with a whole-group reflective discussion on the cluster.

LESSON STANDARDS

PS 3, 3.T1.1, 3.T1.2, SL.3.1, W.3.2
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 13 Slide Deck
☐ Formative Assessment Task
☐ Lesson 1: Unit 5 Know and Wonder Chart
☐ Lessons 10–11: Our Town or City Graphic Organizer

LESSON AT A GLANCE

Component	Time
Organize the Cluster Resources	5
Formative Assessment	20
Closing Reflection	5

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 \(Sentence Frames\)](#): Supports the written portion of the assessment through provided sentence frames
- [Summarize Language and Literacy Builder \(3-5\)](#): Supports identification of the main ideas and details from student notes

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

English Proficiency Levels 1-2:

- Work with students to underline or highlight key information from their notes before they begin the assessment task. Choose helpful frames from the LLB to support summaries of their notes and cluster learnings.
- [Look Fors](#): Writing on the assessment should include single words or short phrases added to the provided sentence frames.

English Proficiency Levels 3-4:

- Encourage students to choose helpful frames from the LLB to support the formation of summaries of their notes and cluster learnings.
- [Look Fors](#): Writing on the assessment should use the provided sentence frames and include phrases and simple sentences in students' own words.

English Proficiency Levels 5-6:

- Students should be able to complete the assessment independently. Students may choose to refer to the LLB to support their summarization of notes and cluster learnings.
- [Look Fors](#): Writing on the assessment should include compound sentences that clearly describe examples and learnings from the cluster.



ADVANCE PREPARATION

Ensure that the Unit 5, 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)



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

- **Our Town or City Graphic Organizer**
- **Unit 5, Cluster 2 Inquiry Chart**
- **Word Wall**
- **Unit 5 Know and Wonder Chart**



Formative Assessment (20 minutes)

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

Slide 3: Remind students that in Cluster 1, they looked at their town or city seal and examined what information it shared. Use the provided link on the slide to show the town or city seal once more.

Slide 4: Distribute the [Formative Assessment Task](#) to students, and explain that they will use what they learned in this cluster to redesign their town or city seal in order to best incorporate the people, places, and history of the area.



SUPPORT ALL STUDENTS

Be sure to provide the [Formative Assessment Task \(Sentence Frames\)](#) to students who would benefit from additional writing supports. Students can also refer to their [Summarize Language and Literacy Builder \(3-5\)](#) to support summarizing key learnings.

Lesson 13: Formative Assessment

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Explain that students should:

- Refer to their **Our Town or City Graphic Organizers** as they work.
- Sketch their design.
- Write an artist statement that explains their design choices and the specific reasons behind them. This artist statement should clearly describe the historical and present-day groups of people who have influenced their town or city.

Allow time for students to ask questions as needed, and then prompt them to begin working. As they do, move around the room to support student pacing and answer questions.

Closing Reflection (5 minutes)

Slide 5: With about 5 minutes left in class, bring students back together to reflect on their work on the Formative Assessment Task and throughout Cluster 2. Pose some reflection prompts for the students to ask themselves and share with the group:

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

Close by collecting each student's Formative Assessment Task handouts and any other Cluster 2 resource materials that are out. As you review students' Formative Assessment Tasks, look for the inclusion of specific visual and written references to past and present-day influences on the town or city.



TEACHING TIP

If you would like to give students a real-world example of a seal redesign proposal and artist statement, you can show them the Massachusetts Seal, Flag, and Motto Advisory Commission's [Seal, Flag, and Motto Round Three Selections](#).



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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How Communities Take Action

How can we participate in and contribute to our communities?

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Unit Synthesis

Overview

Cluster 3 focuses on how individuals and groups make a difference in the students' local communities. The cluster begins with a read-aloud of the picture book *Just Help!* by Supreme Court Justice Sonia Sotomayor and brainstorming ways people help in their communities. Through participating in in-person interviews, watching videos, and reading articles, students learn about specific people in their local communities who are working to help make things better for themselves and others. A focus of the cluster is linking how and why people participate in and contribute to their communities. The unit concludes with students brainstorming, writing, and illustrating their own proposals for projects, initiatives, or events that would benefit the community.

*Reminder: The lessons in Cluster 3 involve organizing opportunities for your students to learn about and hear from local community members, including building relations with their local Tribal Councils and governments. It is recommended that you begin preparing as soon as possible. Start by reviewing the [Unit 5 Teacher Guidance and Resources](#). It is also suggested that you create a Teacher Version for the Formative Assessment Task towards the end of the cluster. Each classroom's experiences with interviewees, discussions, and written resources will dictate its own specific responses to the Formative Assessment Task questions.

Learning Objectives

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

- Pose interview questions in order to gather needed information about individuals' roles in a community.
- Identify ways that people can participate in and influence their communities.
- Describe a range of local issues and how people are working to address them.
- Construct social studies explanations that describe components, order, causes, or cycles (WIDA ELD-SS.2-3.Explain.Expressive).

Vocabulary

TIER 2
responsibility

Cluster Focus Standards

Practice Standards

STANDARD	LESSON(S)
PS 1: Explain the purpose and function of local and state governments, including the avenues they offer individuals for participation and influence.	14-20
PS 3: Use provided categories to gather and/or sort information based on a topic or inquiry question.	20
PS 7: Describe a range of local, regional, and/or global issues, and explain how different actions taken by students and others would help address these issues.	14-20

Content Standards

STANDARD	LESSON(S)
3.T1.1: On a current map of Massachusetts, use cardinal directions, map scales, legends, and titles to locate and describe the city or town where the school students attend is located, its local geographic features and historic landmarks, and their significance.	20
3.T1.2: Research the demographic origins of the town or city (e.g., the Native People who originally lived there or still live there, the people who established it as a colonial town, its founding date, and the free, indentured, and enslaved women and men who contributed to the well-being of the town). Explain that before the mid-19th century most of the settlers were of Native American, Northern European, or African descent; describe the current population and immigrant groups of the 20th and 21st centuries and interview family members, friends, and neighbors to obtain information about living and working there in the past and present.	14-17, 20

3.T1.3: Explain why classrooms, schools, towns, and cities have governments, what governments do, how local governments are organized in Massachusetts, and how people participate in and contribute to their communities.	14-20
3.T1.3a: classroom and school governments provide a way for students to participate in making decisions about school activities and rules	14-20
3.T1.3b: city and town governments provide a way for people to participate in making decisions about providing services, spending funds, protecting rights, and providing community safety	14-20
3.T1.3c: Massachusetts communities have either a city or a town form of government (e.g., cities are governed by elected mayors and city council members; towns are governed by an elected group of people, in many towns called a “select board,” appointed town manager, and elected town meeting members or an open town meeting in which all citizens can participate; public schools are governed by elected or appointed school committees or boards of trustees)	14-20
3.T1.3d: people can participate in and influence their local government by reading and responding to news about local issues, voting, running for office, serving on boards or committees, attending hearings, or committee meetings)	14-20
3.T1.3e: people can volunteer (give their time and knowledge) to the community and neighborhood by activities such as monitoring river water quality; growing and distributing produce from a school or community garden; running errands or shoveling snow for neighbors; welcoming newcomers and helping them learn English, helping new neighbors register to vote	14-20
3.T1.3f: people who own property, such as a house, condominium or commercial building, in a city or town contribute to community services by paying taxes, which fund services such as public schools and libraries, city/town/regional planning, street maintenance	14-20

Literacy Standards

STANDARD	LESSON(S)
----------	-----------

RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	14
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
SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	15-17
W.3.1: Write opinion pieces on topics or texts, supporting an opinion with reasons.	18
W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	19
W.3.8: Recall information from experiences or gather information from print or digital sources; take brief notes on sources and sort evidence into provided categories.	15-17

Unit 5, Cluster 3 Inquiry Chart (Teacher Version)

Unit EQ	How do the people and governments in Massachusetts influence their communities?
Cluster SQ	How can we participate in and contribute to our communities?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 14: We read and discussed the picture book, <i>Just Help!: How to Build a Better World</i> .	There are all kinds of ways for kids to help in our community, including organizing trash pickups and spreading the word to adults about voting in upcoming elections.
Lesson 15: We interviewed each other about community issues we care about and how we are involved in our community.	Responses will be individual to each classroom's experiences.
Lesson 16: We learned about local community members who are contributing to the community.	Responses will be individual to each classroom's experiences.

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 17: We learned about more local community members who are contributing to the community.	Responses will be individual to each classroom's experiences.

LESSON 14

Cluster 3 Launch

- EQ

How do the people and governments in Massachusetts influence their communities?
- SQ

How can we participate in and contribute to our communities?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Make connections and generate questions about how people can participate in and contribute to their communities.	Engage in collaborative questioning orally with peers using <i>who</i> , <i>how</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> to ask questions about how people can participate in and contribute to their communities.

LESSON OVERVIEW

This lesson serves as an entry point into the cluster’s focus on the different ways people contribute to and participate in their local communities. Students begin with a review of the vocab word *right* and engage in the Build the Word Wall routine for the word *responsibility*. Students then engage in a read-aloud of *Just Help!: How to Build a Better World* by Supreme Court Justice Sonia Sotomayor, which introduces various ways people can support one another and their communities. Finally, students participate in the Launching the Question routine and engage with the Unit 5, Cluster 3 Inquiry Chart and discuss additional questions that may need to be answered in the cluster.

LESSON STANDARDS

PS 1, PS 7, 3.T1.2, 3.T1.3, 3.T1.3a, 3.T1.3b, 3.T1.3c, 3.T1.3d, 3.T1.3e, 3.T1.3f, RI.3.7, SL.3.1
See full text of standards in the Cluster Overview.

MATERIALS

☐

[Lesson 14 Slide Deck](#)

☐

[Cluster 3 Inquiry Chart](#)

☐

[Just Help!: How to Build a Better World](#)

VOCABULARY

responsibility

LESSON AT A GLANCE

Component	Time
Build the Word Wall	5
Engage in a Read-Aloud	15
Launching the Question	10

Plan for English Learner Success

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

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

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

English Proficiency Levels 1-2:

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

The picture book [Just Help!: How to Build a Better World](#) by Sonia Sotomayor (2022) is a core part of the lesson. You can use your local library to locate a physical copy or find a video read-aloud online. Students will also need sticky notes to record their ideas during the read-aloud.

Reminder: The lessons in Cluster 3 will involve organizing opportunities for your students to learn about and hear from local community members. We recommend that you begin preparing as soon as possible. Start by reviewing the [Unit 5 Teacher Guidance and Resources](#).

Have the Unit 5 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 *responsibility* is a high-leverage word for the unit. Determine if students would benefit from completing the [Unit 5 Word Map](#) for this vocabulary word. This work can be done during an ELA block or other class time before this lesson.

Build the Word Wall *(5 minutes)*

Slide 2: Provide some reminders for students about the previous cluster, and explain how it will connect to the current one by reading the text on the slide.

Slide 3: Briefly review the vocabulary word from the previous unit: *right*, and provide the definition again (or reteach the word if needed): *a basic freedom that is protected by law*.

**MAKE CONNECTIONS**

Discovering Justice has an interactive [Justice or Injustice sorting activity](#) that can support students' understanding of rights and fairness.

Lesson 14: Cluster 3 Launch

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

- Say the word: *responsibility*.
- Use the word in context: *It is our responsibility to clean up after ourselves when we have a picnic in the park.*
- Share the student-friendly definition: *something that you can be depended on to do.*
- 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 vocabulary words 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.

Engage in a Read-Aloud (15 minutes)



BUILD LITERACY

If you have trouble locating a copy of *Just Help!*, an alternative picture book that addresses these themes is *Kamala and Maya's Big Idea* by Meena Harris.

Slide 5: Introduce the book *Just Help!: How to Build a Better World* and author Sonia Sotomayor.

- Share with students that the book was written by Sonia Sotomayor, who works for the government as a Supreme Court Justice and helps make decisions about whether laws are fair or not.
- To set a purpose for the reading, introduce a guiding question: *What are some ways that people help in their communities?*
- Distribute sticky notes, and instruct students to record examples of community helpers they hear and see in the book as it is read.
- Begin to read the book aloud, being sure to give students time to look at the illustrations and record their ideas on their sticky notes.

Lesson 14: Cluster 3 Launch

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**LEARN MORE**

If you or your students are interested in learning more about Supreme Court Justice Sonia Sotomayor, these are a few recommended resources:

1. A short, student-friendly [book preview video](#) (0:46) of Sotomayor talking about *Just Help!*
2. Another picture book by and about Sotomayor, *Turning Pages: My Life Story*
3. An article and interview with Sotomayor, "[In kids' book, Sotomayor asks: Whom have you helped today?](#)" about *Just Help!* and her work

**LEARN MORE**

Children's Environmental Literacy Foundation has a detailed yet student-friendly video, [Save Tomorrow](#) (7:21), about 9-year-olds in Lexington, MA, getting involved in their Town Meeting and advocating for the use of solar panels.

**Launching the Question** (10 minutes)**SPARK CURIOSITY**

Slide 6: Then have students look back at what they recorded on their sticky notes about the book, and ask:

- *How did people participate in and contribute to the different communities in the book? How were they connected?*
- *What kind of problems or community issues were included in the book?*

Have students use the 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:

- One way people participated in their community was by creating and sending care packages to soldiers and donating toys to the children's hospital.

**LEARN MORE**

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

Lesson 14: Cluster 3 Launch

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Cluster 3: How Communities Take Action

- Other people in the book recycled plastic bags and cleaned up the park.
- People contributed to their community by reminding others to vote.
- The different communities (family, school, neighborhood) were connected because the families had children who went to the local schools, visited local businesses, and played in local parks.
- Some of the community problems were litter and trash in the local park.
- A problem included in the book was that ocean animals are being hurt by plastic bags.
- A community issue was making sure there was access for people with physical disabilities.

Slide 7: Prompt students to generate their own questions about how people can help their communities. 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 8: Introduce the Cluster 3 Supporting Question:



How can we participate in and contribute to our communities?

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: 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 resources to build an understanding of various ways people can and do make a difference in their community, 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

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.



MAKE CONNECTIONS

For more in-depth information and lesson content regarding the rights and responsibilities children around the world have, check out Discovering Justice’s [Rights & Responsibilities](#) and [Petition for Change](#) lessons.

You can also incorporate Discovering Justice’s [Justice Cycle](#) into student brainstorming about why and how people take action in their communities.

Lesson 14: Cluster 3 Launch

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LESSON 15

Peer Interviews

- EQ

How do the people and governments in Massachusetts influence their communities?
- SQ

How can we participate in and contribute to our communities?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Make connections and use questions to identify how peers participate in and contribute to the community.	Engage in collaborative questioning and interviewing orally with peers using <i>who</i> , <i>how</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> to ask questions about how peers participate in and contribute to the community.

LESSON OVERVIEW

In this lesson, students begin Cluster 3’s research and interview experiences to learn how people contribute to their local communities. The teacher begins by recapping the previous lesson’s read-aloud and discussion and introducing ways people can be involved in their communities. Students learn about the peer interview format and brainstorm the types of questions they might ask each other about community involvement. Students then pair up to interview one another about community issues and how they are involved in their community. The lesson closes with a whole-group discussion of what students heard and recorded.

LESSON STANDARDS

PS 1, PS 7, 3.T1.2, 3.T1.3, 3.T1.3a, 3.T1.3b, 3.T1.3c, 3.T1.3d, 3.T1.3e, 3.T1.3f, SL.3.1, SL.3.3, W.3.8
See full text of standards in the Cluster Overview.

MATERIALS

☐

[Lesson 15 Slide Deck](#)

☐

[Peer Interview Graphic Organizer](#)

LESSON AT A GLANCE

Component	Time
Introduction	5
Peer Interviews	20
Group Reflection	5

Lesson 15: Peer Interviews

Cluster 3: How Communities Take Action**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 questions when interviewing peers
- [Talk Moves Language and Literacy Builder](#): Supports discussion and listening moves when interviewing peers

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 interviews and note-taking. Provide a couple of question starters from the Question LLB and frames from the Talk Moves LLB for students to use when interviewing and discussing ideas with peers.
- [Look Fors](#): Oral contributions should use the structures provided in the LLBs and include simple elaboration of ideas. Students should record single words or short phrases on their graphic organizer to document their discussions.

English Proficiency Levels 3-4:

- Pair students with a language-proficient peer, if possible, during the interviews and note-taking. Encourage students to choose relevant question starters from the Question LLB and frames from the Talk Moves LLB when interviewing and discussing ideas with peers.
- [Look Fors](#): Oral contributions should include simple sentences using the structures chosen from the LLBs. Students should record a greater level of detail and elaboration of ideas (e.g., using new or multiple adjectives, emerging use of clauses) on their graphic organizer to document their discussions.

English Proficiency Levels 5-6:

- Students should readily participate in the interviews and note-taking. Students may choose to use the LLBs when engaging in discussion.
- [Look Fors](#): Oral contributions should elaborate or condense ideas through detailed sentences that use more complex grammatical structures (e.g., linking words or phrases, combined clauses). Students should record detailed documentation of discussions in their graphic organizer.

Lesson 15: Peer Interviews

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Cluster 3: How Communities Take Action**ADVANCE PREPARATION**

Review the Cluster 3 section of the [Unit 5 Teacher Guidance and Resources](#) for recommended resources and tips for organizing lessons in this cluster.

Have plenty of additional copies of the [Peer Interview Graphic Organizer](#) available if students need more writing space or conduct more than one peer interview during the lesson.

Pre-select student partners, or have a system prepared for how students will be grouped.

Prepare two pieces of chart paper, one with the title “Issues in Our Community” and one with the title “Ways We Can Get Involved.”

Lesson 15: Peer Interviews

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Introduction (5 minutes)

Slide 2: Begin by sharing that over the next three lessons, students will learn about how people they know participate in and contribute to their own local communities. They will interview each other and learn about other community members' work in the community.

Tie talking about helping in the community back to the read-aloud from the previous lesson. Ask: *What kind of community issues did we learn about in Just Help! that we read in the last class?* Possible responses:

- Voting
- Cleanliness of public parks
- School volunteer projects

Then highlight the images on the slide. Explain that protest and advocacy/education programs are ways that people can bring attention to important issues and make a change in their community.

Ask students: *What are some issues in our own community? What are some other ways that people can help in their communities?*

- Prompt students to Think-Pair-Share with an elbow partner about what specific issues there are in their community and how people can take action to help.
- Have a few students share their ideas with the whole group, and record their examples on the prepared chart paper (see Advance Preparation).



TEACHING TIP

Because every classroom's experiences will be different in these interview-based lessons, we encourage you to highlight and revisit the unit's Word Wall words as they arise through interactions with visitors, interviewees, and/or sources.

Lesson 15: Peer Interviews

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Peer Interviews (20 minutes)



BUILD LITERACY

Below are a few recommended picture books that address various forms of community involvement for children:

1. *Viva's Voice* by Raquel Donoso
2. *No Voice Too Small* by Lindsay Metcalf
3. *Kamala and Maya's Big Idea* by Meena Harris
4. *Maybe Something Beautiful: How Art Transformed a Neighborhood* by F. Isabel Campoy and Theresa Howell
5. *V Is for Voting* by Kate Farrell
6. *Vote for Our Future!* by Margaret McNamara
7. *Maya's Big Question* by Meena Harris

Slide 3: Distribute the [Peer Interview Graphic Organizer](#), and explain that students will interview one another to learn about how they are involved in the community, issues they care about, and more.

Point out that they will pose the following interview questions to one another and then record the following information in their graphic organizers:

- *What is your name?*
- *What are some places in the community that are important to you and why?*
- *Who do you know who helps make the community better? How do they help?*
- *What are some ways that you think our community could be even better?*

Lesson 15: Peer Interviews

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Slide 4: Explain that there are blank rows on their organizers for them to record any additional or follow-up questions they want to ask and information they think is important to record.

- Read the text on the slide to explain follow-up questions to students.
- Then prompt them to brainstorm possible follow-up questions to the given sample response.

Slide 5: Share that if students still feel stuck, some additional interview questions are included on this slide.

Inform students of their partners, and prompt them to begin interviewing one another.

- As they do, be sure to walk around the room, supporting students in asking questions and recording answers as needed.
- If students finish their first round of interviews, be prepared to pair them with a new partner to repeat the process.



SUPPORT ALL STUDENTS

Encourage students to refer to their [Question Language and Literacy Builder \(3-5\)](#) and [Talk Moves Language and Literacy Builder](#) to support their questioning and discussions during the interview process.



TEACHING TIP

You can learn more about supporting students' interview skills by reading "[Teaching Young Students to Interview](#)" from the Journal of Folklore and Education. There are also additional sample interview questions in the Cluster 3 section of the [Unit 5 Teacher Guidance and Resources](#) handout that can help guide discussions and connect information learned in Clusters 1 and 2 to the work in Cluster 3.

Lesson 15: Peer Interviews

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Group Reflection (5 minutes)



MAKE CONNECTIONS

For more in-depth information and lesson content regarding how people can get involved in government, check out Discovering Justice's [Participating in Our Government](#) lesson.

Slide 6: With about 5 minutes left in class, bring students back together as a whole group to engage in a group reflection.

Have the two pre-titled chart paper pages ("Issues in Our Community" and "Ways We Can Get Involved")—see Advance Preparation—ready, and ask:

- *What different community issues did you hear about from your classmates?*
- *Who are some people that help our community that our class knows about, and what do they do?*

Prompt students to share some highlights from their interviews and notes, incorporating the Add On talk move frames in their responses. Record students' ideas on the corresponding chart paper pages.

Close by informing students that they will be adding to this documentation in future lessons.

Lesson 15: Peer Interviews

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LESSON 16

Community Interviews or Research (Part 1)

EQ How do the people and governments in Massachusetts influence their communities?

SQ How can we participate in and contribute to our communities?

LEARNING OBJECTIVE

Make connections and use questions to identify how community members participate in and contribute to the community.

LANGUAGE OBJECTIVE

Engage in collaborative questioning and interviewing orally using *who*, *how*, *what*, *where*, *when*, and *why* to ask questions about how community members participate in and contribute to the community.

LESSON OVERVIEW

In this lesson, students continue their learning about how people contribute to their local communities. Using the interview or source (newspaper article, video, classroom visitor, etc.) that the teacher has prepared, students engage in questioning and recording their learnings in a graphic organizer. The lesson closes with a whole-group discussion and analysis of the information students heard and recorded.

LESSON STANDARDS

PS 1, PS 7, 3.T1.2, 3.T1.3, 3.T1.3a, 3.T1.3b, 3.T1.3c, 3.T1.3d, 3.T1.3e, 3.T1.3f, SL.3.1, SL.3.3, W.3.8

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 16 Slide Deck](#)
- ☐ [Community Member Graphic Organizer](#)
- ☐ Lesson 15: Chart paper documentation

LESSON AT A GLANCE

Component	Time
Introduction	5
Community Interview or Research	20
Group Reflection	5

Lesson 16: Community Interviews or Research (Part 1)

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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 questions when interviewing a community member or engaging with a teacher-chosen source
- [Talk Moves Language and Literacy Builder](#): Supports discussion and listening moves when interviewing a community member or engaging with a teacher-chosen source

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 interview/source work and note-taking. Provide a couple of question starters from the Question LLB and frames from the Talk Moves LLB for students to use when engaging in the predetermined interview or source work.
- [Look Fors](#): Oral contributions should use the structures provided in the LLBs and include simple elaboration of ideas. Students should record single words or short phrases on their graphic organizer to document their learning.

English Proficiency Levels 3-4:

- Pair students with a language-proficient peer, if possible, during the interview/source work and note-taking. Encourage students to choose relevant question starters from the Question LLB and frames from the Talk Moves LLB to use when engaging in the predetermined interview or source work.
- [Look Fors](#): Oral contributions should include simple sentences using the structures chosen from the LLBs. Students should record a greater level of detail and elaboration of ideas (e.g., using new or multiple adjectives, emerging use of clauses) on their graphic organizer to document their learning.

English Proficiency Levels 5-6:

- Students should readily participate in the interview/source work and note-taking. Students may choose to use the LLBs when engaging in discussion.
- [Look Fors](#): Oral contributions should elaborate or condense ideas through detailed sentences that use more complex grammatical structures (e.g., linking words or phrases, combined clauses). Students should record detailed documentation of their learning in their graphic organizer.

Lesson 16: Community Interviews or Research (Part 1)

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**ADVANCE PREPARATION**

Review the Cluster 3 section of the [Unit 5 Teacher Guidance and Resources](#) for recommended resources and tips for organizing this lesson.

Add necessary information to Slide 4 of the slide deck to reflect your chosen source(s) for this lesson.

Have plenty of additional copies of the [Community Member Graphic Organizer](#) available if students need more writing space or if you have more than one source or interview scheduled for the lesson.

Introduction (5 minutes)

Slide 2: Remind students that over the next two lessons, they will be participating in research and/or interviews to learn about how local community members make a difference.

- Prompt students to Think-Pair-Share with an elbow partner about what specific kinds of questions could be helpful to ask or keep in mind during their research/interviews. Encourage students to refer to the provided question stems on the slide.
- Have a few students share their ideas with the whole group, and record some examples on chart paper or a dry erase board for them to reference as needed.

**TEACHING TIP**

Because every classroom's experiences will be different in these interview-based lessons, we encourage you to highlight and revisit the unit's Word Wall words as they arise through interactions with visitors, interviewees, and sources.

**TEACHING TIP**

There are additional sample interview questions in the Cluster 3 section of the [Unit 5 Teacher Guidance and Resources](#) handout that can help guide discussions and connect information learned in Clusters 1 and 2 to the work in Cluster 3.

Slide 3: Distribute the [Community Member Graphic Organizer](#) to students, and point out that they will record information that answers the following questions during today's interview or when engaging in the chosen source:

- *What is your name, and what are your role(s) in the community?*
- *What community issues are important to you and why?*

Lesson 16: Community Interviews or Research (Part 1)

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- *How do you participate in or contribute to the community?*
- *Are there ways that you influence or participate in the government in our community?*

Explain that there are blank rows on their organizers for them to record any additional questions they want to ask and information they think is important to record.

Community Interview or Research (20 minutes)

Slide 4: Introduce the source/visitor/interview that you have prepared for today's lesson.

- If students are using a print or digital source, organize students into small groups to read, discuss, and take notes together.
- If students are participating in a live discussion with a visitor or video interview, move around the room to support students' comprehension, focus, and note-taking.
- If students are watching a pre-recorded video, determine how students will be organized to best support their comprehension and note-taking.



SUPPORT ALL STUDENTS

Encourage students to refer to their [Question Language and Literacy Builder \(3-5\)](#) and [Talk Moves Language and Literacy Builder](#) to support their questioning and discussions during the interview process.



SUPPORT ALL STUDENTS

If you are using a video, turn on the closed captioning to support students' comprehension and note-taking. If closed captioning is not available, have students agree upon a signal to ask for the video to be paused. Pausing throughout will also help support comprehension and students' ability to accurately write down their ideas.

Lesson 16: Community Interviews or Research (Part 1)

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Group Reflection (5 minutes)



MAKE CONNECTIONS

For more in-depth information and content regarding how people can get involved in government, check out Discovering Justice's [Participating in Our Government](#) lesson.

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

Have the two pre-titled chart paper pages ("Issues in Our Community" and "Ways We Can Get Involved")—see Advance Preparation—ready, and ask:

- *What community issue(s) did we learn about?*
- *What did we learn about how people are working to support our community?*

Prompt students to share some highlights from their interviews and notes, incorporating the Add On talk move frames in their responses. Record students' ideas on the corresponding chart paper pages.

Close by informing students that they will be adding to this documentation in the next lesson.

Lesson 16: Community Interviews or Research (Part 1)

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LESSON 17

Community Interviews or Research (Part 2)

- EQ

How do the people and governments in Massachusetts influence their communities?
- SQ

How can we participate in and contribute to our communities?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Make connections and use questions to identify how community members participate in and contribute to the community.	Engage in collaborative questioning and interviewing orally using <i>who, how, what, where, when, and why</i> to ask questions about how community members participate in and contribute to the community.

LESSON OVERVIEW

In this lesson, students continue their learning about how people contribute to their local communities. Using the interview or source (newspaper article, video, classroom visitor, etc.) that the teacher has prepared, students engage in questioning and recording their learnings in a graphic organizer. The lesson closes with a whole-group discussion and analysis of the information students heard and recorded.

LESSON STANDARDS

PS 1, PS 7, 3.T1.2, 3.T1.3, 3.T1.3a, 3.T1.3b, 3.T1.3c, 3.T1.3d, 3.T1.3e, 3.T1.3f, SL.3.1, SL.3.3, W.3.8
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 17 Slide Deck ☐ Community Member Graphic Organizer ☐ Lessons 15–16: Chart paper documentation

LESSON AT A GLANCE

Component	Time
Introduction	5
Community Interview or Research	20
Group Reflection	5

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 questions when interviewing a community member or engaging with a teacher-chosen source
- [Talk Moves Language and Literacy Builder](#): Supports discussion and listening moves when interviewing a community member or engaging with a teacher-chosen source

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 interview/source work and note-taking. Provide a couple of question starters from the Question LLB and frames from the Talk Moves LLB for students to use when engaging in the predetermined interview or source work.
- [Look Fors](#): Oral contributions should use the structures provided in the LLBs and include simple elaboration of ideas. Students should record single words or short phrases on their graphic organizer to document their learning.

English Proficiency Levels 3-4:

- Pair students with a language-proficient peer, if possible, during the interview/source work and note-taking. Encourage students to choose relevant question starters from the Question LLB and frames from the Talk Moves LLB to use when engaging in the predetermined interview or source work.
- [Look Fors](#): Oral contributions should include simple sentences using the structures chosen from the LLBs. Students should record a greater level of detail and elaboration of ideas (e.g., using new or multiple adjectives, emerging use of clauses) on their graphic organizer to document their learning.

English Proficiency Levels 5-6:

- Students should readily participate in the interview/source work and note-taking. Students may choose to use the LLBs when engaging in discussion.
- [Look Fors](#): Oral contributions should elaborate or condense ideas through detailed sentences that use more complex grammatical structures (e.g., linking words or phrases, combined clauses). Students should record detailed documentation of their learning in their graphic organizer.

Lesson 17: Community Interviews or Research (Part 2)

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**ADVANCE PREPARATION**

Review the Cluster 3 section of the [Unit 5 Teacher Guidance and Resources](#) for recommended resources and tips for organizing this lesson.

Add necessary information to Slide 4 of the slide deck to reflect your chosen source(s) for this lesson.

Have plenty of additional copies of the [Community Member Graphic Organizer](#) available if students need more writing space or if you have more than one source or interview scheduled for the lesson.

Introduction (5 minutes)

Slide 2: Share with students what the chosen interview or class experience for this lesson will be.

- Then prompt students to brainstorm what specific questions could be helpful to ask or keep in mind during this particular interview or class experience. Encourage students to refer to the provided question stems on the slide.
- Invite students to share their ideas popcorn-style. As they do, record their ideas on chart paper or a dry erase board for them to reference as needed.

**TEACHING TIP**

Because every classroom's experiences will be different in these interview-based lessons, we encourage you to highlight and revisit the unit's Word Wall words as they arise through interactions with visitors, interviewees, and sources.

**TEACHING TIP**

There are additional sample interview questions in the Cluster 3 section of the [Unit 5 Teacher Guidance and Resources](#) handout that can help guide discussions and connect information learned in Clusters 1 and 2 to the work in Cluster 3.

Slide 3: Distribute the [Community Member Graphic Organizer](#) to students, and point out that they will record information that answers the following questions during today's interview or when engaging in the chosen source:

- *What is your name, and what are your role(s) in the community?*
- *What community issues are important to you and why?*

Lesson 17: Community Interviews or Research (Part 2)

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- *How do you participate in or contribute to the community?*
- *Are there ways that you influence or participate in the government in our community?*

Explain that there are blank rows on their organizers for them to record any additional questions they want to ask and information they think is important to record.

Community Interview or Research (20 minutes)

Slide 4: Introduce the source/visitor/interview that you have prepared for today's lesson.

- If students are using a print or digital source, organize students into small groups to read, discuss, and take notes together.
- If students are participating in a live discussion with a visitor or video interview, move around the room to support students' comprehension, focus, and note-taking.
- If students are watching a pre-recorded video, determine how students will be organized to best support their comprehension and note-taking.



SUPPORT ALL STUDENTS

Encourage students to refer to their [Question Language and Literacy Builder \(3-5\)](#) and [Talk Moves Language and Literacy Builder](#) to support their questioning and discussions during the interview process.



SUPPORT ALL STUDENTS

If you are using a video, turn on the closed captioning to support students' comprehension and note-taking. If closed captioning is not available, have students agree upon a signal to ask for the video to be paused. Pausing throughout will also help support comprehension and students' ability to accurately write down their ideas.

Group Reflection (5 minutes)

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

Have the two pre-titled chart paper pages ("Issues in Our Community" and "Ways We Can Get Involved")—see Advance

Lesson 17: Community Interviews or Research (Part 2)

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Cluster 3: How Communities Take Action

Preparation–ready, and ask:

- *What community issue(s) did we learn about?*
- *What did we learn about how people are working to support our community?*

Prompt students to share some highlights from their interviews and notes, incorporating the Add On talk move frames in their responses. Record students' ideas on the corresponding chart paper pages.

Close by informing students that they will work to synthesize their learning together through the Putting It Together routine in the next lesson.

**MAKE CONNECTIONS**

For more in-depth information and content regarding how people can get involved in government, check out Discovering Justice's [Participating in Our Government](#) lesson.

Lesson 17: Community Interviews or Research (Part 2)

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LESSON 18

Putting It Together

EQ	How do the people and governments in Massachusetts influence their communities?
SQ	How can we participate in and contribute to our communities?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Synthesize learning about how people can participate in and contribute to their communities by developing a response to an inquiry question.	Engage in a collaborative discussion about how people can participate in and contribute to their communities 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 5, Cluster 3 Inquiry Chart.

LESSON STANDARDS

PS 1, PS 7, 3.T1.3, 3.T1.3a, 3.T1.3b, 3.T1.3c, 3.T1.3d, 3.T1.3e, 3.T1.3f, SL.3.1, W.3.1
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 18 Slide Deck
☐ Discussion Diamond
☐ Cluster 3 Inquiry Chart
☐ Cluster 3 Inquiry Chart (Teacher Version)
☐ Lesson 15: Peer Interview Graphic Organizer
☐ Lessons 16–17: Community Member Graphic Organizers
☐ Lessons 15–17: Chart paper documentation

LESSON AT A GLANCE

Component	Time
Review Learning Documentation	5
Putting It Together	25

Lesson 18: Putting It Together

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 the [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 18: Putting It Together

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Review Learning Documentation (5 minutes)

Slide 2: Review individual student documentation created throughout the cluster as well as the class-created reference tools. Have students gather and point out the following:

- **Peer Interview Graphic Organizer**
- **Community Member Graphic Organizer**
- **Chart paper documentation**
- **Unit 5, Cluster 3 Inquiry Chart**
- **Word Wall**
- **Unit 5 Know and Wonder 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.



Putting It Together (25 minutes)

Explain that for the rest of the class, students are going to return to the Cluster 3 Supporting Question and “put together” what they have learned so far about the governments in Massachusetts.

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



How can we participate in and contribute to our communities?

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.

Lesson 18: Putting It Together

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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:

- We can attend a protest for an issue that we care about in order to let leaders and other community members know how we feel about the issue.
- Some community members get involved in the local government or run for office in order to help the community and address important issues.
- Different jobs that people have, including jobs like EMTs and trash collection, keep our community safe, healthy, and clean.
- Donating our time, money, and items to a cause can help make a change in our community.

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

RETURN TO THE INQUIRY CHART

Finally, revisit the questions students added under the Supporting Question in Lesson 14 as part of their Launching the Question routine, as well as questions from the Wonder column of the **Unit 5 Know and Wonder Chart** from Lesson 1.

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

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



TEACHING TIP

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

Lesson 18: Putting It Together

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STAMP THE KEY LEARNING

Slide 5: 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 question: *What and how do people participate in and contribute to their communities?*

Slide 6: 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 7: 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, and encourage students to incorporate them into their discussions.

Slide 8: 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, and encourage students to incorporate them into their discussions.

Slide 9: 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 information about people's participation in local government did you hear in your discussions?*
- *What information about local issues and problems did you hear in your discussions?*

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



SUPPORT ALL STUDENTS

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



SUPPORT ALL STUDENTS

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

Lesson 18: Putting It Together

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LESSON 19

Formative Assessment

EQ	How do the people and governments in Massachusetts influence their communities?
SQ	How can we participate in and contribute to our communities?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Identify a community issue and what specifically can be done to address it using learning from the cluster.	Use specific learning from the cluster to describe a community issue and what specifically can be done to address it, in writing.

LESSON OVERVIEW

In this lesson, students use information from the cluster to complete the Cluster 3 Formative Assessment Task. Students are first prompted to locate and organize their class-created and individual resources from the cluster. They then engage in an independent writing and drawing task to describe a community issue that they care about and what actions can be taken to address it. The lesson closes with a whole-group reflective discussion on the cluster.

LESSON STANDARDS

PS 1, PS 7, 3.T1.3, 3.T1.3a, 3.T1.3b, 3.T1.3c, 3.T1.3d, 3.T1.3e, 3.T1.3f, SL.3.1, W.3.2
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 19 Slide Deck
☐ Formative Assessment Task
☐ Lesson 15: Peer Interview Graphic Organizer
☐ Lessons 16–17: Community Member Graphic Organizers
☐ Lessons 15–17: Chart paper documentation
☐ Lesson 18: Discussion Diamond

LESSON AT A GLANCE

Component	Time
Organize the Cluster Resources	5
Formative Assessment	20
Closing Reflection	5

Lesson 19: Formative Assessment

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Plan for English Learner Success

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

- [Summarize Language and Literacy Builder \(3-5\)](#): Supports identification of the main ideas and details from student notes
- [Formative Assessment Task \(Sentence Frames\)](#): Supports writing through provided sentence frames

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

English Proficiency Levels 1-2:

- Work with students to underline or highlight key information from their notes before they begin the assessment task. Choose helpful frames from the LLB to support summaries of their notes and cluster learnings.
- [Look Fors](#): Writing on the assessment should include single words or short phrases added to the sentence starters that refer to cluster learning.

English Proficiency Levels 3-4:

- Encourage students to choose helpful frames from the LLB to support summarizing their notes and cluster learnings.
- [Look Fors](#): Writing on the assessment should use the provided sentence frames and include phrases and simple sentences that address the chosen question.

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 learnings from the cluster.



ADVANCE PREPARATION

Ensure that the Unit 5, Cluster 3 Inquiry Chart and necessary student materials from previous lessons listed above are accessible for student reference.

Lesson 19: Formative Assessment

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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:

- **Peer Interview Graphic Organizer**
- **Community Member Graphic Organizer**
- **Chart paper documentation**
- **Unit 5, Cluster 3 Inquiry Chart**
- **Word Wall**
- **Unit 5 Know and Wonder Chart**



TEACHING TIP

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



Formative Assessment (20 minutes)

The Formative Assessment for Cluster 3 is [*Formative Assessment Task*](#).

Slide 3: Distribute the [*Formative Assessment Task*](#) to students, and explain that they will describe a community issue that they care about and list three ways that people and the government can help or take action based on what they learned from other community members in this cluster.

Explain that students should:

- Refer to their cluster materials as they work.
- Be sure to include at least one example of what people can do and one example of what the government can do in their list.
- Complete the writing section before they work on their illustration (and the illustration is optional).

Allow time for students to ask questions as needed, and then prompt them to begin working. As they do, move around the room to support student pacing and answer questions.



SUPPORT ALL STUDENTS

Be sure to provide the [*Formative Assessment Task \(Sentence Frames\)*](#) to students who would benefit from writing support on this task. For further scaffolding, you can encourage students to refer to their [*Summarize Language and Literacy Builder \(3-5\)*](#) to support summarizing their notes and key learnings.

Lesson 19: Formative Assessment

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Closing Reflection (5 minutes)

Slide 4: With about 5 minutes left in class, bring students back together to reflect on their work on the Formative Assessment Task and throughout Cluster 3. Pose some reflection prompts for the students to ask themselves and share with the group:

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

Close by collecting each student's Formative Assessment Task handouts and any other Cluster 3 resource materials that are out. As you review students' Formative Assessment Tasks, look for a clear example of a community issue and specification of both individual and government actions or ways to help.



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 20

Unit Synthesis

EQ	How do the people and governments in Massachusetts influence their communities?
SQ	How can we participate in and contribute to our communities?

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 people and governments in Massachusetts influence their communities.	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 5, 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 do the people and governments in Massachusetts influence their communities?* and discuss what questions from the Wonder column they can now answer. The lesson closes with flexible review time.

LESSON STANDARDS

PS 1, PS 3, PS 7, 3.T1.1, 3.T1.2, 3.T1.3, 3.T1.3a, 3.T1.3b, 3.T1.3c, 3.T1.3d, 3.T1.3e, 3.T1.3f
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 20 Slide Deck
☐ Unit 5, 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 20: Unit Synthesis

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 5, Clusters 1–3 Inquiry Charts and Unit 5 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 20: Unit Synthesis

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Revisit the Unit's Charts (20 minutes)

Slide 2: Remind students of the Unit's Essential Question:



How do the people and governments in Massachusetts influence their communities?

- 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 5, 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: Different forms of local government have distinct roles and responsibilities and provide different ways for people to participate in them. They represent the people in the community and often make decisions on their behalf.
- Cluster 2: Populations in communities can change over time due to reasons such as colonization and immigration.
- Cluster 3: There are many different ways to make a difference in a community. People of all ages can participate in and contribute to the well-being and improvement of their community, including by influencing the local government.



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 20: 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:

- Residents in the towns and cities of Massachusetts can influence both their communities and their governments by voting on issues that are important to them.
- Everyone's voice matters, and there are many different ways for kids to make a change in their community.

Slide 5: Then ask: *What is one big idea or learning about our community that you think everyone in our community should know?*

- 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.

Responses will vary based on individual town or city research and community member interviews.

Slide 6: Present the **Unit 5 Know and Wonder Chart** from the Unit Kickoff, and give students a few minutes to review it.

Ask: *Which questions in the Wonder column can we now answer?* Give students the opportunity to share aloud popcorn-style for this last question.

Student responses will depend on the class questions generated in the Unit Kickoff.



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.



SUPPORT ALL STUDENTS

Encourage students to refer to their [Talk Moves Language and Literacy Builder](#) during the small group discussions and forming of a consensus on their group's response that will be shared out.

Lesson 20: Unit Synthesis

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Cluster 3: How Communities Take Action

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: The People and Governments of Massachusetts Content Assessment*](#) or specific portions of it as an additional way to assess student understanding of the unit.

The [*Extension: The People and Governments of Massachusetts Content Assessment \(Teacher Version\)*](#) has scoring guidance for each section.

**SUPPORT ALL STUDENTS**

Be sure to provide the [*Extension: The People and Governments of Massachusetts Content Assessment \(Sentence Frames\)*](#) for students who would benefit from the addition of sentence frames when working on their written response.

Lesson 20: Unit Synthesis

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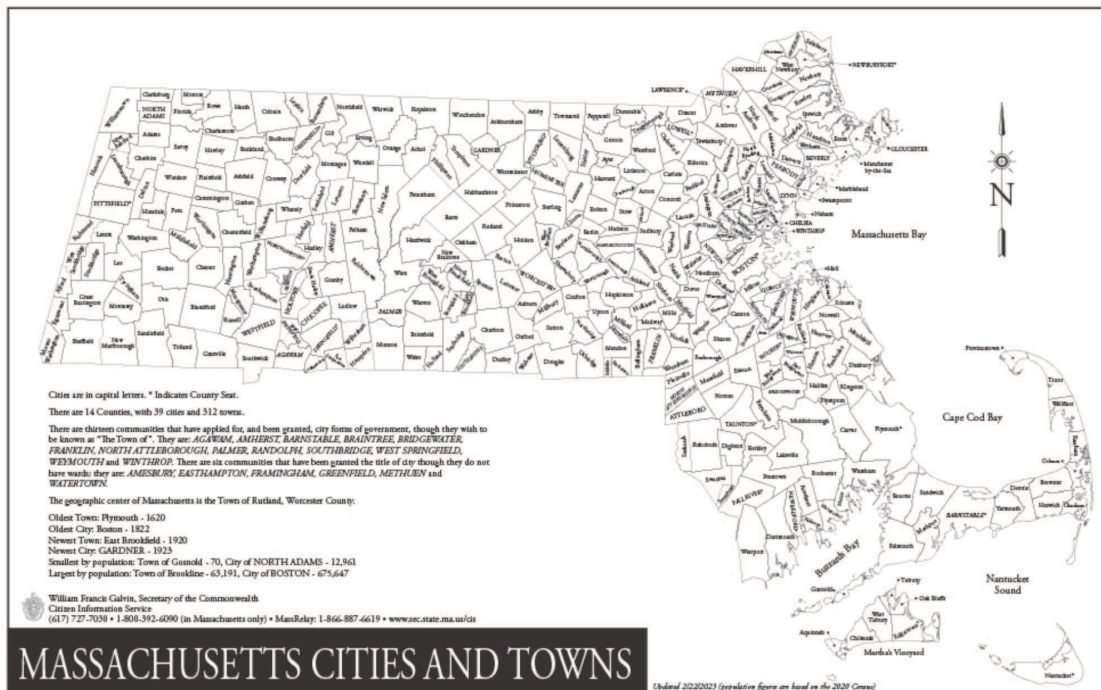
Name: _____ Date: _____

Extension: The People and Governments of Massachusetts

Content Assessment (Teacher Version)

Section 1: Geography

Directions: Follow the prompts about the map below.



Massachusetts Cities and Towns by MassGIS (Bureau of Geographic Information),
Commonwealth of Massachusetts EOTSS via Mass.gov, public domain

Circle where your town or city is located on the map above.

Student responses will depend on their individual town or city.

Describe where in Massachusetts your town or city is located using the cardinal directions (North, South, East, West).

Student responses will depend on their individual town or city.

Name one geographic feature or landmark from your town or city.

Student responses will depend on their individual town or city.

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
represent		something that you can be depended on to do
population		the power of a nation to govern itself and make its own laws
sovereignty		to select for a position by voting
responsibility		the number of people who live in a specific area
elect		to act or stand for someone or something

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 use details or evidence from the unit in your response, including at least one specific thing that you learned that local governments can do.

“Whether through elections or town meetings, local governments can make sure the interests of the local community are served. They focus on issues that directly affect our everyday lives and make sure that everyone feels part of the decision-making process.”

– Investigating History: City, Town, Tribal Government in Massachusetts by Massachusetts DESE

Why are local governments in Massachusetts important, and what do they do?

Student responses will vary. Look for the inclusion of information from both the quote and unit sources in student writing. Possible response:

Local governments in Massachusetts are important because they influence the people in the area. In the quote, it mentions that governments make decisions on things that impact people, and they also affect how decisions are made. These governments include town, city, and tribal governments, and they all have different roles and different ways they influence people. For example, in our city government, the mayor and City Council make decisions about how to spend tax money and what projects will be done in our community.

Administration and Grading Guidance

This assessment is intended to have a variety of flexible administration options. Teachers may choose to use portions of it as Formative Assessments or in-class review throughout the unit or to administer some or all of it at the conclusion of the unit as a content-focused Summative Assessment alongside the Summative Assessment Task. The notes below are intended to help focus teachers' attention and provide feedback to students, and provide one possible way of assigning points to each section of the assessment.

Scoring Guidance

Section 1: Geography (6 points)

- 2 points for accurately locating and circling the town or city
- 2 points for accurately describing the location of the town or city within Massachusetts
- 2 points for accurately naming a geographic feature or landmark of the town or city

Section 2: Vocabulary (10 points)

- 2 points for identifying each vocabulary pair

Section 3: Short Answer (6 points)

- 3 points for using specific information from the quote in the written response
- 3 points for using specific learnings or evidence from the unit in the written response

Total possible: 22 points

SUMMATIVE ASSESSMENT

The People and Governments of Massachusetts

ASSESSMENT PACING

Lesson 21

Task 1

Lesson 22

Task 1

Assessment Overview

The purpose of this Summative Assessment is to assess students' understanding of the various forms of government in Massachusetts and their local community. Students synthesize their learning from Clusters 1–3 and apply it to the creation of a proposal for a local community action, initiative, or event. Students engage in collaborative planning and write and illustrate their ideas.

Assessment at a Glance

On Day 1, students will:

- Complete Step 1 and begin Step 2 on the Summative Assessment Task handout

On Day 2, students will:

- Complete Steps 2 and 3 on the Summative Assessment Task handout

Advanced Preparation

Before Day 1

- Students will need access to all of their unit materials and resources for this task.

Assessment Focus Standards

Practice Standards: PS 1, PS 3, PS 7

Content Standards: 3.T1.1, 3.T1.2, 3.T1.3, 3.T1.3a, 3.T1.3b, 3.T1.3c, 3.T1.3d, 3.T1.3e, 3.T1.3f

Literacy Standards: SL.3.1, W.3.1, W.3.2

Grading and Providing Feedback

Task 1

Use the [The People and Governments of Massachusetts Rubric](#) to assess student work.

LESSON 21

Summative Assessment, Day 1

Teacher Notes

Students will need access to all of their unit materials and resources for this task.

MATERIALS

- ☐ [Lesson 21 Slide Deck](#)
- ☐ [Summative Assessment Task](#)
- ☐ [Summative Assessment Task \(Sentence Frames\)](#)

Prepare for the Summative Assessment Task

(5 minutes)

Slide 2: Begin by introducing the Summative Assessment task by reading the text on the slide aloud. You can remind students that in Cluster 3, they did a lot of learning about how people contribute to their community. This is their chance to make their own plan for change.

Slide 3: Prompt students to locate the listed materials on the slide. Then explain that they will use these materials to engage in the Unit 5 Summative Assessment Task.

Remind students of the community helpers that they learned about in Cluster 3, and share that their ideas for the community and contributions are important too.

- This task is a way for students to be inspired by what they have learned about and write about their own ideas about how to better the community.
- Remind students of the community-centered information that is available on their Formative Assessment Task handouts and graphic organizers and how that can help with their work.
- Explain that the Summative Assessment Task will take place over two class periods.

Engage in Summative Assessment Task (25 minutes)

Slide 4: Distribute the [Summative Assessment Task](#) to students, and explain that this task has multiple steps. They will complete Steps 1–2 in today’s class.

Slide 5: Read the directions for Steps 1 and 2 aloud for students, and address any questions students have. Then prompt students to begin working. Encourage students to use their Formative Assessment Tasks and graphic organizers from the unit if they feel stuck in the brainstorming step.

At the end of class, collect students’ materials, and inform them that they will have more time to work on Step 2 in the next class.



SUPPORT ALL STUDENTS

Be sure to provide the [Summative Assessment Task \(Sentence Frames\)](#) to students who would benefit from additional writing supports during this task.



TEACHING TIP

Students will likely be moving around the classroom throughout this activity, accessing charts and other class documentation. Having clipboards available for students to use will help them comfortably write anywhere in the room.

LESSON 22

Summative Assessment, Day 2

Teacher Notes

Students will need access to all of their unit materials and resources for this task.

MATERIALS

- ☐ [Lesson 22 Slide Deck](#)
- ☐ [The People and Governments of Massachusetts Rubric](#)
- ☐ Lesson 21: Summative Assessment Task

Continue the Summative Assessment Task

(30 minutes)

Redistribute students' **Summative Assessment Tasks**, and remind students of the resources that they can use as they finish their tasks.

Slide 2: Remind students of the three steps of the task and that they completed Step 1 and began Step 2 in the previous class.

Slide 3: Explain that students will have the entire class period to finish their writing for Step 2 and then complete Step 3, which is a detailed illustration of their idea.

- Give students time to ask any clarifying questions as needed, and then prompt them to begin.
- As students work, be sure to move around the room to support their pacing, organization, and completion of the task's steps.



SUPPORT ALL STUDENTS

As a reminder, some students may be working with the **Summative Assessment Task (Sentence Frames)** material.

Optional Extension: Poster Creation (20 minutes)

If time allows, you can have students create a poster using their writing and illustration from the Summative Assessment Task. You can refer to [Extension: Poster Assembly Example](#) for one suggestion on how to arrange and organize the poster.

Show students where in the classroom they can find the art and poster materials, and then prompt students to begin working.

Optional Extension: Community Sharing

(60 minutes)

There are several different ways that students can share their work and ideas from the Summative Assessment Task and the unit as a whole. Some suggestions include:

- Visit other grade levels and classrooms in the school to talk about community helpers.
- Invite students' families to a classroom event where students present their work and learnings.
- Have students send their proposals to the local leader(s) or organization(s) needed to move forward with sharing their ideas. Some student-friendly examples of how to write to elected officials can be found on the [Kid Governor website](#).



MAKE CONNECTIONS

Mini-lessons on sending mail (e.g., purchasing postage, addressing envelopes) and emails (e.g., entering addresses and email etiquette) can also be included in this optional extension.

Name: _____ Date: _____

Summative Assessment Task

Directions: Follow the steps below to complete the Unit 5 Summative Assessment Task.

Step 1

Review your Formative Assessment Tasks and graphic organizers from Clusters 1–3. Use the organizer below to brainstorm ideas and actions that could be taken to improve your community.

What issues in your community (school, neighborhood, town, city, etc.) are important to you or to other people in the community?	
How do you know about these issues?	
Why are these issues important or significant?	
How can people in the community take action to address these issues?	
How can people in the government take action to address these issues?	

Step 2

Choose one of the issues from Step 1 to explain to other people in the community why the issue is important and what they could do to address it.

Some questions that you can address in your writing:

General plan / idea questions

- ☐ What is your community plan or idea?
- ☐ Why is it needed?
- ☐ Who will it benefit?
- ☐ How will it benefit people or positively influence the community?

Community questions

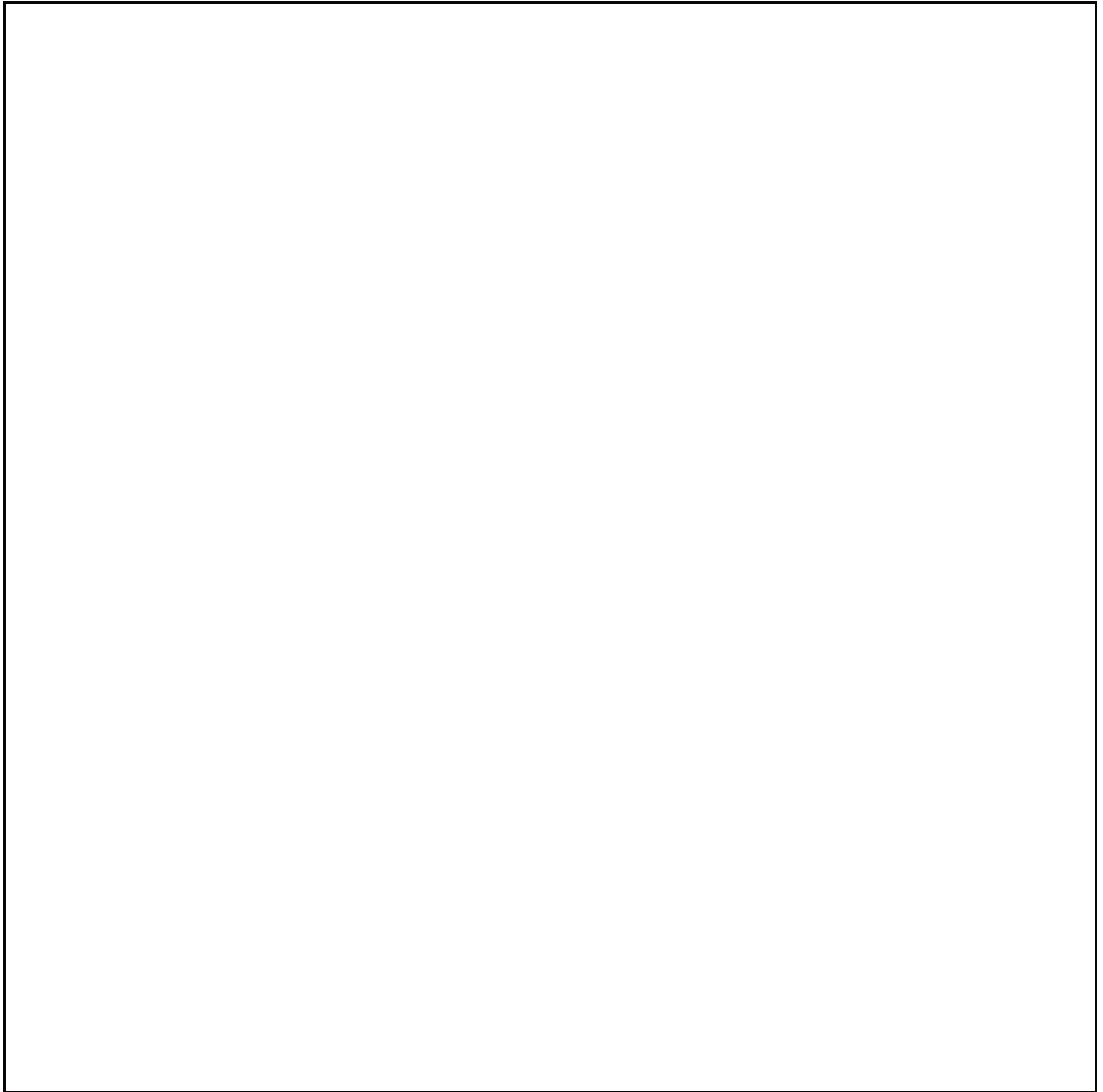
- ☐ What can community members do to support your community plan or idea?
- ☐ How can community members get involved?

Government questions

- ☐ Who in your town or city government could you contact about this issue?
- ☐ What can your town or city government do to support your community plan or idea?

Step 3

Draw a detailed illustration that will grab people's attention and encourage their support of your plan or idea.



Name: _____ Date: _____

Summative Assessment Task (Sentence Frames)

Directions: Follow the steps below to complete the Unit 5 Summative Assessment Task.

Step 1

Review your Formative Assessment Tasks and graphic organizers from Clusters 1–3. Use the organizer below to brainstorm ideas and actions that could be taken to improve your community. You can use note form for this section.

What issues in your community (school, neighborhood, town, city, etc.) are important to you or to other people in the community?	
How do you know about these issues?	
Why are these issues important or significant?	
How can people in the community take action to address these issues?	
How can people in the government take action to address these issues?	

Step 2

Choose one of the issues from Step 1 to explain to other people in the community why the issue is important and what they could do to address it.

Some questions and sample sentence frames that you can address in your writing:

General plan / idea questions	Sentence frames
☐ What is your community plan or idea?	<i>My community plan / idea is ____.</i>
☐ Why is this plan or idea needed?	<i>This plan is needed because ____.</i>
☐ How will it benefit people or positively influence the community?	<i>It will benefit people / positively influence the community by ____.</i>

Community questions	Sentence frames
☐ What can community members do to support your community plan or idea?	<i>Community members can ____ to support my community plan / idea.</i>
☐ How can community members get involved?	<i>People can get involved by ____.</i>

Government questions	Sentence frames
☐ Who in your town or city government could you contact about this issue?	<i>___ in my (town / city) government could be contacted.</i>
☐ What can the town or city government do to support your community plan or idea?	<i>My (town / city) government can ___ to support my community plan / idea.</i>

Step 3

Draw a detailed illustration that will grab people's attention and encourage their support of your plan or idea.

Name: _____ Date: _____

Extension: Poster Assembly Example

Directions: Create a poster that would encourage community members to support your plan or project. Use the writing and drawing you created on the Summative Assessment Task to build your poster.

Welcome to _____.

Community plan or
idea writing

Illustration

Name: _____ Date: _____

The People and Governments of Massachusetts Rubric

Standard	Exceeding	Meeting	Approaching
Practice Standard 1 Explain the purpose and function of local and state governments, including the avenues they offer individuals for participation and influence.	The student clearly and accurately explains who in their town/city government could be contacted and how people in the community could support their plan/idea.	The student generally explains who in their town/city government could be contacted and how people in the community could support their plan/idea.	The student partially or inaccurately explains who in their town/city government could be contacted and how people in the community could support their plan/idea.
Practice Standard 7 Describe a range of local, regional, and/or global issues, and explain how different actions taken by students and others would help address these issues.	The writer clearly identifies a specific community issue and describes in detail how a given action can help address it.	The writer identifies a community issue and describes how a given action can help address it.	The writer identifies a community issue and partially describes how a given action can help address it.

Standard	Exceeding	Meeting	Approaching
Content Standards 3.T1.3 (what governments do and how people can participate), 3.T1.3a (classroom and school governments), 3.T1.3b (city and town governments), 3.T1.3c (city and town government roles), 3.T1.3d (how people can participate in local government), 3.T1.3e (volunteering), AND/OR 3.T1.3f (role of taxes)	Detailed, specific, and accurate information is provided about government and community members' possible roles, responsibilities, and/or actions.	Generally accurate information is provided about government and community members' possible roles, responsibilities, and/or actions.	Incomplete and/or generally inaccurate information is provided about government and community members' possible roles, responsibilities, and/or actions.

Overall Feedback:

SUPPLEMENTAL RESOURCES



Grade 3, Unit 5: The People and Governments of Massachusetts

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: Massachusetts Governments

Author	Resource	Use
Lesson 1		
DESE	<u>Background Brief: The People and Governments of Massachusetts</u>	The Background Brief was designed to support educators in developing content knowledge before teaching this unit.
Lesson 2		
APA	<u>Summary of the APA Resolution Recommending Retirement of American Indian Mascots</u>	A document that explains why the American Psychological Association believes schools should stop using Native American mascots. It says these mascots can reinforce stereotypes and have harmful effects on Native students and others.
Lesson 3		
US Department of the Interior	<u>Federal Recognition Process</u>	A press release from the US Department of the Interior that explains changes to the federal process for recognizing Native American tribes.

Native American Rights Fund	<u>Federal Recognition - A Historical Twist of Fate</u>	A document that explains the history of federal recognition for Native American tribes and argues that the process should be more fair and consistent. It says tribes should be evaluated using clear standards instead of being affected by changing government policies.
US Department of the Interior	<u>Federally recognized tribes</u>	An FAQ that explains what it means for a Native American tribe to be federally recognized by the US government.
Native Nations Institute	<u>State-recognized tribes</u>	A text that explains how state-recognized tribes govern and serve their communities without federal recognition. It argues that state recognition provides some benefits but does not offer the same rights, authority, or resources as federal recognition.
Lesson 4		
Massachusetts Municipal Association	<u>Local Government 101</u>	A guide that explains how local government works in Massachusetts. It describes the roles and responsibilities of cities, towns, and local officials, as well as how local governments make decisions and provide services.
Massachusetts Municipal Association	<u>Forms of Local Government</u>	A document that explains the different forms of local government in Massachusetts, including Town Meetings, Representative Town Meetings, and city governments. It compares how each form is organized and how local officials and residents share decision-making responsibilities.

WCVB

"Town Hall 101: Inside Commonwealth's 351 city and town halls."

A video that explores the history and role of Massachusetts' 351 city and town halls. It explains how local government works and highlights the people, traditions, and buildings that serve as the center of each community.

Lesson 5

Massachusetts Municipal Association

Local Government 101

A guide that explains how local government works in Massachusetts. It describes the roles and responsibilities of cities, towns, and local officials, as well as how local governments make decisions and provide services.

Massachusetts Municipal Association

Forms of Local Government

A document that explains the different forms of local government in Massachusetts, including Town Meetings, Representative Town Meetings, and city governments. It compares how each form is organized and how local officials and residents share decision-making responsibilities.

Cluster 2: Our Town or City

Author

Resource

Use

Lesson 9

Coombs, Linda

Colonization and the Wampanoag Story

A book that presents the history of colonization from a Wampanoag perspective, focusing on their experiences, responses to European settlement, and efforts to preserve their culture and identity

Lesson 10

SPLC

Talking to Children About the History of Slavery in the United States

A resource that provides guidance for talking with children about the history of slavery in the United States. It offers age-appropriate strategies for having honest conversations while helping children understand slavery's lasting impact on American history and society.

Lesson 11

The New York Times

"2020 Census Undercounted Hispanic, Black, and Native American Residents."

An article that explains that the 2020 US Census undercounted some racial and ethnic minority groups while overcounting others. It discusses why these errors matter since census data affects political representation, government funding, and public planning.

Cluster 3: How Communities Take Action**Author****Resource****Use****Lesson 14**

AP

In kids' book, Sotomayor asks: Whom have you helped today?

An article that highlights Supreme Court Justice Sonia Sotomayor's children's book, *Just Help!*, which encourages young readers to look for ways to help others in their everyday lives.



Grade 3, Unit 5: The People and Governments of Massachusetts

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
Sonia Sotomayor	<u>Just Help!: How to Build a Better World</u>	14

Recommended Books (Not in the Curriculum)

Author	Title
Alexis Bunten	<u>What Your Ribbon Skirt Means to Me: Deb Haaland's Historic Inauguration</u>
F. Isabel Campoy and Theresa Howell	<u>Maybe Something Beautiful: How Art Transformed a Neighborhood</u>
Sharice Davids and Nancy K. Mays	<u>Sharice's Big Voice: A Native Kid Becomes a Congresswoman</u>
Raquel Donoso	<u>Viva's Voice</u>
Kate Farrell	<u>V Is for Voting</u>
Meena Harris	<u>Kamala and Maya's Big Idea</u>
Meena Harris	<u>Maya's Big Question</u>
Margaret McNamara	<u>Vote for Our Future!</u>
Lindsay Metcalf	<u>No Voice Too Small</u>
Traci Sorell	<u>We Are Still Here!: Native American Truths Everyone Should Know</u>

Picture Book List

Sonia Sotomayor[Turning Pages: My Life Story](#)
