

GRADE 4, UNIT 3

European Arrival in North America

TEACHER'S GUIDE



A 1596 map of the “new world” shows European explorers Columbus, Vespucci, Pizzaro, and Magellan in the corners. Image by Theodor de Bry via Wikimedia Commons, public domain.

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UNIT INFORMATION

European Arrival in North America

Unit Throughlines	Learning Progression
What effects did interactions among societies have over time on people, land, and power in North America? EU 1. Societies have interacted throughout history, and these interactions can be understood by examining evidence. Interactions often affected people, land, and power. EU 2. When societies seek greater control over resources and decision-making, interactions between groups often change in lasting ways. EU 3. Changes in land and power affect different groups in different ways, leading people to respond differently over time depending on their goals, available resources, and positions of power. Key Practice Standards PS 1. Evaluate the extent to which different individuals or groups have similar or different perspectives on a civic issue or concern. PS 2. Generate open and closed questions relevant to multiple aspects of	Early Interactions 8 Lessons How did North American societies and other societies around the world interact before the 1400s? - L 1. Use close observation of images and prior knowledge to generate ideas and questions about societies in North America. - L 2. Analyze a video source to generate and prioritize questions about how global societies interacted before the 1400s. - L 3. Identify interactions among Indigenous societies in North America before colonization using a map and Indigenous artifacts. - L 4. Identify how the Vikings affected people, land, and power in North America based on evidence from a text. - L 5. Analyze trade before the 1400s by determining what types of goods were exchanged in different regions and using a map to identify trade routes and geographical effects. - L 6. Analyze historical accounts of trade interactions to identify how trade systems worked in the 1400s and European nations' perspectives on trade. - L 7. Synthesize learning about the ways North American societies and other societies around the world interacted before the 1400s. - L 8. Explain one way North American societies and other societies around the world interacted before the 1400s using evidence. Trade and Expansion 8 Lessons Why did the voyages of European nations across the Atlantic Ocean lead to more conquest and colonization in North America? - L 9. Use text and map evidence to identify the routes of early European voyages and their effects on people and land. - L 10. Make connections and generate questions about European conquest and colonization in North America. - L 11. Use text and map evidence to identify the routes of early European voyages and the effects of their voyages.

a topic.

PS 4. Identify the point of view represented in a source and discuss how a person's point of view might affect the way they represent an event or topic, distinguishing between facts and opinions in the source.

- L 12. Identify how riches, glory, and religion motivated European nations to explore and expand into North America.
- L 13. Use primary sources to identify different Spanish and Aztec perspectives and interactions across three events.
- L 14. Identify effects of colonization on people, land, and power using text sources.
- L 15. Synthesize new learning about how European voyages led to conquest and colonization.
- L 16. Explain how the voyages of European nations led to conquest and colonization in North America.

Impact of Conquest and Colonization | 7 Lessons

How did the increased European presence in North America change people, land, and power by the 1800s?

- L 17. Make connections and generate questions about how increased European presence in North America changed people, land, and power.
- L 18. Use map evidence to analyze changes in land control and colonization patterns in North America by the 1750s.
- L 19. Use informational texts about three historical figures to identify how they viewed land and how the control of land affected wealth and power between 1700 and 1800.
- L 20. Use image and text sources to identify how different groups of people's lives were changed in North America by the 1800s.
- L 21. Synthesize learning about how European expansion changed land control, political power, and people in North America.
- L 22. Use drawings and words to illustrate how the increased European presence in North America changed people, land, and power by the 1800s.
- L 23. Use the Know and Wonder Chart and Inquiry Charts to identify important takeaway learnings from each cluster of the unit.

Summative Assessment | 2 Days

During this unit, students examined how interactions between different societies shaped North America over time. They studied early Indigenous societies and their networks of exchange, the arrival and expansion of European nations, and the ways these interactions changed people, land, and power by the 1800s.

In this Summative Assessment, students demonstrate their understanding of how interactions shaped North America by creating a three-section booklet describing how people, land, and power in North America changed over time. A planning handout with guiding questions prompts students to organize their ideas before building their final booklet.

Each section focuses on one of the three aspects of change students learned about in this unit: people, land, and power. Using examples from across the unit, students explain how interactions over time

impacted how people lived, who controlled or used land, and who made decisions or held authority.

To assess understanding of perspective and point of view, students also complete a short source-based task. They select a source with information about a specific person or group's perspective on some of the changes described in the booklet. An optional extension question prompts students to then choose a different person or group and compare their perspective.

This assessment measures students' ability to view historical content through the lenses of people, land, and power and to recognize that historical events were experienced differently depending on the groups that experienced them.

Investigating History

Grade 4, Unit 3

European Arrival in North America



What effects did interactions among societies have over time on people, land, and power in North America?

Framing the Unit

In this unit, students explore how interactions between societies shaped people, land, and power in North America over time. Students begin by examining the world before large-scale European colonization. Students investigate how interactions between societies can be traced through maps, objects, and stories.

The unit then shifts to European expansion, examining how voyages, choices, and government support led to conquest and colonization, with lasting effects on Indigenous peoples.

In the final cluster, students analyze how North America had changed by 1800, using maps, timelines, and texts to compare changes in land control, power, and daily life, while also considering whose perspectives are most visible in historical sources and whose are missing.

Throughout the unit, students use a timeline and multiple sources to understand history as an ongoing story shaped by interaction and perspective.

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

Enduring Understandings

1. Societies have interacted throughout history, and these interactions can be understood by examining evidence. Interactions often affected people, land, and power.
2. When societies seek greater control over resources and decision-making, interactions between groups often change in lasting ways.

Unit Overview

- Changes in land and power affect different groups in different ways, leading people to respond differently over time depending on their goals, available resources, and positions of power.

Connections to Current Events and Issues

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

- The United Nations provides ongoing reporting on global migration through its [International Organization for Migration](#). The site includes maps, data, and student-friendly explanations about why people move and what happens when new groups interact. These resources help students connect early interactions in the unit to modern-day migration and cultural exchange.
- "[An Indigenous Peoples' History of the United States](#)," by Roxanne Dunbar-Ortiz, offers a retelling of U.S. history from the perspective of Indigenous peoples, centering their experiences, resistance, and survival. Instead of focusing on exploration and expansion as progress, the book examines how colonization led to displacement, violence, and long-term effects on Indigenous communities.
- Debates over how to remember European exploration continue. Across the United States, cities and states are replacing Columbus Day with Indigenous Peoples' Day to recognize the effects of colonization on Indigenous communities. This shift highlights how perspectives about whose stories should be centered change over time.
- [We Are Water Protectors](#) (2020) is a picture book written by Carole Lindstrom and illustrated by Michaela Goade. It celebrates Indigenous activism and environmental stewardship, inspired by real-life movements to protect clean water sources, particularly the 2016 Dakota Access Pipeline protests led by Indigenous communities.

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

primary source
secondary source

Viking
Columbian Exchange

Priority Tier 2 Vocabulary

interaction
society

dependent
voyage

conquest
motivation

Lesson Clusters

Cluster 1: Early Interactions (Lessons 1-8)

How did North American societies and other societies around the world interact before the 1400s?

Focus Standards: 4.T3.1, 4.T3.2, 4.T3.3, PS 1, PS 2, PS 4

This cluster sets the stage for the unit by challenging the idea that North America was “waiting to be discovered.” Students investigate maps, objects, and stories to uncover evidence that societies around the world, including Indigenous societies in North America, were already interacting long before large-scale European colonization. Students learn that historians rely on different types of evidence to understand how these interactions shaped people, land, and power over time.

Cluster 2: Trade and Expansion (Lessons 9-16)

Why did the voyages of European nations across the Atlantic Ocean lead to more conquest and colonization in North America?

Focus Standards: 4.T3.3, PS 1, PS 2, PS 4

In this cluster, students study how the search for trade routes by European sailors changed interactions in North America. They will compare what motivated different European nations to fund these voyages and how they affected other societies. Students will explain how the voyages to North America led to conquest and colonization, as people and governments made choices about wealth, power, land, and control.

Cluster 3: Impact of Conquest and Colonization (Lessons 17-23)

How did the increased European presence in North America change people, land, and power by the 1800s?

Focus Standards: 4.T3.1, 4.T3.2, 4.T3.3, PS 1, PS 2, PS 4

In the final cluster, students investigate how interactions over time changed North America. They analyze maps, images, and texts to compare how different groups experienced change differently, while building an understanding that history looks different depending on whose perspective is centered. Students trace how increasing European presence led to growing pressure on land, shifting power, and unequal outcomes across groups.

This cluster also acts as a bridge to Unit 4, when the course transitions into a deeper study of westward expansion in the 1800s. Because of the chronological gap between units, the cluster intentionally emphasizes continuity and change over time rather than

Unit Overview

introducing a large amount of new content. Though it may not align as directly to multiple standards in the History/Social Science Framework, these lessons are critical for helping students make sense of the significant time jump and understand how earlier interactions set the stage for later expansion.

Summative Assessment: European Arrival in North America (Lessons 24-25)

Focus Standards: 4.T3.1, 4.T3.2, 4.T3.3, PS 1, PS 4, SL.4.2

During this unit, students examined how interactions between different societies shaped North America over time. They studied early Indigenous societies and their networks of exchange, the arrival and expansion of European nations, and the ways these interactions changed people, land, and power by the 1800s.

In this Summative Assessment, students demonstrate their understanding of how interactions shaped North America by creating a three-section booklet describing how people, land, and power in North America changed over time. A planning handout with guiding questions prompts students to organize their ideas before building their final booklet.

Each section focuses on one of the three aspects of change students learned about in this unit: people, land, and power. Using examples from across the unit, students explain how interactions over time impacted how people lived, who controlled or used land, and who made decisions or held authority.

To assess understanding of perspective and point of view, students also complete a short source-based task. They select a source with information about a specific person or group's perspective on some of the changes described in the booklet. An optional extension question prompts students to then choose a different person or group and compare their perspective.

This assessment measures students' ability to view historical content through the lenses of people, land, and power and to recognize that historical events were experienced differently depending on the groups that experienced them.

Unit Focus Standards***Content Standards***

- **4.T3.1:** Explain how historians studying the European voyages to the Americas use archaeological evidence, maps, illustrations, and texts produced in Europe at the time, and that all of these materials are called primary sources.
- **4.T3.2:** Explain who the Vikings were and describe evidence of their early encounters with Native Peoples along the North American Atlantic coast.
- **4.T3.3:** Trace on a map European explorations of North America and the Caribbean Islands in the 15th and 16th centuries (e.g., voyages of Vasco Nuñez de Balboa, Jacques

Unit Overview

Cartier, Cristobal Colon [Christopher Columbus], Ferdinand Magellan, Juan Ponce De Leon, Amerigo Vespucci, Hernán Cortés), evaluate the reasons for the voyages, noting that they were part of an effort by European nations to expand their empires, find new routes for trade with Asia, new opportunities for colonization, and new natural resources; make a timeline of their landings and conquests.

Practice Standards

- **PS 1:** Evaluate the extent to which different individuals or groups have similar or different perspectives on a civic issue or concern.
- **PS 2:** Generate open and closed questions relevant to multiple aspects of a topic.
- **PS 4:** Identify the point of view represented in a source and discuss how a person's point of view might affect the way they represent an event or topic, distinguishing between facts and opinions in the source.



Grade 4, Unit 3: European Arrival in North America

Vocabulary List

Early Interactions (Lessons 1-8)

Lesson	Word	Definition
1	interaction (n.)	when people, groups, or things affect each other
1	society (n.)	a group of people with shared ways of living
2	primary source (n.)	an account made at the time being studied, often by someone who observed or experienced the event or time period
2	secondary source (n.)	an account made after the event or time period to explain or interpret the past
4	Viking (n.)	a northern European sailor, warrior, and/or trader
6	dependent (adj.)	needing someone or something for help, support, or survival

Trade and Expansion (Lessons 9-16)

Lesson	Word	Definition
9	voyage (n.)	a long trip, usually by sea, to a faraway place
10	conquest (n.)	the takeover of another group's land and government by military force
12	motivation (n.)	the reason someone takes action or behaves in a certain way

Impact of Conquest and Colonization (Lessons 17-23)

Lesson	Word	Definition
17	Columbian Exchange (n.)	the movement of goods, people, animals, and diseases between the Americas and other continents after 1492

LESSON PLANS

Early Interactions

How did North American societies and other societies around the world interact before the 1400s?

CONTENTS

Lesson 1

Unit Kickoff

Lesson 2

Cluster 1 Launch

Lesson 3

Interactions in North America

Lesson 4

Viking Stories

Lesson 5

Global Trade Interactions

Lesson 6

Changing Trade Interactions

Lesson 7

Putting It Together

Lesson 8

Formative Assessment

Overview

This cluster sets the stage for the unit by challenging the idea that North America was “waiting to be discovered.” Students investigate maps, objects, and stories to uncover evidence that societies around the world, including Indigenous societies in North America, were already interacting long before large-scale European colonization. Students learn that historians rely on different types of evidence to understand how these interactions shaped people, land, and power over time.

Learning Objectives

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

- Explain how societies around the world were connected in the 1400s through empires and trade routes, including examples from the Americas, Africa, Europe, and Asia.
- Describe how Indigenous societies in North America were organized around trade, land, and governance before large-scale European colonization.
- Explain the effects of Viking encounters on Indigenous peoples, land, and power in North America.
- Compare maps, artifacts, and written sources to show how historians learn about global connections in the past.
- Construct social studies explanations that describe components, order, causes and effects, or cycles using relevant examples and details (WIDA ELD-SS.4-5.Explain.Expressive).

Vocabulary

TIER 2

dependent

TIER 3

primary source

Cluster 1: Early Interactions

interaction
society

secondary source
Viking

Cluster Focus Standards*Practice Standards*

STANDARD	LESSON(S)
PS 1: Evaluate the extent to which different individuals or groups have similar or different perspectives on a civic issue or concern.	5-7
PS 2: Generate open and closed questions relevant to multiple aspects of a topic.	1-2, 8
PS 4: Identify the point of view represented in a source and discuss how a person's point of view might affect the way they represent an event or topic, distinguishing between facts and opinions in the source.	2-4, 7-8

Content Standards

STANDARD	LESSON(S)
4.T3.1: Explain how historians studying the European voyages to the Americas use archaeological evidence, maps, illustrations, and texts produced in Europe at the time, and that all of these materials are called primary sources.	2-3, 7-8
4.T3.2: Explain who the Vikings were and describe evidence of their early encounters with Native Peoples along the North American Atlantic coast.	4, 7-8
4.T3.3: Trace on a map European explorations of North America and the Caribbean Islands in the 15th and 16th centuries (e.g., voyages of Vasco Nuñez de Balboa, Jacques Cartier, Cristobal Colon [Christopher Columbus], Ferdinand Magellan, Juan Ponce De Leon, Amerigo Vespucci, Hernán Cortés), evaluate the reasons for the voyages, noting that they were part of an effort by European nations to expand their empires, find new routes for trade with Asia, new opportunities for colonization, and new natural resources; make a timeline of their landings and conquests.	5-8

Unit 3, Cluster 1 Inquiry Chart (Teacher Version)

Unit EQ	What effects did interactions among societies have over time on people, land, and power in North America?
Cluster SQ	How did North American societies and other societies around the world interact before the 1400s?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 3: We examined a map and Indigenous artifacts, and identified how the artifacts may show interactions between societies.	Before colonization, Indigenous societies in North America interacted in many different ways.
Lesson 4: We read stories about Vikings' actions in North America and their effects.	Societies interacted through travel and exploration. We also learned that the Indigenous point of view is not always included in written historical sources because they usually shared their stories orally instead of writing them down.
Lesson 5: We explored how people traded goods by listening to a story, by participating in a trade simulation, and by using a map to understand the places those regions could trade.	Interaction through trade depended on geography and available routes at a given time. Before the 1400s, there was no trade across the Atlantic Ocean.

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 6: We analyzed maps and historical accounts to investigate how goods moved along trade routes and how access and cost affected trade and inspired merchants and leaders to search for new routes.	Even though trade connected many societies, not all regions had equal access to goods or routes. European nations were dependent on others for important items, which led them to search for new routes.

LESSON 1

Unit Kickoff

- EQ** What effects did interactions among societies have over time on people, land, and power in North America?
- SQ** How did North American societies and other societies around the world interact before the 1400s?

LEARNING OBJECTIVE

Use close observation of images and prior knowledge to generate ideas and questions about societies in North America.

LANGUAGE OBJECTIVE

Engage in collaborative questioning with peers using *who*, *how*, *what*, *where*, *when*, and *why* to ask questions about interactions between societies.

LESSON OVERVIEW

This lesson begins with the close observation of images that represent different societies that have interacted with and affected the societies of North America through history. Students will use visual evidence to surface initial ideas without needing prior content knowledge. Through explicit instruction of key vocabulary and structured discussion, students develop a shared understanding of what societies are and the ways that interactions among societies can shape people's lives, land use, and power. The lesson culminates in the creation of a class Know and Wonder Chart, which captures students' background knowledge and authentic questions. This chart serves as an anchor for the unit, helping students see how historians build understanding over time and how their questions will guide future learning.

LESSON STANDARDS

PS 2

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 1 Slide Deck](#)
- ☐ [Unit 3 Know and Wonder Chart](#)
- ☐ [Cluster 1 Timeline](#)

VOCABULARY

interaction
society

Lesson 1: Unit Kickoff

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LESSON AT A GLANCE

Component	Time
Activator	10
Engage with the Essential Question	10
Build the Know and Wonder Chart	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 generating questions for the Know and Wonder Chart.

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

English Proficiency Levels 1-2:

- When possible, pair students with a language-proficient peer for both discussions. Provide question starters from the LLB for students to use as they work 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:

- When possible, pair students with a language-proficient peer during the Gallery Walk and when building the Know and Wonder Chart. Encourage students to choose relevant question starters from the LLB as they work 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 small group discussions and in 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: Early Interactions



ADVANCE PREPARATION

Prepare the [Unit 3 Know and Wonder Chart](#) or create a Know and Wonder Chart on chart paper for your class. If you create one on chart paper, it should have Unit 3 and the Essential Question at the top, with two sections labeled below: “What do you already know?” and “What do you wonder?”

When building the Know and Wonder chart, student groups will need whiteboards or chart paper and sticky notes for the routine.

Print (and laminate if possible) the [Unit 4.3 Word Wall Vocabulary Cards](#) that will be used throughout this unit. [Blank Word Wall 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.

Students will refer to handouts from lessons throughout this unit when it’s time to put together what they’ve learned to answer the Supporting and Essential Questions. Establish (or remind students about) the system they will use to keep their documents for this unit organized in one place, such as a folder or binder.

The vocabulary word *interaction* is a high-leverage word for the unit. Determine whether students would benefit from completing the [Unit 3 Word Map](#) for this vocabulary word. This work can be done during an ELA block or other class time before this lesson. You can refer to the [Grade 4 Word Map Example](#) to support students’ completion of this task.

The [Cluster 1 Timeline](#), along with the [Cluster 2 Timeline](#) and the [Cluster 3 Timeline](#), will be used throughout the unit to help students track events, compare developments around the world, and see the ways interactions between societies changed over time.

- Students will use the timeline to identify major events and compare what was happening across regions during the same time periods. As the unit progresses, students will use the timeline to trace the increase in conquest and colonization and to analyze how those changes affected people, land, and power in North America.
- For greater impact, consider recreating the timeline in a larger format that remains visible throughout the unit. You may wish to add simple visual markers to highlight themes such as trade, conflict, conquest, colonization, land, and power. As appropriate, revisit earlier entries during discussion, synthesis, and assessment.

Prepare to teach this unit by exploring the [Background Brief: European Exploration of North America](#), 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.

Activator (10 minutes)

Slides 2–5: Explain that these images show places from different parts of the world around the same time in history.

Lesson 1: Unit Kickoff

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Cluster 1: Early Interactions

Pair up students and prompt them to do a virtual Gallery Walk and discuss what they notice about each slide.

Slide 6: Read the question aloud: *What do these places tell us about the people who lived there?* Ask pairs to think about what they saw in the Gallery Walk and use their observations to answer the question.

Allow a few pairs to share with the class. Explain that in this unit, students will explore how these societies interacted and how those interactions changed life in North America.

Slide 7: Introduce a key vocabulary word: *society*.

- Say the word: *society*
- Use the word in context: *Different societies lived across North America, Africa, Europe, and Asia.*
- Share the student-friendly definition: *a group of people with shared ways of living*
- 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 8: Introduce a key vocabulary word: *interaction*.

- Say the word: *interaction*
- Use the word in context: *Interactions between societies can include trade, sharing ideas, or conflict.*
- Share the student-friendly definition: *when people, groups, or things affect each other*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add the word to the Word Wall.

**SUPPORT ALL STUDENTS**

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

Engage with the Essential Question (10 minutes)

Slide 9: As a class, read aloud the unit's Essential Question:

Lesson 1: Unit Kickoff

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Cluster 1: Early Interactions**What effects did interactions between societies have over time on people, land, and power in North America?**

Explain that in this unit, students will explore how societies interacted and how those interactions changed who controlled land, who made decisions, and how people lived.

Slides 10–11: Distribute the [Cluster 1 Timeline](#) and preview both slides. Tell students that during this unit, they will use a timeline to understand interactions between societies and how those interactions changed over time. Explain that they will examine the timeline in three pieces, one for each cluster.

Display Slide 10. Explain that this cluster's section is about societies before 1400. Read aloud the Americas entry:

- Indigenous communities in North America had complex trade networks connected by land and rivers.
- City-states in Central America used long-distance trade routes to bring goods to marketplaces.
- South American traders had a system of roads to trade between coastal areas, forests, and jungles.
- Traders in the Caribbean used canoes to trade between islands and the mainland.

Display Slide 11. Read aloud the entry about societies in other parts of the world:

- Empires in Africa traded across the Sahara Desert. Some African city-states traded with Asia. Later, Portuguese traders reached Africa by sea.
- Trade flourished throughout Europe. Europeans also traded with Asia, using the Silk Road. The Silk Road was a network of trade routes stretching across the continent of Asia.
- China sent large treasure-hunting expeditions to India, the Middle East, and Africa. As routes were discovered, sea trade grew across Asia.

Lesson 1: Unit Kickoff

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Build the Know and Wonder Chart (10 minutes)

Slide 12: Display the [Unit 3 Know and Wonder Chart](#). Explain that historians begin by thinking about what they already know and what they wonder or would like to learn.

Tell students that today, they will build a class chart showing what they know and wonder about how societies interacted up to the 1400s.



SUPPORT ALL STUDENTS

Encourage students to use their [Question Language and Literacy Builder \(3-5\)](#) to support generating wonder questions.

Slide 13: Place students in groups of 3 or 4 and distribute whiteboards or chart paper and sticky notes.

- Ask students to think about what they already know about interactions in North America.
- Explain that they will spend 2 minutes generating as many ideas as they can, writing each idea on a separate sticky note.

When time is up, prompt students to share their ideas within the group.

- As they share, students should post their notes on a whiteboard or chart paper.
- After everyone has shared, students should work as a group to identify their three most interesting ideas or facts.

Allow groups to share their three most interesting ideas or facts about interactions in North America. Add these to the "Know" side of the chart.

Slide 14: Next, explain that students will imagine that the societies they viewed earlier were interacting with each other. Students will use the creative question starters to help them respond to the prompt: *What creative questions could you ask about those interactions?*

Lesson 1: Unit Kickoff

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Cluster 1: Early Interactions

Allow groups to share one or two of their wonderings with the whole group. Add these to the “Wonder” side of the chart.

Explain that the questions on this chart and the timeline will guide us as we learn about how interactions between societies brought about changes in North America over time.

Lesson 1: Unit Kickoff

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LESSON 2

Cluster 1 Launch

- EQ** What effects did interactions among societies have over time on people, land, and power in North America?
- SQ** How did North American societies and other societies around the world interact before the 1400s?

LEARNING OBJECTIVE

Analyze a video source to generate and prioritize questions about how global societies interacted before the 1400s.

LANGUAGE OBJECTIVE

Engage in collaborative questioning with peers using *who*, *how*, *what*, *where*, *when*, and *why* to ask questions about how global societies interacted before the 1400s.

LESSON OVERVIEW

This lesson launches the cluster inquiry by introducing students to the idea that historians investigate the past by asking questions about evidence. Students view a video and then generate and classify questions about it, helping them recognize that historical inquiry begins with curiosity and investigation. Students then connect their questions to the cluster's Supporting Question: *How did North American societies and other societies around the world interact before the 1400s?* and work together to prioritize the questions that will guide their learning. These questions are recorded on the cluster Inquiry Chart, which serves as the central tool students will return to throughout the cluster as they analyze artifacts, maps, images, and texts to build understanding of interactions between global societies.

LESSON STANDARDS

PS 2, PS 4, 4.T3.1

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 2 Slide Deck](#)
- ☐ [Cluster 1 Inquiry Chart](#)

VOCABULARY

primary source
secondary source

LESSON AT A GLANCE

Component	Time
Launching the Question	30

Lesson 2: Cluster 1 Launch

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Cluster 1: Early Interactions**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 inquiry language for creating questions.

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

English Proficiency Levels 1-2:

- Pair students with a language-proficient peer when possible. Allow students at this level to translate the Supporting Question. Students should be given question starters from the LLB to use.
- [Look Fors](#): Questions should use the examples from the LLB. Responses should be simple phrases or sentences using Tier 1 and 2 vocabulary and will most likely be translated or copied during the group work and class discussions with help from a peer.

English Proficiency Levels 3-4:

- Encourage students to choose question starters from the LLB. Pair students with a language-proficient peer when possible. Students at this level may need some translation support, such as for understanding the Supporting Question.
- [Look Fors](#): Questions should use sentence starters from the LLB as a guide. Responses should be students' own words using Tier 2 vocabulary. Students should be able to contribute to group and class discussions. Translation may be used as necessary.

English Proficiency Levels 5-6:

- Students should be able to complete the activity independently.
- [Look Fors](#): More detailed questions and responses should use more precise academic vocabulary.

Lesson 2: Cluster 1 Launch

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Cluster 1: Early Interactions



ADVANCE PREPARATION

Decide whether 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, when 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 co-developing the "What questions will we ask?" and the "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 chart for easy access at the beginning, middle (when it's a long cluster), and end of every cluster?

Small groups will need chart paper and sticky notes during the Supporting Question launch.



Launching the Question (30 minutes)

SPARK CURIOSITY

Slides 2–3: Explain that historians use different kinds of sources to learn about the past. Remind students of the definitions of primary and secondary sources:

- primary source: *an account made at the time being studied, often by someone who observed or experienced the event or time period*
- secondary source: *an account made after the event or time period to explain or interpret the past*

Note: The full Word Wall routine is not included here because students have come across these words in previous Investigating History units. However, Word Wall cards are provided for these words, and you are encouraged to add them to the classroom Word Wall to support students throughout the unit.

Lesson 2: Cluster 1 Launch

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Cluster 1: Early Interactions

Slide 4: Explain that students will watch about a minute and a half of this video about interactions between societies in the Western Hemisphere from approximately 100 BCE to 1400 CE. Review the title and explain to students that this video was made in 2014 to accompany a lesson about historical trade routes before the 1400s. Ask:

- *Is this a primary source or a secondary source?* (secondary)
- *How do you know?* (It was made almost two thousand years after the time being described.)

Play the video (3:01–4:46). As they watch, students should think of questions they want to ask about the video or things they want to learn after watching the video.

Slide 5: Organize students into groups of 3 or 4 and distribute sticky notes and chart paper to each group. Review the directions on the slide for generating questions.

Prompt students to generate questions about the video. Students should write their questions on sticky notes (1 sticky note per question) and then place the notes on the chart paper.

Provide 2–3 minutes for students to generate questions.

INTRODUCE THE SUPPORTING QUESTION AND ELICIT INITIAL THINKING

Slide 6: Explain the difference between open and closed questions:

- Open questions need an explanation. They can't be answered with a yes, a *no*, or another one-word answer.
- Closed questions can be answered with a simple fact, a yes, a *no*, or another one-word answer.

Ask: *What are the benefits of each kind of question?* Possible responses:

- Open questions can spark discussions.
- Open questions relate to big ideas.
- Closed questions can help with finding facts and supporting details.



SUPPORT ALL STUDENTS

Encourage students to use their [Question Language and Literacy Builder \(3-5\)](#) to support them in generating questions.



LEARN MORE

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

Lesson 2: Cluster 1 Launch

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Cluster 1: Early Interactions

Slide 7: Review the rules on the slide for classifying questions:

- Identify closed questions with a C.
- Identify open questions with an O.
- Change one closed question to an open question.
- Change one open question to a closed question.

Prompt students to classify questions for 5 minutes.

Slide 8: Introduce the Cluster 1 Supporting Question:



How did North American and other global societies interact before the 1400s?

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

Slide 9: Explain to students that each group will now determine which questions might be most useful in helping learn about and understand the Supporting Question. Review the rules on the slide for prioritizing questions:

- Take turns choosing questions.
- On your turn, choose a question that could help answer the Supporting Question.
- Explain to your group the reason you chose that question.
- After every group member has had a turn, decide together on the group's top three questions.
- Draw a star or other mark on the three questions the group selected.

Prompt groups to discuss and prioritize questions for 2–3 minutes.

DEVELOP THE INQUIRY CHART

Slide 10: Introduce the cluster's Inquiry Chart and briefly point out the sections. Ask a spokesperson from each group to come to the Inquiry Chart and read their group's questions out loud as they post them in the "What questions will we ask?" section of the chart.



LEARN MORE

Investigating History's Launching the Question routine is inspired by the Question Formulation Technique (QFT) created by the Right Question Institute (RQI). You can visit their [website](https://www.rightquestioninstitute.org/) for more information about their work.

Lesson 2: Cluster 1 Launch

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Cluster 1: Early Interactions**PREVIEW THE LEARNING AHEAD**

Share with students that in this cluster, the Supporting Question and priority questions guide them as they use artifacts, maps, images, and primary and secondary sources to explore Interactions between global societies.

You will return to this Inquiry Chart in Lesson 7 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

Interactions in North America

- EQ

What effects did interactions among societies have over time on people, land, and power in North America?
- SQ

How did North American societies and other societies around the world interact before the 1400s?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Identify interactions among Indigenous societies in North America before colonization using a map and Indigenous artifacts.	Describe interactions among Indigenous societies in North America before colonization in writing.

LESSON OVERVIEW

In this lesson, students recognize that Indigenous societies in North America were already deeply connected to one another before European colonization. Students investigate a map and artifacts to identify evidence of interactions. The lesson intentionally centers student sensemaking by having learners sort evidence and justify their reasoning using observable features and geographic context. This approach builds historical thinking skills while also preparing students to understand later lessons about the ways in which existing Indigenous networks and relationships were altered by colonization.

LESSON STANDARDS

PS 4, 4.T3.1
See full text of standards in the Cluster Overview.

MATERIALS

☐

[Lesson 3 Slide Deck](#)

☐

[Notes Organizer: The People Shall Continue](#)

☐

[Map and Artifacts](#)

☐

[Map and Artifact Analysis \(Teacher Version\)](#)

☐

[Map and Artifact Analysis](#)

LESSON AT A GLANCE

Component	Time
Activator	15
Investigating Sources: Artifact Analysis	15

Lesson 3: Interactions in North America

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Cluster 1: Early Interactions**Plan for English Learner Success**

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

- [Map and Artifact Analysis \(Sentence Starters\)](#): Supports writing with sentence starters.

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

English Proficiency Levels 1-2:

- Access to an aide or language-proficient peer may be helpful to support translation of the artifact caption text. Direct students to use specific words or ideas from the artifact stations along with the provided sentence starters to support their writing.
- Look Fors: Writing should use the provided sentence starters to construct responses with 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 portions of the artifact caption text. Encourage students to choose specific words and ideas from the artifact stations to support their writing, along with the provided sentence starters.
- Look Fors: Writing in the notes organizer should use the provided sentence starters to construct responses to form simple sentences with some reference to artifacts.

English Proficiency Levels 5-6:

- Students should be able to participate in the activities independently.
- Look Fors: Writing in the notes organizer should include compound sentences and clearly reference specific details about the artifacts.

**ADVANCE PREPARATION**

The picture book [The People Shall Continue](#) by Simon J. Ortiz is used in this lesson. Locate a physical copy at your local library or find a video read-aloud online.

Pre-organize students into groups of 4 for the Investigating Sources activity.

Lesson 3: Interactions in North America

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Activator (15 minutes)

Slide 2: Distribute the [Notes Organizer: The People Shall Continue](#) to students. Explain that they will hear a short excerpt about different groups of Indigenous peoples who lived in North America.

Introduce [The People Shall Continue](#). Written by Simon Ortiz in 1977, the book is about early interactions between Europeans and North Americans in the 1400s.

Ask students: *Is this a primary or secondary source? How do you know?* (It is a secondary source. I know because it was written by someone to explain past events.)

Explain that students should listen for information about Indigenous societies and their interactions.

Click on the link below the image on the slide to find the book pages online. On the Lee & Low site, select the magnifying glass on the book image. This will preview the first six pages of the text.

Read the first six pages of the book aloud for students. Pause when necessary to allow students to add notes to their organizers as you read.

Slide 3: Facilitate a discussion about the excerpt. Remind students to refer to their notes as necessary. Ask: *How would you describe the People's societies?* Possible responses:

- The People lived in different areas of North America
- The People fished, hunted, farmed, and were artisans
- The People had leaders, healers, hunters, warriors, and teachers

Ask: *In what ways did the People interact?* Possible responses:

- Visited each other's lands
- Traded food and hides
- Argued
- Cooperated with respect
- Learned from each other

**LEARN MORE**

The [Stereotypes](#) video (13:44) by PBS LearningMedia explains how common stereotypes about Indigenous people were created and why they are harmful. It also teaches viewers how to recognize these stereotypes and how to support more accurate and respectful representations of Indigenous peoples.

**LEARN MORE**

The Smithsonian National Museum of the American Indian provides professional learning through its [Native Knowledge 360](#) initiative. Their teacher resources include guidance on teaching Indigenous histories accurately, addressing common misconceptions, and designing inquiry-based lessons that center Indigenous perspectives.

Lesson 3: Interactions in North America

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Investigating Sources: Artifact Analysis (15 minutes)

INTRODUCE PURPOSE AND PROCESS

Slide 4: Review the Investigating Sources routine. Explain that students will analyze a map and source images to understand different ways societies interacted.

Slide 5: Place students into groups of 4 and distribute the [Map and Artifact Analysis](#) and [Map and Artifacts](#) handouts. Review the directions for the activity. Use the map to model answering the first set of questions. Ask:

- *What do you notice about where different goods came from?*
- *What does the map show about the movement of goods?*
- *How do you think goods moved across regions?*

Explain that this map gives us evidence that these goods moved through a network of interactions among many different groups of people.

Slides 6–10: Introduce the artifacts by scrolling through the images on slides 7–11. As you show each artifact, read aloud the corresponding description on [Map and Artifacts](#) and then ask: *Is this a primary source or a secondary source?* Encourage students to share their reasoning.

Slide 11: Explain that students will work together in their groups to analyze each artifact. The following prompts on the handout guide students through the analyses:

OBSERVE THE DOCUMENT'S FEATURES

- *What is this object? / What are these objects?*
- *Who might have made it / them?*



SUPPORT ALL STUDENTS

Be sure to provide the [Map and Artifact Analysis \(Sentence Starters\)](#) for students who would benefit from using sentence starters during the source analysis.



LEARN MORE

The Hopewell Interaction Sphere was a large, complex network of trade, cooperation, and communication among Indigenous peoples across North America from about 200 BCE to 500 CE. Goods and materials were traded between interconnected communities located as far apart as the Great Lakes, the Gulf Coast, and the Rocky Mountains. These interactions also helped spread ideas, skills, and artistic styles. For more information about the Hopewell Sphere, visit the [Intriguing Interactions](#) slide show and article from National Geographic.

Lesson 3: Interactions in North America

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Cluster 1: Early Interactions**READ THE DOCUMENT**

- *How could this object have traveled so far?* (Station A: Obsidian Spear Point)
- *Why would societies create something like this together?* (Station B: Wampum Belt)
- *What looks similar? What looks different?* (Station C: Ancestral Pueblo Pottery and Mississippian Pottery)
- *What do these artifacts show about conflict or power?* (Station D: Aztec Warrior Clothing)

CONNECT TO OUR QUESTION

How does this artifact show interaction? (How do these artifacts show interaction?)

Prompt students to begin working. Encourage groups to complete their analysis for each object before moving on to the next. Refer to the [Map and Artifact Analysis \(Teacher Version\)](#) to support students as they work.

Map and Artifact Analysis (Teacher Version)

Directions: As a group, look closely at each image on the Artifact Stations handout. Then discuss and record your responses to the questions below.

Student responses will vary. Look for students to include visual and text evidence in their writing. Possible responses:

A: Hopewell Trade Routes Map

Observe: What do you notice about where different goods came from?

I notice the different goods came from many regions, travelling in many directions over long distances.

Read: What does the map show about the movement of goods?

The map shows a complex, interconnected trade network that had a central location near what is now Ohio.

Connect: How do you think goods moved across regions?

I think that goods were passed from group to group, with many communities in the network.

B: Obsidian Spear Point

Observe: What is this object? Who might have made it?

This is a spear point made from obsidian glass. It was likely made by Indigenous toolmakers.

Read: How could this object have traveled so far?

The obsidian came from volcanic areas in the western regions of North America. People could have moved it through trade. It may have been traded by groups of people who traveled.

Connect: How does this artifact show interaction?

This artifact shows interaction because it was found far from where obsidian occurs naturally. This shows that groups exchanged materials they did not have locally.

C: Wampum Belt

Observe: What is this object? Who might have made it?

This is a wampum belt made from shells by Indigenous peoples in coastal areas.

Read: Why would societies create something like this together?

Wampum belts were created to show agreements or alliances, to help keep peace between nations, and to remember shared decisions or commemorate shared events.

Connect: How does this artifact show interaction?

It shows interaction because it is a record of a peace treaty or alliance between Indigenous nations.

D: Ancestral Pueblo Pottery and Mississippian Pottery

Observe: What are these objects? Who might have made them?

These are pottery vessels. One was made by Ancestral Puebloans, the other by Mississippian peoples.

Read: What looks similar? What looks different?

The pottery has similar shapes and building techniques. The patterns and designs are different. The colors and decorations varied by region.

Connect: How do these artifacts show interaction?

These artifacts show similar building techniques during a shared time period (12-13th centuries). This shows that cultural exchange may have happened between these two societies.

E: Aztec Warrior Clothing

Observe: What are these objects? Who might have made them?

These are drawings of clothing worn by Aztec warriors. The illustrations were made by Mesoamerican artists to show Aztec history and culture.

Read: What do these artifacts show about conflict or power?

One way they show power is through celebrating warriors who were important and high-status members of Aztec society. One way they show conflict is by illustrating how warriors dressed for war or battle.

Connect: How do these artifacts show interaction?

They show interaction because war and conflict are types of interaction between societies. Societies interacted through competition and conflict, as well as cooperation.

LESSON 4

Viking Stories

- EQ

What effects did interactions among societies have over time on people, land, and power in North America?
- SQ

How did North American societies and other societies around the world interact before the 1400s?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Identify how the Vikings affected people, land, and power in North America based on evidence from a text.	Use evidence from a text to describe how the Vikings affected people, land, and power in North America.

LESSON OVERVIEW

This lesson introduces the Vikings’ presence in North America. Students begin by engaging in the Build the Word Wall routine for the word *Viking*. They then watch a short video about what historians believe caused the Vikings to make landfall in North America. Students then engage with some of the stories that were told about the Vikings’ voyages, interactions with the land, and interactions with Indigenous peoples. The lesson closes with a discussion of point of view and missing perspectives.

LESSON STANDARDS

PS 4, 4.T3.2
See full text of standards in the Cluster Overview.

MATERIALS

☐

[Lesson 4 Slide Deck](#)

☐

[Viking Stories](#)

☐

[Viking Stories \(Teacher Version\)](#)

VOCABULARY

Viking

LESSON AT A GLANCE

Component	Time
Introduction	10
Viking Interactions	20

Plan for English Learner Success

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

- [Viking Stories \(Chunked Text\)](#): Supports understanding of the reading through chunked text.

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

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for the reading and discussion. Oral translation of the text may be helpful for students as they work through the story summaries.
- [Look Fors](#): Student annotations and oral responses should include some references to people, land, and/or power.

English Proficiency Levels 3-4:

- Oral translation of the text may be helpful for students as they work through the story summaries. Access to an aide or language-proficient peer may be used to support translation of the text.
- [Look Fors](#): Students should identify several examples of the effects of interaction in the text. Students can use short phrases or simple sentences to explain their choices.

English Proficiency Levels 5-6:

- Students should be able to engage in the activities independently.
- [Look Fors](#): Students should accurately identify multiple examples of effects of interaction on people, land, and power across the text. They should be able to describe point of view and missing voices using content vocabulary.

Introduction (10 minutes)

Slide 2: Explain that today, students will learn about the effects of a group of people called Vikings from Europe arriving in North America.

- Around 1000 CE, Vikings crossed the Atlantic Ocean in wooden longboats and landed in North America.
- This was several hundred years *before* the interactions we learned about in the last lesson.

Lesson 4: Viking Stories

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

- Say the word: *Viking*
- Use the word in context: *Viking ships first came to North America around 1000 CE.*
- Share the student-friendly definition: *a northern European sailor, warrior, and/or trader*
- 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: Explain that students will watch a short video clip to learn more about Vikings and their voyages.

Share with students that as the video plays, they should listen for clues and evidence that can answer the question: *What do historians believe led the Vikings to land in North America, and how do they know?*

Play the “The Viking Age of Exploration” video (3:25–7:39) by Miacademy & MiaPrep Learning Channel. Pause as needed to gauge and support student understanding.

After the video, pose the question again: *What do historians believe led the Vikings to land in North America, and how do they know?*

Possible responses:

- Stories called sagas tell the history of the Vikings.
- One saga tells that Leif met another sailor who told him of the land.
- Another saga tells that Leif got lost due to the weather.
- Sagas say that Leif named parts of North America Markland and Vinland based on what he found there.

Explain that these oral sagas, or stories, were finally written down hundreds of years after the Vikings made contact with North America, and there is still disagreement among



LEARN MORE

You can learn more about how historians have sorted through information about the Vikings to differentiate facts from stories in National Geographic's [Vikings in North America? Here's What We Really Know.](#)



SUPPORT ALL STUDENTS

Play the video with captions or provide a transcript to support students' oral comprehension.

Lesson 4: Viking Stories

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historians about whether these stories are accurate or historical fiction.

Viking Interactions (20 minutes)

Slide 5: Distribute [Viking Stories](#) and explain that students will work in small groups to read summaries of some of these Viking stories.



BUILD LITERACY

To build literacy and comprehension for all students, consider first reading the text aloud to students while thinking aloud about integrating vocabulary terms and/or previous learning, if applicable. Then, have students do a second reading and complete their lesson task.

Explain that there are many stories in the collection and they are often numbered to show their sequence or order. Students will read Stories 2, 3, and 4 for this activity.

Share that as students read, they should look for information about how interactions between Indigenous peoples and Vikings affected people, land, and power.

Organize students into predetermined small groups of 3 or 4 and then prompt them to begin working. As students work, be sure to move around the room to support comprehension and pacing.

Slide 6: With about 5 minutes left in class, bring student groups back together to facilitate an interactive discussion.

- Share with students that you will state each story's number so students can share their thinking about any interactions that affected people, land, and power.
- Remind students that some interactions may have effects on more than one thing, in which case they can raise fingers on both hands. Explain to students that they should be ready to explain their thinking.
- As you name each area of focus (people, land, power), hold up the number of fingers that match.
- Encourage students to mirror your hand gestures.
- List each Story number (2–4). After each, students should quickly Think-Pair-Show to indicate if people,



SUPPORT ALL STUDENTS

Encourage students to use [Viking Stories \(Chunked Text\)](#) if they would benefit from chunked text to support their reading comprehension and annotation.

Lesson 4: Viking Stories

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Cluster 1: Early Interactions

land, and/or power were affected by the interaction, by raising one, two, or three fingers.

Slide 7: Close by posing the following questions to discuss the big takeaways and point of view in the stories they read:

- *What were some of the effects of the Vikings' arrival in North America?* (The Vikings tried to stay in the Americas but ultimately returned home. They cut down trees to build homes and loaded their ships with grapes. They hurt Indigenous peoples.)
- *Whose point of view is included in the stories?* (Vikings)
- *Whose point of view is not included in the stories?* (The Indigenous peoples they interacted with and hurt.)
- *What effects could these stories have on what we learn about the interactions between Vikings and Indigenous peoples in North America?* (What we learn is limited to only the Vikings' point of view and does not include the Indigenous peoples' point of view.)

Underscore that these stories help us understand one point of view of the interactions, but not both points of view.

Remind students that in order to understand history, we have to ask whose voices are included and whose are missing.

Lesson 4: Viking Stories

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Viking Stories (Teacher Version)

Directions: Read and discuss the three Viking story summaries below with your small group. Underline any information that you find about interactions affecting people, land, and power.

Student annotations will vary. Look for the identification of information in each story that relates to at least one topic (land, people, or power). Possible responses:

The Saga of the Greenlanders

Story 2 Summary

Leif sailed from Greenland with a large crew to look for land that was new to them. The first land they came across was mostly rock and glaciers. They did not think the land would be useful. The second land had forests and sandy shores. Leif named this Markland (Forest Land). They then traveled longer and arrived at an island. It was grassy and had rivers and lakes. They decided to build homes there and stay for the winter. During the days, they broke into groups to explore the land but made sure they could return to their homes each night.

Story 3 Summary

One day, one of Leif's crew members came back saying he had found vines and grapes growing. They worked to collect the grapes and vines and loaded up their ship. That spring, they set sail back for Greenland with their ship full of grapes. Leif named the area Vinland (Vineland) after the grape vines. When they returned, Leif's brother Thorvald thought Leif should have explored more of the area of Vinland. So Leif decided Thorvald should take Leif's ship and go on his own journey.

Story 4 Summary

Thorvald, Leif's brother, sailed to Vinland (Vineland) with a large crew. When they arrived, they lived in the homes that Leif and his crew had built. They explored the land and the surrounding islands for over a year. The second summer Thorvald and his crew were there, they explored further and came across Indigenous men hiding under boats. They captured these men and killed them.

That night, one of Thorvald's crew members warned that more of the animal hide-covered boats they had seen earlier were coming towards them. Thorvald and his crew fought the Indigenous peoples, and Thorvald was wounded badly. It was clear he would not survive. He directed his crew to prepare to return to Greenland after he died. The crew spent the winter loading up the ship with grapes and vines and sailed back to Greenland in the spring to share the news with Leif.

Text source: Adapted from "The Saga of the Greenlanders" in *The Sagas of Icelanders: A Selection* by Ted Hughes. Penguin, 2001, pp. 638–643.

LESSON 5

Global Trade Interactions

- EQ

What effects did interactions among societies have over time on people, land, and power in North America?
- SQ

How did North American societies and other societies around the world interact before the 1400s?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Analyze trade before the 1400s by determining what types of goods were exchanged in different regions and using a map to identify trade routes and geographical effects.	Explain how geography and available trade routes influenced what goods were exchanged before the 1400s and make predictions in writing.

LESSON OVERVIEW

In this lesson, students begin by grounding their understanding of trade in an Indigenous-centered text, *The People Shall Continue*, which frames exchange as relational, purposeful, and rooted in place. The lesson then shifts to a simulation activity in which students trade goods based on global trade routes before the 1400s. Through inquiry-based prediction, students build understanding of how geography and available routes shaped trade possibilities and think ahead to what they will learn about the ways global interactions changed once trade routes crossed the Atlantic.

LESSON STANDARDS

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

MATERIALS

☐

[Lesson 5 Slide Deck](#)

☐

[Global Trade Routes Before the 1400s](#)

☐

[Lesson 5 Exit Ticket](#)

LESSON AT A GLANCE

Component	Time
Activator	5
Trade Routes and Goods Around the World	20
Exit Ticket	5

Plan for English Learner Success

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

- [Talk Moves Language and Literacy Builder](#): Supports students during discussion with provided talk moves and sentence frames.
- [Lesson 5 Exit Ticket \(Word Bank\)](#): Supports students with a word bank for the Exit Ticket writing.

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 simulation and discussions. Choose sentence frames from the LLB for students to use in discussion. Allow pointing, gesturing, or single-word responses during discussion.
- [Look Fors](#): Students should identify regions and goods using words, pointing, or visuals. Students should use the structures of the chosen frames from the LLB and key vocabulary (*trade, route, region*) on their own or by selecting from options.

English Proficiency Levels 3-4:

- If possible, pair students with a language-proficient peer for both discussions. Encourage students to choose frames from the LLB to use in discussions.
- [Look Fors](#): Students can use short phrases or simple sentences to respond to the analysis questions. Students should use the chosen frames from the LLB to contribute at least one idea during discussion.

English Proficiency Levels 5-6:

- Ask students to restate or build on a peer's idea. Encourage use of complex sentences with cause-and-effect language. Students may choose to refer to the LLB for more complex frames to incorporate into their discussions.
- [Look Fors](#): Students should independently and accurately use academic vocabulary. Students should connect the difference in available goods to the trade route limitations shown on the map.

Lesson 5: Global Trade Interactions

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Cluster 1: Early Interactions



ADVANCE PREPARATION

The picture book [*The People Shall Continue*](#) by Simon J. Ortiz is part of this lesson. You can locate a copy at your local library or find a video read-aloud online.

For the trade simulation activity:

- Set up six stations (North America, Central America, South America, Europe, Middle East & North Africa, and South & East Asia — but not Oceania, where long-distance maritime trade became active in the 1700s) in the classroom. At each station, provide 10 tokens (e.g., unifix cubes, counters, cut paper, or markers) of a single color. Each station should have uniquely colored tokens.
- Decide how you will organize students into 6 groups and plan groupings that will best support student success.

Activator (5 minutes)

Slide 2: Remind students of the book, *The People Shall Continue* by Simon J. Ortiz, which students read a portion of in an earlier lesson.

- Explain that as you read two quotes from the book, students should listen for what people traded and how they got what they needed.
- Read the quotes on the slide aloud.

Slide 3: Organize students into groups of 4 students. Prompt students to Think-Pair-Square to respond to the question:
Why was trade important to the People?

- Ask a few squares to share the key ideas from their discussions.
- Ensure students understand that Indigenous nations in North America, like many other societies, found ways to access what they needed.
- Explain that today, students will explore how societies all over the world used trade to get the goods they wanted or needed before the 1400s.

Lesson 5: Global Trade Interactions

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Trade Routes and Goods Around the World

(20 minutes)

Slide 4: Ask: *What do you notice about this trade map?*

- Invite students to share their observations popcorn-style.
- Then explain that they will engage in a simulation where they will trade with other groups and regions following a set of guidelines.

Divide the class into the predetermined six groups and ensure each group has an assigned region.

- Distribute tokens and a copy of the [Global Trade Routes Before the 1400s](#). Explain that the tokens represent items that were available in their particular region at the time.

Slide 5: Explain the first round of the trade simulation by reading the guidelines on the slide.

- Underscore for students that for this first round they can only trade with regions that have land routes connected to theirs shown on the map.
- The goal is to trade with as many regions as possible and see how many different colors of tokens they can collect.
- Provide student groups time to plan and organize as a group and then signal for them to begin trading.
- After 2–3 minutes of trading time, signal for groups to come back to their regions.

Slide 6: Debrief the first round of trade by asking:

- *How many different colors of tokens did your group collect?*
- *What did you notice about this round of trade?*

Prompt students to discuss their ideas within their small group before sharing with the whole group.

Slide 7: Ask: *What do you notice about this version of the trade map?*



LEARN MORE

The National Geographic Society article, "[Silk Road](#)," explains how goods like silk, spices, and precious metals moved between Asia and Europe, helping students understand long-distance trade networks that existed before European arrival in the Americas.



SUPPORT ALL STUDENTS

The [Talk Moves Language and Literacy Builder](#) supports students in discussing and answering the questions.

Lesson 5: Global Trade Interactions

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Cluster 1: Early Interactions

- Invite students to share their observations popcorn-style.
- Listen for students to explain that traveling by sea expands the possible trading opportunities.

Slide 8: Explain the second round of the trade simulation by reading the guidelines on the slide.

- Provide student groups time to plan and organize as a group and then signal for them to begin trading.
- After 2-3 minutes of trading time, signal for groups to come back to their regions.

Slide 9: Debrief the second round of trade by asking:

- *How many different colors of tokens was your group able to get this second time?*
- *What did you notice about this round of trade?*

Prompt students to discuss their ideas within their small group before sharing with the whole group.

Slide 10: Close the simulation by inviting students to share any observations or questions that they have about the map, routes, and/or items listed.

Then make connections by discussing the following questions:

- *Which regions have access to many different types of goods?*
- *What do you notice about where those regions are on the map?*
- *Which regions have fewer trade options?*

Call on a few students to share their thinking with the whole group, encouraging them to cite information from the map to support their responses.

As students respond, listen for the learning goals of the trade simulation:

- Interaction through trade depended on geography; it was far easier to trade across societies in Europe, the Middle East and North Africa, and South and East Asia.

Lesson 5: Global Trade Interactions

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Cluster 1: Early Interactions

- Water routes greatly expanded trade opportunities between regions and societies
- Before the 1400s, there was no trade between the Americas and the rest of the world because of the Atlantic Ocean

**Exit Ticket** (5 minutes)

Slide 11: Distribute the [Lesson 5 Exit Ticket](#) handout to students. Explain that students will use what they learned today to make predictions about the effects of trade across the Atlantic Ocean, when global trade expanded after 1492.

If needed, you can engage students in a discussion to help activate ideas for their responses. Ask:

- *What are some ways access to new kinds of goods might have changed different nations and regions?*
- *What might have motivated nations to seek routes across the Atlantic Ocean?*

Then prompt students to begin working on their writing. Look for students to include specific learnings or information from the lesson in their responses.

**SUPPORT ALL STUDENTS**

Be sure to provide the [Lesson 5 Exit Ticket \(Word Bank\)](#) handout for students who would benefit from the addition of a word bank when working on their writing.

Lesson 5: Global Trade Interactions

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LESSON 6

Changing Trade Interactions

- EQ

What effects did interactions among societies have over time on people, land, and power in North America?
- SQ

How did North American societies and other societies around the world interact before the 1400s?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Analyze historical accounts of trade interactions to identify how trade systems worked in the 1400s and European nations' perspectives on trade.	Describe how trade systems worked in the 1400s and Europeans' perspectives on trade using details from historical accounts in writing.

LESSON OVERVIEW

This lesson builds directly on the previous by helping students explain why European nations sought new trade routes. Students begin by recalling that not all regions had access to the same trade goods. The introduction of the term *dependent* gives students language to describe these unequal relationships. Students then engage in the Investigating Sources routine with historical accounts to understand how trade systems functioned and why limited access created challenges. To close the lesson, students synthesize their thinking to understand that, although trade connected some societies, unequal, costly access and dependence on others influenced European nations to seek new trade routes.

LESSON STANDARDS

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

MATERIALS

☐

[Lesson 6 Slide Deck](#)

☐

[Historical Account Analysis](#)

☐

[Historical Account Analysis \(Teacher Version\)](#)

VOCABULARY

dependent

LESSON AT A GLANCE

Component	Time
Activator	10
Investigating Sources	20

Plan for English Learner Success

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

- Historical Account Analysis (Sentence Starters): Supports students with sentence starters during the Investigating Sources Activity.

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

English Proficiency Levels 1-2:

- Oral translation may be helpful for students as they work through the reading. Direct students to use specific words or ideas from the given accounts to support their writing.
- Look Fors: Writing should use the provided sentence starters to construct responses with single words or short phrases.

English Proficiency Levels 3-4:

- Oral translation may be helpful for students as they work through the reading. Encourage students to choose specific words and ideas from the accounts to support their writing.
- Look Fors: Writing on the handout should use the provided sentence starters to construct responses to form simple sentences with some reference to the given accounts.

English Proficiency Levels 5-6:

- Students should be able to participate in the activities independently.
- Look Fors: Writing on the handout should include compound sentences and directly reference the given accounts.



ADVANCE PREPARATION

Preorganize students into groups of 4 for the activator activity and groups of 3–4 for the Investigating Sources activity.

Activator (10 minutes)

Slide 2: Display the pre-1400s trade routes map from the previous lesson.

- Prompt students to recall the trade activity they completed in the previous lesson.
- Ask them to recall the differences in the type and number of goods available to regions on either side of the Atlantic Ocean. These regions were dependent on

Lesson 6: Changing Trade Interactions

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Cluster 1: Early Interactions

each other to provide the goods they needed and wanted.

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

- Say the word: *dependent*
- Use the word in context: *Europeans were dependent on traders from other regions for spices.*
- Share the student-friendly definition: *needing someone or something for help, support, or survival*
- Engage with the word: Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.
- Add the word to the Word Wall.

**SUPPORT ALL STUDENTS**

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

Slide 4: Organize the class into groups of 4 and prompt students to count off from one to four so that each student in the group has a different number.

Explain that you will pose two questions. After each question, the groups will discuss it together.

- The group needs to agree on a response that everyone in the group understands and can explain.
- Then, you will call a number from 1 to 4.
- The person who has that number in the group must respond to the question with the group's answer.

Slide 5: Read the first question: *What determined which goods were available in a region before the 1400s?*

Prompt groups to discuss and agree on one response. After discussion time, call a number. All students with the number raise their hands.

- Have students share their group's thinking.
- Listen for students to identify the availability of land and sea routes for trading. Be sure students remember that before the 1400s, there were no trade routes across the Atlantic Ocean, so people in North, Central, and South America only had access to goods from the Americas. However, there were many trade routes

Lesson 6: Changing Trade Interactions

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Cluster 1: Early Interactions

throughout and between Europe, Africa, and Asia, allowing the people in those continents to trade with each other and have access to goods from all three of those regions.

Read the second question: *How might trade and interactions change if trade routes crossed the Atlantic Ocean?*

Once again, prompt groups to discuss and agree on one response. After discussion time, call a number. All students with the number raise their hands.

- Have students share their group's thinking.
- Be sure that students include that trade across the Atlantic Ocean would build connections for Europe and other regions to North, Central, and South America. A greater number of goods could be traded, and interactions between a greater number of people would be involved.

Explain that trade routes did indeed change after the 1400s to include trade across the Atlantic Ocean. Share that students will investigate this using historical accounts from people who lived at that time.



Investigating Sources (20 minutes)

INTRODUCE PURPOSE AND PROCESS

Slide 6: Review the Investigating Sources Routine with students. Explain each step.

- Observe: What kind of information does it share?
- Read: Determine main ideas and details.
- Connect: Use evidence to draw conclusions.

Slide 7: Organize the class into groups of 3 or 4. Distribute the [Historical Account Analysis](#) handout. Explain to students that they will work in groups to analyze different historical accounts to understand why some European societies wanted to change trade access in their regions.



SUPPORT ALL STUDENTS

Provide [Historical Account Analysis \(Sentence Starters\)](#) to students who would benefit from sentence starters as a writing support.

Lesson 6: Changing Trade Interactions

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OBSERVE THE DOCUMENT'S FEATURES

Slide 8: Share with students that you will use the first account to model the process.

- Read aloud the title, author, date, and background information.
- Ask: *Who was the author of this account?* (Ibn Battuta)
- Explain that each excerpt is an adapted version that has been rewritten with language they're more used to reading.



LEARN MORE

To learn more about Ibn Battuta, check out UC Berkeley's resource [The Red Sea to East Africa and the Arabian Sea: 1328-1330](#).

READ THE DOCUMENT

Slide 9: Read aloud the adapted excerpt from the historical account and walk students through the analysis questions. Prompt students to record their responses to the Read questions on their handouts as you go through the process. Ask:

- *What does this account show about how trade worked?*
- Possible response: Trade worked through busy cities where merchants from different places came together to buy and sell goods.
- *What is the author's message about trade?*
- Possible response: The author believes trade makes cities wealthy and important.

CONNECT TO OUR QUESTION

Slide 10: Then read the Connect question aloud and prompt them to write their response on their handouts:

- Ask: *Based on this account, why might European nations have wanted to find new trade routes?*
- Possible responses: European nations might have wanted new routes so they could reach these wealthy trade cities directly; Europeans might have wanted to find new routes so they could become wealthy by being able to trade with more places.

Slide 11: Prompt students to begin working in their groups to complete the two remaining accounts.

Lesson 6: Changing Trade Interactions

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Cluster 1: Early Interactions

- For each remaining account, they should read the background and adapted excerpt and then complete the analysis.
- Be sure to move around the room as students work, supporting their pacing and comprehension as needed. You can use [Historical Account Analysis \(Teacher Version\)](#) to support this.

Slide 12: With about 5 minutes left in class, bring students back together as a whole group. Prompt students to synthesize their learning by inviting them to respond to the prompt: *Imagine you were a European merchant or leader. How would you describe the problems with trade, and what would you want to change?*

Possible responses:

- Trade is too expensive and controlled by other nations.
- We must pay high fees and taxes to trade on certain routes.
- The travel distances are too long and dangerous.

Close by sharing that in the next class, students will engage in the Putting It Together routine for the cluster.

Lesson 6: Changing Trade Interactions

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Historical Account Analysis (Teacher Version)

Directions: Read each historical account to understand a perspective on trade. Then use the account to respond to the questions that follow.

Student responses will vary. Look for students to include specific information from the accounts in their writing.
Possible responses:

Account 1

***The Travels of Ibn Battuta* by Ibn Battuta (around 1355)**

Background

Ibn Battuta was a Muslim traveler from North Africa who journeyed across parts of Africa, Asia, and the Middle East in the 1300s. After his travels, he wrote a book about the people he had encountered and the places he had visited.

Around 1330, Battuta visited Mogadishu, located in present-day Somalia in Africa. In this excerpt from the account of his travels, Ibn Battuta describes the trading town of Mogadishu.

Historical Account

We traveled by sea to Mogadishu, a town of enormous size. The town's inhabitants are merchants who are very wealthy. The city is known for beautiful cloth that is made there and traded to Egypt and other lands.

When ships arrive, small boats come out to meet them. Young men from the town bring food to the merchants on the ships and invite the merchants to stay at their homes.

—adapted excerpt from *The Travels of Ibn Battuta*, by Ibn Battuta (c. 1355)

Account 1: Investigating Sources Questions

Observe: Who was the author of this account? [Ibn Battuta](#)

Read: What does this account show about how trade worked? [Trade took place in large cities where merchants from different places came to buy and sell goods. Goods were made in the city and traded to other regions, and merchants were welcomed when they arrived.](#)

What is the author's message about trade? [The author believes that trade makes cities wealthy and important, and that it brings people together.](#)

Connect: Based on this account, why might European nations have wanted to find new trade routes? [European nations might want to find new trade routes to reach these wealthy trade cities and goods directly.](#)

Account 2

***The Practice of Commerce* by Francesco Balducci Pegolotti (around 1340)**

Background

Francesco Balducci Pegolotti was an Italian merchant and writer who lived in the 1300s. Around 1340, he wrote a book for merchants about the costs of doing business along the trade routes that connected Europe and Asia.

In this excerpt from his book, *The Practice of Commerce*, Pegolotti explains travel, trade, and taxes along routes used by merchants traveling to Cathay, an old name for China.

Historical Account

The road from Tana to Cathay is said to be safe for merchants who travel it. Many merchants use this route to trade goods between places. Cathay is a large place with many cities. One city, called Cambalec, is very big and full of people and trade. Many merchants travel there to buy and sell goods.

The journey is long and expensive. Merchants must pay money along the way for travel, workers, and supplies. They often travel in large groups to stay safe.

At Tana, some goods like gold, silver, and pearls do not have taxes on them. But other goods do. Merchants from places like Genoa and Venice pay a small tax on items like wine and animal hides, and other traders pay even more.

There are also fees for moving goods. For example, silk has a cost for each pound, and other goods are charged based on how much is being carried.

—adapted excerpt from *The Practice of Commerce*, by Francesco Balducci Pegolotti (c. 1340)

Account 2: Investigating Sources Questions

Observe: Who was the author of this account? [Francesco Pegolotti](#)

Read: What does this account show about how trade worked? [Trade involved long journeys across many regions. Merchants had to follow specific routes, travel in groups, and pay fees and taxes along the way.](#)

What is the author's message about trade? [The author believes trade is organized but expensive and controlled by rules, taxes, and different rulers.](#)

Connect: Based on this account, why might European nations have wanted to find new trade routes? [European nations might want to find new trade routes so they do not have to travel long distances or pay many taxes and fees.](#)

Account 3

***Chronicle of the Discovery of Guinea* by Gomes Eanes de Zurara (around 1453)**

Background

Gomes Eanes de Zurara was a Portuguese writer and historian who lived in the 1400s. He wrote about the voyages and explorations sponsored by Prince Henry of Portugal, sometimes called Prince Henry the Navigator.

In *Chronicle of the Discovery of Guinea*, Zurara wrote about Portuguese exploration along the west coast of Africa in the 1440s. In this excerpt from his book, Zurara explains some of the reasons Prince Henry made exploration of new trade routes and lands a priority for Portugal.

Historical Account

He kept his ships ready and well prepared because he wanted to learn about the lands beyond the Canary Islands and Cape Bojador. He wondered if people lived there and if ships could travel there safely.

He believed that if they found these places, they could bring new goods back to his kingdom and sell them. He also thought they could trade their own goods there and make a lot of profit because other people were not trading with those places yet.

—adapted excerpt from *Chronicle of the Discovery of Guinea*, by Gomes Eanes de Zurara (c. 1453)

Account 3: Investigating Sources Questions

Observe: Who was the author of this account? [Gomes Eanes de Zurara](#)

Read: What does this account show about how trade worked? [Trade depended on reaching distant lands, but some places were unknown or hard to access. Rulers wanted to find new places to trade.](#)

What is the author's message about trade? [Prince Henry believes that trade is important for acquiring goods and wealth, and that other rulers should seek new opportunities.](#)

Connect: Based on this account, why might European nations have wanted to find new trade routes? [European nations might want to find new trade routes to reach new lands, trade directly, and make more profit without depending on others.](#)

Text sources:

- Adapted from [The Travels of Ibn Battuta, Vol. 2](#) by Ibn Battuta, translated by H.A.R. Gibb, Mogadishu section.
- Adapted from [La Pratica della Mercatura \(The Practice of Commerce\)](#) by Francesco Balducci Pegolotti (around 1340), translated in *A Medieval Trade Route* by Allan Evans (University of Pennsylvania Press, 1936), chapters 2 and 4.
- Adapted from [Chronicle of the Discovery of Guinea](#) by Gomes Eanes de Zurara (around 1453), chapter 7.

LESSON 7

Putting It Together

- EQ** What effects did interactions among societies have over time on people, land, and power in North America?
- SQ** How did North American societies and other societies around the world interact before the 1400s?

LEARNING OBJECTIVE

Synthesize learning about the ways North American societies and other societies around the world interacted before the 1400s.

LANGUAGE OBJECTIVE

Describe examples of interactions between societies before the 1400s using academic vocabulary (including *society* and *interaction*) in discussion and writing.

LESSON OVERVIEW

In this lesson, students consolidate their understanding of how North American and other global societies interacted before the 1400s. Throughout the cluster, students examined trade networks, geographical limitations, and interactions between societies in the Americas, Europe, Africa, Oceania, and Asia. In this Putting It Together lesson, students analyze these interactions as part of a broader system. Using a collaborative cluster web, students organize their learning, then write specific examples to use as evidence to explain how interactions affected people, land, and power.

LESSON STANDARDS

PS 1, PS 4, 4.T3.1, 4.T3.2, 4.T3.3

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 7 Slide Deck](#)
- ☐ [Cluster Web Instructions](#)
- ☐ [Interactions Before the 1400s](#)
- ☐ [Cluster 1 Inquiry Chart \(Teacher Version\)](#)
- ☐ [Cluster 1 Inquiry Chart](#)
- ☐ Lesson 1: Unit 3 Know and Wonder Chart

LESSON AT A GLANCE

Component	Time
Putting It Together	30

Lesson 7: Putting It Together

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Cluster 1: Early Interactions**Plan for English Learner Success**

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

- [*Interactions Before the 1400s \(Word Bank\)*](#): Supports writing with a word bank.

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 activities. Choose words from the word bank for students to use in their written responses.
- [Look Fors](#): Images or single words can be used during the written portions of the activities.

English Proficiency Levels 3-4:

- If possible, pair students with a language-proficient peer for the activities. Guide students to choose words from the word bank to use in their written responses.
- [Look Fors](#): Written responses should include simple sentences and have some elaboration of ideas (e.g., adjectives or clauses).

English Proficiency Levels 5-6:

- If needed, students can use the word banks in their written responses.
- [Look Fors](#): Written responses should include compound sentences and other more complex grammatical structures.

**ADVANCE PREPARATION**

Have the class's Cluster 1 Inquiry Chart and Unit 3 Know and Wonder Chart easily accessible.

For the cluster web activity, pre-organize students into groups of 3 or 4. Each group will need chart paper or a whiteboard, a marker, and sticky notes.

**Putting It Together** (30 minutes)

Slide 2: Explain that students are going to return to the Cluster 1 Supporting Question and “put together” what they have learned so far about interactions between societies before the 1400s.

Lesson 7: Putting It Together

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Cluster 1: Early Interactions

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



How did North American societies and other societies around the world interact before the 1400s?

SUMMARIZE OUR LEARNING AND SHARE OUR INITIAL THINKING

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

Then, briefly review and summarize the resources used in the cluster. You can also take a few minutes and have students organize their materials and handouts as you name them.

SYNTHESIZE OUR IDEAS AND ANSWER THE SUPPORTING QUESTION

Slide 5: Explain that today, each group will work together to create a cluster web to connect the main ideas of Cluster 1 and create examples of how interactions affected people, land, and power before the 1400s.

Organize the class into groups of 3 or 4 students and distribute the [Cluster Web Instructions](#), a piece of chart paper or a whiteboard, sticky notes, and a marker to each group.

Read aloud the instructions for Step 1. Prompt students to brainstorm for 4–5 minutes. Provide guidance and reminders as needed to ensure students have sufficient ideas in each category.

Slide 6: Have each group select one member to reproduce the cluster web on their chart paper or whiteboard. Remind students to space out the interactions to allow enough room for several sticky notes around each one.

Lesson 7: Putting It Together

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Cluster 1: Early Interactions

Slide 7: Make sure students understand Step 3 by reading aloud the numbered instructions on the handout.

1. Take turns. On your turn, pick one idea from the organizer and write it on a sticky note. Post your note on the web. Draw a line to connect it to a topic it affected: people, land, and/or power.
2. Each sticky note that is added to the web should connect to an interaction and to any other notes that have already been connected to that interaction. For example, you could post “Vikings,” “Indigenous people,” “The Americas,” and “furs” in the “Trade” interaction cluster. Make adjustments as you go so the ideas in each cluster work together. You may also add new ideas that aren’t in your chart.
3. When every interaction has at least 3 notes connected to it, stop and review your web. Add to the web and/or make adjustments to ensure each cluster has one or more ideas from each category of the organizer.
4. Continue on the web until you have examples of interactions that had effects on all the main topics (people, land, and power) before the 1400s.

Prompt students to begin Step 3.

Circulate to assist students in adjusting or adding to their clusters as necessary in order to create four cohesive clusters of ideas that combine one or more each of people, places, and things.

As students work, encourage them to verbalize the relationships between the elements of each cluster on their web.

RETURN TO THE INQUIRY CHART

Slide 8: Finally, revisit the questions students added under the Supporting Question in Lesson 2 as part of their Launching the Question routine, as well as questions from the Wonder column of the **Unit 3 Know and Wonder Chart** from Lesson 1.

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

Provide a few minutes for students to share their thinking with the class.

Lesson 7: Putting It Together

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STAMP THE KEY LEARNING

Slide 9: Distribute the [Interactions Before the 1400s](#) handout. Read the directions aloud. Prompt students to work independently to complete the sentences using the idea clusters on their group's web.

When students have finished writing their sentences, prompt students to pause before completing the final section of the handout. Call on a volunteer or two from each group to share one of their example sentences. Record appropriate responses in the “What did we learn?” column of the Inquiry Chart.

Finally, have students complete the activity. Ask them to circle or star the sentence on their handout that they think provides the best evidence for answering the Supporting Question.

**SUPPORT ALL STUDENTS**

Students who would benefit from further scaffolding with a word bank can use the [Interactions Before the 1400s \(Word Bank\)](#) handout to support their writing.

Lesson 7: Putting It Together

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LESSON 8

Formative Assessment

- EQ

What effects did interactions among societies have over time on people, land, and power in North America?
- SQ

How did North American societies and other societies around the world interact before the 1400s?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Explain one way North American societies and other societies around the world interacted before the 1400s using evidence.	Use evidence to describe how interactions affected people, land, and power before the 1400s in writing.

LESSON OVERVIEW

This lesson serves as a formative assessment at the end of Cluster 1. Students have been investigating how North American and other global societies interacted in the 1400s using maps, objects, and stories as sources of evidence. In this lesson, students synthesize their learning by using a structured organizer to identify evidence from two sources. They then use this thinking to write a short, focused response that explains how interactions affected people, land, and power before the 1400s.

LESSON STANDARDS

PS 2, PS 4, 4.T3.1, 4.T3.2, 4.T3.3
See full text of standards in the Cluster Overview.

MATERIALS

☐

[Lesson 8 Slide Deck](#)

☐

[Formative Assessment Task](#)

☐

[Formative Assessment Task \(Teacher Version\)](#)

☐

[Formative Assessment Sources](#)

LESSON AT A GLANCE

Component	Time
Introduction	10
Formative Assessment: Assessment Task	20

Lesson 8: 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 \(Sentence Starters\)](#): Supports student writing with sentence starters.

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

English Proficiency Levels 1-2:

- Direct students to only complete Part 1 of the assessment task.
- [Look Fors](#): Assessment writing should include single words or short phrases added to the sentence starters.

English Proficiency Levels 3-4:

- Encourage students to use the sentence starters to support their written responses.
- [Look Fors](#): Assessment writing should use the sentence starters and include some details.

English Proficiency Levels 5-6:

- Students should be able to complete the task independently.
- [Look Fors](#): Assessment writing should include compound sentences and a greater level of detail.



ADVANCE PREPARATION

Have the class's charts and other cluster materials easily accessible for reflection and discussion.

Introduction (10 minutes)

REVISIT THE CLUSTER'S CHARTS

Slide 2: Review the Cluster 1 Supporting Question:



How did North American societies and other societies around the world interact before the 1400s?

Lesson 8: Formative Assessment

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Cluster 1: Early Interactions

Slides 3–4: Remind students that they have been learning about how societies around the world interacted before the 1400s. Read the timeline entries aloud. After each entry, prompt students to identify any effects on people, land, or power in these examples.



Formative Assessment: Assessment Task (20 minutes)

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

INTRODUCE THE ASSESSMENT TASK

Slide 5: Distribute a copy of the [*Formative Assessment Task*](#) and the [*Formative Assessment Sources*](#) to each student. Review the directions:

Part 1:

- Choose one source pair.
- Use the text and artifact sources to complete the organizer.

Part 2:

- Use your organizer to write 3–5 sentences to answer the question: *How did interactions affect people, land, or power before the 1400s?*
- Use evidence from both sources in your response.

COLLECT AND REVIEW SENSEMAKING

Provide a 5-minute warning to students prior to the end of the session. Collect assessments and use the [*Formative Assessment Task \(Teacher Version\)*](#) to review student responses.



SUPPORT ALL STUDENTS

Provide the [*Formative Assessment Task \(Sentence Starters\)*](#) to students who would benefit from sentence frames to support their writing.

Lesson 8: Formative Assessment

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Formative Assessment Task (Teacher Version)

Part 1

Directions: Choose one of the source pairs provided on the Formative Assessment Sources handout. Then use the sources to answer the prompts in the organizers below.

Student responses will vary. Look for students to identify evidence from the sources that supports their descriptions of point of view and how interactions affected people, land, and power

Source Pair 1

Text (Ibn Battuta text)

Who wrote this text?

- This text was written by Ibn Battuta.

What is the author's message about the interaction?

- The author believes that trade made the city of Mogadishu very rich.

How do you know?

- I know this because the text says the merchants who lived there were very wealthy

How does this text show interaction?

- The text shows interaction because merchants in the city trade beautiful cloth to other lands

Artifact (obsidian spear point)

What is this object?

- The object is an obsidian spear point.

Who was it used by? How was it used?

- This object was used by Indigenous peoples.. It was used for hunting animals to survive.

How does this artifact show interaction?

- The artifact shows interaction because people traded this obsidian far away from where it was found.

Source Pair 2

Text (Saga of the Greenlanders, Story 4)

Who wrote this text?

- This text was written by Vikings (originally).

What is the author's message about the interaction?

- The author feels that the Viking trip was dangerous

How do you know?

- I know this because the text only tells the story of the Vikings fighting and does not tell the feelings of the Indigenous people

How does this text show interaction?

- The text shows interaction because it shows Vikings fighting with Indigenous people.

Artifact (illustration of Aztec warrior clothing)

What is this object?

- The object is a drawing of Aztec warrior clothing and weapons.

Who was it used by? How was it used?

- This object was used by Aztec warriors. It was used for fighting in battles

How does this artifact show interaction?

- The artifact shows interaction because it shows warriors with weapons ready to fight each other.

Part 2

Directions: Use the information you recorded above to write 3–5 sentences to answer the question: How did interactions affect people, land, or power before the 1400s? Be sure to use evidence from both sources in your response.

Student responses will vary. Look for students to include evidence from both sources in their writing. Possible responses:

Source Pair 1

Interactions affected people before the 1400s by helping them trade goods and connect with other places. The obsidian spear point shows that people traded over long distances. The Mogadishu text explains that merchants traded beautiful cloth to far away lands. This shows that trade helped different groups of people connect with each other.

Source Pair 2

Interactions affected people and power before the 1400s by causing fighting between different groups. The images of warrior clothing show that Aztec warriors prepared for battle. In the Viking story, the explorers fought and killed Indigenous men they met. This shows that some groups used force to show their power over others.

Trade and Expansion

Why did the voyages of European nations across the Atlantic Ocean lead to more conquest and colonization in North America?

CONTENTS

Lesson 9

European Voyages (Part 1)

Lesson 10

Cluster 2 Launch

Lesson 11

European Voyages (Part 2)

Lesson 12

Motivations for Expansion

Lesson 13

Conquest

Lesson 14

Colonization Interactions

Lesson 15

Putting It Together

Lesson 16

Formative Assessment

Overview

In this cluster, students study how the search for trade routes by European sailors changed interactions in North America. They will compare what motivated different European nations to fund these voyages and how they affected other societies. Students will explain how the voyages to North America led to conquest and colonization, as people and governments made choices about wealth, power, land, and control.

Learning Objectives

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

- Trace voyages of Europeans on a map and explain how they were a tool of empire-building.
- Explain how European arrival in North America led to conquest and colonization.
- Describe effects of interactions between Indigenous peoples and Europeans.
- Explain that conquest and colonization are the result of choices, not automatic outcomes of interaction.
- Construct social studies explanations that describe components, order, causes and effects, or cycles using relevant examples and details (WIDA ELD-SS.4-5.Explain.Expressive).

Vocabulary

TIER 2

conquest
motivation
voyage

Cluster Focus Standards

Practice Standards

STANDARD	LESSON(S)
PS 1: Evaluate the extent to which different individuals or groups have similar or different perspectives on a civic issue or concern.	13-16
PS 2: Generate open and closed questions relevant to multiple aspects of a topic.	10, 15-16
PS 4: Identify the point of view represented in a source and discuss how a person's point of view might affect the way they represent an event or topic, distinguishing between facts and opinions in the source.	13, 16

Content Standards

STANDARD	LESSON(S)
4.T3.3: Trace on a map European explorations of North America and the Caribbean Islands in the 15th and 16th centuries (e.g., voyages of Vasco Nuñez de Balboa, Jacques Cartier, Cristobal Colon [Christopher Columbus], Ferdinand Magellan, Juan Ponce De Leon, Amerigo Vespucci, Hernán Cortés), evaluate the reasons for the voyages, noting that they were part of an effort by European nations to expand their empires, find new routes for trade with Asia, new opportunities for colonization, and new natural resources; make a timeline of their landings and conquests.	9-16

Unit 3, Cluster 2 Inquiry Chart (Teacher Version)

Unit EQ	What effects did interactions among societies have over time on people, land, and power in North America?
Cluster SQ	Why did the voyages of European nations across the Atlantic Ocean lead to more conquest and colonization in North America?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 9: We read about the voyages of European sailors and identified evidence of expansion.	European nations sent sailors to find trade routes and claim the land they sailed to.
Lesson 11: We read about the voyages of European sailors and traced them with color-coded routes. We outlined starting and landing points and identified evidence of expansion.	European voyages were government-supported, planned journeys across the Atlantic that led to competition for land claims.

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 12: We analyzed images and short captions to learn what was happening in Spain, France, England, and the Netherlands, and participated in a jigsaw.	Spain, France, England, and the Netherlands were motivated to explore and expand for riches, glory, and religion.
Lesson 13: We read primary sources from both the Spanish and the Aztec perspectives and compared how each side described the same events.	The Spanish engaged in conquest and colonization of the Aztec people and their land.
Lesson 14: We read four accounts and tracked the effects of colonization on people, land, and power.	At first, the English colonists depended on Indigenous peoples to survive. When they grew strong enough, they colonized the area and forced the Powhatans into agreements that benefited the English.

LESSON 9

European Voyages (Part 1)

- EQ

What effects did interactions among societies have over time on people, land, and power in North America?
- SQ

Why did the voyages of European nations across the Atlantic Ocean lead to more conquest and colonization in North America?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Use text and map evidence to identify the routes of early European voyages and their effects on people and land.	Describe the routes of early European voyages and their effects on people and land in discussion and note form.

LESSON OVERVIEW

In this lesson, students work with maps and text to identify the routes of various European sailors and the effects of their voyages on North America. They trace the voyages of Columbus, Cartier, Cabot, and Hudson using detailed explorer narratives and a fully labeled base map. Students identify key information directly from the texts: route, the reason for the voyage, and evidence explaining the effect of the voyage. They then outline starting and landing points and draw the path between them.

LESSON STANDARDS

4.T3.3
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 10 Slide Deck ☐ European Sailor Maps and Readings ☐ European Sailor Maps and Readings (Teacher Version) ☐ European Voyages Map Labeling
VOCABULARY
voyage

LESSON AT A GLANCE

Component	Time
Activate Prior Knowledge	5
Mapping Voyages	20
Making Connections	5

Lesson 9: European Voyages (Part 1)

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Plan for English Learner Success

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

- [European Sailor Maps and Readings \(Word Banks\)](#): Supports students with word bank definitions to help them access the text.
- [Observe Language and Literacy Builder \(3-5\)](#): Supports close looking at maps.

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

English Proficiency Levels 1-2:

- Pre-highlight the starting point and landing location in the first modeled text. If possible, pair students with a language-proficient peer for the reading and map work. Choose frames from the LLB to support their observations.
- [Look Fors](#): Students should correctly identify the starting and landing locations and effects with support.

English Proficiency Levels 3-4:

- If possible, pair students with a language-proficient peer for the reading and map work. Encourage students to choose frames from the LLB to support their observations.
- [Look Fors](#): Students should correctly identify the starting and landing locations and effects.

English Proficiency Levels 5-6:

- Students should be able to engage in the tasks independently.
- [Look Fors](#): Students should clearly identify routes and effects using details from the text.



ADVANCE PREPARATION

Determine how you will organize students into groups of 3 or 4 for the Mapping Voyages activity.

Students will need colored pencils for the European Voyages Map handout.

Lesson 9: European Voyages (Part 1)

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Activate Prior Knowledge (5 minutes)

Slide 2: Remind students that in Cluster 1, they learned about the importance of access to trade routes.

Ask students to Think-Pair-Share with a partner to discuss what they remember about why some European nations sought new trade routes.

Possible responses:

- European nations wanted to access goods like spices and gold directly instead of depending on other regions to make them available.
- Goods like spices came from far away and passed through many hands, which increased the cost. They wanted less expensive ways to get what they needed.
- They wanted shorter routes.

Invite a few pairs to share what they discussed with the class. Explain that today they will learn about the voyages of a few of the sailors that European nations chose to send to find the new trade routes.

Slide 3: Introduce a key vocabulary word: *voyage*.

- Say the word: *voyage*
- Use the word in context: *European sailors went on voyages to find trade routes.*
- Share the student-friendly definition: *a long trip, usually by sea, to a faraway place*
- 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.



CULTURAL COMPETENCE

You can highlight the learning students have done in previous units about cultures, societies, and achievements to counteract any narrative that portrays Indigenous peoples solely as "discovered" or "encountered" by Columbus.



SUPPORT ALL STUDENTS

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

Lesson 9: European Voyages (Part 1)

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Mapping Voyages (20 minutes)



LEARN MORE

The belief that Europeans thought the world was flat before 1492 is a common misconception. Washington Irving's 1828 book, *The Life and Voyages of Christopher Columbus*, popularized the idea that Columbus was fighting superstition about a flat earth.

However, the spherical earth concept dates back to ancient Greeks like Pythagoras (6th century BCE) and Eratosthenes, who calculated its circumference.

Columbus actually sailed west because he knew the world was round, aiming to reach Asia by crossing the Atlantic. You can learn more in History's [Christopher Columbus Never Set Out to Prove the Earth Was Round](#).

Slide 4: Distribute [European Sailor Maps and Readings](#) and [European Voyages Map Labeling](#).

- Explain that students will use text and map sources to understand the routes, reasons, and effects of European sailors' voyages.
- After they read about each sailor and route, they will draw the route on their map.

Prompt students to find the Christopher Columbus map and text on their handout. Provide an overview of the activity's structure:

- Students will do the first part of the activity as a class.
- Then, they will work on the three other sailors in their small groups.

Explain that as they listen and follow along, they should be looking for and underlining information about the route; the reason(s) for the voyage, and any effect(s) the voyage had on North America



SUPPORT ALL STUDENTS

Be sure to provide the [European Sailor Maps and Readings \(Word Banks\)](#) to students who would benefit from reading support through a word bank with definitions.

Lesson 9: European Voyages (Part 1)

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Read aloud the text on the slide, and point out—or have students suggest—information to underline. Make sure students have underlined the following ideas on their handouts:

- find a faster trade route to Asia
- hoped to gain money from the voyage and to impress other European nations
- sailed west from Spain
- stopped in the Canary Islands
- crossing the Atlantic Ocean
- reached an island in the Bahamas where the Lucayan people lived

Slide 5: Continue to read aloud the text and work as a class to identify information to underline. Students should underline the following details:

- sailed to more islands, including Cuba and the island that is now home to Haiti and the Dominican Republic
- encountered more Taíno people
- captured and enslaved Taíno people

Slide 6: Read the final section of the text and work as a class to identify information to underline. Students should underline the following details:

- claimed the land for Spain
- Spain would take over and own the Taínos' land.
- sent more ships, soldiers, and religious leaders, who wanted to make the Taíno people Christian

**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 to make sense of the reading. Then, have students do a second read of the text to complete their lesson task.

Lesson 9: European Voyages (Part 1)

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Slide 7: Prompt students to turn to their [European Voyages Map Labeling](#). Read aloud the directions at the top, then invite one or more volunteers to read the four steps aloud.

1. Choose a color for the sailor and add it to the map key.
2. Using the same color, mark the starting location, any stops, and any points the sailor reached in North America.
3. Draw the route from the starting point to the final location the sailor reached in North America.
4. Near the final location in North America, write a note about how the voyage affected North America. Use one or more details from the text.

(Sample note: *claimed the land for Spain*)

Distribute the colored pencils and prompt students to complete Columbus's route as you model the process aloud.

Slide 8: Explain that students will now repeat this process for the remaining three sailors: John Cabot, Jacques Cartier, and Henry Hudson.

- Organize the class into the predetermined small groups of 3 or 4 students and explain that they will work on these tasks today and in the next class.
- Prompt students to begin.
- As students work, be sure to circulate around the room to support student pacing and comprehension. You can refer to the [European Sailor Maps and Readings \(Teacher Version\)](#) to support this.

Making Connections (5 minutes)

Slide 9: With about 5 minutes left in class, bring student groups back together and ask: *How were the Vikings' earlier voyages similar to or different from the European voyages we studied today?*



CULTURAL COMPETENCE

Maps and historical texts are not culturally neutral. The maps and readings in this lesson use many place names that became common after European exploration and colonization. However, Indigenous peoples who had lived in these regions for thousands of years already had their own names for the land, waterways, and regions long before European voyagers such as Columbus, Hudson, Cartier, and Cabot arrived.



SUPPORT ALL STUDENTS

Encourage students to use their [Observe Language and Literacy Builder \(3-5\)](#) to support their close-looking discussions of the maps included with the texts about each sailor.

Lesson 9: European Voyages (Part 1)

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Possible responses:

- The Vikings and the later European sailors both explored new lands and met Indigenous people.
- The Vikings built some homes, but they did not stay permanently. Later, European countries claimed land and stayed in the areas they claimed permanently.
- The Vikings were not sent by kings or queens to find trade routes like Spanish and English sailors were.

Explain that in earlier trade networks, people connected for trade across land and sea. But from the 1400s through the 1600s, European countries began crossing the Atlantic and claiming land. This shift began to change interactions in North America.

Close by letting students know that in the next class they will continue working on their handouts and mapping the voyages of European sailors.



LEARN MORE

The Gilder Lehrman Institute of American History offers primary source sets related to early exploration and colonization. [The Age of Exploration](#) materials include adapted documents and teacher guides that support inquiry into motivations and perspectives.

Lesson 9: European Voyages (Part 1)

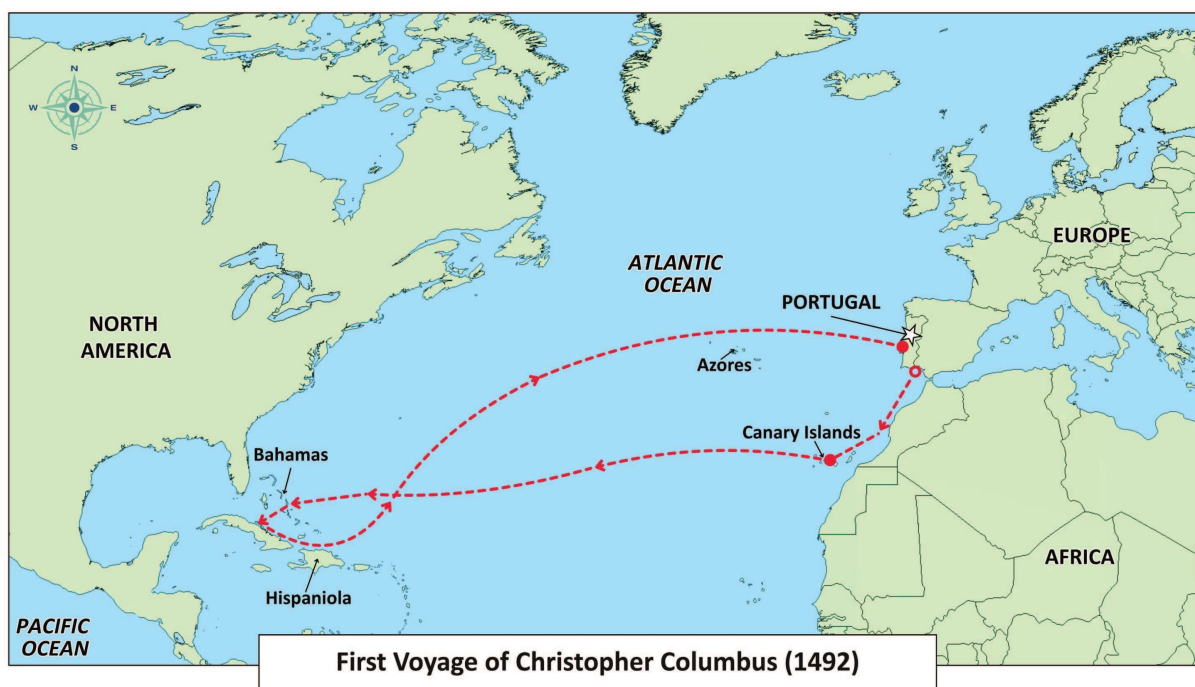
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European Sailor Maps and Readings (Teacher Version)

Directions: View the map and read the text to learn about each sailor and his voyage. As you read, underline information about the route, the reason for the voyage, and evidence explaining any effects the voyage had on North America.

Christopher Columbus (1492)

Christopher Columbus sailed out of Spain in 1492 in search of a trade route to Asia.



Christopher Columbus

The king and queen of Spain sent Christopher Columbus to find a faster trade route to Asia. They hoped to gain money from the voyage and to impress other European nations.

In August 1492, Columbus sailed west from Spain with three ships. He stopped in the Canary Islands to repair his ships before crossing the Atlantic Ocean.

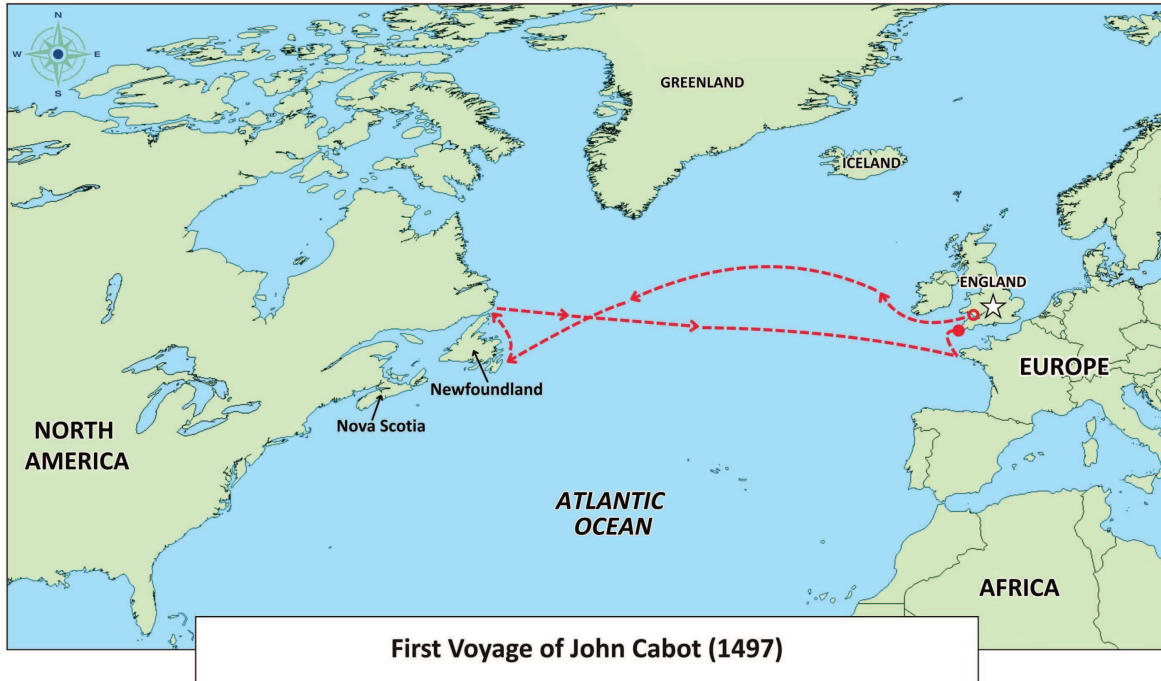
In October, he reached an island in the Bahamas where the Lucayan people lived. They were the first Indigenous people Columbus met and were part of a larger group called the Taíno. Columbus called the people that he encountered “Indians” because he thought that he had landed in India.

Columbus then sailed to more islands, including Cuba and the island that is now home to Haiti and the Dominican Republic. In all of these places, Columbus encountered more Taíno people. According to the sources available, some Taíno people were welcoming. One Taíno leader helped Columbus and his crew establish a fort. However, the Europeans soon captured and enslaved Taíno people and forced them to return with them to Spain. Other Taíno people began to fight back.

Even though he had not landed in Asia, Columbus claimed the land for Spain. This meant that Spain would take over and own the Taínos’ land. Columbus brought enslaved Taíno people and gold back to Spain. The king and queen of Spain soon sent more ships, soldiers, and religious leaders, who wanted to make the Taíno people Christian.

John Cabot (1497)

John Cabot sailed out of England in 1497 in search of territory to claim for England.



John Cabot

After Spain began claiming land, King Henry VII allowed John Cabot to [sail west and claim any lands he found for England](#).

In May 1497, Cabot [sailed from England across the North Atlantic Ocean](#). He [traveled west and reached land in Newfoundland, a large island that is part of present-day Canada](#).

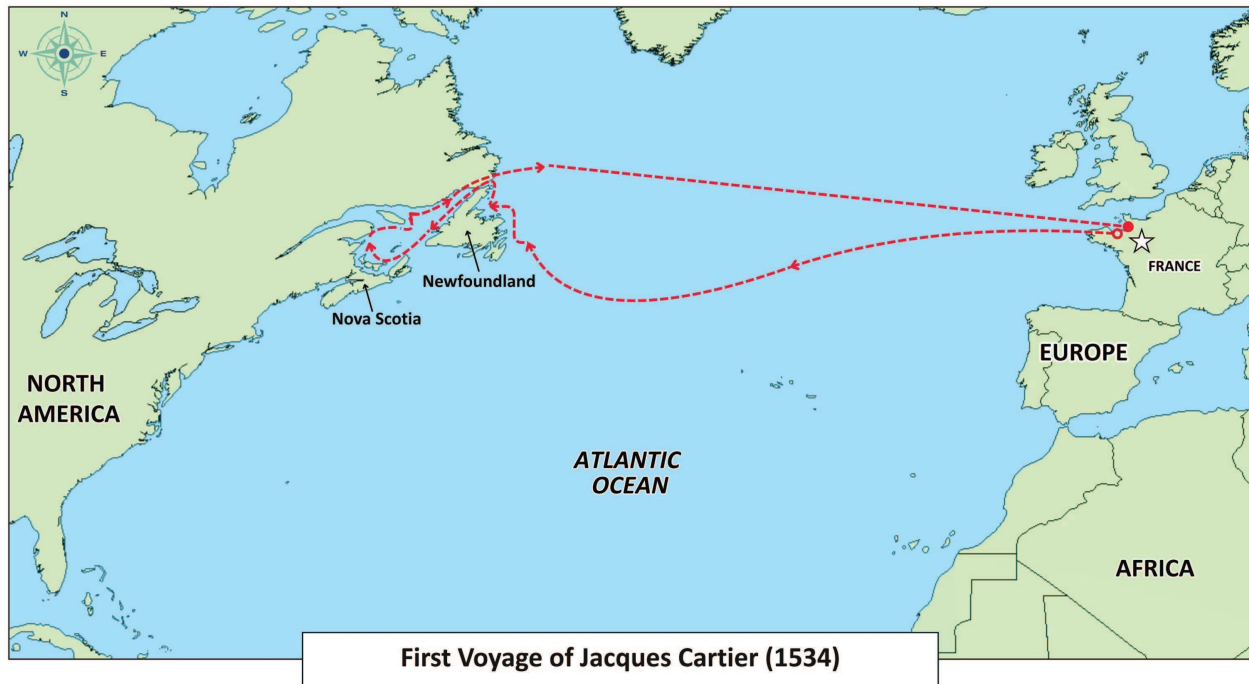
This [region was already home to Indigenous nations, including the Innu, Inuit, Mi'kmaq, and Beothuk peoples](#), who relied on fishing and coastal trade networks. There are no records that describe their interactions, but historians know that the coastal communities were experienced traders.

While few records about Cabot's voyages exist, the [news that he found huge populations of cod made it back to England](#). It was reported that Cabot described the ocean as "swarming with fish." He said there were so many cod they could be caught by dipping a basket into the sea.

Cabot's claim gave England a reason to return. Over time, [England sent colonists who built permanent colonies](#).

Jacques Cartier (1534)

Jacques Cartier sailed out of France in 1534 in search of a Northwest Passage between Europe and Asia.



Jacques Cartier

The King of France sent Jacques Cartier to [explore North America and search for a passage to Asia](#).

On April 20, 1534, Cartier [sailed from France](#) with two ships and 61 men. He [sailed west across the Atlantic Ocean](#). In May, he [reached the coast of Newfoundland and then traveled south into the Gulf of St. Lawrence](#).

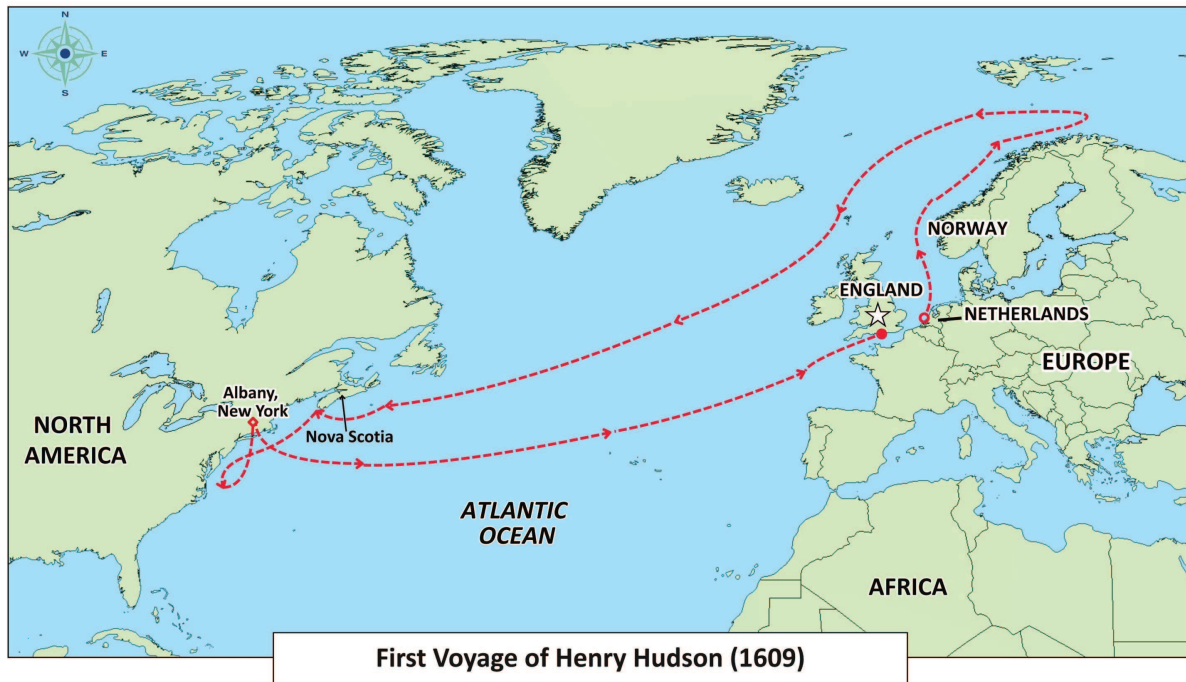
As he [sailed along the coastline, Cartier met many members of the Indigenous nations living there, including the St. Lawrence Iroquois](#). Historians believe that Cartier [traded with many Indigenous peoples](#), but these interactions were not always cooperative.

At Gaspé Bay, Cartier and his men [built a Christian cross that was thirty feet tall and claimed the land for France](#). Donnaconna, the local Iroquois leader, became angry, and Cartier lied about the cross's meaning. He then convinced Donnaconna to let his two sons come with him as guides.

Even though Cartier didn't find a route to Asia, [France later built trading posts and settlements in North America](#).

Henry Hudson (1609)

Henry Hudson sailed out of the Netherlands in 1609 in search of a Northwest Passage between Europe and Asia.



Henry Hudson

Henry Hudson was hired by a large trading business partially owned by the Dutch government. They wanted him to [search for a new passage to Asia so they didn't have to pay taxes to use the Spanish or Portuguese trade routes](#).

In April 1609, Hudson [sailed north from the Netherlands along the coast of Norway toward the Arctic Ocean](#). He tried to sail northeast around Russia, but ice blocked his path.

Hudson [changed direction and sailed southwest across the Atlantic Ocean. He reached the coast of Nova Scotia, then traveled south along the eastern coastline of North America](#). In August, he [sailed from Cape Cod to the Chesapeake Bay, then continued north along its waters](#).

In a journal written during the voyage, the Chesapeake Bay area was described as “a very good land to fall in with, and a pleasant land to see.”

Indigenous communities lived along the water there and used it for fishing, farming, and trade. Henry Hudson and his crew first [interacted with the Lenape people](#). Hudson's interactions with Indigenous people [mostly involved trading animal furs and hides](#).

In September, Hudson [sailed into a large harbor and traveled up a river](#). When he realized that his ship could not pass through, he figured out that it was not a route to Asia. He was, in fact, near what is now Albany, New York, on a waterway that the British would later name the Hudson River.

Even though Hudson did not find a route to Asia, his voyage [allowed the Dutch to claim land in North America](#). Later, the [Dutch created trading posts along the rivers and built a settlement](#).

Image source: “Blank world map with oceans marked in blue by Mastersun25” via Wikimedia Commons, CC BY-SA 3.0. Adaptations made by Educurious.

Text sources:

- Adams, James Ring. 2021. “[The Tales We Forget: Peeling Back the Layers of New York's History](#).” *American Indian Magazine*, Smithsonian’s National Museum of the American Indian.
- Britannica Kids. 2026. “[Early Exploration of the Americas](#).”
- Canadian Museum of History. n.d., “[The Explorers: Jacques Cartier](#)” *Virtual Museum of New France*.
- Hunter, Douglas. 2017. “[John Cabot](#)” *The Canadian Encyclopedia*.
- National Geographic Society. 2026. “[Oct 12, 1492 CE: Columbus Makes Landfall in the Caribbean](#)”

LESSON 10

Cluster 2 Launch

- EQ** What effects did interactions among societies have over time on people, land, and power in North America?
- SQ** Why did the voyages of European nations across the Atlantic Ocean lead to more conquest and colonization in North America?

LEARNING OBJECTIVE

Make connections and generate questions about European conquest and colonization in North America.

LANGUAGE OBJECTIVE

Engage in collaborative questioning using *who, how, what, where, when, and why* to ask questions about European conquest and colonization in North America.

LESSON OVERVIEW

In this lesson, Cluster 2 is launched by grounding students in the idea that European voyages did not begin with ships, but with beliefs. Students watch a short video about early European exploration to identify ways European nations tried to find new trade routes. Next, students are introduced to the Cluster 2 Supporting Question: *Why did the voyages of European nations across the Atlantic Ocean lead to more conquest and colonization in North America??* and begin classifying and prioritizing the questions they will investigate throughout the cluster.

LESSON STANDARDS

PS 2, 4.T3.3

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 9 Slide Deck](#)
- ☐ [Cluster 2 Inquiry Chart](#)
- ☐ [Cluster 2 Timeline](#)

VOCABULARY

conquest

LESSON AT A GLANCE

Component	Time
Launching the Question	30

Lesson 10: Cluster 2 Launch

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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 generating questions with additional sentence starters.

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

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for 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 10: Cluster 2 Launch

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Cluster 2: Trade and Expansion**ADVANCE PREPARATION**

Decide whether 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, when 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 co-developing the "What questions will we ask?" and the "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 chart for easy access at the beginning, middle (when it's a long cluster), and end of every cluster?

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

Preorganize students into groups of four and have chart paper and sticky notes ready for the Launching the Question routine.

The [Cluster 2 Timeline](#), along with the [Cluster 1 Timeline](#) and the [Cluster 3 Timeline](#), will be used throughout the unit to help students track events, compare developments around the world, and see the ways interactions between societies changed over time.

- Students will use the timeline to identify major events and compare what was happening across regions during the same time periods. As the unit progresses, students will use the timeline to trace the increase in conquest and colonization and to analyze how those changes affected people, land, and power in North America.
- For greater impact, consider recreating the timeline in a larger format that remains visible throughout the unit. You can add simple visual markers to highlight themes such as trade, conflict, conquest, colonization, land, and power. As appropriate, revisit earlier entries during discussion, synthesis, and assessment.

Lesson 10: Cluster 2 Launch

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Launching the Question (30 minutes)

SPARK CURIOSITY

Slide 2: Review the key takeaways from Cluster 1 and provide a glimpse of the learning students will do in Cluster 2 by reading the text on the slide aloud for students. .

Slide 3: Share with students that they are going to watch a video about European nations seeking new trade routes. As they watch, students should think of questions they want to ask about the video.

Play the “The New World: European Age of Exploration in the Americas” video clip (5:48–7:59).

Slide 4: Organize students into the pre-planned groups of 4 and distribute sticky notes and chart paper to each group. Review the directions on the slide for generating questions.

- Prompt students to generate questions about the video.
- Students should write their questions on sticky notes (1 sticky note per question), then put the notes on the chart paper.
- Provide 2–3 minutes for students to generate questions.

Slide 5: Remind students that in the last cluster, they learned that societies around the world were interacting before the 1400s, and they focused on how these interactions affected people, land, and power. . Now they will move forward in time to examine different kinds of interactions in North America: conquest and colonization. Earlier examples of conquest and colonization exist in world history, but not between Europeans and Indigenous peoples in North America.



SUPPORT ALL STUDENTS

Encourage students to refer to their [Question Language and Literacy Builder \(3-5\)](#) to help them generate questions.

Lesson 10: Cluster 2 Launch

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Slide 6: Introduce a key vocabulary word: *conquest*.

- Say the word: *conquest*
- Use the word in context: *The Spanish conquest of Tenochtitlan happened when they defeated the Aztec rulers and took control of the city.*
- Share the student-friendly definition: *the takeover of another group's land and government by military force*
- 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 7: Remind students that in Grade 3, they learned the word *colonization* and provide the definition again (or reteach the word if needed): *(noun) the action of one group taking control of land, people, and resources in another area in order to gain power and money.* Add the word to the Word Wall.

INTRODUCE THE SUPPORTING QUESTION AND ELICIT INITIAL THINKING

Slide 8: Introduce the Cluster 2 Supporting Question:



Why did the voyages of European nations across the Atlantic Ocean lead to more conquest and colonization in North America?

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

Slide 9: Remind students of the difference between open and closed questions:

- Open questions need an explanation. They can't be answered with a yes, a no, or another one-word answer.
- Closed questions can be answered with a simple fact, a yes, a no, or another one-word answer.



SUPPORT ALL STUDENTS

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



LEARN MORE

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](https://www.rightquestioninstitute.org/) for more information about their work.

Lesson 10: Cluster 2 Launch

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Slide 10: Review the rules for classifying questions:

- Identify closed questions with a C.
- Identify open questions with an O.
- Change one closed question to an open question.
- Change one open question to a closed question.

Prompt groups to classify their questions for 2–3 minutes.

Slide 11: Explain to students that each group will now determine which questions might be most useful in helping learn about and understand the Supporting Question. Review the rules on the slide for prioritizing questions:

- Take turns choosing questions.
- On your turn, choose a question that could help answer the Supporting Question.
- Explain the reason you chose that question.
- After every group member has had a turn, decide together on the group's top three questions.
- Mark the three questions the group selected.

Prompt groups to discuss and prioritize questions for 2–3 minutes.

DEVELOP THE INQUIRY CHART

Slide 12: Introduce the cluster's Inquiry Chart and point out the "What questions will we ask?" section.

- Ask for volunteers from each group to share one or two of their priority questions.
- Add these to the "What questions will we ask?" section of the Inquiry Chart.

You will return to this Inquiry Chart in Lesson 15 and throughout the unit, so it is essential that you preserve students' thinking here.

PREVIEW THE LEARNING AHEAD

Slides 13–15: Distribute the [Cluster 2 Timeline](#). Share with students that in this cluster, they will continue to track what



LEARN MORE

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

Lesson 10: Cluster 2 Launch

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Cluster 2: Trade and Expansion

is happening in different parts of the world at the same time to understand the interactions between societies.

They will trace routes, examine encounters, and investigate shifting interactions, using the Supporting Question and their priority questions as guides.

**TEACHING TIP**

You can have students tape the three pages together to create one continuous timeline for Cluster 2. Additionally, students can tape this new section to the Cluster 1 section from Lesson 1. It is important to remind students that this timeline does not accurately show the scale of time between events. Rather, it indicates general separations between the periods of time they are studying

Lesson 10: Cluster 2 Launch

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LESSON 11

European Voyages (Part 2)

- EQ

What effects did interactions among societies have over time on people, land, and power in North America?
- SQ

Why did the voyages of European nations across the Atlantic Ocean lead to more conquest and colonization in North America?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Use text and map evidence to identify the routes of early European voyages and the effects of their voyages.	Describe the routes of early European voyages and the effects of their voyages in discussion and note form.

LESSON OVERVIEW

This lesson builds directly on students’ initial route tracing in the previous lesson and deepens their understanding of how individual voyages connect to broader patterns of European expansion. Students continue to work with the maps and texts from the previous lesson and identify key information directly from the texts: route, the reason for the voyage, and evidence explaining the effect(s) of the voyage. They then outline starting and landing points and draw the path between them. Through color-coded maps and paired timeline entries, students connect actions in North America to decisions made in Europe, reinforcing the idea that these voyages were organized, state-sponsored efforts tied to trade, power, and land claims.

LESSON STANDARDS

4.T3.3
See full text of standards in the Cluster Overview.

MATERIALS

☐

[Lesson 11 Slide Deck](#)

☐

[Timeline Activity](#)

☐

[European Sailor Maps and Readings \(Teacher Version\)](#)

☐

Lesson 10: European Sailor Maps and Readings

☐

Lesson 10: European Voyages Map

☐

Lesson 9: Cluster 2 Timeline

LESSON AT A GLANCE

Component	Time
Continue Mapping Voyages	15
Timeline Entries	15
Optional Extension: Final Reflection	10

Plan for English Learner Success

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

- **European Sailor Maps and Readings (Word Bank):** Supports students with key term definitions to help them access the text.
- [Summarize Language and Literacy Builder \(3-5\)](#): Supports students in identifying the main ideas and details in a text.

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

English Proficiency Levels 1-2:

- Pre-highlight the starting point and landing location in the first modeled text. If possible, pair students with a language-proficient peer for the reading and map work. Choose frames from the LLB to support their summaries.
- Look Fors: Students should correctly identify the starting and landing locations and effects with support.

English Proficiency Levels 3-4:

- If possible, pair students with a language-proficient peer for the reading and map work. Encourage students to choose frames from the LLB to support their summaries.
- Look Fors: Students should correctly identify the starting and landing locations and effects.

English Proficiency Levels 5-6:

- Students should be able to engage in the tasks independently.
- Look Fors: Students should clearly identify routes and effects using details from the text.



ADVANCE PREPARATION

Ensure all students have access to their **European Sailor Maps and Readings**, **European Voyages Map**, and the **Cluster 2 Timeline** for this lesson.

Students will need colored pencils for the European Voyages Map handout.

Lesson 11: European Voyages (Part 2)

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Continue Mapping Voyages (15 minutes)

Slide 2: Re-orient students to the mapping activity by redistributing the **European Sailor Maps and Readings** and **European Voyages Map** handouts and reviewing the activity directions. Explain that students will have about 15 minutes to complete their readings and maps.

Invite students to return to their small groups to begin their work. Circulate and use the [European Sailor Maps and Readings \(Teacher Version\)](#) to provide support to students as they work.

Slide 3: Re-group students in pairs. Prompt partners to take turns speaking and listening for 30 seconds each. Prompt students to look at their completed maps. Ask: *What do the routes of the European sailors have in common?*



SUPPORT ALL STUDENTS

As a reminder, some students may be using the **European Sailor Maps and Readings (Word Bank)** from the previous lesson.

Timeline Entries (15 minutes)

Slide 4: Explain that students will now use what they learned about the four sailors to add to the timeline.

Provide students with access to their **Cluster 2 Timelines** and distribute the [Timeline Activity](#). Have students work in pairs to write a timeline entry for each sailor. Their entries should answer the questions: *What was the goal of the voyage? What happened when he arrived in North America?*



SUPPORT ALL STUDENTS

Encourage students to refer to their [Summarize Language and Literacy Builder \(3-5\)](#) when creating timeline entries.

Slide 5: Model Columbus as an example. Ask:

- *When did Columbus set sail?*
- *Which country supported Columbus?*
- *What was he looking for?*
- *Where did Columbus land?*
- *What did he do when he arrived?*

Guide students to use the sentence frames to write a two-sentence summary, such as: *In 1492, Spain sent Christopher Columbus to sail west to find a faster trade route to Asia. He landed in the Caribbean and claimed the land for Spain, which began Spain's expansion into North America.*

Lesson 11: European Voyages (Part 2)

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Students should add each of their summaries to the appropriate box for the time span associated with the sailor's voyage—Columbus: late 1400s–1500; Cabot: late 1400s–1500; Cartier: 1500–1550; Hudson: 1550–1610.

Circulate to review timeline entries.

Optional Extension: Final Reflection (10 minutes)

Slides 6–7: After students have had time to complete the timeline entries, you can facilitate a concentric circles reflection discussion.

- Prompt students to arrange themselves in two concentric circles.
- Those in the inside circle face outward toward those in the outside circle (and outside circle faces inward). Student pairs are made up of one inside student and one outside circle student who are facing one another.
- After you pose a question, one student speaks for 30 seconds.
- Next, the other speaks for 30 seconds.
- After the discussion, students rotate clockwise to a new partner to repeat the next question prompt.

Begin the discussion using the following prompts:

Why did European nations want to claim land in North America?

Possible responses:

- European nations wanted to claim land in North America because they wanted more power and money.
- If they owned the land, they could get gold, furs, and other resources to sell.
- African and Asian empires controlled trade routes. They made Europeans pay high taxes to use them. European nations wanted to find their own routes so they could keep their money.

Why did other European countries follow Spain's example?

Lesson 11: European Voyages (Part 2)

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Cluster 2: Trade and Expansion

Possible responses:

- Other countries saw Spain getting land and power, so they wanted some too. They sent sailors so they would not fall behind.
- After Spain claimed land, other countries did not want Spain to control North America.
- Spain got land first, so other countries tried to get land too.

Lesson 11: European Voyages (Part 2)

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LESSON 12

Motivations for Expansion

- EQ** What effects did interactions among societies have over time on people, land, and power in North America?
- SQ** Why did the voyages of European nations across the Atlantic Ocean lead to more conquest and colonization in North America?

LEARNING OBJECTIVE

Identify how riches, glory, and religion motivated European nations to explore and expand into North America.

LANGUAGE OBJECTIVE

Explain how riches, glory, and religion motivated European countries to explore and expand into North America in writing and discussion.

LESSON OVERVIEW

This lesson shifts the lens from European sailors' routes to the conditions inside each sponsoring nation. Students investigate the political, economic, and religious conditions within each country to understand why expansion became important. Through a structured image-based jigsaw, students examine what was happening in Spain, France, England, and the Netherlands at the time of exploration. They analyze short, contextual captions that highlight war, rivalry, trade needs, and religious change. By connecting these internal events to exploration, students build a clearer cause-and-effect understanding of how riches, glory, and religion shaped expansion into North America.

LESSON STANDARDS

4.T3.3

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 12 Slide Deck](#)
- ☐ [Video Guide: Exploration Motivation](#)
- ☐ [Jigsaw Notes: European Motivations](#)
- ☐ [European Motivations Resource Set](#)
- ☐ [Jigsaw Notes: European Motivations \(Teacher Version\)](#)

VOCABULARY

motivation

LESSON AT A GLANCE

Component	Time
Introduction to Motivations	10
Image Analysis Jigsaw Activity	15
Closing Discussion	5

Lesson 12: Motivations for Expansion

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Plan for English Learner Success

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

- [Video Guide: Exploration Motivation \(Sentence Frames\)](#): Supports students with sentence frames for writing responses during the video.
- [Jigsaw Notes: European Motivations \(Sentence Starters\)](#): Supports students with sentence starters for writing about their assigned nation.

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 jigsaw discussions. Allow students to replay and/or slow down the video as needed and use closed captioning to support comprehension.
- [Look Fors](#): Oral and written responses should use the structures provided in the handouts and include simple elaboration of ideas (e.g., adding familiar adjectives).

English Proficiency Levels 3-4:

- If possible, pair students with a language-proficient peer for the jigsaw discussions. Allow students to replay and/or slow down the video as needed and use closed captioning to support comprehension.
- [Look Fors](#): Oral and written responses should include simple sentences using the structures provided on the handouts and include some elaboration of ideas (e.g., using new or multiple adjectives) about the images and video content.

English Proficiency Levels 5-6:

- Students should be able to participate in the activities independently.
- [Look Fors](#): Students should participate in the jigsaw discussion. Writing on the handouts should include compound sentences that reference the images and video content.



ADVANCE PREPARATION

Pre-organize students into groups of 3 or 4 and determine how you will assign the four different readings in the [European Motivations Resource Set](#). About a quarter of the class will read about each nation before the jigsaw.

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

Lesson 12: Motivations for Expansion

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Introduction to Motivations (10 minutes)

Slide 2: Introduce a key vocabulary word: *motivation*.

- Say the word: motivation
- Use the word in context: *Spain's motivation for sending Columbus was to find a faster trade route and gain wealth.*
- Share the student-friendly definition: *the reason someone takes action or acts in a certain way.*
- 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.*
- Share that the verb form, *to motivate*, also appears in today's lesson.
- Add the word to the Word Wall.

Slide 3: Distribute the [Video Guide: Exploration Motivation](#).

Explain that students will use a video to explore the motivations for European exploration.

Play the first video clip (1:56–2:59). After playing the clip, discuss the question on the slide: *How did riches motivate European nations to explore and expand?* (Possible responses: Countries explored to gain money, gold, resources, and trade. European countries believed new land would bring valuable resources.)

Prompt students to update their handouts with their responses to the first question.

Slide 4: Play the second clip (3:50–4:47). After the clip, discuss the question on the slide: *How did glory motivate European nations to explore and expand?* (Possible responses: Countries wanted to prove they were strong and important, so they expanded their empires. Countries explored to compete, gain power, and expand their empire.)

Prompt students to update their handouts with responses to the second question.



SUPPORT ALL STUDENTS

Encourage connections to your multilingual learners' home languages for this vocabulary word. 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.



SUPPORT ALL STUDENTS

Provide the [Video Guide: Exploration Motivation \(Sentence Frames\)](#) to students who would benefit from writing support when summarizing information from the video.

You can also play the videos with captions or provide a transcript, and use strategies such as chunking or pre-filled notes to support students with this video. See the Curriculum Guidebook for more information on facilitating all students' access to videos.

Lesson 12: Motivations for Expansion

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Slide 5: Play the final clip (5:03-6:07). After the clip, discuss the question on the slide: *How did religion motivate European nations to explore and expand?* (Possible responses: Some European leaders believed they had a duty to spread their country's form of religion. Religion influenced leaders to spread their beliefs.)

Prompt students to update their handouts with their responses to the third question.

Image Analysis Jigsaw Activity (15 minutes)

Slide 6: Place students into small groups of 3 or 4 and distribute the [Jigsaw Notes: European Motivations](#). Explain that groups will analyze images and captions to learn about the motivations of one European nation and present their findings to the class.

Then, give each group the pages of the [European Motivations Resource Set](#) for their country. Prompt groups to look at the images and read the captions to learn about their assigned European nation's motivations. Student groups will also need to decide which speaker role each group member will assume during the jigsaw presentation.

- Speaker 1: Tell the name of your country and who the leader was.
- Speaker 2: Explain what was happening in the country and when it took place.
- Speaker 3: Explain why this country decided to explore and how you know.
- Speaker 4: Explain how exploration helped the country.

Prompt students to begin their viewing, reading, and writing.

Slide 7: After 10 minutes of work time, bring the class back together. Ask for volunteers to share their learnings. One student group per nation will share aloud.

As groups share, students should fill in the chart on the last page. Use [Jigsaw Notes: European Motivations \(Teacher Version\)](#) to clarify misconceptions.



SUPPORT ALL STUDENTS

Be sure to provide students with the [Jigsaw Notes: European Motivations \(Sentence Starters\)](#) if they would benefit from additional writing supports.

Lesson 12: Motivations for Expansion

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Closing Discussion (5 minutes)

Slide 8: Close by asking: *How were the events in Europe connected to the expansion into North America?* Possible responses:

- Spain had just become a united country, and the king and queen wanted glory and power, so they sent explorers to claim land.
- France did not want Spain to become more powerful, so they explored to gain glory and power.
- The Netherlands was a trading country, so it wanted to gain riches through trade in North America.
- England competed with Spain for power, so it wanted to claim land and expand its empire.
- Spain was strongly Catholic, so religion was one reason they explored and tried to spread Catholic Christianity.
- The Dutch wanted independence and power after fighting Spain, so exploration helped them grow stronger.
- France wanted riches from the fur trade, so they explored parts of North America where they could trade.
- England had religious conflict at home, so religion influenced some of its decisions to explore.

Lesson 12: Motivations for Expansion

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Jigsaw Notes: European Motivations (Teacher Version)

Directions: Read your assigned portion of the European Motivations Resource Set, then respond to the prompts below.

Student responses will vary. Look for specific visual and text information from the sources in student writing.

Possible responses:

WHO: Who was the leader?

- Spain: The leaders were King Ferdinand and Queen Isabella.
- France: The leader was King Francis I.
- England: The leader was King Henry VIII (later Queen Elizabeth I).
- The Netherlands: Dutch leaders (such as William of Orange).

WHAT: What was happening in this nation?

- Spain: Spain had just finished a long war and became united in 1492. Spain wanted to grow stronger and needed gold and new trade.
- France: Spain was gaining land and wealth in the Americas. France did not want to fall behind.
- England: England broke away from the Catholic Church. England and Spain became rivals.
- Netherlands: The Netherlands fought Spain for independence. The Dutch were skilled traders.

WHEN: When did this happen?

- Spain: Late 1400s (1492).
- France: 1500s.
- England: 1500s.
- Netherlands: Late 1500s.

WHY: Why did this nation explore? How do you know?

- Spain
 - Riches: Spain wanted gold and wealth.
 - Glory: Spain wanted to become more powerful.
 - Religion: Spain wanted to spread Catholic Christianity.
- France
 - Riches: France wanted money from the fur trade.
 - Glory: France wanted power and influence like Spain.
- England
 - Religion: England formed its own church.
 - Glory: England wanted to compete with Spain.
 - Riches: England wanted new trade and land.
- Netherlands
 - Riches: The Dutch wanted trade routes that would give them access to new resources
 - Glory: The Netherlands wanted to strengthen its new nation.

HOW: How did exploration help them?

- Spain: Spain sent ships west to find gold, claim land, and spread Christianity.
- France: France sent explorers to trade furs and to claim land to gain power.
- England: England sent ships to compete with Spain and to gain wealth and power.
- Netherlands: The Dutch sent ships to trade and to grow stronger.

LESSON 13

Conquest

- EQ** What effects did interactions among societies have over time on people, land, and power in North America?
- SQ** Why did the voyages of European nations across the Atlantic Ocean lead to more conquest and colonization in North America?

LEARNING OBJECTIVE

Use primary sources to identify different Spanish and Aztec perspectives and interactions across three events.

LANGUAGE OBJECTIVE

Describe different Spanish and Aztec interactions and perspectives across three events in writing.

LESSON OVERVIEW

This lesson builds on students' understanding of interaction types by tracing how contact between the Spanish and the Aztecs shifted over time. Using primary sources from both Spanish and Aztec perspectives, students analyze key events: the first diplomatic meeting in Tenochtitlan, the Tóxcatl Festival massacre, and the fall of Tenochtitlan. The focus is on point of view and the concept of power. Students examine how the same events were described differently from different perspectives and identify interactions and shifts in control.

LESSON STANDARDS

PS 1, PS 4, 4.T3.3

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 13 Slide Deck](#)
- ☐ [Interaction Perspectives](#)
- ☐ [Interaction Perspectives \(Teacher Version\)](#)

LESSON AT A GLANCE

Component	Time
Introduction	5
Interaction Perspectives	20
Synthesis Discussion	5

Lesson 13: Conquest

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Plan for English Learner Success

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

- [Interaction Perspectives \(Chunked Text\)](#): Supports reading comprehension through 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 text. Support reading comprehension by underlining or highlighting words and phrases in the text that help students focus on the key ideas. Direct students to use specific words from the text to support their writing.
- [Look Fors](#): Writing in the charts should include single words or short phrases.

English Proficiency Levels 3-4:

- It may be helpful for students to have access to an aide or language-proficient peer to support translation of the text. Encourage students to underline or highlight words and phrases in the text that identify the key ideas. Prompt students to use specific words from the text to support their writing.
- [Look Fors](#): Writing in the charts should include simple phrases or short sentences with some reference to the text and vocabulary.

English Proficiency Levels 5-6:

- Students should be able to participate in the activities independently.
- [Look Fors](#): Writing in the charts should include sentences with multiple details from the text.



ADVANCE PREPARATION

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

Preorganize students into pairs for the Interaction Perspectives activity.

Some quotes in the [Interaction Perspectives](#) contain descriptions of violence. Take care when introducing these to students and be sure to support their emotional needs throughout the lesson.

Lesson 13: Conquest

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Introduction (5 minutes)

Slide 2: Display the image of the Aztec Empire. Explain to students that today's lesson takes them to central Mexico in the early 1500s, home to a powerful civilization known as the Aztecs.

Slide 3: Share that students will watch a video to learn about interactions between the Aztecs and European sailors.

- Ask students to think about which types of interactions they see in the video.
- Play "The Rise and Fall of the Aztecs" (3:19) by Smithsonian Magazine.

Slide 4: After the video, have students think-pair-share to discuss the interaction types they saw. Ask:

- *What type of interactions did you see between the Aztecs and the Europeans?*
- *In what ways did the interactions change? Why did they change?*

Invite a few groups to share their ideas. Explain that today, students will learn about conquest as a form of interaction.

Remind students of the definition of conquest: *the takeover of another group's land and government by military force*. Explain that students will learn more about interactions between the Spanish, their Indigenous allies, and the Aztecs to understand how interactions can lead to conquest.

Interaction Perspectives (20 minutes)

Slide 5: Organize students into pairs and distribute [Interaction Perspectives](#). Explain that students will read short primary source quotes to trace how the interaction between the Spanish and the Aztecs changed over time.

- Explain that some of these quotes describe how interactions became violent.
- Encourage students to seek support from you or time to process together, as needed.



SUPPORT ALL STUDENTS

Be sure to offer the [Interaction Perspectives \(Chunked Text\)](#) to students who would benefit from reading chunked text.

Lesson 13: Conquest

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Explain to students that historians study sources to understand what happened in the past, but they know that not everything in a source is a fact. People who lived through events included their own thoughts, beliefs, and feelings when they recorded what happened.

This is why historians separate facts from opinions. Review the definitions of facts and opinions:

- A fact is something that can be checked or proven.
- An opinion is what someone thinks, believes, or feels.

Explain that facts help us to figure out what actually happened, and opinions help to understand how people at the time experienced those events. Tell students that, as they read two accounts of the same event, they should think about how the facts and the author's beliefs help explain why the stories are not exactly the same.

Slides 6–7: Have a volunteer read the directions on the handout aloud. Then, model how to complete the activity using the first event. Read the two quotes aloud, then lead a whole-group discussion.

Ask: How does the Aztec source describe the interaction?

Possible responses:

- Welcoming
- Inviting
- Peaceful and friendly



LEARN MORE

The Florentine Codex source mentions that the “rule of the Mexica ended.” The Mexica were the dominant Nahuatl-speaking group within the Aztec Empire. To learn more, you can read [Mexico or Aztec: How the Mexicas Were Renamed](#).



BUILD LITERACY

To build literacy and comprehension for all students, consider first reading the full 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

Moctezuma's respectful language and invitation to sit on a throne reflect formal diplomatic customs and do not necessarily mean Moctezuma was offering Cortés his political authority or “giving away” his land. To learn more, please refer to [Seven Myths of the Spanish Conquest](#) by Matthew Restall and [Fifth Sun: A New History of the Aztecs](#) by Camilla Townsend.

Lesson 13: Conquest

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Ask: *How does the Spanish source describe the interaction?*

Possible responses:

- Ceremony
- Accepting of the King of Spain
- Being well-taken care of

Ask: *Who had the power at this moment?*

Possible response:

- The Aztec ruler still controls the city.

Ask: *Which statements include facts? Which statements show opinions?*

Possible responses:

Aztec source facts

- A leader welcomed the visitors to the city.
- The visitors were invited to rest.
- The speaker told them to come into the city.

Aztec source opinions

- “You are weary”: the speaker cares and thinks they are tired
- “You have come down from the sky”: the speaker believes something special or unusual about them
- “Welcome to your land”: the speaker believes they are important or powerful

Spanish source facts

- Moctezuma and Cortés exchanged gifts with one another.
- Cortés was welcomed into the city.

Spanish source opinions

- “I confirmed that he believed in you, the Spanish king, as their leader”: shows who Cortés believes is in charge and who has power.



TEACHING TIP

When teaching the fall of Tenochtitlan, avoid presenting it as simply Spanish vs. Aztec. Emphasize that Hernán Cortés relied heavily on Indigenous allies, especially groups like those from Tlaxcala, who opposed Mexica rule. Many Nahuatl-speaking peoples made strategic choices based on their own goals, and their support was essential to the outcome. This helps students understand the conquest as a complex set of alliances rather than a two-sided conflict.

Lesson 13: Conquest

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Cluster 2: Trade and Expansion

Slide 8: Prompt partners to begin working on the next two events on the handout. Circulate and provide support using the [*Interaction Perspectives \(Teacher Version\)*](#).

Synthesis Discussion (5 minutes)

Slide 9: With about 5 minutes left in class, bring the class together and facilitate a discussion. Ask: *How did opinions shape how each side described the events?*

Possible responses:

- The Spanish justified their actions.
- The Aztecs described suffering.

Then ask: *How did interactions between the Spanish and Aztecs shift?*

Possible responses:

- The interaction started peacefully when Moctezuma welcomed Cortés, but it became conflict when the Spanish attacked during the festival. It became a conquest when the Spanish captured the city and took control.
- The interaction began peacefully when Moctezuma gave Cortés gifts, but it shifted to conflict during the festival attack, which started the war. It became a conquest when the Spanish replaced Aztec rule.

Lesson 13: Conquest

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Interaction Perspectives (Teacher Version)

Directions: For each event, read both sources to learn about the interaction between the Aztecs and the Spanish. Discuss the perspective of each source with your partner. Then fill in the charts to show what you learned about the interactions and to identify facts and opinions in the quotes.

Event 1: First meeting in Tenochtitlan (1519)

Aztec Source

"Our lord, you are weary. The journey has tired you, but now you have arrived on the earth. You have come to your city, Mexico. You have come here to sit on your throne...

You have come back to us; you have come down from the sky. Rest now, and take possession of your royal houses. Welcome to your land, my lords!"

—from *The Broken Spears* (Miguel León-Portilla), [*Vision de Los Vencidos*](#)

Spanish Source

When I met with Moctezuma, I removed my own pearl and glass diamond jewelry to offer him. In exchange, he had his servants get necklaces made of shells to put around my neck...

After he spoke for a long time, I confirmed that he believed in you, the Spanish king, as their leader. We were then given many different foods and whatever we needed for six days.

—adapted from Hernán Cortés, *Second Letter to Charles V*, [*Cortés on meeting Moctezuma*](#)

Student responses will vary. Look for inclusion of specific information from the sources above. Possible responses:

Aztec–Spanish Interactions

Question	Answer
How does the Aztec source describe the interaction?	- Moctezuma welcomes Cortés. - He invites Cortés to sit on a throne and take royal houses. - He speaks respectfully. - It feels peaceful and friendly.
How does the Spanish source describe the interaction?	- Cortés describes the ceremony of exchanging gifts. - He says that Moctezuma accepts the Spanish king as their ruler. - He describes being well taken care of.
Who had the power at that moment? (<i>Circle one.</i>)	Aztec Empire

Facts and Opinions

Source	Facts	Opinions
Aztec quote	- A leader welcomed the visitors to the city. - The visitors were invited to rest. - The speaker told them to come into the city.	“You are weary” → the speaker cares and thinks they are tired “You have come down from the sky” → the speaker believes something special or unusual about them “Welcome to your land” → the speaker feels respect or honor toward them
Spanish quote	- Moctezuma and Cortés exchanged gifts with one another. - Cortés was welcomed into the city.	“I confirmed that he believed in you, the Spanish king, as their leader” → shows who Cortés believes is in charge and who has power

Event 2: Tóxcatl Festival Massacre (1520)

Aztec Source

"The Spaniards attacked the musicians first. The singers and even the spectators were also killed. This attack in the Sacred Patio went on for three hours. Then the Spaniards burst into the rooms of the temple to kill the others...

The king Moctezuma, who was accompanied by Itzcohuatzin and by those who had brought food for the Spaniards, protested: "Our lords, that is enough! What are you doing? These people are not carrying shields or macanas. Our lords, they are completely unarmed!"

—from *The Broken Spears* (Miguel León-Portilla), [*Vision de Los Vencidos*](#)

Spanish Source

People said that Alvarado (who was left in charge of the Spanish while Cortés was away) attacked out of greed. They said he wanted their special festival clothing and jewels, but I do not believe that. There is no truth to it.

I believe that Alvarado only attacked to scare the Aztecs into listening to and respecting him. There is a phrase, "He who attacks first gains the victory." But the attacks had terrible consequences that he didn't expect.

I learned these facts from people I trust who were there at the time.

—adapted from *The Memoirs of the Conquistador Bernal Diaz del Castillo*, [*The Memoirs of the Conquistador Bernal Diaz del Castillo*](#)

Student responses will vary. Look for inclusion of specific information from the sources above. Possible responses:

Aztec-Spanish Interactions

Question	Answer
How does the Aztec source describe the interaction?	- The people were unarmed and attacked during a festival. - The attack was sudden, and many were killed.
How does the Spanish source describe the interaction?	- The Spanish attacked because they wanted to scare the Aztecs into listening to them. - The attack was not out of greed and had consequences they didn't intend.
Who had the power at that moment? (<i>Circle one.</i>)	Spanish Empire

Facts and Opinions

Source	Facts	Opinions
Aztec quote	- The Spaniards attacked the people. - The people did not have weapons. - Many people were hurt or killed. - The attack lasted a long time. - A leader spoke to the Spaniards during the attack.	"That is enough" → shows the speaker wants the violence to stop "What are you doing?" → shows confusion and fear "These people are not carrying shields or macanas" → may be true, but also shows how unfair it felt
Spanish quote	- Attacks had unexpected consequences. - People he trusts told him facts from the event.	"I believe that Alvarado only attacked to scare the Aztecs" → what he believed or was told "They said he wanted their special festival clothing and jewels, but I do not believe that" → what he believed or was told "He who attacks first gains the victory" → shows their choice based on what they believed/how they justified the attack

Event 3: Fall of Tenochtitlan (1521)

Aztec Source

When the Spanish had captured Tenochtitlan's leader Cuauhtémoc, they brought him to Cortés. They then began to shoot cannons at our people...Many people died, and the war was over.

—adapted from *The Florentine Codex, Book 12, Chapter 40* [Cuauhtemoc Surrenders](#)

Spanish Source

It was God's will for us to find a canoe with important Aztec people in it. We captured Tenochtitlan's leader Cuauhtémoc and the lord of Tacuba, along with other leaders...

They were all taken prisoner by us. The war was officially over, and we know this pleased God. We had been fighting for 75 days, and Your Majesty (King of Spain), we worked hard and encountered danger to do this.

—adapted from *Hernán Cortés, Third Letter to Charles V*, [Cuauhtemoc Is Taken Prisoner](#)

Student responses will vary. Look for inclusion of specific information from the sources above. Possible responses:

Aztec–Spanish Interactions

Question	Answer
How does the Aztec source describe the interaction?	- The ruler Cuauhtémoc was captured. - Aztec people were shot at, and many people died. - The war ended.
How does the Spanish source describe the interaction?	- They found important Aztec leaders because God wanted them to. - They took many important leaders prisoner. - The war was over.
Who had the power at that moment? <i>(Circle one.)</i>	Spanish Empire

Facts and Opinions

Source	Facts	Opinions
Aztec quote	- Cuauhtémoc was captured and brought to Cortés. - Many people died. - The war was over	N/A
Spanish quote	- They captured many leaders who were taken prisoner. - Fighting had occurred for 75 days.	"It was God's will for us to find a canoe..." → shows belief that God is on their side "We know this pleased God." → shows belief that God is on their side

LESSON 14

Colonization Interactions

- EQ

What effects did interactions among societies have over time on people, land, and power in North America?
- SQ

Why did the voyages of European nations across the Atlantic Ocean lead to more conquest and colonization in North America?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Identify effects of colonization on people, land, and power using text sources.	Summarize effects of colonization on people, land, and power using details from text sources in writing.

LESSON OVERVIEW

This lesson builds on students’ learning about how interactions affected people, land, and power. Through adapted primary source accounts, students trace how the relationship between Indigenous peoples, including the Powhatan people, and English colonists shifted from the English’s dependency on Indigenous tribes for survival to colonization and land loss over roughly eight years. Students begin with a Notice and Wonder activity, using images to activate prior knowledge and surface questions before reading. Students then read the sources and record what was happening with the people, land, and power. The lesson closes with a written reflection task using evidence from the chart.

LESSON STANDARDS

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

MATERIALS

☐

[Lesson 14 Slide Deck](#)

☐

[Interaction Accounts](#)

☐

[Notes Organizer: Interaction Accounts \(Teacher Version\)](#)

☐

[Notes Organizer: Interaction Accounts](#)

☐

[Reflection](#)

LESSON AT A GLANCE

Component	Time
Introduction	5
Interaction Account Analysis	20
Reflection	5

Plan for English Learner Success

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

- Notes Organizer: Interaction Accounts (Word Bank): Supports summary writing with a word bank.

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 activities. Direct students to use specific words from the word bank in their writing.
- Look Fors: Writing on the handout should include single words or short phrases.

English Proficiency Levels 3-4:

- Pair students with a language-proficient peer, if possible, for the activities. Encourage students to choose relevant word bank words to include in their writing.
- Look Fors: Writing on the handout should include accurate descriptions of interaction types and multiple word bank words.

English Proficiency Levels 5-6:

- Students should independently participate in the activities.
- Look Fors: Writing on the handout should include more complex grammatical structures (e.g., linking words or phrases, combined clauses) and multiple word bank words.

**ADVANCE PREPARATION**

Determine how you will organize students into pairs for the Interaction Account Analysis activity.

Lesson 14: Colonization Interactions

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Introduction (5 minutes)

Slides 2–3: Facilitate a Notice and Wonder protocol using the images on the slide.

- Prompt students to Think-Pair-Share to answer: *What do you notice? What do you wonder?*
- Invite a few student pairs to share key ideas and thinking from their discussion.
- Encourage students to cite specific visual evidence to support their responses.

Explain that in this lesson, students will investigate how interactions between Indigenous tribes and nations and English colonists affected each group and how English colonists in North America shifted those interactions toward colonization.



SUPPORT ALL STUDENTS

Encourage students to refer to the [Observe Language and Literacy Builder \(3-5\)](#) as they engage in close viewing of the images and discussion with their partner.



LEARN MORE

The National Park Service article [Powhatan](#) provides an overview of Powhatan (Wahunsenacawh), the powerful leader who united dozens of Indigenous tribes in the Chesapeake region into the Powhatan Chiefdom before the 1607 arrival of the English at Jamestown. This background on Chief Powhatan's leadership, diplomacy, and efforts to protect his people offers context for understanding interactions between the Powhatan and the English colonists during the early years of colonization in Virginia.

Interaction Account Analysis (20 minutes)

Slide 4: Distribute the [Interaction Accounts](#) and the [Notes Organizer: Interaction Accounts](#) and organize students into pairs.

- Explain that student pairs will take turns reading four short accounts, originally written between 1607 and 1614.
- The purpose is to understand how interactions between the Indigenous peoples in the area that later became Virginia, including the Powhatans, and English colonists affected people, land, and power and ended in colonization.



SUPPORT ALL STUDENTS

Provide students with [Notes Organizer: Interaction Accounts \(Word Bank\)](#) if they would benefit from the addition of a word bank to support their writing.

Lesson 14: Colonization Interactions

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Cluster 2: Trade and Expansion

Read aloud the directions above the organizer, then prompt students to begin working. While circulating to provide support, use the [Notes Organizer: Interaction Accounts \(Teacher Version\)](#) as needed.

Reflection *(5 minutes)*

Slide 5: Bring the class back together. Distribute the [Reflection](#) and prompt students to summarize their learning.

- Review the activity directions and prompt students to begin.
- Encourage students to refer to their **Notes Organizer** handouts as needed.

Close by sharing that in the next class, students will engage in the Putting It Together routine for the cluster.

Lesson 14: Colonization Interactions

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Notes Organizer: Interaction Accounts (Teacher Version)

Directions: Read each account with your partner. Take turns reading one source out loud at a time. After reading each source, summarize information about people, land, and power in the organizer.

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

Source	Information About People	Information About Land	Information About Power
Account 1: George Percy (1607)	- English relied on the captain to return with supplies and food - English do not approve of the Indigenous peoples or the way they pray (see Indigenous peoples as lower than them)	- Land was used to build a fort - Land seen as needing to be defended	- English see themselves as better and deserving of more power, and help from the Indigenous peoples around them - English see their God as the reason Indigenous peoples helped them survive
Account 2: John Smith (1608)	- Indigenous peoples described as their enemies - English describe needing protection	- English cut down trees to make room for more living space, planted gardens and corn - Traveled to the riverhead to learn about the area - Describe fertile land and corn fields of the Powhatans	- English used weapons to attack the Indigenous peoples - Describe having to work hard to protect themselves
Account 3: Chief Powhatan (1609)	Powhatan wants to live in peace and not worry about his safety and the safety of his family	Powhatans helped the English by giving them food from the land	- Powhatan and his people want equal respect and care but are not given it by the English - Want weapons to be removed from the English - Describes unneeded force and violence by the English towards the Powhatans

Account 4: Ralph Hamor (1614)	English describe Powhatan and his people terribly and disrespectfully	Indigenous peoples cannot go to English forts without permission	- Describes five years of fighting - Unequal agreements (list of things the Powhatan have to do for the English)
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LESSON 15

Putting It Together

EQ	What effects did interactions among societies have over time on people, land, and power in North America?
SQ	Why did the voyages of European nations across the Atlantic Ocean lead to more conquest and colonization in North America?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Synthesize new learning about how European voyages led to conquest and colonization.	Engage in collaborative discussions and writing about how European voyages led to conquest and colonization.

LESSON OVERVIEW

In this lesson, students participate in the Putting It Together routine and synthesize their learning from Cluster 2. Together, they work to answer the Supporting Question: *Why did the voyages of European nations across the Atlantic Ocean lead to more conquest and colonization in North America?* Through a structured timeline activity, students move beyond listing events to analyzing how deliberate choices escalated contact into conquest and colonization and how those choices affected European and Indigenous groups differently. Students stamp their learning with an Exit Ticket.

LESSON STANDARDS

PS 1, PS 2, 4.T3.3
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 15 Slide Deck
☐ Cluster 2 Timeline Entry Builder
☐ Lesson 15 Exit Ticket
☐ Lesson 15 Exit Ticket (Teacher Version)
☐ Cluster 2 Inquiry Chart
☐ Cluster 2 Inquiry Chart (Teacher Version)
☐ Lesson 1: Unit 3 Know and Wonder Chart
☐ Lesson 9: Cluster 2 Timeline

LESSON AT A GLANCE

Component	Time
Putting It Together	25
Exit Ticket	5

Lesson 15: Putting It Together

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Plan for English Learner Success

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

- [Cluster 2 Timeline Entry Builder \(Word Bank\)](#): Supports students' writing with sentence frames.
- [Connect Language and Literacy Builder \(3-5\)](#): Supports the connection of source information to learnings and inquiry questions.

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

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for the discussions and writing activities. Choose specific words from the word bank for students to incorporate into their timeline entries.
- [Look Fors](#): Single words or short phrases can be used during the writing task.

English Proficiency Levels 3-4:

- If possible, pair students with a language-proficient peer for the discussions and writing activities. Encourage students to choose helpful words from the word bank to complete their timeline entries.
- [Look Fors](#): Written responses should have some elaboration of ideas (e.g., adjectives or clauses) about the cluster's Supporting Question.

English Proficiency Levels 5-6:

- Students should be able to participate independently in the activities.
- [Look Fors](#): Writing should include compound sentences and more complex grammatical structures when addressing the cluster's Supporting Question.



ADVANCE PREPARATION

Have the class's Cluster 2 Inquiry Chart and Unit 3 Know and Wonder Chart easily accessible. Students should also have access to their Cluster 2 Timeline.

Lesson 15: Putting It Together

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Putting It Together (25 minutes)

Slide 2: Explain that students are going to return to the cluster's Supporting Question and “put together” what they have learned so far about how the voyages of European nations changed interactions in North America.

Slides 3–4: Present the **Unit 3, Cluster 2 Inquiry Chart** that the class created in Lesson 9, and remind students of the Cluster 2 Supporting Question:



Why did the voyages of European nations across the Atlantic Ocean lead to more conquest and colonization in North America?

SUMMARIZE OUR LEARNING AND SHARE OUR INITIAL THINKING

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

Then, briefly review and summarize the resources used in the cluster. You can also take a few minutes and have students organize their materials and handouts as you name them.

SYNTHESIZE OUR IDEAS AND ANSWER THE SUPPORTING QUESTION

Slide 5: Explain that students will work in small groups to identify the events that led to interactions of conquest and colonization in North America.

Prompt students to use the Hand Up, Pair Up discussion protocol to answer the following questions:

- *How did Spanish voyages lead to conquest?*
- *How did English voyages lead to colonization?*

Ask all students to put their hands up. Students find partners by choosing someone nearby and asking if they want to pair up. Once students have found a partner, the pair can move to adjoining seats and put their hands down. Facilitate the matching up as necessary to expedite the process and to avoid hurt feelings.



SUPPORT ALL STUDENTS

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

Lesson 15: Putting It Together

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Cluster 2: Trade and Expansion

Once all hands are down, students can begin the activity.

Provide time for students to think quietly to themselves to come up with an answer to the questions. Then prompt partners to discuss their responses.

Invite a few pairs to share their thinking with the class.

Possible responses:

- Spain conquered the Aztec Empire and took control away from them.
- The English built permanent colonies, taking land from Indigenous peoples.

Slide 6: Distribute [Cluster 2 Timeline Entry Builder](#) and ensure students have access to their **Cluster 2 Timeline** handouts.

Explain to students that they will use their responses from the Hand Up, Pair Up discussion to create timeline entries about conquest and / or colonization.

Guide students as necessary so that their timeline entries reflect the following:

Conquest

- (1519) Spain sent Hernán Cortés to North America to gain wealth, spread Christianity, and increase Spanish power.
- (1521) Spanish forces defeated the Aztec Empire, removed Indigenous leaders from power, and took control of the land for Spain.

Colonization

- (1607) England supports voyages to North America to expand power and find new land for colonies.
- (1607) English colonists established a colony in Virginia, claiming land that belonged to Indigenous peoples.

Facilitate a whole group discussion in which volunteers share their entries. Record appropriate responses in the “What did we learn?” column of the Inquiry Chart. Use [Cluster 2 Inquiry Chart \(Teacher Version\)](#) to support this.

**SUPPORT ALL STUDENTS**

Provide students with [Cluster 2 Timeline Entry Builder \(Word Bank\)](#) if they would benefit from a word bank to support timeline entry writing.

Lesson 15: Putting It Together

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Cluster 2: Trade and Expansion**RETURN TO THE INQUIRY CHART**

Slide 7: 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 3 Know and Wonder Chart** from Lesson 1.

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

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

STAMP THE KEY LEARNING**Exit Ticket** (5 minutes)

Slide 8: Distribute the [Lesson 15 Exit Ticket](#) to students and explain that they will use the timeline and what they learned in this cluster to write a 3-2-1 summary. This summary should include:

- 3 key events from the timeline that show conquest and / or colonization
- 2 ways Indigenous peoples were affected by these events
- 1 question you still have about the effects of European voyages, conquest, or colonization

Use [Lesson 15 Exit Ticket \(Teacher Version\)](#) to check students' understanding.

Lesson 15: Putting It Together

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Name: _____ Date: _____

Lesson 15 Exit Ticket (Teacher Version)

Directions: Use the timeline to complete the 3-2-1 below.

Student responses will vary. Look for the inclusion of how events connected to conquest or colonization. Possible responses:

3 key events from the timeline that show conquest and / or colonization

- Columbus's voyage in 1492 began regular contact between Europe and the Americas.
- Spain defeated the Aztec Empire and removed Indigenous leaders.
- England built permanent colonies like Virginia.
- John Cabot sailed for England and claimed land for England.
- Jacques Cartier explored parts of Canada for France.
- Henry Hudson explored rivers that later helped Europeans colonize the area.

2 ways Indigenous peoples were affected by these events

- Indigenous peoples lost land when Europeans claimed it.
- Indigenous leaders were removed from power after the conquest.
- Europeans built colonies on Indigenous land.
- Indigenous empires were defeated.
- Indigenous peoples lost control of their governments.
- Their communities were changed by European colonies.

1 question you still have about the effects of European voyages, conquest, or colonization

- Why did European countries keep sending more explorers?
- Did Indigenous peoples ever stop the Europeans from colonizing?
- How did voyages in Africa and Asia compare to those in North America?

LESSON 16

Formative Assessment

- EQ** What effects did interactions among societies have over time on people, land, and power in North America?
- SQ** Why did the voyages of European nations across the Atlantic Ocean lead to more conquest and colonization in North America?

LEARNING OBJECTIVE

Explain how the voyages of European nations led to conquest and colonization in North America.

LANGUAGE OBJECTIVE

Use specific information from cluster sources to describe how the voyages of European nations led to conquest and colonization in North America in writing.

LESSON OVERVIEW

This lesson asks students to synthesize their learning from the cluster by constructing a written and symbolic explanation of how a European nation's government-sponsored voyages led to shifts in land control and political power over time. The format allows students to demonstrate their understanding of cause and effect, perspective, and chronology while grounding their explanation in timeline and map evidence.

LESSON STANDARDS

PS 1, PS 2, PS 4, 4.T3.3

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 16 Slide Deck](#)
- ☐ [Formative Assessment Task](#)
- ☐ [Formative Assessment Task \(Teacher Version\)](#)
- ☐ Lesson 1: Unit 3 Know and Wonder Chart
- ☐ Lesson 9: Cluster 2 Timeline
- ☐ Lesson 10: European Sailor Maps and Readings & European Voyages Map
- ☐ Lesson 12: Video Guide: Exploration Motivation & Jigsaw Notes: European Motivations
- ☐ Lesson 14: Notes Organizer: Interaction Accounts & Reflection
- ☐ Lesson 15: Exit Ticket

Lesson 16: Formative Assessment

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LESSON AT A GLANCE

Component	Time
Introduction	5
Formative Assessment	25

Plan for English Learner Success

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

- [Cause-Effect Language and Literacy Builder \(3-5\)](#): Supports students in caption-writing with cause-effect frames.

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

English Proficiency Levels 1-2:

- Encourage students to work collaboratively with an aide or language-proficient peer on the assessment. Choose 1-2 requirements for each scene to focus students' work and direct them to use a specific frame from the LLB.
- [Look Fors](#): Students can label symbols with single words or short phrases as captions.

English Proficiency Levels 3-4:

- Choose 2-3 requirements for each scene to focus students' work. Encourage students to choose and use a specific frame from the LLB.
- [Look Fors](#): Students should write simple sentence captions that incorporate the chosen cause-and-effect frame.

English Proficiency Levels 5-6:

- Students should be able to engage with the task independently.
- [Look Fors](#): Student captions should clearly explain cause and effect across scenes with detailed explanations and complex sentences.



ADVANCE PREPARATION

Ensure the Unit 3, Cluster 2 Inquiry Chart and relevant materials from previous lessons are accessible for student reference.

Decide if you want students to work individually or in pairs to create their storyboards. If students will work in pairs, consider pre-planning pairs to best support students' success.

Lesson 16: Formative Assessment

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Introduction (5 minutes)

Slide 2: Review the Supporting Question for Cluster 2:



Why did the voyages of European nations across the Atlantic Ocean lead to more conquest and colonization in North America?

Explain that students will answer the Supporting Question using what they learned in the cluster.

Encourage students to refer to cluster materials to support them during this task.



Formative Assessment (25 minutes)

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

Slide 3: Distribute the [Formative Assessment Task](#) and read the directions aloud. Underscore that the captions and symbols should explain the following:

- Scene 1: Motivations for the voyage
- Scene 2: Interaction(s) that occurred
- Scene 3: Effects of interaction(s) on people, land, and power

If needed, display **Slide 4** to prompt students to consider where they will place each of the three captions and symbols.

Prompt students to begin working. Circulate and check for clear ideas about how and why interactions changed, supported by evidence from sources.

Guide students with questions such as:

- *Why did this country want that land?*
- *What did that decision lead to?*
- *Who gained power? Who lost power?*



SUPPORT ALL STUDENTS

Students who would benefit from further scaffolding with caption-writing during this task can use the [Cause-Effect Language and Literacy Builder \(3-5\)](#).

Lesson 16: Formative Assessment

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Cluster 2: Trade and Expansion

Provide a 5-minute warning to students prior to the end of the session. Collect assessments and use [Formative Assessment Task \(Teacher Version\)](#) to evaluate student work.

Lesson 16: Formative Assessment

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Formative Assessment Task (Teacher Version)

Directions: Make a 3-scene storyboard that explains how one European nation's voyages led to conquest or colonization in North America. Use captions and symbols to tell what happened. Read the prompts below to see what you need to include in each scene.

Student responses will vary. Look for students to:

- Choose one nation to focus on.
- Include a caption and symbol for each scene.
- Address each scene's prompts as noted below.

Scene 1: Motivations for the voyage

Look for students to include:

- The European country sending the voyage
- A motivation (wealth, trade, power, religion)
- At least one date

Scene 2: Interaction(s) that occurred

Look for students to include:

- A description of what interaction(s) occurred
- Names of the groups involved
- Language showing conquest or colonization
- An example of people's different perspectives
- At least one date

Scene 3: Effects on people, land, and power

Look for students to include:

- A clear shift in land control
- A power change
- Impact on Indigenous peoples
- How the European country benefited

Impact of Conquest and Colonization

How did the increased European presence in North America change people, land, and power by the 1800s?

CONTENTS

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Lesson 23

Unit Synthesis

Overview

In the final cluster, students investigate how interactions over time changed North America. They analyze maps, images, and texts to compare how different groups experienced change differently, while building an understanding that history looks different depending on whose perspective is centered. Students trace how increasing European presence led to growing pressure on land, shifting power, and unequal outcomes across groups.

This cluster also acts as a bridge to Unit 4, when the course transitions into a deeper study of westward expansion in the 1800s. Because of the chronological gap between units, the cluster intentionally emphasizes continuity and change over time rather than introducing a large amount of new content. Though it may not align as directly to multiple standards in the History/Social Science Framework, these lessons are critical for helping students make sense of the significant time jump and understand how earlier interactions set the stage for later expansion.

Learning Objectives

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

- Describe how groups in North America competed for land and power through the 1700s.
- Identify changes in land control and colonization patterns in North America by the 1800s.
- Explain how groups described the same interactions in different ways; analyze how goals and experiences shaped perspectives.
- Use sources to explain how interactions changed people, land, and power in North America, recognizing that no single source tells the whole story.
- Interpret social studies explanations by evaluating disciplinary concepts and ideas that are open to different interpretations (WIDA ELD-SS.4-5.Explain.Interpretive).

Vocabulary

TIER 3

Columbian Exchange

Cluster Focus Standards

Practice Standards

STANDARD	LESSON(S)
PS 1: Evaluate the extent to which different individuals or groups have similar or different perspectives on a civic issue or concern.	19-23
PS 2: Generate open and closed questions relevant to multiple aspects of a topic.	17, 22-23
PS 4: Identify the point of view represented in a source and discuss how a person's point of view might affect the way they represent an event or topic, distinguishing between facts and opinions in the source.	18-19, 21-23

Content Standards

STANDARD	LESSON(S)
4.T3.1: Explain how historians studying the European voyages to the Americas use archaeological evidence, maps, illustrations, and texts produced in Europe at the time, and that all of these materials are called primary sources.	17, 21, 23
4.T3.2: Explain who the Vikings were and describe evidence of their early encounters with Native Peoples along the North American Atlantic coast.	23

4.T3.3: Trace on a map European explorations of North America and the Caribbean Islands in the 15th and 16th centuries (e.g., voyages of Vasco Nuñez de Balboa, Jacques Cartier, Cristobal Colon [Christopher Columbus], Ferdinand Magellan, Juan Ponce De Leon, Amerigo Vespucci, Hernán Cortés), evaluate the reasons for the voyages, noting that they were part of an effort by European nations to expand their empires, find new routes for trade with Asia, new opportunities for colonization, and new natural resources; make a timeline of their landings and conquests.

18, 21-23

Unit 3, Cluster 3 Inquiry Chart (Teacher Version)

Unit EQ	What effects did interactions among societies have over time on people, land, and power in North America?
Cluster SQ	How did the increased European presence in North America change people, land, and power by the 1800s?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 18: We compared maps of North America to observe changes in land control and discussed what those patterns suggest about land use.	By the 1750s, European empires claimed and divided large areas of land in North America. These changes shifted decision-making power and how the land was used.
Lesson 19: We read about three people connected to the Ohio River Valley and their perspectives on who wanted to control the land, how they believed it should be used, and who gained or lost influence as a result of those decisions.	Different groups had different interpretations of land and power. People who controlled land were often able to make decisions, while others might lose control and power.

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 20: We analyzed three source sets about Indigenous peoples, enslaved Africans, and white Americans using a notes organizer.	By 1800, increased European presence changed land ownership and decision-making power, benefiting some groups while limiting others.

LESSON 17

Cluster 3 Launch

- EQ** What effects did interactions among societies have over time on people, land, and power in North America?
- SQ** How did the increased European presence in North America change people, land, and power by the 1800s?

LEARNING OBJECTIVE

Make connections and generate questions about how increased European presence in North America changed people, land, and power.

LANGUAGE OBJECTIVE

Engage in collaborative questioning with peers using *who*, *how*, *what*, *where*, *when*, and *why* to ask questions about how increased European presence in North America changed people, land, and power.

LESSON OVERVIEW

This lesson launches Cluster 3 by introducing the Columbian Exchange as a system of movement that connected continents and brought many changes to North America. Students begin by engaging in an image sort and then the Build the Word Wall routine for the term *Columbian Exchange*. Then, through a Give One, Get One discussion, students engage with a series of questions about people, land, and power. Finally, students are introduced to the Cluster 3 Supporting Question. They work on the Cluster 3 Inquiry Chart and discuss additional questions that may need to be answered in the unit.

LESSON STANDARDS

PS 2, 4.T3.1

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 17 Slide Deck](#)
- ☐ [Cluster 3 Inquiry Chart](#)
- ☐ [Columbian Exchange](#)
- ☐ [Image Sort Cards](#)

VOCABULARY

Columbian Exchange

LESSON AT A GLANCE

Component	Time
Launching the Question	30

Lesson 17: Cluster 3 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 students in developing observations when viewing an image.
- [Question Language and Literacy Builder \(3-5\)](#): Supports inquiry language for forming 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 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:

- If possible, pair students with a language-proficient peer 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 17: Cluster 3 Launch

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**ADVANCE PREPARATION**

Organize and pre-cut copies of the [Image Sort Cards](#) sets (1 set per student pair).

Have sticky notes available for students during the Give One, Get One discussion.

Set up a three-column chart labeled with the headers: People, Land, and Power.

Decide whether 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, when 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 co-developing the "What questions will we ask?" and the "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 chart for easy access at the beginning, middle (if it's a long cluster), and end of every cluster?

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

**Launching the Question** (30 minutes)**SPARK CURIOSITY**

Slide 2: Organize students into pairs and distribute the prepared [Image Sort Cards](#) (see advance prep). Prompt students to imagine they lived in North America in the early 1400s. Remind them that this is before most of the interactions that they have learned about so far in this unit. There were no airplanes, grocery stores, or large cargo ships crossing the Atlantic Ocean yet.

**SUPPORT ALL STUDENTS**

Encourage students to refer to their [Observe Language and Literacy Builder \(3-5\)](#) when viewing and discussing images.

Lesson 17: Cluster 3 Launch

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Cluster 3: Impact of Conquest and Colonization

Explain that students will work in pairs to sort the pictures into two groups: items they think were already in North America before 1492 and items they think came after Europeans began creating colonies in North America.

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

- Say the word: *Columbian Exchange*
- Use the word in context: *Many foods, such as potatoes and chocolate, spread to North America through the Columbian Exchange.*
- Share the student-friendly definition: *the movement of goods, people, animals, and diseases between continents after 1492*
- 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: Distribute the [Columbian Exchange](#). Explain that the shift in what was available and found in North America after 1492 is called the Columbian Exchange.

- Share that it is named after Christopher Columbus because it started after his voyages.
- Prompt students to use the information on the slide to identify the items on the image cards and confirm if their predictions were correct.

Slide 5: Give each student a set of sticky notes. Explain that they will respond to a series of questions about people, land, and power. Introduce the Give One, Get One routine:

- Each student will write one idea in response to the question.
- Students will then find a partner to share their idea with, then listen to and write down their partner's idea.
- They will repeat this process with a new partner for each question.

**SUPPORT ALL STUDENTS**

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

Lesson 17: Cluster 3 Launch

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Pose the following questions for the routine:

People: *If sickness spreads, what might happen to communities?*

Land: *If animals like horses and cows arrive, what might happen to the land?*

Power: *If one group gets horses, tools, or new crops, and another group doesn't, how could that change the power they have?*

Slide 6: Bring the class back together and display the People, Land, and Power chart (see advance prep). Repeat each question, pausing after the question so students can share their responses and then place their sticky notes in the corresponding columns of the chart.

Slide 7: Return students' attention to the handout. Ask them to observe the image closely and use it to generate questions according to the instructions on the slide.

- Ask as many questions as you can about the image.
- We will save discussing or answering the questions for another time.



SUPPORT ALL STUDENTS

Encourage students to use their [Question Language and Literacy Builder \(3-5\)](#) to help them generate inquiry questions.

INTRODUCE THE SUPPORTING QUESTION AND ELICIT INITIAL THINKING

Slide 8: Introduce the Supporting Question:



How did the increased European presence in North America change people, land, and power by the 1800s?

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

Slide 9: Review the guidance on the slide for classifying questions as being about people, land, or power.

Prompt students to classify questions for about 5 minutes.

Lesson 17: Cluster 3 Launch

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

- Take turns. On your turn, read one of your questions that could help answer the Supporting Question.
- Explain to your partner why you picked that question.
- Continue until you've both read three or four questions.
- Decide together on your pair's top two questions.
- Draw a star or other mark on the two questions.

Prompt students to discuss and prioritize questions for 2–3 minutes.

DEVELOP THE INQUIRY CHART

Slide 11: Introduce the cluster's Inquiry Chart and point out the "What questions will we ask?" section. Ask each pair to share one or both of their priority questions, as time allows. Post appropriate questions in the "What questions will we ask?" section of the chart.

PREVIEW THE LEARNING AHEAD

Slide 12: Display the image of the Cluster 3 Timeline pages and share with students that they will receive a copy of this timeline in the next lesson. Explain that in this cluster, they will explore how increased European presence reshaped North America between the mid-1600s and 1800, using the Supporting Question and their priority questions as guides.

You will return to this Inquiry Chart document throughout the cluster, 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.



LEARN MORE

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

Lesson 17: Cluster 3 Launch

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LESSON 18

Colonization of North America

- EQ

What effects did interactions among societies have over time on people, land, and power in North America?
- SQ

How did the increased European presence in North America change people, land, and power by the 1800s?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Use map evidence to analyze changes in land control and colonization patterns in North America by the 1750s.	Describe the changes in land control and colonization patterns in North America by the 1750s in writing.

LESSON OVERVIEW

In this lesson, students investigate how land control and colonization patterns shifted in North America by the 1750s. Using two pairs of maps that illustrate European presence in North America at four points in time from 1492 to 1750, students move from observation to interpretation to systemic connection. They engage in the Investigating Sources routine to identify visible changes in land labeling and division, analyze colonial placement, and connect those changes to power and Indigenous impact. This lesson builds directly on students’ emerging knowledge about the Columbian Exchange by showing how movement systems became territorial systems. It prepares students to understand competition and conflict in the next lesson.

LESSON STANDARDS

PS 4, 4.T3.3
See full text of standards in the Cluster Overview.

MATERIALS

☐

[Lesson 18 Slide Deck](#)

☐

[Map Comparison](#)

☐

[Maps of European Presence in North America](#)

☐

[Map Comparison \(Teacher Version\)](#)

☐

[Cluster 3 Timeline](#)

☐

[Cluster 3 Timeline Entry Builder](#)

LESSON AT A GLANCE

Component	Time
Introduction	5
Investigating Sources	15
Timeline Update	10

Plan for English Learner Success

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

- [Map Comparison \(Sentence Starters\)](#): Supports response writing with sentence frames.
- [Observe Language and Literacy Builder \(3-5\)](#): Supports close looking at the maps.

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

English Proficiency Levels 1-2:

- Choose specific sentence starters from the LLB for students to use when discussing and writing about the maps.
- [Look Fors](#): Students should use single words or short phrases in their writing.

English Proficiency Levels 3-4:

- Encourage students to choose relevant sentence starters from the LLB when discussing and writing about the maps.
- [Look Fors](#): Written responses should include simple sentences and some types of elaboration (e.g., using new or multiple adjectives, emerging use of clauses).

English Proficiency Levels 5-6:

- Students should be able to participate fully and independently in the activities. They may choose to reference the LLB when viewing the maps.
- [Look Fors](#): Writing on the handout should include compound sentences and clearly reference specific evidence from the maps.

Lesson 18: Colonization of North America

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**ADVANCE PREPARATION**

Determine how you will organize students into groups of 3 or 4 for the Investigating Sources routine.

The [Cluster 2 Timeline](#), along with the [Cluster 1 Timeline](#) and the [Cluster 3 Timeline](#), will be used throughout the unit to help students track events, compare developments around the world, and see the ways interactions between societies changed over time.

- Students will use the timeline to identify major events and compare what was happening across regions during the same time periods. As the unit progresses, students will use the timeline to trace the increase in conquest and colonization and to analyze how those changes affected people, land, and power in North America.
- For greater impact, consider recreating the timeline in a larger format that remains visible throughout the unit. You can add simple visual markers to highlight themes such as trade, conflict, conquest, colonization, land, and power. As appropriate, revisit earlier entries during discussion, synthesis, and assessment.

Introduction (5 minutes)

Slide 2: Remind students of the Unit 3 Essential Question:



How did interactions between societies change people, land, and power in North America over time?

Today, students will look closely at changes to the land.

Slides 3–4: Display the maps. You can click back and forth between the slides, at gradually increasing speeds, to simulate an “animated” view of the maps. Prompt students to observe the two maps for about 30 seconds.

Slide 5: Next, prompt students to turn to an elbow partner and discuss the differences or changes they noticed between the maps. Provide 2–3 minutes for discussion. Then, invite pairs to share their observations with the class.

Elicit the following key noticings:

- More land in North America is colored in the 1660 map than in the 1492 map.
- European nations expanded to the Americas in the years between 1492 and 1660.

Lesson 18: Colonization of North America

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- Spain seems to have greatly expanded its land claims in those years.

Explain that, as the maps show and as students learned in Cluster 2, between Columbus's arrival in 1492 and the 1600s, Europeans began to colonize more of North America. Today, students will investigate what happened after that.



Investigating Sources (15 minutes)

INTRODUCE PURPOSE AND PROCESS

Slide 6: Review the Investigating Source routine. Explain that students will now investigate two maps showing how European land claims in North America continued to change between around 1700 and around 1750. They will answer questions using evidence from the maps.

Slide 7: Organize the class into groups of 3 or 4 students and distribute [Maps of European Presence in North America](#) and the [Map Comparison](#) handout. Review the directions, then prompt groups to begin analyzing the maps by responding to the questions on the handout.

OBSERVE THE DOCUMENT'S FEATURES

- What do the colors on the maps represent?*
- What do you think the gray area represents?*

READ THE DOCUMENT

- What does the location of European colonies tell you about how the land was being used?*
- Look for places where different European countries claimed land near each other. What might that mean?*
- How do you think the changes you observed would affect Indigenous nations?*

CONNECT TO OUR QUESTION

- Use evidence from the maps to answer the Cluster 3 Supporting Question: How did the increased*



SUPPORT ALL STUDENTS

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



SUPPORT ALL STUDENTS

Be sure to provide the [Map Comparison \(Sentence Starters\)](#) to students who would benefit from support through sentence frames when responding to investigation questions.

Lesson 18: Colonization of North America

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Cluster 3: Impact of Conquest and Colonization

European presence in North America change people, land, and power by the 1800s?

Prompt students to begin working. Circulate to support pacing and comprehension. You can use the [Map Comparison \(Teacher Version\)](#) to provide support and answer students' questions.

Timeline Update (10 minutes)

Slide 8: Bring the class back together. Ask: *What do we know about how the increased European presence changed land in North America between the late 1600s and the 1750s?*

Prompt students to Think-Pair Share, then have a few pairs share their thinking with the class. Possible responses:

- European nations claimed large amounts of land in North America.
- Colonies were established along the Atlantic coast and spread inland.

Slides 9–11: Read aloud the Cluster 3 Timeline entries. Prompt students to turn and talk about the following: *Based on the information in the timeline, what might have been happening in Europe at this time?*

Allow a few students to share their thinking. Guide the discussion toward:

- European nations were competing for power.
- European countries were expanding their empires.
- European governments were making decisions about land and trade overseas.

Slide 12: Distribute the [Cluster 3 Timeline](#) and the [Cluster 3 Timeline Entry Builder](#). Co-create two new timeline entries by prompting students to complete these sentence frames:

In the late 1600s, (who) (did what) (where), and (effect).

By the 1750s, (who) (did what) (where), and (effect).

Possible responses:

- In the late 1600s, European empires claimed large areas of land in North America, and colonies were

Lesson 18: Colonization of North America

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Cluster 3: Impact of Conquest and Colonization

established along the Atlantic coast and inland.

- In the late 1600s, European empires controlled large areas of land in North America, and colonies were expanding.
- By the 1750s, European nations competed to expand their empires, and they were gaining land and trade power overseas.
- By the 1750s, European nations were claiming land in North America, and they were trading in Africa and Asia.

Lesson 18: Colonization of North America

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Map Comparison (Teacher Version)

Directions: Observe the maps, then answer the questions to understand how European presence in North America grew from around 1700 to around 1750.

Student responses will vary. Look for the inclusion of specific visual evidence and explanations of thinking in student writing. Possible responses:

Observe

What do the colors on the maps represent?

- The colors represent different European countries, like France, Spain, and Great Britain, that claimed land.
- The colors represent the different lands that European countries took over in North America.

What do you think the gray area represents?

- I think the gray area represents land that Europeans did not know about or did not claim yet.
- I think the gray area represents land that was still controlled by Indigenous nations and not colonized by Europeans.

Read

What does the location of European colonies tell you about how the land was being used?

- The colonies are mostly near rivers and the ocean. This suggests the land was used for trading goods, sailing ships, and farming.
- The colonies are mostly near water. This suggests the land was used for easy travel and bringing resources back to Europe on ships.
- The colonies are mostly near rivers and coastlines. This suggests the land was used for growing crops on fertile soil and fishing.

Look for places where different European countries claimed land near each other. What might that mean?

- It might mean they were competing with each other to get more land.
- It might mean they wanted to control the same rivers for trade.
- It might mean there could be fighting or war between the European nations.
- It might mean they were trying to show who had the most power in North America.

How do you think the changes you observed would affect Indigenous nations?

- I think the changes I observed would affect Indigenous nations by forcing them off their home lands.
- I think the changes I observed would affect Indigenous nations by surrounding them with European settlements.
- I think the changes I observed would affect Indigenous nations by causing conflicts or wars over land control.
- I think the changes I observed would affect Indigenous nations by changing their traditional way of life.

Connect

Use evidence from the maps to answer the Cluster 3 Supporting Question:



How did the increased European presence in North America change people, land, and power by the 1800s?

Student responses will vary. Look for specific information and conclusions from the maps in student writing. Possible response:

Between 1600 and 1800, increased European presence in North America changed people's lives when Indigenous nations lost land and were affected by colonies and conflict. It changed land through European nations claiming and colonizing more territory across North America. It changed power because European countries competed with one another to gain control over land.

LESSON 19

Competition for Land and Power

- EQ

What effects did interactions among societies have over time on people, land, and power in North America?
- SQ

How did the increased European presence in North America change people, land, and power by the 1800s?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Use informational texts about three historical figures to identify how they viewed land and how the control of land affected wealth and power between 1700 and 1800.	Compare how different historical figures viewed land and how the control of land affected wealth and power between 1700 and 1800 in writing.

LESSON OVERVIEW

In this lesson, students investigate why the Ohio River Valley became a place of conflict in the mid-1700s. Students review three historical figure passages that show how each person understood land and why land mattered to them. As students read, they track the historical figures’ perspectives on the purpose of the land, who should make decisions, and who could benefit or lose something from these decisions. Students then complete a comparison chart to identify patterns across perspectives. The lesson closes with an Exit Ticket activity for students to summarize their learning.

LESSON STANDARDS

PS 1, PS 4
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 19 Slide Deck ☐ Perspectives Comparison Chart ☐ Historical Figure Readings ☐ Perspectives Comparison Chart (Teacher Version) ☐ Lesson 19 Exit Ticket

LESSON AT A GLANCE

Component	Time
Introduction	5
Investigating Perspectives	20
Exit Ticket	5

Plan for English Learner Success

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

- [Perspectives Comparison Chart \(Word Bank\)](#): Supports students in completing the comparison chart with a word bank.

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

English Proficiency Levels 1-2:

- Choose two perspectives for students to work with. Support reading comprehension by underlining or highlighting key portions of the text for students to reference in their charts and/or choosing words from the word bank for them to use.
- [Look Fors](#): Students' comparison activity can be limited to recording the chosen word bank words or highlighted text in the corresponding sections of the reading. Exit Ticket writing can be single words or short phrases.

English Proficiency Levels 3-4:

- Prompt students to choose from the word bank to complete their comparison charts. For the Exit Ticket, guide students to choose familiar words from the word bank in their writing.
- [Look Fors](#): Students' comparison chart writing should include short phrases and multiple word bank words in the corresponding sections of the chart. Exit Ticket writing should be longer phrases or full sentences.

English Proficiency Levels 5-6:

- Students should be able to complete the activities independently. Students can use the word bank supports as needed.
- [Look Fors](#): Students' comparison charts should include details from the text. Exit Ticket writing should include compound sentences with multiple key words from the lesson.

**ADVANCE PREPARATION**

Prepare a set of [Historical Figure Readings](#) for each group of 3 or 4 students. You may wish to laminate the pages for repeated use.

Lesson 19: Competition for Land and Power

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Introduction (5 minutes)

Slide 2: Display the image. Remind students that between the 1600s and the 1800s, European nations claimed large areas of land in North America, and settlements expanded along the Atlantic coast and inland.

Ask students to Think-Pair-Share to answer the question: *If many groups want the same land, what might happen?*

Invite a few pairs to share their ideas with the class. Explain that in the 1750s, the Ohio River Valley was an area that many nations wanted to claim, and it became a center for conflict.

Investigating Perspectives (20 minutes)

Tell students that today they will read about three historical figures and what they thought about land. Students will use the readings to figure out each figure's opinions about how the land should be used. Remind students that opinions include thoughts, beliefs, and feelings.

Explain that the details of a person's life—like where they live, what group they belong to, their role in an event, or what they want or need—affect how they think about what is happening. As students read the sources, they should think about who the person is and how the details of their life might shape their opinion.

Slide 3: Organize the class into groups of 3 or 4 students and distribute the [Historical Figure Readings](#) and [Perspectives Comparison Chart](#).

- Read the directions on each handout aloud.
- Explain that you will now model how to complete the activity using the information about George Washington.
- Prompt students to follow along on their handouts.

Read aloud the text on the slide. Pause after the first paragraph. Think aloud: "If someone measures land and draws it on maps, that tells me his opinion is that land can be divided and owned. We should underline this evidence."

Continue reading aloud. Pause after the second paragraph. Think aloud: "This gives me a clue about how land should be



SUPPORT ALL STUDENTS

Be sure to provide the [Perspectives Comparison Chart \(Word Bank\)](#) to students who would benefit from additional support with completing their comparison charts.

Lesson 19: Competition for Land and Power

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used and who should have control to make those decisions. We should underline this evidence.”



LEARN MORE

Conflict over control of the Ohio River Valley, along with growing tensions between European governments that wanted to claim more land and Indigenous communities that wanted to maintain their ancestral ties to the land, set the stage for the French and Indian War. The National Park Service provides background on the French and Indian War with their series [French and Indian War - The Contest for the Ohio River Valley](#). The four articles explain why the war started, which groups were involved, and how it changed control of land in North America. This resource helps students understand how competition between European governments led to the conquest of increasing amounts of Indigenous land in North America.

Slide 4: Read aloud the next paragraph, then think aloud: “That tells me that Washington wanted to help the British keep control of the area and keep the French out. We should underline this evidence.”

Slide 5: Direct students’ attention to the comparison chart. Show where they can record information about Washington’s perspective on land, Washington’s perspective on power, and what they learned about how people may be affected. Prompt students to complete the George Washington column on their own charts.

Explain to students that they should use the same process when they read about the next two historical figures.

- Prompt students to begin reading the next two texts and recording their learnings on the chart.
- Circulate to support pacing and comprehension using the [Perspectives Comparison Chart \(Teacher Version\)](#).

Slide 6: Bring the class together for a brief closing discussion. Ask: *What do you notice about who controls the land and who benefits?* Possible responses:

- The people who control land seem to get stronger.
- People who don’t control the land lose power.
- George Washington, Pierre-Joseph Céloron de Blainville, and Tanaghrisson each wanted control.
- Tanaghrisson wanted to protect the land.



BUILD LITERACY

To build literacy and comprehension for all students, consider first reading the text to students while thinking aloud about integrating the vocabulary terms and using information from the text features (word banks, headings, etc.) to make sense of the reading. Then, have students do a second read of the text to complete their lesson task.

Lesson 19: Competition for Land and Power

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**Exit Ticket** (5 minutes)

Slide 7: Distribute the [Lesson 19 Exit Ticket](#) and review the directions. Point out that students can use the included sentence frames to support their writing.

Collect completed exit tickets to check for understanding. Possible responses:

- For George Washington, land was important because he believed it was property that Britain could divide into farms and towns. For Tanaghrisson, land was important because it was his homeland and provided safety for his people. Because of this, Washington wanted to claim and measure the land, but Tanaghrisson wanted to protect it.
- For George Washington, land was important because it was an opportunity for new farms and settlements that would help Britain grow stronger. For Pierre-Joseph Céloron, land was important for control of the river and the fur trade. Because of this, both men wanted their countries to control the same land, but planned to use it differently.

Lesson 19: Competition for Land and Power

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Name: _____ Date: _____

Perspectives Comparison Chart (Teacher Version)

Directions: After reading about each historical figure, think about their perspectives on topics below. Then, complete the comparison chart on the next page. Think like a historian and look back at the text for clues.

Land: *Who should control the land? How should it be used?*

Power: *Who gets to decide?*

People: *Which groups benefit? Which groups might lose something?*

Student responses will vary. Look for specific references to and/or inferences from the text in student writing. Possible responses:

Topic	George Washington	Pierre-Joseph Céloron de Blainville	Tanaghrisson
Land	- Land should be measured and divided by boundaries and borders - Britain and colonists control the land	- The land should be used to protect trade routes and build forts - France and French traders and soldiers control the land	The land should remain protected by Indigenous peoples in the area
Power	Colonies, leaders, and other powerful and wealthy people should decide	The French government should decide	Indigenous nations and their chosen leaders should decide
People	- Britain and colonists benefit - France and Indigenous nations might lose land and power	- France and French traders benefit - Britain might lose trade control of the area - Indigenous nations might lose the ability to keep the French out	- Indigenous communities benefit if they keep control of their land and lose it if the French or British take it over - Britain and France would benefit if they took the land

LESSON 20

One Land, Different Stories

EQ What effects did interactions among societies have over time on people, land, and power in North America?

SQ How did the increased European presence in North America change people, land, and power by the 1800s?

LEARNING OBJECTIVE

Use image and text sources to identify how different groups of people's lives were changed in North America by the 1800s.

LANGUAGE OBJECTIVE

Describe how different groups of people's lives in North America changed by the 1800s using evidence in note form.

LESSON OVERVIEW

In this lesson, students examine how increased European presence in North America reshaped land, power, and daily life for different groups by 1800. Students analyze three source sets that include informational text and images. Using a Head-Heart-Conscience organizer, students identify what changed, describe how groups may have felt, consider who held decision-making power, and evaluate justness. By the end of the lesson, students should recognize that land expansion, government policies, and economic systems did not affect all groups equally.

LESSON STANDARDS

PS 1

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 20 Slide Deck](#)
- ☐ [Head-Heart-Conscience Organizer](#)
- ☐ [Source Sets](#)
- ☐ [Head-Heart-Conscience Organizer \(Teacher Version\)](#)

LESSON AT A GLANCE

Component	Time
Activator	5
Head-Heart-Conscience	25

Lesson 20: One Land, Different Stories

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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*](#): Supports students in identifying the main idea and details in a source.

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

English Proficiency Levels 1-2:

- Choose just one source set for students to use in the activity. Support reading comprehension by underlining or highlighting key portions of the text for students to reference in the organizer. Choose sentence frames from the LLB to support student thinking and writing.
- [*Look Fors*](#): Writing in the organizer can be single words or short phrases directly from the source documents.

English Proficiency Levels 3-4:

- Direct students to choose just two source sets to use in the activity. Encourage students to choose helpful frames from LLB as they read and write about the source in their organizer.
- [*Look Fors*](#): Writing in the organizer should include longer phrases and some references to the source documents.

English Proficiency Levels 5-6:

- Students should be able to complete the activities independently. They may choose to refer to the LLB to support their note-taking.
- [*Look Fors*](#): Writing in the organizer should include detailed phrases and multiple references to the source documents.



ADVANCE PREPARATION

To help students experience the uneven distribution of resources and power, you will need 4 or 5 appealing items, such as a computer time pass, a snack, stickers, or another item that students would highly desire.

Lesson 20: One Land, Different Stories

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Activator (5 minutes)

Slide 2: Hold up an object (e.g., snacks, stickers, etc.) and explain that you have something new for the class. Quietly distribute the items to only 4 or 5 students in one section of the room. Do not distribute them evenly.

Ask: *What just changed in our classroom?* Possible responses:

- Some people got something.
- Not everyone got one.
- They have more.
- It's not fair.

Slide 3: Explain that the students who received the objects also get to choose where people sit during the next activity.

Ask: *Now what changed?* Possible responses:

- They get to make the decisions.
- It's not fair.
- They control the space.

Slide 4: Explain that what just happened in our classroom is similar to what happened in North America after the Columbian Exchange. This included:

- New crops and trade created wealth.
- Wealth increased competition.
- Governments began dividing land and making rules.
- New inventions increased the demand for workers.

Remind students that not everyone experienced those changes the same way.

- Some groups gained land and power.
- Some groups lost land and control over decision-making.
- Some groups were forced into labor as the system expanded.

Lesson 20: One Land, Different Stories

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Explain that students will investigate the experiences of three groups: Indigenous peoples, enslaved Africans, and white Americans.

Students will gather evidence to explain how the increased European presence changed people's lives in different ways depending on who they were.

Head-Heart-Conscience (25 minutes)

Slide 5: Distribute the [Source Sets](#) and the [Head-Heart-Conscience Organizer](#). Review the activity directions above the organizer. Explain that for each set of sources, students will think about and record notes in three categories: head, heart, and conscience. Prompt students to think about each category by asking themselves the following questions:

- **Head:** *What changed for this group between 1500 and 1800? What details are included in the text?*
- **Heart:** *How might this group have felt about these changes? Does the source help us understand their feelings? Why or why not?*
- **Conscience:** *Was the change equal or fair? Who had the power to make decisions that affected this group?*

Slide 6: Model completing the activity using the first source in Source Set A. Read the Source A1 text aloud. Briefly think aloud the details from the passage that help answer the head, heart, conscience questions.

Read aloud the next two sources in Set A or ask volunteers to read them aloud. Have the class assist as you complete the analysis process for source A2 and A3. Guide students to compose entries for the organizer. Possible responses:

- **Head:** Indigenous tribes had to give up land in the Treaty of Greenville.
- **Heart:** They might have felt angry or sad. The treaty doesn't show their feelings.
- **Conscience:** It seems unfair because the Indigenous people were living on the land first. The U.S. government made the decision.

Explain to students that, for the next two sets of sources, they should follow this same process of looking for details to



SUPPORT ALL STUDENTS

Provide the [Observe Language and Literacy Builder \(3-5\)](#) to students who would benefit from support with finding details to complete the organizer.



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 (headings, images, etc.) to make sense of the reading. Then, have students do a second read of the text to complete their lesson task.

Lesson 20: One Land, Different Stories

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answer the questions, then using those details to complete each section of the organizer.

Organize the class into pairs to work together to read the sources and take notes to answer the questions in the organizer. Remind students they are working on the analysis together but should each complete their own organizers.

Prompt students to begin working on Source Sets B and C. Provide pairs with 7–8 minutes at each station. As they work, circulate to provide support and guidance using the [Head-Heart-Conscience Organizer \(Teacher Version\)](#).

Slide 7: After 15 minutes of work time, bring the class back together and prompt students to compare what they noticed.

Ask students to respond to the following questions:

By 1800, who had more control over land than they did before? Possible responses:

- The U.S. government
- white Americans
- Congress

Which group had less control over land or decisions than they did before? Possible responses:

- Indigenous peoples had less control over land.
- Enslaved Africans had no control over decisions.

Explain that today we saw that between 1500 and 1800, new trade, new laws, and new inventions changed North America. Land was divided differently. After the American Revolution, power shifted to the United States government. Slavery expanded in the South. But those changes did not affect every group in the same way.

Close by sharing that in the next class, students will participate in the Putting It Together routine for the cluster.



LEARN MORE

The National Archives [Milestone Documents](#) offers foundational documents such as the Treaty of Paris and the Treaty of Greenville. Their educator resources help teachers show how the outcome of war and treaties transferred land and power to the United States while reducing Indigenous control.

Lesson 20: One Land, Different Stories

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Head-Heart-Conscience Organizer (Teacher Version)

Directions: Read each set of sources. View the images and read the text to learn about the effects of European presence in North America. Complete the chart for each Source Set using details from the readings.

Student responses will vary. Look for the inclusion of specific information from the text in written notes. Possible responses:

Source Set A

Category	Details
Head What changed for this group between 1500 and 1800? What details are included in the text?	- Indigenous nations, including the Shawnee, Miami, Iroquois, Ottawa, Ojibwa, and Delaware, had to give up large areas of land in treaties like the Treaty of Greenville. - The U.S. government made decisions about land boundaries instead of Indigenous nations' leaders making decisions.
Heart How might this group have felt about these changes? Does the source help us understand their feelings? Why or why not?	- They might have felt sad, angry, or worried. - They were losing land where they hunted and lived. - The source does not show their feelings. - The treaty was written by the U.S. government and focuses on land lines, not Indigenous voices.
Conscience Was the change equal or fair? Who had the power to make decisions that affected this group?	- It was unfair because Indigenous nations were pressured to give up land and had less power in the agreement. - The United States Government made the decisions.

Source Set B

Category	Details
Head What changed for this group between 1500 and 1800? What details are included in the text?	• Africans were captured and brought by force to the U.S. to be enslaved workers. • Plantation owners controlled the land and the labor of enslaved people. • Some enslaved people self-liberated to new territories that banned enslavement, but the law also allowed enslavers to capture them again.
Heart How might this group have felt about these changes? Does the source help us understand their feelings? Why or why not?	• They might have felt exhausted, afraid, or angry about enslavement. • They might have felt hopeful about life in the new territories. • The source does not show their feelings.
Conscience Was the change equal or fair? Who had the power to make decisions that affected this group?	• It was unfair because enslaved people had no choice and no rights in most areas. • Plantation owners and lawmakers made the decisions. • Enslaved people could self-liberate, but it did not guarantee lasting freedom.

Source Set C

Category	Details
Head What changed for this group between 1500 and 1800? What details are included in the text?	• The government divided western land into square townships and sold it. • The U.S. government controlled how land was organized and could create new states.
Heart How might this group have felt about these changes? Does the source help us understand their feelings? Why or why not?	• White Americans might have felt hopeful or excited. • They could buy land and build farms. • The source mainly shows the perspective of the government or white Americans, not Indigenous nations who already lived there.
Conscience Was the change equal or fair? Who had the power to make decisions that affected this group?	• It might seem fair to white Americans because they followed U.S. laws, but it was not equal for Indigenous nations who lost their land. • Congress/the U.S. government made the decisions.

LESSON 21

Putting It Together

- EQ** What effects did interactions among societies have over time on people, land, and power in North America?
- SQ** How did the increased European presence in North America change people, land, and power by the 1800s?

LEARNING OBJECTIVE

Synthesize learning about how European expansion changed land control, political power, and people in North America.

LANGUAGE OBJECTIVE

Use evidence from cluster sources to write an explanation of how European expansion changed land control, political power, and people in North America.

LESSON OVERVIEW

In this lesson, students synthesize their learning from Cluster 3 by creating timeline entries that trace how increased European presence between 1600 and 1800 changed land control, political power, and people across North America, Europe, and Africa. Students work in small groups, using evidence from the cluster's sources to construct timeline entries that identify changes related to people, land, and power. By the end of the lesson, students should be able to explain how the same historical developments affected different groups in different ways.

LESSON STANDARDS

PS 1, PS 4, 4.T3.1, 4.T3.3

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 21 Slide Deck](#)
- ☐ [Cluster 3 Inquiry Chart](#)
- ☐ [Cluster 3 Inquiry Chart \(Teacher Version\)](#)
- ☐ [People, Land, and Power Timeline Entry Builder](#)
- ☐ [People, Land, and Power Timeline Entry Builder \(Teacher Version\)](#)
- ☐ [Lesson 21 Exit Ticket \(Teacher Version\)](#)
- ☐ [Lesson 21 Exit Ticket](#)
- ☐ Lesson 1: Unit 3 Know and Wonder Chart
- ☐ Lesson 18: Cluster 3 Timeline
- ☐ Lesson 19: Historical Figure Readings
- ☐ Lesson 20: Source Sets

Lesson 21: Putting It Together

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LESSON AT A GLANCE

Component	Time
Putting It Together	25
Exit Ticket	5

Plan for English Learner Success

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

- [People, Land, and Power Timeline Entry Builder \(Word Bank\)](#): Supports building timeline entries with a word bank.

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

English Proficiency Levels 1-2:

- If possible, pair students with language-proficient peers for the timeline activity. For the Exit Ticket, choose a sentence frame and have students include one type of change.
- Look Fors: Single words can be used to describe the timeline events and changes. Exit Ticket writing can be single words or short phrases that use a sentence frame.

English Proficiency Levels 3-4:

- If possible, pair students with a language-proficient peer for the timeline activity. For the Exit Ticket, guide students to use the sentence frames to support their writing.
- Look Fors: Short phrases can be used to describe timeline events and changes. Exit Ticket writing should be longer phrases or full sentences that use the frames and include some details.

English Proficiency Levels 5-6:

- Students should be able to complete the activities independently.
- Look Fors: Timeline entry and Exit Ticket writing should include compound sentences and detailed descriptions.



ADVANCE PREPARATION

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

Pre-organize students into groups of 3 or 4 for the timeline activity.

Lesson 21: Putting It Together

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Putting It Together (25 minutes)

Slide 2: Explain that students will return to the Supporting Question and “put together” what they have learned so far about changes to land, power, and people by the 1800s.

Slides 3–4: Present the **Unit 3 Cluster 3 Inquiry Chart** that the class created in Lesson 17, and remind students of the Cluster 3 Supporting Question:



How did the increased European presence in North America change people, land, and power by the 1800s?

SUMMARIZE OUR LEARNING AND SHARE OUR INITIAL THINKING

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

Then, briefly review and summarize the resources used in the cluster. You can also take a few minutes and have students organize their materials and handouts as you name them.

SYNTHESIZE OUR IDEAS AND ANSWER THE SUPPORTING QUESTION

Slide 5: Distribute the [People, Land, and Power Timeline Entry Builder](#) and ensure students have access to their **Cluster 3 Timeline** handouts. Explain that students will use what they learned to update their Cluster 3 Timelines.

Place students in small groups of 3 or 4, and ensure each group has their cluster materials to reference.

Next, read aloud the activity directions. Explain that each group will create timeline entries that show how the European presence changed people, land, and/or power. The entries will be for events in 1754, 1783, and 1795 and must include the following:

- Date of the event
- Description of the event
- Explanation of what was changed (people, land, and/or power)



SUPPORT ALL STUDENTS

Be sure to provide the [People, Land, and Power Timeline Entry Builder \(Word Bank\)](#) to students who would benefit from a word bank when working on their timeline entries.

Lesson 21: Putting It Together

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- Explanation of who was affected

Review the sentence frames for students to use when creating their timeline entries. Circulate and use the [People, Land, and Power Timeline Entry Builder \(Teacher Version\)](#) to assist students as necessary with their work.

RETURN TO THE INQUIRY CHART

Facilitate a whole group discussion in which volunteers share their entries. Record appropriate responses in the “What did we learn?” column of the Inquiry Chart. Use [Cluster 3 Inquiry Chart \(Teacher Version\)](#) to support this.

Slide 6: Finally, revisit the questions students added under the Supporting Question in Lesson 17 as part of their Launching the Question routine, as well as questions from the Wonder column of the **Unit 3 Know and Wonder Chart** from Lesson 1.

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

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

STAMP THE KEY LEARNING



Exit Ticket (5 minutes)

Slide 7: Provide students with [Lesson 21 Exit Ticket](#) and explain that students will use the timeline and what they learned in Cluster 3 to answer the Supporting Question.

Use the [Lesson 21 Exit Ticket \(Teacher Version\)](#) to evaluate student responses.

Lesson 21: Putting It Together

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Lesson 21 Exit Ticket (Teacher Version)

Directions: Use the timeline and what you have learned in Cluster 3 to answer the Supporting Question:



How did the increased European presence in North America change people, land, and power by the 1800s?

Your answer should include:

- At least 2 types of change (people, land, and / or power)
- An explanation of what was gained or lost.

Student responses will vary. Look for the inclusion of 2 types of change and an explanation of what was gained or lost in student writing. Possible responses:

- By the 1800s, land changed because the United States gained western land through laws and treaties, while Indigenous nations lost much of their land. Power changed when Britain lost control after independence, and the United States could make its own decisions.
- By the 1800s, Europeans and the United States gained control of more land, and Indigenous nations lost land through treaties like the Treaty of Greenville. Power changed from Britain to the United States after independence.
- By the 1800s, European presence changed land because white Americans expanded west and claimed new territory. Indigenous nations lost land, and enslaved people were forced to work on plantations.
- By the 1800s, Europeans and the United States gained land in North America, while Indigenous nations lost land. Power changed because Britain lost control, and the United States gained independence.
- After independence, the United States divided and sold western land. Indigenous nations lost land, and the new country gained control. People's lives also changed because plantation land grew and enslaved workers had to work more.

People, Land, and Power Timeline Entry Builder (Teacher Version)

Directions: Use the Cluster 3 resources and handouts to create three timeline entries for North America. Follow the steps. You can use the sentence frame to help you as you work.

- When did it happen (1754, 1783, 1795)?
- What was the event?
- How did the event change people, land, or power?
- Who was affected by the change?

In ___(year), ___(what happened), which caused___(what changed and who was affected).

Student responses will vary. Look for the inclusion of a date/date range, event description, and type of change (people, land, power) in student writing. Possible responses:

In 1754, European nations competed for control of land in the Ohio River Valley, which caused an increase in conflict over land.

Look-fors:

- Mentions competition for land
- References the Ohio River Valley or land in North America
- Identifies land as the main change

In 1783, the United States gained independence and control of land, which changed who had power in North America.

Look-fors:

- Identifies independence/U.S. control
- Recognizes shift in power
- May include land change

In 1795, the Treaty of Greenville required Indigenous nations to give up land, which changed who controlled land in North America.

Look-fors:

- Mentions Indigenous nations losing land
- Identifies land transfer to the United States
- Recognizes impact on people and/or power

LESSON 22

Formative Assessment

- EQ** What effects did interactions among societies have over time on people, land, and power in North America?
- SQ** How did the increased European presence in North America change people, land, and power by the 1800s?

LEARNING OBJECTIVE

Use drawings and words to illustrate how the increased European presence in North America changed people, land, and power by the 1800s.

LANGUAGE OBJECTIVE

Explain how people, land, and power in North America changed by the 1800s using information from cluster sources in writing.

LESSON OVERVIEW

This lesson asks students to synthesize their learning from the cluster by constructing a visual explanation of how the increased presence of Europeans in North America led to shifts in land control and political power over time. The graphic organizer format allows students to demonstrate their understanding of cause and effect, chronology, perspective, and point of view while grounding their explanations in evidence from the Cluster 3 sources.

LESSON STANDARDS

PS 1, PS 2, PS 4, 4.T3.3

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 22 Slide Deck](#)
- ☐ [Formative Assessment Task](#)
- ☐ [Formative Assessment Task \(Teacher Version\)](#)
- ☐ Lesson 18: Cluster 3 Timeline & Map Comparison
- ☐ Lesson 19: Perspectives Comparison Chart & Exit Ticket
- ☐ Lesson 20: Head-Heart-Conscience Organizer
- ☐ Lesson 21: Exit Ticket

LESSON AT A GLANCE

Component	Time
Introduction	5
Formative Assessment	25

Lesson 22: Formative Assessment

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Plan for English Learner Success

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

- [Formative Assessment Task \(Word Bank\)](#): Supports student writing with a provided word bank.

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

English Proficiency Levels 1-2:

- Support students choosing words from the word bank to incorporate into their writing. Encourage students to label drawings with single words or short phrases.
- [Look Fors](#): For Part 1, students can use words from the word bank and/or images. For Part 2, students should complete one perspective statement with support.

English Proficiency Levels 3-4:

- Encourage students to choose words from the word bank to incorporate into their writing. Students should complete Part 1 and Part 2 of the assessment with some support.
- [Look Fors](#): Students should explain how people, land, and power changed over time using the chosen words from the word bank. Students should provide two perspectives with some support.

English Proficiency Levels 5-6:

- Students should be able to complete all parts of the assessment independently.
- [Look Fors](#): Students should clearly illustrate in words and images how people, land, and power changed in their responses. Students should provide perspectives with detailed explanations, not just statements.



ADVANCE PREPARATION

Ensure that the Unit 3, Cluster 3 Inquiry Chart and the cluster materials from previous lessons (listed in the Materials box above) are accessible for student reference.

Lesson 22: Formative Assessment

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Introduction (5 minutes)

Slide 2: Review the Cluster 3 Supporting Question:



How did the increased European presence in North America change people, land, and power by the 1800s?

Explain that students will complete an activity to answer the Supporting Question using what they learned in this cluster.



Formative Assessment (25 minutes)

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

Slide 3: Distribute the [Formative Assessment Task](#) and prompt students to review the directions. In Part 1, students will use a graphic organizer to show changes to people, land, and power by the 1800s. Student responses should show:

- People: What changed for people
- Land: What changed about land
- Power: What changed about power

Slide 4: Invite students to imagine two different people's perspectives on the changes in North America by the 1800s. They will write a question they still have about the topics covered in Cluster 3.

Encourage students to use their cluster handouts to support them with the assessment. Circulate and listen for clear reasoning about how people, land, and power changed, along with evidence from sources.

As they work, guide student thinking with questions such as:

- *What changed about who controlled land?*
- *Who is making decisions in your picture?*
- *How did different groups experience this differently?*
- *Whose voice is your speech bubble showing?*



SUPPORT ALL STUDENTS

Be sure to provide the [Formative Assessment Task \(Word Bank\)](#) to students who would benefit from a word bank while completing the assessment task.

Lesson 22: Formative Assessment

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Cluster 3: Impact of Conquest and Colonization

Provide a 5-minute warning prior to the end of class. Collect assessments and use the [Formative Assessment Task \(Teacher Version\)](#) to review student assessment tasks.

Lesson 22: Formative Assessment

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Formative Assessment Task (Teacher Version)

Part 1

People Students should demonstrate understanding of at least one of the following:

- More Europeans arrived.
- Enslaved Africans were forcibly brought.
- Indigenous communities were displaced.
- Communities grew in some areas and shrank in others.

Land Students should demonstrate understanding of at least one of the following:

- European empires claimed large areas.
- Borders were drawn and redrawn.
- White Americans expanded inland.
- Indigenous nations lost land or were pushed west.
- Land shifted from shared use to controlled ownership.

Power Students should demonstrate understanding of at least one of the following:

- Power means control over land and decisions.
- European nations gained decision-making power.
- Indigenous nations lost control over decision-making in many areas.
- Enslaved Africans had their power or control over their lives taken by enslavers.
- Winning wars changed who controlled the land.

Part 2

Perspectives Students should demonstrate understanding of at least one of the following:

- Two clearly different groups.
- Each group responds to land, people, or power.
- Evidence of gain vs. loss.
- Emotional tone that fits the group's experience.
- Visuals that reinforce differences.

One More Question... Look for: curiosity tied to land, people, or power. Possible responses:

- Why were European countries allowed to claim land?
- How did Indigenous nations try to protect their land?
- What would happen if France won instead of Britain?
- Why were Africans forced to work on farms?

LESSON 23

Unit Synthesis

EQ	What effects did interactions among societies have over time on people, land, and power in North America?
SQ	How did the increased European presence in North America change people, land, and power by the 1800s?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Use the Know and Wonder Chart and Inquiry Charts to identify important takeaway learnings from each cluster of the unit.	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 this synthesis lesson, students reflect on what they have learned throughout the unit. They revisit their Inquiry Charts to discuss and identify one big takeaway from each cluster. They then revisit the unit’s Know and Wonder Chart. Students consider the Essential Question: *What effects did interactions between societies have on people, land, and power in North America over time?* and answer questions from the Wonder column. The lesson closes with flexible review time.

LESSON STANDARDS

PS 1, PS 2, PS 4, 4.T3.1, 4.T3.2, 4.T3.3
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 23 Slide Deck
☐ Discussion Diamond
☐ Unit 3, Clusters 1–3 Inquiry Charts
☐ Lesson 1: Unit 3 Know and Wonder Chart

LESSON AT A GLANCE

Component	Time
Revisit the Unit’s Charts	15
Flexible Review	15
Optional Extension: Content Assessment	30

Lesson 23: Unit Synthesis

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 sources.

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 discussion.
- [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 sentence frames from the LLB during the unit synthesis discussion.
- [Look Fors](#): Oral responses should include simple sentences using the chosen question stems and some elaboration of ideas (e.g., adjectives or clauses).

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 discussion.
- [Look Fors](#): Oral responses should use more complex grammatical structures (e.g., linking words or phrases, combined clauses).



ADVANCE PREPARATION

Ensure that the Unit 3 Know and Wonder Chart and the Inquiry Charts for Clusters 1–3 are easily accessible.

Organize students into groups of 4 for the Discussion Diamond activity.

Lesson 23: Unit Synthesis

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Revisit the Unit's Charts (15 minutes)

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



What effects did interactions between societies have on people, land, and power in North America over time?

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: Explain that students will revisit each cluster's Inquiry Chart to remember what they asked, explored, and learned. Distribute a [Discussion Diamond](#) to each student. Place students in the predetermined groups of 4 and review the directions.

Students will participate in a Discussion Diamond activity in which each student will review one of the Inquiry Charts and identify the most important takeaway from the cluster.

Each group member will share their takeaway with the group. After all have shared, the group will agree on an answer to the Unit 3 Essential Question.

Slide 4: After 10 minutes, bring the class back together and ask: *What is one big idea or learning from this unit?* Give students a few minutes to share their ideas.

Students' takeaways should reflect key information from the unit. Possible responses:

- Societies have interacted with one another throughout history, and these interactions can be understood by examining evidence. Interactions often affected people, land, and power.
- When societies seek greater control over resources and decision-making, interactions between groups often change in lasting ways.
- Changes in land and power affect different groups in different ways, leading people to respond differently over time, depending on their goals, available resources, and positions of power.



SUPPORT ALL STUDENTS

Encourage students to use their [Summarize Language and Literacy Builder](#) during this activity to support their summaries of what they learned in the unit.

Lesson 23: Unit Synthesis

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Slide 5: Present the **Unit 3 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?*
- Invite volunteers to answer the questions using what they learned in the unit.
- Validate how much students have learned since the start of the unit.

Flexible Review (15 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 notes and begin preparing for the Summative Assessment

At the end of class, let students know that the next couple of classes will be a unit Summative Assessment.

Optional Extension: Content Assessment

(30 minutes)

You can administer the [Extension: European Arrival in North America Content Assessment](#) or specific portions of it as an additional way to assess student understanding of the unit.

The [Extension: European Arrival in North America Content Assessment \(Teacher Version\)](#) has scoring guidance for each section.



SUPPORT ALL STUDENTS

Be sure to provide the [Extension: European Arrival in North America Content Assessment \(Sentence Frames\)](#) for students who would benefit from the addition of sentence frames.

Lesson 23: Unit Synthesis

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Extension: European Arrival in North America Content Assessment (Teacher Version)

Section 1: Geography

Directions: Study the map carefully, then answer the following questions.



Map Identification

1. The map shows that materials like copper, shells, and obsidian moved
 - A. only within one small central village.
 - B. across long distances between different regions.**
 - C. from Europe to North America.
 - D. only along the Atlantic coast.

2. Why might a society located along major trade routes have more power?
 - A. They could control access to valuable goods.**
 - B. They could avoid contact with other societies.
 - C. They would have no need for leadership.
 - D. They would be isolated from other groups.

3. Why is this map important to understanding history before the 1400s?
 - A. It shows that European countries were already involved in North America.
 - B. It proves Indigenous societies had no organized systems.
 - C. It shows that complex trade networks existed long before Europeans arrived.**
 - D. It shows that all societies shared the same culture.

4. Which idea about interaction is supported by the map?
 - A. All interactions lead to conquest.
 - B. Societies only interact during wars.
 - C. Trade between societies always leads to colonization.
 - D. Interactions can include trade and exchange.**

Map Analysis

5. Why do you think societies traded goods and materials from far away instead of using only what was nearby?

Possible responses:

- Societies might have traded for goods and materials from far away because they could not find those things nearby. Trading helped them get the resources they needed.
- People traded for goods and materials from other regions because some regions had special resources, such as copper or shells. Trade helped societies get new tools and goods.
- Societies traded with distant groups to get things they did not have nearby. This helped them make better tools or objects and improve daily life.

6. How might trade change relationships between societies over time?

Possible responses:

- Trade could help societies build friendships and cooperation because they depend on each other for goods.
- Trade might lead to cooperation at first, but over time, it could also cause competition if groups wanted control of important trade routes or resources.
- Trading goods and ideas could connect societies and help them learn from each other. Over time, this could lead to stronger relationships or conflict.

Section 2: Vocabulary

Directions: Draw a line between the vocabulary word and the matching definition.

Vocabulary word	Connection	Definition
interaction		the takeover of another group's land and government by military force
power		a group of people with shared ways of living
conquest		when people, groups, or things affect each other
society		a long trip, usually by sea, to a faraway place
voyage		the ability to make decisions and control what happens

Section 3: Social Studies Past and Present

Use what you learned in this unit about the ways that decisions about land, power, and resources can affect different groups of people. Read the scenario below and respond to the questions that follow.

Scenario: Your town has an open field. Some people want to build new homes there. Others want to keep the land as a park where everyone can gather and play. Town leaders are thinking about the following options:

- 1. Build homes on the land:** The town should use the land to build new houses so more people can live in the community.
- 2. Keep the land as a park:** The land should stay open so everyone can gather, play, and enjoy nature.
- 3. Share the land:** Part of the land could be used to build homes, and part could remain a park for the community.
- 4. Let the community vote:** Town leaders should ask people in the community to vote and decide together how the land should be used.

1. If you were a leader, which decision would you choose and why?

Look for students to:

- explain both benefits and trade-offs.
- show that decisions about land or resources can affect power, access, or opportunities for different groups.

Possible responses:

- If I were a leader, I would choose to build homes on the land because more people need places to live.
- If I were a leader, I would keep the land as a park so everyone in the community could use it.
- If I were a leader, I would use part of the land for homes and keep part of it as a park. This would give families places to live while also keeping space for the community.
- If I were a leader, I would let the community vote on how the land should be used. This would give people a chance to share their opinions and make a fair decision together.

2. How might this decision affect different groups of people in the community? Name two groups and then use the chart to explain how each group would be affected.

Group	How would this group be affected by the decision?
Families new to the area	New homes could help new families move into the community.
Current families	Current families might be upset because they would lose a place to gather and play.

Section 4: Paragraph Response

Directions: Choose one from the list below.

___ Interaction(s) between Indigenous communities and Viking sailors

___ Interaction(s) between the Aztecs and the Spanish

___ Interaction(s) between the Powhatan and English colonists

On the next page, write a paragraph explaining how the two groups involved in the interaction(s) might have seen it differently. In your paragraph, explain:

- What interaction(s) happened
- How one group might have felt or benefited
- How another group might have experienced it differently
- What each group gained or lost

Look for students to:

- clearly explain both perspectives.
- mention gains and losses for the groups involved.
- show that the same event can be experienced differently by different groups.

Possible responses:

- **Interactions between Indigenous communities and Viking sailors:** Viking sailors traveled across the ocean and reached lands where Indigenous communities already lived. The Vikings may have seen this land as a place to explore and find food and resources. Indigenous people may have seen the Vikings as strangers coming into their homeland. The Vikings may have gained new places to explore, while Indigenous communities may have worried about changes to their land.
- **Interactions between the Aztecs and the Spanish:** Spanish sailors arrived in the Aztec Empire and wanted to take control of the land and wealth. The Spanish may have believed they could gain gold and power from this interaction. The Aztec people may have seen the Spanish as a threat to their empire and way of life. The Spanish gained power and land, while the Aztec people lost control of their empire.
- **Interactions between the Powhatan and English colonists:** English colonists built Jamestown on land where Powhatan communities already lived. The English colonists may have seen this land as a place to build homes and start a colony. The Powhatan people may have seen the colonists as new people using land that was already their ancestral homeland. The colonists gained a place to live, while Powhatan communities began losing control of their land.

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 (10 points)

- 1 point for each correct multiple-choice answer
- 3 points for each correct short-answer

Section 2: Vocabulary (10 points)

- 2 points per correct answer

Section 3: Social Studies Past and Present (7 points)

- 3 points for explaining the decision with a clear and logical explanation that relates to how the land could be used (e.g., housing needs, community space, fairness, or shared use).
- 4 points for explaining how the decision might affect two different groups of people in the community, including possible benefits or challenges for those groups.

Section 4: Paragraph Response (8 points)

- 2 points for identifying the interaction and accurately describing what happened between the groups.
- 4 points for describing how each group involved in the interaction might have felt about the interaction, using accurate information from the unit.
- 2 points for explaining what each group gained or lost.

Total possible: 35 points

Image source:

Hopewell Trade Routes map was created by Educurious using the following assets:

- Map concept inspired by “Hopewell Exotic Materials” by NPS, National Park Service/Hopewell Ceremonial Earthworks, public domain.
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- “Busycon-contrarium by Clmiadfl, Wikimedia Commons, CC0. (cropped)
- “Knife River 450 (A single piece of Knife River Flint)” by NPS/Andrew Weiland, National Park Service, public domain. (cropped)

SUMMATIVE ASSESSMENT

European Arrival in North America

ASSESSMENT PACING

Lesson 24

Task 1

Lesson 25

Task 2

Assessment Overview

During this unit, students examined how interactions between different societies shaped North America over time. They studied early Indigenous societies and their networks of exchange, the arrival and expansion of European nations, and the ways these interactions changed people, land, and power by the 1800s.

In this Summative Assessment, students demonstrate their understanding of how interactions shaped North America by creating a three-section booklet describing how people, land, and power in North America changed over time. A planning handout with guiding questions prompts students to organize their ideas before building their final booklet.

Each section focuses on one of the three aspects of change students learned about in this unit: people, land, and power. Using examples from across the unit, students explain how interactions over time impacted how people lived, who controlled or used land, and who made decisions or held authority.

To assess understanding of perspective and point of view, students also complete a short source-based task. They select a source with information about a specific person or group's perspective on some of the changes described in the booklet. An optional extension question prompts students to then choose a different person or group and compare their perspective.

This assessment measures students' ability to view historical content through the lenses of people, land, and power and to recognize that historical events were experienced differently depending on the groups that experienced them.

Assessment at a Glance

On Day 1, students complete the Summative Booklet Planning Guide.

On Day 2, students complete the Booklet Template.

Advanced Preparation

Before Day 1

Gather the resources students will use to review their learning from the unit. Students will need the Summative Booklet Planning Guide handout, sources and images used during the unit, and any Inquiry Charts, timelines, and notes they created.

Before Day 2

Print out one Summative Booklet Template per student, using double-sided printing. (Note: If prompted by the printer, select the “Flip on Long Edge” option.) Consider assembling the booklets ahead of time: print the pages, stack them with pages 3 and 4 on top, and fold them in half. If desired, trim the standard handout headers, footers, and side margins from the pages to give the booklets a more finished look.

If printing is unavailable, use 2 sheets of blank paper folded in half. Students can add page numbers and section heads when they create their booklets.

Provide colored pencils, crayons, or other supplies for students to use to illustrate their booklets. Decide whether to provide students with the option to print images from handouts or slides and cut them out to tape or glue into their booklets. If so, you may wish to curate images ahead of time.

Assessment Focus Standards

Practice Standards: PS 1, PS 4

Content Standards: 4.T3.1, 4.T3.2, 4.T3.3

Literacy Standards: SL.4.2

Grading and Providing Feedback

Task 2

Use the [European Arrival in North America Rubric](#) to evaluate student work.

LESSON 24

Summative Assessment, Day 1

Teacher Notes

In this lesson, students prepare for the Summative Assessment by completing a booklet planning guide that outlines changes in people, land, and power in North America over time. By the end of the lesson, students will have a completed plan that they will use to create their final booklet on Day 2.

MATERIALS

- ☐ [Lesson 24 Slide Deck](#)
- ☐ [Summative Booklet Planning Guide](#)

Introduction (10 minutes)

Slide 2: Remind students of the Unit 3 Essential Question:



What effects did interactions between societies have on people, land, and power in North America over time?

Share with students that they will answer the unit's Essential Question by using their Unit 3 sources and materials to create a booklet that describes and explains how interactions between societies in North America led to changes in people, land, and power.

Slide 3: Review the booklet structure. It will have a front cover, back cover, and three sections (People, Land, Power).

Students will choose a group to focus on and explain how interactions over time changed each element for that group. Each page should include:

- Details and examples from the unit
- An explanation of effects over time
- A sketch, drawing, or image that represents your ideas

Slide 4: On the back cover of the booklet, students will choose a source that provides a specific person or group's perspective on some of the changes you described on the other pages and explain:

Summative Assessment

- The person or group's perspective on people, land, and/or power
- Who created the source

Slide 5: On the front of the booklet, students will write a title that describes what the booklet is about, create a cover illustration by drawing and/or using images from the unit, and add their name.

Slides 6–8: Share the list of unit sources and materials, and provide time for students to gather what they will use to complete their booklet.

Booklet Planning (20 minutes)

Slide 9: Distribute the [Summative Booklet Planning Guide](#) handout to each student. Explain that they will use this planning guide to prepare to create their booklets.

Prompt students to begin their work, and encourage them to use their Unit 3 handouts and sources to support their planning.

- Reinforce that students can use any Unit 3 resource, not just the handouts listed on the slide.
- Move around the classroom to monitor student progress, address questions, and support students as they work through each step of the handout.

At the end of class, collect the planning sheets and share with students that they will continue this work in the next class.



SUPPORT ALL STUDENTS

Provide the [Cause-Effect Language and Literacy Builder \(3-5\)](#) for any students who would benefit from support with writing about causes and effects.

LESSON 25

Summative Assessment, Day 2

Teacher Notes

On Day 2, students use their planning guides to create a three-section booklet that shows how interactions over time affected people, land, and power in North America. By the end of the lesson, students will have a final product that demonstrates their understanding of the key ideas of this unit, as well as their ability to view historical content through the lenses of people, land, and power and to recognize that historical events were experienced differently depending on the groups who went through them.

MATERIALS

- ☐ [Lesson 25 Slide Deck](#)
- ☐ [Summative Booklet Template](#)
- ☐ [European Arrival in North America Rubric](#)
- ☐ Lesson 24: Summative Booklet Planning Guide

Prepare for the Task (5 minutes)

Slide 2: Redistribute the **Summative Booklet Planning Guide** handout to each student. Share with students that today they will use the completed planning guide to create their booklets. Review the booklet format and requirements.

Booklet Creation (25 minutes)

Slide 3: Distribute the [Summative Booklet Template](#) to each student and prompt them to begin creating their booklets using the information they recorded in the planning guide. Monitor progress and support students as needed.

Provide a 5-minute warning to students before the time runs out. Collect booklets and use [European Arrival in North America Rubric](#) to evaluate student work.



SUPPORT ALL STUDENTS

Provide the [Cause-Effect Language and Literacy Builder \(3-5\)](#) for any students who would benefit from support with writing about causes and effects.

Name: _____ Date: _____

Summative Booklet Planning Guide

Step 1: Booklet Sections

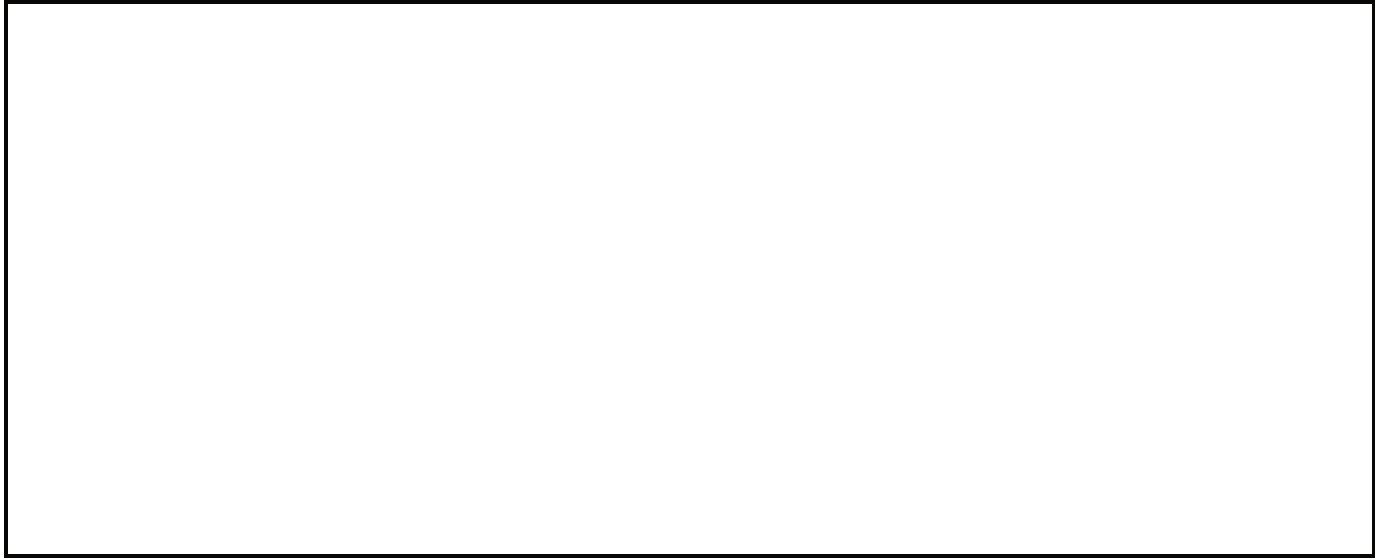
Directions: On the next three pages, use words and drawings to organize your ideas for each section of your booklet. Use the word bank to help you. You do not have to use full sentences.

Word Bank				
interaction	dependent	colonization	Indigenous peoples	enslaved Africans
society	conquest	voyage	European nations	leaders
Vikings	trade	motivation	colonists	religion

Section 1: People

How did interactions affect different people's lives in North America over time?

Details and examples from the unit:



What drawings or images best illustrate your ideas?

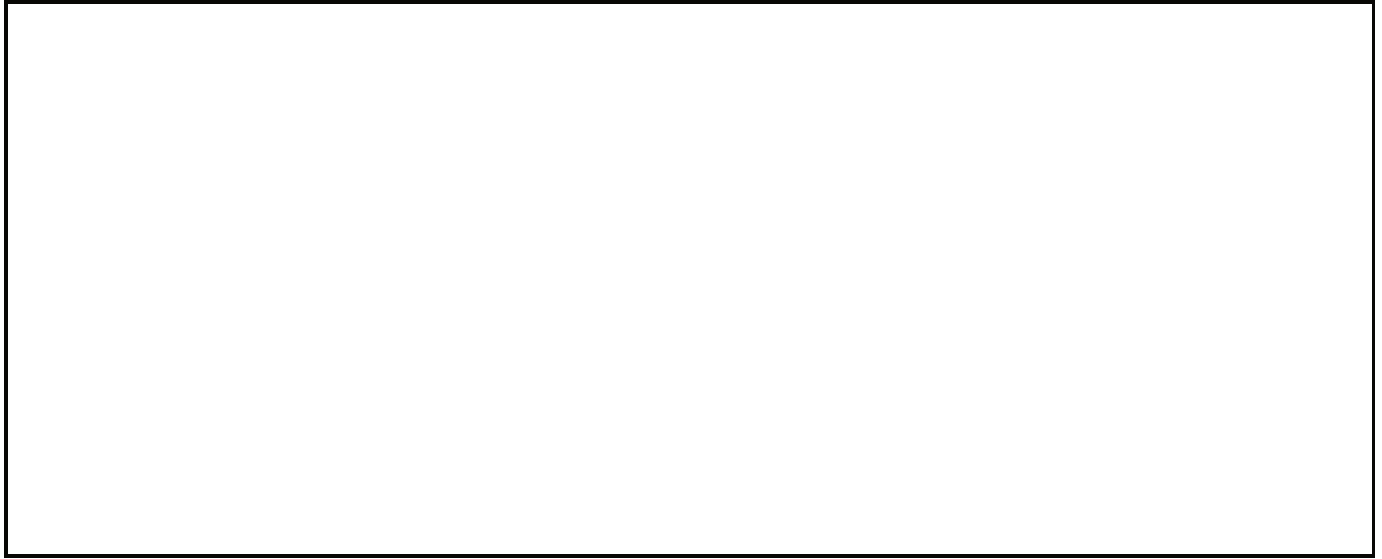
Describe with words, drawings, or both:



Section 2: Land

How did interactions affect land in North America over time?

Details and examples from the unit:



What drawings or images best illustrate your ideas?

Describe with words, drawings, or both:



Section 3: Power

How did interactions affect power in North America over time?

Details and examples from the unit:

What drawings or images best illustrate your ideas?

Describe with words, drawings, or both:

Step 2: Perspective

Directions: Choose a source that provides a specific person or group's perspective on some of the changes you described on the other pages. Answer the questions, then use your responses to write 3–5 sentences on the back cover of your booklet.

Source: _____

What is this source's perspective on people, land, and / or power? Who created the source?

Optional extension: Choose another person or group you learned about in this unit. How was their perspective similar or different? What might they have thought about this source?

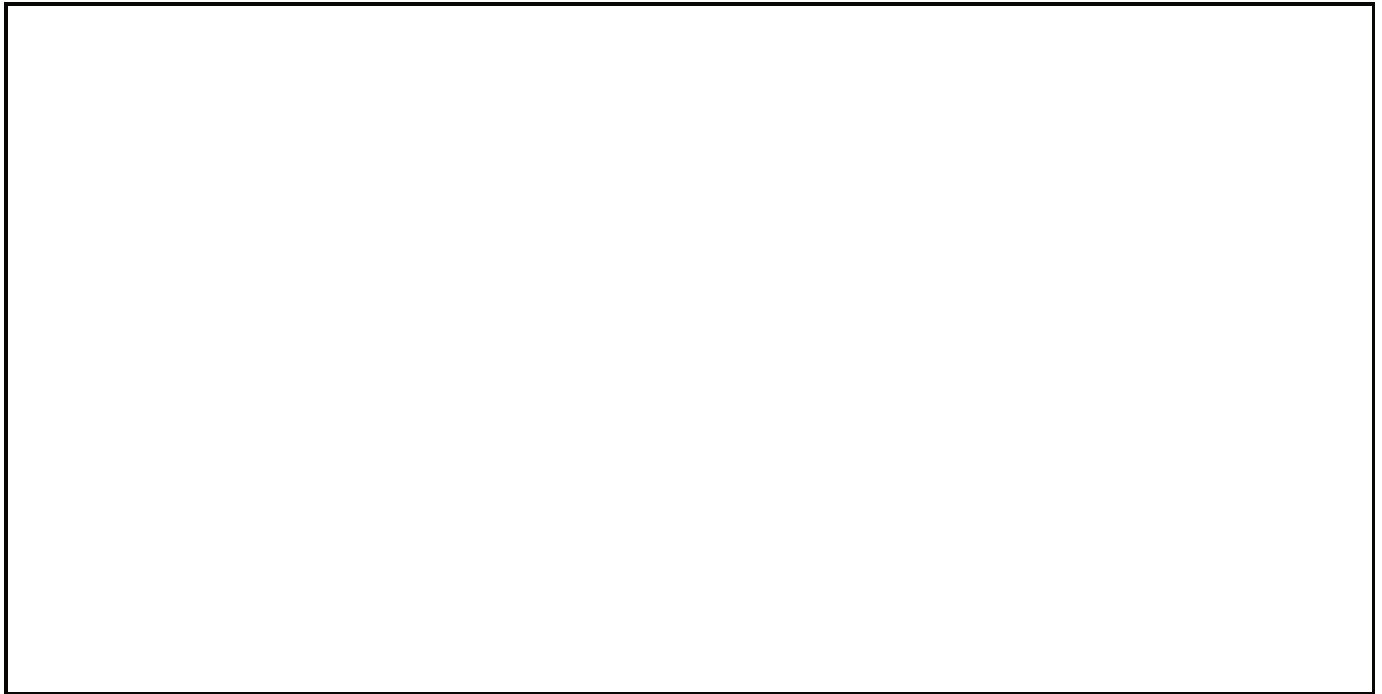
Step 3: Front Cover

Directions: Design the front cover of your booklet.

Title:

What drawings or images best illustrate your ideas?

Describe with words, drawings, or both:



Don't forget to put your name on the cover of your booklet!

Summative Booklet Template

Print one Summative Booklet Template per student. Instructions for printing:

1. Print templates using double-sided printing. If prompted by the printer, select the “Flip on Long Edge” option.
2. For each booklet, stack the two printed sheets with pages 3 and 4 on top, then fold them in half so the front cover and the back cover are correctly oriented.
3. If desired, trim the standard handout headers, footers, and side margins from the pages to give the booklets a more finished look.

Section 2: Land

3**4**

2	5 Section 3: Power
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Section 1: People

1**6**

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Name: _____ Date: _____

European Arrival in North America Rubric

Standard	Exceeding	Meeting	Approaching
Practice Standard 1 Evaluate the extent to which different individuals or groups have similar or different perspectives on a civic issue or concern.	The writer clearly explains a specific person or group's perspective on the changes in people, land, and power in North America over time.	The writer explains a specific person or group's perspective on the changes in people, land, and power in North America over time.	The writer identifies a person or group's perspective on the changes in people, land, and power in North America over time, but the explanation is limited or unclear.
Practice Standard 4 Identify the point of view represented and explain how point of view affects how events are represented.	In each section, the writer clearly identifies a point of view and explains how the perspective affected the experience and understanding of the event.	In each section, the writer identifies a point of view and explains how the perspective affected the experience and understanding of the event.	In each section, the writer identifies a point of view, but the explanation of how the perspective affected the experience or understanding is limited or unclear.
Content Standards 4.T3.1 (archaeological evidence, maps, illustrations, and text materials); 4.T3.2 (Vikings and encounters with Indigenous peoples); AND/OR 4.T3.3 (European voyages and expansion)	The writer accurately explains the effects of changes in land, people, and power in North America over time using multiple examples and pieces of evidence.	The writer accurately explains the effects of changes in land, people, and power in North America over time using examples and evidence.	The writer partially or inaccurately explains the effects of changes in land, people, and power in North America over time using examples and evidence.

Overall Feedback:

SUPPLEMENTAL RESOURCES



Grade 4, Unit 3: European Arrival in North America

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: Early Interactions

Author	Resource	Use
Lesson 1		
DESE	<u>Background Brief: European Exploration of North America</u>	The Background Brief was designed to support educators in developing content knowledge before teaching this unit.
Lesson 3		
PBS Indigeneity Learning Media	<u>Stereotypes</u>	A video that explains how common stereotypes about Indigenous people were created and why they are harmful. It also teaches viewers how to recognize these stereotypes and how to support more accurate and respectful representations of Indigenous peoples
The Smithsonian National Museum of the American Indian	<u>Native Knowledge 360</u>	Professional learning and guidance on teaching Indigenous histories, addressing common misconceptions, and designing inquiry-based lessons that center Indigenous perspectives.
Thornton, Stuart	<u>Intriguing Interactions</u>	An article that provides additional background on the Hopewell Exchange Sphere, a complex pre-Columbian Indigenous trade network across North America.

Lesson 5

National Geographic Society

[Silk Road](#)

An encyclopedic entry that provides an explanation of how goods like silk, spices, and precious metals moved between Asia and Europe, helping students understand long-distance trade networks that existed before European exploration of the Americas

Cluster 2: Trade and Expansion**Author****Resource****Use****Lesson 9**

The Gilder Lehrman Institute of American History, various authors

[The Age of Exploration](#)

Primary source sets related to early exploration and colonization, including adapted documents and teacher guides that support inquiry into motivations and perspectives.

Cluster 3: Impact of Conquest and Colonization**Author****Resource****Use****Lesson 19**

National Park Service

[French and Indian War - The Contest for the Ohio River Valley](#)

A series of articles that provide background on the French and Indian War, explaining why the war started, which groups were involved, and how it changed control of land in North America.

Lesson 20

The U.S. National Archives and Records Administration, various authors

[Milestone Documents](#)

Foundational primary source documents such as the Treaty of Paris and the Treaty of Greenville, that help show how the outcome of war and treaties transferred land and power to the United States while reducing Indigenous control.



Grade 4, Unit 3: European Arrival in North America

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
Simon J. Ortiz	<u>The People Shall Continue</u>	3, 5

Recommended Books (Not in the Curriculum)

Author	Title
Joy Harjo	<u>Remember</u>
Traci Sorell	<u>We Are Still Here!: Native American Truths Everyone Should Know</u>
Jane Yolen	<u>Encounter</u>