

Indigenous Communities, European Colonizers, and the Plymouth Colony

Unit Throughlines	Learning Progression
How did colonization of the Northeast affect different groups of people over time? EU 1. Different groups of people have different priorities and values, including how they view land and other groups of people. Colonization is one example of how differences in these priorities and values shape history. EU 2. Events and actions in history impact one another and are reflections of the priorities and values of the people and groups of people involved. EU 3. Colonization has lasting effects on people and places. Key Practice Standards PS 3. Distinguish between primary and secondary sources. PS 4. Identify facts, opinions, and the point of view presented in a source. PS 5. Identify information about a given source, including the maker, date,	European Colonizers' Arrival in the Northeast 7 Lessons What were the differences between how Indigenous peoples and European colonizers related to the land and each other? - L 1. Use background knowledge and information from a video to make connections and generate questions about the colonization of the Northeast. - L 2. Make connections and generate questions about how Indigenous peoples and European colonizers related to the land. - L 3. Identify key beliefs and opinions in the Doctrine of Discovery using an informational text. - L 4. Analyze an informational text to learn how the Wampanoag related to the land and responded to European colonizers. - L 5. Analyze an informational text to learn how European colonizers viewed the land and the Wampanoag. - L 6. Synthesize new learning about the Wampanoag and European colonizers by developing a response to the cluster's Supporting Question. - L 7. Explain how the Wampanoag and European colonizers related to the land and each other using information from sources. Actions and Reactions to Plymouth Colony 6 Lessons During the year 1621, how did the Wampanoag and the Plymouth colonists react to each other? - L 8. Make connections and generate questions about how the Wampanoag and English colonists reacted to each other. - L 9. Identify the actions and reactions of the Wampanoag and English colonists at the beginning of Plymouth Colony. - L 10. Identify facts about what occurred at the 1621 harvest feast. - L 11. Identify myths and truths of the 1621 harvest feast and Thanksgiving.

intended audience, source type, and/or place of origin. Determine a source's relevance to a topic.

Key Literacy Standards

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

RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.

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

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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

- L 12. Synthesize new learning about how the Wampanoag and English colonists reacted to each other in 1621 by developing a response to the cluster's Supporting Question.
- L 13. Explain how the Wampanoag and colonists reacted to each other in 1621 using information from sources.

Longer-Term Impacts of Colonization | 7 Lessons

How has the Northeast changed forever due to colonization?

- L 14. Make connections and generate questions about how land and Indigenous territories in the Northeast have changed due to colonization.
- L 15. Identify and categorize information from a text about how expanding colonization impacted Indigenous peoples and English colonists.
- L 16. Identify and categorize information from a text about how animals in the Northeast were negatively affected by colonization.
- L 17. Identify and categorize information from a text about how animals and trees in the Northeast were negatively affected by colonization.
- L 18. Synthesize new learning about how the expanding colonization changed the Northeast by developing a response to the cluster's Supporting Question.
- L 19. Explain how colonization changed the Northeast using information from sources.
- L 20. Use the Know and Wonder Chart and Inquiry Charts to identify important takeaway learnings from each cluster of the unit about how colonization of the Northeast affected different groups of people over time.

Summative Assessment | 2 Days

For Unit 2's Summative Assessment, students are asked to apply their learning from Clusters 1–3 to build a collaborative, chronological resource that reflects the unit.

On Day 1, they independently create a card documenting a specific event from the unit.

On Day 2, students work with their peers to hang the cards in chronological order to create a class timeline. They then engage in various reflections on the timeline and close with an Inquiry Circle discussion that ties the Unit 2 Essential Question to present-day experiences.