

Change in the Time of the Massachusetts Bay Colony

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

communities shape life for the people in them.

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

PS 3. Distinguish between primary and secondary sources.

PS 5. Distinguish between facts and opinions when examining sources. Discuss how the opinions and/or point of view of a source's maker might affect its credibility.

Key Literacy Standards

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

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

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

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

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

Enslavement and Resistance in Massachusetts | 8 Lessons

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

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

Summative Assessment | 2 Days

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

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

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