

People in a changing land

c. 10,000 BCE | Grade 2 · Read & notice

Words to know

evidence — information that helps support or question a claim

change — become different

place — a particular location

Look closely



Aquinnah cliffs today, part of Wampanoag homelands. This modern photograph does not show the event described.

Read the story

People lived in New England long before it had that name. Ice sheets had melted. Families learned where to find food and make homes. Old tools help us learn about their lives.

Think, talk, and show evidence

1. What happened in this reading? Tell one fact.
2. Who or what is this reading mostly about?
3. Choose a word from the word bank. Explain it in your own words.
4. Look at the picture and its caption. What does it help you notice? Is it from the time of the event?

Follow-up reading: Native nations and homelands

c. 1000–1600 CE

Wampanoag, Massachusett, Nipmuc, and Nauset communities lived in this region. People grew food, fished, and traded. Each community had its own story. Native people still live here today.

How are the two readings alike or different? Tell a partner one connection. Which event came first?

Teacher guide & source trail

Original classroom adaptation. Suggested reading levels are instructional choices, not standardized readability certifications. Use professional judgment and learner feedback.

ELA practice: RI.2.1: ask and answer questions; RI.2.2: identify a main topic; RI.2.7: use images and words; W.2.2 and SL.2.1: explain and discuss.

These tasks support selected skills in the [Massachusetts 2017 ELA framework](#); they do not establish mastery of an entire standard.

Answer guidance

Factual anchor: People lived in New England long before it had that name. Ice sheets had melted. Families learned where to find food and make homes. Old tools help us learn about their lives. Archaeologists call an early period Paleoindian. Dates are approximate and can change with new evidence. Native oral histories offer knowledge that objects alone cannot provide.

Accept accurate main ideas and explanations supported by the text. Vocabulary meanings are in the opening word bank. For picture questions, use the caption and credit below; distinguish what is visible from what is inferred. For comparison, accept a specific connection supported by both readings. Do not require personal accounts of trauma.

Continue the inquiry

[Research source for this event ↗](#)

[Research source for follow-up ↗](#)

[Event page, accessible HTML reading, and vocabulary game ↗](#)

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[Image source and rights record ↗](#)

The PDF contains selectable English text and embedded fonts. For adjustable text and browser reading tools, use the event's [HTML page](#). External sources may need adult guidance.