

Native nations and homelands

c. 1000–1600 CE | Grade 4 · Explain with evidence

Words to know

community — people connected by a place or something they share

trade — exchange goods or services

tradition — knowledge or practices passed between generations

Look closely



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

Read the story

Wampanoag, Massachusetts, 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.

These centuries are a window into much longer histories, not a beginning date for these peoples. Modern state boundaries cannot fully show Indigenous homelands and relationships.

Think, talk, and show evidence

1. State the main idea. Support it with two details from the reading.
2. Explain a change or challenge described in the text. Which words support your answer?
3. Use one vocabulary word in a new sentence about this event.
4. What can the image and caption help explain? What can they not tell you?

Follow-up reading: Gosnold's voyage

1602

Bartholomew Gosnold sailed from England. He reached places Native people already knew. His crew used the names Cape Cod and Martha's Vineyard. They saw many cod fish. Naming land did not make it empty.

The crew attempted a short settlement on Cuttyhunk before returning to England. The Vineyard name is often linked to Gosnold's daughter and wild grapes, but details are debated. Gosnold later helped establish Jamestown.

Compare the two readings. Explain one similarity or difference using a detail from each. Their order does not prove that one caused the other.

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.4.1: refer to details; RI.4.2: main idea and summary; RI.4.3: explain events; RI.4.7: interpret visual information; W.4.2 and SL.4.1: 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: 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. These centuries are a window into much longer histories, not a beginning date for these peoples. Modern state boundaries cannot fully show Indigenous homelands and relationships.

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.