Food, Help, and Land

Read how knowledge and agreements shaped early contact at Plymouth.

5.C.1.10 "Describe the contact and exchange between colonists and Native peoples by explaining how American Indian knowledge of the environment, agricultural practices (e.g., three sisters)..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two ways Native knowledge helped people get food, circle the names of two people who helped Plymouth, and write 1 beside a sentence about different views of land and 2 beside a sentence about land loss.

Neighbors at Plymouth

1 In 1620, English colonists reached the coast where the Wampanoag had lived for generations. The newcomers faced unfamiliar seasons and food sources. Wampanoag people knew when to plant local crops and where to find fish and game. Native farmers in the region grew corn, beans, and squash together, often called the three sisters. Beans climbed corn stalks, while broad squash leaves helped keep soil moist. This knowledge helped people grow and find food.

2 The first winter at Plymouth was deadly for many colonists. In spring 1621, the Wampanoag leader Ousamequin, also called Massasoit, made an agreement with Plymouth's leaders to aid one another if attacked. Tisquantum, also called Squanto, helped them speak across languages. He had learned English after being taken from his homeland years earlier. He showed colonists how to grow corn in local soil and helped them find food, improving their chances of survival.

3 The agreement did not erase differences. Many colonists treated a land sale as giving them lasting, exclusive control. Wampanoag communities could understand agreements about land use differently and continued to rely on access to some places. These different views could cause arguments over land. As English settlements spread, colonists claimed more Native land. This loss of land caused conflict, even when people tried to keep peace.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did growing the three sisters together help people raise food?

2. How could Wampanoag knowledge of fish and game help newcomers survive?

3. How did Ousamequin and Tisquantum help Plymouth in different ways?

4. How could different views of land lead to conflict as English settlements spread?

3 YOUR TURN

Your own words

Imagine you are advising new arrivals near a Wampanoag community. Write three sentences suggesting how to learn about local food, how to form a respectful agreement, and how to prevent a land dispute.

ANSWER KEY

Food, Help, and Land

GRADE 5 · 5.C.1.10

PART 1 · READ AND MARK

Underline two ways Native knowledge helped people get food, circle the names of two people who helped Plymouth, and write 1 beside a sentence about different views of land and 2 beside a sentence about land loss. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did growing the three sisters together help people raise food?	**Corn stalks gave beans a place to climb, and squash leaves helped keep the soil moist.**
2	How could Wampanoag knowledge of fish and game help newcomers survive?	**Knowing where to find fish and game could help newcomers get food.**
3	How did Ousamequin and Tisquantum help Plymouth in different ways?	**Ousamequin made an agreement to aid Plymouth if attacked. Tisquantum helped people communicate and showed colonists how to grow corn and find food.**
4	How could different views of land lead to conflict as English settlements spread?	**Colonists could treat a land sale as giving them exclusive control, while Wampanoag people might expect continued access. As settlements spread, colonists claimed more Native land, causing conflict.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Ask Wampanoag neighbors if they are willing to show you when local fish are plentiful, and offer a fair trade for their time. Meet with their leaders and agree on how both communities will help if danger comes. Before building fences, ask who uses the land and make sure both sides understand any agreement.

Accept answers that explain how Native knowledge supported food supplies, how the 1621 agreement and Tisquantum's help supported Plymouth, and how differing land expectations and colonial expansion contributed to conflict. For Part 3, look for three distinct, practical suggestions.