

Mary Dyer and religious freedom

1660 | Grade 2 · Read & notice

Words to know

belief — an idea someone accepts as true

respect — treat someone or something with care and regard

protect — keep someone or something from harm

Look closely



Modern topic illustration created for Massachusetts History Explorers. It is not a historical artifact.

Read the story

Mary Dyer was a Quaker. Colony leaders banned Quakers. She returned to Boston to stand by her beliefs. The government put her to death in 1660. Her story shows the harm of religious intolerance.

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: King Philip's War

1675–1678

War spread through New England. Metacom, a Wampanoag leader whom English people called King Philip, was part of the conflict. Native and English communities suffered great losses. Native nations survived.

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: Mary Dyer was a Quaker. Colony leaders banned Quakers. She returned to Boston to stand by her beliefs. The government put her to death in 1660. Her story shows the harm of religious intolerance. Dyer had supported Anne Hutchinson before becoming a Quaker. Her repeated return challenged colonial restrictions. A later memorial records how people remember her; it is different from evidence created during her life.

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 ↗](#)

Image: Original site illustration.

[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.