

British forces leave Boston

March 17, 1776 | Grade 4 · Explain with evidence

Words to know

supply — provide something that is needed

position — a place or viewpoint

leave — go away from a place

Look closely



Thomas Hyde Page's map of Boston and its harbor, circa 1775. The map offers geographic context, not a picture of the event.

Read the story

George Washington's army pressured British forces in Boston. Henry Knox helped bring cannon from Fort Ticonderoga. The Americans fortified Dorchester Heights. British troops and many Loyalists then left by sea.

Evacuation resulted from months of siege, supplies, geography, and military planning. It was not the end of the Revolutionary War. Different residents experienced departure and victory differently.

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: Abigail Adams asks to be remembered

March 31, 1776

Abigail Adams wrote to her husband John. She asked him to consider women when new laws were made. Women did important work but lacked many rights. Her letter helps us hear a woman's voice.

The phrase remember the ladies came within a larger exchange. A request for change does not mean that change happened immediately. Compare ideals expressed in letters with actual laws and access to power.

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: George Washington’s army pressured British forces in Boston. Henry Knox helped bring cannon from Fort Ticonderoga. The Americans fortified Dorchester Heights. British troops and many Loyalists then left by sea. Evacuation resulted from months of siege, supplies, geography, and military planning. It was not the end of the Revolutionary War. Different residents experienced departure and victory differently.

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: Thomas Hyde Page, Boston, its environs and harbour, c. 1775. Library of Congress, Geography and Map Division. Public domain.

[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.