

Abigail Adams asks to be remembered

March 31, 1776 | Grade 2 · Read & notice

Words to know

rights — freedoms and protections people are entitled to

request — ask for something

change — become different

Look closely



Painted portrait of Abigail Adams wearing a white lace cap and shawl over a dark red dress.

Read the story

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.

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: The Massachusetts Constitution

1780

Massachusetts adopted a constitution, a plan for government. John Adams was its main author. The document described rights and branches of government. It remains in use with amendments. Rights were not equally enjoyed by everyone.

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: 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.

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: Gilbert Stuart / National Gallery of Art, 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.