

John Quincy Adams and Amistad

1841 | Grade 2 · Read & notice

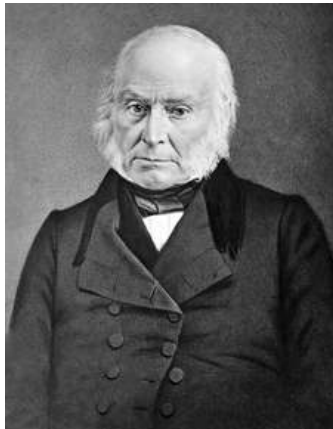
Words to know

resist — act against a force, rule, or demand

court — a place or group that decides legal cases

freedom — the ability to live and act without unjust control

Look closely



John Quincy Adams

Read the story

Captive Africans aboard La Amistad resisted enslavement. Their case reached the U.S. Supreme Court. John Quincy Adams helped argue for their freedom. The Africans' own resistance began this fight.

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: Thoreau at Walden Pond

1845

Henry David Thoreau moved into a small house near Walden Pond. He observed nature and thought about how people live. He later wrote *Walden*. The pond is in Concord, and his stay lasted about two years.

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: Captive Africans aboard La Amistad resisted enslavement. Their case reached the U.S. Supreme Court. John Quincy Adams helped argue for their freedom. The Africans' own resistance began this fight. The Court recognized that these captives had been illegally enslaved. The decision did not abolish slavery in the United States. A film can introduce the case but is not a transcript of the arguments.

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.