

Boston opens a subway

1897 | Grade 2 · Read & notice

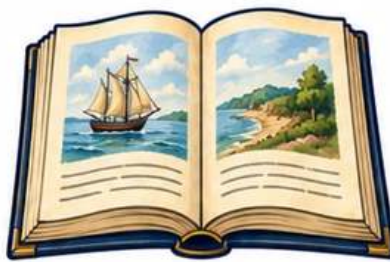
Words to know

transport — move people or goods from one place to another

route — a path from one place to another

engineer — a person who designs and tests structures or systems

Look closely



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

Read the story

Boston opened the Tremont Street Subway. Streetcars could travel below crowded streets. It was North America's first subway. Transportation changed how people moved through the city.

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 Lawrence textile strike

1912

Workers in Lawrence protested lower pay and difficult conditions. Many came from immigrant families and spoke different languages. They organized together. The strike became known as Bread and Roses.

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: Boston opened the Tremont Street Subway. Streetcars could travel below crowded streets. It was North America's first subway. Transportation changed how people moved through the city. The original subway carried streetcars, not every kind of train used today. Engineering choices affected traffic, businesses, workers, and public space. Compare early routes with a current map.

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.