

The Brink's robbery

1950 | Grade 2 · Read & notice

Teacher note: this topic includes loss, violence, discrimination, or criminal allegations. Preview and choose a suitable reading together. No reenactment of harm is needed.

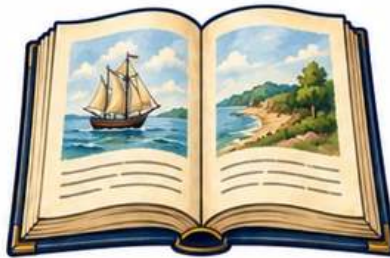
Words to know

evidence — information that helps support or question a claim

investigate — look carefully to learn what happened

record — information kept so people can use it later

Look closely



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

Read the story

Robbers stole a large amount of money from Brink's in Boston. Investigators worked for years on the case. Newspapers gave it dramatic names. Studying a crime means checking evidence, not admiring the harm.

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 Worcester tornado

1953

A powerful tornado struck the Worcester area. Ninety-four people died, and many homes were damaged. Neighbors helped one another recover. Weather experts studied the storm and how warnings could improve.

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: Robbers stole a large amount of money from Brink's in Boston. Investigators worked for years on the case. Newspapers gave it dramatic names. Studying a crime means checking evidence, not admiring the harm. Different records answer different questions about a case. A headline attracts attention but may leave out uncertainty. Compare investigation records, court outcomes, and the effects on people involved.

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.