

The Blizzard of '78

1978 | Grade 2 · Read & notice

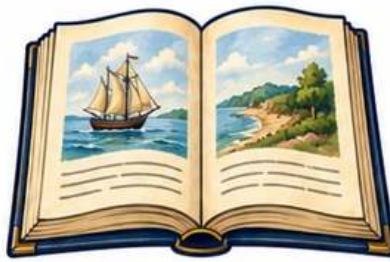
Words to know

weather — conditions outside, such as wind, rain, or snow

prepare — get ready

recover — regain strength or rebuild after harm

Look closely



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

Read the story

A major blizzard brought deep snow, strong winds, and coastal flooding. Roads became blocked, and people helped one another. The storm affected Massachusetts communities in different ways.

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: Federal funding for the Big Dig

1987

Federal legislation helped fund Boston's Big Dig highway project. The plan would replace the elevated Central Artery with tunnels. Building it required many years of engineering work.

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: A major blizzard brought deep snow, strong winds, and coastal flooding. Roads became blocked, and people helped one another. The storm affected Massachusetts communities in different ways. The February storm joined snowfall with dangerous coastal conditions. Compare inland and shoreline accounts. A statewide summary can hide differences in damage, preparation, and recovery.

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.