

Marriage equality in Massachusetts

May 17, 2004 | Grade 2 · Read & notice

Words to know

rights — freedoms and protections people are entitled to

equality — having equal rights or standing

family — people connected through kinship or lasting care

Look closely



Massachusetts State House

Read the story

Massachusetts became the first U.S. state where same-sex couples could legally marry. Families celebrated having their relationships recognized. The change followed a state court decision.

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 Red Sox win the World Series

2004

The Boston Red Sox won the World Series for the first time since 1918. Fans celebrated after an eighty-six-year wait. Sports can bring people together and become part of a place's shared memory.

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: Massachusetts became the first U.S. state where same-sex couples could legally marry. Families celebrated having their relationships recognized. The change followed a state court decision. *Goodridge v. Department of Public Health* was decided in 2003; marriages began in 2004. Distinguish a ruling from implementation. Discuss equal treatment respectfully, including classmates from many family structures.

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.