

The Boston Marathon bombing

2013 | 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.

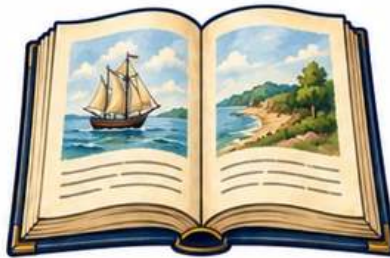
Words to know

help — make a task or situation easier for someone

evidence — information that helps support or question a claim

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

Bombs near the marathon finish line killed three people and injured many others. Responders and neighbors helped. The attack and its aftermath brought grief and major disruption to the region.

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: Voters decide a cannabis ballot question

2016

Massachusetts voters approved Question 4, changing state rules for adult cannabis use. This did not make cannabis legal for children. The lesson is about how voters decide a proposed law.

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: Bombs near the marathon finish line killed three people and injured many others. Responders and neighbors helped. The attack and its aftermath brought grief and major disruption to the region. Teach through care, response, and reliable evidence without graphic details. The investigation and manhunt also involved further loss and public restrictions. Avoid confusing early rumors with established findings.

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.