

Otis writes about colonial rights

1764 | Grade 2 · Read & notice

Words to know

tax — money collected by government for public purposes

consent — permission or agreement given freely

represent — speak or act for others

Look closely



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

Read the story

James Otis wrote about colonists' rights. He questioned taxes made without their consent. People disagreed about Parliament's power. These arguments helped build the road to revolution. A slogan is shorter than a full argument.

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: Stamp Act protests

1765

Britain placed a tax on many printed papers. Bostonians protested. Some gathered near the Liberty Tree. Some protests became violent and damaged homes. People used different methods to oppose the 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: James Otis wrote about colonists' rights. He questioned taxes made without their consent. People disagreed about Parliament's power. These arguments helped build the road to revolution. A slogan is shorter than a full argument. Otis published *The Rights of the British Colonies Asserted and Proved*. Do not confidently credit him with inventing every later taxation slogan. His pamphlet belonged to a larger debate about representation.

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.