

Parliament closes Boston's port

1774 | Grade 2 · Read & notice

Words to know

port — a place where ships arrive and leave

restrict — set a limit on something

support — help someone or something

Look closely



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

Read the story

Britain passed laws after the tea protest. One closed Boston's port to most trade. Workers lost business. Other colonies sent help. Opponents called the laws the Intolerable Acts.

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 midnight riders

April 18, 1775

Paul Revere and William Dawes carried warnings from Boston. Samuel Prescott joined later. Many people helped spread the alarm. British troops were moving into the countryside. No one rider did all the 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: Britain passed laws after the tea protest. One closed Boston's port to most trade. Workers lost business. Other colonies sent help. Opponents called the laws the Intolerable Acts. Parliament called them the Coercive Acts. They also changed government and enforcement. Different names express viewpoints. Punishment intended to isolate Boston helped encourage cooperation elsewhere.

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.