

Name \_\_\_\_\_

## Social Studies

### Was Daniel Shays fighting for the ideals of the Revolution, or was he a rebel fighting against the government?

<b>New York State Social Studies Framework Key Idea &amp; Practices</b>	7.4a - Throughout the American Revolution, the colonies struggled to address their differing social, political, and economic interests and to establish unity. The Articles of Confederation created a form of government that loosely united the states, but allowed states to maintain a large degree of sovereignty.  Gathering, Using, and Interpreting Evidence    Comparison and Contextualization
<b>Staging the Question</b>	Show students some images of famous monuments. Discuss how these monuments can change the way a particular event is remembered.

<b>Supporting Question 1</b>
Why was the Articles of Confederation criticized? What were some of the problems associated with the government it created?
<b>Formative Performance Task</b>
<ul style="list-style-type: none"><li>Annotate outline discussing the Articles of Confederation.</li><li>Complete exit ticket to assess student understanding.</li></ul>
<b>Featured Sources</b>
Source A: Historical Background - the Articles of Confederation

<b>Supporting Question 2</b>
What events led to Shays' Rebellion?
<b>Formative Performance Task</b>
Create a timeline that lists the events that led to Shays' Rebellion and the result.
<b>Featured Sources</b>
Source A: Historical Background - Shays' Rebellion

<b>Supporting Question 3</b>
How did people of the time period describe Shays' Rebellion?
<b>Formative Performance Task</b>
<ul style="list-style-type: none"><li>Organize evidence from primary sources in a graphic organizer</li><li>Write a paragraph that evaluates the compelling question in relation to the primary sources.</li></ul>
<b>Featured Sources</b>
Source A: letter from Abigail Adams to Thomas Jefferson regarding the uprising in Massachusetts Source B: Speech from Daniel Gray regarding the Regulators concerns Source C: letter from Jonathan Smith to the Constitutional Convention regarding the Rebellion. Source D: Journal from Sarah Howe regarding her experiences during the rebellion.

<b>Summative Performance Task</b>	<b>ARGUMENT</b> Was Daniel Shays fighting for the ideals of the Revolution, or was he a rebel fighting against the government? Design a monument to portray Daniel Shays in a way that is reflected by the primary and secondary sources. Use specific claims and relevant evidence from historical sources while acknowledging competing views.
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Name \_\_\_\_\_

## Social Studies

In this inquiry, students investigate the story behind Shays' Rebellion. While the basic facts of the event are often covered by teachers within a day, a deeper investigation highlights some themes that run through the whole of U.S. History (freedom vs. rebellion). As they complete this inquiry, students will learn more about the history of the antebellum United States, and the issues caused by the Articles of Confederation.

In addition to the Key Idea listed earlier, this inquiry highlights the following Conceptual Understanding:

- 7.4b.1 - Students will investigate the successes and failures of the Articles of Confederation, determine why many felt a new plan of government was needed, and explain how the United States Constitution attempted to address the weaknesses of the Articles.

**NOTE:** This inquiry is expected to take seven to eight 40-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and featured sources). Teachers are encouraged to adapt the inquiries in order to meet the needs and interests of their particular students. Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

Common Core Anchor Standard Connections	
Reading	CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text explicitly says and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.
Writing	CCSS.ELA-LITERACY.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
Speaking and Listening	CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### Procedure:

In addressing the compelling question “Was Daniel Shays fighting for the ideals of the Revolution, or was he a rebel fighting against the government?” students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument supported by evidence from a variety of sources. A key element of this inquiry is the students' collection of evidence to support their final portrayal of Daniel Shays.

With each of the formative tasks, have your students work through the information with the technique that works best for your classroom. I present task 1 directly and have the students answer the questions for homework. For task 2, the students read through with rotating partners, and write gist statements on the side of each paragraph. They then completed the timeline for homework. For the third task, the students work on through the primary sources in small groups, and we discussed the documents collectively at the end of class.

Name \_\_\_\_\_  
**Social Studies**

I actually staged the compelling question right before I presented the summative assessment task. I presented a short slideshow that showcases various monuments from around the United States. I included pictures of Mount Rushmore, The monument to Nathaniel Bedford Forrest (which sparked lots of conversation), the unfinished monument to Crazy Horse, the Titanic Memorial in D.C., the new monument to victims of lynching, and the Statue of Liberty. I also include some Confederate monuments and we discuss the controversy relating to the taking down of those monuments. I really want students to understand that monuments hold meaning - they tell us what we should value and what should be forgotten. To get your students talking, I would suggest questions such as these:

- How is a monument different from a memorial or a display in a museum.
- How does this monument tell a story?
- How does this monument make you feel about the individual/individuals portrayed?
- What symbols were utilized in this monument?
- What information do these monuments fail to disclose?
- What makes this monument compelling?

**Teacher Resources:**

- <http://shaysrebellion.stcc.edu/index.html>
- Lesh, Bruce A. *"Why Won't You Just Tell Us the Answer?": Teaching Historical Thinking in Grades 7-12*. Portland, Me.: Stenhouse, 2011. Print.

NOTE: Bruce Lesh's book "Why Won't You Just Tell Us the Answer?" originally inspired this inquiry, however, at this point, the formative and summative tasks have been substantially changed and altered.

Name \_\_\_\_\_  
Social Studies

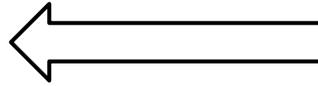
## Historical Background - The Articles of Confederation

# THE ARTICLES OF CONFEDERATION

In 1777, Congress created the Articles of Confederation – this document created a framework of laws for the first government of the United States. It lasted for 10 years.

## MAJOR SECTIONS OF THE ARTICLES:

1. Each state had one vote in Congress.
2. Congress could pass laws with the approval of 9 of the 13 states.
3. Congress could declare war, appoint military officers and make money.
4. Congress could not pass laws regarding taxes (to raise money, Congress had to ask the states).
5. Congress could not regulate trade or arguments between the states



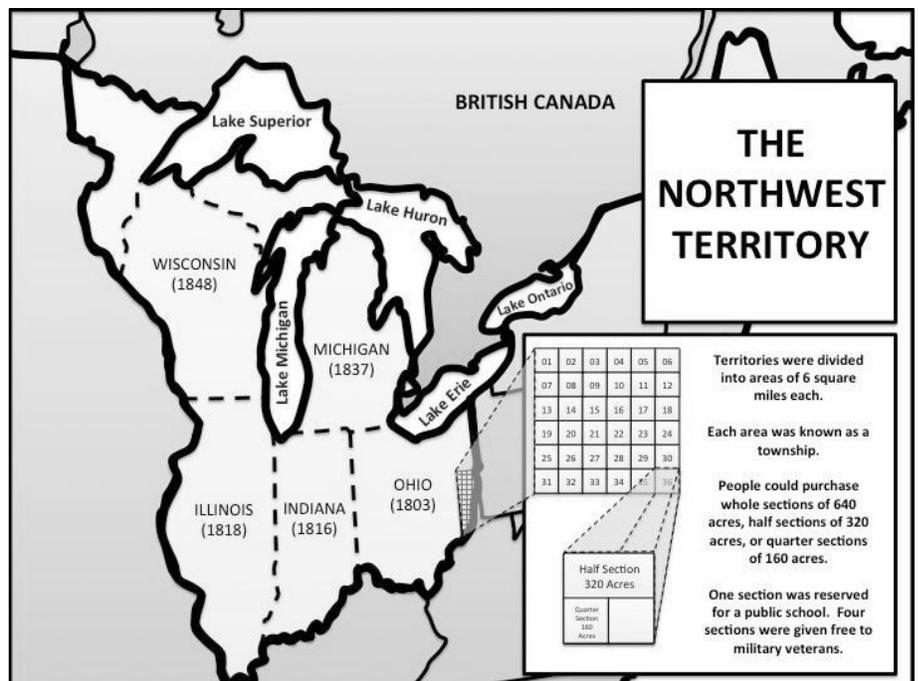
Look at this list. Can you see any potential problems?

List one potential problem here:

## THE NORTHWEST ORDINANCE:

Under the Articles of Confederation, Congress created the Northwest Ordinance of 1787. Congress divided the territory into sections of 640 acres that were then given to citizens at a low cost. When the territory's population reached 60,000, they could apply to become a state.

You can still see line divisions on the earth from the Northwest Ordinance! Go to Google Earth and zoom on over any of the states on the map. Compare this area to any other part of the U.S to see a dramatic difference.



Name \_\_\_\_\_

## Social Studies

The Articles of Confederation set up a very loose organization of states, where that national government didn't have much power. This led to many problems.

### PROBLEM 1

The U.S. owed millions of dollars, but had no way to pay it back.

Use Emojis to describe this problem.



Many of the states were taxing goods that crossed into their borders and the states argued about the taxes often.

### PROBLEM 2

Use Emojis to describe this problem.



### PROBLEM 3

Spain closed its port in New Orleans and the U.S. government had no way to stop them.

Use Emojis to describe this problem.



N.Y and New Hampshire both claimed Vermont, and there was no way to settle the argument.

### PROBLEM 4

Use Emojis to describe this problem.



### PROBLEM 5

Britain refused to withdraw its troops from the Ohio River Valley.

Use Emojis to describe this problem.



Congress and the states each printed their own money, it was difficult to determine the money's worth. Congress did not have enough gold or silver to make coins.

### PROBLEM 6

Use Emojis to describe this problem.



### PROBLEM 7

Shays' Rebellion - Because of the money shortage, farmers in Massachusetts were ordered to sell their land to pay their debts. Daniel Shay led a rebellion by closing down courthouses to keep the judges from taking their farms, and to prevent them from jailing the debtors. He and his followers also seized an arsenal of weapons. Congress eventually sent in the militia to control the rebellion, but it showed Congress how little power they had. Shay's Rebellion shocked Congress into changing the Articles of Confederation.

Name \_\_\_\_\_  
Social Studies

## Exit Ticket - The Articles of Confederation

1. What were the major sections of the Articles of Confederation? How did it divide power between the states and the national government?

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2. Why was the Articles of Confederation criticized? What were some of the problems associated with the government it created?

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3. Why did Shay's Rebellion occur? What was its impact?

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\_\_\_ **Complete** - Work provided above demonstrates student's thoughtful assessment of the information.

\_\_\_ **Incomplete** - Student provided some evidence of thinking, but the information provided was not complete, or answers were incorrect.

Name \_\_\_\_\_  
Social Studies

### Historical Background - Shays' Rebellion

The Revolutionary War ended in 1783. The soldiers who had fought were finally allowed to return home. With the war over, the United States now had to deal with the debt accumulated from the war. The treasury was empty, however, the soldiers of the Continental Army had not yet been paid for their service.

Daniel Shays was one of those Continental soldiers. He had fought throughout the war, including the Battle of Bunker Hill and the Battle of Saratoga. He was wounded in 1780, and traveled back home to Massachusetts. Once there, he found out that there were some new taxes on his land. Shays did not have the money to pay those taxes. He had never been paid for his military service, even though he had fought in the war for several years.

1. What problems did Daniel Shays face as the war ended?

2. How did the government attempt to deal with the problem of soldier payment?

The lack of reasonable pay had actually caused mutiny among the troops while the war was occurring. Now, without money to grant the soldiers their full back pay, emergency steps were taken to provide some support to the soldiers. A loan made it possible for the government to give each soldier one month's pay in cash. Washington also allowed soldiers to keep their uniforms and any other equipment they had been issued, including their muskets. Soldiers also received government certificates that they could turn in for cash at a later date, though these "scrips" were practically worthless to those who needed cash immediately.

In Massachusetts, farmers and farm hands found that local merchants were requiring them to pay for any goods they purchased with actual currency - something that the former soldiers didn't have. The merchants needed the money to pay back loans they had taken from European investors in the war. The veterans sold their certificates, muskets, and other possessions to support themselves and their families, but it wasn't enough. Daniel Shays even sold a sword he had received from General Lafayette in 1780 to help pay his debts. The people within the rural communities of Massachusetts demanded that they receive tax relief, but it didn't happen. Instead, by 1785, the state government raised taxes even higher to pay back the foreign debt Massachusetts had accumulated from the war. The people of the state sent many petitions to Boston asking for relief, but the government didn't respond.

3. How did the tax issue develop into a deeper problem in Massachusetts?

Name \_\_\_\_\_

**Social Studies**

Protests eventually organized into more direct action by August of 1786. The organizers called themselves Regulators, and over the course of the next few months, they began to show up on open courthouse dates to prevent the courthouses from opening. The protests the Regulators participated in were an attempt to prevent the courts from seizing farms to pay owed debt. These protests continued over the next few months, partially because there was no military or militia to stop them. The federal government had found it difficult to set up a military force, because they didn't have any funding.

Daniel Shays and other leaders of the protests decided to take their protests further by taking over the armory in Springfield, Massachusetts, and using the weapons they acquired to arm a force. When Shays and his followers (numbering about 1,500) attempted to approach the armory on January 26th, 1787, they were shot at by the Massachusetts militia that had finally organized. Four Regulators were killed and twenty others were wounded. The rest of the rebels fled. General Benjamin Lincoln followed them with the state militia - even as snow fell - and by February 4th, most of the rebels had disbanded. Daniel Shays fled to Vermont and stayed in hiding for months for fear of being captured.

4. How did Daniel Shays and others decide to respond to the taxation issue?

5. What was the end result of the rebellion?

The Massachusetts government passed the **Disqualification Act** on February 16, 1787, almost two weeks after the standoff. The act attempted deal with the 4,000 rebels who had decided to take up arms against the state government. The act pardoned any Regulators who came forward, turned in their weapons, and paid nine pence to take an oath of loyalty. A pardon was only granted to those who had merely participated in the rebellion, not the leaders. The 18 leaders of the rebellion were initially sentenced to death; however, most had their sentences overturned.

Daniel Shays was eventually pardoned after returning from Vermont. He never admitted to contributing to any of the blood that had been shed. He saw himself as more of a negotiator who had tried his best to bring peace between the government and the Regulators. He was granted a small pension for his service in the Continental Army, lived out his years on a small parcel of land, and died relatively unknown.

Name \_\_\_\_\_  
Social Studies

## Exit Ticket - Shays' Rebellion

**Directions:** Create a timeline that lists the major events influencing Shay's Rebellion. Write a full sentence description next to each event. The timeline has been partly completed for you.

Daniel Shays sells his sword -  
Shays sold a fancy sword he has received from General Lafayette his sword to pay for his debts.

The Disqualification Act is passed -



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\_\_\_ **Complete** - Work provided above demonstrates student's thoughtful assessment of the information.

\_\_\_ **Incomplete** - Student provided some evidence of thinking, but the information provided was not complete, or answers were incorrect.

## Shays' Rebellion - Primary Sources

### Document 1

**Source:** Excerpt adapted from a letter written by Abigail Adams to Thomas Jefferson on January 29th, 1787. Adams was not aware that actual men had been killed in the rebellion. She was discussing the men who had stormed the courthouses to prevent the debtors from being placed in jail.

My Dear Sir:

With regard to the Riots in my home state, which you asked me about: I wish I could say that people have exaggerated them. It is true, Sir, that they have gone on to such a degree that the Courts have been shut down in several counties. The men are ignorant, restless criminals, without conscience or morals. They have led other men under false ideas that could only have been imagined. Instead of that honest spirit which makes a people watchful over their Liberties and alert in the defense of them, this mob of rebels wants to weaken the foundation of our country and destroy the whole fabric of our nation.

These people are few in number, when compared to the more sensible and thoughtful majority. I cannot help hoping that they will end up helping the state by leading to an investigation of the causes of these riots. Luxury and wasteful spending of men both in furniture and dress has spread to all of our countrymen and women. This led people to build up debts that they were unable to pay off. Vanity was becoming a more powerful principle than patriotism. The lower classes were unable to pay taxes, even though they owned property. Those who had money were afraid to lend it for fear that the government would take more money from them.

Though late in the month, I hope you will not find it out of season to offer my best wishes for health, long life and prosperity of yourself and family, or to assure you of the sincere esteem and friendship with which I am Yours,

*Abigail Adams* (Abigail Adams)

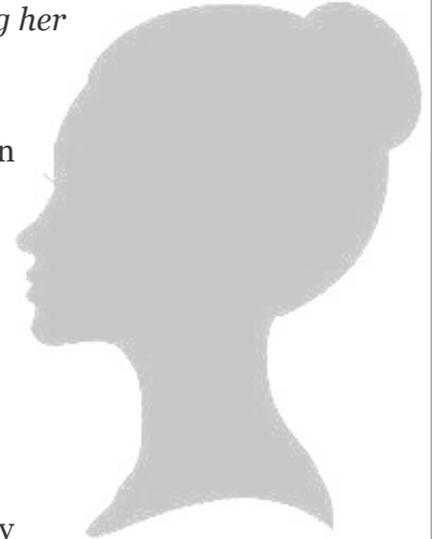


## Document 2

**Source:** Sarah Howe a local towns person, wrote a journal discussing her experiences in the years after the rebellion.

...It was the most hard times I ever yet have seen ...as we have since seen more poor people, and the state in General is much worse. The taxes after the conclusion of the war were very high. My father for a number of years was taxed about 100 Dollars per year. Others would sell what they had at half price so they could pay the state tax. Many sold their cattle. The people in this state are uneasy. They all thought that something was Necessary to be done.

When General Sheppard fired on Shays at Springfield, Massachusetts, and killed two or three men, Shays then retreated to Pelham, Massachusetts. I felt as unhappy as I thought I could on the account, My oldest brother was in the militia on the side of Government and his young neighbours and playmates on the other side. Although I had lived through the other war, it was not like this. It seemed shocking beyond description.



## Document 3

**Source:** Adapted from a letter by Jonathan Smith, "A Massachusetts Farmer Favors the New Constitution."

Mr. President, I am a plain man, and get my living by the plough. I am not used to speak in public, but I beg our leave to say a few words to my brother plough-joggers in this house.

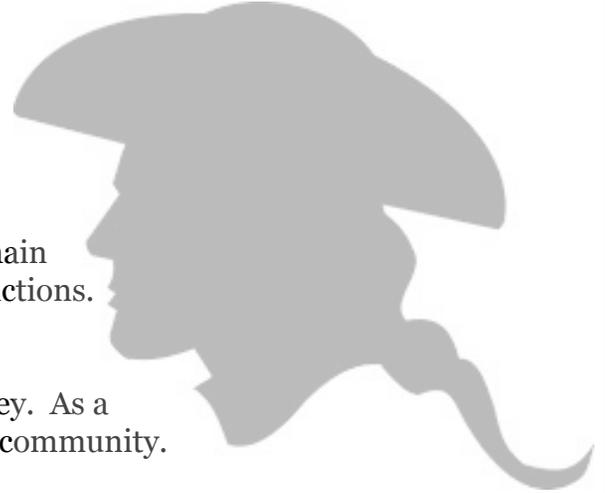
I have lived in a part of the country where I have known the worth of a good government by the want of it.

There was a black cloud [Shays' Rebellion] that rose in the east last winter, and spread over the west....It brought on a state of anarchy and that led to tyranny. I say, it brought anarchy. People that used to live peaceably, and were before good neighbors, got distracted, and took up arms against government.... People, I say, took up arms, and then, if you went to speak to them, you had the musket of death presented to your breast. They would rob you of your property, threaten to burn your houses; oblige you to be on your guard night and day. Alarms spread from town to town; families were broken up; the tender mother would cry, O my son is among them!...



*Jonathan Smith* (Jonathan Smith)

**Source:** Excerpt adapted from an address (a speech) by Daniel Gray (not to be confused with Daniel Shays), a member of a unit of armed soldiers to the people of several towns in Hampshire, Massachusetts. December 7, 1786.



Gentlemen: We thought it best to tell you of some of the main causes of the recent risings of the people and also of their actions.

First: There is little money right now. The harsh rules for collecting debts will fill our jails with people who owe money. As a result, many people will not be useful to themselves or the community.

Second: Money from taxes and fees should be set aside to pay off the foreign debt. Instead, it is being used to pay off investments that are held by wealthy Americans. These investments aren't taxed.

Third: The people who have stepped up to demand rights for themselves and others are likely to be put in jail without a trial. They are often put in jails far from home. They are being subjected to unlawful punishment.

Fourth: The Riot Act gives unlimited power to Justices of the Peace, Sheriffs, Deputy-Sheriffs and Police Officers and makes it impossible to bring them to court. Yet their actions may be motivated by revenge, hatred and envy.

Daniel Gray: Chairman of a Committee for the above purpose

Name \_\_\_\_\_

**Social Studies**

**Question:** How did people of the time period describe Shays' Rebellion?

	<b>Document 1</b>	<b>Document 2</b>	<b>Document 3</b>	<b>Document 4</b>
<b>Sourcing</b> What type of source is this?				
<b>Purpose</b> What is the author's purpose in writing the document?				
<b>Argument</b> What is the author's argument about the question?				
<b>Evidence</b> Choose a quote that summarizes the author's argument - write it in the space provided				
<b>Historical Context</b> What kind of judgements can we make about this person that help to explain why they were saying what they were saying?				



# Shays' Monument Project



The government of Springfield, Massachusetts wants you to design a monument and a historical inscription for Daniel Shays and his followers. It is important to the members of the committee that that monument represents the true history that was Shays' Rebellion. Therefore, your monument needs to represent a "point of view."

## Your monument and inscription should consider:

- The specific factors involved in the event
- The various reactions to Daniel Shays and his followers
- Point of view - Somehow your design should answer the following question - *Was Daniel Shays fighting for the ideals of the Revolution, or was he a rebel fighting against the government?*

## Task - Your final project will have three sections:

- Write the inscription for the marker** that describes your interpretation of Daniel Shays and his actions. Your inscription should be a detailed discussion of the actions of Daniel Shays and his followers. You need to choose your words carefully so that you include a point of view in your inscription.
- Design the monument for Daniel Shays.** Your monument can take any form your wish, as long as it displays a "point of view." (You do not need to be a good artist, your monument design does need to display details, so that your perspective on Shays' actions is clear).
- A report that discusses why you decided on this design and wording.** This report should include quotes from primary sources that indicate how they influenced your final design. You need to have two clear reasons for your point of view included in the report.

Name \_\_\_\_\_  
Social Studies

## Shays Monument Report

**My design portrays Daniel Shays as \_\_\_\_\_.**

How does your monument design reflect your understanding of Daniel Shays' actions? List three design details you included to represent your understand of Daniel Shays' movement.

Design Detail 1: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Design Detail 2: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Design Detail 3: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Choose two quotes that support your interpretation of Daniel Shays and his followers:**

Evidence 1: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Quote in my own words: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evidence 2: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Quote in my own words: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Social Studies

## Shays' Rebellion Monument Rubric

CATEGORY	5	4	3	2	1
<b>Point of View</b>	- showed all of the qualities of a 4, but with mastery and consistency that is outstanding	-included a sophisticated and detailed point of view regarding Daniel Shays as a rebel or a fighter for freedom.	-included a basic point of view of Daniel Shays as a rebel or a fighter for freedom.	-attempted to include a point of view in your inscription and report, however the details were simple and sometimes confused.	-No point of view was included in the inscription or report
<b>Evidence (x2)</b>	-showed all of the qualities of a 4, but with mastery and consistency that is outstanding.	- developed the topic (including the inscription, the report and the design) with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) - sustained the use of varied, relevant evidence	- developed the topic (including the inscription, the report and the design)with relevant facts, definitions, details, quotations, or other information and examples from the text(s) - sustain the use of relevant evidence, with some lack of variety	-partially developed the topic (including the inscription, the report and the design) of the essay with the use of some textual evidence, some of which may be irrelevant -use relevant evidence with inconsistency	-demonstrated an attempt to use evidence, but only develop ideas with minimal, occasional evidence which was generally invalid or irrelevant
<b>Monument Design</b>	-showed all of the qualities of a 4, but with mastery and consistency that is outstanding.	- design was clear, informed with evidence and creatively designed	- design was simple but clear - demonstrated basic understanding of the question	- design showed an attempt as a concept, but it was very basic and simple, - design idea was confused <u>or</u> demonstrated a confused understanding of the question	- design demonstrated a flawed understanding of the question - showed a lack of thoughtful analysis through the design process