SHAYS REBELLION

Reading, Timeline, Source Pages - Grades 6-8

24 STUDENT PAGES

My name _____ Date _____

Reading 1: The Short Read

Read the story. Then write the main idea.

1786 to 1787

After the Revolutionary War, the new country was poor. The states and the national government owed a lot of money. The government under the Articles of Confederation was weak, and Congress could not collect taxes. Massachusetts raised its own taxes and wanted them paid in gold and silver coins. Farmers in the western part of the state had very few coins. Many lost their farms or were sent to jail for debt. In 1786, angry farmers began to close the courts so that judges could not take more farms. A farmer and war veteran named Daniel Shays became a leader. In January 1787, about 1,200 men marched to the arsenal in Springfield to get weapons. State soldiers fired on them, and the march failed. Soon the rebellion ended. Many leaders saw that the national government was too weak, and they called for a meeting in Philadelphia in 1787.

Main idea: What is this reading mostly about?

Check what you read. Write the letter in the box.

1. Why were farmers in western Massachusetts in trouble?
   - A They had very few coins to pay their taxes and debts.
   - B They had too much gold and silver.
   - C The state had no taxes at all.

2. What did the angry farmers do in 1786?
   - A They closed the courts.
   - B They signed a peace treaty with Britain.
   - C They elected a king.

3. What did many leaders decide after the rebellion?
   - A The country should have no government.
   - B The government was too weak and needed to change.
   - C The Articles of Confederation were perfect.

Shays Rebellion - Reading 1: The Short Read





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This is a fillable PDF

- Open it in a PDF reader (Adobe Acrobat Reader, Preview, or your browser), click into a line or a box, type, and Save As.
- The name line, every answer box, every ruled work box and every check box on the student pages are type-in fields, and so are the tracker, class grid, team note and family page. You can also print any page and write by hand.
- It works offline. No account, no subscription, no internet connection needed after you download it.

Print at 100 percent

Turn off fit to page and shrink to fit so the ruled lines stay 0.34 inch apart. Every student page is black and white inside a colored border, so it still reads when copied in black and white.

Student work

A filled-in tracker, class grid or team note carries a real student's name. Keep it in the data folder, and use a first name only on any page that leaves your hands.

Need help?

If a field will not behave or a page will not print the way you expect, use Ask a Question on the product page. Every question is read, and a fix ships as a free update.

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PREVIEW

How To Read a Page

The parts of a student page, then the page types in the order they come.

The parts of a page

- **The answer box.** A bordered box for a letter or a number. Click it to type, or print and write in it.
- **The ruled work box.** Lines 0.34 inch apart. A short answer gets 4 lines; the main idea and why-it-mattered boxes get 3 and the paragraph page gets 18. It types and prints.
- **The check box.** True or false, yes or not yet: click or mark one.
- **The reading.** A short passage with the date at the top, a main idea box, a why-it-mattered box (Reading 2) and the checks.
- **The source page.** A short source written for this file, in a box. A note says if it is invented or a paraphrase. It is never a long quote.
- **The cut line.** Six pieces in a 3 by 2 grid, each 2.4 by 1.25 inches, edge to edge: two cuts across and two down.

Page type	What it looks like	What the student does
Check, Before You Read, Words to Know	3 pages, 17 items	A five-question check for before and after; true or false on the big picture; match eight words to their meanings.
Reading 1 and Reading 2 (A to C)	9 checks	Read, write the main idea (and why it mattered), answer the checks with a letter.
Source analysis, pages A and B	2 pages, 6 questions	Read a short source, then answer questions in ruled boxes.
Timeline, cause and effect, chart	3 pages, 6 dates	Write the date for each event, write the effect of each cause, fill in who wanted what.
Comic strip, Think It Through, claim-evidence-reasoning	8 panels, 6 questions	Draw 8 panels; 4 lines per question; a plan and an 18-line paragraph.
Quiz, Cut and Paste, Exit Tickets	12 items, 18 pieces, 4 tickets	A quiz in two parts, three cut-and-paste mats (cause or result, who said it, put in order) and four exit tickets.

Untimed, unscored on the page

No student page has a timer or a score on it. The keys and the tracker are for you. The answer keys are on pages 29 to 32.

A short account, not a full textbook

Each reading is a summary in plain words. It is not a complete history, and it is not tied to any particular standard. Add your own textbook, map or source for more depth.

Printing and the type-in fields

Every page prints clean in black and white. The name line, every answer box, every ruled box and every check box are type-in fields in any PDF reader: click one, type, then save. This is a fillable PDF, not a slideshow or a word-processor file.

Open answers

Sources, the chart, cause and effect, the comic strip, short answers, the exit tickets and the paragraph are open. The keys give a sample and what to look for. Accept any answer that is true to the readings and explains its reason.

PREVIEW

Preview - Bright Path Sped

My name _____ Date _____



Before and After Check

Write a letter in the Before box now and the After box when you finish.

Write the letter of the best answer. Guess if you are not sure. Fill in **Before** now, and **After** when you finish the unit.

1. In what year did farmers begin closing the courts?
   - A 1786
   - B 1812
   - C 1492

2. In which part of the country did Shays' Rebellion happen?
   - A Western Massachusetts
   - B Southern Virginia
   - C Northern Florida

3. Which plan of government did the country use in 1786?
   - A The Declaration of Independence
   - B The Articles of Confederation
   - C The Constitution

4. Which person is the rebellion named after?
   - A Daniel Shays
   - B George Washington
   - C John Adams

5. What was one result of the rebellion?
   - A Congress was closed.
   - B Massachusetts left the country.
   - C Many people wanted a stronger national government.

	Before	After
1		
2		
3		
4		
5		

One thing I already know about Shays' Rebellion is...

PREVIEW

Preview - Bright Path Sped

My name _____ Date _____

Words to Know



Write the letter of each meaning.

1	petition		A	gold and silver coins
2	tax		B	a fight against the people or the government in charge
3	arsenal		C	a building where weapons are stored
4	rebellion		D	money people must pay to a government
5	convention		E	a big meeting of delegates who come together to decide something
6	hard money		F	money that a person owes
7	militia		G	a written request, often signed by many people, sent to the government
8	debt		H	citizens who serve as soldiers when the state needs them

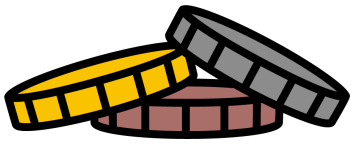
Use two of the words in one sentence about Shays' Rebellion.

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My name _____ Date _____

Reading 2A: Hard Times in 1786



Read the story. Then write the main idea and why it mattered.

1786

By 1786, the Revolutionary War had been over for three years, but its costs were not. The states and Congress had borrowed money to fight, and now the bills were due. Under the Articles of Confederation, Congress could not collect taxes. It could only ask the states for money. So Massachusetts raised its own taxes to pay its war debts, and it wanted them paid in hard money, which means gold and silver coins. Farmers in western Massachusetts grew most of what they needed and seldom held coins. When a farmer could not pay a tax or a debt, a court could take his land, animals or tools, and some people were sent to jail. Western towns held meetings and sent petitions to the state government in Boston. They asked for lower taxes and more time to pay. The state did not give the help they wanted, and many farmers felt that no one in power was listening.

Main idea: What is this reading mostly about?

Why it mattered: Why is this important to the story?

Check what you read. Write the letter in the box.

1. Under the Articles of Confederation, what could Congress do about money? ☐
   - **A** It could only ask the states for money.
   - **B** It could collect taxes from every person.
   - **C** It could print all the coins farmers needed.

2. What was hard money? ☐
   - **A** Paper bills printed by Congress
   - **B** Gold and silver coins
   - **C** Money made of iron

PREVIEW

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My name _____ Date _____

Reading 2C: Springfield and After



Read the story. Then write the main idea and why it mattered.

January to May 1787

On January 25, 1787, about 1,200 men led by Shays marched to the arsenal in Springfield, where weapons were stored. General William Shepard and the state militia guarded it. Shepard fired warning shots, then fired a cannon at the crowd. Four protesters were killed, and the rest ran. An army led by General Benjamin Lincoln chased the rebels and surprised them at Petersham in early February. The rebellion fell apart, and Shays fled to Vermont. Most rebels were later pardoned, and Shays was pardoned in 1788. In April 1787, voters chose a new governor, John Hancock. Leaders in other states were alarmed, and many, including George Washington, believed the Articles of Confederation were too weak. In February 1787, Congress called for a meeting to fix them. That meeting began in Philadelphia in May 1787 and produced the Constitution.

Main idea: What is this reading mostly about?

Why it mattered: Why is this important to the story?

Check what you read. Write the letter in the box.

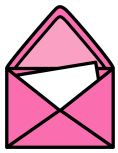
1. What happened at the Springfield arsenal on January 25, 1787?
   - **A** The state militia fired and stopped the marchers.
   - **B** Congress sent an army to defend the farmers.
   - **C** The marchers took all the weapons.

2. In February 1787, what did Congress call for?
   - **A** A new tax on farmers
   - **B** A war with another country
   - **C** A meeting to fix the Articles of Confederation

PREVIEW

My name _____ Date _____

Source B: A Leader Far Away (paraphrase)



Read what Washington thought. Then answer the questions.

Source B

In late 1786, George Washington was living on his farm in Virginia. He wrote letters to friends about the trouble in Massachusetts. In plain words, the letters say: The news worries me a great deal. If the government is not strong enough to settle problems like this one, the states may fall into disorder. I am afraid the national government is too weak.

Read this first: This is a paraphrase in modern words, not Washington's own wording. Your textbook may show his real letters.

1. What worried George Washington?

2. Why might a leader far away care about trouble in one state?

3. How are the farmer and Washington alike? How are they different?

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My name _____ Date _____

Cause and Effect

Read each cause. Write what happened because of it.

A cause is why something happens. An effect is what happens because of it. The cause is already written for you.

Cause
Congress under the Articles could not collect taxes.

→ **Effect**

Cause
Massachusetts wanted taxes paid in gold and silver coins.

→ **Effect**

Cause
The state did not give the help the farmers asked for.

→ **Effect**

Cause
Congress had almost no money and only a tiny army.

→ **Effect**

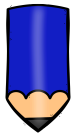
Which cause do you think mattered most? Why?

PREVIEW

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My name _____ Date _____

Comic Strip, Part B



Draw the rest of the story. Write what people say.

Tell the story in pictures. Use the readings to help you.

5 Springfield, 1787

Draw the march on the arsenal.

What people say:

6 The rebellion ends

Draw the militia in the snow.

What people say:

7 Leaders worry

Draw a leader reading a letter.

What people say:

8 A stronger plan

Draw delegates meeting in Philadelphia.

What people say:

PREVIEW

Preview - Bright Path Sped

My name _____ Date _____

Think It Through B

Answer each question in full sentences.

Use facts from the readings to answer.

4 What did Shays' men hope to get at the Springfield arsenal, and what happened to them?

5 Why was it a problem that Congress could not collect taxes or raise a big army?

6 Do you think the farmers were right to close the courts? Why or why not?

PREVIEW

My name _____ Date _____

My Paragraph

Write your paragraph. Use your plan.

Check your plan first: ☐ **claim** ☐ **evidence** ☐ **reasoning**

Write one paragraph. Start with your claim. Add your evidence. Then explain it. End with a sentence that ties back to the question.

PREVIEW

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My name _____ Date _____

Quiz, Part B

Read each one. Write the letter of the best answer.

Write the letter of the best answer in the box.

7 Why could Congress not send help to Massachusetts?

A It did not know about the rebellion.
B It had almost no money and only a tiny army.
C Britain would not allow it.

8 How did Massachusetts pay for its militia?

A Wealthy people lent money to the state.
B Congress sent gold coins.
C Farmers paid an extra tax.

9 Where did Shays go after the rebellion fell apart?

A London
B Boston
C Vermont

10 What did the Springfield arsenal hold?

A Tax money
B Weapons and gunpowder
C Court records

11 Which idea did the rebellion strengthen?

A The national government needed more power.
B Congress should have less power.
C States should not have governments.

12 Where did delegates meet in May 1787 to fix the government?

A Springfield
B Philadelphia
C Petersham

PREVIEW

Preview - Bright Path Sped

My name _____ Date _____

Cut and Paste 2

Cut out the six pieces. Paste each one in the right box.

These sayings are not real quotes. Paste each one in the box for the group that would say it.

Farmers in western Massachusetts	
Leaders in the Boston government	
Leaders who wanted a stronger nation	

Cut on the dashed lines: six pieces, two straight cuts across and two down.

We must keep order and collect the taxes.	We cannot pay our taxes in coins we do not have.	This trouble shows our national government is too weak.
Please lower our taxes and give us more time.	We need a stronger plan of government for the whole country.	We will raise a militia to protect the courts.

Which saying was hardest to place? Why?

PREVIEW

Answer Key: Reading and Words

The check, Before You Read, the 9 checks that follow the readings, and Words to Know. If a student picks another letter, point to the sentence in the reading that settles it.

Readings: the checks pages 8 to 11

#	Reading	Answer
1	Short Read	A: They had very few coins to ...
2	Short Read	A: They closed the courts.
3	Short Read	B: The government was too weak and ...
1	Hard Times	A: It could only ask the states ...
2	Hard Times	B: Gold and silver coins
1	Closing the Courts	B: So judges could not order more ...
2	Closing the Courts	C: Daniel Shays
1	Springfield and After	A: The state militia fired and stopped ...
2	Springfield and After	C: A meeting to fix the Articles ...

Before and After Check page 5

#	Starts with	Answer
1	In what year did farmers ...	A: 1786
2	In which part of the ...	A: Western Massachusetts
3	Which plan of government did ...	B: The Articles of Confederation
4	Which person is the rebellion ...	A: Daniel Shays
5	What was one result of ...	C: Many people wanted a stronger ...

Before You Read page 6

#	Starts with	Answer
1	After the Revolutionary War, the states ...	True
2	Under the Articles of Confederation, Congress ...	False
3	Daniel Shays was a farmer and ...	True
4	The farmers wanted their taxes to ...	False

Words to Know page 7

#	Word	Letter
1	petition	G
2	tax	D
3	arsenal	C
4	rebellion	B
5	convention	E
6	hard money	A
7	militia	H
8	debt	F

PREVIEW

Answer Key: Main Idea, Cause, Chart

Samples for the main idea boxes on pages 8 to 11 (Reading 1 has no why-it-mattered box), cause and effect on page 15 and the chart on page 16. Accept any wording that matches the reading.

Main idea and why-it-mattered boxes

Reading	A good main idea box says	A good why-it-mattered box says
Short Read	Farmers in western Massachusetts could not pay their taxes and debts, so they rose up in 1786 and 1787.	It showed that the weak national government could not handle a crisis, so leaders called for a meeting to fix it.
Hard Times	After the war, taxes and debts were high, and western farmers had few coins to pay them.	It explains why farmers were so angry: they could lose their farms, and the state would not help.
Closing the Courts	Farmers closed the courts in 1786 to stop their farms from being taken, and Daniel Shays became their best-known leader.	The protest grew bigger, and the state had to raise its own militia because Congress had almost no money or army.
Springfield and After	The state militia stopped Shays' men at Springfield, and the rebellion ended in February 1787.	Leaders in many states decided the Articles were too weak, which led to the meeting in Philadelphia that wrote the Constitution.

Cause and Effect page 15

#	Cause (printed)	A good effect says
1	Congress under the Articles could not collect taxes.	Massachusetts had to raise its own taxes to pay the war debts.
2	Massachusetts wanted taxes paid in gold and silver coins.	Farmers with few coins could lose their farms or go to jail for debt.
3	The state did not give the help the farmers asked for.	Farmers closed the courts and then marched on the arsenal.
4	Congress had almost no money and only a tiny army.	Massachusetts had to raise its own militia, paid for by loans from wealthy people.

Who Wanted What page 16

Who	What they wanted or needed	What they did
Farmers in western Massachusetts	Lower taxes, more time to pay, paper money.	Sent petitions, closed the courts and marched on the Springfield arsenal.
Lenders and merchants	To be repaid, in hard money.	Lent money to the state so it could raise a militia.
The Massachusetts government	To collect taxes, pay its war debts and keep order.	Raised a militia and sent it to Springfield and then after the rebels.
Congress	A way to pay debts and keep order, but it could not collect taxes.	Could only ask the states for money; in February 1787 it called for a meeting to fix the Articles.

PREVIEW

Shays' Rebellion Tracker

One student, every scored page. Filled example: page 37.

Student _____ Teacher _____ Month _____

Page	Page type and set	Items	Right	Date	Notes
5	Before and After Check	5			
6	Before You Read	4			
7	Words to Know	8			
8	Reading 1: The Short Read	3			
9	Reading 2A: Hard Times in 1786	2			
10	Reading 2B: Closing the Courts	2			
11	Reading 2C: Springfield and After	2			
14	Timeline: Dates	6			
23	Quiz, Part A	6			
24	Quiz, Part B	6			
25	Cut and Paste 1	6			
26	Cut and Paste 2	6			
27	Cut and Paste 3	6			

PREVIEW

How to fill this in

Write how many items the student got right with no prompt, and the date. A blank means not tried yet, never wrong. There are 62 items on the 13 scored pages. Answer keys: pages 29 to 32. Filled example: page 37.

This month we are working on (your own standard or wording)

Team Note

Use this page between team meetings or when a student moves classes, to hand off what changed without writing a note from scratch. Everything below is observable, with a blank for the number or the wording your team already uses.

Student _____ Team member _____ Date _____

Page type	Covered since last note (Y/N)	Items right	Still blank
Before and After Check			
Readings			
Words to Know			
Timeline			
Quiz			
Cut and paste			

What I saw (observable, not a conclusion)

- Named the main idea of ___ of ___ readings without a prompt.
- Put the events in order on ___ of ___ (page 27).
- Used a fact from a reading or a source in the claim, evidence and reasoning pages (21, 22): yes / no / with a reminder.
- Explained what a petition or a militia is in their own words: yes / no.

Next step

- Next page or set: ___, because ___ (what you saw).
- What to try in another class or at home: ___.
- What to keep doing because it is working: ___.
- Anything for the team meeting to decide: ___ (this page records what happened, never a label or a plan).

Summary, in one or two sentences, for whoever reads this next

A filled-in line, for reference

"Matched 6 of 8 words on Words to Know with no prompt on 10/3. Next step: act out petition and convention with an example from the readings." That is the level of detail this page is built for. It matches the filled example on page 37.

PREVIEW

Devon's Tracker (Invented Student)

Devon R. is invented; nothing on this page describes a real student. The blank tracker is on page 33.

Student: Devon R. (an invented student)

Teacher: Mr. Ellis (invented)

Month: September to October

Page	Page type and set	Items	Right	Date	Notes
5	Before and After Check	5	3	9/22	Guessed the first answer
6	Before You Read	4	4	9/23	-
7	Words to Know	8	6	10/3	Mixed up petition and convention
8	Reading 1: The Short Read	3	3	9/24	-
9	Reading 2A: Hard Times in 1786	2	2	9/25	-
10	Reading 2B: Closing the Courts	2	1	9/29	Mixed up Shays and Bowdoin
11	Reading 2C: Springfield and After	2	2	10/1	-
14	Timeline: Dates	6	5	10/6	Swapped two 1787 dates
23	Quiz, Part A	6	-	-	-
24	Quiz, Part B	6	-	-	-
25	Cut and Paste 1	6	-	-	-
26	Cut and Paste 2	6	-	-	-
27	Cut and Paste 3	6	-	-	-

How to read it

Devon R. has done **8 of 13** scored pages and got **26 of 32** items right with no prompt. **4** pages were all right and **4** carry a note. Every number comes from the table.

What the table points to

The lowest page is Reading 2B: Closing the Courts (1 of 2). That is where the next practice goes. The 5 pages left blank are not tried yet, never wrong.

PREVIEW

Binder Cover

Slide this into the front of a binder. Type a name in the two fields or write it by hand. The divider tabs and a spine label to cut out are on the next page (page 40).

Social Studies - U.S. History

SHAYS' REBELLION

Readings, Sources and Practice

Hard Times | **Closed Courts** | **Springfield**

Daniel Shays | **A Stronger Plan**

Teacher _____

Class or student _____

PREVIEW