

Lesson: Shay's Rebellion in the Framers' Eyes

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Duration: 1-2 class periods

Grade level: 11-12

WI State Standards:

B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches

B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion

B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments

C.12.3 Trace how legal interpretations of liberty, equality, justice, and power, as identified in the Constitution, the Bill of Rights, and other Constitutional Amendments, have changed and evolved over time

Essential Questions: 1) What social and economic forces led to Shay's Rebellion?

2) How was Shay's rebellion perceived in the public mind?

3) How did perceptions of Shay's rebellion influence the formation of the Constitution?

Lesson:

Step 1 (to be completed at beginning of lesson or previous day)

--conduct lecture outlining 'what' Shay's rebellion consisted of and outline possible impacts on the Framers of the Constitution

Step 2: Hook

--have students take out a piece of paper and divide it vertically in three sections to create a trifold sheet

--have them label the left side the 'what' of the rebellion, the middle portion the 'opinions concerning the rebellion' and the right side the 'impact' of the rebellion

--have students fill in a summary of the rebellion in the left portion of their sheet (from prior knowledge or discussion)

--after students have brainstormed for 1-2 minutes, have them share with a partner

--discuss as a class to ensure understanding of the 'basics' of the rebellion

Step 3: Analyzing the contemporary opinions of the rebellion

--divide class into three groups and distribute to all students the newspaper analysis sheet

--assign to each group one of the three newspaper accounts of the rebellion

--have each group fill out their analysis sheet

--after groups have completed analysis, regroup class into new groupings consisting of students who analyzed different newspaper accounts

--have students share their analyses with new groups

--conduct a whole class discussion focused on the popular perception of the rebellion

--encourage students to consider *who* wrote the different newspaper accounts and how this may have contributed bias to their accounts

Step 4: Letter analysis

--distribute to all students a copy of the letter from Benjamin Lincoln to G. Washington giving his account of the rebellion

--have each student fill out a 'Hear my Voice' sheet corresponding to the letter

--after students have finished their HMV sheets, conduct a whole class discussion focused on Lincoln's representation of the rebellion

Closure: "Circle of Viewpoints" (adapted from Ritchard et. al 2011)

--Distribute Circle of Viewpoints activity

--As a class, complete Step 1

--encourage students to brainstorm as many perspectives as they can think of that may have taken a stance on Shay's Rebellion (prompt them to think "big": eg. a Native American perspective, or that of foreign governments)

--For homework, have students complete Step 2: either with an assigned perspective or one they have chosen from the brainstormed list

--use this activity as a springboard for future discussion

Future Lesson:

--Conduct a class discussion centered on the Circle of Viewpoints activity and the trifold brainstorming sheet that students began the lesson with.

--prompt students to utilize the discussion of varying viewpoints on the rebellion to fill in the 'center box' of their trifold sheet

--help students to connect the Framer's opinions concerning the rebellion with the 'impact' that it had (the right portion of their sheet)

Resources

Newspaper Accounts: *Massachussets Centinel* (May 2, 1787)

Albany Gazette (May 3, 1787)

Litchfield Connecticut Weekly Monitor (May 21, 1787)

Letter from Benjamin Lincoln to George Washington (Dec 4-May 4, 1787)

All available from: http://history.wisc.edu/csac/confederation_period/shays_rebellion.htm

"Hear My Voice" adapted from Barbieri, Kim E. (2011), "Hear My Voice! Teaching Difficult Subjects with Graphic Organizers", *Social Education* 75(6), pp. 301-6.

"Circle of Viewpoints" activity adapted from Ritchart, Ron; Church, Mark; and Morrison, Karen (2011) *Making Thinking Visible*. San Francisco, CA: Jossey-Bass

HEAR MY VOICE

Name;

Hour:

What I Said: A Quote

My name is:

The date is

The place is

What I Believe: Summarize your viewpoint in one sentence

All about me: List FACTS that describe you

Why I believe this: Paraphrase your key arguments

How historians can use my message:

Why are they able to do this?

Step 1: in the space below, identify the different perspectives that *may* have existed surrounding Shay's rebellion.



Step 2: Answer the following question prompts FULLY with COMPLETE sentences.

1) My perspective is of. . .

2) How would your perspective **describe** Shay's Rebellion (what do you think went on)?

3) **Explain** why someone adopting your perspective would take this view.

OVER →

4) **Describe** the issues that Shay's Rebellion raises as viewed from your perspective.

5) **Explain** why a person of your perspective would see these as issues needing solution.

6) **Describe** what solutions a person of your perspective would propose.

7) **Explain** why a person of your perspective would find these solutions attractive.

8) **Reflect** on the perspective you have taken for this activity. In what ways is it different from your own?

Albany Gazette

- 1) This author probably believes. . .

- 2) I think the audience is. . .

- 3) I do/don't trust this document because. . .

- 4) This document might not give me the full picture because. . .

- 5) The author is trying to convince me . . .

- 5a)The author is trying to convince me by. . .

After sharing with other students

- 6) This document was written _____ the other documents, so. . .
-

Massachusetts Centinel

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Weekly Monitor

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