

Shays' Rebellion

1786–1787 | Grade 2 · Read & notice

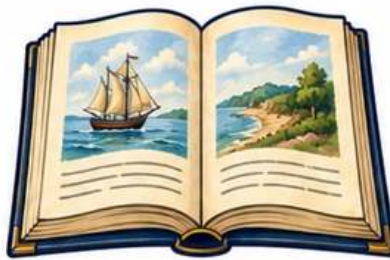
Words to know

debt — money or something else that is owed

protest — show disagreement in public

government — the system that makes and carries out public decisions

Look closely



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

Read the story

Many farmers struggled with debt and taxes. Some blocked courts and joined an armed uprising. Daniel Shays became one of its leaders. The conflict showed deep disagreement about government, fairness, and money.

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: Eli Whitney's cotton gin

1793

Eli Whitney, born in Westborough, developed a cotton gin. It separated seeds from cotton fibers. The machine sped up one task. Cotton growing expanded, and so did the demand for enslaved labor.

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: Many farmers struggled with debt and taxes. Some blocked courts and joined an armed uprising. Daniel Shays became one of its leaders. The conflict showed deep disagreement about government, fairness, and money. Protesters feared losing farms and facing debt imprisonment. The rebellion influenced national debates about the Articles of Confederation. Explain both people’s grievances and the consequences of armed resistance.

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.