

## Shays' Rebellion

**Historical Thinking Skills Assessed:** Close Reading, Corroboration

**Author/School/System:** Megan Brown and Ronald Bianchi, Howard County Public School System, Maryland

**Course:** United States History

**Level:** Upper Elementary/Middle

### **Task Question: How did the leaders of the American Revolution view Shays' Rebellion?**

#### **Learning Outcome:**

Students will be able to read closely and corroborate multiple primary sources to draw conclusions about the founding fathers' views of Shays' Rebellion.

#### **Standards Alignment:**

##### [Common Core Standards for English Language Arts and Literacy](#)

- RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2 Determine two or more ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - W.5.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

##### [National History Standards](#)

Era 3: Revolution and the New Nation

Standard 3: The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.

##### [College, Career, and Civic Life \(C3\) Framework for Social Studies Standards](#)

- D2.His.4.3-5 Explain why individuals and groups during the same historical period differed in their perspectives.
- D2.His.16.3-5 Use evidence to develop a claim about the past.

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#### **Materials:**

- RS#01: Shays' Rebellion Article
- RS#02: Shays' Rebellion Note-taking Sheet
- RS#03: Document A – Excerpts of Letters Written by George Washington in Response to Shays' Rebellion

- RS#04: Document B – Excerpts of Letters Written by Thomas Jefferson in Response to Shays’ Rebellion
- RS#05: Shays’ Rebellion Note-taking Sheet (SAMPLE)
- RS#06: Thoughtful Application: Newspaper Article
- RS#06A: Newspaper Article Worksheet
- RS#07: ARCH Elementary Historical Thinking Skills Rubric – Close Reading/Corroboration

### **Background for the Teacher:**

In the summer of 1786, only three years after the end of the Revolutionary War, Shays’ Rebellion began in Massachusetts. Merchants who had lent money to the Continental Congress to fund the Revolution began to call in their debts and insist upon payment in cash for future goods and services. The credit of the young United States was in jeopardy. With no authority under the Articles of Confederation to collect taxes or regulate trade, the federal government was forced to rely on the states to repay their own foreign debts and pay for their own portion of the enormous war debt. States raised taxes dramatically in order to meet their obligations. Meanwhile, farmers throughout the country, many of whom were Revolutionary War veterans who had never been paid fully for their services, were struggling with their own financial hardships in the depressed post-war economy. They did not have the cash to pay the taxes, but the state governments were unsympathetic. Debt collectors took people to court for their inability to pay their taxes. Many individuals lost their land and property, and many petitioned the government for debtor relief, which they did not receive.

In August 1786, a group of 1,500 farmers in western Massachusetts, led by Revolutionary War veteran Daniel Shays, began an uprising to protest what they believed were unfair land taxes and an unresponsive government. During the fall and winter, they marched on the debtors’ courts, forcing them to postpone business. To restore order, a group of merchants from eastern Massachusetts funded a militia to pursue the rebels. In January 1787, Shay and his followers attempted to capture the weapons stored in a federal arsenal but were stopped by the militia, who opened fire. The rebels scattered but were pursued by the militia. Finally, in February, the resistance ended. The militia had captured most of the men, although they were eventually pardoned, including Shays.

In order for students to be successful with this performance assessment task, they must have a prior understanding of the colonists’ justifications for the American Revolution, the roles of George Washington and Thomas Jefferson as leaders of the Revolution, the provisions of the Articles of Confederation, and the challenges facing the young nation. In addition, it is critical that students firmly grasp the circumstances surrounding Shays’ Rebellion before moving onto the analysis of the primary sources.

### **Procedure**

#### **Context Setting:**

- Distribute RS#01: Shays’ Rebellion Article and RS#02: Shays’ Rebellion Note-taking Sheet. Tell students that the purpose for reading is to summarize Shays’ Rebellion. Students should preview the questions before reading, read the text independently, and then highlight the answers or take notes in the margins of the first organizer. Have pairs of students work together to re-read, summarize, and complete the note-taking organizer.
- Pose the task question: “How did the leaders of the American Revolution view Shays’ Rebellion?” Solicit responses based on what students currently know about the rebellion and United States history.

### **Document Analysis:**

- Tell students that they will be reading letters written by two of the nation's founders, George Washington and Thomas Jefferson, to learn their views on Shays' Rebellion and the role of rebellion in a republic, in general. Before reading, activate students' background knowledge about Washington and Jefferson by having them talk to a partner about the roles of these two historical figures. Allow time for large group discussion.
- Distribute RS#03: Document A – Excerpts of Letters Written by George Washington in Response to Shays' Rebellion. Using a document camera, display a copy of the text to visually lead the lesson. Refer students to the left-hand side (Washington) of the second note-taking organizer. Set the purpose for reading: to interpret specific words and phrases from the document to determine the author's point of view on the rebellion.
- Engage students in an interactive read-aloud. Model how to:
  - interpret words and phrases to gain understanding.
  - choose specific quotes that best highlight George Washington's point of view on the rebellion.
  - make inferences to determine George Washington's beliefs while completing the George Washington portion of the note-taking sheet.

Note: Consider using RS#05: Shays' Rebellion Note-taking Sheet (SAMPLE) in the discussion.

- Distribute RS#04: Document B – Excerpts of Letters Written by Thomas Jefferson in Response to Shays' Rebellion, and refer students to the right-hand side (Jefferson) of the second note-taking organizer. Review the purpose for reading: to interpret specific words and phrases from the document to determine the author's point of view on the rebellion. Provide time for partners to:
  - interpret words and phrases to gain understanding.
  - choose specific quotes that best highlight Thomas Jefferson's point of view on the rebellion.
  - make inferences to determine Thomas Jefferson's beliefs while completing the Thomas Jefferson portion of the note-taking sheet. Circulate and guide partners as needed.

Note: Again, consider using RS#05: Shays' Rebellion Note-taking Sheet (SAMPLE) in the discussion.

### **Corroborating Evidence and Constructing Interpretations – Close Analysis:**

- Engage students in a discussion to draw a general conclusion about each man's viewpoint. Determine that although they had very different viewpoints, both leaders recognized that the government did need reform in order to govern more effectively.
- Have students independently compare and contrast George Washington's and Thomas Jefferson's viewpoints using the third chart on the note-taking sheet.

### **Thoughtful Application:**

- Explain to the students that they have been asked to compare and contrast two viewpoints concerning the concept of rebellion and its impact on American society.
- Distribute RS#06: Thoughtful Application: Newspaper Article and RS#06A: Newspaper Article Worksheet. Read aloud the directions. Remind students to use their note-taking sheet for details about the rebellion, the direct quotations, and inferences from the primary sources to justify their opinion.
- Review RS#07: ARCH Elementary Historical Thinking Skills Rubric – Close Reading and Corroboration with the class.
- Allow approximately 20-30 minutes for students to complete the task.
- Assess the students using the rubric.

### Thoughtful Application: Student Work Samples

#### Sample 1

Student Resource PAT 5.6

## Hampshire Gazette

(Location & Date) Western Massachusetts Fall 1786 - January 1787

(headline) Shay's Rebellion

The Farmers in Western Massachusetts couldn't pay their taxes so their farms got taken away. They had a rebellion because the Farmer's farms got taken away by the legislature and they got sent to prison. This event took place on Fall 1786 - January 1787. Shay's men attacked a Springfield building where the government stored guns. I think the farmers should

have a rebellion. I think it's unfair to take away what they have. Also it's unfair to take them away because they can't pay their taxes. Thomas Jefferson believed that having a rebellion now and then is a good thing. He also believes that not having a rebellion now and then is bad. He thinks that having a little rebellion is fine but a big one is bad.

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Sample 2

Student Resource PAT 5.6

# Hampshire Gazette

(Location & Date) Massachusetts, 1787

(Headline) A rebellion of farmers

In Massachusetts a group of farmers were rebelling against the government because they could not pay their taxes and if they couldn't they would lose their farms. So the farmers formed a rebellion lead by Daniel Shays. The farmers point of view is that Thomas Jefferson is a rebellion now and then is a good thing Jefferson thought. I agree with Thomas Jefferson because this lets the government know they did something wrong. Also the farmers couldn't have their farms taken away and auctioned off if the

courts couldn't meet the farmers couldn't have their farms taken the rebellion goal was to stop the courts from meeting. In my opinion I think the farmers were very right with their actions because if they couldn't pay their taxes they cannot have property taken away also as I learned earlier in this article I agree with Thomas Jefferson because he knew a rebellion is when the people express their opinion on what is happening.

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Sample 3

Student Resource PAT 5.6

## Hampshire Gazette

(Location & Date) Massachusetts, 1786-87

(Headline) Farmers Start a Rebellion

Farmers start rebellion in 1786 in Massachusetts because they got taxed to much and their farms taken. Also if they could not pay their personal debts the would go to jail. I agree with Thomas Jefferson because he said a little rebellion is good. I think that the farmers were doing that because

they couldnt pay taxes and their farms got taken away so they did because their land was taken away.

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Sample 4

2

Student Resource PAT 5.6

# Hampshire Gazette

(Location & Date) Western part of Massachusetts <sup>1786</sup>

(Headline) Shays Rebellion?!

In the Western part of Massachusetts, farmers had a really hard time paying their bills. They owed about one-third of income for the state taxes. The farmers who couldn't pay their taxes would be taken to court. The biggest the Massachusetts legislature to stop jailing people who couldn't pay taxes. Therefore, a group of farmers decided to rebel. Their leader is Daniel Shays. He is a former Revolutionary War captain. In 1787, Shays' men

attacked a Springfield building where guns were stored by the government. The governor of Massachusetts sent wealthy Boston men to fight the rebels. The soldiers killed four men, but the rest of the group fled. Later, the court sent the caught members including Shays free. I think these actions were not right. George Washington said, "If three years ago someone told me this would happen... I would have thought of a better way."

This means he would of thought him as crazy.

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## Resource Sheet #01

### Shays' Rebellion Article

#### **Shays' Rebellion 1786-1787**

During the American Revolution, the states and the Continental Congress had borrowed large sums of money from wealthy merchants. After the war, the merchants demanded that they be repaid, but the national government under the Articles of Confederation had no power to raise money. The states had to repay their own debts, and the only way for them to raise the money was to tax their citizens heavily.

Many farmers in the western part of Massachusetts had an especially hard time paying their bills at this time. The Massachusetts farmers, many of whom were war veterans who had never been paid, owed about one-third of their income for state taxes, and the Massachusetts legislature refused to issue paper money as other states had done. Those farmers who could not pay their taxes had their farms taken away by state courts. Court officials then auctioned off the farms and used the money from the sale to pay the taxes. Farmers who could not pay their personal debts were often put into prison.

The farmers asked the Massachusetts legislature to lower taxes and let them pay taxes and other debts with farm produce. They begged the legislature to stop jailing people who could not pay their debts. Instead the legislature listened to merchants and bankers to whom the farmers owed money. It refused to pass laws to help the farmers.

Because they could not get help through legal means, a group of farmers decided they had no choice but to rebel. Their leader was Daniel Shays, a former Revolutionary War captain. In the fall of 1786, Shays led armed farmers in marches outside county courthouses in Springfield, Northampton and other towns in western Massachusetts. The purpose was to keep the courts from meeting. If the courts did not meet, bankers and others to whom farmers owed money could not take away their farms.



In January 1787, Shays' men attacked a Springfield building where they government stored guns. Wealthy merchants from as far away as Baltimore, Maryland paid to raise a militia and the governor of Massachusetts sent the soldiers to fight the rebels. The soldiers shot and killed four men, and soon the rest of Shays' followers fled. Several rebel leaders were caught. The men were brought to trial, found guilty, and sentenced to death. Later the court set them all free, including Shays.

Shays' Rebellion did not succeed. For many, the rebellion symbolized a fatal weakness of the national government under the Articles of Confederation. Because Congress had no power to raise money, it could not help the states pay off their war debts, which forced the states to tax their citizens heavily. Moreover, Congress could not raise a national army without unanimous consent of the states, so it was unable to act in time to assist Massachusetts. The realization of this weakness helped spur the events of the summer of 1787, when the Constitutional Convention that met in Philadelphia wrote a constitution that defined a stronger and more capable federal government.



**Daniel Shays and Job Shattuck, two of the main protest leaders.**

Source: "Daniel Shays and Job Shattuck." Relief Cut On Paper. National Portrait Gallery, Smithsonian Institution. Washington, D.C. Accessed 8/11/14.

<http://npgportraits.si.edu/eMuseumNPG/code/emuseum.asp?rawsearch=ObjectID/,/is/,/13020/,/false/,/false&newprofile=CAP&newstyle=single>

**Resource Sheet #02**

**Shays' Rebellion Note-taking Sheet**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Purpose for reading: Based on the article, summarize Shays' Rebellion (RS #01) by answering the questions listed below.**

<b>Who</b> was involved in the rebellion?	
<b>What</b> was the problem?	
<b>Where</b> did the rebellion take place?	
<b>When</b> did the rebellion take place?	
<b>Why</b> did the rebellion take place?	
<b>How</b> did Shays' men rebel?	

**Resource Sheet #02**

**Purpose for reading: Interpret specific words and phrases in the letters written by George Washington (RS #03) and the letters written by Thomas Jefferson (RS #04) to determine each author’s point of view on the rebellion.**

<b>George Washington on Shays’ Rebellion</b>		<b>Thomas Jefferson on Shays’ Rebellion</b>	
Direct quote from George Washington’s Letters	I can <b>infer</b> that George Washington believed...	Direct quote from Thomas Jefferson’s Letters	I can <b>infer</b> that Thomas Jefferson believed...

**Resource Sheet #02**

**Analysis: Compare and contrast Washington's and Jefferson's viewpoints on the rebellion.**

<b>Draw a conclusion unique to George Washington's viewpoint.</b>	<b>Draw a conclusion about the similarities between the viewpoints.</b>	<b>Draw a conclusion unique to Thomas Jefferson's viewpoint.</b>

### Resource Sheet #03

## Document A – Excerpts of Letters Written by George Washington in Response to Shays' Rebellion

### To Henry Lee, October 31, 1786

“the accounts which are published of the commotions [*disturbances*]. . . exhibit a melancholy [*sad*] proof of what our trans-Atlantic foe [*England*] has predicted; and of another thing perhaps, which is still more to be regretted [*sorry about*], and is yet more unaccountable [*strange*], that mankind when left to themselves are unfit [*incapable*] for their own Government. I am mortified [*embarrassed*] beyond expression when I view the clouds that have spread over the brightest morn [*morning*] that ever dawned upon any Country. . . To be more exposed [*visible in a bad way*] in the eyes of the world, and more contemptible [*disgraceful*] than we already are, is hardly possible.”

Source: Washington, George To Henry Lee, October 31, 1786. The George Washington Papers at the Library of Congress, 1741-1799. American Memory, Library of Congress. Washington, D.C. Accessed 8/5/14. [http://lcweb2.loc.gov/cgi-bin/query/r?ammem/mgw:@field\(DOCID+@lit\(gw290026\)\)](http://lcweb2.loc.gov/cgi-bin/query/r?ammem/mgw:@field(DOCID+@lit(gw290026)))

### To David Humphreys, October 22, 1786

“commotions [*disturbances*] of this sort, like snow-balls, gather strength as they roll, if there is no opposition [*obstacle*] in the way to divide and crumble them. . . I am mortified [*embarrassed*] beyond expression that in the moment of our acknowledged [*accepted*] independence we should by our conduct [*behavior*] verify [*prove correct*] the predictions of our transatlantic foe [*England*], and render [*make*] ourselves ridiculous and contemptible [*disgraceful*] in the eyes of all Europe.”

Source: Washington, George to David Humphreys, October 22, 1786. The George Washington Papers at the Library of Congress, 1741-1799. American Memory, Library of Congress. Washington, D.C. Accessed 8/5/14. [http://lcweb2.loc.gov/cgi-bin/ampage?collId=mgw2&fileName=gwpage013.db&recNum=200&tempFile=~/temp/~ammem\\_5uqU&filecode=mgw&next\\_filecode=mgw&itemnum=1&ndocs=100](http://lcweb2.loc.gov/cgi-bin/ampage?collId=mgw2&fileName=gwpage013.db&recNum=200&tempFile=~/temp/~ammem_5uqU&filecode=mgw&next_filecode=mgw&itemnum=1&ndocs=100)

### To Henry Knox, February 3, 1787

“The moment is, indeed, important! – If government shrinks [*backs away*], or is unable to enforce [*carry out*] its laws; fresh maneuvers [*movements*] will be displayed by the insurgents [*protestors*] – anarchy [*lawlessness*] & confusion must prevail [*win out*] – and every thing will be turned topsy turvey in that State; where it is not probable [*likely*] the mischiefs [*troubles*] will terminate [*end*].”

“if three years ago any person had told me that at this day, I should see such a formidable [*dreadful*] rebellion against the laws & constitutions of our own making as now appears I should have thought him a bedlamite - a fit subject for a mad house.”

Source: Washington, George to Henry Knox, February 3, 1787. Founders Online. National Archives and Records Administration. Washington, D.C. Accessed 8/5/14. <http://founders.archives.gov/documents/Washington/04-05-02-0006>

## Resource Sheet #04

### Document B – Excerpts of Letters Written by Thomas Jefferson in Response to Shays' Rebellion

#### To William S. Smith, Paris, Nov. 13, 1787

What country can preserve [*protect*] its liberties if their rulers are not warned from time to time that their people preserve the spirit of resistance [*opposition*]? Let them take arms [*weapons*]. . . the tree of liberty must be refreshed from time to time with the blood of patriots & tyrants [*dictators*].

Source: Jefferson, Thomas to William Smith, November 13, 1787. Library of Congress, Manuscript Division. Washington, D.C. Accessed 8/6/14. <http://www.loc.gov/exhibits/jefferson/105.html>

#### To James Madison, Paris, Jan. 30, 1787

I am impatient to learn your sentiments [*opinions*] on the late troubles in the Eastern states... I hold it that a little rebellion [*revolution*] now and then is a good thing, & as necessary in the political world as storms in the physical. . . It is a medicine necessary for the sound health of government.

Source: Jefferson, Thomas to James Madison, Jan, 30, 1787. Library of Congress, Manuscript Division. Washington, D.C. Accessed 8/6/14. [http://memory.loc.gov/cgi-bin/ampage?collId=mjm&fileName=02/mjm02.db&recNum=860&itemLink=h?ammem/mjm:@field\(DOCID+@lit\(mjm012678\)\)](http://memory.loc.gov/cgi-bin/ampage?collId=mjm&fileName=02/mjm02.db&recNum=860&itemLink=h?ammem/mjm:@field(DOCID+@lit(mjm012678)))

#### To James Madison, Paris, Dec. 20, 1787

The late rebellion in Massachusetts has given more alarm than I think it should have done. Calculate that one rebellion in 13 states in the course of 11 years, is but one for each state in a century & a half. No country should be so long without one. Nor will any degree of power in the hands of government prevent insurrections [*revolutions*]. France, with all its despotism [*dictatorship*], and two or three hundred thousand men always in arms has had three insurrections in the three years I have been here in every one of which greater numbers were engaged than in Massachusetts & a great deal more blood was spilt.

Source: Jefferson, Thomas to James Madison, December 20, 1787. Thomas Jefferson Papers, Series 1, General Correspondence, 1651-1827. American Memory, Library of Congress. Washington, D.C. Accessed 8/6/14. <http://hdl.loc.gov/loc.mss/mtj.mtjbib003193>

#### To Abigail Adams, Paris, Feb. 22, 1787

The spirit of resistance to government is so valuable on certain occasions, that I wish it to be always kept alive. It will often be exercised when wrong, but better so than not to be exercised at all. I like a little rebellion now and then. It is like a storm in the Atmosphere.

Source: Jefferson, Thomas to Abigail Adams, February 22, 1787. Thomas Jefferson Papers, Series 1, General Correspondence, 1651-1827. American Memory, Library of Congress. Washington, D.C. Accessed 8/6/14. <http://memory.loc.gov/master/mss/mtj/mtj1/006/1200/1251.jpg>

**Resource Sheet #05**

**Shays' Rebellion Note-taking Sheet (SAMPLE)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Purpose for reading: Based on the article, summarize Shays' Rebellion (RS #01) by answering the questions listed below.**

<b>Who</b> was involved in the rebellion?	Farmers
<b>What</b> was the problem?	Farmers believed the Massachusetts government was taxing them for too much money and unfairly taking away their farms when they could not pay.
<b>Where</b> did the rebellion take place?	Western Massachusetts
<b>When</b> did the rebellion take place?	1786-1787
<b>Why</b> did the rebellion take place?	The government did not respond to the farmer's pleas for lower taxes or let them pay off their debts with crops from their farms.
<b>How</b> did Shays' men rebel?	They used armed force to stop courts from meeting to take away their farms. They attacked a gun arsenal but were unsuccessful in their mission.

**Purpose for reading: Interpret specific words and phrases in the letters written by George Washington (RS #03) and the letters written by Thomas Jefferson (RS #04) to determine each author’s point of view on the rebellion. (SAMPLE)**

George Washington on Shays’ Rebellion		Thomas Jefferson on Shays’ Rebellion	
Direct quote from George Washington’s Letters	I can <b>infer</b> that George Washington believed...	Direct quote from Thomas Jefferson’s Letters	I can <b>infer</b> that Thomas Jefferson believed...
“that mankind when left to themselves are unfit for their own Government”	Americans were doing a bad job of governing themselves.	“Let them take arms...the tree of liberty must be refreshed from time to time with the blood of patriots...”	The rebellion was a positive event because it helps to revitalize self-government.
“I am mortified. . . To be exposed in the eyes of the world, and more contemptible than we already are, is hardly possible”	It was extremely embarrassing that Americans were having so much trouble governing themselves.	“...a little rebellion now and then is a good thing & as necessary in the political world as storms in the physical...”	The rebellion was not bad and would actually make for a healthier government.
“ I am mortified beyond expression...we should by our conduct verify the predictions of our transatlantic foe...”	That England was correct in believing that the colonists would struggle to govern themselves.	“Nor will any degree of power in the hands of the government prevent insurrections.”	The government has no way of preventing all opposition, meaning that rebellions will happen sometimes.
“If government is unable to enforce its laws...everything will be turned topsy turvey...not probable the mischiefs will terminate”	A weak government will lead to continued chaos.	“It will often be exercised when wrong, but better so than not to be exercised at all.”	Rebellion is good, even when the rebels do not have a good cause.



**Analysis: Compare and contrast Washington’s and Jefferson’s viewpoints on the rebellion. (SAMPLE)**

<b>Draw a conclusion unique to George Washington’s viewpoint.</b>	<b>Draw a conclusion about the similarities among the viewpoints.</b>	<b>Draw a conclusion unique to Thomas Jefferson’s viewpoint.</b>
George Washington was extremely embarrassed that it appeared that Americans were unable to govern themselves well.	Both men believed that changes (reforms) were necessary in order to provide a more effective government.	Thomas Jefferson believed that any rebellion was a good thing because it helped to protect the people’s liberty and limit the power of the government.

## Resource Sheet #06

### Thoughtful Application: Newspaper Article

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Assignment:** You are a newspaper journalist for the *Hampshire Gazette*, and your boss just gave you the most important assignment of your career. You have been chosen to cover the story of the recent rebellion in Massachusetts. Your boss expects you to:

- **inform** the people of what happened;
- **formulate** an opinion on whether or not Shays' rebellion was good for the United States;
- **justify** your opinion with evidence from your research about what the Founding Fathers had to say and what they believed.

Write your article on the Newspaper Article Worksheet (RS #06A).



**Resource Sheet #07**

**ARCH Elementary Historical Thinking Skills Rubric – Close Reading and Corroboration**

	Close-Reading Strategies	Strategies/Procedural Concepts
Criteria	Critical Reading (Author’s Craft)	Corroboration
<b>4</b>	<p>Identifies the author's viewpoint and claims based on what is written and what the author leaves out.</p> <p>Cites examples of how the author uses persuasive language and specific words and phrases to influence the reader.</p>	<p>Analyzes multiple accounts of the same event or topic, noting important similarities and differences.</p>
<b>3</b>	<p>Identifies the author's viewpoint and claims based on what is written.</p> <p>Identifies at least one way the author attempts to influence the reader through persuasive language and specific words and phrases.</p>	<p>Identifies similarities and differences by comparing information and perspectives in multiple sources.</p>
<b>2</b>	<p>Attempts to identify the author's viewpoint and claim.</p> <p>Attempts to identify how the author tries to influence the reader.</p>	<p>Identifies similarities and differences in two or more sources.</p>
<b>1</b>	<p>Demonstrates little to no attempt to identify the author’s viewpoint or claim.</p>	<p>Demonstrates little to no attempt to examine sources for corroborating or conflicting evidence.</p>