

English Colonies, North and South (1993 DBQ)

Introduction:

The sixteenth-century English intellect had plenty of fare for imaginative rumination. Sir Thomas More's *Utopia*, translated into English in 1551, beckoned with its perfect society in Paradise, a small island somewhere in the New World. Richard Hakluyt interviewed many of the sailors and adventurers to these new lands and his edited travelogues of the 1580s sparked expectations of wealth and plunder beyond anyone's dreams. Even William Shakespeare contributed to this romantic geography with the captivating beauty of Prospero's island in *The Tempest*.

The fantasy of far-away visions had a particular appeal to the residents of a troubled, turbulent England. The British Isles (and most of Europe) had rebounded from the catastrophic social and economic effects of the Black Death two centuries earlier and land was at a population-boom premium. Increased prosperity brought increased trade, and worldwide mercantile networks and commercial expansion were underway. A primary English contribution to this new market system was wool, a commodity that made the conversion of formerly open feudal farmlands to enclosed pasture profitable. Displaced peasants left the countryside and moved to major cities like London in search of livelihood, and the ranks of the urban poor swelled.

Also in the sixteenth century, Henry VIII broke his country's ties with the Catholic Church and established the Church of England with himself as head. Although this English chapter of the Protestant Reformation had more to do with dynastic succession and Henry's hope for a son than theological dispute, his actions nonetheless loosed religious dissent and sectarianism in his kingdom. The eventual ascension of his Catholic daughter, Mary, re-established Catholicism in England for a time until Elizabeth I severed ties with Rome a second time in 1558 and rekindled religious differences anew.

Social, economic, and religious disjunctions pried up a population from its old traditions and ties. When the time for English settlement of North America came, there was no shortage of candidates. Some came for wealth and some came for adventure. Some fled poverty while some others fled religious discrimination and persecution. Their reasons for immigration were as different as the new lands they claimed and the communities they founded. What precious little they shared in common, beyond English origins, was the fragile hope of a better life in a better world. They were, as Captain John Smith of Jamestown tells us, people with "great spirit, but small means."

The College Board
Advanced Placement Examination

UNITED STATES HISTORY
SECTION II
(Suggested writing time—40 minutes)

Directions: The following question requires you to construct a coherent essay that integrates your interpretation of Documents A-H and your knowledge of the period referred to in the question. High scores will be earned only by essays that both cite key pieces of evidence from the documents and draw on outside knowledge of the period. Some of the documents have been edited, and wording and punctuation have been modernized.

1. Although New England and the Chesapeake region were both settled largely by people of English origin, by 1700 the regions had evolved into two distinct societies. Why did this difference in development occur?

Use the documents AND your knowledge of the colonial period up to 1700 to develop your answer.

Document A

Source: John Winthrop, *A Model of Christian Charity* (Written on board the Arbella on the Atlantic Ocean, 1630)

God Almighty in his most holy and wise providence hath so disposed of the condition of mankind, [that] in all times some must be rich, some poor, some high and eminent in power and dignity, other mean and in subjection. . . . [Yet] we must be knit together in this work as one man. We must entertain each other in brotherly affection, we must be willing to abridge ourselves of our superfluities, for the supply of others' necessities. We must uphold a familiar commerce together in all meekness, gentleness, patience, and liberality. We must delight in each other, make others' conditions our own, rejoice together, mourn together, labor and suffer together, always having before our eyes our commission and community in the work, our community as members of the same body. So shall we keep the unity of the spirit in the bond of peace. . . . We must consider that we shall be as a city upon a hill. The eyes of all people are upon us, so that if we shall deal falsely with our God in this work we have undertaken, and so cause him to withdraw his present help from us, we shall be made a story and a by-word through the world. We shall open the mouths of enemies to speak evil of the ways of God, . . . shall shame the faces of many of God's worthy servants, and cause their prayers to be turned into curses upon us.

Document B

Source: Ship's List of Emigrants Bound for New England
John Porter, Deputy Clerk to Edward Thoroughgood

Weymouth, the 20th of March, 1635

1. Joseph Hull, of Somerset, a minister, aged 40 years
 2. Agnes Hull, his wife, aged 25 years
 3. Joan Hull, his daughter, aged 15 years
 4. Joseph Hull, his son, aged 13 years
 5. Tristram, his son, aged 11 years
 6. Elizabeth Hull, his daughter, aged 7 years
 7. Temperance, his daughter, aged 9 years
 8. Grissel Hull, his daughter, aged 5 years
 9. Dorothy Hull, his daughter, aged 3 years
 10. Judith French, his servant, aged 20 years
 11. John Wood, his servant, aged 20 years
 12. Robert Dabyn, his servant, aged 28 years
 13. Musachiell Bernard, of Batcombe, clothier in the county of Somerset, 24 years
 14. Mary Bernard, his wife, aged 28 years
 15. John Bernard, his son, aged 3 years
 16. Nathaniel, his son, aged 1 year
- • •
21. Timothy Tabor, in Someret of Batcombe, tailor, aged 35 years
 22. Jane Tabor, his wife, aged 35 years
 23. Jane Tabor, his daughter, aged 10 years
 24. Anne Tabor, his daughter, aged 8 years
 25. Sarah Tabor, his daughter, aged 5 years
 26. William Fever, his servant, aged 20 years
 27. John Whitmarke, aged 39 years
 28. Alice Whitmarke, his wife, aged 35 years
 29. James Whitmarke, his son, aged 5 years
 30. Jane, his daughter, aged 7 years
 31. Onseph Whitmarke, his son, aged 5 years
 32. Rich. Whitmarke, his son, aged 2 years
- • •
74. Robert Lovell, husbandman, aged 40 years
 75. Elizabeth Lovell, his wife, aged 35 years
 76. Zacheus Lovell, his son, aged 15 years
 77. Anne Lovell, his daughter, aged 16 years
 78. John Lovell, his son, aged 8 years
 79. Ellyn, his daughter, aged 1 year
 80. James, his son, aged 1 year
 81. Joseph Chickin, his servant, 16 years
 82. Alice Kinham, aged 22 years
 83. Angell Hollard, aged 21 years
 84. Katheryn, his wife, 22 years
 85. George Land, his servant, 22 years
 86. Sarah Land, his kinswoman, 18 years
- • •
103. John Hoble, husbandman, 13
 104. Robert Huste, husbandman, 40 . . .

Document C

Source: Ship's List of Emigrants Bound for Virginia

Ultimo July, 1635

These underwritten names are to be transported to Virginia, embarked in the Merchant's Hope, Hugh Weston, Master, per examination by the minister of Gravesend touching their conformity to the Church discipline of England, and have taken the oaths of allegiance and supremacy:

Edward Towers	26	Allin King	19
Henry Woodman	22	Rowland Sadler	19
Richard Seems	26	Jo. Phillips	28
Vyncent Whatter	17	Daniel Endick	16
James Whithedd	14	Jo. Chalk	25
Jonas Watts	21	Jo. Vynall	20
Peter Loe	22	Edward Smith	20
Geo. Bocker	17	Jo. Rowlidge	19
Henry Eeles	26	Wm. Westlie	40
Jo. Dennis	22	Jo. Smith	18
Tho. Swayne	23	Jo. Saunders	22
Charles Rinsden	27	Tho. Bartcherd	16
Jo. Exston	17	Tho. Dodderidge	19
Wm. Luck	14	Richard Williams	18
Jo. Thomas	19	Jo. Ballance	19
Jo. Archer	21	Wm. Baldin	21
Richard Williams	25	Wm. Pen	26
Francis Hutton	20	Jo. Gerie	24
Savill Gascoyne	29	Henry Baylie	18
Rich. Bulfell	29	Rich. Anderson	50
Rich. Jones	26	Robert Kelum	51
Tho. Wynes	30	Richard Fanshaw	22
Humphrey Williams	22	Tho. Bradford	40
Edward Roberts	20	Wm. Spencer	16
Martin Atkinson	32	Marmaduke Ella	22
Edward Atkinson	28		
Wm. Edwards	30	<i>Women</i>	
Nathan Braddock	31	Ann Swayne	22
Jeffrey Gurrish	23	Eliz. Cote	22
Henry Carrell	16	Ann Rice	23
Tho. Tyle	24	Kat. Wilson	23
Gamaliel White	24	Maudlin Lloyd	24
Richard Marks	19	Mabell Busher	14
Tho. Clever	16	Annis Hopkins	24
Jo. Kitchin	16	Ann Mason	24
Edmond Edwards	20	Bridget Crompe	18
Lewes Miles	19	Mary Hawkes	19
Jo. Kennedy	20	Ellin Hawkes	18
Sam Jackson	24		

Document D

Source: Articles of Agreement, Springfield, Massachusetts, 1636

We whose names are underwritten, being by God's providence engaged together to make a plantation . . . do mutually agree to certain articles and orders to be observed and kept by us and by our successors. . . .

1. We intend by God's grace, as soon as we can, with all convenient speed, to procure some Godly and faithful minister with whom we purpose to join in church covenant to walk in all the ways of Christ.
2. We intend that our town shall be composed of forty families, . . . rich and poor.
3. That every inhabitant shall have a convenient proportion for a house lot, as we shall see [fit] for everyone's quality and estate. . . .
5. That everyone shall have a share of the meadow or planting ground. . . .

Document E

Source: Wage and Price Regulations in Connecticut, 1676

Whereas a great cry of oppression is heard among us, and that principally pointed at workmen and traders, which is hard to regulate without a standard for pay, it is therefore ordered that . . . [prices and wages] be duly set at each of our General Courts annually, . . . [A]ll breaches of this order to be punished proportionable to the value of the oppression. . . . This court . . . in the interim recommends [that] all tradesmen and laborers consider the religious end of their callings, which is that receiving such moderate profit as may enable them to serve God and their neighbors with their arts and trades comfortably, they do not enrich themselves suddenly and inordinately (by oppressing prices and wages to the impoverishing [of] their neighbors . . . live in the practice of that crying sin of oppression, but avoid it.

Document F

Source: Captain John Smith, *History of Virginia*, 1624

When the [large ship] departed, . . . those of us that had money, spare clothes, credit to give bills of payment, gold rings, fur, or any such commodities, were ever welcome to [purchase supplies. The rest of us patiently obeyed our] vile commanders and [bought] our provisions at fifteen times the value. . . . yet did not repine but fasted, lest we should incur the censure of [being] factious and seditious persons. . . . Our ordinary [food] was but meal and water so that this . . . little relieved our wants, whereby with the extremity of the bitter cold frost . . . more than half of us died.

The worst [among us were the gold seekers who] with their golden promises made all men their slaves in hope of recompenses. There was no talk . . . but dig gold, wash gold, refine gold, load gold. . . . Smith, perceiving [we lived] from hand to mouth, caused the pinnace [small ship] to be provided with things fitting to get provision for the year following.

[Two councillors] Wingfield and Kendall, . . . strengthened themselves with the sailors and other confederates [and planned to go] aboard the pinnace to alter her course and to go for England.

Smith had the plot discovered to him. Much trouble he had to prevent it, till with store of saker and musket shot he forced them to stay or sink in the river; which action cost the life of Captain Kendall.

These brawls are so disgustful, as some will say, they were better forgotten.

Document G

Source: Governor Berkeley and His Council on Their Inability to Defend Virginia Against a Dutch Attack, December 1673

We thought it our duty . . . to set forth in this our Declaration, the true state and condition of this country in general and our particular . . . disabilit[y] to . . . [engage in] war at the time of this invasion [by the Dutch]. . . . [We] therefore do most humbly beseech your majesty and your most honorable council to consider that Virginia is intersected by so many vast rivers as makes more miles to defend than we have men of trust to defend them. For by our nearest computation we leave at our backs as many servants (besides Negroes) as there are freemen to defend the shores and all our frontiers [against] the Indians. . . . [This] gives men fearful apprehensions of the danger they leave their estates and families in, while they are drawn from their houses to defend the borders. Also at least one third [of the freemen available for defense] are single freemen (whose labor will hardly maintain them) or men much in debt, . . . [whom] we may reasonably expect upon any small advantage the enemy may gain upon us, . . . [to defect] to them in hopes of bettering their condition by sharing the plunder of the country with them.

Document H

Source: Bacon's "Manifesto," justifying his rebellion against Virginia Governor Berkeley in 1676

We cannot in our hearts find one single spot of rebellion or treason or that we have in any manner aimed at subverting the settled government. . . . All people in all places where we have yet been can attest our civil, quiet, peaceable behavior far different from that of rebellion. . . . Let truth be bold and all the world know the real foundations of pretended guilt. . . . Let us trace . . . [the] men in authority and favor to whose hands the dispensation of the countr[y's] wealth has been committed. Let us observe the sudden rise of their estates . . . [compared] with the quality in which they first entered this country. Let us consider their sudden advancement. And let us also consider whether any public work for our safety and defense or for the advancement and propagation of trade, liberal arts or sciences is in any [way] adequate to our vast charge. Now let us compare these things together and see what sponges have sucked up the public treasure and whether it has not been privately contrived away by unworthy favorites and juggling parasites whose tottering fortunes have been repaired and supported at the public charge.

END OF 1993 DBQ DOCUMENTS

Notes for Teachers:

Colonial historians are virtually unanimous about the significant regional differences which arose almost immediately along the Atlantic seaboard settlements — despite their inhabitants' common English stock. This "spectrum of settlement," as one historian describes this environmental differentiation, dominates the organization of the first few chapters of most basal textbooks, most often contrasting New England's "rocks and religion" with Southern "sotweed and slavery." Middle colony diversity is an occasional addition and newer texts have begun to consider the Caribbean as well. This question's analytic tension, then, emanates more from the reasons behind this "difference in development" of colonial American society than from any substantive historical disagreement about these differences. Put another way to more clearly show historical relationships, if the net effect of seventeenth-century English colonization in New England and the Chesapeake was "two distinct societies," what were the causes of this difference?

The documents have been chosen and organized to suggest at least three possible lines of causal argument: the motives and incentives of the English settlers; the composition of the respective regional groups; and the forms of governance they established in North America. Consistent with the question, the documents suggest key differences in each of these three areas between New England and Chesapeake society. For example, Winthrop's vision of a "city on a hill" which is "knit together" with "brotherly affection" in Document A contrasts sharply with John Smith's Document F recollections of shipboard scuffles, "brawls . . . disgusting" and the "worst among us . . . the goldseekers."

Immigrants to New England in 1635 (Document B) were primarily young families with children and servants. There were nearly as many women as men, 21 versus 22, and the party included skilled craftsmen and farmers. A Virginia ship's list in the same year (Document C) reports six times as many men as women with little evidence of any relationships among them. The relative stability of the nuclear family and its ordering influence suggests a very different New England society than the Virginia populated in this example by young singles.

Half of the documents address the political organization and policies of the colonies in question. New

Englanders (Documents D and E) covenant and enforce a strong sense of community with universal access to property and fair wages and prices, all regulated by a civil compact under the watchful eye of God. Virginia is stratified into "men of estates" and their "servants" and "freemen" (Document G), a social condition Governor Berkeley laments and dreads in time of crisis. His opponent and nemesis, Nathaniel Bacon, attacks this Tidewater aristocracy in Document H as "sponges," "unworthy favorites," and "juggling parasites."

Consistent with the post-1981 short-format DBQ, much evidence has also been omitted which would introduce other factors beyond the motives, demography, and governance discussed above. There is no mention, most glaringly, of the North American natural environment and the differences of life and lifestyle dictated by geography and resources, particularly the evolution of regional economies. Consequently, indentured servitude and slavery as an outgrowth of Southern cash-cropping and monoculture are not suggested by the documents *per se*. As potential or actual colonists, the new citizens of New England and the Chesapeake, originally from England, were also subject to the turns of European history, particularly the dissolution of Parliament by Charles I, the English Civil War, and the Stuart Restoration of 1660.

The 1993 question is one of the chronological bookends of the DBQ sequence; the 1988 exam's atomic bomb question is the other — extending the coverage from the seventeenth century colonies to the origins of the Cold War. However, as history has moved inexorably forward, more and more teachers have been opting to begin their survey courses at later and later dates to maximize coverage. For example, one popular approach has been to start at 1763, immediately after the Seven Years War, and then move right on to the American Revolution.

But, with this question about the earliest English settlement (in the school year of the Columbian Quincentennial), the Development Committee appears to be reminding teachers everywhere that the emergent patterns of early colonial history are central to a full understanding of much of United States history that followed — particularly those original regional differences which contributed to a North American civil war two centuries later.

1993 DBQ SCORING STANDARDS

- 13-15**
1. Strong thesis clearly developed; well organized, well written, and focused on the question.
 2. Detailed and subtle explanation of the difference in development of both sections, balance required.
 3. Sophisticated use of substantial number of documents.
 4. Substantial relevant outside information.
 5. May have insignificant errors.
- 10-12**
1. Consistent, developed thesis; clearly organized and written.
 2. Clear explanation of the difference in development of both sections, some imbalance acceptable.
 3. Effective use of several documents.
 4. Considerable relevant outside information.
 5. May have minor errors.
- 7-9**
1. Partially developed thesis, acceptable organization and writing.
 2. Explanation of the difference in development of both sections, imbalance acceptable; or an essay which describes both sections.
 3. Uses some documents.
 4. Some relevant outside information.
 5. May contain errors, usually not major.
- 4-6**
1. Confused and/or poorly developed thesis; weak organization and writing.
 2. A descriptive essay which may cover only one section.
 3. Ineffective use of documents, may only briefly cite or quote documents.
 4. Little outside information or information which is inaccurate or irrelevant.
 5. May contain major errors.
- 1-3**
1. No thesis; disorganized, poorly written.
 2. Little understanding of the question.
 3. Poor, confused, or no use of documents.
 4. Inappropriate or no outside information.
 5. Numerous errors, both major and minor.