

Document-Based Question

Directions: The following question is based on the accompanying documents. The documents have been edited for this exercise. Spend approximately 15 minutes planning and 45 minutes writing your answer.

Write an essay that does the following:

- ♦ States an appropriate thesis that directly addresses all parts of the question.
- ♦ Supports the thesis or argument with evidence from all or all but one of the documents AND your knowledge of U.S. history beyond the documents.
- ♦ Analyzes all or all but one of the documents.
- ♦ Places each document into at least one of the following categories: intended audience, purpose, historical context, and/or point of view.
- ♦ Uses historical evidence beyond the documents to support your argument.
- ♦ Places the argument in the context of broader regional, national, or global processes.
- ♦ Incorporates all of the elements above into a convincing essay.

Question: Analyze the similarities and differences between the New England colonies and the Chesapeake colonies to 1750.

Document 1

Source: Letter from indentured servant in Virginia to His Parents in England, 1623

I am not half a quarter so strong as I was in England, and all is for want of victuals, for I do protest unto you, that I have eaten more in [a] day at home th[a]n I have allowed me here for a week.

Document 2

Source: John Winthrop, *A Modell of Christian Charity*, 1630

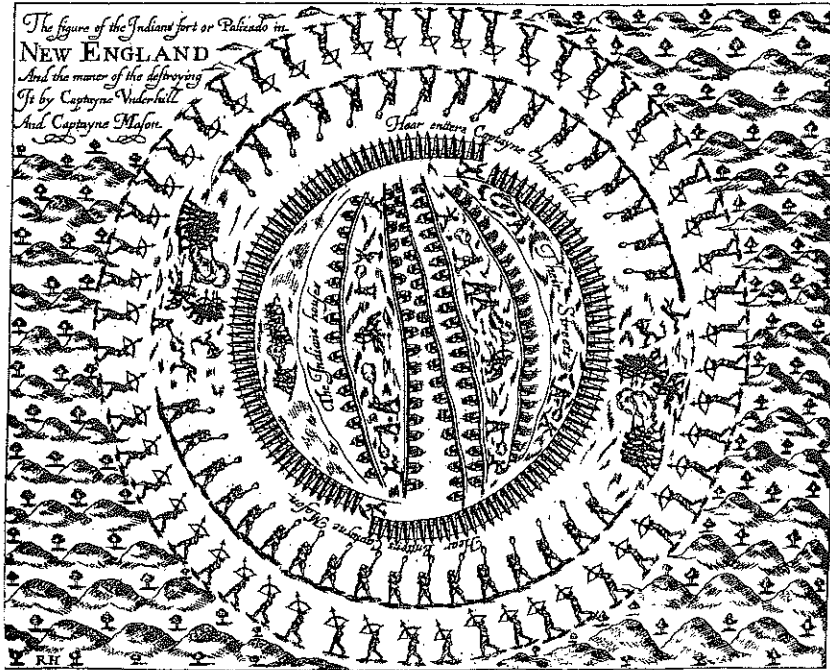
We shall be as a City upon a hill. The eyes of all people are upon us. So that if we shall deal falsely with our God in this work we have undertaken, and so cause him to withdraw his present help from us, we shall be made a story and a by-word throughout the world.

GO ON TO THE NEXT PAGE.

Document 3

Source: John Underhill, *Newes from America; Or, A New and Experimentall Discoverie of New England* (London, 1638).

May 1637 Massacre at Pequot Village



Document 4

Source: Nathaniel Bacon, *Declaration*, 1676

Another main article of our guilt is our open and manifest aversion of all, not only the foreign but the protected and darling Indians.

Document 5

Source: An act for preventing Negroes Insurrections, Statutes of Virginia, June 1680—ACT X

Be it enacted by the kings most excellent majesty by and with the consent of the general assembly, and it is hereby enacted by the authority aforesaid, that from and after the publication of this law, it shall not be lawful for any negro or other slave to carry or arm himself with any club, staff, gun, sword or any other weapon of defense or offense, nor to go or depart from of his masters ground without a certificate from his master, mistress or overseer and such permission not to be granted but upon particular and necessary occasions.

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Document 6

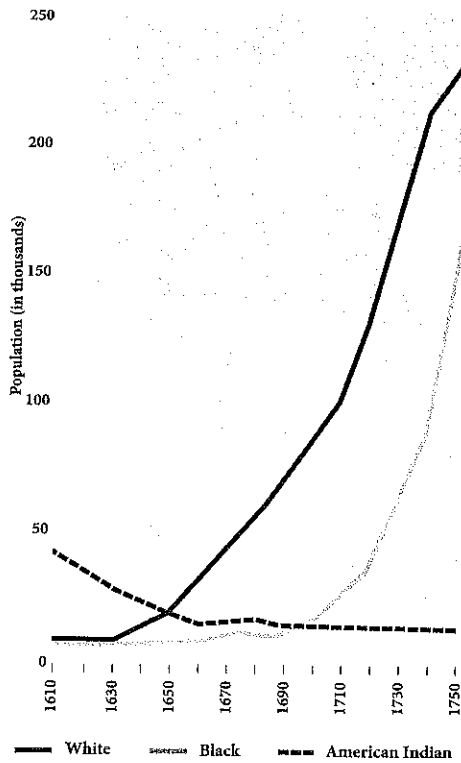
Source: Benjamin Wadsworth, selection from a Puritan marriage manual, 1712

Though the husband is to rule his family and his wife, yet his government of his wife should not be with rigor, haughtiness, harshness, severity; but with the greatest love, gentleness, kindness, tenderness that may be. Though he governs her, he must not treat her as a servant, but as his own flesh.

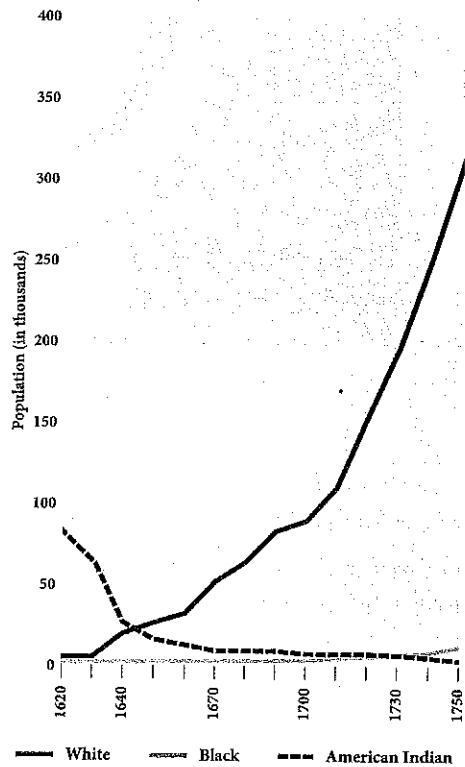
Document 7

Source: U.S. Bureau of the Census

Population of the Chesapeake Colonies
1610–1750



Population of the New England Colonies
1620–1750



END OF DOCUMENT-BASED SECTION