

## AP US History

### Summer Assignment

## Welcome to AP United States History!

This is one of the more challenging social studies AP courses offered, and you will be required to not only to learn detail, but how to synthesize and analyze the information as well. Due to the massive scope of the course and the relatively short time in which we must discuss it, you will be getting a head start over this summer. When you return in the fall, we will be able to take more time to delve deeper into each chapter rather than have it be a "race to the finish line".

If you have questions about the assignment (or the course, or anything in particular), I am always reachable by email: [jmartin@ribetacademy.com](mailto:jmartin@ribetacademy.com). For an advance look at my lecture notes, syllabus, and other components of the course, you can visit my website at [www.martinsocialstudies.com](http://www.martinsocialstudies.com) and click on the AP US History page.

Now, on to the assignment! The following is required of you for this summer:

★ **Purchase** *The American Pageant* by Kennedy, Cohen, & Bailey as well as its study guide (14<sup>th</sup> edition is the newest, but 13<sup>th</sup> is fine)  
Textbook ISBN: 0-618-47927-9  
Study Guide ISBN: 0-547-16696-6

★ **Read** Chapters 1-6 of *Pageant* while taking GOOD notes. You will be able to use these notes on a test covering the material sometime within the first two weeks of school (date TBA).

★ **Complete** the attached DBQ (Document Based Question) essay and email it to me by NO LATER than the first day of the school year. Don't worry if you've never written one before or aren't completely sure if you're doing it "right". We'll go over them together once school starts and discuss the "right" way to write one. This one's just to get your feet wet.

Again, if you have questions or concerns, or just want to say hi over the summer, email me! I look forward to spending the year teaching you ALL there is to know about US History! ☺

- Mrs. Martin

**2010 AP<sup>®</sup> UNITED STATES HISTORY FREE-RESPONSE QUESTIONS**

**UNITED STATES HISTORY**

**SECTION II**

**Part A**

**(Suggested writing time—45 minutes)**

**Percent of Section II score—45**

**Directions:** The following question requires you to construct a coherent essay that integrates your interpretation of Documents A-J 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.

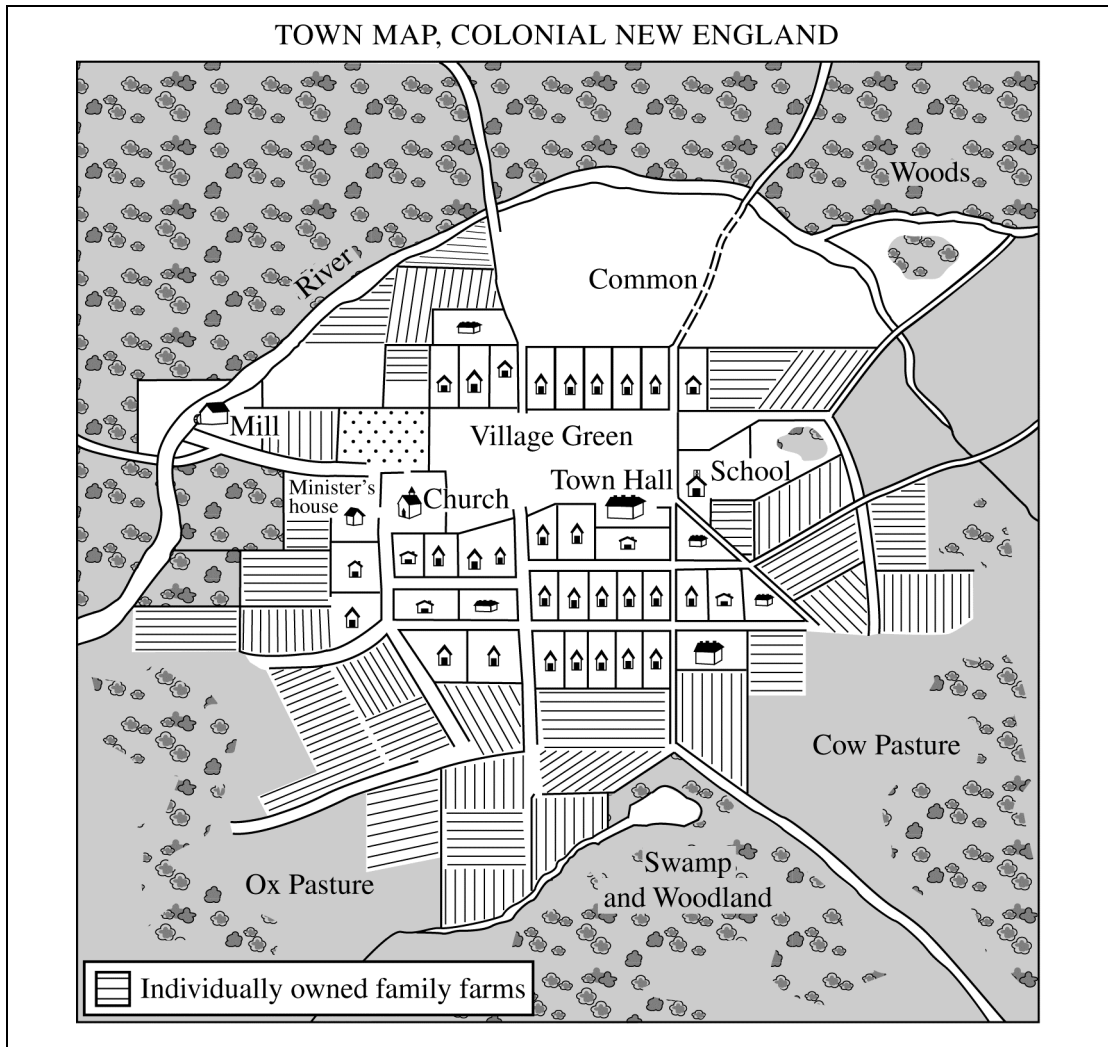
1. In what ways did ideas and values held by Puritans influence the political, economic, and social development of the New England colonies from 1630 through the 1660s?

**Document A**

Source: John Winthrop, “A Modell of Christian Charity,” 1630.

. . . wee must be knitt together, in this worke, as one man. Wee must entertaine each other in brotherly affection. Wee must be willing to abridge ourselves of our superfluities, for the supply of others’ necessities. Wee must uphold a familiar commerce together in all meekeness, gentlenes, patience and liberality. Wee must delight in eache other; make other’s conditions our owne; rejoyce together, mourne together, labour and suffer together, always haueving before our eyes our commission and community in the worke, as members of the same body. . . . The eies [eyes] of all people are upon us. Soe that if wee shall deale falsely with our God in this worke wee have undertaken, and soe cause him to withdrawe his present help from us, wee shall be made a story and a by-word through the world.

Document B



**2010 AP® UNITED STATES HISTORY FREE-RESPONSE QUESTIONS**

**Document C**

Source: The Enlarged Salem Covenant of 1636.

In public or private, we will willingly do nothing to the offence of the church . . .

We bind our selves to study the advancement of the gospel in all truth and peace; both in regard of those that are within or without [church membership] . . . not laying a stumbling block before any, no, not the Indians, whose good we desire to promote . . .

We do hereby promise to carry our selves in all lawful obedience to those that are over us, in Church or Commonwealth, knowing how well pleasing it will be to the Lord . . .

We resolve to approve our selves to the Lord in our particular callings; shunning idleness as the bane of any state; nor will we deal hardly or oppressingly with any, wherein we are the Lord's stewards.

Promising also unto our best ability to teach our children and servants the knowledge of God, and of His Will, that they may serve Him also; and all this not by any strength of our own, but by the Lord Christ . . .

**Document D**

Source: William Bradford, after the colonists' attack on the Pequot's Mystic River village, 1637.

It was a fearful sight to see them thus frying in the fire, and the streams of blood quenching the same; and horrible was the stink and scent thereof; but the victory seemed a sweet sacrifice, and they gave the praise thereof to God, who had wrought so wonderfully for them, thus to enclose their enemies in their hands, and give them so speedy a victory over so proud, insulting, and blasphemous an enemy.

**2010 AP<sup>®</sup> UNITED STATES HISTORY FREE-RESPONSE QUESTIONS**

**Document E**

Source: A statement about education in New England, 1643.

After God had carried us safe to *New England*, and wee had builded our houses, provided necessaries for our livelihood, rear'd convenient places for Gods worship, and settled the Civil Government: One of the next things we longed for, and looked after was to advance *Learning*, and perpetuate it to Posterity; dreading to leave an illiterate Ministry to the Churches, when our present Ministers shall lie in the Dust. And as wee were thinking and consulting how to effect this great Work; it pleased God to stir up the heart of one Mr. Harvard . . .

**Document F**

Source: Roger Williams, "A Plea for Religious Liberty," 1644.

God requireth not a uniformity of religion to be enacted and enforced in any civil state; which enforced uniformity sooner or later is the greatest occasion of civil war, ravishing of conscience, persecution of Christ Jesus in his servants, and of the hypocrisy and destruction of millions of souls.

**2010 AP® UNITED STATES HISTORY FREE-RESPONSE QUESTIONS**

**Document G**

Source: Nathaniel Ward, *The Simple Cobbler of Aggawam*, 1647.

He that is willing to tolerate any religion, or discrepant way of religion, besides his own, unless it be in matters merely indifferent, either doubts of his own or is not sincere in it. . . .

That state that will give liberty of conscience in matters of religion, must give liberty of conscience and conversation in their moral laws, or else the fiddle will be out of tune, and some of the strings crack.

**Document H**

Source: John Cotton, "Limitation of Government," 1655.

Let all the world learn to give mortal men no greater power than they are content they shall use—for use it they will. And unless they be better taught of God, they will use it ever and anon. . . . No man would think what desperate deceit and wickedness there is in the hearts of men.

It is therefore most wholesome for magistrates and officers in church and commonwealth never to affect more liberty and authority than will do them good, and the people good: for whatever transcendent power is given will certainly overrun those that give it and those that receive it. . . .

It is therefore fit for every man to be studious of the bounds which the Lord hath set: and for the people, in whom fundamentally all power lies, to give as much power as God in His word gives to men. . . .

So let there be due bounds set—and I may apply it to families: it is good for the wife to acknowledge all power and authority to the husband . . .

And so for children and servants, or any other you are to deal with: give them liberty and authority you would have them use, and beyond that stretch not the tether; it will not tend to their good nor yours.

**2010 AP<sup>®</sup> UNITED STATES HISTORY FREE-RESPONSE QUESTIONS**

**Document I**

Source: Robert Keayne, in his last will and testament, 1653.

[My account books] . . . testify to the world on my behalfe that I have not lived an idle, lazie or dronish life nor spent my time wantonly, fruitlessly or in company keeping as some have beene too ready to asperse [criticize] me or that I have had in my whole time either in Old England or New, many spare houres to spend unprofitably away or to refreshe myself with recreations . . . but have rather studied and endeavored to redeeme my time as a thing most deare and precyous to me and have often denyed myself in such refreshings that otherwise I might lawfully have made use of.

**Document J**

Source: John Higginson, "The Cause of God and His People in New England," 1662.

My Fathers and Brethren, this is never to be forgotten that New England is originally a plantation of Religion, not a Plantation of Trade. Let merchants and such as are increasing *Cent per Cent* remember this. . . . that worldly gain was not the end and designe of the people of New England, but Religion.

**END OF DOCUMENTS FOR QUESTION 1**

## AP US History

### 12 Steps to a Good DBQ Essay

- 1. Read the instructions carefully. Be certain that you understand what they require.**
- 2. Read the question CAREFULLY! Note the fundamental problem to be discussed, and any sub-topics that the question requires you to deal with. This includes a clear awareness of the time frame.**

Example:

*"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.*

In this example, no subtopics are specified; it is therefore up to you to find an organization. The question requires you to contrast the two regions, and then explain differences in development. The first step is to identify the differences.

One very useful tool for analysis is the PERSIA concept: separate your observations into categories for analysis using an acrostic:

P = political    E = economic    R = religious    S = social    I = intellectual    A = aesthetic

- 3. Make a quick list of factual data that might bear on the question. Group them according to the sub-topics (in this instance, using the acrostic PERSIA).**
- 4. Read and analyze the documents. Read critically. Do not take everything at face value. Use a highlighter to mark important statements, and make marginal notations. Some questions to ask about the documents:**
  - (A) Who or what is the source of the document? What bias does the source have? What do you know about the source? What audience is being addressed, and how might that influence what is said? Is the source a primary source (a letter, journal entry, speech, or contemporary cartoon, for example) or a secondary source (a historians' interpretation, a chart or graph)
  - (B) How reliable is the document? Statistical charts are very reliable, but may not provide an explanation for the data. Primary sources often have a bias. The author of the document is frequently part of the controversy. A journal entry written contemporaneously is more reliable than a recollection or memoir written after the events. In the example given, documents B and C, ships' manifests, are extremely reliable, but give little clue as to meaning; documents D and E are also very reliable, but require a knowledge of context in order to be understood.
  - (C) Note when one document apparently contradicts another. Why is this so? (For example, they may be written by individuals on opposite sides of a controversy, as in documents G and H of the example given.) Is there some way to reconcile the two, or must you decide which document best conforms to the truth as you understand it. (Bias, in and of itself, does not invalidate a position; the issue is not whether the observer is biased but whether the insight provided conforms to reality.)
- 5. If you do not understand a picture, graph, or cartoon, then do not use it! Interpreting a document incorrectly will have a negative impact on your answer.**
- 6. As you read, note which documents can be used with each sub-topic.**



- 7. Look at your list of factual information and strike off anything that is mentioned in the documents. If the document mentions it, then it is no longer considered outside information.**
- 8. Decide on your thesis statement. (Do NOT try to write an essay without one!)**
- 9. Construct an outline of your answer. Order the documents in the outline, and try to include at least two pieces of outside information to support each document used or each sub-topic. Avoid using the documents in alphabetical order! This is easy to do, but leads to mere summarization of the documents. If you have done a good analysis, and order your use of documents analytically, you will not have this problem.**
- 10. Write your essay. Follow your outline and avoid tangents. You have limited time, and must use that time wisely.**
  - (A) The first paragraph should always restate the question and provide the thesis within the first two sentences. YOU MUST HAVE A CLEAR THESIS STATEMENT!!!!!! THIS IS NOT MYSTERY HISTORY!!! Your thesis provides the point of view or interpretation which informs every other paragraph.
  - (B) The second paragraph should sketch the immediate historical context. This helps you establish your outside knowledge, and the framework for interpreting the documents. Do not, however, spend too much space here.
  - (C) The next group of paragraphs should be devoted to one sub-topic apiece. Limit one sub-topic to each paragraph. Support each paragraph with at least one document and two pieces of outside information. Each paragraph should support your thesis explicitly.
    - (i) Don't quote the documents directly. That will waste time. Quote them indirectly. Above all, analyze and evaluate them, don't just recite them.
    - (ii) Refer to the documents by the author or source. Identify them by putting the letter of the document in parentheses.
- 11. Don't forget your expository essay writing skills. Every essay requires an introductory essay, three to five paragraphs in the main body, each of which relates to your thesis, and a concluding paragraph.**
  - (A) Clarity and not creativity is the greatest value in style. You must convince the Reader that you thoroughly understand the question in all of its dimensions, and that you command the facts enough to marshal them in support of your thesis.
  - (B) Planning your essay should take about half your available time. Do not try to skip this!
- 12. Common weaknesses:**
  - A. Mere paraphrasing of documents A-Z
  - B. Too much direct quotation.
  - C. Organization is lacking: repetitious
  - D. No awareness of various sophistication levels of documents. Different levels of sophistication are intentionally built into the documents to test students' critical awareness.
  - E. Relies solely on documents and includes no outside information.
  - F. Uses only outside information and makes no reference to documents -- written to students' own knowledge of the time period.
  - G. "Garden of Eden" approach--too far back with background and pays no attention to the time frame set by the question.