

AP[®] UNITED STATES HISTORY

2011 SCORING GUIDELINES

Question 2

Analyze the origins and development of slavery in Britain's North American colonies in the period 1607 to 1776.

The 8–9 Essay

- Contains a clear, well-developed thesis that addresses both the origins and development of slavery in British North America from 1607 to 1776.
- Develops the thesis with substantial and relevant historical information from most of the time period 1607–1776.
- Provides effective analysis of the origins and development; treatment of origins and development may be somewhat uneven and/or overlapping.
- May contain minor errors that do not detract from the quality of the essay.
- Is well organized and well written.

The 5–7 Essay

- Contains a partially developed thesis that addresses both origins and development of British North American slavery.
- Supports the thesis with some relevant historical information about the origins and development of slavery within the time period 1607–1776.
- Provides some analysis of the origins and development, but treatment of origins and development may be uneven and/or overlapping.
- May contain errors that do not seriously detract from the quality of the essay.
- Has acceptable organization and writing.

The 2–4 Essay

- Contains an unfocused or limited thesis, or simply paraphrases the question.
- Provides minimal relevant information from the time period 1607–1776, or lists facts about the origins and development of colonial slavery with little or no application to the question.
- May address only origins or development, with limited or no analysis.
- May have major errors.
- May be poorly organized and/or written.

The 0–1 Essay

- Lacks a thesis or simply restates the question.
- Demonstrates an incompetent or inappropriate response.
- Has numerous errors.
- Is organized and/or written so poorly that it inhibits understanding.

The — Essay

- Is completely off topic or blank.

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Question 2 (continued)

Colonial Slavery, 1607–1688: Origins

- Mercantilism/Navigation Acts/cash crops
 - Tobacco (Virginia — John Rolfe)
 - Rice (South Carolina)
 - African knowledge of rice cultivation
 - Indigo (Carolinas — Eliza Pinckney)
 - Sugar (South Carolina)
 - British West Indies slavery (Barbados)
 - Cotton (small amounts)
- Indentured servitude
 - “Freedom dues”
 - Primogeniture
 - Headright system
 - Before 1620 many criminals and orphans were included
 - Running away widespread
- Indian slavery
- Spanish and Portuguese models
- Africans “seasoned” in the Caribbean
- Advantages of chattel slavery over indentured servitude
- Arrival of Africans at Jamestown, 1619
 - Ambiguous status
- Dutch import blacks into New Netherlands, 1626
- Massachusetts legalizes slavery, 1641
- Anthony Johnson
- English belief in racial superiority
- Bacon’s Rebellion, 1676
 - William Berkeley, governor
 - Nathaniel Bacon
- Anglo-Powhatan Wars over land

Colonial Slavery, 1607–1688: Development

- Growth of slavery was slow
- Three stages of Chesapeake slavery
 - 1619–1640: neither blacks nor Indians are slaves according to Virginia documents
 - 1640–1660: numbers of Indians and blacks treated as slaves
 - Post-1660: slavery regulated after 1660; 1660 in Maryland; 1670 in Virginia, defining slavery and passage of slave codes
- Bacon’s Rebellion, 1676: fewer indentured servants, more slaves
- Planters: greater control over slaves than indentured servants
 - Increasingly harsh conditions of work and life
- Atlantic slave trade — triangular slave trade
 - Harshness of the Middle Passage
- Profits from cash crops drive trade and slavery
- Cash crops: need for labor
- Rhode Island: slave trade

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Question 2 (continued)

- Slave-community Christianity: some slaves are converted, but laws prevent emancipation of converted slaves
- Puritan trade with West Indies
- Royal African Company, 1672: monopoly on English slave trade

Colonial Slavery, 1688–1763: Origins

- Georgia
 - Oglethorpe bans slavery in 1733, relents in 1751
 - Rice

Colonial Slavery, 1688–1763: Development

- End of Royal African Company monopoly on slave trade, 1698
- New England merchants in the slave trade
- Regional differences
 - New York City: urban
 - Chesapeake: rural
 - Carolinas: rural; Charleston: urban
 - British West Indies: rural
- Characteristics of slavery
 - Newcomers from Africa (“new slavery”) are the largest immigrant group in the 18th century
 - Gang system (tobacco); task system (rice)
 - Slaves become a better investment than indentured servants
 - Gullah in South Carolina; infusion of African slaves
 - Chesapeake not as harsh; slaves more Creole
 - Northern slaves more culturally assimilated
 - Codes permit the master to have complete control of the slave
- Rise of planter elites like the Byrds and Carters
- Great Awakening: conversion of slaves, but does not challenge slavery
- Miscegenation
- 1705 Virginia Slave Code: master has complete control of slave; change from the 17th century
- Resistance
 - Runaway slaves
 - 1712, 1741 slave uprisings in New York City
 - Stono Rebellion, 1739
 - Quakers condemn slavery by 1750s
 - Fort Mose, Florida, and escaped slaves

Slavery in the Revolutionary Era, 1763–1776: Development

- Crispus Attucks
- Somerset case, 1772
- Massachusetts blacks petition the legislature, 1773
- Lord Dunmore’s proclamation, 1775
- Declaration of Independence, 1776
 - Condemns slave trade
 - Condemns Dunmore

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one ② or 3	Part C — Circle one 4 or 5
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2A

10/3

The North American colonies were ultimately founded for either economic profit or religious freedom. The workforce of each colony depended on its founding and religious views. In colonies like Massachusetts Bay colony, the Protestant work ethic required all colonists to farm to fulfill God's duty. In Chesapeake colonies, slavery of whites and blacks would emerge to gain maximum economic profit. In the period of 1607 to 1776, slavery, ^{in the appearance of} by indentured servitude ~~to~~ would transition to black slavery due to Bacon's Rebellion, availability of slaves by triangular trade, and laws ^{allowing} ~~that~~ slaves to be treated as property.

Bacon's rebellion would bring the transition from indentured servitude to slavery in colonial society. The founding of Jamestown in 1607 ultimately led to a colony of indentured servants, those worked and received land at the end of their term ~~for~~ from their masters. As indentured servants worked on land that was originally ~~inhabited~~ inhabited by Native Americans, servants were attacked by them in multiple instances. When Nathaniel Bacon ~~and~~ fellow indentured servants rebelled against William Berkeley's ~~governor~~ governor of Virginia, inability to protect them, the result was the belief that indentured servitude could no longer be the workforce, prompting ^{blacks} ~~slavery~~ as a new source for slavery.

After Bacon's rebellion, the decision to ~~be~~ enforce black

2 of 3

Mandatory 1	Part B — Circle one ② or 3	Part C — Circle one 4 or 5
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2A
2 of 3

Slavery became relatively easy as more slaves could be purchased. Due to the trading system of triangular trade, the ~~United States~~ ^{American} continent could trade slaves for material goods. As this ^{trade} became the case as well as the need for a cheap and efficient labor force due to the ^{founding of} tobacco ~~by~~ by John Rolfe, blacks were imported ~~on~~ ^{on} the passage of the Middle Way. Black slavery then became the ^{preferred} workforce of the Chesapeake colonies and their large tobacco plantations.

Black slavery ^{developed} ~~remained~~ in tact in the Chesapeake colonies due to the limited rights of blacks and laws enforcing their property status. As slaves arrived in America, plantation owners treated them brutally and were ensured this right by the passage of laws in state legislatures. They were considered property by these laws allowing slave owners to treat them with beatings and harsh enforcement. ^{In the strong rebellion,} When slaves tried to revolt and escape to free Florida, as the Spanish Catholics prohibited slavery, they were suppressed and beaten, ultimately resulting in more stringent slave laws. The strict treatment of slaves allowed slavery of blacks to continue for all of the colonial era.

In 1607 to 1776, slavery developed from indentured servitude to black slavery. Black slavery occurred as a

Circle the Section II question number you are answering on this page.

Mandatory

1

Part B — Circle one

② or 3

Part C — Circle one

4 or 5

2A
3 of 3

3 of 3
result of Bacon's rebellion, the ~~aff~~ availability of slaves,
and stringent slave laws. Ultimately, the issue of
slavery would plague America ^{and} begin the civil war.

2-B
1 of 3

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one <u>2</u> or 3	Part C — Circle one 4 or 5
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2B
1 of 3

Originally, the British North American colonies did not have slaves but ~~used~~ indentured servants, people who had someone pay for their voyage to America in exchange for free labor for up to seven years. However, this method ran into trouble, because wealthy men paying for an indentured servant did not want to provide the servant with land after his years of service were over.

The British also had problems with indentured servants. When Nathaniel Bacon a western Virginia farmer raised a rebellion of former indentured servants from western Virginia, upset with the government of eastern Virginia's refusal to send troops to the frontier to fight the Native Americans. Bacon's Rebellion eventually took control of the Virginia colony, and pushing Governor Berkley out of power. Bacon after taking power soon dies and the colony is restored to its former government, but from that point on indentured servants became few and slaves were used much more often in America.

When the British first came to America they often had to deal with diseases that devastated their population. After Bacon's Rebellion, the British got involved in the triangular trade, trade route from Europe

2-B
2 of 3

Mandatory 1	Part B — Circle one ② or 3	Part C — Circle one 4 or 5
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2 of 3

to Africa to the Americas, and back. The trade not only gave the British money, but slaves from Africa who were immune to European and tropical diseases, making them ideal workers in America. Slaves were used mostly down South, because of cash crops like tobacco, but rarely used in the North, because of unfertile soil, and religious objection to slavery, like the Quakers. In the mid-1600's & ~~early~~ 1700's slavery became a huge business in America. Slaves brought in by the Middle Passage voyage from Africa to America, were sold at auctions for lots of money and became in many Southerners a pillar of support to the Southern agrarian economy. Slave Codes were made to keep slaves as slaves, before if a slave converted to Christianity he was made a freeman, Slave Codes also gave slave masters a guide in how to deal with their slaves, and what was acceptable and what was not acceptable. During the 1760's to 1770's there was growing dispute over America's relationship with Great Britain. In 1776 Thomas Jefferson aided by John Adams & ~~Benjamin Franklin~~ Ben Franklin.

2-B
3 of 3

Circle the Section II question number you are answering on this page.

2B

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
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3 of 3

wrote the Declaration of Independence. In its original writing the Declaration wanted to put an end to slavery, & while applauded by Northern colonists it created ~~an~~ outrage among Southern leaders, and was taken out of the Declaration of Independence. Still, at the Nation's birth the issue of slavery in the colonies was growing. That is how slavery developed in the colonies during 1607 to 1776.

Mandatory

1

Part B — Circle one

② or 3

Part C — Circle one

4 or 5

2C
1 of 1

1 of 1

Slavery in the British colonies began by economic necessity, and continued to grow as the colonies expanded. The South developed the largest slave population. The Revolutionary War changed the position of slaves, but not for long.

Slavery began when colonists started rice farms ~~in~~ in areas like South Carolina. The Africans were not ~~susceptible~~ susceptible to malaria, and so many were brought here to farm the wet rice patches. Some were also brought simply to do household work, though this was less common than use as farm labor.

As the population of the colonies grew, the number of slaves grew as well. Slavery gradually became more important. Southern plantation owners, and slaves in the North became less common.

The Revolutionary War led to the British army attempt to recruit slaves into their ranks in exchange for freedom. This appealed to quite a few slaves who ran away to join the ranks.

The African-American slave experience changed from 1776. The use of slaves increased during this time and concentrated in the South.

AP[®] UNITED STATES HISTORY 2011 SCORING COMMENTARY

Question 2

Overview

The intent of this question was to have students analyze the origins and development of slavery over time. The expectation was for students to exhibit some understanding of the factors that led to the spread of slavery, as well as characteristics of slavery in British North America as it developed over the period 1607–1776.

Sample: 2A

Score: 7

This response has a clear thesis that is supported with some relevant historical information from throughout the time period. The answer is well-organized, and the writing is acceptable. The essay has a good analysis of the importance of Bacon’s Rebellion, but it lacks a broader effective analysis of the development of slavery, which kept this response at the top of the second-highest category.

Sample: 2B

Score: 5

This answer contains a partially developed thesis that addresses both origins and development. It has some relevant historical information (Bacon’s Rebellion, the triangular trade, and reference to slave codes) that supports the thesis. The historical information includes evidence of the later time period (triangular trade, Declaration of Independence). The analysis of origins and development is overlapping. Minor errors and superficial analysis, however, kept this answer at the low end of the 5–7 category.

Sample: 2C

Score: 3

This response has a clear thesis, and it lists some relevant facts: rice plantations in South Carolina, African resistance to disease, and a reference to Lord Dunmore’s Proclamation (“The Revolutionary War led to the British army attempt to recruit slaves . . . in exchange for freedom”). The lack of analysis of the origins and the development of slavery kept it in the low category.