

Banished

Anne Hutchinson and the Antinomian Crisis

Was Anne Hutchinson a bold woman fighting for religious freedom or a fanatic who put herself above the law?



Debating the
DOCUMENTS

Interpreting Alternative Viewpoints
in Primary Source Documents

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*Was Anne Hutchinson a bold woman fighting for religious
freedom or a fanatic who put herself above the law?*



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Teacher Introduction

★ Using Primary Sources

Primary sources are called “primary” because they are first-hand records of a past era or historical event. They are the raw materials, or the evidence, on which historians base their “secondary” accounts of the past.

A rapidly growing number of history teachers today are using primary sources. Why? Perhaps it’s because primary sources give students a better sense of what history is and what historians do. Such sources also help students see the past from a variety of viewpoints. Moreover, primary sources make history vivid and bring it to life.

However, primary sources are not easy to use. They can be confusing. They can be biased. They rarely all agree. Primary sources must be interpreted and set in context.

To do this, students need historical background knowledge. *Debating the Documents* helps students handle such challenges by giving them a useful framework for analyzing sources that conflict with one another.



*“Multiple,
conflicting
perspectives are
among the truths
of history.
No single
objective or
universal account
could ever put an
end to this endless
creative dialogue
within and
between the past
and the present.”*

From the 2011 Statement on Standards
of Professional Conduct of the Council of
the American Historical Association.

★ *The Debating the Documents Series*

Each *Debating the Documents* booklet includes the same sequence of reproducible worksheets. If students use several booklets over time, they will get regular practice at interpreting and comparing conflicting sources. In this way, they can learn the skills and habits needed to get the most out of primary sources.

Each *Debating the Documents* Booklet Includes

- **Suggestions for the Student and an Introductory Essay.** The student gets instructions and a one-page essay providing background on the booklet's topic. A time line on the topic is also included.
- **Two Groups of Contrasting Primary Source Documents.** In most of the booklets, students get one pair of visual sources and one pair of written sources. In some cases, more than two are provided for each. Background is provided on each source. *Within each group, the sources clash in a very clear way.* (The sources are not always exact opposites, but they do always differ in some obvious way.)
- **Three Worksheets for Each Document Group.** Students use the first two worksheets to take notes on the sources. The third worksheet asks which source the student thinks would be most useful to a historian.
- **One DBQ.** On page 20, a document-based question (DBQ) asks students to write an effective essay using all of the booklet's primary sources.

★ *How to Use This Booklet*

1. Have students read “Suggestions for the Student” and the Introductory Essay.

Give them copies of pages 5–7. Ask them to read the instructions and then read the introductory essay on the topic. The time line gives them additional information on that topic. This reading could be done in class or as a homework assignment.

2. Have students do the worksheets.

Make copies of the worksheets and the pages with the sources. Ask students to study the background information on each source and the source itself. Then have them take notes on the sources using the worksheets. If students have access to a computer, have them review the primary sources digitally.

3. “Debate the documents” as a class.

Have students use their worksheet notes to debate the primary source documents as a class. Urge students to follow these ground rules:

- Use your worksheets as a guide for the discussion or debate.
- Try to reach agreement about the main ideas and the significance of each primary source document.
- Look for points of agreement as well as disagreement between the primary sources.
- Listen closely to all points of view about each primary source.
- Focus on the usefulness of each source to the historian, not merely on whether you agree or disagree with that source’s point of view.

4. Have students do the final DBQ.

A DBQ is an essay question about a set of primary source documents. To answer the DBQ, students write essays using evidence from the sources and their own background knowledge of the historical era. (See the next page for a DBQ scoring guide to use in evaluating these essays.)

The DBQ assignment on page 20 includes guidelines for writing a DBQ essay. Here are some additional points to make with students about preparing to write this kind of essay.

The DBQ for this Booklet (see page 20):

Was Anne Hutchinson a rebel fighting for religious freedom or a Puritan extremist who put herself above all authority?

- Analyze the question carefully.
- Use your background knowledge to set sources in their historical context.
- Question and interpret sources actively. Do not accept them at face value.
- Use sources meaningfully to support your essay’s thesis.
- Pay attention to the overall organization of your essay.

★ *Complete DBQ Scoring Guide*

Use this guide in evaluating the DBQ for this booklet. Use this scoring guide with students who are already familiar with using primary sources and writing DBQ essays.

Excellent Essay

- Offers a clear answer or thesis explicitly addressing all aspects of the essay question.
- Does a careful job of interpreting many or most of the documents and relating them clearly to the thesis and the DBQ. Deals with conflicting documents effectively.
- Uses details and examples effectively to support the thesis and other main ideas. Explains the significance of those details and examples well.
- Uses background knowledge and the documents in a balanced way.
- Is well written; clear transitions make the essay easy to follow from point to point. Only a few minor writing errors or errors of fact.

Good Essay

- Offers a reasonable thesis addressing the essential points of the essay question.
- Adequately interprets at least some of the documents and relates them to the thesis and the DBQ.
- Usually relates details and examples meaningfully to the thesis or other main ideas.
- Includes some relevant background knowledge.
- May have some writing errors or errors of fact, as long as these do not invalidate the essay's overall argument or point of view.

Fair Essay

- Offers at least a partly developed thesis addressing the essay question.
- Adequately interprets at least a few of the documents.
- Relates only a few of the details and examples to the thesis or other main ideas.
- Includes some background knowledge.
- Has several writing errors or errors of fact that make it harder to understand the essay's overall argument or point of view.

Poor Essay

- Offers no clear thesis or answer addressing the DBQ.
- Uses few documents effectively other than referring to them in “laundry list” style, with no meaningful relationship to a thesis or any main point.
- Uses details and examples unrelated to the thesis or other main ideas. Does not explain the significance of these details and examples.
- Is not clearly written, with some major writing errors or errors of fact.

Suggestions to the Student

★ *Using Primary Sources*

A primary source is any record of evidence from the past. Many things are primary sources: letters, diary entries, official documents, photos, cartoons, wills, maps, charts, etc. They are called “primary” because they are first-hand records of a past event or time period. This *Debating the Documents* lesson is based on two groups of primary source documents. Within each group, the sources conflict with one another. That is, they express different or even opposed points of view. You need to decide which source is more reliable, more useful, or more typical of the time period. This is what historians do all the time. Usually, you will be able to learn something about the past from each source, even when the sources clash with one another in dramatic ways.

★ *How to Use This Booklet*

1. Read the one-page introductory essay.

This gives you background information that will help you analyze the primary source documents and do the exercises for this *Debating the Documents* lesson. The time line gives you additional information you will find helpful.



2. Study the primary source documents for this lesson.

For this lesson, you get two groups of sources. The sources within each group conflict with one another. Some of these sources are visuals, others are written sources. With visual sources, pay attention not only to the image’s “content” (its subject matter) but also to its artistic style, shading, composition, camera angle, symbols, and other features that add to the image’s meaning. With written sources, notice the writing style, bias, even what the source leaves out or does not talk about. Think about each source’s author, that author’s reasons for writing, and the likely audience for the source. These considerations give you clues as to the source’s historical value.

3. Use the worksheets to analyze each group of primary source documents.

For each group of sources, you get three worksheets. Use the “Study the Document” worksheets to take notes on each source. Use the “Comparing the Documents” worksheet to decide which of the sources would be most useful to a historian.

4. As a class, debate the documents.

Use your worksheet notes to help you take part in this debate.

5. Do the final DBQ.

“DBQ” means “document-based question.” A DBQ is a question along with several primary source documents. To answer the DBQ, write an essay using evidence from the documents and your own background history knowledge.

The Antinomian Crisis

In 1637, the Puritan leaders of Massachusetts Bay Colony ordered Anne Hutchinson to be banished. In 1638, they forced her to move with her family to Rhode Island. What was her “crime”? She had openly criticized many of the colony’s ministers and said things they saw as dangerous. She discussed her views with women (and later with some men) who regularly gathered at her home to talk about each week’s sermon.

It is easy today to admire Anne Hutchinson and see her as a courageous fighter for religious freedom or even women’s rights. In an indirect way, she may have been. Yet to view her from this modern-day point of view is to misunderstand a great deal, both about her and the Puritan leaders she challenged.

Both Hutchinson and her critics accepted the basic Puritan teachings of New England’s Congregational churches. These beliefs were harsh and demanding. Puritans believed that God had decided for all time who would be saved and who would be damned. Humans were all sinful by nature. Only those whom God chose and filled with holy grace would be “justified” (that is, saved). The Puritans called this promise of salvation a “covenant of grace” (a covenant is an agreement or bond).

Puritans longed to know that God had granted them grace and saved their souls. Yet they could do NOTHING to earn that grace! All they could do was search for signs that they already had it. This they did constantly, earnestly, and fearfully. Most of them looked for signs of grace in such actions as living a moral life, obeying God’s laws in the Bible, or acting uprightly in the community. Yet they actually could not try to win grace by such actions. That would be to bargain with God, to try to force God to do something. It would be to put one’s own will above that of God’s. The Puritans saw this as a sin. They called it practicing a “covenant of works.”

Anne Hutchinson and her supporters were even stricter than this. They agreed it was sinful to try to win God’s grace by one’s own efforts, or “works.” They also said it was wrong even to look for signs of grace in one’s works. You could only know you were saved if God revealed it to you directly in a powerful inner experience. No outward sign could ever prove you were among the small group of the saved, or the “elect,” as Puritans called them.

The colony’s Puritan leaders opposed this view. They called it “antinomianism” (Latin for “against law”). They gave it this name because antinomians seemed to put themselves above the law—or above the ministers in judging who was saved.

Normally, it was a minister who examined and judged a person’s spiritual condition. This judgment could decide that person’s church membership and political rights in the colony. In New England, the Puritans were not a minority as they had been in England. They now ran their own government, and they felt a strong need to judge and control people’s outward behavior. This is why they feared the antinomians, who they believed put themselves above such judgments.

In Anne Hutchinson’s view, one minister did preach a pure covenant of grace. His name was John Cotton. In 1634, she had followed Cotton to New England, where she and her merchant husband became major figures in Boston’s social and political life. At meetings in her home, she compared Cotton favorably to the other ministers. These ministers felt she had accused them outright of a covenant of works. She denied having gone this far.

The time line here will help you see how this conflict split the New England Puritans. The documents will help you better understand Anne Hutchinson and this crisis in the history of the Massachusetts Bay Colony.

Anne Hutchinson Time Line

1591

- • • Anne Hutchinson is born Anne Marbury on July 17 in Alford, Lincolnshire, England. Her father was a clergyman and Puritan reformer.

1612

- • • Anne marries William Hutchinson, a wealthy merchant. Anne will have 15 children by him. Anne and William are both Puritans and followers of the Reverend John Cotton.

1629

- • • The earliest Puritans settlers arrive in New England under the charter of the Massachusetts Bay Colony. Thousands follow over the next decades.

1630

- • • John Winthrop takes charge as governor of Massachusetts Bay Colony. He will be voted out occasionally, but also re-elected 12 times. Boston is founded as the site of the colony's government. Later, Winthrop will be Anne Hutchinson's most powerful critic.

1633

- • • Under suspicion by Church of England authorities, John Cotton sails to the Massachusetts Bay Colony.

1634

- • • Following after John Cotton, Anne Hutchinson and her family arrive in Massachusetts. Anne becomes a midwife. Soon, she also begins holding meetings for women in her Boston home to discuss the Bible and the sermons the group was hearing. Later men attend the meetings as well. Anne defends her criticisms of some ministers, saying her views are based on her own inner spiritual light or understanding.

1635

- • • The first American public secondary school, Boston Latin Grammar School, is founded in Boston.

1636

- • • Henry Vane becomes governor of the colony. Vane is one of Anne's supporters, who include some of Boston's more prominent citizens. The colonists launch attacks on Pequot settlements in response to the murder of a settler. These attacks soon lead to the Pequot War. Roger Williams is banished from Massachusetts and settles Rhode Island as a place of religious toleration. Harvard College is established in Newtowne, which is now Cambridge, Massachusetts.

1637

- • • The Pequot War continues. The colonists clear Connecticut for settlement. At a January meeting in Boston, John Wheelwright delivers a dramatic sermon in defense of Anne and her supporters. In May, John Winthrop is re-elected governor, replacing Vane. In August, Anne is condemned by the conference of ministers. Other antinomians are tried and sentenced to be banished from the colony. In November, Winthrop presides at Anne's civil trial before the General Court of Massachusetts. She is found guilty of slandering the ministers and is put under house arrest until the spring.

1638

- • • After a second church trial, Anne Hutchinson is banished from Massachusetts Bay Colony. She and 60 followers move to Rhode Island where they help found Portsmouth.

1642

- • • After the death of her husband, Anne and her younger children move to Long Island, in the Dutch colony that will become New York.

1643

- • • Anne and all but one of the children with her in Long Island are murdered by Native Americans.

Visual Primary Source Documents 1 & 2



Document 1

The Library of Congress: Prints and Photographs division,
HABS MASS, 12-HING, 5-31



Document 2

The Library of Congress:
Prints and Photographs division, LC-USZ62-7714

Information on Documents 1 & 2

Document 1. This photo of the pulpit of the Old Ship Church in Hingham, Massachusetts, gives a sense of the importance of religion in Puritan New England in the colonial era. The pulpit was built in the mid-1700s. By then, the Old Ship church was already moving away from the strict Congregationalist ideas of the Puritans of Anne Hutchinson's time. Yet this photo still hints at the powerful role of the minister and the church in colonial New England. All aspects of a community's life were under the church's watchful eye.

Document 2. This engraving by Elkanah Tisdale from 1795 shows a heated debate in a colonial New England town meeting. The Puritans who founded Massachusetts Bay Colony settled there as an entire community. As the colony grew, families often moved as groups, not as individuals, to found other towns. Town meetings were a form of direct democracy in which decisions were made by all male church members—and in time, all male residents of the town.

Visual Primary Source Documents 3 & 4



The Granger Collection, New York



The Library of Congress:
Prints and Photographs division, LC-USZ62-97560

Information on Documents 3 & 4

Document 3. A view of the Puritan family. This is an English woodcut from “The Whole Psalmes in Foure Partes,” printed by John Day, London, 1563. The Puritan family was patriarchal—that is, it was headed by the adult male. However, women often played a forceful role within it.

Document 4. In colonial America, a woman usually lost control of her property to her husband when she married. Yet it was hard for a woman to survive without being married. Girls married as young as age 13. Widows were expected to marry again quickly. As this 1777 drawing (titled “The Old Maid”) suggests, an unmarried woman living alone was often ridiculed or even feared. Such women were sometimes suspected of witchcraft or were seen as troublesome in other ways.

Study the Documents: Visual Sources 1 & 2

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea _____

Suppose you knew nothing else about Puritan New England in the colonial era. Sum up in a few sentences what your idea of it would be based on these two visual images alone.

2 Background Information _____

What do you know about the Massachusetts Bay Colony? List at least three facts about it that would help someone better understand these two visual source documents.

3 Visual Features _____

Both of these visuals help illustrate Puritan religious faith and the role of religion in the life of Puritan New England. What visual features (lighting, cropping, composition, and other details) help show what was unique or central to Puritan religious faith and its place in the community?

Study the Documents: Visual Sources 3 & 4

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea—Doc. 3

Create a caption for this illustration.

Begin your caption with the phrase “The Puritan family . . .”

2 Main Idea—Doc. 4

Create a caption for this illustration.

Begin your caption with the phrase “An Elderly woman alone in Puritan New England . . .”

3 Visual Features

Both of these visuals help show aspects of the life of women in Puritan New England. What visual features add to the way each image does this? What overall idea about the place of women in colonial New England do you get from the images?

4 Compare and Contrast

Which of these images most helps you understand the troubles Anne Hutchinson ran into in Massachusetts Bay Colony? Rank them in order of how well they help.

Comparing the Documents

★ *The Visual Sources*

Answer the question by checking one box below. Then complete the statements on the Comparison Essay worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

Which of these primary source documents would be most useful to a historian trying to understand Anne Hutchinson and the antinomian crisis?



Document 1



Document 2



Document 3



Document 4

Documents 1 & 2

☐

Documents 3 & 4

☐

Comparison Essay

I chose Documents _____ because:

*I did **not** choose Documents _____.*

However, a historian still might use the documents in the following way:

Keep this in mind: Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

Written Primary Source Documents 1 & 2

Information on Documents 1 & 2

Document 1. On January 19, 1637, John Wheelright, Anne Hutchinson's brother-in-law, gave a fiery sermon to the Boston Church. He called on his and Anne's side to fight. He may not have meant actual rebellion. Yet in March, he was found guilty of sedition. The passages below are from Wheelright's sermon. First, he calls on his supporters to fight for their beliefs. Then he accuses his opponents of a "covenant of works"—that is of trusting to "themselves and their righteousness" only. It was this charge that so angered the colony's Puritan leadership.

Document 2. On November 6, 1637, Anne was questioned before the Massachusetts General Court. She said God spoke to her directly in his own voice, not indirectly by revealing Scriptural passages to her. This claim threatened the Puritan leaders. A minister can check a Scriptural passage. But how can anyone judge whether God has spoken to someone directly? They felt Anne's claim undermined the authority of the ministry.

(A note on spelling and punctuation: The documents in this booklet have been altered only in that some spellings have been modernized, and the punctuation has been simplified to shorten the length of some sentences.)

Document 1

The way we must take, if so be we will not have the Lord Jesus Christ taken from us, is this. We must prepare for a spiritual combat, we must put on the whole armor of God (Ephesians 6) and must have our loins girt and be ready to fight. . . .

Brethren, those under a covenant of works, the more holy they are, the greater enemies they are to Christ. . . . It maketh no matter how seemingly holy men be, according to the Law, if they do not know the work of grace and the ways of God, they are such as trust to their own righteousness, they shall die, saith the Lord. . . . Therefore, if men be so holy and so strict and zealous, and trust to themselves and their righteousness, and knoweth not the ways of grace, but oppose free grace, such as these, have not the Lord Jesus Christ. Therefore set upon such with the sword of the Spirit, the word of God.

Document 2

Mrs. Hutchinson: *I bless the Lord, he hath let me see which was the clear ministry and which the wrong. Since that time . . . he hath left me to distinguish between the voice of my beloved [Christ, that is] and the voice of Moses, the voice of John the Baptist and the voice of antichrist, for all those voices are spoken of in scripture. Now if you do condemn me for speaking what in my conscience I know to be truth I must commit myself unto the Lord.*

Mr. Nowel [assistant to the Court]: *How do you know that was the spirit?*

Mrs. Hutchinson: *How did Abraham know that it was God that bid him offer his son, being a breach of the sixth commandment?*

Dep. Gov: *By an immediate voice.*

Mrs. Hutchinson: *So to me by an immediate revelation.*

Dep. Gov: *How! an immediate revelation.*

Mrs. Hutchinson: *By the voice of his own spirit to my soul.*

Written Primary Source Documents 3 & 4

Information on Documents 3 & 4

Document 3. Those labeled “antinomian” warned against ever thinking a person’s own efforts, or “works,” could actually win God’s grace. They said that even a sinner could live an outwardly moral life. Only a deep inner experience of grace could be proof of having been saved. The antinomians saw the colony’s other ministers as far too willing to judge people only on their outward behavior. Thomas Weld disagreed. He explains why in this passage from his introduction to a book on the conflict by Jonathan Winthrop, Governor of Massachusetts Bay Colony.

Document 4. In May, 1637, former Governor Winthrop won an election to become the governor again. Then on November 6, he led the questioning of Anne Hutchinson before the General Court, with a few Hutchinson defenders also present. This passage is a brief comment by Winthrop at that hearing. The passage is from a transcript of the hearing included in a history of the colony published in 1767. That history was written by Massachusetts Governor Thomas Hutchinson, a great-great grandson of Anne’s.

Document 3

The nature of the opinions themselves . . . open such a fair and easy way to heaven, that men may pass without difficulty. For, if a man need not be troubled by the Law, before faith, but may step to Christ so easily, . . . and if he, for his part, must see nothing, have nothing, do nothing, only he is to stand still and wait for Christ to do all for him. And then if after faith, the Law [is] no rule to walk by, no sorrow or repentance for sin, he must not be pressed to duties, and need never pray, unless moved by the spirit. And if he falls into sin, he is never the more disliked of God, nor his condition ever the worse. And for his assurance, it being given him by the spirit, he must never let it go, but abide in the height of comfort, [even if] he falls into the grossest sins that he can. Then their way to life was made easy, if so, no marvel so many like of it.

Document 4

Governor Winthrop: *Mrs. Hutchinson . . . you have spoken divers things we have been informed very prejudicial to the honor of the churches and ministers thereof, and you have maintained a meeting and an assembly in your house that hath been condemned by the general assembly as a thing not tolerable nor comely in the sight of God nor fitting for your sex. And notwithstanding that was cried down you have continued the same. Therefore we have thought good to send for you to understand how things are.*

Study the Documents: Written Sources 1 & 2

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea—Doc. 1 _____

From this passage, explain briefly what you think a “covenant of works” is and what Wheelright thinks is wrong about it.

2 Main Idea—Doc. 2 _____

What does Anne Hutchinson mean when she says she can tell “which was the clear ministry and which the wrong”? Also explain why Anne was so sure her ideas about this were correct.

3 Interpreting Meanings _____

Do you think Wheelright (in Written Source Document 1) was actually calling for a real fight with real weapons?

In her testimony (in Written Document 2), Anne claims that God spoke to her directly. The ministers felt this undermined their authority. Were they right? Was Anne a fanatic who put herself above all authority? Or was she only expressing a more personal kind of religious insight?

Study the Documents: Written Sources 3 & 4

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea—Doc. 3

Weld says it is “no marvel so many like” the antinomians’ ideas. Explain what he means and why he thinks these followers of the antinomians are wrong?

2 Point of View—Doc. 4

Winthrop tells Anne she was doing things that were not “fitting for your sex.” Was Winthrop’s opposition to Anne mainly due to her being a woman or mainly due to the other complaints he mentions here? Explain your answer.

3 What Else Can You Infer?

That is, what is suggested or implied in the documents. For example, from all four written sources, what can you infer about the role the Bible played in the lives of people in the colony in the 1630s? What do both Anne and her questioners seem to agree on about the Bible and about spiritual experience?

Comparing the Documents



The Written Sources

Answer the question by checking one box below. Then complete the statements on the Comparison Essay worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

Which of these primary source documents would be most useful to a historian trying to understand Anne Hutchinson and the antinomian crisis?

Passages from John Wheelwright's sermon to the Boston Church on January 19, 1637, and a part of the questioning of Anne Hutchinson before the General Court on November 6, 1637.

Documents 1 & 2

☐

Part of Thomas Weld's introduction to John Winthrop's book on the antinomian conflict, and a brief comment by Winthrop at the November 6 questioning of Anne Hutchinson before the General Court.

Documents 3 & 4

☐

Comparison Essay

I chose Documents _____ because:

*I did **not** choose Documents _____.*

However, a historian still might use the documents in the following way:

Keep this in mind: Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

Document-Based Question

Your task is to answer a document-based question (DBQ) on Anne Hutchinson and the antinomian controversy. In a DBQ, you use your analysis of primary source documents and your knowledge of history to write a brief essay answering the question. Using all four sets of documents, answer this question.

Document-Based Question

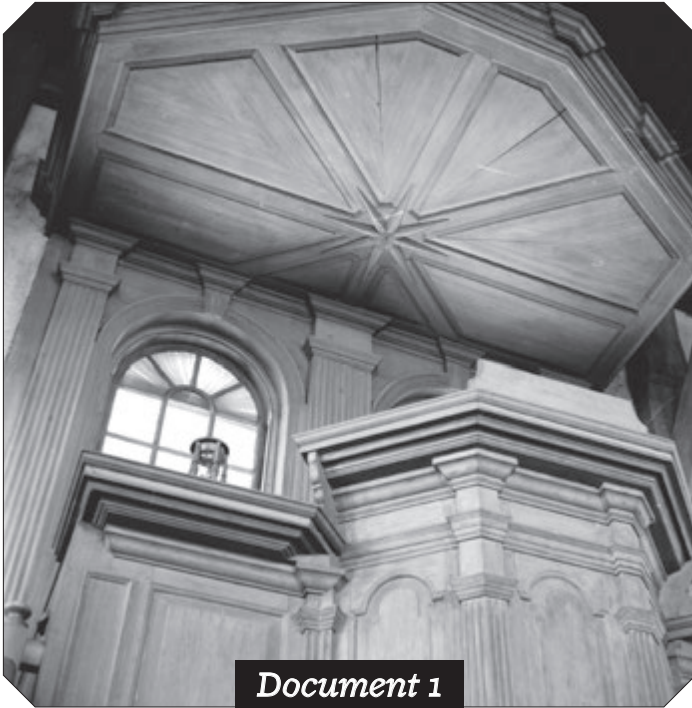
Was Anne Hutchinson a rebel fighting for religious freedom or a Puritan extremist who put herself above all authority?

Below is a checklist of key suggestions for writing a DBQ essay. Next to each item, jot down a few notes to guide you in writing the DBQ. Use extra sheets to write a four- or five-paragraph essay.

- *Introductory Paragraph*
Does the paragraph clarify the DBQ itself? Does it present a clear thesis, or overall answer, to that DBQ?
- *The Internal Paragraphs—1*
Are these paragraphs organized around main points with details supporting those main ideas? Do all these main ideas support the thesis in the introductory paragraph?
- *The Internal Paragraphs—2*
Are all of your main ideas and key points linked in a logical way? That is, does each idea follow clearly from those that went before? Does it add something new and helpful in clarifying your thesis?
- *Use of Primary Source Documents*
Are they simply mentioned in a “laundry list” fashion? Or are they used thoughtfully to support main ideas and the thesis?
- *Concluding Paragraph*
Does it restate the DBQ and thesis in a way that sums up the main ideas without repeating old information or going into new details?

Visual Primary Sources

First Group—Documents 1 & 2



Document 1

The Library of Congress: Prints and Photographs division,
HABS MASS, 12-HING, 5-31



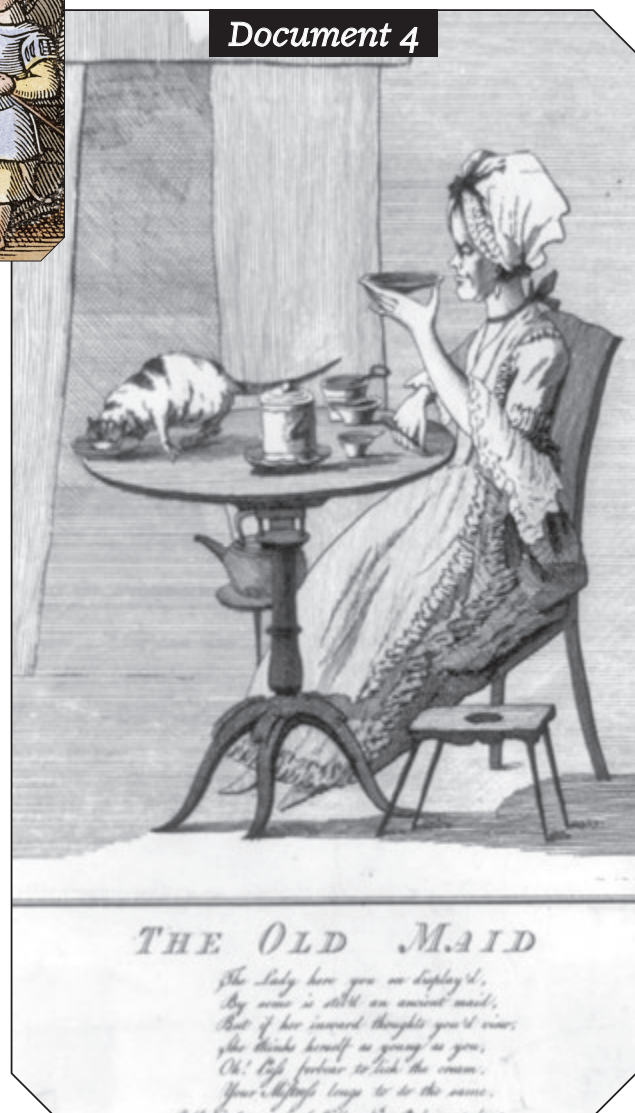
Document 2

The Library of Congress:
Prints and Photographs division, LC-USZ62-7714

First Group—Documents 3 & 4



The Granger Collection, New York



The Library of Congress:
Prints and Photographs division, LC-USZ62-97560