**Unit 1: Colonial Development**

**The Migration to America**

**I. The Asian Migration to America**

**A.** Scientists are unsure when the first people came to America, but scientific speculation points to between 15,000 and 30,000 years ago. Scientists study the skulls, bones, teeth, and DNA of ancient peoples to learn their origins. DNA and other evidence indicate that the earliest Americans probably came from Asia.

**B.** Scientists use **radiocarbon dating** to determine how old objects are. This method measures the radioactivity left in carbon 14. Scientists use the rate at which carbon 14 loses its radioactivity to calculate the age of the objects.

**C.** About 100,000 years ago the earth began to cool, gradually causing much of the earth’s water to freeze into huge ice sheets called **glaciers.** This period is called the **Ice Age.** Ocean levels dropped, exposing an area of dry land between Asia and Alaska called **Beringia.** Scientists believe that people from Asia crossed this land bridge as they hunted large animals about 15,000 years ago. These people were probably **nomads,** people who continually moved from place to place.

**II. Early Civilizations of Mesoamerica**

**A.** During the **agricultural revolution** between 9,000 and 10,000 years ago, Native Americans in Mesoamerica learned how to plant and raise crops. The most important crop was **maize,** a large-seeded grass known today as corn. Agriculture allowed people to stay in permanent villages to raise crops and store the harvest. Civilizations emerged. A **civilization** is a highly organized society that is characterized by trade, government, the arts, science, and often, a written language.

**B.** Anthropologists believe the Olmec culture was the first civilization in America. The culture began between 1500 and 1200 B.C., near present-day Veracruz, Mexico. The Olmec had large villages, temples, and pyramids, and they built large sculpted monuments. The Olmec influenced another people to build Teotihuacán, the first large city in America. They set up a trade network in which they traded **obsidian**, a volcanic glass, found in large deposits near their city.

**C.** The Mayan civilization developed in the Yucatán Peninsula, Central America, and southern Mexico. The Maya developed complex calendars based on the position of the stars. They built elaborate temple pyramids. The Mayan people were not unified and often went to war.

**D.** The Toltec people were master architects. They built large pyramids and huge palaces. They were invaded by the Chichimec in about A.D. 1200.

**E.** The **Aztec** built the city of Tenochtitlán in 1325 where Mexico City is today. They built a great empire by conquering other cities. Their military controlled trade in the region and demanded tribute from the cities they conquered.

**III. North American Cultures**

**A.** Anthropologists believe that the agricultural technology of Mesoamerica spread into the American Southwest and up the Mississippi River.

**B.** The Hohokam built a civilization in what is now south-central Arizona from about A.D. 300 to the 1300s. They created an elaborate system of irrigation canals. They grew many crops and made pottery, pendants, and etchings.

**C.** The Anasazi built a civilization between A.D. 700 and 900 in the area where the present-day states of Utah, Colorado, Arizona, and New Mexico meet. They built networks of basins and ditches to catch rainwater for their crops. Between A.D. 850 and 1100, the Anasazi living in **Chaco Canyon** in northwest New Mexico began to build large multi-storied buildings of adobe and cut stone. These buildings, called **pueblos**— the Spanish word for villages—had connecting passageways and circular ceremonial rooms called **kivas.** The Anasazi built cliff dwellings at Mesa Verde in what is today southwestern Colorado.

**D.** The most important early mound-building culture was the Adena culture, which lasted from 1000 B.C. to about A.D. 200. This culture began in the Ohio River valley and spread east to New York and New England. Between 200 and 100 B.C., the Hopewell culture rose. These people built huge geometric earthworks.

**E.** Agricultural technology and improved strains of maize and beans spread north from Mexico to the American Southwest and up the Mississippi River. Between A.D. 700 and 900, the **Mississippian** culture arose in the Mississippi River valley. The rich soil of the flood plains was good for growing maize and beans. The Mississippians were great builders. One of their largest cities was **Cahokia,** built in Illinois near present day St. Louis, Missouri. It had over 100 flat-topped pyramids. The Mississippian culture spread along the Missouri, Ohio, Red, and Arkansas Rivers.

**Native American Cultures**

**I. The West**

**A.** The culture of most Native Americans developed in response to their environment. The West had many small groups that adapted to the variations in the region’s climate and geography.

**B.** The Native American groups of the Southwest farmed like their ancestors. To survive, they depended on several species of corn that could withstand the dry soil. Boys joined the kachina cult. A **kachina** was a good spirit who visited Pueblo towns with messages from the gods.

**C.** Native American groups who lived along the Pacific Coast fished. They used lumber from the forests to build homes and to make canoes, works of art, and totem poles. Farther inland, Native Americans fished, hunted, and gathered roots and berries. Between the Sierra Nevada and the Rocky Mountains, where the weather was much drier, the Native Americans were nomads. In what is today California, the abundant wildlife and mild climate allowed Native American groups to gather acorns, fish, and hunt.

**D.** Before 1500, Native Americans of the Great Plains were farmers. Around 1500 those Native Americans in the western plains became nomads, possibly because of drought or war. They followed migrating buffalo herds and lived in tepees. Those in the east continued to farm and hunt. When the Spanish brought horses to North America, Native Americans of the Great Plains began to use the horses for hunting or for wars.

**II. The Far North**

**A.** The Native American groups of the Far North included the Inuit, whose territory stretched across the Arctic from Alaska to Greenland, and the Aleut of Alaska’s Aleutian islands.

**B.** The groups of the Far North hunted for food and invented devices, such as the harpoon and the dogsled, to cope with the harsh environment. They used whale oil and blubber for fuel.

**III. The Eastern Woodlands**

**A.** The Native Americans in the Eastern Woodlands had an environment that supported an abundant range of plant and animal life. These Native American groups hunted, fished, and farmed. Deer provided food and clothing.

**B.** Most peoples of the Northeast spoke one of two languages: **Algonquian** or **Iroquoian.** The Algonquian-speaking peoples lived in areas that later became known as NewEngland, Delaware, the Ohio River valley, and Virginia. The Iroquoian-speaking peopleslived in what is today New York and southern Ontario and north to Georgian Bay.Native Americans of the Northeast practiced **slash**-**and**-**burn agriculture.** They cutdown forests and burned the cleared land, using the rich ashes to make the soilmore fertile.

**C.** The peoples of the Northeast lived in large rectangular **longhouses,** with barrel shaped roofs covered in bark. They also lived in conical or dome-shaped **wigwams** that were made using bent poles covered with hides or bark. The peoples of the Northeast made belts called wampum that were used to record important events and agreements.

**D.** The Iroquois lived in large **kinship groups,** or extended families, headed by the elder women of each clan. The Iroquois often fought one another. Five Iroquoian groups formed an alliance called the **Iroquois League** or Iroquois Confederacy to maintain peace. A shaman or tribal leader, **Dekanawidah,** as well as **Hiawatha,** a Mohawk chief, are believed to have founded the Iroquois Confederacy.

**E.** Most Native Americans of the Southeast lived in towns built around a central plaza. They farmed and hunted. The houses were made of poles covered with grass, mud, or thatch.

**African Cultures**

**I. West Africa**

**A.** Between the 400s and 1500s, the West African empires of Ghana, Mali, and Songhai grew and prospered by trading in gold and salt.

**B.** West Africa is bordered by the Mediterranean Sea to the north and the Atlantic Ocean to the west and south. The vast **Sahara,** an Arabic word for desert, takes up much of the interior of West Africa. The edges of the Sahara have areas of scrub forest and a kind of rolling grassland called **savannah.** A tropical rain forest is along the southwestern and southern edge of West Africa.

**C.** The Niger River that flows through the rain forest and savannah region served as a major east-west pathway for migration and trade. People living on the edge of the Sahara exchanged food for salt. Camels, introduced to the area by Arabs, opened up long-distance trade routes through the Sahara. Camels could go for a week without water and withstood the desert’s hot days and cold nights.

**D.** The religious ideas of **Islam** traveled along the African trade routes. By A.D. 711, Islam, whose followers are known as **Muslims,** had spread all the way across northern Africa to the Atlantic Ocean. By the A.D. 900s, it had spread to West Africa.

**E.** West Africa prospered mostly because of the gold trade. The demand for gold grew as the Muslim states of North Africa and the countries of Europe used gold coins.

**II. The Empires of West Africa**

**A.** The African peoples on the southern edge of the Sahara had access both to the gold from the south and the salt and other goods from the north. Control of this trade made them wealthy and powerful.

**B.** The **Soninke** people of the first West African empire, Ghana, controlled the region’s trade. After the Muslim’s conquered North Africa and the Sahara in the 600s and 700s, Ghana merchants grew wealthy from the gold and salt trade. The Ghana ruler allowed Muslims to build their own **mosques**—Muslim places of worship. Ghana’s empire ended in the early 1200s because new gold mines opened in Bure. Trade routes to these mines bypassed Ghana.

**C.** The **Malinke** people of the upper Niger Valley controlled the gold trade from Bure. They conquered the Soninke people of Ghana and built the Mali empire. By the mid- 1300s, the empire of Mali had spread east down the Niger River and west to the Atlantic Ocean. It reached its peak in the 1300s under the leadership of **Mansa Musa.** New gold mines opened in the Akan region, so the trade routes shifted further east. This led to the rise of Timbuktu as a center of trade and Muslim learning.

**D.** The **Sorko** people of the Niger River east of Mali built the Songhai empire by the 800s. They used their canoes to control the trade along the river. The Songhai ruler **Sonni** **Ali** and his army seized control of Timbuktu in 1468. He conquered land to the north and south along the Niger River. The Songhai ruler **Askiya Muhammad** made Timbuktu a great center of learning and encouraged more trade across the Sahara. The Songhai empire began to decline in 1591.

**III. The Forest Kingdoms of Guinea**

**A.** Guinea, located in West Africa’s southern coast, had small states and kingdoms because the area was made up of very dense forests.

**B.** The **Yoruba** people of Ife and the **Edo** people of Benin were hunters, farmers, and traders. The rich farmlands and tropical climate enabled the people to produce a surplus of food. Surplus food supported rulers, government officials, artisans and artists. The food was also traded for copper and salt from the Sahara.

**IV. Central and Southern Africa**

**A.** The dense vegetation of Central Africa made the movement of people and goods difficult. Central African villages were located along rivers. The people fished, grew wheat, and raised livestock. Some people were nomads.

**B.** Many Central African societies were **matrilineal,** in which lineage or descent was traced through mothers.

**C.** The kingdom of Kongo began in 1400 along the Zaire River. Farmers produced food surpluses because of the fertile soil and abundant rainfall. The Mbundu-speaking people, south of the Kongo, also built a large kingdom.

**V. Slavery** *(pages 30–31)*

**A.** Slavery existed in African society. Most enslaved people had been captured in war. They were either sold back to their people or absorbed into their new African society. African slavery changed when Arabs began to trade for enslaved Africans.

**B.** In the early 1400s, the Akan people acquired enslaved Africans from Mali traders to clear the land and mine gold. The Portuguese purchased enslaved Africans to work on sugar plantations.

**C.** Europeans set up sugar plantations on Mediterranean islands. Sugarcane cultivation requires heavy manual labor and a large labor force, so Europeans used enslaved workers. In the 1400s, Spain and Portugal set up plantations off the west coast of Africa and used enslaved Africans to work the fields. After the colonization of the Americas, traders shipped enslaved Africans to the Americas. They were taken from their own cultures and had to learn a completely new way of life in terrible conditions.

**European Cultures**

**I. European Society**

**A.** The **Crusades,** called for by Pope Urban II in 1095, were almost two centuries of armed struggle to regain the Holy Land. For centuries the **Roman Empire** had controlled much of Europe with stable social and political order. By A.D. 500, however, the empire collapsed. Western Europe became isolated, trade declined, and law and order ended. This period, from about A.D. 500 to 1400, is called the **Middle Ages.**

**B. Feudalism** developed in western Europe. Under this political system, the king gave estates to nobles in exchange for their loyalty and military support. The lack of a strong central government led to frequent warfare.

**C.** The economic ties between nobles and peasants is called **manorialism.** In exchange for protection, peasants provided various services for the feudal lord on his manor, or estate. Most peasants were **serfs** who could not leave the manor without permission.

**D.** Around A.D. 1000, western Europe’s economy began to improve. Many villages were able to produce a surplus of food because of new agricultural inventions, such as a better plow and the horse collar. This revived trade in Europe and encouraged the growth of towns.

**E.** After the fall of Rome, the Roman Catholic Church provided stability and order in Europe. People who disobeyed church laws faced excommunication.

**II. Expanding Horizons**

**A.** The Crusades helped change western European society by bringing western Europeans into contact with Muslim and Byzantine civilizations of eastern Europe and the Middle East. Trade increased in the eastern Mediterranean area and especially benefited Italian cities.

**B.** During the 1200s, an increasing demand for gold from Africa to make gold coins was a direct result of Europe’s expanding trade with Asia.

**C.** The rise of the Mongol empire in the 1200s broke down trade barriers, opened borders, and made roads safer against bandits. This encouraged even more trade between Asia and Europe.

**D.** By the 1300s, Europe was importing large amounts of spices and other goods from Asia. The Mongol empire, however, ended in the 1300s, causing Asia to become many independent kingdoms and empires. As the flow of goods from Asia declined, European merchants began to look for a sea route to Asia to avoid Muslim kingdoms.

**III. New States, New Technology**

**A.** Beginning in the 1300s, a number of changes took place in Europe enabling Europeans to begin sending ships into the Atlantic Ocean to look for a water route to China.

**B.** The Crusades and trade with Asia weakened feudalism. New towns and merchants gave monarchs a new source of wealth to tax. Armed forces opened and protected trade routes. Merchants loaned money to monarchs to search for a water route to China. Monarchs relied less on support from nobility and began to unify their kingdoms with strong central governments. By the mid-1400s, Portugal, Spain, England, and France emerged as strong states in western Europe.

**C.** An intellectual revolution known as the **Renaissance** began in western Europe around A.D. 1350 and lasted until about 1600. It produced great works of art and started a scientific revolution.

**D.** By the early 1400s, Europeans had acquired new technologies to make long-distance travel across the ocean possible. They learned about the **astrolabe,** a device that uses the position of the sun to determine direction, latitude, and local time. From Arab traders, Europeans acquired the compass and **lateen sails,** which made it possible for ships to sail against the wind. In the 1400s the Portuguese invented the **caravel,** a ship that was easier to steer and that made travel much faster.

**IV. Portuguese Exploration**

**A. Henry the Navigator** set up a center for astronomical and geographical studies in Portugal in 1419. In 1488 a Portuguese ship commanded by **Bartolomeu Dias** reached the southern tip of Africa.

**B.** In 1497 four Portuguese ships commanded by **Vasco da Gama** found a water route to Asia. It went from Portugal, around Africa, and across the Indian Ocean to India.

**Europe Encounters America**

**I. The Vikings Arrive in America**

**A.** Evidence shows that the first Europeans to arrive in the Americas were the Norse, or **Vikings,** a people who came from Scandinavia. In A.D. 1001, **Leif Ericsson** and 35 other Vikings explored the coast of Labrador and stayed the winter in Newfoundland.

**B.** Viking attempts to settle permanently in the Americas failed, mainly because Native Americans opposed them.

**II. Spain Sends Columbus West**

**A.** In the mid-1400s, **Christopher Columbus,** an Italian navigator, became interested in sailing across the Atlantic.

**B.** In the A.D. 200s, the Greek-educated Egyptian geographer and astronomer **Claudius Ptolemy** drew maps of a round world. In 1406 Ptolemy’s *Geography* was rediscovered,and it was printed in 1475. His maps used the basic system of lines of latitude and longitudethat are still used today.

**C.** Ptolemy’s *Geography* made the earth seem much smaller that it actually was. As a result, Christopher Columbus miscalculated the distance from Spain to India. Columbus tried, but failed, to get financial backing from the rulers of England and France for an expedition. In 1492 Spain’s King Ferdinand and Queen Isabella finally agreed to finance Columbus’s expedition.

**D.** Columbus and his three ships left Spain in August 1492. After a long, frightening trip across the Atlantic Ocean, they landed in the Bahamas, probably on what is today **Watling Island.** He called the Taino people he met *Indians* because he thought he had reached the Indies. Columbus also found the islands of Cuba and Hispaniola. In April 1943 he returned to Spain with gold, parrots, spices, and Native Americans. Columbus impressed Ferdinand and Isabella and convinced them to finance another trip by promising them as much gold as they wanted.

**E.** Columbus soon left for his second voyage with 17 ships and 1,200 colonists. In November 1493 he landed in Hispaniola. Many of the colonists felt that Columbus had misled them with promises of gold, so they returned to Spain. Columbus stayed and explored Hispaniola where he found some gold. In 1496 he went back to Spain.

**F.** His brother Bartholomew stayed and founded **Santo Domingo** in Hispaniola. This was the first capital of Spain’s American empire. Columbus made two more voyages to America. He studied the Orinoco River in South America and mapped the American coastline from Guatemala to Panama.

**III. Spain Claims America**

**A.** By the early 1500s, the Spanish had explored the major Caribbean islands, established colonies on Hispaniola, Cuba, Jamaica, and Puerto Rico, and begun to explore the American mainland.

**B.** In 1493 the Catholic Church’s **Pope Alexander VI** established a **line of demarcation.** This imaginary north-to-south line running down the middle of the Atlantic grantedSpain control of everything west of the line and Portugal control of everything east ofthe line. In 1494 Spain and Portugal signed the **Treaty of Tordesillas.** This gavePortugal the right to control the route around Africa to India. Spain claimed the newlands of the Americas, except for what is now Brazil.

**C.** The Americas were named after **Amerigo Vespucci,** an Italian who repeated Columbus’s voyages in 1499 and 1501, and discovered that this large landmass could not be part of Asia.

**D. Juan Ponce de Leon,** the Spanish governor of Puerto Rico, discovered Florida in 1513. Also in 1513, **Vasco de Balboa** became the first European to reach the Pacific coast of America. In 1520 **Ferdinand Magellan,** a Portuguese mariner working for Spain, discovered the strait at the southernmost tip of South America. His crew became the first known people to **circumnavigate,** or sail around, the globe.

**IV. The Columbian Exchange**

**A.** The **Columbian Exchange** was a series of interchanges that permanently changed the world’s ecosystems and changed nearly every culture around the world.

**B.** Native Americans taught the Europeans local farming methods and introduced them to new crops and foods, such as corn, tobacco, and the potato. Europeans also adapted many devices invented by the Indians, such as the canoe.

**C.** The Europeans introduced the Native Americans to many crops, such as wheat, oats, and barley and to domestic livestock. The Europeans introduced the Native Americans to technologies, such as metalworking. Europeans also brought diseases that killed millions of Native Americans because they lacked immunity to the diseases.

**The Spanish and French Build Empires**

**I. The Conquest of Mexico**

**A.** In 1519 the Spanish government asked **Hernán Cortés** to lead an expedition to the Yucatán Peninsula to find new people who could be forced to work on the farms and mines of Cuba. Cortés also wanted to investigate reports of a wealthy civilization there.

**B.** Equipped with swords, crossbows, guns, and cannons, the Spanish had a technological advantage over the people they encountered in the Yucatán Peninsula.

**C.** After learning that the Aztec were at war with many groups in the region, Cortés recruited the help of the Tlaxcalan people against the Aztec. Montezuma, the Aztec leader, failed to stop the Spanish advance, and Cortés marched into Tenochtitlán, the capital of the Aztec empire.

**D.** In 1520 the Aztec priests organized a rebellion against the Spanish and drove them out of the capital. However, in 1521 Cortés launched another attack and this time defeated the Aztec.

**II. New Spain Expands**

**A.** After destroying Tenochtitlán, Cortés ordered a new city, named Mexico, to be built in its place. It became the capital of the Spanish colony of **New Spain.** Cortés sent other expeditions into what is present-day Mexico and Central America. The people who led the expeditions became known as **conquistadors,** or “conquerors.” One conquistador, **Francisco Pizarro,** explored Peru and conquered the Inca empire.

**B.** Other Spanish conquistadors explored other parts of America, searching for rumored wealthy cities. Pánfilo de Narváez search for a fabled city of gold in what is today northern Florida. **Francisco Vásquez de Coronado** led an expedition in search of the rumored Seven Golden Cities of Cibola. His explorations led him throughout the southwestern area of what is today the United States. **Hernando de Soto** led a large expedition and explored the area north of Florida.

**C.** The Spanish gave the name **New Mexico** to the territory north of New Spain. They built **presidios,** or forts, throughout the region as trading posts and protection for the settlers. Spanish priests also built missions throughout the region to spread the Christian faith among the Native American people there.

**III. Spanish American Society**

**A.** Most conquistadors were low-ranking nobles, called ***hidalgos,*** or working-class tradespeople. Their main motive for coming to America was to acquire wealth and prestige. After Cortés defeated the Aztec empire, he rewarded his men by granting them control over some part of the empire. This was called the ***encomienda*** system.

**B.** The people in the Spanish colonies in the Americas formed a highly-structured society. A person’s position in society was determined by birth, income, and education. The highest level of society consisted of the ***peninsulares***—those born in Spain. Below this level were the ***criollos***—those born in the colonies of Spanish parents. Next were the ***mestizos***—those born of Spanish and Native American parentage. The lowest level of society included Native Americans, Africans, and people of mixed Spanish and African or African and Native American ancestry.

**C.** The Spanish king divided the empire in America into regions called viceroyalties. A viceroy ruled each region as a representative of the king.

**D.** Although the Spanish did not find vast deposits of gold in the Americas, they did discover huge deposits of silver. Mining camps emerged all across northern Mexico. To feed the miners, the Spaniards created large ranches for their herds of cattle and sheep. These ranches were called **haciendas.** The men who worked the ranches were called **vaqueros.** Cowhands in the United States later adopted many of the ways of the vaqueros.

**IV. The French Empire in America**

**A.** In 1524 the French king sent **Giovanni da Verrazano** to map the North American coastline. The king was interested in finding the **Northwest Passage**—the northern route through North America to the Pacific Ocean. Although Verrazano found no such passage, he did map a large area of North America’s east coast. **Jacques Cartier,** another explorer, discovered and mapped the St. Lawrence River.

**B.** By 1600 fur, particularly beaver fur, had become very fashionable in Europe. As the demand for fur increased, French merchants became interested in expanding the fur trade. In 1602 the French king authorized a group of merchants to establish colonies in North America.

**C.** The merchants hired geographer **Samuel de Champlain** to help them colonize North America. Champlain established a French colony in what is present-day Nova Scotia, and he founded Quebec, which became the capital of the new colony of **New France.**

**D.** New France was founded for the fur trade. Settlers were not needed to clear land or start farms. Consequently, the population grew slowly. Most of the fur traders, known as **coureurs de bois,** did not live in the colony but among the Native Americans with whom they traded.

**V. New France Expands**

**A.** In 1663 New France became a royal colony. The French government then introduced a series of projects designed to increase the colony’s population. The government also began exploring North America. **Louis Joliet** and **Jacques Marquette** explored the Mississippi River. **René-Robert Cavelier de La Salle** then followed the river to the Gulf of Mexico and claimed the region, which he named Louisiana, for France.

**B.** Settlements were established in Louisiana over the next few decades. The French soon realized that crops suitable for the region required hard manual labor, which few settlers were willing to do. By 1721 the French in Louisiana had imported enslaved Africans and forced them to work the plantations.

**C.** The Spanish had established the town of St. Augustine, Florida, in 1565 to protect their claim to the region after the French tried to settle the Carolinas. The town became the first permanent settlement established by Europeans in present-day United States. After the French arrived at the mouth of the Mississippi River, the Spanish established a mission in eastern Texas to attempt to block French expansion into the region.

**English Colonies in America**

**I. England Takes Interest in America**

**A.** In 1497 the king of England sent **John Cabot** to find a western route to Asia. He landed in what is today Nova Scotia and explored the region southward. However, at that point England did not attempt to colonize North America.

**B.** Several changes in England in the 1500s led to renewed interest in colonization. One change was the **Protestant Reformation. Martin Luther,** a German monk, published an attack on the practices of the Catholic Church. The Reformation spread across western Europe. In England the Reformation involved a disagreement between King Henry VIII and the pope, who refused to annul the king’s marriage. The king then broke with the Church and declared himself the head of the **Anglican Church.**

**C.** Some English people wanted to keep the organization of the Catholic Church in the Anglican Church. Others, however, wanted to “purify” the Anglican Church of all Catholic elements. These people became known as **Puritans.** King James I refused to implement the changes to the Anglican Church that the Puritans wanted. This forced many Puritans to leave England for America.

**D.** Economic changes in England also led to colonization. In the early 1500s, much of England’s land was divided into large estates. The landowners rented the land to tenant farmers. Then the demand for wool increased dramatically, leading English landowners to convert their estates into sheep farms by enclosing the land. This **enclosure movement** resulted in the eviction of tenants, who were left unemployed and poor. Leaving England for America was a possible economic opportunity.

**E.** The English merchants needed new markets for their surplus wool. Many organized **joint**-**stock companies,** pooling the money of many investors for large projects, such as establishing colonies.

**II. England Returns to America** *(pages 61–62)*

**A.** After England emerged as the leading Protestant power and Spain the leading Catholic power, the two countries became enemies. When the Spanish tried to check the spread of Protestantism in the Netherlands, which was part of the Spanish empire, the Dutch rebelled. England came to the aid of the Dutch. Queen Elizabeth allowed **privateers** to attack Spanish ships. Privateers are privately owned ships licensed by the government to attack ships of other countries.

**B.** To more easily attack Spanish ships in the Caribbean, England needed to establish colonies nearby in order to establish bases. **Walter Raleigh** obtained a charter from the queen to explore the American coastline. His ships landed on **Roanoke,** an island near present-day North Carolina, and he named the land Virginia.

**III. Jamestown Is Founded**

**A.** In 1606 the king of England granted the **Virginia Company** a charter to establish colonies in Virginia. The 144 men sent to Virginia founded the settlement of **Jamestown.**

**B.** Jamestown faced many problems. The leadership of Captain **John Smith** and assistance from the **Powhatan Confederacy,** the local Native Americans, helped the colony survive.

**C.** The Jamestown Company offered free land to people who worked for the colony for seven years. New settlers arrived in 1609, but there was not enough food for them. The settlers stole food from the Native Americans, who retaliated by attacking them. By 1610 only 60 settlers survived.

**D. John Rolfe,** a Jamestown colonist, developed a strain of tobacco that was marketable in England. The Jamestown settlers soon began growing large quantities of tobacco for profit.

**E.** To attract more settlers to Jamestown, the Virginia Company gave the colony the right to elect its own general assembly. The elected representatives were called **burgesses,** and the legislative body was called the House of Burgesses.

**F.** The Virginia Company also introduced the system of **headrights.** Under this system, new settlers who bought a share in the company or paid for their passage were granted 50 acres. They received more land for each family member or servant they brought to Virginia.

**G.** The Native Americans near Jamestown grew alarmed at the increasing population. They attacked the settlement, killing nearly 350 settlers. King James revoked the colony’s charter and declared it a royal colony.

**IV. Maryland Is Founded**

**A.** Catholics were persecuted in England for their beliefs. **Lord Baltimore,** a Catholic member of Parliament, decided to found a colony in America where Catholics could practice their religion without persecution.

**B.** The king granted Baltimore an area of land northeast of Virginia, which Baltimore named Maryland. Baltimore owned Maryland, making it the first **proprietary colony.** Although Maryland was founded as a Catholic refuge, most of the colony’s settlers were Protestant.

**New England Colonies**

**I. The Pilgrims Land at Plymouth**

**A.** Some Puritans, called **Separatists,** broke away from the Anglican Church to start their own congregations. The king viewed the act as a challenge to his authority and imprisoned them. In 1608 one group of Separatists, who became known as **Pilgrims,** fled to Holland. Unhappy there, they decided to immigrate to America.

**B.** The Pilgrims set sail for America on the *Mayflower* in 1620 and settled in Plymouth, near Massachusetts Bay.

**C.** Under the leadership of **William Bradford,** the Pilgrims began constructing homes immediately after their arrival. A plague swept through the colony, killing many settlers. The remaining settlers survived in large part because of the assistance of a Native American named **Squanto,** who taught them how to use the environment to meet their needs.

**II. The Puritans Found Massachusetts**

**A.** Many Puritans stayed within the Anglican Church and worked for reform. Like the Separatists, these Puritans were also persecuted, and many were willing to leave England.

**B.** A depression in England’s wool industry caused high unemployment, particularly among Puritans. **John Winthrop** and other wealthy Puritans held stock in the **Massachusetts Bay Company,** which had received a charter from King Charles to establish a colony in New England.

**C.** Winthrop used the charter to start a colony as a refuge for Puritans. In 1630 several hundred Puritans set sail for American and established the Massachusetts Bay Colony.

**D.** As conditions in England worsened, increasing numbers of people left England in what was later called the **Great Migration.** By 1643 Massachusetts included about 20,000 settlers.

**E.** In Massachusetts, a **General Court** made the laws and elected the colony’s governor. The General Court was made up of “freemen”—the people who owned stock in the Massachusetts Bay Company. Eventually the General Court became a representative assembly.

**F.** The government of Massachusetts required all colonists to attend church, collected taxes to support it, and regulated people’s moral behavior. The government was intolerant towards differences in religious beliefs. **Heretics,** those whose religious beliefs differed from the majority’s, were considered a threat to the community.

**III. Rhode Island and Religious Dissent**

**A. Roger Williams,** a strict Separatist, challenged Puritan authority in Massachusetts. In 1635 the General Court banned him from the colony. Williams headed south, where he founded the town of Providence. The government there had no authority in religious matters, and religious differences were tolerated.

**B. Anne Hutchinson** was declared a heretic and banished from Massachusetts for her challenge of Puritan practices. She and her followers also headed south and founded the town of Portsmouth.

**C.** Other Puritans were also banished from Massachusetts. They founded the towns of Newport and Warwick. These two towns joined with Providence and Portsmouth to become the colony of Rhode Island and Providence Plantations. The colony’s charter included a total separation of church and state and religious freedom.

**IV. The River Towns of Connecticut**

**A.** Reverend **Thomas Hooker** opposed the Massachusetts government’s policy of allowing only church members to vote. He and his followers left Massachusetts and founded the town of Hartford, in the Connecticut River valley. Hartford and two other towns in the region joined together to create their own General Court. They adopted a constitution known as the **Fundamental Orders of Connecticut**—the first written constitution of the American colonies.

**B.** Two Massachusetts traders were killed by the Pequot, a Native American group in the Connecticut River valley. A war between the colonists and Pequot developed. Hundreds of Pequot were killed, and many were sold into slavery.

**V. New Hampshire and Maine**

**A.** Some Puritans moved north of Massachusetts. Much of this territory had been granted to two men. One claimed the southern part, named New Hampshire, and the other claimed the northern part, named Maine.

**B.** New Hampshire eventually became a royal colony, while Massachusetts bought back Maine, which remained part of Massachusetts until 1820.

**VI. King Philip’s War**

**A.** The colonial governments’ demand that Native American follow English law angered the Native Americans, who believed that the English were trying to destroy their culture.

**B.** In 1675 the Plymouth Colony tried and executed three Wampanaog for a murder, which led to attacks by the Native Americans against the colonists. The attacks marked the beginning of **King Philip’s War.** The Wampanoag’s defeat by the colonists in 1678 was a turning point. After the war, few Native Americans were left in New England.

**The Middle and Southern Colonies**

**I. The English Civil War and the Colonies**

**A.** Conflicts between Charles I and the English Parliament intensified when the king sent troops into Parliament to arrest several Puritan leaders. Parliament, with mostly Puritan members, then organized its own army, and the **English Civil War** began. The Parliament’s army defeated and captured the king in 1646. **Oliver Cromwell,** the head of Parliament’s army, disbanded Parliament and seized power for himself.

**B.** Maryland’s governor and proprietor supported the king against Parliament, which led to a Protestant rebellion in that colony. To appease the Protestants, Lord Baltimore appointed a Protestant governor and enacted the **Maryland Toleration Act.** The act, which was intended to protect the Catholic minority from the Protestants, granted religious toleration to all Christians.

**C.** After 20 years of conflict, England’s leaders wanted stability. In 1660 Parliament asked King Charles’s son, Charles II, to take the throne—a move that became known as the **Restoration.** At this point, England resumed colonization, viewing colonies as a vital source of raw materials and new markets.

**II. New Netherland Becomes New York**

**A.** In 1609 Dutch merchants hired an English navigator named **Henry Hudson** to find a route through North America to the Pacific. Hudson explored the Hudson River valley, and the merchants claimed the region for the Dutch, calling it New Netherland. The Dutch established New Amsterdam, their major settlement, on Manhattan Island.

**B.** Because fur trade was the major activity in New Netherland, the colony grew slowly. To increase the colony’s population, the Dutch opened settlement in the colony to anyone who wanted to buy land there. By 1664 the colony consisted of more than 10,000 people from many parts of Europe. Enslaved Africans arrived in New Netherland in the 1620s.

**C.** England wanted New Netherland as a link between Virginia and Maryland and the New England colonies. King Charles granted the land to his brother James, who seized New Netherland from the Dutch. James renamed the land New York and granted a large portion of it to two of the king’s closest advisers. The new colony was named New Jersey. In an attempt to increase the colony’s population, the proprietors offered generous land grants, religious freedom, and the right to elect a legislative assembly.

**III. Pennsylvania and Delaware**

**A.** In 1680 **William Penn,** a friend of King Charles II and a Quaker, received a land grant between New York and Maryland. Penn intended this land as a refuge for Quakers, who were persecuted for their beliefs by the government and others.

**B.** Quakers believed that religion was a personal experience that did not need churches or ministers. They objected to all political and religious authority and advocated **pacifism**—opposition to war or violence as a means of resolving conflict.

**C.** William Penn founded the colony of Pennsylvania. The colony granted religious and political freedom to everyone. Penn regarded the treatment of Native Americans in other colonies as unjust. A treaty signed with the Native Americans living near Pennsylvania created peace between the colonists and Native Americans for more than 70 years.

**D.** Philadelphia, the “city of brotherly love,” became the capital of Pennsylvania. Penn established a charter that created a legislative assembly elected directly by the voters. All colonists who owned 50 acres of land and were Christian had the right to vote. The charter granted all Pennsylvanians the right to practice their religion without interference.

**E.** Penn purchased additional land south of Pennsylvania, which later became the colony of Delaware.

**IV. New Southern Colonies**

**A.** King Charles II granted land south of Virginia to his friends and political allies. The land, known as Carolina, developed as two separate regions—North Carolina and South Carolina.

**B.** North Carolina grew slowly. Farmers eventually grew tobacco and began to export naval supplies, such as tar, pitch, and turpentine.

**C.** The proprietors believed that South Carolina would be suitable for growing sugarcane. The first settlers in South Carolina named their settlement Charles Town, which became present-day Charleston.

**D.** Sugarcane did not grow well in South Carolina. The first major product for export was deerskin. The colony also began to capture Native Americans and ship them to the Caribbean as enslaved workers.

**E. James Oglethorpe** started the colony of Georgia. He established the colony as a place for English debtors to start over rather than to be imprisoned for their debts. The colony attracted settlers from all over Europe. Georgia became a royal colony in the mid-1700s, when control of the colony reverted back to the king.

**The Southern Colonies**

**I. The Southern Economy**

**A.** Tobacco became the South’s first successful **cash crop,** or crop grown primarily for market. It was the main cash crop of Virginia and Maryland. Rice and indigo were the main cash crops of South Carolina. These crops needed the right climate and techniques to be cultivated. These needs led to the growth of **plantations,** or large commercial estates.

**B.** To be profitable, farmers had to grow large quantities of tobacco. Growing tobacco required intensive manual labor. As a result, farmers needed a large workforce to cultivate the crop.

**C.** The geography of the Chesapeake Bay region was well-suited for growing tobacco. Farmers used the many rivers connected to the bay to ship their crop.

**D.** Many poor, unemployed tenant farmers in England were willing to sell their labor for a chance to acquire their own land. They arrived in America as **indentured servants.** American colonists paid the cost of transportation and promised to provide food, shelter, and clothing for the servants until their labor contracts expired. In exchange, the servants agreed to work for the landowners for the time specified in the contract, generally about four years.

**E.** By the 1690s, planters in South Carolina imported enslaved Africans to cultivate rice, which rapidly became a major cash crop. In the early 1740s, **Eliza Lucas** discovered that indigo grew well on land unsuitable for rice. Indigo soon became another important cash crop.

**II. Southern Society**

**A.** The plantation system created a society with distinct social classes. The wealthy landowners were referred to as the Southern **gentry** or planter elite. They were influential in both the politics and economy of the region.

**B.** Plantations of the wealthy landowners functioned as self-sufficient communities. In the early 1700s, as planters switched from indentured to slave labor, the size of the plantations increased. Most of these plantations were located along the rivers.

**C.** Most landowners in the South were small farmers who lived in the “backcountry” farther inland from the rivers. Backcountry or **yeoman** farmers worked small plots of land and practiced **subsistence farming,** or farming only enough crops to feed their own families.

**D.** By the late 1600s, the South was a sharply divided society. At the top were the wealthy elite. At the bottom were the backcountry farmers, landless tenant farmers, and servants and enslaved Africans.

**III. Bacon’s Rebellion**

**A. Sir William Berkeley,** the governor of Virginia, dominated Virginia’s society in the mid-1600s. He manipulated the House of Burgesses to restrict the vote to people who owned property, in effect cutting the number of voters in Virginia in half. The action angered backcountry and tenant farmers.

**B.** Backcountry farmers wanted to expand their landholdings. However, most of the remaining land was located in territory that Native Americans claimed. The wealthy planters had little interest in the concerns of backcountry farmers and were unwilling to risk conflict with the Native Americans, so they opposed expanding the colony.

**C.** In 1675 war erupted between backcountry settlers and the Native Americans of the region. Governor Berkeley’s refusal to sanction military action against the Native Americans angered the backcountry farmers.

**D.** In 1676 backcountry farmers, under the leadership of a wealthy planter named Nathaniel Bacon, organized their own militia and attacked the Native Americans. Realizing the popularity of Bacon’s action, Governor Berkeley called on the House of Burgesses to address the situation. The assembly authorized Bacon to raise troops to attack the Native Americans, and it also restored the vote to all free men.

**E.** Bacon was not satisfied with the reforms, and in 1676 he and several hundred armed followers returned to Jamestown, charged Berkeley with corruption, and seized power. Berkeley fled Jamestown and raised his own army. In September 1676, the two armies fought for control of Jamestown. Bacon’s Rebellion ended when Bacon became sick and died.

**F.** Bacon’s Rebellion illustrated to Virginia’s wealthy planters that in order to keep Virginia society stable, backcountry farmers needed to have land available to them. It also increased the trend of purchasing enslaved Africans instead of indentured servants for working the plantations. At the same time, the English government adopted policies that encouraged slavery. In 1672 it granted a charter to the **Royal African** **Company** to engage in the slave trade.

**IV. Slavery in the Colonies**

**A.** By 1870 between 10 and 12 million Africans were forcibly taken from West Africa and transported across the Atlantic to America on a journey that Europeans called the **Middle Passage.**

**B.** The first Africans to arrive in Virginia in 1619 were treated as indentured servants. Their status began to change as the number of Africans increased. In 1638 Maryland became the first colony to recognize slavery. In 1705 Virginia enacted a **slave code**—a set of laws that regulated slavery and defined the relationship between enslaved Africans and free people. Other colonies followed with their own slave codes. By the early 1700s slavery became a recognized and accepted institution, particularly in the Southern colonies where the work of enslaved Africans was essential to the plantation economy.

**New England and the Middle Colonies**

**I. New England’s Economy**

**A.** New England’s geography was unsuitable for large plantations and the raising of cash crops. As a result, New England farmers practiced subsistence farming. The main crop grown in the New England Colonies was corn.

**B.** New England was located near the **Grand Banks,** a shallow region in the Atlantic Ocean where the mixing of the warm Gulf Stream and the cold North Atlantic produced a favorable environment for plankton—an important food supply for many types of fish and whales. The Grand Banks was abundant with a variety of fish, which contributed to making fishing the main industry in New England. Whaling was also an important industry.

**C.** New England’s dense forests contributed to making lumbering an important industry. The **fall line**—the area where rivers descend from a high elevation to a lower one, causing waterfalls—was near the region’s coast. The waterfalls provided power for the sawmills. The rivers transported the lumber to the coast for shipment to other colonies and to England. The lumber was used for manufacturing goods such as furniture and barrels and for shipbuilding, which became an important industry.

**II. Life in New England’s Towns**

**A.** The town was at the heart of New England society. It was instrumental in determining how the people were governed and how land was settled. Local issues and problems were discussed in **town meetings.** Men at these meetings began to pass legislation for the town and to elect officials.

**B.** Voting was limited to men who owned property. They elected **selectmen** to manage the town’s affairs. New England settlers were allowed to participate directly in their own local government, which developed in them the idea that they had the right to govern themselves.

**C.** New England Puritans were expected to attend Sunday worship at their **meetinghouse** and to obey strict rules that governed most activities. Puritans felt responsible for themoral welfare of their neighbors, and watching over a neighbors’ behavior was considereda religious duty.

**III. Trade and the Rise of Cities**

**A.** New England produced few goods that England wanted. However, England produced many goods that the colonists wanted. In order for New England merchants to obtain these products, they had to sell New England’s products elsewhere in exchange for goods that England wanted.

**B.** The Caribbean was a market for New England’s fish and lumber. In exchange for these products, New England merchants received raw sugar or **bills of exchange.** The bills were basically credit slips English merchants had given the planters in exchange for their sugar. New England merchants would take the bills back to New England and trade them to English merchants in exchange for English manufactured goods. This three-way trade was an example of **triangular trade.**

**C.** The increase in trade in the colonies led to the development of colonial America’s first cities. A new society with distinct social classes developed in these cities. Wealthy merchants who controlled a city’s trade made up the top social class. These merchants made up a small part of a city’s population.

**D. Artisans**—or skilled workers who knew how to manufacture goods—made up nearly half of the urban population of colonial America. They included carpenters, masons, silversmiths, and shoemakers. Innkeepers and retailers made up the same social class as artisans.

**E.** People without skills or property made up the next-to-lowest level of urban society. At the bottom were indentured servants and enslaved Africans.

**IV. Society in the Middle Colonies**

**A.** The Middle Colonies contained some of North America’s most fertile farmland. Most farmers produced surplus crops that they could sell for profit. Wheat became the region’s most important cash crop.

**B.** The rivers in the Middle Colonies allowed farmers to transport their products to ships on the Atlantic coast. Smaller ships sailed along the rivers, exchanging European goods for farm products. The towns that arose where rivers emptied into the ocean developed into major cities, such as New York and Philadelphia.

**C.** During the early 1700s, Europe experienced a population explosion. The explosion created a huge demand for wheat to feed the booming population. The demand caused wheat prices to soar, making the Middle Colonies prosperous.

**D.** Europe’s population explosion resulted in the arrival of many immigrants to the Middle Colonies. Some farmers became wealthy by hiring these immigrants to work the fields for wages and raising large quantities of wheat for sale. Other colonists became wealthy as **entrepreneurs** who risked their money by buying land, equipment, and supplies and selling them to the new immigrants for profit. The wheat boom created a new group of **capitalists** who had money to invest in new businesses.

**E.** Distinct social classes developed in the Middle Colonies. Wealthy entrepreneurs were at the top. In the middle were farmers who owned small farms. At the bottom were landless workers who rented land or who worked for wages.

**The Imperial System**

**I. Mercantilism**

**A. Mercantilism** is a set of ideas about the world economy and how it works.

Mercantilists believed that a country’s wealth was measured by the amount of gold and silver it possessed. They believed that having a greater number of exports than imports would result in more gold and silver flowing into the country.

**B.** Mercantilists also believed that a country should establish colonies in order to be self sufficient in raw materials. The home country would then sell its manufactured goods to the colonies.

**C.** When King **Charles II** assumed the throne, he was determined to generate wealth by regulating trade in the American colonies. In 1660 Parliament passed a navigation act that required all goods imported or exported from the colonies to be transported on English ships. The act also listed specific raw materials that the colonies could sell only to England. The list included most of the products that were profitable for the colonies.

**D.** Parliament passed another navigation act in 1663. This law required all goods imported by the colonies to come through England. Merchants who were bringing goods to the colonies had to stop in England, pay taxes, and then ship the goods out on English ships. The practice generated money for England, but increased the prices of goods in the colonies.

**E.** The Navigation Acts angered colonial merchants, who in most cases broke the new laws. English officials discovered that merchants in Massachusetts ignored the Navigation Acts and smuggled their goods to Europe, the Caribbean, and Africa. King Charles II responded to Massachusetts’s refusal to observe the laws by withdrawing the colony’s charter and making it a royal colony.

**F.** King **James II,** who succeeded Charles to the throne, revoked the charters of Connecticut and Rhode Island and merged them with Massachusetts and Plymouth to create a royal province called the **Dominion of New England.** New York and New Jersey also became part of the Dominion. The king abolished the colonial assemblies and appointed the province’s governor and councilors. **Sir Edmond Andros** was appointed the first governor. His harsh rule angered nearly everyone in New England.

**II. The Glorious Revolution of 1688**

**A.** Many people in England opposed King James II. The king often refused the advice of Parliament and openly practiced Catholicism. Parliament leaders feared another civil war.

**B.** James’s Protestant daughter Mary and her husband, William, were to succeed James on the throne. However, James’s second wife gave birth to a son, and he became the heir and would be raised Catholic.

**C.** Parliament was unwilling to have a Catholic dynasty, so it asked William and Mary to assume the throne. When William arrived, James fled, and William became king. This bloodless change of power became known as the **Glorious Revolution.**

**D.** Parliament established the **English Bill of Rights,** which limited the powers of the king and listed the rights that Parliament and English citizens were guaranteed. The English Bill of Rights would become incorporated into the American Bill of Rights.

**E.** After King James II was dethroned, an uprising occurred in Boston, and Governor Andros was ousted. The new monarchs reinstated Rhode Island’s and Connecticut’s previous form of government. Massachusetts received a new charter, which combined the Massachusetts Bay Colony, Plymouth Colony, and Maine into the royal colony of Massachusetts. The colonists elected an assembly, but the king appointed the colony’s governor. Those who owned property could vote, but they did not have to be members of a Puritan congregation.

**F.** John Locke, a political philosopher, wrote a book entitled *Two Treatises on Government*. In the book, Locke asserted that all people were born with **natural rights,** including the right to life, liberty, and property. Locke believed that people created governments to protect their rights. In return, the people agreed to obey the government’s laws. Locke also asserted that if a government violated people’s rights, the people were justified in changing the government. Locke’s ideas greatly influenced the American colonists.

**A Diverse Society**

**I. Family Life in Colonial America**

**A.** The colonial population in the 1700s increased rapidly due to the large families that people were having and to the large numbers of immigrants arriving in the colonies.

**B.** Women in the American colonies, particularly married women, had no legal status. A married woman could not own anything, and property she owned before marriage became her husband’s. Women could not enter into legal contracts or be parties to a lawsuit. Single women had more rights, and were able to own property, file lawsuits, and run businesses.

**C.** Colonists often suffered from a variety of diseases. **Cotton Mather** conducted a successful experimental treatment to prevent smallpox by inoculating people against the disease.

**II. Immigrants in Colonial America**

**A.** A large group of German immigrants arrived in Pennsylvania looking for religious freedom. These immigrants became known as the **Pennsylvania Dutch,** and many became prosperous farmers.

**B.** The Scotch-Irish were descendants of the Scots who had helped England claim control of Northern Ireland. They immigrated to the colonies to escape rising taxes, poor harvests and religious discrimination. Many migrated west to the frontier or settled in the backcountry.

**C.** Jews arrived in the colonies, seeking an opportunity to practice their religion without persecution. Most settled in colonial cities.

**III. Africans in Colonial America**

**A.** Africans who arrived in the colonies attempted to maintain their specific languages and traditions.

**B.** Africans in South Carolina who cultivated rice worked in larger groups than in other Southern Colonies. Their isolation from white planters resulted in a more independent African culture, with its own language called Gullah. The language combined English and African words. Using a common language helped Africans from diverse backgrounds develop a new culture in America.

**C.** Whites used brutal means and persuasion to maintain authority over the enslaved Africans. The Africans developed several ways to fight against slavery. Some employed passive resistance, such as work slowdowns; some managed to escape. Sometimes groups of enslaved Africans banded together to resist the slaveholders. In the **Stono Rebellion** in South Carolina, Africans attacked white slaveholders. The local militia ended the rebellion, killing between 30 and 40 of the Africans.

**IV. The Enlightenment and the Great Awakening**

**A.** The **Enlightenment** was a European cultural movement. It challenged the authority of the church in science and philosophy and elevated the power of human reason. The emphasis on logic and reasoning was known as **rationalism.**

**B. John Locke** was an influential Enlightenment writer. He argued that all people had rights, and that society can be improved. French thinker **Jean Jacques Rousseau** argued that a government and its laws should be created by consent of the people **Baron Montesquieu,** another influential Enlightenment writer, argued that to protect people’s liberties, a government should be separated into different branches to provide checks and balances against one another.

**C.** Many American colonists in the 1700s turned to a religious movement called **pietism,** which stressed an individual’s devoutness and emotional union with God. Ministersspread pietism through **revivals,** large public meetings for preaching and prayer.This revival of religious feelings became known as the **Great Awakening. Jonathan Edwards** and **George Whitefield** were two important preachers of the GreatAwakening.

**D.** The Great Awakening led to the development of new churches in New England. It had a great impact on the Southern Colonies, and was especially appealing to backcountry and tenant farmers and to enslaved Africans.