**Key Terms**

1. **Columbian Exchange** – The Columbian Exchange refers to the exchange of plants, animals, and germs between the New World and Europe following the discovery of America in 1492.

   New World crops such as maize (corn), tomatoes, and potatoes had a dramatic effect on the European diet, life span, and population growth. At the same time, Old World domesticated animals such as horses, cows, and pigs had a dramatic impact on the environment in the New World.

   European diseases, such as smallpox, decimated the American Indian population. The demographic collapse enabled the Spanish to more easily gain control over American Indian lands.

2. **Mercantilism** – Economic philosophy guiding Great Britain and other European powers during the seventeenth and eighteenth centuries. It was intended to enable Great Britain to achieve a favorable balance of trade by exporting more than it imported.

   Britain expected to achieve this goal by purchasing raw materials from its North American colonies and then selling them more expensive manufactured goods. A series of Navigation Acts attempted to enforce this policy.

3. **John Winthrop’s “City Upon a Hill”** – Puritan sermon that first expressed the idea of American Exceptionalism – the belief that America has a special mission to be a beacon of democracy and liberty.

4. **First Great Awakening** – A wave of religious revivals that began in New England in the mid-1730s and then spread across all the colonies during the 1740s.

**The First Americans**

I. **Key Concept – Change**: As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.

II. **Key Concept – Consequence**: Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

III. **Arrival and Dispersal**
   a. Ongoing research has challenged the long-held Beringia theory that says the earliest North American residents crossed a land bridge between Siberia and Alaska between 15,000 and 30,000 years ago. More recent scholarship suggests the earliest migrations occurred earlier than believed, by boat along the Pacific coast.

   b. The earliest Americans arrived from Asia and gradually spread through North and South America, reaching the tip of South America by 9,000 BCE.
IV. North American Cultural Regions

a. Pacific Northwest – The abundant natural resources of the Pacific Northwest supported a relatively dense population. Rivers teemed with salmon and other fish providing an easily available source of nutritious food. The thick forests provided wood for housing and boats.
   i. Examples: Haida, Kwakiutl

b. Desert Southwest – The Southwest had a much drier, more challenging environment. The Pueblo built settlements over the Rio Grande and its tributaries. The Hopi lived near cliffs that could be easily defended. People throughout the region lived in multi-story houses made of adobe. They coaxed crops of maize (corn), beans, melons, and squash from sun-arched, but fertile, soil.

c. The Great Plains – The Great Plains are flat open grasslands extending from the Rockies to the Mississippi River. Huge buffalo herds roamed across the vast grasslands. The Pawnee subsisted on a combination of agriculture and hunting buffalo in the spring.

d. Mississippian – The Mississippian cultures of the Midwest built monumental mounds and lived in a network of urban settlements and satellite villages connected by trading networks. Cahokia was the largest North American urban center, and believed to be a major religious center.

e. Eastern Woodlands – Tribes such as the Creek, Choctaw, and Powhatan cleared the forest built villages. They blended hunting and gathering with agriculture based upon the cultivation of maize, squash, and beans.
   i. John White created a detailed engraving of Secotan, an Algonquian village on the Pamlico River in North Carolina. White depicted an agricultural village that devoted two fields to tobacco but saw no need to construct a defensive fence, as they did not have a tradition of personal property rights.

The Spanish Conquest

I. Christopher Columbus – He hoped to discover a new trade route to Asia. He saw no reason to respect or learn about the customs of the American Indians he encountered. Instead, Columbus proposed to Christianize the indigenous people, seize their mineral wealth, and exploit their labor.
II. **The Conquistadores** – Advanced metal weapons, horses, ruthless tactics, and diseases such as smallpox, influenza, and measles enabled the Spanish conquistadores to topple the Aztec and Inca empires.

**The Columbian Exchange**

I. The Columbian Exchange refers to the exchange of plants, animals, and germs between the New World and Europe following the “discovery” by Europeans of America in 1492.

II. New World crops transformed European society by increasing agricultural yields and improving diets, thus stimulating population growth.

III. The Columbian Exchange generated a profitable trans-Atlantic trade that helped spark European economic development by facilitating the shift from feudalism to capitalism.

IV. Old World diseases decimated the American Indian population. Demographers estimate that the American population plummeted by 90 percent or more in the first century of contact with Europe. This demographic collapse enabled European conquest.

**European Colonization**

I. **Key Concept – Change**: Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.

II. **Spanish Colonies** – The Spanish established a New World empire in order to spread their Roman Catholic faith and extend the king’s wealth and power.
   a. The *encomienda* system began in the Caribbean and then spread to Mexico. It enabled Spanish colonial administrators to marshal native labor to support plantation-based agriculture and extract precious metals. It created a brutal system of forced labor.
   
b. Males comprised the majority of Spanish migrants. As a result, intermarriage produced a diverse mixture of Europeans, Africans, and American Indians.
   
c. The Spanish imposed an elaborate racial hierarchy with themselves at the top and American Indians and Africans at the bottom. Mestizos (Spaniard-Indian) and Mulattos (Spanish-African) fell in between. This racial hierarchy determined the legal rights of each caste.
   
d. The Spanish carved out a vast New World empire that stretched from what is today New Mexico to Peru.

III. **French Colonies (North America)** – Explored by sea captains looking for a northwest passage to Asia; included Canada, the entire Mississippi River Valley, and Louisiana.
   a. Settled by traders and trappers who developed a lucrative fur trade with the Indian tribes.
   
b. Christianized by Jesuit priests who did not require American Indian converts to move to missions. The French enjoyed generally cooperative relations with Native American tribes.
c. Populated primarily by male trappers who lived and worked in widely scattered trading posts.

IV. British Colonies (North America) – Settled by a variety of migrants who sought social mobility, economic prosperity, and religious freedom. Religious motives played a dominant role in the New England colonies, while economic motives played a dominant role in the Chesapeake colonies.
   a. Included a long but narrow line of settlements stretching along the Atlantic coast from Massachusetts to Georgia.

   b. Initially peaceful relations with American Indians quickly deteriorated as wars broke out due to conflicts over land and culture.

   c. Populated by families living in compact communities in New England and widely scattered plantations and farms in the Chesapeake region. Young single males initially played a greater role in the Chesapeake colonies. English colonies rarely intermarried with American Indians.

V. Old War diseases and warfare decimated the North American Indian nations.
   a. British conflicts with American Indians over land, resources, and political boundaries led to military confrontations such as the Powhatan War in Virginia and King Philip’s War in New England.

   b. American Indians attempted to survive by utilizing European material goods and forming military alliances with the French and English.

The Chesapeake Colonies

I. General Characteristics –
   a. Jamestown was founded in 1607 by a joint-stock company to make a profit.

   b. Religion played a minor role in the founding of Jamestown.

   c. The scarcity of women and the high rate of men’s mortality strengthened the socio-economic status of women in the Chesapeake colonies.

   d. Virginia’s House of Burgesses was the first representative legislative assembly in British North America.

   e. Lord Baltimore founded Maryland as a refuge for his fellow Roman Catholics. Maryland’s Act of Religious Toleration (1649) was intended to protect the minority rights of Catholics in Maryland from religious persecution by Protestants. The Act was repealed after the Glorious Revolution.

II. Tobacco –
   a. Jamestown tottered on the brink of collapse as about 80 percent of its first colonists died from diseases and malnutrition.

   b. Tobacco enabled the Chesapeake colonies to become economically viable.

   c. The profitable cultivation of tobacco created a demand for a large and inexpensive labor force.
d. Chesapeake Bay planters initially used indentured servants from England.

e. Between 1607 and 1676 indentured servants comprised the chief source of agricultural labor in the Chesapeake colonies.

III. Bacon’s Rebellion, 1676 –
   a. Bacon’s Rebellion exposed tensions between the former indentured servants, who were poor, and the gentry (the genteel class of planters), who were rich.

   b. As planters became more wary of their former indentured servants, they turned to enslaved Africans as a more reliable and cost-effective source of labor.

Slavery in the Colonies

I. Geographic factors – Fertile land, a warm climate, abundant rainfall, and a long growing season enabled ambitious planters to grow tobacco, rice, and indigo as cash crops. Numerous navigable rivers provided convenient and inexpensive routes to transport goods to Atlantic ports such as Norfolk, Charleston, and Savannah.

II. Economic factors – Tobacco “saved” the Chesapeake colonies by turning a profit for investors. As demand in England increased, tobacco production soared from 4 barrels in 1614 to 10 million pounds in 1670. Tobacco required a large supply of inexpensive labor. The spread of tobacco cultivation beyond the Chesapeake colonies created additional demand for slave labor.

III. Growth of slavery – Indentured servants proved to be both unreliable and rebellious. In 1662, Virginia changed its own laws regarding slavery; from that point, slavery became a lifelong, inheritable status. As such, the value of slaves increased over time.
   a. Following Bacon’s Rebellion (1676), planters began to replace indentured servants with imported African slaves. The number of enslaved Africans in Virginia rose from 300 in 1650 to 150,000 or 40 percent of the colony’s 1750 population.

IV. Social factors – A small but powerful group of wealthy planters dominated Southern society. Although the majority of white families in the South did not own slaves, they did aspire to become slave owners.
   a. Impoverished whites felt superior to black slaves thus providing support for the slave system.

   b. Few seventeenth and eighteenth century white colonists questioned human bondage as morally unacceptable.

   c. Resistance to slavery proved to be futile. Following the Stono Rebellion (1739), the South Carolina legislature enacted strict laws prohibiting slaves from assembling in groups, earning money, and learning to read. Other southern states followed South Carolina’s example as laws defined the descendants of African American mothers as black and therefore enslaved for perpetuity.
New England

I. The Puritans – The Puritans were Protestants who wanted to reform or “purify” the Church of England (Anglican Church). They renounced elaborate rituals and argued that a hierarchy of religious leaders was unnecessary.
   a. The Puritans left England to escape political repression, religious restrictions, and an economic recession.

II. “City Upon a Hill” – The Puritans had a powerful sense of mission – to build an ideal Christian society. John Winthrop’s famous “City Upon a Hill” sermon expressed the Puritan belief that they had a special pact with God to build a model Christian society.
   a. “For we must consider that we shall be a city upon a hill, the eyes of all people are upon us. So that if we shall deal falsely with our God in this work we shall have undertaken, and so cause Him to withdraw His present help from us, we shall be made a story and a by-word throughout the world.”
      i. Winthrop’s sermon is often cited as the first example of American exceptionalism, the belief that America has a mission to be a beacon of democratic reform.

III. Religious Dissenters –
   a. Religion occupied a central position in Puritan society. Convinced that they were doing God’s work, the Puritans emphasized religious conformity. Although the Puritans came to America for religious freedom, they did not tolerate outspoken religious dissenters.

   b. The Puritans banished Anne Hutchinson because of her unorthodox religious views. Hutchinson challenged the subordinate role of women in Puritan society and boldly challenged the clergy’s sole ability to interpret the Bible, insisting that “The power of the Holy Spirit dwelleth perfectly in every believer.”
      i. Connections – Hutchinson’s willingness to publicly proclaim her views can be compared with abolitionist women in the 1840s who also asserted their right to speak on behalf of a cause. Hutchinson’s emphasis upon personal salvation was later echoed in the second Great Awakening of the 1830s.

   c. The Puritans banished Roger Williams for his unorthodox religious and political views. Williams championed the cause of religious toleration and freedom of thought. He advocated the separation of church and state, arguing that the state was an inappropriate organization to interfere in matters of faith. Williams founded the Rhode Island colony based upon freedom of religion.

IV. Puritan Society –
   a. Puritans typically migrated to New England in family groups rather than as single individuals.

   b. Puritans typically lived in compact villages clustered around a community meeting house where they met to worship and discuss local issues. These town meetings provided important experience in self-government.

   c. Puritans established a patriarchal society in which women and children played a subordinate role.
d. Puritans valued education as a means to read and understand the Bible. They required each community of 50 or more families to provide a teacher of reading and writing. They founded Harvard College to ensure an adequate supply of trained ministers.

e. Puritan communities strove for a close relationship between civil and religious authorities. Puritan ministers and magistrates enforced a strict code of moral conduct.

V. Relations with Native Americans –
   a. The Puritans did not settle in an uninhabited wilderness. As many as 10,000 American Indians lived in New England.

   b. Initially, coastal Indians taught the newcomers how to plant corn. The native people welcomed the opportunity to exchange furs and food for manufactured goods.

   c. As the Puritans grew in number and strength they expanded their settlements and began to see the native peoples as a “savage people, who are cruel, barbarous, and most treacherous.” Given this new hostile attitude, conflict soon erupted in 1636 when the New Englanders destroyed a Pequot village slaughtering almost 400 people.

   d. Smallpox epidemics soon decimated the American Indian population. By 1675 the population of southern New England tribes fell to below 20,000 people.

   e. Surviving American Indian leaders realized that the English settlers intended to “deprive us of the privileges of our land and drive us to utter ruin.” In 1675, led by Chief Metacom (also known as King Philip), Wampanoags attacked and burned settlements across Massachusetts.
      i. King Philip’s War caused great destruction. The war claimed the lives of about 1,000 settlers or one-tenth of the colony’s male population. In addition, Metacom’s followers destroyed 12 villages and heavily damaged 52 others.
      ii. King Philip’s War had an even greater destructive impact upon the native people, leaving at least 3,000 dead. The survivors were a broken people, living on the social margins of a land that had irrevocably changed.

Mid-Atlantic Colonies

I. Geography – The Middle Colonies enjoyed moderate winters, fertile soil, fine harbors, and a longer growing season than the New England colonies. The Hudson, Delaware, and Susquehanna rivers enabled early settlers to tap into the lucrative interior fur trade.

II. Pennsylvania –
   a. William Penn founded Pennsylvania as a “Holy Experiment” that would serve as a refuge for Quakers.
      i. Quakers were pacifists who refused to bear arms.
      ii. Quakers advocated freedom of worship and accepted a greater role for women in church services.
iii. Quakers opposed slavery and were among America’s first abolitionists.

b. Penn created an unusually liberal colony that included a representative assembly elected by the landowners.

c. Pennsylvania granted freedom of religion and, similar to the colony of Rhode Island, did not have state-supported church.

Penn launched an aggressive advertising campaign that attracted a diverse mix of ethnic and religious groups. By 1700, only Virginia and Massachusetts had larger populations.

### Virginia

- **Geography:** Fertile soil, warm weather, and wide navigable rivers all promoted the cultivation of tobacco as a cash crop.

- **Religion:** Virginia was founded by a joint-stock company to make a profit. Religion did not have a prominent role in the founding of the colony.

- **Economy:** Virginia developed an agricultural economy based upon the cultivation of tobacco as a cash crop. Planters initially used indentured servants, but then turned to enslaved Africans. Virginia's plantation-based economy created a significant disparity in wealth and power between an elite group of tidewater gentry and a much larger group of small farmers.

- **Relations with American Indians:** The Virginia colony began by establishing peaceful relations with the far more numerous and powerful Powhatan Confederacy. However, land and cultural conflicts led to a series of wars. Defeated in battle and weakened by infectious diseases, the Powhatans became a marginal presence in the Virginia colony.

### Massachusetts

- **Geography:** Massachusetts’ rocky soil, cold winters, and short, fast-moving rivers all precluded the growth of plantation agriculture. Instead, small farms grew a healthy mix of crops. The cold weather checked the spread of contagious diseases, thus prolonging life expectancy. A Massachusetts colonist who survived childhood could expect to live to 70, about 25 years longer than a comparable colonist in Virginia.

- **Religion:** Massachusetts was founded by Pilgrims and Puritans committed to building a model Christian society.

- **Economy:** Massachusetts developed a diversified economy that was based upon small farms, shipbuilding, and fishing. The colony imported very few indentured servants or enslaved Africans. It was initially dominated by Puritan ministers.

- **Relations with American Indians:** The Massachusetts colony began by establishing peaceful relations with the indigenous peoples. However, land and cultural conflicts led to a series of wars. Defeated in battle and weakened by infectious diseases, native peoples became a shrinking minority in a land dominated by a rapidly growing colonial population.
Colonial Society 1607-1754

I. **Key Concept – Causation**: The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain’s control.

II. **Mercantilism** – Economic theory
   a. Great Britain attempted to integrate its North American colonies into a cohesive imperial structure based upon the prevailing economic principles of mercantilism.

   b. Mercantilism was intended to enable Great Britain to achieve a favorable balance of trade by exporting more than it imported. Britain expected to achieve this goal by purchasing raw material from its North American colonies and then selling them more expensive manufactured goods.

   c. Mercantilism thus protected English industry while making the colonies dependent upon their mother country.

   a. Navigation Acts stipulated that no ship could trade in the colonies unless it had been constructed in England or the English American colonies. In addition, certain valuable enumerated goods such as sugar, tobacco, rice, and indigo had to be transported from the colonies only to an English or other colony’s port.

   b. The Navigation Acts had the unintended consequence of encouraging the growth of maritime commerce and shipbuilding in New England.

   c. The Navigation Acts were not rigorously enforced. Prior to 1763, a long period of “salutary neglect” enabled enterprising colonial merchants to successfully evade burdensome mercantile regulations. For example, New England merchants reaped great profits trading fish and lumber to French sugar islands. As a result, the colonists developed a growing spirit of economic independence.

IV. **The First Great Awakening** – The First Great Awakening was a wave of religious revivals that began in New England in the mid-1730s and swept across the colonies during the 1740s.
   a. New Light ministers deemphasized ceremony and ritual. Instead, they advocated a spontaneous and emotional religious experience that threatened the authority of traditional Old Light Puritan and Episcopal ministers.


   c. George Whitefield was a particularly charismatic preacher who spread New Light fervor to huge audiences from Georgia to Maine. He castigated the learned but boring Old Light sermons claiming that, “The reason why congregations have been dead, is because they had dead men preaching to
d. Consequences of the Great Awakening:
   i. It led to a greater appreciation of the emotional experience of faith.
   ii. It promoted the growth of New Light institutions of higher learning such as Princeton, Brown, and Dartmouth.
   iii. It added to the growing popularity of traveling ministers.
   iv. It led to divisions within both the Presbyterian and Congregational churches, resulting in growing religious diversity. This greater religious diversity contributed to the adoption of separation of church and state as a founding principle of the United States.
   v. It increased the number of women in church congregations.
   vi. It sparked a renewed missionary spirit that led to the conversion of many slaves.
   vii. It promoted greater independence and diversity of thought that encouraged challenges to political authority during the 1760s and 1770s.

V. Demographic Trends –

a. Decline of the American Indian population – In 1492, as many as 10-20 million indigenous people may have lived in the territory that became the United States. By 1700, contagious disease and warfare reduced that population to less than 2 million people.

b. Growth of the enslaved African population – The number of imported enslaved Africans to North America jumped from 10,000 in the seventeenth century to almost 400,000 in the eighteenth century.
   i. Although slavery was legal in all 13 colonies, about 90 percent of enslaved Africans lived and worked in the South.
   ii. Slaves were able to maintain cultural practices brought from Africa which contributed to the development of a unique, syncretic African American culture.

c. Growth and diversity of the white colonial population – In 1700, fewer than 300,000 whites inhabited the British North American colonies. By 1775, this figure swelled to 2 million. A soaring birth rate accounted for most of the population increase as the colonists doubled their number every twenty-five years.
   i. Emigration from England actually declined between 1700 and 1775 as only 80,000 left their homeland to settle in the 13 colonies.
   ii. While emigration from England declined, arrivals from Scotland and Germany soared. As a result, the colonial population became increasingly diverse.