

Study Guide



Chapter 3, Section 1

For use with textbook pages 84–90

THE SOUTHERN COLONIES

KEY TERMS AND NAMES

- cash crop** crop grown primarily for market (page 85)
- plantations** large commercial estates where many workers lived on the land and cultivated the crops for the landowner (page 85)
- indentured servant** person who agreed to work for an employer in the colonies in exchange for passage to America (page 86)
- Eliza Lucas** discovered suitable conditions for growing indigo, which became an important cash crop for South Carolina (page 86)
- gentry** the wealthy landowners in the South (page 86)
- subsistence farming** system of farming in which farmers produce only enough crops to feed themselves and their families (page 87)
- William Berkeley** governor of Virginia (page 87)
- Royal African Company** English trading company that engaged in the slave trade (page 89)
- Middle Passage** the journey of enslaved Africans across the Atlantic to America (page 89)
- slave code** a set of laws that formally regulated slavery and defined the relationship between enslaved Africans and free people (page 90)

DRAWING FROM EXPERIENCE

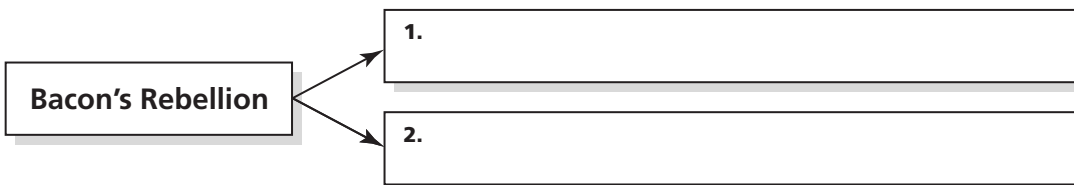
What images come to mind when you hear the word *plantation*? From where did these images come?

In this section, you will learn about the economy that developed in the Southern Colonies. You will also learn how slavery developed there.

ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. Acquiring land was an important issue that led to conflict in the Southern Colonies in the 1600s. Bacon’s Rebellion was one such conflict. List the effects of Bacon’s Rebellion in the space provided.

Effects



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Chapter 3, Section 1 (continued)

READ TO LEARN

- **The Southern Economy** (page 84)

The economy of the Southern Colonies depended on commercial agriculture. Tobacco became the South's first successful **cash crop**, or crop grown primarily for market. Rice and indigo were also important cash crops. They needed the right kind of climate and techniques to be grown. This need resulted in the start of **plantations**, or large commercial estates where many workers lived on the land and cultivated the crops for the landowner.

To be profitable, tobacco farmers needed a large workforce to grow a large crop. The Chesapeake Bay region was perfectly suited for tobacco farming. Tobacco farmers used the rivers of the region to ship their crops.

The Southern Colonies had plenty of land for growing tobacco, but not enough workers. England had many poor tenant farmers without work. Many of these people were willing to sell their labor for a chance to come to America and obtain land. To pay for their journey, these people agreed to become **indentured servants**. The American colonists agreed to pay the cost of the passage and to provide food, shelter, and clothing for the servants until their labor contracts ended. The servants agreed to work for the owners for a certain number of years.

At first, farmers in South Carolina were unable to grow rice because they did not know how to harvest it properly. Then planters began to grow a new type of rice and decided to import enslaved Africans to raise it. Rice soon became a major cash crop.

In the early 1740s, **Eliza Lucas** discovered that indigo, a plant used to make blue dye, could grow on high ground and sandy soil. Indigo could be grown on land unsuitable for rice. It quickly became a good second cash crop.

3. Why did Southern colonists bring indentured servants to the colonies?

- **Southern Society** (page 86)

Very few planters actually became wealthy. Planters who could afford a large labor force and many acres of land could produce a large crop and extend their estates. This resulted in a wealthy elite who controlled most of the land and needed workers to work the land. These wealthy landowners were referred to as the Southern **gentry**. They influenced much of the economy and politics of the region.

Because of the few towns and roads in the region, the Southern plantations were self-contained communities. They included the planters' houses, the

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Chapter 3, Section 1 (continued)

workers' houses, a school, a chapel, and workshops. In the 1600s, plantations were generally small, where the planters and the indentured servants lived. In the early 1700s, when the planters switched from indentured servants to slave labor, the size of the plantations increased.

About half of the indentured servants who came to the Chesapeake region in the 1600s died before receiving their freedom. Even those who became free were rarely able to purchase their own land because of the high cost of a land survey, tools, livestock, and seed. As a result, many indentured servants became tenant farmers. They worked lands they rented from the planter elite.

Those indentured servants who were able to purchase land generally bought the land in the "backcountry" farther inland. The farmers in the backcountry generally worked small plots of land and lived in small houses. They practiced **subsistence farming**, or farming only enough crops to feed their own families. By the late 1600s, Southern society was divided into a wealthy elite at the top and poor backcountry farmers, tenant farmers, indentured servants, and enslaved Africans at the bottom.

4. How was Southern society divided by the late 1600s?

• Bacon's Rebellion (page 87)

By the 1660s, **Sir William Berkeley** controlled the House of Burgesses—Virginia's legislative assembly. By assembling a majority of supporters there, he arranged for the House to limit the vote to people who owned property. This act cut the number of voters in Virginia by half, which angered the backcountry and tenant farmers.

Backcountry farmers wanted to expand their landholdings. By the 1670s, most of the remaining land was claimed by Native Americans in the region known as the Piedmont. Most wealthy planters lived near the coast in the region known as the Tidewater. They did not want to risk war with the Native Americans, so they opposed expanding the colony. This further angered the backcountry farmers.

In 1675 war broke out between backcountry farmers and the Native Americans of the region. Governor Berkeley did not authorize military action. In April 1676, a group of backcountry farmers led by a wealthy planter named Nathaniel Bacon took action. Bacon organized a militia and attacked the Native Americans. The House of Burgesses then authorized Bacon to raise 1,000 troops to attack the Native Americans. The House also restored the vote to all free men.

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Chapter 3, Section 1 (continued)

Bacon was not satisfied with the changes. In July 1676, he and several hundred armed men returned to Jamestown and took power from Berkeley, charging him with corruption. Berkeley raised his own army, and the two sides fought for control of Jamestown. Bacon's Rebellion ended when Bacon became sick and died.

Bacon's Rebellion showed many wealthy planters that they needed to have land available for backcountry farmers in order to keep Virginia society stable. It also resulted in the planters using enslaved Africans more than indentured servants. They used enslaved Africans because they never had to be freed and therefore would never need land. The policies of the English government also encouraged slavery. In 1672 King Charles II granted a charter to the **Royal African Company** to start a slave trade. The English colonists no longer had to purchase enslaved Africans from the Dutch or the Portuguese.

5. How did the policies of the English government help to increase slave labor in Virginia?

- **Slavery in the Colonies** (page 89)

By 1870 between 10 and 12 million Africans were transported by force to the Americas from West Africa. They endured horrible conditions on crammed ships. The passage across the Atlantic Ocean was known as the **Middle Passage**.

When the first Africans arrived in Virginia in 1619, English law did not recognize slavery. As a result, these Africans were treated like indentured servants. As the number of Africans increased in Virginia and Maryland, their status began to change. In 1638 Maryland became the first British colony to recognize slavery. In 1705 Virginia enacted a **slave code**, a set of laws that formally regulated slavery and defined the relationship between enslaved Africans and free people. Other colonies also enacted slave codes. Under these laws, Africans could not own property and could not meet in large numbers. By the early 1700s, slavery had become an accepted institution, especially in the Southern Colonies where the work of enslaved Africans was important to the plantation economy.

6. How were the first Africans to arrive in Virginia in 1619 treated?

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Chapter 3, Section 2

For use with textbook pages 91–97

NEW ENGLAND AND THE MIDDLE COLONIES

KEY TERMS AND NAMES

- Grand Banks** a shallow region in the Atlantic Ocean teeming with fish (page 92)
- fall line** the area where rivers descend from a high elevation to a lower one, causing waterfalls (page 93)
- town meetings** meetings in New England in which town residents met to discuss problems and issues (page 94)
- selectmen** men chosen to manage the affairs of New England towns (page 94)
- meetinghouse** the name given to Puritan churches (page 94)
- bills of exchange** credit slips used by New England and English merchants (page 95)
- triangular trade** a three-way trade established by New England merchants (page 95)
- artisans** skilled workers who manufactured various goods (page 95)
- entrepreneurs** businesspeople who risk their money to earn a profit (page 97)
- capitalists** people who invest their money in new businesses (page 97)

DRAWING FROM EXPERIENCE

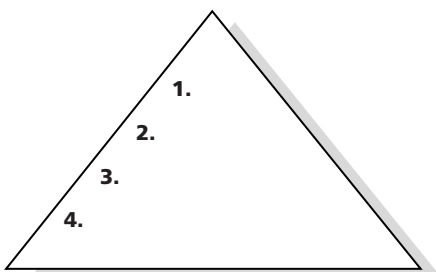
How did the city or community you live in start out? Is it located near a body of water? Is it an important trade or business center?

The last section described the economy of the Southern Colonies. This section discusses the economies of New England and the Middle Colonies.

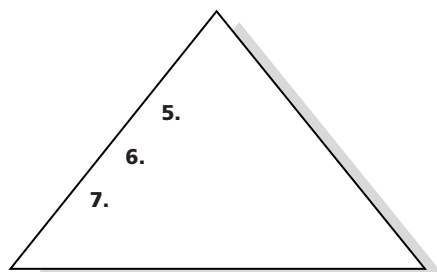
ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. During the early 1700s, distinct social classes developed in New England and the Middle Colonies. List these classes in the diagrams below, listing the highest class at the top.

New England Colonies



Middle Colonies



Study Guide



Chapter 3, Section 2 (continued)

READ TO LEARN

• New England's Economy (page 91)

Unlike in the Southern Colonies, the climate and soil in New England was unsuitable for the development of large plantations. New England farmers practiced subsistence farming. The main crop grown in New England was corn, which was suitable for the region's short growing season and rocky soil. New England farmers also raised livestock.

Because of New England's geography, fishing became a major industry in the region. The **Grand Banks** lay northeast of New England in the Atlantic Ocean. It is a region where the mixing of the warm Gulf Stream and the cold North Atlantic produced an environment favorable to plankton. Plankton is an important food for fish and whales. During colonial times, many kinds of fish flourished in the Grand Banks.

New England's coastline had many good harbors and plenty of timber for building fishing boats. Nearly every coastal town had a fishing fleet. Whaling was also an important industry. The whale's blubber, intestines, and bones were used to make a variety of products.

Forests covered much of New England. 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 were used to power sawmills. The lumber was then transported down river to the coast and then shipped to other colonies and to England. The lumber was used to make goods such as furniture and barrels. It was also used to build ships. Shipbuilding became another important industry in New England.

8. What industries became important in the New England colonies?

• Life in New England's Towns (page 93)

The town was the center of New England society. It determined how the land was settled and how the people were governed. The residents of towns met to discuss local problems and issues. These **town meetings** eventually became the local town government. Anyone could attend a town meeting, but only men who were granted land by the town could vote.

The men who were chosen to run the town's affairs were called **selectmen**. They appointed other officials the town needed. Town meetings led people to believe that they had a right to govern themselves. They helped set the stage for democratic government in the colonies.

New England Puritans were expected to attend Sunday worship at the **meetinghouse**, or church. They were expected to obey strict rules that regulated most activities of daily life. Puritans also felt that they had a duty to watch

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Chapter 3, Section 2 (continued)

over the moral behavior of others. Although Puritans appeared to be intolerant and rigid, they did enjoy activities that were fun.

9. Why were town meetings important?

• Trade and the Rise of Cities (page 95)

New England produced few products that England wanted. However, England produced many goods that New England colonists wanted. To get these goods, New England merchants had to sell products from New England somewhere else in exchange for goods that England wanted. The sugar plantations in the Caribbean wanted to buy New England's fish and lumber. The planters would pay for the goods by trading sugar or by giving the New England merchants **bills of exchange**. These were credit slips that English merchants had given the planters in exchange for sugar. The New England merchants would take the bills back to New England and trade them to English merchants for their manufactured goods. The three-way trade New England merchants developed with the Caribbean colonies is an example of **triangular trade**.

The development of trade in the colonies led to the growth of America's first cities, such as Philadelphia and Charles Town. Distinct social classes developed in these cities. Wealthy merchants made up the top social class. This class was a minority of the urban population. **Artisans**, or skilled workers who manufactured goods, made up about half of the population. Artisans included carpenters, masons, silversmiths, and glassmakers. Innkeepers and people who owned their own businesses were part of the same social class as artisans. Below the artisan class were the people without skills or property. They included servants, street sweepers, and people who loaded ships. Below this social class were indentured servants and enslaved Africans.

The rapid growth of cities created problems such as overcrowding, pollution, and crime. City governments created specific departments to deal with these problems. Various charities tried to help the growing number of poor people in the cities.

10. How did New Englanders get the manufactured goods they wanted from England?

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Chapter 3, Section 2 (continued)

- **Society in the Middle Colonies** (page 96)

Unlike the New England Colonies, the Middle Colonies had abundant rich soil and a long growing season suitable for farming. Farmers grew a variety of crops, but wheat became the main cash crop. The Middle Colonies had three wide rivers that ran deep into the region’s interior. The rivers allowed farmers to move their goods to the Atlantic coast to ship to other markets. Small ships sailed along the rivers, exchanging European goods for wheat and flour. Towns, which later developed into cities such as New York, began near the places where the rivers emptied into the oceans.

In the early 1700s, Europe experienced a population explosion. Many Europeans immigrated to America, particularly to the Middle Colonies. The increased number of people in Europe created a big demand for wheat to feed these people. As a result, wheat prices in the Middle Colonies soared, making these colonies very profitable.

The wheat trade and the increase of new settlers changed society in the Middle Colonies. Some farmers became very wealthy by hiring immigrants to work their land and grow large amounts of wheat for sale. Other colonists grew wealthy by becoming **entrepreneurs**. These were businesspeople who risked their money buying land and equipment that they sold to the new immigrants for a profit. The wheat boom also created a new group of **capitalists**, people who had money to invest in new businesses. Most farmers in the Middle Colonies, however, did not become wealthy.

As in New England, distinct social classes developed in the Middle Colonies. Wealthy entrepreneurs made up the highest social class. Small farmers who made a small profit from their land made up the middle class. At the bottom of society were people who either rented land or worked for wages.

11. How did the geography of the Middle Colonies help make the colonies prosperous?

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Chapter 3, Section 3

For use with textbook pages 98–102

THE IMPERIAL SYSTEM

KEY TERMS AND NAMES

mercantilism a set of ideas about the world economy and how it works (page 98)

Charles II King of England who wanted to generate wealth for England by regulating trade in the colonies (page 99)

James II King of England who continued to assert royal authority over American colonies (page 100)

Dominion of New England a royal province created from the merger of Connecticut and Rhode Island with Massachusetts and Plymouth (page 100)

Glorious Revolution the bloodless change of power that occurred in England when William and Mary became the monarchs (page 101)

natural rights rights that all people are born with (page 102)

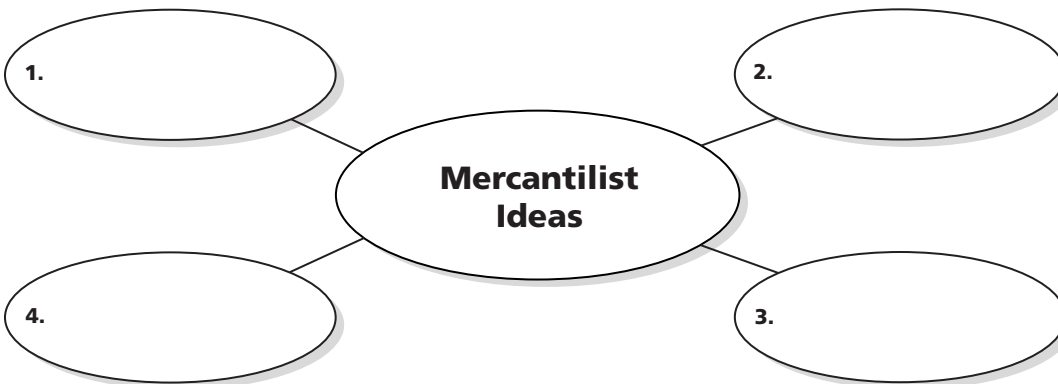
DRAWING FROM EXPERIENCE

What rights do you think all people have? What rights do you have as a student in your school? As a member of your community?

The last section described the economy of New England and the Middle Colonies. This section discusses the measures that England adopted to make the American colonies more profitable.

ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. Mercantilism was a popular idea in the 1600s and 1700s. List some of the major ideas of mercantilism.



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Chapter 3, Section 3 (continued)

READ TO LEARN

- **Mercantilism** (page 98)

Mercantilism, a set of ideas about the world economy and how it works, was very popular in the 1600s and 1700s. Mercantilists believed that a country could become wealthy by accumulating gold and silver. It could do this by selling more goods to other countries than it bought from them. By doing so, more gold and silver would flow into the country than would flow out. Mercantilists also believed that a country should establish colonies in order to buy raw materials from the colonies and, in turn, sell them manufactured goods. Mercantilism benefited colonies by giving them a ready market for their raw materials. The drawback, however, was that it prevented colonies from selling their goods to other nations. Also, if a colony did not make goods that the home country needed, then that colony could not accumulate the gold and silver it needed to buy manufactured goods. The New England Colonies had that problem, which made them turn to triangular trade.

At first England did not pay much attention to its American colonies. When **King Charles II** came to the throne, he decided to regulate trade with the colonies in order to bring wealth to England. In 1660 he asked Parliament to pass a navigation act. The act said that all goods coming in and out of the colonies had to be carried on English ships. The act also listed specific raw materials that could be sold only to England or to other English colonies. The list included the major goods that earned money for the colonies. The colonists disliked the act. They believed that it forced them to deal with English merchants who charged them high prices and caused them to reduce their profits. Another navigation act said that all merchants bringing European goods to the colonies had to stop in England, pay taxes, and then ship the goods on English ships.

Colonial merchants were angry, and many broke the new laws. Parliament set up inspectors in the colonies to report back to England. However, England had a problem enforcing the laws. As a result, King Charles appointed a committee to oversee colonial trade. The members found out that Massachusetts was ignoring the Navigation Acts. Ships from other countries were docked in Boston harbor and the colonists were smuggling goods to Europe, the Caribbean, and Africa. The Massachusetts governor said that Massachusetts was not required to obey laws unless they benefited the colony. King Charles responded by taking away the colony's charter and making it a royal colony.

James II, who succeeded Charles as king, went even further in punishing the colonies. Under his authority, England merged Massachusetts, Plymouth, and Rhode Island together to create a new royal province called the **Dominion of New England**. Later, England added Connecticut, New Jersey, and New York to the province.

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Chapter 3, Section 3 (continued)

The Dominion was to be run by a governor-general and councilors appointed by the king. They had the power to make laws and impose taxes. The colonial assemblies were abolished. The king appointed Sir Edmond Andros the first governor-general. His harsh rule made nearly everyone in New England angry.

5. Why did England pass the Navigation Acts?

• The Glorious Revolution of 1688 (page 100)

The English people were growing suspicious of King James II. He rejected the advice of Parliament and offended many of them by openly practicing Catholicism. Some people worried that England would experience another civil war.

Most people expected that James would be succeeded by his Protestant daughter Mary and her Dutch husband, William. However, their hopes were shattered when James's second wife gave birth to a son, who would now be the heir to the throne and would be raised Catholic. News of the birth caused protests. Not willing to risk a Catholic dynasty, Parliament asked William and Mary to take the throne. When William arrived, James fled the country. This bloodless change of power became known as the **Glorious Revolution**.

In 1689 Parliament enacted the English Bill of Rights. It outlined the powers the king did not have and the rights that people did have, such as the right to petition the king and the right to a fair jury in legal cases. Parliament also passed the Toleration Act, which granted freedom of religion to all Protestants but not to Catholics and Jews.

As soon as the Massachusetts colonists learned about James II, an uprising occurred in Boston. The colonists seized Andros and sent him back to England. The new monarchs permitted Rhode Island and Connecticut to resume their previous form of government, but they issued a new charter for Massachusetts. This charter combined Massachusetts Bay Colony, Plymouth Colony, and Maine into the royal colony of Massachusetts. The new charter allowed the people in the colony to elect an assembly, but the governor was to be appointed by the king. Only people who owned property could vote, but they did not have to be members of a Puritan congregation.

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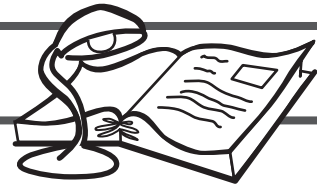


Chapter 3, Section 3 (continued)

During the Glorious Revolution, a political philosopher named John Locke wrote a book entitled *Two Treatises of Government*. In the book, Locke argued that a monarch's right to rule had to come from the people. He said that all people were born with certain **natural rights**. These included the right to life, liberty, and property. He said that people came together to create a government to protect their rights. In return, the people agreed to obey the government's laws. He also said that if a government violated the people's rights, the people were justified in changing their system of government. Locke's ideas influenced American colonists, who would use these ideas to start a revolution against Great Britain.

6. According to John Locke, why did people create a government?

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Chapter 3, Section 4

For use with textbook pages 104–109

A DIVERSE SOCIETY

KEY TERMS AND NAMES

Cotton Mather a Puritan leader who helped inoculate Bostonians against smallpox (*page 105*)

Pennsylvania Dutch German immigrants in Pennsylvania (*page 106*)

Stono Rebellion rebellion by enslaved people against white slaveholders in South Carolina (*page 107*)

Enlightenment a movement that challenged the authority of the church in science and philosophy while elevating the power of human reason (*page 108*)

Great Awakening a religious movement that stressed dependence on God and gained appeal among farmers, workers, and enslaved people (*page 108*)

rationalism an emphasis on logic and reasoning (*page 108*)

John Locke one of the earliest and most influential Enlightenment writers (*page 108*)

Montesquieu political philosopher who believed in separation of powers in government (*page 108*)

pietism a movement that stressed an individual's devoutness and an emotional union with God (*page 108*)

revivals large public meetings for preaching and prayer (*page 108*)

Jonathan Edwards Preacher of the Great Awakening (*page 108*)

George Whitefield Preacher of the Great Awakening (*page 108*)

DRAWING FROM EXPERIENCE

What is a culture? What traditions and customs does your culture have?

The last section described the attempts by the English government to control colonial trade. This section describes the diverse society that developed in the American colonies.

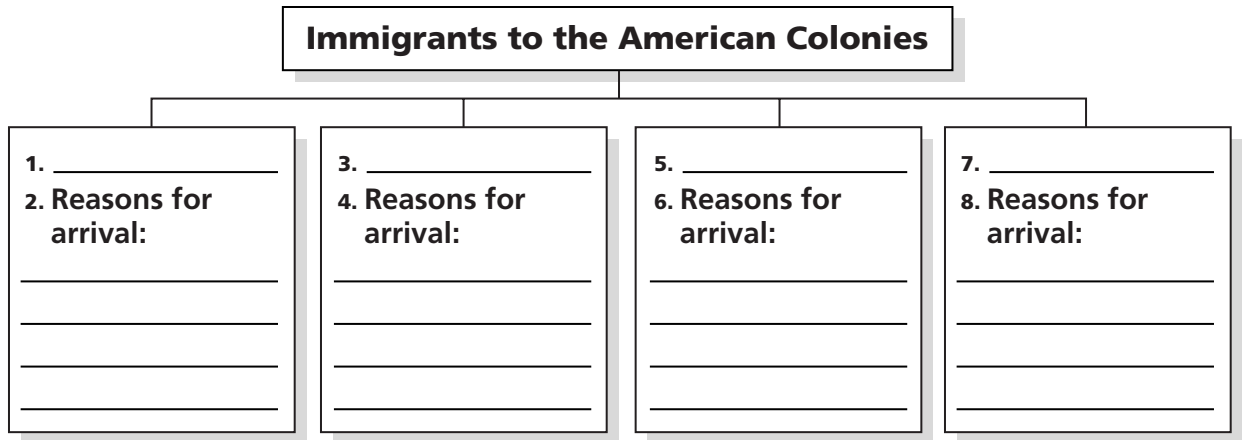
Study Guide



Chapter 3, Section 4 (continued)

ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. A large number of immigrants came to the colonies, leading to a rapid increase in the population. In the spaces provided, list four groups of immigrants and the reasons for their arrival in the colonies.



READ TO LEARN

- **Family Life in Colonial America** (page 104)

The population of the American colonies increased dramatically by the mid-1700s. People in the colonies were having large families, and many immigrants were arriving in America.

Women in the American colonies had few legal rights, particularly married women. A woman could not own anything, and all the property she brought into the marriage became her husband's. Married women could not make a contract or file a lawsuit. Single women had more rights. They could own property, file lawsuits, and run businesses. By the 1700s, the status of married women in the colonies improved.

American colonists frequently suffered diseases. Colonial cities were hard hit by epidemics. In 1721 a smallpox epidemic swept through Boston. Reverend **Cotton Mather**, a Puritan leader, used information from his reading and the knowledge of enslaved Africans to develop an inoculation for smallpox.

9. What accounted for the increase in population in the colonies in the late 1600s?

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Chapter 3, Section 4 (continued)

• Immigrants in Colonial America (page 105)

Many immigrants arrived in the colonies in the 1700s. German immigrants came to Pennsylvania in search of religious freedom. By 1775 Germans, known as the **Pennsylvania Dutch**, made up about one-third of the population. They became some of Pennsylvania's most prosperous farmers.

The Scotch-Irish were descendants of the Scots who helped England claim control of Northern Ireland. Many left Ireland for the American colonies to escape rising taxes, poor harvests, and religious discrimination. Although Scotch-Irish settled in many colonies, many migrated to the frontier where they occupied vacant land.

Jews first arrived in the Dutch colony of New Netherland in the mid-1600s. They came to the colonies to practice their religion without persecution. Most Jews lived in colonial cities.

10. What reasons did immigrants have for coming to the American colonies?

• Africans in Colonial America (page 106)

Africans arrived in the colonies from many parts of West Africa. They tried to keep their own languages and traditions. In South Carolina, where rice farming needed a large workforce, Africans worked in larger groups than in other Southern Colonies. Because these Africans were isolated from the white planters, they developed their own language called Gullah. It combined English and African words and allowed Africans from a variety of regions to talk to one another. Using a common language helped Africans develop a new culture in America.

In both South Carolina and Virginia, planters used harsh and cruel means to control the enslaved Africans, but in Virginia the planters also used persuasion. Planters organized night patrols to watch for rebellions and runaways. Although slaveholders tried to force enslaved Africans to obey, Africans developed many ways to fight back against slavery. Some ran away or even bought their freedom, while others would refuse to work hard or staged work slowdowns. Sometimes groups of enslaved people banded together to resist slaveholders. In the 1730s, the governor of Spanish Florida promised freedom and land to any enslaved African who fled to Florida. In 1739, 75 Africans gathered near the Stono River, attacked their white overseers, and fled toward Florida. They attacked whites as they traveled. The local militia ended the **Stono Rebellion**, killing between 30 and 40 of the Africans.

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Chapter 3, Section 4 (continued)

11. How did Africans develop a new culture in America?

• The Enlightenment and the Great Awakening (page 108)

Two European cultural movements influenced the American colonies. The **Enlightenment** challenged the authority of the church in science and philosophy while elevating the power of human reason. A religious movement, which became known as the **Great Awakening**, stressed dependence on God.

The Enlightenment thinkers believed that people could apply natural laws to social, political, and economic relationships, and that people could figure out these laws if they used reason. This emphasis on logic and reasoning was known as **rationalism**.

John Locke was an influential Enlightenment writer. He argued that people were not born sinful, as the Church claimed. Instead he believed that society and education could make people better. French thinker Jean Jacques Rousseau argued that people should form a government and make their own laws. Baron **Montesquieu** was an Enlightenment thinker who suggested that the powers of government should be separated into three branches in order to protect people’s freedom. This thinking influenced the writers of the American Constitution.

Many Americans followed a religious movement called **pietism**, which stressed an individual’s devoutness and union with God. Ministers spread pietism through **revivals**, which were large public meetings for preaching and prayer. This rebirth of religious feelings became known as the Great Awakening. Two preachers of the Great Awakening were **Jonathan Edwards** and **George Whitefield**. Both preachers led religious revivals throughout the colonies.

A central idea of the Great Awakening was that people had to be “born again,” or have an emotional experience that brings a person to God. Whitefield warned that it was dangerous to listen to ministers who had not been born again. This idea led to tensions in established colonial congregations. Churches that accepted the new ideas, such as the Baptists and Methodists, saw an increase in their membership.

The Great Awakening had a great impact on the South, particularly among backcountry and tenant farmers. Baptist preachers condemned slavery and welcomed enslaved Africans at their revivals. As a result, thousands of enslaved Africans joined Baptist congregations. This angered the white planters, who feared that they would lose control of their workforce.

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Chapter 3, Section 4 *(continued)*

12. Why did many enslaved Africans join Baptist congregations?
