

## Section 2

Step-by-Step Instruction

### Review and Preview

Students have studied how reformers worked to end many problems in society. Now they will read how this reform effort focused on ending slavery.

### Section Focus Question

#### How did abolitionists try to end slavery?

Before you begin the lesson for the day, write the Section Focus Question on the board. (Lesson focus: Abolitionists used many different methods, including publishing books, newspapers, and pamphlets; holding rallies; and helping enslaved people escape. Former slaves shared their experiences, and a colony for free African Americans was started in Liberia. Politicians spoke against slavery in Congress.)

### Prepare to Read

#### Build Background Knowledge

L2

In this section, students will learn about the struggles to end slavery in the mid-1800s. Discuss with students why slavery was a target of reform in this period. Use the Idea Wave strategy (TE, p. T24) to elicit student ideas.

#### Set a Purpose

L2

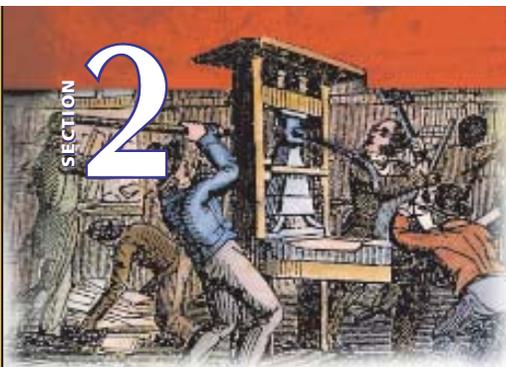
- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements True or False.

**All in One Teaching Resources, Unit 4,** Reading Readiness Guide, p. 47

- Have students discuss the statements in pairs or groups of four, then mark their worksheets again. Use the Numbered Heads strategy (TE, p. T24) to call on students to share their group's perspectives. The students will return to these worksheets later.

#### Answer

**Checkpoint** Northern states began to make it illegal after the Revolution. By the end of 1804, every northern state had ended or pledged to end slavery.



#### An Abolitionist's Plea

“Cease to oppress. . . Bind him no longer by the cords of slavery, but with those of kindness and brotherly love.”

— John Greenleaf Whittier,  
1833 pamphlet opposing slavery

◀ Rioters destroy an abolitionist's press.

## The Fight Against Slavery

#### Objectives

- Describe efforts in the North to end slavery.
- Discuss the contributions of William Lloyd Garrison, Frederick Douglass, and other abolitionists.
- Describe the purpose and risks of the Underground Railroad.
- Explain why many people in the North and South defended slavery.

#### Reading Skill

##### Form an Opinion Based on Evidence

You can use details and evidence in primary and secondary sources to help you form opinions about history. Remember that primary sources come from people who saw or experienced events, whereas secondary sources (such as this textbook) build on many sources to recount historical information.

#### Key Terms and People

abolitionist  
William Lloyd  
Garrison

Frederick Douglass  
Harriet Tubman

**Why It Matters** Since colonial times, some Americans had opposed the enslavement of people. They condemned slavery on religious and moral grounds. In the mid-1800s, the reforming spirit spurred a vigorous new effort to end slavery.

**Section Focus Question: How did abolitionists try to end slavery?**

#### Roots of the Antislavery Movement

A number of prominent leaders of the early republic, such as Alexander Hamilton and Benjamin Franklin, opposed slavery. They believed that slavery violated the most basic principle of the Declaration of Independence, “that all men are created equal.”

**Slavery Ends in the North** In 1780, Pennsylvania became the first state to pass a law that gradually eliminated slavery. By 1804, every northern state had ended or pledged to end slavery. Congress also outlawed slavery in the Northwest Territory. As a result, when Ohio entered the Union in 1803, it became the first state to ban slavery in its state constitution.

**The Colonization Movement** The American Colonization Society, established in 1817, was an early antislavery organization. This society proposed that slaves be freed gradually and transported to Liberia, a colony founded in 1822 on the west coast of Africa.

The colonization movement did not work. Most enslaved people had grown up in the United States and did not desire to leave. By 1830 only about 1,400 African Americans had migrated to Liberia.

**Checkpoint** How did slavery end in the North?

### Differentiated Instruction

#### L1 Less Proficient Readers

#### L1 Special Needs

**Comprehension Aid** Before reading the section, have students go through it and write down each heading to create an outline. As they read, have them jot down important words, concepts, or people they want to remember or questions they may

have about the content under each heading. Check with students to see what questions they have. Encourage them to try to answer them on their own before asking for help from you.

## Growing Opposition to Slavery

The Second Great Awakening inspired further opposition to slavery. Many people were influenced by the preaching of Charles Finney, who condemned slavery. By the mid-1800s, a small but growing number of people were **abolitionists, reformers who wanted to abolish, or end, slavery**. Rejecting gradual emancipation, abolitionists called for a complete and immediate end to slavery.

**Garrison** One of the most forceful voices for abolition was **William Lloyd Garrison**. A Quaker, he strongly opposed the use of violence to end slavery. Still, Garrison was more **radical** than many others, because he favored full political rights for all African Americans.

In 1831, Garrison launched an abolitionist newspaper, the *Liberator*. It became the nation's leading antislavery publication for 34 years, ending only when slavery itself ended.

Garrison cofounded the New England Anti-Slavery Society, which later became the American Anti-Slavery Society. Leaders of this group included Theodore Weld, a minister who had been a pupil of Charles Finney. Weld brought the zeal of a religious revival to antislavery rallies. Other members included Sarah and Angelina Grimke, daughters of a South Carolina slaveholder.

**African American Abolitionists** Prominent African Americans in the North took a leading role in the abolitionist movement. In 1829, David Walker published his *Appeal: to the Coloured Citizens of the World*. This strongly worded pamphlet urged enslaved people to rebel, if necessary, to gain their freedom.

### Vocabulary Builder

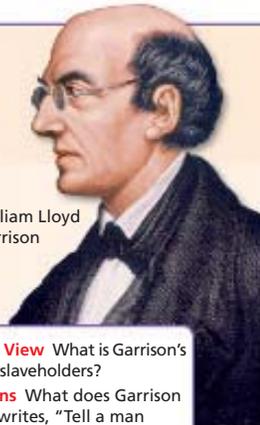
**radical** (RAD ih kul) **adj.** favoring extreme change

### The Liberator

“Let Southern oppressors tremble—let all the enemies of the persecuted blacks tremble. . . . On this subject, I do not wish to think, or to speak, or write, with moderation. No! No! Tell a man whose house is on fire to give a moderate alarm . . . but urge me not to use moderation in a cause like the present. I am in earnest—I will not equivocate—I will not excuse—I will not retreat a single inch—AND I WILL BE HEARD.”

—William Lloyd Garrison, *Liberator*, January 1831

William Lloyd Garrison



#### Reading Primary Sources

#### Skills Activity

In the above excerpt from the first issue of the *Liberator*, William Lloyd Garrison vows to take a firm stand against slavery.

- (a) **Detect Points of View** What is Garrison's attitude toward slaveholders?
- (b) **Draw Conclusions** What does Garrison mean when he writes, “Tell a man whose house is on fire to give a moderate alarm”?

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### Vocabulary Builder

Use the information below to teach students this section's high-use words.

#### High-Use Word Definition and Sample Sentence

<b>radical</b> , p. 423	<b>adj.</b> favoring extreme change The signing of the Declaration of Independence was seen as a <b>radical</b> act by the English Parliament.
<b>via</b> , p. 424	<b>prep.</b> by way of Settlers went west <b>via</b> the Great Wagon Road.

## Teach

### Roots of the Antislavery Movement

### Growing Opposition to Slavery

pp. 422–423

#### Instruction

L2

- **Vocabulary Builder** Before teaching this section, preteach the High-Use Words **radical** and **via** using the strategy on p. T21.
  - **Key Terms** Have students continue to fill in the See It–Remember It chart for the Key Terms in this chapter.
  - Read *Roots of the Antislavery Movement* and *Growing Opposition to Slavery* using the Oral Cloze strategy (TE, p. T22).
  - Ask students how abolitionists tried to end slavery. (*Possible answers include: They published books, newspapers, and pamphlets; held rallies; and proposed a constitutional amendment that would ban slavery in any new state joining the Union.*)
  - To help students better understand the concept of abolition, which is important to the understanding of this chapter, use the Concept Lesson *Abolition*. Provide students with copies of the Concept Organizer.
  - Have students complete the worksheet *The Grimke Sisters*. Have students discuss the different points of view about slavery.
- All in One Teaching Resources, Unit 4**, Concept Lesson, p. 57; Concept Organizer, p. 6; *The Grimke Sisters*, p. 52

#### Independent Practice

Have students begin filling in the study guide for this section.

#### Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure they understand the growing abolition movement.

#### Answers

**Reading Primary Sources** (a) He thinks they are evil oppressors and enemies. (b) Slavery is as awful a disaster as a person's house burning, so telling him to be patient is impossible.

# The Underground Railroad

## Opposing Abolition

pp. 425–426

### Instruction

L2

- With students, read *The Underground Railroad* and *Opposing Abolition*. Remind students to look for details that answer the reading Checkpoint question.
- Ask students how the Underground Railroad worked. (*Leaders called “conductors” led enslaved people trying to escape from one “station” to the next.*)
- Discuss Harriet Tubman’s role in the Underground Railroad. Ask: **Why was Harriet Tubman nicknamed the “Black Moses”?** (*Possible answer: Like Moses in the Bible, Harriet Tubman helped lead her people out of slavery.*)
- Ask: **How did supporters of slavery fight abolition?** (*with violence, by claiming that slaves were better off than northern factory workers, and by passing a “gag rule” in Congress that prevented discussion of antislavery petitions*)
- Discuss with students how reliance on cotton in the North and South helped keep slavery alive. (*Possible answer: The free labor from slavery helped both regions make money from cotton.*)

### Form an Opinion Based on Evidence

What is your opinion of Frederick Douglass’s speech? Do you think it was an effective statement against slavery? Use evidence to support your opinion.



Antislavery medallion

**Vocabulary Builder**  
via (VEE ah) prep. by way of

Perhaps the most powerful speaker for abolitionism was **Frederick Douglass**. Born into slavery, Douglass had broken the law by learning to read. He later escaped to freedom in the North. Garrison and other abolitionists encouraged Douglass to describe his experiences at antislavery rallies. Douglass told one crowd:

“I appear this evening as a thief and a robber. I stole this head, these limbs, this body from my master, and ran off with them.”

—Frederick Douglass, speech, 1842

By appearing in public, Douglass risked being sent back into slavery. Yet, he continued to speak before larger and larger audiences. He also published his own antislavery newspaper, the *North Star*.

**A Former President Takes a Stand** Abolitionists won the support of a few powerful people. Former President John Quincy Adams, now a member of Congress, read antislavery petitions from the floor of the House of Representatives. In 1839, Adams proposed a constitutional amendment that would ban slavery in any new state joining the Union. However, the amendment was not passed.

Two years later, Adams made a dramatic stand against slavery. Captive Africans aboard the slave ship *Amistad* had rebelled, killing the captain and ordering the crew to sail back to Africa. Instead, the crew sailed the ship to America. The 73-year-old Adams spoke to the Supreme Court for nine hours and helped the captives regain their freedom.

**Checkpoint** What role did Frederick Douglass play in the abolitionist movement?

## The Underground Railroad

Some courageous abolitionists dedicated themselves to helping people escape from slavery. They established a system known as the Underground Railroad. Despite its name, it was neither underground nor a railroad. It was a network of people—black and white, northerners and southerners—who secretly helped slaves reach freedom.

Working for the Underground Railroad was illegal and dangerous. “Conductors” led fugitive slaves from one “station” to the next. Stations were usually the homes of abolitionists, but might be churches or caves. Supporters helped by donating clothing, food, and money to pay for passage on trains and boats. Many people risked their lives to help runaway slaves. Levi Coffin, an Indiana Quaker, assisted more than 3,000 fugitives.

**Harriet Tubman**, who had herself escaped from slavery, escorted more than 300 people to freedom via the Underground Railroad. Tubman was nicknamed the Black Moses after the biblical leader who led the Israelites out of slavery in Egypt. She proudly told Frederick Douglass that, in 19 trips to the South, she “never lost a single passenger.” Slave owners promised a \$40,000 reward for her capture.

## Answers

**Reading Skill** Answers will vary, but should be supported by details from the quote.

**Checkpoint** He made public speeches describing his experiences as a slave and published the abolitionist newspaper *The North Star*.

## Differentiated Instruction

**L1 English Language Learners** **L1 Special Needs**

**The Underground Railroad** To help students understand the extent and activities of the Underground Railroad, assign the worksheet *The Underground Railroad* after the class has read the section but before you begin the class discussion. Make sure students understand that the

routes went from south to north. Have students add arrows pointing north to the routes on the map to clarify. Ask students to describe some of the routes in the Underground Railroad for the class.

**All in One Teaching Resources**, The Underground Railroad, p. 54

● INFOGRAPHIC

# The UNDERGROUND RAILROAD

As many as 50,000 African Americans escaped from slavery in the South to freedom in the North or in Canada via the Underground Railroad.

**Critical Thinking: Identify Costs and Benefits** What were the risks of helping fugitive slaves escape? Why do you think conductors on the Underground Railroad chose to take those risks?

This song contained ► directions for escaping slaves. The “drinking gourd” is the Big Dipper.

*“The riverbank makes a very good road.  
The dead trees will show you the way.  
Left foot, peg foot, traveling on,  
If you follow the drinking gourd.”*



### Explore More Video

To learn more about how African Americans escaped slavery, view the video.



Harriet Tubman, the ► most famous conductor on the Underground Railroad

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## Explore More Video

### Discovery School Video

**The Underground Railroad** This video looks at the network of people who helped enslaved African Americans escape to the North—and freedom—in the years before the Civil War. It explains the coded words used by participants in the Underground Railroad to hide their actions and highlights the activities of abolitionists Thomas Garrett and Harriet Tubman, who had herself escaped from slavery.

### Independent Practice

Have students complete the study guide for this section.



**Interactive Reading and Notetaking Study Guide**, Chapter 12, Section 2 (Adapted Version also available.)

### Monitor Progress

- As students complete their work on the Notetaking Study Guide, circulate to make sure individuals understand the Underground Railroad and the forces abolitionists had to fight.
- Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.

**All in One Teaching Resources, Unit 4**, Reading Readiness Guide, p. 47

## History Background

### L3 Advanced Readers

**Harriet Tubman** Have students visit the library to locate a copy of the biography *Harriet Tubman: Guide to Freedom*, by Ann Petry. After reading, have students use

### L3 Gifted and Talented

what they learned to make a timeline of important events in Tubman’s life. Ask them to share how she was influenced by some of these key events.

## Answer

**Identify Costs and Benefits** People helping slaves escape risked being arrested or killed. They believed it was the right thing to do.

## Assess and Reteach

### Assess Progress

L2

Have students complete Check Your Progress. Administer the Section Quiz.

**All in One Teaching Resources, Unit 4,**  
Section Quiz, p. 59

To further assess student understanding, use the Progress Monitoring Transparency.

**Progress Monitoring Transparencies,**  
Chapter 12, Section 2

### Reteach

L1

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

**Interactive Reading and Notetaking Study Guide,** Chapter 12,  
Section 2 (Adapted Version also available.)

### Extend

L3

To extend the lesson, have students use the Internet to research the antislavery movement. Then have students create antislavery posters based on the ideas and techniques of abolitionists. Provide students with the Web code below.

#### Extend Online

For: Help in starting the activity  
Visit: PHSchool.com  
Web Code: mye-0212

#### Progress Monitoring Online

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

### Answers

**Checkpoint** “Conductors” led escaped people to “stations” along the way to freedom.

**Checkpoint** They depended on cotton produced by slave labor.

Each year, hundreds of slaves moved along the Underground Railroad to freedom in the North or in Canada. In total, perhaps as many as 50,000 gained their freedom in this way.

**Checkpoint** How did the Underground Railroad work?

### Opposing Abolition

Abolitionists faced powerful obstacles in the North as well as in the South. Many northerners profited from the existence of slavery. Northern textile mill owners and merchants relied on the cotton produced by southern slave labor. Northern workers feared that freed slaves might come north and take their jobs.

Such fears sometimes prompted violence against abolitionists. Mobs attacked antislavery meetings. In 1835, William Lloyd Garrison was dragged through the streets of Boston with a rope around his neck.

As you have read, southerners had long defended slavery as a positive force. Now, as support for abolition grew louder, they went on the offensive. The state of Georgia offered a \$5,000 reward for the arrest and conviction for libel of William Lloyd Garrison. Southerners in Congress won passage of a “gag rule” that blocked discussion of antislavery petitions. John Quincy Adams unsuccessfully fought for repeal of the gag rule.

**Checkpoint** Why did some northerners oppose abolition?

**Looking Back and Ahead** By the 1840s, the North and the South were increasingly divided by the issue of slavery. Abolitionists succeeded in making converts in the North. Slavery was spreading along with the cotton boom in the South.

#### Progress Monitoring Online

For: Self-test with instant help  
Visit: PHSchool.com  
Web Code: mya-4082

## Section 2 Check Your Progress

### Comprehension and Critical Thinking

- (a) **List** What solutions did the American Colonization Society propose to end slavery?

(b) **Explain Problems** Why did most African Americans reject the society’s goals?
- (a) **Identify** Which groups in the North were opposed to abolition? Why?

(b) **Identify Alternatives** How might the concerns of these groups have been calmed?

### Reading Skill

- Form an Opinion Based on Evidence** Henry Brown mailed himself to freedom in a crate. What do you think was important to him? Use evidence quoted from his own narrative to form your opinion: “I was . . . placed on my head. . . . In this dreadful position, I remained the space of an hour and a half . . . my eyes were almost swollen out of their sockets, and the veins on my temples seemed ready to burst. I made no noise, however, determining to obtain “victory or death.”

### Key Terms

- Write two definitions for the key term **abolitionist**. First, write a formal definition for your teacher. Second, write a definition in everyday English for a classmate.

### Writing

- Choose three details from Section 2 that support the topic sentence that follows. Then, write a paragraph developing the topic based on these details.  
**Topic sentence:** Abolitionists used a variety of tactics to oppose slavery.

## Section 2 Check Your Progress

- (a) that enslaved people be gradually freed and transported to Liberia

(b) Most of them were born in the United States and did not want to leave.
- (a) mill owners who depended on cotton produced with slave labor; workers who feared that formerly enslaved people would compete for their jobs

(b) if the price of cotton stayed low, the supply stayed high, and freed African Americans did not compete for northern workers’ jobs
- It was vital to him that he get to a place where he could be free.
- formal: a reformer who wanted to abolish, or end, slavery; informal: someone who worked to end slavery
- Answers will vary but should discuss specific abolitionist actions.