**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**

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**

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

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.

**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.

**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?
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, who 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 anti-slavery 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.

“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

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

<table>
<thead>
<tr>
<th>High-Use Word</th>
<th>Definition and Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>radical, p. 423</td>
<td><em>adj.</em> favoring extreme change. The signing of the Declaration of Independence was seen as a radical act by the English Parliament.</td>
</tr>
<tr>
<td>via, p. 424</td>
<td><em>prep.</em> by way of. Settlers went west via the Great Wagon Road.</td>
</tr>
</tbody>
</table>
The Underground Railroad
Opposing Abolition
pp. 425–426

Instruction

- 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.

Frederick Douglass.

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.
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.

Teaching Resources, Unit 4, Reading Readiness Guide, p. 47

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?

Harriet Tubman, the most famous conductor on the Underground Railroad

Explore More Video

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.”

Video

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

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

“Left foot, peg foot, traveling on. If you follow the drinking gourd.”

Harriet Tubman, the most famous conductor on the Underground Railroad

Explore More Video

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

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

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

Progress Monitoring Transparencies, Chapter 12, Section 2

Reteach
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
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: mya-0212

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

Subject: "Chapter 12 An Age of Reform"

Section 2 Check Your Progress

1. (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.

2. (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

3. It was vital to him that he get to a place where he could be free.

4. formal: a reformer who wanted to abolish, or end, slavery; informal: someone who worked to end slavery

5. Answers will vary but should discuss specific abolitionist actions.

Answers
✓Checkpoint “Conductors” led escaped people to “stations” along the way to freedom.
✓Checkpoint They depended on cotton produced by slave labor.

Key Terms
Abolitionists
Abolitionist
Antislavery
Conductor
Dropout
Free State
Fugitive Slave
Gag Rule
Orator
Repeal
Repeal of the Gag Rule
Rumors
Slave Trade
Slavery
Southerner
Supply
Supply of Cotton
Supply of Slaves
Supply Stayed High
The Underground Railroad
Underground Railroad
White Southerner
Workers
Writing
Next: Section 3

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.

Key Terms: Abolitionists, American Colonization Society, conducting, escapee, fugitive slave law

Comprehension and Critical Thinking
1. (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?

2. (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?


4. 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.

5. Choose three details from Section 2 that support the topic sentence that follows. Then, write a paragraph developing the topic based on these details.

Key Sentence: Abolitionists used a variety of tactics to oppose slavery.