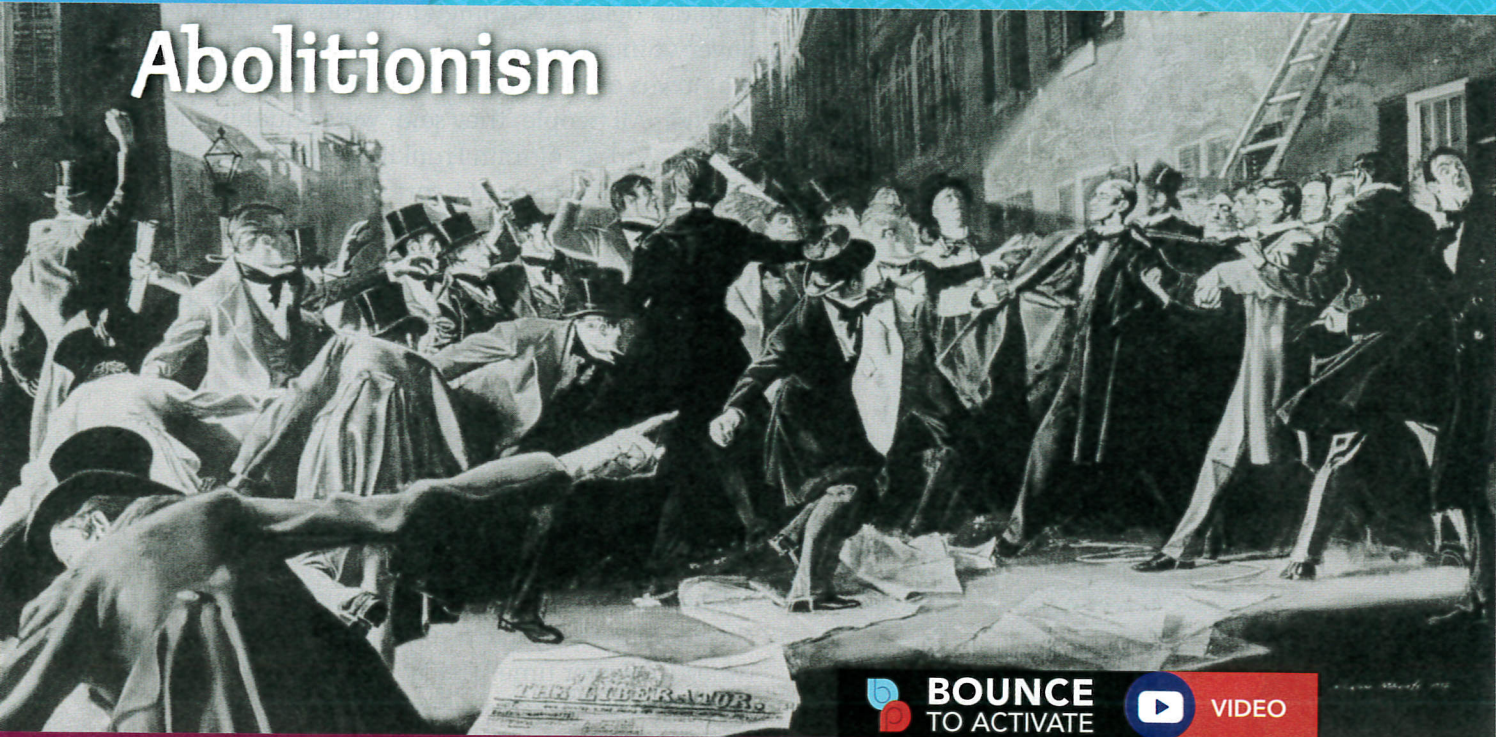


LESSON 4

Abolitionism



 **BOUNCE**
TO ACTIVATE

 **VIDEO**

GET READY TO READ

START UP


Look at the image of the abolitionist being attacked. Why was abolition such a volatile issue? Write a few sentences to explain your answer.

GUIDING QUESTIONS


- How did people work to end slavery?
- What opposition did those people face?
- How did the Underground Railroad function?

TAKE NOTES

Literacy Skills Summarize

Use the graphic organizer in your  Active Journal to take notes as you read the lesson.

PRACTICE VOCABULARY

Use the vocabulary activity in your  Active Journal to practice the vocabulary words.

Vocabulary

American Colonization Society
abolitionist
The Liberator
Underground Railroad
civil disobedience

Academic Vocabulary

public opinion
interest group

In the Declaration of Independence, Thomas Jefferson had written that “all men are created equal.” Yet many Americans, including Jefferson himself, did not believe that this statement applied to enslaved African Americans. A growing number of reformers began to think differently.

What Form Did Early Opposition to Slavery Take?

Jefferson, owner of a slave plantation, may not have believed in the equality of whites and African Americans, but he did believe slavery should be ended. He wrote as much in his draft of the Declaration of Independence. The passage, which was later removed, criticized the existence of “a market where Men should be bought & sold.”

In 1777, the constitution of the new state of Vermont banned slavery. Three years later, the Massachusetts constitution did the same, with the words “All men are born free and equal.” In the years that followed, other northern states enacted policies aimed at eventually ending slavery.



Analyze Images This image of an enslaved African in chains was originally adopted as the seal of the Society for the Abolition of Slavery in England in the 1780s.

Draw Conclusions Why do you think it took so long for slavery to become a major issue in the United States?

Religious beliefs led some Americans to oppose slavery. Since colonial times, Quakers had taught that it was a sin for one human being to own another. All people, they said, were equal in the sight of God. Benjamin Franklin, who owned two slaves, had a change of heart about slavery. He joined an early abolitionist society in Pennsylvania that was founded by Quakers. Later, during the Second Great Awakening, ministers such as Charles Grandison Finney called on Christians to join a massive effort to stamp out slavery.

In the North, with a population in 1800 of 50,000 enslaved African Americans, slavery was not very important to the economy. As growing numbers of northerners opposed it, slavery gradually came to an end in the North. By 1804, all the states from Pennsylvania through New England had ended slavery or promised to free their enslaved African Americans over time. The Northwest Ordinance of 1787 had banned slavery in the Northwest Territory, which became the Midwestern states north of the Ohio River and east of the Mississippi

River. In 1807, Congress voted to end the slave trade. No more Africans could be enslaved and brought into the country.

These efforts to end slavery had little effect in the South, with its nearly one million slaves.

In fact, the South was growing ever more dependent on slavery. As you have learned, plantation agriculture expanded rapidly in the South in the early 1800s. As a result, there was little support in the South for ending slavery.

The Colonization Movement The **American Colonization Society** proposed to end slavery by setting up an independent colony in Africa for Africans and African Americans who had gained freedom from slavery. In 1822, President Monroe helped the society set up a colony in western Africa. This colony gained control over a territory that later became the nation of Liberia.

Some African Americans favored colonization, believing that they would never have equal rights in the United States. Most, however, opposed the movement. Nearly all, enslaved or free, had been born in the United States. They wanted to stay in their homeland. In the end, only a few thousand African Americans settled in Liberia.

READING CHECK **Summarize** What early efforts attempted to end slavery?

How Did Abolitionism Gain Momentum?

A growing number of reformers, known as **abolitionists**, wanted to end slavery completely in the United States. Some abolitionists favored

INTERACTIVE

Opposing Views on Slavery

a gradual end to slavery. They expected slavery to die out if it was kept out of the western territories. Other abolitionists demanded that slavery end everywhere, at once. Almost all abolitionists were northerners. The abolitionist movement gradually gained strength from the 1820s through the 1840s. It grew more quickly during the 1850s.

A forceful voice for ending slavery was John Quincy Adams. A diplomat for many years, Adams served as President from 1824 to 1828. In the 1830s, he won election to the House of Representatives. There he proposed a constitutional amendment that would eventually end slavery by declaring all newborn children free. A few years earlier, however, southern members of Congress had agreed to abide by a “gag rule.” They would not discuss anything having to do with slavery. As a result, Adams’s proposal was ignored.

African American Abolitionists Free African Americans played a key role in the abolitionist movement by actively challenging the existence of slavery. Some tried to end slavery through lawsuits and petitions. In the 1820s, Samuel Cornish and John Russwurm set up an abolitionist newspaper, *Freedom’s Journal*. They hoped to turn **public opinion** against slavery by printing stories about the brutal treatment of enslaved African Americans.

Other African American abolitionists called for stronger measures. In *An Appeal to the Colored Citizens of the World*, David Walker encouraged enslaved African Americans to free themselves by any means necessary:

Primary Source

“Now, I ask you, had you not rather be killed than to be a slave to a tyrant, who takes the life of your mother, wife, and dear little children? Look upon your mother, wife, and children, and answer God Almighty; and believe this, that it is no more harm for you to kill a man, who is trying to kill you, than it is for you to take a drink of water when thirsty.”

—David Walker, *Walker’s Appeal*, 1829

Quest CONNECTIONS

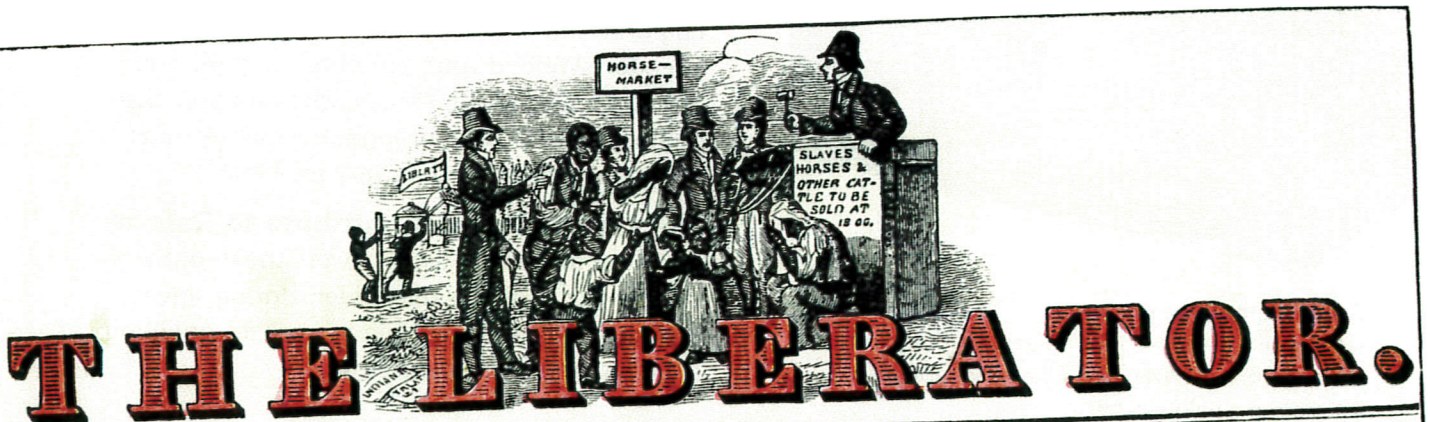
Who opposed slavery in the early years of the United States?

Academic Vocabulary

public opinion • *n.*, the views held by people, in general

Interpret Images William Lloyd Garrison’s paper, *The Liberator*, was a leading abolitionist publication.

Use Visual Information The illustration shows people being sold under a sign, “Horse-Market.” What effect would that have had on someone who was seeing the paper for the first time?



VOL. I.] WILLIAM LLOYD GARRISON AND ISAAC KNAPP, PUBLISHERS. [NO. 22.
BOSTON, MASSACHUSETTS.] OUR COUNTRY IS THE WORLD—OUR COUNTRYMEN ARE MANKIND. [SATURDAY, MAY 28, 1831.]



Analyze Images Frederick Douglass escaped slavery and became a leading voice in the abolitionist movement. **Infer** Why could Douglass appeal to listeners in a unique way?

Walker's friend Maria Stewart also spoke out against slavery. Stewart was the first American woman to make public political speeches.

Frederick Douglass The best-known African American abolitionist was Frederick Douglass. Douglass was born into slavery in Maryland. As a child, he defied the slave codes by learning to read.

Douglass escaped in 1838 and made his way to New England. One day at an antislavery meeting, he felt a powerful urge to speak. Rising to his feet, he talked about the sorrows of slavery and the meaning of freedom. The audience was moved to tears. Soon, Douglass was lecturing across the United States and Britain. In 1847, he began publishing an antislavery newspaper, which he called the *North Star*.

William Lloyd Garrison Speaks Out The most outspoken white abolitionist was a fiery young man named William Lloyd Garrison. To Garrison, slavery was an evil to be ended immediately. In 1831, Garrison launched **The Liberator**, the most influential antislavery newspaper. On the first page of the first issue, Garrison revealed his commitment:

Primary Source

"I will be as harsh as truth, and as uncompromising as justice. . . . I am in earnest. . . . I will not excuse—I will not retreat a single inch—and I WILL BE HEARD."

—William Lloyd Garrison, *The Liberator*, January 1831

A year later, Garrison helped to found the New England Anti-Slavery Society. Members included Theodore Weld, a young minister and follower of Charles Grandison Finney, who had preached against slavery. Weld brought the energy of a religious revival to antislavery meetings.

The Grimké Sisters Contribute to Reform Angelina and Sarah Grimké were the daughters of a South Carolina slaveholder. Hating slavery, they moved to Philadelphia to work for abolition. Their lectures drew large crowds.

Some people, including other abolitionists, objected to women speaking out in public. “Whatsoever it is morally right for a man to do,” replied Sarah Grimké, “it is morally right for a woman to do.” As you will see, this belief helped spark a movement for women’s rights.

Civil Disobedience and the Underground Railroad Some abolitionists formed the **Underground Railroad**. It was not a real railroad, but a network of abolitionists who secretly helped enslaved African Americans escape to freedom in the North or Canada.

“Conductors” guided runaways to “stations” where they could spend the night. Some stations were homes of abolitionists. Others were churches or even caves. Conductors sometimes hid runaways under loads of hay in wagons with false bottoms. It was illegal to help enslaved African Americans escape, but these conductors felt strongly about disobeying laws they considered unjust. Such acts of **civil disobedience** led thousands of enslaved people to freedom.

One daring conductor, Harriet Tubman, had escaped slavery herself. She felt deeply committed to freeing others from slavery. Risking her freedom and her life, Tubman returned to the South 19 times. She led more than 300 enslaved African Americans, including her parents, to freedom. Admirers called her the “Black Moses,” after the biblical leader who led the Israelites out of slavery in Egypt. Slave owners offered a \$40,000 reward for her capture.

Another escaped slave, Mary Pleasant, became a conductor on the Underground Railroad in the 1840s. In 1851, she feared being caught as a runaway and returned to slavery. She fled to California, a new state with a constitution that prohibited slavery. Pleasant became a successful businesswoman in San Francisco, where she worked to help other escaped slaves.

INTERACTIVE
The Underground Railroad


GEOGRAPHY SKILLS

▼ The Underground Railroad provided routes African Americans fleeing slavery could take to reach the North or Canada.

Movement From which southern states did fugitives and their conductors travel by ship? **Use Visual Information** After getting to Rochester, New York, what last physical obstacle did a fugitive face?



Quick Activity

Write an editorial about the work of abolitionists in your  Active Journal.

Academic Vocabulary


interest group • *n.*, people who have a certain concern or belief in common

▼ This advertisement promotes the abolitionist novel *Uncle Tom's Cabin*.

A Novel Promotes Abolitionism In 1852, a writer named Harriet Beecher Stowe published *Uncle Tom's Cabin*, a novel describing the suffering of enslaved African Americans.

The novel's characters were often unrealistic and stereotyped, or based on inaccurate assumptions and beliefs about supposed characteristics of African Americans. However, the novel sold widely and convinced many northerners during the 1850s that slavery was evil and should be outlawed.

As abolitionism spread during the 1850s, it had a powerful impact on the United States. It increased tensions between the North and the South and helped set the stage for the Civil War.

 **READING CHECK Use Evidence** Did the press play an important role in the abolition movement? Explain.

Who Opposed the Abolitionists?

By the mid-1800s, slavery existed only in the South. Still, abolitionists like Douglass and Garrison made enemies in the North as well.

Northerners Against Abolition As you have learned, abolitionists were one **interest group** in the controversy over slavery. Their view was that slavery had to end.

However, northern mill owners, bankers, and merchants depended on cotton from the South. Some saw attacks on slavery as a threat to their livelihood. Some northern workers also opposed abolition. They feared that African Americans might come north and take their jobs by working for low pay.

These interest groups in the North took the view that slavery should be left up to individual states. Because few southerners opposed slavery, their view was that slavery should be allowed to continue.

In northern cities, mobs sometimes broke up antislavery meetings or attacked homes of abolitionists. At times, the attacks backfired and won support for the abolitionists. One night, a Boston mob dragged William Lloyd Garrison through the streets at the end of a rope. A witness wrote, "I am an abolitionist from this very moment."

Southerners Defend Slavery Against the North

Most white southerners were disturbed by the growing abolitionist movement. Because the southern economy depended on slavery, southerners strongly supported slavery, even if they were not slave owners personally. They accused abolitionists of preaching violence. Many southerners blamed Nat Turner's rebellion on William Lloyd Garrison, who had founded *The*



135,000 SETS, 270,000 VOLUMES SOLD.

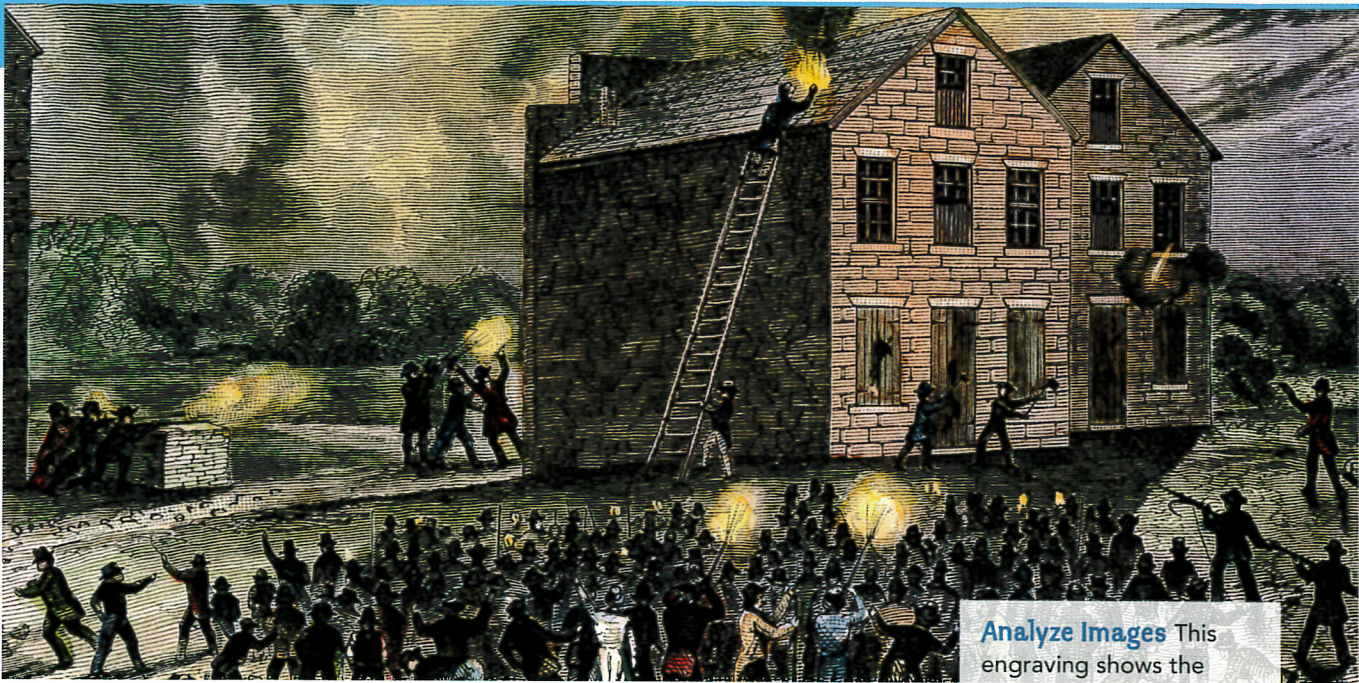
UNCLE TOM'S CABIN



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AN EDITION FOR THE MILLION, COMPLETE IN 1 Vol. PRICE 37 1/2 CENTS.
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Analyze Images This engraving shows the burning of the print shop of Elijah P. Lovejoy, an abolitionist who published a newspaper opposed to slavery in Illinois. Anti-abolition rioters murdered Lovejoy during their attack on his shop. **Identify Implied Main Ideas** Why did some northerners resist abolition?

Liberator only a few months earlier. David Walker's call for a slave revolt seemed to confirm the worst fears of southerners.

Slave owners responded to the abolitionist effort by defending slavery even more. If enslaved African Americans were treated well, wrote one slave owner, they would "love their master and serve him . . . faithfully." Others argued that enslaved African Americans were better off than northern workers who labored long hours in dusty, airless factories.

Many southerners believed northern support for the antislavery movement was stronger than it really was. They began to fear that northerners wanted to destroy their way of life.

READING CHECK Summarize Provide a summary of the reasons many northerners opposed abolition.

Lesson Check

Practice Vocabulary

1. Do you think most **abolitionists** supported the **American Colonization Society**? Why or why not?
2. In what way was taking part in the **Underground Railroad** an act of **civil disobedience**?

Critical Thinking and Writing

3. **Use Evidence** Why was the movement to abolish slavery successful in the North but strongly opposed in the South?
4. **Infer** Why did William Lloyd Garrison, a white man, devote his professional life to the abolitionist movement?
5. **Draw Conclusions** What can you tell about Harriet Tubman from her actions?
6. **Writing Workshop: Use Narrative Techniques** How can you best tell your story to the reader? One way is to use the first person point of view—"I lived . . ." or "I saw . . ." In your Active Journal, identify your point of view, what tense you will use (present or past), and whether you will include dialogue.

Update an Interpretation

Follow these steps to learn ways to update interpretations of history, as new information is uncovered.



INTERACTIVE

Draw Inferences

1 Identify the interpretation that may need to change. People in the South had long heard tales of runaway slaves living together in the Great Dismal Swamp, a wetland region in southeastern Virginia and northeastern North Carolina. But no evidence existed that the runaways had actually formed a community. Historians considered it a myth. According to the primary source, what was the existing interpretation of history regarding runaway slaves in the Great Dismal Swamp?

3 Revise the interpretation, if needed, to reflect the new information. As Dan Sayers once said, “Historical archaeology does require interpretation.” Based on his discoveries in the Great Dismal Swamp, historians have revised their views. Most no longer question the ability of a community of escaped African Americans to adapt to an extreme environment in order to stay free. What part of the story about Dan Sayers confirms that the earlier interpretation of history has been updated?

2 Study new information about the subject. Archaeologist Dan Sayers, a professor at American University, has found physical evidence of a community of runaways he thinks successfully lived in the swamp for 10 generations. Read the story below to learn what he discovered. What was Dan Sayers’s key finding, and why was it important?

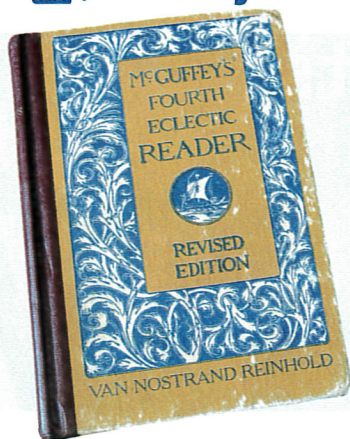
Primary Source

[In the Great Dismal Swamp] Black men and women—escaped slaves—once scratched out lives, maybe even raised families, in what was once a 2,000-square-mile swamp, . . . The slaves established what historians call “Maroon Communities,” . . .

Dan Sayers . . . has no doubts that escaped slaves lived in the swamp. . . . He wonders if researchers have shied away from searching for the Dismal’s Maroons because they believe such a settlement couldn’t exist in an era where the government and slave owners hunted down slaves who escaped. . . .

Sayers and a few volunteers surveyed likely settlement spots that took advantage of higher, drier ground. . . . Then, every 16 or so feet, he dug a careful hole no more than a foot wide and about 25 inches deep. . . . One of the very first pieces [he found], is the size of a quarter. . . . ceramic . . . Could it be that Maroons had [connected] with disenfranchised Native Americans and traded, or learned pottery-making skills? He hopes the context of this tiny piece will build and widen as he excavates more of the site.

—Kimberly Lenz, SunHerald.com, February 18, 2004



McGuffey Readers

The *McGuffey Readers* were widely used in American schools from the mid-1800s to the mid-1900s. They were filled with stories and poems that promoted religious values, proper behavior, and patriotism in children. Their moral and cultural influence helped shape the national character.

◀ The textbooks known as *McGuffey Readers* first appeared in 1836.

TRY, TRY AGAIN. 1. 'T is ① a lesson you should heed, Try, try again; If at first you don't succeed, Try, try again; ② Then your courage should appear, For, if you will persevere, ③ You will conquer, never fear; Try, try again. 2. Once or twice though you should fail, Try, try again; If you would at last prevail, ④ Try, try again; If we strive, 'tis no disgrace Though we do not win the race; What should you do in the case? Try, try again. 3. If you find your task is hard, Try, try again; Time will bring you your reward, ⑤ Try, try again. All that other folks can do, Why, with patience, should not you? Only keep this rule in view: Try, try again.

—William Holmes McGuffey, editor, *McGuffey's Fourth Eclectic Reader*

WORK. 1. Work, work, my boy, be not afraid; Look labor boldly in the face; Take up the hammer or the spade, And blush not for your humble place. 2. There's glory in the shuttle's song; There's triumph in the anvil's stroke; There's merit in the brave and strong Who dig the mine or fell the oak. 3. The wind disturbs the sleeping lake, And bids it ripple pure and fresh; It moves the green boughs till they make Grand music in their leafy mesh. 4. And so the active breath of life Should stir our dull and sluggard wills; For are we not created rife With health, that stagnant torpor kills? 5. I doubt if he who lolls his head Where idleness and plenty meet, Enjoys his pillow or his bread As those who earn the meals they eat. 6. And man is never half so blest As when the busy day is spent So as to make his evening rest A holiday of glad content.

—William Holmes McGuffey, editor, *McGuffey's Fifth Eclectic Reader*

Analyzing Primary Sources

Cite evidence from the introduction and the primary source to support your answers.

- Support Ideas with Examples** What "national character" traits do you think the *McGuffey Readers* helped shape?
- Analyze Style and Rhetoric** What effect do you think the repetition in these poems had on young readers?

Reading and Vocabulary Support

① A question in the *Reader* asks students, "What does the mark before 'T is' mean?" What does that mark stand for?

② The saying "If at first you don't succeed, try, try again" is still popular today. What does that say about the continuity of American culture?

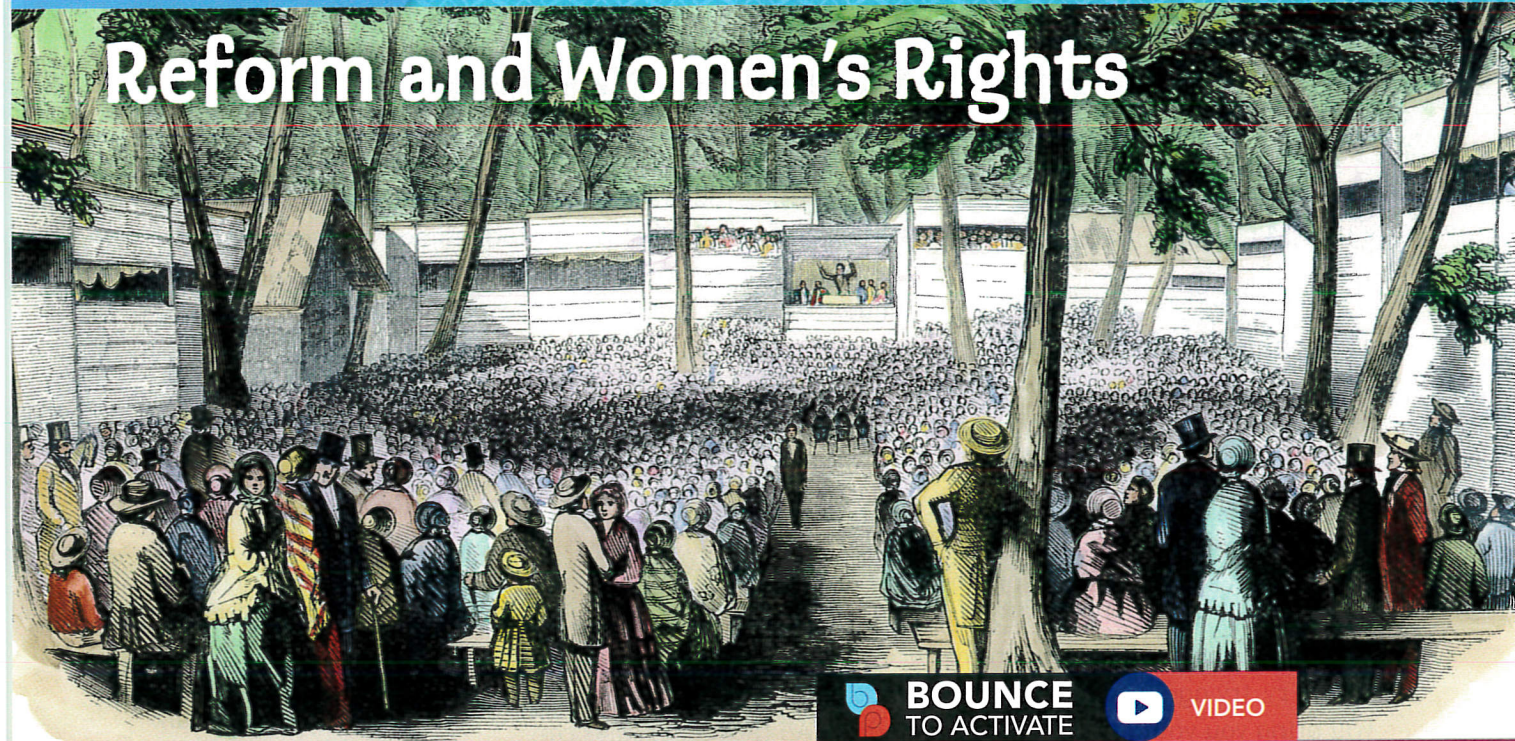
③ The *Reader* defines perseverance as "continuance in anything once begun."

④ The *Reader* defines prevail as "overcome."

⑤ According to the *Reader*, your reward is "anything given in return for good or bad conduct."

LESSON 5

Reform and Women's Rights



 **BOUNCE**
TO ACTIVATE

 **VIDEO**

GET READY TO READ

START UP


Look at the image. What could all those people be listening to? Write a list of ideas.

GUIDING QUESTIONS


- How did political and religious trends spark reform movements?
- How did family life change during this time?
- What effect did the women's rights movement have on opportunities for women?

TAKE NOTES

Literacy Skills: Draw Conclusions

Use the graphic organizer in your  Active Journal to take notes as you read the lesson.

PRACTICE VOCABULARY

Use the vocabulary activity in your  Active Journal to practice the vocabulary words.

Vocabulary

social reform
Second Great Awakening
debtor
temperance movement

Seneca Falls Convention
women's rights movement

Academic Vocabulary

salvation
conservation

The period between 1815 and 1860 in the United States is sometimes called the Era of Reform because there were so many movements for social reform during this period. Reformers fought to end slavery, increase access to education, improve conditions in prisons, expand women's rights, and more.

The Era of Reform

Social reform is an organized attempt to improve what is unjust or imperfect in society. The impulse toward social reform had political, social, and religious causes.

Political Ideals Lead to Reform As you have read, during the Jacksonian era, politics was becoming more democratic. More people could vote and take part in government than ever before.

Still, some critics said American society was not living up to its ideals. They pointed to the promise of liberty and equality expressed in the Declaration of Independence. A society based on these ideals, they argued, would not allow slavery. Others asked why women