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Primary Sources: America in the 1800s

This sample includes the following:

Teachers Guide Cover (1 page)

Table of Contents (2 pages)

How to Use This Product (3 pages)

Lesson Plan (12 pages)

Reader (17 pages)

To Create a World ⁱⁿ which
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PRIMARY SOURCE READERS



America in the 1800s

Teacher's Guide

Teacher Created Materials
PUBLISHING

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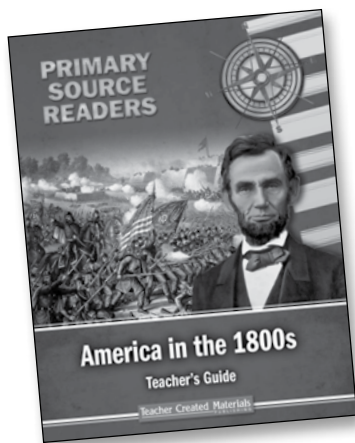
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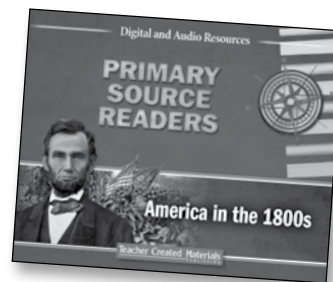
Kit Components



6 copies of 18 books



Teacher's Guide



Digital and Audio Resources

How to Use This Product (cont.)

Overview

Learning Objectives

Students will:

- explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- identify reasons people moved west, and discuss the experiences and hardships of settlers on the overland trails to the West.

Materials

- *Settling and Unsettling the West* books
- copies of student activity sheets (pages 132–137)
- *J Will Go West* primary source (green pg)
- sticky notes
- chart paper

Lesson Timeline

| Task | Task | Task |
|---|--|--|
| Primary Source Activity (page 127) | Before Reading (page 120) | During Reading (page 120) |
| Summary of Student Learning Activities Examine and annotate a song about moving west. | Summary of Student Learning Activities Begin a KWL chart about the text. | Summary of Student Learning Activities Describe the relationships between push and pull factors and the willingness of the West, and complete the KWL chart. |
| After Reading (page 130) | Primary Source Activity Revisit, Activities from the Book, and Assessments (page 132) | |
| Summary of Student Learning Activities Write a blog post about which western trail students would take. | Summary of Student Learning Activities Revisit the Primary Source Activity, create an advertisement for a destination west, and take the assessment. | |

Social studies strand

Learning objectives

Materials

Suggested timeline for lesson

Primary Source Activity

Primary Source Activity

Historical Background

From the early 1800s, westward expansion was on many people's minds. During the mid-to-late 1800s, there was much propaganda to encourage people to head west. The West was still largely unknown, and people believed there were opportunities in the West that were not available in crowded Eastern cities. When gold was discovered in California in 1848, many more people headed west to seek fortune, land, and a better life.

About the Primary Source

"J Will Go West" was published by J.A. Barber in Boston in 1875. The song summarizes many reasons that people left the West had better opportunities than where they lived.

Procedures

1. Display the electronic file "J Will Go West." A copy of the primary source is provided in the Digital Resources (green pg). Read the text aloud.
2. Ask students to **carefully** examine the primary source.
 - What type of document is this?
 - How many verses does the song have?
 - What is the stage of the history of the page?
3. Encourage students to analyze the primary source.
 - Which words in the song suggest the narrator has faced difficulties?
 - How do you think the writer felt as he or she wrote these words? How do you know?
 - Why does the narrator *just* that life will be better out in the West?
4. Distribute copies of the *J Will Go West* Analysis activity sheet (page 132) to students. Ask students to think about the observations they made. Have them use those observations to formulate questions about the primary source. Have students consider the primary source by writing their questions on their activity sheets for **After Reading**.
5. Share the historical background information with students. Tell them they will read a book to learn more about why settlers headed west in the 1800s.

Historical background for the teacher

About the primary source

Primary source activity—question development and analysis

Before Reading

Before Reading

Describe the Book

Vocabulary Word Bank

Vocabulary Activity

During Reading

During Reading

KWL Chart

Push and Pull Factors

After Reading

After Reading

My Opinion

Multiple-Choice Quiz

Primary Source Activity Revisit

Primary Source Activity Revisit

Assessment

Activities from the Book

Primary source activity—reflection

Assessments

Activities from the book

Student Activity Sheets and Assessments

Clear directions

Document-based assessment

Multiple-choice quiz with text-dependent questions

Pacing Plan

The following pacing plan shows an option for using this product. Teachers should customize this pacing plan according to students' needs. One lesson has been included for each of the 18 books. Each day of the lesson requires 30–45 minutes and spans 5 instructional days, for a total of approximately 45–68 hours over the course of 90 days.

| Instructional time | Frequency | Setting |
|--------------------|-------------|---|
| 30–45 minutes/day | 5 days/week | Whole-class, small-group, or one-on-one instruction |

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|-------------------------|----------------|----------------|---------------|--|
| Primary Source Activity | Before Reading | During Reading | After Reading | Revisit Primary Source Activity, Activities from the Book, and Assessments |

Activities from the Book

Each book in *Primary Source Readers* includes two activities:

- The **activity** on pages 28–29 immerses students in the content.
- The **Your Turn! activity** on page 32 challenges students to connect to a primary source through a writing activity.

These activities can be used as an extension of learning in the classroom or at home as a way of building school-home connections.

Social Studies Strands

The books and lessons in *Primary Source Readers* cover four strands of social studies:

- history
- economics
- geography
- civics

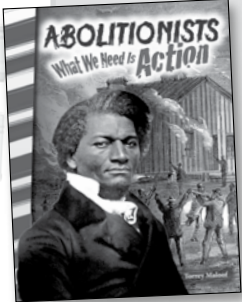
The icons in the lessons denote the main strand addressed.



Abolitionists: What We Need Is Action



Learning Objectives



Students will:

- determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- investigate the abolitionist movement during the nineteenth century, including key abolitionist leaders, the Underground Railroad, and slave resistance.

Materials

- *Abolitionists: What We Need Is Action* books
- copies of student activity sheets (pages 180–185)
- *Abolitionist Poem* primary source (poem.jpg)
- drawing or construction paper
- art supplies

Lesson Timeline

| | | |
|--|---|--|
| <p>DAY 1</p> <p>Task</p> <p>Primary Source Activity (page 175)</p> <p>Summary of Student Learning Activities</p> <p>Examine and annotate an 1849 poem about slavery.</p> | <p>DAY 2</p> <p>Task</p> <p>Before Reading (page 176)</p> <p>Summary of Student Learning Activities</p> <p>Ask questions and make predictions about the book.</p> | <p>DAY 3</p> <p>Task</p> <p>During Reading (page 177)</p> <p>Summary of Student Learning Activities</p> <p>Identify the main ideas and key details of the text, and write a paragraph about an abolitionist.</p> |
| <p>DAY 4</p> <p>Task</p> <p>After Reading (page 178)</p> <p>Summary of Student Learning Activities</p> <p>Create abolitionist pamphlets to support an opinion.</p> | <p>DAY 5</p> <p>Task</p> <p>Primary Source Activity Revisit, Activities from the Book, and Assessments (page 179)</p> <p>Summary of Student Learning Activities</p> <p>Revisit the Primary Source Activity, research a story of an escape from slavery, and take the assessments.</p> | |

Primary Source Activity

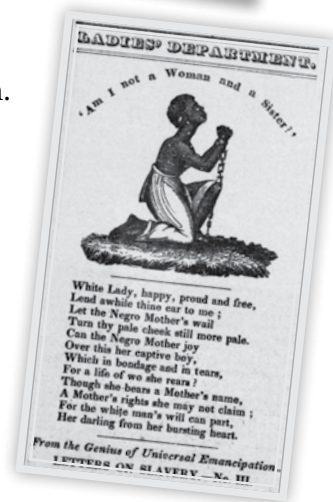
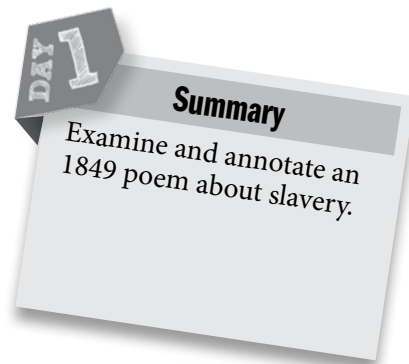
Historical Background

In the 1800s, abolitionists in the United States began to organize. They wanted to end slavery in the United States. The issue divided the nation, with many people in the North who felt that slavery was immoral, and people in the South who felt slavery was necessary for their agricultural economy.

Abolitionists gave speeches, wrote pamphlets and newspapers, and held meetings and rallies to try to gain support for their cause. Some people even offered their homes, money, and time to the Underground Railroad to help enslaved people reach freedom in the North. This angered many Southerners. Though compromises between the two sides were reached over the years, the issue worsened, culminating in the Civil War.

About the Primary Source

In 1849, this poem appeared in William Lloyd Garrison's antislavery newspaper, the *Liberator*. The poem was likely based on an 1837 broadside, "Am I Not a Man and a Brother?" It was a much longer poem by Greenleaf Whittier and had an image of an enslaved man in chains in the same pose.



Procedures

1. Display the electronic file *Abolitionist Poem*. A copy of the primary source is provided in the Digital Resources (poem.jpg). Read the text aloud.
2. Ask students to carefully examine the primary source.
 - *What stands out about the document?*
 - *What type of text is this?*
 - *To whom is this poem written?*
3. Encourage students to analyze the primary source.
 - *Why do you think the person in the illustration is in chains?*
 - *How does this poem make you feel? What words make you feel this way?*
 - *What do you think is the message of this document?*
4. Distribute copies of the *Abolitionist Poem Analysis* activity sheet (page 180) to students. Ask students to think about the observations they made. Have them use those observations to formulate questions about the primary source. Have students annotate the primary source by writing their questions on their activity sheets for future reference.
5. Share the historical background information with students. Tell them they will read a book to learn more about abolitionists.

Abolitionists: What We Need Is Action (cont.)

Vocabulary Word Bank

- abolished
- amendment
- institution
- libel
- pamphlets
- segregation

DAY
2

Summary

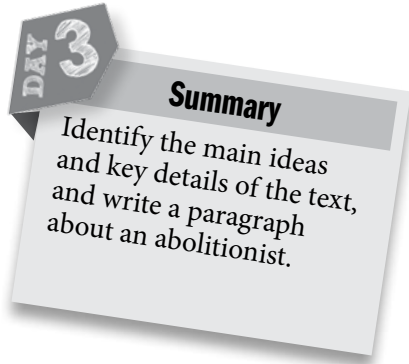
Ask questions and make predictions about the book.

Before Reading

1. Write the vocabulary words on the board, and discuss their definitions as a class. Distribute copies of the *Word Sort* activity sheet (page 181) to students. Challenge them to sort the words into categories without using an “other” or “miscellaneous” category. Discuss each grouping with students and their rationale behind it.
2. Have students sort the words a second time using different categories. Allow time for students to share their categories with partners. Discuss any types of groupings students may not have identified.
3. Distribute the *Abolitionists: What We Need Is Action* books to students. Have them work in groups to ask questions and make predictions about the text. Discuss student questions and predictions as a class. Ask them what text features or details they noticed that made them ask those questions and make those predictions. Tell students they will learn more about abolitionists when they read the book.

During Reading

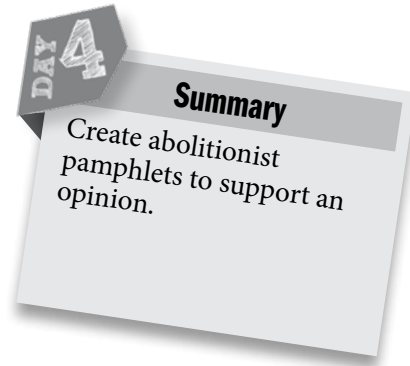
1. Distribute the *Abolitionists: What We Need Is Action* books to students. Have them do a jump-in reading of the text. Explain that one student will begin reading and will read at least three sentences but may read more if he or she chooses. Then, another student can jump in and begin reading. Pause periodically to have students discuss the main ideas and key details of the text.
 - You may choose to display the Interactiv-eBook for a more digitally enhanced reading experience.
 - For **below-level learners** and **English language learners**, you may choose to play the audio recording as students follow along to serve as a model of fluent reading. This may be done in small groups or at a listening station. The recording will help struggling readers practice fluency and build comprehension.
2. Distribute copies of the *One Abolitionist* activity sheet (page 182) to students. Explain that on their activity sheets, students will each write a paragraph about one abolitionist's reform efforts. Remind students that their paragraphs should have a strong main idea that is supported by key details. Have students share their paragraphs with the class.
 - Have **below-level learners** and **English language learners** annotate their books digitally or with sticky notes to identify important details to use in their paragraphs.



Abolitionists: What We Need Is Action (cont.)

After Reading

1. Write the vocabulary words on the board, and review their definitions. Then, have students write riddles for one of the words. For example, a riddle for the word *amendment* might be, “I am a change made to a document. What am I?” Have students walk around the room, taking turns saying their riddles and guessing the correct answers. Tell students that they must share their riddles with four people before returning to their seats.
2. Distribute the *Abolitionists: What We Need Is Action* books to students. Review what students learned about abolitionists. Ask students to think about what the abolitionists from the book all had in common. Point out that they believed slavery was wrong, although they tried to stop slavery in different ways.
3. Have students imagine they are abolitionists during the 1800s. As a class, brainstorm arguments they would make if they were writing to promote their cause. Record student responses on the board. Tell students they will create an abolitionist pamphlet that argues against slavery. Explain that their pamphlets will state their opinions and present three reasons why they believe slavery should end. Tell students that they will need to support each of those reasons with details from the text.
4. Distribute copies of the *Abolitionist Pamphlet* activity sheet (page 183) to students. Have students use the book and the information on the board to complete the activity sheet. You may wish to have students use the back of the activity sheet to plan slogans, quotes, images, or other elements that students may want to use in their pamphlets.
5. Distribute drawing or construction paper and art supplies to students. Have them fold sheets of paper into thirds. Then, have students reference their activity sheets to create pamphlets on these folded sheets of paper. Have them include slogans, quotes, images, or other elements. Tell students to state their opinions prominently on their pamphlets and include their reasons and details throughout the pamphlet.
 - Challenge **above-level learners** to use information from the text to create infographics to include in their pamphlets.



Primary Source Activity Revisit

1. Display the *Abolitionist Poem* primary source. Have students review their annotated *Abolitionist Poem Analysis* activity sheets from Day 1. Ask students what they learned about abolitionists. Discuss any unanswered questions about the primary source that students may have.
2. Ask students the following reflection questions:
 - *How do you know this poem was written by an abolitionist?*
 - *How do the illustration and slogan above the poem support its message?*
 - *Who is the narrator of this poem? How does that affect its message?*

Activities from the Book

- **Share It! Activity**—Read the Share It! prompt aloud from page 28 of the *Abolitionists: What We Need Is Action* book. Have students work in groups to research stories of people who escaped slavery in the 1800s. For example, you may want to have them research Frederick Douglass, Henry “Box” Brown, or Robert Smalls. Then, have them share their findings with the class. You may wish to assist students in their research by creating a list of approved websites or checking out library books related to the topic for students to reference.
- **Your Turn! Activity**—Read the Your Turn! activity aloud from page 32 of the *Abolitionists: What We Need Is Action* book. Have students create posters using persuasive language to advertise an abolitionist meeting.



Assessment

1. A short posttest, *Abolitionists: What We Need Is Action Quiz* (page 184), is provided to assess student learning from the book.
2. A document-based assessment is also provided on page 185. This can be used to assess students’ abilities to analyze a primary source, or it can be used as another opportunity for analysis instruction.
3. The Interactiv-eBook activities in the Digital Resources may also be used for assessment purposes (optional).


Name: _____ Date: _____

Abolitionist Poem Analysis

Directions: Carefully read the document. Write questions you have in the space around it.

LADIES' DEPARTMENT.

'Am I not a Woman and a Sister?'



White Lady, happy, proud and free,
Lend awhile thine ear to me ;
Let the Negro Mother's wail
Turn thy pale cheek still more pale.
Can the Negro Mother joy
Over this her captive boy,
Which in bondage and in tears,
For a life of wo she rears ?
Though she bears a Mother's name,
A Mother's rights she may not claim ;
For the white man's will can part,
Her darling from her bursting heart.

From the Genius of Universal Emancipation.
LETTERS ON SLAVERY.—No. III.

Name: _____ Date: _____

Word Sort

Directions: Sort the words below into categories. Then, sort the words a different way. Label how you sorted the words.

Word Bank

abolished amendment institution libel pamphlets segregation

Name: _____ Date: _____

One Abolitionist

Directions: Choose one abolitionist from the text. Write a paragraph about what that person was trying to accomplish. Include a main idea, three supporting details, and a conclusion.

Main Idea: _____

Detail: _____

Detail: _____

Detail: _____

Conclusion: _____

Name: _____ Date: _____

Abolitionist Pamphlet

Directions: Plan your pamphlet by stating your opinion about slavery as an abolitionist. Then, list three reasons that support your opinion.

Opinion

Reason

Reason

Reason

Name: _____ Date: _____

Abolitionists: What We Need Is Action Quiz

Directions: Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

1. Which detail best supports the idea that the Grimké sisters supported the abolitionist movement?
 - (A) They became Quakers.
 - (B) They wrote letters and pamphlets against slavery.
 - (C) They moved to Philadelphia.
 - (D) They upset many Southerners with their words and actions.

2. What did John Brown hope would happen at Harpers Ferry?
 - (A) He would capture enslaved people.
 - (B) Enslaved people would revolt.
 - (C) Local residents would alert their militias.
 - (D) He would sell the weapons in the arsenal.

3. Which sentence is NOT a detail that supports this idea? *The Fugitive Slave Act changed the lives of enslaved people and those who helped them escape.*
 - (A) All citizens were required to help return runaway slaves.
 - (B) Those who helped enslaved people escape would be fined or jailed.
 - (C) It denied fugitive slaves the right to a trial by jury.
 - (D) Many Northerners saw slavery as an evil institution.

4. Which law gave states the right to choose to be free states or slave states?
 - (A) Kansas-Nebraska Act
 - (B) Missouri Compromise
 - (C) Fugitive Slave Act
 - (D) the 13th Amendment

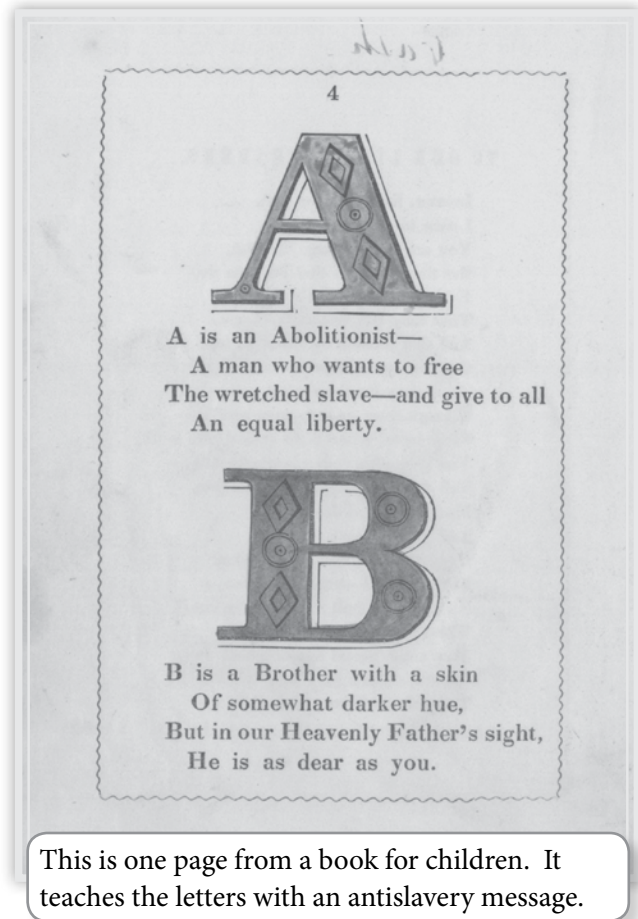
5. What was the Underground Railroad?
 - (A) a network of underground tunnels
 - (B) a railroad that crisscrossed the United States
 - (C) a secret militia of enslaved people
 - (D) a secret network of safe houses that helped people escape slavery

6. Not everyone was willing to take _____, or extreme, actions to end slavery.
 - (A) segregated
 - (B) radical
 - (C) abolish
 - (D) libel

Name: _____ Date: _____

Antislavery Alphabet

Directions: Read the document closely. Then, answer the questions.



1. How are abolitionists described in this document?

2. How are enslaved people described in this document? Why is that significant?

3. Why do you think people made a book like this for children?

ABOLITIONISTS

What We Need Is **Action**



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Anything to Be Free

“You have a very attentive boy, sir; but you had better watch him like a hawk when you get to the North,” said the steamboat captain. He went on to warn the old white man about the “cut-throat **abolitionists**” who would try to lure his slave away from him. They would encourage him to run away and seek freedom. Little did the captain know that the old white man he was talking to was in fact an enslaved woman on her way to freedom and her “attentive boy” was her husband.

Ellen and William Craft had been enslaved in Macon, Georgia. The married couple wanted to have children but was too scared to do so. They had both been torn from their families when they were younger and could not bear the thought of their own children being taken from them. So, they devised a plan. Ellen had very light skin, and with the right disguise, they believed she could pass for an older white gentleman. William would act as her slave for the journey. The daring plan worked! They left on December 21, 1848. After traveling by ship and train, they arrived in Philadelphia on Christmas Day. They were free!



CLEVER DISGUISE



Ellen cut her hair short and wore a bandage on her head as if she had a toothache. She wore spectacles to hide that she could not read. Her arm was placed in a sling so she wouldn't have to sign her name.

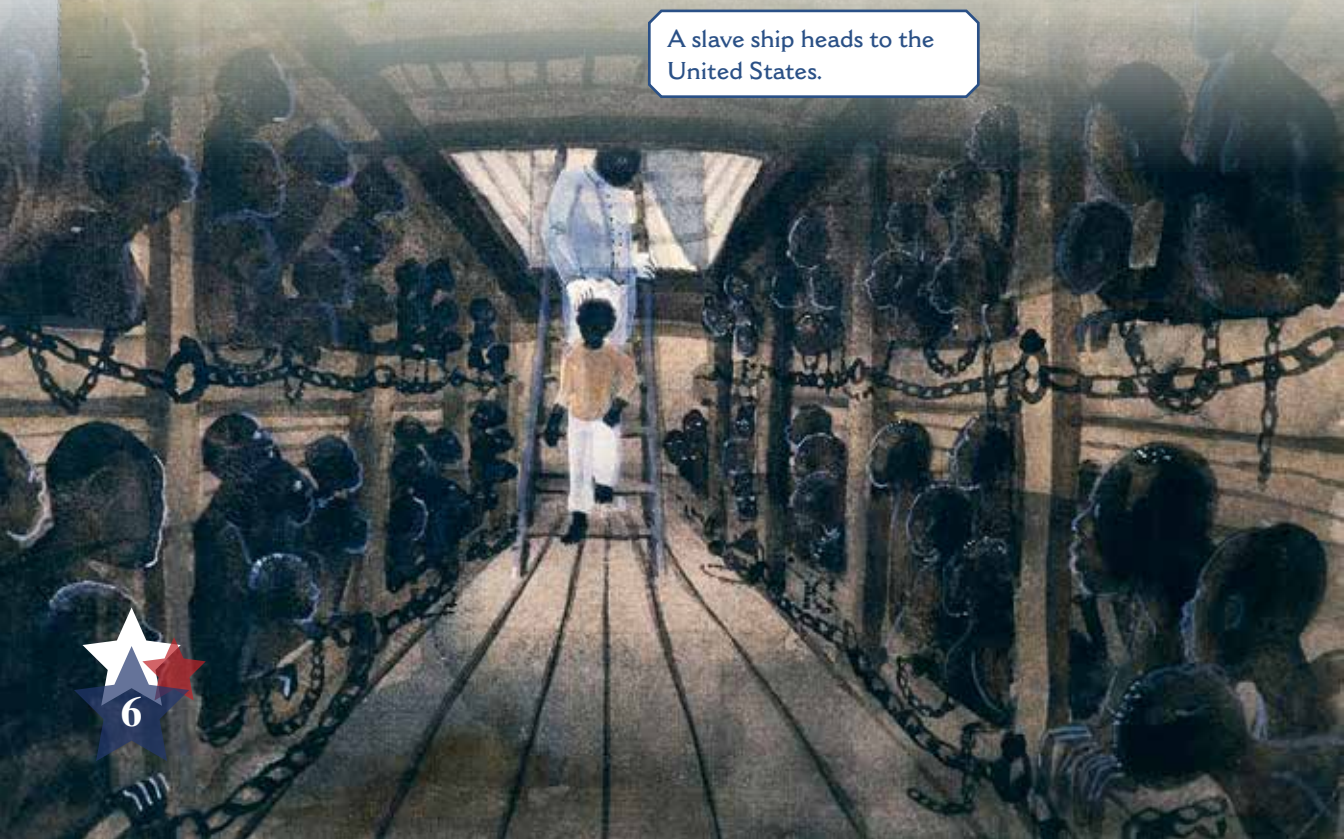


The Chains of Slavery

Slavery in the United States began in the early 1600s. Slave traders kidnapped Africans from their homes and forced them onto overcrowded slave ships. Conditions on these ships were horrific. People were often kept below deck. This meant no fresh air or light. They were chained with shackles and cuffs. Slave traders gave them very little food or water. Many people died during the grueling journey. Those who survived were sold at a slave auction upon their arrival in the United States.

Enslaved people in the United States endured hard labor and beatings from their masters. Even the people who had gentler masters were still stripped of their freedoms. They had no rights or liberties of any kind. They were not paid for their work. It was against the law for them to learn how to read or write. They were simply viewed as property. And as property, their owners could do whatever they liked to them.

A slave ship heads to the United States.



A slave ship arrives in Virginia in 1619.

With the passage of the U.S. Constitution in 1788, some people began to question the **institution** of slavery. How could a country built on freedom and liberty enslave humans? Didn't the Declaration of Independence state that "all men are created equal"?

A SMALL STEP

In 1808, the United States no longer allowed newly enslaved people to be brought into the country. However, enslaved people could still be bought and sold in the United States. The price of enslaved people increased as a result.



poster advertising a raffle for people

The Abolitionist Movement

The United States began as 13 colonies. After the American Revolution, it became one united nation. Yet, the states in the nation were quite different. Life in the Southern states was not the same as life in the Northern states.

In the South, the **economy** was based on farming. Most people had small farms. But some owned large farms called **plantations**. Plantation owners relied on slave labor. Enslaved people planted and picked the crops, mainly cotton. They also worked in the houses of the plantation owners. By not having to pay all these workers, the owners were able to make large profits.

PLANTATION LIFE

An overseer controlled enslaved people working on plantations. If enslaved people weren't working fast enough, made mistakes, or even looked at an overseer in a way he didn't like, they could be whipped or beaten.



In the North, factories were the norm. The North was more industrial. Its economy was built on **manufacturing**. People in the North made, sold, and transported goods. Factories had workers, but they were paid. Although the North used slave labor in its early days, it slowly **abolished** it over the years. By the 1830s, many people in the North saw slavery as an evil institution. They wanted to abolish it throughout the country. They began to create organizations and antislavery societies. The abolitionist movement had begun.

Police break up an abolitionist meeting in Boston in 1860.



The Main Players

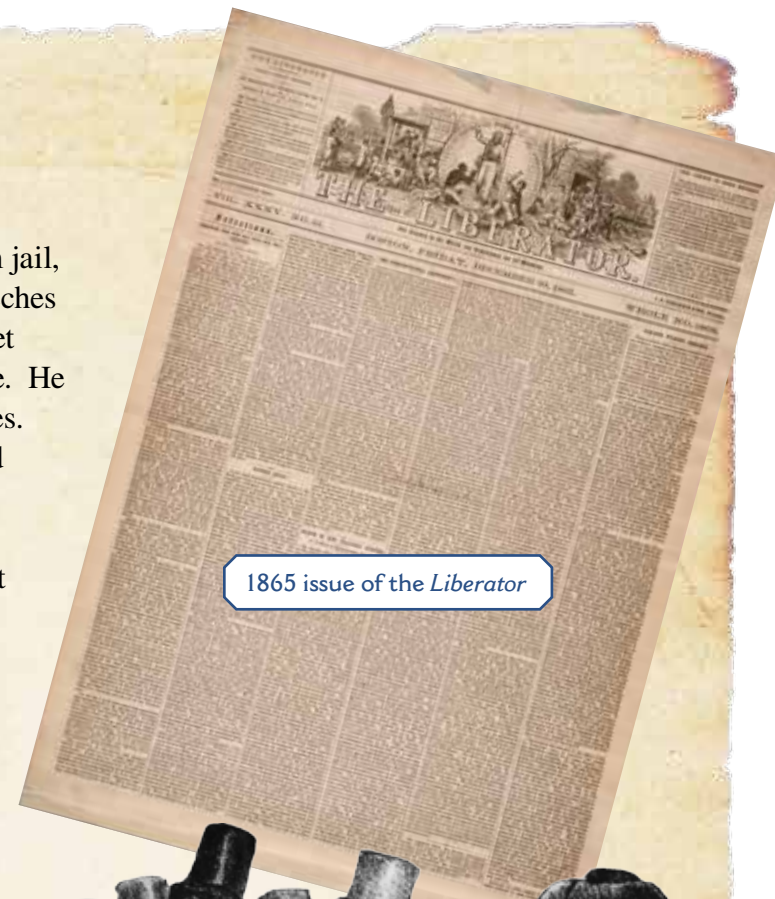
One of the pioneers of the abolitionist movement was a man named William Lloyd Garrison. Garrison grew up in Massachusetts. He was raised with strong Christian **values**. As an adult, he opposed slavery. He called for its immediate end. He wanted all slaves to be freed at once.

In 1829, Garrison wrote an article. In it, he called a ship owner and a ship captain “highway robbers and murderers.” They were transporting enslaved people from the North to the South. The men sued Garrison. He was found guilty of **libel**. The judge ordered him to pay \$100, or spend six months in jail. Garrison couldn’t pay the fine, so he opted for jail time. While in jail, he wrote antislavery letters and sent them to newspaper editors. It was not long before Garrison’s name was well known across the nation.



William Lloyd Garrison

After he was released from jail, Garrison started making speeches for antislavery groups. He met with formerly enslaved people. He listened to their horrific stories. He was now more determined than ever to abolish slavery. In 1831, Garrison started his own antislavery newspaper. It was called the *Liberator*. In the first edition he wrote, “I will be heard.” And he was.

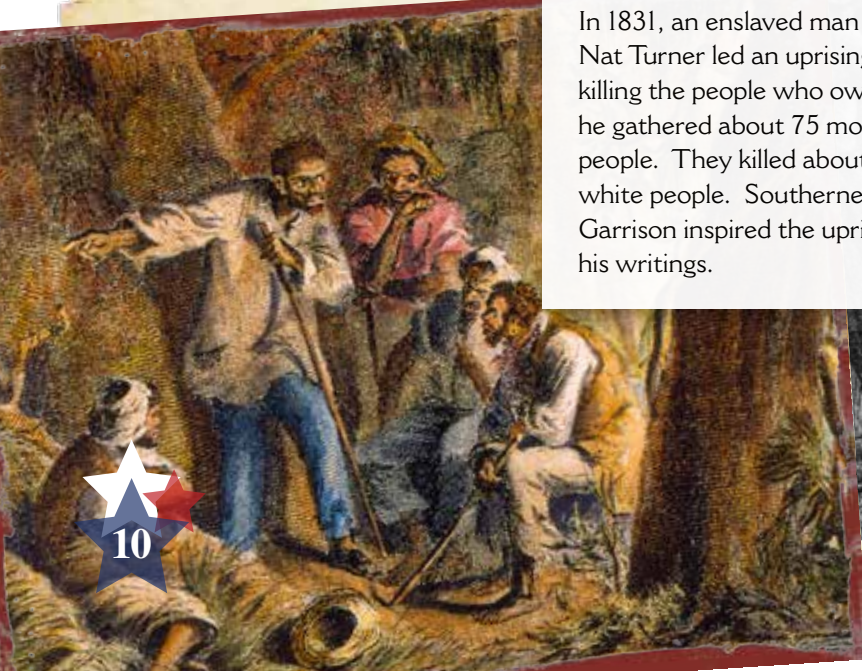


1865 issue of the *Liberator*

A BLOODY REVOLT



In 1831, an enslaved man named Nat Turner led an uprising. After killing the people who owned him, he gathered about 75 more enslaved people. They killed about 60 more white people. Southerners said Garrison inspired the uprising with his writings.



This 1835 political cartoon of an abolitionist meeting features Garrison being robbed and pulled through the streets.

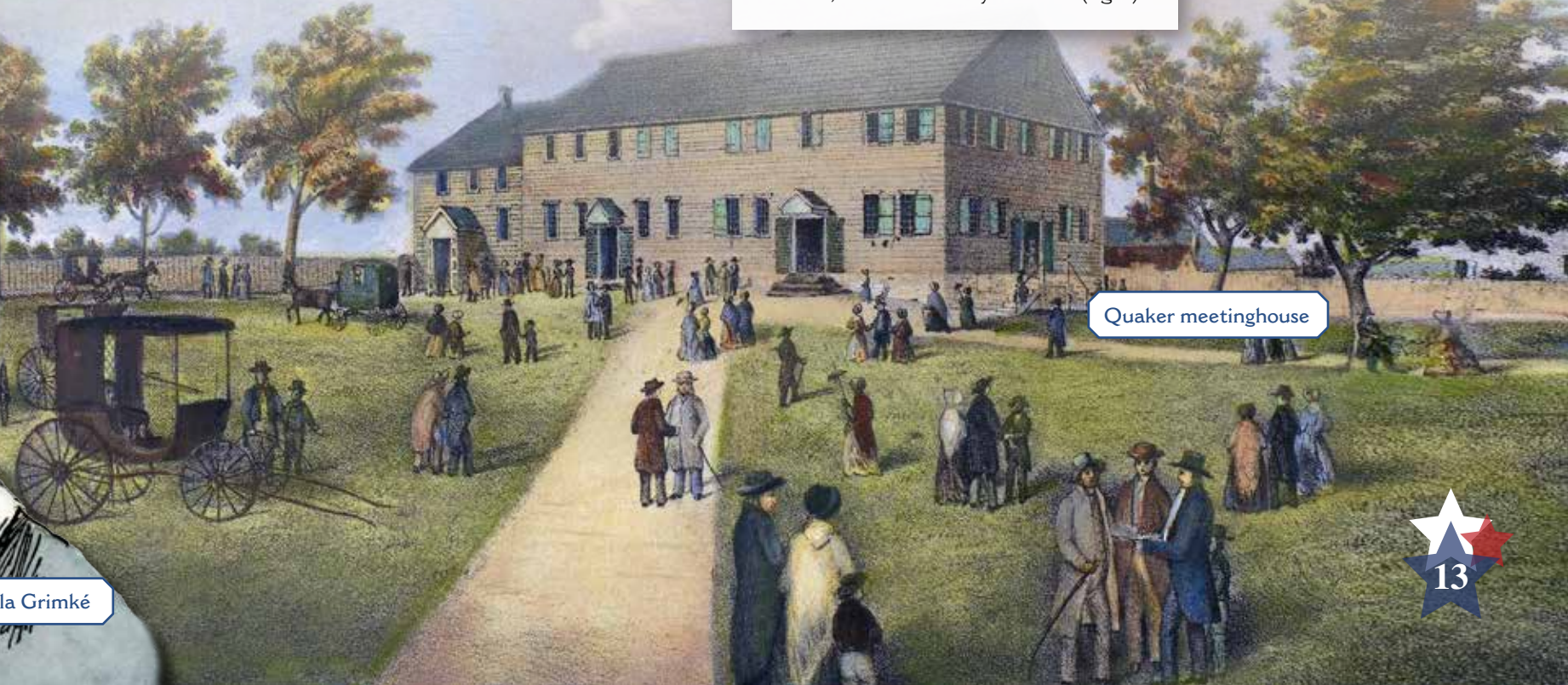
Men were not the only people fighting for abolition. Nor were all abolitionists from the North. Two sisters in South Carolina were also fighting to make a difference. Sarah and Angelina Grimké grew up on a large plantation. Their family enslaved many people. Yet, the two sisters were never comfortable with slavery. They felt in their hearts that it was wrong. They could not stand the sight of people being beaten and abused by their own family members.

In 1819, Sarah took her ailing father to Philadelphia for treatment. It was there that she met a religious group called the Society of Friends. Its members were called **Quakers**. They were against violence and slavery. Sarah felt at home with the Quakers. She and her sister later moved to Philadelphia and became Quakers. The two women started speaking out against slavery.

Southerners were outraged and shocked by the sisters' actions. But the sisters **persevered**. They gave speeches and wrote letters and **pamphlets** against slavery. This angered the Northerners and the Quakers, too. Women were not supposed to write or speak about such a controversial topic. But the sisters did not let that stop them. They dedicated their lives to the antislavery movement.

JOINING A SECOND FIGHT

The Grimké sisters also joined the Women's Suffrage Movement. This movement sought to give voting rights to women. Many people who supported the movement were also abolitionists. The sisters became close friends with one of the movement's leaders, Elizabeth Cady Stanton (right).



Quaker meetinghouse

Perhaps the most famous abolitionist at this time was a man named Frederick Douglass. Douglass was an enslaved man who had escaped to freedom. He started a new life in Massachusetts. Every week, Douglass bought Garrison's antislavery newspaper the *Liberator*. In 1841, the two men met. This meeting changed Douglass's life.

Garrison felt Douglass's life story could be a powerful tool. He believed that if others heard the story, it would help them understand that slaves were people, not property. They had feelings. They had hopes and dreams. Garrison felt that Douglass could also make people realize the horrors of slavery. He wanted people to know how enslaved people were really treated in the South. He asked Douglass to share his story at an antislavery meeting.

At first, Douglass was nervous. He did not think he had the courage to speak in front of a large crowd. But, he refused to give in to fear. He spoke to the crowd, and he was a natural. Douglass was a commanding **orator**. His honest and moving words inspired people to join the abolitionists' cause.

Douglass continued to give speeches. One day, the Massachusetts Anti-Slavery Society offered him a job. They paid him to travel and share his story. Before long, he was one of the most popular speakers in the country.

FREE AT LAST

★★★★★

Douglass worried that his old master would find him and force him back into slavery. So, Douglass traveled to England, where slavery was illegal. Abolitionists there paid his former master for his freedom. Douglass was now a truly free man.

THE NORTH STAR

★★★★★

Douglass also started his own newspaper called the *North Star*. It was a fitting title. People escaping slavery used the North Star to guide them to freedom.



Frederick Douglass

The Underground Railroad

Abolitionists gave speeches and wrote articles. They published pamphlets and authored books. But one of their most powerful weapons was the Underground Railroad. This secret network of safe houses helped enslaved people travel to the North where they could be free.

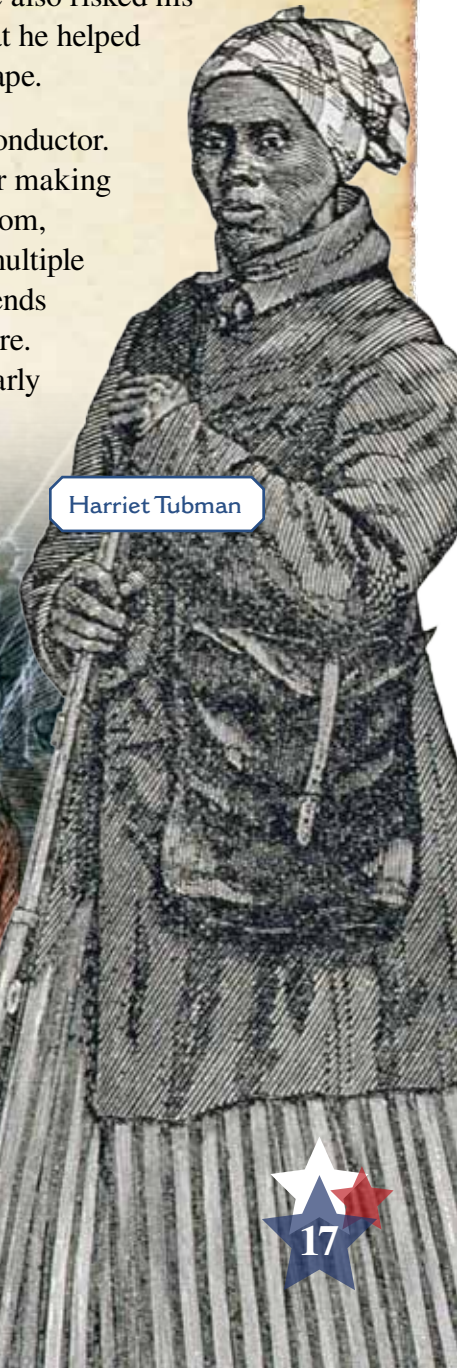
The Underground Railroad was made of various routes. Along these routes were “stations.” These were safe places where people could rest. Sometimes, they could get food or clean clothing at a station. A station might be a Quaker meetinghouse or an attic of an abolitionist’s home. Enslaved people were called “passengers” or “cargo.” And “conductors” were people who guided the passengers from station to station. These code words helped keep the system a secret.



William Still

Abolitionist William Still is often referred to as the Father of the Underground Railroad. He was the director of multiple stations. He also risked his life as a conductor. It is said that he helped almost 800 enslaved people escape.

Harriet Tubman was also a conductor. She was as tough as nails. After making her own daring journey to freedom, Tubman returned to the South multiple times to help her family and friends escape. But she did not stop there. For 10 years, she bravely led nearly 300 people to freedom.



Harriet Tubman

A DANGEROUS JOURNEY

Passengers had to be extremely cautious. If they were caught, they could be sent back to their masters or killed. To be safe, many people traveled at night and hid during the day.

The Path to War

The 1850s was a turbulent time in the United States. The issue of slavery threatened to tear the nation apart. The Compromise of 1850 heightened the tension. It was a series of five laws passed by Congress. One law admitted California to the **Union** as a free state. Slavery was not permitted. A second law admitted New Mexico and Utah, too. Each of these states would make its own decision to be a free state or a slave state. The Texas border was adjusted as part of the third law. The fourth law made the slave trade illegal in Washington, DC. This made abolitionists happy. But, the fifth law outraged them. This was the Fugitive Slave Act.

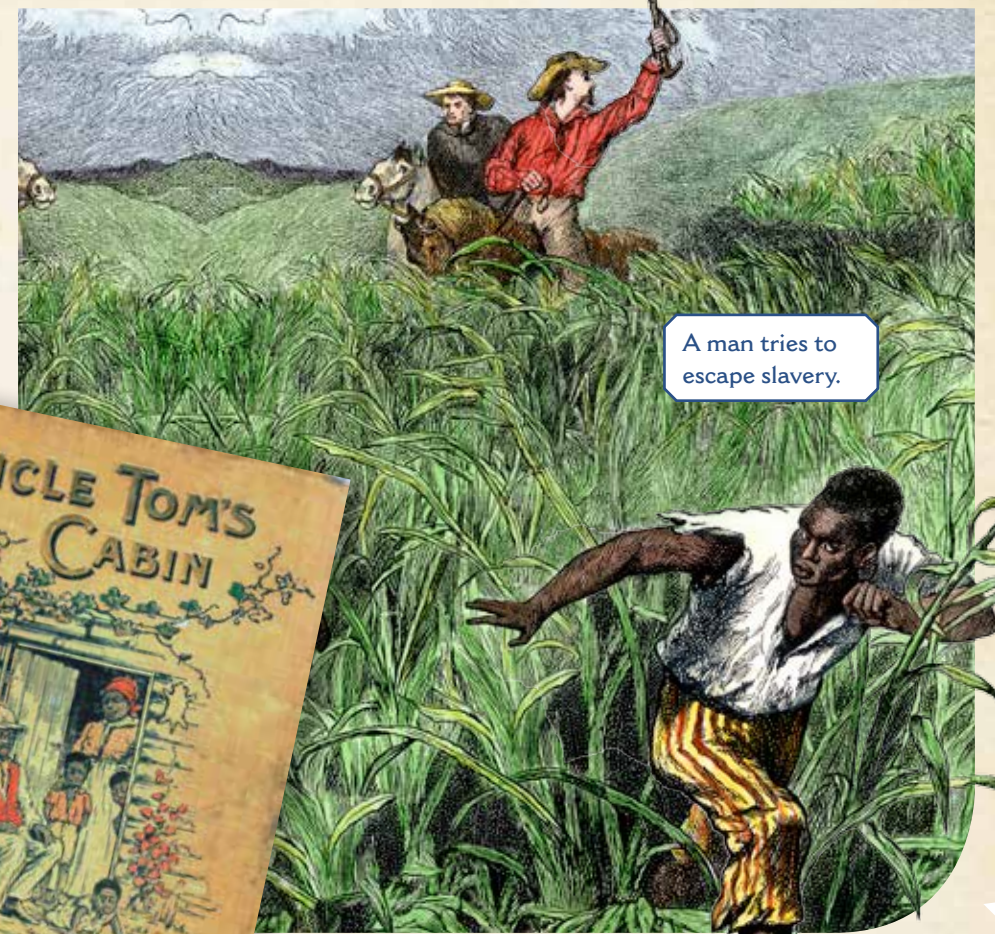
The Fugitive Slave Act stated that runaway slaves must be returned to their masters. All citizens were required to help return runaway slaves. This had been a law for some time, but the new version was even harsher. Anyone who helped enslaved people escape would now be subjected to large fines or even jail time. It also denied fugitive slaves the right to a trial by jury. Formerly enslaved people who were living free in the North were now scared. They could be captured at any time and sent to the South. Many left the North and moved to Canada where slavery was illegal.



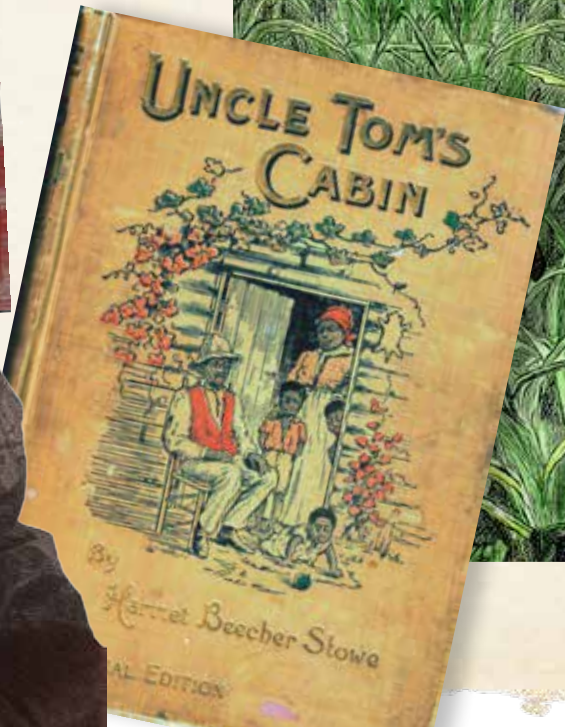
Congress meets to discuss the Compromise of 1850.

A POWERFUL STORY ★★★★★

The passage of the Fugitive Slave Act inspired Harriet Beecher Stowe (right) to publish *Uncle Tom's Cabin*. Her story illustrated the violence and struggle of slavery. The first year the book was published, it sold 1.5 million copies!



A man tries to escape slavery.



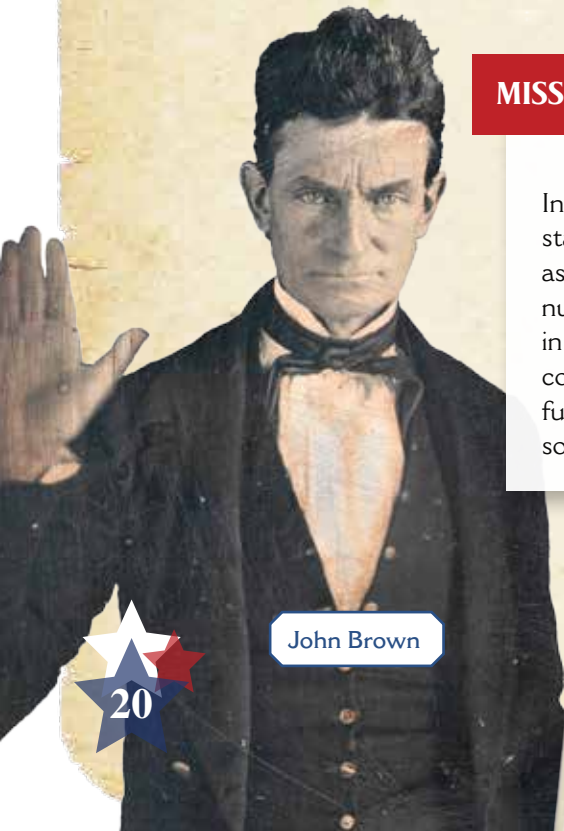
Some abolitionists were getting impatient. They felt more needed to be done than just giving speeches and writing pamphlets. They called for an immediate abolition of slavery no matter the cost. "What we need is action!" declared John Brown. Brown was a **radical** abolitionist. He felt that a war was needed to end slavery.

In 1854, a new act created a violent uproar. The Kansas-Nebraska Act ended the Missouri Compromise. Under the old compromise, Kansas and Nebraska should have been added to the Union as free states. But, this new act said that these states could choose to be slave states or free states. The North was furious, and so was John Brown!

People poured into Kansas and Nebraska. Proslavery groups and abolitionists fought to gain control of the territories. Violent fights broke out between the two sides. This period of time became known as Bleeding Kansas. Brown formed a **militia** (mi-LISH-uh) with his sons and headed to Kansas. While there, they attacked and killed five proslavery men who had burned down a town. This would not be Brown's last act of violence in the name of abolition.



Violence erupts in Kansas.



John Brown

MISSOURI COMPROMISE

In 1820, Missouri became a slave state, while Maine was added as a free state. This kept the number of free and slave states in the country balanced. The compromise also stated that future states north of Missouri's southern border would be free.



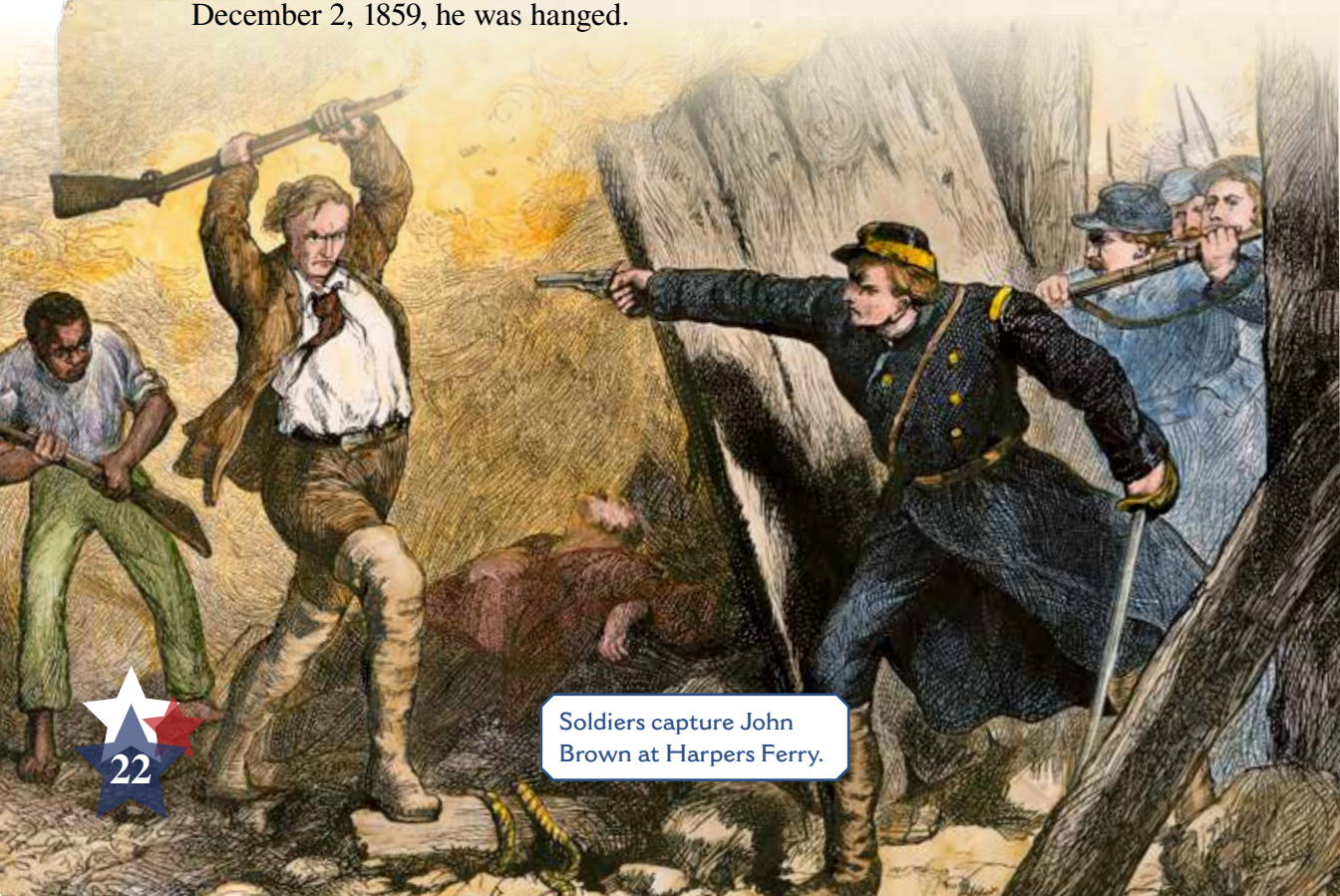
the Missouri Compromise



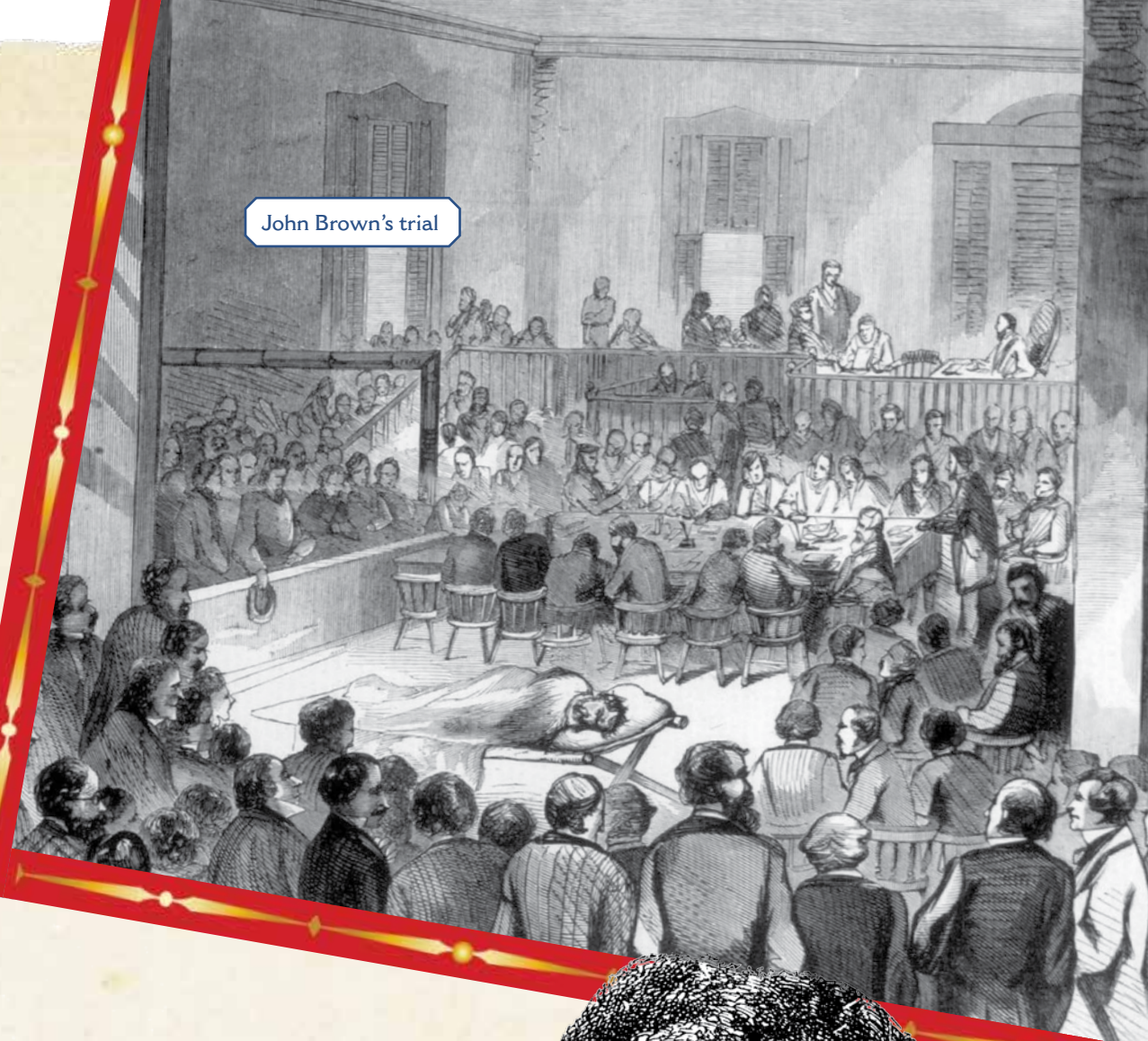
1855 map of the Kansas and Nebraska territories

In 1857, Brown started formulating a plan. He began recruiting fighters and raising funds. Later, Brown rented a farm in Maryland near Harpers Ferry. That town housed a **federal arsenal**. Brown planned to raid the arsenal and take all the weapons. The weapons would be given to enslaved people so they could rise up against their masters. The plan was dangerous. Even Frederick Douglass warned Brown not to go through with it. But, his mind was made up.

On October 16, 1859, Brown and his 21 men snuck into Harpers Ferry in the middle of the night. They rounded up 60 hostages and raided the arsenal and a few other places in town. Everything went according to plan until daybreak. Brown assumed enslaved people in the area would revolt. Instead, local residents saw what was happening and brought their own militias. No enslaved people revolted. Brown and his men were trapped inside the arsenal. When it was all over, 10 of Brown's men were dead. Five had escaped. The rest had been caught, including a wounded Brown. Brown was quickly brought to trial and found guilty. On December 2, 1859, he was hanged.



Soldiers capture John Brown at Harpers Ferry.

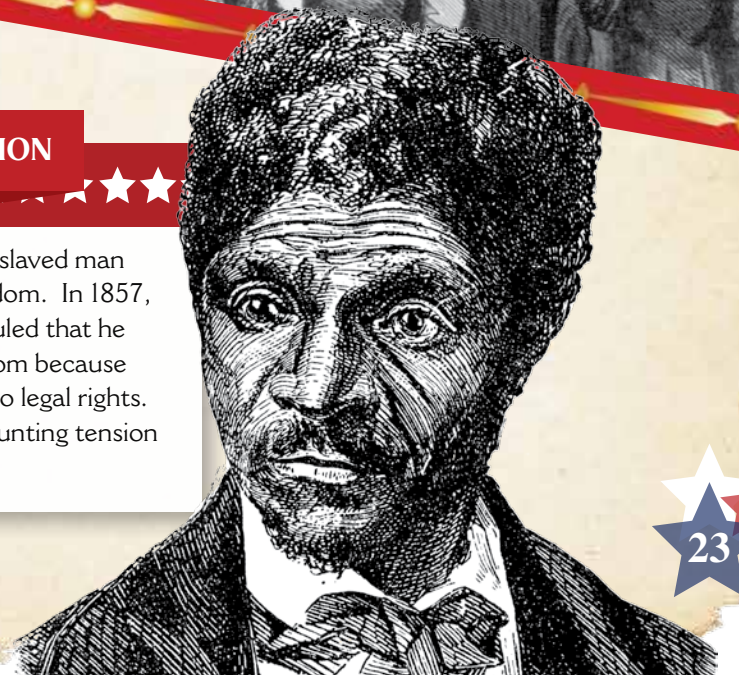


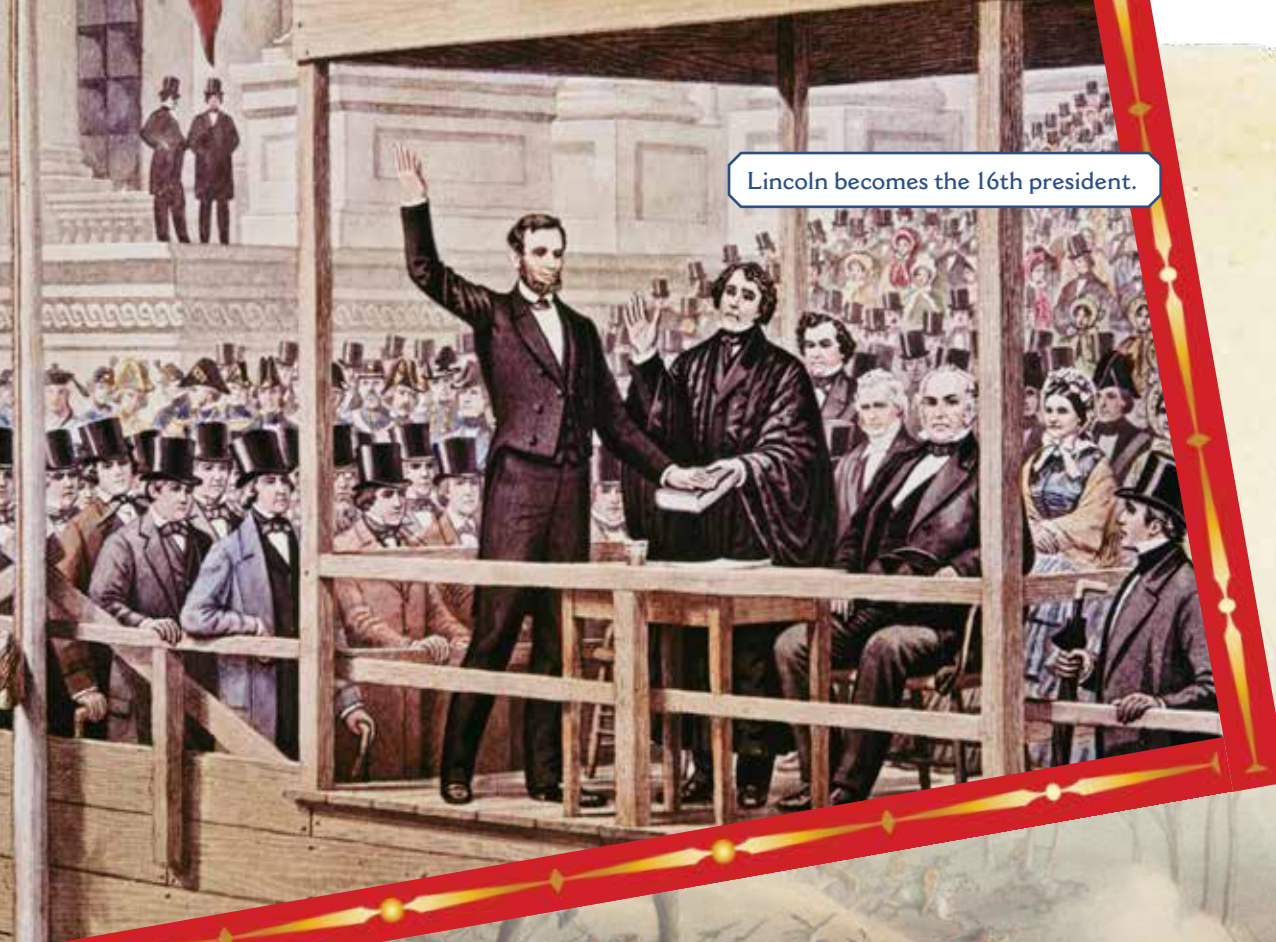
John Brown's trial

DRED SCOTT DECISION



Dred Scott was an enslaved man who sued for his freedom. In 1857, the Supreme Court ruled that he couldn't sue for freedom because enslaved people had no legal rights. This added to the mounting tension in the nation.

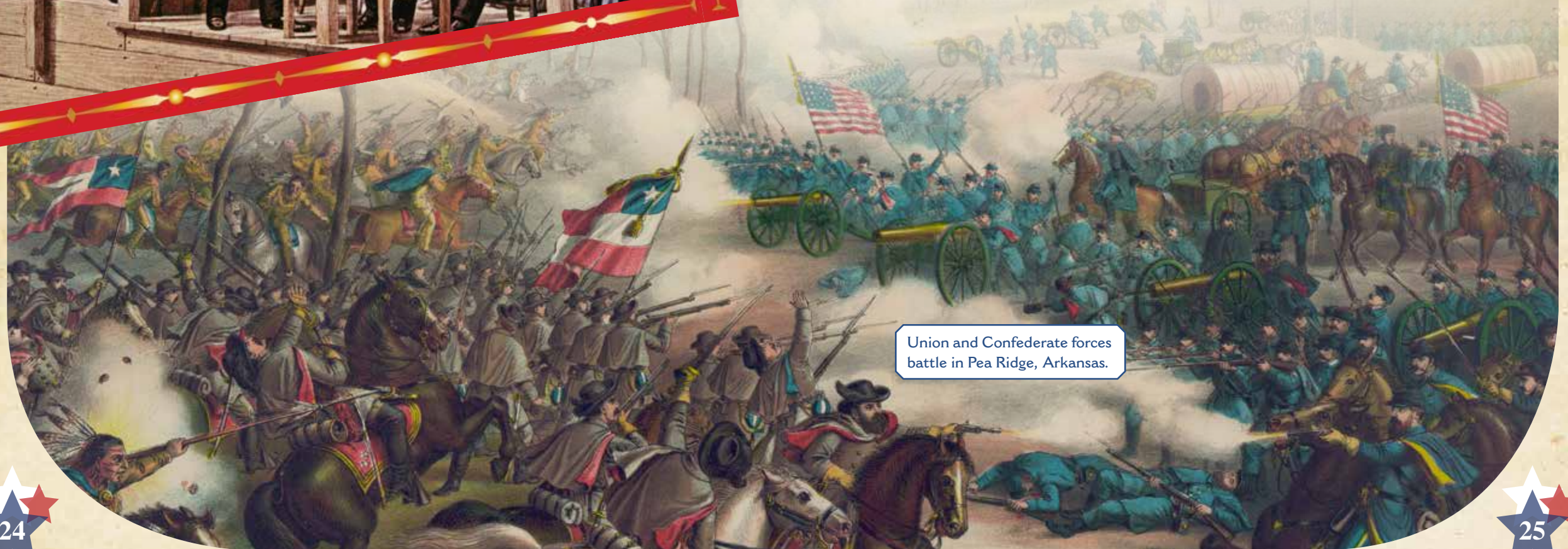




Lincoln becomes the 16th president.

The abolitionists took their next step toward ending slavery. They voted for Abraham Lincoln to be the next president. Although Lincoln had said he would not end slavery in the South, he did promise that he would not let it spread. People in the South did not trust him. Before Lincoln could even take office, Southern states started to **secede**. Lincoln vowed to keep the Union together, even if that meant war.

The nation had officially torn in two. In 1861, the South formed its own country called the Confederate States of America. The North became known as the Union. In April of that year, the Confederate army fired shots on Fort Sumter. The war had begun. The Civil War lasted four long years. It was the bloodiest war in American history. More than 620,000 died and many more were injured. The war ended in 1865, when the South surrendered to the Union. In December of that year, the 13th **Amendment** became law. It abolished slavery once and for all.



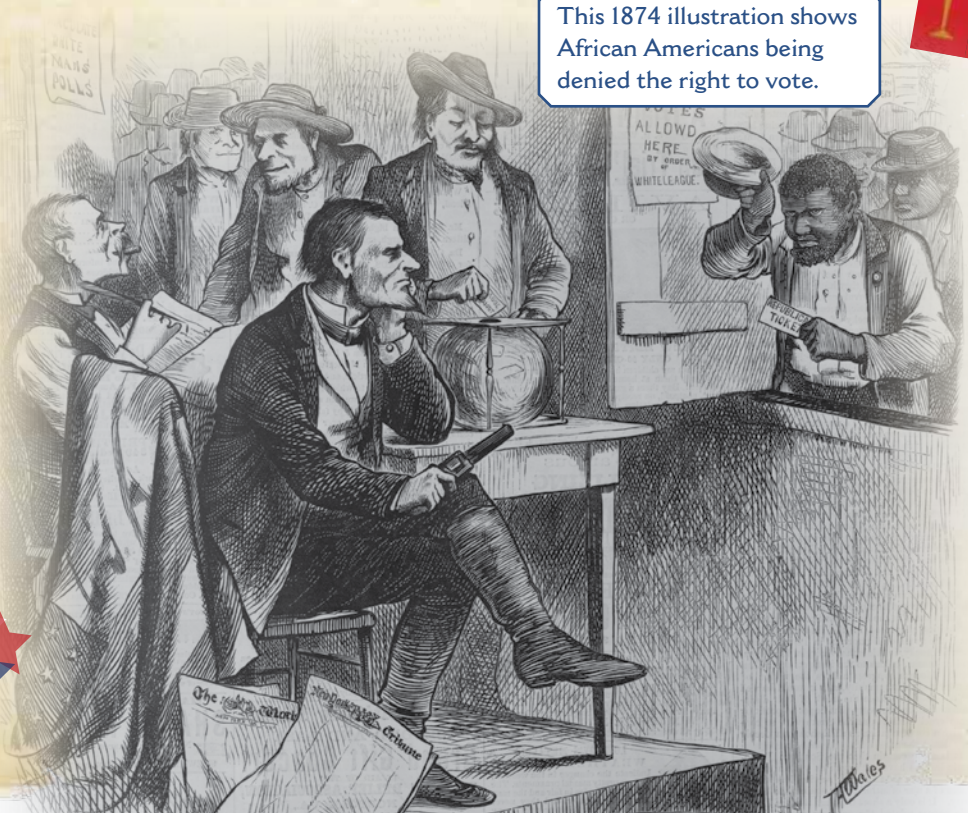
Union and Confederate forces battle in Pea Ridge, Arkansas.

A New Battle Begins

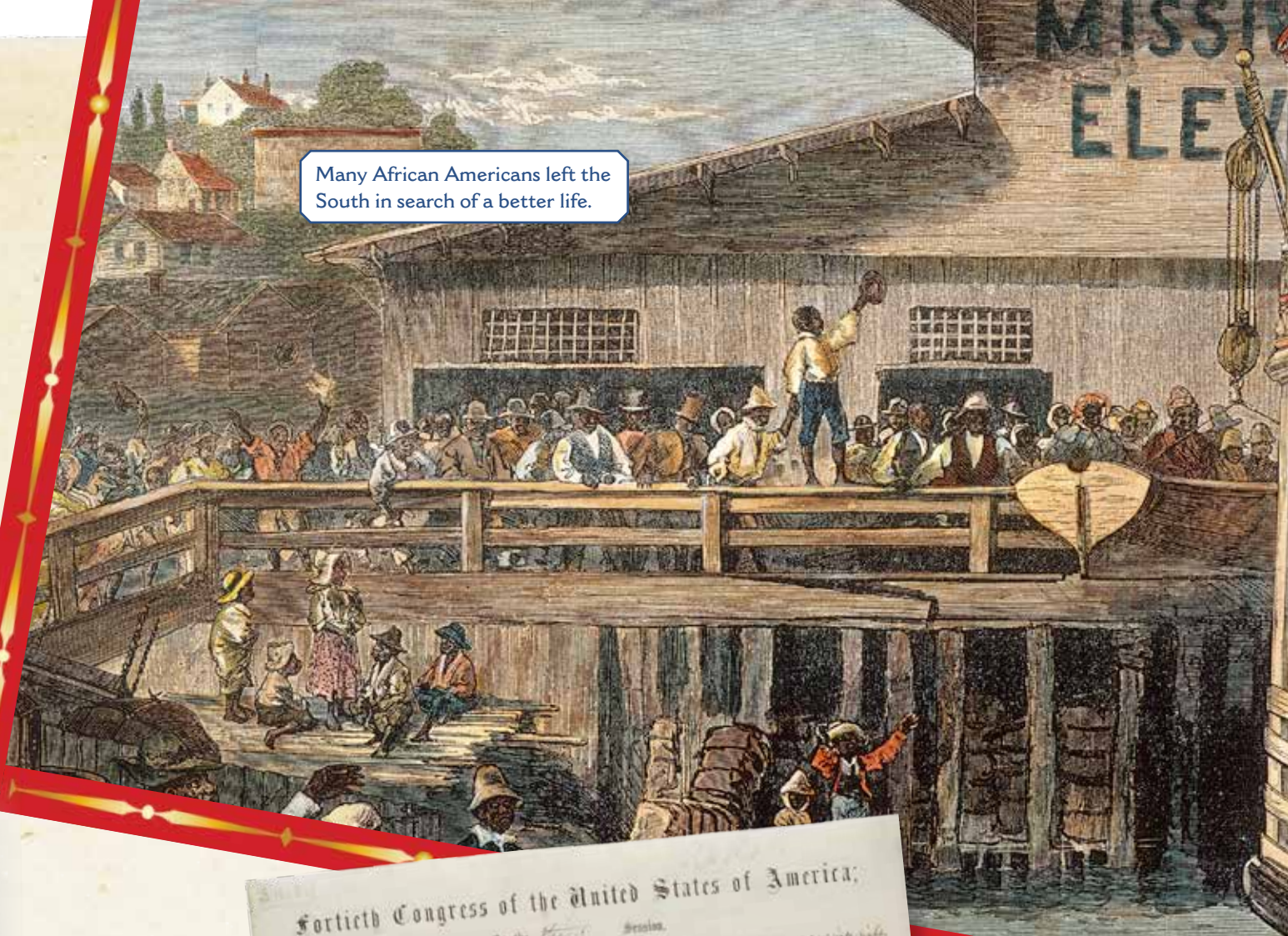
Slavery had been abolished, but another battle was just beginning. Millions of freed slaves now had to adjust to a new way of living. It was not an easy task. They needed jobs so that they could earn money. Many were homeless after the war. They needed food, clothing, and shelter. Abolitionists shifted their attention to helping African Americans start over. But they also had another goal. They wanted all African Americans to have equal rights and protection under the law—something that was not given to them after the war.

Although free, African Americans suffered greatly after the war. They faced harassment and violence. They were met with **racism** at every turn. **Segregation** laws separated white people from black people. This caused more hatred and division. For the next 100 years, they fought bravely for equality. They did not back down or give up their dreams. They had won their freedom. And now, they were determined to win their rights.

This 1874 illustration shows African Americans being denied the right to vote.

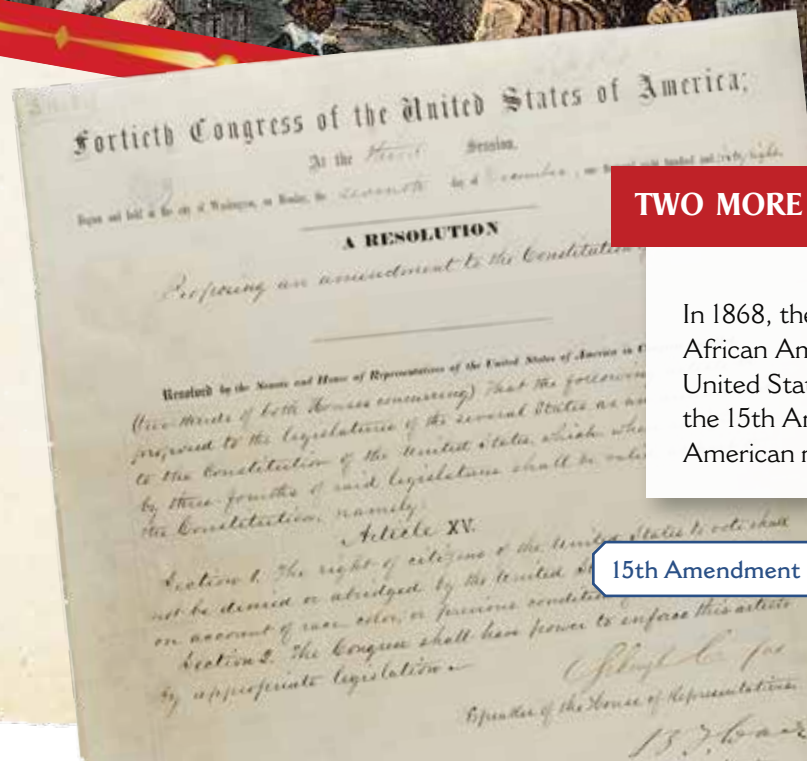


Many African Americans left the South in search of a better life.



TWO MORE AMENDMENTS

In 1868, the 14th Amendment made African Americans citizens of the United States. Two years later, the 15th Amendment gave African American men the right to vote.



15th Amendment

Share It!

The Underground Railroad was not the only way enslaved people escaped to freedom. Many courageous people took matters into their own hands. They were daring and smart. They were willing to take any risks necessary to reach freedom in the North.

Conduct research using the Internet or library resources. Find one of the many amazing stories of escape. Then, share it! Tell the story in detail to your friends and family.



Glossary

abolished—to have officially ended or stopped something

abolitionists—people who were against slavery and worked to end it

amendment—a change to the words or meaning of a law or document

economy—the system of buying and selling goods and services

federal arsenal—a place where a government stores military equipment and weapons

institution—a practice or custom that is accepted by many

libel—something written or spoken that damages a person's good name

manufacturing—making raw materials into finished products

militia—regular citizens trained in military combat and willing to fight and defend their country

orator—a skillful public speaker who gives powerful speeches

pamphlets—small and short printed publications with no cover that are about a particular subject

persevered—continued doing something even in the face of great difficulty

plantations—large farms that produce crops for money

Quakers—members of a Christian religious group who dress simply, are against violence, and have meetings without a special ceremony

racism—the belief that some races of people are superior over others

radical—having extreme social or political views that are not shared by many people

secede—to formally separate from a nation or state

segregation—the practice of separating groups of people based on their race or religion

Union—term used to describe the United States of America; also the name given to the Northern army during the Civil War

values—strongly held beliefs about what is right and wrong

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Your Turn!

ANTI-SLAVERY MASS MEETING!

Agreeably to a call, signed by about 50 persons, and published in the Lawrence Republican, a Mass Meeting of the friends of Freedom will be held at Miller's Hall, at 2 o'clock P. M., on Friday, Dec. 2d, the day on which

CAPT. JOHN BROWN IS TO BE EXECUTED,
To testify against the iniquitous SLAVE POWER that rules this Nation, and take steps to

Organize the Anti-Slavery Sentiment
of the community. Arrangements have been made with prominent speakers to be present and address the meeting.
PER ORDER OF COMMITTEE OF ARRANGEMENTS.
Lawrence, Nov. 26, 1859.

Abolitionist Meeting

This document advertises an abolitionist meeting in Lawrence, Kansas. The meeting was scheduled for the day of John Brown's execution. The organizers hoped the event would rally support for their cause.

Create your own poster to advertise an abolitionist meeting. Include the date and time of the event. You might want to choose an important date for your meeting, too. Use persuasive language to explain why people should attend the event.

Read and Respond

1. What is the Underground Railroad?
2. Why did the Fugitive Slave Act anger abolitionists?
3. Write a slogan for the abolitionist movement.
4. How did the Southern economy affect slavery in the United States?
5. Do you think the Civil War was inevitable, or do you think it could have been avoided? Explain.
6. Design a mock social media profile for an abolitionist from this book. Include evidence of the person's beliefs and events from his or her life.