



Module 15

# Slavery in the United States



## Essential Question

How did slavery shape life in the United States?

**About the Painting:** In the painting *A Ride for Liberty—The Fugitive Slaves*, artist Eastman Johnson depicts a family of slaves attempting an escape toward freedom.

In this module you will read about slavery in the United States. You will learn about how it began, what life as a slave was like, and how the issue of slavery affected American politics and society.

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**VIDEOS, including...**

- Freedom's Road: Slavery and the Opposition
- The Sale of Josiah Henson

- Document-Based Investigations
- Graphic Organizers
- Interactive Games
- Image Carousel: Plantation Work
- Interactive Map: Growth of the United States to 1848
- Image Carousel: Resistance to the Fugitive Slave Act

### What You Will Learn ...

**Lesson 1: Beginnings of Slavery in the Americas . . . . . 476**  
**The Big Idea** Europeans forced millions of African slaves to work in their colonies.

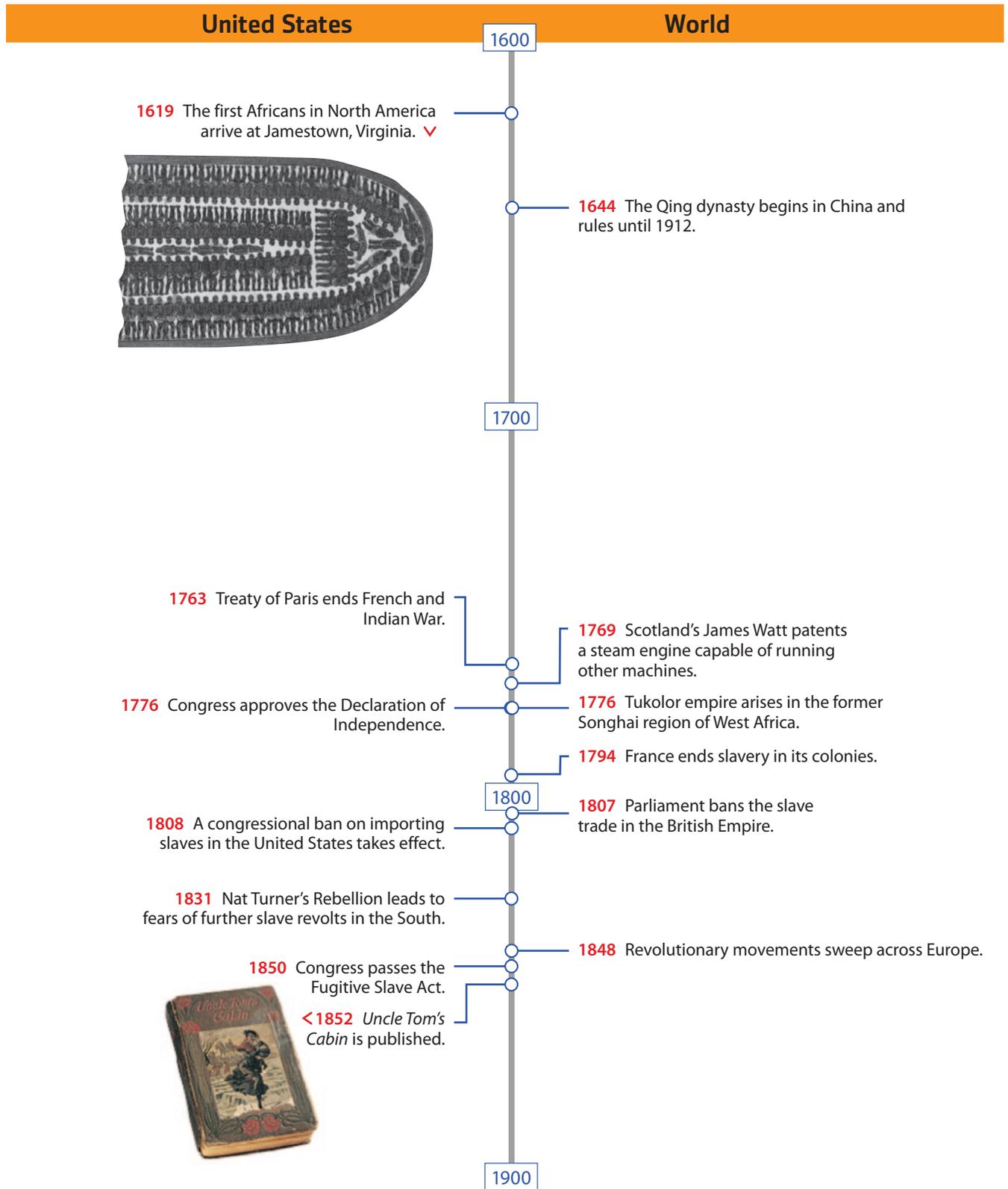
**Lesson 2: The Slave System. . . . . 482**  
**The Big Idea** The slave system in the South produced harsh living conditions and occasional rebellions.

**Lesson 3: The Movement to End Slavery . . . . . 489**  
**The Big Idea** In the mid-1800s, debate over slavery increased as abolitionists organized to challenge slavery in the United States.

**Lesson 4: The Politics of Slavery. . . . . 496**  
**The Big Idea** The acquisition of new lands and antislavery writings intensified the debate over slavery.

# Timeline of Events 1619–1852

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# Reading Social Studies

## THEME FOCUS:

### Politics, Society and Culture

Since colonial times, the issue of slavery divided Americans. By the mid-1800s, the slavery debate reached its greatest height, nearly breaking the nation in two. The issue deeply affected American politics as Congress worked hard to ensure that the differing views and stances of the North and the South were met on an equal basis. Religious beliefs, American values, and economic concerns surrounded the slavery issue and helped shape and change the nation's society and culture. This module discusses the nation's complex struggle with this issue.

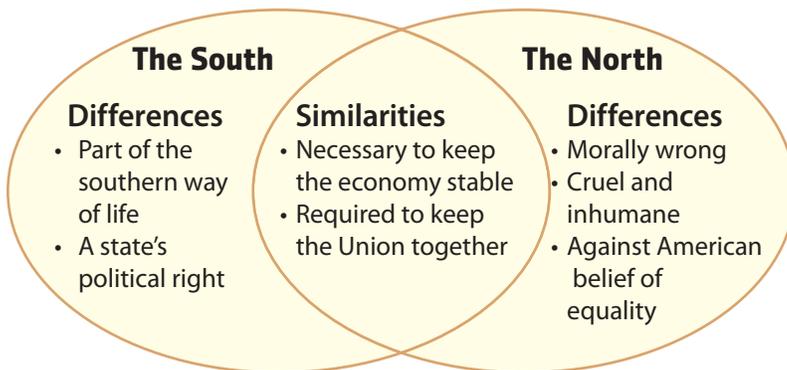
## READING FOCUS:

### Compare and Contrast Historical Facts

Comparing and contrasting are good ways to learn. That is one reason historians use comparison and contrast to explain people and events in history.

**Understand Comparison and Contrast** To **compare** is to look for likenesses, or similarities. To **contrast** is to look for differences. Sometimes writers point out similarities and differences. Other times you have to look for them yourself. You can use a diagram like this one to keep track of similarities and differences as you read.

#### Viewpoints on Slavery



#### Clues for Comparison— Contrast

Writers sometimes signal comparisons or contrasts with words like these:

**Comparison**—similarly, like, in the same way, too

**Contrast**—however, unlike, but, while, although, in contrast

# You Try It!

The following passage is from the module you are getting ready to read. As you read the passage, look for word clues about similarities and differences.

Abolitionists came from many different backgrounds and opposed slavery for various reasons. The Quakers were among the first groups to challenge slavery on religious grounds. Elihu Embree, the son of a Quaker minister, published the first newspapers in the country devoted to the abolitionist cause.

Other religious leaders gave speeches and published pamphlets that moved many Americans to support abolition. In one of these, abolitionist Theodore Weld wrote that “everyman knows that slavery is a curse.” Other abolitionists referred to the Declaration of Independence. They reminded people that the American Revolution had been fought in the name of liberty.

Antislavery reformers did not always agree on the details, however. They differed over how much equality they thought African Americans should have. Some believed that African Americans should receive the same treatment as white Americans, whereas other abolitionists were against full political and social equality.

After you read the passage, answer the following questions.

1. What does the word *whereas* (in the last sentence of the passage) compare or contrast?
2. On what issue did abolitionists disagree? What comparison or contrast signal word helped you answer this question?
3. What other comparison or contrast words do you find in the passage? How do these words or phrases help you understand the passage?

**As you read Module 15**, keep an eye out for compare and contrast signal words. How do they help you understand the content?

## Key Terms and People

### Lesson 1

immune  
Middle Passage  
African Diaspora

### Lesson 2

folktales  
spirituals  
Nat Turner’s Rebellion  
Nat Turner

### Lesson 3

abolition  
Elihu Embree  
William Lloyd Garrison  
American Anti-Slavery Society  
Angelina and Sarah Grimké  
Frederick Douglass  
Sojourner Truth  
Underground Railroad  
Harriet Tubman

### Lesson 4

Wilmot Proviso  
sectionalism  
Free-Soil Party  
secede  
Compromise of 1850  
Fugitive Slave Act  
Anthony Burns  
Harriet Beecher Stowe  
*Uncle Tom’s Cabin*

# Beginnings of Slavery in the Americas

## The Big Idea

Europeans forced millions of African slaves to work in their colonies.

## Main Ideas

- European diseases wiped out much of the Native American population, causing colonists to look for a new labor force.
- Europeans enslaved millions of Africans and sent them to work in their colonies.
- Slaves in the Americas created distinct cultures.

## Key Terms and People

immune  
Middle Passage  
African Diaspora

## Academic Vocabulary

**structure** the way something is set up or organized

## If YOU were there . . .

You are an enslaved African living in North America. Your family is all that you have. You help each other, and your family provides some relief from the forced labor and harsh life on the plantation. Still, you long for your freedom. A fellow slave has told you of a plan to escape.

**Will you stay with your family or try to flee?**

## The Need for a New Labor Force

European diseases had a devastating effect on the Native American population. Measles, smallpox, and typhus were common in Europe. As a result, most adult Europeans were **immune**, or had a natural resistance, to them. Native Americans, however, had never been exposed to such diseases and had no immunity to them. As a result, many Native Americans became terribly sick after their first encounters with Europeans. Millions of them died in the years after Columbus reached the New World.

No one knows exactly how many Native Americans died from European diseases, but the loss of life was staggering. Spanish author Fernández de Oviedo reported in 1548 about the destruction of the Native Americans of Hispaniola. He reported that, of the estimated 1 million Indians who had lived on the island in 1492, “there are not now believed to be at the present time . . . five hundred persons [left].” In North America the Native American population north of Mexico was about 10 million when Columbus arrived. This number would drop to less than a million. The drop in the native population played a major role in the emerging need for an alternative labor force.

Plantation agriculture was a mainstay of the colonial economic **structure**. Spain and Portugal established sugar plantations that relied on large numbers of native laborers.

**Reading Check**  
Analyze  
How did disease contribute to the slave trade?

In the 1600s English tobacco farmers in North America also needed workers for their plantations. With a lack of Native American workers, they, too, needed another source of labor. Plantation owners in both North and South America wanted a cheap work force.

Some colonists, including Spanish priest Bartolomé de Las Casas, suggested using enslaved Africans as workers. Africans had already developed immunity to European diseases. The colonists soon agreed that slaves from West Africa could be the solution to their labor needs.

## The Slave Trade

The practice of slavery had existed in Africa and in many parts of the world for centuries. Traditionally, slavery in West Africa mostly involved only black Africans, who were both slaveholders and slaves. This changed in the 600s when Arab Muslims, and later Europeans, became slave traders. Though Europeans had long traded resources with Africa, they became more interested in the growing slave trade.

In 1510 the Spanish government legalized the sale of slaves in its colonies. The first full cargo ship of Africans arrived in the Americas eight years later. Over the next century, more than a million enslaved Africans were brought to the Spanish and Portuguese colonies in the New World. The Dutch and English also became active in the slave trade.

**Middle Passage** Enslavement was a horrible experience for the slaves. Most enslaved people had been captured in the interior of Africa, often by Africans who profited from selling slaves to Europeans. The captives were chained around the neck and then marched to the coast. This journey could be as long as 1,000 miles.

The **Middle Passage** was the voyage across the Atlantic Ocean that enslaved Africans were forced to endure. Africans were packed like cargo in the lower decks of the slave ships. The slaves were chained together and crammed into spaces about the size of coffins. The height between the decks was sometimes only 18 inches.

In this confinement, disease spread quickly, killing many Africans. Others suffocated or died from malnutrition. Some slaves took their own lives to end their suffering. It is estimated that one out of every six Africans died during the Middle Passage.

**African Diaspora** Between the 1520s and 1860s, about 12 million Africans were shipped across the Atlantic as slaves. More than 10 million of these captives survived the voyage and reached the Americas. The slave trade led to the **African Diaspora**. (A diaspora is the scattering of a people.) Enslaved Africans were sent all across the New World.

More than a third of the enslaved Africans, nearly 4 million people, were sent to work in Brazil. Most of these people were forced to labor on Portuguese sugar plantations. Nearly 2 million enslaved people were sent to the colonies of New Spain. Some worked on plantations in the Caribbean, while others were taken to toil in the mines of Peru and Mexico.



Native Americans had no resistance to European diseases. As a result, throughout the Americas, millions suffered and died. This illustration from a Spanish missionary account of 16th-century Mexico shows victims of smallpox.



King Afonso of Kongo (seated) wrote the king of Portugal in 1526 asking him to do what he could to stop the practice of taking African slaves from his kingdom.

Some 3 million slaves worked in British and French colonies in the Caribbean and Latin America. More than 600,000 slaves went to Britain's North American colonies, which later became the United States.

Colonial leaders across the Americas developed laws that regulated slave treatment and behavior. Slaves were given few rights in the colonies. The law considered enslaved Africans to be property. In some colonies, a slaveholder was not charged with murder if he killed a slave while punishing him. Enslaved Africans, on the other hand, received harsh penalties for minor offenses, such as breaking a tool. Runaways were often tortured and sometimes killed.

The treatment of enslaved Africans varied from slaveholder to slaveholder. To protect their investment, some slaveholders provided adequate food, clothing, and shelter for their slaves. However, severe treatment was more common. Whippings, brandings, and even worse torture were all part of American slavery.

**The Enslaved Fight Back** Although they were in bondage, people of African origin found ways to resist their enslavement. They sometimes worked slowly, damaged goods, or deliberately carried out orders the wrong way.

In South Carolina, enslaved people vastly outnumbered whites, who lived in fear of slave rebellions. Their fears came true in the late 1730s when a revolt occurred in South Carolina. In September 1739, an uprising known as the Stono Rebellion took place. The revolt began when about 20 slaves gathered at the Stono River just southwest of Charles Town. Wielding weapons, they killed whites and marched south, beating drums and chanting "Liberty!" They called out for others to join them in their plan to seek freedom in Spanish-held Florida. Many joined, and their numbers grew until there were perhaps 100 in open rebellion. Seven plantations were burned along their route and 20 whites were killed. By late that afternoon, however, a white militia had surrounded the escaping slaves. The

**Reading Check**  
Generalize  
How were enslaved  
Africans treated in the  
Americas?

two sides clashed, and many slaves died in the fighting. Those captured were executed.

Stono and similar revolts led planters to make slave codes even stricter. Slaves were now forbidden from leaving plantations without written permission. The laws also made it illegal for slaves to meet with free blacks. Such laws made the conditions of slavery even more inhumane.

## Slave Culture in the Americas

Slaves in the Americas came from many different parts of Africa. They spoke different languages and had different cultural backgrounds. But enslaved Africans also shared many customs and viewpoints. They built upon what they had in common to create new African American cultures.

Families were a vital part of slave culture. Families provided a refuge—a relationship not fully under the slaveholders' control. However, slave families faced many challenges. Families were often broken apart when a family member was sold to another owner. In Latin America, there were many more enslaved males than females. This made it difficult for slaves there to form stable families.

Religion was a second refuge for slaves. It gave enslaved Africans a form of expression that was partially free from their slaveholders' control. Slave religion was primarily Christian, but it included traditional elements from African religions as well. Religion gave slaves a sense of self-worth and a hope for salvation in this life and the next. Spirituals were a common form of religious expression among slaves. Slaves also used songs and folktales to tell their stories of sorrow, hope, agony, and joy.

Many slaves expressed themselves through art and dance. Dances were important social events in slave communities. Like most elements of slave culture, art and dance were heavily influenced by African traditions.

**Reading Check**  
Identify Points  
of View Why was  
religion important  
to slaves in the  
Americas?

**Summary and Preview** After disease wiped out much of the Native American population, colonists turned to African slave labor. In the next lesson you will learn what life was like under slavery and how some tried to rebel against it.

### Lesson 1 Assessment

#### Review Ideas, Terms, and People

- a. Recall** Why did so many Native Americans die after coming into contact with Europeans?

**b. Summarize** Why did plantation owners turn to enslaved Africans as a labor force?
- a. Identify** What was the Middle Passage?

**b. Describe** Explain how enslaved Africans were treated after they reached the colonies in the Americas.
- a. Explain** What are spirituals?

**b. Analyze** How did religion and family provide a refuge from the harsh life enslaved Africans were forced to endure?

#### Critical Thinking

- Identify Cause and Effect** In this lesson you learned about the slave trade. Create a chart similar to the one below and identify the causes and effects of the slave trade.



# History and Geography

## The Atlantic Slave Trade

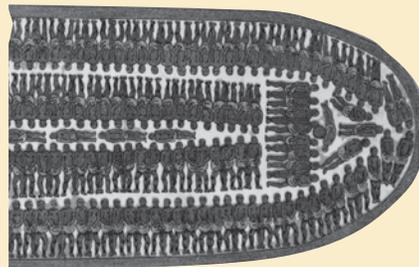
The slave system that arose in the American colonies was strongly influenced by geographic forces. The climate of the southern colonies was suited to growing certain crops, like cotton, tobacco, and sugarcane. These crops required a great deal of labor to grow and to process. To meet this great demand for labor, the colonists looked to one main source—enslaved Africans.

**Colonial Slave Ports** Slave ships sailed to slave ports, where they unloaded their human cargo. Slave ports like Boston, Newport, and Charleston were located near farming areas and the mouths of rivers.



**The West Indies** Africans were brought to the West Indies to work on large sugar plantations. Sugarcane thrived in the West Indies, but it required huge amounts of labor to grow.

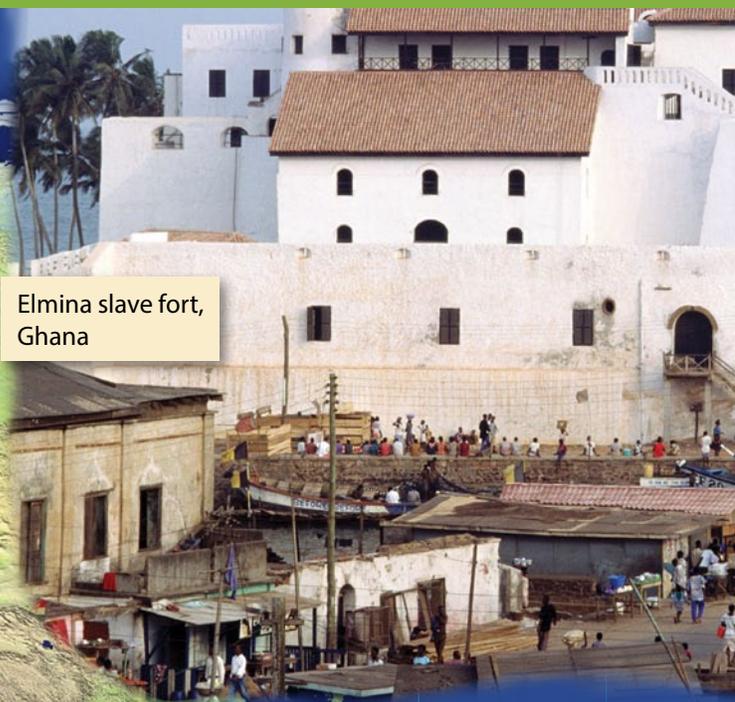
**The Middle Passage** The terrifying and deadly voyage across the Atlantic was known as the Middle Passage. Enslaved Africans were chained and crowded together under ships' decks on this long voyage, as the drawing shows.



Slave forts began as trading posts. They were built near river mouths to provide easy access to both the sea and inland areas.



Elmina slave fort, Ghana



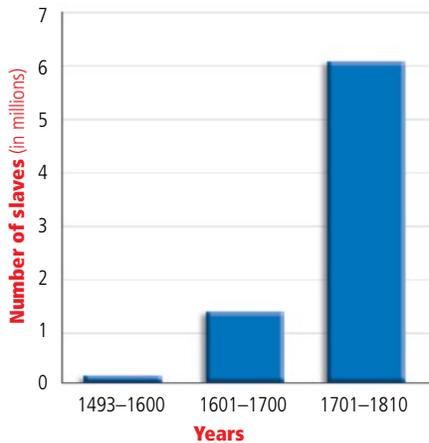
New England traders exchanged goods for slaves on the West African coast and then transported the slaves to the American colonies or to the West Indies.

### Kidnapped and Taken to a Slave Ship

Mahommah G. Baquaqua was captured and sold into slavery as a young man. In this 1854 account, he recalls being taken to the African coast to board a slave ship.

*"I was taken down to the river and placed on board a boat; the river was very large and branched off in two different directions, previous to emptying itself into the sea. . . . We were two nights and one day on this river, when we came to a . . . place . . . [where] the slaves were all put into a pen, and placed with our backs to the fire. . . . When all were ready to go aboard, we were chained together, and tied with ropes round about our necks, and were thus drawn down to the sea shore."*

Slaves Brought to the Americas, 1493–1810



### Interpret Maps

**Human-Environment Interaction** What geographic factors influenced the development of the Atlantic slave trade?

# The Slave System

## The Big Idea

The slave system in the South produced harsh living conditions and occasional rebellions.

## Main Ideas

- Slaves worked at a variety of jobs on plantations.
- Life under slavery was difficult and dehumanizing.
- Slave culture centered around family, community, and religion.
- Slave uprisings led to stricter slave codes in many states.

## Key Terms and People

folktales

spirituals

Nat Turner's Rebellion

Nat Turner

## If YOU were there . . .

You are a reporter for a newspaper in Philadelphia in the 1850s. You are writing a series of articles about the slave system in the South. To get background for your stories, you are planning to interview some former slaves who now live in Philadelphia. Some have bought their freedom, while others have successfully escaped from slavery.

**What questions will you ask in your interviews?**

## Slaves and Work

Most enslaved African Americans lived in rural areas where they worked on farms and plantations. Enslaved people on small farms usually did a variety of jobs. On large plantations, most slaves were assigned to specific jobs, and most worked in the fields. Most slaveholders demanded that slaves work as much as possible. Supervisors known as drivers, who were sometimes slaves themselves, made sure that slaves followed orders. Drivers also carried out punishments.

**Working in the Field** Most plantation owners used the gang-labor system. In this system, all field hands worked on the same task at the same time. They usually worked from sunup to sundown. Former slave Harry McMillan had worked on a plantation in South Carolina. He recalled that the field hands usually did not even get a break to eat lunch. "You had to get your victuals [food] standing at your hoe," he remembered.

Men, women, and even children older than about 10 usually did the same tasks. Sickness and poor weather rarely stopped the work. "The times I hated most was picking cotton when the frost was on the bolls [seed pods]," recalled former Louisiana slave Mary Reynolds. "My hands git sore and crack open and bleed."

**Working in the Planter's Home** Some slaves worked as butlers, cooks, or nurses in the planter's home. These slaves



### Typical Daily Schedule:

- 3:00 a.m. *Out of bed, tend animals*
- 6:00 a.m. *Prayers*
- 7:00 a.m. *Start work*
- 12:00 p.m. *Lunch*
- 1:00 p.m. *Return to work*
- 7:00 p.m. *Dinner*
- 8:00 p.m. *Return to work*
- 11:00 p.m. *Lights out*

### A Slave's Daily Life

The lives of slaves revolved around the work required of them. Although created in 1874, the illustration above shows the backbreaking work of harvesting cotton. The schedule at left details how a slave might have spent his or her day.

### Reading Check

Summarize

What were some types of work done by enslaved people on plantations?

often had better food, clothing, and shelter than field hands did, but they often worked longer hours. They had to serve the planter's family 24 hours a day.

**Working at Skilled Jobs** On larger plantations, some enslaved African Americans worked at skilled jobs, such as blacksmithing or carpentry. Sometimes planters let these slaves sell their services to other people. Often planters collected a portion of what was earned but allowed slaves to keep the rest. In this way, some skilled slaves earned enough money to buy their freedom from their slaveholders. For example, William Ellison earned his freedom in South Carolina by working for wages as a cotton gin maker. For years he worked late at night and on Sundays. He bought his freedom with the money he earned. Eventually he was also able to buy the freedom of his wife and daughter.

## Life Under Slavery

Generally, slaveholders viewed slaves as property, not as people. Slaveholders bought and sold slaves to make a profit. The most common method of sale was at an auction. The auction itself determined whether families would be kept together or separated. Sometimes a buyer wanted a slave to

**A Nurse's Work**  
Slaveholders' children were often cared for by enslaved women. At the time, women who looked after children were called nurses. This nurse is posing with her slaveholder's child in about 1850.



fill a specific position, such as heavy laborer, carpenter, or blacksmith. The buyer might be willing to pay for the slave who could do the work, but not for that slave's family. Families would then be separated, with little hope of ever getting back together.

Slave traders sometimes even kidnapped free African Americans and then sold them into slavery. For example, Solomon Northup, a free African American, was kidnapped in Washington, DC. He spent 12 years as a slave until he finally proved his identity and gained his release.

**Living Conditions** Enslaved people often endured poor living conditions. Planters housed them in dirt-floor cabins with few furnishings and often leaky roofs. The clothing given to them was usually simple and made of cheap, coarse fabric. Some slaves tried to brighten up their clothing by sewing on designs from discarded scraps of material. In this way, they expressed their individuality and personalized the clothing assigned to them by the planters.

Likewise, many slaves did what they could to improve their small food rations. Some planters allowed slaves to keep their own gardens for vegetables and chickens for eggs. Other slaves were able to add a little variety to their diet by fishing or picking wild berries.

**Reading Check**  
Summarize  
How did slaveholders  
control slaves?

**Academic  
Vocabulary**  
aspect part

**Punishment and Slave Codes** Some planters offered more food or better living conditions to encourage slaves' obedience. However, most slaveholders used punishment instead. Some would punish one slave in front of others as a warning to them all. Harry McMillan recalled some of the punishments he had witnessed.

“The punishments were whipping, putting you in the stocks [wooden frames to lock people in] and making you wear irons and a chain at work. Then they had a collar to put round your neck with two horns, like cows' horns, so that you could not lie down. . . . Sometimes they dug a hole like a well with a door on top. This they called a dungeon keeping you in it two or three weeks or a month, or sometimes till you died in there.”

—Harry McMillan, quoted in *Major Problems in the History of the American South, Volume I*, edited by Paul D. Escott and David R. Goldfield

To further control slaves' actions, many states passed strict laws called slave codes. Some laws prohibited slaves from traveling far from their homes. Literacy laws in most southern states prohibited the education of slaves. Alabama, Virginia, and Georgia had laws that allowed the fining and whipping of anyone caught teaching enslaved people to read and write.

## Slave Culture

Many enslaved Africans found comfort in their community and culture. They made time for social activity, even after exhausting workdays, in order to relieve the hardship of their lives.

**Family and Community** Family was the most important **aspect** of slave communities, and many slaves feared separation more than they feared punishment. Josiah Henson never forgot the day that he and his family were auctioned. His mother begged the slaveholder who bought her to buy Josiah, too. The slaveholder refused, and Henson's entire family was separated. “I must have been then between five or six years old,” he recalled years later. “I seem to see and hear my poor weeping mother now.”

Enslaved parents kept their heritage alive by passing down family histories as well as African customs and traditions. They also told **folktales**, or traditional stories that often had a moral, to teach lessons about how to survive under slavery. These folktales often included a clever animal character called a trickster. The trickster—which often represented slaves—defeated a stronger animal by outwitting it. Folktales reassured slaves that they could survive by outsmarting more powerful slaveholders.

**Religion** Religion also played an important part in slave culture. By the early 1800s, many slaves were Christians. They came to see themselves, like the slaves in the Old Testament, as God's chosen people, much like the Hebrew slaves in ancient Egypt who had faith that they would someday live in freedom.

Some slaves sang **spirituals**, emotional Christian songs that blended African and European music, to express their deeply held religious beliefs.



Most slaves found hope and a short escape from their daily misery in Sunday church services. Others sought to escape permanently and ran away, hoping to reach the freedom of the North. A failed escape attempt, however, could result in a cruel whipping—or worse.

For example, “The Heavenly Road” reflected slaves’ belief in their equality in the eyes of God.

“Come, my brother, if you never did pray,  
I hope you pray tonight;  
For I really believe I am a child of God  
As I walk on the heavenly road.”

—Anonymous, quoted in *Afro-American Religious History*, edited by Milton C. Sernett

Slaves blended some aspects of their traditional African religions with those of the Christianity that the slaveholders followed. They worshipped in secret, out of sight of slaveholders. Some historians have called slave religion the invisible institution.

**Seeds of Rebellion** Maintaining their own religious beliefs and practices was only one way in which enslaved people resisted slaveholders’ attempts to control them completely. In small ways, slaves rebelled against the system daily. Sometimes they worked slower to protest long hours in the fields. Other times they ran away for a few days to avoid an angry slaveholder. Some slaves tried to escape permanently, but most left only for short periods, often to go and visit relatives.

Gaining freedom by escaping to the North was hard. If discovered, slaves were captured and sent back to their slaveholders, where they faced certain punishment or death. However, thousands of enslaved people succeeded in escaping.

## Slave Uprisings

Although violent slave revolts were relatively rare, white southerners lived in fear of them. Two planned rebellions were stopped before they began. Gabriel Prosser planned a rebellion near Richmond, Virginia, in 1800. Denmark Vesey planned one in Charleston, South Carolina, in 1822. Local authorities executed most of those involved in planning these rebellions. Though Vesey was executed as the leader of the Charleston conspiracy, several accounts written after his death by antislavery writers claimed he was a hero.

### Reading Check

#### Summarize

How did slaves’ religious beliefs affect their attitudes toward slavery?

The most violent slave revolt in the country occurred in 1831 and is known as **Nat Turner's Rebellion**. **Nat Turner**, a slave from Southampton County, Virginia, believed that God had told him to end slavery. On an August night in 1831, Turner led a group of slaves in a plan to kill all of the slaveholders and their families in the county. First they attacked the family who held Turner as a slave. Soon they had killed about 60 white people in the community.

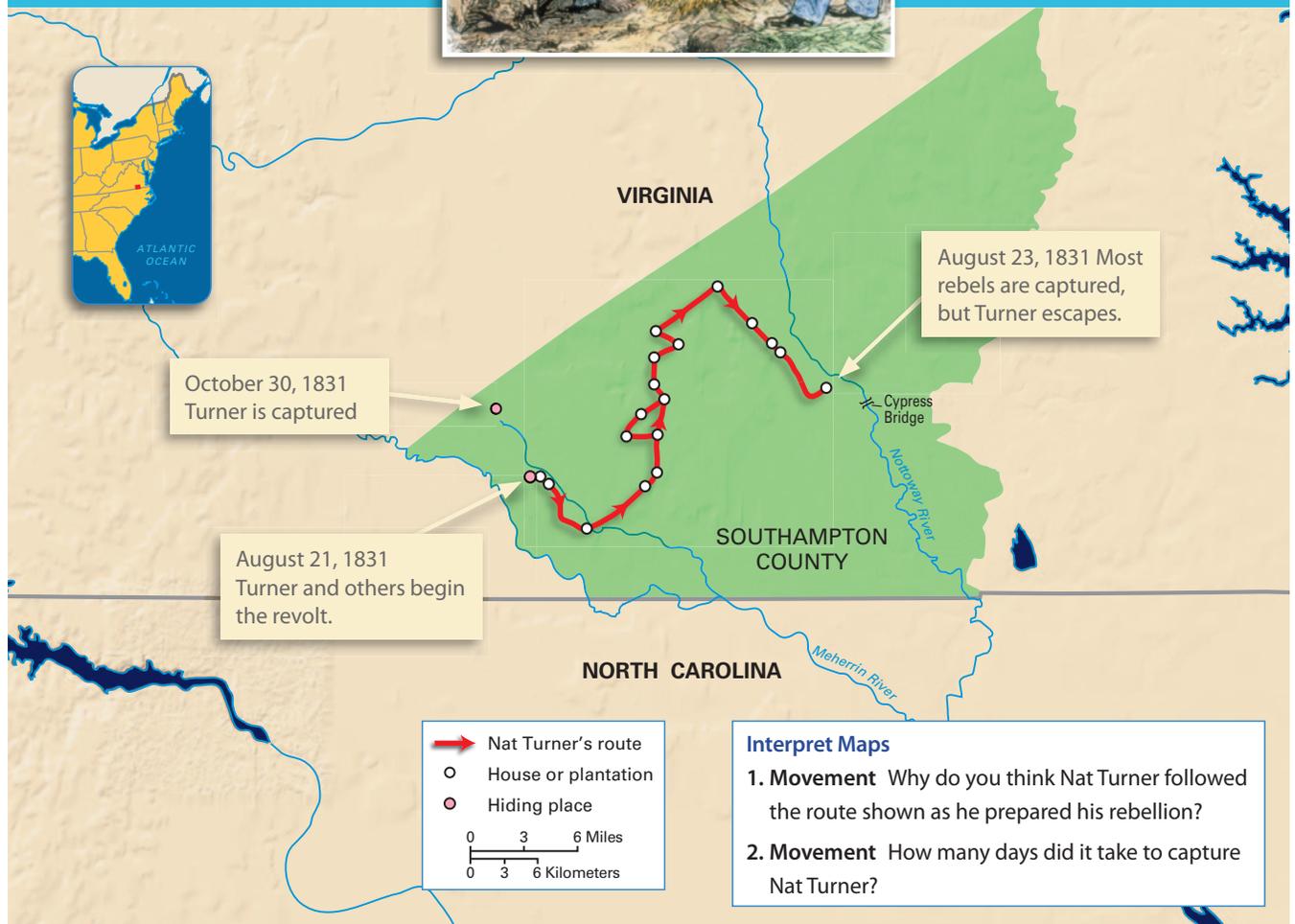
More than 100 innocent slaves who were not part of Turner's group were killed in an attempt to stop the rebellion. Turner himself led authorities on a chase around the countryside for six weeks. He hid in caves and in the woods before he was caught and brought to trial. Before his trial, Turner made a confession. He expressed his belief that the revolt was justified and

Enslaved Nat Turner led a revolt against white slaveholders in 1831. The map shows his route. The image depicts his capture.



[Explore ONLINE!](#)

## Nat Turner's Rebellion



## Historical Source

### Nat Turner's Rebellion

In 1831 a white southerner who had escaped the rebellion wrote a letter describing the mood of the area where Nat Turner's group had killed slaveholders and their families.

The author believes no one in the county has been through a worse event.

The author says that many people went into hiding when the rebellion began.

*"The oldest inhabitants of our county have never experienced such a distressing [terrible] time, as we have had since Sunday night last. The [slaves], about fifteen miles from this place, have massacred from 50 to 75 women and children, and some 8 or 10 men. Every house, room and corner in this place is full of women and children, driven from home, who had to take to the woods, until they could get to this place. We are worn out with fatigue [tiredness]."*

—Richmond Enquirer, quoted in *The Southampton Slave Revolt of 1831* by Henry I. Tragle

### Analyze Historical Sources

What emotions do you think the author of this letter was feeling?

### Reading Check

#### Find Main Ideas

What was Nat Turner's Rebellion, and what happened as a result?

worth his death: "I am willing to suffer the fate that awaits me." Turner was executed on November 11, 1831. After the rebellion, many states strengthened their slave codes. The new codes placed stricter control on enslaved people. Despite resistance, slavery continued to spread.

**Summary and Preview** Several groups of African Americans attempted to end slavery by rebellion. All of the attempts failed. In the next lesson, you will read about the reform-minded people who opposed the practice of slavery.

## Lesson 2 Assessment

### Review Ideas, Terms, and People

- a. Identify** What different types of work were done by slaves on plantations?

**b. Elaborate** Do you think that skilled slaves had advantages over other slaves? Why or why not?
- a. Describe** What were living conditions like for most slaves?

**b. Summarize** In what different ways did slaveholders encourage obedience from their slaves?
- a. Recall** What was the purpose of African American folktales?

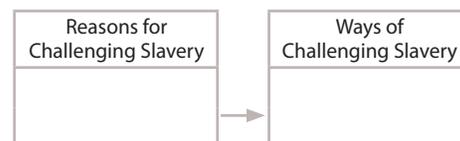
**b. Explain** How did slaves try to maintain a sense of community?

- a. Describe** What was the outcome of Nat Turner's Rebellion?

**b. Elaborate** What do you think were some reasons why slaves rebelled?

### Critical Thinking

- Evaluate** In this lesson you learned about the slavery system. Create a graphic organizer like the one shown below to identify the two most important reasons why enslaved people challenged the system as well as how they did so.



# The Movement to End Slavery

## The Big Idea

In the mid-1800s, debate over slavery increased as abolitionists organized to challenge slavery in the United States.

## Main Ideas

- Americans from a variety of backgrounds actively opposed slavery.
- Abolitionists organized the Underground Railroad to help enslaved Africans escape.
- Despite efforts of abolitionists, many Americans remained opposed to ending slavery.

## Key Terms and People

abolition

Elihu Embree

William Lloyd Garrison

American Anti-Slavery Society

Angelina and Sarah Grimké

Frederick Douglass

Sojourner Truth

Underground Railroad

Harriet Tubman

## If YOU were there . . .

You live in southern Ohio in the 1850s. A friend who lives across the river in Kentucky has asked you to join a network that helps escaping slaves. She reminds you that your house has a secret cellar where you could easily hide fugitives for a few days. You are opposed to slavery. But you know this might get you in trouble with your neighbors—and with the law.

**Would you become an agent for the Underground Railroad? Why?**

## Americans Oppose Slavery

Some Americans had opposed slavery since before the country was founded. Benjamin Franklin was the president of the first antislavery society in America, the Pennsylvania Society for Promoting the Abolition of Slavery. In the 1830s Americans took more organized action to support **abolition**, or a complete end to slavery.

**Differences among Abolitionists** Abolitionists came from many different backgrounds and opposed slavery for various reasons. The Quakers were among the first groups to challenge slavery on religious grounds. **Elihu Embree**, the son of a Quaker minister, published the first newspapers in the country devoted to the abolitionist cause. One newspaper was called *The Emancipator*. Embree proclaimed that “freedom is the inalienable right of *all men*.”

Other religious leaders gave speeches and published pamphlets that moved many Americans to support abolition. In one of these, abolitionist Theodore Weld wrote that “everyman knows that slavery is a curse.” Other abolitionists referred to the Declaration of Independence. They reminded people that the American Revolution had been fought in the name of liberty.

Antislavery reformers did not always agree on the details, however. They differed over how much equality they thought

African Americans should have. Some believed that African Americans should receive the same treatment as white Americans. In contrast, other abolitionists were against full political and social equality.

Some abolitionists wanted to send freed African Americans to Africa to start new colonies. They thought that this would prevent conflicts between the races in the United States. In 1817 a minister named Robert Finley started the American Colonization Society, an organization dedicated to establishing colonies of freed slaves in Africa. Five years later, the society founded the colony of Liberia on the west coast of Africa. About 12,000 African Americans eventually settled in Liberia. However, many abolitionists who once favored colonization later opposed it. Some African Americans also opposed it. David Walker was one such person. In his 1829 essay, “Appeal to the Colored Citizens of the World,” Walker explained his opposition to colonization.

“The greatest riches in all America have arisen from our blood and tears: and they [whites] will drive us from our property and homes, which we have earned with our blood.”

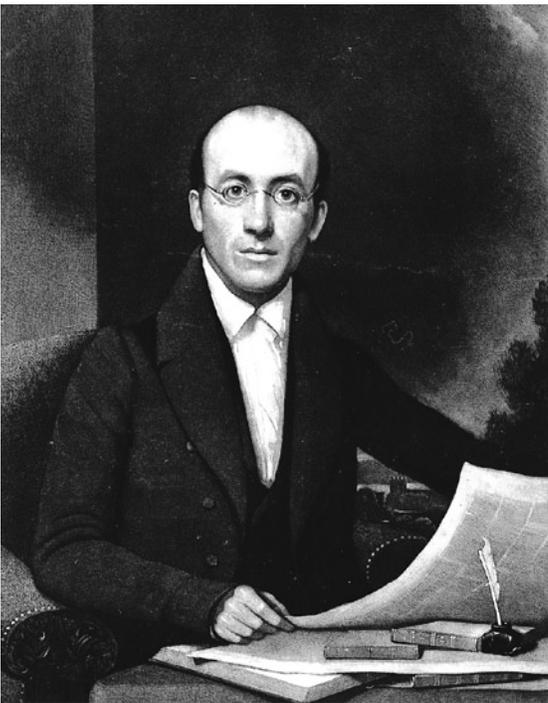
—David Walker, quoted in *From Slavery to Freedom*  
by John Hope Franklin and Alfred A. Moss Jr.

**Spreading the Abolitionist Message** Abolitionists found many ways to further their cause. Some went on speaking tours or wrote pamphlets and newspaper articles. John Greenleaf Whittier wrote abolitionist poetry and literature. **William Lloyd Garrison** published an abolitionist newspaper, the *Liberator*, beginning in 1831. In 1833 he also helped found the

**American Anti-Slavery Society**. Its members wanted immediate emancipation and racial equality for African Americans. Garrison later became its president.

Both the *Liberator* and the Anti-Slavery Society relied on support from free African Americans. Society members distributed antislavery literature and petitioned Congress to end federal support of slavery. In 1840 the American Anti-Slavery Society split. One group wanted immediate freedom for enslaved African Americans and a bigger role for women. The others wanted gradual emancipation and for women to play only minor roles in the movement.

**Angelina and Sarah Grimké**, two white southern women, were prominent antislavery activists of the 1830s. They came from a South Carolina slaveholding family but disagreed with their parents’ support of slavery. Angelina Grimké tried to recruit other white southern women in a pamphlet called *Appeal to the Christian Women of the South* in 1836.



William Lloyd Garrison proclaimed in 1853, “Wherever there is a human being, I see God-given rights. . . .”

“I know you do not make the laws, but . . . if you really suppose you can do nothing to overthrow slavery, you are greatly mistaken. . . . Try to persuade your husband, father, brothers, and sons that slavery is a crime against God and man.”

—Angelina Grimké, quoted in *The Grimké Sisters from South Carolina*, edited by Gerda Lerner

This essay was very popular in the North. In 1839 the Grimké sisters wrote *American Slavery As It Is*. The book was one of the most important antislavery works of its time.

**African American Abolitionists** Many former slaves were active in the antislavery cause. **Frederick Douglass** escaped from slavery when he was 20 and went on to become one of the most important African American leaders of the 1800s. Douglass secretly learned to read and write as a boy, despite a law against it. His public-speaking skills impressed members of the Anti-Slavery Society. In 1841 they asked him to give regular lectures.

At a Fourth of July celebration in 1852, he captured the audience’s attention with his powerful voice.

“The blessings in which you, this day, rejoice, are not enjoyed in common. . . . This Fourth of July is *yours*, not *mine*. You may rejoice, I must mourn.”

—Frederick Douglass, quoted in *From Slavery to Freedom* by John Hope Franklin and Alfred A. Moss Jr.

## BIOGRAPHY

### *Frederick Douglass* 1817–1895

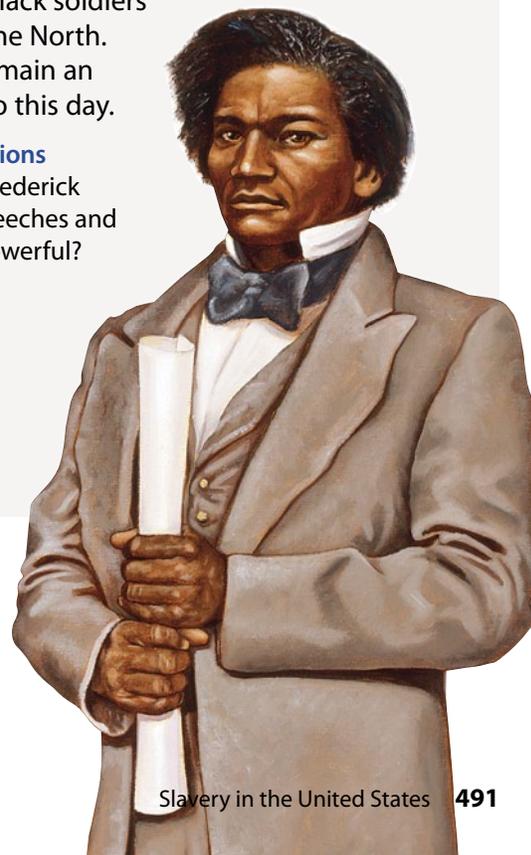
Frederick Douglass was born in rural Maryland. At age six he was sent to live in Baltimore, and at age 20 he escaped to New York City. For most of his life, Douglass lived in Rochester, New York, making his home into a stop along the Underground Railroad. Douglass became the most famous African American in the 1800s.

After hearing the abolitionist William Lloyd Garrison speak in 1841, Douglass began his own speaking tours about his experiences as a slave. He traveled often, giving powerful antislavery speeches to audiences throughout the North and in Europe. His personal stories and elegant speaking style helped the abolitionist movement to grow.

In midlife he wrote an autobiography and started an abolitionist newspaper called the *North Star*. During the Civil War, Douglass persuaded black soldiers to fight for the North. His words remain an inspiration to this day.

#### **Draw Conclusions**

What made Frederick Douglass’s speeches and writings so powerful?



Sojourner Truth was a former slave who became a leading abolitionist as well as an active supporter of women's rights.



In addition to his many speaking tours in the United States and Europe, Douglass published a newspaper called the *North Star* and wrote several autobiographies. His autobiographies were intended to show the injustices of slavery.

Another former slave, **Sojourner Truth**, also contributed to the abolitionist cause. She claimed God had called her to travel through the United States and preach the truth about slavery and women's rights. With her deep voice and quick wit, Truth became legendary in the antislavery movement for her fiery and dramatic speeches.

Other African Americans wrote narratives about their experiences as slaves to expose the cruelties that many slaves faced. In 1861 Harriet Jacobs published *Incidents in the Life of a Slave Girl*, one of the few slave narratives by a woman. William Wells Brown wrote an antislavery play as well as a personal narrative in the form of a novel called *Clotel*.

## The Underground Railroad

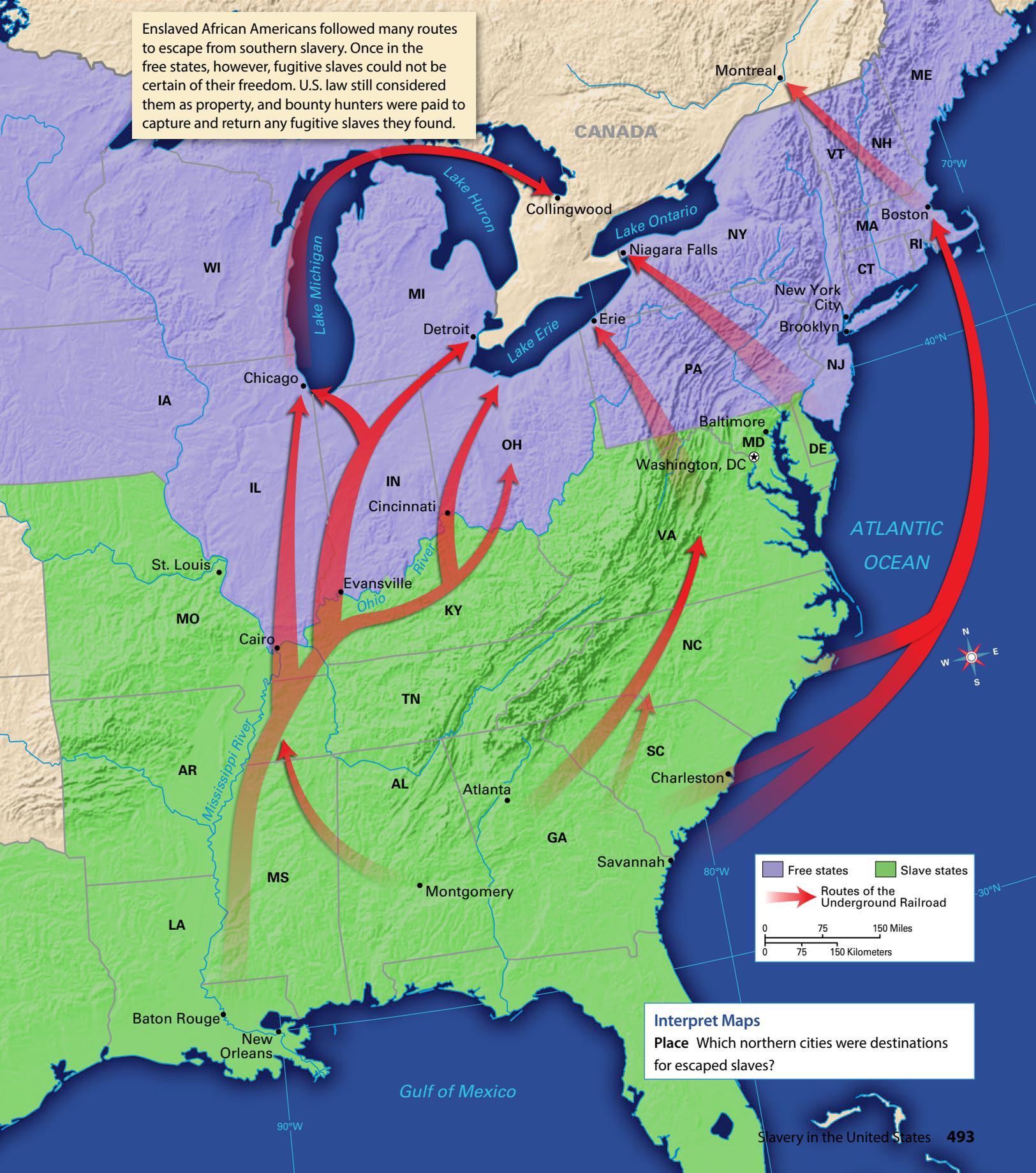
By the 1830s, a loosely organized group had begun helping slaves escape from the South. Free African Americans, former slaves, and a few white abolitionists worked together. They created what became known as the **Underground Railroad**. The organization was not an actual railroad but was a network of people who arranged transportation and hiding places for fugitives, or escaped slaves.

Fugitives would travel along "freedom trails" that led them to northern states or sometimes into Canada. At no time did the Railroad have a central leadership. No one person, or group of people, was ever officially in charge. Despite the lack of any real structure, the Underground Railroad managed to achieve dramatic results.

**Reading Check**  
**Find Main Ideas** In what ways did African Americans participate in the abolition movement?

# The Underground Railroad

Enslaved African Americans followed many routes to escape from southern slavery. Once in the free states, however, fugitive slaves could not be certain of their freedom. U.S. law still considered them as property, and bounty hunters were paid to capture and return any fugitive slaves they found.



**Interpret Maps**  
**Place** Which northern cities were destinations for escaped slaves?

Often wearing disguises, fugitives moved along the “railroad” at night, led by people known as conductors. Many times, the fugitives had no other guideposts but the stars. They stopped to rest during the day at “stations,” often barns, attics, or other places on property owned by abolitionists known as station masters. The station masters hid and fed the fugitives.

The most famous and daring conductor on the Underground Railroad was **Harriet Tubman**. When Tubman escaped slavery in 1849, she left behind her family. She swore that she would return and lead her whole family to freedom in the North. Tubman returned to the South 19 times, successfully leading her family and more than 300 other slaves to freedom. At one time, the reward for Tubman’s capture reportedly climbed to \$40,000, a huge amount of money at that time.

### Reading Check

#### Draw Inferences

Why were the operations of the Underground Railroad kept secret?

## Opposition to Ending Slavery

Although the North was the center of the abolitionist movement, many white northerners agreed with the South and supported slavery. Others disliked slavery but opposed equality for African Americans.

Newspaper editors and politicians warned that freed slaves would move north and take jobs from white workers. Some workers feared losing jobs to newly freed African Americans, whom they believed would accept lower wages. Abolitionist leaders were threatened with violence as some northerners joined mobs. Such a mob killed abolitionist Elijah Lovejoy in 1837 in Alton, Illinois.

The federal government also obstructed abolitionists. Between 1836 and 1844, the U.S. House of Representatives used what was called a gag rule. Congress had received thousands of antislavery petitions. Yet the gag rule forbade members of Congress from discussing them. This rule

## DOCUMENT-BASED INVESTIGATION Historical Source

### Anti-Abolitionist Rally

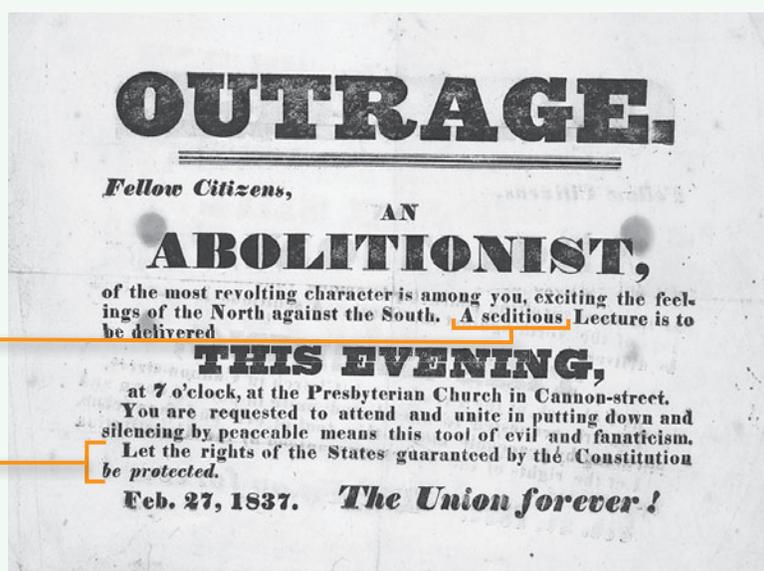
Members of an anti-abolitionist group used this flyer to call people together in order to disrupt a meeting of abolitionists in 1837.

*Seditious* means “guilty of rebelling against lawful authority.”

The group believes abolition violates the Constitution.

#### Analyze Historical Sources

What emotional language does this handbill use to get its message across?



violated the First Amendment right of citizens to petition the government. But southern members of Congress did not want to debate slavery. Many northern members of Congress preferred to avoid the issue.

Eventually, representative and former president John Quincy Adams was able to get the gag rule overturned. His resolution to enact a constitutional amendment halting the expansion of slavery never passed, however.

Many white southerners saw slavery as vital to the South's economy and culture. They also felt that outsiders should not interfere with their way of life. After Nat Turner's Rebellion in 1831, when Turner led some slaves to kill slaveholders, open talk about slavery disappeared in the South. It became dangerous to voice antislavery sentiments in southern states. Abolitionists like the Grimké sisters left rather than air unpopular views to hostile neighbors. Racism, fear, and economic dependence on slavery made emancipation all but impossible in the South.

**Reading Check**  
**Draw Conclusions**  
Why did many northern workers oppose the abolition movement?

**Summary and Preview** The issue of slavery grew more controversial in the United States during the first half of the nineteenth century. In the next lesson you will learn how slavery affected politics in the United States.

### Lesson 3 Assessment

#### Review Ideas, Terms, and People

- a. Identify** What contributions did William Lloyd Garrison make to the abolition movement?

**b. Draw Conclusions** In what ways did contributions from African Americans aid the struggle for abolition?

**c. Elaborate** What do you think about the American Colonization Society's plan to send free African Americans to Liberia?
- a. Describe** How did the Underground Railroad work?

**b. Explain** Why did Harriet Tubman first become involved with the Underground Railroad?

**c. Evaluate** Do you think the Underground Railroad was a success? Why or why not?
- a. Describe** What action did Congress take to block abolitionists?

**b. Analyze** Why did some Americans oppose equality for African Americans?

**c. Predict** How might the debate over slavery lead to conflict in the future?

#### Critical Thinking

- Identify Cause and Effect** In this lesson, you learned about the abolitionist movement of the early and mid-1800s. Create a graphic organizer similar to the one below to show the reasons for opposition to the movement and the effects of that opposition.



# The Politics of Slavery

## The Big Idea

The acquisition of new lands and antislavery writings intensified the debate over slavery.

## Main Ideas

- The gaining of new territory in the West renewed disputes over the issue of slavery.
- The Compromise of 1850 tried to solve the disputes over slavery.
- The Fugitive Slave Act caused controversy and led to the growth of antislavery leanings.

## Key Terms and People

Wilmot Proviso

sectionalism

Free-Soil Party

secede

Compromise of 1850

Fugitive Slave Act

Anthony Burns

Harriet Beecher Stowe

*Uncle Tom's Cabin*

## If YOU were there . . .

You are a member of Congress from the North in 1850. You have just taken part in a heated floor debate about whether or not California should be accepted into the Union as a free or slave state. Several members from the South have threatened that their states will leave the Union if California enters as a free state. The nation is on the verge of splitting up.

**What can you do to keep the nation united?**

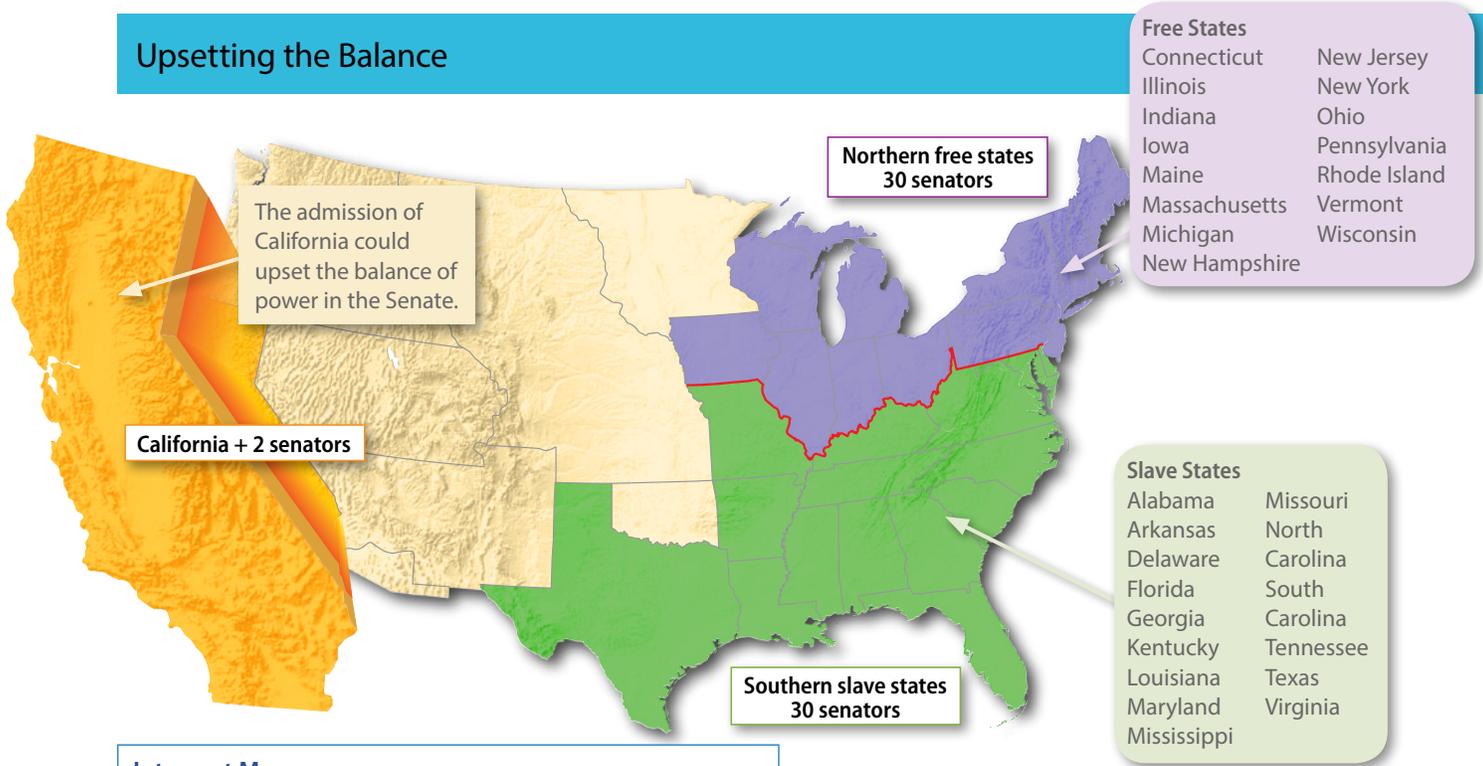
## Slavery and Territorial Expansion

By the mid-1800s the nation was divided into two societies—the North, where workers labored for wages, and the South, where a large number of workers were enslaved. The developing debate over slavery was largely one of property rights versus human rights. Many Americans at the time thought that the property rights of slaveholders were more important than the human rights of slaves.

After winning the Mexican-American War, the United States added more than 500,000 square miles of new territory through the Mexican Cession. Eventually, new states would be formed out of this vast area. The key question became whether these states would ban or allow slavery. The Missouri Compromise of 1820 had banned slavery in most of the northern part of the Louisiana Purchase. Antislavery supporters wanted to do something similar with this new territory. On the other hand, some Americans wanted to allow slavery in the new lands.

During the Mexican-American War, Representative David Wilmot offered the **Wilmot Proviso**, a document stating that “neither slavery nor involuntary servitude shall ever exist in any part of [the] territory.” Although the document was passed in the northern-controlled House, it was not passed by the southern-dominated Senate. Politicians formerly supported their party’s ideas, but the Wilmot Proviso spurred a

## Upsetting the Balance



### Interpret Maps

**Region** How could the admission of California as a slave state or a free state upset the balance between North and South?

### Reading Check

#### Draw Inferences

How did the mixed results of the passage of the Wilmot Proviso illustrate the growth of sectionalism?

debate that showed growing **sectionalism**, or favoring the interests of one section or region over the interests of the entire country.

In response to the unwillingness of the Democrats and Whigs to take a clear position on slavery, a new political party developed during the presidential campaign of 1848. Antislavery northerners formed the **Free-Soil Party**, which supported the Wilmot Proviso. They chose former president Martin Van Buren as their candidate. Their candidate did not win, but the votes he received helped Democrat Lewis Cass, who opposed the Wilmot Proviso, to lose to Whig candidate Zachary Taylor. The Wilmot Proviso, however, never was passed.

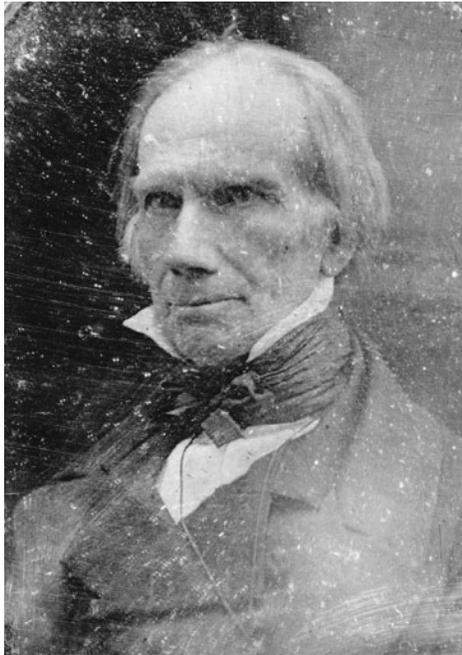
## Another Attempt at Compromise

By 1850 the population in California had grown so much because of the gold rush that it applied to join the Union as a state instead of as a territory. This request brought the issue of slavery to the surface. If California entered the Union as a free state, the balance between free and slave states would change, favoring the free states. This was unacceptable to the South.

Kentucky Senator Henry Clay introduced a plan that proposed several compromises on the slavery issue. Clay's plan drew attack from representatives from the North and the South. Senator John C. Calhoun of South Carolina argued that letting California enter as a free state would destroy the nation's balance. He asked that the slave states be allowed to **secede**, or formally withdraw, from the Union.

## The Great Compromiser

Henry Clay was nicknamed “the Great Compromiser” for his success in negotiating agreements that balanced the interests of slave-owning states and the rest of the country. He was instrumental in achieving the Compromise of 1820, the Compromise Tariff of 1833, and the Compromise of 1850.



### Reading Check

#### Analyze

Which element of the Compromise of 1850 could be considered a “win” by both northerners and southerners?

After months of debate, the Senate finally passed five laws based on Clay’s resolutions. Together, these laws formed what became known as the **Compromise of 1850**. California was able to enter the Union as a free state. The rest of the Mexican Cession was divided into two territories—Utah and New Mexico—where the question of whether to allow slavery would be decided by popular sovereignty. Texas agreed to give up its land claims in New Mexico in exchange for financial aid from the federal government. Lastly, the compromise outlawed the slave trade in the District of Columbia and established a new fugitive slave law.

## The Crisis Deepens

The issues the Compromise of 1850 seemed to solve were soon replaced by others. One part of the compromise itself was very controversial.

**The Fugitive Slave Act** The **Fugitive Slave Act** made it a crime to help runaway slaves and allowed officials to arrest those slaves in free areas. People accused of being escaped slaves had to prove that they were not, which was often difficult or impossible. Also, escaped slaves who had lived in the North for years were returned to slavery if caught.

The law was openly resisted by people in the North. Many northerners who had previously been quiet on slavery issues were now furious. Mobs rescued enslaved people from northern police stations. They threatened slave catchers. In 1854 **Anthony Burns**, a fugitive slave from Virginia, was arrested in Boston. Abolitionists used force while trying to rescue him from jail, killing a deputy marshal. A federal ship was ordered to return Burns to Virginia after his trial. Many people in the North, particularly in Massachusetts, were outraged.

The event persuaded many to join the abolitionist cause. At the same time, angered by these reactions of the northerners, some southern leaders began again to talk of seceding from the Union.

**Outrage over the Act** Abolitionists in the North used the stories of fugitive slaves like Anthony Burns to gain sympathy for their cause. These slave narratives also educated people about their hardships.

**Harriet Beecher Stowe**, a magazine writer in Maine, had once lived in Cincinnati, Ohio, an important stop on the Underground Railroad. There she heard tales of slavery's cruelty and horror. Angered by the Fugitive Slave Act, she wrote a series of short stories about slave life for an anti-slavery newspaper in 1851. A year later these stories were published as an antislavery novel entitled ***Uncle Tom's Cabin***.



*Uncle Tom's Cabin* was published by Harriet Beecher Stowe in 1852.

Although Stowe had little firsthand knowledge of slavery or the South, her novel became an enormous success, selling more than two million copies around the United States. Its popularity caused one northerner to claim that the book had created “two millions of abolitionists.” However, the book outraged many southerners. They accused Stowe of writing lies about plantation life. *Uncle Tom's Cabin* raised tensions over slavery to new heights.

**Summary and Preview** The United States experienced increasing disagreement over the issue of slavery. The Compromise of 1850 and the Fugitive Slave Act tried to address these disagreements with legislation. In the next module you will read about several reform movements in the United States that arose from issues, including that of slavery.

**Reading Check**  
Identify Cause and Effect What effect did the Fugitive Slave Act have on the antislavery movement?

## Lesson 4 Assessment

### Reviewing Ideas, Terms, and People

- a. Recall** What caused the creation of the Free-Soil Party?

**b. Predict** What do you think might result from the growing sectionalism in Congress?
- a. Make Inferences** Why might the Compromise of 1850 have been controversial in both the North and the South?

**b. Evaluate** Was the Compromise of 1850 a good solution to the conflict over slavery?
- a. Identify** What were the effects of the Fugitive Slave Act?

**b. Elaborate** Do you think slave narratives such as *Uncle Tom's Cabin* were an effective tool in the fight against slavery? Why or why not?

### Critical Thinking

- Sequence** In this lesson, you learned about the sequence of events surrounding the debate over slavery during the mid-1800s. Create a graphic organizer like the one below to illustrate the chain of events explaining how each event led to the next. Add boxes as necessary.



# Literature in History

## Antislavery Literature

### WORD HELP

conceive imagine

desolate alone

forlorn unhappy

slacking slowing  
down

thither there

❶ *What detail tells you how long Eliza has walked up to this point?*

❷ *Why do you think she chooses that escape route?*

**About the Reading** Harriet Beecher Stowe came from a family of abolitionists. While Stowe and her family were living in Cincinnati, Ohio, they bravely sheltered slaves fleeing from the neighboring slave state of Kentucky. Outrage at the Fugitive Slave Act of 1850 led Stowe to write *Uncle Tom's Cabin*. This novel, published in 1852, revealed the cruelties of slavery. But it also went a step further—and showed the evil effects that slavery had on slaveholders themselves.

*Uncle Tom's Cabin* made Stowe famous. It was translated into more than 20 languages. Because of its popularity, it drew the world's attention to the injustice of slavery in the South. Published nine years before the outbreak of the Civil War, *Uncle Tom's Cabin* focused the nation's attention on the cruelties of slavery. In the following section, Stowe describes how a slave named Eliza is trying to escape to save her son from being sold.

**As You Read** Look for details that appeal to your feelings.

### From *Uncle Tom's Cabin*

by Harriet Beecher Stowe (1811–1896)

It is impossible to conceive of a human creature more wholly desolate and forlorn than Eliza when she turned her footsteps from Uncle Tom's cabin. . . .

The boundaries of the farm, the grove, the wood lot passed by her dizzily as she walked on; and still she went, leaving one familiar object after another, slacking not, pausing not, till reddening daylight found her many a long mile from all traces of any familiar objects upon the open highway. ❶

She had often been, with her mistress, to visit some connections in the little town of T—, not far from the Ohio River, and knew the road well. ❷ To go thither, to escape across the Ohio River, were the first hurried outlines of her plan of escape; beyond that she could only hope in God. . . .

### Connect Literature to History

1. **Analyze** Slaves had no legal rights. They were considered to be property, not human beings. How do the actions and description in this passage contradict these ideas about slaves?
2. **Compare and Contrast** Frederick Douglass, Sojourner Truth, and other former slaves wrote narratives about their experiences. Yet these true stories did not have as much impact as Stowe's novel. Why do you think this fictional story about slavery had more impact than true slave narratives?

# Social Studies Skills

## Conduct Internet Research

### Define the Skill

The Internet is a huge network of computers that are linked together. You can connect to this network from a personal computer or from a computer at a public library or school. Once connected, you can go to places called websites, which consist of one or more web pages. Each page contains information that you can view on the computer screen. Governments, businesses, individuals, and many different types of organizations, such as universities, news organizations, and libraries, have websites.

The Internet can be a very good reference source. It allows you to gather information on almost any topic without ever having to leave your chair. However, finding the information you need can sometimes be difficult. Having the skill to use the Internet efficiently increases its usefulness.

### Learn the Skill

There are millions of websites on the Internet. This can make it hard to locate specific information. The following steps will help you in doing research on the Internet.

1. **Use a search engine.** This is a website that searches other sites. Type a word or phrase related to your topic into the search engine. It will list web pages that might contain information on your topic. Clicking on an entry in this list will bring that page to your screen.
2. **Study the web page.** Read the information to see if it is useful. You can print the page on the computer's printer or take notes. If you take notes, be sure to include the page's URL. This is its location or "address" on the Internet. You need this as the source of the information.

3. **Use hyperlinks.** Many web pages have connections, called hyperlinks, to related information on the site or on other websites. Clicking on these links will take you to those pages. You can follow their links to even more pages, collecting information as you go.
4. **Return to your results list.** If the information or a hyperlink on a web page is not useful, return to the list of pages that your search engine produced and repeat the process.

The Internet is a useful tool. But remember that information on the Internet is no different than printed resources. It must be evaluated with the same care and critical thinking as other sources.

### Practice the Skill

Apply the guidelines to explore slavery in the United States during the 1800s and answer the following questions.

1. How would you begin if you wanted information about the abolition movement from the Internet?
2. What words might you type into a search engine to find out about life as a plantation slave?
3. Use a computer to research the Fugitive Slave Act. What kinds of pages did your research produce? Evaluate the usefulness of each type.

# Module 15 Assessment

## Review Vocabulary, Terms, and People

Match the word in the left column with the correct definition in the right column.

- |                          |   |
|--------------------------|---|
| 1. Middle Passage        | a. a network of people who arranged transportation and hiding places for escaped slaves |
| 2. Frederick Douglass    | b. leader of the most violent slave revolt in the country                               |
| 3. secede                | c. group formed by antislavery northerners to promote and support the Wilmot Proviso    |
| 4. Free-Soil Party       | d. author of the antislavery novel, <i>Uncle Tom's Cabin</i>                            |
| 5. sectionalism          | e. favoring the interests of one region over the interests of the entire country        |
| 6. Fugitive Slave Act    | f. provision within the Compromise of 1850 that made it a crime to help runaway slaves  |
| 7. Harriet Beecher Stowe | g. the complete end to slavery  |
| 8. Nat Turner            | h. the voyage across the Atlantic Ocean that enslaved Africans were forced to endure    |
| 9. Underground Railroad  | i. formally withdraw  |
| 10. abolition            | j. an escaped slave who became an important leader in the abolition movement            |

## Comprehension and Critical Thinking

### Lesson 1

11. a. **Identify** What was the main reason the Spanish could not continue to use Native Americans for slave labor?
- b. **Make Inferences** How might the African Diaspora have affected the societies and cultures within Africa?
- c. **Analyze** What role did religion play in the American slave culture?

### Lesson 2

12. a. **Recall** How were slaves viewed in the South?
- b. **Make Inferences** What types of jobs were assigned to slaves, and why do you think this was the case?
- c. **Analyze** How might the slave codes have helped prevent revolts by slaves?

### Lesson 3

13. a. **Identify** What were the methods used by members of the abolition movement to gain support for their cause?
- b. **Describe** How did the Underground Railroad work?
- c. **Draw Conclusions** Why do you think members of Congress refused to address petitions from abolitionists?

### Lesson 4

14. a. **Identify** What was the main reason members of Congress were concerned about accepting California as a free state?
- b. **Analyze** Why was the Fugitive Slave Act so controversial for northerners?
- c. **Draw Conclusions** Why might slave narratives and other forms of literature have helped the abolitionists' cause?

# Module 15 Assessment, continued

## Review Themes

15. **Politics** How did the issue of slavery affect the actions of Congress during the 1800s?
16. **Society and Culture** What effect did their belief in abolition have on southern abolitionists?

## Reading Skills

**Compare and Contrast Historical Facts** Use the Reading Skills taught in this module to answer the question about the reading selection below.

The Missouri Compromise of 1820 had banned slavery in most of the northern part of the Louisiana Purchase. Antislavery supporters wanted to do something similar with this new territory. On the other hand, some Americans wanted to allow slavery in the new lands.

17. Based on the reading selection above, which of the following phrases signals a contrast?
  - a. banned slavery
  - b. on the other hand
  - c. antislavery supporters
  - d. something similar

## Social Studies Skills

**Conduct Internet Research** Use the Social Studies Skills taught in this module to answer the question below.

18. Which of the following terms would be a useful search term when researching the Compromise of 1850?
  - a. Wilmot Proviso
  - b. Anthony Burns
  - c. *Uncle Tom's Cabin*
  - d. Henry Clay

## Focus on Writing

19. **Write a Biographical Sketch** Review the content in the text relating to what life was like for slaves who worked on plantations. Then choose an imaginary person to write about. Think about what their life was like. Who were they and what did they look like? What did they wear? What job did they perform? How difficult was it to perform? Where did they live? Who did they interact with? What might a typical day have been like? Take your answers to these questions and write two paragraphs about a day in the life of this person from their perspective.

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