

CHAPTER

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Vocabulary Builder



A. Look up each term below in the Glossary in the Reference Section of your textbook. Then write the definition in the space provided.

1. underground railroad \_\_\_\_\_  
\_\_\_\_\_
2. predestination \_\_\_\_\_  
\_\_\_\_\_
3. revival \_\_\_\_\_  
\_\_\_\_\_
4. temperance movement \_\_\_\_\_  
\_\_\_\_\_
5. abolitionist \_\_\_\_\_  
\_\_\_\_\_

B. Complete the paragraphs below by writing the correct term from above in the space provided.

In the early 1800s, religious attitudes in the United States changed. Many earlier Americans had believed in (1) \_\_\_\_\_. According to this idea, God decided in advance which people would be saved in heaven. In the early 1800s, a growing religious movement emphasized the free will of people to act to save themselves. Many (2) \_\_\_\_\_ meetings were held to stir religious feelings.

Many people began to think that they could improve society. One focus was slavery. Some people in the (3) \_\_\_\_\_ movement demanded an immediate end to slavery. Others supported a more gradual approach. Some men and women took direct action. They formed the (4) \_\_\_\_\_ to help runaway slaves reach freedom in the North and in Canada.

Groups also sprang up to improve other areas of American life. To address the problem of alcohol abuse, reformers began the (5) \_\_\_\_\_. Education was another area where reformers sought improvement. Before long, many northern states required towns to support public schools.

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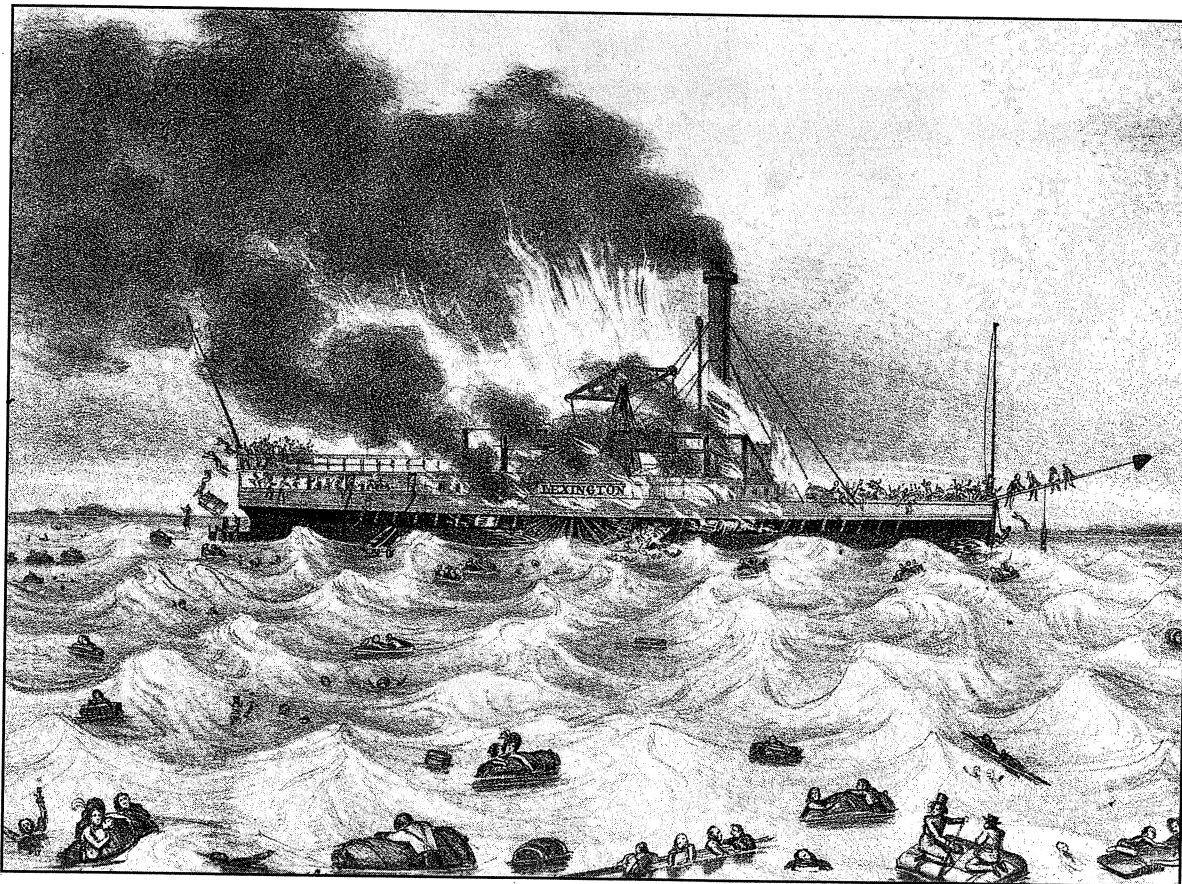
Practice Your Skills



**Critical Thinking** *Analyzing Visual Evidence*

Jackie Bates has an assignment. She must analyze the drawing below, first made as a print in 1840. She has been given only the print and the information below. Help Jackie by answering the questions that follow, on a separate sheet of paper.

On January 13, 1840, the steamboat *Lexington* caught fire near New York City. The wooden ship burned quickly. Out of a crew of 40 and more than 100 passengers, only a few survived. Three days later, Nathaniel Currier made a print that showed the tragic scene and gave copies to newsboys to sell on the streets. Currier had to run the press day and night to satisfy customers. The print was the first illustrated news extra.



Print Collection. Miriam and Ira D. Wallach Division of Art, Prints and Photographs. The New York Public Library, Astor, Lenox and Tilden Foundation.

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1. What is the main focus of the print?
2. List three details that show how desperate people were in this accident.
3. What is the artist's point of view? How does the artist stir feelings about this tragedy?
4. How reliable do you think this print is as historical evidence? Explain your answer.

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## Critical Thinking and Writing



### Making Decisions

Review page 403 of your text, which tells about the founding of Liberia as an independent nation for freed slaves in 1822. Then follow the steps below to decide whether or not you would have supported the colonization movement.

**THE PROBLEM:** Should slave owners be paid to free their slaves so that the former slaves can go to Liberia?

**Step 1: Clarify the problem.** What is the issue or conflict?

Would buying the freedom of slaves and sending them to Liberia solve the problem of slavery in the United States? Explain your answer. \_\_\_\_\_

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**Step 2: Create a list of possible solutions.** How might the problem be resolved?

(a) Can the Liberia plan be improved? (b) What other solutions were suggested?

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**Step 3: Compare the pros and cons of each solution.** What are the strengths and weaknesses of each solution?

(a) What were the strengths and weaknesses of the Liberia plan? (b) What were the strengths and weaknesses of the other plan? \_\_\_\_\_

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**Step 4: Consider your values and goals.** What is important to you in choosing a course of action? Why?

Would a solution such as the establishment of Liberia be acceptable to you, or would you support a different solution? Explain. \_\_\_\_\_

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**Step 5: Choose a course of action and evaluate the results.** What is your decision?

Do you support the Liberia plan? How would you judge the outcome? \_\_\_\_\_

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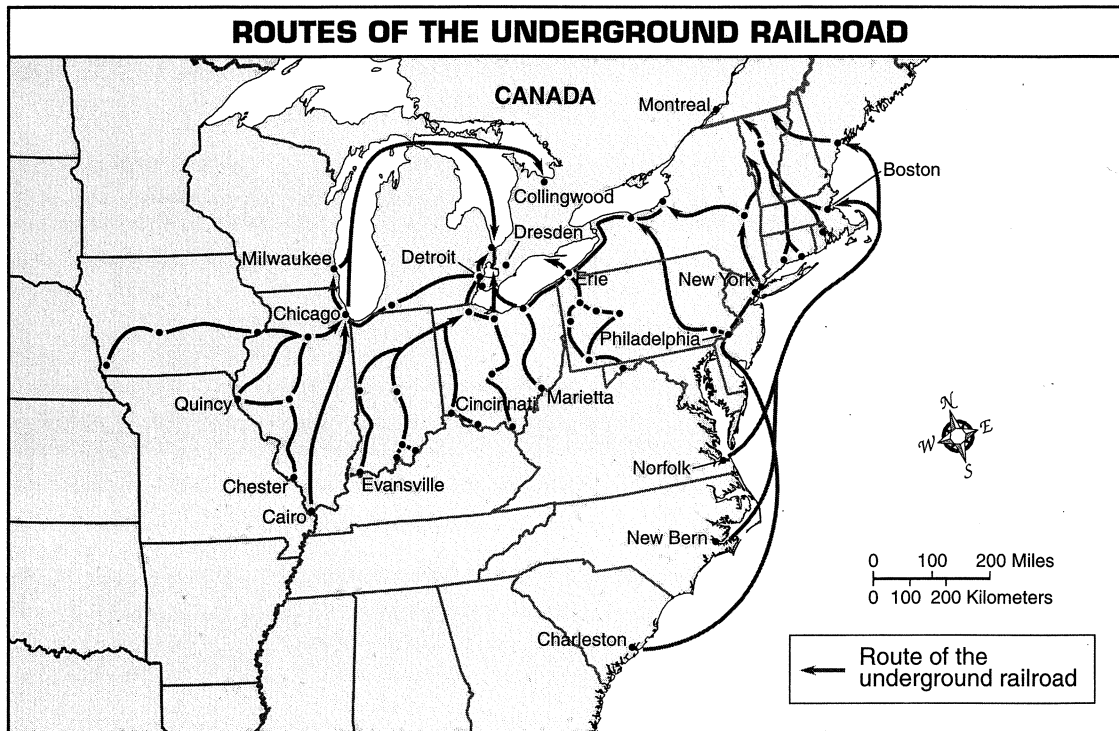


Map Mystery



**Escape to Freedom—But Where?**

The year 1793 brought two major changes to American slavery. The invention of the cotton gin that year gave new force to slavery by making it easier to clean cotton. That same year, Congress passed a fugitive slave law. It allowed any slaveowner to reclaim an escaped slave anywhere in the United States. As early as the 1780s, Quakers in Pennsylvania had been helping slaves escape. The law aimed to prevent further flights to freedom. After passage of this law, slave catchers patrolled northern and border states. They seized escaped slaves and brought them back to collect a reward. Still, thousands of enslaved African Americans continued to try. With danger lurking in the north, where did they go?



Answer the following questions on another sheet of paper.

**A. Gathering Clues**

- Clue 1** The eastern routes led through New York and Boston to the area near what city?
- Clue 2** Describe the routes through Pennsylvania, Ohio, and Indiana.
- Clue 3** The western routes led through Milwaukee, Chicago, and Detroit to what area?

**B. Solving the Mystery** Based on what you have learned from these clues, where did many escaped slaves go? Based on what you know about the fugitive slave law, why did they go there?

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# Connecting History and Literature



## Harriet Tubman: Conductor of the Underground Railroad

*Ann Petry (1912- )*

Harriet Tubman was one of the most successful conductors on the underground railroad and a leading abolitionist. In a biography of Tubman, Ann Petry tells how the black woman escaped from slavery and led others to freedom. In this passage, she describes Tubman's firm determination as she aids a group of runaways who are growing tired on the journey.

**As you read**, think about the questions below. **When you finish reading**, answer the questions on a separate sheet of paper.

1. Why do you think Tubman tells the runaways about Frederick Douglass and her own escape from slavery?
2. **CRITICAL THINKING AND WRITING Making Inferences** Reread Tubman's statement in the final paragraph. What does it mean?

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... She was aware that the feet behind her were moving slower and slower. She heard the irritability in their voices, knew that soon someone would refuse to go on. . . .

She told them about Frederick Douglass, the most famous of the escaped slaves, of his eloquence, of his magnificent appearance. Then she told them of her own first vain effort at running away, evoking the memory of that miserable life she had led as a child, reliving it for a moment in the telling.

But they had been tired too long, hungry too long, afraid too long, footsore too long. One of them suddenly cried out in despair, "Let me go back. It is better to be a slave than to suffer like this in order to be free."

She carried a gun with her on these trips. She had never used it—except as a threat. . . .

One of the runaways said, again, "Let me go back. Let me go back," and stood still, and then turned around and said, over his shoulder, "I am going back."

She lifted the gun, aimed it at the despairing slave. She said, "Go on with us or die." The husky low-pitched voice was grim.

He hesitated for a moment and then he joined the others. They started walking again. . . .

She said, "We got to go free or die. And freedom's not bought with dust."

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Source: Excerpt from *Conductor on the Underground Railroad* by Ann Petry. Copyright © 1955 by Ann Petry, renewed in 1983 by Ann Petry. Used by permission of Russell & Volkening as agents for the author.

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Biography Flashcard



Who Am I?

Use this space to answer questions on the biography below.

1. Born \_\_\_\_\_ Died \_\_\_\_\_
2. The field I am known for is \_\_\_\_\_
3. Why did Sarah Harris ask me to teach her? \_\_\_\_\_  
\_\_\_\_\_
4. Why did I decide to open a school for black girls? \_\_\_\_\_  
\_\_\_\_\_
5. How did I react to the town's opposition to my school? \_\_\_\_\_  
\_\_\_\_\_
6. Tell me one other thing you know about me. \_\_\_\_\_  
\_\_\_\_\_

Fold Here



Prudence Crandall

In 1886, Prudence Crandall finally won. That year, the Connecticut legislature apologized for the "cruel outrages" committed against her. That apology came more than 50 years after she had suffered.

Born to Quaker parents in 1803, Crandall opposed slavery. In 1831, she became headmistress of the newly formed Canterbury Female Seminary in Canterbury, Connecticut. She had 20 students—all white girls. Then, Sarah Harris, a young African American girl, approached Crandall. Would it be possible for her to attend classes? She wanted to learn so that she, in turn, could teach other black children. Crandall admitted her to the school.

School mothers told Crandall she had to remove Harris or they would withdraw their daughters. Crandall refused. In fact, she had another idea. If the school was going to lose its white students, why not turn it into a school for black students? In February 1833, she announced that 20 "young ladies of color" would be invited to become students.

Opposition sprang up all over Canterbury. One town leader complained that "the blacks of the town . . . would begin to look up and claim an equality with the whites!" Crandall responded by reminding the townspeople of injustice in their own history: "You are [moved] by the same spirit that banished Roger Williams, the Quakers and Baptists from Boston. I entreat you to stop."

In 1833, Miss Crandall's Female Seminary welcomed its 20 African American students. Three times, Crandall was thrown in jail. Rocks came crashing through the school windows, narrowly missing students. Then, in September 1834, a band of men broke in late one night. Using lead pipes and axes, they destroyed the school.

In the end, Crandall had to close the school. She and her husband moved west, where she worked for women's rights. Crandall died in 1890—but she lived long enough to hear of Connecticut's apology.