Selling enslaved people at auction

RAFFLE

DARK BAY HORSE, "STAR,"

MULATTO GIRL, "SARAH,"

Will be Raffled for

CHANCES AT ONE DOLLAR EACH.

JOSEPH JENNINGS.

Defenders of slavery described plantations as ideal settings where enslaved persons were well treated.

Poster announcing the raffle of a horse and an enslaved female

"In all social systems there must be a class to do the menial duties, to perform the drudgery of life. That is, a class requiring but a low order of intellect and but little skill. . . . Such a class you must have, or you would not have that other class which leads progress, civilization, and refinement. . . . Fortunately for the South, she found a race adapted to that purpose."

–Senator James Henry Hammond in a speech to Congress, 1858

Critical Thinking

Analyzing Primary Sources What pro-slavery arguments are discussed in the quotations from Weld and Hammond?

PRIMARY SOURCE

"What, to the American slave, is your 4th of July? I answer; a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim. To him, your celebration is a sham . . . your national greatness, swelling vanity; your sounds of rejoicing are empty and heartless; . . . your shouts of liberty and equality, hollow mockery."

–from *Frederick Douglass: Selected Speeches and Writings*

Douglass was editor of the antislavery newspaper *North Star* and won admiration as a powerful and influential speaker and writer. He even traveled abroad. Douglass spoke to huge antislavery audiences in London and the West Indies.

Douglass returned to the United States because he believed abolitionists must fight slavery at its source. He insisted that African Americans receive not just their freedom but full equality with whites as well. In 1847 friends helped Douglass buy his freedom from the slaveholder from whom he had fled in Maryland.

Sojourner Truth

"I was born a slave in Ulster County, New York," Isabella Baumfree began when she told her story to audiences. Called "Belle," she lived in the cellar of a slaveholder's house. She escaped in 1826 and gained official freedom in 1827 when New York banned slavery. Quaker friends then helped her find her son who had been sold as a slave. She eventually settled in New York City with her two youngest children. In 1843 Belle chose a new name:

PRIMARY SOURCE

"The Lord [named] me Sojourner . . . Truth, because I was to declare the truth to the people."

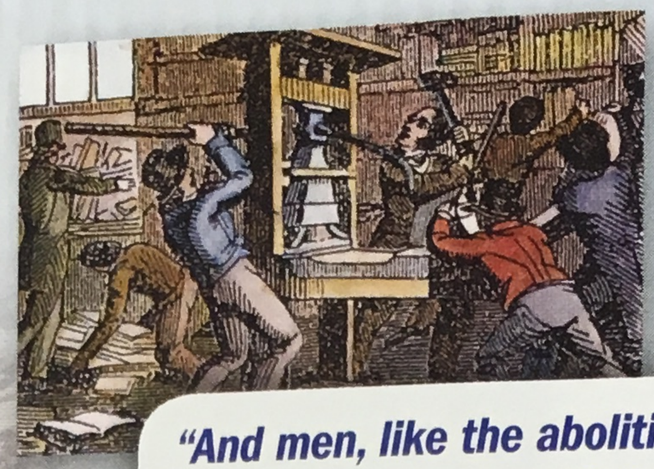
–from *Sojourner Truth: Slave, Prophet, Legend*

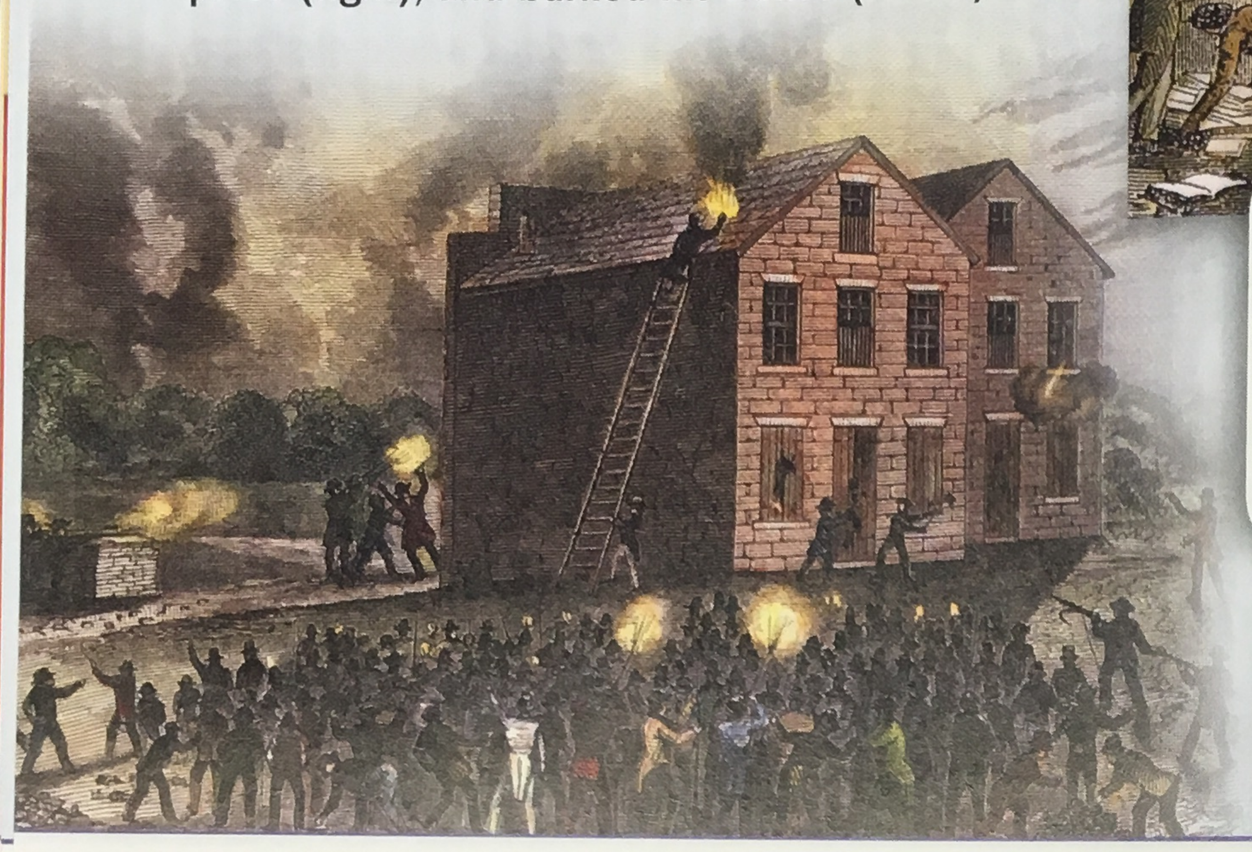
Sojourner Truth worked with a number of other abolitionists, including William Lloyd Garrison and Frederick Douglass, to bring about the end of slavery. She traveled throughout the North and spoke about her experiences as an enslaved person. Sojourner Truth was also an active supporter of the women's rights movement.

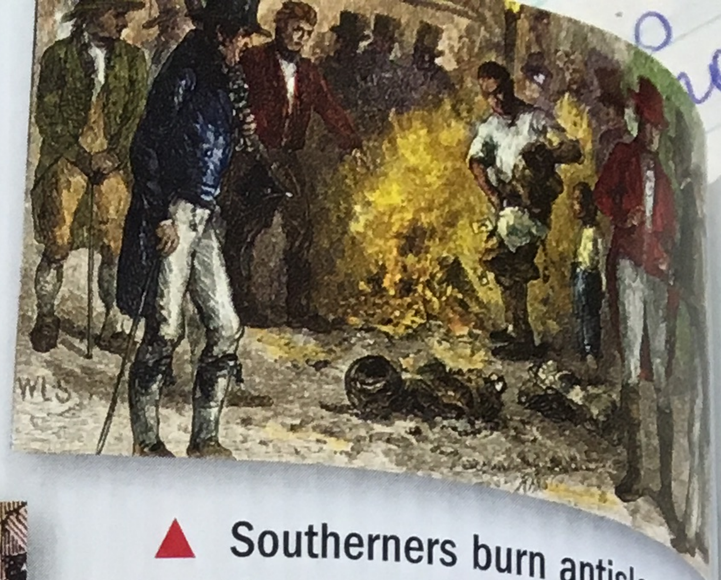
Primary Source Reactions Against Abolitionism

Anti-Abolitionists Opposition to abolitionism was almost as strong in the North as it was in the South. Southerners viewed abolitionism as an attack on their way of life. Many Northerners feared the effect abolition might have upon them. In both areas, anti-abolitionists violently responded to literature that supported abolitionism.

In 1837 in Alton, Illinois, a mob killed abolitionist newspaper editor Elijah Lovejoy, destroyed his press (right), and burned his house (below).







▲ Southerners burn antislavery documents in Charleston, South Carolina, in 1830.

"And men, like the abolitionist . . . [who goes] about meddling with other Peoples' affairs . . . [should] pay attention to his own affairs, & let his neighbor alone. . . . If these matters are going to be [agitated it will] . . . lead to the separation of the Union."

—from a letter by E. W. Taylor (a New Yorker who moved to South Carolina)

Critical Thinking

Analyzing Why did anti-abolitionists destroy pro-abolition literature?

The Underground Railroad

Some abolitionists risked prison—even death—by helping African Americans escape from slavery. The network of escape **routes**—lines of travel—from the South to the North was called the **Underground Railroad.**

Passengers on this "railroad" traveled through the night, often on foot, and went north. The North Star was their guide. During the day passengers rested at "stations"—barns, basements, and attics—until the next night's journey. The railroad's "conductors" were whites and African Americans who helped guide the runaways to freedom in the Northern states or Canada. Harriet Tubman became the most famous conductor on the Underground Railroad.

The Underground Railroad helped only a tiny fraction of the enslaved population. Still, the Railroad gave hope to people who suffered in slavery. It also gave abolitionists a way to help some enslaved people.

Reading Check **Explaining** What were "stations" on the Underground Railroad?

Clashes Over Abolitionism

Main Idea Many Southerners and Northerners opposed abolition.

History and You Can you think of a time when you feared change, even if it was for the better? Read to learn why many people opposed abolition.

The antislavery movement triggered a strong reaction against abolitionism. Many Southerners opposed the idea of ending slavery. They held that abolitionism threatened the South's way of life, which depended on enslaved labor.

Not all Northerners were abolitionists. The abolitionists in the North made up only a small fraction of the population. Many Northerners saw the antislavery movement as a threat to the nation's social order. They believed that once freed, the African Americans could never blend into American society. Other Northerners feared that the abolitionists could begin a war between the North and South.

Many Northerners also had economic fears. They did not want to lose their jobs to the emancipated workers who might travel to the North and work for cheaper wages.

Opposition to abolitionism sometimes erupted into violence against the abolitionists themselves. Philadelphia's antislavery headquarters was burned, which set off a bloody race riot. A Boston mob attacked and threatened to hang abolitionist William Lloyd Garrison. Authorities saved his life by putting him in jail.

Elijah Lovejoy in Illinois was not so lucky. Angry whites invaded his antislavery newspaper offices and wrecked his presses three times. Each time Lovejoy installed new presses and resumed publication. The fourth time the mob set fire to the building. When Lovejoy came out of the blazing building, he was shot and killed.

The South Reacts

Southerners fought abolitionism with arguments in defense of slavery. They claimed that slavery was essential to the Southern economy and had allowed Southern whites to reach a high level of culture.

Southerners also argued that they treated enslaved people well. They claimed that Northern workers were worse off than enslaved workers because they worked in factories for long hours at low wages. These jobs were repetitious and often dangerous. Also, Northern workers had to pay for their own goods and services from their small earnings, whereas the system of slavery provided food, clothing, and **medical** care to its workers.

Other defenses of slavery were based on racism. Many whites believed that African Americans were better off under white care than on their own.

The conflict between pro-slavery and anti-slavery groups continued to mount. At the same time, a new women's rights movement was growing.

Reading Check **Explaining** How did many Southerners defend the instituion of slavery?

Section 2 Review

History ONLINE
Study Central™ To review this section, go to glencoe.com.

Vocabulary

1. Write complete sentences that define the following terms: abolitionist, route, Underground Railroad, medical.

Main Ideas

2. **Specifying** What effect did the American Colonization Society have on slavery? How did enslaved African Americans view that group and its efforts?
3. **Discussing** Discuss the role of African Americans in the abolitionist movement.
4. **Comparing and Contrasting** How did Northerners and Southerners view abolitionism differently?

Critical Thinking

5. **Outlining** Use a format like the one below to make an outline of this section. Write each main heading on a line with a Roman numeral, and then list important facts below it. The number of key facts may vary from this sample.

I. First main heading
   A. Key fact #1
   B. Key fact #2
II. Second main heading
   A. Key fact #1
   B. Key fact #2
III. Third main heading
   A. Key fact #1
   B. Key fact #2

6. **Creative Writing** Write a conversation that might have taken place between a Southern plantation owner and a Massachusetts abolitionist about the abolition of slavery. Have each character explain his or her point of view.

Answer the Essential Question

7. How did abolitionists influence the antislavery movement?