

Voices for Freedom

Identify leaders who worked to abolish slavery.

SS.68.AA.2.5 "Identify political figures who strove to abolish the institution of slavery (e.g., Thaddeus Stevens, Abraham Lincoln, Zachariah Chandler)."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each political figure's name. Circle words that tell what office or action shows that person's effort to abolish slavery, so you can connect each figure to the work he did.

A Constitutional Change

- ① In the Civil War era, Abraham Lincoln used the powers of the presidency to move the United States toward ending slavery. His 1863 Emancipation Proclamation declared freedom for enslaved people in areas then in rebellion. It did not end slavery everywhere, and its legal reach depended on Union victory. Lincoln therefore supported a constitutional amendment that would permanently abolish slavery. In 1865, he urged members of Congress to approve what became the Thirteenth Amendment to the Constitution.
- ② In Congress, Representative Thaddeus Stevens of Pennsylvania became a leading voice for abolition. A powerful member of the House of Representatives, he helped lead the Radical Republicans, who demanded strong action against slavery and its political power. Stevens supported the Thirteenth Amendment because it would place abolition in the Constitution, beyond the temporary limits of wartime orders. He worked to build support in the House before its January 1865 vote. The House approved it on January 31.
- ③ Senator Zachariah Chandler of Michigan also backed abolition through national politics. A Radical Republican, he supported the Thirteenth Amendment in the Senate. On April 8, 1864, Chandler voted for the amendment when the Senate approved it. The House passed it later, and the states ratified it in December 1865. Together, Lincoln, Stevens, and Chandler used different offices to pursue one goal: ending slavery by changing the nation's highest law. Their work mattered because an amendment applied throughout the country.

2 ANSWER WITH EVIDENCE Use the passage

1 Which political figure used the presidency to support ending slavery?

2 Why did Lincoln support a constitutional amendment after issuing the Emancipation Proclamation?

3 How did Thaddeus Stevens work to help abolish slavery?

4 What did Zachariah Chandler do to support abolition, and where did he serve?

3 YOUR TURN Your own words

Write a four-sentence statement naming two political figures from the passage. Explain how their positions helped them work to end slavery, then include one similarity and one difference in their actions.

PART 1 • READ AND MARK

Underline each political figure's name. Circle words that tell what office or action shows that person's effort to abolish slavery, so you can connect each figure to the work he did. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which political figure used the presidency to support ending slavery?	Abraham Lincoln.
2	Why did Lincoln support a constitutional amendment after issuing the Emancipation Proclamation?	The proclamation did not end slavery everywhere and depended on Union victory. A constitutional amendment could permanently abolish slavery.
3	How did Thaddeus Stevens work to help abolish slavery?	As a House representative and Radical Republican leader, Stevens supported the Thirteenth Amendment and worked to build support for it in the House.
4	What did Zachariah Chandler do to support abolition, and where did he serve?	Chandler served in the Senate and voted for the Thirteenth Amendment on April 8, 1864.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Abraham Lincoln worked as president, using national leadership to support a constitutional amendment after issuing the Emancipation Proclamation. Thaddeus Stevens worked in the House of Representatives, where he helped lead support for the amendment. Both men sought a permanent end to slavery. Their positions differed because Lincoln urged Congress from the executive branch, while Stevens acted inside Congress.

Accept accurate statements that identify two passage figures, explain each person's political position or action, and state a valid similarity and difference. Students may use Lincoln and Chandler or Stevens and Chandler instead.