

Voices for Freedom

Read how New Yorkers and others worked against slavery.

4.5a "There were slaves in New York State. People worked to fight against slavery and for change."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline details that show what slavery was like in New York State. Circle each action a person took to fight slavery or help bring change.

Working for Change

- ① Slavery existed in New York from the 1600s into the 1800s. Enslaved people were forced to work without pay in homes, shops, and on farms. They could be bought and sold, and families could be separated. New York passed a law in 1799 that began a gradual end to slavery. In 1827, slavery ended legally in the state.
- ② Not everyone accepted slavery. Samuel Cornish, a Black minister and newspaper editor in New York City, used his newspaper to speak against slavery and unfair treatment. William Lloyd Garrison printed an antislavery newspaper called *The Liberator*. These men used words and printing to share ideas, persuade readers, and build support for ending slavery across the country.
- ③ Frederick Douglass escaped slavery in Maryland and later gave speeches and wrote about its cruelty. His words helped people understand why slavery should end. Harriet Tubman, who had escaped slavery, returned to the South many times to guide enslaved people toward freedom. By speaking, writing, publishing, and helping people escape, abolitionists worked for change in different ways.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Name two ways slavery harmed enslaved people in New York State.

2 How did Samuel Cornish and William Lloyd Garrison use newspapers to fight slavery?

3 How were Frederick Douglass's and Harriet Tubman's actions different?

4 What goal did the abolitionists in the passage share? Use one detail from the passage to support your answer.

3 YOUR TURN _____ Your own words

Imagine that a rule in a town is unfair to one group of children. Write 3 or 4 sentences that name the rule, explain why it is unfair, and describe two peaceful actions people could take to change it.

PART 1 • READ AND MARK

Underline details that show what slavery was like in New York State. Circle each action a person took to fight slavery or help bring change. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Name two ways slavery harmed enslaved people in New York State.	Enslaved people were forced to work without pay. They could be bought and sold, and families could be separated.
2	How did Samuel Cornish and William Lloyd Garrison use newspapers to fight slavery?	They printed and shared ideas against slavery to persuade readers and build support for ending it.
3	How were Frederick Douglass's and Harriet Tubman's actions different?	Douglass gave speeches and wrote about slavery. Tubman guided enslaved people toward freedom.
4	What goal did the abolitionists in the passage share? Use one detail from the passage to support your answer.	They wanted slavery to end. For example, they spoke, wrote, published newspapers, or helped enslaved people escape.

PART 3 • YOUR TURN (SAMPLE ANSWER)

In my town, a rule keeps some children out of the public library after school. This is unfair because they lose a safe place to read and learn. Neighbors could write letters to the town council and speak at a meeting. These actions could help leaders change the rule.

Accept equivalent details from the passage about slavery and abolitionist actions. For the open response, accept any realistic unfair rule and two peaceful actions that could work toward change.