

# Voices Against Slavery

Read how enslaved people and abolitionists challenged slavery.

**7.7b** "Enslaved African Americans resisted slavery in various ways in the 19th century. The abolitionist movement also worked to raise awareness of and generate resistance to the institution of slavery."

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## 1 READ AND MARK \_\_\_\_\_ Read it twice

**YOUR JOB** Underline three actions that resisted slavery. Circle the words that explain how each action challenged slavery or changed public opinion.

### Resistance and Abolition

- ① In the nineteenth century, enslaved African Americans resisted slavery even when doing so brought severe danger. Some slowed their work, broke tools, learned to read in secret, or kept family and religious traditions alive. Others escaped or helped people escape. Harriet Tubman, who had escaped slavery herself, returned to the South many times to guide others toward freedom through the network known as the Underground Railroad. Resistance showed that enslaved people were not passive victims of slavery.
- ② Abolitionists worked to end slavery by changing what people knew and what they were willing to do. Frederick Douglass described his experience of slavery in speeches and newspapers, giving audiences testimony from a person who had been enslaved. William Lloyd Garrison published *The Liberator*, an antislavery newspaper, and called for immediate emancipation. In 1852, Harriet Beecher Stowe's novel *Uncle Tom's Cabin* reached many readers and helped some Northern Americans see slavery's cruelty more clearly.
- ③ New York State became an important center of antislavery activity. Abolitionists held meetings, printed newspapers, and organized societies in cities such as Rochester and New York City. Rochester was also Douglass's home for many years, and he published the newspaper *The North Star* there. Along routes through New York, people opposed to slavery sheltered freedom seekers, shared information, or provided transportation. These actions challenged slavery in different ways: enslaved people sought control of their own lives, while abolitionists built public opposition and aid.

**2 ANSWER WITH EVIDENCE** \_\_\_\_\_ Use the passage

**1** Name two ways enslaved African Americans resisted slavery.

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**2** How did Frederick Douglass and William Lloyd Garrison each use writing or speaking to oppose slavery?

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**3** According to the passage, what effect did *Uncle Tom's Cabin* have on some Northern Americans?

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**4** How did people along routes through New York help challenge slavery?

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**3 YOUR TURN** \_\_\_\_\_ Your own words

Write a three-sentence museum label that compares one action by an enslaved person with one action by an abolitionist. Explain how each action resisted slavery, using details from the passage.

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**PART 1 • READ AND MARK**

Underline three actions that resisted slavery. Circle the words that explain how each action challenged slavery or changed public opinion. Accept any marking that follows this job and points at the right text.

**PART 2 • ANSWERS**

| # | QUESTION                                                                                              | ANSWER                                                                                                                                                            |
|---|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Name two ways enslaved African Americans resisted slavery.                                            | <b>Answers may include slowing work, breaking tools, learning to read in secret, keeping family and religious traditions, escaping, or helping others escape.</b> |
| 2 | How did Frederick Douglass and William Lloyd Garrison each use writing or speaking to oppose slavery? | <b>Douglass described his experience in speeches and newspapers. Garrison published <i>The Liberator</i> and called for immediate emancipation.</b>               |
| 3 | According to the passage, what effect did <i>Uncle Tom's Cabin</i> have on some Northern Americans?   | <b>It helped some Northern Americans see slavery's cruelty more clearly.</b>                                                                                      |
| 4 | How did people along routes through New York help challenge slavery?                                  | <b>They sheltered freedom seekers, shared information, or provided transportation.</b>                                                                            |

**PART 3 • YOUR TURN (SAMPLE ANSWER)**

An enslaved person who learned to read in secret resisted a system that tried to control knowledge. Frederick Douglass resisted slavery by telling audiences about his experience in speeches and newspapers. One action protected personal power, while the other helped build public opposition to slavery.

Accept accurate actions and explanations drawn from the passage. In the museum label, students should compare one form of resistance by an enslaved person with one abolitionist action and explain how both opposed slavery.