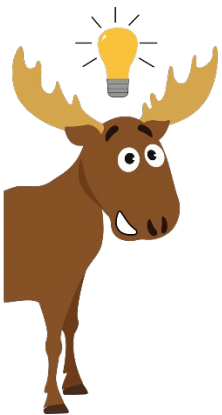




Lesson 9.3: The Fight Against Slavery

**How do you  
change people's  
minds?**





Lesson 9.3: The Fight Against Slavery

**Possible Responses**

**Make and hang up posters**

**Give a talk with evidence  
About your point of view**

**Run for elected office**

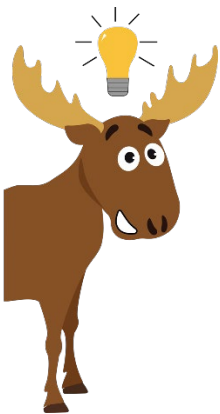
**Write a letter to the newspaper**

**Make a video or slideshow**

**Participate in a march, demonstration,  
or protest**

**Write to your elected representatives**

**How do you  
change people's  
minds?**





Lesson 9.3: The Fight Against Slavery

Name \_\_\_\_\_

### Charting Abolitionist Activities

What kinds of activities did abolitionists do to change people's minds?	What kinds of arguments did abolitionists make to change people's minds?



Lesson 9.3: The Fight Against Slavery

Name \_\_\_\_\_ **Answer Key**

## Charting Abolitionist Activities

What kinds of activities did abolitionists do to change people's minds?	What kinds of arguments did abolitionists make to change people's minds?
<p><b>Possible responses include:</b></p> <ul style="list-style-type: none"><li>• <b>Sending petitions to the government</b> (Image 1, Anti-Slavery Petition from Somersworth) <i>Explain to students that the right to petition the government is guaranteed by the First Amendment. It is a way for the people to make their voices heard by the government. It was a strategy that abolitionists used. Over 1,000 petitions about slavery were sent to the U.S. Congress and thousands more to state governments in the period before the Civil War.</i></li><li>• <b>Fundraising, for example through asking for donations or sewing items to sell to raise money</b> (Image 6, A Good Example; Image 9, Ladies Anti-Slavery Society Fundraising Notice; Image 10, Dover Anti-Slavery Sewing Circle)</li><li>• <b>Helping freedom seekers—enslaved people who successfully escaped slavery and were living in the northern states or Canada</b> (Image 10, Dover Anti-Slavery Sewing Circle)</li><li>• <b>Conventions and meetings</b> (Image 7, Annual Meeting of the New Hampshire Anti-Slavery Society; Image 11, Anti-Slavery Convention Notice)</li></ul>	<p><b>Possible responses include:</b></p> <ul style="list-style-type: none"><li>• <b>Petition Congress to ask that they prevent slavery from expanding and end slavery</b> (Image 1, Anti-Slavery Petition from Somersworth) <i>Explain to students that many people at this time considered slavery to be a states' issue, that is, something each state could decide. Abolitionists argued that the federal government could end the slave trade and practice of enslavement.</i></li><li>• <b>Slavery is wrong because it goes against the nation's principles or ideals that all men are created equal</b> (Image 5, Herald of Freedom Masthead)</li><li>• <b>Slavery is wrong because it separates families</b> (Image 3, Separating Parents From Children)</li><li>• <b>Slavery is wrong because it is cruel and violent</b> (Image 2, Tearing Up Free Papers; Image 8, A Humble Appeal; Image 3, Separating Parents From Children)</li><li>• <b>Slavery is wrong because it goes against religious beliefs</b> (Image 8, A Humble Appeal; Image 12, Am I Not a Woman and a Sister?)</li></ul>



## Lesson 9.3: The Fight Against Slavery

- **Educate people about how slavery was wrong by planning lectures or talks**  
(Image 13, Frederick Douglass Lecture)
- **Educate people about how slavery was wrong by publishing newspapers or magazines**  
(Image 4, The Slave's Friend; Image 5, Herald of Freedom Masthead; Image 14 and 15, The North Star)
- **Educate people about how slavery was wrong by using poems or drawings**  
(Image 2, Tearing Up Free Papers; Image 3, Separating Parents from Children; Image 8, A Humble Appeal; Image 12, Am I Not a Woman and a Sister?)

- **Slavery is wrong because all humans are people, not property**  
(Image 12, Am I Not a Woman and a Sister?)



Lesson 9.3: The Fight Against Slavery

## Abolitionist Activities Image Set (1)

[Original]

To the Legislature of the State of New Hampshire

The undersigned, inhabitants of Somersworth in the County of Strafford, pray your honorable body to pass resolutions, declaring—

1. That Congress has the constitutional power to abolish slavery, and the slave trade, in the District of Columbia.
2. That it has the constitutional power to abolish them in the several Territories of the Union, where they exist.
3. That it has the constitutional power to prohibit the slave trade between the several States of the Union.
4. That in regard to all these particulars, Congress ought immediately to exercise that power.

We also pray your honorable body to send a copy of said resolutions to each of the Senators and Representatives of this State, in Congress, to be by them laid before that body; to the Governors of the several States, to be by them laid before their respective legislatures; and to the President of the United States.

This petition was sent by a group of people from Somersworth to the New Hampshire state legislature. It asked the state legislature to pass resolutions asking the U.S. Congress to abolish the slave trade and prevent slavery from expanding into any new territories of the United States. Petitions like this one were a common strategy used by anti-slavery activists, especially women. Circulating petitions helped them influence public opinion.

Source: New Hampshire State Archives

[Edited]

To the Legislature of the State of New Hampshire:

We who have signed below and live in Somersworth in the county of Strafford, wish you to pass resolutions declaring—

1. That Congress has the legal power to abolish slavery, and the slave trade, in the District of Columbia.
2. That it has the legal power to abolish them in the several territories of the United States, where they exist.
3. That it has the legal power to forbid the slave trade between the states of the United States of America.
4. That in regard to all these powers, Congress should immediately take these actions.

We also wish the legislature of New Hampshire to send a copy of these resolutions to each of the Senators and Representatives of this State, in Congress, so that they can put them to the U.S. Congress; to the Governors of the states, so they can put them before their state legislatures; and to the President of the United States.

**Important note:** This text has been edited to make it easier for you to read. Some of the original punctuation, spelling, word choice, and capitalization have been changed.



Lesson 9.3: The Fight Against Slavery

## Abolitionist Activities Image Set (2)



The American Anti-Slavery Society published an almanac every year from 1836 to 1847. Like other almanacs, it included information like calendars, advertisements, and weather predictions. But it also included writings against slavery, like poems, essays, and drawings. The purpose of the almanac was to spread the word about the anti-slavery cause and educate people about the evils of slavery. This drawing shows how dangerous it was for free Black people in the South. Although the woman in the picture is not enslaved, the men are tearing up the legal documents that prove she is a free person. That meant she could be kidnapped and sold into slavery. According to the 1860 census, there were over 260,000 free Black people living in southern states before the Civil War.

Source: Tearing Up Free Papers, *The American Anti-Slavery Almanac for 1838*, The Public Domain Review





## Abolitionist Activities Image Set (3)



The American Anti-Slavery Society published an almanac every year from 1836 to 1847. Like other almanacs, it included information like calendars, advertisements, and weather predictions. But it also included writings against slavery, like poems, essays, and drawings. The purpose of the almanac was to spread the word about the anti-slavery cause and educate people about the evils of slavery. This poem and illustration showed how slavery separated families. The enslaver has sold the children to a different person, and they will not be allowed to see their mother anymore.

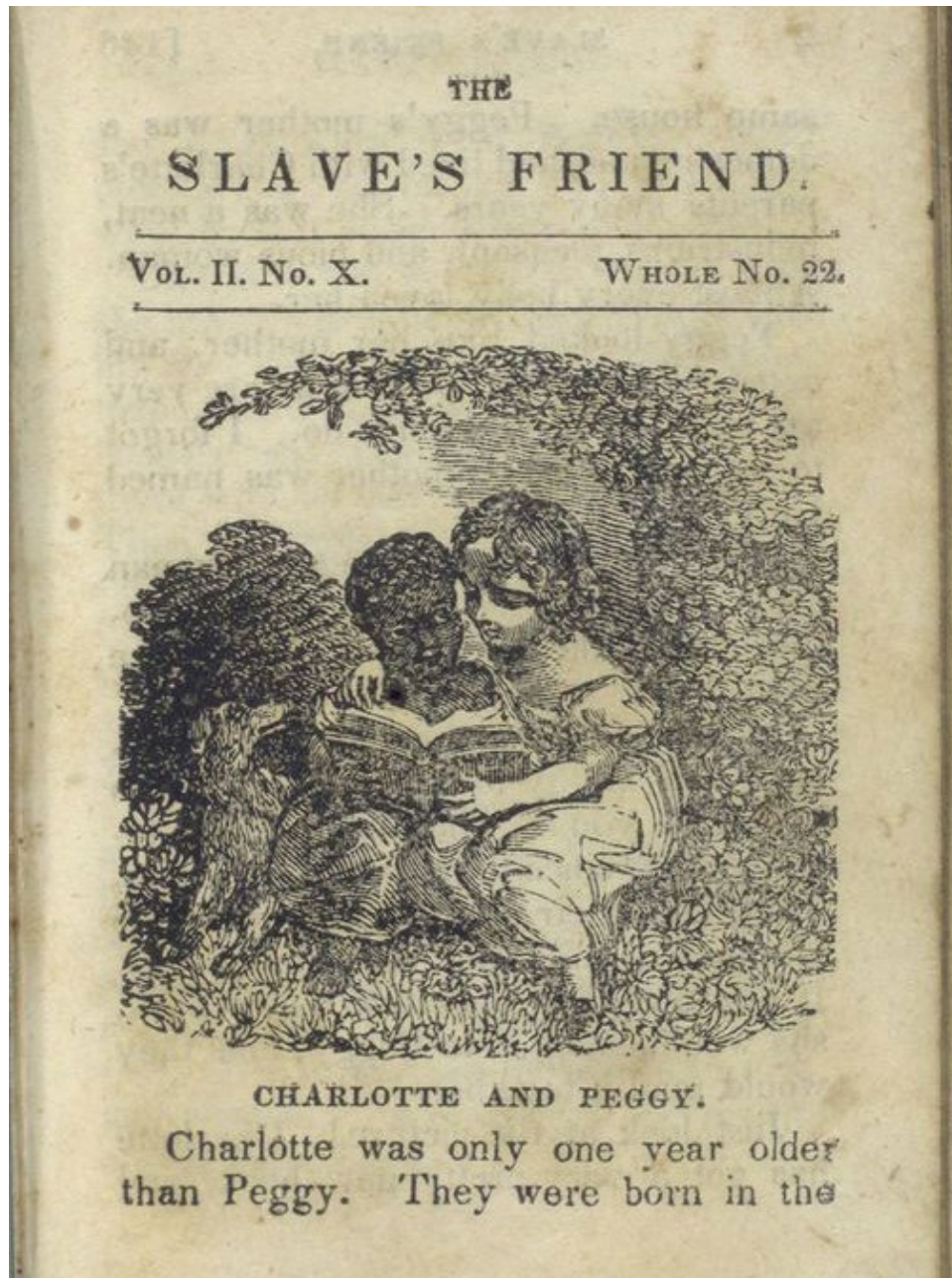
Source: Separating Parents from Children, *The American Anti-Slavery Almanac for 1838*, The Public Domain Review





Lesson 9.3: The Fight Against Slavery

## Abolitionist Activities Image Set (4)



*The Slave's Friend* was an anti-slavery magazine for children. It was printed from 1836 to 1838. Each short issue included poems, stories, and illustrations about the cruelty of slavery. The magazine was intended to educate white children about the evils of slavery. It was distributed in the North and the South.

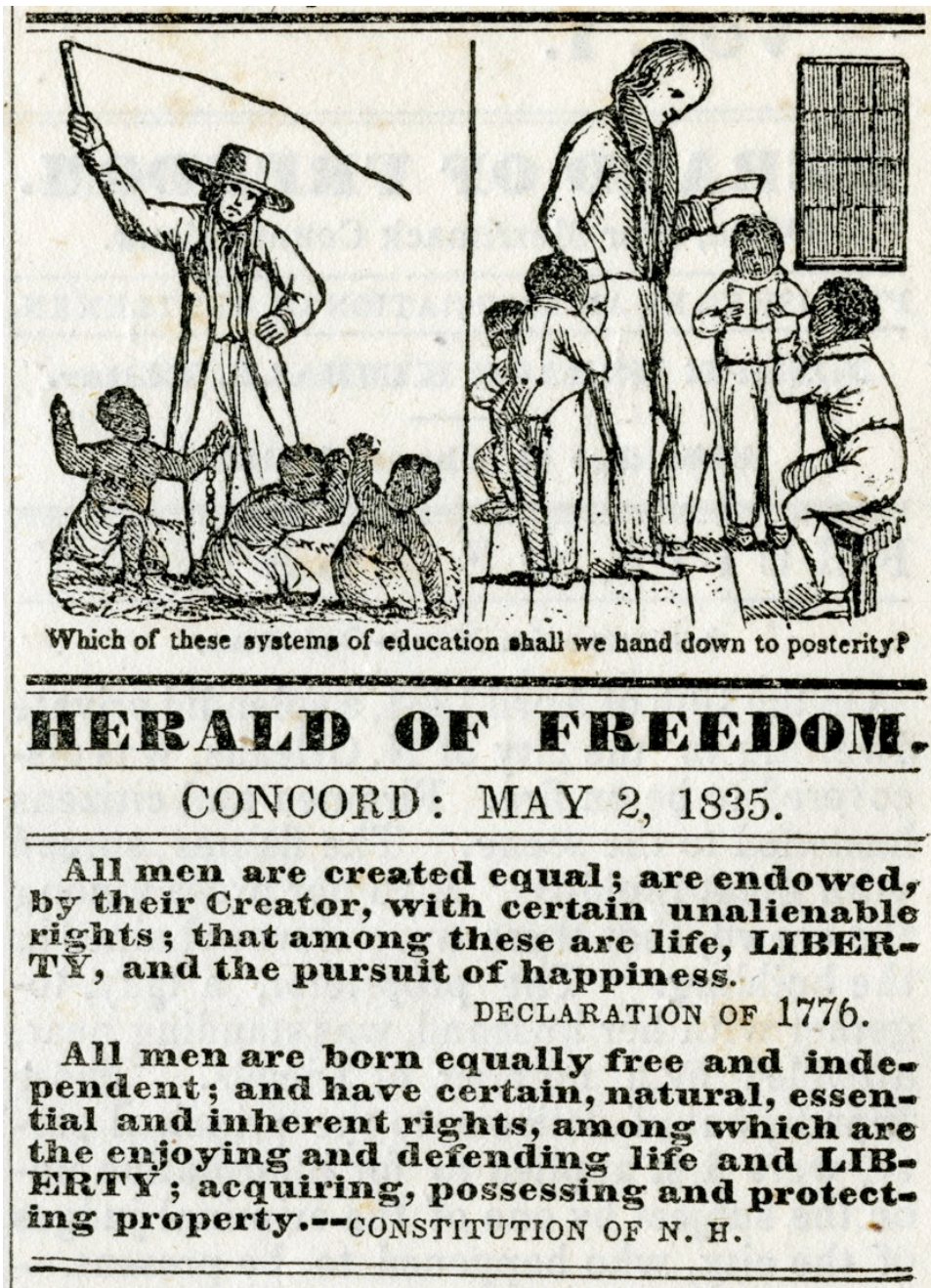
Source: [New York Public Library Digital Collections](https://www.nypl.org/digital/collections/nypl/)





Lesson 9.3: The Fight Against Slavery

## Abolitionist Activities Image Set (5)



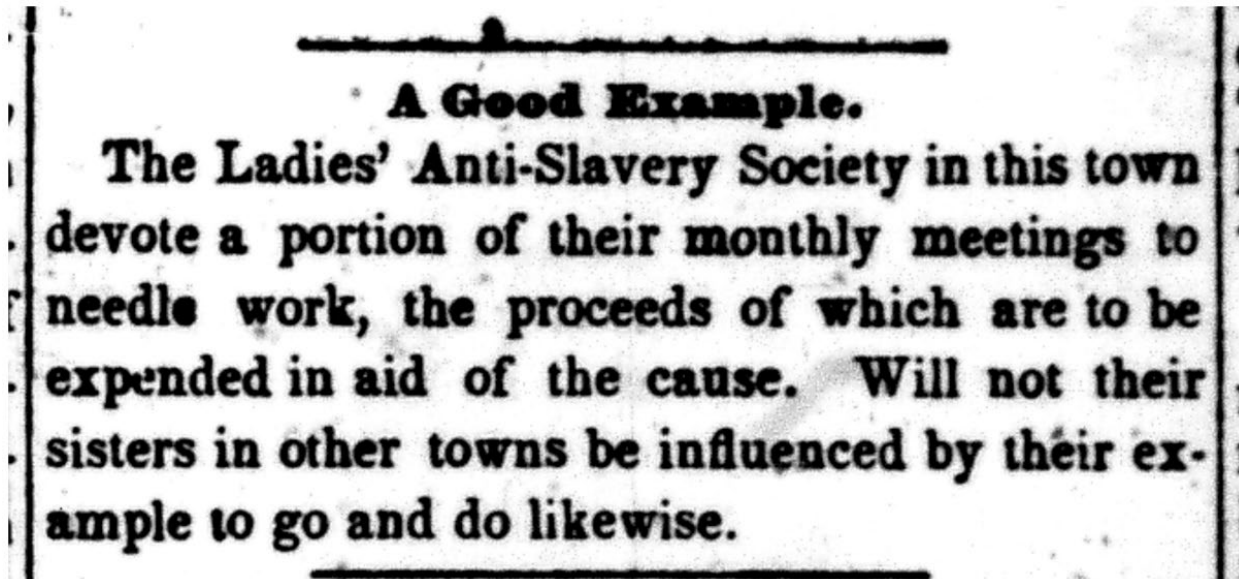
This is the masthead for the *Herald of Freedom*. A masthead is the title of the newspaper or magazine at the top of the editorial page. That is the section where the editors share their opinions on important topics. It may also include letters from readers. In this case, it also included two illustrations. The *Herald of Freedom* was an abolitionist newspaper printed in Concord, New Hampshire. That means that the newspaper supported ending slavery in the United States and tried to persuade others to agree.

Source: New Hampshire Historical Society



Lesson 9.3: The Fight Against Slavery

## Abolitionist Activities Image Set (6)



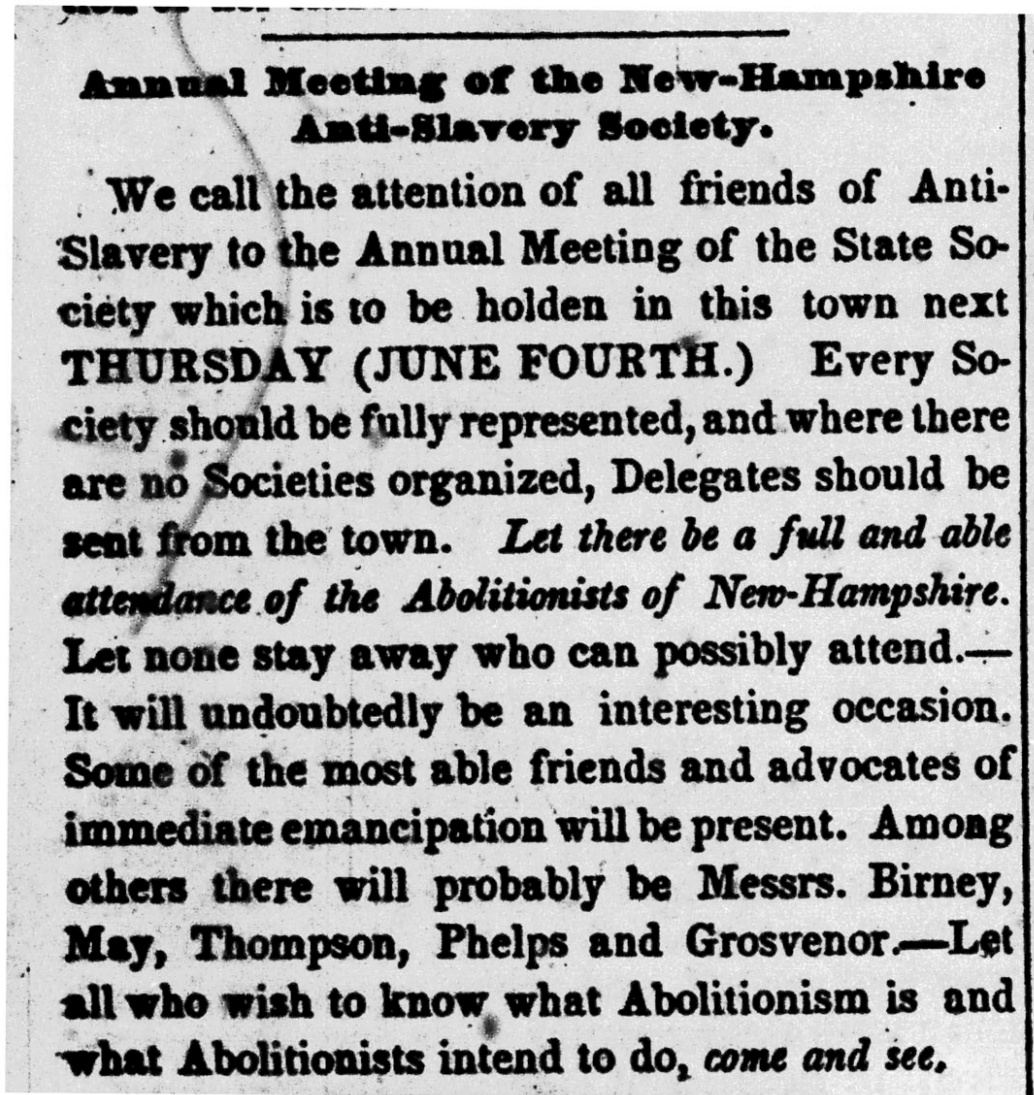
This is an article from the *Herald of Freedom*, an abolitionist newspaper printed in Concord, New Hampshire. That means that the newspaper supported ending slavery in the United States and tried to persuade others to agree. This story was published on May 16, 1835. It explains that the ladies' anti-slavery society met each month to sew items that they then sold. They used the money they raised in the fight against slavery.

Source: New Hampshire Historical Society



Lesson 9.3: The Fight Against Slavery

**Abolitionist Activities Image Set (7)**



This newspaper story is informing people about an annual meeting of the New Hampshire Anti-Slavery Society. It was printed in the *Herald of Freedom* on May 30, 1835. The *Herald of Freedom* was an abolitionist newspaper printed in Concord, New Hampshire. That means that the newspaper supported ending slavery in the United States and tried to persuade others to agree.

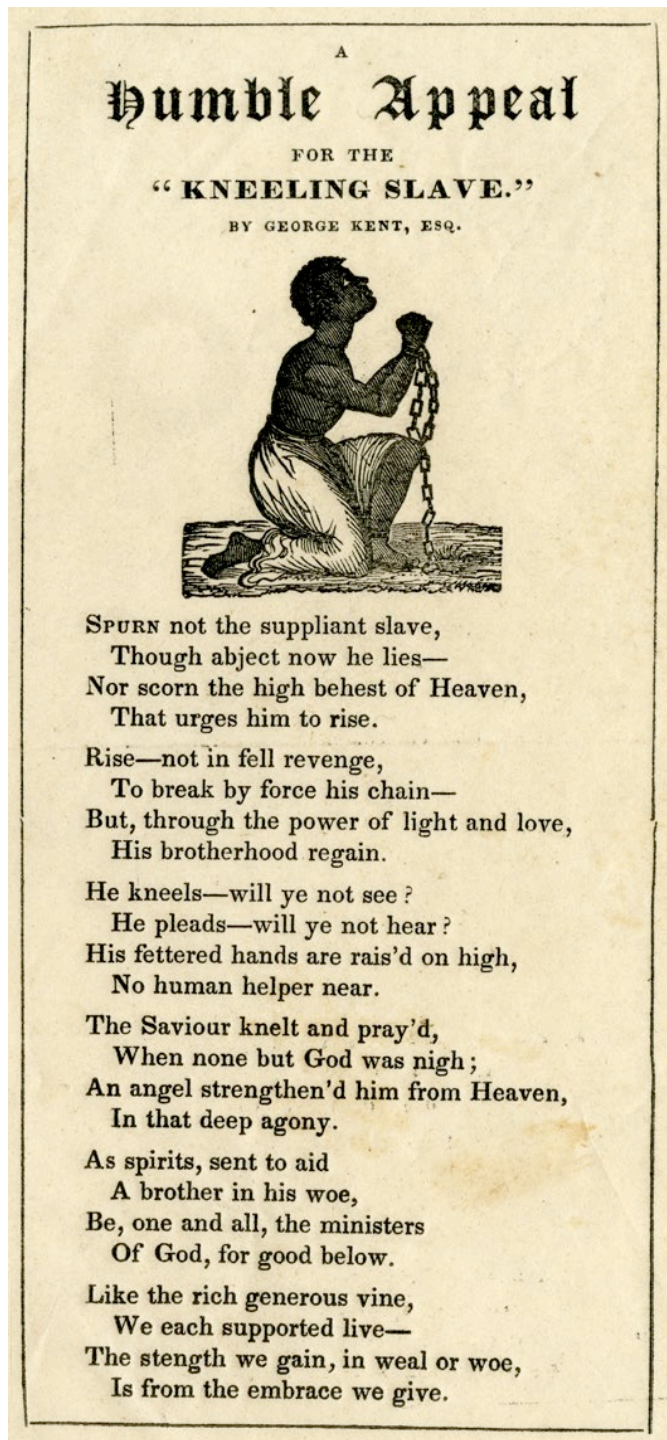
Source: New Hampshire Historical Society





Lesson 9.3: The Fight Against Slavery

## Abolitionist Activities Image Set (8)



"A Humble Appeal," circa 1850

Source: New Hampshire Historical Society

Poetry was popular during the 1800s and was published in newspapers and books for people to read and enjoy. Many poets wrote on issues they and the public cared about, including abolition. Poems about slavery and abolition were usually intended to appeal to the emotion of the reader and push them to action against slavery. This particular poem also relates helping enslaved people and religion, saying that through the power of light and love, the "suppliant slave" can regain his brotherhood. The author asks for help for the enslaved person, says "He kneels—will ye not see? He pleads—will ye not hear?"

### Vocabulary

**spurn:** to refuse

**suppliant:** a person making a humble request

**abject:** hopeless, without dignity

**scorn:** to look down on

**behest:** instruction, request

**fettered:** handcuffed

**nigh:** near

**agony:** pain and suffering

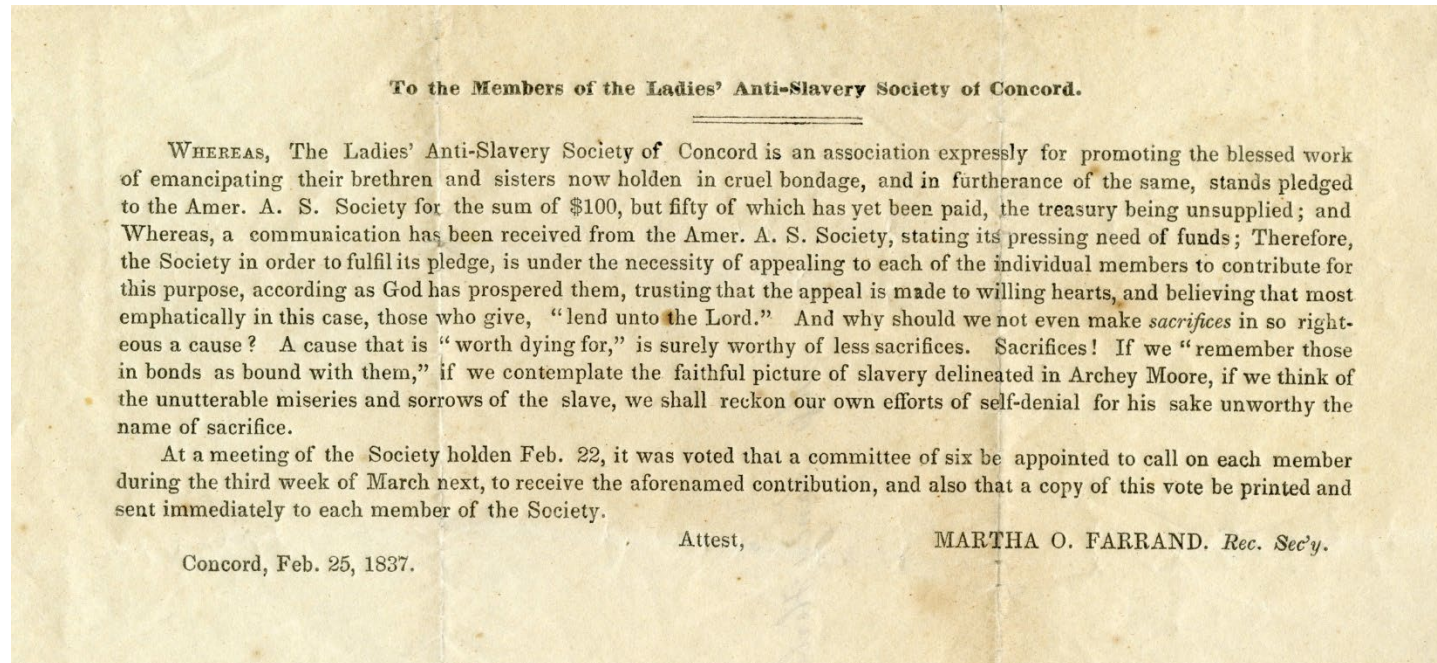
**weal:** red, swollen mark from a hit





Lesson 9.3: The Fight Against Slavery

## Abolitionist Activities Image Set (9)

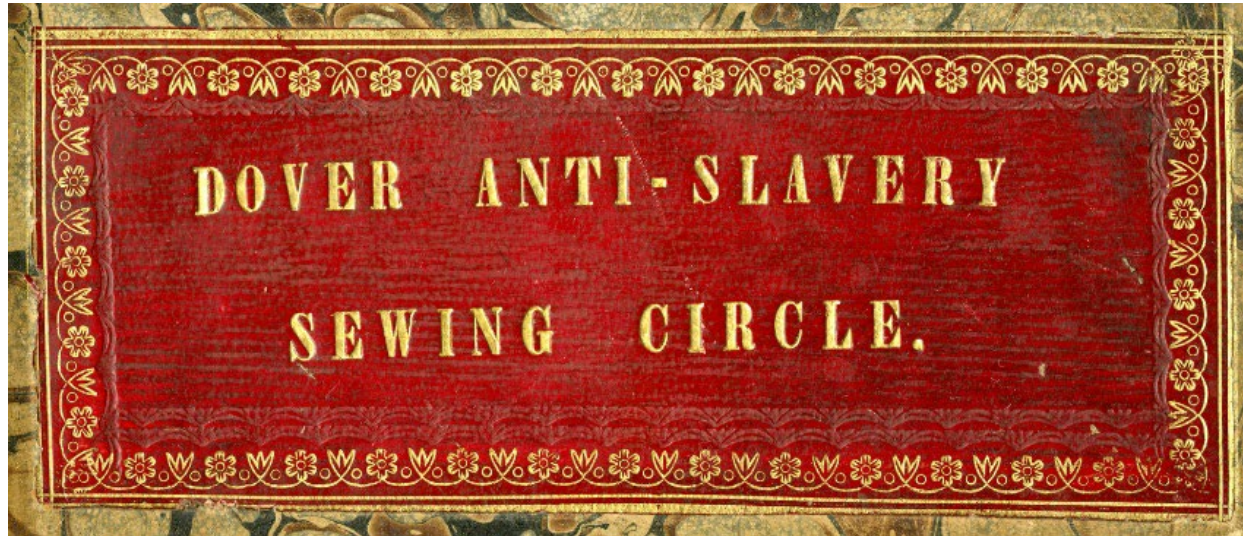


This is a fundraising notice from the Ladies' Anti-Slavery Society of Concord, New Hampshire. This group had pledged that they would send \$100 to the American Anti-Slavery Society. So far, they had only been able to raise \$50, so they needed \$50 more. They sent this notice to all of their members to ask for additional donations. The leaders of this group also visited each member in person to request donations.

Source: New Hampshire Historical Society



## Abolitionist Activities Image Set (10)

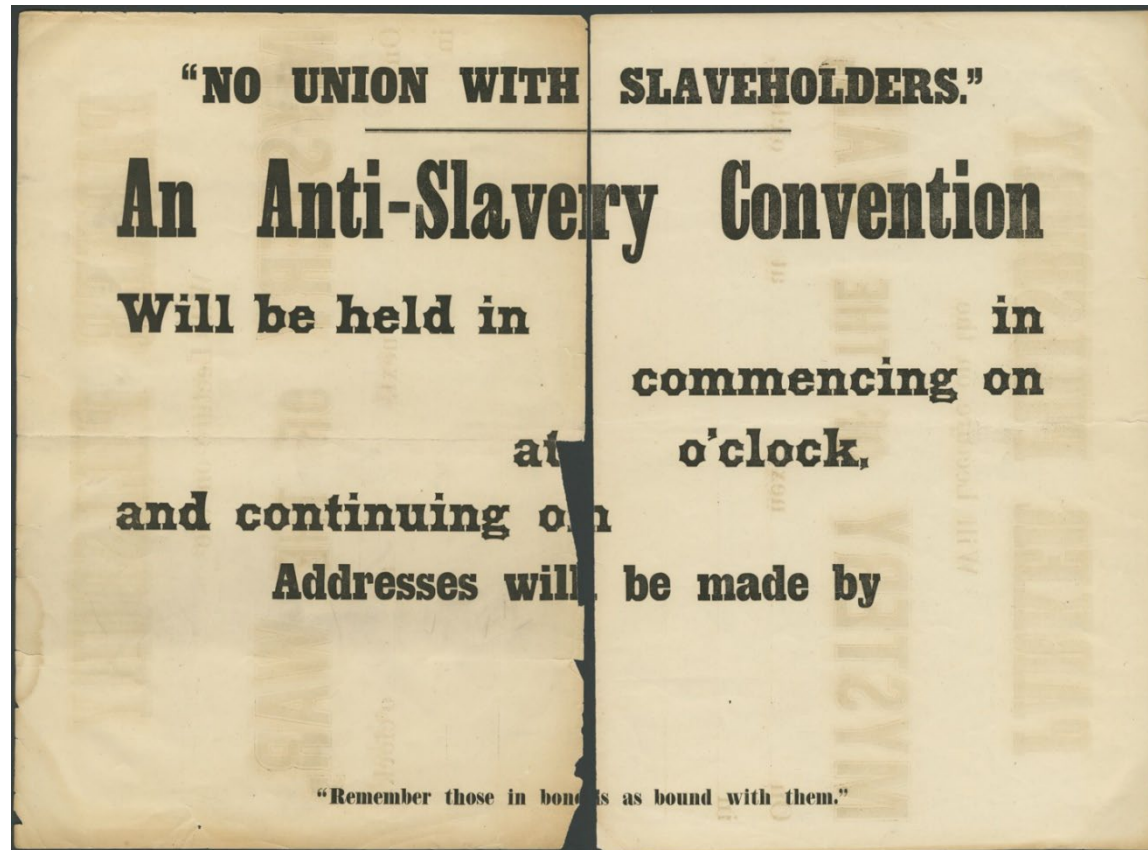


During the period before the Civil War, it was controversial for women to participate in politics. Women did not have the right to vote, and many people believed it was not appropriate for women to be active in political causes. Women who were opposed to slavery had to fight against these ideas. Sometimes they used typical "women's" activities to work for their cause. For example, the Dover Anti-Slavery Sewing Circle formed in 1840. Women got together to raise money and sew clothing and other items that they sent to a community of escaped slaves in Canada. This image is from the cover of their record book.

Source: New Hampshire Historical Society



### Abolitionist Activities Image Set (11)



This poster advertised an anti-slavery convention somewhere in New Hampshire in 1855. Anti-slavery conventions were common throughout the northern United States during the 1840s and 1850s. Anti-slavery activists could get together and share ideas and strategies, and listen to speeches by leaders of the movement. The quote on this poster, "no union with slaveholders," is by William Lloyd Garrison. Garrison was considered a radical abolitionist because he argued that all enslaved people should be freed immediately. Many anti-slavery activists thought that emancipation should be more gradual.

Source: New Hampshire Historical Society





## Abolitionist Activities Image Set (12)



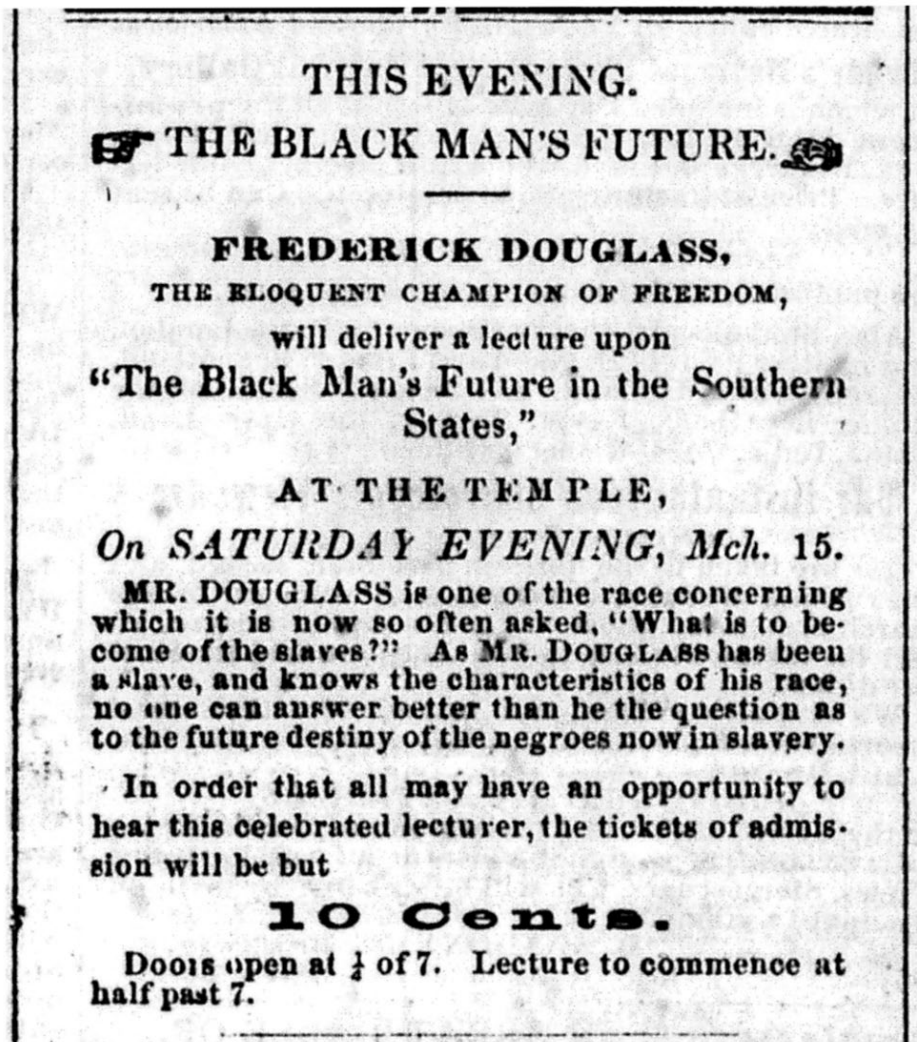
Am I Not a Woman and a Sister?

Many of the abolitionists in New Hampshire were women. White women abolitionists tried to persuade their opponents that enslaved people were not property, but people. They tried to appeal to other white women by reminding them that enslaved women were mothers and sisters, just like them. This image was often used by abolitionists. The words at the bottom are a quote from the Bible, "Remember them that are in bonds, as bound with them."

Source: *Authentic Anecdotes of American Slavery*, 2nd edition, Library of Congress



## Abolitionist Activities Image Set (13)



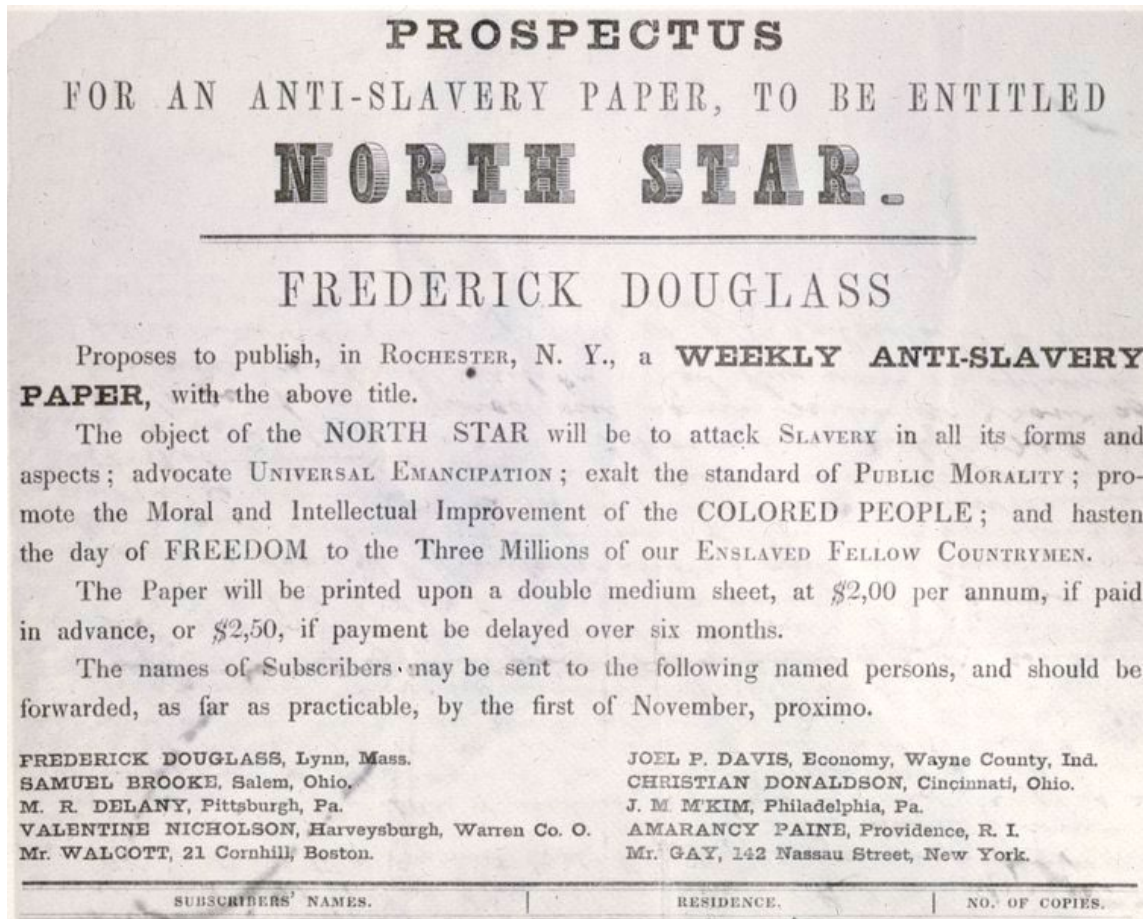
This is a newspaper advertisement for a lecture given by Frederick Douglass in Portsmouth, New Hampshire, on March 15, 1862, during the Civil War. Douglass was born into slavery, but escaped to the North when he was about 21 years old. He became a writer, abolitionist, and civil rights activist. He was one of the most famous Americans of his time. He traveled all over the northern United States and Ireland and England, telling people about his experiences as a slave and speaking in favor of abolition, or the end, of slavery. He spoke in New Hampshire several times throughout his career. On this occasion, he spoke at the Portsmouth Lyceum, which was known as "the temple." (A lyceum is a building or hall for public lectures or discussions.) It was located where Portsmouth Music Hall is now.

Source: *Portsmouth Journal of Literature and Politics*, New Hampshire Historical Society





## Abolitionist Activities Image Set (14)



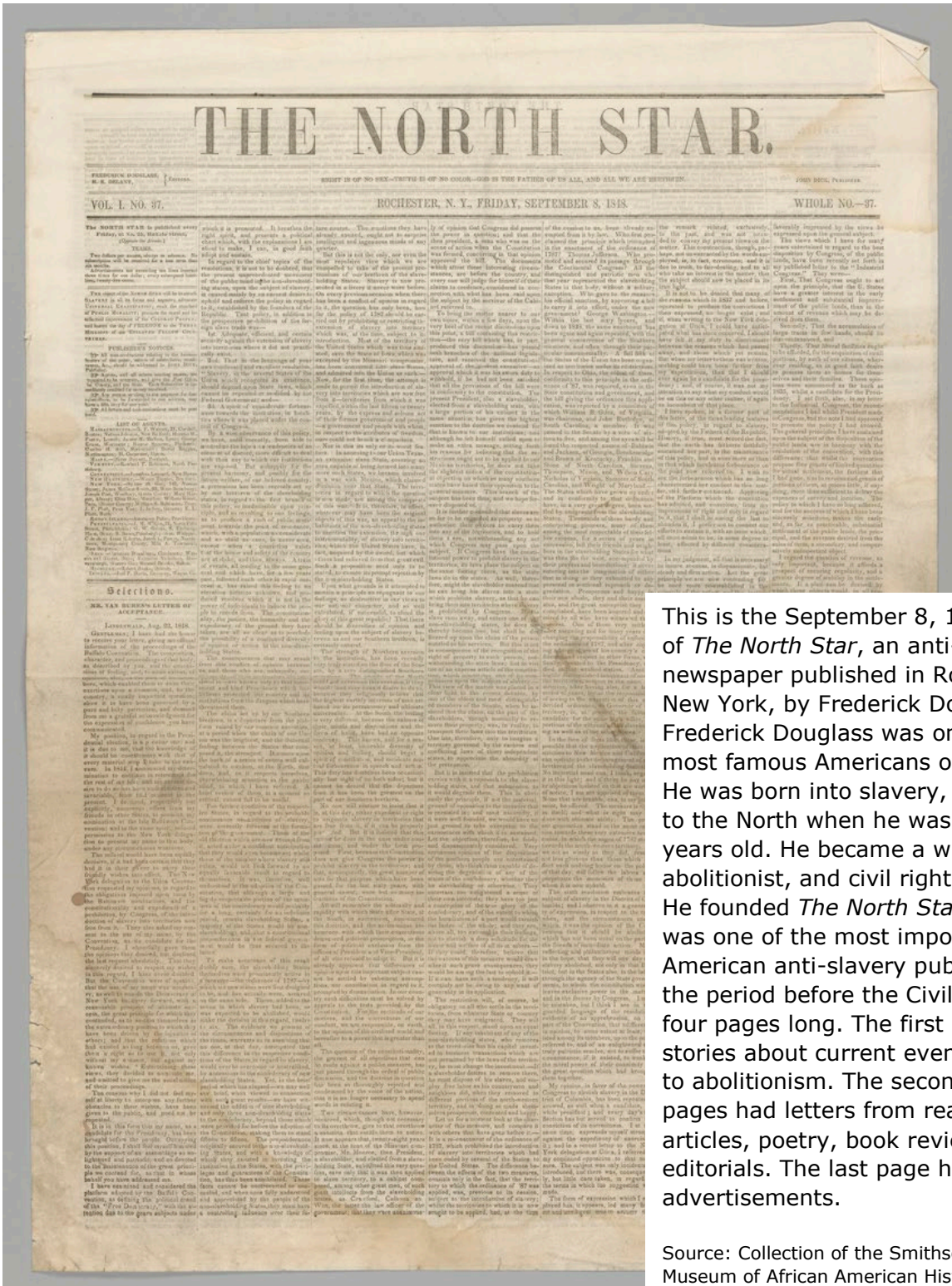
*The North Star* was an abolitionist newspaper published by Frederick Douglass. That means that the newspaper supported ending slavery in the United States and tried to persuade others to agree. Frederick Douglass was one of the most famous Americans of his time. He was born into slavery, but escaped to the North when he was about 21 years old. He became a writer, abolitionist, and civil rights activist. *The North Star* was published from 1847 to 1851. It got its name from the fact that escaping slaves followed the North Star in the sky to guide them to freedom in the northern United States or Canada. This document is a **prospectus**, or advertisement, for potential subscribers to the paper. It explains the goals of the newspaper, how often it will be printed, and how much a subscription cost.

Source: [New York Public Library Digital Collections](https://www.nypl.org/digital/collections)



Lesson 9.3: The Fight Against Slavery

**Abolitionist Activities Image Set (15)**



This is the September 8, 1848 issue of *The North Star*, an anti-slavery newspaper published in Rochester, New York, by Frederick Douglass. Frederick Douglass was one of the most famous Americans of his time. He was born into slavery, but escaped to the North when he was about 21 years old. He became a writer, abolitionist, and civil rights activist. He founded *The North Star* in 1847. It was one of the most important African American anti-slavery publications in the period before the Civil War. It was four pages long. The first page had stories about current events related to abolitionism. The second and third pages had letters from readers, articles, poetry, book reviews, and editorials. The last page had advertisements.

Source: Collection of the Smithsonian National Museum of African American History and Culture



Name \_\_\_\_\_

## Front Page! Abolitionist Newspaper Project

### Required features of your paper:

- **Name** of newspaper
- **Date** of publication
- **News story #1**: the most important news story your paper has today
- **News story #2**: the second most important news story
- **Editorial**: an article written by a member of the newspaper staff to persuade the public

### Optional features of your paper:

Your newspaper must have a total of six (6) optional points.

- (2 points) **Biography**: telling about an important person in the time period
- (2 points) **Summary of events**: a timeline showing what has happened so far
- (2 points) **Human interest piece**: a positive, emotional story about someone's achievements or struggles
- (1 point) **Political cartoon**: a drawing that shows some current event topic in a comical or ironic light
- (2 points) **Other news stories** about current events related to this topic
- (2 points) **Letters from readers**: a section where people from the community write in
- (2 points) **Advertisement for an event**: should be focused on abolition, like a fund raiser or lecture

### Tips for an exceptional and realistic abolitionist newspaper:

- Since newspapers were expensive to print, articles couldn't take up too much space. They were brief, usually only a paragraph or two.
- There were not many visuals in 19th-century newspapers. Visuals (like cartoons and advertisements) should be simple.
- Be creative and have fun! Articles need to be factual but feel free to invent details.





Lesson 9.3: The Fight Against Slavery

Name \_\_\_\_\_

Your contributions to the project: \_\_\_\_\_

### Rubric for Abolitionist Newspaper

	<b>Above Standard (4)</b>	<b>At Standard (3)</b>	<b>Approaching Standard (2)</b>	<b>Below Standard (1)</b>	<b>Self</b>	<b>Teacher</b>
<b>Completeness</b>	All necessary articles are included and are thorough. Meet project guidelines. Contain detailed information.	A few articles are missing. Articles meet project guidelines; include some details and are sort-of thorough.	Some important information is missing and/or articles are too general. Mostly meet project guidelines.	Does not include necessary articles and/or does not meet project guidelines.		
<b>Creativity</b>	Newspaper creatively expresses information. Uses a variety of types of articles.	Newspaper expresses the information. Uses more than one type of article.	Newspaper expresses information but needs more creativity. Mostly has one kind of article.	Newspaper does not show much creativity. Has only one kind of article.		
<b>Correctness</b>	All information is correct. Includes extra material to create thorough newspaper.	Information is correct but does not include extra material.	Information is only mostly correct and does not include extra material.	Information is mostly incorrect.		
<b>Appropriate Communication</b>	All information is clear, easy to understand, and realistically presented.	Information is mostly clear, understandable, and realistic.	Information is not very clear and is only partially realistic.	Information is not understandable and not very realistic.		
<b>Effort and Time</b>	Effort is obvious. Project is completed on time.	Effort is present. Project is completed on time.	Some effort is present, but more is needed. Project might be late.	The product does not show significant effort. Project is late.		
Comments:					<b>Total of 20 points:</b>	



Lesson 9:3: The Fight Against Slavery

Names \_\_\_\_\_

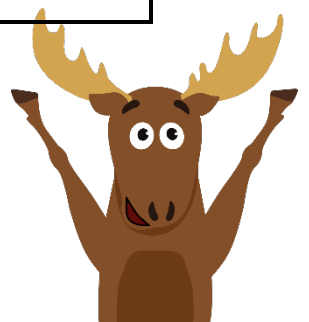
## Front Page Plan

What is the name and date of your paper?

\_\_\_\_\_

What feature?	Who is responsible for it?	What is it about?
News story #1		
News story #2		
Editorial		
(Optional feature name)		
Points:		
(Optional feature name)		
Points:		
(Optional feature name)		
Points:		
(Optional feature name)		
Points:		

Total optional points:







## Article Plan

- Once you've completed the Article Plan, you're ready to start writing the article. Great job!

