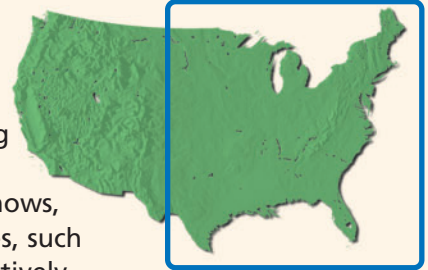


The Underground Railroad

The Underground Railroad was a network of people and places that hid escaping slaves and helped them reach safety in the North or in Canada. One reason slaves often went to Canada is that a U.S. federal law required people to return runaway slaves to their owners. Defying this law, both whites and blacks helped slaves to escape.



The map on page 447 shows the main escape routes. As the map shows, most of the slaves who escaped came from states bordering free states, such as Kentucky and Virginia. Distances from there to the North were relatively short, increasing the chances of reaching freedom. However, the number of slaves who escaped from the Deep South, such as Georgia and South Carolina, was very small, because of the long distances that had to be traveled. While no one knows the exact number, historians estimate that 40,000 to 100,000 people may have used the Underground Railroad on their journey from slavery to freedom.

CALIFORNIA STANDARDS

8.7.2 Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).

8.9.1 Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).



Among the many people who helped slaves to freedom was former slave Harriet Tubman (far left). She became a well-known guide on the Underground Railroad. She is pictured with her husband (third from left), along with other formerly enslaved people.

ARTIFACT FILE



Identity Tag Enslaved persons were forced to wear tags that identified to whom they belonged.



Freedom Marker The "P" on the rock shown here told slaves that they were in Pennsylvania, a free state.



On-Line Field Trip

The National Underground Railroad Freedom Center opened in 2004 in Cincinnati, Ohio. Its collections include artifacts and primary sources like this poster, which shows that substantial rewards were offered for the recapture of slaves.

For more about the Underground Railroad . . .



CONNECT TO GEOGRAPHY

- Place** What geographic feature made it more likely that a slave in Missouri would escape to Michigan than to New York?
- Movement** In what way did the Underground Railroad differ from other migrations?

See Geography Handbook, pages 4–5.

CONNECT TO HISTORY

- Drawing Conclusions** How did the Underground Railroad reflect the American people's division over slavery?

Chapter 14 ASSESSMENT

TERMS & NAMES

Briefly explain the significance of each of the following.

- immigrant
- push-pull factors
- civil disobedience
- revival
- Second Great Awakening
- labor union
- abolition
- Underground Railroad
- Seneca Falls Convention
- suffrage

REVIEW QUESTIONS

The Hopes of Immigrants (pages 423–428)

- What factors influenced so many immigrants to come to America in the 1800s? (HI2)
- What did Germans contribute to U.S. identity? (HI1)
- How did the potato famine affect Irish emigration? (HI2)

American Literature and Art (pages 429–432)

- How did American artists display the love of nature in their paintings? (HI1)
- What did the transcendentalists believe? (HI1)

Reforming American Society (pages 433–439)

- Why did many business owners support the temperance movement? (HI2)
- Why was it hard for African Americans to receive an education? (HI2)

Abolition and Women's Rights (pages 440–447)

- Who published antislavery writings? (HI1)
- How did the Underground Railroad work? (HI1)
- What was the Seneca Falls Declaration of Sentiments and Resolutions? (HI1)

VISUAL

SUMMARY

A New Spirit of Change (HI1)

The Hopes of Immigrants

Immigrants came to America from many European countries. They strongly influenced American life and culture.



American Literature and Art

American writers and artists of the 1800s produced some of America's greatest works, which are still studied.

IMPACT OF THE INDIVIDUAL



Reforming American Society

Inspired by a religious revival, a reform movement swept the country. It aided schools, the workplace, and the disabled.

Abolition and Women's Rights

Whites and blacks united to fight slavery. Women abolitionists expanded their fight to include women's rights as well.

CRITICAL THINKING

1. USING YOUR NOTES: COMPARING

	How People Influenced America in the mid-1800s
Immigrants	
Writers	
Reformers	
Abolitionists	
Women	

Using your chart, answer the questions below. (HI3)

- Who influenced America to make reforms?
- Compare the goals of abolitionists and women. How are they alike?

2. ANALYZING LEADERSHIP

Who is someone from this chapter who exercised leadership by standing up for an unpopular position? (HI1)

3. THEME: IMPACT OF THE INDIVIDUAL

Judging from what you read in this chapter, what methods can individuals use to influence their society? (HI1)

4. APPLYING CITIZENSHIP SKILLS

Who in this chapter displayed good citizenship by taking responsibility for their own behavior or by providing for their families? Give examples. (HI1)

5. FORMING AND SUPPORTING OPINIONS

If someone asked you what was the most important reform of this period, what would you say? Why? (HI1)

Interact with History

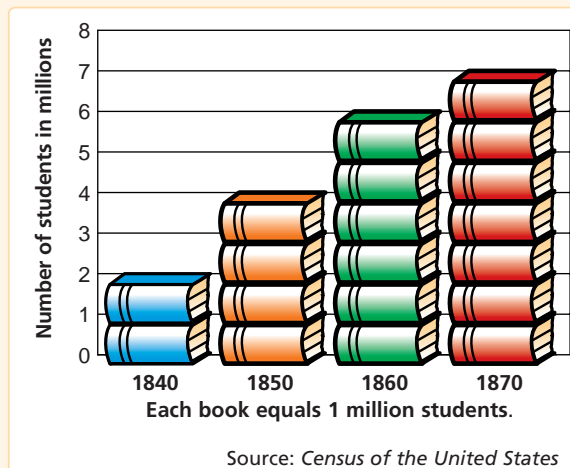
Think about the laws you proposed before you read the chapter. Has your opinion changed since you read the chapter?

STANDARDS-BASED ASSESSMENT

Use the graph and your knowledge of U.S. history to answer questions 1 and 2.

Additional Test Practice, pp. S1–S33.

School Enrollment, 1840–1870



1. On the graph, what does each book stand for? (8.6.5)
 - A. 100 students
 - B. 1,000 students
 - C. 100,000 students
 - D. 1,000,000 students

2. What is the difference in school enrollment between 1840 and 1870? (8.6.5)
 - A. 2 million students
 - B. 4 million students
 - C. 5 million students
 - D. 7 million students

Henry David Thoreau is discussing individuality in this quotation. Use the quotation and your knowledge of U.S. history to answer question 3.

PRIMARY SOURCE

If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away.

Henry David Thoreau, *Walden*

3. Which sentence best states Thoreau's perspective? (8.6.7)
 - A. People should be able to enjoy whatever type of music they want.
 - B. People should do what they believe is right, regardless of what others think.
 - C. People should always comply with the wishes of those around them.
 - D. People should understand that there is only one right way to behave.



TEST PRACTICE
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ALTERNATIVE ASSESSMENT

1. WRITING ABOUT HISTORY

You are a reporter interviewing immigrants as they arrive in the United States after an ocean voyage. Decide what country your interviewee is from, and write questions and answers that would come from an **interview**. Ask questions about the voyage, as well as questions that reveal why they immigrated. (REP4)

- Use books about U.S. immigrants to research your interview.

2. COOPERATIVE LEARNING

Working with other students, make an annotated map of the Underground Railroad. Divide the work of researching to find accounts of slaves who escaped along the Underground Railroad. Type short summaries of their stories and identify their location on the map. (REP4)

INTEGRATED TECHNOLOGY

DOING BIOGRAPHICAL INTERNET RESEARCH

Biographical information can be obtained from many online sources. Use the Internet to find facts about one of the following people: Horace Mann, Elizabeth Blackwell, Alexander Twilight, or Maria Mitchell. (REP4)

- Use your subject's name as a keyword in your research.
- Use a minimum of three different online sources and record the Web sites you used in your research.
- Once you have conducted your research, write a fact sheet about the person you chose.

For more about these individuals . . .



INTERNET ACTIVITY
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