

Immigrants and Runaway Slaves

👤 People and Cultures

- Turn to pages 58–59 of the Atlas. Read the overview. Also look at the graph “Immigrant Origins.” Write **T** if the statement is true and **F** if the statement is false.
 - U.S. immigration in the 1840s and 1850s was mainly from Northern and Western Europe. _____
 - Immigration stayed at the same level between 1830 and 1840. _____
 - Asians began to come to the United States between 1850 and 1860. _____
 - All immigrants were welcomed by Americans. _____

👤 Time and Change

- Look at the map “Immigrants.” Also look at the graph “People of the New Nation” on page 41. Label ethnic groups that were present in 1790 as **older** and those that came between 1820 and 1860 as **newer**.

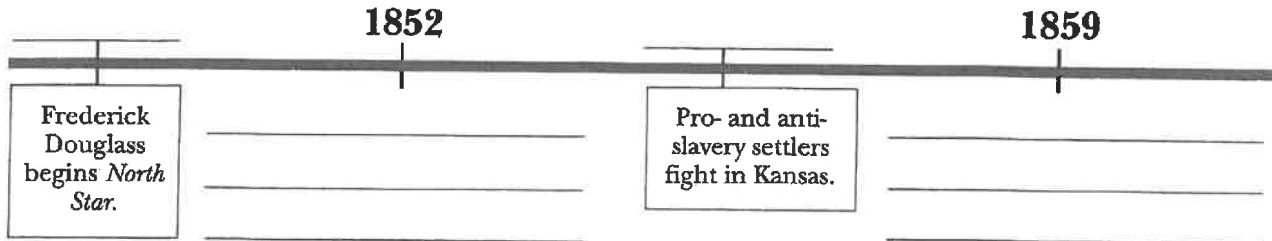
a. _____ Swedish	e. _____ German
b. _____ Irish	f. _____ Dutch
c. _____ Scots-Irish	g. _____ British (English)
d. _____ African	h. _____ Chinese

👤 Gathering the Facts

- Look at the graph “Irish and British Immigrants” and the map “Immigrants.” Use the information to complete the following sentences.
 - In the 1820 British and _____ immigration to the United States were about the same.
 - Irish immigration peaked in the year _____ with _____ people coming to America.
 - The biggest reason for the jump in the 1840s and early 1850s was the _____ Famine in Ireland.
 - British immigration also _____ between 1820 and 1860, but at a much slower rate.

History Through Maps

4. Look at the map "Abolition Movement." Use the information to complete the following timeline.



🗺️ Places, Regions, and Landscapes

5. Look at the map "Underground Railroad." Use the information to answer the following questions.

- a. Which directions did most Underground Railroad routes go? _____
- b. Where did slaves in Texas escape to? _____
- c. What country was the greatest destination for the Underground Railroad?

- d. Where did slaves in Georgia escape to? _____

🗺️ Links Far and Near

6. Look at the map "Underground Railroad" and the photo. Use the information to complete the journal below.

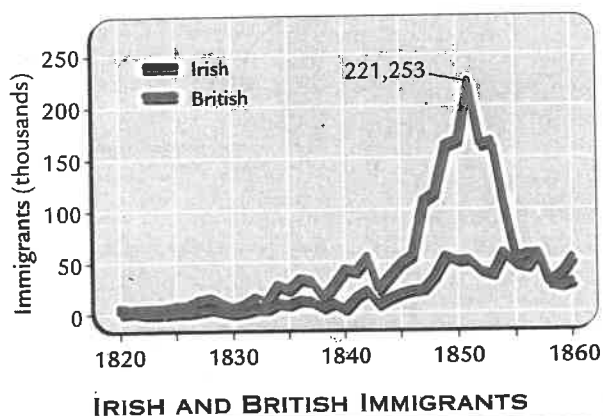
I escaped from a plantation in Alabama with just the raggedy clothes on my back. I was a _____ slave. I headed northwest toward _____, Illinois. A conductor on the _____ Railroad rowed me across the _____ River. Even though Illinois was a _____ state, it wasn't safe for me there. I traveled north to _____, a city along the shores of an enormous lake. There I boarded a large ship and hid below deck. We sailed for days across Lake _____ and Lake _____ until we were safely in _____ North America. There I was free at last!

Immigrants and Runaway Slaves

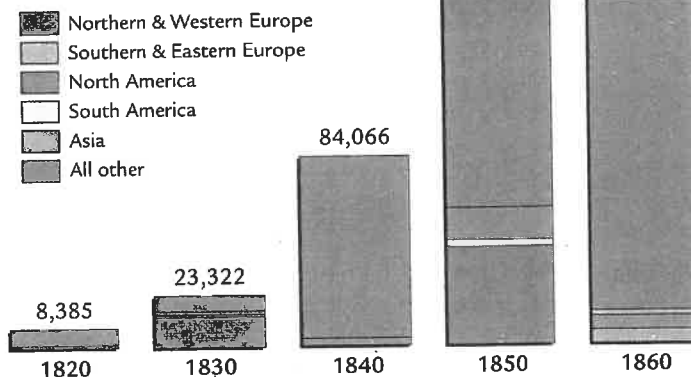
- Opportunity in the growing United States was a beacon that drew people from other parts of the world.
- Between 1820 and 1860, about 5.1 million immigrants came to the United States, most from Northern and Western Europe.
- Freedom in the North and in Canada drew African American slaves escaping the South.
- By the 1830s, reformers were supporting the abolition movement to abolish slavery and the Underground Railroad to aid escaped slaves.

IMMIGRANT ORIGINS

Most immigrants were from the same places as the original colonists (see the graph at the top of page 41). Others often faced bigotry and discrimination. For example, in many U.S. cities Irish immigrants were denied jobs.



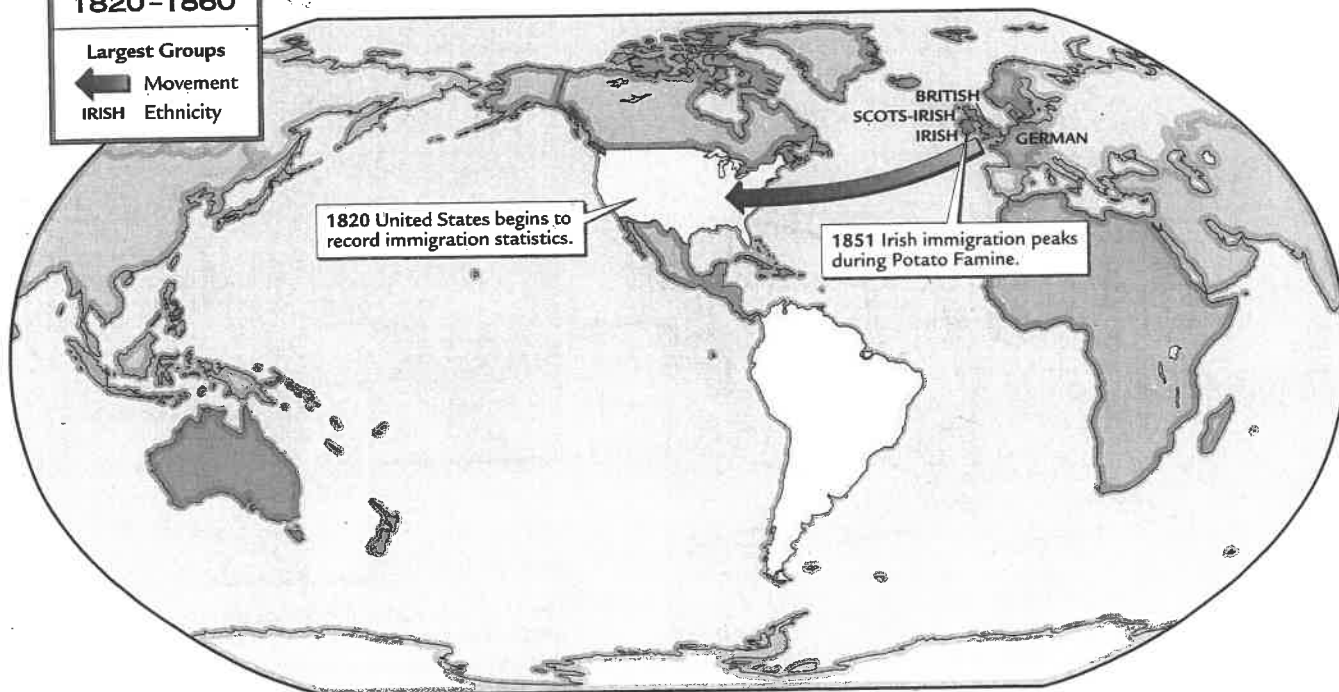
Immigrants from rural Ireland came to America to escape poverty. Their numbers soared to unprecedented levels in the 1840s and 1850s after the Irish potato crop failed.










IMMIGRANTS 1820-1860

Largest Groups
 ← Movement
 IRISH Ethnicity

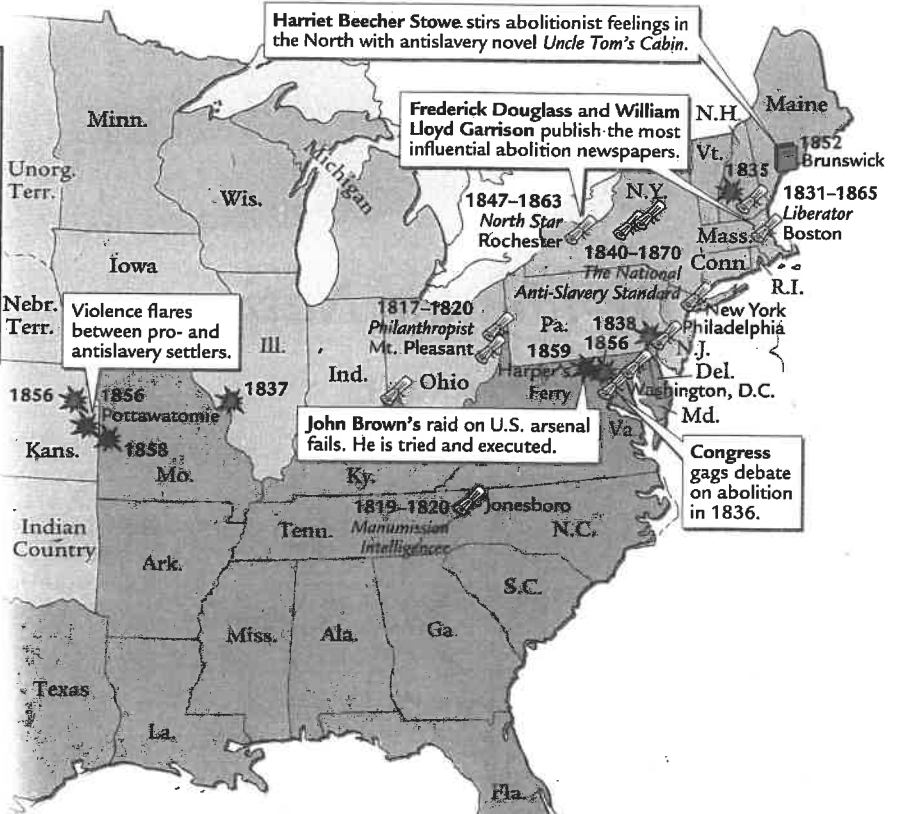
In 1820 less than 1 percent of the total population had been born in another country. By 1860 more than 13 percent of the people in the United States were foreign-born.







ABOLITION MOVEMENT

-  Slave state
 -  Free state
 -  U.S. territory
 -  Pro-abolition newspaper
 -  Pro-abolition book
 -  Pro-abolition violence
 -  Anti-abolition violence
- Political boundaries of 1861

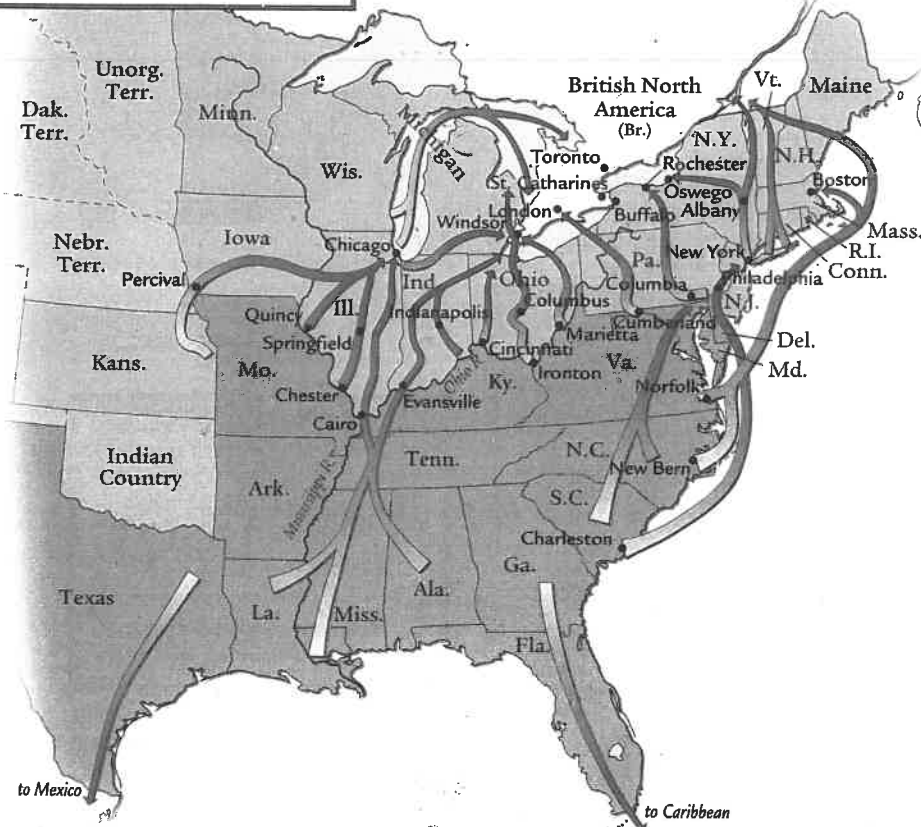
Most abolitionists fought against slavery by writing, protesting, and voting. A few, like John Brown, thought that only violence could end slavery.



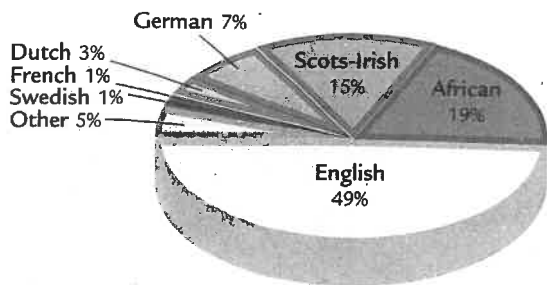
UNDERGROUND RAILROAD

-  Slave state
 -  Free state
 -  U.S. territory
 -  Direction of Underground Railroad
- Political boundaries of 1861

The Underground Railroad helped slaves reach safety after they escaped the South. Routes led beyond the United States after 1850, when the Fugitive Slave Act made the North unsafe.

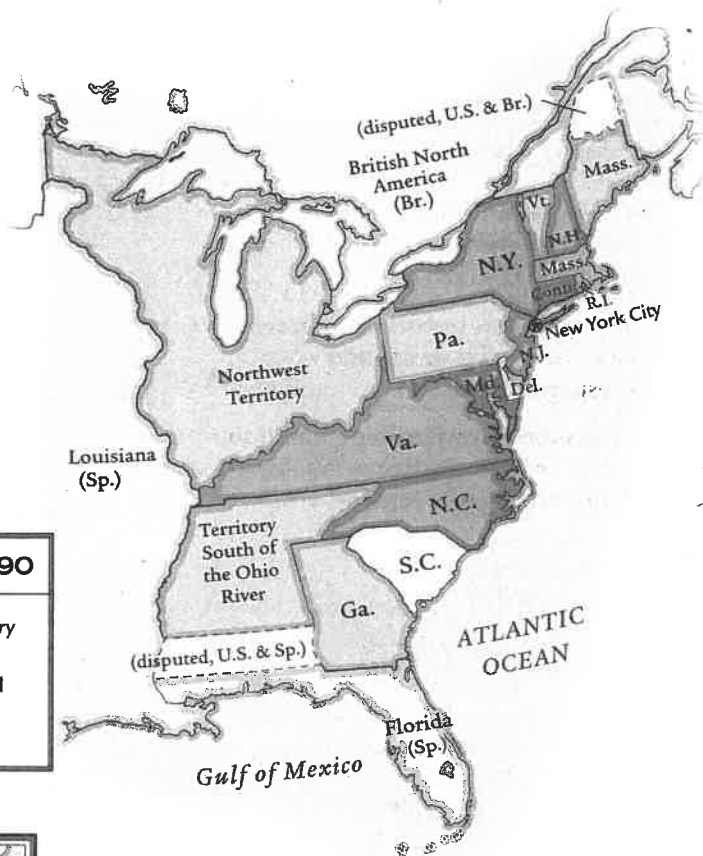


Runaway slaves like this boy faced many hardships. Harriet Tubman was one of the few abolitionists brave enough to go to the South and guide such runaways to freedom.



PEOPLE OF THE NEW NATION

In 1790 former colonists still thought of themselves only as English or German—or as New Yorkers or Virginians. It took awhile for them to view themselves as Americans. For slaves, free blacks, and Indians, it took even longer.



UNITED STATES, 1790

- International boundary
- State boundary
- - - Territorial or disputed boundary
- ⊙ National capital

In 1790 the 13 former colonies had become states. Vermont and two larger areas in the West were territories.



Most slaves were put to work on plantations in the South. Northern states began to abolish slavery after the Revolution.

The new Constitution based representation in Congress on population. The South wanted to count slaves, but the North did not. The compromise, which lasted more than 75 years, counted each slave as three-fifths of a person. (The map above counts each slave as an entire person.)