

The Liberator begins

1831 | Grade 2 · Read & notice

Words to know

abolition — ending slavery

publish — make words or pictures available to readers

freedom — the ability to live and act without unjust control

Look closely



William Lloyd Garrison

Read the story

William Lloyd Garrison began publishing *The Liberator* in Boston. The newspaper called for ending slavery. Black and white abolitionists worked in many ways for freedom. Publishing helped spread arguments and news.

Think, talk, and show evidence

1. What happened in this reading? Tell one fact.
2. Who or what is this reading mostly about?
3. Choose a word from the word bank. Explain it in your own words.
4. Look at the picture and its caption. What does it help you notice? Is it from the time of the event?

Follow-up reading: Horace Mann and public schools

1837

Horace Mann became secretary of the Massachusetts Board of Education. He worked to improve public schools and teacher preparation. He argued that education mattered for the community. Access still differed among children.

How are the two readings alike or different? Tell a partner one connection. Which event came first?

Teacher guide & source trail

Original classroom adaptation. Suggested reading levels are instructional choices, not standardized readability certifications. Use professional judgment and learner feedback.

ELA practice: RI.2.1: ask and answer questions; RI.2.2: identify a main topic; RI.2.7: use images and words; W.2.2 and SL.2.1: explain and discuss.

These tasks support selected skills in the [Massachusetts 2017 ELA framework](#); they do not establish mastery of an entire standard.

Answer guidance

Factual anchor: William Lloyd Garrison began publishing *The Liberator* in Boston. The newspaper called for ending slavery. Black and white abolitionists worked in many ways for freedom. Publishing helped spread arguments and news. Garrison's newspaper was one part of a movement shaped by Black activists, speakers, writers, and communities. Compare a famous editor's work with the organizing that supported abolition.

Accept accurate main ideas and explanations supported by the text. Vocabulary meanings are in the opening word bank. For picture questions, use the caption and credit below; distinguish what is visible from what is inferred. For comparison, accept a specific connection supported by both readings. Do not require personal accounts of trauma.

Continue the inquiry

[Research source for this event ↗](#)

[Research source for follow-up ↗](#)

[Event page, accessible HTML reading, and vocabulary game ↗](#)

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[Image source and rights record ↗](#)

The PDF contains selectable English text and embedded fonts. For adjustable text and browser reading tools, use the event's [HTML page](#). External sources may need adult guidance.