

African American History 400+ years of Resistance, Resilience, Power, and Pride

Today you are going to become smarter about the history of Resistance, Revolt, and Abolition in the United States during the 1800s (Civil War Era).

Standards/SJ Standards

History Social Science Standards CA

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

6. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.

Teaching Hard History Standards

Essential Knowledge 15

In every place and time, enslaved people sought freedom.

15.E Escape was difficult and rare, but some people managed to flee. Enslaved people who escaped were known as “fugitive slaves,” and people chased after them, since there was often a cash reward for returning enslaved people who ran away.

15.F Enslaved people pursued freedom in many ways other than escape, including saving money to buy their freedom and their relatives’ freedom, and turning to the courts to seek freedom.

Social Justice Standards

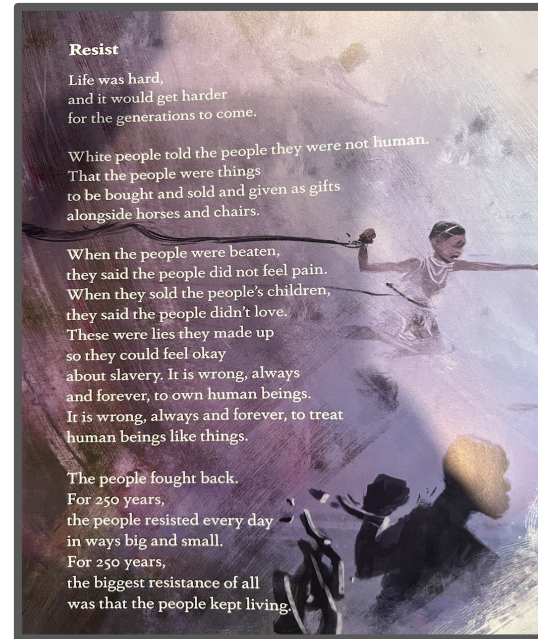
13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

15.B Some enslaved people tried to rebel, but these actions were difficult and mostly unsuccessful because people in power wanted slavery to continue and had many more resources (including weapons) to put down rebellions.

Resistance and Revolts



[PBS Video about other ways of resistance](#)



Abolitionist



Abolitionist Believe:

- Slavery is morally wrong.
- Slavery is cruel.
- Slavery is inhumane.
- Slavery is a violation of the principles of democracy.
- Slavery should be immediately eliminated.

- Bowtie Guy & Wife

The 1619 Project text, Page 170

“When private property extends to human beings, however, a particularly strong and expansive set of protections is required. Human beings, after all, can run **away and revolt**. The founders recognized this, and in the Constitution they safe guarded the human property of those who owned enslaved people through a number of provisions. Article I, Section 8 granted Congress the power to summon the militia to “to suppress insurrections,” understood to mean the rebellions of the enslaved. Article I, Section 9 forbade Congress from ending the slave trade until 1808. Article V, Section 2 prohibited free states from emancipating runaways: **human property in the South would remain human property in the North**. The framers helped create a doctrine of private property strong enough to justify and enforce human trafficking, so much so that abolitionists publicly burned copies of the Constitution. “

[A New Origin Story; The 1619 Project](#)

What did the laws look like during this time period? (before 1850)



1787 - United States Constitution

[Article 1, Section 2, Clause 3](#) - Enslaved people only counted as three-fifths of a person.

[Article 4, Section 2](#) - Constitution required that escaped enslaved people be returned to their owners.

[Article 1, Section 9, Clause 1](#) - Constitution forbid Congress from making slavery illegal until 1808.



1793 - Fugitive Slave Law

The law stated that if anyone was found hiding or helping a runaway enslaved person, they had to let the slave catchers return the enslaved person, and pay the master \$500.

The Fugitive Slave Act



[Additional PBS video](#)

Did You Know?

The first Fugitive Slave Act led to the creation of the Underground Railroad.

A, E, I, O, U, 1, 2 Use this approach to help read words with multiple syllables.

- 1.
2. Place an X under each A, E, I, O, U
3. Count the letters between the X's
4. Split between:
(X and X) example: jo/vi/al
(X and 1) example: te/na/cious
(1 and 2) example: bal/lad

Do not separate blends or word groupings that need each other.
ous, qu, bi, cl, dr, pr, cial, tion

Resistance
Fugitive
Abolitionist
Enslaved

[4 Square Vocabulary Template](#)

Fugitive Slave Acts

View article for:

Kids



Freedom seekers who were caught had to be returned to their owners, according to the Fugitive Slave Acts.

From Dixie to Canada: Romance and Realities of the Underground Railroad by H. U. Johnson, 1894

Introduction



In the United States before the **American Civil War** many people in the Southern states owned **enslaved people**. The Northern states did not allow slavery. Enslaved people therefore often tried to escape from the South to the North. To stop this, Congress passed two laws called the Fugitive Slave Acts, in 1793 and 1850. The laws stated that slaves seeking freedom, or freedom seekers, must be returned to their owners. These laws applied even if a freedom seeker was captured in a free state (state with no slavery). The second act was so harsh that it became a major problem between the North and the South.

Fugitive Slave Act of 1793



The U.S. Constitution of 1789 stated that freedom seekers had to be returned to their owners. Congress passed the Fugitive Slave Act of 1793 to enforce this part of the Constitution. The act allowed any slaveholder to capture a suspected freedom seeker and bring that person before a judge. They did not get a trial by jury. The judge decided whether the person was escaping slavery or not.

The act angered people who opposed slavery. Northern states voted to give some legal rights to freedom seekers. **Abolitionists** (people against slavery) formed a secret network called the **Underground Railroad** to help enslaved people escape to freedom.

Fugitive Slave Act of 1850



Southern states soon demanded stronger laws to protect slavery. In 1850 Congress passed the second Fugitive Slave Act. The new act set severe penalties for anyone who helped an enslaved person escape from slavery. It also gave people called special commissioners the power to order the return of freedom seekers to their owners. Freedom seekers had no voice in their own cases.

The main effect of this act was to strengthen the abolitionist movement. Eventually the disagreement over slavery led to the American Civil War. During the war, the government sometimes enforced the Fugitive Slave acts. In 1864 Congress finally did away with the acts.

[Kiddle article for deeper student research](#)

Cloze Passage to Build Comprehension

Women Historians Revolt

“When quantitative _____ used statistical analysis to try to determine why slave _____ happened on some ships, and not others, they found one clear pattern: that the more _____ there were aboard a slave ship, the more likely it was that a revolt would happen, although they dismissed the finding as coincidence.

Why was the Fugitive Slave Act put in place?

If it was illegal to help enslaved people runaway, why do you think so many people did?

What are ways that enslaved peoples resisted? Why is this important?

Fluency Practice Practice reading the text below with a partner. The goal is to read the text with 100% accuracy. The words in red are from the A, E, I, O, U, 1, 2 List.

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Writing Tips Use the following tips to complete your writing using the texts and the videos. Remember to **include what you learned** about the topic. Also, **share your thinking about what you learned**.

Using the texts and videos

- Write what you learned about (topic) from the examples, the reading and the videos.
- Write what you will do with what you have learned.
- What thoughts or questions do you have after today's lesson?

Sentence starters-

Today I learned about...

One thing I connected with was ...

This helped me understand

An example of resistance was

MUSIC history is BLACK HISTORY
Music has been used as a tool for activism, culture, and JOY



Reverb

MUSIC HISTORY IS BLACK HISTORY



