Northerners.

* This

.

to assist in the capture of escaped

forced

* The

viewed the compromise as antislavery.

* The

.

into the

spread of

was meant to end conflict over the

The

**Background to the Fugitive Slave Act**

.

enslaved African Americans to freedom in the

brought

cause.

* Describe how the

resistance to further the abolitionist

* Analyze the use of

**Lesson Objectives**

By the end of this lesson, you should be able to:

* Investigate the relationship between the passage of the

and the growth of the

movement.

enslaved people

* Made more people want to help

slavery

* Made more people want to speak out

between North and South

* Increased the

**Significance of the Fugitive Slave Act**

Why was the so significant?

**W**

**2K**

a word for

moldering

**Words to Know**

*Fill in this table as you work through the lesson. You may also use the glossary to help you.*

**?**

**Lesson Question**

**Slide**

**2**

to do so.

for failing

, and they were

for helping to capture

* Law enforcement officials were

from slavery.

someone was a

fugitives easier:

* Slave hunters did not have to

It made

**What the Fugitive Slave Act Did**

for anyone to help a fugitive

* Made it

for someone identified as a

* Denied the right to trial by

court

in

the right to

* Denied

states.

**The Fugitive Slave Act**

The 1850 Fugitive Slave Act was enforced in

**Slide**

.

* Many free African Americans were

.

slave hunter’s or slaveholder’s

on one

could be sent to

* People known to be

.

* African Americans could not testify in

capture harder:

It made

**2**

a fugitive from slavery.

* housed or helped to

slavery.

* helped a fugitive

.

* interfered with a fugitive’s

if they:

or

Citizens could be

**The Fugitive Slave Act and White Northerners**

**Slide**

.

were

American was a fugitive

its operations.

movement.

claimed an African

Railroad

the

* Those who

became involved in

.

ensured a trial by

Northermers

* The
* African Americans were
* Average

**Railroad**

**laws**

**New**

**Growth of**

many Northerners.

The act

**Northern Reactions to Fugitive Slave Act**

**4**

about the law.

to and raised

* They organized

people escaping slavery.

* They

movement

Others played a larger role in the

.

African Americans left the

Some

**Increased African American Involvement**

**Slide**

**4**

**7**

to denounce, or reject, the act.

,

* Garrison used his abolitionist newspaper,

more outspoken.

became

* After the act was passed, he and other

was an abolitionist before the

was passed.

**Abolitionist Voices Rise**

and set free by members of a

* Was
* Was sent back to Virginia under heavy

by a Boston mob

* Was almost
* Was captured by his

in 1854

* Escaped to

.

**Anthony Burns (1834–1862)**

Burns was enslaved in

in

**7**

**9**

**11**

the Fugitive Slave Act.

, promised to

* Others, such as Reverend

burned a copy of the

in protest of the Fugitive Slave Act.

**Abolitionists Speak Out**

* In 1854,

in Virginia

at

* Tried to start a slave

Kansas

pro-slavery men at

* Brutally
* Took part in the violence of

group in Massachusetts

**John Brown (1800–1859)**

* Was active in an

**Slide**

*Underline the method that Douglass says will not free enslaved people.*

.

saw the act as leading to

**Douglass’s Prediction**

I have little hope of the freedom of the slave by peaceful means . . . .

The only penetrable point of a tyrant is the fear of death.

*−Frederick Douglass,*

*1860*

**Slide**

.

considered Brown to be a

Many in the

, and

,

* Was
* Was captured by US

in Harpers Ferry, Virginia

* Attacked a federal

.

of enslaved

**Brown’s Raid at Harpers Ferry**

Brown hoped to inspire an armed

**11**

**14**

* People helping enslaved persons escape called
* Common routes called
* Name coined in the 1830s

.

used by people escaping

and

was a term for a network of

The

**Overview of the Underground Railroad**

**Slide**

.

, while a few went south to

* Most routes headed

in 1850.

passage of the

* It started in the early 1800s, but reached peak activity after the

.

using the

people escaped slavery

and

Between

**Overview of the Underground Railroad**

**14**

forces during the

* Helped the

people escape to freedom

enslaved

total trips to help around

* Made

escape

* Went back to the South to help her

in 1849

•

**Harriet Tubman (1820–1913)**

* Was born into

**Slide**

groups.

and

men,

,

* Fugitives got support from

followed several different routes.

•

.

or to

**Routes of the Underground Railroad**

The goal was to get the fugitive to a

**14**

states.

African Americans living in

* Many were
* Thousands of African Americans fled to Canada after the

became law.

enslaved people.

* Canadian law freed

starting in the 1830s.

moved to

**North to Canada**

Many

**Slide**

**16**

# Dramatic Tales from the Underground Railroad

Some fugitives had dramatic stories.

was captured in Boston and was nearly

returned to Virginia.

* He was taken to .
* He was by an angry mob that broke into the

.

* He escaped to through the Underground Railroad.

How did the abolitionist movement change after the Fugitive Slave Act?

**Lesson Question**

**?**

**Answer**

**Slide**

**2**

violence.

, turned to

* Some abolitionists, such as

for the cause.

and work

* It encouraged abolitionists to be more

**Review: Shifts in the Abolitionist Movement**

The Fugitive Slave Act helped bring about a in the movement.

movement.

* More people got involved in the

.

and

fugitives or risk

* Northerners had to help

in the North.

* Fugitives were no longer

escaped enslaved people.

to

forced

The

**Review: Impact of the Fugitive Slave Act**

**Slide**

**2**

to ensure their freedom.

* More people escaped to

.

helped fugitives escape to the

* People such as

**Review: The Underground Railroad**

* The grew after the passage of the

Fugitive Slave Act.

*Use this space to write any questions or thoughts about this lesson.*