

Title: Slavery, Slave Patrols & Bounty Hunters: Modern Day Policing Begins
Essential Question: What does policing have to do with the institution of slavery?

Essential Knowledge:

Common Core

- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information (Common Core, 9th-10th).
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text (Common Core, 9th-10th).

New York State

- **11.3 EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865):** As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War. (Standards: 1, 3, 4, 5; Themes: TCC, GEO, GOV, ECO, TECH)

National Council for the Social Studies Themes

- Power, authority, and governance
- Individuals, groups, and institutions

C3

- **D2.His.1.9-12.** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- **D2.Civ.5.9-12.** Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

Learning Objectives:

Include 1-3 learning objectives. Use bullet points.

- Students will understand the effects of the Fugitive Slave Act, 1850.
- Students will learn how the Act was enforced through hired agents, bounties, and kidnappings of Black people.
- Students will understand the economic incentive to kidnap Black people
- Students will be able to explain the resistance to policing and slave acts through key figures like David Ruggles.
- Students will look at the social studies theme, change and continuity, to make connections to modern fugitivity and the State

Grade Level:

9-12

Time Needed: 60-90 minutes

Relevant Topics:

- Fugitive Slave Act, 1850
- Frederick Douglass
- "Free States"

Key Vocabulary: fugitive, fugitivity, captivity, resistance

Materials/Additional Sources

- [Lesson 1 Gallery Walk](#)
- [Lesson 1 Gallery Walk Graphic Organizer](#)
- [Lesson 1: Fugitive Slave Act](#)
- [Lesson 1: ICE Today](#)
- [Lesson 1: Ruggles/Douglass Questions](#)

Sources:

- [Lesson Citations](#)

Teacher Preparation/Background Knowledge:

[The Fugitive Slave Acts](#) were a pair of federal laws that allowed for the capture and return of runaway

enslaved people, and often free black people, in the US territories. The first Fugitive Slave Act of 1793 authorized local governments to seize and return black enslaved people to their owners and issued penalties to people who helped them escape chattel slavery. The Fugitive Slave Act of 1850 doled out more punishments to people who helped enslaved people escape and to runaways. The acts essentially deputized white people.

[David Ruggles \(1810–1849\)](#) was a black abolitionist, writer, publisher, and activist. Ruggles was one of the first Black activists to work full-time against slavery, beginning in the 1830s. He wrote pamphlets and edited abolitionist newspapers that exposed the brutality of slavery and challenged racist laws and practices. He was the founder of the New York Committee of Vigilance (1835), which protected free black people from being sold into slavery, aided in the escape of enslaved black people, and provided legal aid and shelter to self-emancipated black people.

Implementation Notes & Disclaimers:

There is a portion of this lesson on ICE. This is potentially triggering for students whose families have been impacted by ICE or who are vulnerable to ICE violence. You might want to suggest that those students opt out of the lesson or have a comfortable space to process in your classroom.

Modifications

Individual Student Learning Needs:

- Read aloud the Fugitive Slave Act as an accommodation
- Provide additional sentence starters or graphic organizers for the final activity, which requires an extended response

Language Support:

- Provide key excerpts from the primary and secondary sources in both English and the students' home languages.
- Offer sentence frames to help multilingual learners articulate their thoughts during discussions

Podcast Reflection: [They Keep People Safe](#)

Suggested Time: 10 minutes

- Lead a discussion debriefing the episode. Use [Harvard Project Zero Thinking Routine: Claim, Support, Question](#) to lead discussion about the episode.
- Call on students to share observations, questions, and things that were surprising or shocking. Any curiosities they have.
- Then, say that today they'll be exploring the Fugitive Slave Act, which was briefly mentioned in the episode.

Engage: Introduction to the Fugitive Slave Act

Suggested Time: 10-20 minutes

- Introduce the Act and read this portion of the Act to students:
 - *"And be it further enacted, That when a person held to service or labor in any State or Territory of the United States, has heretofore or shall hereafter escape into another State or Territory of the United States, the person or persons to whom such service or labor may be due . . . may pursue and reclaim such fugitive persons."*

- Students will read and annotate another portion of the Fugitive Slave Act on their own or in partners, highlighting any points that stand out to them, and denoting questions at points that are confusing. [Lesson 1: Fugitive Slave Act](#)
- After students have been able to read through the excerpt of the Act, ask them their initial thoughts. What are their wonderings? Jot down their wonderings, thoughts, and questions on the board.

Explore: Why Did White People Comply?

Suggested Time: 20 minutes

Include instructions for this section.

- Students will go on a gallery walk looking at ads and newspaper clippings, economically encouraging people to participate in kidnapping Black people. [Lesson 1 Gallery Walk](#)
- They'll discuss each image, routine of walking around, playing music, when music stops, stop in front of the image, and discuss. [Lesson 1 Gallery Walk Graphic Organizer](#)

Explain: Resistance to Fugitive Slave Act

Suggested Time: 25 minutes

Include instructions for this section.

- Play video clip that introduces resistance to the Fugitive Slave Act through Frederick Douglass' call to violently resist captivity.
- As students watch the video, have them complete the [Harvard Project Zero Thinking Routine: Parts, People, Interactions](#).
 - [PBS-Fugitive Slave Act](#)
- Students will read this letter from David Ruggles to Frederick Douglas and answer questions [Lesson 1: Ruggles/Douglass Questions](#)
 - [David Ruggles to Frederick Douglass and Martin R. Delany, January 1, 1848](#)

Elaborate: Contemporary Connection

Suggested Time: 10-15 minutes

Include instructions for this section.

- Students will research and explore the below links/videos/images in groups, looking at ICE raids and resistance to ICE. They'll reflect on the theme, "continuity and change." [Lesson 1: ICE Today](#)
 - How is this the same? How is this different?
 - This should be completed for homework

Summary: Entire Fugitive Slave Act

Suggested Time: Homework

- Send students home with the entire Fugitive Slave Act to read in its entirety again. Have them summarize the Act in their own words
- They should all complete the response from the lesson's last activity.

Informed Action & Community

Connection: For extension activity, teachers should explore this curriculum specifically on [David Ruggles](#)