# Fugitive Slave Acts Highlighting Instructions

If you sit in a desk that is closest to the **DOOR** of the classroom (facing the windows) read from the heading **Did You Know** and stop after **Fugitive Slave Acts: 1793 Law.**

If you sit in a desk that is closest to the **WINDOWS** of the classroom (facing the door) read from the heading **Fugitive Slave Acts: 1850 Law** to the **END**.

If you were **absent** please read the **whole article**, because you will not have the opportunity to teach and be taught by the rest of your group.

As you read, do these following things to highlight your article. Remember, you are teaching the rest of your table the information you read.

* **Underline** important quotes and things to share with the rest of your table.
* Put a **box** around names, dates, and places that seem important.
* Put a **star**  next to lists, questions, or structural clues (like headings, or words like First, Second).
* **Circle** important adverbs that show contrast or comparison (although, however, consequently, finally, then, than, therefore)
* **In the margins** write down questions you have, and what you want to share with your group.

**After you are finished reading**, teach the rest of your group what you learned!

Make sure that you can answer the following questions about the article. Write your answers to these questions on the bottom/back of your highlighted article.

1. What were the Fugitive Slave Acts? What was their purpose?
2. Why were these Acts passed? Why was this important (especially right before the Civil War)?
3. Were the Fugitive Slave Acts easy to enforce? Were they widely enforced, or did a lot of people get away with aiding the slaves? Were these laws effective in keeping slaves from running away?
4. How did we get rid of the Fugitive Slave Acts? When did it happen?
5. Why is it important to understand this for *The Adventures of Huckleberry Finn*?

Turn in your articles **with your name on it** to the B6 box.