



# TEACHING TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER  
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## Introduction

In these videos, scholars and historians explore the Key Concepts of the Teaching Hard History framework by discussing slavery's impact on the lives of enslaved people in the United States and the nation's development around the institution. They also explain how enslaved people influenced the nation, its culture and its history.

The resources below can help you analyze each video's content and its connection to the related Key Concept with your students or with colleagues. You can also use them to help build your own content knowledge.

### Resources

For each video, we have included the following:

- the **Key Concept** that the video explores
- an **essential question** to help viewers explore the connection between the video and its related Key Concept
- **vocabulary** words that students may need defined to better understand the video
- **text-dependent questions** that can help viewers understand and analyze the videos

**Note:** There are two sets of text-dependent questions for each video. **Set A** focuses on *identifying* key ideas and details in each video. **Set B** focuses on *analyzing* key ideas and details in each video. Select whichever set is better suited for your classroom.



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TEACHING HARD HISTORY: AMERICAN SLAVERY

## Text-Dependent Questions

ANNETTE GORDON-REED | KEY CONCEPT 3

### Key Concept 3

Protections for slavery were embedded in the founding documents; enslavers dominated the federal government, Supreme Court and Senate from 1787 through 1860.

### Essential Question

What perspectives on slavery shape the foundation and development of the United States?

### Vocabulary

➤ **assurance** (n.) [*uh-shoor-uhns*]

promise or pledge; guaranty

➤ **contravention** (n.) [*kon-truh-ven-shuh n*]

violation or opposition

➤ **creed** (n.) [*kreed*]

any statement or system of beliefs or principles

➤ **eradicate** (v.) [*ih-rad-i-keyt*]

to remove or destroy completely

➤ **expansionist** (adj.) [*ik-span-shuhn-ist*]

related to the policy or practice of expanding the economy or territory of a country

➤ **integral** (adj.) [*in-ti-gruhl*]

being an essential part (of)

➤ **prosperous** (adj.) [*pros-per-uhs*]

having or characterized by financial success or good fortune; successful

➤ **reconcile** (v.) [*rek-uhn-sahyl*]

to bring into agreement or harmony

➤ **tyranny** (n.) [*tir-uh-nee*]

unreasonable or unrestrained exercise of power

### Sources

Dictionary.com

## Text-Dependent Questions

### Set A

1. Why did many of the American revolutionaries consider protecting the institution of slavery essential to the creation of the United States? In which document was slavery protected?
2. What perspective on slavery was common among American revolutionaries? What impact does the profitability of slavery have on this perspective?
3. What shift in perspective on the institution of slavery occurs as the nation and slavery expand?

### Set B

1. Why was conflict around the institution of slavery inevitable? How is that reflected in the founding documents? How is it reflected in the ideas American revolutionaries held about the future of the institution?
2. What is the relationship between slavery's expansion and perspectives about its necessity?

## TEACHING HARD HISTORY: AMERICAN SLAVERY

# Text-Dependent Questions

ANNETTE GORDON-REED | KEY CONCEPT 3

RESPONSES

**Set A**

1. Why did many of the American revolutionaries consider protecting the institution of slavery essential to the creation of the United States? In which document was slavery protected?

**Protecting the institution of slavery was deemed essential to the creation of the United States because southerners needed this assurance in order to join the union. The Constitution protected slavery.**

2. What perspective on slavery was common among American revolutionaries? What impact does the profitability of slavery have on this perspective?

**Many American revolutionaries believed that slavery was an institution that would eventually die out. As slavery prospered, opinions began to change, especially in the South. Southerners believed that slavery was an “integral” part of their lives, both for its economic importance and as a means of controlling black people.**

3. What shift in perspective on the institution of slavery occurs as the nation and slavery expand?

**People’s view of slavery changes from a “necessary evil” that will die out to a “positive good,” especially in the South. Southerners see enslavement as the natural state of African people and something God has chosen for them.**

**Set B**

1. Why was conflict around the institution of slavery inevitable? How is that reflected in the founding documents? How is it reflected in the ideas American revolutionaries held about the future of the institution?

**Conflict around the institution of slavery was inevitable because there was an inherent conflict between slavery and the ideals that the nation was founded upon. The Declaration of Independence expresses ideas about freedom and equality, while the Constitution protects the institution of slavery. In addition, American revolutionaries had varying ideas about how long slavery might continue, which ensured that it would remain a point of contention as the practice became more profitable.**

2. What is the relationship between slavery’s expansion and perspectives about its necessity?

**As slavery expanded and became more profitable, it enslavers deemed it more essential, both for its economic importance and as a tool for social control. As slavery expanded into new territory, it became more integral to the nation’s development and success, and a new generation began to rationalize the institution as a religious calling rather than a merely practical necessity.**