



# 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

TERA HUNTER | KEY CONCEPT 5

### Key Concept 5

Enslaved people resisted the efforts of their enslavers to reduce them to commodities in both revolutionary and everyday ways.

### Essential Question

How did enslaved people attempt to have control over their own lives?

### Vocabulary

➤ **ambition** (n.) [am-**bish**-uhn]

goal; aim

➤ **avert** (v.) [uh-**vurt**]

to prevent from happening

➤ **capacity** (n.) [kuh-**pas**-i-tee]

the ability or potential for treating, experiencing or appreciating

➤ **distressing** (adj.) [dih-**stres**-ing]

causing mental pain; upsetting

➤ **enlist** (v.) [en-**list**]

to secure (a person, services, etc.) for some cause, project, etc.

➤ **mutual** (adj.) [myoo-choo-uh l]

shared

➤ **perpetuate** (v.) [per-**pech**-oo-eyt]

to cause to continue

### Sources

Dictionary.com, Merriam-Webster.com

## Text-Dependent Questions

### Set A

1. For what likely reality did Henry “Box” Brown’s parents try to prepare him? Did this happen?
2. What led Henry “Box” Brown to escape from slavery? How did he make his escape? What did he do after he escaped?
3. What stereotype did marriage between enslaved people challenge?

### Set B

1. How was Henry “Box” Brown’s experience, both as a child and an adult, marked by the commodification of enslaved people? How did this influence his actions?
2. How was marriage both an act of resistance and a reminder of enslaved people’s lack of autonomy?

## TEACHING HARD HISTORY: AMERICAN SLAVERY

# Text-Dependent Questions

TERA HUNTER | KEY CONCEPT 5

RESPONSES

**Set A**

1. For what likely reality did Henry “Box” Brown’s parents try to prepare him? Did this happen?

**Brown’s parents prepared him for being separated from his family. This occurred twice in Brown’s life. At the age of 15, he was sold away from his family. Later in life, his wife, Nancy, and their children were sold away from him.**

2. What led Henry “Box” Brown to escape from slavery? How did he make his escape? What did he do after he escaped?

**Having his family sold away from him led Brown to escape from slavery. He escaped by mailing himself from Richmond, Virginia, to Philadelphia, Pennsylvania. Once he was free, he used his experience to advocate for abolition.**

3. What stereotype did marriage between enslaved people challenge?

**Marriage was a way to challenge the stereotype promoted by enslavers that enslaved people did not have the capacity to create and sustain emotional connections.**

**Set B**

1. How was Henry “Box” Brown’s experience, both as a child and an adult, marked by the commodification of enslaved people? How did this influence his actions?

**As a child, Brown’s parents prepared him for the reality of being sold away from his family. This happened to him at the age of 15 and then later when he had a family of his own. The second upheaval upset him so much that he devised a plan to escape from slavery. Though his escape did not reunite him with his family, it was an attempt to exert some control over his own life.**

2. How was marriage both an act of resistance and a reminder of enslaved people’s lack of autonomy?

**Marriage demonstrated that people of African descent were capable of forming emotional connections, but enslaved people could not marry or sustain their marriages without the consent of their enslavers. Enslaved people needed the permission of their enslavers to marry one another, and at any point, those relationships could be broken by the actions of their enslavers.**