



# 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

MARTHA JONES | KEY CONCEPT 8

### Key Concept 8

Slavery shaped the fundamental beliefs of Americans about race and whiteness, and white supremacy was both a product and legacy of slavery.

### Essential Question

How did slavery shape American ideas about race and racial supremacy?

### Vocabulary

➤ **coalesce** (v.) [koh-uh-les]

to unite into a whole

➤ **origin** (n.) [awr-i-jin]

beginning

➤ **subordinated** (adj.) [suh-bawr-dn-ey-tid]

placed in a lower class, rank or position

➤ **tactic** (n.) [tak-tik]

an action or method that is planned and used to achieve a particular goal

➤ **white supremacy** (n.) [wayht suh-prem-uh-see]

the belief, theory or doctrine that white people are inherently superior to people from all other racial groups, especially black people, and are therefore rightfully the dominant group in any society

➤ **wholesale** (adj.) [hohl-seyl]

made or done on a large scale

### Sources

Dictionary.com, Merriam-Webster.com, *An Outrage Viewer's Guide*

## Text-Dependent Questions

### Set A

1. What idea about people of African descent did colonists promote to support their economic success?
2. After the American Revolution, many people in positions of power believed that slavery would eventually end. What problem did this present to them? What did colonizationists propose to solve this problem?
3. How did colonization help support the idea of white supremacy even though it was largely unsuccessful?

### Set B

1. How did the economic interests of colonists generate racist ideas? Why is it important to recognize these origins?
2. How did the dilemma that colonizationists sought to resolve demonstrate the success of the ideas about people of African descent promoted by colonists?
3. Why do you think the efforts of the American Colonization Society were largely unsuccessful?

## TEACHING HARD HISTORY: AMERICAN SLAVERY

# Text-Dependent Questions

MARTHA JONES | KEY CONCEPT 8

RESPONSES

**Set A**

1. What idea about people of African descent did colonists promote to support their economic success?

**Colonists promoted the idea that people of African descent were naturally suited for the agricultural work that would benefit the colonists.**

2. After the American Revolution, many people in positions of power believed that slavery would eventually end. What problem did this present? What did colonizationists propose to solve this problem?

**Wherever slavery came to an end, white people would have to manage a large population of free black people. White people viewed the United States as a country intended for them, so they needed a way to address the growing population of free black people. Colonizationists proposed sending free black people to a colony in West Africa.**

3. How did colonization help support the idea of white supremacy even though it was largely unsuccessful?

**Colonization was the most popular political movement of the early 19th century. Its popularity helped normalize the notion of white supremacy by promoting the idea that people of African descent did not belong in the United States, but free black people largely chose to remain in the United States rather than move to Liberia.**

**Set B**

1. How did the economic interests of colonists generate racist ideas? Why is it important to recognize these origins?

**Colonial lawmakers intentionally sought to separate groups of people for economic benefit, and they promoted the idea that people of African descent were particularly suited to do the agricultural work that they hoped would be profitable for the colonies. Recognizing these ideas as a strategy intended to generate wealth for the colonists proves that the ideas are arbitrary and that their promotion is intentional.**

2. How did the dilemma that colonizationists sought to resolve demonstrate the success of the ideas about people of African descent promoted by colonists?

**The notion that the existence of free people of African descent in the United States was a “problem” showed the pervasiveness of growing racist ideas: that people of African descent are categorically different from and inferior to white people.**

3. Why do you think the efforts of the American Colonization Society were largely unsuccessful?

**Student answers will vary but might include the idea that free people of African descent, many of whom would have been born in the United States, would have felt just as connected to the country as their white counterparts and entitled to build their lives there, or that they might have been distrustful of the motives of colonizationists, who were white Americans.**