



TEACHING TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER
TOLERANCE.ORG

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

IBRAM X. KENDI | KEY CONCEPT 9

Key Concept 9

Enslaved and freed people worked to maintain cultural traditions while building new ones that sustain communities and impact the larger world.

Essential Question

How did the practices of enslaved Africans help shape American culture?

Vocabulary

➤ **crucial** (adj.) [kroo-shuhl]

very important

➤ **cuisine** (n.) [kwi-zeen]

a style of cooking

➤ **genre** (n.) [zhahn-ruh]

a category of artistic, musical or literary composition characterized by a particular style, form or content

➤ **refine** (v.) [ri-fahyn]

to improve

➤ **staple** (n.) [stey-puh l]

a basic item of food

➤ **transform** (v.) [trans-fawrm]

to undergo a change in form, appearance or character

Sources

Dictionary.com, Merriam-Webster.com

Text-Dependent Questions

Set A

1. What parts of the pig were enslaved Africans given to use? What impact does that have on soul food?
2. What purpose did spirituals serve for enslaved Africans? What forms of American music come from the spirituals of enslaved Africans?
3. What style of music is recognized as the first great American form of music?

Set B

1. What does the existence of soul food cuisine and spirituals suggest about the qualities of enslaved Africans? Why is it important to recognize these qualities?
2. Why is it important to trace the connections between the practices of enslaved Africans and American culture?

TEACHING HARD HISTORY: AMERICAN SLAVERY

Text-Dependent Questions

IBRAM X. KENDI | KEY CONCEPT 9

RESPONSES

Set A

1. What parts of the pig were enslaved Africans given to use? What impact does that have on soul food?

Enslaved Africans were left with the “scraps,” such as pig feet and bones, to create their meals. Many vegetable-based dishes in soul food are still made with these “scraps.” For example, collard greens are often made with ham hock.

2. What purpose did spirituals serve for enslaved Africans? What forms of American music come from the spirituals of enslaved Africans?

Enslaved Africans sang spirituals to pass the time as they labored and also to communicate. Ragtime, blues, jazz and hip-hop all derive from the spirituals of enslaved Africans.

3. What style of music is recognized as the first great American form of music?

Jazz, which comes from spirituals, is considered the first great American form of music.

Set B

1. What does the existence of soul food cuisine and spirituals suggest about the qualities of enslaved Africans? Why is it important to recognize these qualities?

Answers may vary but should suggest that soul food and spirituals demonstrate the agency, ingenuity and resistance of enslaved Africans. It is important to highlight these characteristics to challenge oversimplified notions about the conditions of enslavement and stereotypes about people of African descent.

2. Why is it important to trace the connections between the practices of enslaved Africans and American culture?

Answers may vary but should suggest that tracing elements of American culture to the practices of enslaved Africans indicates not only how integral enslaved Africans were to crafting what we now understand as American culture, but it also indicates the primacy of their cultural practices in defining what is unique about American culture.