



# 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.



# TEACHING TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER  
TOLERANCE.ORG

TEACHING HARD HISTORY: AMERICAN SLAVERY

## Text-Dependent Questions

DAINA RAMEY BERRY | KEY CONCEPT 4

### Key Concept 4

“Slavery was an institution of power,” designed to create profit for the enslavers and break the will of the enslaved and was a relentless quest for profit abetted by racism.

### Essential Question

How did enslavers use enslaved people to generate profit?

### Vocabulary

➤ **barter** (v.) [**bahr**-ter]

to trade

➤ **broker** (v.) [**broh**-ker]

to arrange something such as a deal or agreement between two or more groups

➤ **commodity** (n.) [**kuh-mod**-i-tee]

something of use, advantage or value

➤ **monetary** (adj.) [**mon**-i-ter-ee]

of or relating to money

➤ **personhood** (n.) [**pur-suh** n-hoo d]

the state or fact of being an individual or having human characteristics and feelings

### Sources

Dictionary.com, Dictionary.Cambridge.org

### Text-Dependent Questions

#### Set A

1. When was Rachel’s sale arranged? Why was she sold?
2. When would female enslaved people be considered most valuable? Why did enslavers deem them especially valuable?
3. What are some ways enslavers used enslaved people as money?

#### Set B

1. How does the anecdote about Rachel and speculation about her future reflect the particular commodification of the bodies of enslaved women?
2. What duality did enslaved people have to teach their children? Why was that necessary?

## TEACHING HARD HISTORY: AMERICAN SLAVERY

# Text-Dependent Questions

DAINA RAMEY BERRY | KEY CONCEPT 4

**RESPONSES****Set A**

1. When was Rachel's sale arranged? Why was she sold?

**Rachel's sale was arranged before she was born. She was sold to settle her enslaver's debt.**

2. When would female enslaved people be considered most valuable? Why did enslavers deem them especially valuable?

**Female enslaved people were considered particularly valuable when they were able to give birth, especially between the ages of 18 and 24. This made them especially valuable because their enslavers would gain more enslaved people—through childbirth—without having to purchase them.**

3. What are some ways enslavers used enslaved people as money?

**Enslaved people were sold to settle debts, cover mortgages and function as deeds for gifts.**

**Set B**

1. How does the anecdote about Rachel and speculation about her future reflect the commodification of the bodies of enslaved women?

**Rachel was valuable before she was born; her mother's pregnancy was, in effect, a "product" that could be bartered to benefit her enslaver. In addition, Rachel's value would increase once she reached the age at which she herself could bear children. And, much like Rachel, those children would be valuable to their enslavers whether they chose to use them as laborers on their own plantation or sell them to other enslavers. Enslaved women, if they could bear children, were doubly valuable to their enslavers.**

2. What duality did enslaved people have to teach their children? Why was that necessary?

**Enslaved people had to teach their children that they were both people and property. This was done to help prepare them for a traumatic experience they would likely go through—being separated from their families and loved ones.**