



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

CHRISTY COLEMAN | KEY CONCEPT 7

Key Concept 7

Slavery was the central cause of the Civil War.

Essential Question

Why were southern states willing to go to war to protect the institution of slavery?

Vocabulary

➤ **agrarian** (adj.) [uh-**grair**-ee-uh n]

relating to land or its use to grow crops

➤ **aspire** (v.) [uh-**spahyuhr**]

to seek to attain or accomplish a particular goal

➤ **cornerstone** (n.) [**kawr**-ner-stohn]

the chief foundation upon which something is constructed or developed

➤ **enterprise** (n.) [**en**-ter-prahyz]

an organized, purposeful activity

➤ **preserve** (v.) [pri-**zurv**]

to keep in existence; maintain

➤ **secession** (n.) [si-**sessh**-uh n]

formal withdrawal from an organization

Sources

Dictionary.com, Merriam-Webster.com

Text-Dependent Questions

Set A

1. Just before the Civil War, how large was the economy of the states that would become the Confederate States of America? What did those states' economies depend on?
2. In addition to agriculture, in what other spaces did southerners use the labor of enslaved people?
3. What was the path to wealth, especially in the South?

Set B

1. How did the economies of southern and northern states influence their citizens' perspectives on sustaining the institution of slavery?
2. Why would white people in the South who were not enslavers have been invested in protecting the institution of slavery?

TEACHING HARD HISTORY: AMERICAN SLAVERY

Text-Dependent Questions

CHRISTY COLEMAN | KEY CONCEPT 7 **RESPONSES****Set A**

1. Just before the Civil War, how large was the economy of the states that would become the Confederate States of America? What did those states' economies depend on?

Combined, the 11 states of the eventual Confederacy made up the sixth-largest economy in the world, and they depended on slavery.

2. In addition to agriculture, in what other spaces did southerners use the labor of enslaved people?

Southerners also used the labor of enslaved people in factories, homes and commercial businesses.

3. What was the path to wealth, especially in the South?

The path to wealth was attaining land and enslaving people to work the land.

Set B

1. How did the economies of southern and northern states influence their citizens' perspectives on sustaining the institution of slavery?

The South's economy was large—the sixth-largest in the world—and slavery was essential to its success because the labor of enslaved people was crucial to many industries, agricultural and otherwise. The end of slavery would bring about a financial crisis for the South. The North's economy was less dependent on the labor of enslaved people, so the end of slavery would have had less impact on those states' economies.

2. Why would white people in the South who were not enslavers have been invested in protecting the institution of slavery?

White people in the South who were not enslavers would have been invested in protecting the institution of slavery because it validated their sense of superiority as white people and provided a possible opportunity for them to build wealth in the future.