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How Slavery is Taught in Schools

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Submitted in Partial Completion of the Requirements for
Commonwealth Honors in Elementary Education and History

Bridgewater State University

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Introduction

The debate about what should be taught to school children about slavery has been around since the days of Reconstruction. During that time, it was clear that different parts of the country wanted to teach different versions of that history. In certain parts of the country, many state legislatures believed it was best for parents to have those conversations with children. While in other parts of the country, it was clear that schools wanted to teach the a complex and accurate historical account. We can see the roots of this debate in the heated, divisive responses to the Black Lives Matter Movement in 2020. In the aftermath of this unjust killing of many African Americans, and the many protests that followed, numerous changes started to occur across educational fields. Yet just because different people want educational changes to occur, doesn't necessarily mean they will happen. I will use my own analysis of textbooks as well as the Massachusetts state standards to examine both the strengths and weaknesses of history education today. By doing this, I aim to offer guideposts to improve the way slavery is taught in schools and provide input as to how it can be revolutionized when textbooks offer sound historical methods and accurate information about one of most cruel and unjust periods in US history, and by exploring these standards, I intend to offer a new proposal for social justice-based lesson plans.

Research Method

A documentary evidence approach is the central approach to this thesis, and both the textbooks and Massachusetts frameworks are critical pieces of evidence that I will use as part of my analysis.¹ These documents are inadvertent sources, which means that they are being used for a purpose different than what they were originally meant for.² In this case, a textbook is used

¹ Judith Bell, *Doing Your Research Project*, 2nd ed. (Bristol, PA: Open University Press, 1993), 67.

² Bell. *Doing Your Research Project*, 2nd ed, 68..

specifically to provide students with information, but I will be using them to analyze whether these textbooks are giving students factual information or if the books are skewed in the wrong direction. The analysis of whether the information in the textbooks is factual or biased will be guided by a few different books. The first book being *Freedom on My Mind* by Deborah Gray White, Mia Bay, and Waldo E Martin Jr. In addition, the analysis will also be guided by the book, *Lies My Teacher Told Me* by James Loewen. Using the state standards, a complete new unit for teachers on slavery to use in their classrooms will also be introduced in this thesis.

Text Analysis

The Institutions of Slavery

One of the big ideas that comes out of textbooks used in schools from the mid to late 1950s as well as in the early 2000s was the idea that slavery was not such a bad thing. In his book, *Lies My Teacher Told Me*, James Loewen explains what textbooks in the 1950s were like. According to Loewen, slavery was not presented as a bad thing in his textbooks, which contained arguments that constitute the “magnolia myth”, according to which “slavery was a social structure of harmony and grace that did no real harm to anyone, white or black”.³ This idea is continuously seen in the textbooks researched during this project.

One of the big institutions of slavery that was examined throughout the textbooks is what the hardships of enslaved Africans in the colonies. In *Many Americans One Nation* by Carl E. Schomburg, Schomburg argues not find the living conditions of the enslaved Africans to be acceptable, but for the Americans in the 1800s, they were not considered that bad as slaves had better living conditions than free laborers in England.⁴ In addition, in the same section,

³ James W. Loewen, *Lies My Teacher Told Me: Everything American History Textbooks Got Wrong*, 2nd ed. (New York, NY: The New Press, 2018), 137.

⁴ Carl E. Schomburg, *Many Americans - One Nation* (Oklahoma City, OK: Economy Company, 1982), 203.

Schomburg also talks about the long days these enslaved Africans worked, and the fact that no slave had a name of their own. Rather, they were forced by the owner to take their name from whichever owner they had at the time.⁵ The textbook also dived deep into the issue of how when slaves were sold, and when they were sold they would be split up from their families, sold to the highest bidder, and most times would never see their families again.⁶

Schomburg's book was not the only book to bring up the matter of the journey enslaved Africans took. Historian Daniel Boorstin's book *A History of the United States* did as well. In this text, Boorstin explains how many of the enslaved Africans who went through this terrible journey to get where they were going would not make it out alive, and those who survived were sold off to the highest bidder.⁷ In addition, the text also talks about that once the enslaved Africans arrived, they were put to work every day from dawn to dusk.⁸

Joyce Applebee's textbook also focused on the hardships enslaved Africans endured such as how they work hard for no money and a very slim chance at freedom. In addition these enslaved Africans feared they would be separated from their family and never see them again.⁹

While these texts addressed the depth of suffering enslaved African Americans experienced due to their living conditions along with the long journeys they sometimes had to make to the different plantations across the Southern colonies upon their arrival to the colonies. the texts do not provide the proper historical context to fully understand the effect these hardships had on enslaved Africans. When looking at *Freedom on My Mind*, White et al,

⁵ Schomburg, *Many Americans - One Nation*, 205.

⁶ Schomburg, *Many Americans - One Nation*, 208

⁷ Daniel J Boorstin, Brooks Mather Kelley, and Ruth Frankel Boorstin. *A History of the United States*. (Needham, MA: Prentice Hall, 1990), 229 .

⁸ Boorstin et al., *A History of the United States*, 229.

⁹ Joyce Appleby, *The American Journey* (New York, NY: Glencoe/McGraw Hill, 2005), 403.

demonstrate that there was a different side to the life many of these Africans sold in domestic slavery were prone to.

For starters these African slaves were forced to make the journey of being traded, “on foot, in coffles that could contain anywhere from thirty to three hundred men, women, and children.”¹⁰ In addition, as White, et. al explains “The men were usually chained together in handcuff pairs, while the women and children trailed behind them or were carried in wagons.”¹¹ Another very important point that the texts missed was about the location of where slaves wanted to be. “Between 1820 and 1860, 1.2 million African Americans moved from the Upper South to the Lower South.”¹² This ended up moving just about half the slave population, with about one-third ending up in plantations from South Carolina to Texas. The other two-thirds ended up being, “resold in the Lower South by slave traders.”¹³ Most slaves did not want to be sold to the lower south. The reason for this being permeant separation from their families. It made it so enslaved Africans under 30 were sold away from their parents, young children away from their parents. The loss of these enslaved Africans was heartbreaking as it came without warning, in the middle of the night, giving no chance for the enslaved Africans, “to object.”¹⁴ Thus, these texts have some of the information down and presented for students to read. Yet, while White, et. al do a good job of fully going into the text and analyzing the journey these enslaved Africans go through, some of these texts do not go into the full detail at all that they

¹⁰ Deborah Gray White, Mia Bay, and Waldo E Martin Jr, *Freedom on My Mind: A History of African Americans with Documents* (New York, NY: Bedford/St. Martin's, 2021), 207

¹¹ White et al, *Freedom on My Mind: A History of African Americans with Documents*, 207.

¹² White et al, *Freedom on My Mind: A History of African Americans with Documents*, 207.

¹³ White et al, *Freedom on My Mind: A History of African Americans with Documents*, 207.

¹⁴ White et al, *Freedom on My Mind: A History of African Americans with Documents*, 207.

should about the separation of families, or even the hardship of the journeys these enslaved Africans were forced to travel to go serve the white man.

Another institution of slavery that is seen through the textbooks is the idea about family life with enslaved Africans. *America's Story* by Alan Jacobs went into much more detail. In it,¹⁵ -room log cabins without had a plank of wood for a bed. Enslaved Africans were¹⁶ given corn meal, pork and molasses by the . In addition, slaves . Enslaved Africans also had some comforts such as hunting, fishing, planting, gardening, and raising chickens that they got to keep. illustrating the enslaved Africans' living conditions in great detail, Jacobs wanted to make it known that even though they enjoyed some privileges, these could be taken away in an instance, and they were still deprived of their own freedom and could be beaten or killed. Jacobs also talked about family life, noting that family was the most important thing to Africans, who tried to maintain their culture of having a closely knit family consisting of parents, grandparents, aunts, uncles, and cousins. One practical yet saddening reason for this was the breaking up of families when slaves were sold,¹⁷ was why it was important to have an extended family, so someone could look after the children in case the family was¹⁸.

Joyce Applebee's text also goes into the idea of family life. This idea was seen in the case of the extended family. To many enslaved Africans, extended family was important because when a mother and father were sold into a new family, an uncle, aunt, or close friend would look after the children, this importance of extended family would become a part of the new African American culture that was being built.¹⁹

¹⁵ Alan Jacobs, *America's Story* (Boston, MA: Houghton Mifflin Harcourt, 1990), 334.

¹⁶ Jacobs, *America's Story*, 334.

¹⁸ Jacobs, *America's Story*, 335.

¹⁹ Appleby, *The American Journey*, 405.

While Jacobs and Applebee's texts addressed the depth of suffering enslaved African Americans experienced due to family separation they do not provide the proper historical context to fully understand the long-term consequences to children, and marriages. In contrast, in *Freedom on My Mind*, White et al, talks about how families dealt with separations, and marriages. When a family had to be separated there was something called fictive kin. This is when, "Orphaned children were taken by in by nonrelatives."²⁰It wasn't just fictive kin that happened, orphaned teenagers would also be looking for someone to take care of them as well. Thus, it was no shock that these teenagers, "claimed older slaves as foster parents and grandparents."²¹ The enslaved African children whose parents were sold would be so appreciative they were taken in, that they would name their children after the adoptive families that had taken them in. Even though these adopted parents were very much appreciated, it still did not erase from the minds the pain the slaves felt by being separated from their families.

Marriage was another important part of an enslaved person's experience on a plantation that was missed by Jacobs and Applebee's text. Some of the marriages were set up by owners with other owners. However; for the most part enslaved Africans are able to select their own partners. When an enslaved African is able to pick their partner it ended up being a good thing for them. This most times came through something called an abroad marriage, which accounted for nearly one-third of all marriages at the time. For abroad marriage to work, it required "a strong commitment because enslaved men had to secure their masters' permission to visit their wives and then brave the slave patrols en route"²². Even though the texts have some solid information

²⁰ White et al, *Freedom on My Mind: A History of African Americans with Documents*, 229.

²¹ White et al, *Freedom on My Mind: A History of African Americans with Documents*, 229.

²² White et al, *Freedom on My Mind: A History of African Americans with Documents*, 227.

about how family life, the texts still miss the mark when it comes to talking about marriage. As well as talking about children who lost their parents to the sale of different masters..

Another one of the major institutions of slavery that is seen throughout the textbooks is that of religion. Jacob's book tackles that idea, talking about how The slaves had found hope in the comforts of Christianity, and most slaves attended church either with their masters, or by starting all-Black churches like the African Baptist church²³. The Africans also brought over religious folk songs called "spirituals" to America, which allowed the slaves to be able to yearn for freedom through the songs they sang.

Applebee's text also goes into detail about religion. In her text, Applebee talks about how religion was the enslaved Africans inspiration. And with this new inspiration, African Americans were able to come out with powerful new beliefs that they expressed through spiritual, religious folk songs that are still around today.²⁴

Both Jacob and Applebee's text do not go into a lot of detail about how religion led to a new culture for the enslaved Africans. Even though many slaves did happen to attend church with their masters, many did not trust the white Christians. The reason for this partly being because of the fact that while in church they are subjugated to what it was like when they worked on the fields. This included having, "segregated pews or sometimes required to to listen to the minister's sermon from outside the church."²⁵

In addition, with this many enslaved Africans had limited opportunities to, "worship on equal terms"²⁶ compared to the white Christians they would be forced to worship with. Due to

²³ Jacobs, *America's Story*, 335.

²⁴ Appleby, *The American Journey*, 405.

²⁵

White et al, *Freedom on My Mind: A History of African Americans with Documents*, 222.

²⁶ White et al, *Freedom on My Mind: A History of African Americans with Documents*, 222.

the fact that many enslaved Africans did not feel the sense of trust when in the presence of white Christians, many ended up starting invisible churches. These were churches in which enslaved African Christians, "stressed the equality of all men under God, drawing on the bible as inspiration for spirituals that expressed slaves' own humanity."²⁷ The location of where the enslaved Africans meet for church services was also another major point of the enslaved Africans religion. Many of the enslaved Africans gathered at home, and did their services there. With these services they would "incorporate African spiritual practices such as juju and voodoo."²⁸ The most common of these spirituals though was the ring shout. This was a worship in which, "congregants formed a circle and moved counterclockwise while shuffling their feet, clapping, singing, calling out, or praying aloud."²⁹ With this, it brought the culture of both the West-African music and dancing with that of the Protestantism of the Second Great Awakening. With the textbooks missing key pieces of information about the religion of the enslaved Africans it makes it hard to see the texts as a reliable source. The reason for this being the fact that religion was a major part of enslaved Africans culture. Without having the outside information, it's hard to show what exactly an enslaved African culture looked like. . Furthermore, another institution of slavery these textbooks brought up was that of what types of jobs these enslaved Africans work experiences, and who supervised them In Boorstin's text, the author goes over the different types of groups that oversaw enslaved Africans on plantations. These groups included ³⁰a field hand hired by the owner to watch over the enslaved), or a "driver",³¹ who was an African American in charge of the other African Americans in the fields. Besides working in the fields,

²⁷ White et al, *Freedom on My Mind: A History of African Americans with Documents*, 222.

²⁸ White et al, *Freedom on My Mind: A History of African Americans with Documents*, 222.

²⁹ White et al, *Freedom on My Mind: A History of African Americans with Documents*, 222.

³⁰ Boorstin et al., *A History of the United States*, 229.

the enslaved Africans also built fences, cut wood, or fed farm animals. If an enslaved African couldn't keep up, they would get whipped, and if they disobeyed or tried to escape, they could face death or mauling, even though it was illegal. While there were also good and generous owners, for the most part enslaved Africans were whipped.³² The textbook also talks about how not all slaves were in the field, and some were actually house slaves or skilled artisans as well.

Appleby's textbook, also goes into detail about the types of jobs these enslaved Africans had. Some worked in the house, cooking, cleaning, doing laundry, sewing, and serving meals, some worked in the pastures, and some others train as blacksmiths, carpenters, shoemakers, or weavers.³³ Most, however, would work as field hands and be forced to work sun-up to sun-down, planting, cultivating, and picking cotton along with other crops.³⁴

The texts do an adequate job of explaining slave labor, yet do not cover in depth at all the slave labor of children, as well as how the enslaved Africans jobs were mainly set up by gender. According to Marie Jenkins Schwartz text, *Born in Bondage: Growing Up Enslaved in the Antebellum South*, "Children who learned trades or who trained to work in their owners' homes were more likely to receive job training under the tutelage of adults other than slaves."³⁵ With this as well came sew, and knitting amongst other jobs to allow for the child's labor to actually be useful. In turn for the child's labor being useful, it allowed the children a chance to expand, "the services the slave might render to the owning family and its guest."³⁶ The other big part besides jobs that is not mentioned when it comes to the children is what would happen if they disobeyed. The textbooks make it seem like the only option the children had if they disobeyed would be that they got whipped. This idea is simply not true. Rather, children who disobeyed and

³² Boorstin et al., *A History of the United States*, 229.

³³ Appleby, *The American Journey*, 403.

³⁴ Appleby, *The American Journey*, 403.

did not do the work also had the option of eating the worms in the tobacco plant. This hit both the desire of the master and of the child in two ways. For the master it allowed them, “greater care in inspecting the tobacco plant.”¹⁰⁶ or the child it allowed them a chance to bite the worms then get hit by masters. Continuing on with children, most children would work on housework. Once the enslaved African children became old enough; however, this would change into jobs separated by gender, male and female. With the gender separation, came to split in job responsibilities each gender was required to have. Most women were classified as, “three-quarters of a hand (rather than a full hand)”¹⁰⁷ and with this were spared from having to do the same amount physical labor compared to what the men had to do. This wouldn’t necessarily mean that women didn’t always do as much physical labor as men, especially in places where there were either less or the same amount of enslaved African women. For the most part though, enslaved African men did most of the heavy physical labor, while enslaved African women were in charge of the less tedious occupations in terms of what owners of the enslaved Africans thought. Some of the less tedious occupations the women had included working in the kitchen, cleaning the house, or looking after the children. While, all these jobs are tedious, many enslaved African owners believed that tedious meant heavy physical labor over just working in a house. Thus, showing that even though the texts still do an adequate job with talking about the jobs enslaved Africans had, it cannot fully go into detail about how the jobs these enslaved Africans had affected different genders as well as the children who were part of the plantations.

Certain textbooks in this study did not go into the institutions of slavery at all. These texts were *Your Country’s Story* by Mackey et al, as well as *The United States and Its People* by King et al. King’s text came out in 1995 and Mackey’s text came out in 1953. Without these texts going into the concepts behind the institution of slavery it would be hard for students and

teachers to look at and see what exactly what many of the institutions the enslaved Africans went through. Which in turn would make them unreliable text when it came to these topics.

Language Used in Textbooks

Many of the textbooks presented here also describe BIPOC people in many different ways, which is important to look at as teacher vet different texts to use in the classroom. The language used, while not seen as racist when some of the textbooks were written, is considered racist today, and thus is part of the reason schools should review the textbooks they have their students read. For example, many of the books prior to the Civil Rights Movement were using the word “negro” when referring to African Americans. This is seen very frequently Kantz and Baker’s book. In this book, every time an African American is referred to, they are referred to as a negro or colored person. During the 1950s, this was the convention for how African Americans were referred to, and thus a preamble to how African Americans were treated during this time period as well. This starts on the first page in the discussion about slavery, where the book describes the population in the South as five million being white, less than three and a half million being negro, and a quarter of a million colored people.³⁵ In addition, the book talks about how in the rear of the house were the cabins of the Negroes, called the “quarters”.³⁶ As for Mackey et al.’s textbook, there are only two instances throughout the text where the word “negro” is used, and that is when discussing the Dred Scott case.^[OBJ]

While textbooks post-1970 have shown an improvement in the way language is used surrounding BIPOC students, many of these texts still render an incomplete history of slavery. Thus, why it’s important that educators are vetting textbooks before using them in the classroom.

³⁵ Robert J. Kantz and Eugene Campbell Barker, *The Standard Building of Our Nation* (Evanston, IL: Peterson and Company, 1954), 169.

³⁶ Kantz et al., *The Standard Building of Our Nation*, 169.

To make sure everything looks good, and the correct language is used before giving the texts to students to read. After the Civil Rights Movement, books turned away from the word negro, and instead started to use other words such as African American or Black³⁷. This language is further used in the Schomburg book that talks about how abolitionists were white and lived in the North, but then some were also free Blacks as well who were abolitionist³⁷. The language would also continue into Jacob's book, when talking about how Blacks were the backbone of the antislavery movement.³⁸ And finally, the last book to show this was Boorstin et al.'s book, which talked about how Northerners didn't oppose slavery because they were against "peculiar institutions", but also opposed its spread because they didn't want to compete with Black people in different aspects of life.³⁹

By the time textbooks hit the 2000s, however, this language would change. In Appleby's book for example, it is described how very few African Americans possessed slaves of their own.⁴⁰ Truthfully, all three of these terms can be viewed as not the right terminology. For starters, "negro" is a derogatory term that is hated by many African Americans around the United States. Not using the terms "colored" people, as one is just describing the color of one's skin and not giving them any more credit for things that they may accomplish in their lives. Yet for African Americans, this can be viewed as inaccurate in regards to slavery because not every enslaved African was born in America. . Some were born in Africa, others in the Caribbean. Thus, it's important for us to ask and see where a person is from before we make an assumption they are African-American, and not every Black person is from American. For example, a Black person could be from Canada, in which they would be referred to as Black Canadian, or Afro-

³⁷ Schomburg, *Many Americans - One Nation*, 208.

³⁸ Jacobs, *America's Story*, 351.

³⁹ Boorstin et al., *A History of the United States*, 264.

⁴⁰ Appleby, *The American Journey*, 402.

Canadian. In addition there is also a Black person who was born in England could be referred to as Black British People. There are obviously other groups around the globe where Black people live, but those were just some examples. Thus, it's important that people make sure to know what culture a person is a part of before calling the person something that they may not be. Doing this allows people to avoid making assumptions about the person's ancestry. If a person doesn't know the ancestry of a Black person then they can use the all-encompassing term of "BIPOC" which means "black or indigenous person of color". Having this term also allows for a person to not make unnecessary assumptions about a person's cultural background.

Political Environment

There are three major historical developments between the 1850s and the Civil War, and while each textbook describes them in a similar fashion, they also differ in three areas. The first main political event during the time period of the 1850s through Civil War was the Compromise of 1850. Each textbook did a good job of explaining the background of the Compromise – how California wanted to be a free state, but that would make it so there was an imbalance in power between slave and free states. Henry Clay, a senator from Kentucky, ended up coming up with a solution for this imbalance in power between slave and free states. Clay's solutions are where many textbooks differ, however, they all agree that California was free according to Clay's Compromise.

For the next part of the Compromise, King et al., Mackey et al., and Jacobs talked about how Utah and New Mexico would be decided by popular sovereignty⁴¹⁴²⁴³, Kantz and Baker talked about how New Mexico, Arizona, and other future territories would decide slavery by

⁴¹ King, et al., *The United States and Its People*, 291.

⁴² Mackey et al., *Your Country's Story: Pioneers, Builders, Leaders*, 264.

⁴³ Jacobs, *America's Story*, 394.

popular sovereignty⁴⁴, Schomburg and Boorstin made no mention of the territories decided by popular sovereignty, and Appleby only talked about the New Mexico territory being decided by popular sovereignty⁴⁵.

In addition, a majority of the textbooks make mention that Washington, DC would become a place that allowed slavery, however the slave trade was banned. The only textbook to not mention this as part of the Compromise was Schomburg's book. In addition, all textbooks mentioned the Fugitive Slave Act, and how it became more strict under this Compromise. Finally, every textbook mentioned the last part of the Compromise, the land (now part of Texas) that the United States obtained from Mexico, differently. Most of the textbooks brought up that the United States paid Mexico ten million dollars to get the territory of New Mexico, but King et al., Mackey et al., and Boorstin et al. did not talk about this issue.

As for how it was passed, all the textbooks say it was passed, yet only Mackey et al., Boorstin et al., and Appleby explained that the law was passed as separate acts, not as a single act. The Compromise of 1850 was an important act because it governed how new territories may enter the union and whether these territories would be slave territories.

Even though all the textbooks covered The Compromise of 1850, the fact that there isn't one concise story of events is concerning, especially because of the fact that while some students may get one story of events, other students may get a completely different story of events. The real way the Compromise of 1850 happened was actually started because of California. In congress, when a state finally had enough inhabitants it either became a free state or a slave state. Thus, with the case of California, they were ready to become a state in the union, and they would enter the union as a free state. The problem with this was the fact that this would tilt the power in

⁴⁴ King, et al. *The United States and Its People*, 291.

⁴⁵ Mackey et al., *Your Country's Story: Pioneers, Builders, Leaders*, 264.

the direction of the free states over slave states. This is where the compromise of 1850 came in. In this compromise, both sides didn't get everything they wanted, such as DC getting rid of the slave trade, but slavery stayed around. As well as the south getting a new fugitive slave law as well. The big thing that came out of this though, was the fact that California entered as free, while New Mexico and Utah got decided by popular sovereignty. Overall, by the textbooks not having one concise story about an event as important as The Compromise of 1850, it makes it so student's knowledge could be skewed in the wrong direction. Which is unacceptable because of the fact that teachers of history should want to give out the correct information about historical events to those students in their classrooms. Not give them wrong information at all. ⁴⁶⁴⁷⁴⁸

The Kansas-Nebraska Act was another point of contention among textbook writers. All the textbooks do a great job of explaining that the Kansas-Nebraska Act was passed because of Stephen Douglas wanting a railroad through Chicago, and the only way for that to happen was to settle the territory that was unclaimed. The only problem was that it was above the Missouri Compromise line, so these states would technically become free states, which made the South upset. Thus, Stephen Douglas said that the Missouri Compromise lines, thanks to the Compromise of 1850 were now void, and people could choose if they wanted slavery in each territory, with the decision made based on popular sovereignty. This led to a mad dash to Kansas for each side to get their particular agenda passed. Every textbook has a different view of how "Bleeding Kansas" went down.

King et al.'s version of the event states that after the proslavery side won a vote on the new constitution of Kansas, the proslavery government was kicked out of the Kansas legislature

⁴⁶ Jacobs, *America's Story*, 394

⁴⁷ Boorstin et al., *A History of the United States*, 259.

⁴⁸ Appleby, *The American Journey*, 439.

and forced to resort to governing Lawrence.⁴⁹ The two sides after this resorted to violence, with the proslavery side going into Lawrence, looting the area, then killing a man, while John Brown went into the proslavery territory and killed five people who had nothing to do with the Lawrence attack. A total of 200 people would die because of this, with the fighting only stopping because the army was called in.⁵⁰

King et al's version of the events of "Bleeding Kansas" is a very good representation of exactly what happened during the event itself. There are a few big misses when it comes to what exactly the text.. The first big thing is the number of slave supporters that sacked the town of Lawrence. The number of slave supporters that sacked the town was 800. The other thing the text misses is talking about what happened in the senate as part of "Bleeding Kansas". The next big thing being the fact that the governor of Kansas at the time, What this was was South Carolina representative Preston S. Brooks beating Massachusetts senator Charles Sumner unconscious at his desk. When asked why he did it, Brooks responded by saying he was, "upholding the honor of his kinsman."⁵¹ Overall, King et al's version is one of historically accuracy, and thus one that should be looked at when teaching students exactly what happened during "Bleeding Kansas."

As for Kantz and Baker, they explain it only as wrangling and fighting amongst the proslavery and antislavery groups, nothing more.⁵² Mackey et al. talked about the Civil War that broke out in Kansas as the North and South tried to outnumber each other, and how "Bleeding Kansas" served to fan the flames of hatred that had been burning for so long. time and tempers

⁴⁹ King et al., *The United States and Its People*, 294.

⁵⁰ King et al., *The United States and Its People*, 294.

⁵¹ White et al, *Freedom on My Mind: A History of African Americans with Documents*, 266.

⁵² Kantz et al., *The Standard Building of Our Nation*, 175.

grew shorter and shorter”⁵³ Schomburg did not even bring up the “Bleeding Kansas” event in his textbook.

These texts are examples of texts that give very little historical backing about “Bleeding Kansas” at all. While yes it is true that it was fighting between the proslavery and antislavery groups, the text gives no detail at all about where the fighting took place (Lawrence, Kansas), or exactly how many people died (200). In addition, the text does not at all clear up exactly how the fighting stopped (which was the army), or the aftermath of the fighting as well. Thus without having this new information, there is no way that the textbooks can portray an accurate picture of “Bleeding Kansas”, with the amount of people's lives lost, and damage that occurred.

Jacobs text goes into a lot of detail into the “Bleeding Kansas” nightmare, such as how both sides had forces in Kansas, and how each side formed their own government with no single authority⁵⁴. In addition, Jacobs talked about how the entire ordeal, including the attacks on Lawrence and John Brown’s attack on Pottawatomie Creek, caused 200 deaths and millions of dollars in damages⁵⁵.

Jacobs text does a good job of going over a collection of more of the specific details that a lot of texts seem to miss. This includes the fact that John Brown’s attack took place on Pottawatomie Creek. It also is one of the texts to bring up exactly what John Brown did, along with King et al’s text. The only thing that Jacobs text does not mention is some of the aftermath of “Bleeding Kansas”, such as the attack by Preston Brooks. However; for the most part the text gives a clear and accurate description on exactly what “Bleeding Kansas” is.

⁵³ Mackey et al., *Your Country's Story: Pioneers, Builders, Leaders*, 268.

⁵⁴ Jacobs, *America's Story*, 396.

⁵⁵ Jacobs, *America's Story*, 396.

Boorstin talked about how there was a race to get there from both the North and South sides, and the critical moments of leading a proslavery mob into Lawrence, which triggered John Brown to retaliate by leading his party, which included his sons, into Pottawatomie creek⁵⁶

The major problem with Boorstin's book is that it is factually incorrect. The reason for this is that in Boorstin's book it says that Kansas avoided becoming the territory of anarchy and Civil War. This idea is completely false, as texts have proven how over 200 people died over "Bleeding Kansas". This was not done by people from different states, but rather people from within one state fighting over if slavery should be a thing or not. With this, it shows that students who read the book got incorrect information, and how important it is to make sure they get the correct information when look at a text with historical events.

Appleby talked about how proslavery and antislavery forces in Kansas armed themselves, which made it so violence was inevitable.⁵⁷ Then Appleby goes on to tell the same things as most of the other authors have told about thus far in their textbooks. The only additional thing Appleby mentions is about numbers, as she mentions 800 slave supporters sacked the town of Lawrence, something not mentioned in any of the other text researched.⁵⁸ In addition, Appleby calls this event the Civil War in Kansas, and talks about how it was ended thanks to the territorial Governor, John Geary, suppressing guerilla warfare and using 1,300 federal troops.⁵⁹

Appleby gives a good amount of information about "Bleeding Kansas." A lot of this already mentioned in other analysis that gives the true historical backing to what happened with "Bleeding Kansas." The only thing this text is missing when talking about the event is again

⁵⁶ Jacobs, *America's Story*, 396.

⁵⁷ Appleby, *The American Journey*, 444.

⁵⁸ Appleby, *The American Journey*, 444.

⁵⁹ Appleby, *The American Journey*, 444.

what happened in the senate with the South Carolina senator. Other than that this text gives a lot of great information that can continued to be used when new text is made today.

The Dred Scott case was another example of a political course of action that turned out to be a point of contention for textbook writers. Most of the textbooks have this case in their content. The exception in the textbooks researched is the one by Schomburg. The textbooks that do have this case in their content explain this as Dred Scott suing for his freedom, yet not all of them agree on why he sued and what the result was after the case concluded. King et al. and Mackey described the case as Scott being the slave of an army surgeon from Missouri, who lived in the free state of Illinois, and then moved to Wisconsin, which was a free territory, before moving back to Missouri, where his owner died.⁶⁰ The court then ruled in a 7-2 decision in *Scott vs. Sanford* that Scott would stay enslaved under Missouri law, and also that the Missouri compromise was unconstitutional in certain territories because slaves were property and not citizens. Also, under the Fifth Amendment, property could not be taken without due process of law.⁶¹ In the South, people were very happy about this decision, while in the North, it was a decision that left many people very angry.⁶²

King et al and Mackey, describes the *Scott v. Sandford* case well, but also forgets a few parts of it as well. For starters, Scott's wife Harriet also sued for her freedom as well. So when the case came back and ruled against Dred Scott, it also in turn ruled against Harriet as well. In addition the court said that Scott could not sue because, "he was not a citizen."⁶³ The reason he was not a citizen was that of the fact that he was of African descent and since the founding of the

⁶⁰ Appleby, *The American Journey*, 446.

⁶¹ King et al., *The United States and Its People*, 295.

⁶² King et al., *The United States and Its People*, 295.

⁶³ White et al, *Freedom on My Mind: A History of African Americans with Documents*, 267.

United States of America, “negroes of the African race”⁶⁴ were inferior to those of the white race, and thus he had no rights while the white man was bound to respect. King et al did miss a pretty solid point though, the Missouri compromise wasn’t just unconstitutional in certain territories, it was unconstitutional in all territories. This was because of the fact that the Supreme Court rule that they could not, “forbid slaveholding anywhere.”⁶⁵ With this, came the fact that forbidding slavery in the territories was unconstitutional, which thus made it so any laws including the Missouri compromise was unconstitutional. Overall, even though this text has lots of solid information, it also has some information that isn’t necessarily true. Thus, making sure that teachers are good at fact checking texts and information before telling students is important.

In addition, Kantz and Baker talked about basically the same thing King et al. did. The exception to this is the fact that Kantz and Baker brought up the point that Scott went to the Minnesota Territory, rather than Wisconsin.⁶⁶ In addition, this textbook only mentioned that Congress had no power to ban slavery in the Constitution, much different than what the King et al. said in terms of what the Supreme Court decision stated. Other than that, the two textbooks are very similar in terms of information about the Kansas-Nebraska Act.

Even though Kantz and Baker’s text may have similar information to King et al’s text, it is still incorrect information. Scott never went near the Minnesota territory. The only territories he went to was the Missouri territory then the Illinois territory, and then the Wisconsin territory, and back to the Missouri territory, where his owner would die. Nowhere does it mention Scott went to the Minnesota territory. Thus, showing a wrong spot when looking at the Dred Scott

⁶⁴ White et al, *Freedom on My Mind: A History of African Americans with Documents*, 267.

⁶⁵ White et al, *Freedom on My Mind: A History of African Americans with Documents*, 267.

⁶⁶ King et al., *The United States and Its People*, 295.

case, and making sure that teacher's correct that with their students before teaching the topic to them.

The same cannot be said for Jacob's textbook. While there was information that the other two textbooks had already included, there was other new information included as well. This information included what the Supreme Court was looking at when considering this case, which included whether Scott was a United States citizen with rights to sue in federal court, whether living in free territory made Scott free, and whether the Missouri Compromise constitutional.⁶⁷ Of course, the information from this case has been included in all the text that included the Scott case, so it will not be included here. Besides the new information about the considerations of the Supreme Court when looking at the Scott case, everything else was mentioned in other texts. The same information was also present in the Boorstin textbook. In Appleby's textbook, there is just a little bit more information present as she stated that Scott was helped by antislavery lawyers when he sued for his freedom, and that the case took eleven years to reach the Supreme Court.⁶⁸ Everything else from the case was mentioned in other textbook readings, and does not need to be reiterated.

The final major political area of discussion in the textbooks that must be addressed in how they describe the emergence of new political parties. There were two main new political parties that formed during this time that helped to shape politics and some of the new policies that would face Congress over the slavery question. The first of these parties was the Free-Soil Party. This was a party formed during the election of 1848, and was made up of members who opposed slavery.⁶⁹ This party was very successful during their first election, winning 13 seats in

⁶⁷ Jacobs, *America's Story*, 398.

⁶⁸ Appleby, *The American Journey*, 446.

⁶⁹ King et al., *The United States and Its People*, 291.

Congress.⁷⁰ In addition, with their nomination of a presidential candidate in ex-president Martin Van Buren, the Free-Soil Party actually helped Zachary Taylor win the white house, as the presidential ticket was split.⁷¹ The textbooks researched talked about the new Free-Soil Party when going over politics activity. King et al. explained the Free-Soil Party how the above text explains it, while Kantz and Baker, Mackey et al., and Schomburg do not explain the Free-Soil Party at all. Jacobs explained the Free-Soil Party as a new political party that wanted to get rid of slavery, and that this party worried the South.⁷² Boorstin et al. talked about how the Free-Soil Party nominated Van Buren and Adams in 1848 which, as mentioned above, allowed Taylor to win the election.⁷³ Finally, Appleby talked about how the Free-Soil Party came from the antislavery Whigs and Democrats and the old Liberty Party.⁷⁴

These texts do a good job of explaining what the Free-Soil party did, but there were some misses within it. For starters the text don't explain how much of the vote the Free-Soil party got. The Free-Soil party did very well for it's first election. As mentioned within the text, they got 13 seats in congress. One of the things the text misses though is the fact that the Free-Soil Party also won, "10 per cent of the national Presidential vote."⁷⁵ Even though the Free-Soil Party didn't win a general election, it still did well considering it was a third-party and it was it's first election they had people on the ballot. In addition, the texts don't talk about that the party was there really as a way to promote anti-slavery causes. Instead of being around to join the complete non-slavery cause, the politicians apart of the Free-Soil party were more interested in, "advancing

⁷⁰ Jacobs, *Americas Story*, 392.

⁷¹ Boorstin et al., *A History of the United States*, 257.

⁷² Jacobs, *America's Story*, 392.

⁷³ Boorstin et al., *A History of the United States*, 257.

⁷⁴ Appleby, *The American Journey*, 438.

⁷⁵ C.F. VanDeventer, *Civil War History*, Volume 20. Number 1. (Kent, OH: Kent University Press, 1974), 64.

their own personal and selfish political ambitions than in promoting the unity of the antislavery cause.”⁷⁶ Finally, the text do not go into detail at all about the election following 1848, even though in those elections the party, “rapidly lost strength.”⁷⁷ Besides these points, the texts that have information in them, have enough for students to understand what exactly the free-soil party was. Which is important as they were an integral part to the formation of the Republican Party in 1854.

The other new political party that was formed during this time was the Republican Party. The Republican Party was founded on July 6th, 1854 in Jackson, Michigan.⁷⁸ The party viewed slavery as “a great, moral, social, and political evil”, and the politicians of the Republican Party asked for a repeal of the Kansas-Nebraska Act along with the Fugitive Slave Act. The party also resolved to sink political differences and unite against the expansion of slavery until the battle was won.⁷⁹ The Republican Party comprised mostly Northern Democrats, the Northern Whigs (as the Whig Party had fallen apart), and the Free-Soil Party.⁸⁰ With this new party, the Republicans were able to win a majority in the House of Representatives in 1854, and even though they lost the presidency in 1856, they hoped to win this office during the Election of 1860. The textbooks once again each paint a different picture of the Republican Party. King et al.’s book has a lot of the same details as mentioned above, with the additional fact that the Republican Party partly started because of the Kansas-Nebraska Act, and that the Republicans controlled a select few pockets in the South, but also had control over the entire North.⁸¹ The only additional information Kantz and Baker supplied is the fact that the split in the Democratic

⁷⁶ VanDeventer, *Civil War History*, Volume 20. Number 1, 65.

⁷⁷ VanDeventer, *Civil War History*, Volume 20. Number 1, 65.

⁷⁸ Boorstin et al., *A History of the United States*, 264.

⁷⁹ Boorstin et al., *A History of the United States*, 264.

⁸⁰ Jacobs, *America’s Story*, 397.

⁸¹ King et al., *The United States and Its People*, 294.

Party allowed for the Republicans to shine and elect Lincoln in 1860.⁸² Mackey et al., Jacob, and Appleby's textbooks had no new information, while Schomburg provided no information about the Republican Party in his textbook. The idea that these textbooks would provide little to no new information about the Republican party, shows how textbooks can be omitting facts, as a textbook that has correct information would talk about the downfalls of the multiple political parties in the same light. In the case of these textbooks, it can be seen that they are not being fair to the Republican Party by not even mentioning it. The Republican Party was a key reason why slavery came to an end in the United States. Thus, the fact that there is no information in textbooks about that party shows that these textbooks can spread incorrect ideas about important historical events, such as how parties were split on the issue of slavery. The result of which can be

Abolitionists had the greatest impact on how slavery would come to an end in the United States. Without the abolitionists, who knows how the history of slavery might end in the United States. Many abolitionists helped to end slavery, and they included John Brown. Throughout all the textbooks studied in this thesis, it is clear that most of the authors think he is insane, whether because of his attack in Pottawatomie Bay during "Bleeding Kansas", or the attack on Harper's Ferry, where Brown tried to arm slaves for a slave revolt, making so many in the South get scared that an uprising was going to occur between slave owners and enslaved Africans. Loewen's book always goes further into the mind of Brown, and realizes that he may not be insane like the textbooks say. For starters, one of the big claims made, especially in Boorstin's book, is the fact that no slave joined Brown.⁸³ Boorstin even describes this as Brown and his men

⁸² Kantz et al., *The Standard Building of Our Nation*, 176.

⁸³ Loewen, *Lies My Teacher Told Me: Everything American History Textbooks Got Wrong*, 2nd ed., 175.

forcibly freeing thirty men who were reluctant to go with him, and that the first person to die in the attack was a free-Black gunned down by these people.⁸⁴

The idea that no slaves joined Brown is not true, as many textbooks have actually shown that Brown drew considerable support from enslaved African Americans.⁸⁵ Brown's men did arm enslaved Africans, including those who came from nearby plantations that raiders never visited, but then these newly free men would get on a train and head eastbound, and most likely killed a white man who didn't agree to comply when challenged by the enslaved African.⁸⁶ When looking at a different angle if Brown was insane or not, the answer is that he was not, as his favorability impressed people who spoke with him after his capture, including his jailer and proslavery democratic newspapers.⁸⁷ In addition, these authors did not even consider his twenty-odd companions crazy, only Brown.⁸⁸ All this was just to prove that the actions of Brown's contemporaries redefined the boundaries of acceptable thoughts and deeds regarding slavery.⁸⁹ Before the Harper's Ferry event, to be an abolitionist was considered unacceptable by societal standards, but by engaging in armed action and murder, Brown made mere verbal abolitionism less radical.⁹⁰

By looking at these textbooks, we as historians learn that not everything learned about slavery in schools is true. In fact, what we learn about slavery in school has changed over the generations. For those people who grew up in the 1950's the texts as hand, as discussed above, contained numerous historical omissions, biases and inaccuracies.. Thus, it would take the next

⁸⁴ Loewen, *Lies My Teacher Told Me: Everything American History Textbooks Got Wrong*, 2nd ed., 175.

⁸⁵ Loewen, *Lies My Teacher Told Me: Everything American History Textbooks Got Wrong*, 2nd ed., 176.

⁸⁶ Loewen, *Lies My Teacher Told Me: Everything American History Textbooks Got Wrong*, 2nd ed., 176.

⁸⁷ Loewen, *Lies My Teacher Told Me: Everything American History Textbooks Got Wrong*, 2nd ed., 176.

⁸⁸ Loewen, *Lies My Teacher Told Me: Everything American History Textbooks Got Wrong*, 2nd ed., 177.

⁸⁹ Loewen, *Lies My Teacher Told Me: Everything American History Textbooks Got Wrong*, 2nd ed., 177.

⁹⁰ Loewen, *Lies My Teacher Told Me: Everything American History Textbooks Got Wrong*, 2nd ed., 177.

generation of historians to begin to develop better texts about slavery and enslaved Africans. Using the term “negro” in a derogatory way did not improve the situation. Even though African Americans did use the term “negro” in some official names, such as the United Negro College Fund, if a person just used negro to describe the African American on the basis of their skin color, that is when it is considered racist. While the 1980s and 1990s were a little bit better, the usage of language such as “black people” still existed in textbooks, making them inherently racist as well. And finally, textbooks from the 2000s, while not seeming racist, used the term African American to describe every BIPOC person in this country, which can also be construed as racist as not every BIPOC person was born in America. In addition, the way political events between the 1830s and 1860s and the John Brown case are described is wrong. Thus, it is up to new historians to create textbooks that provide the accurate and unbiased version of these events to all students reading them. That way, moving forward, every child across the United States will know the truth about how slavery was in America during that awful time period.

Curriculum Framework Analysis

While textbooks are an important part of what children learn in school, the standards taught in schools are also an important influence over what children learn in their classrooms. These state standards allow for teachers to use a variety of methods, including both textbooks and lesson plans, to help students master the standard. The problem is, as seen above, sometimes textbooks are not the most reliable source of information, thus the onus is on teachers to use the correct information from textbooks and lesson plans to facilitate their students’ mastery of these standards. In Massachusetts, 5th grade is the grade in which these standards are taught the most. As seen in Chart 1, there are many different standards that teachers have to meet in the 5th grade curriculum as they teach throughout the year. The following section goes into greater depth on

the standards along with a unit plan for the Massachusetts State Standards about Slavery that teachers can use in their classrooms to help students master each of the standards listed.

Standard	Description of Standard
5.T5.1	Trace the state-by-state abolition of slavery in the Northern states in the 18th and 19th centuries and the expansion of slavery into western states; explain the effects of the 1808 law that banned the importation of slaves into the United States and explain how a robust slave trade nonetheless continued within the United States until the mid-19th century.
5.T5.2	Identify the major reasons for the Civil War (e.g., slavery, political and economic competition in Western territories, the emergence of the Republican Party) and the war's most important outcomes (e.g., end of slavery, Reconstruction, expanded role of the federal government, industrial growth in the North).
5.T5.3	Explain the ideas and roles of some of the people of the pre-Civil War era who led the struggle against slavery (abolitionism) and for voting and property rights for African Americans (e.g., Harriet Tubman, Nat Turner, Sojourner Truth, Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe).
5.T5.4	Identify the major military leaders and battles of the Civil War (e.g., Ulysses S. Grant, Robert E. Lee, William Tecumseh Sherman, Stonewall Jackson; Battles of Bull Run, Shiloh, Fredericksburg, Vicksburg, Gettysburg, Appomattox).
5.T5.5	Describe the role of Abraham Lincoln in the development of the Republican Party and his actions as President during the Civil War, including the Emancipation Proclamation and the 13th, 14th, and 15th Amendments to the constitution
5.T5.6	Explain the consequences of the Emancipation Proclamation and the 13th, 14th, and 15th Amendments for the rights of African Americans. a. advocacy for women's rights surrounding the passage of the 14th and 15th Amendments and

	<p>its relationship to the later movement for women's rights</p> <p>b. women's attainment of the right to vote with the passage of the 19th Amendment of 1920</p>
5.T5.7	<p>Describe living conditions for African Americans following the Civil War, during the Jim Crow era, including limited educational and economic opportunities, separate public facilities (e.g., segregated schools and colleges, neighborhoods, sections in buses, trains, restaurants, and movie theaters), the organized perpetuation of white supremacist beliefs and the threat of violence from extra-legal groups such as the Ku Klux Klan. Describe the role African American churches, civic organizations, and newspapers played in supporting and unifying African American communities.</p>
5.T5.8	<p>Research and analyze one of the people, organizations, events, or legislative acts from the 20th century that contributed to expanding civil rights of African Americans, women, and others in the United States.</p> <p>Clarification Statement: In addressing this standard, students and teachers may choose to focus on any of the following:</p> <ul style="list-style-type: none"> • People such as Martin Luther King, Jr., Rosa Parks, Ruby Bridges, Thurgood Marshall, Edward Brooke, Jackie Robinson, Marian Anderson, Bayard Rustin, Eleanor Roosevelt, Frances Perkins, Lorraine Hansberry, Gloria Steinem, Betty Friedan, Geraldine Ferraro, César Chávez, Dolores Huerta, Sandra Day O'Connor, Ruth Bader Ginsburg • Organizations such as the National Organization for the Advancement of Colored People (NAACP) the National Organization for Women (NOW) <p>Massachusetts Curriculum Framework for events such as the 1963 March on Washington, efforts of the 1960s and 1970s to desegregate city public school systems in Massachusetts</p> <ul style="list-style-type: none"> • legislation such as the Equal Pay Act (1963), the campaign for, and eventual defeat of the Equal Rights Amendment (1970s), the enactment of Title IX (prohibition of discrimination on the account of gender, 1972)

Chart 1: Description of Massachusetts State Standards 5.T5: Slavery, the legacy of the Civil War, and the struggle for civil rights for all (excluding 5.T5.9).

Descriptive Unit on Slavery in America

All of the lessons mentioned below are a part of a month long unit plan that will culminate in a research project about a famous abolitionist. Each lesson in the unit plan connects in some capacity to the famous abolitionist research project, either through learning about slavery and the famous abolitionist in class, or through learning how to complete a research project. After the culmination of this project, students will have a project they can look back on years in the future.

A timeline at the end of the section will explain the day by day breakdown of class activities during this unit.

The first standard from subsection 5.T5 is 5.T5.1, which talks about *“Trace the state-by-state abolition of slavery in the Northern states in the 18th and 19th centuries and the expansion of slavery into western states; explain the effects of the 1808 law that banned the importation of slaves into the United States and explain how a robust slave trade nonetheless continued within the United States until the mid-19th century.”*⁷⁹ For this particular standard, I would teach it in four days. My first day's lesson would start by first having a map of the northern United States pulled up, whether it be on my smartboard or a physical map where I cut a map of the United States out and just have the northern states. I would then use different colors to show the students on the map how slavery was abolished in these. For example, for Massachusetts, I would explain that because of the “Quock Walker Cases”⁸⁰ that occurred between 1781 and 1783, slavery was abolished, and I would color Massachusetts green to show that a judicial case ended slavery there. For New York, I would use the color red to show that it was a law that ended slavery in the state. My second day lesson would talk about the expansion of slavery into the western states.

This would be explained to students in a Doodle Notes-type presentation. I would first ask my students why they think the expansion of slavery continued west to hear their thoughts and get their perspectives on this matter. I would then explain to my students the real reason westward expansion happened, which was because of the new territory the United States received from France during the Louisiana Purchase, and how many people saw this land as very arable, so the people that inhabited these new territories thought the only way to do good farming was to have slaves to help. Students would then be given the next two days to research on both the perspectives of those from the north and those from the south on this westward expansion of slavery, as well as the role the abolitionists played in the expansion. The final day of my lesson on this event would cover the 1808 law, and how even with this law, the slave trade was able to continue into the mid-19th century. I would start by explaining that the 1808 law talked about abolishing the slave trade at that point. I would then ask the children if they thought that with this law in effect, it meant that there was a total ban on the slave trade, and to explain why they thought that way. After having students explain this, I would explain to students that while international slave trade was banned, there was nothing in the law that said slavery in the United States couldn't be banned. At this point, I would explain to students that I want them to look at the slave trade from an intra-United States perspective and see why it was allowed to continue even though it was banned throughout transatlantic Europe. I would explain to students that in this assignment, I wanted to hear about the context, and would also like at least two primary sources coming from government officials or people who were directly involved in the slave trade, such as slaves who got traded and separated from families or slave owners. After this, students would be able to have an idea on which abolitionist they would want to research for the research project that was to happen over the course of the next month.

The second standard from subsection 5.T5 is standard 5.T5.2 which states: *Identify the major reasons for the Civil War (e.g., slavery, political and economic competition in Western territories, the emergence of the Republican Party) and the war's most important outcomes (e.g., end of slavery, Reconstruction, expanded role of the federal government, industrial growth in the North).*⁹¹ For this lesson, I would use a cause and effects of the Civil War worksheet and have students work in pairs or groups to do it. On this worksheet, I would have about ten causes and ten effects. Afterwards, we would go over the worksheet as a class together, and I would go into more depth about these causes and effects. Next, I would have the students work with the same partner to make a slides presentation that covers the causes and effects of the Civil War. I would have students come up and teach the other students in the class about the cause and effect they chose. Doing this allows for students to gain more confidence in their public speaking skills, while also allowing them to learn more about how to do research. This would be a quick one-day lesson as part of the preview of the Civil War unit. The next day we would begin with some of the other state standards on the actual Civil War.

The third standard from subsection 5.T5 is standard 5.T5.3, which states: *Explain the ideas and roles of some of the people of the pre-Civil War era who led the struggle against slavery (abolitionism) and for voting and property rights for African Americans (e.g., Harriet Tubman, Nat Turner, Sojourner Truth, Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe).*⁹² For this state standard, I would do a Research Project on the person that the student chooses. I would start by having a list of the most famous abolitionists. And give them about a month to do research on them. During this month, my lessons will review how to do

⁹¹ Massachusetts State Frameworks. *History and Social Science*. [Malden, MA] :Massachusetts Department of Elementary and Secondary Education, 2018.

⁹² Massachusetts State Frameworks. *History and Social Science*. [Malden, MA] :Massachusetts Department of Elementary and Secondary Education, 2018.

research on the computer, as well as how to actually write a research report. This will include reviewing how to use citations, as that is going to be a crucial skill that the 5th graders will need when they head to middle school the next year. During this time, the students would also be choosing how they want to present their research project. Some students may want to present it in a PowerPoint format, while others may want to do a poster, and some may just want to write an essay on the person. When everything is done, students will have a great research project to look back on, while also gaining some of those crucial skills for middle school. The class could also learn more about all the abolitionists that helped to end slavery in America.

The fourth standard from subsection 5.T5 is standard 5.T5.4 which states: *Identify the major military leaders and battles of the Civil War (e.g., Ulysses S. Grant, Robert E. Lee, William Tecumseh Sherman, Stonewall Jackson; Battles of Bull Run, Shiloh, Fredericksburg, Vicksburg, Gettysburg, Appomattox).*⁹³ My lesson for this standard would be very simple. I would show my students a YouTube video about the generals called Battlefield Generals of the Civil War which was made by the American Battlefield Trust.⁹⁴ After this, I would create a PowerPoint with these generals and we would go over some of the battles that the generals were a part of. Afterwards, I would give students a worksheet that would allow for them to do a comparison on really any of the battles or general they may want to. For example, a student could compare and contrast the Battle of Bull Run and the Battle of Gettysburg, or they could compare and contrast Stonewall Jackson and Robert E. Lee. Once students are done with their worksheet, we would go around and share what they each learned by comparing and contrasting the two generals or battles. Students will get a deeper understanding of which generals and

⁹³ Massachusetts State Frameworks. *History and Social Science*. [Malden, MA] :Massachusetts Department of Elementary and Secondary Education, 2018.

⁹⁴ American Battlefield Trust. "Battlefield Generals of the Civil War: The Civil War in Four Minutes." YouTube video, (00:03:46). February 14, 2018. <https://www.youtube.com/watch?v=i7whX7JNA08&t=81s>

battles really impacted the civil war by doing research on them. do more research on my own to make sure that I had information about all of the generals and major battles so students could really choose which ones they wanted to pick from.

The fifth standard from subsection 5.T5 is standard 5.T5.5 which states: *describe the role of Abraham Lincoln in the development of the Republican Party and his actions as President during the Civil War, including the Emancipation Proclamation and the 13th, 14th, and 15th Amendments to the Constitution.*⁹⁵ My lessons for this standard would span a few days. For the first day, I would split up students and have each group research the political parties from the time when America first separated from Britain to the present day. In their research, I would want students to not only talk about which political parties there were, but also what each of these political parties stood for in America during this time. When we get to the parts about Abraham Lincoln, I would skip them first because I want to discuss the other more modern political parties they researched. I would explain to the class that we are coming back to Abraham Lincoln later. Upon finishing this discussion, we would then circle back to Abraham Lincoln's time and discuss his political party in depth, including the things his political party believed at the time, and how he was able to develop the party and make it even better. The next day would be movie day, as we would watch the Abraham Lincoln (Kids Discovering History Series) movie. This movie is a kid friendly version about the life of Abraham Lincoln. Along with watching the movie, the students would have a worksheet to fill out and answer about President Lincoln's life. The final day, we would have a Socratic seminar-type class, where we would talk about the questions from the previous day's movie, while also reviewing how a constitutional amendment gets passed. We would then discuss why the class thought that during

⁹⁵ *Massachusetts State Frameworks. History and Social Science. [Malden, MA] :Massachusetts Department of Elementary and Secondary Education, 2018.*

the middle of the Civil War, Lincoln passed the Emancipation Proclamation, and also why he fought so hard for the 13th, 14th, and 15th amendments to be added to the constitution after his death. By doing this Socratic seminar, students can learn and use critical thinking skills, while also learning how changes to the constitution are made. In addition, it will also help them prepare for the next state standard, 5.T5.6.

The sixth standard from subsection 5.T5 is 5.T5.6 which states: *explain the consequences of the Emancipation Proclamation and the 13th, 14th, and 15th Amendments for the rights of African Americans.*⁹⁶ This lesson would be a continuation of what was done in the previous Socratic seminar-type lesson and would be a two day lesson. The first day would start with a quick review of the emancipation proclamation and the 13th through 15th Amendments. We would then have a class discussion about what the class believed the consequences of the emancipation proclamation and the 13th through 15th Amendments were. This would be a good conversation for students as we would dig into everything from the Civil War – how African Americans had to fight to even be freed from their slavery, how they also had to fight to have the same rights as white American citizens or even be able to vote. And that was just for the African American men, as the women still had no rights within this system. The next day, we would start with a video about the women’s suffrage movement. The reason for this is so that students could compare the women’s suffrage movement to the 13th to 15th amendment. The video will be a read aloud of a book, *Ring the Justice Bell* by Tara Videon, illustrated by Ellen T Crenshaw.⁹⁷ This book is a great picture book that would help to explain the women’s suffrage movement to the students as some may not have heard of it before. After listening to the read aloud, I would then

⁹⁶ Massachusetts State Frameworks. *History and Social Science*. [Malden, MA] :Massachusetts Department of Elementary and Secondary Education, 2018.

⁹⁷ Videon, Tara. *Ring the Justice Bell* . Columbus, OH: Highlights Kids, 2020.

have students get into groups to discuss how the passage of the 19th amendment is similar and different to the passing of the 13th to 15th amendments. This question would be asked because while the passing of the 13th to 15th amendments was different, they share some similarities. After giving students some time to discuss this question together in groups, we would come together and have a class discussion. This second day activity is done to help students compare two historical events, but also provide some background knowledge on the 19th amendment that they will learn about in school at a later date.

The seventh standard from subsection 5.T5 is 5.T5.7 which states, *describe living conditions for African Americans following the Civil War, during the Jim Crow era, including limited educational and economic opportunities, separate public facilities (e.g., segregated schools and colleges, neighborhoods, sections in buses, trains, restaurants, and movie theaters), the organized perpetuation of white supremacist beliefs and the threat of violence from extra-legal groups such as the Ku Klux Klan. Describe the role African American churches, civic organizations, and newspapers played in supporting and unifying African American communities.*⁹⁸ This standard would involve a multi-day lesson plan. The first day would focus on using a KWL chart to ask students what they know about life after the Civil War for African Americans, and what they want to learn about this topic. After having students fill out the first two parts of the KWL chart, we would do a PowerPoint presentation about life after the Civil War for African Americans as a class and students would fill in the L column, also known as the learned column on their KWL chart. The final day of the lesson would cover the prominence of African American businesses during the time of reconstruction, and how they helped out during that period of time. For this lesson, I would try to find an African American-owned business that

⁹⁸ *Massachusetts State Frameworks. History and Social Science. [Malden, MA] :Massachusetts Department of Elementary and Secondary Education, 2018.*

has been around since reconstruction. If I could find one, I would have them come and talk to my class, either in-person or through Zoom, about how their business struggled during reconstruction, but also how they also helped the African American community during that era as well. If I couldn't, what I would do is compare the current businesses to the past. I would personally find a current African American-owned business that my class and I would visit. At the place of business, I would allow my students to ask questions to the business owner to allow them to get to understand the business side more. We would then return to the classroom and talk about African American-owned businesses during the era of Reconstruction. After both seeing a current business and hearing about a business from the past, my students would then compare and contrast the current and past businesses to see what struggles they had in common, along with what they did or are doing to help the local community. At the end of this, students would present their findings to the class.

The eight state standard from standards 5.T5 is 5.T5.8, *research and analyze one of the people, organizations, events, or legislative acts from the 20th century that contributed to expanding civil rights of African Americans, women, and others in the United States.*⁹⁹ For this standard, there would be two main activities. First, the implementation of the finished research project which would be done through a history fair. At the history fair, the students would have a chance to present their projects not only to the entire school, but also their parents. The next portion of this project would be a reflection of the abolition research project. Students would have a chance to reflect on the abolition research project through a worksheet on which they say what they liked the best about the project and what they didn't like. In addition, during this reflection students would have a chance to compare their abolitionist to one of the famous

⁹⁹ *Massachusetts State Frameworks. History and Social Science. [Malden, MA] :Massachusetts Department of Elementary and Secondary Education, 2018.*

people, events, organizations, or women from the 20th century. Some of these 20th century women, people, events, or organizations would be talked about in a lesson right before the history fair.

Activity	Day of Unit Plan
Map of where slavery was banned in the United States	1
Doddle Notes on how slavery was pushed into the western states	2
Research on how slavery was different in the North and South	2 and 3
Introduction to abolition research project through the 1808 law	4
Work on Abolitionist Research Project in class	5-7
Cause and Effects of the Civil War	8
America and there political parties	9
Work on Abolitionist Research Project in class.	10
The Battles and Generals of the Civil War	11
Abraham Lincoln Movie and Questions	12
Socratic Seminar Part 1: Answering the questions from the movie.	13
Socratic Seminar Part 2: Consequences of the Emancipation Proclamation and 13 th -15 th Amendments	14
Comparison of the 13 th -15 th amendment and 19 th amendment	15
Work on Abolitionist Research Project in Class	16-18
KWL Chart of life after the Civil War for African Americans	19
Reconstruction discussion of African American-owned stores	20
Discussion on famous 20 th century people, ideas, events, and organizations.	21
Work on Abolitionist Research Project in Class.	22-24
History Fair	25
Reflection, comparison of famous 20 th century people, ideas, events and organizations to students abolitionist timeline	26

Chart 2: Unit Plan Timeline

Conclusion

The research seen here makes it clear that very few of the textbooks used to teach children actually tell an accurate history of slavery in America, including information about some of the big events that led to the state of slavery during the early colonial era and to the state of slavery as America headed to Civil War. In addition, it's also important to note that even if the standards covered by Massachusetts do not fully reflect the lens of the correct way to teach about slavery, there are many different lessons and ideas as well as a full unit that a teacher could use to help teach the idea of slavery through a social justice lens. All that is required besides the lesson plans and unit plans is a new textbook. The problem with this is the fact that Bridgewater State University's library's newest textbook was published in 2012, and this was a new edition of one from the early 2000s. This does not mean that there is no new one out there, however, schools need to do a better job at advocating within both school committees and at upper level administration to make sure their textbooks, physical or digital, are up to date and not from the 1950s, which I'm sure are still used by some schools. In addition, the Massachusetts Department of Elementary and Secondary Education must add guides on how to teach these standards in a classroom. Some of these are difficult topics to teach, and without a guide on how to have these discussions, nothing will come out of it for either student or teacher. By doing both of these things, slavery in schools can be taught the right way, because that is unfortunately not 100% the case right now. Doing this honors thesis has also affected my role as a classroom teacher, as now I'm going to make sure that I vet the textbooks I use with my students before allowing them to read the full book.

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