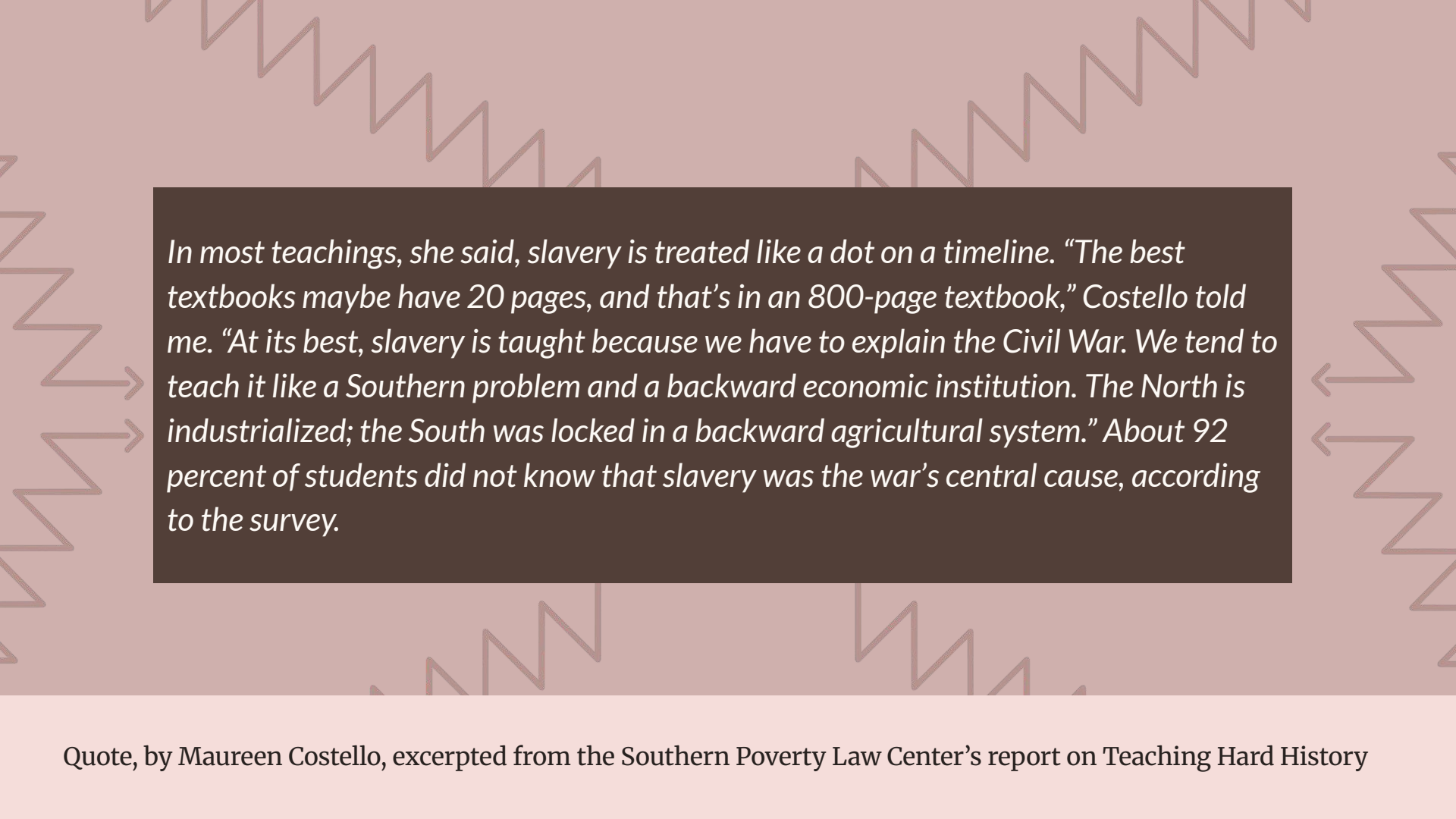


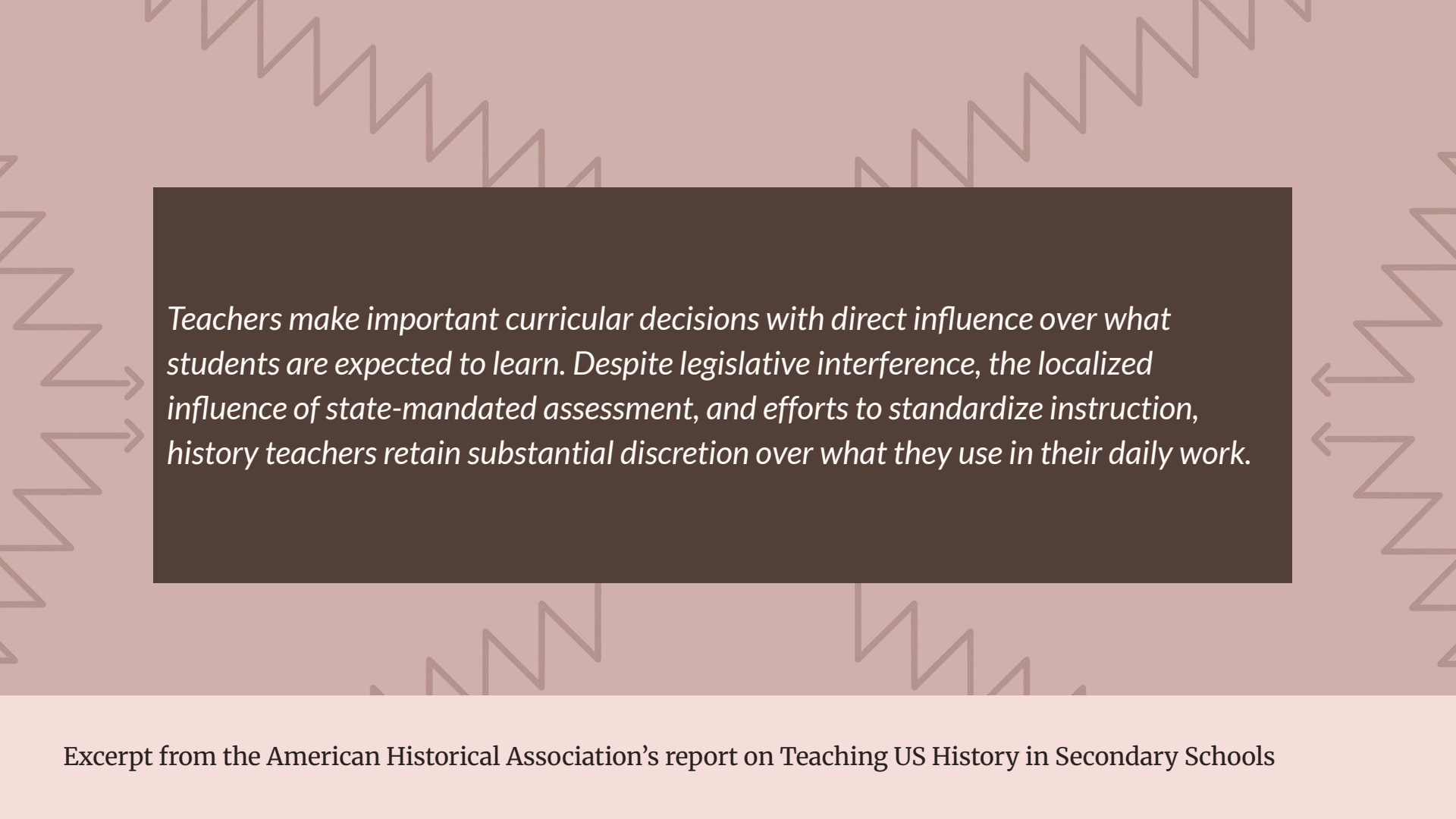
*Elementary-school teachers, worried about disturbing children, tell students about the “good” people, like the abolitionists and the black people who escaped to freedom, but leave out the details of why they were protesting or what they were fleeing. Middle-school and high-school teachers stick to lesson plans from outdated textbooks that promote long-held, errant views. That means students graduate with a poor understanding of how slavery shaped our country, and they are unable to recognize the powerful and lasting effects it has had.*

Excerpt from, “Why Can’t We Teach This?” by Nikita Stewart



*In most teachings, she said, slavery is treated like a dot on a timeline. “The best textbooks maybe have 20 pages, and that’s in an 800-page textbook,” Costello told me. “At its best, slavery is taught because we have to explain the Civil War. We tend to teach it like a Southern problem and a backward economic institution. The North is industrialized; the South was locked in a backward agricultural system.” About 92 percent of students did not know that slavery was the war’s central cause, according to the survey.*

Quote, by Maureen Costello, excerpted from the Southern Poverty Law Center’s report on Teaching Hard History



*Teachers make important curricular decisions with direct influence over what students are expected to learn. Despite legislative interference, the localized influence of state-mandated assessment, and efforts to standardize instruction, history teachers retain substantial discretion over what they use in their daily work.*

Excerpt from the American Historical Association's report on Teaching US History in Secondary Schools