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An Analysis of a High School American History Textbook

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Honors Research Project

An Analysis of a High School American History Textbook

By: Harris Ong

23 April 2021

Introduction

The history that we are taught and the history of what has actually happened throughout time do not always line up perfectly. This applies to the textbooks that we use in classrooms all across America. There is some sort of historical bias present in almost every textbook. This paper will examine one specific textbook, *America: Pathways to the Present*, (2003), a Modern United States history textbook written by Andrew Clayton, Elisabeth Israels Perry, Linda Reed, and Allan M. Winkler. This textbook has been selected because it was the textbook used at my high school for American History. There will be two main parts to this paper, the first being the analysis of the textbook and the second being the analysis of the Ohio Learning Standards for Social Studies, most recently written and updated by the Ohio Department of Education in 2018. The analysis of this textbook will be through a case study on Race by looking at four major events in American History. These four events will be the history of enslaved people, immigration, Japanese Internment Camps during World War II, and the Civil Rights Movement. The analysis of the learning standards will include looking at how the textbook aligns with the standards. These events have been picked because they are major ones in US History and are centered around race, one of the most controversial topics in any high school classroom in America, and late 19th century immigration.

Problems with Textbooks

Textbooks in America have a long history of problems. These problems include things like incorrect facts, biases, and omission of facts and events. Problems like these are documented in James Loewen's *Teaching What Really Happened: How to Avoid the Tyranny of Textbooks and Get Students Excited About Doing History*. Loewen covers his time as a history professor and seeing the misinformation that students have been taught firsthand as they enter college. These same types of problems are referenced in Gary Tobin and Dennis Ybarra's *The Trouble with Textbooks: Distorting History and Religion*. Tobin focuses on Israel and Religion in his book, but his arguments can be applied to any subject covered in a history textbook.

One important case study for this misinformation centers around an experience that Loewen had during his first year teaching at the University level. In the book, Loewen states that on the first day of class he asked his "seminar, "What was Reconstruction? What images come to your mind about the era?"¹ He goes on to talk about the answers that he received from his students. The answers that he received were far from the truth of what reconstruction actually was. Loewen says that he "sat stunned. So many major misconceptions of facts glared from that statement that it was hard to know where to begin a rebuttal."² Loewen then decided to find out

¹ James W. Loewen, *Teaching What Really Happened: How to Avoid the Tyranny of Textbooks and Get Students Excited About Doing History* (United Kingdom: Teachers College Press, 2018), 3

² Loewen, *Teaching What Really Happened: How to Avoid the Tyranny of Textbooks and Get Students Excited About Doing History*, 3

why his students believe these misconceptions which ultimately led him to write his own textbook covering the history of Mississippi.³

In the book, Loewen mentions the federal court case *Loewen et al. v. Turnipseed et al.*⁴ which was a response to his textbook being denied use in Mississippi State public schools. Loewen says that following the case, the “experience proved to [him] that history can be a weapon, and it had been used against [his] students”.⁵ In this quote Loewen is saying that these students had been misled in their history classes and that the public school system had used history as a weapon to push forward their first agenda.

Later on in his book, Loewen begins to talk about why history is important. He specifically talks about why high school history, and in turn the textbooks used in those classes, are so important in America. Loewen reports that “five-sixths of all Americans never take a course in American History after they leave high school.”⁶ This figure shows that for most Americans, their education of American History begins and ends with their public-school education. Textbooks in American classrooms are often the “sole source, or the predominant one, of information on a particular subject. Since teachers are not necessarily experts in the field they

³ Loewen, *Teaching What Really Happened: How to Avoid the Tyranny of Textbooks and Get Students Excited About Doing History*, 5

⁴ Loewen, *Teaching What Really Happened: How to Avoid the Tyranny of Textbooks and Get Students Excited About Doing History*, 5

⁵ Loewen, *Teaching What Really Happened: How to Avoid the Tyranny of Textbooks and Get Students Excited About Doing History*, 7

⁶ Loewen, *Teaching What Really Happened: How to Avoid the Tyranny of Textbooks and Get Students Excited About Doing History*, 11

are teaching, ...both educators and students rely on textbooks for guidance.”⁷ Because of these facts, Americans “place great faith in textbooks as a means of providing...an understanding of American History”.⁸ Unfortunately, the truth for many textbooks is that “the writers about certain textbook topics do not know much about their subjects.”⁹ These writers typically work for the publishing company or for a textbook development agency, while “the well credentialed scholars whose names appear as authors of the textbook have little if anything to do with the actual writing or content of the book”.¹⁰

Learning the correct history is crucial because it helps to curb the growth of ethnocentrism. Loewen argues that “American exceptionalism promotes ethnocentrism... [and] fosters bad history.”¹¹ He goes on to say that “writing a past sanitized of wrongdoing means developing a book or course that is both unbelievable and boring. Making our past seem ever-credible comes at the expense of making it seem never credible.”¹² In saying this, Loewen is arguing that washing our history of anything controversial only makes it unbelievable and

⁷ Gary A. Tobin and Dennis R. Ybarra, *The trouble with textbooks: Distorting history and religion* (Washington DC: Lexington Books, 2008), 2

⁸ Michael Romanowski, *Problems of bias in history textbooks* (1996), 170

⁹ Tobin and Ybarra, *The trouble with textbooks: Distorting history and religion*, 4

¹⁰ Tobin and Ybarra, *The trouble with textbooks: Distorting history and religion*, 4

¹¹ Loewen, *Teaching What Really Happened: How to Avoid the Tyranny of Textbooks and Get Students Excited About Doing History*, 15

¹² Loewen, *Teaching What Really Happened: How to Avoid the Tyranny of Textbooks and Get Students Excited About Doing History*, 15

noncredible. Many school officials around the country believe that this should be done to protect our children so that they do not “grow up to hate the United States.”¹³

Omissions are also a major problem in American textbooks. Tobin and Ybarra contend that when “the text that could explain the difficulties in controversial passages is instead replaced by brightly colored illustrations or amusing but-not-edifying sidebars, the resulting lesson becomes weakened simply by the omissions.”¹⁴ Textbooks, in an effort to be quicker and more direct, often omit important information about certain topics. Failing to mention American wrongdoings or omitting important facts in textbooks and classrooms will not keep children from learning the truth about those subjects. There are many ways for students to learn of these wrongdoing or facts. That could be through research on the internet, in a college classroom, on the news, or even in some form of media like a documentary. Learning these things outside of the classroom will only make them question what they have learned and the system that taught it to them.

¹³ Loewen, *Teaching What Really Happened: How to Avoid the Tyranny of Textbooks and Get Students Excited About Doing History*, 15

¹⁴ Tobin and Ybarra, *The trouble with textbooks: Distorting history and religion*, 5

Textbook Analysis

The textbook *America: Pathways to the Present (2003)* was chosen for analysis because it is a textbook that is familiar to me. The publisher of this textbook, Prentice Hall, is a major textbook publisher, working under the parent company Pearson Education. While the textbook is somewhat old, textbooks of this age are still used in some High School American History classrooms throughout America. As mentioned before, this edition of the textbook is what was used in my high school American History class. Looking at an older textbook also allows this paper to examine how the fairly recent State Standards work alongside an older textbook.

The examination of *America: Pathways to the Present* will be split into four different sections. The first of these sections will cover the topic of enslaved people in the United States. The second section will cover the topic of immigration. The third section will cover the topic of Japanese Internment Camps during World War II. The fourth and final section of the paper will cover the topic of the Civil Rights Movement. This analysis of the textbook is important because it will examine how well the textbook explains each of the four topics listed above in terms of historical accuracy.

Each section of the textbook analysis will look at the facts presented within the section and examine the overall picture that the textbook presents about the topic. This examination of the facts will be done by comparing what the textbook says about the topic to other published historical sources that talk about that same topic. If the coverage of the topic generally concurs with what the other sources say, then the textbook will be considered to have a historically accurate coverage of the topic. Conversely, if the facts are presented by the book contrast with what is found in other reputable sources, then the textbook's coverage of the topic will be

considered historically inaccurate. The textbook's coverage of the topic can also be considered inaccurate if it omits many important details about the topic.

The textbook should effectively cover each and every topic examined in this paper, however, that may not be the case. Like many other textbooks, this one could suffer because many American school officials try to keep our students from learning the truth in an attempt to protect the respected American image. This results in students "learning to repeat a simplified national narrative."¹⁵ History is a very complex topic and requires a teacher that understands these complexities. Teachers that truly understand the complexities of History:

find the celebratory account encapsulated between the covers of the typical history textbook problematic. They teach it... as one of many sources and without any special elevated authority.¹⁶

If all teachers in America found this coverage problematic, the issues with textbooks that are caused by both authors and policy makers would not be as big of a concern in the classroom. This, however, is not that case as "the literature suggests that such teachers are exceptionally rare."¹⁷ While teachers are not solely to blame, they are the final line between the simplified narrative presented in textbooks and the true story of American History.

In this study, if a section of the textbook is found to be historically inaccurate in its coverage of a certain topic, then suggestions of how the textbook could improve the coverage will be made. If the section presents incorrect facts, then the correct facts will be presented as the

¹⁵ Bruce VanSledright, "Narratives of Nation-State, Historical Knowledge, and School History Education." *Review of Research in Education* 32 (2008), 129

¹⁶ Bruce VanSledright, "Narratives of Nation-State, Historical Knowledge, and School History Education.", 119

¹⁷ Bruce VanSledright, "Narratives of Nation-State, Historical Knowledge, and School History Education.", 119

possible correction as well as a suggestion to just remove the incorrect facts. If the textbook omits important facts in a section, then the suggestion will be to add to the coverage and include the important facts. If the textbook does a good job covering the topic, then there will not be any suggestions for improvement of the coverage.

Textbook Analysis – Part I: Enslaved People

Part I of the textbook analysis begins with the topic of enslaved people in the United States. The textbook covers enslaved people in a few different time periods. The first of these is the beginning of enslaved people being brought to the Americas, the next is colonial laws concerning enslaved people and revolts during colonial America, and the last is the ending of the enslavement of people and the American Civil War. These sections of the textbook are not extremely in-depth because of the class that the textbook is intended for use in. According to the state standards written by the Ohio Board of Education, high school American History should briefly cover the time period up to Reconstruction and then move into more in-depth analysis following Reconstruction.¹⁸ This brief coverage of the period before Reconstruction is meant to serve as a refresher for students, as they learned this information in 8th grade. The year in between Pre-Reconstruction history in 8th grade and Post-Reconstruction history in 10th grade causes some students to forget what they have learned, making the refresher period necessary. The textbook meets this expectation by keeping the analysis of American History Pre-Reconstruction brief.

The first analysis of enslaved people in the textbook is a brief, two paragraph section about how enslavement started. In this section, the textbook references the start of plantations in the United States and the use of Native Americans on the plantations for Labor.¹⁹ The textbook

¹⁸ "Ohio's Learning Standards." Ohio Department of Education. 2018.

<http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Social-Studies/Ohio-s-Learning-Standards-for-Social-Studies/SSFfinalStandards01019.pdf.aspx?lang=en-US>.

¹⁹ Andrew Clayton et al., *America: Pathways to the Present: Modern American History* (Needham, MA: Prentice Hall, 2003), 12

then begins to cover the West African enslaved person trade, saying that “it appears some 9-11 million people were enslaved” and that the enslaved people “were regarded as mere property and were treated no better than farm animals.”²⁰²¹ The textbook gives a quick introduction to enslaved people here before analyzing it more later on.

The next section about enslaved people in the textbook covers colonial laws and revolts. This section is a little longer than the first section, covering about three pages of the textbook. The section points out that enslaved people had different experiences and were subject to different laws in different geographical areas of the colonies. For instance, “[a]bout 400,000 African Americans lived in the Southern Colonies by the late 1700’s [while] there were only about 50,000 African Americans in the New England and Middle Colonies combined.”²² The textbook lays out the differences in the types of jobs that enslaved people worked depending on the geographical area that they lived in. For the most part, enslaved people in the Southern Colonies worked on plantations, the enslaved people in the Middle and New England Colonies worked as servants of some kind or in factories.²³

The laws that governed these enslaved people were different in each and every colony. The section of the textbook about governing laws does not go into specifics about the different laws in each colony, but it does give a few general examples. This section also looks at revolts by enslaved people, but only mentions one specific revolt, the Stono Rebellion, during which

²⁰ Clayton, *America: Pathways to the Present: Modern American History*, 12

²¹ Clayton, *America: Pathways to the Present: Modern American History*, 12

²² Clayton, *America: Pathways to the Present: Modern American History*, 29

²³ Clayton, *America: Pathways to the Present: Modern American History*, 29

enslaved people “killed more than 20 whites.”²⁴ This is one area where the textbook could improve, as “a few early slave revolts were documented” but the textbook only mentions one by name.²⁵ The textbook also does not talk much about the rebellion, omitting facts along the way. The textbook never mentions that “[a]bout forty slaves died in the fighting [and] others fled into the countryside, some hoping to return to their home plantations before the absence was noted.”²⁶ This quote comes from a journal entry written Darold Wax, a professor of History at Oregon State University, who goes on to say that by the early 18th century “Blacks outnumbered whites in South Carolina.”²⁷ This, along with how other colonies compared at the time, is another fact that is not presented in the textbook. By this same time period, enslaved people accounted for 75.7% “of All Transatlantic Migrants” to the American Colonies, another fact that is not mentioned in the textbook.²⁸

The third part of the textbook’s coverage of enslaved people comes during the lead up to the Civil War. One major event during this period that the textbook covers is the *Scott v. Stanford* Supreme Court case, more commonly known as the Dred Scott Decision. This case is about an enslaved man, Dred Scott, “who filed a suit against his owner [arguing] that because he and his wife, Harriet, had once lived in States and territories where slavery was illegal, the

²⁴ Clayton, *America: Pathways to the Present: Modern American History*, 30

²⁵ Clayton, *America: Pathways to the Present: Modern American History*, 30

²⁶ Darold Wax, *The Great Risk We Run”: The Aftermath of Slave Rebellion at Stono, South Carolina, 1739-1745* (The Journal of Negro History 67, no. 2 (1982)), 136.

²⁷ Wax, *The Great Risk We Run”: The Aftermath of Slave Rebellion at Stono, South Carolina, 1739-1745*, 136.

²⁸ David Eltis, *The rise of African slavery in the Americas* (United Kingdom: Cambridge University Press, 2000), 11

couple was in fact free.”²⁹ In this landmark court case, Chief Justice Roger Taney ultimately ruled that:

A free negro of the African race, whose ancestors were brought to this country and sold as slaves, is not a "citizen" within the meaning of the Constitution of the United States. When the Constitution was adopted, they were not regarded in any of the States as members of the community which constituted the State, and were not numbered among its "people or citizen." Consequently, the special rights and immunities guaranteed to citizens do not apply to them. And not being "citizens" within the meaning of the Constitution, they are not entitled to sue in that character in a court of the United States, and the Circuit Court has not jurisdiction in such a suit.³⁰

This ruling meant that Scott was not legally allowed to sue someone in federal court because of his status as an enslaved person. Justice Taney also ruled that:

The Constitution of the United States recognises slaves as property, and pledges the Federal Government to protect it. And Congress cannot exercise any more authority over property of that description than it may constitutionally exercise over property of any other kind.³¹

Ultimately, this Supreme Court case established that the enslavement of people was protected by the constitution, and thus the federal government, and that enslaved people had no legal right to

²⁹ Clayton, *America: Pathways to the Present: Modern American History*, 140

³⁰ *Transcript of Dred Scott v. Sanford (1857)* (Our Documents - Transcript of Dred Scott v. Sanford (1857)).

³¹ *Transcript of Dred Scott v. Sanford (1857)* (Our Documents - Transcript of Dred Scott v. Sanford (1857)).

citizenship in the United States. The textbook covers this landmark case well, mentioning the most important parts of the decision. Specifically, the textbook states that:

the justices held that Scott, and therefore all slaves, were not citizens and therefore had no right to sue in court. The Court also ruled that living in a free territory for a time had not made Scott free. Most important, the Court found that Congress had no power to ban slavery anywhere, including the territories, because slaves were private property.³²

The textbook moves through the Civil War and ends its discussion of enslaved people with the passage of the 13th Amendment, which “ended slavery in the United States forever.”³³

The actual wording of the amendment reads as:

neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.³⁴

While the discussion of the 13th Amendment is a good ending point for the discussion of enslaved people, the textbook fails to mention when the last enslaved people in America were truly freed. Many people believe that the Emancipation Proclamation freed enslaved people in America. However, “emancipation did not come to Texas until general George Granger rode into Galveston and issued *General Orders No. 3* on June 19th. This was almost two and a half years after President Abraham Lincoln had signed the Emancipation Proclamation.”³⁵ Slavery in Texas

³² Clayton, *America: Pathways to the Present: Modern American History*, 140

³³ Clayton, *America: Pathways to the Present: Modern American History*, 190

³⁴ Clayton, *America: Pathways to the Present: Modern American History*, 190

³⁵ Charles Andrew Taylor, *Juneteenth: A celebration of freedom* (North Carolina: Open Hand Publishing, LLC, 2002), 3

survived the longest because “during the Civil War, Texas did not experience any significant incursions by Union forces.”³⁶ This information is not found in the textbook, but is an important moment in United States History. This end to the enslavement of people in Texas, and the United States as a whole, is still celebrated in America today. This holiday is known as Juneteenth and is celebrated annually on the 19th of June. The analysis of enslaved people would benefit greatly from the addition of information about the ending the enslavement of people in Texas, the final state to hold out, following the Civil War.

Overall, the analysis of enslaved people in the textbook could improve. While it effectively covers landmark legal actions like the Dred Scott Decision and the 13th Amendment, it lacks when it comes to analysis of events like the ending of the enslavement of people and enslaved people revolts. The textbook also does not cover the social history of enslaved people outside of the topic of revolts or the jobs that they held. The textbook would benefit from a more in-depth analysis of the statistics surrounding enslaved people as well as their social history in both America’s formative and modern periods.

³⁶ Taylor, *Juneteenth: A celebration of freedom*, 4

Textbook Analysis – Part II: Immigration

Part II of the textbook analysis centers on immigration in the United States. The textbook mainly covers immigration during the mid to late 19th and early 20th Centuries. The textbook covers three major places the immigrants come from, Europe, Asia, and Mexico. Each group of immigrants had their share of hardships and struggles upon coming to the United States. The textbook covers immigration in general before documenting the struggles that each group of immigrants faced.

The textbook first covers immigration in general, talking about why people moved from their homes to the United States. It talks specifically about two groups of people in this section, sharecroppers and merchants from Sicily and Jewish people from Russia. Some of these people moved to America in hopes “of getting rich , or at least securing free government land through the Homestead Act. Others yearned for personal freedoms.”³⁷ This section of the textbook also shows the impact that immigration had on the United States. By 1920 the population of the United States almost doubled from its 1860 total, as “close to 30 million additional people entered the country.”³⁸ The textbook could benefit by adding details about other groups of people that immigrated to the United States in waves. One major group would be people from Ireland that immigrated both leading up to and following the Irish Potato Famine. While this event happened before the textbook begins to cover immigration, Irish immigration continued well on into the 20th century. Irish immigrants composed a large part of early to mid-19th century immigration, making up “over one third of all immigrants to the United States. In the 1840s, they

³⁷ Clayton, *America: Pathways to the Present: Modern American History*, 298

³⁸ Clayton, *America: Pathways to the Present: Modern American History*, 298

comprised nearly half of all immigrants to this nation.”³⁹ Irish immigration is a major part of US history and should be included in this section.

The next immigration section focuses on general European immigrants. It only mentions immigrants from two specific countries, Italy and Poland. This section mentions the different places that European immigrants came from before coming to the United States, and specifically New York. Upon arrival in New York, immigrants were required “to undergo a physical examination. Those who were found to have a contagious disease such as tuberculosis faced a quarantine.”⁴⁰ Other than the possible quarantines, the textbook does not cover any attempt at possible restrictions of European immigration during this time period. The textbook does not cover the 1917 Immigration Act or literacy tests imposed. The literacy tests required immigrants to read “short passages in any language, and if a man was literate and his wife and children weren’t, they all still earned access to the country.”⁴¹ The main goal of this Act amongst supporters was to limit “the number of new arrivals...mainly from eastern and southern Europe.”⁴² The textbook names the places that immigrants settled like New York, Boston,

³⁹“Irish-Catholic Immigration to America : Irish : Immigration and Relocation in U.S. History : Classroom Materials at the Library of Congress : Library of Congress.” The Library of Congress.

<https://www.loc.gov/classroom-materials/immigration/irish/irish-catholic-immigration-to-america/>.

⁴⁰ Clayton, *America: Pathways to the Present: Modern American History*, 299

⁴¹ Boissoneault, Lorraine. “Literacy Tests and Asian Exclusion Were the Hallmarks of the 1917 Immigration Act.” *Smithsonian.com*, Smithsonian Institution, 6 Feb. 2017, www.smithsonianmag.com/history/how-america-grappled-immigration-100-years-ago-180962058/.

⁴² Boissoneault, Lorraine. “Literacy Tests and Asian Exclusion Were the Hallmarks of the 1917 Immigration Act.” *Smithsonian.com*, Smithsonian Institution, 6 Feb. 2017, www.smithsonianmag.com/history/how-america-grappled-immigration-100-years-ago-180962058/.

Chicago, Cleveland, Detroit, and Buffalo.⁴³ In these towns, ghettos emerged which the textbook defines as “areas in which one ethnic or racial group dominated”.⁴⁴ Similarly, Merriam-Webster dictionary defines a ghetto as “a quarter of a city in which members of a minority group live especially because of social, legal, or economic pressure.”⁴⁵ The textbook gives a definition that accurately defines the term while also making sure that it relates directly to the subject. This section would benefit from talking more about the different experiences of people from different countries in Europe. People from one part of Europe would not have had the same experience as someone from another part of Europe. For example, people immigrating from Ireland and people immigrating from Italy would not have had the same experiences or faced discrimination in the same way. Immigrants from European countries that spoke English would have also had an easier time adjusting to life in America when compared to immigrants from non-English speaking countries.

The next immigration section is about Immigrants from Asia. These immigrants also came to America looking for a better life. However, the textbook only mentions Chinese and Japanese immigrants. It does not talk about immigrants from any other Asian countries. While Chinese and Japanese immigrants made up the majority of Asian immigrants, they were not the only ones. The textbook would benefit from talking about other immigrants from Asia. Coverage of immigration from countries like Korea, India, and the Philippines.

One major piece of legislation covered in this section is the Chinese Exclusion Act of 1882 which “prohibited Chinese laborers from entering the country...The act was renewed in

⁴³ Clayton, *America: Pathways to the Present: Modern American History*, 299

⁴⁴ Clayton, *America: Pathways to the Present: Modern American History*, 299

⁴⁵ "Ghetto." Merriam-Webster. <https://www.merriam-webster.com/dictionary/ghetto>.

1892 and 1902 and then made permanent. It was not repealed until 1943.”⁴⁶ The coverage of this landmark piece of legislation is omitting some important information. While the textbook mentions this act was supported by many Americans because of racist ideals people held at the time, it does not mention that many people in government offices were also expressing these same ideals. When discussing the potential of stopping Chinese immigration, “republican after republican denounced the Chinese with a firmness in venom once the preserve of westerners. Although condemning the Chinese on racial, cultural, and religious grounds, congressmen across the country emphasized that they favored Chinese exclusion because they favored the working person.”⁴⁷ This sentiment of United States congressional delegates should be included in the book to paint a better picture of what the discussion of Chinese exclusion truly looked like inside the government. This omission may be a casualty caused by law makers and school officials wanting to protect the American image in textbooks and in classrooms around the country.

The last section of immigration focuses on immigrants from Mexico. Mexican laborers were hired by white Southwestern Americans to work on farms and ranches or in mines. They were hired because of the low wages that the employers could pay them. This section states that “employers valued Mexican immigrants for their skills and their willingness to take difficult jobs at low wages.”⁴⁸ Mexican Americans also were a large part of the labor force in the United States “when the Immigration Restriction Act of 1921 limited immigration from Europe and Asia.”⁴⁹

⁴⁶ Clayton, *America: Pathways to the Present: Modern American History*, 302

⁴⁷ Andrew Gyory, *Closing the gate: Race, politics, and the Chinese Exclusion Act* (North Carolina : Univ of North Carolina Press, 1998), 5

⁴⁸ Clayton, *America: Pathways to the Present: Modern American History*, 303

⁴⁹ Clayton, *America: Pathways to the Present: Modern American History*, 303

This law was an important piece of immigration legislation and the textbook only mentions it in passing. This act is known as the “Emergency Quota Law” and limited the amount of people that could come to the United States from a specific country.⁵⁰ The act drew “on eugenics research and recommendations of the Dillingham Commission (1907-1911), this temporary measure limited immigration “scientifically” by imposing quotas based on immigrants’ country of birth.”⁵¹ This important piece of immigration legislation should be covered more than just being mentioned in passing. One way to better cover this piece of legislation would be to talk about the so-called science behind the policy. The glossing over of the Immigration Restriction Act of 1921 may be another casualty caused by law makers and school officials wanting to protect the American image in textbooks and in classrooms around the country.

Part II, the immigration section of the textbook could use some work. Talking more about things like Irish immigration, the opinion of the US Congress on the Chinese Exclusion Act, and an analysis of the Immigration Restriction Act of 1921 would greatly help improve this section of the book. The inclusion of the 1917 Immigration Act would greatly improve the section by talking about the literacy tests that immigrants were required to take. The textbook could also improve on this section by including primary sources and first-person accounts of what immigration to America was like during this time period. Including these first-person accounts would give readers a look at the social history of immigrants. This would show their cultural practices and ways that they expressed their culture within their communities. While the book

⁵⁰ "Emergency Quota Law (1921)." Immigration History. <https://immigrationhistory.org/item/1921-emergency-quota-law/>.

⁵¹ "Emergency Quota Law (1921)." Immigration History. <https://immigrationhistory.org/item/1921-emergency-quota-law/>.

does a good job covering the topics mentioned within its pages, the omissions referenced about immigration hurt the textbook.

Textbook Analysis – Part III: World War II Internment Camps

Part III of the textbook analysis covers the topic of Japanese Internment Camps during World War II. The textbook mentions these camps in a section about the impact World War II had on Japanese Americans. This section in the textbook looks at the racial discrimination that Japanese Americans endured before, during, and after World War II. One of the major forms of discrimination that Japanese Americans endured came directly from the Federal Government in the form of Executive Order 9066, signed by President Franklin D. Roosevelt, which “authorized the Secretary of War to establish military zones on the West Coast and remove ‘any or all persons’ from such zones.”⁵² Through this executive Order, Japanese Internment Camps were created.

These camps were created to foster a sense of security in the American West. The textbook covers the harsh conditions that Japanese Americans faced inside these camps. Following the conversation about the conditions within the camps, it begins to talk about legal challenges during this time. One of the major legal cases during this time was the Supreme Court Case, *Korematsu v. United States (1944)*. The textbook refers to this case, stating that the Supreme Court “ruled that the relocation policy was not based on race.”⁵³ The justices that dissented the decision “labeled the policy ‘an obvious racial discrimination’.”⁵⁴ The textbook stops with its coverage of this court case after a brief explanation of it. However, the case was reopened in 1983 and the textbook does not mention this anywhere. The case was reopened with new evidence “on the basis of government misconduct.”⁵⁵ While this reopening of the case did

⁵² Clayton, *America: Pathways to the Present: Modern American History*, 626

⁵³ Clayton, *America: Pathways to the Present: Modern American History*, 627

⁵⁴ Clayton, *America: Pathways to the Present: Modern American History*, 627

⁵⁵ Facts and Case Summary - *Korematsu v. U.S*

not overturn the Supreme Court ruling, it did clear Korematsu's name. Justice Robert Jackson contended that "the nation's wartime security concerns ... were not adequate to strip Korematsu and the other internees of their constitutionally protected civil rights."⁵⁶ He goes on in his contention to call "the exclusion order 'the legalization of racism' that violated the Equal Protection Clause of the Fourteenth Amendment."⁵⁷ While this Supreme Court case originally justified the removal of Japanese Americans from their home, there were Justices at the time that did not agree with that decision. Years later when the case was reopened the same is true. There were still Justices that disagreed with the decision and showing why the decision should be considered wrong.

The textbook misses on a key aspect of the *Korematsu v. United States (1944)* case by not talking about the reopening of the case. Not only does it show that Fred Korematsu received some reparation for the racism that he endured, but it also provides more testimony about how wrong the treatment of Japanese Americans was at this time. While the textbook does a good job explaining the hardships that Japanese Americans faced in these camps, it falls short in the analysis of legal challenges surrounding these camps. The textbook also does not give insight into how the internment of Japanese Americans affected their cultural beliefs. The internment camps effected the lives of Japanese Americans in more ways than just restricting them to the camps. The racism that they endured during this period is another area where the textbook could include more insight. Talking about how Japanese Americans were singled out because "white Americans could not 'distinguish between loyal and disloyal Japanese,'" which reads, "in context, like polite versions of 'they all look alike,'" would help to better cover the racism

⁵⁶ Facts and Case Summary - Korematsu v. U.S

⁵⁷ Facts and Case Summary - Korematsu v. U.S

endured.⁵⁸ The textbook would benefit greatly from the addition of the reopening of this case as well as Justice Jackson's decision in the case.

⁵⁸ William R. Handley and Nathaniel Lewis. Cameras and Photographs Were Not Permitted in the Camps: Photographic Documentation and Distortion in Japanese America Internment Narratives pg. 235

Textbook Analysis – Part IV: Civil Rights Movement

The fourth and final part of the textbook analysis covers the Civil Rights Movement. This section investigates three major topics of the Civil Rights Movement. These topics will be the *Brown v. Board* Supreme Court Case, Dr. Martin Luther King Jr. and the March on Washington, and the Civil Rights Act of 1964.

The *Brown v. Board* Supreme Court Case is one of the most famous Supreme Court cases in United States History. In this case, “Oliver Brown sued the Topeka, Kansas, Board of Education to allow his 8-year-old daughter Linda to attend a school that only white children were allowed to attend.”⁵⁹ In this landmark case, Justice Earl Warren ruled “that's the ‘separate but equal’ doctrine and could not be applied to public education. A year later the court ruled that local school boards should move to desegregate ‘with all deliberate speed’.”⁶⁰ Following the statement of the ruling, the textbook begins to talk about reactions to the Court case. However, the textbook only really examines reactions of White Americans. It does not mention how African Americans reacted to the ruling. It also does not talk about the outcome of the cases affected African Americans and the Public School system as a whole. This court ruling and “constitutional guarantee of equal educational opportunity [was] an arid abstraction, having no effect whatsoever on the educational offerings black children [were] given or the deteriorating schools they [attended].”⁶¹ While things were supposed to change for the better following this court case, things did not drastically change following the court case. In 1962, “five years after

⁵⁹ Clayton, *America: Pathways to the Present: Modern American History*, 699

⁶⁰ Clayton, *America: Pathways to the Present: Modern American History*, 700

⁶¹ James T. Patterson and William W. Freehling, *Brown v. Board of Education: A civil rights milestone and its troubled legacy* (United Kingdom: Oxford University Press, 2001), 210

the infamous 1957 standoff in Little Rock, Arkansas, only 1 percent of southern black students attended school with whites.”⁶² The real progress for school integration came after the passage of the Civil Rights Act of 1964. Segregation of housing was one major reason that

racial mixing in schools was showing an overall national decline by the late 1990s. In 1999 Gary Orfield and his colleagues estimated that in 1972-73...63.6 percent of black public school pupils add gone to school with a less than half the student body was white. Similar percentages had persisted until the late 1980s. By 1966-67, however, this percentage had increased to 68.8.⁶³

This is a significant aspect of the history surrounding this case that the textbook just ignores.

Dr. Martin Luther King Jr. is one of the most influential and famous figures from the Civil Rights Movement. He was an influential voice in the Montgomery bus boycott and eventually became “one of the most loved and admired - and also one of the most hated - people in the United States. King became not only a leader for the African American Civil Rights Movement but also a symbol of nonviolent protests for the entire world.”⁶⁴ King eventually gained worldwide recognition, being awarded “the Nobel Peace Prize in 1964.”⁶⁵ The Civil Rights Movement came to a head with the March on Washington, during which King gave his famous *I Have a Dream* speech which is documented in the textbook. The textbook does a good

⁶² Francis, David R. “The Effect of Brown v. Board of Education on Blacks' Earnings.” NBER, www.nber.org/digest/dec05/effect-brown-v-board-education-blacks-earnings.

⁶³ James T. Patterson and William W. Freehling, *Brown v. Board of Education: A civil rights milestone and its troubled legacy* (United Kingdom: Oxford University Press, 2001), 212

⁶⁴ Clayton, *America: Pathways to the Present: Modern American History*, 706

⁶⁵ Clayton, *America: Pathways to the Present: Modern American History*, 707

job explaining who King was and what he accomplished, but it does not explain much about who the man is. The textbook does not talk about his life before the Civil Rights Movement or about his work as a Reverend. However, this is similar to how other major historical figures are covered in the textbook. Presidents Abraham Lincoln and John F. Kennedy, two other historical figures who were assassinated, are also treated like this. The textbook analyzes what both Presidents accomplished while in office and the lasting impact that they had on the nation, but it does not talk about their life before their Presidency.

The Civil Rights Act of 1964 was a key piece towards racial equality. The act was introduced following many different Civil Rights Events, one of which being the March on Washington mentioned above. The book also mentions two other major Civil Rights events that led to the passage of the Civil Rights Act of 1964. The first of these being the Clash in Birmingham during which “police used high-pressure fire hoses, which could tear the bark from trees, on the demonstrators. They also brought out trained police dogs that attacked the marchers’ arms and legs. When protesters fell to the ground, policemen beat them with clubs and took them off the jail.”⁶⁶ The other major event would be President John F. Kennedy’s 1963 speech following the Clash in Birmingham. During this speech, Kennedy condemned racism, saying “the time has come for this nation to fulfill its promise”, meaning that America needed to become free for African Americans like it was for White Americans.⁶⁷ The Civil Rights Act of 1964 had four major parts called titles which “include these provisions:

1. Title I banned the use of different voter registration standards for blacks and whites.

⁶⁶ Clayton, *America: Pathways to the Present: Modern American History*, 714

⁶⁷ Clayton, *America: Pathways to the Present: Modern American History*, 717

2. Title II prohibited discrimination in public accommodations, such as motels, restaurants, gas stations, theaters, and sports arenas.
3. Title VI allowed the withholding of federal funds from public or private programs that practice discrimination.
4. Title VII banned discrimination on the basis of race, sex, religion, or national origin by employers in unions, and also created the Equal Employment Opportunity Commission (EEOC) to investigate charges of job discrimination.”⁶⁸

The textbook’s coverage of the Civil Rights Act of 1964 analyzes the lengths the government went to in order to get the act passed, as well as the struggles that African Americans still faced following the passage of the act. These struggles typically centered on disproportionate voting rights. There were places in the country where African Americans still could not vote after the passage of the Civil Rights Act. In areas where African Americans were able to vote, “the Ku Klux Klan held rallies to intimidate the voters.”⁶⁹ The textbook, however, does not come right out and say that the act was truly targeted at the South, it only implies this fact. In the North, many “states in cities already had legislation prohibiting discrimination in employment and/or public accommodation.”⁷⁰ In fact, “some parts of the North already had their own versions of Titles 2 and 7.”⁷¹ Congressmen from southern states argued “that the bill was aimed only at their

⁶⁸ Clayton, *America: Pathways to the Present: Modern American History*, 719

⁶⁹ Clayton, *America: Pathways to the Present: Modern American History*, 719

⁷⁰ David B Filvaroff and Raymond E. Wolfinger, "The origin and enactment of the Civil Rights Act of 1964." (1995),

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⁷¹ David B Filvaroff and Raymond E. Wolfinger, "The origin and enactment of the Civil Rights Act of 1964.", 38

constituents.”⁷² The textbook would benefit from this addition, but it is not necessary in order to get the importance of this act across to students.

The textbook definitely has some room for improvement when it comes to the coverage of the Civil Rights Movement. However, this section is the best of the four that have been analyzed in this paper. The only significant omissions from this section are the missing commentary on the outcome of the *Brown v. Board* Supreme Court Case decision and insight into the social lives of African Americans during this time. This insight could be given by talking about how religion played a role in African American Communities during the Civil Rights Movement. For instance, “strong attachment to religion may undermine some forms of political activism, it may also empower individuals who are actively involved in church life to participate in collective action.”⁷³ Talking about the lives of African Americans more in-depth and adding the commentary to the *Brown v. Board* section would complete the Civil Rights Movement section of the textbook.

⁷² David B Filvaroff and Raymond E. Wolfinger, "The origin and enactment of the Civil Rights Act of 1964.", 38

⁷³ Johnny E. Williams, *African American religion and the civil rights movement in Arkansas*. Univ. Press of Mississippi (2003),

Learning Standards Analysis

This section of the paper will focus on the Ohio Learning Standards for Social Studies that have been written by the Ohio Board of Education. The published standards for American History will be used for this analysis.⁷⁴ These standards have been pulled directly from the Ohio Department of Education Website. The specific standards that will be used for this analysis will be placed in a chart with the analysis of each set of content statements placed to the right of them. This section will analyze how well the textbook aligns to the standards set by the state.

⁷⁴ "Ohio's Learning Standards." Ohio Department of Education. 2018.

<http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Social-Studies/Ohio-s-Learning-Standards-for-Social-Studies/SSFfinalStandards01019.pdf.aspx?lang=en-US>.

Learning Standards Analysis: Textbook Alignment

This section will cover how textbook aligns with the content statements in relation to the areas of analysis that the textbook was judged by. Listed below in the chart are the specific content statements that will be analyzed, as well as the analysis of each topic:

Content Statements under which the discussion of enslaved people would fall	Analysis of those Content Statements
<p>4. The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.</p> <p>6. The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.</p>	<p>The textbook examines both of the documents mentioned in the Content Statements to the left. In regard to race, some of the examination of these documents talk about race while others omit it. The textbook description of the United States Constitution talks about race the most of these two documents, with inclusions of things like the 13th, 14th, and 15th amendments. The textbook does not talk about how African Americans were affected by the Declaration of Independence. Including some information about this subject would improve the textbook's alignment with this topic in regard to race.</p>
Content Statements under which the discussion of immigration would fall	Analysis of those Content Statements
<p>10. Immigration, internal migration and urbanization transformed American life.</p> <p>16. Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.</p>	<p>The textbook covers immigration, internal migration, and urbanization throughout. The coverage of racial and ethnic intolerance and anti-immigration attitudes in only really covered during the analysis of Chinese Immigration. While it does enough to meet the Content Standards, there are areas within this where the textbook could improve. Talking about more groups of</p>

	immigrants and the problems they faced because of their immigrant status would help the textbook meet this topic in regard to race. The textbook could provide more in-depth analysis of immigrants from places like Ireland or the Philippines to better examine the racial and ethnic intolerance and anti-immigration aspects of the statement. The textbook only truly explains racial and ethnic intolerance and anti-immigration by looking at Chinese Immigrants.
Content Statements under which the discussion of Japanese Internment Camps would fall	Analysis of those Content Statements
21. United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.	This specific Content Statement connects to the issue of Japanese Internment Camps during World War II because it mentions the mistreatment of marginalized groups. While mistreatment that marginalized groups endured expands to more than just the topic of Japanese Internment Camps, African Americans and Women to name a few, this study specifically analyzes this content statement by looking at Japanese Internment Camps. The content statement does not directly mention Japanese Internment Camps. The textbook does enough to meet what this specific content statement talks about. In terms of looking at how the textbook covers this content statement through the scope of Internment Camps, the textbook briefly covers how these aspects affected Japanese Americans.
Content Statements under which the discussion of the Civil Rights Movement would fall	Analysis of those Content Statements

<p>27. Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.</p>	<p>The textbook effectively covers the racial aspect within this specific content statement listed on the left. This study did not take into account the gender aspect of this content statement because of the focus on race and immigration. Looking at this content statement in regard to race, the textbook has more than enough information to meet this content statement. While there are areas for improvement for the textbook itself, in regard to meeting the standards it hits the mark.</p> <p>Talking about topics like the <i>Brown v. Board Case</i>, the Civil Rights Act of 1964, and the March on Washington all help the textbook meet this standard. However, more information surrounding the <i>Brown v. Board</i> Supreme Court case would greatly improve this section.</p>
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Conclusion

When looking at how *America: Pathways to the Present*, (2003) aligns with the Ohio Learning Standards for Social Studies as they are currently written, the textbook would be a good, useable textbook. It mentions just enough to meet the standards without going above and beyond what is needed to meet those standards. It keeps the information simple and does not overcomplicate topics for students. However, when looking deeper at the textbook it does not always paint the clearest picture of American History.

By examining race and the controversial issues covered in the textbook, one can find some omissions and oversimplified coverage of topics that severely hurt the textbook. When it comes to the topic of enslaved people, the textbook needs to cover events like the ending of enslavement and enslaved people revolts in greater detail to effectively show what happened in the colonies and the early United States. The topic of immigration needs to be covered better as well. Irish immigration, the opinion of the US Congress on the Chinese Exclusion Act, and an analysis of the Immigration Restriction Act of 1921 are all areas where the textbook lacks in coverage. These areas are all important for students to understand the full picture of immigration in the United States. The conditions the Japanese Americans had to live in while placed in Internment Camps during World War II are laid out in this textbook. However, the textbook does not adequately cover the legal battles that ensued because of these camps. Without an analysis of the legal battles, students are presented with an unclear picture of Internment Camps. The Civil Rights Movement was the last of the four major topics considered in this paper. The textbook does a better job with this topic than any other. Despite this, there is still room for improvement in this section. The discussion of the landmark *Brown v. Board* Supreme Court Case would be more complete if the textbook were to discuss how the decision in this case actually worked in

the real world. The textbook implies that because the ‘separate but equal’ could no longer be applied to schools, the education of African Americans immediately improved a great deal. This however was not the case, and the textbook could give students the correct outlook of this case by including more commentary on the effects that the decision had.

The state standards do not help to create a correct and comprehensive view of American History. The content statements are vague, leaving much room for interpretation. While topics like enslaved people, immigration, and the Civil Rights Movement have to be covered according to the state standards, Japanese Internment Camps could be completely skipped in the classroom and in a textbook. The standards do not even specify what must be talked about in regard to enslavement, immigration, or the Civil Rights Movement. They only mention the topics and leave the decision making about how to cover these topics up to the teacher or the writer of a textbook that aims to comply with them. I recommend that future iterations of research explore the alignment of Ohio’s Model Curriculum versus the high school American History standards to textbooks. This would provide more depth and detail in a content analysis.

State standards, textbooks, and classrooms around America are dancing around controversial issues to try and make sure that students do not “grow up to hate the United States.”⁷⁵ *America: Pathways to the Present, (2003)* is no exception to this statement, nor are the Ohio Learning Standards for Social Studies. The textbook aligns well with the standards and would be good for use in a classroom with the standards the way they are currently written. However, the textbook omits key details that keep it from presenting a complete picture of history. Standards that are much too vague allow the textbook, and its writers, to get away with

⁷⁵ Loewen, *Teaching What Really Happened: How to Avoid the Tyranny of Textbooks and Get Students Excited About Doing History*, 15

this. The textbook, and ultimately the state standards, need to improve to better teach Americans about their history.

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