

ARCHIVES OF CHILDHOOD

CHILDRENS LITERATURE AND THE DEVELOPMENT
OF BLACK IDENTITY

DR. POWELL - CHILD GROWTH & DEV

THOUGHTS?

HOW DO CHILDREN'S BOOK SHAPE HOW CHILDREN UNDERSTAND THEMSELVES AND THE WORLD?

Who belongs

what behavior is expected

develop a sense of identity

Window - they can understand something they never seen

Expand possibilities and imagination



Children's books are tools of ...

SOCIALIZATION

OBJECTIVES

TODAY WE WILL EXPLORE ..

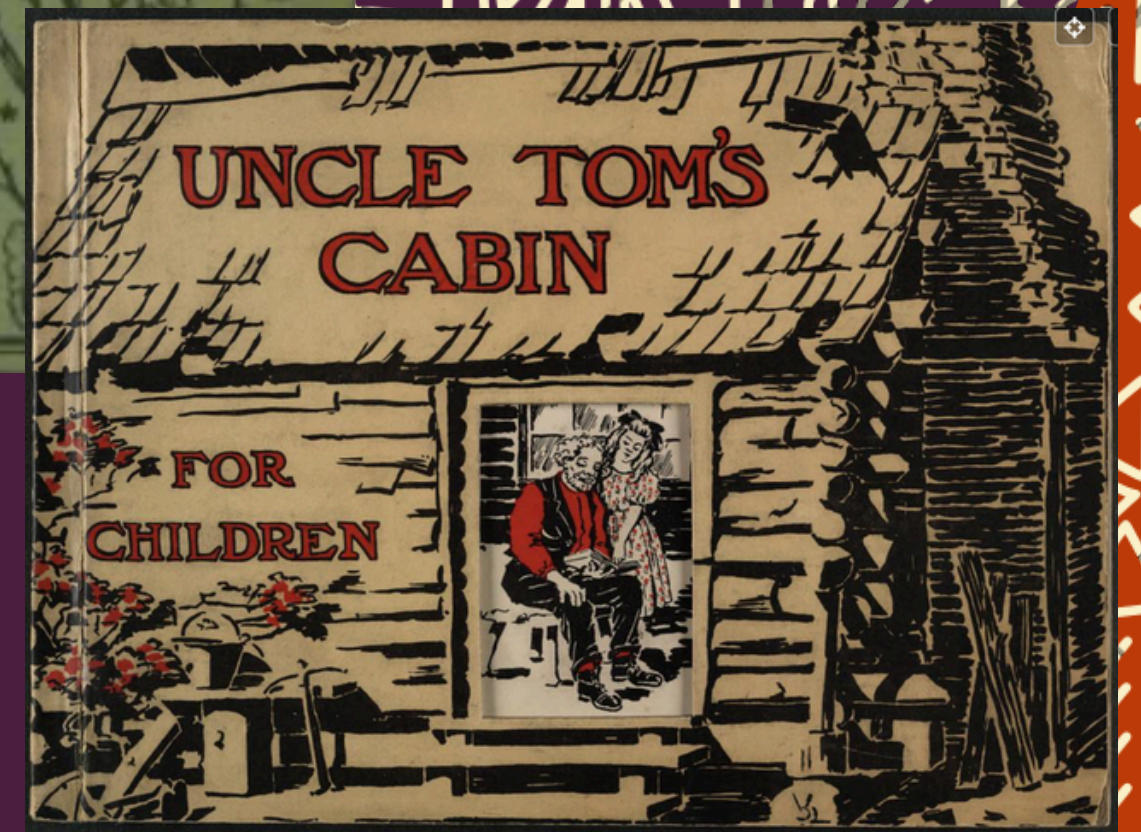
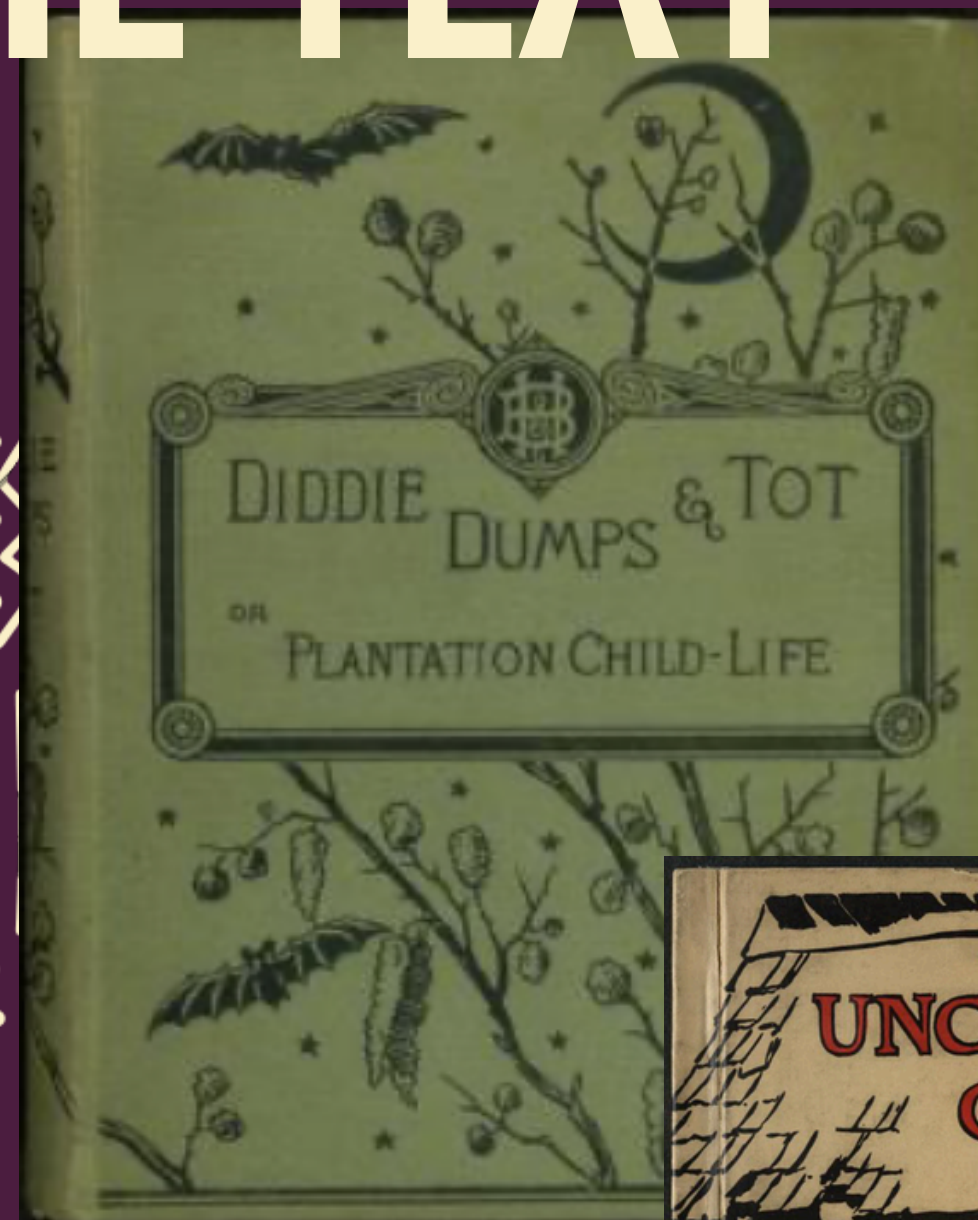
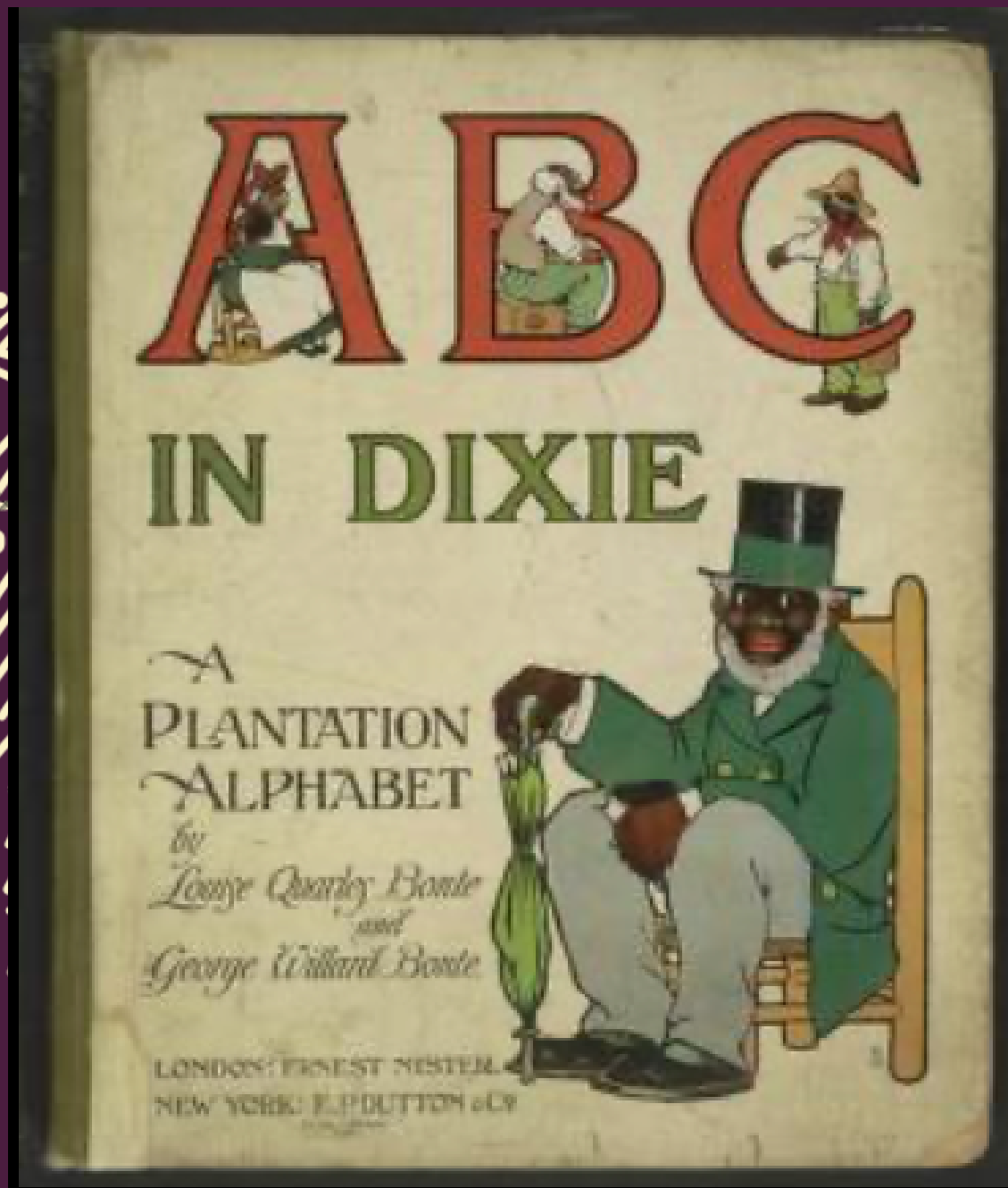
- children's books as historical archives of childhood
- how literature shapes identity and social understanding
- how stories influence child development
- how representation impacts how children see themselves



TIMELINE OF LITERATTU

- 1 THE CHILD'S ANTI SLAVERY BOOK**
Teach children about slavery, it was morally wrong? - Moral Development
- 2 UNCLE TOMS CABIN - PICTURE BOOK**
Emotional Development - empathy, compassion, knowledge
- 3 DIDDIE DUMPS & TOTS**
stories centered around listening to Black elders telling stories about childhood - sociocultural learning
- 4 ABC IN DIXIE**
alphabet book set on a plantation , caricature - how are black people portrayed - racial socialization
- 5 THE BROWNIES BOOK**

MEET THE TEXT



TEXT EXPLORATION

- Click the link of the text you were assigned!
- Spend 10 minutes just reading and exploring that text!
- Consider your initial thoughts and questions.
- Write your questions in the chat

GROUP ANALYSIS

- HOW ARE BLACK CHILDREN PORTRAYED?
- WHAT LESSONS DO THESE BOOKS TEACH?
- WHO CREATED THESE STORIES?
- WHO WAS THE INTENDED AUDIENCE?
- CHOOSE AN EXCERPT THAT EXEMPLIFIES THE BOOK
- WHAT ELSE IS HAPPENING DURING THIS TIME PERIOD?
 - RACE RELATIONS? WHO WROTE THE STORY?





DEVELOPMENT CONNECTION

DEVELOPMENTAL THEORIES

choose one to two developmental theories that come to mind with the text that you choose that are negatively or positively impacted by the text and make your case

include the name of the theory

A synopsis of the part of the theory you are referring to
show 2 - 3 pieces of evidence & analyze

Erikson's theory of identity development, Bronfenbrenner's ecological systems theory, or Vygotsky's sociocultural theory of learning.

WHAT SHOULD BE INCLUDED IN A DEVELOPMENTALLY REALISTIC CHILDREN'S BOOK ROOTED IN IDENTITY DEVELOPMENT.

“ YOUR SLIDES SHOULD BE A MUSEUM DISPLAY

Lets take a look at a few

TITLES & Subtitles

IMAGES -
screenshots from
your text & research

DATES & Time
periods with
explanations.

**When was the book
written?**

**ANSWER ALLL of the
prompts given**

**Go beyond with
Analytical Reflection**

You are teaching someone who has never experienced your text about the text and what is going on.

THE CHILDS ANTI SLAVERY BOOK

10 CHILD'S ANTI-SLAVERY BOOK.

teach you to prefer death to the loss of liberty.

But are all the children in America free like you? No, no! I am sorry to tell you that hundreds of thousands of American children are *slaves*. Though born beneath the same sun and on the same soil, with the same natural right to freedom as yourselves, they are nevertheless SLAVES. Alas for them! Their parents cannot train them as they will, for they too have MASTERS. These masters say to them:

“Your children are OURS—OUR PROPERTY! They shall not be taught to read or write; they shall never go to school; they shall not be taught to read the Bible; they must submit to us and not to you; we shall whip them, sell them, and do what else we please with them. They shall never own themselves, never have the right to dispose of themselves, but shall obey us in all things as long as they live!”

“Why do their fathers let these masters have their children? My father wouldn't let anybody have me,” I hear one of my little free-spirited readers ask,

Monday

Wednesday

Room 1



























- ay alanna yancey (not joined)
- CL Cierra Lawson (not joined)
- q quinne (not joined)
- SR Sanelys Rivera (not joined)
- SM Saraai Montgomery (not joined)
- TA Tenai A Waller-Mcnair (not joined)


























Room 1

- SM Saraai Montgomery
- TW Tenai Waller-Mcnair
- SR Sanelys Rivera
- CL Cierra Lawson
- T Tenai
- q quinne

Madison Harris
Taniyah B

ATTENDANCE

- r** reignragland (Host, Guest)  
-  anye w (Guest)  
- S** Shakira (Guest)  
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- z** ziyahbailey (Guest)  

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HOW ARE BLACK CHILDREN PORTRAYED?

1. In this story, black children are portrayed as uneducated property of the slave masters. They are described as helpless in the sense that their parents cannot save them from torture or being sold. These children display eagerness and excitement to learn and face intimidating treatment, including threats to be sold as punishment for trying to.

Tenai Waller-McNair

WHAT LESSONS DO THESE BOOKS TEACH?

2. It teaches children about slavery and convinces them that it was wrong, to build empathy, and to inspire them to support freedom and fairness for all people.

WHO WAS THE INTENDED AUDIENCE?

3. Julia Colman, a white American writer and abolitionist, wrote this story.

WHO WAS THE INTENDED AUDIENCE?

4. The intended audience was American children. Colman wanted to subtly represent that slavery was morally wrong and motivate children to join the abolitionists



**CHOOSE AN EXCERPT THAT EXEMPLIFIES THE BOOK
WHAT ELSE IS HAPPENING DURING THIS TIME PERIOD?**

An excerpt that exemplifies the book is “I would like to know how to learn to read.” “You would, would you?” said Dick (Lewis’s massa), “You would like to read to Tom and Sam, down on a Louisiana plantation, in sugar time, when you’d nothing else to do, I suppose. Ha ha ha!” This excerpt shows that during this time period, slaves who were not owned within a family were on a plantation field.



The Child’s Anti Slavery Book was written in 1859

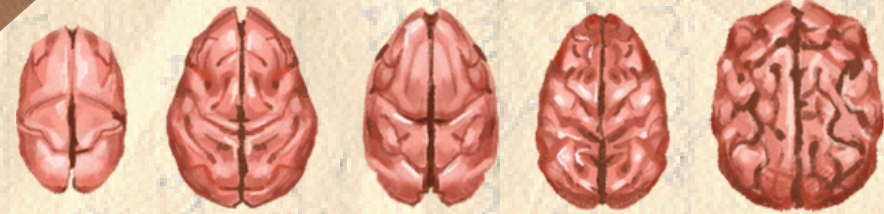
Tenai Waller-McNair



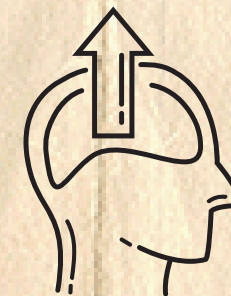
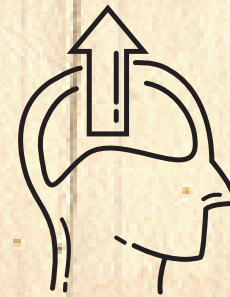
RACE RELATIONS?

Child argues that race does not determine a person’s worth or intelligence. She believes differences come from prejudice and lack of opportunity, and that all people are equal.

Developmental Theory



Anti-child slavery movements helped change how society understands childhood and development. Instead of viewing children as small adults or workers, thinkers like Jean-Jacques Rousseau, Jean Piaget, and Lev Vygotsky showed that children grow through important mental, physical, and social stages that require protection, education, and support. These ideas influenced global efforts, including work by the United Nations and the Convention on the Rights of the Child, which recognize that children have the right to develop safely and be free from exploitation. Overall, developmental theory helped prove that child slavery is harmful because it disrupts healthy growth and learning.



Jean-Jacques Rousseau

Rousseau believed that children develop naturally in stages and should be allowed to grow at their own pace. He argued that childhood is a unique and important period that should be protected from harsh labor and adult responsibilities.

Jean Piaget

Piaget's theory focused on how children think and learn at different ages. He showed that children's thinking develops in stages, proving they are not simply smaller adults and need time and education to fully develop.

Lev Vygotsky

Vygotsky emphasized that children learn through social interaction and guidance from others. His theory highlights the importance of environment, support, and education in helping children develop properly.

Urie Brofenbrenner

Brofenbrenner's theory considers the environment and connections between different environments. It also highlights external components, including cultural and societal factors, laws, values, and the dimension of time.

Analysis and Reflection

The Child's Anti-Slavery Book is an early example of literature written specifically to teach children about slavery. Reading The Child's Anti-Slavery Book highlights how powerful education can be in shaping values from a young age. The book is both inspiring and uncomfortable, it shows how children were exposed to harsh realities to teach them about justice. While some of the content may feel intense for young readers today, it reflects our history

UNCLE TOM'S CABIN

Monday

Room 2

- anyone williams (not joined)
- Arreona (not joined)
- marky0521 (not joined)
- Reaghan Hockaday (not joined)
- shaylaa's iPhone (2)
- Sydney R (not joined)

Wednesday



























Room 2


























- marky0521
- Reaghan Hockaday
- Sydney R
- Tanique C
- anyone williams

Tanique C.



ATTENDANCE

- r** reignragland (Host, Guest)  
-  anye w (Guest)  
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GROUP ANALYSIS

(Sydney) Who created these stories?

The book was created by Harriet Beecher Stowe and American author and abolitionist. She wrote books that promoted the end of slavery as well as women's rights and social justice. She wrote this book in response to the Fugitive Slave Act, which required all people to help capture runaway slaves. She felt this act added to the dehumanization of slaves and wrote Uncle Tom's Cabin.

(Mark) Who was the intended audience?

The intended audience for this book is young children of color but this story also serves as a warning towards mothers of colored children during this time period to display how cruel the world of slavery could be and the lengths you must be willing to go to in order to protect their child from the potential dangers of slavery.

(Everyone) Choose an excerpt that exemplifies the book

Example #1 : When Eliza escapes across the icy river to save her son, showing her courage and a mother's love in the face of slavery.

Example #2 : When Tom is sold away from his family, showing the pain and injustice of slavery and how families were separated.

Example #3 : Tom looked up quietly and said he would rather suffer than do wrong. This shows willingness to endure hardships rather than betray his values.

Example #4 : "Oh children dear, 'twas sad to hear, that for the trader's gold, to that hard-hearted evil man her own sweet boy was sold" This shows how the lives of black people were undervalued at this time, each walking around with a price tag.

Example #5 : When uncle tom spent tom spent time with eva "Eva dear, you are better than I am. I'm a poor, miserable critter; but I love the lord"

LESSONS & REPRESENTATION IN
HISTORICAL STORIES

PORTRAYAL OF BLACK CHILDREN

BLACK CHILDREN ARE OFTEN SHOWN AS VULNERABLE AND OFTEN CONTROLLED BY OTHERS, SUCH AS HARRY BEING SOLD AWAY FROM HIS MOTHER. THEY ARE SOMETIMES PORTRAYED AS INNOCENT BUT POWERLESS, AND IN CHARACTERS LIKE TOPSY, THEY ARE ALSO DEPICTED USING STEREOTYPES THAT PRESENT THEM AS UNEDUCATED OR MISBEHAVED.

LESSONS THESE BOOKS TEACH

THE BOOK TEACHES READERS ABOUT THE CRUELTY AND INJUSTICE OF SLAVERY WHILE ENCOURAGING SYMPATHY FOR ENSLAVED PEOPLE. IT ALSO REFLECTS THE VALUES OF THE TIME BY EMPHASIZING MORALITY, RELIGION, AND PROPER BEHAVIOR.

ANYÉ WILLIAMS



"Child Separation"



"Stereotyped Child"



"Slave Punishment"

"Escape to Freedom"



HISTORICAL EVENTS IN THE LATE 50'S

WHAT ELSE IS HAPPENING DURING THIS TIME PERIOD?

KANSAS-NEBRASKA ACT OF (1854), IT WAS INTRODUCED BY SENATOR **STEPHEN DOUGLAS**, ORGANIZED THE KANSAS AND NEBRASKA TERRITORIES, REPEALING THE 1820 MISSOURI COMPROMISE. THIS ALLOWED SETTLERS TO DECIDE ON SLAVERY, WHICH INTENSIFIED SECTIONAL TENSIONS, FUELED THE "BLEEDING KANSAS" VIOLENCE, AND ACCELERATED THE U.S TOWARDS CIVIL WAR. AND **DRED SCOTT V. STANDFORD (1857)** WAS A LANDMARK SUPREME COURT CASE WHERE THE COURTS RULED, 7-2, THAT ENSLAVED PEOPLE WERE NOT U.S CITIZENS AND COULD NOT SUE FOR FREEDOM IN FEDERAL COURT. IT ALSO RULED THAT CONGRESS COULD NOT BAN SLAVERY IN TERRITORIES.

RACE RELATIONS?

DRED SCOTT V. STANDFORD DECISION. DRED SCOTT WAS AN ENSLAVED MAN SUED FOR HIS FREEDOM AFTER LIVING IN FREE TERRITORIES. EVEN THOUGH SCOTT DIDN'T WIN THE DECISION IT ANGERED MANY PEOPLE IN THE NORTH AND MADE THE CONFLICT OVER SLAVERY EVEN WORSE.



REAGHAN HOCKADAY

DEVELOPMENT CONNECTIONS

ERIKSON THEORY

SYNOPSIS OF THE THEORY

ERIKSON BELIEVED CHILDREN GO THROUGH STAGES OF DEVELOPMENT. THE MOST RELEVANT STAGES HERE ARE:

- **INITIATIVE VS. GUILT (AGES 3–6): CHILDREN DEVELOP CONFIDENCE IN THEIR ACTIONS**
- **INDUSTRY VS. INFERIORITY (AGES 6–12): CHILDREN BUILD COMPETENCE AND SELF-WORTH**

A HEALTHY IDENTITY FORMS WHEN CHILDREN FEEL VALUED, CAPABLE, AND RESPECTED.

UNCLE TOM'S CHARACTER

- **UNCLE TOM IS PORTRAYED AS KIND, PATIENT, AND DEEPLY MORAL.**
- **HOWEVER, HE IS ALSO SHOWN AS SUBMISSIVE AND ACCEPTING OF SUFFERING.**

ANALYSIS:

- **POSITIVE: SHOWS MORAL STRENGTH, RESILIENCE, AND FAITH**
- **NEGATIVE: MAY SUGGEST THAT OPPRESSED INDIVIDUALS SHOULD ACCEPT INJUSTICE**
- **IMPACT ON IDENTITY: CHILDREN (ESPECIALLY BLACK CHILDREN) MAY INTERNALIZE PASSIVITY INSTEAD OF EMPOWERMENT, WHICH CAN HARM IDENTITY DEVELOPMENT.**
- **THE BOOK HAS MIXED EFFECTS, BUT OVERALL:**
- **IT NEGATIVELY IMPACTS IDENTITY DEVELOPMENT BY REINFORCING UNEQUAL ROLES AND STEREOTYPES**
- **IT DOES NOT FULLY SUPPORT A HEALTHY, EMPOWERED SENSE OF SELF**

VYGOTSKY THEORY

SYNOPSIS OF THE THEORY

VYGOTSKY BELIEVED:

- **LEARNING HAPPENS THROUGH SOCIAL INTERACTION AND CULTURE**
- **CHILDREN DEVELOP THROUGH LANGUAGE, RELATIONSHIPS, AND ENVIRONMENT**
- **ADULTS AND SOCIETY SHAPE HOW CHILDREN UNDERSTAND THE WORLD**

EVA'S COMPASSION

- **EVA TREATS ENSLAVED PEOPLE WITH KINDNESS AND EQUALITY.**

ANALYSIS:

- **POSITIVE: MODELS EMPATHY AND MORAL BEHAVIOR**
- **SUPPORTS VYGOTSKY'S IDEA THAT CHILDREN LEARN THROUGH OBSERVING POSITIVE ROLE MODELS**
- **THE BOOK PROVIDES SOME POSITIVE SOCIAL MODELING (EVA)**
- **BUT OVERALL, IT REFLECTS A HARMFUL CULTURAL SYSTEM, WHICH CAN NEGATIVELY SHAPE CHILDREN'S UNDERSTANDING OF IDENTITY AND SOCIETY**

ANALYSIS AND REFLECTION

UNCLE TOM'S CABIN REFLECTS HOW IDENTITY, MORALITY, AND EMPATHY ARE SHAPED THROUGH SOCIAL ENVIRONMENTS, WHICH CONNECTS CLOSELY TO DEVELOPMENTAL THEORIES ABOUT CHILDREN LEARNING THROUGH RELATIONSHIPS AND CULTURAL CONTEXT. THE CHARACTERS' BEHAVIORS—ESPECIALLY THE CRUELTY OF SLAVEHOLDERS VERSUS THE COMPASSION OF FIGURES LIKE TOM—DEMONSTRATE HOW VALUES ARE NOT INNATE BUT INFLUENCED BY SURROUNDINGS, ALIGNING WITH SOCIOCULTURAL THEORY THAT EMPHASIZES LEARNING THROUGH SOCIAL INTERACTION. AT THE SAME TIME, THE EMOTIONAL STRUGGLES AND MORAL DECISIONS IN THE STORY PARALLEL STAGES OF IDENTITY AND MORAL DEVELOPMENT, WHERE INDIVIDUALS BEGIN TO FORM A SENSE OF RIGHT AND WRONG BASED ON BOTH PERSONAL EXPERIENCES AND SOCIETAL EXPECTATIONS. THIS HIGHLIGHTS HOW EARLY ENVIRONMENTS, EXPOSURE TO INJUSTICE, AND GUIDANCE FROM OTHERS CAN DEEPLY INFLUENCE A PERSON'S DEVELOPING IDENTITY AND ETHICAL BELIEFS.



DIDDIE, DUMPS & TOT


Monday

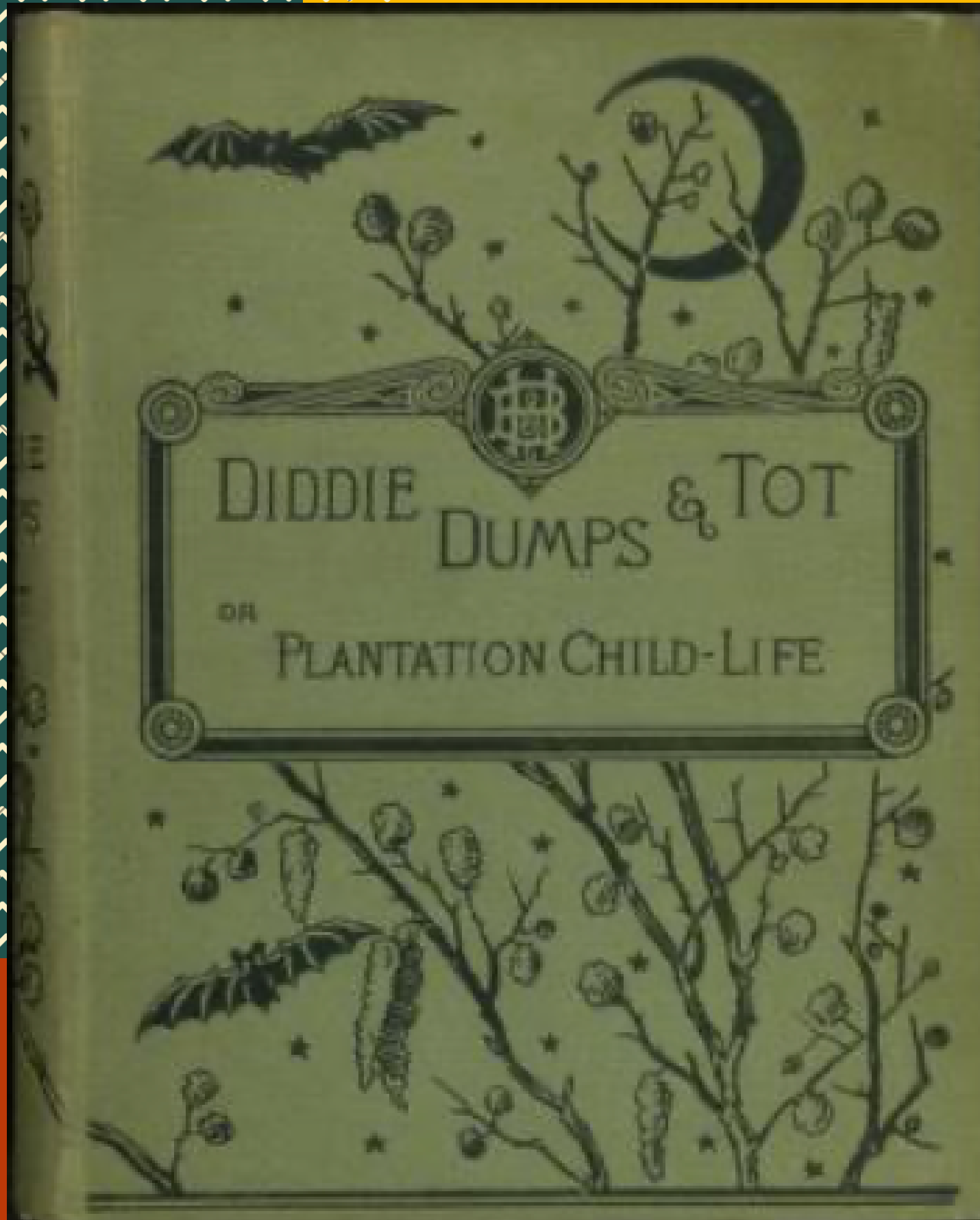
Room 3

- k kamonimccready (not joined)
- l lisonziegler (not joined)
- mh myracle higgin (not joined)
- X Xoe Chalk (not joined)
- ZM Zhane Maull (not joined)


























Wednesday


























Room 3

- mh myracle higgin
- l lisonziegler
- X Xoe Chalk
- ZM Zhane Maull
-  Ziyah Bailey



ATTENDANCE

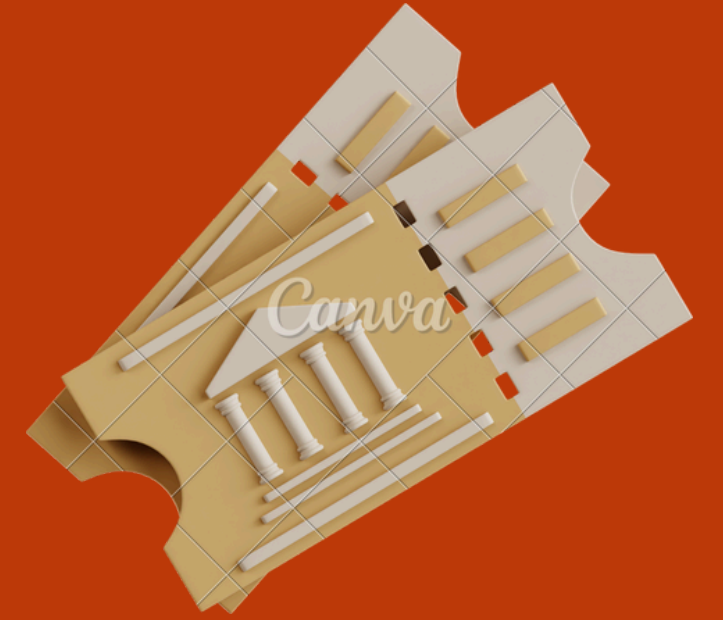
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MONDAY
MARCH 23

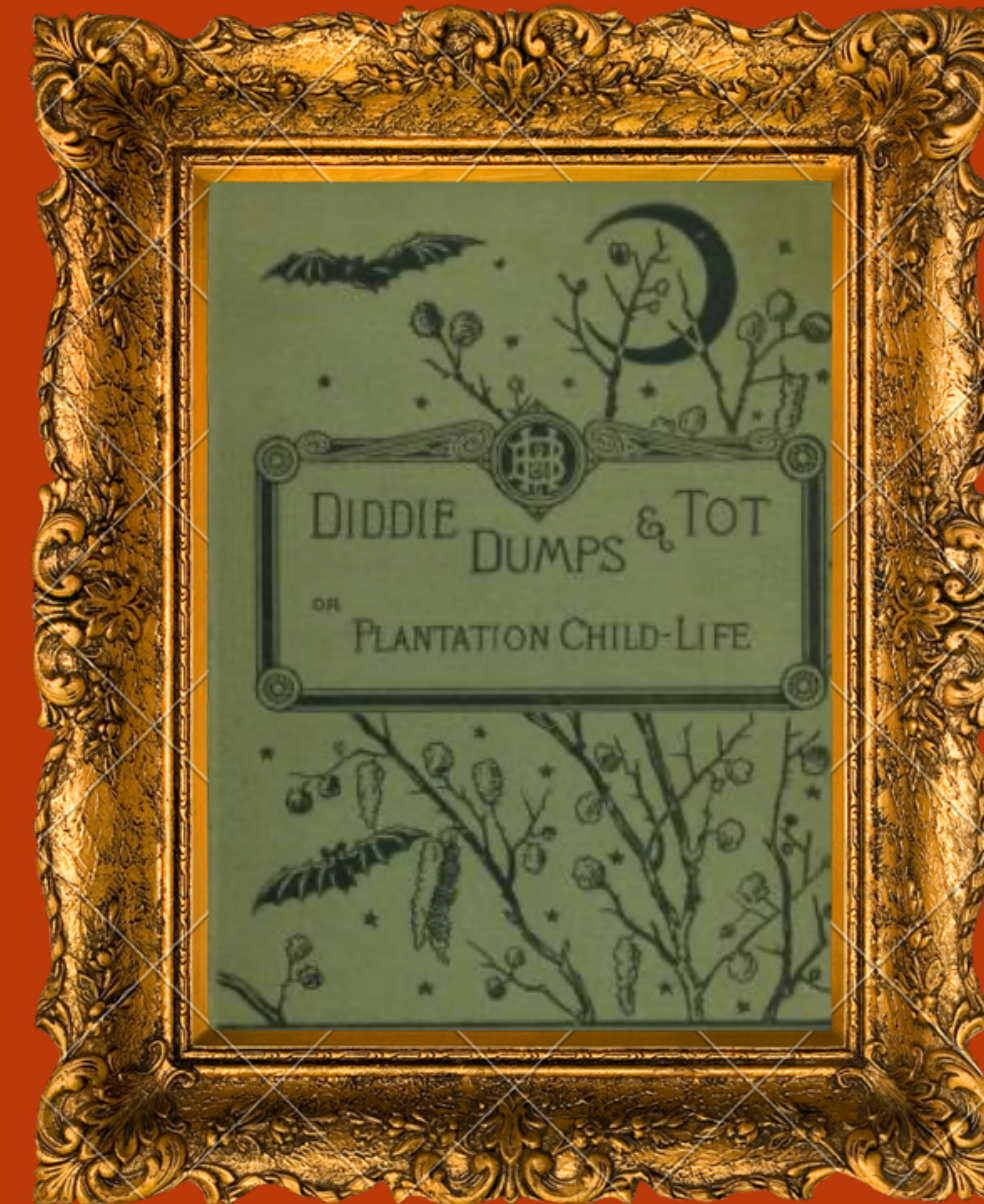
Book Summary

Diddie, Dumps, and Tot; Or, Plantation Child-Life by Louise-Clarke Pynelle is a collection of short stories about three young white sisters growing up on a Southern plantation before the Civil War. The book focuses on their daily lives, playing, celebrating holidays, listening to stories, and being cared for by enslaved Black caregivers like Mammy. It presents plantation life as warm, joyful, and family-oriented, emphasizing childhood innocence and tradition. However, the narrative reflects a highly romanticized and biased view of slavery, ignoring its violence and oppression.



3 important things to know about the book

- **It romanticizes slavery:** The book portrays enslaved people as happy and loyal, which is historically inaccurate and reflects harmful stereotypes.
- **It reflects its time period:** Written after the Civil War, it supports “Lost Cause” ideas that idealize the Old South.
- **It should be read critically:** For education majors, it’s important to question whose perspectives are shown and how this kind of story can miseducate students about history.



Group Analysis

How are black children portrayed ?

- **Friendly with their slave owners & their children**
- **Enjoying slavery**
- **Worthy of being called something less than their real names which is portrayed at “ pet names” that is where Diddie, Dumps & Tot came from**
- **“wicked” when not being obedient**
- **Literate Ex: Diddie writes a book**

What lesson does the book teach?

teaches both simple moral lessons and deeper, more problematic ideas. On the surface, the story encourages children to be obedient, kind, and respectful, showing how the young characters learn to behave properly within their family and community. However, beneath these basic lessons, the book promotes the acceptance of an unequal social system by portraying plantation life as peaceful and slavery as normal or even positive. Enslaved Black characters are depicted as loyal and happy, which reinforces the false idea that slavery was harmless and justified. Through this perspective, the book teaches readers especially its intended audience of white Southern children to view social hierarchy and racial inequality as natural and acceptable, while also romanticizing life in the Old South.

How are Black children portrayed?

What lessons do these books teach?

Who created these stories?

Who was the intended audience?

choose an excerpt that exemplifies the book what else is happening during this time period? race relations? Who

wrote the story?

WHAT WAS HAPPENING DURING THE TIME THIS BOOK WAS RELEASED?

DIDDIE, DUMPS, AND TOT: OR PLANTATION CHILD-LIFE WAS PUBLISHED IN 1882. THIS WAS AROUND THE TIME PERIOD WHEN CHATTEL SLAVERY WAS OFFICIALLY ABOLISHED. HOWEVER, MANY BLACK PEOPLE STILL WORKED UNDER THE AUTHORITY OF WHITE PEOPLE, OFTEN WORKING WITH THE SAME CROPS AND ON THE SAME LAND AS THEY DID WHEN THEY OR THEIR FAMILY MEMBERS WERE SLAVES, THROUGH SHARECROPPING.

THIS MOST LIKELY AFFECTED THE WAY THE BOOK WAS WRITTEN, AS THE WRITER OFTEN ROMANTICIZED THE WAY ENSLAVED AFRICANS FELT ABOUT SLAVERY.

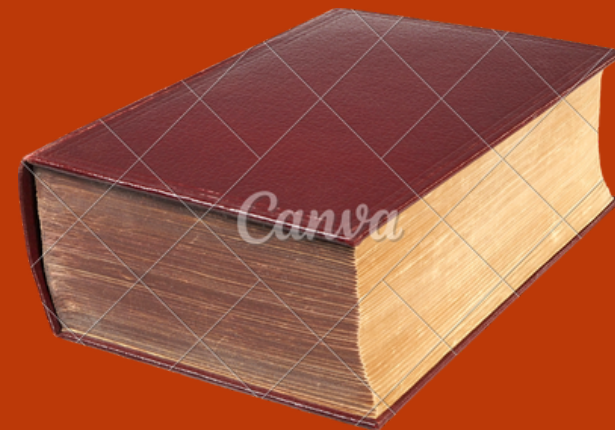


Who was the book intended for?

More importantly, the book was supposed to influence the audience's perceptions of the past. By depicting plantation life as happy, the book was promoting the idea that the audience should feel good about the past, especially about plantation life.

Additionally, the book was supposed to influence the audience's perceptions of society, especially with regard to the different races that lived in the United States at the time.

Therefore, the book is not just a children's book; it is also an influence of the attitudes of the time with regard to children's perceptions of society and race. Myracle Higgin



Who wrote these stories?

The stories were written by a Southern writer named Louise Clarke Pynelle. Pynelle was born during a period when slavery was still practiced in America. The experiences that Pynelle went through during her life influenced her writing. The stories, therefore, depict a biased point of view since they were written by someone who lived during that period when slavery was common in America. The book, therefore, presents a nostalgic point of view concerning life in America before the Civil War.

The book was illustrated by William Ludwell Sheppard. The illustrations were essential in bringing the story to life. The illustrations also depict a romanticized point of view concerning life in America before the Civil War. The book, therefore, presents a romanticized point of view concerning life in America before the Civil War. The audience that the book was supposed to reach was mostly white children, especially those living in the Southern United States during the late 1800s.

Race relations? Who wrote the story?

During this time, race relations were really unequal. Black Americans didn't have the same rights as white people; they were often prevented from voting, had limited access to good education, and faced a lot of discrimination. Violence was also a big issue, including lynching, which made everyday life even more dangerous.

At the same time, a lot of books and media spread stereotypes and made slavery seem less harsh than it actually was. *Diddie, Dumps, and Tot* was written by Louise-Clarke Prynelle, a white Southern author, and her perspective helps explain why the book presents plantation life as more positive and ignores the real struggles Black people faced.

Development Connection

Developmental Theories & Children's Books

1.

Erikson's Identity Theory

Erik Erikson says children learn who they are from what they see and experience.

- The book only shows Black children as happy and carefree
- Ignores history and real struggles
- Can lead to a limited or unrealistic sense of identity

Vygotsky's Sociocultural Theory

Lev Vygotsky says children learn from their environment, including books.

- The story makes plantation life seem normal
- Uses stereotypes
- Can teach inaccurate ideas about race and history

What Kids' Books Should Include

- Honest and accurate history
- Diverse and realistic characters
- No stereotypes
- Both joy and struggle (age-appropriate)
- Positive, meaningful representation

Why It Matters:

Books shape how children see themselves and the world, so they should support healthy identity development.

ABC IN DIXIE

Monday

Room 4

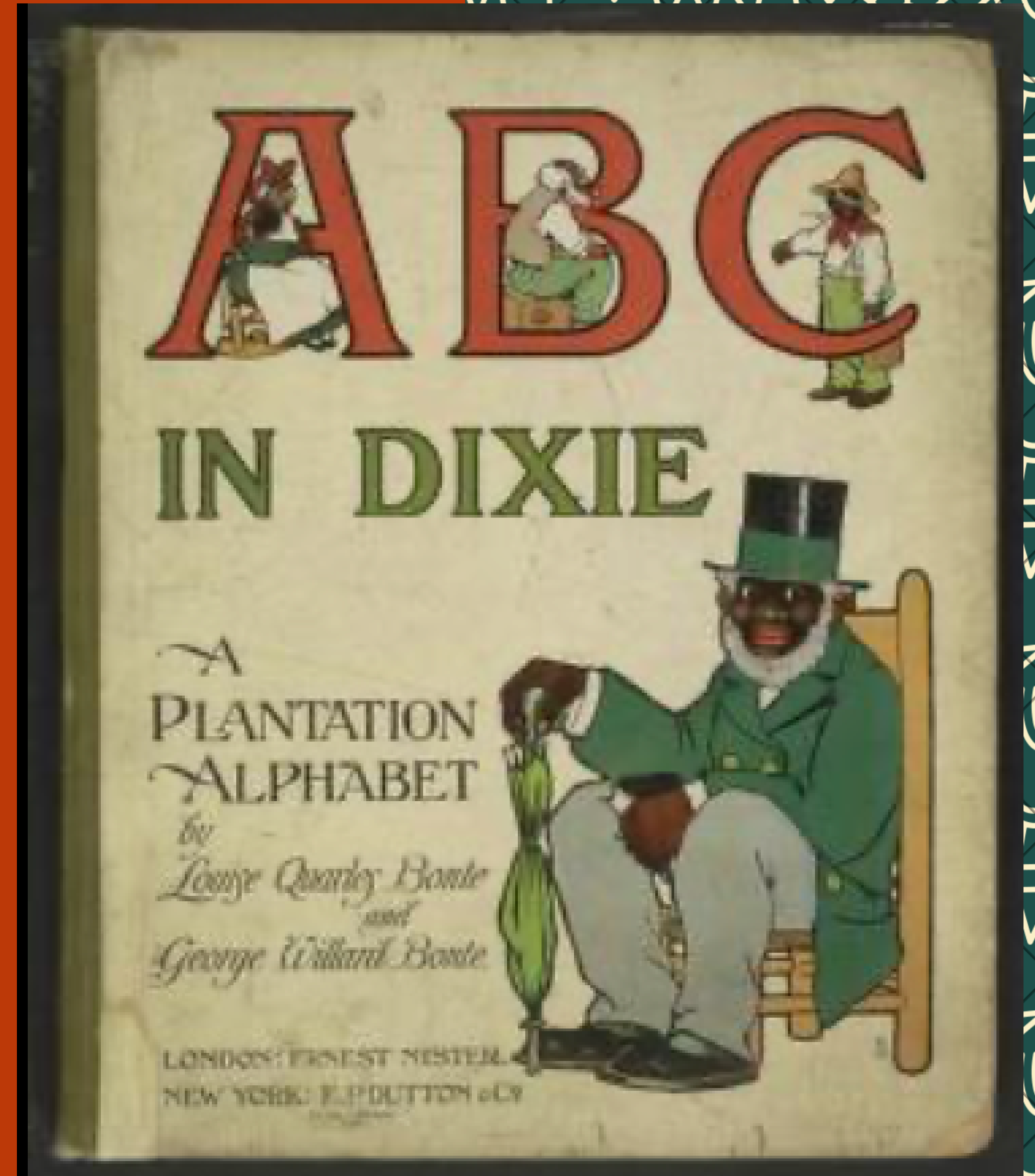
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Wednesday



























Room 4


























- Kira
- MH Morgan Harris
- montsee
- AC Austin C Burgholzer
- GF Grace Feather
- TW Tinnearra Williams

Grace Feather
Tinnearra Williams



ATTENDANCE

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- z** ziyahbailey (Guest)  

MONDAY
MARCH 23

1. How are Black children portrayed?

They tried to portray black children in a stereotypical way. They made them seem childish and carefree, even when working. They had the children speak with a bad dialect and seemed uneducated. They also exaggerate their features.

2. What lessons do these books teach?

This book taught the children that black people are inferior and that racism is normal. It also normalized black people being in labor roles and taught the black child that plantations are a positive thing.

3. Who created these stories?

These stories were created not only by caucasian authors, but rather a system of beliefs and racism which stemmed from Jim Crow laws. Books like this one further pushed the stereotypical views of plantation life and racial prejudices against African Americans.

4. Whos the intended audience of this book?

The intended audience of this book is young children, and it is mostly aimed at predominantly white families in the south, reflecting the social attitudes of that time



5. When was this book written?

The book ABC in Dixie was written in 1936, and it was mainly talked about in history classes because of what it shows about society around the time it was published.

6. Choose an excerpt that exemplifies the book

"A is for aunty de oldes' er all, she rocks all us chillun ler sleep in her shawl"

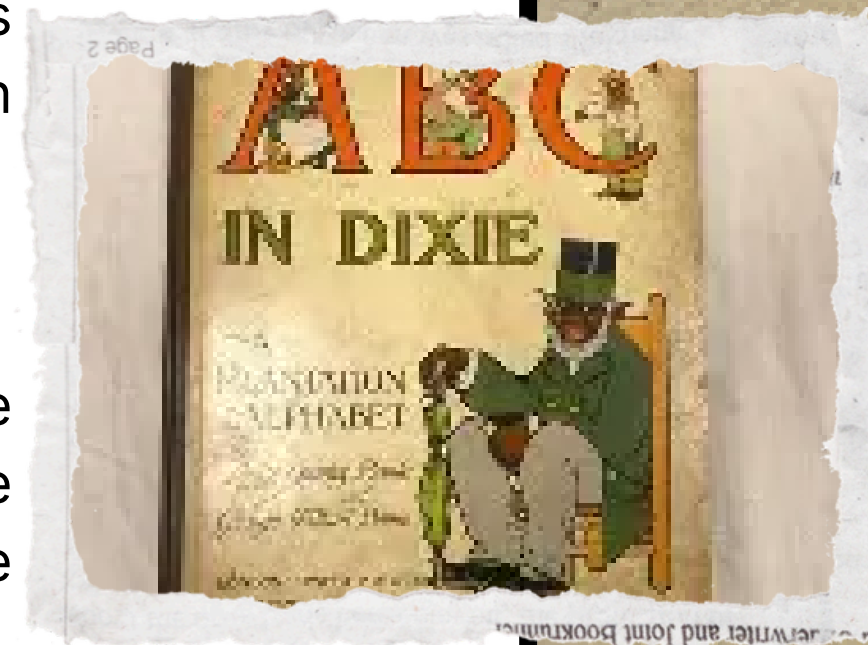
I feel like this excerpt exemplifies the book because it shows plantation life as what plantation owners wanted you to think it was and not as it actually was. This line starts off with the stereotype of plantation life being easy and romanticizes slavery. This first line sets the tone for the rest of the book.

7. What else is happening during this time period?

During this time period the Jim Crow era was in full effect and segregation laws were widespread in the South. The United States was going through the Civil War. The book was actually written than the time period that the book represents. During the actual time that it was written people in the South were promoting a less accurate view and opinions of what was going on during that period.

8. race relations? Who wrote the story?

The book represents the Civil War South and how the time period it represents was shaped by inequality. The story was written by two White Americans. They were writing about a time period and topic that they aren't fully informed about and never lived it as an actual individual who dealt with the inequality.



Developmental Theories

Erik Erikson- Psychosocial Development Theory

“ABC In Dixie” connects to Erikson’s stage of Industry vs. Inferiority, which takes place during early school years. During this developmental period, children are gaining a sense of competence and confidence in their abilities through learning and school. Because this book depicts racist stereotypes and offensive imagery based on the Jim Crow era, it could make black children who read it feel inferior to their peers, shaping their identity in a degrading way. It may influence children to feel incompetent and see themselves negatively during a crucial time of development.



Sociocultural Theory - Lev Vygotsky

This theory talks about how children are shaped through social interactions and that their thinking is shaped by culture, language, and environment.

How it connects:

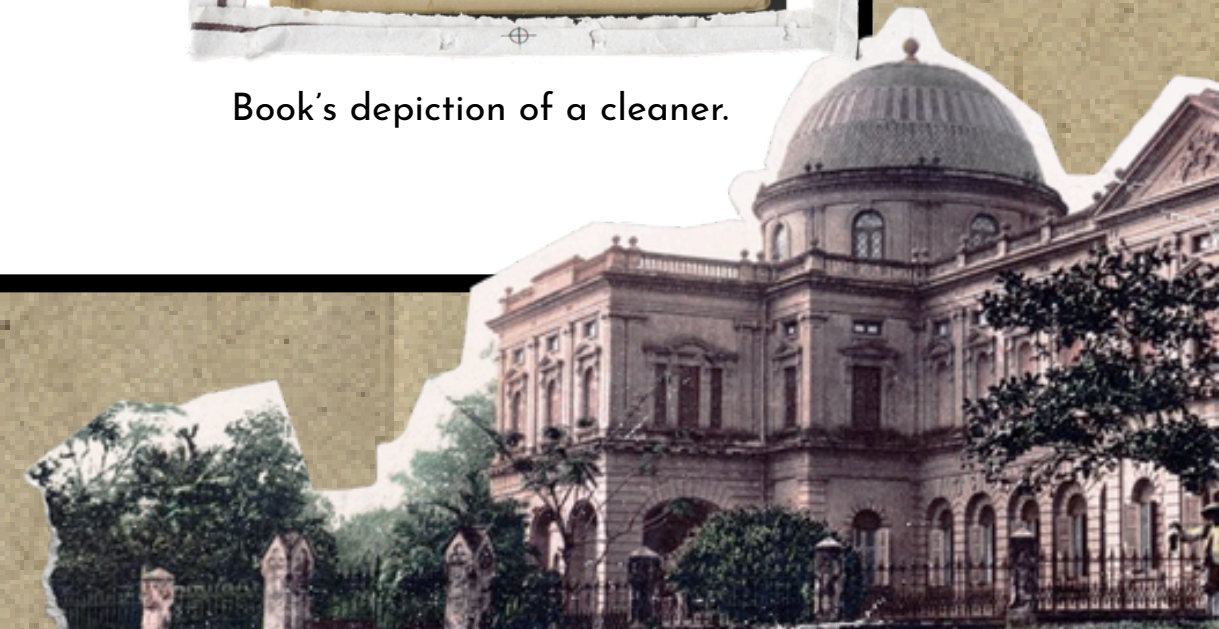
- Plantation life is seen as ordinary and just, so that children are unaware of the harsh reality of slavery
- Southern Language shapes how children think about the characters and their culture, shaping the way black children think about themselves
- Images portray happy servants and slaves loving their life on the plantation so children think that plantation life is just like normal life.



Book's depiction of a caretaker.



Book's depiction of a cleaner.



ANALYSIS/REFLECTION

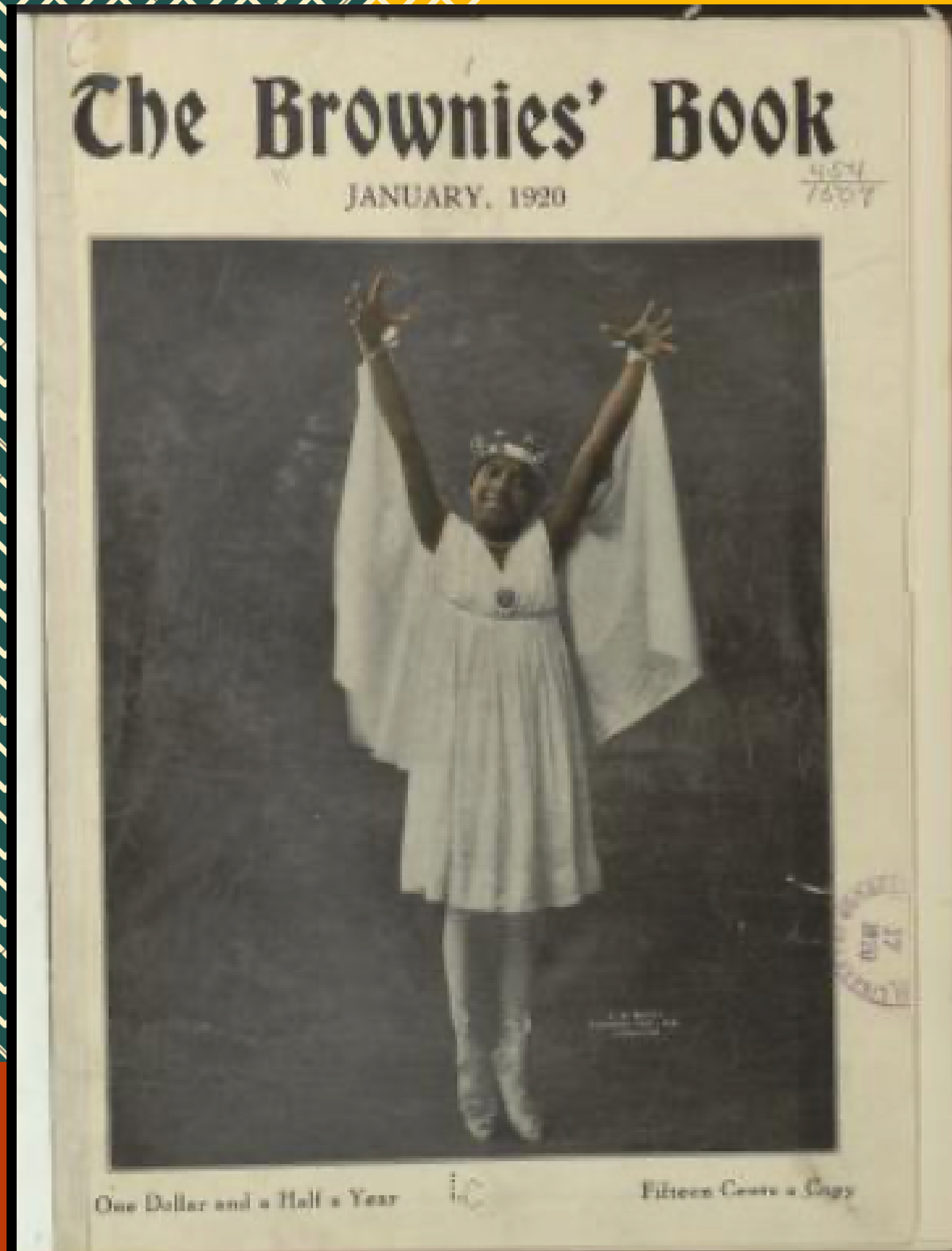
When you first look at the cover of the ABC Dixie book, it appears to be a simple ABC book, but it actually sends harmful messages to the children who read it. They portray black children as disobedient, childish, and always wanting to play around. The messages in the book rely on stereotypes and make black people seem like they are not intelligent. The book also makes it seem like plantation life is enjoyable and peaceful, and that black people love working there. This ignores the reality of racism and the oppression that black people faced. It teaches the black kids that the unfair treatment they are getting is normal. The book uses media to shape black people's beliefs at a young age.



THE BROWNIES BOOK

Monday



Wednesday





























Room 5


























- BA Brielle Alston (not joined)
- CD Carlton D Smith (not joined)
- PM Paris Monderson (not joined)
- r reignragland (not joined)
-  Tanasia Capers (not joined)

Room 5

- PM Paris Monderson
- BA Brielle Alston
-  Regan Price
- r reignragland
-  Tanasia Capers

ATTENDANCE

- r** reignragland (Host, Guest)  
-  anye w (Guest)  
- S** Shakira (Guest)  
- ay** alanna yancey (Guest)  
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MONDAY
MARCH 23

HOW ARE BLACK CHILDREN PORTRAYED?

Black children are portrayed in an empowering way. They are shown as happy and proud of their identity.



WHAT LESSONS DO THESE

BOOKS TEACH?

It encourages African American students to feel confident in who they are and valuing their own cultures. It also teaches children to understand their worth through their roles in the community.





WHO CREATED THESE STORIES?

The stories were created by W.E.B Du Bois and other African American writers, poets and educators. Du Bois started the project and allowed other African Americans to contribute stories that would uplift Black children.

WHO WAS THE

INTENDED AUDIENCE?

The book is mainly for black children and families, but it is also for children to learn about diversity and respect.



CHOOSE AN EXCERPT THAT EXEMPLIFIES THE BOOK.

“The Boy has been whipped. This is a tremendous thing in his life. As he looks back upon it in tears and pain, it seems outrageous and entirely fair with his liberty and happiness, which he cannot at all understand. Therefore, the judge from his high bench shakes his white wig mournfully and looks down upon this little culprit in his woe, and makes a long speech on being whipped, and he speaks to Billikins, of pain, The Wer Wolf”


Summary



WHAT ELSE IS HAPPENING DURING THIS TIME PERIOD?

This book was published during the Harlem Renaissance that took place in the 1920s and early 1930s. African Americans began expressing their culture through art and music whilst celebrating who they are.





*Race Relations? Who
wrote these stories?*

**“ The book reflects the experience of
black families and promotes positive
representation. It challenges past
books that ignored or misrepresented. ”**

Tanasia

DEVELOPMENTAL THEORIES!

ERIK ERICKSON (THEORY OF IDENTITY DEVELOPMENT)

- **Synopsis of theory: Children develop a sense of identity and confidence through social experiences & representation**
- **“To teach them to know their own history and achievements.”- This supports the idea of developing a sense of self-worth through cultural knowledge.**





LEV VYGOTSKY'S

SYNOPSIS: CHILDREN DEVELOP THEIR SENSE OF IDENTITY AS THEY GROW.

EVIDENCE: "TO MAKE COLORED CHILDREN REALIZE THAT BEING COLORED IS

A NORMAL, BEAUTIFUL THING."

JEAN PIAGET'S COGNITIVE


























DEVELOPMENT THEORY


























Jean Piaget believed that children learn by actively exploring the world and building knowledge step by step as they grow.

Evidence: The magazine includes stories and poems written for children, which help readers use their imagination and understand new ideas. According to Piaget, reading stories can help children develop thinking skills and make sense of different experiences.



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NEXT STEPS



DEVELOPMENT CONNECTION

DEVELOPMENTAL THEORIES

choose one to two developmental theories that come to mind with the text that you choose that are negatively or positively impacted by the text and make your case

include the name of the theory

A synopsis of the part of the theory you are referring to
show 2 - 3 pieces of evidence & analyze

Erikson's theory of identity development, Bronfenbrenner's ecological systems theory, or Vygotsky's sociocultural theory of learning.

WHAT SHOULD BE INCLUDED IN A DEVELOPMENTALLY REALISTIC CHILDREN'S BOOK ROOTED IN IDENTITY DEVELOPMENT.

“ YOUR SLIDES SHOULD BE A MUSEUM DISPLAY

Lets take a look at a few

TITLES & Subtitles

IMAGES -
screenshots from
your text & research

DATES & Time
periods with
explanations.

When was the book
written?

ANSWER ALLL of the
prompts given

Go beyond with
Analytical Reflection

You are teaching someone who has never experienced your text about the text and what is going on.

YOUR CHILDRENS BOOK

- Create the childrens book you needed as a child.
- Developmentally Appropriate
- An Identity Lesson
- Socioculturally relevant for this time period
- Atleast 6 - 8 illustrations
- Made in Your Canva Folder
- The last page “Authors Note a 2 - 3 Paragraph Reflection on why, the topic of the book, how it connects to your developmental journey, and the significance of childrens books.
- Due on Sunday - But bring Draft on Wednesday for feedback from peers.

