

SECOND REGULAR SESSION

HOUSE BILL NO. 1645

102ND GENERAL ASSEMBLY

INTRODUCED BY REPRESENTATIVE TERRY.

3621H.011

DANA RADEMAN MILLER, Chief Clerk

AN ACT

To repeal section 160.516, RSMo, and to enact in lieu thereof two new sections relating to school curriculum.

Be it enacted by the General Assembly of the state of Missouri, as follows:

Section A. Section 160.516, RSMo, is repealed and two new sections enacted in lieu thereof, to be known as sections 160.516 and 170.342, to read as follows:

160.516. 1. Notwithstanding the provisions of ~~[section]~~ **sections 160.514 and 170.342**, the state board of education and the department of elementary and secondary education shall not be authorized to mandate and are expressly prohibited from mandating the curriculum, textbooks, or other instructional materials to be used in public schools. Each local school board shall be responsible for the approval and adoption of curriculum used by the school district. The provisions of this subsection shall not apply to schools and instructional programs administered by the state board of education and the department of elementary and secondary education or to school districts that are classified as unaccredited.

2. The state board of education and the department of elementary and secondary education shall not require districts to use any appendix to the common core state standards.

170.342. 1. The state board of education shall require that the history curriculum taught in grades seven to twelve includes the following topics of Native American history:

(1) A detailed history of indigenous Native American society prior to the arrival of Christopher Columbus including, but not limited to, the initial migrations of peoples from Australia, Mongolia, and the Pacific Islands into the Americas and the growth and development of various indigenous Native American civilizations, nations, and tribes;

EXPLANATION — Matter enclosed in bold-faced brackets ~~[thus]~~ in the above bill is not enacted and is intended to be omitted from the law. Matter in **bold-face** type in the above bill is proposed language.

8 **(2) That Columbus did not discover America, did not travel farther west than**
9 **the Caribbean islands, and did not know that North and South America lay to the west**
10 **of the Caribbean islands;**

11 **(3) The murder, enslavement, and mutilation of indigenous persons by**
12 **Columbus, as well as Columbus's stealing of gold and other property owned by such**
13 **persons;**

14 **(4) That the three hundred thousand indigenous Native Americans who resided**
15 **on the island of Hispaniola at the time of the arrival of Columbus were murdered,**
16 **removed from Hispaniola and enslaved in Spain, or died from contracting European**
17 **diseases, resulting in the total genocidal extermination of the indigenous Native**
18 **American population of Hispaniola within one hundred years of the arrival of**
19 **Columbus, such that not a single descendant of the indigenous Native Americans who**
20 **resided in Hispaniola at the time Columbus invaded the island is alive today;**

21 **(5) A map of the present-day territory of the United States identifying the name**
22 **and approximate geographic boundaries of each Native American nation and tribe at**
23 **the time of the arrival of Columbus in the Americas, as well as the estimated population**
24 **of each such nation and tribe at such time;**

25 **(6) That approximately ninety percent of the indigenous Native American**
26 **population, which was approximately fifty-five million people, died as a result of the**
27 **holocaust inflicted upon them by the European military invasion and colonization of the**
28 **Americas, with a comparison between the number of indigenous Native Americans**
29 **residing in the Americas at the time of the arrival of Columbus in the Americas and the**
30 **number of such persons currently residing in the Americas;**

31 **(7) That approximately twelve million indigenous Native Americans died as a**
32 **result of the holocaust inflicted upon them by the European military invasion and**
33 **colonization of the lands that became the present-day territory of the United States;**

34 **(8) The various causes of the deaths described in subdivisions (6) and (7) of this**
35 **subsection including, but not limited to, the number of such deaths resulting from**
36 **contagious diseases contracted from Europeans and the number of such deaths resulting**
37 **from military action against indigenous Native Americans by the European invaders**
38 **and their descendants during their colonization of the Americas;**

39 **(9) A map of the present-day territories of the states of Alabama, Arkansas,**
40 **Florida, Georgia, Mississippi, North Carolina, South Carolina, and Tennessee**
41 **identifying the name and approximate geographic boundaries of each Native**
42 **American nation and tribe located in such territories prior to the forceful removal of**
43 **such nations and tribes from such territories by the United States Army due to the**
44 **passage of the Indian Removal Act of 1830;**

45 **(10) That approximately forty-six thousand indigenous Native Americans of the**
46 **Cherokee Nation were forcefully removed from Alabama and Georgia and relocated to**
47 **Oklahoma, or "Indian Territory", as a result of the Indian Removal Act of 1830, and**
48 **that approximately ten percent or four thousand six hundred of such persons died on**
49 **the "Trail of Tears" as a result of being forced, by the United States Army, to walk from**
50 **Alabama or Georgia to Oklahoma;**

51 **(11) That approximately twenty-five million acres of fertile, lucrative farmland**
52 **were given away to white European illegal immigrants who settled in Alabama,**
53 **Arkansas, Florida, Georgia, Mississippi, North Carolina, South Carolina, and Tennessee**
54 **when indigenous Native Americans lost their homelands as a result of the passage of the**
55 **Indian Removal Act of 1830, and that the United States Army forcefully removed those**
56 **indigenous Native Americans from their homelands and herded them into concentration**
57 **camps in Oklahoma called reservations;**

58 **(12) The "Wounded Knee" massacre of indigenous Native Americans and other**
59 **such massacres of indigenous Native Americans by the United States Army;**

60 **(13) That approximately two hundred seventy million acres of land were taken**
61 **from indigenous Native Americans and given to approximately one million white**
62 **European illegal immigrants as a result of the passage of the Homestead Act of 1862 by**
63 **the United States Congress;**

64 **(14) That, under the Homestead Act of 1862, each white European illegal**
65 **immigrant family was given one hundred sixty acres of indigenous Native Americans'**
66 **farmland and allowed to attend a land grant college or university for free to learn**
67 **agricultural techniques;**

68 **(15) That the Homestead Act of 1862 resulted in the forceful removal by the**
69 **United States Army of millions of indigenous Native Americans from their homelands in**
70 **the "Northwest Territory", after which such persons were herded into concentration**
71 **camps called reservations; and**

72 **(16) Such other topics of indigenous Native American history as shall fully detail**
73 **the history of indigenous Native Americans and the dispossession of their lands and lives**
74 **as a result of the European military invasion, illegal immigration, and colonization of**
75 **the Americas, and particularly by the United States.**

76 **2. The state board of education shall require that the history curriculum taught**
77 **in grades seven to twelve includes the following topics of African American history:**

78 **(1) A detailed history of Africa including, but not limited to, the birth of**
79 **humanity in Africa, initial migrations of Africans out of Africa and to all continents and**
80 **islands of the earth, and the development of black African civilizations including, but**
81 **not limited to:**

- 82 **(a) Egypt, Nubia, Kush, Ethiopia, Mali, Ghana, Songhay, Benin, Kanem-Bornu,**
83 **and Great Zimbabwe;**
- 84 **(b) The effects of slavery and colonialism upon African societies;**
- 85 **(c) African independence movements; and**
- 86 **(d) Modern-day Africa;**
- 87 **(2) Pre-Columbian contact between the indigenous Native Americans and**
88 **Africans including, but not limited to, contact, visitation, interaction, and trade between**
89 **Native Americans with Egypt and Mali, as well as settlements of Egyptians and Malians**
90 **in both North and South America;**
- 91 **(3) The hypocrisy of the words "all men are created equal, that they are**
92 **endowed by their Creator with certain unalienable Rights, that among these are Life,**
93 **Liberty and the pursuit of Happiness" in the Declaration of Independence, given the**
94 **enslavement of millions of human beings in the United States;**
- 95 **(4) Slavery provisions in the United States Constitution;**
- 96 **(5) The distinction between lifetime chattel slavery instituted in the Americas**
97 **and Old World slavery;**
- 98 **(6) The economics of slavery;**
- 99 **(7) The following topics related to slavery in the United States:**
- 100 **(a) Slave breeding;**
- 101 **(b) Buck breaking;**
- 102 **(c) The rape of slaves;**
- 103 **(d) The mutilation of slaves;**
- 104 **(e) The castration of slaves;**
- 105 **(f) The murder of slaves;**
- 106 **(g) The starvation of slaves;**
- 107 **(h) The poor clothing of slaves;**
- 108 **(i) The destruction of slave families through the selling of single members of**
109 **slave families away from the family;**
- 110 **(j) Forcing slaves to work from sunup to sundown;**
- 111 **(k) The cruel and unusual punishment of slaves;**
- 112 **(l) The whipping of slaves;**
- 113 **(m) The shackling of slaves;**
- 114 **(n) A list of presidents of the United States who owned slaves, such as George**
115 **Washington, Thomas Jefferson, James Madison, James Monroe, Andrew Jackson,**
116 **Martin Van Buren, William Henry Harrison, John Tyler, James K. Polk, Zachary**
117 **Taylor, Andrew Johnson, and Ulysses S. Grant;**
- 118 **(o) Slave revolts;**

- 119 **(p) The burning and branding of slaves;**
120 **(q) The Fugitive Slave Act;**
121 **(r) The Underground Railroad;**
122 **(s) Prohibitions against teaching slaves how to read and write; and**
123 **(t) Laws providing that conversion to Christianity did not emancipate a slave;**
124 **(8) The participation of blacks in the Revolutionary War and broken promises of**
125 **freedom if they fought on the side of the colonies;**
126 **(9) The participation of blacks in the Civil War;**
127 **(10) That as many as fifty million Africans lost their lives during the four-**
128 **hundred-year slave trade;**
129 **(11) The fact that the Emancipation Proclamation did not free any slaves when**
130 **issued by President Abraham Lincoln due to the fact that Lincoln did not apply it to the**
131 **four slave states that did not secede from the Union, specifically Missouri, Maryland,**
132 **Delaware, and Kentucky, nor to the three slave states that seceded but were under**
133 **Union control at the time of the Emancipation Proclamation, specifically Louisiana,**
134 **Virginia, and Tennessee, and that the Emancipation Proclamation could not be enforced**
135 **in the remaining eight slaves states that made up the Confederacy since such states were**
136 **under the control of the Confederacy;**
137 **(12) That over one million Africans remained enslaved in the United States on**
138 **June 19, 1865, "Juneteenth", since the Emancipation Proclamation did not apply to all**
139 **slaves in the United States;**
140 **(13) That the emancipation of all slaves in the United States occurred on**
141 **December 6, 1865, the date the Thirteenth Amendment to the United States Constitution**
142 **was ratified, abolishing slavery in the United States;**
143 **(14) That the Thirteenth Amendment allowed one to be enslaved for conviction**
144 **of crime, leading to the former Confederate slave states' passage of the "Black Codes",**
145 **which allowed for conviction of blacks for trumped-up crimes such as loitering and**
146 **vagrancy, the imprisonment of blacks for such crimes, and the government leasing of**
147 **those blacks to work, without pay, like slaves to white-owned businesses, farmers, and**
148 **manufacturers;**
149 **(15) The race massacres throughout the United States following the Civil War,**
150 **and particularly the bombing and destruction of the black-owned and black-occupied**
151 **Rosewood business and residential district of Tulsa, Oklahoma, and East St. Louis,**
152 **Illinois;**
153 **(16) The violent overthrow of elected black government officials of Wilmington,**
154 **North Carolina, by a white secessionist mob with no response by the state or federal**
155 **government;**

- 156 **(17) Black reconstruction of the South;**
157 **(18) The compromise ending Reconstruction;**
158 **(19) Buffalo Soldiers;**
159 **(20) The participation of blacks in the Spanish-American War, World War I,**
160 **World War II, the Korean War, and the Vietnam War;**
161 **(21) Discrimination against black veterans;**
162 **(22) Discrimination against black West Point cadets;**
163 **(23) Discrimination against black soldiers and attacks against black soldiers**
164 **coming home from wars;**
165 **(24) The forced retirement of the highest-ranking black Army officer, Colonel**
166 **Charles Young, in order to avoid promoting him as the first black Brigadier General**
167 **solely because he was black;**
168 **(25) Black inventions and barriers to black inventors getting loans or**
169 **investments to develop their inventions;**
170 **(26) President Woodrow Wilson's aid to the revival of the Ku Klux Klan and**
171 **Wilson's ordering segregation of governmental facilities and employees during his term**
172 **of office between 1913 and 1921;**
173 **(27) Laws mandating discrimination and segregation on the basis of race;**
174 **(28) The real-estate practices of redlining and restrictive covenants;**
175 **(29) Prohibitions against black athletes in professional and amateur sports;**
176 **(30) Laws prohibiting interracial marriages;**
177 **(31) President Harry Truman's order to integrate the military;**
178 **(32) The Voting Rights Act, Public Accommodations Act, Fair Housing Act,**
179 **Hate Crimes Act, and Equal Employment Opportunity Act;**
180 **(33) The following Supreme Court cases:**
181 **(a) Dred Scott v. Sandford;**
182 **(b) Plessy v. Ferguson;**
183 **(c) Brown v. Board of Education of Topeka;**
184 **(d) Shelley v. Kraemer; and**
185 **(e) Missouri ex rel. Gaines v. Canada;**
186 **(34) Significant African Americans in history;**
187 **(35) President Dwight Eisenhower's order for American troops to protect black**
188 **students when integrating public schools;**
189 **(36) The Civil Rights Movement;**
190 **(37) The counterintelligence program, "COINTELPRO", the Federal Bureau of**
191 **Investigation's conspiracy against black civil rights leaders and groups;**
192 **(38) The Freedom Riders;**

- 193 **(39) The lynching of over four thousand African Americans between 1877 and**
194 **1950;**
- 195 **(40) The Black Lives Matter movement and police murders of unarmed black**
196 **people;**
- 197 **(41) The Tuskegee Experiment on black men in which researchers failed to treat**
198 **black men with syphilis in order to determine the effects of untreated syphilis upon**
199 **human beings;**
- 200 **(42) Painful and crippling gynecological experiments on black women;**
- 201 **(43) Historically black colleges and universities; and**
- 202 **(44) Such other African American history as shall fully detail the history of**
203 **Africans in Africa, both before and after the European military invasion and**
204 **colonization of Africa and the enslavement of Africans, including the European**
205 **invaders' and colonizers' violent dispossession of Africans of their homelands, and of**
206 **gold, diamonds, and other minerals and natural resources; the Europeans' deprivation**
207 **of Africans of their human rights both in the United States and in Africa; the African**
208 **lives and bodies lost as a result of the European invasion and colonization of the**
209 **Americas and Africa; and African Americans' history in the United States.**

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