

*The Society for History Education, Inc.*

# THE HISTORY TEACHER

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**Front Cover:** *Leaves from a Bad Girl's Diary [Title Page]*, by Ella E. Bower. Chicago, IL: Owens Publishing Co., 1884. Library of Congress, Selected Digitized Books, Control No. 06016089. Image 5 of 94. <https://www.loc.gov/item/06016089/>.

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Diaries, letters, and other such primary sources offer historians the opportunity for first-hand, in-depth, intimate perspectives from the past. With respect to the discipline of history, we strive to conduct thorough, responsible research in order to contribute to the hallowed halls of Academia. Yet we must also consider the respect owed to our subjects—those individuals who authored such deeply personal (and presumably private) accounts.

In the Introduction to *Leaves from a Bad Girl's Diary*, editor E. E. Bower writes, “when I first knew Eliza Jane Smith, she was a little girl about 11 years old, and her diary covers a space of some two years” (p. 3). According to Bower, Eliza’s diary was inscribed in a secret code of sorts, “all written in her peculiar system of short-hand writing, but when I was determined to translate it, she kindly gave me the key” (p. 83). If Bower is to be believed, Eliza consented to this particular publication of her private thoughts and admissions.

However, Bower also offers an admission of her own—in effect, a confession of plotting academic blackmail: “I hear that, as she grew older, she occasionally wrote in another account book, just like the first one. I am going to see her and threaten to tell her real name unless she gives it to me, to rewrite for the benefit of humanity” (p. 3). One can hope this is simply sarcasm rather than truly sinister.

We hope you and your students will benefit from the possibilities presented in this edition of *The History Teacher*, including a special focus on **Personal Histories** and **Games and Role-Play**.

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*The History Teacher* publishes articles of three general types: (1) reports on promising new classroom techniques, educational programs, curricula, and methods of evaluating instructional effectiveness; (2) analyses of important interpretations, leading historians, historiographical problems, and recent trends in specific fields of historical research; and (3) critical review essays on audiovisual materials, textbooks, and other secondary works suitable for classroom use.

*The History Teacher* also publishes reviews of audiovisual materials, books, supplementary readers, and other printed classroom materials, with evaluations of their scholarly reliability, formats, and effectiveness of presentation. Reviews are commissioned in advance. Readers interested in contributing reviews should advise the Editor of their qualifications and fields of specialization.

Submission guidelines for *The History Teacher* are available on the final page of this issue. Additional information for contributing authors is available at <<https://www.thehistoryteacher.org/contributing>>.

Correspondence regarding contributions to *The History Teacher* and materials for review should be sent to the Editor, *The History Teacher*; California State University, Long Beach; 1250 Bellflower Boulevard; Long Beach, CA 90840-1601.

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# CONTENTS

*May 2021*

## THE CRAFT OF TEACHING

### Personal Histories

- 409 *Navigating through the Civil War with Diaries in Hand:  
The Diaries of Two Company Clerks in the 17<sup>th</sup> Wisconsin Infantry*  
by Daniel Kotzin
- 443 *Women's History Students Learn About Race Through Memoir:  
Anne Moody's Coming of Age in Mississippi*  
by Jessica B. Schocker
- 473 *Alternative Strategies for Family History Projects:  
Rethinking Practice in Light of Indigenous Perspectives*  
by Meredith L. McCoy, Leilani Sabzalian, and Tommy Ender

### Games and Role-Play

- 509 *Making History Come Alive: The Boston Massacre Trials*  
by Julie Anne Sweet
- 539 *The Possibilities and Problems of Sid Meier's Civilization  
in History Classrooms*  
by Matt King
- 569 *Game of Thrones and Gaming the History Classroom*  
by Sarah M. Spalding

## IN EVERY ISSUE

- 406 Contributors to *The History Teacher*
- 408 The History of *The History Teacher*
- 597 Questionnaire for Potential Reviewers
- 598 Membership/Subscription Information
- 600 Submission Guidelines for *The History Teacher*

## ADVERTISERS IN THIS ISSUE

- 568 Duke University Press: *Ethnohistory*
- 591 Association for Asian Studies: *Attend an AAS Conference*
- 592 Society for History Education: *The Eugene Asher Award*
- 594 Society for History Education: *The Richard & Louise Wilde Award*
- 595 Society for History Education: *Celebrating 50 Years*

# CONTRIBUTORS

*May 2021*

**Tommy Ender** (Muisca descent) is an Assistant Professor of Educational Studies and History at Rhode Island College. Ender was previously a middle school and high school history teacher and post-doctoral fellow at Loyola University Maryland. He received his doctorate in Education from The University of North Carolina at Chapel Hill.

**Matt King** is an Assistant Professor of Medieval History and Digital Humanities at the University of South Florida. His research focuses on interfaith interactions across the medieval Mediterranean through the analysis of written texts in dialogue with digital and environmental data. He was also fortunate to teach the course “History and Video Games” at the University of Minnesota, which inspired his article in this issue.

**Daniel P. Kotzin** received his Ph.D. in History from New York University. He is a Professor of History at Medaille College. Kotzin’s biography, *Judah L. Magnes: An American Jewish Nonconformist*, was published by Syracuse University Press. He has also published articles and reviews on teaching history in *The History Teacher* and *Teaching History: A Journal of Methods*. His current research is focused on Irish soldiers in the Union Army.

**Meredith McCoy** (Turtle Mountain Band of Chippewa descent) is an Assistant Professor and Andersen Fellow of American Studies and History at Carleton College. McCoy has previously worked as a middle school teacher, a Policy Assistant at the White House Initiative on American Indian and Alaska Native Education, and an instructor at both Turtle Mountain Community College and Freedom University. She received her doctorate in American Studies from The University of North Carolina at Chapel Hill.

**Leilani Sabzalian** (Alutiiq) is an Assistant Professor of Indigenous Studies in Education and Co-Director of the Sapsik<sup>h</sup>wáá Teacher Education Program at the University of Oregon. Sabzalian’s research focuses on creating spaces to support Indigenous students and Indigenous self-determination in public schools, and preparing teachers to challenge colonialism in curriculum, policy, and practice.

**Jessica Schocker** (Ph.D., Educational Psychology, Temple University) is an Associate Professor of Social Studies Education and Women’s Studies at Penn State Berks, where she teaches courses in social studies education, education foundations and politics, women’s history, and critical race theory. Before moving into higher education, Schocker was a high school history teacher.

Her research focuses on the inclusion of women, particularly women of color, in teaching history. She is also interested in critical approaches to teacher education and civic engagement among urban youth and their teachers.

**Sarah M. Spalding** received her Ph.D. in Medieval History from The Catholic University of America. She is currently serving as the Associate Dean for the College of Business, Innovation, Leadership, and Technology at Marymount University, and also teaches history courses for School of Humanities. Her research interests include gender, religious reform, and intellectual culture in the high middle ages.

**Julie Anne Sweet** received her Ph.D. in History from the University of Kentucky in 2002 and is currently a Professor of History at Baylor University in Waco, Texas, where she specializes in colonial and revolutionary America. She double-majored in History and Theatre at the University of Notre Dame as an undergraduate, which explains her unique approach to teaching, and worked in public history at Jamestown Island and Colonial Williamsburg before embarking on her academic career.



# *The History Teacher*

by THE SOCIETY FOR HISTORY EDUCATION

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## **The History of *The History Teacher***

*Collaboration, Cooperation, Innovation, and Excellence*

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**In 1940**, the **Teachers' History Club** at the University of Notre Dame created the "Quarterly Bulletin of the Teachers' History Club" to improve the learning experience in the history classroom.

**By 1967**, the expanding collaboration of educators reorganized as the **History Teachers' Association** and decided to transform the bulletin into an academic journal—*The History Teacher*.

**In 1972**, the association transferred guardianship of *The History Teacher* to coordinating faculty members at the Department of History at California State University, Long Beach. In the interest of independence and self-determination, the associated teachers incorporated as a non-profit organization.

**The Society for History Education, Inc.** (SHE) was recognized by the State of California in 1972.

**In 2012**, the Society began offering full-text, open access to recent archives of *The History Teacher* at its website, [thehistoryteacher.org](http://thehistoryteacher.org).

**In 2016**, *The History Teacher* entered its **50<sup>th</sup> Volume**, and we look forward to 50 more!

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*celebrating*

# **50** years

*The History Teacher* • 50 volumes • 1967-2017

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