

The Society for History Education, Inc.

THE HISTORY TEACHER

Volume 52 Number 3

May 2019

Published by The Society for History Education, Inc.

The History Teacher is published quarterly in November, February, May, and August for members of the Society for History Education. **Editor's Office:** Jane Dabel, *THT* Editor; MAIL: California State University, Long Beach; 1250 Bellflower Boulevard; Long Beach, CA 90840-1601; E-MAIL: editor@thehistoryteacher.org; PHONE: (562) 985-8759; FAX: (562) 985-5431.

The Society for History Education (SHE) is a non-profit organization and publisher of the journal. **Director's Office:** Elisa Herrera, SHE Director; MAIL: California State University, Long Beach; 1250 Bellflower Boulevard; Long Beach, CA 90840-1601; PHONE: (562) 985-2573; FAX: (562) 985-5431; E-MAIL: info@thehistoryteacher.org; WEB: <https://www.thehistoryteacher.org>.

Membership/Subscription rates: Individuals: U.S. \$38, Canada and Mexico \$45, all other locations \$55. Students and retirees: U.S. \$25, all other locations \$35. Lifetime membership: U.S. \$350, all other locations \$400. Institutional subscriptions to The History Teacher: U.S. \$65, Canada and Mexico \$75, all other locations \$85. All checks and money orders must be in U.S. dollars, drawn on a U.S. bank, and made payable to *Society for History Education, Inc.*

Single and back issues: U.S. \$15, Canada and Mexico \$20, all other locations \$25. Contents from back issues are available to browse and purchase from JSTOR at <https://www.jstor.org/journal/historyteacher>.

Returned or undeliverable copies of the journal and correspondence concerning subscriptions should be addressed to the Society for History Education at the Director's Office address above.

Changes of address and claims/notices of non-receipt should be sent to the SHE Director's Office. Changes of address should be made no later than the month preceding the date of the forthcoming publication to avoid interruption in delivery. Claims should be made within three months of publication of the missed issue. The Society is not responsible for copies lost because of failure to report a change of address in time for mailing.

Periodicals postage paid at Long Beach, California, and at additional mailing offices. Publication number: ISSN 0018 2745; USPS number: 957:080; LC number: 74-3356.

Postmaster: Send change of address to Society for History Education; California State University, Long Beach; 1250 Bellflower Boulevard; Long Beach, CA 90840-1601.

Cover: *Se-Quo-Yah / R.T.; drawn, printed & coloured at I. T. Bowen's Lithographic Establishment, No. 94 Walnut St.* Lithograph published by F. W. Greenough, ca. 1838. Library of Congress, Prints and Photographs Division, LC-USZC4-4815. <https://www.loc.gov/item/93504544/>.

Back Cover: *Tshusick. An Ojibway woman / A.H.; drawn, printed & coloured at I. T. Bowen's Lithographic Establishment No. 94 Walnut St.* Lithograph published by E. C. Biddle, ca. 1837. Library of Congress, Prints and Photographs Division, LC-DIG-pga-07591. <https://www.loc.gov/item/95503208/>.

These images from the Library of Congress were originally published in 1836 in the first volume of *History of the Indian Tribes of North America, with Biographical Sketches and Anecdotes of the Principal Chiefs. Embellished with One Hundred and Twenty Portraits, from the Indian Gallery in the Department of War, at Washington*, by Thomas L. McKenney and James Hall.

While these selections prominently feature elements of writing to coincide with this issue's theme, the portraits in *History of the Indian Tribes* showcase a variety of cultural artifacts such as headwear, clothing, jewelry, weaponry, and even child care equipment. The portraits are readily available at several online collections, including the Smithsonian American Art Museum, the University of Washington Libraries, the University of Cincinnati Libraries, and the Bibliothèque Nationale de France.

Students attentive to detail may be delighted—or even dismayed—to discover slightly different versions of the artwork, as well as slightly different citation information (such as various artist names, publishing companies, and publication years). Prodding further, students will unearth a saga of publishing obstacles, funding miscalculations, and a disastrous fire at the Smithsonian that consumed most of the original oil portraits.

With fires, floods, and other unfortunate events destroying historical records to this very day, the quest of finding—and citing—evidence becomes even more of an adventure for students. In “Follow the Footnote,” Marni Davis and Jill E. Anderson offer a ready-to-use activity to set history students on a path to success.

We hope you and your students enjoy the possibilities presented in this edition of *The History Teacher*, a special-focus issue on **Writing in History**.

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.

The Society for History Education affirms that it does not discriminate on the basis of race, religion, national origin, age, or sex. Inquiries concerning the application of Title IX and other federal and state statutes may be referred to the Affirmative Action Officer; California State University, Long Beach; 1250 Bellflower Boulevard; Long Beach, CA 90840.

The History Teacher disclaims responsibility for statements, either of fact or opinion, made by contributors.

The History Teacher is abstracted or indexed in *Historical Abstracts*, *Education Abstracts*, *Professional Development*, *Academic Search, America: History and Life*, and the U.S. Dept. of Education's *ERIC*.

© THE SOCIETY FOR HISTORY EDUCATION
Affiliated with the American Historical Association
All rights reserved

Editorial Board, *The History Teacher*

Editor
Jane Dabel

Managing Editor
Elisa Herrera

Reviews Editors
Jane Dabel • Tim Keirn • Eileen Luhr

Members
Linda Alkana • Donna Binkiewicz • Gail Hamilton
Elisa Herrera • Ali İgmen • Tim Keirn • Margaret Kuo
Eileen Luhr • David Neumann • William A. Weber

Business, Production, and Membership Director
Elisa Herrera

Graduate Student Intern
Brianna P. Nelloms

Board of Directors, The Society for History Education

<i>President</i>	<i>Vice-President</i>	<i>Secretary</i>	<i>Treasurer</i>
Tim Keirn	David Shafer	Jane Dabel	David Shafer

Members
Dorothy Abrahamse • Jane Dabel
Tim Keirn • David Shafer

National Advisory Board, The Society for History Education

Bob Bain	<i>University of Michigan</i>
David A. Berry	<i>Essex County College</i>
Linda Black	<i>Stephen F. Austin State University</i>
Ron Briley	<i>Sandia Preparatory School</i>
Peter Burkholder	<i>Fairleigh Dickinson University</i>
Lendol Calder	<i>Augustana College</i>
Ross E. Dunn	<i>San Diego State University</i>
Jodi Eastberg	<i>Alverno College</i>
Noralee Frankel	<i>Independent Scholar</i>
Lauren McArthur Harris	<i>Arizona State University</i>
Robert L. Harris	<i>Cornell University</i>
T. Mills Kelly	<i>George Mason University</i>
Michael Lovorn	<i>University of Pittsburgh</i>
Craig Perrier	<i>American Historical Association</i>
Amanda Podany	<i>California State Polytechnic Univ., Pomona</i>
Brenda Santos	<i>Achievement First</i>
Gloria Sesso	<i>Patchogue-Medford School</i>
Howard Spodek	<i>Temple University</i>
Peter N. Stearns	<i>George Mason University</i>
Merry Wiesner-Hanks	<i>University of Wisconsin-Milwaukee</i>

Staff, The Society for History Education

<i>President</i>	<i>Director</i>
Tim Keirn	Elisa Herrera

Editors of *The History Teacher*

2005-	Jane Dabel	1979-1984	Albie Burke
2001-2006	Nancy Quam-Wickham	1977-1979	Augustus Cerillo, Jr.
1997-2001	William Weber	1974-1977	Keith Ian Polakoff
1985-1997	Edward A. Gosselin	1972-1973	Frederic A. Youngs, Jr.
1984-1985	William F. Sater	1967-1972	Leon Bernard

CONTENTS

May 2019

THE CRAFT OF TEACHING

Writing in History

- 369 *Historians' Social Literacies: How Historians Collaborate and Write*
by Jeffery D. Nokes and Alisa Kesler-Lund
- 411 *Scaffolding the Writing of Argumentative Essays in History: A Functional Approach*
by Silvia Pessoa, Thomas D. Mitchell, and Benjamin Reilly
- 441 *Situated Word Inquiry: Supporting Inquiry and Language-Rich Environments through Technology-Mediated, Contextualized Word Learning*
by Tina L. Heafner and Dixie Massey
- 461 *Writing in the Eighteenth Century*
by Heather Morrison
- 477 *Follow the Footnote*
by Marni Davis and Jill E. Anderson

NOTES AND COMMENTS

- 499 *The Politics of Evil: Teaching a Political Violence Film Course*
by Joe P. Dunn

REVIEWS

- 523 Carter, Sarah Anne. *Object Lessons: How Nineteenth-Century Americans Learned to Make Sense of the Material World*
by John H. Bickford III

Charles, Patrick J. *Armed in America: A History of Gun Rights from Colonial Militias to Concealed Carry*
by Cari S. Babitzke

Fallace, Thomas D. *In the Shadow of Authoritarianism: American Education in the Twentieth Century*
by Mark Oromaner

Jackson, Peter. *The Mongols and the Islamic World: From Conquest to Conversion*
by Ali İğmen

Kelly, Matthew Kraig. *The Crime of Nationalism: Britain, Palestine, and Nation-Building on the Fringe of Empire*
by Kenneth Shonk Jr.

Martinez, Monica Muñoz. *The Injustice Never Leaves You: Anti-Mexican Violence in Texas*
by John Weber

Parsons, Anne E. *From Asylum to Prison: Deinstitutionalization and the Rise of Mass Incarceration after 1945*
by Clarence Jefferson Hall Jr.

Patiño, Jimmy. *Raza Sí, Migra No: Chicano Movement Struggles for Immigrant Rights in San Diego*
by Elvia Rodríguez

CONTENTS, cont.

May 2019

IN EVERY ISSUE

- 367 Contributors to *The History Teacher*
- 536 The History of *The History Teacher*
- 537 Questionnaire for Potential Reviewers
- 538 Membership/Subscription Information
- 540 Submission Guidelines for *The History Teacher*

ADVERTISERS IN THIS ISSUE

- 410 Society for History Education: *Celebrating 50 Years*
- 476 Association for Asian Studies: *Discover Asia*



Note: Although the Library of Congress catalogs these two images under the same item entry, closer investigation reveals differences in the artwork, as well as the captions. The image on the left reads: “SE-QUO-YAH. / Philadelphia Published by Key & Biddle. / From Childs and Inman’s Lith Press.” Meanwhile, the image on the right reads: “SE-QUO-YAH / Published by F. W. Greenough, Philada.”

Library of Congress, Prints and Photographs Division, <https://www.loc.gov/item/93504544/>. Left: Reproduction No. LC-USZC4-4815 (color film copy transparency of another copy), <https://www.loc.gov/resource/cph.3g04815/>. Right: Reproduction No. LC-DIG-pga-07569 (digital file from original item), <https://www.loc.gov/resource/pga.07569/>.

CONTRIBUTORS

May 2019

Jill E. Anderson is a Humanities Librarian at Georgia State University. Anderson received her Ph.D. from Rutgers University, and is the author of several articles on information literacy and history instruction and on post-World War II girls' literature and culture. She is currently working on a project on post-war girl poets and intellectual culture.

Marni Davis is an Associate Professor of History at Georgia State University. Davis received her Ph.D. from Emory University, and is the author of *Jews and Booze: Becoming American in the Age of Prohibition* (New York University Press, 2012). She is currently writing about immigrant neighborhoods and urban renewal in the Jim Crow South. She is also the co-founder of teachingatlanta.org, a website for college and high school instructors who want to utilize the city in their curriculum.

Joe P. Dunn is the Charles A. Dana Professor of History and Politics, and the Department Chair at Converse College. He received a B.S. in History from Southeast Missouri State University, an M.A. and Ph.D. in History from the University of Missouri, and also completed post-doctorate work in Political Science at Duke University. Dunn has authored/edited six books and over seventy-five articles, and is the recipient of thirteen teaching awards.

Tina L. Heafner earned her Ph.D. in Curriculum and Instruction from the University of North Carolina at Greensboro and is a Professor at the University of North Carolina at Charlotte. Heafner is the 2018-2019 President-Elect of the National Council for the Social Studies (NCSS). Her publications include eleven co-authored books, including *Beginning Inquiry: Short Texts for Inexperienced Readers in U.S. History* (Social Studies School Service, 2017) and *Seeds of Inquiry: Using Short Texts to Enhance Student Understanding of World History* (Social Studies School Service, 2016).

Alisa Kesler-Lund is an Assistant Professor at Brigham Young University. She received a Ph.D. in Curriculum, Teaching, and Educational Policy from Michigan State University in 2012. She researches the work of history in K-12 classrooms and has studied elementary students' engagement in historical thinking in classrooms and museums, how teachers co-plan historical thinking lessons, and teachers' interaction during "Lesson Study." She currently teaches a methods of teaching course and a course on democratic classroom design.

CONTRIBUTORS, cont.

May 2019

Dixie Massey is Program Coordinator of the Reading Endorsement at the University of Washington, where she is a Senior Lecturer in the Department of Language, Literacy, and Culture. She is co-author, along with Tina Heafner, of *Strategic Reading in World History* and *Strategic Reading in U.S. History* (Social Studies School Service, 2006); *Targeted Vocabulary Strategies for Secondary Social Studies* (Social Studies School Service, 2012); and the *Seeds of Inquiry* series (Social Studies School Service, 2016).

Thomas D. Mitchell is an Assistant Teaching Professor of English at Carnegie Mellon University in Qatar. He holds a Ph.D. in Rhetoric from Carnegie Mellon University. Mitchell has published on history writing in *Linguistics and Education* and the *Journal of Second Language Writing*.

Heather Morrison is an Associate Professor and Department Chair at the State University of New York at New Paltz. She teaches a range of courses in history, including a writing-intensive seminar on “The Enlightenment,” a freshman seminar on “Youth Culture in Europe,” and a senior seminar on “Eighteenth-Century Travel.” She has worked on developing faculty-generated departmental and university-wide curricular improvement initiatives. Her scholarly publications focus on the enlightenment in Vienna in the 1780s.

Jeffery D. Nokes (Ph.D., Teaching and Learning, University of Utah) is an Associate Professor in the History Department at Brigham Young University. A former secondary teacher, his research focuses on history instruction, historical literacy, teacher preparation, and civic engagement. He wrote *Building Students’ Historical Literacies: Learning to Read and Reason with Historical Texts and Evidence* (Routledge, 2013) and co-authored *Explorers of the American West: Mapping the World through Primary Documents* (ABC-CLIO, 2016).

Silvia Pessoa is an Associate Teaching Professor of English at Carnegie Mellon University in Qatar. She holds a Ph.D. in Second Language Acquisition from Carnegie Mellon University. Her research interests include writing in the disciplines. She has published on history writing in *Linguistics and Education* and the *Journal of Second Language Writing*.

Benjamin Reilly is an Associate Teaching Professor of History at Carnegie Mellon University in Qatar. He holds a Ph.D. in History from the University of Pittsburgh. He has published extensively on environmental history.