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On *The History Teacher*'s cover, a natural moment between family members—a polar bear and her cub traverse along the icy waters of Svalbard, an archipelago in the northernmost point of Norway in the Arctic Ocean more than 500 miles north of the country's mainland. On the rear cover, in a setting not quite as natural, an enclosed polar bear goes for a swim in the *Zoo sauvage de Saint-Félicien* (Wild Zoo of Saint-Félicien) in Quebec, Canada.

Among the treasures in this issue, Amanda I. Seligman and Jaclyn J. Kelly share how their students used our professional discipline along with modern social media applications to bring to life a range of historical events, including the landmark day in 1932 when Zero the Polar Bear was born. Little Zero had the dubious honor of being the first polar bear cub born in a North American zoo to survive to maturity.

Like professional historians, these students grappled with complex information, both positive and negative, to explore the history of humanity (and non-humanity), culminating in thoughtful, respectful historical reenactments on Twitter that synthesized their historical skills and garnered media attention on and off campus.

Acknowledging that the historical discipline can be arduous both academically and emotionally, we hope you and your students are enlightened and empowered by the possibilities presented in this issue of *The History Teacher*, which includes a special focus on **Teaching with Digital History**. Thank you for having the courage and skill to be a History Teacher.

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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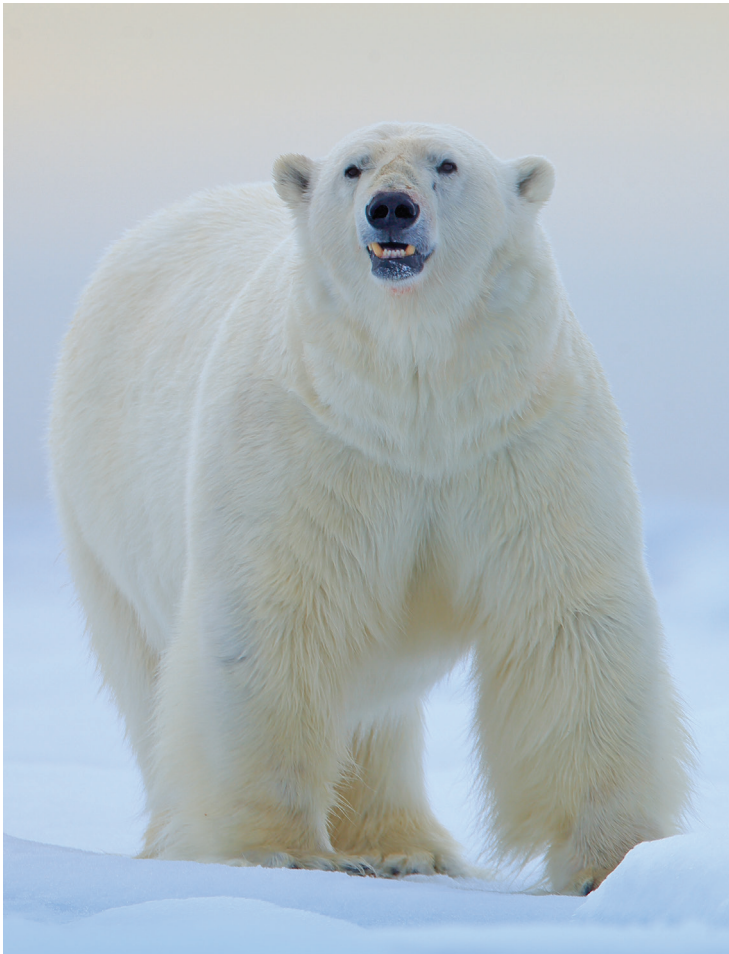
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