

The Society for History Education, Inc.

THE HISTORY TEACHER

Volume 58 Number 3

May 2025

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: Society for History Education; California State University, Long Beach; 1250 Bellflower Boulevard; Long Beach, CA 90840-1601; E-MAIL: jane.dabel@csulb.edu; PHONE: (562) 985-2408; FAX: (562) 985-5431; WEB: <https://www.thehistoryteacher.org>.

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

Membership/Subscription rates: Individuals: U.S. \$45, Canada and Mexico \$55, all other locations \$75. Students and Retirees: U.S. \$35, Canada and Mexico \$45, all other locations \$65. Institutional subscriptions to *The History Teacher*: U.S. \$79, Canada and Mexico \$89, all other locations \$99. 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.* Online ordering available at <https://www.thehistoryteacher.org/order>.

Single and back issues: U.S. \$15, Canada and Mexico \$20, all other locations \$25. Issues are available for purchase at <https://www.thehistoryteacher.org/order>. Contents are also available for 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.

Front Cover: *Young Man at His Window* (1876). Oil on canvas by Gustave Caillebotte (1848-1894). J. Paul Getty Museum, Object No. 2021.67. Public domain, Creative Commons Zero (CC0) 1.0 Universal license (image modified). <https://www.getty.edu/art/collection/object/10A2Y1>.

Back Cover: *Paris Street; Rainy Day* (1877). Oil on canvas by Gustave Caillebotte (1848-1894). Art Institute of Chicago, Reference No. 1964.336. Public domain, Creative Commons Zero (CC0) 1.0 Universal license. <https://www.artic.edu/artworks/20684/paris-street-rainy-day>.

Gustave Caillebotte's stunning oil paintings are remarkable not just in beauty, but in capturing the momentous changes characteristic of late nineteenth-century Paris. Caillebotte's technique and style masterfully encapsulate the emerging Impressionist movement of the Parisian art world, while his subject selections reveal the radical transformation of the very streets of the city itself.

In *Young Man at His Window*, the Getty Museum explains, "Caillebotte used his brother René and the family's newly-built apartment building...in the 8th arrondissement of Paris. This expensive and fashionable quarter had been completely transformed by the urban renewal project initiated by Baron Haussmann, prefect of the Seine, and by real-estate speculation, in which Caillebotte's recently deceased father Martial had been a major participant." For the iconic *Paris Street; Rainy Day*, the Art Institute of Chicago shares, "Caillebotte grew up near this district when it was a relatively unsettled hill with narrow, crooked streets. As part of a new city plan designed by Baron Georges-Eugène Haussmann, these streets were relaid and their buildings razed during the artist's lifetime."

Echoing Caillebotte's fascination with cityscapes and in the spirit of the *flâneur*, the leisurely urban wanderer of the nineteenth century, author Michael P. Marino encourages a historical inquiry model centered on the "walking historian" in which historians and first-year college students "tell and preserve the stories of towns and communities undergoing rapid change due to industrialization and urbanization." Marino's article, "'Historians Who Walk': Historical Thinking and Urban Landscapes in New York City and Philadelphia," kicks off this edition of *The History Teacher*, which has a special focus on **Student Thinking**.

We hope you and your students are enlightened and empowered by the possibilities presented in this issue of *The History Teacher*. 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.

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*.

© 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 Editor

Jane Dabel

Members

Linda Alkana • Melissa Archibald • Donna Binkiewicz • Isacar A. Bolaños
Gail Hamilton • Elisa Herrera • Ali İğmen • Marissa Jenrich • Rajbir Singh Judge
Eileen Luhr • David Neumann • Ulises Piña • David Sheridan

Print and Digital Production

Elisa Herrera

Graduate Student Intern

Robert Thomas

Board of Directors, Society for History Education

President

Eileen Luhr

Vice-President

David Shafer

Secretary

Jane Dabel

Treasurer

David Shafer

Members

Dorothy Abrahamse • Jane Dabel
Eileen Luhr • David Shafer

National Advisory Board, Society for History Education

Bob Bain	<i>University of Michigan</i>
Jennifer Baniewicz	<i>American Historical Association</i>
David A. Berry	<i>Essex County College</i>
Linda Black	<i>Texas A&M University-Central Texas</i>
Peter Burkholder	<i>Fairleigh Dickinson University</i>
Lendol Calder	<i>Augustana College</i>
Jean-Paul R. Contreras deGuzman	<i>Windward School & Univ. of Calif., Los Angeles</i>
Ross E. Dunn	<i>San Diego State University</i>
Jodi Eastberg	<i>Alverno College</i>
Noralee Frankel	<i>Independent Scholar</i>
Krista Grensavitch	<i>National History Day</i>
Lauren McArthur Harris	<i>Arizona State University</i>
Robert L. Harris	<i>Cornell University</i>
Michael Lovorn	<i>North Cedar Academy</i>
Craig Perrier	<i>Fairfax County Public Schools</i>
Amanda Podany	<i>California State Polytechnic Univ., Pomona</i>
Brenda Santos	<i>University of Rhode Island</i>
Gloria Sesso	<i>Patchogue-Medford School</i>
Peter N. Stearns	<i>George Mason University</i>
Merry Wiesner-Hanks	<i>University of Wisconsin-Milwaukee</i>

Editors of *The History Teacher*

2005-	Jane Dabel	1979-1984	Albie Burke
2001-2006	Nancy Quam-Wickham	1977-1979	Augustus Cerillo, Jr.
1995-2001	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

Staff, Society for History Education

Elisa Herrera

CONTENTS

May 2025

THE CRAFT OF TEACHING

Student Thinking

- 279 *“Historians Who Walk”: Historical Thinking and Urban Landscapes in New York City and Philadelphia*
by Michael P. Marino
- 329 *Decoding How Undergraduate Students Contextualize History Documents*
by Ryan DiCostanzo, Anthony Discenza, Jenna Langone, and Jared McBrady
- 361 *Flipped/Hybrid and Flexible: Student Success and Redesigning the U.S. History Survey at Texas A&M University*
by Jessica Erin Ray, Samantha Shields, Verity McInnis, Shweta Kailani, Kaitlyn N. Ross, and Carlos Kevin Blanton

IN EVERY ISSUE

- 277 Contributors to *The History Teacher*
- 396 The History of *The History Teacher*
- 397 Questionnaire for Potential Reviewers
- 398 Membership/Subscription Information
- 400 Submission Guidelines for *The History Teacher*

ADVERTISERS IN THIS ISSUE

- 391 American Historical Association: *The 139th Annual Meeting*
- 392 Organization of American Historians: *Celebrate 250 Years*
- 393 National History Day: *Activate NHD in Your Classroom*
- 394 Society for History Education: *OAH Member Discount*
- 395 Society for History Education: *The Eugene Asher Teaching Award*

CONTRIBUTORS

May 2025

Carlos Kevin Blanton is the Barbara White Stuart Professor of Texas History at The University of Texas at Austin. He has published three books and numerous articles in several fields, including Texas, Chicana/o, and education history. He holds a Ph.D. from Rice University and has held prior faculty positions at Portland State University and, most recently, at Texas A&M University, where he was a department head from 2019-2023.

Ryan DiCostanzo is an M.A. student in History at SUNY Cortland, where he earned a Dual B.A. in History and Adolescence Education, with a minor in Teachers of English to Speakers of Other Languages (TESOL). A certified Social Studies teacher, he is the permanent substitute teacher for Warwick Valley Central School District. DiCostanzo is working toward a TESOL extension and plans to continue his education beyond the master's level, seeking diverse opportunities to enhance student engagement.

Anthony Discenza received his Dual B.A. in History and Adolescence Education from SUNY Cortland in 2023. He also received his M.A. in Special Education Grades 7-12 from Touro University. Discenza has an interest in engaging high-school history students to connect historical concepts to current events using historical thinking methods.

Shweta Kailani is the Director of the Center for Teaching and Learning at Lenoir-Rhyne University. She holds a master's in Digital Design and MBA from Mississippi State University and is pursuing a doctorate in Educational Psychology at Texas A&M University, where she previously directed Transformational Teaching and Learning in the College of Arts and Sciences. She advances faculty development, educational innovation, and student success as a strategic partner in pedagogy and scholarship.

Jenna Langone received an M.A. in History at SUNY Cortland, as well as her B.A. with a dual major in Adolescence Education: Social Studies and History (7-12), with a minor in Women's, Gender, and Sexuality Studies. She conducted an independent research study focusing on women in history in relation to their place in current curricula.

Michael Marino is a Professor and Chair of the Department of History at The College of New Jersey. He also coordinates the Department's Secondary Education Program. His research focuses on the intersection between history and social studies education. His articles have appeared in numerous journals and have addressed topics such as the evolution of

CONTRIBUTORS, cont.

May 2025

the world history curriculum, historical thinking, local history, and the use of mapping to collect historical evidence. Marino was the recipient of the American Historical Association's prestigious Gilbert Award for the Best Article on Teaching History for his 2022 article in *The History Teacher*.

Jared McBrady (Ph.D., University of Michigan) is an Assistant Professor of Social Studies Education at Hope College. His teaching and research focus on the preparation of elementary, secondary, and university history teachers and the Scholarship of Teaching and Learning in the discipline of history. His current work blends the Decoding the Disciplines and Students as Partners paradigms. Prior to pursuing his Ph.D., he taught middle-school social studies.

Verity McInnis earned her Ph.D. in History from Texas A&M University, where she is now an Instructional Associate Professor. She is the Principal Investigator for a TAMU Open Educational Resources Project, served as a TAMU task force member of the American Association of Colleges and Universities (AAC&U) Institute on Open Educational Resources, and continues her work on innovative course design.

Jessica Erin Ray earned her Ph.D. in History from Texas A&M University, where she is now an Instructional Associate Professor. In addition to course design work, she served as faculty lead for the U.S. history survey for Digital Design for Student Success (D2S2), a collaboration with the Texas Higher Education Coordinating Board. She also manages undergraduate humanities research initiatives as the Associate Director of the Melbern G. Glasscock Center for Humanities Research.

Kaitlyn N. Ross is a Ph.D. Candidate and former Graduate Lecturer in History at Texas A&M University. She received the 2022 Texas A&M University Murray and Celeste Fasken Distinguished Graduate Student Teaching Award and has co-authored twenty in-class active learning and other teaching materials with Open Educational Resources of Texas with the Texas Higher Education Coordinating Board.

Samantha Shields earned her Ph.D. from Texas A&M University, where she is now the Assistant Director of Curriculum Development for the Center for Teaching Excellence. She is passionate about facilitating the Program (Re)Design process, a faculty-led, data-informed process aimed to assist programs or course teams in creating a more learner-centered, relevant, and current curriculum or course design.