

The Society for History Education, Inc.

THE HISTORY TEACHER

Volume 43 Number 4

August 2010

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, California State University, Long Beach, 1250 Bellflower Boulevard, Long Beach, CA 90840-1601; PHONE: (562) 985-8759; FAX: (562) 985-5431; E-MAIL: jdabel@csulb.edu. Business, Production, and Subscription Office: Elisa Herrera, General Manager, California State University, Long Beach, 1250 Bellflower Boulevard, Long Beach, CA 90840-1601; PHONE: (562) 985-2573; FAX: (562) 985-5431; E-MAIL: herrera@thehistoryteacher.org WEB: www.thehistoryteacher.org.

Subscription fees: Individuals: U.S. \$32, Canada and Mexico \$41, other foreign \$50; Institutions: U.S. \$63, Canada and Mexico \$72, other foreign \$81; Students with verification of enrollment, and retired individuals: U.S. \$22, all foreign \$31; Lifetime subscription: U.S. \$300, all foreign \$350. 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. \$12, Canada and Mexico, \$15, other foreign \$20. All back issues are available on microfilm from University Microfilms, 300 N. Zeeb Road, Ann Arbor, MI 48106.

Returned or undeliverable copies of the journal and correspondence concerning subscriptions should be addressed to the General Manager at the Business, Production, and Subscription Office.

Notice of nonreceipt of an issue must be sent to the Business, Production, and Subscription Office within three months of publication of the issue. Changes of address should be sent to the Business, Production, and Subscription Office by the first of the month preceding the month of publication. The Society is not responsible for copies lost because of failure to report a change of address in time for mailing. The Society cannot accommodate changes of address that are effective only for the summer months.

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

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 The Society for History Education, California State University, Long Beach, 1250 Bellflower Boulevard, Long Beach, CA 90840-1601.

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

Cover: *Another Call "More Men and Still More Until the Enemy is Crushed" Lord Kitchener, 1914.* Hill, Siffken, and Co., London, U.K. Library of Congress Prints and Photographs Division. LC-USZC4-10883. This lithograph issued by Britain's Parliamentary Recruiting Committee is among the Library of Congress collection, World War I Posters, available at <<http://www.loc.gov/pictures/collection/wwipos/>>. Implicitly acknowledging massive loss of life on multiple fronts, numerous colorful, emotional, and even cartoonish posters urged people to continue fueling war with "Men, Munitions, and Money." In the aftermath of World War I, survivors mourning the millions of deaths turned to more stark representations of war, such as the Edwin Luytens memorials analyzed by David A. Johnson and Nicole F. Gilbertson in "Commemorations of Imperial Sacrifice at Home and Abroad: British Memorials of the Great War," which begins on page 563 of this issue.

trends in specific fields of historical research; and (3) critical review essays on audiovisual materials, textbooks, and other secondary works suitable for classroom use. Briefer items announcing conferences or workshops for history teachers, other teaching-related special events, speakers, and the like, appear in the Society for History Education's website, <www.thehistoryteacher.org>.

The History Teacher also publishes, as regular departments, reviews of audiovisual materials, textbooks, 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.

The History Teacher does not have its own style sheet. Contributors should follow the forms of citation customary in the historical profession. Manuscripts must be double spaced (including all quotations and endnotes), and submitted in triplicate. The manuscripts should be in letter quality type. Authors are encouraged to supply or recommend illustrations that would enhance the effectiveness of their work in print. Final decisions on manuscripts usually require a minimum of 10-15 weeks. We cannot return articles which have not been accepted unless a self-addressed, stamped envelope was enclosed with the article. The editors, who are the final judges of matters concerning grammar, usage, and other conventions, will edit contributions to conform to the normal manner of presentation in *The History Teacher*.

Manuscripts prepared on electronic word processing devices can dramatically improve the speed and accuracy of text handling. *The History Teacher* can accept many popular word processing formats. Contributors should indicate at the time of first (hard copy) submission if their manuscripts are available in electronic form, identifying the word processing programs and the types of machine upon which the manuscripts were prepared. Upon acceptance, contributors will be informed if the manuscripts can be received in electronic form by *The History Teacher*.

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 is abstracted or indexed in *Historical Abstracts*, *America: History and Life*, *Current Index to Journals in Education*, and *Multi-Media Index*.

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

— **Editorial Board, *The History Teacher*** —

Editor

Jane Dabel

Managing Editor

Troy Johnson

Reviews Editor

Arlene Lazarowitz

Computer Editor

Daniel M. Ringrose

Members

Linda Alkana • Houri Berberian • Albie Burke • Douglas M. Haynes • Elisa Herrera
Troy Johnson • Eileen Luhr • Nancy Quam-Wickham • Daniel M. Ringrose
Peter Snetsinger • William A. Weber • Richard H. Wilde

Business, Production, and Subscription Director

Elisa Herrera

Graduate Student Intern

Michael Miller

— **Board of Directors, The Society for History Education** —

President

Troy Johnson

Secretary

Jane Dabel

Treasurer

Nancy Quam-Wickham

Members

Dorothy Abrahamse • Simeon J. Crowther • Jane Dabel
Nancy Quam-Wickham • Richard H. Wilde

— **National Advisory Board, The Society for History Education** —

Suzanne Wilson Barnett	<i>University of Puget Sound</i>
Edward Berenson	<i>New York University</i>
David A. Berry	<i>Essex County College</i>
Ron Briley	<i>Sandia Preparatory School</i>
Joan Catapano	<i>University of Illinois Press</i>
Ross E. Dunn	<i>San Diego State University</i>
Leon Fink	<i>University of North Carolina</i>
Noralee Frankel	<i>American Historical Association</i>
Sandra B. Freitag	<i>University of California, Santa Cruz</i>
David Gould	<i>Durham Academy</i>
Robert L. Harris	<i>Cornell University</i>
Donald T. Hata	<i>California State University, Dominguez Hills</i>
David M. Kennedy	<i>Stanford University</i>
David Kobrin	<i>Charles E. Smith Jewish Day School</i>
Mark L. Kornbluh	<i>Michigan State University</i>
Loretta Lobes	<i>NHEN, Carnegie Mellon University</i>
Steven H. Mintz	<i>University of Houston</i>
Michael A. Morrison	<i>Purdue University</i>
Amanda Podany	<i>California State Polytechnic Univ., Pomona</i>
John Pyne	<i>West Milford Township High School</i>
Elaine Wrisley Reed	<i>National Council for History Education</i>
Gary W. Reichard	<i>California State University, Long Beach</i>
Eric Rothschild	<i>Scarsdale High School</i>
Gloria Sesso	<i>Patchogue-Medford School</i>
Howard Spodek	<i>Temple University</i>
Peter N. Stearns	<i>George Mason University</i>
David Trask	<i>Guilford Technical Community College</i>
John Tyler	<i>Groton School</i>
Judith P. Zinsser	<i>Miami University</i>

— **Staff, The Society for History Education** —

President

Troy Johnson

Director

Elisa Herrera

CONTENTS

August 2010

GENERAL

- 489 *“What is the Text Doing?”: Preparing Pre-Service Teachers to Teach Primary Sources Effectively*
by David J. Neumann

THE CRAFT OF TEACHING

- 513 *From Living under Attap to Residing in the Sky: Imagination and Empathy in Source-Based History Education in Singapore*
by Loh Kah Seng and Lee Si Wei
- 535 *Using Graffiti to Teach Students How to Think Like Historians*
by Eric V. Franco
- 545 *Getting Medieval on American History Research: A Method to Help Students Think Historically*
by Peter Burkholder
- 563 *Commemorations of Imperial Sacrifice at Home and Abroad: British Memorials of the Great War*
by David A. Johnson and Nicole F. Gilbertson

NOTES AND COMMENTS

- 585 *If You Require It, Will They Learn from It? Student Perceptions of an Independent Research Project*
by Jerusha O. Conner
- 595 *The Case of the Reluctant Epistemologists*
by Clara Shaw Hardy
- 605 *One if by Land! Two if by River? Or, What if Everything You Thought You Knew were Wrong?*
by Christine Baron

REVIEWS

- 615 Feimster, Crystal. *Southern Horrors: Women and the Politics of Rape and Lynching*
by Barbara McGowan
- Foster, Benjamin R. and Karen Polinger Foster. *Civilizations of Ancient Iraq*
by John P. Nielsen
- Gourley, Catherine. *The Horrors of Andersonville: Life and Death Inside a Civil War Prison*
by Marjorie Hunter
- Hunt, Michael H., ed. *A Vietnam War Reader: A Documentary History from American and Vietnamese Perspectives*
by John G. Selby
- Peterson, Derek R., ed. *Abolitionism and Imperialism in Britain, Africa, and the Atlantic*
by Lawrence B. Goodheart
- Sklaroff, Lauren Rebecca. *Black Culture and the New Deal: The Quest for Civil Rights in the Roosevelt Era*
by Lane Demas
- Ward, Brian, ed. *The 1960s: A Documentary Reader*
by Theresa Kaminski
- Widener, Daniel. *Black Arts West: Culture and Struggle in Postwar Los Angeles*
by Jamie J. Wilson

SPECIAL SECTION

- 627 Index to Volume 43

CONTENTS, cont.

August 2010

IN EVERY ISSUE

- 487 Contributors to this issue
- 637 Questionnaire for potential reviewers
- 638 Subscription information
- 640 Submission guidelines for *The History Teacher*

ADVERTISERS IN THIS ISSUE

- Cover 2 National Center for History in the Schools: *World History: The Big Eras*
- 512 Association for Asian Studies: *Teach About Asia, Learn About Asia*
- 534 National History Club: *Our Mission*
- 544 Facts on File: *Encyclopedia of American History*
- 614 Organization of American Historians: *Become a Member of the OAH Today!*
- 626 Society for History Education: *The Extraordinary Teacher*
- 636 Society for History Education: *Advertise in The History Teacher*
- Cover 3 Harlan Davidson: *New Titles from Harlan Davidson!*
- Cover 4 National Center for History in the Schools: *Forbidden Love*

CONTRIBUTORS

August 2010

Christine Baron is principal of Baron Consulting, Beverly, Massachusetts and a doctoral candidate at the Boston University School of Education.

Peter Burkholder (Ph.D., University of Minnesota) is an Assistant Professor of history at Fairleigh Dickinson University. His research interests include medieval history in film, medieval warfare, and Angevin history. Burkholder is the recipient of several teaching related grants, and he is a frequent presenter on history pedagogy. He was a Teaching Fellow with the University of Wisconsin in 2004-2005, and he was named Teacher of the Year at Fairleigh Dickinson in 2009.

Jerusha Conner is an Assistant Professor in the Department of Education at Villanova University, where she teaches courses in educational policy, instructional leadership, and diversity. She received her Ph.D. from Stanford University School of Education. Prior to completing her doctorate, she taught high school English for several years in Miami, Florida. Her research interests include student voice in school reform and student engagement in the senior year of high school.

Eric V. Franco, Ed.D., teaches a variety of courses at Edgewood College within the School of Education as well as K-12 history at Robert M. LaFollette High School in Madison, Wisconsin.

Nicole Gilbertson is the Director of the University of California, Irvine History Project. She organizes and administers programs in United States history, world history, and literacy for the history classroom.

Clara Shaw Hardy received her B.A. in Latin from Oberlin College and her Ph.D. in Classical Philology from Brown University. She currently teaches at Carleton College; her principal interests are in the performance of Greek and Roman drama and gender studies. Hardy has published articles on Herodotus, Plautus, Virgil, and Ovid, as well as some pieces on the teaching of writing and drama. Hardy is currently working on a study of the year 415 B.C.E. in Athens.

David A. Johnson is an Assistant Professor of history at the University of North Carolina, Charlotte. He teaches courses on British imperialism, modern South Asia, and world/transnational history.

Lee Si Wei is a secondary school teacher in history and social studies. A teacher presently at Anglo-Chinese School, she also taught at Marsiling Secondary, where the pilot study for this issue's article was conducted.

CONTRIBUTORS, cont.

August 2010

Loh Kah Seng is a Visiting Research Fellow at the Institute of Southeast Asia Studies, Singapore. His Ph.D. examined the role of a kampong fire in the making of modern Singapore. He was previously a history teacher in a junior college.

David J. Neumann is Site Director of The History Project at CSU Long Beach and Dominguez Hills, an organization that provides professional development to K-12 teachers through partnerships with university faculty. He is also a member of the History Department at California State University, Long Beach, where he teaches history courses for undergraduates and history education courses for pre-service teachers. A high school teacher for over ten years, Neumann completed an M.A. degree in History through a James Madison Fellowship.