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.societyforhistoryeducation.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.

TheHistoryTeacher is abstracted or indexed in Historical Abstracts, America: History and Life, Current Index to Journals in Education, Multi-Media Index, and the U.S. Department of Education’s ERIC.

© THE SOCIETY FOR HISTORY EDUCATION
Affiliated with the American Historical Association
All rights reserved
CONTENTS
August 2012

THE CRAFT OF TEACHING

489  Historical Thinking and Preservice Teacher Preparation
    by Tim Keirn and Daisy Martin

Programmatic Innovation in Preservice History Teacher Education

493  Subject Matter Counts: The Pre-Service Teaching and Learning of
     Historical Thinking
     by Tim Keirn and Eileen Luhr

513  Using Disciplinary Literacy to Develop Coherence in History Teacher
     Education: The Clinical Rounds Project
     by Robert B. Bain

Historical Thinking and the Teaching Methods Course

533  Seeing Through the Eyes of a History Teacher
     by Laura M. Westhoff

549  Hooked on Inquiry: History Labs in the Methods Course
     by Linda Sargent Wood

569  Historiography in the Methods Course: Training Preservice History
     Teachers to Evaluate Local Historical Commemorations
     by Michael G. Lovorn

581  Using Core Historical Thinking Concepts in an Elementary History
     Methods Course
     by Daisy Martin

Assessment in Preservice History Teacher Preparation

603  “Can You Make ‘Historiography’ Sound More Friendly?”: Towards the
     Construction of a Reliable and Validated History Teaching Observation
     Instrument
     by Stephanie van Hover, David Hicks, and Stephen Cotton
Promoting Global Perspective and Raising the Visibility of Asia in World History: An Assignment for Pre-Service Teachers
by Tim Keirn, Eileen Luhr, Miguel Escobar, and Manoj Choudhary

REVIEWS

Burton, Antoinette. A Primer for Teaching World History: Ten Design Principles
by Dean T. Ferguson

Chazelle, Celia, Simon Doubleday, Felice Lifshitz, and Amy G. Remensnyder, eds. Why the Middle Ages Matter: Medieval Light on Modern Injustice
by Gregory S. Beirich

Hunt, Michael H. and Steven I. Levine. Arc of Empire: America’s Wars in Asia from the Philippines to Vietnam
by Robert Entenmann

Kirkendall, Richard S., ed. The Organization of American Historians and the Writing and Teaching of American History
by David S. Bovée

Lesh, Bruce. “Why Won’t You Just Tell Us the Answer?”: Teaching Historical Thinking in Grades 7-12
by Sara Brooks Sundberg

Palmer, James. Heaven Cracks, Earth Shakes: The Tangshan Earthquake and the Death of Mao’s China
by Daniel Leese

Roupp, Heidi, ed. Teaching World History in the Twenty-first Century: A Resource Book
by Deborah Wing-Leonard

Wineburg, Sam, Daisy Martin, and Chauncey Monte-Sano. Reading Like a Historian: Teaching Literacy in Middle and High School History Classrooms
by Dave Neumann
CONTENTS, cont.
August 2012

SPECIAL SECTION

641 Index to Volume 45

IN EVERY ISSUE

487 Contributors to The History Teacher
649 Questionnaire for Potential Reviewers
650 Membership/Subscription information
652 Submission Guidelines for The History Teacher

ADVERTISERS IN THIS ISSUE

568 Organization for American History: Become an OAH Member Today
580 Association for Asian Studies: Teach About Asia, Learn About Asia
Cover 4 Stenhouse Publishers: “Why Won’t You Just Tell Us the Answer?”
Robert “Bob” Bain is an Associate Professor with a joint appointment in the School of Education and the Department of History at the University of Michigan, and the Chair of the Secondary Teacher Education Program. A former high school history teacher (26 years), Bain’s research focuses on teaching and learning history across multiple sites, including classrooms, museums, and online. He is currently primary investigator on the Big History Project, <www.bighistoryproject.com>.

Manoj Choudhary teaches seventh-grade world history and seventh- and eighth-grade debate at Chandler School in Pasadena, California. He holds a B.A. in Political Science from Loyola Marymount University (1998), an M.A. in Computer Forensics from The George Washington University (2000), and credentials in Social Science Education and Industrial and Technology Education from California State University, Long Beach (2011). Prior to his appointment at Chandler School, Choudhary taught at Ross Middle School (technology, world history, and U.S. history) and Hawthorne High School (world history and U.S. history).

Stephen Cotton is a research assistant and professional development consultant on the “My History Partner” Teaching American History Grant project at the University of Virginia. He provides individualized coaching to help teachers improve the quality of the teacher-student interactions in their classrooms. He is also a certified history and social studies teacher, with sixteen years of teaching experience in the U.S., the Middle East, and Asia.

Miguel Escobar graduated from California State University, Long Beach (CSULB) in 2008 with a B.A. in History and recently received a single subject teaching credential in Social Science from CSULB. He currently runs an afterschool music enrichment program for a low-income, Los Angeles-area elementary school and is pursuing a career in high school social science education.

David Hicks is an Associate Professor of History and Social Science Education in the School of Education at Virginia Tech. David taught middle school and high school social studies and served as a museum curator/educator before completing his Ph.D. He has served as co-principal investigator on a Library of Congress Teaching with Primary Sources grant, the NEH-funded Digital History Reader, and Teaching American History grants with school divisions in Virginia.

Tim Keirn holds a joint appointment in History and the College of Education at California State University, Long Beach. He is the Program Coordinator of the Social Science Credential Program that is housed in the History Department at CSULB. He has published articles and essays on eighteenth-century British and world history as well as in history education. His most recent publication (co-edited with Norbert Schürer) is British Encounters with India, 1750-1830: A Sourcebook (Palgrave Macmillan, 2011).
Michael G. Lovorn is an Assistant Professor of Secondary History/Social Studies at The University of Alabama. He has more than a decade of experience teaching in public school classrooms. His research interests are best practices in history and social studies, international learning environments, and humor in the classroom.

Eileen Luhr is author of the monograph, *Witnessing Suburbia* (University of California Press, 2009), which explores the intersection of conservatism, religion, and suburbanization. Her research and teaching interests include cultural and religious history, modern United States history, and history pedagogy. At California State University, Long Beach (CSULB), Professor Luhr serves as the advisor for the Social Science Credential Program. She has also collaborated with current teachers through professional development programs developed by the CSULB History Project.

Daisy Martin is the Director of History Education for teachinghistory.org at the Roy Rosenzweig Center for History and New Media, George Mason University. She received her Ph.D. from Stanford University in Curriculum and Teacher Education in History/Social Science. She has worked in teacher education for fifteen years and currently teaches courses in the STEP Elementary Program and the University of California, Santa Cruz Secondary Program.

Stephanie van Hover is an Associate Professor of Social Studies Education at the Curry School of Education at the University of Virginia. A former middle school and high school teacher, she is the faculty advisor for the Secondary Social Studies Teacher Education Program. Her research interests include teaching and learning history and the professional development of teachers.

Laura M. Westhoff is an Associate Professor of History and Education at the University of Missouri-St. Louis. She is currently writing a book on twentieth-century democracy, titled *Educating for Activism*. Her first book, *A Fatal Drifting Apart: Democratic Social Knowledge and Chicago Reform* (2007), was published by The Ohio State University Press. She has published articles in the *Journal of American History*, *Women's History Review*, *International Journal of Social Education*, and *History of Education Quarterly*.

Linda Sargent Wood is an Associate Professor of History at Northern Arizona University and Director of History/Social Studies Education. In 2010, she published *A More Perfect Union: Holistic Worldviews and the Transformation of American Culture after World War II* (Oxford University Press). Currently, she is writing a book on Montana’s contribution to the disability rights movement. She is the project director for the Northern Arizona History Academy Teaching American History grant and enjoys working with preservice and inservice teachers.