

The Society for History Education, Inc.

THE HISTORY TEACHER

Volume 46 Number 1

November 2012

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, *THTE* Editor; MAIL: California State University, Long Beach; 1250 Bellflower Boulevard - Mailstop 1601; Long Beach, CA 90840-1601; E-MAIL: editor@societyforhistoryeducation.org; PHONE: (562) 985-8759; FAX: (562) 985-5431.

The Society for History Education (SHE) is a non-profit organization that was established in 1967. Director's Office: Elisa Herrera, SHE Director; MAIL: California State University, Long Beach; 1250 Bellflower Boulevard - Mailstop 1601; Long Beach, CA 90840-1601; PHONE: (562) 985-2573; FAX: (562) 985-5431; E-MAIL: info@societyforhistoryeducation.org; WEB: www.societyforhistoryeducation.org.

Membership/Subscription rates: Individuals: U.S. \$32, Canada and Mexico \$41, all other locations \$50; Students and retirees: U.S. \$22, all other locations \$31; Lifetime membership: U.S. \$300, all other locations \$350. Institutional subscriptions to *The History Teacher*: U.S. \$63, Canada and Mexico \$72, all other locations \$81. 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, all other locations \$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 Society for History Education at the Director's Office address above.

Changes of address and claims/notices of nonreceipt 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.

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: 13r: *Markgraf Otto von Brandenburg, from the Codex Manesse (Große Heidelberger Liederhandschrift), ca. 1300-1340.* The Codex Manesse is a *Liederhandschrift* (manuscript of songs) published in Zurich in the fourteenth century containing portraits of and poems by over 100 poets from the German Middle Ages. This portrait of Margrave Otto von Brandenburg (Otto IV, 1266-1308) playing chess with a woman, presumably his wife, is available at Wikimedia Commons at <http://commons.wikimedia.org/wiki/File:Meister_der_Manessischen_Liederhandschrift_004.jpg>. The Codex Manesse is currently held at *Universitätsbibliothek Heidelberg* (University Library Heidelberg), which hosts a full-text online version at <<http://digi.ub.uni-heidelberg.de/diglit/cpg848>>. In addition to recreation, the game of chess can offer pedagogical uses, as John Pagnotti and William B. Russell III discuss in “Exploring Medieval Society with Chess: An Engaging Activity for the World History Classroom,” which begins on page 29 of this special-focus issue on using games in the classroom.

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.

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*, *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

Editorial Board, *The History Teacher*

Editor

Jane Dabel

Managing Editor

Elisa Herrera

Reviews Editor

Arlene Lazarowitz

Computer Editor

Elisa Herrera

Members

Linda Alkana • Houri Berberian • Donna Binkiewicz
Douglas M. Haynes • Elisa Herrera • Troy Johnson • Margaret Kuo • Eileen Luhr
David Neumann • Nancy Quam-Wickham • Daniel M. Ringrose
Peter Snetsinger • William A. Weber • Richard H. Wilde

Business, Production, and Subscription Director

Elisa Herrera

Graduate Student Intern

Stephanie Gonzalez

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>Independent Scholar</i>
Sandra B. Freitag	<i>North Carolina State University</i>
David Gould	<i>Durham Academy</i>
Robert L. Harris	<i>Cornell University</i>
David M. Kennedy	<i>Stanford University</i>
David Kobrin	<i>Charles E. Smith Jewish Day School</i>
Mark L. Kornbluh	<i>University of Kentucky</i>
Loretta Lobes	<i>University of Pittsburgh</i>
Steven H. Mintz	<i>Columbia University</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>

Staff, The Society for History Education

President

Troy Johnson

Director

Elisa Herrera

CONTENTS

November 2012

THE CRAFT OF TEACHING

- 9 *Navigating the Problem Space: The Medium of Simulation Games in the Teaching of History*
by Jeremiah McCall
- 29 *Exploring Medieval European Society with Chess: An Engaging Activity for the World History Classroom*
by John Pagnotti and William B. Russell III
- 45 *More Than a Game...Teaching in the Gamic Mode: Disciplinary Knowledge, Digital Literacy, and Collaboration*
by Jeremie Clyde and Glenn R. Wilkinson
- 67 *A Pedagogical Trebuchet: A Case Study in Experimental History and History Pedagogy*
by Lee L. Brice and Steven Catania

NOTES AND COMMENTS

- 85 *Empowering Students Through History: The Giver as a Metaphor and Preparation for Studying History in the Secondary Classroom*
by Kristy A. Brugar

SPECIAL FEATURE

NATIONAL HISTORY DAY 2012 PRIZE ESSAYS

- 95 *Introduction*
by Jane Dabel, *The History Teacher*
- 97 *Prelude to the American Revolution? The War of Regulation: A Revolutionary Reaction for Reform*
by Sarah Sadlier, Senior Division

- 127 *All of Africa Will Be Free Before We Can Get a Lousy Cup of Coffee: The Impact of the 1943 Lunch Counter Sit-Ins on the Civil Rights Movement*
by Aarushi H. Shah, Junior Division

REVIEWS

- 149 Baum, Bruce and Duchess Harris, eds. *Racially Writing the Republic: Racists, Race Rebels, and Transformations of American Identity*
by Gaines M. Foster

Blackey, Robert. *History: Core Elements for Teaching and Learning*
by Elise Fillpot

DeVitis, Joseph L., ed. *Critical Civic Liberty: A Reader*
by Robert Shaffer

Harmer, Tanya. *Allende's Chile and the Inter-American Cold War*
by Kirk Tyvela

Lee, Wayne E., ed. *Warfare and Culture in World History*
by Lee W. Eysturlid

McGuire, Danielle L. and John Dittmer, eds. *Freedom Rights: New Perspectives on the Civil Rights Movement*
by Sondra Gordy

IN EVERY ISSUE

- 7 Contributors to *The History Teacher*
157 Questionnaire for Potential Reviewers
158 Membership/Subscription information
160 Submission Guidelines for *The History Teacher*

CONTENTS, cont.

November 2012

ADVERTISERS IN THIS ISSUE

- Cover 2 Organization for American History: *Become an OAH Member Today*
44 Association for Asian Studies: *Teach About Asia, Learn About Asia*
126 National History Club: *Why Join NHC?*
148 Bedford/St. Martin's: *We're Serious About History*
Cover 4 Stenhouse Publishers: *"Why Won't You Just Tell Us the Answer?"*

CONTRIBUTORS

November 2012

Lee L. Brice is an Associate Professor of History at Western Illinois University, where he teaches ancient history and aspects of medieval history. His publications include *Recent Directions in the Military History of the Ancient World* (Regina Books, 2011) and *Greek Warfare: From Marathon to the Conquests of Alexander the Great* (ABC-CLIO, 2012).

Kristy Brugar obtained her Ph.D. in Curriculum, Instruction, and Teacher Education at Michigan State University in East Lansing, Michigan. She has taught social studies methods courses at Oakland University in Rochester Hills, Michigan, and currently teaches at Wayne State University in Detroit, Michigan. In addition, she taught middle school history/social studies in Maryland and Michigan. Her research interests include interdisciplinary instruction and the impact of students' history knowledge and understanding.

Steven Catania is a Ph.D. candidate in History at Loyola University Chicago, where he is completing a dissertation focused on the intersection of constitutional monarchy, the public sphere, and court physicians in England during the long eighteenth century.

Jerremie Clyde (M.A., M.L.I.S., University of Alberta) is the Coordinator of Game Research and Instruction for the Centre for Arts and Culture and the Librarian for the subject areas of History and Greek and Roman Studies at the University of Calgary. His current research includes both the digital humanities and digital game-based learning and combines his interests in philosophy, history, and games. Jerremie is also a local organic grower tending bees and vegetables for the Urban Sunflower market garden.

Jeremiah McCall has a Ph.D. in Greco-Roman history and authored *The Cavalry of the Roman Republic* (Routledge, 2011) and *Sword of Rome: A Biography of Marcellus* (Pen and Sword, 2012). He teaches history at Cincinnati Country Day School. A researcher and experimenter on the effective use of historical simulation games in education, McCall wrote *Gaming the Past: Using Video Games to Teach Secondary History* (Routledge, 2011), the first teachers' guidebook to effectively teaching with simulation games.

John Pagnotti earned his Ph.D. in Social Science Education at the University of Central Florida under the direction of Dr. William Russell. He currently serves in an instructional leadership role with the Fulton County Board of Education. His research interests include game-based learning, civic education, education

CONTRIBUTORS, cont.

November 2012

reform, and project-based curriculum. Prior to his instructional leadership role, John was a middle and high school social studies teacher in Florida.

William B. Russell III is an Associate Professor of Social Science Education at the University of Central Florida, where he serves as the Ph.D. track coordinator of social science education. He also serves as the Director for the International Society for the Social Studies and is the editor of *The Journal of Social Studies Research*. He has authored/edited seven books and published more than forty-five refereed journal articles related to social studies education.

Sarah Sadlier is a National AP Scholar, National Endowment for the Humanities Scholar, History Bee State Champion, History Bowl State Champion, Emerson Prize winner, Cum Laude inductee, National Merit Commended Student, and President's Volunteer Service Award recipient. She participated in varsity soccer, track, Knowledge Bowl, Science Bowl, Model U.N., student government, theatre, piano, and band. Sarah is currently attending Stanford University, where she is pursuing a triple major in history, Iberian and Latin American cultures, and biology.

Aarushi Shah is currently an eighth grade student in the Magnet Program at Mead Junior High School. Her academic interests include math, science, and foreign languages. She has been an active participant in Science Olympiad, and is currently a board member of Club Interact, which focuses on community service projects. Aarushi is also a volunteer at Public Action to Deliver Shelter (PADS). During her free time, she enjoys reading, watching movies, and spending time with family and friends.

Glenn Wilkinson (Ph.D., Lancaster University) is an Adjunct Assistant Professor in History at the University of Calgary and a fellow of the Royal Historical Society. His focus is on British and European cultural history, film and history, and military history. His book, *Depictions and Images of War in Edwardian Newspapers, 1899-1914* (Palgrave Macmillan, 2002), combined media studies, cultural studies, and military history. He lives in Calgary with his activist wife and five children (daughter, son, and set of identical triplet girls) in chaotic bliss.