The Society for History Education, Inc.

THE HISTORY TEACHER

Volume 48   Number 1   November 2014

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: California State University, Long Beach; 1250 Bellflower Boulevard - Mailstop 1601; Long Beach, CA 90840-1601; e-mail: editor@thehistoryteacher.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@thehistoryteacher.org; web: www.thehistoryteacher.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 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 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 trends in specific fields of historical research; and (3) critical review essays on audiovisual materials, textbooks, and other secondary works suitable for classroom use.
Buffalo Bill’s Wild West troupe drew audiences around the globe with promises of thrilling historical reenactments, dazzling feats, and “real Indians.” Emphasizing entertainment over authenticity, the performances obscured the voices and agency of indigenous peoples in order to present simplistic yet hyper-realistic “hero vs. villain” adventures. Owner William F. Cody later established The Col. W. F. Cody (“Buffalo Bill”) Historical Picture Company to document the American West and reenact the Indian Wars on film. The Western and Frontier film genres continue to attract audiences to this day.

This issue of *The History Teacher* features Jeremy Stoddard, Alan Marcus, and David Hicks, who teach with film about indigenous peoples—as well as for and by indigenous peoples. Their article, “The Burden of Historical Representation: The Case of/for Indigenous Film,” begins on page nine.
Editorial Board, *The History Teacher*

*Editor*
Jane Dabel

*Managing Editor*
Elisa Herrera

*Reviews Editors*
Jane Dabel • Tim Keirn • Eileen Luhr

*Members*
Linda Alkana • Houri Berberian • Donna Binkiewicz • Elisa Herrera • Tim Keirn
Margaret Kuo • Eileen Luhr • David Neumann • Nancy Quam-Wickham
Anita Ravi • Jared Stallones • William A. Weber

*Business, Production, and Membership Director*
Elisa Herrera

*Graduate Student Intern*
Marissa Jenrich

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

<table>
<thead>
<tr>
<th>President</th>
<th>Secretary</th>
<th>Treasurer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim Keirn</td>
<td>Jane Dabel</td>
<td>Nancy Quam-Wickham</td>
</tr>
</tbody>
</table>

*Members*
Dorothy Abrahamse • Jane Dabel • Tim Keirn
Nancy Quam-Wickham

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

| David A. Berry | Essex County College |
| Ron Briley | Sandia Preparatory School |
| Lendol Calder | Augustana College |
| Joan Catapano | University of Illinois Press |
| Ross E. Dunn | San Diego State University |
| Noralee Frankel | Independent Scholar |
| Robert L. Harris | Cornell University |
| T. Mills Kelly | George Mason University |
| Michael Lovorn | University of Pittsburgh |
| Amanda Podany | California State Polytechnic Univ., Pomona |
| Peter Porter | Montville Township High School |
| Gloria Sesso | Patchogue-Medford School |
| Howard Spodek | Temple University |
| Peter N. Stearns | George Mason University |
| Merry Wiesner-Hanks | University of Wisconsin-Milwaukee |

**Staff, The Society for History Education**

<table>
<thead>
<tr>
<th>President</th>
<th>Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim Keirn</td>
<td>Elisa Herrera</td>
</tr>
</tbody>
</table>

**Editors of *The History Teacher***

| 2005- | Jane Dabel |
| 2001-2006 | Nancy Quam-Wickham |
| 1997-2001 | William Weber |
| 1985-1997 | Edward A. Gosselin |
| 1984-1985 | William F. Sater |
| 1979-1984 | Albie Burke |
| 1977-1979 | Augustus Cerillo, Jr. |
| 1974-1977 | Keith Ian Polakoff |
| 1967-1972 | Leon Bernard |
## CONTENTS

### THE CRAFT OF TEACHING

9   *The Burden of Historical Representation: The Case of/for Indigenous Film*  
    by Jeremy Stoddard, Alan Marcus, and David Hicks

37  *A Case Against Facts: Or, How I Learned to Stop Worrying and Love the Survey*  
    by Eric Otremba

55  *Teaching Politics in the U.S. History Classroom*  
    by Wayne Journell

71  *Assessing Ways of Seeing the Past: Analysis of the Use of Historical Images and Student Performance in the NAEP U.S. History Assessment*  
    by Yonghee Suh and Leslie W. Grant

91  *Working with Documents to Develop Disciplinary Literacy in the Multilingual Classroom*  
    by Brian Carpenter, Matt Earhart, and Mariana Achugar

### SPECIAL FEATURE

#### NATIONAL HISTORY DAY 2014 PRIZE ESSAYS

105  *Introduction*  
    by Jane Dabel, *The History Teacher*

107  *A Covert from the Tempest: Responsibility, Love and Politics in Britain’s Kindertransport*  
    by Tasha Holtman, Senior Division

127  *Henrietta Lacks and The HeLa Cell: Rights of Patients and Responsibilities of Medical Researchers*  
    by Jessica L. Stump, Junior Division
REVIEWS

181 Black, Brian. *Crude Reality: Petroleum in World History*  
by Robert Johnson

Brown, Archie. *The Myth of the Strong Leader: Political Leadership in the Modern Age*  
by Jodie N. Mader

Cogliano, Francis D. *Emperor of Liberty: Thomas Jefferson’s Foreign Policy*  
by John M. Belohlavek

Fleming, Thomas. *A Disease in the Public Mind: A New Understanding of Why We Fought the Civil War*  
by David Noon

Halter, Marilyn and Violet Showers Johnson. *African & American: West Africans in Post Civil Rights America*  
by Jamie J. Wilson

Longenecker, Steve. *Gettysburg Religion: Refinement, Diversity, and Race in the Antebellum and Civil War Border North*  
by Grant R. Brodrecht

Phillips, William D. Jr. *Slavery in Medieval and Early Modern Iberia*  
by Marie A. Kelleher

Rousseau, Philip with Jutta Raithel, eds. *A Companion to Late Antiquity*  
by Gregory I. Halfond

Taylor, Alan. *The Internal Enemy: Slavery and War in Virginia, 1772-1832*  
by Christina Dickerson-Cousin
CONTENTS, cont.
November 2014

IN EVERY ISSUE

7  Contributors to The History Teacher
197  Questionnaire for Potential Reviewers
198  Membership/Subscription information
200  Submission Guidelines for The History Teacher

ADVERTISERS IN THIS ISSUE

70  Association for Asian Studies: *Teach About Asia, Learn About Asia*
104  Society for History Education: *The History Teacher, Volume 48*
CONTRIBUTORS

November 2014

Mariana Achugar earned her Ph.D. from the University of California, Davis, and is a Guggenheim fellow and Associate Professor of Second Language Acquisition and Hispanic Studies at the Department of Modern Languages in Carnegie Mellon University. Her work explores the discourse construction of the past and the development of disciplinary literacy in multilingual classrooms. Some of her most recent publications have appeared in Linguistics and Education, Discourse & Society, and Critical Discourse Studies.

Brian D. Carpenter earned his Ph.D. from the University of Pittsburgh and is an Assistant Professor in the Department of English at Indiana University of Pennsylvania. His work focuses on using discourse analysis to understand learning and development in classroom interactions.

Matt Earhart is a National Board Certified educator at L.C. Anderson High School in Austin, Texas, where he serves as the Department Chair for Social Studies and teaches history. Earhart was honored as the 2012 Teacher of the Year for Austin Independent School District, largely for his work in creating supports for traditionally underrepresented populations of students.

Leslie W. Grant is an Assistant Professor of Education at the College of William & Mary in Williamsburg, Virginia, and teaches in the educational policy, planning, and leadership area. Her research interests focus on classroom-based assessment and teacher quality. She is involved in several research projects, including international comparative case studies of award-winning teachers in the United States and China and the efficacy of development assessment literacy in teachers and educational leaders.

David Hicks is an Associate Professor of History and Social Science Education in the School of Education at Virginia Tech. His research interests include: examining the teaching and learning of history in a standards based setting; the integration of multi-media and digital technologies to support the teaching and learning of history and social science; history of education, citizenship education, disability studies, and parental advocacy.

Tasha Holtman is a Minneapolis South High School senior, and enjoys doing historical research, especially on topics concerning children’s welfare. Holtman has participated in National History Day six times and won three National Contest medals. Holtman has also studied German for eight years and loves international travel and the challenge of communicating across cultures and languages. In her free time, she tutors elementary school children, plays the oboe, and enjoys the company of her family’s four cats.
Wayne Journell is an Assistant Professor and Secondary Social Studies Program Coordinator at the University of North Carolina at Greensboro. He received his Ph.D. at the University of Illinois at Urbana-Champaign in 2009, and his primary research interest is the teaching of politics and political processes in secondary education. Recent publications in this area include articles in *Theory and Research in Social Education*, *Journal of Social Studies Research*, and *Journal of School Leadership*.

Eric Otremba is a Visiting Assistant Professor at Macalester College in St. Paul, Minnesota. He earned his Ph.D. from the University of Minnesota in 2012 and has published scholarly articles in *Atlantic Studies* and *History and Technology*. Prior to Macalester, he taught at the Gustavus Adolphus College. He currently teaches classes on the Atlantic world, early modern Britain, early America, Atlantic slavery, early modern science, and America’s founding fathers.

Alan S. Marcus is an Associate Professor in the Department of Curriculum and Instruction at the University of Connecticut. At UConn, he directs the Secondary Social Studies Education program. His scholarship and teaching focus on history education and teacher education with an emphasis on the benefits and dilemmas of film as a teaching tool and on the pedagogical potential of history museums.

Jeremy Stoddard is Associate Professor of Education at The College of William & Mary and an affiliated faculty member in the Film and Media Studies Program. His research focuses on authentic pedagogy and curriculum in the social studies, the role of media in democratic education, and how teachers and young people engage with media in learning and teaching about history and politics.

Jessica Stump is a student at Fruitvale Junior High School in Bakersfield, California. She is currently leading an enrichment program with her mother at her school, where students are working in partnership with the Fruitvale School District, Kern County Superintendent of Schools, and other local researchers in creating curriculum, resources, and special events based on her National History Day project on Henrietta Lacks and the HeLa cell. The Stumps are working with the Lacks family on literary projects, a newly founded HeLa International program, and other events to help share the story about Henrietta Lacks and her amazing immortal cells.

Yonghee Suh is an Assistant Professor in Department of Teaching and Learning at Old Dominion University. She received a Ph.D. degree in Curriculum, Teaching, and Educational Policy from Michigan State University. She currently teaches elementary and secondary social studies methods courses. Her research has been published in venues such as *Theory and Research in Social Education*, *International Journal of Social Education*, *Social Studies Research and Practice*, and *Multicultural Education*. 