

*The Society for History Education, Inc.*

# THE HISTORY TEACHER

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*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.

**Cover:** *Weihnachten im Feld! 1914. Spendet Liebesgaben für unsere Krieger! / AM.* Lithograph by Adolf Franz Theodor Münzer, Munich, Germany, 1914. Library of Congress, Prints and Photographs Division, LC-USZC4-11707.

**Back Cover:** *[Ich gehe hinaus an die Front. Hast du die 6. Kriegsanleihe schon gezeichnet?]/MKOLL.* Lithograph by Magda Lena Koll, Bremen, Germany, 1917. Library of Congress, Prints and Photographs Division, LC-USZC4-11710.

These examples of German artwork from the Library of Congress World War I Posters Collection ask support of the war effort with messages that emphasize the humanity of the soldiers on the battleground. In one case, a Christmas tree is accompanied by German text that reads, "Christmas in the field! 1914. Donate gift packages for our warriors!" In the other, the wide eyes of a soldier look directly to the audience, originally alongside the German words, "I'm going to the Front. Have you subscribed to the 6th War Loan yet?"

In this issue of *The History Teacher*, Kathryn N. McDaniel explores the inspiring and incredible story of peace among enemies during the Christmas Truce of World War I. McDaniel teaches about the history of the Truce, as well as how that history is used for memorializing and even marketing purposes, in "Commemorating the Christmas Truce: A Critical Thinking Approach for Popular History," which begins on page 89.

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*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 or electronically. 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*.

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.

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# CONTRIBUTORS

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**Caroline E. Katzive**, now a freshman at Georgetown Day School in Washington, D.C., attended Alice Deal Middle School when she participated in the 2015 National History Day competition. She enjoys singing in her school's choir, writing for the newspaper, and participating in theatre productions. She has also received two DC STEM Fair grand awards. This was her first time competing in NHD and she hopes to do so again in the future.

**Kathryn N. McDaniel** is McCoy Professor of History and Chair of the Department of History, Philosophy, and Religion at Marietta College in Marietta, Ohio. Having earned her Ph.D. in British history at Vanderbilt University, she has taught world and European history, as well as the senior research seminar, for more than fifteen years. Along with her scholarship on travel literature, she has published pedagogy articles on effective classroom strategies and bridging generational divides through historicism.

# CONTRIBUTORS, cont.

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**Anna J. Stoneman** is a junior at Stanford University Online High School and a resident of Fitchburg, Wisconsin. Her primary research interest is twentieth-century Eastern European history, with particular emphasis on the Cold War, the Soviet Union, and the freedom revolutions of 1989. She enjoys studying literature, Latin, ancient Greek, math, physics, and philosophy. She is a four-time National History Day national finalist, and, in her free time, an avid reader, tennis player, and traveler.

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