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 and publisher of the journal. 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/Subcription rates: Individuals: U.S. $38, Canada and Mexico $45, all other locations $55; Students and retirees: U.S. $25, all other locations $35; Lifetime membership: U.S. $350, all other locations $400. Institutional subscriptions to The History Teacher: U.S. $65, Canada and Mexico $75, all other locations $85. 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. $15, Canada and Mexico, $20, all other locations $25. 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.
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.

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

The History Teacher is abstracted or indexed in Historical Abstracts, Education Abstracts, Professional Development, Academic Search, America: History and Life, and the U.S. Dept. 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 Editors**  
Jane Dabel • Tim Keirn • Eileen Luhr

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

**Business, Production, and Membership Director**  
Elisa Herrera

**Graduate Student Intern**  
Nicole Buehlmaier

---

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

<table>
<thead>
<tr>
<th>President</th>
<th>Vice-President</th>
<th>Secretary</th>
<th>Treasurer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim Keirn</td>
<td>David Shafer</td>
<td>Jane Dabel</td>
<td>David Shafer</td>
</tr>
</tbody>
</table>

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

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

Bob Bain  
David A. Berry  
Linda Black  
Ron Briley  
Peter Burkholder  
Lendol Calder  
Joan Catapano  
Matthew Cone  
Ross E. Dunn  
Jodi Eastberg  
Noracce Frankel  
Lauren McArthur Harris  
Robert L. Harris  
T. Mills Kelly  
Michael Lovorn  
Amanda Podany  
Brenda Santos  
Gloria Sesso  
Howard Spodek  
Peter N. Stearns  
Merry Wiesner-Hanks  

University of Michigan  
Essex County College  
Stephen F. Austin State University  
Sandia Preparatory School  
Fairleigh Dickinson University  
Augustana College  
University of Illinois Press  
American Historical Association  
San Diego State University  
Alverno College  
Independent Scholar  
Arizona State University  
Cornell University  
George Mason University  
University of Pittsburgh  
California State Polytechnic Univ., Pomona  
Achievement First Amistad High School  
Patchogue-Medford School  
Temple University  
George Mason University  
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

February 2018

THE CRAFT OF TEACHING

Race in the United States, Part I: African Slave Trade

189 Teaching African Enslavement: A Pluralistic Approach
   by Laura J. Dull

221 Resistance within Enslavement as a Case Study for Personhood in
   American History
   by Lisa Gilbert

247 Daughters and Sons of the Dust: The Challenges of Accuracy in
   African American Historical Film
   by Kathryn M. Silva

Trade Books in Elementary and Middle School

269 Primary Elementary Students’ Historical Literacy, Thinking, and
   Argumentation about Helen Keller and Anne Sullivan
   by John H. Bickford III

293 Facilitating Students’ Historical Argumentation about Eleanor
   Roosevelt, The Conscience of a Generation
   by John H. Bickford III and Molly Sigler Bickford

323 Developing Perspective Consciousness via Middle Grades Trade
   Books that Feature the Global South(s): A Case for Using
   Thanhha Lai’s Inside Out and Back Again
   by Elizabeth Barrow and Kathryn Caprino
REVIEWS

349 Brands, H. W. *The General vs. The President: MacArthur and Truman at the Brink of Nuclear War*
   by Scott Alan Metzger

Bristol, Douglas Walter Jr. and Heather Marie Stur, eds. *Integrating the US Military: Race, Gender, and Sexual Orientation since World War II*
   by Theresa Kaminski

Ervin, Keona K. *Gateway to Equality: Black Women and the Struggle for Economic Justice in St. Louis*
   by Kyle T. Goyette

Neem, Johann N. *Democracy’s Schools: The Rise of Public Education in America*
   by Steven Drouin

Smalley, Andrea L. *Wild by Nature: North American Animals Confront Colonization*
   by Emelin E. Miller
CONTENTS, cont.
February 2018

IN EVERY ISSUE

187  Contributors to *The History Teacher*
357  Questionnaire for Potential Reviewers
358  Membership/Subscription Information
360  Submission Guidelines for *The History Teacher*

ADVERTISERS IN THIS ISSUE

268  Association for Asian Studies: *Teach About Asia, Learn About Asia*
Elizabeth “Betsy” Barrow, a former high school history teacher, earned her doctorate in Curriculum and Instruction at The University of North Carolina at Chapel Hill. Her research interests include social studies education, teacher education, and international and comparative education. She published “Using Trade Books to Teach Difficult Dialogues in Elementary Social Methods” in the Oregon Journal of the Social Studies. Betsy teaches undergraduate and graduate secondary social studies methods courses and supervises student teachers in the Department of Teaching and Learning at Georgia Southern University.

John H. Bickford is a former Mid-Prairie (Iowa) Middle School Social Studies Teacher and a current Associate Professor of Social Studies/History Education in the Department of Early Childhood, Elementary, and Middle Level Education at Eastern Illinois University. His doctorate in Secondary Social Studies Education is from the University of Iowa. He teaches and researches about the texts and tasks that facilitate elementary- and middle-level students’ history literacy, historical thinking, and historical argumentation.

Molly Sigler Bickford has a decade of experience as a sixth-grade English/Language Arts Teacher at Unity Junior High School (Tolono, Illinois), and now teaches at Charleston Middle School in Charleston, Illinois. Her B.S. and M.S.Ed. are both from Eastern Illinois University. She has teaching and research interests in human rights education within and beyond America’s borders.

Kathryn Caprino earned her doctorate in Education from The University of North Carolina at Chapel Hill and is an Assistant Professor of Education, PK-12 New Literacies, in the Education Department at Elizabethtown College in Elizabethtown, Pennsylvania. Previously, she was a Clinical Assistant Professor at the University of Florida’s College of Education, where she was the co-coordinator of the English Education Program. Caprino researches technology integration in the secondary English classroom, critical literacy, the teaching of writing, and children’s and young adult literature. She teaches courses in English methods, children’s literature, digital storytelling, and technology and media literacy.
CONTRIBUTORS, cont.

February 2018

Laura J. Dull is a Professor in the Teaching and Learning Department at the State University of New York at New Paltz. In 2003, she earned a Ph.D. in International Education from New York University. Prior to doctoral studies, she taught social studies in New York City public alternative schools. She is the author of *Disciplined Development: Teachers and Reform in Ghana* (2006) and co-author of *Teaching Recent Global History: Dialogues among Historians, Social Studies Teachers, and Students* (2014).

Lisa Gilbert earned her doctorate in Social Studies Education at Saint Louis University. A former museum professional, she frequently directed educational programming for exhibits dealing with the history of American enslavement. Her research interests include students’ interactions with historical narratives, particularly in regard to the development of historical empathy and the interplay of emotion and contemporary identity. Her writing has also appeared in *Theory & Research in Social Education* and *Social Studies Research and Practice*.

Kathryn M. Silva (Ph.D., History, University of South Carolina) is an Assistant Professor of History at Claflin University and specializes in African American and Southern labor history. She is currently working on her book project, “At Times We May Seem Bold”: *African American Women in the Southern Textile Industry, 1895-1954*. She also serves a scholar for the Teacher Institute on slavery at Mount Vernon, George Washington’s home and historical site. Silva is also a contributing editor for *Unsweetened: Voices from a Feminist South* (previously *Auntie Bellum: A New South Carolina Journal for Women*).