

The Society for History Education, Inc.

THE HISTORY TEACHER

Volume 52 Number 4

August 2019

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; 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; Long Beach, CA 90840-1601; PHONE: (562) 985-2573; FAX: (562) 985-5431; E-MAIL: info@thehistoryteacher.org; WEB: <https://www.thehistoryteacher.org>.

Membership/Subscription 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. Contents from back issues are available to browse and purchase from JSTOR at <https://www.jstor.org/journal/historyteacher>.

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 non-receipt 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.

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 Society for History Education; California State University, Long Beach; 1250 Bellflower Boulevard; Long Beach, CA 90840-1601.

Cover: *The Book-Worm / Painted by C. Spitzweg; Lith. by Thielley.* Lithograph published by William Schaus, 1861. Library of Congress, Prints and Photographs Division, LC-DIG-pga-08249. <https://www.loc.gov/item/2018647804/>.

Back Cover: *Little Sunshine.* Lithograph published by the Knapp Co., 1897. Library of Congress, Prints and Photographs Division, LC-DIG-ppmsca-44527. <https://www.loc.gov/item/2018695177/>.

The history teacher displays a mastery of many talents, not least of which is the ability to perform a continuous balancing act of books. This feat is no small challenge, as we consider a variety of authors, contour for specific audiences, grapple with bombardments of promotional materials, and accommodate inundations of institutional and governmental requirements—only for the process to begin anew with the next incoming class. The results, however, seem miraculous when we see the spark of discovery flash in the eyes of our students.

Books, which frequently form the core of our teaching, are at the heart of this issue: John H. Bickford III and Theresa Byas evaluate the different representations of Martin Luther King Jr. in tradebooks aimed at younger readers, while Mark Percy analyzes the remarkably similar depictions of the outbreak of the U.S. Civil War in textbooks for more advanced readers. Peter Conolly-Smith zeroes in on one popular U.S. history textbook to canvass how it has changed—for better or worse—with each new edition. Jordan M. Reed frames the textbook as a form of pedagogical technology in its own right, whether through traditional print versions or the ever-growing digital field of open educational resources. Dave Neumann then takes us behind the scenes of the intricate textbook adoption process for grades K-8 under California's State Board of Education. Finally, Kevin Vanzant and Summer Cherland each tackle the concept of narrative itself, with innovative methods on how the narrative structure can be mined for even more historical learning opportunities.

We hope you and your students enjoy the possibilities presented in this edition of *The History Teacher*, a special-focus issue on **Tradebooks, Textbooks, and Narrative**.

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 reviews of audiovisual materials, books, 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.

Submission guidelines for *The History Teacher* are available on the final page of this issue. Additional information for contributing authors is available at <<https://www.thehistoryteacher.org/contributing>>.

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 • Donna Binkiewicz • Gail Hamilton
Elisa Herrera • Ali İgmen • Tim Keirn • Margaret Kuo
Eileen Luhr • David Neumann • William A. Weber

Business, Production, and Membership Director
Elisa Herrera

Graduate Student Intern
Brianna P. Nelloms

Board of Directors, The Society for History Education

<i>President</i> Tim Keirn	<i>Vice-President</i> David Shafer	<i>Secretary</i> Jane Dabel	<i>Treasurer</i> David Shafer
-------------------------------	---------------------------------------	--------------------------------	----------------------------------

Members
Dorothy Abrahamse • Jane Dabel
Tim Keirn • David Shafer

National Advisory Board, The Society for History Education

Bob Bain	<i>University of Michigan</i>
David A. Berry	<i>Essex County College</i>
Linda Black	<i>Stephen F. Austin State University</i>
Ron Briley	<i>Sandia Preparatory School</i>
Peter Burkholder	<i>Fairleigh Dickinson University</i>
Lendol Calder	<i>Augustana College</i>
Ross E. Dunn	<i>San Diego State University</i>
Jodi Eastberg	<i>Alverno College</i>
Noralee Frankel	<i>Independent Scholar</i>
Lauren McArthur Harris	<i>Arizona State University</i>
Robert L. Harris	<i>Cornell University</i>
T. Mills Kelly	<i>George Mason University</i>
Michael Lovorn	<i>Buffalo State, The State Univ. of New York</i>
Craig Perrier	<i>American Historical Association</i>
Amanda Podany	<i>California State Polytechnic Univ., Pomona</i>
Brenda Santos	<i>Achievement First</i>
Gloria Sesso	<i>Patchogue-Medford School</i>
Howard Spodek	<i>Temple University</i>
Peter N. Stearns	<i>George Mason University</i>
Merry Wiesner-Hanks	<i>University of Wisconsin-Milwaukee</i>

Staff, The Society for History Education

<i>President</i> Tim Keirn	<i>Director</i> Elisa Herrera
-------------------------------	----------------------------------

Editors of *The History Teacher*

2005-	Jane Dabel	1979-1984	Albie Burke
2001-2006	Nancy Quam-Wickham	1977-1979	Augustus Cerillo, Jr.
1997-2001	William Weber	1974-1977	Keith Ian Polakoff
1985-1997	Edward A. Gosselin	1972-1973	Frederic A. Youngs, Jr.
1984-1985	William F. Sater	1967-1972	Leon Bernard

CONTENTS

August 2019

THE CRAFT OF TEACHING

Tradebooks, Textbooks, and Narrative

- 549 *Martin Luther King's Historical Representation in Primary, Intermediate, and Middle Level Books*
by John H. Bickford III and Theresa Byas
- 595 *"We Are Not Enemies": An Analysis of Textbook Depictions of Fort Sumter and the Beginning of the Civil War*
by Mark Percy
- 615 *Teaching The American Promise: On Textbooks, Quizzes, and the U.S. Survey*
by Peter Conolly-Smith
- 637 *The Textbook as Technology in the Age of Open Education Resources*
by Jordan M. Reed

NOTES AND COMMENTS

- 653 *Textbooks in the Balance: An Insider's Review of the History-Social Science Textbook Adoption Process*
by Dave Neumann
- 677 *Problems with Narrative in the U.S. Survey and How Fiction can Help*
by Kevin Vanzant
- 697 *The Romance and Tragedy of American History: Analyzing Narrative from Day One*
by Summer Cherland

REVIEWS

- 717 Clark, Catherine E. *Paris and The Cliché of History: The City and Photographs, 1860-1970*
by Lela F. Kerley
- Lim, Julian. *Porous Borders: Multiracial Migrations and the Law in the U.S.-Mexico Borderlands*
by Chloe Bell-Wilson
- Mauldin, Erin Stewart. *Unredeemed Land: An Environmental History of Civil War and Emancipation in the Cotton South*
by G. David Schieffler
- Murphy, Mary-Elizabeth B. *Jim Crow Capital: Women and Black Freedom Struggles in Washington, D.C., 1920-1945*
by Marshall Hyatt
- Rosenthal, Caitlin. *Accounting for Slavery: Masters and Management*
by Patricia M. Muhammad
- Smith, Benjamin T. *The Mexican Press and Civil Society 1940-1976: Stories from the Newsroom, Stories from the Street*
by Zachary Cuddy
- Smith, Steven Carl. *An Empire of Print: The New York Publishing Trade in the Early American Republic*
by Emily J. Arendt
- Strang, Cameron B. *Frontiers of Science: Imperialism and Natural Knowledge in the Gulf South Borderlands, 1500-1850*
by Hadley Sinclair Cluxton

CONTENTS, cont.

August 2019

SPECIAL SECTION

731 Index to Volume 52

IN EVERY ISSUE

547 Contributors to *The History Teacher*

716 The History of *The History Teacher*

737 Questionnaire for Potential Reviewers

738 Membership/Subscription Information

740 Submission Guidelines for *The History Teacher*

ADVERTISERS IN THIS ISSUE

594 Association for Asian Studies: *2019 Book Releases*

652 Society for History Education: *Celebrating 50 Years*

CONTRIBUTORS

August 2019

John H. Bickford III, a former Mid-Prairie (Iowa) Middle School Social Studies Teacher, is currently an Associate Professor of Social Studies/History Education in the Department of Early Childhood, Elementary, and Middle Level Education at Eastern Illinois University. His undergraduate, graduate, and doctoral work in Secondary Social Studies Education are all from the University of Iowa. He explores the texts and tasks that facilitate elementary and middle level students' history literacy, historical thinking, and historical argumentation.

Theresa Byas recently earned her undergraduate degree from the Department of Early Childhood, Elementary, and Middle Level Education at Eastern Illinois University. She is now a Teacher of Third Grade at Lincoln Elementary School in Evanston, Illinois.

Summer Cherland teaches American, Mexican-American, and African-American history at South Mountain Community College in Phoenix, Arizona. She is a co-founder of the South Phoenix Oral History Project. She earned her Ph.D. in History at the University of Nevada, Las Vegas.

Peter Conolly-Smith teaches American Culture and History at CUNY-Queens College in New York. He has published articles on war, immigration, ethnicity, theater, and film. His book, *Translating America: An Immigrant Press Visualizes Popular American Culture, 1895-1918*, was published by the Smithsonian Press in 2004. He received his Ph.D. in American Studies from Yale University in 1996.

Dave Neumann (Ph.D., History, University of Southern California) is an Assistant Professor of Education at California State Polytechnic University, Pomona. His teaching focuses on historical thinking, historical literacy, and the intersection between scholarship and pedagogy. His history research interests include American religion, the Cold War, and Southern California. His book, *Finding God through Yoga: Paramahansa Yogananda and Modern American Religion in a Global Age*, was published by The University of North Carolina Press in 2019.

Mark Percy (Ph.D., Social Science Education, University of South Florida) is an Assistant Professor of Teacher Education at Rider University in Lawrenceville, New Jersey. Prior to that, he was a National Board-

CONTRIBUTORS, cont.

August 2019

Certified Social Studies Teacher in public high schools for nineteen years. His research interests include American history, social studies pedagogy, and the “Just War” doctrine.

Jordan M. Reed is a Caspersen School Fellow and Ph.D. candidate in History and Culture at Drew University. He is a History Teacher at Morristown-Beard School and an Adjunct Professor of History at Ramapo College of New Jersey, where he utilizes the American History Textbook Project (AHTP) in his teaching. His research focuses on the history of American history textbooks and textbook authors. His scholarship has appeared in *Book History* and *Transformations: The Journal of Inclusive Scholarship and Pedagogy*.

Kevin Vanzant received his Ph.D. in History from Vanderbilt University in 2013. He is an Adjunct Professor at Tennessee State University in Nashville in the Department of History, Political Science, Geography, and Africana Studies, where he teaches multiple sections of the U.S. survey every semester.