

The Society for History Education, Inc.

THE HISTORY TEACHER

Volume 56 Number 3

May 2023

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: jane.dabel@csulb.edu; 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. \$39, Canada and Mexico \$49, all other locations \$59. Students: U.S. \$29, all other locations \$39. Retirees: U.S. \$29, all other locations \$39. Institutional subscriptions to *The History Teacher*: U.S. \$69, Canada and Mexico \$79, all other locations \$89. 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.

Front and Back Covers: *Images of African American Women Changemakers.* Selections from the Library of Congress “Free to Use and Reuse” portal, which features over seventy-five curated collections on themes such as Teachers and Students, LGBTQ+, Veterans, Disability Awareness, Asian American and Pacific Islander Heritage, Women’s History, Older People, Athletes, and African American Women Changemakers, just to name a few. <https://www.loc.gov/free-to-use/>.

Front: Left to right: (*first row*) Educator and civic leader Maria “Molly” Baldwin, ca. 1885; Labor organizer Lucy Eldine Parsons, 1886; Educator and activist Fannie Barrier Williams, ca. 1885; (*second row*) Abolitionist Harriet Tubman, ca. 1868-1869; Army nurse Susie King Taylor, ca. 1862-1866; Abolitionist Sojourner Truth, 1864; (*third row*) Educator and activist Josephine A. Silone Yates, ca. 1885; Educator and activist Hallie Quinn Brown, ca. 1875-1888; Journalist Lillian Parker Thomas, ca. 1890.

Back: Left to right: (*first row*) Fannie Lou Hamer, 1964; Nannie Helen Burroughs, 1909; Charlayne Hunter-Gault, 1975; Shirley Chisholm, 1972; (*second row*) Barbara Jordan, 1976; Phillis Wheatley, 1773; Frances Ellen Watkins Harper, 1898; Patricia Harris, 1965; (*third row*) Constance Baker Motley, 1965; Frankie M. Lisenby, ca. 1917-1918; Rosa Parks, 1968; Mamie Westmorland, ca. 1899-1900; (*fourth row*) Mary Church Terrell, ca. 1880-1900; Althea Gibson, 1956; Clarissa M. Thompson, ca. 1872; Ida B. Wells, 1891.

Among the incredible images in the African American Women Changemakers collection by the Library of Congress, you will also see an incredible word: *Educator*.

Educators change the world, not through force, not through fear, and certainly not for fame and fortune. While it might be human nature to enrich one’s self, educators have the supernatural ability to enrich our collective society, reaching students, colleagues, community members, and beyond.

The Society for History Education invites you to join us in celebrating educators throughout the world and throughout time. We hope you and your students enjoy the possibilities presented in this special issue of *The History Teacher*, **Teaching for and about Social Justice**.

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*.

© 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

Jane Dabel

Members

Linda Alkana • Melissa Archibald • Donna Binkiewicz • Isacar A. Bolaños
Gail Hamilton • Elisa Herrera • Ali İğmen • Rajbir Singh Judge • Eileen Luhr
David Neumann • Ulises Piña • David Sheridan • William A. Weber

Print and Digital Production

Elisa Herrera

Graduate Student Intern

Kaden Matheson

Board of Directors, Society for History Education

President

Eileen Luhr

Vice-President

David Shafer

Secretary

Jane Dabel

Treasurer

David Shafer

Members

Dorothy Abrahamse • Jane Dabel
Eileen Luhr • David Shafer

National Advisory Board, Society for History Education

Bob Bain	<i>University of Michigan</i>
David A. Berry	<i>Essex County College</i>
Linda Black	<i>Texas A&M University-Central Texas</i>
Peter Burkholder	<i>Fairleigh Dickinson University</i>
Lendol Calder	<i>Augustana College</i>
Jean-Paul R. Contreras deGuzman	<i>Windward School & Univ. of Calif., Los Angeles</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>North Cedar Academy</i>
Katharina Matro	<i>American Historical Association</i>
Craig Perrier	<i>Fairfax County Public Schools</i>
Amanda Podany	<i>California State Polytechnic Univ., Pomona</i>
Brenda Santos	<i>University of Rhode Island</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>

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

Staff, Society for History Education

Elisa Herrera

CONTENTS

May 2023

THE CRAFT OF TEACHING

Teaching for and about Social Justice

- 317 *Teaching for and about Social Justice*
by Jane Dabel, Elisa Herrera, and Eileen Luhr
- 319 “*Common Sense*” and *Issues of Social Justice in History Education*
by Kay Traille
- 343 *Teaching Movements in History: Understanding Collective Action, Intersectionality, and Justice in the Past*
by Christopher C. Martell and Kaylene M. Stevens
- 367 “*I Can Learn from the Past*”: *Making the History of Higher Education Relevant through Social Justice Education Pedagogy*
by D. Chase J. Catalano, Kelly Schrum, Erin Fay,
and Sophia Abbot
- 387 *Reclaiming Narratives Through Culturally Sustaining Teaching: Women of Color, Historical Significance, and the Civil Rights Era*
by Jocelyn Isabel Aguilera
- 415 “*These ‘Hero’ Figures Were Not Alone*”: *Dismantling Heroification with Primary Sources*
by Abigail Stebbins and Kate Van Haren
- 437 *Teaching and Learning LGBTQ+ Histories of the United States in Your Classroom*
by Michael Kokozos

REVIEWS

- 453 Bruce, Emily C. *Revolutions at Home: The Origin of Modern Childhood and the German Middle Class*
by James C. Albisetti
- Cilli, Adam Lee. *Canaan, Dim and Far: Black Reformers and the Pursuit of Citizenship in Pittsburgh, 1915-1945*
by Robert Cassanello

Cohen, Jason E., Sharon D. Raynor, and Dwayne A. Mack, eds.
Teaching Race in Perilous Times

by Zoë Burkholder

Dunning, Arthur N. *Unreconciled: Race, History, and Higher Education in the Deep South*

by Deidre B. Flowers

Moneyhon, Carl H. *The Union League and Biracial Politics in Reconstruction Texas*

by Jason McDonald

Mouradian, Khatchig. *The Resistance Network: The Armenian Genocide and Humanitarianism in Ottoman Syria, 1915-1918*

by Michelle Tusan

Simeone, James. *The Saints and the State: The Mormon Troubles in Illinois*

by Matthew L. Harris

Reardon, Erik. *Managing the River Commons: Fishing and New England's Rural Economy*

by Strother E. Roberts

Weller, Theresa L. *The Founding Mothers of Mackinac Island: The Agatha Biddle Band of 1870*

by Katrina M. Phillips

IN EVERY ISSUE

- 315 Contributors to *The History Teacher*
- 468 The History of *The History Teacher*
- 469 Questionnaire for Potential Reviewers
- 470 Membership/Subscription Information
- 472 Submission Guidelines for *The History Teacher*

CONTENTS, cont.

May 2023

ADVERTISERS IN THIS ISSUE

- Cover 2 Society for History Education: *The History Teacher*
342 Association for Asian Studies: *Asia Shorts*
414 Society for History Education: *Endless Possibilities*
452 Society for History Education: *Honoring Gary B. Nash*
467 Society for History Education: *The AHA Gilbert Awards*
Cover 3 Society for History Education: *THT Journal Archives*

U.S. Library of Congress: “Free to Use and Reuse: Teachers and Students”
<https://www.loc.gov/free-to-use/teachers-and-students/>



CONTRIBUTORS

May 2023

Sophia Abbot is a doctoral student in Higher Education at George Mason University and a graduate assistant for Anti-Racist and Inclusive Teaching in the Stearns Center for Teaching and Learning. Her work focuses on the scholarship of teaching and learning, pedagogical partnership, inclusion and equity in college teaching, and educational development. She currently serves at the co-chair of International Society for the Scholarship of Teaching and Learning's Student Engagement and Co-Inquiry interest group.

Jocelyn Isabel Aguilera is an activist, educator, and musician from South Central, Los Angeles. She is a Teacher of U.S. History at her alma mater, John C. Fremont High School, and a Lecturer in the College of Education at California State University, Long Beach. She received her M.A. in History from CSULB and is a doctoral candidate at the University of Southern California, focusing on History Education in an Urban Setting. Her research and activism revolve around cultural forms as a method of resistance.

D. Chase J. Catalano is an Assistant Professor of Higher Education at Virginia Tech. He earned his Ed.D. in Social Justice Education from the University of Massachusetts Amherst. His research focuses on social justice education in the context of colleges and universities, as well as queer and trans issues.

Erin Fay is a doctoral student at George Mason University's College of Education and Human Development. She received a Bachelor's degree in English from the University of Virginia and a Master's degree in Higher Education and Student Development from George Mason University. Her interests include critical pedagogy and research, investigating how belonging, self-efficacy, and agency are experienced by historically underserved students in higher education spaces.

Michael Kokozos (Ph.D., University of Pennsylvania) is an Associate Director at UPenn and a Lecturer at NC State University. His research focuses on creating inclusive learning environments and empowering youth. Kokozos supports educators in implementing equity-based approaches and has collaborated on initiatives such as NC State's #PassTheMicYouth and The New York Times Teaching Project to promote student belonging.

Christopher C. Martell is an Associate Professor of Social Studies Education at the University of Massachusetts Boston. Formerly a Teacher of high school social studies for eleven years, he is also the co-author

CONTRIBUTORS, cont.

May 2023

(with Kaylene M. Stevens) of *Teaching History for Justice: Centering Activism in Students' Study of the Past* and editor of *Social Studies Teacher Education: Critical Issues and Current Perspectives*.

Kelly Schrum (Ph.D., Johns Hopkins University) is a Professor in the Higher Education Program at George Mason University. Her work focuses on the scholarship of teaching and learning (SoTL), digital humanities, history education, and teaching and learning in the digital age. She is the co-editor for *Teaching and Learning Inquiry*, the journal for the International Society for the Scholarship of Teaching and Learning (ISSOTL).

Abigail Stebbins is a doctoral candidate at The Pennsylvania State University, studying Curriculum and Instruction with an emphasis in Elementary Social Studies Education. She earned her M.Ed. from Kent State University and B.A. from The College of Wooster. Prior to pursuing her Ph.D., Stebbins was a second-grade teacher in Ohio.

Kaylene M. Stevens is a Lecturer and Program Director for the Social Studies Education Program at Boston University. Previously a Teacher and Social Studies Department Chair at Framingham High School for fourteen years, she co-ran the teacher program and spearheaded several initiatives to decolonize the curriculum and create more representation in Advanced Placement classes.

Kay Traille (Ph.D., University of London's Institute of Education) is a Professor of History Education and History at Kennesaw State University. She has taught history at the secondary school and university levels in the United Kingdom and the United States. Her research focuses on equity in history education. She is the author of two books, *Hearing Their Voices: Teaching History to Students of Color* and *Teaching History to Black Students in the United Kingdom*.

Kate Van Haren is a doctoral student at The Pennsylvania State University, studying curriculum and instruction. She also has her M.Ed. from Penn State. Van Haren has taught elementary social studies and literacy at the elementary level for twelve years. She has served on various teaching advisory councils, designed curriculum materials for multiple organizations, and published in several journals, including *Social Studies and the Young Learner* and *Annals of Social Studies Education Research for Teachers*.