

Hooked on Inquiry: History Labs in the Methods Course

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PRESERVICE HISTORY TEACHERS often walk into my teaching and learning classes knowing a fair amount of American history, a smattering of world history, a few teaching strategies, and a little about lesson planning. They generally love the History Channel and are passionate about working with kids. Many of these preservice teachers have learned that history involves primary documents, multiple perspectives, and cause and effect. All have written history papers.

But very few have thought much about historical methods, let alone about teaching historical inquiry. Even fewer have noticed that history standards include historical thinking skills. Still, most candidates note that they do not want to be teachers who use a cycle of textbook reading, worksheets, rote memorization of facts, and multiple-choice tests. Instead, they want to make history relevant and their classrooms dynamic. When they discover that teaching history can be an opportunity to help students *do* history, much like a scientist might help a student conduct an experiment, many are eager to start acquiring skills to facilitate inquiry.

Methods courses provide a rich opportunity to unpack what it means to “learn history by doing history.” Applying what we have learned from Teaching American History grant work and the Scholarship of Teaching and Learning History (SoTL), history teacher preparation programs should make the historical process transparent, require candidates to do history in order to build their own historical skills, and equip candidates with tools

to facilitate classroom practice of the historical craft.¹ Of course, there are additional elements to training teachers, but these should be fundamental. History classes, K through 20, must become places where learners wrestle with historical narratives and accounts rather than simply memorizing facts and concepts.

To help explain what “doing history” means, I have created history labs to walk teacher candidates through the historical process. Each lab poses a historical problem, requires analysis of primary and secondary sources, and demands interpretation.² In this essay, I showcase two that I have designed from my work in public history. The first lab asks students to create an interpretive sign that explains the 1928 disappearance of a honeymoon couple in Grand Canyon National Park. The second simulation asks teacher candidates to decide whether a school in Virginia should be turned into a museum and placed on the African American Heritage Trail. I end with two history labs created by teacher candidates. Before detailing these case studies, I offer a short explanation about how history labs fit in our overall program of study for History/Social Studies education majors at Northern Arizona University (NAU).

Inquiry in NAU’s History/Social Studies Program

Focusing on inquiry has become a primary part of our newly revised history and social studies teacher preparation program, as we are convinced that learners learn best when they construct meaning and engage in problem solving.³ We expanded the Department of History’s role in preparing future teachers at the undergraduate level last year, increasing our course requirements from one course in teaching social studies methods to three, as well as requiring additional fieldwork. Beginning at the sophomore level, candidates take an introductory class in historical inquiry and teaching, practicing their historical skills through a series of exercises. Co-convened with this course, a one-credit seminar places students in middle and high schools for twenty hours during the semester to shadow teachers and work with students. In their junior year, they enroll in Teaching and Learning History and Geography along with a practicum of forty-five hours in the schools. A course on Teaching and Learning Government and Economics and student teaching follow. Engaging preservice teachers in history labs in these courses contributes to their understanding and skill level. Immersing them in National History Day (NHD) gives them opportunities to gain practice not only in doing history, but also in leading others in inquiry. Through this rigorous historical inquiry program, teacher candidates tutor students on their historical projects and shadow judge at NHD regional and state competitions.

Throughout the teacher education program, we introduce candidates to recent books, website projects, and resources designed to engage students in doing history: *TeachingHistory.org*, *Reading Like a Historian*, and *Thinking Like a Historian* provide authentic tools for teachers to take this process to their students. Assignments and lessons demonstrate the historical process in concrete and explicit ways. Library of Congress and National Archives websites, to name two, offer a plethora of primary sources and teaching tools as well.⁴ Weaving history labs together with the many instruments now available for sourcing documents, and thinking about cause and effect, multiple perspectives, context, and other historical concepts, sharpens future teachers' abilities to teach historical inquiry. SoTL offers examples of historical thinking categories and the importance of moving students from novices to experts. Some candidates quickly grasp the significance of these resources. They get excited about teaching historical skills. Most, however, need more practice and metacognitive activities to understand how these skills work. History labs deliver that reflective practice.⁵

While these majors are taking teacher preparation courses, they are enrolled in a series of history classes, two of which specifically focus on the historical discipline and require them to ask historical questions, analyze sources, and produce historical work. This gives them focused time to work on their historical skills. Additional history classes not only build content knowledge, but also guide students in source analysis, evidence-based arguments, and historiography.⁶ Calling attention to the process of historical inquiry in the methods classes and modeling ways of teaching through inquiry via history labs give teacher candidates tools to do the same when they are employed in secondary schools. Accordingly, the following examples are not isolated activities in a conventional teacher preparation curriculum—they are two of many historical experiences they encounter in their learning.

History Lab 1: Grand Canyon Historical Mystery— The Case of the Missing Honeymoon Couple

An intriguing Grand Canyon story about a honeymoon couple that disappeared while running the Colorado River works as a popular introductory history lab. This 1928 event, featured on the television program *Unsolved Mysteries* and Ken Burns's documentary on national parks, is the subject of a book by Colorado River guide Brad Dimock. Dimock investigated the disappearance by retracing Glen and Bessie Hyde's route in a replica of the boat used by the newlyweds.⁷ The story fascinates because it involves love, marriage, divorce, Prohibition party



Figure 1: Emery Kolb photo of Glen and Bessie Hyde, November 17, 1928. Reproduced with permission from Northern Arizona University Cline Library.⁸

boats, a couple of reckless and adventurous individuals, and an unknown end. It is also perfect for NAU students, since we are but eighty miles from Grand Canyon National Park and NAU's library holds the Hyde Collection.⁹

Glen and Bessie Hyde (see Figure 1) traveled by train from their home in Idaho to Green River, Utah in October 1928. Glen built a sweep scow, a boat common to the ones he had used to run the Snake and Salmon Rivers, but ill-suited for the Colorado River. Local boatman Harry Howland thought the rig looked "like a floating coffin."¹⁰ Undaunted and without life jackets, the Hydies launched their boat, named "Rain in the Face," on October 20, navigating it 120 miles to the Colorado River and from there to the Grand Canyon. Bessie wrote in her diary, "It was a thrilling sensation feeling the boat slip away into the Green River."¹¹ She continued to track their journey until November 30, making notes, diagramming the riffles and rapids along the way. They also recorded their adventure with her Kodak camera. At the beginning, the petite, 90-pound woman sounded calm and blissful and Glen displayed confidence. But that changed as the couple made their way into rougher waters. Pictures show a changed demeanor, from smiles at the beginning to grim determination in the end. Had Bessie made the entire journey, she would have been the first woman to traverse the Colorado's wild waters.

One of their last stops was Grand Canyon village, where they visited with photographer Emery Kolb and his family. About a month later, a search team found the boat (see Figure 2). On it was their Winchester rifle, clothing, food, and mattress spring. Most importantly for the historian, Bessie's little red journal and camera, with six rolls of film, were also aboard. But there was no sign of the risk-taking couple. Despite an exhaustive hunt by Glen's father, Colorado River men, local officials, and a plane sent by President Calvin Coolidge, Glen and Bessie were never found.

The Honeymoon Mystery in the Methods Class

After relaying the Hyde story to my class—or after having author Brad Dimock come to class to share his account—I ask teacher candidates to imagine that they have been hired by the National Park Service to create an interpretive sign for a historical landmark at mile marker 237 on the Colorado River—the place where the search and rescue team found the boat. To complete the task, we read secondary accounts and visit NAU's Special Collections and Archives to view the Hyde and Emery Kolb Collections. Digitized images provide researching ease, but going to the actual repository is important, as students use archival gloves to touch letters, a



Figure 2: Emery Kolb photo of Hyde boat as it was found on Christmas day, 1928. Reproduced with permission from Northern Arizona University Cline Library.¹²

book of Bessie's poetry, and other artifacts. In the archives, they assume a newfound professionalism, taste the thrill of research, and read the documents with care. Donning the gloves helps. Seeing the photos and analyzing facial expressions or looking for clues in Glen's letters home supply fodder for their interpretations.

After they puzzle through the documents, read accounts from other historians of this fateful trip, and situate the story in Grand Canyon history, 1920s Flapper culture, technological development, and/or the daring adventures of Amelia Earhart and Charles Lindbergh, my students present their interpretive signs to the class and explain how and why they came to the conclusions they did. Some posit the couple drowned, while others come to more intriguing answers, but all must deliver an evidence-based answer to make their case. The presentations generate a valuable discussion and sometimes heated argument, as they challenge each other's conclusions and see that history is interpretive and may

be clouded by a historian's perspective. Conversations about various facts emphasized or conclusions reached allow me a chance to revisit the concept of historiography. Same facts; different accounts. Research shows that students read secondary accounts as authoritative and do not question them. This activity helps candidates see that historical narratives are claims and arguments that may be disputed or modified. If they take this lab to their future students, they could illustrate the same. Debating the fate of the honeymoon couple is "fun," as many candidates express, but it also lets learners see that history is a constructed—even creative—discipline.¹³

When I present a historical investigation, I compare and contrast what we do as historians to scientists. Most students can identify the scientific method. They understand that a scientist asks questions, does background research, constructs hypotheses, tests ideas, analyzes data, draws conclusions, and communicates the results. Historians follow a similar process. Historians pose questions and utilize prior knowledge to hypothesize the answer. We examine evidence, analyze the data, draw conclusions, and communicate our interpretation through arguments and narratives. Making this process explicit in history classes, just as science teachers do, is important—and history labs help us do just that. After teacher candidates complete the Hyde lab, we can refer back to the process we followed as we tackle more difficult problems and as we think about how history can be taught with meaning and skill-development. Calling on historical thinking posters, videos, and articles at this point serves as a great illustration of the process. Having just walked through a lab, teacher candidates can relate with the historian.¹⁴

History Lab 2: Putting the Laurel Grove School on the African American Heritage Trail

Another lab for my methods class centers on historical questions of education and race. To set the stage for the Laurel Grove Colored School problem-based simulation, I post on the walls of the room a timeline of African American education from 1900 to the present. When teacher candidates enter, I ask them what they notice, understand, and wonder about the timeline. My students are quick to comment about injustices, segregation, Jim Crow discrimination, and the pursuit of civil rights and equal access to education. Further reflection leads to questions about the years before and after *Brown v. Board of Education*. Yes, they note, civil rights and desegregation yielded positive results, but education, especially after a series of Supreme Court rulings in the 1990s, is still not colorblind. Social justice has not been achieved. Today, much can be told about the



Figure 3: Laurel Grove School, Fairfax County, Virginia, 2007. Photo by Linda Sargent Wood.

quality of education by the zip code. The dropout rate for students of color—especially boys—is higher.¹⁵ Given this current state of education, I ask the group what they know about the history of public schooling and civil rights. What could we learn from the past? To help us wrestle with this history and do the work of a historian, I lead them in an investigation of this Virginia school (see Figure 3). The purpose, I remind, them is twofold: do the history, but also think about how history might be taught as an investigation.

The Laurel Grove School Problem in the Methods Class

Zooming in on the Laurel Grove Colored School, I ask candidates to confront the same historical problem I encountered in 2002. I explain that northern Virginia's urban sprawl threatened to destroy this school and the Laurel Grove Baptist Church and Cemetery. Though these three tiny landmarks had remained largely unchanged for a century and a half, everything around them was different. Instead of garden plots and wheat fields, the area was the site of apartment complexes, townhomes, office

suites, shopping malls, and medical facilities. Instead of turning this community into another mall, however, individuals formed the Laurel Grove School Association and assembled a team of historians, curriculum experts, teachers, and museum curators to recover the school's history, restore the physical classroom, and craft an elementary and secondary school curriculum.

Since I cannot take my methods classes to northern Virginia archives for this exercise, I bring documents to them and play the archivist. I distribute sources and assign groups of three to examine each. As teacher candidates rummage through deeds and census records, read maps, examine photographs, and listen to oral histories, their job is to decipher the history. We start with basic questions. Who built the school and church? How long did the school operate? What did the teachers teach? What was the historical context?

Land sales provide the names of the individuals who built the school. In 1860, William Jasper (see Figure 4) purchased thirteen acres of farmland near the Franconia train station. Trains passed, carrying goods and passengers from the District of Columbia to Richmond, Virginia. Jasper kept his land through the Civil War, despite repeated crossings by Union and Confederate Soldiers. In the 1880s, he sold one-half acre to build a school and one-half acre to construct a church. Church trustees listed on the deed were Jasper, Thornton Grey, George Carroll, and William Braxton. Census records; wills; marriage, birth, and death certificates; and other court documents piece the narrative together. Grey's mother had been a slave at Mt. Vernon and was freed by George Washington's will. Jasper and Carroll were freed in the 1840s by their owner's will. Braxton remains a mystery, as no other historical records mentioning him have surfaced. The community, comprised of former slaves and free blacks, built the school with little to no help from the state or philanthropic societies. School records, oral histories, and secondary historical accounts of education in Virginia help candidates trace the history of the school to its closing in 1932. These accounts include oral histories from two of Jasper's granddaughters—Winnie and Geneva—who told of their student days at Laurel Grove in the 1920s.¹⁶

As my methods students explore the documents, I ask them sourcing questions and guide them in inquiry through conversation and mutual discovery. Who wrote the account? When and why was this account written? What does this map tell us? Can we trust this oral history? What does this census reveal? What do you wonder when you read these sources? What connections can you make? Each question opens new avenues for thinking historically. As we piece the story together, I ask them, "So what?" questions. What does the story of Laurel Grove tell us about American

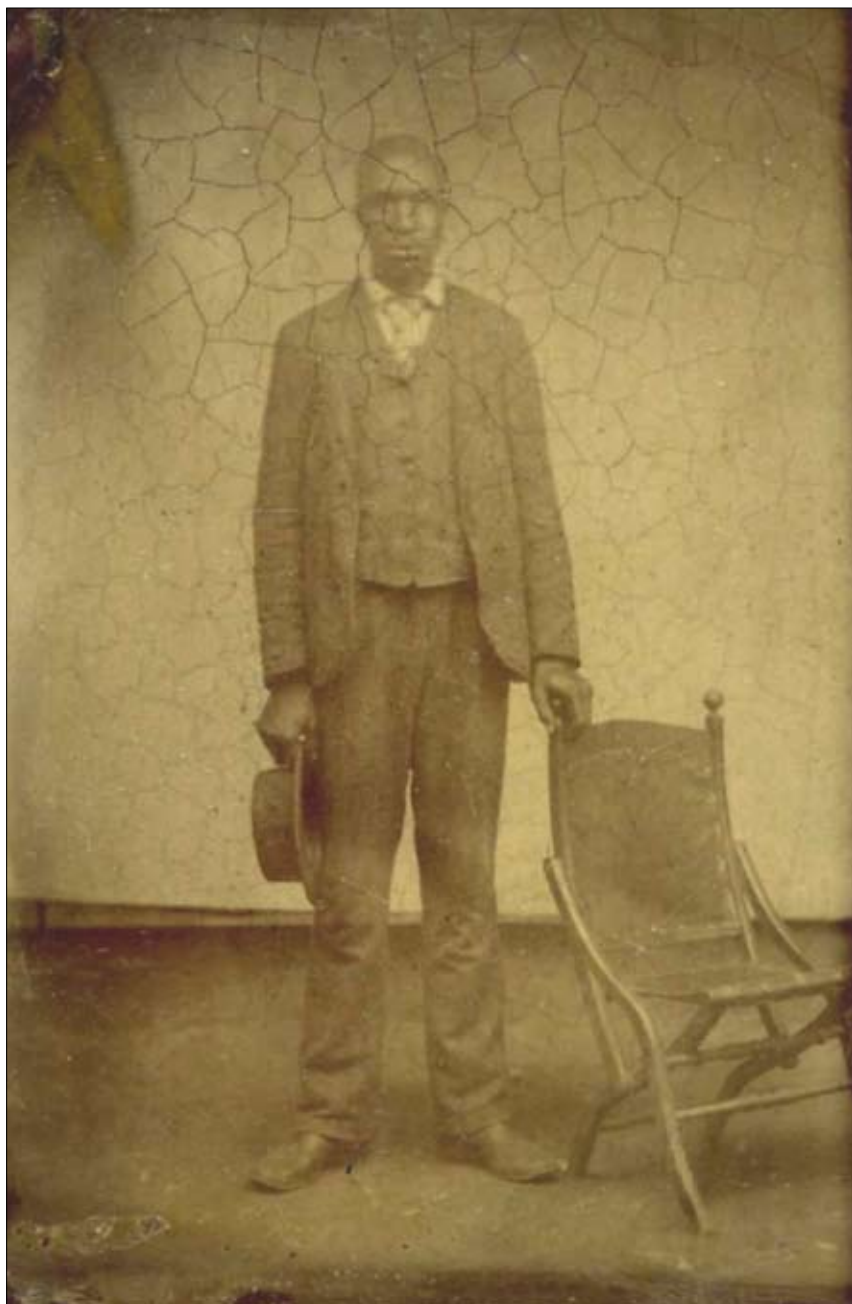


Figure 4: William Jasper, family photo, c. 1880. Reproduced with permission from Phyllis Walker Ford.

life, about education, about civil rights? What is the significance of the Laurel Grove experience? How can it inform education policy today? What kind of story do we tell about the school? Is this a story of triumph over adversity or a story of continual oppression? Maybe an ironic tale? Does the story mirror other stories or is it unique? Should the school be turned into a public history site?

Taking teachers-to-be through this investigation requires them to think historically and contextually. They exercise historical skills by piecing together the basic narrative. As they work, I call attention to the historical skills they need to help them do the work and question whether they are being presentist or trusting a single source without corroboration. Learning how to read a marriage certificate, census record, and map, and confronting contradictory evidence is part of the job. Since the history of this school tracks through slavery, Civil War, Reconstruction, and Jim Crow, we stop at times to reflect upon this individual story within the larger state and national contexts. After getting to know Jasper, they begin to identify with him, and many wonder what it was like to live through slavery, Civil War, Reconstruction, and Jim Crow. This, then, is the time to tell and explore with them the historical context.

When learners get curious and invested in a storyline, lectures—or textbook readings—on the historical context prove most relevant and valuable. Slavery, for example, was not the same in all places at all times. Jasper, who worked as a slave on a northern Virginia wheat farm, did not have the same experience as a slave on an Alabama cotton plantation. The fact that he gained his freedom and purchased land before the Civil War might surprise learners also, providing another teaching opportunity. Pausing the investigation of primary sources to research antebellum slavery and the history of free blacks in northern Virginia helps explain Jasper's situation. Personalizing the past through the Jasper family makes the reading of secondary accounts and the learning of standards more consequential.¹⁷

There are yet more pedagogical possibilities in this investigation. Historians must make choices and interpretive decisions. Do we tell history from the bottom up or the top down? If we write a history of Laurel Grove or turn the site into a museum, what facts will we choose to emphasize? On whom will we focus? What sources do we turn to and what are the biases inherent in these sources? Do we trust a document's author? What narrative will drive our account? Today, the story told at the Laurel Grove School is generally one of celebration and uplift. At times it is romantic, though it also has elements of tragedy and irony. It focuses on African Americans and highlights their actions in the face of oppression. However, using this perspective is not the only way to write this history, and high

school and college students should investigate this as it offers another opportunity to help students understand historiographical debates and to do what Laura Westhoff calls “historiographical mapping.”¹⁸

Focusing preservice teachers on whose story is told—and how it is told—helps them be conscious not only about method, sources, argument, and the narrative thread, but also about the political and social ramifications of interpretive decisions. Doing this makes evident that history matters in the present. This relevance, my students frequently remind me, is important. They can imagine their future students asking, “So what?” Hence, I have set up the Laurel Grove problem to engage the question of historical significance. I ask my students, should there be a site in northern Virginia to commemorate this one-room school? What are the pros and cons? If yes, what story should be told and why? What message should be conveyed?

To signal some of the significance of these questions, I point students down the road to Mt. Vernon, where recent historiography has influenced the public narrative. Today, visitors hear stories not only about the country’s first President, but also about the slaves who worked his plantation. Public history perhaps makes the political aspects of history more obvious to the ordinary citizen, as local sites, memorials, parks, and museums make statements by their very presence on the landscape.¹⁹ There are, after all, real consequences to how the broader public understands history. Civil War Battlefield Park rangers, for instance, face this, as they must choose how they represent North and South, slave and free. The choices curators make can influence public views on the War and slavery, as well as contemporary issues on race and class, states’ rights, federalism, and the Union.

“I Actually Felt Like a Historian”

“I enjoyed the Laurel Grove activity. It was the first time I actually felt like a historian.” This statement from a post-exercise reflection is a common refrain. As another student phrased it, the Laurel Grove project “showed how exciting/intriguing historical research can be and how we can feel ‘connected’ to history.” Learning about this school and family “provided new factual knowledge about laws/practices following the Civil War” and “showed how important education was to free blacks.” One student said, “approaching learning through problem-solving makes it more meaningful.”²⁰ The honeymoon mystery draws similar reactions.

The process of walking candidates through the above history labs and signaling the skills along the way provides a teaching model and simultaneously sharpens their historical skills. One teacher candidate summed up what many wrote in their reflections on history labs and the

enduring understanding of my methods course: “In order for students to think historically they need to do history through the use of primary sources. This was very relevant and meaningful to me because its objective was for us future teachers to stop teaching just facts and let our students do history and make history meaningful.”²¹

Teacher candidates also like inquiry learning because it focuses on relevant and practical skills. Critical analysis, they know, has value in any number of settings. Readings of the text for what is there and not there, for whose perspective is presented, and for other proficiencies important to the discipline are relevant to individual growth and play a part in the civic dialogue. Helping preservice teachers see the significance of their work raises expectations of what they can do in the history classroom.²²

Inquiry Learning Models and Value

Inquiry, coupled with disciplinary practices, is at the heart of learning in the two lab exercises I have highlighted. Each lab is focused on historical events and problems that call for historical thinking. Each illustrates the use of public history to heighten relevance and student curiosity. Each personalizes history, helps build empathy, and connects to larger themes. And each teaches history as both narrative and interpretive. Candidates build historical thinking skills such as identifying and analyzing change over time, interpretation, perspective, historical context, and cause and effect. The history lab method invites students to wonder, puzzle, investigate, and interpret. This problem-centered approach, as educator Dan Kain contends, leads students to more collaborative learning, development of critical thinking skills, application of knowledge, and connection to prior learning. In addition, he argues, it helps students see the relevance of learning, promotes responsibility for one’s own learning, and encourages more self-direction.²³

“Inquiry,” as librarian and teacher Barbara Stripling defines it, “is a process of active learning that is driven by questioning and critical thinking.” Stripling explains, “The understandings that students develop through inquiry are deeper and longer lasting than any pre-packaged knowledge delivered by teachers to students.” Working with teacher candidates in the methods course, I introduce them to Stripling’s model of inquiry as an accompaniment to historical thinking posters in order to help them see the learning process. Highlighted in the Library of Congress’s Teaching with Primary Sources newsletter, the Stripling model explains various phases of inquiry: Connect, Wonder, Investigate, Construct, Express, and Reflect. These phases, she suggests and experience shows, do not always follow in strict order and they may be repeated. Reflection,

too, is a key part of the process. Applied to history, the model works to explain much of what a historian does and helps illuminate what the teacher candidate has walked through in a history lab. The connect and wonder phases are particularly helpful in leading inquiry, as teachers work to hook their learners in caring about the past. What intrigues and fascinates? What does a learner connect to in order to care and be invested in the subject? What questions do they have that might spark scrutiny?²⁴

Cognitive psychologists report that models of inquiry are important in order for a novice to build expertise; they need to see constituent tasks and skills modeled for them. This makes sense for teaching history at a variety of levels, including those grades our future teachers will teach. Hence, it is important for the teacher candidate to not only understand the value of inquiry, but also to gain practice in facilitating inquiry. Leading inquiry and teaching historical thinking skills are complex intellectual tasks. When done well, it is nothing short of an orchestral feat. Teaching historical inquiry requires that candidates become proficient in both their own historical thinking and in guiding others in inquiry. Involving preservice teachers in this investigative and disciplinary work opens their eyes to some of the ways that historical problems can be explored, analyzed, and interpreted. Walking a methods class through historical investigations helps prepare candidates for a greater possibility of success in creating an inquiry-driven classroom.²⁵

Preservice Teacher-Created Investigations

The Laurel Grove and Honeymoon Mystery projects are examples of activities I have used in my methods classes. One employs a local story to my Arizona classroom; one employs a community hundreds of miles away. Yet each works and demonstrates the diversity of this approach. Those who teach history methods classes can call on their own research to expose the craft and build future teachers' skills. The story of an immigrant family from Russia arriving in Montana just after World War II, the development of a mill town in North Carolina, the dismantling of the Berlin Wall, or the construction of a World's Fair—these and many more could be used as a history lab in the methods class to demonstrate the process.²⁶ Teacher candidates can also create these in their own work.

Engaging preservice teachers in their own development of historical investigations further reinforces the practice and helps them think in more detail about how they would facilitate such labs. Consider two: A teacher candidate in one of my classes created an inquiry on an American soldier's experience in the Vietnam War for her Cold War unit. Based on

a historical biography she had written on this soldier in another course, she assembled a variety of primary documents that slowly revealed the sad impact of the toxic defoliant Agent Orange on this soldier's life and death. Assignments asked learners to piece together his life from these sources and then explore the consequences of this herbicide. She used pictures, maps, enlistment and discharge papers, audio recordings, war records, and other sources to fuel the investigation.

Excited about “doing history,” another preservice teacher designed an investigation for high school students in his practicum that was centered on a book he was reading. *Shadow Divers* tells the story of two scuba divers' recovery and identification of a WWII German submarine. It details their relentless pursuit for the boat's history. They visited libraries and archives, conducted interviews with German and British submarine experts, and went on countless dives to explore the sunken vessel. The teacher candidate wrote, “This was a book about historical research, disguised as a mystery thriller,” adding, “I was so enthralled with the book that when I was taking a history teaching methods course in the spring, I decided to create a lesson plan based on the book.” He took the problem of the unidentified submarine to his practicum class and students examined evidence and artifacts that the divers had uncovered. They then worked to identify the submarine. After the class ended and the mystery was solved, students gave him praise for the learning opportunity.²⁷

Still curious, he “wondered if [teaching historical thinking] actually helps students improve comprehension and achievement.” So, for another class, he designed an action research project to conduct during student teaching. He taught some of his classes in a more traditional lecture and textbook way, while in other classes, he engaged in doing historical lab work. After looking at student work, he ended his student teaching experience more convinced about the efficacy of historical investigations.

A recent report on the National History Day program supports this preservice teacher's conclusions. NHD students score better on standardized tests and become “better writers, who write with a purpose and real voice, and marshal solid evidence to support their point of view.” So, too, does a study by Avishag Reisman. She tested the effectiveness of disciplinary reading instruction in the “Reading Like a Historian” curriculum in San Francisco schools and found significant growth in reading comprehension, content knowledge, and historical thinking.²⁸

If we want history education to shift from “coverage” to historical inquiry and the development of critical thinking skills, we need to give our preservice teachers multiple opportunities to “do” history and equip them to do the same with their students. Problem-based learning, history

labs, the inquiry process, and reflective practice offer powerful ways to facilitate teacher candidates' growth in their own historical thinking and provide a model for use in their future classrooms.

Notes

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1. Keith Barton surveyed recent literature on teaching and learning history and found over two hundred empirical studies, "Research on Students' Ideas about History," in *Handbook of Research in Social Studies Education*, ed. Linda S. Levstik and Cynthia A. Tyson (New York: Routledge, 2008). See also Lee Shulman, "Signature Pedagogies in the Professions," *Dædalus* 134, no. 3 (Summer 2005): 52-59; Sam Wineburg, *Historical Thinking and Other Unnatural Acts* (Philadelphia, PA: Temple University Press, 2001); Lendol Calder, "Uncoverage: Toward a Signature Pedagogy for the History Survey," *Journal of American History* 92, no. 4 (March 2006); Joel M. Sipress and David J. Voelker, "From Learning History to Doing History: Beyond the Coverage Model," in *Exploring Signature Pedagogies: Approaches to Teaching Disciplinary Habits of Mind*, ed. Regan A. R. Gurung, Nancy L. Chick, and Aeron Haynie (Sterling, VA: Stylus, 2009), 19-35; Peter N. Stearns, Peter Seixas, and Sam Wineburg, *Knowing, Teaching, and Learning History: National and International Perspectives* (New York: New York University Press, 2000); Thomas Andrews and Flannery Burke, "What Does It Mean to Think Historically?" *Perspectives* 45, no. 1 (January 2007), <<http://www.historians.org/perspectives/issues/2007/0701/0701tea2.cfm>>; Nikki Mandell and Bobbie Malone, *Thinking Like a Historian: Rethinking History Instruction* (Madison, WI: Wisconsin Historical Society, 2007); and Rachel G. Ragland and Kelly A. Woestman, eds., *The Teaching American History Project: Lessons for History Educators and Historians* (New York: Routledge, 2009).

2. There are many good sources for doing historical investigations. See, for example, David Gerwin and Jack Zevin, *Teaching U.S. History as Mystery*, second ed. (New York: Routledge, 2010); Martha Ballard's Diary Online at DoHistory.org, <<http://www.dohistory.org>>; and "The Valley of the Shadow" project at the University of Virginia, <<http://valley.lib.virginia.edu>>.

3. John D. Bransford, Ann L. Brown, and Rodney R. Cocking, eds., *How People Learn: Brain, Mind, Experience, and School*, second ed. (Washington, D.C.: National Academies Press, 2000); M. Suzanne Donovan and John D. Bransford, eds., *How Students Learn: History, Mathematics, and Science in the Classroom* (Washington, D.C.: National Academies Press, 2005); Committee on the Study of Teacher Preparation Programs in the United States, *Preparing Teachers: Building Evidence for Sound Policy* (Washington, D.C.: New Academies Press, 2010); and Linda Darling-Hammond and John Bransford, eds., *Preparing Future Teachers for a Changing World: What Teachers Should Learn and Be Able to Do* (San Francisco, CA: Jossey-Bass, 2007).

4. National Clearinghouse for History Education, TeachingHistory.org, <<http://www.teachinghistory.org>>; Sam Wineburg, Daisy Martin, and Chauncey Monte-Sano, *Reading Like a Historian: Teaching Literacy in Middle and High School History Classrooms*

(New York: Teachers College Press, 2011); Stanford History Education Group, “Reading Like a Historian,” <<http://sheg.stanford.edu/?q=node/45>>; Nikki Mandell, *Thinking Like a Historian: Rethinking History Instruction* (Madison, WI: Wisconsin Historical Society, 2008); and Peter Seixas, Centre for the Study of Historical Consciousness, “Historical Thinking Project,” <<http://www.historicalthinking.ca>>; Library of Congress Teaching With Primary Sources, <<http://www.loc.gov/teachers/tps>>; and National Archives Teachers’ Resources, <<http://www.archives.gov/education/>>.

5. *Preparing Teachers*, 67-68. Laura Westhoff notes that teachers often conflate doing history with using primary sources as illustrations of the past, “Lost in Translation: The Use of Primary Sources in Teaching History,” *The Teaching American History Project: Lessons for History Educators and Historians*, ed. Rachel G. Ragland and Kelly A. Woestman (New York: Routledge, 2009). We need to help teacher candidates see how these sources are complex texts that demand historical thinking skills to decipher and place in context. For insight on some of the ways that historians read and process, see Wineburg, *Historical Thinking and Other Unnatural Acts* and Daisy Martin and Sam Wineburg, “Seeing Thinking on the Web,” *The History Teacher* 41, no. 3 (May 2008), <<http://www.historycooperative.org/journals/ht/41.3/martin.html>>. Moreover, primary sources are only one of the key parts of a historical investigation. Skilled teachers are showing how well it can work to teach the investigative process. For example, Mark Johnson demonstrates how this can be done as he describes how he and his students engaged in a historical inquiry about a murder in Montana in 1870, “His Death Avenged!”: Empowering Students as Historians on a Global Scale,” *OAH Magazine of History* 26, no. 3 (July 2012): 25-32. Bruce Lesh writes from his high school classroom experience that investigations are successful when they focus on specific skills, “Why Won’t You Just Tell Us the Answer?”: *Teaching Historical Thinking in Grades 7-12* (Portland, ME: Stenhouse Publishers, 2011). For the importance of making thinking visible and some concrete strategies to do so, see the Visible Thinking Project at Harvard, <<http://www.pz.harvard.edu/vt/>>; Ron Ritchhart and David Perkins, “Making Thinking Visible,” *Educational Leadership* 65, no. 5 (February 2008): 57-61; and Ron Ritchhart, Mark Church, and Karin Morrison, *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners* (Hoboken, NJ: John Wiley and Sons, 2011).

6. History courses that engage students in reading, writing, and analysis of historical documents are important components of history teacher preparation programs. University course instructors who pull back the curtains on the historical process, to use historian Ed Ayers’ apt metaphor, help future teachers—and other students—to think historically. Ed Ayers, “The Next Generation of History Teachers: A Challenge to Departments of History at American Colleges and Universities,” Report from a National Conference at the University of Virginia (2006), available on the American Historical Association website, <<http://www.historians.org/pubs/Free/historyteaching/index.htm>>.

7. *Unsolved Mysteries*, November 29, 1987; *National Parks: America’s Best Idea*, dir. Ken Burns, six-episode documentary, PBS, 2009; and Brad Dimock, *Sunk Without a Sound: The Tragic Colorado Honeymoon of Glen and Bessie Hyde* (Flagstaff, AZ: Fretwater Press, 2001).

8. Emery Kolb photograph, NAU.PH.568.4035, “Glen and Bessie Hyde,” Kolb Collection, Cline Library Special Collections and Archives, Northern Arizona University, digital image of photograph at <http://archive.library.nau.edu/cdm4/item_viewer.php?CISOROOT=/cpa&CISOPTR=70904&CISOBX=1&REC=3>.

9. I am grateful to Karen Underhill, head of NAU’s Special Collections and Archives, for introducing me to the Hyde story and collections. I began using this lab in my methods classes at NAU in 2005, then further developed it in 2009, when I developed

two historical research classes using the Grand Canyon as a window into American history and an opportunity for students to do history. Many of the students in these research classes were also training to be teachers and the class complemented methods courses they took with me. The courses arose as part of the “Nature, Culture, and History at the Grand Canyon” grant project in which we developed a walking brochure of the Grand Canyon Village Historic District; an audio tour of the Canyon; “Travelin’ Trunks” of curriculum materials for K-20 teachers; and a multimedia website incorporating these products plus dozens of original narratives on historic sites and themes, maps, video, audio, web links, and hundreds of historic and contemporary photographs. The Nature, Culture and History at the Grand Canyon website can be explored at <<http://grandcanyonhistory.clas.asu.edu>>.

10. Harry T. Howland, as quoted in Dimock, 59.

11. Bessie Hyde, “Diary entry Saturday, October 20, 1928, 4:00 pm,” in Jeanne Hyde Allen, “The Hyde Scow on the Colorado River Taken from Letters and Diary by Glen R. Hyde and Bessie Haley Hyde,” p. 3, Glen Hyde Collection, MS 33, Colorado Plateau Digital Archives and Special Collections, Cline Library, Northern Arizona University, Flagstaff, Arizona, digital image of document available at <<http://archive.library.nau.edu/cdm4/document.php?CISOROOT=/cpa&CISOPTR=34026&REC=2>>.

12. Emery Kolb photograph, NAU.PH.568.3532, “The scow of Glen and Bessie Hyde lying at rest in lower Grand Canyon,” Kolb Collection, Cline Library Special Collections and Archives, Northern Arizona University, digital image of photograph at <http://archive.library.nau.edu/cdm4/item_viewer.php?CISOROOT=/cpa&CISOPTR=69868&CISOBX=1&REC=3>.

13. Robert Bain, “Into the Breach: Using Research and Theory to Shape History Instruction,” in *Knowing, Teaching, and Learning History: National and International Perspectives*, ed. Peter N. Stearns, Peter Seixas, and Sam Wineburg (New York: New York University Press, 2000), 331-352; Robert B. Bain, “Rounding Up Unusual Suspects: Facing the Authority Hidden in the History Classroom,” *Teachers’ College Record* 108, no. 10 (October 2006): 2080-2114; and Daisy Martin, “From Lecture to Lesson through ‘Opening Up the Textbook,’” *OAH Newsletter* 36, no. 4 (November 2008): 9-11.

14. For some historical thinking posters, videos, and articles, see TeachingHistory.org, <<http://www.teachinghistory.org>> and Nikki Mandell, “Thinking Like a Historian: A Framework for Teaching and Learning,” *OAH Magazine of History* 22, no. 2 (April 2008): 55-63. I have also had my students create their own historical thinking posters.

15. Peter Irons, *Jim Crow’s Children: The Broken Promise of the Brown Decision* (New York: Penguin, 2002).

16. For more on this story, see the Laurel Grove School Association website at <<http://www.laurelgroveschool.com>> and Teaching With Laurel Grove School website at <<http://chnm.gmu.edu/laurelgrove/about>>.

17. Ira Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America* (Cambridge, MA: Belknap Press of Harvard University Press, 1998). John Saye and Tom Brush have explored a variety of strategies to enable “scaffolding disciplined inquiry” so that students turn to historical accounts to help them understand a particular event. Their multimedia database on the African-American Civil Rights movement on the Persistent Issues in History Network website provides historical essays with embedded hyperlinks to primary documents, <<http://www.pihnet.org>>. Sources also have hyperlinks in them to lead students to contextual information or to guide student questions and analysis to help them develop historical habits of thought. The site is gated, but teachers can sign up to access it. For their discussions on scaffolding, see, for example, “Scaffolding Problem-Centered Teaching in Traditional Social Studies Classrooms,” *Theory and Research in Social Education* 32, no. 3 (Fall 2004): 349-378.

18. Laura Westhoff, "Historiographic Mapping: Toward a Signature Pedagogy for the Methods Course," *Journal of American History* 98, no. 4 (March 2012): 1114-1126.
19. History outside of the classroom engages, too, as historians have noted. Roy Rosenzweig and David Thelen, *The Presence of the Past: Popular Uses of History in American Life* (New York: Columbia University Press, 2000); James Percoco, *A Passion for the Past: Creative Teaching of U.S. History* (Portsmouth, NH: Heinemann, 1998).
20. Teacher candidate reflections 2004-2010, in author's possession.
21. Methods class evaluations, 2010, in author's possession.
22. Linda Levstik and Keith Barton make the case for history education as a key component in producing a democratic society in *Doing History: Investigating With Children in Elementary and Middle Schools*, fourth ed. (New York: Routledge, 2010) and *Teaching History for the Common Good* (Hilldale, NJ: Lawrence Erlbaum Associates, 2004). See also, for the importance of studying history, The Bradley Commission on History in the Schools, "Building a History Curriculum: Guidelines for Teaching History in the Schools," *The History Teacher* 23, no. 1 (November 1989), also available at <<http://www.nche.net/document.doc?id=38>>.
23. Daniel L. Kain, *Problem-Based Learning for Teachers* (Boston, MA: Allyn & Bacon, 2003), 5.
24. Barbara Stripling, "Teaching Inquiry with Primary Sources," *Teaching With Primary Sources Quarterly* 2, no. 3 (Summer 2009): 2-4, <http://www.loc.gov/teachers/tps/quarterly/inquiry_learning/article.html>. See also Carol Kuhlthau, Leslie Maniotes, and Ann Caspari, *Guided Inquiry: Learning in the 21st Century* (Westport, CT: Libraries Unlimited, 2007).
25. Stevan Kalmon, Cynthia Stout, Peggy O'Neill-Jones, and Linda Sargent Wood, "From Corn Chips to Garbology: The Dynamics of Historical Inquiry," *OAH Magazine of History* 26, no. 3 (July 2012): 13-18.
26. For another lab example that teaches the interpretive process, see pages 35-38 of Kyle Lyn McKoy, "The Garbage Project," in *Downtown Underground: Archaeological Clues to Tucson's Past*, online at *Archaeology Southwest*, <<http://www.archaeologysouthwest.org/what-we-do/investigations/to/reports/downtown-underground/>>.
27. Robert Kurson, *Shadow Divers: The True Adventure of Two Americans who Risked Everything to Solve One of the Last Mysteries of World War II* (New York: Random House, 2005); Tom Lewis, e-mail correspondence with author, 2 September 2010, 3 October 2010, and 15 December 2010; and Tom Lewis, "Action Research: Historical Thinking" (class paper, Arizona State University, 30 November 2010).
28. Kay Sloan and Saul Rockman, *National History Day Works: Findings from the National Program Evaluation, January 2011* (College Park, MD: National History Day, 2011), <http://www.nhd.org/images/uploads/NHDSReport_Final3.pdf>; Avishag Reisman, "Reading Like a Historian: A Document-Based History Curriculum Intervention in Urban High Schools," *Cognition and Instruction* 30, no. 1 (January 2012): 86-112.

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