

The Society for History Education, Inc.

THE HISTORY TEACHER

Volume 52 Number 1

November 2018

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>>.

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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: [Unidentified African American soldier in Union uniform and Company B, 103rd Regiment forage cap with bayonet and scabbard in front of painted backdrop showing landscape with river]. Photograph, ca. 1863-1865. Liljenquist Family Collection of Civil War Photographs. Library of Congress, Prints and Photographs Division, LC-DIG-ppmsca-36988. <https://www.loc.gov/item/2010648879/>.

Back Cover: [Lieutenant Samuel K. Thompson of Co. C, 54th U.S. Colored Troops Infantry Regiment with unidentified soldiers posed with a 10" Rodman cannon at an earthwork fort, probably Fort Massachusetts, Mississippi]. Photograph, 1866. Liljenquist Family Collection of Civil War Photographs. Library of Congress, Prints and Photographs Division, LC-DIG-ppmsca-39544. <https://www.loc.gov/item/2015647716/>.

The Liljenquist Family Collection of Civil War Photographs at the Library of Congress is an open-access, fully digitized trove of historical sources from one of the most pivotal eras in America's past. The Collection boasts "More than 2,500 special portrait photographs, called ambrotypes and tintypes, and small card photos called cartes de visite represent[ing] both Union and Confederate soldiers during the American Civil War (1861-1865). The portraits often show weapons, hats, canteens, musical instruments, painted backdrops, and other details that enhance the research value of the collection. Other photo topics include flags, city views, veterans, and ships. Among the most rare images are sailors, African Americans in uniform, Lincoln campaign buttons, and portraits of soldiers with their families and friends."

The Library of Congress offers several teaching resources and video presentations related to the Collection, as well as background information on the Liljenquist Family at <<https://www.loc.gov/pictures/collection/lilj/>>.

Most of the Collection's portraits were created indoors in a photographer's studio, yet these particular images acknowledge the theater of war, where soldiers battled not just enemy forces, but also the elements of environment. On the cover, a lone soldier stands in front of a painted backdrop, while the back cover features several soldiers seated directly in the field, tending to the literal machinery of war.

While the Liljenquist Family has amassed a staggering amount of stunning images, the selections covering this edition of *The History Teacher* were inspired by G. David Schieffler's article, "Timber, Torrents, and the Trans-Mississippi Mud March: Teaching Environmental History Using the 1863 Helena Campaign," which begins on page 9 of this issue.

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.

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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*.

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CONTENTS

November 2018

THE CRAFT OF TEACHING

Environmental History as a Lens

- 9 *Timber, Torrents, and the Trans-Mississippi Mud March: Teaching Environmental History Using the 1863 Helena Campaign*
by G. David Schieffler

Preparing for Life and Work Outside the Classroom

- 49 *Doing History in the Undergraduate Classroom: Project-Based Learning and Student Benefits*
by Dominic G. Morais

NOTES AND COMMENTS

- 77 *Marrying Content and Practice: Raising Undergraduate Awareness of “Job Skill” Acquisition in a History Survey Course*
by Robert Hellyer

SPECIAL FEATURE TEACHING NATIONAL HISTORY DAY

- 89 *College Access, Historical Research, and Student Empowerment: The National History Day Partnership in Minnesota*
by Matt King, Tim Hoogland, Jennifer Hootman,
Mary E. Schoenborn, and Lynn Skupeko

SPECIAL FEATURE
NATIONAL HISTORY DAY 2018 PRIZE ESSAYS

- 119 *Introduction*
by Jane Dabel, *The History Teacher*
- 121 *The Lebanese Civil War and the Taif Accord: Conflict and Compromise Engendered by Institutionalized Sectarianism*
by Muadh Malley, Senior Division
- 161 *17 Years: Developing the United States Coinage System*
by Kellen Hoard, Junior Division

IN EVERY ISSUE

- 6 Contributors to *The History Teacher*
- 8 The History of *The History Teacher*
- 179 Questionnaire for Potential Reviewers
- 180 Membership/Subscription Information
- 182 Submission Guidelines for *The History Teacher*

ADVERTISERS IN THIS ISSUE

- 48 Association for Asian Studies: *Discover Asia*
- 160 Society for History Education: *Celebrating 50 Years*

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November 2018

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was highlighted by the National History Academy, and received a National Endowment for the Humanities Scholar award. In the year prior, his “The Battle of Karamah: Taking a Stand that Transformed a People and Built a Movement” won first place for Junior Individual Paper and was selected for the Dr. Ruben Brooks Award at Tennessee History Day 2017.

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The History Teacher

by THE SOCIETY FOR HISTORY EDUCATION

The History of *The History Teacher*

Collaboration, Cooperation, Innovation, and Excellence

In 1940, the **Teachers' History Club** at the University of Notre Dame created the "Quarterly Bulletin of the Teachers' History Club" to improve the learning experience in the history classroom.

By 1967, the expanding collaboration of educators reorganized as the **History Teachers' Association** and decided to transform the bulletin into an academic journal—*The History Teacher*.

In 1972, the association transferred guardianship of *The History Teacher* to coordinating faculty members at the Department of History at California State University, Long Beach. In the interest of independence and self-determination, the associated teachers incorporated as a non-profit organization.

The Society for History Education, Inc. (SHE) was recognized by the State of California in 1972.

In 2012, the Society began offering full-text, open access to recent archives of *The History Teacher* at its website, thehistoryteacher.org.

In 2016, *The History Teacher* entered its **50th Volume**, and we look forward to 50 more!

celebrating

50 years

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