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The History Teacher continues its 55th Anniversary Edition by looking at what is looking at us. Perhaps unnoticeable on first glance, surveillance systems increasingly permeate public locations, from the magnificent to the mundane. Camouflaged within the ornate architecture of the State Historical Museum in Moscow, Russia, cameras gaze down at local visitors and international tourists flocking to admire the priceless arts and artifacts held within. Meanwhile, in a stark and even sterile fashion, cameras in the New York City Subway suspend from above to scan millions of riders during their regular daily commute.

More recently, cameras have inundated another realm—public education. Beyond occasional cell phone recordings in the classroom, it is now routine (and sometimes required) for classes to operate via teleconferencing, with teachers on camera in their offices and students on camera in their homes.

This issue of *The History Teacher* opens with a special focus on **Writing History**, with inspiring multifaceted contributions from Chauncey Monte-Sano and Sarah Thomson, Matthew B. Kautz and M. Yianella Blanco, and Masami Kimura. Next, we examine **History through Literature** with a thought-provoking twist: using a single text or author as a medium for delving into the past. Casey Harison entices students with a celebrated classic in “A Big Book in the History Classroom: Victor Hugo’s *Les Misérables*,” while Andrew McFarland invites students to the intriguing world of a legendary writer in “‘Such, Such Have Been the Joys’: Teaching Twentieth-Century European History with George Orwell.”

We hope you and your students enjoy the possibilities presented in this issue of *The History Teacher*. **Thank you for helping us celebrate 55 years of *The History Teacher*—and thank you for helping everyone by being a History Teacher.**

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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CONTRIBUTORS

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Matthew B. Kautz is an Assistant Professor of Education at Eastern Michigan University. He is a former high school teacher who has worked in schools in Detroit, Chicago, and New York.

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Andrew McFarland earned a Ph.D. in Modern Spanish History from the University of Texas Austin in 2004. He teaches at Indiana University Kokomo, where he serves as the Chair of History, Political Science, and Philosophy and the Program Director for several system-wide online history degrees. His expertise is the history of sport and physical education in early twentieth-century Spain, about which he has published numerous articles.

Chauncey Monte-Sano is a Professor of Educational Studies at the University of Michigan. A former High School History Teacher and National Board Certified Teacher, her current work examines how students learn to reason with evidence through writing and talk in social studies classes, and how their teachers learn to teach such disciplinary thinking through inquiry. With Mary Schleppegrell, she recently launched *Read. Inquire. Write.*, research-based social studies curriculum focused on disciplinary thinking and argument writing with sources.

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Sarah Thomson is a former Middle School Social Studies Teacher and was the original Project Manager for *Read.Inquire.Write.*, a curriculum designed to prepare students to write arguments that are supported by evidence and disciplinary reasoning. She earned her M.Ed. from the University of Maryland and her M.A. from the University of Michigan.



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 2014, *The History Teacher* launched its full-color covers feature, showcasing historical documents on both front and back covers, specifically designed to spark classroom discussion.

In 2021, *The History Teacher* entered its **55th Volume**, and we ask you to join us in celebrating history teachers throughout the world and throughout time.

55th Anniversary

1967 • *The History Teacher* • 2022

The Society for History Education invites you to join us in celebrating our

55th Anniversary

The History Teacher • 55 years • 55 volumes



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