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Back Cover: [*2015 Das Wikinger Festival in Trzcinica.jpg*]. Digital image uploaded to Wikimedia Commons by user “Silar” on 22 August 2015. Authored by “Silar,” 22 August 2015 (Creative Commons Attribution-Share Alike 4.0 International license). https://commons.wikimedia.org/wiki/File:02015_Das_Wikinger_Festival_in_Trzcinica_-_Die_Schlachten_der_Seekrieger_001.jpg.

The remnant of an ancient Viking helmet stands on exhibit as an irreplaceable historical artifact at the Museum of Cultural History of the University of Oslo in Oslo, Norway. Meanwhile, re-creations of several helmet designs—and the warriors who used them—embody the spirit of the past at the 2015 Viking Festival in Trzcinica, Poland, site of the Carpathian Troy Open-Air Museum.

This issue of *The History Teacher* places students at the center of learning through crafting and presenting their own history exhibits. In California, Jean-Paul R. Contreras deGuzman transforms university students into curators of beloved family objects in “‘I Realized History Isn’t Some Old, Intangible Concept’: Lessons from an Asian American History Pop-Up Museum.” In Sweden, Henric Bagerius, Izabela A. Dahl, and Jimmy Engren invite secondary school students and trainee teachers to interpret items from their own lives as artifacts in “My Historical Backpack.” In Canada, David Ross Alexander enlists high school students to research and recite memorials for fellow alumni in “Clio to the Rescue: In Search of the Owen Sound Collegiate and Vocational Institute’s War Dead.” Finally, in West Virginia, Darrin Cox and Simon Bauer-Leffler transport students of all ages to the Viking Era via a historical reenactment exhibit in “The Efficacy of Living History in an Educational Setting.”

We hope you and your students enjoy the possibilities presented in this edition of *The History Teacher*, which includes a special focus on **Personal and Living History Exhibits**.

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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CONTENTS

February 2023

THE CRAFT OF TEACHING

Personal and Living History Exhibits

- 177 *“I Realized History Isn’t Some Old, Intangible Concept”:
Lessons from an Asian American History Pop-Up Museum*
by Jean-Paul R. Contreras deGuzman
- 209 *My Historical Backpack*
by Henric Bagerius, Izabela A. Dahl, and Jimmy Engren
- 233 *Clio to the Rescue: In Search of the Owen Sound Collegiate
and Vocational Institute’s War Dead*
by David Ross Alexander
- 267 *The Efficacy of Living History in an Educational Setting*
by Darrin Cox and Simon Bauer-Leffler

REVIEWS

- 291 Bsheer, Rosie. *Archive Wars: The Politics of History in
Saudi Arabia*
by Nadav Samin
- Buckland, Michael K. with Masaya Takayama. *Ideology and
Libraries: California, Diplomacy, and Occupied Japan, 1945-1952*
by Ann Marie L. Davis
- Cullen, Jim. *From Memory to History: Television Versions of
the Twentieth Century*
by Heather L. Gumbert
- Hadley, Dawn M. and Julian D. Richards. *The Viking Great Army
and the Making of England*
by Oren Falk
- Hubbell, Amy L. *Hoarding Memory: Covering the Wounds
of the Algerian War*
by Beatrice Ivey

Kilcrease, Bethany. *Falsehood and Fallacy: How to Think, Read, and Write in the Twenty-First Century*
by Erin N. Bush

Miller, Char. *West Side Rising: How San Antonio's 1921 Flood Devastated a City and Sparked a Latino Environmental Justice Movement*
by Amy M. Hay

Vieth, Jane Karoline. *Tempting All the Gods: Joseph P. Kennedy, Ambassador to Great Britain, 1938-1940*
by David Nasaw

IN EVERY ISSUE

- 174 Contributors to *The History Teacher*
- 304 The History of *The History Teacher*
- 305 Questionnaire for Potential Reviewers
- 306 Membership/Subscription Information
- 308 Submission Guidelines for *The History Teacher*

ADVERTISERS IN THIS ISSUE

- 176 Society for History Education: *William & Edwyna Gilbert Award*
- 232 Society for History Education: *Eugene Asher Teaching Award*
- 266 Society for History Education: *Endless Possibilities*
- 290 Association for Asian Studies: *Asia Shorts*

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February 2023

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