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**

<table>
<thead>
<tr>
<th>President</th>
<th>Vice-President</th>
<th>Secretary</th>
<th>Treasurer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eileen Luhr</td>
<td>David Shafer</td>
<td>Jane Dabel</td>
<td>David Shafer</td>
</tr>
</tbody>
</table>

**Members**
Dorothy Abrahamse • Jane Dabel
Eileen Luhr • David Shafer

---

**National Advisory Board, Society for History Education**

- Bob Bain, University of Michigan
- David A. Berry, Essex County College
- Linda Black, Texas A&M University-Central Texas
- Peter Burkholder, Fairleigh Dickinson University
- Lendol Calder, Augustana College
- Jean-Paul R. Contreras deGuzman, Windward School & Univ. of Calif., Los Angeles
- Ross E. Dunn, San Diego State University
- Jodi Eastberg, Alverno College
- Noralee Frankel, Independent Scholar
- Lauren McArthur Harris, Arizona State University
- Robert L. Harris, Cornell University
- T. Mills Kelly, George Mason University
- Michael Lovorn, North Cedar Academy
- Katharina Matro, American Historical Association
- Craig Perrier, Fairfax County Public Schools
- Amanda Podany, California State Polytechnic Univ., Pomona
- Brenda Santos, University of Rhode Island
- Gloria Sesso, Patchogue-Medford School
- Howard Spodek, Temple University
- Peter N. Stearns, George Mason University
- Merry Wiesner-Hanks, University of Wisconsin-Milwaukee

---

**Editors of The History Teacher**

2005- Jane Dabel 1979-1984 Albie Burke

---

**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

   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/
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_.