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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With flavors delectable to the taste and advertisements dazzling to the eye, the chocolate industry has delighted billions of people across generations and across the globe. But what else lies beneath the candy wrapper? Studying world history, evidence shows an industry built on the backs of exploited labor and atop exploited land. With curiously worded captions and in stereographic format, historical photographs from the early 1900s document cacao plantations dotted throughout the world, where men, women, and children produced the precious beans needed to satisfy the voracious appetite for such heavenly treats.

In Dominica, a photo of several young girls balancing massive baskets on their heads is captioned, “Youthful Toilers on a Lime and Cocoa Estate,” while another photo of what appears to be a family is captioned, “Drying Cocoa in the Best Way—Under the Sun.” Additional photos from Costa Rica, Ecuador, Jamaica, Nicaragua, and Panama depict various faces—young and old—despite the captions not mentioning the people at all.

World history uniquely allows us to overcome our collective past, connecting all peoples of the earth regardless of time or place. While the sheer scope is daunting to even the most experienced teacher, our talented authors offer innovative, viable approaches by incorporating a multi-faceted exploration of world history through a singular lens—what we call Slices of World History.

We hope you and your students are enlightened and empowered by the possibilities presented in this issue of The History Teacher, which also includes National History Day’s winning student essays. Thank you for having the courage and skill to be a History Teacher.
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Dominica: Drying Cocoa, One of the Industries of Dominico [sic], West Indies, ca. 1906. https://www.loc.gov/item/2003680282/.
Dominica: Cocoa Fresh from the Pods, Dominica, B. W. I., ca. 1903. https://www.loc.gov/item/2019635780/.

Cover 3  Ecuador: Gathering Cacao Pods from which Chocolate and Cocoa are Produced, La Clementina, Ecuador, ca. 1907. https://www.loc.gov/item/2019635793/.
Panama: Cacao Pods on Tree, Isthmus of Panama, ca. 1906. https://www.loc.gov/item/2021639687/.

Laura Civillico is a sophomore in the Humanities Magnet Program at Poolesville High School in Poolesville, Maryland. Her paper, “Ruth Bader Ginsburg on the Frontier of Gender Roles in America,” won first place at the 2023 National History Day competition in the Senior Paper division. Laura is interested in government and the law, and she avidly follows U.S. politics. She has won several awards for her poetry, including a Scholastic Gold Key. Laura enjoys competitive public speaking, performing in school plays, and directing short films.

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