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**
Regan Cameron

---

**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*
- Jennifer Baniewicz, *American Historical Association*
- 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 de Guzman, *Windward School & Univ. of Calif., Los Angeles*
- Ross E. Dunn, *San Diego State University*
- Jodi Eastberg, *Alverno College*
- Noralee Frankel, *Independent Scholar*
- Krista Grensavitch, *National History Day*
- Lauren McArthur Harris, *Arizona State University*
- Robert L. Harris, *Cornell University*
- T. Mills Kelly, *George Mason University*
- Michael Lovorn, *North Cedar Academy*
- Craig Perrier, *Fairfax County Public Schools*
- Amanda Podany, *California State Polytechnic Univ., Pomona*
- Brenda Santos, *University of Rhode Island*
- Gloria Sesso, *Patchogue-Medford School*
- Peter N. Stearns, *George Mason University*
- Merry Wiesner-Hanks, *University of Wisconsin-Milwaukee*

---

**Editors of The History Teacher**

<table>
<thead>
<tr>
<th>Year</th>
<th>Editors</th>
<th>Year</th>
<th>Editors</th>
</tr>
</thead>
</table>

**Staff, Society for History Education**

Elisa Herrera
CONTENTS
May 2024

THE CRAFT OF TEACHING

Alternative Assignments

297  Pictures of the Harlem Hellfighters: Trade Books and Visual Primary Sources in the 6th Grade U.S. History Classroom  
    by Jeremiah Clabough and Caroline C. Sheffield

329  “I Can Do What I Want?”: Student Agency in a U.S. History Survey  
    by Chris Babits

357  Experimental Archaeology for Historians: Hands-On History in the College Curriculum  
    by James W. Paxton and Sandy Bardsley

NOTES AND COMMENTS

397  A Potions Lesson: Experiential Learning in the History Classroom  
    by Alex Hidalgo

REVIEWS

409  Abrams, Annie.  Short Changed: How Advanced Placement Cheats Students  
    by John Essington

Altman, Ida.  Life and Society in the Early Spanish Caribbean: The Greater Antilles, 1493-1550  
    by Erin W. Stone

Dunning, Claire.  Nonprofit Neighborhoods: An Urban History of Inequality and the American State  
    by Kristin M. Szylvian

Elmore, Bart.  Country Capitalism: How Corporations from the American South Remade Our Economy and the Planet  
    by Madison W. Cates
Gutierrez-Romine, Alicia. *From Back Alley to the Border: Criminal Abortion in California, 1920-1969*  
by Simone M. Caron

Hirsch, Paul S. *Pulp Empire: The Secret History of Comic Book Imperialism*  
by Russ Crawford

Kanjwal, Hafsa. *Colonizing Kashmir: State-Building Under Indian Occupation*  
by Rajbir Singh Judge

Knight, Roger. *Convoys: The British Struggle Against Napoleonic Europe and America*  
by Michael Romero

Schields, Chelsea. *Offshore Attachments: Oil and Intimacy in the Caribbean*  
by Tyler Priest

Yacovone, Donald. *Teaching White Supremacy: America’s Democratic Ordeal and the Forging of Our National Identity*  
by J. Anthony Guillory

Zevin, Jack. *Social Studies for the Twenty-First Century: Methods and Materials for Teaching in Middle and Secondary Schools*  
by Elizabeth George

**IN EVERY ISSUE**

295 Contributors to *The History Teacher*

427 The History of *The History Teacher*

429 Questionnaire for Potential Reviewers

430 Membership/Subscription Information

432 Submission Guidelines for *The History Teacher*
ADVERTISERS IN THIS ISSUE

296 Society for History Education: Celebrating National History Day
356 Society for History Education: The Eugene Asher Teaching Award
396 Society for History Education: THT Journal Archives
408 Society for History Education: AHA Member Discount
428 Society for History Education: The History Teacher

CONTRIBUTORS

May 2024

Chris Babits is the Director of Education and Learning in the Division of Diversity, Equity, and Inclusion at Utah State University. He earned his Ph.D. in United States History from The University of Texas at Austin in 2019.

Sandy Bardsley earned her Ph.D. from The University of North Carolina at Chapel Hill, and is a Professor at Moravian University, where she researches and writes on medieval and women’s history. She is the author of *Women’s Roles in the Middle Ages* and *Venomous Tongues: Speech and Gender in Late Medieval England*.

Jeremiah Clabough is a former middle- and high-school history teacher. He is currently the Secondary History Education Program Coordinator at The University of Alabama at Birmingham. His research focuses on accurately teaching civil rights issues in U.S. history with primary sources and trade books.

Alex Hidalgo earned a Ph.D. in Latin American History from the University of Arizona. He is an Associate Professor of History at Texas Christian University, where he teaches classes at the undergraduate and graduate level on the histories of colonial Mexico and the Iberian Atlantic, research methodology, museums and collecting, and early modern ecologies. He is the author of *Trail of Footprints: A History of Indigenous Maps from Viceregal Mexico* and has published articles in *The American Historical Review*, *Ethnohistory*, and *The Washington Post*.

James W. Paxton earned his Ph.D. from Queen’s University in Kingston, Ontario and is an Associate Professor at Moravian University, where he researches and writes on Indigenous history. He is the author of *Joseph Brant and His World: Eighteenth-Century Mohawk Warrior and Statesman*.

Caroline C. Sheffield taught middle-school social studies in Jacksonville and Tampa, Florida before earning her Ph.D. in Curriculum and Instruction from the University of South Florida. She is currently an Associate Professor of Social Studies Education at the University of Louisville in Louisville, Kentucky. Her research examines multimodal literacy in the social studies and the use of trade books in the middle and secondary social studies classroom.
For 25 years, *The History Teacher* has published the winning student essays from each year’s National History Day.

- **Celebrating NATIONAL HISTORY DAY**

Congratulations from *The History Teacher* to the teachers and students of NHD.

Vol. 55, No. 2
Recipient of 2023 AHA Gilbert Award for the Best Article on Teaching History

Vol. 54, No. 4
Recipient of 2022 AHA Gilbert Award for the Best Article on Teaching History

Vol. 56, No. 3
Recipient of 2022-23 AHA-NEH SHARP® Award for Teaching for Social Justice Issue