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Tea is a universal beverage that welcomes us to the morning, entertains us during the day, and soothes us into the night. As an element of culture, tea is featured prominently in fine art throughout history, including the exquisite paintings from the 1700s that adorn this issue. Valued for its social, recreational, medicinal, and, of course, financial purposes, tea also served as an important catalyst in one of the most famous stories in American lore: The “Boston Tea Party.”

Though details of this December 16, 1773, event have been fuzzied or outright falsified—as is the case with so many historical accounts—this did not deter Julie Anne Sweet from tackling the topic with her history students. Her interactive approach led to a live performance on campus, crafted through the historical discipline and joined by hundreds of onlookers in procession.

As Dr. Sweet’s students step into December 1773 America, Dr. Peter Farrugia leads students to May 1968 France, while Dr. Elizabeth A. Georgian and Dr. Matthew P. Thornburg bring students to trial in a modern-day courtroom. This intrepid fusion of historical skills and performing arts is celebrated in this issue’s special focus on **Acting and Live Performance**.

We hope you and your students are enlightened and empowered by the possibilities presented in this issue of *The History Teacher*. Thank you for having the courage and skill to be 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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CONTENTS

August 2024

THE CRAFT OF TEACHING

Acting and Live Performance

- 441 “Tout est possible! ”: *Using Historical Re-Enactment in a University Classroom*
by Peter Farrugia
- 473 “Boston Harbor – A Tea-Pot Tonight! ”: *Teaching the Boston Tea Party through Reading, Re-Enactment, and Research*
by Julie Anne Sweet

NOTES AND COMMENTS

- 525 *Using the Law to Teach History: Benefits, Challenges, and Advice for Creating a Mock Trial Program*
by Elizabeth A. Georgian and Matthew P. Thornburg

REVIEWS

- 541 Beatty, Jacqueline. *In Dependence: Women and the Patriarchal State in Revolutionary America*
by Suzanne K. McCormack
- George, Elizabeth. *Engaging the Past: Action and Interaction in the History Classroom*
by William Keene Thompson
- Guiliano, Jennifer. *A Primer For Teaching Digital History: Ten Design Principles*
by David Gutfeld
- Higgins, Andrew Stone. *Higher Education for All: Racial Inequality, Cold War Liberalism, and the California Master Plan*
by Stephen Jackson
- Kaufman-Osborn, Timothy V. *The Autocratic Academy: Reenvisioning Rule within America’s Universities*
by Chara Haeussler Bohan

Long, Michael G., ed. *Bayard Rustin: A Legacy of Protest and Politics*

by Dan Royles

McGarr, Kathryn J. *City of Newsmen: Public Lies and Professional Secrets in Cold War Washington*

by Julia Guarneri

Petrzela, Natalia Mehlman. *Fit Nation: The Gains and Pains of America's Exercise Obsession*

by Zach Roethlisberger

Shanahan, Jarrod and Zhandarka Kurti. *States of Incarceration: Rebellion, Reform, and America's Punishment System*

by Menika Dirkson

Urban, Kelly. *Radical Prescription: Citizenship and the Politics of Tuberculosis in Twentieth-century Cuba*

by Nicole Pacino

Veloz, Larisa L. *Even the Women are Leaving: Migrants Making Mexican America, 1890-1965*

by Lori A. Flores

Wheatley, Natasha. *The Life and Death of States: Central Europe and the Transformation of Modern Sovereignty*

by Ke-Chin Hsia

SPECIAL SECTION

561 Index to Volume 57

IN EVERY ISSUE

439 Contributors to *The History Teacher*

572 The History of *The History Teacher*

573 Questionnaire for Potential Reviewers

574 Membership/Subscription Information

576 Submission Guidelines for *The History Teacher*

CONTENTS, cont.

August 2024

ADVERTISERS IN THIS ISSUE

- 440 Society for History Education: *Celebrating National History Day*
- 524 National History Day: *Rights & Responsibilities in History*
- 540 National History Day: *Stay Connected With Us*
- 569 Society for History Education: *The AHA Gilbert Awards*
- 570 Society for History Education: *The History Teacher*
- 571 Society for History Education: *THT Journal Archives*



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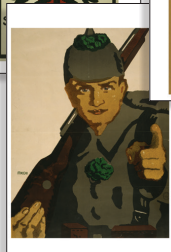
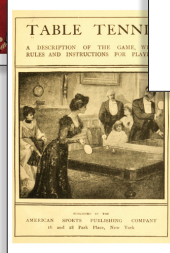
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Volume 56 Number 1



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