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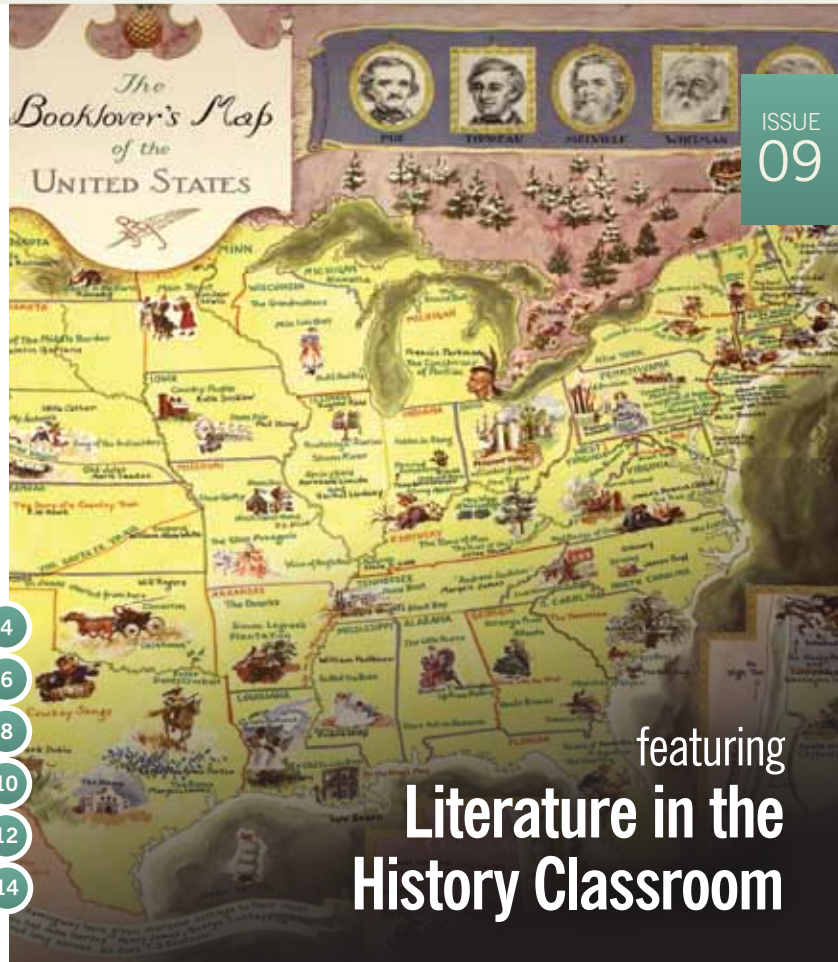
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ISSUE  
09

MAR  
2012

featuring  
**Literature in the  
History Classroom**



# HISTORY EDUCATION NEWS

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## About

*Teachinghistory.org* is designed to help K-12 teachers access resources and materials to improve the teaching and learning of U.S. history. *Teachinghistory.org* is funded by the U.S. Department of Education through the Office of Innovation and Improvement Teaching American History (TAH) program (ED-07-CO-0088). It builds on and disseminates the valuable lessons learned by more than 1,000 TAH projects designed to raise student achievement by improving teachers' knowledge and understanding of traditional U.S. history. The content of this publication does not necessarily reflect the views or policies of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

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Cover: "The Booklover's Map of the United States," Amy Jones, New York: R.R. Bowker, 1949, Library of Congress: G3701. E65.1949.J6.

## Literature in the History Classroom

*Uncle Tom's Cabin*. The poetry of Phillis Wheatley. *The Scarlet Letter*. *The Grapes of Wrath*. American literature can be a powerful tool in the classroom. It can help make history come alive for students in ways that a textbook cannot. It can help students explore different perspectives and question narratives of the past.

In this issue, we examine ways to find good literary resources, as well as explore how they can be used effectively in the history curriculum. In addition, we also consider the potential impact of Common Core and its emphasis on reading, writing, and comprehension for the history classroom.

Explore the many resources available at [teachinghistory.org](http://teachinghistory.org) for incorporating historical fiction and literature into your history curriculum, as well as strategies for developing historical thinking and literacy skills with your students.

"Wife of FSA (Farm Security Administration) Client Reading Book to Her Son on Swing on Her Front Porch," Russell Lee, 1939, Library of Congress: LC-USF346-033107-C.

"In March read the books you've always meant to read," Federal Arts Project, 1936-1941, Library of Congress: LC-USZC2-5175.

"Middle-school students create books to teach younger students about U.S. government," Chris Preparato, December 2010, [teachinghistory.org](http://teachinghistory.org).



# History Content

Find resources to bring historical fiction and literature into your classroom, thanks to **teachinghistory.org's** website reviews, multimedia search, and more.

## Website Reviews

### FREEDOM'S STORY: TEACHING AFRICAN AMERICAN LITERATURE AND HISTORY

[teachinghistory.org/history-content/website-reviews/24400](https://teachinghistory.org/history-content/website-reviews/24400)

This National Humanities Center website offers over twenty scholarly articles on African American history and literature written for secondary teachers. Each article includes primary sources, discussion



"Phillis Wheatley, Negro servant to Mr. John Wheatley, of Boston," Scipio Moorhead, 1773, Library of Congress: USZC4-5316.

guides, and viewpoints from historians. Literary topics include the slave narratives of Harriet Jacobs and Frederick Douglass, the trickster in African American literature, and African American protest poetry.

## For Younger Grades

### OURSTORY

[teachinghistory.org/history-content/website-reviews/24286](https://teachinghistory.org/history-content/website-reviews/24286)

The Smithsonian's National Museum of American History and the National Center for Family Literacy have teamed up to create this website that combines literature, history, and hands-on activities. Choose

from eighteen topics searchable by subject, activity type, or time period.

## History in Multimedia

### WILLIAM FAULKNER & THE LEDGERS OF HISTORY

[teachinghistory.org/history-content/history-in-multimedia/25251](https://teachinghistory.org/history-content/history-in-multimedia/25251)

Scholar Sally Wolff relays how she discovered that a mid-1800s diary ledger of a wealthy plantation owner provided inspiration for the characters, details, and actions in many of Faulkner's novels.

### THE REDEMPTIVE IMAGINATION

[teachinghistory.org/history-content/history-in-multimedia/22319](https://teachinghistory.org/history-content/history-in-multimedia/22319)

Donald L. Miller speaks with four fiction authors—Esmeralda Santiago, Arthur Golden, Charles Johnson, and Kurt Vonnegut, Jr.—about the challenge of finding narrative in history and the differences between an academic understanding of history and a novelist's approach.

## Beyond the Textbook

### HUEY LONG

[teachinghistory.org/history-content/beyond-the-textbook/23919](http://teachinghistory.org/history-content/beyond-the-textbook/23919)

For many, the name Huey Long is tied to Robert Penn Warren's novel, *All the King's Men*. But other than a few similarities—southern governor, anti-elite message—what was the real legacy of Huey Long? And how do textbooks portray him today, if at all?

"U.S. Senator Huey Long, the political 'Kingfish' of Louisiana," Keystone View Company, c. 1933, Library of Congress: LC-USZ62-103627.



"Washington The Love of Truth Mark the Boy Textile," ca. 1806, Cornell University Library: <http://hdl.handle.net/1813.001/6030>.

## Ask a Historian

### IS THE STORY OF GEORGE WASHINGTON AND THE COLT TRUE?

[teachinghistory.org/history-content/ask-a-historian/21573](http://teachinghistory.org/history-content/ask-a-historian/21573)

**Q.** Like most people, I realize that the story about George Washington cutting down his father's favorite cherry tree is fictional. However, what about the story of *Young George and the Colt*?

**A.** Historians have not put much credence in the tale that parallels the cherry tree story and features Washington's mother as his moral guide. The story first appeared in an 1826 article written by Washington's great-grandson, George Washington Parke Custis, and later biographers have largely discounted it.

Read more online to find out what this story tells us about how society viewed the role of "revolutionary mothers."



## Outreach Page

Want to check out past issues of *History Education News*?

Order copies of print materials?

Subscribe to our free monthly newsletter?

Stay connected to the latest news from **teachinghistory.org** via Facebook, Twitter, or RSS feed?

Visit [teachinghistory.org/outreach](http://teachinghistory.org/outreach)!

# Best Practices

Visit [teachinghistory.org](https://teachinghistory.org) for lesson ideas, teaching strategies, and examples of teaching and learning in the classroom.

## Teaching in Action

### OF THE STUDENT, BY THE STUDENT, FOR THE STUDENT

[teachinghistory.org/best-practices/teaching-in-action/24614](https://teachinghistory.org/best-practices/teaching-in-action/24614)

Watch as students from Prince William County, VA, create their own videos about the Civil War Battle of Manassas through a program with the Journey Through Hallowed Ground Partnership. Students developed historical narratives that will be used



"A student videotapes Civil War narratives by her classmates," Chris Preparato, March 2011, [teachinghistory.org](https://teachinghistory.org).

as interpretative materials at the battlefield historic site.

## Using Primary Sources

### READING LIKE A HISTORIAN

[teachinghistory.org/best-practices/using-primary-sources/24001](https://teachinghistory.org/best-practices/using-primary-sources/24001)

Lessons from the Stanford History Education Group draw upon real-life situations to help students recognize the historical inquiry skills they practice every day and then apply them to reading primary sources. For example, a lesson on sourcing has students ask why witnesses to a lunchroom fight might have different stories. Handouts help remind students about specific questions to ask when working with primary sources.

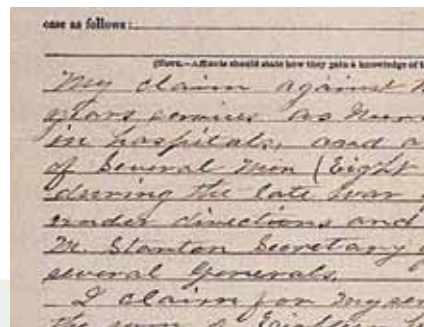
## Examples of Historical Thinking

### SCENES IN THE LIFE OF HARRIET TUBMAN

[teachinghistory.org/best-practices/examples-of-historical-thinking/25379](https://teachinghistory.org/best-practices/examples-of-historical-thinking/25379)

Watch as historian Tiya Miles investigates Harriet Tubman's 1869 biography, *Scenes in the Life of Harriet Tubman*. The author, Sarah H. Bradford, claims that the book is based on Tubman's narration. How did she interpret Tubman's life? What was the book's purpose and how did that shape the narrative? Was Bradford true to Tubman's words?

"General affidavit of Harriet Tubman relating to her claim for a pension," ca.1898, Center for Legislative Archives, National Archives: ARC Identifier 306573.



## ANALYZING A MELVILLE STORY

[teachinghistory.org/best-practices/examples-of-historical-thinking/25205](http://teachinghistory.org/best-practices/examples-of-historical-thinking/25205)

Herman Melville's short story, "Bartleby, The Scrivener," is about a copyist in a New York City law firm who refuses to do anything more than what is asked of him. What can a close reading of this story tell us about life in New York City in the mid-1800s? What can it tell us about labor relations and class during this period? Watch as American literature scholar Hans Bergmann interprets the story and offers

suggestions on how to approach literature with students.

## TWO BLUE SONGS

[teachinghistory.org/best-practices/examples-of-historical-thinking/25203](http://teachinghistory.org/best-practices/examples-of-historical-thinking/25203)

How do you learn about a culture that did not leave an extensive paper record? Looking at two blues songs from 1939, historian Lawrence Levine uncovers information about African American culture in the 1930s. He also stresses the importance of using a variety of sources to tell the whole story.

Despite a disappointing reception to *The Whale* (later known as the classic *Moby-Dick*), Herman Melville continued to write short stories such as "Bartleby, The Scrivener," novels, and poetry. "Whale Fishery: Attacking a Right Whale," Currier & Ives., c. 1900, Library of Congress: LC-USZC2-1759.



## From Our Blog

Here's what our guest bloggers are saying about using historical fiction in the history classroom:

"Historical fiction helps us fire up our students and readers because it uses emotion to make the facts matter."—*American Girl* author Valerie Tripp, [teachinghistory.org/nhec-blog/24679](http://teachinghistory.org/nhec-blog/24679)

"[S]ome of my logical-sequential students moaned at its right-brained nature, but a handful of kids saw it as a chance to set themselves apart from the traditional super-student who can read fast, ace every test, and answer every discussion question first."—Ron Gorr, reflecting on an assignment in which AP U.S. history students used primary sources to write historical fiction, [teachinghistory.org/nhec-blog/25030](http://teachinghistory.org/nhec-blog/25030)

Visit our blog at [teachinghistory.org/nhec-blog](http://teachinghistory.org/nhec-blog) to get more ideas from classroom teachers and other experts on using historical fiction and a variety of other teaching topics.

# Teaching Materials

Looking for ways to strengthen students' language arts skills through American history? Explore [teachinghistory.org](https://teachinghistory.org) for lesson plans and teaching guides that develop historical thinking skills.

## Lesson Plan Reviews

### PROPAGANDA AND WORLD WAR II

[teachinghistory.org/teaching-materials/lesson-plan-reviews/25185](https://teachinghistory.org/teaching-materials/lesson-plan-reviews/25185)

In this HERB lesson designed for grades 6-12, students learn to analyze WWII propaganda posters as primary sources. Students demonstrate their understanding

## USE LEFTOVERS

... — mark of a Good Cook



"Use Leftovers – Mark of a Good Cook – Study Your 'Army Cook' for Recipes, Ideas," Office of War Information, 1941-45, NARA: ARC Identifier 515949.

through different kinds of writing assignments, including considering the historical time and events, comparing two posters, and fiction writing. The visual materials make it a good lesson for struggling readers and English Language Learners.

### For Younger Grades

### MY HISTORY AT SCHOOL

[teachinghistory.org/teaching-materials/lesson-plan-reviews/24075](https://teachinghistory.org/teaching-materials/lesson-plan-reviews/24075)

From the TAH *Bringing History Home* project, a collection of lessons designed for first-graders (easily adaptable for older

students) teaches young children about historical concepts such as chronology, primary and secondary sources, and historical context. The opening activity, "What is History?" asks students to distinguish between fiction and nonfiction accounts. Subsequent lessons build on the idea of history as story.

## Ask a Master Teacher

### HISTORIC STORIES, FICTIONAL ACCOUNTS: ACHIEVING MULTIPERSPECTIVITY

[teachinghistory.org/teaching-materials/ask-a-master-teacher/25362](https://teachinghistory.org/teaching-materials/ask-a-master-teacher/25362)

**Q.** What is the significance of examining historical events from multiple perspectives (i.e. use of fiction, nonfiction, etc.) on an elementary school level?

**A.** Examining historical events from multiple perspectives introduces elementary students to core aspects of history and historical thinking...





"Fact and Fiction," Normal Rockwell, *Leslie's Illustrated*, Jan. 11, 1917, Library of Congress: LC-USZC4-696.

Students can learn to ask “whose voices are not being heard and what perspectives are not represented. What alternative stories are told about these events? Did participants agree on their meaning?”

....Using both fiction and nonfiction allows students to engage with multiple kinds of texts and it allows you, as a teacher, to use these texts for different purposes.

**Read the full answer online for ideas on how fiction can help students understand that there are multiple perspectives in history.**

## Teaching Guides

### WELL BEHAVED WOMEN (AND MEN) SELDOM MAKE HISTORY

[teachinghistory.org/teaching-materials/teaching-guides/21867](http://teachinghistory.org/teaching-materials/teaching-guides/21867)

Picture book biographies are great tools for young readers. This guide helps focus student attention on two main ideas that promote historical thinking: understanding historical context and understanding individual efforts that promoted social change. Drawing on examples that use biographies of famous women, this guide is appropriate for Women’s History Month activities.

"Company Shocked at a Lady Getting up to Ring the Bell," James Gillray, 1805, Library of Congress: LC-USZC2-602.



## NEW! *Visiting History: Professional Development Beyond the Classroom*

[teachinghistory.org/visiting-history](http://teachinghistory.org/visiting-history)

This guide highlights the necessary ingredients for a quality professional development experience for teachers visiting museums, historic sites, and other locations “in the field.”

The guide is divided into three sections: Plan, Experience, and Reflect. Learn how to prepare for a professional development trip, how to create quality learning experiences in the field, and how to bring the experience back to the classroom.

"A teacher examining artwork at the National Portrait Gallery," Chris Preparato, July 2011, [teachinghistory.org](http://teachinghistory.org).



# Issues and Research

Keep current with timely issues and research that shape the field of history education.

## Roundtables

### WHAT ROLE SHOULD FICTION HAVE IN THE U.S. HISTORY CLASSROOM?

[teachinghistory.org/issues-and-research/roundtable/25284](http://teachinghistory.org/issues-and-research/roundtable/25284)

Is historical fiction a great tool for engaging students in history or is it a distraction? Read what our diverse roundtable participants think and add your own voice to the discussion.

Fiction should play a vital role in the U.S. history classroom. Historical

fiction in particular can support and foster multicultural and global understanding by including perspectives that are often missing from textbooks. —**Bárbara C. Cruz, Professor of Social Science Education (University of South Florida)**

The ability of good fiction to transport the reader into another time and place is one factor which makes it such an

"Disgusted with life, she retired to the society of books,"  
Rosina Emmet Sherwood, *Harper's Young People*, April 16,  
1889, Library of Congress: LC-USZ62-98637.



essential tool for teachers of history. Students can dutifully research, read, and record facts about our nation's past, but where's the story in history? —**Keith Schoch, Sixth-grade Reading/Language Arts Teacher (Bedminster, NJ)**

### WHAT DO THE COMMON CORE STATE STANDARDS MEAN FOR HISTORY TEACHING AND LEARNING?

[teachinghistory.org/issues-and-research/roundtable/25348](http://teachinghistory.org/issues-and-research/roundtable/25348)

Common Core State Standards have been adopted in forty-five states to date ([corestandards.org/in-the-states](http://corestandards.org/in-the-states)). Read how colleagues in the field are approaching Common Core and see if you agree with their assessments.

If implemented correctly, it will no longer be enough for students to be able to list the four causes of World War I. Rather, to meet the Common Core reading standards, students will need to construct their own

interpretations of these events from a range of perspectives.  
—Stephen Lazar, Social Studies Teacher, Academy for Young Writers (NYC)

[I]nstead of worrying about what might be lost if history and social studies is relegated to a strand of content literacy, we view the field as ideally situated to enhance the English Language Arts Common Core and in fact to enhance school in general.  
—John Lee, S.G. Grant, and Kathy Swan, Social Studies Assessment, Curriculum, and Instruction Collaborative (SSACI)

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## Research Brief

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### STORIES IN HISTORY: IS NARRATIVE AN AMERICAN APPROACH?

[teachinghistory.org/issues-and-research/research-brief/23631](http://teachinghistory.org/issues-and-research/research-brief/23631)

Keith Barton, a professor at Indiana University, looked at how children in the U.S. and

Ireland learn history, specifically looking at the narrative approach. He found that while American students view history as a straightforward, linear path to progress, Northern Ireland's students see history as random or cyclical. In addition to the idea of a “quest for freedom” narrative that helps unite a diverse society, the U.S. curriculum also stressed the role of the individual in history. Read the rest of the article to learn strategies for helping students see how the passage of time does not necessarily bring about “progress.”

“The Legacy of the 19th to the 20th Century,” William Allen Rogers, c. 1901, Library of Congress: LC-USZC4-8218.



## A Report on the State of History Education

State Policies and National Programs

By Cathy N Davidson, with Todd J. Wilentz, and  
John Thelen, and Alan S. Smith

Second Edition  
National Endowment for the Humanities

## Spotlight: New Report on State of History Education

[teachinghistory.org/report](http://teachinghistory.org/report)

Teachinghistory.org is pleased to announce that an addendum to the 2010 *Report on the State of History Education* is now available.

This supplement tracks policy changes on the teaching of U.S. history between August 2008 and September 2010 in all fifty states and the District of Columbia. The new addendum offers additional data about state policies governing the teaching of world history and history and social studies end-of-course tests.

To complement the report addendum, [teachinghistory.org](http://teachinghistory.org) has also updated its database of state standards at [teachinghistory.org/issues-and-research](http://teachinghistory.org/issues-and-research).

# Digital Classroom

Interested in how new technologies work in a history classroom? Find promising digital tools, ideas for their use, and examples of successful practice at [teachinghistory.org](http://teachinghistory.org).

Need inspiration? Watch the Digital Classroom introductory video at [teachinghistory.org/digital-classroom-intro](http://teachinghistory.org/digital-classroom-intro)

"First-grader using technology to learn reading, writing, and historical thinking skills," Chris Preparato, March 2011, [teachinghistory.org](http://teachinghistory.org).



## Ask a Digital Historian

### SURFING THE WEB EFFECTIVELY

[teachinghistory.org/digital-classroom/ask-a-digital-historian/25219](http://teachinghistory.org/digital-classroom/ask-a-digital-historian/25219)

**Q.** How can I most effectively search for and then bookmark sites to use with my intermediate elementary students within the time constraints of my day?

**A.** Here are a few digital tools to help store and share resources that you find online:

- Diigo:** Diigo stores sites that you find online into a password-protected free account that you can access anywhere, anytime. Create folders and “tag” favorites. This “tagging” system also makes it easy for you to share sites with your students.
- LiveBinders:** After setting up a free account, create the online equivalent of a 3-ring binder with tabs that hold your favorite websites. These binders can be

shared with your students via a specific URL. The beauty of LiveBinders is that each website will open within the LiveBinder page so that your students travel only to the sites you share.

- URList:** Use URList to quickly and easily create lists of sites that you want to share with your students. Each list has a specific URL, making it great for younger students who often have trouble typing long web addresses. An option allows others to edit the lists—use this feature to encourage cooperative learning among student groups.

**View the rest of the answer online for strategies on how to find resources using search engines such as Google, Yahoo, and Bing.**

## Tech for Teachers

### LUCIDCHART

[teachinghistory.org/digital-classroom/tech-for-teachers/24535](http://teachinghistory.org/digital-classroom/tech-for-teachers/24535)

This free, web-based tool allows teachers and students to collaboratively create flow

Logo, LucidChart: lucidchart.com.



charts and diagrams. Students can use LucidChart to graphically organize ideas for essays and creative writing assignments, or to help visually understand a complex process.

## Beyond the Chalkboard

### CROSSCURRICULAR MULTIMEDIA: AP U.S. HISTORY AND GOVT. CLASSES COLLABORATE

[teachinghistory.org/digital-classroom/beyond-the-chalkboard/25163](http://teachinghistory.org/digital-classroom/beyond-the-chalkboard/25163)

AP U.S. History teacher Ken Halla and AP Government teacher Monte Bourjaily designed a dual-class project on the national debt to develop digital, research, and communications skills. Using Google Docs, students worked collaboratively across classes on one of six topics related to the national debt. Within each group, the stu-

dents could create documentaries, reports, surveys, debates, or digital presentations using a variety of digital tools. Not only a great example of technology integration in a history classroom, but also a model for cross-discipline collaboration.

### Teachinghistory.org is on the Road!

Come see us at:

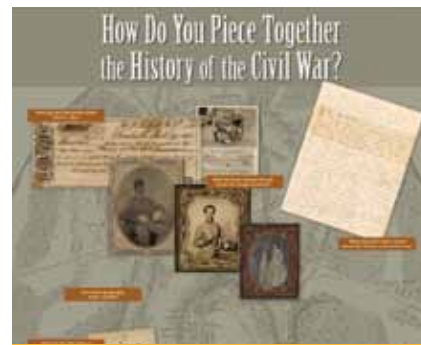
**National Council of  
History Education**  
March 22-24  
Kansas City, MO  
[nche.net/conference](http://nche.net/conference)



**Organization of  
American Historians**  
April 18-22  
Milwaukee, WI  
[annualmeeting.oah.org](http://annualmeeting.oah.org)



**ISTE**  
June 24-27  
San Diego, CA  
[isteconference.org/2012](http://isteconference.org/2012)



### Free Civil War poster—and interactive version!

How do you piece together the history of the Civil War?

Order your FREE copy of **teachinghistory.org's** latest classroom poster in honor of the 150th anniversary of the U.S. Civil War. Try the interactive poster in your classroom! Click on a primary source to find teaching resources and materials for use. Visit **[teachinghistory.org/civil-war](http://teachinghistory.org/civil-war)**.

# TAH Projects

Find resources created through Teaching American History (TAH) projects and learn from past and current grant projects.

## Lessons Learned

### WHAT TO DO WHEN YOU TEACH IT ALL

[teachinghistory.org/tah-grants/lessons-learned/14953](http://teachinghistory.org/tah-grants/lessons-learned/14953)

Elementary teachers face the challenge of teaching all subjects, but thanks to a TAH grant in Savannah-Chatham Public Schools, teachers are finding resources to help them teach in more interdisciplinary ways. A Resource Library provides access not only to primary and secondary sources, but also biographies and historical fiction that can be incorporated into the language arts curriculum.

### EFFECTIVE FEEDBACK: TIMING, TEAM, AND TONE

[teachinghistory.org/tah-grants/lessons-learned/14949](http://teachinghistory.org/tah-grants/lessons-learned/14949)

In order to support teachers' effective use of primary sources, this TAH grant from rural Virginia provided constructive feedback on classroom observations. Teachers incorporated one or two primary sources into existing lessons, then received input about the lesson through discussions with the project director followed by written suggestions. New and veteran teachers appreciated the approach, commenting that "they rarely had colleagues or supervisors observing and discussing with them how they taught history."

"Teachers in TAH *Peopling the Past* grant present curriculum units for feedback from colleagues," April 2006, [teachinghistory.org](http://teachinghistory.org).



"Unidentified boy holding large mask," c. 1920, National Museum of the American Indian: <http://www.americanindian.si.edu/searchcollections/item.aspx?irn=363206>.

## Project Spotlight

### TIME TRAVELERS: TEACHING AMERICAN HISTORY IN THE NORTHWEST

[teachinghistory.org/tah-grants/project-spotlight/23611](http://teachinghistory.org/tah-grants/project-spotlight/23611)

This website invites teachers to explore teaching U.S. history in the Northwest. The site brings together multiple perspectives (including Native American viewpoints), multimedia and text, geography, local his-

tory, national history, the arts, and literature for an interdisciplinary approach. The site was created by a TAH partnership between the Twin Bridge Public School District and the University of Montana History Department and Regional Learning Project.

## TEACH U.S. HISTORY

[teachinghistory.org/tah-grants/project-spotlight/25307](http://teachinghistory.org/tah-grants/project-spotlight/25307)

Using the collections of the American Antiquarian Society and Old Sturbridge Village,

*Teach U.S. History* offers access to a variety of primary sources, including some children's literature. *Kansas Picture Book*, George Tewksbury, 1883, <http://www.teachushistory.org/Westward/ps-getland.htm>.



this website is a collaborative grant-funded project created with help from scholars, educators, and institutions throughout Massachusetts. The site presents materials from three TAH projects: *Keepers of the Republic* (2006–2008), *Preserving Our Democracy* (2007–2010), and *Securing the Blessings of Liberty* (2010–2014).

The goal is to provide teachers with a wide variety of primary sources, lesson plans, media, and background materials from across U.S. history, arranged thematically.

## Quiz (from back cover)

**Answer:** At 15, Jack London bought a boat, the *Razzle Dazzle*, and joined the oyster pirates of San Francisco Bay to escape work as a child laborer. London wrote about his experiences in his semi-fictional autobiography, *John Barleycorn*, and used them in his first published book, *The Cruise of the Dazzler*, and in *Tales of the Fish Patrol*. The latter tells the story of oyster pirates from law enforcement's perspective—after sailing as an oyster pirate, London

## New Spotlight Pages!

[teachinghistory.org/spotlight](http://teachinghistory.org/spotlight)

Explore Spotlight Pages to find lesson ideas, teaching strategies, and history content for historical holidays and commemorations. Upcoming Spotlights feature Women's History Month, Earth Day, Memorial Day, the bicentennial of the War of 1812, and more!

"Eskimo woman in fur parka with fur trim," Arthur Churchill Warner, c. 1889, University of Washington Libraries: <http://content.lib.washington.edu/u/?warner,455>.



switched sides himself, to hunt his former compatriots.

Browse our full quiz collection at [teachinghistory.org/quiz](http://teachinghistory.org/quiz).

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Which famous author spent  
time as an oyster pirate?

- A. Jack London
- B. Mark Twain
- C. Ernest Hemingway
- D. Upton Sinclair

See answer on page 15.