

Annotated Bibliography – Historiography			
Author	Title	Publisher	Annotation
American Social History Project	Who Built America? Volume One: Through 1877: Working People and the Nation's History	Bedford/St. Martin's; 3rd edition, 2007	Who Built America? explores fundamental conflicts in United States history by placing working peoples' struggle for social and economic justice at center stage. Unique among U.S. history survey textbooks for its clear point of view, Who Built America is a joint effort of Bedford/St. Martin's and the American Social History Project, based at the Graduate Center of the City University of New York and renowned for its print, visual, and multimedia productions such as the "History Matters" Web site. With vivid prose, penetrating analysis, an acclaimed visual program, and rich documentary evidence, Who Built America? gives students a thought-provoking book they'll want to read and instructors an irreplaceable anchor for their course. – Publisher
Arnold, John H	History: A Very Short Introduction	Oxford University Press, 2000	There are many stories we can tell about the past, and we are not, perhaps, as free as we might imagine in our choice of which stories to tell, or where those stories end. John Arnold's addition to Oxford's popular Very Short Introductions series is a stimulating essay about how people study and understand history. The book begins by inviting us to think about various questions provoked by our investigation of history, and then explores the ways in which these questions have been answered in the past. Such key concepts as causation, interpretation, and periodization are introduced by way of concrete examples of how historians work, thus giving the reader a sense of the excitement implicit in discovering the past—and ourselves. – Publisher
Gaddis, John Lewis	The Landscape of History: How Historians Map the Past	Oxford University Press, 2004	Written in the tradition of Marc Bloch and E.H. Carr, The Landscape of History is at once an engaging introduction to the historical method for beginners, a powerful reaffirmation of it for practitioners, a startling challenge to social scientists, and an effective skewering of post-modernist claims that we can't know anything at all about the past. It will be essential reading for anyone who reads, writes, teaches, or cares about history. – Publisher
Hoffer, Peter Charles	The Historians' Paradox: The Study of History in Our Time	NYU Press, 2010	Covering a sweeping range of philosophies (from ancient history to game theory), methodological approaches to writing history, and the advantages and disadvantages of different strategies of argument, Hoffer constructs a philosophy of history that is reasonable, free of fallacy, and supported by appropriate evidence that is itself tenable. – Publisher
Howell, Martha C. and	From Reliable Sources: An Introduction to Historical Methods	Cornell University Press, 2001	Martha Howell and Walter Prevenier explore the methods employed by historians to establish the reliability of materials: how they choose, authenticate, decode, compare, and, finally, interpret those sources. Illustrating their discussion with examples from the distant past as well as more contemporary events, they pay particular attention to recent information media, such as television, film, and videotape. The authors do not subscribe to the positivist belief that the historian can attain objective and total knowledge of the past. Instead, they argue that each generation of historians develops its own perspective, and that our understanding of the past is constantly reshaped by the historian and the world he or she inhabits. – Publisher
Loewen, James W	Teaching What Really Happened: How to Avoid the Tyranny of Textbooks and Get Students Excited About Doing History	Teachers College Press 2009	How did people get here? Why did Europe win? Why Did the South Secede? In Teaching What Really Happened, Loewen goes beyond the usual textbook-dominated viewpoints to illuminate a wealth of intriguing, often hidden facts about America's past. Calling for a new way to teach history, this book will help teachers move beyond traditional textbooks to tackle difficult but important topics like conflicts with Native Americans, slavery, and race relations. Throughout, Loewen shows time and again how teaching what really happened connects better with all kinds of students to get them excited about history.– Publisher
McClellan, Jim	Historical Moments: Changing Interpretations of America's Past, Volume 1	McGraw-Hill/Dushkin; 2 edition, 1999	Each chapter in this unique compilation, designed to be informative and thought-provoking, offers an examination of incidents from the pre-colonial period through the Civil War, important to the development of the American Nation. It features a mix of primary and secondary source materials on approximately 30 selected "moments" in American history. Designed for use in introductory courses in American history, the incidents it covers were chosen both for their historical significance and to present a wide variety of human endeavors. Given the range of topics presented, there should be subjects of special interest to every student, regardless of major. – Publisher
Tosh, John	The Pursuit of History (5th Edition)	Longman, 2010	This classic introduction to the study of history invites the reader to stand back and consider some of its most fundamental questions – What is the point of studying history? How do we know about the past? Does an objective historical truth exist and can we ever access it? In answering these central questions, John Tosh argues that, despite the impression of fragmentation created by postmodernism in recent years, history is a coherent discipline which still bears the imprint of its nineteenth-century origins. Consistently clear-sighted, he provides a lively and compelling guide to a complex and sometimes controversial subject, while making his readers vividly aware of just how far our historical knowledge is conditioned by the character of the sources and the methods of the historians who work on them.– Publisher
Wineburg, Sam	Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past	Temple University Press, 2001	Since ancient times, the pundits have lamented young people's lack of historical knowledge and warned that ignorance of the past surely condemns humanity to repeating its mistakes. In the contemporary United States, this dire outlook drives a contentious debate about what key events, nations, and people are essential for history students. Sam Wineburg says that we are asking the wrong questions. This book demolishes the conventional notion that there is one true history and one best way to teach it. Although most of us think of history – and learn it – as a conglomeration of facts, dates, and key figures, for professional historians it is a way of knowing, a method for developing an understanding about the relationships of people and events in the past. A cognitive psychologist, Wineburg has been engaged in studying what is intrinsic to historical thinking, how it might be taught, and why most students still adhere to the 'one damned thing after another' concept of history. Whether he is comparing how students and historians interpret documentary evidence or analyzing children's drawings, Wineburg's essays offer 'rough maps of how ordinary people think about the past and use it to understand the present.' Arguing that we all absorb lessons about history in many settings – in kitchen table conversations, at the movies, or on the world-wide web, for instance – these essays acknowledge the role of collective memory in filtering what we learn in school and shaping our historical thinking.– Publisher
Zinn, Howard	A People's History of the United States	Harper Perennial Modern Classics, 2010	A classic since its original landmark publication in 1980, Howard Zinn's A People's History of the United States is the first scholarly work to tell America's story from the bottom up—from the point of view of, and in the words of, America's women, factory workers, African Americans, Native Americans, working poor, and immigrant laborers. From Columbus to the Revolution to slavery and the Civil War—from World War II to the election of George W. Bush and the "War on Terror"—A People's History of the United States is an important and necessary contribution to a complete and balanced understanding of American history. – Publisher

Annotated Bibliography – American Revolution – Changing Perspectives			
Author	Title	Publisher	Annotation
Bailyn, Bernard	The Ordeal of Thomas Hutchinson	Belknap Press of Harvard University Press, 1976	"This book," Mr. Bailyn writes, "depicts the fortunes of a conservative in a time of radical upheaval and deals with problems of public disorder and ideological commitment." It is at the same time a dramatic account of the origins of the American Revolution from the viewpoint, not of the winners who became the Founding Fathers, but of the losers, the Loyalists. By portraying the ordeal of the last civilian royal governor of Massachusetts, Mr. Bailyn explains "what the human reality was against which the victors struggled" and in doing so makes the story of the Revolution fuller and more comprehensible. – Publisher
Berkin, Carol	Revolutionary Mothers: Women in the Struggle for America's Independence	Vintage, 2006	The women of the Revolution were most active at home, organizing boycotts of British goods, raising funds for the fledgling nation, and managing the family business while struggling to maintain a modicum of normalcy as husbands, brothers and fathers died. Yet Berkin also reveals that it was not just the men who fought on the front lines, as in the story of Margaret Corbin, who was crippled for life when she took her husband's place beside a cannon at Fort Monmouth. This incisive and comprehensive history illuminates a fascinating and unknown side of the struggle for American independence. – Publisher
Blumrosen, Alfred W. and Ruth G.	Slave Nation: How Slavery United the Colonies & Sparked the American Revolution	Sourcebooks, 2006	Slave Nation is a fascinating account of the role slavery played in the drawing of the United States Constitution and in shaping the United States. At the Constitutional Convention, the South feared that the Northern states would leave the Convention over the issue of slavery. In a compromise, the Southern states agreed to slavery's prohibition north of the Ohio River, resulting in the Northwest Ordinance. This early national division would continue to escalate, eventually only reaching resolution through the Civil War. – Publisher
Calloway, Colin G	The American Revolution in Indian Country: Crisis and Diversity in Native American Communities	Cambridge University Press, 1995	This study presents the first broad coverage of Indian experiences in the American Revolution rather than Indian participation as allies or enemies of contending parties. Colin Calloway focuses on eight Indian communities as he explores how the Revolution often translated into war among Indians and their own struggles for independence. Drawing on British, American, Canadian and Spanish records, Calloway shows how Native Americans pursued different strategies, endured a variety of experiences, but were bequeathed a common legacy as a result of the Revolution.– Publisher
Carr, Jacqueline Barbara	After the Siege: A Social History of Boston, 1775–1800	Northeastern, 2004	Drawing on extensive primary sources, including ward tax assessors Taking Books, church records, census records, birth and marriage records, newspaper accounts, and town directories, Jacqueline Barbara Carr brings to life Boston's remarkable rebirth as a flourishing cosmopolitan city at the dawn of the nineteenth century. She examines this watershed period in the city's social and cultural history from the perspective of the town's ordinary men and women, both white and African American, re-creating the determined community of laborers, artisans, tradesmen, mechanics, and seamen who demonstrated an incredible perseverance in reshaping their shattered town and lives. – Publisher
Countryman, Edward	What Did the Constitution Mean To Early Americans? (Historians at Work)	Bedford/ St. Martins, 1999	What did the Constitution mean to early Americans? Ostensibly the foundational document of a sovereign American people, the U.S. Constitution affected different kinds of Americans in very different ways. Modern historians have investigated its impact on various groups in an effort to determine what the Constitution meant to the founding generation of Americans. Exploring how early Americans shaped, responded to, and debated the document, this volume's 5 selections attempt to gauge the Constitution's ultimate success in forging a government based on the consent of the American people. – Publisher
Gibson, Alan Ray	Understanding the Founding: The Crucial Questions, 2nd Edition (American Political Thought)	University Press of Kansas; 2 Rev Exp edition, 2010	The first edition of Alan Gibson's Understanding the Founding is widely regarded as an invaluable guide to the last century's key debates surrounding America's founding. This new edition retains all of the strengths of the original while adding a substantial new section addressing a major but previously unaddressed issue and also significantly revising Gibson's invaluable conclusion and bibliography.– Publisher
Gilbert, Alan	Black Patriots and Loyalists: Fighting for Emancipation in the War for Independence	University Of Chicago Press, 2012	Drawing upon recently discovered archival material, Gilbert traces the intense imperial and patriot rivalry over recruitment and emancipation that led both sides to depend on blacks. As well, he presents persuasive evidence that slavery could have been abolished during the Revolution itself if either side had fully pursued the military advantage of freeing slaves and pressing them into combat—as when Washington formed the all-black and Native American First Rhode Island Regiment and Lord Dunmore freed slaves and indentured servants to fight for the British. Gilbert's extensive research reveals that free blacks on both sides played a crucial and underappreciated role in the actual fighting. Black Patriots and Loyalists contends that the struggle for emancipation was not only basic to the Revolution itself, but was a rousing force that would inspire freedom movements like the abolition societies of the North and the black loyalist pilgrimages for freedom in places such as Nova Scotia and Sierra Leone.– Publisher
Holton, Woody	Unruly Americans and the Origins of the Constitution	Hill and Wang, 2008	Woody Holton upends what we think we know of the Constitution's origins by telling the history of the average Americans who challenged the framers of the Constitution and forced on them the revisions that produced the document we now venerate. The framers who gathered in Philadelphia in 1787 were determined to reverse America's post-Revolutionary War slide into democracy. They believed too many middling Americans exercised too much influence over state and national policies. That the framers were only partially successful in curtailing citizen rights is due to the reaction, sometimes violent, of unruly average Americans. (National Book Award finalist) – Publisher
Kierner, Cynthia A.	Revolutionary America, 1750–1815: Sources and Interpretation	Pearson, 2002	Unique in both coverage and focus, this collection of primary documents and original interpretive essays provides an unusually well-balanced introduction to the era of the American Revolution. Chronologically, the text explores the period from 1750 to 1815—examining sources of both stability and discontent within the British Empire (and thereby discouraging students from assuming the inevitability of the Revolution), and ending with the War of 1812 (which many Americans saw as securing independence and the ideals of the Revolution). Topically, the text covers traditional political and military subjects as well as the newer social and cultural history of the era—providing students with a broad understanding of the Revolution as both a war for independence and an occasion for political, social, and cultural conflict and transformation. The wide variety of documents range from classic texts—such as Common Sense and the Federalist—to excerpts from diaries and travelers' accounts to newspapers advertisements and selections from contemporary histories and novels.– Publisher
Lepore, Jill	The Whites of Their Eyes: The Tea Party's Revolution and the Battle over American History	Princeton University Press, 2011	Jill Lepore, Harvard historian and New Yorker staff writer, offers a careful and concerned look at American history according to the far right, from the "rant heard round the world," which launched the Tea Party, to the Texas School Board's adoption of a social-studies curriculum that teaches that the United States was established as a Christian nation. Along the way, she provides rare insight into the eighteenth-century struggle for bipartenance—a history of the Revolution, from the archives. Lepore traces the roots of the far right's reactionary history to the bicentennial in the 1970s, when no one could agree on what story a divided nation should tell about its unruly beginnings. Behind the Tea Party's Revolution, she argues, lies a nostalgic and even heartbeating yearning for an imagined past—a time less troubled by ambiguity, strife, and uncertainty—a yearning for an America that never was.– Publisher
Maier, Pauline	Ratification: The People Debate the Constitution, 1787–1788	Simon and Schuster, 2011	Although many books have been written about the Constitutional Convention, this is the first major history of ratification. It draws on a vast new collection of documents and tells the story with masterful attention to detail in a dynamic narrative. Each state's experience was different, and Maier gives each its due even as she focuses on the four critical states of Pennsylvania, Massachusetts, Virginia, and New York, whose approval of the Constitution was crucial to its success. – Publisher
Morgan, Edmund S.	American Slavery, American Freedom	W.W. Norton and Company; Reissue, 2003	If it is possible to understand the American paradox, the marriage of slavery and freedom, Virginia is surely the place to begin," writes Edmund S. Morgan in "American Slavery, American Freedom," a study of the tragic contradiction at the core of America. Morgan finds the key to this central paradox in the people and politics of the state that was both the birthplace of the revolution and the largest slaveholding state in the country. With a new introduction. Winner of the Francis Parkman Prize and the Albert J. Beveridge Award.– Publisher
Morgan, Gwenda	The Debate on the American Revolution (Issues in Historiography)	Manchester University Press, 2008	The Debate on the American Revolution is the first in-depth study of the way in which historians dealt with the coming of the American Revolution and the formation of the U.S. Constitution. The approach is thematic, examining how historians in different periods interpreted these events, their causes, and their meaning. Making accessible the work of often-neglected by early historians, this book examines how the emergence of history as a professional discipline led to new and competing versions of the Revolution. It spans from the first generation of writers—whose ideas about history were shaped by the Enlightenment—to those of the 21st century—who drew on the rich legacy provided by black studies, gender and women's studies, cultural studies, and ethno-history. – Publisher
Pearson, Michael	Those Damned Rebels: The American Revolution As Seen Through British Eyes	Da Capo Press, 2000	Using firsthand accounts—journals, letters from British officers in the field, reports from colonial governors in the colonies—Michael Pearson has provided a contemporary report of the Revolution as the British witnessed it. Seen from this perspective, some of the major events of the war are given startling interpretations: For example, the British considered their defeat at Bunker Hill nothing more than a minor setback, especially in light of their capture of New York and Philadelphia. Only at the very end of the conflict did they realize that the Yankees had lost the battles but won the war. From the Boston Tea Party to that day in 1785 when the first U.S. ambassador presented his credentials to a grudging George III, here is the full account of "those damned rebels" who somehow managed to found a new nation. – Publisher
Wood, Gordon S.	The Radicalism of the American Revolution	Vintage, 1993	Pulitzer Prize winner – In a grand and immensely readable synthesis of historical, political, cultural, and economic analysis, a prize-winning historian depicts much more than a break with England. He gives readers a revolution that transformed an almost feudal society into a democratic one, whose emerging realities sometimes baffled and disappointed its founding fathers. – Publisher
Young, Alfred and Nobles, Gregory	Whose American Revolution Was It?: Historians Interpret the Founding	NYU Press, 2011	The meaning of the American Revolution has always been a much contested question, and asking it is particularly important today: the standard, easily digested narrative puts the Founding Fathers at the head of a unified movement, failing to acknowledge the deep divisions in Revolutionary-era society and the many different historical interpretations that have followed. Whose American Revolution Was It? speaks both to the ways diverse groups of Americans who lived through the Revolution might have answered that question and to the different ways historians through the decades have interpreted the Revolution for our own time. As the only volume to offer an accessible and sweeping discussion of the period's historiography and its historians, Whose American Revolution Was It? is an essential reference for anyone studying early American history. The first section, by Alfred F. Young, begins in 1925 with historian J. Franklin Jameson and takes the reader through the successive schools of interpretation up to the 1990s. The second section, by Gregory H. Nobles, focuses primarily on the ways present-day historians have expanded our understanding of the broader social history of the Revolution, bringing onto the stage farmers and artisans, who made up the majority of white men, as well as African Americans, Native Americans, and women of all social classes.– Publisher
Young, Alfred E.	The Shoemaker and the Tea Party: Memory and the American Revolution	Beacon Press, 2000	George Robert Twelves Hewes, a Boston shoemaker who participated in such key events of the American Revolution as the Boston Massacre and the Tea Party, might have been lost to history if not for his longevity and the historical mood of the 1830's. When the Tea Party became a leading symbol of the Revolutionary ear fifty years after the actual event, this 'common man' in his nineties was 'discovered' and celebrated in Boston as a national hero. Young pieces together this extraordinary tale, adding new insights about the role that individual and collective memory play in shaping our understanding of history. – Publisher

Annotated Bibliography – Teaching History			
Author	Title	Publisher	Annotation
Brundage, Anthony	Going to the Sources: A Guide to Historical Research and Writing, 4th Ed	Harlan Davidson 4th Edition, 2007	The Fourth Edition of this highly affordable and convenient text remains an excellent tool for students faced with the daunting task of writing their first research paper or historiographical essay. The book begins with a chapter that describes the different schools of thought of history, setting the stage for a discussion of the different types of historical sources and the organization of the historical profession. Then Going to the Sources becomes a hands-on manual, helping the reader identify, find, and evaluate the many sources available to researchers. In addition to enhanced coverage of technological tools, this fourth edition features an entirely new chapter, "Getting the Most Out of History Books," practical advice to help students read more critically. New and updated appendices provide easy examples of style for footnotes, endnotes, and bibliographical entries, as well as a list of commonly used abbreviations. – Author
Green, Anna and Troup, Kathleen	The Houses of History: A Critical Reader in Twentieth-Century History and Theory	New York University Press, 1999	The Houses of History provides a comprehensive introduction to the twelve schools of thought which have had the greatest influence on the study of history in the twentieth century. Ranging from Empiricism to Postcolonialism, Marxism to the Ethnohistorians, each chapter begins with an introduction to the particular school, the main protagonists, the critics, and is followed by a useful section of further readings. From the classic, such as G. R. Elton's "England Under the Tudors" and E. P. Thompson's "The Making of the English Working Class," to the recent, such as Henrietta Whiteman's "White Buffalo Woman" and Judith Walkowitz's "City of Dreadful Delight," the diverse selections collected here bring together the leading historians and theorists of the century. – Publisher
Lesh, Bruce	"Why Won't You Just Tell Us the Answer?": Teaching Historical Thinking in Grades 7–12	Stenhouse Publishers, 2011	Every major measure of students' historical understanding since 1917 has demonstrated that students do not retain, understand, or enjoy their school experiences with history. Bruce Lesh believes that this is due to the way we teach history—lecture and memorization. Over the last fifteen years, Lesh has refined a method of teaching history that mirrors the process used by historians, where students are taught to ask questions of evidence and develop historical explanations. And now in his new book "Why Won't You Just Tell Us the Answer?" he shows teachers how to successfully implement his methods in the classroom. – Publisher
Mandell, Nikki and Malone, Bobbie	Thinking Like a Historian: Rethinking History Instruction	Wisconsin Historical Society Press, 2008	Thinking Like a Historian: Rethinking History Instruction by Nikki Mandell and Bobbie Malone is a teaching and learning framework that explains the essential elements of history and provides "how to" examples for building historical literacy in classrooms at all grade levels. With practical examples, engaging and effective lessons, and classroom activities that tie to essential questions, Thinking Like a Historian provides a framework to enhance and improve teaching and learning history. We invite you to use Thinking Like a Historian to bring history into your classroom or to re-energize your teaching of this crucial discipline in new ways. – Publisher
Storey, William Kelleher	Writing History: A Guide for Students	Oxford University Press, 2008	Bringing together practical methods from both history and composition, Writing History provides a wealth of tips and advice to help students research and write essays for history classes. The book covers all aspects of writing about history, including finding topics and researching them, interpreting source materials, drawing inferences from sources, and constructing arguments. It concludes with three chapters that discuss writing effective sentences, using precise wording, and revising. Using numerous examples from the works of cultural, political, and social historians, Writing History serves as an ideal supplement to history courses that require students to conduct research. The third edition includes expanded sections on peer editing and topic selection, as well as new sections on searching and using the Internet.– Publisher
Symcox, Linda	Whose History?: The Struggle for National Standards in American Classrooms	Teachers College Press	Linda Symcox traces the genealogy of the National History Standards Project from its origins as a neo-conservative reform movement to the drafting of the standards, through the 18 months of controversy and the debate that ensued, and the aftermath. Broad in scope, this case study includes debates on social history, world history, multiculturalism, established canons, national identity, cultural history, and "liberal education." Symcox brilliantly illuminates the larger issue of how educational policy is made and contested in the United States, revealing how a debate about our children's education actually became a struggle between competing political forces.– Publisher
Wineburg, Sam, Martin, Daisy, and Monte-Saco, Chauncey	Reading Like a Historian: Teaching Literacy in Middle and High School History Classrooms	Teachers College Press 2011	Reaching beyond textbooks, this is a guide to teaching "historical reading" with middle and high school students. This practical resource shows you how to apply Sam Wineburg's highly acclaimed approach to teaching, Reading Like a Historian, in your classroom to increase academic literacy and spark students' curiosity. Each chapter begins with an introductory essay that sets the stage of a key moment in American history—beginning with exploration and colonization and the events at Jamestown and ending with the Cuban Missile Crisis. Following each essay are all the materials you'll need to teach this topic—primary documents, charts, graphic organizers, visual images, and political cartoons—as well as suggestions for where to find additional resources on the Internet and guidance for assessing students' understanding of core historical ideas. Reading Like a Historian will help you use your textbook creatively and give you ideas for how historical instruction can enhance students' skills in reading comprehension. Get started today and watch the excitement unfold in your classroom!– Publisher



