Students read and analyze documents about the declaration of Child Health Day (1956), the table of contents of the National Defense Education Act of 1958, a document from a juvenile court case, and a copy of a student letter to a Supreme Court justice inquiring about a current case. *The Bill of Rights* kit suggests using the document analysis worksheet to help students better understand each document. This exercise allows them to discuss the origin of the document, how it came into existence, and evaluate its importance. The teacher's guide also suggests bringing in a lawyer who specializes in juvenile law or another juvenile court representative to speak to the class to encourage further discussion about the rights of minors and give students the chance to "ask the experts" their own questions. Suggestions for further research include having the students find out if their school district has a written policy addressing students rights and comparing the methods of children's rights advocates to those of civil rights advocates.

All of these exercises promote higher level thinking skills as well as making the material relevant to today's secondary social studies students. This collaborative effort of scholars and teachers is successful in fostering students' understanding of their Bill of Rights.

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National Archives and Records Administration and National Council for the Social Studies. *Teaching with Documents*. Washington, D.C.: National Archives Trust Fund Board, 1989. Wire-O-Bound, $15.

With a collaborative effort dating back to 1977, the National Archives and National Council for the Social Studies have produced another successful collection of primary source documents for classroom use. This work is a collection of documents published in the "Teaching with Documents" column in the NCSS journal *Social Education*. As one of the journal's most popular departments, "Teaching with Documents" provides practical suggestions for utilizing primary source material in a variety of classroom settings. Letting students examine and discuss letters, reports, pictures, photographs, and maps created by a first-hand participant in an event leads to an increased interest and understanding of these events by students. Studying these documents enables students to comprehend that history is the study of people—it is tangible, not abstract.

Among the 50 documents included in *Teaching with Documents* is a letter addressed to John F. Kennedy expressing the writer's belief that there should be no religious tests for men wishing to run for public office. The introduction to the document gives the teacher a wealth of information on the history of religious tests since the Revolutionary War in the United States. It correctly emphasizes how the results of the 1960 election overturned the conclusion of the 1928 election that a Catholic should not be president. The introductory material also points out that current public figures like Jesse Jackson have kept this same issue alive in American politics. The teaching activities suggest a close reading of the document and ask students to interpret the tone of the letter and the major points the writer makes. Students are then asked evaluate the letter's effect on Senator Kennedy. Additional critical thinking activities include having students brainstorm a list of qualifications for those people who run for president, keeping in mind that both religious leaders and non-believers would want to run for office. Students are asked to stipulate guidelines that would allow members of both groups to campaign for public office.

Another selection in *Teaching with Documents* gives teachers ideas about how to use political cartoons in their classrooms. For lower-level students, the teacher should ask what

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objects and people are in the cartoon as well as what the caption says. The next level of activities asks students to decide which objects in the cartoon are symbols and what they represent. They also have to decide which word or phrases in the cartoon are most important as well as list adjectives that describe the emotions portrayed by the cartoon. The most advanced level of listed activities in the study of political cartoons suggests that teachers ask students to describe what action is taking place in the cartoon and explain how the words in the cartoon clarify the meanings of the symbols in the cartoons. Students at this level should also be able to describe the political cartoon's message in their own words and decide what special interest groups would either agree or disagree with it. Suggested follow-up activities include having the students write paragraphs that explain the cartoon, having them collect their own cartoons to analyze, or having students draw their own cartoons illustrating their opinions on an issue important to them.

These documents and suggested activities provide teachers with excellent ideas about teaching their students both content and critical thinking skills. Using primary source material only adds to student interest, and this collection is a superior example of such primary document collections for use with high school students. Some activities could also be adapted for use with middle school students.

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Richard Nelson Current. *Those Terrible Carpetbaggers*. New York: Oxford University Press, 1988. Pp. xii, 475. Paper, $12.95.

Richard Nelson Current is University Distinguished Professor of History, Emeritus, at the University of North Carolina at Greensboro, former president of the Southern Historical Association, and author of numerous books covering the Civil War and Reconstruction. In this ironically titled work, Current presents the period from 1865 to 1881 through an examination of the careers of ten carpetbaggers, men who featured prominently in the reconstruction of Louisiana, Florida, Alabama, Mississippi, the Carolinas, and Arkansas. By focusing on these individuals, Current hopes to reveal "the human beings hidden behind the [carpetbagger] stereotype."

Until very recently, most histories of Reconstruction were written by conservative southern Democrats or their sympathizers, who were all too ready to agree that the attempt to grant political equality to blacks had been, at best, a tragic mistake, and equally ready to ascribe the worst of motives (and actions) to its proponents. Such histories superimpose the carpetbagger stereotype (and its companion, the image of the scalawag) on their accounts of the South during Reconstruction. In contrast, Current tells the story through the eyes of the participants. Current proposed to let generalizations about Reconstruction, the South, and the role of the carpetbaggers to be inferred from the experiences of his chosen sample rather than superimpose his own judgment—although a reader is left in no doubt regarding Current's own sympathies.

Using contemporary documents, Current leads the reader to the inescapable conclusion that the only kind of Reconstruction that would be tolerated by southern whites was one that restored the full *status quo ante bellum*—political, economic, racial. Revisionist historians of Reconstruction generally hold that the "sin" of the carpetbagger was involvement in Republican politics and championing the cause of freedmen. Current shows that *any* northerner who came to the South after 1860—whether propertied or penniless, politically active or uninvolved, in favor of black equality, against it, or neutral—met such harsh conditions, antagonism, and open violence that Congressional Reconstruction became inevitable.