

people who actually "experienced" the period under discussion. The "Lives" essays, usually a half page in length, appear in most chapters. These brief biographies, both of individuals and specific groups, add another dimensional insight into the chapter's theme. Subjects range from well-known Frederick Douglass, the Beecher family, and Nathan Bedford Forrest to the less prominent Richard Allen and George R. T. Hewes.

Another attractive feature of *America's History* is the series of five articles on "New Technology" that describe how society was altered by inventive genius and technological innovation. These articles are chronologically spaced throughout the text and include topics as diverse as "Native American Agriculture" and the Civil War era "Rifle-Musket." With our contemporary life constantly being altered by scientific and technological progress, the presentation of similar change in historical context helps to battle the "present-mindedness" of so many students.

Each chapter concludes with a "Summary," "Timeline," "Topic for Research," and annotated bibliography. These study aids offer a review of the chapter's theses in both paragraph and abbreviated chronological scales, expanding the learning process by offering students alternative modes of information presentation. The bibliography is current and its entries are organized under bold print topic headings that correspond to those in the chapter.

Throughout the text, the reader constantly encounters maps (over sixty), graphs, tables, portraits, and photographs. These appear with such frequency that even the less than enthusiastic student, perhaps the typical college freshman taking a U.S. history survey course, will possibly be attracted by these features to spend more time reading the narrative. A twenty-seven page, triple column index greatly facilitates location of even the most minor entries.

The four authors succeeded in producing a text that is integrated in its writing style and avoids the uneven, sometimes disjointed, form multiple authored works can exhibit. Numerous bold type topic headings highlight the numerous sections and subsections of each chapter. Several supplemental materials are also available. A "Student Guide" offers chapter summaries that also strive to enhance student reading confidence and study skills. An "Instructors Manual" gives suggestions for class discussion and activities. Specific document sets focus on southern, diplomatic, and constitutional history, as well as minority groups, including native Americans, African-Americans, and women. Overhead transparencies and a test bank complete the auxiliary materials.

*America's History* is suitable for undergraduate survey courses and mid-level, or above, high school classes.

Piedmont College

Ralph B. Singer, Jr.

Shelly Kintisch and Wilma Cordero. *Breaking Away from the Textbook: A New Approach to Teaching American History*. Lancaster, PA: Technomic Publishing Co., Inc., 1993. Second edition. Pp. xxiv, 257. Paper, \$29.00.

Kintisch and Cordero are social studies teachers in the New York City public school system. For over a quarter of a century they have given workshops for teachers and developed a multicultural curriculum for the challenging and heterogenous classes they face. As the Foreword to the book rightly says, "students should be active not passive, creative and not merely receptive, and they should be put in a position to exercise their judgment and not simply be required to recall disconnected bits of information." By its own admission, the title of the book is misleading—it is not a textbook and not intended to replace one. It is a resource book for teachers, not students; *moving beyond* the textbook more clearly explains what the authors have in mind. In twenty chapters that move chronologically through U.S. history, the authors provide suggestions for projects and research work, homework assignments, and about six to a

dozen classroom activities per chapter. The book is aimed at elementary through high school instructors, though clearly some of the suggested activities could be used profitably by college teachers as well.

A few examples of Projects:

1. Write a TV script on the activities of Sir Francis Drake.
2. Make up a play or epic poem about Lincoln's assassination.
3. Make a manual called *How to Use and Care for Your Model T Ford*.
4. Do research on the effect McCarthyism had on one individual's life and career.

Homework Assignments:

1. Write a headline and accompanying article for a British or American newspaper for July 5, 1776.
2. Write a response to a slave owner who says he treats his slaves very well.
3. Do you think Sacco and Vanzetti would be found guilty if their trial were held today? Explain.
4. Do you agree with the U.S. policy forbidding religious identification by U.S. personnel stationed in the Middle East? Explain.

Classroom Activities include such things as having the students write a new "Constitution" to govern their class or school; discussing which abolitionist tactics were the most effective in combating slavery; debating who in a family gets to emigrate to America; describing your feelings if you are a woman whose World War II job has just been given back to a returning G.I. in 1945; discussing how far you would go in 1960s-style protest (boycotting a product, taking over an office, marching, signing a petition, going to jail, leaving the country, etc.). Chapter 20, "Current Events—The Nineties and Beyond," new to this edition, has a different format, with suggestions for stimulating interest in current news (study of political cartoons, creating a news broadcast, using a newspaper as a "textbook" to study a particular topic, etc.). A final chapter lists 62 topics for classroom debates on current social and ethical issues (AIDS, drugs, freedom of speech, school prayer, gay rights, cheating, and the like).

There are literally hundreds of such activities and assignments here, and experienced teachers have used some of them, although that does not diminish the usefulness of the book. For any instructor who values classroom discussion and interaction (and we all should), it would be wise before moving into a new period to scan the appropriate chapter here to pick up ideas for essays or to spark discussions. It is worth remembering that topics that seem stale to veteran instructors may set off a donnybrook in a classroom of younger students.

Chapters 21 and 22, also new to the second edition, are less valuable. "Term Papers" gives in four pages basic but rather skimpy instructions. Chapter 22 on creating a classroom library has some useful tips, but the accompanying reading list is anemic—for example, only one book each on World War I and Vietnam, and three on women in the nineteenth century.

These minor criticisms aside, *Breaking Away from the Textbook* is well worth keeping nearby and well-thumbed by any history instructor, especially those who are certain there is no other way but their own to approach a particular topic or period of history.

Floyd College

William F. Mugleston

R. Douglas Hurt. *American Agriculture: A Brief History*. Ames: Iowa State University Press, 1994. Pp. xii, 412. Cloth, \$34.95.

The author of this text/reference book has done an excellent job in synthesizing nearly four hundred years of American agriculture in four hundred pages. R. Douglas Hurt, who has authored seven books on