

we want to be.” Accordingly, the emblematic histories of the post-modern age will “aspire to inculcate ... first, self-reflexivity—consciousness of ourselves, and of what we are doing and why; second ... linguistic awareness—an alertness to how language is used and abused ...; and third, an ability to live with ambiguity...” Southgate concludes with a look at some current works that he thinks exemplify the type of post-modern history that our uncertain age requires.

Whatever one’s judgment as to the desirability or do-ability of Southgate’s prescription, readers will find much food for thought in this study. Practicing historians and graduate students will benefit most from the book, since it requires prior immersion in the discipline to appreciate the arguments and examples that Southgate uses—which, by the way, are drawn primarily from British and European history.

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Shelly Kintisch and Wilma Cordero. *Breaking Away from the Textbook: A Creative Approach to Teaching American History*. 3rd ed. Lanham, MD: Rowman & Littlefield, 2006. Pp. 320. Paper, \$58.95; ISBN 1-57886-293-0.

This book is a compilation of assignments and activities designed to enliven the learning experience in U.S. history classrooms. Aimed primarily at K-12 teachers, Kintisch and Cordero maintain their larger purpose is to teach “independent thinking,” “problem solving,” and “taking a position and justifying it.” The activities and assignments are not broken down into grade level, but arranged chronologically from European exploration in the fifteenth century to the recent past. The authors also include activities on current events, as well as advice related to term papers, debates, using fiction and biographies, and a bibliography for younger readers on each topic addressed. Teachers in need of quick ideas to use in the classroom might find this book helpful. However, it contains some serious weaknesses in terms of coverage and interpretation.

Kintisch and Cordero both have master’s degrees and have been collaborating and teaching for more than thirty years. Since the book is in its third edition, it is no doubt popular. This is mainly because of the ease with which teachers can simply review and select an activity or assignment. There are many options, such as a debate over declaring independence in 1776, writing and acting out an imaginary conversation among different historical individuals over slavery and secession, and using oral history interviews to inform student understanding of more recent events. There is a rich section on immigration. Reading the various options might also spark alternative ideas for active learning in the classroom.

Unfortunately, gaps remain in the coverage of events, and the focus of many topics remains traditional or simplistic. This is no small irony, given the authors’ goal of supplying material to “fill in gaps left by traditional textbooks.” For example, it is

surprising that one does not encounter an entire chapter devoted to Native Americans, especially for the period from the fifteenth through the seventeenth centuries. Native peoples, including pre-Columbian societies such as the Maya, Aztec, or Inca, appear occasionally; when they do, it is overwhelmingly as mere subjects of exploration, not as active agents in history. In the chapters "Exploration of the New World," "The Colonists," and "Expansion and the Frontier" the focus is on white males. One might at least expect a chapter on the encounter between Europeans, Indians, and Africans that reflects the current arrangement in many textbooks. Beyond this era, there are serious gaps in the antebellum period, the authors having largely ignored temperance, the Second Great Awakening, and the emergence of women's rights. The authors focus a few activities on tensions during World War I and, while the section on World War II includes Japanese internment, it ignores race relations. The post-WWII civil rights content remains heavily male, Rosa Parks being the exception. Finally, the authors' coverage of activities addressing the rise of conservatism during the 1960s and 1970s is thin.

Short on theory and heavily practical, *Breaking Away* helps teachers go beyond the textbook in terms of activities. But gaps remain and perhaps the authors can address these in future editions, which would strengthen the book and provide a richer resource for teachers.

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Arnoldo De Leon and Richard Griswold del Castillo. *North to Aztlán: A History of Mexican Americans in the United States.* 2nd ed. Wheeling, IL: Harlan Davidson, 2006. Pp. 312. Paper, \$26.95; ISBN 0-88295-243-9.

In the century and one-half since the United States gained the northern third of Mexico in the Treaty of Guadalupe Hidalgo, the region's Hispanic population has undergone a remarkable transformation. Contact between people of Mexican descent and those of Anglo heritage has changed both groups. Arnoldo De Leon and Richard Griswold del Castillo present their readers with a passionate, sensitive, and comprehensive examination of the nature of that change.

Their work, which traces the creation and development of Mexican American society and culture from their Indian roots to the present, successfully builds on earlier research by focusing on such issues as gender, literature, music, political involvement, and immigration statistics. This second edition expands the first edition's effort to provide a broad examination of the history of Mexican Americans in the United States by incorporating new scholarship in areas such as Chicano studies, ethnography, and cultural geography, in addition to its inclusion of recent developments, such as expanded immigration from Central America and the Latino response to war in Iraq.