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Haunted History

Revealing the Hidden Past

Because someone is dead doesn't mean they're gone.

—Poster advertisement for the movie *Gothika* (2003)

History surrounds us in so many ways that it is often easy to ignore. From the eagle-eyed bronze statues that glare at us as we walk through the park, to the majestic and sometimes menacing memorials that command our attention from their roadside perches, to the names of the long dead and long forgotten who adorn the buildings, streets, and roads of our community, the past calls us to remember, and yet we do not.

In some places, the statues and historical markers are so numerous that they blend into the landscape. In other places, they appear so unexpectedly that we are somewhat startled as we come upon them. And should we stoop to notice the plaque peeking out at us from the underbrush or the statue mocking us from its overgrown nest, we might learn why they are there and what history they call us to remember.

Living and teaching in Washington DC in the mid 1990s, I found the city to be a treasure trove of forgotten but useful history. I concluded that having so much at my fingertips was a luxury I might not have anyplace else, so I made full use of the resources available in my teaching. Thinking

back on my own primary and secondary education, I pondered how wonderful it would have been to study in a city where history is so much on display. Realizing how much my students took history for granted, I exhausted them with regular visits to the Smithsonian's National Portrait Gallery and the National Museum of American History. In my assignments, I challenged them to be super sleuths in investigating a historical figure in a photo or painting or even the artist or photographer of the work.

DISCOVERING HAUNTED HISTORY

It was on a field trip that I first discovered that the nation's capital, though steeped in history, was not unique and that there were other ways of getting students to appreciate the significance of the history that surrounds them. It was 7:30 in the morning on a sweltering September day in Washington DC in 1995. I boarded a bus with my eleventh grade students on a much anticipated trip to tour Frank Lloyd Wright's famous Fallingwater House in Pennsylvania, to be followed by an evening of camping and a day of white water rafting in scenic Ohiopyle State Park. Unfortunate enough to draw bus duty, I settled near the front, next to one of my sleeping students for the four-hour ride. After an hour or so the bus came alive with the familiar chatter of teens loosed from school.

By mid morning the students' euphoria was beginning to wane, as I made yet another tour of the bus. Toward the back, I sat down with three of my history students engaged in a game of the dozens, while another read quietly beside. The bus had pulled off the interstate into a little town so we could have lunch. In preparation for the trip, we had spent weeks in class talking about Frank Lloyd Wright and Edgar Kaufman Sr., for whom Wright had constructed Fallingwater House. I had also talked to my students about the devastating Johnstown flood that had struck on May 31, 1889, some sixty miles southwest of where the Wright house would later be built, and which claimed more than 2,209 lives in what, prior to Hurricane Katrina in 2005, was one of the worst natural disasters in United States history.

But I was surprised when one of my students, reading a state road sign giving the county name, playfully called out, "Hey Mr. Williams, who was Fayette?" The familiar game of stump the teacher was on. I suspected that Fayette County, Pennsylvania, was named for the famous Marquis de La Fayette, hero of both the American and French Revolutions, but unfamiliar with Pennsylvania history I played it cautious. "Oh," I said trying to be as matter of fact as possible, "I couldn't possibly tell you about that; I promised I would keep quiet." "Tell us about what?" another student inquired. "How the ghost of Fayette haunts this county," I responded, struggling to come up with something. Although I had prepared to tell the students ghost stories around the camp fire later that evening, obviously

none of them were going to involve Fayette. Now the students were intrigued. I had their rapt attention. "Come on, Mr. Williams," they squealed with curious delight, "you have to tell us." "I promised the head-masters that I wouldn't tell you this story," I replied trying to appear firm and solemn while fighting back the urge to laugh. "You guys are far too young to handle it," I continued, "and besides none of you would sleep tonight if I told you." This response predictably set off a chorus of moans and protests. Some students were obviously spooked, but most were just curious. Wanting to preserve that curiosity and spare myself the grueling gauntlet of the eleventh-grade version of the third degree, I was well on my way to the front of the bus before they could plead their case.

That night we told ghost stories, but realizing I had a genuine teach-able moment, I stuck to my story about taking an oath of silence on Fayette, who I confirmed from one of the park staff was in fact Marie-Joseph-Paul-Yves-Roch-Gilbert du Motier, better known as the Marquis de La Fayette. I promised them, however, that I would reveal all I knew about the haunting if they discovered the origins of the county name. When we arrived home late Saturday evening, I began researching the Revolutionary War hero. But now I had to construct a story of my own. Why would La Fayette be "haunting" this county in Pennsylvania? One of the most intriguing figures of the American Revolution, the Marquis de La Fayette was named an honorary citizen of the United States, and his name, sans his title, was used in honor throughout the country. In fact, more than two dozen states from Alabama to Iowa to Utah have counties that bear his name.

On Monday morning my students showed up prepared to do battle. "We found Lafayette," one spoke up. "He wasn't even from Pennsylvania," he stated accusingly. "So why is he haunting the county?" I challenged. After several guesses the students were frustrated. Finally one young woman offered a possible explanation. "Maybe he's mad because we for-got him," she explained, "He actually did a lot for America." "Like what?" I pressed, curious to see how much she had learned about the life of the esteemed Frenchman. "Well," she said after a few moments, "he was really impressed with our struggle for independence, especially the part about the rights of man. He gave money to our cause, but most of all he came here to fight with General Washington and the Revolutionary Army even though this was not really his fight." "The Americans were so grateful," another student chimed in, reading hastily from notes she had taken on Lafayette, "Congress asked President Monroe to invite him back to the United States in 1824. He stayed for over a year visiting cities in all of the then 24 states. Congress even voted to pay him $200,000 for his services during the war, and they honored him by setting aside some land for a town to be named in his honor."

"What if anything does this tell you about the American Revolution?" I pressed them further.

"I now see what you meant when you said that Jefferson was not only writing to convince the colonists to support the revolution," one of the students spoke up in the back. "The Declaration of Independence helped to get the French on our side." He continued, "Even though they already did not like the British, it helped that they agreed with the ideas behind the revolution." After a few more minutes of discussion, I told the students I was giving everyone five extra credit points. They were, predictably, ecstatic. I was happy as well. It was, without question, one of the best exchanges I had had with my eleventh graders up until that point, and I was anxious to keep it going.

WHAT IS HAUNTED HISTORY?

The Lafayette exercise, which I dubbed Haunted History, quickly became one of my teaching staples. On the bulletin board of my classroom, I began posting HOST Files—HOST standing for Historically Opulent Subject Transparent, or really rich hidden history. These files provided clues couched in the form of questions about mysterious persons, places, or events. At first I offered extra credit for the first person to bring me the right answer, but soon I amended that to include the students who were able to demonstrate what they had learned in our bimonthly discussions on the HOST File subjects. In the beginning I remained pretty conventional, picking out names and subjects closely related to required course "coverage." For example, the HOST Files I covered in my teaching of the Age of Jackson included Peggy Eaton and the Petticoat War and the Trail of Tears.

By December, however, I was back to looking outside the classroom for inspiration, and the DC area did not disappoint. Every building, street sign, and historical marker offered the potential for new HOST Files, and I, quite frankly, was learning as much as my students about the rich history of the area through the street names, memorials, and plaques beckoning for recognition. After a while I realized that rather than my finding all the subjects for HOST Files, I should engage my students to ferret out the "ghosts" for themselves. Derived from the then-popular Japanese animé series *Gatchaman*, known as *G-Force* in the United States, a small band of my students were dubbed G-Force, or "ghost force," for their ghost-busting history skills. Instead of road games like "That's My Car," many of my students began ghost hunting, or HOST hunting as I called it (see Figure 1.1 for our HOST busting kit). There were even in-class competitions between the students in their quest to figure out why "certain people" or events in the form of memorials might be hanging around. I was constantly struck not only by their creativity but by how much they seemed to be learning unconnected to the textbook. I also never tired of the compliments from our librarian, who welcomed the endless stream of inquires coming from my classes.

FIGURE **1.1**   What's in Your HOST Busting Kit?

- A person or event that connects national and local content
- A monument, marker, building or memorial that bears the person or event's name/dates
- A primary source or photograph that conveys the subject's ESP and larger historical significance
- Appropriate photographs or other images to convey a sense of mystery

In order to earn full credit, students not only had to identify the individual or place but also explain the historical significance behind it, whether actual, as in the case of Lafayette, or symbolic, as in the case of our school, which was named for the British philosopher Edmund Burke. It was my way of modeling cultural literacy for them by showing them how much more they could get out of not only my class, but their city, their state, and their whole lives by engaging with history (as noted in the Introduction). More important, I was allowing them to become historians searching for answers to questions with boundless possibilities for intellectual growth and self discovery. Last but not least, I was engaging my own intellectual curiosity and using my imagination to explore with my students the vast reservoir of historical content sitting in plain view. This was an important step in my own growth and development as a teacher. I found myself reading with keen interest the words of historian James Axtell (2001), who wrote of the need for history teachers to

> employ our imaginative faculties throughout the historical process because, as Logan Pearsall Smith once wrote to Virginia Woolf, "People only exist for us in our thoughts about them. They float like slow, strange fish in the . . . aquarium tanks of our imaginations." . . . [W]e must use our imaginations to reanimate the known facts and restore them to life, to fill the holes in our evidence with informed guesses, to reestablish, in the face of hindsight's certainties, the choices that the dead once enjoyed in the past, and to discern the larger forces that transcended and patterned the individual lives of our subjects. (p. 436)

Using an analytical tool I called ESP, I created an evidence review sheet specifically for Haunted History (see Figure 1.2). Playing on the idea of giving students a "sixth sense" about the past, I tied ESP to the categories most often found in content standards—economic, social, and political. Was the haunting economically motivated? Was it purely social, or could it be classified as a political haunting? (See Chapter 6 for a more complex use of ESP.) The more we engaged in the exercise, the less students were willing to ascribe a single cause to the haunting mysteries. In short, they had begun to think more like historians: unwilling to make their case in one area, they thoroughly exhausted all possibilities, usually settling on a combination of reasons rather than on a single factor.

FIGURE 1.2   Haunted History ESP Evidence Review Worksheet

- Who is the person or what was the event?
- What was the economic influence of the person or what were the economic consequences of the episode or event?
- What was the political influence of the person or what were the political consequences of the episode or event?
- What was the social significance of the person or what were the social consequences of the episode or event?
- What is the relationship of the person or event to your community and/or state?

Haunted History builds on the principles established in *Understanding by Design* (Wiggins & McTighe, 1998). Defined by allowing students to become the investigators and conduits for their own active learning, Haunted Histories, like the CSI Approach discussed in Chapter 2, can reinforce the importance of history as a means of connecting students to the wider community and also underscores their need to be engaged members of that community.

CONSTRUCTING HOST FILES

The key to designing meaningful Haunted History units is not to lose sight of the process of discovery. Use HOST Files to create challenging puzzles for the students, but be sure to provide them with enough clues and the proper tools to dig for the answer.

How to Begin

Select easily accessible sites that tie to state, local, and national content. Good sources for these types of sites are your state content standards. Most state standards include a list of performance indicators and terms, including the names of important people from the state who have helped shape the history of the nation. Sources for HOST Files can include

Plaques, monuments, and other memorials

Town names

Bridges

Historical actors

Battlefields

Warships

Famous residents

Famous or infamous events

Street and highway names

Building names including names of schools, government buildings, and hospitals

Names of parks and recreational areas

Places listed on the National Register of Historic Places

Paintings on public display

Sculptures

"Abandoned places" or rumored sites of historical significance

Sacred properties, including burial grounds and other sites that, while not popularly recognized as significant, may hold importance to a particular group of people in your community

HOST File Numbers and Clues

Once you select a subject for a case, or HOST File, give it a number. The HOST File case number is vital. It provides the first clue for students and reminds them of the importance of chronology. You can use the case number to reinforce chronology or emphasize important dates. The case number can be anything from the subject's birth and death years to a specific day, the date of an important event, or even the broad parameters of a historical era (e.g., the Gilded Age, 1865–1900). When possible, use dates that are themselves searchable especially if you plan to have students utilize the Internet in searching for the subject of your case. Here is an example from New Hampshire.

FIGURE 1.3

HOST File # 1874–1963

Since 1963 people have reported seeing an apparition of the rather scholarly looking gentleman pictured here (Figure 1.3), wildly roaming about the east side of Route 28 about 1.7 miles south of Derry, as if he were lost—a word that incidentally rhymes with his "chilly" name. Who is the former poet laureate who continues to haunt Derry, and why does he continue "stopping by the woods on a snowy evening" in search of "the road not taken"?

In the file text put all clues in italics or enclosed in quotation marks to set them apart from the rest of the text. In the same manner as the case number, the clues should also be searchable. With the Robert Frost example above, the names of his poems "Stopping by the Woods on a Snowy Evening" and "The Road Not Taken" are enclosed in quotation marks, as is the word "chilly." It is okay to include heuristic clues to help students practice making educated guesses based on minimal evidence.

Last but not least (and this is essential if your case is built around a place that students can visit), include clear directions that will put them in the vicinity without necessarily giving up the identity of the person or event.

Haunted History as Assessment Pieces

In *Engagement in Teaching History,* Drake and Nelson (2004) explain that performance assessment activities should reveal three dimensions of a student's historical literacy. These include (1) knowledge of historical facts, themes, and ideas; (2) the ability to reason illustrated by their ability to "analyze, evaluate, and synthesize historical evidence"; and (3) the ability to "communicate their knowledge and reasoning to a wider audience" (p. 117). With the proper planning, a carefully constructed Haunted History exercise can help you do all three.

- Use the file number and clues to encourage students to ask questions.
- Be broad in your use of chronology to encourage students to make connections that will require them to synthesize information and explain their rationale in making the connections.
- Think deeply about possible sources for your cases. Gerald Danzer and Mark Newman (1991) include built environments and folklore, folkways, and mythology among more traditional types of evidence (such as print documents, fine and graphic arts, and electronic media). Consider these as sources for Host files as well.

A SAMPLING OF HOST FILES

What follows are a few examples of Haunted Histories to serve as a guide to creating your own Haunted History files. One of the great things about Haunted Histories are that once created they can be easily shared among faculty members. Consider suggesting that every teacher in your unit submit a Haunted History to create a neat resource for your school or district. They can also be easily adapted to grade levels by altering the "clues" provided in the set up. Finally, yet importantly, remember to have fun!

HOST File #1851–1852–1887

For more than 50 years, residents of Glenwood, Colorado, have complained of seeing a disembodied dentist "Earping" about his presumed "Tombstone." What circumstances led to this "doc's" eternal "holiday?" Why is he not "O.K." with his final resting place? Lastly, how is this haunting connected to Valdosta, Georgia; the "white plague"; gambling; and the settlement of the Wild West?

I presented the above mystery to a professional development seminar of history and social studies teachers from Valdosta, Georgia, the original home of gunslinger John Henry "Doc" Holliday, who also appears in the state content standards. Note the local, state, and national content connections.

An investigation into Holliday's life portrays the complexity of historical analysis, succinctly laid out in the Bradley Commission's (1989) vital themes and habits of the mind (listed in the Introduction). A well-constructed Haunted History should allow students to practice a number of these habits as demonstrated in the example of "Doc" Holliday. In their quest to understand the significance of the past, the students will have to sift through the evidence, distinguishing between the important and the inconsequential. In addition, they will have to grapple with the forces of the nonrational, the irrational, and the accidental, all of which are well reflected in life of "Doc" Holliday.

Consider the "testimony" of Holliday's longtime friend Wyatt Earp, who tried to make sense out of Holliday's troubled existence: "He was a dentist, but he preferred to be a gambler. He was a Georgian, but preferred to be a frontiersman and a vagabond. He was a philosopher, but he preferred to be away. He was long, lean, ash blond and the quickest man with a six-shooter I ever knew."
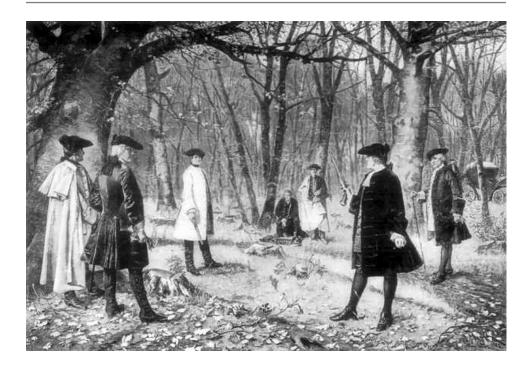
In the West, we are told, restless women and men like Holliday found freedom to pursue their passions in the wilds of the frontier. What your students will uncover is that Holliday suffered from tuberculosis, also known as consumption or "the White Plague." He originally moved west in an attempt to ease the symptoms of this debilitating disease, continuing for a while his work as a dentist. This is a good way to get students developing the habit of mind "the often-tentative nature of judgments about the past" (Bradley Commission, 1989). It should also help them in recognizing the uncertain paths that individuals who have made a difference in history sometimes take. In the course of investigating the presumed haunting, students will also be uncovering the history of their own community in relation to the history of the nation. Encouraging them to interrogate the evidence they discover will enrich the experience. For example, why was there no treatment for the "White Plague"? How common was the disease? In what ways did it influence the lives of ordinary Americans?

HOST File # 07111804:
A Federalist Haunting in Weehawken

The New Jersey Historical Investigation Squad requests your help in identifying an event that took place over two hundred years ago, whose anniversary is on July 11, and which continues to haunt Weehawken, NJ, to this day. What happened there? How did it

result in the "Burr"ial of the first president's "little lion," and how did it threaten to topple the careers of some of the most important men of the day? What is its ESP?

FIGURE 1.4

This example uses a combination of ESP and Haunted History to reinforce social studies content while taking advantage of a local history connection to historical content of national import. It also incorporates the use of "this day in history," engaging students through the use of a fun fact or historically significant tidbit related to the date. The ill-fated duel between sitting Vice President Aaron Burr and former President Washington's closet advisor and the nation's first Secretary of the Treasury, the little lion Alexander Hamilton, resulted in Hamilton's death. As was the custom of the day, Hamilton accepted a challenge from Burr to settle their political and personal differences on a field of honor in a duel. Presenting the duel and its outcome as a mystery allows students not only to uncover the social and political differences between these two highly influential men that led to the tragic contest, but also the social, economic, and political consequences of the clash and its lingering cultural significance—hence the language, "which continues to haunt Weehawken, NJ, to this day."

HOST File # 1644–1718–1987

Sometime in 1892, a photographer snapped the ominous image of the 26-ton behemoth pictured in Figure 1.5 near his "station" in center city. Rumored to have reached an agreement with the city from beyond the grave, the subject of this statue is said to have cursed the city for refusing to honor that agreement. Your mission, should you choose to accept it, is to help the Eagles win by identifying this "Giant Quaker" and author of the "Great Treaty," locate his hiding place amongst the clouds, and uncover his importance to Philadelphia and the nation before the end of the football season.

The subject is obviously the Pennsylvania colonial proprietor, William Penn. Most Philadelphia residents are familiar with the so-called curse of Billy Penn, which has been blamed for undermining efforts by

FIGURE 1.5

Source: Jeffrey M. Vinocur.

the city's professional sports teams to win a championship since the 76ers did so in 1983. It is a popular piece of folklore that most students could easily identify with and become excited about, thereby linking their study of history to their interest in sports. The curse itself dates back to an important event in the history of the city. In March of 1987 crews completed construction of One Liberty Place, officially making it the city's tallest building. The massive skyscraper exceeded the pinnacle of William Penn's statue perched atop Philadelphia's historic City Hall. This snub led to the curse, and hence the city's championship drought. This unit requires that students not only recognize William Penn and be able to say something about his accomplishments for the city, state, and nation, but also analyze and evaluate the evidence in light of the alleged curse. Finally they must give an explanation of the curse, or lack thereof, based on the evidence. The unit also allows them to better acquaint themselves with Philadelphia by actually doing history. The smaller pieces of information like the completion of city's tallest building tie in with more substantive ideas like the colony's founding and why its proprietor continues to be honored in public space.

This Haunted History is an excellent example of how teachers can demonstrate the importance of history beyond the narrow confines of the textbook, incorporating local history, national content, and a connection to public history that engages students in the history of their community and invites them to investigate that history with the ESP strategy.

Haunted History Priority File: "13 Ghosts"

Beginning in 1952 travelers began reporting sightings of 13 ghosts along New Jersey roadways. One ghost carries a shovel and is frequently seen hunching near the trees, another is seen hovering near Woodbridge Township and has a very special illuminating glow, while another in the same area has been known to whisper the name Stephen. One of the female "indomitable spirits" has been seen clutching a red cross. Your mission, should you choose to accept it, is to identify these 13 ghosts and establish their ESP to help put them to rest once and for all.

Anyone who has ever traveled the New Jersey Turnpike might recognize these as the 12 rest stops. The rest areas do not bear the full names of their honorees, such as Thomas Woodrow Wilson, but their names as they were popularly known in life, like Woodrow Wilson. Many teachers and New Jersey residents have joined me in the admission that for years they assumed that #8 Joyce Kilmer was a woman. In fact, Alfred Joyce Kilmer was a famous poet who was selected because many think that one of his most celebrated poems, "Trees," was written about the trees of the Garden State. Given the range of personalities and historical periods covered here, one could almost

teach United States history through New Jersey's rest stops. Note the names and dates of the persons honored below. For teachers in the Northeastern Corridor whose students have likely traveled or will travel the famous roadway, this is a great example of Haunted History at work.

New Jersey's 13 "HOSTS"

- Clara Barton, 1821–1912, Civil War, Medicine, the Red Cross
- John Fenwick, 1618–1683, Colonial America. Fenwick founded the Salem, New Jersey, Quaker settlement known as Fenwick's Colony.
- Walt Whitman, 1819–1892, Gilded Age, Literature
- James Fenimore Cooper, 1789–1851, Antebellum America, Literature
- Richard Stockton, 1730–1781, The American Revolution, Signer of the Declaration of Independence
- "Thomas" Woodrow Wilson, 1856–1924, Progressive Era, the Presidency (see Figure 1.6)
- Molly Pitcher, The American Revolution
- "Alfred" Joyce Kilmer, 1886–1918, Progressive Era, Conservation
- Thomas Edison, 1847–1931, Gilded Age, Technology
- "Stephen" Grover Cleveland, the Gilded Age
- Alexander Hamilton, the Early Republic
- Vince Lombardi, the late 1950s and early 1960s
- You decide

F**IGURE** 1.6

Source: Library of Congress.

The 13th Ghost

Immediately most teachers and students note that there are only 12 rest stops in New Jersey and inquire about New Jersey's 13th HOST. The reference to 13 ghosts is meant to elicit connection with the movie of the same name. But it also opens up the possibility for students to explore the work of the public historian. By asking students to consider who should be included in the unlikely event of a new rest stop on the New Jersey Turnpike, teachers provide their students with the opportunity to explore questions essential to the writing of history such as, "What is important and what is not?" It also allows them to explore the history of New Jersey and its connection to the nation in the context of deciding what other contributions state residents have made to the history of the United States.

While not every state is blessed with named rest stops like New Jersey, there are other ways to apply this strategy in situations that allow students to evaluate the economic, social, and political contributions of persons in history; weigh the evidence; and make decisions about whether they should be honored in a public space. For example, every state contributes two statues to the Capitol in Washington DC in honor of its most prominent citizens. Using these as a starting point, the motivated history teacher could craft a year-long series of HOST Files related not only to these figures but also to people who might be haunting other corners of the state demanding that they too be represented. Teachers wishing to take this approach can begin by accessing the Web site of the National Statuary Hall Collection in the United States Capitol, which can be found at http://www.aoc.gov/cc/art/nsh/index.cfm. If you are planning a trip to Washington DC or your state capitol, Haunted History opens up additional opportunities to engage your students in the study of history while getting them to think and ask questions like social scientists through an exercise that is as fun as it is enlightening.

QUESTIONS FOR REVIEW AND REFLECTION

1. Take a few minutes to think about some of the statues, monuments, and historical markers that exist in your own community. Would any of these make good Haunted History Files? As you are thinking, grab a pen and write down the ones you might make use of in creating your own HOST files.

2. Comb your state content standards and/or perform a quick Internet search for local historical figures or events from your area. Are there any monuments or markers to these in proximity to where you teach? How might you use Haunted History to engage students in the study of this important local history?

3. Are you aware of any local legends or folklore of a historical nature associated with your city or state? How might you use Haunted History to help your students distinguish between myth and fact using that local history as a vehicle?

4. Are there any buildings, roadways, or schools near you that bear the name of historical figures or events? If so, whom or what are they named for? Can you think of a historical figure that should be represented but is not? Using your state content standards as guide, consider creating a list of forgotten souls for your students to investigate as part of a semester-long project to learn more about the community. Toward the close of the semester, consider having your students vote and then draft a petition project to christen some yet unnamed public space for the person they found to be most significant.

REFERENCES

Axtell, J. (2001). The pleasures of teaching. *The History Teacher, 34,* 433–446.

Bradley Commission on History in Schools. (1989). Building a history curriculum: Guidelines for teaching history in schools. *The History Teacher*, 23, 7–35.

Danzer, G. A. & Newman, M. (1991). *Tuning in: Primary sources in the teaching of history.* Chicago: The World History Project.

Drake, F. & Nelson, L. (2004). *Engagement in teaching history.* Upper Saddle River, NJ: Pearson.

Wiggins, G. & McTighe, J. (1998). *Understanding by design.* Alexandria, VA: Association for Supervision and Curriculum Development.

RESOURCES AND FURTHER READING

Boland, B. M. (2002). Historic places: Common ground for teachers and historians. *Magazine of History, 16(2),* 19–21.

Written by a historian with the National Park Service (NPS), this article on the NPS's Teaching with Historic Places initiative is a great place to begin to stimulate your thinking about how to engage historic places as both an important part of historical memory and a tool for teaching. The essay can also be found online from the Web site of the *OAH Magazine of History,* retrieved March 20, 2008, from http://www.oah.org/pubs/magazine/publichistory/boland.html

Egan, K. (1989). Layers of historical understanding. *Theory and Research in Social Education, 17,* 280–294.

This great article proposes that teachers consider different ways of presenting historical information in an effort not only to pique student curiosity but also to address different student learning styles and developmental levels. In addition to contributing useful categories of history, Eagan also encourages engaging students' imaginations in the study of history. Haunted History can be used in conjunction with much of what is discussed by Egan.

Fleming, T. (1999). *Duel: Alexander Hamilton, Aaron Burr, and the future of America.* New York: Basic Books.

Far from light reading, this most recent treatment of the Burr–Hamilton duel is comprehensive in scope and looks at consequences of the duel for the nation as a whole. This would be a good choice for summer reading, but in building your Haunted History or Cold Case and determining the long-term impact of the shooting, the last two chapters will suffice.

Gabella, M. S. (1994). Beyond the looking glass: Bringing students into the conversation of historical inquiry. *Theory and Research in Social Education, 22,* 340–363.

This stimulating article posits that true reform in curriculum instruction will require a fundamental shift away from the teacher and text as the sole authoritative voice toward a model of instruction that represents a co-investigation by teacher and student on a path of historical discovery. Haunted History investigations encourage this type of teaching.

Gillespie, A. & Rockland, M. A. (1989). *Looking for America on the New Jersey Turnpike.* New Brunswick: Rutgers University Press.

This attractive book is a great place to start if you are interested in the history of the New Jersey Turnpike and also in exploring ways to use roadways and other named public space in your own community to create your own Haunted History files.

Hamer, D. (1998). *History in urban places: The historic districts of the United States.* Columbus: Ohio State University Press.

This study is very useful, especially for teachers in urban areas interested in researching aspects of their own community history. This book is also a great resource for thinking about unconventional sources of history in your midst.

Linder, S. A. (1998). When the dealing's done: John H. (Doc) Holliday and the evolution of a western myth. *Journal of the West, 37(2)*: 53–60.

This is a good article to build background content knowledge on Doc Holiday. It is also very useful for its discussion of how myths evolve and how you might apply this in creating Haunted History files related to historical content where you live or teach. This would be a good source to use in conjunction with the Egan article cited here that also engages the use of myth in teaching history.

Moss, R. W. (2005). *Historic sacred places of Philadelphia.* Philadelphia: University of Pennsylvania Press.

This is a terrific resource for potential Haunted Histories for teachers living in or planning to visit the Philadelphia area. It is also a great resource for stimulating your own thinking about "sacred" places in your own city or state that you could mine for similar cases.

Pearce, J. N. (1999). Enduring friendship: James Monroe, Thomas Jefferson, James Madison and Lafayette. *Northern Neck of Virginia Historical Magazine, 49*: 5810–5819.

Although the journal may be somewhat difficult to come by, this is an excellent student-friendly article for those interested in adapting the Lafayette Haunted History exercise.

Pendleton, A. S. Jr. & Thomas, S. M. (1973). Doc Holliday's Georgia background. *Journal of Arizona History, 14(3)*, 185–204.

This interesting article on Holiday is useful for demonstrating ways to link historic figures back to your community. It's not a how-to by any means, but if you have the time it is definitely worth a quick review.

Unger, H. G. (2002). *Lafayette.* New York: Wiley.

This lengthy but engaging study of Lafayette is a good book to add to your summer reading list if you are really captivated by the life and times of the Marquis.

ON THE WEB

Architect of the Capitol. (n.d.). *The National Statuary Hall Collection.* Retrieved March 20, 2008, from http://www.aoc.gov/cc/art/nsh/index.cfm

The National Statuary Hall Collection is an excellent place to begin to look for subjects for your Haunted History files. Each state contributes two statues. Consider using these as the subjects for your first Haunted History Files or as a platform to have students uncover other historical figures from your state that should replace them.

National Park Service. (n.d.). *History and culture: For teachers.* Retrieved March 20, 2008, from http://www.nps.gov/history/teachers.htm

Updated regularly and full of useful content, the National Parks Service provides a plethora of materials for teachers. The site also includes an excellent link full of suggestions for teaching with museum collections, another good source for HOST Files. Definitely make this one of your stops in thinking about creating your own Haunted History cases.

National Park Service. (n.d.). *The National Register of Historic Places.* Retrieved March 20, 2008, from http://www.nps.gov/nr/

Partnered with the National Park Service, the Web site of the National Register of Historic Places is a wonderful resource for identifying historically significant properties in your area around which to build your Haunted History cases.

Public Broadcasting System. (2000). *American Experience: The Duel.* Retrieved March 20, 2008, from http://www.pbs.org/wgbh/amex/duel/

If you are looking for Web materials on the Burr–Hamilton duel, look no further than PBS's celebrated American Experience site. With clips, a timeline, maps and a wonderful teacher's guide, this is a quick and accessible resource with all the materials you need to build your Haunted History file.