The Journal of Interactive Online Learning *Volume 2, Number 1, Summer 2003*
www.ncolr.org *ISSN: 1541-4914*

High School Social Studies Students' Uses of Online Historical Documents Related to the Cuban Missile Crisis

John K. Lee
Georgia State University

W. Guy Clarke
Cherokee High School

Abstract

This paper reports on findings of a study conducted to determine the usability and pedagogical qualities of two Cold War-related online collections of historical documents. The study was conducted in three 11th grade U.S. history classes. Data in the form of metacognitive essays written by students as they reflected on their work using the archives as well as interviews with students and classroom observations were analyzed using the constant comparative method. Findings indicated that both online collections were of limited value because of poor design and inadequate pedagogical interfaces. We found that Web sites, which feature historical documents but do not have pedagogy as an integral part of the design of the site, are of limited value in high school social studies classes. Without pedagogical intent in the design, resources are difficult to find, hard to manipulate, and of limited value for students who are doing the kind of closed ended or short-term inquiries that are common in high school social studies.

The history of the Cold War, replete with drama, intrigue, and mystery, can be a powerful context for inquiry activities. The Cuban Missile Crisis is a particularly dramatic Cold War event that is commonly taught in high school social studies. One consistent obstacle to inquiry on the Cuban Missile Crisis has been the inaccessibility of authentic primary source documents from the Cold War era. In years past social studies teachers who wished to guide student inquiry on topics such as the Cuban Missile Crisis have had to rely on textbook-based secondary accounts, limited pre-packaged primary source collections (e.g., Jackdaws), and public and private library and archival sources. The recent declassification of documents related to U.S.-Soviet relations has made inquiries into the Cold War and the Cuban Missile Crisis more meaningful. With the recent publication of these declassified historical documents on the Web, teachers and students now have access to the materials related to the Cuban Missile Crisis that are necessary for high-quality inquiry.

Web-based historical resources are not simply appearing and changing social studies overnight. In fact, to the contrary, the high expectations of the promised technology revolution of the early 1990s seem in hindsight shallow and rhetorical (Cuban, 2001). In the discipline of history, there is reason to believe that most teachers'

actual practice has been relatively unaffected by the technological revolution of the 1990s (Becker & Miel, 2000; Lee & Hicks, 2003; Trinkle, 1999). Even so, some technological innovations have enabled teachers to implement what we call digital history, and these changes have invigorated the field (Ayers, 1999).

Digital history is the study of the past using a variety of electronically reproduced primary source texts, images, and artifacts as well as the constructed historical narratives, accounts, or presentations that result from digital historical inquiry (Lee, 2002a). Digital historical resources are typically stored as electronic collections in formats that facilitate their use on the World Wide Web. Professional and amateur historians are producing these Web-based historical resources at impressive rates (Rosenzweig, 2001). The most comprehensive digital historical collection is the Library of Congress's (2003) American Memory collection. As of March 2003, American Memory had over 7 million individual documents in over 100 collections. The ready availability of digital historical resources such as those at American Memory is their most important distinguishing characteristic (Rosenzweig, 2001). Despite the obvious similarities, digital historical resources are distinctly different from non-digital materials in several ways: (a) digital historical resources are more accessible, (b) they encourage increased archival activity, (c) they promote the development of social networks, (d) they are easier to manipulate, (e) they are searchable, (f) they are more flexible, and (g) they include an organizational strategy related to the content of the collection (Lee, 2002a).

The most active use of digital historical resources to date has been in colleges and universities where professors are making use of online historical resources to facilitate their students' primary source document-based historical research (Rosenzweig, 2001). In a survey of 485 college and university instructors, Trinkle (1999) found that almost half required their students to use online resources for their historical research. In contrast, Becker and Miel (2000) found in a wide-ranging series of reports based on a national survey of over 4,000 K-12 teachers that fewer than 20% of social studies teachers actively use computer technology. In a national survey of high school social studies teachers conducted in 2002, just over 50% of teachers indicated that they rarely (less than once a month) or never use digital historical resources (Lee & Hicks, 2003). Further evidence of the limited K-12 use of online historical resources comes from the National Assessment of Educational Progress (National Center for Education Statistics [NCES], 2003), which reported in the 2001 U.S. history *Nation's Report Card* (NCES, 2002) that 58% of high school history students in public and private school rarely or never use computers.

Some scholars have suggested that the Internet is on balance too complicated and unstable an environment for students to conduct historical analysis (Barlow, 1998). Others have hailed the Internet as a medium that will transform instruction in history in ways that no other single innovation has managed (Barlow, 1998). No matter what position is taken, most historians agree that the availability of digital historical resources should facilitate the construction of new types of scholarship (Ayers, 1999). Although the expert scholar's work might be more slowly impacted by the development of digital archives, novice students will encounter a world of resources never before available (Bass, n.d.). As the numbers of students making interpretations increases and as various interpretations begin to vie for attention and respect, students will begin to adapt to a view of the past that is tentative and process oriented (Wynne, 2001). These changes have

enormous implications for social studies teachers and students as well as historians. Historians will no longer be the privileged few in possession of some unique access to the raw materials of history (Ayers, 1999). The presences of novices in archives will change the way archives are constructed and used, which will eventually affect the way scholars conduct their work (Bass, 1996). The unique characteristics of the Web, particularly its hypertextuality, also encourage alternative narrative forms (Davison, 1997). The nonlinear shape of the Web can serve as a lever to encourage students to deal with the multiple sequences, voices, outcomes, and implications of historical narrative (Ayers, 1999).

The research literature on the use of digital historical resources in social studies and history instruction is limited, but fits within a much larger area of research on learning history and historical thinking. With regard to the specific use of digital historical resources, Kelly (2000) found that college history students who used digital historical resources engaged in a higher level of recursiveness (returning to the same document) and were better able to make connections between documents. In an early study, Wilson and Marsh (1995) reported that the use of computers and, specifically, the Internet could better engage students and stimulate their interest in document-based research. Rehmel (1998) investigated a teacher's experience with online historical inquiry and concluded that teachers must maintain student interest and focus in the inquiry. Expanding on this need for inquiry-based history, Warren (1999) found that student-generated Web-based primary source collections can be an authentic way to encourage inquiry in high school history classrooms.

Researchers and curriculum specialists, particularly in Britain have been looking into issues relating to children's historical understanding since as early as the mid-1960s. In the United States, an explosion of research followed renewed curricular interest in history in the 1980s. Since that time, research on historical thinking has focused on a wide range of areas including students' understanding of historical chronology, historical empathy, significance and interpretation in history, the uses of historical evidence, students' historical reading and textual analysis, writing history, the analysis of historical images, and students' historical misconceptions (e.g. Barton, 1997; Booth, 1993; Foster, Hoge, & Rosch, 1999; Greene, 1994; Levstik & Barton, 1996; Perfetti, Britt, & Georgi, 1995; Spoehr & Spoehr, 1994; VanSledright & Afflerbach, 2000; Voss & Silfies, 1996; Wineburg, 2001). In general, this research has established that students can and should engage in authentic historical inquiries (Wilson, 2001). Given the research support for historical inquiry and the incomplete nature of the literature on digital history, this study will provide some much needed data on the use of digital historical resources in social studies and history classes.

Method

In this study, 64 students in three 11th grade social studies classes used online historical primary sources from the Cold War International History Project (CWIHP) at the Woodrow Wilson International Center for Scholars (2002) as well as *Documents in Law, History and Diplomacy*, at the Avalon Project at Yale Law School (2003), to investigate the Cuban Missile Crisis. These sites were selected because of their depth and high profiles. They are two of the best known Cold War historical collections on the

Web. CWIHP has been featured in the Organization of American Historians' *Magazine of History* as well as the publication *Lingua Franca*. Avalon has been reviewed in *Library Journal, Foreign Policy*, and *College and Research Libraries News*. The CWIHP Web site publishes documents from a variety of perspectives on the history of the Cold War, in particular new findings from previously inaccessible sources in the former communist world. The Avalon Project includes documents relevant to the fields of law, history, economics, politics, diplomacy, and government. One collection within Avalon focuses on the Cold War and the Cuban Missile Crisis. Both of these sites contain vast resources that can be used by students who are inquiring into a range of questions relating to the Cuban Missile Crisis.

We expected students to have some difficulty using these Web sites. Neither site included any mention of intent to be used in K-12 settings. Our research interest was thus related to the issues that we thought would arise as students used the CWIHP and Avalon Web sites to conduct their research. We were primarily interested in how the students interacted with the Web sites and how students judged the strengths and weaknesses of each site. Although neither Web site was designed for use in the classroom they are typical of the types of online resources that are beginning to be used in high school history classes (Lee & Hicks, 2003).

Our research intent in this study was to determine the extent to which the Web sites could facilitate students' work in a student-centered environment. We were specifically interested in answering the following questions: First, how do students make use of digital historical resources? Second, what are the pedagogical limitations of the CWHIP and Avalon Web sites? And third, what do students need when they attempt to learn using digital historical resources?

The participants in this study responded to a series of six questions and prompts that required in-depth interaction with the two Web sites (see Appendix). These questions corresponded to topical areas in the local curriculum of the school where this research was conducted. The questions were open-ended and required students to apply the kind of historical thinking skills which they commonly used in their class. Students were given two class periods to work with the Web sites to find answers to the questions. They were expected to use the primary sources available on the two Web sites to build evidence that would support their answers. The teacher was available for students to answer logistical questions, but did not direct the work. Students worked alone but were sitting next to one another in a computer lab and, therefore, had some access to each other for simple queries. The teacher did not immediately prepare students with regard to specialized content relating to the Cuban Missile Crisis or the Web sites used in this study, but students in the class were accustomed to analyzing historical documents. Students did have a broad and general understanding of the Cold War. The activity was designed to create a context, given prior knowledge, for students' to learn about the Cuban Missile Crisis.

In addition to answering the questions, students wrote an essay on their work using the archives. Students were given a list of considerations to use when writing their essays, including prompts about the general ease of use of the sites, the value of the search engines, the quality of the design of the sites, the methods used to narrow searches and select documents, and the value of the assignment.

Data in the form of the students' essays on their work using the archives, interviews with students, and classroom observations were analyzed using the constant comparative method (Glaser & Strauss, 1967). The constant comparative method allowed for the development of emergent findings that could be grounded in the data. The first step in analyzing the data was developing a system for coding the data. We developed 26 themes and coded all data using these themes. After the data was coded, it was compared across emerging categories in order to solidify the identity of like categories. These categories served as the foundation for the development of findings. With approximately 12 categories in place, 6 separate findings were developed. The two primary researchers in this study independently analyzed the findings and were in agreement on 10 of the 12 categories and all findings. The findings were compared to the data for the purpose of identifying disconfirming evidence, and 2 of the original 6 findings were dropped. The remaining 4 findings are presented in this paper.

Results

Our primary research interest in this study related to how students interacted with the CWIHP and Avalon Web sites. As we reviewed the data two overlapping groups of students emerged, those who reported some type of problem using the Web sites (50 of 64 students, or 78%) and those who reported some success with using the Web sites (44 of 64 students, or 69%). Thirty students reported both problems and successes and, thus, were in both groups. Four findings emerged as we coded and categorized the data. Two of the findings dealt directly with the success or lack of success students reported with the Web sites. The other two findings concerned general comments on usage from the students with no regard for their relative level of success.

Finding 1. *Students who reported difficulty using the Web sites were unable to access content and skills-based historical background knowledge, were unable to use the Web site search tools, and/or thought that the sites had too much information.*

Fifty of the students (78%) who participated in this study had at some point difficulty working with one or more of the Web sites. Twenty of those students had difficulty with both sites. Difficulty was self-reported by students and included problems with browsing, searching, inferring from document titles, reading documents, and using the documents in general to help answer the questions. Several things contributed to students' problems including their inability to apply their prior content and skills-based historical knowledge, but the most consistent problems were related to the design of the Web sites.

Historical content knowledge deficiencies limited some students' ability to properly contextualize the resources. Twenty-six of 50 students who reported trouble with one or more of the Web sites (52% of those who had problems and 41% of the total) specifically mentioned or implied that their lack of content knowledge was a problem. One student was troubled by her incomplete background knowledge. Referring to the Cuban Missile Crisis, she said, "We should have known the whole situation and understood it." Another student worried that "in order to apply the information found on the CWHIP web site, you will need to have previous knowledge about the Cold War." Still another student thought that if she "knew more about the Cold War it would have made more sense." Other students were less direct. One student claimed that "the sites were hard to understand and get the answers from. I never could discover any methods to

find answers." Some students implied their lack of content knowledge by mystifying the information on the site. Several students complained that the vocabulary was too difficult. A student complained that a specific document he used was "confusing to read and the wording was weird and hard to understand." Another student grumbled that she "could not comprehend the way things were said." All of these students distanced themselves from taking responsibility for answering the questions by claiming that they lacked the prior knowledge needed to properly understand the documents.

Twenty-eight of the 50 students who reported problems with one or more of the Web sites (56% of those who had problems and 44% of the total) indicated that they lacked the appropriate skills-based historical knowledge. These students did not understand that they needed to make inferences, weigh alternatives, and generalize as they pieced together the answers. Instead, they were too rigidly focused on finding the right answers to the questions. One student who had trouble even volunteered that he used the online *Encarta Encyclopedia* to find quick answers to the questions. Another student was very direct when complaining about her problems finding answers. "Almost all the documents were extremely long and after skimming about 5, I got discouraged and frustrated because I could not find any answers." Still another student expressed the same sentiment saying, "Nothing really gives facts just what the speakers thought." The assignment was, for some, too unconventional. This sentiment was embodied by a student who complained, "There was not a direct way to find the answers like we have done throughout this year." Several students thought that the questions required too much opinion. They were unable to make arguments using supporting details from the documents. Other students were confused by the choices they had to make when confronted with alternatives. For example, a student said she "searched through many documents and looked for key words and phrases that I thought would pertain to the questions, but I did not find any answers." This student like others was unable to extract useful pieces of information that could be synthesized into answers.

Nineteen of the 50 students who reported problems using the Web sites (38% of those who had problems and 30% of the total) had trouble using the Web sites' search engines. Typical of the search-related complaints from those who reported problems was one from a student who thought that locating information required that he "find trapdoors and secret passage ways to get to the information." Another student offered a more detailed criticism.

> The search tool was hard to use as well. When I typed in the type of document I was looking for, if it even had results, there were too many. There was no way to pinpoint the search enough in order to find what I was looking for. The way I searched was I typed in "Cuban Missile Crisis." I didn't have any idea if the document concerned my topic because I would have to search through 186 documents to find out.

Still another student summed up the problems finding information as a surprise. "Searching for answers to questions on the Internet is usually one of the easiest things a high school student could be asked to do. This particular Internet site made finding the information that we needed a little harder."

Many of these search problems were a result of students being overwhelmed with information. Twenty-three of the 50 students who reported problems with one or more of the Web sites (46% of those who had problems and 36% of the total) volunteered that the sites had too much information. These problems most often stemmed from students having incomplete content preparation and a lack of understanding about how primary sources can be used to make generalizations and to piece together stories from the past. One student typical of the students who reported problems was unable to understand the nuanced difference between fact and opinion in primary-source documents.

> I found that the CWIHP gave a lot of opinion and just documents of what other people said. It didn't really have good titles either. Trying to find what subject you were looking for on that site was like trying to find a needle in a haystack. It took too much time trying to work your way through all the boring conversation and talk in the documents. The CWIHP was very useful in finding opinions of Kennedy, but as for what happened, like facts, it wasn't helpful at all.

Finding 2. *Students who reported success using the Web sites used a variety of reading and technical deductive skills when working with the collections and individual documents, particularly in finding documents and information within documents.*

Forty-four students (69%) who participated in this study reported some level of success using one or both of the Web sites. Thirty of these students (68% of those who had some success and 47% of the total) had a mixed experience or success with only one site. Fourteen students (32% of those who had some success and 22% of the total) reported no problems with either Web site. Much of this success was due to students' ability to deduce information from documents, which were, of course, produced without any intent of being used with this activity. One student's explanation for how she located information in a document was illustrative of those who had success.

> To find answers to the questions asked in this assignment, I used the search engine and typed in Cuban Missile Crisis for the search term. The search engine gave me a lot of results, and only a few of them were not relevant to what I was looking for. To find what I was looking for in the search results I looked for letters from Kennedy to Khrushchev. I also looked for keywords found in the questions we were asked.

This student was able to sift through the enormous amount of information on the site to target information according to keywords. Limiting the focus to letters with the names Kennedy or Khrushchev was a popular strategy that was used by 8 of the 44 students who reported some measure of success using the Web sites (18% of those who had some success and 13% of the total).

Specific examples of deductive thinking were found among 15 of the 44 students who reported success (32% of those who had some success and 23% of the total). In referring to a document on the Avalon Web site, one student explained her thinking as follows: "This briefing paper listed the number of missiles located in certain countries but it did not provide much information about the question. The preface however talked about the 'agreement' between Kennedy and Khrushchev." The student deduced that the

"agreement" must have had something to do with the number of missiles being deployed. She went back to the document and found information about the number of U.S. missiles in Turkey being reduced in exchange for the removal of Soviet missiles in Cuba. This finding allowed her to successfully answer the first question, "How was the Cuban Missile Crisis resolved?"

Twenty-seven students reported success in their efforts to find information by searching and browsing the Web sites (61% of those who reported some success and 42% of the total). Strategies differed but a common theme was that students used deductive logic to find resources that might have been missed by those looking for direct references. The following student's comments were illustrative of such efforts.

> The search feature was really not that great. The search results were inconsistent and it never gave me anything related to my keyword. Soon I learned that the archival library feature was more reliable and contained way more documents for the Cuban Missile Crisis. To find certain relevant documents I looked for key words like Cuban Missile Crisis, 1962, Kennedy and Khrushchev, Letters, diplomatic relations between the U.S. and USSR, etc. For the short documents I just read them word for word, for the longer documents I just read at the beginning and skimmed through the rest and read more towards the end. I did notice that as I progressed on my search for relevant documents it became much faster and easier to navigate and gain useful information.

When useful resources were found often it was the product of a trial-and-error technique that required using reading strategies such as skimming and browsing. One student explained the procedure she used to find relevant information using these techniques and strategies.

> I began reading only memos, letters, and telegraphs between Kennedy and Khrushchev, but that was just diplomatic, political jargon and bargaining. At the very end of my search I learned that the documents containing the actions and/or discussions of the Defense Council of the U.S., I guess, were much much more helpful. It gave a better overview of how the situation.

This student found useful information by systemically trying to use documents for specific purposes. Like many other students she did not read in depth. Ten of 44 students (23%) who had success specifically mentioned scanning or skimming as a reading technique used when locating information on the Web sites (23% of those who reported some success and 16% of the total).

Finding 3. *Regardless of whether students reported success or not using the Web sites, the design of the Web sites, specifically the organization of documents and navigational structures of the Web sites, were considered by students as potential inhibitors of success.*

Thirty-four of 64 the students who participated in this study (53%) thought the design of the Web sites was an important issue that affected their ability to succeed with the assignment. Concern about the design of the Web sites occurred in two related but distinctly different areas, document organization and navigation. Document organization

involved the file structure or directory structure for the Web site and the presentation of that structure on the Web site. Navigation concerned the means by which users accessed the document structure.

Twenty-seven of 64 students (42%) complained about the general organization of the documents on the sites. Some thought the pages were too "cluttered" or "messy." One student commented, "The way the Internet site is put together is going to make a big difference on whether or not the people are going to be able to find what they need." Another student commented that the CWIHP site was a "good source but the documents were not sorted very well." The number of links on a single page also concerned students. A student who found document links to be a problem said, "When I first opened the web pages I noticed that they were cluttered and unorganized. There were links everywhere that were not categorized very well at all." One student thought that both Web sites could "separate the types of articles better." Another student described this difficulty by saying that on the Avalon site it "seemed like all of the documents had the same name and it was hard to distinguish what each page [document] was going to be about."

The inability of students to work their way from the front page of the Web site to a list of relevant documents without assistance was a significant obstacle. Eighteen of the 64 students (28%) specifically commented on their difficulty in navigating the sites. The difficulty students had navigating the sites was expressed by one student who thought that the placement of certain features on the CWIHP site were problematic. "The first day I used the CWHIP site to look up documents. It was hard to find the archival feature because it was located toward the bottom of the page to left hand side of the page." This student felt like he wasted valuable time getting oriented to the site because of its poor design. Another student said he found the CWIHP site useful, but said there were "too many categories to choose from and searching for one topic was tedious." Echoing this feeling, a student commented that "the one thing I disliked about the site was the organization. It seemed like all of the pages had the same name and it was hard to distinguish what each page was going to be about." Still another student expressed this sentiment slightly differently. "Finding and choosing the right document was quite difficult. They weren't really organized into many categories and the categories were rather broad. All of the documents were put in really long lists and the titles didn't tell anything about the content."

Finding 4. *Regardless of whether students reported success or not using the Web site, many expressed a desire for a more effective and meaningful pedagogical interface on the Web sites.*

Pedagogical materials did not appear on either CWIHP or Avalon Web sites. In fact, both sites aim to do nothing more than present the documents. The CWIHP site's purpose is little more than archival. Although there is an expressed interest in connecting documents via hyperlinks, the primary purpose of Avalon is likewise archival. Sixty-two out of the 64 students who participated in this study (97%) expressed some concern about the lack of pedagogical or historical interpretation available on the Web sites. Whether they were able to answer the questions or not, all of the issues that were discussed by these students limited their ability to use the sites. Some of these issues were referenced in findings 1 to 3. These issues included, inadequate historical background content, not enough tools to help students apply their historical thinking skills (deduction, analysis, and synthesis), problems with the design of the sites, inadequate document organization,

and problematic Web site navigational systems. Issues not mentioned in the other findings included ineffective labeling and titling of documents, poor document summaries, inconsistent topical document references, illogical ordering of documents, cumbersome language, problems with the size of text being displayed, un-engaging or uninteresting documents, confusing presentation of search results, broken links, and the absence of visual or auditory materials.

In general students were looking for tools that would enable them to find, comprehend, and interpret the documents. One student neatly summed up when she stated that the CWIHP site "could be more informative and precise." Students wanted explanatory materials that they could use to make sense out of the content. Another student reflected this expectation with the following comment:

> In trying to find answers about Kennedy I went to this [document] to find his opinion on Cuba. It showed a conversation between him and Rusk. The web site should definitely be more organized than it is. It shows the conversation but goes on and on to where you cannot tell who is speaking. It should also explain what they are saying instead of just showing the conversation because not everyone can understand what is going on.

Some of the problems students had related to document headings and the presentation of specific documents. The following comment was typical of student comments on the presentation of documents:

> It was hard to find information on either of them [Avalon and CWIHP] because the headings would throw you off. They were misleading in their titles. One example was the heading "New Evidence on the Cold War in the Third World and the Collapse of Détente in the 1970s." I thought that it would help me answer the question about Détente but it didn't say a word about Détente, so it was kinda aggravating to think you are getting somewhere when in reality you are exactly were you started.

Another student commented that the document titles "did not give you any clues about the documents' content." The "clues" student wanted would have been pedagogical in nature and would have been explanatory devices tied to students' existing prior knowledge.

Conclusions and Implications

We found that if Web sites that feature historical documents are to be used in high school social studies classes, pedagogy must either be an integral part of the design of the site or the teacher must develop a robust set of pedagogical devices to mediate student interaction with the site. Without pedagogical intent in the design, resources are difficult to find, hard to manipulate, and of limited value for students who are doing the kind of short-term inquiries that are common in high school social studies. The students who thought they would find the answer to their questions by reading one or two letters were not successful with this activity. We also found that students must be immediately

prepared to use documents in an appropriate manner for appropriate purposes. Furthermore, we found that students' knowledge about working with primary historical sources must be activated just prior to their work.

Going forward, Web content developers should take into consideration the learners who will use their sites, the objectives for presenting the materials, and the type of interaction they wish to facilitate on the Web site. As students rely more and more on the Web, developers of history-related Web sites must begin to create sites that infuse pedagogy into the design. If Web site designers do not take these factors into consideration, then teachers will have to develop highly structured activities that mediate students' interaction with Web sites (Lee, 2002b). These structured or mediated activities might include what Brush and Saye (2002) call "hard and soft scaffolding." These devices would support student inquiry by using pedagogical devices such as interactive essays or narratives, highlighted or recommended documents, student guides, student journals, and storyboards or roadmaps (Brush and Saye, 2002). We have also used annotations for highlighting documents to help students make sense out of the information and these devices might help mediate students' work with documents.

We believe that the benefits of using online historical materials strongly outweigh the limitations. Although our research has highlighted some of the problems that might result from unstructured inquiries, we think teachers can structure these activities to promote a greater level of success. Web site designers should work with educators to construct interfaces that facilitate students' uses of digital historical resources. We present our findings as a cautionary tale of how difficult it is to work with online historical primary sources, even when these resources are from very reputable sources. We recommend that teachers consider scaffolding techniques to aid in their students' work with pedagogically insensitive digital historical resources. Given the vast number of sites available, we see an immediate need for additional research, much like Brush and Saye's work, on the ways in which teachers can facilitate students' work with digital historical resources.

References

Avalon Project at Yale Law School. (2003, July 13). *Documents in law, history and diplomacy*. Retrieved July 13, 2003, from http://www.yale.edu/lawweb/avalon/avalon.htm

Ayers, E. L. (1999). *The pasts and futures of digital history*. Retrieved January 9, 2003, from the University of Virginia Web site: http://jefferson.village.virginia.edu/vcdh/PastsFutures.html

Barlow, J. G. (1998). Historical research and electronic evidence. In D. A. Trinkle (Ed.). *Writing, teaching, and researching history in the electronic age* (pp. 194-225). Armonk, NY: M. E. Sharpe.

Barton, K. (1997). "I just kinda know": Elementary students' ideas about historical evidence. *Theory and Research in Social Education, 24*, 407-430.

Bass, R. (n.d.). *The garden in the machine: The impact of American Studies on new technologies*. Retrieved January 9, 2003, from Georgetown University Web site: http://www.georgetown.edu/faculty/bassr/garden.html

Becker, H. J., & Miel, M. M. (2000, December). *Teacher professional engagement and constructivist-compatible computer use* (Report No. 7). Irvine: University of California–Irvine, Center for Research on Information Technology and Organizations. Retrieved January 9, 2003, from http://www.crito.uci.edu/tlc/findings/report_7/startpage.html

Booth, M. (1993). Students' historical thinking and the National History Curriculum in England. *Theory and Research in Social Education, 21*, 105-127.

Brush, T., & Saye, J. (2002, Fall). A summary of research exploring hard and soft scaffolding for teachers and students using a multimedia supported learning environment. *Journal of Interactive Online Learning 1*(2). Retrieved March 4, 2003, from http://www.ncolr.org/jiol/archives/2002/fall/03/index.html

Cuban, L. (2001). Oversold and underused: Computers in classrooms, 1980-2000. Cambridge, MA: Harvard University Press.

Davison, G. (1997, August 19). History and hypertext. *Electronic Journal of Australian and New Zealand History*. Retrieved March 6, 2002, from http://www.jcu.edu.au/aff/history/articles/davison.htm

Foster, S. J., Hoge, J. D., & Rosch, R. (1999). Thinking aloud about history: Student interpretations of historical photographs. *Theory and Research in Social Education, 27*, 179-215.

Glaser, B. G., & Strauss, A. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Chicago: Aldine.

Greene, S. (1994). The problems of learning to think like a historian: Writing history in the culture of the classroom. *Educational Psychologist, 29*, 89-96.

Kelly, T. M. (2000, August). For better or worse? The marriage of the web and the classroom. *Journal of the Association for History and Computing, 3*(2). Retrieved January 9, 2003, from http://mcel.pacificu.edu/JAHC/JAHCIII2/ARTICLES/kelly/kelly.html

Lee, J. K. (2002a). Digital history in the history/social studies classroom. *History Teacher, 35*, 503-518.

Lee, J. K. (2002b, November). Principles for interpretative digital history web design. *Journal of the Association for History and Computing, 5*(3). Retrieved January 9, 2003, from http://mcel.pacificu.edu/JAHC/JAHCV3/K-12/lee.html

Lee, J. K., & Hicks, D. (2003). *Are we using the Web to support teaching the doing of history: The result of the national survey.* Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Levstik, L., & Barton, K. (1996). They still use some of their past: Historical salience in elementary children's chronological thinking. *Journal of Curriculum Studies, 28,* 531-576.

Library of Congress. (2003, February 21). *American Memory: Historical collections for the National Digitial Library.* Retrieved July 13, 2003, from http://memory.loc.gov

National Center for Education Statistics. (2003, July 10). *National assessment of educational progress: The nation's report card.* Retrieved July 13, 2003, from http://nces.ed.gov/nationsreportcard

National Center for Education Statistics. (2002, May 14). *U.S. history: The nation's report card.* Retrieved July 13, 2003, from http://nces.ed.gov/nationsreportcard/ushistory

Perfetti, C., Britt M. A., & Georgi, M.C. (1995). *Text-based learning and reasoning*. Hillsdale, NJ: Erlbaum.

Rehmel, S. (1998). That's a good quote—What's the source?: Integrating media technology research and presentation skills in a high school social studies class. *Social Studies, 89*(5), 223-226.

Rosenzweig, R. (2001). The road to Xanadu: Public and private pathways on the History Web. *Journal of American History, 88,* 548-579.

Spoehr K. T., & Spoehr, L. W. (1994). Learning to think historically. *Educational Psychologist, 29,* 71-77.

Trinkle, D. A. (1999, April). History and the computer revolutions: A survey of current practices. *Journal of the Association for History and Computing, 2*(1). Retrieved January 9, 2003, from http://www.mcel.pacificu.edu/JAHC/JAHCII1/ARTICLESII1/Trinkle/Trinkleindex.html

VanSledright, B. A., & Afflerbach, P. (2000). Reconstructing Andrew Jackson: Elementary teachers' readings of revisionist history texts. *Theory and Research in Social Education, 28,* 411-444.

Voss, J. F., & Silfies, L. N. (1996). Learning from history text: The interaction of knowledge and comprehension skill with text structure. *Cognition and Instruction, 14,* 45-68.

Warren, W. J. (1999, August). Using the World Wide Web for primary source research in high school history classes. *Journal of the Association for History and Computing, 2*(2). Retrieved March 6, 2002, from http://www.mcel.pacificu.edu/JAHC/JAHCII2/ARTICLESII2/warren/warren.html

Wilson, E. K., & Marsh, G. E. (1995). Social studies and the Internet revolution. *Social Education, 50*(4), 198-202.

Wilson, S. M. (2001). Research on history teaching. In V. Richardson (Ed.), *Handbook of research on teaching* (pp. 527-544). Washington, D. C.: American Educational Research Association.

Wineburg, S. (2002). *Historical thinking and other unnatural acts.* Philadelphia: Temple University Press.

Woodrow Wilson International Center for Scholars. (2002). *Cold War International History Project*. Retrieved July 13, 2003, from http://cwihp.si.edu

Wynne, A. (2001). History instruction and the Internet: A literature review. In D. A. Trinkle & S. A. Merriman (Eds.), *History.edu: Essays on teaching with technology* (pp. 25-37). Armonk, NY: M. E. Sharpe.

Appendix

Cuban Missile Crisis Questions

1. How was the Cuban Missile Crisis resolved?
2. Was the Cuban Missile Crisis a turning point in the Cold War? Why or why not?
3. Did anyone actually "win" the confrontation over the missiles? Explain.
4. Assess the wisdom of Kennedy's response to the crisis. Was Kenney's diplomacy in the crisis foolhardy or courageous? Why?
5. What would you say were the "lessons" of the Cuban Missile Crisis?
6. Did the Cuban Missile Crisis contribute toward Détente or accelerate the arms race between the U.S. and the U.S.S.R.?