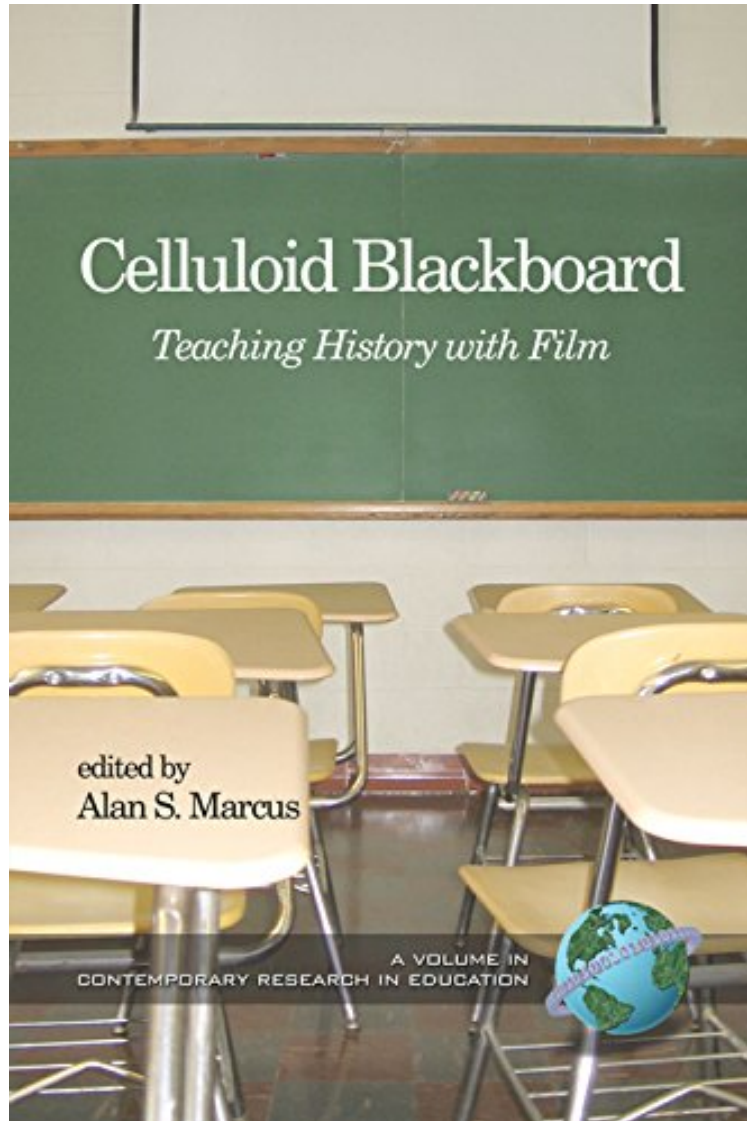


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This volume advocates for including feature films in secondary history classrooms through examining the ways in which films can promote students' historical understanding while also addressing the potential drawbacks to

using film. In part one the essays explore three frameworks for the analysis of film by secondary students. Part two fills a void in the scholarship, reporting on four recent studies that explore how the use of film may encourage the development of students' historical understanding. Finally, part three describes the results from two secondary teachers incorporating film into their history classrooms.