

I am excited to present the May/June issue of *Social Education*, which includes the Notable Social Studies Trade Books for Young People guide for 2024.

The issue begins with a point/counterpoint discussion of the South Dakota social studies standards revision process by Benjamin F. Jones and the article's original author Stephen Jackson that examines the roles of content-rich pedagogy and inquiry in the curriculum. We plan to run similar pieces in the future that allow the membership to respond to *Social Education* articles and demonstrate NCSS's commitment to publishing a diversity of perspectives.

Next, Natalie Keefer, Jyhane Young, Julia Lopez, and Michelle Haj-Broussard present a thought-provoking article, "Leveraging Economic and Linguistic Funds of Knowledge through Biliteracy Strategies," which addresses the challenges and opportunities of teaching social studies content in a language immersion setting. While focusing on the strengths that multilingual learners bring to the social studies classroom, the authors move us beyond a deficit focused approach to one that leverages students' home language and familial knowledge.

In the next article, "Teaching for Environmental Justice: Learning from the Film *Manzanar, Diverted: When Water Becomes Dust*," Kimi Waite addresses educating for sustainability by focusing on human-environment geography in the documentary *Manzanar, Diverted*, which addresses the forced removal of Japanese Americans and the extraction of natural resources from their community. This lesson can serve as an introduction to the concept of environmental justice in the classroom setting.

The theme of social justice continues with the next article, "Social Justice, Inclusion, and Diversity in Asian American Literature for High School," which provides lesson plans for four books that provide multifaceted and nuanced portrayals of select Asian American experiences. Each of these titles could lead to thoughtful classroom discussion during Asian American and Pacific Islander Heritage Month.

The issue continues with the Carter G. Woodson

and Septima P. Clark Women in Literature 2024 award winners, which highlight exceptional social studies books at the elementary, middle, and secondary levels. I was an observer at the committee's meeting at our 2023 Nashville conference, and it was amazing to listen to the lively discussion on these exceptional books. This issue also includes as a supplement the Notable Social Studies Trade Books for Young People 2024, which contains more than a hundred titles aligned to NCSS Curriculum Standards. Every teacher can find a new classroom treasure from this list.

Our Sources and Strategies column, "*Canned Childhood*": Encouraging Student Understanding of Progressive Era Issues and Reform Strategies Through a Poem Related to Child Labor" by Cheryl Lederle and Stacie Moats, examines the role on child labor in early twentieth-century America through a special child-labor edition of the *Maryland Suffrage News*. Progressive reformers frequently addressed child labor in their writing, and in Sarah Cleghorn's "*Canned Childhood*" it is sadly just another commodity to be canned like late summer tomatoes or corn. The included resources from the Library of Congress give students ample and recently digitized primary source material to contextualize classroom discussion.

"Intersectionality in the 1950s: *Last Night at the Telegraph Club*" by Mary Battenfeld and Andrea S. Libresco uses the young adult novel *Last Night at the Telegraph Club*, set in San Francisco's Chinatown in 1954 and 1955, to address questions of intersectionality for the protagonist Lily, a member of both immigrant and LGBTQ+ communities. The article contains both reading and teacher questions to guide classroom discussions on Lily's ability to navigate multiple, marginalized identities in a politically challenging environment.

Our Teaching with Documents column, "The Movement to Boycott the 1936 Berlin Olympics," by Cynthia Peterman reexamines the unsuccessful efforts to boycott the Olympics, and the challenging question of whether sports and politics should mix. This Olympics has recently received renewed attention with the release of the book and film *The*

Editor's Notebook

Boys in the Boat. It is haunting to read the statement by Rolf Pauls, the West German ambassador to NATO, that "If the world had boycotted Hitler's 1936 Olympics, the course of history might have been different."

The Teaching the C3 Framework article, "Don't Forget the Tasks: Why Formative Tasks Are Key to Deliberation," by Bonnie Lewis, Kathy Swan, and Ryan M. Crowley emphasizes the importance of deliberative formative tasks such as evaluating sources, weighing the options, and communicating conclusions. All these steps are critical for students to form informed arguments, and sufficient time should be dedicated to them so they can serve as "steppingstones" to reach a conclusion.

Lastly, this issue's NCSS member spotlight features Walter Parker, who is Professor of Education and Political Science Emeritus in Seattle and a 42-year veteran educator. He addresses both his rewarding research experience and his long tenure as an NCSS member.

As always, the editors of *Social Education* welcome the comments of readers on any of the contributions to this issue at socialed@ncss.org. ■



Nancy Driver is the Editor in Chief of Social Education.



National Curriculum Standards for Social Studies (2010 edition)

NCSS announces the publication of the revised national curriculum standards for social studies: National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment. The revised standards, like the earlier social studies standards published in 1994, continue to be structured around the ten themes of social studies. However, the revised standards offer a sharper focus on:

Purposes

- Questions for Exploration
- Knowledge: what learners need to understand
- Processes: what learners will be capable of doing
- Products: how learners demonstrate understanding

The revised standards also include:

- Enhancements in the descriptions of the ten themes and the associated learning expectations
- The addition of new descriptions of standards-based class practices to time-tested descriptions that were included in the original edition of the standards
- A stronger focus on student products and their assessment
- An updated list of essential social studies skills and strategies, including literacy strategies

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