



EDITORIAL STAFF

Editor, Scott M. Waring, University of Central Florida

Associate Editor, Laura Godfrey

Department Editors, Teaching Young Learners with the
C3 Framework, Emma Thacker, Kathy Swan, John Lee, &
S. G. Grant

Publications Director, Michael Simpson

Art Manager, Rich Palmer

EDITORIAL BOARD

Jan Alleman – Michigan State University

Michelle Bauml – Texas Christian University

Angel Bestwick – Kutztown University

Lisa Brown Buchanan – Elon University

Lois McFadyen Christensen – University Alabama at Birmingham

Eric Groce – Appalachian State University

Tina Heafner – University of North Carolina Charlotte

Kimberly Heckart – Prairie Ridge Elementary

Mary Beth Henning – Northern Illinois University

Lynda Herrera – University of Hawaii at Manoa

Janie Hubbard – The University of Alabama

Sarah Montgomery – University of Northern Iowa

Scott Morrison – Elon University

Kim O'Neil – National Board for Professional Teaching Standards

Scott Roberts – Central Michigan University

Tracy Rock – University of North Carolina Charlotte

Ellen Santora – Independent Researcher and Consultant

Liz Saylor – University of Georgia

Corey Sell – Metropolitan State University of Denver

Sarah Shear – Penn State University-Altoona

Kelly Sheers – West Springfield Elementary

Jay Shuttleworth – City University of New York, Queens College

Emma Thacker – James Madison University

Christina Tschida – East Carolina University

SOCIAL STUDIES AND THE YOUNG LEARNER (ISSN 1056-0300) is published by National Council for the Social Studies (NCSS) four times a year: September/October, November/December, January/February, and March/April. Logotype is an NCSS trademark. Contents ©2022.

ONLINE: Visit SSYL at www.socialstudies.org/publications/ssyl and www.ingentaconnect.com/content/ncss.

READERS: The editors welcome suggestions, letters to the editor, and manuscripts to our peer-reviewed journal. Guidelines at www.socialstudies.org/publications/ssyl; submit at www.editorialmanager.com/ncssjournals; questions to ssyl@ncss.org; 301-850-2498. Contributors express their own views, reflecting divergent opinions.

DELIVERY AND CHANGE OF ADDRESS: View and update your record, www.socialstudies.org/membership; send new address to membership@ncss.org; or call 800-296-7840 ext. 111. Callers outside the U.S. and Canada use 301-588-1800 ext. 111.

PERMISSION to reproduce articles for academic use, contact Copyright Clearance Center, Academic Permissions Service, 222 Rosewood Dr., Danvers, MA 01923; 978-750-8400 (phone), 978-750-4470 (fax).

ADVERTISING: Maribell Abeja-DeVitto, Account Manager MAbejaDeVitto@smithbucklin.com; 312-673-5483 Visit www.socialstudies.org/advertising for rates and specifications.

INDEXED by Institute of Education Sciences, eric.ed.gov.

POSTMASTER: Send address changes to

Social Studies and the Young Learner
NCSS, 8555 Sixteenth St., Suite 500
Silver Spring, MD 20910 USA

EDITOR'S NOTES

Black History in the Elementary Classroom

LaGarrett J. King, Brianne Pitts, and Dawnavyn James,
Guest Editors

We—the editors LaGarrett, Brianne, and Dawnavyn—believe that most elementary educators want to be as inclusive as possible in their social studies instruction. A common question asked is “How do I start to teach Black history?” The question is simple yet complex. This special issue offers some answers to that question, providing examples of elementary educators, professors, and students challenging tired narratives of Black history by utilizing elements of LaGarrett J. King’s Black Historical Consciousness (BHC) to empower.

Following King’s introduction and updated framework the first article, “Family Stories, Counter-Storytelling, and Chronological Overlaying: Exploring Black Historical Consciousness in Elementary Social Studies,” by Crystal N. Wise, Brittany L. Jones, Blake A. Thompson, and Anne-Lise Halvorsen, presents three alternatives to the traditional instructional approaches to Black history education at the elementary level. After outlining gaps in the literature and practice, the authors provide examples of how to engage family histories, counter-storytelling, and chronological overlaying in your classroom for our shared liberation.

The article and mid-issue pullout, “Committed to Teaching Black History: Children’s Books that Champion Black Historical Consciousness,” by co-editors Brianne Pitts and Dawnavyn James, includes an overview of each BHC principle, with books and classroom examples from elementary practice.

In the next article, “Starting with the Man in the Mirror: A Black Male Teacher’s Use of African Diaspora Literacy to Reckon with Black Consciousness,” Jarvais Jackson shares his journey toward Black historical consciousness through classroom-community discussions and African Diaspora Literacies. Readers can take inspiration, recognize the power of Ubuntu, and see the impact of their personal reflections in both the classroom and curriculum.

In “Reframing Black Resistance to Enslavement through Children’s Literature and Primary Sources,” Patrick Keegan and Keith Gough explain how teachers can use picture books and primary sources to engage in historical thinking. Educators will gain lesson ideas and teaching resources while seeing how elementary students learn through the humanity, feelings, and examples of Henry “Box” Brown. ■