

# social studies and the young learner

## editor

**Sherry L. Field**  
University of Texas—Austin  
Department of Curriculum and Instruction

## associate editor

**Steven S. Lapham**

## art director

**Gene Cowan**

## editorial board

**Janet Alleman**                      **Linda Bennett**

**Chara Bohan**   **Eric Groce**

**M. Gail Hickey** **Barbara Knighton**

**Bruce E. Larson**                      **Karon N. LeCompte**

**Andrew J. Milson**                      **Pat Nickell**

**Denise D. Nickens**                      **Linda Raymer**

**Loraine Stewart**                      **Stephanie Wasta**

**Mary Lee Webeck**

Published by National Council for the Social Studies, 8555  
Sixteenth Street, Suite 500, Silver Spring, Maryland 20910,  
(301) 588-1800.

Editorial correspondence and manuscripts should be  
addressed to Sherry L. Field, University of Texas-Austin  
Department of Curriculum and Instruction 428 SZB,  
D5700 Austin, TX 78712-1294. Direct correspondence  
about advertising and copyright permissions to the  
NCSS Headquarters Office. Electronic mail may be sent  
to [ssyl@ncss.org](mailto:ssyl@ncss.org).

*Social Studies and the Young Learner* (ISSN 1056-0300)  
does not accept responsibility for the views expressed by  
its contributors. It provides opportunities for publishing  
materials reflecting divergent ideas, judgment, and opin-  
ions. Postage paid at Washington, DC, and other mailing  
offices. Published four times a year: September/October,  
November/December, January/February, and March/April.  
Copyright ©2004 National Council for the Social Studies.  
The NCSS logotype is a trademark of National Council  
for the Social Studies.

As a member benefit, NCSS members may choose either  
a full subscription to *Social Education* or a full subscription  
to *Social Studies and the Young Learner* and the September  
and May/June issues of *Social Education*. Members who  
choose *Social Education* as their principal benefit may also  
subscribe to *Social Studies and the Young Learner* for only  
\$20.00 extra. For non-members, the annual subscription  
rate for *Social Studies and the Young Learner* is \$37.00.  
Individual copies of *Social Studies and the Young Learner*  
are \$7.50 plus shipping and handling. Send check, payable  
to NCSS, to P.O. Box 79078, Baltimore, MD 21279-0078;  
or call 1 800 683-0812.

*Social Studies and the Young Learner* is indexed and  
annotated by ERIC/ChESS in Current Index to  
Journals in Education. Copies of articles are available from  
the Bell and Howell Information and Learning, 300 North  
Zeeb Road, Box 91, Ann Arbor, MI 48106.

## editor's notes



**Dr. Sherry L. Field**

The theme of this issue of *SOCIAL STUDIES AND THE YOUNG LEARNER* is “Reading, Rights, and Responsibilities.” Weaving together the teaching of literacy (the ability to read) with the teaching of civic literacy (the knowledge, skills, and commitment to exercise the rights and responsibilities of citizenship) is not a simple task. It can take “two to three years of classroom experience” for the new elementary teacher “to relate to and understand how the reading process connects” to an academic subject.<sup>1</sup> Social studies can make this job easier by providing interesting, challenging, and age-appropriate content material for young learners. Real people facing real problems of their generation with their own smarts, skills, and community spirit—now what could be more exciting than that?

In the first article, “The Rosa Parks ‘Myth’: A Third Grade History Investigation,” Hillary Landorf and Ethan Lowenstein revisit the well-known story of Rosa Parks’ refusal to give up her bus seat. They challenge elementary students to read different accounts of that historic event, note inconsistencies, and then discuss what they have found. Was Ms. Parks’ protest really a spontaneous act of frustration? Or was she, in fact, well prepared to wield, for a time, the cutting edge of a social revolution?

“The ABCs of *Brown v. Board of Education*: A Primer for the 50th Anniversary,” by Loraine Moses Stewart, is a brief, reader-friendly refresher course in the history of a landmark event for the Civil Rights Movement. The Supreme Court’s decision to end racial segregation in public space is placed in the context of contemporaneous events, forces, and the personalities of that electrified era.

In “Teaching the Mystery of History,” authors David Hicks, Jeff Carroll, Peter Doolittle, John Lee, and Brian Oliver contend that “student abilities to comprehend history and think historically are based upon a set of skills educators nurture.” They propose a classroom activity for doing just that. The Pullout, “The Mystery of Sam Smiley,” consists of handouts and instructions to accompany the “Mystery of History” article. Students can study the clues surrounding Sam’s disappearance. What ever happened to Sam? Can we ever know for sure?

“Stimulating Moral Reasoning in Children Through Situational Learning and Children’s Literature” by Nancy P. Gallavan and Jennifer L. Fabbi invites teachers to explore a sample of children’s literature through the lens of character development. They categorize a set of books using psychologist Lawrence Kohlberg’s six stages of moral development. Three specific teaching strategies are recommended.

In the Children’s Literature section, George W. Chilcoat describes two picture books that relate the experiences of average citizens (not movement leaders) during the struggling for Civil Rights. His article, “Picture Yourself in Mississippi: Remembering Freedom Summer, 1962,” discusses the kind of events that, while not sensational, are quite memorable for the people who witness them.

In “The Wright Stuff: Examining the Centennial of Flight,” Robin D. Groce, Eric C. Groce, and Lisa M. Stooksberry compare and contrast several books about the famous brothers from Ohio, those “bicycle repair men” who took the terms “ingenuity” and “persistence” to new heights.

Thomas Jefferson believed deeply that the qualities of citizenship and the skill of being able to read go hand in hand. He asked that his epitaph not mention that he was the third president of the United States, but that it should include the fact that he was the “father of the University of Virginia.” Critical reading and good citizenship: it’s something worth thinking about. 📖

## Note

1. Laura Robb, *Teaching Reading in Social Studies, Science, and Math* (New York: Scholastic Professional Books, 2003), 13.