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## EDITOR'S NOTES



Scott M. Waring

### Scott M. Waring

In the first article, “‘There were a Lot of Boys!’ Using Herstory to Reframe Children’s Gender Stereotypes of STEM Professions,” **Emily R. Holmberg** and **Jennie Burke** present third grade lessons designed to help students examine their own gender biases regarding STEM professions. The two lessons described were part of a two-week unit that integrated STEM and herstory. The term “herstory” is used, since these lessons deliberately focused on historical women to interrupt the students’ gender stereotypes (that only boys might grow up to be scientists).

**Sohyun An** provides readers with an article, “Teaching Difficult Knowledge of World War II in the Philippines with Children’s Literature and Inquiry,” as well as the Pullout for this issue. In the article, she presents content knowledge and instructional resources to teach difficult knowledge of lesser-known aspects of U.S. and world history. She introduces a children’s book on the rarely-told story of the involvement of the United States in the Pacific theater during World War II and presents inquiry activities based on the book to bring “silenced history” to children. The Pullout comprises five classroom handouts.

The opening article by Holmberg and Burke led the editors on a search for memorable images of woman scientists. After several inquiries, we were able to obtain the photo featured on the cover of this issue. The whole effort led to the creation of a short article, “Dr. Kizzmekia (‘Kizzy’) Shanta Corbett: Vaccine Research Scientist,” which includes a handout for students. **Dr. Corbett** appreciates SSYL and NCSS giving attention to the vital science & society topic of the development of mRNA vaccines against COVID-19.

**Leslie Smith Duss**, **Rachel Talbert**, and **Maia Sheppard** offer to readers “The National Parks and Inquiry-based Teaching of U.S. History.” They give an overview of teaching about the national parks using inquiry, and they provide examples from their own classrooms, such as an inquiry-based lesson inspired by the Martin Luther King, Jr. Memorial. They also recommend several national parks websites that offer excellent curricular resources.

Finally, **Jessica Ellison**, who presented at the 2020 NCSS Annual Conference, and Megan Peterson provide the article “Creating Culturally Relevant, Place-Based Lessons for First Graders in Minnesota—and in Every Community.” Young students learn about racial discrimination in a way that empowers them “to be historians, dig into their complex local history, and then take action to help create a more just future.”