

Oh, the Places You'll Go

*You'll be on your way up!
You'll be seeing great sights!
You'll join the high fliers
Who soar to high heights.*

— *Oh, the Places You'll Go* by Dr. Seuss



Linda Bennett

Oh, how the wonders of learning come alive as students discover social studies! This issue of *SOCIAL STUDIES AND THE YOUNG LEARNER* provides innovative approaches to how elementary educators have kept students at the center of the learning processes and social studies front and center in elementary education. We note that six of our authors in this issue are classroom teachers, so the emphasis is on practical activities that have been done with specific ages of students.

Oh, the things you'll create! In the article “Reflecting on the Great Black Migration with a Class Newspaper” by Angela Hines, a curriculum is built around a student writing project that has a historical theme.

In “Artifacts Bring Grover Cleveland’s Presidency to Life for First Graders,” Carol Macken describes how children begin to construct an understanding of the past with objects that they can see, touch, and talk about.

Oh, the words that we speak! This article provides strategies for including elements of a students’ native language in social studies—“Social Studies for All: ESOL Strategies for the Elementary Classroom,” by Bárbara C. Cruz and Stephen J. Thornton.

Oh, the things you can use! Children can learn a basic definition of “economics” and apply it to new situations. Jeff L. Whittingham describes how he integrates economics with history utilizing a chart in the Pullout “Economics Is for Everyone: A FETCHing Graphic Organizer.”

In an article by Sandra B. Oldendorf and Annie Calloway, “Connecting Children to a Bigger World: Reading Newspapers in the Second Grade,” students explore contemporary written words and photographs to learn about events and issues big

and small.

Using what is available in one’s own community, both human and material resources, is the backdrop to “A Century of Veterans: Researching History Through Our Local Cemetery” by Lindsey B. Downey.

Oh, to see where we are! By holding students and social studies at the center, educators can develop quality social studies curriculum. “Designing Classroom Spaces to Maximize Social Studies Learning” by Carolyn O’Mahony and Suzanne Siegel describes the classroom environment in which students have numerous opportunities to experience social studies.

The article, “How a Primary Teacher Protects the Coherence of Her Social Studies Lessons” by Janet Alleman, Jere Brophy, and Barbara Knighton is an example of how to establish tight and dynamic social studies instruction.

Finally, since technology has given us a smaller world in many ways, Kathy R. Fox brings learning about children’s issues such as poverty to students’ attention in hopeful and appropriate ways in “Online Resources for Developing an Awareness of Poverty.”

The many discoveries made by students in elementary social studies continues to amaze me. As we focus on our students, we too will learn—and in turn become better teachers for our students. 🌐

On The Cover: *Students use the “talking stick” to share and discuss during community circle in the classroom of Suzanne Siegel at Barnard Elementary School in Troy, Michigan. Photograph by Suzanne Siegel.*