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EDITOR’S NOTES



Scott Waring

In the opening article, “Is the ‘Right to Clean Water’ Fake News? An Inquiry in Media Literacy and Human Rights,” Carolyn A. Weber and Heather N. Hagan provide the readers with ways to engage upper elementary grade students with opportunities to evaluate online sources of information, and then use only the more credible sources to complete an inquiry. The focus of their article, and the associated Pullout, is on exploring the compelling question: “Is safe drinking water a right?”

AnnMarie Alberton Gunn, Susan V. Bennett, and Kaya van Beynen address the challenge of “Teaching About Religion with Conversations and Multicultural Literature,” in which they provide support for teachers discussing topics of religious diversity through the use of children’s books. The authors supply resources for teachers to learn about religious diversity, give examples of how to use multicultural literature to discuss these topics, and offer recommendations of books to use in an elementary classroom.

In “Teaching Strategy to Strengthen Habits of Deliberation: The ‘Evidence on the U’ Graphic,” Muffet Trout and Jeff Sambs, the present a strategy that employs a U-shaped graphic to support deep and complex thinking in elementary students. The aim is to cultivate habits such as identifying differing perspectives and using evidence to construct arguments so elementary students begin to see deliberation as a tool in their “civic tool belts.”

Carly Muetterties and Laura Darolia discuss “Considering Different Perspectives in Children’s Literature: An Inquiry Approach that Promotes Civic Learning,” in which they focus on the read aloud as an opportunity for civic learning. The authors describe how critical literacy and social studies can align. Using an Inquiry Design Model blueprint, they recommend a popular trade book series to serve as an entry point for critical literacy practices, leading to rich experiences in civic learning.

The final article in this issue is “‘Making’ Civics and Designing Inquiry: Integrative, Project-Based Learning in Pre-Kindergarten” by Jon M. Wargo and Jasmine Alvarado. In this article, the authors examine how making scaffolded instruction with various technologies provides young children with opportunities to demonstrate civic action and participation. They highlight how, through use of the Inquiry Design Model, early childhood educators can encourage students to build and deconstruct abstract concepts such as “the common good” across local contexts. 🌐