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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 © 2020.

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INDEXED by Institute of Education Sciences, [eric.ed.gov](http://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

### Scott M. Waring

In the first article of this issue, “News-Group Fridays: Engaging Students in Current Events,” **Natasha C. Murray-Everett** and **Erin Coffield** describe how a teacher educator engaged pre-service teachers in a current event project. The authors describe how news groups were effectively used in a social studies methods course, as well as how a local teacher integrated and adapted news groups to help sixth grade students develop critical literacy skills and become more informed and engaged citizens.

**Erin M. Casey's** article, “What’s My Favorite Landmark? Investigating Pre-Kindergartener’s Interests and Abilities during a C3 Framework Inquiry,” outlines an approach to using landmarks in instruction with younger students. The author notes that although the C3 Framework is not labeled for use with student younger than kindergarten, it can be effectively employed by pre-kindergarten teachers. This five-week study, following a class of twelve three- and four-year-old children, shows how familiar landmarks can be used to create engaging social studies inquiry in early childhood with a few modifications for desired results.

**Natalie Keefer, Julia Lopez, Jyhane Young, and Michelle Haj-Broussard** view families as resources in their article, “Gathering Funds of Knowledge: An Elementary Social Studies Unit Plan for Bilingual Settings.” They argue that, at the intersection of social studies and world language curricula, are opportunities to explore “funds of knowledge” with vocabulary-rich content to support second-language acquisition. Strategies in this unit plan were sequenced to provide space for families to contribute toward activities in early childhood and elementary classrooms. An associated pullout, “Handouts for Gathering Funds of Knowledge,” by the same authors, features questions for family members and directions on how to make a “faux mola”!

In “Walking the City: Developing Place-Consciousness through Inquiry,” **Annie McMahon Whitlock** describes how a class of preschoolers engaged in an authentic inquiry opportunity to inform students’ families of the special places within their local neighborhood and the wider city of Flint, Michigan. By exploring these special places as “sources” for inquiry, students were able to begin to develop place consciousness, a pre-cursor to broader civic awareness and action.

The final article of this issue is “Women’s Suffrage: Teaching Voting Rights using Multiple Perspectives and Timelines” by **Jessica Ferreras-Stone**. In this piece, the author outlines how social studies has historically marginalized many voices. In this article, she provides a detailed example of how voting rights can be taught in an inclusive manner that attends to the intersectionality of oppression. Women of African, Hispanic, and Asian descent played key roles in the Women’s Suffrage Movement in the United States, even as they struggled for other basic civil rights.

**Tell us about your teaching!** As a reader of the *Social Studies and the Young Learner*, you are aware that the goal of the authors of this journal is to capture and enthuse elementary teachers across the country by providing relevant and useful information about the teaching of social studies to elementary students. The teaching techniques presented in this peer-reviewed journal are designed to stimulate the reading, writing, and critical thinking skills vital to classroom success. If you are interested in submitting a manuscript for review, please visit the guidelines webpage for *Social Studies and the Young Learner* ([www.socialstudies.org/publications/guidelines-contributors-ssyl](http://www.socialstudies.org/publications/guidelines-contributors-ssyl)), and then submit your work! Feel free to contact me ([Scott.Waring@ucf.edu](mailto:Scott.Waring@ucf.edu)) if you have any questions. 🌐