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EDITOR'S NOTES

Scott M. Waring



In the first article of this issue, “We’re Going to the Zoo! Re-envisioning Prop Boxes as Meaningful and Playful Inquiry in Early Childhood Social Studies,” **Koti L. Hubbard**, **Lisa D. Aker**, and **Julia Kate Bentley** provide an article in which they suggest that prop boxes can make more time in the school day for social studies learning and play. The authors share suggestions for designing and implementing prop boxes with young children. Several examples of social studies prop boxes for kindergarten and first grade are investigated.

Kate Van Haren and **Scott L. Roberts** provide an article, “Hollywood Film and the C3 Framework: An Inquiry-Based Lesson about Immigration,” in which they describe a strategy for using film in the upper elementary classroom. The authors outline their strategy and delineate how the strategy incorporates each dimension of the NCSS C3 Framework.

In “Where Are We? A Process for Developing Elementary Inquiries,” **Matthew C. McParker** authors an article and accompanying pullout in which he describes a process for developing inquiry projects, based on the Inquiry Design Model (IDM), for students in grades K-2. In this article, he provides examples from preservice teachers that show that the process can lead to high-quality social studies teaching in primary grades.

In their article, “Teaching Ecological Citizenship through an Earthen Early Childhood Curriculum,” **Jenn Hooven**, **Mark Kissling**, and **Misty Woods** show how children between the ages of 3 and 5 learn to be ecological citizens at the Child Care Center at Hort Woods on Penn State’s University Park campus. The authors demonstrate how the curriculum provides a learning focus on animals, insects, plants, weather, and nature-at-large and includes both planned and spontaneous connections to the outdoors. The article has been adapted from the authors’ chapter in the upcoming NCSS e-book, *Teaching Environmental Issues in Social Studies: Education for Civic Sustainability in the 21st Century*, edited by Bethany Vosburg-Bluem, Margaret Crocco, and Jeff Passe.

The final article, “Creative Citizens in the Making: Social Studies and Makerspaces,” by **Cheryl Mason Bolick** and **Whitney Allred Williams** focuses on making and makerspaces in the elementary classroom. The authors argue that making in the elementary classroom offers a creative opportunity to capitalize on students’ natural sense of wondering and curiosity. They provide a brief background on making and makerspaces and share rich classroom examples of making. Finally, the authors share additional resources and suggestions to get started with making. 🌍