



This issue of *Social Education*, the last of the school year, continues its annual tradition of identifying excellent literature for young people, outlining creative strategies for teaching social studies, and offering insightful articles about current issues and challenges.

Vaccinating the public against COVID-19 offers the opportunity to put the pandemic behind us, but millions of Americans are still worried about the safety of the vaccines. In our Lessons on the Law column, Dorit Reiss examines the official systems for overseeing vaccine safety, and concludes that they are robust and effective in identifying and responding to problems.

Our Research and Practice column presents recommendations for enriching the educational experiences of Black male students. Tyrone C. Howard and Tr'Vel Lyons emphasize the "need for a paradigm shift regarding the way we envision what Black males are capable of and susceptible to during their schooling experience" (132), and outline seven concrete steps that educators can take to support Black male students.

An important recent development for social studies education was the publication by the Educating for American Democracy (EAD) initiative of a Roadmap that offers an inquiry-based framework for history and civics. Jane C. Lo points out that, at a time of acute political divisions in the United States, the EAD Roadmap is a "tangible exercise in *E Pluribus Unum*." (142) The Roadmap suggests "a thematic way of integrating civics concepts into U.S. History coursework," and also outlines methods of incorporating "various historic and current events into civic coursework meaningfully." (140)

Wendy Harris points out that "disability history is often excluded from the social studies curriculum" but that it "is an important part of all of our histories and should be incorporated into all schools." (143) She introduces a lesson plan that she has used at the Deaf school where she works that analyzes the 1977 protests against discrimination toward people with disabilities in federally funded programs, and invites students to review different strategies for taking civic action.

The use of music can be an engaging way of introducing students to many important topics. Sarah R. Nielsen, Karen Washburn, and Andrea M. Hawkman discuss its value in introducing three types of patriotism: authoritarian, democratic, and critical. Their lesson plan offers guidelines for identifying each form of patriotism and provides criteria for analyzing Internet sources that students encounter in their research.

The most popular feature in the *Stars and Stripes* newspaper for soldiers in 1918-1919 was "The Army's Poets," a column that published poetry submitted by readers. In our Sources and Strategies column, Stacie Moats and Cheryl Lederle suggest different browsing strategies that students can employ to access poems that appeal to their interests in the online collection of the Library of Congress,

and show how the poems can be used in class to enhance students' understanding of the experiences of soldiers in World War I.

At the center of this issue is our annual illustrated 16-page pull-out presenting the latest selection of Notable Social Studies Trade Books for Young People. These books have been chosen by an NCSS Book Review Committee in cooperation with the Children's Book Council for their outstanding value for social studies education. The annotations of the books, which are arranged by broad subject category, include information about the themes of the national standards that the books support and the reading levels for which they are appropriate.

As part of this issue's coverage of literature for young people, we also include reviews of outstanding books that have been honored by two NCSS awards programs. The Carter G. Woodson awards recognize books that make an important contribution to an understanding of race and ethnicity in the United States. The Septima Clark awards acknowledge books that make a valuable contribution to an understanding of women's issues around the world. This issue includes reviews of the twelve books (six in each program) that received this year's awards and honors.

Our Teaching the C3 Framework column illustrates the power of structured inquiries as a means of dealing with major social studies topics, such as the three branches of government, racial injustice in U.S. history, and important national economic issues. The column's authors (Kathy Swan, S.G. Grant, John Lee, Andrew Danner, Christy Cartner, and Grant Stringer) identify compelling and supporting questions that can prompt students to conduct research and construct evidence-based arguments.

The ability to detect and evaluate propaganda is central to the development of the media literacy skills of our students. Richard Hughes and Trevor Shields recommend examining a 72-page publication, *The American Illustrated News*, which was produced by the German government in the 1930s to promote the 1936 Olympics and present a favorable image of the Nazi regime. The authors provide guidelines for studying the publication, which is accessible online, and comparing it to American newspaper articles on Germany at that time.

This year marks the Centennial of NCSS, which was founded in 1921. Rozella Clyde and Jeremiah Clabough continue their series of articles on the Centennial with a review of some of the ways in which NCSS has contributed to an understanding of the role of gender in American society. In addition to their article, they present the insights of a panel discussion that features the recollections and opinions of six NCSS scholars who have been actively involved in researching issues of gender.

As always, the editors of *Social Education* welcome the comments of readers on any of the contributions to this issue at socialed@ncss.org 