

Revealing Ourselves through Self-Portraits

Amanda Wilburn and Lori Dodson, with the editors

Self-portraits are an amazing opportunity for students to share their interests and passions with others.¹ Inspired by an article in this issue of *Social Studies and the Young Learner*² we worked with students at Brookhaven E.S., in Montgomery County, Maryland, who invited older children in a virtual art club to create self-portraits. The assignment was for students to show themselves doing a favorite activity. The resulting art, by fourth and fifth grade students, are celebrated on this page and on the cover of this issue. Here is a key to the artwork:

- A. A fourth grader enjoys painting (a still life)
- B. A fifth grader enjoys painting (a friend's eye)
- C. A fifth grader enjoys playing basketball.
- D. A fifth grader enjoys playing soccer.
- E. A fifth grader enjoys reading.

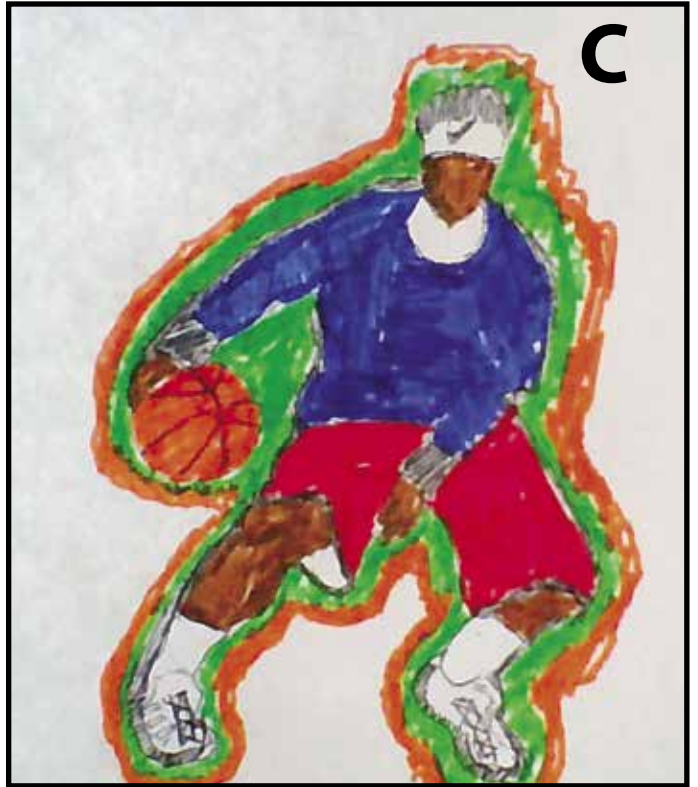
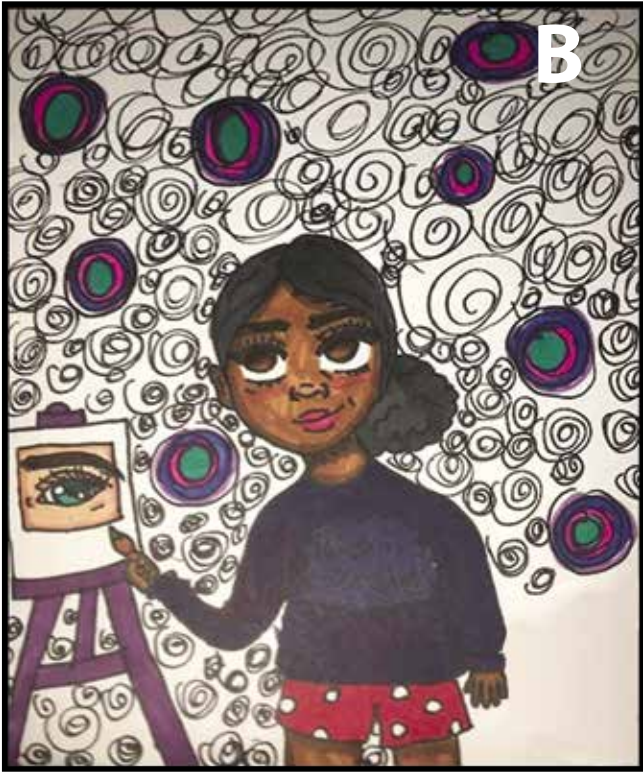
Note

1. The editors at NCSS encourage authors to document examples of “students doing social studies” with photos of children’s projects and creations. Hold on to those original pieces of art and illustrated report covers, as well as high-resolution jpg image files! Then send them to the editor when requested during production of the journal. Parent-signed permission forms (provided by the principal) are needed for snapshots that show students’ faces. See “Guidelines for Contributors to SSYL” at www.socialstudies.org/publications/guidelines-contributors-ssyl
2. Müge Olğun Baytaş and Stephanie Schroeder, “Cultivating Civic Engagement in the Early Grades with Culturally Appropriate Children’s Literature,” *Social Studies and the Young Learner* 33, no.4 (March/April 2021), 30–31.

Continued on page 31



AMANDA WILBURN is an Art Teacher at Brookhaven Elementary School in Montgomery County, Maryland
LORI DODSON is an educator with Montgomery County Public Schools in Maryland.



Send Your Classroom Activities and Ideas to *Social Studies and the Young Learner*!

Asian American Narratives in U.S. History and Contemporary Society

During the COVID-19 pandemic, anti-Asian violence and hate crimes have reached frightening levels. With few resources available about anti-Asian racism and Asian American histories, educators often struggle to discuss these issues with their students. How can social studies educators teach Asian American narratives in U.S. history and contemporary society to young learners? How can students be supported in analyzing Asian American representation and disrupting stereotypes in schools and popular culture? How can elementary teachers and students highlight instances of interracial solidarity and Asian American resilience? We invite educators to share their ideas for and experiences with teaching Asian American studies in early childhood and elementary settings.

Please prepare your submission for our guest-edited 2022 issue of *Social Studies and the Young Learner* by:

- Reviewing the guidelines and tips for SSYL authors at <https://www.socialstudies.org/publications/guidelines-contributors-ssyl>
- Highlighting exemplary content related to Asian American studies that you teach, or that should be included in the K-6 social studies curriculum
- Sharing innovative instructional approaches for teaching Asian American studies and disrupting stereotypes with young learners



Photo (detail): Rally in San Jose, CA, opposing racist hate crimes, 2021 (Jason Leung, unsplash.com)

Submit your manuscript via email by October 15, 2021 to guest editors Noreen Naseem Rodríguez and Sohyun An at san2@kennesaw.edu. We welcome inquiries prior to the submission deadline. Send an outline of your idea and receive some quick, informal feedback and advice.

Submissions Deadline: October 15, 2021

Guest Edited Issue: March/April 2022

Guest Editors: **Noreen Naseem Rodríguez**, Assistant Professor of Elementary Social Studies, School of Education, Iowa State University, Ames, Iowa

Sohyun An, Professor of Social Studies Education, Bagwell College of Education, Kennesaw State University, Kennesaw, Georgia

Editor: **Scott Waring**, Professor and Program Coordinator of Social Science Education, University of Central Florida, Orlando, Florida