



This issue of *Social Education* launches the new school year by covering a wide range of contemporary and historical topics. Our authors offer many valuable suggestions for informing students about these past and present subjects and for teaching the analytical skills that help to prepare students for active citizenship.

Our opening article focuses on the impact of the attacks of September 11, 2001, on the lives of three children who were directly affected by the attacks. Megan Jones, vice-president of Educational Programs at the September 11 Memorial and Museum, presents their experiences since that day in an article that shows how we can “both educate today’s students about this crucial history and demonstrate that we can move forward in the face of tragedy.” (192)

A disturbing trend during the period of the coronavirus pandemic has been the sharp increase in incidents of anti-Asian harassment. Sohyun An presents the historical context for this trend by describing many past instances of the scapegoating of racially marginal groups during epidemics, and suggests class activities in which students investigate these occurrences and “identify common themes that emerge by exploring the intersections of racism and disease.” (203)

Robert Shaffer investigates the use of the word “socialist” by conservatives in the United States to denounce governmental initiatives from the time of the New Deal to the present. Historically, he points out, programs “demonized as ‘socialist’ have become part of the accepted fabric of American life” (205), yet the term is still used to mobilize opposition to government programs. He suggests inquiries based on the C3 Framework that students can conduct to examine the politicized usage of the word “socialist” as an epithet.

Among the legacies of two of the most prominent photojournalists in U.S. history, Dorothea Lange and Ansel Adams, are poignant sets of photographs they took that portrayed the painful effects of the incarceration of Japanese Americans during World War II. In our Teaching with Documents column, Jay M. Shuttleworth and Timothy Patterson suggest that the photos and their accompanying descriptions offer “unique opportunities for the social studies classroom” (211), and recommend activities that enable students to analyze these primary sources.

Economists regularly take different sides in political debates about major economic issues. Erin Adams suggests that students should examine the techniques that economists use to make their arguments persuasive to their intended audience. She presents a lesson that focuses on the textual analysis of an open letter to Congress by 137 economists in November 2017 in support of the proposed Tax Cuts and Jobs Act, examining both what the letter says and what it leaves out.

This year marks the centennial of the establishment of the Port Authority of New York and New Jersey, which operates many transport hubs, including the world’s busiest bus terminal. The Port Authority was established by an interstate compact between New York and New Jersey. In our Lessons on the Law column, Tiffany Middleton examines the legal basis for interstate compacts of this kind, and points out their potential to “improve the country state-by-state or region-by-region.” (227)

One of the perennial challenges of teaching social studies is to develop effective strategies for dealing with controversial issues. In our Research and Practice column, Judith L. Pace recommends eight strategies that she has identified as effective in conducting the difficult but necessary task of teaching these issues. Her research is based on a cross-national study on the preparation of pre-service teachers for teaching about controversies, and its findings offer useful recommendations for in-service teachers.

Our Sources and Strategies column presents an engaging lesson that is especially suitable for Constitution Day. Lee Ann Potter examines how news of the Constitution spread after the delegates to the Constitutional Convention signed it on September 17, 1787, so that within three weeks, “at least 55 of the approximately 80 newspapers of the period had printed the entire Constitution and in most cases, its accompanying documents, as well” (234). She suggests a class activity that uses a supplement to the *Independent Journal* as a primary source, and recommends other useful resources from the online collection of the Library of Congress.

The C3 Framework was published by NCSS in September 2013 with the intention of enhancing state standards in social studies. To what extent has it achieved this objective? In this issue’s Teaching the C3 Framework column, Ryan New, Kathy Swan, John Lee, and S.G. Grant share the results of a recent study they conducted that shows that the Framework has had an impact on the social studies standards of many states. They conclude that “if the impact of the C3 Framework on state standards grows, then the potential for substantive change in social studies classrooms multiplies” (245).

In a feature in this year’s continuing series on the centennial of the National Council for the Social Studies, which was founded in 1921, Jeremiah Clabough and Rozella Clyde examine initiatives taken by our association in the form of scholarship, position statements, and programs that have aimed at welcoming, valuing, and respecting diversity. Their feature includes a panel discussion in which five active NCSS members examine NCSS initiatives and recommend ways in which social studies educators can address issues of diversity now and in the future.

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

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