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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 ©2022.

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INDEXED by Institute of Education Sciences, 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

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

Noreen Naseem Rodríguez and Sohyun An, Guest Editors

Asian American narratives are often absent in elementary social studies curriculum. We are thrilled to highlight examples of centering these narratives in PK-6 classrooms and resources for educators who are looking to add to their existing curriculum. These articles offer important historical background, as many of these narratives may be unfamiliar to students and teachers.

In “Finding Light among Uncertainty,” Lin Wu, Hui-Chen Hsiung, and Tina Bogucharova guide readers through a Mandarin immersion classroom where a fifth-grade teacher developed students’ racial literacy by centering Asian American history and anti-Asian violence during the pandemic in her social studies instruction.

Given the prominent role of children’s literature in elementary classrooms, Joanne Yi offers important considerations in “Reading Diverse Books Is Not Enough: Challenging Racist Assumptions Using Asian American Children’s Literature.” As a former elementary teacher, Yi draws on children’s interactions with Asian American stories to propose helpful guidelines for critically using Asian American children’s literature to include Asian American peoples, cultures, and histories into the elementary curriculum.

In “Not your Model Minority: An Inquiry on the Immigration and Nationality Act of 1965” and the associated Pullout, Esther Kim and Anna Falkner explore the landmark 1965 Immigration and Nationality Act that radically changed demographics in the United States but is rarely included in elementary lessons about immigration.

Asian American content often focuses solely on East Asian Americans. Mohit Mehta brings South Asian American history to the center in his article, “Using Digital Archives to Teach Early South Asian American Histories.” Mehta illustrates pivotal moments in South Asian American history and connects them to primary sources found in the South Asian American Digital Archive and Pioneering Punjabi Digital Archives. The formation of two digital archives and a sample lesson are provided.

Lastly, Southeast Asian American experiences are also largely missing in elementary classrooms. Van Anh Tran challenges this exclusion in “We Are Here: Civic Education through Southeast Asian Deportation Community Defense.” Tran walks us through historical background and instructional resources to bring the silenced struggles of Southeast Asian Americans and activism against inhumane deportation policies into elementary classrooms.

The article “Seen but not Seen: Supporting Transracial and Transnational Adoptees in the Classroom” by Melanie McCormick and Alycia West has been postponed due to space and will appear in the March/April issue of *Social Studies and the Young Learner*. In the article, the authors implore educators to engage in thoughtful conversations about transnational adoption. They draw on their own childhood stories as well as research on children’s literature to provide instructional guidelines and resources for teachers to teach about transnational adoption.

This collection of articles spotlights Asian American histories and experiences that we hope will be more widely taught to all young learners. Thank you to the thoughtful and generous reviewers who supported this issue’s creation! 🌍