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EDITOR'S NOTES

Teaching about War



Scott M. Waring

The first article of this issue, “Approaching the Teaching of War in the Elementary Classroom with Text Sets,” is authored by Elizabeth Bellows and Lisa Brown Buchanan. In this article, the authors provide an overview of teaching war and explore ways to situate these notions in the elementary classroom. As part of this discussion, they offer a guide for selecting appropriate texts for a thematic text set for children involving issues of war and peace.

In “Teaching about the Vietnam War: Centering Southeast Asian Refugee Voices through Children’s Literature,” Sohyun An provides content and pedagogic knowledge for teaching about the Vietnam War through Southeast Asian refugee children’s books. The author provides a brief overview of the war from Southeast Asian perspectives and describes two elementary schoolteachers’ instructional approaches to center Southeast Asian refugee experiences to the Vietnam War lessons. Along with this article, An also created the pullout for this issue, “Handouts and Resources for Teaching about the Vietnam War.”

In the third article, Cathy Brant and Joshua Hill author a piece titled, “Young Learners Can Explore Gender Identity in Elementary Social Studies!” In this article, the authors highlight four children’s picture books that can be used to discuss gender diversity with young children in social studies.

Lastly, Melanie McCormick and Alycia West implore educators to engage in thoughtful conversations about transnational adoption in “Seen but not Seen: Supporting Transracial and Transnational Adoptees in the Classroom.” The authors draw on their stories of growing up as transracial and transnational adoptees as well as their research on children’s literature on adoption to provide instructional guidelines and resources for teachers to teach about transnational adoption. This article was originally accepted as part of the special January/February 2022 issue of *Social Studies and the Young Learner* on Asian American narratives. ■