

This issue of *Social Education* abounds with suggestions for teaching about historic and contemporary events in ways that develop the skills and knowledge students need to become informed and active citizens.

In the opening article, Megan Jones, vice president of Educational Programs at the 9/11 Memorial and Museum, discusses the challenges historians face as they diversify historical narratives. She poses questions about “Who is included in our history?” and “Who is left out?” and shares some of the poignant stories of individuals affected by the attacks on the World Trade Center on September 11, 2001—Regina Wilson, an African American firefighter who had been the only woman in her graduating class of 300 in 1999; Michael Hingson, a person who is blind and was working on the 78th floor of the North Tower and who was led to safety down 78 flights of stairs by his guide dog Roselle; and Sonia Agron, a volunteer at Ground Zero, and her husband, Jose, a police officer who worked at the Trade Center, both of whom have subsequently been diagnosed with cancer, possibly due to toxins in the air around the site. Jones shares 9/11 resources and a lesson plan that teachers can use to deepen students’ understanding of the impact of the September 11 attacks.

We face the challenge of developing the next generation of voters at a time when civility is notably lacking in our political discourse. In an article on educating about elections in a partisan age, Abby Kiesa, Leah Bueso, Erica Hodgins, and Joe Kahne suggest ways of developing the skills of students in determining the credibility of online information, assessing the policies of candidates, and knowing how to get involved in elections (for example, by serving as poll workers or volunteering to register people to vote). The authors introduce the Growing Voters Framework developed by CIRCLE (Center for Information and Research on Civic Learning and Engagement) to assist teachers in increasing the civic engagement of their students.

As a result of the 26th Amendment of 1971, which lowered the legal voting age from 21 to 18 years, almost all students are eligible to vote before they graduate from high school. The Amendment ended the inequitable situation in which young Americans aged 18, 19, and 20 were old enough to be drafted to fight in wars (like that in Vietnam, which was taking place at the time), but were considered too young to vote. In our Teaching with Documents column, Breanne Robertson recommends the Amendment as an interesting primary source for students and provides teaching suggestions that emphasize its importance.

Our Sources and Strategies column offers a lesson for Constitution Day that introduces students to the period immediately preceding the Constitutional Convention of 1787. In the early months of that year, it was uncertain whether George Washington would participate in the Convention. Lee Ann Potter introduces correspondence between Washington and Major-General Henry Knox on whether Washington should attend. Knox was emphatic that Washington’s presence “would confer upon the assembly a national complexion and that it would more than any other circumstance induce a compliance to the propositions of the Convention.” (253–254) Washington followed his advice and was subsequently elected president of the Convention. Potter’s teaching suggestions and the resources provided by Julie Miller will help students understand the challenges that arose during the process of creating the Constitution.

To facilitate class discussions of controversies over statues on public lands, Michael A. Neel and Jared Aumen recommend a strategy that treats a statue as a historical artifact and investigates the values represented by the statue and the purposes for which it was created. The result is to offer students the opportunity to “engage in conversations about who we have been, who we are, and who we want to become.” (262)

Teaching students to identify false information is essential preparation for their informed civic

