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EDITOR’S NOTES



Scott M. Waring

A collaborative team—Eric Groce, Robin Groce, Cacey Wells, Carly Mize, Kirbi Bell, and Jennie Weschler—provide the opening article of this issue, “People Changed How They Thought About Life After Being Sideways’: Exploring Perspective in a Fifth-Grade Classroom.” The authors focus on ways to recognize and empathize with divergent perspectives and how this lifelong skill is beneficial in multiple contexts and situations. As discussed in this article, the fifth-grade students were provided with multiple opportunities to identify perspectives in different media and imagine multiple perspectives within an environmental event.

In the second article, “Disrupting Dominant Narratives of Asian Americans in the United States Using Yang’s *Front Desk*,” and accompanying pullout, Nidhi Khiantani and Lisa Brown Buchanan focus on the award-winning novel, *Front Desk*, by Kelly Yang. The authors illustrate how teachers can use this amazing book with young learners, especially those in grades 4–6, to examine myriad experiences with class, race, language, and exploitation commonly experienced by individuals immigrating to the United States from China.

In the next article, “Critical Identity Literacy with Young Learners: Exploring Gender and Race at the Intersection of Social Studies and Visual Arts,” authors Xiaoying Zhao and Christie Angleton present a compelling argument for how young learners are capable of having critical conversations. Drawing on intersectional feminist theory, they argue for *storying identity*, a creative method inviting children to explore gender and race simultaneously. The authors share their pedagogical considerations when working with kindergarteners and practical suggestions for PK–6 teachers seeking an integrative approach for critical identity work.

The final piece included in this issue is part of the new *Social Studies and the Young Learner* feature, *Teaching Young Learners with the C3 Framework*. This section is edited by Emma Thacker and will be a regular feature moving forward. The inaugural article in this feature section is by Patricia Krizan and is titled “So We *Want* Kindergarteners to Argue? Developing Argumentation Skills in the Kindergarten Classroom.” Krizan provides insight into how teachers can involve young students in argument discourse during an inquiry-based social studies learning experience. The author examines what argumentation looks like in a primary classroom and walks the reader through a kindergarten teacher’s curricular and instructional decisions that scaffold argumentation skills for students. ■