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## EDITOR'S NOTES



Scott M. Waring

# Cultivating Stewardship

Debbie Sonu authors the first article in this issue, “It’s Time for Class: Examining Economic Inequality in Fourth and Fifth Grade.” In this piece, she focuses on one lesson that directly teaches fourth- and fifth-grade students about the meaning of social class and economic inequality, linking students’ own lived experiences to broader theories and historical appearances.

The second article, “Teaching Asian American Contributions to the Civil Rights Movement Through Children’s Literature,” and associated pullout come from Heather Reichmuth and Kyle L. Chong. In their article, the authors use a piece of children’s literature, *It Began with a Page: How Gyo Fujikawa Drew the Way* by Kyo Maclear, to highlight Asian American contributions to the Civil Rights Movement in the United States while challenging students to think about how they too can enact social change.

Margit McGuire and Laurie Stevahn provide the third article, “Fostering Environmental Stewardship: The Great Barrier Reef Storypath.” They describe an integrated unit of study that addresses environmental sustainability and civic action. They successfully demonstrate, for the reader, how young children can develop the knowledge, skills, and dispositions to actively engage in civic events and show how, through an inquiry process known as Storypath, educators can sequence a set of episodes (setting, characters, and plot) to organize the learning.

In the final article of this issue, “Recognize, Ask, Do: Teaching Young Children to Act on Injustice by ‘ReADing’ the World,” authors Marisha L. Humphries, Alessandra E. Ward, and Melanie M. McCormick present a heuristic, ReAD, that was developed by the Great First Eight curriculum for helping young children to recognize and act on injustices. They describe eight practical principles that can help educators incorporate ReAD into their classrooms, regardless of curricular materials used. ■