

I am happy to present the September issue of *Social Education* and my first as editor in chief. This is an especially meaningful issue as the first article by Megan Jones and Meghan Kolbusch examines the enduring legacy of 9/11. As we arrive at the 22nd anniversary of this national tragedy, many who were at Ground Zero continue to suffer aftereffects from the buildings' collapse. The first responders and their families profiled in this article are still dealing with the continuing impact of that day, and the article contains lesson plans for both middle and high school students that include resources from the 9/11 Memorial and Museum. For so many of us who lived through 9/11, the day and those following are unforgettable, but for today's students, access to these oral histories provide a vivid and profound connection to these events and their consequences.

In the Teaching with Documents column this month, Sara Lyons Davis explores the first federal census of 1790, and the meaning behind how information was collected. She states that during this nascent period the United States was "defining itself and its citizenry, and what it meant to be a part of either." The included teaching activities involve meaningful interaction with both the 1790 and 1820 censuses, as well as early drafts of the Constitution and a county level petition.

Our Sources and Strategies column by Lee Ann Potter contains the beautifully illustrated cover of the "Constitutional Centennial March" which was requisitioned by the Constitutional Centennial Commission and can inspire student research on eight of the country's early leaders and dignitaries. During the third week of September, the Teaching with the Library of Congress Blog at blogs.loc.gov/teachers will feature a post tied to this article, so please share your classroom experiences and teaching strategies.

In our Teaching the C3 Framework column, Emma S. Thacker and Josephine L. Valentine, explore using the Inquiry Design Model at the elementary level, specifically in a low-income, majority-minority elementary school. The IDM Blueprint addresses the compelling question, "How Do I Give Back to Indigenous People Today?" and it focuses on both tasks to alleviate injustice and sources to center the perspectives of marginalized groups. This can serve as an impactful lesson for Indigenous People's Day.

Rod Franchi and Alex Honold's article on causation outlines an instructional gameplan for ensuring that students consider both short- and longer-term causes when examining major social disruptions

from the Stamp Act Riots to the George Floyd protests in 2020. Being able to understand and explain causation is an important goal of both the C3 Framework and College Board standards, so this is a key topic for educators.

Using the case study of controversial labor activist Joe Hill, Jeffery D. Nokes, Jenna Hatch Li, and Emily Shaw help students develop strategies for becoming informed using polarized sources of information and gain experience vetting digital resources. Their suggestions for researching hotly contested topics and the included graphic organizer are invaluable tools for approaching hot button issues.

Mira Cohen has an insightful piece on U.S. efforts to influence the Italian elections of 1948 and 1953 and limit the spread of Communism using varied efforts that included the film *Ninotchka*, a comic book *Il Falco Verde*, and a letter-writing campaign by Italian Americans. The wide range of sources presented in this article give students rich resources for examining the role of propaganda in political campaigns.

In our Research and Practice column, Tamara L. Shreiner explains the teacher's role in helping students become data literate, an increasingly important skill as we are all inundated with proliferating amounts of data and data visualizations. The article contains a list of helpful suggestions on giving students opportunities to analyze and create social studies data visualizations. As Shreiner argues, data literacy contributes to "an informed, competent citizenship."

Lastly, in their article "NCSS Presidential Addresses," Mark Previte and Jay M. Shuttleworth, share how past presidents have used their addresses to share views on how the profession should respond to pressing issues, the importance of an engaged populace, the key role of diversity, and the need for leadership and advocacy on behalf of the social studies. These are enduring issues and ones that feel very relevant today.

As always, the editors of *Social Education* welcome the comments of readers on any of the contributions to this issue at socialed@ncss.org. 📌



Nancy Driver is the Editor in Chief of Social Education.