

Editor's Notebook

I am happy to present the November/December issue of *Social Education*, which recognizes and celebrates the profound impact of the C3 Framework on social studies education. This issue has been guest edited by John Lee, Kathy Swan, and S.G. Grant. I encourage you to read the reports from the classroom on the Framework's impact, in both this and NCSS's latest book *Revolution of Ideas: A Decade of Inquiry*. If you are in Nashville for our annual conference, please stop by the bookstore. We would love to discuss with you how you can become involved in NCSS publications!

This issue begins with a sobering account by Beau Dickenson, Brendan Gillis, and Chris Jones of the recent social studies standards' revision process in Virginia. The process was politically charged, suffered from a lack of transparency, and the proposed standards were both bloated and missing discussion of key concepts. Associations and educators, however, rallied together in an impressive and well-coordinated effort to advocate for historically sound and developmentally appropriate standards. Their successful efforts can serve as a blueprint for educators in other states that are undergoing politically fraught standards revision.

Our second article by Stephen Jackson also addresses standards reform and focuses on South Dakota's revised standards, which were inspired by the conservative Hillsdale College model. This article demonstrates how these standards are both pedagogically questionable and not developmentally appropriate. Jackson participated in an early workgroup of educators that wove in elements of the C3 Framework and intentionally included greater discussion of South Dakota's indigenous peoples. However, the approved draft mirrored the 1776 Curriculum championed by Hillsdale, with an emphasis on rote memorization and American exceptionalism. The starkly different outcomes of these two state standards revision processes highlight the growing importance of advocacy and organization to the profession. NCSS is proud to work with educators to elevate their voices in these discussions.

Our special section on the tenth anniversary of the C3 Framework begins with a piece by S.G. Grant, John Lee, and Kathy Swan and addresses the evolution of the Framework from its rollout on Constitution Day 2013, to its use throughout the curriculum in 32 states as of 2020, and its current, enduring popularity. As the authors point out, curriculum reforms typically last only a few years, but the C3 standards have become a bedrock of social studies education. This issue is rich with portraits of inquiry that celebrate this achievement.

In the next article, by Kathy Swan, John Lee, S.G. Grant, and fellow inquiry travelers, educators nationwide share their insights and experiences incorporating the C3 Framework. Ryan Lewis stresses the importance of compelling questions. Christy Cartner discusses the value of the IDM blueprint. Meghan Hawkins reveals how the IDM helps her lead an innovative classroom with engaging formative performance tasks. James Carlson and Joel Hinrichs discuss the key role the IDM blueprint played in their district's curriculum refresh, and they provide as an example their approach to the question "How Should the U.S. Respond to China?"

More inspiring examples follow, including Bonnie Lewis's discussion of using inquiry to approach challenging and complex topics. Ryan New addresses using Taking Informed Action as an instructional opportunity for seeking democracy. His fifth-grade students explored the compelling question, "How Can Power Lead to Oppression?" Laura Darolia discusses how social studies and English Language Arts connect in an elementary classroom. Beau Dickenson and John Hobson show how the IDM's backwards design, formative assessment, and instructional scaffolding ensure that the summative assessment of an inquiry is both valid and authentic. Nick Stamoulactos discusses how Syracuse City School District used a series of three units and nine IDM inquiries to revolutionize their third-grade curriculum. For his students "Inquiry is social studies and social studies is inquiry."

Lauren Colley, Emma Thacker, and Rebecca Mueller continue the discussion by addressing

helping new educators create manageable inquiries. They model teaching with inquiry in their methods classes, and they emphasize the value of using resources on the C3teachers.org website. Swan, Grant, and Lee conclude these portraits of inquiry by discussing what is yet to come with the C3 Framework. Stay tuned for more content on deliberation, collaboration, and production.

John Lee, Alicia McCollum, and Mary Beth Yerdon continue the C3 discussion with testimonials from C3 teachers. The C3 Teachers collaborative began as a small group just after the Framework was published. This network has since launched many successful C3 innovations and ideas. Meghan McGlenn Manfra, John Hensley, and Elizabeth A. Shaver contextualize the C3 Framework in the long history of social studies education, and the discipline's approach to inquiry. Tracing social studies education from the late nineteenth century through the present day, the authors stress how the C3 Framework has reinforced inquiry as a key component of the social studies curriculum.

In our Lessons on the Law column, Catherine Hawke and Tiffany Middleton look at the role of the Commerce Clause in U.S. history. This is one of two planned articles on the Clause, which has been an issue in several recent cases before the Supreme Court. A discussion of the Clause could make for a lively classroom discussion on the

balance between federal and state powers.

Our Teaching with Documents column, "Civic Engagement in Primary Sources," by Kathleen Munn, suggests having a discussion on rights in the classroom using the Bill of Rights, case studies, and petitions to prepare students for a future of civic engagement. The article also highlights the wealth of primary sources available from the National Archives through the Civics for All of Us professional development workshops for educators.

Our Sources and Strategies column, "Helping Students Make Deeper Connections to the Local Stories Behind National Desegregation Efforts through Historic Maps," spotlights the importance of using local geography to understand desegregation. The Library of Congress has many resources on this topic, and if you try these suggestions in your classroom, please tell them about your experience at blogs.loc.gov/teachers.

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.

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