

Editor's Notebook

This issue of *Social Education* inaugurates a new column, looks at the upcoming presidential election, and offers a rich array of articles on historical maps, law-related education, current issues, and educational challenges.

Our new column, Ask A Colleague, is a forum in which NCSS members offer advice on important problems that social studies educators face. The feature starts with a letter from Valerie Wald about the problem of the extensive time that formative assessments require. The column presents three sets of expert comments: one by Joel Breakstone and Sam Wineburg, co-authors of the *Social Education* article that prompted her letter; one by Walter Parker; and a third by Kathy Swan, S.G. Grant, and John Lee, who had to deal with this problem as they constructed formative assessments for the New York State Social Studies Toolkit.

In our Sources and Strategies column, Cheryl Lederle and Danna Bell introduce two sixteenth-century maps and examine what the cartographers thought important to include and why. They offer teaching suggestions, and recommend other online resources from the Library of Congress's collection of more than six million maps (the largest in the world). They invite our readers to join a related Library of Congress blog in the last week of February.

This year marks the 50th anniversary of the landmark Supreme Court decision in *Miranda v. Arizona*, which required police to communicate to suspects their right to remain silent and have an attorney prior to custodial interrogation. In our Lessons on the Law column, Brooks Holland notes how subsequent court rulings have limited *Miranda* rights in certain circumstances, and offers case studies for class discussion.

This year's presidential election is the context for three articles. In the first, Allan Lichtman outlines the successful predictive system that he developed in collaboration with Volodia Keilis-Borok, which has accurately designated the winner of the popular vote in all presidential elections since 1860. The "Keys to the White House" are of particular interest to social studies educators because they combine different social studies disciplines, in contrast to predictions based only on economic factors. Looking ahead to the November election, Lichtman currently projects that "although the Keys lean toward the Democrats, the verdict remains indeterminate." (26)

The surprising strength of Bernie Sanders in the Democratic primary campaign has, in the words of Robert Shaffer, "put 'socialism' back in American political dis-

course." (31) Shaffer points out that textbooks have often ignored socialist activism in U.S. politics, but that many individual Socialists have had a significant political and social impact. He presents important moments from the history of U.S. Socialism.

Benjamin Justice and Jason Stanley examine the most unexpected development of this primary season: the support for Donald Trump among Republicans. Acknowledging the mastery of social media demonstrated by Trump, "the self-proclaimed Hemingway of 140 characters," (37) they express concern with his attacks on undocumented immigrants and Muslims, and discuss the approach that teachers should adopt in class toward his presidential candidacy.

The Arab Spring began in December 2010 in Tunisia, which became the only Arab country to make a successful transition from dictatorship to democracy. Tunisia's National Dialogue Quartet, an alliance of four important civic organizations, played a major role in bringing together secular and Islamist political parties in an agreement to establish a democratic political system. The Quartet was awarded last year's Nobel Peace Prize for its efforts. Iftikhar Ahmad describes its activities and historic impact.

Brandon Butler and Stephen Burgin point out that "Jamestown is at the heart of any teaching and learning of colonial American history." (46) In the interest of historic preservation, should the site enjoy special protection from urban sprawl? They examine a current controversy in which historical and environmental conservationists have filed a legal challenge to a power company's plan to build high-rise transmission towers in sight of Jamestown, and offer suggestions for teaching about it in the classroom.

Our long-time readers are familiar with Samuel Totten's articles on genocide and human rights education. Practicing what he teaches, Totten has recently been engaged in private relief efforts in the Nuba Mountains of Sudan, whose people have suffered from acute food deprivation and aerial bombardments by the Sudanese government, which is trying to crush a Nuba secessionist rebellion. He offers a poignant eyewitness account of the plight of the people.

Do schools offer girls the opportunities they need to develop leadership skills? This question is addressed by authors from eight different girls' schools: Sue Baldwin, Heidi Kasevich, Stacey Kertsman, Kathryn Jasper, Regina Rosi, Kristin Ryan, David Sahr, Koyen Parikh Shah, and

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Deborah Thomas and Lee Ann Potter Respond:

Thank you very much for your thoughtful comments. You are correct, “one article on using primary sources to discuss a single election cannot cover everything.” But, fortunately, your letter is not only filling in some of the blanks, but it is also providing us with a great opportunity to alert *Social Education* readers to even more *Chronicling America* resources related to the Election of 1912—resources that highlight the involvement of Eugene Debs—and others such as Eugene W. Chafin, who ran representing the Prohibition Party, and Arthur E. Reimer, who ran representing the Socialist-Labor Party.

One such resource that mentioned the complete slate was *The Times Dispatch* of Richmond, Virginia, in its election coverage on November 6, 1912. Other

publications that gave extensive coverage specifically to Debs well before and after the election included *The Day Book* and *Labor World*. Alerting students to—or inviting them to discover such resources on their own—can further help them identify bias and viewpoint.

As with most of the digitized newspapers available through *Chronicling America*, historical background and more information about both of these newspapers is available on the site (on the full page newspaper view, select “About [the title]” to learn more about that newspaper).

The Day Book, published in Chicago, Illinois, from 1911–1917, was tailored to “the interests of workers, with extensive coverage of working conditions, wages, union organizing, and labor unrest.” (<http://chroniclingamerica.loc.gov/lccn/sn83045487/>) *Labor World*, published in Duluth, Minnesota, began in 1896

after its founding editor heard Debs speak and was inspired to create a newspaper that would focus on labor issues. (<http://chroniclingamerica.loc.gov/lccn/sn78000395/>)

To find more information about the origins, audiences served, political slant, or issues covered for any of the newspapers in *Chronicling America*, go to <http://chroniclingamerica.loc.gov/>, and select the “All Digitized Newspapers, 1836–1922” tab. You can narrow your search by State (of news coverage) or Ethnicity, as well as Language. 🌐

–Deborah Thomas and
Lee Ann Potter
Library of Congress
Washington, D.C.

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Sarah Wolf. On the basis of their shared experience, they outline some key components of leadership training that they recommend should be incorporated into school programs.

At the NCSS annual conference in New Orleans last November, C. Frederick Risinger attended outstanding sessions and exhibits, and his Internet column recommends a selection of exemplary websites operated by presenters and exhibitors. Teachers seeking resources on slavery, the C3 Framework, history education, and controversial issues will find valuable suggestions—and Risinger promises more to come in future columns.

The opening feature of this issue of *Social Education* is based on the presidential address delivered at the NCSS annual conference in New Orleans, in which NCSS President Kim O'Neil discussed the challenges facing social studies. In her judgment,

although social studies has spent a long time on the back burner, some positive signs of increased vitality have emerged, and the C3 Framework is helping to re-establish social studies as a core subject. She calls on NCSS members to “walk the talk,” and to provide students with opportunities to engage in informed civic action.

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

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