

## Editor's Notebook

Our students are the decision makers of the future, and it is the social studies classroom that prepares them to deal with the public issues that they will face. This edition of *Social Education* presents articles on vital issues that engage a wide range of social studies disciplines. It also includes a special section on disruptive technologies that offers advice on how teachers can incorporate these technologies effectively into classroom instruction.

Michael Apfeldorf introduces students to the kind of big data analysis that Optical Character Recognition (OCR) has made possible. In his Sources and Strategies column, he shows the effectiveness of this kind of analysis in the study of online collections of primary sources. He presents as an example a lesson that uses the online *Chronicling America* newspaper archives of the Library of Congress to examine the changing U.S. attitudes to Germany as the United States moved toward its decision to enter World War I.

Despite civil rights laws, residential racial segregation remains widespread throughout the United States. Richard Rothstein's Lessons on the Law column reviews the Fair Housing Act on its 50th anniversary and asks why it did not do more to change patterns of segregation in housing.

Kimberlee Reid examines the First Amendment rights of students by reviewing the historic case of *Tinker v. Des Moines*, in which the Supreme Court upheld the right of students to free speech and self-expression in schools. Her Teaching with Documents column includes important primary sources and suggests class activities for studying the case.

The extraordinary recent fluctuations in the value of Bitcoin have raised the question: is Bitcoin "money, asset, or bubble?" J.R. Clark, M. Scott Niederjohn, and William C. Wood take up the challenge of providing an answer. They suggest that "the fundamental value of Bitcoin is zero," (82) and that its ability to sustain a high price level will depend "on pessimism about the nature of governments and social order." (82)

There is currently an intense political debate about whether the United States should impose tariffs on imports or maintain its support for free trade policies and agreements. Tawni Ferrarini and James Gwartney review the issues, explain the economic benefits of free trade, and suggest classroom resources on the topic.

The Federal Reserve has played a major role in the country's recovery from the Great Recession, but it faces future challenges as it pursues its "dual mandate of price stability and maximum employment." (87) Kevin Kliesen and Scott Wolla review the decisions that the Fed will need to make as it considers its future inflation targets after years in which inflation has been lower than expected.

The special section on disruptive technology is presented by our Instructional Technology department editors, Michael J. Berson and

Meghan McGlinn Manfra. It focuses on the challenges and opportunities that recent innovations in technology offer the social studies classroom.

In the section's opening article, Manfra and Casey Holmes discuss the problem of the online transmission of fake news and the need to develop the media literacy skills of students so that they can navigate online sources effectively. The authors suggest strategies and recommend resources that will enable students to make sound decisions about the credibility and bias of the sources from which they obtain news.

Although virtual reality is often associated with video games, "its early purpose was for education" (96) and immersive virtual reality experiences can engage students very effectively as they study social studies topics. The article by Ilene R. Berson, Michael J. Berson, Amy M. Carnes, and Claudia R. Wiedeman draws on the experience of the University of Southern California Shoah Foundation in using virtual reality films as a resource for students to explore the Holocaust and investigate human rights issues.

Torrey Trust and Robert W. Maloy point out that 3D printers are "viable technology options for schools and classrooms" (104) because of the contribution they can make to student projects, and because their prices have become more affordable. The authors offer guidelines for the effective use of 3D printing and the active and constructive "maker-based learning" that it facilitates. They describe the class projects that resulted when K-12 teachers were paired with teacher candidates from the University of Massachusetts Amherst to develop lessons that "used 3D printers and maker-based activities to teach standards-based academic curriculum content." (101)

Injeong Jo demonstrates the value of cloud-based Geographic Information Systems for the study of global trends. She presents a high school geography lesson investigating the world's demographic divide through the Esri platform, ArcGIS Online. As students use the different layers of the map to examine different variables, they attain an understanding of the factors that influence worldwide population growth rates and the likely demographic impact of these growth rates. Their research prepares them both to make generalizations about worldwide trends and to explain the contrasts between countries whose growth rates differ from each other.

Many teachers are interested in using both the Inquiry Design Model of the C3 Framework and Project-based Learning in their classrooms. In our Teaching the C3 Framework column, Andrew Miller compares these approaches, and evaluates their commonalities and differences as ways of promoting inquiry-based learning in the social studies classroom.

As always, the editors of *Social Education* welcome the comments of readers on any of the contributions to this issue at [socialed@ncss.org](mailto:socialed@ncss.org) 