

THIS ISSUE OF *SOCIAL STUDIES AND THE YOUNG LEARNER* takes as its theme strand ❶ of the social studies curriculum standards, **TIME, CONTINUITY, AND CHANGE**. I hope this issue will open your eyes to new possibilities for engaging the learner in things that are beyond their immediate world (such as historical events) as well as things that may be very close to home (such as the recent wild fires in southern California).

The first three articles reach back in time to focus on historical topics. In the article “Fourth Grade Historians: A Thematic Approach to Immigration,” Elizabeth Egan Henry describes how she uses technology and children’s books to teach about the great wave of immigration that occurred in the early 1900s.

In the article “Comparing Societies from the 1500s in the Sixth Grade,” Trista Matson and Mary Beth Henning lead a discussion with sixth graders comparing three very different societies. Students learn to compare, make connections, and see multiple perspectives of historical events in which civilizations first encountered each other.

Edith G. Mayers uses students’ “awe” of the vastness of Alaska and the excitement of the Gold Rush era to draw the student into learning about history, as described in her article “The Klondike Gold Rush: Using Technology to Learn about History.”

Reaching learners with an interest in the arts is possible with social studies, as demonstrated by the next two articles. Whether it is hex signs, Frakturs, or schenschnitte, the rich heritage of the Pennsylvania Dutch comes alive as students learn artistic techniques taught by Dianne Turner. Her article “Pennsylvania Dutch Crafts and Culture” is followed by a Pullout that provides instructions on how children might do some traditional crafts. These activities provide some continuity across generations of Americans who can claim German ancestry.

Susan Thompson and Kayenta Williams provide some strategies for using photographs to teach about local history in their article “Using Photography to Tell a Story.” Living close to Boston, they were able to illustrate their article with images of sites on the Freedom Trail in that city.

Children’s literature is a medium for enticing children into the world of others in our country and abroad. In “Advocating for Peace and Social Justice through Children’s Literature,” Jacqui Kolar and Junko Yokota challenge the reader to seek for literature that evokes action for the good of all people.

In the perspectives section of this issue, Jeff Passe uses the recent fires in California as an example of how to help students discuss current events, which are sometimes difficult to confront. The article “A Counter-Intuitive Strategy: Reduce Student Stress by Teaching Current Events” shows how acknowledging a problem and outlining its causes and possible solutions can empower even young students.

Time and change happen to us all. I hope that this issue of *Social Studies and the Young Learner* proves to be useful to you for many years to come. 🌍



Linda Bennett

On the Cover: A third grade student painting a hex sign in a class taught by Ellen Ansolabehere at Ronald Reagan Elementary School in Bakersfield, California.

Photograph by Ernie Hashim, Media Specialist, California State University, Bakersfield.

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