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SOCIAL STUDIES AND THE YOUNG LEARNER (ISSN 1056-0300) is published by National Council for the Social Studies (NCSS) four times a year: September/October, November/December, January/February, and March/April. Logotype is an NCSS trademark. Contents © 2019.

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INDEXED by Institute of Education Sciences, [eric.ed.gov](http://eric.ed.gov).

POSTMASTER: Send address changes to

*Social Studies and the Young Learner*  
NCSS, 8555 Sixteenth St., Suite 500  
Silver Spring, MD 20910 USA

## EDITOR'S NOTES

# Reading, Analyzing, and Learning to Listen and Lead



Scott Waring

In the first article in this spring issue, “Reflective Discussion Circles: A Method for Promoting Civic Engagement,” **Mary McGriff** and **Shalise Clemons** describe an activity that “brings together best-practice research related to oral discourse in reading, assessment, and civic engagement to provide a process for analytic, self-reflective student dialogue.”

**Jesse A. Haight** and **Vanessa C. Boryenace** met with preK and K girls to read and discuss books about woman who worked to improve society. In their article, “Inspiring Young Girls’ Civic Engagement with Biographies of Women,” they describe how young learners began thinking about what it means, even at their age, to act as agents of social change.

The third article, “Reading and Analyzing, and Creating Informational Graphics in the Elementary Classroom,” provides an overview of some commonly used graphic forms, and then suggests a way to approach an upper elementary lesson that incorporates the use of a graphical analysis strategy aligned with the *C3 Framework*. The authors—**Emma S. Thacker**, **Jeremy D. Stoddard**, and **Stephanie van Hover**—also provide the **Pullout** for this issue, handouts that includes a set of sample graphics with explanatory captions for students to consider.

**Donald R. McClure** and **Kecia I. Robinson’s** article, “‘Even If She Fell Down, She Kept Getting Up!’ Teaching Women’s History through the Olympics,” introduces students to athletic pioneers and innovators, from one of the first woman Olympians in modern times (golfer Margaret Abbott), to today’s multi-medal-winning gymnast Simone Biles.

Continuing the athletic theme, **Alyssa J. Whitford** offers “Sports Reporter Mary Garber: Expanding the Trailblazer Approach to Women’s History.” Garber overcame professional barriers and biases against women reporters to win an enthusiastic national readership.

In “Behind the Lens: Sourcing Historical Photos with KidCitizen,” **Bretton A. Varga**, **Ilene R. Berson**, **Michael J. Berson**, and **Bert Snow** describe “sourcing” as “exploring who produced a document to better understand that person’s motivations for choosing an even to focus on and how to represent it,” and they suggest resources and related activities for the classroom. 🌐