

The main focus of this issue is a special section on the Centennial of the Nineteenth Amendment that examines its limitations as well as its accomplishments. Outside the special section, the issue offers a rich set of articles on the topics of election security, the organization of online inquiries, the use of engaging primary sources, and the need for greater advocacy of the importance of social studies.

Looking back on the struggle that culminated in the accomplishment of women's suffrage, guest editor Margaret Smith Crocco emphasizes that there were also "flaws and limitations associated with the women's rights movement." (193) Several authors develop this theme by examining the racial discrimination that prevented many African American women from voting after the passage of the Nineteenth Amendment, and by exploring the continuing struggle for gender equality.

Anthony Brown, Joanna Batt, and Esther June Kim examine the long history of the suppression of voting rights, which disenfranchised African American men and women alike. Although the Voting Rights Act of 1965 was passed to address the problem, the authors describe how initiatives for voter ID laws, gerrymandering practices, and other restrictions may perpetuate racial barriers to enfranchisement.

Despite all the obstacles, many African American women have become notable role models as leaders of the struggle for political enfranchisement. Barbara Winslow examines the accomplishments of Shirley Chisholm, the first African American woman elected to Congress in 1968, who took the major step of running for the Democratic nomination for president in 1972. Jennifer Sdunzik and Chrystal S. Johnson present the stories of two important women leaders, Ida B. Wells-Barnett and Stacey Abrams. They recommend a C3 inquiry that focuses on the careers of the two leaders by addressing the compelling question, "How can the lack of power push individuals to seek change?"

Two articles emphasize the power of visual images as a starting-point for class inquiries into women's suffrage. Christine Woyshtner points out that the suffrage movement (and later women's movements) made excellent use of images and iconography in the promotion of the cause, and offers suggestions for their classroom use. Kathryn E. Engebretson's article adds a global dimension to the study of women's suffrage through the use of photographs to examine the spread of women's voting rights in many countries.

The struggle for gender equality continues today. Donald R. McClure examines one of its important milestones: the passage of Title IX, the 1972 mandate prohibiting discrimination on the basis of gender in educational programs funded by the U.S. government. He suggests an inquiry based on the C3 Framework into the impact of this mandate.

Outside the special section, our column on Teaching the C3 Framework examines the challenges of teaching about important social studies issues online. The authors—Kathy Swan, Andrew

Danner, Meghan Hawkins, S.G. Grant, and John Lee—recommend the use of the Pomodoro technique of dividing instruction into 20-minute blocks as an excellent time management strategy. They suggest a lesson plan that incorporates the technique in an inquiry based on the compelling question, "Is there anything new about the 2020 protests?"

As the upcoming presidential election in November draws closer, the question of election security is of paramount importance. What are the potential threats to voting? And how secure is our election infrastructure? In the Lessons on the Law column, Elizabeth Rindskopf Parker, Suzanne Spaulding, and Devi Nair discuss the problem of voter suppression and the risk of foreign influence. To counter these threats, they emphasize the crucial role of civic education, which they describe as a "national security imperative." (239)

When the U.S. Constitution went into effect in March 1789, two states—North Carolina and Rhode Island—had not yet ratified it. In our Sources and Strategies column, Lee Ann Potter describes the subsequent ratification of the Constitution by conventions in North Carolina in November 1789 and Rhode Island in May 1790. Using a news report on North Carolina's convention as her recommended primary source, she offers engaging teaching suggestions for studying both the convention and the report, which is available in the *Chronicling America* collection of the Library of Congress.

Missy McNatt's Teaching with Documents column focuses on the 1920 census, which found that, for the first time in history, the majority of Americans lived in cities. The census also recorded that almost 14 percent of the population had been born outside the United States. The results provoked strong disagreements in Congress about the reapportionment of representation in the House of Representatives, and also led to measures restricting immigration. McNatt offers teaching suggestions that enable students to understand the importance of the census in general and that of 1920 in particular, and to compare different censuses with each other.

The most comprehensive U.S. measure of student learning is the National Assessment of Educational Progress (NAEP). The results of NAEP testing are often reported superficially by the media, but NAEP reports provide researchers with excellent data on school and teacher characteristics, as well as classroom instructional practices. Tina L. Heafner points out that the recently released results of the 2018 NAEP eighth-grade assessments of social studies subjects can be a valuable tool for advocacy for an increased commitment to social studies education in our schools. She lists 10 findings that are policy-actionable and can be used to support initiatives to improve the performance of students in social studies and to end the existing gaps in educational opportunity that are based on race, ethnicity, and family income.

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).