

This issue of *Social Education* presents a rich assortment of analyses and lesson plans by authors who are committed to inclusive, culturally sensitive, and anti-racist instruction in the social studies classroom.

In the opening article, which is one of two Research and Practice columns in this issue, LaGarrett J. King outlines a detailed framework for teaching about Black history. He points out that what is historically significant to white people is often not equally significant to Black people, and identifies the limitations of an approach to Black history that focuses disproportionately on only three periods: enslavement; the Civil War and Reconstruction; and the civil rights movement of the 1960s. The six principles of Black historical consciousness that he presents offer important guidelines for improving the teaching of Black history.

One of the principles that King advocates is more attention to Black agency, resistance, and perseverance. The second article in this issue, by Lightning Peter Jay, offers a lesson plan that supports this objective. It focuses on one of the lesser known heroes of Black history, Octavius V. Catto, who led a movement in Philadelphia in the 1860's to desegregate the city's horse-drawn streetcars. Jay's primary sources and teaching suggestions explore an early struggle against the kind of discrimination that was still prevalent in the South of the United States a century later.

In our Teaching with Documents column, Grace Schultz examines another episode in the long civil rights movement: the legal challenges by the National Association for the Advancement of Colored People to the segregation of public schools in Virginia. Reviewing three cases that were litigated in 1948, she presents striking photographs of the different conditions in the segregated white and Black schools, and offers teaching suggestions that enable students to investigate racial discrimination then and now.

Jennifer Pontius-Vandenberg points out that “beyond a mention of Nat Turner, students rarely learn about slave revolts and rebellions.” (355) To help to redress this imbalance, she shares a lesson plan about the Haitian Revolution that took place between 1791 and 1804, and was “the largest and most successful slave revolt” in the world. (358) She offers detailed information about the Revolution, and recommends useful sources for class investigations and discussions.

What are the best practices for teaching about civics and civic action in classes that include undocumented immigrant students? In a Research and Practice column, Dafney Blanca Dabach, Aliza Fones, and Natasha Hakimali Merchant report on a study based on almost 90 hours of observation of teachers who are skilled and experienced in working with immigrant youth. The effective teaching practices described by the authors encouraged students to participate in civic action and examined historical examples of groups that were formally excluded from the right to vote but engaged in successful action to obtain that right.

Rosalie Metro describes the challenges that she has faced as an author committed to writing an anti-racist world history textbook. Her article outlines her approach to replacing a Eurocentric perspective with a more inclusive world history, and recommends that teachers involve students extensively in setting guidelines for classroom discussions about race.

This year is the 400th anniversary of the arrival of the *Mayflower* in New England and of the agreement that later became known as the Mayflower Compact—the document signed by 41 of the ship's male passengers to create a “civil body politic.” In his Lessons on the Law column, Howard Kaplan uncovers many of the myths surrounding the Compact, but describes how it made a major contribution to the later constitutional tradition of the United States by separating membership in the body politic from affiliation with a specific church.

The basic Inquiry Design Model blueprint, which incorporates compelling and supporting questions, tasks, and sources, has become a mainstay for teachers who use the C3 Framework as the basis for their instruction. In response to teachers' requests for a wider range of inquiry experiences, the lead writers of the C3 Framework, Kathy Swan, S.G. Grant, and John Lee have developed four additional kinds of blueprints, which they described in detail in their recent NCSS book, *Blueprinting an Inquiry-Based Curriculum*. In their Teaching the C3 Framework column, they present the five different blueprints, and show how they can be combined to build a curricular house of inquiry.

For teachers seeking an engaging way of introducing students to the movement that accomplished women's suffrage in 1920, Stephen Wesson recommends the cartoons published by a leading suffragist, Nina Allender. His Sources and Strategies column offers teaching suggestions that enable students to examine how the cartoons reflected the everyday struggles of the suffrage movement and helped to advance its cause. Wesson also shows how teachers and students can use Newspaper Navigator, a new online search application offered by the Library of Congress, to access other useful visual sources on the movement in the Library's Chronicling America collection.

Francine Falk-Ross and Roberta Linder advocate a creative way of involving students in social studies: encouraging them to write poetry to demonstrate their understanding of the topics they study. The authors describe how they have incorporated this approach in their courses for preservice teachers, many of whom have then integrated it into their field experiences. Falk-Ross and Linder offer examples of different forms of poetry that can be used to “develop students' reading skills while building their content knowledge and writing proficiency.” (388)

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).