

The coronavirus pandemic is a historical watershed that will have a lasting impact on the United States. This issue of *Social Education* examines some of the challenges of teaching social studies during the pandemic, and articles in future issues will continue to cover its effects. Social studies education is now more important than ever, and many columns and features in this issue offer suggestions for the creative teaching of important topics and recommendations of excellent literature that can engage young people in social studies.

As the pandemic brought to the fore the role of federal, state, and local governments, it raised significant constitutional questions. People were ordered to shelter in place, and non-essential businesses were forced to close, which resulted in protests and demonstrations. Steven D. Schwinn's Lessons on the Law column examines the constitutional issues raised by the protesters, but points out that the United States has had a long history of measures of quarantine, isolation, and restrictions of movement to protect public health, and that the courts have supported these measures in the past.

Teachers throughout the country were quick to rise to the challenge of remote teaching as schools closed. In a special feature, six social studies educators share their experiences of teaching remotely. They identify creative solutions that address the difficulties of this form of instruction, but also describe ways in which it cannot match the regular classroom experience. One challenge of remote instruction is its impact on students who have difficulty accessing the Internet, and one participant, April Francis, emphasizes the hurdle of home environment inequities for some of the most vulnerable students.

In their long days at home, our students are more connected than ever to websites and social media of dubious accuracy. This is a time when it is essential to teach them the media literacy skills needed to critically analyze online information and social media messages. Chris Sperry and Cyndy Scheibe recommend the best approaches, suggesting suitable lessons for teaching about the pandemic, and offering special tips for remote instruction.

In our Teaching the C3 Framework column, Kathy Swan, S.G. Grant, and John Lee point out that the pandemic crisis is no time to abandon inquiry-based instruction. Students now apply principles of inquiry to their daily lives as they make personal decisions about keeping healthy, and teachers who use the C3 Framework can build upon these daily inquiries to ask broader compelling questions that prompt students to investigate the effects of the pandemic.

As is our tradition at the end of the school year, this issue of *Social Education* celebrates books. The illustrated 16-page pullout in the center presents more than 100 books for young people published in 2019 that have been designated as Notable Social Studies Trade Books

because of their valuable contribution to social studies education and their great literary qualities. The books were selected by a committee of NCSS members in conjunction with the Children's Book Council. Accompanying annotations provide information about the social studies standards that each book promotes as well as the grade levels for which it is suitable.

Other outstanding books for young people featured in this issue are those that have been honored by two NCSS awards programs. The Carter G. Woodson awards acknowledge books that make a major contribution to the depiction of ethnicity in the United States. The Septima Clark awards recognize books that contribute to an understanding of women's issues around the world. This issue includes reviews of the twelve books (six in each program) that have been selected for awards and honors.

The importance of books was recognized in both World Wars, when there were campaigns to provide books to every American soldier. In our Sources and Strategies column, Kathleen McGuigan and Abby Yochelson examine how the books were selected, produced, and distributed. Printed in a smaller-than-usual size to be easily portable, the books "laid the groundwork for broad popularity of mass market paperbacks in post-World War II America." (168)

Looking ahead to the 100th anniversary of the 19th amendment (which will be the main focus of the September issue of *Social Education*), Andrea S. Libresco examines why many picture books present the struggle for women's suffrage as a movement of white women, though women of all races campaigned for the right to vote. She suggests that students should explore this issue by forming literature circles that examine the biographies of suffragists to see what they include and exclude in their accounts of the women's suffrage movement.

Our Teaching with Documents column deals with another important episode in the struggle for women's rights. Kimberlee Ried describes the intense efforts by supporters of the Equal Rights Amendment, passed by Congress in 1972, to get states to ratify the Amendment, which included an economic boycott of states that refused to do so.

Sometimes it can be difficult to bring history to life for students. Georgia Belesis recommends the study of the art of a historical period, which helps students to become more emotionally connected to the past. She shows how the integration of art into her AP World History courses has engaged students and resulted in an increase in their examination scores.

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