

Welcome to a redesigned *Social Education*! Our new look offers a stylish font, more open pages, and enhanced graphics. We offer our thanks to Art Manager Rich Palmer for his new design.

This edition of *Social Education* focuses on teaching difficult topics. Janine Giordano Drake and Robert Cohen review the controversial 1619 Project, which builds on recent scholarship about slavery. They point out that “a history teacher’s job is not to hand down truths from a higher power but to raise questions and direct discussion,” (14) and call for students to debate the pressing historiographical questions raised by the 1619 Project and alternative interpretations of U.S. history.

Jane C. Lo and Jerry Neufeld-Kaiser emphasize the need to encourage civic engagement among students and recommend Project-Based Learning (PBL) as a means of fostering student interest in different perspectives on current issues. Their article shows how Jerry incorporated PBL in his government courses through simulations in which students assumed the roles of politicians, government officials, and judges.

Matthew Brillinger and Agata Soroko explore the extent to which “official social studies curriculum documents acknowledge difficult questions raised by the persistence of poverty in the United States” (23). Their research shows that poverty “rarely features” in the social studies curricula of U.S. states, and they suggest strategies and resources that will enable teachers to introduce the subject in class.

Our column on Teaching the C3 Framework addresses the challenges of teaching hard history. The authors (Kathy Swan, Ryan Crowley, Nick Stamoulacatos, Bonnie Lewis, and Grant Stringer) suggest inquiries based on the compelling question, “How Do We Make Peace with the Past?” They encourage teachers to create a curricular loop that threads together different hard history topics, and recommend a Harkness discussion (a student-led deliberation technique) as a means of investigating those issues.

Michael Apfeldorf poses the question, “How does misinformation emerge and what is an appropriate response?” (40) His Sources and Strategies column

examines a wartime manifestation of the problem by focusing on the World War II Rumor Project that sought to track and counter misinformation related to the war effort. The primary sources that he presents offer an intriguing glimpse into the processes by which misinformation can spread.

In 1854, a 24-year-old African American school-teacher, Elizabeth Jennings, made a successful legal protest against transportation segregation in New York City after being ejected from a trolley because of her race. Katherine Perrotta reviews the legal case brought by Jennings against the Third Avenue Railway Company and offers several learning activities that use historical empathy strategies to help students understand the context and impact of Jennings’s bold action.

In our Lessons on the Law column, Edward L. Rubin argues that the traditional concept of the three branches of government—legislative, executive, and judicial—understates the importance of the administrative branch of government. He describes the growth of the administrative state and suggests ways in which teachers can introduce students to “the enormous and seemingly opaque trunk of our government tree.” (62)

This issue opens with the address delivered by NCSS President Anton Schulzki at the 101st NCSS Annual Conference in November 2021. Social studies teachers have recently come under many pressures. In addition to the problems of teaching during the pandemic, they have had to deal with the marginalization of social studies disciplines and attempts to censor the teaching of controversial topics in the social studies classroom. He calls for solidarity among social studies teachers and re-emphasizes the commitment of NCSS to support academic freedom.

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). 📌



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