

Literature and the arts offer vivid and creative ways of engaging students in many important social studies subjects. In this issue of *Social Education*, our readers will find valuable suggestions for using these methods to enhance their social studies classes.

This year marks the 50th anniversary of the establishment of the Notable Social Studies Trade Books for Young People list that has been published annually by NCSS in collaboration with the Children's Book Council since 1972. These attractive and well-written books, which are selected by a committee of NCSS members, are of special value to teachers looking for literature that emphasizes human relations, racial and ethnic diversity, and a broad range of cultural experiences. Many of the Notable books can serve as an introduction to important historical developments and contemporary issues. The pullout at the center of this journal presents this year's selections, and includes helpful annotations that identify the grade levels for which the books are suitable, as well as the national social studies standards that they can help to fulfill.

This issue of *Social Education* also presents outstanding books for young people that have been honored by the NCSS Carter G. Woodson and Septima Clark awards. The Carter G. Woodson awards acknowledge books that make an exceptional contribution to the depiction of ethnicity in the United States. This year, the six books that have been recognized as award winners or honorees offer poignant insights into the historical discrimination faced by African Americans, Asian Americans, and Native Americans, and describe attempts by members of these communities to overcome injustices. The Septima Clark awards identify books that make a remarkable contribution to an understanding of women's issues. The latest selection of six books as award winners or honorees offers readers fascinating accounts of women who exceeded expectations for their gender in the fields of wartime service, science, and poetry.

Two articles in this issue deal with the use of films in the classroom. For teachers interested in

examining historical shifts in attitudes and policies toward people with disabilities, Neil Dhingra, Joel Miller, and Kristen Chmielewski recommend *Crip Camp*, a Netflix documentary about a summer camp for disabled teens that can "provide compelling points of entry into deeper conversations about disability" (162). Jesús A. Tirado and Tim Monreal highlight the value of a film that was subjected to bans and censorship in the 1950's: *Salt of the Earth*, which tells the story of a strike in a small New Mexico mining community, and can enhance the study of labor struggles, the Latinx community, and gender roles.

Joanna Batt and Jaden Janak offer a lesson plan for teaching about transgender people in the social studies classroom that focuses on four individuals spanning different time periods, races, and class backgrounds—Charley Parkhurst, Lucy Hicks Anderson, Major Griffin-Gracy, and Ryka Aoki. In the lesson, students use poster art and clues, as well as other recommended resources, to achieve a greater understanding of the lives of these four transgender individuals and the challenges they overcame.

Robert Shaffer offers suggestions for using the musical *Oklahoma!* in history classes studying the U.S. expansion west of the Mississippi after the Civil War. The musical offers students insights into divisions among different groups in rural communities, such as farmers and cowboys, during the settlement of the Oklahoma territory. Shaffer points out that the musical can also serve as a primary source representing the typical American worldview at the time it was written. It focuses on white settlers and very strikingly omits Native Americans and African Americans from its story.

In this issue's Elementary Education column, Andrea S. Libresco suggests ways of teaching about peace movements and their ideals in primary and upper elementary classrooms. One valuable resource is a book honored in this year's Notable Trade Books list, *Three Lines in a Circle* by Michael G. Long, which examines the origins and history of the peace symbol. After students read the book, Libresco suggests that they review some

