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Editor's Notebook

This issue of *Social Education* presents a rich variety of articles and teaching suggestions that will motivate and engage students in the examination of important past and present social studies topics. Several authors offer innovative advice to teachers who are committed to inquiry-based instruction based on the *College, Career and Civic Life (C3 Framework) for Social Studies State Standards*, which has had a great influence on our field since its publication ten years ago.

In our Teaching the C3 Framework column, Robert Alvis, Scott Morrison, and Amanda Ruvolo suggest ways of encouraging students to seek civic immersion experiences outside the classroom that are related to the curriculum of their course. These experiences could include attending a local government meeting, interviewing community leaders, or volunteering with a charitable organization. The article identifies inquiry topics that will help students "make connections between their experiences in the classroom, their experiences outside the classroom, and themselves." (308)

In a review of recent and upcoming Supreme Court decisions, Catherine Hawke points to the "potential for momentous changes in the nation's legal and constitutional landscape." (310) Her Lessons on the Law column examines the overturning of *Roe v. Wade* and the weakening of precedents in other landmark decisions during the Court's last term, and previews important upcoming cases on environmental law, affirmative action, and voting rights.

As this year's congressional elections draw closer, there is likely to be intense discussion of election security. Brett L.M. Levy, Meghan E. Cook, and Nora D. Schaffer offer valuable guidelines and resources that teachers can use to discuss the subject in class. Their article presents a mini-unit based on the C3 Framework that addresses the compelling question, "How do we ensure that U.S. elections are free and fair?" They point out that this country's electoral system contains strong protections against election fraud and voting irregularities, and offer a succinct summary of the principal regulatory safeguards that support electoral integrity. (318)

Inquiry-based instruction is widely viewed as an alternative to traditional methods of teaching. David J. Neumann observes that "history teachers have rightly learned to be wary of lectures and other forms of direct instruction," (325) but points out that students who engage in inquiries need the kind of background knowledge that teachers can provide. Neumann suggests that "the best way to increase inquiry-based instruction is paradoxically to pay more attention to direct instruction." (325) As an example, he offers teaching suggestions for a world history lesson that examines the spread of Islam in West Africa through the study of fourteenth-century Mali.

Christopher C. Martell and Kaylene M. Stevens point to the shortcomings of teaching history by focusing on the actions of powerful individuals because this can lead students "to believe that only powerful individuals, not themselves, can make change." (333) It is important for students to "learn history through the lenses of movements" (333) and to understand the historical importance of community activists in bringing about social change. Martell and Stevens identify the characteristics of successful movements and suggest examples of teaching about collective action that can be used in units at each of the elementary, middle, and high school levels.

Another problem arising from excessive emphasis on the importance of individual leaders is that students may come to view heroes and villains as the driving forces of history. One consequence, as Cathryn van Kessel points out, is that students "may come to see themselves as bystanders" (348) rather than civic actors whose initiatives can accomplish the public good. Her Research and Practice column suggests methods that teachers can use to guide students away from heroification

and villainification in their analyses of historical processes, so that they can understand the role played by ordinary people and communities in major historical developments.

The spread of polio in the United States in the first part of the twentieth century was devastating for those affected by the disease. In our Teaching with Documents column, Emma O'Neill-Dietel examines how Franklin D. Roosevelt, "perhaps the most famous polio survivor," responded to his illness. The featured document is a letter written by Roosevelt in 1924 to a doctor, which describes Roosevelt's symptoms and the beneficial effects of the waters of the Warm Springs, Georgia, resort on his illness. Roosevelt purchased the resort, which became the center of a hydrotherapy program for polio survivors, many of whom became active advocates for victims of the disease. O'Neill-Dietel discusses the effects of their activism in starting the March of Dimes and bringing public attention to the problems of employment discrimination, accessibility, and lack of assistive technology faced by people disabled by polio.

The opening of a long-distance telephone line from New York to Chicago in October 1892 was a widely publicized event that celebrated "the perfect transmission of articulate speech for a distance of one thousand miles and over." (356) In our Sources and Strategies column, Lee Ann Potter presents a newspaper report of the event as a primary source that is available in the Chronicling America collection of the Library of Congress, and offers teaching suggestions for using it in the classroom. Robin Pike's contribution in the same column provides an update on the Chronicling America collection, a searchable historical database that now offers 20 million pages of newspapers from all 50 states.

Heidi Schramm-Slavin concludes this issue with a vivid description of her experiences as a volunteer working in war torn Ukraine for a charity that provides medical treatment and helps displaced Ukrainians move to countries willing to accept them. Her article offers poignant insights into the human suffering caused by the conflict and includes a lesson plan, timeline, and resource recommendations to help teachers discuss the war in their classrooms.

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

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