

This issue of *Social Education* offers many creative ideas and resources for teaching social studies. Our authors deal with a wide array of historical and contemporary topics and suggest valuable teaching strategies that engage the interest of students.

In our opening article, Michael Yell analyzes ChatGPT and its implications for schools. He examined the ability of the chatbot to answer the kinds of questions that might be raised in a social studies classroom and concludes that "its language is quite authoritative but the information it provides might be incorrect." (139) He recommends that we "learn to work with it," (140) and assign students to fact check and review content generated by ChatGPT.

Picture books, which are widely used in elementary classrooms, can also be very effective in high school social studies classes. Brianne Pitts, Jennifer Pontius-Vandenberg, and Darren Guido recommend their use to complement textbooks, pointing out that picture books can fill gaps in textbook coverage of historical events and of minority communities. They are also "excellent venues for facilitating controversial conversations and interrogating notions of power and perspective." (143)

In 1943, when the Mendez family tried to enroll their daughter Sylvia in their local school in the Westminster School District in Orange County, California, they were told that Sylvia could not be enrolled there and instead needed to attend the "Mexican school." In contrast, Sylvia's lighter-skinned cousins were allowed to attend the local school. The Mendez family successfully sued the school district. Maribel Santiago and Alyssa Whitford review the *Mendez* case, which was a landmark in the legal struggle against racial discrimination by school districts.

In our Elementary Education column, Andrea Libresco reviews *A Song for the Unsung*, a book by Carole Boston

Weatherford and Rob Sanders about Bayard Rustin, who was a key organizer of the historic March on Washington for civil rights in 1963. Despite his organizational brilliance, Rustin was kept out of the spotlight by civil rights leaders because of his gay sexual orientation. Libresco suggests class activities and discussion questions that teachers can use with the book, which she notes is especially relevant at the present time.

At the center of the issue is our annual pull-out presenting the latest selection of Notable Social Studies Trade Books for Young People, which offers annotations of outstanding books published last year that can enhance the social studies curriculum. We also present reviews of the latest books to have won Carter G. Woodson awards for their contribution to an understanding of race and ethnicity in the United States and Septima P. Clark awards for accurately reflecting women's issues, perspectives, and stories.

Kelly R. Allen shows how music that students enjoy can be a starting point for a discussion of important historical and contemporary issues. She describes her experience of using hip hop in her U.S. history and government classes, offering guidelines on the creation of playlists of songs that can stimulate discussions of contemporary and historical issues, such as colorism, the legacy of Jim Crow, and police brutality.

In this issue's Sources and Strategies column, Cheryl Lederle introduces the poetry of suffragist Alice Duer Miller, who wrote a regular column starting in 1914 for the *New York Tribune* titled "Are Women People?" The title was a response to a 1912 speech made by Woodrow Wilson, then a presidential candidate, that called for bringing the government back to the people. Miller's columns are freely accessible through the *Chronicling America* collection of the Library of Congress.

In our Teaching the C3 Framework column, Christy Cartner, Kathy Swan, and Ryan

## Editor's Notebook

Crowley show how the C3 Framework can be used to address the question “What Can Women Teach Us about Equality?” They describe a Gender and Women’s Studies course taught in a Lexington, Kentucky high school that used a curricular loop design consisting of six inquiries to address this question through different disciplinary lenses—sociology, history, civics, geography, and economics. A special feature of the course was the extensive engagement of students in field research as they explored gender equality issues in their community.

Joe Rosenthal’s photograph of six Marines raising the American flag at the summit of Mount Suribachi on Iwo Jima is one of the most iconic photographs of World War II. In the years since then, investigations have shown that three of the six Marines originally named as being in the photograph were misidentified. Breanne Robertson, a historian who worked in the Marine Corps History Division at Quantico, was part of a team that conducted an exhaustive review of primary and secondary source materials related to the Iwo Jima flag raising. In our Teaching with Documents column, she describes the meticulous process by which the identities of the six Marines were finally established.

This year marks the sixtieth anniversary of *Gideon v Wainwright*, in which the Supreme Court ruled that defendants facing criminal charges who cannot afford a lawyer have a right to a defense attorney. Brooks Holland’s Lessons on the Law column describes the case and the Court’s decision, and reviews the public defender system and the challenges that it faces because of excessive caseloads, underfunding, and recruitment difficulties.


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). 🗨️

In this, my final issue as Editor-in-Chief of *Social Education*, I would like to express my gratitude to our wonderful volunteer writers and department editors, and to all our readers. I am retiring after 29 fascinating years working in the NCSS publications division. It has been a privilege to be part of our association of social studies educators. Meeting our talented, positive, and committed members at annual conferences has always been a great pleasure and has given me confidence that social studies is in good hands at a time when it is more necessary than ever. Thanks for everything!



Michael Simpson is the Editor in Chief of Social Education.



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