

I am happy to present the October issue of *Social Education*. This is an especially timely issue as the first article by Laura J. Dull and Lizabeth Cain examines democracy as a “work in progress,” and guides students to hold a convention day where they debate topics such as the natural born citizen requirement to become U. S. president and the lifetime tenure of Supreme Court justices. Students are challenged with these difficult questions as they prepare for a future of civic engagement.

In our Lessons on the Law column, Catherine Hawke discusses the implications of the landmark Supreme Court cases *Students for Fair Action v. Harvard* and *Students for Fair Action v. University of North Carolina*. The Court's controversial decision overturned 50 years of precedent and effectively prohibits the use of race as a factor in college decisions. During this landmark session, the justices also upheld the rights of voters in *Allen v. Milligan* and *Moore v. Harper*. The Court also curtailed the powers of several federal agencies, and most notably rejected the Department of Education's right to offer student loan forgiveness. The fallout from all these cases will just start to be felt this fall, and students, especially high school seniors, will be especially interested in the implications for college admissions. The Court's upcoming session is bound to be just as pivotal, as cases on disability civil rights, election law, trademark, Purdue Pharma's bankruptcy, and separation of powers are scheduled to be held. Students are likely to hold strong views on many of these topics. This article offers classroom ready resources which can be used to make discussion even more engaging.

In *Being and Seeing: Teaching Financial Literacy through Community Wealth*, Leah Panther, Natasha N. Ramsay-Jordan, Lasha Lalana, and Laura Eby present a practical case study of students learning about financial resources and community wealth through community resource walks. Despite being a key life skill, the evidence of benefits of financial literacy education has been mixed, and the authors make a compelling case that discussions of wealth need to be contextualized

in a community environment. These community resource walks are sure to be a student favorite and they will increase engagement between the local community and school.

In *Towards a Theory of Black Satirical Citizenship Discourse: A Brief History and Lesson Recommendation*, Daniel J. Thomas III, Terrance J. Lewis, Jonah Jones, and Maya McDaniel advance black satirical citizenship discourse, black perspectives on and use of satire as a form of citizenship discourse tracing satire from its African origins through vaudeville, the Harlem Renaissance, and modern Black stage-comics. The included lesson plan familiarizes students with the concept of satire and examines how it was used as a form of resistance. This is an engaging piece that exposes students to the subversive power of humor.

In *Interrogating the Smartphone: Teaching through Technoskeptical Questions*, Scott Alan Metzger and Daniel G. Krutka examine the use of smartphones through a technoskeptical lens. The included activities encourage students to discuss the positives and negatives of smartphone use while addressing the environmental, equity, and social implications of their widespread use. With many schools setting new policies on smartphone use this fall, this is sure to be a lively topic of discussion in the classroom.

In our Teaching with Documents column, *A Pennsylvania Newspaper Editor's Perspective on Little Bighorn*, John M. Lawlor, Jr., analyzes an 1876 newspaper article in the *Reading Daily Eagle* that blamed the attack at Little Bighorn on failed federal Indian policy. The writer, Jesse Garrison Hawley, defended Native Americans' rights to protect their property, a view that was in the clear minority at the time. The addressed documents allow for a fuller discussion of Little Bighorn, and Hawley's life details illuminate why he might empathize with the Sioux.

In our Teaching the C3 Framework column, Kathy Swan, S.G. Grant, and John Lee discuss how to make inquiry truly come alive in the classroom. They stress three processes that build a culture of trust in the classroom: deliberation, collaboration,

and production. These principles can accelerate inquiry-based learning and foster student attitudes of empathy, interdependence, and agency.

Our Sources and Strategies column, *Capturing Student Imagination with Association Membership Cards and Certificates*, is a vividly illustrated article that uses membership cards and certificates of prominent Americans to discuss the role of memberships and associations in civic life. During the last week of October, the Library of Congress blog will feature a post tied to this article, so please share your classroom successes.

Robert Shaffer's book review of *Myth America: Historians Take on the Biggest Legends and Lies about our Past*, edited by Kevin M. Kruse and Julian E. Zelizer, examines this collection of brief essays. Shaffer confirms that several of the more

narrowly focused essays are suitable for classroom use, and he cites several that are especially relevant for timely and topical classroom discussions. Shaffer affirms that this volume will help teachers understand how today's students and parents perceive our nation's history.

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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