

Editor's Notebook

Economic issues are in the forefront of the news, and this edition of *Social Education* offers a special section that provides vital information and expert analyses to help teachers introduce their classes to important topics in international economics. This edition also includes a special section on using instructional technology to engage students in the study of primary sources, and articles on trademarks, segregated housing in Washington, D.C., in the 1950s, and a valuable photographic resource of the Library of Congress.

Our Lessons on the Law column examines whether individuals or organizations (e.g., the Washington Redskins) have a right to trademark names that are offensive to many. Steven D. Schwinn discusses the attempt of Asian American singer Simon Tam to name his band “The Slants.” Although the U.S. Patent and Trademark Office (PTO) rejected Tam’s request for a trademark, a federal court upheld his appeal on the ground that the PTO decision violated his First Amendment rights, and the case now awaits a Supreme Court decision. Schwinn reviews the legal issues, and suggests questions for class discussion.

Our special section on international economics, whose guest editors are Mark C. Schug, Mary C. Suiter, and William C. Wood, will help teachers to introduce students to the subjects of free trade, the impact of the planned British exit from the European community, the monetary policies of central banks, the Chinese economy, and the problem of international human trafficking.

In the opening article of the special section, Anne O. Krueger points out the historical connection between free trade and prosperity, and demonstrates how the economic theory of comparative advantage establishes the benefits of free trade to all engaged parties. She points out that the United States economy benefits greatly from U.S. export industries, and that many more U.S. manufacturing job losses have been caused by technological change than by competition from imports.

What will be the economic consequences of the British decision to withdraw from the European Union (EU)? M. Scott Niederjohn, Ashley Harrison, and J.R. Clark point to the contrasting objectives that Britain and the EU will try to achieve as they negotiate the British withdrawal. They offer suggestions for class discussion that will enable students to judge whether the “Brexit” will be a hard or soft one for Britain and the EU.

Since the Great Recession, central banks throughout the world have lowered their interest rates dramatically. In 2014, the European Central Bank (ECB) went so far as to reduce a key interest rate below zero, by charging a small fee for holding deposits overnight. M. Scott Niederjohn, Mark C. Schug, and William C. Wood examine the challenges facing the ECB in the fifth of their “ghost story” series in which they imagine the

dreams that may haunt central bankers. In this episode, ECB President Mario Draghi is visited by the ghosts of two economists with very different perspectives—Ludwig von Mises and John Maynard Keynes—in a nocturnal debate about current monetary policies.

“In a single generation,” Yi Wen and Scott Wolla point out, China “has been transformed from a backward agrarian nation to a manufacturing powerhouse.” (93) They examine earlier top-down Chinese industrialization initiatives that failed, and attribute the success of the recent strategy to the understanding by Chinese leaders of the importance of market creation, starting in rural areas, and the implementation of a sequence of development that began with agricultural reform and proceeded, as markets expanded, through the growth of light industry, heavy industry, and the reform of the financial sector.

Barbara Flowers investigates the economics of international human trafficking—a nonconsensual form of labor exploitation that deprives its victims of their freedom. The sobering description by Flowers of the various forms of human trafficking includes information from a study of survivors who were freed from forced labor in the United States. She suggests ways of combatting this major international problem.

To conduct economic research, students need access to trustworthy data. Mark Bayles highlights an excellent, freely available web-based resource—Federal Reserve Economic Data (FRED for short)—that covers more than 200 countries and provides reliable international information on more than 125,000 data series. Students can research topics such as unemployment, imports and exports, Gross Domestic Product, education, and demographic indicators with the help of an interface that allows the easy creation of graphs and maps.

Our second special section, presented by our technology department editors, Michael J. Berson and Meghan Manfra, offers three articles describing the engaging use of instructional technology to promote student learning.

In the first article, Ilene R. Berson, Michael J. Berson, and Bert Snow describe the upcoming Kid Citizen app that has been developed with support from a grant from the Library of Congress as part of the Congress, Civic Participation, and Primary Sources Project. The app, which will be accessible to teachers this spring, provides “game-based learning activities with primary sources for K-5 students.” (105) It focuses on photographs from the Library of Congress collection and related primary sources, but also gives teachers the ability to create their own learning activities with photos of their choice.

One of the most widely-read slave narratives is *Incidents in the Life of a Slave Girl* by Harriet Jacobs, published in 1861, which is available in digital format on the Library of Congress

website. Meghan Manfra and her colleagues in the “Connecting Carolina” program offer suggestions for using the narrative and other related primary sources to increase students’ understanding both of the conditions of slaves and also of the purpose of the narrative as an abolitionist text that advanced the aims of the movement to end slavery.

The final article in the special section, “If This Place Could Talk,” highlights the potential for imaginative teaching about historic places using digital maps, photographs, and other graphics. Authored by Aaron Johnson, David Hicks, Todd Ogle, Doug Bowman, David Cline, and Eric Ragan, the article describes how students researched a historic African American school in southwest Virginia, which closed in 1966 after the advent of desegregation. Students made empathetic connections with the school as they learned about its curriculum and its role as a social anchor of the local African American community.

In our Teaching with Documents column, Mary Clare McNatt examines the problems that arose when the National Capital Housing Authority (NCHA) attempted to integrate

an all-white public housing project in Washington, D.C., in 1953. The primary sources for her column are postcards sent by local residents for and against the desegregation. McNatt reviews the problems that the African American community has faced historically as a result of housing discrimination, and identifies initiatives taken during and since the 1950s to counter the problem.

“Photographs,” Cheryl Lederle writes, “can evoke a particular time and place like few other artifacts” (125). Her Sources and Strategies column uses some fascinating photos from past times to engage students in historical research as they ponder images of a crank telephone, an old kitchen, a vintage car, and a Ferris Wheel. The photographs are part of a large collection donated by the acclaimed photographer, Carol Highsmith, to the Library of Congress, and Lederle describes how teachers can use this rich resource in their classes.

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

Teaching the College, Career, and Civic Life (C3) Framework

Teaching the College, Career, and Civic Life (C3) Framework: Exploring Inquiry-Based Instruction in Social Studies

NCSS Bulletin 114, 156 pp.

Edited by Kathy Swan and John Lee, with Rebecca Mueller and Stephen Day

This book is an indispensable guide for teachers implementing the C3 Framework. The book consists of model lessons contributed by 15 of the best social studies curricular organizations. Each lesson encompasses the whole of the C3 Inquiry Arc from questioning to action, engages students in a meaningful content experience that fits a typical curriculum, and needs between 2 and 5 days of instruction. Students collaborate, practice disciplinary literacy skills, and present their findings creatively. There are lessons for all grade bands from K-2 to 9-12.

The 15 lessons cover the range of C3 disciplines. Contributors examine the meaning of national symbols, the need to vote, and democracy in schools. There are economic analyses of the causes of the Great Depression and the historical impact of technology on productivity, as well as geographic perspectives on conflicts over rivers and American Indian responses to environmental challenges. Authors use primary sources to introduce historical topics ranging from the U.S. Constitution, immigration, and women's suffrage, to the collapse of democracy in Nazi Germany and the U.S. civil rights movement.

This book is an essential resource for teachers seeking to put the C3 Framework into action.

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