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EDITOR'S NOTES



Scott M. Waring

Local History Global Perspective

In the first article of the January/February issue, “Teaching Multiple Perspectives through International Children’s Picture Books,” Karen W. Caldwell argues how the intentional selection of children’s literature with multiple perspectives is an essential part of a rich social studies curriculum. International children’s picture books provide windows and mirrors for children and allow them to consider issues of fairness, justice, equity, diversity, and the common good as they build their nascent citizenship skills.

Jeremiah Clabough, John Bickford, and Emily Blackstock provide us with the article, “We Are All Birmingham: Fourth Graders’ Inquiry into an Oft-Racialized City and Its Suburbs,” and the associated pullout for this issue. The authors present a seven-day project within the Birmingham metropolitan area where fourth graders researched the creation of suburban school systems in their city. The fourth graders analyzed primary and secondary sources to research the role that issues of race played in this process.

The third article, “All Labor Has Dignity: An Inquiry into the Memphis Sanitation Strike,” is authored by Erin Green. Green contends that teachers can challenge the oversimplified narrative of Martin Luther King Jr. typically taught in elementary schools through an inquiry into the Memphis Sanitation Strike. Designed for students in grades 3–5, this inquiry includes children’s literature and a four-part primary source investigation following the C3 inquiry arc.

In the final article of this issue, part of the Teaching Young Learners with the C3 Framework column, “Local History as a Pathway for Powerful Social Studies,” author Rebecca G. W. Mueller posits that local history is an effective approach to powerful social studies when it builds from children’s prior knowledge in personal and tangible ways. In this article, Mueller describes an inquiry approach that uses experiences of children who lived in Beaumont Mill Village to answer the question, “Did children in the past live like me?”