

I am pleased to present the March/April issue of *Social Education*, which includes a special section that addresses using technology in innovative and impactful ways in the classroom.

Wesley Hedgepeth's presidential address from the NCSS annual conference in Nashville opens the issue by highlighting NCSS's role in supporting educators and elevating the field of social studies. The new definition of social studies is a key piece of this work along with a recent organizational assessment.

The next article, *A People's Economics* by Neil Shanks, examines the limitations of neoclassical economic theory and the value of a "bottom up" people's economics to make the subject more applicable to students' daily lives.

Next, Aaron Cavazos and Jacob Pleasants begin our discussion of technology with *Teaching Students to Think Critically About Technology and Society*, which addresses conducting a technoskeptical inquiry as a guided classroom activity using YouTube as an example.

Our Digital Frontiers special section edited by Michael J. Berson and Meghan Manfra includes innovative articles on CodeVA, a nonprofit that is teaching both history and coding using Twine, an open-source application that allows students to create web narratives with primary sources. This article includes an example from a seventh-grade classroom where the use of Twine increased student engagement in a Civil War lesson. This section also features an article on using digitized resources from the Library of Congress to engage in learning trajectories in the history classroom to help develop student proficiency. The section concludes with an article on using data visualization technology to support inquiry and chronological understanding and features programs such as Data Visualization for Literacy and TimelineBuilder.

Our Teaching with Documents column, "Behind the Shingle: The Untold Stories of D-Day," by Nicholas Coddington and Caitlin Cutrona, addresses using primary sources including paintings and photographs to teach students about lesser told stories of D-Day such as the pivotal role of the 320th Barrage Balloon Battalion and the contributions of Comanche and Choctaw code talkers and women codebreakers. The Teaching the C3 Framework

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column, "Turning Student Teachers into Claim Makers" by Ryan Lewis, Kathy Swan, and Ryan Crowley, examines teaching claim writing to student teachers to aid them in guiding their own students in argumentative writing. The Lessons on the Law column, "State Regulatory Powers and the Dormant Commerce Clause" by Catherine Hawke and Tiffany Middleton, the second of two Lessons on the Law articles on the role of the commerce clause, examines the U.S. Supreme Court decision on *National Pork Producers Council v. Ross*, 598 U.S. 356 (2023) which considered the implications to interstate commerce from California legislation that required more humane procedures in pork production. This case raised fundamental questions about state-initiated reforms and emphasized the crucial role of the commerce clause. Stephen Wesson's Sources and Strategies article, "Exploring Charts and Graphs Created for a World's Fair Exhibit by W.E.B. Du Bois" examines the dynamic works created by W.E.B. Du Bois displayed in the 1900 Paris Exposition on African American history and contemporary conditions.

This issue also includes a piece on the NCSS Summer Leadership Institute which was held in Richmond, Virginia, with the theme "Uncovering Hidden Histories, Advocating for Local Issues." Tyler Daughtry and Bobbi Jo Taylor, of the North Carolina Council for the Social Studies report on their meaningful experiences. We hope to see you at a Summer Leadership Institute in 2024. Details can be found on our website.

Lastly, this issue's NCSS member spotlight features Asif Wilson, who recently produced a documentary short "Towards Inquiry: Moving in Solidarity with Your Students" that follows a high school history teacher who uses inquiry to help students approach their world critically.

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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