

Editor's Notebook

The *College, Career, and Civic Life (C3) Framework* emphasizes the role of social studies education in preparing students to be effective participants in our democracy:

...our democratic republic will not sustain unless students are aware of their changing cultural and physical environments; know the past; read, write, and think deeply; and act in ways that promote the common good.¹

This issue of *Social Education* includes a set of articles about important past milestones and present issues, as well as a special section on a major recent development in social studies education: the publication of the New York State Social Studies Toolkit, a collection of resources based on the C3 Framework that is freely available online to social studies teachers anywhere.

The presidential election of 1912 was a thriller in which the Democratic candidate, Woodrow Wilson, was elected after a split in the Republican Party resulted in Theodore Roosevelt running as a third party candidate. In our Sources and Strategies column, Deborah Thomas presents examples of political attitudes and bias from newspapers of the time, with accompanying teaching suggestions. She invites our readers to join an upcoming Library of Congress blog on the topic.

This December marks the 150th anniversary of the ratification of the 13th Amendment to the Constitution, which abolished slavery. In our Lessons on the Law column, Ana Lucia Araujo examines the background to the 13th Amendment, as well as the discrimination to which the newly freed population was subjected. She suggests that we reflect on the question, "How do the legacies of slavery persist today, as we commemorate the sesquicentennial of its abolition?" (289)

Henry Glintenkamp was a politically radical cartoonist, whose artistic talents and dissident views got him indicted for obstructing the draft during World War I. After fleeing the country, he returned in the 1930s, and became an artist for a New Deal project. Christopher Zarr's Teaching with Documents column examines Glintenkamp's colorful career, presents samples of his work, and suggests accompanying teaching activities.

In the view of C. Frederick Risinger, global warming is "the most important issue facing humanity." (299) His Internet column recommends a selection of some outstanding websites for teachers seeking the best way "to recognize the significance and importance of climate change and global warming" (299) by fitting the topic into their curriculum.

In 1964, protests against restrictions on free speech at the University of California at Berkeley ignited student demonstrations on the campus. Robert Cohen points out that the Berkeley Free Speech Movement is an excellent topic for units on the 1960s, "an era of unprecedented and massive student protest in the United States." (301) He describes the Free Speech Movement and its objectives, and presents primary sources with opposing views that can be studied in class.

Our special section presents the New York State K-12 Social Studies Resource Toolkit, which has just been published online, and marks a

major advance in the progress of the C3 Framework. After the New York State K-12 Social Studies Framework of 2014 embraced the C3 Inquiry Arc, the state's education commissioner, John King, made federal Race to the Top funds available to develop the set of C3-based curriculum and instructional resources that constitute the Toolkit.

The special section covering this important development includes an introduction and three articles by Kathy Swan, John Lee, and S.G. Grant, who were leading writers of the C3 Framework and project managers for the Toolkit. Their introduction and opening article outline the purpose and structure of the Toolkit's 84 inquiries, which bring the C3 Framework to life. Another article offers an in-depth description of a middle-grades inquiry based on *Uncle Tom's Cabin*. In an interview, April Francis, a teacher at Lawrence Road Middle School in Hempstead, NY, describes her experience of using this lesson to create a truly engaged classroom in which students participate in deep discussions and understand the importance of taking informed action as citizens.

Swan, Grant, and Lee emphasize that:

...the mantra of "by teachers, for teachers" defined the Toolkit project. Rather than contract the curriculum work to a private company, the project directors recruited nearly 60 New York State teachers to write, revise, and pilot inquiries for the K-12 curriculum. The inquiries produced were then reviewed by a range of state and national content and pedagogical experts and by the teachers and college faculty who serve on the New York Content Advisory Panel. (310)

The authors outline the important role of the C3 Teachers website (www.C3teachers.org) as a participatory, grassroots forum that enables teachers to share their experiences of C3-based teaching, and to enhance their own professional development through tools available on the site and by the mutual exchange of ideas.

The special section also presents excerpts from two Toolkit inquiries: a high school inquiry on the Industrial Revolution whose point of departure is the compelling question, "How Did the Industrial Revolution Move People?"; and an elementary lesson on systems of choosing political leaders based on the compelling question, "Does It Matter How Leaders Are Chosen?"

This issue concludes with a review by David Wolfford of two recent films that can be used in classes examining the struggle for civil rights in the 1960s: *Selma* and *Selma: The Bridge to the Ballot*.

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

Note

1. National Council for the Social Studies, *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History* (Silver Spring, Md.: NCSS, 2013): 5.