

Teaching for and about Social Justice

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THIS SPECIAL ISSUE of *The History Teacher* examines the challenges and successes of teaching history/social science for and about issues of social justice and democratic citizenship in classrooms at all levels (elementary, secondary, community college, four-year universities, graduate, and pre- and in-service teacher education).

Each of the six articles in this issue explores different aspects of teaching social justice, incorporating a variety of pedagogical perspectives. Kay Traille's article provides a five-point framework for teaching social justice through a more inclusive and equitable curriculum, particularly when teaching historically marginalized students. Christopher C. Martell and Kaylene M. Stevens propose a new way of organizing a history curriculum around movements of ordinary people rather than powerful individuals, focusing on three essential concepts: collective action, intersectionality, and justice. D. Chase J. Catalano, Kelly Schrum, Erin Fay, and Sophia Abbot discuss how professors can teach the history of higher education with a social justice approach, providing insights into improving engagement with graduate students headed for careers in administration. Jocelyn Isabel Aguilera broadens our understanding of culturally responsive and sustaining pedagogies by showing how she teaches about

1960s-era youth activism along with cultural forms of civil rights activism to empower high school students in Los Angeles. Abigail Stebbins and Kate Van Haren explore how pre-service teachers use primary sources to challenge hero-driven dominant narratives in elementary school lesson plans. And Michael Kokozos provides seven promising practices for any teacher to integrate LGBTQ+ experiences into a truly inclusive history curriculum.

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