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In the first article of this issue, “There’s No Kansas City without Black Kansas City,” Tina M. Ellsworth and Toni Gates center their article around stories of Black joy, agency, and resistance of Black Kansas Citians. Ellsworth and Gates’ collaboration demonstrates how educators can effectively construct partnerships between schools and grassroots organizations. The authors of this piece will guide educators in ways to find local Black history in their cities, show how to draw on the IDM example, and provide lesson suggestions.

The second article’s authors, Beau Dickerson and Emma Thacker, provide counternarratives to traditional Civil Rights Movement instruction in “This Is Your Moment—Seize It!”: Barbara Johns, Black Agency, and the Empowerment of Youth.” Their IDM and classroom examples highlight young people’s agency, resilience, and dreams for the future.

In “Teaching beyond Curricular Certainty: Telling Bayard Rustin’s Story to Kindergarteners” and the associated pullout “Documents for Telling Bayard Rustin’s Story to Kindergarteners,” Corey R. Sell, Dorothy Shapland, Caroline Klein-Callea, and Melanie Ernst look beyond focusing primarily on Martin Luther King Jr. and other celebrated Black Americans. With this curricular certainty, the authors wanted to find and share potential ways for elementary teachers to disrupt and “unmute” curricular silencing of the curriculum\* by shifting focus to an out, gay male Bayard Rustin and his work in the Civil Rights Movement.

Robert W. Maloy, Sharon A. Edwards, and Sara Shea provide readers with their article, “Standing Up to Sit Down: Exploring Civil Rights Transportation Protests with Picture Books and Young Adult Chapter Books and Student Poetry Writing.” The authors show how elementary-school age students and teachers can use picture books, young adult literature, and poetry to uncover and explore the hidden histories and untold stories of Elizabeth Jennings, Ida B. Wells, Jackie Robinson, Sarah Keys Evans, and Claudette Colvin, among others, and their protests for African Americans’ right to ride in trains, streetcars, buses, and other forms of public transportation. Each was a young person at the time, ranging from 15 to 25 years old. Young activists stood up so others could sit down, impacting in profound ways the history of civil rights and the struggle for social justice in this country.

In the Teaching Young Learners with the C3 Framework Feature for this issue, Ryan Hughes and Kimberly Heckart author “Asking Their Own Questions: Supporting Student-Initiated Inquiry in Third Grade.” In this article, they share how a third-grade teacher supported the students in crafting and researching their own inquiry questions. The authors illustrate how the teacher used a process known as the Question Formulation Technique to scaffold students’ development of supporting questions. Hughes and Heckart provide the reader with suggestions and resources for supporting student-initiated inquiry. ■

\*Caitlin L. Ryan, “Kissing Brides and Loving Hot Vampires,” *Sex Education* 16, no. 1 (2016).