
Part 1 Vocabulary:

Click the links and type in the definition

<u>Erasure</u>	An act or instance of erasing
<u>Narrative</u>	The story of something
<u>Resilient</u>	Rebounding, coming back after an obstacle
<u>Demean</u>	To lower in character, status, or reputation (to make someone feel small)
<u>Juxtaposition</u>	Placing two or more things side by side to see similarities and differences

Part 2: Watch Film

<https://pulitzercenter.org/builder/lesson/analyze-and-discuss-1619-project-video-introduction>

Part 3: Comprehension Questions:

1. In the first few seconds of the video, Hannah-Jones is reading lines from her introductory essay to *The 1619 Project*. To whom is she referring when she says "our people were born on the water"?

2. According to the video, why did Hannah-Jones want to create *The 1619 Project*?

3. The video touches on several aspects of U.S. life that Hannah-Jones argues would not be the same without the legacy of slavery. What are some of these aspects? Make a list.

4. According to the video, how did previous Civil Rights movements (in the 1860s and 1960s) create more freedoms for all Americans, not just Black Americans?

5. What does Hannah-Jones say is "among our [Black Americans'] greatest contribution to this country"?

Discussion Questions: (Pick ONE to answer for Homework):

1. In the video, Hannah-Jones says that she "learned [in school] that Black people had never done anything but be owned by white people." How has your experience learning about the contributions of Black Americans compared to Hannah-Jones's experience?

2. Hannah-Jones uses the word "erasure" to describe how Black history has been treated in the U.S. What does erasure mean in this context? Do you agree with Hannah-Jones that an erasure of Black history has taken place? Why or why not?