1619 *Foundational Inquiry: Reading Guide for Selected Project Essays*

The index below will serve as your guide for close reading throughout our unit. It offers a preview of the anchor texts, vocabulary lists for context, and guiding questions for comprehension. The guide also includes our extended writing prompts that we will use to synthesize our learning. In addition to using this guide as a tool for comprehension, you should be annotating each essay you read utilizing the class annotation guide.

Week 1: Introduction to the lasting legacies of slavery

"The Idea of America" by Nikole Hannah-Jones

Excerpt	"Our Declaration of Independence, signed on July 4, 1776, proclaims that 'all men are created equal' and 'endowed by their Creator with certain inalienable rights.' But the white men who drafted those words did not believe them to be true for the hundreds of thousands of black people in their midst. 'Life, Liberty and the pursuit of Happiness' did not apply to fully one-fifth of the country. Yet despite being violently denied the freedom and justice promised to all, black Americans believed fervently in the American creed. Through centuries of black resistance and protest, we have helped the country to live up to its founding ideals…Without the idealistic, strenuous and patriotic efforts of black Americans, our democracy today would most likely look very different — it might not be a democracy at all."
Key Names, Dates, and Terms	Abolitionist, Apartheid, American Revolution, Civil Rights Act, Crispus Attucks, Declaration of Independence, Immigration and Nationality Act of 1965, Jim Crow, Mason-Dixon Line, National Association for the Advancement of Colored People (N.A.A.C.P.), Reconstruction, Redlined, Sharecropper
Guiding Questions	1. What do you see as the lasting legacy of slavery in the U.S.? 2. What are some of the contributions of Black Americans to American society? 3. Referring to the text of the Declaration of Independence, answer the following questions: a. What are the values stated in the Declaration of Independence? In what ways can you see those values working in contemporary American life? In what ways can you see them failing? b. How has the interpretation of those values changed over time? Who is responsible for creating those changes? 4. How have laws, policies, and systems developed to enforce the enslavement of black Americans before the Civil War influenced laws, policies, and systems in years since? 5. Make an educated guess. What is redlining? After answering this question, google

	'redlining in Kansas City' and read for ten minutes. 6. If you had to describe a single instance, what would you consider to be the 'beginning' of African-American History?
Extended Reading	Lincoln's Panama Plan - Rick Beard How the Nazis were inspired by Jim Crow - Becky Little

Extended Writing Prompt: You may be a little overwhelmed at the end of the first section. You have been introduced to intricate systems and challenging theories. One way to deal with being overwhelmed in this way is to document your thoughts. **For this writing assignment, you will take a reflective look at if/how the lessons from the week have added to or reshaped your personal education journeys and your experience of heritage and pride in the classroom**.

As you write, consider the following questions:

- Do you generally feel empowered after learning African-American history in school?
- Do you have pride in your personal history and heritage?
- Do you have an unshared opinion on racism in America?

Write 1 page reflecting on these questions and if/how our close reading this week has impacted your experience.

Week 2: Analyzing Historical Narratives

"Chained Migration" by Tiya Miles

Excerpt	"Slavery leapt out of the East and into the interior lands of the Old Southwest in the 1820s and 1830s." "As new lands in the Old Southwest were pried open, white enslavers back east realized their most profitable export was no longer tobacco or rice. A complex interstate slave trade became an industry of its own. This extractive system, together with enslavers moving west with human property, resulted in the relocation of approximately one million enslaved black people to a new region. The entrenched practice of buying, selling, owning, renting and mortgaging humans stretched into the American West along with the white settler-colonial population that now occupied former indigenous lands."
Key Names, Dates, and Terms	Indian Removal Act of 1830, Mexican-American War, Westward Expansion
Guiding Questions	1. How was the expansion of the U.S. shaped and made possible by slave labor? 2. When did free black Americans begin to travel west, and why? 3. What did you learn about the Indian Removal Act? 4. What did you learn about the Mexican-American War? 5. Do you believe that the term 'Indigenous' or 'Native American' includes Black people? Why or why not?
Extended Reading	Indian Removal Act: Primary Documents of American History - Library of Congress The Mexican-American War in a Nutshell - National Constitution Center Staff

"Capitalism" by Matthew Desmond

Excerpt	"In the United States, the richest 1 percent of Americans own 40 percent of the country's wealth, while a larger share of working-age people (18-65) lives in poverty than in any other nation belonging to the Organization for Economic Cooperation and Development (O.E.C.D.)."

	"Those searching for reasons the American economy is uniquely severe and unbridled have found answers in many places (religion, politics, culture). But recently, historians have pointed persuasively to the gnatty fields of Georgia and Alabama, to the cotton houses and slave auction blocks, as the birthplace of America's low-road approach to capitalism."
Key Names, Dates, and Terms	2008 economic crisis, assets, capitalism, Collateralized Debt Obligations (C.D.O.s), cotton gin, credit, creditor, debts, depreciation, Industrial Revolution, investor, labor union, Louisiana Purchase, mortgage, Organization for Economic Cooperation and Development (O.E.C.D.), Panic of 1837, stock market crash of 1929, Wall Street, W.E.B. Du Bois
Guiding Questions	1. How does the author (Matthew Desmond) describe capitalism in the U.S.? 2. How did slavery in the U.S. contribute to the development of the global financial industry? 3. What current financial systems reflect practices developed to support industries built on the work of enslaved people?
Extended Reading	Drug Goes from $13.50 to $750, Overnight - Andrew Pollack The Clear Connection Between Slavery and American Capitalism - Dina Gerdeman

"Good as Gold" by Mehrsa Baradaran

Excerpt	"At the height of the war, Lincoln understood that he could not feed the troops without more money, so he issued a national currency, backed by the full faith and credit of the United States — but not by gold." "Lincoln assured critics that the move would be temporary, but leaders who followed him eventually made it permanent — first Franklin Roosevelt during the Great Depression and then, formally, Richard Nixon in 1971."
Key Names, Dates, and Terms	fiat currency
Guiding Questions	1. Why did the U.S. develop its first national currency, and what role did the Civil War play in its creation?

	2. How was the value of a national currency in the U.S. determined?

"Municipal Bonds" by Tiya Miles

Excerpt	"As the historian David Quigley has demonstrated, New York City's phenomenal economic consolidation came as a result of its dominance in the Southern cotton trade, facilitated by the construction of the Erie Canal. It was in this moment — the early decades of the 1800s — that New York City gained its status as a financial behemoth through shipping raw cotton to Europe and bankrolling the boom industry that slavery made."
Key Names, Dates, and Terms	capitalism, Dutch West India Company, insurance, profits, Wall Street
Guiding Questions	1. How did enslaved people contribute to the construction of northeastern cities like New York City? 2. How did banks and other financial institutions profit from slavery, even after it was abolished in the North?

Extended Writing Prompt: During this section you have learned about the displacement or expulsion of the Native American peoples from their land as well as the many industries that profited from forced labor of Black people in the United States on the forcibly occupied land. You can take some extra time to continue researching the journey of Native American children in both America and Canada before completing the extended writing assignment. **For this writing assignment, you will develop a short speech that will be presented to the class about the word choice, tone, and authorial intent that is commonly used in historical narratives about Native Americans and Black Americans as well as if/how The 1619 Project approaches the work differently.**

As you write and reflect consider the following questions:

- How does word choice affect the overall tone of a message being conveyed? (Ex. slaves referred to as servants or skilled workers in some historical texts)
- How much does wording matter to the reader and what does it say about the intentions of the author?
- Consider image/photo selections in news broadcasts and social media posts when describing victims and perpetrators of crime.

Write a 2-3 paragraph speech about why word choice, tone, and authorial intent matter in historical writing and if/how The 1619 Project approaches historical narratives about the United States differently from other texts.