
[The 1619 Project: A New Origin Story](#) by Nikole Hannah-Jones

Examine the cover. What do you SEE, THINK, FEEL, and WONDER? In what ways can you connect this cover to other parts of this unit?

Examine the text. What do you notice about the structure, the chapters, the organization, and the components of [The 1619 Project: A New Origin Story](#)?

Starting on page 2, examine the historical fact, the poem by Claudia Rankine, and the photograph of Milton Hannah, Nikole Hannah-Jones's father. Why does Nikole Hannah-Jones juxtapose these three pieces as a prelude to her chapter "Democracy"?

Section One

(pages 8-11)

Why does Nikole Hannah-Jones begin with a story about her father?

What are the most important assertions that Nikole Hannah-Jones makes in the opening section of “Democracy”?

Sections Two and Three

(pages 11-17)

The title of the book calls it “a new origin story.” In what ways does this section tell a story that is new to you?

Sections Four and Five
(pages 17-22)

What are the primary assertions that Nikole Hannah-Jones makes in these two sections?

What evidence does Hannah-Jones use to support her assertions?

Sections Six and Seven

(pages 22-27)

In what ways do these sections change what you have previously learned about Abraham Lincoln?

Section Nine

(pages 30-34)

What are Hannah-Jones's primary assertions in this section?

What evidence does she use to support her assertions?

What are you hungry to learn more about?

Section Ten
(pages 34-36)

Synthesize Hannah-Jones's thesis.

What are the strongest arguments and/or evidence to support her thesis—include anything that we have studied to this point or other research you have done.

Reflection

Why do you think the histories revealed in *The 1619 Project* have been underrepresented in school curriculums and text books?

In what ways are the histories revealed in *The 1619 Project* important? How might this text make a difference?