
Viewing Guide for *The 1619 Project* Docuseries Episode 5: “Fear”

The 1619 Project is a Hulu documentary series expanding on The 1619 Project initiative created by Pulitzer Prize-winning journalist Nikole Hannah-Jones for The New York Times Magazine. The six-part series seeks to reframe the country’s history by placing the consequences of slavery and the contributions of Black Americans at the very center of our national narrative. You can view the documentary series at [hulu.com/series/the-1619-project](https://www.hulu.com/series/the-1619-project).

About this Guide

Each episode of the series calls on historians, journalists, and community leaders to share their insight and expertise on the enduring legacy of slavery and its impact on our current society. Each episode contains information that could be useful for a variety of classroom contexts and weaves together multiple related themes and plotlines. It is possible for students to engage with these key themes without viewing the hour-length episodes in full, particularly if they are utilizing other *1619 Project* materials as supplemental texts.

As such, we’ve created a guide that allows for both thematic and linear viewing of each episode:

- In the [About the Episode](#) section of this guide, you will find a summary of the key themes, the relevant time stamps for those themes, and some supplemental texts from *The 1619 Project* to help deepen student understanding.
- In the following [Linear Viewing Guide](#) section, you will find a table that splits the episode into sections from start to finish with time stamps and discussion questions.
- At the end of the guide, you will find a [Topic Index](#) for the episode listing the key people, events, concepts, terms, and more to assist with lesson planning and standards alignment.

Many parts of this episode include depictions of violence against Black people. There are clips, videos, and images depicting police violence, weaponry, and militarized response to protests. There are also clips from news reports with descriptions of violence that may be triggering to hear. We’ve marked these sections and included content warnings for teachers to review and consider. We also suggest having a classroom social-emotional learning protocol for engaging with hard histories and inviting students to think through how they can care for themselves when things are both important to know and difficult to listen to.

About Episode 5: Fear

“Fear” explores the cycle of policies, policing practices, and organized violence over the last three centuries of U.S. history in response to a perpetual fear of Black people, Black protest, and Black freedom. The episode investigates the surveillance and control of Black people on both the interpersonal and systemic levels as a legacy of slavery, specifically a lasting legacy of slave patrols and slave codes implemented out of fear that enslaved people would self-emancipate and/or rebel.

Themes in this episode include:

- (History of) Government Policies Restricting Black Freedoms
- The Impact of Surveillance and Violent Control on Black Lives

Theme: (History of) Government Policies Restricting Black Freedoms:

Summary of Theme	This theme connects the violent policing of Black communities we witness today to the systems and structures implemented for the control and surveillance of Black people during the period of American chattel-slavery. It investigates the cycle of laws and policies implemented to restrict Black freedoms following attempts from Black people to fight for justice.
Relevant Time Stamps	00:00-02:16 (Introduction: The Fears That Define Us) 02:17-04:06 (Ahmaud Arbery and the Policing of Black Men)* 04:07-06:04 (Thesis: An Epidemic of Brutality)* 06:05-11:06 (The Haitian Revolution & Its Impact on Fear and Policing in the United States)* 11:07-13:47 (Legacy of the Slave Patrol—White Americans Policing Black Americans) 22:38-23:56 (Interlude: The License To Kill)* 23:57-27:15 (Role of Policing in the Black Community)* 28:43-32:42 (Post-Civil Rights Rebellion; Militarization of the Police Force)* 43:51-46:10 (Government Surveillance of Black Leaders and Organizations)
Supplemental Reading	<u><i>From The 1619 Project: A New Origin Story</i></u> “The Panther is a Virtual Animal” by Joshua Bennett Chapter 2: “Race” by Dorothy Roberts Chapter 4: “Fear” by Leslie Alexander and Michelle Alexander Chapter 9: “Self Defense” by Carol Anderson

Theme: The Impact of Surveillance and Violent Control on Black Lives

Summary of Theme	This theme explores the impact of the social and systemic violence Black people experience on their person, families, and communities as a result of unjustified stereotypes and fear. It includes several personal accounts from victims of police violence and brutality.
Relevant Time	00:00-02:16 (Introduction: The Fears That Define Us)

These materials were created by Pulitzer Center Education staff to support utilizing *The 1619 Project* as an instructional tool. You can find our full *1619 Project* Education Materials Collection at <https://1619education.org/>.

Stamps	02:17-04:06 (Ahmaud Arbery and the Policing of Black Men)* 13:48-15:04 (Interlude: Cecil Hayes)* 15:05-22:37 (Jemel Roberson’s Story)* 27:16-28:42 (Interlude: Unrelenting Pursuit of Black Liberation) 32:42-34:56 (Derrick Ingram’s Reflections on Ferguson Protests) 34:57-37:30 (Summer 2020 Protests & Response) 37:31-43:50 (Impact of State Violence: Derrick Ingram’s Story)* 46:11-48:20 (Derrick’s Story: End of Standoff With Police)* 48:22-53:23 (Jemel Roberson’s Story: The Impact of His Murder) 54:03-54:56 (Closing: Fear of Black Americans)
Supplemental Reading	<u>From <i>The 1619 Project: A New Origin Story</i></u> “Other Persons” by Reginald Dwayne Betts “A Surname to Honor Their Mother” by Gregory Pardlo Chapter 4: “Fear” by Leslie Alexander and Michelle Alexander Chapter 10: “Punishment” by Bryan Stevenson Chapter 13: “Church” by Anthea Butler

Linear Viewing Guide: Fear

Some questions to consider before viewing:

1. What is a stereotype? How can stereotypes be harmful? What harmful stereotypes exist about people who share your identities or live in your community? What harmful stereotypes might people in your community hold about others?
2. Fear is a strong emotional response that can influence our actions and decisions and even the ways we interact with others. Some of our fears are connected to data, experience, and other evidence of danger around us, and some are tied to our own anxieties and assumptions that are removed from real threat. What tools can we use to distinguish between these two types of fear for ourselves? How can we better understand the fears of others?
3. Some of the history and personal stories told in this episode are hard to listen to because they describe painful events. What can we do to take care of ourselves when something is both important to hear and difficult to listen to?

Time Stamp	Main Topic	Questions to Consider
00:00-02:16	Introduction: The Fears That Define Us	<p>Nikole Hannah-Jones tells a story about her Great-Uncle Milton. What purpose did the Tallahatchie River serve in his moment of fear? What do we learn about other ways the river was used?</p> <p>What are the two types of fear Hannah-Jones argues were present in the Mississippi Delta region historically? How are these fears distinct from one another? How are they related?</p> <p>What parts of this introduction resonate with you? What elements do you have more questions about?</p>
02:17-04:06	<p>Ahmaud Arbery and the Policing of Black Men</p> <p>*footage of police brutality</p> <p>*some profanity in video clip</p>	<p>Have you seen the footage of this police interaction with Ahmaud Arbery before?</p> <p>What reasons did the police give for stopping and threatening Ahmaud Arbery? Were their stated fears supported by the evidence around them at the time?</p>
04:07-06:04	Thesis: An Epidemic of Brutality	<p>Hannah-Jones states that we have been inundated with images of violence against Black Americans. How might the American public be impacted by these scenes of violence? How might they affect Black Americans specifically?</p>

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	*footage of police brutality	What are some of the ways Hannah-Jones suggests our politics, culture, and systems of justice have been shaped by the culture of violence born out of enslavement? How familiar are you with the policies and systems she names?
06:05-11:06	The Haitian Revolution & Its Impact on Fear and Policing in the United States *depictions of violence in the Haitian Revolution *depictions of violence from slave patrols in the United States *some profanity in video clip	According to Professor Leslie Alexander, what were the colonists fearful of? What evidence and primary sources do we have to support this interpretation of the time period? What was the Haitian Revolution? Have you learned about the history of the Haitian Revolution before? Why is understanding this event important to understanding government and politics in the United States and the rest of the world at this time? What were slave codes? Why were they enacted? Professor Alexander describes being haunted by a slave code from Charlestown, South Carolina, that prohibited enslaved people from partaking in expressions of joy. Why might learning about this law have affected her in that way? What emotions come up for you while learning the history in this section? Slave patrols were a system of policing developed to enforce slave codes. What was the penalty for white colonists who did not want to participate in slave patrols? What do Alexander and Hannah-Jones suggest are the lasting legacies of this system?
11:07-13:47	Legacy of the Slave Patrol – White Americans Policing Black Americans	The video clips in this section show recent incidents of racial stereotyping and harassment of Black people. How do they inform the argument Alexander and Hannah-Jones are making about surveillance of Black people as a legacy of slavery? Hannah-Jones explains that accountability for white Americans who surveil and harm Black Americans is rare, especially when crimes are committed at the hands of police. Do you know of any systems of accountability for this type of harm in your community? What do you think accountability should look like?
13:48-15:04	Interlude: Cecil Hayes *footage of police	What are some of the fears Cecil Hayes describes Black parents living with? How does he describe this affecting his daily lived experience?

	brutality	
15:05-22:37	<p>Jemel Roberson's Story</p> <p>*footage of police brutality</p> <p>*some profanity</p> <p>*footage of shooting - no bodies, just gunshots heard</p>	<p>Why does Avontea Boose, Jemel Roberson's girlfriend, believe that Officer Ian Covey shot Roberson? What did Curtis Berry and other witnesses at the scene do in an attempt to help Covey make a more informed decision?</p> <p>How did Avontea Boose and Garret Taylor describe Jemel Roberson? What were his dreams? How does her description differ from the assumptions Ian Covey made about him as a Black man?</p> <p>What argument did Ian Covey's defense team use? How does it compare to the defense used in similar cases?</p>
22:38-23:56	<p>Interlude: The License To Kill</p> <p>*footage of police brutality</p> <p>*depictions of violence from slave patrols in the United States</p>	<p>What is qualified immunity? Why can it be seen as giving police officers a "license to kill?"</p> <p>What similarities does Nikole-Hannah Jones identify between tactics used by the slave patrols and tactics employed in modern policing?</p>
23:57-27:15	<p>Role of Policing in the Black Community</p> <p>*footage of racial violence, KKK rallies, and police brutality</p>	<p>According to Professor Alexander, what has been the role of policing in the Black community? What evidence have you seen to support this claim in this episode, in your community, and/or in the cases of police violence that garner national attention?</p> <p>What did white people fear after the demise of slavery? What systems and structures, legal and extralegal, were put in place as a result of this fear? How does Alexander define their purpose?</p> <p>What did African Americans learn after the civil rights movement? What are the limits of the law?</p> <p>Nikole Hannah-Jones shares recent reports that have found the presence of white supremacists and white supremacist thought among law enforcement. What is your response to this information? Why are these reports important to address?</p>

27:16-28:42	Interlude: Unrelenting Pursuit of Black Liberation	What are some of the strategies Black people have used in their struggles for freedom and liberty? What have been some of the social and political responses to these attempts by Black people to assert their rights?
28:43-32:42	Post-Civil Rights Rebellion; Militarization of the Police Force *footage of weapons, police holding guns	<p>According to Dr. Elizabeth Hinton, how did the rebellions that broke out in the late 1960s and 1970s reveal a shift in protest strategy? Why does she argue this shift was a logical one?</p> <p>What was the Omnibus Crime Control and Safe Streets Act? What have been some of the lasting impacts of this law?</p> <p>What is your response to seeing the government use military-grade weaponry against American citizens? What does this reveal about the ways the government interprets calls for justice?</p> <p>What does Elizabeth Hinton say about the classification of Black protests as riots? How does it distract from the true goals of those participating?</p>
32:42-34:56	Derrick Ingram's Reflections on Ferguson Protests	Derrick shares a childhood story about watching a police officer harass and wrongfully ticket his dad. What impact did the experience have on him? Do you think he is correct in his assumption that stories like his are common?
34:57-37:30	Summer 2020 Protests & Response	<p>Do you remember hearing about the Black Lives Matter protests in 2020? Are you surprised to hear that over 93% of the 7,000 protests that summer were nonviolent? How did law enforcement respond to these protests even when demonstrators were peaceful?</p> <p>What laws were passed in the wake of Black Lives Matter protests? How do these laws impact the right to free speech and protest? Why could these laws be considered anti-democratic?</p>
37:31-43:50	Impact of State Violence: Derrick Ingram's Story *gunshots	<p>How did the state violence in response to Black Lives Matter impact Derrick Ingram? What does Ingram's story teach us about the importance of community care as a part of activism?</p> <p>How did Ingram's activist training prepare him for the standoff with police at his apartment? What were his main fears and concerns during the six-hour standoff? How does</p>

		the police treatment of Derrick during the standoff justify these concerns?
43:51-46:10	Government Surveillance of Black Leaders and Organizations	What is government surveillance? What parallels do Dr. Elizabeth Hinton and Nikole Hannah-Jones share between government surveillance of Black community leaders and activists historically and surveillance of Black community leaders and activists today?
46:11-48:20	Derrick's Story: End of Standoff With Police *visual of someone flipping their middle finger	How did Derrick's community rally around him during the standoff with police? In the end, the police did not have a warrant for Derrick's arrest. Why do you think they dedicated so much time and resources to the false statement that they did?
48:22-53:23	Jemel Robertson's Story: The Impact of His Murder	How did Jemel Robertson's death impact his children and family? What steps did Robertson's family take to try and hold Ian Covey accountable for his murder? What type of accountability was the family offered in the end? Do you think this approach to accountability for police violence is sustainable for city government or helpful to community members?
53:24-54:02	Derrick's Story	How did the standoff with police impact Derrick? What do you think accountability might look like for the police officers that targeted Derrick?
54:03-54:56	Closing: Fear of Black Americans	Nikole Hannah-Jones says that there are 400-year-old stereotypes about Black Americans. What are some ways to challenge and interrupt those stereotypes when you come across them?

Some questions to consider after viewing:

1. How has viewing this episode changed your understanding of the fears that lead to surveillance and control of Black Americans?
2. How are imagery and audio used to help with storytelling in this episode? How is the experience of viewing the docuseries similar or different to reading the text?
3. What additional research do you want to do about U.S. history after learning about the ways in which research can expand your understanding of a topic?

Topic Index

Amendments, Legislation, Supreme Court Cases

- Anti-Riot Bills
- [First Amendment](#)
- Jim Crow Laws
- [Omnibus Crime Control and Safe Streets Act of 1968](#)
- Slave Codes

Subject Matter Experts

- [Dr. Leslie M. Alexander](#), Professor of History, Rutgers University
- [Dr. Elizabeth Hinton](#), Professor of History and African American Studies, Yale University

Concepts and Terms

- | | | |
|---------------------------|-----------------------|---------------------------|
| ● Abolition | ● Jim Crow | ● Radical |
| ● Black liberation | ● Justice | ● Rebellion |
| ● Boycott | ● Law enforcement | ● Repress |
| ● Citizenship | ● Legal | ● Revolt |
| ● Civil disobedience | ● discrimination | ● Seizure of assets |
| ● Civil recourse | ● Liberation | ● Self defense |
| ● Colonial era | ● Mass | ● Self preservation |
| ● Contraband | ● criminalization | ● Slave patrols |
| ● Control | ● Militancy | ● Social institution |
| ● Cotton gin | ● Militarization | ● Social media monitoring |
| ● Decriminalization | ● Modern-day lynching | ● Social order |
| ● Direct action protest | ● No knock raids | ● State violence |
| ● Economic inclusion | ● Nonviolent protest | ● Stifle |
| ● Equality | ● Oppressors | ● Stop-and-frisk |
| ● Established order | ● Organizing | ● Surveil |
| ● Extralegal | ● Over-policing | ● Teach-ins |
| ● Freedom | ● Passive protest | ● Vigilante justice |
| ● Fugitives | ● Police | ● Warrant |
| ● Government surveillance | ● Police Brutality | ● White fear |
| ● Historical memory | ● Political inclusion | ● White supremacy |
| ● Human rights | ● Qualified immunity | ● White violence |
| ● Informants | ● Racial apartheid | |
| | ● Racial equality | |

Victims of Police Violence Mentioned

- Ahmaud Arbery
- Breonna Taylor
- Eric Garner
- George Floyd
- Jemel Roberson
- Jordan Davis
- Laquan McDonald
- Michael Brown
- Philando Castile
- Sandra Bland
- Tamir Rice
- Terence Crutcher
- Trayvon Martin

Historical Events

- Black Lives Matter movement
- Black Power movement
- Civil rights movement
- Civil War
- Summer of 1967
- The American Revolution
- The Haitian Revolution
- U.S. Intervention in Latin America and the Caribbean
- Vietnam War
- War on Terror

Government Agencies and Organizations

- [Department of Homeland Security](#)
- [Federal Bureau of Investigation](#)
 - Black Identity Extremists
 - [COINTELPRO](#)

Social Justice Organizations

- [Black Lives Matter](#)
- [Warriors in the Garden](#)

Historical & Political Figures Mentioned

- Alexander Hamilton
- Emmett Till
- Frederick Douglass
- George Washington
- J. Edgar Hoover
- Martin Luther King, Jr.
- Thomas Jefferson

Places

- Charleston, South Carolina
- Detroit, Michigan
- Ferguson, Missouri
- Haiti
- Newark, New Jersey
- Robbins, Illinois
- Satilla Shores, Brunswick, Georgia
- St. Louis, Missouri
- Tallahatchie River
- The Mississippi Delta