
Viewing Guide for *The 1619 Project* Docuseries Episode 6: “Justice”

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.

Some of the history and personal stories told in this episode are hard to listen to because they describe violence and painful events. We 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 6: Justice

“Justice” examines the systemic causes of the lasting Racial Wealth Gap between Black and white Americans and presents solutions for how the harm caused by those unjust systems and policies can be repaired. It explores the case for reparations for Black Americans through historical analysis, presentation of relevant data, and the personal accounts of Black American families and communities.

Themes in this episode include:

- Historic Fights for Reparations
- Understanding The Racial Wealth Gap

Theme: The Historic Fight for Reparations

Summary of Theme	This theme explores the origins of and continued struggle for reparations for Black Americans. It also helps to clarify how scholars and activists calling for reparations are understanding and calculating the debt owed to Black Americans.
Relevant Time Stamps	00:00-01:35 (Introduction: Emancipation with no Repair) 03:55-12:45 (Personal Account: Descendants of Harris Neck) 09:05-10:35 (Interlude: The Stealing of Harris Neck) 10:30-13:00 (The Displacement of Black Communities) 13:00-20:39 (Moustafa Shaw’s Story; Special Field Order No. 15) 20:39-22:04 (Fate of Harris Neck) 22:05-23:32 (Interlude: The Struggle for Reparations) 42:31-47:30 (The Harris Neck Movement) 47:30-56:46 (The Fight for Reparations) 56:47-59:09 (The Hope of Harris Neck Descendants) 59:11-1:01:15 (Closing)
Supplemental Reading	<u><i>From The 1619 Project: New Origin Story</i></u> “The Camp” by Darryl Pinckney Chapter 5: “Dispossession” by Tiya Miles Chapter 6: “Capitalism” by Matthew Desmond, Ph.D. Chapter 18: “Justice” by Nikole Hannah-Jones

Theme: Understanding the Racial Wealth Gap

Summary of Theme	This theme works to debunk myths of Black American incompetence by examining systemic causes of the Racial Wealth Gap throughout multiple periods of American history. It considers the legislation and societal norms that have contributed to stripping Black Americans of economic power.
Relevant Time Stamps	00:00-01:35 (Introduction: Emancipation with no Repair) 01:36-2:33 (Interlude: Mythologies of Progress & Equality)

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/>.

	<p>02:34-03:54 (Defining Wealth) 10:30-13:00 (The Displacement of Black Communities) 13:00-20:39 (Moustafa Shaw’s Story; Special Field Order No. 15) 23:33-24:59 (Interlude: The Great Migration) 25:00-29:00 (Sharecropping in the Mississippi Delta) 29:01-35:48 (The Great Migration, the Great Depression, and The New Deal (Or Raw Deal for African Americans)) 35:49-37:09 (Interlude: Impact of Poverty on Black Americans) 37:10-42:30 (The Defining Cause of the Racial Wealth Gap) 59:11-1:01:15 (Closing)</p>
Supplemental Reading	<p><u>From <i>The 1619 Project: New Origin Story</i></u> “Greenwood” by Jasmine Mans “Rainbows Aren’t Real, Are They?” by Kiese Laymon Chapter 11: “Inheritance” by Tymaine Lee Chapter 18: “Justice” by Nikole Hannah-Jones</p>

Linear Viewing Guide: Justice

Some questions to consider before viewing:

1. What is reparation? Why do people expect a repair for harm?
2. What is justice? How have you heard it defined? What is the relationship between justice and reparation?
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
00:00-01:35	Introduction: Emancipation with no Repair	Nikole Hannah-Jones reads a Fredrick Douglass quote comparing the experience of different groups of people emancipated from exploitative labor systems. What does Douglass observe about Black people emancipated from the institution of American chattel slavery? Why is this an important observation to make when we engage with United States history?
01:36-2:33	Interlude: Mythologies of Progress & Equality	<p>What is mythology? How is mythology both related to and distinct from history and science?</p> <p>What does Hannah-Jones say the mythologies about American progress overlook? Why is distribution of wealth an important factor to consider when evaluating whether or not a society is progressive and equal?</p>
02:34-03:54	Defining Wealth	<p>How does Hannah-Jones define wealth?</p> <p>What does wealth allow an individual to do? How does a lack of wealth impact a person or community?</p>
03:55-12:45	Personal Account: Descendants of Harris Neck	<p>Why did Jadon Relaford begin his horse ranch? Why has he struggled to expand his business? How might Relaford's experience be different if his family's land was not taken by the government?</p> <p>What does it mean for the government to cite eminent domain? Do you think that a government should be able to displace people? Why or why not? What responsibility does a government have to people they displace?</p>

		<p>What do we learn about the Harris Neck community from Mr. Wilson Moran and Ms. Olive Smith? How do their descriptions help to bring the community to life?</p>
09:05-10:35	Interlude: The Stealing of Harris Neck	<p>How long were the citizens of Harris Neck given to evacuate? What were the consequences if they failed to do so?</p> <p>What were some of the things lost by the citizens of Harris Neck during their displacement? How did this loss impact the residents whose voice recordings we hear in this section?</p>
10:36-13:00	The Displacement of Black Communities	<p>Why did Wilson Moran feel his parents were unable to fight against the displacement of their community? What did land ownership symbolize to the residents of Harris Neck?</p> <p>Are you familiar with the history of the other displaced communities mentioned in this section? How can you learn more about the ways the U.S. government has historically used eminent domain and other powers to displace Black citizens?</p>
13:00-20:39	Moustafa Shaw's Story; Special Field Order No. 15	<p>Why is it important to understand both slavery and the Jim Crow era as systems of exploitation?</p> <p>How did Dr. Allison Dorsey learn about Moustafa Shaw? What tools and resources does she mention using to trace the lives of enslaved people?</p> <p>What did Special Field Order No. 15 request? Why was the order initially put into place? What were the immediate and long-term impacts of Andrew Johnson rescinding this order?</p> <p>What was the Homestead Act? How long was this government policy in place? What were immediate and long-term effects of the Homestead Act for white Americans?</p> <p>How did Moustafa Shaw resist enslavement and challenge white supremacy? In what ways were Shaw's descendants cheated of the legacy he hoped to leave for them?</p>
20:39-22:04	Fate of Harris Neck	<p>How did Macintosh County use the Harris Neck land? What is it now used for?</p> <p>William Moran states that returning the Harris Neck land to the descendants is the only way the government can begin to repair the harm that was caused. How might owning the land</p>

		again help the community begin to heal from its trauma?
22:05-23:32	Interlude: The Struggle for Reparations	<p>What is one of the earliest examples of Black Americans' fight for reparations?</p> <p>Hannah-Jones argues that the case for reparations does not end with slavery. What are the other factors she says must be taken into account? How would taking these factors into account change the general conversation around the need for reparations?</p>
23:33-24:59	Interlude: The Great Migration	<p>What choice did some residents of Harris Neck make after the government destroyed their community? How did their decision mirror those that other Black Americans made during the Great Migration?</p>
25:00-29:00	Sharecropping in the Mississippi Delta	<p>According to Hannah-Jones, what was at the heart of the violence of the Jim Crow South? What evidence from that time period supports her claim?</p> <p>What is sharecropping? How was it designed to be a system of exploitative labor? How do Hannah-Jones and Sylvester Hoover highlight the scope and scale of this practice in the South?</p> <p>When did Hoover first start to see change in the lived experiences offered to Black people in his community? How does this reflection inform the way you think about the lasting legacy of slavery?</p>
29:01-35:48	The Great Migration, the Great Depression, and the New Deal (Or Raw Deal for African Americans)	<p>How did the Great Depression impact all Americans economically? In what ways did the New Deal put in place by Franklin Roosevelt to address these issues shut out Black Americans?</p> <p>What does Andre Perry mean when he says the New Deal represented the first Affirmative Action policy for white Americans? What example does he use to illustrate this argument?</p> <p>What is redlining? How long was the period in which redlining legally took place?</p>
35:49-37:09	Interlude: Impact of Poverty on Black Americans	<p>How do the images, facts, and statistics in this section illustrate the gap between the labor and contributions of</p>

		Black Americans and the reflection of that work in Black communities?
37:10-42:30	The Defining Cause of the Racial Wealth Gap	<p>What statistics does Dr. William Darity provide on the racial wealth gap? Why might these statistics serve as evidence of a maldistribution of wealth?</p> <p>What are the limitations of the legislation passed during the civil rights movement in repairing the harm of forced labor and labor exploitation of Black people? What did civil rights legislation impact and not impact?</p> <p>According to Hannah-Jones, what is one defining feature of Black life in America? What evidence do she and Dr. Darity present to dispute this? Why do you think myths and narratives of Black dysfunction persist despite the evidence?</p> <p>How does the story of Hannah-Jones' grandmother's house illustrate the lasting impact of the wealth gap on Black families and communities?</p>
42:31-47:30	The Harris Neck Movement	<p>How did the residents of the Harris Neck community salvage their church building during the government destruction? Why do you think this was important to them to do?</p> <p>What was the goal of Harris Neck Movement when it began? How did the government respond to the efforts of Harris Neck Residents in the movement?</p>
47:30-56:46	The Fight for Reparations	<p>What are said to be the origins of the reparations movement in America? Are you familiar with this history at all?</p> <p>What was Bill H.R. 40? How long did John Conyers fight to get the bill passed?</p> <p>What does Dr. Darity say is the solution to closing the racial wealth gap? Why does he believe some people find this solution controversial?</p> <p>According to Andre Perry, how can we create a reparative culture? How does he think this could be impactful long term?</p> <p>Why does Perry suggest that issues of wealth equality for Black Americans need to be central in legislative packages for politicians? Why do you think this has not been the case for the majority?</p>

		What does the argument that we are too far removed from the period of American chattel slavery to consider reparations refuse to take into account?
56:47-59:09	The Hope of Harris Neck Descendents	What is Jadon Relaford's definition of restitution? What would he consider restitution for Harris Neck descendents?
59:11-1:01:15	Closing	<p>What were the ideals on which America was founded? Why can they be considered hypocritical when we take the treatment of Black Americans into context?</p> <p>How does Nikole Hannah-Jones believe the country can begin to live up to those ideals on which America was founded? How might this process benefit all Americans?</p>

Some questions to consider after viewing:

1. How has viewing this episode helped to expand your understanding of the racial wealth gap in America? How has it expanded your understanding of the argument for reparations for 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

- [Bill H.R.40 - Commission To Study and Develop Reparations Proposals for African Americans Act](#)
- [Emancipation Proclamation](#)
- Special Field Orders No. 15 - "40 Acres and a Mule"
- [The American Rescue Plan Act of 2021](#)
- [The Coronavirus Aid, Relief, and Economic Security Act \(CARES Act\)](#)
- [The Homestead Act](#)
- [The National Labor Relations Act of 1935 \(The Wagner Act\)](#)

Concepts and Terms

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| <ul style="list-style-type: none"> ● Affirmative action ● Birthright ● Black Wall Street ● Distribution of wealth ● Domestic workers ● Economic exploitation ● Eminent domain ● Equality ● Equal opportunity ● Family lore ● Farm workers ● Labor unions ● Legal discrimination | <ul style="list-style-type: none"> ● Lynching ● Maldistribution of wealth ● Municipality ● Prejudice ● Racial wealth gap ● Redlining ● Reparations ● Sharecropping ● Social security ● Subordination ● Unemployment insurance ● Wealth ● White terrorism |
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Subject Matter Experts

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| <ul style="list-style-type: none"> ● Dr. Allison Dorsey, Reconstruction Scholar, Professor Emerita, Swarthmore College ● Dr. Andre M. Perry, Senior Fellow, The Brookings Institution ● Dr. William A. Darity Jr., Economics Professor, Duke University | <ul style="list-style-type: none"> ● The civil rights movement ● The Great Depression ● The Great Migration ● The Great Recession ● The New Deal ● Tulsa Race Massacre of 1921 <ul style="list-style-type: none"> ○ Tulsa Massacre Survivors Testify Before Congress ● Wilmington Insurrection of 1898 |
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Historical Events

- Rosewood Massacre
- The Civil War

Historical & Political Figures Mentioned

- | | |
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| <ul style="list-style-type: none"> ● Abraham Lincoln ● Andrew Johnson | <ul style="list-style-type: none"> ● Barack Obama ● Belinda Sutton |
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- Callie House
- Dorothy Lewis (co-chair of N'COBRA)
- Franklin D. Roosevelt
- Frederick Douglass
- Garrison Fraizer
- Isaiah M. Dickerson
- Jesse Jackson
- John Conyers
- John Kennedy
- Joseph Biden
- Kamala Harris
- Lindsey Graham
- Lyndon B. Johnson
- Martin Luther King Jr.
- Mitch McConnell
- Sheila Jackson Lee
- U.S. Colored Troops
- Union Army
- William T. Sherman

Companies and Government Agencies

- [Federal Housing Administration](#)
- Home Owners' Loan Corporation (HOLC)
- Illinois Central Railroad

Organizations

- [The National Coalition of Blacks for Reparations in America \(N'COBRA\)](#)
- The People's Organization For Equal Rights
 - [Harris Neck Land Trust Website](#)
- The Ex-Slave Mutual Relief, Bounty & Pension Association
 - [Miranda Booker Perry, "No Pensions for Ex-Slaves: How Federal Agencies Suppressed Movement To Aid Freedpeople"](#)

Historic Black Settlements and Neighborhoods

- Black Bottom Neighborhood, Detroit, Michigan
 - [Detroit Historical Society Profile](#)
 - [The People and Places of Black Bottom, Detroit](#)
- [Bruce's Beach, Los Angeles County, California](#)
- Harris Neck, Georgia
- Rondo Neighborhood, St. Paul, Minnesota
 - [ReConnect Rondo](#)
- Rosewood, Florida
- [Seneca Village, New York](#)
- Tulsa, Oklahoma
- Wilmington, North Carolina

Locations

- Durham, North Carolina
- Evanston, Illinois
- Greenwood, Mississippi
 - The Tallahatchie River
 - The Whittington Plantation
- Harris Neck, Georgia
 - Historic First African Baptist Church
- Riceborough, Georgia