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## Audience Guide for *The 1619 Project* Education Conference (2024): Day 1

The Pulitzer Center's [1619 Project Education Conference](#) is a celebration of the learning models created by our network of educators to share 1619 and its rich resources with students. The 1619 Project Education Conference offers participants the opportunity to learn from educators working in diverse contexts across the country, from kindergarten classrooms to teacher training programs and from public schools to historic sites and community organizations.

These educators will share their students' responses to 1619, the impact of their learning on their school and wider communities, and lessons learned from their experiences engaging with the 1619 Network community. Attendees will also hear from historians, artists, and other contributors about their work and reflections on the impact of 1619 as the project's fifth-anniversary approaches.

### About This Guide

This guide is designed to connect conference attendees with 1619 Project resources and lesson plans created by members of our 1619 Project Education Network that explore the themes centered in each conference event.

### About *The 1619 Project*

The 1619 Project launched in August 2019 with a special issue of *The New York Times Magazine*, including essays and creative works by journalists, historians, and artists. The project illuminates the legacy of slavery in the contemporary United States, and highlights the contributions of Black Americans to every aspect of American society. In the years since its launch, *The 1619 Project* and the conversations it has sparked have expanded through new resources, including a podcast, a book-length anthology, and a children's book.

As the official education partner for *The 1619 Project*, the Pulitzer Center has provided free curricular materials, hosted open-access events, and engaged with educators across the country who are eager to share its perspectives with their students. These partnerships continue to expand and deepen as we support the creation and use of new materials by a growing educator community.

For more information, visit *The New York Times Magazine's* [statement](#) on *The 1619 Project*, or download the full special issue of the magazine as a PDF [here](#).

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## Welcome and Opening Remarks

### Panel Description

Opening remarks from the creator of *The 1619 Project*, Nikole Hannah-Jones. Hear her reflections about the ongoing work of *The 1619 Project* and her hopes for sustained impact as we approach the 5 year anniversary in August.

### Panelists ([Full bios](#))

- [Nikole Hannah-Jones](#) | *1619 Project* Creator and Knight Chair of Race and Journalism at Howard University
- [Donnalie Jamnah](#) | Senior Program Manager, K-12 Education, Pulitzer Center

### Related Resources

- [1619 Freedom School](#)
- [The 1619 Project: Resource Guide Collection](#)

## Panel | On Remaking History: The 1619 Artists

### Panel Description

A panel of contributors to the creative works included in *The 1619 Project: A New Origin Story* anthology. Joshua Bennett, Cornelius Eady, Robert Jones Jr., and Nafissa Thompson-Spires will discuss the creative process of developing their contributions to *The 1619 Project* as well as how they uncover, interrogate, and redefine history and ancestry in all their creative work.

### Panelists ([Full bios](#))

- [Dr. Joshua Bennett](#) | Professor of Literature and Distinguished Chair of the Humanities at MIT
- Cornelius Eady | Professor of English, and Hodges Chair of Excellence at the University of Tenn. Knoxville
- [Robert Jones, Jr.](#) | Writer and Public Speaker
- [Dr. Nafissa Thompson-Spires](#) | Richards Family Assistant Professor of Creative Writing at Cornell University

### Related 1619 Project Resources

- “1775: Freedom Is Not For Myself Alone” by Robert Jones, Jr. from [The 1619 Project: A New Origin Story](#)
- “1830: We As People” by Cornelius Eady from [The 1619 Project: A New Origin Story](#)
- “1966: The Panther Is a Virtual Animal” by Joshua Bennett from [The 1619 Project: A New Origin Story](#)
- “1972: Unbought, Unbossed, Unbothered” by Nafissa Thompson-Spires from [The 1619 Project: A New Origin Story](#)

### Related Units

#### Theme: Artistic Production

The following units permit students to produce artistic and creative works.

<a href="#">Art &amp; Design in the Community</a>	<p><u>Unit Summary:</u> Students build a comprehensive understanding of the historical origins and current effects of incarceration on contemporary art-making through collaborative projects, writing prompts, and a gallery exhibition.</p> <p><u>Subject:</u> Art</p> <p><u>Grade Level:</u> Adult Learners</p>
<a href="#">Art Attacks!</a>	<p><u>Unit Summary:</u> Participants use arts-based exercises and techniques to explore civic history and engagement. They engage with multiple texts and guided discussions, practice mindfulness and personal reflection, reflect their learning using visual and performing arts, and ultimately compose protest signs that can be used to challenge injustices in their communities.</p> <p><u>Subject:</u> Art, Civics, Social Justice</p> <p><u>Grade Level:</u> High School</p>
<a href="#">Fostering Radical Hopefulness</a>	<p><u>Unit Summary:</u> Students explore personal connections to national and local histories, gain an understanding of connections between oppressive systems in the past and present, and create original artistic works that reflect their learning and hopes for a better tomorrow.</p> <p><u>Subject:</u> Visual Art</p> <p><u>Grade Level:</u> High School</p>

<p><a href="#">Reading As Resistance</a></p>	<p><b>Unit Summary:</b> Students analyze a collection of texts, identifying moments of injustice, resistance, hope and joy and then create self-portraits, celebrating one personal strength that can be used as a form of resistance.</p> <p><b>Subject:</b> Reading, English Language Arts</p> <p><b>Grade Level:</b> Elementary (Grades 2-4)</p>
<p><a href="#">This Is Where I Come From</a></p>	<p><b>Unit Summary:</b> Students who have moderate disabilities and learn in a class with a significantly modified curriculum analyze plot, character, and theme in each poem in Born on the Water and ultimately apply their analyses to creating their own "Where I am From" poems.</p> <p><b>Subject:</b> English Language Arts</p> <p><b>Grade Level:</b> Elementary (Grades 2-3)</p>

**Theme: Black American Culture**

*The following units explore the history and development of Black American culture.*

<p><a href="#">Afrofuturism Then and Now</a></p>	<p><b>Unit Summary:</b> Students learn and write about Black history and culture through the lens of Afrofuturism, which creatively illuminates past and present realities, and imagines liberated Black futures.</p> <p><b>Subject:</b> History</p> <p><b>Grade Level:</b> High School</p>
<p><a href="#">Rooted in Song</a></p>	<p><b>Unit Summary:</b> Students use reading and literacy skills to examine the lasting influence of the musical traditions of enslaved people on American music today.</p> <p><b>Subject:</b> African American Studies, English Language Arts</p> <p><b>Grade Level:</b> Elementary</p>
<p><a href="#">Walking Democracy</a></p>	<p><b>Unit Summary:</b> Students explore the cultural and creative traditions that were carried northward as people migrated in the lead up to the March on Washington. They analyze song lyrics, speeches, and photographs that reflect the role of creative expression in powering a movement, and share</p>

	<p>their reflections through discussion and found poetry.</p> <p><u>Subject:</u> Social Studies</p> <p><u>Grade Level:</u> Elementary and Middle School</p>
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**Theme: Literary Analysis**

*The following units prompt students to conduct close readings and analyses of literary texts.*

<p><a href="#"><u>Atlantic Slave War: Investigating the Origins and History</u></a></p>	<p><u>Unit Summary:</u> In this unit, students will evaluate key claims made in essays from The 1619 Project as well as writing that criticizes the project in order to write a research paper explaining the impact of slavery.</p> <p><u>Subject:</u> African American History</p> <p><u>Grade Level:</u> High School</p>
<p><a href="#"><u>Literacy and Liberation</u></a></p>	<p><u>Unit Summary:</u> Students examine the relationship between literacy and liberation by learning about multiple modes of literacy and analyzing examples of how literacy has been used to empower and advocate across time.</p> <p><u>Subject:</u> Literature and Language Arts, History</p> <p><u>Grade Level:</u> High School</p>
<p><a href="#"><u>This Is Where I Come From</u></a></p>	<p><u>Unit Summary:</u> Students who have moderate disabilities and learn in a class with a significantly modified curriculum analyze plot, character, and theme in each poem in Born on the Water and ultimately apply their analyses to creating their own "Where I am From" poems.</p> <p><u>Subject:</u> English Language Arts</p> <p><u>Grade Level:</u> Elementary (Grades 2-3)</p>

## **Program Presentation | Intergenerational Community Partnerships: Building Networks of Learning and Resistance**

### **Panel Description**

1619 Education Network members who created community-based curriculum projects will reflect on their project planning and implementation. Network members will share how they identified elements of *The 1619 Project* to use as springboards for their work and why they felt a community partnership component was essential.

### **Panelists ([Full bios](#))**

- Dr. Tamyka Morant | Assistant Principal of Bruce-Monroe at Park View
- Matt Olson | 3rd Grade Classroom Teacher, Partnership Academy
- [Shauna Russell](#) | Director of Academics at Purpose Preparatory Academy
- Shamia Truitt-Martin | Educator

### **Related *1619 Project* Resources**

- “Inheritance” by Trymaine Lee from [The 1619 Project: A New Origin Story](#)
- “Traffic” by Kevin M. Kruse from [The 1619 Project: A New Origin Story](#)
- [The 1619 Project: Born on the Water](#) by Nikole Hannah-Jones and Renée Watson, Illustrated by Nikkolos Smith
- “[The Year 1619](#),” Infographic from the K-8 Resource for “The 1619 Project” from *The New York Times*
- “[Why Can’t We Teach This?](#)” by [Nikita Stewart](#) for “The 1619 Project” from *The New York Times*

### **Related Units**

#### **Theme: Community Partnerships**

*The following units encourage students to learn about local histories and through research and/or interaction with community members or programs.*

<p><a href="#">Belonging and Memory in Athens, GA</a></p>	<p><u>Unit Summary:</u> Students apply research, photography, writing, and interview skills to explore the Black community’s sense of belonging and memory in Athens, GA.</p> <p><u>Subject:</u> English Language Arts</p> <p><u>Grade Level:</u> All Grades</p>
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<p><a href="#">Defenders of Democracy</a></p>	<p><b>Unit Summary:</b> In a series of inquiries that culminate in a claim-based research task, an investigative journalism piece, and an informed action project, students learn about the pivotal role Black Americans continue to play as defenders of democracy, find modern-day defenders of democracy, and develop a plan to defend democracy themselves.</p> <p><b>Subject:</b> Social Studies</p> <p><b>Grade Level:</b> Middle School</p>
<p><a href="#">Public History and The 1619 Project</a></p>	<p><b>Unit Summary:</b> Through the study of primary source documents as well as the experiential learning in the community garden, students will be asked to reimagine how stories about slavery are told.</p> <p><b>Subjects:</b> Civics, Public History, Science</p> <p><b>Grade Level:</b> Adult Learners</p>



## Program Presentation | *Why Didn't I Know That?: Equipping Future Educators with Underreported Histories*

### Panel Description

1619 Education Network members who work with pre-service teachers and administrators will share about the ways they utilized 1619 Project materials to equip other educators in their development of content knowledge, pedagogy, and frameworks for education. Educators will provide an overview of the planning process for their project and the key takeaways from project implementation.

### Panelists ([Full bios](#))

- Dr. Kimberly Ferrell | Lecturer at Eastern Michigan University
- [Dr. Sosanya Jones](#) | Associate Professor at Howard University
- [Bernice Mayfield](#) | Faculty Member at Northern Virginia Community College
- Jenny Rikers | 5th-grade Teacher and Equity Liaison
- Shima Tondar | Ph.D. Student

### Related 1619 Project Resources

- [1619 \(Podcast\)](#) from *The New York Times*
- “Democracy” by Nikole Hannah-Jones from [The 1619 Project: A New Origin Story](#)
- “Race” by Dorothy Roberts from [The 1619 Project: A New Origin Story](#)
- “Fear” by Leslie Alexander and Michelle Alexander from [The 1619 Project: A New Origin Story](#)
- "[The Idea of America](#)" by Nikole Hannah-Jones for “The 1619 Project” from *The New York Times*

### Related Units

#### **Theme: Uncovering Underreported Histories**

*The following units allow students to learn and explore underreported histories.*

<p><a href="#">A Children's History</a></p>	<p><b>Unit Summary:</b> Students conduct research to create children’s picture books about underreported, or historically “erased,” topics in the teaching of U.S. history.</p> <p><b>Subject:</b> Social Studies</p> <p><b>Grade Level:</b> High School</p>
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<a href="#">African Geography and Hidden Histories: Making African Masks</a>	<p><b>Unit Summary:</b> This mini-unit reveals hidden histories of the systematically excluded by exploring the geography of West Africa and creating masks in the spirit and essence of West Africa that represent the students' lived experiences.</p> <p><b>Subject:</b> Art, Humanities</p> <p><b>Grade Levels:</b> Middle School, High School</p>
<a href="#">Learning and Teaching About Enslavement</a>	<p><b>Unit Summary:</b> Students critically reflect on what they know about histories of enslavement, analyze enslavement systems in the Atlantic World, and utilize a Structured-Academic Controversy protocol to argue for how the history of enslavement should be taught.</p> <p><b>Subject:</b> World History</p> <p><b>Grade Level:</b> High School</p>
<a href="#">Reconstructing American History: Creating Altered Books</a>	<p><b>Unit Summary:</b> Students explore how cultural identity is informed by history through engagement with "The 1619 Project," and ultimately create Altered Books to reflect what stories they think should be amplified in the teaching of U.S. history.</p> <p><b>Subjects:</b> English Language Arts, Art</p> <p><b>Grade Level:</b> All Grades</p>
<a href="#">Uncovering and Reclaiming Historical Identities</a>	<p><b>Unit Summary:</b> Starting in West Africa in the 1500s, students challenge their preconceptions about Africa as they uncover the diverse cultures, communities, and histories about the continent. Next, they study enslavement across the Middle Passage and during colonization through a lens of strength, survival, and resistance. By studying individuals, students uncover and reclaim their own historical identities in a multimedia culminating project.</p> <p><b>Subject:</b> Social Studies</p> <p><b>Grade Level:</b> Elementary</p>

## Keynote | The Legacy of Sugarcane: Healing the Wounds of History

### Panel Description

June and Angie Provost were profiled in the *1619 Podcast* two-part episode, *Land of Our Fathers*. For this keynote, they are in conversation with 1619 Education Network Manager, Donnalie Jamnah, about the history of black farming and land ownership in the U.S., slavery's legacy of dispossession and racism in sugarcane production, and the importance of education and public awareness as a tool for addressing and repairing those harms.

### Panelists ([Full bios](#))

- [Donnalie Jamnah](#) | Senior Program Manager, K-12 Education, Pulitzer Center
- [Angie and June Provost](#) | Multigenerational Sugarcane Farmers

### Related *1619 Project* Resources

- [“Land of Our Fathers.”](#) *1619* (Podcast) from *The New York Times*
- [“Sugar”](#) by Khalil Gibran Muhammad for “The 1619 Project” from *The New York Times*
- [“The Wealth Gap”](#) by Trymaine Lee for “The 1619 Project” from *The New York Times*

### Related Units

#### **Theme: History of the Sugar Industry**

*In this unit, students examine the history of the sugar industry.*

<p><a href="#">Understanding and Interrogating Dominant Culture</a></p>	<p><b>Unit Summary:</b> Students examine how the history of the sugar industry led to benefits for western nations and people at the expense and exploitation of Black people and other persons of color. They evaluate the extent to which this exploitation continues today, and also explore how culture, values, and beliefs have been used by western nations and peoples to oppress and maintain superiority throughout history. Students choose from three performance tasks to reflect their learning.</p> <p><b>Subject:</b> History</p> <p><b>Grade Level:</b> Middle School, High School</p>
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**Theme: Economic Inequality**

The following units allow students to examine the causes and impacts of the economic inequality that Black Americans face.

<a href="#">Commodities, Contributions, and Compensation</a>	<p><b>Unit Summary:</b> Students examine how the forced labor of enslaved Black Americans was a commodity in establishing U.S. wealth and success; explore their contributions to the formation of American democracy; and examine arguments for and against reparations.</p> <p><b>Subject:</b> Literature and Language Arts</p> <p><b>Grade Level:</b> High School</p>
<a href="#">Cost of Inequality</a>	<p><b>Unit Summary:</b> Students examine the history of economic policies driven by racism that continue to promote socio-political inequality in contemporary America through a range of media, analytical writing, and civil discourse.</p> <p><b>Subjects:</b> Economics, Government, History</p> <p><b>Grade Level:</b> High School</p>
<a href="#">Redlining and Wealth Accumulation</a>	<p><b>Unit Summary:</b> Students examine the historical practices and legal policies that helped establish the current economic inequities among racial and ethnic minorities in their local communities and throughout the United States.</p> <p><b>Subject:</b> History</p> <p><b>Grade Level:</b> High School</p>
<a href="#">Understanding the Racial Wealth Gap</a>	<p><b>Unit Summary:</b> Students will explore resources about the wealth theft from Black Americans that has repeatedly occurred from 1619 to the present in order to research and propose a comprehensive solution.</p> <p><b>Subject:</b> African American History</p> <p><b>Grade Level:</b> High School</p>

