
Audience Guide for *The 1619 Project* Education Conference (2024): Day 2

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 Pulitzer Center's 1619 Education Program Manager, Donnalie Jamnah. DJ will be announcing a new funding opportunity for educators interested in engaging students and communities with *The 1619 Project* resources.

Panelists

- [Donnalie Jamnah](#) | Senior Program Manager, K-12 Education, Pulitzer Center

Related Resources

- [1619 Education Programs Impact Grant Announcement](#)
- [1619 \(Podcast\) from *The New York Times*](#)
- [Abigail Henry's "Expanding My Own Fugitive Pedagogy" Blog](#)
- [About *The 1619 Project* \(Docuseries\) from Hulu](#)
- [Identity Resource Screening Tool for Educators](#)
- [Teaching *The 1619 Project*](#)
- [The 1619 Project: A Symposium On Reframing History](#)
- [The 1619 Project: Resource Guide Collection](#)

Workshop | Honoring Ancestors: Preserving Underreported Histories Through Archival Research

Panel Description

A learning workshop designed to model the process of using archival research to better understand and connect to history. Join Kimberly Annece Henderson, photo archivist for *The 1619 Project: A New Origin Story*, in an exploration of research and remembrance as commemorative work.

Panelists

- [Kimberly Annece Henderson | Digital Curator, Schomburg Center for Research in Black Culture](#)

Related 1619 Project Resources

- Archival Photographs from [The 1619 Project: A New Origin Story](#)

Related Units

Theme: Historical Identity

The following unit allows students to uncover their own historical identity through an exploration of historical West African societies.

<p>Uncovering and Reclaiming Historical Identities</p>	<p>Unit Summary: 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>Subject: Social Studies</p> <p>Grade Level: Elementary</p>
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Theme: Uncovering Local Histories

The following units allow students to explore local histories.

Belonging and Memory in Athens, GA	<p>Unit Summary: Students apply research, photography, writing, and interview skills to explore the Black community's sense of belonging and memory in Athens, GA.</p> <p>Subject: English Language Arts</p> <p>Grade Level: All Grades</p>
Fostering Radical Hopefulness	<p>Unit Summary: 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>Subject: Visual Art</p> <p>Grade Level: High School</p>

Theme: Telling Underreported Histories

The following units allow students to uncover and research underreported histories.

A Children's History	<p>Unit Summary: Students conduct research to create children's picture books about underreported, or historically "erased," topics in the teaching of U.S. history.</p> <p>Subject: Social Studies</p> <p>Grade Level: High School</p>
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**Program Presentation | *The 1619 Project* for New Americans:
Teaching Strategies for Immigrant Students**

Panel Description

1619 Education Network members working in both K12 schools and higher education discuss the ways they contextualized 1619 materials for a student demographic with large numbers of recently immigrated students and families. Educators will provide an overview of their student demographic, the key questions they considered throughout the planning process, and their key takeaways from project implementation.

Panelists ([Full bios](#))

- Amelia Acuña | 5th-grade Abolitionist Teacher at Howe Avenue Elementary
- [Dr. Padmini Biswas](#) | Lecturer in Urban Studies, Queens College
- [Dr. Blanca Vega](#) | Associate Professor of Higher Education at Montclair State University

Related 1619 Project Resources

- [The 1619 Project: Born on the Water](#) by Nikole Hannah-Jones and Renée Watson, Illustrated by Nikkolas Smith
- [“The Economy That Slavery Built.”](#) 1619 (Podcast) from *The New York Times*
- [“The Idea of America”](#) by Nikole Hannah-Jones for “The 1619 Project” from *The New York Times*
- [“The Wealth Gap”](#) by Trymaine Lee for “The 1619 Project” from *The New York Times*
- [“Traffic”](#) by Kevin Kruse for “The 1619 Project” from *The New York Times*

Related Units

Theme: Internal Migration

The following units center the history of Black American migration within the United States.

<p>Black Migration to Hawai'i, Part of the Great Migration?</p>	<p>Unit Summary: Students compare and contrast the histories of migration by African Americans to Hawai'i and within the continental United States and apply their analysis to a socratic seminar and a written document-based question (DBQ).</p> <p>Subject: U.S. History</p> <p>Grade Level: High School</p>
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<p>Walking Democracy</p>	<p>Unit Summary: 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 their reflections through discussion and found poetry.</p> <p>Subject: Social Studies</p> <p>Grade Level: Elementary School, Middle School</p>
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Theme: Belonging

The following units permit students to explore the theme of belonging.

<p>Belonging and Memory in Athens, GA</p>	<p>Unit Summary: Students apply research, photography, writing, and interview skills to explore the Black community's sense of belonging and memory in Athens, GA.</p> <p>Subject: English Language Arts</p> <p>Grade Level: All Grades</p>
<p>Querencia & Belonging</p>	<p>Unit Summary: Students use <i>The 1619 Project</i> and other resources to develop a sense of self and awareness of their querencias (places of belonging) while also learning about how folks have historically been othered.</p> <p>Subject: English Language Arts</p> <p>Grade Level: Middle School, High School</p>

Theme: Cultural Development

The following units center on the history and development fo Black American culture.

<p>African American Cultural Achievements and Identity</p>	<p>Unit Summary: Students examine the development of Black American identity and cultural achievements by learning about 1619, the Great Migration, the Harlem Renaissance, and how they connect to the present.</p>
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	<p><u>Subject:</u> History</p> <p><u>Grade Level:</u> High School</p>
<p>The African Diaspora and the Development of American Culture</p>	<p><u>Unit Summary:</u> Students analyze how cultural traits diffuse and change, specifically focusing on the impact of African culture on culture in the U.S., and apply their analyses to the creation of a "What is American Culture" photo project.</p> <p><u>Subject:</u> Human Geography</p> <p><u>Grade Level:</u> High School</p>

Theme: Community Building

The following unit allows students to discover the ways that the enslaved built communities and created culture, and the impact of the legacy of those efforts on later generations of Black Americans.

<p>Creating Communities</p>	<p><u>Unit Summary:</u> Students discover how the experience of enslavement informed culture and community for Black Americans, inspiring a legacy of resistance and responsibility today.</p> <p><u>Subject:</u> Social Studies</p> <p><u>Grade Level:</u> Elementary (Grade 5)</p>
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Theme: Personal Origin Stories and Identity

The following units encourage students to explore the topics of identity.

<p>Reconstructing American History: Creating Altered Books</p>	<p><u>Unit Summary:</u> 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><u>Subject:</u> English Language Arts, Art</p> <p><u>Grade Level:</u> All Grades</p>
<p>This is Where I Come From</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>
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Program Presentation | 1619 Projects: Teaching 1619 Through Project-Based Models

Panel Description

1619 Education Network members who took a project-based approach to student learning and engagement 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 speak to the resources, frameworks, and tools they incorporated into their curriculum project.

Panelists ([Full bios](#))

- Judi Ali-Sinner | Multilingual Learner Educator/Grant Coordinator (Initial Teacher Licensure)
- Maha Casey | Author, Historical Researcher, and Educator
- Diala Dagher | Ph.D. student
- Merry Lanker | Art Educator
- D.C. Rogers | 5th-grade Educator

Related 1619 Project Resources

- “Fear” by Leslie Alexander and Michelle Alexander from [The 1619 Project: A New Origin Story](#)
- “Music” by Wesley Morris from [The 1619 Project: A New Origin Story](#)
- “Race” by Dorothy Roberts 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*

Related Units

The following units employ project-based models.

<p>1619 Project Humanities: Research Extension</p>	<p>Unit Summary: Students apply analysis of The 1619 Project texts and podcasts, <i>Born on the Water</i>, and their own research to complete a project that demonstrates their learning.</p> <p>Subject: Humanities</p> <p>Grade Level: Middle School</p>
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<p>African Civilization & African Diaspora</p>	<p>Unit Summary: In this project-based unit, scholars explore early African civilizations, analyze the history of enslavement in America, ultimately researching the impact that abolitionists made in ending enslavement.</p> <p>Subjects: Project-Based Learning, English Language Arts, Social Studies</p> <p>Grade Level: Elementary (Grade 5)</p>
<p>Art & Design in the Community</p>	<p>Unit Summary: 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>Subject: Art</p> <p>Grade Level: Adult Learners</p>
<p>What is the lasting legacy of slavery in the U.S.?</p>	<p>Unit Summary: Students examine the legacy of slavery in the U.S. through a multi-week analysis of primary sources and news stories and then apply their analyses to the creation of pitches for podcast episodes responding to the question, "How can I define or redefine the impact of slavery in the U.S.?"</p> <p>Subject: History</p> <p>Grade Level: Middle School, High School</p>

Keynote | History for All: Sharing Historical Knowledge Beyond the Academy

Panel Description

The historians, who were interviewed in the *1619 Project* Docuseries, will discuss the importance of everyone having access to knowledge and understanding of the history and legacy of slavery in the United States. This conversation will invite attendees to recognize the interdisciplinary nature of historical study and the significance of *The 1619 Project*.

Panelists ([Full bios](#))

- [Dr. William Darity](#) | Samuel DuBois Cook Distinguished Professor of Public Policy at Duke University
- [Dr. Woody Holton](#) | The Peter and Bonnie McCausland Professor of American History at the University of South Carolina
- [Dr. Caitlin Rosenthal](#) | Associate Professor of History at the University of California, Berkeley
- [Donnalie Jamnah](#) | Senior Program Manager, K-12 Education, Pulitzer Center

Related *1619 Project* Resources

- “Capitalism,” [The 1619 Project \(Docuseries\)](#) from Hulu
- “Democracy,” [The 1619 Project \(Docuseries\)](#) from Hulu
- “Justice,” [The 1619 Project \(Docuseries\)](#) from Hulu
- “Capitalism” by Matthew Desmond from [The 1619 Project: A New Origin Story](#)
- “Democracy” by Nikole Hannah-Jones from [The 1619 Project: A New Origin Story](#)
- “Justice” by Nikole Hannah-Jones from [The 1619 Project: A New Origin Story](#)

Related Resources

- FamilySearch.Org: A Free Genealogy Resource
- [But Will You Love Me Tomorrow?: An Oral History of the '60s Girl Groups](#) by Laura Flam and Emily Sieu Liebowitz
- [Complicity: How the North Promoted, Prolonged, and Profited from Slavery](#) by Anne Farrow, Jenifer Frank, and Joel Lang
- [“America Needs a Better Reparations Plan”](#) by A. Kirsten Mullen
- [The Negro in Colonial New England: 1620-1776](#) by Lorenzo Johnson Greene
- [Accounting for Slavery: Masters and Management](#) by Caitlin Rosenthal
- [Liberty Is Sweet: The Hidden History of the American Revolution](#) by Woody Holton

- [From Here to Equality: Reparations for Black Americans in the Twenty-First Century \(Second Edition\)](#) by William A. Darity, Jr. and A. Kirsten Mullen

Related Units

Theme: Early American History

The following units examine enslavement, resistance, and racial formation in the Colonial and Revolutionary Eras.

<p>Mapping and Researching Race in the Early Colonies</p>	<p>Unit Summary: Students will learn about the history of race in the early American colonies, discuss the start of slavery in Virginia, the treatment of Native Americans in New England, and the role of the Iroquois Confederacy in shaping the American government. They will also discuss how dominant historical narratives can shape our understanding of these groups' histories and our own histories.</p> <p>Subject: Civics</p> <p>Grade Level: Middle School</p>
<p>Telling the Stories of African Americans Living During the American Revolution</p>	<p>Unit Summary: Students research the underrepresented stories of African Americans who lived during the American Revolution, examining their relationship to the promise of liberty in the Declaration of Independence.</p> <p>Subject: Social Studies</p> <p>Grade Level: Elementary</p>

Theme: Legacies of Enslavement

The following units explore the legacies and afterlives of chattel slavery and their manifestations and impacts on American society.

<p>Antebellum, Civil War & Reconstruction: How did slavery shape American society?</p>	<p>Unit Summary: Students in North Carolina study the Antebellum, Civil War, and Reconstruction periods while considering the long lasting legacy of slavery in all the United States today.</p> <p>Subject: Social Studies</p> <p>Grade Level: Middle School</p>
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<p>Legacy of Slavery in Chicago and Beyond</p>	<p>Unit Summary: Students examine how the legacy of slavery impacts a range of contemporary issues in Chicago.</p> <p>Subject: Social Studies</p> <p>Grade Level: Middle School</p>
<p>What is the lasting legacy of slavery in the U.S.?</p>	<p>Unit Summary: Students examine the legacy of slavery in the U.S. through a multi-week analysis of primary sources and news stories and then apply their analyses to the creation of pitches for podcast episodes responding to the question, "How can I define or redefine the impact of slavery in the U.S.?"</p> <p>Subject: History</p> <p>Grade Level: Middle School. High School</p>

Theme: Teaching Enslavement

The following unit permits students to develop approaches to teaching enslavement.

<p>Learning and Teaching About Enslavement</p>	<p>Unit Summary: 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>Subject: World History</p> <p>Grade Level: High School</p>
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