

**UNIT OVERVIEW**

Unit Length	Four months with one session per month
Grade Level(s)/Course(s)	Secondary Social Studies Teachers in Athens, GA
Subject(s)/Area(s) of Focus	History, Civics, Geography, Economics
Unit Overview	<p>Stories of Teaching in the Deep South draws inspiration from both the content and form of <i>The 1619 Project</i> by gathering social studies educators for a series of convenings focused on asking and answering the following question:</p> <p><i>What are the challenges and opportunities in teaching about and within the legacy of enslavement in the U.S. as part of history/civics teaching in the Deep South?</i></p> <p>Participants ultimately apply their reflections and learning from the convenings to producing/creating a narrative about their experience, assessment, descriptions of, and commitments to teaching in relationship to ongoing racialized social and political life in the community schools where they work. This can be through essay, narrative, photo essay, poetry, or any other modality used in the <i>1619 Project Materials</i>. The prompt for the final reflection is, “Describe your experience of teaching about the legacy of enslavement, your assessment of the challenges/opportunities for teaching about the legacy of enslavement, and your commitments to teaching about the legacy of enslavement in relationship to ongoing racialized social and political life in your community school.”</p> <p>When we read and experience the texts, photographs, and multimedia objects of <i>The 1619 Project</i>, we are reminded of the power of learning and education. In those materials, the framing of the history of the U.S. is shifted to center the realities of enslavement and its consequences. We see the power in narrative and sharing stories of place, family, connection, history, hope, and action. Connecting the power of learning through storytelling to the work of legendary educators and organizers like Ella Baker, Septima Clark, Charlie Cobb, Myles Horton, and others, we ground our project in the knowledge that gathering people who are navigating common challenges to clarify and address those challenges is a foundational aspect of furthering racial justice.</p> <p><b>Pedagogical Vision:</b> Our organizing principles for pedagogy are drawn from our understanding that those who are closest to social and political problems are most often those who have the most powerful insights</p>

for developing solutions. This makes the pedagogical task less about the provision of knowledge to people who supposedly lack it, and more about the invitation to narrate and document what is already known in collective, shared spaces.

Our pedagogy begins with the invitation we make for teachers to gather. Social Studies teachers are invited to sessions we call “Uncommon Conversations.” These gatherings occur outside of school hours, not on school or university grounds, and we describe them as an *unofficial, informal, organizing space* for **uncommon conversations** about teaching social studies in Georgia. The goals for these gatherings are for educators to:

- Meet and make community outside of the school,
- Share and make meaning of our experience as social studies educators,
- Focus on relationships and community building,
- Analyze resources from *The 1619 Project* and other texts related to the lasting legacy of enslavement in the U.S.
- *Build bridges* between people, classrooms, buildings, and districts, so that we can
- *Use bridges* to produce creative responses to our current social and political contexts.
- Decide on actions we will take in our own spaces and be accountable for those decisions.

The planning and facilitation for each session follows the following structure:

**1. Building Common Knowledge**

Before each session, participants will engage with a focus text related to the guiding questions for the group. The initial focus text will be “The Idea of America” by Nikole Hannah-Jones, which was published as part of *The 1619 Project* from *The New York Times*. Focus texts for subsequent sessions will be decided by participants and will relate to the guiding questions and goals for the group. At least four texts will be selected from *The 1619 Project*. Other potential texts could include documents like “[Notes on Teaching in Mississippi](#)”, a document distributed to folks coming south to teach in the Freedom Schools in the summer of 1964.

**2. Building Bridges**

During each session, after some socializing, we organize the group in a circle and encourage each attendee to share a few words about feelings that arose during the reading of the focus text for the week.

Then, we will ask participants to share one feeling word that describes their experiences listening to their colleagues’ responses. These words will be discussed in order to explore the full texture of the variety of ways that teachers made connections to the focus texts. Facilitators will keep the conversation shaped toward the issues of

	<p>racialized life in the Deep South and its connection to the project of education by engaging some or all of the following questions</p> <ol style="list-style-type: none"> <li>1. How does our upbringing (our families, our hometowns, our education) shape the way we experience the realities and impacts of race in our lives and in our work as teachers?</li> <li>2. What are the ways that we navigate the “politics” of our work in Title 1 schools? Politics includes the broader discussions that influence our work and also the district and building-level contexts that influence our work with students?</li> <li>3. What does engaging with <i>The 1619 Project</i>, in discussion with other teachers, mean for us as we continue our work?</li> </ol> <p><b>Potential Structure for the discussion:</b></p> <ol style="list-style-type: none"> <li>1. After the list of words is produced, we ask a participant to nominate one of those words to talk about (it cannot be their own word). It can be a word that they recognize feeling, but it could also be one that stands as a distinctly different experience and could be used to wonder. The person nominating the word is invited to talk about what interests them about that word in relation to the text and/or their experiences.</li> <li>2. We then ask others to share what comes to mind as they think about the nominated word. We ask them to consider the word in relation to their own thoughts, the text, and what others have said about it. Sometimes this can go on for some time (10 or 15 minutes on one word is not uncommon). Sometimes it only lasts for a minute or two.</li> <li>3. Finally, we ask the person who shared that word originally to share about 1) what they thought originally when producing that word and 2) what they’ve heard others share about it.</li> <li>4. Then, by asking for another word, we begin this process over again.</li> </ol> <p><b>3. Using Bridges</b> To close each session, we will ask the following final prompt: <i>In light of what you’ve heard, and in terms of your thinking and feeling about our session, what will you do next?</i></p> <p>Here, the important part is for participating teachers to say “out loud” their intentions for their work so that they can identify points of connection and/or divergence and also (crucially) provide accountability between group members. Subsequent meetings will begin by sharing what people have done since our prior meeting.</p> <p>We will record these intentions and log them into a google doc to introduce at the beginning of each session.</p>
<p>Objectives &amp; Outcomes</p>	<p>Participants will...</p> <ol style="list-style-type: none"> <li>1. Build Community/Capacity for addressing the legacy of enslavement in social studies teaching.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Generate and share knowledge strategies for teaching about the legacy of enslavement in social studies and civics courses.</li> <li>3. Create and share reflections on the guiding questions for the project, including plans for integrating their key takeaways from the program into their teaching.</li> </ol>
<p>Facilitation Resources</p>	<p>The facilitation resources we use are essentially borrowed from the freedom movement organizing tradition of community and relationship building through shared purpose<sup>1</sup>. In these spaces, the facilitators are tasked with convening and creating a structure for people to share their experiences. This means not only providing some knowledge (in this case that knowledge will be material from <i>The 1619 Project</i>), but also providing space for people to narrate the meaning that they are making from that knowledge. Another way to say this is to say that the focus is on both knowledge and <i>relations</i> to that knowledge. This makes space for people to talk about the emotional dynamic that animates so much of the discourse about curricula and methods that are direct and honest in their representations of enslavement, anti-Black racism, and white supremacy.</p> <p>The texts explored in the program will ultimately be determined by the participating teachers, but the following are texts that may be considered:</p> <ul style="list-style-type: none"> <li>• <a href="#">Slate N. “The Answers Come from The People”: The Highlander Folk School and the Pedagogies of the Civil Rights Movement. <i>History of Education Quarterly</i>. 2022;62(2):191-210. doi:10.1017/heq.2022.4</a></li> <li>• <a href="#">Levine DP. The Birth of the Citizenship Schools: Entwining the Struggles for Literacy and Freedom. <i>History of Education Quarterly</i>. 2004;44(3):388-414. doi:10.1111/j.1748-5959.2004.tb00015.x</a></li> <li>• <a href="#">Notes on Teaching in MS (C Cobb).pdf</a></li> <li>• <a href="#">“The Idea of America” by Nikole Hannah-Jones</a>: The essay at the cornerstone of The 1619 Project, exploring the contributions of Black Americans in moving the United States towards its stated democratic ideals.</li> <li>• <a href="#">“Traffic” by Kevin Kruse</a> <ul style="list-style-type: none"> <li>○ An essay that uses traffic congestion in Atlanta as a lens to explore the intertwined histories of infrastructure and racial inequality in the United States.</li> </ul> </li> <li>• <a href="#">“The Birth of American Music” by Wesley Morris</a> <ul style="list-style-type: none"> <li>○ An essay exploring the origins and influence of Black American musical sound and the ways in which it has</li> </ul> </li> </ul>

<sup>1</sup>; [Highlander Folks School Pedagogy](#); [Citizenship Schools](#), [Freedom Schools](#)

	<p>been co-opted, scrutinized, and celebrated throughout history.</p> <ul style="list-style-type: none"> <li>● <a href="#">“Capitalism” by Matthew Desmond</a> <ul style="list-style-type: none"> <li>○ An essay that traces the brutality of American capitalism to practices created as part of the institution of slavery.</li> </ul> </li> <li>● <a href="#">“Sugar” by Khalil Gibran Muhammad</a></li> <li>● <a href="#">“Pecan Pioneer” by Tiya Miles</a></li> <li>● <a href="#">“The Wealth Gap” by Trymaine Lee</a> <ul style="list-style-type: none"> <li>○ An essay outlining some of the systemic causes behind the vast wealth gap between Black and white Americans today.</li> </ul> </li> <li>● <a href="#">In a Small Eastern Shore Community Descended From Slavery, a Grassroots Affordable Housing Model Expands</a> by Katherine Haffner for <i>WHRO</i></li> </ul>
<p>Performance Task(s)</p>	<p>Each participant will be expected to produce a narrative of their experience, assessment, descriptions of, and commitments to teaching in relation to ongoing racialized social and political life in the community schools where they work. This can be through essay, narrative, photo essay, poetry, or any other modality used in <i>The 1619 Project</i> Materials. Each participant will identify an object from <i>The 1619 Project</i> that provided a model/inspiration for their own story.</p> <p>The primary prompt for the final reflection will be the following:</p> <p><i>Describe your experience of teaching about the legacy of enslavement, your assessment of the challenges/opportunities for teaching about the legacy of enslavement, and your commitments to teaching about the legacy of enslavement in relationship to ongoing racialized social and political life in your community school.</i></p> <p>The following questions (or related questions that arise) could also be used to frame this task:</p> <ol style="list-style-type: none"> <li>1. Where have you seen or experienced the influence of race on life in the Deep South?</li> <li>2. Where have you seen or experienced the influence of race on education in the Deep South?</li> <li>3. What resources and best practices can educators utilize to engage students from all backgrounds, especially backgrounds that have been historically marginalized from history texts, in their teaching?</li> <li>4. What challenges do educators face in teaching history and civics content/skills that elevate historically marginalized stories, and how can educators navigate those challenges?</li> <li>5. What do educators need, and how can this community support each other and our community of educators?</li> </ol>

**Stories of Teaching in the Deep South**

Unit/Project by Educators MONTU MILLER & JIM GARRETT,  
part of the 2023 cohort of *The 1619 Project* Education Network

Assessment/Evaluation	The project leads will assess the teachers' Stories of Teaching in the Deep South projects through a collaborative qualitative research project in which we explore the texture and dimension of the above practices. We will explore the affordance and constraints of the methods above and will disseminate the findings in peer-reviewed research journals.
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*Convening 1: The Idea of America*

Lesson Objective(s) or Essential Question(s)
<p>Goals: Local Social Studies Educators will engage in <b>Uncommon Conversations</b> where we...</p> <ul style="list-style-type: none"> <li>● Meet and make community outside of the school,</li> <li>● Share and make meaning of our experience as social studies educators,</li> <li>● Focus on relationships and community building,</li> <li>● Analyze resources from <i>The 1619 Project</i> and other texts related to the lasting legacy of enslavement in the U.S.</li> <li>● <i>Build bridges</i> between people, classrooms, buildings, and districts, so that we can</li> <li>● <i>Use bridges</i> to produce creative responses to our current social and political contexts</li> <li>● Decide on actions we will take in our own spaces and be accountable for those decisions</li> </ul> <p>Focus Text for the Meeting: “The Idea of America” by Nikole Hannah-Jones</p> <ol style="list-style-type: none"> <li>1. Focus question to engage with the reading: "What was your experience of reading this?"</li> </ol>
Lesson Materials & Resources
<p><b>Location:</b></p> <ul style="list-style-type: none"> <li>● Our team secured a meeting location in the headquarters of <a href="#">Historic Athens</a>, a non profit organization focused on community development and outreach through historic preservation. The building was created as a fire house, known as Fire Hall #2. Given that this is an historic site in and of itself, the space assists in the creation of an environment conducive to honest conversation. Doors remain locked, so when teachers arrive we have to let people in individually. It feels, teachers said, like being part of a secret club. “The location is also a character” in our collective story, one facilitator said after our last meeting.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">“The Idea of America” by Nikole Hannah-Jones for <i>The 1619 Project</i> from <i>The New York Times Magazine</i></a></li> </ul>
Lesson Activities
<ol style="list-style-type: none"> <li>1. Set up and pre-session socializing:             <ul style="list-style-type: none"> <li>● <i>Seats were arranged in a circle prior to teachers’ arrival.</i></li> <li>● During the first session in Athens, Georgia, seven teachers attended.</li> <li>● Participants are invited to bring only themselves or anything they want to share. People arrived with beer, water, and soda to share.</li> </ul> </li> <li>2. Welcomes and Introductions             <ul style="list-style-type: none"> <li>● Introducing Facilitators &amp; Creating Community Agreements                 <ul style="list-style-type: none"> <li>○ Facilitators start by sharing their motivations for having these meetings and the connection with the <i>1619 Project</i> Education Network. They introduce the goals for the project and explain how all participating educators will be working towards creating a final narrative or project that captures their learning from the series of gatherings and</li> </ul> </li> </ul> </li> </ol>



their stories of teaching in the deep south..

- When this project was implemented in Athens, GA, facilitator Montu M. shared his goals of having teachers from multiple grade bands know each other so that knowledge could be shared about students, their families, curriculum, methods, and strategies. Facilitator Jim G. shared his goals about the importance of sharing our stories not only with one another, but with the public more broadly so that the view of what happens in “The South” can be expanded.
- Group members do their own introductions by responding to the following prompt:
    - Share who you are, the school where you teach, the subject you teach, and then answer the question: *What brings you here tonight?*
      - This question is a way to invite people to talk about their motivations to come participate after a long week of teaching.
      - Answers from educators in Athens, GA who participated in this project in spring 2024 included, for example,
        - Interest in the *1619 Project* itself and wanting to know more about it
        - Interest in continuing conversations with teachers who are like-minded about the need to confront the history of racialized violence in the U.S.
        - A trust in the process - that prior relationships with Montu and/or Jim motivated attendance. “When I get invited, I try to show up”.
3. Analysis of the anchor text for this week: “The Idea of America” by Nikole Hannah-Jones from *The 1619 Project*
- a. Invite each participant to, “share something about your experience in reading this essay.” Suggest that it would be good to point to at least one specific part of the essay that elicited a powerful response. Explain that participants will share one at a time. Then, the facilitators will open up the group for more discussion and conversation.
- If more direct questioning and further elicitation strategies might be needed, facilitators can try the following:
- Share a more direct prompt, such as, “Identify a passage that you found particularly impactful or important,” or , “Take a moment and write down 1) what you found impactful about it and 2) what feelings it evokes for you.”
  - *Think-Pair-Share if the group is hesitant to share out loud.* [How to Use the Think-Pair-Share Activity in Your Classroom](#)
  - Guide participants in an idea “harvest” where a facilitator writes the main idea shared on a white board or on a digital screen for future reference.
- b. When this discussion occurred in spring 2024 with educators from Athens, GA, themes from the discussion included:
    - A focus on teachers’ upbringing, including the racial politics participants experienced and what was learned in both formal and informal spaces about race and racism.
    - A focus on “real history” that Hannah-Jones includes in her essay.
4. Facilitators lead participants in a closing discussion: *Before we leave, let’s go around the circle and share something they’ve done in the last week that they can build from in terms of a success or a powerful moment from their professional life.*
- Invite teachers to share a victory or a success from the week. For example, participants



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in spring 2024 from Athens, GA shared stories ranging from student support in restorative circles to feeling like it was a success just to make it through the week.

Convening 2: The 1619 Project Materials - A Talk Among Teachers

Lesson Objective(s) or Essential Question(s)
<p>Goals: Educators will..</p> <ul style="list-style-type: none"> <li>• Meet and make community outside of the school,</li> <li>• Share and make meaning of our experience as social studies educators,</li> <li>• Focus on relationships and community building,</li> <li>• Analyze resources from <i>The 1619 Project</i> and other texts related to the lasting legacy of enslavement in the U.S.</li> <li>• <i>Build bridges</i> between people, classrooms, buildings, and districts, so that we can</li> <li>• <i>Use bridges</i> to produce creative responses to our current social and political contexts</li> <li>• Decide on actions we will take in our own spaces and be accountable for those decisions</li> </ul> <p>Guiding Question:</p> <ol style="list-style-type: none"> <li>1. Focus question: "What are the challenges and opportunities in teaching about and within the legacy of enslavement in the U.S. as part of history/civics teaching in the Deep South?"</li> </ol>
Lesson Materials & Resources
<p>Resources from <i>The 1619 Project</i>:</p> <ul style="list-style-type: none"> <li>• Here is a <a href="#">document with links</a> to each of the individual essays/stories/poems from the original <i>1619 Project</i> issue of <i>The New York Times Magazine</i>. <a href="#">Here is the full magazine.</a></li> <li>• <a href="#">Here is a link</a> to <i>The 1619 Project</i> podcast (5 episodes).</li> <li>• <a href="#">This is literary timeline</a> of African American history from the print publication of <i>The 1619 Project</i></li> <li>• The <a href="#">TV Documentary Series</a>, on Hulu</li> </ul> <p>Print agenda for participants</p>
Lesson Activities
<p><b>1. Pre-Convening Task for Participants</b></p> <p>For the second session, participants choose and read one of the materials from <i>The 1619 Project</i> below. Then, they come to the session ready to talk to the group about your “experience” with one of the resources they selected.</p> <p>Resources from <i>The 1619 Project</i>:</p> <ul style="list-style-type: none"> <li>• Here is a <a href="#">document with links</a> to each of the individual essays/stories/poems from the original 1619 Project issue of the NYTimes Magazine.</li> <li>• <a href="#">Here is a link</a> to the 1619 Project podcast (5 episodes).</li> <li>• <a href="#">This is literary timeline</a> of African American history</li> <li>• The <a href="#">TV Documentary Series</a>, on Hulu</li> </ul> <p>Participants are asked to prepare to share responses to the following prompts:</p> <ul style="list-style-type: none"> <li>• How do you <i>personally</i> relate to this (essay, poem, podcast, etc.)? As you read it, what were your</li> </ul>

thoughts and feelings about what you were reading?

- How do you *professionally* relate to this? How does it relate to your teaching (or not)? How does it help you understand your work as an educator?

Participants are also asked to review an agenda for the second session to begin thinking about initial ideas for how they will document and share their learning from the project.

2. Pre-session socializing

- a. Teachers are invited to socialize freely and connect as they arrive. The educators who participated in this project in spring 2024 in Athens, GA shared stories of recovering from illness or narrowly avoiding it.
- b. As with the first session, participants are invited to bring a variety of beverages and share where those came from or why they brought them.

3. Welcome (15 min):

- For this session, participants are asked to share a powerful moment from the week prior. These experiences emphasize the power of *affirmative sharing* in order to both recognize the capacity for success, as well as collectively uplift the group, by sharing in others' successes.
  - When this session was shared with educators in Athens, GA in spring 2024, one of the teachers described just being able to make it to Friday as powerful in and of itself. This is a testament to the resilience teachers face. Another teacher shared his experience participating in a restorative circle with a student who had been having difficulties at school. Their emerging relationship as mentor/mentee was experienced in deeply emotional ways.

4. Discussion & Analysis of the Anchor Texts

- a. Each of the teachers who attend share their texts and their responses to the questions shared in the pre-work. After each person shares, the group engages in conversation specifically about that text that was shared by that person. When this project was shared with educators in Athens, GA in spring 2024, the texts selected by participating educators were the essay, "Music" by Wesley Morris, the literary timeline, Episode 1 of the podcast from *The 1619 Project*, episode 1 from *The 1619 Project* docu series produced by Hulu, and the essay "Traffic" by Kevin Kruse
- b. *Note: This discussion could also be had in small groups if the group is hesitant to share out loud.* [How to Use the Think-Pair-Share Activity in Your Classroom](#)

5. Closing discussion: *In light of what you've heard, and in terms of your thinking and feeling about our session, how will we conceptualize our Stories of Teaching in the Deep South?*

- a. We did not want to simply impose our own ideas for their products onto them. Therefore, we reminded the teachers about their task to produce their own "Story of Teaching in the Deep South".

*Convening 3: Stories of Teaching in Deep South Workshop Session*

Lesson Objective(s) or Essential Question(s)

Goals: Educators will..

- Meet and make community outside of the school,
- Share and make meaning of our experience as social studies educators,
- Focus on relationships and community building,
- Analyze resources from *The 1619 Project* and other texts related to the lasting legacy of enslavement in the U.S.
- *Build bridges* between people, classrooms, buildings, and districts, so that we can
- *Use bridges* to produce creative responses to our current social and political contexts
- decide on actions we will take in our own spaces and be accountable for those decisions

Guiding Questions:

1. Focus question: "What are the challenges and opportunities in teaching about and within the legacy of enslavement in the U.S. as part of history/civics teaching in the Deep South?"

Lesson Materials & Resources

*The following outline for the final product for the "Stories of Teaching in the Deep South" project is sent to the group in advance of their final meeting. The prompt may differ for different groups, but this outline was responsive to the themes shared by the educators participating in this project in Athens, GA in spring 2024.*

**Stories of Teaching in the Deep South: Prompt for Final Narrative**

**1. General Information**

- Your name (or an alias if you'd rather)
- Biographical information
  - Where you're from
  - How long you've been in this city/community
  - Years teaching
  - Subjects you teach/have taught

**2. Story of Teaching in the Deep South**

- **Personal Connection:** How do you connect personally to the history and legacy of slavery in the deep south? Share moments from your own personal history (in and out of schools) that influence your thinking and teaching about the history and legacy of slavery.
- **The Deep South:** One worry that we have is that when people talk about the South, they do so in a very limiting and generic way. We know things are more complicated. What are your thoughts about teaching specifically in the South? If possible, connect information from *The 1619 Project*.
- **Stories of Teaching: (This is up to participants. These are just suggestions.)**
  - How would you characterize the challenges you face in teaching honest and factual history? What do you make of laws being passed here and elsewhere that limit this work?
  - Relay an incident, series of incidents, and/or stories of teaching that have provided you

insights. What are particularly powerful lessons or interactions you’ve had?

- What is the work that you do in your teaching history/social studies as it relates to the histories present in *The 1619 Project*?
- What do you see as the relationship between teaching content and building deep and trustworthy relationships with students?
- **Incorporation of *The 1619 Project*:**
  - What are some insights you’ve developed through your engagement with this project? How have these materials (and others like them) influenced your teaching and your thinking about the story above?
  - **(required) What is the one 1619 project “text” that has been the most engaging for you and why?**
- **Insights from our group:** What has it been like, professionally and personally, to meet with other social studies professionals to talk about issues of shared concern in an out-of-school context like we’ve been doing?

Lesson Activities

1. Pre-session socializing
  - a. As in previous sessions, educators are invited to connect before the session over snacks. For educators who participated in this unit in Athens, GA in spring 2024, a “secret knock” had emerged that teachers began using. The pattern was one knock, two knocks, and three knocks. It began as a joke but became part of the routine. These small gestures and bits of practice are what can become the building blocks of a community that can support ambitious and often difficult work.
2. Workshop Session:
  - a. Participants can start with introductions if necessary, but it’s possible that introductions may not be needed given the continuing nature of the workshops.
  - b. Introduce a protocol that allows each teacher to talk about their “Story of Teaching in the Deep South” project at whatever point in the process they are. For educators who engaged with this project in Athens, GA in spring 2024, ask participants to share one at a time with uninterrupted time to talk through their ideas.
    - i. Each teacher shares about their project. It’s possible that some will have some notes while others will have fully drafted an essay. (60 min)
    - ii. Then, after everyone had shared, engage in a “workshop” of each person’s story. (45 min) Possible workshop activities include:
      1. Suggest titles for the project based on phrases, ideas, or themes shared.
      2. Ask clarifying questions
      3. Give suggestions for potential things to include. As clarifications were offered, there would be interjections like “oh! You should definitely include that in your story”.
    - iii. [This document](#) represents the notes from the workshop on Stories of Teaching in the Deep South with educators from Athens, GA in spring 2024.
6. Closing discussion: *In light of what you’ve heard, and in terms of your thinking and feeling about our session, how will we finalize our Stories of Teaching in the Deep South? And how might we share these stories for the benefit of our communities?*