

Elevating Critical Voices in Conflict

A 1619 Global Connections Collection Guide

*This thematic guide was created as a resource for the [1619 Global Connections Series](#). It highlights 1619 Project materials, Pulitzer Center journalism, and curricular resources connected to the theme of *Elevating Critical Voices in Conflict*. The 1619 Global Connections Series was a professional development series designed to equip educators with resources and strategies for connecting themes from The 1619 Project to underreported stories on pressing global issues*

Structure

During the Elevating Critical Voices in Conflict Global Connections Workshop, educators explored ways to use *The 1619 Project*, other journalism projects, and creative tools to engage students in critical thinking about the human impacts of peace and conflict. Educators engaged with the question of how journalism can introduce underrepresented perspectives to help students explore multiple pathways to peace. It also utilizes materials from *The 1619 Project* to explore the history of enslavement through a lens of peace and conflict. This digital version of the Global Connections Series audience guide showcases the resources curated for the workshop and supports educators' continued exploration of the same question.

- The Questions for Consideration section includes questions developed for audience reflection and discussion during the workshop.
- The 1619 Materials section highlights individual essays, creative works, and digital media from *The 1619 Project* related to the theme of Elevating Critical Voices in Conflict.
- The Pulitzer Center Journalism section includes the story used to anchor the workshop conversation and other tools to support peace and conflict reporting.
- The Curricular Resources section spotlights lesson plans and other instructional material related to the theme of peace and conflict.

Questions for Consideration

The questions below can support educator reflections about why peace and conflict can be critical issues to explore with students and the important role journalism can play in that exploration. Educators new to The 1619 Project can also explore our [Tips for Teaching 1619](#) to support utilization of these resources in a way that connects and empowers all students in the learning environment.

Before Resource Exploration

- How familiar are you with issues of peace and conflict?
- How equipped do you currently feel to talk to your students about issues of peace and conflict?
- How equipped do you feel to talk to students about the perspectives and lived experiences of enslaved Black people?
- What are you personally hoping to take away from your exploration of this resource guide?

After Resource Exploration

- Finish the sentence: "Students can benefit from learning about peace and conflict issues because..."
- Finish the sentence: "Students can benefit from applying a peace and conflict lens to enslavement because..."
- How do the resources included in this guide align with the work you do in your classroom or learning community? Think in terms of goals, values, and academic standards.
- What are you inspired to do or explore after engaging with these resources?

1619 Materials

These materials from The 1619 Project can be used to help students think critically about the history of enslavement in the United States through the lens of peace and conflict. The highlighted materials are not an exhaustive list and should be used as supplementary to other learning tools. Educators can find detailed resource guides for these and most 1619 Project materials in our [1619 Project Resource Guide Collection](#).

[The 1619 Project: Born on the Water](#) by Nikole Hannah-Jones and Renée Watson

From the Original Publications in *The New York Times Magazine*

- “A Brief History of Slavery” by Mary Elliott and Jazmine Hughes for [The 1619 Print Broadsheet](#)”
- “[Capitalism](#)” by Matthew Desmond
- “[Mortgaging the Future](#),” “[Good as Gold](#),” and “[Fabric of Modernity](#)” by Mehrsa Barandan
- “[Chained Migration](#)” and “[Municipal Bonds](#)” by Tiya Miles
- “[Shadow of the Past](#)” by Anne C. Bailey and Bannielle Bowman
- [Late 1773](#): poem by Eve L. Ewing
- [Feb. 12, 1793](#): poem by Reginald Dwayne Betts
- [July 27, 1816](#): poem by Tyehimba Jess
- [Feb. 12, 1946](#): story by Jacqueline Woodson
- [Jan. 1, 1808](#): story by Jesmyn Ward

From the 1619 Podcast by *The New York Times*

- Episode 2: “The Economy that Slavery Built”

From “*The 1619 Project: A New Origin Story*”

- “Capitalism” by Matthew Desmond
- “Fear” by Leslie Alexander and Michelle Alexander
- “Politics” by Jamelle Bouie
- “Self-Defense” by Carol Anderson
- “Daughters of Azimuth” by Nikky Finney
- “Conjured” by Honoree Fanonne Jeffers
- “A Ghazalled Sentence after ‘My People... Hold On’” by Eddie Kendricks
- “Freedom is not for Myself Alone” by Robert Jones, Jr
- “Trouble the Water by Barry Jenkins
- “Before His Execution” by Tim Seibles
- “On ‘Brevity’” by Camille T. Dungy
- “A Surname to Honor Their Mother” by Gregory Pardlo

From the 1619 Hulu Docuseries

- Episode 4: “Capitalism”

Pulitzer Center Journalism

The focus story below is the one highlighted as a part of the Elevating Critical Voices in Conflict Global Connections workshop. The journalist conversation about this reporting is available as a [Webinar On Demand](#). You can find additional reporting related to this issue at pulitzercenter.org.

Focus Reporting

- [Our Minerals, Your Rights](#) by Mélanie Gouby

Additional Resources

- [Pulitzer Center Racial Justice Reporting](#)
- [Pulitzer Center Peace and Conflict Portal](#)
- [Peace and Conflict Reporting Toolkits and Methodologies](#)

Curricular Resources

These curricular resources are curated from the lesson libraries on the 1619 Education and Pulitzer Center websites. The resources can support classroom engagement with either 1619 Project material or Pulitzer Center supported journalism connected to the key focus area. The curricular resources can help strengthen skills such as critical thinking, media literacy, communication, and empathy.

From the 1619 Education Materials Collection

- [Identity Resource Screening Tool](#)
- [Uncovering and Reclaiming Historical Identities](#)
- [Before and After: Transatlantic Exchanges and Outcomes](#)
- [Learning and Teaching About Enslavement](#)
- [Atlantic Slave War: Investigating the Origins and History](#)
- [Resistance and Resilience in Lowell, MA](#)
- [The Skin I'm in Is Not A Weapon](#)
- [Antebellum, Civil War & Reconstructions: How did slavery shape American society?](#)
- [Commodities, Contributions, and Compensation](#)

From the Pulitzer Center Lesson Library

- [Harmfully Relevant History](#)
- [What Is the Cycle of War and Peace?](#)
- [The Journey: My Family and How They Got Here](#)
- [Resource Guide: What Japan's Atom Bomb Survivors Have Taught Us About the Dangers of Nuclear War](#)
- [Beyond the Headlines: Humanitarian Crisis in Haiti](#)
- [Examining Peacebuilding as a Framework](#)
- [Contextualizing the Crisis in Ukraine](#)
- [Understanding the Humanitarian Crisis in Afghanistan](#)