

Legacies of Slavery in AI

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 Legacies of Slavery in AI. 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 Legacies of Slavery in AI 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 connections between AI accountability and racial justice. Educators engaged with the question of how journalism can help students investigate the benefits and harms of the technology around them? 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 Legacies of Slavery in AI.
- The Pulitzer Center Journalism section includes the stories used to anchor the workshop conversation and other tools to support AI accountability reporting.
- The Curricular Resources section spotlights lesson plans and other instructional material related to the theme of environmental racism.

Questions for Consideration

The questions below can support educator reflections about why AI accountability can be a critical issue 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 AI accountability?
- How equipped do you currently feel to talk to your students about issues of AI accountability?
- How equipped do you currently feel to talk to your students about legacies of slavery?
- 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 applying an accountability and ethics lens to AI technologies because..."
- Finish the sentence: "Students can benefit from learning about issues of racial justice 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 ways in which the development and deployment of certain AI tools connects to legacies of slavery including the theft and minimization of Black art, the surveillance of Black communities, and the commodification of Black people's bodies. 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](#).

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

- [“The Birth of American Music,”](#) by Wesley Morris
- [“Mass Incarceration,”](#) by Bryan Stevenson
- [“Late 1773”](#) poem by Eve L. Ewing
- [“Oct. 15, 1966”](#) poem by Joshua Bennett

From the 1619 Podcast by *The New York Times*

- Episodes 3: “The Birth of American Music”

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

- Archival photos curated by Kimberley Annece Henderson
- “Punishment” by Bryan Stevenson
- “Inheritance” by Trymaine Lee
- “Music” by Wesley Morris
- “Progress” by Ibram X. Kendi
- “We as People” by Cornelius Eady
- “The New Negro” by A. Van Jordan
- “Progress Report” by Sonia Sanchez

From the 1619 Hulu Docuseries

- Episode 5: “Fear”

Pulitzer Center Journalism

The focus story below is the one highlighted as a part of the Legacies of Slavery in AI 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

- [Are AI Hiring Tools Racist and Ableist?](#) by Hilke Schellmann
- [Peering into the Black Box](#) by Arijit Sen
- [AI Colonialism](#) by Karen Hao

Additional Resources

- [Pulitzer Center Racial Justice Reporting](#)
- [Pulitzer Center Information and AI Portal](#)
- [Information and AI 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

- [Composition, Context, Representation, and Reality](#)
- [Literacy and Liberation](#)
- [Afrofuturism Then and Now](#)
- [Picturing the Unseen: Illuminating Overlooked Narratives in African American History](#)
- [Paying Tribute](#)
- [Untold Stories: First and Second Grade Story Quilts](#)

From the Pulitzer Center Lesson Library

- [AI Accountability Classroom Toolkits](#)
- [Evaluating AI's Impact on Everyday Life](#)
- [Discussing AI Surveillance Technology on Campuses](#)
- [The \(Evolution of the\) First Amendment in a Digital Landscape](#)
- [How Social Sentinel Crossed Student Privacy Rights](#)