Intertwined Histories
Legacies of Slavery and Colonization in *The 1619 Project*

A *1619* Education Materials Collection Guide

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.

For more information, visit *The New York Times Magazine*'s statement on *The 1619 Project*, visit our Teaching *The 1619 Project* tips page, or download the full special issue of the magazine as a PDF here.

About This Guide

Educators are often interested in how *The 1619 Project* engages Native American history in its exploration of the legacies of slavery in the United States. Teaching a comprehensive American history requires detailing the interwoven histories of slavery and colonization, yet Black and Native histories are often isolated in their instruction, overlooking Native American interactions with both the institution of slavery and Black people in the United States as well as erasing the experiences of Afro-Native peoples. This thematic guide is designed to support educators who would like to teach about these intertwined histories utilizing materials from *The 1619 Project* and related journalistic works.

Within the guide, you will find:

- Summaries of key themes connected to the intertwined legacies of slavery and colonization in the United States.
- Materials from *The 1619 Project* aligned to each theme.
- Pulitzer Center reporting projects aligned to each theme.
- Suggestions for supplemental resources that can help deepen student understanding.

The themes and materials in this guide reflect the history of violent and painful events that orchestrated and demanded a division between Black and Native peoples. We suggest having a classroom social-emotional learning protocol for engaging with hard histories and inviting students to think through how they can care for themselves when things are both important to know and difficult to engage with.

Selected Themes

Forced Migration & Dispossession

The resources for this theme explore the long history of forced migration, dispossession, and displacement for Native American and Black American peoples. *The 1619 Project* resources detail the joint systems of colonization and enslavement that defined the origin of the United States and the complicated relationship that developed between Black and Indigenous peoples because of them. The related reporting projects spotlight some of the lasting impacts of the dispossession of Native American tribes and current environmental threats to Black and Indigenous communities in the United States.

1619 Materials	**"*The 1619 Project*" from *The New York Times Magazine*** • "Chained Migration" by Tiya Miles • "Capitalism" by Matthew Desmond • Jan. 1, 1808: story by Jesmyn Ward ***"The 1619 Project*: A New Origin Story"** • "Dispossession," by Tiya Miles • "Capitalism" by Matthew Desmond • "Sold South" by Jesmyn Ward **"Born on the Water" by Nikole Hannah-Jones and Renee Watson**
Pulitzer Center Reporting Projects	• Misplaced Trust • Inter(Nation)al • Climate's Triple Threat: Rising Seas, Stronger Hurricanes, Heavier Rain • Big Oil's Big History: Black and Indigenous Climate Histories and Futures on the Louisiana Coast
Supplemental Resources	• The Forgotten Slavery of Our Ancestors • Indian Removal Act: Primary Documents in American History • Hopewell: Pickens Family & Treaty Site • Land and the roots of African-American poverty

Systemic Oppression

This theme explores the ways in which the systems of colonization and slavery required not only the systemic oppression of Black and Native American peoples, but also an orchestrated division between them. *The 1619 Project* materials explain the development of the racial classification system in the United States, the ways in which it influenced definitions of personhood and citizenship for Black people, and the complex impact it had for Native tribes fighting to maintain sovereignty. The related reporting projects present some of the lasting impacts of systemic oppression in Native American communities, providing a scaffold for discussion about areas of intersection with the Black American experience.

1619 Materials	***"The 1619 Project" from The New York Times Magazine*** • Feb. 12, 1793: poem by Reginald Dwayne Betts • July 30, 1866: story by ZZ Packer ***"The 1619 Project*: A New Origin Story"** • "Race" by Dorothy Roberts" • "Citizenship" by Martha S. Jones • "Other Persons" by Reginald Dwayne Betts • "An Absolute Massacre" by ZZ Packer
Pulitzer Center Reporting Projects	• Unearthing the Genocide of Native American Children • Promised Justice • Their Name in Vain • Poverty and the Pandemic in Mississippi
Supplemental Resources	• Paul Cuffe: An African-American and Native-American Heritage Trail • Descendants of Freedmen of the Five Civilized Tribes Association • Sterilization Abuse • Lynching in America: Confronting the Legacy of Racial Terror

Survival and Resistance

This theme explores the history of Black and Native survival and resistance in the face of systemic oppressions. *The 1619 Project* materials are creative works responding to moments of joint resistance to the systems of enslavement and colonization by Black, Native, and Afro-Native peoples. The related reporting projects document some of the ways Black and Indigenous communities continue to navigate racist systems, build up systems of care within the community, and reclaim their community histories.

1619 Materials	***"The 1619 Project" from The New York Times Magazine*** • March 5, 1770: poem by Yusef Komunyakaa • July 27, 1816: poem by Tyehimba Jess ***"The 1619 Project*: A New Origin Story"** • "Conjured" by Honoree Fanonne Jeffers • A Ghazalled Sentence after "My People...Hold on" by Eddie Kendricks and the Negro Act of 1740 by Terrance Hayes • "First to Rise" by Yusef Komunyakaa • "Fort Mose" by Tyehimba Jess
Pulitzer Center Reporting Projects	• Building Back a People: The Indigenous Birth Workers of Seattle • 'Origins': Climate Change, Resistance, and Solutions in Princeville, North Carolina, America's Oldest Black Town • Reclaiming the History of American Indigo • Addiction Care in Native American Communities
Supplemental Resources	• Native Americans and the Underground Railroad • A Testament to the Horrors of Slavery & the Perseverance of Black Women, Rendered in Needle and Thread • Black Soldiers in the U.S. Military During the Civil War • Longtime police brutality drove American Indians to join the George Floyd protests