

Reading Guide for The 1857 Project Essays

The tables below offer a preview and guiding questions for essays included in The 1857 Project from the *Gateway Journalism Review*.

1. **“The 1857 Project: Extracting the Poison of Racism from America’s Soul”**
by William H. Freivogel, pgs 4-8 [Graphic organizer for this essay](#)

| | |
|------------------------------------|--|
| Excerpt | <p>“The soul of America is its promise of ever expanding freedom, equality and opportunity. The paradox of America is that over four centuries, our Founders and our leaders reneged on this promise by embracing a devil’s bargain with slavery, segregation, racial superiority and racism. It’s like opposite sides of the same coin—good and evil, shiny and tarnished. They are opposite ends of the long arc of the moral universe that the Rev. Martin Luther King Jr. and President Barack Obama said “bends toward justice.” Anyone who doubts the centrality of slavery, segregation and racism to the American story—from 1619 through today and for generations to come—isn’t paying attention. Over the past two centuries, perhaps no other region of the country has been so entwined as St. Louis, Missouri and Illinois with America’s struggle to extract the poison of 1619 from its soul. Race is at the heart of the biggest stories in St. Louis, this century.”</p> |
| Key Names, Dates, and Terms | <p>1619 Project, Emancipation Proclamation, The Missouri Compromise, The 1857 Dred Scott Case, Lincoln-Douglas debate, “The Great Emancipator”, Ku Klux Klan Act of 1871, Three-Fifths Compromise, Northwest Ordinance of 1787, Plessy vs. Ferguson, Brown vs. Board of Education, 13th Amendment, 14th Amendment, 15th Amendment, Civil Rights Cases of 1883, 1916 Housing Segregation Law, 1917 East St. Louis Riot, COINTELPRO plot, Veiled Prophet, 1964 Civil Rights Act, 16th Street Baptist Church</p> <p>Abolitionist, Paradox, Segregation, Racism, Justice, Equality, Equity, Systemic racism, “welfare queens”</p> |
| Supplemental Texts | <p>Primary Sources: Emancipation Proclamation The Missouri Compromise 1853 Sermon by Theodore Parker 1968 Speech, “Remaining Awake Through a Great Revolution” by Dr. Martin Luther King, Jr. President Barack Obama’s 2nd Inaugural Address</p> <p>Essays: “The Idea of America” by Nikole Hannah Jones in <i>The New York Time Magazine’s</i> 1619 Project</p> |

| | |
|--------------------------|--|
| | <p>“Mass Incarceration” by Bryan Stevenson in <i>The New York Time Magazine’s</i> 1619 Project</p> <p>“Vulnerable neighborhood faces shorter life expectancy and COVID-19 dangers” by Richard H. Weiss, <i>Gateway Journalism Review</i></p> <p>Film: Spanish Lake Documentary</p> <p>Poetry: “Let America Be America Again” by Langston Hughes</p> |
| Guiding Questions | <ul style="list-style-type: none"> ● How has the U.S. benefitted from slavery? ● How has slavery harmed the U.S.? ● Who benefited from segregation, and how? Who was harmed by segregation, and how? ● How have laws, policies, and systems developed to maintain slavery and segregation influenced laws, policies, and systems in current times? ● How did race become such an important part of a person’s identity? ● What can we learn from tracking the history of racism within our region? |

2. “The Land of Dred Scott: Scenes from our racist history”

by William H. Freivogel, pgs 9-21 [Graphic organizer for this essay](#)

| | |
|------------------------------------|---|
| Excerpt | <p>“Thirteen of the 55 men who wrote the Constitution were slaveholders—including three of the first four presidents, Washington, Jefferson, and Madison—and all 55 were white and wealthy. Benjamin Franklin was president of a group called the Relief of Free Negroes Unlawfully Held in Bondage. But neither Franklin nor any other delegate called for abolition at the Constitutional Convention in Philadelphia in the summer of 1787. Yet there was pressure mounting for abolition. Thomas Jefferson fell one vote short of getting slavery abolished in the territories. In a compromise, the Congress of the Confederation passed the Northwest Ordinance that same year, 1787, banning slavery north of the Ohio River, including Illinois. Meanwhile, the framers of the Constitution were struggling with slavery, according to historical accounts including James Madison’s diaries.”</p> |
| Key Names, Dates, and Terms | <p>Dred and Harriett Scott, Thurgood Marshall, Alexander Hamilton, Luther Martin of Maryland, John Rutledge of South Carolina, Rep. James Tallmadge Jr. of New York, Sen. Jesse B. Thomas of Illinois, Elijah P. Lovejoy, editor of the St. Louis Observer, Chief Justice Roger Taney, Abraham Lincoln, Stephen A. Douglas, William L. Clay, CORE, the Congress on Racial Equality, American Civil Liberties Union, Veiled Prophet</p> |

| | |
|---------------------------|--|
| | 1787 Northwest Ordinance, The Constitutional Convention, Three-fifths Compromise, slave trade, fugitive slaves provision, The Missouri Compromise of 1820, Missouri Crisis of 1819, Mason-Dixon Line, black codes, Louisiana Purchase, “popular sovereignty,” 1873 Slaughterhouse Cases, Plessy v. Ferguson, Brown v. Board of Education, segregation ordinance, redlining, East St. Louis Race Riots, Red Summer of 1919, lynching, Ku Klux Klan, 1948 Supreme Court case of Shelley v. Kraemer, Pruitt-Igoe, 1968 Fair Housing law, The U.S. Civil Rights Commission of 1970, NAACP, School Desegregation Program |
| Supplemental Texts | <p>Primary Sources: Fifth Amendment of the Bill of Rights 13th Amendment of the Constitution 14th Amendment of the Constitution 15th Amendment of the Constitution Missouri Compromise 1787 Northwest Ordinance</p> <p>Essays: “Redlining’s Long Lasting Mark” by Rachel Finan (KHS Student), <i>Gateway Journalism Review</i> “The Slave State of Illinois” by Amelia Blakely, <i>Gateway Journalism Review</i> “A Family’s Fight for Freedom” by Amelia Blakely, <i>Gateway Journalism Review</i> “Underground Railroad in Illinois” by Amelia Blakely, <i>Gateway Journalism Review</i> “Lincoln-Douglas Debates Marred by Overt Racism of Both” by Kayla Chamness and William H. Freivogel, <i>Gateway Journalism Review</i> “New Lights Shine on Riots Against Blacks in East St. Louis and Across America” by Harper Barnes, <i>Gateway Journalism Review</i> “The Clayton Conundrum” by Richard H. Weiss, <i>Gateway Journalism Review</i> “Anatomy of an Economic Murder” by William L. Clay “Unmasking the Veiled Prophet – For Jobs Not Black Debutantes” by Percy Green II, <i>Gateway Journalism Review</i></p> <p>Film: Spanish Lake Documentary The Pruitt Igoe Myth The Lincoln-Douglass Debates History The 1917 East St. Louis Massacre</p> <p>Images:</p> |



The Shelley House
4600 Labadie Avenue in St. Louis,
MO

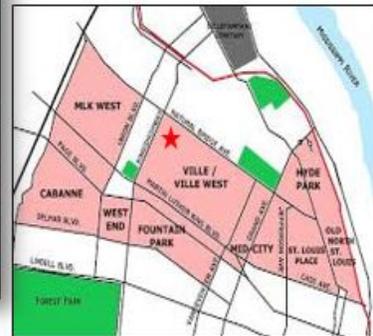
**Shelley
v.
Kraemer
(1948)**



The Ville, StL



**J.D. Shelley &
Wife**



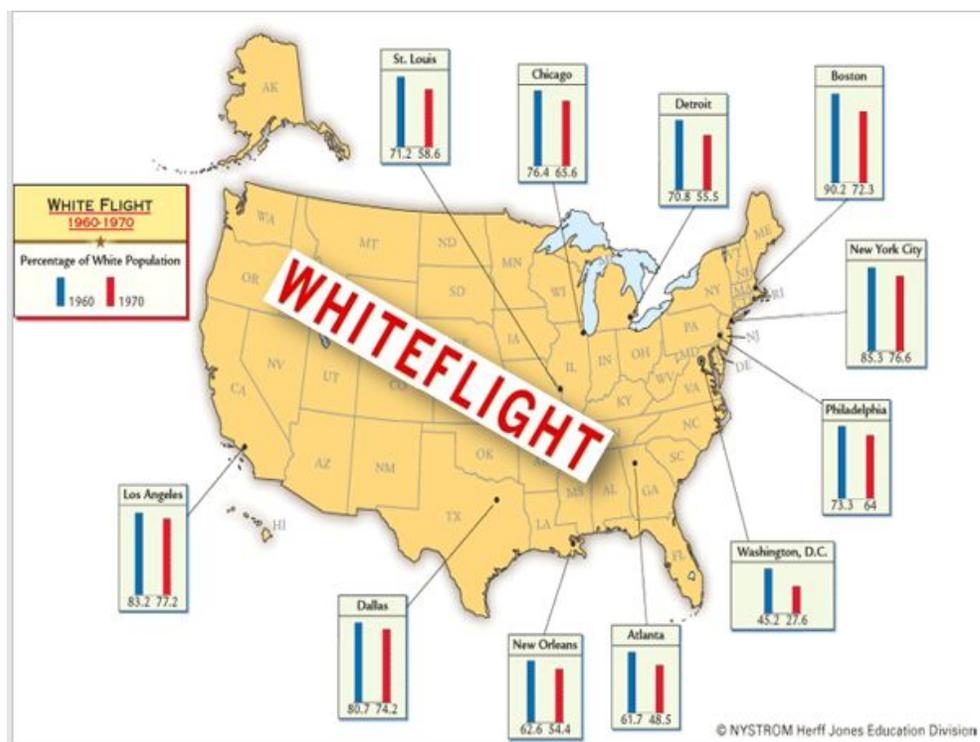
Jeffrey S. Copland, *Olivia's Story: The Conspiracy of Heroes Behind Shelley v. Kraemer*, St. Paul, MN: Paragon House, 2010, p.345 (photo by Douglas Hartley).

Olivia Perkins and her husband Inman who played a major role in the plot to purchase 4600 Labadie and transfer it to the Shelleys. She was a teacher at Sumner and he was a serviceman in the Army. Also Copland, p.341.

Copland, p.346 (photo by Debra Davis). JD and Ethel on the right.

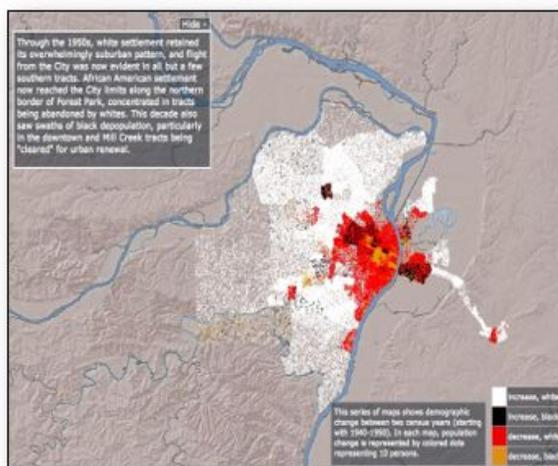
[The UNZ Review: An Alternative Media Selection](#)

[Built St. Louis](#)



http://ushistoryatlas.com/era9/USHacom_M_era9_whiteFlight.cfm

WHITEFLIGHT



Mapping Decline
St. Louis and the American City



[Colin Gordon, Mapping Decline](#)

| | |
|------------------------------------|---|
| | <p><i>The American Prospect</i>, 2015</p> |
| <p>Guiding Questions</p> | <ul style="list-style-type: none"> ● During the early 1800s, how and why were distinctions between property and persons made? What current issues can we connect to these early definitions? ● How did the Three-fifths Compromise both reinforce and contradict the system of slavery? ● Why were the slave compromises important to the formation of the union? ● How did the use of slaves differ in the north and the south? What were the consequences of these differences? ● What caused Missouri to be at the forefront of the fight for slavery? What evidence of this fight exists in today’s society? ● What Constitutional Amendments did Missouri adopt that caused conflicts within Congress? ● How has violence against Black people been used to reinforce the system of slavery? What are some modern implications of this behavior? ● How was rhetoric weaponized throughout the fight for slavery? ● Considering that there were hundreds of freedom suits in the 1800s, why do you think we have mostly heard and learned about the suit from Dred Scott? Why was the Dred Scott decision important to the system of slavery? ● How was indentured servitude used to illegally maintain slavery in non-slave states? ● How have the fugitive slave laws impacted current policing practices? ● What is our regional connection to the early Civil Rights Cases of 1883? In what ways have we grown from past issues? In what ways are we still fighting the same issues? ● How were real estate and lending practices used to segregate? |
| <p>Discussion Questions</p> | <ul style="list-style-type: none"> ● The Dred Scott opinion said slaves were far better off than the “miserable” African. It stated: “We are almost persuaded that the introduction of slavery among us was, in the providence of God ... a means of placing that unhappy race within the pale of civilized nations.” Discuss the role religion played in maintaining the institution of slavery. ● How have legal precedences shaped our society? ● Weigh the pros and cons of segregation during the early 1900s. What current examples of segregation exist within the St. Louis region? What are the modern consequences of segregation? ● What post-slavery tactics to segregate society are evident within the St. Louis region? How have they worked to reinforce or dispel |

| | |
|--|--|
| | <p>Missouri’s history of deep-seated racism?</p> <ul style="list-style-type: none"> • What vestiges of slavery and segregation are evident in current events within our region? |
|--|--|

3. “Press flubs first draft of history of race” by William H. Freivogel, pgs 22-25
[Graphic organizer for this essay](#)

| | |
|------------------------------------|--|
| Excerpt | <p>“The press’ rough draft of the history of race in St. Louis, Missouri and Illinois got most things wrong. In the early 1950s, a group of young civil rights activists—Irv and Maggie Dagen, Charles and Marion Oldham and Norman Seay—led a CORE (Congress of Racial Equality) sponsored sit-in of lunch counters in segregated downtown St. Louis. Richard Dudman, a young reporter for the <i>Post-Dispatch</i>, ran across the protest and hurried back to the office with the big story. The editors told the future Washington Bureau chief to forget it. They knew about the protests but weren’t writing about them because it might trigger violence. Avoiding a riot was a preoccupation at the paper where big glass windows near the presses were bricked over just in case. There never was a riot, a fact often cited as a reason St. Louis never seriously grappled with race before Ferguson.”</p> |
| Key Names, Dates, and Terms | <p>Joseph Pulitzer II, FBI Director J. Edgar Hoover, CORE (Congress of Racial Equality), COINTELPRO — CounterIntelligence Program, Fascist, Freedom of Information Act</p> |
| Supplemental Texts | <p>Primary Sources: Universal Declaration of Human Rights “Letter from a Birmingham Jail” by Dr. Martin Luther King Jr. Civil Rights Act of 1963 House Assassinations Committee Findings of 1980 Memphis Sanitation Strike</p>  <p>https://www.smithsonianmag.com/history/revisiting-sanitation-workers-strike-180967512/</p> <p>Secondary Sources: 1963 Jefferson Bank Protest</p> |

| | |
|---|---|
| | <p>Opinion Article: The Wrongness of the Right Side of History by Darran Anderson, <i>Prospect Magazine</i></p> <p>Essay: “Looking Back: Legacy of Slavery Limited Opportunities at <i>Post-Dispatch</i> and Beyond” by Linda Lockhart, <i>Gateway Journalism Review</i></p> |
| <p>Guiding Questions</p> | <ul style="list-style-type: none"> • How do civil rights differ from human rights? • When is the “right time” to protest? • How does the right of assembly both reinforce and challenge American values? In what ways does the definition of a protest ensure it will be ill-timed and unwelcomed? • What aspects of communism could have been attractive to Black Americans? • Post-slavery, why was the idea of giving Black Americans civil and human rights threatening? • Who determines what is “newsworthy”? How do these determinations work to shape and create history? How has technology changed this? • Why does the reliability and credibility of a news source matter? How do consumers of media evaluate the reliability and credibility of news sources? |
| <p>Extension: Writing Prompt</p> | <p>After reading the essay, “Press Flubs First Draft of History of Race,” and the following excerpt from Dr. Martin Luther King Jr. 's “Letter from a Birmingham Jail,” develop a cohesive essay to respond to the following prompt:</p> <p>Consider the actions of well-intentioned individuals who believe that all people should have equal human rights, but don’t want to “go too far” or do “too much” to fight for such rights to be secured. The essay “Press Flubs First Draft of History of Race” discusses Joseph Pulitzer’s hesitance to publish a Black man’s plea for human rights in the 1950s out of fear that it would “do the Negro cause more harm than good” and those reluctant to hire Black people. In Dr. King’s “Letter from a Birmingham Jail,” he addressed the sentiments of those in the 1960s who felt that Black people should “wait” to fight for civil rights, thinking that it wasn’t the right time for action; in 2016, Colin Kaepernick was demonized for how he protested police brutality as human rights violations, with many saying that he wasn’t protesting the “right way”; 2020 protests of police killings of unarmed Black people have been contentious because they are seen as “violent,” “destructive,” and “inconvenient.”</p> <p>Based on your knowledge and understanding of the fight for civil and human rights within America, evaluate the manner in which abolitionists and activists have fought to secure equal rights. In what ways have they</p> |

been successful? In what ways have they erred? Do you believe that all Americans have equal rights? If so, explain your reasoning and provide evidence to support your assertions. If not, explain what actions should be taken for all citizens of our country to have equal rights. When is the right time for these actions? Who should begin the action?

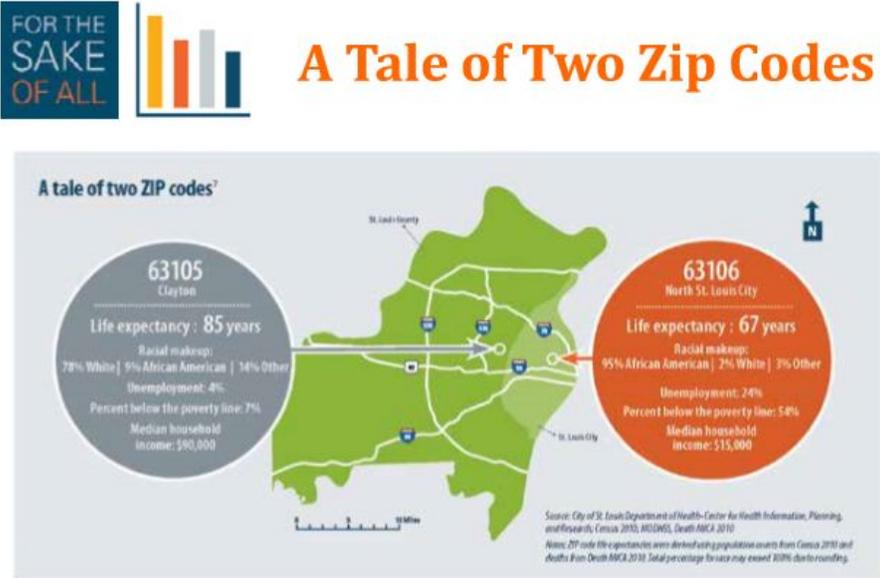
Excerpt from “Letter from a Birmingham Jail” by Dr. Martin Luther King Jr.

“We know through painful experience that freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed. Frankly I have never yet engaged in a direct action movement that was “well timed,” according to the timetable of those who have not suffered unduly from the disease of segregation. For years now I have heard the word “Wait!” It rings in the ear of every Negro with a piercing familiarity. This “wait” has almost always meant “never.” It has been a tranquilizing Thalidomide, relieving the emotional stress for a moment, only to give birth to an illformed infant of frustration. We must come to see with the distinguished jurist of yesterday that “justice too long delayed is justice denied.” We have waited for more than 340 years for our constitutional and God-given rights. The nations of Asia and Africa are moving with jetlike speed toward the goal of political independence, and we still creep at horse and buggy pace toward the gaining of a cup of coffee at a lunch counter. Perhaps it is easy for those who have never felt the stinging darts of segregation to say wait. But when you have seen vicious mobs lynch your mothers and fathers at will and drown your sisters and brothers at whim; when you have seen hate-filled policemen curse, kick, brutalize, and even kill your black brothers and sisters with impunity; when you see the vast majority of your 20 million 3 Negro brothers smothering in an airtight cage of poverty in the midst of an affluent society; when you suddenly find your tongue twisted and your speech stammering as you seek to explain to your six-year-old daughter why she can’t go to the public amusement park that has just been advertised on television, and see the tears welling up in her little eyes when she is told that Funtown is closed to colored children, and see the depressing clouds of inferiority begin to form in her little mental sky, and see her begin to distort her little personality by unconsciously developing a bitterness toward white people; when you have to concoct an answer for a five-year-old son who is asking in agonizing pathos: “Daddy, why do white people treat colored people so mean?” when you take a cross country drive and find it necessary to sleep night after night in the uncomfortable corners of your automobile because no motel will accept you; when you are humiliated day in and day out by nagging signs reading “white” men and “colored” when your first name becomes “nigger” and your middle name becomes “boy” (however old you are) and your last name becomes “John,” and when your wife and mother are never given the respected title of “Mrs.” when you are harried by day and haunted by night by the fact that you are a Negro, living constantly at tip-toe stance, never quite knowing what to expect next, and plagued with

| | |
|------------------------------------|---|
| | <p>inner fears and outer resentments; when you are forever fighting a degenerating sense of “nobodiness”—then you will understand why we find it difficult to wait. There comes a time when the cup of endurance runs over, and men are no longer willing to be plunged into an abyss of injustice where they experience the bleakness of corroding despair. I hope, sirs, you can understand our legitimate and unavoidable impatience.”</p> |
| <p>Discussion Questions</p> | <p>Consider the title of this essay, “Press Flubs First Draft of History of Race,” and discuss how today’s local press is chronicling race issues. Is it objective? Accurate? Fair? Is the media coverage hurting or helping the cause? Explain and support each response with relevant and specific evidence.</p> <p>Modern history records Dr. Martin Luther King Jr. as the leader of the Civil Rights Movement, a pioneer and freedom fighter for civil rights. Many esteem him and feel that he left a lasting legacy for all humans to follow, not just Black Americans. However, during the Civil Rights Movement he was deemed “the most dangerous Negro of the future in this nation from the standpoint of communism, the Negro, and national security.” If Dr. King’s actions were considered illegal in the 1960s, yet admirable today, how do we know if our present actions and decisions will be on the “right side” of history? How do you think future generations will judge current laws and practices related to racial equity and human rights?</p> <p>How is social media working to change our understanding of newsworthiness, and history?</p> |

4. “Vulnerable Neighborhood Faces Shorter Life Expectancy and COVID-19 Dangers” by Richard H. Weiss, pgs 26-27 [Graphic organizer for this essay](#)

| | |
|-----------------------|---|
| <p>Excerpt</p> | <p>“Preservation Square...located just a mile west of downtown St. Louis, in a ZIP code that has been identified as ranking last in the region in social determinants of health. A lot of factors go into that ranking, but the main one is that, on average, people living in 63106 will die sooner than most anyone else in metropolitan St. Louis. The life expectancy of a person born in 63106 in 2010 was 67 years, according to data from the census and the St. Louis Department of Health. That compares to 85 years in 63105, which covers Clayton, the St. Louis County seat six miles to the west. Residents in 63106 die younger because they suffer from higher rates of chronic illnesses like cancer, heart disease and diabetes. They have less access to health care, nutritious food and fresh air. Higher crime rates in their neighborhood are a factor too, not just because of the physical harm crime brings, but because of the stress it imposes on immune systems. Crime makes residents fearful to venture outdoors and to public spaces where they can enjoy sunshine and recreation. Now add to this toxic stew the looming threat of a pandemic that impacts everyone but falls most</p> |
|-----------------------|---|

| | |
|---|---|
| | heavily on African Americans.” |
| <p>Key Names, Dates, and Terms</p> | <p>Social determinants of health, Before Ferguson</p> |
| <p>Supplemental Texts</p> | <p>Essay: “Redlining’s Long Lasting Mark” by Rachel Finan (KHS Student), <i>Gateway Journalism Review</i></p>  <p style="text-align: right;">Graphic courtesy of Richard Weiss</p> |
| <p>Guiding Questions</p> | <ul style="list-style-type: none"> • What are some modern consequences of slavery? • How does one’s home environment affect personal health and well-being? |
| <p>Discussion Questions</p> | <p>Research shows that factors like education, employment, income, wealth, and neighborhood status have significant impacts on how well and how long we live. Do you believe that these factors can be overcome?</p> <p>Why are predominantly African American communities more vulnerable with shorter life expectancies? What can be done to combat this? Whose responsibility is it to address this issue?</p> |

5. “New lights shine on riots against blacks in East St. Louis and across America” by Harper Barnes, pgs 30-31 [Graphic organizer for this essay](#)

| | |
|---|--|
| <p>Excerpt</p> | <p>“The East St. Louis race riot not only was the first but officially the deadliest of a series of devastating racial battles that swept through American cities in the World War I era. The death toll in East St. Louis was at least 48, a figure not exceeded in the 20th century until the 1992 Rodney King riot in Los Angeles, with 55 deaths. Officially, 39 African American men, women and children were killed in East St. Louis. But, as with other riots in the period, including those in Tulsa and Chicago, it is likely the official East St. Louis figures on the deaths of black men, women and children, many of them undocumented, are too low. Historians, journalists and civil rights leaders who have studied the East St. Louis riot believe more than 100 African Americans, and perhaps as many as 200, were killed in the slum-ridden industrial city on the east bank of the Mississippi, with many of their bodies, including those of small children and infants, burned beyond human recognition in gasoline-ignited shacks or dumped in the deep, fast-flowing waters of America’s largest river and its sewage-ridden tributaries. What happened in East St. Louis in the summer of 1917, wrote Gunnar Myrdal in “American Dilemma,” his landmark study of race in this country, was not so much a riot as a “terrorization or massacre,” a “mass lynching.” ...The terrible events of July 2, 1917 were the precursor to a horrific riot later that summer in Houston and to the Red Summer of 1919, when two dozen American cities and towns, including Chicago and Washington, D. C., exploded in riot. Two years later, a riot tore through Tulsa, and once again the official death toll—36 people, two-thirds of them black—was widely considered to represent only a fraction of the tragic reality of the racial massacre. The riots of the World War I period, one of the most violent times in the history of the world, were fueled by white resentment over blacks moving into previously segregated neighborhoods and jobs; sensationalist reports of black crime; lax, corrupt and biased law enforcement; exploitation of or capitulation to racism by business, labor and political leaders; overcrowded, crime festering slums; neglect of the central cities by absentee owners, and deep poverty among both races. Ultimately, of course, like all racial confrontations in America from its earliest history to the present, the riots were part of the deadly legacy of slavery.”</p> |
| <p>Key Names, Dates, and Terms</p> | <p>NAACP, W. E. B. Du Bois, Ida Wells-Barnett, Urban League, Marcus Garvey, United Negro Improvement Association, Red Summer of 1919, modern lynching, presumption of innocence</p> |
| <p>Supplemental Texts</p> | <p>Primary Sources: First-Hand Accounts Show the Horror of East St. Louis' 1917 Race Riot Emmett Till Anti-lynching Bill</p> |

“200 Lynched in Missouri and Illinois” by Amelia Blakely, *Gateway Journalism Review*

[Ida B Wells-lynch-law-america](#)

[The Death of Emmett Till](#)

[Ahmaud Arbery, A Modern Day Lynching](#)

[Recent Accounts of Black Men Found Hanging from Trees](#)

Image:



Black Massacres in the US. Map by Jordan Engel

<https://decolonialatlas.wordpress.com/2020/06/20/black-massacres-in-the-u-s/>

| | |
|------------------------------------|---|
| <p>Guiding Questions</p> | <ul style="list-style-type: none"> • Why was the World War I era considered one of the most violent times in the history of the world? • What is the difference between a riot and a massacre? • Why don't many U.S. history courses teach about race riots and/or massacres? • Why do we need to learn about and face hard history? |
| <p>Discussion Questions</p> | <p>History shows that Black men were the majority of those lynched in Illinois and Missouri, many accused of murder or rape. However, this tactic was widely used in other areas to justify massacres and lynchings of Black men, women, and children. As written by Amelia Blakely, "There were no trials. The accusations were tried in the court of public opinion. The verdict was always guilty and followed by an execution." In what ways are these historical trends evident in recent events and incidences of race-based conflicts? How is "the court of public opinion" still being used to execute Black people?</p> <p>How do modern day lynchings and the "court of public opinion" conflict with the concept of "presumption of innocence," a bedrock of the U.S. criminal justice system?</p> |

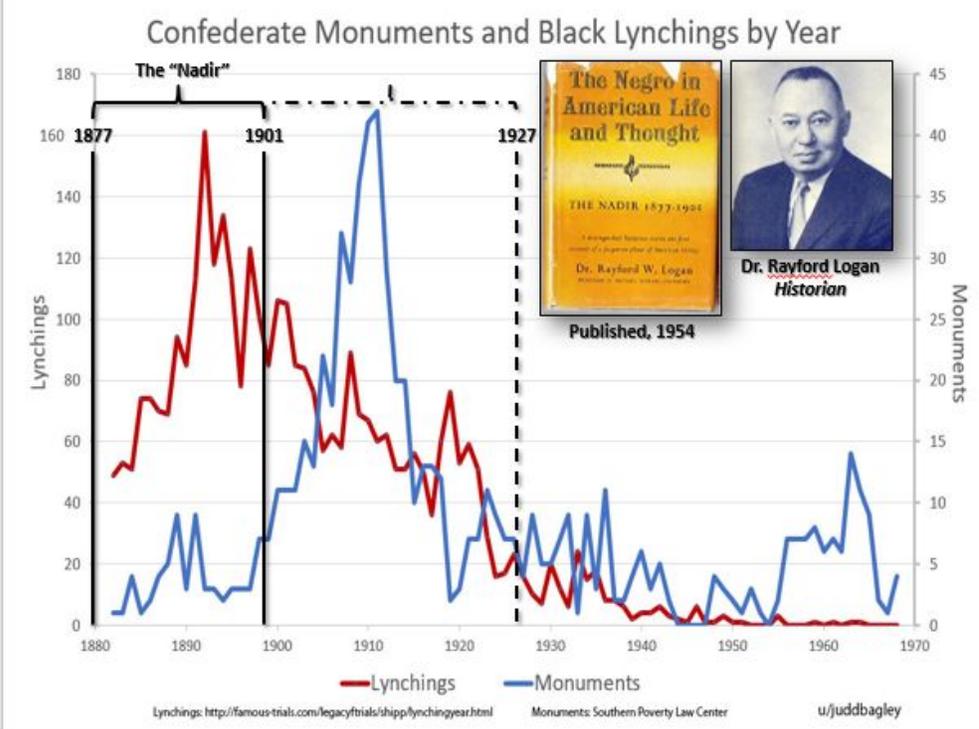
6. "The Clayton conundrum" by Richard H. Weiss, pgs 54-58 [Graphic organizer for this essay](#)

| | |
|---|--|
| <p>Excerpt</p> | <p>"Overall, they say their police department is one of the best and most highly-trained in the region, and that training includes instruction on identifying and mitigating racial bias. And yet with all that said, city officials decided to create a Community Equity Commission to address race relations and other matters aimed at making Clayton a more welcoming and inclusive community. They start by dealing with an incontrovertible fact. Clayton is home to very few African Americans. Officially the latest census estimate puts African Americans at 7% of Clayton's population at just over 17,000. But that percentage is a bit misleading in that it includes residents of the St. Louis County Jail, and short-term residents like those residing in Washington University's dorms. So the long-term black population is likely close to 3%. It had not always been that way. For nearly a hundred years, and until the early 1960s, Clayton had been home to a thriving African American community. Then civic leaders and government officials, in the name of progress and development, made it all but disappear."</p> |
| <p>Key Names, Dates, and Terms</p> | <p>Racial profiling, Ethnic minorities, Equity, Bias, Segregation / desegregation, Redlining, Brown v. Board of Education decision of 1954</p> |

| | |
|----------------------------------|---|
| <p>Supplemental Texts</p> | <p>Brown v. Board of Education</p> <p>Displaced & Erased</p> <p>Clayton and U City: Students' Perceptions of Two School Systems by students Ian Feld and Zoe Yudovich, juniors from University City High School in University City, MO</p> <p>Schooling the System, from Silence is Not an Option with Don Lemon</p> <p>"St. Louis School Desegregation Program Begins Its Long Wind Down" by Ryan Delaney, <i>St. Louis Public Radio</i></p> <p>"Clayton Was Once Home to a Thriving African-American Neighborhood. Now, It's Little-known History." by Kelly Moffitt, <i>St. Louis Public Radio</i></p> <p>The Equity Issue of the CHS Globe Online</p> |
| <p>Guiding Questions</p> | <p>How were residency zoning laws and real estate practices used to perpetuate segregation?</p> <p>How does the reality of the African American experience in many "progressive" communities contradict their reputations and perceptions?</p> <p>How does the history of a city impact its residents and influence its popularity?</p> |

7. "Did St. Louis find a way to end the civil war over 'Lost Cause' monuments?" by Robert Joiner, pgs 59-61

| | |
|-----------------------|---|
| <p>Excerpt</p> | <p>"The plain truth of the matter," scholar W.E.B. Du Bois wrote in <i>Crisis Magazine</i> in 1931, is that an appropriate inscription of any of the monuments might read: "sacred to the memory of those who fought to Perpetuate Human Slavery." On the other hand, his observation overlooks the millions of Americans who genuinely think about the Civil War in a different context. Their feelings make real the agony on the faces on statues like the one that once sat in Forest Park. Who can say that the family depicted in bronze in that concrete slab didn't foretell stories of ordinary people worrying about the loss of loved ones, unidentified in death, left to rot on battlefields or dropped into unmarked graves or trenches. To some of these families, the monuments dotting the landscape probably are less an abstraction but a concrete (pardon the pun) source of comfort and closure for their losses. Of course, it might have made a world of difference if etchings on these monuments or plaques had at least acknowledged Du</p> |
|-----------------------|---|

| | |
|---|--|
| | <p>Bois' point that slavery was at the heart of the war. Trout seems hopeful that both sides can learn and appreciate why these artifacts exist and save them, whether they acknowledge slavery or not. When he thinks about monuments, which is often, Trout says he tends to recall a favorite preservation quote, which says "through interpretation comes understanding, through understanding comes appreciation, through appreciation comes preservation."</p> |
| <p>Key Names, Dates, and Terms</p> | <p>Confederacy, Monument, "Lost Cause" propaganda/ideology, United Daughters of the Confederacy, Reconstruction, Confederate Monument Association</p> |
| <p>Supplemental Texts</p> | <p>Primary Sources:</p> <p>Monumental Conversations, from Silence is Not an Option with Don Lemon</p> <p>Videos:</p> <p>How Textbooks Were Used to Shape Understanding of the Confederacy</p> <p>Images:</p>  <p>This is a synthesis of three different sources: The lynching numbers are derived from Famous Trials by Professor Douglas O. Linder. Data on monuments is from the Southern Poverty Law Center. The Nadir is from Rayford Logan. Photo from the American Historical Association.</p> |

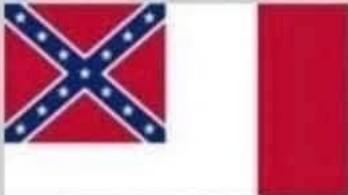
ABOLITIONIST FLAG, c. 1859



The flag represents an abolitionist reconfiguration of the United States, deliberately excluding the slave states of the South. The twenty stars represent the free and border states in 1859, while the four stripes representing the slave-holding states of Georgia, South Carolina, North Carolina, and Virginia have been eliminated, leaving stripes for nine of the original thirteen states. This flag was discovered in 1996 at a tavern frequented by abolitionists in Cherry Valley, Ohio, where one of the sons of the militant abolitionist John Brown lived. (Gilder Lehrman Collection)

THE GILDER LEHRMAN INSTITUTE *of* AMERICAN HISTORY
www.gilderlehrman.org

This poster was made possible by the generosity of the John W. Mohr Trust (©2001 Gilder Lehrman Institute, New York)

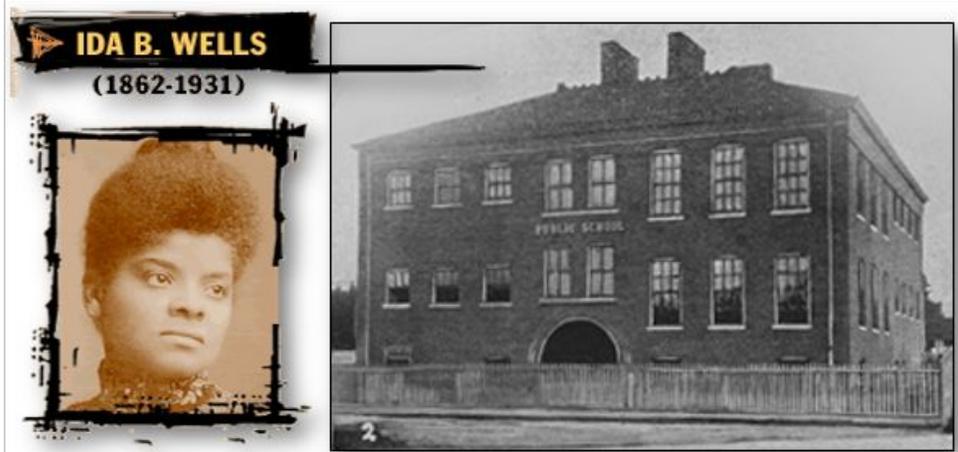
| | |
|------------------------------------|--|
| | <h2 style="text-align: center;">The History of Confederate Flags</h2> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 25%; text-align: center;">  </div> <div style="width: 75%;"> <p>"Stars and Bars": 1861-1863 This was the original flag. It was made to look similar to the Union Flag. Individual states had their own flag and battle flag.</p> </div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-start; margin-top: 10px;"> <div style="width: 25%; text-align: center;">  </div> <div style="width: 75%;"> <p>"Stainless Banner": 1863-1865 The next flag featured the battle flag of Robert E Lee in Northern Virginia. The white space represented the superiority of the white race</p> </div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-start; margin-top: 10px;"> <div style="width: 25%; text-align: center;">  </div> <div style="width: 75%;"> <p>"Blood-Stained Banner": 1865 The second flag looked like a white flag of surrender so they added a red stripe. This was the final Confederate flag.</p> </div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-start; margin-top: 10px;"> <div style="width: 25%; text-align: center;">  </div> <div style="width: 75%;"> <p>What is this then? This is a version of Robert E Lee's battle flag that was later adopted as the Naval Jack. Many historians argue that this flag was rarely used because it was so niche. The flag started to be used in 1904 by Confederate vets, but only became popular after states flew it at their capitals to support segregation laws during the Civil Rights era in Dixiecrat states and is now used as a symbol of white supremacy nation wide.</p> </div> </div> |
| <p>Guiding Questions</p> | <ul style="list-style-type: none"> • What role did slavery play in the Civil War? • How were textbooks used to influence the perception of the Civil War? • How did the losing side of the Civil War get to control the narrative and write the history of the war? • How do symbols like flags and monuments wield power over people? • What feelings and connotative meanings are connected with Confederate monuments and symbols? • Why is the Confederacy so hotly contested? |
| <p>Discussion Questions</p> | <ul style="list-style-type: none"> • How do Confederate symbols influence the region in which you live? • How does changing the location of Confederate monuments change their meaning? |

| | |
|-----------------------|---|
| | <ul style="list-style-type: none"> • Why is the claim that the Confederacy was based on upholding states’ rights rather than preserving slavery a controversial concept? • Many proponents of the Confederacy argue their motives for preserving Civil War iconography are based solely on “heritage, not hate.” Why is this contentious? • What is the connection between statues, flags, other Confederate items, and white supremacy? |
| Writing Prompt | Develop a thorough and well-evidenced response to defend, challenge, or qualify the agreement between the city of St. Louis and the Civil War Museum to resolve the debate over the Confederate monument. Do you think this approach presents a good way forward for other cities to move beyond controversy and let people on both sides find peace? |

8. “Looking back: Legacy of slavery limited opportunities at *Post-Dispatch* and beyond” by Linda Lockhart, pgs 62-64

| | |
|----------------|---|
| Excerpt | <p>“More than 40 years ago, the American Society of News Editors challenged the news industry to achieve racial parity by the year 2000. Since 1978, an annual survey has shown “that while there has been progress, the racial diversity of newsrooms does not come close to the fast-growing diversity in the U.S. population as a whole,” the organization reported. In September 2018, ASNE found that people of color represented 23 percent of the workforce in U.S. newsrooms that responded to the survey. While the percentage may appear encouraging, the society said the number of newsrooms responding to the survey hit a historic low, with a response rate of about 17 percent, or 293 newsrooms of the 1,700 queried for the survey submitted information. This rate of 23 percent should not be generalized to interpret the landscape of the U.S. journalism industry as a whole, the society noted, because the responses were not drawn from a random sample. The survey has historically relied on a convenience sample from organizations that volunteer to participate. But what happens in newsrooms where there is little or no diversity? Where is the diversity of thought and news judgment when considering what stories to tell and how to best tell them?... Pondering today the legacy of slavery in the United States on the news industry is to consider equally the same legacy on the education of African American children who are undereducated and mis-educated by teachers who continue to pre-judge their abilities. And on the injustice system that perpetuates the school-to-prison pipeline that disproportionately leads African American youth and young adults from disadvantaged backgrounds to become incarcerated. That legacy is that all of us continue losing out by limiting opportunities for significant portions of our population. It is a loss not only for African Americans. It is a loss for all of humanity.”</p> |
|----------------|---|

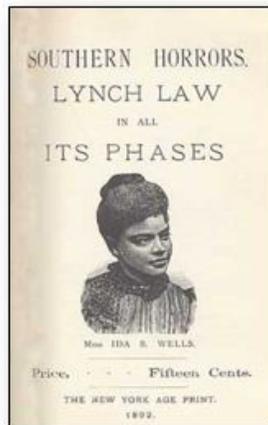
| | |
|---|--|
| <p>Key Names, Dates, and Terms</p> | <p>Surname, Ancestors, Immigrants, Census data, Anti-literacy laws, African diaspora, Phillis Wheatley, Ida B. Wells Barnett</p> |
| <p>Supplemental Texts</p> | <p>“Ida B. Wells won the Pulitzer. Here’s why that matters.” by Sarah L. Silkey in the <i>Washington Post</i></p> <p>Images:</p> <div data-bbox="446 520 1421 1249">  <p>The image is a composite graphic with an orange background. On the left, the word "Lola" is written in a large, stylized, orange font. Below it is a black and white portrait of Ida B. Wells, a woman with dark hair, wearing a dark, high-collared dress, standing at a desk with a typewriter. To the right of the portrait is a small white box with black text: "Article by 'lola' that appeared in the New York Freeman on January 15, 1887". Further to the right is a larger white box with a black border containing a quote from her article: "Lola" on Discrimination. From the American Baptist. We howl about the di-crimination exer-cised by other races, unmindful that we are guilty of the same thing. The spirit that keeps Negroes out of the col-l-eges and places him by himself, is the same that drives him in the smoking car; the spirit that mak-s colored men run excursions with "a se-pa-rate car for our white friends," etc., provides separate seats for them when they visit our con-c-erts, ex-hibitions, etc., is the same that send-s the Negro to thea-tres and church gal-eries and second class wait-ing rooms; the feeling that prompts colored barbers, h-t-l keep-ers and the like to re-fuse ac-com-mo-da-tion to their own color is the mo-men-tum that send-s a Negro right about when he pre-s-ents him-self at any simi-lar first-class es-tab-lish-ment run by white men; the shortsight-ed-ness that insists on se-pa-rate Knights of Labor As-semblies for colored men, is the same power that forces them into se-pa-rate Masonic and Odd Fel-low lodges. Con-sc-i-ously and un-con-sc-i-ously we do as much to wi-den the breach al-ready exist-ing and to keep pre-ju-dice alive as the other race. There was not a se-pa-rate scho-ol in the State of Cal-ifornia until the colored people ask-ed for it. To say we wish to be to our-selves is a tacit ac-knowl-ed-ge-ment of the in-feri-ori-ty that they take for granted any-way. The ignorant man who is so short-sighted has some ex-cuse, but the man or men who deli-ber-at-ly yid or bar-ter the birth-right of the race for money, pos-i-tion, self-ag-gran-diz-ment in any form, de-serve and will re-c-ive the con-tumely of a race made wise by ex-p-ri-ence. IOLA. Memphis, Tenn., Dec. 28, 1886.</p> </div> |



Clay Street School for the "the colored of Memphis," 1873-1892

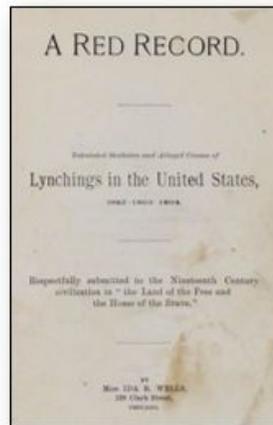
"I felt that some protest should be made over conditions in the colored schools. The article was a protest against the few and utterly inadequate buildings for colored children ...the poor teachers given us, whose mental and moral character was not of the best. It had been charged that some of these teachers had little to recommend them save an illicit friendship with members of the school board...some took walks and rides with friends of the other race."

On her article in Free Speech, 1891, *The Autobiography of Ida B. Wells*



Published 1892

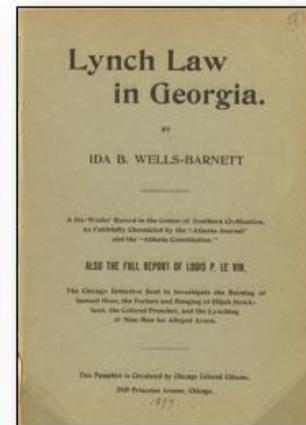
"The lesson this teaches...is that a Winchester rifle should have a place of honour in every black home, and it should be used for that protection which the law refuses to give. When the white man who is always the aggressor knows he runs as great a risk of biting the dust every time his Afro-American victim does, he will have greater respect for Afro-American life."



Published 1895

"ten thousand Negroes have been killed in cold blood, [through lynching] without the formality of judicial trial and legal execution."

"Nobody in this section of the country believes the old threadbare lie that black men rape white women."



Published 1899

"The real purpose of these savage demonstrations is to teach the Negro that in the South he has no rights the law will enforce... Samuel Hose was burned to teach the Negroes that no matter what a white man does to them, they must not resist...An example must be made. Ordinary punishment was deemed inadequate."

| | |
|---------------------------------|--|
| | <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>IDA B. WELLS (1862-1931)</p>  <p>"There is only one thing left we can do; save our money and leave a town which will neither protect our lives and property, nor give us a fair trial in the courts, but take us out and murders is in cold blood when accused by white persons."</p> <p><i>Wells, Free Speech, Aug. 1892</i></p>  <p><small>Picture of the bodies of Moss, Stewart, and McDowell, from the Memphis Appeal-Avalanche, 10 March 1892.</small></p> </div> <div style="width: 45%; border: 1px solid black; padding: 5px;"> <p>A BLOODY RIOT.</p> <p>Deputies Shot By Negroes.</p> <p>A Horrible Affair at the Curve Late Last Night.</p> <p>A Nest of Outlaws Disturbed and Shotguns Fired at Officers.</p> <p>Three of Them Very Seriously Hurt By the Bullets.</p> <p>Deputy Sheriffs Cole, Harold and Yerger the Suffering Victims.</p> <p>Thirteen of the Black and Bloody-Handed Miscreants Arrested.</p> <p>The Condition of Deputy Sheriff Cole Very Serious--The Others Will Recover--A Large Lot of Weapons Captured. The Dive Long Known as a Disturbance Breeder--A Full Account of the Affair.</p> <p>Excerpt from The Memphis Appeal following the attack on the People's Grocery 9 March 1892</p> </div> </div> |
| <p>Guiding Questions</p> | <ul style="list-style-type: none"> ● What are some legacies of slavery that impact the present experiences of African American families? ● Why do those descended from enslaved people have difficulty tracking their ancestral roots? ● How were anti-literacy laws used to control enslaved people? ● Why are Black journalists significant to the field of journalism and to our society? ● Why are diverse newsrooms important? ● What connection does the legacy of slavery have with the news industry, the education system, and the criminal justice system in the U.S.? |

Reading Guide for The 1857 Project Student Perspective Essays

Gateway Journalism Review invited students at Kirkwood and University City high schools to write essays inspired by the *New York Time Magazine's* 1619 Project. The effort was part of an educational outreach effort sponsored by the Pulitzer Center on Crisis Reporting. The participants at Kirkwood are reporters and editors of the Kirkwood Call where Mitch Eden is the advisor; the students at University City are in Christina Sneed's AP English Language and Composition course.

1. “Can Missouri show political correctness, equality?” by Malcia Greene, *Gateway Journalism Review*, pg. 64

| | |
|------------------------------------|---|
| <p>Excerpt</p> | <p>“Missouri: The Show-Me State. One of these days it’s bound to start living up to its nickname, right? All I want is for someone to show me. Show me that we’re done taking what’s not ours from minorities. Show me that we’re not robbing marginalized cultures of their customs and practices, rarely acknowledging any historical context or the years and years of oppression they endured. Show me that good ole suburban St. Louis can rise above such blunt injustice. Go on, I’m waiting.”</p> |
| <p>Extension Activities</p> | <p>The State of Missouri has an unofficial slogan as “The Show Me State,” but the official motto is: “Salus Populi Suprema Lex Esto,” which means, “Let the welfare of the people be the supreme law.” Consider the purpose of a slogan or motto, and analyze the repetition of the command, “Show me!” throughout the student’s essay. Develop a thorough response to explain the juxtaposition between what is said and done within this student’s community.</p> <p>Reflect upon similar contradictions existing within your community and create a photo essay to share the emotions of your story using a series of photographs.</p> <p>How to Create a Photo Essay:</p> <ol style="list-style-type: none"> 1. It’s important to figure out what your message is and shoot with a purpose. 2. Make sure you have a wide variety of images. With a large collection of images to choose from, photographing everything can give you a wide pool to choose from. 3. Be a ruthless photo editor. Your editing process should be blunt. If a shot is beautiful but won’t work in your essay, don’t use it. However, don’t edit any images on the same day you shoot; it’ll be easier to be objective if you let a little time pass between shooting and editing. 4. Choose your top 10 images making sure each photo serves your original concept for the story. 5. Ask for outside input. Get a trusted friend to help you: Give them the top 100 photos and a written description of the overall story, and let them select what they think are the top 10 photos. Compare how their choices align with the 10 photos you selected. Where did they differ? Ask your friend why they chose photos that were different than yours, making sure you listen to what they say without arguing about any of their choices; your job is to listen and understand what they saw in the images, and why they made the choices they did. 6. Make your final selections. Keeping in mind your discussion with |

| | |
|----------------------------------|---|
| | <p>your trusted friend, make your final selections for the 10 best images that tell your story.</p> <p>7. Write captions for your final 10 images to enhance your visual narrative. If you feel like your images could use some text, add it. However, if you think the images can stand on their own, then you can present them as they are.</p> <p>Additional resource: how-to-create-a-photo-essay</p> |
| <p>Supplemental Texts</p> | <p>The History of Missouri's Slogan Missouri's Seal</p> |

2. “Redlining’s long lasting mark” by Rachel Finan, *Gateway Journalism Review*, pg. 65
3. “Northside Knights” by Emma Lingo, *Gateway Journalism Review*, pg. 69

| | |
|---|---|
| <p>Excerpt from Rachel Finan</p> | <p>“In his report, “The Making of Ferguson,” Richard Rothstein, historian and author of “The Color of Law,” said that events reflecting this racial tension, such as the shooting of Michael Brown, are largely a result of years of housing policies such as zoning and redlining, the refusal of mortgages and insurance based on race, and its effects on those areas. Dr. Jason Purnell, associate professor at Washington University, said these problems in residential segregation have been an issue in St. Louis for quite a while, and have been shown through old state and federal acts that still have a role in the opportunity given to certain areas. “[St. Louis] had a longer period for racism to [develop], and it was aided and abetted by the government, and local agencies like banks and insurance companies that helped to perpetuate it,” Purnell said. “[The percentage of poverty] creates a vicious cycle of disinvestment and disability for people to access [opportunities.]” According to a 2014 study by For the Sake of All, a report on the health of African Americans in St.Louis, there was a 18-year difference in life expectancy depending on which side of the city you lived in St.Louis. Purnell said this isn’t due to the individual’s efforts, but the situation of life they’ve been put in.”</p> |
| <p>Excerpt from Emma Lingo</p> | <p>“Before 1948, realtors reserved the northside of St. Louis for people of color. Laws blocked off a section of the city to contain the growing population of foreigners and black Americans in one place—away from white people. The segregation and isolation of blacks resulted from racially restrictive covenants at first and then redlining. Both practices are now outlawed. Anyone driving down Delmar Blvd. can see the split caused by the former redlined road. North Side Community School sits north of Delmar, in the area once redlined for people of color and now housing a predominantly black population. After a decade of growth, the school reigns as the number one charter and open-enrollment school in the St.</p> |

| | |
|-----------------------------|--|
| | Louis region, the secondbest charter school in Missouri, and is within the top 10% of charter schools across America.” |
| Extension Activities | <p>Conduct short research to discover the historical practices of redlining in your area. Print a map of your region. Highlight neighborhoods influenced by redlining, and write a brief description of its positive and negative impacts on the creation of their laws, schools, lifestyles, and systems.</p> <p>Then write a reflection about your thoughts and feelings regarding this information and the narrative it tells about where you live.</p> |
| Supplemental Texts | “Redlining’s legacy: Maps are gone, but the problem hasn’t disappeared” by Khristopher J. Brooks, CBS News |

4. **“There’s never been a proper apology for slavery” by Kiden-Aloyse Smith, *Gateway Journalism Review*, pg. 66**
5. **“Re-examination of the American Dream” by Sahra Jamal, *Gateway Journalism Review*, pg. 70**
6. **“The American Dream is based on a whitewashed version of history” by Zoe Yudovich, *Gateway Journalism Review*, pg. 71**

| | |
|--|---|
| Excerpt from Kiden-Aloyse Smith | <p>“Due to the false notion of the “American Dream,” it has been promoted that the reason for poverty and wealth disparity is laziness. If poor white people can work their way up, why can’t poor black people? Black people must be lazy. In reality, if you’re born black, the odds are stacked against you, but if you’re black and poor, the opportunities are scarce. It all starts at the root — 1619. Yes, I know that’s a long time ago. But the repercussions of slavery have devastated the black community because there’s never been a proper apology that comes in the form of a check. The economy is the key to controlling and suppressing a group of people; it’s just another form of slavery. Kids like me have won the lottery. According to the <i>St. Louis Post-Dispatch</i>, a report done by EdBuild shows that nationwide there’s a \$23 billion racial funding gap with K-12 schools. EdBuild is a national group dedicated to promoting fairer funding of public schools for low-income students. In Missouri, “predominantly nonwhite school districts in Missouri have 2% less funding on average than predominantly white school districts.” Although 2% doesn’t sound like a large amount, that’s about \$134 less per student, the report says. The biggest contribution to the gap is disparities in property taxes. Nation-wide, nonwhite districts took around \$54 billion (\$4,500 per student) in 2016 in local tax dollars while white districts took in more than \$77 billion (\$7,000 per student). None of this is by coincidence. It is systematic oppression.”</p> |
| Excerpt from Sahra Jamal | <p>“A <i>New York Times</i> journalist and founder of the 1619 Project, Nikole Hannah-Jones re-examines and challenges our democracy’s founding</p> |

| | |
|---|---|
| | <p>ideals. Jones’ 1619 Project reframes America’s history by recounting events of slavery and the contribution of Black Americans in founding America. Throughout her essay, she discusses and evaluates our founding ideals and recognizes the important role of Black Americans in the establishment of our nation. Nikole Hannah-Jones effectively challenges the “founding ideals” of America and in the process unfolds the many roles black Americans had in its establishment. Without the perseverance of black Americans throughout history and now, the American Dream would not hold any meaning. Hannah-Jones claimed that this country was “founded on both an ideal and a lie.” Indeed America was built on ideals that can be considered lies. For instance, the Declaration of Independence which states, “ ... that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness” The same men who sat and drafted these exact words couldn’t fulfill their promise — the hypocrisy. What happened to “Life, Liberty, and the Pursuit of Happiness”? Clearly, these rights were not extended to African Americans or they wouldn’t continuously fight against the violence and oppression towards them.”</p> |
| <p>Excerpt from Zoe Yudovich</p> | <p>“The American Dream is an ideal that the country embodies. Humanity buys into it because it gives us a sense of hope. But it leaves us disappointed. In reality, the dream is not accessible to all people, especially African Americans who helped create it. American freedom is the foundation of the American dream because it’s based on the idea of individuality and paving a road to accomplish your dream. The military has always been a symbol of American freedom because we are protecting what other countries envy and want to dismantle. Hannah-Jones comments that her father believed his country would treat him well if he served in the military, but was passed over for opportunities and was discharged. She says ‘Like all the black men and women in my family, he believed in hard work, but like all the black men and women in my family, no matter how hard he worked, he never got ahead.’ This was the sad reality for all African Americans who would enlist in the military in that time period. From the Revolutionary War to Vietnam, African Americans would return after their service and wouldn’t be given their medals or the same benefits other veterans received. According to History.com, the GI bill excluded over 1.2 million African Americans who served in World War II. This shows how the American dream didn’t apply to all people because even though African Americans fought for America overseas, they weren’t given the same freedoms they fought for. African Americans have always been a prime example of hypocrisy in America in terms of freedom. While the Founding Fathers were writing our constitution, slaves were building their houses. While Thomas Jefferson established America as the land of the free, enslaved African Americans were constructing the White House. African Americans were the first to stand up for their freedoms and were responsible for making America the true ‘land of the free.’”</p> |

| | |
|-----------------------------|---|
| Extension Activities | <p>These essays make statements about the American Dream from the teenage perspective. Compare and contrast the students' writings by identifying similarities and differences in their style and craft.</p> <p>Reflect upon these authors' assertions and explain your perspective regarding the American Dream.</p> |
| Supplemental Texts | <p>“What Students Are Saying About: The American Dream, Mindfulness in Schools and How to Define ‘Family’” by The Learning Network, <i>New York Times</i></p> <p>“Let America Be America Again” by Langston Hughes</p> <p>The Fight for True Democracy from The 1619 Project podcast</p> <p>The Negro and the American Promise - Introduction from PBS Learning Media</p> |

7. **“Mixed In: Life as a ‘mixed’ student at KHS”** by Charlotte Heinrich, *Gateway Journalism Review*, pg. 67
8. **“Summer chores remind me of the hard work of African Americans building America”** by Reuben Thomas, *Gateway Journalism Review*, pg. 74

| | |
|-----------------------------|--|
| Extension Activities | <p>Find 3 significant passages from each of the essays. Draw your thinking about each passage and write a caption to explain your thought process in relation to the selected passages.</p> <p>Describe how personal anecdotes related to race issues impact your perceptions of race.</p> |
| Supplements Texts | <p>“White racism continues in the American South because of past human slavery” by Franklin McCallie, <i>Gateway Journalism Review</i></p> <p>“Civil Rights Act didn’t help when students wanted a burger and fries” by Franklin McCallie, <i>Gateway Journalism Review</i></p> |

9. **“Black people have right to claim America as their own”** by Merrick Hoel, *Gateway Journalism Review*, pg. 77
10. **“Hannah-Jones tried to be passionate, not objective — and she was right”** by John Ruland, *Gateway Journalism Review*, pg. 72
11. **“The divisive effect of the 1619 project’s evidence”** by Ian Feld, *Gateway Journalism Review*, pg. 76

| | |
|-----------------------------|--|
| Extension Activities | <p>Analyze each of the following arguments regarding Nikole Hannah-Jones’ Pulitzer Prize winning essay, “America Wasn’t a True Democracy, Until Black Americans Made it One,” and evaluate the authors’ effectiveness in</p> |
|-----------------------------|--|

| | |
|---------------------------|---|
| | supporting the outlined claims. Which author presents the most persuasive argument? Explain your response and provide relevant text evidence to support your assertion. |
| Supplemental Texts | “The Idea of America” by Nikole Hannah-Jones in The 1619 Project from the <i>New York Times Magazine</i> |

12. “Kirkwood redistricting raises questions about race” by Maddie Meyers, *Gateway Journalism Review*, pg. 68

13. “Ignoring true history of America’s founding can hurt later generations” by Kelis Petty, *Gateway Journalism Review*, pg. 75

| | |
|-----------------------------|---|
| Extension Activities | <p>Write a persuasive letter to one of the Kirkwood School District’s educational leaders to argue whether or not racial diversity should be a major determinant to their efforts to redistrict school boundaries. Include relevant details to support your assertion.</p> <p>Write a persuasive letter to educational leaders to argue for changing the way American History is taught within schools. Include relevant details to support your assertion.</p> |
| Supplemental Texts | “Denver School Principal On How Black Students Led Swift Changes To History Curriculum” by Alisa Chang and Jonaki Mehta, <i>NPR</i> |