

1619 project discussion questions

A Critical Analysis of the '1619 Project' Discussion Questions and Their Impact on Current Trends

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Summary: This analysis examines the '1619 Project discussion questions' and their significant impact on current trends in American history education and public discourse. It explores both the positive contributions – prompting crucial conversations about race and slavery's enduring legacy – and the criticisms leveled against the project, focusing on concerns regarding historical accuracy and the potential for divisive interpretations. The analysis ultimately argues that while the '1619 Project discussion questions' have sparked vital dialogue, a nuanced and balanced approach to teaching this complex history is essential.

1. Introduction: The Genesis and Impact of the '1619 Project' Discussion Questions

The New York Times Magazine's '1619 Project', launched in 2019, aimed to reframing the narrative of American history by centering the experiences of enslaved Africans and their descendants. Its accompanying curriculum, replete with '1619 Project discussion questions', intended to foster critical thinking about America's origins and its ongoing struggle with racial inequality. The project immediately ignited a national debate, generating both fervent support and intense criticism. This analysis delves into this complex landscape, examining the '1619 Project discussion questions'

themselves, their intended impact, and their actual influence on educational practices and public understanding of American history.

2. The '1619 Project Discussion Questions': A Closer Look

The '1619 Project discussion questions', though not explicitly listed as a singular, codified document, are implicitly embedded within the project's essays and accompanying educational materials. These questions, often open-ended and thought-provoking, encourage students to grapple with complex issues such as:

The long-term consequences of slavery on American society.
The role of racism in shaping American institutions and policies.
The contributions of Black Americans to the nation's history and culture.
The ongoing struggle for racial justice and equality.

The questions aim to move beyond a traditional, Eurocentric narrative, fostering a more inclusive and critical understanding of American history. However, the very nature of these open-ended '1619 Project discussion questions' has also become a point of contention. The lack of standardized answers allows for a broad range of interpretations, some of which have been criticized for being overly divisive or historically inaccurate.

3. Positive Impacts: Fostering Dialogue and Critical Thinking

Despite the controversies, the '1619 Project discussion questions' have undeniably had a positive impact in several key areas:

Increased Awareness: The project has brought to the forefront crucial conversations about the enduring legacy of slavery and racism in America. Many people, particularly white Americans, have been confronted with a perspective on history they had not previously encountered.

Promoting Inclusivity: The emphasis on the experiences of Black Americans has led to a more inclusive and representative portrayal of American history in educational settings. This has resulted in the inclusion of diverse voices and perspectives that were previously marginalized or ignored.

Stimulating Critical Thinking: The open-ended nature of the '1619 Project discussion questions' has encouraged students and educators to engage in critical thinking about complex historical issues. This has fostered a more nuanced and sophisticated understanding of American history.

4. Criticisms and Concerns: Historical Accuracy and Divisive Interpretations

The '1619 Project' has faced considerable criticism, particularly regarding

historical accuracy and its potential to promote divisive interpretations. Some historians have argued that certain claims made in the project are inaccurate or misleading, leading to concerns about the reliability of the historical narrative presented. Specific criticisms have focused on:

Overstating the causal link between slavery and the American Revolution: Critics argue that the project overemphasizes the role of slavery as the primary cause of the American Revolution, neglecting other significant factors.

Presenting a overly negative portrayal of American history: Critics argue that the project focuses too heavily on the negative aspects of American history, neglecting the positive contributions and advancements made throughout the nation's history.

Lack of objectivity and balanced perspective: Critics argue that the project presents a biased perspective, lacking the objectivity and balanced perspective that is crucial for historical analysis.

These concerns highlight the need for a careful and balanced approach to teaching the '1619 Project' and its associated '1619 Project discussion questions'. It's crucial to critically examine the historical evidence presented, acknowledge diverse perspectives, and encourage students to develop their own informed opinions.

5. The '1619 Project' Discussion Questions in the Classroom: Challenges and Opportunities

The integration of the '1619 Project' and its associated '1619 Project discussion questions' into the classroom presents both challenges and opportunities for educators. Challenges include:

Navigating Controversial Content: Educators need to be prepared to handle sensitive and potentially controversial topics with sensitivity and skill.

Ensuring Historical Accuracy: Educators need to ensure that the information presented is historically accurate and that diverse perspectives are considered.

Promoting Critical Thinking: Educators need to encourage students to engage in critical thinking and develop their own informed opinions.

Opportunities include:

Fostering Deeper Understanding of American History: The '1619 Project' can provide students with a deeper understanding of American history, including the experiences of marginalized groups.

Promoting Dialogue and Discussion: The '1619 Project discussion questions' can facilitate meaningful discussions about race, identity, and social justice.

Developing Critical Thinking Skills: The project can help students develop their critical thinking skills and the ability to evaluate historical

sources.

6. The Broader Impact: Shaping Public Discourse and Policy

The '1619 Project' and its '1619 Project discussion questions' have extended beyond the classroom, influencing public discourse and policy debates surrounding racial justice and equality. The project has contributed to a heightened awareness of systemic racism and its lasting consequences, leading to renewed efforts to address racial inequalities in various sectors of society.

7. Conclusion: A Balanced Approach to a Complex History

The '1619 Project discussion questions' have undeniably sparked crucial conversations about race and America's past. While the project has faced criticism regarding historical accuracy and potential for divisive interpretations, its contribution to broadening the historical narrative and fostering critical thinking cannot be dismissed. A balanced approach, incorporating diverse perspectives and a rigorous evaluation of historical evidence, is essential to effectively utilizing the '1619 Project discussion questions' in educational settings and public discourse. The goal should be to promote a deeper understanding of American history, its complexities, and its enduring legacy of racial inequality, while fostering a commitment to creating a more just and equitable future.

FAQs

1. Is the 1619 Project historically accurate? The accuracy of the 1619 Project is a subject of ongoing debate among historians. Some aspects have been praised for highlighting often-overlooked perspectives, while others have faced criticism for inaccuracies or interpretations deemed controversial.
1. What are the main criticisms of the 1619 Project? Criticisms include alleged historical inaccuracies, a perceived overly negative portrayal of American history, and concerns about its potential to promote divisive interpretations.
1. How can educators use the 1619 Project responsibly in the classroom?

Educators should present the project alongside diverse perspectives, encourage critical thinking, and ensure historical accuracy by using supplemental resources and addressing counterarguments.

1. What are some alternative resources for teaching about slavery and its legacy? Numerous books, articles, and documentaries offer alternative perspectives on slavery and its lasting impact. Consulting diverse sources is key to achieving a balanced understanding.
1. How does the 1619 Project relate to Critical Race Theory? The 1619 Project aligns with some aspects of Critical Race Theory by examining how racial biases have shaped American institutions and policies.
1. What is the impact of the 1619 Project on public discourse? The project has significantly influenced public conversations about race, slavery, and American identity, sparking widespread debate and discussion.
1. Has the 1619 Project influenced policy changes? While direct causal links are difficult to establish, the project has contributed to a heightened awareness of systemic racism, potentially influencing policy discussions on issues like reparations and criminal justice reform.
1. What are the pedagogical implications of using the 1619 Project in education? Using the 1619 Project effectively requires careful pedagogical planning, emphasizing critical thinking, source evaluation, and the inclusion of diverse perspectives.
1. How can we balance the need for inclusive history with the importance of historical accuracy? Achieving this balance requires a commitment to using multiple sources, acknowledging different interpretations, and fostering open dialogue in the classroom.

Related Articles

1. "The 1619 Project: A Historian's Perspective" (Journal of American History): A critical analysis of the historical claims made in the project by leading historians, assessing both its strengths and weaknesses.
1. "Teaching the 1619 Project: A Guide for Educators" (American Historical Association): Provides practical guidance for teachers on how to incorporate the project into their curriculum responsibly.
1. "The 1619 Project and the Debate Over American History" (The Atlantic): An overview of the controversy surrounding the project and the different perspectives on its historical significance.
1. "Counterpoints to the 1619 Project" (National Review): Presents critiques of the project from a conservative perspective, challenging certain claims and interpretations.
1. "The 1619 Project: A Response to Critics" (The New York Times): Addresses some of the criticisms leveled against the project and provides further context and clarification.
1. "Beyond the 1619 Project: Exploring Alternative Narratives of American History" (History Today): Suggests alternative sources and perspectives for a more nuanced understanding of American history.
1. "The 1619 Project and the Curriculum: A Case Study" (Journal of Curriculum Studies): Examines the implementation of the 1619 Project's curriculum in various school districts and its impact on teaching practices.

1. "The 1619 Project's Impact on Public Understanding of American History" (Public Opinion Quarterly): An analysis of public opinion surveys assessing the influence of the 1619 Project on public knowledge and understanding of American history.
1. "The Legacy of Slavery: A Multifaceted Approach" (The Journal of Southern History): A comprehensive exploration of the multifaceted legacy of slavery in America, providing a broader historical context for understanding the 1619 Project's arguments.

1619 project discussion questions: Debunking the 1619 Project Mary Grabar, 2021-09-07

In her new book, *Debunking the 1619 Project*, scholar Mary Grabar, argues against the New York Times's (3z (B1619 Project, (3y (Bwhich states that America was not founded in 1776, with a declaration of freedom and independence, but in 1619 with the introduction of African slavery into the New World. It is essential reading for every concerned parent, citizen, school board member, and policymaker.

1619 project discussion questions: The 1619 Project: Born on the Water Nikole

Hannah-Jones, Renée Watson, 2021-11-16 The 1619 Project's lyrical picture book in verse chronicles the consequences of slavery and the history of Black resistance in the United States, thoughtfully rendered by Pulitzer Prize-winning journalist Nikole Hannah-Jones and Newbery honor-winning author Renée Watson. A young student receives a family tree assignment in school, but she can only trace back three generations. Grandma gathers the whole family, and the student learns that 400 years ago, in 1619, their ancestors were stolen and brought to America by white slave traders. But before that, they had a home, a land, a language. She learns how the people said to be born on the water survived. And the people planted dreams and hope, willed themselves to keep living, living. And the people learned new words for love for friend for family for joy for grow for home. With powerful verse and striking illustrations by Nikkolas Smith, *Born on the Water* provides a pathway for readers of all ages to reflect on the origins of American identity.

1619 project discussion questions: The 1619 Project Nikole Hannah-Jones, The New York

Times Magazine, 2021-11-16 #1 NEW YORK TIMES BESTSELLER • NAACP IMAGE AWARD WINNER • A dramatic expansion of a groundbreaking work of journalism, *The 1619 Project: A New Origin Story* offers a profoundly revealing vision of the American past and present. "[A] groundbreaking compendium . . . bracing and urgent . . . This collection is an extraordinary update to an ongoing project of vital truth-telling."—Esquire NOW AN EMMY-WINNING HULU ORIGINAL DOCUSERIES • FINALIST FOR THE KIRKUS PRIZE • ONE OF THE BEST BOOKS OF THE YEAR: The Washington Post, NPR, Esquire, Marie Claire, Electric Lit, Ms. magazine, Kirkus Reviews, Booklist In late August 1619, a ship arrived in the British colony of Virginia bearing a cargo of twenty to thirty enslaved people from Africa. Their arrival led to the barbaric and unprecedented system of American chattel slavery that would last for the next 250 years. This is sometimes referred to as the country's original sin, but it is more than that: It is the source of so much that still defines the United States. The New York Times Magazine's award-winning 1619 Project issue reframed our understanding of American history by placing slavery and its continuing legacy at the center of our national narrative. This book substantially expands on that work, weaving together eighteen essays that explore the legacy of slavery in present-day America with thirty-six poems and works of fiction that illuminate key moments of oppression, struggle, and resistance. The essays show how the

inheritance of 1619 reaches into every part of contemporary American society, from politics, music, diet, traffic, and citizenship to capitalism, religion, and our democracy itself. This book that speaks directly to our current moment, contextualizing the systems of race and caste within which we operate today. It reveals long-glossed-over truths around our nation's founding and construction—and the way that the legacy of slavery did not end with emancipation, but continues to shape contemporary American life. Featuring contributions from: Leslie Alexander • Michelle Alexander • Carol Anderson • Joshua Bennett • Reginald Dwayne Betts • Jamelle Bouie • Anthea Butler • Matthew Desmond • Rita Dove • Camille T. Dungy • Cornelius Eady • Eve L. Ewing • Nikky Finney • Vievee Francis • Yaa Gyasi • Forrest Hamer • Terrance Hayes • Kimberly Annece Henderson • Jeneen Interlandi • Honorée Fanonne Jeffers • Barry Jenkins • Tyehimba Jess • Martha S. Jones • Robert Jones, Jr. • A. Van Jordan • Ibram X. Kendi • Eddie Kendricks • Yusef Komunyakaa • Kevin M. Kruse • Kiese Laymon • Trymaine Lee • Jasmine Mans • Terry McMillan • Tiya Miles • Wesley Morris • Khalil Gibran Muhammad • Lynn Nottage • ZZ Packer • Gregory Pardlo • Darryl Pinckney • Claudia Rankine • Jason Reynolds • Dorothy Roberts • Sonia Sanchez • Tim Seibles • Evie Shockley • Clint Smith • Danez Smith • Patricia Smith • Tracy K. Smith • Bryan Stevenson • Nafissa Thompson-Spires • Natasha Trethewey • Linda Villarosa • Jesmyn Ward

1619 project discussion questions: Florence Adler Swims Forever Rachel Beanland, 2020-07-07 "The perfect summer read" (USA TODAY) begins with a shocking tragedy that results in three generations of the Adler family grappling with heartbreak, romance, and the weight of family secrets over the course of one summer. *A New York Times Book Review Editors' Choice * One of USA TODAY's "Best Books of 2020" * One of Good Morning America's "25 Novels You'll Want to Read This Summer" * One of Parade's "26 Best Books to Read This Summer" Atlantic City, 1934. Every summer, Esther and Joseph Adler rent their house out to vacationers escaping to "America's Playground" and move into the small apartment above their bakery. Despite the cramped quarters, this is the apartment where they raised their two daughters, Fannie and Florence, and it always feels like home. Now, Florence has returned from college, determined to spend the summer training to swim the English Channel, and Fannie, pregnant again after recently losing a baby, is on bedrest for the duration of her pregnancy. After Joseph insists they take in a mysterious young woman whom he recently helped emigrate from Nazi Germany, the apartment is bursting at the seams. Esther only wants to keep her daughters close and safe but some matters are beyond her control: there's Fannie's risky pregnancy—not to mention her always-scheming husband, Isaac—and the fact that the handsome heir of a hotel notorious for its anti-Semitic policies, seems to be in love with Florence. When tragedy strikes, Esther makes the shocking decision to hide the truth—at least until Fannie's baby is born—and pulls the family into an elaborate web of secret-keeping and lies, bringing long-buried tensions to the surface that reveal how quickly the act of protecting those we love can turn into betrayal. "Readers of Emma Straub and Curtis Sittenfeld will devour this richly drawn debut family saga" (Library Journal) that's based on a true story and is a breathtaking portrayal of how the human spirit can endure—and even thrive—after tragedy.

1619 project discussion questions: This Nonviolent Stuff'll Get You Killed Charles E Cobb Jr., 2014-06-03 Visiting Martin Luther King Jr. at the peak of the Montgomery, Alabama bus boycott, journalist William Worthy almost sat on a loaded pistol. Just for self defense, King assured him. It was not the only weapon King kept for such a purpose; one of his advisors remembered the reverend's Montgomery, Alabama home as an arsenal. Like King, many ostensibly nonviolent civil rights activists embraced their constitutional right to selfprotection -- yet this crucial dimension of the Afro-American freedom struggle has been long ignored by history. In *This Nonviolent Stuff'll Get You Killed*, civil rights scholar Charles E. Cobb Jr. describes the vital role that armed self-defense played in the survival and liberation of black communities in America during the Southern Freedom Movement of the 1960s. In the Deep South, blacks often safeguarded themselves and their loved ones from white supremacist violence by bearing -- and, when necessary, using -- firearms. In much the same way, Cobb shows, nonviolent civil rights workers received critical support from black gun owners in the regions where they worked. Whether patrolling their neighborhoods, garrisoning their

homes, or firing back at attackers, these courageous men and women and the weapons they carried were crucial to the movement's success. Giving voice to the World War II veterans, rural activists, volunteer security guards, and self-defense groups who took up arms to defend their lives and liberties, *This Nonviolent Stuff'll Get You Killed* lays bare the paradoxical relationship between the nonviolent civil rights struggle and the Second Amendment. Drawing on his firsthand experiences in the civil rights movement and interviews with fellow participants, Cobb provides a controversial examination of the crucial place of firearms in the fight for American freedom.

1619 project discussion questions: American Character Colin Woodard, 2016-03-15 The author of *American Nations* examines the history of and solutions to the key American question: how best to reconcile individual liberty with the maintenance of a free society The struggle between individual rights and the good of the community as a whole has been the basis of nearly every major disagreement in our history, from the debates at the Constitutional Convention and in the run up to the Civil War to the fights surrounding the agendas of the Federalists, the Progressives, the New Dealers, the civil rights movement, and the Tea Party. In *American Character*, Colin Woodard traces these two key strands in American politics through the four centuries of the nation's existence, from the first colonies through the Gilded Age, Great Depression and the present day, and he explores how different regions of the country have successfully or disastrously accommodated them. The independent streak found its most pernicious form in the antebellum South but was balanced in the Gilded Age by communitarian reform efforts; the New Deal was an example of a successful coalition between communitarian-minded Eastern elites and Southerners. Woodard argues that maintaining a liberal democracy, a society where mass human freedom is possible, requires finding a balance between protecting individual liberty and nurturing a free society. Going to either libertarian or collectivist extremes results in tyranny. But where does the "sweet spot" lie in the United States, a federation of disparate regional cultures that have always strongly disagreed on these issues? Woodard leads readers on a riveting and revealing journey through four centuries of struggle, experimentation, successes and failures to provide an answer. His historically informed and pragmatic suggestions on how to achieve this balance and break the nation's political deadlock will be of interest to anyone who cares about the current American predicament—political, ideological, and sociological.

1619 project discussion questions: Four Hundred Souls Ibram X. Kendi, Keisha N. Blain, 2021-02-04 *THE #1 NEW YORK TIMES BESTSELLER* *Four Hundred Souls* is an epoch-defining history of African America, the first to appear in a generation, told by ninety leading Black voices -- co-curated by Ibram X. Kendi, author of the million-copy bestseller *How To Be an Antiracist*, and Keisha N. Blain, author of *Set the World on Fire*. In chronological chapters, each by a different author and spanning five years, the book charts the four-hundred-year journey of African Americans to the present - a journey defined by inhuman oppression, visionary struggles and stunning achievements. Contributors include some of today's leading writers, historians, journalists, lawyers, poets and activists. Together - through essays and short stories, personal vignettes and fiery polemics - they redefine America and the way its history can be told. 'A vital addition to the curriculum on race in America... Compelling' Washington Post 'A resounding history...that challenges the myths of America's past... Fresh and engaging' Colin Grant, Guardian

1619 project discussion questions: The 1619 Project Book University Press, 2021-11-03 University Press returns with another short and captivating book - a brief history of The 1619 Project. In August of 1619, a pirate ship sailed its way through the still-warm waters of The Atlantic Ocean, heading north along the coast of North America, a continent that was then known to most Europeans as the New World. The ship arrived at Jamestown in the British colony of Virginia, carrying an expensive cargo that the pirates hoped to sell to the colonists - Africans. The ship's crew had stolen the 20 or 30 Africans from a Portuguese slave ship. And that slave ship had captured the men and women from an area of west Africa that would one day be Angola. Thus began a 250-year history of slavery in a land that would later become the United States of America. In August of 2019, on the 400-year anniversary of the introduction of African slavery to America, The New York Times

Magazine released a 100-page spread called The 1619 Project, a collection of essays and profiles that discusses the history and legacy of slavery in America and, in the words of its authors, aims to reframe the country's history by placing the consequences of slavery and the contributions of Black Americans at the very center of the United States' national narrative. But this bold reframing of America's history has attracted withering criticism, generated intense controversy, and stimulated a fierce national debate. This short book peels back the veil and provides a clear-eyed glimpse into the explosive history of The 1619 Project - a glimpse that you can read in about an hour.

1619 project discussion questions: Accounting for Slavery Caitlin Rosenthal, 2019-10-15 A Five Books Best Economics Book of the Year A Politico Great Weekend Read "Absolutely compelling." —Diane Coyle "The evolution of modern management is usually associated with good old-fashioned intelligence and ingenuity...But capitalism is not just about the free market; it was also built on the backs of slaves." —Forbes The story of modern management generally looks to the factories of England and New England for its genesis. But after scouring through old accounting books, Caitlin Rosenthal discovered that Southern planter-capitalists practiced an early form of scientific management. They took meticulous notes, carefully recording daily profits and productivity, and subjected their slaves to experiments and incentive strategies comprised of rewards and brutal punishment. Challenging the traditional depiction of slavery as a barrier to innovation, *Accounting for Slavery* shows how elite planters turned their power over enslaved people into a productivity advantage. The result is a groundbreaking investigation of business practices in Southern and West Indian plantations and an essential contribution to our understanding of slavery's relationship with capitalism. "Slavery in the United States was a business. A morally reprehensible—and very profitable business...Rosenthal argues that slaveholders...were using advanced management and accounting techniques long before their northern counterparts. Techniques that are still used by businesses today." —Marketplace "Rosenthal pored over hundreds of account books from U.S. and West Indian plantations...She found that their owners employed advanced accounting and management tools, including depreciation and standardized efficiency metrics." —Harvard Business Review

1619 project discussion questions: Reconstruction Updated Edition Eric Foner, 2014-12-02 From the preeminent historian of Reconstruction (New York Times Book Review), the prize-winning classic work on the post-Civil War period that shaped modern America. Eric Foner's masterful treatment of one of the most complex periods of American history (New Republic) redefined how the post-Civil War period was viewed. *Reconstruction* chronicles the way in which Americans—black and white—responded to the unprecedented changes unleashed by the war and the end of slavery. It addresses the ways in which the emancipated slaves' quest for economic autonomy and equal citizenship shaped the political agenda of Reconstruction; the remodeling of Southern society and the place of planters, merchants, and small farmers within it; the evolution of racial attitudes and patterns of race relations; and the emergence of a national state possessing vastly expanded authority and committed, for a time, to the principle of equal rights for all Americans. This smart book of enormous strengths (Boston Globe) remains the standard work on the wrenching post-Civil War period—an era whose legacy still reverberates in the United States today.

1619 project discussion questions: A Black Women's History of the United States Daina Ramey Berry, Kali Nicole Gross, 2020-02-04 The award-winning *Revisioning American History* series continues with this "groundbreaking new history of Black women in the United States" (Ibram X. Kendi)—the perfect companion to *An Indigenous People's History of the United States* and *An African American and Latinx History of the United States*. An empowering and intersectional history that centers the stories of African American women across 400+ years, showing how they are—and have always been—instrumental in shaping our country. In centering Black women's stories, two award-winning historians seek both to empower African American women and to show their allies that Black women's unique ability to make their own communities while combatting centuries of oppression is an essential component in our continued resistance to systemic racism and sexism. Daina Ramey Berry and Kali Nicole Gross offer an examination and celebration of Black womanhood,

beginning with the first African women who arrived in what became the United States to African American women of today. A Black Women's History of the United States reaches far beyond a single narrative to showcase Black women's lives in all their fraught complexities. Berry and Gross prioritize many voices: enslaved women, freedwomen, religious leaders, artists, queer women, activists, and women who lived outside the law. The result is a starting point for exploring Black women's history and a testament to the beauty, richness, rhythm, tragedy, heartbreak, rage, and enduring love that abounds in the spirit of Black women in communities throughout the nation.

1619 project discussion questions: **1620** Peter W. Wood, 2020-11-10 Was America founded on the auction block in Jamestown in 1619 or aboard the Mayflower in 1620? The controversy erupted in August 2019 when the New York Times announced its 1619 Project. The Times set to transform history by asserting that all the laws, material gains, and cultural achievements of Americans are rooted in the exploitation of African-Americans. Historians have pushed back, saying that the 1619 Project conjures a false narrative out of racial grievance. This book sums up what the critics have said and argues that the traditional starting point for the American story--the signing of the Mayflower Compact aboard ship before the Pilgrims set foot in the Massachusetts wilderness--is right. A nation as complex as ours, of course, has many starting points, including the Declaration of Independence in 1776. But if we want to understand where the quintessential ideas of self-government and ordered liberty came from, the deliberate actions of the Mayflower immigrants in 1620 count much more than the near accidental arrival in Virginia fifteen months earlier of a Portuguese slave ship commandeered by English pirates. Schools across the country have already adopted The Times' radical revision of history as part of their curricula. The stakes are high. Should children be taught that our nation is, to its bone, a 400-year-old system of racist oppression? Or should we teach children that what has always made America exceptional is its pursuit of liberty and justice for all?

1619 project discussion questions: The 1619 Project: A Critique Phillip W. Magness, 2020-04-07 "When I first weighed in upon the New York Times' 1619 Project, I was struck by its conflicted messaging. Comprising an entire magazine feature and a sizable advertising budget, the newspaper's initiative conveyed a serious attempt to engage the public in an intellectual exchange about the history of slavery in the United States and its lingering harms to our social fabric. It also seemed to avoid the superficiality of many public history initiatives, which all too often reduce over 400 complex years of slavery's history and legacy to sweeping generalizations. Instead, the Times promised detailed thematic explorations of topics ranging from the first slave ship's arrival in Jamestown, Virginia, in 1619 to the politics of race in the present day. At the same time, however, certain 1619 Project essayists infused this worthy line of inquiry with a heavy stream of ideological advocacy. Times reporter Nikole Hannah-Jones announced this political intention openly, pairing progressive activism with the initiative's stated educational purposes. In assembling these essays, I make no claim of resolving what continues to be a vibrant and ongoing discussion. Neither should my work be viewed as the final arbiter of historical accuracy, though I do evaluate a number of factual and interpretive claims made by the project's authors. Rather, the aim is to provide an accessible resource for readers wishing to navigate the scholarly disputes, offering my own interpretive take on claims pertaining to areas of history in which I have worked. -- Phil Magness

1619 project discussion questions: A Voyage Long and Strange Tony Horwitz, 2008-04-29 The bestselling author of *Blue Latitudes* takes us on a thrilling and eye-opening voyage to pre-Mayflower America. On a chance visit to Plymouth Rock, Tony Horwitz realizes he's mislaid more than a century of American history, from Columbus's sail in 1492 to Jamestown's founding in 1606-something. Did nothing happen in between? Determined to find out, he embarks on a journey of rediscovery, following in the footsteps of the many Europeans who preceded the Pilgrims to America. An irresistible blend of history, myth, and misadventure, *A Voyage Long and Strange* captures the wonder and drama of first contact. Vikings, conquistadors, French voyageurs—these and many others roamed an unknown continent in quest of grapes, gold, converts, even a cure for syphilis. Though most failed, their remarkable exploits left an enduring mark on the land and people

encountered by late-arriving English settlers. Tracing this legacy with his own epic trek—from Florida's Fountain of Youth to Plymouth's sacred Rock, from desert pueblos to subarctic sweat lodges—Tony Horwitz explores the revealing gap between what we enshrine and what we forget. Displaying his trademark talent for humor, narrative, and historical insight, *A Voyage Long and Strange* allows us to rediscover the New World for ourselves.

1619 project discussion questions: *Vanguard* Martha S. Jones, 2020-09-08 The epic history of African American women's pursuit of political power -- and how it transformed America. In the standard story, the suffrage crusade began in Seneca Falls in 1848 and ended with the ratification of the Nineteenth Amendment in 1920. But this overwhelmingly white women's movement did not win the vote for most black women. Securing their rights required a movement of their own. In *Vanguard*, acclaimed historian Martha S. Jones offers a new history of African American women's political lives in America. She recounts how they defied both racism and sexism to fight for the ballot, and how they wielded political power to secure the equality and dignity of all persons. From the earliest days of the republic to the passage of the 1965 Voting Rights Act and beyond, Jones excavates the lives and work of black women -- Maria Stewart, Frances Ellen Watkins Harper, Fannie Lou Hamer, and more -- who were the vanguard of women's rights, calling on America to realize its best ideals.

1619 project discussion questions: *The Second Founding: How the Civil War and Reconstruction Remade the Constitution* Eric Foner, 2019-09-17 “Gripping and essential.”—Jesse Wegman, *New York Times* An authoritative history by the preeminent scholar of the Civil War era, *The Second Founding* traces the arc of the three foundational Reconstruction amendments from their origins in antebellum activism and adoption amidst intense postwar politics to their virtual nullification by narrow Supreme Court decisions and Jim Crow state laws. Today these amendments remain strong tools for achieving the American ideal of equality, if only we will take them up.

1619 project discussion questions: *OBSERVATIONS CONCERNING DIGNIFIABLE QUESTIONS ABOUT AMERICAN HIGHER EDUCATION* Ekkehard-Teja Wilke, 2023-06-25 The United States is blessed with thousands of institutions of post secondary education. Integrity is alive at all levels. Learning takes place. American higher education is a stupendous achievement with a proud tradition. No area in the world is likely to claim better schools and a better record. Hundreds of small institutions with less than 1000 students, some public, some private, independent, some denominational, some comprehensive, others program selective, represent and live the spirit of a community of learning. But it is also true that the system of American higher education, just as American democracy, is confronted with challenges and threats. As the the Secretary of the U.S. Department of Education has recently, in August 2022, observed, “ The system was never completely right-side up”. He talked of a “post-secondary purgatory”, of a ranking system that is “a joke”, and called for a “cultural change in higher education, NOW”. These challenges and threats need to be addressed now, while it is still, hopefully, time to avert potentially catastrophic consequences. Just as democratic institutions are likely to be misused and need constant critical vigilance, so educational institutions need , active, constant attention and engaged maintenance. The experiences described in these chapters, while accurate, do not reflect comprehensively the “state of post-secondary American education”. But glaring defects and negative tendencies do exist and continue at all levels and to a degree that demands informed awareness and action. The quantitative leap in the student population after 1945 accelerated positive and negative developments. Opportunity of education is available, but hardly equal opportunity. Higher education seems to have become unduly influenced by interests and considerations destructive of quality education. Changes need to be considered and consensually implemented now in order to minimize intended and unintended negative consequences.

1619 project discussion questions: *Something Happened in Our Town* Marianne Celano, Marietta Collins, Ann Hazzard, 2020-06-08 A NEW YORK TIMES AND #1 INDIEBOUND BEST SELLER #6 on American Library Association's Office of Intellectual Freedom's Top 10 Most Challenged Books of 2020 A Little Free Library Action Book Club Selection National Parenting

Product Award Winner (NAPPA) *Something Happened in Our Town* follows two families — one White, one Black — as they discuss a police shooting of a Black man in their community. The story aims to answer children's questions about such traumatic events, and to help children identify and counter racial injustice in their own lives. Includes an extensive Note to Parents and Caregivers with guidelines for discussing race and racism with children, child-friendly definitions, and sample dialogues.

1619 project discussion questions: *His Truth Is Marching On* Jon Meacham, 2020-08-25 #1 NEW YORK TIMES BESTSELLER • An intimate and revealing portrait of civil rights icon and longtime U.S. congressman John Lewis, linking his life to the painful quest for justice in America from the 1950s to the present—from the Pulitzer Prize-winning author of *The Soul of America* “An extraordinary man who deserves our everlasting admiration and gratitude.”—The Washington Post ONE OF THE WASHINGTON POST AND COSMOPOLITAN’S BEST BOOKS OF THE YEAR John Lewis, who at age twenty-five marched in Selma, Alabama, and was beaten on the Edmund Pettus Bridge, was a visionary and a man of faith. Drawing on decades of wide-ranging interviews with Lewis, Jon Meacham writes of how this great-grandson of a slave and son of an Alabama tenant farmer was inspired by the Bible and his teachers in nonviolence, Reverend James Lawson and Martin Luther King, Jr., to put his life on the line in the service of what Abraham Lincoln called “the better angels of our nature.” From an early age, Lewis learned that nonviolence was not only a tactic but a philosophy, a biblical imperative, and a transforming reality. At the age of four, Lewis, ambitious to become a minister, practiced by preaching to his family’s chickens. When his mother cooked one of the chickens, the boy refused to eat it—his first act, he wryly recalled, of nonviolent protest. Integral to Lewis’s commitment to bettering the nation was his faith in humanity and in God—and an unshakable belief in the power of hope. Meacham calls Lewis “as important to the founding of a modern and multiethnic twentieth- and twenty-first-century America as Thomas Jefferson and James Madison and Samuel Adams were to the initial creation of the Republic itself in the eighteenth century.” A believer in the injunction that one should love one's neighbor as oneself, Lewis was arguably a saint in our time, risking limb and life to bear witness for the powerless in the face of the powerful. In many ways he brought a still-evolving nation closer to realizing its ideals, and his story offers inspiration and illumination for Americans today who are working for social and political change.

1619 project discussion questions: *Civics for the World to Come: Committing to Democracy in Every Classroom (Equity and Social Justice in Education)* Nicole Mirra, Antero Garcia, 2023-07-25 Help students use their voices to build an equitable and just society. Years of political violence and protests against injustice have revived interest in teaching civics in schools. The problem? Civic education—as it currently exists—privileges systems, not students. It promotes incremental change within a broken democracy rather than responding to the youth-led movements that call for the abolition of inequitable social structures. What will it take to prepare young people for the just future they are fighting for? *Civics for the World to Come* offers educators a framework for designing the critical civic education that our students deserve. Synthesizing perspectives on democratic life from critical race theory, ethnic studies, Afrofuturism, and critical literacy, the book presents key practices for cultivating youth civic agency grounded in equity and justice. The authors explore five world-building civic skills (Inquiry, Storytelling, Imagination, Networking, and Advocacy) and introduce readers to real learning communities where students and educators are transforming themselves and society.

1619 project discussion questions: *Before the Mayflower* Lerone Bennett, 2018-08-09 This book grew out of a series of articles which were published originally in *Ebony* magazine. The book, like the series, deals with the trials and triumphs of a group of Americans whose roots in the American soil are deeper than those of the Puritans who arrived on the celebrated “Mayflower” a year after a “Dutch man of war” deposited twenty Negroes at Jamestown. This is a history of “the other Americans” and how they came to North America and what happened to them when they got here. The story begins in Africa with the great empires of the Sudan and Nile Valley and ends with

the Second Reconstruction which Martin Luther King, Jr., and the “sit-in” generation are fashioning in the North and South. The story deals with the rise and growth of slavery and segregation and the continuing efforts of Negro Americans to answer the question of the Jewish poet of captivity: “How shall we sing the Lord’s song in a strange land?” This history is founded on the work of scholars and specialists and is designed for the average reader. It is not, strictly speaking, a book for scholars; but it is as scholarly as fourteen months of research could make it. Readers who would like to follow the story in greater detail are urged to read each chapter in connection with the outline of Negro history in the appendix.

1619 project discussion questions: *You Never Forget Your First* Alexis Coe, 2020-02-04 AN INSTANT NEW YORK TIMES BESTSELLER AN NPR CONCIERGE BEST BOOK OF THE YEAR “In her form-shattering and myth-crushing book....Coe examines myths with mirth, and writes history with humor... [You Never Forget Your First] is an accessible look at a president who always finishes in the first ranks of our leaders.” —Boston Globe Alexis Coe takes a closer look at our first--and finds he is not quite the man we remember Young George Washington was raised by a struggling single mother, demanded military promotions, caused an international incident, and never backed down--even when his dysentery got so bad he had to ride with a cushion on his saddle. But after he married Martha, everything changed. Washington became the kind of man who named his dog Sweetlips and hated to leave home. He took up arms against the British only when there was no other way, though he lost more battles than he won. After an unlikely victory in the Revolutionary War cast him as the nation's hero, he was desperate to retire, but the founders pressured him into the presidency--twice. When he retired years later, no one talked him out of it. He left the highest office heartbroken over the partisan nightmare his backstabbing cabinet had created. Back on his plantation, the man who fought for liberty must confront his greatest hypocrisy--what to do with the men, women, and children he owns--before he succumbs to death. With irresistible style and warm humor, *You Never Forget Your First* combines rigorous research and lively storytelling that will have readers--including those who thought presidential biographies were just for dads--inhaling every page.

1619 project discussion questions: *The Negro Motorist Green Book* Victor H. Green, The Negro Motorist Green Book was a groundbreaking guide that provided African American travelers with crucial information on safe places to stay, eat, and visit during the era of segregation in the United States. This essential resource, originally published from 1936 to 1966, offered a lifeline to black motorists navigating a deeply divided nation, helping them avoid the dangers and indignities of racism on the road. More than just a travel guide, *The Negro Motorist Green Book* stands as a powerful symbol of resilience and resistance in the face of oppression, offering a poignant glimpse into the challenges and triumphs of the African American experience in the 20th century.

1619 project discussion questions: *Red at the Bone* Jacqueline Woodson, 2019-09-17 THE TIMES '100 BEST SUMMER READS' NEW YORK TIMES TOP 10 BESTSELLER LONGLISTED FOR THE WOMEN'S PRIZE 2020 'Sublime' Candice Carty-Williams 'An epic in miniature' Tayari Jones 'A banger' Ta-Nehisi Coates 'Generous and big-hearted' Brit Bennett 'A true spell of a book' Ocean Vuong 'A proclamation' R.O. Kwon 'A little masterpiece' Paula Hawkins 'I adored this book' Elizabeth MacNeal 'Pure poetry' Observer 'A sharply focused gem' Sunday Times 'Will remind you why you love reading' Stylist 'Haunting' Guardian 'A wonderful, tragic, inspiring story' Metro 'Prose that sings off the page... Gorgeous' Mail on Sunday 'A nuanced portrait of shifting family relationships' Financial Times 'As seductive as a Prince bop' O, The Oprah Magazine 'Razor-sharp' Vanity Fair 'Dazzling... With urgent, vital insights into questions of class, gender, race, history, queerness and sex' New York Times An unexpected teenage pregnancy brings together two families from different social classes, and exposes the private hopes, disappointments and longings that can bind or divide us. From the New York Times-bestselling and National Book Award-winning author of *Another Brooklyn* and *Brown Girl Dreaming*. Brooklyn, 2001. It is the evening of sixteen-year-old Melody's coming of age ceremony in her grandparents' brownstone. Watched lovingly by her relatives and friends, making her entrance to the music of Prince, she wears a special custom-made dress - the

very same dress that was sewn for a different wearer, Melody's mother, for a celebration that ultimately never took place. Unfurling the history of Melody's family - from the 1921 Tulsa race massacre to post 9/11 New York - *Red at the Bone* explores sexual desire, identity, class, and the life-altering facts of parenthood, as it looks at the ways in which young people must so often make fateful decisions about their lives before they have even begun to figure out who they are and what they want to be. *** ONE OF THE BOOKS OF THE YEAR FOR: New York Times; Washington Post; Time; USA Today; O, The Oprah Magazine; Elle; Good Housekeeping; Esquire; NPR; New York Public Library; Library Journal; Kirkus; BookRiot; She Reads; The Undeclared ***

1619 project discussion questions: *The Outlier* Kai Bird, 2021-06-15 "Important . . . [a] landmark presidential biography . . . Bird is able to build a persuasive case that the Carter presidency deserves this new look."—The New York Times Book Review An essential re-evaluation of the complex triumphs and tragedies of Jimmy Carter's presidential legacy—from the expert biographer and Pulitzer Prize-winning co-author of *American Prometheus* Four decades after Ronald Reagan's landslide win in 1980, Jimmy Carter's one-term presidency is often labeled a failure; indeed, many Americans view Carter as the only ex-president to have used the White House as a stepping-stone to greater achievements. But in retrospect the Carter political odyssey is a rich and human story, marked by both formidable accomplishments and painful political adversity. In this deeply researched, brilliantly written account, Pulitzer Prize-winning biographer Kai Bird deftly unfolds the Carter saga as a tragic tipping point in American history. As president, Carter was not merely an outsider; he was an outlier. He was the only president in a century to grow up in the heart of the Deep South, and his born-again Christianity made him the most openly religious president in memory. This outlier brought to the White House a rare mix of humility, candor, and unnerving self-confidence that neither Washington nor America was ready to embrace. Decades before today's public reckoning with the vast gulf between America's ethos and its actions, Carter looked out on a nation torn by race and demoralized by Watergate and Vietnam and prescribed a radical self-examination from which voters recoiled. The cost of his unshakable belief in doing the right thing would be losing his re-election bid—and witnessing the ascendance of Reagan. In these remarkable pages, Bird traces the arc of Carter's administration, from his aggressive domestic agenda to his controversial foreign policy record, taking readers inside the Oval Office and through Carter's battles with both a political establishment and a Washington press corps that proved as adversarial as any foreign power. Bird shows how issues still hotly debated today—from national health care to growing inequality and racism to the Israeli-Palestinian conflict—burned at the heart of Carter's America, and consumed a president who found a moral duty in solving them. Drawing on interviews with Carter and members of his administration and recently declassified documents, Bird delivers a profound, clear-eyed evaluation of a leader whose legacy has been deeply misunderstood. *The Outlier* is the definitive account of an enigmatic presidency—both as it really happened and as it is remembered in the American consciousness.

1619 project discussion questions: *Stamped (For Kids)* Jason Reynolds, Ibram X. Kendi, 2021-05-11 The #1 New York Times bestseller! This chapter book edition of the #1 New York Times bestseller by luminaries Ibram X. Kendi and Jason Reynolds is an essential introduction to the history of racism and antiracism in America RACE. Uh-oh. The R-word. But actually talking about race is one of the most important things to learn how to do. Adapted from the groundbreaking bestseller *Stamped: Racism, Antiracism, and You*, this book takes readers on a journey from present to past and back again. Kids will discover where racist ideas came from, identify how they impact America today, and meet those who have fought racism with antiracism. Along the way, they'll learn how to identify and stamp out racist thoughts in their own lives. Ibram X. Kendi's research, Jason Reynolds's and Sonja Cherry-Paul's writing, and Rachelle Baker's art come together in this vital read, enhanced with a glossary, timeline, and more.

1619 project discussion questions: *How to Be a (Young) Antiracist* Ibram X. Kendi, Nic Stone, 2023-01-31 The #1 New York Times bestseller that sparked international dialogue is now a book for young adults! Based on the adult bestseller by Ibram X. Kendi, and co-authored by

bestselling author Nic Stone, *How to be a (Young) Antiracist* will serve as a guide for teens seeking a way forward in acknowledging, identifying, and dismantling racism and injustice. The New York Times bestseller *How to be an Antiracist* by Ibram X. Kendi is shaping the way a generation thinks about race and racism. *How to be a (Young) Antiracist* is a dynamic reframing of the concepts shared in the adult book, with young adulthood front and center. Aimed at readers 12 and up, and co-authored by award-winning children's book author Nic Stone, *How to be a (Young) Antiracist* empowers teen readers to help create a more just society. Antiracism is a journey--and now young adults will have a map to carve their own path. Kendi and Stone have revised this work to provide anecdotes and data that speaks directly to the experiences and concerns of younger readers, encouraging them to think critically and build a more equitable world in doing so.

1619 project discussion questions: *The Boys* Ron Howard, Clint Howard, 2021-10-12
INSTANT NEW YORK TIMES BESTSELLER "This extraordinary book is not only a chronicle of Ron's and Clint's early careers and their wild adventures, but also a primer on so many topics—how an actor prepares, how to survive as a kid working in Hollywood, and how to be the best parents in the world! *The Boys* will surprise every reader with its humanity." — Tom Hanks I have read dozens of Hollywood memoirs. But *The Boys* stands alone. A delightful, warm and fascinating story of a good life in show business." — Malcolm Gladwell *Happy Days*, *The Andy Griffith Show*, *Gentle Ben*—these shows captivated millions of TV viewers in the '60s and '70s. Join award-winning filmmaker Ron Howard and audience-favorite actor Clint Howard as they frankly and fondly share their unusual family story of navigating and surviving life as sibling child actors. "What was it like to grow up on TV?" Ron Howard has been asked this question throughout his adult life. In *The Boys*, he and his younger brother, Clint, examine their childhoods in detail for the first time. For Ron, playing Opie on *The Andy Griffith Show* and Richie Cunningham on *Happy Days* offered fame, joy, and opportunity—but also invited stress and bullying. For Clint, a fast start on such programs as *Gentle Ben* and *Star Trek* petered out in adolescence, with some tough consequences and lessons. With the perspective of time and success—Ron as a filmmaker, producer, and Hollywood A-lister, Clint as a busy character actor—the Howard brothers delve deep into an upbringing that seemed normal to them yet was anything but. Their Midwestern parents, Rance and Jean, moved to California to pursue their own showbiz dreams. But it was their young sons who found steady employment as actors. Rance put aside his ego and ambition to become Ron and Clint's teacher, sage, and moral compass. Jean became their loving protector—sometimes over-protector—from the snares and traps of Hollywood. By turns confessional, nostalgic, heartwarming, and harrowing, *THE BOYS* is a dual narrative that lifts the lid on the Howard brothers' closely held lives. It's the journey of a tight four-person family unit that held fast in an unforgiving business and of two brothers who survived "child-actor syndrome" to become fulfilled adults.

1619 project discussion questions: *Slave Nation* Alfred W Blumrosen, Ruth G Blumrosen, 2006-11-01 A book all Americans should read, *Slave Nation* reveals the key role racism played in the American Revolutionary War, so we can see our past more clearly and build a better future. In 1772, the High Court in London freed a slave from Virginia named Somerset, setting a precedent that would end slavery in England. In America, racist fury over this momentous decision united the Northern and Southern colonies and convinced them to fight for independence. Meticulously researched and accessible, *Slave Nation* provides a little-known view of the birth of our nation and its earliest steps toward self-governance. *Slave Nation* is a fascinating account of the role slavery played in the American Revolution and in the framing of the Constitution, offering a fresh examination of the fight for freedom that embedded racism into our national identity, led to the Civil War, and reverberates through Black Lives Matter protests today. A radical, well-informed, and highly original reinterpretation of the place of slavery in the American War of Independence.—David Brion Davis, Yale University

1619 project discussion questions: *An Indigenous Peoples' History of the United States (10th Anniversary Edition)* Roxanne Dunbar-Ortiz, 2023-10-03 New York Times Bestseller Now part of the HBO docuseries *Exterminate All the Brutes*, written and directed by Raoul Peck Recipient of the

American Book Award The first history of the United States told from the perspective of indigenous peoples Today in the United States, there are more than five hundred federally recognized Indigenous nations comprising nearly three million people, descendants of the fifteen million Native people who once inhabited this land. The centuries-long genocidal program of the US settler-colonial regimen has largely been omitted from history. Now, for the first time, acclaimed historian and activist Roxanne Dunbar-Ortiz offers a history of the United States told from the perspective of Indigenous peoples and reveals how Native Americans, for centuries, actively resisted expansion of the US empire. With growing support for movements such as the campaign to abolish Columbus Day and replace it with Indigenous Peoples' Day and the Dakota Access Pipeline protest led by the Standing Rock Sioux Tribe, *An Indigenous Peoples' History of the United States* is an essential resource providing historical threads that are crucial for understanding the present. In *An Indigenous Peoples' History of the United States*, Dunbar-Ortiz adroitly challenges the founding myth of the United States and shows how policy against the Indigenous peoples was colonialist and designed to seize the territories of the original inhabitants, displacing or eliminating them. And as Dunbar-Ortiz reveals, this policy was praised in popular culture, through writers like James Fenimore Cooper and Walt Whitman, and in the highest offices of government and the military. Shockingly, as the genocidal policy reached its zenith under President Andrew Jackson, its ruthlessness was best articulated by US Army general Thomas S. Jesup, who, in 1836, wrote of the Seminoles: "The country can be rid of them only by exterminating them." Spanning more than four hundred years, this classic bottom-up peoples' history radically reframes US history and explodes the silences that have haunted our national narrative. *An Indigenous Peoples' History of the United States* is a 2015 PEN Oakland-Josephine Miles Award for Excellence in Literature.

1619 project discussion questions: *Freedom Over Me* Ashley Bryan, 2016-09-13 Newbery Honor Book Coretta Scott King Author Honor Book Coretta Scott King Illustrator Honor Book Using original slave auction and plantation estate documents, Ashley Bryan offers a moving and powerful picture book that contrasts the monetary value of a person with the priceless value of life experiences and dreams that a slave owner could never take away. Imagine being looked up and down and being valued as less than chair. Less than an ox. Less than a dress. Maybe about the same as...a lantern. This gentle yet deeply powerful way goes to the heart of how a slave is given a monetary value by the slave owner, tempering this with the one thing that can't be bought or sold: dreams. Inspired by the actual will of a plantation owner that lists the worth of each and every one of his "workers," the author has created collages around that document, and others like it. Through fierce paintings and expansive poetry, he imagines and interprets each person's life on the plantation, as well as the life their owner knew nothing about—their dreams and pride in knowing that they were worth far more than an overseer or madam ever would guess. Visually epic, and never before done, this stunning picture book is unlike anything you've seen.

1619 project discussion questions: *Imagining Judeo-Christian America* K. Healan Gaston, 2019-11-13 "Judeo-Christian" is a remarkably easy term to look right through. Judaism and Christianity obviously share tenets, texts, and beliefs that have strongly influenced American democracy. In this ambitious book, however, K. Healan Gaston challenges the myth of a monolithic Judeo-Christian America. She demonstrates that the idea is not only a recent and deliberate construct, but also a potentially dangerous one. From the time of its widespread adoption in the 1930s, the ostensible inclusiveness of Judeo-Christian terminology concealed efforts to promote particular conceptions of religion, secularism, and politics. Gaston also shows that this new language, originally rooted in arguments over the nature of democracy that intensified in the early Cold War years, later became a marker in the culture wars that continue today. She argues that the debate on what constituted Judeo-Christian—and American—identity has shaped the country's religious and political culture much more extensively than previously recognized.

1619 project discussion questions: *The Whiteness of Wealth* Dorothy A. Brown, 2022-03-22 A groundbreaking exposé of racism in the American taxation system from a law professor and expert on tax policy NAMED ONE OF THE BEST BOOKS OF THE YEAR BY NPR AND

FORTUNE • “Important reading for those who want to understand how inequality is built into the bedrock of American society, and what a more equitable future might look like.”—Ibram X. Kendi, #1 New York Times bestselling author of *How to Be an Antiracist* Dorothy A. Brown became a tax lawyer to get away from race. As a young black girl growing up in the South Bronx, she’d seen how racism limited the lives of her family and neighbors. Her law school classes offered a refreshing contrast: Tax law was about numbers, and the only color that mattered was green. But when Brown sat down to prepare tax returns for her parents, she found something strange: James and Dottie Brown, a plumber and a nurse, seemed to be paying an unusually high percentage of their income in taxes. When Brown became a law professor, she set out to understand why. In *The Whiteness of Wealth*, Brown draws on decades of cross-disciplinary research to show that tax law isn’t as color-blind as she’d once believed. She takes us into her adopted city of Atlanta, introducing us to families across the economic spectrum whose stories demonstrate how American tax law rewards the preferences and practices of white people while pushing black people further behind. From attending college to getting married to buying a home, black Americans find themselves at a financial disadvantage compared to their white peers. The results are an ever-increasing wealth gap and more black families shut out of the American dream. Solving the problem will require a wholesale rethinking of America’s tax code. But it will also require both black and white Americans to make different choices. This urgent, actionable book points the way forward.

1619 project discussion questions: Is Free Speech Racist? Gavan Titley, 2020-07-09 The question of free speech is never far from the headlines and frequently declared to be in crisis. Starting from the observation that such debates so often focus on what can and cannot be said in relation to race, Gavan Titley asks why racism has become so central to intense disputes about the status and remit of freedom of speech. *Is Free Speech Racist?* moves away from recurring debates about the limits of speech to instead examine how the principle of free speech is marshalled in today’s multicultural and intensively mediated societies. This involves tracing the ways in which free speech has been mobilized in far-right politics, in the recycling of ‘race realism’ and other discredited forms of knowledge, and in the politics of immigration and integration. Where there is intense political contestation and public confusion as to what constitutes racism and who gets to define it, ‘free speech’ has been adopted as a primary mechanism for amplifying and re-animating racist ideas and racializing claims. As such, contemporary free speech discourse reveals much about the ongoing life of race and racism in contemporary society.

1619 project discussion questions: Debunking the 1619 Project Mary Grabar, 2021-09-07 It’s the New “Big Lie” According the New York Times’s “1619 Project,” America was not founded in 1776, with a declaration of freedom and independence, but in 1619 with the introduction of African slavery into the New World. Ever since then, the “1619 Project” argues, American history has been one long sordid tale of systemic racism. Celebrated historians have debunked this, more than two hundred years of American literature disproves it, parents know it to be false, and yet it is being promoted across America as an integral part of grade school curricula and unquestionable orthodoxy on college campuses. The “1619 Project” is not just bad history, it is a danger to our national life, replacing the idea, goal, and reality of American unity with race-based obsessions that we have seen play out in violence, riots, and the destruction of American monuments—not to mention the wholesale rewriting of America’s historical and cultural past. In her new book, *Debunking the 1619 Project*, scholar Mary Grabar, shows, in dramatic fashion, just how full of flat-out lies, distortions, and noxious propaganda the “1619 Project” really is. It is essential reading for every concerned parent, citizen, school board member, and policymaker.

1619 project discussion questions: 1620 Peter W. Wood, 2022-11-08 When and where was America founded? Was it in Virginia in 1619, when a pirate ship landed a group of captive Africans at Jamestown? So asserted the New York Times in August 2019 when it announced its 1619 Project. The Times set out to transform history by tracing American institutions, culture, and prosperity to that pirate ship and the exploitation of African Americans that followed. A controversy erupted, but the Times didn’t back down. Instead the authors ballooned their original magazine supplement into a

600-page book. Peter Wood's 1620 was a point-by-point response to the 1619 Project. He argued that the proper starting point for the American story is 1620, with the signing of the Mayflower Compact aboard ship before the Pilgrims set foot in the Massachusetts wilderness. The quintessential ideas of American self-government and ordered liberty grew from the deliberate actions of those Mayflower immigrants. In this new edition of 1620, Wood brings the story up to date, including the glittering prizes for 1619 pseudo-history, the deepening disputes, and the roles played by Presidents Trump and Biden. Much of the controversy involves education. Schools across the country raced to adopt the Times' radical revision of history as part of their curricula. Parents in many districts have rebelled. Should children be taught that America is a four-hundred-year-old system of racist oppression? Or should they learn that what has always made America exceptional is our pursuit of liberty and justice for all?

1619 project discussion questions: *Bite of the Mango* Mariatu Kamara, Susan McClelland, 2009-05-04 'In my culture, every story is told with the purpose of either imparting knowledge, repairing a broken bond, or transforming the listener and the teller. Mariatu's story embodies all of these elements.' from the Introduction by Ishmael Beah Mariatu Kamara grew up in a small village in Sierra Leone, surrounded by family and friends. At first, rumours of the civil war were no more than a distant worry. But then the rebels attacked. Heavily armed soldiers, some no older than 12-year-old Mariatu herself, attacked her village, torturing her brutally and killing many of the people she loved. During this senseless violence, they cut off both her hands. Miraculously, Mariatu survived. Then began her journey of recovery, from the African bush to begging in the streets of Freetown, and ultimately to a new life in North America. 'A great read... It's like a cross between *Parvana* and *Memoirs of a Geisha*.' Samantha, 16 It feels as if Mariatu Kamara is sitting in the room with you, telling her story...real and honest. A really powerful book. I cried on several occasions.' Isabella, 19 '...a powerful commentary on one of the many costs of wars. An essential purchase...' Kirkus

1619 project discussion questions: *Black AF History* Michael Harriot, 2025-09-15 AMAZON'S TOP 20 HISTORY BOOKS OF 2023 * B&N BEST OF EDUCATIONAL HISTORY * THE ROOT'S BEST BOOKS OF 2023 * CHICAGO PUBLIC LIBRARY FAVORITE BOOKS OF 2023 From acclaimed columnist and political commentator Michael Harriot, a searingly smart and bitingly hilarious retelling of American history that corrects the record and showcases the perspectives and experiences of Black Americans. America's backstory is a whitewashed mythology implanted in our collective memory. It is the story of the pilgrims on the Mayflower building a new nation. It is George Washington's cherry tree and Abraham Lincoln's log cabin. It is the fantastic tale of slaves that spontaneously teleported themselves here with nothing but strong backs and negro spirituals. It is a sugarcoated legend based on an almost true story. It should come as no surprise that the dominant narrative of American history is blighted with errors and oversights--after all, history books were written by white men with their perspectives at the forefront. It could even be said that the devaluation and erasure of the Black experience is as American as apple pie. In *Black AF History*, Michael Harriot presents a more accurate version of American history. Combining unapologetically provocative storytelling with meticulous research based on primary sources as well as the work of pioneering Black historians, scholars, and journalists, Harriot removes the white sugarcoating from the American story, placing Black people squarely at the center. With incisive wit, Harriot speaks hilarious truth to oppressive power, subverting conventional historical narratives with little-known stories about the experiences of Black Americans. From the African Americans who arrived before 1619 to the unenslavable bandit who inspired America's first police force, this long overdue corrective provides a revealing look into our past that is as urgent as it is necessary. For too long, we have refused to acknowledge that American history is white history. Not this one. This history is Black AF.

1619 project discussion questions: *Emancipation's Daughters* Riché Richardson, 2020-11-23 In *Emancipation's Daughters*, Riché Richardson examines iconic black women leaders who have contested racial stereotypes and constructed new national narratives of black womanhood in the

United States. Drawing on literary texts and cultural representations, Richardson shows how five emblematic black women—Mary McLeod Bethune, Rosa Parks, Condoleezza Rice, Michelle Obama, and Beyoncé—have challenged white-centered definitions of American identity. By using the rhetoric of motherhood and focusing on families and children, these leaders have defied racist images of black women, such as the mammy or the welfare queen, and rewritten scripts of femininity designed to exclude black women from civic participation. Richardson shows that these women's status as national icons was central to reconstructing black womanhood in ways that moved beyond dominant stereotypes. However, these formulations are often premised on heteronormativity and exclude black queer and trans women. Throughout *Emancipation's Daughters*, Richardson reveals new possibilities for inclusive models of blackness, national femininity, and democracy.

1619 project discussion questions: *Teaching What Really Happened* James W. Loewen, 2018-09-07 "Should be in the hands of every history teacher in the country."— Howard Zinn James Loewen has revised *Teaching What Really Happened*, the bestselling, go-to resource for social studies and history teachers wishing to break away from standard textbook retellings of the past. In addition to updating the scholarship and anecdotes throughout, the second edition features a timely new chapter entitled Truth that addresses how traditional and social media can distort current events and the historical record. Helping students understand what really happened in the past will empower them to use history as a tool to argue for better policies in the present. Our society needs engaged citizens now more than ever, and this book offers teachers concrete ideas for getting students excited about history while also teaching them to read critically. It will specifically help teachers and students tackle important content areas, including Eurocentrism, the American Indian experience, and slavery. Book Features: An up-to-date assessment of the potential and pitfalls of U.S. and world history education. Information to help teachers expect, and get, good performance from students of all racial, ethnic, and socioeconomic backgrounds. Strategies for incorporating project-oriented self-learning, having students conduct online historical research, and teaching historiography. Ideas from teachers across the country who are empowering students by teaching what really happened. Specific chapters dedicated to five content topics usually taught poorly in today's schools.

Additional Resources

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